A thank you to our writers

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

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

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

Lauren Robel
Provost, Indiana University Bloomington
Honoring

Joëlle Bahloul
Professor of Anthropology and Professor in the Jewish Studies Program, College of Arts and Sciences

Philip Charles Bantin
Librarian and Director of the University Archives and Records Management, University Libraries

Robert Billingham
Associate Professor of Applied Health Science, School of Public Health

Thomas Bowers
Associate Professor of Business Law, Kelley School of Business

Richard C. Bradley Jr.
Professor of Mathematics, College of Arts and Sciences

Bonnie J. Brownlee
Chairperson and Associate Professor of Journalism, The Media School

Barry L. Bull
Professor of Educational Leadership and Policy Studies, School of Education

Claude Cookman
Professor of Visual Communication, School of Journalism

Amy Cornwell
Clinical Associate Professor of Speech and Hearing Sciences, College of Arts and Sciences

Donna J. Eder
Professor of Sociology, College of Arts and Sciences

Dennis Elliott
Lecturer in Journalism, School of Journalism

Judith A. Gierut
Professor of Speech and Hearing Sciences and Adjunct Professor of Linguistics, College of Arts and Sciences

Thomas F. Gieryn
Vice Provost for Faculty and Academic Affairs, Indiana University Bloomington; Professor of Sociology, College of Arts and Sciences

Kathleen Gilbert
Executive Associate Dean and Professor of Applied Health Science, School of Public Health

Robert Harrison
Professor of Music (Voice), Jacobs School of Music

Steven A. Hitzeman
Clinical Associate Professor, School of Optometry

Don Hossler
Professor of Educational Leadership and Policy Studies and Director of the Center for Postsecondary Research, School of Education

Gordon Lynn Hufford
Associate Librarian and Head of the E. Lingle Craig Preservation Laboratory, University Libraries

Catherine Larson
Professor of Spanish, College of Arts and Sciences

Jane P. Mallor
Professor of Business Law, Kelley School of Business

Sandia Pickel
Senior Lecturer and Director of Optician/Technician Program, School of Optometry

Orville W. Powell
Clinical Associate Professor of Public and Environmental Affairs, School of Public and Environmental Affairs

James W. Reighard
Associate Professor of Studio Art, Henry Radford Hope School of Fine Arts, College of Arts and Sciences

Robert V. Robinson
Class of 1964 Chancellor’s Professor of Sociology, College of Arts and Sciences

Robert D. Sherwood
Professor of Science Education, School of Education

Sarita Soni
Associate Vice President for Research, Indiana University, and Vice Provost for Research, Indiana University Bloomington; Professor of Optometry, School of Optometry

Rosann Spiro
Professor of Marketing and Executive Director of the Center for Global Sales Leadership, Kelley School of Business

J. Alexander Tanford
Professor of Law, Maurer School of Law

David H. Waterman
Professor of Telecommunications, The Media School

Arlington W. Williams
Professor of Economics and Director of Undergraduate Studies, College of Arts and Sciences
Joëlle Bahloul

Professor Joëlle Bahloul has served Indiana University Bloomington for nearly three decades. Through her research, teaching, and service, Joëlle has shared a deep commitment to advancing social theory and to exploring an impressive spectrum of compelling social issues. Her work made valuable contributions to programs in anthropology, international studies, Jewish studies, West European studies, and Middle Eastern studies; and her teaching has inspired several generations of students.

Joëlle’s life experience has informed her work. She was born in 1951 in Algeria and moved to France with her family in 1961, months before her native country achieved national independence after more than a century of French colonial rule. As a child of French colonial history, Professor Bahloul has devoted a large part of her professional career to the social scientific exploration of the colonial system and its aftermath in France and the Middle East. After she completed her doctoral studies at the École des Hautes Études en Sciences Sociales (Paris, France), where she obtained a doctorate in social cultural anthropology in 1981, she moved to the United States in 1986 to take a faculty position in anthropology and Jewish studies at Indiana University Bloomington. While still working in France as an independent scholar in the late 1970s and early 1980s, she made a major contribution to the sociology of literacy, which culminated in the publication of her book Lecturesprécaire, also published in Spanish in 2002 by Fondo de Cultura Económica (Mexico City). A few years before she completed her doctoral degree, Joëlle conducted an ethnographic study of the implications of the development of nuclear energy in France in the late 1970s. With this research, she contributed to the nascent social scientific study of environmental movements in Europe, an arena in which she plans to continue working after she retires.

The main body of Joëlle’s research includes numerous contributions to the ethnography of late twentieth-century Jews and Jewishness in France, Israel, and the United States, with a focus on Sephardic Jews. In this area of humanities, she devoted 40 years of ethnographic and participant observation, and gathered several thousand hours of recorded interviews, as well as a large number of photographs and video recordings. Her theoretical and ethnographic research on collective memory has been recognized internationally, as has her work on food practices and the diasporic experience. This multifaceted scholarship has produced more than 50 articles and book chapters in English and French, as well as 4 books (2 of which have been translated into English or Spanish).

Organizing lecture series and symposia has been one of Joëlle’s outstanding contributions. She helped to organize a number of the Institut of Knowledge Lectures, served on the Patten Lecture Series Committee, and built collaborative ties across campus to plan regional and international conferences. In 2010, she led the effort to convene “After 100: The Legacy of Claude Lévi-Strauss.” This international conference brought former students and scholars of Lévi-Strauss to Bloomington to honor his great intellectual contributions. She helped to organize a number of the Horizon of Knowledge Lectures, served on the Patten Lecture Series Committee, and built collaborative ties across campus to plan regional and international conferences. In 2010, she led the effort to convene “After 100: The Legacy of Claude Lévi-Strauss.” This international conference brought former students and scholars of Lévi-Strauss to Bloomington to honor his great intellectual and theoretical contributions, and sparked lively conversations among the diverse audience members. Rather than ease into retirement, Joëlle developed and planned international symposiums from around the world to examine the diverse religious movements, as well as challenges to religious tolerance.

Joëlle’s pedagogical contributions have included developing and teaching more than 20 different undergraduate and graduate courses. Joëlle filled a unique role at Indiana University by bringing personal knowledge of the French anthropological tradition and by educating American students in the approaches of the French academy. In her courses on anthropological theory, she trained students to read and explicate original texts by a number of French social thinkers, without the mediation of secondhand literature. She carried her teaching out of the classroom into local coffee shops, using conversations over coffee as an opportunity to explain French structuralism to interested students. Her courses trained students across the social sciences in ethnographic techniques, and she guided numerous undergraduate and graduate students in developing their ethnographic research projects. On multiple occasions, she labored late into the night helping graduate students craft successful grant proposals. As a research committee chair, she mentored three dozen graduate students, many of whom have obtained academic positions at universities across the United States, Canada, and Europe. In honor of her teaching, Joëlle received a Teaching Excellence Award from the Jewish Studies Program. Within and beyond the classroom, she has shared a passion for her research and has inspired students to bring similar passion to their work.

Upon news of Joëlle’s impending retirement, well wishes poured in from her students and colleagues. They remarked on Joëlle’s generosity, availability, and patience, as well as her “extraordinary ability to bring research material alive” and her “kindness of heart.” One former student family recalled Joëlle’s “elegance of mind, combined with warmth as a person and teacher, her sense of humor, and her humanity.” As Joëlle transitions to this new phase in life, her students and colleagues wish her a wonderful retirement and look forward to continuing the intellectual engagements and friendships that have made her work at Indiana University memorable, productive, and deeply appreciated.

Violette Verdy

Retiring Faculty / 5
Philip Charles Bantin

Phil Bantin came to Indiana University as the director of university archives in 1993, 20 years into his career. With degrees from Ripon College (B.A., history); Emory University (M.A., European history); and the University of Wisconsin-Madison (M.L.S., library science, with emphasis on archives and manuscript management), he had held previous positions at Queen’s University, UCLA, and most recently, Boston College.

Some readers may think that university archives are among the few institutions in the world that are pretty much the same today as they were in 1993, and that is partially true. Certainly, the fundamental mission of university archives has remained unchanged since Phil’s arrival. Under Phil’s leadership, the university archives have continued to bring the past into the present and have enriched scholarship through the use of primary resources. Examples of excellence abound, including the implementation of a process to more actively and systematically collect IU faculty papers, and developing strategies to promote and increase the use of the archives by students, faculty, and alumni.

The work of a university archivist is not, however, as predictable as one might think, and is certainly not easy. The world has changed since 1993, and the archives along with it. In the last decade, the archives changed its administrative and physical home to the IUB Libraries, and the vast majority of the archives collection was transferred to the Manuscripts Library Facility. Electronic documents and digitization and access projects have become the norm. Archiving web-based resources has become critical. A staff grown from the norm. Archiving web-based resources has become critical. A staff grown from the norm.

Phil has written prolifically and received many awards for his writing. Most notable is the 2009 Waldo Gifford Leland Award from the Society of American Archivists for his book Understanding Data and Information Systems for Recordkeeping. This award, the highest honor SAA can bestow on a publication, is for “writing of superior excellence and usefulness in the field of archival history, theory, or practice.” In 2001 Phil received both the Society of American Archivists’ Ernst Pomper Award for outstanding article in American Archivist, and the Midwest Archives Conference Margaret Cross Norton Award for best article in Archival Issues.

Phil’s significant contributions to the Society of American Archivists were recognized in 2003 when he was elected as a fellow, the SAA’s highest honor. He has served on project advisory boards and review panels for the NEH, NSF, National Archives and Records Administration, and the Library of Congress. His expertise has been recognized through multiple grants from the National Archives to develop electronic records management strategies.

Phil has advised the Finnish Defense Department (and was, in the process, introduced to sweat lodges) and the government of Malaysia. Over the past 15 years he has given over 50 presentations on electronic records management around the world, from South Africa to Vienna and, especially, Liberia.

Robert Billingham

Dr. Robert Billingham has taught human development and family studies courses in the Department of Applied Health Science at Indiana University for 35 years, from 1979-2014. He has developed courses from the 100 level through the graduate level and has taught generations of students about the various stages in our human lifespan, the interactions between children and parents, the theories of child development, and the issues, dilemmas, and paradoxes in human development and family studies. The basic lifespan course is taken by students in nursing, pre-med, public health, psychology, and sociology, and of course, our human development and family studies students. The enrollment for this course has ranged from 85 to 300 students; it is taught every semester and every summer. It is difficult to imagine how many children’s lives Dr. Billingham has influenced through this course. He has also taught the more in-depth courses on each stage of life with the same enthusiasm.

Another course that Dr. Billingham held a significant impact on IU students of all majors. In 1993, 15 years ago in the 90s and it was excellent! My kids’ mother and I had split. I read the text that you used at that time and shared it with their mother as well. It really helped both of us and our children. All of my kids now have master’s degrees. Please share with me the text that you used. I would like to share it with others.

I am having a graduation party, and my mom and my dad will be here. They have not talked to each other in a long time. I graduated from high school. So if we could meet to talk about how I can share equal time with them, and about how to deal with them, I would greatly appreciate some advice.

Your class had a profound impact on my own life, was a child of a contentious divorce, and before taking your class I emotionally struggled with the impact that it had on me. After taking your class, not only did I come to terms with the divorce, but I confronted my parents and made them realize the impact it had on me. Since then, my relationship with each of them has improved, and I am in a healthy marriage. Hopefully my sibling that is involved in a divorce of that has occurred in my family for generations.
Thomas Bowers

Tom Bowers was born and raised in Greenville, Ohio. At an early age, he showed his potential for leadership and strategic thinking by organizing a union of paper carriers for the Greenville Daily Advocate. At 14 years old, he led the union through a successful strike that resulted in higher compensation for the paperboys.

Tom graduated summa cum laude with a B.S. in finance in 1974 from The Ohio State University, where he played freshman basketball for the Buckeyes and served as president of the Undergraduate Student Council in the College of Business. He received the Reiser Award as the Outstanding Scholar and Leader in the college. From there, he went on to earn a J.D. degree in 1977 from New York University School of Law.

Tom then joined the faculty of the Kelley School of Business. With the exception of one-year stint as a visiting professor of law at the University of San Diego School of Law in 1983–84, Tom devoted all 37 years of his professional career to the Kelley School. In his nearly four decades on the faculty, he has been a mentor, trusted advisor, and model of professionalism to his students.

It is difficult to capture on the page what an outstanding educator Tom is. Certainly, one can look to the truly outstanding statistics that are indicators of teaching excellence. The student evaluations for Tom’s class are—and have been for decades—consistently among the highest in the Kelley School. Students routinely remark about his extraordinary commitment to student learning and his investment in the students’ professional and personal lives during their time in class, and beyond.

That esteem for Tom’s commitment to his students and the learning enterprise more generally is reflected in the honor he has accumulated throughout his career. In his 37 years at IU, Tom has won 35 teaching awards. Fourteen times in 15 years, including each year from 2012 to 2014, he received the Outstanding Professor Award from the students of the Kelley School’s Graduate Accounting Program. The rigorous and systematic mentoring process he developed for his students was honored in 2004 with the Innovative Teaching Award from the Kelley School.

Even these impressive data, though, fail to capture the extent of the impact that Tom has had on his students. One need only attend an alumni event for a short time before inevitably running into one of Tom’s former students, who will rave about the course and the difference it made in their lives. Tom’s scholarly activities included co-authoring 11 editions of the leading textbook in the business law field, Business Law: The Global, Ethical, and Environment-Commerce Environment. His chapters, which focus on agency, forms of business, securities regulation, professional liability, corporate social responsibility, and principles of rational and ethical decision making, are required reading in classrooms around the world. He has authored dozens of op-eds on ethics, sports, and entertainment issues, which have appeared in national newspapers and trade journals. He has appeared on numerous TV and radio programs, including the nationally syndicated Bob & Tom Show, where he spoke about ownership of record-breaking home run baseballs.

Tom’s interest in the business and law of the entertainment and sports industries led him to co-found and co-direct the Kelley MBA Sports & Entertainment Academy and Network. Since 1995, the academy/network has prepared selected Kelley M.B.A. students for entry into the business of sports and entertainment. Under his guidance, students in the academy/network developed experience in the industry by performing consulting projects and writing case studies. Tom also conceived, designed, and taught classes on the law and business of entertainment and television. In the two decades since the founding of the academy/network, over 200 students affiliated with it have gone on to careers with prominent sports and entertainment companies.

Though his accomplishments as a faculty member are towering, Tom is most proud of his family. He and his wife, Caryl Bowers, a lawyer and consultant for St. John Associates, have two children: Andy is a financial analyst for Comcast; his wife, Andrea, is an orthopedic surgeon in Moody, NE. Their daughter, Bess Barnes, is vice president of college sports programming for CBS Sports; her husband, John, is a four-time Emmy winner and producer for NBC Sports. In his retirement, Tom looks forward to spending more time with Caryl, his children, and his grandchildren.

Two other of Tom’s accomplishments are worth reporting, as well. Tom was assistant varsity basketball coach for the Bloomington High School North Cougars from 1971 to 1979, where he coached future NBA players Sean May and Jarrett Jack. In 1997, the 28–1 Cougars won the HSAA State Championship, the last single-class high school basketball tournament in Indiana.

Finally, Tom bested IU and Detroit Pistons legend Isiah Thomas in a three-point contest. Seriously.

While in his retirement Tom will enjoy grandparenting, working in his yard and garden, attending theater, watching cycling and baseball, and devoting more time to solving the daily New York Times crossword puzzle, the Kelley School and his faculty colleagues in the Department of Business Law and Ethics will miss Tom’s brilliance in the classroom, his trenchant analytical voice, and his intense commitment to excellence in everything he does. We wish him all the best in the years to come.

Jamie Davis Perkert

Richard C. Bradley Jr.

Richard C. Bradley Jr.

Born in Berkeley, California, in 1950, Richard C. Bradley Jr. comes from a long and distinguished line of professors. He grew up in Ithaca, New York, and Colorado Springs, Colorado, and his interest in mathematics dates back to elementary school. By eighth grade, playing backgammon and other games of chance, Rick had already become fascinated by probability. When he entered the Massachusetts Institute of Technology (MIT) as an undergraduate in 1968, he took a course on probability from the legendary teacher Gian-Carlo Rota, solidifying his interest in the field.

After graduating from MIT, Rick was looking for adventure and took a break from school. He worked for a year as a cowhand on a horseback farm in New York and even helping cows give birth. The following year, he worked as a manual laborer for a landscape company. Ready to resume school in 1974, he entered the University of California, San Diego, and left with a Ph.D. in probability in 1978. During that time, his advisor, Murray Rosenblatt, gave him a paper to read by Ibragimov on strong mixing conditions and posed several questions for Rick to work on. This field grabbed Rick’s interest and remained his principal area of research for the rest of his career.

Before coming to IU, Rick spent two postdoctoral years in the statistics department of Columbia University. However, New York felt unsafe, and getting mugged did not help. He moved to IU in 1980. Drving out of New York for the last time, he said, felt like getting out of prison.

What is his chosen field of strong mixing about? Suppose one tosses a coin or tosses dice repeatedly, starting from very well each time. Then, each outcome is independent of the others and there is a well-developed theory to describe what happens. For example, if one tosses a coin 2,000 times, then one expects to get around 1,000 heads, but not exactly 1,000; the distribution of the number of heads is given approximately by the famous bell curve. However, suppose that one shakes the dice only a little each time. Then, the outcomes are dependent, although outcomes that are far separated in time should be almost independent. How does this affect the bell curve for the dice average? This sort of question about limit behavior (laws of averages) is the basis of the theory of strong mixing, which is of interest not only mathematically, but also in a wide area of applications.

Rick is recognized as one of the top people worldwide in this field. He is especially noted for constructing ingenious examples or counterexamples, and for proving structural properties, all of which elucidate the relationships among various kinds of mixing conditions. He also wrote the masterly three-volume Introduction to Strong Mixing Conditions, totaling 1,681 pages. For his work, he was honored with election as a Fellow of the Institute of Mathematical Statistics.

Rick regularly gives invited talks in the United States and Europe. Ever retaining his adventurous spirit, in the summer of 1982, between meetings in Hungary, France, West Germany, and Romania, he climbed to the top of the Matterhorn. A few years later, in 1986, he was invited to the First World Congress of the Bernoulli Society in Tashkent, USSR. This congress was especially memorable because 50 of its 1,000 participants had been hospitalized due to poor local sanitation. Rick felt lucky that his assigned roommate gave him good advice on how to cope with the conditions. Along with all of Rick’s success at IU over the years, he has contributed in so many ways to the mathematics department. He won departmental awards for teaching and has been a favorite among graduate students to serve on doctoral committees.

He is known as a conscientious colleague who always carries out his work with efficiency and thoroughness. For example, while serving as director of graduate studies, he discovered that it was very hard to know all the rules and regulations that students needed to follow. Consequently, he prepared a 50-page document so that all future directors would not have to learn on their own as he did. Rick has also been a very patient and effective advisor, directing seven doctoral theses and successfully mentoring three undergraduates in summer research. Beyond service to IU, he also served the profession as professorship editor of the Proceedings of the American Mathematical Society for eight-and-a-half years. His name is well known, and his work is admired by both theoretical and applied researchers.

Rick has been a wonderful colleague in every respect. His fellow faculty and students will miss him for his remarkable energy, conscientiousness, devotion, and selflessness.

Bae Spons
Bonnie J. Brownlee

Bonnie J. Brownlee began her association with Indiana University as an undergraduate student in the late 1960s. She is ending her career as chair of journalism, one of the departments in which she was a student. She has devoted herself to the university as a remarkably caring teacher, researcher, and administrator, helping create a stimulating, relevant, and ethical environment for students and faculty in journalism and beyond. Bonnie was born in Detroit and grew up in Cincinnati. She graduated Phi Beta Kappa from IU in 1972 with a B.A. in English and journalism, and earned her M.A. in journalism in 1975. A faculty member in the then-nutrition department at IU, she encouraged Bonnie to become involved in a health and nutrition project in Eastern Nicaragua. That experience sparked a growing interest in the role of communication media in matters of health in economically less-developed countries and led her to the University of Wisconsin-Madison for doctoral work in mass communications. As a U.S. State Department-US. Embassy Iraq Young Leaders Exchange Program that brought college-bound Iraqis to Bloomington for a month each summer. She also worked with colleagues David Warren, Cleve Wilhoit, Randy Bean, and Fred Williams to launch an American Journalist study, a longitudinal evaluation of the profession and work of American journalists.

Bonnie has been deeply involved in faculty governance. She served as chair of the Bloomington Faculty Governance Executive Committee for a decade, and on the Faculty Board of Review, the Bloomington Faculty Council, and the Overseas Study Advisory Committee. In 2001-02, she was selected to participate in the Committee on Institutional Cooperation’s Academic Leadership Program. She also served several positions in the Association for Education in Journalism and Mass Communication, including head of the International Division and member of the Teaching Standards Committee. From 2000 to 2014, except for a short hiatus, Bonnie was associate dean of the School of Journalism. In 2014, when journalism became part of the new Media School, journalism faculty chose Bonnie as chair. She was associate dean or chair of journalism under five deans and interim deans in a period of nine years. One can clearly find in his work on school finance. Barry's contributions concentrate on Indiana, an under-studied state, but also extend to other jurisdictions. A particular emphasis has been the Indiana school funding formula. For Barry, that formula touches on more than money and its distribution; it also touches on critical matters of equity, local need and capacity, and differing public education traditions. He has written about the tangled variables, testified before General Assembly committees, and led local forums on school finance. In effect, he takes philosophy into the political trenches.

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Barry came to Indiana University in 1990 to fill a faculty position in philosophy of education. Almost immediately, he expanded the assignment to include working with the newly created Indiana Education Policy Center, which he later came to direct. It served twice as chair of the Department of Educational Leadership and Policy Studies, and as executive associate dean of the School of Education. He played important roles in program development, faculty governance, graduate student recruitment, and international initiatives. He taught undergraduates in teacher preparation programs and graduate students in philosophy of education and policy studies. Barry earned a B.A. cum laude from Yale University, an M.A. from the University of Virginia, and an M.A.T. from the University of Idaho, and from Cornell University, a Ph.D. in philosophy of education with minors in educational administration, philosophy, and political theory. Before coming to IU, he held educational philosophy, policy, and administrative appointments at the University of Minnesota, the University of Hawaii at Manoa, and Wellesley College. He was a program policy specialist in the Washington and Idaho state education agencies, and taught secondary school in Australia. He has worked tirelessly to strengthen connections among schools, education research, and policy.

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His research reveals blended interests in philosophy and social problems, establishing philosophy's contributions to education policy making; mathematics, and as executive associate dean of the School of Education. He played important roles in program development, faculty governance, graduate student recruitment, and international initiatives. He taught undergraduates in teacher preparation programs and graduate students in philosophy of education and policy studies. Barry earned a B.A. cum laude from Yale University, an M.A. from the University of Virginia, and an M.A.T. from the University of Idaho, and from Cornell University, a Ph.D. in philosophy of education with minors in educational administration, philosophy, and political theory. Before coming to IU, he held educational philosophy, policy, and administrative appointments at the University of Minnesota, the University of Hawaii at Manoa, and Wellesley College. He was a program policy specialist in the Washington and Idaho state education agencies, and taught secondary school in Australia. He has worked tirelessly to strengthen connections among schools, education research, and policy.
Claude Cookman
Professor Claude Cookman would often describe his schooling as involving a three-legged stool. One leg was research, another was teaching, and the third was service to the academy and the journalism profession. Claude would tell the listener that all three legs had to be strong if the stool was to withstand the weight of an academic career. During the two years he was on the IU School of Journalism faculty, Professor Cookman built a very strong stool. His building project began as a reporter-photographer at The Anderson Herald, his hometown newspaper. He joined the staff in 1965, after college, and returned in 1968 after completing army service that included a tour in Vietnam. He soon moved to New York to work as a picture editor with the Associated Press, the New York Times, the Herald Journal in Syracuse, the Louisville Times, and the Miami Herald, and back to Louisville’s Courier-Journal. He shared in the 1976 Pulitzer Prize for Feature Photography, which was awarded to the newspaper’s combined photography staff.

Claude graduated with high honors from Wheaton College in 1965, received an M.S. in magazine writing from Columbia University in 1971, and studied art history and French at the University of Louisville before enrolling at Princeton University, where he earned an M.F.A. in art history in 1981 and a Ph.D. in the history of photography in 1994. His dissertation analyzed the photographic reporting of Henri Cartier-Bresson, the man universally recognized as the father of modern photojournalism. Cartier-Bresson provided Claude access to his archive of prints, contact sheets, correspondence, notes, and his professional experience to inform his classroom instruction. His research on the philosophical underpinnings of American journalism formed the basis for many of his lectures, and his exploration of various teaching theories informed his methods. Students in Enzie Pyle Hall filled the auditorium every semester to hear and see lectures that were illuminating with carefully selected photographic imagery and replete with exercises that encouraged active learning and intellectual engagement. He was hired in 1990 to teach picture editing, then a requirement for photojournalism students. Soon after he arrived, the journalism school acquired its first graphic design and informational graphics. When he arrived, the journalism school acquired its first graphic design and informational graphics. Jim Kelly

Amy Cornwall
Amy Cornwall’s parents could not have cared less whether she was crying and screaming during a typical “terrible two” meltdown, or pounding out a cacophony of discordant tunes on the piano as a child. Her parents were both deaf. In fact, Amy maintains that to her grave, Amy’s mother believed that Amy was a wonderful pianist—a falsehood quickly uncovered, Amy admits, by those with good hearing! Amy and her older brother Richard Prather are “codas,” hearing children of deaf adults. American Sign Language (ASL) is their first language, but because they were surrounded by many others who could hear—each other, neighbors, friends, and other relatives—English was quickly learned at about the same time by both of them as well. Certainly, though, ASL and Deaf culture have been central to Amy’s life since her birth. One long-term thread running through Amy’s life is her and her husband Phil’s interest in and support of IU athletics. Amy received her bachelor’s degree from Indiana University in elementary education and, soon after, when she and Phil were to marry, they arranged that he go off during the season to work at the scheduled IU football games that season! Both have been long-time supporters of IU football, with Amy passionately cheering them on to victory, having felt the impact of her interest in particular sports is that she has had several IU athletes in her ASL courses. Simply said, she appreciates the efforts of these student athletes and wants to show her support outside of class by watching them compete and cheering them on, and with good hearing! Amy has personally oversaw the growth of the ASL program at IU and has been the single most influential person in the development of the program since its inception. In the mid-1980s while Amy was working for the State of Indiana’s Department of Education, she began her journey towards the goal of teaching non-credit courses in ASL at the Stone Belt Center and at IU. This soon led to teaching for-credit ASL courses in the Department of Speech and Hearing Sciences at IU on a part-time basis in the fall of 1986. The offering became such a popular elective campus-wide that she was hired as a full-time clinical assistant professor in January, 1987. Reflecting her career-long dedication as a teacher, and before she officially applied for the full-time teaching position, Amy requested that funding be set aside to enable her to further her education and training as a teacher of ASL. This request was approved and she received additional education in ASL instruction through one of the programs available at the time—California State University, Northridge. Although she was obviously deaf, Amy had actually received formal training in how to teach ASL to others and her experiences at Cal State filled that void. She was the sole ASL instructor on campus for many years, but about 10 years later, the department and the College moved to expand ASL and to have ASL recognized as an option to fulfill the foreign language requirement. Since the approval of these plans, the ASL program has grown tremendously under her guidance. As of the 2014-15 academic year, for instance, there are six faculty teaching 23 sections of ASL per semester.

Amy was obviously very busy growing and developing the ASL program at IU to the benefit of hundreds, if not thousands of IU football fans, and had probably just as well known as a tireless servant of the community and advocate for the Deaf in Indiana. This comes about through a combination of her talents as a certified interpreter for ASL, the only such interpreter in the area for most of her career, and her decades of involvement in a variety of Deaf community in Indiana. Her community involvement began as a coda for her family actively engaged in the community, including the Deaf community, then grew through years of employment and dedicated service to the Deaf throughout Indiana as a vocational rehab counselor. Her community engagement expanded further, through her faculty and administrative positions as an ASL instructor and as the ASL program coordinator at IU. Amy and her brother, Richard, have served as ASL interpreters at countless community and university events, including numerous IU commencements and IU sporting events. In fact, observant IU basketball fans may have noticed that Amy has been passing the torch of, with son, Jonathan, and daughter, Kristen, interpreting during the playing of the national anthem.

In summary, it is hard to determine which thread that runs through Amy’s life is predominant: ASL and Deaf culture or IU. Both have been major themes intertwined throughout her life and both of those communities are indebted to her for her selfless service and support. From that perspective, and Amy will be the first to confirm this, she has been truly blessed to be in a position since 1987 that enables her to combine these two lifelong interests. Of course, those in either or both of those communities feel as if they are the ones who have been truly blessed by Amy’s involvement.

Larry Humes
Donna J. Eder

Donna Eder’s CV tells us a story of great accomplishments. She graduated Phi Beta Kappa from the University of Wisconsin, where she also earned her M.A. and Ph.D. She then joined the Department of Sociology at Indiana University in 1978, where she became a highly regarded teacher who won numerous teaching awards—including the Edwin Sutherland Teaching Award, the Trustees Teaching Award, and the Thomas Ehrlich Award for Excellence in Service Learning. She also developed a distinguished research profile in sociology—in the areas of gender, education, language, race, and childhood and adolescence. And she authored two books. She retired from Dartmouth College, explains how Donna’s personal and programmatic actions created a more inclusive environment for students who often had felt marginalized:

“Donna created a community in which students who were often in the minority felt welcomed and appreciated. She was an advocate for marginalized students and a role model for others to follow in supporting and empowering them.”

For five years, Dennis Elliott was my next-door neighbor in Ernest Pyle Hall. I’m usually in my office well before 8:00, but I can count on my fingers the number of days I arrived before Dennis. Immediately dressed in a suit and tie and armed with a cup of coffee from the Indiana Memorial Union, he’d already be reviewing notes for class that day, grading papers, or working on his own research. And, more often than not, he was still there working when everyone left at the end of the day.

Limeters of students waited patiently to see him during office hours. He met with them long after official office hours ended, never turning anyone away, no matter how busy he might have been. And I’d often see him grab a bite of dinner before launching into an evening presentation session with the Public Relations Student Society of America (PRSSA) chapter. So, I knew a little of what Dennis had meant to students studying journalism at Indiana University. His writ is countless reference letters, made contacts for students from his professional background, and coached nervous candidates through impending job interviews. He has mentored many of our top public relations students, those who won awards and went on to jobs among prestigious institutions. And he devoted just as much time to all his students. He encouraged them when they fell behind, drilled them on basic skills, taught them the importance of professionalism, and instilled in them the ethical principles he practiced in his own career. As one student said, he stresses the importance of “having your values align with your actions and speech.” Most of all, though, Dennis gave students the confidence to strike out on their own in ways they never imagined.

In his own words, Donna “blends crimson.” He noted that in the mid-1960s to study journalism and worked at the Indiana Daily Student as both sports editor and photo editor. He joined Meryl Johnson after graduating and moved into corporate communications after its merger with Brice-Meyers. He worked there for 22 years, specializing in marketing and advertising of pharmaceutical products in the United States and overseas. He served as advertising director for Bristol-Meyers five pharmaceutical divisions from 1985–89 and went on to work in communications and management with other health-care related companies.

After he joined the IU journalism faculty as a visiting professor in 2007, he quickly applied his medical communications experience in the classroom, teaching an array of courses on health reporting, crisis management, business journalism, social media, and public relations. “He is not only a wonderful and captivating teacher,” said one alumnus, “but he also is a professor of experience and knowledge to all his classes.” While he was teaching, Dennis completed his master’s degree in journalism on a research track and officially joined the faculty as a full-time lecturer in 2010. He also advised the local PRSSA chapter, which won consistent national recognition under his leadership.

One student described him as a mentor who listened more than gave direction and was known to say “yes” to anything.” He was so grateful for his timely and conscientious workflow.

Dennis still loves IU sports and maintains his longtime interest in auto racing. The passion for photography he developed as an IU student remains as well. He’s also an avid photographer of spectacular color prints. Now that he’s retired, he plans to spend even more time on these pursuits as well as traveling with his wife, Catherine, and visiting his two daughters, his stepdaughter and stepson, and his three grandchildren.

Retiring Faculty / 15
Judith A. Gierut has always been curious about language. She was raised in a tight-knit bilingual Polish-English community in Chicago. Her uncle was native to American Sign Language, and her younger siblings had speech and language disorders. Thanks to an inspiring teacher, she knew early on that she wanted to pursue science. When put together, language + disorders = her future career. Gierut, a first-generation college graduate, earned a B.A. in speech and hearing sciences and psychology from the College of St. Teresa in 1977, followed by an M.A. in speech and hearing sciences from the University of Kansas in 1979. She worked professionally as a speech-language pathologist before coming to Indiana University for her doctoral training. Gierut completed the Ph.D. in 1985, winning the Esther L. Kinley Ph.D. Dissertation Award. Her postdoctoral training was also completed at Indiana University in the Speech Research Laboratory of what was then the Department of Psychology. She joined the faculty in 1988 and quickly moved through the ranks, garnering distinctions along the way, including being named an Indiana University RisingStar of the College of Arts and Sciences.

Gierut’s research examines the linguistic and psycholinguistic variables that enhance language learning for children with phonological disorders. These children have difficulty acquiring the social rules of language, which renders them unintelligible and puts them at risk for long-term linguistic disabilities. Gierut relies on clinical treatment to experimentally induce language learning, with mutually beneficial consequences for both theory and application. Through her work, she tests claims about language structure and processing and, in turn, validates the efficacy of phonological treatments. A recurring, but counterintuitive, finding emerged from Gierut’s research. Specifically, treatment of more complex language structures, using more complex language learning tasks, results in the greatest learning for children. This finding continues to challenge conventional clinical and developmental recommendations for treatment, and has had a sweeping impact on service delivery in the public schools. Gierut has authored and co-authored several books and has published more than 100 manuscripts on phonological acquisition, disorders, learning, and treatment. Her work has appeared in major journals and anthologies in the fields of speech and hearing sciences, child development, and theoretical linguistics.

Gierut’s research has been funded by the National Institutes of Health (NIH) for 30 consecutive years and included a Research Career Development Award through the Learnability Project, which she founded in 1988. Gierut and her research team have provided speech, language, and hearing screening as well as diagnostic and treatment services to nearly 1,500 children in Monroe and surrounding counties, all at no cost to families. The project has also afforded funding and training to more than 100 undergraduate, graduate, postdoctoral and clinical trainees, who served as research assistants. At the national level, Gierut served as member and chair of numerous NIH study sections responsible for evaluating the scientific merit of grant submissions. She was named to the task force charged with developing a five-year National Strategic Research Plan for the National Institute on Deafness and Other Communication Disorders. She was also selected by the Journal of Speech, Language, and Hearing Research, the flagship journal of the discipline. She also chaired the Research and Scientific Affairs Committee and numerous program committees of the American Speech-Language-Hearing Association (ASHA). Gierut has been elected to numerous honorary societies and research associations, building a reputation for excellence and national stature. Gierut is eager to explore the opportunities of retirement with her husband, Dan Dinnsen, Chancellor’s Professor Emeritus of Linguistics. She plans to do more traveling, gardening, and yoga, but at a much more relaxed pace. She is especially looking forward to the simple pleasure of eating lunch served on a plate, instead of out of a paper bag.

Judith A. Gierut

Thomas F. Gierut

T om was born in Michigan and attended Kalamazoo College, where he met Carolyn, his wife of 41 years, acquired a passion for sociology, and obtained his B.A. in 1972. He then headed to the East Coast, where he studied at Columbia University and worked closely with Robert Merton, the preeminent American sociologist of the twentieth century. After Columbia, he returned to the Midwest in 1978 as a new member of IU’s Department of Sociology. Aside from brief interludes for visiting appointments and fellowships at other institutions, T om tended to his gardens entirely in Bloomington. There they bloomed: three sons, ever more redundant plants (preferably referenced with their Latin names), and a husbandry career as a sociologist and administrator.

For Indiana University and his profession, T om becomes an admirable legacy of achievement and service. Teaching is one of his many passions: he has been a pillar of sociology’s undergraduate and graduate programs. An exemplary teacher across the disciplines and within the Department of Sociology, T om has worked tirelessly in the two principal academic associations for Science, Knowledge, and Technology—the American Sociological Association’s Section on Science, Knowledge, and Technology—and the two principal academic associations for research on the sociology of science. For both associations, T om has worked tirelessly in the roles of program chair, organizer, presenter, and discussant.

T om’s career as a sociologist started with the agenda of his mentor, Robert Merton, who was not only a founding father of modern sociology but also the principal progenitor of its sociology of science subfield. Inquiry into social factors that promote or hinder the growth of science was central to that agenda, which T om’s early work advanced by exploring patterns of retention and change in problems studied by scientists. But not long after coming to IU, his work took an abrupt but moderate constructivist turn. Instead of probing institutional aspects of scientific careers, T om’s new agenda was to explain how science acquired its monopolistic authority in deciding matters of fact in the modern world. T om quickly became a pivotal figure in lively debates between proponents of relativist and realist conceptions of scientific knowledge, which T om’s early work was a “worn-out” dichotomy. Those debates turned on the question of how to demarcate scientific from other forms of knowledge. Diverse answers typically invoked divergent definitions devised by philosophers. T om’s position was that sociologists are not philosophers of science: sociologists must study the setting of boundaries between scientific and other intellectual activities as a practical problem in sociological theory. Several awards acknowledge T om’s inspired teaching, including the President’s Award for Distinguished Teaching in 1994. T om served as chair of his department from 2005 to 2008, and since 2009 he has served the campus as vice provost for faculty and academic affairs. T om was named fellow of the ASHA when he appointed to the new position after a reorganization of the office of the dean of the faculties. In this work he takes special delight in mentoring new junior faculty and mid-career faculty about to embark on positions of administrative leadership. Beyond IU, T om provides stellar intellectual and professional leadership for his profession. He was a charter member (1976) of the Society for Social Studies of Science. Subsequently, he was elected to multiple offices in that organization as well as the American Sociological Association’s Section on Science, Knowledge, and Technology—the two principal academic associations for research on the sociology of science. For both associations, T om has worked tirelessly in the roles of program chair, organizer, presenter, and discussant.

T om is eager to explore the opportunities of retirement with his wife, Dan Dinnsen, Chancellor’s Professor Emeritus of Linguistics. She plans to do more traveling, gardening, and yoga, but at a much more relaxed pace. She is especially looking forward to the simple pleasure of eating lunch served on a plate, instead of out of a paper bag.

Phil Connell

David Zaret

Thomas F. Gierut
Kathleen Gilbert

In early 1949, Chicago residents James and Rose Kuna welcomed daughter Kathleen into the world, the third child of what would eventually be a family of five children. “I grew up on Chicago’s south side, but my grandmother was a big Cubs fan,” she recalls today. “In a way, my grandmother’s dedication and passion for the city’s north side team are what motivated me to chart my own unique road in life.” Her road now brings her to retirement, following a long and distinguished career.

Born February 11, 1949, to working-class parents, Kathy Gilbert attended parochial grammar and high schools in Chicago. Although they highly valued education, neither of her parents had earned college degrees; her mother, in particular, had completed only two years of high school before leaving school during the Great Depression. Later decades would demonstrate that the Kuna children would collectively earn five bachelor’s, five master’s and one doctoral degree.

Middle child Kathy Gilbert would matriculate at nearby Northern Illinois University and earn a B.A. in sociology in 1971. She initially planned to continue matriculating at nearby Northern Illinois University and earn a B.A. in sociology, but later asked Kathy to consult on qualitative research design that involved a study related to trauma mitigation. Ultimately her dissertation, on the topic of couples coping after the death of a child, became the cornerstone of her publication efforts.

Immediately after the completion of her doctorate, Kathy had a postdoctoral appointment in psychiatric epidemiology at the University of Texas Health Science Center at San Antonio. In 1988 she began her career at Indiana University. During her tenure at IU, she has been able to firmly establish herself as an authority in the study of loss and grief, especially in the scientific study of disenfranchised grief. Over the years, her work evolved from a singular focus on loss as a result of death in the family context to examining loss, grief, and resilience as it is associated with many losses, both those that result from a death and those that result from non-death losses. Most recently, her work has focused on strengths-building interventions with post-deployment military families. Another area of recognized expertise has been the use of the Internet for death education and grief resolution. Her recent publication is her co-edited volume, The Emotional Nature of Qualitative Research, as well as Research and Theory in Family Science.

She has been a member of 42 doctoral committees and 10 master’s thesis committees. Her membership in professional organizations has included active roles in the Association for Death Education and Counseling; the International Work Group on Death, Dying, and Bereavement; the National Council on Family Relations; Women in Thanatology; and the Indiana Council on Family Relations. She has also been the recipient of several awards and honors. The capstone to Kathy Gilbert’s professional career occurred in 2011 when she was selected to serve as the School of Public Health-Bloomington’s executive associate dean. This followed a variety of departmental and professional organization leadership roles during her career, including leadership roles in the Department of Applied Health Science.

Kathy Gilbert is fond of saying that a balanced diet is key to happiness and success. Her forthcoming years of retirement will be spent fulfilling that philosophy. Her plans include spending more time with her husband, Steve, who for many years lived and worked apart from Kathy in his own academic career at another university. Plans also call for time to be spent with family, and especially with grandsons Alex, 7, and Zach, 14. She also plans to continue to write and to contribute to her profession.

David M. Skervin

Robert Harrison

Robert Harrison came to Indiana from the University of Colorado Boulder, where he taught for 25 years and was the chair of voice for 10 years. Before his tenure there, he had earned his M.M. degree from the University of Wisconsin and his doctoral degree from the University of Arizona. Bob began his career as a freelance choirmaster in New York City, where he sang under some of the great conductors of the mid- to late-twentieth century: Bernstein, Shaw, Stein, Prokofiev, Shchedrin, and Gregg Smith.

Once in Bloomington, Bob immediately became a presence on campus, instantly identifiable by the plaid cape he would occasionally wear in the winter, and by an extensive wardrobe of designer eyewear worthy of the approval of Diana Vreeland.

Instead of retiring to himself as his teacher, Bob prefers to call himself a mentor to his students. No matter what kind of music they want to perform, or what degree they have chosen to pursue, Bob presents singing not in terms of how one sings opera, or musical theater, or early music, but as technical art that can serve any genre of music. Reflecting his lifelong dedication to the art of teaching, Bob was chosen to be a master teacher in the National Association of Teachers of Singing’s Mentoring Program and has given master classes and performances at the American Academy in Rome and at the Hans Eisler Hochschule in Berlin; in Argentina, Egypt, Madrid, and Barcelona.

Looking from outside the Music Addition ("the Round Building"), you can identify Bob’s studio by the brightly colored art glass collection that occupies pride of place on the piano. When lit from behind on a sunny day, it brings to mind a modernist stained glass window. Through the doors of what Bob refers to as his “studio of glass and class” have passed a cadre of students now teaching voice in universities across the United States, whose careers he follows with great pride. Some of these have sent their students here to study with him for their graduate degrees—his grand-students, if you will. Other of his students have won awards: the Darwin Award, the M. National Council Auditions, and the Denver Lyric Opera Guild. They have performed at the San Francisco Opera, Central City Opera, Opera Colorado, New York City Opera, Santa Fe Opera, Glimmerglass Opera, and Ohio Light Opera; and with the Boston Symphony, Philadelphia Orchestra, at Tanglewood, and on PBS’s Great Performances.

Perhaps it was his liberal arts studies at Milton College that encouraged Bob toward the deep familiarity with poetry and literature that underlies his understanding of song literature. In doctoral oral exams, on many occasions, Bob does not ask for composer dates or formal musical analyses, but rather challenges students with existentially questions, asking them to articulate their most basic understanding of music: What is art song? What is music? What is not music?

Bob’s attention to detail in music prepared him well for his study of scripting, an art form that he has honed far beyond the level of a hobby; he studied with Bill Lilly, the last certified master penman in the United States. The arabesques, the variation in line width, and symmetry of line in his exquisite work are surely related to music, and made possible by the discipline of practice. Many of his colleagues have been the fortunate recipients of his beautiful cards.

In retirement, Bob and his wife, Sandy, have chosen to return to Colorado, where they will look (and Bob will script) in a sun-drenched downtown Denver condo. Even more attractive than their daily view of the Rockies will be their proximity to their beloved daughters, Joanna and Lily, and their husbands.
Steven A. Hitzeman

When Dr. Steve Hitzeman, as an undergraduate student at IU, expressed to his advisor his interest in the health care professions, the advisor suggested that he should consider optometry. To look into optometry, Steve visited his hometown optometrist, Dr. Milton Brackmann of Fort Wayne, Indiana. Brackmann, a graduate of IU’s charter optometry class, told Steve that optometry was a great profession and that he had received an excellent education at IU. “Taking to heart Brackmann’s recommendation, Steve started on the road to his new profession in the fall of 1972 after receiving his B.A. in biology from IU.

After completing his O.D. degree in 1976, Steve joined the IU optometry faculty as a visiting lecturer and clinic consultant. The next year he was awarded the position of Director of Clinics at the IU School of Optometry’s Community Eye Care Center (CECC) on the west side of Bloomington. He was charged with developing the clinic from its start as two modest exam lanes in a garage and very few patients. Twenty-five years later, CECC underwent its third expansion, providing 17 examination rooms plus special test rooms, offices, and a conference room. Steve served as director of CECC until 1995, when he took over as director of clinics for all of the IU School of Optometry clinics.

Steve has done extensive service to the School of Optometry, to the optometric profession, and to the Bloomington community. In addition to serving the school as director of clinics, he was, at various times, director of external clinics, director of residencies, and director of rural health and community-based clinics. Since 1990, he has been on the board of directors of the American Optometric Association (AOA) Sports Vision Section, serving as term secretary (1993-95), vice chair (1995-97), chair (1999-2002), and chair (2000-02). He has chaired the AOA Sports Vision Section Research Committee since 1988. He also served as a member of the AOA Continuing Education Committee and of the AOA Continuing Education Committee. Beginning in 1999, he has served as a member of the Accreditation Council on Optometric Education site teams, making trips almost yearly to evaluate many different educational sites and programs. He served on the executive board of the Indiana Optometric Association from 1999 until 2009. In 2007, he was elected president of the Indiana Optometric Association.

Steve was director of the IU School of Optometry Sports Vision Program for nearly 25 years. As director he was active in screening Indiana University athletes and working with the IU athletic trainers to optimize visual performance. Nationally, he has lectured on sports vision in numerous continuing education programs, including the American Optometric Association, the American Academy of Optometry, and the Southeastern Council of Optometry. He has provided sports vision training to athletes at all levels, from children’s teams to professionals. He is involved in many sports, including football, soccer, golf, and even National Hot Rod Association drag racing. In fact, driver Larry Dixon advanced himself and won back-to-back NHRA Championships while working with Steve to improve his visual skills. In 1994, Steve founded and served as chairman for the AOA Sports Vision Section and the Amateur Athletic Union Junior Olympics Screening Team. Steve has been a member of both the International Special Olympics and the USA Olympic Festival Games. Always the educator, he made certain that Junior Olympics screening of optometry students from IU and several other schools and colleges of optometry. Steve’s service activities have been acknowledged with several awards, including the annual Foley House Award for dedicated service to the development of the School of Optometry (1995), the Indiana Optometrists of the Year Award from the Indiana Optometric Association (2000), and the American Optometric Association Sports Vision Section Optometrist of the Year award (2005).

Since 2005, before it became the hot topic it is today, Steve was working in the field of sports head trauma and management of athletes. Beginning in 2008, he began collaborating with Dr. Nicholas Port on a series of sports vision research projects. Their first study examined whether ocular motor performance predicts athletic performance. This project was followed with a similar study among Junior Olympic athletes. Capitalizing on their ability to study a large number of subjects across the life span, Steve and Nicholas commenced on a series of basic ocular studies measuring the effects of development and aging on microsaccades (small, involuntary eye movements), ocular following, and attentional blindness. Starting in 2009, the team of Hitzeman and Port began a series of studies examining the effects of concussions on eye movements. Drawing on four years of pilot data, they obtained both NIH and Indiana state grants to examine the use of eye movements in the development of a rapid and objective diagnosis of a concussion. In a related study, they are using state of the art MRI techniques to examine brain manifestations of concussion, a study that continues today and will last for the next two years.

Away from work, Steve can be seen recording statistics at home for IU basketball and football games. Not only is Steve an avid golfer, but he is also a consultant for TaylorMade Golf, helping in the design of several of their custom clubs. He wrote the science background for the development of the “Ghoost” putter and the “White” driver for TaylorMade. His essential paper was The Science behind White: Why is a White Clubhead Better for Vision?

David A. Goss, Richard Meete, and Nicholas Port

About 30 years ago Victor Baldridge, an astute observer of university life, accurately predicted that admissions offices would come to function as “judgar veins” of postsecondary institutions and would be key to ensuring the vitality of their campuses. At the time, a steady flow of students with sufficient public or private financial support was the norm. The process of admitting qualified applicants is now much more challenging, as the number and diversity of students have increased and academic programs have become specialized. Besides attracting well-prepared students, institutions now are expected to provide resources and academic and social support services such as financial aid, orientation, and tutoring. The artful science of coordinating these policies and practices is called enrollment management, and no one knows more about that topic than Don Hossler, professor of educational leadership and policy studies and director of the Indiana University Center for Postsecondary Research.

For more than three decades, Don’s contributions on college choice, student persistence, and financial aid policy, coupled with his administrative and academic leadership, have informed and inspired policy makers, academic and student affairs administrators, and institutional trustees, in addition to enrollment managers. His early work on college choice is one of the most influential theories in the field, and his analyses of the student continuum—college choice, enrollment, success—led to the conceptualization of the enrollment management function.

Don is a prolific scholar, with 23 books and reports, more than 100 articles and book chapters, and nearly 200 publications and invited lectures. He was the editor of Enrollment Management Review and the founding editor of the International Journal of Educational Management and has received attractive support from organizations such as the Bill and Melinda Gates Foundation, the Lumina Foundation, the Spencer Foundation, and the College Board. His work has guided the development and implementation of effective policies and practices in admissions, financial aid leveraging, and student persistence at campuses nationwide. His productivity is even more impressive, considering his two decades in demanding department, school, campus, and university administrative positions. Don’s leadership qualities were noted early on, when he captained the basketball team as a student at his beloved California Lutheran University; where he was appointed assistant dean for academic and student affairs in 1972. He served with distinction in that role for almost a decade while earning a Ph.D. at Claremont Graduate School. He then began to manage a national research project as assistant professor at Loyola University of Chicago. He came to IU in 1985 and immediately applied his expertise to the higher education and student affairs graduate program. He also took on a number of administrative roles: chair of the Department of Educational Leadership (1998-96), executive associate dean of the School of Education (1996-97), vice chancellor for enrollment services for the Bloomington Campus (1997-2004), and associate vice president for academic affairs for the university (2001-05). For four years, Don served communally in two demanding leadership roles, at both the campus and university levels, while continuing to advise graduate students and teach an occasional seminar. How he juggles his senatorial administrative roles started is quite a story.

In 1996, Don chaired the search committee responsible for finding a pool of qualified applicants to direct the IUB admissions office. After a lengthy national search, the candidate pool was not as strong as expected. Committee members concluded that the most knowledgeable, best qualified person was right in front of them—Don Hossler! Don agreed to take the job on an interim basis, and the rest is history.

Don’s accomplishments, sensibilities to academic culture, and administrative demeanor resulted in respected, valued leadership in one of the nation’s premier institutions.

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Don’s accomplishments, sensibilities to academic culture, and administrative demeanor resulted in respected, valued leadership in one of the nation’s premier institutions.

For more than three decades of collegial presence and stellar performance, the Bloomington campus and university levels, while continuing to advise graduate students and teach an occasional seminar. How this string of senior positions for a spell in both Russia and China. Don has received accolades from the American College Testing Association, the Association of Institutional Research, the College Board, and the National Association of Student Personnel Administrators. He also received distinguished alumni awards from both of his alma maters. He has been invited to consult and provide testimony by national bodies such as the College Board’s National Commission on Access, Admissions, and Success in Higher Education, the National Task Force on Retracing Student Financial Aid, the National Commission of Responsibilities for Financing Postsecondary Education, and the National Center for Education Statistics.

No one has had a greater positive influence on how we think and use data to inform enrollment management functions in postsecondary education in the United States and abroad. The higher education and student affairs program at IU and the university as a whole are much the better for his three decades of collegial presence and stellar teaching and service.

George D. Kuh

Retiring Faculty / 21
When Lynn came to Bloomington, he was tasked as University Electronic Resources Administrator (UERA) to coordinate a new model involving the licensing and purchasing of electronic resources for all of the libraries within the IU system. In this role, Lynn also worked on a great deal with the Academic Libraries of Indiana (AAL). Additionally, Lynn was asked to handle some of the early assessment efforts within the IU Libraries and served as chair of the Assessment Committee when the ILibreQUAL survey was conducted in 2006. As head of the E. Lingle Craig Preservation Laboratory, he demonstrated strong managerial and business skills. Those skills, coupled with his understanding of the needs of donors, scholars, and the various units within the Libraries, won him well-deserved respect among his colleagues.

Lynn and his wife, Dot, are planning to remain in Bloomington when not enjoying traveling, especially to Hawaii. An amateur photographer, he will undoubtedly continue his pro bono work within the community. Lynn leaves behind an impressive legacy of achievement. The Libraries will miss both his straight-shooting manner and his delightfully droll sense of humor. Sincere congratulations to Lynn on completing 33 years of service and dedication to Indiana University in three distinct careers as a librarian. Our best wishes for a happy retirement!

Michael D. Charbonneau

Catherine Larson

It is hard to imagine the Department of Spanish and Portuguese after Cathy Larson’s retirement. Cathy came to Indiana University in 1985 and has spent most of her exceptional career in Bloomington, except for three years when she taught at the College of the Holy Cross. She completed her B.A. and B.S. in Spanish and secondary education and her M.A. in Spanish at the University of Missouri and earned her Ph.D. in Spanish at the University of Kansas.

At IU, Cathy established herself as one of the leading international voices on Golden Age (Early Modern) Spanish theater and modern and contemporary Latin American theater, with a particular emphasis on plays by women dramatists and on performance theory and practice. Her publications include monographs, translations, edited collections, articles, and books, including Games and Play in the Theater of Spanish-American Women and Language and the Comedia: Theory and Practice. She has co-edited Latin American Women Dramatists: Theater, Texts, and Theories and Brave New Words: Studies in Spanish Golden Age Literature. In the near future, another co-edited anthology of Hispanic drama will be published. She has also penned more than 30 peer-reviewed articles and book chapters. Her many translations, including her award-winning translation of María de Zayas’ La tuticia de la amistad (Friendship Betrayed), have been performed widely to great applause and critical acclaim.

Cathy has been an indefatigable fighter for the department, the university, and the profession, and she has strengthened all three in significant ways. She was a driving force for the 2012 grant application to the U.S. Department of Education that brought over $550,000 to the department; she served as director of undergraduate studies (1996–2000) and as acting director of undergraduate studies (1994–95, 2002–03). Her superb administrative talents were recognized when she was asked to serve as associate dean for undergraduate education in the College of Arts and Sciences (2001–03), where she worked tirelessly on a host of projects, including the GradEd Curriculum. She then came back to serve a term as department chair (2009–12). She won the Distinguished Service Award of the Association for Hispanic Classical Theater, where she has served as a member of the board of directors and also as program chair and conference chair. As a department chair myself, I’ve known that if I ask Cathy to work on something, not only will she readily accept the task, regardless of how onerous and time-consuming it may seem, but she will do it efficiently, thoughtfully, and thoroughly.

Cathy holds the highest standards for teaching as well as for research and service. Her love of teaching is reflected in her election to FACET in 1991 and in 2002, and in her receiving the highly competitive Frederic Buchman Lieber Memorial Award for Excellence in Teaching. Both undergraduates and graduates rave about her classes, and students flock to her for direction on their honors thesis, M.A. exams, and doctoral dissertations. She has directed 14 dissertations and served on 38 dissertation committees, and has agreed to serve on others even in retirement. She has also given presentations on teaching and co-edited Quick Hits: FACETS Classroom Techniques. A Series of Successful Strategies by Award-Winning Teachers. In what she considers a memorable lifetime experience, she served as the resident director of the Winona State University, and Purdue study abroad academic year program in Madrid. Her role for classroom teaching flows into the out-of-classroom mentoring that she has done, into directing and producing theater, and into serving as advisor for the student-led theater company of the department, VIDA, which over a great deal of its continued success to Cathy’s initiatives.

Cathy has been a superlative mentor to so many of us. As one of her doctoral students, Associate Professor Mindy Badía says, “Cathy was a tremendously generous research mentor. I could give her a draft of something I was working on. After investing huge amounts of time and energy to provide constructive feedback, she’d read the revised version and congratulate me on the fine work that I’d done.” Likewise, Associate Professor Tony Glaubis explained that her “selfless dedication to her students’ success is extraordinary. She is a role model to all of us who have had the pleasure—and privilege—to work with her.”

Cathy was one of the first people I met in Bloomington when I arrived here 13 years ago. She showed me great kindness when I was getting settled, took me around the city, introduced me to people, and initiated me into the university. Beyond Bloomington, she introduced me to important colleagues in the field at one of the first professional conferences I attended in my first year. She has also been a wonderful collaborator in the co-organization of events, beginning with our organization of a symposium to celebrate the 400th anniversary of the publication of Cervantes’ Don Quijote in 2005. It will be my honor, in April 2015, to organize a small symposium in her honor, as we bring back to the Bloomington campus just a few of the many doctoral students she has mentored over the years, an event that will attest to the lasting impact of her scholarship and mentoring.

I’m not quite sure what we are going to do without Cathy, given her tremendous and far-reaching impact. I am certain, however, that my colleagues and I wish her all the very best in retirement.

Steve Waggener
Jane P. Mallor

Jane Mallor retires after 39 years on the faculty of the Kelley School of Business in the Department of Business Law and Ethics. Arriving on campus in the fall of 1968 to begin her undergraduate studies, Jane likely did not expect to spend the rest of her life in Bloomington, and she certainly could not have anticipated the profound effects Indiana University would have on her or its. She earned her bachelor’s degree in 1972 and completed her law degree in 1976. Following graduation from law school, Jane served a one-year appointment as a visiting lecturer in business law at the School of Business. Her appointment to a tenure-track position began the following fall. Jane was a pioneer and innovator in business education on the Bloomington campus. She was among the first women on the business school faculty to earn tenure and among the first to be granted promotion to full professor. Moreover, she was the first woman to serve as a department chair. Jane’s scholarly writing has been influential on the development of legal scholarship and doctrine. She focused on legal remedies, including punitive damages; contracts, including the doctrines of unconscionability and implied warranty; and cyberlaw. Her work, particularly on punitive damages, has been widely cited by both scholars and courts, including several state supreme courts and the numerous federal, district, and appellate courts. For its fiftieth anniversary issue, the Hastings Law Journal reprinted Jane’s 1980 article “Punitive Damages: Toward a Principled Approach” as one of its most important and influential articles.

Jane served as the inaugural Eveleigh Professor of Business. In that role, she was involved in influencing business ethics instruction and programming throughout the undergraduate curriculum in the Kelley School. Those efforts contributed to recent innovations, including the addition of a required business ethics course for all undergraduate business students.

On two occasions, Jane served as the chair of the Department of Business Law and Ethics. Most recently, from the fall of 2009 through her retirement, Jane’s leadership as chair coincided with dramatic growth in the department’s size, as well as in the number and variety of its course offerings. She undertook initiatives that encouraged faculty engagement and cooperation and that resulted in a period of unprecedented scholarly productivity and collaboration.

Jane’s excellence in the classroom spans all four decades of her career. She was first honored as a Lilly Postdoctoral Teaching Fellow in 1979, and she most recently won a Trustees Teaching Award in 2007. In all, she was recognized with 10 teaching awards, honored as a member of the Faculty Colloquium for Excellence in Teaching (FACECT), and has earned a Faculty Liaison Fellowship with the IU Center for Learning and Teaching. She taught at all levels and in a wide variety of formats. Over the course of her career, approximately 15,000 students enrolled in Jane’s courses. They were treated to innovation, energy, rigor, and rigorous instruction. And they loved it. She was twice nominated by her students and awarded the Student Alumni Council Student Choice Award. The Alpha Kappa Psi business fraternity chose her as the Teacher Who Most Encourages Class Thinking. And the Kelley School of Business chose to honor her originality in the classroom with an Innovative Teaching Award.

Jane’s impact on student learning reached far beyond her own classrooms. She co-authored 11 editions of the leading textbook in the business law field, Business Law: The Ethical, Global, and E-Commerce Environment. Her chapters, which focused on contracts, property, and wills and trusts have been read by countless business students over the years.

Jane was also an active participant in student life at Kelley outside of the classroom. Most notably, during the last eight years on the faculty, Jane served as a founding faculty sponsor of the Kelley Professionalism Organization (KPO), a student organization dedicated to building an enduring sense of professionalism in all students.

Jane was named Indiana University’s 2012–13 academic year, KPO won the IU Student Life and Learning Up-And-Coming Student Organization Award.

Jane’s leadership on campus also extended beyond her service as a department chair. She was an in-demand presence on committees addressing important and potentially controversial subjects. She was always reasonable, thoughtful, and measured in her comments; her viewpoints carried weight and her counsel was coveted. When Jane spoke up, people took heed.

In retirement, Jane plans to devote more time to gardening, volunteering at local nonprofit organizations, reading good books, watching movies (the more juvenile the humor, the better), and traveling with Andy, her husband of 46 years, whom she met and married while an undergrad. She will also take advantage of the opportunity to spend more time with her daughters, Jessie and Kate, both of whom live in Los Angeles.

I reprinted Jane’s 1980 article “Punitive Damages: Toward a Principled Approach” as one of its most important and influential articles.

Sandra Pickel

Sandra Corns Pickel grew up in Lowell, Indiana. Her lifelong love of the optometric profession began at a very early age. The daughter of an optometrist, Sandi grew up working in her father’s office. In 1970, Sandi left Lowell and became an undergraduate student at Indiana University. When the School of Optometry began a program in optometric technology in 1971, Sandi seized the opportunity to gain formal training about the eye and was a student in the inaugural class. She graduated with an Associate of Science in Optometric Technology in 1972.

Because of the high demand for optometric technicians, Sandi began working in the Anwater Eye Care Center in the School of Optometry immediately upon graduation. Within a year, she began teaching laboratories for courses in the optometric technology program. This was the beginning of a 42-year career at Indiana University. Over the years, she continued her own studies, was appointed to the faculty, and has taught numerous courses in the program. In addition to her teaching responsibilities, Sandi assumed administrative duties as associate director of the Optician/Technician Program in 1983. She has served as the program director, from 2010 until her retirement in 2014.

Sandi is very accomplished and well respected in her field. In 1985 she was named Indiana University’s Optician of the Year. For several occasions she was named Instructor of the Year by her students and has twice received the Teaching Excellence Recognition Award. Sandi was the first optometric technician to be appointed to the Accreditation Council on Optometric Education (ACOE), which accredits colleges and schools of optometry, optometric technology programs, and optometric residency programs. She has had firsthand experience as a lead author for a number of self-study visits for our own Optician/Technician Program. That experience, combined with her service with the ACOE on accreditation visits and in evaluating other programs, has made her an authority on accreditation.

Sandi has presented at a national level on various topics related to optometric technology/ opticianry and has published papers in collaboration with her optometry colleagues.

Sandi is perhaps best remembered for her role as a champion for the Optician/Technician Program and its students. She was very passionate about the program and was determined to see it succeed. She worked tirelessly in recruiting students and in helping to move the program curriculum forward. She was an educator, administrator, and advisor.

Because of the modest program size, Sandi personally advised each student. This included not only academic advising for their program courses, but also helping them to plan for the completion of a bachelor’s degree or set life goals. Once a student entered the opt/tech program, that student was like one of Sandi’s children. You were part of the family! She would go above and beyond to help each student excel in the classroom and succeed in securing a job. Numerous graduates of the program conveyed their admiration for Sandi and how she was so thoughtful about her advice to them regarding school and life. She helped to instill a confidence in students that they carried with them beyond their years in the program. In Sandi’s 42 years at the IU School of Optometry, she changed many lives for the better.

Not only did Sandi find a career at Indiana University, she also met Merle Pickel, her husband of 32 years. Merle is an optometrist, and at the time they met, he was working as a clinical instructor for the School of Optometry. Dr. Pickel has since been practicing optometry in Brown County for many years. It should be no surprise that Sandi has had a hand in making his practice a success. Merle and her two wonderful children, Megan and Andrew, have been her biggest supporters over the course of her career.

As Sandi settles into retirement, she hopes to have more time for gardening, reading, and spending time with family and friends. The faculty, staff, and students wish Sandi and Merle (who is also planning to retire soon) many more happy, healthy years together. Sandi’s kind heart and motherly advice will be greatly missed by her colleagues and friends in the School of Optometry.

Nicolle Henkebaugh and Clifford Brooks
Orville W. Powell

Orville Powell began his career in local government in 1963 as a budget analyst. Over the next 10 years, he was promoted to positions of budget director, assistant city manager, and city manager. At the time of his appointment in Winston-Salem, North Carolina, Orville was the youngest city manager of a city with a population of over 150,000.

The biggest challenge in Winston-Salem occurred when he was given the assignment to completely integrate the city’s workforce during the time of nearly complete segregation in the South. There was only one African American, the elevator operator, working in city hall at that time. Orville was able to get the support of the department heads to integrate the workforce at all levels. As a result, Winston-Salem had an affirmative action program before the federal courts required cities to have one, and integrated all city facilities and programs during a period that saw many Southern cities fighting such actions.

Upon the death of City Manager John Durden, Orville succeeded him as the city manager of Durham, where he headed a successful effort to revitalize the central business district and negotiated the transfer of local bus service from Duke Power Company to the city. The city, upon Orville’s recommendation and using funds contributed by Duke, created a transit trust fund of 30 million. Thus, Durham was the only public transit system in the country to have its own trust fund to help cover its operating costs.

Upon Orville’s retirement, the City Council of Durham dedicated a day as Orville Powell Appreciation Day. The Durham Bulls gave Orville two box seat tickets for life and installed bricks just outside the park that read: “Orville Powell: Master of the Game.”

In 1998, Orville joined IU’s SPEA faculty as a clinical associate professor. Since then, Orville has been SPEA’s ambassador to city managers throughout the United States and has been one of the most important faculty members in many students’ lives. Orville has taught a number of critical courses during his 17 years on faculty, including graduate classes in local government management and an undergraduate course on urban issues that is a gateway into SPEA.

As a teacher, Orville brings real-life experience into the classroom. He inspires his students and plants the seed of public service in their lives, which he then nurtures until many of these students find professional employment in local government. Indeed, the fact that his former students not only remember his lessons, but also are astute at applying them in appropriate circumstances, reflects the deep impact that Orville has had on their careers.

Orville has been the recipient of a number of teaching awards throughout his career. He received a Student Choice Award in 2006, an IU Trustees’ Teaching Award in 2008, the SPEA Graduate Teaching Award in 2004, and the SPEA Undergraduate Teaching Award in 2003, 2006, and 2009. Orville was also the recipient of the Stephen Swezy Academic Award from the International City-County Management Association in 2003. This award is presented to an academic leader or institution that has made a significant contribution to the formal education of students pursuing careers in local government.

Orville’s proudest achievements as a faculty member are his students’ contributions to better government. When Carysford, Indiana, was faced with a Kuki Klan rally in 2000, the city asked Orville for assistance in creating a law enforcement security plan. Orville’s city management students prepared a plan that is now an Indiana Association of Cities and Towns case study. In addition to his contributions to teaching, Orville serves as a senior advisor for city and county managers in Indiana and Kentucky. He was also the executive director of the Indiana Municipal Manager’s Association from 2005-09. He received lifetime membership awards from the International City-County Management Association, the North Carolina City-County Management Association, and the Indiana Municipal Manager’s Association.

Orville has served as a consultant to local governments in Russia, Bulgaria, Switzerland, and India, and has written a book that has been translated into German with city managers. City Management: Key to Success

In sum, Orville Powell has been one of the most effective, dedicated, inspirational, and influential teachers at SPEA and at IU. A quote from one of Orville’s former students exemplifies his abilities as a teacher and mentor: “Orville has taught me the fundamentals of management in the public sector, but also that a career in public service is a privilege not to be taken lightly, and that managers in the public sector have a duty to steward and honor the people they serve, no matter how difficult the situation.”

Barry Rubin

James W. Reidhaar

James W. Reidhaar was born in Evansville, Indiana, and when he was 15, his family moved to Zubeville, Indiana, a small town near Fort Wayne; this region and his family were important to his creative activity later in his life. He received his Bachelor of Fine Arts degree from Indiana University in 1975 and proceeded to Yale University for study in the design program and received a Master of Fine Arts in graphic design in 1978. At that time, the Yale University graphic design faculty constituted the most prestigious concentration of designers teaching at one school in the country including, among others, Alvin Eisenman, Paul Rand, and Bradbury Thompson. Following his studies at Yale University, Professor Reidhaar taught at Eastern Illinois University where he was an art director at Gelmans Sciences in Ann Arbor, Michigan. In 1980 he was appointed an assistant professor at Indiana University, teaching graphic design.

During his early years at Indiana University, Professor Reidhaar reshaped the 200-level introductory graphic design class, making it a course that prepared students for a wide range of design disciplines and emphasized problem solving and communication. These principles, in addition to civic engagement and a love and appreciation of history and books, were consistent and prominent in Professor Reidhaar’s creative activity, and in his teaching philosophy at all levels and throughout his teaching career.

In 1984 Professor Reidhaar delivered a paper, “The History of Graphic Design Education,” at the First Symposium on the History of Graphic Design at the Rochester Institute of Technology. The essay was later included in the publication that was the result of the Coming of Age conference. Because of the nature of his faculty work, which includes the research and writing of this essay, Professor Reidhaar was an early leader and model in the continuing redefinition of the role and activity of the graphic design educator.

Professor Reidhaar’s seminars often included topics incorporating graphic design history. Students in his courses spent significant class time at the Lilly Rare Book Library, the Fine Arts Library, and the print room at the Indiana University Art Museum appreciating, discussing, and reviewing works in those collections. This interest led to a National Endowment for the Arts grant in 1993–94 to document graphic design-related materials in the Lilly Library and to create and organize a digital visual database. This Interactive Visual Database of Graphic Design History is an important educational tool that is used in the graphic design program today.

Professor Reidhaar’s genuine and considerable love of books has also been expressed through his creative activity and research. He has designed and printed books throughout his career—which has led to numerous exhibitions and notable awards, including an Award of Excellence from the Chicago Book Clinic and a University and College Designers Association Award. In addition, he received an Indiana Arts Commission Masters Fellowship to produce Treasures, a portfolio book. This letterpress-printed project documented his family’s arrival and life in Indiana using imagery from family scrapbooks, photo albums, and local newspapers.

While Professor Reidhaar has a deep interest and appreciation of history and books, he is very aware of the changing nature of the graphic design profession. As he has been one of the most prominent teachers and thinkers in the field during his career, he is very aware of the changing technology that has transformed the field. To address this, Professor Reidhaar earned a Master of Science in new media in 2003. He realized the importance of preparing students for a rapidly and ever-changing world. Since earning the degree, he has incorporated new technology into his classes without abandoning the principles of problem solving and communication.

German Immigration Project, a recent work by Professor Reidhaar, is a culmination of much of what has occupied his attention during his career. He received an Indiana Arts Commission Grant to help him produce the work; it combines history, family, new media, problem solving, and communications in an interactive project covering the whole state of Indiana, including venues at Indiana University, in Evansville, in Indianapolis, and at the University of Notre Dame.

Perhaps the most significant aspect of his teaching career is Professor Reidhaar’s advocacy for and activity in community projects. Partners have ranged from the campus and university to the Bloomington Playwrights Project, Bloomington Volunteer Network, Bloomington County Playhouse, Hilltop Gardens, IU Groups Program, IU School of Optometry, IU Vice President of Public Relations, Lotus Festival of World Music, Mid-America Festival of the Arts, Monroe County History Center, Monroe County Parks and Recreation, Monroe County Public Library, Monroe County Recycling, Mother Hubbard’s Cupboard, Sprouts, IU Organic Garden, and Stuff-A-Bus. Indiana University student graphic design projects are ever-present in the Bloomington community.

While it is not possible to list all of the activities in which Professor Reidhaar has engaged throughout his career, suffice it to say he has had a diverse career with activities that includes writing, designing, lecturing, printing, organizing, exhibiting, and curating. His students and colleagues are richer and better for it.

We wish Professor Reidhaar well in his retirement activities. They will most likely include visiting his daughters and grandchildren and hanging out on the Carolina beaches. In addition to bringing his students and himself some of his time will be spent reading history and engaging with whatever community in which he finds himself.

Paul Brown
Rob Robinson says that the luckiest day in his life was the day that he interviewed at Indiana University. Luckily because it was the beginning of his 35-year career at the university and, even more importantly, because it was the day that he met someone who would become his long-term collaborator in all things in his life, his future wife, Nancy Davis. This was also a very lucky day for the Department of Sociology, the College of Arts and Sciences, and Indiana University, for Rob had been an inspiring and award-winning teacher, a highly prolific and influential scholar, and an unusually generous and civic-minded member of the community.

Rob joined the IU faculty in 1979 after completing his Ph.D. at Yale University and his A.B. at Brown University. Since then, Rob has served in every major leadership role in the Department of Sociology—including director of undergraduate studies, director of the Sociological Research Practicum, director of the Institute of Social Research, co-director of the Perpetuating Future Faculty Program (which received the 2001 American Sociological Association’s Distinguished Teaching Award), and department chair. In recognition of his contributions to teaching, research, and service, Rob was selected as the Class of 1964 Chancellor’s Professor in 2002. In a period when the academic community has been criticized for not paying enough attention to teaching, Rob has convincingly demonstrated that commitment to teaching need not be at the expense of research excellence. Through his own example, he has shown how the two can be, and should be, mutually reinforcing.

As a scholar, Rob has profoundly shaped thinking in not one, but two, subfields of sociology: sociology of religion and social stratification. Rob’s publication record would make most sociologists covetous. His success in publishing (frequently in collaboration with Nancy Davis) in what many consider the holy trinity of sociology journals—the American Sociological Review, the American Journal of Sociology, and Social Forces—is remarkable. Even more remarkable is the impact that he has had on how sociologists think about social justice, trust in others, community, class inequality and how it is perpetuated, and the influence of religion and religious orthodoxy. For this work, Rob and Nancy have received multiple awards, including distinguished article awards from the American Sociological Association (ASA); Section on the Sociology of Religion (twice) and the Society for the Study of Religion. Also receiving accolades—including an Independent Publisher Book Award and the Scholarly Achievement Award of the North Central Sociological Association—is Nancy and Rob’s recent book, Claiming Society for God: Religious Movements and Social Welfare in Egypt, Israel, Italy, and the United States.

Rob is so much more than his CV. As Linda Dahlberg from the Centers for Egypt, Israel, Italy, and the United States notes: “Rob Robinson taught me what it means to be a mentor. He took me on as an advisee after my two previous advisors left IU, even though his research area was not closely related to my own. He listened carefully, he reflected slowly, and then he provided advice based on what I wanted, not on what he thought I should want. Our conversations always made me feel like a colleague, like a valued scholar, like a ‘real sociologist,’ not just a peer graduate student. Rob taught me one of the most valuable lessons of my academic career. He taught me to stand up for myself, to make sure I got credit for the work I had done, even when this meant disagreeing with scholars who had much higher power and status than I. Rob pushed me to be tougher, but he also promised to stand behind me if push ever came to shove, providing a safety net as I learned what it means to be my own best advocate. Without doubt, Rob is the person I most try to emulate in my own mentoring of students today.”

Brian Powell

Robert D. Sherwood

Robert D. Sherwood (Rob) received his B.S. in chemistry from Purdue in 1971 and his M.S., also in chemistry, in 1973. He was a high school chemistry teacher in Indiana from 1971 to 1977, when he came to Indiana University to pursue a doctoral degree. He received a Ph.D. with a double major in science education and educational inquiry in 1980. He became an assistant professor in science education at New York University in 1980 and moved to Vanderbilt University in 1983. He was promoted to associate professor in 1988, and during the years he was at Vanderbilt he worked as associate director of the Learning Technology Center, chair of the Department of Teaching and Learning, and research scientist in the Learning Technology Center. In 2004 he began service for the National Science Foundation, serving through 2006 as the program director for the Division of Elementary, Secondary, and Informal Education under the Directorate for Education and Human Resources. In 2006 he returned to Indiana University as professor of science education. Rob has also been the interim director for the Center for Social Studies and International Education as well as the Center for Research on Learning and Technology. From July 2008 to December 2014 he served as the associate dean for research for the School of Education.

In addition to his numerous leadership roles, Rob has also contributed greatly to scholarship, producing countless books, chapters, and refereed journal articles, as well as an amazing list of research presentations at national and international venues. One of his very notable contributions was in the development of video and software curricula for K–12 teaching. Along with his research group, he developed curricula that were used throughout schools everywhere, such as the Adventures of Jasper Woodbury and the Scientists in Action series. These curricula enjoyed popularity because they provided existing context and adventure settings through which students worked through scientific and mathematical problems.

Dr. Sherwood has received numerous awards for his excellent work, such as two Outstanding Paper Awards for Classroom Applications from NARST (the National Association for Research in Science Teaching) and an award for the best article published in 1987 in the Journal of Research in Science Teaching. He has most recently been honored with the Distinguished Alumni Award from the College of Science at Purdue University (April, 2013). Dr. Sherwood has been extremely successful in procuring external funding for his research and development projects from entities such as the National Science Foundation, the U.S. Department of Education, and Microsoft. His projects have focused on professional development, curricula, and funding for teachers throughout his career.

All of these accomplishments are impressive. But what is truly amazing to me (Valarie) is that Rob is extremely good at working with people and is able to work on challenging and sometimes controversial topics with such admirable grace. Whenever I am in a difficult situation and need to think about how to deliver bad news, or communicate delicate news, I think, “How would Bob say that?” Just watching him interact with others and work through difficult challenges has taught me much about how to effectively dealing with difficult situations.

Rob’s ability to navigate challenging situations or controversial topics has been an amazing quality, but just one of his many outstanding qualities. As his current supervisor states as a colleague: ‘I (Meredith) remember that shortly after arriving at IU, my major advisor told me that Bob sought her out at a conference specifically to tell her how well I was doing and that he thoroughly enjoyed working with me. I must say, the feelings are mutual! I have learned many things about the world of academia from Bob over the past few years, but the one lesson I will always hold onto, even beyond my professional life, is the importance of taking a little time to point out the good in someone or something, and not always focusing on what is wrong or what should be improved. Thank you, ‘Uncle Bob’ for the many lessons; you will be greatly missed!”

As my (Adam’s) mentor, Bob has shared great advice related to students, funding, and science education. “Until Rob” was the consummate Hossier—as nice as can be, but not yielding on his principles. As an administrator, Bob went above and beyond to do what he could to help faculty and the larger School of Education community. I agree that Bob is extremely good at working with people (I Cary) always walk away feeling like it will work out and feeling supported, even if he disagreed with me. In addition, I know Bob to be very highly skilled as working in this higher education environment. He has an arfur才华 capacity for managing various entities, procedures, and agendas. He is unhesitantly assistant and thorough in working to transcend difficulties in a manner that has definitely earned him a high and positive regard throughout the professional community. In his retirement, Bob plans to spend more time enjoying his hobbies. He plans to do more woodworking, work on the family farm, enjoy his vintage gun collection, and visit auctions to collect more interesting antiques. Most importantly, he intends to spend ample time with family, especially his grandchildren. All of us at IU will miss Bob, but know he will have a fulfilling retirement.

Valerie L. Ahern, Gayle A. Buck, Meredith C. Rogers, and Adam Malove

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**Rosann Spiro**

Rosann Spiro retired in December after 30 influential years (1984–2014) at IU Kelley School of Business. Rosann has had a rich and versatile career and has distinguished herself as a thoughtful leader, a passionate researcher, and an effective educator. She is known to speak her mind, to be open to new ideas, and to be supportive of junior members of the faculty and doctoral students. While she will certainly be missed, we are hopeful that she will continue to be involved in the school and the department.

Rosann received her Ph.D. in business administration at the University of Georgia in 1976, with a major in marketing and a minor in statistics. She had received an M.B.A. at Indiana University in 1969 and a B.A. in sociology and philosophy in 1967, first as an economist and statistician and later as a senior sales representative. This corporate experience shaped her future academic interest in sales management.

Rosann’s first academic position was as an assistant professor at the University of Tennessee in 1976. She was promoted to associate professor with tenure in 1980. She joined Indiana University in 1982 as a visiting professor. It was IU faculty wisely made her an offer to join the Department of Marketing, which she accepted. Rosann loves to explore other parts of the world, and has taught at the University of Aarhus in Denmark and at I.E.S.E. Business School in Spain during one sabbatical. She has also taught at universities in Western, Central, and Eastern Europe.

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In recognition of her many contributions, Rosann was awarded the Lifetime Achievement Award by the Selling and Sales Management Strategic Interest Group of the American Marketing Association in 2008 and the Academy of Marketing Science Distinguished Marketing Educator award in 2012. Rosann has been married to Rockney Walters for many, many years and she and Rockney are the semi-proud parents of three expensive daughters and five grandchildren: Alessandra, Alex, Maura, Stella, and Luca. She and Rock are heavy supporters of the kids’ many activities. She plans to be very active in IU sports along with her own tennis, biking, swimming, and latest, yoga. She and Rock will continue to travel as well, with trips to Japan and Italy coming soon.

Rosann, congrats on a fabulous career! We will always save a spot for you at lunch.

Shanker Krishnan

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**Professor Sarita Soni** was born in Africa to an Indian father and a mother whose father had emigrated from India to Kenya in the early part of the twentieth century. At the age of 16, she moved to Manchester, England, to attend high school and then college, graduating with a B.Sc. (first class) in ophthalmic optics from the University of Manchester Institute of Science and Technology in 1972.

She arrived in the United States by way of Canada, needing a North American O.D. (Doctor of Optometry) degree to practice. To complete an O.D. degree, she was admitted as a special student to the University of Houston College of Optometry. She arrived in the United States by way of Canada, needing a North American O.D. (Doctor of Optometry) degree to practice. To complete an O.D. degree, she was admitted as a special student to the University of Houston College of Optometry. She began her academic career, she had the very good fortune to work with Dr. Irvin Borish, one of her discipline's most notable academic leaders. Together, they began to develop a clinic to pursue clinical research in vision. Eventually, that clinic blossomed into what is now the Borish Center for Ophthalmic Research. Dr. Soni was the center’s co-director for 10 years (1995 to 2005), during which time more than 60 projects were undertaken to advance vision research.

In 1989 IU Bloomington Chancellor Ken Gress Louis and Dean of Faculties A. Kenneth Terry selected Dr. Soni to become a member of the first group of CIC (Committee on Institutional Cooperation) academic leadership fellows. Her career in university administration began with positions as associate dean for faculties and associate dean for research and graduate school, then as a special advisor to the vice president for research. She became associate vice president for research in 2004, and since 2006 has served as IU Bloomington vice provost for research.

Dr. Soni has a rich and versatile career and has distinguished herself as a thoughtful leader, a passionate researcher, and an effective educator. She is known to speak her mind, to be open to new ideas, and to be supportive of junior members of the faculty and doctoral students. While she will certainly be missed, we are hopeful that she will continue to be involved in the school and the department.

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Rosann Spiro retired in December after 30 influential years (1984–2014) at IU Kelley School of Business. Rosann has had a rich and versatile career and has distinguished herself as a thoughtful leader, a passionate researcher, and an effective educator. She is known to speak her mind, to be open to new ideas, and to be supportive of junior members of the faculty and doctoral students. While she will certainly be missed, we are hopeful that she will continue to be involved in the school and the department.

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Scottish American Alex Tanford attended his Durham high school gym with an African American classmate, despite the school's ban on interracial dating. For that bold civil disobedience, he and his date were expelled. This was 1967, and North Carolina law prohibited miscegenation. Alex Tanford staked out the moral high ground just months before the United States Supreme Court announced its landmark decision declaring anti-miscegenation laws unconstitutional. The temporary order heightened his sensitivity to racial discrimination and reinforced his commitment to fight against unjust rules.

When Indiana University hired Professor Tanford, he was a full professor, teaching courses in the Economics of the Media, an area that resonated with his interests. And he had always been a voracious reader, turning his attention to just about anything that caught his eye. He catalogued over 1,000 books on the subject.

Alex Tanford graduated from Princeton University in 1972 with an A.B. in anthropology. A wise managing a McDonald's didn't lure him into America's corporate world, and he headed for law school at Duke, where he won the Student Body's highest award, the Duke Law School's颁发 of the year award. He was later appointed assistant professor in the Department of Telecommunications.

The Law School did not know it had grabbed a gem. He had never seen five-lane highways. David immersed himself in the city and at USC took to college-level academics, especially economics. Eager to get the academic experience he wanted, he petitioned his way into many requirements. The most outstanding was his ability to learn on his own. He took a course in the summer, never attending the lectures. He simply read the assigned texts and did the homework. When he finally did attend a lecture, he found it to be a waste of time. He decided to do things his own way.

In our recent conversations about whether to retire, David poignantly told me: “It’s like turning in one’s musical instruments.” Although he did decide to retire, the university had plans for more academic opportunities for David. On November 13, Federal Communications Commission Chairman Tom Wheeler announced David’s appointment as the FCC's chief economist.
Professor Arlington (Arlie) Williams arrived in Bloomington in 1979, after completing his Ph.D. in economics at the University of Arizona. Arlie has spent his entire academic career as a member of the IU Department of Economics, playing a major role in shaping the department in regard to both teaching and research.

Arlie was born in Stroudsburg, Pennsylvania, and did his undergraduate work at Michigan State University, where he met his soon-to-be-wife, Carol. Upon graduating from Michigan State, both Arlie and Carol entered graduate programs at the University of Arizona, but only after spending months roaming the hillsides of Mexico with their dog Cisco in their old, but reliable, Volkswagen bus. This is an aspect of Arlie’s life that has not changed. The bus is now a much larger vehicle designed for traveling the highways and back roads of the United States, but the joy of the ride and backpacking has not changed. Of course, many of these miles in the future will be traveling the scenic routes between Bloomington and Portland, Oregon, where Carol and Arlie’s daughter, Emily, resides. After she graduated from Stanford University with majors in cognitive science and English, Emily’s upbringing as the daughter of an economist eventually emerged, and she started her own business, called Twisted, which has become an eminent yarn and knitting shop in the Portland area.

I first met Arlie in 1977, at the first U.S. conference on experimental economics. That conference included approximately a dozen faculty and a handful of graduate students. We were both graduate students entering this new field in economics, with considerable uncertainty as to whether the field would eventually become accepted as mainstream within the economics profession. It has, and Arlie’s research played a significant role in that acceptance. The field now includes its own international organization, a flagship journal dedicated to the area, and hundreds of members. Arlie’s research includes a wide range of topics related to individual and group behavior, with over 40 papers published in some of the most highly regarded journals in economics.

Experimental economics at Indiana University began with Arlie. As a new assistant professor, he quickly began the development of a seminar course in experimental economics for honors undergraduate economics majors and graduate students. Luckily for me, Arlie also convinced the department that another experimentalist was needed. The department is now recognized as one of the leaders in this field.

Arlie was also a pioneer in bringing computing technology to the field of experimental economics. His thesis research included the development of a computerized asset market designed to allow real-time market exchange of assets within a controlled laboratory setting. Given the state of computing at that time, this was a truly pathbreaking use of the new computerization that was entering the academy. The importance of this work to the experimental economics field is fundamental. Now, economics behavioral laboratories using computerized decision-making environments are the norm within the discipline. Arlie’s early work with future Nobel Prize winner Vernon Smith led to what has become the seminal paper in the area of asset market experiments (Smith, Suchanek, and Williams, Econometrica, 1988). In the mid-1980s, based on this early work and his deep-rooted interest in teaching, Arlie began to develop computer-based decision-making environments that could be accessed by students outside the classroom, which were in essence active learning exercises in behavioral economics that broadened the curriculum in introductory and intermediate-level economics classes. Thousands of IU undergraduates have participated in these decision-making exercises, which encompass monopoly pricing decisions, asset markets, and public goods provision.

Over the past 35 years, Arlie has become one of the most respected members of the department, known for his outstanding teaching at the undergraduate and graduate level as well as for his research program in experimental behavioral economics. Just as importantly, Arlie is known as a colleague with utmost integrity and thoroughness in dealing with administrative or personnel issues.

Over the past decade, the economics department has seen a phenomenal growth in the number of economics majors. With that growth, numerous issues have arisen regarding how to pedagogically manage a curriculum that maintains high standards. Once again demonstrating his dedication to IU undergraduates, Arlie has embraced efforts to find solutions to the issues in his role as the department’s director of undergraduate studies, a position he has held for 17 years. As part of that effort, Arlie has also played an important role in making sure that the department honors its best students, and in helping IU more broadly through the recruitment of many of its best undergraduates as Wells Scholars.

Arlie’s thoughtfulness and pragmatic approach to handling departmental issues will be missed as the economics department enters a new era. His steadiness and resolve have placed an important stamp on the department during the past 35 years.

James Walker

Arlington W. Williams
Jacques Merceron

Jacques Merceron arrived at IU in 1993 from Burgundy, France, via Paris and California, after a respected and fruitful career as a high school teacher and independent scholar. He joined the Department of French and Italian as the department’s third medievalist and quickly became a beloved undergraduate teacher, introducing young Americans to the culture of the European Middle Ages with dazzling multimedia presentations well before the era of classroom technology. At that time, his research focused on the Old French epic tradition, which for Jacques included the genres of romance, fabliau, and lyric. His first book, on the role of the messenger in twelfth- and thirteenth-century French literature, was published to glowing reviews in 1998.

As Jacques’ work took a turn toward the study of medieval saints’ lives and the cult of the Virgin Mary, he began to explore relationships between the sacred and the secular, between pagan and Christian beliefs, and between literature and folklore. He focused on popular beliefs, and this highly original path has proved enormously productive and has established Jacques as the modern voice of Medieval French commoners and peasants. His second book, Dictionnaire des saints imaginaires et facétieux (du Moyen Age à nos jours) (Dictionary of imaginary and humorous saints from the Middle Ages to the present day), was a smash success in both scholarly and popular circles and earned him over 50 enthusiastic reviews in a wide variety of journals, newspapers, and magazines across North America and Europe, as well as multiple international media interviews. In this 1,300-page masterpiece, ranked among the 20 best books of 2002 in France—a country that takes extremely seriously this type of classification—Jacques brings to life the popular religious traditions that have “canonized” intercessors such as Saint Monday (the patron of worshippers of weekends) and Sainte Touche (who oversees the paycheck) while opening an entirely new area of hagiographic studies. Complementary articles explore the history of the complex relationship between serious religion and the various playful, critical, or obscene murrineries of it that emanate from all ranks of society.

Besides being the creator of innovative undergraduate courses, Jacques has also launched entertaining but rigorous graduate level seminars such as The Virgin and the Saints: Poetics and Politics of the Miraculous in the Middle Ages and Theater and Discourse of Madness in the Middle Ages (12th–16th centuries). He has shaped our two-semester introduction to Old French literature into a unique combination of serious language study, literary criticism, and medieval studies that continues to attract master’s and doctoral students not just from the French literature track, but also from French linguistics and outside the department. Alongside his dedicated teaching, advising, and mentoring of both graduate students and undergraduates—the latter of whom regularly enter the French major through Jacques’ compelling courses in general French literature, and not solely via the Middle Ages—Jacques has kept up a rigorous publication schedule. Jacques’ third book is La vieille Carcas de Carcassonne, Florilège de l’humour et de l’imaginaire des noms de lieux en France (the subtitle translates to Humorous and Imaginary Names of Sites in France). As his propensity to scholarly exhaustiveness might predict, this volume, published by Seuil in Paris, emerged in 2006 with over 800 pages of fascinating documentation and analysis of popular etymologies and word games based on place names, again to rave reviews.

Jacques’ relentless search for evidence of the endearing, the humorous, the bizarre, and the (other) deeply human aspects of popular French tradition and mythology has led him, perhaps unsuspectingly, to a joyous bi-continental indoor-outdoor research program that his family has been able to share. As his wife, Betsy, of IU’s Department of Second Language Studies, puts it: “In doing this work, we have had the pleasure of driving one-lane roads to search for the remains of legendary castles, monasteries, healing fountains, remote chapels, a rock transformed into an altar, or even a rock said to have the footprint of Gargantua embedded in it.” Interestingly enough, Jacques has been known to quickly get back to Bloomington to check references in the extraordinary IU Wells Library following these trips.

For a scholar just finishing his twenty-second year in a second career, Jacques’ output has been staggering: three books, 55 articles, and countless conference papers and invited talks. His third career promises to be equally illustrious, given the articles and the three additional books (well over 2,500 total pages already drafted!) that he is about to finish during his well-deserved free time. During his retirement, Jacques plans to enjoy more frequent research trips to France, but also much more time with his two sons and their families on the East Coast. He will be greatly missed in the department, not only for his world-class teaching and research, but also for his energetic leading of our Student Faculty Forum series, his respectful and deeply committed voice at faculty meetings, and his friendly, sincere collegiality.

Barbara Vance
and Andrea Ciccarelli
Emanuel Mickel received his M.A. and Ph.D. from the University of North Carolina during the years 1959 to 1965, a period that included a two-year stint as an officer in the United States Army (1961–63). In 1965 Professor Mickel joined the Department of Romance Languages at the University of Nebraska, where he was promoted to the rank of associate professor with tenure in 1967. The next year he joined the Department of French and Italian at Indiana University and was promoted to the rank of professor in 1973. In 1976 he was asked to establish the Medieval Studies Institute, and he served as its first director until 1991. In those years the institute staged five major conferences, including the 1985 annual meeting of the Medieval Academy of America.

Professor Mickel was a Lilly Fellow in 1981–82 and received various NEH grants between 1980 and 1986. From 1976 to 1978 he served as associate dean of the University Graduate School and from 1984 to 1995 he served as chairman of the Department of French and Italian. He was named interim chairman in 2009 and again appointed as chairman, serving until 2011. Mickel's more than 13 years in that position represents the longest tenure for a chairman in the history of the department. In his more than 47 years of teaching at IU, Mickel has presented more than 60 papers at conferences and he has been invited to lecture at many colleges and universities including Wabash, Depauw, Cornell, Colgate, Michigan State, Michigan, North Carolina (Asheville), the University of Budapest, Pennsylvania State, Lajos Kossuth University in Hungary, Virginia Commonwealth, Cambridge, Edinburgh, the University of London, Paris-Sorbonne, and the Institut Universitaire d’Etudes Européennes in Geneva. In 1997 he was made a Chevalier dans l’Ordre des Palmes Académiques by the French government.

In his scholarly career, Professor Mickel has written eight books, edited 14 others, and published more than 80 articles in journals in France, Germany, Italy, Spain, England, Switzerland, Finland, Denmark, Canada, and the United States. His career was unusual in that he was active as a scholar in two distinct areas. The first is nineteenth-century French studies; he wrote three books and many articles on poetry, the novel, and French painting, and served for 15 years as a member of the editorial board of Nineteenth Century French Studies. His books include a volume on the influence of opium and hashish on nineteenth-century writers, including Charles Baudelaire. He has also written a book on the novelist-painter Eugène Fromentin, and a volume on Jules Verne’s Vingt mille lieux sous les mers.

His second field is medieval studies. He has written five books and many articles on the Chanson de Roland; the chanson de geste; Old French romance, drama, and satire; the Lais of Marie de France; and recently, articles on the relationship between fiction and history. In 2004, the conference of the British Société Rencesvals (the international society to promote study of the medieval European epic) honored Mickel's 10-volume edition and study of the Old French Crusade Cycle, a project involving scholars from the United States, Canada, France, England, and Belgium that took 38 years to accomplish. That work is now the accepted standard worldwide for this hybrid historical-romance genre. Also in 2004, a book titled The Reception and Transmission of the Works of Marie de France, 1774–1974 was published in honor of Mickel’s 1974 book on Marie de France, France’s first woman poet (12th century). Mickel's book is praised as the fundamental modern study that launched the great popularity of Marie de France studies in the next 20 years. The introduction pays homage to the role of Mickel's medieval research in the development of the history of French literary studies since 1964.

In 2006 Professor Mickel was a scholar in residence at Pembroke College at Cambridge. He lectured both in Cambridge and the University of Edinburgh on the literature of the Old French Crusade Cycle. In 2013, he was honored at the 48th International Congress of Medieval Studies in Kalamazoo, Michigan, with three sessions recognizing his scholarship in the areas of the French Medieval epic, Arthurian literature, and the Lais of Marie de France.

Since 2012, Professor Mickel has written several articles and lectured at Oxford University and in Rome on the question of the intersection between history and fiction in medieval epic and romance. Last year, he completed a book on allegory, persona, and personification from Greek and Roman literature in the literature of the West.

A demanding, stimulating, and devoted teacher, Professor Mickel is admired and respected by students and colleagues internationally. He has played a determining role in the academic formation of a number of graduate students in the two fields of his expertise, always ready to provide counsel and support.

Eduardo Lebano
Barbara Klinger

After 32 years of teaching at Indiana University, Barbara Klinger is retiring at the end of this semester, having compiled a remarkable record as a scholar, teacher, and administrator. Her efforts did much to develop and bring to international prominence film studies on the Bloomington campus. Through her award-winning and widely cited publications, her mentoring of graduate students, and—most recently—her work as president of the Society of Cinema and Media Studies (SCMS), Barb Klinger has had a significant and lasting impact on the profession.

Upon completing her B.A. degree in English at Bucknell University, Barb pursued an M.A. in film at Ohio University, whose School of Film honored her with a Distinguished Alumni Award in 2009. She earned her Ph.D. in 1986 from the University of Iowa, which had one of the premiere programs in cinema studies at the time, completing a dissertation that brought new theoretical perspectives to the study of cinema spectatorship. While completing her Ph.D., she began working at Indiana University as a lecturer in film studies for the Department of Comparative Literature. She became an assistant professor in that department in 1986 and was promoted with tenure in 1993. Barb was instrumental in the formation of the Department of Communication and Culture (CMCL) in 1997, where she was promoted to full professor in 2006. In recognition of her achievements, she was named a Provost Professor in 2014.

Barb has made many contributions to the intellectual life of the Bloomington campus, and to the study of film at Indiana University. In addition to her many departmental and university service responsibilities—including two stints as interim department chair—and her deep investment in mentoring graduate students, Barb served as director of the Cultural Studies Program (1991–94) and of the Film Studies Program (1995–99) before becoming director of Film and Media Studies in the Department of Communication (1999–2006). Coupled with her work on behalf of the IU Cinema, this service has been vital to film studies at IU as it grew from an independent program to a major component of CMCL, and now, The Media School. For film and media scholars around the world, it was Barb’s acclaimed and influential research that made her a prime candidate to head the SCMS, the discipline’s major professional organization. In this capacity, she has overseen two annual conventions and led SCMS through major improvements to its administrative structure and its online presence.

Barb has presented and given invited lectures at the most important conferences and symposia in the field, and has given a host of invited and keynote lectures at conferences in Wales, Switzerland, Scotland, Australia, and England, as well as in the United States. She has twice won the Katherine Singer Kovacs award (1997, 2010) for best article in film studies, has published widely in premier journals and anthologies, and her two books are essential reading for students and scholars across a variety of specializations in film and media studies.

Barb’s first book, Melodrama and Meaning: History, Culture, and the Films of Douglas Sirk (1994), established her as a leading expert in the important genre of film melodrama, as well as in the historical study of reception, which explores the role of audiences in constructing the shifting meanings of films. She has been particularly formative in underscoring that a broad range of social, historical, and cultural factors determine how films are consumed and interpreted by audiences over time. Film reception, as she has demonstrated, is a complex historical and cultural phenomenon, reflecting shifts in theoretical and critical assumptions. She has also explored reception across a range of other sites and audiences, including screenings of Titanic in Afghanistan, male fans of The Big Lebowski, and female spectatorship and The Piano.

Beyond the Multiplex: Cinema, New Technologies, and the Home (2006), Barb’s second monograph, was the first book to explore in detail and with theoretical sophistication the implications for film reception of a host of new technologies that have fundamentally altered the way audiences see, interact with, and take pleasure from films, and have increasingly given audiences the option of owning and re-viewing films: VHS and DVD formats, cable television, home theater systems, and the Internet. Beyond the Multiplex established her as a leading researcher in the interface between cinema and new media, and in non-theatrical cinema, an increasingly important area of film studies.

Her colleagues at IU and far beyond can be grateful that Barb’s career as a scholar shows no signs of slowing down. She is currently working on two major book projects that reflect the continuing vitality of her intellectual curiosity, one on contemporary uses of 3D technology, the other on the complex afterlife of classic Hollywood films in different versions and across various media platforms.

Greg Waller