



IN HONOR OF
**RETIRING
FACULTY**

2020



A thank you to our writers



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

Each profile 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 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

Linda Sugioka Abe

Senior Lecturer of Second
Language Studies
College of Arts and Sciences

Rajendra Madhukar Abhyankar

Professor of Practice
O'Neill School of Public
and Environmental Affairs

Jonlee Andrews

Clinical Professor and Director
of the Consumer Marketing Academy
Kelley School of Business

W. Claude Baker Jr.

Class of 1956 Chancellor's Professor
Jacobs School of Music

Ernesto Bitetti

Professor and Chair of Guitar
Department
Jacobs School of Music

Arthur Bradley

Professor
School of Optometry

Clifford W. Brooks Jr.

Professor
School of Optometry

James Gerald Brophy

Chairperson and Professor,
Director of the Geological Field Station
College of Arts and Sciences

Keith Allen Buckley

Director of the Jerome Hall Law
Library, Associate Librarian, Collection
Development Librarian, and Senior
Lecturer in Law
Maurer School of Law

Michael S. Chabin

Professor
Luddy School of Informatics,
Computing, and Engineering

Devin A. DeWeese

Professor
Hamilton Lugar School of Global
and International Studies

Arthur Benoit Eklof

Professor of History
College of Arts and Sciences

Barbara Jeanne Erwin

Clinical Associate Professor
School of Education

Joseph G. Fisher

Professor and Harry C. Sauvain Chair
Kelley School of Business

Jorja Fleezanis

Dorothy Richard Starling Chair
in Violin, Head Coach and Creative
Director of Orchestral Studies
Jacobs School of Music

David Joseph Flinders

Professor
School of Education

Karen Michele Forrest

Professor of Speech, Language,
and Hearing Sciences
College of Arts and Sciences

Ralph F. Gaebler

Associate Librarian, International and
Foreign Law, and Lecturer in Law
Maurer School of Law

Glenn Gass

Provost Professor and Rudy Professor
Jacobs School of Music

Gerardo M. González

Professor
School of Education

Daniel Joseph Greiner

Clinical Associate Professor of Finance
Kelley School of Business

Michael Grossberg

Sally Reahard Professor in U.S. History
to 1865
College of Arts and Sciences

David Carlton Haerberle

Clinical Professor
Kelley School of Business

Mary Ann Hart

Professor of Music (Voice)
Jacobs School of Music

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Professor of Psychological
and Brain Sciences
College of Arts and Sciences

Janet A. Hillier

Clinical Associate Professor
Kelley School of Business

Ronald A. Hites

Distinguished Professor
O'Neill School of Public and
Environmental Affairs

Stephen Houghton

Professor of Jazz and Percussion
Jacobs School of Music

Yoshihisa Kitagawa

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College of Arts and Sciences

Daniel Curtis Knudsen
Professor of Geography
College of Arts and Sciences

Arlen W. Langvardt
Professor of Business Law and Graf
Family Professor
Kelley School of Business

Mitzi Lewison
Professor of Literacy, Culture,
and Language Education
School of Education

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Professor of Marketing and Neal
Gilliatt Chair
Kelley School of Business

Terrence C. Mason
Professor of Curriculum and Instruction
and Dean Emeritus
School of Education

Suzanne Menzel
Senior Lecturer of Computer Science
Luddy School of Informatics,
Computing, and Engineering

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Jacobs School of Music

Gary Pike
Professor
School of Education

Jamie Pratt
Professor of Accounting
Kelley School of Business

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Professor of Germanic Studies
College of Arts and Sciences

Kenneth Lee Roberson
Professor of Practice
College of Arts and Sciences

Jeanne M. Sept
Professor
College of Arts and Sciences

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Clinical Associate Professor of English
and Director of Administrative and
Instructional Affairs
College of Arts and Sciences

Raymond Smith
Clinical Associate Professor
School of Education

Bruce Michael Solomon
Professor of Mathematics
College of Arts and Sciences

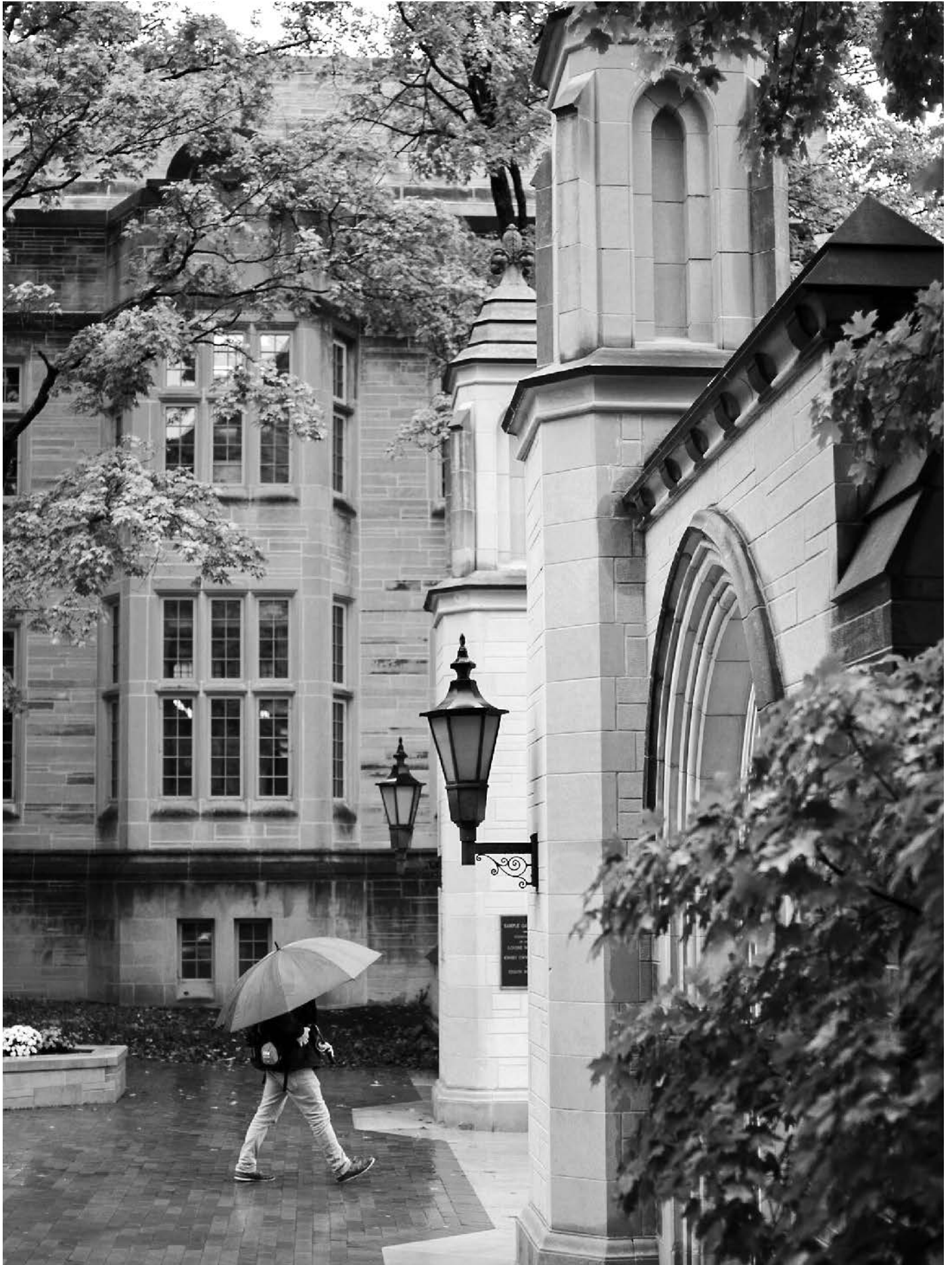
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School of Education

Alicia Maria Vitti
Senior Lecturer, French and Italian
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Nona K. Watt
Associate Librarian, Assistant Director
for Technical Services, and Lecturer
in Law
Maurer School of Law

Stephen Watt
Provost Professor of English
College of Arts and Sciences

Jeffrey R. White
Professor of Public
and Environmental Affairs
O'Neill School of Public and
Environmental Affairs



LINDA SUGIOKA ABE

Linda S. Abe retired in May 2019 as coordinator of the academic English Language Improvement program for students matriculated at Indiana University. Linda enjoyed a long career at IU with 34 years of teaching in the field of teaching English to Speakers of Other Languages (TESOL) in a variety of teaching positions. Linda's history at Indiana University started as an undergraduate student in the School of Education. She earned a Bachelor of Science in Education in June 1971. Upon graduation, she moved to New York City, pursuing a career in acting. She enrolled at the New School for Social Research, receiving a certificate in intensive Japanese in 1974. In 1977, Linda made a decisive career move: She left New York for Japan to teach English at the Hirosaki Gakuin Seiai High School, Hirosaki Gakuin College, and Hirosaki University, which she did until 1984. This central experience abroad led Linda to the field of applied linguistics and set the stage for her later career with international students in the United States. Linda returned to her alma mater for further graduate training in the fields of linguistics and second language acquisition. She earned her M.A. in Applied Linguistics in 1985 and her Ph.D. in Linguistics in 1999. In her academic career, Linda developed an interest in oral skills, producing a dissertation entitled "The Effects of Discourse Structure Training and Interviews with Native Speakers on L2 Listening Comprehension."

In January 1985, Linda started her long teaching career at Indiana University. As she was about to embark on her Ph.D. coursework, she started as an associate instructor in the Intensive English Program—a program for pre-matriculated students. Students in the Intensive English Program typically seek to develop their academic English skills in order to seek admission to an institution of higher learning in the United States. In 1990, Linda became a full-time instructor in that program. In 2001, she transitioned to the academic English Language Improvement Program for matriculated Indiana University students. Linda started her duties as coordinator of the Intensive English Program in 2006 at the rank of lecturer, after holding the position in an acting capacity the previous year. She was



promoted to senior lecturer in the role of coordinator in 2014. Linda's interests in TESOL are best described as the confluence of a deep interest in language and linguistics and of a calling to serve others. Linda greatly enjoyed teaching and facilitating the teaching of others. Linda obtained a Master of Divinity degree from Christian Theological Seminary in 2004.

Linda also contributed to the advancement of others in the field of TESOL through frequent presentations at professional organizations such as the Annual Teachers of English to Speakers of Other Languages Convention, the Indiana Teachers of English to Speakers of Other Languages Convention (INTESOL), and the American Council on the Teaching of Foreign Languages. With Vance Schaefer and Isabelle Darcy, Linda just published a paper entitled "The Distress in Not Stressing and De-stressing Stress in English: Using Wordplay to Boost Awareness, Intelligibility, and Communicative Competence" in the first-tier publication *TESOL Journal*.

Over the course of her career, Linda developed significant teaching experience in reading, writing, listening, grammar, and speaking, and teaching at diverse levels of proficiency—including the writing of research papers. She also had extensive experience and success in developing pedagogical materials. Linda assisted in the development of English as a Foreign Language and English for Specific Purposes programs in Japan, and

developed English as a Second Language and English for Specific Purposes short-term programs at Indiana University. She developed the highest degree of expertise in oral skills, pronunciation, fluency development, and listening skills. Linda's teaching included the support of both undergraduate and graduate students in academic English. She was also a mentor to graduate student associate instructors. As a teachers' mentor, Linda introduced many new graduate students to teaching. As a coordinator, she skillfully managed and adjudicated conflicts between students and instructors. Linda also contributed to graduate student teaching by teaching sections of the graduate TESOL practicum.

Linda also coordinated a range of activities related to English for academic purposes. This coordination included the administration of the Indiana Academic English Test (IAET) placement exam. It also required coordinating with the Office of the Vice Provost for Undergraduate Education (OVPUE), the Office of the Registrar, the Office of International Admissions, and the First Year Experience Office, as well as other campus units. She co-organized the beginning-of-year training workshops for new graduate student instructors, in addition to actively assisting the mentoring and professional development of lecturers and graduate student instructors in the program. She also assisted the departmental office in scheduling.

Linda was engaged in university faculty affairs through her service on the Non-Tenure Track Task Force. She was co-chair of Non-Tenure Track Subcommittee of the Faculty Affairs Committee. She also served on the Bloomington Faculty Council Diversity and Affirmative Action Committee. The Department of Second Language Studies thanks Linda for her many years of dedication to student training. Indeed, generations of budding teachers and of international and domestic multilingual students seeking to enhance their lives have benefited from her dedication and support.

*Kathleen Bardovi-Harlig
Laurent Dekydtspotter*

RAJENDRA MADHUKAR ABHYANKAR

This is the third time Ambassador Rajendra Abhyankar has retired.

At the time of his first retirement in 2005, Ambassador Abhyankar was India's ambassador to the European Union, NATO, Belgium, and Luxembourg, culminating a 37-year career in the service of Indian diplomacy. Ambassador Abhyankar served as Indian ambassador to Azerbaijan, Syria, and Turkey; high commissioner to Cyprus; and deputy high commissioner to Sri Lanka. He also was India's consul general in San Francisco at a time when the technology sectors of India and the United States were collaborating to help create Silicon Valley.

After retiring from the Indian foreign ministry, Ambassador Abhyankar put his fluency in French, Italian, Greek, Turkish, Arabic, and four Indian languages to good use. He worked in the areas of academics, corporate philanthropy, consulting, and international Track II dialogues³/₄informal diplomacy that helps maintain and strengthen communication on issues critical to the India–United States bilateral relationship and international community. The dialogues also deal with issues between India and its neighbors, Bangladesh, Afghanistan, and Pakistan. Additionally, Ambassador Abhyankar was director of the Center for West Asian (Middle East) Studies and a professor at Jamia Millia Islamia University in New Delhi, director and advisor for The Asia Foundation's program in India, and president of the Hinduja Foundation in Mumbai.

In 2011, Ambassador Abhyankar again retired from several of these positions to begin his long-standing affiliation with Indiana University as a diplomat-in-residence at the Center for American and Global Security and a professor of practice at the O'Neill School of Public and Environmental Affairs. His research interests have included international relations and diplomacy. Moreover, Ambassador Abhyankar has taught courses in the art and practice of diplomacy and the O'Neill School's capstone course for graduate students. Known for his commitment to students and service-learning, Ambassador Abhyankar has taken Indiana University students as far afield as the jungles of



Northern Vietnam to research the biodiversity of a country that many Americans know only as the site of a long-ago war. And while at the O'Neill school, Ambassador Abhyankar has initiated collaborations among several educational institutions in India and elsewhere.

Also at Indiana University, Ambassador Abhyankar has been a prolific writer, authoring six books during his time on the O'Neill School faculty. His most recent monograph is about Syria, a country wracked by civil war. Faculty colleagues speak of his research as being right out of a spy thriller. Employing his fluent Arabic language skills and numerous Middle Eastern connections, Ambassador Abhyankar flew to Beirut, then drove to Damascus to see the country and the battlefields and to speak to Syria's leaders before writing *Syria: The Tragedy of a Pivotal State*. The book will be published in 2020 by Oxford University Press.

Another monograph, *Stuff Happens: An Anecdotal Insight into Indian Diplomacy*, has served as the basis for lectures across the Indiana University campus to help students better understand the complexity and occasional dangers of international diplomacy in the shadows between war and peace. The book details

how Ambassador Abhyankar negotiated with former Iraqi President Saddam Hussein, tracked down Hezbollah leaders who had kidnapped United Nations peacekeepers, and helped apprehend an international terrorist who was wanted in India and hiding in the United Arab Emirates. Ambassador Abhyankar has also co-authored three books on Indian foreign policy in relation to Sri Lanka, Afghanistan, and the Congo.

Ambassador Abhyankar currently holds positions in a number of philanthropic and charitable foundations. He is chair of the Kunzru Centre for Defense Studies and Research in Pune, India. In this third retirement, Ambassador Abhyankar expects to continue to speak about international affairs at universities and think tanks around the world and to contribute to newspapers and journals on international issues.

Ambassador Abhyankar and his wife of more than 50 years, Paulomi, will reside in Mumbai and Pune in India and expect to continue to travel to Europe to visit their sons and grandchildren. He also plans to finish his Ph.D. at the University of Pune.

Steven Raymer

JONLEE ANDREWS

“We have found her weakness: She cares.”

Observation about Superman by Lex Luthor,
paraphrased

Jonlee is retiring, following a distinguished career marked by important contributions in every aspect of life as a university professor. Her accomplishments are rich in their breadth and inspiring in the motivations that led to them. Jonlee’s life story in academe is characterized by going the extra mile for the greater good, whether through her scholarly work, her teaching, or her service as an academic program leader. We have long known that a few dedicated people can make lasting improvements in the trajectory of an organization. In the life story of the Indiana University Kelley School of Business, Professor Jonlee Andrews is one of those special people.

Jonlee earned her Ph.D. in Business from the University of Wisconsin–Madison in 1992. During that time, she clearly demonstrated the trademark drive and character that underpin excellence. She stepped up to help the marketing department by teaching five different courses over four years, while at the same time cultivating an ambitious research program and raising a young daughter. Upon graduation, she served on the faculty of the Weatherhead School of Management at Case Western Reserve University until spring 1999, at which time she joined the Kelley School marketing department. In recognition for her research and teaching contributions, Jonlee was awarded the Nestlé Faculty Fellowship in 2005.

As a scholar, Jonlee has received national and international recognition. She is widely credited for pioneering the study of marketing strategy innovation, and her work continues to be cited extensively. Her measures of the creativity of marketing programs have become the standard for those pursuing work in this area. Aside from her own research, Jonlee delights in helping others refine their ideas. She has guided multiple doctoral students through their dissertations and served as a manuscript reviewer for the leading journals in her field. Journal editors routinely praise Jonlee for the thorough and constructive guidance she provides to help improve the work of other authors.



Jonlee is a highly regarded M.B.A. and executive education program teacher. She is the only female professor to date to receive the Lilly Outstanding M.B.A. Teaching Award, the most prestigious teaching honor at the Kelley School. Jonlee is adept at leading highly discussion-oriented classes. She is revered by many international students for the encouraging way she draws them into the discussion and for her deft touch at seamlessly incorporating their comments into the overall flow of a session.

Aside from her talent in the classroom, Jonlee is a renaissance professor, having created multiple innovative courses that could only be found at the Kelley School. Among these, Jonlee’s greatest legacy by far is the Consumer Marketing Academy, which she developed in 1999 and for which she served as director until 2020. This holistic marketing immersion places M.B.A. students on a career fast track by providing them with a rare combination of technical knowledge, career management savvy, and alumni network connections. Under Jonlee’s close supervision and tough-love guidance, it is little wonder that many of her nearly 900 academy graduates now hold executive positions in some of the world’s leading consumer goods companies. At alumni gatherings, her students fondly swap Jonlee stories, and while they differ in specifics, the themes are the same: they recall her as being

candid, collegial, and caring. And to a person, students recognize that they are who they are and where they are in large measure because of Jonlee’s presence in their lives.

Jonlee’s impact on Kelley and IU goes well beyond her research and teaching. She has been a dedicated and effective academic program leader. Jonlee served for six years as associate chair of the M.B.A. program, where she managed student recruiting and admissions before serving as program chair for four years. During her leadership period, the program saw material improvements in student quality, diversity, and satisfaction with the program. And even during the depths of the great recession, job placement rates and starting salaries remained strong. Most recently, at the request of Provost Robel, she is sharing what she has learned about graduate student recruiting by providing hands-on advising to other academic programs on campus.

While Jonlee is certainly dedicated to Indiana University and the Kelley School, she is also grateful for all the university and the school have done for her. She readily acknowledges that the school brought out the best in her and made her a better scholar and teacher. And while here, she has taken great joy in becoming a complete citizen of the world through teaching in multiple countries and traveling the globe to present papers, recruit students, and meet with alumni. For Jonlee, her life at Indiana University has been a special partnership.

Here’s to a happy and fulfilling retirement to Professor Jonlee Andrews. A co-author of the life stories of her students. A gifted scholar. A helpful colleague. A dedicated teacher. A welcoming friend to all.

Dan Smith

W. CLAUDE BAKER JR.

Claude Baker has distinguished himself as a scholar, an educator, and a composer for decades. David Effron, former chair and professor emeritus of instrumental conducting at Indiana University, attests to Professor Baker's depth of compositional achievement, stating: "His compositions have been acclaimed worldwide for their freshness, vitality, genuineness, audience friendliness, and especially for his creative success in exploring new avenues of sound and orchestration. His highly emotional works are a joy for musicians to perform and audiences to experience." Expanding on how this compositional expertise enhances his teaching approach, J. Peter Burkholder, IU distinguished professor emeritus of musicology, explains, "The breadth of Professor Baker's influences as a composer, his openness to a wide variety of music, is directly related to his teaching. He does not impose a system or ideology on his students, but encourages them to find their own voice and to draw on a range of influences. As a result, his students tend to write music that seeks to appeal and engage rather than to impress."

Early in Professor Baker's career, internationally renowned conductor Leonard Slatkin identified him as one of the three "best young symphonic composers in America." Years later Maestro Slatkin went on to say that "Claude has the keenest ear I've seen in any composer. He can distinguish the smallest difference in, say, a percussionist's mallet. So, the players have great respect for him." This ability to gain the respect of colleagues, musicians, students, and audiences led to his appointment for eight years, from 1991–99, as composer-in-residence of the St. Louis Symphony Orchestra, one of the longest such residencies to date with any major orchestra in this country.

In May 2005, the Indianapolis Symphony Orchestra (ISO), under the baton of its former music director, Mario Venzago, premiered Professor Baker's *Märchenbilder*, a composition that was commissioned by the ISO to celebrate the orchestra's 75th anniversary. Prior to that performance, Maestro Venzago wrote the following assessment of Professor Baker's music: "I have to confess that in recent years I have never been so touched by new music. First of all, the scores are technically perfect and have the mastery of Ravel and Stravinsky. Every piece is



different and written with plenty of fantasy and inner necessity. And finally, the music goes to the heart . . . and I have been *überwältigt* by emotion." Among the many orchestras, in addition to St. Louis and Indianapolis, that have performed his works are those of San Francisco, Atlanta, Pittsburgh, Detroit, and Nashville, as well as the New York Philharmonic, National Symphony Orchestra, Orquesta Nacional de España, Musikkollegium Winterthur, Staatskapelle Halle, Orchestre National de Lyon, and Das Berner Symphonieorchester.

In 2002, in recognition of his work in the orchestral medium, Professor Baker was selected as the recipient of an Academy Award in Music from the American Academy of Arts and Letters. Other professional honors include two Kennedy Center Friedheim Awards; a Manuel de Falla Prize from the Government of Spain; the Pogorzelski-Yankee Prize from the American Guild of Organists; the Eastman-Leonard and George Eastman Prizes; and awards from ASCAP, BMI, and the League of Composers/International Society of Contemporary Music. He has been commissioned by the Koussevitzky Music Foundation in the Library of Congress, Fromm Music Foundation at Harvard University, Barlow Endowment for Music Composition, and Meet the Composer. Fellowships have come from the John Simon Guggenheim Memorial Foundation, National Endowment for the Arts, Rockefeller Foundation, Bogliasco Foundation, and the state arts councils of

Indiana, Kentucky, and New York. In 2008–09, he was named the Paul Fromm Composer-in-Residence at the American Academy in Rome.

Indiana University has honored him with grants from the Arts and Humanities Initiative, the New Frontiers in the Arts and Humanities Program, and with multiple summer faculty fellowships. In 2007, he received the university-wide Tracy M. Sonneborn Award for accomplishments in the areas of teaching and research.

In the academic arena, Professor Baker has amassed over 45 years of teaching experience, having held appointments at the University of Georgia, the University of Louisville, and the Eastman School of Music prior to assuming his current position at Indiana University in 1988. His gifts for teaching—and his effectiveness—are undeniable. Student evaluations reveal that he is a superb teacher with a genuine concern for the personal and professional growth of each student. His students have garnered many prestigious accolades for their compositions and have been appointed to the faculties of leading universities and conservatories around the world.

During his tenure with the St. Louis Symphony, he developed numerous community-based initiatives aimed at providing creative opportunities for young people, most notably the establishment of composition programs for many grade levels in the St. Louis Public Schools. In appreciation of his contributions to the cultural life of the city, the University of Missouri–St. Louis awarded him an honorary doctorate in 1999.

Claude has been an exemplary professor, composer, and member of our community. We have benefitted greatly from his wise counsel and generous spirit. The speed of his wit may on occasion exceed our thought processes (!), but we value the spirit and graciousness he and his wife, Susan, bring to our lives. We know they will continue to be a valued presence in our community for years to come.

Our most heartfelt congratulations to Claude on his retirement, with our gratitude for his many years of service and dedication to the school.

David Dzubay

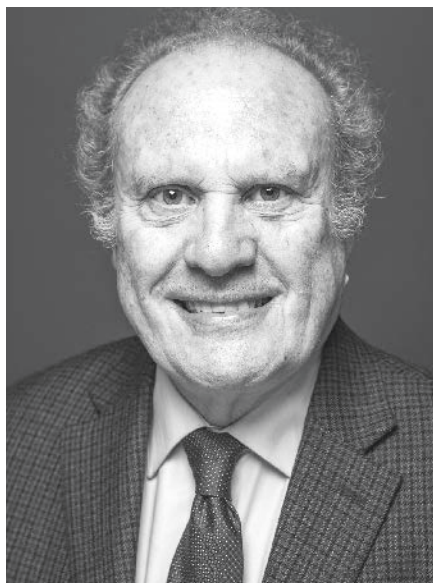
ERNESTO BITETTI

Charles Webb, dean emeritus of the IU Jacobs School of Music, wrote when describing Ernesto Bitetti: “Mr. Bitetti exemplifies the great stature of the artists/teachers we seek in order to attract the very best students from throughout the world.” And so in the fall of 1989, Ernesto joined the faculty as a visiting professor. He was appointed as professor of music (guitar) in 1991. Thus began his long tenure with the Jacobs School.

Ernesto’s first experience at Indiana University came in 1981 with an invitation from Professor Janos Starker to perform in a recital. In 1988, Dean Charles Webb met Ernesto at a festival in Caracas, Venezuela, and invited him to come and establish the Guitar Department at Indiana University. As professor and chair, Ernesto has built a department where students come to study from countries all over the world including Canada, Mexico, Costa Rica, Guatemala, Panama, Puerto Rico, Argentina, Chile, Peru, Ecuador, Brazil, Columbia, Norway, Bosnia, Serbia, Bulgaria, Italy, Ukraine, Taiwan, South Korea, and Australia.

Ernesto Bitetti was born in Rosario, Argentina. Although Ernesto lived in Rosario, his first studies were at the Universidad Nacional de Litoral in Santa Fe, Argentina, a hundred miles away from his hometown. He traveled several times per week back and forth to Santa Fe just so he could attend classes at the university. His first travels to Europe came when he was only 15. His guitar teachers from Argentina invited him to travel with them while they were on a European tour. They saw the great potential in his talent and wanted him to experience what a life as a concert guitarist might entail. Ernesto had another passion at this age: he was a very strong table tennis player, placing third at the National Argentinian Table Tennis competition.

When Ernesto and his family agreed that he should study and pursue guitar as a career (he started out in engineering), he fully committed to his studies. After



graduation from the Universidad Nacional de Litoral, he traveled to Madrid for the first time to try his luck. He had an opportunity to play on television for five minutes and was spotted by a famous manager, who offered him a recording contract for Hispavox and subsequently his first recording: Rodrigo’s *Concerto de Aranjuez*, and Tedesco’s *Concerto in D*.

His concert performances have extended to the five continents, in famous venues such as the Bolshoi (St. Petersburg, Russia), Metropolitan Festival (Tokyo), Concertgebouw (Amsterdam), Lincoln Center (New York), Pleyel (Paris), Teatro Colon (Buenos Aires), Musikverein (Vienna), Queen Elizabeth Hall (London), Town Hall (Sydney), Teatro Real (Madrid), City Hall (Manila), Opera (Rome), Tchaikovsky (Moscow), Kennedy Center (Washington, D.C.), Gulbenkian (Lisbon), Herkulesaal (Munich), and many others.

Ernesto has been invited by the most prestigious chamber orchestras, such as the English Chamber, Prague Chamber, Zagreb Soloists, Munich Chamber, I Solisti Italiani, I Solisti Aquilani, Camerata Bern, Northern Sinfonia, and Israel Chamber. He has also played with the symphony orchestras in London, Munich, Liverpool,

The Hague, Jerusalem, Osaka, Sydney, Netherlands, St. Louis, Hamburg, Suisse Romande, BBC, Stuttgart, Peru, Chile, Bogota, Manila, and Buenos Aires, as well as all the principal Spanish orchestras. He performed at the Gala of Spanish Television in the presence of the King and Queen of Spain.

Composers of great stature including Rodrigo, Torroba, Tedesco, Duarte, Abril, Gilardino, Piazzolla, de los Rios, and Marco have written and dedicated pieces or concerts for Ernesto Bitetti.

His numerous recordings on labels such as Hispavox, EMI, VOX, ERATO, and Deutsche Grammophon have been distributed all over the world, receiving the Records National Prize in Spain (1979, 1985). In 1983 his TV program, “Bitetti from the Aranjuez Palace,” won the International Television Prize in Prague. In 1986 he recorded his first CD for EMI International with the London Philharmonia Orchestra, *Rodrigo: Aranjuez, Fantasia for a Gentleman*.

Ernesto was recognized in 1998 with the Teaching Excellence Recognition Award. Many of his students have gone on to win international competitions and are now teaching in institutions all over the world.

We have shared Ernesto with his beloved city of Madrid, Spain. We are happy to report that he will remain in Bloomington for some time, where he and his wife, Graciela, look forward to his retirement. We know he will continue his love for music, but this will also give him more time with one of his other great loves—football (or better known as soccer in the United States).

Petar Jankovic

ARTHUR BRADLEY

Professor Arthur Bradley was born in Harlow, on the outskirts of London, England. A natural athlete, he grew up playing sports (which probably accounts for his latent hyperopia) and went on to study psychology at Reading University. Having graduated with honors and anxious for a change in climate, Arthur accepted an invitation to pursue graduate education in Vision Science at the University of California, Berkeley. There he mastered the methods and concepts of empirical research and developed an encyclopedic knowledge of Vision Science in its many manifestations. A prolific author, Arthur published an astonishing 24 papers in the best scientific journals, including *Nature* (London), based on his graduate school work with many of the best scientists of that era: Freeman, Hess, Applegate, Howarth, Skottun, Adams, Ohzawa, Switkes, Sclar, and DeValois. These formative experiences established key features of Arthur's academic personality: the ability to work amiably with a multitude of collaborators, always the team player, constructive critic, and expert in the scientific method of conception and experimental testing of hypotheses.

Acting on the advice of his mentors, former IU professor Russell DeValois and alumna Karen DeValois, Arthur chose the Indiana University School of Optometry to be his long-term academic home from 1985 to 2019. At IU Arthur wasted no time in developing an award-winning research laboratory honored by the Garland Clay Award for the most widely cited publication in the journal *Optometry & Vision Science* from 2002–07. He won personal accolades in the form of the Glenn Fry Award for Vision Science (1991) and two nominations for the highest award in our field, the Charles F. Prentice Medal (2018 and 2019). Nomination letters for the Prentice Medal give testimony to the high regard Arthur has earned from his colleagues. "Arthur has had a long and very distinguished record of advancement of knowledge in large swaths of vision science and in particular in such areas that are particularly optometric in nature. Arthur made major contributions in the areas of contrast perception, amblyopia,



understanding peripheral vision, binocular vision and binocular perception, optics, aberrations chromatic and monochromatic and their correction, and many more. This is a particularly wide scope and yet it was covered by Arthur in depth and in elegance that few achieve when focusing on even one of these" (E. Peli, Harvard University). "Dr. Bradley is a world-class vision researcher. His overarching interest in understanding how optics and biology limit normal and pathological visual performance has resulted in important new theories and methods, which in turn may lead to new treatments for clinical abnormalities. I've followed Dr. Bradley's work for almost four decades, since he was a graduate student at Berkeley. What impressed me from the start about Arthur was his breadth of interest, force of intellect, and the way he devoured and assimilated the literature, arriving at his own unique perspectives and new insights on a broad array of issues" (D. Levi, University of California, Berkeley).

In addition to scientific research, Arthur's equally demanding love is teaching. His broad knowledge of all aspects of vision science has enabled him to teach every topic in the optometric vision science curriculum at some point during his career: optics, anatomy, neurophysiology, perception, color, and binocular vision. He has also taught these

same topics at an advanced level to M.S. and Ph.D. students. In many respects, Arthur's research laboratory is actually a teaching laboratory that he uses to hone the intellectual skills of his numerous research students. Many struggling students have been carried to the finish line of their dissertations on the strong back of Professor Bradley. As if this were not contribution enough, Arthur also took on the challenge of reaching outside the professional School of Optometry to create and teach a popular introductory course in Vision Science to undergraduates entitled *Miracle of Sight*. At the other end of the experience and age spectrum, Arthur is also a frequent lecturer at continuing education seminars for practicing optometrists on a variety of current topics such as new methods for diagnosing optical imperfections of eyes; novel designs of optical devices to correct those defects; and recent advances in understanding the mechanism of visual disabilities such as myopia, amblyopia, and presbyopia. Somehow Arthur also found time to teach the Ophthalmic Devices Panel of the U.S. Food and Drug Administration about the efficacy of and risks associated with proposed new optical treatments for eyes. Obviously it is going to take more than just one new recruit to fill Arthur's huge shoes upon his retirement from teaching at the IU School of Optometry!

On behalf of his colleagues at Indiana University and the many students he has taught and mentored, we take this occasion of his retirement to thank Arthur for his long and dedicated service to IU and to the vision science and eye care communities. Although Arthur will be taking on new challenges in the future as he embarks on a new career as industrial consultant, we sincerely hope he stays engaged with IU. We still have some unfinished projects and papers to complete, Arthur!

*Larry Thibos
Rowan Candy*

CLIFFORD W. BROOKS JR.

Dr. Clifford W. Brooks is a luminary in optometry and world-renowned in the area of ophthalmic optics. He has enjoyed a long and distinguished career as an educator and administrator at the School of Optometry and has made a significant impact on his students, colleagues, and the school, as well as the profession of optometry.

Cliff was born and raised in Cincinnati, Ohio. He became a Hoosier for life when he stepped onto the campus of Indiana University as an undergraduate student majoring in English. In time, Cliff decided that English was not for him but didn't know what career would best suit him. After career-aptitude testing indicated that he would excel in the areas of business and health care, he chose to pursue the profession of optometry. Cliff received his Bachelor of Arts and Doctor of Optometry degrees from Indiana University in 1969 and 1971, respectively.

Upon graduation, Cliff practiced optometry in southern Indiana for about a year. Although he enjoyed seeing patients in private practice, he knew God had other plans for his life. In 1972, he accepted a guest lecturer position at Höheren Fachschule für Augenoptik in Cologne, Germany, where he taught courses in refraction and contact lens fitting.

Upon his return to Indiana in 1974, Cliff accepted a position as an assistant professor at the Indiana University School of Optometry. This was the beginning of a 45-year career at IU. He was promoted to associate professor in 1981 and to professor in 2010.

As a new faculty member, Cliff was assigned to teach a dispensing course in the Optometric Technology Program. As he prepared for the class, he realized there was not an appropriate textbook to guide his teaching. This lack prompted him to write several handouts with figures for his students. This small manual created to fill a void for one particular class was the start of Cliff's writing career. Within five years, this teaching manual was published as the first edition of *System for Ophthalmic Dispensing* and is the text used in optician/technician programs and schools and colleges of optometry as the primary textbook or reference for ophthalmic optics courses around the world. In total, Cliff has



written 11 textbooks, along with multiple textbook chapters, and has contributed to the *Dictionary of Visual Science*. He has published 43 journal articles in the area of ophthalmic optics, covering subjects such as spectacle lens design; edging and surfacing of spectacle lenses; and proper fitting, adjustment, and repair of frames. Who knew those English writing classes as an undergraduate would be so important in shaping a career!

Cliff is a very accomplished, well-respected, and beloved educator. Over the years, he taught many different courses to optician, technician, and optometry students in the clinic, classroom, and laboratory. He also lectured extensively, both nationally and internationally, in the area of ophthalmic optics. Cliff is a thoughtful and enthusiastic teacher. He is dedicated to the success of each student and is continually striving to present the material he is teaching in such a way that the students will have both a conceptual and practical understanding of the topic. This approach is very important, since students must be able to take the knowledge that they have acquired in the classroom and apply it in the clinical setting.

Cliff's excellence in teaching was recognized numerous times by both optician/technician students and optometry students naming him as professor of the year. He received the Teaching Excellence Recognition Award

twice from the School of Optometry and the Trustees' Teaching Award three times from the university. Cliff has also been recognized nationally for his teaching. He was inducted into the Hall of Fame of the National Academy of Opticianry, named Educator of the Year by the National Federation of Opticianry Schools, and received the Joe Bruneni Award from the Association of Schools and Colleges of Optometry Special Interest Group in Ophthalmic Optics for his contributions to ophthalmic optics educators.

Cliff worked tirelessly in service to the School of Optometry, the university, and the profession of optometry. He served on numerous school and university committees and held various administrative positions throughout his career, including director of the paraoptometric programs from 1977 to 2010 and executive associate dean for academic affairs from 2010 until August 2019. Cliff was well suited to be an administrator because he was always calm and diplomatic, and he led by example. He would never ask the faculty to do something that he hadn't already implemented in his own class. His creativity and hard work helped expand the Optician/Technician Program, and his commitment to our students and his colleagues has been an invaluable asset to the school while he served as executive associate dean. Cliff has not only had an impact at the local and national level, but also globally. He founded Fellowship of Christian Optometrists International, Inc. in 1986, which currently has active chapters at nearly all of the schools and colleges of optometry that participate in mission trips providing eyecare and eyeglasses around the world.

As Cliff approaches retirement, he is looking forward to writing the 4th edition of his book *System for Ophthalmic Dispensing* and spending more time at home with Vickie, his wife of 51 years. The optometry faculty, staff, and students wholeheartedly thank Cliff for his years of friendship, leadership, and service and wish him continued health and happiness in this next phase of life.

Nicole Lynn Himebaugh

JAMES GERALD BROPHY

Jim Brophy has never met an igneous rock he didn't like. In his 35 years as a faculty member at Indiana University, his academic work—whether in the field, in the laboratory, or in the classroom—centered on understanding the origin and evolution of rocks derived from molten material in Earth's interior. His passion for igneous rocks carried him to far corners of the world—from the Aleutian Islands to Italy, Greece, Hawaii, Japan, Tanzania, and the western United States—to research and teach about the products of Earth's volcanic processes.

Recognized as one of IU's most talented instructors, Jim has taught some 20 different courses at IU, including five field-based courses. He is a five-time winner of the Trustees' Teaching Award for his outstanding ability to engage students in learning introductory geosciences. Jim served as director of IU's renowned Judson Mead Geologic Field Station (1995-2005), acting as both administrator and teacher. He oversaw many capital improvements at the station and helped to increase the breadth of the geosciences offered as summer field classes. The IU field geology program is regarded as the foremost program in the country and Jim's efforts as director were critical in establishing and sustaining this stature. In 2014, with colleagues Jackson Njau, Nick Toth, and Kathy Schick, he also initiated IU's unique program on geology and paleoanthropology at Olduvai Gorge in Tanzania.

It's unclear whether Jim's passion for geology is genetic or environmental. A child of two geologists, Jim grew up in Amherst, Massachusetts. His father, Gerald Brophy, was a distinguished professor at Amherst College, in the same discipline of igneous petrology! Jim spent his childhood surrounded by rocks, including summers at the Yellowstone-Bighorn Research Association's field station in Red Lodge, Montana. Jim joined the faculty of the IU Department of Geology in 1984, after his graduate work at Colorado School of Mines (M.S.) and Johns Hopkins University (Ph.D.). He and his wife Evelyn (also a geologist!) spent their careers in Bloomington, where they raised their two daughters, Sarah and Jennifer.

Named a fellow of the Geological Society of America, Jim has been widely recognized for his research contributions.



He published seminal papers on the genesis of a suite of rocks known as high-alumina basalts that are found at subduction zones, where one crustal plate dives beneath another. These distinctive basalts are associated with some of the world's most active and dangerous volcanoes. Jim applied both physical and chemical approaches to explain how this distinctive type of basalt forms. He elegantly described how the process of fractional crystallization could lead to development of high-alumina magma types and applied fluid dynamics principles to explain how convection in a magma could lead to retention of the key minerals that ultimately define these volcanic rocks. Jim's work on these rock types helped define a paradigm for future studies of subduction zone magmatism. His work in the field included sample collecting in the Aleutian Islands of Alaska and Russia, whose volcanoes constitute the northern periphery of the Pacific Ring of Fire. Grizzlies swim between the Alaskan mainland and the easternmost island of Unimak, requiring Jim to become proficient in handling angry grizzly bears, a skill that proved particularly useful during his term as department chair.

Jim also served as a shipboard scientist for two research cruises that were part of the ocean and deep sea drilling programs. One involved the research vessel Atlantis and its submersible, Alvin, in studies focused on the rift zone in the center of the Atlantic Ocean. Most of the volcanic rocks on the seafloor are also

basalts, but associated with oceanic rifting, and distinct from those found at subduction zones. Jim's work with these mid-ocean basalts led him to investigate a poorly understood rock type associated with the basalts, known as plagiogranites. Granitic rocks are common in continental settings, but rare in oceanic rift settings. Jim examined the composition of rare-earth elements (now known for a variety of applications in space-age technology) to help decipher how these unusual plagiogranites form. Like his work on the origin of high-alumina basalts in subduction zones, his models for formation of mid-ocean ridge plagiogranites have become the accepted standard for future studies.

As a complement to his observational work in the field and microscopic analyses, Jim also made important contributions in the laboratory arena. He conducted experimental studies in his petrology lab, using high-temperature furnaces to synthesize basaltic magmas, determining key variables controlling their crystallization. He measured the solubility of metals in magma as well as factors governing the distribution of elements between crystals and magma.

Jim spent his last four years on the faculty serving valiantly as department chair during critical academic transitions, helping guide the department through a particularly complex and challenging reorganization to become a revitalized Department of Earth and Atmospheric Sciences. He oversaw a thorough revision of our undergraduate curriculum, an external department review, and several faculty searches, and provided leadership in the preparations for both the upheaval associated with a complete renovation of the Geology Building and future use of the refurbished space.

Following his retirement in December 2019, Jim and Evelyn plan to return to their New England roots, where they are building a new home along the Maine coast. We wish them well in this exciting endeavor—and we're certain that Jim will find a plethora of igneous rocks to continue to feed his insatiable curiosity!

*Ed Ripley
Michael Hamburger
Simon Brassell*

KEITH ALLEN BUCKLEY

Keith Buckley retired from the Jerome Hall Law Library on October 31, 2019. He devoted his career to the law school, developing the law library's massive collections in American law, providing legal research instruction and reference services to the law faculty, and teaching the law librarianship course for the School of Library and Information Science. His impact can be felt throughout the law school, and he will be dearly missed.

Keith grew up in Iowa City, Iowa, with his parents and two sisters. His father took a job as a medical illustrator for the IU medical school, prompting his family to move to Indianapolis when Keith was 17. After high school, Keith attended Indiana University, where he pursued a double major in Theatre and Religious Studies, earning his B.A. in 1977.

You could say Keith's career in the sciences began before he ventured into Library Science. After graduating early from high school, Keith began working as an assistant clerk in the IU Medical Center's bacteriology lab in Indianapolis. He continued to work there every summer and winter break during college, and upon graduation from IU, Keith was promoted to assistant lab technician. As might be expected, the bacteriology lab offers a number of great work anecdotes. One of the most colorful from Keith's brief stint in bacteriology stems from the time he was drafted to handle a specimen from a patient suspected of having been exposed to bubonic plague. Keith's qualifications? He was single.

After a year working for the bacteriology lab, Keith began studies at IU's School of Library and Information Science (now the Department of Information and Library Science within the School of Informatics, Computing, and Engineering). He began at the law library as a student worker in technical services in the fall of 1978, where he was responsible for filing catalog cards and processing new books. On holiday breaks, Keith also assisted with conducting the law library's first inventories of our collections. He completed his master's degree in December 1979 and was appointed to a temporary cataloging support staff position, where he worked on retrospective conversion of the law library's catalog records.

In 1980, Keith was appointed reference librarian. During the early years of his career, while working full-time at the



law library, he attended law school part-time, graduating with his J.D. in 1989. As reference librarian, Keith provided legal research assistance to law faculty and students, as well as to members of the public. Faculty and alumni today still recall his devotion to service and the assistance he provided them in their research decades ago.

In 1999, he was named collection development librarian. In this capacity, he helped shape the law library's print and electronic collections in American law. The law library has long held a reputation for our vast research collections; this reputation is due in large part to Keith's decades of hard work. Colleagues have come to rely upon his institutional memory of the collection. While he spent much of his career expanding the law library's robust collections, perhaps more importantly, colleagues relied on him during harder times. When the law library faced tremendous budget cuts, we relied on Keith's expertise to assess what we could afford to lose and what we could not. Likewise, Keith saw the law library through several physical moves and construction projects during his tenure, and was again instrumental in evaluating the most critical pieces of the collection to maintain.

In 2012, Keith was appointed assistant director for public services. In addition to managing the reference and circulation departments, Keith was tasked with developing a 3-credit advanced legal research course for the law school, which he co-taught from 2013 to 2017. This wasn't Keith's first experience with

teaching; throughout his career, he taught legal research guest lectures for numerous courses in the law school, including the first-year legal research and writing program. With Linda Fariss, Keith co-taught a course in law librarianship through IU's School of Library and Information Science for a number of years, mentoring dozens of students into successful careers in law librarianship.

Keith was appointed interim director in January 2017 upon the retirement of Linda Fariss, and was named director and senior lecturer that December. As director, Keith ushered in a new position in the reference department, faculty services librarian, to build upon the law library's historically close relationship with the law school faculty.

In addition to his work in collection development, teaching, and reference, Keith is known around the law school for his incredible sense of humor. Most memorably, he wrote an annual April Fool's edition of the law library's newsletter, with clever quips about the law library, faculty, and staff.

Over the years, Keith conducted significant research on the history of the Maurer School of Law and the university. With Linda Fariss, he co-wrote *Indiana University Maurer School of Law: The First 175 Years*, published by IU Press in November 2019. He also collaborated on *Trustees and Officers of Indiana University, Volume III: 1982–2018*, which also came out in 2019.

With his retirement, Keith looks forward to continuing his research on the treatment of women and families under the Civil War pension statutes during the early 20th century and renewing his study of 19th-century gravestone carvings. He also looks forward to more opportunities to travel and to bringing a new puppy into the house.

Ashley Ahlbrand

MICHAEL S. CHABIN

Michael Chabin returned to academia and Indiana University after a long career in the computer industry. After receiving a degree in computer and information science at the University of California, Santa Cruz, Michael spent 25 years in industry, working at the cutting edge of interactive computer systems, designing and developing (among other things) computer-animated education tools for clients such as the National Air and Space Museum, the American Bankers Association, and the Harvard Smithsonian Center for Astrophysics. His particular specialty and passion were for creating visualization tools for science education. Among the many projects he is known for are Silkworms in Space, which was part of the Project STARS experiments developed in collaboration with the space shuttle program, and the Stellar Evolution a la Chez Stella, which was part of the Universe in a Classroom project developed in collaboration with the Astronomical Society of the Pacific and the Strasbourg Data Center.

Several years ago, Michael began teaching in the informatics department of the Luddy School of Informatics, Computing, and Engineering. He created from scratch our entire virtual reality (VR) and augmented reality (AR) curriculum, which provides students with access to one of the most exciting technological tools to emerge in the past decade. While the most prominent uses of virtual reality involve video games, Michael encouraged his students to think broadly about the creative application of these technologies to education, science, and human health. Students in his courses certainly learned not only the technical skills required to generate synthetic VR/AR environments and experiences, to capture human motion and facial expressions, to create 3D models using photogrammetry, and to generate and edit sounds and sound effects. They also learned how to apply these skills and tools to practical, real-world situations that helped blind users navigate digital environments, visitors to zoos and museums to better understand and appreciate what they were seeing, scientists to be able to better study the natural world, and medical professionals to better serve their patients.

Michael was instrumental in helping informatics build and operate its VR/AR laboratory, providing students with access to the very latest VR/AR headsets, computer equipment, software packages, motion capture suits, green screens, and digitization tools and scanners. He cultivated partnerships with local educational institutions, including the Indianapolis Zoo. For the IU Bicentennial celebration, Michael received a grant, along with Jon Racek of the Eskenazi School of Art, Architecture + Design, to create an augmented reality application called Virtual Indiana University (VIU). Using VIU, any visitor to the IU Bloomington campus with a camera-equipped smartphone will be able to view and interact with virtual markers placed anywhere on campus. The virtual signs appear as objects hanging in space in front of the viewer. In addition to running on most major smartphone platforms, VIU can also be accessed via Microsoft's HoloLens, Oculus Rift, and other current and emerging AR platforms. Once finalized, the VIU app will be available for free on the App Store, Google Play, and the Microsoft Store and will be available on all of the IU campuses.

Perhaps the most lasting and durable contribution that Michael Chabin has made to Indiana University is his mentorship of undergraduate research projects. Students who take Michael's courses, work with him on independent study projects, or participate in VR/AR lab collaborations with external clients universally praise his enthusiastic, patient, and persistent advocacy of their projects and interests. Even as he has been approaching retirement, Michael is omnipresent in the department. He has a seemingly endless stream of excited students waiting outside his office in search of his advice and encouragement; he has a similarly endless font of energy and interest for serving these students. He is one of the most passionate and committed teachers our department has ever been privileged to employ. There is no question that our VR/AR laboratory and curriculum will continue to be a key draw for students for decades to come, and thus Michael's presence and legacy will continue to contribute even after he technically moves into retirement.

Nathan Ensmenger



DEVIN A. DEWEESE

A leading scholar of Islamic Studies and one of the world's most prominent researchers in his field, Devin is retiring from Indiana University, his academic home for most of his adult life. Devin graduated from IU with undergraduate degrees in history and religious studies in 1977. He continued for an M.A. (1979) in religious studies and then a Ph.D. (1985) from the Department of Uralic and Altaic Studies (renamed Central Eurasian Studies in 1993). He later joined the ranks of the department's faculty and continued to conduct research, teach, and also lead for a decade our Research Institute for Inner Asian Studies, the top research institute of its kind in America.

Devin is one of IU's most prolific researchers. In his many groundbreaking contributions to the study of Islam, he has offered new ways of evaluating processes of Islamization and how they shaped religion, society, and the foundations of communal identities from medieval times to the present. Devin is widely regarded as the preeminent scholar of Sufism in Central Asia. Among his accolades, he was a Guggenheim Fellow, a Carnegie Fellow, an American Council of Learned Societies Fellow, and a National Council for Soviet and East European Research Fellow. He has served on countless committees, as well as editorial and advisory boards in the United States (especially those based at Princeton and Stanford) and abroad (including Belgium, England, Germany, Kazakhstan, Netherlands, Russia, and Uzbekistan).

It's difficult to assess what inspired a small-town Indiana boy (Devin hails from Speedway) to devote his professional life to a world so far removed from his own: to roam the Turkmen desert and the Kazakh steppe in search of local saints' tombs in the hope that the shrine caretakers would open their secret vaults for him (many of them did); to mine neglected archives in India, Tajikistan, and Russia, recovering lost hagiographies, chronicles, and genealogical tables; to spend a year in the early 1980s as a research fellow in Soviet Uzbekistan, forming connections that would last a lifetime; or to work on a daily basis with obscure texts in five, six, seven, or even eight languages. Perhaps some clues are offered in reading Devin's M.A.

thesis (1979), where the 23-year-old produced an extensive (311 pages) study of medieval Christian and Muslim perceptions and idealization of the wild. Devin studied the spiritual value that medieval Europeans and Muslims of the Near East ascribed to their ominous neighbors to the east and the north, be they Turks, Tatars, Mongols, nomads, or "mythical" peoples. And although the understanding of wilderness as a religious ideal and as an alternative to the present world, and the presumed affinity between holy man and "barbarian" would remain with Devin as analytical tools, his inquiries moved in different directions.

Devin's fascination with a "foreign, chaotic world" (in Mircea Eliade's words) and the portrayal of the Other evolved into a desire to study those who had been portrayed, *not* the portrayers. The arrival of the late Professor Yuri Bregel, the foremost Central Asian historian of his generation, at IU in 1981 offered Devin a unique opportunity to study these wilderness peoples on their own terms and in their own languages. A new world, shaped by an incredible wealth of unstudied textual sources, was uncovered. Devin's two-volume dissertation, on a 15-century Sufi commentary in Khorezmian Turkic on an important Arabic Islamic text, reveals Devin's erudition, originality, linguistic finesse, and ability to unearth unexplored tomes and connect them to broader questions.

Devin's first published monograph, *Islamization and Native Religion in the Golden Horde* (1994), became an instant classic. In this "epic book," as one noted critic called it, Devin not only charted territories—textual, religious, geographic, linguistic—heretofore unknown to scholars of Islam, but also shed light on the significance of religious conversion (or stories thereof) for peoples and communities in Central and Inner Asia. It addressed themes of cohesion and competition, practice and symbolism, and even state and ethnic formation. Devin continued to explore these and other themes in the religious life of Muslims in Central Asia in many, many other studies and publications. Devin's extraordinary erudition and unwavering attention to detail have always demanded the reader's



full attention, nothing less. Another eminent critic of Devin's first monograph opens his review in the *Journal of Islamic Studies* (1999) thus: "This is an exceptionally intelligent and sophisticated book but it is not one for sissies." Indeed, his publications, and, as his students can attest, his lectures, too, are rich, challenging, and uncompromising (but still filled with humor and wit).

Devin has worked with numerous graduate students—mostly at IU, of course, but also nationally and internationally, serving on dissertation committees at different universities (Chicago, Michigan, Amsterdam)—many of whom now occupy academic positions all over the world. They all consider Devin to be a landmark in their intellectual genealogy. "Landmark" is used here in play with its original (*landmearc*), mid-16th-century meaning, as one who, by virtue of his conspicuousness "serves as a guide in the direction of one's course." Indeed, many a student's academic trajectory or mode of thinking has been transformed following Devin's guidance, whether in class or in reading his published work. But despite his students' admiration, and the official recognition by many prestigious bodies, Devin has remained modest and unpretentious, and still finds it difficult to accept praise. One hopes he doesn't blush too long at reading these lines.

Ron Sela

ARTHUR BENOIT EKLOF

Arthur Benoit (Ben) Eklof, a leading American specialist in the history of Imperial and Soviet Russian education, retired in 2019 after 42 years on the faculty of the Department of History. Eklof continues to serve as director of the IU Institute for the Study of Russian Education and as senior researcher at the Higher School of Economics, Poletaev Institute of Historical and Historiographical Studies in the Humanities, Moscow.

Eklof received a B.A. from Middlebury College in 1968 and a Ph.D. from Princeton University in 1977. Growing up in a family steeped in classical music and literature, he was drawn early on to Russian culture, especially Rachmaninoff and Dostoevsky. His lifelong engagement with Russian history developed during his years at Princeton. He became acquainted with the Soviet Union firsthand as a Fulbright and IREX scholar at Moscow State University in 1972–73 and, unusual for that time, stayed on for two more years as a translator at Progress Publishers, a leading Soviet press. From this unprecedented three-year immersion in Soviet life, Eklof gained a rich and nuanced understanding of the culture and a love of the language. He became convinced that the prevailing Western Cold War image of Soviet society was way off base. Indeed, he saw that despite the everyday hardships and shortages of daily life, Russian citizens lived normal lives and that most were neither dissidents nor true believers.

Subsequently, these early insights were enhanced by regular, extended research trips to Russia. During the late Soviet era he had an up-close view of perestroika, especially relating to changes in Russian education, as a consultant to Edward Dneprov, who became the first post-Soviet minister of education. His friendship and collaboration with Dneprov continue to the present.

During his career at Indiana University, Eklof compiled a distinguished publication record. Books authored by him include the classic *Russian Peasant Schools: Officialdom, Village Culture and Peasant Pedagogy 1861–1914* (Berkeley,

1986); *Soviet Briefing: Gorbachev and the Reform Process (1985–1988)* (Boulder, 1989); *Druzhba. Sem'ia, revoliutsiia. Nikolai Charushkin i pokolenie narodnikov v Rossii (1870–1930)* (Moscow, 2016), co-authored with Tatiana Saburova; and *A Generation of Revolutionaries: Nikolai Charushkin and Populism in Russia from the Great Reforms to Perestroika* (Bloomington, 2017), also co-authored with Tatiana Saburova. Major scholarly collections he has edited or co-edited include *The World of the Russian Peasant: Post-Emancipation Culture and Society* (Boston, 1990); *Russia's Great Reforms, 1855–1881* (Moscow, 1992; Bloomington, 1994); *Democracy in the Russian School: The Reform Movement in Education Since 1984* (Boulder, 1993); *A Social History of Imperial Russia* (Boulder, 2000); and *Educational Reform in Post-Soviet Russia: Legacies and Prospects* (New York, 2005).

Ben Eklof's writings have been widely reviewed and highly praised. Alfred J. Rieber, a dean of American historians of modern Russian politics and society, praised *Russian Peasant Schools* as “the definitive history of literacy and schooling among the vast majority of the Russian population between the emancipation and the outbreak of World War I” (*History of Russian Education Quarterly*). Christine D. Worobec, a distinguished social historian of modern Russia, lauded the book as “a major contribution to Russian social history and to the burgeoning interest in the Russian peasantry” (*The Journal of Modern History*). Historian Max Okenfus characterized Eklof's study as “the fullest and most carefully researched attempt to document the spread of literacy in late imperial Russia. . . an original and important book” (*Russian Review*).

A Generation of Revolutionaries has been received with similar enthusiasm. Sarah Badcock, a British historian of revolutionary Russia, wrote that “Eklof and Saburova's multi-faceted treatment of Charushin and his milieu offer up a rich picture of the 1870's Populist movement, of their life and work in prison and

Siberian exile, and the vibrant civil society that emerged in late imperial Russia,” adding that the book “is a good read in its own right . . . and an invaluable addition to undergraduate and graduate curricula” (*The Journal of Modern History*).

Agrarian historian David Darrow described the book as “a powerful piece of scholarship that will stand for a long time. It . . . demonstrates how biography can open doors to so much more than the life of a single individual.”

Eklof's research, writing, and teaching have been supported by three Fulbright Fellowships, two research fellowships from the International Research and Exchanges Board (IREX), and a Midwest Consortium (MUCIA)–Moscow State University Grant (MGU). In 1987–88 he was a senior fellow at the Kennan Institute, Woodrow Wilson Center, Washington, D.C., and in 2009 he was awarded a Department of History annual award for teaching excellence.

Eklof has an ambitious program of research and writing going forward, including finishing two book-length projects, *The Pedagogy of Cooperation in Russia: Edward Dneprov and the Politics of Educational Reform in the Perestroika Era and Beyond* and *A Distinctive Russian Culture of Schooling: Everyday Life and Practices, 1870–1914*. Eklof's longer-range planning, together with his collaborator Tatiana Saburova, involves a major archive-based research and writing project focused on the zemstvos, important institutions of provincial local government in late Imperial Russia.

Beyond the academic, throughout his life Eklof has been attached to the outdoors. Besides Russia, he is devoted to his summer home in Maine. For many years he was a serious, competitive distance runner. More recently, from his scenic home in the woods outside Bloomington he has turned to daily distance cycling with like-minded friends.

Alexander Rabinowitch

BARBARA JEANNE ERWIN

Dr. Barbara Erwin's career in education has spanned more than four decades. After many years in the field, she joined the Department of Educational Leadership and Policy Studies at Indiana University. Barb has been a clinical faculty member since 2008. In that position, her primary role has been teaching and building important field connections with school leaders throughout the state. She excelled in these areas. This success was not surprising, given her prior work experience in public schools and her passion for education.

Prior to joining the faculty at Indiana University, Barb served as a superintendent in Indiana, Illinois, Arizona, and Texas. In Texas, she was named Superintendent of the Year and was acknowledged in numerous ways for her district leadership in the other positions. Additionally, she was recognized by the American Association of School Administrators (AASA) with the Leadership for Learning Award. While at IU, she demonstrated great versatility in her teaching and connected well with her students. For example, she frequently taught Introduction to Educational Leadership, which is the first course in our master's program. The class includes students who are earning principal licensure. While working with these students, Barb always used the most relevant and recent examples to bring the issue being discussed to life. Specifically, she was easily able to use real world scenarios from her experiences working in Indiana, Texas, Illinois, and Arizona and connected them well to different theories. Students were always impressed with how quick on her feet she was to create hypotheticals to break down difficult course concepts. The students clearly appreciated her prior experience as a public school teacher, special education director, principal, superintendent, and employee of the Indiana Department of Education. They considered Barb to be highly credible. Beyond the course discussions, Barb was always personable and accessible to her students.

One student wrote that "her rapport with students is impeccable—she nurtures when a student needs nurturing and challenges a student when a student needs to be pushed." It was also noted that "she



pushes for mid-course and end-of-course feedback and then actually uses that feedback to improve her teaching practice." Other students spoke to how Barb had a positive impact on their careers.

It should also be noted that Barb helped design new programs. When creating these offerings, she developed the most convenient plan for students. While it may have been easier for her to teach on a week night, she felt it was best to accommodate teachers and administrators with longer commutes and happily volunteered her weekends to teach. More recently, she helped create strands of interest in our master's program (e.g., finance strand, special education strand, school law strand). Barb has shown the same initiative and innovation with our Ed.S. and Ed.D. programs. Most notable is the role she played in establishing a partnership with our Ed.D. students and the Kelley School of Business. Barb worked tirelessly for our students and programs. With regard to course development, among the nine courses taught, she was always willing to step in wherever she was needed. Throughout our various programs, Barb advised the vast majority of students who were pursuing a master's, principal certification, superintendent licensure, or an Ed.S. She spent a great deal of time marketing and recruiting students to our programs, too.

In the field, Barb led the Study Council, Partnershare, IUSAA Summer

Conference, and the Indiana Effective Leaders Academy with the Kelley School. The study councils play an important role in the state. It is a time when school superintendents and other district administrators come together to discuss policy and leadership issues with IU faculty. In her role, Barb led a monthly meeting of central office personnel in Seymour, Indiana, that included 21 member school corporations. The content of these meetings was driven by issues relevant to superintendents. The Study Council had a retreat each summer where they spent a more concentrated amount of time with speakers and leaders. The Partnershare was another major responsibility for Barb. She ran approximately four Partnershare meetings per semester. The Partnershare was made up of 20 Indiana school corporations, and she took an interdisciplinary approach in providing professional development with this group of school leaders. For example, she developed joint presentations with the School of Journalism, the psychology department, the Kelley School, and the Center for Evaluation and Education Policy. This group also held a monthly technology directors' meeting throughout the state. She also worked tirelessly on the Effective Leadership Academy with the Kelley School. This program worked with struggling public school districts across Indiana. Through the work described above, Barb made several important connections between the educational leadership program and the state of Indiana.

When Barb was not teaching or working in the field, you would find her fostering dogs or training for a triathlon. On behalf of the School of Education and the Department of Educational Leadership and Policy Studies program, we wish her the best in her retirement. We hope that she will be able to spend more time with her family and three grandkids in Arizona.

Suzanne Eckes

JOSEPH G. FISHER

Joseph Fisher retires at the end of spring semester from the accounting department at the Kelley School of Business at Indiana University, leaving a legacy of high scholarly accomplishment, extensive service, and teaching excellence.

Joseph received his undergraduate degree from Brigham Young University, magna cum laude (1981). He received his Master of Arts (1985) and his Ph.D. (1987) in accounting from The Ohio State University. He began his academic career at the University of Arizona, moving from there to the Amos Tuck School of Business at Dartmouth College, where he was promoted to associate professor. He joined the Indiana University faculty in 1993 as an associate professor and was subsequently promoted to full professor. He currently holds the Harry C. Sauvain Chair and previously was the Fed Ex and KPMG Faculty Fellow. He had worked earlier at Deloitte as an external auditor and is a certified public accountant.

Joseph taught at all levels in the Kelley School, but his major teaching assignments were in the traditional Master of Business Administration program. He has been honored with numerous teaching awards at multiple universities. Former students note his “generosity of spirit,” “ability to make a potentially dry topic extremely interesting,” and “quirky sense of humor.” They also note “his deep concern that students are grasping difficult concepts,” “his mentorship and help in finding key summer internships,” “his ability to apply and relate academic concepts to the real business world,” and “his ability to create a great learning environment, both in and outside of class.” In addition, Joseph wrote several business cases that have been used at numerous universities. In summary, Joseph was a very successful instructor who cared deeply about pedagogy and his students’ learning.

Joseph taught at many international universities, including International University of Japan, Theseus Institute (France), EDHEC (France), Melbourne Business School, Helsinki School of Economics, Aalto University (Finland, Singapore), and National University of Singapore.

During his productive research career, Joseph published with numerous co-authors articles, books, and book chapters in the most prestigious



academic business journals including *The Accounting Review*, *Decision Sciences*, *Strategic Management Journal*, *Journal of Management Accounting Research*, *Behavioral Research in Accounting*, *Sloan Management Review*, *Academy of Management Journal*, *Public Choice*, *Accounting, Organizations and Society*, and *Journal of Cost Management*, among others.

Joseph’s primary research interests focus on the intersection between financial numbers and human behavior, particularly the behavioral impact of financial numbers and the use of financial information in managerial decisions. His early work focused on contingency control. He found that financial control effectiveness was a function of firm environment and strategy. His later work relied on an experimental approach and much of this work addressed budgeting systems. Budgeting systems are nearly ubiquitous in all business firms; however, many firms note dissatisfaction with current budgeting practices. His findings suggest that financial numbers, budget structure, power, and other variables can have significant impacts on firm outcomes. His academic work has been cited in numerous business and practitioner publications. Joseph became one of the go-to persons for academic and industry conference presentations on budgeting systems. His work has been very highly cited and has opened new research avenues.

Professor Fisher is co-author of *Cost Management for Tomorrow*, sponsored by the Financial Executives

Institute, and of the Financial Management Program for the American Institute of Certified Public Accountants (AICPA). He has served on several AICPA task forces and has presented at many AICPA industry conferences.

Joseph has extensive review expertise, serving as a research reviewer at many academic journals. He has served on the editorial boards of several journals, including *The Accounting Review* and *Accounting Organizations and Society*.

Joseph has served at the national, industry, and school levels. He has been very involved in the American Accounting Association (AAA), serving as president of both the management accounting section and the accounting, behavior, and organizations sections (each has in excess of 1,400 members). In addition, he served several terms on the AAA National Council.

At the Kelley School of Business, Joseph served in numerous capacities. One of his key roles was serving two terms as the accounting department chair (2004–10 and 2013–14). Under his leadership, the department developed new programs and initiatives. In addition, during his tenure as department chair, the accounting department was always ranked as one of the top accounting departments in the nation.

Joseph’s retirement will give him more time to spend on his varied outside interests, including cycling and tennis. In addition, he hopes to travel, especially on cycling tours. Nancy, his wife, and he have cycled in many countries and hope to continue this activity. In addition, his wife is conversational in French and he hopes to make progress on learning the French language. He also notes that his two sons live about as far apart as possible in the continental United States (Fort Lauderdale and Seattle). He expects to spend more time in these two locations, ideally Fort Lauderdale in the winter and Seattle in the summer. He also looks forward to finding new skills and interests and seeing which ones stick.

In summary, Joseph has left a lasting impression and legacy at the Kelley School of Business. We wish him well on his future journeys and adventures.

Jamie Pratt

JORJA FLEEZANIS

“Prepare to say goodbye to Jorja Fleezanis, the rebel with a violin,” announced the headline of an article in a Minneapolis newspaper in 2009, when she left the concertmaster position with the Minnesota Orchestra. Jorja joined the IU Jacobs School of Music to assume the position of professor of music (orchestral studies and violin) and the Henry A. Upper Chair in Orchestral Studies. Being a rebel or, perhaps more accurately, a pioneer, with or without the violin, may be the best way to describe her approach to all things musical, and perhaps nonmusical as well.

Jorja was born in Detroit, Michigan, the daughter of Greek immigrants. Her parents were not musicians but loved classical music. Early interest in the piano gave way to the study of the violin through a local teacher and icon, Ara Zerounian. Mr. Zerounian was a gifted and sympathetic mentor whom she admires and reveres to this day. She attended Cass Tech High School, a beacon for the arts in Detroit, and became even more enthusiastic about the violin and ensemble playing. Because of Zerounian’s affiliation with Interlochen Center for the Arts and its national music camp, she attended the summer camp program, and later the Interlochen Arts Academy, further fueling her passion for music.

Her college training was at the Cleveland Institute of Music and then the Cincinnati Conservatory. Immediately upon graduation, she joined the Chicago Symphony and then helped start and serve as concertmaster of the Cincinnati Chamber Orchestra. After this period, she helped found and was violinist of the Trio d’Accordo, which performed for nearly four years. She then became associate concertmaster of the San Francisco Symphony, where she played until 1989. During this period she met and married Michael Steinberg, the noted music critic, lecturer, and writer, who was then the orchestra’s program publications director and artistic advisor. This union had an immense professional impact on Jorja; through Michael’s influence, she began to see a larger vision of her art. During this period, she was a founding member of the FOG Trio, which also featured pianist Garrick Ohlsson and cellist Michael Grebanier. When she accepted Maestro



Edo de Waart’s invitation to serve as concertmaster of the Minnesota Orchestra for the 1989 season, she became one of the first female concertmasters of a major orchestra—a pioneer, indeed.

She spent two decades with the Minnesota Orchestra, collaborating with three music directors and premiering several works for her instrument in the process. One work, John Adams’ *Violin Concerto*, was given its world premiere by her with the Minnesota Orchestra in 1994, with Edo de Waart conducting. It has since become a standard piece in the solo violin repertory and has been recorded several times. She considers it one of her greatest achievements. She soloed annually with the orchestra, and brought to her performances a sense of musical adventure, if not outright musical rebellion. Besides the contemporary concertos of Barber, Britten, Ligeti, Sessions, Hindemith, Szymanowski, and Weill, she offered Gubaidulina’s *Offertorium*, Hartmann’s *Concerto Funebre*, Martin’s *Polyptich* and the Tippett *Triple Concerto*. She also gave the American premiere of Britten’s *Double Concerto for Violin and Viola* with her colleague Thomas Turner.

During her entire career, Jorja has maintained strong roles as a teacher, mentor, and coach. She was an adjunct faculty member of the University of Minnesota’s School of Music; faculty member of the Round Top International

Music Festival (1990–2007); artist in residence at the University of California, Davis; guest artist and teacher at the San Francisco Conservatory (1981–89); artist and mentor at the Music@Menlo Festival (2003–08); teacher and coach at the New World Symphony (1988–2008); faculty member at the Academy of the West (2016 to present); and a visiting teacher on several occasions at the Boston Conservatory, the Juilliard School, and Interlochen Arts Academy and Summer Arts Camp.

Within weeks of her arrival on campus in the fall of 2009, her impact on the Jacobs School of Music was immediate and notable. The five orchestras of the school were playing with a rigor and sheen the likes of which had not been heard or seen in a long time. This transformation was most noticeable in the violins and the other strings as well. Her coaching filtered through every orchestra, with results that sounded near-professional and inspired. One of her favorite projects during her time at the Jacobs School has been the preparation and mentoring of groups—containing both faculty and students—performing works of the Second Viennese School, most notably those of Schoenberg.

So what new paths lie ahead for this pathfinder, this pioneer? Jorja will continue her association with the Jacobs School whenever it is mutually agreeable and when she can tear herself away from her many personal projects. The most immediate project is the building of a dream home in northern Michigan near both Lake Michigan and Lake Leelanau on the western side of the lower peninsula. She has always loved the water and boundless forest of this area, and the new home will help store and preserve the extensive library of her late husband, Michael. She will be just minutes away from relatives in the area, as well as Interlochen, which was such a great influence in her young life. It will be her mentoring and coaching of orchestras, however—both student and professional, domestic and foreign—that will most likely fill her days.

Lawrence Hurst

DAVID JOSEPH FLINDERS

David Joseph Flinders describes himself as “a secondary generalist with interests in curriculum theory and school reform.” Those of us who know Dave, while recognizing his gifts as a scholar, more often remark on his more human attributes. “A gentle soul,” “a caring and compassionate man,” someone who “readily makes connections to others,” who is “affable and unflappable,” is how several current colleagues recently described him. Many remarked on his calmness and quick wit that act to defuse even the most fraught situations. Colleague Dan Castner connected Dave’s positive personal dispositions directly to his abilities as a scholar, saying, “It is interesting to think of Dave’s affable personality as a vital part of his accomplished career. Few individuals have the ability to simultaneously be a giant in the field of curriculum studies, while also embodying a wonderful sense of intellectual humility. For example, his ability to codify disparate and even feuding factions of the curriculum field is truly unparalleled.”

Born in Salt Lake City, Utah, Dave was the middle child of three, raised by his mother, who was a first grade teacher. He attended the University of Utah, where, despite being accepted conditionally, he graduated magna cum laude in 1978 (B.A. English with sociology minor). Upon graduation, he taught high school English in nearby Sandy, Utah, after which he relocated to California to teach middle school English, social studies, and then ESL. While employed as a teacher, Dave earned M.A. (Education, 1981) and education specialist degrees (program evaluation research, 1984).

Dave continued his studies at Stanford University, completing a Ph.D. in Curriculum and Instruction in 1987. There he had powerful mentors who influenced his personal philosophy of curriculum and the course of his academic career, including Elliot Eisner, his advisor, and Nel Noddings, instructor for seminars. Both Eisner (education reform, arts education, and qualitative research) and Noddings (ethics of care in education) are intellectual giants in the field of curriculum. Dave would go on to publish with both Eisner and Noddings and to write, teach, and do presentations about the influence of their work throughout his career.

Another important influence from Dave’s years at Stanford was his long-lasting relationship with student colleague Stephen Thornton (University of South Florida). They have worked for decades as co-editors of the highly regarded *Curriculum Studies Reader*, first published in 1997 and now in its 5th edition. Thornton says this about Dave: “Writing with him is a singular pleasure, as he is a generous and consummate collaborator.” The *Reader*, an expansive volume, is considered a groundbreaking collection of essays and articles by prominent curriculum theorists and educational philosophers from the 19th century to the current day.

In 1986, together with Noddings and Thornton, Dave published his first article, titled “The Null Curriculum: Its Theoretical Basis and Practical Implications,” which appeared in *Curriculum Inquiry* and was republished online in 2014. Since that first publication, Dave has been prolific, publishing 12 books and over 50 book chapters, articles, and other publications. His first book, *Voices from the Classroom* (1989), launched an important strand of his work examining responsive teaching practices, work that led to collaboration with renowned educator and environmental activist Chet Bowers on Dave’s next two books. Another important strand is his contribution to the study and application of qualitative methods in research. He has written extensively and taught about educational criticism, narrative inquiry, and connoisseurship in qualitative studies.

Recipient and nominee of numerous teaching and mentoring awards, Dave truly is, as IU colleague Cary Buzzelli noted, “beloved by his students.” In addition to popular graduate seminars, he was an important leader in the Community of Teachers, a highly specialized teacher licensing program that is student-governed and co-led by students and faculty. Dave’s students say they appreciate how he connects to them as individuals, and how they enjoy the way he starts each class with something light-hearted and humorous—a joke, pun, comic, etc.—sometimes drawing laughs, other times groans. His knowledge of curriculum and expertise in qualitative methods and his well-earned reputation for being a supportive mentor resulted in



his directing and serving on dozens of dissertation committees. Notably, and commendably, Dave’s support as teacher, advisor, and mentor was extended to many students who because of background or area of interest did not fit traditional molds or expectations.

Dave’s legacy will be his numerous contributions to the field of curriculum studies in the form of the work he has disseminated and the lasting influence of his leadership in numerous positions on executive boards and committees within his professional organizations. Just as importantly, his spirit and influence are stamped on the countless students whose lives he touched, now mostly teachers and academics themselves, through his lessons about being kind, humane, and generous in their work with others.

Dave and his wife, Lynn Flinders, who married in 1987, are both dog lovers. As of this writing, they reside in Bloomington with their current pooch. Lynn, who is recognized as a gifted painter, is a disabilities advocate and retired from her position at IU as an academic advisor. If you run into Dave, be sure to ask him for the punchline to: “Rene Descartes walks into a coffee shop . . .”

Mary Benson McMullen

KAREN MICHELE FORREST

Karen Forrest's life began as the granddaughter of Jewish Ukrainian immigrants in Long Island, New York. She did not know at the time that she would have a career as an applied speech scientist and would spend most of her life in the Midwest, much of that time in Bloomington, Indiana. Karen first served on the faculty at the University of Wisconsin–Madison and then was tenured and promoted to professor at Indiana University. In the more than 30 years that Karen has worked for Indiana University, she has advanced research and clinical practice in the area of speech science; influenced the lives of thousands of students, particularly Ph.D. students; and served in a variety of leadership roles.

While Karen's career trajectory was somewhat circuitous (as research and academic paths often are), she spent the last 30 years working in the area of applied speech science. Her career path started while she was a senior at Washington University in St. Louis, where she studied psychology. At that time, she took a class in hearing science, which led her to write a thesis on the topic of auditory perception while she was conducting research at the Central Institute for the Deaf. After graduating, she returned to the East Coast and worked at Bell Labs in New Jersey, where she was encouraged to pursue a doctoral degree in auditory science. She took that advice and traveled back to the Midwest to study at the University of Iowa in the top-ranked communication sciences and disorders program. While there, Karen initiated a research program on the effects of auditory feedback on speech production. At this point, Karen had found her calling. At Iowa she also met her husband of over 30 years, Michael Johnson, and realized that the Midwest was now her home.

Throughout the last three decades, Karen's research has focused on motor speech disorders, which are pathologies of the ability to produce speech sounds. They are often caused by Parkinson's disease, developmental speech disorders, or other neurological impairments. Motor speech disorders can affect both children and adults, and Karen is notably one of the few speech scientists who has published on speech disorders across the life span. Her work has been influential in many ways: She has contributed to a better understanding of mechanisms responsible for motor speech disorders, evaluated the

efficacy of treatment tools, and developed improved methods for treatment of these clinical disorders. Consequently, her work has had clinical impact. Some of her most cited work translates directly into clinical practice. For example, she has developed diagnostic criteria for evaluating speech disorders in children and has not only shown that certain commonly used therapeutic techniques are ineffective but has provided better techniques that have evidence-based support of their efficacy.

Karen's research program was also highly attractive to federal funding agencies. Her first federal grant, awarded by the National Institute for Deafness and Communicative Disorders, was to evaluate the speech of individuals with Parkinson's disease. Yet throughout her time at IU, her work has had a broad focus. She has received funding to study speech perception and speech production in children, healthy older adults, and adults with neurogenic disorders. A Ph.D. student recently conducted work with Karen on the effects that age-related hearing loss has on the production of speech sounds.

Along with her contributions to the research community, Karen has contributed considerable time to both the teaching and service missions of the university. She has taught 20 different undergraduate and graduate courses while at IU, trained 12 Ph.D. students, and overseen 8 master's theses and 17 undergraduate honors theses. Many of these students have secured excellent positions at universities such as Marquette

University, the University of Georgia, and St. Louis University. Her students consistently speak highly of her and seek her out for advice. Her career-long outstanding teaching contributions were acknowledged when she received the Trustees' Teaching Award in 2018.

Her service to the university and community has also been profound. As examples, she served as director of graduate studies for eight years and then as chair of the Department of Speech and Hearing Sciences from 2005 to 2013. The department has clear effects from her leadership: she oversaw two clinical programs that are ranked #12 and #13 in the nation. She has been on countless university committees for tenure, promotion, and strategic plan development. Professionally, Karen has chaired grant review panels for the National Institutes of Health and served as an editor for the top peer-reviewed journal of her field.

Indiana University has been fortunate to have Karen as a faculty member. Her multifaceted strengths have impacted IU across its missions of research, teaching, and service. She will be greatly missed by the faculty for sure, but more importantly by the students. Now she is off to a new adventure. She and Michael are looking forward to moving to the Berkshires in Massachusetts, where her lifelong best friend lives. We wish them great joy in this new journey.

Jennifer Lentz



RALPH F. GAEBLER

Ralph Gaebler retired from the Jerome Hall Law Library on February 29, 2020. Ralph has had a long and storied career with the law library. From furnishing the law faculty with their first desktop computers in the 1980s to building the law library's foreign and international collections, Ralph will leave an indelible mark on the law school and law library, and will be dearly missed.

Ralph grew up in Madison, Wisconsin, and attended Brown University. Already showing an interest in libraries, Ralph served as the student member of the library committee during his time at Brown. He majored in German literature with a concentration in German medieval literature, graduating in 1981. He then briefly took a position at the Syracuse Public Library before deciding to go to law school the following year.

Ralph moved to Bloomington and entered the Indiana University School of Law, earning his J.D. in 1984 through the law school's accelerated program. While in law school, Ralph joined the JAG Corps through the United States Navy. He attended Officer Candidate School in Newport, Rhode Island, and served on active duty at the naval base in Norfolk, Virginia, for the summer of 1984. During this time, he served in the Navy prosecutor's office and worked on two criminal trials. By the end of that summer, Ralph realized that he was more interested in legal research than in the practice of law, and resigned his commission. He returned to IU, entered the School of Library and Information Science, and earned his Master of Library Science in 1985.

He was hired as the computer services librarian at the law library in 1986 and held this position until October, 1987. As the computer services librarian, he was responsible for setting up IBM 80-86 dual floppy disk desktop computers on every faculty desk. While some faculty were enthusiastic about this technology change, others were skeptical about whether computers would make much difference in their professional work; therefore, part of Ralph's job was to promote the notion that computers could be helpful. Since the only other unit on campus to have faculty



desktop computers at the time was the business school, this was a hard sell. In October 1987, Ralph took a new position at the University of Pennsylvania's Biddle Law Library. At Penn, he served as a public services librarian with special responsibility for computer services, tending the law school's local area network of Wang computers. In addition to his computer services responsibilities, Ralph served as a library liaison to several members of the Penn law school's faculty, including future senator Elizabeth Warren, for whom he provided frequent research assistance.

Ralph returned to the IU Bloomington law library in June 1990 as our international and foreign law librarian. For Ralph, this was an ideal job because he could harness his foreign language skills in conducting legal research for patrons. He received a West European Studies Summer Language Study Grant to attend a French immersion program sponsored by the University of Western Ontario at Trois-Pistoles, Quebec, during the summer of 1991. He was the first grantee West had sponsored to learn French anywhere other than in France.

As the international and foreign law librarian, Ralph managed and built the law library's collection of international and foreign legal materials and provided service in the use of those materials.

His arrival coincided with the law school's decision to build a graduate program for foreign law students, a program Ralph has worked closely with ever since, both in providing research instruction and by serving on the program's admissions committee. For students in the program completing dissertations, Ralph provided significant research assistance and came to know those students quite well. Some of the most rewarding relationships Ralph has had at the law school have been with our foreign graduate students.

In addition to his duties as the international and foreign law librarian, Ralph participated in other shared responsibilities, such as the creation of displays in the law library lobby. Most notably, in 2004 he worked on a display with Dick Vaughan organized around *Hess v. Indiana*, a first amendment case that originated in Bloomington and made its way to the Supreme Court of the United States, where two law school professors, Tom Schornhorst and Pat Baude, successfully argued the case in favor of Gregory Hess. As a result of the display, the law school held a symposium that featured many of the case participants and, in conjunction with the IU Bicentennial, a historical marker commemorating the case was placed in the law library just this year.

Ralph is also an accomplished scholar, having published three books and several articles related to foreign and international law. He took a sabbatical in academic year 2003–04 to earn his master's in philosophy from IU, and has published several articles in this area as well.

Retirement brings more time for rewarding volunteer opportunities. You might see Ralph the next time you're at Global Gifts, our local free trade store. He is also excited for new experiences, such as his recent pursuit of playing the mandolin, and he looks forward to more time to travel.

Ashley Ahlbrand

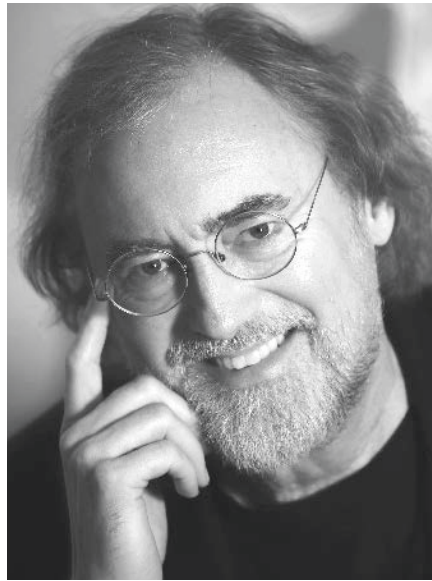
GLENN GASS

Glenn Gass has been an integral part of Indiana University and the Jacobs School of Music for more than 35 years. So integral, in fact, that Glenn was voted IU's Best Professor repeatedly in *Indiana Daily Student* polls and was given the Alumni Association Student Choice Award for many years. The *Bloomington Independent* and *Bloomington Voice* reader polls declared him Best Professor at IU every year from 1993 to 2001, at which point the category was renamed "Best Professor at IU except Glenn Gass."

Glenn has taught more than 60,000 IU students since developing his first rock history course in 1982. The courses he created were the first rock music histories to be offered through a music school and are now the longest-running courses of their kind in the world.

Glenn's rock history surveys and courses on the Beatles and Bob Dylan have taken on legendary status as some of Indiana University's most enduringly popular courses. Glenn is the only person to receive the Herman B Wells Lifetime Achievement Award twice (in 2000 and 2003) and had the bittersweet honor of receiving it from Herman B Wells himself in his last public appearance. He is also the recipient of IU's Sylvia Bowman Distinguished Teaching Award, the Trustees' Teaching Excellence Recognition Award, the Society of Professional Journalists Brown Derby Award, the Eli Lilly Fellowship, and many other teaching awards and honors, including an Ameritech Faculty Fellowship and several course development grants for the creation of his cutting-edge, multimedia classroom teaching resources. He was inducted into the Faculty Colloquium on Excellence in Teaching in 1991, and in 2013 a generous donation from former Trustee P. A. Mack established the Glenn Gass Scholarship.

We are so grateful that Glenn returned to his roots. He was born in Greencastle, Indiana, where his father was a math professor at DePauw University. He attended Phillips Academy Andover and received his bachelor's degree from the New England Conservatory of Music. Following graduation, Glenn taught in a federal penitentiary in Wisconsin, which was a defining experience in his understanding of music's importance both in society and on the most deeply personal of levels. After an inmate, in tears, told him he was "not in prison" when he was in his



class, Glenn decided to follow in his father's teaching footsteps and returned to Indiana to begin work on his doctorate in composition in 1978. He composed many works and won several composition awards, but his rock courses were already well established at IU by the time he completed his degree in 1985. Glenn decided to remain in Bloomington after receiving, to his astonishment, a faculty appointment teaching rock and roll at the IU Jacobs School of Music. He attained the rank of associate professor in 1993 and professor in 2001. In 2011 he was awarded both the Rudy Professorship and the Provost's Professorship.

Glenn is the author of *A History of Rock Music: The Rock-and-Roll Era* and other publications, but teaching has long been his central mission. He has given countless presentations for IU's School of Continuing Studies and Lifelong Learning programs, the IU Women's Colloquium, the IU Foundation, IU and DePauw retirees groups and class reunions, regional IU campus organizations, and innumerable charity fundraisers in Bloomington, Indianapolis, Greencastle, and elsewhere. He has also offered several overseas studies courses on the Beatles in England, happily attended by his wife and sons Mathew and Julian, who were a toddler and an infant for the first offering, in 1998, and both enrolled as IU students for the last, in 2017.

Over the years, students have let Glenn know of his impact. They seem to intuitively understand his gifts and absorb his passion, as this note from a current

student shows: "Part of it is the power of the Beatles but even more is the power of Glenn Gass—your passion, your openness, your stories. YOU make people love them, and that is quite a gift to give!" Another sent a beautiful letter to Glenn many years after a class, saying:

I will carry the afternoon of 9/11/2001 with me to the edge of the cliff. That day is burned in my memory. There were 400 people packed into that hall who were looking for a voice to help guide them forward and you took that responsibility extremely seriously. It was a moment/hour of Kerouac without commas and punctuation. It was an hour of pure expression that provided relief for a generation that is soon to lead the country forward. Keep doing what you do best! Best! I am very proud to have taken your classes. Keep on jumping sir!

It is this personal investment that has set Glenn apart and created welcoming and unique classes. Another student wrote:

Thank you for the joy you have embodied and also for your tears that you shed so freely when playing "In My Life" or talking about losing John, and many other times. That made it ok for all of us to cry. My Dad passed away in 2014. He loved music and your class has been a way I get to be with him again.

Glenn has long been the public face of music in general studies throughout local and state communities. His genuine love for teaching and students comes through in every interaction and will be greatly missed. Perhaps the Beatles said it best: "And in the end, the love you take is equal to the love you make."

Constance Cook Glen

GERARDO M. GONZÁLEZ

A fearless education activist, Gerardo M. González was named dean of the IU School of Education in July 2000 and, as he has noted, this appointment was the pinnacle of his career. Gerardo served as dean for 15 years and then continued as professor of higher education and student affairs, consistently modeling what it meant to be engaged in activist education. Literature surrounding education reform defines activist education as “an intentional educational practice in which participants engage in guided learning activities that help them understand themselves as capable of effecting change for social and ecological justice.” Throughout his professional and personal life, Gerardo has been a model for how to intentionally create conditions for change that are centered on effecting social justice through the power of education. In 2018, Gerardo M. González authored his memoir, *A Cuban Refugee’s Journey to the American Dream: The Power of Education*. This heart-warming memoir captures the life-long educational journey of a respected mentor, colleague, and friend.

In his own words, “I am a Cuban refugee who arrived in the United States shortly after Fidel Castro came to power. We fled a regime we wanted no part of, whose economics and ideology we distrusted. But in the United States my father, mother, sister, and I suffered dislocation, isolation, and fear.” Anyone who knows Gerardo knows that the support, love, and guidance that come from family are at the core of his anecdotes about how to use the power of education to be an education activist. Gerardo, born on September 24, 1950, in Placetas, Cuba, is one of two children of Elio Angel González and Armantina González Torres. His sister, Maritza, keeps the family’s photographic history. His parents believed education was a path to a better life, with his father often saying, “*Mira, Gera, mira a mis manos. Quiero que estudies para que cuando tú tengas mi edad tus manos no estén como las mías*” (Gera, look at my hands. I want you to get an education so that when you’re my age your hands don’t look like mine).”

Gerardo began his higher education journey at Miami Dade Junior College in



1969, where he became enthralled with psychology, and specifically Eastern philosophy courses. It was during this time that he met and fell in love with his wife, Marjorie Ann Reilly, whom he married on April 10, 1976. He graduated from the University of Florida (UF) in 1973 with a B.A. in psychology and received a Ph.D. in counseling and higher education administration in 1978. It was clear that Gerardo was going to be a change agent in higher education. During his doctoral studies at UF he founded Boost Alcohol Consciousness Concerning the Health of University Students (BACCHUS) in 1977, as a peer education program. BACCHUS became a national not-for-profit corporation in 1980, and Gerardo was named president and CEO. In 1986, when Gerardo announced he would be stepping down from his role, he received a letter from President Ronald Reagan that acknowledged his commitment to BACCHUS. The accolades were incredible, but what resonated with Gerardo the most was the following: “Nancy and I are proud of the work you have done to help make a safe and healthy tomorrow for our nation’s young people. That’s a fine contribution to your adopted homeland.” Again in his own words, Gerardo notes, “He acknowledged I was an immigrant, a refugee in an adopted homeland. He praised my contribution. I’d overcome my difficult beginnings, and done something meaningful. Again,

I reflected on my parents’ sacrifices and their words about the importance of education.” BACCHUS has chapters on college campuses across the county and continues to be active as the BACCHUS Initiatives of NASPA.

Gerardo accepted his first faculty appointment in 1987 at the University of Florida as an associate professor without tenure. His leadership and commitment to education activism propelled him into being appointed interim department chair in 1989. It didn’t take the faculty long to recognize that Gerardo was the ideal colleague to lead them into the future, and he became the permanent department chair of counselor education as a full professor with tenure in 1990. Continuing to advocate for social justice on campus, he was appointed to associate dean. In 1999, the UF provost asked Gerardo to serve as interim dean of the college. It was at this point that IU made the call to ask Gerardo to consider the deanship.

As dean, Gerardo was a tireless advocate for the values of public education and the need to prepare highly qualified teachers. The culmination of his role as an education activist happened while he served in this role. During his deanship, *U.S. News & World Report* ranked the IU School of Education as one of the nation’s best education schools for 15 consecutive years. In 2012, *Hispanic Business* named him one of the 50 most influential Hispanics in the United States. In 2015, Memorex listed him among 30 highly influential deans of education in America. In 2018, he received the Distinguished Alumnus Award from UF.

During retirement Gerardo looks forward to spending time with Margie, his children, Justin, Jarrett, Ian, and Julie, and his grandchildren. Margie and Gerardo are building their dream retirement home in Florida. We will miss his insight and guidance into navigating complex issues, but most of all his infectious laughter and warm collegiality.

Danielle DeSawal

DANIEL JOSEPH GREINER

Daniel Greiner joined Indiana University for the fall semester of 1997. He was hired to teach the most important of all undergraduate courses for the finance department in the most visible undergraduate teaching assignment in the Kelley School of Business (and, arguably, Indiana University Bloomington). For the past 20 years, Dan handled the finance component in the Integrated Core (I-Core) with distinction, winning the top Kelley teaching award and numerous Indiana University Trustees' Teaching Awards, Kelley Graduating Senior Teaching Awards, and Kelley student-voted teaching awards. Dan did this despite the fact that the finance component of I-Core is considered some of the most quantitatively challenging material by the students.

The Integrated Core is a set of four courses—finance, leadership, marketing, and operations—required of all business undergraduate students and taken simultaneously to emphasize the integrative nature of the various business disciplines within a successful modern-day business entity. Since it is a Kelley School of Business requirement, almost 2,000 students will experience I-Core this academic year. To make it an integrative experience, instructors must coordinate what they teach and when they teach it with three other instructors. They must be sensitive to the fact that instructors in each course rely on key material being conveyed to students in all of the courses. I-Core is a lynchpin in the Kelley experience that attracts large numbers of students to Bloomington and, for many students is the highlight of their undergraduate academic experience. Furthermore, I-Core is critical to attracting majors to the departments represented. Over the years, Dan created a unique academic experience for approximately 15,000 students; he is more responsible than most other finance faculty for making finance the most popular major on the Bloomington campus.

Not every faculty member can deliver a quality experience to students in large-lecture format. Dan delivered I-Core finance material to three 250-student sections every fall and to additional large I-Core sections in the spring or summer. In addition to the challenge of providing required material that will engage a large number of non-majors, the logistics of large sections can destroy the learning environment for students. Dan was extremely successful in both material delivery and course management in these large sections. He made substantial contributions to both curriculum and policy. Dan also worked to introduce technology to the classroom and the classroom material, including an early use of tablet devices.

Prior to Dan's arrival, the finance department frequently used advanced graduate students to provide this crucial instruction. This approach lacked the consistency and standardization that is vitally important to high-quality delivery of the material. Dan provided a degree of professionalism with a sense of high standards, integrity, and fairness to students. Soon after joining the I-Core team, Dan was chosen to coordinate the group effort. He emphasized standardized policies, material delivery, and examinations across the various sections of the course. Later, he was put in charge of the I-Core case experience. The culmination of I-Core is a real-world case exercise where the students must use the material presented in class to propose a solution to a business problem. Given the number of administrative obligations of the course coordinators, they do not have the bandwidth to focus much attention on this capstone experience. Dan stepped in, created new cases, reworked old cases, changed the student peer evaluation process, and altered the student-faculty communication process related to the casework. Throughout his time in Bloomington, he was perceived as an

advocate for the I-Core student experience. As interest in business as an undergraduate field of study grew over the years, Dan also was an active and enthusiastic mentor to develop new finance instructors to share the load. His willingness to guide these incoming core faculty made their lives easier, provided a uniform product for the students, and set the standard for passing along the instructional material and delivery quality into the future.

In addition, well before the current appropriate interest in financial literacy, Dan was a strong believer in providing students with finance material that they could use in their personal lives. He routinely used classroom exercises to which students could relate. For example, to illustrate the importance of cash flow timing, he would discuss the trade-offs involved in buying versus leasing an automobile, a choice many students will face in their personal futures.

Extending his student interaction beyond the classroom, Dan was a valuable advisor to students both formally and informally. On the formal front, he acted as the department's coordinator in the undergraduate program, dealing with issues related to student advising, class scheduling, and curriculum development. He also developed a new course for the department, F408: Real Options and Strategic Capital Investment. Possibly more importantly, he spent many hours counseling students with regard to their finance career aspirations.

As Dan and his wife, Sue, return to their geographic roots in the Southwest and their love of outdoor activities, we wish them the very best.

Bob Jennings

MICHAEL GROSSBERG

In 1995, Michael Grossberg came to Indiana University Bloomington as professor of history and editor of the *American Historical Review*. He had already achieved distinction as a graduate student at Brandeis university, visiting assistant professor at Wellesley College, and then assistant and associate professor at Case Western Reserve University. Mike's prize-winning first book, *Governing the Hearth: Law and the Family in Nineteenth-Century America*, had made him a major figure in the field of legal history. His terms as chair of the Department of History at Case Western and editor of the *Law and History Review* had underscored his broad institutional and scholarly vision; his fair-minded, humane collegiality; and his considerable leadership skills.

At IU, those qualities served him well over his decade as editor of the *American Historical Review* (AHR), one of the world's leading scholarly journals. The AHR's global scope and high standards make the editorship challenging at any time. But Mike joined the Bloomington-based journal just as the internet and digitization revolutionized scholarly publication. During his editorship, the AHR went online and pioneered digital-born articles. Overseeing the evaluation of thousands of manuscripts and the review of thousands more books, Mike sought to ensure that in an age of specialization, the review would speak across specialties to common concerns and overcome the marginalization of fields within the historical discipline. "Mike Grossberg is largely responsible for making the *American Historical Review* what it is today. . . at the cutting edge of scholarship in the digital age," says Professor Robert Schneider, his editorial successor. Mike's highly visible editorship positioned him for broader leadership as president of the International Commission on Historical Journals of the Congress of Historical Sciences and co-founder of the History Cooperative, an electronic scholarly publishing organization.

Despite the demands of editing, Mike established himself in the department. Teaching courses in legal history, he won a Teaching Excellence Recognition Award. He served for decades as the advisor to pre-law students, frequently chaired the U.S. field, and



repeatedly won election to the departmental Executive Committee.

Meanwhile Mike's second book, *A Judgment for Solomon: The d'Hauteville Case and Legal Experience in Antebellum America*, cemented his reputation as a leader in his field. Three co-edited volumes; a flood of articles and book chapters; and a tidal wave of talks, lectures, and other public appearances further expanded the reach of his ideas. Focusing on the intersection of law and social change, he broke new ground by integrating family history with legal history, a field long dominated by economic concerns, and by insisting on children's importance in the law. So Mike widened the scope of legal history, just as he expanded the range of the AHR. For many younger scholars, his collaborator Professor Hendrik Hartog of Princeton University observes, Mike's "genuinely canonical" work "changed their lives, made them reassess what they wanted to do, helped them find their calling and their vocation."

In recognition of his scholarly and departmental contributions, Mike became the first Sally M. Reahard Professor of History in 2006. Meanwhile, his range of commitments helped shape Bloomington campus life. He served as a member of the Bloomington Faculty Council, co-chair of the Alliance of Distinguished and Titled Professors, a supporter of the Individualized Major Program, and a member of numerous committees for the College of Arts and Sciences, the campus,

and the university.

Most notably, Mike became professor of law in 2001—a reflection of his truly interdisciplinary scholarship and teaching. Serving as longtime co-director of the Center on Law, Society, and Culture, Mike also taught classes in legal history and family law for the Maurer School of Law. In addition, Dean Austen Parrish notes, Mike was a "fabulous colleague" and "caring mentor." Interested in the broader ramifications of law and justice, Mike became founding director of the College of Arts and Sciences' Political and Civic Engagement Program. According to his successor, Lisa-Marie Napoli, he was "courageous and innovative" in working "to make the program distinct in its ability to train students to become engaged in public life." As if his many commitments weren't enough, Mike served as interim chair of the Department of Criminal Justice from 2012 to 2015. Leading a department as an outsider is one of the most demanding tasks in academia, but Mike effectively guided criminal justice through a challenging period. "Though the position required him to be firm at times," a colleague recalls, "he always exuded a sense of humor and good will as he deftly reshaped the department's mission and culture."

Even as he devoted himself to university life, Mike received recognition well beyond campus. He has been president of Bloomington's Community Justice and Mediation Center and board member of the American Civil Liberties Union of Indiana. He has won prestigious Guggenheim and American Council of Learned Societies fellowships. He has served as a distinguished lecturer for the Organization of American Historians and as president of the American Society for Legal History. A frequent visiting scholar at the Department of Child Studies, University of Linköping, Sweden, he has received the Doctor of Philosophy (*honoris causa*) from the university.

In retirement with his wife, Tina, Mike will continue his civic involvement and his work on various scholarly projects, including a book, *Kids Matter: Protecting Children in Modern America*. His colleagues in the Department of History and across the campus will miss his collegiality, wisdom, and powerful humanistic commitment.

Michael McGerr

DAVID CARLTON HAEBERLE

Nurturing and helping things grow is what David excels at, be it exotic species of koi and timber, his current passion, or undergraduate finance students. I cannot think of anyone else in the department or indeed the Kelley School of Business who has had such a lasting impact on so many generations of undergraduate students. The available data show that since 2005, over 7,000 students have felt his influence! He has single-handedly made the Kelley School a beacon for the highest quality undergraduate applicants seeking careers in the financial industry by shaping a program that is the envy of elite business schools. And in perhaps the most remarkable innovation, he has instituted a series of initiatives to carry his mentorship and teaching environment beyond students' graduation.

David has achieved signal recognition for the Kelley School with his development of the Investment Banking Workshop (IBW) and Investment Banking Network (IBN), an intellectually rigorous, programmatic sequence of courses and activities to prepare students who wish to begin their professional careers working in the corporate finance function of investment banking firms. Undeterred by location and the incumbent advantages of established schools, he set himself a seemingly unattainable goal and succeeded. Solely because of his activities, the number of investment banks interested in Kelley students has skyrocketed from a paltry two to as many as 60! He now routinely places over 75 students each year in highly competitive investment banking internships and a similar number in full-time positions, something that only one or two better-endowed Ivy League schools can match. As a result, over 800 Kelley students have established themselves successfully in the financial industry since his first graduating class in 2004. The acknowledgment by his students and their parents of his transformative legacy is palpably clear to any witness to his graduation events.

This success, recognized by as many as 12 different and highly sought-after

teaching awards, reflects the innovation and effectiveness of the pedagogy that David employs in his classes. He simply does not believe in a one-way transfer of knowledge but harnesses the experiences of his students to foster a culture where learning occurs in multiple directions. He makes teachers of all his students. An example of this is his creative melding of graduate and undergraduate students in his banking program. His creation of collaborative work groups where everyone is both a teacher and a learner benefits the undergraduate students by exposing them to the leadership and mentoring of the graduate students. At the same time, the graduate students, in working with the undergraduates, get to develop their leadership and motivational skills in a manner exactly mimicking the team culture and assignment of professional responsibilities in financial companies.

Another hallmark of his teaching style is his extensive utilization of alumni (upwards of 60) from industry to enrich his classes. A particular innovation of his is to use these alumni in "Super Friday" sessions—daylong events focused on the different aspects of the business of investment banking. This approach serves the dual purpose of bringing leading-edge practice and verisimilitude into the classroom while simultaneously fostering the growth of the students in multiple dimensions. Student growth occurs through one-on-one mentoring sessions with the visiting practitioners and through the detailed self-reflection demanded of the students. David uses such opportunities not only to engage in discipline-based teaching but to foster ancillary skills essential to success—leadership, communication and persuasion, work ethic, integrity, and professionalism. He has also recently extended his reach by crafting a finance diversity program to engage and develop students not historically represented in the financial industry.

While David's classroom innovations and effectiveness are outstanding by any norm, the contribution that catapults him

to a league of his own is the extension of his teaching connection with students beyond graduation. His creation of an investment banking network provides a cohesive forum for over 800 alumni of his program at various stages of their careers. This network provides a mutual support system that encourages long-term loyalty and fosters a sense of community among Kelley alumni working in the financial industry. Of much greater import is the continued growth and development that the network enables for the alumni. Graduates help each other develop their human capital through formal and informal workshops and mentoring and help younger alumni make successful career transitions. This network is indicative of the manner in which David views his charge: not just as a temporary commercial transaction during students' four-year sojourn here, but as a continuing relationship in which he and the school remain vested in students' growth and success. In doing this, David has broken the normal classroom boundary and extended it far into his graduates' professional careers. His unparalleled commitment to the development of his students' full potential marks him out as a teacher of the highest order.

David is hanging up his classroom hat to pursue his many entrepreneurial interests, including the aquaculture of exotic species, forestry, and the financing of innovative business ideas. However, we hope and anticipate that his long association with IU—starting as an adjunct lecturer in 1992 after receiving his B.S. in Business in 1983 and his J.D. and M.B.A. in 1986, all from IU—will continue in other ways. With his growth DNA, that association can only redound to the benefit of the Kelley community.

Sreenivas Kamma

MARY ANN HART

My goal with this brief biography will be to bring a sense of the breadth and humanity of Mary Ann Hart to a larger group of individuals than simply her home department.

Mary Ann was born in Warrensburg, Missouri. Her father was chair of the music department at the University of Central Missouri, and the recital hall there is named the Hart Recital Hall in his honor. She completed her bachelor's degree there, her master's in voice at the University of Illinois, and a diploma in voice from the Hochschule für Musik in Vienna two years later.

She won numerous song competitions including the Concert Artists Guild International Competition, NATS Artist Awards, and second prize at the Carnegie Hall International American Music Competition. She was also awarded a Solo Recitalist Grant from the National Endowment for the Arts.

Mary Ann Hart made her New York Philharmonic Orchestra debut under the baton of Kurt Masur, and appeared with the New York Chamber Symphony, Minnesota Orchestra, Seattle Symphony Orchestra, San Antonio Symphony, American Composers Orchestra, Santa Fe Symphony, and Boston Baroque. She has been a guest artist with the Chamber Music Society of Lincoln Center. Recital appearances have taken her to 26 American states, Austria, Germany, Romania, Canada, and the Virgin Islands.

Mary Ann Hart has recorded for Chandos, Albany, Eterna, Arabesque, Telefunken-Decca, and the Musical Heritage Society. She has a solo CD of American songs, *Permit Me Voyage*; was one of four singers chosen to record the complete songs of Charles Ives; and appeared in the tour of the Philip Glass opera *Hydrogen Jukebox*, subsequently recording that work for Nonesuch. She was featured as a voice actor in the Disney film *Beauty and the Beast*.

She served on the faculties of Vassar College and the Mannes School of Music before joining the Voice Department at the Jacobs School of Music in 1999. She has taught voice and song literature during her entire tenure here, and served as chair from 2004 through 2019.

I asked my colleagues for some help with this tribute, and three themes



emerged. The first is her literacy. The following quote is from one of our colleagues on the voice faculty: "When I first visited her home, I was absolutely moved by her collection of books on our repertoire, our composers, our poets, our craft—shelf after shelf. I consider myself a reader, with much reverence for those who write—but the surpassing dedication of the person who had assembled and studied all these sources was something that literally brought tears to my eyes."

The same colleague shared the following pithy quote from Mary Ann herself: "No pencil, no career."

Another colleague wrote: "Many times I would go to Mary Ann and say 'I need a French set, written in the 1900s for a high coloratura soprano,' or 'a German set, Romantic period, for a big-voiced baritone with a great range.' She would, on the spot, tell me three or four ideas off the top of her head. All would be perfect for the very specific situations that I had presented to her. Her encyclopedic knowledge of song literature is awe-inspiring to me!"

The second theme is her mentorship. One of our colleagues wrote: "I always felt her support," and "I often spoke with her about situations in which I was not sure how to respond and she always gave me good advice."

Rudy Professor of Music and Fellow of the American Academy of Arts Sciences Marietta Simpson wrote:

"I will always think of her as my sister from another mother. She embraced me as

a friend from my first day on the IU Bloomington campus. Her wisdom, humor, and worldview have made her an indispensable and cherished member of my JSoM family. Mary Ann has taken the role of mentor and friend seriously. If I have needed an editor, song recommendation, or shoulder to cry on, she has been there before I could ask, sometimes before I even expressed the need. That's what I love about her. She is a sensitive, creative, and innovative thinker whose positive energy is contagious. She will leave behind a legacy of the love and joy of singing song literature, respect for one's peers, and sharing one's gifts with others."

I myself echo this sentiment. I had been tenured at a previous institution before coming to IU. I had to give up tenure and earn it all over here. I never doubted for one moment that Mary Ann would treat me fairly, advise me well, and do what she could to guide me. When she sees you walking down the hallway, she sees your strengths and not your weaknesses and she helps others see them as well.

Her legacy will be her extraordinary recordings, but it will also be hundreds of students who achieved their dreams during her time as chair, more than two dozen individuals who served on the voice faculty under her leadership, and the internationally renowned Jacobs School of Music, which benefitted from her wisdom in countless ways.

I have only cited two themes: literacy and mentoring. The third was raised just as often: *pie*. Distinguished Professor Timothy Noble simply wrote: "She makes the best apple pie in the world!" She seems to use baking as therapy for herself and as bonding and sympathy for others. As much as I will miss her mentoring and her literacy, I would be disingenuous not to write that I will miss her pie most of all.

Godspeed, Mary Ann Hart. You made a difference here.

Brian Horne

JULIA R. HEIMAN

Originally from Arizona, Dr. Julia R. Heiman began her academic career at SUNY Stony Brook University. After completing her Ph.D. in Clinical Psychology, she joined the faculty in the Department of Psychiatry and Behavioral Sciences at Stony Brook University and held a concurrent position as research scientist with Long Island Association Research Institute. She trained with renowned psychologists Dr. James Geer and Dr. Joseph LoPiccolo. Dr. Heiman later joined the faculty at the University of Washington (UW) School of Medicine, where she rose through the ranks as a talented scientist and clinician, and co-founded and directed the Reproductive and Sexual Medicine Clinic to address sexual problems in men, women, and couples. While at UW she was professor in the Department of Psychiatry and Behavioral Sciences and adjunct professor of psychology; she still maintains clinical courtesy appointments and long-standing collaborations at UW. Dr. Heiman was recruited to IU in 2004 to serve as the fifth director of the Kinsey Institute for Research in Sex, Gender, and Reproduction, a leadership post she held from 2004 to 2013, and as professor of psychological and brain sciences and of clinical psychiatry.

Dr. Heiman's career has focused on understanding patterns of sexuality from an integrated psychosocial-biomedical perspective. She has published broadly in the area of sex research on male and female sexual function and dysfunction. She is especially renowned for her significant contributions to understanding psychophysiological components of sexual arousal patterns, measurement of sexual response, sexual dysfunction treatment, sexuality and health, and sexual and relationship correlates of histories of childhood sexual and physical abuse. Her research program has balanced being both a careful, methodical researcher and an innovative pioneer in pushing new methodologies to better understand sexual behavior and sexual response, and in turn applying this research to improving people's intimate lives. It is also why she has been tapped for major initiatives, such as participating in the early clinical studies on sildenafil citrate (Viagra) and serving on sexual function drug review panels for the U.S. Food and Drug Administration.



Dr. Heiman and colleagues have published over 200 journal articles and chapters on a variety of topics and methodologies in clinical sexology, from sexual satisfaction in midlife-and-older couples cross-nationally, to standards for clinical trials in sexual dysfunction of women, to sexual arousal response using serial MR imaging and vaginal photoplethysmography. In addition to these articles, she was co-author of a popular human sexuality textbook in 1984. She also co-authored the best-selling book *Becoming Orgasmic: A Sexual and Personal Growth Program for Women* (1976, revised 1988), which took sexology research from the laboratory and clinic and thoughtfully applied it to the sexual problems people face in their daily lives and relationships. It serves still today as an important cross-over reference. In 2011, with Dr. Donald Pfaff, she co-edited a landmark special issue of the journal *Hormones and Behavior* on the topic of sexual arousal.

Dr. Heiman has held multiple leadership positions in sex research and received some of the field's highest honors. She served as president of the International Academy of Sex Research and of the American Board of Family Psychology, and as editor-in-chief of the *Annual Review of Sex Research* (2000–04). In 2011, she edited a special issue of the journal *Hormones and Behavior* on sexual arousal with Donald Pfaff at Rockefeller University. Dr. Heiman is a recipient of the Distinguished Scientific Achievement Award from the Society of

the Scientific Study of Sexuality (2001), the Richard J. Cross Award (2006), the SSTAR Masters & Johnson Award (2006), and the Gold Medal Award from the World Association of Sexual Health (2009), and was made a Fellow of the American Association for the Advancement of Science (AAAS) in 2012.

In addition to her many contributions to research and clinical practice, Dr. Heiman has served as a mentor and advisor to many researchers currently in the field: Dr. Cindy Meston (University of Texas), Dr. Lori Brotto (University of British Columbia), Dr. Zoe Peterson (Indiana University), Dr. Justin Garcia (Indiana University), and Dr. Kathryn Macapagal (Northwestern University), among many other researchers and clinicians. Still an active researcher and speaker, she has made an enormous, unforgettable mark on the psychology of human sexuality, and most especially in clinical sexology. Everyone who has worked with Julia—as a collaborator, mentor, professor, or committee member—knows they are fortunate to have her as a colleague, as she works tirelessly to produce quality science and advance our collective knowledge on a topic too many are afraid to explore.

Justin R. Garcia

JANET A. HILLIER

Professor Jan Hillier is retiring this year as a clinical associate professor at the Kelley School of Business, having bookended a remarkable career with two stints at Indiana University. After earning a B.A in Sociology from DePauw University and an M.S. in Counseling from Purdue, Jan discovered a passion for business and completed her M.B.A. and a Ph.D. in Organization Theory from IU. After graduation, she spent five years at the prestigious consulting firm McKinsey and Co., honing a strategic, system-oriented, problem-solving approach to her work. Over the next 25 years she went on to several roles as a management consultant and health care administrator, specializing in organization effectiveness, leadership development, and change management.

In the course of her career, Jan has been a psychotherapist, management consultant, and hospital vice president. She has been the architect of several organizational transformations, particularly in the health care sector. Her journey also included six years as a full-time faculty member at the Wake Forest Babcock Graduate School and serving on the board of directors of the Center for Emerging Leadership in Minneapolis, Minnesota.

To cap her career, Jan returned to the Kelley School at IU in 2009 and spent the last 10 years as a clinical associate professor, teaching a wide range of classes across multiple programs: undergraduate, MBA, Kelley Direct, and LAMP. Jan was also the founding faculty advisor and champion of an organization called 180 Degree Consulting (a student organization spawned by McKinsey & Co. and operating only in a select set of elite schools worldwide), where she shepherded many successful student consulting projects in the nonprofit sector.



In her time at IU, Jan had a great influence on students and colleagues. A few select testimonials include:

“One of the most remarkable and character-defining qualities about Jan is her sincere concern for others. This came through in the conscientiousness with which she approached her teaching responsibilities as well as the way in which she always offered both a sympathetic ear and active support to students and departmental colleagues whose life circumstances at the time may have been challenging. Jan reaches out to support people in large and small ways, and always in ways that communicate a genuine interest in others’ welfare and demonstrate her admirable strength, decency, and dependability as a person. These are the qualities that best define Jan Hillier for me.” (Jeff Covin, Glaubinger Professor at the Kelley School of Business and long-time colleague)

“Jan was close friends with my mother and she had a big early influence

on my decision to pursue my Ph.D.—and to do it in Organizational Behavior. Hearing stories from Jan about what an incredible field Organizational Behavior was, and how rewarding of a career academia is, inspired me to also pursue my Ph.D. For that, I will always be thankful to Professor Hillier.” (Anna Connors Lennard, assistant professor of Organizational Behavior, Oklahoma State University and undergraduate student at IU)

“What stands out most to me about Jan as an educator was how she was most sought and admired by our very best students. She cherished rigor and integrity and truth and never inflated grades or relaxed standards or pandered to students in any way. Not surprisingly, it was our highest performing students who most respected and appreciated her courses.” (Timothy T. Baldwin, chair, Department of Management and Entrepreneurship, Kelley School of Business)

“If I could give my daughter one gift, it would be the strength of character that Jan Hillier possesses. Jan embodies everything that a vibrant, successful, assertive woman should be.” (Katherine Ryan, co-director of Communication, Professional, and Computer Skills department and long-time colleague and collaborator)

Jan’s retirement plans include more time to read and reflect at her own pace and sharing the nurturing of a household full of pets with her husband, Craig Hamilton, a retired theatre professor. She leaves a legacy of bold and rigorous teaching, and a dedication to her students that will be dearly missed.

Timothy T. Baldwin

RONALD A. HITES

Distinguished Professor Ron Hites retired as an Indiana University distinguished professor emeritus in January 2020, after a prominent 51-year career. Dubbed a “founding father of environmental chemistry,” Ron is a product of the Detroit public schools, where his interest in science emerged. He worked his way through school, starting from age 12 as a paperboy and later as a bagboy in a supermarket, with a goal of saving for college. However, during his adolescence, he spent these savings on building a sailboat from scratch under his father’s guidance. Luckily, Ron was given a full-ride scholarship at Oakland University, which was located near his home, so he lived at home and worked his way through college. He graduated from Oakland University with a degree in chemistry and decided to continue his education at the graduate level. He was accepted at the Massachusetts Institute of Technology (MIT) in 1964, where he studied analytical chemistry and focused on mass spectrometry. He graduated from MIT in 1968 and took a brief postdoctoral position with the United States Department of Agriculture in Peoria, Illinois.

In 1969, he returned to MIT to work on the Viking project, which landed a mass spectrometer on Mars in 1976. At about this time, the United States Environmental Protection Agency was formed as a result of the environmental movement that had taken hold in the United States and Europe. Ron realized that his background in mass spectrometry could be useful for the analysis of pollutants in the environment. He started with a simple project, studying water taken once a week from the Charles River in front of MIT. Analyses showed the presence of polycyclic aromatic hydrocarbons, and he published these results in *Science* in 1971. His research on the identification and quantitation of previously unsuspected pollutants in environmental samples was immediately recognized as novel and significant.

In 1972, Ron was appointed as an assistant professor of chemical engineering at MIT, where he realized that to be a successful faculty member in a technical department, one needed to have substantial external research funding. This meant big grants from federal agencies. His main idea was to apply mass spectrometry to the identification of



compounds that should not be in the environment. After two years, he had sufficient external funds to expand his laboratory, and by 1978, he had a research group of seven postdoctoral associates and one doctoral student.

In 1979, Ron was recruited to join Indiana University’s new School of Public and Environmental Affairs, and he was delighted to move to Bloomington. He continued to be successful with extramural federal research support, mostly from the U.S. Environmental Protection Agency and the Department of Energy. His research asked simple questions: What persistent organic compounds are in the environment, and what are their sources and fates in the environment? One of the famous stories in environmental chemistry is based on Ron’s research on dioxins, a group of ubiquitous toxic environmental pollutants. By 1979, it was clear that dioxins were byproducts of the production of chlorinated phenols, but the finding of dioxins in municipal waste combustion effluents led Dow Chemical researchers to suggest that “dioxins have been with us since the advent of fire.” By measuring dioxins in dated sediment cores from the Great Lakes, Ron was able to demonstrate either that fire had begun in this area in 1935 or, more likely, that dioxins were produced by the combustion of chlorinated phenol-contaminated waste. This finding led to measurements of dioxin concentrations in atmospheric samples, of their deposition fluxes to water and land, and of their gas-phase reaction kinetics. During the last 20 years, Ron has concentrated his research on the

atmospheric transport of pollutants to the Great Lakes. His work has had an effect on environmental policy and, as a result, the Great Lakes are cleaner now than they were 50 years ago.

Over his 40 years at Indiana University, Ron brought in over \$30 million of external funding. He has more than 400 scientific papers, and in total, they have been cited over 23,000 times. He has trained almost 80 doctoral students and postdoctoral associates, many of whom are now professors in their own right. He served as the president of the American Association for Mass Spectrometry in the late 1980s. He is a fellow of the American Association of the Advancement of Science, a charter fellow of the American Chemical Society, and a charter fellow of the Society for Environmental Toxicology and Chemistry. He is a co-author of a widely used textbook, *Elements of Environmental Chemistry*, which is now going into its third edition.

Ron is beloved by generations of students and colleagues for being a strong leader, a great teacher, and a supportive mentor. His colleagues, who appreciate his dry sense of humor and admire his brilliant mind, are lucky that he will be around as a distinguished professor emeritus.

*Amina Salamova
Marta Venier*

STEPHEN HOUGHTON

It is a true honor and privilege to write about Professor Steve Houghton, who has been on the Jacobs School of Music faculty for the last 19 years. A world-renowned performer and educator, Steve began his professional life quite early—at the age of 20—performing as a jazz drummer with Woody Herman’s Young Thundering Herd. Since that time, he has performed with a who’s who of world-renowned musicians in a wide variety of styles including Gary Burton, Freddie Hubbard, the Toshiko Akiyoshi-Lew Tabackin Big Band, Bob Florence, Paul Anka, Maureen McGovern, and many others. He has appeared as a featured jazz soloist with ensembles around the world and has performed as a classical soloist with the Boston and Philadelphia Pops orchestras, the U.S. Army Band, and the Hollywood Bowl Orchestra. He has been featured on more than 100 recordings.

As an educator, Steve’s impact has been felt far and wide. In addition to his numerous recordings, he has published over 30 method books, videos, and DVDs. His *Essential Styles* book is considered the drummer’s bible for anyone wishing to study drum set styles. Over the last 40 years he has presented hundreds of clinics in the United States and internationally—at high schools, universities, summer camps, conventions, and professional conferences. In that time, he has served as an artist endorser of Yamaha drums and percussion, Zildjian cymbals, Vic Firth sticks and mallets, and Remo world percussion and drumheads. These collaborations have yielded a wide range of educational publications including, most recently, three video series for the Vic Firth website: *Jazz Rhythm Section 101*, *The Jazz Trio—An Inside View*, and *Inside the Teaching Studio*.

Steve is a selfless teacher and mentor. Not only do his students receive excellent instruction on percussion, they are challenged to discuss and determine various goals and encouraged to be organized in their studies and professional lives. Many of Steve’s students have earned wonderful careers as performers and educators.

In November 2016, Steve Houghton earned the Yamaha Legacy in Education Award, which was presented at PASIC (Percussive Arts Society’s International



Convention). Presiding over the ceremony was John Wittmann, head of artist relations for Yamaha. John said: “Steve Houghton has contributed immeasurably to the field of percussion as a music educator and clinician and has influenced the careers of thousands of aspiring percussionists. During a lifetime of commitment to music education, he has earned respect from his peers as well as from the students who will become the artists and music educators of the future.”

Steve’s vision in educating his students has always taken a practical tone. He often undertakes interesting and valuable projects—having students work on studio recording projects or including them in an online educational video series through the Vic Firth website. These projects give his students real life musical experiences that they will never forget.

While at IU, Steve has implemented many initiatives that have benefitted our students and he invariably christens them with an acronym or nickname. For combos there was Small Group Forum, which became SGF. Rhythm Section Master Class was known as RSM. The Off-Rotation Rhythm Sections were ORRS. His drum set master class is referred to as Drumming Happy Hour. And after he started using his teaching studio for student recording sessions, he dubbed it Houghton Sound.

Beyond the classroom and the stage, Steve has made many significant contributions through service. In the Jacobs School of Music, he has fully

participated in service in two departments: percussion and jazz studies. He served as Percussion Department chair at a critical time, making key hires that rejuvenated the department, and he has served on Jacobs School committees related to innovation, concert programming, curriculum, and the recording studio, and on numerous search committees for various departments.

In the wider professional world, Steve’s service has been very impactful and far-reaching. He served as president of the Percussive Arts Society (PAS) from 2009 to 2010, overseeing several important developments including the opening of the percussion museum—Rhythm! Discovery Center—in Indianapolis. He has served in important leadership roles with several organizations for more than 30 years, including with the International Association for Jazz Education (IAJE), PAS, the Jazz Education Network, and MusicFest Canada.

It’s easy to see why Steve has served in leadership roles with so many organizations: he is an ideas person—a person with vision. He looks at a situation and sees what is possible and then he works tirelessly to make it happen in a way that benefits students, the profession, and the community. A prime example at IU is the Holiday Celebration concert that he produced for the Musical Arts Center stage in 2011 and 2019. A lover of Christmas music, Steve brought together faculty and student performers from more than a dozen departments in the Jacobs School of Music to create an extravaganza with orchestra, big band, vocalists, special soloists, and even the dean and the dean emeritus. He organized this far enough in advance to produce a *Holiday Celebration* CD that was available for the first time at the 2011 concert. This is just one example of how Steve can see the big picture and work to make something good happen for everyone involved.

It has been inspiring to work along with Professor Houghton. The students and faculty will truly miss his presence at the IU Jacobs School of Music.

*Tom Walsh
John Tafoya*

YOSHIHISA KITAGAWA

Yoshihisa Kitagawa joined the Department of Linguistics at Indiana University in 1994 as a heavily recruited assistant professor, having already made a name for himself in the field of generative syntax as a primary architect of the VP (verb phrase)–internal subject hypothesis, now a principle of the theory that is introduced prominently in every first-semester textbook. In the 25 years since, Yoshi has fulfilled his scholarly promise over and over again and has shaped several generations of IU syntacticians—undergraduates, graduates, and colleagues. In addition to his continued role in the development of the theory now called “minimalism,” he has left his mark on a stunning array of subfields of linguistics clustered around pure syntactic theory: the syntax-prosody interface, syntax and information structure, experimental syntax, and sentence processing. His attention to the sound/meaning interface has also led him to develop interests in phonetics, phonology, and diachronic phonology, successfully crossing an internal disciplinary line that few linguists even attempt to navigate. In all these areas, he has made significant contributions both to the advancement of our knowledge of the human language faculty and to specific areas of inquiry inside the linguistics of Japanese and English.

A native of Tokyo, Yoshi was trained as an undergraduate at San José State University and Tokyo’s International Christian University. He returned to the United States in 1981 to begin a Ph.D. program at the University of Arizona and soon moved to the University of Massachusetts Amherst, where he finished in 1986 with the influential dissertation entitled “Subjects in Japanese and English,” later published in Garland Press’s *Outstanding Dissertations in Linguistics* series in 1994. The enormous long-term impact of this work, which hypothesizes that the subject of a clause enters the syntactic derivation as part of the verb phrase before being displaced to a VP-external position, has just been recognized by its republication by Routledge in 2019. After faculty positions at UMass and the University of Rochester, Yoshi embraced midwestern life in Bloomington and immediately became well known and well loved for his introductory graduate syntax class that served students from multiple departments and was built



entirely around materials that he developed himself rather than relying on a textbook. Over the years, Yoshi has created and taught 10 different seminars for advanced Ph.D. students, in addition to a wide array of graduate and undergraduate classes in syntax, general linguistics, and Japanese linguistics. The many dissertations that he has supervised treat the syntax of varied languages such as Arabic, Korean, Chinese, and Spanish as well as Japanese. Yoshi’s mentoring of graduate students has often included presenting joint papers at prestigious conferences and continues long past their Ph.D. defenses.

To give just a limited sense of the wide-ranging topics of Yoshi’s books and articles (now numbering more than 50 with no sign of a slow-down), we will focus on the last few years. Much of Yoshi’s recent work in syntax has been concerned with how prosodic and other physical cues correlate with specific interpretive effects. For example, in joint work with Yuki Hirose, Yoshi has shown that in Tokyo Japanese, the same string of words is interpreted as either “Are you curious which sumo wrestler won?” or “Which sumo wrestler is it that you are curious whether he won?” depending on the prosody with which the sentence is uttered. This indicates an important source of cross-linguistic variation between English and Japanese in terms of how question scope is grammatically encoded, and also points toward the need for a theory of syntax that enables direct communication between a sentence’s physical form

(pronunciation) and logical form (meaning). In a related vein, in joint work with Junghyoe Yoon, Yoshi explores various physical strategies that languages use to signal that a noun phrase is to be interpreted as the direct object of a verb. In Korean, this relationship must be signaled either via adjacency of the noun phrase to the verb or via a special marker that affixes to the noun phrase, or both. Taking together these two case studies from Japanese and Korean, among others, Yoshi argues that the superficial diversity we see in these phenomena (prosody, adjacency, affixation) is underlyingly unified by their common status as physical markers of logical dependencies. In a very recent and important paper co-authored with colleague Thomas Grano, Yoshi continues this work on adjacency effects to propose that the long-mysterious EPP (extended projection principle) effects, which apparently force sentences to have subjects, derive from simultaneous physical and logical requirements placed on lexical items.

As a colleague, Yoshi will be remembered for his quiet sense of humor, for his calm and reasoned approach to any difficulty, for the thorough preparation he has brought to every meeting of the syntax (or in later years, the syntax/semantics) reading group, and for his constant encouragement of colleagues’ research and teaching. As an experimental syntactician, Yoshi is always in need of multiple native speaker judgments in various languages, and we expect to continue to be consulted!

Yoshi looks forward to a slightly more relaxed pace in retirement and time to spend with his wife, Isoko, whose love and support over the past 50 years he deeply appreciates, and their family.

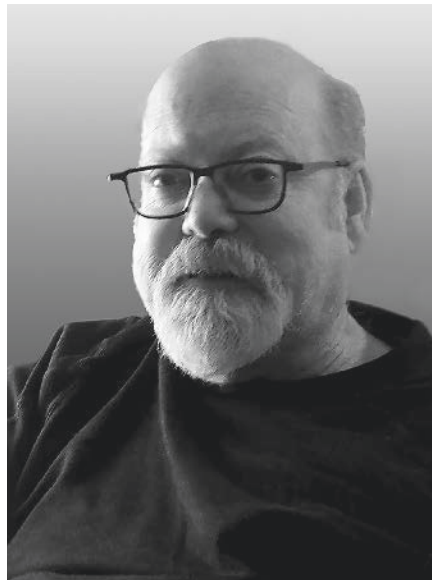
Barbara Vance
Tom Grano

DANIEL CURTIS KNUDSEN

After more than 40 years at IU, 22 of them as department chair or program director, Dan Knudsen is retiring. Dan is widely known on campus for his selfless service to the university; his tireless support for faculty, staff, and students; and his consistent refusal to back down in response to higher administrative authority, leading to some memorable exchanges in chairs and directors meetings over the years.

Within geography, Dan is admired for his intellectual curiosity and bravery, having radically shifted fields and research methods twice during his career. He began his career specializing in cutting-edge statistical modeling of industrial and retail location patterns. Bored with this work post tenure, he dove into the use of critical theory in cultural geography, pioneering the use of Lacanian psychoanalysis in tourism studies. This work was recognized by the Roy Wolfe Award for Tourism Research in 2009. Most recently, he switched fields and methods again, and is now doing groundbreaking quantitative and spatial analysis of food-justice issues in Indiana.

In all of these intellectual endeavors, Dan has been notable for his generosity. He consistently built intellectual partnerships with students, as recognized via the Gordon Faculty Award from the Indiana University Division of Student Affairs in 2011, and by the 2014–15 GPSO (Graduate and Professional Student Organization) campuswide award for mentoring. His tourism research, for example, was based in collaborative work with current and recent graduate students, resulting in co-authored articles, two co-edited volumes, and many jointly organized conference sessions and presentations. His ongoing work with the Critical Food Studies Lab depends on collaborations with more than a dozen IU undergraduates, again resulting in co-authored presentations and publications.



Dan's strong and generous commitment to student development is visible in his teaching record, which paralleled his research career in spanning a jaw-dropping range of physical, social, and spatial science and humanities topics. He developed and taught 40 different courses during his time at IU on subjects ranging from cartography to statistics to cultural geography to urban geography and transportation. In recent years, even while he served as department chair, it was normal for him to teach three or four courses per semester to make sure our majors had access to all of the classes that they needed to graduate.

Dan's inventive research and teaching career was balanced with substantial administrative loads. He served four terms as chair of the geography department, interrupted only by a nine-year stint as the founding director of the International Studies program (now its own department). For his work developing this very successful program, he won the John Ryan Award for Distinguished Contributions to International Programs in 2009.

Outside of IU, Dan has been deeply involved in the arts community in

Bloomington. He and his wife, Linda Knudsen, were co-founders and long-time organizers of the annual Fourth Street Festival of the Arts and the By Hand Gallery. Dan is a gifted and dedicated gardener, growing more than a hundred heritage iris varieties at Shield Ridge Farms. He is also a gourmet chef and wine connoisseur who pioneered hands-on cooking classes as part of the food curriculum at IU. Always one to embrace contradictions, Dan was for many years a coach of youth hockey, teaching generations of Bloomington youth good sportsmanship, but also how to body-check their opponents without the referees noticing. Both the hockey skills and the willingness to bend rules had their roots in Dan's adolescence in Iowa, where he seems to have treated law enforcement with the same cheerful disrespect he later accorded college deans. When I interviewed at IU, he told me with pride that fully half of the geography faculty at that time had juvenile records for (relatively) harmless youthful hijinks; one of his favorite stories involved a police car, fireworks, and a realistic human dummy.

There are few people in the world able to explain both Poisson regression and the differences in how ideology is defined by Althusser, Lacan, and Zizek. Dan Knudsen is a rare bird (or perhaps better, given his love of irises, a rare flower), and the geography department has been so very lucky to have him as a core faculty member for more than three decades! We are delighted that his involvement with the Critical Food Studies Lab and the Food Studies Institute means that retirement does not mark the end of his intellectual engagement with IU.

Rebecca Lave

ARLEN W. LANGVANDT

Arlen Langvardt retires after 33 years on the faculty of the Kelley School of Business. A Nebraska native, he studied liberal arts at Hastings College and earned his law degree from the University of Nebraska.

Arlen joined the IU faculty in 1985 as assistant professor of business law. He was promoted to associate professor with tenure in 1991, and to professor in 1997. Along the way, he was the Eveleigh Professor of Business Ethics and held the Murray Robinson Faculty Fellowship and the Alumni Association Faculty Fellowship. Most recently, he held the title of Graf Family Professor.

Arlen is a prolific scholar and teacher, having published more than 40 law journal articles and co-authored several business law textbooks. He developed 9 new courses for various Kelley degree programs, had 19 different class preps, taught 7,289 students, and provided advice and instruction to countless others. For his exemplary teaching and scholarship, Arlen won numerous disciplinary and school research and teaching awards. His awards spanned his entire career, including winning the Trustees' Teaching Award in his second-to-last year of classroom teaching.

Arlen served the school and campus in many ways. Notable examples include serving as the school's first associate dean of academics, chairing the Kelley Faculty Review Committee and the campus Promotion Advisory Committee, and serving 12 years as chair of the Department of Business Law and Ethics. During his time as chair, the department doubled in size and significantly expanded its ethics and critical thinking offerings. The department is widely recognized as one of the—if not *the*—leading business law departments in the world.

Arlen has had a profound impact on the department, its culture, its accomplishments, and the careers of its members. He helped recruit and hire all but one of its current faculty members. Reflecting on his impact, his colleagues repeatedly referenced his kindness, integrity, moderation, generosity, genuine friendship, and dry wit.

Arlen is also a devoted husband to his wife, Mary, a proud father to his children, Kyle and Tara, and a doting grandfather to his grandchildren, Annie and Jay. Academia and law run in their family: Arlen's father was an academic dean and



chair of a college English department, his brother practiced law for 42 years, his daughter is a practicing attorney, and his son is an associate professor of law. Arlen has even co-authored law review articles with both of his children.

The final words come from Arlen's colleagues:

"Arlen is kind, generous, and always polite. Every once in a while, someone misattributes those characteristics to his being passive. Those who know him well realize that he is far from it. My favorite 'tell' when he's reached the limits of his substantial patience is that he'll set his jaw slightly to the side and lower his voice half a pitch. He almost never loses his politeness, but you know that the target of that slant-jawed, low-pitched conversation is going to learn not to test him again."

"He is understated in his tone and temperament. But it would be a mistake to conflate that with a lack of passion for promoting new ideas and approaches, supporting new faculty, and appreciating the diversity of thought to which the department is home."

"It is difficult to put my admiration for Arlen into words. Four characteristics stand out: integrity, dedication, thoroughness, and humor . . . what a dry wit! He has worked harder than anybody to lead the department through decades of change."

"He taught me how to write, to think critically, and to love the study of law. I try, in my own work, always to do whatever he would do in the same position. I get it wrong a lot, and I don't have his natural

moderation and generosity. But it is the right orientation."

"Arlen is the epitome of a role model. He is committed to the larger mission of the university and to the well-being of his colleagues. He cares about doing things right and is a man of tradition and process, but he is also very open to new ideas and opportunities. He helped build a great department."

"Arlen was my long-time 'go to' person in the department. I trusted him completely and he never disappointed me. If I had a question, he was always available, and I valued his opinion because, as I recall, he was always right! Arlen was a great colleague and a good friend all the years I worked with him."

Timothy A. Lemper

Jamie Darin Prenkert

MITZI LEWISON

From her first days as a teacher of immigrant schoolchildren in East Los Angeles to her current career as international scholar, best-selling author, and professor of literacy, culture, and language education at Indiana University, Mitzi Lewison has made a difference in the lives of learners. She has advocated for teachers and children as an elementary and middle school teacher and assistant principal, a children's television content director, a literacy researcher, a teacher inquiry group leader, a curriculum designer, and a university teacher educator. Across all these endeavors, she has approached teaching as a learner, critically engaging problematic aspects of reading and writing as issues of equity and social justice.

Since joining the IU faculty in 1996, Mitzi has embarked on a scholarly journey that expanded to stretch around the world. She started with small study groups of teachers, taking an inquiry approach to teaching that would typify all her work: patient yet active inquiry that takes the time to first listen and learn before taking action.

The longevity and sustained success of subsequent international teaching projects were built upon Mitzi's flexibility, compassion, and capacity to understand and deliver what people need in order to succeed. She was the linchpin in a U.S. State Department outreach effort to rebuild teacher education programs in Afghanistan. Most recently, she served as project director at the heart of an initiative that spans two decades and four partnerships, including the Afghanistan Higher Education Project and the Indiana University–Kabul Education University Project. This work enabled about 100 Afghan educators to complete graduate-level English language education programs and included the establishment of a master's degree in TESOL. Through years of daily, early morning check-in teleconferences, interspersed with extended onsite visits, Mitzi worked closely with Afghan education officials and teacher educators to build their nation's capacity to deliver language and literacy teacher education at the university level. The result was a uniquely effective English curriculum reform project that has impacted 18 Afghan universities. During 20 onsite visits to Kabul, Mitzi personally developed and delivered professional



development workshops to demonstrate culturally responsive teaching that met the needs of Afghan teacher educators. Mitzi's leadership and service exemplify the informed and compassionate assistance that universities could offer to teacher educators in developing countries devastated by conflict.

Other collaborations include curriculum development with African Studies at IU to create a video series, *Windows into the World of Africa*, as part of an outreach mission to produce curriculum materials for teachers. And Mitzi has just launched a new pilot project for international underserved college students in conjunction with IU's satellite campus in New Delhi, India, which kicks off in June 2020.

Mitzi's warmth, knowledge, and commitment to equity infuse her courses, whether children's literature and literacy methods classes for undergraduates or seminars for doctoral students. She received five awards for outstanding teaching, including the Burton Gorman Teaching Award, the highest honor for teaching awarded by the IU School of Education. Beyond the classroom, Mitzi established strong university partnerships with schools that provide a collaboration model that continues today. Mitzi served as elementary literacy program area chair during a time when IU had one of the largest teacher education programs in the nation. Under her leadership, the program was nationally recognized by the Commission on Excellence in Elementary

Teacher Preparation for Reading Instruction. Through this 2003 study commissioned by the International Reading Association, the leading literacy professional organization in the field, IU's literacy program was named one of eight exemplary reading teacher preparation programs. The areas that served as criteria for this prestigious national award also describe the scope of Mitzi's teaching and teacher education leadership: excellence in vision, resources and mission, personalized teaching, apprenticeship, autonomy, and community.

Finally, Mitzi's most significant legacy is in the field of critical literacy. She conceptualized one of the field's top models, a way of reading that questions the commonplace and breaks down commonsensical notions that create barriers and marginalize groups of people. Mitzi's books illustrate how readers who discuss a text from multiple perspectives can begin to see taken-for-granted inequalities in everyday situations. Her books are must-have resources on critical literacy for elementary and middle school teachers and teacher educators. In the book *Teaching Children's Literature: It's Critical!* and in their best-selling book *Creating Critical Classrooms: K-8 Reading and Writing with an Edge*, Mitzi and colleagues Chris Leland and Jerry Harste provide a roadmap for developing avid readers who question a text and translate their understanding into action for social justice. A resounding theme across Mitzi's publications is an emphatic emphasis on teacher empowerment tempered by a self-critical lens that can reveal sociopolitical aspects of everyday classroom teaching practices. Mitzi's work enlightens teachers as professionals while respecting them as decision makers and inquirers with the power and ability to study their own practice. Her work with teacher study groups and teacher inquiry has earned recognition from the International Literacy Association, among others.

Mitzi will have many new adventures in retirement, and we wish her all the best in this exciting next chapter. We also send along heartfelt thanks for all that she's accomplished, as will so many others in the schools, universities, and international communities that she has served.

Karen Wohlwend

SCOTT B. MACKENZIE

In 1983, Scott B. MacKenzie arrived at Indiana University's Kelley School of Business to begin a nearly four-decade career as a nationally renowned researcher, esteemed teacher, and valued colleague. Scott moved to Bloomington from California after receiving his Ph.D. from UCLA. Prior to that, he received M.B.A. and B.A. degrees from UCLA, graduating magna cum laude and Phi Beta Kappa. Scott's national recognition for research excellence and prolific contributions to several knowledge areas led to his appointment as the Neal Gilliat Chair of Marketing, which he currently holds. Previously, he was honored as the Edgar G. Williams Faculty Fellow, and then with the Indiana University Foundation Professorship.

During his academic career, Scott has authored or co-authored approximately 80 publications, including more than 50 articles appearing in highly respected, refereed professional journals and two scholarly books. Scott's research contributions span several marketing and business-related disciplines, including advertising effectiveness, organizational citizenship behavior, sales performance, leadership, retailing, customer satisfaction, and research methods.

Beyond the impressive number of publications, the widespread influence of Scott's work (with his co-authors) is evident from nearly 60 conference and symposium presentations and from objective measures such as citation counts and prestigious research awards. According to Google Scholar, Scott's body of research has accumulated more than 104,000 citations, and 19 of his publications have been cited more than 1,000 times each. Indeed, one of the many papers he co-authored with his colleague and friend Phil Podsakoff is the most-cited article ever published in the highly esteemed *Journal of Applied Psychology*. Thus it is not surprising that Scott has been recognized by the Institute of Scientific Information as one of the "most highly cited authors" in the economics/business category every year since this designation started (2003); or that a number of Scott's publications have received national awards for their contributions to marketing theory (Maynard Award), consumer research (Ferber Award—Honorable Mention), retailing theory and practice (Davidson



Award—Honorable Mention), leadership (Decennial Influential Article Award), and industrial and organizational psychology (Owens Scholarly Achievement Award).

Scott also has an outstanding record of service to the academic marketing discipline, as shown by his chairing of several national conferences and serving on the editorial boards of many of its top journals, including the *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Consumer Research*, *Journal of Consumer Psychology*, *Journal of the Academy of Marketing Science*, *International Journal of Research in Marketing*, *Journal of Retailing*, and *Business Horizons*. In addition, he has reviewed for several marketing award selection committees. This impressive record of scholarly reviewing attests to the esteem and respect in which Scott is held by his peers.

Scott has also received several awards for teaching excellence from the Kelley School. For many years, he taught popular courses on advertising, promotion, and consumer behavior. Scott has served as teacher, mentor, and role model to scores of doctoral students. In particular, his expertise in research methodology, including in esoteric topics such as structural equation modeling, made Scott's advanced doctoral courses a "must take" on the schedules of Kelley doctoral students. He was highly sought after for participation on doctoral committees, having served as chair or member of 34 dissertation committees.

Upon hearing about Scott's upcoming retirement, several colleagues commented on his outstanding character, accomplishments, and impact. Professor Rich Lutz, Scott's dissertation advisor, expressed his admiration for Scott's "off-the-charts niceness" and myriad scholarly achievements and contributions. He writes, "I have chaired more than 20 doctoral dissertations, and I consider Scott to be the most successful. He is especially near and dear to my heart since I was the one who 'rescued' him from the UCLA M.B.A. program. His scholarly talent was obvious even in that context, and he has never disappointed."

His former colleague and frequent collaborator Professor Phil Podsakoff notes that Scott is leaving a legacy at IU that will be difficult, if not impossible, to equal. "Most academics recognize Scott as a consummate methodologist who strives for excellence in everything he does, and as the most highly cited scholar in the field of marketing. However, his influence on the Kelley School, his colleagues, and his family and friends goes well beyond this recognition. First, he is a person of the highest integrity who will not compromise on his values. Second, he is a devoted husband, father, and grandfather who has tried throughout his career to maintain an effective work-life balance. Finally, he has been a role model to others in the way he lives his faith. He will surely be missed by his colleagues at Kelley."

Along with the entire marketing faculty, I view Scott with heartfelt respect, admiration, and affection. For more than 35 years, he has demonstrated his expertise in research design and methodology, his knowledge of behavioral issues in marketing and management, and his uncompromising standards of excellence in conducting and reporting his research. He has an endearing sense of humor and an unwavering commitment to Indiana University, the Kelley School, and our students. Scott has truly been a stellar exemplar of what it means to be an academic as well as an excellent and valued colleague.

Frank Acito

TERRENCE C. MASON

“Terry Mason has the soul of an artist, and the tact of a diplomat. You could put him in a boardroom on Wall Street, in a meeting with village elders in Chad, or in a jam session with jazz musicians in Rio, and he would right fit in.” This observation from long-time friend Tim Monich conveys some of the depth and richness of Terry’s character and personality and points to the range of his personal and professional talents. An accomplished scholar, he also has taken on important leadership roles, not only in campus administrative positions but as director of projects aimed at transforming education in some of the world’s most challenging settings. In all these duties, he has displayed unmatched enthusiasm, humor, and integrity, with a love of music never far from the surface.

Terry’s early life prefigured many of his varied passions, abilities, and perspectives. He grew up in Corona, California—a small town at the time, but on the edge of Los Angeles. His father was a school principal and assistant superintendent, but also a jazz pianist who could hold his own with the best performers in the area. Terry began his own musical career playing clarinet in the junior high band, but a decade later could be found busking in the streets of Paris with his Martin guitar. After earning a degree in history, he went on to become an elementary school teacher, later undertaking graduate study at the University of Liège before completing his dissertation, “Elementary School Students’ Achievement-Related Cognitions, Emotions, and Task Behavior,” at the University of California, Los Angeles.

Despite being “a real Pacific Ocean beach kid,” in Monich’s words, Terry left the West Coast, eventually landing in Bloomington along with his wife, Ginette Delandshere (also an IU professor), and their two sons, Ben and Julien. Terry’s service and scholarship while at IU have focused on improving education, particularly through teacher training, and are especially directed at enhancing the civic capacity of individuals and communities—locally, nationally, and internationally. For many years, as professor in the Department of Curriculum and Instruction, he has guided preservice teachers on how to include social studies



in elementary classrooms and taught doctoral seminars on the nature of teacher education.

Terry also has directed several international exchange and development programs focused on civic and teacher education, and he has given dozens of presentations and workshops on these topics in countries around the world. His approach has been notable for focusing on local knowledge and culturally specific forms of education and civic participation. This perspective formed the basis for his 2012 edited book, *Ethics and International Curriculum Work: The Challenges of Culture and Context*. As Lew Allen, another long-time friend and colleague, notes, Terry “has a real heart for international work” and a deep commitment to working closely and collaboratively with people in a variety of settings.

Some of Terry’s most notable accomplishments have taken place through his leadership of IU’s former Center for Social Studies and International Education. In this role, he coordinated several large-scale programs sponsored by the U.S. Agency for International Development, including projects aimed at improving primary education in Macedonia, reforming the higher education system in Afghanistan, and increasing gender equity in education in South Sudan. Arlene Benitez, former director of the same center, notes, “Terry genuinely believes in

the power of education to transform lives, and through his work he’s had a lasting impact on students and colleagues around the world.”

Terry has taken on a number of other administrative roles, including as associate dean of faculties, associate vice provost for research, associate dean for research, academic director of IU’s ASEAN Gateway, and most notably, interim dean and dean of the School of Education. Holding such positions requires a great deal of organizational ability, and Terry brings this same skill to all his endeavors. Allen, who has frequently been Terry’s musical partner, points out that playing together is not just a chance to strum a few songs, for Terry will bring along recording equipment and later mix the results into a sophisticated product. Even his reunions with old friends are carefully planned and organized, with an agenda guaranteed to maximize everyone’s fun and enjoyment—the same goal-directed leadership he brings to his university career.

Describing the extent, quality, and impact of Terry’s service and scholarship still fails to capture the qualities that make him such a unique member of the academic community—or perhaps it is these qualities that have made his achievements possible. He has broad intellectual interests and is an avid reader of fiction and non-fiction, as well as being a wide-ranging critic and consumer of movies, television, and music. He is a singer, songwriter, and guitarist, and a passionate cook and wine connoisseur. He brings youthful energy and enthusiasm to all his efforts, both personal and professional, and he has an irrepressible sense of humor. But perhaps his most often-noted quality is his deep loyalty and commitment to family, friends, and colleagues. As Liza Prendergast, another friend and collaborator, says, “Terry makes longstanding friendships with people of all different backgrounds, interests, ages, and cultures, and he really nurtures those friendships, even from great distances.” These friendships, and the work they are grounded in, are part of Terry Mason’s enduring legacy.

Keith Barton

SUZANNE MENZEL

Suzanne Menzel was a faculty member in the computer science (CS) department from 1989 to 2019. She has been a pillar of the CS undergraduate program and the heart and soul of diversity outreach in the department and more broadly in the Luddy School of Informatics, Computing, and Engineering. For 30 years, Suzanne worked closely with other faculty members to create a vital curriculum for core courses in CS. She embraced active learning strategies and was an early adopter of team-based learning and peer-led team learning. She established and directed a long-running peer tutoring program to support the core programming courses. She consistently received the top teaching evaluations in the department. In 2012, she was inducted into the Faculty Academy on Excellence in Teaching (FACET) at IU.

Suzanne actively recruited, encouraged, and engaged in mentoring underrepresented groups to consider CS throughout her career. She has found ways to help build the pipeline from K–12 through graduate school.

In response to a national initiative in 2003, Suzanne created an IU chapter of the Java Engagement for Teacher Training (JETT), which helped 35 regional high school teachers learn how to program Java in anticipation of AP CS major course changes. During these workshops, which ran from 2003–05, Suzanne raised funds, recruited students and faculty to create the tracks, and ran many sessions herself. Among about 20 JETT chapters nationwide, the IU workshops were the first to invite seasoned AP teachers to provide advice and support to high school teachers in the transition to the new curriculum.

Suzanne also supported the Indiana University Women in Computing group where she advocated, secured funding, and helped train students to give “roadshow” presentations, called Just Be, around the Midwest to dispel myths about computing and engage younger students. Through her leadership, Just Be was presented to over 50 groups that included more than 3,000 students aged 10 to 25. The demand for these presentations was such that Suzanne got funding and co-organized workshops to train students from Indiana colleges (Computing Outreach in Indiana) and 20 HBCUs about how to create their own roadshows.



Suzanne recruited more students into CS through replicating best practices such as Try It!, which identified 20 undergraduate women likely to be successful in CS based on past math scores. She also held workshops to show students how enjoyable coding can be and to point them toward future opportunities, and coordinated and evaluated peer mentoring sessions to help CS1 and CS2 students successfully complete coursework.

In 2004, she and Gloria Townsend pioneered a model for small regional celebrations of women in computing, based on the Grace Hopper Celebration, and continued to organize the Indiana Celebration of Women in Computing for over a decade. Today there are more than 30 such conferences held annually worldwide that ensure women in Indiana have networking and professional development opportunities.

Before her retirement, Suzanne launched the HelloResearch initiative, based on a program at Carnegie Mellon University called OurCS, which aims to bring more women into leadership positions by encouraging research careers. HelloResearch connects undergraduates from across the country with world-class researchers from academia and industry for intensive research experiences. The three-day, research-focused workshop for undergraduates brought 92 underrepresented people from 47 universities in 21 states to learn about research from 12 hands-on projects led by

27 regional experts. Suzanne was the major force behind all the activities. First, she recruited and selected students from across the country, found tens of thousands of dollars in funding to pay for their travel, and arranged their accommodations; second, she recruited faculty mentors from IU and other universities, and worked with them to develop research projects suitable for a weekend; third, she created websites, brochures, and videos; fourth, she found keynote speakers, including a distinguished researcher from Google; fifth, she consulted with experts to make the program accessible to as many as possible, including visually or hearing impaired attendees; and, finally, Suzanne managed the logistics of actually running the program. The entire event was a resounding success. As if all that weren't enough, afterwards she led a team of faculty in writing a Special Interest Group on Computer Science Education (SIGCSE) paper about the experience so that others could replicate this event.

Suzanne actively published findings from these activities and was often sought for her knowledge on how to implement these impactful programs. She has organized numerous conferences and workshops for CS education and has been invited to speak at national and international conferences. She has published a collection of CS education papers as well.

Because of Suzanne Menzel, many people, especially women, have been inspired to join and succeed in the field of computing. There are literally hundreds of researchers and employees at elite companies who give credit to Suzanne for sparking their interest and inspiring their studies in CS. She has a talent for creating communities among students who teach and support each other in their studies. As a small recognition of her legacy and to honor Suzanne's special contributions, the Department of Computer Science established in 2019 the Suzanne Menzel Senior Recognition Award for outstanding seniors pursuing graduate school, in recognition of their leadership and activities that improve and expand the CS community through teaching and mentoring.

Amr Sabry

EUGENE O'BRIEN

A gifted composer, dedicated colleague, and wise administrator, Eugene O'Brien retires from the faculty leaving a legacy of refined music and utmost commitment to the Jacobs School of Music, including guidance through challenging times and major construction projects. His significant influence on the department, school, and university will be felt for years to come.

Born in Paterson, New Jersey, on April 24, 1945, Gene was given an influential glimpse into the music of Stravinsky, Ives, and Varèse at an early age by his aunt, Margaret Stanley Hall. He first studied composition with Robert Beadell at the University of Nebraska–Lincoln, where he completed undergraduate and graduate degrees in music in 1967 and 1969. A Fulbright scholarship then enabled him to study with Bernd Alois Zimmermann at the Staatliche Hochschule für Musik in Köln, Germany.

Gene next studied briefly with Iannis Xenakis and John Eaton at IU, but left to accept the Rome Prize and a two-year fellowship at the American Academy in Rome from 1971 to 1973.

Appointed to the faculty of the Cleveland Institute of Music in 1973, Gene studied with and then succeeded Donald Erb as chair of the CIM composition and theory department in 1981. Two years later, he completed his Doctor of Musical Arts degree at CIM and Case Western Reserve University. In 1985, he joined the music faculty at Catholic University in Washington, D.C., where he taught for two years. Gene joined the faculty of the Indiana University Jacobs School of Music in 1987, directed the New Music Ensemble from 1990 to 1992, chaired the Composition Department from 1994 to 1999, served as associate dean for instruction from 1998 to 2002, and was the school's executive associate dean from 2002 through 2016. In the latter capacity, Gene served as steadfast advisor to Dean Gwyn Richards and offered valuable insight and fair-minded perspective to many a committee.

As executive associate dean, bringing to bear his early study of and interest in architecture, Gene was integral to the development and realization of plans for the newly constructed East Studio Building and the addition to the west of the Musical Arts Center. Indeed, these widely praised major improvements to the facilities of the



Jacobs School bear his influence and are testament to his love of and sage advice to the school.

In addition to the prestigious Rome Prize, Gene received an Academy Award in Music from the American Academy of Arts and Letters as well as awards from BMI; The American Society of Composers, Authors, and Publishers; and the League of Composers/International Society for Contemporary Music. He has received Guggenheim, Rockefeller, Fulbright, National Endowment for the Arts, and other fellowships, and has been commissioned by the Fromm Foundation at Harvard University, the Serge Koussevitzky Foundation in the Library of Congress, the Meet-the-Composer/Lila Wallace Reader's Digest Fund, and many American and European performers and ensembles.

His music has been heard in concerts by the Cleveland Orchestra, the Italian Radio (RAI) Orchestras of Rome and Turin, and the Omaha Symphony; as part of the Saint Louis Symphony *Discovery* series and the Louisville Orchestra *New Dimensions* series; and in numerous other concerts and festivals throughout this country and abroad. Recorded on the CRI, Golden Crest, Crystal, Fontec, Capstone, and Indiana University labels, his works have been published by Codex Nuovo, G. Schirmer, and Boosey & Hawkes. Biographies and descriptions of his work are included in *The New Groves Dictionary of American Music*, *Baker's Biographical Dictionary of Musicians*, and *The*

Harvard Biographical Dictionary of Music.

Prior to his stint directing the IU New Music Ensemble, Gene was active elsewhere in the performance of new music, co-founding the Cleveland new music ensemble, *Reconnaissance*, with Donald Erb in 1978 and serving as its director until 1984. He also served on the production board of the Contemporary Music Forum in Washington, D.C., from 1985 to 1987.

Bloomington and the IU community have been fortunate to hear performances of Gene's wonderfully crafted compositions in faculty and student chamber, ensemble, and orchestral programs. The New Music Ensemble in particular has relished opportunities to perform works such as *Mysteries of the Horizon*, *Embarking for Cythera*, *Taking Measures*, and *In The Country of Last Things*, which was featured on the NME's west coast tour in 2003. Chamber works such as *Close Harmony*, *Fancies and Goodnights*, and *Black Fugatos* are always a treat to hear, as is his latest composition, the monumental *Algebra of Night* for voice and piano quartet. His music never fails to exhibit superb contrapuntal technique, vivid imagination and orchestration, elegant architecture, and always fantastic invention. It draws a listener in with the clarity of line and intent, expressive quality, and adventurousness—not to mention the evocative titles! We in the Composition Department are looking forward to bearing witness to the next stage of Gene's creative life with its renewed focus on music composition.

We wholeheartedly congratulate Gene on his retirement and thank him for his years of service to the school.

David Dzubay

GARY PIKE

“What a long, strange trip it’s been.” That is a well-known Grateful Dead lyric that Gary Pike might choose to describe his career journey from political speechwriter to higher education researcher, full-time university administrator, teacher, and research advisor to scores of doctoral students. More recently, he might refer to another classic Dead lyric, “Every silver lining’s got a touch of grey,” referring to the long, pony-tailed, more-gray-than-black hair and full beard that he now proudly sports. While he travels more these years to deliver talks about his research, and less so to follow the Dead and other jam bands, his playful passion for clear, creative, and thoughtful analysis of the college student experience has earned him the respect of colleagues, an array of leadership roles and awards, and a significant number of protégés who will extend his legacy in the field.

Gary Pike’s tenure at Indiana University began in 2006, when he accepted the positions of executive director of information management and institutional research at IUPUI and associate professor of higher education in the Bloomington-based Higher Education and Student Affairs (HESA) program. Prior to joining the IU faculty, he served as the director of institutional research at Mississippi State University from 2003 to 2006 and for 10 years before that, director of student life studies at the University of Missouri in Columbia. He began his higher education research career at the University of Tennessee, Knoxville (UTK) Center for Assessment Research and Development, where he first worked with Dr. Trudy Banta, who would eventually bring him to Indiana University.

Gary’s work at UTK helped establish that university as a pioneer in the assessment of college student outcomes and institutional effectiveness. This status brought an award for UTK from the National Council on Measurement in Education and recognition by the Organisation for Economic Cooperation and Development at a conference for European university leaders in Paris. Gary also participated in research in the 1980s that raised uncomfortable questions for the major testing companies about the concept of value added, which many state



legislators were beginning to consider as a potential measure of college quality for use in performance-funding schemes.

Gary has often been introduced to national audiences as someone with a gift for understanding statistics and for explaining complex concepts with remarkable clarity. He has developed a long-standing reputation as one of the most productive scholars in higher education research. This reputation is based on over 100 articles published in peer-reviewed journals, one-third of which appear in the discipline’s highest-impact-factor journal, *Research in Higher Education*. He won the Association for Institutional Research annual Charles F. Elton Best Paper Award a record seven times. Gary also received the association’s most prestigious research award, the Sidney Suslow Award, for his lifetime contributions to higher education research and scholarship. And that was in 2010! His research has delved into many aspects of higher education student and institutional success including the impact of residential learning communities, the importance of high school on freshman success, adult learners, and the connection of *U.S. News and World Report* rankings to measures of learning quality. He has delivered over 100 presentations and workshops across the United States and Canada.

When he joined the IU faculty in 2006, there was no question about Gary entering as a tenured associate professor,

given his productive publication record and the number of awards he had received for his work. In addition to his awards from the Association for Institutional Research, he also received the Outstanding Assessment Research Award from the American College Personnel Association in 1998 and was named a senior scholar by that organization in 2000.

Gary has rendered significant service to the field of higher education. In 2015 he served as president of the Association for Institutional Research, and for three years he was a member of that organization’s board of directors. He is currently finishing a five-year stint as editor of one of the premier higher education research journals, *The Review of Higher Education*.

Gary Pike is among the most generous scholars in the field, sharing his talent with students and colleagues to help advance the field of higher education research. He had collaborated with a number of IU higher education scholars before coming to IU, including Trudy Banta and George Kuh, noting on his arrival, “When I came here it was a real sense of coming to someplace. It really was an opportunity to work with people I knew, I liked, and I respected, and that’s an awfully nice way to finish up your career.”

While at IU, Gary has involved students in his research and writing; they have also been his co-authors of articles and co-presenters at professional conferences. His colleagues and scores of doctoral students in the higher education program are very happy that he spent 14 very productive years at Indiana University. His care for and devotion to the development of young scholars have become his most recent hallmark. Students know that if they really want to learn how to apply statistical methods to higher education research, they cannot find a better teacher, advisor, and mentor in the field than Gary Pike. “Nothing left to do but smile, smile, smile.”

*Victor Borden
Trudy Banta*

JAMIE PRATT

Jamie Pratt was born in Indianapolis in 1951 and attended Bishop Chatard High School. After being drafted by the Chicago White Sox in 1969, an offer that he turned down, he attended Purdue University, where he majored in Industrial Management and played varsity baseball for four years, winning the MVP award in 1972 and the 1973 Big Ten Intercollegiate Conference Medal of Honor for academic and athletic excellence. He earned a doctorate in Business Administration from Indiana University's School of Business in 1978, and with his spouse, Kathy, moved to Seattle, Washington, where he began his academic career at the University of Washington, and where Kathy began to work at Price Waterhouse (now PricewaterhouseCoopers).

Jamie served on the University of Washington faculty from 1978 to 1990, and during that time period earned the rank of full professor with tenure, started a family with Kathy, and took visiting positions at the Banking Institute at the University of Zurich (1981–82) and at Northwestern's Kellogg School of Business (1989–90).

In 1990 Jamie and family moved to Bloomington, Indiana, and he accepted a position as professor of accounting at the School of Business, soon to become the Kelley School, and has remained here since. During that time period, Jamie took a visiting position at INSEAD in Fontainebleau, France. Jamie served as chair of the Kelley Accounting Department from 1998 to 2004 and chair of Graduate Accounting Programs from 2006 to 2007. In addition, he chaired the committee that created the Graduate Accounting Programs, which for over 20 years has delivered two highly successful master's-level accounting programs. As the originator of these programs, Jamie was honored with an innovative teaching award for curriculum development from the Kelley School of Business.

Jamie's professional accomplishments are many and varied. His research has examined the processes and consequences of financial reporting, auditing, and investment decisions. His research record includes 33 peer-reviewed articles (20 of which appear in the most prestigious accounting research journals), earning for him the following honors: Department of Accounting Lifetime Achievement Award,



Kelley School of Business Full Professor Research Award, the American Taxation Association Outstanding Manuscript Award, and International Research Fellow at the University of Manchester. This outstanding record also includes holding the prestigious Alva L. Prickett Research Chair of Accounting for 10 years until retirement as well as numerous invited research presentations at top universities throughout the United States, Europe, and Asia. In addition, Jamie served as associate editor at *The Accounting Review*, the American Accounting Association's primary research journal, and chaired the research program at the annual meeting of the American Accounting Association.

Jamie has taught financial accounting and financial statement analysis at all levels. His impressive record as an educator includes over 30 teaching awards and recognitions for teaching undergraduate, master's, and Ph.D. students. Not only has he received numerous teaching awards from the Kelley School of Business, but he also received awards from the University of Washington (Seattle), Northwestern University, and INSEAD.

He has taught all over the world, including Seoul (South Korea), Beijing (China), Ryazon (Russia), Tokyo (Japan), Mikkeli (Finland), and at universities across western Europe. He has also published frequently in accounting education journals and was chosen Outstanding Educator of the Year by the Indiana Society of CPAs. His textbook *Financial*

Accounting in an Economic Context is in its 11th edition, and he has published a second textbook, a casebook, and a variety of innovative educational software products. Jamie is particularly proud of the success of a number of doctoral students whose dissertations he chaired. His students currently include the dean of the University of Washington's Foster School of Business, chairs of the accounting departments at Villanova University and the University of Alabama, and the Perella Chair in the Department of Accounting at Lehigh University.

Even in retirement he continues to publish educational materials, earning the title of National Registry CPE Sponsor from the National Association of State Boards of Accountancy, a title that allows him to offer internet-based video financial reporting and analysis courses that can be completed by CPAs for continuing education credits.

In retirement, Jamie plans to continue a presence in the world of accounting by maintaining an active blog on LinkedIn that periodically offers commentary on interesting current developments in the practice of accounting and finance. He is also CEO of PRATTedu.com, which offers video-based financial reporting and analysis courses on the internet. He and Kathy, who just celebrated their 42nd anniversary, are the parents of three grown boys and two lovely grandchildren (and hopefully still counting). They move around among three homes: a condo in downtown Bloomington, a lake house in Brown County, and a lovely home on Harbour Island in the Bahamas, an island he has visited since he was a boy in the early 1960s. Jamie still enjoys sports, playing tennis and a variant of basketball, and volunteering as the junior varsity coach for the Bloomington High School North baseball team. It is not unusual to find him with a shovel digging around in the landscape, tinkering on the piano, or at a computer key board typing out his poetically licensed version of the history of Harbour Island.

Joseph Fisher

WILLIAM W. RASCH

William Rasch served thrice as Germanic studies chair and once as founding chair of the Department of International Studies, so perhaps it's natural that his colleagues associate him with Sinatra, "the chairman of the board" himself, on whose sets he'd eavesdropped in the '60s as a kid in Miami, stationed outside the exit at the Hotel Fontainebleau. Not the dubious man, but the voice of the Songbook, the impeccably-timed swagger, inspired Bill as he journeyed from Miami urchin to pugilistic modernist working at the legendary 8th Street Bookshop in New York City, and eventually found his calling with a Ph.D. in German, which he earned on the coast kitty-corner to Miami's at the University of Washington, studying romanticism with Ernst Behler and 18th-century pedagogy with Jeffrey Peck. Romanticism and the Enlightenment are wide fields, to be sure, but the breadth of Bill's erudition doesn't get at what stands out most in his scholarly profile: his incisiveness, the sharp turn of phrase, the wryness that can't but also mock the vanity of the life of the mind. A conversation with Bill takes off for Bombay with Sinatra and winds up in Mandalay with Lotte Lenya (or is it Marianne Faithfull?) cursing Surabaya Johnny for his seductive lies. That's the kind of stiff romantic enlightenment of which Bill, in addition to his erudition, remains a master.

To hear it from Bill's many loyal *doktorkinder* (dissertators) in German departments across the country, he poured a rich burgundy of theory in the graduate seminars he's taught since arriving at IU in 1990. The wider field of Germanic Studies confirms how his influential readings of the social theorist Niklas Luhmann and the political theorist Carl Schmitt burst the comfortable bubbles of moral righteousness that frothed the glass of German theorizing after the 1960s. His ability to capture a realistic stringency in the German social-critical tradition has transformed our field. Though Bill's thinking eventually moved away from the beatniks and modernists of the 8th Street Bookshop to the heady theorists of Berlin and Bielefeld, he never lost his sense of streetwise irony, of transcendental homelessness (cf. Lukács and Dylan), and of how no one answers the sad-eyed prophets, the Cassandras, out of sympathy with neoliberalism's imperial pretensions.



Bill's career demonstrates an abiding interest in intellectual history, especially the trajectories of the Enlightenment, starting from its own misrecognitions in the late 18th century. Along with his many articles and edited volumes, Bill's books—*Carl Schmitt: State and Society* (2019); *Sovereignty and Its Discontents: On the Primacy of Conflict and the Structure of the Political* (2004); and *Niklas Luhmann's Modernity: The Paradoxes of Differentiation* (2000)—point to his interest in thinking about large structures such as states or universities, especially as they came into focus in the Enlightenment as institutions seemingly adhering to laws we could understand and enact in order to establish harmony between nature and reason. But as his titles make clear, Bill was unpersuaded by arguments about harmony and law; in his work we learn, rather, about conflict, paradox, contingency, and discontent. Bill didn't see the world modernity had wrought through rose-colored glasses. It is a tragic world, filled with air wars, emergency powers, pacification instead of peace, unintended consequences, and warily supervised public life. To see these aspects of our world didn't mean to affirm them; Bill simply acknowledged them as part of society, as something for which we—liberals, moderns, colleagues, students—can take responsibility or continue to pay the costs. As a scholar and chair, Bill chose to recognize conflict, not embolden it. Quite the contrary. As colleague Michel

Chaouli has noted, the one model that got to Bill, that brought emotion to the cool demeanor of the "chairman," was the perfectly ordinary "chair," who quietly put institution above interest. That model "filled Bill with overwhelming respect," to which he responded in kind: "He honored the rules of the game even when they did not favor him, and he always placed the good of the institution above his own interest." In a factious world, keen on its interests, convinced of the purity of each private intention, Bill never hesitated, when a conflict arose, to take the hit himself, to have someone else's back, to encourage whoever was down, to inspire us whenever departmental life threatened to run thin. This we tended to take for granted; the right thing happened quickly, without chance to quibble before his characteristic sign-off: "I leave it at that."

But it wouldn't hit the right note to leave it at that, at Bill Rasch, moralist *malgré lui*. Something there misses the mark. As much as we counted on Bill for his sure-handed sense of the right thing to do, it does him no favor to ignore his handy spite for moralists, to misread that subtle sneer (at himself?) as nothing more than posture. Yes, we relied on his fairness, but the Bill we encountered day-to-day wasn't a moralist. As much as he regretted not teaching more often the literature he loved (and songs he cited), what Bill never relinquished, what you sensed whenever you exchanged ideas or crossed paths or heard his response in a colloquium, was the lesson he learned at the Fontainebleau or on 8th Street: the right measure, the bit of syncopation, the beat of irony that dashes sentimentality before clarity turns to mush. That's the indispensable Bill, the one who, alongside his dutifulness, abided by his conviction in the crisp discernment of taste.

Benjamin Robinson

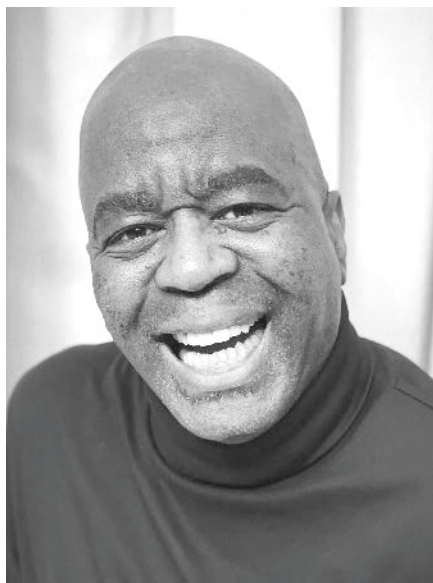
KENNETH LEE ROBERSON

Kenneth Roberson joined the Indiana University theatre and dance faculty in 2014, bringing with him a long, varied, and deep career in theatre. A Georgia native, he grew up loving dance, but wasn't sure he could see himself having a career in that field. With a sense of responsibility to his family and community, he attended the University of Georgia, graduating with a degree in journalism. Afterwards, he landed a job at a newspaper in Athens, Georgia, but he knew he wasn't following his true passion: theatre and dance. He auditioned for the Alvin Ailey American Dance Theater after having enlisted in one of the company's workshops in Atlanta, won a spot with a scholarship from the prestigious dance company's school, and moved to New York.

There, he studied with legendary tap dance choreographer and teacher Henry LeTang, who recommended he look into a new musical titled *Black and Blue*, a celebration of black culture in Paris from the 1910s to the 1940s. Kenneth was cast in the show, which originated in Paris. The show eventually moved to New York and Kenneth made his Broadway debut. He was also featured in the European tour of *Sophisticated Ladies*, a revue of the music of Duke Ellington, and appeared on Broadway in a revival/revision of the Gershwin musical *Oh, Kay!* and the new musical *Jelly's Last Jam*.

During this time, he started to explore a living as a choreographer. In 1998 he provided the musical staging for John Leguizamo's play *Freak* on Broadway (also filmed for HBO), and brought "uplifting movement and physicality to every scene" (*Variety* review) in the New York City Centre Encore! production of the musical *Purlie!* He choreographed the same show in Chicago at the Goodman Theatre. He also choreographed the national tours of Frank Wildhorn's *The Civil War*, *Rodgers & Hammerstein's Cinderella*, and *Guys and Dolls*.

Off-Broadway he choreographed *A Boy and His Soul* at the Vineyard Theatre and directed and choreographed *Jazz a La Carte* and *Harlem Song* at the world famous Apollo Theater. He then landed a job choreographing a new musical that spoofed television's *Sesame Street* while aiming the humor at a more mature audience at the Vineyard. The show incorporated puppets and humans



inhabiting the same slightly cynical world: *Avenue Q*. The show successfully moved to Broadway and won Antionette Perry Awards (Tonys) for Best Musical and for Best Original Score. What followed was a long run on Broadway as well as a national tour. After a six-year run at the Golden Theatre on Broadway, *Avenue Q* returned to its off-Broadway roots for a lengthy run at New World Stages. Kenneth continued to work as a choreographer on the Broadway productions of *Drowning Crow* (inspired by Anton Chekhov's *The Seagull*) and *All Shook Up*, which was inspired by and featured the songs of Elvis Presley.

In regional theatre, Kenneth directed the world premiere of *Frog Kiss* at Virginia Stage Company; *Ethel* (also a world premier), a one-woman musical about Ethel Waters, at Philadelphia's Walnut Street Theatre and Alabama Shakespeare Festival; *Crowns*, *Lady Day at the Emerson Bar and Grill*, and *Ain't Misbehavin'*, all at the Arena Stage in Washington, D.C.; and *Once on This Island*, Baltimore Center Stage. Most recently, he directed *Nina Simone: Four Women* in Chicago, and he will revisit that show at Merrimack Repertory Theatre in Lowell, Massachusetts, in January 2020.

As a choreographer in regional theatre, he worked on the world premieres of *Ray Charles Live!* at the Pasadena Playhouse and *The Color Purple* at the Alliance Theatre in Atlanta. He has taught workshops specializing in the black vernacular of theatre dance across the globe, including in New York City; Bahia

and Rio de Janeiro, Brazil; Stuttgart, Germany; and Osaka, Japan.

His work on the screen has been seen in HBO's *Lackawanna Blues*, *Preaching to the Choir*, *Brother to Brothe*, and the Fox television series *House of Buggin* starring John Leguizamo, for which Kenneth received an Emmy Awards nomination for his choreography. He is the recipient of two NAACP Awards, two Lucille Lortel Award nominations (for the off-Broadway productions of *Avenue Q* and *A Boy and his Soul*), and a Drama Desk Award nomination (for *Harlem Song*), along with an AUDELCO (Audience Development Committee) Award, BET Spirit Award, and NPT Spirit Award.

At Indiana University, he has directed and choreographed *Into the Woods*, *Sweet Charity*, *The Drowsy Chaperone*, *Urinetown*, *Dames at Sea*, and most recently, *Pippin*, upon IU theatre's main stages. In the academic studio, he has taught intermediate and advanced tap classes, Broadway dance styles, and an ever-popular and unique class called Devised Theatre Through the Medium of Solo Performance, in which students learn the craft of bringing their own stories forth in theatrical writing.

Not having completely given up performing himself, Kenneth has been working on his one-man show, titled *Middle Aged Passage Crisis*, which has garnered a cult following and played Joe's Pub in New York City and Baltimore Center Stage in Maryland.

"I love working with the students," he said to *Inside IU Bloomington's* Daniel Morgan in a 2015 interview. "They're so full of energy, and they're the reason I'm here." Kenneth's love of theatre and dance is inextinguishable, and the students (and colleagues) who have been the beneficiaries of that joy will never be without it again.

Richard Roland

JEANNE M. SEPT

When Jeanne Sept came to Indiana University in 1987 to give her job talk for the Department of Anthropology, I had heard many in this genre. I was already impressed by her CV, which included teaching as a lecturer at Harvard and Boston Universities and her research on plant foods and early hominids in East Africa. We also shared UC Berkeley doctorates. But then, after an introduction, she moved away from the lectern in the Glen Black classroom, holding a sheaf of note cards held together by a small chain, and just talked to us. It was hands down the best job talk I have ever heard. It also provided a glimpse of what was to come—a career of someone who cared deeply about her research; who cared about sharing her research, the thrill of it, with her colleagues and our students; and who created spaces and programs for faculty and students to thrive.

Jeanne's research at Berkeley, Harvard, and ultimately at Indiana University included paleoanthropology, African prehistory, human origins and evolution, paleoecology, early hominin diet and subsistence strategies, primate ecology and behavior, and ultimately GIS (Geographic Information System) and agent-based modeling of foraging behavior. All of these specialized research interests into proto-human subsistence ecology, as Jeanne has said, led her out of the archaeological trenches and into the African savannas.

I remember the excitement when Jeanne first presented her CD-ROM on the Olduvai Gorge in 1997, using it to investigate human origins as a way of giving students the experience of what she called "digital digging." It was a stunning way of letting students, and some of us who secretly envied our archaeology colleagues, experience what it was like to be in an archaeological field site. One student echoed what we all were thinking: "I really enjoyed my first venture into the world of CD-ROM archaeology. Jeanne Sept teaches a great course." And speaking of that CD-ROM, *Investigating Olduvai:*

Archaeology of Human Origins, the reviewer for *Choice* had this to say: "This is a superb teaching tool for an exciting subject. This resource is authoritative enough to serve undergraduates in human evolution and early human ecology, as well as high school students and general users."

As with so many things, Jeanne was ahead of her time. She continued bringing together her scholarship with her passion for making it a basis and a model for teaching. In 2004, she published "The Stone Age in the Information Age: Helping undergraduates think like archaeologists," an article that opened up a new world for them. At the same time, she was opening up new worlds for her professional associations, for example, her 2003 "African Archaeology Database & TimeWeb: A digital learning environment for multi-scale archaeological interpretations," an invited paper for the World Archaeology Congress Archaeology in the Digital Age: Envisioning and embodying the past, hypermedia explorations of archaeology. Many of our students, following her model, have become the go-to experts on 3D mapping, exciting their students, professions, communities, and tourists in similar digital first-hand experiences.

When Jeanne became the 13th dean of the faculties and vice provost for academic affairs in 2004, she joined a fellowship that began in 1940 when Herman B Wells, feeling the press of increasing demands on the president's office, created the position to share with him the "general responsibility for the academic administration of the university." I was delighted when Jeanne was appointed dean of the faculties. She maintained the office as one that, at its best, represented and supported faculty in all their capacities. She provided critical support for the academic mission and for excellence in research and teaching. The faculty are the heart of that academic mission, and as dean of the faculties, she held them to the highest standards while at

the same time she supported, advocated for, and defended them in their pursuit of excellence.

Jeanne was a strong national and international voice for the innovative ways in which scholarship and teaching can mutually support each other. She built on the foundation of the Scholarship of Teaching and Learning program, increasing its scope and generating new grant money to support faculty initiatives. This was especially important in initiatives that cut across disciplines and schools, where a strong campuswide voice is essential. Her innovations in the scholarship of teaching and learning won a national award. She also expanded faculty development and mentoring programs, creating collaborations across disciplines and ranks.

Like a good archaeologist who works with the minutiae of ancient lives and environments with the goal of making the big picture a truthful and meaningful one, she maintained the balance between meeting the demands of administrative record-keeping and facilitating those farsighted programs that enhance our lives as scholars, teachers, and students.

In anthropology, we were fortunate to have Jeanne as a colleague in our work as scholars and teachers, and also as chair, once in 2003–04 and again when she left the dean's office. She steered us through the always-changing policies and personnel of the university with grace, good humor, smart strategies, and wisdom. She continued to teach and mentor students who one day will know how lucky they were. And for everyone, she modeled the beauty of work based on craft and imagination, the gift of community, and the fundamental human need for laughter and beauty.

Anya Peterson Royce

KATHY OVERHULSE SMITH

Carpe Diem!

Just over 30 years ago, Robin Williams exhorted students of literature everywhere with this *cri de coeur* in the hit film *Dead Poets Society*. Almost immediately, Kathy Overhulse Smith responded to this directive as though it were spoken to her directly by accepting employment with Indiana University. The rest is history (and therefore rich in irony).

Smith had recently defended her dissertation on the rhetorical strategies of Renaissance *carpe diem* poetry, so presumably she knew the risks.

“Had we but world enough, and time,” we could linger over the many extraordinary administrative virtues that Smith deployed over the past three decades in service not only of her department but of the College of Arts and Sciences. Begin, as we all must, with teaching assignments. Though departments shrink more and more, there was a time not long ago when each semester saw literally hundreds of classroom assignments in English alone, and each of those assignments required a time and place to meet. To manage the scheduling for scores of academics every semester, and never once encounter so much as a single word of displeasure or complaint—well, that would be unheard of. Complaints there were, as complaints there will always be; but regardless of the source or form of complaint, explanations (where necessary) were offered, adjustments (where possible) were made. Throughout it all, a genial aura suffused the department, and its every member grew familiar with Kathy’s incantatory spells, and their magical charm: “No biggie. We’ll work it out. It’s all good.”

And, indeed, it was (always) “no biggie.” It was worked out. All remained good. For decades, the administrative burden of her colleagues was considerably lightened by the unfailingly pleasant labor of Professor Smith, who not only tended to much of the necessary (and often thankless) labor on which all departments, especially large ones, depend, she did so in ways that invariably made those whose life she was making easier feel better about the work that they were doing. Her good humor and good sense, whether negotiating with the College, or mentoring graduate instructors, or mediating student complaints, or helping to shape and implement the ever-changing world of curricular



requirements, or simply managing the most basic and necessary of tasks—putting students and instructor into the same space at the same time, so learning can occur—invariably made English a better department, and a better workplace. She had—and continues to have—an uncanny knack for making others feel better, even as we sink from crisis to crisis.

“Gather ye [final exam booklets] while ye may,” for time is still a-flying. Every course ends with a final exam, and every teacher must one day grade a final assignment. Professor Smith was known primarily to her colleagues in her administrative capacity, and she was known primarily to graduate students as a mentor and administrator; but she was known to undergraduate students as an outstanding teacher: in intensive writing courses, in courses core to the major, and of course in Renaissance and early 17th-century poetry. No administrative labor affects faculty more directly than that which administers, deliberates, and coordinates general education requirements; this labor she now is allowed to hand to others. No support for graduate students is more important than the support we offer, first in mentoring their professional development and then in attesting to their accomplishments and potential through letters of recommendation. Many, many students have benefitted from the time and energy Professor Smith brought to visiting classrooms, mentoring and supervising associate instructors, and most of all from

the many scores of letters of recommendation she wrote on their behalf. For those who measure a department’s value by the placement of its graduate students, it is worth reflecting how many successful careers have been supported at the outset by the labor of one who never taught them in a graduate classroom. This labor I am sure she will hand off with mixed emotions. And I am just as confident that the labor of undergraduate teaching will be set down not without reluctance. Her course evaluations were always among the department’s most stellar, in a department that prides itself on the quality of undergraduate instruction. Majors frequently identified her as “the best teacher I have ever had.” So it is no surprise that English majors recently selected her as the professor whom they most wanted to address their class at graduation.

For all these reasons, and many more (too many to detail), the College correctly recognized her with a well-earned accolade as a culminating recognition of her distinguished career at Indiana University. The Morley Career Distinguished Teaching Award for non-tenure track faculty is now named in her honor, as the Kathy Overhulse Smith Teaching Award. It is an honor richly deserved and a fitting culmination to an outstanding career. She will be missed by her colleagues.

Romayne Dorsey

Richard Nash

RAYMOND SMITH

Ray Smith graduated with a B.A., cum laude, in 1975 from the University of Virginia. He subsequently earned a Ph.D. in English Renaissance Literature in 1992 from the University of Missouri in Columbia. He came to Indiana in 1990 to establish the Campus Writing Program and in 1997 was appointed as assistant professor of language education. As IU Bloomington assistant dean in the Office of Academic Affairs (1993–97) and dean of faculties, and then as associate vice chancellor, Smith developed the Campus Writing Program and also created a world-class writing center, Writing Tutorial Services (WTS). Thousands of students benefited and continue to benefit from both programs as well as other teaching and learning initiatives that Smith helped to launch. Indeed, Professor Raymond Smith's knowledge and dedication have resulted in many of the most durable and noteworthy initiatives for students and faculty on the Bloomington campus.

The Campus Writing Program supports faculty as they frame assignments that will deepen their students' learning and improve their disciplinary writing. Writing Tutorial Services, one of the very few discipline-specific writing tutorial centers in the world, has held well over 50,000 tutorials and has supported the teaching of hundreds of instructors. The prominence of the Campus Writing Program has been acknowledged internationally and has been twice chosen as the site of the International Conference on Writing Across the Curriculum, while Writing Tutorial Services has hosted the International Writing Centers Association. In building these outstanding centers, Ray demonstrated that he cares deeply about the educational mission of the university.

In the 1990s, Ray Smith was also heavily involved in a Lilly Foundation grant dedicated to improving student retention by enhancing undergraduate learning on campus. In particular, Smith was charged with finding the funding and space for the Academic Support Centers for tutorial and advising services housed in

the halls of residence. In further support of undergraduate learning, and demonstrating his love for teaching, Smith participated in the development of the Freshman Learning Project (FLP). According to David Pace of the history department, the faculty leader of the FLP, "Ray Smith played a central role in the early meetings that created the Indiana University Freshman Learning Project, and his efforts to find support were absolutely crucial to the survival of a program. The Decoding the Disciplines process that emerged directly from the FLP is now being used in at least 14 countries and has been the basis for more than 150 books, articles, and papers."

As the Campus Writing Program matured, Professor Smith collaborated with the leadership of UITS in creating the Teaching and Learning Technologies Laboratory (TLTL), the precursor of the now much-expanded Center for Innovative Teaching and Learning. One of the signature productions of the TLTL was the creation of one of IU Bloomington's first online courses, Traditions and Cultures of Indiana University, for which Smith served as executive producer. He committed considerable skill and resources to the project because he realized that the course would serve as a model for future online courses; to date the course has enrolled almost 20,000 students.

Along with other faculty, and as a part of his leadership in the Office of Academic Affairs, Smith lent his experience and knowledge to establishment of the Scholarship of Teaching and Learning (SoTL) at IU Bloomington. Under Smith's direction, instructional consultants assisted nearly one in five teaching faculty at IU Bloomington, faculty who brought the same rigor used in their own disciplinary research to the study of their students' learning. As a result, IU Bloomington became an international leader in SoTL. In 2003, IU Bloomington won the Hesburgh award, "which is presented each year to the college or university judged to have the most effective faculty development program [SoTL] that enhances undergraduate teaching and learning."

For two years prior to his return as clinical associate professor to his teaching duties in the Literacy, Culture, and Language Education program, Smith served as dean of University Division. Along with this work, however, he found the energy and time (and funding) to champion the Service-Learning Program on campus. Under his direction, service-learning grew from a part-time staff member to a thriving program that now collaborates with local and regional nonprofits throughout the state of Indiana.

Since his return to teaching at the School of Education in 2009, Ray Smith turned his hand to graduate education, with particular emphasis on recruiting and supporting international graduate students, who make up a considerable portion of the school's Ph.D. and master's programs. He chairs the admissions and fellowship committees and teaches two introductory Ph.D. courses. He was awarded a Trustees' Teaching Award and in 2019 the University Graduate School's Faculty Mentor Award. The announcement of the Graduate School award states, "The award is given to a faculty member who fosters long-term development of students. ... Smith's nominations from his students praised his openness, empathy, professional expertise, and willingness to go the extra mile to ensure student well-being."

In short, one would be hard pressed to name anyone on this campus who has worked more tirelessly than Ray Smith on developing initiatives to improve the quality of teaching and learning across the Bloomington campus. In commenting on his plans for retirement, Smith says his work with graduate students is the thing he will miss the most.

*Mary Beth Hines
Faridah Pawan*

BRUCE MICHAEL SOLOMON

Bruce grew up in Southern California and began his mathematics studies at UCLA. He received his doctorate from Princeton in 1982. His thesis, “Lipschitz Spaces of Multiple Valued Functions and the Closure Theorem,” was written under the supervision of Fred Almgren. He joined our faculty the following year, and retired on December 31, 2019. His contributions to our research, teaching, and service missions will be sorely missed.

Bruce is an expert in geometric measure theory, a relatively young branch of mathematics that sits between geometry and analysis. For example: nature likes to minimize energy—a wire loop dipped in soapy water and removed will form a soap film whose surface attempts to minimize area. Geometric measure theory provides the mathematical foundation for making such notions precise. A central challenge is to show that mathematical notions of solutions to equations correspond to actual nice geometric objects.

Several of Bruce’s works deal with surfaces that are either minimal, have constant mean curvature, are harmonic, or satisfy some other extremal condition. In some of his most influential work, Bruce and collaborators sought to classify minimal surfaces based upon the asymptotic behavior of the surface far from the origin. He is also the co-author, with Brian White, of a well-known maximum principle that precludes the possibility that two minimal surfaces, one smooth, one perhaps not, could touch each other just at a point.

As a mathematician, Bruce has an amazing ability to expose the elegant kernel of truth underlying arguments. Along with this ability has come the desire to identify and study problems that, while challenging, are mathematically natural rather than obscure, and whose statements are readily understandable to others. For example, in later years, Bruce became interested in studying skew loops—loops in space for which no two tangents are parallel.

As a colleague, Bruce is known as a deep thinker. His presence in seminars always enhances the experience for all involved through thought-provoking, on-target questions and observations.



As an attendee in faculty meetings, Bruce is known for his integrity and for bringing common-sense perspectives to even the most difficult discussions.

Bruce is also well regarded for his substantial contributions to our teaching mission. He mentored two students through their Ph.D. He was also an early proponent of innovations in instruction and was awarded several IU grants for instructional technology and undergraduate research. An early proponent of Mathematica, he developed a project to incorporate this into our linear algebra course. He was a dedicated director of graduate studies in the 1990s and carried out a major overhaul of our examination system for Ph.D. students. During this period he also wrote a successful grant proposal that allowed the department to significantly enhance our graduate program. After teaching our linear algebra course many times, he developed his own text, *Linear Algebra, Geometry, and Transformation*. He similarly developed materials for our undergraduate and graduate courses in differential geometry. More recently, he gave a guiding hand to our faculty working group that built our new Math of Decision and Beauty course, to which he contributed a chapter on perspective drawing. Quite fittingly, he was recognized four times in his career with teaching awards.

Supporting undergraduate research has long been an area in which Bruce showed special interest. He served for two years on the IU College of Arts and Science’s REU (Research for Undergraduates) grant board and was co-PI on one of our recent National Science Foundation REU grants. The impact of his energies is felt around our state: his most recent REU student, Nick Edelen, just started a tenure-track position at Notre Dame.

Bruce has consistently served our department, the College, the campus, and the profession in significant ways. His colleagues elected him to both our personnel and salaries committees; he recently served as our associate chair for two years; and he applied the same eye for elegance to our annual alumni newsletter as he did to his research papers. He recently served on the Bloomington Faculty Council and co-chaired its Benefits Committee. He also obtained NSF funding for, and co-organized, our Bloomington Geometry Workshop for four years.

Bruce is admired in our department as an academician who has always strived for balance in his life. He is a devoted father to three daughters and a devoted grandfather to their children. He is also a pillar of the Bloomington Jewish community.

Active for decades on many fronts at Beth Shalom, he is especially loved for his musical involvement. He is known by hundreds of Jews in town as a hazan (prayer leader) for the High Holidays. He and his wife, Sue, are avid travelers and we look forward to hearing from him in the coming years about tales of exciting globetrotting.

*Kevin Pilgrim
Peter Sternberg*

ANNE DOPKINS STRIGHT

Dr. Anne Dopkins Stright will be retiring after 25 years at Indiana University's School of Education in Bloomington. Early in her career, after earning an M.S. and a specialist degree in School Psychology from the University of Wisconsin–Madison, Dr. Stright spent two years working as a psychologist at a K–12 private school in Kuwait. This formative experience was a catalyst for her long and productive career in the field of Education and Human Development. In 1994, Dr. Stright received her Ph.D. in Human Development from the University of Wisconsin–Madison, where she also worked as project coordinator of the large multisite NICHD–funded Study of Early Child Care. In 1995, Dr. Stright joined the human development faculty in the School of Education at Indiana University as an assistant professor. Here, from 1996 to 2000, she co-chaired the Health and Human Services (HHS) Father Task Force, a project of the National Institute of Child Health and Development (NICHD) Study of Early Child Care. Two years later, Dr. Stright became the director of the Human Development Program at Indiana University, serving in this role from 2002 to 2015. In 2003, she was promoted to the rank of associate professor.

During her tenure, Dr. Stright has made important contributions to the field through her research on how families affect child and adolescent development. A common theme in Dr. Stright's teaching and research has been how individual traits and both family and culture interact with or predict child attachment to the parent, as well as how they predict parenting behaviors, including co-parenting, parent scaffolding of children's problem solving, parent warmth, parent behavioral, and psychological control. Her work has provided insights

into how these characteristics predict outcomes such as children's school behavior, self-regulation in the classroom, emotion regulation, academic achievement, and religiosity. For instance, in a landmark study published in *Child Development* (one of the top journals in developmental psychology) in 2008, Dr. Stright and colleagues found support for the differential susceptibility hypothesis, the notion that children differ in the extent to which parenting experiences influence their development. That is, maternal parenting style was a stronger predictor of U.S. children's first-grade outcomes (e.g., social skills) for infants with difficult temperaments as compared to less difficult infants. Infants with difficult temperaments were better adjusted at first grade than those with less difficult temperaments when their mothers' parenting quality was high but had poorer adjustment when the parenting quality was poor.

In addition to work in the United States, Dr. Stright conducted a number of studies on the role of culture in families in Singapore and in Taiwan. She also conducted research among immigrant Hmong families in the United States. Many graduate students have benefitted from participation in Dr. Stright's research projects. Across 25 peer-reviewed publications and in countless national conference presentations, Dr. Stright reported on characteristics of children (such as children's temperament), characteristics of parents (such as parental education and personality), and characteristics of the family system (such as marital conflict). Findings from this research have helped to inform the field and her teaching.

Child development has also been the primary focus of Dr. Stright's teaching and research. Dr. Stright taught both

undergraduate and graduate courses on child and adolescent development, as well as on lifespan development. She also taught advanced seminars on social development, family processes, and college teaching. In 2010, Dr. Stright's exemplary teaching practices earned her the Trustees' Teaching Award. Her work with students was also recognized in 2002, when she received the Award of Excellence in Mentoring from the Graduate Studies Office of the School of Education and the Graduate Women Educators Network. Across her career, Dr. Stright chaired 15 doctoral dissertations.

Over the years, Dr. Stright's service to the profession has included serving as a reviewer for a variety of national and international journals on the topics of child development, behavioral development, educational psychology, family development, and social relationships. She is a member of the Society for Research in Child Development and the Society for Adolescent Research. Dr. Stright also served on many School of Education faculty committees, including Long Range Planning, Teacher Education, and Research and Development.

Anne is known by her colleagues and students for her humor, commitment to advancing knowledge on child development, and intellectual curiosity. We wish her all the best for her retirement and future endeavors.

*Mary Waldron
Joel Wong*

ALICIA MARIA VITTI

Alicia Vitti, senior lecturer in Italian, retired effective June 1, 2019, after nine and a half years in the Department of French and Italian at Indiana University. Dr. Vitti received a doctorate of modern languages in Italian with a secondary concentration in French from Middlebury College and an M.A. in French Literature from the University of North Carolina at Greensboro. She joined the Department of French and Italian as lecturer in January of 2009 and was promoted to the rank of senior lecturer in 2017. Dr. Vitti brought with her extensive experience as a teacher and coordinator of Italian language and culture at institutions such as Wake Forest University, the University of North Carolina School of the Arts, Elon University, and Forsyth Technical Community College. For many years, she also taught and coordinated multiple Italian courses at the Middlebury Language Schools, which have one of the best full-immersion programs in North

America. At IU, Dr. Vitti regularly taught our basic language sequence (M100 through M250), including M110 Italian Language through Opera, which she revised based on her background in theatre and dance, as well as the 300-level sequence of bridge courses (M300–M301) aimed at preparing our majors and minors for upper-division courses focusing on Italian literature and culture. She also taught several iterations of M491 and M492, our courses for graduate reading knowledge of Italian.

Dr. Vitti combined rock-solid pedagogy, extensive experience, impeccable command of the subject, and dedication to students. She also cared deeply about the intellectual and cultural value of language instruction. She was especially skilled at structuring her classes along activities of increasing grammatical complexity, while never losing sight of the fact that language and culture, even at the elementary level, are inseparably

interweaved. While her students never found her courses easy, and indeed many described them as tough and based on high expectations, they emphasized how she was always prepared to respond to the unique needs of each of them and how she was always available for extra help.

Throughout her career, Dr. Vitti was active in the area of pedagogical development and scholarship, as testified by her participation in numerous workshops and online seminars on topics ranging from concept mapping to instructional technology; by her reviews of pedagogical publications; by her service as reader, editor, and consultant for Italian language textbooks; and by her ongoing collaboration on a new high-intermediate-level textbook focused on cinema.

During her time at Indiana University, Dr. Vitti was not only an authoritative teacher but also a valued team player who was always willing to share ideas and suggestions with her colleagues and was actively present in the program's co- and extra-curricular initiatives. Dr. Vitti is a known and respected member of the professional community of teachers of Italian and she is held in high esteem by her colleagues from other institutions in North America and Italy.

On behalf of the department, I would like to express my sincere appreciation for Dr. Vitti's important contributions, as a teacher and mentor, to the Italian program and wish her all the best for the future.

Massimo Scalabrini



NONA K. WATT

Nona (Nonie) Watt retired from the Jerome Hall Law Library on May 31, 2020. With more than 30 years at the law library, Nonie has been an instrumental leader in heralding the library's collections and cataloging into the digital age. She took the lead on several major projects in the law library, and her influence will be felt for years to come.

The youngest of five (and the only daughter), Nonie was born in Kankakee, Illinois, and grew up in nearby Grant Park. Perhaps foreshadowing her future career, Nonie began working in libraries in the fifth grade, in her school's library. She continued to work in school libraries every year through high school.

Nonie was a first-generation college student, earning her B.A. in English Education, with a minor in Library Science, from the University of Illinois at Urbana-Champaign in 1977. She continued on to graduate school at the University of Illinois Graduate School of Library and Information Science, earning her M.S. in Library Science in 1979.

Her first professional library position was as circulation/interlibrary loan librarian in the library of Lutheran General Hospital, a large teaching hospital outside of Chicago. A few years later, soon after they were married, her husband received his first tenure-track position at the University of Tennessee and Nonie took a new position with the Tennessee Valley Authority (TVA) in Knoxville, serving as information systems specialist. While in this position, she was transferred to a nuclear power plant in Soddy Daisy, Tennessee, to inventory contracts and building specs. For this work environment, her uniform changed slightly to include a hard hat and steel-toed shoes.

Nonie's career in law libraries began in October 1984, when she left the TVA to take a position at the law firm of Hogan, Guyton, London, and Montgomery in Knoxville. As librarian/legal assistant for a firm that specialized in medical malpractice cases, Nonie spent the majority of her time pouring over medical records, searching for indications of malpractice. Sadly, her previous brief stint in a medical library did not endow her with the medical knowledge sufficient to make this an easy task.

In 1985, Nonie and her husband, Steve, relocated to Bloomington, where



Steve took a faculty position in IU's English department and Nonie began as serials supervisor in the law library. Two years later, she moved into the position of assistant librarian for acquisitions and serials control. In a few short years, she was promoted to head of technical services; she was named assistant director for technical services in 2012.

Nonie has seen the law library through several substantial technological advancements. In 1990, Nonie led her department through implementation of the law library's first online library system, NOTIS. This was a massive endeavor for the entire university library system, and Nonie served as representative of the law library in several working groups during this transition to ensure our specific needs were met. She worked with Linda Fariss to organize and supervise a team of student workers as they barcoded the entire law library collection. With this experience under her belt, Nonie went through this entire process again, when the libraries switched from NOTIS to SIRSI in 2000.

Those who work closely with Nonie admire her amazing ability to tackle large projects. In addition to the two online library system migrations, when the IU libraries' auxiliary library facility opened, Nonie became the law library's project manager and liaison to this facility. Over the years, she oversaw the transfer of over 100,000 volumes to remote storage.

Nonie has had a significant hand in preserving the history of the law school. During her tenure, she organized the law

library's archival collection and developed it into a regular responsibility for her department. She oversaw the processing of several large archival projects, including the personal papers of a number of distinguished faculty, alumni, and judges, as well as six decades' worth of law school deans' files. When Linda, as director, had the idea to establish a digital repository in the law library in 2011, Nonie served as project manager for the implementation, and since then has personally loaded more than 3,500 faculty publications that have been downloaded over 1.3 million times to date. She also spearheaded the reorganization of our faculty bibliography, where she maintains lists of all types of publications for each member of the law school faculty, from books and book chapters to articles and op-eds to amicus briefs and advisory reports.

Outside of her job responsibilities, Nonie steadfastly dedicated herself in service to the university and the profession, with a particular focus on faculty governance. She was elected to the Bloomington Library Faculty Council five times, serving as president from 2004 to 2005. She served three terms on the libraries' promotion and tenure committee, serving as chair from 2016 to 2017. She was appointed to an ad hoc task force charged with rewriting the libraries' promotion and tenure processes and procedures in 2011, and served as the principal author of the committee's revised manual in 2017. Outside of the libraries, she has conducted significant work with Bloomington Faculty Council committees and was elected to serve on the Bloomington Faculty Council from 2013 to 2015.

In retirement, Nonie plans to renew her personal genealogy research. She looks forward to spending more quality time with family and friends and the freedom to plan spur-of-the-moment trips. The law library will miss her, but we wish her the best in her well-deserved retirement.

Ashley Ahlbrand

STEPHEN WATT

In one of his last great works, the Irish novelist and playwright Samuel Beckett writes, “Ever tried. Ever failed. No Matter. Try again. Fail again. Fail better.” Such a Beckettian ethos governed the career of Provost Professor of English Stephen Watt—a career filled with institutional and intellectual risks that have left a meaningful and lasting legacy in the English department, the College of Arts and Sciences, and academia at large. In a profession where failures are tallied daily and successes rare, Steve was a master of the long game. His passionate teaching and mentorship have guided several new generations of top-notch scholars and researchers. His groundbreaking research has shaped the course of multiple areas of literary and cultural studies. His administrative vision has led the development of impactful new policies and entire schools that will sustain the future of Indiana University. But above all else, Steve leaves his mark at IU as a bridge-builder and model colleague.

Steve joined the English department at IU Bloomington in 1985 after receiving his Ph.D. from the University of Illinois at Urbana-Champaign three years earlier. Among his many roles, he served as director of graduate studies and then chair of the English department (2001–06), guiding the department deftly through a number of major transitions. He then served in a variety of decanal positions in the College of Arts and Sciences: associate dean for strategic planning (2008–10); associate dean for undergraduate education (2010–12); and associate dean for strategic initiatives (2013–15), a position which included planning and development of the newly formed Media School and the Eskenazi School of Art, Architecture & Design. In the latter capacity, he led the initiative to implement a new professional master’s degree in architecture. He has also served the university as the co-chair of the Bicentennial Steering Committee, chair of the University Committee on Centers and Institutes, and in many other posts. In service to the profession, he was elected president of the Midwest Modern Language Association in 1999 and to the editorial boards of journals such as the *Irish University Review* (University College Dublin), *Theatre Survey*, *The Harold Pinter Review*, and others. It



would take a leader guided by a Beckettian sensibility to succeed so profoundly at so many institutional transformations.

Writing in three main areas—Irish studies, drama and performance studies, and critical university studies—Steve has published over 100 articles, peer-reviewed chapters in anthologies, and reviews in scholarly journals. He has authored, co-authored, or edited 13 books, including the major monographs *Joyce, O’Casey, and the Popular Irish Theater* (1991); *Postmodern/Drama: Reading the Contemporary Stage* (1998); *Beckett and Contemporary Irish Writing* (2009); “*Something Dreadful and Grand*”: *American Literature and the Irish-Jewish Unconscious* (2015); and *Bernard Shaw’s Fiction, Material Psychology and Affect: Shaw, Freud, Simmel* (2018). With his collaborator, Cary Nelson of the University of Illinois, he co-authored two book-length studies of higher education: *Academic Keywords* (1999) and *Office Hours: Activism and Change in the Academy* (2004). His edited books range from topics such as nineteenth-century British and American theatre to Ian Fleming and the cultural politics of James Bond.

A select list of his national honors and awards includes research fellowships from the George A. and Eliza Gardner Howard Foundation at Brown University, the National Endowment for the Humanities, and the Harry Ransom Center at the University of Texas at Austin; the 2010 Robert Rhodes Prize for Literature from the American Conference for Irish Studies

(for his book on Samuel Beckett); and exemplary alumnus at the University of Wyoming on the occasion of the seventy-fifth anniversary of the founding of their College of Arts and Sciences (1993). At IU, the list goes on, including the Thomas Hart Benton Medal for Outstanding Service (1993), the Tracy M. Sonneborn Lecturer (2011), the designation Provost Professor (2013), and the Henry R. Besch, Jr. Promotion of Excellence Award (2019).

Steve, however, ties his greatest accomplishments to the successes of his students and colleagues. He has been director, co-director, or member of the research committees of more than 60 doctoral candidates, including several who now hold positions at institutions such as Brown, Michigan State, University College Dublin, and the University of Tel Aviv. Many of his undergraduates have also gone on to produce excellent scholarship, including one who published a book with Indiana University Press in 2019. He remains exceptionally proud of the colleagues in whose recruitment to Indiana he played a part (the two of us among them), very many of whom today rank among the leaders of the English department, the College, and the university.

For many of us in English, Steve has been the heart and soul of the department, and just as often its voice of reason and institutional memory. He is a wonderful storyteller, his tales only slightly stretched (after the Irish manner) and delivered with wit and spot-on impressions (including voices that range from a high octave to a deep baritone and elastic facial expressions that uncannily conjure the players in the tale). His performances don’t stop there. He is a fabulous musician and bandmate, most notably on the keys, and few will forget his electrifying performances with the College’s Band of Deans. In Beckett’s most famous play, *Waiting for Godot*, Estragon explains, “I either forget right away or I never forget.” In the English department and at IU, Steve and his successes will be long remembered.

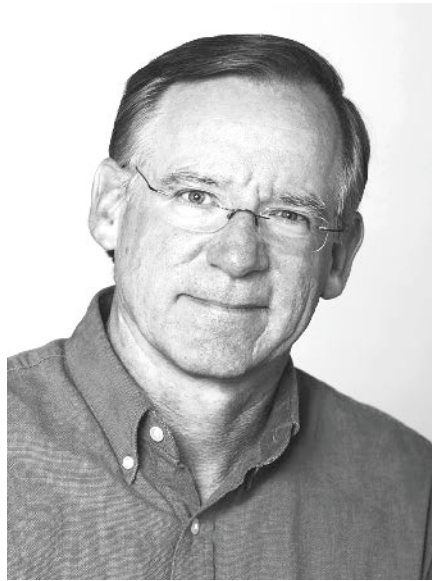
Edward P. Comentale
Shane Vogel

JEFFREY R. WHITE

Professor Jeffrey R. White retires from Indiana University after 37 years as a faculty member in the School of Public and Environmental Affairs (now the Paul H. O'Neill School of Public and Environmental Affairs) with considerable service in academic administration. Jeff grew up in Wyckoff, New Jersey, playing in the backyard with his three siblings and the neighborhood kids. During his first semester at Gettysburg College, he played on the tennis team, but soon discovered that majoring in biology required his full attention. During his doctoral studies in civil engineering at Syracuse University, Jeff developed his love for college basketball as well as for the great outdoors, where he conducted research on acid rain under the direction of Dr. Charlie Driscoll.

Acid rain was one of the most pressing environmental concerns of the 1980s, and scientists pointed to coal combustion as the culprit. However, in ways that are strikingly familiar today, the fossil fuel industry argued that coal combustion was not responsible and that scientists were making much ado about nothing. Jeff's doctoral research was aimed at understanding the causes and consequences of acid deposition on freshwater ecosystems. His early publications addressed the effect of acidification on elemental cycling in lakes in the Adirondack Mountains of New York, clearly showing that acidification caused fundamental and damaging changes. Jeff's contributions in paleolimnology supported the conclusion that acidification of these lakes was a recent phenomenon attributable to sulfur emissions from coal-burning power plants. These studies led to the regulation of sulfur emissions in the 1990 Clean Air Act Amendments, which constituted a notable environmental success story, since many acidified lakes have shown significant recovery during the past 30 years.

Jeff joined IU as an assistant professor in 1983. He and his wife, Legene, arrived in Bloomington expecting to stay for only a couple of years. Instead, we all gained a valuable colleague when they decided to remain Hoosiers and raise their children and a succession of loyal golden retrievers here in Bloomington. A favorite family memory recalls that when son Keegan and daughter Caitlin were watching *Sesame Street* during breakfast Jeff would have a hard time leaving for



campus due to a clever skit by Bert and Ernie or the Swedish Chef.

During the 1990s, Jeff turned his attention to carbon cycling and methane production in peatlands. Using research sites in Michigan, he and his colleagues demonstrated in a series of papers that vegetation such as shrubs and other wetland plants facilitated the emission of methane from peat. This work also described the primary biogeochemical pathway by which methane was formed in peat and the seasonality of methane emissions. These initial studies would lead to investigations into the role that microbial communities play in methane emissions in Alaska and Greenland. The work in Greenland brought Jeff back to his limnological roots, with several publications describing the unique biogeochemistry of remote lakes in western Greenland. As was the case with acid rain 35 years ago, climate change and the accelerated melting of Greenland's ice sheets generated both scientific and public interest in Jeff's work. The importance of his research was evidenced in 2018 when Jeff was selected as the IU Distinguished Faculty Research Lecturer.

Though he taught at both the graduate and undergraduate levels, generations of SPEA graduate students inevitably associate two courses with Jeff: Limnology and Aquatic Chemistry. Jeff would teach Limnology through 2007 and many SPEA alumni can trace their careers in water resources to this course. Perhaps even more than Limnology, it was his take-home exams in Aquatic Chemistry that made the

most lasting impression on students. Rigor, fairness, and patience defined Jeff's approach to the classroom, and in recognition of his quality teaching he received several school and university teaching awards, including (twice) the IU Trustees' Teaching Award.

Beyond the laboratory and classroom, Jeff served IU and the city of Bloomington in various roles. He served on the City of Bloomington Utilities Service Board from 1990–2004, including a two-year stint as the board's president. He also provided expert advice to state and federal agencies on topics of watershed assessment and management. From 2001–05, Jeff served as associate dean for SPEA and helped to grow the number of the environmental science faculty in SPEA and across campus. In 2006, Jeff moved to the position of associate vice provost for research, and he served the campus in this role through 2009. During this time, Jeff served on the design and planning committees for Multidisciplinary Science Building I (now Simon Hall), MSB-II, and the Field Lab at Griffy Woods, the first LEED-certified building on the campus. Jeff's final round of administrative service exemplified his commitment to enhancing environmental programs at IU Bloomington. In 2012 he became the founding director of the Integrated Program in the Environment, a campuswide program aimed at coordinating and growing the academic and research activities throughout all of IU Bloomington's environmental and sustainability efforts.

While the constant pounding required Jeff to give up tennis long ago, he discovered cycling along the back roads of Indiana and commuted to campus by bike on all but the worst weather days. Retirement will certainly allow him more time for cycling with Legene and others, in addition to singing, hiking, camping, and traveling with their kids and their new granddaughter. We thank Jeff for his collegiality, his contributions to research, his passion for teaching, and his commitment to Indiana University. We wish him the best during a well-deserved retirement.

*Todd Royer
Phil Stevens*



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