Honoring

Akwasi B. Assensoh  
Professor of African American and African Diaspora Studies, College of Arts and Sciences

Eric Bedford  
Professor of Mathematics, College of Arts and Sciences

David Boeyink  
Associate Professor of Journalism and Director of the Honors Program, School of Journalism

Marilynne Boyle-Baise  
Professor of Curriculum and Instruction, School of Education

Sharon Stephens Brehm  
Professor of Psychological and Brain Sciences, College of Arts and Sciences

Scott Brown  
Associate Professor of Mathematics, College of Arts and Sciences

Dan Dalton  
Harold A. Poling Chair of Strategic Management, Kelley School of Business

Vinay Deodhar  
Professor of Mathematics, College of Arts and Sciences

Daniel A. Dinnsen  
Chancellors’ Professor, Department of Linguistics and Adjunct Professor of Speech and Hearing Sciences, College of Arts and Sciences

Thomas F. Donahue  
Professor of Biology and Senior Fellow in the Indiana Molecular Biology Institute, College of Arts and Sciences

Jack Dvorak  
Professor of Journalism, School of Journalism

Ellen Dwyer  
Professor of Criminal Justice and of History, and Director of the Collins Living Learning Center, College of Arts and Sciences

Allan L. Edmonds  
Professor of Mathematics, College of Arts and Sciences

Gil A. Frisbie Jr.  
Clinical Associate Professor of Marketing, Kelley School of Business

Dennis Gannon  
Professor of Computer Science, School of Informatics and Computing

Michael Gasser  
Associate Professor of Computer Science, School of Informatics and Computing; Associate Professor of Cognitive Science, Director of Graduate Studies in the Department of Cognitive Science, and Adjunct Associate Professor of Linguistics, College of Arts and Sciences

Paula Girshick  
Professor of Anthropology, College of Arts and Sciences

Henk M. Haitjema  
Professor, Interim Associate Dean, MSIS Program Director, Ph.D. in Environmental Science Program Director, School of Public and Environmental Affairs; Professor of Geology, part-time, College of Arts and Sciences; Professor of Geology, part-time, IUPUI.

Andrew J. Hanson  
Professor of Computer Science, School of Informatics and Computing and Adjunct Professor of Statistics, College of Arts and Sciences

Anne Haynes  
Associate Librarian, Reference Librarian, Reference Services Department, Wells Library

Christopher Haynes  
Associate Professor and Interim Undergraduate Director of Computer Science, School of Informatics and Computing

C. David Higgins  
Professor and Chairperson of Opera Studies and Principal Designer for the IU Opera Theater, Opera Studies, Jacobs School of Music

Cheryl Holmes  
Senior Lecturer and Coordinator of SE Safety Program, Applied Health Science, School of Health, Physical Education, and Recreation

Lawrence Hurst  
Professor and Chairperson of Strings, Jacobs School of Music

Olga Impey  
Professor of Spanish (Medieval and Renaissance Literature), Department of Spanish and Portuguese, College of Arts and Sciences

Elizabeth L. Johnson  
Librarian and Head of Technical Services, Lilly Library

William W. Jones  
Clinical Professor of Public and Environmental Affairs, School of Public and Environmental Affairs

Janet Kennedy  
Professor of History of Art, Henry Radford Hope School of Fine Arts, College of Arts and Sciences

John M. Kennedy  
Senior Scientist and Director of the Center for Survey Research

Larry Kesmodel  
Professor of Physics, College of Arts and Sciences

Henryk Kowalski  
Professor of Strings, Jacobs School of Music
Diana V. Lambdin  
Martha Lea and Bill Armstrong  
Chair in Teacher Education,  
Professor of Mathematics Education and Teacher Education, School of Education

James H. Madison  
Thomas Milton Miller and Kathryn Owens Miller Professor of History, Adjunct Professor of American Studies and of African American and African Diaspora Studies, College of Arts and Sciences

Larry Mikulecky  
Professor and Chairperson of Literacy, Culture, and Language Education, School of Education

Joe Moore  
Senior Lecturer in Operations and Decision Technologies, Kelley School of Business

Emilio F. Moran  
Distinguished Professor and Rudy Professor of Anthropology, Adjunct Professor of Geography, College of Arts and Sciences; Professor of Public and Environmental Affairs, School of Public and Environmental Affairs; and Director of the Anthropological Center for Training and Research on Global Environmental Change

David Paul Nord  
Professor of Journalism, School of Journalism; Adjunct Professor of History and of American Studies, College of Arts and Sciences

Milos Novotny  
Distinguished Professor of Chemistry and Lilly Chemistry Alumni Chair, College of Arts and Sciences; Adjunct Professor of Medicine, School of Medicine

Catherine Olmer  
Professor of Physics, College of Arts and Sciences

Patrick O’Meara  
Vice President of International Affairs, Professor of Public and Environmental Affairs, School of Public and Environmental Affairs and Professor of Political Science, College of Arts and Sciences

Ronald Osgood  
Clinical Professor of Telecommunications and Fellow of Digital Arts and Humanities, College of Arts and Sciences

David Pace  
Professor of History, College of Arts and Sciences

Willena Pearson  
Lecturer in Applied Health Science, School of Health, Physical Education, and Recreation

Betty Poindexter  
Associate Professor of Education and Leadership Policy Studies, part-time, and Graduate Placement Director, School of Education

Frona Powell  
Associate Professor of Business Law and Ethics, Kelley School of Business

J. C. Randolph  
Professor of Environmental Science, School of Public and Environmental Affairs; Professor of Biology, part-time, College of Arts and Sciences

Albert Ruesink  
Professor of Biology, College of Arts and Sciences

Michael Schwartzkopf  
Pam and Jack Burks Professor of Music, Choral Conducting, and Music Education, Jacobs School of Music

Andrea Singer  
Associate Librarian, Librarian for Foreign Documents and India and Tibetan Studies, University Libraries

Maura Stanton  
Professor of English, College of Arts and Sciences

Herbert A. Terry  
Associate Professor of Telecommunications, College of Arts and Sciences

Terry R. Usrey  
Senior Lecturer in Public and Environmental Affairs, School of Public and Environmental Affairs

David H. Weaver  
Distinguished Professor and Roy W. Howard Professor of Journalism, School of Journalism
Akwasi B. Assensoh was first a reporter and eventually an editor-in-chief and European correspondent for several major newspapers in Ghana and in other West African nations. He holds a prestigious diploma in journalism (with distinction) and an advanced diploma in mass communications and journalism from the School of Journalism and Television Studies, Frilsham, Hermitage, Great Britain. While he continues to do journalism, as seen in his appointment to prominent journal editorial boards in the African, African American, and African Diaspora fields, in the early 1980s he turned his attention to comparative history and politics in relation to African descendent experiences around the world. He earned a B.A. in history and political science with a minor in English language from Dillard University. He then earned a New York University M.A. and Ph.D. in comparative historical European colonial studies, African American and African diasporic history, and African history.

Soon after leaving NYU, Professor Assensoh was awarded a postdoctoral research fellowship by the Department of Peace Studies, University of Bradford, West Yorkshire, Great Britain. He specialized in the development of the American civil rights and liberation movements, with an emphasis on leadership. This post-graduate research experience prepared Professor Assensoh to become the research director of the Martin Luther King Papers in the Atlanta King Center and Stanford University. In the process, he generated a fascinating book contributing significantly to the King literature, *Rev Dr Martin Luther King Jr. and America’s Quest for Racial Integration*.

Professor Assensoh came to IU Bloomington in 1995 as an associate professor in African American and African Diaspora Studies (AAADS) from Southern University in Baton Rouge, Louisiana, with adjunct faculty appointments in the African Studies Program, the Center for Caribbean and Latin Studies, and the Hutton Honors College. He became an AAADS full professor in 2001. While at IU he has been recognized as an outstanding teacher and mentor. He has been a prominent leader in national and global conferences and associations. His prolific and original contributions to newspaper journalism and his creative and bold contributions to academic scholarship—at times in co-authorship with his beloved wife, Dr. Yvette Alex-Assensoh—paint a rare portrait of a pioneering public intellectual as well as an eminent, multidisciplinary comparative historian in African, African American, and African Diaspora Studies.

We the faculty, students, staff, and alumni of the Department of African American and African Diaspora Studies lift up our unified voices to affectionately convey our deepest best wishes to Professor Akwasi B. Assensoh, our highly esteemed colleague, teacher, mentor, public intellectual, and department and university citizen. He is the most distinguished comparative, cross-national historian of Ghanaian origins on American soil. We most sincerely wish him Godspeed as he embarks on even more profound chapters in his already remarkably diversified life and career.

A.B., as we fondly call him, is the personification of what it means to shape an academic life as a blessed journey. How can we thank A.B. for being, for all these years, a cutting-edge scholar of global prominence; for doing tons of service work in the department and the university; for his outstanding domestic and global professional affairs; and for being such a dedicated teacher and mentor to the hundreds of students he has taught, guided, and inspired? Yet we also thank A.B. profusely for something even more fundamental, something that is the root of what we humans need to grow, achieve, and prosper: friendship, the fundamental stuff of what really matters in the quality of life in all human societies.

Therefore, we say thank you, A.B., for being our authentic friend in the department and in the university. This is the most precious gift you gave to us through the years in which you graced us with your presence and your genuine desire to befriend all of us. Through your persistent desire to embrace all of us in our department and in our university, you confirmed to us every day—in your smile, wit, kind words and deeds, and concern for all of us as human beings—that the best measure of an academic career of great distinction lived well is the genuine friendships we make, expand, and preserve along the way, rather than solely how many papers were graded, how many meetings were attended, or the number of articles and books published. For this reason, our dear colleague A.B., you will be sorely missed; but you shall always occupy a warm place in our hearts and thus will always remain in the collective memory of our department and of our university. You were and remain our true friend. See you around, our wonderful friend, as you continue to surf on cutting edges, personifying in the process what AAADS always aspires to be: the best.

John H. Stanfield II
Eric Bedford

Eric Bedford was born on December 23, 1947. He received his B.A. from the University of Illinois in 1969, and then went on to the University of Michigan, where he received his Ph.D. under Al Taylor in 1974.

Eric worked as an instructor at the Courant Institute, New York University, from 1974 to 1976, and as an assistant professor at Princeton University from 1976 to 1982. Eric joined Indiana University in 1982 as an associate professor with tenure, and was promoted to full professor in 1985. Eric also has held numerous visiting positions.

Eric has made major contributions to the field of several complex variables. In particular, he obtained a number of remarkable results concerning holomorphic envelopes of real hypersurfaces, construction of peak plurisubharmonic functions for weakly pseudoconvex domains, boundary regularity of biholomorphic mappings, and domains with noncompact automorphism groups.

In the 1970s and 1980s Eric and Al Taylor developed their fundamental work on the complex Monge-Ampère operator and revolutionized pluripotential theory, the study of plurisubharmonic functions. They showed that this second order nonlinear differential operator has a natural extension to the space of locally bounded plurisubharmonic functions, and they solved an associated Dirichlet problem on strictly pseudoconvex domains. Utilizing this work, they essentially “linearized” the nonlinear potential theory associated with this operator. In particular, they utilized their notion of relative capacity to give insightful and elegant solutions of two problems of Lelong on pluripolar and negligible sets. Today their techniques and results are used in variational and viscosity approaches to complex Monge-Ampère type equations arising in complex geometry; e.g., on compact Kähler manifolds, as well as in multidimensional complex dynamics.

In the late 1980s, Eric turned his attention to the study of dynamics in several complex variables. Between 1991 and 2006, he wrote a series of major papers, co-authored with John Smillie. Their application of pluripotential theory to the study of polynomial diffeomorphisms of C2 and R2 led to fundamental progress in the understanding of the dynamics of the famous Hénon maps. More recent collaboration with Jeff Diller and Kyounghee Kim focused on the challenging problem of the description of the global dynamics of birational, but not necessarily holomorphic, self-maps of complex surfaces. This work led to the discovery of rational surface automorphisms with rotation domains, and gave a rigorous treatment of topics previously investigated empirically by physicists.

Eric has published more than 110 papers, which are frequently cited in the field (about 1,300 citations, according to MathSciNet). He has received continuous research support from the National Science Foundation since 1974. He has been a member of editorial boards of such journals as the Indiana University Mathematics Journal (1974–present), Proceedings of the American Mathematical Society (1993–2006), and the Journal of Geometric Analysis (1986–2011).

Eric is an excellent expositor. He has given a number of talks at national and international conferences. In 1990 he was an invited speaker at the International Congress of Mathematicians in Kyoto. Eric has worked very closely with several postdoctoral fellows and visitors, and he continues to work actively with graduate students. Two of his students, Turgay Bayraktar and Tuyen Truong, are expected to defend their theses by the end of Spring 2012. Eric is an excellent colleague, deeply involved in departmental affairs and always ready to help others in resolving difficult situations.

Eric is widely known for his wonderful hospitality, opening his home to seminar attendees and departmental visitors of all ilks. Drinking a glass (or bottle) of good wine is obligatory chez Eric. He is a reliable, caring friend, appearing on your doorstep with unexpected presents at random times. He has a great sense of humor; indeed, several years ago at a conference party at the old Banach Center in Warsaw, Eric won the “best joke” competition hands down. Ask him for one—and you’ll probably get a nice meal and a glass of fine Bordeaux red with it!

Thomas Bagby
Norman Levenberg
Kevin Pilgrim
Sergey Pinchuk
Boeyink recruited and helped train graduate students who could populate journalism education as faculty members with an understanding of media convergence.

He also helped train his faculty colleagues on new media, organizing workshops with hands-on experiences in video and graphic design. He led monthly conversations about teaching and learning, where faculty and graduate students shared problems and solutions, and he shepherded a new curriculum through committee refinements to a successful faculty vote. That curriculum gave students more latitude in tailoring electives to match their career objectives. At its core was a reconfigured Reporting, Writing, and Editing course that teaches writing for different audiences via different media.

“We were in the forefront of the schools that were trying to translate changes in the mainstream media into the curriculum of the journalism major,” Boeyink recalls. Under his leadership, the journalism school presented its experience with convergence at the 2004 Association for Education in Journalism and Mass Communication convention in Toronto. Compact disks with the IU Journalism logo were the coveted take-home items at Toronto.

Boeyink’s education, interests, and professional experience made him the perfect candidate to lead the school in developing journalism ethics pedagogy. He attended Harvard University to prepare for a career in teaching religion. His interest in religious ethics evolved into a specialization in social policy analysis from an ethical perspective. After Harvard, Boeyink wrote editorials from that perspective at the Owensboro, Kentucky, Messenger-Inquirer, where he won numerous awards from the Kentucky Press Association. He taught journalism and philosophy at two Owensboro colleges. Through IU’s Poynter Center for the Study of Ethics and American Institutions, he met journalism faculty who invited him to apply for a job in 1986. “Next to marrying Karen,” he says, “joining the School of Journalism was the smartest decision I ever made.”

Boeyink created Ethics and Journalism, the school’s first graduate-level ethics course. At the undergraduate level, he taught The Media as Social Institutions as an ethics seminar intended to heighten students’ ethical awareness. In both courses, he drew on his research into how reporters and editors deal with ethical problems in the newsroom to put the word “casuistry” on the students’ mental maps. Akin to common law in the legal sphere, casuistry begins with concrete problems and inductively reasons to general ethical principles. It forms the core of his book, *Making Hard Choices in Journalism Ethics*, co-authored with his doctoral mentee, Sandra Borden. She describes him succinctly: “As a mentor, he has been a constant source of wisdom and support.”

He credits Parker Palmer, author of *The Courage to Teach*, for inspiration. One notable Palmer insight is that we teach ourselves—that our personal values inhabit the classroom and are as important as any teaching techniques we employ. He also adopted Palmer’s subject-centered approach. “My classes are not teacher centered, not student centered, but subject centered,” Boeyink says. “It’s what we’re together to learn that anchors the course and the learning.”

His capstone achievement at the School of Journalism began in the spring of 2006 when Dean Brad Hamm proposed, and the faculty approved, an honors program. “I jumped at the chance [to direct the program], because it seemed like fun,” Boeyink says, “but also because it was something important for the school.”

There was some discussion of starting the program in 2007, but the decision was made to launch in fall 2006. “We had to prepare for the first class in less than six months—create the program, market it, and recruit the first class.” A selection of honors courses, coupled with travel experiences, now persuades many of the best and brightest scholastic journalists to choose IU over peer institutions. Boeyink also spearheaded the school’s application to Kappa Tau Alpha, bringing “the new chapter of the national honor society to the School of Journalism last year.”

“Dave left an incredible legacy in many areas but most certainly with our honors programs,” Hamm says. “There is no doubt that its growth and success is tied to all of his efforts over the past five years.”

Claude Cookman

---

Dave Boeyink’s eyes light up when he talks about the joy of teaching. “Teaching is what’s driven me,” he says. “The students have sustained my career over more than 24 years. I like my research, but it’s teaching that gives me the greatest joy.”

Beyond his effectiveness as a classroom teacher, Boeyink is an educator who impacts journalism majors who have never had the good luck to take a class with him. Peek beneath the surface of most of the programmatic teaching initiatives in the School of Journalism over the past 20 years, and you will discover Boeyink’s imprint.

In the mid-1990s, he was one of a small group of faculty who launched IUB’s Preparing Future Faculty Initiative, which focused on training doctoral students to become teachers. During that same period, he created Teaching Mass Communication in College, the school’s first pedagogy course. Injecting pedagogy at the graduate level intertwined with his vision for an undergraduate journalism curriculum that embraced all media. In 1995, when Dean Trevor Brown secured a Knight Foundation grant, he tapped Boeyink to implement it. As co-director of Catalysts for Change: A New Generation of Scholar-Teachers in Journalism, Boeyink helped “prepare a new generation of scholar-teachers for journalism and mass communication in the 21st century,” Brown explained.
Marilynne Boyle-Baise

It is a pleasure to write about the accomplishments of Lynne Boyle-Baise, who has been an outstanding colleague since arriving at Indiana University. Particularly impressive is the fact that she has excelled in all three missions of our university: scholarship, teaching, and service.

Lynne has been a highly productive and recognized scholar in a number of closely related fields. During her active career, she wrote two books published by highly respected presses, authored over 50 articles and chapters in a wide range of scholarly journals and books, obtained six grants—the most recent being a $500,000, three year Teaching American History Grant—and presented at more than 75 national or international scholarly conferences.

However, these accomplishments do not really tell the story of Lynne’s scholarship. To illustrate just one project: Lynne wrote a grant (The Banneker History Project) and received funding to conduct oral histories of students who attended the “Negro” school in Bloomington before desegregation. To conduct these interviews, she worked with several African American education students who worked closely with local high school students. In writing up the history, she also worked with several members of the African American community in Bloomington. Everyone involved in this project commented on the organizing abilities and intellectual climate of the project due to Lynne’s leadership. This project received the Dr. Martin Luther King, Jr. Legacy Award and received wide recognition through numerous articles in local newspapers. She also was the principle investigator for the previously mentioned Teaching American History Project. Indiana University and the local school system would not have received this grant from the federal government, nor would the grant have been successfully implemented, without her leadership.

Lynne has contributed to several different but closely related discourses within the field of education, such as history of social studies education, civics education, democracy and education, teacher education, research methodology, service learning, multicultural pedagogy, and staff development. Many of her articles were published in leading journals in their respective areas, including: *Theory and Research in Social Education*, *The Educational Forum*, *Interchange on Educational Policy*, *The Journal of Teacher Education*, *International Journal of Qualitative Studies in Education*, *Journal of Curriculum and Supervision*, *Journal of Educational Thought*, and *The Journal of Educational Foundations*. Finally, Lynne has received two national awards for her scholarship: the Jean Dresden Grambs Distinguished Career Research in Social Studies Education Award from the National Council for the Social Studies, and the Critics Choice Book Award from the American Educational Studies Association. She was also nominated for the statewide Brian Douglas Hiltunen Faculty Award for the Outstanding Contribution to the Scholarship of Engagement.

Not only has Lynne been an outstanding scholar, she has also been an excellent teacher and curriculum developer. In addition to regularly teaching a social studies education course to pre-service teachers (at both the undergraduate and graduate levels), Lynne has taught courses and graduate seminars in multicultural education and curriculum studies. She redesigned several of our courses and graduate seminars and developed and taught an honors seminar in a special program for future teachers of color. In addition, she directed several dissertations; many doctoral students who needed extra support found their way to Lynne’s office. She consistently brought a sense of purpose and substance to all of her teaching assignments. As one might expect, her students responded to her warmth and intellect by putting their best efforts into their assignments. It was clear that they respected her and wanted her respect in return. Many students noted the positive impact she had on their thinking, teaching practices, research, writing, and curriculum design. In addition to regularly receiving excellent student evaluations, Lynne has also received two Trustees’ Teaching Awards.

It is surprising that in light of Lynne’s record of scholarship and teaching, she has also been a leader in service. She regularly reviewed manuscripts for scholarly journals, books, and conference presentations, and served on the editorial board of several journals. She served as the chair of special interest groups in both the American Educational Research Association and the National Council for the Social Studies. She served on the board of directors for the latter organization from 2004 to 2007 and the executive board for the College and University Faculty Assembly of that organization from 1994 to 1998. She has served the university and School of Education in many capacities: chairing and participating on committees, directing and coordinating academic programs, and sitting on community panels and advisory boards. Throughout her career, Lynne was often asked to review tenure and promotion dossiers from other universities.

In her scholarship, teaching, and service activities, Lynne was always guided by a strong commitment to democracy, inclusivity, and social justice. Her contributions to the field of education and our university are too numerous for a detailed listing. She was widely respected by her colleagues on campus and across the country and was a great resource for our students. Her achievements are numerous; she will be missed.

Jesse Goodman
Sharon Stephens Brehm

Sharon was born in Roanoke, Virginia. Only after receiving both her B.A. and Ph.D. at Duke University did she leave the South. Somehow, even after many subsequent years, she has managed to maintain a charming southern drawl.

As an undergraduate at Duke, Sharon wanted to be a medical doctor, but she says that was impossible because she was simply “bad in biology.” As an alternative, and fortunately for the field of psychology, she changed aspirations and entered the Ph.D. program in clinical psychology at Duke. There she met and married Jack Brehm, an eminent and accomplished social psychologist, who passed away in 2009.

After receiving her doctoral degree and completing a clinical internship at the University of Washington, Sharon and Jack moved to the psychology department at the University of Kansas; together they anchored that department for many years. She spent her academic career there, and it was an extremely productive career that included many publications, editorial work, and invited addresses. Most noteworthy, Sharon was ahead of her time in working to integrate different areas of psychology that at the time were quite independent. In 1976, she wrote The Application of Social Psychology to Clinical Practice, a landmark book in recognizing the many possibilities of taking theory and research in social psychology and applying them to therapeutic practice. This represented seminal work that changed the complexion of both areas of psychology. Several years later, she co-authored another book that integrated the areas of social and developmental psychology.

While her books had great impact, her empirical research was no less impressive. Her research focused on interpersonal processes and relationships but covered a wide range of topics and areas including intimate relationships, love, social support, self-awareness, cognitive reactance, depression, anxiety, and empathy. It is rare that a researcher achieves such positive impact on so many different areas of psychology.

Sharon was never one to stagnate. After successfully navigating several areas and many topics of psychology, she felt that it was time to move on to different career opportunities. University administration became her passion. She says “It made sense because I found out that I was good at asking people to do things.” Starting as assistant dean of arts and sciences at Kansas, she moved on to extremely successful stints as dean of arts and sciences at Binghamton University (SUNY) and as provost at Ohio University. When the position of vice president for academic affairs opened up at Indiana University, Sharon applied and was hired here. She served in that position until 2003.

It was time to move on again—but not away from Bloomington or IU, which she had fallen in love with. It was, rather, time to devote herself to the field of psychology more broadly. As with her other careers, Sharon was completely engaged in this new endeavor. She was elected to the position of president of the American Psychological Association, an extremely important post. Her three years in that capacity were a very exciting time. Psychology was moving forward in many new ways. Neuroscience was becoming a major area in most departments. Translational research was gaining importance—and Sharon’s early books no doubt had been important in starting this trend. Our discipline was becoming more and more international and cross-cultural. Our technology was growing enormously. And many public policy issues were surfacing. For example, Sharon was in the forefront of communicating to Congress psychology’s position on torture, including waterboarding. Her work at the American Psychological Association provided her the opportunity to contribute simultaneously her academic talents, her administrative skills, and her public policy expertise. As usual, she succeeded admirably in this role.

In the most recent stage of her career, Sharon has devoted herself primarily to undergraduate education. She has consistently taught two courses—a seminar for advanced undergraduates on intimate relationships and a more general course on the psychology of women. Both have been very popular courses.

In looking at her career and her devotion to each part of that career, one might get the impression that Sharon falls into the “all work and no play” category. Somehow, despite her work ethic and accomplishments, that doesn’t quite seem true when one engages her in conversation. Maybe it’s the southern drawl. Talking to some of her friends, one discovers that the “all work” part is pretty much true. But the “no play” part is not. Sharon has been known to fly out of Bloomington in time to get to a Bruce Springsteen concert in Florida, stay up with friends all night after the concert, and fly back to Bloomington on an early morning flight—just in time for work.

With her retirement, the Department of Psychological and Brain Sciences and IU will lose a multitalented contributor to research, teaching, and administration. Fortunately, because of her strong attachments to IU and to Bloomington, Sharon intends to remain here—so we no doubt have not heard the last from her.

Jim Sherman
Scott Brown

Scott Brown was born in Chicago, Illinois, in 1948. He received his B.S. from the University of California, Riverside, in 1970. He received his Ph.D. from the University of California, Santa Barbara, in 1978 under the direction of John Ernest, with a dissertation entitled “Banach Algebras that Are Dual Spaces.” After graduation, Scott took an American Mathematical Society Research Fellowship for one year, then joined the faculty of the University of Hawaii as an assistant professor, staying from 1980—1984.

After an NSF research fellowship/visiting assistant professorship at the University of California, Berkeley, from 1984–1986, and a visiting associate professorship at the University of Michigan from 1986–1988, Scott joined the Indiana University Department of Mathematics, where he became a familiar figure in the department’s distinguished group in Operator Theory. He served as director of graduate studies from 2002–2003, and has been a mainstay of the personnel, salary, and other advisory committees of the department for many years.

Much of Scott Brown’s mathematical work is concerned with the existence of invariant subspaces of linear operators on a Hilbert space. These linear operators are infinite dimensional analogues of finite matrices, and invariant subspaces ease their study by decomposing them into smaller blocks.

Scott discovered completely new and unexpected ways of proving the existence of invariant subspaces. This gave rise to what is now known as the Scott Brown technique, and its importance was recognized in 1991 by its inclusion, under the name “dual algebras,” in the Mathematics Subject Classification index (where it can be found as 47L45). The first appearance of this technique is in Scott’s thesis. One of the main results there, published in 1978, is the existence of invariant subspaces for subnormal operators. This discovery resolved a long-standing problem that was posed by Paul Halmos when he was on the faculty of our mathematics department. This result was quickly developed by Scott and others to much more general classes of operators, characterized by norm and spectral properties alone. One peak of this research was reached in a 1988 paper by Scott where yet another component of the Scott Brown technique was put in place. Almost immediately, this led Scott, along with Bernard Chevreau and Carl Pearcy, to show that contractions with spectral boundary have invariant subspaces. Progress in a different direction was made in Scott’s 1987 paper in the Annals of Mathematics, where he considers hyponormal operators with sufficiently large spectra. This result also led to further developments at the hands of many contributors. Significant contributions to the techniques developed by Scott were made by his students Julian Sheung and Eungil Ko.

Unlike older results on invariant subspaces, which tend to be of very limited usefulness, the techniques developed by Scott Brown have proved to be very versatile, and their full impact has not yet been realized. Several of his results will become textbook material, and some of them have already made it into several monographs on operator theory.

Hari Bercovici
Dan Dalton

Dan Dalton has been at the Kelley School of Business since 1979. He has made an indelible imprint on the school. His leadership and guidance have touched hundreds of faculty members, tens of thousands of students, and about twice as many parents. He has held the following positions and titles: Harold A. Poling Chair of Strategic Management, founding director of the Institute for Corporate Governance, dean and dean emeritus of the Kelley School of Business. He was selected Sagamore of the Wabash in 2004.

Dan was born in Georgia of a military family. He was raised in many places, including southern California and Japan. He received his B.A. (1970) and his M.S. (1975) from California State University-Long Beach, where he also played varsity football. He earned his Ph.D. in strategic management from the University of California-Irvine (1979) and then became an assistant professor at the IU business school, receiving tenure in 1985 and becoming a full professor in 1989.

Dan’s contributions to the Kelley School are unimpeachable; yet they may be overshadowed by the scope of his research program. He began his research studying human resources, developed an interest in leadership and strategy, and then corporate governance. Dan has published over 500 articles. His citation total is in the top one-half of 1% of all management professors over this time. He was elected a fellow of the Academy of Management and is a charter member of the Academy of Management Journals Hall of Fame. He is arguably the most influential scholarly management professor of all time.

Dan has also consulted with hundreds of companies in the areas of corporate governance, strategy, and leadership. His executive education presentations have been attended by thousands of managers and executives all around the world. He has given expert testimony in many cases and has testified in congressional hearings. He has served on numerous corporate boards and is the chair of the Kelley School of Business Foundation and a member of the finance and investment committees of the Indiana University Foundation.

Despite these achievements, Dan remains modest. He requested no celebrations or commemorations at his retirement. Most of his colleagues are unaware of the extent and breadth of his achievements and contributions. Do they know he is an accomplished pianist and a not-so-great golfer?

Dan’s longtime friends in the Kelley School of Business have memories they want to share. Harv Hegarty recalls that when Dan was the chair of the doctoral program, he went to every one of the dissertation proposal defenses. Mike Metzger remembers this: “Dan called me up after having received a letter from a very bright J.D./M.B.A. student who was outraged by his grade on Dan’s final. Dan was laughing so hard he could hardly talk. He said the student had spent most of the first two pages of the letter taking a strip off of him about how bad the class was, how stupid the final was, and what a poor job Dan had done of grading it. Then in the last paragraph, the student said something like, ‘And once we get this matter settled we can talk about you writing me a recommendation.’ I nearly died laughing, and finally asked Dan what he had done with the student. Dan said he had called the guy in and made him read the letter to him out loud. Then, when he got to the last part about the recommendation, Dan asked him: ‘Now, do you really want me to write you a recommendation?’ The student allowed that he now had changed his mind about that. I suspect this guy may have learned more from that interaction than anything else in the program.”

And this from close friend Denny Organ: “I believe it was in the spring semester of 1979 when Dan interviewed for a Department of Management opening. He made his presentation up on the 7th floor, with maybe a dozen of us there. It was right then, during that presentation, that I knew he was, in the lingo of baseball, a ‘five-tool player.’ I had no doubt that he would excel as a researcher, writer, teacher, administrator, and colleague. I say that because, to my knowledge, he was the first and only presenter to make no use whatsoever of overhead transparencies. He wrote one correlation coefficient on the board, and that was the extent of his visual aids. He engaged his listeners and brushed all nonessentials aside; he cut to the chase; he disdained folderol. He was efficient, with no wasted words or motion, a characteristic I continued to note in his 30-odd years on the faculty.

“Of course, I could not foresee that he would become the most published author-researcher in the history of the Academy of Management Journal, nor that his scholarly productivity would continue unabated during stints as chair of the graduate programs, associate dean, and dean.

“Many of our discussions—whether they dealt with sports or school issues— took place in Ryan’s Steakhouse after a couple of sets of tennis. We often disagreed on some issues regarding the department, school, and university. To his credit, he never seemed to take that personally. No wonder, because his view ultimately prevailed; he won those clashes just as consistently as he did the tennis matches.

“Take care, Dan. As a wise old philosopher once said, ‘It’s an angry sea out there, Cap’n. I know, I done been out there in it.’”

Marc Dollinger
Vinay Deodhar

Vinay Deodhar was born in Bombay, India, on December 3, 1948. He attended Bombay University, where he received his doctoral degree in 1974 with Madabusi Raghunathan. He was a research fellow at the Tata Institute of Fundamental Research for a year after receiving his degree and then was a visiting member at the Institute for Advanced Study in Princeton from 1975 to 1977. He returned to the Tata Institute as a fellow from 1977 to 1982. During that time he spent a year as a research fellow at the Australian National University in Canberra. In 1981 he visited IU and joined the faculty the following year as an associate professor. He was awarded tenure two years later and became a full professor in 1988.

Vinay has made fundamental contributions to mathematics, particularly Lie theory. While still a student, he wrote a highly influential set of notes based on lectures by Robert Steinberg. In 1978 he was awarded the Young Scientist Award from the Indian National Academy. Vinay is one of the developers of Kazhdan-Lusztig theory (and in fact, he coined the term) and has done important work on the geometry of flag varieties. In 1992 he edited a volume of the AMS series Contemporary Mathematics on the subject. He also has made important contributions to the theory of Bruhat orderings on Coxeter groups.

Vinay has always shown a great commitment to teaching. He is a very popular and successful teacher, particularly in the department’s honors undergraduate courses and at the graduate level, and is known for the clarity of his lectures. In 1998 he earned our highest teaching award, the Rothrock Teaching Award. He has also been active in our mentoring program and has helped many of our postdoctoral faculty to become better instructors. He was in fact head of the program for several years during the time the department was involved in the VIGRE program. He was also director of graduate studies from 1990 to 1992.

Vinay is greatly devoted to his family, his wife, Vineeta, and his two children, Abhijit and Aditi, both of whom have been students here at IU. In the last several years he has shown exceptional courage dealing with illness while still continuing his distinguished teaching and mentoring.

Darrell Haile
Daniel A. Dinnsen

Chancellor’s Professor Daniel A. Dinnsen has had an exceptional career at Indiana University that extends back to his undergraduate days when, as a freshman in 1965, he was the first blind student permitted to live in the campus dorms (Teeter Quad) with a guide dog. This arrangement required intervention on the part of the governor’s office, perhaps because the dog’s name was Babe.

Daniel was born in Chicago but spent most of his childhood in Indianapolis, where he graduated from Arsenal Technical High School. He came to IU as a Spanish major, taking advanced courses from the outset. With encouragement from Professor Joe Campbell (Spanish and Portuguese), he began taking linguistics courses and found his true passion, earning a double B.A. in 1969, with distinction, in Spanish and linguistics. Just three years later, he returned to IU as assistant professor of linguistics, having received his Ph.D. from the University of Texas in 1972.

Daniel is most well known as a pioneer in the field of clinical phonology, but his work in that area did not start until after he received tenure. His pre-tenure work concerned the nature of constraints on phonological rules, also the topic of his still-cited dissertation. At the time, there was an intense controversy in the field as to the nature of phonological rules. Daniel aimed to develop a more constrained version of phonology that eliminated language-specific properties of rule ordering. This approach was in direct opposition to the works of Noam Chomsky and Morris Halle. With his collaborators, he produced a number of well-cited but controversial publications on the topic. This early work led to the innovative atomic phonology theory that he developed in a series of publications in the late 1970s.

Also in the late 1970s, he embarked on interdisciplinary research with colleagues in the Department of Speech and Hearing Sciences, originally with Professor Mary Elbert. The overarching aim was to use formal linguistic theory to gain insight to the grammars of preschool children with severe phonological disorders in order to shape a diagnostic tool. Linguistic insights that emerged in diagnosis were then used to structure clinical treatment experiments for the children. Clinical treatment, in turn, provided the platform to test the claims of linguistic theory experimentally, thereby forming the bidirectional relationship between research and practice that is known today as translational research. Daniel developed the initial diagnostic protocols for the clinical work, which have since been applied in assessment of hundreds of children across the state and elsewhere. Data from these children now form the Developmental Phonology Archive, an electronic repository for basic and applied research on phonological disorders, which is housed at IU. The significance and merit of his work on clinical phonology are evidenced by his 29 consecutive years of funding from the National Institutes of Health, including the Claude Pepper NIH Excellence Award for basic research in the health sciences. Dinnsen credits his funding success to his interdisciplinary collaborations, most notably with his wife, Professor Judith Gierut (Department of Speech and Hearing Sciences).

Two important areas of contribution by Daniel have applied themes that emerged from his work on clinical phonology. One is his phonetically grounded work on sound neutralization processes in languages such as Catalan and Polish; the other is forensic linguistics work on phonetic similarity in trademark law. On the latter front, it is noteworthy that the federal courts have adopted the objective criteria he developed for assessing the phonetic similarity and confusability of competing trademarks. He presented these criteria as an expert witness in a landmark case dealing with radio station call letters (WMEE and WMCZ) and has subsequently been called to testify in numerous other cases.

Daniel’s contributions as a mentor to students are equally significant. The hallmark of his teaching is the integration of one of his best doctoral students into a daily team-teaching arrangement, a strategy due largely to the challenges of being a blind instructor. He contends that team teaching is so enjoyable and effective that he would want to hold class in this way even if he weren’t blind. He has become legendary as a teacher and a mentor, receiving IU’s teaching excellence award on multiple occasions. His graduate students are among the leading scholars in phonology, holding prestigious postdoctoral or academic appointments and securing federal funding to forge new applied lines of linguistic research.

Daniel has edited a number of monographs and authored or co-authored over 100 articles, many of which have appeared in the major journals and anthologies in the fields of speech and hearing sciences, child development, and theoretical linguistics. In addition to support from the NIH, he has also been awarded funds from the NSF and ACLS for advanced training at Bell Laboratories at Murray Hill, New Jersey. He served as chair of linguistics from 1986 to 1992 and is most proud of the faculty he recruited during that period. He also served terms on the College Promotions Committee and the College Policy Committee. As he shifts to retirement, Daniel plans to continue his NIH-funded research on children with phonological disorders, but is most looking forward to reading the newspaper and simply not rushing.

Stuart Davis
Thomas F. Donahue

Professor Tom Donahue retired from the biology department on January 1, 2012. Tom grew up in the boroughs of New York, but early on stretched his view on life beyond the Big Apple by obtaining a B.S. degree at New Mexico State University. He was then drawn back to the big city, obtaining his M.S. and Ph.D. degrees in the field of genetics at Albert Einstein College of Medicine in the Bronx. After a postdoctoral position at Cornell University, Tom started his academic career in 1982 at Northwestern University Medical School in downtown Chicago, where he received tenure. Tom was subsequently enticed to join the IU biology department in 1989 as an associate professor and was promoted to the rank of full professor in 1994.

During his academic career, Tom received a number of awards, including being named a Searle Scholar and receiving a Summer Research Opportunity Development (SROP) Distinguished Mentor Award from IU. Tom devoted his scientific career to the study of protein synthesis in the common yeast Saccharomyces cerevisiae. His laboratory published 50 manuscripts in top scientific journals, with a laudable citation h-index of 14, a rating that attests to the high regard that scientific colleagues had for the research efforts of his laboratory.

Tom made notable contributions on how cells control the initiation of protein synthesis, as well as seminal contributions in the area of transcription and DNA repair. This latter topic includes his most cited manuscript, “Dual Roles of a Multiprotein Complex from Saccharomyces cerevisiae in Transcription and DNA Repair,” with nearly 300 citations. These studies were performed by Tom and a steady stream of undergraduate and graduate students as well as numerous postdoctoral fellows who worked in his laboratory.

Tom was a highly sought-after conference speaker (he spoke at more than 30 international and national conferences) as well as a frequently invited speaker to peer departments at other universities (he’s had approximately 40 speaking engagements at other campuses). Throughout his academic research career, Tom developed a reputation for upholding high standards of scientific excellence. This trait was recognized by invitations to serve on numerous departmental and college promotion and tenure committees as well as many invitations to serve on faculty and graduate recruiting committees. He was also asked to serve on several editorial boards for some of the top scientific journals and by the National Institutes of Health, which invited Tom to participate on numerous grant review study sections—invitations that Tom readily accepted.

Tom brought his scientific passions to his teaching endeavors in several capacities that earned him a reputation as a consummate educator (for which he was affectionately known as “sensei” by many colleagues). In addition to his involvement in graduate admissions, his administrative skills and high standards for graduate education were honored by his appointment for many years as director of a prestigious National Institutes of Health Training Grant that provided graduate fellowship support. His gift of heartfelt mentoring was experienced by all students. As a recipient of the SROP Distinguished Mentor Award, he was particularly recognized for his service to minority undergraduate and graduate students. Moreover, Tom served as director of the NIH Initiative for Minority Student Development (IMSD) Program at Indiana University, whose mission was to increase exposure to and advancement within scientific careers of underrepresented groups.

Finally, as an instructor, Tom made the art of doing science palpable at both the undergraduate and graduate student levels. He used his skills as an experimental geneticist to develop and teach an inquiry-based, upper-level undergraduate genetics laboratory course—well before inquiry-based undergraduate science education rose to the forefront of our public academic discourse. Many hundreds of students majoring in biology and biochemistry received their first investigative “ah-ha” experience through performing genetic crosses in Tom’s laboratory course. At the graduate level, Tom was also active in promoting research ethics on our campus by teaching a research ethics course to graduate students. He was also active in mentoring the scientific writing skills of graduate students.

Those looking for Tom post-retirement will likely find him lifting more than his own body weight at the local gym or on a road trip with his wife, Pauline, to see interesting sights or to listen to music at a small venue. Tom and Pauline are also keeping busy with many children and grandchildren, several of whom are in the local community. Members of the small club of life-sciences researchers at IU will clearly miss the insight, wisdom, and humor that he offered to his colleagues.

Carl Bauer
Jack Dvorak

Professor Jack Dvorak came to Bloomington from the University of Iowa to lead Indiana University’s High School Journalism Institute, educate undergraduates for careers in journalism, train journalism teachers, and examine why teenagers who are trained to think like journalists perform better academically than their peers.

That was in 1986. The School of Journalism was reinventing itself. Dean Richard Gray had died unexpectedly in 1984 and associate dean Trevor Brown had become dean in 1985. In 1986 the journalism faculty voted to leave the College of Arts and Sciences. In walked Jack Dvorak, calm, competent, and a perfect fit. He had experience at The Kansas City Star and the Minneapolis Star and Tribune. He was assistant editor of Quill and Scroll and had a Ph.D. from the University of Missouri. He had been a high school teacher in Cedar Rapids, Iowa, and a department chair in Oklahoma City. He had been an associate professor and program coordinator at Northeast Missouri State University. He was on the faculty at the University of Iowa and held the titles of adjunct associate professor, director of summer workshops, and executive secretary of the Iowa High School Press Association. Even better, he was an amateur trombonist with a love for jazz, and he played decent golf.

Jack Dvorak’s coming to IU has been a great success story, not only for Jack but also for the School of Journalism. He revitalized the High School Journalism Institute; he became a national leader of the Secondary Education Division of the Association for Education in Journalism and Mass Communication; and he became an important resource for high school journalism teachers across the country. His research appeared regularly in noteworthy refereed journals. In 1994, he and his colleagues released an important study of the value of high school journalism, Journalism Kids Do Better: What Research Tells Us about High School Journalism. All of this helped make IU’s School of Journalism a national leader in journalism secondary education.

In 2003, when Jack received the Carl Towley Award for distinguished service to journalism education from the National Journalism Education Association, he said his heroes were the typical teachers his research identified as spending an average of 75 hours a week mentoring high school journalism students. The numbers show, he said, that it is their students who consistently succeed. He is quick to tell everyone who will listen that journalism kids almost always do better in high school than their peers.

But if high school teachers are Jack’s heroes, Jack himself is the hero to colleagues and students; the evidence is in the honors that decorate his career. He is in both the National Scholastic Press Hall of Fame and the Iowa High School Press Association Hall of Fame. He was the 2001 National Journalism Educator of the Year. From the Journalism Education Association he received the Medal of Merit and from the Iowa High School Press Association he received the Kenneth Stratton Award for honorable service and significant contributions to scholastic journalism. Northeast Missouri State announced in 1989—more than 20 years before Jack even thought about retiring—the Jack Dvorak Journalism Scholarship.

Born John E. Dvorak in Owatonna, Minnesota, Jack spent his childhood in Minnesota and graduated in 1966 from St. Mary’s College in Winona with an A.B. in English and religious education. He earned his master’s in 1971 by going to school in the summers at the University of Minnesota while teaching and advising the newspaper staff at McGuinness High School in Oklahoma City the rest of the year. He then began doctoral studies and earned a Ph.D. at the University of Missouri in 1975. By that time he had already joined the faculty of Northeast Missouri State, beginning a career in higher education that would span the next 38 years.

Among his friends, Jack is also known for his love of the outdoors and for being the husband of Catherine Dvorak. He was, for a time, the Boy Scout committee chairman of Troop 170, from which his son, John, emerged an Eagle Scout. Jack served on the executive board of the Hoosier Trails Council. His wife, Catherine, was once a naturalist with the U.S. Park Service at Crater Lake, Oregon. So we assume, though it isn’t certain, that Jack learned his outdoor skills from her. In any case, he still loves to cook outdoors year round and maintains an exterior grilling platform adjacent to Cathy’s kitchen.

Jack’s leadership emerges today in areas close to home and farther away. He is currently a director of the Bloomington Press Club and a director of the National Sports Journalism Center in Indianapolis. He is also a trustee of the Quill and Scroll Corporation at the University of Iowa and an advisor to the Student Voice Project for minority youth at UCLA.

Few of us can accomplish so many things so well that they come to define us as someone who has consistently cared about teaching and who has consistently been an advocate for the importance of journalism as a tool of learning. Jack has defined himself that way, and while we applaud his success, we also regret his departure from Indiana University. We can only say to him, as a radio personality from Minnesota has said: “Be well, do good work, and keep in touch.”

Jon Paul Dilts
Ellen Dwyer

The impact of Ellen Dwyer’s retirement will be felt not just in the history department, but across the Indiana University Bloomington campus. Born and raised in Albany, New York, Ellen graduated cum laude from the College of New Rochelle and received her M.Phil. and Ph.D. from Yale University, where she studied with the preeminent historian David Brion Davis.

Like her mentor, Ellen is known for her wide-ranging intellectual interests and unusual intellectual versatility. A leading scholar of the history of medicine, Ellen is the author of *Homes for the Mad*, a wonderfully nuanced study that reconstructed daily routines and doctor-patient interactions in two nineteenth-century insane asylums and challenged the then-dominant “social control” interpretation. She has published numerous articles on diverse subjects such as race and psychiatry during World War II, the history of mental retardation, and gender and crime in the nineteenth century. Her essays on the social, cultural, intellectual, and institutional histories of neurology will culminate in *Epilepsy: A Social History*, soon to be published by Johns Hopkins University Press.

Ellen’s scholarship goes far beyond what we usually mean by interdisciplinary. She understands the science behind psychiatry and neurology, a skill very few scholars in the humanities can claim. But she is also a strikingly accomplished social and cultural historian who tackles emotionally difficult subjects and analyzes them with sensitivity and compassion. These achievements have made Ellen a member of what must be a very rare club; she has received grants from both the National Institutes of Health and the National Endowment for the Humanities.

These same qualities that characterize Ellen’s scholarship—breadth of vision, versatility, sensitivity, and compassion—describe her IU career as well. Before she joined the Department of Criminal Justice in 1977, she co-founded IU’s Women’s Studies Program and served as its first coordinator. “We weren’t much older than the students,” she told a later interviewer. “It was fun.” In 1995, after a stint as associate editor and then acting editor of the premier historical journal, *The American Historical Review*, she formalized her longstanding informal relationship with the history department.

Over the next 15 years, she contributed far more than her 25% appointment might indicate. She took on some of our most challenging and time-consuming service assignments, including two search committees, one of which turned into a two-year tour of duty. We’re especially grateful for her work as the chair of the women’s history and history of gender and sexuality thematic fields, into which she poured tremendous energy and enthusiasm. Students had long demanded a graduate major in women’s history, but it was Ellen’s initiative that translated their vision into reality. Ellen designed the field’s first promotional flier, coordinated course offerings, organized events for interested faculty and graduate students and—in the days before we had professional assistance—maintained its website.

Ellen’s exhaustive description of her teaching interests indicates her wide-ranging expertise: “crime and mental illness, nineteenth- and twentieth-century social and cultural history of the United States, history of American criminal justice and law, history of social control in the United States, social history of psychiatry in the United States, history of gender and sexuality, law and society.” Her teaching has been remarkable, for its scope as well as its excellence. She was the recipient of numerous teaching honors, including the IU Student Foundation Award, the Trustees’ Teaching Award (she received it thrice), and a Lilly Foundation Freshman Learning Program Fellowship. Ellen was especially well known among undergraduates for her popular topics course, *The Mad and the Bad*, and her Trials and Tribulations seminars. Graduate students eagerly sought her out as well; Ellen has served on dozens of examination, thesis, and dissertation committees. As a visiting scholar, Ellen taught students in Poland, Romania, and Yugoslavia. And she served a seven-year term as the director of the Collins Living-Learning Center, which certainly should count as a form of teaching.

Ellen has served on far too many national, university, College, and departmental committees to count, but some of her most enduring contributions are the most difficult to document. She has a richly deserved campuswide reputation as a trusted mentor to colleagues and students. I will always treasure my memory of teaching with her—or to put it more accurately, being taught by her. In spring 2003 and again in 2005, the schedule of classes listed us as co-instructors of a graduate course on nineteenth-century United States. But as I see it, she was the instructor. I learned as much about teaching, reading, writing, and intellectual commitment from Ellen as did the students. (I suspect I learned more.) Ellen’s comments on student essays were especially memorable. They were essays in themselves—beautifully written, remarkable for their acuity and clarity, and generous in their praise.

Ellen is the polar opposite of a diva, even though she has every right to be one. Cliché though it may sound, she has been the voice of reason and our strongest advocate for careful deliberation. Whenever a student rushes to judgment or a colleague suggests a hastily considered course of action, I will miss hearing Ellen’s characteristic response: “Wait, wait!”

Wendy Gamber
Allan Edmonds was born in Bartlesville, Oklahoma, on November 4, 1946. He received his B.S. degree from Oklahoma State University in 1969 and his Ph.D. from the University of Michigan in 1973. After a year at the Institute for Advanced Study in Princeton, he became an assistant professor at Cornell University. In 1978 he accepted an appointment as associate professor with tenure in the Indiana University Department of Mathematics. He was promoted to full professor in 1983.

Much of mathematics is devoted to the study of symmetry, from the simple structure of Platonic solids to the complex repetitive patterns that appear in decorative arts. Within the field of topology, symmetry is explored in the realm of “transformation groups.” It is in this realm that Allan has published many of his more than 60 research articles, beginning with his earliest work and continuing to some of his most recent articles.

Although mathematicians study symmetry from the perspective of many dimensions, some of Edmonds’ most important work has focused on classical two-dimensional theory. One of his most beautiful accomplishments was the solution of a problem with formal roots dating to the 1880s, asking for a generalization of Euclid’s mathematical investigations of the five Platonic solids. Working with IU colleagues John Ewing and Ravi Kulkarni, Allan achieved the long sought generalization of Euclid’s theorem. This work appeared in the most prestigious journal, the *Annals of Mathematics*.

Allan’s research extends into several other realms, including the study of the basic topological and algebraic properties of low-dimensional spaces. In recent years Allan has developed another area of expertise, investigating high-dimensional generalizations of classical results from Euclidean geometry.

Allan’s contribution to research mathematics goes well beyond his publication record. In his mastery of fundamentals, his clarity of thought and presentation, and his generosity as a colleague, he has served as a superb mentor and role model for his graduate students and colleagues.

Throughout his career, Allan has approached his teaching with an unusual combination of professionalism and creativity, carried on at every level and over the full range of the mathematics curriculum, from freshman courses on finite mathematics and calculus to advanced graduate courses on topology. His leadership has been apparent in his early and enthusiastic inclusion of computer and Internet-based tools in the classroom. A particular area in which Allan has been especially influential is in teaching courses for prospective secondary mathematics teachers throughout Indiana who teach courses in their schools for IU credit. Allan also led the IUB NSF-funded REU program (Research Experiences for Undergraduates), bringing top undergraduates to Bloomington for summer study.

Extending his contributions to the College and university, Allan served on numerous committees, including tenure and promotion committees, the College Policy Committee, and a search committee for the dean of the College. Again demonstrating his commitment to our educational mission, he has served on the College Committee on Undergraduate Education and has long been a mainstay on joint committees with the School of Education.

Allan’s contributions extend well beyond the university. Of special note: his younger daughter Becky’s participation in her school’s Gifted and Talented Program led Allan to his service over the years on the school district’s MCCSC Advisory Committee for the Gifted and Talented Program. Inspired by his daughter Katie’s participation with the Bloomington South Solar Bike Team, Allan transformed from being a commuting cyclist to an avid bike rider, and he has served several terms as the president of the Bloomington Bicycle Club. Allan and his wife Ann are also early adopters of solar energy; their house is now electrically self-sufficient.

Everyone in the department looks forward to Allan’s continuing presence in our department.

Charles Livingston
Gil A. Frisbie Jr.

Gil Frisbie is a gifted teacher, a talented researcher, and a delightful colleague. He made countless contributions to the Kelley School of Business and its marketing department during his tenure as an IU faculty member from 1997 to 2011. Gil has also had a significant impact on the commercial world, most notably in the automotive industry. His deep understanding of marketing research methods and of real-world business strategy allows him to transition easily between the college classroom and the corporate boardroom.

Gil has had strong connections to Indiana University over the last 50 years. He attended IU’s undergraduate program on an athletic scholarship (football) and was a two-year letterman, graduating in 1966 with a Bachelor of Science degree. (Also in his undergraduate class were Don Granbois and Bill Perkins, who eventually became Kelley faculty, now emeriti.) Gil went on to complete his M.B.A. degree at IU in 1969. During his time in the program, he met his future wife, Marsha, and they married in Beck Chapel in 1968. Following graduate school, Gil joined the U.S. military and served as an army captain in the field artillery division, completing a tour of duty in Vietnam.

Gil returned to the academy as a doctoral student at the University of Iowa and completed his Ph.D. in 1976. He accepted a faculty position at Bowling Green State University, where he served from 1975 to 1986, with an active program of research in the areas of marketing research and strategy. His articles were published in the Journal of Marketing Research, the Journal of the Academy of Marketing Science, and Business Horizons. Several of his projects anticipated future trends in the marketing field. For example, his 1980 JMR article demonstrated that Ehrenberg’s negative binomial distribution model provided a good description of the frequency of grocery store trip behavior (especially for “filler trips” involving small expenditures). In his 1980 JAMS article, he used psychographic research to understand consumer energy use and identified opportunities to limit consumption.

Gil transitioned to the corporate world in 1987, starting his own company, Strategic Research and Consulting. He worked primarily in the automotive industry, as a consultant for General Motors and Chrysler. He was particularly active in the start-up and development of the Saturn brand, the repositioning of both Pontiac and Cadillac at critical periods in their history, and the efforts to reposition Oldsmobile. He worked with product teams and designers to introduce several new product entries and also played an important role in developing a segmentation scheme used for strategy formulation at General Motors. For the Chrysler Corporation, he was involved in the development and introduction of the first minivan and of the current generation of Dodge trucks.

Strategic Research and Consulting was acquired by Opinion Research Corporation International in 1994. Gil continued as managing director of the company until 1997, when he left to accept a faculty position as a clinical professor of marketing at IU.

Gil was an engaging instructor who taught the required capstone course, Marketing Strategy, in the undergraduate program. His knowledge of marketing strategy, positive attitude, and entertaining sense of humor made him a very popular teacher. He worked with students both within and outside of the classroom to help them achieve their career goals.

Gil was also actively involved in curriculum development. He created and taught an undergraduate course, Marketing in Our World Today, that brought the topic of marketing to life for sophomore students. Anticipating the trend toward blended learning models, Gil started using podcasts in 2009 to deliver lectures one day a week. He developed the Marketing Consulting course for M.B.A. students and the Managing the Product Offering Process course for students in the accounting M.B.A. Program. And he co-developed and taught Marketing in the Era of Digital Technology in the Kelley Direct program (with Professor Frank Acito).

Gil has continued to play an active role in guiding companies on strategy issues. He recently collaborated with Frank Acito on a study for DaimlerChrysler involving analysis of the company’s image and brand character in the United States and Europe. In addition to his automotive clients, he has consulted with a variety of other business-to-business and business-to-consumer firms on marketing strategy issues. These include EDS, Dana, Owens Illinois, Fisher Price, Owens Corning, Parker Pen, Moen, and Peabody International. He has also worked with a customer relationship management company, 1-to-1 Marketing, to develop a consumer online buying process model with online consumer panel data.

Gil and Marsha Frisbie have a son, Doug (Kelley M.B.A., 2003), who has professionally combined his interests in technology, social media, and the automotive industry by serving as National Social Media and Marketing Integration Manager at Toyota Motor Sales, and currently as an automotive strategist at Facebook. Gil and Marsha now reside in Coronado, California.

Ray Burke
Dennis Gannon

Dennis Gannon, professor emeritus of computer science, had an illustrious and highly visible career during his 26 years at Indiana University.

Extremely well known in the computer science community, Dr. Gannon’s accomplishments have had far reach and broad impact. He held a leadership role in the TeraGrid, a national high performance computing backbone of the United States, and was a leader in major national software framework efforts, including DARPA HPC++, DOE SciDAC Common Component Architecture (CCA), the Science Gateways program, and a web service-based scientific data analysis and workflow framework for the atmospheric science community. In addition, he has authored over 150 highly cited publications and four books.

Dennis’s contributions to IU demonstrate a deep commitment to the university. He was instrumental in the founding and growth of the School of Informatics, and the strong sense of community and collaboration that exists in the school today is his legacy. In 1999, he chaired the committee that designed the School of Informatics, and then helped to bring the computer science department into the school six years later. He served as the chair of the Computer Science Department from 1997–2004. In recognition of his leadership role in the formation of the school, in 2006 he was awarded the IU School of Informatics Hermes Award. In addition, he was a founder of the Pervasive Technologies Lab, the successful precursor to the Pervasive Technologies Institute, and served as its science director from 2000–2009. For his exemplary service to the university as a whole, he was given the IU President’s Medal of Excellence in 2011.

Dennis mentored countless junior faculty members, continually advocating on their behalf. They would come to him for advice, seeming to sense that he could always help. He was always gracious in giving credit where credit was due.

Dennis’s generosity of spirit extended to the computer science community as well. A colleague recalls being in a very typical discussion in the late 1990s. Having proposed a certain dollar amount for a research project involving a number of partners, the group received an award at less than the proposed amount. Thus a difficult decision: either cut the amount funded for each partner or cut the number of partners involved. Some of the people around the table were pushing to cut partners, but Dennis, focused on the team culture and personal dynamics, argued strongly in favor of keeping partners and taking less money. This is only one of several occasions where Dennis has offered to make dollar sacrifices to keep teams intact. His style is to build teams/community to do great things rather than to focus first on his own resources and role.

And Dennis’s influence didn’t stop there—he took on leadership roles outside of IU as well. In 1996, Charlie Catlett, then CTO at the National Center for Supercomputing Applications at the University of Illinois, and Larry Smarr, then director of NCSA (National Center for Supercomputing Applications), approached Dennis to serve as the chief architect of the newly formed NCSA Alliance consortium. Charlie knew it would be a huge time commitment for Dennis, but asked anyway. “I still recall his response,” Charlie recollects. “It was, ‘I owe NCSA at least this much, I’ll do it.’” Dennis’s sense of obligation and loyalty to his field was far stronger than any rewards he would reap. He gladly took on the time commitment and workload with the NCSA.

Another colleague recollects that nothing was impossible in Dennis’s eyes: “He is a very deep thinker but connected to the real world in a way that is rarely seen among faculty members. The interdisciplinary team that worked very closely together during the 2003–2009 time period would come up with some crazy idea, Dennis would think about it, and then he’d lay out the entire solution…and shortly thereafter, we were seeing it in action within the project infrastructure. And if it didn’t work quite the way we thought it should, he immediately knew how to make the needed changes…and sure enough, they did the trick.”

Dennis is an extraordinary storyteller. His friends will tell of Dennis’s holding the dinner table with story after amusing story. His knack for storytelling and delightful sense of humor make him endearing to all who know him. He is notorious among his friends for his playfully sinister Pepe le Pew laugh.

Indiana University has been extraordinarily lucky to have Dennis as part of our scientific community for so many years. His contributions have reached far and wide, from students to faculty and beyond. His knowledge, modesty, good nature and gentle sense of humor helped to build a lasting and still-growing community that is the School of Informatics and Computing. Perhaps his most important contribution, however, has been his vision. He sees potential and works tirelessly to find solutions. For that, everyone who has ever worked with him cannot thank him enough.

Beth Plale
Michael Gasser grew up in a military family and hypothesizes that moving from place to place set in motion his lifelong fascination with different locales and the languages that went with them. He majored first in physics, then in mathematics, at San Diego State University, with a minor in German, graduating in 1969. An exciting year abroad in Heidelberg, Germany, again brought language into his experience. After college, he joined the Peace Corps, spending four years in Ethiopia, immersed again in languages, and initiated his long cultural connection with Africa, including not only language but music.

After returning to California, Mike earned a degree in teaching English as a second language (UCLA, 1979). He then taught English for many years while working toward a doctoral degree in applied linguistics at UCLA, completed in 1988. He managed to morph his linguistics degree program so he could learn more about the role of language in artificial intelligence at the UCLA laboratory of Michael Dyer. He synthesized these interests in his Ph.D. dissertation, “A Connectionist Model of Sentence Generation in a First and Second Language.” Science and language had finally merged to prepare him for academia.

Mike joined the Computer Science Department at Indiana University in fall of 1988 at a time when the cognitive science program was just being defined, and he developed close interdisciplinary ties (including shared students) with the linguistics and psychology departments. He was a part-time member of the Department of Linguistics from 1992–2003 and stepped up to a formal faculty role in the Cognitive Science Program starting in 2003.

The discovery of the cognitive science community provided a stimulating framework for Mike’s wide interests, and he rewarded the program with his own contributions. He served for more than a decade as director of graduate studies and played a pivotal role in establishing the cognitive science Ph.D. program in 2005. In addition to serving as the computer science graduate admissions director for eight years, Mike established himself in key roles in the academic programs of his environments. In computer science, he focused on artificial intelligence (AI) and on natural language processing combined with computational linguistics. In the linguistics department, he taught the key introductory course and, at the campus level, designed an innovative interdisciplinary undergraduate topics seminar on the cognitive science of rhythm. He is justifiably proud of his innovative application of the methods of artificial life in teaching programming and AI. Another major accomplishment is his online textbook for teaching linguistics, How Language Works—now a resource for linguistics teaching throughout the world.

Mike worked with many cognitive science students on neural network models of human language acquisition and evolution, focusing especially on relations, morphology, iconicity and arbitrariness, word meaning, and transfer of skills from a first to a second language. The advising and guidance of 19 doctoral students attests to Mike’s tireless energy for both teaching and learning from the young scientists in his care. His hybrid interest in language, music, and all types of perception led to his influential work on computational models of rhythm perception. Never one to stand still when he perceived a need, Mike shifted his research focus in the mid-2000s from theory to the practical computer engineering problems of computational linguistics.

In recent years, he has spent enormous amounts of time and effort on third-world languages, developing applications for “disadvantaged” languages such as the Ethiopian languages Amharic, Oromo, and Tigrinya and the Latin American indigenous languages Guarani, Quechua, and K’iche’. His particular focus has been on morphology and machine translation, enabling the written preservation of languages for which few written records have ever been attempted. Mike says that this endeavor has been the most fun he’s ever had. The main focus of his “retirement” will be to continue this work. The first stop of this journey will be the city of Asunción, Paraguay, which is now engaged in a fierce linguistic battle to strengthen the formal legitimacy of Guarani in a country that is already bilingual in fact.

Always someone with an interest in social and cultural issues of the world at large, Mike took off in a musical direction when he co-founded Afro Hoosier International, allegedly Indiana’s first Afropop band, in 1999. With other like-minded friends and faculty, such as linguist Bob Port, he sang, arranged songs, and played saxophone while indulging his fascination with African language and culture. Mike’s other social and political interests include membership in CUBAmistad (the organization responsible for Bloomington’s sister-city relationship with Santa Clara, Cuba); his membership in the IU Progressive Faculty and Staff Caucus; and attendance at several world and U.S. social forums.

Mike’s contribution to stimulating and broadening the context of the computer science, linguistics, psychology, and cognitive science programs through nearly a quarter century of inspiring and eclectic teaching and research will be deeply missed. He has guided and inspired a vast number of students during his time at IU and has had a lasting impact, particularly on the evolution of the graduate program in cognitive science. But one can be sure that his retirement is more of a beginning than an end; though we may see him indulging in his fascination with places by appearing on an occasional tropical beach with his wife, Mara, there will surely be an exotic language echoing someplace close by that has caught his attention.

Andrew J. Hanson
Professor Paula Ben-Amos Girshick is retiring after a 29-year career as one of the most dedicated and beloved professors in the Anthropology Department at Indiana University, to devote more time to her research.

Paula’s areas of interest have been: the art of the Edo Kingdom of Benin, Nigeria; the social history of the art world in South Africa; and the arts in anthropology. Early in her career, she determined that only through the systematic exploration of the art of one African culture could she begin to pursue the larger question about the nature of art in non-Western societies. This decision led to extended field research in Nigeria. While the brass and ivory sculptures of the Benin Kingdom are among the best known art forms in the African art literature, Paula was the first anthropologist to explore the relationship of art to cosmology, mythology, ritual, and gender in Benin art.

Much of Paula’s work over 20 years was spent documenting not just the world famous “bronzes,” ivories, and terracottas, but also the mud sculptures and masks of contemporary village artists. As John Picton said in his review of The Art of Benin (1995), “Ben-Amos gives proper consideration to a variety of forms that usually do not make their way into books about African art—wrought iron, shell mosaic, mural decoration, textiles, feathers, and beadwork.”

In response to the requests of artists and chiefs, she turned her focus to the late 17th and early 18th centuries, when a crisis of legitimacy was accompanied by a flourishing of new art forms. In analyzing their iconography, she found that the reigning monarchs and their supporters utilized artistic imagery to further their agendas. Warren d’Azevedo commented that her book Art, Innovation, and Politics in Eighteenth Century Benin “is...a landmark in the field.”

In 1998 Paula shifted her focus to South Africa. There she examined a highly contested museum in KwaZulu Natal, using it as the lens through which to explore the tensions in post-apartheid South Africa. Currently, her research focuses on the social history of the African art world in South Africa. Working with South African anthropologists and art historians, she is editing a volume investigating the history of museums and placing them within the post-apartheid context. A second project explores the creation of art worlds in situations of political tension and upheaval by focusing on one individual—Egon Guenther—as a catalyst in the creation of modernist art worlds on two continents, in Mannheim, Germany, and Johannesburg, South Africa.

In 1984 she was asked by the Joint Africa Committee of the American Council of Learned Societies and the Social Science Research Council to prepare an overview on social science approaches to African art. Published in the African Studies Review, hers was the first in this series to deal with art and to address theoretical issues. In a recent essay, “New Directions in the Anthropology of Art,” in World Art Studies: Exploring Concepts and Approaches, she has treated the period since the 1980s.

Girshick completed her Ph.D. in the IU Department of Anthropology under the guidance of Alan Merriam and John Messenger; however, she was primarily influenced by Roy Sieber in the Art History Department, one of the foremost Africanist art scholars in the country. She then taught in the Art History Department of Temple University, and soon became a curator of the African Section at the University of Pennsylvania Museum, where she modernized exhibitions, including one at UCLA and another at the Philadelphia Museum of Art. In 1984, she returned to the Anthropology Department at IU, where she taught until her retirement.

Her research has been funded by the American Philosophical Society; the Social Science Research Council, Joint Committee on African Studies; the National Endowment for the Humanities; the Mellon Fellowship in the Humanities at the University of Pennsylvania; the American Council of Learned Societies; the Rockefeller Foundation Residency Fellowship in Art History and Anthropology; The Johns Hopkins University; and the J. William Fulbright Senior Scholar Teaching/Research Fellowship. She has also received support from Summer Faculty Fellowships, the Office of International Programs; the President’s Council on Overseas International Programs; the President’s Council on Overseas International Programs, Projects and Activities; and the College Arts and Humanities Institute—all at Indiana University.

In 2006, Paula received the African Art Recognition Award of the Friends of African and African American Art, an auxiliary of the the Detroit Institute of Arts; and in 2009 was named Visiting Eminent Scholar by the Humanities Center of the University of Alabama in Huntsville. She has served on grant review panels for the ACLS SSRC Joint Committee on African Studies, the NEH Program on Museums and Historical Associations, the NEH Research Programs, and the ACLS Fellowship Selection Committee, and has been a nominator for MacArthur Fellowships. She has served on editorial boards for Indiana University Press, Studies in Visual Communication, Msunduzi/Voortrekker, and Ncome Museums Journal. She was the founder and editor of Working Papers in the Traditional Arts.

Congratulations, Professor Girshick! We would like to express our deep appreciation for your dedication to your work and to your students in the Anthropology Department. You have made remarkable contributions to the department and have touched the lives of your students in immeasurable ways. Best wishes in your next venture.

Beverly Stoeltje
Henk M. Haitjema

Professor Henk Haitjema’s career began in his home country of the Netherlands, where from 1974 to 1976 he served as research engineer at the Provincial Drinking Water Company of Northern Holland. Here he studied drinking water injection in a saline aquifer in northern Holland, earning his master’s degree in civil engineering from Delft University of Technology in 1976. He then took a position as scientific officer at the Delft University of Technology, conducting research on soil mechanics and groundwater flow. He crossed the Atlantic for a four-month leave in 1977–1978 to study groundwater flow modeling at the University of Minnesota’s Department of Civil and Mineral Engineering, modeling groundwater flow near the Tennessee-Tombigbee Waterway under contract with the U.S. Army Corps of Engineers.

Henk’s interest in groundwater flow modeling brought him back to the University of Minnesota in 1978, where he served as instructor and then Ph.D. student, earning his doctorate in civil engineering in 1982. He moved up in his home department to assistant professor, teaching in the field of soil mechanics and in his primary/original interest, groundwater flow.

After his two years on the faculty at the University of Minnesota, we were delighted to convince Henk to join our program in environmental sciences in 1984 as associate professor in the School of Public and Environmental Affairs. During these years, Henk began to explore the exciting and challenging world of teaching mathematical and engineering approaches to environmental science students—the beginnings of what has developed into a true passion for effective teaching and learning. SPEA’s rapidly evolving environmental science programs were in the formative stages and Henk had the perfect frame of reference to serve as one of their chief architects. It is our good fortune that Henk has dedicated nearly his entire academic career to serving the students and programs of SPEA and Indiana University, as a faculty member, as program director of our Ph.D. program in environmental science and, more recently, as director of the Masters of Science in Environmental Science (MSES) program. His talents as an administrator have been fully evident over the past four years as he has added new life to the graduate environmental science programs in the school. His gifts as a leader will be sorely missed as academic programs in environmental science grow at IUB and elsewhere around the country.

Henk’s influence on the MSES program was distinct, and made it one of the most rigorous programs of its kind. His mandatory applied math course and his groundwater flow modeling course are generally considered among the most challenging classes in the program. Henk is a hardworking, demanding, and supportive teacher who expects a lot of his students, challenging them to perform at the peak of their capabilities. His labors have paid off. Time and time again, alumni have volunteered that “the Haitjema courses” have benefited them the most in their careers.

Recruiters and supervisors frequently comment on the fact that SPEA’s MSES graduates have superior quantitative skills. One alumnus insisted: “I have advanced several levels beyond many of my peers due to the quantitative skills I learned from Professor Haitjema.”

Henk’s talents as a leader in his research field of quantitative methods of groundwater flow modeling are also highly regarded, as evidenced by his many invitations to share with others his approach to modeling flow using analytic element techniques. Despite many challenges from the establishment in his field, he has held true to his methodologies and eventually led efforts to expand the accepted toolset to include his modeling techniques. He authored the path-breaking book Analytic Element Modeling of Groundwater Flow (Academic Press, 1995), which serves as the definitive work that lays out his highly innovative approach. Many papers using the methodology have been published by Henk and his students—a testament to the power and influence of his pioneering work in this area. Although the methods that Henk champions are not the mainstream of groundwater flow modeling, he has been a patient and effective spokesperson for the method and its value in modeling. He uses it in his graduate course on groundwater flow, which has been highly regarded by students for many years.

Retirement is likely to change little in Henk’s full and productive life. Henk and his wife, Bienieke, look forward to more time for travel and time with family scattered around the world—Canada, the Netherlands, and Australia. Henk will also pick up dormant hobbies: making movies, researching family genealogy, and flying model airplanes. But he will continue the pursuit of his professional passion for training others in groundwater hydrology by offering online education to professionals in the field. We wish him the very best but intend to keep his email address handy!

Jeff White
Andrew J. Hanson

Andrew J. Hanson spent his childhood immersed in science. He was born in the midst of the Manhattan Project, where his father was a newly minted physics Ph.D., and his Los Alamos birthplace was so secret that his birth certificate says simply “Sandoval County, Rural, New Mexico.” After the end of World War II, Andy’s father went to the University of Illinois in Urbana, where Andy grew up. An interest in science also extended to Andy’s mother’s side of the family. His grandfather was a professor of agriculture in the foundational years of that discipline and all three of his mother’s brothers became professors of physics, including Emeritus Professor of Physics Daniel W. Miller of Indiana University. Among the Hanson family’s other adventures was a sabbatical year in Torino, Italy. Their voyage home to the U.S. was interrupted on July 26th, 1956, when 12-year-old Andy and his family leapt into the Atlantic Ocean to catch a lifeboat as the Andrea Doria lay foundering behind them.

Computers attracted Andy’s attention early on; while still a high school student, he learned to program the Illiac I, worked with computing pioneer Donald Bitzer on the PLATO computer-assisted instruction system, and earned a share of the original PLATO patent. Andy received his B.A. in chemistry and physics from Harvard in 1966 and a Ph.D. in theoretical physics at MIT in 1971. Andy’s Ph.D. dissertation concerned an early version of string theory, and that led to his first postdoc at the Institute for Advanced Study at Princeton with legendary mathematical physicist Tullio Regge—probably the most influential experience of his career. Andy continued his postdoctoral career at Cornell, the Stanford Linear Accelerator Center (SLAC), and the Lawrence Berkeley Laboratory. The highlight of this period was his collaboration with another SLAC postdoc, Tohru Eguchi, which led to a remarkable vacuum solution (a so-called instanton) of the Einstein equations, now known as the Eguchi-Hanson metric. In 1980, Hanson led a team with Eguchi and mathematician Peter Gilkey to write an influential book-length review article, “Gravitation, Gauge Theories, and Differential Geometry,” which detailed the new ideas about relationships between physics and mathematics that dominated those times.

During this period, Andy worked briefly with Frank Oppenheimer at the Exploratorium Science Museum and then in the Silicon Valley computer industry, spending 10 years at one of the epicenters of artificial intelligence, SRI International, in Menlo Park, California. There he acquired a basic education in modern computer science and published papers in image understanding, pattern recognition, and mathematical modeling. His interests eventually shifted toward computer graphics, and he has remained close to that field since joining the Indiana University Computer Science Department as an associate professor in 1989, the first tenure-track position of his 18-year research career.

Andy’s work at IU has touched on a variety of applications combining graphics and science in the emerging discipline of scientific visualization. In 1990, he published a paper and an animation (now on YouTube) on “Visualizing Fermat’s Last Theorem.” Almost a decade later, this work on Fermat surfaces led unexpectedly to another research strand when physicist Brian Greene suggested that there was a close relationship between Hanson’s Fermat representations and the Calabi-Yau spaces, thought to encode the hidden dimensions of string theory. Subsequently, Andy’s images of the Calabi-Yau quintic cross-section appeared in dozens of venues, including Greene’s best-selling book, *The Elegant Universe*, and the corresponding 2003 PBS NOVA series. A breakfast-table conversation with an old friend in astronomy led to a long-term NASA project on astronomy visualization, resulting in a digital planetarium implementation as well as the animated films *Cosmic Clock* and *Solar Journey*. Motivated by the need to interact with four-dimensional space to display his Fermat surfaces and Calabi-Yau space cross-sections, Andy and his students established an extensive framework for visualizing 4D worlds, including knotted spheres, 4D lighting models, and interactive “touchable” 4D objects. An entire branch of this work deals with quaternions (a 4D representation of orientation frames used throughout computer graphics as well as physics), culminating in Andy’s 2006 monograph, *Visualizing Quaternions*. His most recent work has applied multi-touch interfaces to the fourth dimension, resulting in the iPhone app “4Dice” that allows one to explore the die-like features of a hypercube. If there is one phrase that Andy likes to use to summarize his research career, it is this: “I make pictures of things that no one has ever seen before!”

Between 2004 and 2009, Andy served as chair of the Computer Science Department. This was a crucial and sometimes difficult transitional period as we left the College of Arts and Sciences to join the new School of Informatics. Andy proved to be the perfect leader, deftly steering us through often contentious debates about our future. He will be remembered by all of his colleagues for his good nature, his fairness, and his support for junior faculty.

In ways that were unimaginable 25 years ago, it is now possible for scientists to exploit computers to help see and interact with visual representations of extremely abstract problems. Andy is at the forefront of this exciting new field, not only because of his expertise in computer graphics but because of his deep involvement in many of the scientific problems themselves. Given the exciting current developments in theoretical physics, mathematics, and astronomy, there is no way retirement will slow him down. Expect more books, more insights, more interactive software, more animations from this master of visualizing the abstract.

Michael Gasser
Anne Haynes

Anne Haynes began working for the Indiana University Bloomington libraries as the Music Library’s Sycamore Hall division supervisor. In 1980 she received her M.L.S. degree from Indiana University’s School of Library and Information Science. Shortly thereafter, she began her career as an IUB librarian, cataloging music scores and sound recordings for the regional campuses. She soon became known for her skills in and understanding of this specialty area of cataloging and was often called upon for her expertise. In 1986 Anne became the manager of the Bibliographic Searching and International Exchanges Unit. As a first time unit head who had previously worked in an area where the emphasis was on individual performance, Anne excelled by approaching the challenge in an enthusiastic, intelligent, and organized fashion.

In 1991, she eagerly accepted yet another opportunity to expand her experience and knowledge by becoming the fund manager for Jewish Studies. In this new role, she worked with faculty to identify their research and teaching needs in order to help build a strong collection for the program. During this time she also worked as part of a team on issues related to access for non-Roman alphabet materials. She used her experience with the exchange programs of mostly Cyrillic alphabet materials to help form an improved and more useful set of procedures for Middle Eastern acquisitions. Her role in this group, as well as her collection management activities, was instrumental in bringing these often overlooked areas of the collections into the mainstream.

In the 1990s, Anne spent much of her time advancing the technical capabilities of her unit and was at the forefront of transitioning paper-based activities to an electronic environment. During this period she acted as chair of the IU Libraries Data Warehouse Taskforce. The tool the group developed under her leadership allowed participants to query a huge database of bibliographic, circulation, and financial information by making queries to a Sybase database and then creating management and bibliographic reports based on this data. She was also instrumental in staff training and implementation of the program.

In addition to assuming additional duties in her own unit, Anne also sought new opportunities, one of which was volunteering several hours a week at the Wells Library reference desk. Finding the work of assisting faculty and students’ research rewarding, she accepted a position as a permanent member of the Reference Department as a reference librarian in 2000. After nearly 20 years in technical services, it was a major shift in her career and was what she described as being “a remarkable year in my library career.” Showing the initiative and drive to explore new horizons, Anne accepted yet another new assignment toward the end of 2000 by adding distributed education library services coordinator to her title. In this new role she worked with faculty to ensure that top quality resources were available to IUB’s distance students.

As collection manager for library and information science, she served as liaison to the School of Library and Information Science and also provided orientation sessions and research consultations for graduate students and faculty in that field. In 2008 she accepted the responsibility of collection manager for the Wells Library Reference Collection. Many students and faculty also know Anne as one of the best EndNote specialists and instructors.

Over the last 10 years, Anne has been a reference desk mainstay in both the east tower and the west tower of the Wells Library. She regularly taught various library workshops to graduate students and faculty. She’s also helped numerous students and faculty who are taking classes or conducting research outside Bloomington to navigate the policies and procedures for accessing library resources and services. It was observed at the time of her retirement that Anne’s “calm and optimistic outlook has enriched our days and certainly makes our work easier. Her approach to her responsibilities in reference services, collection development, and distributed education is outstanding and her contribution to the overall functioning of the Reference Services Department cannot be overstated. She is willing to try new things, and often suggests different ways to approach old activities. She is willing to ask the hard questions as we plan for the future, always reminding us that our first consideration should be the patron.”

During her career at IU, Anne was involved in service to the IU Libraries, the university, the state, and national and international library organizations. Most notably, she was president of InULA (Indiana University Librarians’ Association), served on the Bloomington Library Faculty Council, was co-founder and chair of the Distance Learning Division of the Indiana Library Federation, and was a member of and served in leadership roles for many American Library Association committees. Her publication, Library Services for Distance Learning: The Fifth Bibliography, was co-edited online in 2010; it is one of the internationally recognized bibliographies in this field.

The legacy she leaves to her colleagues is one that asks us to pay attention and to quietly, courageously, and with a real sense of adventure, say yes to life’s opportunities.

Emily Okada
Christopher Haynes

Christopher Haynes received his B.A. in mathematics from Lehigh University in 1973 and his Ph.D. in computer science from the University of Iowa in 1982, with a dissertation in programming language type theory. It was Chris’s thesis advisor, Art Fleck, who suggested that he contact Professor Dan Friedman at Indiana University for materials related to his interest in functional programming.

Chris joined the computer science faculty of Indiana University in fall 1982 and immediately began an intense collaboration with Dan Friedman, who inspired his passion for the Scheme programming language as a tool for exploring and teaching programming language semantics. Much of their joint work explored applications of first-class continuations: an abstraction of sequential control.

His interest in type inference led Chris to explore possibilities for use and implementation of first-class continuations in the context of logic programming as well as problems with reporting unification errors, which occur in the context of logic programming and type inference. The latter interest motivated the dissertation of Venkatesh Choppella, who received his Ph.D. in 2002 under Chris’s direction. Type inference was also central to the Ph.D. dissertation of Hsianlin Dzeng (1995), which Chris supervised as well.

With Professors Friedman and Wand, he co-authored Essentials of Programming Languages in its first two editions (1992 and 2001). This text, now in its third edition, pioneered the teaching of programming language fundamentals drawing on Scheme-based semantic prototyping techniques utilized in the authors’ research.

Chris’s enthusiasm for the Scheme programming language also found expression in his participation in the Scheme language development community and in his chairing of the Institute of Electrical and Electronics Engineers (IEEE) Scheme language standard, completed in 1990. Chris also organized Scheme language teacher training workshops at Indiana University and taught Scheme-based programming language courses at the Indian Institute of Science (IISc) in Bangalore, India, and Monterrey Institute of Technology and Higher Education (ITESM) in Mexico.

Venkatesh Choppella’s suggestion that Chris combine his academic interests with his longstanding fascination with Indian culture and mystic spirituality led to his 1989 sabbatical at IISc. This experience was exceptionally rewarding and fostered further academic, spiritual, and personal connections with India.

Throughout his academic career, Chris has been concerned with identifying superior programming paradigms, languages, and pedagogies for early programming instruction. In addition to his early enthusiasm for Scheme, he was a pioneering adopter at Indiana University of the programming languages Java and Python.

In recent years Chris was involved in development of the computer science non-major curriculum, especially the redesign of its introductory programming course.

Chris served the Computer Science Department as associate chair for education and director of undergraduate studies from 1995 to 2002 and was active in early planning for the new School of Informatics (now School of Informatics and Computing). He remained an active contributor to the Computer Science Undergraduate Education Committee.

His extensive university service contributions included serving on the Bloomington Faculty Council Educational Policy Committee, the Bloomington Faculty Council Technical Policy Committee, the Campus Curriculum Committee, and the Oncourse Priorities Committee.

Chris has also been active for many years in a variety of community service activities. He has served in numerous roles in the Unitarian Universalist Church of Bloomington, including board secretary; as a court-appointed special advocate (for children); as a “big” through Big Brothers Big Sisters; as a board member of Bloomington Cooperative Services; and as a jail ministry volunteer for New Leaf-New Life.

A longstanding commitment to the environment, combined with his technical interests, led to Chris’s involvement several years ago as a founding partner in Sustainability Dashboard Tools, LLC, a local company dedicated to development of a web application to allow small and medium-sized businesses to track a variety of sustainability measures. In a consulting capacity, he served in the conceptualization and prototyping of the company’s early product development.

Chris retired from Indiana University four years early, after 29 years of service. Retirement has enabled him to devote more time to his company as chief technology officer as well as to pursue a variety of spiritual and service interests, including as a Datta Kriya Yoga instructor.

Daniel P. Friedman
C. David Higgins

Rarely do artistic talents such as C. David Higgins stay in one place for very long; the world calls to them to share their talents. It was the good fortune of Indiana University, the Jacobs School of Music, and the IU Opera and Ballet Theater that David decided to remain in Bloomington throughout his career as master scenic artist, scenic designer, and chair of the Department of Opera Studies; he is truly one of our own. There was, however, a brief moment when he considered an offer to go to another institution; I hesitate to think what the last 20 years would have been like without his magical and compelling set and costume designs gracing the stage of the Musical Art Center.

Born in Bloomington and raised in the local community, David could hardly have guessed that one day he would go from being a school of music undergraduate student to chair of the Opera Studies Department in the world-renowned Indiana University Jacobs School of Music. David served the school as designer, teacher, and mentor and gathered a wealth of knowledge about opera history, ballet (having been a dancer himself), design, architecture, fine arts, fashion, and music—knowledge which he enthusiastically shared with students, colleagues, and friends. His skills as a master scenic artist were unparalleled; The New Yorker magazine hailed him as one of the greatest scenic artists in North America. He studied under the great C. Mario Cristini and at one time was the youngest member of United Scenic Artists Local 326 to be awarded a design director card. That accomplishment qualified him to be a scenic designer, costume designer, lighting designer, and scenic artist. What he brought to the Opera and Ballet Theater and his students was a design aesthetic and work ethic that were as inspiring as they were exhausting. His iconic set for The Nutcracker took over a year to build and paint; often the paint shop was working 12 hours a day, four nights a week, for weeks on end.

While a part of the rich design tradition of the opera theater that included C. Mario Christini, Max Rothlesberger, and Robert O’Hearn, David found his own unique style that makes many of his productions the most memorable in any given season. His accomplishments include not only a mesmerizing La Boheme that utilizes three turntables on three moving stage wagons, but also world premieres of The Dawn of the Poor King and Our Town, American premieres of The Devils of Loudun and Jeppe, and collegiate premieres of 1600 Pennsylvania Avenue, The Ghosts of Versaille, and Nixon in China. He has worked with well-known directors and musicians both here and abroad. His tenure at Indiana University spans the construction of the Musical Arts Center, four deans of the school of music, and hundreds of opera and ballet performances.

His classical training as a scenic artist in the Italianate style is something infrequently encountered today, as technological solutions are being increasingly used to address artistic issues on the stage. What he was able to accomplish with a brush will become rarer and rarer, and it is already apparent that what he gave to Bloomington audiences for 40 years can never be matched. Beyond the confines of Bloomington, David has taken his designs to many countries around the world, including South Korea, Brazil, Puerto Rico, Great Britain, and Iceland. His attention to detail and his sense of beauty and craftsmanship are easily recognizable in the 19 productions that the Opera and Ballet Theater currently holds in its inventory. These productions will be cycled through future seasons, so that even though David is now retired, his art will continue to bring the Opera and Ballet Theater’s productions to life for years to come.

Many people do not realize that David Higgins is not only a master scenic designer and artist but also an accomplished painter, certified master gardener, Bonsai enthusiast, and wine collector. He continues to live here in Bloomington with his three dogs and wife, Caroline, who is an Indiana University undergraduate alumna as well as having received her graduate degree in vocal performance from the Jacobs School of Music. Together they embrace the world of opera and music from on the stage to behind the scenes. Retirement for David is sure to be filled with many other creative pursuits that will continue to satisfy the aesthetic passion for every form of art that was nurtured for four decades at Indiana University and the Jacobs School of Music.

Timothy Stebbins
Cheryl Holmes

Cheryl Holmes has more than 23 years of experience in the field of safety and health, helping organizations comply with safety and health standards, and teaching a variety of audiences about best safety management practices in Indiana, South Carolina, Florida, Washington State, Wyoming, North Dakota, and Montana. She has been an occupational safety and health specialist for the U.S. Navy and a compliance safety and health officer for the Occupational Safety and Health Administration (OSHA). In addition, she worked at Montana Power Company and served as an associate professor at Montana Tech of the University of Montana. While in Montana, she founded the Montana Construction Safety Alliance, an organization dedicated to protecting the safety of Montana construction workers.

Cheryl received her A.S., B.S., and M.S. degrees from Indiana University and is a certified safety professional as well as a certified utility safety administrator. She is also a professional member of the American Society of Safety Engineers. As part of her safety career, she has done arc welding, operated a backhoe and a digger derrick, and climbed power poles with hooks and gaffs. This on-the-job work experience, along with her ability as an administrator and communicator, brought her to the faculty of the Department of Applied Health Science in 2002.

Here at IU, she taught both lower- and upper-level safety courses and served as the internship supervisor for all our graduating undergraduate safety students. Her enthusiasm for the field, and especially for women entering the field, has been tremendous. Many undergraduates credit her with the important decision to enter the safety program. For 10 years she served as the liaison between the Bloomington Safety Program and our New Albany program by advising, teaching, and handling administration duties for the satellite program. Cheryl worked with Dr. Andrew Kapp of the University of Wisconsin-Whitewater (UWW) to submit a successful application to OSHA for IU and UWW to partner in a new OSHA Training Institute Education Center. Together they formed the Heartland OTI Education Center. Cheryl served as executive director for the first year of the center’s operation, providing the center with sound administrative and operations leadership.

Cheryl has three grown children: Shelly, a graduate of Montana Tech; Michael, a Kelley School of Business graduate; and Johnna, who received a degree in statistics from Purdue University. In addition, she has a menagerie of dogs and cats who allow her to live with them. Her hobbies include designing creative invitations for special events, oil painting, watercolor painting, collage, and quilting. She hopes to spend more time with these hobbies in retirement.

Harriet Castrataro
Lawrence Hurst

Throughout a long and illustrious career, Lawrence Hurst has established himself as one of the principal players and teachers of double bass in the world. He has held the position of principal bass in the Dallas Symphony, the Seventh Army Symphony in Stuttgart, and the Interlochen faculty-staff orchestra in Michigan. His students, many occupying principal chairs, can be found in orchestras throughout the world, including the Philadelphia, Chicago, San Francisco, and Atlanta orchestras; the Metropolitan Opera; and the Indianapolis Symphony Orchestra, among others.

Born in Norfolk, Virginia, Larry began his musical studies on the piano accordion at the age of four and at age six appeared on the Major Bowes nationwide radio show in New York City. In an interview he stated, “A fellow moved into town from the Boston area who had studied with Anselme Fortier, the very well-known principal of the New York Philharmonic, for more than 20 years. He completely changed everything. The minute that I heard his sound I had to play like that. That’s how I really started committing totally to the string bass.” At 15, Larry became the youngest principal player of the Norfolk Symphony (now the Virginia Symphony). He graduated from Maury High School as valedictorian.

Larry enrolled in the School of Music of the University of Michigan in 1955 on a full-tuition, four-year General Motors scholarship. There he studied with Clyde Thompson. Upon graduation he received the Albert A. Stanley Medal, the highest honor given to a graduating senior music student, and was immediately inducted into the army, serving two years in Germany. He was then appointed principal bass with the Dallas Symphony under Sir Georg Solti. In 1964 he began work on a Master of Music degree at Michigan, graduating in 1965. He accepted an appointment as instructor of music at the University of Michigan in 1964, later becoming full professor, chairman of the string department for eleven years, and associate dean for seven years. In 1967 he joined the summer faculty of the famed National Music Camp (now Interlochen Arts Camp) and has taught there each summer since that time, becoming its preeminent string teacher. Such a long tenure demonstrates the level of his commitment to the education of talented pre-college students.

Larry was appointed to the faculty of the IU Jacobs School of Music in 1986. Shortly thereafter he was named chairman of the string department, a position he still holds today. His academic and professional honors are many. In 2006 he received the Outstanding Teacher Award from the International Society of Bassists and in 2007 he received its Gavel Award for outstanding leadership. In 2005 he was named Artist/Teacher of the Year by the American String Teachers Association and in 1993 received its Distinguished Service Award.

Larry has given master classes, seminars, clinics, and adjudications throughout the world. In 1997 he gave master classes and served as adjudicator for the first double bass solo competition in Bogota, Colombia. In 1995, he was artist in residence at the inaugural session of the International Distinguished Music Alumnus award from the University of Michigan School of Music. He was a guest clinician for the International Youth Orchestra Festival in Banff, Canada, in 1996 and 1998; he has also been guest clinician in China, Costa Rica, New Zealand, and many U.S. states. He served with the National Orchestral Institute as double bass coach at the University of Maryland, and was engaged by the New World Symphony, Miami Beach, Florida, to give master classes for the orchestra’s bass section. He is past president of the International Society of Bassists.

Generations of students have benefited from the skilled, perceptive teaching of Larry Hurst. In 1995, as an expression of their appreciation for all he had done for the evolution of their careers, Larry’s students from both the University of Michigan and Indiana University gathered in Bloomington during a convention of the International Society of Bassists. They regaled him with stories of their time with him and personal statements of gratitude for what he has meant in their lives. His many contributions to the art and teaching of string bass playing qualify him to occupy an exalted position in the string bass pantheon. Indiana University Jacobs School of Music is fortunate indeed to have had his professional and administrative skills for the past 26 years.

He and his devoted wife, Celeste, have enjoyed traveling the world, including recent trips to Italy, Spain, and Africa. In addition to their travels, Larry hopes to learn a lot more about how to catch the lake trout and salmon of Lake Michigan!

Charles Webb
Olga Tudoric Impey came to the United States from Romania and earned a Ph.D. in Spanish at the University of Kentucky. She taught at Princeton for three years prior to coming to Indiana, where she has taught an impressive range of courses, with special interests in medieval and renaissance Spanish literature, Spanish historical grammar and paleography, Romance philology, and literary theory. Professor Emeritus Heitor Martins regards Olga as one of the most distinguished faculty in the history of our department: “Olga is a complete scholar, both teacher and researcher. Her outstanding knowledge of medieval Iberian literature is responsible in great part for the recognition IU has received as a national center for these studies. Her contributions to the curricular renovations of our program—from her course on paleography to the contemporary literary theory class—attest to her ability, competence, and intellectual curiosity. As a colleague of hers for well over 30 years, I have only to say it has always been a pleasure and a privilege to work with her.” Professor Rosemarie McGerr, director of the Medieval Studies Institute, concurs: “Olga has been a highly valued member of the Medieval Studies faculty for many years. We greatly appreciate her active support of MEST events and her dedicated mentorship of students. We applaud her many contributions to scholarship in medieval Spanish literature, and we send our very best wishes for her retirement.” Emmanuel Michel adds, “As [an early] director of MEST, it was a great pleasure for me to meet Olga, a colleague whose scholarship and integrity I came to admire. Olga was everything a good colleague is supposed to be: a person who gives her heart and soul to learning and to teaching her students, and who was a good team player in the institute. Olga’s own scholarship is marked by the highest and most scrupulous use of texts and proofs. It has been my pleasure to know her and work with her.”

Olga’s research on fifteenth-century Spanish literature has led to important publications on Rodríguez del Patrón’s Siervo libre de amor and Bursari; the anonymous romance Triste deleytación; Diego de San Pedro’s Cárceel de amor; and, more recently, comparative literary studies of Romania, Spain, and Catalonia. This research has been supported by a National Endowment for the Humanities Research Fellowship, a Newberry Library Fellowship, and the Council for the International Exchange of Scholars (sponsored by the Fullbright Senior Scholars Program). She has also been awarded internal grants—most recently, a College of Arts and Humanities Institute Fellowship. Her numerous and lengthy articles have appeared in prestigious journals. Early on, she was regarded as one of the field’s most promising scholars by renowned medievalists Alan D. Deyermond and John E. Keller. That promise was clearly fulfilled when, in 2005, Deyermond and Carmen Porrilla edited a Festschrift in her honor for the University of London series, Papers of the Medieval Hispanic Research Seminar. Whether writing about the sentimental novel, epistolary prose, a Garcilaso de la Vega eclogue, or transnational literary connections, Olga’s passion for literature is the outgrowth of a career devoted to painstaking philological and theoretical analysis.

That passion and dedication has attracted some of our best students to her classroom—and most will observe, like Galen Brokaw, associate professor of Spanish at the University at Buffalo (SUNY), that her reputation as a demanding teacher with very high expectations is justified: “Even before arriving at IU, I had heard about Professor Impey from one of my undergraduate professors. He ‘warned’ me that she was difficult, implying that I should avoid her classes. I was never one to follow ‘good’ advice. So I made it a point to enroll in her class during my first semester at IU, and I was not disappointed. As is the case with many new graduate students, I was not as prepared as I should have been for graduate studies. I had never read any literary theory, and I had never written a real research paper involving in-depth literary analysis. I learned how to do both very quickly in her class. Professor Impey was both rigorous and encouraging, and my experience in her class that first semester shaped the course of my graduate studies in ways that I know she probably never realized, but for which I will be eternally grateful.”

Kathleen Sideli, associate vice president for overseas study at IU, wrote one of the first dissertations under Olga’s direction. Kathy reflects on Olga’s importance as a teacher and mentor: “Few graduate students are as fortunate as I was to have someone personally involved in their intellectual development. It was without question that she would be my dissertation advisor. While many of my friends floundered around either looking for topics or trying to get their advisor’s attention to read their draft chapters, I had constant access to Olga, who was indefatigable in providing me with comments, recommendations, and encouragement. She pored over every sentence of that dissertation more times than I can count.” Equally important, she adds: “Olga has been one of my most impressive female role models.”

A more recent student, Paul Kanczuzewski, who is currently writing his dissertation, provides a glimpse into her scholarly den in Ballantine Hall: “Whenever I visited Professor Impey’s office, there was never a place to sit. Her tireless work for students and her own research left papers and books all over her office. This, of course, contrasted greatly with her well-organized classes. After greeting me with a smile, she would quickly clean off a spot and engage in conversation about Don Melón, Galatea, or poor old Leriano. Among many topics, Professor Impey studies Renaissance and Medieval love and wisdom literature (exempla); these topics transcend her investigations and are apparent in her care for students and their success.”

That care and dedication so evident in her research, teaching, and service, as well as in her daily interactions with colleagues and students, are irreplaceable in the department and serve as models for us all.

Darlene J. Sadlier
Elizabeth L. Johnson

Elizabeth L. Johnson has for 36 years distinguished herself as a leader in the field of rare books and special collections librarianship. Her commitment and creativity have benefitted the IU Libraries in ways well beyond her central role in guiding the cataloging and description of the world-class collections of the Lilly Library. She has been a central figure in drafting standards and guidelines currently in use by rare book libraries worldwide. She has shared her deep knowledge of the field with colleagues and library school students through her guidance and mentorship, and graduate students she has supervised as interns now hold positions in special collection libraries and archives across the country. Her contributions to the field of librarianship were acknowledged by her peers in the Indiana University Libraries when she was awarded the William Evans Jenkins Librarian Award in 2010.

Elizabeth grew up in Austin, Texas, and attended the University of Texas, where she graduated cum laude. It was as an undergraduate that Elizabeth’s love of rare books began, during the four years she worked as a student employee at the University of Texas Humanities Research Center. Elizabeth found another kind of love at UT, and her marriage to John Johnson soon took her to London. There she worked with legendary bookseller Anthony Rota from 1969 to 1971, and her love of rare books was cemented. Elizabeth earned her M.L.S. from the graduate school of library science, University of Texas, Austin, in 1976. After one year working for Dean Herbert S. White as a research associate in the graduate library school at IU Bloomington, Elizabeth accepted a position as special collections cataloger at Michigan State University. But she and John were both back at IU by 1980, when Elizabeth was appointed to her current position.

With vision and understanding of the complexities of bibliographic description, Elizabeth has dedicated herself to providing the best bibliographic access possible to the Lilly Library’s rich collections while keeping in mind the importance of preservation and security. During her 36-year career, the field of cataloging has changed dramatically, from a time when card files and typewriters were the primary tools of the trade, to the integrated library systems, next-generation online catalogs, and digitization initiatives of today. Elizabeth has met these new demands with her natural acumen, working to improve functionality while keeping in sight the primary goal of information retrieval.

In both her work and her research, Elizabeth has exhibited a special affinity for children’s literature. In 1983 the Lilly Library acquired the Elisabeth Ball Children’s Literature Collection. Elizabeth was instrumental in securing an NEH grant to process the collection; she oversaw an extremely successful cataloging project that described the Ball materials and that provided accurate, copy-specific information to the bibliographic records. In 1987, she curated an exhibition of books and manuscripts from the Ball collection and published the award-winning exhibition catalog, For Your Amusement and Instruction: The Elisabeth Ball Collection of Historical Children’s Materials. In 1991, she co-curated another exhibition, Toy Books from the Lilly Library, which traveled to five venues in Japan. Elizabeth traveled to Japan to oversee the exhibition installation and speak at the formal opening, which was broadcast on Japanese television.

For more than two decades, Elizabeth has been deeply involved with the premier organization devoted to special collections librarianship, the Rare Books and Manuscripts Section of the Association of College and Research Libraries (RBMS). She chaired the section in 1996, as part of a five-year span of service on the executive committee, and she has served on or chaired committees relating to bibliographic standards, nominating, continuing education, and conference development. As one colleague states: “As an ambassador for RBMS and for the rare materials library profession in general, Elizabeth has few equals.” Her creativity, expertise, and service record earned her a spot on the working group charged with revising the descriptive cataloging of rare books—a multi-year effort.

Elizabeth’s devotion to the principle of faculty governance and the rights and responsibilities that come with it have led her to serve the libraries, the campus, and the university in myriad ways. She was elected to five terms on the Bloomington Library Faculty Council. She was the formal leader of the council for one year, but throughout her career she has provided leadership, both formal and otherwise, to many BLFC committees. Elizabeth has been particularly influential in the area of faculty standards, and her commitment to faculty governance and sensible policy development has never diminished. Indeed, up to the last months before retirement, she had been one of a small group of librarians revising the promotion and tenure policies for IUB librarians. Elizabeth has been elected to four terms on the Bloomington Faculty Council and has regularly served on BFC committees. Most notable is her involvement with the BFC Fringe Benefits Committee (as member and co-chair) and its work on policies for paid family leave and the provision of benefits to domestic partners.

Elizabeth will be missed by her colleagues in the field of rare books and special collections as well as by her colleagues here at Indiana University. We want to wish her congratulations on an outstanding career and best wishes on what we know will be a fulfilling retirement.

Erika Dowell
Lori Dekydtspotter
William W. Jones

Bill Jones is many things, but most of all he is the eternal optimist. Many have had the pleasure of working with Bill on various projects, giving them the great opportunity to enjoy his genuine passion for life, his enthusiastic drive, and his down-to-earth camaraderie. Bill’s retirement was a shock to most. Everyone had the same response, “Bill’s retiring? But he’s too young.” Bill’s energetic personality and passion for exploration have allowed colleagues to underestimate the timeline of his tenure.

Bill was born and raised in the small town of Portage, Wisconsin. Remaining in his home state, Bill earned a B.S. in zoology and an M.S. in water resources management (1977) at the University of Wisconsin-Madison. While completing his course work and working as a project specialist for the Institute for Environmental Studies, Bill found his lovely bride, Barb. They married in 1973. With encouragement and support from Professor Dan Willard, the couple moved from their beloved Wisconsin stomping grounds to Bloomington in November 1977.

Bill began his Bloomington career at the School of Public and Environmental Affairs in 1977. He started as a research associate for the Environmental Systems Application Center. He was promoted to assistant director and then to director in 1985.

Bill loved to teach and moved through the ranks, first as adjunct lecturer in 1985, then as clinical associate professor in 2000, and last as clinical professor in 2008. His passion for teaching was illustrated not only by his many students keeping in touch over the years—recognizing the valuable lessons they learned from him—but also by his many teaching honors. He received the Teaching Excellence Recognition Award, the Indiana University Trustee Teaching Award, and the SPEA Teaching Award for Graduate Instruction.

Bill took his boyhood passion for lakes, water resources, teaching, and community service to a higher level. Working with the Indiana Department of Environmental Management (IDEM) in 1988, Bill created the Indiana Clean Lakes Program (CLP), a comprehensive, statewide public lake management initiative. Bill has built a lab group that rivals all states’ labs for the best quality control and has hired, trained, mentored, and funded 134 graduate students.

Along with other efforts to coordinate and enhance the protection of Indiana lakes, Bill conducted countless diagnostic studies and watershed management plans. He was among the original group of limnologists that founded the North American Lake Management Society (NALMS) in 1980 and was elected its president in 1997. He was honored in 2000 with the Secchi Disk Award—NALMS’s highest award, given annually to the member who does the most to further the goals of the society. Bob Kirschner, another founding member of NALMS and long-time friend and colleague, highlighted Bill’s value: “Bill’s unique writing and editing style as editor of NALMS’s member magazine, LakeLine, skillfully bridged the magazine’s diverse readership, an audience that encompassed the world’s leading limnologists as well as your next-door neighbor simply wondering about the green slime on the lake. Quite simply, Bill is NALMS’ best communicator.”

Extending his services for Indiana, Bill has been appointed and invited to many boards. He was invited to the Nutrient Technical Advisory Group to help IDEM develop nutrient criteria for Indiana water bodies, as required by the Federal Clean Water Act in 2007. He was appointed by the governor to the Indiana Lakes Management Work Group. He was also a founding member of the Indiana Water Monitoring Council, which serves as a broad-based, state-wide body to enhance the communication, collaboration, and coordination of professionals, organizations, and individuals involved in water monitoring within Indiana.

Bill was also a mayoral appointment to the Bloomington Environmental Commission, where he served for eight years. During that time, he led efforts in 1982 and 1983 to plan and run Tox-Away Day, the first household hazardous waste collection in Bloomington, an event that eventually lead to a permanent city-wide recycling program.

While Bill filled his life with lake work, he never lost sight of the most important ingredient of life, his family. A special sparkle is visible in his eyes when he speaks of his sweet grandchildren. He and Barb share their passion for travel and exploration with their children, with whom they rendezvous for holidays to ensure the family bonds are fresh. Bill and Barb also plan truly enlightening vacations, a key element to his retirement chapter.

Bill is also a gourmet chef. Lab employees were always lucky to enjoy his culinary creations after long lake-sampling sessions. He and Barb grow a productive garden, which he shares by allowing many friends to bring a container for gathering blueberries. Other passions include running, golf, SCUBA diving, and jazz. While directing the Clean Lakes Program, Bill would claim the additional role of social chair to keep everyone updated on all the fabulous music, festivals, and summer activities Bloomington had to offer. Because of Bill, many lab employees enjoyed their first baseball game on an outing to watch the Indianapolis Indians.


Melissa Clark
Janet Kennedy grew up in a house full of art. Her mother was a very fine painter, so Janet lived with a cornucopia of splendid color and form, with images that held deep meaning for her. If this helps explain why Janet became an art historian, then Indiana University owes much to her mother. We art historians know this well, because when Janet was our chair her mother’s pictures graced her office walls, and we all enjoyed their warmth and sensitivity. In a very real way, those same traits help characterize Janet herself.

Janet received her B.A. at Swarthmore College and then earned an M.A. and Ph.D. at Columbia University. Her doctorate was awarded with distinction. After a year as an instructor and museum curator at Vassar College, Janet came straight to IU in 1975, a year before her Ph.D. was finished, and she has remained with us ever since as a most popular and beloved professor. Undergraduate and graduate students alike have flocked to her courses; they sing her praises often and to all of us. Undergraduates loved her courses on Picasso, cubism, Dada, surrealism, and all the other “isms.” Her graduate students greatly valued her breadth of knowledge, her experience, and her capacity for truly rich critical analysis. Graduate students who specialized in numerous other art history areas always took Janet’s lecture courses and seminars because they knew there was much to be gained from them. In short, Janet has been as much of an institution in our department as anyone could ever hope to be.

Janet’s area of research includes European art between 1900 and 1920 but features Russian art over a great many decades, from before the twentieth century to contemporary times, and in many manifestations, from stage sets for the famous Russian ballet and opera productions to the nonconformist movement and numerous other periods of Russian and Soviet visual culture. From her dissertation to now, her work has been pioneering and held in the highest regard by her peers. Her scholarship has always striven to offer contexts for creativity, often with fine-grained emphasis on particulars of social and political history in Russia, and often with a much broader brush that situated artists and viewers in the bigger European and worldwide picture.

Janet’s research was not easy. In fact it was arduous in the extreme during the early years, when travel was very tough in the Soviet Union. She can tell stories about that—bleak streets, nerve-racking research approval procedures, and very cold trips on trains. Working on the arts is never easy for serious researchers, and her work, in so difficult a physical and political environment, must be viewed as a tribute to insightful intelligence and downright gutsy diligence and determination. This work and its author constitute the very essence of what the humanities should stand for—hard-earned understanding of the real world with emphasis on the potential of the human condition. This is what Janet’s work has been about, both in the scholarly literature and in the classroom.

Janet has done her share of service and then some. She has served on all the kinds of committees that departments, the College of Arts and Sciences, and the university have to offer. She developed and ran our graduate student teacher-training program for years. She was area head back in the days when our department was a unit in the Henry Radford Hope School of Fine Arts. And then years later, when we had become an independent department, she led us again as chair. This is when her mother’s paintings graced our administrative office walls and this is when, especially, Janet’s wise and level-headed presence enhanced us all.

She became chair during a challenging time and guided us with great sensitivity and intelligence. She helped us increase our enrollments, shape our programs, and offer an outstanding curriculum. She was fair and evenhanded and worked on behalf of her entire faculty. She was the chair that every faculty member would like to have—thorough, just, forward looking, and always interested in the betterment of the department.

Everybody knows genuinely modest individuals, and we all have experienced wholly delightful colleagues. They are refreshing. They are a pleasure to work with and talk to, because, no matter how accomplished, they do not view themselves as being in the center, but rather place themselves in a larger and more realistic, more interesting flow of social and intellectual dialog. They think of others, support them, mentor them, show them the best of our academic world. They are people to be respected and embraced. Every department should have a person like that to enjoy. We of the Department of the History of Art have been blessed with just such a person, this artist’s daughter, Janet Kennedy, for 35 years. She will be very much missed.

Patrick McNaughton
In 1987 the Indiana University Department of Sociology, led by Professor James Wood, determined that a full-service, full-time survey research center would enhance the university’s research mission, particularly for social scientists. The Institute for Social Research already housed a small survey center with part-time directors, primarily for the purpose of supporting the Sociological Research Practicum and an occasional omnibus poll of the state of Indiana. The search resulted in the appointment of John M. Kennedy, who was directing a similar survey center at the University of Hartford. Kennedy’s unique combination of academic preparation, intellectual and entrepreneurial interests, and practical experience led to his appointment as the director of the Center for Survey Research (CSR).

John started his undergraduate education at The Pennsylvania State University but suspended his studies to join the army and serve in Viet Nam. Following his service, he earned a B.A. from the University of Maryland in 1972 and then an M.A. at Penn State. After four years at the U.S. Bureau of the Census, John returned to Penn State to finish his Ph.D. in sociology in 1984.

John quickly recognized that with only one other fulltime employee, the best way to grow CSR was to use cutting-edge technology and high quality data collection standards. He sought out challenging projects that he believed would insure CSR’s long-term success and enhance its reputation within the survey research community. He upgraded CSR’s technology to establish the infrastructure that made it possible to manage a variety of small- and large-scale local, regional, and national projects. Among these ventures was a series of NASA funded projects. In 1987, John, with Thomas Pinnelli, a doctoral student in the School of Library and Information Science, launched the NASA projects that surveyed aerospace engineers, scientists, and students in the U.S., Europe, and Asia. Together, they produced over 80 papers and technical reports that culminated in a two-volume book on the diffusion of knowledge in the aerospace industry.

The NASA work, coupled with contracts from the Indiana state government, made it possible to expand from an almost entirely part-time staff to a full-time staff. Over time, CSR capabilities and technical sophistication grew under John’s leadership. With his leadership came even more ambitious projects—for example, the National Survey of Student Engagement, a national survey of college students. John’s organizational skills, use of the latest technology, and ability to attract skilled personnel made it possible to survey more than two million students annually across 750 colleges and universities.

John’s modus operandi was to follow Aristotle’s advice in the Nicomachean Ethics: “The things we have to learn before we do them, we learn by doing them.” He took the time to hone management skills needed to direct a growing research center and to provide staff with professional development opportunities. As word of his expertise spread, John increasingly was asked by faculty colleagues and students for advice on how to address complicated research challenges. His knowledge regarding research design, his patience with faculty members who knew a great deal less, and his generosity were second to none.

John served as president (1997–1998) of the Society for Applied Sociology. He has been active in the American Sociological Association (ASA) for three decades and was an ASA visiting fellow in 1998 while directing the CSR. He served on the 50th anniversary program committee for the American Association of Public Opinion Research (AAPOR) and served on the standards committee in 2004. More recently, he was founding editor of Survey Practice, an electronic journal. For many years, John informally convened other directors of academic survey research organizations during the AAPOR conference because he felt that academic survey centers’ issues were not necessarily addressed by the greater AAPOR community. Recently, this group of directors formally established the Association of Academic Survey Research Organizations (AASRO). The AASRO executive committee created a funded award in John’s name for survey innovations. John was awarded the lifetime achievement award at the 2012 AASRO directors’ meeting.

John’s longstanding interest in research ethics and integrity led to his selection as chair of the American Sociological Association committee that drafted ASA’s current ethics code. As director of the CSR, he was called upon by faculty and graduate students to assist them with human subjects applications. He was a member and chair of the IUB Standing Committee on Research Integrity from 1988 to 2010. He has been a member of the Institutional Review Board since 2000 and is currently the chair. For over a decade, he served on NIH panels to review proposals for research on research integrity and the ethics of human research.

From his earliest days at IU, John was confident of CSR’s potential to become a world-class survey center. When the CSR was chosen to conduct the American National Election Survey in 2002, it was clear to the survey research community that the CSR was among the best in the world and that John’s technical, management, and survey skills were responsible for that status.

John’s life and career are marked by diverse interests. He biked to campus almost every day. A serious scholar, he also was a prankster, and the CSR staff members were his favorite targets. They loved him for that and for his deep commitment to the high standards of excellence to which he held them and himself.

Most important, John is a devoted family man who now has more time to spend with his family. He plans to continue biking, practicing yoga, and mastering Spanish in the coming years.

Nancy Bannister
George Kuh
Brian Powell
Larry Kesmodel was born in Fort Worth, Texas, in 1947. During high school, he received the school’s mathematics award and also developed a keen interest in astronomy and astrophysics. The Fort Worth Children’s Museum helped him to build the entire optical system of a reflecting telescope, with which he then carried out observations.

As a result of these achievements, he was awarded a scholarship to attend the California Institute of Technology to study astronomy and physics, graduating with a B.S. in astronomy in 1969. While at Caltech, he lettered on the golf team; his passion for golf has continued over the years.

Returning to his home state for graduate work at the University of Texas at Austin, Larry developed an interest in solid state physics, in particular the burgeoning field of surface science. During this period, in 1970, he married Brenda Wrobel, whom he had met while attending Caltech. Their first son, David, was born in 1973.

In 1974, Larry received his Ph.D. in physics at UT Austin and was awarded a postdoctoral fellowship in the laboratory of distinguished scientist G.A. Somorjai at the University of California at Berkeley. This was an extremely active and exciting time in the birth of modern surface physics and chemistry. New tools—such as bombarding surfaces with electron beams—were being developed to accurately study surface processes. Larry was fortunate to work with both G.A. Somorjai and the late, notable physicist L.M. Falicov. During this period Larry was promoted from postdoctoral fellow to staff scientist at the Lawrence Berkeley Laboratory. During this time he also developed interest and expertise in the new field of high resolution electron energy loss spectroscopy (EELS), which made possible the characterization of surface vibrations in the first few atomic layers of a solid surface, as well as the description of thin films of chemical species accumulating on solid surfaces. These advances were extremely important for understanding surface chemical processes, such as those involved in catalysis.

His two other children, Dennis and Leslie, were born in Berkeley in 1975 and 1977. In 1978 Larry, interested in an academic career combining teaching and research, joined the IU physics department as an assistant professor. This move also allowed Brenda to pursue her career in elementary education in the Monroe County Community School Corporation over a period of 28 years.

While at IU, Larry invented a new high-resolution particle spectrometer for EELS that was used in initial research in 1983 and then patented by IU in 1985. The original instruments were produced to study surface effects, but the devices he developed with the help of the physics department machine shop were far superior to any that were commercially available, so a new business was born. First income was used to pay the machine shop; the remainder provided startup capital for Larry’s fledging business. In 1986, this enterprise turned into LK Technologies, a company that made its home in an industrial park on Bloomington’s west side and remains in business today. The company manufactures instruments for EELS and special scanning tunneling microscopes (for which Larry also holds patents). It has supplied such instrumentation to hundreds of universities and research laboratories worldwide. Indeed, this has been one of the most successful company spin-offs in the history of the physics department. In 1999 Kesmodel was named a Fellow of the American Vacuum Society in recognition of his seminal contributions in surface science and instrumentation development.

At IU Larry was also recognized as a skilled instructor and teacher. He supervised the thesis studies of seven Ph.D. students as well as the research of numerous master’s students, undergraduate students, visiting international students, and postdoctoral fellows. Three of the Ph.D. students that he has supervised have gone on to faculty positions in the U.S. and abroad, including two departmental chairs.

The department wishes him well upon his retirement!

James Swihart
Henryk Kowalski

Henryk Kowalski was the first person I met when I arrived in Bloomington in 1975 at the Indiana University School of Music (now the Jacobs School of Music). He was a vibrant young man, passionate about the violin, music, and life. He was just finishing his artist diploma degree with Josef Gingold and embarking on his long career as a violin professor at the Jacobs School. He devoted his entire teaching career to the JSoM, developing violin classes whose graduates are playing and teaching throughout the world. Henryk was born in Poland in the difficult years after World War II. His teacher and mentor was Tadeuz Wronski, the foremost pedagogue in Poland’s Warsaw Conservatory at the time. (Mr. Wronski also spent 20 years off and on teaching at the JSoM.) In 1969 the Kowalski family was forced to emigrate to Denmark. During his stay there, the young Henryk won the Jacob Gade Prize.

Henryk found his way to Bloomington and into the class of Mr. Gingold. Both Mr. Gingold and Mr. Wronski recognized that Henryk had an exceptional gift for teaching, and he worked as an assistant instructor for both men. During his student years, Henryk coached with all the major IU professors of that time: William Primrose, Menahem Pressler, Janos Starker, and Gyorgy Sebok.

Henryk was a faculty member of the Jacobs School of Music from 1975 until his retirement in 2011. He has also been a visiting professor at the Royal Stockholm Conservatory of Music, where he is now continuing his teaching. During his IU years he gave master classes, served on various competition juries, and performed with the piano trio, Trio European, throughout the world.

Henryk was a major influence in the lives of many students over the years and they stay in close contact with him. To mention a few: Glen Kwok is currently the executive director of the Indianapolis International Violin Competition; Andrej Power is first concertmaster of the Norrköping Symphony Orchestra and happens to be the youngest concertmaster in Europe to date; Ramon San Millan is director of Escuela de Música Joaquín Turina de Sevilla; and Sara Caswell is performing on the major stages of the world as an eminent jazz violinist. One can also find Henryk’s students in the Phoenix Symphony, St. Louis Symphony, Dallas Symphony, Louisville Symphony, New World Symphony, and the Lafayette String Quartet. They also teach throughout this country, Europe, and Asia.

Henryk has a heart of gold. Whenever a colleague was in need of assistance, Henryk would be there. There were many difficult times for Mr. Gingold and Franco Gulli as they reached their final years. Henryk was there to solve the myriad of problematic details of health care, student loads, etc. Personally, I remember that when I had a severe flu, Henryk showed up at my door with bags of groceries.

Every year after Mr. Gingold passed away, Henryk hosted a birthday party for him, which was attended by all of Henryk’s students and Mr. Gingold’s colleagues. All the old timers would recount their “Gingold” stories, keeping the Gingold legacy alive for the next generations. His sense of violin history, from Viotti to the present day, and his knowledge of vast amounts of violin repertoire, give Henryk a special place in the evolving violin school. When not teaching or helping other people, Henryk loves tennis and soccer, eating good food, and drinking good wines with friends. He has left a positive and everlasting stamp on the Jacobs School of Music that will not be forgotten.

Mimi Zweig
Diana V. Lambdin

Diana V. Lambdin, the oldest of four children, was born to parents who valued education even though neither was able to attend college. Diana and her three siblings all became educators—her brother is a teacher, one sister is a school principal, and the other sister is on the faculty at the University of Texas. With their flexible summer schedules, the family spends part of every summer together on the site of a former summer camp in Maine that has been owned by the family since the 1920s. Each year, they enjoy the solitude of the woods and lake while working together to maintain or update the old camp buildings. One indication of the family’s priorities is that they installed hi-speed internet at the camp before they installed indoor plumbing.

Diana has been interested in mathematics and in teaching as far back as she can remember. She recalls doing math problems that her father devised each night at the dinner table and also being better at solving problems than her siblings, although she points out that they were all younger and thus she had an unfair advantage. After earning bachelor’s and master’s degrees in mathematics at the University of Delaware, Diana spent six years as a middle school and high school mathematics teacher and then another four years as a college mathematics instructor before enrolling at IU to earn a doctorate in mathematics education. After completing her Ph.D. in 1988, Diana served as the administrative coordinator for IU’s Mathematics Education Development Center before being recruited to a faculty position in the IU School of Education in 1991. In addition to teaching undergraduate and graduate courses in mathematics education, Diana soon became co-director for a new graduate-level program for career changers seeking to become elementary teachers.

Involvement with that program was a major labor of love until her retirement. In 1998 Diana won the School of Education Gorman Award for “creative and outstanding teaching” and she was later honored with several Trustees’ Teaching Awards. She also served as associate dean for teacher education from 2001 to 2007. But the culmination of her work in mathematics teaching and teacher education came in 2005, when she was honored with selection as the Martha Lea and Bill Armstrong Chair for Teacher Education.

While at IU, Diana has seamlessly integrated her research, teaching, and service. She takes pride in the fact that most of her publications are co-authored; she has worked with researchers, policy makers, graduate students, and teachers on books, articles, and documents that have influenced the course of pre-college mathematics teaching and curriculum nationwide. The integrated nature of her accomplishments is exemplified by her involvement with the 90,000-member National Council of Teachers of Mathematics (NCTM). In the late 1990s, she was a key member of the writing team for NCTM’s Principles and Standards for School Mathematics, a document that was, arguably, the most influential set of recommendations for change in K-12 mathematics instruction for the first decade of the 21st century. In addition to numerous publications in mathematics education journals, Diana has edited a book interpreting mathematics education research for teachers, co-authored a mathematics methods textbook for elementary teachers (now in its 10th edition), and co-authored a series of mathematics problem-solving books for grades K-8. Research and service intertwined with respect to Diana’s work on the NCTM-sponsored Journal for Research in Mathematics Education, the premier English-language research journal in mathematics education. Over the years Diana served as associate monograph editor, associate journal editor, and book review editor and thus was involved in multiple activities that made use of her extensive knowledge of the field. In 2009, Diana was elected to NCTM’s board of directors and she is now helping with the establishment of a new NCTM journal for mathematics teacher-educators.

Diana is also well known for the grants she has received to evaluate large-scale mathematics curriculum development projects. She was the lead evaluator for the Indiana Mathematics Initiative, an NSF-funded project to transform mathematics instruction in urban middle schools throughout Indiana. She was also the lead evaluator for two projects involving elementary and middle school mathematics textbooks developed with NSF funding. These sets of textbooks are among the most innovative mathematics curricula being used in schools today. Because of her extensive experience in teacher education and evaluation, Diana has often been in demand as a speaker and consultant both in the U.S. and abroad. Over the course of her career, Diana has lived in Germany, England, and Sweden, and has worked with or made presentations to groups of teachers and researchers in a variety of other countries, including Brazil, Finland, Iceland, Japan, Macedonia, Norway, and Thailand.

In retirement, Diana and her husband, Frank, intend to remain in Bloomington, where they can stay in touch with their numerous friends and colleagues and take advantage of many of the cultural opportunities they were too busy to enjoy while working. With Bloomington as a home base, they plan to continue traveling to talk and work with friends and colleagues around the country and across the globe. One of Diana’s favorite pastimes is making quilts, especially quilts with mathematical patterns. Retirement may lead to more quilting, but it will not mean the end of scholarship and service to the profession. Diana’s love affair with mathematics and teaching—which began at the childhood dinner table—seems likely to keep her productively and happily involved in mathematics education for many years to come.

Peter Kloosterman
James H. Madison

James H. Madison arrived in Indiana in 1966 as a graduate student in history. More than four decades later, he has retired from that department, and from IU, as an esteemed scholar and well-loved colleague.

A dissertation on the early business history of Indianapolis led Jim from Bloomington to a postdoctoral fellowship at the Harvard business school—and more important, to a career as his generation’s most prodigious and best-known historian of Indiana. The next milestone along that route came in 1975, when longtime Indiana Magazine of History (IMH) editor Professor Donald Carmony announced his pending retirement. Madison—by then a visiting professor in the department and associate editor of the Journal of American History—quickly showed himself as the best candidate for the post.

“Some of us were concerned about giving the responsibility of the journal to a person that young,” recalls former department chair Walter Nugent. “Little did we know that in the subsequent decades, Jim would write a whole shelf of books on Indiana’s history.”

Those books (seven of the nine that Jim has authored or edited to date) represent an unmatched corpus of contemporary work on this state—a subject whose history had, in earlier decades, been too often painted in rosy tones. As scholar, author, public speaker, and—for 17 years—IMH editor, Jim continued the work that Carmony and others of the previous generation had begun: reframing the state’s history in terms that stood up to the standards and demands of contemporary critical social history. Jim’s IMH successor, current Vanderbilt University history professor Richard Blackett, wrote, half in jest, that “he convinced me that there was and is something special about a state that’s in the middle of nowhere, a place that holds messages for our understanding of U.S. history.” Jim has had little problem convincing other historians as well. His scholarship has earned him fellowships from the Newberry and Huntington libraries, the Rockefeller Archive Center, and the National Endowment for the Humanities. In 1997, he was appointed a Fulbright lecturer at Hiroshima University. His more recent work on the global experience of World War II has already resulted in two well-received books.

Beyond the scholarly community, Jim has proved himself a natural ambassador from the academy to students and the Hoosier public. Blackett recalls him as “a superb teacher whose skills left me green with envy.” Ball State University historian (and IU Ph.D.) Nicole Etcheson similarly calls him a “superb mentor. . . who spent hours with his students” and “placed a lot more students than he probably got credit for.” These impressions are confirmed by Madison’s numerous IU teaching awards, his enthusiastic student evaluations, and the perennially large enrollments in his classes, such as History of Indiana and World War II: The Peoples. Across the state, he has gained similar recognition, receiving awards from the Indiana Historical Society (IHS), the Indiana Humanities Council (IHC), and the IU Society of Professional Journalists. In 2012, he became one of only a handful of honorary members inducted into the Society of Indiana Pioneers. His many public service commitments have included terms as president of the Indiana Association of Historians and as a trustee of the IHS, IHC, and Conner Prairie Museum.

Here at IU, Jim has earned a reputation as one of the university’s most devoted and respected campus citizens. From 1993 to 1997, he chaired the history department. More recently, he directed the College of Arts and Sciences’ Liberal Arts Management Program (LAMP). Among his countless service assignments, he has served on numerous program review committees and has been called upon to assist in search committees charged with finding a university president, a chancellor, and a college dean.

Most of all, for those who have worked with him Jim remains, in the words of fellow emeritus professor of history Steve Stowe, “a rock.” Echoing the sentiments of many of Jim’s colleagues, Stowe recalls that “his mix of thoughtfulness, sharp historical sense, and just plain sanity was a constant for me over the years.” Today, James H. Madison bears lightly the accomplishments and recognitions that he has amassed in a distinguished career. He remains blessed, notes Etcheson, “with an infinite supply of patience and good humor.” “Happily,” adds historian Suellen Hoy, who has known Jim since the two were fellow graduate students in the 1960s, “he remains much [as he] was then—free-wheeling, honest, interesting, and just plain fun.”

—Eric Sandweiss
Larry Mikulecky

An innovator in distance education and literacy research, Larry Mikulecky assumed the position of assistant professor of language education at Indiana University in 1976, after receiving his Ph.D. from the University of Wisconsin-Madison. In 1980 he was awarded tenure and promotion; he became a full professor in 1984.

Larry is an accomplished and highly respected leader in literacy research. Over the last three decades, he has conducted research in family literacy, workplace literacy, language and literacy assessments, and online literacy teaching and learning. He is widely respected for his work, which includes over 180 articles, book chapters, and technical reports. His research has appeared in prestigious journals such as Reading Research Quarterly, Journal of Literacy Research, Journal of Reading, and the Journal of Adolescent and Adult Literacy. His book chapters have been included in a number of widely recognized handbooks, yearbooks, and edited collections on literacy. He has conducted 29 funded projects and has presented at over 300 conferences during his career.

As Larry’s research interests deepened, his commitments to the department and to the School of Education did not waver. During his career, he served in a number of administrative posts, including chair of the Language Education Department from 1990 to 2000. He was chair again in the newly renamed Department of Literacy, Culture, and Language Education from 2010 to 2012. He coordinated online courses for the department from 2004 to 2012 and directed the Center for Innovative Assessment and Indiana College and Postsecondary Achievement Center from 2001 to 2004. He chaired the department’s content literacy program for several decades and directed the Indiana University Learning Skills Center from 1985 to 1990.

During his career, Larry also received a number of teaching awards and honors, including the School of Education’s Gorman Teaching Award in 1985 and the Frederic Bachman Lieber Distinguished Teaching Award in 1987. He taught a number of courses on reading and literacy research and worked with practicing teachers and full-time doctoral students. He also chaired at least 85 dissertation committees over the years and served as a member of an equal number.

While these accolades suggest Larry’s capabilities as a teacher-educator, it is in another realm that he will be most remembered by our department. Over 15 years ago he introduced the notion of distance education courses to our department, advocating the idea to a reluctant and skeptical faculty. Fortunately Larry proceeded, one course at a time, thereby encouraging faculty involvement. By the time the rest of the university began promoting distance education courses, the department had a complete online master’s program in place. Larry also developed an administrative infrastructure for the program; in 2011 the services aspect of the office was ranked in the top 15 nationally. Today more than 7,000 students have taken our department’s distance education courses; through them, many doctoral students and faculty have gained valuable teaching and research opportunities.

While faculty members agreed that the distance education program made a huge contribution to the department, Larry’s greatest gift to us has been his ongoing faculty mentoring. When invited to comment upon Larry’s impact, Karen Wohlwend expressed the sentiments of many faculty members: “Like many other new faculty here, I feel so fortunate to have been mentored by Larry and to have had the opportunity to learn from his wisdom and experience in literacy education. I have particularly appreciated his genius for making complex issues comprehensible and manageable by situating them in institutional histories and taking a ‘big picture’ perspective.” Faridah Pawan commented upon his support of faculty initiatives: “He encouraged and supported the growth of many courses and programs, including second language programs.” Larry’s institutional savvy helped current faculty members in the department to negotiate competing tenure and promotion priorities, which involved brokering local and national, personal and institutional priorities.

Larry’s signature style of supporting faculty and providing counsel was informed by hard knocks, high standards, and complete honesty. Stephanie Carter explained: “He has a way of seeing and saying things sometimes that challenges you to expand your thinking.”

Ray Smith remembered a mentoring moment from several decades ago that left an indelible mark on him: “Larry was on the search committee, and after my job talk said, ‘If you’re going to work at Indiana University, you need to finish your dissertation.’” Needless to say, Ray Smith finished his dissertation, impressed by Larry’s “concern for university standards and the professional well-being of his colleagues.” Martha Nyikos added that Larry held all of his doctoral students to high standards, inviting them to “push the edges” of knowledge.

James Damico, recently tenured, succinctly expressed the sentiments of colleagues: “I can’t count how many times I have approached Larry for counsel. But I do know each and every time he offered sage advice—exactly what I needed on each occasion and always given in good humor. And I know my experience is not unique. He will be sorely missed!”

Mary Beth Hines
Joe Moore

Joe Moore retired in 2011 after 16 years of service to Indiana University and the Kelley School of Business. He was a senior lecturer in the Department of Operations and Decision Technologies (ODT) and taught a variety of undergraduate courses in operations management and business management. For the past 16 years he has been one of the key faculty members of the undergraduate program for ODT.

A native of Missouri, Joe earned his B.S. in engineering from the University of Missouri and an M.S. in engineering management from the University of Dayton. He spent 25 years in the corporate world prior to joining Indiana University, working in several durable goods companies in the aircraft, automotive, consumer electronics, and construction equipment industries, and served in many management and executive positions. His corporate experience included stints at Thomson Consumer Electronics, GTE-Sylvania, BF Goodrich, and General Motors.

Joe’s corporate experience was in operations, where he worked in several different areas, including materials management, distribution, project management, and quality control. He taught Introduction to Business Administration; Introduction to Operations Management; Supply Chain Management: Sourcing; and Integrated Business Core—Operations Component. All of these courses dealt with operations issues, where Joe’s experience was invaluable. His courses covered a blend of theory and practice. Thus his students benefitted enormously from his corporate experience. He did an excellent job in the classroom and was nominated several times for teaching awards.

Joe and his wife, Gaye, have three children. He is an avid tennis player and has won age-group titles in the City of Bloomington’s annual tournament, including the 50+ and 60+ titles several times.

After 16 years in the Kelley School, Joe will be missed. Congratulations on an excellent second career!

Ashok Soni
Emilio F. Moran

Emilio Moran, distinguished professor of anthropology and the James H. Rudy Professor of Anthropology, holds a B.A. in Spanish American literature from Spring Hill College, an M.A. in Latin American history from the University of Florida, and a Ph.D. in social anthropology from the same institution. He was appointed to the Indiana University faculty in 1975. Moran is also a professor of environmental science at the School of Public and Environmental Affairs and an adjunct professor of geography. In 2010 he was elected to the National Academy of Sciences in recognition of lifelong dedication to the study of human societies and the environment.

Moran’s work has shaped the field of human adaptation and human-environment interaction in anthropology and beyond. Today he represents a leading voice in the study of human adaptation to climate change. His work and vision have been instrumental in positioning anthropology as a major contributor to the study of global environmental change and of the development of national and international agendas for research on the human dimensions of global climate change. Internationally recognized as a “key linker” between the social and biophysical sciences in the study of human-environment interaction, he is arguably the most influential anthropologist within this community.

Moran pioneered the integration of remote sensing and spatial methodologies in anthropology and frameworks for collaborative interdisciplinary research, while always stressing the central importance of continuous fieldwork. During the past 20 years, Moran has not missed a single year of field research in the Amazon. When founding ACT (the Anthropological Center for Training and Research on Global Environmental Change) in 1992, he stressed the importance of understanding the reality of people on the ground as the basis of broad regional and global analysis, and as the basis to real-world solutions to social and environmental problems. Moran’s research pioneered the study of development and resettlement projects in the Amazon.

In the early 1970s, he lived among colonist farmers in the Altamira region of the Brazilian Amazon, following closely the opening of the Trans-Amazon highway and the lives of the many families who came to make a living in the area. His love for the region led him to over 40 years of collaboration with local farmers and institutions. His work informed the broader discussion of the development and environmental change of the Amazon. His dedication to mentoring Brazilian scientists and to developing institutional collaborations between Indiana University and Brazilian institutions created a legacy of inestimable value to Brazil.

Moran served as director of ACT and is a founding co-director, with Elinor Ostrom, of the Center for the Study of Institutions, Population, and Environmental Change. Both centers are based at IU. He is known for his grantsmanship; his research has been supported by the National Science Foundation, the National Aeronautics and Space Administration, the National Institutes of Health, the Wenner-Gren Foundation for Anthropological Research, and the National Oceanic and Atmospheric Administration, among others. In 1985, Moran was elected as a fellow of the American Association for the Advancement of Science. In 1989 he received a Guggenheim fellowship. In 1999, he was elected as a fellow of the Linnean Society of London, and in 2002 he received the prestigious Robert McC. Netting Award from the American Association of Geographers in recognition of his work to bridge geography and anthropology. He is also a fellow of the American Anthropological Association and the Society for Applied Anthropology.

He continues to be as active as ever, carrying out fieldwork and leading groundbreaking research on human-environment interaction. This summer, Moran will be back to fieldwork, studying the social and environmental impacts of the mega-dam Belo Monte on the people and region of his beloved Amazon.

Eduardo Brondizio
David Paul Nord

During his more than 32 years at Indiana University, Dave Nord, a native of Marion County, oscillated between the past and the present. He helped young journalists learn to write about and understand the present, and he helped historians in the classroom and in academe to write about and understand the past. He excelled as scholar, editor, and teacher. “He may be a journalism professor in title,” wrote one of his students, “but he’s a historian at heart.”

“Dave Nord established himself early in his career at Indiana University among the elite of journalism historians,” observes Dean Emeritus Trevor Brown, who worked with Nord for 26 years. “His publications and intellectual prowess have earned the admiration of academic historians nationally and internationally.”

It wasn’t always that way. In high school in Minnesota, Nord excelled in debate and contemplated a career in ministry. But that all changed when he came back to Indiana to attend Valparaiso University. He fell in love with history when he was a freshman, thanks to Professor Willis Boyd. “For the first time I saw history not as pure description, but as debate and argument about the past,” Nord recalled many years later. He was also caught up in the spirit of change that swept over U.S. campuses in the sixties. He gained his first journalism experience with the student newspaper. After he graduated, he served in VISTA for a while, then returned to Indiana to work on the Valparaiso Vidette-Messenger. He fell in love with journalism, but he also loved watching the old hot metal press that produced the newspaper.

The love of history and journalism took him up to the Old Northwest where he earned an M.A. in history at the University of Minnesota, became an Associated Press correspondent in Minneapolis and Bismarck, N.D., and then taught journalism at Bismarck Junior College. He decided to pursue his doctorate at Wisconsin, where he could combine a grounding in mass communication research with research and study in history. During his doctoral days he developed ties with two people who influenced him deeply. One was Harold W. “Bud” Nelson, under whom he wrote his dissertation and also co-authored an influential chapter on the logic of history research in a book on communication research methods. In later editions of the book, Nord wrote the chapter by himself, becoming the primary influence on a generation of journalism history scholars.

He also began to correspond with Professor David Thelen, then at the University of Missouri, who became a major influence on Nord’s dissertation. They renewed their professional friendship when Thelen joined the IU faculty to edit the Journal of American History. For almost a decade, Nord served as acting, associate, or interim editor of the journal. “Dave’s work as a historian and journalism professor combines to make him more than just a source of knowledge,” says Ed Linenthal, the journal’s current editor. “His deep understanding of the craft of writing, developed over years of researching the written word and using it effectively, gives Nord a unique and valuable skill set.”

Dave is modest to a fault. You have to work a little to discover he’s written three books (two of which were also published as paperbacks) and edited another. In 2005 he won the Book of the Year Award from the American Journalism Historians Association for Faith in Reading: Religious Publishing and the Birth of Mass Media in America, 1790–1860.

But as Dean Emeritus Trevor Brown has pointed out, the journal article and essay, of which Nord has published dozens, have been Dave’s preferred outlets. The best evidence for this is that he has won the AEJMC (Association for Education in Mass Communication and Journalism) Catherine Covert Award for best article of the year in mass media history three times. In both his books and articles, he has been particularly interested in readers and reading, a topic rarely taken up by journalism historians.

Dave could have been an administrator; he did serve five years as the School of Journalism’s director of graduate studies and another year as the director of the school’s Media Research Bureau. His frequent service as chair of school committees has been invaluable. He has also served on the board of overseers of the Center for the History of the Book in American Culture at the American Antiquarian Society.

Nord taught a wide range of courses, including a large-lecture entry level journalism history course, basic and advanced writing and reporting courses, media and society courses at both the undergraduate and graduate level, and the doctoral-level history and philosophy of the media colloquium. He cared deeply about his students.

Throughout his career, Dave has maintained a dry sense of humor, most evident in his tongue-in-cheek ability to construct academic memos. Long after computers were installed in his office, he continued to compose these memos on small sheets of paper rolled into a standard-model typewriter, reflecting his love of historical artifacts.

Dave and Martha, in addition to raising their biological children, Molly and Paul, for many years provided foster care to other children. In 1995, they adopted one of them, Cherry.

Nord is retiring from teaching but he’ll continue to do research and to combine journalism and history as editor of the History News Service, an informal syndicate of professional historians who seek to bring the perspective of history into current debates over public affairs. Its mission is to connect scholarly history and popular journalism.

No one could do it better than Dave Nord.

Owen V. Johnson
Milos Novotny

Born on April 19, 1942, Milos Novotny was brought up and educated in Czechoslovakia. He received his undergraduate education and a doctoral degree in biochemistry at the University of Brno in 1965. A “survival instinct” in the then-communist country made him set his scientific and professional goals high: to survive and excel among “them” as an apolitical person, you have to perform better than most. While he learned substantially from his mentors in three different laboratories, Milos had already exercised a great deal of research independence as a postdoctoral researcher at the Czechoslovak Academy of Sciences, Royal Karolinska Institute (Sweden), and at the University of Houston. The 1968 invasion of Czechoslovakia by Soviet troops cemented his decision to leave his native country for good.

When he joined the IU chemistry faculty in 1971, Dr. Novotny had considerable experience beyond what was normally expected of an assistant professor, leading to a very rapid start of his career at Indiana University. He established a strong research group in separation science and bioanalytical chemistry and developed new courses in these areas. He was a very active participant in building the analytical chemistry graduate program at IU which, after a decade, rose to be one of the best in the nation.

Novotny has long been known throughout the world for his major role in developing modern chromatographic and electrophoretic methods of analysis. His wide-ranging research interests include separation science and structural analysis of biological molecules, proteomics and glycobiology, and chemical communication in mammals. Dr. Novotny and his associates are known for structural identification of the first definitive mammalian pheromones. More recently, this group has also been known for identification of disease biomarkers through glycomics and glycoproteomics.

One of the memorable accomplishments of Novotny’s early career at IU was his participation in NASA’s Viking Project. In collaboration with John Hayes (a faculty member in the chemistry and geology departments at IU), he built a deceptively simple-looking but critical device for the Viking Mars Lander. The device, called a “gas-chromatographic column,” was a part of the probe’s molecular analysis experiment, which examined the Martian soil for water and traces of organic compounds that might indicate the past existence of life or the possibility that it was evolving.

The spacecraft reached the surface of Mars after a year’s journey. The chromatographic column was the only piece of equipment provided by a university for the project; all other parts were contracted by NASA.

Receiving his U.S. citizenship in 1974 was an important milestone for Novotny, but this honor also meant he lost his original citizenship. Those were clearly troubling times for families divided by the Iron Curtain. Therefore, the fall of communism in 1989 was a most joyful event for Milos and his compatriots. Prague is once again a vibrant city that Milos and his three American children visit frequently.

Milos Novotny has authored roughly 500 journal articles, reviews, books, and patents. He has received approximately 40 awards, medals, and other distinctions, including three honorary doctorates. His awards include the ACS (American Chemical Society) Award in Chromatography (1986), the ACS Chemical Instrumentation Award (1988), the ACS Separation Science and Technology Award (1992), the Eastern Analytical Symposium Award in Separation Science (1988), Outstanding Achievements in the Field of Analytical Chemistry (2001), the Anachem Award (1992), the Dal Nogare Award (2004), the ACS Award in Analytical Chemistry (2005), and the Ralph N. Adams Award (2008). Overseas, Dr. Novotny received the M. J. E. Golay Medal and was recognized by the Czech Academy (J. E. Purkynje Medal), the Russian Academy (M. S. Tswett Memorial Medal), the Royal Society of Chemistry of Great Britain (Theophilus Redwood Lectureship and the A. J. P. Martin Gold Medal), and Congresso Latinoamericano de Cromatografia Merit Medal (Argentina).

Novotny now holds the titles of Distinguished Professor Emeritus and the Lilly Chemistry Alumni Chair at Indiana University. He is the director of the National Center for Glycomics and Glycoproteomics, and of the Institute for Pheromone Research. He is a member of two foreign academies: the Royal Swedish Academy of Sciences and The Learned Society of the Czech Republic.

While Milos might have retired from the Department of Chemistry, his love of and dedication to science are still as evident as when he originally started back in the 1960s. I suspect we haven’t seen the last of his accomplishments. What an impact he has made—it will still live on for years to come.

David Giedroc
Catherine Olmer

Cathy was attracted to physics through course work in high school and undergraduate work at Boston University, where she became involved in nuclear physics research at the MIT Van de Graaff accelerator with professors Ed Booth and Bernie Chasan. She was accepted into the graduate program at Yale University, working first with Robert Stokstad and principally with Karl Erb. Using the Yale tandem Van de Graaff accelerator, Cathy studied the mechanisms of heavy ion reactions that were becoming accessible through new developments in ion source technology. In parallel, an understanding of direct reaction physics was becoming available through distorted-wave Born approximation calculations with large computer programs.

Continuing her interest in heavy-ion reactions, Cathy did postdoctoral work at the 88-inch cyclotron at the Lawrence Berkeley Laboratory starting in 1975. Two years later she moved to Argonne National Laboratory to work on the tandem accelerator there. While at Argonne, Cathy was introduced to pion scattering experiments with the new EPICS spectrometer at the Los Alamos Meson Physics Facility (LAMPF), which expanded her interests into single particle interactions with nuclei. Through this work she became acquainted with both the theoretical and experimental work underway with the new cyclotron at Indiana University and the opportunities available to study particle-nucleus interactions with polarized protons. In 1979, Cathy joined the IU physics faculty and began a program of study using the QDDM magnetic spectrometer. This was a time of considerable development in that area, with information from electron, pion, and proton scattering comparisons in order to delineate detailed pictures of nuclear excited states and to apply new computer capabilities in the calculation of direct and exchange reaction processes.

As a new assistant professor, Cathy taught a series of courses, coming finally in 1985 to Q202, a course in physics for elementary education majors. Here Cathy realized the importance of doing more than teaching physics concepts. If the students in her class would one day teach physics ideas themselves, then they needed the tools to make physics both interesting and fun by building projects and demonstrations with simple, readily available materials. She created many small experiments for the classroom and, with the help of ex-students who returned as lab instructors, led the students to develop projects on their own. Cathy stayed with this course as it expanded over the years until its current iteration, P199, which is open to general enrollment.

In 1988 Cathy obtained a grant from the National Science Foundation to start the Research Experience for Undergraduates program in physics at IU. Working with about 15 diverse students each summer, the program provides research and shop experience along with seminars in physics and group recreational activities. This became one of the best NSF programs of this kind in the country.

Cathy was an important part of the team that every year presented the physics department open house, with lectures, demonstrations, and activities. She also did physics outreach to scouting groups. In 1995 she joined forces with Deborah Kent to explore the possibility of a science museum for children in Bloomington. Within two years Cathy, with the help of Karen Jepson-Innes, had organized an outreach program within the physics department that brought students to campus and visited local schools to introduce the students to the possibilities of science. By 1998, fundraising efforts were underway for a science museum and Cathy was the chair of its board of directors. The Cook Financial Corporation donated storefront space on Bloomington’s downtown square for a temporary museum. Development director Jay Inman was hired, and plans were made to build the museum on land near downtown donated by the City of Bloomington.

The WonderLab Museum of Science, Health, and Technology opened in 2003, with Cathy as its executive director, in a 15,000-square-foot building on two levels and a yearly operating budget close to one million dollars. There are now 16 full-time staff, a few dozen IU students and interns, and about a thousand local volunteers who keep the museum open, work with visitors, and prepare new materials and exhibits. In 2011, there were 87,000 visitors, who came to interact with the exhibits on sound and music, light and optics, geology, electricity, magnetism, air pressure, live animals, the human body, nutrition, etc. Many local children visit regularly, working with the exhibits over time and watching animal and plant exhibits grow. The museum has become a major part of their lives, building an awareness of and interest in science that will carry them into the future. WonderLab has become a model for other such museums around the country. It was recognized by a 2008 Indiana Achievement Award from the Sycamore Foundation and was selected by Parents Magazine in 2008 as one of the top 20 science museums in the country.

In recognition of her achievements, Cathy received the George W. Pinnell Award for Outstanding Service (2006), the IU Distinguished Service Award (2005), and the Hermann B Wells Lifetime Achievement Award (2004). Cathy has also been honored as the Bloomington Woman of the Year (2002) and recognized by a Women in Technology award (2000) and a Phenomenal Women of Bloomington award (1997).

In the future, in addition to her many activities at WonderLab, Cathy hopes to be able to spend more time with her mother, Norma, and on travel expeditions to the Canadian Rockies. We wish her well.

Andrew D. Bacher
Edward J. Stephenson
Patrick O’Meara

Patrick O’Meara is the quintessential diplomat at home and abroad, and ennobles the art. He is deeply humane, respectful, and caring of people of all cultures, races, and creeds. These gifts of character, and the scholarship and cultural understanding that inform them, account for his effectiveness as director of African Studies (1972–93), dean for International Programs (1993–2007), and vice president for International Affairs (2007–11).

Patrick did not merely represent IU’s international aspirations and activities with sophistication, grace, and nicely timed humor. He built on the legacy of Herman B Wells to enrich the international understanding and experience of IU faculty, staff, and students and to raise the global stature of the university. In 2011, the offices he has helped develop
- oversaw study abroad programs for more than 2,000 students
- supervised exchanges with more than 200 institutions abroad
- served nearly 5,000 international students and 1,000 visiting scholars

Patrick was masterly in cultivating administrators and faculty across the university. In the process, he reinforced the value of international engagement for their programs and students and was instrumental in elevating International Programs from a dean’s to a vice president’s office.

Patrick’s staff praises his leadership; they particularly admire his administrative style. At Patrick’s retirement in 2011, Charles Reafsnyder, associate vice president, spoke for his colleagues:

... we weren’t just employees, we were individuals who mattered. In addressing both the professional and personal concerns that we brought to you, you heard and understood our needs and sought to address them with appropriate advice and assistance... In giving us a measure of autonomy in the conduct of our duties, you also acknowledged our experience and abilities.

In recognition of his service to his university, his field, and to institutions abroad, Patrick received a range of honors: the IU Distinguished Service Award and the Thomas Hart Benton Medal; the Founder’s (Casey) Award for Distinguished Achievement in Higher Education Planning; the Higher Education Prize from the Goldman Sachs Foundation; the Cross of Saint George Award from Catalonia; the Warsaw University Medal; the Amicus Poloniae from the Embassy of Poland; the Gold Cross of Merit of the Republic of Hungary; and an honorary doctorate from the National Institute of Development in Thailand.

Patrick does not flaunt the insignia and regalia of these distinctions. He prefers a uniform that runs the gamut from business-formal to business-a-little-less-formal. No matter the occasion, professional or private, banquet or barbecue, Patrick dresses in jacket and tie, with some flexibility in the liveliness of the tie.

Patrick’s accomplishments are rooted in scholarship and teaching. Born in Cape Town, South Africa, and educated through to his B.A. in 1960 at the University of Cape Town, Patrick completed his M.A. in 1966 and Ph.D. in 1970 at IU, the year he joined the Bloomington faculty. He retired as professor of public and environmental affairs and of political science in 2011.

An expert on African politics in general and South African politics in particular, and an accomplished administrator, he has testified before Congress and consulted for universities in the United States and abroad.


Love of literature and the arts enhances Patrick’s expertise and aplomb. For 25 years, he directed a scholarship program funded by Spain’s La Caixa Bank. To serve on his team in Madrid and Barcelona for selecting students to study in the United States was to marvel at a consummate diplomat in action. He moved deftly among government leaders, corporate executives, faculty from many disciplines, and students from all economic strata. For his IU colleagues, he was a knowing, enrapturing guide to the cultural treasures of each city.

In Patrick O’Meara’s company, you were a citizen of the world.

Trevor R. Brown
Ron joined the faculty of Indiana University’s telecommunications department as clinical professor and manager of the department’s production facilities in the fall of 1987. The department’s production labs and equipment had been neglected for years, and Ron spent countless hours cataloging equipment, re-organizing the facilities, and creating a vision for upgrading everything. At the same time, Ron was sharing his experience and his skills with his students at every level of the production process. He single-handedly revised the introductory hands-on production class and taught it faithfully for the next 20 years. His upper-level documentary classes produced scores of short-form documentaries, including award winning films such as Indiana’s Earthquake Risks; Asia Compassion Project: Bringing Hope to People in Need; and People in the World Are Just Like Me. Along the way Ron won many teaching awards, co-authored a critically acclaimed field production textbook, and was awarded several competitive research grants, including two prestigious New Frontiers grants from the Lilly Foundation. He was also instrumental in helping design the department’s new laboratory facilities when the Radio/TV Center was renovated and expanded in the mid-1990s.

After spending nearly 15 years getting the department’s facilities in order, overseeing a multimillion-dollar digital television studio upgrade, and supporting his students’ creative visions, Ron finally was able to devote more time to his own creative work on long-form documentaries. His first major project combined his love of documentary with basketball. The result, Shirts and Skins: The Sociology of Basketball, was first broadcast in 2002 and is now distributed internationally through Films for the Humanities and Sciences.

Ron’s next major documentary involved music. Ron contacted John Mellencamp and asked whether he and a student crew could document the recording of John’s then-current CD project. Mellencamp agreed and Ron and his crew spent several weeks with John and his band during their rehearsals and recording sessions. The end product, Trouble No More: The Making of a John Mellencamp Album, was first broadcast in 2004 and garnered Ron a regional Emmy in the entertainment category.

Ron’s best known project to date resulted in the documentary My Viet Nam Your Iraq. In this film, Ron interviews the members of eight families in which a parent served in Viet Nam and a child served in Iraq. Ron captures their stories—proud, regretful, resigned, defiant—in a way that allows them to bare their souls about often painful experiences. This powerful and poignant presentation has won numerous awards at film festivals around the country and is now distributed nationally by PBS. Ron also screened his film at Hue University in Viet Nam in 2010.

Following up on his continuing interest in the Viet Nam War, Ron is currently recording the stories of American and Vietnamese veterans who fought against each other during the war. He has made several trips to Viet Nam and has recorded interviews with more than 40 former Vietnamese soldiers. This project should result in another documentary film as well as an educational, interactive website about Viet Nam and its war with America. When not working on his projects or spending time with his family (Lilly, his wife of 38 years; their son, Matt, and his wife, Molly; and his grandson, Luke), Ron can still be found playing basketball on the mean courts of Wildermuth. He’s the wiry left-­hander at point guard, directing his team with the same skill, dedication, and affection that he uses to direct his award-winning films.

Michael McGregor
David Pace

David Pace arrived at Bloomington in 1971 in the academic equivalent of swaddling clothes, not yet in possession of the Ph.D. in history from Yale University that he would complete in 1973, and he has been here ever since. When he retired at the end of the spring semester of 2010–11, he had long been the longest-serving member of the history department, although his original appointment was in West European Studies. His early articles and first book, *Claude Lévi-Strauss: the Bearer of Ashes* (1983), focused on modern French intellectual culture (including the famous anthropologist), structuralism more generally, and the French response to the atomic bomb. One of his most noteworthy experiences was getting to see the study of Marie Curie, almost entirely closed to visitors because it is still radioactive. One can see the influence of these early interests in courses that Pace taught at Indiana University, such as Paris and the Birth of Modern Culture; From Apocalypse to Star Trek: A History of the Future; Paris and Berlin in the 1920s: A Cultural History; and Struggle, Conflict, and Competition in Western Thought.

Had these been his only accomplishments—an excellent book (translated into Portuguese in 1992), some well-received articles and presentations, and some reviews—David Pace would have been considered a successful academic. But from the 1970s on he has also been deeply interested in teaching. He began with presentations and workshops on the use of particular teaching techniques and created a simulation with his colleagues, George Alter and Jim Diehl, to teach the modern European history survey. By 1990 he was already presenting his scholarship on teaching in international venues. He created the first course for graduate students on history pedagogy in the department and was instrumental in helping design the broader history pedagogy program that has since come into being. In addition, in 1998 he created the Freshman Learning Project with Joan Middendorf, a 10-year program originally aimed at helping those who taught large introductory classes to teach more effectively. By this point, for him, teaching more effectively meant increasing student learning. As he argued in his 1993 article in *The History Teacher*, “Beyond Sorting: Teaching Cognitive Skills in the History Survey,” many teachers have been content to sort students into grade categories. His article represents a vigorous argument that teaching should move students from one grade category to another by teaching them the skills they need to improve their work. This is dogma now, but was pioneering work at the time. Pace was a trailblazer of the nascent Scholarship of Teaching and Learning (SoTL) movement. He was chosen as a Pew Fellow in the Carnegie Academy for the Scholarship of Teaching and Learning in 1999, a group of scholars that are still preeminent in SoTL.

Perhaps what he would consider his most important contribution to SoTL grew out of the Freshman Learning Project, namely, the “decoding the disciplines” methodology, which he devised with Middendorf. They posited that in each academic discipline, expert practitioners are often unconscious of their own disciplinary expertise. Because they are unaware of their own practices, which seem quite obvious to them, experts find it difficult to make those practices explicit to their students. The methodology uses an interviewing method which makes the expert more aware of disciplinary ways of knowing that he or she knows only implicitly, so that these thought processes can be made explicit to students. In 2004, Pace and Middendorf published a number of New Directions for Teaching and Learning articles containing, in addition to their own research on the methodology, papers from fellows of the Freshman Learning Project. In 2005 Pace was one of the founders of the History Learning Project, which aimed to apply this new understanding to his home discipline of history. This new project resulted in an article, jointly written with the other HLP directors, which won the first McGraw-Hill-Magna Publications Scholarly Work on Teaching and Learning Award in 2009, and a presentation that won the Robert Menges Research Presentation Award of the Professional and Organizational Development Network in Higher Education Conference (POD) in 2008. In recognition of the importance of all of this research, Pace was promoted to full professor.

Scores of publications, presentations, and workshops—far too many to list, and held on every continent except Antarctica and South America—followed this breakthrough, as well as many honors and appreciations of his research. He is just as proud, however, of his recognition as one of the most eminent teachers at Indiana University and in the United States. In addition to his membership in IU’s FACET (Faculty Colloquium on Excellence in Teaching) and a Trustees’ Teaching Award (1999), he has been awarded the university-wide Frederic Bachman Lieber Memorial Award in recognition of distinguished teaching (1994) and the Eugene Asher Distinguished Teaching Award, granted by the American Historical Association (2005).

He may be retired, but he is not done. He continues to give workshops and presentations all over the world and to write and research with the Freshman Learning Project and History Learning Project. He has just begun working on a new project, the Geology Learning Project. He will be teaching an Intensive Freshman Seminar during the summer. So he has not left the IU or scholarly community at all. Somehow, retirement is not the right word!

Leah Shopkow
Willena Pearson

Billie Pearson has taught women’s health and men’s health for the Department of Applied Health Science for the last eight years. Most students who take one of her classes take the other as well. She has men in her women’s health class and women in her men’s health class because she has the ability to give her students insights and attitudes about health that cross gender barriers and that she brings home with humor and wisdom.

Billie was born in 1950 in Morgan County, Indiana. She is the third of four girls raised on a family farm where they grew corn, soybeans, wheat, cattle, and hogs. The values of family and living close to nature have stood by Billie her whole life. In fact, she still lives in a log cabin on the farm where she grew up.

Billie graduated from Martinsville High School in 1968 and from Indiana University with a B.S. in physical education and health in 1972. After teaching physical education for Unionville Middle School, she moved to a Navajo reservation in Ganado, Arizona, to teach and serve as the track coach.

When Billie returned to Indiana, she met and married Bill Pearson, and they remodeled an 1819 log cabin on her parents’ farm. They were a “back to earth” couple who enjoyed a simple rural lifestyle. Bill, who was a folklore and history teacher for Martinsville High School, died in 1979 in a farming accident; their daughter Autumn was two years old. With her family close by and her love of nature, she was able to maintain her lifestyle in the country and enjoy her daughter. She went on to earn her master’s degree in health promotion, to work as a prevention specialist at our department’s Prevention Resource Center, and to embrace a teaching role for thousands of IU students. Billie has worked for the Department of Applied Health Science since 1994.

In addition to her academic ability, Billie is a skilled, third-generation weaver. She has seven floor looms, one of which belonged to her grandfather. She makes rugs for family and friends and for sale from recycled materials: cotton, wool, and corduroy. On the home front, she enjoys maintaining her old cabin and refurbishing other old homes in New Mexico and Florida. Billie and her sisters own a small business called Earth Sisters on their farm in Morgan County. She hopes that in her retirement it will be reopened and will include woven rugs and antiques.

Billie’s teaching philosophy is to make all the information imparted usable in daily living, in order to promote a behavior change that might lead to a long and healthy life. She tries to help her students cut down on stress by creating a comfortable atmosphere in the classroom. She says she was lucky to come from a humorous family that includes several educators. Billie’s daughter, Autumn, is also a teacher. She got her B.S. from IU, majoring in art education and special education, and her master’s degree from the University of New Mexico. Autumn now heads the gifted program at East Mountain Charter School in New Mexico, following in the footsteps of a long line of talented and dynamic teachers.

Harriet Castrataro
Betty Poindexter

Our colleague and good friend Betty Poindexter retired this past December after joining Indiana University over a decade ago. When I think of Betty, I think of a spirit and energy quite different from most. I think of the one friend everyone has that can always be counted upon. She is the person you can call in need at 3:00 a.m. and she will have a room ready for you. David, her wonderful husband of 50 years, will be there with a fresh cup of coffee in the morning. This is the Betty Poindexter I know! Her love and compassion for people is what sets her apart. Betty’s presence will be missed.

Betty the key person in designing the Urban Principal Program, understanding early on that work at the urban level is vastly different from that at other levels. She created the practicum experience that begins at the onset of the program and is infused throughout each of the required courses. Betty joined Indiana University after first serving in the K12 system for over 30 years. Her career in education began with a high school teaching assignment, followed by a number of building- and district-level assignments as well as national consulting work, and concluding with seven years in the position of superintendent. She received many awards and accolades for her work in the K12 arena, including Indiana Superintendent of the Year. Her expert work took her to the national level as well. She served on the executive board of the American Association of School Administrators and maintains a strong connection to this association, recently delivering the keynote address for a 2011 conference in Viet Nam.

Her dedication to her profession never stopped her from being a wonderful daughter, sister, wife, and mother. Her family has always been her number one priority. In her little spare time, she works tirelessly with her husband on the family farm in Kentucky. They have also kept busy with their two sons, Brian and Byron. Brian is a successful attorney and judge in Indianapolis. Byron is a successful surgeon in the Washington, D.C., area. When she isn’t working on Byron’s gentleman’s farm, she is running successful political campaigns for Brian. Among Betty’s passions is her love for travel in order to work with teachers around the world. She and David have visited many countries (including Germany, Spain, Viet Nam, France, Italy, and England). Her travel is always seasoned with trips to local elementary schools, high schools, and universities. She never wants to stop finding ways to assist ALL children with learning, regardless of the age of the student. One only has to talk with a former IU student to understand her commitment to the job. As one student commented, “she is a tough teacher, but I learned so much from her. A day doesn’t go by that I don’t think, Dr. P. told me that. She prepared me not just to have the job, but to DO the job.”

In addition to her teaching responsibilities at Indiana University, Betty also served as the administrative placement director. This assignment involves university team support services to school districts in Indiana engaged in the selection of new superintendents. Without her dedication to placing Indiana University graduates, our Indiana schools would not have such quality candidates.

The Educational Leadership program will simply not be the same without Betty. Her leaving is bittersweet for sure. All of us in the Department of Educational Leadership today and all of us who have passed through IUB or IUPUI in the past 13 years have had our lives enriched by Betty Poindexter—by her infinite willingness to help anyone and everyone, her dedication to school leaders and school leadership, her mothering spirit, and her huge heart and warm capacity for friendship.

We thank her and we will miss her dearly. Our loss is someone else’s gain, because the Betty Poindexter I know will flunk retirement. We will see her skills and presence somewhere. All our blessings go with you.

Barbara Erwin
Frona Powell

Frona Powell received a B.A. cum laude in 1970 from Indiana University, where she majored in English and classics and was inducted into Phi Beta Kappa as well as Eta Sigma Pi. Following graduation, she taught high school English in New Albany for several years. She returned to Bloomington for law school and earned a J.D. cum laude in 1976. She then entered the practice of law, first as an associate in a Bloomington law firm and later as a lawyer employed in city government by the City of Bloomington. She joined the faculty of the Indiana University School of Business (now Kelley School of Business) in 1987 as assistant professor of business law. She was promoted to associate professor of business law in 1993.

Frona’s research program initially focused on the legal responsibilities of vendors, lessors, and builders with regard to the safety and quality of residential and commercial property. In the early 1990s, her focus shifted to a second stream of research in environmental law and land use. Her work has been published in a variety of well-respected law journals, including the Washington University Law Quarterly (now Washington University Law Review), American Business Law Journal, Nebraska Law Review, and many others. She was an editor of and regular contributor to the Real Estate Law Journal, publishing five articles in that journal over the course of her career, as well as authoring a regular column on environmental law from 1996 to 1998.

Frona is highly respected not only as a scholar but also as an innovative and effective teacher. Her teaching assignments included the required undergraduate business law course; undergraduate elective courses in real estate law, environmental law, ethics, and legal research; and graduate courses in the Kelley Direct Online MBA Program. Deeply interested in international educational experiences, she taught abroad in Germany, the Netherlands, and Croatia, and was awarded a Fulbright Senior Specialist Grant for Croatia in 2007.

These international experiences bore fruit for her subsequent research and teaching. Her experience teaching environmental law in the Netherlands increased her exposure to international environmental issues. Frona was among the first faculty members in the Kelley school to pursue a strong interest in environmental affairs. She not only published a textbook on environmental law and taught the school’s environmental law course for many years, but was chair of the Environmental Affairs Committee and served as the school’s environmental affairs coordinator.

Frona’s involvement in online education deserves special mention. She was a key asset of the Kelley Direct program, which is now one of the world’s premier online education programs, boasting more than 1,600 students and many educational and corporate partnerships around the world. When Kelley Direct was in its infancy, Frona was the first to contemplate how a course on business law and ethics could be effectively translated into the online environment. Although pedagogical techniques for online education were largely a mystery to most faculty members at the time, Frona intuitively grasped that online learning could be best advanced with assignments and assessments that engaged students with each other as well as with the instructor. She developed a completely asynchronous course, Law and Ethics in Business, which featured interactive assignments, including an engaging team-based simulation. Frona has always been generous in sharing ideas and materials with colleagues, who still use them when teaching the course.

When Kelley Direct began partnering with corporations to provide graduate education to their employees, Frona was asked whether she could develop a course on product liability for General Motors. Her response was, “Yes, I can,” but her thoughts were, “What do I know about cars?” From this moment of self-doubt, she went on to develop an award-winning course, Product Liability in the International Marketplace. This course connected the legal framework of product liability to students’ corporate experience, effectively marrying the theoretical with the experiential. She consistently led Kelley Direct faculty in student evaluations and earned the General Motors Outstanding Distance Learning Faculty Award for the course in 2008. She also won the Kelley Direct Teaching Excellence Award in 2007.

Throughout her career, Frona was actively involved in civic and governmental organizations for the state of Indiana and the Bloomington community. For example, she was a longtime member of the Utilities Service Board of Bloomington and of the State of Indiana Solid Waste Management Board. Within the Kelley School, she chaired the Academic Fairness Committee for a number of years and was a member of the Teaching Excellence Committee. A member of the Academy of Legal Studies in Business since the inception of her career, Frona served as president of the Tri-State Business Law Association and organized a conference of the organization in Bloomington.

Her colleagues and I will always remain appreciative of the ways in which Frona has enriched our department, the Kelley school, and our community and state. We will also miss her ready smile, wonderful sense of humor, sound judgment, and calm presence. In addition to being a respected scholar, award-winning teacher, pioneer of distance education in legal studies, effective advocate of international education and environmental interests, and actively engaged citizen, she has been a wonderful colleague. We will miss her greatly!

Jane Mallor
J. C. Randolph

J. C. Randolph came to the School of Public and Environmental Affairs in 1974, two years after its creation, and was charged by SPEA’s founding dean, Charles Bonser, to develop a Masters of Science in Environmental Science (MSES) degree program. This MSES program was the first of its kind in the country. Subsequently, J. C. helped to recruit a cadre of very impressive young faculty members to help shape the “environmental” in the School of Public and Environmental Affairs.

J. C. is a native of Texas and earned a B.A. in zoology and an M.A. in ecology from the University of Texas at Austin. After completing his Ph.D. in ecology at Carleton University in Ottawa, Canada, he spent two years at Oak Ridge National Laboratory in Oak Ridge, Tennessee, as a research ecologist. In 1974 he came to IUB and was appointed assistant professor of zoology in the biology department and assistant professor of environmental science in the School of Public and Environmental Affairs. He quickly moved through the academic ranks, becoming an associate professor in 1977 and full professor in 1983.

J. C.’s scholarly pursuits evolved from forest ecology into the ecological aspects of global environmental change, as well as the environmental aspects of energy development and its use. J. C. was one of the first to pioneer the use of Geographic Information Systems (GIS) at Indiana University, establishing a highly sophisticated GIS lab at SPEA. He stimulated and taught the use of GIS and remote sensing in the management of environmental and natural resources. He authored or co-authored over 50 peer-reviewed journal articles with his students and collaborators at various institutions, including Purdue University. In the process, J. C. trained a small army of Ph.D. students, serving on 64 doctoral dissertation committees, of which he chaired 14.

J. C.’s research has always been well supported with major grants from such diverse sources as the U.S. Department of Energy, the U.S. Fish and Wildlife Service, the U.S. Forest Service, the U.S. Army Corp of Engineers, the National Science Foundation, and many more. Toward the end of the 1980s, J. C. played a key role in the creation of the National Institute for Global Environmental Change (NIGEC). Working with colleagues at Harvard, the University of California, and Tulane, he obtained the support of the U.S. Department of Energy—and in turn Congress’s authorization and appropriations—for NIGEC. In 1990 J. C. became the director of the Midwest Center of NIGEC, located at SPEA, and oversaw a host of multidisciplinary research programs focused on the environmental impacts of climate change. Through NIGEC, J. C. supported, among other things, the creation of a CO2, water, and energy flux measurement tower in Morgan-Monroe State Forest, which is part of the AmeriFlux/Fluxnet network and is still fully active today.

J. C. held administrative positions in SPEA. In addition to building and directing the MSES program, he also served as director of the Ph.D. in Environmental Science program from 2000 to 2008. From 2004 to 2008 he directed the MSES program again. From 1986 through 1989, he served as associate dean for research and external programs at SPEA, putting his vast experience in grantsmanship to the service of the school. During his tenure at SPEA, he saw the school grow from about a dozen faculty members and 100 students to a highly ranked institution with more than 70 full-time faculty members and close to 2,100 students.

J. C. has been a very successful teacher and an outstanding mentor for both master’s and Ph.D. students. The courses he taught followed his research interests, from applied ecology and forest ecology to GIS, remote sensing, and global environmental change. No matter how busy he was with administrative and scholarly pursuits, he always made time for his students and took a very personal interest in their academic endeavors and career aspirations. Students would seek J. C. out for advice, whether he served as their program director or not. J. C. has kept in contact with many of his former students, both master’s and doctoral, and is proud to learn about their career successes. Last year, for instance, he celebrated the promotion of two of his former post-docs to full professor at their respective institutions.

Retirement will give J. C. more time to devote to his yard, garden, and greenhouse. J. C. also loves woodworking, and over the years he has built up a well-equipped woodworking shop that would be the envy of many professionals. With his wife, Mary, he shares an interest in international travel, of which they want to do much more than has been possible to date. However, the big passion that J. C. and Mary share is dogs—big dogs! For many years they have bred, groomed, and trained Newfoundlands (they own Water’s Edge Newfoundlands) and have won numerous awards at dog shows. In 2008 they added Labrador retrievers to their kennel (Eagle Bay Labradors) and have enjoyed even more success with them. In fact, recently two of the Labrador girls won the American Kennel Club (AKC) Grand Championships and Mary started training to become an AKC judge.

Henk Haitjema
Albert Ruesink

Al Ruesink retires in June 2012 after 45 years of service to IU. Born and raised on a farm near Adrian, Michigan, Al spent his youth learning botany and zoology from a very practical point of view. He received an early lesson in growth and development when his father challenged him to carry a newborn lamb down the road to a nearby bridge and back every day to build up his strength. The lamb grew much faster than Al’s muscles!

Al attended a one-room brick schoolhouse from grades K-8, then moved on to the big high school in town, where he graduated as the valedictorian of his class of 220 students in 1958. He then attended the University of Michigan, completing his B.A. in botany in 1962 with high honors and distinction. At Michigan, he met the love of his life, Kathy, a botany graduate student, and they are still together 51 years later. For years Kathy was a student, and they are still together.

From Michigan, Al moved on to Harvard University for graduate school, where he developed novel methods for studying the cells of plants, publishing papers in the *Proceedings of the National Academy of Sciences* and in *Science*, two of the most respected scientific journals. He completed his Ph.D. in biology in 1966 and then moved on to a post-doctoral research post in Zurich at the Swiss Federal Institute of Technology.

Indiana University was fortunate to entice Al back to the Department of Botany in 1967, a mere five years after completing his B.A. and at the ripe old age of 27. Al moved up through the professorial ranks, becoming an associate professor in 1972 and professor in 1980.

Al distinguished himself early in his IU career as a talented and dedicated teacher and highly effective administrator, making major contributions to the curriculum design of what was then called the Division of Biological Sciences. He was “rewarded” for these efforts by being appointed the director of undergraduate programs and chair of the division’s Committee on Curriculum and Courses (CCC) in 1978; Al has served as chair of the CCC ever since. This has to be the longest running committee chair of any faculty member at IU—34 years!

Al has won numerous awards for his teaching. The first came in 1980, when he received the Amoco Foundation Distinguished Teaching Award, a university-wide recognition as one of IU’s finest educators. Perhaps his most cherished awards, though, have come from his former students. In 1999 he received the Senior Class Award for Teaching Excellence in Biology and Dedication to Undergraduates (voted on by biology seniors). In 2010 he received the Student Choice Award for Outstanding Faculty, an all-campus award from the IU Student Alumni Association. In 2006, Al’s freshman molecular and cell biology class was selected by the Center for Educational Policy Research at the University of Oregon as one of 20 “best practices” courses across the nation for developing advanced placement biology standards.

To say that Al has been dedicated to undergraduates is an understatement. During 45 years at IU, Al has taught over 14,700 students, and has written more than 2,700 letters of recommendation. Al has also volunteered as a residence hall fellow for the last 28 years, sharing meals with undergraduates and acting as an informal mentor to hundreds (thousands?) more students.

Al has also been a selfless servant of the biology department and the university. The list of committees on which Al has served extends for six pages! The reason is that he is highly effective at getting people to communicate and come to consensus. These talents have also been recognized by numerous awards, including the Campus Distinguished Service Award in 1990 and the Pinnell Award for Distinguished Service in 1992. Because of his recognized people skills and deep knowledge of the university, Al was asked by President Myles Brand in 1999 to serve as his special assistant for faculty relations. In that role he advised the president on faculty-related issues for the next six years, assisting with several searches for new chancellors across the IU system. This was a particularly interesting time to work with the president, as it included the firing of Bobby Knight and ensuing controversies.

One might think Al never took time out for fun, but one would be wrong. Al and Kathy have been faculty sponsors of the IU folk dancing club for over 30 years, organizing more than 1,000 of their Friday evening dances, with Al typically serving as DJ and often teaching dance steps at the same time. On the weekends, a familiar sight on the rural roads of Monroe County is Al and Kathy on their semi-recumbent tandem bicycle. With Kathy in front in the recumbent seat and Al in back on the regular seat, the sight gives the illusion of Al pushing Kathy in a wheel chair! Al reckons they have traveled over 56,000 miles together on this bike.

Al and Kathy also found time to raise two wonderful daughters, who have now started families of their own, one in Washington and one in Vermont. I don’t expect Al and Kathy to slow down in retirement, but I do expect their grandchildren will get a little more quality time with two terrific grandparents.

Roger Innes
Michael Schwartzkopf

For more than 35 years, Professor Michael Schwartzkopf has been a national figure in choral music education. He is a masterly conductor of choral and orchestral music—classical, musical theater, or popular. He has inspired choirsters at three different universities and in church and community vocal ensembles. He is a dynamic instructor in choral methods and repertoire in addition to being an acclaimed vocal soloist of oratorio and popular music. He has been the administrative head of both choral and music education faculties. On the national level, he has served admirably for choral and music education organizations.

From his hometown of Columbus, Indiana, Michael entered Indiana University’s Jacobs School of Music in fall 1964 as a major in choral music education with a voice concentration. He became a member of the Singing Hoosiers and studied voice in the studio of Carl Van Buskirk. Among the highlights of his time in the Singing Hoosiers were performances at the Rose Bowl in 1967 and a USO tour to the Arctic region, including Greenland, Newfoundland, and Labrador. He graduated with a B.M.E. in 1969.

Michael entered the military and became featured soloist and chorister with the prestigious United States Army chorus, The Army Blues. After three years in the army, he returned to Indiana University to pursue a Master of Music in choral conducting, which he received in 1976. During this time he was a graduate assistant to the Singing Hoosiers.

Michael joined the faculty of Mercer University in Macon, Ga., (1976–1986) and later became director of choral activities at Illinois State University (1986–1995). At the University of Iowa School of Music he was a doctoral candidate under the tutelage of Don Moses, completing the D.M.A. in 1982.

In 1995 he joined the faculty of the Jacobs School of Music as a member of the choral and music education departments and as director of the Singing Hoosiers. Michael is a member of the Alliance of Distinguished and Titled Professors and holds the Pam and Jack Burks Professorship in Music. He has served as the chair of the Department of Music Education and as the interim chair of the Choral Conducting Department. Estelle Jorgensen, professor of graduate music education, in reference to Michael’s time as chair of music education, remarked:

“Michael has made a tremendous contribution to the music education department. He chaired the department during a time of rebuilding and helped bring the faculty together around a refocused mission. He brought the important artistic insights of a choral conductor to the department’s work and mentored undergraduate and graduate choral music education majors preparing for school and college teaching positions. His wide experience was invaluable as the department did a top-to-bottom review of its undergraduate and graduate curricula to better serve the needs of its constituencies. And he was a good colleague—cheerful, energetic, and professional in his dealings with others.”

Michael’s teaching responsibilities included courses in advanced choral conducting, secondary school choral methods, production of musicals and madrigal dinners, and the Singing Hoosiers. He supervised graduate students who were teaching beginning conducting and conducted six musicals for IU Opera and Ballet Theater.

His relationship with faculty and students is commendable. Professor Stephen Pratt writes:

“I had the opportunity to work closely with Michael Schwartzkopf in many diverse activities. It was easy to see, as I observed his rehearsals, the special bond he had with his singers. He treated them as valued individuals, even as he demanded the highest standards of musicianship and professionalism. I will always remember his caring attitude and enthusiasm for the students and for the Indiana University Jacobs School of Music.”

The Singing Hoosiers have flourished under Michael. A highlight was a PBS special, “Christmastime is Here,” with Erich Kunzel and the Cincinnati Pops Orchestra. Two albums, also with the Cincinnati Pops, were recorded by TELARC: Walt Disney Magical Musicals and Christmas with the Pops. Annually the Christmas concert and spring concert each draw an audience of 3,000. Every year the Singing Hoosiers perform numerous concerts throughout the United States. Michael and the Singing Hoosiers are especially proud of joining Sylvia McNair at the Cancer Benefit Concert, Sing for the Cure.

The Singing Hoosiers have visited and performed in Greece, England, Wales, and China. A number of the national concert tours were in conjunction with the IU Alumni Association. Former Singing Hoosier Jennifer Goins, now a member of the IU Alumni Association’s professional staff, relates:

“I’m pleased that through a strange twist of fate, I have had the honor to work with Dr. Schwartzkopf and the Singing Hoosiers through my position at the IU Alumni Association. Whether it be a single concert, an alumni tour, or a special reunion or homecoming event, his students leave our alumni with an experience that they are not likely to forget. He is a true professional and he models that in every way possible. I am sad to see him retire from IU, but I know the legacy that he leaves will be tremendous and one not forgotten. My life has truly been touched by him—my teacher, mentor, director, colleague, and friend.

Michael and his wife, Marilyn, look forward to retirement in South Carolina, where he just might enjoy golf every day. Michael and Marilyn are parents to a daughter, Heather, and a son, Chad.

Robert E. Stoll
Andrea Singer

In reviewing Andrea Singer’s career, it is not difficult to see the significant contributions she has made to international studies at Indiana University. From her first position as a librarian in the mid-1970s to the time of her retirement, she has devoted herself to strengthening the collection and improving our knowledge of cultures around the world.

Andrea joined IU Libraries in 1975 as assistant librarian for Latin American documents in the Government Publications Department. In that role, she provided reference and instruction for all levels of government documents and was responsible for the development of the Latin American documents collection. In 1978, she left IU Libraries for family reasons.

In 1981, Andrea returned to IU Libraries as the foreign documents librarian in the Government Information, Microforms, and Statistical Services Department. She was promoted to associate librarian in 1985 and worked in that role until her retirement. Throughout those many years, she remained enthusiastic about seeking new opportunities to help promote the libraries and the field of library science.

Andrea took on a special assignment as an instruction librarian in 1982. In this role, she developed library instruction materials and taught specialist bibliography classes. She also implemented an orientation program for international students and a faculty seminar program. In 1986, she accepted an additional one-year assignment as acting librarian for anthropology, folklore, sociology, and women’s studies. A decade later, she again assumed that role.

Andrea made remarkable contributions to international studies as well. She was awarded a Fulbright grant for an exchange with the documents, sociology, and education librarian at the University of Surrey-Guildford, U.K., in 1984. While in England, she gave a slide-show presentation and talk about the IU Libraries; visited librarians at the British Library, Cambridge University Library, Oxford Polytechnic Library, and the University of Edinburgh Library; and attended conferences of the University, College, and Research Section of the Library Association and the annual meeting of European Documentation Centre librarians in London.

In 1985, she became a consultant to the Central Library of the University of Indonesia (UI), Jakarta. As a member of the Midwest Universities Consortium for International Activities, she acted as a technical assistant, planning a new facility and developing collections for library services at the university. Through this relationship, she visited six libraries and teacher-training institutes in Central Java. That same year, she received a grant from the Indiana University President’s Council on International Programs to visit the Textile Museum in Washington, D.C., and develop a bibliography on ikat textiles of eastern Indonesia.

Andrea became the collection librarian for the new India Studies Program in 1997. The program was awarded a three-year Title VI-A grant under the International Studies and Foreign Languages Program to develop undergraduate education about India in Indiana. In her new role, she selected, acquired, and cataloged materials in the Hindi and Sanskrit languages. After only five months, it was noted that “The personal attention of Andrea Singer, associate librarian, and Rebecca Mangring … has already produced a remarkable turnaround in the collection management.” As is usually the case with Andrea, she was so enthusiastic about her new position that she began planning a sabbatical to study Hindi and Sanskrit and travel to India to gain a better understanding of the culture and customs.

In 1998, she accepted a special assignment as an instruction librarian in India. In that role, she developed library instruction materials and taught specialist bibliography classes. She also implemented an orientation program for international students and a faculty seminar program. In 1986, she accepted an additional one-year assignment as acting librarian for anthropology, folklore, sociology, and women’s studies. A decade later, she again assumed that role.

Andrea made remarkable contributions to international studies as well. She was awarded a Fulbright grant for an exchange with the documents, sociology, and education librarian at the University of Surrey-Guildford, U.K., in 1984. While in England, she gave a slide-show presentation and talk about the IU Libraries; visited librarians at the British Library, Cambridge University Library, Oxford Polytechnic Library, and the University of Edinburgh Library; and attended conferences of the University, College, and Research Section of the Library Association and the annual meeting of European Documentation Centre librarians in London.

In 1985, she became a consultant to the Central Library of the University of Indonesia (UI), Jakarta. As a member of the Midwest Universities Consortium for International Activities, she acted as a technical assistant, planning a new facility and developing collections for library services at the university. Through this relationship, she visited six libraries and teacher-training institutes in Central Java. That same year, she received a grant from the Indiana University President’s Council on International Programs to visit the Textile Museum in Washington, D.C., and develop a bibliography on ikat textiles of eastern Indonesia.

Andrea became the collection librarian for the new India Studies Program in 1997. The program was awarded a three-year Title VI-A grant under the International Studies and Foreign Languages Program to develop undergraduate education about India in Indiana. In her new role, she selected, acquired, and cataloged materials in the Hindi and Sanskrit languages. After only five months, it was noted that “The personal attention of Andrea Singer, associate librarian, and Rebecca Mangring … has already produced a remarkable turnaround in the collection management.” As is usually the case with Andrea, she was so enthusiastic about her new position that she began planning a sabbatical to study Hindi and Sanskrit and travel to India to gain a better understanding of the culture and customs.

In 1998, she accepted a special assignment as an instruction librarian in India. In that role, she developed library instruction materials and taught specialist bibliography classes. She also implemented an orientation program for international students and a faculty seminar program. In 1986, she accepted an additional one-year assignment as acting librarian for anthropology, folklore, sociology, and women’s studies. A decade later, she again assumed that role.

Andrea made remarkable contributions to international studies as well. She was awarded a Fulbright grant for an exchange with the documents, sociology, and education librarian at the University of Surrey-Guildford, U.K., in 1984. While in England, she gave a slide-show presentation and talk about the IU Libraries; visited librarians at the British Library, Cambridge University Library, Oxford Polytechnic Library, and the University of Edinburgh Library; and attended conferences of the University, College, and Research Section of the Library Association and the annual meeting of European Documentation Centre librarians in London.

In 1985, she became a consultant to the Central Library of the University of Indonesia (UI), Jakarta. As a member of the Midwest Universities Consortium for International Activities, she acted as a technical assistant, planning a new facility and developing collections for library services at the university. Through this relationship, she visited six libraries and teacher-training institutes in Central Java. That same year, she received a grant from the Indiana University President’s Council on International Programs to visit the Textile Museum in Washington, D.C., and develop a bibliography on ikat textiles of eastern Indonesia.

Andrea became the collection librarian for the new India Studies Program in 1997. The program was awarded a three-year Title VI-A grant under the International Studies and Foreign Languages Program to develop undergraduate education about India in Indiana. In her new role, she selected, acquired, and cataloged materials in the Hindi and Sanskrit languages. After only five months, it was noted that “The personal attention of Andrea Singer, associate librarian, and Rebecca Mangring … has already produced a remarkable turnaround in the collection management.” As is usually the case with Andrea, she was so enthusiastic about her new position that she began planning a sabbatical to study Hindi and Sanskrit and travel to India to gain a better understanding of the culture and customs.

The same year, Andrea participated in a faculty exchange program between Indiana University and the University of Yaounde I. She spent three months in Cameroon, traveling to libraries and archives, government offices, and bookstores throughout the county. She acquired many government publications and purchased a large collection of books to increase the Cameroon collection for IU Libraries.

A decade later, Andrea’s enthusiasm for strengthening and expanding the libraries’ international collections was still apparent. She approached the head of collection management, proposing that the Tibetan Studies portion of a retiring colleague’s responsibilities be reassigned to her. The result was development of the collection and related websites and a greatly enhanced prominence of the Tibetan Studies Program at Indiana University.

Along with her outreach and collection development, Andrea has contributed significantly through writings and presentations. In 1997, she wrote the sections on Mongolia, Brunei, Cambodia, Laos, Indonesia, Malaysia, and Vietnam in the American Library Association Government Document Roundtable’s Guide to Official Publications for Foreign Countries. The same year, she presented “Resources on India” at a workshop for teachers sponsored by IU’s Center for Global Change and IU Libraries. In 2003, she wrote “Providing Access to Sources for India Studies at Indiana University Libraries: Piecing a Quilt,” an article that was co-published in The Acquisitions Librarian and Acquisition in Different and Special Subject Areas.

Andrea’s appreciation for international culture has been contagious with her colleagues and staff. She has served as mentor (informally and formally) to an untold number of students from the School of Library and Information Science. Her flexibility and pleasant working relations with staff and colleagues will be missed. We wish her the best as she enjoys her retirement—whether it be traveling, working on textiles, or simply enjoying the lakeside cottage with her husband, family, and friends.

Lou Malcolm
Maura Stanton

Maura Stanton was born September 9, 1946, in Evanston, Illinois, the oldest of nine children, to Joseph Stanton, a salesman, and Wanda Stanton, a nurse. Both parents served in World War II, where they first met in London and then married in Paris. An avid reader since childhood, Maura credits the imaginative world of fairytales, as well as the romance of her parents’ lives before settling in the Midwest, as inspiring and eventually reflecting her own work as a writer.

With a nod to Edward Lear, the fantastic biography as written by Maura Stanton might read as follows: “Born a mouse, raised a cat, she made a pair of wings out of old Venetian blinds and glued them on with pancake batter.”

Maura received her B.A. from the University of Minnesota and her M.F.A. from the University of Iowa, where she studied in both poetry and fiction workshops. In 1972, she married fellow poet Richard Cecil, who currently teaches in the Hutton Honors College and the M.F.A. creative writing program.

Maura’s first book of poetry, Snow on Snow, won the Yale Series of Younger Poets Award in 1975, selected by Stanley Kunitz, who aptly called Maura “a poet of snow and flame.” Snow on Snow was reissued by Carnegie Mellon University Press in 1993 as part of its contemporary classics series. Her second book, Cries of Swimmers, was published by the University of Utah Press in 1984 and reissued by Carnegie Mellon University Press in 1991. She also authored four more books of poems: Life Among the Trolls, Tales of the Supernatural, Glacier Wine, and the most recent, Immortal Sofa, published by the University of Illinois Press. She also wrote three short story collections: The Country I Come From; Do Not Forsake Me, Oh My Darling; and Cities by the Sea; as well as a novel, Molly Companion, which was set in South America. It was later translated into Spanish and republished under the title Rio Abaja.

The poem, “Dead Moth in a Bottle of Mineral Water,” from Immortal Sofa, succinctly reflects the gentle balance of Maura’s wit and compassion as the moth speaks: “Before you pour me down the kitchen sink or else return the bottle to the store/let me explain./It’s true I ruined your drink but not on purpose./You see I meant to soar on new lavender wings...”

Maura’s work is the recipient of numerous awards, including the Lawrence Foundation Prize in fiction from Michigan Quarterly Review in 1982; the Frances Stellof Fiction Prize in 1975; two National Endowment for the Arts grants in 1974 and 1982; the 1998 Nelson Algren Award for a story, “Ping-Pong”; the 2001 Richard Sullivan Prize in Short Fiction; and the 2003 Michigan Literary Fiction Award.


Before joining the faculty at Indiana University in 1982, Maura taught at the State University of New York College at Cortland (1972–1973), the University of Richmond (1973–1977), Humboldt State University (1977–1978), and the University of Arizona (1978–1982). She was also named the distinguished author in residence at Mary Washington College for 1981–1982.

Maura’s talents also extended to the classroom; for almost 30 years at IU she mentored and inspired both undergraduate and graduate students in fiction and poetry and gave tirelessly and generously to both the creative writing program and her students. A number of her mentees have gone on to have distinguished careers as writers themselves. During a farewell dinner given for Maura last year by the creative writing program, current students read aloud letters and notes from former students who expressed gratitude for Maura’s guidance and support over the years.

In 2010, in recognition of her illustrious career, Maura received the Distinguished Scholar Award from the Office of Women’s Affairs at Indiana University.

Both Maura and her husband, Richard, are familiar faces on the streets of Bloomington, where they can be seen walking everywhere to do errands or just enjoying the outdoors, regardless of the weather. They are also ardent travelers who have spent a good deal of time abroad, with shared interests in an array of arts, including musical and visual. As Maura’s writing demonstrates, she is a close observer of the world in all its breadth.

In a poem by Maura featured on Verse Daily, the speaker notes: “Prayers are rare these days—instead I get/millions of poems constructed out of words/that sizzle in three thousand languages/a few of them paens, but most ironic jabs.”

When asked what she will do in her retirement, Maura replied in her characteristically matter-of-fact way, “I’m going to go be a writer.”

Alyce Miller
Herbert A. Terry

Herb Terry’s long career at IU is characterized by voracious curiosity, love of learning, interest in complex organizations, a deep underlying commitment to IU students and, more broadly, to the common good of this institution.

Raised in California by his carpenter father and homemaker mother, Herb was the first in his family to go to college. He excelled in school and attended Stanford University as an undergraduate in the turbulent but stimulating late 1960s. Herb acknowledges the lasting influence that student and faculty protest over the Vietnam War and in behalf of civil rights had on him, especially the fact that protest was pursued passionately and had a participant’s view often jointly by both groups. He majored in history but had a participant’s view of those times.

Herb earned his Ph.D. from the School of Journalism and Mass Communication at the University of Minnesota and joined IU in 1974, strongly attracted by Herman B Wells’ vision of universities as institutions where faculty played a vital role in shaping campus life. Herb looked forward to making such contributions and, over the years, gave his time and attention to this institution, even as the institution evolved away from Wells’ vision.

Herb’s abiding interest has been in how complex systems function and how their outputs can be affected, especially when those outcomes affect society. Initially this interest led him to focus on media law and policy—especially the mandate in the Communications Act of 1934 that required broadcast media to serve the public interest. He became an expert in this area, co-authored a highly respected book about the politics of broadcast regulation, and published in this field through the 1990s. He stepped back from these pursuits when deregulatory philosophy came to dominate and it became clear that policy makers paid little attention to input from academics. Simultaneously, he became increasingly attuned to the development of communications policies and institutions in the formerly communist world. He entered a phase of his career where he taught and conducted research—including a stint as a Fulbright lecturer—in Russia, Kyrgyzstan, Tajikistan, Latvia, Indonesia, and China.

While he enjoyed his overseas experiences, Herb’s heart was here. When an opportunity arose to develop what is now IU’s Global Village Living-Learning Center, Herb jumped at the chance and was selected by College of Arts and Sciences Dean Kumbe Subbaswamy to serve as its founding director. For Herb, this was a dream job: He had to work within IU’s complex structure to create the housing center, recruit undergraduates committed to understanding international issues, and set up a structure and schedule of classes and activities in which students would flourish. The center succeeded and continues to enhance undergraduate education in foreign languages and international studies.

Herb was an innovative, demanding, and thoroughly engaged teacher. For years, he taught his department’s required course on media law, a rite of passage for all telecommunications students. Decades later, many still remember what they learned in the course—and fondly recall the thought processes and high standards he taught them to value. Well before cell phones, Herb recognized the importance of telephony and was the first at IU to teach a course about it. He was also the first to devote a course to reality TV—a freshman seminar that taught incoming students about multiple paradigms, including economics, psychology, sociology, technology, and ethics. Whatever he taught, Herb gave of himself: He prepared meticulously, explained everything thoroughly, and was always up-to-date in often very rapidly changing fields. He was available whenever students wanted to meet, giving them every opportunity—including one-on-one oral exams—to demonstrate that they understood the central principles in each course.

Always willing and available to help, Herb epitomized extraordinary and fair-minded faculty citizenship. He has been active in faculty governance since he arrived at IU, and has been a member of the American Association of University Professors since his graduate student days. Herb frequently served on the Bloomington and University Faculty Councils, becoming the BFC president and UFC co-secretary in 2008–2009.

He has served as a member and often chair of just about every departmental, College of Arts and Sciences, and IU Bloomington standing faculty committee, including many years as a member of the BFC’s Budgetary Affairs Committee. He was available seven days a week to help with curricular issues, tenure and promotion cases, vision statements—indeed, with all matters related to the department’s and university’s well-being. It is impossible to overstate his commitment to the common good.

Like many academics, Herb had his quirks. His office was always stuffed with books, papers, and articles he was loathe to toss aside; the area around his home garage featured over a dozen old cars he had disassembled and restored; his mind was filled with all the intricacies of IU budgeting, local and state policies and politics, and federal policies related to broadcast regulation and higher education. Yet Herb’s vision was always clear, his reasoning airtight, his writing fluid, his demeanor calm.

Herb remains fascinated by complex systems such as IU. I suspect that in retirement he will miss contributing to our system. I know we will miss those contributions.

Walter Gantz
Terry R. Usrey

Terry Usrey was born in Indianapolis in 1950 and grew up in Greenwood, Indiana, attending Center Grove schools all 12 years. Terry was a first generation college graduate, attending Indiana University from 1968 to 1972, receiving a B.S. in mathematics and a minor in chemistry from the School of Education. Terry became a public school teacher in 1972 and taught math and science until 1981. During this time, He earned an M.A.T. degree in mathematics from Purdue University. While he was teaching an advanced math class at Eastern Greene County schools in 1981, Terry and his students were given permission to purchase and experiment with a revolutionary new device—a desktop computer. The class quickly learned to operate and program the device. This experience ultimately led to a major change in career trajectory.

Terry resigned his teaching position and enrolled in the new M.S. in computer science program at Indiana University in fall 1981, completing the degree in spring 1983. While pursuing the second master’s degree, Terry served as a teaching assistant for the IU mathematics department, teaching calculus, statistics, and college algebra. Terry’s second career began in 1983, when he was hired as a computer hardware specialist for Bloomington Academic Computing Services (BACS) at IUB. Over the next two decades, BACS evolved along with the computer revolution and Terry’s role in the computer services sector grew accordingly, including appointments as technical advisor to the dean, senior systems analyst, manager for student technology centers, and university director for networks.

During his 21 years of service as a computing professional, Terry chose to continue teaching through adjunct faculty appointments at Ivy Tech Community College and at IU’s School of Public and Environmental Affairs. The later adjunct appointment ultimately led to another career change in 2004, when Terry was appointed lecturer in SPEA, teaching courses in information technology management, database design, information systems, and e-government. Terry was promoted to senior lecturer in SPEA in 2009. During his tenure with SPEA, he served as advisor for master’s students pursuing the Management Information Systems (MIS) concentration; and counseled SPEA undergraduates pursuing the minor in information systems. Terry also assisted and advised numerous undergraduate honors students in various courses, and served as thesis advisor to four of those honors students.

Between 2004 and his retirement in 2011, Terry was recognized by SPEA and the university for teaching performance with two Outstanding Undergraduate Teaching Awards and two Trustees’ Teaching Awards.

Terry plans to continue teaching part time in retirement, and has every intention to continue country life with his wife, Terrie L. Usrey, at their homestead in the Morgan-Monroe State Forest, where they tend a large garden, a small herd of dairy goats, a flock of chickens, a vineyard, and a small orchard. Along with the modern-day homesteading lifestyle, Terry is involved in several volunteer community organizations. His volunteering as director of the local chapter of the Hoosier Environmental Council in 2005 led to significant involvement in the Bloomington Eco-Center and with the Bloomington Center for Sustainable Living (CSL). During this time (2006–2008), Terry developed an interest and expertise in renewable energy, specifically solar power. That interest evolved into the founding of the Southern Indiana Renewable Energy Network (SIREN) in 2008. Since its establishment, SIREN has been active in educating the community about renewable energy and in advocating for more and quicker adoption of solar power for Bloomington and Monroe County. Terry has every intention of maintaining his volunteer contributions to the community through continued work in SIREN and the CSL.

Barry Rubin
Summer work at Inland Steel Company in northwest Indiana might seem unlikely to contribute to the making of a distinguished scholar, but for David Weaver it did. Carrying huge wrenches for repair crews in the intense heat of the mill caused Dave to think deeply about his mother’s dream that he excel at Indiana University, where he was studying journalism and sociology. She had graduated from the University of Chicago and, although she tragically died when he was an IU senior, had a profound impact on his life and stellar career.

Dave was so studious that his Delta Chi fraternity brothers nicknamed him “grumpy” because he sometimes complained that their noise was interrupting his study. Still, they had enormous respect for him, and one of them introduced him to IU undergraduate Gail Shriver, whom he later married.

Dave worked on the Indiana Daily Student as an undergraduate, serving as assistant editor his senior year. One story he wrote about a cross burning in which he identified Ku Klux Klan leaders led to their visiting the IDS newsroom in search of Dave. Although he was seated nearby, the editor was alert and told them no one knew where Dave was. Fortunately, no threats were made, but the incident gave Dave an intense realization of the power and importance of journalism and fired his desire to learn more about it. He also worked a summer for the Gary (IN) Post Tribune, broadening his understanding of the role of journalism in urban settings. Feeling that he needed to study the field more deeply, Dave did graduate work in journalism after graduating in 1968. That’s when I discovered his enormous talents; he became my first research assistant, a position that led to a collaboration lasting more than 40 years.

When Dave completed his M.A. in 1969, he left Bloomington to fulfill his R.O.T.C. obligation as a signal officer in the U.S. Army. While in Long Binh, South Vietnam, with the 40th Signal Battalion in 1971, he was awarded the Bronze Star for meritorious service. We kept in touch and, as he was completing his tour of duty, I urged him to apply for doctoral study at my alma mater, the University of North Carolina at Chapel Hill. My friends there would soon regard him as among their finest students. He was awarded a Ph.D. in mass communication research in 1974 and was actively recruited by several universities. The late Richard G. Gray, then dean of IU’s School of Journalism, agreed that we should invite Dave to interview for a faculty position. An offer was made, Dave accepted quickly, and in 1974 he began a 37-year career at the place he had come to love as an undergraduate.

One of the most vivid memories of his first few weeks as a new faculty member in Ernie Pyle Hall was meeting John Stempel, the retired former journalism chair who was beloved but quite a curmudgeon. Stempel, who had taught Dave editing as an undergraduate, said, “Some people really surprise you!” as he shook his hand. The conversation very likely quickly turned to IU basketball, about which both were passionate. Dave’s loyalties were somewhat divided then because he had become even more excited at Chapel Hill, watching the success of the Tarheels. Soon, though, he focused avidly on the Hoosiers, and even named his son Quinn, a choice partly inspired by Quinn Bucker, a celebrated IU player of those years.

Our research collaboration resumed during Dave’s first year back at IU. While pursuing his doctorate, he had worked as wire editor for The Chapel Hill Newspaper, one of the best community papers in the country. The experience deepened his interest in the personalities and professional values of journalists, something that interested me as well. Three national studies of American journalists, over three decades, resulted in books that brought Weaver acclaim. Even before publication of the first book in the American Journalist series, Dave won, in 1983, the prestigious Kriegbaum Under-40 Award that is given annually to the most outstanding young scholar by the Association for Education in Journalism and Mass Communication. Four years later, in 1988, he became the first titled faculty member in the history of the School of Journalism as the Roy W. Howard Research Professor. In 2009, Dave was given the top honor in our field, the Paul J. Deutschmann Award for Excellence in Research. In 2011, he reached the pinnacle for an IU faculty member, being named distinguished professor.

Throughout his career, Dave Weaver collaborated with more than 70 scholars throughout the world and launched a “global journalism” research field modeled partly on the American Journalist books. Paul S.N. Lee, Dean of the Social Science Faculty of the Chinese University of Hong Kong, in a letter supporting our nomination of Dave for distinguished professor, aptly said that Weaver “had inspired and influenced a whole generation of communication scholars worldwide.”

What will he do in retirement? Perhaps play more guitar, which he taught himself in high school, singing Bob Dylan songs. Or he may even resume the hobby of magic, for which he was well known as a teenager. Research, though, is unlikely to take much of a back seat; he has just completed a grant proposal with two longtime colleagues for another major study of a new generation of journalists.

Cleve Wilhoit