

S. Christian Albright

Professor Chris Albright has dedicated 39 years to academia, all of which have been at Indiana University and the Kelley School of Business, where he is professor of decision sciences in the Department of Operations and Decision Technologies. For these 39 years he has been one of the pillars of the Kelley School, teaching across all our programs and influencing them greatly. It is hard to imagine what the Department of Operations and Decision Technologies and the Kelley School will be like without Chris. He has been a valuable colleague and a mentor to many of us.

Chris was born in Pennsylvania but grew up in California. He earned a B.S. in mathematics from Stanford University and a Ph.D. at Stanford in operations research, and then began a very distinguished academic career in 1972 at the Kelley School of Business. Over the course of his career, Chris's teaching and writing have focused on the areas of stochastic processes and operations research, but he has also taught courses in calculus, computer simulation, linear programming, statistics, data analysis, and computer programming and applications. He has taught undergraduate students as well as M.B.A. and doctoral students, has chaired over a dozen doctoral dissertations, has been a member of numerous Ph.D. committees, and has served as the chairperson of the doctoral program in the Kelley School.

Chris has been a pioneer teacher, developing and teaching courses in the fast-changing areas of information technology and analytics. One of his major contributions has been to K201, the required Kelley undergraduate information technology course. This course was first introduced to the Kelley undergraduate program in the mid-1960s, and for the next 20 years its primary focus was computer programming. By the end of that period it was badly in need of the restructuring that took place under Chris's leadership in 1990 when he redesigned the course, centering it on business applications using spreadsheets and databases. That was a radical approach then, but it has survived the test of time with flying colors. The course is now taught to over 3,500 students a year and has become a cornerstone of the business curriculum. It is a course that teaches students how to leverage tools such as Excel and Access to solve business problems and is often cited by corporate recruiters as one of the key reasons for recruiting students from the Kelley School. Chris has been its intellectual leader since its redesign.

Among Chris's major contributions to teaching are his various textbooks that have been used in business schools around the world. His book, *Data Analysis and Decision Making*, is used by most of the leading business schools in the United States. Altogether, Chris is the author of six books covering a range of analytical and technological areas including data analysis, statistics, operations research, VBA (Visual Basic for Applications), and spreadsheet modeling. These works have set the standard in the use of technology and computer applications in the business curriculum. Chris is considered one of the leading authors and teachers of spreadsheet modeling. His teaching efforts have led to numerous honors, including the Distinguished Teaching Award from our doctoral students, the Sauvain Teaching Award, Innovative Instructional Award from the Kelley School, and several Teaching Excellence Recognition Awards (TERAs).

Chris has made major contributions in research as well. He is well recognized as a leading contributor in analytics and has published numerous articles in some of the most prestigious journals in management, mathematics, and probability, covering topics in the areas of stochastic processes, inventory theory, and sports modeling. His articles have appeared in *Operations Research*, *Management Science*, *Naval Research Logistics*, *JASA*, *Advances in Applied Probability*, *European Journal of Operations Research*, and *IIE Transactions*, among others.

Chris is the proud father of Sam, a graduate of the Jacobs School of Music. Chris's wife, Mary, was for many years a middle school English teacher in Bloomington. Mary and Chris have one very special grandson, Teddy. They also own a beautiful Welsh corgi, Bryn, who will keep Chris busy over the next few years along with his other two passions, piano and golf. He is a scratch golfer and a concert-level pianist. Now that Chris is retiring from his day job, his friends will expect more frequent piano concerts!

After 39 years in the Kelley School, Chris is going to be missed.

Congratulations on a superb career!

Ashok Soni

Steen Andersson

Steen Andersson was born in 1945 in Frederiksberg, Denmark, and grew up in Copenhagen. He received his high school diploma in 1964 and went on to the University of Copenhagen, where he earned his Candidate Scientific Degree in mathematics with a minor in physics. His dissertation dealt with induced projective representation of locally compact groups, a mathematical subject within quantum mechanics.

After graduation Steen joined the Institute of Mathematical Statistics as a candidate instructor. He was promoted to assistant professor in 1974 and associate professor in 1976, serving as chair of the institute from 1985 to 1989.

In 1985 Steen's wife, Eva Legêne Andersson, accepted a position at the Institute of Early Music at IU. In 1989 Steen accepted a position as visiting professor in the IU mathematics department and emigrated to the United States with their two children. Steen was promoted to associate professor in 1991, to full professor of mathematics in 1996, and in 2006 joined the new Department of Statistics as professor of statistics. He continues to hold the position of adjunct professor of mathematics.

Steen has held visiting positions at Stanford University, the University of Washington, and the University of Illinois. He has given talks at numerous universities and has been an invited speaker at many national and international meetings. In 1999 he joined the Field Institute in Toronto for a series of three, one-month meetings on the subject, "Causal Interpretation and Identification of Conditional Independence Structures."

Steen is widely known as a pioneer of multivariate statistical analysis who explored and extended its boundaries to previously unimagined frontiers. As a faculty member at the Institute of Mathematical Statistics, one of the world's preeminent statistics departments at that time, he used his candidate dissertation to develop an elegant theory of statistical group symmetry (GS) models. He showed that most of the classical patterned covariance structures (e.g., intraclass structure, compound symmetry, circular

symmetry, the complex normal distribution) are special cases of his GS models. Steen and his colleagues, Hans Brøns (Copenhagen) and Søren Tolver Jensen (Copenhagen), refined the theory of GS models and extended it to include the associated GS testing problems. They showed that most classical multivariate testing problems (e.g., testing independence, sphericity, and equality of covariance matrices) are special cases of GS testing problems. This statistical theory revealed many new models and testing problems—for example, testing that an unrestricted covariance structure has a complex structure. This work, which both unified and greatly extended the domain of classical multivariate analysis, was continued by Steen in Bloomington and used by his Ph.D. student Chad Sherrer to develop a new specific GS model.

A second major topic of Andersson's work was his study of models for multivariate dependence determined by Markov properties, i.e., by conditional independences (CI) among the variables. These include lattice conditional independence (LCI) models and acyclic directed graphical (ADG) models, where the edges of the graph represent dependences among the statistical variables of the model. Like GS models, LCI and ADG models allow explicit likelihood inference under normality, so again extend significantly the scope of classical multivariate analysis. Steen later extended ADG models to models based on graphs with both directed and undirected edges, called AMP (Andersson-Madigan-Perlman) models, which represent both causal and associative relations among the variables. Steen enjoyed a long and fruitful collaboration on these topics with Michael Perlman (University of Washington [UW]), as well as with Mathias Drton (UW, Chicago), David Madigan (UW), and Jesper Madsen (Copenhagen).

The fundamental quantity that measures dependences among statistical variables is the sample covariance matrix (SCM). In classical multivariate analysis, the SCM follows the Wishart distribution, defined on the cone of positive definite symmetric matrices. To carry out statistical analysis on the new classes of models described above, Steen developed the elegant theory of generalized Wishart distributions on the much larger class of homogeneous cones and related cones associated with

graphs, leading to generalized Wishart distributions and Rietz distributions. He is still working with his Ph.D. students Gerry Wojnar, Saeid Yasamin, and Jesse Crawford from IU and with Thomas Klein (Munich) on the theory and applications of these distributions. Steen has shown that all properties of the classical Wishart distribution extend to these generalized Wishart distributions in a beautifully unified manner.

Steen and his co-authors have published more than 30 scientific papers in leading statistical journals. It is clear that he has made outstanding contributions to the field of statistics.

Steen has taught a wide variety of undergraduate and graduate courses and has directed four Ph.D. students at IU. He has also contributed substantial service to the university, in particular by serving as director of the math department's statistical consulting service from 1993 to 1997 and as a member of the Department of Statistics Formation Committee from 2005 to 2006. In the Department of Statistics he has served as director of graduate studies and as chairman of the colloquium committee.

One of Steen's greatest joys is his family. His wife, Eva, retired from IU in 2009 as a full professor of early music. His oldest child, Astrid, is a musician living in Germany. His youngest, Åse, is a news anchor on Danish television. Both Astrid and Åse are IU graduates and both have two children. Since their retirement, Steen and Eva have been spending time at their homes in Germany and Denmark, where they can enjoy the company of their two children and four grandchildren. Steen says he is busier now than when he was at IU!

We in the statistics department feel very fortunate to have worked with Steen for the final four years of his career. He was a wonderful colleague with good common sense and a great enthusiasm for his work and for life. He was always eager to explore and understand scientific problems. He will be greatly missed by colleagues and students. We will particularly miss his sense of humor and his stories—he was a great storyteller! We wish him well in his retirement.

Lanh Tran and
Michael Perlman

John P. Bean

The famous story of Mark Hopkins, an early president of Williams College, sitting on one end of a log with a student on the other end, on a rustic version of a teeter-totter, is one of the more pervasive images of the ideal university faculty member (and administrator). Hand in hand with this idealized image are others, such as renaissance intellectuals who were brilliant in their fields of study but also knowledgeable in many other areas, individuals who were conversant in multiple languages, and people who could hold their own in any art museum or identify the great musicians of their era and past eras. In reality, although many faculty members are knowledgeable across a wide array of fields of study, culture, and the arts, the ever-present push for increased publishing in a faculty member's specialized area(s) of research has taken its toll on our idealized image of these renaissance intellectuals. John Bean, however, in many ways still embodies these ideals: he is someone who takes the time to sit on real or virtual logs and to engage in one-on-one conversations with his students and peers on many subjects.

John came to Indiana University from the University of Nebraska in 1981 as an assistant professor of educational leadership and policy studies. At Nebraska he had been working in the Office of Institutional Research and also teaching courses in the higher education program. Early in his career he established himself as one of the leading scholars in the country in the area of college-student outcomes research with a special focus on student retention and persistence in postsecondary education. Indeed, John's theory of student persistence, which draws heavily on sociological theories of job satisfaction, though first posited in the early 1980s, remains one of the most frequently cited theories among researchers who focus on student persistence and success. His many empirical articles are widely cited as well. Google Scholar reports that his work has been cited more than 2,600 times—no small achievement for any academic.

John's accomplishments, however, extend beyond his theoretical and empirical research. He has an M.F.A. in poetry and has published poems in English and in Japanese (in which he was once fluent). He is an accomplished painter and has sold pieces to influential collectors, including John Mellencamp. At an earlier stage of his career he demonstrated that he was a skilled carpenter, designing and building his own furniture. In the last 15 years his interest shifted to music. John was always a first-rate banjo player and can still be found performing with a bluegrass band in Greencastle. He has composed and recorded his own music. After studying the art of violin making at the Jacobs School of Music, he went on to making violins and has sold many to musicians around the nation. In an era of specialization John remains a renaissance person—who is also an accomplished researcher and scholar.

One of John's many contributions to Indiana University and its students is the years he has spent helping to shape and guide the research of doctoral students. For more than three decades John taught a required course on dissertation preparation, in which he did a masterly job asking students to think carefully about the assumptions undergirding their research and challenging them to think through the most appropriate analytical methods and design features of their studies. As a result, he has directed 37 doctoral dissertations and served on more than 70 additional dissertation committees. If no good deed goes unpunished, doing a good job in mentoring novice scholars in a dissertation preparation course has resulted in more than 100 doctoral students asking John to serve in some capacity on their dissertation committees.

Students in John's classes know they can expect to have conventional wisdom about the purposes and performance of higher education challenged. Many students have had the experience of sitting on a virtual log, engaged in discussions related to their research interests and being challenged to think in more complicated ways about colleges, universities, students, faculty, administrators, and values. In a recent communication with John, he had this to say about his career. I share it in this biographical essay because it so effectively captures the essence of John Bean's career at Indiana University:

To me, writing poetry (based on metaphor—how two things can be connected) is like theory (how two or more things can be connected) and painting is based on the relationships between things in the painting the way path models are based on the relationships between constructs in the model and violin making depends on proportions (the relationships between the different parts of the violin). Craft in violin making is not different from craft in writing or research. To someone on the outside, these might look like different activities, but to me they're all connected. Similarly, in-class and out-of-class is a false dichotomy—we learn from our experiences. I care for students, not just for what they learn, but as human beings, under stress, fraught with complexity. I learned from my colleagues much of what I know about my profession and am grateful I could work at IU.

John, along with his colleague George Kuh, who is also retiring this year, helped to transform the doctoral program in higher education and student affairs at IU into one that is now consistently ranked among the top five-to-eight programs in the country. John leaves a strong imprint on the program and the many students with whom he has worked.

Don Hossler

John Boquist

John grew up in Traverse City, Michigan, and went to General Motors Institute, where he earned a B.S. degree in industrial engineering. In 1969, after getting married, he entered the M.S.I.A. (Master of Science in Industrial Administration) program in the Krannert School at Purdue University and then decided to continue studying for a Ph.D. in finance. In the fall of 1973, John began his first faculty position at Indiana University's Kelley School of Business, and he never left!

John started as an assistant professor and is retiring as the Edward E. Edwards Professor of Finance. Along the way, he took on many institutional responsibilities, including service as the director of executive education from 1985 to 1990.

John has always loved teaching. He has taught in domestic and international executive education programs throughout his career. He is equally at home talking to such diverse audiences as the Portland Cement Association, M.B.A. students, senior executives of Whirlpool Corporation, General Motors, the Indiana Public Service Commission—just to name a few. In 1979 he received the university-wide Herman Frederic Lieber Memorial Award for Teaching Excellence, and in 1994 he received the Max Barney Executive Education Teaching Award. During his 37 years at IU, he has also received numerous M.B.A. teaching awards. In 1994 John was recognized by *Business Week* magazine as one of 12 Masters of the Classroom, professors singled out by M.B.A. students as the best teachers in the world of business. It's clear that teaching is a first love for John—although Jean, his wife of 41 years, prefers to think of it as his second love!

John has never ceased to be intellectually curious. Even in his retirement year, he published a paper with a doctoral student and fellow colleague. His research expertise has been sought by corporations all over the world. To disseminate the insight he developed over several decades of teaching and research, he co-authored a book, *The Value Sphere: The Corporate Executives' Handbook for Creating and Retaining Shareholder Wealth*, that is currently in its fourth edition.

John took his family to Fontainebleau, France, for two yearlong sabbaticals where he taught at INSEAD (European Institute for Business Administration). During the first sabbatical, his older son, Alex, was four and his younger son, Bjorn, 10 months old; and for the second sabbatical they were 15 and 12 respectively. It was a challenge for the boys to attend school in France, but the experience turned out to be life-changing for them, professionally enriching for John, and a cohesive experience for the whole family. John continued his relationship with INSEAD for several years as a visiting faculty member, teaching in the M.B.A and executive programs.

In 2008 the Meyer-Boquist Chair was established in the Kelley School with a very generous gift from Dave Meyer (M.B.A. '79). Dave, a former student, said of John, "I knew I wanted to be like that guy. I developed a respect for his amazing work ethic and his ability to get along with people. I also respected his amazing intellect. He had all the skills I wanted to develop." For a man who has devoted the bulk of his career to classroom teaching, this is the ultimate compliment.

John's and Jean's sons are now grown. Alex, a graduate of Purdue in math, is finishing a Ph.D. in finance at the University of Wisconsin and will be an assistant professor of finance at Oklahoma State University in the fall. Bjorn, who was on the men's swim team at the University of Miami, will begin a three-year program in physical therapy this summer at Rosalind Franklin University of Medicine and Science in North Chicago.

Sreenivas Kamma

Sarah Burns

Sarah Burns has spent her whole professional career at Indiana University, to the great benefit of Bloomington and the great pleasure of everyone who has known her. She came to us with a Ph.D. from Champaign-Urbana, an M.A. from the University of California Davis, and a B.A. from the University of Chicago. She marched up the ranks here in swift order until she became the Ruth N. Halls Professor of Fine Arts. In the process, with publications, grants, and honors galore, she established herself as one of the preeminent art historians of her generation and one of the most highly regarded Americanists in the country.

Over the years the array of honors she has received and the publications she has sent out into the world constitute a record of the highest achievement. Her work has been praised in every circle, and she has been sought by the finest institutions for lectures, residencies, and consultancies. More than one fine university has tried to steal her away from us. But Sarah stayed, to the constant delight of all her colleagues, both in the Department of the History of Art and in departments and units all over campus.

Here are some of her highlights. Sarah was a distinguished visiting professor at Stanford University in 1998, and the next year she was invited to be a senior fellow at the Stanford Humanities Institute. Her book, *Pastoral Inventions*, was selected as a *Choice* Outstanding Academic Book in 1989. Her book, *Inventing the Modern Artist*, received the renowned Charles C. Eldredge Prize for outstanding scholarship in the field of American Art in 1998. Her exhibition catalogue, *Off the Pedestal: New Women in the Art of Homer, Chase, and Sargent*, and another exhibition catalogue, *Frederic Church, Winslow Homer, and Thomas Moran: Tourism and the American Landscape*, both received the Victorian Society in America Metropolitan Chapter (New York) Exhibition/Catalogue award. Her book, *Painting the Dark Side*, received the coveted Charles Rufus Morey Award of the College Art Association in 2003. And her book, *American Art to 1900: A Documentary History*, was selected for another *Choice* award in 2008. Also in 2008, the Terra Foundation for American Art invited Sarah to be its first fellowship recipient, an honor that should be regarded as equivalent to receiving an NEH or Guggenheim fellowship. This is an extraordinary record of accomplishment by any means of reckoning, and it helps explain why graduate students have flocked to IU to work with Sarah Burns.

Sarah has been chair of art history and director of American Studies. She has been on the board of the Kinsey Institute for Research in Sex, Gender, and Reproduction and is a fellow of the IU Center for Integrative Photographic Studies. Her service to this university has been stellar, not just because of formal responsibilities, but also because she is always there, no matter when and no matter what, to help in the department when work needs to be done. She has been a mentor to us all at one point or another, and she is one of the most supportive colleagues any department could ever hope to have.

Important as all of this is, there is more that must be acknowledged. Sarah is as intensely intellectual as a scholar can be, and she has a command of theory that is second to none. But she never tosses jargon about; never leans on other people's ideas instead of thinking herself; never uses theoretical formulas as substitutes for understanding art, culture, society, or individuals. Sarah has the gift of comprehending the human condition and its relationship to art from the ground up, and she makes that ability wondrously clear in all of her courses, all of her publications, and all of her interactions with people. This too is why graduate students have studied with her in droves and why her contributions to scholarship will endure. Sarah Burns has been the exemplary IU professor, and as we celebrate her works, we also acknowledge that she will be truly missed.

Patrick McNaughton

Wendy Calman

Professor Wendy Calman's art encompasses complex, three-dimensional projects of large scale that creatively integrate sound, brilliant color, diverse materials, and kinetic functions. Some of her closest collaborators over her fine arts career have been electrical and mechanical engineers, computer scientists, sound technicians, chemists, carpenters, and musicians. This range reflects the interdisciplinary, multimedia nature of her work, which can best be described as rigorously experimental. It has also been described by viewers as puzzling, thought provoking, humorous, and surprising.

Born in New York City, Professor Calman credits Manhattan and its rich cultural palette with her early and building interest in the fine arts as human expression. She and her family not only availed themselves of one of the world's major art meccas, they were also avid and experienced sailors, often racing on Long Island Sound. Thus, while Calman has taught in the Henry Radford Hope School of Fine Arts for 34 years, her tenure here has been punctuated by regular and critically needed trips to the Atlantic.

Calman was educated at the University of Pittsburgh, where she received a B.A. in art history in 1969, and at Tyler School of Art of Temple University in Philadelphia, receiving both an M.F.A. and M.Ed. in 1972. After teaching drawing for four years at the University of Tennessee in Knoxville, she joined the Indiana University printmaking faculty (Rudy Pozzatti and Marvin Lowe) in 1976, teaching screen printing, photomechanical processes, and alternative printmaking methods. Professor Calman filled an important void in our printmaking program and progressively added distinction to it through her teaching and particularly through the scope and quality of her research and creative endeavors. She was in the vanguard of creating nontoxic screen-printing techniques and worked rigorously to make a safer environment for students in the then-hazardous milieu of the printmaking studio. She was one of the first printmakers in the United States to implement nontoxic,

water-based silkscreen in a teaching facility. This development helped make the IU screen-print area one of the finest and most innovative in our field. The prestigious printmaking program at IU has been nationally ranked in the top five since 1979.

As an undergraduate art history major, Calman gained a strong basic knowledge of historical precedents and trends in art. This background has greatly influenced both her research and teaching. An example is her voluminous research on Benjamin Franklin, a subject that figured prominently in her earlier work. A particular interest in the Northern Renaissance and also in the art of Japan, where the print developed strongly and flourished, led her to investigate printmaking in the Pittsburgh studio program. Calman's solid education in *intaglio* and relief processes with George Nama, who studied at William Hayter's Atelier 17, led her to do her advanced printmaking at Tyler School of Art. Tyler provided a stimulating atmosphere, where students were exposed to such noteworthy visiting artists and speakers as John Cage and Frank Stella. Calman's undergraduate minor in psychology fueled a career-long interest in direct personal responses to her own work, which often engages the viewer in intriguing and innovative interactions.

Calman introduced her students to new ways of thinking about screen print and printmaking in general: printing on diverse surfaces, working three dimensionally in prints, and making unique printed objects. In both B.F.A. and graduate seminars, she exposed them to the broad array of resources at IU and in many other diverse venues. By taking them to the IU Cyclotron Facility, IU greenhouse, Kinsey Institute, Lilly Library, Benton murals, Mathers Museum, Exotic Feline Rescue Center, and Bedford Stone Quarries, she broadened their horizons and demonstrated the numerous campus and nearby facilities at their disposal as inspiration for making art. Through her teaching and artistic activity she has greatly enhanced graduate students' knowledge of what is possible in research and of new modes of creative expression.

We know of no one who has done more on-site research, including extensive trips to Tibet, Vietnam, China, Thailand, Indonesia, India, Cuba, Papua New Guinea, and Vanuatu.

Additionally, very few people in the country are involved in works of such scale, complexity, and aesthetic content as hers, a fact perhaps best exemplified by a recent piece entitled *Ties* (2010). History, technology, symbols, icons, rituals, architecture, figurative language, and humor are the origins from which she derives forms for this piece. For example, elements from the ancient Buddhist monument of Borobudur, from temples in Tibet, and from Buddhist and Hindu temple art and architecture from Southeast Asia and India all assisted her move from concept to construct. *Ties*, as well as other works, reveals what Calman calls "equivocal dichotomies" (as opposed to contradictions). Some of these include mechanical/human, religious/secular, particular/universal, male/female, humorous/serious, and alive/dead.

Calman has served as a juror for both the National Endowment for the Arts and Indiana Arts Commission and has received a master fellowship from the Indiana Arts Commission, a Ford Foundation grant, and an arts and humanities research grant from Indiana University, as well as many honors and awards for her work in exhibitions. Her work has been included in publications such as *Innovative Printmaking*, *Photographer's Choice*, *Contemporary American Women Sculptors*, and *20th Century North American Women Artists*, and is represented in collections both nationally and internationally.

Professor Calman has contributed immeasurably to the integrity and reputation of our program and has been an excellent mentor and critic for 134 printmaking graduate students over the years. Wendy is very tough, rigorous, honest, articulate, and continually offers fresh ways of thinking and looking about art. Her tough love will be sorely missed by all of us.

As for retirement, she views it as "just a long sabbatical," a time to focus on new works, exhibitions, and art-related travel with her husband, Homer Hogle, who has always supported, enriched, and informed her work.

Rudy Pozzatti,
Edward Bernstein, and
Susan Wunder

Henry R. Cooper Jr.

For faculty, staff, students, alumni, and friends of the Department of Slavic Languages and Literatures, the nature of daily life has been permanently altered by the retirement of Henry Cooper in September 2010. He has been one of the most prominent members of our family, both across the nation and internationally, earning enormous respect in academic and government circles alike.

Henry is a man of many talents, but I am always astonished by his broad knowledge of languages, extending far beyond the Slavic group. His C.V. lists eight languages for speaking and seventeen for reading, but I have heard him converse comfortably in two other languages, and believe this to be a modest enumeration. Although he is best known as a South Slavic specialist (covering Slovene, Bosnian, Croatian, and Serbian language and culture at IU, with an occasional foray into Bulgarian and Macedonian), in his first academic position, at Northwestern University, he primarily taught Polish literature (and even linguistics). Few of us can do serious research and teaching across such a broad spectrum. When I first met Henry, in August 1979 at a language seminar in Sofia, Bulgaria, where we were using Russian as a lingua franca, I had no clue that he was not a Russian specialist, in view of his impeccable linguistic and cultural savvy.

After receiving his B.A. in Russian literature summa cum laude at the City College of New York, Henry went across town to Columbia University for an M.A. in Russian literature. Then he enlisted in the U.S. Army, whereupon the Army took note of the new recruit's language abilities and assigned him to counterintelligence duties. (It's a mental non sequitur: there is hardly a more softly spoken, kinder, or gentler individual at IU than Henry Cooper; my imagination refuses to accept the image of this man as G.I.) After his service, he returned to Columbia, receiving his Ph.D. in October 1974. After his initial teaching stint at Northwestern University, he joined our department in 1981, was tenured in 1984, and received promotion to full professor in 1991.

Henry has participated unstintingly in the mixed blessing of administrative work at IU. He directed the Summer Workshop in Slavic and East European Languages twice in the 1980s; served five years as director of the Russian and East European Institute from 1986 to 1991, during which time the REEI took some important strides in growing to be the powerhouse it is today; and then added one year as acting dean of International Programs in 1991-92. He served as chair of the Department of Slavic Languages and Literatures from 1991 to 2002. As chair he guided us through a difficult readjustment in the immediate post-Soviet period, when the *raison d'être* for studying Slavic languages lost some of its Cold War strategic orientation and moved closer to the status of other language families in academic practice. He was instrumental in engineering the unique acquisition of *Slavica Publishers*, originally a private corporation, which Research and the University Graduate School purchased for our department to operate in 1997. In recent years Henry has headed the university's Retiring Faculty Committee, from 2004 indeed until his own retirement this past fall.

Even though Henry's list of publications would stretch halfway to Martinsville, he never stinted on teaching. His students respected and loved him as a professor. One alumna interviewed for this piece wrote: "In a quiet way, he offered unparalleled professional mentoring. In an era before graduate students regularly published research, he would point to places to publish a particularly good course paper as an article, or to place a translation." Another noted: "He gave me excellent advice about job interviews, a professional C.V., and taught me how to make a serious impression on new acquaintances in the field." A third noted Henry's remarkable knack for speaking in complete, round, impeccably edited sentences. Ron Feldstein, another senior colleague in our department also retiring this year, first met Henry in 1968 when he was co-leader of one of Alexander Lipson's early minibus tours of the Soviet Union, and Ron was a student participant. Ron reports that Henry was a very take-charge leader, foreshadowing his strong leadership in later positions. (Henry, for his part, reports that Ron was an adventuresome driver . . . but that is another story.)

Henry, all of your colleagues will miss you. As you travel about the world, do not forget about Bloomington, IU, and the Slavic Department. "*Mnogie leta!*"

George Fowler

Thomas M. Duffy

Thomas M. Duffy completed his B.S. degree in psychology from Western Illinois University in 1965 and his M.S. and Ph.D. degrees from the University of Illinois in 1969. He has held academic positions with the University of Manitoba (1969–1973) and with Carnegie Mellon University (1983–1988), where he directed the Communications Design Center. His more applied positions have included research psychologist at the Navy Personnel Center (1973–1983) and vice president and chief learning officer for UNext.com, an educational company specializing in Internet courses for corporate employees (1999–2001). Since 1988, Tom has been a professor of learning sciences, instructional systems technology, and cognitive science at Indiana University. He was instrumental in the founding of the Learning Sciences Program at IU in 2004. He was also honored through his selection as the first Barbara Jacobs Chair of Education and Technology at Indiana University.

Tom's career has centered on the design of learning environments, the use of technologies to support learners, and the underlying principles on which both are predicated. Driven by a growing dissatisfaction with our pre-K–12 education system as well as with the way that instruction proceeds at postsecondary levels, he has been one of the foremost voices for the redesign of education. Over the years, Tom came to understand that what we learn is driven by our goals: when we study a text to pass a test we learn something quite different from what we learn when we use the text to help us solve a problem. A talk at a conference has meaning to us depending on how it links to our current work. From this perspective, traditional models of instruction, emphasizing mastery of content in a domain, are simply inappropriate and a disservice to students. As a consequence, Tom has spent much of his career advocating for the refinement of new theories of learning and for new design principles.

Tom began his career in 1969 where all psychologists did at the time, concerned with learning individual word pairs. His disillusionment with the theoretical paradigm for information processing grew quickly and led him to many important contributions. In *Constructivism and the Technology of Instruction* (1992), which he co-edited with D. H. Jonassen, Tom's chapter put forward design principles that solidified the growing field of constructivism as a theory with which to rethink education. From this perspective, Tom argued that learning is situated in experience and begins with the learners and their needs, not with the instructors and the information they need to deliver. He also co-authored, with D. J. Cunningham, an influential chapter in the *Handbook of Research on Educational Communications and Technology* (1996). This chapter has been cited over 1,000 times. His 2004 book, *Learning-Centered Theory and Practice in Distance Education*, co-edited with Jamie R. Kirkley, used constructivist principles to advance best practices in distance education. Their goal was to help inform the design of distance education courses as well as to reform teaching practices through an emphasis on discussion and activity, all with the aim of promoting deep understanding in learners.

Theories need to be useful. Tom admits that he has struggled with the balance between theory (well-specified research designs and stimulating theory building but sometimes of questionable relevance to the real world) and practice (relevant but sometimes of questionable generality and very weakly theorized) throughout his career. True to Tom's nature, however, he never gave up attempting to do both well. The practice component of Tom's portfolio involved several software instantiations of constructivism-derived instructional approaches. In 1991, he developed the "strategic teaching framework," a system designed to aid teachers' adoption of a constructivist, problem-based approach to instruction. Soon afterward, Tom developed one of the first asynchronous conferencing tools aimed at supporting collaborative problem solving over the web. Following this endeavor, Tom assembled a group of faculty interested in learning and technology issues and became the founding director of the Center for Research on Learning and Technology at Indiana University.

Within this environment, the Learning to Teach with Technology Studio was developed. This system, for use by classroom teachers, included self-paced and individualized learning modules that helped teachers solve technology integration problems. Each module begins with a curriculum problem that teachers commonly face and supports the teachers as they develop lessons with technology integration to address the issue.

In 2009, as a reflection on over 20 years of research, Sigmund Tobias and Duffy published an influential, edited collection, *Constructivist Instruction: Success or Failure*, which weighed the achievements of constructivism as a theory intended to influence research and instructional design in K–12 and postsecondary venues. This unique book presented evidence from constructivists as well as from information processing theorists and included commentary and questions from both sides of the theoretical divide. For this reason, the book is particularly valuable at capturing a balanced perspective on the theoretical debate and will undoubtedly influence the field for years to come.

Tom's academic reputation has taken him all over the world as schools and companies (and the U.S. Army) have struggled to change their educational processes. Most recently he has worked with major universities in Thailand and Azerbaijan as they explored how best to support learning in a distance-based environment. His travels led to one particularly fortunate event for Tom—meeting his wife, Cindy, in Tijuana. Travels have also helped foster Tom's other love, photography. As retirement begins, Tom plans to continue to travel with Cindy and to capture both the physical beauty of the world and the human condition in pictures.

Joyce Alexander

Ronald Feldstein

It is hard to believe that Ron Feldstein is retiring. Growing up in Newark, New Jersey, Ron was a linguistic prodigy. He started Rutgers University in 1964 but never received his B.A., having been recruited to graduate school in Slavic at Princeton University after only two years in college. According to his doctoral director, Charles Townsend, Ron was “a natural in Slavic linguistics; even at that stage, he became easily our best graduate student. He was very unassuming and, unlike many of our people, he was so un-problematical that it was hard to notice him. After only a little over two years, Ron took his generals and passed with distinction, clearly so competent that, in the middle of them, Clarence Brown suggested that we just discontinue.” Ron went on to complete his Ph.D. in 1973, writing on *The Prosodic System of Common Slavic*. Since that time he has published over 50 works on this and other linguistic topics, in various journals and other outlets, in multiple languages (Russian, Polish, Romanian, and Slovak), and about diverse languages (including Bulgarian, Common Slavic, Old Church Slavonic, Polish, Romanian, Russian, Slovene, and Ukrainian). Ron’s unique intellectual gift lies in seeing patterns in the sound structures of words where others have just seen chaos. This ability, coupled with his love of learning languages and his knack for remembering everything about them, has made him a stellar teacher and scholar.

After Princeton, Ron started his first tenure-track assistant professorship at SUNY Binghamton in 1973 (where he had already served four years as an instructor). Add to this his avoidance of sabbaticals and his penchant for taking on tutorials whenever any student requests one, and Ron probably has more hours of teaching under his belt than any of his retiring cohorts. Since first joining the Department of Slavic Languages and Literatures at IU Bloomington in 1976 and being promoted to full professor in 1986, Ron has tutored generations of students in the subtleties of Slavic languages. He has taught everything from Russian and Polish language to introductory general linguistics courses to graduate seminars, and has served on the committees of virtually every graduate student pursuing a degree in Slavic linguistics over the past 35 years. Ron’s excitement about his teaching and scholarship is both inspiring and contagious. His most recent innovation is a Hutton Honors College course called *The Life and Times of a Russian Genius*, which concerns the unusual contributions of the mysteriously murdered historian William Pokhlebkin to Russian culture and cuisine.

Ron has also been an exemplary departmental citizen, happily doing everything necessary to keep Slavic moving forward—from directing the Summer Workshop in Slavic and East European languages during his first years at IU to spending days preparing delicious treats from Russian and Polish cookbooks for the massively popular receptions he hosted at his home when he was chair. Since 1983, Ron Feldstein has served as chair or acting chair of the Department of Slavic Languages and Literatures for a total of 15 years. Time and again the department and the administration have returned to him as the ideal person to lead the department through periods of turmoil. His judicious hires, his creative solutions, his evenhanded temperament, and his talent not just for seeing everyone’s side of the story but for helping the rest of us to see the other side too brought many years of stability and harmony to the department.

If asked what kind of person Ron Feldstein is, those who know him might readily characterize him by the Yiddish word “maven.” In his popular book *The Tipping Point*, Malcolm Gladwell argues that mavens are one of three kinds of people crucial to the success of any new idea. The mavens are the information specialists: people who, like Ron, are “almost pathologically helpful.” Ask Ron a question about virtually anything and you had better be prepared for a detailed and precise explanation. Of course, if the question were about Slavic accentology or Polish dialectology, this would hardly be surprising, given Ron’s expertise in Slavic historical linguistics. But his friends also know him to be no less of a maven about baking black bread the Russian way, changing the oil in his car, brewing the best coffee in Bloomington, or finding the best deal on a hotel in the Ukrainian backwoods.

Ron will be sorely missed on the fifth floor of Ballantine Hall. His energy and the relentless, almost boyish enthusiasm with which he still approaches all that he does have kept us buoyant for many, many years. We wish him a long, happy, and healthy retirement.

Steven Franks

Jeffrey D. Fisher

Jeff Fisher joined the faculty of the Kelley School of Business in the fall of 1979 after receiving his doctorate in real estate and finance from The Ohio State University. He received his undergraduate degree in industrial management from Purdue University and his M.B.A. from Wright State University.

Fisher formed the Center for Real Estate Studies, which has provided a vehicle for outreach to the real estate community both within the state of Indiana and nationally by hosting conferences, providing opportunities for faculty research, giving career advice to students, and making scholarships and other opportunities available to students with an interest in real estate. Under Fisher's directorship, the center has helped to bring an international reputation to the real estate program at Indiana University.

The center was recently renamed the Benecki Center for Real Estate after alumnus Stan Benecki donated land on Dog Island, Florida, to the university. This led Fisher to decide to put more emphasis on understanding the complexities of the real estate development process in the curriculum at IU. With the help of several sponsors of the center, the Stanley Hunt Development Case Series was initiated, which allows students to create a development plan for an actual parcel of real estate. Each year a different parcel is selected that has its own unique issues. Students learn how to evaluate the parcel from different perspectives, a process which is reinforced by a variety of guest speakers from the real estate industry who are familiar with the site.

Fisher has also worked with several leading real estate organizations in a variety of capacities. He has served on the board of directors of the Pension Real Estate Association (PREA), the Homer Hoyt Institute, and the National Council of Real Estate Investment Fiduciaries (NCREIF). He was also a founding trustee of the Appraisal Foundation based in Washington, D.C., an organization that provides self regulation of the appraisal industry. In addition, he has been president of the American Real Estate and Urban Economics Association (AREUEA), the leading academic real estate association, and chair of the Real Estate Center Directors and Chairholders Association.

Fisher has received numerous awards, including the PREA/ Graaskamp Award for Research Excellence from the Pension Real Estate Association, the Richard Ratcliff Award from the American Real Estate Society for impact on the real estate profession, the George Bloom Award from the American Real Estate and Urban Economics Association for "outstanding contributions to the field of real estate," the Alpha Kappa Psi Alumni Award for Teaching Excellence in Finance at the IU Kelley School of Business, and the Martin S. Katz Memorial Award from the American Property Tax Council (APTC) for his contribution to valuation theories.

Several textbooks co-authored by Professor Fisher are used at universities throughout the world, including *Real Estate Finance and Investments*, published by McGraw-Hill and now in its fourteenth edition, and *Income Property Valuation*, published by Dearborn. Both books have been translated into Japanese, Korean, and Chinese. He has also published over 70 articles in the leading academic and professional real estate journals and has served on the editorial board of several journals.

Fisher has served as an expert witness in court cases for several clients, including Inland Steel, Simon Property Group, and the Internal Revenue Service and has consulted for numerous real estate companies and associations, including the Federal Reserve System and the Federal National Mortgage Association (Fannie Mae) in Washington, D.C. He serves on advisory committees to ARGUS Software, a company that provides real-estate related software used in many countries, and to Sterling Valuation, which provides fairness opinions and other services for hedge funds and other clients with investments around the world. He has appeared on CNBC to discuss real estate investment and is frequently quoted by the media.

After his retirement from Indiana University, Fisher will continue his involvement with the Homer Hoyt Institute as incoming president and will continue to work with real estate companies and organizations through consulting and serving on boards of directors. He will also continue to be an advisor to the Benecki Center for Real Estate Studies.

Sreenivas Kamma

James L. Franklin Jr.

Jim Franklin claims to have been seduced by Latin from his first encounter with the language. Its forms, orderly syntax, and even its sounds as recorded on an old educational disk simply “made sense.” And what strange and unusual people flourished teaching it! His high school Latin teacher even memorably made the Nixon-Kennedy election somehow parallel the Catilinarian Conspiracy. Jim, however, was headed in other directions, Latin (initially) merely a supplemental ploy to charm college admission officers. Protesting parents aside, a college-level course couldn’t hurt—and there *was* the language requirement. Soon came a major at Denison, an M.A. at Queen’s in Canada, and, finally, work toward a Ph.D. at Duke. Greek was a necessity, history a requirement, but for Jim both were mere impediments along the way to more Latin. *Fatae viam invenient.*

In the field of classical studies there is one award calculated to change the life of its recipient—the Rome Prize of the American Academy in Rome. When Jim won this in 1973, he moved to the academy for his two-year residency, found another direction for his research, and embraced a transformation that has continued throughout his life. Arriving as a striving graduate student of Latin literature, he discovered the ancient cities of Rome and Pompeii and returned a professor of the archaeology and history of the ancient Roman city. His first and abiding fascination was with Pompeii, especially the many forms of the writing recovered there. Pompeii and the other cities of the Bay of Naples destroyed by Vesuvius have remained the focus of his research; among his many publications are three books on Pompeii. But ask him a question about ancient or modern Rome and stand back, forewarned. By his own admission he has returned to Italy at least once a year every year since 1973—Italophile, Romaphile, restaurant connoisseur—and he has twice served as professor-in-charge of the Intercollegiate Center for Classical Studies there, as well as several times directing programs of the Vergilian Society at the Villa Vergiliana in Cuma.

Jim’s early career took him to Barnard and Columbia, Wellesley, and Michigan before Eleanor Leach found him back in Rome on an NEH Fellowship and made a lasting spot for him here at Indiana. His inclinations have made him the department’s obvious specialist on Rome and Pompeii; he has taught courses on both cities repeatedly, and his yearly turn at our introductory course offering, Roman Culture, has sent countless students to Rome to see for themselves. On the Latin front, he has become our advocate of the prose of the great imperial historian Tacitus and the poetry of the republican Epicurean, Lucretius. His enthusiasms have clearly infused his classroom, and in 1987 he won the university Amoco Foundation Award for distinguished teaching. Jim has in fact always prided himself on his teaching—and he has been sighted dusting that brass plaque recording the award in the Indiana Memorial Union.

Jim’s contributions to the department, the College, and the profession have been exceptional. He has strengthened the department’s undergraduate program not only through his stellar teaching (students in both small classes and large ones regularly describe him on their course evaluations as the best professor they have ever had), but through his repeated service as director of undergraduate studies and as member-for-life of the Undergraduate Committee. It is no coincidence that during Jim’s tenure the number of undergraduate majors in the department has grown from a handful to nearly one hundred. Jim has also taught and inspired many graduate students during his career here, and served on many of their dissertation committees. Twice he has served very effectively as acting chair of the department. Jim has assisted the College in many capacities, not least as a member of the College Policy Committee. Outside the university, Jim has been a strong supporter of high school teachers of Latin in Indiana and elsewhere and a frequent lecturer at a wide range of institutions. He has served on numerous national boards and committees, including those of the American

Academy in Rome. Jim has also appeared in the A&E Channel’s “Pompeii: The Buried City.” Yet it is not as a star of stage and screen that the department’s faculty and students will most remember him, but rather as a warm, witty, and intelligent colleague and teacher.

The travel that began with Jim’s M.A. in Canada remains a major interest of his life, and he claims to be moving to Chicago in part to facilitate his access to the airlines. His colleagues trust that he will send them postcards from exotic locales so they can track his new journeys and imagine the day when they may enjoy the same freedom.

Matt Christ

Douglas K. Freeman

Doug Freeman grew up in Carteret, New Jersey. Because, by his own admission, he was somewhat of a mischief maker, his teachers convinced him he would never amount to much. College was not in his plans; as soon as he graduated from high school, he joined the Air Force, drawn to it because his recruiter assured him he could become a weatherman. Yet after he signed up and took an aptitude test, he was informed that he could be either a cook or a Russian linguist. He knew he was hopeless at cooking, so by default chose to be a Russian linguist.

In the 1960s, Air Force Russian language training was located at Indiana University. Doug found the IU campus environment stimulating, discovered he had a knack for languages, and quickly learned Russian. But when his program was completed he was reassigned. His assignments included a number of different locations, including Alaska, where he spent untold numbers of hours listening to popular music when he should have been listening to Russian radio transmissions. Consequently, he is an expert on golden oldies from the fifties and sixties and often can identify a song and its singer upon hearing only the initial note or two.

When he had completed his time in the Air Force, Doug was drawn back to Indiana, enrolling at Purdue University. It was there, in an anthropology class, that he met his future wife, Pam. Upon completion of his B.A. in Russian language, Doug returned to Indiana University for further study. In 1972 he completed an M.A. in Russian and East European languages and in 1974 earned his master's in library science (M.L.S.). In 1973, he and Pam were married in Beck Chapel.

In 1974 Doug began his career as a librarian, taking a position as assistant professor/Slavic cataloger at the University of Tennessee Knoxville. In 1979 he was promoted to associate professor with tenure. In 1983 he left his position as head of the cataloging department at UT Library to become head of collections and services for the Kinsey Institute for Research in Sex, Gender, and Reproduction at IU. He remained in that position until 1988 when he moved to a special two-year assignment with the IU Library Automation Office. In 1990 he became head of both the Optometry Library and the Medical Sciences Libraries, a dual position he held for four years. Then in 1994 he shifted all of his time to the School of Optometry, serving as both head of the Optometry Library and director of technology for the School of Optometry. He held those positions until his retirement at the end of 2010.

Doug has been consistently engaged in service to Indiana University and to the School of Optometry. He served on the Library Faculty Council and the Library Automation Advisory Committee, was a member or chair of several search committees, chaired the School of Optometry's Fiftieth Anniversary Committee, and served for two years as optometry's faculty president.

Doug has served as editor for single-specialty issues of journals and for over 15 years edited *Guidelines for Vision Science Libraries*, an annual publication of the Association of Vision Science Librarians. He has been active professionally in library associations and has given numerous presentations at annual meetings of the Association of Vision Science Librarians.

Doug has some outside hobbies that have become well known to those who work with him. One in particular is his fascination with VW Beetles and vans. These he acquires, fixes up, and drives to or from remote parts of the country. He collects various cacti and plants, including a cactus that is 16-feet tall and growing, and for which he and Pam are building a special place in their new house so it can continue to have space to grow. He treasures vacations on Ocracoke Island, North Carolina, where he divides his time between fighting off mosquitoes and reading on the beach under the shade of an umbrella.

Doug is a night owl and an avid walker. Every night he treks several miles through the quiet darkness, listening to audio books.

As Doug enters retirement he has been working on the house he and Pam are building. He and their dog, Mozart, have spent hours each day painting, putting up trim, and doing other handy things, which he enjoys immensely.

Doug is always ready to help and is quick to see the humor in any given situation. And sometimes his witty side has made him the object of humor as well. On one occasion he found his office walls and furnishings had been covered with aluminum foil. As another example, word has it that he has a particular use for IU Foundation pocket calendars. For several years he has continued to receive these from various kind-hearted individuals, up to and including the day of his retirement.

Doug will be sincerely missed by his fellow faculty members, by the students whom he serves, and by graduates who call to ask his help in finding resources they need for their optometric practices.

Jian Liu

P. Eileen Fry

Eileen Fry came to IU Bloomington from the University of Kansas in 1975, where she received her M.A. in art history. Prior to attending Kansas, she had completed a B.A. in Letters and then an M.L.S. at the University of Oklahoma. She excelled as our fine arts slide librarian, 1975–2006, and as the fine arts image librarian for the Henry Radford Hope School of Fine Arts and for University Libraries until her retirement.

For all of her professional career, Eileen has been dedicated to facilitating the teaching of image-based academic disciplines at Indiana University. A confirmed generalist, Eileen is proud of being able to understand the needs of specialists in a wide range of cultural and disciplinary studies and to efficiently and correctly catalog and organize images of cultural objects from prehistoric to postmodern. She participated on archaeological digs, assisted in artists' studios and at Echo Press, and undertook other projects that gave her a better understanding of the media, processes, and methodologies represented in the Fine Arts Slide Library.

After 20 years as slide librarian, Eileen helped pioneer the transition at IU from slide to digital image collections, including serving on the 1992 Indiana University Media Collections and Distribution Task Force. Before PowerPoint was commonly used for image-based teaching at many academic institutions, she worked closely with faculty in art history and other departments as they began the difficult shift from the analog to digital environment, encouraging them to rethink their lectures to take advantage of new pedagogical possibilities offered by digital classroom presentation systems while minimizing PowerPoint's visual disadvantages. She also worked with our graduate students, requiring them to switch to PowerPoint for seminar presentations and teaching them how to use this software effectively.

Eileen has been an important leader in bridging twentieth- and twenty-first century technologies to meet the needs of visually oriented instruction. With the cooperation of IU art history faculty via Oncourse, she authored an early study based on actual screens from a

semester's worth of course-based PowerPoints that quantified what image-based faculty chose to do when they had access to presentation tools and techniques not possible with slides. This study was instrumental in persuading colleagues at other institutions as well as image-system providers such as ARTstor that faculty would more quickly abandon the "side by side" image paradigm once they had the means to do so. She convinced them as well that text, graphics, and variable image formats were essential components of new teaching styles. One of our internationally recognized professors of art history remarked in 2007, "Having over the past few years visited other peer institutions, I can state categorically that IUB is light years ahead." The same year, a former chair of the history of art department summarized Eileen's impact: "I always feel smug when art historians from other universities ask me about our department's progress in using digital images for teaching: thanks to Eileen our department has been at the forefront."

The shift to digital imaging also required new means of image production, identification, and dissemination. Eileen was instrumental in the creation of DIDO (Digital Images Delivered Online), the IU pedagogical image bank, which began as an early departmental computer initiative but soon became a joint Fine Arts/IU Digital Library project. As an IU librarian responsible for a departmental analog collection, she collaborated with the Digital Library Program in pursuing institutional recognition that digital image collections are campus- and system-wide resources, not just departmental ones.

Eileen also worked to bridge local needs and metadata projects on the national level and devoted considerable creative and intellectual energy to developing new versions of IU Bloomington's image-management database to reflect emerging national standards. She was involved in many formative national metadata initiatives, such as the Vision Project sponsored jointly by the Getty Information Institute, the Research Libraries Group (RLG), Categories for the Description of Works of Art (CDWA), Cataloging Cultural Objects (CCO), and the Visual Resources Association (VRA) Core 4.0. Most recently, a large database she created to merge elements of two

important but incompatible resources—the Grove Art Online listing of over ten thousand museums and repositories and the Getty's Thesaurus of Geographic Names (TGN)—was accepted and incorporated into the Getty's Union List of Artists Names (ULAN).

Eileen has excelled in the training and mentoring of young image-resource professionals. Cataloging assistants, SLIS (School of Library and Information Science) interns, art history and studio graduate employees and volunteers, and dozens of former students have gone on to become outstanding professionals, many of them now leaders themselves in the Art Libraries Society of North America and the Visual Resources Association. In 2005, Eileen was appointed to the Joint Visual Resources Association (VRA) and the Art Libraries Society of North America (ARLIS/NA) Summer Educational Institute for Visual Resources and Image Management (SEI) Implementation Team, and she later served as its instructor liaison and development officer. She went on to develop and host the 2007 SEI at IU Bloomington. Her work with the SEI is further evidence of her outstanding service and contributions to the education of current and future generations of visual resources professionals.

Eileen's ability to explain the complex world of visual image access has been truly remarkable and was certainly one of the reasons her expertise has been highly sought and regarded by her colleagues. Her research has been published in the premier journals in the art library and visual resources professions, *Art Documentation*, *Bulletin of the Art Libraries Society of North America*, *VRA Bulletin*, and *Visual Resources*. Her national reputation and stature in the visual resources field have been evidenced at both the VRA and the ARLIS/NA annual conferences.

For over three decades, Eileen has endeavored to serve IU faculty, to share her knowledge with colleagues, and to be an outspoken advocate for the importance of images and image-based teaching. In recognition of this dedication, her library colleagues named her the 2007 William Evans Jenkins Librarian Award winner; and in 2010, she received the Distinguished Service Award from her colleagues in the Visual Resources Association.

B. J. Irvine

Roy Gardner

Roy Gardner was born in Peoria, Illinois. He was valedictorian of his high school class of 1965 at Limestone High, Peoria, as well as the state Latin champion. After graduating summa cum laude from Bradley University, he served as an artillery officer in the U.S. Army in Vietnam, winning a Bronze Star. Roy earned his Ph.D. in economics from Cornell University in 1975 and joined the faculty at Indiana University in 1983, where he went on to hold the titles of Chancellor's Professor of Economics (since 1996) and Henry H. H. Remak Professor of West European Studies (since 2004).

Prior to coming to Indiana, Dr. Gardner was on the faculties of Iowa State and Northwestern. He participated in the first U.S.-France exchange of scientists (1979–80) at the Center for Economic Research and Its Applications (CEPREMAP) in Paris and was an Alexander von Humboldt Fellow at the University of Bonn (1985–86). He was also a research fellow at the universities of Bielefeld, Mannheim, and Amsterdam; at the Institute for Advanced Studies (Vienna); and at Ukrainian National University of Kyiv–Mohyla Academy. At the last institution, he served as academic director of the M.A. program in economics since 2002. He also served on the National Research Council, Panel for Social and Behavioral Sciences (1989–92); was a member of six professional societies; and was referee or consultant to 44 scientific journals, 10 publishers, and 4 national science foundations. He was associate editor of the *European Economic Review* and a member of the editorial council of the *Journal of Environmental Economics and Management*.

Specializing in game theory and economic behavior and endowed with a nimble and versatile mind, Roy mastered the application of game theory to all manner of issues and problems including class struggle, spoils systems, draft resistance, alliance formation, monetary union, corruption, and lobster fisheries. A major focus of his research, supported by NSF and USDA grants, was on the human dimensions of global environmental change. He was a participant in a large multidisciplinary NSF grant, "Mathematics across the Curriculum" (Indiana University); a large German Science Foundation grant (University of Mannheim); and two large TransAtlantic Cooperation grants from the Alexander von Humboldt Foundation (University of Bonn and Humboldt University Berlin). He incorporated much of his research in masterly fashion into his book, *Games for Business and Economics* (Wiley, second edition, 2004). This gem of a book became the basis for Roy's appointment as Chancellor's Professor. Game theorists value the many pedagogical innovations in that book.

Roy's keen mind allowed him to narrow down the most complicated problems to their essence. In game theory there are basically two types of strategies; one type is called pure strategies, the other mixed strategies. Pure strategies are relatively easy to understand, while mixed strategies, which arise naturally in many games, are actually probability distributions. These latter, for most students, are a tough nut to crack. Roy's chapter on mixed strategies makes this difficult concept accessible by illustrating it with clever examples, such as "liar's poker," where the object of interest is the optimal amount of bluffing. According to one colleague and game theory connoisseur, Bob Becker, this is "better than what Borel, von Neumann, or Nash ever came up with in their efforts to model poker."

Roy was tightly linked to teaching game theory on campus. He taught the first stand-alone game theory course at IU Bloomington and toward the end of his career he was still teaching that course, one semester with an enrollment of over 130 students.

Roy was incredibly generous with his professional time and was always willing to serve colleagues, students, and the university community. Some colleagues recall the speed with which he read drafts of papers and returned them overnight with detailed comments. His C.V. is chock full with long lists of Ph.D. students and honors students on whose committees he served. Much of his service was simply availability, being there for conversations at the water fountain or in the hallway where his wry wit and savvy understanding of economics and the world beyond became readily apparent. He was blessed with a nearly photographic memory. One of his colleagues, Jimmy Walker, has speculated that Roy resisted computers, word processing, and the Internet for that reason. After all, who needs a computer with large memory if one's own memory seems perfect?

Professor Roy J. Gardner retired from IU after the fall semester of 2010. He attended the annual conference of the American Economic Association in Denver in early January. Right after his return from Denver he passed away unexpectedly on Monday, January 10, 2011, at his residence in Bloomington. He was 63 years old. He leaves his wife of 42 years, Carla Gardner (Reardon); son, James C. Gardner, and his partner, Alice Moffatt, of Seattle; daughter, Sara A. Gardner, and her partner, Betsy Williamson, of Bloomington; and numerous friends, colleagues, and students.

Gerhard Glomm

Laura A. Ginger

Laura Ginger received a B.A. summa cum laude from DePauw University in 1976 and a J.D. from the University of Chicago Law School in 1979. Following law school, she worked as a deputy prosecuting attorney in the narcotics section of the Marion County Prosecutor's Office. After several years as a prosecutor, she entered the private sector, where she worked first in private practice and then as corporate counsel. While working in-house at Golden Rule Insurance Company, Laura began to teach business law as a part-time lecturer on the Indianapolis campus and was "bitten by the teaching bug." Laura was appointed assistant professor of business law in 1984 and was promoted to associate professor of business law in 1990.

Laura's research program focused on the application in various business contexts of the civil remedies provision of RICO (Racketeer Influenced Corrupt Organizations Act), a federal statute intended to combat organized crime. Her work was published in a number of notable law reviews, including the *American Business Law Journal*, *Villanova Law Review*, and *Nebraska Law Review*.

Laura excelled as a teacher. She is well-known for having high standards of student performance and integrity. Her students have responded by giving her consistently high teaching evaluations. She has received seven teaching awards, five of them awarded by student organizations and two by peer selection committees. Laura's teaching activities did not end at her classroom doors. Continually seeking improvement in student learning, she developed a number of pedagogical strategies for using writing assignments to teach both writing and legal analytical skills in large classes. She presented many of her strategies at regional and national meetings of her professional organization, the Academy of Legal Studies in Business (ALSB), and became a leading voice on pedagogy in the organization. Her excellence as a teacher was recognized by her appointment in 1991 to the Indiana University Faculty Colloquium on Teaching (FACET), an elite, system-wide corps of faculty members dedicated to the highest standards of teaching.

Always a willing contributor to department, school, and university initiatives and committees, Laura has been tireless in her service to the IU community. The university-level presentations, panel discussions, and committee memberships on her vitae are too numerous to mention. She has demonstrated deep commitment to the Bloomington Faculty Council and to the principle of faculty governance, serving in a variety of roles on and for the council since 1987. Outside the university, she has been an active member of the ALSB throughout her career, a member of Middle Way House Board of Directors for two terms, a member of the DePauw University Alumni Association Board of Directors, and a member of the executive committee of the American Association of University Professors.

As Laura retires from active duty at the Kelley School of Business to divide her time between Bloomington and Tucson and to spend more time with her husband, George, and mother-in-law, Shirley, none of her colleagues will ever forget her sense of humor, her integrity, and her bottomless loyalty to Indiana University. It has been a privilege (and a lot of fun!) to be her colleague.

Jane Mallor

Elizabeth Hanson

In 1970, Elizabeth Hanson decided to become an academic librarian because she wanted to assist researchers with their work. She joined the Indiana University Libraries staff in 1977 as the assistant head of the serials department. As her career unfolded at Indiana University, she became a researcher of library history along with her assigned duties in various library departments. Beginning with her first sabbatical in 1985, she focused her research on the development of public libraries and librarianship in Quebec and Ontario, Canada, in the early twentieth century. It was the pioneering spirits of the groundbreaking librarians in these areas and their commitment to serving their communities that compelled Elizabeth to tell their story. She earned a doctorate in library science in 1994. She was granted financial support as well as sabbaticals by library groups in order to prepare her research for publication. The Indiana University Librarians' Association funded several research trips to Canada in support of her work.

A native Canadian, not so gently transplanted to Florida during elementary school, Elizabeth learned quickly to leave her hockey team and her snowsuit behind and focus on the benefits of living in a balmy clime. But she returned to Canada as her major research topic, Canadian public library history and Canadian bibliography. She also joined library history roundtables in the American Library Association and served as chair of the Indiana Library Federation: Division on Women in Indiana Libraries. She developed a program on Indiana's women librarians from 1850 to 1950. Her interest in women librarians led her to research the career of Mabel Dunham, the first chief librarian of the Kitchener Public Library (Ontario, Canada).

Collection development has been a recurring theme in the positions Elizabeth held during her years at the IU Libraries; in these positions, she was able to make significant research available to teaching faculty and students. In her last years at the library, she was the Gifts Librarian and had the opportunity to select and make available to the libraries' subject specialists important gift materials most relevant to the IU Bloomington Libraries' collection. She shared unselected gifts with the other IU campus libraries, much to their delight.

Elizabeth contributed to the development of new IU librarians by organizing workshops on research through the Continuing Education Committee, where librarians shared ideas and traded tips on funding opportunities and publication venues. She encouraged many pre-tenure librarians on ways to become successful researchers in service to the profession and to the university. She is known for her generosity and her support of her colleagues.

A lover of animals, Elizabeth served on the board of the Monroe County Humane Association for 27 years. Animal rights and animal welfare have been important causes for her. She is also a collector of vintage linens. She plans to continue her own research now that she is retired, as well as to support efforts to improve the treatment of animals.

Lynda Clendenning

Wayne Jackson

After 34 years of remarkable service to the Jacobs School of Music, Wayne Jackson is retiring and moving on to his next gig. He began with the title of audio technician and is retiring as associate professor of music. Wayne served for many years as the manager of audio productions and was responsible for the recording and sound reinforcement of Jacobs School performances on campus and on tour. With the creation of the audio department in 1982, Wayne was appointed to the faculty of the Jacobs School. He created the audio curriculum, taught classes in electronics and audio recording, and supervised all the audio production that is now done by recording arts students. In addition to his teaching and production activities, Wayne was the sound designer for many groundbreaking music school productions, including Leonard Bernstein's *MASS* and John Adams's *Nixon in China*. He frequently collaborated with other university units, such as the Department of Theatre and Drama, in sound design and audio recording. In 1998, he received the Teaching Excellence Recognition Award from the School of Music.

Wayne grew up in Knightstown, Indiana, and attended Indiana University, receiving a B.S. in Chemistry and Mathematics and going on to graduate course work in telecommunications. His expertise and reputation were not confined to the university; through his company, Jackson Audio Productions, he provided sound reinforcement services for innumerable Bloomington events such as the Lotus Festival. He also consulted in audio system design and installation for many Bloomington venues including the Buskirk-Chumley Theater and Bloomington High School North. In short, if it was audio related, Wayne probably did it. For many years, Wayne was the faculty advisor for Live from Bloomington, which for 25 years has promoted local musicians by sponsoring a yearly CD and showcase and donating all the proceeds to the Hoosier Hills Food Bank. Live from Bloomington has been recognized by both *Billboard* magazine and MTV for its creativity and initiative.

Wayne's students are among the most successful engineers and producers in the recording industry. Mark Plati, engineer and guitarist for David Bowie, says that "Wayne was a pivotal influence on my production style. His teaching has been echoed in every project I've undertaken since leaving IU." Mike Flynn, head of A&R (Artists and Repertoire) at Epic Records, credits his success, in a large part, to Wayne's teaching and no-nonsense approach to record production. Wayne's faculty file is filled with appreciative notes from across campus. Time and time again, he is thanked for making an event an unqualified success and praised for the personal time and attention he gave to each event. With Wayne's retirement the Department of Recording Arts will be moving on to a new era. He will be missed, but his legacy will live on through the thousands of productions he supervised at the Jacobs School of Music and his influence on innumerable students working in the recording industry today.

Konrad Strauss

Bruce L. Jaffee

Bruce Jaffee grew up on the east coast, receiving his A.B. degree from Brown University and his M.A. and Ph.D. (with distinction) from Johns Hopkins University. Bruce joined the Department of Business Economics and Public Policy in 1971; it became his main academic home until his retirement in August 2010.

Bruce stands alone in the sum total of what he accomplished professionally and how he selflessly contributed to the reputation of a great university. He moved off the starting line almost 40 years ago and kept a steady and often accelerating pace in his contributions to IU. Today he is revered for his research, teaching, and administrative skills. He is also known as a dependable, sensible, innovative colleague with the highest standards for excellence and honesty. Bruce is also a great friend and a devoted husband, father, and grandfather. This short bio is our way of documenting highlights of the career of this very special man, Bruce L. Jaffee.

Bruce is the author of numerous articles and reports in the fields of industry regulation, urban economics, energy policy, taxation, and the economic impact of various sports and entertainment events, both domestically and abroad. His work on the impacts of conventions and the Indianapolis amateur sports development strategy provided the foundational data for the transformation of Indianapolis's reputation from "naptown" to a city of high economic and cultural vitality. His academic publications focused on important economic policy issues and landed in such prestigious journals as the *Review of Economics and Statistics*, *The Quarterly Journal of Economics*, the *RAND Journal of Economics*, *Regional Science Perspectives*, and *Urban Affairs Quarterly*.

Bruce made award-winning contributions to all the Kelley teaching missions. He taught at all levels and apparently never said no when asked to teach a new course. His C.V. includes no less than 15 different courses taught, including basic economic theory, managerial economics, public policy, urban economics, regulation of industry, regulation of public utilities, professional ethics, introduction to business, and emerging economies. He won numerous teaching awards at the undergraduate and doctoral levels.

Bruce also helped manage the business school. He retires as the university's athletics representative and the executive director of the Kelley Institute for International Business and the Kelley Center for International Business Education and Research (CIBER). He was associate dean for academics for the business school from 1997 to 2003. He served as chair of the doctoral program for five years and chair of the Department of Business Economics and Public Policy twice for a decade. His C.V. contains more than three single-spaced pages of committees served or chaired for the department, school, university, and external organizations. He has been a long-serving volunteer member of the board of directors of the IU Credit Union.

Bruce was a member of the IU Athletics Committee from 1991 to 2011, serving as chair from 1996 to 2003, a period of great change in terms of head coaches and presidential involvement in intercollegiate athletics. As an independent voice, Bruce always advocated for faculty involvement in major athletics decisions, effective communication, and student athlete well-being. From 2003 to 2011 he served as IU's faculty athletics representative, focusing on academic and compliance aspects of IU's intercollegiate programs. During this time he served as chair of the Big Ten Audit Committee and as a member of the influential NCAA Legislative Council. During 2010–11 he was the only faculty member on that latter group.

Bruce's contributions in the area of international programs span teaching and administration. He lectured on economic and business topics in China, Croatia, Russia, Slovenia, the Czech Republic, Poland, and Hungary. From 1995 to 1999 he served as project director for a USAID program with the Budapest University of Economic Sciences and

Public Administration (now Corvinus University) to offer executive education programs in Hungary. He holds an honorary degree from that university. He is currently academic director for an English language M.B.A. program in Croatia. Started under his leadership in 2001, this is a cooperative, accredited program between the Kelley School of Business and the International Graduate Business School in Zagreb. Bruce's work on these programs led to many Kelley faculty and students visiting Croatia and other countries, thus enriching the international environment of the school. Bruce's appointment as executive director of the Kelley CIBER was instrumental in giving it enhanced life, as evidenced by a new multiyear contract to support the Kelley School's international programs and the award of a multiyear grant from USAID. Under that grant, Bruce is the principal investigator for a project in entrepreneurship between IU and the Cave Hill School of Business (University of West Indies) in Barbados. Even in retirement Bruce plans to continue to work on institute projects and develop new initiatives.

Bruce was and is much more than the total of his professional contributions. He was a devoted husband to Lea, who passed away in 2009, a doting father and father-in-law for Karen and Jeremy, and a constant grandfather to Marissa and Ari. His colleagues were also lucky to have a reliable, sensible mentor who spent much time in the office with his door wide open. His colleagues and friends also benefited from his love of dinner parties and cooking. His close friends were part of a gourmet group that met for dinner regularly. They all benefited from Bruce's culinary specialties, though one nameless member remembers the time Bruce managed to drop the prized dessert in the driveway. Bruce is also an athlete who swims daily. One swimming colleague pointed out that Bruce is the most dependable of the swimmers he has ever seen. If Bruce fails to show for a swim practice, most people leave his lane empty, despite an insufficiency of lanes. And that's a good point to end on. Bruce is a reliable academic who can talk and chew gum at the same time. He is one of a very small number of colleagues who excels at all levels on a daily basis.

John Maxwell

Lloyd J. Kolbe

Lloyd Kolbe long had admired the accomplishments of colleagues within Indiana University's School of Health, Physical Education, and Recreation (HPER) and was proud to join them as professor of applied health science from 2003 to 2010 and associate dean for global and community health from 2008 to 2010. Upon his retirement in 2010, the IU Board of Trustees awarded him the title professor emeritus of applied health science.

After earning a Ph.D. from the University of Toledo in 1978, Lloyd engaged in research and development in the field of public health with the aim of reducing child and adolescent health problems in the United States and other nations. He held senior positions across academic, private-sector, and government institutions; worked in the Reagan, George H. W. Bush, Clinton, and George W. Bush administrations; and published more than 150 scientific articles and book chapters about means to improve the health of young people. He is included in the ISI (Institute for Scientific Information) Web of Science's ISI HighlyCited.com. website for the exceptional number of times his publications have been referenced.

During his career, he was appointed chief of evaluation for the U.S. Office of Disease Prevention and Health Promotion; associate director of the University of Texas Center for Health Promotion Research; associate professor at the University of Texas School of Public Health; vice president for science and technology, International Union for Health Promotion and Education; visiting professor at Beijing Medical University; member of the U.S. Public Health Service Senior Biomedical Research Service; U.S. lead for health promotion within the U.S.-Russian Joint Commission on Economic and Technological Cooperation; steering committee member for the *Surgeon General's Report on Mental Health*; member of the White House delegation on HIV Seroprevalence in Uganda; federal advisor to the National Advisory Committee on Children and Terrorism;

chairman of the World Health Organization (WHO) Expert Committee on School Health Promotion; and director of the WHO Collaborating Center for Health Promotion of School-Age Youth.

Immediately before he joined IU, Lloyd served for 18 years as founding director of the U.S. Centers for Disease Control and Prevention's (CDC) Division of Adolescent and School Health, during which time he and his colleagues were responsible for preventing HIV and obesity among young people in the United States; for establishing several surveillance systems, including the national and state Youth Risk Behavior Surveillance Systems; for generating a staff of 100 and a budget of \$80 million annually for CDC; and for helping to improve adolescent and school health programs in the United States and 26 other nations.

Lloyd was recruited to HPER based on his reputation for being a world-recognized leader in adolescent health; for his distinguished career at the CDC; for his remarkable background in research; and for his outstanding record as a leader, mentor, and enabler. He continued to do excellent work at Indiana University. During his tenure at IU, Lloyd was most proud of his appointments as chair of the School of HPER Academic Council; chair of the Faculty Affairs Committee for the Bloomington Faculty Council; member of the Monroe County Board of Health; member of the Council to Coordinate Development of Schools of Public Health at Indiana University; vice chair of the Institute of Medicine Committee on Adolescent Health and Development; external examiner for the Chinese University of Hong Kong Medical School; member of the Panel to Establish Measures of Exposure to Critical Social Environment Factors for the National Human Genome Research Institute; member of the Steering Committee for the National Action Plan to Prevent Childhood Injury; and chair of the FACA (Federal Advisory Committee Act) Board of Scientific Counselors for CDC's National Center for Birth Defects and Developmental Disabilities, as well as for CDC's National Center for Chronic Disease Prevention and Health Promotion. During Lloyd's tenure at IU, CDC established the Annual Lloyd J. Kolbe Award for his work to improve child and adolescent health.

Following Lloyd's departure from IU, HPER faculty often have asked him what he missed most about Bloomington. He said it wasn't the winters! He said he had cherished the opportunities to work at IU as a team member with fellow faculty, staff, students, and colleagues in Bloomington, throughout Indiana, across the nation, and around the globe. He enjoyed revising established courses and developing new ones to help prepare students to improve the health of populations in the twenty-first century. He valued the long-standing leadership that HPER continued to provide during its 60-year history to improve public health—through its Department of Kinesiology; its Department of Recreation, Park, and Tourism Studies; and its Department of Applied Health Science. He prized the selfless efforts made across these departments and across IU to build common platforms—perhaps in the form of an enduring school of public health—to improve the lives of others. Most of all, he said, he treasured the remembrance of the kind and committed people with whom he worked at IU.

Throughout his career, Lloyd has been a model public health servant and a distinguished faculty member in the HPER Department of Applied Health Science. He has been an excellent asset first in advancing the mission of the department, then later in developing public-health and global-health initiatives within the school. Lloyd is a highly regarded colleague who is well respected both nationally and internationally. He is well known for his professionalism, dedication to public health, commitment to high professional and ethical standards, generosity, and extremely caring nature.

Since his retirement, Lloyd has spent most of his time consulting for national and international agencies. He and his wife, Mary Ellen, enjoy summers at their home on Chincoteague Island, Virginia, and winters at their home in Vero Beach, Florida. Meanwhile, he is missed by his colleagues throughout HPER.

Mo Torabi,
David Skirvin, and
Jennifer Pearl

George D. Kuh

One of the constructs that had held sway for decades in the field of higher education is Gouldner's faculty typology framework. This typology posits a continuum at one end of which are local faculty and at the other end are cosmopolitan faculty. Cosmopolitan faculty are primarily oriented to their discipline or field of study; their connections span the nation and, in this era of globalization, the world. According to Gouldner, they are heavily invested in their research and in the creation of new knowledge in their field. Faculty members with a local orientation, on the other hand, have strong commitments to the university at which they work. They are the glue that holds institutions together through their focus on governance, service, and teaching. Although extant research finds that most faculty members can be located in both domains, Gouldner's typology remains a useful heuristic. In this context, George Kuh is one of those increasingly rare faculty members who has spent his entire academic career at one university—IU Bloomington—and yet has done exemplary work in both domains. During his more than 34 years at IU, he has been the consummate cosmopolitan and local faculty member.

George is the author of more than 300 publications and has made several hundred presentations on topics related to institutional improvement, college student engagement, assessment strategies, and campus cultures. In addition, he has been a consultant to more than 350 institutions of higher education and educational agencies in the United States and abroad. He has received career achievement awards in the area of research from virtually every major scholarly and professional association of higher education in the United States, including the American College Personnel Association, American Educational Research Association, Association for Institutional Research, Association for the Study of Higher Education (ASHE), Council for Adult and Experiential Learning, Council of Independent Colleges, National Association of Student Personnel Administrators, and National

Center on Public Policy in Higher Education. His scholarly contributions have been recognized by the awarding of six honorary doctorates.

George is the creator and founding director of the National Survey of Student Engagement (NSSE) and related instruments for law students, beginning college students, and faculty. Within that organization, he assumed leadership for the College Student Experiences Questionnaire Assessment Program when Bob Pace retired from the University of California, Los Angeles. NSSE has become in a relatively short time the most widely used metric for measuring student learning, not only in the United States, but in several other countries around the world. George has also authored or co-authored numerous books. Among his most influential are *The Invisible Tapestry: Culture in American Colleges and Universities*; *Involving Colleges: Successful Approaches to Fostering Student Learning and Personal Development Outside the Classroom*; and *Student Success in College: Creating Conditions that Matter*.

In addition to the scholarly achievements and accolades that George has been awarded from professional and scholarly associations, he has also been recognized by his colleagues at Indiana University. He is the recipient of the dean's award for outstanding contributions by a faculty member to the quality of undergraduate life at IU Bloomington and the prestigious Tracy Sonneborn Award for a distinguished record of scholarship and teaching. He has made substantive contributions to the Bloomington campus and the multicampus system of Indiana University. During his tenure on the Bloomington campus, he served as the program coordinator for the graduate programs in higher education and student affairs, chair of the Department of Educational Leadership and Policy Studies, the executive associate dean of the School of Education, director for the Center for Postsecondary Research, and associate dean of the faculties. During his tenure in the office of the Dean of Faculties, he implemented a number of innovative teaching and learning programs. He has also been recognized for his outstanding teaching. Seventeen students for whom George served as a mentor and director of their dissertations have gone on to faculty positions or have become the presidents

of colleges and universities. Three of his students have garnered major career awards for their own distinguished research careers.

One of his former students who has become a highly successful scholar in his own right had this to say about George in his nomination letter for one of the awards that George has received:

Beyond his reputation in the field and the proven value of his scholarship, I would like to offer a much more personal viewpoint on George's demonstration of excellence in research. One real indicator of an outstanding researcher is the replication of excellence in her or his advisees. Colleagues occasionally comment on my early career achievements as a scholar in higher education—much of this is directly attributed to the excellent role modeling and mentoring offered by George. He continues to be the person who most supports my development and career advancement . . . My advisees benefit from the model of scholarship production I inherited from George. In short, he continues to produce cutting-edge research on his own, as well as through those of us with whom he has worked and the students who adopt sound research practices from us. I am convinced that his legacy will live forever in our field.

Lest you think that George is really retiring, let me dissuade you. He is currently a principal- or co-principal investigator for more than a million dollars in projects funded by the Lumina Foundation for Education, the Educational Foundation of America, the Teagle Foundation, and the National Endowment for the Humanities. George's scholarship has appeared in leading journals in our field for five decades. His work has influenced the research agenda for other scholars and the work of higher education administrators throughout this same time period. There is little doubt he will continue to have an impact for many years to come.

Don Hossler

David Lasocki

David Lasocki [pronounced LASOTSKY] was born in London, England, and grew up in Manchester. He attended University College London, where he received a bachelor's degree in chemistry in 1968. He made good use of being in London to pursue his burgeoning interest in music, taking flute and recorder lessons and teaching himself how to do research on his instruments. At the age of 21, during his final year in college, he published a translation of a French treatise on flute and recorder playing from 1707. On the strength of this translation and a meeting with the flute teacher from the University of Iowa at a summer course in Germany, David was accepted as a graduate student at Iowa to study the flute. He soon discovered that he was more passionate about researching instruments than playing them, so he switched into musicology, eventually obtaining a Ph.D. in that field in 1983. His doctoral dissertation won the Council of Graduate Schools in the United States/University Microfilms International Distinguished Dissertation Award for 1984. After attending library school at Iowa, he became assistant music librarian at the University of North Carolina at Chapel Hill. In 1987, he came to Indiana University, initially as music cataloguer for the regional campuses, then as head of Music Public Services, and since 1992 as head of Music Reference Services.

David has a worldwide reputation for his research on the history of woodwind instruments, especially his beloved flute and recorder. Over the past 44 years he has put together a vast list of publications: 15 books, 117 scholarly articles, 63 bibliographies and bibliographic essays, 42 other writings, program notes for 14 commercial recordings, 11 scholarly reviews, and 101 editions of eighteenth-century woodwind music. His two-volume book, *A Biographical Dictionary of English Court Musicians, 1485–1714*, written in collaboration with Andrew Ashbee, won the C. G. Oldman Prize awarded by the International Association of Music Libraries, Archives, and Document Centres (U.K. Branch) for the best music reference book of the year in 1998. David has especially valued the synergistic result of working on books, articles, and editions with other scholars. In April of 2011 he will receive the Distinguished Achievement Award from the American Recorder Society. Interviews with him about his research have been published in Australia, Germany, Switzerland, and the United States.

As a scholar/librarian of the old school, David has viewed reference in the Cook Music Library as an opportunity to teach students and other clients how to do research on music. In this way the reference librarian becomes integral to the teaching mission of the university. He taught music bibliography for the Jacobs School of Music in 1996–99. Starting in 1996 he served on the research committees of over 50 doctoral performers writing their documents—as dissertations are called for performers—more than half the time as research director. He also served on dissertation committees for music students in Australia and the Netherlands. Throughout his time at IU, David has been an adjunct faculty member in the School of Library and Information Science, team teaching the seminar in music librarianship, offering numerous internships in music reference, and coordinating the Music Librarianship Specialization. For the last 10 years he also taught informal classes on English and writing for international music students.

For the Jacobs School of Music, David served on the Instructional Policy Committee and Recording Policy Committee, and substituted on the School of Music Faculty Council. For the libraries, he was elected to the Bloomington Library Faculty Council (IULFC). He founded the IULFC Research Committee, chaired Bloomington's Faculty Standards Committee and the Constitution and Bylaws Committee, served on the OPAC (Online Public Access Catalogue) Working Group and the Sabbatical and Research Leave Committee, and was a member of various award and search committees. He also hosted a number of sessions at Librarians Day.

After retirement, David has several books to finish, including one on the recorder for Yale University Press and a series on the New Orleans modern jazz group, Astral Project. He also plans to devote more time to his second love, energy medicine, of which he has been a certified practitioner for 15 years. Last year he launched a company, Instant Harmony, to publish e-books and promote his work on energy medicine.

Philip Ponella

Mary Lee Luskin

Mary Lee Luskin, usually known as Lee, has spent three decades in the Department of Criminal Justice. During that time, Lee's relationships with faculty, students, and staff have been consistently positive. It is hard to imagine an unkind word being said about her. She is especially well-known for her careful consideration of issues, no matter how contentious; her balanced opinions, whatever the subject; and her readiness to help the department grow and improve. Typical was her willingness, shortly after being awarded tenure, to take on the heavy responsibility of chairing a small but rapidly expanding department. Under Lee's direction, the faculty continued to work on a Ph.D. proposal for submission to the Indiana Higher Education Commission. She also oversaw the hiring of a number of new faculty members, who were remarkably diversified in terms of race, gender, and field. Lee's other contributions to the department, too many to list here, include serving as director of graduate studies and as chair of the Law and Society Area Committee. Lee has been equally active at the campus level, working on multiple faculty council committees; doing advocacy work for students, women, and minorities; and co-directing the first Center for the Study of Law and Society.

This list of Lee's service contributions fails to capture her passionate interest in American courts, which dates back to her graduate training in political science at the University of Michigan. There Lee worked with two well-known senior professors, Jim Eisenstein and Herbert Jacob (Northwestern), on an extensive project focusing on three criminal courts. Viewing courts as work groups whose goals and values shift over time, Lee learned to collect data by starting on the ground in Detroit. At that point, the city was still shaken by the riots of 1967, but Lee gained access to the city's courts simply by walking through a door marked "Authorized Personnel Only." Presumably, the quiet competence and calm that have characterized Lee's career at IU helped her win acceptance during this contentious period.

While collecting data for Eisenstein and Jacob, she also began to work on her dissertation. She wanted to answer two fascinating questions: How were new judges socialized? How did they learn to judge? In looking back on this period, she describes her graduate research as "great fun." After her Ph.D., she moved to the American Judicature Society, where she continued to analyze case processing in criminal courts.

In 1980, Lee came to Indiana University at a time during which the Department of Criminal Justice (then known as the Department of Forensic Studies) was redefining itself. Lee's hiring added an important component to the curriculum. For the first time, the department had an expert on the workings of American courts. Initially, Lee focused on case-processing time in state criminal courts. She published several articles on this topic, including one memorably titled "Social Loafing on the Bench." This work demonstrated Lee's ability to make highly technical analyses of case processing interesting, even to those of us with no formal training in courts.

After stepping down as chair, Lee moved in a new but related direction as a result of joining Bernice Pescosolido's research group. That group was engaged in large-scale study of mental health services in Indiana. Over time, Lee became increasingly interested in Indianapolis's mental health courts. These specialized courts were intended to divert mentally ill offenders (mostly misdemeanants) from the criminal justice system into mental health treatment programs. Lee's questions about them were again simple but important. Who was selected for the mental health court in Indianapolis (her main research site) and why? She found answers in a study of Indianapolis's Psychiatric Assertive Identification and Referral program (known as PAIR), which had been created to help offenders get needed mental health services.

PAIR generated rich data, used by Lee and others to do two studies. They first looked at the multistage referral and selection process through which defendants had been selected for PAIR participation. They then conducted an 18-month prospective study of mentally ill offenders, funded by the McArthur Foundation. This work tracked the experiences of two matched groups of offenders, all of whom had been identified as eligible for PAIR on legal and psychiatric grounds but only one of which had received PAIR services. To Lee's surprise she found that this second group consisted mostly of individuals already in treatment programs before their most recent arrest. Their less-fortunate counterparts, offered little help inside or outside of the criminal justice system, trudged off to criminal courts and, in some cases, jail.

Although she retired in December 2010, Lee is eager to work more with this second data set, which is rich with information about criminal justice experiences, hospitalizations, the kinds of treatments available to mentally ill offenders, and the treatment they actually received. Once again, she is asking a simple question: What do criminal courts mean when they talk about "treatment"? Thus, many years after beginning her graduate work at the University of Michigan, Lee continues to probe the multiple ways in which criminal courts handle their cases, now with a particular emphasis on the legal experiences of mentally ill offenders.

At a celebratory dinner honoring Lee in December, her colleagues toasted not just her contributions to the department and the academy but also skills not listed on her vita, such as her wonderful gourmet cooking. Many of us remember the day when Lee, not known as an avid exerciser, announced that she planned to run the Chicago marathon. To the amazement of her teenage son, she ran a slow but steady race to the finish line. Less well known is Lee's interest in the violin. For five years now, she has taken private lessons, an activity she plans to continue. Her dream is to win a spot in a community orchestra. These diverse extracurricular interests mirror Lee's diverse interests in American courts. The Department of Criminal Justice will miss her.

Ellen Dwyer

Thomas J. Mathiesen

Thomas J. Mathiesen is the world's foremost authority on music and music theory in ancient Greece and a leading scholar of medieval and Renaissance music theory. He is also a former church organist and theater organist, an expert on music for silent films, a devotee of classic movies and BBC comedies, a clock collector, a pioneer in digital resources for the humanities, a painstaking editor, a devoted teacher, a generous colleague, and a riveting storyteller— whether narrating the history of music in the classroom or telling anecdotes from his time as president of his neighborhood association.

Tom earned his Bachelor of Music (1968) from Willamette University, where he was a teaching assistant in Greek, and his master's (1970) and doctorate (1971) from the University of Southern California. After a year teaching at USC, he taught at Brigham Young University from 1972 to 1988, serving as head of the musicology area (1973–1986) and associate dean of General Education and Honors (1986–1988). He came to Indiana University in 1988 as professor of musicology. In 1996 he was named Distinguished Professor, and in 1997 he was awarded the David H. Jacobs Chair in Music. His wide interdisciplinary range is reflected in his appointments to the core faculty of the Medieval Studies Institute and as adjunct professor in the Department of History and Philosophy of Science as well as in the Department of Near Eastern Languages and Culture. He was elected to the American Academy of Arts and Sciences in 2001, the same year as Woody Allen and Stephen Sondheim.

Much of Tom's scholarship has focused on ancient and medieval texts that discuss music, an area encompassing bibliography, codicology, textual criticism, and editorial technique. His main area has been ancient Greece, when the foundations of western musical thought were laid. His *Bibliography of Sources for the Study of Ancient Greek Music* (1974) and *Ancient Greek Music Theory: A Catalogue Raisonné of Manuscripts* (1988) established the groundwork for all future work in the field, and the latter was awarded the Vincent Duckles Award by the Music

Library Association for the best book-length bibliography of the year. Tom's annotated translation of the treatises of Aristides Quintilianus (1983) made them available in English and demonstrated their importance for the history of Greek music theory. He edited a collection of ancient Greek writings on music that is used widely.

Tom's work on ancient Greek music culminated in *Apollo's Lyre: Greek Music and Music Theory in Antiquity and the Middle Ages* (1999), which won the annual book awards from the American Musicological Society, Society for Music Theory, and American Society of Composers, Authors, and Publishers. He has published numerous articles on ancient Greek music as well as on codicology, musical instruments, medieval chant, silent film music and the theater organ, and on other topics. His research has been supported by grants from the National Endowment for the Humanities and the American Council of Learned Societies and by a Guggenheim Fellowship, among others.

What Tom has done as an individual scholar is impressive enough. But he is also a natural collaborator who has made significant contributions to the field by editing and encouraging the work of others and by initiating important projects to make primary sources available in print or online. He founded and was general editor for the series *Greek and Latin Music Theory*, published by the University of Nebraska Press, which provided critical texts and translations for over a dozen significant treatises. He has also edited series on the history of music theory for the University of Nebraska Press and University of Illinois Press.

In 1990 Tom instigated the Thesaurus Musicarum Latinarum, a full-text online database of Latin music treatises from the fourth century to the sixteenth. He was project director until 2009, supervising many other scholars and students. Supported by two major grants from the National Endowment

for the Humanities, this database has grown to over three million words. In 1996, the American Musicological Society asked Tom to make its Doctoral Dissertations in Musicology available electronically. He did so and then incorporated the two databases into the Center for the History of Music Theory and Literature (CHMTL), officially launched in 1998, which he served as director until 2009. Further additions to CHMTL include databases for musical writings in Italian, English, and French and a bibliography on musical borrowing. At CHMTL, he often put in long hours on both technological and scholarly issues. He was a master at troubleshooting computer systems and keeping them running.

The impact of these databases has been enormous. Having the world of Latin music theory at one's fingertips, searchable by keywords, makes it possible to answer questions that were impractical to address before. Moreover, Tom has spent much of his time at CHMTL answering questions from students and scholars around the world. He has been a mentor to his student assistants, the editors he works with, and colleagues elsewhere. His generosity with his time and his knowledge has helped to make studies in medieval music a collaborative venture.

Tom is an engaging teacher who often uses slides to show music's links to the visual arts, science, and literature. At IU, he typically taught the undergraduate survey of music since 1750 and a graduate course on medieval music, as well as courses on musical notation, the history of music theory, Robert Schumann, and other topics. He expected excellence from his students, and many of them remember him as the professor who had the greatest impact during their time at IU.

Tom has also been a gracious and supportive colleague, ever ready to shoulder responsibilities, from revising the graduate entrance examination to overseeing the Department of Musicology website for many years. As he retires to enjoy his many interests and some quiet time with his wife, Penny, his colleagues here and around the world are grateful for all he has done and for what we have learned from him.

J. Peter Burkholder

Martha McCarthy

Martha McCarthy, Chancellor's Professor in the Department of Educational Leadership and Policy Studies, retires this spring after a long and distinguished career at Indiana University. With her retirement, IU loses one of the most prominent school-law professors in the nation. Born in Louisville, Kentucky, Martha earned her bachelor's in elementary education at the University of Kentucky in Lexington and her Ph.D. from the University of Florida. She worked as both a teacher and an administrator in Louisville before joining the faculty at IU in 1975. In the 36 years that she has served IU, her appointments have included director of the Indiana Education Policy Center, associate dean of the faculties, and director of the High School Survey of Student Engagement. She was the founder of the Indiana Network of Women Administrators and has led that organization since its inception. Martha currently chairs the Department of Educational Leadership and Policy Studies and teaches courses in educational law. She was the first woman to serve in the chair role. In the department, she has worked tirelessly to maintain excellent relations with our alumni and regularly provides guidance to public school teachers and administrators throughout the state.

Martha hit the ground running when she arrived at IU and has never stopped. She has authored or co-authored 11 books, including *Public School Law: Teachers' and Students' Rights* (sixth edition, 2009) and *Educational Governance and Administration* (sixth edition, 2009). She has also written more than 250 articles and chapters and has made numerous presentations regarding various aspects of students' and teachers' rights, church-state relations, equity issues, privatization of education, school reform efforts, leadership preparation, and student engagement. Martha has served as president of the Education Law Association (ELA) and the University Council for Educational Administration (UCEA) and as vice president of the American Educational Research Association for Division A—Administration, Organization, and Leadership. Impressively, she was one of the first women to be elected to these distinguished roles.

Martha has received national and international recognition for her accomplishments. Her awards include the Research Competition Award from the American Association of School Administrators (1980), the President's Award from the Indiana Principals' Association (1988), the inaugural Contribution to Knowledge Award from the Indiana Association of School Leaders (1991), the Tracy M. Sonneborn Award for distinction in teaching and research at IU (1991), the McGhehey Award from ELA for contributions to the field of school law (1992), the IU Office for Women's Affairs' Distinguished Scholar Award (1993), the Living Legend Award from the National Council of Professors of Educational Administration (2002), the School of Education's Gorman Teaching Award (2003), the Sylvia E. Bowman Award for teaching from IU (2004), and the Campbell Lifetime Achievement Award from UCEA (2004). The Campbell Award is the highest honor given in the field of educational leadership to a professor whose career has been characterized by extraordinary commitment, excellence, leadership, productivity, generosity, and service. She has also received alumna awards from the University of Kentucky (1990) and the University of Florida (1997).

Martha has been a model of the scholar/teacher/administrator. Her strong reputation as a teacher has influenced many at IU. She warmly welcomes new faculty members to observe her courses and spends time mentoring them to become outstanding teachers. Her innovative approach to pedagogy, including writing skits to demonstrate complex legal principles, involves the type of engaging activities that make her courses popular. Martha's teaching strategies are always geared toward practical legal issues that students will confront as teachers or school administrators. Many remain in awe of how Martha is able to strike that difficult balance between practical and thought-provoking lessons. Several of her students have noted that "Martha is the best professor that I have had at IU." Her associate instructors rave about her teaching as well. One of them commented that Martha is "an incredible exemplar of the type of professor that I hope to be." IU alumni still have fond memories of Martha's school-law course.

As a result of her commitment to teaching, Martha has won the Trustees' Teaching Award from the School of Education several times in addition to the teaching awards mentioned above. She frequently accepts invitations to speak about the teaching of school law in Indiana and around the world. When Martha is not busy teaching and publishing, you will likely find her dancing (Gumboot, contra, or tap), swimming, skating, skiing, or playing tennis.

Upon her retirement, Martha plans to continue her intellectual pursuits in Los Angeles, California. Her departure is a great loss to IU. We will not soon have another colleague who is such a distinguished scholar, leader, teacher, and friend. She will be sorely missed.

Suzanne Eckes

Elizabeth McCrea

Elizabeth Statts McCrea was born in New York City to Sara and Frederick Statts, a coast guard couple with strong Indiana roots. Because Frederick was serving in World War II, Sara moved with her newborn daughter to a home in Huntingburg, Indiana. This was the first of many moves that took the family from shore to shore across the United States and Europe. By the time Liz graduated from high school in San Francisco, she and her younger brother, John, had attended six different schools in seven different locales ranging from Juneau, Alaska, to Naples, Italy. Perhaps because of these many moves, Liz developed the poise and friendliness that characterize her to this day.

After an 18-year absence, Liz returned to Indiana to enroll at IU, where she received a B.A. in speech and hearing in 1966. She then moved to Wakefield, Michigan, to begin her career as a speech pathologist in the public schools. In an effort to meet the needs of children with communication disorders, Liz pursued her Master of Arts, which she received in 1969 from the University of Virginia. She then took a job in the Richmond, Virginia, public schools and the Crippled Children's Hospital, where she worked in the residential program for children who had undergone surgery, including children with cleft palates. It was here that Liz became an overnight supervisor to speech-pathology interns assigned to these facilities. It was readily apparent to her that supervisory excellence is not an inherent skill but one that requires education, practice, and research. Two years later, after working in the Collier County, Florida, public schools, Liz returned to IU to pursue a Ph.D. in children's speech disorders and supervision.

One of the driving forces behind Liz's decision to attend IU was its newly funded training grant in the supervisory process, awarded to Dr. Jean Anderson. Liz was the first student to be supported on this grant and was joined by an impressive cohort during her time as a graduate student. Doctoral education in the supervisory process was in its infancy and Jean Anderson was the leader in its development. Liz and Jean worked closely together in the development of a theoretical perspective on supervisory processes in speech pathology (the continuum model); interacted in research to test the model; and, most importantly, worked to apply the findings to the education of future clinical supervisors. While she was busy learning all she could about the supervisory process, Liz also began to learn a lot about a local lawyer, David McCrea. Liz and David met through mutual friends in 1973 and married in December 1974. In the following years, sons Robert and Michael were born. These more permanent ties kept Liz in Bloomington a lot longer than she'd anticipated when she enrolled in the Ph.D. program.

Liz started her academic career at IU as a clinical supervisor in 1975 and joined the faculty as a clinical assistant professor in 1987, one of the first to assume this rank on the Bloomington campus. Because of her expertise in public school practice and her knowledge of supervision, she was given a joint appointment with the School of Education to coordinate the school practicum for speech pathology graduate students. In the following years, Liz served as clinic director of the IU Speech-Language Clinic and taught graduate courses on supervision. She was principal investigator on a U.S. Department of Education training grant from 1990 to 1993 as well as an active contributor to the scholarly literature of the discipline. In 2003, Liz and her colleague, fellow IU Ph.D. Judith Brasseur, co-authored *"The Supervisory Process in Speech-Language Pathology and Audiology."* This text expands on their mentors' 1988 publication and integrates the research in supervision over the past 20 years; it is frequently cited as the seminal work in the field.

Despite her full schedule mentoring students, Liz was (and continues to be) an active participant in professional service. Her contributions to the American Speech-Language-Hearing Association (ASHA) range from committee membership (Committee on School Services and convention program committees) to committee chair (Committee on Ethics and Certification, Academic Affairs Committee, Legislative Council), to vice president for academic affairs from 2007 to 2009, to a nominee for president (2011). Her leadership role in our national organization was recognized in 2001 when she became an ASHA Fellow, one of the highest honors conferred by the association. Liz also undertook leadership roles in the Council of Supervisors in Speech-Language Pathology and Audiology, including service as the organization's president in 1993. On the local level, Liz has been active in community organizations such as the Bloomington Community Foundation Board of Directors, Bloomington Hospital Board of Directors, and the Local Coordinating Council for First Steps 0-3 Initiative.

Many words describe the professional Liz McCrea—stable, grounded, pragmatic, thoughtful, and role-model—but there's another side: the fervent IU fan. It's been noted that if you want to see the real Liz, you need to sit with her as IU plays in a tight game, particularly a national championship. That's when you get a sense of the aggressive, tough-minded, screaming person who lives inside her!

Liz McCrea is a person who inspires those around her to work together toward a common goal. She followed her parents' dictum to "apply yourself" and thereby led the field of supervision in speech-language pathology into the twenty-first century. Her influence will continue to foster strong clinical education for decades to come. We know that she will follow the coast guard motto of her upbringing—*Semper Paratus*—and will always be ready for the next opportunity that life presents—which we hope is a joyous retirement.

Karen Forest

Eugene (Bill) McGregor

Eugene “Bill” McGregor is one of the pioneers who built the School of Public and Environmental Affairs (SPEA). He moved to Bloomington for what was to be a short tour in Indiana but wound up spending most of his career here. A native of New Hampshire, he attended Dartmouth as an undergraduate and did his Ph.D. in political science at the Maxwell School, Syracuse University. Prior to completing his doctorate in 1969, he worked as a lecturer at both Syracuse and the University of Maryland. He was appointed assistant professor of government and politics at the University of Maryland in 1969. During his five years at Maryland he established himself as one of the bright young scholars in the field of quantitative and decision analysis in the public sector.

Bill joined SPEA in 1973, just one year after the establishment of the school. He quickly proved his value on several fronts—as a gifted teacher, a researcher of importance, and an administrator. Shortly after his arrival in Bloomington, he assumed the directorship of the Master of Public Affairs Program in 1974. During this period he helped develop and shape a new professional degree program, the M.P.A., which has thrived for over 40 years and now is ranked second among the hundreds of U.S. universities.

In the following years, Bill moved seamlessly between a research-and-teaching focus and important administrative assignments. He was always willing to undertake difficult tasks in the interests of the school, even though they interrupted important personal scholarly pursuits. Among the more important administrative posts he held over the years were director of the joint Ph.D. program (with political science), chair of the faculty of policy and administration, chair of numerous school policy committees, early developer of SPEA’s graduate and undergraduate study abroad program in the Netherlands, doctoral consortium coordinator for the National Academy of Management, chair of the policy analysis faculty, director of SPEA graduate programs for the second time, founding director of SPEA overseas study programs, resident of the Indiana Society of Public Administration, and book review editor of the *Journal of Policy Analysis and Management*, one of the premier journals in the field.

Bill’s scholarly professional interest is now focused on the interaction of public policy, organizational structure, and management practice. He has a current special interest in the relationship between education and economic development and in the impacts of information technology on the structure and management of public and nonprofit enterprise. He has written widely on these and related topics and has been a consultant on numerous government and public service projects, ranging from civil service reform to human resource management in the U.S. Government Accounting Office. He has published over 50 articles and four books.

Bill has always been one of SPEA’s outstanding teachers, equally at home in undergraduate courses, professional master’s degree classes, and doctoral seminars. At the undergraduate level, he, with two colleagues, prepared the plan for teaching introductory public policy and wrote the textbook that was used for several years to teach this core course. He won SPEA distinction in teaching awards in both 1974 and 1986.

Carol McGregor, Bill’s wife of more than 40 years, joined Bill in his originally planned short time in Bloomington and found herself loving the community and spending many years teaching mathematics at Bloomington High School South. They raised two daughters—Kelly, who is a business executive in Chicago, and Ali, who is a government lawyer in Washington, D.C.

Bill and Carol both have varied interests ranging from skiing to gardening, tennis, and golf. Bill still periodically picks up his cornet, which he played many years ago in the SPEA Dixieland band and now continues to play in the Bloomington Community Band. And, of course, both continue their professional and volunteer interests. Bill and Carol for years have also had the best annual Kentucky Derby party in Bloomington.

Charles Bonser

Diana Sears McKowen

Diana McKowen served in her role as senior lecturer in business communication at the Kelley School of Business with creativity, collegiality, and passion.

In her 23 years as a lecturer in business communication, Diana witnessed considerable change in her core course and her students and adapted eagerly to this evolution. Each year, Diana added new, challenging assignments and enjoyable learning activities for her students, helping them meet the needs of an increasingly sophisticated professional communication environment.

Diana began teaching as a 24-year-old graduate student. She was hired by the late Professor Crawford to teach a course in shorthand. After taking a few years off when her children were small, she was hired by the late Professor Wylie to teach X204 (Business Communication) at IU Bloomington and IUPUI. The focus of Diana's class shifted from an emphasis in the 1980s on typing and formatting business letters to one requiring students to develop persuasive strategies to influence business practices, improve team development, and achieve high standards when communicating in a twenty-first century business environment. Each of Diana's classes challenged students while including lots of hands-on fun. Diana encouraged students to develop professional writing, speaking, listening, and team skills through considerable daily practice—e.g., through paired discussions, low-pressure competitions, and spontaneous team presentations to the class.

This evolution in the course drove Diana to increased collaboration with her business communication colleagues. She is a regular conference attendee who returns yearly with ideas and activities to implement in her classes and share with her fellow faculty. She shared her knowledge of best teaching practices and sought feedback from others with equal enthusiasm. Diana always welcomed visitors to her classes and made everyone in the room feel welcome with her warm and frequent smile. Even with a long commute, Diana demonstrated her commitment to her fellow faculty by attending every meeting possible over dozens of years.

Diana has been married to her husband, David, for 30 years. They have been blessed with two beautiful daughters, Jennifer and Julie, and two grandsons. Diana and her family have been extremely active in their church, Plainfield Christian. She has led a women's Bible study group and served on mission trips to Austria and Haiti. Diana's retirement plans include caring for her two grandsons and doing part-time work for TCMI (Training Christians for Ministry Institute).

Diana has managed to create a wonderful family and personal life while maintaining a professional career. What most defines Diana McKowen as an accomplished member of the IU faculty is her passion for student development. Throughout her tenure at Indiana University, Diana has impacted thousands of students through the personal relationships she developed each and every semester. She is admired by so many for her commitment to the teaching mission, and we are proud to have worked with her (and learned from her) over the years.

Susan Vargo

Clinton V. Oster Jr.

Clint spent his formative years in Columbus, Ohio, where his father, Clinton V. Oster Sr., was a faculty member and the founding director of the School of Public Administration (now the John Glenn Institute for Public Service and Public Policy) at The Ohio State University. After graduating from Whetstone High School in 1965, Clint enrolled at Princeton University, where he played golf while pursuing a degree in chemical engineering. Upon graduation in 1969, he spent two years in the U.S. Public Health Service before returning to school to work towards a master's degree in the School of Urban and Public Affairs (now the Heinz College) at Carnegie Mellon University. Clint went on to do further graduate work at Harvard University, receiving his Ph.D. in economics in 1978. Upon completion of a two-year postdoc at the Harvard Business School, Clint joined the faculty of the School of Public and Environmental Affairs (SPEA) in August 1979.

The deregulation of the airline industry in 1978 served as a watershed event in Clint's professional life. Building on the strong foundation he obtained in economics and transportation policy at Harvard under the tutelage of John Kain and John Meyer, Clint quickly established himself as an expert on deregulation's effect on the aviation industry with the publication of a number of influential books and articles. In subsequent years his research expanded to include many aviation-related topics in the areas of security, financing, marketing alliances and competition in the industry, the structure and operation of the Federal Aviation Administration (FAA), and reforming the air traffic control system, among others.

One particularly productive line of his research has involved aviation safety. Clint's earlier work on the topic of how aviation safety was affected by the industry's deregulation resulted in his appointment as research director of President Clinton's Aviation Safety Commission. During this leave of

absence, Clint was able to immerse himself in the topic of aviation safety, further solidifying his reputation as one of the world's experts on the subject. Later, as a result of his work with the commission, he co-authored a very well-regarded book on the topic of aviation safety, *Why Airplanes Crash: Aviation Safety in a Changing World*.

Clint also has been very active in the public service arena during his career. He is a familiar face around the National Academy of Sciences, serving on many National Research Council (NRC) study committees. Over the years he has been asked by the NRC to serve as chairperson, co-chairperson, panel member, and moderator. In particular, the NRC's Transportation Research Board has relied heavily on his talents when it considered topics such as setting and enforcing speed limits, air passenger service and safety since deregulation, U.S. air traffic control modernization, airport development and oil price uncertainty, and traffic safety lessons from benchmark nations. In addition, the NRC has sought his counsel and advice on a variety of matters including aeronautics and space engineering, homeland security and transportation security, engineering and technical systems, and the social and economic aspects of pathological gambling.

Clint's public service also includes consultations with the U.S. Congress Office of Technology Assessment, Federal Research and Technology for Aviation; the National Aeronautics and Space Administration; the European Bank for Reconstruction and Development; the U.S. Department of Justice; the U.S. Department of Transportation; the Federal Aviation Administration; the U.S. Accountability Office; and assorted state and local governments.

Clint also was generous with his time when it came to SPEA. Soon after joining the school he agreed to serve as the associate director of the Center for Urban and Regional Analysis, a position he held from 1982 to 1985, when he was named director of the Transportation Research Center. He served in this role until 1989, when Dean James Barnes appointed Clint as associate dean for Bloomington Programs, a position he held until 1992. Clint was able to escape administrative duties only for a short time before he was asked to serve as chairperson of the faculty of Public Finance and Policy Analysis, a position

he held from 1998 through 2004. A year later he enlisted for his second stint as associate dean for Bloomington Programs, serving in this role under Dean Astrid Merget from 2005 through 2008.

Despite a rich scholarly record and an enviable record of public and school service, Clint has always managed to focus on a faculty member's most important role—serving as teacher and mentor. It is rare to walk by his office and not see him engaged in a conversation with a student to whom he is providing assistance, guidance, and counseling. Countless students have benefitted from his teaching and mentoring skills over the years.

SPEA is a richer and stronger institution as a result of Clint's service as teacher, researcher, administrator, and colleague. One of SPEA's trademarks is its multidisciplinary focus, something Clint has tirelessly nurtured and promoted throughout his career.

The many summers Clint spent in Montana during his childhood have instilled in him a sense that he is truly a Montanan. Considering this background along with his love of fly fishing—a legacy from his good friend and colleague Dan Willard—it is easy to understand why Clint and his wife, Chris, have chosen the Yaak Valley in Northwestern Montana as their new home. Along with their nine-year-old miniature dachshund, Sophie, and their yellow lab puppy, Molly, they will be relocating to their new house, situated on 14 wooded acres that back up onto a national forest and close to many good fishing spots. When they are not visiting their daughter, Heather, their son-in-law, Michael, and their grandson, Alexander, in Washington, D.C., or their son, Graham, and daughter-in-law, Meghan, in Waco, Texas, Clint and Chris will stay busy fishing, hiking, and reading as well as pursuing their love for pottery in their newly constructed pottery studio. And of course Clint will continue to devote some of his time performing accident investigations for the Indy Racing League, an avocation that is a logical extension of his interest in aviation safety and his long-standing interest in motorsports.

Kurt Zorn

Charles S. Parmenter

When Charles Stedman Parmenter arrived in Bloomington as assistant professor of chemistry in the fall of 1964, he was assigned an office and laboratory on the fifth floor in what was then the new 60s addition of the chemistry building. The air conditioning did not work and the builders ran out of money (and paint) before they reached the upper floors. The walls were framed by cinder block with matching gray shelving that facilities engineer Jack Baker was later to describe as "prison grade." Within those bare walls, Charlie quickly built an internationally famous research facility.

Charlie earned his Ph.D. at the University of Rochester working with W. A. Noyes Jr. and came to IU after postdoctoral work at Harvard with George Kistiakowsky. Both mentors were among the world's most prominent chemists. Charlie's last Harvard project, on the fluorescence of benzene, contained a central unanswered question: What happens to the energy of the isolated molecule after it absorbs light? While this might sound like a trivial question, it was an example of an issue that occupied a hot experimental and theoretical area for more than 20 years. Benzene became the "fruit fly" for the study of molecular energy flow and nonradiative processes. By good fortune, Charlie was there from the beginning.

A few months after his arrival, Charlie was awarded a National Science Foundation (NSF) grant that he had applied for during his last months at Harvard. He began building up his laboratory at once. Professor Ed Bair showed him how to make a flash lamp for pumping benzene into an excited electronic state. Charlie's next concern was that his first graduate student, a pretty sleepy guy, might electrocute himself. Later, an exceedingly capable student, Mike Schuyler, joined the group, and together they observed fluorescence from a single vibronic level of the benzene molecule. They wrote up these results and in 1969 Charlie described this work at an invited conference near Paris. This grand beginning made a positive tenure decision a sure thing.

Along the way, Charlie took his teaching of undergraduates seriously, writing notes to hand out to his students to expound on difficult topics, generating imaginative problem sets, and developing new laboratory experiments. In 1968, the university acknowledged these accomplishments with a university teaching award.

Charlie's science continued to grow over the years. Invitations to international meetings and honors rolled in. He has been awarded a Guggenheim Fellowship, a Humboldt Award, and the Spiers Medal of the Faraday Society. He was elected Fellow of the American Physical Society in 1984 and in 1990 was named Distinguished Professor of Chemistry. In 1995, he was inducted into the National Academy of Sciences and is the only member of the chemistry department to now hold this honor.

Charlie's approach to experiment evolved with the times. Lasers replaced mercury lamps and molecular beams replaced glass bulbs. Although this newer equipment may look flashy, Charlie's earlier experiments were much more difficult and required the finesse he was able to apply.

In 2003, the *Journal of Physical Chemistry* honored Charlie with a special festschrift issue. In that publication, Charlie's former graduate student George Atkinson and British collaborator John Callomon wrote an essay titled, "Scientific Contributions of Charles S. Parmenter." In summary of his research style, they wrote:

His changing group of students and collaborators, nearly 50 of them over the years, was at any time never very large: almost half of his publications have only one co-author. With his typical modesty, Charlie will claim that it was they who did it all. Perhaps, even if unlikely. But that is Charlie. In any event, there was always someone who knew what to do and why it was important to undertake it. Most important, there was always someone who provided the inspiration and enthusiasm needed to motivate many different individuals over almost half a century. And there is no doubt that this someone was also Charlie.

One piece of good news is that after retirement Charlie will remain in Bloomington in the home he and his wife, Pat, have made for themselves and lived in for 44 years. Their three children and four grandchildren live across the country, in California, Colorado, and Michigan. Their frequent visits will likely be to their summer home on Cape Cod, a short walk from the cool Atlantic Ocean.

George Ewing

Colleen Kristl Pauwels

Colleen Kristl Pauwels has devoted most of her professional career to the Law Library of the Maurer School of Law, which she has built into one of America's finest law libraries. As director of the Law Library and associate professor of law since 1983, Colleen has overseen the Law Library's greatest period of growth in its collection, physical facilities, and service to faculty, students, and the wider community.

Born in Chicago, Colleen spent her early years in Washington, Indiana, before her family moved to South Bend. Colleen's competitive spirit was evident at an early age when she became a state champion swimmer in breaststroke. Her high standards, hard work, and drive to excel have been persistent themes of her career. Colleen received her A.B. from Barat College in 1968. After accompanying her husband, Gerard Pauwels, to Bloomington, where he attended graduate school, Colleen worked in the government documents department at what is now the Wells Library. This experience convinced her to pursue a career in librarianship. Shortly after earning her master's in library science from Indiana University in 1975, Colleen accepted an appointment as public services librarian at the Indiana University Law Library. She became the acting director of the Law Library in 1978. This position was a natural fit for her talents and vision, but Colleen concluded that a law degree was essential for the role. She started law school and became the permanent director of the Law Library in 1983. She completed her J.D. in 1986, just three years after starting classes, while continuing to work full-time—an extraordinary feat.

As director of the Law Library, Colleen inherited an institution that urgently needed more funding, more staff, and more space. She always explained her enormous success by claiming that it was easy to look good in such a situation because doing anything made one appear to be a genius. As usual, she was being too modest. Under Colleen's leadership and with the support of the law school administration, she transformed the Law Library from a facility that struggled to meet the basic needs of its faculty and student body to a shining exemplar of what a great research library should be. Over the years, the Law Library's collection has grown in size and strength. Its staff is among the best in the nation. She has often said she is most proud of the service offered by the library's superb staff, which has, through her leadership, developed an unparalleled ethos of service, teaching, and research support. Colleen has overseen the expansion of the role of librarians as teachers; librarians now participate regularly in the first-year legal writing program, provide guest research lectures in substantive law classes, and conduct sessions with the faculty on new online resources. She has also guided the migration from a wholly print collection to one dominated by electronic resources. As one indication of its fine reputation, the library was named the "Best Law Library in the Country" by the *National Jurist* in 2004.

Colleen was an integral part of the committee that planned the law school's addition and renovation, completed in 1986. During this time she developed her talent for space planning, which has served the law school well ever since. Her creativity and attention to detail made the library the beautiful facility that it is today. Since that time, every building or renovation project in the law school has benefitted from Colleen's good sense, careful eye, and excellent taste.

Early in her career, Colleen recognized the need to nurture the next generation of law librarians. She worked with the School of Library and Information Science to establish a course, Legal Bibliography and Law Library Administration, which has been offered for more than 30 years and remains the cornerstone of the joint J.D./M.L.S. program.

Colleen's research interests center on the history of the law school and Indiana's early women lawyers. She is keenly committed to preserving the history of the law school and has conducted numerous oral history sessions with law school faculty, staff, and graduates. She has written articles on the history of the law school and the history of the *Indiana Law Journal* and has become the "go to" person for any question dealing with the law school's history. She has also left an indelible mark on the law school community with her project of creating scrapbooks for retiring faculty. The collected photographs and memorabilia have served to remind the community of its shared history and have allowed us to honor our members in unique and loving ways. Colleen's interest in history has expanded beyond the walls of the law school to the university with her service on the university's Bicentennial History Committee. She is currently co-authoring a volume of biographical sketches and contributions of the trustees and officers of Indiana University from 1982 to 2010.

Beyond her many remarkable accomplishments, Colleen has always been most proud of her family. Her husband, Gerry, is a retired attorney and accomplished actor. Her daughter, Erin, is currently completing her Ph.D. in art history at Indiana University. Matthew, her son, works in the health care industry. They are, and always have been, her greatest love.

When she retires, Colleen and Gerry are planning to remain in Bloomington, enjoy traveling, and continue to work with community theatre—he as an actor and she as a member of the board of Bloomington Playwrights Project. The law school is fortunate that Colleen plans to continue her work on the history of the law school. She is its greatest chronicler and champion. Having vitalized and professionalized the Law Library, she will continue to keep the law school community in touch with its rich history, of which she is a significant part.

Linda K. Fariss,
Aviva A. Orenstein, and
Fred H. Cate

James A. Pershing

As Jim Pershing retires he leaves behind a legacy of achievement built on the blue collar values of hard work and straight shooting that he absorbed growing up in northern Indiana as the son of a tool and die maker at the Bendix Corporation. He has been an exemplar of what can be achieved through diligence and commitment to the common good. Besides his many public accomplishments as a professor of Instructional Systems Technology (IST), he made a career of helping others succeed. During and after his undergraduate years at Indiana State University, he served as a math teacher and coach in public schools and at facilities for “delinquent youth.” He remained close to coaching for many years, serving as a track and field official through the mid-1980s and as a statistician for IU football.

He and his wife, Patricia, became coaches to other military academy parents when their son, James H. Pershing (now lieutenant commander in the Coast Guard), entered the Naval Academy. Jim received the Commandant’s Award for preparing handbooks for naval academy parents and recruiters. At IU, Jim provided a strong voice for faculty governance as a board member and president of the local chapter of the American Federation of Teachers.

At IU, Jim ended up having three distinct careers—as a vocational education researcher, as director of a research and development center, and as a traditional academic. He was recruited in 1976 from the University of Missouri, where he had completed a Ph.D. in education and built the Office of Vocational Education Research, which attracted funding for numerous projects to plan and evaluate state-level vocational education programs. Jim built a similar R&D operation in Bloomington. Thus began Jim’s second career, as a center director, revolving around the most successful of the earlier R&D efforts, Vocational Education Services (VES). This center supported programs around the state and nation by

developing curricula in various vocational areas such as health occupations. By the mid-1980s this work came to rely increasingly on emerging computer technology. Because of the computer expertise of Jim and his staff, the School of Education asked VES to create a center to offer computer literacy training to IU education students and in-service teachers in Indiana. This effort evolved into the sequence of courses now offered for the computer educator license in the School of Education.

Somewhat serendipitously, the VES staff was also invited to become a statewide resource center for substance-abuse education. These centers provided services funded at \$4 million over the period of 1985 to 1990; they gave Jim statewide and national visibility, served thousands of clients, and brought millions of dollars of grant money to the university.

Jim was invited to join the faculty of IST in 1982, and by 1991 he was able to phase down his administrative duties as a center director and to take on a more academic role, his third career at IU. His expertise in management, job and task analysis, evaluation, and research methods filled a critical need in the IST graduate program, where a growing majority of students were seeking careers in corporate training. In addition to the expected volume of research reports and scholarly articles that he produced, Jim was a leader in establishing a new academic and professional specialty: human performance technology. He worked vigorously within the International Society for Performance Improvement (ISPI) as a member of the board of directors, chairman of the certification committee, and editor of their journal, *Performance Improvement*, to help to professionalize this new specialty. Perhaps his most visible and lasting contribution was to serve as editor of their landmark book, *Handbook of Human Performance Technology* (2006), to which he contributed the lead chapter, offering a formal definition and rationale for this new specialization. He was honored in 2008 with the Honorary Life Member award, ISPI’s highest recognition.

His management expertise came in handy when another well established association, the Association for Educational Communications and Technology (AECT), came upon hard economic times in 1999. Jim volunteered to serve long enough as interim

executive director and editor of their journal, *TechTrends*, to stabilize the association and to secure a major revenue stream. Today AECT is a going concern, thanks in no small part to Jim’s unselfish contributions.

In addition to his scholarship, Jim played a key service role in the IST department and the School of Education, leading efforts to revise the school’s doctoral and specialist programs and the department’s master’s and doctoral programs. He established partnerships with different agencies and businesses: for example, a summer program for training managers of the LG Group of South Korea that ran from 1993 through 1997, bringing key executives of this global corporation to Bloomington to share ideas about instructional development and human performance improvement. As a colleague noted, “He always had a ‘do whatever it takes to get the job done’ style, which made him great to work with.”

Jim turned his coaching skills to academic mentoring in the professorial phase of his IU career. His pedagogical philosophy emphasized team and hands-on project work, which brought him into close collaborative work with students, many of whom have gone on to leadership positions in business, government, the military, and academia. He earned numerous plaudits for his mentoring, capped by the Faculty Mentor Award in 2010, presented by the IU Graduate and Professional Student Organization.

Jim’s favorite collaborator was his daughter, Jana, who became a professor of sociology at San Diego State University and a nationally recognized researcher in the area of social deviance before succumbing to cancer in 2010. They were frequent co-authors on topics related to the measurement of people’s reactions to events and environments. Jana’s memorial website includes a tribute from a colleague of hers that echoes the values she learned from her father: “Your fierce commitment to fairness, integrity, and justice made you the best of colleagues.”

Michael Molenda

R. Gerald Pugh

In 1960 IU history professor Maurice Baxter interviewed Jerry for a research project at Columbus (Indiana) High School. This chance meeting provided the impetus for Jerry's enrollment here in 1962, where he continued to be inspired by gifted mentors. When he was one of three undergraduates who founded the student radio station, now WIUX, one of his professors wrote that he was "an original and clear thinker . . . mature beyond his years . . . with a great sense of organization and management and excellent leadership ability." Throughout his 42-year IU career, Jerry consistently demonstrated these characteristics, along with a commitment to mentoring, a long-term sense of purpose, an ability to create and effect change, and unusual leadership skills.

Jerry taught high school before being tapped by Professor Gene Faris to return to IU to work on a project integrating technology and media in history classes. He completed his master's (1968) and doctoral (1974) programs. Three years after joining the registrar's office he was promoted to associate registrar. He became registrar in 1979. By 1983 he had replaced the walk-through fieldhouse registration with a one-stop, optical-scanning system (later updated with personal computers) housed in a more welcoming, remodeled environment in Franklin Hall.

A few years later, his office implemented the computerized degree audit/advisement system, by which students could identify a degree program and immediately see their reformatted course history matched with specific degree requirements. In 1994 Jerry also led the development of a replacement for fieldhouse drop/add with an innovative approach called the automated course exchange, a stock exchange model that enabled students to enter their desired courses as well as what courses would be dropped if their request was granted. The collection and daily monitoring of this information allowed administrators to create new sections and also spot enrollments that were undersubscribed. Because there was nothing else like this in the country,

IU received a CAUSE (College and University System Exchange) Best Practices Award in 1995, the first ever to be awarded to a registrar.

Jerry regarded the registrar as the steward of the faculty's academic records of courses offered and student performance. He saw his office as the repository of a wealth of data that could be arranged to assist academic decisions. Convinced that faculty governance policies should inform the actions of the registrar's office, he worked closely with the Bloomington Faculty Council's Educational Policies Committee as well as with the campus and unit administrators charged with implementing academic policies. Each term his comprehensive enrollment report was an almanac of data presented in a format that made historical as well as current and future trends accessible to the entire university community. When the BFC studied grade inflation, the registrar provided the data and expertise to suggest the Expanded Grade Context Record. This was an alternative type of academic transcript that showed the class grade point average, the number of students receiving a given grade or higher, both the class and individual student's cumulative GPA, and the distribution of all grades awarded in the class. This unique innovation earned the registrar another CAUSE Best Practices Award in 1998.

When Jerry returned to classroom teaching in 2001, he was described by his professional colleagues nationally as one of the most successful registrars in higher education and its leader in professional development. The registrar at Ohio State wrote, "No other CIC registrar has a more complete understanding of the faculty role and its operation within the institution. . . . IU was thought to have one of the best registrar's operations in the country." Jerry's many publications disseminated his model of academic stewardship of data and their syntheses and applications in research universities. The American Association of Collegiate Registrars and Admissions Officers honored him with honorary membership (2004) and their Founder's Award for Leadership (2010); he has served on scores of committees and task forces. He co-founded two national organizations for registrars, enrollment managers, and academic administrators: the Registrars of the Association of American Universities in 1986 and the

Summer Leadership Institute in 1994, both of which profoundly changed the face of professional development. He was named Association of American Universities registrar emeritus in 2002.

Jerry established links with the famed Aspen Institute (where he later became a fellow and which provided internships for students in his IU leadership seminars) and with the Aspen Skiing Company, a connection that led to his creation of an IU ski program with courses offered through kinesiology. His three ski courses have provided over 500 IU students with not just a sport for life but with a transformational experience skiing on the four mountains of Aspen in the Colorado Rockies. He was honored by the governor as a Distinguished Hoosier and as a Sagamore of the Wabash. President Ehrlich wrote, "I can't remember when I've been so impressed by what one person with skill and dedication (and 23 years on the job!) has managed to do at IU. . . . So, my friend, you have much to be proud of."

In the last decade, Jerry offered an innovative curriculum of classic texts, academic research, and case studies built around a values-based approach to leadership. He was characteristically resourceful in his approach to teaching and mentoring students; they responded with comments such as, "The lessons I learned will last long after college" and "I put my trust in the right person's hands." Jerry also continued administrative duties by serving as associate dean of faculties and recently as associate vice provost for faculty and academic affairs, by chairing the Calendar and Schedule Committee, and by directing academic appeal committees.

Jerry's wife, Susan, recently retired after a 41-year career as associate vice provost for enrollment management and director of student financial assistance. They plan to spend more time with their two sons (also IU alumni), daughter-in-law, and three grandsons (who live in the Indianapolis area) and at their residences in Aspen and Longboat Key, Florida.

Moya L. Andrews

Edwardo L. Rhodes

Edwardo Rhodes came to America with his mother from the Philippine Islands in 1947, disembarking in San Francisco and after a long train ride arriving in Pittsburgh, where she reunited with Edwardo's father. Edwardo grew up in Pittsburgh during the 1950s and early 1960s, and although Pittsburgh suffered the misfortunes of being a rustbelt capital, Edwardo enjoyed the benefits of a public school system that still had a rich property base and held true to a strong belief in the value of education for all.

Throughout his life, Edwardo has been most appreciative of the opportunities he has been gifted with in his adult life to be paid for asking the question, "how come?" He believes that there are very few careers that allow an individual to continue the questioning and discovery that all children do. Being a university professor is one such career. He still remembers feeling guilty when he received his first pay check as an assistant professor of public economics and management at the State University of New York (SUNY) Buffalo in the late 1970s.

Edwardo received his A.B. magna cum laude (one of the first men of color to be so honored) in East Asian studies from Princeton University and his Ph.D. in urban and public affairs from Carnegie Mellon University. Prior to coming to Bloomington, he was elected a Brookings Institution economic policy fellow, taught at SUNY Buffalo School of Management, and for one summer taught in the economics department at Bradley University in Peoria, Illinois. While at IU Bloomington, Edwardo also had a visiting appointment as a senior fellow at George Mason University in its School of Public Policy Analysis.

Edwardo came to Indiana University's School of Public and Environmental Affairs in 1985 for what he thought would be a four-or-five-year stay. Twenty-five years later he is still here. At different times during his tenure in Bloomington, he has served as the SPEA Graduate Public Affairs Program director, the campus's associate vice chancellor for academic affairs, the vice chancellor for academic support, and the university's associate vice president for academic support and retention.

Edwardo has had several opportunities throughout his life to engage in direct government service: in New York City government under Mayor John Lindsey, almost four years in the U.S. Navy (including a brief period in Vietnam), one stint in the Office of the Secretary of the Interior, and another in the Office of Environmental Justice in the Environmental Protection Agency.

As a researcher and a teacher, Edwardo holds a strong belief that the most exciting questions are those asked at the cusps of disciplines. This conviction explains his joy at teaching in an interdisciplinary environment such as SPEA, where the natural order of things involves the confluence and mixing of disciplinary approaches. He is especially proud of being one of the creators of the environmental policy and natural resource management concentration option for the Master of Public Affairs degree within SPEA. His natural resource management and policy seminar, which he created, is now a core concentration course. It represents from Edwardo's perspective the useful blending of economics, management science, and policy analysis to treat real-world natural resource problems. It has been a joy for him to teach from its very beginning.

Edwardo's research focus continues to be public policy analysis, particularly public sector applications of management science in the evaluation and assessment of the efficiency or performance of public activities. His edited book, *Applications of Management Science to Public Policy Analysis*, explored the possibilities for employing operations research and management science in various public sector management and policy problem-solving situations. His most recent research activities have focused on the emerging issue of social equity as it applies to the economic and social impacts of environmental activities. In this research Edwardo applies a relatively new management science estimation and evaluation methodology called data envelopment analysis (DEA), which he helped develop. His work on data envelopment analysis with William W. Cooper and A. Charnes was cited by the Institute for Operations Research and Management Science as one of the field's most significant works.

His book, *Environmental Justice in America: a New Paradigm*, which explores aspects of social equity, was released by IU Press as a hardback and then later as a paperback. He is currently at work on a second book on environmental justice, which investigates various aspects of the definition and application of social justice and equity at both the national and the international levels. That book will have to wait, however, while he works on a collection of stories about his extraordinary mother, who, with only a third-grade education, sent sons to Princeton, Harvard, Yale, and California Institute of Technology and a daughter to the Dance Theatre of Harlem.

Edwardo sits as an associate fellow of the National Academy of Public Affairs Committee on Social Equity. Among his many civic service activities, he served for almost nine years as a member of the national board of directors of Friends of the Earth.

Beyond the academic life, Edwardo enjoys creating unusual cakes as wedding, anniversary, and birthday presents. His philosophy is that regardless of how old someone is when they get married or which number marriage it is, if you are having a ceremony, you need a cake.

Overall Edwardo feels he is the luckiest of persons. He was privileged to explore interesting and occasionally fascinating questions and issues and equally privileged to be allowed to share this fascination with others through teaching and research. In the next phase of his life, Edwardo will continue to pursue interesting issues and to enjoy creating written and physical compositions. What a life.

Barry Rubin

Dennis Senchuk

Born and raised in Chicago, Dennis M. Senchuk spent his formative years living in the flat above his father's shoe store in what has since come to be known as the Ukrainian Village. He began his baccalaureate studies at Navy Pier, then a working dock but also home to the Chicago branch of the University of Illinois. In his junior year, he moved to the newly built Chicago Circle campus of that university. Ruth Barcan Marcus, then chair of the philosophy department, was—with the generous assistance of the Carnegie Foundation—building a stellar graduate program in philosophy, and Dennis, the first official undergraduate major in the department, had the opportunity to take classes from many of the newly hired philosophers. His appetite for the field was whetted by their example and by a sense that philosophy was a field of endeavor where his argumentative tendencies might be channeled along appropriate academic lines. After graduation midyear, Dennis spent a semester teaching third grade in an inner-city school, where his students, not accustomed to the proper pronunciation of Ukrainian surnames, referred to him as “Mr. Sunshine.” He spent the summer immediately following as a psychiatric social worker trainee at a female geriatric ward of Dunning State Hospital.

With a developing interest in scientific methodology and philosophical psychology, Dennis decided to do his graduate work at the University of Minnesota, then home to *Minnesota Studies in the Philosophy of Science* and, by his reckoning, a fine place to meet attractive tall blond women of Scandinavian descent. His expectations were well met, allowing him to study with, among others, Herbert Feigl, a charter member of the famed Vienna Circle and a notable architect of mind-body identity theory. Proctoring a final exam as a favor to a friend and fellow graduate student, Dennis also met there his later wife, a conscientious undergraduate who was the very last to finish the exam.

Finishing up his dissertation in the Boston-Cambridge area, where his wife had elected to do her own graduate work in philosophy, Dennis also did some teaching and logic grading at several nearby colleges and universities. A year of postdoctoral work at Harvard gave him the opportunity to study with Israel Scheffler—a leading light in philosophy of science, renowned Goodmanian nominalist, and the country's foremost philosopher of education—and to be his teaching assistant in a philosophy of education course. In his last year in Massachusetts, Dennis was a research associate at Harvard Project Zero, a group founded by Nelson Goodman to improve education in the arts, at that time directed by Howard Gardner and David Perkins, and focused more broadly on issues in cognitive development and learning.

Anticipating the possibility of a long-distance marriage after his wife was offered a tenure-track position in philosophy at IU Bloomington, Dennis was much relieved to secure a position in 1976 in the Department of Historical, Philosophical, and Comparative Studies in Education at the IU Bloomington/IUPUI School of Education. He later joined the philosophy department of the College of Arts and Sciences full time and became an adjunct member of both the School of Education and American Studies.

Throughout the years, Dennis has engaged in an array of service activities for his departments and the university, including stints as placement director, director of undergraduate studies, Bloomington Faculty Council representative, and chair of the Faculty Board of Review—where, notwithstanding what he took to be a philosophically judicious and humane manner, one fellow board member referred to him—facetiously, no doubt—as Torquemada.

Dennis's research is often exceptionally interdisciplinary in scope, but it remains philosophical in methodology. His areas of published research include action theory, epistemology, metaphysics, moral development, and philosophy of education, of biology, and of psychology. His current research interests center on ontology, philosophy of action, and philosophy of mind.

His book, *Against Instinct*, is a skeptical critique of biological determinism in the behavioral and cognitive sciences. On the negative or critical side, the book confronts argumentatively a full range of experimental and biological supports for the claim of instinct. A reviewer lauded the work as “a very good book which is densely packed with argument relieved by (usually good) humor,” and suggested, ironically, that “only readers whose nativism is hard-wire imprinted will remain unmoved.” On its positive side, the book outlines and defends a novel, radically non-nativistic conception of action and of mind. Dennis characterizes human freedom, more usually depicted by philosophers in terms of ability to make choices, as “limited flexibility in the face of inestimable contingency.” He reorients the nature-nurture controversy partly along another axis, as conscious flexibility versus automatistic rigidity.

Another large work, now in final stages of completion, is a manuscript entitled *In the Realm of Experience: the Metaphysics of Linguistic Phenomenology*. Revivifying the distinction between phenomena that are public (ships, shoes, sealing wax, etc.) and private (sensations, hallucinations, etc.), Dennis deploys a clarified version of that distinction in order to address a number of philosophical targets—representational theories of perception, ontological notions of general entities (so-called “universals”), and last but not least, mind-body dualism.

Another huge project, currently over 700 pages, is a manuscript tentatively entitled *Inquest of Human Identity*. This is a treatise on the philosophical topic of personal identity. In it, Dennis attempts to refute the very possibility of postmortem resurrection.

As a city boy of advancing years, Dennis Senchuk now finds himself having spent more time in Bloomington, Indiana, than anywhere else on the planet. Except for some minor gustatory laments—“Where are the warm, fresh-baked Imperial Rye Bread and Kaiser rolls of yesteryear?” (no longer even in Chicago, for that matter)—he has never regretted the more bucolic but culturally and intellectually rich circumstances of life in Bloomington.

Robert E. Smith

Bob Smith entered the University of Wisconsin-Madison in 1965 and completed his undergraduate degree during the turbulent cultural revolution of the late 1960s and early 1970s. During this period he was deeply impressed by the progressive faculty who made their classes relevant and instrumental to the changing times. Thus began his quest to emulate the thought leaders who moved society forward with high-caliber research and teaching.

Bob joined the faculty of Indiana University in the summer of 1978 after finishing his Ph.D. degree at UW. At IU he found a collegial group who encouraged and enhanced his academic goals. This was the golden age of academe, when faculty wrote with pens not PCs, used chalk instead of PowerPoint, and cutting and pasting required scissors and glue! Yet somehow, the scholarly relationships seemed closer, broader, and more tied to personalities than to technology. Although Bob was quick to embrace the efficiencies of the computer and Internet, he felt that the process of producing knowledge lost a little of the human touch that bound us tightly together as an academy of scholars.

Bob is probably best known for his research on the integrated information response model, which highlights the importance of direct experience in forming strongly held beliefs. This research produced a stream of papers that appeared in the *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Consumer Research*, *Journal of Consumer Psychology*, *Journal of Advertising*, and *Marketing Letters*. His recent research interests have focused on creativity in marketing, consumer creativity, and consumer growth. This research has appeared in *Marketing Science*, the *Journal of Advertising*, and *Marketing Theory*.

In service to his discipline, Bob spent 20 years on the editorial review board of the *Journal of Marketing* and 15 years on the editorial review board of the *Journal of Advertising*. He reviewed over 300 research papers and received outstanding reviewer awards from both journals.

Bob also devoted a substantial amount of time and effort to teaching and coaching his students. He was heavily influenced by the intellectually challenging approach used by his mentor, Shelby D. Hunt, at Wisconsin. Over the years, Bob developed a Socratic process of delivery, which involved asking students elaborative questions about course content. To answer the questions, students had to develop the ability to apply class material to their everyday lives. He also made extensive use of his research on direct experience by developing a series of behavioral learning experiments, which were integrated into all of the classes he taught.

Two of Bob's recent innovations were the development of an undergraduate course focusing on creativity in marketing, which has become a popular skills class for marketing majors, and the launch of the Kelley Marketing X (KMX) club for students seeking creative jobs in advertising and related fields. Students in the club apply cutting-edge marketing techniques to the real-world problems of their sponsors and develop professional-quality promotional pieces. Many of the KMX students now work in major advertising agencies or national brand firms.

Bob received numerous teaching awards during his time at Indiana University including, from Indiana University, the Trustees' Teaching Award (2003, 2009); from the IU Student Alumni Council, the Student's Choice Award for Outstanding Faculty (1997) and the Outstanding Faculty Award (1987); from Alpha Kappa Psi, the Memorable Faculty Award (2009), the Beyond Kelley Award for teaching concepts that are applicable beyond the classroom (2008), and the Alumni Award for Teaching Excellence in Marketing (1991, 1995, 1997); from the Kelley School of Business, the Harry C.

Sauvain Teaching Excellence Award (2003, 2010) and Schuyler F. Otteson Undergraduate Teaching Excellence Award (1984); and from the Kelley School Department of Marketing, the Dow Undergraduate Teaching Excellence Award (1989).

After a long and rewarding career at Indiana University's Kelley School of Business, Bob will be entering the real world to do consulting and develop executive education programs to stimulate creativity, growth, and innovation. In this endeavor he will be partnering with some former IU students who use concepts from his classes in their professional and personal lives. The wheel of learning goes full circle as former students now teach the old professor.

We will miss Bob's keen research insights, his deep and genuine concern for the students, and his thoughtful perspective on the challenges facing our department and the marketing discipline. He is truly one of a kind.

Ray Burke

Paul Spade

Paul was born in Richmond, Indiana, attended Wabash College, and joined the IU Department of Philosophy in 1972 after receiving his licentiate in medieval studies and a Ph.D. in philosophy from the University of Toronto. Throughout his career his main focus has been medieval philosophy—particularly late medieval logic—semantic theory, and epistemology. His work on the *insolubilia* literature, the liar paradox, and other sophisms has helped to transform our understanding of the philosophy of the fourteenth century. He has been a contributor to the *Cambridge History of Later Medieval Philosophy*, the *Cambridge History of Medieval Philosophy*, *Encyclopedia Britannica*, and the *History of the University of Oxford*. He has also been a contributor to (and is former medieval editor of) the *Stanford Encyclopedia of Philosophy*. His translations, texts, and writings in the field are widely used by students and scholars throughout the world.

Overall, Paul has published ten books, seven of which are translations and/or critical editions, and over 120 articles, shorter translations, and other items. Some of his books include *Five Texts on the Mediaeval Problem of Universals* (Hackett); *Peter Abelard: Ethical Writings* (Hackett); *The Cambridge Companion to Ockham* (Cambridge); and *Walter Burley's On the Purity of the Art of Logic: The Shorter and Longer Treatises* (Yale). His most recent article is "Sophismata," in the *Cambridge History of Medieval Philosophy*. Paul has also played a key institutional role in the scholarship of medieval philosophy, including terms as vice president and president of the Society for Medieval and Renaissance Philosophy.

As a medievalist, Paul came early to realize that he was not likely to get large classes in this area, so always being a person who wants to pull his weight, he developed an introductory class in existentialism and a junior/senior-level class in existentialism and phenomenology. As a result, he came to cultivate a strong teaching and research interest in Sartre, whose work he has taught along with a wide array of courses in medieval and early modern philosophy. Since the mid-nineties, Paul's interests have focused on Kierkegaard.

Paul is a legendary teacher, praised by students at every level, devoted to his students, and a model mentor and colleague to graduate students. His reading group on Kierkegaard is now in its fifteenth year. He has directed or co-directed 13 Ph.D. dissertations (two of these on Sartre and three on Kierkegaard), and has also served as the Department of Philosophy's director of graduate studies for many years. His teaching has been recognized by the College of Arts and Sciences Teaching Excellence Recognition Award (TERA).

Paul can read in 10 languages. His scholarly interests of course require expertise in Latin and Greek (even English), but Paul has worked at mastering a different language every several years. Often those languages reflected his scholarly interests (Arabic, Danish), but some (Russian) seemed just for the heck of it. One of his techniques was to read detective novels that had been written in English by such authors as Raymond Chandler. It is rumored that most recently his study of Danish involved reading the seven Harry Potter books, which had been translated into Danish.

Paul developed an early interest in computing (late 1970s), and his home was once a kind of museum containing many of the early models of personal computers, including a TRS-80, a Kaypro II, and at least two Osbornes. (He earlier had collected clocks.) Paul's Mediaeval Logic and Philosophy website at <http://pvspade.com/Logic> received the first Thomas Instituut Utrecht Award (1997) and an Academic Excellence Award from StudyWeb.com (1999). On this site you can find a painting of St. Isidore of Seville, the "patron saint of the Internet," as well as links to a number of published and non-published works by Paul. The most famous of the latter is his *Survey of Medieval Philosophy*, version 2.0, popularly known as "the course in the box." This survey began life literally as a collection of Paul's lecture notes, handouts, etc., from his survey courses

at various levels in medieval philosophy; many a graduate student would photocopy them and read them to get up to speed on medieval philosophy. Now they can download them. Another of Paul's open-source publishing ventures is his highly influential *Thoughts, Words, and Things: An Introduction to Late Mediaeval Logic and Semantic Theory*, Version 1.2. Paul chose not use a traditional publisher because he wanted to make the material accessible and easy to update.

Paul served for a number of years as the webmaster for the department as well as for the local nonprofit organization, Jazz from Bloomington. He also plays a mean jazz piano, and once played keyboard with a local rock band. When the band became more successful and was planning to go on the road, the members couldn't understand why Paul would have to remain behind as a stodgy tenured professor. He often wears tee-shirts with jazz musicians depicted on them.

His personal webpage contains links to "Who am I?" and "Where did I come from?" These naturally suggest the addition of a third link, "Where am I going?" (or in deference to Paul's expertise in Latin, "*Quo Vadis?*"). We have reason to believe that Paul plans to study Swedish. Beyond that we cannot be sure what paths will present themselves to him, but we are confident that he will find those paths in Bloomington. He rarely travels and, as he boasts, has never had a passport. When Paul, a native Hoosier, returned to Indiana from Toronto in 1972 and—as he put it to us—saw a cardinal after six years away, he felt as if he had gone to heaven. (We might have thought he would see cardinals occasionally at the Pontifical Institute.) We know that he still feels this way about Bloomington and Indiana University, and we also know that he has done his part to make it so. As he begins his retirement, his colleagues wish him—outstanding scholar, superb teacher, and great friend—well.

Michael Dunn and
Michael Morgan

Steven Stowe

Steve Stowe received his B.A. in history from California State University, Long Beach, in 1968. He went on to graduate study at the State University of New York at Stony Brook, where he received his M.A. in 1974 and his Ph.D. in 1979 after writing a dissertation about family relations among southern planters in the pre-Civil War United States.

Steve began his teaching career at Stony Brook and was quickly drawn toward medicine, working as a lecturer in humanities at Stony Brook's Department of Community Medicine. From there he went on to teach at New York University in the early 1980s before moving on to become assistant professor of humanities at Penn State's College of Medicine.

Steve's long association with Indiana University began in January 1987 when he responded to an advertisement with a letter of application that included the typically modest sentence, "I seem to match at least part of what you are looking for." It's clear that the Department of History found this to be an understatement: it quickly hired Steve and put him right to work.

Steve Stowe's accomplishments in research and writing have been stellar. His first book, *Intimacy and Power in the Old South: Ritual in the Lives of the Planters*, published by the Johns Hopkins University Press just as he began his IU career, was an innovative effort to use approaches from anthropological and cultural history to understand the distinctive culture of planter families in the South. It was widely reviewed and discussed; as with all innovative efforts, not everyone agreed with its approaches and conclusions. Even its critics, however, found it fascinating. Looking back, it is clear that one thing that put off some historians was one of Steve's greatest strengths—his willingness to peel apart documents to show the power of intimacy and emotion in the lives of his subjects. This willingness, combined with his theoretical sophistication and tireless efforts to find and plumb thousands of documents, has proven to be central to most of his subsequent work.

This later work included many articles and, so far, two more major projects. The first was an edition of *A Southern Practice: The Diary and Autobiography of Charles A. Hentz, M.D.* (a southern family physician), published by the University of Virginia Press in 2000. Steve's work teaching future doctors had a clear influence here, and in fact, various courses on the history of medicine had become a large part of his teaching repertoire at IU. Again we see Steve using private documents to probe some of the most personal moments in the lives of southerners.

These interests continued with the publication of Steve's masterly *Doctoring the South: Southern Physicians and Everyday Medicine in the Mid-Nineteenth Century*, published by the University of North Carolina Press in 2005. This book explored the ways in which nineteenth-century southern physicians chose their profession, were educated, and actually practiced in the rural South. Again we saw tireless investigation of the documentary record in order to understand how the most intimate moments of life and death made the South what it was and to some extent still is. This book won enormous praise and it remains a crucial work in both Southern history and medical history.

Through all these years of research production, the famous Dr. Stowe continued to be one of the most popular and engaging practitioners of history in the corridors of Ballantine Hall. He was one of our most effective teachers of undergraduates; his courses on the history of medicine, the antebellum South, and the Civil War were always popular. He shaped the intellectual lives of many graduate students, especially those interested in the South or in medical history.

Steve also stepped up to the plate and spent quite a lot of time on service in its many forms. He served on search committees, admissions committees, fellowship committees, curriculum committees, etc.—all evidence that a series of department chairs trusted him to work hard and to exercise good judgment on crucial matters. Even more tellingly, he also was elected again and again by his colleagues to serve on the department's executive committee, a sign of respect for his integrity and intelligence. In the many issues facing the department, Steve could always be counted on to be humane, calm, and deliberate, all in a wryly humorous way.

Steve also served three separate terms as associate editor of *The Journal of American History*, the most important journal for historians of the United States. There he was known for his ability to work with authors to get them to understand what they were really trying to do with their research, helping to turn tentative early versions of articles into insightful and polished pieces through various rewrites. Here some of the qualities that make Steve such a formidable researcher showed up again: he has a rare ability to get inside the written word and find the hidden voices in documents—in this case, scholarly manuscripts.

Steve is known for his personal warmth and humility, but he never let either quality keep him from saying what needed to be said. His jokes and quips tend to end with a wry chuckle rather than a guffaw. When he makes fun of someone, he usually makes fun of himself at the same time. Dave Thelen, his longtime friend and colleague, remembers how he used to rant at Steve about how overspecialized most history writing had become and how no one was writing the kind of history that would be more accessible for laymen. So of course when Steve completed *Doctoring the South*, he presented Dave with his own copy, inscribed with the statement, "Oh, no, not another overspecialized monograph!"

Our department will miss Steve deeply, and of course we wish him a very happy retirement.

Peter Guardino

Mary Strow

Mary Strow is a librarian. Mary Strow is a teacher. Mary Strow is a dancer. Those who know her as a dancer are sometimes surprised to learn she's a librarian. Those who know her as a librarian and teacher are not surprised to learn she is a dancer. That is because Mary, like most librarians, is an adventurer: she delves into what was and is and then dreams what can be to create something new.

Mary's career as a teacher is combined with her dancing. After receiving her B.S. from IU in 1968, she was an instructor in modern dance at Ohio University. She then taught physical education at Paoli (Indiana) High School. Returning to IU, she earned her M.S. from the School of Health, Physical Education, and Recreation (HPER) in modern dance in 1973. As lecturer and then as assistant professor of modern dance in HPER, Mary taught beginning, intermediate, and advanced levels of dance technique, dance production, and dance notation courses.

In 1987 Mary earned her Master of Library Science from the IU School of Library and Information Science. She then went off into the wilds of New England (Keene State College, New Hampshire), but eventually returned to her Hoosier roots. Her career as a librarian at IU reflects her diverse interests: Undergraduate Library librarian for instructional services and reference services; acting head of the Fine Arts Library; Science Libraries coordinator; head of the Health, Physical Education, and Recreation Library; librarian for the Department of Theatre and Drama; Branch Libraries coordinator; and head of the Libraries Reference Department. Her responsibilities have been a mixture of working directly with students and faculty as a "line" librarian and working as a manager and administrator, setting the direction for departments and services.

In the late 1990s Mary briefly left IU for yet another adventure, one both physical and academic: during a six-month job exchange, she took over as the business and economics librarian at the University of Sydney's Fisher Library in Australia.

Like many other librarians, Mary taught hundreds of students how to search databases, how to think about information, how to find a book or a specific statistic that could serve as the lynchpin of a paper or presentation. Mary is a teacher, mentor, and inspiration to students and to colleagues. She's good at inspiring us to do something new, to think something new. Mary once gave a presentation in which she described and danced the components of an effective presentation. What made the presentation effective (of course) and unforgettable was how Mary combined her interests and expertise (dance, librarianship) to make the point that along with content or having something to say, the presenter/teacher must make the audience/learners feel welcome and comfortable so that each of them becomes her partner in the dance of learning.

So many of us count ourselves lucky to have been audience and partner in Mary's dance through her career and life at IU. She shared her enthusiasm for dance when she helped found the American Library Association's Dance Librarians Discussion Group; when she initiated and contributed to the 2001 monograph, *A Core Collection in Dance* (Chicago, American Library Association); when she made numerous presentations at international conferences in Canada, China, France, Spain, and the United States. She inspired us as she coordinated the teaching of over 800 business school students how to use the LEXIS/NEXIS database in its 1998 iteration; when she secured donations to the HPER Library to develop its website and supplement the book collection; and when she won grants from the IU Parents' Fund to develop the libraries' Career Reference Collection (and upgrade its electronic components) and to partner with campus Writing Tutorial Services in establishing a WTS satellite in the Wells Library in 1997.

Some librarians are able to share their knowledge through the very medium they are involved with. Mary did this with *Research in Dance: A Guide to Resources* (GK Hall, 1994), a book that is used by dance writers, historians, and scholars around the world and remains an important and often recommended source even in these days of "everything is on the web."

Mary's also has the enviable talent of inspiring people to work together toward a common goal or to pursue a common interest. Her colleagues on the national level recognized this ability when they elected her chair of the Association of College and Research Libraries' Arts Section. Another example of her bringing people together is the annual reference retreat for library staff, a spring tradition Mary started in 2008, where library faculty and staff learn from each other. Mary also became a strong advocate for graduate students and established the Graduate and Professional Student Organization (GPSO) Library Advisory Committee.

Mary's 23-year career in librarianship took place during a time of incredible change and opportunity. In her own words:

I always thought the research paper workshops that we did in the undergraduate library in the late '80s and early '90s were really successful, when databases started to appear on the scene but the card catalog was still going strong. I think they helped many a freshman get on the right track.

When I started my career in public services librarianship, the digital revolution was in its infancy and patrons were just starting to do their own searching for resources on public terminals. I recall the early days of the first public computers being set up alongside the massive card catalog in the Graduate Library. And then to eventually see the card catalogs removed and be replaced by hundreds of workstations throughout the libraries, as well as the rise of the Internet, was quite a journey in itself. And each year that the technology changed, all of us who taught in the library [would] change and adapt.

A teacher, a dancer, a librarian reflecting on the past and looking toward the future.

Emily M. Okada

Jerry Diana Wilkerson

In 2003, Jerry Diana Wilkerson returned home to her roots. Her arrival back to Indiana University and Bloomington as executive associate dean in the School of Health, Physical Education, and Recreation represented her final stop during a long and successful career. She had been at IU before, as a doctoral student in the 1970s, but her arrival the second time was a capstone to her distinguished career—one that began even before the completion of graduate education work.

Jerry was born in Mariemont, Ohio, a suburb of Cincinnati. The oldest of three siblings, she was the child of parents Peggy Jean and Fred Daniel Wilkerson. As a youngster, Jerry was always interested in sports, but given the nature and culture of the times, opportunities for organized sports participation among girls were virtually nonexistent. Consequently, Jerry participated in a variety of nonstructured activities until she enrolled at Ohio University in Athens, where she became a member of the women's basketball program in the years that preceded Title IX legislation. Upon receiving her physical education degree at Ohio, Jerry went on to teach and coach in the Batavia, Ohio, public schools (K–12) from 1966 to 1969, serving as girls basketball coach at Batavia Junior High School and as coach of track and field, softball, basketball, gymnastics, and field hockey at Batavia High School. Concurrent to her teaching and coaching roles, she herself participated as a player in the Cincinnati Field Hockey League. While at Batavia, she also completed a master's degree in physical education at the University of Cincinnati.

Her first faculty appointment in higher education occurred at Youngstown State University, where she taught and additionally served as women's gymnastics coach from 1969 to 1974. Her teams won national championships in 1973 and 1974.

Toward the end of her tenure there, she enrolled in summer graduate classes and eventually entered IU as a Ph.D. student in human performance, earning her degree in 1978. Jerry holds the distinction of being one of the first students ever to graduate from IU with a Ph.D. in this area. She then was awarded a postdoc at the University of Houston in 1978–79.

From 1979 to 1984, Jerry served as a faculty member in biomechanics at the University of North Carolina at Greensboro. In 1984, she began an appointment in what would be her longest professional affiliation, as a faculty member and department administrator at Texas Woman's University in Denton. She would serve in multiple roles at TWU until 2003, but most notably as the chairperson of the Department of Kinesiology—the second largest academic department at the institution—during the final seven years of her tenure. She presided as chair over 30 doctoral students, many of whom would rise to the ranks of distinguished faculty, deans, and provosts at other universities. She wrote nearly 50 publications and participated in over 70 presentations, concentrating in areas of women in sport, physical therapy, independent living skills for older populations, MRI research, and adapted physical education. She became active in the Biomechanics Academy of the National Association for Sport and Physical Education (NASPE) and also served as vice president of publications of the International Biomechanics Society. As an administrator at TWU, she oversaw the construction of an 186,000-square foot athletic/physical education facility that is a hallmark at the institution.

In 2003, her longing to return home to the Midwest and Indiana University became a reality when she accepted the position as executive associate dean in HPER. As the chief academic officer for the school, Jerry has served the past eight years as its “go to” leader for all administrative things related to faculty governance, student concerns, and curriculum. But her role has not been all about desk work. She has been especially active in undertakings aimed to connect diverse social and economic groups to the IU college experience. Throughout her tenure, she has demonstrated an inclusionary zeal for ensuring minority participation in physical activities and organized sports

and for encouraging students and alumni alike to engage in and promote such activities.

In the early part of the decade, Jerry was instrumental in establishing one of the school's and university's most distinguished alumni awards: the Anita Aldrich Alumni Award, in honor of former dean Aldrich, who paved the way for persons like Jerry Wilkerson to succeed. This award recognizes those HPER alumni who have made significant contributions to the cause of women in sport and physical activity. The award is a centerpiece of the annual National Girls and Women in Sport Day celebratory banquet—an event that Jerry painstakingly helped to organize and which, in 2008, included a keynote address by former U.S. Senator Birch Bayh, an author of the original Title IX legislation in 1972. Additionally, Jerry has received numerous other honors and awards, including the Ruth B. Glasgow Award in 2010, given by the Biomechanics Academy Committee of the National Association for Sport and Physical Education. She has also received honors awarded by the IU Office of Women's Affairs.

After retirement Jerry plans to remain active in many civic and community programs, especially those dedicated to enhancing the wellness of youth through physical activity. She will also spend more time with family members, many of whom surround her here in Bloomington. But she is probably most excited to relax and see the world through the windshield of her recreational vehicle in the coming years. The RV will only go part way though, as her plans may include travel abroad in some yet undiscovered corners of the globe.

Thomas Wolfe's famous literary quote that “you can't go home again” sometimes proves untrue. Jerry Wilkerson returned home to Bloomington in 2003, and her presence at the School of HPER and Indiana University was a wonderful fit. It will be nice knowing that Jerry will continue to be a part of the HPER emeriti family in the many years to come!

David Skirvin