

A thank you to our writers



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

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

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

Lauren Robel
Provost, Indiana University Bloomington



HONORING

David N. Baker

Distinguished Professor of Music,
Jacobs School of Music

Jacqueline Byrd

Librarian and Area Studies Cataloging
Section Head, IU Libraries

Lucy Cherbas

Senior Scientist in Biology and Senior
Fellow in the Indiana Molecular Biology
Institute, College of Arts and Sciences

Marc Dollinger

Professor of Management and Editor
of *Business Horizons*, Kelley School of
Business

David K. Frasier

Associate Librarian, Reference Services,
and Librarian, IU Libraries

Robert Fulk

Class of 1964 Chancellor's Professor of
English, College of Arts and Sciences

David Goss

Professor of Optometry, School
of Optometry

Nels Gunderson

Associate Librarian, Reference Services,
and Librarian, IU Libraries

Peggy A. Hite

Professor of Accounting, Kelley School
of Business

Douglas Gordon Horner

Associate Professor of Optometry and
Assistant Vice Provost in the Office of
the Vice Provost for Research, School of
Optometry

Carol-Anne Hossler

Clinical Associate Professor of
Curriculum and Instruction, School of
Education

Robert H. Jennings

Professor of Finance and Summerville
Endowed Chair, Kelley School of
Business

Peter Kloosterman

Professor of Curriculum and Instruction
and Martha Lea and Bill Armstrong
Chair for Teacher Education, School of
Education

Joyce Splann Krothe

Professor and Assistant Dean of
Nursing, School of Nursing

Leslie Lenkowsky

Professor of Public Affairs and
Philanthropic Studies, School of Public
and Environmental Affairs

David Mank

Professor of Curriculum and Instruction
and Director of the Indiana Institute on
Disability and Community, School of
Education

Luise Prior McCarty

Associate Professor of Education
Leadership and Policy Studies, School
of Education

John L. Mikesell

Chancellor's Professor of Public and
Environmental Affairs, School of Public
and Environmental Affairs

Jonathan Mills

Associate Professor of Computer
Science, School of Informatics and
Computing

Suzanne Mudge

Associate Librarian of Archives of
Traditional Music, College of Arts and
Sciences

Emily M. Okada

Associate Librarian, Reference Services,
and Resources Librarian, IU Libraries

Joanne Peng

Professor of Counseling and Educational
Psychology, School of Education

Steve Laurence Raymer

Professor of Journalism, The Media
School

Frederick W. Roedl

Clinical Professor of Marketing,
Kelley School of Business

Richard Rubinger

Professor of East Asian Languages and
Cultures, College of Arts and Sciences

Steven J. (Jim) Sherman

Chancellor's Professor of Psychological
and Brain Sciences, College of Arts and
Sciences

Elliot Sperling

Associate Professor of Central Eurasian
Studies, Global and International
Studies

Nan Stager

Senior Lecturer and Director of
Undergraduate Programs, School of
Public and Environmental Affairs

John H. Stanfield II

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

John Steinmetz

Director and State Geologist, Indiana
Geological Survey, and Senior Scientist,
Indiana University Office of the Vice
Provost for Research

Alberto Torchinsky

Professor of Mathematics, College of
Arts and Sciences

Frances Trix

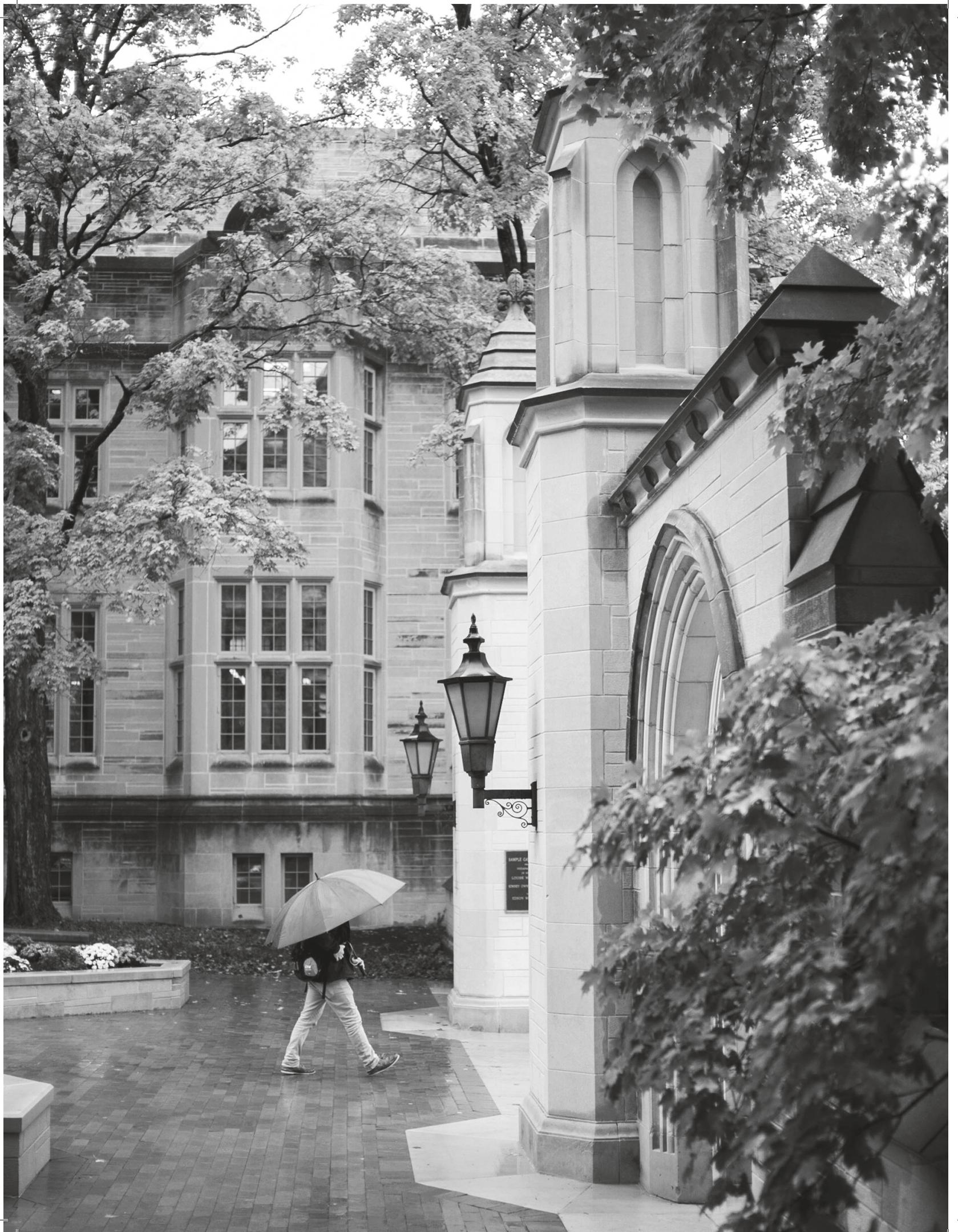
Professor of Anthropology and of
Linguistics, College of Arts and Sciences

Mary H. Wennerstrom

Professor of Music Theory and Associate
Dean for Instruction, Jacobs School of
Music

Jeffrey Wolin

Ruth N. Halls Professor of Fine Arts and
Director of the Center for Integrative
Photographic Studies, Henry Radford
Hope School of Fine Arts



DAVID N. BAKER

David Nathaniel Baker Jr., trombonist, cellist, composer, educator, was born in Indianapolis on December 21, 1931. He was Distinguished Professor of Music and Jazz Studies and department chair emeritus at the Indiana University Jacobs School of Music in Bloomington.

A virtuoso performer on multiple instruments and top in his field in several disciplines, David taught and performed throughout the United States, Canada, Europe, Scandinavia, Australia, New Zealand, and Japan. He also co-founded the Smithsonian Jazz Masterworks Orchestra and served as its conductor and musical and artistic director from 1990 to 2012.

In Indianapolis, David attended Crispus Attucks High School. He received both bachelor's (1953) and master's degrees (1954) in music education from Indiana University, where he studied with a wide range of master teachers, performers, and composers, including J. J. Johnson, Bob Brookmeyer, Janos Starker, George Russell, William Russo, Bernard Heiden, Thomas Beversdorf, and Gunther Schuller, among others. While a student, he played in several big bands, including Lionel Hampton's, and then worked in the west coast orchestras of Stan Kenton and Maynard Ferguson in 1956 and 1957. He headed his own band back in Indianapolis in 1958 and studied in 1959 at the Lenox School of Jazz, where George Russell and Gunther Schuller taught. In 1960, his Indianapolis group became the George Russell Sextet, making records for three years for the Decca and Riverside labels. David also spent some of this time in Quincy Jones's orchestra. He received the "new star" award for trombone from *Down Beat* magazine in 1962. Fellow trombonist Curtis Fuller told the magazine, "If there is to be a new era in jazz, Dave Baker should be in the center of it." An injury sustained in 1953 ultimately caused him to switch to cello in 1962; he recorded on cello with Charles Tyler in 1967.

David became a member of the Jacobs School of Music faculty in 1966. He founded the jazz studies program and served as its chair from 1968 to 2013, creating the bachelor's and master's degrees in jazz studies.

He picked up the trombone again briefly in the 1970s, playing on the 1972 album *Living Time* with Bill Evans and



George Russell conducting.

David was a Pulitzer Prize nominee for composition for his piece *Levels*, a concerto for solo bass, jazz band, woodwinds, and strings (1972). He was nominated for a Grammy Award (1979) and honored three times by *Down Beat* magazine (as a new star, for lifetime achievement as a trombonist, and in 1994 as the third inductee to its Jazz Education Hall of Fame). He received numerous awards, including the National Association of Jazz Educators Hall of Fame Award (1981), the President's Award for Teaching (1986) from Indiana University, the Arts Midwest Jazz Masters Award (1990), the Governor's Arts Award of the State of Indiana (1991), the American Jazz Masters Award from the National Endowment for the Arts (2000), the Indiana Historical Society's Living Legend Award (2001), the James Smithson Medal from the Smithsonian Institution (2002), an Emmy Award (2003) for his musical score for the PBS documentary *For Gold and Glory*, the Living Jazz Legend Award from the John F. Kennedy Center for the Performing Arts (2007), the Louis Armstrong Educational Foundation's Satchmo Award (2014), and five honorary doctorates, including those from Oberlin College (2004) and the New England Conservatory (2006).

As a composer, David was commissioned by more than 500 individuals and ensembles, including Josef Gingold, Ruggerio Ricci, Janos Starker, Harvey Phillips, the New

York Philharmonic, St. Paul Chamber Orchestra, Beaux Arts Trio, Fisk Jubilee Singers, Louisville Orchestra, Ohio Chamber Orchestra, the Audubon String Quartet, and the International Horn Society. His compositions, tallying more than 2,000 in number, range from jazz pieces, symphonic works, and chamber music to film scores.

David was a dedicated music educator as well as a composer and performer. His involvement in music organizations encompassed membership on the National Council on the Arts; board positions for the American Symphony Orchestra League, Chamber Music America, Arts Midwest, and the Afro-American Bicentennial Hall of Fame/Museum; and past chairmanships of the Jazz Advisory Panel to the Kennedy Center and the Jazz/Folk/Ethnic Panel of the National Endowment for the Arts. He served as president and vice president of the International Association for Jazz Education, president of the National Jazz Service Organization, and as senior consultant for music programs for the Smithsonian Institution. David taught at the Tanglewood Music Center and served six times on the Pulitzer Prize music jury. He had more than 75 recordings, 70 books, and 400 articles to his credit.

David was a longtime member of the faculty of the Summer Jazz Workshops led by Jamey Aebersold, mainly in Louisville, Kentucky, but also in Canada, England, Germany, Scotland, Denmark, Australia, New Zealand, and many places in the United States. He was also chair of the faculty of the Program of Jazz at the Steans Institute for Young Artists at the Ravinia Festival from its inception in 2000 to 2016.

An avid reader (especially of biographies and autobiographies), David lived in Bloomington with his devoted wife, Lida; attended the Bloomington Free Methodist Church; and enjoyed time with his family, including daughter April and son-in-law Brad, April's mother, Jeanne, granddaughter Kirsten and her husband Nick, nephew David Michael, and sons Greyson and Elijah.

David Baker passed away in March 2016.

Luke Gillespie

JACQUELINE BYRD

After 36 years of dedicated service, Jackie Byrd has retired from Indiana University Libraries. A highly successful and well-regarded faculty member, Jackie has been a significant contributor of catalog records and has helped guide the evolution of cataloging within IU Libraries and the profession at large.

Jackie began her career in the IU Libraries in 1979. After completing her master's degree in library science from Indiana University, she was appointed original cataloger for Slavic and East European language monographs, a position she held from 1986 to 1999. From 1999 until her retirement in November 2015, she held the position of head of the Area Studies Cataloging Section, with an interim position heading Acquisitions from 2001 to 2002. Jackie achieved full librarian status in 2011. In 2014 she was awarded the well-deserved William Evans Jenkins Librarian Award in recognition of her outstanding contributions to Indiana University and the profession.

Many colleagues have used the word "spearheading" when describing Jackie's involvement in positive change. Her initiative and leadership have transitioned the Libraries' Technical Services Department in terms of standards, technology adoption, and even physical space. Jackie is credited with leading a team responsible for the IU Libraries' successful implementation of the new Resource Description and Access (RDA) cataloging standard that was a major milestone for the cataloging community. This work required extensive research and comprehension of the standard and the organization of training sessions for staff members in Technical Services as well as public service areas at IU Libraries. She even extended this service to other libraries in the state. Her rigorous assessment and project management skills resulted in two successful migrations of data to new integrated library systems, as well as several upgrades of those systems over the years. Beginning in 2010, Jackie was an active participant in the development of a new open-source integrated library system, Quali OLE (Open Library Environment). Her role involved communicating user needs, testing new development work, and creating

documentation for the project. In addition to these technological changes, she led a well-organized physical move of the Technical Services Department for a remodeling project from 2012 to 2013.

With interests in both cataloging and Slavic languages, Jackie was an ongoing, active member in organizations within the American Library Association that are dedicated to cataloging and library technical services as well as Slavic and Eastern European librarianship. She served on various committees in these organizations and organized successful programs and presentations at conferences. For the Slavic and East European Section of the Association of College and Research Libraries, Jackie served as secretary from 2001 through 2009. In this role she supported improved communication within the community, including creating a directory of Slavic librarians at U.S. and international institutions and maintaining the website for the Slavic Cataloging Manual. She also informed the group on cataloging issues, such as the incorporation of Slavic scripts and the encoding of various dialects in library catalog records.

Her service to IU Libraries includes holding numerous positions on the Bloomington Libraries Faculty Council (BLFC), search and screen committees, and promotion and tenure committees for librarians. In addition to serving on and chairing several BLFC standing and ad-hoc committees, she served two terms as the head of the council. Her colleagues praised her as "one of the pillars of the [university library] faculty governance system." Of note was her role as one of two primary drafters of the current promotion and tenure process for IU Bloomington librarians, to improve alignment with other campus faculty.

As new faculty and staff have joined the IU Libraries over the years, Jackie has been a highly supportive colleague, sharing her time and experience to bring us onboard and anticipating our needs before we were even aware of them ourselves. I am particularly grateful to Jackie for introducing me to the history and current culture of cataloging across the many IU campuses, for bringing me up to speed on the OLE

development project, and for sharing the many policies and procedures she responsibly documented over the years. Her entire staff has great admiration, appreciation, and respect for Jackie's accomplishments as a cataloger and a manager.

Jackie is still in the Bloomington area and has been adjusting well to her new retirement status. The faculty and staff at the IU Libraries, particularly in Technical Services, wish her all the best and thank her wholeheartedly for her professional dedication and leadership that has served us so well for more than three decades.

Amy Bailey



LUCY CHERBAS

Lucy Cherbas retires from the Indiana University Department of Biology in June 2016 after 31 years of service. Lucy obtained her B.A. in biology from Swarthmore College in 1964. During undergraduate summers, she worked at Case Western Reserve University with Howard Schneiderman and Drew Schwartz; her first paper with Schwartz concerned a maize protein analyzed by electrophoresis. Schneiderman recognized Lucy's talents, recommended that she apply to Harvard for graduate work, and pointed her toward the laboratory of Carroll Williams, a renowned expert in insect physiology and hormones.

Her graduate work was partly on the insect molting hormone ecdysone and partly on the injury activation of insect blood cells called hemocytes. As a graduate student, Lucy taught developmental biology. In that capacity she met her future husband, Peter. Lucy introduced Peter to ecdysone, and a few years later he introduced her to tissue culture cells.

After obtaining her Ph.D., she studied briefly as a postdoctoral fellow at Harvard with Fotis Kafatos on RNA polymerases. Subsequently, she and Peter migrated to the University of Cambridge, where she worked with R. J. Jackson and Tim Hunt on hemoglobin synthesis. It was during their stint in the United Kingdom that their daughter, Kathy, was born. On their return to the United States, Lucy worked with Irving M. London at the Massachusetts Institute of Technology (MIT) and published two important papers on the regulation of hemoglobin synthesis.

During Lucy's time at MIT, Peter was setting up his lab at Harvard as a newly minted assistant professor. Lucy proposed that she join his lab and that they combine their scientific efforts. Their collaboration has flourished; as a team, they have been enormously productive. Their work together has focused on determining the underlying action of steroid hormones, particularly ecdysone, using *Drosophila* tissue culture cells as a model. Together they developed tools and culture conditions for these cells as well as protocols that are now in common use by the scientific community. Lucy's expertise



was first recognized during her tenure at Harvard, where she was sought for advice on cloning, cell culture techniques, and DNA sequencing.

In 1985 Lucy and Peter moved to IU and continued their research, working with cell lines and hormonal regulation of gene expression. Lucy is author or co-author of many key articles on cell methods. She participated in the founding of the *Drosophila* Genomic Resource Center (DGRC) and built up a unique and extremely valuable collection of 135 diverse cell lines. She has also been instrumental in publicizing these materials and maintaining this widely used resource for the research community. When someone needs expert scientific advice on tissue culture, they invariably come to the DGRC and Lucy for help.

Lucy was also intimately involved in the modENCODE project. One part of this community-wide effort was designed to completely define all of the transcribed (expressed) genes in the *Drosophila* genome. The source material for this analysis included tissue culture cells; again Lucy's expertise came to the fore. She selected 25 different cell lines from diverse tissue types, supervised the growth of the cells and the collection of RNAs, and participated in the analyses of the data that emerged. The results of this monumental effort were made available to the community and

provided detailed information about the genetic expression pattern of this model organism.

Lucy and Peter decided to move to IU because it offered excellence in genetics for them and excellence in music for their then 11-year-old cellist daughter, Kathy, who is now a successful freelance cellist in New York. Lucy had also been a professional vocal accompanist. Although she had put that part of her life on hold for many years, it resurfaced here at IU. Lucy attended a precollege cello master class given by Janos Starker, intending to accompany Kathy. There, she unexpectedly found herself sight-reading an accompaniment for one of Kathy's friends. And before the class ended, she found herself accompanying Starker himself in front of an audience full of genuine musicians. She lived to tell the tale.

I close this remembrance with a quote from Lucy that provides personal insight and shows that things are changing for the better in the field of biology:

"When I entered graduate school, women were a small minority of my class at Harvard and there were no women on the biology faculty; female graduate students were expected to perform special duties like making cookies for the lab and taking on research projects suitable for our gender, and were the subject of frequent verbal slights. I am delighted that as I retire, things have changed. The emeritus faculty in IU's biology department are 95 percent male (not so different from that of Harvard when I was a graduate student), but the current tenure-track faculty here are almost one-third female, and since graduate school I cannot recall ever being singled out to make cookies for my colleagues. I was never active as a feminist, but I very much appreciate the change in climate."

Lucy's contributions to science and our knowledge base are numerous and significant. We are enormously indebted to her for all that she has contributed. Lucy will continue doing her science but will almost certainly spend more time with her grandson in New York. This time away from the grind is well deserved, and we wish her all the best.

Thom Kaufman

MARC DOLLINGER

Marc J. Dollinger came to IU in 1987 as an assistant professor in the new disciplinary area of entrepreneurship. Prior to this, faculty members in this area were actual practicing entrepreneurs. Marc was unique because he was a skilled researcher on entrepreneurial activities, and it was this skill for which we recruited him. But we got much more!

Born in Brooklyn, Marc received his undergraduate degree from the State University of New York at Buffalo and his Ph.D. from Lehigh University. He was an assistant professor at the University of Kentucky when we lured him to IU, where he spearheaded the building of the now-prominent entrepreneurship area and served in two critical areas for the Kelley School of Business, as program chair for the undergraduate program and as editor for *Business Horizons*.

Marc was gifted with the doctoral students he supervised and in his undergraduate and M.B.A. courses. Jeff McMullen, who worked with Marc to develop two new courses, recalls, “I remember him turning to me with a pained look on his face and saying, ‘It’s tough, you know. These guys are like your kids. You want them to do well, and you want to encourage them, but some of these ideas are just terrible, and we have to tell them that without hurting their feelings and them giving up.’ And tell them he did. Marc always put their welfare first by practicing tough love. It’s easy to have people like you if all you do is praise them, but Marc actually cared enough about them and their futures to tell them the truth and help them, even if it was difficult for them to hear that they might be on the wrong path or headed in the wrong direction.”

Marc was “rewarded” for his conscientious teaching efforts by a request from the dean’s office 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, Marc and his staff strove to make sure that the best students got admitted to Kelley, moved through the curriculum on pace, graduated on time, and found



appropriate placement. Within the policy debates of Academic Council, composed of department chairpersons and other program chairpersons, Marc fiercely defended the undergraduate program, arguing passionately that a fair share of the tuition revenues brought in from undergraduates ought to be directed back to their needs in order to build the strongest program possible. His efforts led to the very high ratings of the Kelley undergraduate program and ensured that the thousands of graduates he oversaw went on to enjoy productive, successful, and enjoyable careers in business.

Following his service to the undergraduate program, Marc returned to our department and to the everyday tasks of teaching, writing, and engaging in department service. At department meetings, Marc could be counted on for a well-turned phrase (according to Dennis Organ), a wonderful sense of humor (according to Herman Aguinis), and honesty (according to Jeff McMullen). As Jeff noted, “More than one faculty meeting has staved off a bad decision because Marc had the courage to call out the elephant in the room or had the prescience to anticipate what would likely have manifested as a problem down the road.”

This interlude did not last long. Marc was soon called upon to serve as editor of *Business Horizons*, which is noted for articles that strike a balance

between the practical and the academic. Dean Idie Kesner (then associate dean) asked me (then department chair) whether I thought Marc would be suitable for the position and whether he would consider it. Her idea was a stroke of genius; both of us were relieved when Marc accepted the challenge and went on to build *Business Horizons* into a highly respected journal in an important niche serving both academics and practitioners. Serving as editor requires patience, innovative strategies to seek out contributions, a strong ear for the potential poetry of the written word, and the ability to craft polite rejections of authors’ work. Marc excelled at all of these tasks.

Perhaps equal to his passion for teaching is Marc’s passion for sports, fondly remembered by those who discussed baseball with him (Dennis Organ) and those who played golf with him (Dan Dalton). Dan remembers a particular golf game with Marc and his son, Matt, which all parties enjoyed greatly: “Little did I know at the time how Matt’s tireless initiative, his love of sports, in concert with his dad’s support, would lead him. Shortly after his graduation [from IU], Matt was hired by *Sports Illustrated* (SI). Following a series of assignments, Matt became the magazine’s National Basketball Association editor. Now he is a senior producer for SI.”

Marc is proud of Matt’s success, but also of the achievements of his daughters, Marissa and Molly, and his grandson, Leo. He revels in the travel adventures planned by his intrepid wife, Mimi. Marc has worked tirelessly to improve Kelley in many ways, but I will personally miss most his ability to make work fun. We wish Marc and Mimi many more years of happiness and exciting travel.

Janet P. Near

DAVID K. FRASIER

On November 13, David K. Frasier retired from his position as reference librarian of the Lilly Library. As well as exemplifying the very best qualities of librarianship, Dave is also a successful scholar in the field of popular culture and a valued friend and colleague.

Dave has worked for the IU Libraries for 33 years, beginning in 1982 at the Kinsey Institute, where he was head of Technical Services from 1984 to 1988 and actively worked on building the Kinsey's collections. He then spent 21 years as a reference librarian at the Herman B Wells Library, where many of his former colleagues still tell tales of his legendary quips and antics. In 2008 Dave transferred to the Lilly Library, where he has been the reference librarian and beloved member of the Public Services Department.

In his many years of reference work, Dave has represented the best of what reference librarianship can and should be, acting not as a gatekeeper of knowledge but as a guide to navigating the infernos and paradises of the research journey. Thousands of student essays, dissertations, articles, and books owe thanks to Dave's tireless research efforts. He is one of the last, great old-school reference librarians around, and his dedication and staggering knowledge can never be replaced. His coworkers at the Lilly Library are continually amazed at the stream of library patrons from over the decades who praise Dave's learnedness and willingness to help. In 2005, he received the Angel Award, which "honors service beyond the call of duty [for] outstanding service to graduate students and faculty in the Herman B Wells Library." Dave is also a rare example of a librarian who understands reference, public service, cataloging, and how all of these areas combine to provide outstanding service to researchers. In addition to his work processing the Kinsey collections, he recently completed the monumental task of processing the Lilly Library's Thomas T. Solley Collection of Automotive and Motoring Literature.

Dave has had brushes with fame after befriending legendary exploitation director Russ Meyer. Dave wrote the definitive bio-bibliography of Meyer (*Russ Meyer—The Life and Films*)

and also completed and edited Meyer's three-volume autobiography, *A Clean Breast: The Life and Loves of Russ Meyer*. Dave also authored three monumental works of morbid reference. The first, *Suicide in the Entertainment Industry: An Encyclopedia of 840 Twentieth Century Cases*, was named by film director John Waters as one of his six favorite books of all time and was shown in Waters's film *A Dirty Shame*. The second, *Murder Cases of the Twentieth Century: Biographies and Bibliographies of 280 Convicted or Accused Killers*, was selected by the ALA as an Outstanding Reference Source of 1997. The third, *Show Business Homicides: An Encyclopedia, 1908–2009*, completes a trilogy of crime reference volumes that have no peers. Other publications include innumerable reviews for *Choice* and *ARBA (American Reference Books Annual)* and a memorial essay in the booklet included with the Arrow Films release of a collection of Russ Meyer's films. Dave currently maintains a blog (davidkfrasier.blogspot.com) discussing the dark complexities of famous celebrity suicides and murders.

How many mild-mannered librarians can say they've shaken hands with serial killer John Wayne Gacy? Dave Frasier has done that and much more. His research skills are unparalleled, and his scholarly works have made a significant and lasting contribution to both film studies and the study of crime in popular culture. Dave's charm, erudition, and razor-sharp wit have won him friends not only in Russ Meyer but also in John Waters, Kenneth Anger, and Nicolas Winding Refn. Although Dave has hobnobbed with the wealthy and the weird, he remains a humble man and counts among his friends an eclectic range of folks from all walks of life. He speaks often of his time as a young man working in a furniture warehouse in Evansville, Indiana, and his work ethic and easy charm have carried him through a fascinating career path. His retirement party at the Lilly Library drew a crowd of visitors from all over the campus—from fellow librarians to faculty to staff members from a wide variety of campus services—all bringing with them tales of what Dave

has meant to them. One group that Dave has especially touched includes the many student employees with whom he has worked over the years, for whom Dave has been a mentor and a model of untraditional librarianship and scholarship. Many of these students are now successful librarians and scholars themselves. For young people who don't quite fit into conventional categories, Dave is not just an inspiration but a lifeline.

Every person who has worked closely with Dave over the past 33 years has at least one story to tell about him. He is a legendary character and odd in the best way possible—someone who is a fully developed, charismatic, unique individual who follows no path but his own. But what is perhaps most memorable about Dave—and what his colleagues at the Lilly Library and all over campus will miss most—is his profound kindness. Please join me in thanking Dave and wishing him a peaceful, happy retirement!

Rebecca Baumann



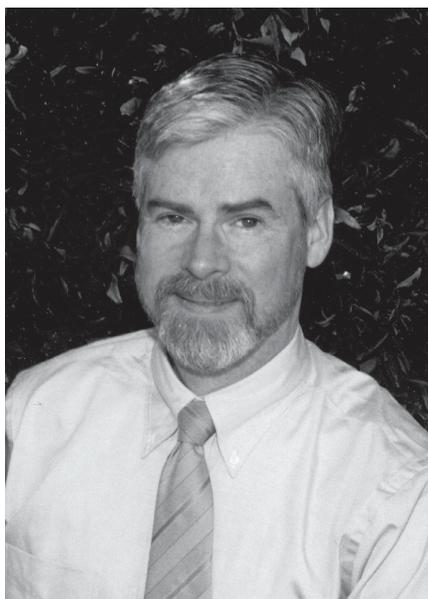
ROBERT FULK

R. D. Fulk, Class of 1964 Chancellor's Professor of English Language and Literature, retires from the Indiana University faculty as one of the world's most eminent historical linguists of early Germanic languages, most notably Old English and Old Icelandic. Both prolific and profound, he has left an indelible signature on the discipline he has practiced since embarking on doctoral studies 39 years ago.

Robert Dennis Fulk was born on October 2, 1951, in Chicago, Illinois, and graduated from Oakland University with a B.A. in English in 1973. He received an M.A. in English from the University of Chicago in 1974 and then considered becoming a creative writer, earning an M.F.A. in fiction from the Writer's Workshop at the University of Iowa in 1976. His career took a philological turn, however, with a Ph.D. in English from Iowa in 1982.

Rob joined the Indiana University faculty in 1983 and was ultimately promoted to Chancellor's Professor in 2002. Since 2005, he has also been adjunct professor of Germanic Studies. He has taught a number of rare specialty courses, including Old English, Old Icelandic, Old Irish, Middle Welsh, and Beowulf that have contributed distinctively to medieval studies at the university. His idiosyncratic blend of scholarly rigor and gentle pedagogy has made him a favorite among students for decades—medievalist candidates already well into their dissertations would audit Old Irish with bright eyes that belied the world-weariness expected of students so advanced in life and learning. All agreed that Old Irish or Middle Welsh with Fulk was the chance of a lifetime and not to be missed. The time for such chances is past now. As the Old English elegies remind us, all things pass.

Yet Rob's pedagogical legacy is a rich one; a lifetime of study and teaching reflected notably in the materials he has prepared for teaching Old and Middle English. At the most advanced level, he completed the late Richard M. Hogg's *A Grammar of Old English, Volume 2: Morphology* (2011) and he has published two textbooks, *An Introduction to Middle English: Grammar and Texts* (2012) and *An Introductory Grammar of Old English*



with an Anthology of Readings (2014). His pedagogical stature was assured well before these works with his revision of John C. Pope's *Eight Old English Poems* (2001), published by W. W. Norton, also publishers of the *Norton Anthology of English Literature*. At the *Anthology* site online, one can hear Rob read seven of the eight poems, as well as Birhtwold's speech from *The Battle of Maldon*, in the cadence and timbre familiar to so many students on the Bloomington campus over the years. These recordings may be any student's best introduction to Old English.

Rob has published several major works of Germanic philology, including *The Origins of Indo European Quantitative Ablaut* (1986); with Christopher M. Cain, *A History of Old English Literature* (2002; second edition 2013); an edition and translation of *The Beowulf Manuscript: Complete Texts and the Fight at Finnsburg* (2010); an edition with Stefan Jurasinski of *The Old English Canons of Theodore* (2012); and, with several colleagues, a recurring edition of *Skaldic Poetry of the Scandinavian Middle Ages* (2013, ongoing).

However, Rob's *A History of Old English Meter* (1992) and his edition, with Robert E. Bjork and John D. Niles, of *Klaeber's Beowulf and the Fight at Finnsburg* (2008) have brought him the greatest renown. The *History* thoroughly revises our understanding

of early English and its literature, as it teases apart dialectal and poetic features with philology's fine-toothed comb, establishing the dialect origins of many Old English poems and marking off four distinct periods of Old English poetic development, which both complicates and clarifies our sense of the English past—a quarter-century on, it is already a classic. The fourth edition of *Klaeber's Beowulf* presents a revised text of the poem in its original language for scholars and students alike and provides a definitive apparatus that will make the poem and scholarship written about it accessible for generations to come.

If this incomplete account of Rob's scholarship sounds like enough for one career, it isn't enough for Rob, who in retirement will be engaged in writing an ambitious *Comparative Grammar of the Early Germanic Languages*, for which he recently received a Guggenheim Fellowship.

On his faculty web page, Rob describes some supposed highlights of his career. "On his accession," he writes, "Fulk found himself facing a coalition of Odo I, count of Blois, and Conan I of Rennes. The latter having seized upon Nantes, of which the counts of Anjou held themselves to be suzerains, Fulk soon laid siege to it, routing Conan's army at the battle of Conquereuil (27 June 992) and re-establishing his suzerainty over Nantes. Satisfied with his accomplishments, Fulk died peacefully on 21 June 1040, just 970 years before his fifty-ninth birthday."

The Fulk in question is Black Fulk, Count of Anjou, not Professor R. D. Fulk, but with the fictional device of the final sentence, professor and count phase one into the other, and the line between past and present—so obvious to most of us most of the time—wavers. That sentence captures Rob's sense of humor but his seriousness, too. His living voice saves Old English poetry from vanishing under clay like so many other artifacts of Anglo-Saxon culture. It breathes the Germanic past into our twenty-first century air.

Michael Adams

DAVID GOSS

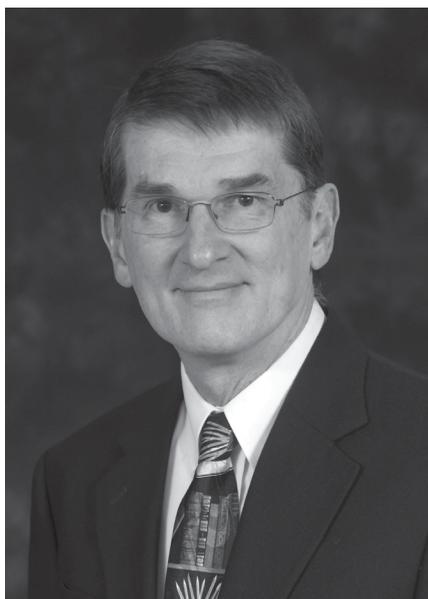
Dr. David Goss grew up in a tiny town (population 40) in rural Illinois. He attended a small grammar school, where his father was the principal, a science and math teacher, a physical education instructor, coach, and sometimes a substitute bus driver.

Dave went to Illinois Wesleyan University in Bloomington, Illinois, where he graduated with a B.A. in 1970. He then attended Pacific University School of Optometry, receiving a B.S. in 1972 and an O.D. in 1974. He then practiced for a year in the office of Drs. Allen Lande and Donovan Crouch in Storm Lake, Iowa.

Rather than continuing in private practice, Dave decided to pursue a career in academic optometry and enrolled in the Ph.D. program in physiological optics at the Indiana University School of Optometry (IUSO). He counted himself very fortunate to have had the internationally known Dr. Henry Hofstetter as his major advisor in graduate school. To this day, he regards Dr. Hofstetter as the mentor who shaped his research career and who still has a significant impact on his thinking.

After completing his Ph.D. in 1980, Dave joined the faculty of the College of Optometry at Northeastern State University in Tahlequah, Oklahoma. The school was only in its second year, so it was an exciting and challenging time to be a faculty member. In addition to organizing and designing new courses, Dave taught, ordered equipment, and designed laboratory experiments for teaching vision science. While there, he received a Faculty of the Year award for his research and scholarly activity (1990–91). Dave taught at Northeastern State University for 12 happy years, after which he was recruited back to the IUSO by then-Dean Jack Bennett.

In Oklahoma and at the IUSO, Dave's teaching assignments included courses in case analysis of non-strabismic binocular vision and accommodation disorders, accommodation and vergence testing procedures, vision therapy, ocular motility, ocular optics, and refractive development. He developed innovative writing assignments in several of his courses, some involving writing about



what it is like to have myopia or other refractive errors. Other assignments included analysis of related research papers and writing about the classical studies on the optics of the eye. Dave's organized lecture style, innovative class projects, and self-effacing, unassuming manner made him a very popular teacher. For many years in a row, he received the Professor of the Year award from second-year optometry students, and was awarded IU's Teaching Excellence Recognition Award in 1998 and 2010.

Dave is an international expert in myopia development, accommodation and vergence, and related clinical testing procedures. Throughout his prolific career, he has published 4 books, 12 book chapters, more than 90 refereed papers, and over 130 literature and book reviews. While at Northeastern State University, he co-edited *Eye and Vision Conditions in the American Indian*. His earliest research tracked myopia progression in youth. He constructed a database of more than 500 subjects in seven optometry practices detailing the numerous clinical tests performed at each subject visit, to better understand myopia progression. His book *Ocular Accommodation, Convergence, and Fixation Disparity*, which is now in its third edition, is considered a classic in the field and is used by numerous optometry schools. He has also written textbooks on the management of myopia

and optics of the eye. Reviewers find both books useful for teaching difficult concepts to optometry students. His research publications are frequently cited in optometry textbooks.

Dave's interests have also extended to other areas, including optometric history. A lifelong bibliophile, he collects books and loves libraries. Along with his O.D. and Ph.D. degrees, Dave also completed a library science degree (M.L.S.) in 2008. This led him to publish articles on citations in vision care and vision science. He also writes a continuing series of articles on significant optometry books and authors in *Hindsight: Journal of Optometry History*, numbering more than 100 to date.

But his research, books, and optometric history are not Dave's only loves. He is also a zealous baseball fan who can quote statistics for hours. Those who know Dave realize that they had better not telephone him when his favorite baseball team, the Chicago Cubs, is playing. With his characteristic productivity, he has turned this hobby into publications on vision problems in baseball players. According to him, he is probably the only optometrist who is a member of both the Optometric Historical Society and the Society for American Baseball Research. Dave is also a devoted Trekkie. He has a Christmas tree full of *Star Trek* ornaments celebrating the classic series. If all of this were not enough to keep him busy, Dave is an avid gardener with a huge vegetable garden every year.

Dave's research and teaching cover many areas of optometric education and learning. His impact on the field has been tremendous, especially in the nuts and bolts of clinical testing and the tracking of refractive error development and other eye conditions affecting binocularity. His knowledge and outstanding teaching skills will make him sorely missed at the IUSO.

Carolyn Begley

NELS GUNDERSON

At the end of December 2016, Nels Gunderson, reference librarian in the Herman B Wells Library, retires after 36 years of service to the Indiana University Libraries. Nels has worked tirelessly since he began his tenure on the Bloomington campus in 1980. He began his career at Indiana University working as a visiting reference librarian for Regional Campus Libraries/Central Reference Services in 1979. He became an assistant reference librarian in 1980, the same year in which he was recognized for participating with dedication and skill on the winning team while fundraising for the Indiana University Telethon.

From 1982 to 2010, Nels was employed as the reference librarian and associate head of the Business/SPEA Information Commons. During this time, he also supervised and trained many new librarians and students from the former School of Library and Information Science at his library, sharing his experience and inspiration with the younger generations. He served on the Electronic Resources Task Force in 1986, at a time when electronic resources were a new, unwieldy, and potentially frightening addition to the life of the librarian.

Nels was promoted to associate librarian in 1987, after which he was granted a research leave for one year in order to compile a bibliography, the start of a series of similar projects and a reputation. During his professional career, Nels made significant contributions to business reference literature, publishing several bibliographies, including the 1990 Scarecrow Press book *Pension Funds: An Annotated Bibliography*. This is an incredibly detailed work that includes nearly a thousand citations to books, articles, reference materials, working papers, monographs, directories, and dissertations on the subject of pensions. It was deemed “very comprehensive and authoritative” by *Choice Reviews*. Nels continued to publish reference tools for several years. He was a regular contributor to *Abstracts of Public Administration, Development, and Environment*. He also volunteered with the Natural Resources Education Center to help build its library collections.

Nels became a reference services librarian in the Herman B Wells Library in 2010, making the move across Tenth Street to a reference department that welcomed not only his collegial demeanor, but also his unparalleled business knowledge. In spite of his physical move, he remained an important resource for the Business/SPEA library and its users. Nels would graciously offer his valuable time and expertise to colleagues, helping with the large class demand that occurs every semester as well as amiably helping staff the library service points during librarian leaves and vacations.

Previous supervisors have remarked on his strong intellectual curiosity, his native talent and pure intelligence, and his driving personal interest in learning.

Current colleagues in the Reference Services Department have had the pleasure of getting to know Nels personally, and they were happy to contribute to his retirement announcement. We will include our own vision of Nels in retirement. Even before retirement approached, Nels warmed his winter with thoughts of balmy weather, away from the cold and the ice and the snow, away from flu and bronchitis. It took little encouragement for us, although we got that from him, to imagine him [this clarification was provided upon request by Angela Courtney] lying on a pearly-sanded beach, a soft breeze swaying the fronds of the coconut palms, and the limpid waves of the ocean lapping at the shore. Perhaps Key West, where you could look for six-toed cats when not strolling along the strand. Perhaps California to visit his brother, if he could persuade him to abandon San Francisco for San Diego for a week or so. Or anywhere south, with some preference for the Gulf.

It’s odd, though, that Nels, a devotee of the Turner Movie Channel, should have been watching recently the Hitchcock classic *North by Northwest*, a title that twice contains a disquieting reminder of arctic conditions. More understandable is his discontent with lawn and leaves. And how better to escape those annoyances than a trip to Madison for the weekend?

Some in the Reference Department, and its alumni, will recall field trips across the street to the Business/SPEA Library (not yet a commons). There Nels and Craig Eich explained business sources. Nels was gentle and suggested we could always ask him if we had trouble finding, say, a company’s market share compared with its competitors’ or a bond prospectus or the value of T-notes. When it came to Bloomberg, though, we simply left it all to him (“Let’s transfer this call to Business”).

Despite Nels’s quiet demeanor at the reference desk, one colleague overheard a comment from a forever unidentified library visitor who found Nels’s “Scandinavian good looks” immensely appealing.

We have enjoyed Nels’s presence in the Reference Services Department for the past five years and we will miss his easygoing nature. Nels is certain to enjoy his retirement every day, and we wish him well.

Angela Courtney



PEGGY A. HITE

Professor Hite will be remembered for her excellence in teaching, service, and research. Just as memorable, however, is the positive and energetic attitude that defined her 28 years as a faculty member in the Kelley School of Business. While known for her accomplishments as a tax professor, Peggy began her work life as a high school Spanish and drama teacher. Needing to spread her wings a bit more, she became an officer in the United States Air Force. Her first military assignment was to manage hotel and apartment complexes that had been in the red for years. The base commander ordered her to “start operating that business unit in the black.” Within months, those operating losses became profits, and Peggy realized the value of financial accounting.

After her stint in the Air Force, she earned a master’s degree in Spanish and theatre so she could renew her love for languages and theatre. She started taking accounting classes to learn more about the language of business. She passed the CPA exam on the first attempt and took a job in public accounting. Speaking the language of business was as rewarding as speaking Spanish because clients appreciated being able to understand their financial position and how it had improved. The joy of explaining tax-saving concepts to clients paved the way to her academic career.

Using behavioral theories in psychology, she examined ways to improve taxpayer attitudes toward and compliance with tax laws, tax preparer-client relationships, professional ethics, and tax progressivity preferences. This interest led to a total of 60 publications: 13 in top-tier journals; 26 in high-quality, peer-reviewed journals; 16 in practitioner-oriented journals; and 5 in education-related journals. She currently has a manuscript in progress with the hope of yet another top-tier publication. During her academic career, she received a Best Faculty Paper Award at a professional accounting conference as well as four external research grants. Peggy consulted with tax administrators in four different countries. Her research was reported on national radio networks and cited in newspapers across the country (e.g., *Denver Post*, *Los Angeles*



Times, *Chicago Sun-Times*, *Newsweek*, and *USA Today*). Her research was mentioned twice on the front page of the *Wall Street Journal*. She made over 44 presentations about her academic research at universities as well as at national and international conferences. Her reputation is reflected in a wide variety of international engagements, including visiting fellow at the University of Canterbury in New Zealand, research fellow at the University of Nottingham Tax Research Institute, and keynote speaker at the Annual International Tax Conference at Australian National University.

While academics and tax administrators know Peggy for her research, her IU colleagues know her for outstanding contributions as an educator and mentor. She has taught undergraduate and graduate courses, mostly in tax, but she has also happily taught large lecture classes in introductory financial accounting, a Japanese business and culture class, and a capstone honors research and writing course. As a mentor, Peggy guided students on their independent research projects, serving as committee member or chair for 10 doctoral dissertations and as faculty advisor for 14 honors theses, 11 independent study projects, and 6 competitive case competitions.

Peggy’s caring attitude and concern for continually improving the classroom experience motivated her to pursue research projects on a variety

of pedagogical issues. Several of these projects were published in education-oriented journals and presented at professional conferences. Her efforts as an educator were rewarded with a variety of teaching awards, including the Alpha Kappa Psi Outstanding Teacher in the Indiana University Kelley School of Business award, Schuyler F. Otteson Undergraduate Teaching Excellence Award, FACET All University Teaching Award, Trustees Teaching Award, and the prestigious IU President’s Award for Teaching. She served as a member and as chair of the Teaching and Service Excellence Committee for the Kelley School of Business.

Peggy’s service contributions were spread across professional organizations, the Kelley School of Business, Indiana University, and the Bloomington community. She served as a blind reviewer for research journals, academic conferences, and the National Science Foundation. In addition, she served on 17 committees for the American Accounting Association (AAA) and the American Tax Association, including being a faculty advisor at the AAA’s annual doctoral consortium.

Peggy also made her mark in the Kelley School by working with the honors program, serving as its chair for five years, and then continued to be involved with the Kelley Scholars program for the rest of her academic career. Her love for these students is reflected in an abundance of stories about outstanding Kelley Scholars and their experiences at IU.

In the community, Peggy’s heart is with her church. She has served on committees at the First United Methodist Church every year of her academic career. Although primarily focused on financial and strategic planning activities, her positions ranged from trustee to lay liturgist. During her last three years at IU, she served on the IU Credit Union Supervisory Committee and felt honored to be involved with such a fine organization.

When asked to reflect on her academic career, she glowed and added that she has enough wonderful memories to keep her smiling for decades to come.

Rob Parry

DOUGLAS GORDON HORNER

Douglas Gordon Horner grew up in Forest Grove, Oregon, where his mother was a faculty member at Pacific University in health and physical education and his father worked in professional staff roles. Dr. Horner attended Pacific University for his B.S. and Doctor of Optometry degrees and was a two-sport letterman in swimming and football. He then briefly practiced optometry in La Pine, Oregon. However, his interest in research took him to the University of Houston to pursue a Ph.D. in vision science. Following his Ph.D., he pursued a postdoctoral fellowship at the University of California, Berkeley, before arriving at Indiana University as an assistant professor of optometry in 1988.

While establishing a career in research and teaching (both classroom and clinic), he also embraced the campus culture of service and international engagement. The IU School of Optometry (IUSO) has a substantial commitment to patient care as part of its curriculum. Throughout his 28-year academic career at IU, Dr. Horner has been engaged in patient care and clinic teaching, training hundreds of optometrists, many who practice in Indiana and others who have established practices in various parts of the United States and the world.

Dr. Horner has made a tremendous difference in eye care in the United States, Africa, Mexico, Thailand, and Nepal. He has combined his research, teaching, and service activities to serve the larger community around the world. He has been a champion for advancing IUSO's mission and commitment to improve vision and decrease visual disability worldwide while providing the best clinical experience to students.

In 1992, as a faculty advisor for Volunteer Optometric Services to Humanity (VOSH) missions to Guanajuato, Mexico, Dr. Horner recognized the opportunity for IUSO students to engage with myriad diseases that are not as prevalent in Indiana and to serve a community that had very few resources to devote to eye care. He worked with faculty to adjust their teaching schedules to accommodate students who would spend a week in Guanajuato serving patients. As a result,



both the IUSO students and the residents of Guanajuato benefited from a unique experience that allowed all parties to learn and develop the confidence needed to manage uncommon eye disorders.

Dr. Horner, working with the community in Guanajuato, transformed the program from one-week annual visits to a full-fledged clinic serving 2,000 people. This clinic drew students from Canada, Australia, and Puerto Rico—a testament to the importance of providing eye-care professionals with a broad range of experiences, including examining patients from outside of the United States who use a language other than English.

Dr. Larry Thibos said: “One of the strengths of Dr. Horner’s international involvement is his scientific integrity, which has enabled him to play a pivotal role in the establishment of standards for reporting the demographics of refractive errors in eyes.”

Dr. Horner’s 1999 visit and teaching at the BP Koirala Lions Centre for Ophthalmic Studies in Kathmandu, Nepal, led to a collaboration that resulted in the development of an optometry program at Ramkhamhaeng in Thailand.

Recently, Dr. Horner worked with the University of Ghana and the University of Cape Coast (UCC) to create a faculty development program in which graduate students and junior faculty at UCC interested in vision science work with IUSO faculty earning Ph.D.’s at UCC. Dr. Todd Peabody, a collaborator

on this project, said, “Dr. Horner has always proven to be particularly adept at getting the job done both locally on projects in the school and internationally with a tireless dedication to international optometric outreach. His leadership and commitment resulted in the development of a longstanding clinic in Mexico and an active partnership with premier academic institutions in Ghana.”

Dr. Horner’s approach to research is interdisciplinary, putting him at the forefront of an approach that many universities are only now trying to adopt. Entering a research world beset with “silos,” he realized that, in order to address vital issues of public health, interdisciplinary collaborations are needed. Dr. Horner’s most-cited publication came from an interdisciplinary collaboration between mathematics and vision science on the practical question of how to best match donated eyeglasses to the refractive needs of individuals in underserved populations. More recently, his interdisciplinary approach has resulted in a series of papers that systematically applied the tools of vision science to the clinical practice of perimetry. Psychophysics and perimetry developed independently in the middle of the nineteenth century and have remained largely independent ever since; psychophysics became a central part of vision science, and perimetry became a standard clinical tool for eye care. They remained in separate research areas until very recently. Over the past few years, Dr. Horner supervised the publication of four papers for the perimetric research community that laid the foundation for twenty-first century perimetry to develop firmly on the principles of vision science. He is currently writing a paper for the vision science community that brings new psychophysical insight from analysis of perimetric data.

Dr. Horner has consistently dedicated his efforts in research, teaching, service, and engagement at the international level. He has communicated his passion for outreach to numerous students, residents, and faculty at IUSO, encouraging them to develop an understanding of international aspects of health care and compassion for those in need.

*P. Sarita Soni
William H. Swanson*

CAROL-ANNE HOSSLER

June 2016 marks Dr. Carol-Anne Hossler's retirement from Indiana University Bloomington's School of Education, Department of Curriculum and Instruction, where she has been a clinical associate professor for 14 years. Her life's work in the field of education, both at IU and in K–12 schools, was undergirded by a B.A. in English and an M.A. in education (both from California Lutheran College in Thousand Oaks, California), as well as an Ed.S. and Ed.D. in school administration from Indiana University. She also holds a California life teaching credential, an Illinois standard teaching credential, an Indiana elementary standard certificate, and an elementary school administration and supervision certificate.

Immediately after completing her undergraduate degree, Carol-Anne began the first phase of her career, working as an elementary classroom teacher. She taught for eight years in California, followed by three at a public school in Berwyn, Illinois. Later she worked as the K–5 lead teacher and language arts coordinator for the Elgin Academy. A second career phase began in 1987 when she moved from teaching to administration. During a 10-year period she held school administrative positions: assistant principal for two years in Spencer, Indiana; five years as principal at Helmsburg Elementary School in Nashville, Indiana; and three years as principal of Arlington Heights Elementary School in the Monroe County Community School Corporation in Bloomington, Indiana. Her experience as building administrator in Nashville was a pinnacle. During that time she wrote several successful grants and worked collaboratively with emeriti professors Lee Ehman and Tom Duffy. Upon completion of her Ed.D. in 1997, Carol-Anne began a third career phase when she accepted a position as assistant professor of education at Indiana University–Purdue University Columbus (IUPUC). Five years later, in 2002, she accepted a clinical associate position at IU Bloomington.

This list of degrees, credentials, and positions suggests something of the trajectory, variety, and intensity of Carol-Anne's career. It does not, however, do justice to her motivation

to persist in the challenging field of education. For thoughts about that, we turned to her husband, Dr. Donald Hossler, who revealed that she spent most of her early career working with populations that were some combination of first-generation students, low-income students, and/or students of color. In California she worked in a school that was a mix of children from poor white, African American, and Latino farm worker families. In Illinois she worked with children of working-class families with no college backgrounds; this was also true in Indiana's Owen County, Brown County, and at IUPUC. Don shared that Carol-Anne's commitment was to help children and families "make it" through school so as to secure better chances in life.

In part, her determination stemmed from meeting Dr. Martin Luther King Jr. early in life, a profound experience for Carol-Anne. It was the impetus for a book entitled *Dr. King, the Rabbi, and Me*, which she has resubmitted for publication at the time of this writing. A work of historical fiction geared to young adolescents, it tells the tale of a young white girl who lives through the civil rights era and uses her diary to reflect on important events of the time and on her own marginalization and privilege.

As the coordinator for a course dealing with education and teaching in a pluralistic society, Carol-Anne established an ongoing service-learning partnership with the Boys and Girls Club of Bloomington so that her students had more exposure to racial and socioeconomic diversity.

In addition, she has been heavily involved in volunteer work with the Arc of Indiana and Stonebelt, the largest provider of services for people with cognitive disabilities in Southern Indiana. As a means of providing support for her youngest son, Jonathan, who lives in a Stonebelt group home, she conceptualized and implemented the Hand-in-Hand program. This program enables disabled individuals to pick up donated food and deliver it to local pantries. This project has received national, state, and local awards and has been implemented in other Indiana counties as well as four other states.

Once working in higher education, Carol-Anne held her teacher education students to high standards and prided herself on being a tough grader. Her litmus test has always been, "Would I want this person to teach my children or grandchildren?" In a number of cases, for the sake of the children and families who would be affected, she has been unafraid to answer, "No." In this vein, she also initiated the Exemplary Teaching Conference, in which teacher education students who completed high-quality and innovative projects were invited to present them to an audience of peers, faculty, and practicing teachers. It is now established as a valued yearly tradition in the School of Education.

Carol-Anne will be remembered at IU for her devotion to helping teacher education students grow in their capacities to empathize with and support children whose life circumstances are different from and often more challenging than their own. She has been a generous and supportive colleague to newly arrived faculty in our department, and I personally want to thank her for the consistent, kind words and sound counsel during my time as department chair. She will be missed, but we wish her every happiness as she moves on to the next phase.

Lara Lackey



ROBERT H. JENNINGS

There should be a rule prohibiting retirement in the year when one has authored two influential top-tier publications, one of which secured an invitation to the authors to provide expert testimony in congressional hearings on the activity of stock brokers. For Robert Jennings, this recognition caps a long and distinguished career devoted to the study of the operation of securities markets. Securities such as stocks, bonds, and options are no longer traded in the frenzied pits colorfully popularized by the movies. Less than 25 percent of daily stock trading is done in the traditional venue of the New York Stock Exchange. Much of the trading is actually done in (at last count) over 14 electronic exchanges and innumerable “dark pools,” or private markets operated with intricate rules on how orders to buy and sell are submitted, executed, and displayed. It is to the study of the effect of this market architecture and fragmentation that Professor Robert (Bob) Jennings, the Gregg T. and Judith A. Summerville Professor of Finance, after some significant early work on earnings forecasts, has devoted the bulk of his career. How do the nitty-gritty details and rules by which markets actually operate affect their quality, and how well served are investors by these rules? How do they affect market liquidity—the ease and rapidity of trading without moving prices adversely against your desired sale or purchase?

The infamous “Flash Crash” of August 2010 drove home the terrifying importance of these questions even for ordinary investors. Bob was one of the first scholars to work in this then-nascent field of market microstructure. He has made several weighty contributions uncovering the unintended, or indeed surreptitiously intended, consequences of certain market practices such as the payment for order flow, the crossing of buy and sell orders internally without submitting them to a broader exchange, the change to the decimalization of stock prices, and so on. The capacity of his work to substantially influence public policy and regulation of such practices is illustrated by the interest congressional legislators and the Securities and

Exchange Commission have in his work. The import of these contributions is also evidenced by the continual consulting demands placed on him by stock exchanges and other financial brokers seeking to protect their investors.

Besides his lasting contributions to the field, Bob has an enduring legacy through the many students he has mentored. He has sat on 50 dissertation committees, and some of his most influential contributions arise from continuing work with former doctoral students.

One of Bob’s particularly noteworthy legacies is his work with the Investment Management Workshop and the establishment of the Knall-Cohen Fund, a real-dollar portfolio fund that is used as a training vehicle for students seeking careers in equity research and portfolio management. The workshop is a dedicated set of experiential activities and seminars aimed at acculturating undergraduate students to the practice of investment management and, ultimately, placing them in the financial sector. Bob created this program of his own volition. He spent many hours soliciting practitioner engagement, convincing skeptical Wall Street recruiters to look afar from their traditional Ivy League hunting grounds and, most impressively, persuading donors to establish a large endowment in support of the live fund.

Bob has contributed in innumerable ways to the university. His philosophy, despite a deceptively curmudgeonly and caustic wit, appears to be that he exists to serve the school rather than the school existing to serve him. He has supervised 26 uncredited student projects and served on 23 committees. Much of this work, such as 9 years on the Faculty Review Committee, 7 years as department chair, and 17 years on the IU Foundation Investment Committee, clearly has important ramifications for the future of the school. He also contributes his time in countless undocumented ways, including interviewing scholarship candidates on the weekends, talking to parents, and participating in off-campus alumni events. He has been just as giving to the profession, serving on the editorial boards of four journals and taking on

onerous academic association activities at least 17 times.

Bob joined IU in 1980 after obtaining his Ph.D. from the University of Texas at Austin. The regularity of his work schedule ever since is unnerving—in the office every day by 7 a.m., a long day leavened only by an inviolable lunchtime gym hour devoted to bench pressing. The same intensity shows up in his leisure activity. He has, in recent years, spent many hours every day as a volunteer assistant coach to the Bloomington High School South softball team. The single-minded passion of this effort resulted in his charges being crowned the 2014 Class 4A State Champions. Other than this, his relaxation derives from his steadfast attentiveness to his three daughters and grandchildren.

Bob embodies the quintessential archetype of selfless service. Throughout his tenure at IU, he has not let his distinguished scholarship absolve him of institutional loyalty and service. The establishment of the Knall-Cohen Fund is a prime example. That he voluntarily commenced this grueling initiative just as he was about to retire may come as a great surprise, but only to those who do not know Bob well.

Sreenivas Kamma



PETER KLOOSTERMAN

Rock climbing and skiing enthusiast, Model A Ford and Harley-Davidson motorcycle aficionado, charter member of the Bloomington “Thursday seminar,” dedicated beer brewer, loving husband and father, and valued colleague: these traits describe only a few parts of Peter Kloosterman, who is retiring after 32 years as a faculty member and administrator in the School of Education.

Rarely does a teacher, mentor, researcher, and leader as dedicated, sensitive, and insightful as Pete come along. He influenced the lives of countless students, colleagues, and fledgling researchers—directly and indirectly—as a high school math teacher, math-teacher educator, assessment specialist, doctoral supervisor, and administrator. In 2010, he was named the Martha Lea and Bill Armstrong Chair for Teacher Education. Indeed, his entire 43-year career in mathematics education has been a distinguished one.

Born in Lake Geneva, Wisconsin, Pete spent his childhood in and around Detroit. After graduating from high school, he chose to study mathematics, physical science, and education at Michigan State University, where he earned a B.S. degree in 1973. For the next eight years he taught high school mathematics and science in Madison, Wisconsin, and then continued his graduate studies at the University of Wisconsin–Madison, where he earned M.S. (1980) and Ph.D. (1984) degrees in mathematics education. In 1984 he joined the faculty of the School of Education at IU, where he has spent his entire university academic career.

Early on, Pete established himself as an authority in disparate areas such as teacher preparation and certification, gender equity in mathematics education, vocational education, and elementary school students’ problem-solving ability. But his reputation as a first-class researcher came from his work on teachers’ and students’ beliefs about and attitudes toward mathematics and science, and on student self-confidence and motivation to learn. Indeed, his Indiana Mathematics Belief Scales, which he developed and refined over several years, have been widely used



all over the world by mathematics education researchers for nearly 25 years. His most recent research passion has focused on large-scale and high-stakes mathematics assessment. Aided by nearly \$3 million in funding from the National Science Foundation, Pete has conducted comprehensive analyses of the mathematics assessments of the *National Assessment of Educational Progress* (often referred to as the Nation’s Report Card). These analyses have resulted in the publication of three books and numerous journal articles over the past 15 years and have added to his much-deserved reputation as a researcher. In fact, he is the go-to person on matters related to trends in the mathematics achievement of American school students of all ages. In addition, he has been deeply involved as part of a team of experts in the development of assessment items for the Teaching and Learning International Survey (TALIS). The objective of TALIS is to provide internationally comparable indicators on teachers and their teaching to help countries review current conditions and develop informed education policy. There is no doubt that Pete is highly regarded internationally for his expertise in assessing students and teachers.

Complementing his deep commitment to teaching, teacher education, and research has been his unstinting work over a 15-year period as a university administrator, including

serving as executive associate dean of the School of Education, chair of the Department of Curriculum and Instruction, head of the Mathematics Education Program, and secretary of the Bloomington Faculty Council. Indeed, Pete regularly demonstrated his dedication to high-quality service to IU and the School of Education.

During his career at IU, he was the recipient of 25 research and development grants from university, state, and national agencies; edited three books on high-stakes national assessment in mathematics; and authored more than 100 research articles, book chapters, technical reports, and conference papers. A special feature of his research has been his willingness to engage his current and past doctoral students in his work. He has been an eager mentor and active role model for dozens of novice researchers and teachers.

Pete and his wife, Deb, raised their three children in Bloomington and can proudly boast that they are now well underway with promising careers. Jenna, with degrees in physics and electrical engineering, is currently pursuing postdoctoral research at the Jet Propulsion Laboratory in Pasadena; Andrew is an economist on the faculty of the University of Virginia; and Jeff is doing architectural and design work in the Chicago area. In hopes that these grown children will frequently come to visit with their spouses (and perhaps with future grandchildren), Pete and Deb recently designed and built a large and comfortable retirement home just blocks from campus—because they are convinced that they want to retire right here in Bloomington. But Pete and Deb also look forward to more free time for lots of travel, including trips to visit their children as well as journeys to other destinations, both exotic and familiar. Most of all, Pete expects to have more time to spend reading, gardening, guitar playing, hiking, skiing, beer making, and riding his Harley.

*Diana V. Lambdin
Frank K. Lester*

JOYCE SPLANN KROTHER

After 34 years of service, Dr. Joyce Splann Krothe, professor and assistant dean of the Indiana University School of Nursing in Bloomington, will retire this June. With teaching expertise in community health nursing and a focus on community-engaged scholarship, excellence in service has been the hallmark of Joyce's tenure at Indiana University.

Joyce began her academic career with an associate degree from New York's Elmira College. She has shared fond memories of how she learned community health nursing while earning her baccalaureate degree at Columbia University in much the same way Lillian Wald did: by visiting patients in the tenements of New York City. A job offer from Indiana University's geology department to her late husband, Dr. Noel Krothe, brought Joyce to Bloomington. After completing her Master of Science in Nursing degree from Indiana University in 1982, Joyce joined the faculty as a visiting lecturer. She rose through the ranks to assume the position of Bloomington Campus Nursing Program director in 1991. A year later, in 1992, she completed her doctoral degree with a major in health policy. Joyce's position as program director evolved to that of assistant dean in 2006, and she earned the rank of full professor in 2007.

Joyce has served as the president of the Association of Community Health Nursing Educators and as chair of the Quad Council of Public Health Nursing Organizations. She has presented and published widely on community development models and improving access to care. As a co-author of the *Quad Council Competencies for Public Health Nurses*, Joyce helped set standards for entry-level, advanced, and executive public health nurses that are used in both practice and educational settings.

Joyce's expertise in community health nursing is far more than theoretical. Her proudest professional achievement was helping to found the Brown County Health Support Clinic in 1996 and serving as its director until 2007. Funded by Indiana State Department of Health, Preventive Health, and Health Services Block Grants, the nurse-managed clinic was created to meet the health needs of the under/uninsured residents of rural Brown County. Unlike urgent care clinics, the Health Support Clinic focused on



prevention and health maintenance. Clients were encouraged to make regular visits and frequently received prescription drug assistance. Initially, the clinic operated out of nurses' offices in community schools. After four years of traveling among sites, the clinic found its first stable home as the "log cabin clinic" in Bean Blossom.

The impact of the Brown County Health Support Clinic over its 11 years of operation was tremendous. At one point, the clinic was estimated to serve one-third of Brown County residents who needed primary health care but could not afford it. It also provided a venue for community health education for nursing students for many years. The clinic served as a model for nurse-managed clinics worldwide, including being adopted by the International Council of Nurses in Geneva, Switzerland, and the World Health Organization's Eastern Mediterranean Region branch. Joyce served as a consultant to faculty at Massey University, New Zealand, to help establish the first nurse-managed, school-based clinic in the country while on sabbatical leave in 2000 and 2007.

In the years under Joyce's leadership, the IU Bloomington nursing program grew from offering courses to small cohorts through the junior year to admitting 60 full-time students annually who could complete their entire education in Bloomington. In 2010 the campus added an online RN-BSN completion program through a statewide consortium.

Understanding that modern methods were needed to teach nurses to practice in complex environments, Joyce partnered with the Medical Sciences Department to create a high-fidelity interdisciplinary simulation lab. The Bloomington sim lab is host to numerous discipline-specific and interprofessional educational activities that give students the opportunity to practice providing care in a safe environment.

In the face of a national nursing faculty shortage, Joyce takes great pride in her small faculty and credits them with the campus's outstanding national licensure pass rates. She has actively supported them as they pursued terminal degrees, resulting in an increase in the number of doctorally prepared faculty, from two in 2005 to nine in 2015.

The magnitude of Joyce's service efforts has been recognized with multiple awards, including the American Public Health Association's Public Health Nurse Creative Achievement Award, the Indiana State Department of Health's Rural Health Award for Distinguished Community Service, the Tony and Mary Hulman Achievement Award for Preventative Medicine and Public Health, the Indiana University Thomas Ehrlich Award for Service Learning, the Indiana Alumni Association Distinguished Service Award, and the Association of Community Health Nursing Educators Outstanding Contributions to Community/Public Health Nursing Practice Award. At its 100-year celebration, the School of Nursing named Joyce one of its Legacy Leaders based on her tremendous contributions to the school, the profession, and the public.

Before retiring, Joyce will complete one more act of service by conducting a large-scale community assessment that will serve as the basis for establishing an interprofessional project to meet health needs of residents in Monroe and surrounding counties. Joyce plans to travel and spend more time in her Colorado mountain home with her family and five grandchildren in the years to come. We thank this School of Nursing matriarch for providing the vision to help us grow and for setting an example of how nurses can truly make a difference.

Desiree Hensel

LESLIE LENKOWSKY

Professor Leslie Lenkowsky came to Indiana University relatively late in what has been a multifaceted professional journey. The usual academic credentials are fairly straightforward but impressive: he graduated as class valedictorian from Franklin and Marshall College in Lancaster, Pennsylvania, and earned a Ph.D. in education from Harvard.

However, his career has not been typical since then. He became involved very early in a broad range of pursuits. At Harvard, he served as research and teaching assistant to several nationally prominent scholars and intellectuals: David Cohen, Nathan Glazer, Martin Rein, and most notably, Daniel Moynihan, a social scientist-turned-politician who was elected to the U.S. Senate shortly afterwards (there may be a causal relationship here). He continued to serve as a consultant to Senator Moynihan for several years.

Les has held a number of prominent leadership positions related to the political world, having had perhaps his first taste of this as a summer intern in the Office of Economic Opportunity during the Johnson Administration. The list includes serving as staff assistant to the Secretary of the Department of Public Welfare, Commonwealth of Pennsylvania (1975–76); president of the Institute for Educational Affairs (1985–90); and resident fellow (1985) and visiting fellow (2003) at the American Enterprise Institute.

However, his most significant contributions have occurred through his affiliations with five important institutions:

- As director of research (1976–83) and subsequently as a consultant for the Smith Richardson Foundation, where he is credited with having influenced the resurgence of conservative public policies in the 1980s.
- As president of the Hudson Institute (1990–97), an internationally known think tank, which developed innovative programs in education, welfare reform, and workforce development.
- As deputy director of the U.S. Information Agency (1983–84, Reagan Administration), where he helped create the National Endowment for Democracy.
- As a member of the Commission on National and Community Service



(1991–93, during the G. H. W. Bush and Clinton administrations), where he co-wrote the report that led to the creation of AmeriCorps. Later (2001–03, during the G. W. Bush Administration) he served as head of its parent agency, the Corporation for National and Community Service. During his tenure he initiated (along with David Reingold, then director of research at the corporation and later SPEA executive associate dean) the first of the now-annual surveys of volunteering conducted by the U.S. Bureau of Labor Statistics.

- And as a professor, teacher, and public intellectual par excellence at Indiana University from 1997 to 2001, and again after his return to Indiana from Washington, D.C., in 2003. During that time, he has taught a wide range of courses to students ranging from freshmen to Ph.D. students. He has served as director of graduate programs at the then-Center on Philanthropy at IUPUI (now the Lilly Family School of Philanthropy) and as a faculty member at the School of Public and Environmental Affairs, first at IUPUI and now at IU Bloomington, where he started IU's first Social Entrepreneurship Certificate in collaboration with the Kelley School of Business. Most recently, he has been instrumental in developing a new joint degree program in nonprofit management between SPEA in Bloomington and the University of

Hong Kong, a program due to start next fall. He has served as a mentor and advisor to many students at both the Lilly Family School of Philanthropy and SPEA and is widely admired by his students. In fact, he has his own “groupies” who follow him around and quote him as one would from one's most sacred texts. He has also cheerfully presented the Republican perspectives in a series of political debates hosted by SPEA during presidential elections.

In addition to these significant accomplishments, Les has had a major influence on the world of philanthropy as co-founder of the Philanthropy Roundtable and through his many op-ed articles in the *Chronicle of Philanthropy*, *New York Times*, and other major news outlets. He has also played a significant role in shaping social policy in the United States through his service on a very long list of boards, committees, clubs, and advisory groups that reads as a who's who of the philanthropic, civic, and social policy think tank world. The following is a selection only: the Indianapolis Progress Committee, the Commonwealth Fund, the Foreign Policy Research Institute, the National Council on Disability, the National Institute of Dyslexia, the Naval War College, the Madison Center for Educational Affairs, the Aspen Institute, the National Association of Scholars, the American Council of Trustees and Alumni, Independent Sector, the National Strategy Forum, Philanthropic Research Inc. (Guidestar), the Urban Institute, the Manhattan Institute, the Sagamore Institute, the Foundation Center, and the Fund for American Studies. Along the way, he has also collected three honorary degrees.

No wonder he has one of the most impressive rolodexes around—to the benefit of our students and his colleagues. Les has been and will always be a true public scholar and is one of the most widely quoted experts sought out by newspapers, magazines, and broadcasters throughout the world.

SPEA, the Lilly Family School of Philanthropy, and Indiana University have all benefitted enormously from having Leslie Lenkowsky in our ranks for more than 15 years. We will miss him, but hope he will continue to be involved with us all.

Kirsten Grønbjerg

DAVID MANK

Although his retirement doesn't signify the end of his work, David Mank's recent election to chair the President's Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities certainly signifies a major career capstone. This highly influential, 34-member committee will advise the U.S. Secretary of Labor and, by extension, advocates and legislators committed to increasing levels of employment among persons with disabilities across the country. According to the Bureau of Labor Statistics, a mere 17.1 percent of adults with disabilities were employed in 2014. To a man who has devoted his career to full employment, this must be discouraging. But David has never allowed challenges to slow him down.

As a graduate student at Portland State University, David was charged with helping a high school student with intellectual disabilities to find part-time work. In most circumstances, these students would simply move from school to a sheltered workshop, there to pursue a life of pitifully paid, often menial labor. Instead, David helped Tracy find real, community integrated work at a brass factory. Ever since, David has relentlessly conducted research, teaching, and advocacy that seeks meaningful jobs for all and, as David is known to say, "All means ALL!"

David grew up in Salisbury, a small farming community in central Missouri, and attended Rockhurst College in Kansas City, graduating with a bachelor's degree in psychology in 1975. With his future spouse, Roberta, he headed west to Oregon. David entered graduate school and worked the swing shift at Portland's Good Shepherd Home. In June of 1976, he graduated from Portland State University with his master's in special education, and Roberta graduated with a B.S. in biology. Graduation was closely followed by a wedding, in Roberta's hometown of St. Louis. In 1980, David and Roberta moved to Eugene, where David became an associate professor at the University of Oregon. Five years later, their daughter, Andrea, was born, and David completed his Ph.D.

For Indiana University, the most important move in David's career was



his succeeding Henry Schroeder in 1996 as the director of what was then called the Institute for the Study of Developmental Disabilities and, even earlier, as the Developmental Training Center, fondly remembered as DTC by longtime Bloomington residents. In 2015, the Indiana Institute on Disability and Community celebrated its 45th year at IU Bloomington and is widely considered to be among the best of 67 University Centers for Excellence in Developmental Disabilities (of the Association of University Centers on Disabilities) in the United States and its territories.

During his tenure at IU as institute director and professor in the School of Education, David has risen to national stature in leadership, research, training, and advocacy. He has authored and co-authored dozens of refereed articles and book chapters in the field of disability studies, serves on five editorial boards for prestigious journals in the field, has supervised numerous dissertations, and has taught regularly in the Department of Special Education. His national and international service to the university and to the field has been exemplary. He was a founding board member of APSE (Association of People Supporting Employment First) and is past president of the Association for University Centers on Disabilities. His awards include the Franklin Smith Award for Distinguished National Service from

the ARC of the United States and the Distinguished Achievement Award from the Association of University Centers on Disabilities. He is a fellow of the International Association for the Scientific Study of Intellectual Disabilities. In the School of Education, David has served on the doctoral program committee, promotion and tenure committees, search committees, review committees, and long-range planning committees—more than any one human deserves!

David and Roberta speak fondly and proudly of their daughter, Andrea, who graduated from Mount Holyoke College in 2003 with a B.A. in film studies. She and Scotty, her significant other, have purchased an 18-acre farm in New Hampshire, where they enjoy their menagerie of three horses, a donkey, 17 chickens, a parakeet, a dog, and a cat. Andrea has been a horse trainer for the last 12 years and loves introducing young people to equestrian culture, recently taking a position with the Interscholastic Equestrian Association. This organization provides competitive riding opportunities for students in middle and secondary schools.

David will no doubt continue to work in and influence the field of disability studies, advancing the work of the President's Advisory Committee, which will shape the field of disability employment for years to come. Yet I wouldn't be surprised to hear that he and Roberta might consider moving nearer to that farm in New Hampshire someday, for this is one Missouri farm boy who knows the value of work!

Philip B. Stafford

LUISE PRIOR MCCARTY

Luise Prior McCarty came to Indiana University as an assistant professor of philosophy of education in the fall of 1991. She arrived from Georgia State University, where she held a similar position for one year after completing her Ph.D. at Florida State University under the guidance of Jim McMillan, an eminent scholar in the field. She was promoted to associate professor at IU in 1997 and held affiliate or adjunct positions in IU's Department of Philosophy, West European Studies Program, and Institute for European Studies.

Raised in Wetztingen, Germany, she earned a diploma in youth and adult education from the Fachhochschule München in 1979. She first came to the United States to complete a Master of Social Work degree at Florida State University in 1982. Then she returned to work in Germany as co-director of the School Program for Verein für Internationale Jugendarbeit in Munich from 1983 to 1986.

A major focus of Luise's philosophical expertise is the epistemology of education and educational research. Her teaching and research at IU have also consistently involved the use and interpretation of continental philosophy and pragmatism as they are relevant to conceptions of and issues in education. She is especially recognized for her application of the philosophy of Ludwig Wittgenstein to educational matters. Of particular importance, she uses her philosophical expertise to address the conceptual and epistemological dimensions of the implications of feminism, multiculturalism, and constructivism for education. Luise also teaches the School of Education's doctoral course in aesthetics, which has been of particular value to graduate students in the art education program as well as to students in other programs who have an interest in the artistic and creative dimensions of education.

When Luise served as associate dean for graduate studies in the School of Education from 2000 to 2003, her career took an important new direction. She involved herself in the administration and improvement of graduate programs in the school, and

also refocused her research on the scholarly study of higher education, particularly at the doctoral level. In administration, she was deeply involved in the further development of an electronic application for graduate programs well in advance of the university's development of such a system. This application system and the accompanying student data system enabled the school to improve the efficiency of its administrative and faculty review and monitoring procedures and to develop helpful new analyses of the school's graduate programs, applicants, and students. An equally important aspect of Luise's administrative work in graduate studies was her emphasis on student guidance and mentoring. She helped the school and its programs develop more effective ways of advising students and of recognizing faculty members for their accomplishments in the mentoring of graduate students.

As a result of her work as associate dean, she became involved in the Carnegie Initiative on the Doctorate from 2002 to 2006. This initiative was an effort to study doctoral programs in six fields and develop innovations to improve their effectiveness. Indiana University was one of six major institutions involved in the initiative in the field of education. With her colleagues in the school, Luise carried out a review of doctoral programs and then designed and instituted several model innovations to enhance the quality, coherence, and meaningfulness of doctoral education at IU and in other institutions. This experience, her heightened interest and involvement in European Studies at Indiana University, and her appointment as a visiting research professor at Hiroshima University in Japan enabled her to develop a research program on doctoral education in the international context.

In the past several years, Luise developed, taught, and supervised a successful new undergraduate course in the philosophy of education, *Introduction to Educational Thought*. This course meets both general education requirements of the university and requirements of the School of Education's teacher preparation

programs. It provides students with an intellectually rich acquaintance with some of the most important authors and ideas in the field and how they apply to basic issues in schooling and education policy. It also provides a model for other institutions of how philosophy of education can be rigorously and successfully incorporated into undergraduate teacher education programs.

Luise's record of service to the school and university is particularly impressive. In addition to her continuing, valuable work in graduate and undergraduate programs, she has been a highly productive contributor to international programs in the School of Education and across the campus. Given her commitment to student mentoring, she has a reputation for excellent advising and counseling of graduate students. She has been the coordinator of two graduate programs in her department. In her final year, she agreed to be the interim chair of the department. And she continues to be a gracious and intellectually supportive host to a wide variety of faculty members and doctoral students who have come to IU as visiting scholars from Asia and Europe.

Luise McCarty plans to return to her native Germany after her retirement, where she will rejoin her mother, sister, other family members, and friends.

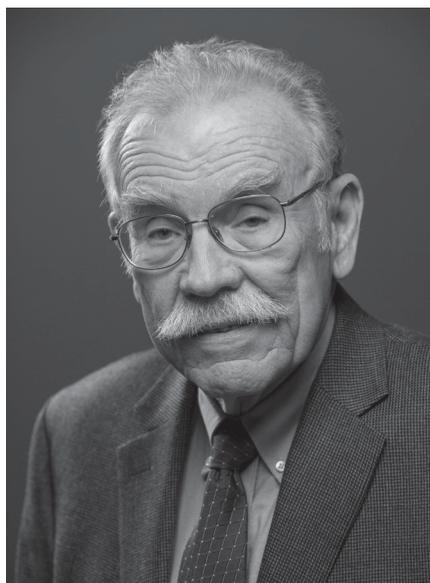
Barry Bull

JOHN L. MIKESSELL

John L. Mikesell joined the faculty of the IU School of Public and Environmental Affairs (SPEA) in January 1973, having studied economics at Wabash College and the University of Illinois. He received his Ph.D. at Illinois in 1969, studying under legendary tax economist John Due. He started his career teaching money, banking, and public finance at West Virginia University. SPEA's founding dean, Chuck Bonser, wooed John to IU after a few years at WVU. He arrived at SPEA when there was no guide for such a school, nothing seemed impossible, and the faculty made things up as they went along. He has been at IU ever since. He retires in 2016 as Chancellor's Professor of Public and Environmental Affairs, a distinction accorded him in 2008 for his many contributions to his field, SPEA, and the university.

John is a prodigious scholar; there is not a subfield of public finance and budgeting untouched by his contributions. The modern literature on budgeting, taxation, and public debt all bear his marks. His area of singular distinction is in consumption taxation. He is recognized as one of the leading academic experts in the world in general sales, excise, and value-added taxation. In his long and storied career, he has written or edited six books, including the most widely adopted governmental financial administration text in the United States, now in its ninth edition; over 230 refereed journal articles and book chapters; and dozens of reports and monographs. His work has earned him recognition with several prominent awards. The most prestigious are the 2002 Aaron Wildavsky Award for Lifetime Scholarly Achievement in Public Budgeting and Finance (from the Association for Budgeting and Financial Management) and the 2015 Steven D. Gold Award for Outstanding Contributions to State and Local Fiscal Policy (from the National Tax Association).

A special contribution has been the 33 years he has served the State of Indiana as the key technical advisor on the Revenue Forecast Technical Committee. In this capacity, he continues his service preparing official consensus estimates of state revenues for the Office of Management and



Budget. This committee is responsible for forecasting the revenue collections used in determining budget appropriations by the state legislature. It is difficult to overstate the significance of this committee and its importance to the state. For some years prior to the committee's founding, there were multiple forecasts within the legislature, while the governor used a forecast entirely different from those in the legislature. The forecast committee was formed as a political balancing process between the two parties. From its earliest days, John has served as the outside committee member providing professional, technical expertise as an independent tax economist.

While other members of the Revenue Forecasting Committee have changed over the years (often including former students from the IU Master of Public Affairs program), John has remained the constant force for keeping the committee on its task of producing the best forecast possible for the state to use in developing, adopting, and executing its budget, a forecast untainted by any political bias. Overall, the forecast has been excellent by the usual diagnostic measures of error. This performance led the Pew Center on the States, in its report *States' Revenue Estimating: Cracks in the Crystal Ball* (2011), to describe John as "one of the deans of state revenue forecasting in the United States."

John's expertise has often taken him abroad, where he has been a consultant or member of World Bank

missions to Kazakhstan, Tajikistan, Azerbaijan, the Kyrgyz Republic, and Turkmenistan. He began a significant, longer-term relationship with Russia and Ukraine in the mid-1990s, when he was posted as chief fiscal economist in a multilaterally funded fiscal reform project in the Ministry of Finance of Ukraine. Two years later, he lived and worked in Moscow, Russian Federation, as part of a U.S.-government funded fiscal management project. In this latter post, he and his wife, Karen, witnessed firsthand the economic chaos that accompanied the 1998 Russian currency collapse. That experience left an indelible mark on both his research and his instruction. More recently, he has worked in China with the Lincoln Institute of Land Policy.

John's students over the years have included both professional M.P.A. students and Ph.D. students, but he has invested much of his energy in the M.P.A.'s, many of whom have gone on to positions of great responsibility. Some notable master's students include Chris Atkins, former chief financial officer of the State of Indiana; Kevin Brinegar, president of the Indiana Chamber of Commerce; and Melissa Newman, an official at the Federal Office of Management and Budget in Washington, D.C. His Ph.D. progeny include Bill Voorhees, director of tax and revenue analysis for the City of Baltimore, Maryland; Olha Krupa at Seattle University; Liucija Birskyte at Mykolas Romeris University in Lithuania; Janey Wang at San Francisco State University; Natalia Ermasova at Governor's State University; and Cheol Liu, City University of Hong Kong.

John has held various senior administrative posts at SPEA, including chair of the economics and finance faculty, M.P.A. director, director of public administration partnerships with two universities in Russia, and associate dean for academic affairs.

John and Karen look forward to spending much time in the future with their children, Tom, Dan, and Elizabeth, and their grandson, Theo.

Robert Kravchuk

JONATHAN MILLS

Jonathan Mills grew up in Kalamazoo, Michigan, where he often spent time collecting butterflies with his mother.

His academic career started at Western Michigan University, where he studied Latin. During his undergraduate career, he received an Army ROTC scholarship to assist with the cost of his studies. When he graduated, the United States was pulling troops out of Vietnam, so he was assigned to Dugway Proving Grounds in Utah.

In the Army, Jonathan was assigned to a unit that was studying captured Soviet chemical equipment. His boss encouraged him to pursue computing rather than a military career. He was provided access to an IBM360 and was taught how to program. To Jonathan, it was like “offering candy to a baby.” This catalyst led him to explore computer science.

Jonathan left the military for Argonne National Laboratory, where he developed special computing hardware to process programs written in Prolog, a language used in artificial intelligence and computational linguistics. As a result of his exceptional work on this project, Motorola funded his Ph.D. studies at Arizona State University. He based his doctoral work on the development of special-purpose digital hardware for processing Prolog programs.

In 1988, he was hired by the IU computer science department, where he initially continued his work on Prolog processing hardware. One day, while helping a graduate student with a program to solve a problem in Lukasiewicz Logic, a type of non-classical multiple-valued logic, he noticed that while Boolean logic was well suited to digital computers, the potential continuous nature of multiple-valued logic was a better fit for analog computers. He also recognized that most systems in nature (such as people) demonstrate such continuous properties. This insight propelled him to a career devoted to creating unconventional computing systems to model natural systems.

In the early 1990s, Jonathan was influenced by Lee Rubel of the University of Illinois, who had conceived of a theoretical machine called the Extended Analog Computer but did not know



how to build it. Rubel’s ideas propelled Jonathan to spend his career focusing on analog computation. Rubel wrote: “The future of analog computing is unlimited. As a visionary, I see it eventually displacing digital computing; especially, in the beginning, in partial differential equations and as a model in neurobiology. It will take some decades for this to be done. In the meantime, it is a very rich and challenging field of investigation, although (or maybe because) it is not in the current fashion.”

Over the years, Jonathan created many analog computational systems to model the behavior of the Extended Analog Computer. By the early 2000s, he was considered a world leader in unconventional computing. In 2007, he accepted a position as Leverhulme Trust Professor at the University of West England (UWE), where he influenced new researchers beginning their careers in unconventional computing. Andy Adamanzky, professor in unconventional computing at UWE, said, “Jonathan contributed substantially towards introducing and adopting innovative concepts and technology in the United Kingdom, richly enhancing [the] research community studying unconventional computing.”

Jonathan’s true personality was apparent in his interactions with students. Jeff Jones, a graduate student at UWE, said, “I had the pleasure of meeting him in 2007 as a very nervous

student and his warmth, genuine interest, curiosity, and friendly character put me at ease.”

On returning from England, Jonathan was excited to apply the principles of the extended analog computer to the problem of protein folding. Dennis Shasha, professor of computer science at New York University, invited him to spend the summer of 2009 working at the Courant Institute. Dennis writes, “We sought out Jonathan, because his work epitomized a physics-based rethinking of computation.”

In 2010, Dennis Shasha and Cathy Lazere wrote the book *Natural Computing: DNA, Quantum Bits, and the Future of Smart Machines*, which is about computer scientists who use natural systems to compute. The book includes a chapter on Jonathan. He considered this to be recognition of a career spent working in this area.

The work that Jonathan pioneered has been foundational for several patents, one of which he co-developed with Russ Eberhart, inventor of particle swarm optimization. Eberhart wrote, “I believe Jonathan was a genius and a visionary in the computing field. His multifaceted intelligence never ceased to amaze me.”

Later in his career, Jonathan became interested in composing and performing music. He was mentored by TJ Jones, IU staff member and expert bass player. TJ recounted his experiences with Jonathan as a musician: “The first thing that impressed me was his enthusiasm and joy in discovering his innate ability to hear and create music, some of which turned out to be unbelievably sophisticated.”

In January of 2016, Jonathan passed away after a long battle with cancer. His absence will be felt at Indiana University and throughout the unconventional computing community. However, his impact will persist through the people that he has influenced over the years.

“I don’t think like other computer scientists. I think visually; I think kinesthetically. I have motion dreams. I will see things happen and I will become an analog process.”

—Jonathan Wayne Mills

Bryce Himebaugh

SUZANNE MUDGE

Suzanne Mudge came to the Archives of Traditional Music (ATM) in 1994 from a position as assistant librarian at the Music Library of the University of Minnesota in Minneapolis, where she earned a dual master's degree in musicology and library science. She began her work at ATM as the assistant librarian and had the challenging task of adapting her training in the cataloging of classical music scores and sound recordings to the cataloging of ethnographic sound recordings. At the time of her hiring, ATM had begun the process of cataloging its collections in a standard library format that would allow them to be discovered in both the IUCAT catalog system and in the OCLC Worldcat system. In 1998, she became head of library and technical services at ATM and assumed supervision of library functions that included both reference and cataloging. Here she continued and expanded the high standards of her predecessor, Mary Bucknum, and positioned ATM's method of cataloging to be a model for other ethnographic sound collections. Given the special nature of ATM collections, much of Suzanne's work was original cataloging of unique collections, name and subject authority work for performers, and terms that were not yet officially recognized in library databases.

Suzanne also served as the curator of the Hoagy Carmichael Collection at the ATM, the largest collection of Carmichael materials in the world. These materials range from sound recordings to scores, photographs, and even furniture. In the late 1990s, she assisted in one of the first large-scale digitization projects of what was then the Digital Libraries unit at Indiana University. This project put hundreds of images and a sampling of sound recordings online. She continued to serve as the resident expert on Carmichael materials and worked with many scholars doing research on the famous Bloomington native. Suzanne was promoted to the rank of associate librarian and earned tenure in 2000.

She was also well known for organizing a semi-annual record sale at the ATM. Her diligent work attempting to get caught up with the backlog of uncataloged commercial recordings at

ATM always led her to find duplicates and out-of-scope recordings. These excess recordings, often numbering in the hundreds, became the source of much-anticipated record sales that were open to the public.

Recently, Suzanne has focused on cataloging ATM's vast collection of 78 RPM discs. Notably, she and her staff cataloged a collection of 3,390 discs from Latin America recorded between the 1920s and the 1970s. This work included the creation of over 1,500 new name authority records for composers and performers. This means that these individuals will be less obscure and these authority records will serve catalogers of Latin American collections in the future. She also supervised the cataloging of hundreds of discs recorded by the Gennett Company. Funded by the Grammy Foundation in partnership with the Starr-Gennett Foundation of Richmond, Indiana, the catalog of these historically important recordings can now be readily discovered through the IU library.

In her time at ATM, Suzanne has assisted visiting and long-distance patrons from all over the world who have made requests to see or listen to some of the nearly 100,000 recordings held by the ATM. She created the first ATM website, managed it for over a decade, and gave numerous presentations to visitors and IU classes. She trained close to 100 library students in the work of archival and ethnographic collections cataloging and reference support. Many of these students have gone on to become librarians and curators at institutions around the country, including the Library of Congress and numerous university libraries. David Lewis, a former student librarian at ATM who went on to a job as curator of collections at the Birthplace of Country Music Museum, reflected, "What I really appreciated about Suzanne was that she treated many of her hourly student employees like junior colleagues, allowing us to create or approach projects on our own terms while being there to help us sort out weird numbering conundrums or complex documentation mysteries. Her confidence and encouragement helped me to land my first postgraduate school

job doing similar work to the work I did at ATM."

Suzanne has been a performer of Renaissance period music on the viol and has maintained a special interest in the early music of Latin America. She has studied Tibetan for many years and volunteered regularly at the Tibetan Mongolian Buddhist Cultural Center. She is also an avid gardener, planting fruit trees and growing a large vegetable garden each year.

Archivists work to make sense of what someone else left behind and to describe it in a way that helps people find it. It takes a special kind of person to devote their careers to preserving the cultural artifacts of the lives of others. The collections of the ATM rarely document the lives of people who will be famous or even known by name. They document the lives of people beyond the margins of power and history. Suzanne's career has been immeasurably important to the lives of people and cultures whose documented existence provides a counter-narrative to the dominant histories of our time. Her high standards for cataloging have been one of the reasons that ATM is known and admired by sound archivists and cultural heritage specialists around the world.

Alan R. Burdette



EMILY M. OKADA

Emily Okada, reference services and resources librarian in the Herman B Wells Library, retired in March of 2016. Emily was an early champion of information literacy, which is now one of the core elements of the IU Libraries' strategic plan. Along with her colleagues, Emily led one of the earliest campus sessions on web-based information and critical thinking in the early 1990s.

Emily started her career as a librarian in 1976 in the films division of the Indianapolis Marion County Public Library, where she also became involved in collection development for religious studies and for the U.S. Federal Government Depository collection. She moved to the Indiana University Libraries in Bloomington as a visiting assistant librarian for the Undergraduate Library Services department in 1982. She quickly accrued greater responsibilities and in 1987 was promoted to associate rank and granted tenure. Among many other positions, Emily was the acting head of the Media/Reserve Services department in 1989 and the acting head of the Undergraduate Library Services department in 1997. Between 1996 and 2012, she served as assistant, associate, and interim head of the Undergraduate Library Services department, and was also head of the IU Libraries Reference Services department from 2009 to 2012. During this time, she took on collection development responsibilities for speech and hearing and for social work as well.

Emily has not only seen the library change dramatically since 1982, but she was an agent for that change, adopting and incorporating new technology into library instructional and reference services. Throughout her professional career, Emily was very supportive of new and early-career librarians. An early advocate for the role of computer technology in librarianship, Emily co-founded, in 1998, the Undergraduate Library Services Resident Program at IU, providing recent graduates of the M.L.S./M.I.S. program in the School of Library and Information Science with an invaluable experience combining traditional public service librarianship with the emerging technological shift in information science. Emily has steadfastly sought out ways to meet institutional needs while providing new



librarians with opportunities to explore new and evolving career paths. For this, the libraries and countless students are in her debt. Under Emily's leadership, the libraries were able to automate the process for faculty to request instruction for their classes, making the procedure considerably easier to initiate.

Emily has been an active teacher at many levels throughout her IU career. She became an adjunct assistant professor in the former School of Library and Information Science (SLIS; now Department of Information and Library Science, School of Informatics and Computing) in 1990. There she taught courses in Reference and Education of Information User and introductory classes such as Resources in Telecommunication, Resources in Journalism, and Information Resources and Services, all while also guiding students in independent studies projects. She was the SLIS coordinator for reference and public services courses from 2001 through 2004.

Her teaching activities extended far beyond her work in the School of Library and Information Science. She worked with organizations and departments such as the IU Malaysia Cooperative Program and taught W501 Teaching of Composition in College. She was also the co-creator of the Libraries' Oncourse Instructor Toolkit.

Emily was extensively involved in service activities throughout her career on the local, state, and national levels.

She has been active in the Indiana University Librarians Association since she began working at the Libraries, holding elected positions of treasurer and executive board member-at-large. She also took on the time-intensive duties of committee chair for the publications committee, the social committee, the book sale committee, and the program committee, as well as the National Library Week committee.

Her work with the Indiana Library Federation is characterized by her role as vice chair and board member for the Women in Indiana Libraries Division and by her extensive work with the Bibliographic Instruction/User Education Section, for which she served on and chaired the steering committee.

Emily also had an active connection to the American Library Association for over 20 years. Her involvement naturally gravitated to the activities of the Library Instruction Roundtable (LIRT), part of the American Library Association (ALA) Instruction Section. Active on many committees within the LIRT, Emily was elected president for the 1993–94 term.

Her dedication to instruction similarly characterizes Emily's professional activities, including papers, presentations, and book reviews. Her first presentation at the annual ALA Conference set the tone for much of her publication and presentation activity. Entitled "Delivering Library Instruction to Elementary Composition Students: A Program and Evaluation," this presentation enhanced her reputation as a leader in library instruction. She shared her experiences and the expertise that she developed while working with Intensive Freshman Seminars and the Groups Program. This approach was characteristic of Emily's record of presentation and publication—sharing what she learned in working with students. This trait permeated Emily's approach to librarianship until retirement. Countless colleagues have learned from Emily, and we wish her well in her retirement.

Angela Courtney

JOANNE PENG

Joanne Peng spent her growing-up years in Taiwan, where she and her siblings all achieved high levels of schooling. During her undergraduate work in psychology at National Taiwan University, Joanne was required to take calculus and statistics. She was immediately captivated and then took more advanced statistics courses. After graduation, she was admitted to a psychology program at the University of Wisconsin, where she served as a teaching assistant in a statistics course. Again, she was enchanted. Upon the advice of the statistics professor, she changed the focus of her major, graduating from the University of Wisconsin–Madison with a Ph.D. in psychometrics and statistics in 1979.

Her first academic appointment was at the University of Iowa, as an assistant professor in educational measurement and statistics. Then she had a one-year stint at the prestigious Thurstone Psychometric Laboratory at the University of North Carolina, followed by a summer faculty appointment back at her alma mater, before settling in for a long and productive career—33 years—in the School of Education at Indiana University. Growing up in a college town south of Taipei, Joanne came to love the college town atmosphere, so moving to Bloomington, Indiana, was easy. Now, in retirement, she has no plans to leave.

When asked what she is most proud of in her long career at IU, Joanne responded without hesitation: “my mentoring of graduate students.” Indeed, Joanne is well respected for her clear and methodical presentation of complex statistical procedures in her classes. Many students who are frightened by the word “statistics” have high praise for her teaching. Even more impressive, though, is the large number of dissertation research committees for which Joanne was recruited as the methodological expert (more than 80). These include students from every department in the School of Education plus students from 12 departments in other schools. Throughout her career, daytime hours were filled with meetings with students. She is most proud of working with students who are challenged by their studies—especially challenged by statistics. It is these students for whom she provides technical assistance and, more important, emotional support and encouragement. Several of her



students have won the Richard C. Pugh Research Methodology Fellowship, as well as the Maris M. and Mary Higgins Proffitt Outstanding Dissertation Award, the Graduate Certificate in Large Scale Education Assessment (University of Maryland and Center for Education Statistics), the Starr Fellowship, and the Irwin Lo Fellowship.

Joanne has also served as a statistical consultant for many faculty research projects throughout the university. She is able to readily understand the research designs and paradigms in other disciplines, and she became an active part of these research teams. Of her 70-some scholarly publications, a substantial number are co-authored with faculty from other departments and schools, including nursing, telecommunications, medicine, higher education, mathematics education, SPEA, business, and special education. Likewise, she has served as a statistical consultant to institutes, laboratories, government agencies, academic departments, and corporations in several U.S. states and Taiwan.

Regardless of the day of the week, if you were to walk by the School of Education late at night, Joanne’s light would be on. While her daytime hours are filled with student interactions, her evening hours are devoted to her scholarship. Early in her career, she focused on psychometric investigations such as the utility of beta-multinomial modeling in multiple classifications of criterion-referenced test scores; the

use of clustering techniques for validation of task analysis models; and approaches for studying teachers’ perceptions of giftedness. Her research evolved into the study of various techniques for addressing missing data and effect size estimation. Simultaneously, modeling strategies in logistic regression became a focus for her scholarship. Her most recent work examined single-case design—more specifically, algorithms for assessing intervention effects and computing tools for implementing standards for single-case designs.

During her tenure at IU, Joanne published four technical manuals for the use of SAS Statistical Analysis System software. In 1989 she published the first edition of *SAS® and Statistical Analyses in Complex Chinese* (Taipei, Taiwan). From the first edition of 943 pages, it grew to 1,074 pages in the 14th edition. Her book *SAS® 1-2-3 in Complex Chinese* is in the 7th edition. And she has published two other SAS books, one in Simplified Chinese, and one in English.

As with many faculty members, Joanne has also been active in professional organizations, especially the American Educational Research Association (AERA) and the National Council for Measurement in Education (NCME). She has contributed papers, organized symposia, chaired committees, and reviewed research paper proposals for these organizations. But her proudest contribution of this nature is her work with the Educational Statisticians Special Interest Group of AERA. Joanne built this group into a viable entity with as many as 200 members. She served as its president, vice president, program chair, and newsletter editor. Without her concerted and dedicated efforts, this special interest group would not have thrived.

When asked about retirement plans, Joanne spoke about the continuation of her current academic projects. Her other pursuits will include activities that empower people—especially those disadvantaged and marginalized. Currently, through her church, she is helping to provide Bible studies for the elderly and also providing fellowship and meals for international students and their visiting parents, and to visiting scholars. She also plans to tour historical and scenic places in Asia, Europe, the Middle East, and North and South America.

*Jack Cummings
Dan Mueller*

STEVE LAURENCE RAYMER

Steve Raymer has had two highly successful careers: the last 20 years as a journalism educator at IU and 20-plus years before that as an award-winning photojournalist.

His students found him to be demanding, exacting, and inspirational. Several have gone on to photo careers at well-known media outlets, including the *New York Times*; the *Washington Post*; *National Geographic*; *Sports Illustrated*; *O, the Oprah Magazine*; the *Louisville Courier-Journal*; and the *BBC*.

Having joined the School of Journalism faculty in 1995 on a one-year visiting professorship, Steve was hired as an assistant professor the next year and went on to full professorship in 2009. He has also been an adjunct professor in the India Studies Program.

He recalls one of his most memorable teaching moments while working with a Chinese graduate student who asked him to show her an iconic image that depicted heroism. Steve's response: "Without thinking of the politics of the situation, I pulled up on the computer screen the picture of the solitary Chinese man standing in front of a row of Chinese battle tanks on Tiananmen Square during the massacre of students in early June of 1989. I also pulled up the raw CNN video from YouTube. My student looked at the still image and video for a good 30 minutes and later told me it was the single most important educational experience she had at Indiana University—this opportunity to watch an event unfold that today remains forbidden to even discuss in public or in the media in China." Steve said the Chinese student told him, "The tank man has been erased from our history, and now I have seen it with my own eyes."

Aside from his usual courses in photojournalism reporting and photojournalism editing, Steve has taught courses in journalism ethics; war, terrorism, and humanitarian intervention; media of the Arab and Muslim world; international journalism; visual communication; and persuasive photography for advertising and public relations.

During his professorship, Steve has written and photographed three books—*Redeeming Calcutta: A Portrait of India's Imperial Capital*; *Images of a Journey: India in Diaspora*; and



Living Faith: Inside the Muslim World of Southeast Asia. He was a photographer for two other books during that time, *The Vietnamese Cookbook* and *Land of the Ascending Dragon: Rediscovering Vietnam*. He wrote and photographed a sixth book in 1994 before coming to IU, *St. Petersburg (Russia)*. In retirement, he plans on completing a seventh book that he's been working on since 2012: *The Public House: An Enduring British Institution*.

Steve earned his bachelor's degree (1967) and master's degree (1971) in journalism and mass communication from the University of Wisconsin–Madison. As a lieutenant in the U.S. Army (1967–70), he served a tour of duty in Vietnam. His first job out of the military was as a reporter-photographer for the *Wisconsin State Journal* newspaper in Madison (1970–72).

He then began a storied career with *National Geographic* that lasted 23 years. He held various positions with the magazine, including picture editor, staff photographer, and senior assistant editor (1972–89), and then director of the National Geographic Society News Service (1989–95).

In 1976, he was honored as the Magazine Photographer of the Year by the National Press Photographers Association and Pictures of the Year International. This is the highest award given in magazine photojournalism. It was based primarily on his reporting of the global hunger crisis in 1975. Among his travels

to 100 countries, Steve has illustrated more than 30 stories for *National Geographic*, including the construction of the trans-Alaska pipeline, the worldwide illegal trade of endangered animals, Afghanistan's capital of Kabul under Soviet occupation, the humanitarian work of the International Committee of the Red Cross in more than a dozen war zones around the world, the explosion at the Chernobyl nuclear power plant in the Ukraine, and the birth of a new and independent Russia.

Steve's colleagues on the faculty kid him about being a walking medical encyclopedia. His worldwide travels carrying several pounds of photographic equipment have taken their toll. He reflects: "I am a product of the pre-digital world. And hence I am in constant pain, which ranges from severe to tolerable, from collapsed, herniated, and bulging disks in my neck and lower back—all the result of carrying a lot of photographic equipment to more than 100 countries during my career. I was wounded in the back by shrapnel in Cambodia and have incurred numerous broken bones, typhoid fever for which I was hospitalized for an extended period, Legionnaires' disease, and various parasitic diseases. Finally, I survived two helicopter crashes, one in Vietnam and one in Tasmania, and as much as I love flying, I have given up on helicopters."

Steve is married to Barbara J. Skinner, an associate professor of history at Indiana State University. She is the author of several books about the Russian Orthodox Church and Russian imperial history. His daughters are Katelynn (Scott) Metz of Pittsburgh and Susanna (Russell) Lauer of Dubai, United Arab Emirates. He has four grandchildren.

In his retirement, Steve hopes to see his children and grandchildren more often and to travel extensively. He said about his career, "It's been a great run. I do not think of myself as retiring so much as moving on to the next chapter, one that will allow for more photography. And as difficult as it is for me to do, some self-reflection on a life through the lens."

Jack Dvorak
David H. Weaver

FREDERICK W. ROEDL

Fred Roedl is retiring in May 2016 after spending 12 years (2004–16) at IU's Kelley School of Business as a clinical professor of marketing. During that time, he has made unique and sustained contributions to the teaching and service missions. He has been described by his colleagues in the following ways: "creative teacher," "entrepreneur's imagination," "proper balance between hands-on experiential learning and classroom sessions," "passion for his students," and "service philosophy."

Fred received his B.A. from the University of Illinois and his M.B.A. from IU's Kelley School of Business. He then embarked on a career in marketing with various corporations. Very soon he started taking on leadership roles, such as North American sales manager at B.F. Goodrich (1985–91), director of marketing at Carlisle Companies (1991–94), director of marketing at D-A Lubricant (1994–99), and vice president of marketing and sales at D-A Lubricant (1999–2002). His 25 years as a business professional in multiple industries enabled him to draw from a rich fount of experiences in developing his teaching craft.

Fred's primary teaching assignments are a business marketing course for M.B.A. students, three Business Marketing Academy (BMA) courses, and a business-to-business (B2B) marketing course for seniors. Business-to-business education is an important area within marketing, and the fact that he plays a specialist role in taking ownership for these B2B courses is a huge benefit for the department.

Because of his versatility, Fred also teaches in the Kelley Direct online M.B.A. program; in Sungkyunkwan University, Seoul, in the executive M.B.A. program; in Croatia in the executive M.B.A. program; and as visiting professor at Steinbeis University (Germany) in its executive M.B.A. program. His ability to adapt to different student audiences, delivery systems, and cultures is immensely valuable to the department and school. One of the electives that Fred implemented in 2014–15 is a Kelley Direct course on business marketing, thus extending



his expertise in that area to a third Kelley program.

Fred's efforts were recognized with the M.B.A. Teaching Excellence Award in 2009, a student-based award, and the Trustees Teaching Award in 2008–09. His focus is on imparting fundamental and useful skills to his students. Students see him holistically as a mentor and promoter of their interests.

When Fred joined the marketing department, he was tasked by the department to grow the B2B area. During Fred's initial years at Kelley (pre-2009), he built the foundation for various programs, relationships, and activities. He showed the potential of this area of marketing by steadily and steadfastly adding new initiatives and establishing relationships. In the most recent period (2009–15), Fred brought the B2B area of marketing at Kelley to a high mark of excellence.

A big part of this success was Fred's leadership of the Business Marketing Academy. When he started at Kelley as a faculty member, this academy did not exist. The BMA has grown steadily over time with more students, 100 percent internship placement, 95 percent-plus full-time offers (within 90 days of graduation), doubling of corporate membership, creation of the BMA Corporate Advisory Board, and significant increase in financial sponsorship by partner firms. Fred's vision and commitment to

providing value to students through partnerships with corporate partners were the primary reasons for the BMA's success, which in turn has elevated the status of B2B marketing at Kelley.

Fred has also taken leadership in other initiatives of importance to the Kelley school. He is the faculty chair for a certificate program in the Business of Life Sciences initiative for the school and faculty advisor for the Global Business and Social Enterprise (GLOBASE) program within the M.B.A. program. Fred has also played a consulting role as board member and strategic planning facilitator with local organizations (LifeDesigns, Monroe County United Ministries, Phi Delta Kappa). His business and marketing acumen is a valuable attribute in helping these organizations achieve their goals.

Fred has been married to Mary Beth for 45 years. He is the proud father of three sons: Brian, Nick (married to Zoe Windsor), and David (married to Saumya Verma). He is also the proud grandfather of Sahana Asha Roedl, and a second grandchild is on the way. He will likely continue to consult, travel, hike, and exercise as frequently as he can in retirement.

Fred, thank you for all your contributions! We will miss you.

Shanker Krishnan

RICHARD RUBINGER

Richard Rubinger is completing his twenty-seventh year at IU as professor of Japanese in the Department of East Asian Languages and Cultures. He is widely recognized in this country, in Japan, and around the world as one of the most eminent scholars of the history of literacy and education in Japan. He has been a personable and engaged mentor to junior faculty, a trusted reader of scholarly manuscripts, and an advisor on teaching strategies. He has also been a memorably able departmental chair who persuasively promoted the place of liberal arts education and the growing importance of East Asian area studies to wider audiences within the College of Arts and Sciences, on the campus, and beyond. Dick's leadership in the department has been critical to the considerable and ongoing accomplishments of its faculty, staff, and students. His retirement represents a true loss, and on innumerable occasions over the course of this last year as his colleagues have faced the fact of his departure, faculty have remarked with deep fondness and respect that he simply can never be replaced.

Dick was brought up in Larchmont, New York, attended Mamaroneck High School, and graduated from Amherst College in 1965. After an adventure-filled year teaching in war-torn Lahore, Pakistan; Teheran, Iran; and Bangkok, Thailand, he began graduate study at Columbia University. He spent three years teaching English in Japan, from 1969 to 1972, as one of four initiators of a Fulbright program that eventually became the Japan Exchange and Teaching (JET) Program. In 1974 he was hired by Vanderbilt University to set up its Japanese language program. He married Hanaoka Noriko in 1977 and completed his Ph.D. in Japanese studies at Columbia in 1979.

He moved to the University of Hawaii as an assistant professor in 1979 and remained on the faculty there for 10 years. From 1984 to 1986 he taught at Columbia University, an experience that he remembers with great fondness. He received prestigious grants from Fulbright and the Japan Foundation for research in Japan. His groundbreaking first book on private academies in

Tokugawa-era Japan (1600–1868) was published in 1982 by Princeton University Press. It greatly expanded our understanding of the broad array and scope of private institutions of education within early-modern Japanese society, institutions that helped form widening classes of literate and intellectually engaged citizens during the years leading up to the historically important revolutionary event of the Meiji Restoration of 1868. The book was a critical success and made Rubinger's name, not only in the early-modern and modern historiography of Japan, but also in the much larger field of comparative education around the world.

Rubinger arrived at IU in 1989 as a full professor with three small children in tow. The very next year he was made chair of the Department of East Asian Languages and Cultures (EALC); he became the longest-serving chair in the department's history, serving for eight years between 1990 and 2002. His leadership was interactive, personal, and consensus-building. Those on the faculty in those years remember with great affection his leading not so much from his office, but often by standing out on the second-floor landing of Goodbody Hall or by walking up and down the narrow hallways of that building and meeting faculty in their offices to discuss matters confronting the department. He unwaveringly took the broad view, looking out for the department's greater interests and sticking up for each of the important roles of the many disciplines, programs, and curricula housed within the interdisciplinary community of EALC.

His investment as chair (and as a teaching faculty member) in the success and expansion of the language programs within the department has been foundational to the reputation of EALC's Japanese, Chinese, and Korean language teaching over the last three decades as nationally leading programs of great rigor and innovation. His proudest achievement at IU was to promote language coordinator positions in order to enhance the status of language teachers and professionalize language programs. As chair of EALC, he hired

and tenured language coordinators in each of the East Asian languages.

In 2007 his monograph on the history of popular literacy in Japan was published by the University of Hawaii Press, opening up a new field of study that is now being pursued by a number of Japanese scholars, most of whom have been visiting scholars at IU at the invitation of Dick. Both of his monographs have been translated into Japanese and are widely known in the Japanese scholarly world.

Dick has taught a wide variety of courses on Japan, from early modern history to education and society, samurai films, the Pacific War, and the nineteenth-century Japanese novel as history. He was popular with undergraduates, an animated storyteller who brought historical anecdote; his own personal experiences living, traveling, studying, and teaching in Japan; and informed historical analysis together to great and engaging effect.

In addition to his years at Hawaii, Columbia, and IU, Dick has been a guest professor at Kyoto University and the University of Paris. He has written or edited eight books as well as numerous articles and book chapters.

In retirement, he intends to continue research and writing, visit his children and grandchildren in New York and San Francisco, travel the world with his wife, swim at the SRSC, sail on Lake Monroe, and build wooden models of historic ships.

Scott O'Bryan

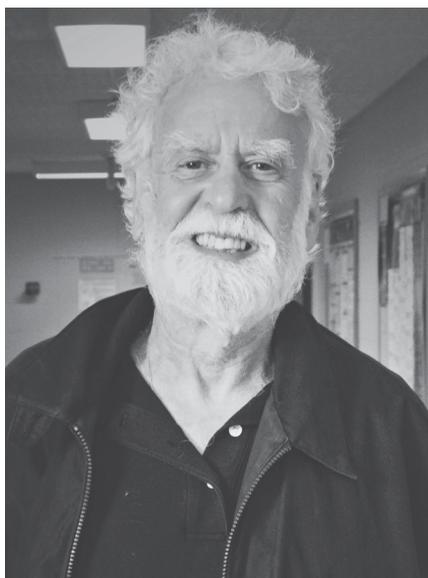


STEVEN J. (JIM) SHERMAN

Steven J. (Jim) Sherman was born on May 16, 1942, in Boston. After receiving his B.A. from Harvard in 1963, he went on to graduate school in social psychology at the University of Michigan. After receiving his Ph.D. from Michigan in 1967, Jim thought he would just go back to Boston and get a job. However, he soon found out that academia doesn't work that way, and his mentor, Bob Zajonc, told him to take the best job available that year. So in 1967, Jim came to Indiana University; little did he know that he would spend the next 48 years here. The IU community is so much the better for it.

Summing up the accomplishments of Jim Sherman is certainly a daunting task. He is one of the most influential and internationally renowned figures in the field of social psychology. He has published more than 200 articles and chapters in his distinguished career, making important contributions in many areas, most notably attitude change, social cognition, and human judgment/decision making. In addition, he received continuous grant funding from the National Institutes of Health for over 30 years to support his work on the social psychological factors related to adolescent cigarette smoking. He served as editor of the most prestigious journal in the field, the *Journal of Personality and Social Psychology*, from 1984 to 1990. He has maintained productive collaborations with colleagues and students across the country, as well as in Italy and Portugal. He has received numerous awards for his outstanding accomplishments, including a Chancellor's Professorship from IU in 2001 and the cherished Thomas M. Ostrom Award from the Person Memory Interest Group in 2002.

Such success has certainly not come by chance. Jim has one of the sharpest minds you will ever encounter. This explains his dominance in trivia contests, such as the Monroe County Public Library's VITAL Quiz Bowl. In an era of increasing specialization in graduate training, Jim represents the quintessential renaissance scholar, broadly educated and knowledgeable about every topic under the sun (though you particularly don't want to challenge him in the areas of sports, movies,



and rock and roll songs). He is an outstanding and inspirational teacher and mentor who made his students better writers and broader thinkers. His Law and Psychology of Crime, Culpability, and Punishment course (co-taught with Professor Joe Hoffmann of the Maurer School of Law) is a shining example of the kind of interdisciplinarity for which Indiana University is famous. In our social program, graduate students dreaded the infamous "Jim questions" in our weekly brownbag seminar series, for they would challenge you to think about your work in ways you had never thought of before. We have all benefitted tremendously in our careers from his insightful tutelage.

More than anything, though, Jim served as an exemplary role model of good citizenship. He showed his deep and abiding love for the psychology department, Indiana University, and the city of Bloomington in a myriad of ways. He generously offered to read and provide comments on colleagues' manuscripts and grant proposals and served as the resident departmental resource for anyone with questions on health care or retirement benefits. He served as Bloomington Faculty Council President in 2014–15, and has always worked diligently to recruit the best and brightest prospective faculty and graduate students to this great university. He was instrumental in the creation of the wonderful IU Cinema

that we all enjoy. For a decade, he selflessly served on the Bloomington City Council, twice as president, where he instituted creative policies such as trash stickers to increase recycling behavior in our community. We all owe a debt of gratitude to Jim for his tireless service to IU and the city of Bloomington.

It is hard to imagine the Department of Psychological and Brain Sciences without Jim Sherman. Despite many offers to leave IU for other prestigious institutions, his appreciation of the collegiality of the department and Indiana University has always kept him here. Indeed, Jim is one of those individuals you thought would never retire. Given his success as a Little League baseball coach, the only other job I ever imagined he would take would be manager of his beloved Boston Red Sox! We know he will continue to serve as resident puzzle master (Will Shortz, despite his self-created degree in enigmatology, has nothing on this man), and will continue to loiter outside the door of the downstairs weight room in the Wildermuth Intramural Center as soon as it opens to ensure that he can work out on his favorite machine. We know he will continue to enjoy traveling around the world with his spouse and lifelong companion, Roberta (Birdie), and bask in the reflected glory of his children, Bonnie and Jeff, both of whom followed in their father's footsteps and received their Ph.D.'s in social psychology. But we will sorely miss his presence in the third-floor hallway of the Psychology Building, with his insatiable curiosity and dry wit, carrying his trademark warm Diet Coke. Whatever the future may hold for Jim, I can only say, as one of his former graduate students who has had the distinctly good fortune to be his colleague for the past 24 years, that he has left a legacy that no one will ever be able to duplicate. Thank you, Jim, for everything you have done to enrich our lives!

Edward R. Hirt

ELLIOT SPERLING

One of the world's leading historians of Tibet and Tibet-China relations, a MacArthur Fellow, and a relentless advocate for human rights, Elliot Sperling is retiring from IU after 29 years on the faculty in the Department of Central Eurasian Studies, seven of which he served as department chair.

Born and raised in New York City to a family that underscored the importance of education, hard work, modesty, and social responsibility, Elliot developed a political and social awareness from a very young age. Attending Queens College in the early 1970s at the height of the counterculture movement only served to kindle in him a youthful idealism that was never extinguished. While in college, Elliot traveled widely. An overland journey from Istanbul to Delhi with stops in the fabled cities of Erzurum, Tabriz, Tehran, and Herat fueled his passion for the study of faraway lands. A short sojourn in India developed into a love affair with that country and culture; Elliot would revisit India numerous times later (including as a Fulbright fellow). Upon his return from Delhi, having encountered for the first time Tibetans in exile, Elliot changed his major to East Asian studies.

Equipped with knowledge of Chinese made stronger by an overseas study of the language in Taiwan, Elliot matriculated at Indiana University's Department of Uralic and Altaic Studies (renamed Central Eurasian Studies in 1993), where his career would be shaped and developed for the next four decades. The department was already internationally renowned, in part owing to the presence on the faculty of Taktser Rinpoche, the Dalai Lama's eldest brother. Elliot studied modern and classical Tibetan, perfected his knowledge of modern and classical Chinese, and wrote his doctoral dissertation, *Early Ming Policy toward Tibet*, in 1983. The dissertation has been widely acknowledged as the most influential study on the subject.

A genuine product of the public education system, Elliot took his first faculty position also at a public institution, the University of Southern Mississippi (USM). Shortly after arriving in Hattiesburg, he received

the prestigious John D. and Catherine T. MacArthur Foundation Fellowship (1984–89). After a short spell at USM, Elliot returned to IU in 1987, as a faculty member. He would remain at the university, a much-loved teacher, until December 2015, with occasional visiting professorships elsewhere, including Harvard University (1992–93) and the University of Delhi (1994–95). Over the years, Elliot has mentored numerous graduate students who pursue both academic and nonacademic careers all over the world.

In his research, based predominantly on original, primary sources in Tibetan and Chinese, Elliot has focused on questions of sovereignty and boundaries; on types of political, social, and familial authority; on Chinese policy toward Tibet; and on the complicated roles of Tibetan officials in the service of both Tibetan and Chinese governments. He wrote about bureaucrats, monks, mediators, and envoys to the Tangut, Yuan, Ming, and Qing courts, and his research covered many periods, ranging from the ninth century to the present. In addition to his focus on the Ming period, Elliot is especially recognized for his interventions on the study of the Tanguts, on Mongol presence in and influence on Tibet in the seventeenth and eighteenth centuries, on the reign of the Fifth Dalai Lama and other eminent personalities of his era, and on Tibet's status under the Qing. Elliot has served on, consulted with, or directed numerous professional boards.

In his work, Elliot has been a judicious voice in increasingly less discerning times. He has censured (including during appearances in China) the Chinese government's oppressive policies in Tibet. He has criticized the Dalai Lama and Tibet's government-in-exile (also during appearances in India) for giving up on Tibetan independence and for their ignorance of China's real positions. He has rejected the Tibetophiles' view of Tibet as an unspoiled bastion of pure spirituality. And he never had much patience for scholars who easily become groupies of academic fashions.

Elliot has also been a champion of human rights. Most recently, his

public engagement has been exemplified in the case of Ilham Tohti. Tohti, a Uyghur professor of economics at Minzu University in Beijing, was to spend a year at IU—at IU's invitation—in 2014 as a visiting professor. He was detained in the Beijing airport, just prior to boarding his flight to Indianapolis, on charges of "separatism" (charges that were characterized as completely made up by the U.S. State Department, the European Union, and many other international bodies) and has since been sentenced by the Chinese government to life imprisonment. Elliot has become one of the most outspoken individual voices arguing for Ilham Tohti's innocence and release. This endeavor was not new for Elliot. He has served on the Committee on Religious Freedom Abroad for the U.S. Department of State (1996–99), and he has testified before the Groupe d'information du Sénat sur le Tibet (France), the Parliamentary Human Rights Group (United Kingdom), the Congressional-Executive Committee on China, the Senate Committee on Foreign Relations, the House of Representatives Committee on International Relations, and many others. His expertise was particularly requested on matters of human rights in Tibet, Tibet-China relations, ethnic minorities in China, and U.S.–China relations. His opinion pieces and commentary were published in venues such as the *New York Times*, the *Los Angeles Times*, the *Times of India*, *Jane's Intelligence Review*, and the *Far Eastern Economic Review*.

Elliot's departure from IU marks a loss of one of the jewels in the university's crown.

Ron Sela

NAN STAGER

Nan Stager began her career in Monroe County in 1983, working for a nonprofit that developed the Victim Offender Reconciliation Program. In this position, she co-authored one of the first community corrections grants for the State of Indiana and began her work in mediation. At that time, the field of mediation was just taking off nationally, and local judges asked Nan to get training in family law mediation. She later hung out her shingle, serving Monroe County clients who needed family mediation help.

Nan's career at the School of Public and Environmental Affairs started with a call to then-Director of Undergraduate Programs Richard Rubin, whose area of expertise was labor mediation. At the end of their discussion he said, "Why don't you teach a class for us?" Nan accepted.

Nan taught Negotiation and Alternative Dispute Resolution at SPEA as an adjunct faculty member for over a decade. This course was one of the first of its kind in the country at the undergraduate level. During her years at SPEA, she has taught thousands of students practical skills in handling conflict and solving problems in personal and professional contexts. A former student reflected, "I cannot even begin to tell you how much that class has helped me in my professional career."

While an adjunct, Nan began a collaboration with John Krauss, co-teaching Public Policy Mediation in Indianapolis at the McKinney School of Law. This one-week course attracts law students, lawyers, and judges from across the state. Nan and John's success in this course led to requests for them to present at American Bar Association conferences, the Indiana Attorney General's Office, other state agencies, and the National League of Cities. These accomplishments are particularly noteworthy given that Nan is not an attorney but is recognized by the legal profession for her expertise in the practice of mediation.

In 2001, SPEA asked Nan to become the assistant director of the Indiana Conflict Resolution Institute as well as to continue her teaching. After five years in this role, Nan became a full-time lecturer. In 2008, she paved



the way for future lecturers by becoming SPEA's first senior lecturer. In 2010, she won SPEA's Outstanding Undergraduate Teaching Award.

In 2011, Nan was asked to serve as director of the SPEA undergraduate program, supervising undergraduate advising as well as the SPEA records office. In that post she oversaw dramatic changes in SPEA's curriculum and enrollment. One of her most satisfying curricular accomplishments was initiating the new major in human resource management, which is now flourishing, with more than 170 students in its first few years. Another of Nan's major accomplishments was improving adjunct support, recognition, and resources. Because it is a professional school, adjuncts at SPEA play an important role in the student experience. Nan recognized the need to orient adjuncts, provide them space in the school, and acknowledge them with teaching awards.

Nan's background in mediation has served SPEA well. A colleague says, "One of her outstanding qualities is, she not only listens but she also works to follow through and resolve." In addition, when Nan faced student issues she practiced the problem-solving techniques that she taught. As another colleague writes, "She is known for asking about options and making sure students are aware of all options so that they can make the best decision given their circumstances."

While certainly Nan is committed to her job, anyone who works regularly with her knows not to schedule meetings with her over lunchtime. Depending on the time of year, right around noon on weekdays (and some weekends) you will find Nan swimming with her IU Masters Swim Club friends at the Royer Pool or the IU Outdoor Pool (where she met her husband, Joel Stager, who is a professor in the School of Public Health). Her competitive side comes out at U.S. Masters swim meets: this past summer Nan finished fourth in the 800-meter freestyle and sixth in the 100-meter freestyle in the 60–64 age group at the United States Masters Swimming National Long Course Championships. She also set the Indiana state record in the 50-meter backstroke.

Nan leaves big shoes to fill. Fortunately for SPEA, she will continue to teach her negotiations course in the summer. She will also continue to teach the Indianapolis Public Policy course, while making time for travel, being grandma to six grandchildren, and, of course, swimming.

Andrea Need

JOHN H. STANFIELD II

John H. Stanfield II came to Indiana University Bloomington in 2002 to serve as professor of sociology and chairperson of the then–Department of Afro-American Studies (AAS). He was previously Avalon Professor at Morehouse College in Atlanta, where he also served as chairperson of the Department of Sociology and executive director of Morehouse Research Institute. Under his leadership at IU, he and his departmental colleagues decided, with the approval of the dean of the College of Arts and Sciences, to change the unit’s name to the Department of African American and African Diaspora Studies (AAADS). He is now an emeritus professor of the department.

When John stepped down as AAADS department chairperson, he remained on the faculty as professor of sociology as well as director of the Research Program on Transcultural and Intercultural Philanthropic Studies, with senior adjunct faculty affiliations in African Studies, American Studies, Caribbean and Latin American Studies, International Studies, Philanthropic Studies, and the Department of Sociology. An ordained minister with Quaker and Pentecostal roots, John took leave from Indiana University to earn a Master of Sacred Theology degree from Boston University in 2005.

Born and raised through part of his teenage years in rural upstate New York, John, along with his mother, father, and three sisters, moved to northern California when he was 16 years old. He completed his high school education there and subsequently entered California State University, Fresno, through a program designed for minority youth. John graduated magna cum laude in three years with a degree in sociology. He was admitted to Northwestern University in Evanston, Illinois, where he received his Ph.D. in sociology at the age of 25.

John accepted an initial teaching position at Yale University. He was then hired by the College of William and Mary as the Edwin and Frances Cummings Professor of American Studies and Sociology. He was also an

Eminent Scholar of the Commonwealth of Virginia. He would later transfer his scholar-cum-administrator experiences to the University of California, Davis, where he established an urban policy center linked to a non-affluent community in Sacramento. From there he went to historic Morehouse College.

John’s scholarship has been recognized internationally, and he has held teaching and research appointments at institutions around the world. In addition to serving as a Distinguished Fulbright Chair at Catholic University of Rio de Janeiro, John accepted the position of honorary faculty member in Unipalmare University, the first Afro-Latin American university in the Western Hemisphere, located in Sao Paulo, Brazil. He has previously served as a distinguished visiting scholar at well-known educational institutions such as the University of Cape Town in South Africa; Fourah Bay College/University of Sierra Leone in West Africa; the School of Oriental and African Studies, University of London; National University of Rwanda; and Teachers College of Columbia University.

For more than three decades, in addition to his teaching and administrative careers, John—a prolific author of books, book chapters, and refereed articles—has pursued what he has often described in his writings as restorative justice for oppressed, marginalized, stigmatized, and neglected people in communities around the world. He especially advocates for the academic preparation of the non-affluent and for the human rights of children and youth. His passionate and effective approach to social justice is evident in his roles as professor, mentor, book and journal editor, public minister, and civil rights and transformation consultant.

While on leave in the 2014–15 academic year, John served as the interim distinguished professor and founding director of the Mogae International Development and Governance Research Institute at Botswana International University for Science and Technology in the southern part of Africa.

A. B. Assensoh



JOHN STEINMETZ

John Steinmetz directed the Indiana Geological Survey (IGS) at Indiana University Bloomington and served as the state geologist of Indiana for the past 17 years, until his retirement last June.

Becoming the head of a geological survey and being known as the state geologist were not career aspirations of John's. Instead, it was an unexpected and delightful event that happened as a coincidence of preparation, experience, and fortunate timing. The job is both challenging and highly rewarding, featuring geological research as a component of public service.

John began his career in the earth sciences at the Illinois State Geological Survey while an undergraduate geology major at the University of Illinois at Urbana-Champaign. The geological survey and the geology department are in close proximity to each other on that campus, so John could pursue his academic studies and gain research experience at the same time. He initially served in entry-level positions as a geological technician. He worked in an industrial minerals section and a paleontology laboratory, processing samples and conducting routine analyses. In both instances, he learned basic yet important laboratory techniques that served him well throughout his career. Moreover, John developed a fuller appreciation for the ambitions and needs of individuals who work in those positions in the geological surveys that he ultimately directed. In a larger sense, he also learned the value of geological research in addressing questions important to the economic well-being of a state.

After completing his undergraduate studies, John earned a master's degree in geology at the University of Illinois and a doctorate in marine geology and geophysics at the University of Miami's famed Rosenstiel School of Marine and Atmospheric Science.

John's career has taken him through various professional turns: first to academia on the faculty of the Department of Marine Science at the University of South Florida, and then as a research geologist at Marathon Oil Company's Denver Research Center. At Marathon, John spent a dozen stimulating years conducting



micropaleontologic research, working with diverse scientific teams on the company's worldwide petroleum exploration ventures.

The prospect of leading a state geological survey presented itself in 1994, when he was offered the directorship of the Montana Bureau of Mines and Geology, Montana's state geological survey at the University of Montana. For the next four years, he led that institution as the state geologist of Montana. Despite the beauty of the West, John felt a persistent tug back to the Midwest, and he longed to return and raise his children there. The directorship of the Indiana Geological Survey (IGS) at Indiana University came open in 1998, and he was the successful candidate. In that role, he became Indiana's fifteenth state geologist.

In the late 1990s and early 2000s, there was a growing emphasis on going digital, and John directed his staff through that transition. Indiana University played a large role in the IGS's digital successes through the information technology infrastructure support that President McRobbie provided to the entire university. Under John's administration, the IGS has enjoyed considerable outreach exposure. Today, the IGS has a major web presence, providing digital maps, reports, information, and databases free to the public through its robust website (igs.indiana.edu).

One of John's lasting legacies is IndianaMap. This scalable interactive web map was started with a small grant from the Indiana Department of Transportation to assess possible routes for the proposed Interstate 69 from Evansville to Indianapolis. IndianaMap grew to encompass the entire state, with 270 layers of geospatial data. IndianaMap is now one of the most comprehensive state-based geographic information systems in the nation. Similarly, John worked relentlessly to ensure that geological data are both preserved and readily accessible. State geological surveys are noted for their rich data resources, many of which are not properly cataloged and are referenced only through institutional memory. Working with the U.S. Congress, the Department of Energy, and the U.S. Geological Survey, John spent over a decade ensuring adequate legislation and federal resources to support geological data preservation in Indiana and, by extension, throughout the country.

John dedicated considerable energy to the welfare of his IGS staff. He strove to maintain an innovative and productive work environment, worked forcefully on issues of gender equity, and was proactive in advocating for lifelong learning among all his staff. Recognizing the jump-start that practical research experience gave his career when he was a student, he dedicated resources to provide the same opportunities at the IGS to Indiana University students.

If someone had forecast that John would be a state geologist before he completed his career, he likely would have said, "no way." It was not a career goal of his at the outset; yet, as he matured, observed, learned, and understood, John realized that leading a state geological survey would be the culmination of all that he sought as a professional geologist: to continue working in the field that he enjoys the most, to lead others, and to bring value to society in the way he knew best.

Todd A. Thompson

ALBERTO TORCHINSKY

Alberto Torchinsky retires this year after 41 years of service in the Indiana University Department of Mathematics. Alberto joined the department in 1975 as an assistant professor, after spending four years at Cornell University. He earned his Ph.D. from the University of Chicago in 1971 under the supervision of illustrious mathematician Alberto Calderón. His undergraduate degree came from Universidad de Buenos Aires in 1966, followed a year later by a Master of Science degree at the University of Wisconsin–Milwaukee. After moving to Indiana University, he quickly rose through the ranks to the level of full professor.

Soon after completing his doctoral thesis, Alberto established himself as a leading researcher in the study of Calderón-Zygmund operators. This line of work traces its origins to a paper from 1952 written by Calderón and his advisor, Antoni Zygmund. According to Elias Stein, there is no paper written since then that has had such a widespread influence on analysis. This emerging theory was concerned with the study of singular integrals, which were established as the natural generalizations of the Hilbert transform to higher dimensions. Technically speaking, the fundamental tool of the theory consists of decomposing an integrable function into its “good” and “bad” parts, the latter being a sum of “atoms.”

One of the early signs of Alberto’s vision and technical strength was his work on the parabolic maximal function and on spaces with mixed homogeneity. A series of highly influential papers emerged out of his collaboration with Calderón that exhibited both aspects of mathematical creativity: theory building and problem solving. Alberto also played a pivotal role in shaping our current understanding of Hardy spaces. Most notably, together with Jan-Olov Strömberg, he promoted and developed the weighted version of these spaces, seeding the ground for a flurry of later developments. Alberto’s 30-year-old work with Björn Jawerth on the local sharp maximal function proved to be a key inspiration in recent breakthroughs in weighted harmonic analysis. Quite recently, Alberto made a beautiful contribution to the study of the Cauchy

problem for the wave equation. In a very elegant paper, he rather surprisingly managed to derive the formula for the solution involving spherical means by using Fourier transform methods.

Alberto has also excelled in his role as a teacher. His students often talk about the humor and enthusiasm he infuses into his lectures. Alberto’s writing skills are widely recognized through his well-crafted textbooks. His monograph, *Real Variable Methods in Harmonic Analysis*, has served for many years as a standard reference work for singular integrals. It set high standards of exposition for later works in the field, and it is still in print in a paperback edition. Another textbook on real analysis by Alberto is due to be published soon.

Alberto always maintained a reputation as a patient and supportive doctoral advisor who put in generous amounts of time to ensure the success of his students. Nine students completed theses under his direction.

Not least among Alberto’s activities is his service to the university in a variety of administrative positions, most notably dean of Latino Affairs, director of the Minority Faculty Fellowship Program, and executive director of the Office of Strategic Hiring and Support. His understanding of administrative matters was often useful to the mathematics department as well.

Outside of mathematics, Alberto has maintained a keen interest in literature and is an avid basketball fan as well as a dedicated Cubs fan. He and his wife, Massi, are the proud parents of two sons, Cyrus, a physician in San Diego, and Darius, a physicist at Temple University. He has been a caring friend to colleagues in the department, always willing to listen and offer thoughtful advice. We hope that in retirement he will continue to be a presence in Rawles Hall.

*Hari Bercovici
Ciprian Demeter
Peter Sternberg*



FRANCES TRIX

Frances Trix is a fourth-generation Detroiter. Her ear for language developed early, largely due to the multiethnic nature of metropolitan Detroit. She attended French summer camp in Maine, spoke French regularly with a Belgian war bride in Detroit, and spent a summer in France. These experiences helped to shape her academic direction. Frances attended Middlebury College for two years, where she studied French and German, and spent a summer at New York University, where she began her study of Turkish. She then completed both B.A. and M.A. degrees in Near Eastern Languages at the University of Michigan, focusing on Turkish and Arabic. After receiving her M.A., she spent one year in a village in south Lebanon teaching science and English.

She subsequently returned to Michigan, where she worked in the Arab community for several years. After receiving an M.A. in linguistics from Michigan, she served for three years as director of the Arabic bilingual program for the Dearborn public schools. Frances then returned to the University of Michigan for a Ph.D. in linguistics, focusing her work on discourse analysis. This emphasis was partly inspired by her growing involvement with the Albanian Bektashi center outside of Detroit, whose founder and leader, Baba Rexheb, had received a traditional Ottoman education. Frances had started to have regular meetings with him in Turkish as an undergraduate, and thus began both a personal and academic relationship with the Albanian Bektashi community that was to profoundly shape much of her scholarship, which included her developing fluency in Albanian. At the University of Michigan, Frances became a student of the late Alton (Pete) Becker in linguistics, a legendary teacher and mentor who specialized in the ethnography of communication and discourse, cared deeply about people, and instilled in Frances a view of the scholar as advocate. Frances completed her Ph.D. in 1988. Her first book, *Spiritual Discourse: Learning with an Islamic Master* (1993, University of Pennsylvania Press), grew out of her dissertation work.

From 1990 to 2005, Frances was on the faculty in the Department of Anthropology at Wayne State University



in Detroit. There Frances developed a reputation as an outstanding teacher. She taught courses on language and culture, language and society, research in anthropology, and discourse analysis. She was a member of over 20 doctoral dissertation committees. She was also an active member of the faculty senate. While Frances continued to publish on matters related to the Bektashi community, including a book on Albanians in Michigan, her work on discourse analysis expanded into areas reflecting contemporary issues in American society. Two of her publications received particular notice: “Women’s Voices and Experiences of the Hill/Thomas Hearings” in *American Anthropologist* and, in *Discourse and Society*, “Exploring the Color of Glass,” analyzing differences between letters of recommendation for female and male medical faculty. Also at this time Frances began writing about the situation of Kosovar Albanians in the breakup and wars of former Yugoslavia. These themes were to continue during Frances’s time at Indiana University.

In 2005, Frances came to IU as a visiting faculty member and became associate professor in the Departments of Anthropology and Linguistics in 2006. She was promoted to full professor in 2011. At IU she developed a wide variety of courses that included Islam in the Balkans; Sufism; Discourse Analysis; Language and Gender; Detroit: City of Extremes; and her popular undergraduate

course, Language in Disasters. This latter course grew out of her work for the National Aeronautics and Space Administration and the Aviation Council of Taipei that investigated the discourse involved with close calls and cockpit voice transcriptions of air disasters.

Frances has been very active in university affairs, particularly academic governance. She continues to serve on the Bloomington Faculty Council, where she chairs the Diversity and Affirmative Action Committee. As notable as Frances’s teaching and service contributions are, during her 10 years at IU she was able to focus significantly on her research, obtaining external grants from the Fulbright Program (Senior Research Fellowship), the International Research and Exchanges Board, the National Endowment for the Humanities, and the Woodrow Wilson International Center. Her book *The Sufi Journey of Baba Rexheb* was published in 2009 by University of Pennsylvania Press. This biography of Baba Rexheb integrates his life history, the history of the Bektashi Sufis, the place of language in their Islamic tradition, and the poetic form in which wisdom is frequently expressed. The work not only documents an endangered tradition but is also accessible to and of interest to the community and the general public. For her longstanding work with Albanians in the United States, the Albanian American National Organization granted Frances its highest recognition, the Lifetime Achievement Award, in 2010. Another book, *Urban Muslim Migrants in Istanbul: Trauma and Identity of Balkan Immigrants*, is scheduled for publication soon. She has also produced a series of articles on the current situation of Muslims in the Balkans.

While Frances’s scholarship over the years reflects wide-ranging interests, all of her work has in common a sense of fearlessness that allows her to engage with contemporary social issues and give voice to the experience of people who have been neglected. Her work brings to bear research that integrates the political, the individual, the historical, and the linguistic, showing very effectively how the scholar can make a difference.

Stuart Davis

MARY H. WENNERSTROM

A native of East Grand Rapids, Michigan, Mary Wennerstrom arrived in Bloomington in 1957 and never left. As an undergraduate at IU, she studied piano with the young Menahem Pressler. Though her pianistic talents were considerable, she found herself increasingly drawn to the academic study of music, so for her graduate work she shifted her focus to music theory, making such an impression that by the time her Ph.D. was completed in 1967 she had already been a member of the faculty for three years. She was a full professor by 1976 and was named chair of the Department of Music Theory in 1979, a post she held for an astonishing 23 years. From 2002 until her retirement in December of 2015, she served as associate dean for instruction in the Jacobs School of Music.

As the music school rose to a position of national and international renown during Mary's early years on the faculty, controversy sometimes flared regarding the level of academic course work appropriate for students at a conservatory of music within a large state university. Mary insisted on integrating performance and scholarship through a rigorous curriculum combining history, literature, style, theory, and analysis. Performance faculty members began seeing more informed musical thinking in their students, which only enhanced their own teaching; other music schools soon followed IU's lead and raised their own academic standards.

This was a time when music theory itself was newly recognized as an independent discipline, and when few women occupied positions of prominence in the field. When the Society for Music Theory (SMT) was founded in 1977, Mary was named its first treasurer. The fledgling society's meager resources made this a challenging job: the first treasurer's report showed a cash-on-hand balance of \$3,085.77. This figure was to grow handsomely during Mary's 14 years in the position, after which she continued to serve the SMT in many other important capacities.

Widely recognized as a leader in the pedagogy of music theory, Mary shaped the theory and aural skills instruction of thousands of professional



musicians as well as the graduate training of dozens of successful music theorists, many of whom have modeled their own teaching on hers (and more than a few of whom preceded her in retirement). She authored a number of publications on twentieth-century music, and when the first edition of her *Anthology of Twentieth-Century Music* appeared in 1970, its broad selection of composers, styles, and well-pointed study questions greatly facilitated the teaching of courses in the theory and analysis of this repertoire, opening the eyes and ears of many students to music that was new to them. Mary served the *Journal of Music Theory Pedagogy* in its first 11 years (1987–97), initially as chair of the editorial review board and then as editor-in-chief, and contributed to the development of many music tests for the Educational Testing Service. In 2006, upon being awarded the Gail Boyd de Stwolinski Prize for Lifetime Achievement in Music Theory Teaching and Scholarship, she donated the prize money to establish an award for outstanding associate instructors in IU's music theory department.

As a teacher, Mary created an environment that invited curiosity. Through her broad knowledge, her demonstrations at the piano, and her joyous enthusiasm, she led students to recognize not only the beauty of the music but the rewards that accompany a deeper understanding of its structure. She was demanding but supportive, and

always generous with assistance and advice when needed. Even in a large lecture class, she knew students' names, and in many cases their majors and life stories. Graduate students appreciated her knack for delivering criticism that was simultaneously exacting and compassionate, and her willingness to help young scholars organize their teaching plans, their dissertations, and their lives.

Mary's faculty and staff colleagues admired these same qualities as well as her unflagging commitment to the highest intellectual and pedagogical standards and the cheerful imperturbability that characterized her work as an administrator. Faced with a new and apparently intractable crisis, she would chortle as if to say, "Can you believe we have to deal with this?"—and then she would calmly deal with it. Among countless other duties large and small, her work as associate dean for instruction entailed chairing several important committees, editing the *Jacobs School of Music Bulletin* every year, and shepherding faculty through the tenure and promotion process—tasks for which her patience, diplomacy, organizational prowess, and attention to detail were ideally suited. Her knowledge of the intricate workings of the music school was encyclopedic, her capacity for work seemingly boundless.

Also boundless was—and is—her love for all things musical. No one keeps count, but Mary Wennerstrom may well have attended more performances in the Jacobs School of Music than anyone else in the school's hundred-year history, frequently in the company of her late husband, Leonard Phillips. This record will only be extended in her retirement, and for this we may all be grateful. When Mary's distinctive laughter rings out across the audience assembled for a concert in Auer Hall or the Musical Arts Center, it not only signals expectancy for the great music soon to be enjoyed; it is also a voice of warmth and humanity, a voice that somehow makes the occasion a little more festive.

Julian Hook

JEFFREY WOLIN

For over three decades, Jeffrey A. Wolin has bridged larger historical narratives with personal stories through portraiture that embodies his subjects' most touching and expressive moments. Jeff's poignant imagery begs the viewer to examine how history and circumstance shape lives, bringing into focus the impact of both on our communities. His commitment to the photographic medium, research, and institutional development has enriched us all: not only fine arts students and faculty, but all of the individuals, departments, and schools with whom he has collaborated over the past 35 years.

In 1972 Jeff earned his Bachelor of Arts from Kenyon College. His studies in English literature and film would eventually inform the use of narrative in his photographic work. Following his undergraduate education, he received his first formal introduction to photography while studying art in Antwerp. Returning to the United States, he found work as a forensic photographer for the Kalamazoo, Michigan, police department. Struck by the personal histories of both the victims and perpetrators in the case files he read, Jeff documented violent crime in a way that left an indelible impression.

Jeff attended Rochester Institute of Technology for graduate school and began to incorporate his photographs and writing into handmade books. During this time, he started working at the George Eastman House as a photographer and printer and was eventually promoted to head of photographic services. Tasked with making prints from the museum's collections of the likes of Lewis Hine's and Eugene Atget's original glass plate negatives, he had direct access to a vast repository of photographic history. Throughout his teaching career, he has passionately shared this history and inspired students with a love of historical photographic processes and techniques.

Jeff began teaching at IU in 1980, succeeding the legendary Henry Holmes Smith. He was drawn to the position in part because of the excellence of the graduate photography program, which includes illustrious alumni such as Betty Hahn, Jerry Uelsmann, and Jack Welpott. In the mid-1980s he saw an exhibition of folk paintings at the School of Fine Arts gallery that would greatly change his work. Inspired by Sister Gertrude Morgan and Howard Finster, Jeff started



writing directly on the surface of his photographs. By incorporating the stories of his subjects into the negative space surrounding them, he wove the written narrative into the visual structure of his documentary photographs. This unique stylistic choice defined Jeff's first seminal body of work, *Pigeon Hill*, which he began in his early years at IU. The brutal murder of Ellen Marks in Bloomington's impoverished Pigeon Hill neighborhood, which reminded him of his time with the Kalamazoo police department, was the catalyst for this series. Jeff felt compelled to explore Pigeon Hill with his camera and began making portraits of its residents, transcribing their personal narratives onto the prints with silver or black marker.

Through this work, Jeff was awarded his first NEA Grant and soon after, a Guggenheim Fellowship—grants that led to his portraits of Holocaust survivors. These portraits are recognized today as an important contribution to the history of portrait photography. The impetus for this project was more personal. Growing up as the grandchild of Eastern European immigrants in a Jewish neighborhood in the New York suburbs, he was aware that his grandfather's family did not survive the war. His images of Holocaust survivors inscribed with their stories travelled to museums around the United States and Europe and resonated greatly both in and outside of the art world.

Jeff's work has continued to engage histories both local and global. His first

monograph, *Stone Country*, published in 1985, captured the culture and industry of Indiana limestone quarries and included an essay by IU faculty member Scott Sanders. Other monographs include *Written in Memory: Portraits of the Holocaust* and *Inconvenient Stories: Portraits and Interviews with Vietnam Veterans*.

In addition to his work as a photographer, Jeff has distinguished himself as an educator and administrator. Since 1999 he has been the Ruth N. Halls Professor of Photography, and from 1994 to 2002 he was director of the Henry Radford Hope School of Fine Arts. He initiated a biannual Overseas Study Summer Program in Paris that has run since 2004 and is always popular with students. He helped establish internships for students at the esteemed Magnum Agency in New York City and at the Image Permanence Institute in Rochester, New York. In 2009, he founded the Center for Integrated Photographic Studies (CIPS), designed to encourage collaboration between scholars, artists, and technological innovators. In addition to his extensive committee work, he has served on the board of trustees for the Kinsey Institute and on the advisory board for the College of Arts and Humanities Institute.

Jeff's work is held in prominent collections around the world: the Metropolitan Museum of Art; the Los Angeles County Museum of Art; the San Francisco Museum of Modern Art; the Museum of Fine Arts, Houston; the Art Institute of Chicago; the Cleveland Museum of Art; the New York Public Library; the Whitney Museum of American Art; Bibliothèque Nationale de France; and the Museum of Modern Art. Like his work, Jeff has been deeply woven into the fabric of our department. In shaping our current understanding of the potential of art to engage with history and greater communities, he has shaped our future. He will be missed, but through these contributions his legacy will live on with all of us here at IU.

*Elizabeth M. Claffey
Michelle Given
Osamu James Nakagawa*

