

## **Robert L. Appelman**

*Clinical Professor of Instructional Systems Technology  
School of Education*

When Bob Appelman retires as a clinical professor of education, he may finally—and triumphantly—leave the building he entered as a middle-school student in 1957. Growing up as the son of a faculty member in the School of Music at Indiana University, he attended the lab school then operated by IU as University School; that building later became the home of the School of Education and is now the Simon Music Center. Little did he suspect then that he would remain on the same campus to pursue bachelor's, master's, specialist's, and doctoral degrees. Even less did he suspect that one day he would return to the same building as a professor.

Since his father was a leading opera singer on the faculty, Bob had entrée backstage to view rehearsals and witness live performances from the lighting control booth. It was here that he experienced the extraordinarily complex and stunning integration of all art forms into one sumptuous experience and came to appreciate firsthand the contributions of all the craftspeople behind the scenes. He decided he wanted to learn how to create the sorts of experiences that open people's eyes and make them stand up and cheer.

In high school he acted, played lead percussionist in the IU opera orchestra, and took most of the photographs for the 1961 and 1962 high school yearbooks. His B.A. studies enhanced his skills in graphic design and revealed to him the desire to bring all these talents together as a film director. While continuing at Indiana University for advanced degrees (M.S. 1967, Ed.S. 1969) in Instructional Systems Technology (IST), he became a lead film director in the Audio-Visual Center.

In 1969 he accepted a position with Calvin Communications in Kansas City, creating corporate films on the fly. It was a stressful but exhilarating job, giving him the chance to live his dream of combining all the art forms into one integrated work. In 1970, he won an award for the best agricultural film of the year.

He moved in 1971 to the Florida Production Center in Jacksonville, where he expanded his repertoire into video production and later into computer-generated visual and audio media—state-of-the-art technologies. There, working on large-scale projects with substantial budgets, he felt he was finally working at a level similar to that of the opera producers he so admired. He produced and directed the award-winning video, “City of Tomorrow” (1974), for the city of Jacksonville, and “Our Plymouth Rock” for the Greek Orthodox Church.

Thirteen years later he seized the opportunity to return to Indiana University as director of the production division of the Audio-Visual Center with an accompanying appointment in IST. There he was able to bring state-of-the-art multimedia production to the university, creating memorable multi-image presentations such as “A Legacy of Cello” (1986) for the

National Cello Conference. In addition to teaching graduate courses in multimedia design and production, he earned a doctorate in IST in 1993.

When the university and AT&T collaborated to build the Center for Excellence in Education in 1992, Bob took the lead in planning, equipping, and operating its new high-tech capabilities, which featured infrastructure for voice, data, and video conferencing. Throughout the 1990s he supported faculty and staff in incorporating these new tools into their research and teaching. As part of this mission, he wrote and directed instructional videos for staff development, including “Adapting Instructional Strategies for Distance Education” (1996) and “Teaching in an Interactive Distance Education Classroom” (1997).

In 1999 Bob was asked by the School of Education to apply his knowledge of technological integration and instructional design to the preparation of classroom teachers. As coordinator he restructured the curriculum for technology education within teacher education and created a teaching technology laboratory where pre-service teachers come for consultation and support in using new media in their teaching.

In addition to these creative and service contributions, for 26 years Bob has been teaching a generation of IST graduate students and teacher education undergraduate students about multimedia production, computer-based instruction, integration of technology into the classroom, and, most recently, about using games and simulations in education. He has been the backbone of the “development and production” program within IST. It is rare to find instructors who have both the real-world experience and the theoretical mindset to teach successfully in this area, and even rarer to find someone who is also enthusiastic about mastering each new technology as it comes over the horizon.

As the student of and successor to such notable mentors as Malcolm Fleming, Howard Levie, Beryl Blain, Walter Niekamp, and George Vuke, Bob Appelman has carried on a long tradition of teaching educational film (later video, later digital media) production at IU. It is this tradition that has distinguished the IST program at IU and attracted graduate students from around the world. Without Bob’s stewardship of the production facilities, equipment, and curriculum, this capability would have withered years ago.

In addition to a quest for excellence, Bob has been driven by an insatiable curiosity about how people respond to and interact with presentations incorporating multiple media—voice, music, images, and drama. This drive has led him into a series of creative research projects in which he has served as inquirer and mentor to students and into chairing a number of dissertations. For example, as he began studying design in new media environments, he found that there were no conceptual frameworks in the literature to allow comparisons of one environment to another—such as a classroom environment vs. a simulation/ game environment; so he synthesized the Experiential Mode Framework. Most recently, he has devised a methodology for moment-by-moment analysis of the actions of participants in

simulation/ game activities, which he presented at international conferences in Tokyo, Singapore, and Portugal between 2007 and 2009.

With his retirement, the School of Education and the university lose a champion for excellence in creative production and a mentor with a deep commitment to hands-on learning and investigation through disciplined observation.

*~Michael Molenda*

## **Inta Gale Carpenter**

*Associate Scholar of Folklore and Ethnomusicology  
College of Arts and Sciences*

Inta Gale Carpenter, who experienced her family's dislocation from its Latvian home, came to be a leading scholar of the Latvian diasporic experience, tracing the ways people make peace with their new surroundings and, through the artifice of artistic communication, retain something of the old as they fashion a new existence in a new environment. A child who spent her first five years as a displaced person in a United Nations refugee camp, Carpenter later became a social worker who concerned herself with the welfare of children. These two threads—the scholar who seeks to understand the experience of displaced people through their expressive culture, and the concerned citizen who helps people in distress find ways to help themselves—run throughout a remarkable career that hovers at the meeting place between the academy and the public sector. Add to this her highly social nature, which translates into an admirable role as gatherer of people and facilitator of projects, and you have the three prongs of a rich professional life anchored in the IU Folklore Institute but ranging outwards to connect with the larger university community, the city of Bloomington, the state of Indiana, and eventually, the globe, with particular involvement in various settings in the United States and in Latvia, Germany, and Brazil.

Carpenter completed her bachelor's degree in sociology at Chatham College in 1966, and after working for two years in Colorado as a child welfare caseworker, she accompanied her husband Bruce to Bloomington, where she began her graduate studies at the world-famous Folklore Institute. She completed her M.A. in 1975 and found employment with the Folklore Institute as assistant director of special projects, a unit concerned with public outreach and communications; in 1978, she became associate director of special projects, a position she has held continuously to the present. In 1989 Carpenter completed her doctorate in folklore; her thesis was titled *Being Latvian in Exile: Folklore as Ideology*. That same year she became an associate research scholar at IU, with responsibilities divided between pursuing her own research agenda and tending to the special projects of the Folklore Institute. In this demanding yet rewarding position, Carpenter has achieved notable successes, both in the academic and in the public spheres.

As a scholar, Carpenter has dedicated herself to charting the Latvian exile experience in several locations around the world. She has received numerous research grants, from the American Council of Learned Societies, the Fulbright Scholar Program, IREX, the National Endowment for the Humanities, and various IU funding sources, to examine issues associated with exile and diaspora identity formation and transmission. This research, conducted on three continents—Europe and North and South America—has resulted in one published monograph, *A Latvian Storyteller: The Repertoire of Janis Plavnieks* (Arno Press, 1980), plus a series of insightful articles and book essays, published in the U.S., Latvia, and Estonia. Carpenter was elected to serve as president of the Association for the Advancement of Baltic Studies (2004–2006), and she serves as advisory editor for the *Journal of Baltic Studies*.

Carpenter has been equally successful and productive as an activist scholar concerned with issues of social justice. She has nurtured a vision that scholarship can and should be conjoined with social action. This vision propelled her to advocate for a public outreach dimension to the Folklore Institute, and Carpenter became a nationally recognized force for integrating academic training and research with efforts to understand and address problems affecting the individuals and communities studied. In the mid-1990s she founded at IU the Activist Pedagogy Group, which served as an incubator for a number of socially-engaged activist projects. With funding from the Indiana Arts Commission and the National Endowment for the Arts (NEA), Carpenter founded in 1999, as a branch of the Folklore Department (now the Department of Folklore and Ethnomusicology), a public folklore program named Traditional Arts Indiana (TAI), with a mission to document vernacular forms of culture throughout the state of Indiana. She also directed two field schools in Bloomington, in 2000 and 2001, in partnership with the American Folklife Center at the Library of Congress, which sought to involve community members in documenting their culture even as it trained students in the art of collaborative ethnographic research. During a four-year period, Carpenter taught a course titled Field Seminar in Cultural Documentation, opening an arena of learning and cooperation that connects IU students with at-risk Bloomington youth and with residents of Bloomington's federal housing neighborhood. These collaborations produced in 2007 a substantial grant from the NEA to build a local public arts project. Carpenter has been a fervent advocate and inspiring practitioner of service learning education at IU.

In some ways, all these paths come together in the significant activities Carpenter has undertaken with special projects of the Folklore Institute. From 1975 to 1977 she managed the ground-breaking Northwest Indiana Urban Folklore Project, known as the Gary Project, directed by Richard M. Dorson. She is associate editor of the influential *Handbook of American Folklore* (Indiana University Press, 1983). A project that involved observing the Smithsonian Festival of American Folklife led to publication of the important resource, co-authored by Carpenter, *Reflections on the Folklife Festival: An Ethnography of Participant Experience* (Special Publications of the Folklore Institute, 1992). Carpenter directed two excellent documentary videos, *Joy Unspeakable* (1980) and *The Classics Come Home: The Auburn-Cord-Duesenberg Festival* (1983).

Over a period spanning four decades, Carpenter has been the creative sustainer of major projects housed in the Folklore Institute, serving as managing editor of the *Journal of Folklore Research*, as associate editor of special publications of the Folklore Institute, and as a member of, and most recently as director of, the Folklore Archives Advisory Committee. Through her many contributions to scholarship, outreach, teaching, and service, Inta Carpenter has presented an appealing public face for the Folklore Institute, and, has been, arguably, its heart and soul.

*~John McDowell*

## **Judith Chafel**

*Professor of Curriculum and Instruction  
School of Education*

Judith Chafel, professor of early childhood education, has a faculty member in the Department of Curriculum and Instruction in the IU School of Education for 30 years. Her scholarship and teaching have been marked by a deep interest in the education of young children, particularly those who experienced conditions of poverty.

Judith received her undergraduate degree in history from Vassar College. After graduation she worked for two different agencies providing social services to individuals in low income areas of Boston. These experiences were seminal in her understanding of poverty as a social issue. She would pursue this interest in much of her research and teaching.

She attended Wheelock College where she completed an M.S degree in Education. From 1972 to 1974 she taught first grade in New Jersey in an urban school serving children in poverty. From 1974 to 1976 she taught in a primary school in rural upstate New York. This school served migrant children who attended only in the fall and spring of the year. After her years in the primary classroom, she went to the University of Illinois, where she received her Ph.D. in early childhood education. Upon completion of her degree, she was a visiting professor at the University of Texas at Austin. In 1980 she accepted a position in the School of Education at IU, where she taught courses in early childhood education.

Her early research focused on children's understanding of themselves and their social world. This work appeared in many of the top journals in the field. In 1989 she received a prestigious fellowship from the Society for Research in Child Development that allowed her to spend a year as a professional staff member of the Committee on Ways and Means in the U.S. House of Representatives. Through this fellowship she extended her study of poverty and its impact on children and families. One result of her work was an edited book, *Child Poverty and Public Policy*, published by the Urban Institute.

Her interests in children's social cognitions and the study of poverty came together in research funded by the Spencer Foundation. Her study was one of the first to examine children's perceptions of poverty. It resulted in publications that appeared in journals in the fields of child development, developmental psychology, sociology, and public policy.

In addition to her research and teaching, Judith was very interested in the quality of education students experienced at IU. From her own undergraduate experience in a liberal arts college, she saw the importance of critical thinking, reasoned argument, and clear writing. Judith believed that the acquisition of these abilities, often referred to as habits of mind, should be at the center of undergraduate education regardless of the students' chosen field of study. As a result of her deep interest in students' experiences at both the undergraduate and graduate levels, Judith initiated, and then was asked to lead, two efforts

in the School of Education. The first sought to gather data on students' competencies in critical thinking and writing, faculty members' perceptions of students' competencies in these areas, and suggestions for ways to support students' development of these abilities. The second project examined the current methods used for evaluating teaching.

As she returns in retirement to Rochester, New York, where she was born and raised in a large family, the School of Education faculty will always remember Judith as a tireless champion of the core values of the academy.

*~Cary Buzzelli*

## **Shehira Doss Davezac**

*Associate Professor of History of Art, Henry Hope School of Fine Arts  
College of Arts and Sciences*

Shehira Davezac has always been a person of grand geographic and intellectual transitions. In 1952 she received her Oxford and Cambridge honor's degree from the English Girls' College in Alexandria, Egypt. Three years later she was busy receiving a B.A. from Sarah Lawrence, and two years after that an M.A. from the same institution. Shehira then moved on to Columbia University, where she received another M.A. in 1958, and finished her Ph.D. course work and qualifying exams in 1961.

In 1967 Shehira came to Indiana University, where she has remained until she retired in the fall of 2009. Her courses were listed in the IU Bloomington bulletins under the category of philosophy and theory of art. But her special niche was a deep, rich knowledge of the primary sources and intellectual debates that surrounded each period of Western art history. Her classes included Classical Theory, Greek and Roman; Early Christian and Byzantine Art Theory; Medieval Art Theory; Fourteenth- and Early Fifteenth-Century Florentine Art Theory; Alberti and the Fifteenth Century in Florence; High Renaissance and Mannerism (Art in Rome); Poussin and the Academy; Eighteenth-Century British and German Art Theory; Classicism-Romanticism in Britain and France; and French Art Theory 1848–1900: Realism, Impressionism. She also taught for a great many years the department's Art Appreciation course for nonmajors, and became very well known for this class. In its heyday it enrolled between 150 and 200 students every semester, from all over the campus. In addition she taught courses on perception and numerous seminars on interesting topics.

Her classes were always full of students who simply loved her, and over the years she became a kind of institution in the department. She was particularly famous for her parties—which everyone in art history and fine arts–studio attended with pleasure. The food was always tremendous, and Shehira's sense of humor never failed to delight everyone.

Shehira served the department and the university well. From 1980 to 2007 she was the director of undergraduate studies, and became a kind of institution in that position. From 1990 to 2000 she also directed the Art History Honors Program, along with serving on various other committees both in and outside the department. But many people around the campus and the community well remember her best for her tireless and devoted work as a member of the Arts Coordinating Council.

A major event in Shehira's academic life transpired over some three years, away from Bloomington. In 1991 she was asked to be the art director of the International Council of Women's Art, an organization that is connected to several American institutions. Its mandate is researching and exhibiting the artworks of contemporary third-world women artists. She spent the next four years co-organizing a major exhibition of women's art from Arab countries, in conjunction with the National Gallery for Women in the Arts in Washington,

D.C. She traveled to England, France, and Egypt to learn as much as possible about the works of twentieth-century women artists who were working both at home and overseas. For the exhibition she developed themes, chose the works of art, and organized scholars on both women artists and the Arab world. She worked hard to garner sponsors and funds, and in the end was able to ensure that a wonderfully illustrated catalog accompanied the exhibition; to it she also contributed an essay. The show traveled to several U.S. venues and ended in Paris. In Chicago it was deemed one of the best exhibitions of 1994, and the catalog won the Design and Effectiveness Award at the 1994 Washington Book Publishers' competition. Shehira is proud of the fact that at every stop there were carefully organized educational programs, seminars, and films. In Chicago, for example, 5,000 school children visited the exhibition.

Another project that captured Shehira's attention was consulting with Art Education for the Blind, Inc., in New York City, for the program entitled "Sound and Touch: Teaching System and Textbook Supplement." She is presently writing a book for the blind on nineteenth-century art and architecture for that same organization.

Among Shehira's publications is the 1996 "Schopenhauer According to the Symbolists: The Philosphical Roots of Late 19th-Century French Aesthetic Theory." She is currently in the final stages of completing *Vision in the Late Paintings of Monet: Plotinus in Giverny*, to be published by Pennsylvania State Press. She is also a writer of poetry.

*~Patrick McNaughton*

## **Lawrence S. Davidson**

*M. Michael & William D. Wells Life Sciences Faculty Fellow of Business Economics and Policy  
and Professor of Business Economics and Public Policy  
Kelley School of Business*

Larry Davidson joined the Department of Business Economics and Public Policy in 1976, and Indiana University and the Kelley School of Business remained his primary academic home until his retirement in December 2009. Larry received an undergraduate degree in industrial management from Georgia Tech in 1968, and followed it with an M.A. in economics from the University of Arizona in 1971, an M.S. in industrial management in 1973 from Georgia Tech, and a Ph.D. in economics from the University of North Carolina in 1977. While Larry certainly had a strong collegiate academic record and reputation, undoubtedly his most memorable scholastic achievement occurred when he was in high school. Larry was on the Coral Gables football team that in 1963 played in the first state championship game in Florida. In Tampa against Tampa Robinson, Larry kicked the winning field goal as time expired and Coral Gables won 16–14. Larry's shoe from the game, now bronzed, sits in the high school's trophy case. He is possibly the only IU faculty member to have such an honor.

More traditionally, Larry started his academic career at IU focused on macroeconomics. He published in leading macroeconomic journals on topics such as the Nixon wage and price controls, U.S. inflation, and U.S. monetary policy. Some of his most important contributions in this phase of his career dealt with the political business cycle. In an analysis of inflation, his basic hypothesis is that governments fight unemployment only when it is a concern (i.e., higher than in recent years), and that they fight it only to the extent necessary to look reasonable. This hypothesis and data to support it led to an important piece that was published in *Public Choice* in 1992 and another that appeared in the *Journal of Policy Modeling*.

A few years later, the man who in the 1980s did not even have a passport changed direction and became the director of the business school's Global Center, where he served as a strong advocate for internationalizing the curriculum, research, and outreach. Larry quickly became a global citizen who contributed to the economic liberalization of the Baltic nations; taught in Norway, Germany, Vietnam, Korea, Finland, the Netherlands, Hungary, and Croatia; and promoted export business for Indiana. In 2001, in recognition of his international contributions, Larry was awarded the university's John Ryan Award. As globalization lost speed about 10 years ago, with well publicized demonstrations against trade liberalization in Seattle, Washington, Genoa, and other venues, Larry wrote about the "end of the times of low hanging fruit in world trade," perhaps seeing the reduction in the rate of growth of world trade coming earlier than most observers.

Larry then changed directions again. As the first head of the school's life sciences initiatives, he focused his attention on developing the school's courses, outreach, and research in these areas. Notably, Larry organized a series of conferences and workshops throughout

the state that brought together researchers, business people, and government officials involved in various aspects of life sciences. In honor of these efforts, Larry was named the W. Michael and William D. Wells Life Sciences Faculty Fellow to complement his service as director of the Kelley School's Center for the Business of Life Sciences.

Throughout his career at IU, Larry has carefully studied the economic impact of various events and activities on communities and states. Using a conservative and theoretically sound approach, Larry has estimated the economic impact of events including several NCAA Final Fours, the Circle Centre Mall in Indianapolis, the Indianapolis 500, the Brickyard 400, the Amateur Sports Strategy for Indianapolis, and even a circus. Each study proved to be the definitive analysis of the economic impact of the activity, and often received extensive media coverage.

Larry's outgoing personality and friendliness are central contributors to the Kelley School's culture. Larry and his wife Betty welcomed visiting scholars, graduate students, and new faculty to their home. Most memorable was their post-party open house after the school's opening faculty/ professional staff fall picnic. After just a couple of years, the post-party had a larger attendance than the "official" party, and since the informal price of admission was a bottle of wine, the party became a steady source of wine supply for the Davidson household.

In retirement Larry's home base will remain Bloomington, but he will continue his international teaching, traveling with Betty, and visiting his son Jason and his wife Ashley in Seattle, while his daughter, also named Ashley, resides in Bloomington.

*~ Bruce L. Jaffee and Juergen von Hagen*

## **Ann Densmore**

*Clinical Associate Professor of Speech and Hearing Sciences  
College of Arts and Sciences*

Raised in Madison, Wisconsin, Ann Densmore is the oldest of three children. True to her northern Midwestern roots and perhaps some effects of birth order, she struck an individual and independent course early on. When asked what she thought about doing after high school, Ann said a lot of things: medicine, psychology, anthropology, the ministry—but definitely work that would improve the lives of children. Her decision was refined when she spent a summer working as a nanny for a practicing speech-language pathologist whose twins had developed their own language system for communicating with each other. From them she learned the fundamental importance of the ability to communicate effectively. She then became one of only two students majoring in communication sciences and disorders at the University of Wisconsin–Oshkosh. From her perspective, the relatively young profession and practice of speech-language pathology “seemed to me to permit me to address most of my interests.” She began to weave a thread of personal and professional commitment to enhancing the lives of children that she would strengthen throughout her career.

Finishing her bachelor’s degree in 1966, Ann took a position in Stevens Point, Wisconsin, working with public school children whose families labored in rural cranberry fields. Later she worked in the Milwaukee suburb of West Bend, from which she was recruited into the master’s program at Northern Illinois University. After graduation, Ann completed a clinical fellowship at Elgin State Hospital, an inpatient psychiatric hospital where she served the speech and language needs of children and adolescents. It was here that she began to observe the intersection between spoken and written language and its influence on reading and school success. At the conclusion of her year there, Ann received the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASLHA).

In an effort to challenge herself and positively impact her profession, Ann accepted a position as an instructor in the Department of Communication Disorders at St. Louis University. She supervised students during their clinical practicum and also taught academic courses in both the undergraduate and graduate curricula. After only a year in the position, she became clinic coordinator, and in 1977 she was promoted to clinic director and clinical assistant professor. As director, her responsibilities included the development and administration of the department’s clinical training programs.

At this point in her career, Ann met Rita C. Naremore, a professor in the Department of Speech and Hearing Sciences at Indiana University, who was in residence at St. Louis University for a summer institute. Impressed with what she saw, Dr. Naremore invited Ann to apply for the clinic director position at IU. She was hired in 1985. The move to Indiana began a productive professional collaboration with Professor Naremore that evolved over a period of years. The intervention research that Ann, Rita Naremore, and Deborah Harmon conducted resulted in two seminal books: *Language Intervention with School-Aged Children: Conversation, Narrative, and*

Text and Assessment and Treatment of School-Age Language Disorders: A Resource Manual. She partnered with Naremore and Harmon to establish in Indiana schools clinical training programs where graduate students in speech and hearing sciences were trained to help children who were at risk because they lacked a sufficient language base for academic progress. During this period Ann presented more than 30 workshops to professional organizations and school systems in the state and across the nation. These workshops offered a model in which teachers and speech-language pathologists worked together to improve the language base of children and thereby enhance their academic success.

Reflecting on their collaboration, Dr. Naremore says about Ann:

*(She) kept us grounded, with the focus always on the children. She has such a clear understanding, based in part on her years of experience and in part on her ability to connect with children, of what will work in an intervention plan. I can still see her sitting on the floor in the first grade classroom in Sprunica School, reading a book to a child and then patiently coaxing the child to retell the story. The discussions the three of us had about outcome measures and long-term results were among the most professionally rewarding of my career. And I can't think of anyone I'd rather have behind the wheel of a car driving around the hills of Brown County at 7:00 in the morning.*

Ann was soon promoted to associate clinical professor. She received two Teaching Excellence Recognition Awards as well as the Indiana Speech and Hearing Association's Certificate of Commendation for Meritorious Service. Ann's students typically remark that no matter how hard she makes them work, they recognize how well she prepared them for clinical practice. She is invited to their weddings, receives birth announcements, and sees them at national meetings.

In addition to her work and leadership with children experiencing language-literacy challenges, Ann also has expertise in the assessment and treatment of fluency disorders. She obtained the Certificate of Specialty Recognition in Fluency Disorders from ASLHA and is recognized as a fluency specialist mentor. Ann single-handedly developed the Indiana University Stuttering Camp that drew children from across the country and from abroad, and provided an exemplary training opportunity for the department's students.

In retirement Ann might spin her professional thread a bit less actively, but her personal thread of commitment and contribution to the local community isn't about to be tied off any time soon. She has talked of volunteering in ways that will positively contribute to the community's children. But first she intends to spend some time traveling. She plans to ride off literally into the sunset with Gidget, her favorite four-legged friend, on a trip along Route 66 to California, up the Pacific Coast Highway to Santa Barbara to see her sister, then through northern California, Oregon, and Washington, to Orcas Island north of Seattle to visit her brother. Then she'll follow the turn of the leaves across the northern part of the country on her way home. Safe travels!

~Elizabeth McCrea, Phil Connell, and Rita C. Naremore

## **Jon Paul Dilts**

*Associate Professor of Journalism  
School of Journalism*

His colleagues like to tell him “lawyer” jokes, which he usually takes in stride. But when it comes to their legal questions about taxes, families, wills, contracts, insurance, intellectual property, or retirement accounts, Associate Professor Jon Paul Dilts willingly shares his expertise on a pro bono basis. Indeed, in many ways it has been convenient to have an attorney on the School of Journalism faculty, and we will miss him very much as he retires after 27 years on the Bloomington campus—and in ways well beyond the free legal advice.

Jon’s love of learning, his fulfillment in sharing his knowledge with students and others, and his vast expertise in both journalism and law have contributed to his reputation as one of the top mass media legal educators in the field. Besides that, he is an individual with a big heart and a friendly disposition who is generous with his time, whether it be advising students, taking on new classes, helping the Indiana Daily Student with a legal issue, scheduling classes, hiring adjunct faculty, settling student complaints, or teaching heavy loads.

For 17 of his 28 years with Indiana University, Jon served in various administrative capacities, first as assistant dean for regional campuses (1982–1983) on the IUPUI campus, extending to 1985 in Bloomington. He then became associate dean for regional campuses from 1985 to 1997, after which he served as associate dean for undergraduate studies, the first person to hold that position in the School of Journalism. All the while he continued to teach courses and to contribute to the scholarly community by writing journal and law review articles, writing a well-respected mass media law textbook with co-author, the late IU professor Ralph Holsinger, and creating a book with the late photojournalism professor Will Counts about Indiana’s courthouses, *The Magnificent 92*.

After growing up in northern Indiana (Monterey, Pulaski County), Jon went to southern Indiana for his B.A. in English and philosophy from Saint Meinrad College in 1967. He has continued his love of Saint Meinrad and the Benedictine monks who live in the archabbey and who run the School of Theology by serving on various boards and committees. For example, he is current chair of the Board of Overseers’ finance committee, and he has served in various capacities as a trustee and Board of Overseers chair. He was a significant participant in a recent successful initiative that raised more than \$42 million for the Saint Meinrad Archabbey Comprehensive Campaign.

After a Vietnam-era stint in the U.S. Army between 1968 and 1971 as a communications security specialist (cryptography), Jon came to IU and earned an M.A. in journalism in 1974, while also working as a reporter and editor at the Peru (Indiana) Daily Tribune (1972–1978). Jon graduated with his J.D. in 1981 from the Valparaiso University School of Law as a top student in his class. While in law school, he continued to work at various newspapers in northern Indiana and also taught journalism part time at Valparaiso University. In 1981 he joined the staff of the Court of Appeals of Indiana as a law clerk.

In addition to his recent teaching, service, and research commitments at IU, he is a civil mediator and a member of the bar of the Supreme Court of the United States, the Indiana Supreme Court, and the United States District Court for the Southern District of Indiana. After retirement from IU, he hopes to continue his civil mediation activities in southern Indiana.

Jon has advised several Ph.D. and M.A. students through the years. He has served the School of Journalism, the university, and the community in many ways as well. He has been on the Bloomington Faculty Council, the dean's review committee, the Poynter Center for the Study of Ethics advisory board, and the Campus Curriculum Committee. He is on the board of the Community Justice and Mediation Center and was a board member of the Rotary Club. He was a Boy Scout trainer for adult leaders and an assistant scout master for several years while his boys, Christopher and Andrew (now grown), earned their Eagle Scout awards.

During his 28 years of teaching in the IU system, Jon organized and sometimes created from scratch 24 differently titled courses, 6 on the graduate level and 18 on the undergraduate level. While 10 of the courses were about media law, 14 dealt with journalistic writing and mass media, including Foundations of Journalism and Mass Communication. This latter course was assigned to him late in his career by an associate dean who needed to staff a freshman-level course with a creative, exciting, and stimulating teacher. It is a course many faculty members try to avoid because it's a large-lecture class directed at prospective majors in the process of making up their minds. Jon prepared long and hard, as he does for all his courses, and provided the students with audio and video clips, examples, demonstrations, excellent instruction, and much interaction. At the end of the class, the students gave him an ovation. Indeed, his classes are known for their liveliness, their extensive content, their excellent organization, and their applicability.

In a statement he prepared earlier, Jon wrote this about his teaching: "I have always trusted that my teaching would work, because success comes from practice, and practice has taught me some essential lessons: to listen, to imagine, to celebrate, to be patient, to be thoughtful, . . . (and) all the things that most matter: truth and trust and honest relationships."

Jon's wife Anne, a mathematics and computer educator, often walks with Jon part way to their respective schools. Given that they live three miles from the J-School, Jon has stayed in shape throughout the 27 years in Bloomington by walking about 32,000 miles—to supplement his HPER workouts in the pool.

May you enjoy many more years of walking, swimming, canoeing, traveling, mediating, and enjoying life. As a radio personality from Minnesota has said, "Be well, do good work, and keep in touch."

*~ Jack Dvorak*

## **Sandra K. Dolby**

*Professor of Folklore and Ethnomusicology and Adjunct Professor of American Studies  
College of Arts and Sciences*

Sandra K. (Sandy) Dolby retires this spring after 35 years as an academic folklorist. In that time she has served the discipline in numerous ways, contributing especially to the pedagogy of folklore and folk narrative theory, while also making significant administrative and service contributions to Indiana University.

Sandy was born and grew up in Huntington, Indiana, where she had the pleasure of attending high school with future Vice President of the United States Dan Quayle. She took a B.A. in English, cum laude, from Manchester College, and after a brief spell teaching high school English, she returned to academe to take an M.A. and Ph.D. in folklore from Indiana University.

Sandy's first academic position was at the University of Houston, but in 1979 she came back to her alma mater and the Department of Folklore, adding American studies to her portfolio in 1983. She has served as acting director of American studies (1994–1995) and as director of the Folklore Institute from 2007 to 2008. She was the recipient of a fellowship from the National Library of Australia that took her to the antipodes in 1985, where she was the keynote speaker at a conference on the professionalization of folklore research in that country. In 2001–2002 she was a Fulbright Roving Scholar of American Studies in Norway.

Sandy has the distinction of having introduced a new genre to the canon of folk narrative—the personal narrative. Personal narratives are stories that people tell based on their own experiences; however, Sandy's research showed that such narratives are not completely idiosyncratic, but arise from a creative blend of the personal and the traditional. Her 1977 article, "The Personal Narrative as Folklore," and her book, *Literary Folkloristics and the Personal Narrative* (1989; reprinted with a new preface, 2008), remain the seminal and oft-cited works on the topic. In addition, Sandy has to her credit a book on self-help books (*Self-Help Books: Why Americans Keep Reading Them*), an edited collection of essays on the relations between folklore and literature, more than 30 articles and chapters, and more than 50 conference presentations on various aspects of American folk literature and folklore. She has also served as editor of the *Journal of Folklore Research*, one of the three leading journals in the field internationally.

In terms of teaching, Sandy's achievements cannot be overestimated. She has devoted herself to mindful teaching in both folklore and American Studies, garnering two university teaching awards, participating in the highly successful Scholarship of Teaching and Learning (SOTL) initiative (and serving on the SOTL advisory committee for more than 10 years), and serving as co-chair of the Bloomington Faculty Council's Associate Instructor Affairs Committee. Within the folklore department she has spent more than 10 years as tireless director of undergraduate studies, and she introduced a popular advanced seminar on

folklore pedagogy. These contributions all attest to Sandy's conviction that mindful teaching is central to the university. Her skill as a teacher and mentor has made her a sought-after dissertation director, as her resume shows: she had directed no fewer than 24 dissertations and served on 47 other dissertation committees. One of these dissertations was awarded the prestigious Chicago Folklore Prize when published as a book.

A surprising number of folklorists are performers as well as researchers, and Sandy is no exception. She has recorded a number of CDs of vocal music, some traditional and some of her own composition. When my cohort of folklore students celebrated the end of our qualifying exams, Sandy serenaded us with "You Are the Ones," a beautiful song she wrote especially for us, instructing us to carry the torch of folklore study forward to the next generation. None of us will ever forget it.

Sandy's retirement plans include looking forward to devoting more time to harmonizing with the Bloomington Chamber Singers and to her current research projects, one on her beloved Handel, and another on the adaptation of American folk legendry in pedagogic contexts. Her selfless integrity will be missed on campus, but we anticipate with pleasure the opportunity to hear more of her beautiful alto voice in recordings and in concerts.

*~ Moira Smith*

## **George F. Dreher**

*Professor of Business Administration, Department of Management  
Kelley School of Business*

George Dreher has been our colleague and friend since 1987. His contributions to the Department of Management and Entrepreneurship, the Kelley School of Business, and the campus have been extremely valuable. George cultivates interests in classic cars and modern art; his office features models of beautiful cars as well as wonderful photos of his grandchildren. I hope that retirement will bring more time for him to enjoy these passions.

George's research has focused on managerial and executive careers, including the effects of race, culture, ethnicity, age, and gender on selection, promotion, and retention decisions, as well as on pay and other career outcomes. He is fascinated by how opportunity affects career progression, with special attention to those events that lead to lack of equity and fairness in this process. He has published over 30 articles, 10 book chapters, and 3 books on these topics.

Among his most interesting findings, in my view, is that junior managers, particularly women and people of color, benefit greatly from mentoring by powerful managers—who are often white males. This conclusion flies in the face of conventional wisdom that the best mentor is a person like oneself, with whom one can most easily identify. Instead, the most effective mentor is often someone who has the experience and the social networks to truly support the mentee and to clear a path for him or her.

George has acted consistently on this finding in his own life, serving as an energetic mentor in our department to junior faculty and doctoral students alike. As noted by Professor Carolyn Wiethoff, his co-author, George is such an empathetic, skilled listener that he can fully understand the issues facing employees who are women or people of color, even though he himself is a white male.

In his work with doctoral students, in particular, George is both patient and generous with his time. Though consistently compassionate and supportive, he does not budge an inch on standards, following rigorous criteria for what constitutes strong research and gently requiring that students meet those criteria. A scholar's scholar, he reflects the wonder and awe that careful research can inspire when pursued with integrity, passion, and true curiosity. Instead of publishing solely to increase the lines on his CV, he focuses on producing work of which he is proud, work that appropriately will appear in one of the top journals in our field.

His blend of rigor and sensitivity is highlighted in Professor Tim Baldwin's comments, which I quote below. Tim joined our faculty as an assistant professor in the same disciplinary area and was thus a logical candidate to become George's first mentee.

*"He and I came to IU the same year (fall 1987) and we have been on multiple dissertation committees together. Over the years I have learned to walk into a dissertation defense and size up*

*which way the questioning was going to proceed around the table—and then purposely sit in a way that my questions would come AFTER those of George. That would thus enable me to learn what George was asking and benefit from his incisive probing whereby I could then better formulate my own questions and use prefaces like “piggybacking on what George noted . . .” or “I just want to echo George’s concern with . . .” In my mind, nobody on our faculty is as skilled and competent at reviewing a research proposal and asking the type of questions that get at the core of the potential contributions or potential problems with a study—and doing it with a non-aggressive grace that is all his own. “*

Having recently served on a dissertation committee that George chaired, I can certainly echo these comments. The student was ready to collect data when she was involved in a terrible auto accident that required surgery and extensive physical therapy. She had planned data collection through questionnaires from managers in multiple U.S. and Indian firms, but her first attempts had netted only a few responses. After George calmly helped her revise the study’s method, she persevered and collected a very impressive set of data. Even more important, she learned that research requires persistence, hope, and sometimes a new path to get around obstacles.

Not bound by current paradigms or by conventional methods for approaching an empirical question, George is able to think broadly and creatively about new ways to approach a problem or a data set, about possible theoretical frameworks that will support a research question, and about new ways to investigate that question through thorough and unconventional analyses. When I ask for comments on a paper I’m drafting, I do not receive pro forma compliments from George; instead I get critical but polite suggestions for thinking more deeply about the topic, in a way that always improves the paper.

George earned his undergraduate degree in psychology at San Jose State University in California and a Ph.D. in industrial and organizational psychology from the University of Houston in 1977. He then worked briefly as an industrial psychologist, a position which helped him appreciate practical questions that students would encounter once they started industry careers. In fall 1978, he joined the faculty of the University of Kansas as an assistant professor and subsequently was promoted to associate professor. He moved to IU in 1987 and was promoted to full professor in 1990. With his wife Laura Ginger, he pursued sabbatical research in Hong Kong in 2000, where he was a visiting scholar at the Hong Kong University of Science and Technology.

We will miss George’s contributions in the classroom, and we will miss his penetrating studies of the effects of human resource policies on real humans in their workday lives. Most of all, we will miss George’s supportive mentorship of doctoral students and young colleagues. He has been a resource to our department who will be truly difficult to replace.

*~ Janet P. Near*

## **Richard H. Durisen**

*Professor of Astronomy*

*College of Arts and Sciences*

Professor Richard H. Durisen's influence on the Department of Astronomy is apparent to anyone stepping onto the third floor of Swain West. His lively and broad interest in all things astronomical is reflected in the diversity of research posters displayed in the hallways and in the personal expressions found all around the department. His is a department that values each individual member and that strives to provide each colleague, student, and staff member with an environment where all of us can do our best. His gift to us is a legacy of caring, and generations of his students have benefited from his gentle efforts to create a place where scholarship flourishes through mutual respect and support.

Professor Durisen joined the IU astronomy faculty in 1976 after holding postdoctoral fellowships at the University of California Santa Cruz and the NASA-Ames Research Center. He received a B.S. in Physics from Fordham University in 1967 and a Ph.D. in astronomy in 1972 from Princeton University, where he trained as a theorist. His dissertation was on the topic, "Viscous Effects in Rapidly Rotating Stars with Application to White Dwarf Models."

Following his theoretical inclinations, Professor Durisen's research involves what might be thought of as the physical origins of the natural beauty in the universe. He studies the origin of structure through the physical phenomena that create the swirls and twirls of matter subject to gravitational and other forces found in astronomical environments.

Self-gravity in fluid and particle systems is the primary mechanism for the creation of structure in the universe on astronomical scales, and Professor Durisen applies his knowledge of the hydrodynamical behavior of gas and dust subject to their own gravity to explore structures over a wide range of physical scales in astrophysics. On small scales, the rings of Saturn are an example of a self-gravitating hydrodynamical system. Professor Durisen's work on the effects of infalling projectiles on planetary ring systems helps to explain some of the phenomena found in spacecraft observations of Saturn's rings. His most cited works concern the hydrodynamical interactions during star formation, helping to explain the formation of binary and multiple stars, and the formation of planets in gaseous disks surrounding proto-stars. But even on scales as large as entire galaxies, Professor Durisen's work in self-gravitating fluid dynamics helps to explain the complex, multiple-disk systems found in disturbed galaxies and around massive, feeding black holes in the centers of galaxies.

Professor Durisen has long and selflessly served as director of graduate studies in the Department of Astronomy, guiding students with kindness. He ensures that our graduate students are well prepared to begin their postdoctoral lives as researchers, educators, and citizens. Our graduate program has earned a reputation for caring about students, for being fair and supportive of students, and for student satisfaction. That reputation is due largely to Richard Durisen.

Professor Durisen has been a mainstay of our graduate program, teaching two of our most rigorous graduate courses, Stellar Interiors and the Interstellar Medium. These courses involve understanding the interaction of matter and energy through the widest range of density of any of the sciences, from the near total vacuum of interstellar space to the extraordinary densities found within dense stellar remnants. Knowledge of many physical processes needed to understand matter and energy in these very different regimes gives our students the best possible preparation for their future research careers. His courses carefully lead students through the thought processes of the astronomers who first developed the modern perspectives in these fields, and help the students connect the basic physics they have learned in other courses to key ideas in twentieth- and twenty-first-century astrophysics. He leads our graduate students through the transition from being students to being professionals in the field. His own doctoral students have gone on to significant success in positions at colleges and universities around the country. The mark of his most satisfying success is that many become lifelong collaborators, often as the leaders of their joint research efforts.

Professor Durisen, known to his undergraduate students as “Dr. D.,” has also become a legend for his innovative and creative teaching, and he is held in much affection by his students. Dr. D. excels at teaching introductory astronomy for students from outside the sciences, captivating students with explanations of astronomical phenomena both accurate and understandable. While he is demanding about the level of the material he teaches, his style very much encourages students to interact and to engage with astronomy.

No summary of Richard Durisen’s career as a professor of astronomy at Indiana University could be complete without a discussion of his contributions to the WIYN Observatory. Although he is a theorist, he became one of the department’s most vigorous champions for IU’s participation in building and operating the 3.5-m WIYN telescope at Kitt Peak. He served as a founding member of the board of directors in 1990, and served as the WIYN consortium’s first treasurer, holding that office until 2008. His advocacy of the innovative new One Degree Imager, a camera that will image an area of sky more than four times the area of the full moon, was key to the project’s success. And it has put WIYN at the forefront of optical imaging technology.

Beyond all of his many contributions to research and teaching, Professor Durisen is most appreciated in the department for his willingness to contribute his time and effort in the many ways that help to make us all successful. No matter what the issue, Professor Durisen has always been ready to help. His vision of what it means to be a teacher, an astronomer, a mentor, and a friend has been an inspiration to all of us.

*~ Catherine Pilachowski*

## **Robert T. Glassey**

*Professor of Mathematics*

*College of Arts and Sciences*

Bob Glassey was born in Long Branch, New Jersey, in 1946. He received his A.B. from Franklin and Marshall College in 1968, graduating magna cum laude with honors. He received his Ph.D. from Brown University in 1972 under the direction of Walter Strauss, with a dissertation “On the Asymptotic Behavior of Nonlinear Wave Equations: Blowup Theorems and Applications to Scattering Theory.”

Immediately after graduation, Bob joined Indiana University as an assistant professor. He was a central figure in the Department of Mathematics and the Applied Mathematics/Partial Differential Equations group for the following 37 years. Bob was promoted to associate professor in 1979 and to full professor in 1981. He served as director of graduate studies from 1984 to 1986 and as department chair from 1995 to 1998. He has been an associate editor of the Indiana University Mathematics Journal for many years, serving as its chief editor in 2004–2005 and again in 2006–2008. He was also a mainstay of the qualifying exam and language exam committees for many years.

Bob has been a central figure in his field of nonlinear partial differential equations (PDE). The main thrust of his research has been to study global existence, asymptotic behavior, and scattering theory for solutions to a broad array of nonlinear hyperbolic equations arising in physical applications, such as the Euler equations of fluid mechanics, Maxwell-Dirac equations of relativistic quantum electrodynamics, Yang-Mills equations of classical gauge field theory, generalized Korteweg-de Vries equations, general quasilinear hyperbolic equations in higher dimensions, and—a focus in more recent years—kinetic equations such as Boltzmann, Vlasov-Maxwell, and Vlasov-Poisson.

Bob has published over 60 papers, with more than 769 citations by 395 authors, according to MathSciNet. His book, *The Cauchy Problem in Kinetic Theory* (1996), is a widely read source on kinetic equations, as is his book on scientific computing, *Numerical Computation Using C (Computer Science and Scientific Computing)* (1993). One of his most influential works, *On the Blowing-up of Solutions to the Cauchy Problem for Nonlinear Schroedinger Equations* (1977), introduced ideas that have been adapted countless times to prove blowup of solutions for other types of equations. Cited more than 100 times, this work contains what is still one of only a few methods for proving blowup, or finite lifespan, of solutions. Bob’s contributions to the difficult field of kinetic equations are too many to recount individually, but of similar impact. I mention just one, *Singularity Formation in a Collisionless Plasma Could Occur Only at High Velocities* (1986), as an example.

Bob has held numerous visiting positions: at the University of Munich (1975), Stanford (1977–1978), Brown (fall 1982), and the University of Wisconsin’s Mathematical Research Center (spring 1983). An excellent expositor, he has always been a sought-after speaker in his

field at national and international conferences. He was awarded a Sloan Fellowship in 1982 and an Alexander von Humboldt Fellowship in 1975. For 35 years he has received continuous research support from the National Science Foundation.

Bob, well-known as a tough but clear and entertaining instructor, has been beloved by several generations of students, as indicated by a prestigious Trustees' Teaching Award in 2006 and a Rothrock Teaching Award in 2007. He has guided nine students to their Ph.D.'s, seven of whom are now professors of mathematics; counting their students, he has 17 academic descendants. One of his best-known students, Tom Sideris, recalls Bob as follows:

*He looked us over with his curious expression of concern and pity, and said, "I'm Glassey." He opened his binder, removed a fistful of notes, picked up a new piece of chalk, snapped it in half, and then began his lecture. Many pieces of chalk were snapped at the altar of PDE that year . . . . Fortunately, I stuck it out, though, because that most challenging class accelerated my development as a mathematician more than anything else.*

*And this from Jack Schaeffer, another equally illustrious student of Bob's:*

*I took PDE from Bob my second year. In the spring semester he gave a midterm with six problems. I was very disappointed right after the exam that I only got one problem completely right. Later when I saw Bob, he said in a very positive tone, "You got one of them!" The following fall I was the only person to pass the applied math qualifying exam that year. In hindsight it became clear to me that his midterm reflected the level of the applied math qualifying exams and that he had done me a favor by giving a midterm of that difficulty.*

Bob has a love of music, which he has passed on to his son Tom and daughter Molly, and for many years he was an avid racquetball player in the departmental pool. We hope that he will continue in his retirement to grace our department with his intelligence, wit, and humor.

*~ Kevin Zumbrun*

## **Susan David Gubar**

*Distinguished Professor of English*

*College of Arts and Sciences*

The chair of the English department wrote once of Susan Gubar's career that he felt a "certain despair . . . trying to reveal the essence of a record so multifaceted, so impressive and so complete." He made that assessment in 1982, long before Susan Gubar was named a distinguished professor and Ruth Halls Professor; before she won fellowships from Guggenheim, Princeton, the University of Virginia, or the Rockefeller Foundation Center at Bellagio. She had not yet been cited by *Ms. Magazine* as one of their "Women of the Year," nor been named by *U.S.A. Today* as one of their "people who made a difference." Since that moment, Professor Gubar has gone on to author nine more books, edit eight more collections and one literary text, and publish countless articles and essays. She has been honored with the university's highest teaching awards and a special mentorship award; the Office of Women's Affairs has given her its Distinguished Scholar Award; she has served the provost as Special Advisor for Arts and Humanities; both her alma maters have singled her out as an illustrious alumna. She has since then counseled her eighty-seventh dissertation student and been applauded in lecture halls by scores of inspired undergraduates. In those 28 years, that is, the essence of the record has only grown more tremendous. Rhetorical despair now gives way to a profound sense of wonder and loss at her retirement.

Susan Gubar retired this past December as the most internationally renowned and influential member of the English department of the last several decades. She arrived in Bloomington in 1973 after teaching for a year at the University of Illinois at Chicago. She had in fact been passed over for a job at IU the previous year, but the faculty wisely regretted that decision and scrambled to invite her back and, finally, offer her a job. Beginning with her breakthrough studies, *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination* and *No Man's Land*, a trilogy devoted to twentieth-century women writers (both classics of feminist literary criticism), and continuing through her editorship of several editions of the Norton Anthology of Literature by Women: *The Traditions in English* and *The Feminist Literary Theory and Criticism: A Norton Reader*, Susan Gubar has, along with her frequent collaborator Sandra Gilbert, laid the foundation for the study of women writers and feminist criticism and theory in classrooms and studies across the globe. A contemporary review of *The Madwoman* from Harper's captures the initial impact of this body of work: "Not often, but from time to time, a work of criticism appears that may . . . turn our reading inside out and back again, to stitch it up in a truer shape than before. I found such an experience reading [this book]." The impact has been enduring, and transformative. Amazon's "Susan Gubar" page tells us that today, three decades after it was originally published, *The Madwoman in the Attic* ranks in Amazon sales seventy-fifth in "literature and fiction" pertaining to nineteenth-century Britain. Novels (mainly by Jane Austen and Charles Dickens) occupy most of the top slots on this list. William Thackeray's *Vanity Fair* is seventy-sixth. No other academic monograph is in the top 75.

Because of her preeminence, Indiana University has ranked for many years among the top five programs nationally in the area of women's literature and feminist theory, with benefits spilling over first to the Women's Studies Program, and later the Department of Gender Studies, allowing IU to recruit—and also produce—the best among the next generation of feminist scholars and teachers. Throughout, Susan Gubar has devoted herself not simply to scholarship on women, but to supporting actual women in the university, working, sometimes quietly, sometimes more loudly, to make Indiana a safe and generative environment for women students, faculty, and staff.

While anchored in feminist theory and literature by women, Susan Gubar's career has ranged broadly, so that her scholarship has brought her recognition as well in the areas of modernism, race studies, Jewish studies, and debates about the place of women in the academy. Her books carry blurbs from Toni Morrison, Harold Bloom, and Geoffrey Hartman. They are reviewed everywhere: her most recent book, *Judas: A Life*, merited a long discussion in *The New Yorker* and was editor's choice in the *New York Times*. Always readers recognize in her writing a wit and grace, an impassioned voice, and a commitment to experiences and lives that have been under-considered, marginalized, or condemned. In all this work, Susan Gubar teaches us to bring together what we might otherwise isolate, and to acknowledge what we would rather ignore. In her public role as writer, intellectual, and lecturer, she has served as one of our most eloquent ambassadors to readers outside the university, making what might have been merely academic into something searchingly human.

She is a once-in-a-lifetime teacher. She still gets nervous before lecture courses: that ceaseless caring, combined with her enormous talent, means no student ever forgets her. And she is a marvelous writer. She's been known to say that she has to write—something—every day; and she usually does. Another old note in her file, also from 28 years ago, has Susan joking about her first experience with writing on a computer—"this ersatz TV." She hasn't yet got the hang of underlining or formatting, but confesses "it is more fun than I like to admit. . . . I feel myself getting wordier by the second!"

That sense of fun—in writing, in teaching, in being alive—has been her gift to students and colleagues. Even after she leaves her office on the fourth floor of Ballantine, her inimitable laugh will linger, bouncing down the hall and off the cinderblocks: bright and hilarious, cackling and hooting, the upwelling of joy.

~ *Mary Favret*

## **Bruce Hronek**

*Director of Recreation Resources Policy Study Center  
and Professor of Recreation, Park, and Tourism Studies (part-time)  
School of Health, Physical Education and Recreation*

Bruce B. Hronek has served excellently in two distinct and distinguished careers that have provided tremendous opportunities for Indiana University. His educational accomplishments include a Bachelor of Science in Forestry from the University of Idaho in 1958, a Master of Business Administration from Western International University in 1978, and a Master of Law Science from Antioch Law School (now Clarke Law School, University of the District of Columbia) in 1982.

His distinguished career in the U.S. Forest Service began in the summers of 1955–1957 as a smokejumper for the Boise and Payette National Forests. After a stint in the U.S. Army as an officer, he began a progressively responsible career that included forester, assistant ranger, district forest ranger, regional multiple use coordinator, deputy forest supervisor, and forest supervisor for properties in Idaho, Utah, California, Nevada, and Arizona. He later progressed to positions in Washington, D.C., to serve as wilderness legislation coordinator for land management planning. He culminated his career serving as director of Recreation, Range, Wildlife, and Landscape Management for the Eastern Region (20 eastern states) of the U.S. Forest Service in Milwaukee, Wisconsin. Hronek was also a legal consultant for a number of law firms and state attorney general offices throughout the United States in recreation-related litigation.

According to Tony Mobley, dean emeritus of the School of Health, Physical Education, and Recreation (HPER) at Indiana University:

*Bruce came to IU on an agreement between the U.S. Forest Service and the Department of Recreation and Park Administration in the School of HPER. He brought extensive experience in several areas in the Forest Service. During his time there, he completed a law degree which greatly expanded his considerable talents. At the end of the agreement with the Forest Service, he became a member of the faculty, and he made an enormous contribution to our programs. It was my privilege to work with him and a team of faculty in conducting workshops on philanthropy and developing partnerships for State and Federal Agencies on outdoor activities for all Americans.*

At IU Bruce provided leadership for the National Recreation and Park Association, the National Society for Park Resources, the Sport and Recreation Law Association, the Society of American Foresters (SAF), and the Society for Range Management. He chaired the SAF Recreation Working Group (1988–1998) and served on a National Task Force on Land Management (1996–1998).

In addition, Bruce demonstrated his expertise regarding many sport and recreation law topics by delivering more than 150 presentations to national and international organizations

in nine countries and most states. He is also a sought-after speaker on the IU Bloomington campus and throughout Indiana.

His research contributions have focused on weather-related legal liability in outdoor recreation and informal sports activities, multicultural international recreation, and the use of non-developed urban and rural areas for informal recreation. In his service as director of the Recreation Resource Center, he has also contributed valuable research into practice services to recreation organizations throughout the United States. He continues to conduct legal research related to specific litigation requests, which often include the development and conducting of training sessions, research, studies, planning, economic analysis, strategic planning, fundraising, and risk management.

An avid writer, Bruce co-authored (with Professor Emeritus James Peterson) five editions of the seminal textbook *Risk Management in Parks, Recreation, and Leisure Service*, which remains a classic for any student taking legal courses in recreation, sport, parks, and tourism. In addition, Bruce has participated in many co-authored publications on the topic of legal liability. He has also authored over 50 papers in his areas of expertise. They have served as technical reports and competitive papers for many conferences and workshops.

Perhaps his greatest contribution to IU, however, has been his excellence in teaching courses for department, school, and university students. His work in the recreation resource management and legal liability curriculum culminated in four Teaching Excellence Recognition Awards, a student initiated Outstanding Teacher Award, and many visiting lecturer awards. In addition, his teaching evaluations have always been superlative.

In the area of service, Bruce served as assistant chair of his department for seven years, with particular responsibilities for strategic planning, special projects, fiscal development, and service to the many centers, institutes, and programs within the department. He also served as the director of the more than 60-year-old Great Lakes Park Training Institute, a yearly event that attracts over 300 professionals to a weeklong session at Pokagon State Park. His numerous roles as member and chair of school and department committees have provided necessary expertise and wisdom for the development of solid planning mechanisms and new program initiatives.

It is not often that one with such a wealth of practical expertise can make a suitable transition to a research-intensive university. In Bruce Hronek's case, however, he has continued to bridge the research-practice gap through his constant outreach to the professions he represents, and in these instances, he is irreplaceable. Further, his wisdom and collegiality are of a quality rarely experienced in institutions of higher learning. His dedicated commitment to the university, school, and department will be greatly missed.

According to Herbert Brantley, former chair of the Department of Recreation and Park Administration:

*[Bruce's] pioneering work and writings in the area of risk management gave the Department and its students tools and insights not readily available in similar academic departments. He is a man of extraordinary passion and compassion. His love for family carries over into his relationships with faculty and students. He is loyal to his colleagues and to the greater University.*

Or as Tony Mobley aptly put it: "Bruce and Sylvia are wonderful people, and Betty and I wish them well in their future activities."

*~ Lynn M. Jamieson*

## **Thomas P. Hustad**

*Professor of Marketing  
Kelley School of Business*

Tom Hustad wants to be recalled for three things: caring about his students' development; driving global development of professionalism in new products management; and his family. His former students include the CEO of Nestlé USA, the COO of Dollar General Stores, and a media executive who has been named one of the 25 most powerful women in Hollywood. He is the founder and editor of a leading journal, now ranked eleventh among all business journals in citation impact. The Thomas P. Hustad Best Paper Award is given annually. His two children hold three IU degrees, in journalism, psychology, and business.

Tom likes to say, "I try to help my students walk through doors that they may not have known existed." He joined the faculty of the IU School of Business in 1977 and immediately asked for permission to teach an experimental M.B.A. class in product management on the Indianapolis campus in fall 1977 and on the Bloomington campus in 1978. At the time this course was one of only a very, very few such courses in any M.B.A. program, anywhere. From the start Tom emphasized a unique project assignment in this course. He invited a corporate sponsor to class to brief students on an area of opportunity. Student teams developed new product concepts. Executives attended the final presentations and donated funds to provide an M.B.A. fellowship. An article published by the Association to Advance Collegiate Schools of Business, the accrediting body for business schools, featured Tom's work. It pictured IU M.B.A. students boarding a corporate plane for one project.

While chairing the M.B.A. program, Tom led a unique initiative to bring senior business leaders to campus for full-day meetings with M.B.A. students in a large assembly and in small group meetings. Speakers in 1985 included the future chairmen of Ford and Dow Chemical speaking on the challenges of global competition. Working through one of his students at the time, he also arranged to have General Alexander Haig speak to the marketing club shortly after the end of his service as Secretary of State in the Reagan cabinet. Tom has received 15 M.B.A. teaching awards, and was the first recipient of the Eli Lilly Teaching Award, the school's highest recognition. He was included in a list of Business Week's Best Bet Teachers. But he takes even more pride in noting that eight of his former students have been inducted into the Academy of Alumni Fellows, the Kelley School's highest recognition for professional achievement.

And Tom has served IU in other ways. He chaired the Annual Business Conference for two years, setting an attendance record that still stands today. He had the pleasure of spending time with each speaker, and arranged a private backstage meeting between Ed Kelley and Peter Grace in which Mr. Kelley broached his interest in acquiring Denny's Restaurants. Tom also worked with Les Waters, Herman B Wells, and senior European alumni. He was appointed the John Kosin Faculty Fellow in the first class of fellowships created by Dean Jack Wentworth. Much later he was honored when his former student Brad

Alford, the CEO of Nestlé USA, created the Nestlé-Hustad Endowed Professorship in his honor in the Kelley School of Business.

Tom has extensive experience in executive programs on three continents, working with companies such as 3M, British Telecom (U.K.), IBM (U.S. and Europe), Fidelity Investments, Procter & Gamble, Citibank (U.S. and Asia), BellSouth, and Siemens. He taught quarterly in executive programs at the University of Michigan for 20 years, and at York University and Columbia University. He was a visiting faculty member at City University of Hong Kong, the Central European University Business School in Budapest, Steinbeis University in Berlin, and the University of Ljubljana in Slovenia.

Tom devoted three years, starting in 1981, to creating The Journal of Product Innovation Management (JPIM), and he served as its editor-in-chief for over 15 years. JPIM was endorsed by senior business executives including Frank Popoff (CEO, Dow), Brad Paxton (head of the digital imaging division of Kodak), and Bob Blaich (director of global design for Philips). Tom was the 1981 president of the Product Development & Management Association (PDMA), and has served on the board of directors all but three years of that association's life. He operated the association's headquarters from his faculty office as a volunteer from 1984 to 1998, while membership increased from 300 to over 2,600 (from 37 different countries) and income rose from \$10,000 to over \$1.25 million annually. PDMA is, without question, the world's leading association of new product professionals, and Tom was instrumental in its growth. He was honored as the association's second Crawford Fellow of Innovation in recognition of his contributions. He chaired an early conference for PDMA that included the first public release of the Carter White House's white paper on the state of innovation in the U.S. His work with JPIM and PDMA helped develop a foundation for worldwide academic research in the new products field.

Tom was frequently interviewed by national media because of his visibility, always drawing attention to IU and his students in the process. His PDMA role helped to extend IU's visibility in the field of product management and new product development since thousands of the association's mailings listed his office address at IU. Tom has been listed in Marquis' Who's Who in America and Who's Who in the World. He was also inducted into the Edina High School Hall of Fame, joining the chairman of Medtronic and others.

He has a deep interest in jazz. He is writing a book about Ruby Braff, named by Tony Bennett as the best cornetist in the world. He has written the album notes for five CDs and licensed unique recordings from his collection to Verve Records and other companies for commercial release. He serves on the board of the International Association of Jazz Record Collectors. One of his treasures is a note from Woody Allen, expressing, in his own unique way, his appreciation for jazz films Tom provided.

*~ Frank Acito*

## **Eva Legêne**

*Professor, Early Music Institute  
Jacobs School of Music*

Eva Legêne Andersson belongs to a family comprising four generations of musicians—23 performers/pedagogues and one instrument builder! Her grandfather was one of the first musicians to form ensembles with historical instruments and her Dutch/Danish father was the first conductor to employ recorders in the St. Matthew Passion of Bach, rather than substituting modern flutes. He was an organist and organ builder and his wife a pianist. Professor Legêne has six siblings, three of them musicians. I know personally Eva's sister Clara, who is an oboist/recorder player and choral conductor, and Anna, a cellist and viol player. Clara is active in the Netherlands, but has visited the United States many times to participate in Eva's summer workshops. Anna resides in Massachusetts and is currently studying baroque cello and viola da gamba at the Longy School of Music in Boston.

Eva is married to Steen Andersson, a professor of mathematical statistics and adjunct professor of mathematics at Indiana University. They have two daughters—Astrid, a musician/wife/ mother residing in Germany, and Åse, a news broadcaster for the Danish television. Each of the daughters has two children: Eva is a very proud grandmother!

As for her professional life, it is perhaps the wish of every school offering instruction in early music to have a Dutch-educated recorder teacher! Holland was the most important country in the revival of the recorder in the twentieth century and Frans Brüggen was surely the most important influence in this revival. One can safely say that he played the largest role in shaping our current ideas about this instrument.

Eva Legêne, professor of recorder in the Jacobs School of Music from 1984 to spring 2009, was a student of the legendary Frans Brüggen and received the Master of Music degree from the Royal Conservatory of Music in the Netherlands in 1968. Before assuming her position at Indiana University, she was on the faculty of the Sweelinck Conservatory in Amsterdam as well as the Royal Academy of Music in Copenhagen. At Indiana University, she taught not only the recorder for her wonderful students—many of whom are to be found in leading positions all around the world—but performance practice and ornamentation/ improvisation as well. She was also a much sought after coach for chamber music. Her performances in the United States were not limited to Renaissance and Baroque repertoire—she also performed new music. Eva was a close friend of and collaborator with IU professor of composition Bernhard Heiden. She has concertized extensively as soloist and in collaboration with Mr. Brüggen, Wieland and Barthold Kuijken, John Gibbons, and the Rosenberg Trio. Professor Legêne's recordings can be found on the Telefunken, Brüggen Consort, Rondo, Focus, and Denon labels. A recording of Telemann wind music, a collaborative project of the woodwind faculty of the Early Music Institute, is scheduled for release in the spring of 2010, also on the Focus label. As a collaborator on this recording, I am genuinely excited about its release and have discussed another recording together with works of Vivaldi.

I remember so fondly my first contact with Eva when I visited Indiana University under the auspices of the Woodwind Department in 1996 to teach master classes for modern and historical woodwind players, coach chamber music, give several private lessons, and play a recital with faculty members of the Early Music Institute. I collaborated with harpsichordist Elisabeth Wright, violinist Stanley Ritchie, and Eva. I asked her to play one of the most virtuosic pieces ever composed for the recorder and bassoon together, and she, in spite of the fact that we had never met, agreed. I recently listened again after many years, to a recording of this recital and was so pleased with not only the wonderful playing we all did together, but the calls of “bravo” from Kim Walker, then professor of bassoon. I also recall the wonderful celebratory dinner we had at Le Petit Café, still one of my personal favorite restaurants in Bloomington.

Eva tells me that her future plans are to live in Germany near two of her grandchildren, and to spend the summers in Denmark near the other two. She will continue to concertize and record. I hope to be a part of this concertizing and recording!

Eva’s remarkable energy, knowledge, collegiality, and—very simply put—the ability to enjoy her work and to celebrate when it is finished, will be greatly missed by colleagues and students. We wish her all the best!

*~ Michael McCraw*

## **Valerie N. Markley**

*Assistant Professor of Nursing  
School of Nursing*

Valerie N. Markley joined the faculty of the Indiana University School of Nursing in 1971. Her clinical specialization is psychiatric mental health nursing, and she received certification in this specialty from the American Nurses Association. This area of specialization has been her passion. She has enthusiastically and successfully conveyed it to three generations of undergraduate nursing students, as evidenced by consistently excellent student evaluations of her teaching. In 2000 she received a Teaching Excellence Recognition Award. She has made numerous presentations at the annual meetings of the American Psychiatric Nurses Association, as well as presentations to local and regional mental health groups. She has authored chapters related to her specialty in mental health nursing textbooks. Valerie has especially fond memories of her semester with students at Harlaxton College in England, where they had amazing experiences in psychiatric and community health nursing and did an impressive study of the United Kingdom's National Health Service.

Valerie's ability to recognize students' potential for a future career in psychiatric mental health nursing is evident in her nomination of three undergraduate students as Janssen Scholars and their ultimate selection by the American Psychiatric Nurses Association. This honor is bestowed on only 15 students nationally each year.

Throughout her career, Valerie has been active in faculty governance at the department, school, and university levels. She was elected to two terms on the Bloomington Faculty Council and served on its Fringe Benefits Committee for five years.

Valerie has been active in numerous professional societies during her career at Indiana University. Among the most notable are the Indiana State Nurses Association, where she served as district president, delegate to numerous state conventions, and active member of the Psychiatric Nurses Special Interest Forum; Sigma Theta Tau International; and the American Psychiatric Nurses Association Education Committee, for which she was a founding member of the Indiana chapter in 1997. In 2004 Governor Kernan appointed her to the Indiana Governor's Commission on Mental Health, and this has continued under Governor Daniels. She served as chairperson of the Indiana Federation of Families for Children's Mental Health, 1999–2005. She founded a local chapter of the Depression and Bipolar Support Alliance in 2002, serving as its facilitator for seven years. And since 2007 she has served on the board of the alliance as well. She also launched a local support group for people with schizophrenia in 1999 and continues to serve as a co-facilitator of the group. In 2007 her consumer co-leader nominated her, and they traveled to Detroit where she was given the Staff Supporter Award by the former National Schizophrenia Foundation at its annual convention.

In addition to her teaching role at IU, Valerie served for 21 years in the U.S. Army Reserves, Nurse Corps, 55th Medical Company (Combat Stress Control), retiring in 2005 as a lieutenant colonel. She received three Army achievement medals and one Army commendation medal for excellence in education and training to support the mission of combat stress control. Serving at Landstuhl Regional Medical Center in Germany in 2002 was a highlight of her Army Reserves career.

Valerie plans to continue her work with mental health advocacy groups and as a volunteer mental health counselor at the Volunteers in Medicine clinic in Bloomington. Not intending to really retire, she is planning to work as an advanced practice nurse with veterans and service members returning from deployments. In addition she hopes to enjoy some traveling and well deserved family time with her husband Ted (a three-time IU alumnus), her sons (one an IU ROTC graduate and Army captain in Special Forces training), and her out-of-state grandchildren.

*~ Joyce Splann Krothe*

## **Michael B. Metzger**

*Jean Ann and Donald E. Foster Chair in Business Ethics and Professor of Business Law  
Kelley School of Business*

Mike Metzger received an A.B. from Indiana University in 1966 and a J.D. from the Indiana University School of Law in 1969. After his graduation from law school, he worked as a deputy securities commissioner, a legal aid attorney, and a senior legislative analyst before joining the IU faculty as a visiting lecturer in 1972. He taught for several years, left IU to practice law for a year, and then returned to a tenure-track position as assistant professor of business law in 1975. Mike excelled in all three dimensions of academic achievement and was promoted through the ranks to associate professor in 1979 and professor in 1985. Later in his career, Mike was honored with three appointments to distinguished ranks. From 1993 to 1997 he was Charles M. Hewitt Jr. Professor of Business Law, and from 1997 to 2005 he was Arthur M. Weimer Professor of Business Administration. In 2005 he was appointed Jean Ann and Donald E. Foster Chair in Business Ethics.

Mike's scholarship initially focused primarily on the areas of contract and product liability law. He published well and often in a variety of law journals, such as *Georgetown Law Review*, *Vanderbilt Law Review*, *Minnesota Law Review*, and the *American Business Law Journal*. In the middle part of his career, his interests expanded in the direction of organizational ethics and control of corporate behavior. He published a number of articles on these topics in law, business, and ethics journals. Four times he received the *American Business Law Journal's* award for the best article of the year.

Mike also distinguished himself as an academic leader. He was appointed chair of the business law department even before he had been promoted to professor and served in that role for three years. In 1984 he was appointed to a three-year term as associate dean for academics for the School of Business. He performed so well that he was called back into this role twice after his original term had elapsed. In 1990 Mike was appointed to a faculty task force charged with developing a plan to integrate business ethics into the business curriculum and became the point person coordinating the ethics integration effort. Ever loyal to IU and the Kelley School, Mike rarely said no to requests to lead this or that effort, no matter how time-consuming the undertaking. Even in the years in which Mike was not in an official leadership role, colleagues sought his wisdom on all issues of importance.

Mike is an unforgettable teacher. In his classes, he brought to bear his broad wisdom from other ages and disciplines, as well as his trademark sense of humor (often turned on himself), to challenge his students to examine their own thinking. Over the course of his career, he taught tens of thousands of students in settings ranging from 300-student undergraduate classrooms to corporate conference rooms. He won 20 teaching awards and was identified several times as an outstanding faculty member by *Business Week*. He co-authored several editions of two business law textbooks, *Law for Business* and *Business Law and the Regulatory Environment*. In the past two decades, his teaching has focused on Kelley's M.B.A.

Program, where he not only taught courses about managing legal risks but also developed and taught courses on business ethics and critical thinking that are now fixtures in the program. A YouTube video of his final M.B.A. class shows students giving him a rowdy standing ovation that lasts several minutes, a fitting tribute to a beloved professor who taught them new ways of thinking and helped to shape them as business professionals.

As Mike retires to enjoy his many interests with his wife Virginia and his “pups,” he leaves colleagues who are intensely grateful for having worked with him and learned from him, and who will be quoting “Metzger” for years to come.

*~ Jane Mallor*

## **C. Wayne Mnich**

*Clinical Lecturer of Speech and Hearing Sciences  
College of Arts and Sciences*

When you think of the number 50, what comes to mind? Golden oldies, the half-century mark, or the last half of our lives. This number means something very different for our dear friend Wayne Mnich. It marks the fiftieth anniversary of his marriage to the love of his life, Carolyn; the fiftieth anniversary of his graduation from Gallaudet College; and his fiftieth year as an educator.

C. Wayne Mnich was born a hearing baby in Gary, Indiana, to Lottie and Constance. One day when Wayne was eight years old he awoke and had no hearing. After much searching for a school that could help him, his parents found the Indiana School for the Deaf in Indianapolis. Because the school was not challenging enough for him, Wayne returned to Hammond, to Bishop Noll High School, from which he graduated at age 15. Although he was accepted by Notre Dame, where his parents wanted him to go, Wayne chose to attend Gallaudet College (now Gallaudet University) because he wanted to get away from some of the prejudices about deafness that he'd experienced in high school. He had no idea how his life would be forever changed for the better by this choice. Wayne found much more than community at Gallaudet; he found a Southern belle, Carolyn Ruth Outlaw. They dated for more than a year and a half, and after their 1960 graduation, they married in South Carolina, Carolyn's home. The adventure was about to begin. With Wayne and a beautiful "Outlaw," it was going to be quite a ride!

Wayne and Carolyn settled in Oklahoma, where Carolyn taught children with special needs and Wayne taught physics, chemistry, history, and English at the Oklahoma School for the Deaf. He was named its "Teacher of the Year" in 1964. In addition to his rigorous teaching schedule, Wayne volunteered to coach football, wrestling, and track while pursuing further education in guidance and counseling at East Central (Oklahoma) State University. It wasn't long before Wayne and Carolyn welcomed their first child, Mark Andrew, followed by Michael David, and then Melissa Kara (Missy).

In the following decade, the Mnich family began its "road trip," first to the Alabama School for the Deaf, where Wayne became dean of students and was inducted into the Hall of Fame of the Midwest Athletic Association of the Deaf. Soon the family was off again, to the Kansas School for the Deaf. There Wayne worked to fulfill his dream of uniting the hearing and deaf communities by developing a hearing-impaired program and an interpreter-training program at Johnson County Community College. He was voted its "most motivated instructor," a characteristic that continues to define him. His excellence in teaching, his volunteerism, and his countless contributions to his community are a lasting and ongoing legacy.

The Mních family “road trip” continued on to North Dakota School for the Deaf, where Wayne taught science and served as basketball coach, his dream position. He also taught at Minot State University during his “spare time,” until he was lured back to Kansas to become executive director of the Kansas Commission of Deaf and Hard of Hearing, a position he would hold for the next nine years. While there he was on the board of directors of the Kansas Education Foundation and the Missouri/Kansas Telecommunications Company. He also established a working relationship with the state Department of Education and the Governor’s Task Force on Education.

It took 38 years, but Wayne’s “road trip” brought him full circle when he accepted the position of clinical lecturer at Indiana University. He was finally bringing his family home, where he could fulfill his dream of bridging the hearing and deaf worlds through his university appointment. Wayne has taught almost 3,000 IU students in his 12 years on the faculty! He has continued to distinguish himself at IU, where he has won a Teaching Excellence Recognition Award, the James Holland Award for Exemplary Teaching and Service to Students, the Herman B Wells Award, and awards as the Best Professor of the Year from the IU Greek system. He has also served as an advisor to the government of Barbados in its efforts to improve opportunities and rights for deaf individuals. After five trips to the island and many meetings with government ministries, Wayne began to see his dream of a united hearing-and-deaf world emerge in that nation.

Wayne’s service to the community includes educating people about deafness, hearing, and language. As a Red Cross volunteer, he taught American Sign Language to medical and support personnel so that no deaf person would face a traumatic situation made worse by not being able to communicate. One of his proudest accomplishments is his affiliation with the Indiana Bass Association of the Deaf. He has been on its board since he returned to Indiana, helping it with fundraising ventures and countless outings. Anyone who knows Wayne knows that he is a consummate sportsman and the best tailgate host at IU. He extends an open invitation to everyone to stop in for brats and beer.

These accomplishments are extraordinary, yet they pale in the face of Wayne’s greatest feat—beating lymphoma! What could have been a death sentence was simply another challenge for Wayne. “Never give up, never give in” was the mantra that had guided his life and cancer would not change that. Wayne was joined in this fight by his incredible family, which had grown to include daughter-in-law Peggy (married to Mark) and their children Andrew, Chad, and Jared; daughter-in-law Kristy (married to Michael) and their children Roper and Colby; and son-in-law Jason (married to Missy), who gave Wayne and Carolyn granddaughters Courtney and Jennifer. Wayne credits his recovery to his faith, his family, his university family, and his zest for life. We wish him good health, much happiness, and time to relax with his family, as he ventures into this next leg of his extraordinary “road trip.”

*~ Joseph F. Murray*

## Harold Ogren

*Professor of Physics*

*College of Arts and Sciences*

Harold Ogren came to Indiana University in the fall of 1975. From the very beginning of his career, he expressed and continues to express a great enthusiasm for learning and research. It is only a small exaggeration to say that life to Harold is a large and exciting experiment.

Born in Roscommon, Michigan, in 1943, he was valedictorian of his high school and went on to graduate Phi Beta Kappa from the University of Michigan in 1965. While at Cornell University as a graduate student, he married Denise (Fallon) Ogren in 1968. Their two children were born abroad—Alessandro in Rome and Zak in Geneva, Switzerland—after Harold obtained his Ph.D. in 1970 in experimental particle physics and began working at cutting-edge particle colliders around the world; Harold's marriage with Denise and his career in physics have been intertwined adventures.

While others teach their classes, Harold experiments with his, constantly trying new strategies for enhancing student learning. An illustration of this approach comes in his clever creation of the Physics Forum, a room where physics students could always get help in solving physics problems. Harold has always paid close attention to the learning taking place in his classroom. He was one of the first in the physics department to introduce a mechanism for instant feedback from students during class, a device called a "clicker." Harold also took great pleasure in establishing and heading up the Teaching of Physics Committee in the department. He has taught a wide range of courses, and seven graduate students have had the pleasure of his mentorship, some of whom have gone on to impressive careers both in particle physics and in other fields in industry and business.

The immense enjoyment he takes in simply building and creating is reflected in both his personal and professional life. Starting early, he patiently ground the mirror of a reflecting telescope he built in high school. He continues today to pursue carpentry (his father was a builder), painting, woodblock cutting, and limestone sculpture. His efforts are proudly displayed throughout his house, which he also built on his own as the general contractor.

Harold's research career has been marked by an extraordinary level of creativity and invention. He constantly follows the energy frontier, participating in experiments at accelerators colliding the highest energy beams on fixed targets, or protons on antiprotons, or electrons on positrons (anti-electrons). Harold is one of a relatively small number of experimental physicists who actually invent new ways to make measurements. Harold exemplifies this breed of experimentalists. Affectionately known as a "detector/hardware guru," he became a fellow of the American Physical Society in 1994 in recognition of his prowess and contributions in particle physics instrumentation.

Even as a graduate student, he gained experience with sophisticated particle instrumentation by building a device known as a Cerenkov counter; he then worked on multi-wire proportional chambers as parts of complicated detectors registering the products of particle collisions at high-energy colliders. He has been a visiting scientist at Frascati National Laboratory in Italy and a CERN Fellow at the European Laboratory for Particle Physics (CERN) in Geneva before joining the department at Indiana. In the period from 1978 to 1980 Harold (with colleague Dave Rust) created what was then known as a “straw tube drift chamber,” a very clever device that determines the position of a high-energy charged particle to a fraction of a millimeter. This precision chamber made possible a whole series of observations previously out of the question. From these precise measurements came the first measurements of the lifetimes of several of the very short-lived species of particles observed for the first time in an experiment called the HRS (High Resolution Spectrometer) at the Stanford Linear Accelerator. In the process, the lifetimes of some of the first “charmed” mesons were determined. Using this technique, he also designed detectors for the Superconducting Super Collider in Texas before it was cancelled. He then turned his attention again overseas to electron-positron collisions at CERN; this engagement was followed by long-term planning for the Large Hadron Collider (LHC) currently dominating the news.

Recognizing that new discoveries in science usually depend on the invention of new strategies for observation, Harold took on the extraordinary 15-year task of serving as U.S. ATLAS manager. In Bloomington, he led a team designing and fabricating a large array of precision straw tube drift chambers as part of the “transition radiation tracker” for the ATLAS experiment, one of two premier experiments now running at CERN in Geneva. The expectations of the high-energy physics community rest heavily on these two experiments. Both are looking for the elusive Higgs particle, and the likelihood of the discovery of the Higgs will have a lot to do with the precision of Harold’s innovative tracker, which is running well and is an integral part of data taking as of this fall.

There have been a number of other exciting moments in Harold’s high-energy particle physics career. As part of the Mark II Collaboration at the Stanford Linear Accelerator, Harold and others were the first to use electrons colliding with anti-electrons to create the weakly interacting boson called the  $Z^0$ , and to observe it subsequently decaying into hadrons. As he continues to be an active researcher in particle physics, Harold may have another exciting moment lurking in the near future: the discovery of the Higgs boson or other exotic particles at the LHC could well depend on the contributions of one of our most inventive and creative experimental physicists, Harold Ogren.

What we find impressive about Harold is his honesty as a scientist, and his never ending enthusiasm for research and teaching. We are proud indeed to have him for a colleague.

*~ Ben Brabson, Alex Dzierba, and Rick Van Kooten*

## Christopher Peebles

*Professor of Anthropology; Director, Glenn Black Laboratory  
Associate Vice President and Dean, Office of Information Technology*

Since 1985 Professor Peebles has worked for Indiana University in several capacities: professor of anthropology, associate vice president of research and academic computing, and director of the Glenn A. Black Laboratory of Archaeology. He also held appointments in the Program for Cognitive Science and in the School of Informatics. Peebles holds degrees from the University of Chicago (A.B., philosophy and anthropology, 1963) and the University of California at Santa Barbara (Ph.D., anthropology, 1974). He has taught at the University of Windsor and the University of Michigan; he has been visiting professor of cultural prehistory at the University of Amsterdam and visiting professor of anthropology at Northwestern University and the Pennsylvania State University; he has been adjunct professor of anthropology at the University of Alabama and adjunct professor of geology at the University of Miami.

He describes some of the work he has done over the years thus:

*I have spent the better part of my career in an attempt to write the prehistory of a very small patch of the past: a few hundred years and a few thousand square miles of west central Alabama. My goal has been to understand and to explain the developments that led from the genesis, through the florescence, and ultimately to the decline and destruction of what has been called the Moundville phase, a late prehistoric agricultural society situated in the middle reaches of the Black Warrior River Valley.*

This quest, which has been conducted in partnership with several other scholars, has included field survey and excavation, analysis of museum collections, and the application of techniques and instruments imported from the natural sciences to answer various historical and anthropological questions. The multiple foci of this work have ranged in scale from the diet and health of individuals, to community and settlement structure, to the constitution and organization of one of the largest prehistoric polities to have arisen in North America.

His research program flourished at Indiana University. As Professor Peebles recalls:

*When I came to Indiana University in 1985, my research interests and skills transferred easily from the later prehistory of Alabama to the analogous period in southern Indiana. The Glenn A. Black Laboratory of Archaeology had created a rich and productive tradition of research on the Angel site and phase of the Ohio River Valley. The pre- and post-doctoral Prehistory Research Fellows attached to the laboratory and the Department of Anthropology and I have continued the research on the Angel phase begun by Glenn A. Black in the 1930s and continued by Professor James Kellar until his retirement in 1986. This work has been broadened to include the exploration of a quite different but contemporary prehistoric agricultural society, designated the Oliver phase,*

*which flourished throughout the East Fork and West Fork of the White River of central and southern Indiana.*

While trained as an anthropologist and archeologist, his contributions to information technology at Indiana University have been tremendous. His interest in formal organizations and their culture led to considerations of corporate success and failure and the role of quality in corporate performance. These interests, in turn, led to his role in working as a part of the management team to bring quality and cost management programs to University Computing Services and its successor, University Information Technology Services, at Indiana University. He was associate vice president for research and academic computing until June 30, 2003, and dean for information technology until July 2005. In 2004 he served as associate vice president for information technologies and had the responsibility for working with the chancellors and vice chancellors for information technology at the regional campuses of Indiana University. Beginning in 2005 he was appointed special advisor for centers and institutes in the Office of the Vice President for Research. In 2005–2006 he held the temporary position as acting director of the Indiana University Institute for Advanced Studies, while holding continuing appointments in anthropology and as the director of the Glenn A. Black Laboratory of Archaeology until his retirement. During this period he continued to advise students and teach courses in contemporary culture change, the role of historical methods in anthropological research, and the pre-histories of North America and northern Europe.

Recognized for his prominent scholarly achievements in archaeology and his dedicated service and visionary role in information technology at Indiana University, on November 5, 2009, Professor Peebles received the Thomas Hart Benton Mural Award from IU President Michael McRobbie. “Professor Peebles, Indiana University is very proud of you,” said President McRobbie during the dedication ceremony for the Indiana University Data Center in Bloomington that day. “For more than two decades you have produced distinguished and innovative research as a faculty member of this great institution, and you have enabled IU to advance rapidly into its high-tech future through your leadership of many information technology initiatives.” His legacy at IU will continue through the Peebles Lectures in Information Technology series and the ongoing research of the Glenn A. Black Laboratory of Archaeology.

## **Elyce Rotella**

*Associate Professor of Economics  
College of Arts and Sciences*

As an undergraduate at the University of Pittsburgh, Elyce Rotella received her degree in history and gravitated toward economic history. She received her M.A. and Ph.D. from the University of Pennsylvania. Her dissertation, which received the Allan Nevins prize from the Economic History Association, analyzed women's labor force participation and the growth in clerical employment in the U.S. She joined the IU faculty as associate professor in 1981 after a six-year faculty appointment at San Diego State University.

In addition to her years of teaching at IU, she has held visiting positions at Tufts University, Wellesley College, the University of Pennsylvania, Uppsala University (Fulbright Chair), l'Ecole des Hautes Etudes en Sciences Sociales, and the University of Michigan.

Elyce has taught at all levels of the economics curriculum: introductory, upper-division undergraduate, and graduate. Her 300-level classes are always full with a long waiting list. Over the years she has supervised three Ph.D. students in economic history and a number of others in labor economics. Undergraduates who have completed an honors thesis with her assistance have appreciated her guidance and input. Her service to the department in mentoring young, new female Ph.D. faculty has been invaluable. Her university service includes terms on the Bloomington Faculty Council and a long period chairing the council's Fringe Benefits Committee.

Elyce's early research focused on women's participation in the labor force, with particular emphasis on clerical workers and teachers. This work appeared in various journal articles and in her book, *From Home to Office: U.S. Women at Work, 1870–1930*. Her other two main areas of research are small-scale saving and borrowing, and the relationship between municipal expenditure on sanitation and mortality decline.

When Elyce came to Indiana University almost 30 years ago, one of the first tasks she set herself was to organize and direct a weekly economic history workshop with emphasis on cliometrics. There had been previous workshops in economic history but none with the same zest and strong leadership.

She began with a vigorous campaign to obtain funding before there was funding from the department budget. She never wavered in that endeavor. She also had to establish the reputation of the workshop among leading economic historians in order to attract the best and the brightest visitors to the workshop.

Her task was not made any easier by the fact that at first the only regular faculty participants were one economic historian from the business school, three from the history department, and two from the economics department; graduate students were also few in

number. But eventually she was able to sell the workshop to a wider audience, attracting regular participants from colleges around the state: IUPUI, Butler, Indiana State, DePauw, and Wabash. And there were occasional participants from other IU departments as well. The workshop set a high standard, and there was plenty of time for discussion and debate. Each speaker was limited to a 20-minute introduction, a practice not followed by any other economics department workshop. Elyce put the workshop on the national map, as probably one of the top workshops in economic history in the U.S.

The success of the workshop can be attributed to a combination of skills that Elyce possesses: organization, wide professional contacts, knowledge of what is going on in research in economic history, and the ability to get people to eagerly participate.

One of the unheralded obligations of a faculty colleague is collegiality, not to be confused with service to the department or to the university. Probably no one has demonstrated this quality more than Elyce. Her rapport with her colleagues and students has never failed to be subject to favorable comment. Her door was always open and the reception cordial and helpful: she was always cheerful and had a warm smile.

Elyce will not be retiring as such, since she will continue to teach and work with students at the University of Michigan, where her husband George Alter is on faculty, and where they will be seeing daughter Miriam off to college this coming year.

*~ Elmus Wicker*

## **Ruth Virginia Russell**

*Professor and Associate Chairperson of Recreation, Park, and Tourism Studies  
School of Health, Physical Education and Recreation*

Dr. Russell received a Bachelor of Science (with distinction) in 1970 from West Virginia University, a Master of Science in 1973 from the Pennsylvania State University, and a doctorate in 1984 from Indiana University. Her field of study was recreation and park administration. Dr. Russell has continued to formally study in the humanities, completing more than 36 credit hours of course work since 1995. She has a distinguished career as a master teacher and perennial student, the combination of which provides the foundation for her groundbreaking scholarship in the study of leisure behavior.

Dr. Russell has been on the IU faculty since 1981, when she began her distinguished academic career as a lecturer in the Department of Recreation, Park, and Tourism Studies (formerly the Department of Recreation and Park Administration) in the School of Health, Physical Education, and Recreation (HPER). In 1984 she was promoted to the rank of assistant professor; in 1990 she was tenured and promoted to associate professor. She became a full professor in 1995. Among the many leadership roles at Indiana University that Dr. Russell has filled are executive associate dean of HPER; interim director of University Division; associate dean in the Office of the Vice Chancellor for Academic Affairs; and associate chair of the Department of Recreation, Park, and Tourism Studies. Her leadership has also included terms on the HPER Academic Council, the Bloomington Faculty Council, and the University Faculty Council. Dr. Russell has held important positions in leading professional organizations as well, including the Society of Park and Recreation Educators (SPRE), where she served as a member of the board of directors, president-elect, president, past president, and founder of the Annual Teaching Institute. She also was elected to serve on the board of trustees of the National Recreation and Parks Association. Her outstanding contributions have been widely honored and the following awards are only a sampling of her honors: Fellow of the Academy of Leisure Sciences; Fellow of the American Leisure Academy; Distinguished Colleague Award, SPRE; Outstanding Teaching Award, SPRE; Outstanding Teaching Award, School of HPER; Fellow of the CIC Academic Leadership Program; member of the IU Faculty Colloquium on Excellence in Teaching; and the Amoco Foundation Award for Distinguished Teaching at IU.

Dr. Russell is widely and diversely published. Of particular note are her 12 books, many of which are leading textbooks in the field. Throughout her career, Dr. Russell has authored or co-authored over 70 publications. She has also served as a founding editor, associate editor, and reviewer for leading journals in her field.

Dr. Russell's courses are eagerly sought by students at all levels of their education, from undergraduate through doctoral study. She developed major courses in the department across her career and is often asked by faculty to consult regarding teaching effectiveness and

teaching innovation. She is recognized as a highly effective teacher in large (over 200 enrollment) undergraduate courses, but she is equally in demand by doctoral students. She is a consummate teacher and colleague whose presence in the academy will be greatly missed by students and colleagues alike.

*~ Barbara Hawkins*

## **Steve Russell**

*Associate Professor of Criminal Justice  
College of Arts and Sciences*

Steve Russell was born in Bristow, Oklahoma, on February 10, 1947. He is a citizen of the Cherokee Nation. He dropped out of school in the ninth grade. As he puts it, as an American Indian he was destined to go to prison or into the military. He chose the Air Force at the age of 17, where he passed the GED test but was denied a certificate for being too young. A major auto accident changed his plans for a military career. And so he went to the University of Texas, where he received his bachelor's degree in education magna cum laude. He graduated from its law school in 1975; his portrait is on the wall there as a distinguished graduate. His first law clerkship in 1973 was with the United Farm Workers, working with Cesar Chavez. His commitment to labor unionism remains strong.

Steve left a civil rights private practice to become first associate judge of the Austin, Texas, Municipal Court in 1978, then presiding judge in 1980. In 1983 he was elected to the Travis County Court of Law, Court No. 2. While on the bench he became a founding member of the Texas Indian Bar Association, serving two terms as president. Speaking to me and my students on "white privilege" from the time he joined the IU faculty until my retirement last year, he has told us that the announcement of his Indian Bar Association membership was a turning point in his professional life. Now, suddenly, people all around him, in and out of the Austin bar, treated him differently. Suddenly, he had an American Indian public identity. The title of his 1993 thesis for his Master of Judicial Studies degree at the University of Reno reflected a shift that had occurred in his political activism: "Ethnic Cleansing and Land Ownership: Why the Native American Graves Protection and Repatriation Act Does Not Protect Native American Graves in Texas."

I met Steve in the spring of 1992 in Nashville. We were both staying at a motel about a half mile from the annual meeting of the Academy of Criminal Justice Sciences. We spent several days walking to and from the convention. Steve recalls that the most salient feature of our imminent friendship was that we argued constantly, primarily over his passion for the rule of law and mine for penal abolition. But then as now, I deeply respected the breadth and depth of Steve's knowledge and insight. By the end of the meeting, I invited Steve to contribute an article of his to a volume I co-edited on penal abolition. His article went far beyond the limits of legal analysis and law-review writing at which he has also become so accomplished. Its title was "The New Outlawry and Foucault's Panoptic Nightmare," a critique of state intrusions into people's privacy. Steve was becoming disenchanted with electoral politics. I encouraged him to explore a shift from the bench to the ivory tower. In a major career shift, he decided not to run for reelection in 1995 and joined the criminal justice faculty of the University of Texas at San Antonio.

Steve has become a prodigious scholar. Carolina Academic Press published his book, *Sequoia Rising: Problems in Post-Colonial Tribal Governance*, in January 2010. Non-refereed

articles aside, he has published nearly 50 research articles and chapters in leading law reviews and social science and Native American studies journals, fully half of these since joining the IU faculty in 2001. Many of his publications are on U.S. constitutional law issues, where I as a recovering lawyer have learned to regard his knowledge to be encyclopedic. He weaves this research together with publications on global issues of sovereignty (as in conflicts between national sovereignty and operation of transnational corporations) and issues of Native American tribal governance. He is also an accomplished poet; much of his poetry addresses American Indian struggles for survival and identity. His accomplishments and abilities have been highly respected in and out of academia. During his tenure at IU, he turned down offers to become, among other things, chief justice of a tribal supreme court and editor of an American Indian literary journal.

In retirement, Steve and his wife Tracy return to their beloved Central Texas. He remains qualified to serve in Texas as a visiting judge. He has been popular with undergraduate students for his teaching of criminal law and criminal procedure. He is especially valued by our graduate students, with whom he has co-authored publications and who plan on continuing to work with him. In just eight years, he has contributed immeasurably to IU students and to the scholarly reputation of our department. He retired from the bench in 1995. He retired from IU in December 2009. His life of writing, of teaching, and of community involvement continues unabated.

*~ Hal Pepinsky*

## **Charles P. Schmidt**

*Professor of Music Education, Jacobs School of Music  
and Adjunct Professor of Speech and Hearing Sciences, College of Arts and Sciences*

Prolific researcher and esteemed professor Charles P. Schmidt is retiring after 26 years of distinguished service to Indiana University and the Jacobs School of Music. Having directed 27 D.M.E. and Ph.D. dissertations, Charles has mentored and inspired many emerging teachers and researchers, leaving a lasting legacy in the profession. Many of his former students hold professorships at major universities and are carrying forward his practice of exemplary and meticulous scholarship in the field.

Born and raised in Rochester, New York, Charles began his career as an instrumental music teacher in New York after graduating cum laude from Florida State University with a bachelor's degree in music education. An excellent clarinetist, Charles also earned a performer's certificate at Florida State University. From 1972 to 1981 he taught instrumental music to grades 5 through 12 first in Belmont, then Retsof, and then Canandaigua, New York. He completed a master's degree in music education at the Eastman School of Music in 1976 with minors in clarinet and trombone and earned a Doctor of Music Education degree from Indiana University in 1983.

He began teaching at Indiana University as an associate instructor in 1982, was later invited to join the faculty as a visiting professor in 1983, was appointed assistant professor in 1985, and rapidly rose through the ranks, achieving the status of full professor in 1994. His interest in audiology and collaboration with speech and hearing professor Moya Andrews led to his 1991 appointment as adjunct professor in speech and hearing sciences.

Throughout his career his research interests have centered on the social psychology of music. His investigations have examined learner characteristics including cognitive style and personality variables as well as one-on-one music instruction. A brilliant statistician, Charles is responsible for landmark research in music education and for bringing a high degree of precision and clarity to music education research. He has more than 35 publications in refereed journals, earning him accolades of "one of the 15 most cited researchers in music education," "one of the 25 most productive researchers in music education," and "one of the 20 most published researchers in the Journal of Research in Music Education," a top-tier journal in music education.

Charles' leadership in the profession has been extraordinary. He has served on the editorial committees for many of the most significant journals in the field of music education including the Journal of Research in Music Education, Bulletin of the Council for Research in Music Education, Journal of Band Research, and the Southeastern Journal of Music Education. Additionally, he has served as a guest reviewer for Perceptual and Motor Skills and Psychology of Music and chapter reviewer for the Encyclopedia of Human Behavior and the Handbook of Research on Music Teaching and Learning. His integrity and high standards

have been instrumental in the development of a significant body of scholarly research in music education and the social psychology of music. His far-reaching reputation has helped attract some of the best and brightest graduate students to Indiana University.

Deeply dedicated to Indiana University, the School of Music, and the music education department, Charles has a long and distinguished service record including 25 years as the coordinator of graduate studies in music education. Even more noteworthy than the depth and breadth of his service are the wisdom, commitment, and integrity brought to every task, great and small.

A mentor is one who is a guide, advisor, and counselor. Charles has been all of these to countless students over the past three decades. He is known and loved by his students for challenging them to meet their potential, for demanding precision in research and scholarship, for unfailing support of their ideas and work, and certainly for his keen intelligence and dry wit. Charles' enthusiasm for his subject matter is infectious, helping even the most reluctant statistics student to find elegance in numbers. His gentle encouragement has been the impetus for many students to submit their work for presentation at a conference or to publish that first article.

In retirement Charles has returned to his home state of New York, where he remains active on several editorial boards. The consummate lifelong learner, Charles has also returned to his love of musical performance. He is enjoying devoting time to playing trombone in a community concert band and jazz band, even retiring his professorial plaid jacket for the requisite black "gig suit."

*~ Lissa F. May*

## **Daniel Ray Sharpless**

*Lecturer and Coordinator of Recreation Resource Computer Program  
School of Health, Physical Education and Recreation*

“Why stay home in Indiana and watch the corn grow when you can go overseas and experience what the world has to offer?” Dan Sharpless has seen the world and has guided many Indiana University students over the years towards overseas internships and practicums in locations such as Iceland, Italy, Germany, Japan, Korea, Guam, and Hawaii, to name a few. Dan has always stressed to his student advisees that their college years are the time to go out and experience the world.

Dan was born in 1934 in Kitzmiller, Maryland. He came from a family of coal miners who settled in the middle of the Appalachian coal fields. He participated in a variety of sports, including soccer, basketball, baseball, and track. Dan also worked a variety of part-time jobs. One of his favorites was as a movie theater projectionist. Dan was the first in his family to attend college, studying pre-law at Potomac State College in the early 1950s. Upon hearing that the GI Bill was about to expire, Dan left college to join the Army. Dan was first assigned to a military office clerk position in Pittsburgh, Pennsylvania; but after a conflict with a colonel, Dan was reassigned to Korea, where he worked with the Eighth Army Engineers. He traveled extensively while there, and also worked part time teaching conversational English to the faculty at the Korean Military Academy, the Korean equivalent of West Point. In 1956 Dan returned to the U.S. and attended West Virginia University, majoring in education. He completed his bachelor's degree in 1958 and then enrolled in officers training at Fort Benjamin Harrison in Indianapolis. Over the next 10 years, Dan spent time first at Fort Knox, Kentucky, and then at Tripler Medical Center in Honolulu, Hawaii, as a recreation services officer. There he met his wife, a nurse, Yvonne Taeko Myagi; they were married in 1962. While at Tripler, he also took Russian studies courses at the University of Hawaii.

In 1964 Dan returned to Fort Benjamin Harrison as a member of their faculty and taught Russian studies. From 1965 to 1966 Dan commuted to Indiana University to take graduate courses in recreation. In 1967 he was assigned to the First Infantry in Vietnam. As chief of recreation services he provided recreational activities for thousands of U.S. servicemen in a combat zone. He was also the project officer for the Bob Hope Christmas Show, which played to more than 14,000 U.S. troops. The event was such a success that it was featured in an issue of Park and Recreation Magazine.

Dan returned from Vietnam and completed his recreation directorate at IU in 1970. He then worked in Washington, D.C., as the chief of recreation services for the Army. He traveled all over the world to learn what soldiers wanted by way of recreation service offerings on U.S. military bases. After a second tour in Vietnam in 1972–1973, this time as advisor to a Vietnamese division and later the Vietnamese government, Dan returned to IU and worked for Army ROTC, where he was soon promoted to head of the program with the rank of lieutenant colonel and professor of military science. In July 1977 he retired from the military.

After 1977 Dan taught computer courses for the IU School of Business. Dr. Ted Deppe hired him as a part-time instructor to help set up computer classes for the School of Health, Physical Education, and Recreation (HPER). In the early 1980s Dan assisted with the establishment of the Journal of Park and Recreation Administration and served as its first managing editor. In 1987 Dan helped to found the New York State Park Management and Recreation Institute at Saratoga Springs, N.Y. From the 1980s until 2010, he worked as a lecturer for HPER's Department of Recreation and Park Administration (now the Department of Recreation, Park, and Tourism Studies), teaching computer classes, developing an armed forces recreation course, establishing, coordinating, and supervising overseas internships and practicums, and providing students in the recreation department with academic advising services. For over 20 years Dan has arranged overseas internships for hundreds of IU students in the Morale, Welfare, and Recreation Services of the U.S. armed forces. These have allowed IU students to experience firsthand military recreation service offerings on U.S. bases overseas. Similar programs have been coordinated by Dan at Kilauea Military Camp in Hawaii and Edelweiss Lodge and Resort in Germany.

In retirement Dan plans to travel to the Big Island of Hawaii, his favorite vacation spot, to support IU basketball as a season ticket holder since 1975, and to spend time with his family and grandchildren.

Dan Sharpless has not only served his country—five awards of the Bronze Star from the U.S. Army—but also Indiana University and the field of recreation with great distinction. He has assisted in the education of thousands of park and recreation professionals throughout the world. He has served as president of the Armed Forces Recreation Society and as its representative on the National Recreation and Park Association Board of Trustees. Dan has impacted the lives of many young adults, those serving in the U.S. military and students gaining an education in the field of parks and recreation. He was one of the early proponents of the idea that members of the armed services were entitled to the same recreation opportunities as those provided the people they were committed to protect. His passion for the field of recreation, his care and mentoring of his students, and his ability to motivate young adults are a true inspiration. His legacy is his commitment to seeking out new challenges and inspiring students to experience what the world has to offer.

*~ Julie Knapp*

## **Patricia A. Steele**

*Ruth Lilly Dean of University Libraries and Librarian*

Patricia A. Steele had a long and distinguished history with the Indiana University Libraries, beginning as a student employee in the early 1960s. As she tells it, she worked for a fussy librarian in the Biology Library who was known for hiring sorority girls living in the sorority house across the street. The girls liked working at the library, not only because it was air-conditioned (so rare at that time), but also because, for whatever reason, the library attracted jocks. Basketball players were regulars. Pat wasn't in a sorority and was free of the social obligations required of many of her co-workers. As a result, they often asked her to work their hours, which she did—sometimes working 40 hours a week.

This work ethic and willingness to serve, combined with visionary thinking and an ability to solve problems, served Pat and the IU Libraries very well. After graduating from IU, Pat worked for university and public libraries in Michigan before returning to IU in the mid-1970s. At Indiana University she worked in various capacities at the IU Libraries, and in 1981 received her master's degree in library science. She then headed several branch libraries, including the Education Library, the School of Library and Information Science Library, and the Health, Physical Education, and Recreation Library. Having in these roles distinguished herself as a capable administrator, she served as executive associate dean and director of academic information services, as well as head of customer and access services. Ultimately she was named Ruth Lilly Dean of University Libraries in 2005. She retired from that position in September 2009 to become Dean of Libraries at the University of Maryland.

As dean, Pat flourished. She tapped into the broad experience and many positive relationships she had developed throughout her career and advanced the IU Libraries at a time when libraries demanded transformation. Recognized for repositioning the Indiana University Bloomington Libraries to anticipate emergent priorities, Pat successfully repurposed space, reorganized operations, and introduced new services. She was particularly successful in building partnerships to support the research and learning needs of the academic community. Working with University Information Technology Services and other campus departments, she grew IUScholarWorks to foster the dissemination of scholarship in the digital age and led the development of plans for a Research Commons to meet the changing expectations of faculty and graduate students. She served on committees such as the President's Council of Academic Deans and the Provost's Council, and chaired the Council of Head Librarians.

Representing the university in the national library community, Pat served on the team to renegotiate an agreement between Google and the Committee on Institutional Cooperation (CIC), which first entered into a partnership in 2007. She was a co-founder and executive committee member of HathiTrust, a shared digital library of the nation's leading research libraries, as well as a founding board member of Controlled Lots of Copies Keep Stuff Safe (CLOCKSS), a joint venture between scholarly publishers and research libraries working to

preserve Web-based scholarly publications. Pat represented Indiana University by attending regular meetings of the CIC, the Association of Research Libraries, and the Coalition for Networked Information, and she was elected secretary of the executive committee of the Digital Library Federation. In 1993 Pat was selected by her IU librarian colleagues to receive the William Evans Jenkins Award in recognition of her many contributions to the Indiana University Libraries.

Her service and interest in libraries extended well beyond Indiana University. In 1999, the governor of the state of Indiana appointed Pat to the Indiana State Library and Historical Board, on which she served for 10 years. She served the Indiana Library Federation in many capacities, including two terms as president, one representing academic libraries and the other representing public library trustees. She was elected director-at-large of the Indiana Library Trustees Association and also served as president of the Monroe County Public Library Board of Trustees and the Monroe County Public Library Foundation.

Pat and I worked together for 25 years. In 1984, when I was a graduate student in the School of Library and Information Science, she hired me for my first job in an academic library. She became not only a mentor, but also a good friend. I perhaps remember her most for the way in which she fostered the best from her employees and colleagues. She is unflaggingly positive and sees the best in people; in her many roles at IU, she enjoyed broad respect because she earned it. Pat believed in sharing credit and in giving everyone a voice. Pat related easily to librarians and staff at every level, in large measure because of her generous spirit, but also because of the credibility and understanding she gained from serving the Indiana University Libraries in so many capacities: first as a student employee, and ultimately as dean.

*~ Carolyn Walters*

## **William Timberlake**

*Professor of Psychological and Brain Sciences  
Professor in the Interdisciplinary Programs in Cognitive Science,  
and Adjunct Professor of Biology  
College of Arts and Sciences*

William Timberlake earned a B.A. with honors in psychology at Pomona College in 1964 and a Ph.D. in psychology in 1969 from the University of Michigan, with honors on his comprehensive examination. At Michigan he was a National Science Foundation (NSF) predoctoral fellow and an honorary faculty associate in psychology, the latter for having organized the first-year proseminar in experimental psychology. He also played on intramural teams that won the all-campus softball championship four or five times, the basketball championship once, and the volleyball championship once or twice. For four years he was also the runner-up campus champion in flag football, but these near misses all contributed to psychology winning the all-campus intramural championship four of the five years he was there.

A faculty member in psychology at Indiana University since 1969, Dr. Timberlake has particularly enjoyed teaching the accelerated undergraduate honors course in psychology and the animal behavior course (which he has continued to teach until the present). He has also enjoyed his work on learning, history, animal cognition, evolution, ecology, observational techniques, and circadian rhythms. Promoted to full professor in 1982, he is a core member of programs in cognitive science, neuroscience, and animal behavior; he is also an adjunct professor of biology.

At the national level, Dr. Timberlake is a fellow of the American Association for the Advancement of Science, the American Psychological Society, Divisions 1, 3, 6, and 25 of the American Psychological Association (APA), and a charter fellow of the Midwestern Psychological Association. He served on two panels of the NSF and on multiple special review committees at the National Institutes of Health. Dr. Timberlake has been awarded more than 25 national grants and produced more than 150 publications. He has been appointed to the editorial boards of eight journals, several for repeated terms, and was three times associate editor of *Animal Learning and Behavior* (successfully avoiding senior editorship several times along the way). He has also held multiple offices in three divisions of the APA, including president of Division 6.

At IU Dr. Timberlake's largest departmental contributions were to committees on the undergraduate program, honors, animal care, and establishing the bachelor of science degree. For the College, he served on the salary criteria committee. On the campus level, he served as sponsor in the Individualized Major Program and on committees for the dean of faculties (promotion), faculty affairs, faculty fellowships, and Patten lectureship selection. There were less typical efforts as well: eight years on the board of advisors of Theatre Circle, five years (as

co-chair with Jim Holland) establishing the first Bloomington Institutional Animal Care and Use Committee, and 10 years on the board of fellows of the Poynter Center, where he was an Exxon Fellow (1988–1992) and a FIPSE Fellow (1989–1992). In addition he was a contributing member of the Poynter seminar that produced a case book of ethics (edited by Robin Penslar). This experience he turned into the first official research ethics course for graduate students at Indiana.

Dr. Timberlake founded and maintained the interdepartmental Animal Behavior Lunch through the 1980s. In 1992 he co-founded and co-directed with Ellen Ketterson the Interdisciplinary Program in Animal Behavior and the Center for the Integrative Study of Animal Behavior (CISAB). This widely respected center was established with two five-year Research Training Group awards from NSF. Dr. Timberlake also collaborated with Bill Rowland and then with Emilia Martins to establish and run the CISAB summer site program for the Research Experience for Undergraduates (REU, 10 to 11 nationally selected undergraduates per year). This program is currently the longest continuously funded REU site program at NSF. He also helped start and maintain the Annual Tri-State Animal Learning and Behavior Conference and the International Winter Conference on Animal Learning and Behavior.

Dr. Timberlake has held visiting appointments at Harvard University, University of California at San Diego, Oregon Health Sciences University, and Reed College. He spent a year at Cambridge University as a visiting professor of zoology in the sub-department of animal behavior and was a fellow of King's College. Among his honors are the Exemplar Award in Animal Behavior by CISAB, a teaching excellence award by FACET and another by his department, a Cattell Foundation Sabbatical Award, the Pavlovian Society Investigator Award, and the Logan Quad-L Award in Learning. In addition to chairing 14 honors theses and 17 graduate theses, he also served as a member of approximately 30 graduate thesis committees, presided over uncounted honors theses as the departmental honors official, and served as the external thesis examiner for 8 Ph.D.'s in Canada and Australia.

On the lighter side: during his early years at Indiana, Dr. Timberlake consorted with a psychology department-based rock-and-roll band called Skin Deep, which specialized in the Doors, Beatles, Cream, Three-Dog Night, and Janis Joplin, and performed at the old Office Lounge. During the last 15 years, in deference to his age, family, and increased self-awareness of infirmities, he has limited his music making to singing with the notably more decorous Bloomington Chamber Singers. This group provided a break from interacting with 20 or so post-docs and visiting faculty over the years and with the often wondrous undergraduates and graduate students who worked in his lab, asked questions in class, proposed novel ideas, performed interesting and clever experiments with careful analyses, acted in general like scientists, and ended up earning a number of departmental, university, and national awards pretty much on their own.

Finally, Dr. Timberlake would like to acknowledge the contributions to his life made by rats, dogs, cats, guinea pigs, backyard deer, children (Anne and Ryder), wife (Holly Stocking), many colleagues, some administrators, all sabbaticals, and the staff (especially the staff).

Thanks!

## **Lanh Tran**

*Professor of Statistics and Adjunct Professor of Mathematics  
College of Arts and Sciences*

Lanh Tran was born in Vietnam on August 14, 1946. He completed both his undergraduate and graduate study at the University of California at Berkeley, where he received a B.S. in Mathematics in 1968, an M.A. in statistics in 1970, and a Ph.D. in statistics in 1972. After receiving his Ph.D., Tran went on to the University of California, Riverside, as a postdoctoral researcher. His research there concerned the analysis and prevention of forest fires in the state of California. In 1975 Tran joined the mathematics department at Indiana University as an assistant professor. He was promoted to associate professor in 1982 and then to full professor in 1992.

Through his research, Tran has made significant contributions to a broad range of topics both in probability and statistics, ranging from theoretical probability to applied aspects of statistics. His published papers have pertained to Brownian motion, Hausdorff dimensions for sample functions of Wiener processes, stochastic processes with independent increments, empirical processes, weakly dependent random variables, rank order statistics, time series, density and regression estimation, nonparametric curve estimation, and testing for serial independence. Most recently, his research involves the development of statistical methods for the analysis of data that are both space and time varying, where the general setting is a non-homogeneous random field incorporating both space and time variables. This research has many applications in the analysis of data collected irregularly at different space and time points, for example, in data obtained by aerial photography. There are still many interesting open problems in this area of research.

Tran has published over 60 papers in highly regarded general journals such as the *Annals of Probability*, *Probability Theory and Related Fields*, *Annals of Statistics*, *Journal of Multivariate Analysis*, *Journal of the American Statistical Society*, and *Journal of Time Series Analysis*. In 1994 he was named thirty-first of the top 100 most prolific authors in statistics in a survey conducted on behalf of the Natural Sciences and Engineering Research Council of Canada. In 1995 he was elected a fellow of the Institute of Mathematical Statistics in recognition of his contributions to the development, dissemination, and application of mathematical statistics. Tran has also been a member of the editorial board of the *Journal of Nonparametric Statistics* for over 10 years.

Tran has been invited to visit many universities worldwide and has written numerous joint papers with co-authors in Europe. He has given invited talks at Caltech (1982), Yale University (2000), and the University of Paris (2005), among many others. He has also spent substantial time as a guest research professor at the University of Brussels (1993), the University of Lille (1993, 1995, 1999), the University of Toulouse (1995), the University of Pau (1995), and National Cheng Chi University (2005) in Taipei. In December 2007 he was invited by the University of Paris to spend a week serving as an examiner (rapporteur) for the

doctoral thesis of F. X. Lejeune and the postdoctoral thesis (habilitation) of Naamane Laib. In addition, Tran was awarded a Lifetime Achievement Award by the Chinese Econometrics Society at the Conference on Econometrics in Hangzhou in June 2006.

Tran has taught a wide variety of undergraduate and graduate courses and has produced six Ph.D. students. He has also contributed substantial service to the university by serving as the director of statistical consulting at IU for several years. In April 2008 Rick Bradley and Tran jointly organized a special session of "Weak Dependence in Probability and Statistics" at the annual meeting of the American Mathematical Society in Bloomington, where Tran also gave a talk.

Tran moved from the mathematics department to the statistics department in 2006, when the latter was formed. He was the one of the first four professors in the statistics department and has contributed significantly to the department's formative years. Tran served as the colloquium chairman from 2006 to 2008 and also as a member of the faculty recruitment committee. He still holds a position as adjunct professor in the mathematics department.

We in the statistics department feel very fortunate to have worked with Tran for the last four years of his career. He is a wonderful colleague and has been devoted to the success of the department. We will miss him immensely and wish him well in his retirement.

Tran's greatest joy comes from his family. His wife Samantha is now retired. His son Andrew is a physician at the Veterans Administration Medical Center in California. His daughter Kathleen is a physician at Memorial Sloan-Kettering Cancer Center in New York City. She is also a Rhodes Scholar and a Paul and Daisy Soros Fellow. Both Andrew and Kathleen are IU graduates.

*~ Stanley Wasserman*

## **Bronislava Volková**

*Professor of Slavic Languages and Literatures  
and Adjunct Professor of Comparative Literature and Jewish Studies  
College of Arts and Sciences*

The daughter of a concert violinist and a mechanical engineer who had served with the free Czechoslovak forces in World War II, Bronislava (Bronia) Volková, who has also published under the name Bronislava Volek, was born in Děčín, Czechoslovakia, in the brief, hopeful interval between the end of World War II and the onset of Soviet domination of Eastern Europe. She spent her childhood and attended primary and secondary schools in Vršovice (Prague), and graduated from the Faculty of Philosophy of Charles University, also in Prague. Like many in her generation of outstanding young linguistic specialists and literary scholars in Czechoslovakia who came of age intellectually in the period before and during the Prague Spring of 1968, Bronia in her early work furthered the groundbreaking achievements of the Prague Linguistic Circle of the 1920s and 30s in such fields as structural linguistics, semiotics, literary theory, and cultural studies. With the Soviet-led invasion of Czechoslovakia and the imposition of political restrictions, the intellectual climate deteriorated to the point where unfettered inquiry became severely limited. Despite having received a Ph.D. from Charles University in Slavic and general linguistics (with comparative work on Russian and Spanish), Bronia was denied a second degree on political grounds. Fortunately, she was able to emigrate to what was then West Germany, where she taught at Cologne and Marburg before relocating to the United States in 1977. Initially appointed as a Mellon Fellow at Harvard University, she first came to Indiana in 1978 as a visiting assistant professor of Czech, continuing Indiana's well-established program in Czech language and culture. This was and has remained one of a few programs in the U.S. devoted to this historically, culturally, and intellectually crucial area. After two years at the University of Virginia, Bronia returned to IU to assume a newly created position from which she has directed the Czech program ever since. She has played a central role not only in the Czech program and the Department of Slavic Languages and Literatures, but also in other units, including comparative literature, Jewish studies, linguistics, and the Russian and East European Institute.

In addition to her teaching and scholarly activities, with the establishment of a permanent home in Bloomington, Bronia also began to emerge as well as a talented poet, publishing her work both in Czech and in English translation, as well as creating poetry directly in English. She is now recognized as a leading exile poet who has authored nine books of poetry, the last three of which are bilingual. Her impressive body of artistic work has appeared in important journals, anthologies, and collections (such as her 1993 *Courage of the Rainbow: Selected Poems*), as well as on CDs and DVDs. Bronia has also devoted considerable effort to making the rich heritage of Czech poetry (which her own verse echoes and extends) available in accurate and poetically sensitive translations into English. This aspect of her work has culminated in the recently published (with her former student Clarice Cloutier) *Up the Devil's*

Back: An Anthology of 20th Century Czech Poetry (2008), which both in its comprehensiveness and in the quality of its translations sets a new standard.

Bronia's earlier books include a revolutionary semiotic study on emotive language, *Emotive Signs in Language and Semantic Functioning of Derived Nouns in Russian* (1987), in which she proposed a new theory of emotive signs and meanings and combined structural with contextual semantics and pragmatics. The literary semiotic work *A Feminist's Semiotic Odyssey through Czech Literature* (1997) applies her linguistic theory to the analysis of literary texts among other things. She is also the author of many scholarly articles on a broad range of topics, such as linguistic and literary semiotics, emotive language, types of emphasis, functions of repetition, and word-formation typology, as well as issues of exile, images of women, and different axiological studies in Czech literature. Professor Volková's achievements have been recognized through numerous invitations to read her poetry and present her scholarly work at universities, conferences, and cultural centers all around the world. In May 2009 she received a prestigious award from the Czechoslovak Society of Arts and Sciences in Prague for outstanding contributions to Czech scholarship and culture. She also maintains an informative and useful Web presence, which describes her diverse interests and talents, complete with audio and video clips of her performance art. It can be accessed at [www.bronislavavolkova.com/index.php](http://www.bronislavavolkova.com/index.php).

Bronia possesses an exceptional depth of understanding and sensitivity to both human and animal rights and suffering, which have enhanced her teaching and art. During her 35 years of teaching, she has contributed to the academic and personal formation of scores of young people, many of whom have become professors of linguistics, literary scholarship, history, folklore, theater theory, and philosophy, or who serve in leading positions in the U.S. diplomatic service, military, law firms, banks, etc. Some have also become accomplished translators from Czech. Bronia is a person whose many talents have taken her in diverse directions beyond the constraining realm of academia, from the composition of powerful poetry to the production of imaginative collage art and bookbinding, from multimedia theatrical performances to hands-on and long-distance energy healings, as well as activities devoted to animal rights.

Bronia's retirement will leave a space that is not easily filled. Not only will it be very difficult to maintain the vibrant program in Czech language and culture, including the Czech Club and Czech film series, which she worked so hard to develop, but her originality, warmth, and effervescent enthusiasm will be sorely missed on the fifth floor of Ballantine Hall. We wish her a long and joyful career in retirement, wherever it may take her.

*~ Andrew Durkin and Steven Franks*

## David S. Wise

*Professor of Computer Science  
School of Informatics and Computing*

David Wise is a founding father of computer science at Indiana University. He was the first faculty member to be hired by a fledgling Department of Computer Science in 1971 and directed its first doctorate. And now, in 2009, he is the first to retire after the department was dissolved to be reconstituted as part of a new School of Informatics and Computing.

In the course of a distinguished research career, David helped shape a nascent discipline at IU. His legacy reflects both our institution's singular academic character and David's steadfast commitment to community and scholarship. Throughout his career, David has tirelessly served these purposes, both at IU and, with far-reaching impact, for computer science at large.

He was born David Stephen Wise on August 10, 1945, in Findlay, Ohio, and spent his formative years in Cincinnati. In 1963, just before leaving for college, he encountered his first computer at an IBM-sponsored programming class for high school seniors. He attended Carnegie Institute of Technology from 1963 to 1967, majoring in mathematics. At Tech he met two early luminaries: Alan J. Perlis introduced him to the Association for Computing Machinery (ACM), with which David has remained affiliated ever since; and Robert W Floyd introduced him to the science of computing and "set my future," in David's words.

His doctoral research at the University of Wisconsin–Madison was based on Floyd's work in formal language theory. More broadly, his interests began to center on programming, the act of transforming the idea of a computation to an explanation of how a computer performs it, and on programs, the form of that explanation.

In Madison, David met Rita Kathryn Cadman—literally "the girl next door." They married in 1971 and moved to Scotland, where David took a lectureship at the University of Edinburgh. If Floyd's influence set David's future, his time at Edinburgh fixed its direction. In the early 1970s, Edinburgh was at the center of a remarkable dawning in the study of logic and programming: the functional programming movement. He was among the very first to bring its perspective to the United States. David's research accomplishments include seminal contributions in programming methodology, programming language design, computer architecture, and high-performance computation. His results range from the deepest reaches of device technology to the pinnacles of massive parallelism, and from the trenches of software infrastructure to the shrines of theoretical semantics. Yet, in all its diversity, the body of David's work is unified by his astute technological foresight and coherent methodological vision.

He recognized very early that programming research was transfixed with a special case: the single-processor computer that technology provided at the time. Instead, he aimed toward a seemingly distant future of many-processor computers, proclaiming that "the payoff that justifies the 'burden' of [functional programming] style is parallelism." It is testimony to his uncanny sense of timing that, just at the time of his retirement, technology is catching up with his research. His most recent work on vastly complex parallel matrix computations will directly impact scientific computation in the next decade or two. But it is his approach to this work—as a principled demonstration of pure methodology applied to a vastly complex problem—that is of greatest consequence. It shows how we should teach programming from now on.

Active in the ACM throughout his career, David has effectively campaigned for community within the society and on behalf of its essential role in the preservation of archival research literature. For his executive leadership and consolidation of its key conferences, he received the 2000 Distinguished Service Award from ACM's Special Interest Group (SIG) on Programming Languages. Named an ACM fellow in 2004, he served on its Publications Board

and public policy committee, among others. From these positions, David was able to influence key decisions in the design of ACM's Digital Library, the world's premier repository of computer science research.

David has been an unrelenting advocate of scholarship over ownership; his impact on the future of publication, in computer science and, by example, all sciences, will be profound. The citation for David's 2006 Outstanding Contribution to ACM Award reads, in part: "Dr. Wise has also worked unstintingly behind the scenes. He was the [my emphasis] primary agent in fostering greater collaboration between the Publications Board and the SIGs. He was instrumental in the creation of the subscription and copyright policies of the ACM Digital Library . . . ."

David and Rita are resettling on the shores of Puget Sound. In word and deed, David's passionate commitment to scholarship and collegiality is evident in every phase of his career, so there is little doubt it will extend beyond his retirement. Even so, his absence from daily life is a loss deeply felt by his colleagues at IU. We will long cherish the depth of his science, the wisdom of his counsel, and the sincerity of his citizenship.

*~Steven D. Johnson*