



IN HONOR OF
**RETIRING
FACULTY**

April 21, 2021



A thank you to our writers



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

Profiles within this publication were written by colleagues of the retiring faculty members. Each conveys beautifully the dedication, contributions, and spirit of the individual. Each displays an intimate knowledge of the faculty member's body of work. And each reveals the depth of admiration these incredible scholars and teachers have inspired.

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

Lauren Robel
Provost, Indiana University Bloomington

HONORING

Frank Acito

Professor of Marketing, Kelley School of Business

Alfred C. Aman Jr.

Roscoe C. O'Byrne Professor of Law, Maurer School of Law

A. James Barnes

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

Robert Botne

Professor of Linguistics, College of Arts and Sciences

G. Keith Chapin

Clinical Associate Professor of Kinesiology, School of Public Health-Bloomington

Professor of Curriculum and Instruction, School of Education

Bruce Douglas

Senior Lecturer in Earth and Atmospheric Sciences, College of Arts and Sciences

Alyce Fly

Professor of Applied Health Science, School of Public Health

Steven Franks

Professor of Linguistics and of Slavic and East European Languages and Cultures, College of Arts and Sciences

Eileen D. Friel

Professor of Astronomy
College of Arts and Sciences

Kari Ellen Gade

Provost Professor of Germanic Studies, College of Arts and Sciences

Kathrine Glass

Senior Lecturer in Accounting, Kelley School of Business

Lisa McHugh Goerner

Clinical Associate Professor of Audiology, Speech, Language, and Hearing Sciences, College of Arts and Sciences

Diane Goldstein

Professor of Folklore and Ethnomusicology, College of Arts and Sciences

Gretchen Horlacher

Professor of Music (Music Theory), Jacobs School of Music

Eileen Julien

Professor of Comparative Literature and of French and Italian, College of Arts and Sciences

Thomas Kaufman

Distinguished Professor of Biology, College of Arts and Sciences

Noy Kay

Clinical Professor of Applied Health Science, School of Public Health

Greg Kitzmiller

Distinguished Lecturer in Marketing, Kelley School of Business

Marc Lame

Clinical Associate Professor of Environmental Affairs, O'Neill School of Public and Environmental Affairs

Annie Lang

Distinguished Professor of Communication Science, College of Arts and Sciences

Edward Linenthal

Professor of History, College of Arts and Sciences

Richard Lippke

Professor of Criminal Justice, College of Arts and Sciences

William Ludwig

Professor of Music (Bassoon), Jacobs School of Music

John McDowell

Professor of Folklore and Ethnomusicology, College of Arts and Sciences

Linda McKinley

Senior Lecturer in Mathematics, College of Arts and Sciences

Susan Middlestadt

Professor of Applied Health Science,
School of Public Health

Richard Nash

Professor of English, College of Arts
and Sciences

Tina Newberry

Associate Professor of Painting,
Eskenazi School of Art, Architecture +
Design

Sandra Owen

Senior Lecturer in Accounting,
Kelley School of Business

Cynthia Reichard

Senior Lecturer in Law, Maurer School
of Law

Stanley Ritchie

Distinguished Professor of Music
(Violin, Historical Performance),
Jacobs School of Music

Kip Schlegel

Professor of Criminal Justice, College
of Arts and Sciences

Gregory Schrempf

Professor of Folklore and
Ethnomusicology, College of Arts
and Sciences

Martin Siegel

Professor of Informatics, Luddy
School of Informatics, Computing,
and Engineering

Professor of Instructional Systems
Technology, School of Education

Helena Soini

Senior Scientist in Chemistry, College
of Arts and Sciences

Carol Spencer

Director, Hoosier Court Nursery

Rex Stockton

Chancellor's Professor of Counseling
and Educational Psychology, School
of Education

Khashayar Tonekaboni

Clinical Assistant Professor
of Optometry, School of Optometry

Sue M. C. Tuohy

Senior Lecturer Emerita in Folklore
and Ethnomusicology, College of Arts
and Sciences

Virginia Vitzthum

Professor of Anthropology, College
of Arts and Sciences

Christine Von Der Haar

Senior Lecturer in Sociology, College
of Arts and Sciences

Stanley Wasserman

Rudy Professor of Psychology, Statistics,
and Sociology, College of Arts and
Sciences

Vivian Winston

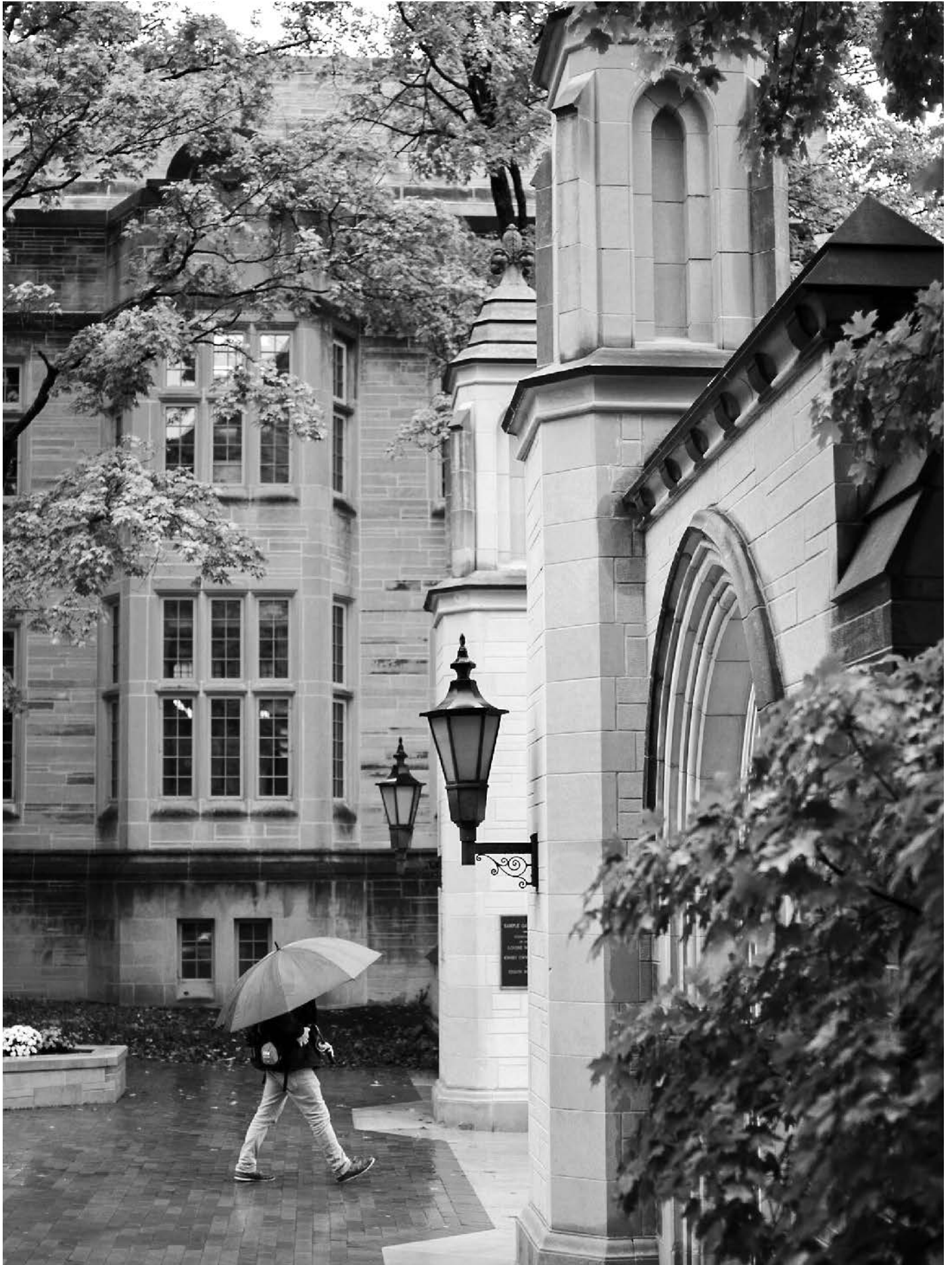
Fettig/Whirlpool Distinguished Lecturer
in Accounting, Kelley School of Business

Elisabeth Wright

Professor of Music (Harpsichord,
Fortepiano), Jacobs School of Music

Daria Zieminska

Senior Scientist in Physics, College
of Arts and Sciences



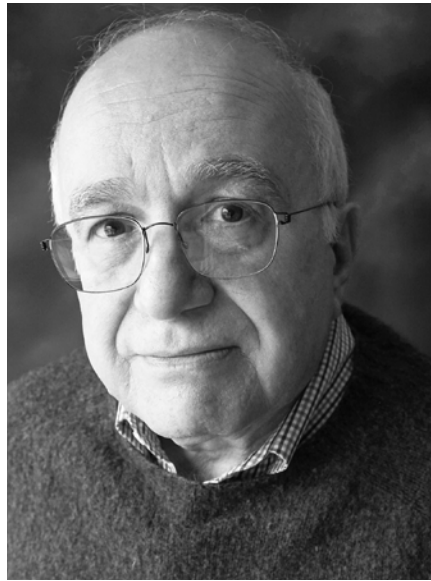
FRANK ACITO

In 1976, Frank Acito arrived at Indiana University to begin a 45-year career as a distinguished researcher, esteemed teacher, gifted administrator, and valued colleague at the Kelley School of Business. Frank came to IU from New York after receiving a bachelor's degree in Electrical Engineering from Cornell University, and M.B.A. and Ph.D. degrees from the State University of New York at Buffalo. Frank has had an exceptional career, with leadership roles in the Kelley School's Department of Marketing, doctoral program, and dean's office, and research and teaching contributions that span the fields of marketing, business analytics, and decision sciences.

Frank's research focuses on marketing strategy, research methods, and the application of research methods to management decisions. He has published over 20 refereed journal articles, with many appearing in top marketing and business journals including the *Journal of Marketing*, the *Journal of Marketing Research*, the *Journal of Consumer Research*, the *Academy of Management Journal*, and *Decision Sciences*, and in distinguished special interest journals such as *Multivariate Behavioral Research* and *Industrial Marketing Management*. His scholarly work with Kelley faculty and doctoral students reflects his keen intellect, integrity, collegiality, and rigor.

Frank shared his love of research and data analysis with his students, teaching various marketing research and business analytics courses across multiple programs. He was one of the first Kelley faculty to teach in the Kelley Direct Online M.B.A. program, an innovative online program launched in 1999 and named M.B.A. Program of the Year by Poets & Quants in 2021. He created a pioneering course in digital marketing that anticipated many of the profound changes we have seen in the field of marketing. Frank's teaching accolades include an M.B.A. Teaching Excellence Award in 1991 and an Innovative Teaching Award in 2011 for developing the Kelley Executive Partners Certificate in Business Analytics.

Frank has shown an enduring commitment to doctoral student education. He taught a popular doctoral seminar, *Statistics for Research*, for many years, and received Distinguished Teaching Awards from the Doctoral Student Association in 2002, 2005, and 2006.



He chaired or served as a member of 18 dissertation committees during his career and oversaw the Kelley School's doctoral program from 2002 to 2006.

Frank has an exceptional record of service in supporting the Kelley School in various administrative roles during the last 30-plus years. He served as chair of the Department of Marketing from 1987 to 1988 and again from 1991 to 2002. His leadership style was a natural extension of who he is as a person. He always placed the long-term interests of the department ahead of his own. Frank cared deeply about developing his colleagues and ensuring that the department always had the dynamic culture and wherewithal to recruit and retain the finest talent in the nation. During this period, he established the Center for Education and Research in Retailing and created a state-of-the-art classroom to support the instruction of data analytics.

Another way that Frank supported the Kelley School was by cultivating relationships with many of the finest companies in the world. These relationships led to several important executive programs that brought notoriety to the Department of Marketing and to the school. They advanced our teaching skills, provided career opportunities for our students, informed faculty research agendas, and generated additional resources for the department. Frank was a pioneer in what today is widely known as "problem-based learning." He applied cutting-edge marketing strategy theory to help companies solve some of their most

vexing challenges. The models and frameworks developed by faculty who taught in these programs, in turn, were used in Kelley undergraduate and graduate programs and inspired multiple scholarly research initiatives.

In 2006, Frank joined the Office of the Dean, serving as associate dean of academic programs for three years and then as associate dean for technology from 2009 to 2011. During this period, he introduced numerous pedagogical and research innovations, always with an eye towards cutting edge technology and data analytics. These innovations include supporting the purchase of syndicated databases and introducing new data mining tools into the curriculum.

In 2011, Frank became a founding co-director of the Kelley School's Institute for Business Analytics (IBA), one of the first such institutes in the country. The IBA was created in response to heightened corporate interest in advanced data analytics. During his term as co-director from 2011 to 2016, Frank attracted over a dozen corporate partners to its advisory board, and contributed to the design of the undergraduate, M.B.A., and executive business analytics curricula. His unique ability of broad as well as deep thinking—along with extraordinary creativity and camaraderie—provided a remarkable momentum in the school's analytics initiatives. In recognition of his accomplishments, Frank received Kelley School Service Awards in 2012 and 2013.

The Kelley School is a rich story of lives transformed through teaching, research, and outreach. If an academic institution is fortunate, there will be a few precious leaders who come along and commit themselves to serving their colleagues and students, changing us for the better and forever. Frank Acito is one of those rare leaders. Through his years of steadfast commitment, Frank has become a co-author of the Kelley story and of the life stories of those who had the opportunity to work with him. Frank has played a central role in shaping who we are today, and in creating the foundation for what we are yet to become.

Ray Burke
Vijay Khatri
Dan Smith

ALFRED C. AMAN JR.

Fred Aman always thought he would be a law professor someday because of his inspiring teachers, whose work he admired in college (the University of Rochester) and law school (the University of Chicago). So, although he was enjoying life as a practicing attorney in Atlanta and Washington, D.C., when the opportunity arose for a teaching position at Cornell Law School, he seized it with enthusiasm. Thus began a remarkable career in teaching, research, and administration that spanned six decades, including nearly 30 years as a faculty member at Indiana University's Maurer School Law, 11 of them as dean.

When Fred applied for the deanship, he was attracted to IU because of its academic stature and its history of interdisciplinary legal studies. The university's overall direction complemented his work as a pioneering scholar in global legal studies and comparative administrative law, two fields that were in relative infancy in the early 1990s, and which Fred helped bring to the forefront. The collegiality of the faculty and the leadership and wisdom of then-Chancellor Ken Gros Louis further contributed to Fred's decision to join the law school in 1991.

As dean, Fred recognized the rapid globalization of society and the exciting opportunities it presented for law and legal education. Building on his own scholarship and on the university's interdisciplinary strengths, he introduced several programs aimed at preparing lawyers for a changing world, including joint degrees, study abroad programs, and new law journals. One of the journals, the *Indiana Journal of Global Legal Studies*, an interdisciplinary, peer-reviewed journal, has become a paragon of international scholarship in this field. Founded in 1992, the journal was the first peer-reviewed legal journal in the United States published by a university press. The *Journal* also sponsors an annual symposium on the IU Bloomington

campus and at other distinguished universities throughout the world.

Fred's decadal accomplishments were significant. He organized the law school's first independent capital campaign with two main goals: making it possible for students to receive a legal education regardless of economic need, and establishing chairs and professorships to attract and retain top-flight faculty. Fred expanded the faculty by adding a dozen distinguished scholars with expertise in a wide range of fields. He also attracted world-class international faculty as visiting professors. He reshaped the school's Master in Laws program, which grew to be one of the largest in the nation; founded the school's Doctor of Juridical Science program; and gave life to the Ph.D. in Law and Social Sciences. He also established the law school's Distinguished Service Award, which recognizes alumni who have demonstrated exceptional service to the community and the school.

Fred is a highly respected and globally recognized scholar, with his work in administrative and transnational law being truly remarkable. His scholarship includes numerous articles, casebooks, edited volumes, and chapter contributions, and he has been invited to speak at hundreds of conferences. He is the co-author (with his wife, Carol Greenhouse, professor emerita of anthropology at Princeton University) of the leading casebook on transnational law, *Transnational Law: Cases and Problems in an Interconnected World*. His casebook on administrative law, *Administrative Law and Process*, is in its fourth edition. Fred has also written extensively on the globalization of administrative law (*Administrative Law in a Global Era*), and on the privatization of traditionally public functions such as welfare administration and prisons. In much of his work, Fred has argued that private citizens can reclaim a voice in taming economic markets by shouldering some of the work that governments once would do through the

political process. He is a leading voice in arguing that crucial sectors of globalization should be brought back within the scope of democratic reform. One of his particular interests is how vulnerable domestic groups are harmed by global market approaches.

In addition to his leadership of the law school, Fred has other longstanding affiliations. He is a former trustee and current life trustee at the University of Rochester. He has served as a visiting professor at several globally renowned institutions, including Christian-Albrechts-Universität at Kiel, Universidad Carlos III de Madrid, Université Panthéon-Assas (Paris II), and as a Fulbright Distinguished Chair in Comparative Constitutional and Administrative Law, Trento (Italy) School of Law.

Fred's skills incorporate not only the persuasive, but also the percussive. He is an accomplished percussionist, having served as the director of music at McQuaid High School (Rochester, New York) and studied with jazz luminaries such as William Randy (Cozy) Cole. He was a featured arranger-composer at the Eastman School of Music's 1966 Arrangers' Holiday concert, and more recently, has appeared as the percussionist for The Greenhouse Effect, the Karl Sturbaum Quartet, and the Fred Aman Trio. Law school graduates and their families have been entertained by his performances at the school's annual commencement party.

Although Fred's emeritus status as Roscoe C. O'Byrne Professor of Law marks the end of an era, his legacy will live on. He and Carol endowed the Alfred C. Aman Chair in Administrative Law in 2020, which will be held by a distinguished scholar with a commitment to work focused on helping the poor and marginalized communities.

Austen Parrish

A. JAMES BARNES

When Jim Barnes came to Indiana University in 1967 as an assistant professor of business law after graduating from Harvard Law School, he began an odyssey that included teaching in three IU professional schools over 34 years and serving 12 years as the dean of the School of Public and Environmental Affairs (SPEA, now the O'Neill School). Since 1970, he has also co-authored with Kelley School of Business colleagues a leading business law textbook now in its eighteenth edition. Jim's odyssey included a 19-year hiatus in Washington, D.C., where he witnessed and participated in history when he helped form and held senior positions in the Environmental Protection Agency (EPA). He has also held senior positions in the Department of Justice and the Department of Agriculture.

A native of Michigan, Jim got a closeup introduction to Indiana state government in the summer of 1967, when he managed eight law students and two IU faculty members in a study of the Indiana trial courts. The study, conducted for the Indiana Judicial Study Commission, was subsequently used by the state legislature as the basis for making a number of changes in the trial court system.

Jim quickly became a popular teacher, and in 1969 he was one of two untenured faculty members to receive the campuswide Class of 1969 Distinguished Teaching Award. One of his first articles, "The Law, the Credit Card, and the Coming of the Cashless Society" in the *American Business Law Journal*, and republished in the *New Jersey State Bar Journal*, proved to be prescient.

His involvement in Indiana politics, and with the (unsuccessful) campaign for the Senate of William Ruckelshaus, led in 1969 to Ruckelshaus asking Jim to join his staff in the Civil Division of the U.S. Department of Justice, where he had been appointed assistant attorney general. In 1970, Jim moved with Ruckelshaus to the EPA to serve as his chief of staff, and Jim later returned to the agency in 1983 to serve as its general counsel and subsequently, in 1985, as its deputy administrator. The EPA experience placed environmental law and policy at the center of the rest of his professional life.

In 1988, following the retirement of founding dean Chuck Bonser, Jim returned to IU as the second dean of SPEA. At the



time, SPEA was a "system school" with faculty and programs on six IU campuses.

As dean, Jim prioritized expanding the school's reach and recruiting outstanding faculty members, seeking what he termed "triple threats" who had the potential to be excellent in research, teaching, and public service. During his tenure, he doubled the size of the environmental faculty, gaining a first place ranking for the environmental policy and management program; initiated a nonprofit management program on the Bloomington and IUPUI campuses, which quickly became the top-ranked program in schools of public affairs; and substantially increased the number of female faculty. He launched the Center on Urban Policy and the Environment, the Bowen Center (health), the Midwest Center of the National Institute for Global Environmental Change, and the Indiana Conflict Resolution Institute. A Superfund mediator who tackled complex environmental disputes and litigation, Jim foresaw the growing need for collaboration and dispute resolution skills in governance. As a leader, he used consensus building to herd cats—faculty across social sciences, environmental science, and law. He built a culture of interdisciplinary research collaboration.

When he retired from the deanship in 2000, Jim was named a Sagamore of the Wabash by Governor Frank O'Bannon for his contributions to the state. His honors include election as a fellow of the National Academy of Public Administration and of

the American College of Environmental Lawyers.

He continued to teach his SPEA graduate environmental law class as well as a class in Professional Ethics he developed for the SPEA Executive Education Program. He was a generous mentor to students, for whom his experience in agency administration and law was invaluable. He modeled the strength of the O'Neill School as a scholar grounded in realities of implementation. In this way, he further burnished the environmental policy and management expertise he had assembled as dean.

Jim also took on a full-time teaching load in the Maurer School of Law, teaching Introduction to Environmental Law, a unique advanced environmental law and practice class he created, and the semester-long Lawyering in the Public Interest class/internship program in Washington, D.C., that he developed. His ability to bridge doctrinal law with practice experience was a major attraction for law students, who also benefitted from his mentorship for job placement success. His IU career was capped this year with the publication of the fourteenth edition of his second co-authored textbook, *Law for Business*; the pending publication of the eighteenth edition of his co-authored textbook, *Business Law: The Ethical, Global, and Digital Environment*; and the pending publication of his co-edited history of the EPA, *Fifty Years at the Environmental Protection Agency: Progress, Retrenchment, and Opportunities*, in which he contributed the first chapter, on the formation of the EPA.

Jim's interdisciplinary background served the O'Neill School and Indiana University well, and his legacy is reflected in the school's diverse, dynamic, committed, and energetic faculty. As dean, his support of each faculty member's pursuits was critical to the school's interdisciplinary identity and significantly enhanced its stature. He displayed a unique ability to be fair and open-minded to diverse perspectives, to enthusiastically support new initiatives, and to balance the multiple, and often contradictory, demands of his position. We wish him the best during his well-deserved retirement.

*Lisa Blomgren Amsler
Philip Stevens*

ROBERT BOTNE

Robert Botne achieved the degree of Doctor of Philosophy of Language and Linguistics from Northwestern University in 1981. After completing a stint in the Peace Corps in the Congo, he grew to love Africa and has spent years in Rwanda doing language fieldwork, his professional love. His professional life was punctuated with massive and exhaustive documentation of the Bantu languages of the region in which he immersed himself. He joined Indiana University's Department of Linguistics in 1983 as a tenure track assistant professor and was eventually promoted to associate professor in 1997, then to professor in 2007. In the context of the linguistic discipline, Bob's particular research in the linguistic sciences has focused on how verbal tense and aspect are divided up and marked in African languages, especially in the Bantu languages of East Africa. He was the first Africanist linguist to develop cognitive schemas and detailed semantic analysis of motion verbs "come" and "go," those marking progression and movement, in the eastern Bantu language of Chindali. He also developed a lexical semantics and typology that compares achievement verbs such as "die" verbs in 18 Bantu languages. His most recent publication is *Remoteness Distinctions*, in which he elucidates the capacity of languages to express grammatically not only the simple tense relations of past and future, but also many finer distinctions indicating the distance or "degree of remoteness" from the deictic center, typically the time of utterance where a speaker is situated. His published books and monographs include grammatical descriptions of many Bantu languages, the most complete being individually published works on Lusaamia (Uganda and Kenya), Chimpotó (Tanzania), and Chindali (Malawi); dictionaries on Chichewa (Malawi), Chindali (Malawi), Lega (Congo), and Saafi-Saafi (Senegal); and narratives of Chindali life and culture.



A master teacher, Bob contributed immensely toward the Department of Linguistics' graduate and undergraduate education. He chaired numerous doctoral dissertations and developed and taught courses on Field Methods in Linguistics, Introduction to African Linguistics, Bantu Structure, Morphology, Languages of the World, and Historical Linguistics. In recognition of his teaching prowess, Botne won various awards including the Teaching Excellence Recognition Award and the Trustees Teaching Award.

With respect to service to Indiana University, very few faculty come close to Botne's meritorious contribution to the Department of Linguistics and to the African Studies Program curricular development and program planning and administration during his 37 years of service. He pioneered African languages coordination, introducing language pedagogy materials development, an African languages teaching newsletter, and its undergraduate and graduate studies. He served on the Executive Committee of both the Linguistics department and the African Studies Program, contributing considerably to both units' program

administration. Botne chaired the Department of Linguistics. His work as a linguistic researcher and documenter also shows up in his service to the university, with his relentless drive to organize the putatively unorganizable IU faculty. During his tenure as chair, he herded the faculty together to execute several major curricular changes, and the department continued to grow in new ways—no small feat considering the overall growth pattern of the college at that time.

Botne received an award for his contributions to African linguistics research and African language teaching at the forty-eighth Annual Conference on African Linguistics. Robert Botne has distinguished himself as a scholar, a master teacher and a program builder. The hallmarks of his work at IU have been persistence, vision, and sheer hard work.

Bob has many different interests, but one strikes us in particular. He has grown into a master gardener, creating remarkable bonsai pieces, living testimony to his patient care and persistence. The tending of bonsai is an apt analogy for his professional life and service to this university. His dedication to the growth of language science and teaching, especially concerning the continent of his affection, Africa, here at Indiana University has been a long process. Even as he withdraws from regular teaching responsibilities, his last few years have witnessed his continued dedication to creating a life-filled piece of art in which students can find a place to learn about language and about African languages, with his establishment of a fellowship fund for these young scholars. His mark on the university is indelible, and we have been privileged to witness it.

*Samuel Obeng
Kenneth de Jong*

G. KEITH CHAPIN

Dr. Keith Chapin retired from the Department of Kinesiology on December 31, 2020, after 45 years in the education field. During that time, he positively impacted the lives of thousands of students through his work as a public-school teacher and then as a university professor.

Dr. Chapin graduated from Miami University in 1974, where he had two primary accomplishments. His first was to graduate with a degree in the field he loved, physical education. The second was to meet his future wife, Monica. The two became a “Miami Merger” who have traveled the last five decades together.

After graduation Dr. Chapin began working in the Trenton, Ohio, schools, where he taught for 13 years. In addition to offering an innovative curriculum to his students, he also coached football, basketball, and soccer. He returned to Miami University for advanced study and received his Master of Arts degree from his alma mater in 1987.

That experience in graduate education inspired Dr. Chapin to continue his education, and the Chapin family moved to East Lansing, Michigan, so that he could pursue studies in youth development with a focus on coaching. He graduated with his Ph.D. in Physical Education and Exercise Science from Michigan State University in 1995 and accepted a position at Indiana University the following year. Despite that appointment, Dr. Chapin never did fully rid himself of his affinity for green and could occasionally be heard to offer an occasional “Sparty On” when a big game was at hand.

Dr. Chapin held a joint appointment at Indiana University, serving both the School of Health, Physical Education, and



Recreation (later the School of Public Health-Bloomington) and the School of Education. In that role, he taught 17 different classes and was the mentor and student teaching supervisor to hundreds of students over his 25 years at Indiana University. He traveled to all points of the Midwest in service to our students and their home communities. When you consider that each of those student teachers was in turn a teacher in charge of hundreds of students, his impact was truly life-altering for generations of students. His mentoring was also influential; during his tenure at Indiana University, two of his former students were named National Teacher of the Year. Dr. Chapin received the Teaching Excellence Recognition Award from Indiana University, and was the recipient of several Favorite Professor awards presented jointly through the Varsity Club and the Athletic Academic

Affairs Office of the IU Athletic Department. Dr. Chapin was, without question, a master teacher.

In addition to his academic work, Dr. Chapin was also the campus director for the federally funded National Youth Sports Program, which Indiana University hosted for two summers. The program relied upon Dr. Chapin's leadership skills and expertise in youth development and sport to offer a summer program for underserved youth in the community. Students gained sports and life skills while being hosted on campus by Dr. Chapin and his team of instructors.

Dr. Chapin's academic career has been one of service and commitment to students. He led the Physical Education Teacher Education program in the Department of Kinesiology by example and with a caring spirit. His colleagues in that program and in the department will miss his genial spirit and kind words. Although Dr. Chapin is retiring, his influence in education will remain. Dr. Chapin's outstanding legacy will be carried forward not only by the many Indiana University students he mentored over the years but also by the students that each of these professionals will impact in the years to come. Thank you, Dr. Chapin, for a job well done! We wish Dr. Chapin, his wife, Monica, and their family all the best for a healthy and happy retirement!

*Donetta Cothran
David Kocaja*

BRUCE DOUGLAS

There is little in the world that gives Bruce Douglas more joy than sharing the beauty and elegance of geological processes with students in the field. Over the past 34 years, Bruce has shared that passion and his remarkable skills as a field scientist with over 2,000 students at IU's famed Judson Mead Geologic Field Station (IUGFS) in the Tobacco Root Mountains of southwestern Montana. In Bloomington, Bruce has been a leader in undergraduate education, introducing thousands of IU students to the geological wonders of planet Earth. The hallmarks of his teaching are his clarity, patience with students of all abilities, breadth of scientific interests, his caring nature, and his uncanny ability to convey complex, four-dimensional thinking to students.

Bruce joined the IU faculty in 1986, after completing a Ph.D. at Princeton University and a postdoctoral position at the University of Colorado. His research interests are broad and far ranging, from field studies of intensely deformed structures in the Cordilleran mountain ranges of British Columbia to the microscopic evidence of strain in mantle rocks coughed up by South American volcanoes. He built a laboratory for studying rock fracture mechanics to study the conditions that control the behavior of geologic faults. However, his greatest teaching and research passions have always centered around the Tobacco Root Mountains. There, working with graduate students from IU and other universities, he examined the structures associated with mountain-building, landscape evolution, and geological hazards. He branched into pedagogical research on the unique aspects of student learning in the field. Working with colleagues at the UNAVCO Consortium, he's contributed to the creation of a remarkable new set of curricular materials using state-of-the-art technologies from the emerging fields of space geodesy and terrestrial laser scanning. Bruce turned his interdisciplinary skills toward academic administration with the creation of the joint B.S. program in Environmental

Science, which he directed from 1996–2011. During his tenure at IU, Bruce taught two of our most important courses—an introductory earth system science course and an advanced structural geology course—to generations of IU students. Bruce has been a stalwart of the tectonics and geophysics research groups, engaging faculty colleagues and graduate students with his interdisciplinary research skills.

Perhaps his most important pedagogical contributions were at IUGFS, where Bruce spent every summer since 1986. Bruce exemplified the IUGFS traditions, values, and teaching excellence every day at IUGFS. When Bruce arrived at the field station in 1986, he brought new ideas and fresh perspectives about structural geology—and about teaching geology in the field. Learning geology in a new field area was easy; changing a curriculum that had been taught the same way for 37 years proved to be far more challenging. Thanks to Bruce's creativity and perseverance, he created another IUGFS tradition: a recognition that the curriculum must evolve to stay at the leading edge of field geoscience education.

Bruce served in many IUGFS leadership roles, including academic director and executive director. Regardless of the role, his true passion was teaching. No matter how many hours he dedicated to non-academic duties, he always gave the students more than 100 percent of his time and energy. The students who watched Bruce in the field and the Deiss Lodge between 6:30 am and 10:30 pm were inspired by his seemingly inexhaustible supply of energy. Bruce seldom showed any signs of his accumulated sleep deprivation during G429. No student or field station visitor ever saw an inkling of Bruce's exhaustion—although late at night his colleagues might find him asleep, sitting upright at his desk in front of a mountain of grading.

Bruce is a legend to former students. He is remembered as a patient, knowledgeable teacher who can hike uphill faster than most of them. He is

undoubtedly loved by more G429 students than any other faculty during the last 34 years. One year a student artist drew a caricature of Bruce, perfectly capturing his iconic mustache. The students surprised Bruce at the final field exam, wearing the newly created Bruce Douglas t-shirts. They lovingly presented Bruce with a t-shirt, which he promptly donned without a word, wearing his trademark Douglas smile—a typical example of Bruce's calm, unflappable personality. Some pretty remarkable things happen with students in the field and when things got serious, Bruce demonstrated those same traits. No matter how difficult the situation, Bruce always exercised impeccable judgment with first priority always given to students' safety. He was able to take good care of individual students while making sure everyone else kept learning. Even under duress, he exemplified best practices for teaching in the field: stay calm, reassure the students, pretend like nothing exceptional is happening, and keep moving forward.

Bruce has been a great friend and mentor to faculty and students, both in Bloomington and at the Field Station. Generations of students have benefitted from his intelligence, generosity of spirit, kindness, selflessness, friendship, and quiet good humor. His great contributions to geoscience education will be deeply missed here in Bloomington and at the IUGFS.

We know that Bruce and Lisa plan to travel, including visiting their children on the West Coast more often in this next phase of life. We, all his colleagues and his former students, send Bruce our best wishes for a joyful and fun retirement. We hope that Bruce's deep connections with the Field Station will frequently take him back to his "second home" in the Tobacco Root Mountains.

*Jim Handschy
Michael Hamburger*

ALYCE FLY

Alyce earned her Bachelor of Science degree in Biology (1981) and her Ph.D. in Nutritional Sciences (1991) from the University of Illinois, Urbana-Champaign. In the Indiana University Department of Applied Health Science, Alyce has held the positions of assistant professor (1992–99), associate professor (1999–2019), and professor (2019–20). She also held the post of interim assistant chair for the Department of Epidemiology and Biostatistics (2013–14) and associate dean academic program administration/administrative fellow (2001–04) in the School of Health, Physical Education, and Recreation (now the School of Public Health-Bloomington).

Having started in the Department of Applied Health Science in 1992 as an assistant professor, Alyce has focused her research and teaching on a variety of important nutrition-related areas, including measurement of food intake in children, dietary fatty acids and immunity, antioxidants and oxidant stressors (including oxidative stress in response to a high fat meal), bioavailability of minerals and carotenoids, measurement of biological markers, factors related to mothers' decisions to exclusively breastfeed, and obesity and health. Her research and other works have been cited 2,307 times, according to Google Scholar. Nine of her papers have been cited at least 100 times. One common scholarly metric of her impact, the h-index (Alyce can currently boast an h-index of 19), will continue to grow even after her retirement.

Alyce is known by her colleagues as someone with an intense personal commitment to do her best at everything she takes on. According to one of Alyce's research collaborators, Dr. Pengcheng Xun, in the Department of Epidemiology and Biostatistics, "she takes her job very seriously with a very strong work ethic. I often receive her comments, suggestions, and feedback on my drafts after midnight, even around 2 a.m." Such a deep commitment would often come at the expense of sleep. According to Melissa Greives, one of the faculty in the Department of Applied Health Science in the area of nutrition and dietetics, "she really did put her heart and soul into whatever she did and I know the students greatly benefited from this (and I'm sure IU did as well from her service on various committees)." Dr. Krishna Thiagarajah, another faculty member in the Department of Applied Health Science, shared that, "If Dr. Fly was working on a project, she made it a point that she was available any time, including late in the evening. I had worked with her on some projects until midnight. She worked with other faculty members in other departments and they talked about her dedication to the job." Dr. Camille Morse added, Alyce was "willing to go the extra mile, she works long hours, weekends, vacations."

An illustration of her personal commitment is Alyce's dedicated service to the institution and to the profession. Specifically, Dr. Morse remarked about Alyce's professionalism and her dedication

to IU, the school, and the department. Alyce served as chair of the Indiana Nutrition Council (2017–19), as a board member for the Society for Nutrition Education and Behavior Foundation (2017–18), as co-chair of the Membership Committee for the Society for Nutrition Education and Behavior (SNEB; 2013–17), as director-at-large for SNEB (2013–16), as secretary/treasurer for the American Society for Nutrition, Nutritional Sciences Council (2012–14), as treasurer for the Indiana University Chapter of Sigma Xi, and as chair of the Division of Higher Education, Society for Nutrition Education (2004–05). Recognizing her for this dedication and her examples of tireless service, the Indiana University School of Public Health-Bloomington awarded Alyce with the Distinguished Service Award in 2016.

Faculty have also expressed their sentiments regarding Alyce's deep affection for students and other individuals. According to Melissa Greives, "her greatest quality is how much she cares. She genuinely cared about students, IU, and her co-workers." When one of her nutrition faculty member colleagues was in rehabilitation after her knee surgery, Alyce took the time to visit her. Melissa noted that she "would always ask about my kids and even sent them birthday gifts. I was also very impressed with her commitment to seeing students succeed in the classroom. She genuinely cared about student's learning and their success (again—her caring quality)." Dr. Thiagarajah added, "As a student, I was once hospitalized and she visited me and helped me too. Also, I heard from others she helped too during their difficult time." Indiana University has recognized Alyce's affection for students multiple times, as she was a recipient of the Trustees Teaching Award in 2002, 2012, and 2016.

Although she retires from Indiana University with the title Professor Emeritus of Applied Health Science, effective August 1, 2020, Alyce has taken on a new adventure: She has assumed the department chair role in Nutrition and Health Science at Ball State University.

Eric R. Walsh-Buhi



STEVEN FRANKS

Steven Franks came to IU for the 1987–88 academic year and has served 33 years in a 50/50 joint appointment shared by the Department of Linguistics and the Department of Slavic and East European Languages and Cultures (formerly Slavic Languages and Literatures). His hiring was serendipitous: both departments started searches in 1986–87 for junior tenure-track faculty, but the College of Arts and Sciences cancelled both searches after they were underway. Franks had applied for both positions, and was ideal for each. So the two chairs got together and pitched a joint appointment to the College, which wisely agreed. It was the perfect fit for Steven Franks, whose education (B.A. Princeton, 1977; M.A. UCLA, 1979; Ph.D. Cornell, 1985) combined both syntactic theory and traditional Slavic linguistics.

Over the years Franks has maintained a vivid double presence, taking on a full slate of service responsibilities simultaneously in both departments. He withstood this heavy load by dint of his extraordinary work ethic and drive to achieve in both research and collegiality. He served two terms as chair of each department, first in linguistics (1998–2004) and later in Slavic (2008–12). While he lamented the reduction in his research productivity during those periods, his CV lists 22 articles and book chapters published during his 6 years as linguistics chair, plus 2 co-authored monographs and 3 co-edited volumes. We should all be so productive! As someone who has worked with Franks on a variety of joint projects myself, I can attest that he does not delegate the lion's share of the work on any project to his collaborators. Both departments prospered during his stewardship, and in each case he stepped down having left a major, positive imprint on the culture of the program.

As a research linguist, his major impact lay in his pioneering work on applying the most rigorous general theories and frameworks to Slavic

language data. When he began his career, Slavic linguistics in the United States was dominated by people trained in Slavic departments (which flourished during the Cold War, when their languages were of considerable strategic importance and resources were disproportionately allocated to Slavic programs). Today, his scholarly model—theory applied to data, with very impressive results in terms of insights into data and systems, but also into enhancements of the theory—has become the norm in our field, and most Slavic linguistics research is done within linguistics departments. His first monograph, *Parameters of Slavic Morphosyntax* (Oxford, 1995), advanced the brilliant and innovative idea that in comparative study of grammatical phenomena across the spectrum of Slavic languages, we initially assume that their grammatical structures are fundamentally the same, and then identify seemingly small variables (“parameters”) that differ from one Slavic language to another and that then send out tendrils throughout the grammatical system and trigger multiple cascading differences in surface form. This approach has endured through 25 years of subsequent theoretical progress in generative syntactic theory and is taken for granted today; but the underlying insight belonged to Franks.

On top of everything else, Franks has exerted a huge impact on the field of Slavic linguistics and how it is practiced in the United States. His focus on the importance of linguistic theory, which has become dominant in the field, is exemplified by the series of conferences and proceedings volumes under the rubric *Formal Approaches to Slavic Linguistics*, now in its 29th year. Franks has co-edited no fewer than seven of these volumes, and has organized the conference three times in Indiana over the years. I cannot count how many times he has been an invited plenary speaker at these conferences (or at the European spinoff series called *Formal*

Description of the Slavic Languages). In 1992 Franks and I founded the *Journal of Slavic Linguistics*, which has become the leading U.S. academic journal in this field. Franks then served as editor or co-editor for 23 of the subsequent 25 years (with one short stint as associate editor), finally stepping down at the end of 2017. Few such productive scholars stick with this kind of under-rewarded activity for so long, but it is a sign of his enduring commitment to the field. While serving as vice president of the American Association of Teachers of Slavic and East European Languages (AATSEEL), he perceived that Slavic linguists had become less involved with this society due to the changing nature of Slavic linguistics. His reaction? He founded the Slavic Linguistic Society, devoted to bringing together linguists of all countries and all theoretical persuasions, without the language-teaching orientation of AATSEEL. This association now holds an annual conference alternating between North America and the rest of the world. Franks organized the first annual meeting here at IU in 2006, and we celebrated his retirement by holding the 15th annual meeting here in September 2020.

Franks and his wife Karen (an IU advisor) raised three exceptional children (Julia, Elizabeth, David) in Bloomington. They have been active participants in the community through university, synagogue, and other cultural institutions. They have always been generous in supporting local organizations, and Franks arranged a hefty retirement donation to the Summer Language Workshop to fund students studying its languages (as he did himself several times between 1973 and the present). Steven and Karen plan to remain in Bloomington, and I know Steven Franks will remain an active participant in the IU linguistic community for years to come.

George Fowler

EILEEN D. FRIEL

Astronomer Eileen Friel retired in 2020 from a rich and varied career marked by major research accomplishments as well as extraordinary contributions in the areas of service, education, and scientific leadership. During her four decades in astronomy, Eileen served in several leadership positions, including as director of multiple observatories, executive officer of the Astronomical Sciences division at the National Science Foundation (NSF), and associate dean for natural and mathematical sciences and research in the IU College of Arts and Sciences. Along the way, Eileen has been known to students and colleagues for her excellence as a scientist and mentor, her unfailing generosity and integrity, and her calm, patient presence.

Eileen graduated in 1978 with a B.S. in Physics with highest honors from the College of William and Mary, the only woman in a class of 40 majors. She completed a M.A.St. at the University of Cambridge in 1979 before entering the astronomy and astrophysics Ph.D. program at the University of California, Santa Cruz (UCSC). There, Eileen became an expert in galactic astronomy and stellar populations, focusing on measuring the properties of stars and star clusters in the Milky Way Galaxy and then comparing them to models in order to gain insight into the galaxy's structure and origin. After completing the Ph.D. in 1986, Eileen held postdoctoral fellowships in Hawaii, Canada, and France.

In 1991, Eileen became the director of Nantucket's Maria Mitchell Observatory (MMO), named for the first professional woman astronomer in the United States. The MMO runs an undergraduate research internship program that has influenced the careers of many astronomers, especially women. While at MMO, Eileen expanded the student research opportunities, secured NSF funding for the program, and founded a similar program at an observatory in Chile to provide students with additional research opportunities.

In 1996 Eileen joined the NSF Astronomy Division, serving first as a program director and then executive officer, managing a \$200M budget, providing scientific and administrative leadership for the division, and guiding several major projects to fruition. Eileen played a central role in creating programs that emphasized education, student



training, and equity and diversity. She created the prestigious NSF Astronomy & Astrophysics Postdoctoral Fellowship program, which proved so successful that other NSF divisions replicated it. Eileen also sustained steady research productivity (a tremendous feat, given the demands of her position) and maintained ties to academia, holding adjunct faculty appointments at Boston University and the University of Virginia. In 2009 Eileen became director of Lowell Observatory in Arizona, where she developed a visionary strategic plan that included expansions of staff and programs. In 2011, IU's Department of Astronomy was thrilled to recruit Eileen as a faculty member.

Eileen is one of the world's experts on the stellar populations in the Milky Way galaxy, and especially the population of open star clusters. Careful measurements of the ages, compositions, and motions of open clusters can be used as a "fossil record" of the galaxy's evolutionary history. In 1995, only nine years after her Ph.D., Eileen published a now-classic invited *Annual Review of Astronomy & Astrophysics* article on the Milky Way open cluster population. The work described in the article, combined with subsequent studies that she and her students carried out, has yielded a surprisingly complex picture of galactic evolution that poses a challenge to theoretical models. Eileen and her collaborators demonstrated that the chemical abundance trend in the Milky Way's open cluster population changes markedly at large radii, suggesting that the

processing of gas and stars varies with location in the galaxy. Eileen continues to work with students to measure detailed abundances and motions of stars in Milky Way clusters, and she and her collaborators have published a series of studies combining data from the Gaia satellite and ground-based telescopes to further elucidate the chemical abundance trends and structure of the galaxy.

At IU, Eileen made major contributions as a teacher and advisor. She created new undergraduate and graduate courses in galactic astronomy and three new graduate seminars, including a seminar on career development that is now a regular offering. Eileen continued to demonstrate her outstanding talent for mentoring, serving as research advisor for several undergraduate and graduate students and serving on many Ph.D. committees. Former students praise Eileen's flexible, supportive style and her ability to both encourage and challenge her students; many of them credit her with inspiring them to follow their chosen career paths.

Eileen performed key service roles throughout her career and especially during her 10 years in Bloomington. Her department roles included director of graduate studies and chair. Some of her most impactful service involved IU's research telescope, the WIYN Observatory. Eileen served as chair of the WIYN Science Steering Committee and on the WIYN Board of Directors. Her university service includes the College of Arts and Sciences tenure committee, faculty advisory council for the Center of Excellence for Women in Technology, and associate dean in the College. Her service to the United States and international astronomical community spans her career, and includes numerous proposal reviews and external reviews. She held important roles in the American Astronomical Society (AAS), including being elected to the AAS Council.

The IU astronomy faculty, students, and staff express our heartfelt gratitude to Eileen for her contributions to our department. Eileen is a valued mentor, colleague, and friend and we will miss her gracious, positive presence in the department. We congratulate her on a remarkable career and wish her a happy and rewarding retirement.

Katherine Rhode

KARI ELLEN GADE

Kari Ellen Gade, Provost Professor in the Department of Germanic Studies, is a towering figure in the study of Old Norse language and literature, a beloved and inspiring teacher and mentor of both graduates and undergraduates, and a hard-working administrator in her department with a deft touch.

Although she teaches nearly all the earliest-attested Germanic languages, including Gothic, Old High German, and Old Saxon, her particular passion is Old Norse. The poets and scholars of medieval Norway and Iceland have left us a rich trove of three main varieties of literature: sagas, works in prose chiefly concerning the kings and earls of Norway and prominent Icelandic families; the two eddas, in prose and verse, representing pre-Christian myths, heroic legends, and a key to versecraft; and skaldic poetry, praise poems composed mainly by Icelanders (skalds) at the courts of Norwegian kings and potentates, and essential to the reconstruction of early Scandinavian history.

Although Kari has published pioneering studies on all three genres, she is best known for her indispensable contributions to the study of skaldic verse. Many of these poems were passed down orally from an age long before writing on parchment was introduced to Scandinavia, but they conform to such stringent demands of poetic meter, alliteration, rhyme, and syntax that any corruption of the verse in the course of oral transmission is usually detectable, so that they are generally a reliable source of information on the preliterate past.

The complexities of skaldic poetic form and diction are such that study of such compositions is inevitably a daunting task. Kari is essential to this area of scholarship, being the acknowledged authority worldwide on Old Norse philology. Philology represents the array of disciplines required to be mastered by editors of texts in historical languages, disciplines that include historical linguistics, manuscript studies (paleography, codicology, stemmatics), poetic meter, cultural history, and others, and so it is unsurprising that it is a discipline mastered by so very few.

Kari is one of the five founding editors, alongside dozens of contributing editors, of what is known familiarly worldwide among scholars of the Middle Ages as “The Skaldic Project,” a team-coordinated effort, the most tangible product of which is the series of massive volumes titled *Skaldic Poetry of the Scandinavian Middle Ages*, published by Brepols, the distinguished Belgian publishing house that is home to some of the best medieval scholarship that has been produced over the past half-century.

When the last of the nine volumes is completed within the next few years, this will be the standard, encyclopedic edition of skaldic verse, including introductions, skald biographies, editions, translations, critical apparatus, and commentaries on all surviving works of skalds, nearly 6,000 stanzas. Kari is the linchpin of this group effort, since her philological expertise empowers her to check and correct the work of all other editors in regard to matters of language and poetic form. Her 1995 book *The Structure of Old Norse dróttkvætt Poetry* established her as the foremost authority on the monumental complexities of the *dróttkvætt* meter of skaldic poetry. As the great scholar Russell Poole said in his review of the book, “The originality and thoroughness of Gade’s methodology, her awareness and synthesis of pertinent work by other scholars, and her ability to communicate lucidly to the reader are an inspiration throughout.”

The Skaldic Project, however, is much more than a comprehensive edition, since it is a deeply impressive online presence (skaldic.abdn.ac.uk/m.php?p=skaldic) that represents one of the most spectacular achievements in the digital humanities including, in addition to all the information in the print edition, various supplementary databases, such as a complete lexicon and more than 27,000 images of manuscript leaves, enabling editors to work from their home institutions rather than in manuscript archives in Scandinavia.

Kari is the recipient of numerous teaching awards, including recognition as Outstanding Professor by the Indiana University Student Union and a Trustees Teaching Award, along with many awards

in the Department of Germanic Studies. She inspires intense devotion in her students, and she has shepherded dozens of graduate students through to the doctorate, serving on dissertation committees in her home department as well as in English, history, linguistics, and comparative literature. She is a demanding teacher who is passionately devoted to her students.

She is equally devoted to the welfare of her department, including serving two terms as chair of the department and a total of 16 years as director of graduate studies, in addition to much mentoring and work on committees both in her department and in the wider university.

Kari hails from Sandefjord in Vestfold, Norway, about 60 miles southwest of Oslo. She attended the University of Oslo, majoring in German linguistics and minoring in sports and English. (In her youth she played baseball, and she remains a fiendishly avid badminton player.) She earned her doctorate in Germanic philology and Old Norse philology at the University of Minnesota in 1986 under the direction of Anatoly Liberman. She joined the faculty of Indiana University in 1986, though for the first two years in the position she was a Mellon Fellow at Stanford University. Though other schools tried to lure her away, she has remained devoted to IU Bloomington.

Her students remember with particular fondness the many times she has hosted monthly meetings of Hit íslenzka þing, the oldest Old Norse reading group outside of Europe, serving her amazing Norwegian meatballs and plenty of good cheer. She is a lover of good food, good wine, and good company, and her good will and good humor are infectious.

Robert D. Fulk

KATHRINE GLASS

Kathrine Glass retires at the end of 2021 spring semester from the Department of Accounting at the Indiana University Kelley School of Business, leaving a legacy of unparalleled devotion and service to her many students and colleagues.

Kathrine received her undergraduate degree from Northern Illinois University with a B.S. in Marketing (1978). She also earned her Master of Business Administration from Indiana University (1984). Her professional experience outside of IU includes various market research roles, independent consulting specializing in fine arts, and financial planning for IDS/American Express. Kathrine brought insights from her broad professional experience into the classroom throughout her academic career, which she began at IU in 1991.

Throughout Kathrine's career at IU she balanced numerous personal challenges while remaining the consummate professional. As if raising two children as a single mom while also managing a career wasn't enough of a challenge, she welcomed her parents into her home and nurtured and cared for them through the remainder of their lives. She met her soulmate, Gene Perry, in the grocery store and they quickly discovered they were backyard neighbors. They were married for 15 blissful years before his diagnosis with an incurable brain tumor. Kathrine again was the nurturer and caregiver, and handled his illness with her characteristic positivity and grace. Their love for each other carried them through the next few years until his untimely death. Her strength and encouraging spirit were evident in everything she brought to her life and career.

While Kathrine taught a variety of courses across the accounting curriculum at the Kelley School of Business, she was truly an innovator in developing online courses. She was skilled in Canvas tools, Zoom, and testing online long before the rest of us knew it was even possible! Her innovative spirit led to numerous teaching awards and nominations. Two of the most notable awards she received were the William G. Panschar Award for Excellence in Undergraduate Teaching, the most prestigious award for non-tenure track faculty at the Kelley School of Business, in 2001, and the Kelley Innovative Teaching Award in 2016. Her teaching skills and



online expertise were noticed by McGraw-Hill Publishing, where she served as a subject matter expert and digital faculty consultant for many years. Kathrine was selected for McGraw-Hill's Executive Committee for Digital Faculty Consultants, serving from 2017 through her retirement. Kathrine used her expertise to develop and launch the first fully online undergraduate courses for the Department of Accounting. She also collaborated on the launch of the graduate level Managerial Accounting course for the innovative online Master of Science in Accounting program in fall 2019.

Kathrine provided extensive service to the university, where she served on the IU Dance Marathon Faculty Advisory Board and was a frequent participant in the commencement ceremonies. At the Kelley School she was the faculty advisor for Delta Sigma Pi, a national business fraternity, for over 10 years. She was also a member of the Undergraduate Policy Committee and a member of the Academic Fairness Committee multiple times. These contributions are the lifeblood of keeping IU and the Kelley School functioning and her service is much appreciated.

Beyond these significant achievements and contributions to the university, Kathrine will be remembered most for her warmth, humor, and generous spirit of collegiality. She was always willing to help and support faculty within her department and school. When the university abruptly moved to online teaching in the spring of 2020, she was

the "go to" person for many faculty who struggled to adapt their courses to an online environment. She spent many generous hours patiently explaining, supporting, and coaching her peers. In addition, her ability to connect on a personal level with her students, whether in person or online, was immeasurable. She was a mentor, cheerleader, friend, and advisor to thousands of students who knew she was "always there for them" to help them succeed. Her kind and caring personality made a lasting impact that influenced many accounting and non-accounting students alike.

Kathrine's retirement will give her more time to travel to sunny beaches and spend time with her family, especially her adult children, Margaret and Joe. Her colleagues hope she will also continue to bake them sumptuous treats for those long test days and finals weeks! There are many of us who are already craving her famous carrot cake cupcakes and red-velvet cookies!

Through her many contributions, Kathrine has left a lasting impression and legacy at the Kelley School of Business and Indiana University; she will be missed! We wish her the very best in all of her future journeys and adventures.

*Julie Head
Brian Miller*

LISA McHUGH GOERNER

“Back home again in Indiana” is a lyric that aptly describes Dr. Lisa Goerner’s career trajectory. In this case, Lisa began and finished her career in the Department of Speech, Language, and Hearing Sciences (SLHS) at 200 S. Jordan Avenue. Lisa enrolled at IU as a freshman and would ultimately earn bachelor’s and master’s degrees from IU. She was then hired by the same department in 2005 and retired in December 2020. Anyone who encountered Lisa during her 15-year career at IU would see her unmistakable identity as a proud Hoosier. Her love for IU was nurtured as an undergraduate and strengthened as a graduate student. It might have appeared a foregone conclusion that someday she would return to campus; however, she had an amazing career as a practicing audiologist before then.

Lisa’s original career goal was to become an educational audiologist, serving deaf and hard of hearing school-age children in the public school setting. There were few such positions available when she graduated, and she left the state and instead began her career in an office of the only practicing neuro-otologist in the state of Wisconsin. There, she encountered patients who were being treated for rare and complex ear-related problems. In her own words, she recalled “during just my first six months there, I saw multiple cases that many audiologists rarely see in their entire career.” In this practice, she was the working partner of a physician who performed newly FDA-approved surgeries to manage hearing loss, including cochlear implants and bone-anchored devices. Because of the complexity of the ear and hearing problems on her caseload, this wonderful setting allowed her to practice across the breadth of audiology.

In 1995, she moved “back home again in Indiana,” but Lisa wasn’t yet back to IU. Rather, she was just down the road, having joined an ear, nose and throat practice as a clinical audiologist in Columbus, Indiana. While there, Dr. Goerner re-established her connection with SLHS, graciously and consistently training IU audiology students as an externship supervisor. When a clinical audiology supervisor position opened at IU in 2005, she was the natural top pick. Joining the faculty, her career



came full circle—she became an audiology educator at her beloved IU, and was truly “back home again in Indiana.”

As faculty, Lisa’s strengths were clinical practice and student supervision. At first, she emphatically stated that she was not interested in classroom teaching. Yet, Lisa is extremely generous and open-minded, and over the years also taught didactic courses to IU audiology students, including Business Practices, Vestibular Diagnosis and Rehabilitation, and a Clinic Practicum course. Her years outside of the academy made her keenly able to equip students for professional practice, and our students are better having been taught by her. Her impact in the clinic and the classroom will be greatly missed. She continued to devote her time towards life-long learning in the field and in 2009, completed a clinical doctorate in audiology, a 3-year commitment pursued while she was still fully engaged with her patients and students.

Lisa’s life as an audiologist required that she examine graphs of hearing loss dozens of times in a week and, over the course of her career, thousands and thousands of times. Lisa, like all audiologists, records hearing loss on an audiogram, with frequency on the x axis and intensity on the y axis. The right ear is recorded using O’s and the left ear with X’s. Yet to Lisa, her patients were so much more than X’s and O’s. The effect hearing

loss had on their quality of life and how to improve it became her strongest focus. This desire to help her patients communicate caused her to become the resident practicing expert in amplification. She had an unending supply of ideas to manage the most difficult hearing problems, and her patients were devoted to her.

Lisa reflected that one of her proudest career accomplishments was an annual philanthropic trip to Western Kentucky at the Redbird Mission. She began this work by establishing a relationship with the Hear the World charity and for over a decade led IU students and faculty on this trip bringing hearing services to an underserved rural community. This trip and the hearing aids used for the mission were funded by the Student Academy of Audiology, for which she served as the academic advisor. Many students expressed that this mission was a life-changing experience. The students bonded with each other and experienced working in less-than-ideal circumstances with a population vastly different from the patients they see at the university.

Aside from her excellent work in treating her patients and training and expanding the audiology world for her students, Lisa’s love of IU left an indelible mark on the SLHS program. An avid sports fan, Lisa held season IU football and basketball tickets. In addition to all the other important audiology facts she taught, students might remember Lisa greeting them with a broad smile and offering a famous tailgate meal and drink or recounting the details of the “game” the following day. If her primary mission was to create outstanding audiologists, IU is lucky that her secondary mission was to create devoted alumni. On the occasion of her retirement, the department celebrates her amazing contributions and salutes her inextricable link to Indiana University: Dr. Goerner, we’re all for you!

*Nancy Nelson
Carolyn Garner
Jennifer Lentz*

DIANE GOLDSTEIN

“If it’s bleak, I will study it.” This is what my colleague Diane Goldstein says when she introduces herself to a new cohort of graduate students. Over the course of her career, Diane has brilliantly applied a folkloristic approach to the study of some of the darker aspects of life: stigmatized illnesses, especially HIV/AIDS; maternal infanticide; sexual assault; trauma; disaster response; fake news; untellable narratives. To each of these subjects Diane brings compassion and deep understanding of the nature of individual action and societal reaction.

Born in New York City, raised in Philadelphia, with a year spent in Scotland behind her, Diane moved to Newfoundland, Canada, when she was 17 years old. She was brought up in a house filled with books and folk music: her father was the record-producer and famous folklorist Kenneth S. Goldstein. Yet, Diane forged a unique path into their shared discipline, and she has had considerable impact on the study of folklore and its scholarly society.

A bachelor’s degree in Comparative Religion from Memorial University in Newfoundland helped to shape a deep interest in folk religion and folk medicine, which led Diane to pursue her M.A. and Ph.D. degrees in Folklore at the University of Pennsylvania, returning her to the city of her childhood. This academic training poised her perfectly for the dedicated work on the intersection of vernacular and institutional discourses as they pertain to health, public policy, education, and the law.

In 1986, Diane began teaching in the Department of Folklore at the Memorial University of Newfoundland, where she served a stint as chair. At Memorial, Diane also held an appointment as professor of community medicine in the School of Medicine, Division of Community Health and Medical Humanities, a position she retains today. In 2009, Diane was named University Research Professor, the highest distinguished faculty rank at Memorial University. In 2010, she came to Indiana University, and within two years, Diane became the chair of the Department of Folklore and Ethnomusicology, and the director of the Folklore Institute.

In addition to serving as chair of the two most important folklore departments in North America, Diane has also made significant contributions to the field, most



notably through her service to professional academic societies. Diane was elected president of both the International Society of Contemporary Legend Research and the American Folklore Society, and she remains active in both organizations. She has also served on the editorial boards of academic journals in five countries. Her dedication and expertise have widened beyond the academy into applied and public policy arenas, where she has passionately argued for the inclusion of lay perspective and knowledge in official health and policy-making initiatives.

Diane’s loyalty to the discipline and her professional accomplishments have been richly acknowledged. A recipient of teaching awards from both Memorial University and Indiana University, Diane has also received honors from the American Folklore Society, most notably induction into the Fellows, an honorary body of distinguished scholars selected for their lifetime of outstanding contributions to the field. In 2019, Diane received the Linda Dégh Lifetime Achievement Award of the International Society of Contemporary Legend Research, given to a living senior scholar who has made significant contributions to legend scholarship. The award showcases Diane’s exemplary contribution to the study of contemporary legend through her work with international health commissions and advisory boards, and her tireless mentoring of former and current students, many having become excellent scholars in their own right.

Diane’s most permanent contribution to the study of legend—and to the study of folklore in general—is through her lectures and publications. She has given over 60 major lectures throughout the world and authored 45 articles and book chapters. Diane’s scholarly contributions also include journal and book volumes exploring the difficult topics of legends and disaster, traumatic narratives, and supernatural legends.

The most celebrated of Diane’s books is *Once Upon A Virus: AIDS Legends and Vernacular Risk Perception*. This volume masterfully examines the ways in which rumors and legends about a disease influence individual and group behavior as well as legal policy. The stories reveal deep fears about contamination, and tendencies towards stereotyping and scapegoating, arising out of a lack of knowledge and extreme anxiety. Diane’s powerful conclusions argue for the importance of vernacular knowledge in understanding what illness means to people, and describe how education, health, and legal responses can be adjusted to the disease and its official discourse. Though the book was published in 2004 and focuses on another deadly virus, Diane’s message remains relevant and important today in our dealing with the Coronavirus. By utilizing the angle of folklore scholarship, we acquire a crucial understanding of disease. We should seek more than scientific and medical knowledge; we need to seek cultural knowledge as well. Diane Goldstein’s marvelous oeuvre reveals the importance of studying unofficial expressive culture—folklore—to recognize and resolve some of society’s most pressing problems.

A splendid cook and talented maker of desserts, Diane frequently offers her house to her colleagues for social gatherings. Her comfortable home is open to her graduate students, who regularly assemble with their beloved mentor for evenings filled with food, drink, and conversation. They know, as we all do, that Diane will continue to nourish them into her retirement. In the bleak moments of academic life, Diane’s generous spirit will continue to glow brightly here in Bloomington, Indiana.

Pravina Shukla

GRETCHEN HORLACHER

Gretchen Horlacher retired officially from Indiana University as professor in the Department of Music Theory in the Jacobs School of Music in spring 2021. She continues her professional work and teaching in Maryland where she resides with her husband, Richard (Dick) Cavicchi.

Gretchen completed her undergraduate studies at Cornell University and went on to receive an M. Phil and Ph.D. from Yale University. In addition to her degrees in music theory, she studied piano with Malcolm Bilson and received the Prix d'Excellence from the École de Musique in Fontainebleau.

In fall of 1995 Gretchen arrived at Indiana University as assistant professor in the Jacobs School. Prior to that she had taught at the University of California (UC), Riverside, and at UC, Santa Barbara. Receiving tenure in 2002 and promotion to professor in 2012, she began a continuing appointment as assistant to the dean for research and administration in the Jacobs School.

In her 25 years at Indiana University, Gretchen's contributions extended across the spectrum of her research, teaching, and service—her research on Stravinsky's music and its offshoots, undergraduate and graduate teaching in the music theory department, and wide-ranging service to the profession, the university, and the Jacobs School.

Throughout her career, Gretchen has sustained an overriding interest in rhythm and meter as a gateway to unraveling the mysteries of musical time. Her research has dwelt on the music of Igor Stravinsky (archival study and analysis), and his distinctive approach to temporal unfolding. A research fellowship from the Paul Sacher Foundation took her to Basel, Switzerland, to study Stravinsky's manuscripts. This study set the foundation for her monograph *Building Blocks: Repetition and Continuity in Stravinsky's Music* (Oxford University Press, 2011). The eminent Stravinsky scholar Richard Taruskin called it an "illuminating study of Stravinskian form and texture, the product of two decades' research and reflection, a quietly persuasive, stimulating, and, above all, constructive contribution." This book established Gretchen as a major contributor in Stravinsky studies.

Gretchen subsequently co-edited with Severine Neff and Maureen Carr *The Rite of Spring at 100* (Indiana University Press,



2017). In 2018, acclaimed for its "exceptional merit," this book of essays from noted Stravinsky scholars, herself included, received the American Musicological Society's prestigious Ruth A. Solie Award.

Gretchen's pursuit of musical time has also extended to minimalist music, notably in frequently cited analyses of pieces by Steve Reich, building on her interests in "repetition as form." More recently, Gretchen has turned to examine music and dance, studying rhythm, meter, and form with attention to staging and "choreo-musical analysis" and the ways that music and dance do—and do not—interact.

As a teacher, Gretchen stressed the importance of experiencing music beyond describing a piece and why it behaves or works as it does. This might mean taking note of a distinctive detail and connecting that musically with larger issues of pacing and form, appreciating its effect, and connecting it to ways of being musically creative. In a recent talk for the Conference on Music, Sound, and Trauma: Interdisciplinary Perspectives (2021), she shared some of her ideas on the "compassionate music theory classroom," tapping into an experience and love for music that also affirms "how music can express the deepest sorts of human experience."

In the theory department, Gretchen served a term as department chair and taught large-lecture undergraduate core courses and graduate special topics courses. She was noted for her approach to the students' writing of "model" compositions

in the theory classroom. Highlights in her graduate courses were the T551 Analytical Techniques for Tonal Music and the popular T658 doctoral seminar on Theories of Rhythm and Meter, a course particularly influential for the development of student dissertations, publications, and conference papers.

On the national level, Gretchen has been active in the Society for Music Theory (SMT), serving as secretary, program committee chair, member of its committee on the status of women, invited teacher for its Graduate Student Workshop Program, and member of its editorial and executive boards. She was elected by the SMT membership in 2019 to a two-year term as vice president.

As assistant to the dean, Gretchen was also deeply involved in researching and then establishing the Jacobs School of Music's Rural Engagement Initiative in collaboration with and with funding from the IU Center for Rural Engagement. She worked as a co-leader of the program (since 2018), establishing the first projects in collaboration with a range of Jacobs departments that connected to four Indiana towns—Nashville, Salem, Huntingburg, and Paoli—and wrote a number of strategic documents and grants that helped lay the foundation of what became a robust and very productive program.

We could not conclude this commemoration without mentioning Gretchen's commitment to, and training in, clinical pastoral education and care, her service to Trinity Episcopal Church in Bloomington and nine-year period of work with its interfaith winter shelter, and her dedication to the Bloomington Animal Shelter and deep love for all things dogs, including her own.

For members of the Indiana University community, the Jacobs School faculty, and the Department of Music Theory, Gretchen leaves a significant legacy of research, teaching, and service, and many friendships and long-lasting contributions. We wish her our very best for her future adventures and creative work in the music profession and in her thoughtful and ongoing compassionate community endeavors.

Marianne Kielian-Gilbert
Frank Samarotto

EILEEN JULIEN

Eileen Julien joined IU's faculty in 1992 as a visiting professor of comparative literature and was reappointed as professor in 1993. From 2002 to 2004, she served as the executive director of the David C. Driskell Center for the Study of African Diaspora at the University of Maryland. Eileen returned to IU in 2004 as professor of comparative literature, French and Italian, African Studies, and of African American and African Diaspora Studies. She also served as chair of the Department of Comparative Literature from 2007 to 2010 and as the director of the Institute for Advanced Study in the Office of the Vice Provost for Research at IU Bloomington from 2013 to 2019. Eileen's background provided the right condition for the intellectual path that she has charted throughout her long, productive, and impactful career. Born and raised in New Orleans here she received a B.A. in French Education, with a Spanish Minor at Xavier University in 1969, she moved north to Madison, Wisconsin for graduate studies, earning both an M.A. and a Ph.D. in French Literature and African Studies at the University of Wisconsin in 1978.

Eileen Julien's contributions to the profession have reached well beyond Indiana and the U.S. As the 16th President of the African Literature Association, 1990 to 1991, she oversaw changes in the association's activities aimed at enhancing the visibility and impact of the two standing committees of that era on Teaching and Research and on Activism; the former adopted the practice of interviewing virtually all writer or filmmaker invitees to the ALA annual meeting. Between 1993 and 1995, Eileen was a Fulbright Senior Scholar in Dakar, Sénégal. At this time, she served as the founding director of the West African Research Center, playing a key role in creating an institutional framework for promoting and supporting exchanges and collaborations between U.S. and Senegalese and, more generally, African scholars and artists. She has received several honors and grants, including a Carnegie Faculty Fellowship, which she used at Bunting Institute of Radcliffe College (1985–87) and a Guggenheim Fellowship from 1998 to 1999.

Eileen's research and service to the profession illuminate her extraordinary engagement in the classroom and in the community. She is the co-founder and



President of the New Orléans Afrikan Film and Arts Festival (2008–12), which hosts filmmakers at screenings of international, domestic, and local films in diverse New Orleans neighborhoods. With colleagues at the University of the Witwatersrand in South Africa, Eileen initiated a multi-year research project that culminated in a Summer Institute held at IU in June–July 2016, and funded through a National Endowment for the Humanities grant. Her scholarship explores the connections between Africa, Europe, and the Americas from a wide-ranging postcolonial perspective.

In an article published in 1999 in the MLA journal *Profession*, Eileen wrote “Institutions cannot discount the power of race and other such categories, their centrality and tenacity in ways of reading within and beyond the classroom.” These remarks were inspired by her experience as an African-American academic teaching a “great books” seminar in a U.S. university, and her colleagues’ and students’ assumptions of her competency and responsibility as a teacher. Eileen’s first book, *African Novels and the Question of Orality* (1992), focused on the relationship between so-called “indigenous” or “local” African resources, such as oral traditions, and contemporary, seemingly “global” forms such as the novel, radically changing the conversation on the subject. As the associate editor of the *Encyclopedia of African Literature* (2002), her scholarship has further explored the perceived tension between being modernity and authenticity,

cosmopolitanism and identity.

The workings of gender and the diasporic consciousness or yearning that exceeds national belonging also occupy an important place in her work and teaching. These have found a productive outlet in her writing as well, as evident in “Loss, Love and the Art of Making Gumbo” (2007); and the memoir, *Travels with Mae: Scenes from a New Orleans Girlhood* (2009), publications that highlight the distinctive culture of her birthplace. Her “Black Paris” course has always been a student favorite with its focus on African American Artists such as Josephine Baker, Richard Wright, or James Baldwin who are placed in the cultural context of mid-century Paris and in the company of French thinkers and writers like Jean Paul Sartre and Jean Genet. She gives an excellent account of a significant moment in this complex history—the 1956 Congress of Black and African Writers and Artists at the Sorbonne—in the essay titled “Terrains de rencontres: Césaire, Fanon and Wright on Culture and Decolonization,” published in 1999.

In recent years, Eileen’s outstanding qualities as a collaborative scholar and a dedicated servant of the profession have resulted in several innovative and field-defining publications. She is co-editor of *The Locations and Dislocations of African Literature* (2016) and *Literature: A World History* (2021), both volumes that put humanistic scholars like herself in conversations with social scientists. Her essay, “The Extroverted African Novel” (2006) has the status of a cult classic among a generation of scholars who approach world literary history from the perspective of African literature.

Over the course of three decades of teaching at Indiana University, Eileen has mentored students who are now leading scholars in their fields, based at universities across the U.S. and around the world. A generous and compassionate person, Eileen gives great parties, introducing her guests to a variety of cuisines, music and art, all unflinching flavors of her sensitivity to difference and grounded worldliness.

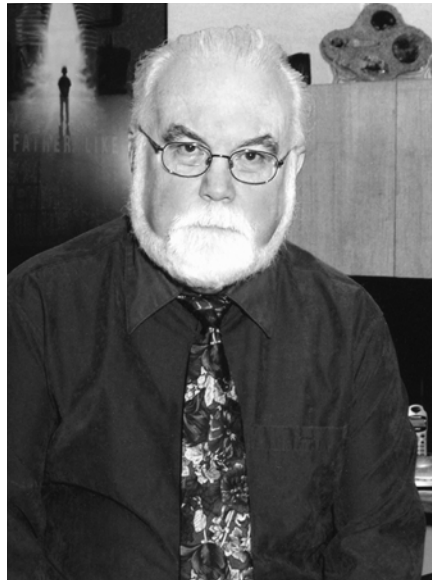
Akin Adeşokan
Oana Panaité

THOMAS KAUFMAN

Dr. Thomas C. Kaufman came to IU in 1976 and spent his career here for the last 44 years. He obtained a B.A. in 1967 from California State University, Northridge, where he began his scientific calling in the laboratory of Dr. George Lefevre. He attended graduate school at the University of Texas, Austin, obtaining an M.A. and a Ph.D. in 1970 in the laboratory of Dr. Burke Judd. He has additionally received two honorary doctorates: D. Hsc., l'Université Paul Sabatier, Toulouse, and D. Hsc., L'Universita di Roma La Sapienza. For postgraduate work he moved to the University of British Columbia, Canada, working in the laboratory of Dr. David Suzuki (1971 to 1975), where he was promoted from postdoctoral fellow to research associate and lecturer.

He began his tenure at IU in 1976 as an assistant professor and was promoted to associate professor with tenure in 1980, to professor in 1983, and distinguished professor in 1993. He was appointed adjunct professor of medical genetics at the Indiana University School of Medicine in 1990. His positions in the Department of Biology include: senior fellow, Indiana Molecular Biology Institute; program director, NIH Genetics Training Grant; director, INGEN; Metacyte Node director; MCDB section associate chair; and chair of the selection committee for the Semi-Annual H. J. Muller Lecture.

In 1987 he brought the *Drosophila* Stock Center to IU from the California Institute of Technology, where it had been housed for many years under the direction of Thomas Hunt Morgan's students Calvin Bridges, Alfred Sturtevant, and Edward Lewis. In 1992 he was a founding member of the FlyBase Consortium: a group of researchers at IU, Harvard, and the University of Cambridge, U.K., who



developed and maintain a digital database housing all the published data on the genetics and genomics of *Drosophila*. Both of these entities, the stock center and FlyBase, serve the world-wide research community with mutant *Drosophila* cultures and web-based information designed to support the basic research enterprise globally.

Outside of the department he has served as visiting professor at the University of Washington, Seattle, an investigator of the Howard Hughes Medical Institute, and adjunct professor of genetics at the University of New Mexico. He has served on several funding agency panels: the American Cancer Society Postdoctoral Awards Panel, the NSF Presidential Young Investigator Awards Panel, the Damon Runyon–Walter Winchell Cancer Research Fund Scientific Advisory Panel, the NIH Genetics Training Grant Review Committee, the NIH Minority Predoctoral Fellowship Review

Committee, the NSF Eukaryotic Genetics Panel, and the NSF/Alfred P. Sloan Foundation Panel for Postdoctoral Fellowships in Molecular Evolution.

He was elected to the Genetics Society of America Board to serve as secretary and president. He has served on the editorial boards of: *GENETICS*, *Developmental Genetics*, *Mechanisms of Development*, *Evolution & Development*, *Journal of Experimental Zoology*, and *Developmental Biology*. He has organized and chaired several scientific meetings including: the 21st/24th/32nd Annual *Drosophila* Research Conference and the EMBO International Workshop on the Molecular and Developmental Biology of *Drosophila* in Greece.

His honors include: The Welshons Lecture, Iowa State University; The D. Allan Harmon Lectureship, Oklahoma Medical Research Foundation; The Edwin Grant Conklin Medal, Society for Developmental Biology; The John C. Davis Memorial Lecture, University of Kansas; The John H. Blaffer Lecture, the University of Texas, MD Anderson Cancer Center; The Singer Medal, Society for Development Biology; The GSA Beadle Medal for contributions to genetics research; and The T.H. Morgan Memorial Lecture, University of Kentucky. He was elected as a fellow of the American Academy of Arts and Sciences (1999), a fellow of the American Association for the Advancement of Science (2008) and a member of the National Academy of Sciences (2008).

In his 44 years here at IU there has been one enduring constant—he has never had an office with a window.

Thomas C. Kaufman

NOY KAY

Throughout her many years of service to the Department of Applied Health Science, Dr. Noy S. Kay was known to her colleagues as a respected scholar and teacher. The consistency and depth of her personal engagement with others were welcomed by all those (pre-COVID-19) who passed her in-person in the hallways, participated in meetings with her, and visited her in her office. Noy is most widely known for her dedication to student learning, not only in the physical classroom but also during well-planned study abroad opportunities that have expanded young Indiana University minds since 1993.

Noy earned her B.Ed. (1971) and M.Ed. (1973) degrees from Chulalongkorn University (Thailand). She earned her Master of Science degree from Indiana University in 1982 and her Health Science Doctorate (H.S.D.) in 1987.

In her 29 years at Indiana University, Noy was the driving force behind Department of Applied Health Science courses focusing on international and/or global health promotion, including the undergraduate minor in global health. In fact, she proposed and taught most of these courses. During summers, Noy annually involved both undergraduate and graduate students in stimulating study abroad experiences throughout Asia, including Hong Kong, Taiwan, and Thailand. The Thailand course, for example, has been one of the more popular study abroad offerings in the School of Public Health-Bloomington (formerly the School of Health, Physical Education, and Recreation, or HPER)—even up to last summer (2019), when 20 students enrolled!

Noy was always a strong contributor to the work of the Health Promotion/School and College Health curriculum group within the Department of Applied Health Science. Dr. David Lohrmann, who served as Noy's department chair for almost a decade, observed that she served as primary advisor to graduate students in

both the Master of Science in Applied Health Science major in Health Promotion and the Master of Public Health concentration in Professional Health Education. Noy facilitated the research course for students in the M.P.H. in Professional Health Education degree program for a number of years. She also regularly taught a course on death and dying that was very popular with undergraduate students and always had very large enrollments (more than enough to make the average IU department chair very happy).

Assistant Department Chair Dr. Catherine Sherwood-Laughlin shared, "Dr. Kay has shown a high level of dedication towards teaching and service. In regard to Dr. Kay's teaching, she has distinguished herself in the field by participating in scholarly teaching activities that benefit her colleagues as well as her students. Since earning her doctorate at Indiana University, Dr. Kay has taught a number of established undergraduate and graduate courses within the Department of Applied Health Science which include International Health, Global Health Promotion, Personal Health, Death and Dying, and Organization and Administration of School Health Programs. She has also developed new courses at the undergraduate and graduate levels in Cardiovascular Diseases and Current Issues in Health Promotion."

Noy distinguished herself as a master teacher, as illustrated by numerous awards received, including the Indiana University Trustees Teaching Award, School of HPER Outstanding Teaching Award, and the School of HPER Teaching Excellence Recognition Award. Each of these awards recognizes only the most outstanding teachers within the Indiana University system. For Noy to have been honored with these awards is a very high achievement.

Dr. Sherwood-Laughlin also noted, "As a teacher, Dr. Kay has great rapport with her students. They feel very

comfortable asking questions and contributing to class discussions because Dr. Kay provides a very positive and supportive environment for her students. My first impression of Dr. Kay was that she makes students feel respected and nurtured. When students provided an incorrect response, Dr. Kay would re-phrase the question or provide additional information before revealing the correct answer."

Although she is retiring at the rank of clinical professor, Noy felt an obligation and dedication to being an active researcher as well as a master teacher. She has published numerous research articles related to a variety of health issues, not only unique to the United States, but also within her native homeland of Thailand. Specifically, Noy focused her research among the college student population on alcohol and tobacco use, breast self-examinations, nutritional supplements, and HIV/AIDS. She has also published pedagogy-related research articles in the areas of teaching large classes and teaching courses in sensitive topics, such as death and dying. Finally, Noy has contributed to the field, and to her students, by writing a book about health promotion in the twenty-first century.

Noy has been a master teacher, solid researcher, and dedicated faculty member in the Department of Applied Health Science. Her spirit and presence will be missed, but her influence has been felt by many, including students, staff, and faculty. Her impact will linger on through the work of her many, many former students, with whom she shared her expansive knowledge and deep passion for health promotion and global health.

Eric R. Walsh-Buhi

David Lohrmann

GREG KITZMILLER

In 1995 Greg Kitzmiller began a 25-year career at the Kelley School of Business at Indiana University. During that time, Kitz (as he is known informally) touched the lives of many thousands of business students through his teaching and service. Prior to joining IU, Kitz earned a B.A. in Marketing at Ball State University's College of Business (where he was recognized as the Outstanding Marketing Student) and an M.B.A. in management from the Kelley School. Greg began as a visiting faculty member and was promoted to senior lecturer in 2008. The Kelley School honored his outstanding achievements by naming him as Arcelor Mittal Distinguished Lecturer in 2011 and ULINE Distinguished Lecturer in 2018.

Kitz is a truly eclectic individual with many skills and interests. He served as director of the Indiana Division of the American Cancer Society and on the board of directors of the Council on Responsible Nutrition in Washington, DC. Prior to his teaching career, Kitz spent almost 20 years in various marketing roles at Stokely-VanCamp and later at Miles/Bayer. At Stokely-VanCamp he served as the product manager for Gatorade and at Miles/Mayer he held positions in the consumer health care area, including product manager for national brands such as Alka-Seltzer and One-A-Day supplements. He also continued work in the beverage and nutraceutical industries, contributing his expertise as a speaker, consultant to major companies, columnist, and author. He made scores of presentations on food-industry marketing at professional conferences throughout the United States as well as Mexico, South America, and Europe.

Kitz brought this considerable experience into the classroom at the Kelley School, providing students with real-world perspectives on marketing and product management in domestic and international markets. Kitz made numerous contributions to I-Core and teaching pedagogy. He fundamentally revised I-Core content and structure to infuse rigor and critical thinking skills. He was an early adopter of using technology in the classroom to increase student engagement.



He was a first mover in teaching a hybrid in-person plus online course, using a flipped pedagogical approach in the undergraduate program. Kitz was generous in sharing his experiences in numerous pedagogy presentations at and outside of IU. He was twice recognized with the Indiana University Trustees Teaching Award.

One of his colleagues states: "What Greg Kitzmiller does for his colleagues in I-Core is to bring us together in shepherding our students to learn disciplines that we are very passionate about! I was always impressed by his unwavering commitment to the students and their success."

Kitz has an impressive record of service and could always be counted upon for service assignments. In addition to his central role in teaching I-Core, he also served as I-Core case coordinator at the Kelley School and as undergraduate program liaison. His most recent passion has been in serving as advisor and mentor for the American Marketing Association's (AMA) student chapter, which has grown dramatically in size, engagement, and accomplishments. He was named Faculty Advisor of the Year by AMA's Collegiate Chapters in 2015, and was invited to join the Collegiate Chapters Council (guiding body) of AMA in 2017, where he significantly improved faculty

programming. In addition he served as advisor to the Undergraduate Marketing Club, the Hospitality Industry Club, the International Business Association, and the Phi Chi Theta Business Fraternity (Faculty Advisor of the Year in 2016). He has been a regular presenter at various Kelley outreach functions including the Kelley Young Women's Institute, Direct Admit Days, and the Global Business Institute. He also was a frequent speaker at Indiana University's Mini-University.

Another colleague states: "Kitz embodies the term colleague. Each year as I came back to I-Core to teach in the fall, Greg and I would catch up on modifications he had made over the past year. Greg was always willing to collaborate and valued my contributions. It was an honor to work beside him over many years, teaching thousands of students."

Greg approached his hobby on craft beers with his typical enthusiasm, making numerous presentations and writing articles on the business of craft beer. He served as a judge at the Indiana Brewers Cup competition, one of the largest beer competitions in the United States, featuring both professional and home brewers. He has continued the tradition of Friday happy hours with faculty for over 20 years, where he provides advice not only on beer selection but also on life lessons. He and his wife, Jo, retired to sunny Florida, yet expect to venture north to visit three kids, nine grandkids, and great-grandkids, as well as have beach visits from them.

Fittingly, another colleague states: "While I'm mentioning things that impress me about Greg, I must mention how I valued his guidance, suggestions, and mentorship in all things in life. One thing I appreciated most was his loyalty. Not to me, no not at all. I mean loyalty to students, and our school, but also to his family and friends. Greg provided me with a practical "compass" many times in many aspects of life."

H. Shanker Krishnan

MARC LAME

Marc Lame came to what is now known as the O'Neill School of Public and Environmental Affairs in 1994, after beginning his career as an entomologist in the cooperative extension program at the University of Arizona. He retires as clinical associate professor, having taught courses in environmental management and applied ecology, among other subjects, and having directed the Master of Science in Environmental Science program.

He has been a tireless advocate for students and for the program, ensuring it meets the standards of the Environmental Protection Agency (EPA), and enabling graduates of the program to launch their careers there and in other agencies, graduating from IU with a sound grasp of science and ingrained professional values and ethics.

Marc holds degrees in agriculture, entomology, and public administration. He was an extension integrated pest management (IPM) specialist at the University of Arizona for 10 years and an administrator for the Arizona Department of Environmental Quality before he moved to Indiana University.

Marc was an agency-appointed advisor to the EPA's Office of Pesticide Programs, a consultant to the National School IPM Steering Committee, and the national training coordinator for the IPM education program offered by the National Environmental Health Association and the Centers for Disease Control and Prevention (CDC).

Integrated pest management rests on three principles: keeping areas clean so they do not attract pests; ensuring doors, windows, and food supplies are properly sealed so unwanted pests cannot enter; and regular monitoring to ensure any problems that have developed can be quickly attended to. Since pesticides have proven to be linked to children's health problems, they are not used in school buildings; pests are removed in the least toxic way feasible.

By personally inspecting, assessing, and making recommendations, Marc has implemented school IPM programs to reduce the risks to the school community from pests and pesticides in 23 states over the past 21 years. The Monroe IPM Model, which he developed in 1996 together with IU students and with 20 nationally recognized IPM implementers with the Monroe County Community School Corporation (MCCSC), has proven to be sustainable and highly transferable. A 2018 story in the Bloomington *Herald-Times* quoted Marc saying that, since MCCSC began using the Monroe model, "they've reduced their pesticide use by around 90 percent and at the same time reduced their pest problems by 90 percent."

Marc was recognized by the EPA and the U.S. Department of Agriculture, sponsors of the National IPM Symposium, with the first ever IPM Achievement Award in 2006. According to Sherry Glick of the EPA's Office of Pesticide Programs, "Dr. Lame's dedication to school IPM issues runs deep; his work with the Monroe IPM Model and his book *A Worm in the Teacher's Apple: Protecting America's School Children from Pests and Pesticides* has positively impacted millions of school children nationwide. Dr. Marc Lame is a national leader in the promotion and implementation of school IPM."

He was also recognized for "outstanding contributions and dedication in supporting the control of vectors and public health pests" by the CDC's National Center for Environmental Health. He serves as a subject matter expert regarding vector borne disease for the CDC, and he assisted in the development of the joint EPA/CDC 2010 statement on bed bugs as a national health concern.

Marc has been considered one of the go-to experts for the media regarding insects and pest management, from lice to lighting bugs, from dangers of pesticides to "murder hornets"—he is without doubt one



of the best known of our faculty in the local community.

He has been a passionate advocate for environmental protection, and for integrity in research and in government policy, and an inspiring voice for many. He preserves the tradition of using music to convey that passion, and his students get the chance at the end of each semester to hear him bring out his guitar and sing some of the old tunes. And not only students: Bloomington locals can hear him and his band on warm summer Friday evenings while they enjoy a pint at a local pub. All who know him hope that there is no retiring from that, and call out to him, from one of the songs he plays and sings, "Long May You Run."

Michael Rushton

ANNIE LANG

Distinguished Professor of Communication Science Annie Lang received her B.A. in Journalism and Mass Communication from the University of Wisconsin–Madison in 1980, her M.A. in Mass Communication from the University of Florida in 1983, and after a time in the newspaper industry, returned to Madison, receiving a Ph.D. in Mass Communication in 1987.

Over her 35-year career, Lang helped pioneer the field of media psychology, publishing work advancing understanding of how the human cognitive system processes mediated messages. Her contributions advanced the field both theoretically and methodologically. She has also bridged gaps between academic research and the practice of communication—striving to improve effectiveness of mediated messages across a wide range of fields: journalism, advertising, public advocacy, health communications, and video games, to name a few.

Lang's major theoretical contribution is the development of the Limited Capacity Model of Mediated Message Processing—later updated to the Limited Capacity Model of Motivated Mediated Message Processing (LC4MP). Published as a peer-reviewed piece in 2000, the model explains and predicts how message content and structure interact to affect allocation of limited available cognitive capacity to process information, and how that impacts attention to and memory for media messages. Lang updated the model in 2006, centralizing the role of biological motivational systems automatically activated by media which, in turn, impact encoding, storage, and retrieval of information during message processing and during recall of learned information. According to Google Scholar, the article introducing the model has been cited over 2,200 times. A recent meta-analysis published in *Annals of the International Communication Association* compiled an initial corpus of 693 publications testing predictions stemming from Lang's LC4MP. The predictive ability of Lang's conceptualization is high: pooled effect sizes from the meta-analysis ranged from .314 to .398. As further evidence of Dr. Lang's influence on the field, the LC4MP has a dedicated entry in *The International Encyclopedia of Media Psychology* and is even a unique keyword on journal submission portals in the field.



Lang is renowned for tirelessly pursuing an improved understanding of how humans interact with media. Not content to rest on the substantial laurels afforded by developing a model as fruitful as LC4MP, in recent years an interest in dynamic systems led to the development of Lang's Dynamic Human-Centered Communication Systems Theory (DHCCST). The article introducing DHCCST was published in 2016, has already been cited 66 times, and promises to move the field of journalism and mass communication in exciting new directions for a long time to come.

Annie Lang's impactful scholarship has been recognized in numerous ways. Her work has been funded by the National Institute on Drug Abuse, the National Institute for Mental Health, the Robert Wood Johnson Foundation, and the National Association of Broadcasters. In 1997 she received the Association for Education in Journalism and Mass Communication Kreighbaum Under-40 Award. She was named a fellow of the International Communication Association (ICA) in 2006. The University of Florida College of Journalism and Communication named Lang a distinguished alumni in 2007, and last year awarded her the Hall of Fame Medal, an honor given to alumni who have excelled in their careers. Lang's B.A. and Ph.D. alma mater, the University of Wisconsin, presented her with the Harold L. Nelson Award for distinguished contributions to research in journalism and mass communication. ICA awarded her the Steven H. Chaffee Career

Productivity Award in 2009. Those familiar with Annie's research productivity will not be surprised to read that she published 35 peer-reviewed articles and 10 book chapters *after* receiving an award for career productivity from the flagship organization in our field.

Indiana University awarded Annie Lang the rank of distinguished professor in 2012 and the Bicentennial Medal in 2020.

Her tireless service to the field included being on the editorial board of ten journals and a founding editorial board member for three others. She served as editor of *Media Psychology* (2009–12). At IU Bloomington she served as director of the Institute for Communication Research (1995–2004), associate dean for research for the College of Arts and Sciences (2005–08), and director of the Communication Science Unit in the Media School (2017–20).

Lang's dedication to graduate education will be missed. Her Philosophy of Inquiry course, a part of the core doctoral curriculum in the Department of Telecommunications, drew students from across campus. She directly mentored more than twenty Ph.D. students in Bloomington. Four earned dual doctorates in Mass Communication/Media and Cognitive Science, and two of those received Dissertation of the Year accolades from the Cognitive Science Program. One student remembers her "tough but encouraging guidance." Another describes Lang as having "the single-most significant positive impact of anyone in my life after my wife, children, and parents." Still another says she "remains as an extraordinary role model for the kind of female social behavioral scientist whom I aspire to be. She constantly exemplifies how to balance research, teaching, and family and life." Lang's former advisees are now mentoring students of their own across the globe. Several are professors at other Big 10 universities. One is a department chair. Two others are directors of graduate studies.

Across research, service, teaching, and mentoring—Annie Lang's legacy looms large. She retires to Bloomington where she will spend time gardening, weaving, writing, doing yoga, and cherishing time to spend with her three grandsons.

*Robert F. Potter
Julia Fox*

EDWARD LINENTHAL

Like many colleagues over the years, Ed Linenthal arrived at Bloomington in mid-career to edit one of the Department of History's leading historical journals. He had taken an unusual route to a history editorship. Ed had earned degrees in religion at Western Michigan University, the Pacific School of Religion, and the University of California, Santa Barbara, and then served for many years as a professor of religious studies at the University of Wisconsin Oshkosh. Intellectually catholic, Ed had meanwhile emerged as a major figure in the burgeoning, overlapping fields of public history and public memory. His prolific scholarship focused on the ways in which museums and other institutions manipulate and present the past and the ways Americans come to "remember" their history. Along with many articles, chapters, and edited volumes, Ed had published influential books such as *Symbolic Defense: The Cultural Significance of the Strategic Defense Initiative*, *Preserving Memory: The Struggle to Create America's Holocaust Museum*, and *The Unfinished Bombing: Oklahoma City in American Memory*.

Joining the Department of History in 2005, Ed took up the editorship of the Organization of American Historians' *Journal of American History*, the "journal of record" in the field of American and United States history for many decades. With his distinctive background, Ed brought to the *JAH* a fresh perspective, less encumbered by traditional notions of rigid periodization, stark geographic divides, and disciplinary boundaries. Modest and generous, he quickly established a positive, good-humored work environment and set a tone of openness and supportiveness for an enterprise that requires many "noes" and only the occasional "yes" for would-be authors. In these ways, Ed was particularly well suited to the moment. He arrived at an exceptionally plastic time when the unfolding implications of the internet and digitization challenged academic journals and academic publishers generally to reconsider both how they disseminated scholarship and what audiences they could and should reach.

At the *JAH*, the result was a stream of innovation that brought the publication



into new places and new conversations. As in his own scholarship, Ed revealed a flair and commitment to bringing diverse voices and differing methodologies to bear on historical problems, all while upholding the traditional high standards of the journal. Early in his tenure, he devoted a special issue of articles devoted entirely to Hurricane Katrina's impact. Then a frequent feature, *Interchanges*, offered collective scholarly discussions of large topics such as digital history, oil, and the carceral state. Across his editorship, Ed oversaw: the creation of a new, enriched website; new distribution of journal content through Oxford University Press; the inception of *Process: a blog for American history*, with wide-ranging features supporting teaching, discussion, and public conversation; and *The JAH Podcast*. This remarkable expansion in a time of constrained budgets required managerial skill and true community in the *JAH* offices on Atwater Avenue as well as firm, patient diplomacy with parent Organization of American Historians.

After eleven years' service, Ed left the *JAH* in 2016. Longtime managing editor Stephen Andrews sums up Ed's qualities as editor: "His kindness and inclusivity created an academic environment charged with innovation and excitement," Andrews observes. "He always put the *JAH* first and had no interest in ownership or credit, once saying that his name should never appear anywhere but the masthead. He always took the blame for anything that

could have been done better and gave credit for every success to the authors, reviewers, and staff." Andrews succinctly sums up Ed's accomplishment: "He arrived at a flagship journal and, through his guidance and leadership, made it better in ways that other editors could have never imagined."

During and after his editorial appointment, Ed maintained a wide range of public outreach, including service as a consultant to the National Park Service and on the Flight 93 Federal Advisory Commission and Flight 93 Memorial Task Force, the National Advisory Board of the Walter H. Capps Center for the Study of Religion and Public Life, and the Gilder-Lehrman Summer Teacher Institutes program, "9/11 and American Memory," at the National September 11 Memorial & Museum. As well, he continued to speak and write prolifically on subjects such as the concept of "sacred space," the "memoryscape" of historic landscape, and the National Parks Service. Most recently, Ed published a typically boundary-crossing reflection, "Living Alongside the Holocaust: A Personal and Professional Journey."

After teaching halftime while serving as editor, Ed returned to full-time teaching in 2016 with considerable relish. In addition to offering courses on World War II and the atomic bomb, he became one of the first instructors of the department's new course for undergraduate majors, "What Is History?" His characteristic commitment, openness, and humor made it easier for students to deal with some of the most wrenching subjects in modern history. The students' appreciation and affection for him were evident to his colleagues. As well, Ed remained a positive presence in the department, known for his willingness to call the question in a tedious faculty meeting.

Calling the question on a lively career at IU, Ed has retired with his wife Ulla to Virginia. Lakeside, he remains characteristically engaged with history's many publics.

Michael McGerr

RICK LIPPKE

There is likely no way Rick could have predicted how his time with IU's Department of Criminal Justice would have unfolded. We only hope that he still would have chosen to join us if he had known then what he knows now.

Twelve years ago the department was approached about hiring a "senior scholar" as a joint appointment with the Maurer School of Law and the Poynter Center. His qualifications were in keeping with such an appointment. He had attained the rank of professor at James Madison University in the Department of Philosophy and Religion. He had published some 30 articles and 2 books, one with Oxford University Press. His work fell squarely in our department's multidisciplinary approach to the study of criminal justice, focusing on applied philosophy. What remained to be seen was whether *he* fit into our department.

In those early days, Rick was around but not really in the department. He taught a course or two, ultimately creating two very popular courses, Mass Imprisonment and Extreme Punishment. He also continued to work on his research, adding to his most impressive record of publications. However, his appointment was such that he was not a voting member of the faculty. Consequently, he did not have to attend faculty meetings—so of course, he did not—and therefore, we really didn't get to know him all that well during that time. In fact, he ended up leaving the department for a couple of years. He accepted prestigious appointments outside IU, first as the Robert and Carolyn Frederick Visiting Professor in Ethics at the Prindle Institute for Ethics at DePauw University, and second as a visiting fellow at the Centre for Criminology, University of Oxford. In 2013, he returned to our department.

When Rick returned, the department was going through a rough time. The chair at the time suggested we seek to bring Rick



back on faculty as a professor, rather than a senior scholar. The thought was that Rick had the academic qualifications, of course, but perhaps even more importantly, he seemed like a reasonable person, one who would help provide stability to the department, which is exactly what happened. In those first couple of years, Rick reintroduced himself to the department. He attended faculty meetings, served on committees, and generally distinguished himself as the chair presented him—a reasonable person.

Those of us who had been in the department for a while could see the writing on the wall; we knew that Rick would be elected the next chair. The chair position is not something Rick sought out and he didn't see it coming. As someone who began his career at Indiana University as somewhat of an outsider, he ended his career as an integral member and leader of the department. Perhaps more than anything, Rick emerged as a true advocate for the department. While most often a mild-mannered person, he could and did become animated at the hint of injustice. He certainly was not quiet when he sensed

the department was being treated unfairly. He even took to presenting data using charts on our behalf, though he often reminded us, that is not the default mode of persuasion for philosophers. Another indicator of his advocacy was that he successfully navigated several junior faculty members through tenure reviews and one promotion to professor. While these tasks are part of the job of the chair, they held particular significance for our department. Pre-pandemic, he routinely walked the halls, stopping in to chat and see how things were going. Those informal check-ins served to remind us all that he was there for us, that he was concerned about our well-being, and that he would do what he could to advocate for us. His willingness to be an ally for both of us was impressive and much appreciated.

While he might protest the label, Rick is very social. His love of the arts and all things related in Bloomington is contagious. You could always count on him for a good book suggestion, knowing that a famous jazz musician was in town, or about upcoming art shows or festivals. He would gamely meet you for any such event. He also likes to bring people together; he is an accomplished cook and invites guests to his home regularly. And while not the most technologically savvy—he only parted with his flip-phone in the last five years and doesn't care for "track changes" much—he will proudly send links to his YouTube channel so you can listen and watch his very musically talented sons.

Rick saw the department through some rough times. He did so with dignity, compassion, fairness, and a sense of humor. He isn't one to stand on ceremony but he certainly stands on principle. We couldn't have asked for more.

*Natalie Kroovand Hipple
Marla Sandys*

WILLIAM LUDWIG

William Ludwig joined the faculty of the Jacobs School of Music as professor of bassoon in 2007 and served as chair of the Department of Woodwinds between 2010 and 2019. Prior to coming to Bloomington, Bill had served as professor of bassoon at Louisiana State University since 1985, and though he sojourned north to join us, you can still find him cheering on the Tigers on any given autumnal Saturday. He is retiring from IU at the end of this academic year after decades of dedicated teaching and service, attending countless student recitals and ensemble concerts, and many walks around the Bryan Park neighborhood with his dog Lucy.

William's wealth of teaching experience and caring dedication to his students spanning over a remarkable 43 years has resulted in much success for his students in the world of performance and secondary and college teaching. Some of his former students sit in major orchestras such as the Los Angeles Philharmonic, Memphis Symphony, Milwaukee Symphony, Civic Orchestra of Chicago, "The President's Own" Marine Band, New Zealand Symphony, United States Coast Guard Band, and numerous other regional orchestras. We are always proud when Jacobs alumni find purpose in teaching and pursue careers in higher education, and it is no surprise that some of Bill's former students are carrying forward his influence as a bassoon pedagogue, having joined the faculty of the University of Georgia, University of Oregon, James Madison University, Wichita State, and Auburn University, among others.

He is internationally renowned as a teacher, performer, and recording artist and has collaborated on many projects with some of the finest musicians in the country. An accomplished orchestral musician as well, Bill was principal bassoon with the Baton Rouge Symphony and The Florida Orchestra prior to joining the faculty at LSU, and he served as an



extra for the Los Angeles Philharmonic in 2014. Reviews of Mr. Ludwig's performance have stated "everything was played with fluency, virtuosity, and élan" (*Kansas City Times*) and from the *Double Reed* publication, "Indeed with Ludwig's incredible technique, beautiful tone, and warm phrasing, this is a convincingly expressive album, the work of a master bassoonist." As a recording artist, Bill demonstrates what he asks of his students: to make an excerpt, piece, or even single note sound like a different instrument, carefully coaxing out of the bassoon the color, timbre, tone, and phrasing that make you hear a cello or clarinet. Indeed, his 1992 release, *Brahms, Schumann, Prokofiev*, features three major works that were not originally written for bassoon. Bill showcases the full musical range of the bassoon, executing with precision the melodies, scalar passages, and interval leaps written for clarinet, violin, or flute. With his then LSU colleague and now Jacobs School colleague Professor Anne Epperson at the piano, the entire album is a master class in musicianship and collaboration.

In addition to his academic year appointment at IU, Bill has spent the last several years as a teacher and performer at the prestigious Brevard Music Center Summer Institute and Festival, giving numerous master classes and lessons to the next generation of musicians. At Brevard, Bill performs as principal bassoon of the festival orchestra under the direction of artistic director Keith Lockhart. Collaborations at Brevard have included performing with major artists such as Yo-Yo Ma, Isaac Stern, Itzhak Perlman, Joshua Bell, Jean-Yves Thibaudet, and Renee Fleming.

Bill has been an incredible mentor and influence in shaping the Jacobs School of Music woodwind department. His colorful and exuberant personality have inspired his fellow colleagues and woodwind students over the years. He has been a very strong advocate of creating chamber music performance opportunities for both the faculty and students and often has performed side-by-side with our students, which is an enriching and stimulating experience for these young artists.

His humor and wit are delightful and he sprinkles them into his teaching style carefully within his very demanding expectations, for the students play at the very highest level. He has been a huge part of the development of our exceptional talent in the woodwind area. He has been an exemplary colleague to all at the Jacobs School of Music. He leaves an indelible mark and influence as one of our finest pedagogues at IU and it has been a great honor to work with him. Bill and his wife, Dale, are returning to Baton Rouge and the students, staff, and faculty at Jacobs join me in wishing them many happy years in retirement.

Kathleen McLean

JOHN McDOWELL

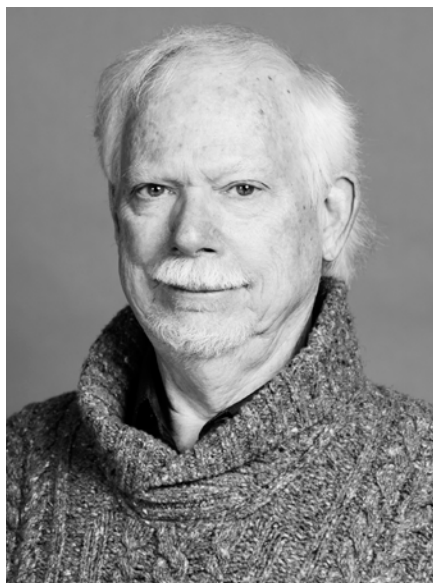
Folklorist John Holmes McDowell has focused his professional career on the artistic uses of speech and music, particularly the play of creativity and tradition.

John was born in 1946 in Washington, D.C., and grew up initially in the Maryland suburbs and subsequently in New York City. He went on to do undergraduate work at Swarthmore College, majoring in music with a side interest in English literature, and then graduate work at the University of Texas, Austin, where in 1975 he was awarded a doctorate in Anthropology (Folklore). His interests in art and society blossomed in his professional work, in which he investigated different oral and musical forms with regard to their formal properties, the artistry of their performers, and their social roles.

While a graduate student, John conducted field research with Chicano children in Austin, Texas, in connection with the Texas Children's Folklore Project, under the supervision of Richard Bauman, one of John's mentors and subsequently a colleague at Indiana University. John's assignment was to document forms of traditional verbal expression among working-class Chicano children in the Austin area. His first book, *Children's Riddling* (1979), traces the social and cognitive development of children through their verbal play, and won the Chicago Folklore Prize, the most prestigious honor for folkloristic books in the United States. Other publications on children's folklore followed, and in 2019, in recognition of his many scholarly contributions to the understanding of children's folklore, John was honored with a Lifetime Achievement Award from the Children's Folklore Section of the American Folklore Society.

After completing graduate work, John joined the faculty of the Folklore Institute at Indiana University Bloomington and initiated a series of field stays in Columbia's Sibundoy Valley, including as a Fulbright-Hays Fellow in 1978 to 1979, first among the Kamsá and then among the Inganos, two different but culturally similar indigenous groups.

John's fieldwork in Colombia resulted in the publication of a pair of related books, *Sayings of the Ancestors: The Spiritual Life of the Sibundoy Indians*



(1989) and "So Wise Were Our Elders": *Mythic Narratives of the Kamsá* (1994). The former focuses upon a collection of some 200 traditional sayings widely known among the Inganos, who trace the sayings back to their ancestors, beings who lived in the remote past in a mythic time before the present world-order. The sayings have to do with the interpretation of dreams and of particular waking experiences. John describes their formal properties and relates them to Ingano cosmology, as reflected in mythology, spirit beliefs, and folk Catholicism. The companion volume, "So Wise Were Our Elders," is an account of the genesis of the cosmos as the neighboring Kamsá view it, a mythological world that before John's investigations was little known elsewhere. John gives the native texts in Kamsá and English, supplementing them with discussions of the Kamsá language and poetics, the cultural context of the stories, and comparative observations on the Kamsá stories in relation to other Amerindian mythologies and to European folk narratives.

A third major focus of John's research has been the tradition of Mexico's popular ballad form, the corrido, which likewise has culminated in a pair of related books. Although John's fondness for Mexican culture developed on its own when he was a young man, his interest in the corrido in particular was owed to another mentor during his student days at the University of Texas, Américo Paredes, himself an author

of a classic study of the genre. At Paredes's suggestion, John visited the Costa Chica region of Mexico in 1972 in search of a living ballad tradition. Later he returned to do extensive fieldwork, documenting the tradition and investigating the complex role the corrido plays there. These researches resulted in a book with the striking title *Poetry and Violence: The Ballad Tradition of Mexico's Costa Chica* (2000), which includes a compact disk with audio tracks of corrido recordings. John followed up with a companion volume, *iCorrido! The Living Ballad of Mexico's West Coast* (2015), giving the verbal texts, musical scores, and historical background of over a hundred heroic ballads.

On other fronts, John has served as chair of the Department of Folklore and Ethnomusicology as well as editor of the department's principal periodical, *Journal of Folklore Research*. In addition, since its inception he has been editor of the online book-review publication, *Journal of Folklore Research Reviews*, which he co-founded (with William Hansen) in 2006.

John has held many prestigious research fellowships, including a Guggenheim (1994). He was elected a fellow of the American Folklore Society in 2004, and for his work locally he was honored with a Faculty of the Year Award from the Indiana University Latino Faculty and Staff Council (2015). More recently, he spent a semester as a visiting professor in Berkeley at the invitation in the Folklore Program at the University of California (spring 2019).

John has deposited the ethnographic materials (recordings, photos, etc.) from his fieldwork in the Archives of Traditional Music here at Indiana University. Now a retiree, John will doubtless continue to make contributions to folkloristics, such as with the Diverse Environmentalisms Research Team project, which he helped start, as well as spend time enjoyably with his wife, Patricia Glushko; his children, Juan José, Sofía, and Michael; and his grandchildren.

William Hansen

LINDA McKINLEY

Linda McKinley grew up in Ann Arbor, Michigan, and earned bachelor's and master's degrees in Mathematics from the University of Michigan. She later earned a Master of Arts in Teaching degree from Vanderbilt University. Linda joined the Department of Mathematics at IU Bloomington in 1983 as a lecturer and was promoted to senior lecturer in 2003. During her many years in the mathematics department, Linda has been an enthusiastic, dedicated, and successful advocate for good mathematics teaching. She has also done an outstanding job of helping with, and often directing, the many critical administrative duties that make any large department run successfully.

Linda regularly taught 100- and 200-level courses for the department. She has always been highly regarded as a teacher, and students always sought to be in her classes. She also often taught a seminar on the teaching of undergraduate mathematics for our new graduate students. She mentored a very large number of graduate student instructors and helped them become outstanding teachers.

While teaching and helping students who were having difficulty in her classes, Linda saw a need for better placement of students in mathematics courses. Linda then set out to develop and implement a much-needed plan for placement. She collected data about the factors that influence student success and created methods to predict student success in different courses. Her data and guidelines played a key role in the campus effort to get students into courses that enable them to grow and to achieve their academic goals. So too did her efforts to educate and work with academic advisors across campus. She often met with them and was always available to answer their questions. She also helped mathematics staff members when students phoned or showed up at the main department office with pressing issues and questions.

Linda also saw a need for new courses to help those who were not really ready for any of the traditional courses offered to



new students. She designed new preparatory courses, created course materials, and often coordinated the many sections of these courses. At the same time that she was doing her own teaching and placement work for the department, Linda played a key role in supporting the campuswide Groups Scholars Program, which has served first-generation students for over 50 years. She developed, coordinated, and monitored Groups program math courses, and served on the program's coordinating committee for 30 years. Linda worked to make these courses successful and often met with and mentored their instructors. Linda was highly effective in working with a wide range of programs across our campus. She proposed the development of the Academic Support Centers and worked with University Division, Residential Programs and Services, and the Student Academic Center to make this concept a reality. They have expanded from one initial site to three sites along with satellite locations, and they now serve thousands of students each year. She worked with members of the College of Arts and Sciences administrative staff and with the

Office of the Registrar, and she was known for providing instant, straightforward, and helpful responses toward fulfilling the teaching goals of the university. Within the department, she developed our half-speed Finite Math two-semester sequence, and worked to launch both our Math Learning Center and the now-famous Finite Show starring her husband, Steve.

Linda's service was honored by the campus 2018 Gordon Faculty Award, and her teaching and work supporting students was honored by the Indiana Mathematics Association of America 2020 Teaching Award. She will be sorely missed.

In retirement she will often visit her daughter and family, who live in Indiana. She will also continue her role as an especially knowledgeable sports fan. And we're convinced that for years to come she will remain the person to beat in the department's NCAA basketball pool.

*Daniel Maki
Kevin Pilgrim*

SUSAN MIDDLESTADT

In her 15 years of dedicated service to the IU Department of Applied Health Science, Dr. Susan Middlestadt has made lasting impacts on students and faculty. She is an exceptional thinker who has challenged ways of conceptualizing, communicating, and acting. She has been an extraordinary health behavioral researcher, but also a phenomenal change agent. Her work, in some way, has touched just about every corner of the globe.

Susan earned her A.B. degree in Psychology from Bucknell University (1972), and her Ph.D. in Psychology from the University of California, Berkeley (1979). Susan began her postdoctoral career at the University of Illinois, Urbana-Champaign, where she served as an assistant professor. Much of her career, however, was devoted to working on major federal grants and contracts when with AED (formerly the Academy for Educational Development). At AED, Susan held the positions of research director for the AIDS Public Health Communication Project, vice president and director for Behavioral and Evaluation Research Services, and senior vice president and director, Center for Applied Behavioral and Evaluation Research. IU was fortunate, in 2004, to lure Susan away from AED. In the Department of Applied Health Science, Susan held the positions of associate professor (2004–14), director of graduate education (2011–16), and professor (2014–20). She now holds the title of professor emeritus of applied health science, effective June 1, 2020.

Susan's specialty has been in applied research, specifically in the design and evaluation of theory-based and empirically grounded health promotion, communication, and social marketing programs. Her interests include behavioral, evaluation, and intervention research on physical activity and nutrition behaviors; on reproductive and sexual health; on the role of social and gender norms in health behavior; on the prevention and control of the use of tobacco and other drugs; on access to and use of health care services; and on water, energy, and solid waste conservation and efficiency. Her research has supported the development of social and behavior change programs for youth, young adults, women and men, older adults, employees at worksites, parents, and health care



providers in the United States and developing countries. Susan has taught many courses in the Department of Applied Health Science, preparing students to use theory to design and evaluate social and behavioral interventions. She worked mainly with students in the Master of Public Health (M.P.H) concentration in Behavioral, Social, and Community Health and the Ph.D. in Health Behavior.

Susan is remembered by many as being one of the most important contributors to behavioral theory and thinking *theoretically*. A close collaborator of Dr. Martin Fishbein, the renowned social psychologist, Susan made important contributions early in her career in areas such as using the Theory of Reasoned Action to develop educational interventions, design health communication campaigns, and evaluate community-based behavioral interventions for health. Most notably, Susan was one of a select few participants in the National Institute of Mental Health Theorists' Workshop. With other leading behavioral theorists, Susan was invited and tasked with identifying and agreeing upon the most salient factors for influencing behavior and behavior change.

I (EWB) knew Susan's work well before I came to IU. In fact, almost 20 years ago, I modeled my dissertation research off the Theorists' Workshop, of which Susan was an integral part. According to Dr. Jon Macy, "We were so fortunate to have Susan in our department.

She is first and foremost an expert in health behavior theory who was always willing to spend the time to share her unbelievable expertise with colleagues and students. That contribution would have been enough. But she was also committed to our graduate programs, in particular the M.P.H. and the Ph.D., spending tons of time and energy improving the student experience." Susan employed her passion for theory by serving as the instructor for the graduate-level advanced health behavior theory course for many years. Behavioral theory, which is designed to predict or explain why groups of people behave a certain way, in its simplest form, is often summarized in a model or by a picture. Susan is often remembered for recommending that main points be summarized by using an explanatory picture, but perhaps she is most remembered for insisting that research questions be tightly focused on a specific, well-defined behavior.

Susan received the Outstanding Researcher Award for the School of Health, Physical Education, and Recreation at IU in 2009. She has made international technical service visits to, and coordinated international studies in, multiple countries across Africa, Asia, the Caribbean, Europe, and South and Central America. Her research and other papers have been cited 7,915 times, according to Google Scholar. Twenty-two of her papers have been cited at least 100 times. One common scholarly metric of her impact, the h-index (Susan can currently boast an h-index of 41), will continue to grow even after her retirement.

Retirement has not slowed Susan. She has continued to partner with other faculty in important areas such as the study of COVID-19-related preventive behaviors. According to one of her partners, Dr. Macy, "Luckily, I have roped her back in to COVID work, and her remarkable contributions have continued. That's the kind of person she is. Even in retirement, she answers the call when her expertise is needed to help a colleague and respond to the public health crisis of our lifetime."

*Eric R. Walsh-Buhi
David Lohrmann*

RICHARD NASH

Professor of English Language and Literature Richard Nash joined the Indiana University faculty in 1986 and retired in 2019, after 33 years of brilliant research and teaching and committed and effective service and leadership.

Richard received his Ph.D. from the University of Virginia in 1986 and later published a version of his dissertation as *John Craige's Mathematical Principles of Christian Theology* with Southern Illinois University Press in 1991. As an undergraduate, he had studied mathematics and his research throughout his career has synthesized scientific, literary, and cultural study. He has served on the editorial board of the journal *Humanimalia: A Journal of Human/Animal Interface Studies* since its inception. The journal's "Humanimalifesto" notes that "The past 25 years have witnessed an astounding explosion of interest in human interfaces with non-human animals." Richard helped to ignite that explosion with earlier, foundational essays like "Gorilla Rhetoric: Family Values in the Mountains," which appeared in the journal *Symplokē* in 1996.

He followed a series of such articles with a substantial work, *Wild Enlightenment: The Borders of Human Identity in the Eighteenth Century*, published by the University of Virginia Press in 2003. It received the Walker Cowen Memorial Prize for an outstanding work of scholarship in eighteenth-century studies. As the book explains itself, it "charts the travels of the figure of the wild man, in each of his guises, through the invented domain of the bourgeois public sphere"; ultimately, the wild characters of our imaginations "come to constitute human nature." One critic writes of *Wild Enlightenment* that it is "consistently entertaining" but nonetheless "very much an example of scholarship," as though both could not be simultaneously true, a dichotomy Professor Nash has never accepted. Another reviewer credits him with bringing "new material into eighteenth-century studies in exciting ways, demonstrating the relevance of the period to twenty-first-century concerns"

and pronounces the book "the very best of contemporary eighteenth-century scholarship." Yet another reviewer would write, "Nash succeeds in startling us with the real beings that counter the human; he also succeeds in startling us with his brilliant reconstructions of the ideas that these figures reveal to comprise the human. *Wild Enlightenment* is an invigorating piece of scholarship: invigorating in its ideas, materials, and methodology." "Brilliant" and "invigorating" perfectly characterize Richard's scholarship. They are just the words the rest of us, somewhat jealous, nonetheless want to hear about a colleague's work.

Since *Wild Enlightenment*, Richard has focused his research and writing on thoroughbred horses and the very idea of the thoroughbred, in essays like "Honest English Breed": The Thoroughbred as Cultural Metaphor" (2005), "Beware a Bastard Breed": Notes Towards a Revisionist History of the Thoroughbred Racehorse" (2012); his chapters "The History of the Jockey Club before 1750: Politics, Art, and Sport in the Early Formation of the Jockey Club" and "The Newmarket Bank and the Beginnings of Bookmaking" in the sumptuous volume *The Heath and the Horse: A History of Racing and Art on Newmarket Heath* (2016); and most recently "The Sport of Kingmakers: Horse Racing in Late Stuart England" (2020). These historical studies wear different colors when one knows about Richard's life at the track and his personal experience of bookmaking. Conversations with him before and after the Kentucky Derby are lively and, for many of us, exotic entries into the racing world.

Richard speaks with a particular voice, both in print and in conversation. He has a way of meandering towards insight. The opening sentences of his chapter on "Animal Studies" in the *Routledge Companion to Literature and Science* (2012) epitomize that voice:

My credit card called me today. It wanted to remind me—in that annoyingly impersonal, unflappable, slightly

condescending voice it has—that I needed to pay it. It gave me precise instructions, which, in order to placate it, I dutifully followed to the best of my ability, pushing the button required at the moment indicated, through three or four levels, before it gave up on me and abruptly terminated the conversation by instructing me to call it back at a given number and then hanging up.

Who is the human and who the non-human in this exchange, and why? Richard begins his argument by reversing roles, with a comic episode, in the cadences of a gifted humorist. He is sly and wry and irresistible, but sometimes also dangerous, when, as in "Gorilla Rhetoric," his intelligence is incendiary.

Richard's service to the department was exemplary over decades. Whether he occupied the office of the director of graduate studies or that of the director of creative writing, he relied on data scrupulously collected and analyzed. Still part-mathematician, he often rebutted spurious claims, both quantitative and qualitative, sometimes protecting the department from itself, sometimes from forces elsewhere in the university—in this, he was always a length in front of his nearest colleagues. He stood for chair three times, not because he expected to win, but to challenge the department to confront its weaknesses and seize its opportunities. He knew the facts no one else wanted to confront, he knew how to place them meaningfully in an institutional context, he knew enough to approach the horse from the side, and he knew how to place a bet.

Richard retires much to the department's loss, but now he will have time to finish his work on the thoroughbred, to enjoy a day at the races, and to think or not, just as he likes, at his cabin on Lake Superior, all pleasures he deserves, to which he might add his colleagues' gratitude.

Michael Adams

TINA NEWBERRY

When meeting Tina Newberry for the first time, one quickly and correctly comes to the conclusion that she could easily and capably fill the shoes of a stand-up comedian. Her viewpoint is wry and skewed and her banter is salted with witty asides and wisecracks. Thankfully for us, this has not been her chosen path, but she has opted instead to pursue the vocation of the serious painter—but in a funny way.

Professor Newberry is recognized among her students and peers for her ability to package penetrating observations in light-hearted crosstalk. She is known for creating portmanteaus and made-up words that get at the heart of an idea. For instance, in Tina Parlance, a *peek-a-boo* is a passage of a painting that a viewer may not detect right away but, once discovered, provides an element of visual surprise or serves as a foil for the larger universe of the painting. Her notorious brand of self-deprecating humor and unceasing interest in history mingle in her work in ways that are disarming. It is remarkable to find oneself simultaneously tugged toward laughter, sympathy, and curiosity.

Newberry's densely painted surfaces are thick with drama and feeling. She has a deep interest in history and in historical figures. As she researches particular periods and events, she develops an understanding of the individuals involved. She reads about them, explores their motivations, and cultivates virtual relationships, as it were, with those characters. By inserting herself as a proxy for the historical figures with whom she has grown familiar, she engineers a profound sense of identification. Beneath the pyrotechnics of her skill and the liveliness of her humor, the paintings are masterful expressions of empathy.



Professor Newberry has a larger-than-life and multifaceted personality that she has managed to channel into finely painted self-portrait panels that hold features of the Northern Renaissance via American Colonial painting and the work of John Singleton Copley. Her painting persona holds multitudes. By painting herself as or among personages of historical or personal significance, she insinuates herself into the past. On the canvas she has embodied swimmers, Scottish ancestors, horses, soldiers of the Civil and Revolutionary wars, and pioneers. The results can be hilarious, as in *The Venus of St. Andrews*, where Botticelli's vision is funneled through a golf course sand trap resembling a cockle shell and a kilt-wearing Venus; or poignant, through her close and compassionate identification with Civil War soldiers.

If you have ever had the good fortune to attend one of Tina's slide lectures, you

will note that each of her bodies of work has been carefully recreated and documented photographically in the form of dioramas populated with Barbie dolls.

Tina Newberry is a native of Philadelphia. Among other things, her youth was spent attending rock and roll performances. Her adventures included a bashful backstage encounter with Janis Joplin and scoring a discarded guitar pick of Keith Richards that was later commemorated in one of her paintings. Tina's original course of study was Ceramics at the University of New Mexico, but her interest turned to Painting; as a result, she applied to and attended the Painting program at Indiana University, where she studied with Robert Barnes, Bonnie Sklarski, Barry Gealt, and Bill Itter. After earning her M.F.A. in Bloomington, she returned to Philadelphia to paint, exhibit, and teach, primarily at the Moore College of Art and Drexel University.

Tina Newberry has had solo exhibitions of her work at Hemphill Fine Arts in Washington, D.C., Schmidt Dean and the More Gallery in Philadelphia, and Ruschman Art Gallery in Indianapolis. Her work has been featured twice in *New American Paintings* and *American Artist* and has been reviewed in the *Washington Post*, *Art in America*, the *Philadelphia Inquirer*, and the *New Art Examiner*. She has taught at Indiana University since 2007.

Caleb Weintraub
Eve Mansdorf
Tim Kennedy

SANDRA OWEN

For most people, the mere mention of the word “tax” tends to conjure up extremely negative connotations such as “death,” “boring,” “terrible,” etc. But clearly these people have not taken a tax course with Sandi Owen! Sandi has been getting Kelley students excited about income taxes and the legal environment of business for more than 20 years. During that time, she has taught courses in the Accounting, Business Communications, and Business Law departments at the Kelley School of Business. A common theme across the many courses Sandi has taught at Kelley is her penchant for creativity and her enthusiasm for learning, in what could otherwise be “just some boring business class.”

Sandi has taught courses in accounting and business law based on her impressive array of academic degrees. She earned a Bachelor of Science in Accounting in 1983 from Brescia College and a Master of Business Administration in 1986 from the University of Kentucky. Sandi then worked as an accountant at both public accounting firms and private corporations until 1996. At that point she moved to Bloomington to attend law school, and upon her arrival on campus she immediately felt at home. Some of Sandi’s fondest memories are of walking to and from the IU Bloomington campus first as a student, and then as a professor. She absolutely loves the atmosphere of the IU Bloomington campus, with the bustle of students walking to classes and activities, especially in the fall!

Sandi earned a Master of Science in Accounting and a Doctor of Jurisprudence from Indiana University in 1999, at which point she started teaching courses at the Kelley School of Business. For the first 10 years on the faculty at Kelley, Sandi taught accounting communications and business law courses. She adopted a variety of techniques to increase student engagement in otherwise potentially dry courses. In L201, Legal Environment of Business, she showed scenes from popular movies in class to illustrate various legal concepts. For example, she used a scene in the Disney movie *The Little Mermaid*, where Ursula enters into a contract with Ariel, to



illustrate formation of a legally binding contract. Sandi also had a writing project in her course called Legal Analysis of Fairy Tales, where she would have students evaluate and discuss the torts and contractual issues present in well-known fairy tales, such as Little Red Riding Hood and Goldilocks and the Three Bears. In 2004 Sandi’s creativity and hard work earned her the William G. Panschar Undergraduate Teaching Excellence Award, the most prestigious teaching award for non-tenure track faculty at the Kelley School of Business. She received the Innovative Teaching Award in 2006.

In 2009 Sandi had the opportunity to start teaching courses in the Department of Accounting. Although she primarily taught tax courses, she also taught A572, Forensic Accounting, during her first five years in the department. Sandi increased student engagement in that course by including a field trip to the French Lick Resort and Casino, which involved an up-close experience examining the accounting controls for a business involving large amounts of cash. But Sandi’s favorite course at Kelley is A551, Tax Research. This course truly allowed her creativity to shine, as she would create new tax research projects for the students each semester. One of her most memorable projects involved researching the tax issues and providing tax advice for a client who

was actively involved in buying and selling Pokémon trading cards; another involved providing tax advice to a client who was converting her home into an Airbnb.

Sandi was nominated for several teaching awards, and she was awarded a Kelley School of Business Trustees Teaching Award in 2015. But she is most proud of her experiences coaching two Deloitte FanTAXtic Teams in the fall semesters of 2018 and 2019. Sandi introduced these Kelley students—most of whom had never taken a tax course—to the arcane rules for personal and business income taxation to help them prepare for the Deloitte FanTAXtic case competition. With her coaching, the Kelley teams were regional and national champions in 2018–19 and received honorable mentions in 2019–20. Sandi found these to be among the most rewarding experiences during her remarkable career at the Kelley School of Business.

Outside of Kelley, Sandi was very involved with the CPA exam. As a subject matter expert for the Becker CPA Review, she developed and reviewed practice problems and course materials. Sandi also served as a consulting specialist for the CPA exam, creating questions and participating in new item review meetings.

Beyond her numerous professional achievements, Sandi will be remembered for her love of tax and her enthusiastic approach to life. She is always on-the-go, whether inside the Kelley School of Business or while enjoying the great outdoors in Bloomington or beyond. Sandi enjoys cycling, hiking, skiing, and travelling, and sometimes in combination! Some of her favorite trips have involved cycling in the French or Italian countryside. We will miss Sandi at Kelley very much! But we wish her the best and hope she is able to continue her outdoor adventures and enjoy many hours with her children and grandchildren in the years to come.

*Diane Biagioni
Sonja Rego*

CYNTHIA REICHARD

Cynthia Reichard was already a minor celebrity when she joined the faculty at the Maurer School of Law in 1994.

In 1981, when she was a first-year law student, Cindy and her all-female law-student band climbed through windows at Maurer, jumped on desks in Property class, and tore through a punk anthem she wrote called “I Think I’m Gonna Die (and I Know I’m Gonna Flunk).” The song captured her self-doubt after writing what she thought was a disastrous legal memorandum in her Legal Research and Writing class—the exact subject she came to teach over a decade later.

Just a punk prank. But future IU Provost Lauren Robel happened to be a student in that class and still tells the story to new law students.

Cindy graduated from law school in 1984 and in the same week married her law school sweetheart, the late Tim Boeglin. They moved to Chicago and had two boys, August and Lucas. She spent a decade in Chicago, working as an attorney for the Special Commission on the Administration of Justice and later for Hinshaw & Culbertson. Her writing abilities got noticed, and partners clamored to pull her into extra projects.

Having achieved a certain respectability by day, Cindy nonetheless moonlighted as the lead singer for Club of Rome, a pop-punk band in the Windy City. One of the band’s songs, “Why Can’t I Dance with Phil Donahue,” repeatedly found its way onto Dr. Demento’s syndicated radio show of oddball songs. Much to her dismay, Maurer students still stumble onto YouTube videos of the song and share it.

Cindy brought her rock and roll sensibilities back to Bloomington in 1994. In her classes, it is not uncommon for her to weave in the Ramones, Snoop Dogg, or Pussy Riot, and to use variations on rock star names (e.g., Ginnie Hendrix) for the names of simulated clients. “Cindy provides her students with the unusual admixture of compassion, fabulous teaching, attention to detail, and ultimate coolness,” says one colleague. “Beneath the staid exterior of a legal writing expert, a rebellious punk rocker always threatens to emerge.”



After serving as director of the Legal Research and Writing Program at Maurer from 1995 to 1997, Cindy returned to private practice for four years as vice president and general counsel of XJD Corporation. But teaching pulled her back, and students have benefited from her broad range of experiences of law practice and of writing: litigator, corporate counsel, editor-in-chief of her college paper (*Purdue’s Exponent*), note editor of the *Indiana Law Journal*, and of course, rock lyricist.

Cindy’s teaching focuses on guiding law students systematically through the many steps of effective legal research, analysis, argumentation, and communication. To do that, Cindy created or co-created simulated client files that were known for their realism, with just the right level of legal complexity and factual tension to challenge, inspire, and build the confidence of first-year law students. And she always strove to perfect her courses and enliven her teaching, whether with a deep dive into imagery in famous judicial opinions or with her popular “tips of the day.”

“Professor Reichard undoubtedly made me a better lawyer. She teaches students how to think about the law [and] she teaches students to convey ideas in a way that is organized and compelling, tight but not stuffy.” Students seek her out for her mentorship and her ability to put them at ease in a high-stress environment.

Students also praise her detailed, lightning-fast feedback and one-on-one guidance in conferences.

Cindy “regularly inspires student awe and devotion,” summarizes a colleague. She is known among students for being “funny and engaging,” “positive,” and “energetic.” She has won both the Trustees Teaching Award and the Teaching Excellence Recognition Award. “Professor Reichard was hands-down my favorite first-year professor” is a typical student comment, as is “top ten” professor of all time. “I still can’t believe how much I learned from her.” “During my first year, I thought about her Shoebomber class—and all the things it taught me—every single day.” Many students stay in touch, some for decades.

Cindy has also been the best, most generous colleague. In her more than two decades with the law school, Cindy has served on numerous committees—including strategic planning, dean search, and policy—invariably tapped for her excellent judgment and careful draftsmanship.

Junior colleagues gravitate to her for mentorship. “She wants her colleagues to succeed, and will put energy into the effort.” “After listening to me recount the details of my classroom experience on a weekly basis, she always offered her much appreciated advice and wisdom,” often conveyed with humility and humor. Even experienced colleagues regularly drop by to try out new ideas. Cindy will “listen to my crazy new idea and separate out the gold from the dross.”

On collaborative projects, her eagle eye is legendary. “In a field where perfection is the expectation and necessity, I never relied on anything being perfect unless and until Cindy reviewed it.”

Cindy, we will continue to seek out your counsel; and we look forward to keeping you abreast of what’s going on in the classroom and the latest wrinkle in the limited purpose public figure doctrine.

Over a gritty playlist, of course.

Sophia Goodman

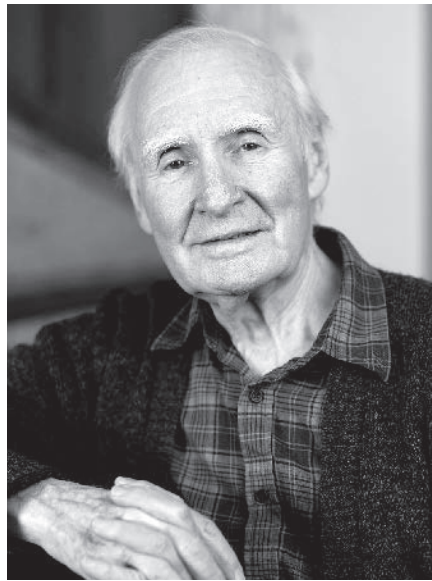
STANLEY RITCHIE

After 39 years of never turning down a piece of chocolate, Distinguished Professor Stanley Ritchie is retiring from the faculty of the Indiana University Jacobs School of Music. A faculty member at IU since 1982 and a distinguished professor since 2016, Stanley has been a professor of baroque violin since the beginnings of our early music area, and his achievements and accolades are matched only by the admiration of his colleagues and students.

Stanley's career as a violinist has spanned continents, decades, styles, orchestras, and generations. What began with violin lessons at the local convent in a farming town in New South Wales, Australia, has become a storied career as violinist, conductor, author, and teacher. Lessons at the convent led to graduating from Sydney Conservatorium of Music, and then further studies in Paris, New Haven, and New York with some of the greatest violinists of the twentieth century.

While he is best known as a pioneer in the early music field, Stanley began his career as a professional violinist in the orchestra pit of two prominent opera companies, the New York City Opera and the Metropolitan Opera Orchestra. In 1963, he was appointed concertmaster of New York City Opera and then served as associate concertmaster of the Metropolitan Opera from 1965 to 1970. From 1970 to 1973, he performed as a member of the New York Chamber Soloists and served as assistant concertmaster of the Vancouver Symphony from 1973 until 1975, when he joined the Philadelphia String Quartet—in residence at the University of Washington in Seattle—as first violinist.

At 35 years old, Stanley began a musical partnership with the harpsichordist Albert Fuller which ignited in Stanley an interest in period performance and baroque music which had been simmering since his days as a student in Sydney, when he pondered the question, "What is meant by 'style' in music?" as part of a written exam. While still making a living playing modern violin in the 1970s, Stanley began exploring the technique and repertoire of baroque music that would become his second, and even more remarkable, career. Albert Fuller remained an influence in Stanley's life, and was the dedicatee of his 2012 book *Before the Chinrest: A Violinist's Guide to the Mysteries of*



Pre-Chinrest Technique and Style, published by Indiana University Press.

In 1974 Stanley formed Duo Geminiani, named after the eighteenth-century Italian composer Francesco Geminiani, with harpsichordist Elisabeth Wright and they were soon recognized as foremost interpreters and performers of the works of J. S. Bach. Elisabeth has remained a collaborator, companion, colleague, and friend since 1974, having arrived in Bloomington with Stanley in 1982 and now joining him in the retiring faculty class of 2021. Elisabeth and Stanley were both first appointed as visiting faculty, but their value was immediately recognized and permanent positions for both soon followed.

Even with a full teaching load, Stanley did not stop performing and continued to appear as soloist or conductor with a number of major early music orchestras, among them the Academy of Ancient Music, Tafelmusik, Philharmonia Baroque Orchestra, and the Handel and Haydn Society Orchestra. He has served on the jury at the Leipzig International Bach Competition and served for 10 years as artistic director of the Bloomington Early Music Festival. In 2009, he received Early Music America's highest honor, the Howard Mayer Brown Award for Lifetime Achievement in Early Music.

At IU, Stanley has taught generations of baroque violinists and historical performance majors. He has added to the education and Jacobs experience of many students outside our department as well,

as both modern and baroque string players populate the Baroque Orchestra, a period-instrument ensemble which Stanley established shortly after his arrival in Bloomington and conducts to this day. His course Interpreting Unaccompanied Bach is rarely not at capacity with a wait-list, and for those of us who haven't had the opportunity to take it, we are grateful for Stanley's second book, *The Accompaniment in "Unaccompanied" Bach: Interpreting the Sonatas and Partitas for Violin*, published in 2016 by Indiana University Press.

Stanley's former students continue to win awards and competitions and carry forward his curiosity and musical sensitivity. They are prominent teachers and performers in their own right and we are proud to count them among the illustrious alumni of the IU Jacobs School of Music. Generations of former students join us in thanking Stanley for his contributions to the early music field and wishing him a delightful retirement.

*Dana Marsh
Cecilia Bass*

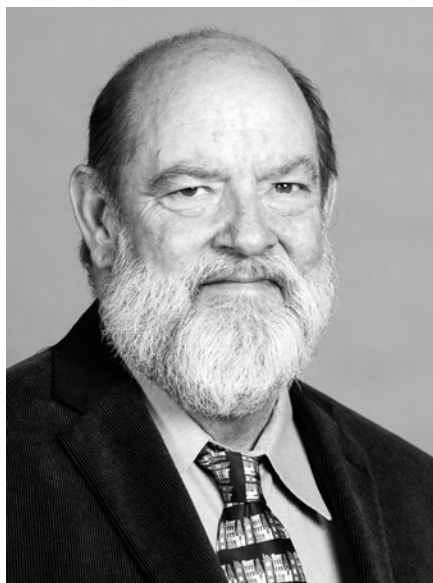
KIP SCHLEGEL

Kip Schlegel has always been the heart of the Department of Criminal Justice. His kindness, genuine concern for others, and unwavering focus on what is best for the department and especially its students, have served as a model for generations of colleagues and students alike. His retirement is a huge loss for the department and an even bigger one for me, his office neighbor and friend for over 30 years.

Kip first came to the department as a visiting lecturer. He left for one year and then returned as an assistant professor. He made his way through the ranks, retiring as a professor. Kip's area of research was white-collar crime. As he would say, he wanted to focus on white-collar crime because he didn't want anything he did to contribute any additional injustice to those often targeted by the criminal justice system. His book, *Just Deserts for Corporate Criminals*, is a classic. His work in this area led to him serving as the president of two prestigious organizations, the International Association for the Study of Organized Crime and the National White-Collar Crime Research Consortium.

Kip's sense of justice is what guides him in all endeavors. For instance, he was one of six faculty members selected as advocate members of the Advocates and Allies for Gender Equality with the Center for Excellence for Women in Technology. The thing is, Kip was such an ally long before that program existed. I have vivid memories of Kip addressing the incoming classes of associate instructors (AI). True to his nature, he was supportive in guiding students into their new roles as instructors. However, his entire persona changed when he talked about appropriate interactions and behavior between recently graduated, newly minted AIs and students in their classes. Kip did not mince words and students clearly got the message.

Anyone who spends more than a few minutes with Kip quickly comes to learn that his passion is teaching. It is not surprising that he won the Trustees Teaching Award three times. More than that, he mentored countless students and



chaired numerous doctoral committees. Students adore Kip and his courses. He developed an international component in Amsterdam for his course on drugs and society. In addition, he taught what we believe to be the longest-running course in the nation on white-collar crime. I remember the one year he missed our annual academic conference; I spent much of the time at our reception answering the question of where is Kip? What stuck with me about many of those discussions is the consistent theme expressed by students: Kip was committed to teaching them to focus on the process rather than the outcome. The students often remarked that it was not so much the substantive material that stuck with them but rather the process, learning how to learn, that they so appreciated from their work with Kip. Well, there was that and baking chocolate chip cookies.

Kip's service to the department is beyond compare. During his time at IU Bloomington, he held every single elected and appointed administrative position in the department. He was the director of both the undergraduate and the graduate programs, chairperson of the department, and chair of the executive committee. As anyone reading this can imagine, those are

positions where one's efforts often go unrecognized, underappreciated, or both. However, Kip never accepted administrative positions for the status. Rather, he accepted the positions out of a sense of duty and a desire to make a difference, which he always did. Kip has a way of cutting to the core of an issue and finding the most positive path forward. I have to believe that is part of the reason why he was hand-picked by the founding member to serve as director of the Center for Studies of Law in Action. Under Kip's guidance, the center won the International Council on Drugs, Alcohol, and Traffic Safety's Institutional Widmark Award, which is generally regarded as the highest international honor in that field.

Kip's contributions extend beyond the department. He is a staple at the Bloomington Community Farmer's Market, where he and his wife, Whitney, sell products from their farm. They tend the land as good stewards and their products reflect that devotion. So does their hospitality. It is common for Marble Hill Farm to be hosting some gathering or another, especially one that brings children out to play and learn. A highlight of the year is Shearing Day, when visitors have the opportunity to choose the sheep whose wool they want for their fiber projects. Granted, it has to go through many steps to get there but that is all part of the process.

Over the years, Kip and I have seen many colleagues come and go. We often talked about the impact the loss of a colleague would have on the department. Kip would say, the department is more than any single person. I know that but I sure will miss my department neighbor. Thankfully, I have visits with Kip and Whitney at the farm to look forward to. There might even be chocolate chip cookies, or I heard a rumor about chocolate cake.

Marla Sandys

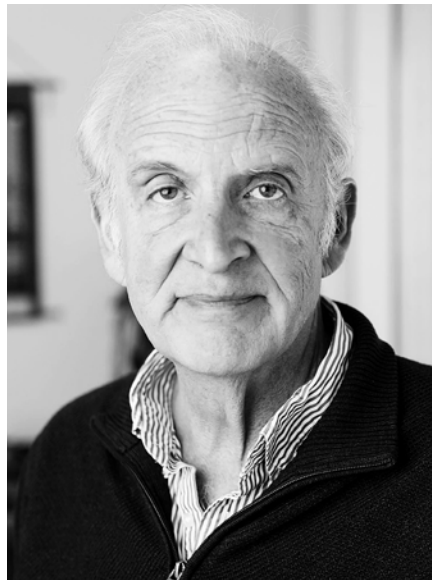
GREGORY SCHREMP

From “little” folk tales to the mythological boundaries (represented or actual) of the cosmos, Professor Gregory A. Schremp’s work consistently breaks ground in the investigation of timeless questions.

Greg grew up in the small town of Clarkston on the Washington-Idaho border, and he cites an excellent high school education at a Catholic boys school when he speaks of the beginnings of his life as a scholar. While he left behind sectarian concerns, his work as a mythologist grew out of youthful spiritual interests. Early in his undergraduate studies at Washington State University, Greg enrolled in an anthropology course. After the first class, he walked directly to the administrative offices to major in Anthropology. In 1972, Greg earned his Bachelor of Arts with highest honors.

From Washington, Greg pursued graduate study in Bloomington as a student at Indiana University’s Folklore Institute, where he worked with folklorists including Richard Dorson and Linda Dégh, and anthropologists who were interested in mythology, including Jerome Mintz and David Bidney. In 1975, Greg received his M.A. in Folklore from Indiana University. From Bloomington, he headed north to the University of Chicago. His mentor Marshall Sahlins’s interests in the Pacific pointed him toward Polynesia, and with Fulbright funding in 1981, Greg set out to study Maori archives in New Zealand. The following year, he took a position at the University of Waikato and worked on traditional Maori oratory, *whaikōrero*. In New Zealand, Greg lived in the Maori community *Wāhi Marae*, witnessing the annual cycle of *hui* (gatherings) and making the study of Maori language his priority. With a “dream committee” directed by Marshall Sahlins, Greg defended his dissertation “Maori Cosmogonic Thought” in 1987. After Chicago, Greg spent four years as faculty in anthropology at Wesleyan University, but after an American anthropology meeting where Greg talked with IU folklore faculty who encouraged him that the Folklore Institute was ready to hire a mythology expert, Greg accepted a position as assistant professor of folklore and returned to Indiana University in 1989.

In 1992, Greg published *Magical Arrows: The Maori, The Greeks, and the Folklore of the Universe*. *Magical Arrows*



is a radical book that homes in on essential qualities of cosmological thoughts. In his foreword, Marshall Sahlins writes that *Magical Arrows* “opens up a new field of comparative cosmology wherein Zeno of Elea, the Maori sage Te Rangikaheke, Arthur O. Lovejoy, intellectuals of the Ojibwa, Tikopia, Bororo, and Jicarilla Apache, and Claude Lévi-Strauss all converse with one another on universal themes of being whose most general metaphysical expression is provided by Immanuel Kant and whose most popular narrative version is the race of the tortoise and the hare.”

In dozens of book chapters and articles, Greg’s rigorously comparative approach has located a host of fresh connections between folklore, philosophy, science, and myth. Exemplars include “Aristotle’s Other Self: On the Boundless Subject of Anthropological Discourse” (1989), in which Greg analyzes Western thinkers’ tendency to exoticize perceived logical-problematics in non-Western myths even though Westerners need look no further than Aristotle to find fantastically fuzzy notions of a boundless “second,” “other self.” Another is “Folklore and Science: Inflections of Folk in Cognitive Research” (1996), which remains the most sophisticated analysis by a folklorist of the use of the term folk by scientists and philosophers who on one hand, categorize a range of psychological phenomena—including psychological projection, psychological theory-making, and belief—as non- or pre-scientific “folk” aspects of

mental behavior, but on the other hand, understand that the scientists’ access to clandestine “folklore of science” grants them access to a sort of insider truth that official science may not convey.

Aware that he as a mythologist must have his own answers to cosmological questions, Greg discovered in popular science writings a way to investigate the collective forms of his individual answers to those questions. Three books must be mentioned here: *The Ancient Mythology of Modern Science: A Mythologist Looks (Seriously) at Popular Science Writing* (2012), *Science, Bread, and Circuses: Folkloristic Essays on Science for the Masses* (2016), and *The Science of Myths and Vice-Versa* (2016). In each, Greg finds science writers consistently presenting their arguments in ways markedly folkloric and mythic—whether they are appealing to the dynamics of perceived-versus-actual truth, to wonder, or to professed compensatory transitions from one naïve, “mythic” worldview to an updated, “scientific” other.

An affiliated faculty member in IU’s Classical Studies program, Greg has contributed significantly to Indiana University and to the discipline of folklore. He has received IU’s Trustees Teaching Award and the Teaching Excellence Recognition Award. In 1999, Greg and his colleague William Hansen organized a “new” symposium on myth, an intentional follow-up to the symposium that produced Thomas Sebeok’s influential edited volume *Myth: A Symposium* (1965). No less a success than the original, *Myth: A New Symposium* (2002) updates the study of myth with the insights of the second half of the twentieth century. Just this year, Greg published *The Truth of Myth: World Mythology in Theory and Everyday Life* (2020), a poignant overview of the theories and history of myth scholarship, constituting a gift for colleagues and students alike.

We look forward to spending time with Greg and his wife, fellow scholar Cornelia Fales, as they settle into Greg’s retirement just as we look forward to coming to know Greg’s most recent and forthcoming works. They always help us “gain a toe-hold in the universe.”

K. Brandon Barker

MARTIN SIEGEL

Professor Martin A. Siegel—known to all as Marty—was an early pioneer in online learning and technology, starting with his work in the 1970s and 1980s on the well-known educational system PLATO. With a Ph.D. in Education Psychology at University of Illinois at Urbana-Champaign in 1973, he served as a professor in the Educational Psychology Department and the Graduate School for Library and Information Science. Additionally, he was the assistant director of the Computer-Based Education Research Laboratory (CERL) and head of the Curriculum and Applications Group. Marty served for some time as director of professional services at Authorware (which became Macromedia and is now a part of Adobe). In 1988, Martin was Microsoft's first Faculty Fellow, and in 1991 he joined Indiana University to fill a critical position as director of research and development at the Center for Excellence in Education.

Early on at IU, Marty's vision for educational technology led him to establish projects ahead of their time. He led development of the Virtual Textbook, a forerunner of the iPad, which demonstrated web-based learning in classrooms several years before there was a worldwide web. In 1999 he founded Indiana University's first start-up company, WisdomTools, setting out to create next-generation learning tools "to develop deep, insightful learning." One of these, the Time-Revealed Scenario™, was used in multiple corporate and higher-education settings to support professional development and classroom learning in complex areas like effective team interactions and confronting workplace bias. With a faculty appointment in instructional systems technology, Marty also created IU's first course in HCI (human-computer interface), which he taught many years for the School of Education. Although he took an appointment in the IU School of Informatics in 1999, until his retirement he remained a contributing member of the instructional systems technology faculty in the School of Education, serving on dissertation and promotion/tenure committees and participating in our courses and yearly conferences as an informative and inspirational speaker.

In the 19 years Marty spent with informatics, he continued as a dedicated



and creative educator and innovator who cared deeply about students, staff, faculty, and the school. During his tenure in the Luddy School of Informatics, Computing, and Engineering, Martin served as the founding director of the Human-Computer Interaction Design (HCI/d) Master's Program, and was later appointed the associate dean for graduate studies and research. He also served as the executive associate dean of the school and the director of graduate studies for informatics. Teaching was his major passion, together with research focused on the design of digital learning environments, slow change interaction design, and design pedagogy. Marty always saw research as closely connected to education, and he always integrated his research with pedagogy to ensure that IU HCI/d students were ready for the workforce. Through a National Science Foundation grant, Marty and his colleague Erik Stolterman collaborated with their research team to investigate the realities of design practice among professionals in the field of interaction design.

Martin was an outstanding educator; his excellence in teaching was recognized with the TERRA Award for Outstanding Teaching and the Indiana University Trustees Teaching Award three times. His reputation for imaginative, challenging, and rigorous design pedagogy drew large numbers of students to his courses. Students in Marty's classes looked forward to getting a "Microsoft critique" from him, in which every piece of the design was

dissected until the students could justify their design decisions. They also prepared for "Panda Hat of Doom" presentations (pandahatofdoom.com) in which he would bring out a panda hat filled with cards that simulated realistic professional experiences. Before a presentation, students would pull a card from the panda hat and learn, for example, that the presentation was now a 2-minute conference call to an executive in which no visuals could be used and only one student could present. Or they might draw the coveted "Doom Free" card! His course was not just a class; it was an environment through which each student who took it was invited to journey with Marty, transforming along the way into a more mature designer, a more capable and confident person, and someone who would never forget Marty's influence on their lives. Students who had the opportunity to take a course with Marty quickly learned that learning was not just in the classroom—it was everywhere.

He developed strong cohorts within the classroom and outside within groups of students—from the HCI/d master's cohort to the informatics Ph.D. students, with many of them reporting post-graduation that they camped out on the sofas of other graduates in Silicon Valley as they sought, successfully, design positions with major corporations. In addition to his classroom teaching, Marty often mentored teams of students participating in design competitions; these teams were repeatedly successful in the annual ACM Computer Human Interaction Student Design international competition. Marty had the ability to reach individual students and to have an impact. Many students can testify how Marty changed their thinking and their career. For instance, the current informatics chair, Katie Siek, took Martin's Interaction Design course as a graduate student elective and it changed her entire Ph.D. journey from supercomputing to human-computer interaction.

A warm, generous, collaborative, and encouraging colleague, Marty's career was dedicated to the support and success of others.

*Katie Siek
Elizabeth Boling*

HELENA SOINI

Dr. Soini's research has been centered in the separation science field to answer some questions of biochemical, biomedical, and environmental importance. Biological matrices (blood, serum, sweat, urine, tissues, gland secretions) are highly complex mixtures with tens of thousands of constituents interacting with each other and their environment. Furthermore, the most biologically interesting chemical compounds are often present at very low concentrations (parts per billion). Analytical chemists use various forms of separation science tools such as chromatography and electrophoresis to isolate, concentrate, identify, and quantify the molecules of interest to infer the biochemical processes in the investigated systems.

Dr. Soini used capillary gas chromatography (GC) separations at Oulu University (Finland) early in her M.S. thesis research on environmental pollutants in Baltic seal fat tissues while working with Professor Erkki Rahkamaa's group. Later, she applied capillary GC to facilitate pharmacokinetic and clinical studies while working as a scientist at Orion Pharma in Finland (1982–91). She also served as the chairperson of the Chromatographic Discussion Group of the Association of Finnish Chemical Societies from 1986 to 1987. She first came to IU as a visiting scientist in 1989 to learn capillary electrophoresis (CE) methods with Professor Milos Novotny. She returned to Finland in 1990 to bring the CE techniques to Orion Pharma. Some of the most important guiding principles she learned in pharmaceutical analysis were the importance of measurement precision and accuracy in the development of analytical methods.

She earned her Ph.D. under the mentorship of Professor Marja-Liisa Riekkola at the University of Helsinki in 1994, for applying CE to pharmaceutical analyses. She came back to IU as a visiting scholar from 1991 to 1994 to complete part of her doctoral research, again collaborating with Professor Novotny. Her work with Dr. Novotny and Dr. Takao Tsuda in Japan led to a patent covering a novel method for preconcentrating

samples using electrochromatographic methods to improve isolation of pharmaceuticals from serum in preparation for CE analysis.

After earning her Ph.D., Helena came back to the United States in 1994 to work for Procter and Gamble Pharmaceuticals (P&G), working on implementing laboratory robotics for bioanalytical measurements. While working in the P&G food technology division (1995–2001), she was using affinity capillary electrophoresis in starch characterization to support research into improving the Pringles brand potato chips. Her team was awarded a patent in 2004 for an improved technology of making dehydrated potato flakes. During her time at P&G, she co-chaired an ACS National Symposium on Polysaccharide Applications and co-edited a book on the topic. She rose to the rank of senior scientist at P&G in 1999.

In 2001, Dr. Soini came back to Indiana University to join the Institute for Pheromone Research in the Department of Chemistry and work with Professor Milos Novotny as an associate scientist. In 2008, she was promoted to senior scientist, working at IU until her retirement at the end of 2020. At the institute, she expanded her repertoire of expertise by developing sample preparation methods using the novel stir bar sorptive extraction (SBSE) method for volatile organic compounds (VOCs). These methods became essential to study various aspects of chemical communication and ecology in mammals (including humans), birds, reptiles, and plants. The SBSE methodology uses gas chromatography–mass spectrometry (GC–MS) with the special inlet unit consisting of thermal desorption and cold-focusing technologies. Helena Soini and Milos Novotny were actively involved in designing the biological studies in several animal models, followed by sample collections, chemical analyses, structural identification, and quantification. Each research project was highly multidisciplinary, requiring collaboration networking with chemists, biologists, behavioral scientists, statistical experts, and engineers. One example of the benefits of this multidisciplinary research were the

surprising findings of songbird olfaction abilities in the studies done in collaboration with Professor Ellen Ketterson (IU) and Dr. Danielle Whittaker (IU and Michigan State University). The Novotny Laboratory had studied mouse pheromones since the 1970s, subsequently identifying and confirming several structures and functions for these compounds in mouse chemical communication. A later collaboration with Dr. Sachiko Koyama (IU) led to a discovery of new roles of mouse pheromones in brain. Additionally, the Siberian hamster model was used in studying seasonality as well as prey-predator interactions through chemical communication. These important collaborative studies were conducted with Professor Greg Demas (IU biology) and Professor Raimund Apfelbach (Institute for Neurobiology, University of Tübingen, Germany).

Collaborations with organic chemists at Indiana University were instrumental in synthesizing tentatively identified compounds of interest to verify chemical structures and in producing materials for further behavioral testing. Biologists at other U.S. universities as well as international collaborators in Germany, France, Austria, Italy, U.K., Mexico, and Australia were greatly appreciated partners in several groundbreaking studies which produced 45 peer-reviewed publications in the chemical ecology field during 2005 to 2021. These in addition to 29 publications from 1983 to 2004 on other aspects of analytical separation science.

Helena mentored several biology graduate students, teaching hands-on analysis during their research projects. Helena was also involved in co-teaching a graduate workshop class for the NIH-funded CTRD (Common Themes in Reproductive Diversity, with Professor Ellen Ketterson as the PI) for the special biology graduate class from 2006 to 2019.

*Helena A. Soini
Milos Novotny*

CAROL E. SPENCER

Carol Spencer retired in August 2020 after over 26 years of dedicated service as the director of Hoosier Courts Nursery School, one of three current early childhood education centers on the IU Bloomington campus.

Hoosier Courts Nursery School opened in 1948, making it the first early childhood education center at IU Bloomington. The preschool started as a cooperative preschool, employing a professional director with all other staffing comprising parents. While Hoosier Courts is now a professionally staffed, nationally accredited program, it still offers a parent teaching option for families that want to participate in their children's preschool education.

Carol was born in Schenectady, New York, but her family moved just outside of Syracuse when she was three years old. She grew up in an old farmhouse in the country along with her sisters, Sue, Amy, and Sarah. Carol's extended family included three foster siblings from the Onondaga Nation, part of the Iroquois Confederacy. Her foster siblings, Verda, Kent, and Scott, lived with Carol's family during their adolescence and are still considered part of Carol's immediate family. Carol's mother was a teacher, as was Carol's maternal grandfather. Her mother's maiden name was Lemasters, meaning "teachers," so it can be said that Carol's becoming an educator was a natural progression of her family background. It was growing up in the country where Carol developed her love of nature and the outdoors—a love that would influence her greatly in her career as an educator.

Carol began her journey in early childhood education as an undergraduate student at the State University of New York at Oswego. After graduating magna cum laude in 1978 with a bachelor's degree in Education, Carol began her teaching career at a Head Start program in Syracuse. She soon began her graduate work at Syracuse University, where she studied under world-class faculty members including Alice Honig, author of a number of seminal

works in the field of early childhood education. While enrolled at Syracuse, she served as head teacher at the Bernice M. Wright Cooperative Preschool, where she not only taught, but also supervised student teachers each semester and presented parent workshops. After attaining her Master of Science degree in Early Childhood Education, Carol served as director at First Baptist Church Child Development Center in Syracuse for several years.

Carol and her husband, David Bleecker, moved to Bloomington in 1986, where David was offered employment as a therapist at the Center for Behavioral Health, and later opened his own private practice. Soon after arriving in Bloomington, Carol was hired as the director at Hoosier Courts Nursery School at IU.

In her early years at Hoosier Courts, Carol served both as the center director and as a classroom teacher, essentially doing two full-time jobs. However, it did satisfy Carol's passion of working directly with young children, a passion that remained up until her retirement. One of Carol's early accomplishments was developing a multicultural curriculum for Hoosier Courts that met the needs of the many international children and families enrolled at the preschool.

Carol left Hoosier Courts in 1992 when she gave birth to her daughter, Hannah, who would grow up to be a Fulbright Scholar in microbiology at the Royal Veterinary College in London, England. During Hannah's early years, Carol remained active in the field of education, teaching at both Beth Shalom Religious School and St. Marks Nursery School. In 1996, Carol returned to Hoosier Courts for her second stint as director, where she remained until her retirement.

Carol has always had a passion for learning and was a regular participant in professional development opportunities on the local, state, and national level. As her expertise grew, Carol shared her knowledge by presenting workshops at conferences and by teaching

undergraduate classes in the IU School of Education. Carol also taught a Child Development Associate (CDA) class at Ivy Tech.

For over 26 years, Carol was the face of Hoosier Courts. One of her favorite activities was doing intakes with new families, during which she would try to get to know the family, discuss the Hoosier Courts philosophy, and begin a close relationship that would often last for years after their child went on to elementary school and beyond. Under Carol's direction, Hoosier Courts attained national accreditation from the National Association for the Education of Young Children, an accreditation that is awarded to less than 10 percent of programs nationwide. Carol also developed an international exchange partnership with the Fengdang Kindergarten in Shenzhen, China. In 2014 Carol was invited to visit Fengdang Kindergarten, where she spent a month in Shenzhen, both observing and also providing trainings to teachers and families about child-centered, play-based learning.

There is no doubt that one of the most important characteristics of Carol's approach to children is that she has always believed in them. She trusts in children's innate abilities and understands that children are capable and voracious learners, who can direct a large part of their own learning through play. During her tenure at Hoosier Courts, Carol understood that parents were their child's best teachers, and she was a strong supporter of parents' involvement in the overall education of their children. Carol's passionate beliefs and knowledge helped to create the child-centered philosophy that remains at the heart of Hoosier Courts to this day. Even more importantly, hundreds of children and families are better off for attending the center during her tenure.

Tim Dunnuck

REX STOCKTON

Chancellor's Professor Rex Stockton retired from Indiana University in August 2020 after 52 years in academic, administrative, and advisory positions. An internationally recognized scholar of group psychotherapy who devoted the last two decades of his career to HIV/AIDS patients in Africa, he achieved an award-winning record of teaching, service, and research. He is known for incisive insights, strategic leadership, and willingness to contribute.

Dr. Stockton grew up among cattle ranches and oil fields on the Texas–New Mexico border. By his own description, “a 4-H and FFA boy who hung out with farm kids and read farmers’ almanacs and books from the county bookmobile,” he was one of seven children whose father was one of nine. Rex came to group work naturally.

He received his B.A. (1959) and M.A. (1960) in Psychology from Eastern New Mexico University. He was a public school teacher and counselor before coming to Indiana, receiving his Ed.D. (1969) in Counseling and Guidance from Ball State University. In 1968, he came to Indiana University as coordinator of regional campus research and development. From 1970 to 1975, he was associate dean in the Office of the Vice President and Dean for Research and Advanced Studies.

While in central administration, Rex taught courses and conducted research in the Department of Counseling and Educational Psychology in the School of Education. In 1975, he gave up administration for full-time teaching and research. He became affiliate faculty member in African Studies in 2007.

His research and scholarly activities earned Rex a distinguished reputation at national and international levels. For over three decades, he studied small therapy groups, processes and outcomes of leadership, group dynamics, members’ goals and expectations, and exchange of interpersonal feedback. His work on interpersonal feedback is a model for programmatic research.

In the early 2000s, Rex met Dan-Bush Bhusumane, president of the African Association of Guidance and Counseling and faculty member at the University of Botswana, who requested help training counselors to work with HIV/AIDS patients and families. Botswana then had the highest HIV/AIDS prevalence in the world, and few trained counselors.



After conducting training workshops in Botswana, Rex recognized the need for research studies to investigate counselor training and services to HIV/AIDS clients. With teams of IU students and researchers at IU and Botswana, he conducted on-site quantitative and qualitative studies, resulting in positive changes for HIV/AIDS counseling in Botswana. His work in small therapy groups and HIV/AIDS counseling is widely cited. Rex authored or coauthored over a hundred journal articles, book chapters, and research reviews, often with current and former students. Since 2015, he has been a research fellow in the Rural Center for AIDS/STD Prevention.

Rex was an outstanding leader at school, university, state, national, and international levels. He was president of the Association for Specialists in Group Work, a division of the American Counseling Association (ACA); and of Group Psychology and Group Psychotherapy, a division of the American Psychological Association (APA). He was a member or chair of committees, councils, and boards at all levels, including faculty representative for the Indiana University Foundation. For 15 years, Rex was director of the Center for Human Growth, a departmentally staffed college/community counseling and training site for doctoral counseling students. He directed the annual Paul Munger Summer Conference for 20 years, a popular national in-service training program for counselors.

Rex helped students understand themselves as they developed academic

and pre-professional expertise. He continued a long tradition of stewardship, both as beneficiary and mentor. Growing up as a farm and ranch hand, Rex read widely and expanded his vocabulary. He knew the words but not always the correct pronunciation, so he was guided by an English professor friend who helped him pronounce the words. He returned the favor with his international students. Rex’s teaching was never limited to the classroom: he encouraged students to work on his research teams, and present papers and publish with him.

Rex is a beloved teacher and mentor. Countless former students maintain contact after many years. Extending his teaching beyond Indiana University, he produced a widely used series of group leader videotapes for counselor training programs. He presented scores of research and training papers at local, state, national, and international conferences. In recognition of his outstanding contributions, Rex was named Chancellor’s Professor in 2004, a designation given to faculty members who have achieved local, national, and international distinction in teaching and research.

His honors include: Eminent Career Award from the Association for Specialists in Group Work; Extended Research Award from the ACA; Arthur Teicher Group Psychologist of the Year Award from the APA; Distinguished Mentor Award from the Association of Counselor Educators and Supervisors; Burton W. Gorman Teaching Award from Indiana University School of Education; Distinguished Teaching Award from the APA, Division 49; and fellow of the APA and the ACA.

Father, husband, grandfather, and great grandfather, Rex Stockton took the values of a close-knit, hardscrabble family on the New Mexico–Texas border and applied them to a 52-year university career. He became a pioneering scholar of group psychotherapy and a humanitarian researcher who crossed international borders. He never forgot the help he received from devoted mentors, nor the work ethic of a farm boy in tough times. In retirement, he plans to continue his research work in Botswana.

*Keith Morran
Fritz Lieber
Jesse Steinfeldt*

KHASHAYAR TONEKABONI

Khashayar Tonekaboni—or Dr. T, as he is lovingly referred to—started his journey at the IU School of Optometry in 1987 as a member of the clinical Binocular Vision Department. He later transitioned to Primary Care, where he spent the rest of his career. He served as the chief of the Primary Care clinic for 12 years and as the clinic director of the Atwater Eye Care Clinic for 4 years.

Dr. T harbored a great passion for teaching, always searching for ways to connect with our students and to effectively impart his knowledge of optometry. While teaching was the most beloved part of his job, he also carried many other responsibilities. Dr. T not only taught on the clinic floor, he also taught several clinical didactic courses where he thrived in the classroom. This is where he felt true connection started with his students, as he encouraged them to think critically about their developing skills. These students have stayed in contact with him for years as alumni. Going to a conference with Dr. T was like attending with a celebrity. He was wined and dined by former students, all wanting to share their experiences with him and maintain their friendship. Dr. T was especially fond of teaching his Retinoscopy and Refraction course. These skills can, at times, seem extremely challenging to a novice. Providing constant encouragement, Dr. T took a great deal of satisfaction when a student finally mastered these skills. It was as if a part of him would live on in that student even after they left him.

On the clinic floor, he pushed each of his students to act as a doctor from the time they started together, always having the student make their own decisions for the patient so that he could then have a conversation with them as a colleague about what he would do differently. Giving the students that level of responsibility takes a great deal of trust and belief in a novice clinician. Dr. T never had a doubt about the students he worked with on the clinic floor. He believed in their knowledge and ability from the beginning and the students felt that. It is this type of teaching



that led Dr. T to receive 11 Clinical Consultant of the Year awards and two Professor of the Year awards. These awards provided him a great deal of pride, because he knew that the students appreciated his work, time, and efforts. Besides his diploma, those awards were the only things that hung on his wall.

Dr. T was an excellent clinician also, having droves of loyal patients. They included complicated and difficult cases that he was able to discuss in a way that made the patient feel at ease. He always had time to talk and empathize with his patients during his explanations. They were forever grateful for his compassion and were extremely disappointed when he announced that he would step away from the clinic. We still have patients request to see Dr. T even though he is retired.

Dr. T also taught his colleagues. Being a partner in practice with him was always a benefit. He brought many skills and clinical tidbits to the table, with retinoscopy and anterior segment being his forte. He was always willing to discuss a

patient or examine them with a colleague. He was never too busy to “talk it out” for the good of the patient. He was also just easy to work with—funny, smart, and at times, silly—he brought joy to the floor. It was an honor and a privilege to be able to work with him every day.

In retirement, Dr. T plans to continue writing, which is his passion and life’s work. He is already the author of five novels and was commissioned to write a libretto for an opera for the IU Jacobs School of Music. He also plans to travel and enjoy time with friends.

He will be dearly missed by his colleagues, students, patients, and friends at IUSO. We wish him all the best on his new path.

Kim Khone

SUE M. C. TUOHY

During her 32 years as a faculty member at Indiana University, Sue Tuohy has excelled in mentoring students, researching musical manifestations of culture in China, and serving the university locally and internationally in myriad ways. Her colleagues employ words like “generous,” “dedicated,” and “kind” to capture Sue Tuohy’s approach to life. They observe that she has passionately devoted her career to the people around the globe with whom she has come in contact and to the ideas that she has researched.

Sue Tuohy completed the B.M. in Music History and Piano (1978) as well as the M.M. in Music History (1983) at Virginia Commonwealth University in Richmond, Virginia. She received the M.A. in Folklore and Ethnomusicology (1981) as well as a Doctor of Philosophy in Folklore and Ethnomusicology with a double minor in East Asian Languages and Cultures and Chinese Language and Literature (1988) from Indiana University.

Dr. Tuohy initially served as associate director of the East Asian Studies Center (1988–94) where she played a major role in writing and administering national and international grants, conferences, and other programs for the center. She transitioned to a faculty position in the Department of Folklore and Ethnomusicology (1994–2020) where she played a key role in helping shape the core ethnomusicology curriculum and where she directed the interdepartmental Ethnomusicology Ph.D. Program (1997–99). She also was an adjunct faculty member in the Department of East Asian Languages and Cultures and served on a number of departmental and graduate student committees.

She worked tirelessly to train students in the emerging field of ethnomusicology, teaching ethnographic methods, theoretical orientations, and the intellectual history of the field. She was equally adept at teaching about music and political movements, music in tourism and cultural heritage, Chinese film music, cultural diversity in China, music and place, and more recently, sound studies and ecomusicology.

Sue Tuohy offered undergraduate as well as graduate level classes that ranged from several hundred members to more

specialized seminars of a few students. She prepared meticulously and regularly spent hours with students individually to help them achieve their very best work. She has co-chaired more than 30 Ph.D. dissertations and has served as a committee member for an additional 70 graduate students where she helped students perfect their research and writing. This excellence in teaching has been recognized with the IU Trustees Teaching Award on four different occasions (1997, 2001, 2004, 2009).

When Sue Tuohy began her field research in Qinghai and Gansu provinces of China in 1983, the country was just opening up after the Cultural Revolution. Professor Tuohy gained fluency in reading and writing Chinese while attending Nankai University in Tianjin. She conducted in-depth and long-term research into musical life of Northwest China from 1983 to 1985. She delved into a broad range of social and artistic subjects from the policy level to the more specific performance details of hua’er folksongs. She included the historical sweep as well as the current moment in her purview, and over the years Sue Tuohy has built on that knowledge by returning to conduct ethnographic research, teach, and consult on the development of ethnomusicology programs in China, where she frequently lectures in Chinese. She also frequently includes Chinese-language scholarship in her research. She focused on cultural and natural heritage programs, tourism and festivals, and environmental and cultural preservation projects in many locations across China from 1990 to 2019. Science and technology in China was the focus of her work in 2008.

On a number of occasions Sue Tuohy has been invited to deliver keynote lectures, which she sometimes offered in Chinese. The titles of those keynotes include “The Longer History of Intangible Culture Heritage in China: The Case of Northwest Hua’er Folksong,” “Cultural Tourism at the Intersections of Folklore and Heritage,” and “Publics and Networks: Discourse, Circulation, and Power,” among others.

Sue Tuohy has acted as a co-organizer of the Diverse Environmentalisms Research Team (DERT), a collaborative

project involving research, pedagogy, a symposium, and a published book. In addition, she has served as consultant to the Smithsonian Office of Folklife and Cultural Heritage for the 2014 Folk Festival as well as a consultant to the Indianapolis Museum of Art for a project on the arts of Qinghai Province in 1992 to 1994. She also has served as a board member of academic societies such as the Association for Chinese Music Research, *CHINOPERL Papers*, the *Forum for Ethnic and Folk Cultures*, and the Society for Asian Music.

Among Sue Tuohy’s most cited articles are “Cultural Metaphors and Reasoning: Folklore Scholarship and Ideology in Contemporary China” (1991), “The Social Life of Genre: The Dynamics of Folksong in China” (1999), “Metropolitan Sound: Chinese Film Music of the 1930s” (1999), “The Sonic Dimensions of Nationalism in Modern China: Musical Representation and Transformation” (2001), “The Choices and Challenges of Local Distinction: Regional Attachments and Dialect in Chinese Music” (2003), “Reflexive Cinema: Reflecting on and Representing the World of Chinese Film and Music” (2008), and “Collecting Flowers, Defining a Genre: Zhang Yaxiong and the Anthology of Hua’er Folksongs” (2018). These titles demonstrate the broad reach of Sue Tuohy’s research imagination and writing efforts.

Sue Tuohy’s deep commitment to her students, colleagues, Indiana University, and a number of institutions in the United States and China will be missed. She may find more time, however, to tend her carefully cultivated garden, which she has developed over the years, while she continues to write and to conduct research in China.

*Ruth M. Stone
Daniel B. Reed*

VIRGINIA VITZTHUM

Professor Virginia J. Vitzthum is a distinguished scholar of human adaptation and female reproductive biology in particular. She received her Ph.D. in Anthropology in 1986 from the University of Michigan, followed by a post-doc in Demography at Michigan's esteemed Population Studies Center.

At IU she has been a professor of anthropology and senior scientist in the Kinsey Institute, with affiliate appointments in Gender Studies, the Center for the Integrated Study of Animal Behavior, and the Center for Latin American and Caribbean Studies.

Before coming to Indiana University in 2008, she held faculty positions at the University of California, Riverside, and Binghamton University (SUNY) as well as an impressive array of visiting fellow and researcher positions, including at the Max Planck Institute (Leipzig) and the University of Iceland.

Her contributions to science and global health were recognized by her election as a fellow of the American Association for the Advancement of Science (AAAS) in 2011, and she was twice named an AAAS Science and Diplomacy Fellow. Throughout her career, she has been supported by numerous National Science Foundation (NSF) grants and by funding from the University of California, the Wenner-Gren Foundation, and other non-government organizations. As a Fulbright and AAAS fellow, her work contributed to international programs for the prevention of mother-to-child HIV transmission. She served at the NSF, subsequently becoming an NSF program director.

Professor Vitzthum's research focuses on understanding female reproductive biology from molecules to morphology, informed by an evolutionary perspective. Early in her career, she considered the paradox of why women in non-industrialized countries had high birthrates despite arduous physical labor, while women in industrialized countries often became infertile when initiating exercise programs. She developed the Flexible Response Model, which explained this phenomenon as an evolutionary adaptation to ensure successful reproduction under lifelong harsh conditions.

Professor Vitzthum's prolific scientific career is built on field-based research in some of the most challenging environments humans inhabit, chosen because these populations provide "natural experiments" for addressing complex questions about human adaptations. She has developed numerous "field-friendly" techniques for unobtrusively measuring human behaviors, collecting biological samples, and maintaining sample integrity in these remote locales.

For more than 30 years she has collaborated with Dr. Hilde Spielvogel of the Bolivian Institute for High Altitude Biology on studies of indigenous Andeans living as high as 4,000 meters.

The centerpiece of this work, Project REPA, is a longitudinal investigation of the behavioral, biological, and environmental determinants of conception, fetal loss, and live birth. Among this study's major findings are that Bolivian women reproduce normally with ovarian hormone concentrations only 70% to those of U.S. women, and that early pregnancy losses (previously thought to be principally genetic failures) show strong seasonal (non-genetic) variation.

Professor Vitzthum used the unique "natural experiment" of the cold-war division of Germany to help disentangle the intertwined effects of genetics and life experiences on women's reproductive functioning, and her study of remote nomadic Mongolian herders refuted assumptions that all Asians have low ovarian hormone concentrations. She is currently studying how extreme seasonality in ambient light impacts Icelandic women's physiology.

Although always successful, Professor Vitzthum's projects have never been ordinary. In her first fieldwork in Peru, a faulty propane stove exploded, incinerating her straw-roofed house; later she cajoled (with copious crocodile tears and some payment) a military officer into releasing a fellow student from prison. For an underground HIV-education project, she smuggled 10,000 condoms through customs. And when her shipment of thousands of frozen biosamples from Bolivia was delayed in Miami in mid-summer, she grabbed the next red-eye, tracked down U.S. Customs' Miami director, convinced him to

sweet-talk the FDA into releasing the samples, harangued Fed-Ex until they agreed to ship the samples in a freezer for corpses, and soon had the samples at IU with not one thawed.

In studies around the world, she has found that there is far more woman-to-woman variation in "normal" female reproductive functioning than had hitherto been appreciated, challenging the past ideal of a "standard" 28-day menstrual cycle with a "universal standard" set of hormonal profiles. Her research has thus had a lasting impact in the fields of human biology, reproduction, evolutionary theory, and demography. Her most recent publication, "How it works: The biological mechanisms that generate demographic diversity" in *Human Evolutionary Demography* (O. Burger, R. Lee, and R. Sear, Eds) is an exceptionally lucid and comprehensive overview of this work and a major contribution to these fields.

Her research has been partnered with long-term dedicated service, including terms as program chair and secretary-treasurer for the Human Biology Association, the leading international scientific organization investigating human biological variation using evolutionary perspectives. She's a long-time academic editor of *PLoS* and the *Journal of Sex Research*. Within the IU Department of Anthropology she has served on almost every committee, and made substantive contributions to each.

Although she is retiring from IU, Dr. Vitzthum's scholarly legacy is far from complete. She is deeply committed to science and to the analysis of the data she has worked so hard for so many years to collect and curate.

But I can say unambiguously at this juncture in her long and illustrious career that she is the most creative and dedicated scholar I know, and I have benefited enormously from our conversations over the years. She is an incisive and at times blunt critic, always with an eye toward improving the science. Her sharp intellect, wit, generosity, and kindness as a colleague will be much missed as she leaves IU.

Andrea S. Wiley

CHRISTINE VON DER HAAR

Many of us have been connected and committed to Indiana University for a long time. But few of us have been connected and committed as long as Christine (Chris) Von Der Haar has. When Chris arrived at the Bloomington campus as an incoming undergraduate student in 1971, she couldn't have predicted that five decades later she would be retiring as an award-winning senior lecturer in IU's Department of Sociology.

When she began her undergraduate studies, Chris had no intention to be a college teacher, let alone one in sociology. In fact, she majored in biology and psychology. After earning her B.A. in 1974, Chris entered graduate school, but still not in sociology. Instead, she earned her M.S. in Education while also teaching science at the junior high school level at public and private schools in Indianapolis. It was only after the completion of her M.S. that she pursued her graduate studies in sociology, earning her M.A. in 1982 and her Ph.D. in 1985.

With her doctorate in hand, Chris navigated a challenging job market and eventually moved to New York City, where she enjoyed great success in the classroom (as an assistant professor in the Department of Statistics and Computer Information Systems at Baruch College/City University of New York) and out of the classroom (as a senior market research analyst with Manufacturers Hanover Trust). But Chris speaks most fondly of her years as the manager of surveys for CBS News and the *New York Times*, where she used her extensive experience in survey methodology to assist news legends such as Ed Bradley, Brian Williams, and Mike Wallace.

Many alumni wish they could return to their home university, but few actually act on these wishes. Chris is one of these exceptions. After deciding that it was time to leave New York and be back home again in Indiana, she began teaching sociology classes at Indiana University in 1991. Since then, she advanced from lecturer to senior lecturer and became a critically important asset to the teaching mission of the Department of Sociology, the College of Arts and Sciences, and Indiana University.

Many of us have been connected to and committed to teaching. But few have



been as connected and committed as Chris. To say that Chris was an engaged teacher is an understatement. She brought a level of excitement to the classroom that one rarely sees. Regardless of the course she taught—and she taught more than 15 different courses—she was incredibly enthusiastic about the topic, the discipline of sociology, and most importantly, her students.

Chris's enthusiasm did not wane over time. After teaching for so many years, it would have been easy for her to go through the motions of teaching and simply repeat what she taught the previous year. Chris, however, refused to give in to inertia. She was fully committed to refining and updating her course materials. For example, her Introductory Sociology course in 2020 looked quite different from her Introductory Sociology course from a few years ago. Her thoughtful addition of new readings and creative incorporation of media and topical domestic and international events brought sociology to life. With the relatively recent inclusion of sociology material to the Medical College Admission Test (MCAT), she worked hard to ensure that her Introductory Sociology course included examples that resonated with students pursuing health-related careers.

Chris developed a reputation as demanding but fair, highly energetic, and fully engaged in her teaching. Her evaluations reflected that reputation and confirmed of students' confidence in her

knowledge and experience, as well as students' faith that she had their best interests at heart. To that end, she also was a tireless promoter of her students, having written a slew of recommendation letters on their behalf. The best signs of Chris's influence were the number of students who decided to take another course with her after completing her Introductory Sociology course, the number of students who became a sociology major or minor after having such a good experience in her course, and the number of alumni who attribute their academic success in large measure to her influence and support.

Chris's teaching-related activities extended beyond the classroom. She served as advisory board member for McGraw Companies and faculty advisor for Pearson Education. Her written work includes well-received texts in introductory sociology and sociological social psychology. In addition, she closely worked with and generously mentored graduate teaching assistants and several undergraduate teaching assistants. It is not a coincidence that several of her former teaching assistants went on to receive teaching awards themselves.

Many of us try to go beyond our discipline boundaries. But few have done so with as much seriousness of purpose as Chris. In fact, during her tenure as a lecturer, Chris earned an M.A. in Journalism, her fifth degree from Indiana University. She also pursued her interests in Russian studies, became an affiliate faculty member of Indiana University's Russian and East European Institute and developed a media course that covered media and politics in Russia.

Thousands of students, the Department of Sociology, and Indiana University have been very fortunate that Chris returned to her alma mater. We wish her the best as she ventures into a new and exciting phase of her life.

Brian Powell

STANLEY WASSERMAN

Stanley Wasserman was born in August 1951 in Louisville, Kentucky, the grandson and great grandson of Russian immigrants. Stan was educated in statistics at the Wharton School of the University of Pennsylvania (receiving two degrees in 1973) and Harvard University (Ph.D. in Statistics, 1977). Stan is an applied statistician who has worked in many social and behavioral science areas, having had a lifetime (45 years!) as a faculty member at various institutions. In 1970, as a sophomore, he met his partner/spouse of almost 50 years, Sarah, who was a Penn English major.

As a graduate student, he worked with Paul Holland at the National Bureau of Economic Research in Cambridge, Massachusetts. Paul served as Stan's thesis co-advisor, as did Fred Mosteller. His thesis stemmed from the work he was doing with Holland and was the basis for most of his future research program. Holland was collaborating with Sam Leinhardt at Carnegie-Mellon University, so Stan accepted a one-year visiting appointment at CMU (1976–77).

Stan was offered a tenure-track assistant professor position in the Department of Applied Statistics of the School of Statistics at the University of Minnesota in the Spring of 1977, and so moved to St. Paul. He collaborated with Steve Fienberg at Minnesota on statistical models for networks, research that resulted in NSF funding and publication in the leading statistics journals. In spring 1982, he became an associate professor in the Departments of Psychology and Mathematics at the University of Illinois at Urbana-Champaign.

Early in the 1980s, Stan was very involved with the creation of the Department of Statistics at Illinois. He had an adjunct appointment in sociology and was a part-time faculty member in the newly created Beckman Institute of Advanced Science and Technology, where he worked on statistical approaches to the analysis of eye-tracking data. His appointment changed to psychology and statistics, and he led the Quantitative Division in psychology in the late 1980s and was the principal investigator for the division's NIMH Training Grant in the 1990s. He was promoted to professor in 1988. Stan has had visiting appointments at Columbia University, the Rand



Corporation, and the University of Melbourne.

Stan Wasserman joined the Departments of Sociology and Psychology at IU Bloomington in fall 2004 as the James H. Rudy Professor of Statistics, Psychology, and Sociology. In 2005, he helped create the new Department of Statistics in Bloomington, and became its founding chair in 2006, a position he held for five years. For the last 10 years, he has been in the Department of Psychological and Brain Sciences, and the Department of Statistics.

Stan is best known for his work on statistical models for social networks and for his text *Social Network Analysis: Methods and Applications*, co-authored with Katherine Faust, of the University of California, Irvine, which is widely viewed as a classic (with almost 40,000 citations). His other books have been published by Sage Publications and Cambridge University Press. His work on networks, focusing on models for the dependencies among relational ties, predates the boom in network analysis. He worked on this important, but difficult, problem long before the popularity of the notions of “six degrees of separation,” “contact tracing,” “network science,” or Facebook. Stan has published widely in sociology, psychology, and statistics journals, and has been elected to a variety of leadership positions in the Classification Society of North America and the American Statistical Association. He teaches courses on applied statistics and network analysis.

Stan is a fellow of the Royal Statistical Society, and an honorary fellow of the American Statistical Association and the American Association for the Advancement of Science. He was recently elected to honorary fellowships in the Society for Multivariate Experimental Psychology and the International Statistical Institute. He is listed in *Who's Who in America* and *Who's Who in the World*. He has been an associate editor of a variety of statistics and methodological journals (*Psychometrika*, *Psychological Methods*, *Journal of the American Statistical Association*, *Sociological Methodology*, to name a few), as well as the book review editor of *Chance*, and has given many conference presentations, including some as the keynote speaker. Here at IU, Stan is a core faculty member of the Cognitive Science Program and the new Program in Networks and Complex Systems. His research has been supported over the years by NSF, ONR, and NIMH, and he has been on many panels.

Perhaps Stan's most important accomplishment during his time at IU was the founding of the journal *Network Science*. Stan led a group of researchers interested in this project during their interaction with Cambridge University Press during 2011 and 2012, and was the first coordinating editor of the journal, from 2013 to 2020. He is still the editor for statistics for the journal.

Stan was also chief scientist of Visible Path Corporation in Foster City, California (visiblepath.com), a software firm engaged in developing social network analysis for corporate settings. Visible Path was bought by Dun & Bradstreet in the late 2000s.

During the past 10 years, Stan helped create the International Laboratory for Applied Network Analysis at the National Research University Higher School of Economics in Moscow. During his time as a research professor and academic supervisor of the lab, it has grown and matured into a real research presence.

Stan and Sarah have two sons, both in their 30s, who are employed in the software industry in Chicago, and three dogs, who lead a life of leisure.

David B. Pisoni

VIVIAN WINSTON

Like other single-name rock stars (Beyonce, Prince, etc.), the name “Vivian” is synonymous with the rock star of “Freshman Year” at the Kelley School of Business. Professor Vivian Winston has introduced over 30,000 students to the study of accounting and business while teaching in the Department of Accounting in the Kelley School of Business at Indiana University. Vivian has made the freshman transition from high school to college easier and more enjoyable by patiently and kindly explaining how to “be successful in college” to almost every student at the Kelley School of Business for the last decade. Her influence is immeasurable, and she will be greatly missed!

Vivian has dedicated much of her life to Indiana University. She graduated summa cum laude with a Bachelor of Science in Business, majoring in Accounting, from the School of Business at IU in 1978 (before it was named Kelley). She went on to become a licensed CPA (Certified Public Accountant) and still maintains an active license. She worked for many years as the business manager for WFIU and WTIU. She continued her studies at IU, earning a Master of Business Administration with an emphasis in Finance in 1990. Vivian also gave back to IU by serving on the IU Credit Union Supervisory Committee (she was chair of the committee for seven years). Vivian was so devoted to Indiana University she married one of her professors (after graduation, of course)—the legendary, and now retired, Professor Wayne Winston.

Vivian taught a variety of courses for the Department of Accounting prior to taking command of the A100 course for which she is most widely known. Her expertise spans many areas including tax accounting, managerial accounting, government accounting, and financial planning. This expertise made her the perfect choice for teaching the Basic Accounting Skills course, A100, which she has taught for over a decade. A100 is a required course for every student majoring



in business. Vivian routinely taught two to three thousand students each year! The A100 course is often seen as the gateway course for students interested in studying business. Vivian’s kind, skilled, and enthusiastic approach to teaching the course prepared students for success in their future college courses and careers after graduation. In preparation for her retirement, Vivian is transitioning A100 to a hybrid course and making the course textbook available to students using the interactive and innovative Top Hat software.

Vivian is dedicated to ensuring that every student has an equal chance for success in her courses. During the summers, Vivian worked with first generation college students to prepare them for success at IU by teaching a prep course for A100. She was also instrumental in developing the Kelley Coaching Program and training dozens of undergraduate peer tutors to work with her A100 students each year.

The list of her teaching awards and nominations is extensive. In 2016 she received the William G. Panschar Undergraduate Teaching Excellence Award, the most prestigious teaching

award for non-tenure track faculty at the Kelley School of Business. She was named the Fetting/Whirlpool Distinguished Lecturer in 2017 and received the IU Trustees Teaching Award in 2015. Year after year she is recognized by Alpha Kappa Psi for teaching excellence.

Vivian is not only a rock star at IU, but she is also a rock star volunteer in the Bloomington community, sharing her financial expertise with a variety of nonprofit organizations. She has been an active volunteer with the Stone Belt Arc, St. Marks United Methodist Church, the American Red Cross, WonderLab, and the Bloomington Montessori School. She was honored as Volunteer of the Year by the Big Brothers/Big Sisters program in Bloomington, Indiana. It should not surprise us that she also found time to co-produce three exercise video tapes that were marketed nationwide!

Beyond her numerous professional achievements and accomplishments, Vivian will be remembered for her warm, gentle, and caring demeanor. Vivian’s door was always open, and she was always willing to help both students and colleagues in any way she could. She generously shared her knowledge and expertise with new faculty both within her department and her school. She was an active member of the Kelley Jumbo Class Working Group and generously shared best practices with other instructors who struggled to effectively teach large classes.

Vivian has given so much to the university and now it is time for her to take time for herself. We are all better for having known her and worked with her for so many years. Retirement will enable Vivian to spend more time with her adult children, Jennifer and Gregory, as well as keep tabs on her husband, Wayne, and adorable dogs, Disco and Mimi. We will miss her, but we all wish her the very best!

*Julie Head
Jim Wahlen*

ELISABETH WRIGHT

Harpichordist and fortepianist Elisabeth Wright will retire at the end of this academic year, after 39 years as a faculty member at Indiana University. Over the past four decades, her teaching and artistry have been vital to the Historical Performance Institute at the Jacobs School of Music and she has established herself as an internationally sought-after musician and pedagogue.

A native of Portland, Oregon, Elisabeth arrived in Bloomington by way of New York and the Netherlands. She received her Bachelor of Arts degree from Sarah Lawrence College and continued her musical studies at Sweelinck Conservatory in Amsterdam as a devoted pupil of Gustav Leonhardt. Four years after receiving her undergraduate degree, Elisabeth formed Duo Geminiani with baroque violinist Stanley Ritchie, a musical partnership which continues to this day. In 1982, both Elisabeth and Stanley were invited to join the faculty of the IU School of Music as visiting faculty in the then-recently established Early Music Institute.

Since that time, students from around the world have come to IU to study baroque and classical music with Elisabeth and they have left IU as accomplished musicians and inspired scholars. She has guided historical performance majors through their degrees with care and devotion, and she has carefully crafted course offerings for students outside of the historical performance degrees. Such is her interest in and commitment to the successes of her students; one can always spot Elisabeth in the darkened seats of Recital Hall, Ford-Crawford Hall, or Auer Hall, head tilted to the side and hands moving gently, intuitively, as if she is performing right alongside whichever of her students is gracing the stage.

An expert in continuo improvisation, Elisabeth has been invited to give workshops and master classes across North America, Europe, and Australia, and her influence on period performance will resonate for years beyond her retirement. Her former students are among the best in the early music field today, both in prominent teaching positions and as creators, directors, and performers in period ensembles.



While Elisabeth's students have flourished under her tutelage, her faculty colleagues at Jacobs, too, have benefitted during her tenure. A fundamental characteristic of baroque music, *basso continuo* provides the harmonic structure for a piece, and without a commanding keyboardist at the helm to play the continuo part, neither a symphony nor a duet can fully and accurately realize the intentions of the composer. Nearly 40 years of early music performances at the Jacobs School of Music, from intimate chamber music to student degree recitals, from Baroque Orchestra concerts to full-scale productions of Handel operas and oratorios, have been accomplished under the guidance of Professor Wright. Whether it is Elisabeth or one of her students at the keyboard, our faculty, students, and audiences alike have come to depend on the carefully and beautifully realized *basso continuo* emanating from the harpsichord, fortepiano, or clavichord.

Elisabeth's artistry as a solo performer cannot go without mention. An international concert artist, her virtuosity, grace, and elegance at the keyboard have drawn acclaim for decades. She has been broadcast on four continents and has recorded for Classic Masters, Milan-Jade, Focus, Arion, Arts Music, Música Ficta, Pro Musica Antiqua, and Centaur. She was a founding member of the Seattle Early Music Guild and

Bloomington Early Music and has served on the board of Early Music America and as panelist for the National Endowment for the Arts, PEW, and PennPat.

It was among Dean Emeritus Charles Webb's goals when he began as dean in 1973 to develop and increase the music school's early music offerings, and it is abundantly clear that he could not have chosen a better historical keyboardist than Elisabeth. While he may not have known then that Elisabeth would outlast his tenure, and the tenure of the next dean as well, it is this longevity and dependability, as a musician of the upmost caliber and a dedicated colleague, that have been a boon for the school and fortified this department. The Historical Performance Institute, the Jacobs School of Music, and, most importantly, countless students would not be where they are today without the artistry and dedication of Elisabeth. We wish her a restful retirement and look forward to welcoming her to as many future performances as she cares to attend when we can all gather for live performances again.

*Dana Marsh
Cecilia Bass*

DARIA ZIEMINSKA

Senior Research Scientist Daria Zieminska retired from IU in December 2020 following a distinguished, nearly four-decade-long career in particle physics. A native of Warsaw, Poland, Daria received her Ph.D. from the University of Warsaw in 1974. While a student, she worked with the legendary theoretical physicist Richard Dalitz at Oxford on hypernuclei, objects similar to normal nuclei but with a proton or neutron replaced with a particle containing a strange quark. Their collaboration resulted in several important publications that continue to be cited to this day, as well as a life-long friendship. It also set the tone for her future research, which has centered on the study of exotic particles and multi-particle systems.

In addition to her work at Oxford and Warsaw, Daria also did experiments at the Joint Institute for Nuclear Research (JINR) in Dubna, U.S.S.R., before coming to the United States with her husband, Andrzej Zieminski, in 1980 to take a visiting scientist position at the University of Maryland. The IU Department of Physics had the good fortune to attract Daria and Andrzej to Bloomington in 1982, where Daria immediately made her mark in the IU group working at Brookhaven National Laboratory on Long Island because of her expertise in analyzing the decays of mesons, sub-atomic particles containing a quark and an anti-quark.

Starting around 1984, Daria's research focus shifted to Fermilab in Batavia, Illinois, where she was one of the founding members of the $D\bar{0}$ experiment, a large particle detector used to collect data from collisions of protons and anti-protons produced by Fermilab's Tevatron accelerator. Operating between 1991 and 2011, the experiment was run by a collaboration that eventually reached a level of more than 650 scientists from 88 institutes in 22 different countries. Daria contributed to $D\bar{0}$ in many ways, including playing a leading role in the construction and understanding of the muon detector, the component of $D\bar{0}$ sensitive to the presence of muons, a particle that is an important indicator of "interesting" physics.

Her main focus within the experiment was on the study of heavy quarks and the properties of the particles that contain them. She contributed to the 1995 discovery, by $D\bar{0}$ and its sister experiment CDF, of the top quark, a point-like particle nearly 180 times more massive than the proton. However, most of her work was in the study of the bottom, or b, quark, the second most massive of the six quark types. She led the group of $D\bar{0}$ physicists working in this area for more than 15 years and her individual output was also prolific, including more than 50 results.

Starting in the late-2000s, she joined the IU effort on the ATLAS experiment at CERN in Geneva, Switzerland. IU has a long-standing involvement in this collaboration of nearly 5,000 scientists, engineers, and technicians, and Daria's skills and experience were particularly welcomed by the group. She made important contributions to the Transition Radiation Tracker, the component of the ATLAS detector partially built at IU, and supervised an IU student on ATLAS's first measurement of the simultaneous production of two particles containing charm quarks.

Perhaps her most surprising discovery, though, was made on $D\bar{0}$ in 2016, five years after the experiment finished operation. A careful re-analysis of old data by Daria and two Russian colleagues revealed the presence of a new type of tetraquark that Daria referred to as a "strange, charged beauty." Unlike their vastly more common siblings, mesons and baryons, which contain two or three quarks respectively, tetraquarks are a combination of four quarks and were only observed for the first time in 2003. Daria's tetraquark is unique in that it is built of four *different* types of quarks—up, down, strange, and bottom—and its discovery, if confirmed by other experiments, will provide a new window onto quantum chromodynamics, the theory of the force that binds nuclei together.

The analysis to identify this new particle was painstaking, requiring hundreds of cross-checks to ensure the observation was actually of something new and not simply a misinterpretation of



known processes. This care and attention to detail is a hallmark of Daria's work. Throughout her career it has made her a sought-after colleague. As Rick Van Kooten, dean of the IU College of Arts and Sciences and a long-time collaborator, recalls: "Daria is a passionate, excellent, and highly respected physicist with a deep knowledge of the field and its tools. There have been countless times sitting down with her discussing data analyses where I have learned important concepts and techniques from her creative and careful work. Not surprisingly, she was also an outstanding and patient mentor of students. She could be stubborn sometimes, but for good reasons, and almost always was proven correct."

Rick's statement reflects the views of all of us who have worked with Daria. We have benefited from her vast knowledge across a staggering array of topics: from the details of detector calibration, to the latest in analysis techniques, to thorny issues in quantum chromodynamics theory. We wish her a very enjoyable retirement, but do hope that she won't completely disappear from the halls of Swain West. We'll always have need of her insights.

David Baxter



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