Who will take her place?

The Graying of the Faculty
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It is not only my impressionable young son, but also many who are unfamiliar with the arcane administrative arrangements of academia, who ask me, “What precisely does a dean do?” The simplest answer I can give, perhaps, is that a dean’s most important job is to ensure a bright, robust future for the school that he or she leads. In this context, overseeing the hiring and professional development of the school’s faculty and creating an environment in which the faculty can do their best work is the dean’s greatest challenge. As the lead article in this issue of the magazine makes clear, the academy in general, and your College of Arts and Sciences in particular, face a demographic threat resulting from the same phenomenon that is affecting various aspects of our social fabric — the aging of the so-called “Baby Boom” generation.

This generational turnover could not be taking place at a worse time for U.S. universities. Spurred by New York Times columnist Thomas Friedman’s book, The World Is Flat: A Brief History of the Twenty-First Century, I have been thinking a lot lately about how substantively, and how fast, globalization is likely to affect universities like IU, particularly when it comes to attracting and nurturing future faculty. The dominance of American universities as the destination of choice for advanced education for students from all parts of the world is already being challenged by universities in Europe and Australia. In highly technical fields, China is investing heavily in setting up new universities. In life sciences, we are beginning to see Singapore and Hong Kong establishing state-of-the-art research institutes and luring outstanding scientists from the West with dizzying levels of research support. These countries are beginning to recognize that in a knowledge economy, one needs a strong nucleus of scientists and scholars who generate new intellectual capital to keep the economic engine primed. They are stealing a

If we have learned anything from the first and second waves of job migrations of the past decades, it is that in the global marketplace a flow of jobs down the prosperity chain is inevitable. The remedy for the U.S. is the creation of new jobs up the knowledge ladder, whose breeding ground is its system of research universities.

The College is addressing this generational turn-over in multiple ways. It has created a “market adjustment” pool of funds to aggressively counter overtures on our valued mid-career faculty by other institutions. It has received special funds from the campus to hire tenured faculty in the arts and humanities, where the turnover has been particularly acute. It is taking full advantage of the success of the previous endowment campaign, using the many endowed professorships and chairs to both recruit and retain faculty. Last, but not least, it is investing in graduate fellowships, facilities, and infrastructure to make the College a stimulating and supportive environment in which to work. I am confident that these steps, along with continued philanthropic support from IU’s multitude of alumni and friends, will keep the College a world leader in education and research for generations to come.
John E. Burks Jr., PhD’79, president

A native of Oklahoma, John Burks came to Indiana University to pursue a doctoral degree in chemistry. As an undergraduate at the University of Oklahoma, he’d worked in the laboratory of Professor Dick van der Helm, who’d done postgraduate research with IU Professor Lynne Merritt. This experience brought IU to John’s attention, ultimately leading him to Bloomington, where he earned his PhD in organic chemistry in 1979. After graduation, John pursued postgraduate research at the University of Wisconsin and then at the University of Washington in Seattle. In late 1982, he returned to Indiana to take a position with Eli Lilly and Co., where he is a research adviser. He lives in Indianapolis with his wife, Mary, who is a fiber artist. John wanted to contribute to Indiana University and saw an opportunity to do so by joining the College Alumni Board. He joined the board in 2000, has served as vice president, and has just assumed the presidency, a position he’ll hold through 2007.

John D. Papageorge, BA’89

John Papageorge joined the College Alumni Board in 2001 and is currently serving his second three-year term. A native of Greenfield, Ind., he moved with his family to Illinois when he was a child. John missed Indiana, loved IU sports, and had an older brother who had attended IU. So when it came time to choose a college, he came “home” to attend Indiana University, where he earned a BA in 1989 with a double major in psychology and political science. In 1992, he completed a JD from Valparaiso University. John saw an article in The College magazine in 2000 that asked interested alumni to become involved with the College of Arts and Sciences Alumni Board. He saw an opportunity to reconnect with the College and to serve his alma mater. We appreciate his active and committed service to the College. John lives in Franklin with his family and is an attorney with the Indianapolis firm of Sommer Barnard. He also serves on the membership committee of the College Alumni Board and assists in bringing other dedicated alumni volunteers to the board.

— Marsha Minton, Director of Development and Alumni Programs

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Irene Meister is used to being the “only woman” in the office. She was the first woman in an executive position working in the Middle East in the oil industry. She was the first female to head the international division in a major paper industry organization, becoming senior vice president. But words like “glass ceiling” and “man’s world” didn’t cross her mind; she was too busy getting things done.

“From the earliest years, I was imbued with the idea that I can be whatever I want to be,” Meister said. “I do not believe that absolute excellence exists, but striving toward it is what gets you places. One time I was interviewed by a major magazine. The woman who interviewed me opened by saying ‘Dr. Meister, we know that you’re a very successful woman. What do you do to fight men?’ I said ‘I don’t fight men. I fight to get my ideas across — to women and men.’”

Meister’s accomplishments read like the combined résumés of several accomplished people: Senior vice president for the American Paper Institute (API) and of the American Forest and Paper Association, API’s successor after a merger. Oil executive for Mobil Corp. Staff member of Congress. Consultant to Fortune 500 companies. Writer. Professor. Presidential adviser. Today, she’s a nationally and internationally recognized expert in international trade, law, and economics who speaks several languages.

Meister said she is often asked whether a woman can have an exciting career and be a wife and a mother at the same time. “Every woman has to decide for herself. I have done it, loved it, and would not have it any other way. Being a wife and a mother enriched my life beyond words,” she said.

Meister — who is a member of the Council on Foreign Relations, the Americas Society, and the Asia Society and serves on the executive committee of the U.S. Council for International Business — credits Indiana University with giving her the skills she needed for a start. “What I studied at Indiana — the languages and the Eastern European studies, as well as the Islamic law — I literally use every day in my work. So I think of Indiana University with a depth of gratitude.”

After graduating from IU with a BA in linguistics in 1948 and an MA in East European studies in 1949, which allowed her to work successfully on Middle Eastern issues in the oil industry, Meister taught for two years at Miami University in Oxford, Ohio. She went on to earn a doctorate with highest honors in international economics and international law from the Fletcher School of Law and Diplomacy at Tufts University.

Meister lectures and is a mentor for students at the Fletcher School, which in both the United States and abroad is considered a premier school for graduate international studies. Forty percent of the program’s students are from abroad, allowing for healthy competition for even the best American students.

Her career advice to students is practical. “If you have a language skill that’s not perfect, it’s fine, use it socially. But never, ever, negotiate in the language unless your knowledge of the language is perfect. I can cite more examples where really bad errors were made when people tried to negotiate without having a sufficient knowledge of the language.” She also advises students to extend their knowledge beyond laws and business practices to include the culture and habits of the people they’ll be working with. She likens strategic thinking and the negotiating process to the game of chess. “Think of your opponent’s possible next move and anticipate it. And always remember: When you negotiate, in the end it has to be of value not only to you, but also to your opponent. Otherwise, the deal will not last.”

Advice from the pages of her life would probably read, “Be prepared to work long hours.” Between 1981 and 1986, Meister worked 90 hours a week — 30 in her capacity as a chair of the lead committee of President Reagan’s Export Council and 60 at API, for which she maintained a schedule of frequent international travel, negotiating market opening measures for the total paper industry. “It was a very exciting time,” said Meister, who counts her time working with President Reagan among her most worthwhile work experiences. During her five-year stint — three years longer than a typical presidential appointment — most of her committee’s recommendations were implemented by the president and became policy.

Meister especially enjoyed working with President Reagan: “It was wonderful. He was very different from what people envisaged,” she said. “I found him very thoughtful. He was a man who asked a lot of questions about the advice offered to him, but once he was satisfied with the answers, he moved speedily into implementation.”

In January 1994, she started her own consulting organization, Irene Meister and Associates. Today, she limits her consulting work to one multidivisional global corporation, where she reports to the CEO, but works with several presidents of the divisions and with corporate senior management. Her work is global in nature and focuses on long-range strategy, advice and coordination of legal cases on trade issues, and, when required, negotiations.

Three things about which Meister remains passionate are her two alma maters and her devotion to work for her major client. Though she could retire any time, she continues to put in 10-hour days at her work, some of which is pro-bono. “I love what I do. I’m not just helping a corporation. Freer trade and the ability to invest globally are good for the country,” she said.

As for her continued connection to IU through the Dean’s Advisory Board, Meister wants to help others arrive at the career satisfaction she has found by providing for three endowments in her will (for LAMP, international studies students, and Russian and Eastern European studies). “(IU) was a tremendous help to me,” she said. “I’m trying in a very small way to give back.”
"Whatever happened to ... ?"

The College catches up with some favorite faculty members from

by Vanessa Cloe

Professor Emeritus William Wiggins and his family came to IU in 1969 from Texas College in Tyler, Texas, where he was college chaplin. Initially, Wiggins came to work on his PhD and to provide his daughter, Mary Ellyn, an opportunity to grow up next to her grandparents. After receiving his degree in 1974, Wiggins was hired into the Department of Afro-American Studies by then-chair Herman Hudson. During his tenure at IU, Wiggins developed multiple courses for his department and for the department of folklore. His favorite class, which was a combined effort with several other colleagues, is still taught today: A150, Survey of the Culture of Black America.

His research, which focused on the tradition of celebration, religious drama, and sports in regard to Afro-Americans, has taken him around the world, including to the African countries of Ghana and Liberia. He also won a Guggenheim fellowship for his work on the life of Joe Lewis. Even though he had been courted by other universities, Wiggins stayed true to IU because he felt IU had always been very good to him.

In 2003, Wiggins retired from the departments of African-American and African Diaspora Studies and Folklore and Ethnomusicology. Today, Wiggins is leading a busy retirement life. He spearheaded and hosted the 50th anniversary of the 1955 championship high school basketball game between Crispus Attucks and Gary. The game was the only final in IHSAA history where both teams were from African-American high schools. He has also helped his wife Janice form the Student Support Service Program Alumni Association and has just stepped down as the author of “Wiggy’s Diner,” a community column in the Bloomington Herald-Times.

Professor Emeritus Marvin Carmack came to IU in the fall of 1953 after being offered a position by then-chair of chemistry Harry Day. Carmack had been a faculty member at the University of Pennsylvania for 12 years before IU came knocking at the door. While at Penn, Carmack, along with seven PhD students under his direction, worked on weapon research for the military during WWII and developed five kinds of explosives. During his tenure there, he also won a Guggenheim Fellowship, which garnered him an opportunity to work at the elite ETHZ Institute in Switzerland. At IU, Carmack focused his research on extracting organic compounds from natural sources in a search for new therapeutic agents. In a separate program his students studied the unusual chemistry of sulfur compounds. Carmack taught both graduate and undergraduate courses, including undergraduate organic chemistry. He retired from IU in 1983. Today, Carmack lives at the Meadowood Retirement Community in Bloomington. At 91, he is still active, publishing a paper in the last year, attending student performances at the music school, and participating in other events in and around the IU Bloomington campus.

Halls Professor Emeritus Robert M. Barnes started his IU career teaching summer classes as a visiting artist before becoming a faculty member in the School of Fine Arts studio department in 1964; he was 29. During his tenure at IU, he taught both graduate and undergraduate painting courses. Barnes still found time during his stay at IU to paint and have his work exhibited in galleries throughout the world. He received a Ruth Halls Professorship in Fine Arts in 1995 for his work. After retiring in 1999, Barnes relocated with his wife and family from Bloomington to the coast of Maine. In 2002, Barnes was elected as a member of the National Academy of Design. Today, he is still painting and having his work showcased in galleries in Chicago and New York. For more information on the life of Professor Emeritus Barnes, visit his Web site at www.levatodesign.com/robertbarnes.
You can’t listen to it anymore, but it speaks volumes about the critical state of analog recordings in the 21st century. The 16-inch lacquer disc looks like a spare part you’d find in a garage. The mid-20th-century recording of a country music string band originally aired on WOWO AM (1190) in Fort Wayne. Cracked and peeling because the castor oil used to plaster the disc’s coating is leaking, it has long passed the point of playability. Sadly, the disc also is unrecoverable.

The disc is a shining — or, in this case, not so shining — example of “the urgency of the preservation work being done with historical recordings,” says Mike Casey, coordinator of recording services at IU’s Archives of Traditional Music, known as ATM. The archives’ mission is to preserve and protect these types of recordings from being lost forever.

One of the largest university-based ethnomusicographic sound archives in the United States, ATM boasts 110,000 recordings, spanning from the 1890s to the present. The recordings include every format used in the field, beginning with wax cylinder records, and cover a wide range of cultural and geographic areas. They include commercial and field recordings of vocal and instrumental music, folktales, interviews, and oral history, as well as videotapes, photographs, and manuscripts.

The archives’ holdings are kept together by collection and stored in a massive vault in the basement of Morrison Hall. The vault is far more Star Wars sleek than Raiders of the Lost Ark rough. Clean and computerized, it includes a fire suppression system, a water-sensing system, temperature and relative humidity controls, and a direct line to the university’s physical plant. It also features compact shelving that closes tight when not in use.

And yet the turntables and phonographic needles, open reel tape machines, and cassette decks that rest like ancient Egyptian artifacts in the archives’ studios serve as a reminder that we’re still, in many ways, stuck in an analog age. “We still have to be able to use them and understand their ins and outs,” Casey says with a hint of nostalgia in his voice as he fingers several turntable styli.

None of this equipment, however, is as strikingly distressing as the massively deteriorating disc from Fort Wayne. “We have thousands of these lacquer discs,” Casey says as he surveys the damage. “It’s sad. Here’s a recording from WOWO in Fort Wayne that’s not only an important recording, but it’s also important to the state’s heritage.”

Though ATM wasn’t able to preserve the Fort Wayne disc in time, there is hope. The archives are making significant strides in the preservation of the world’s most endangered sound recordings. They’re also starting to get noticed, despite toiling in the shadow of their notorious building-mate, the Kinsey Institute for Research in Sex, Gender, and Reproduction. The National Endowment for the Humanities recently awarded ATM and the Archive of World Music at Harvard University a $348,441 grant for a collaborative research project designed to maintain historic and highly valuable sound recordings of extraordinary national interest. The “Sound Directions: Digital Preservation and Access for Global Audio Heritage” project will help the archives develop best practices and test emerging standards for archival audio preservation and storage in the digital domain.

Though there are still some analog holdouts, most sound archivists, a conservative bunch by nature, have come to realize that digital — as tech-savvy rocker Beck would say — is “where it’s at.”

With the NEH grant, the archives are well positioned to lead the digital revolution, says Daniel Reed, director of ATM and assistant professor of folklore and ethnomusicology at IU Bloomington. Reed is co-principal investigator of the Sound Directions project, along with Virginia Danielson at Harvard University. He became director of the archives in 2001, when digital preservation was just starting to become accepted by the sound archiving community. An ethnomusicologist by trade who had no training as an
“Most sound archivists, a conservative bunch by nature, have come to realize that digital — as tech-savvy rocker Beck would say — is ‘where it’s at.’”

Reed worked at the archives in the early-to-mid 1990s as a graduate student at IU. During that time, he got an earful about the richness and uniqueness of the archives’ collections. The experience would help him meet the enormous challenge of prioritizing which analog recordings to digitize first. The task hasn’t been easy. When he first started, Reed found himself immersed in the problem of how to assign value to the archives’ vast holdings. Questions quickly began to mount. Should he base his value-rankings on the same way and not have in-house solutions. The more we collaborate, the better off we will be in the long run,” he says.

“Interoperability” is the buzzword heard around the archives these days. A major component of the Sound Directions project is the production of digital audio preservation packages that can be exchanged and read by other preservation repositories. Reed has called the move toward interoperability a “groundbreaking” step toward a complete and long-term digital audio preservation process. “We need everybody in the world (to operate) the same way and not have in-house solutions. The more we collaborate, the better off we will be in the long run,” he says.

Reed is convinced that phase two of the Sound Directions project will help the archives become better known, within and outside the university walls. “We’re very well known in the small community of sound archivists and ethnographic researchers. I’m convinced that we will receive much higher use when it’s easier to use us, when it becomes easy enough for someone like me to sit at home, access some audio files, listen to them, select them, and use them in the classroom the next day,” he says.

Both Reed and Casey humbly acknowledge they still have a long way to go to meet their preservation and access goals. They estimate there are millions of hours of culturally important, one-of-a-kind recordings in the archives, some of which are deteriorating more quickly than others. The unrecoverable lacquer disc from Fort Wayne serves as a sad reminder that for all of their recent successes, the archives face many obstacles, including ever-changing technologies, limited manpower, and their toughest enemy, time.

Ironically, only time will tell whether the movement to a digital domain is, as the archives’ leaders believe, the sound direction for the future of audio preservation. “You have completely unique material that is only present on carriers that are actively deteriorating,” Reed says. “If you don’t do anything, you kiss away this part of human history.”

Ryan Piurek, MA’02, is a writer in the IU Office of Marketing and Communications.
Martha King’s first solo flight began like one of Snoopy’s ill-fated novels in a Peanuts cartoon. It was a dark and stormy night — well, stormy and getting dark — and King was on her own. Up until then, flying was more her husband’s hobby; it was a skill to be mastered, but not a source of real enjoyment. She’d had no night training. King waited out the storm and took off from the northwest side of Indianapolis, while back in Richmond, Ind., her husband and flight instructor watched the skies grow darker and became increasingly concerned.

As she hit her stride and gazed down at the flickering lights below, a whole new world opened up around her. “I was entranced by the dusk-to-dark view and all the lights shining like jewels,” she says. “That’s when I fell in love with flying.”

King, BA’66, is the first and only woman in history to hold every class of pilot and instructor rating available. She can fly planes, gliders, helicopters, and blimps. King Schools — the aviation business she and her husband, John King, BA’66, started in 1974 — is now the leading producer of aviation training videos and computer software, used to teach up to half of the instrument students and more than one-third of all pilots in the United States. Women Aviation International listed her as one of the “100 Most Influential Women in Aviation,” and she was appointed to the First Flight Centennial Federal Advisory Board by President Clinton in 2001. Her career highlight came in 2003, when King was one of 100 aviators honored at Kitty Hawk by the First Flight Centennial Commission as a distinguished aviation hero in the first century of flight. She shared the stage with Neil Armstrong, Buzz Aldrin, John Glenn, and Chuck Yeager. King’s acceptance speech made clear that her enthusiasm for flying has not waned over the years.

“Can you believe that it was only 66 years since the Wright Brothers flew here until Neil and Buzz walked on the surface of the moon?” she asked the audience. “Think about where we can be in the next 66 years if we expand, develop, and follow our passions … maybe not visiting the moon or Mars … but living there!”

Sharing the stage with Neil Armstrong at the induction ceremony was a special moment for King, who describes the astronaut as warm and unassuming. “To be in that company, I was honored,” King says.

The title of “distinguished aviation hero” puts King in a class with Orville and Wilbur Wright, Amelia Earhart, Charles Lindbergh, and Sally Ride, but she’ll always appreciate what she learned at Indiana University. King studied comparative literature at IU in the 1960s and took nearly as many accounting courses as her husband, John, a
business major, whom she married after her sophomore year (John was two years older). Both graduated with distinction. “When we were in college, we decided to be in business together after school,” she says. Her IU education provided the foundation she needed to do just that.

“Conceptually, a lot of the classes and professors would challenge the established ways of thinking. In enterprise and entrepreneurship classes, we had visiting Speakers of the House talk about their experiences and how they’d gotten where they were,” she says. “My literature courses taught me an eternal love of study, a love of language, and being able to write clearly.” Those skills came in handy later, when she needed to do marketing for King Schools and write scripts for aviation training videos.

Martha and John King are the only husband and wife to hold every category and level of an FAA pilot and instructor certificates. Both have devoted their lives to flight and helping others learn to fly safely. “We never had children ... just airplanes!” she jokes.

John’s father was a pilot who taught him to fly in high school. Martha’s dad was an Air Force general, but didn’t consider flying appropriate for women, or necessary for civilians. After the couple finished college and went to live in Indianapolis, John took up his aviation hobby again. “I wasn’t going to sit home while he had all the fun,” Martha says.

The couple spent 10 years running a company that serviced trucks, continuing to fly when they could, but that business ended in bankruptcy. They vowed that their next enterprise would be “for the fun of it,” and on a whim went to work for a flight school in Oklahoma. When that business went under, Martha and John took the skills they’d learned at the flight school and opened their own school out of a spare bedroom in their home.

“We had a wonderful time designing our- selves a job,” King says. “We would fly to a new location each week, teach on the weekend, and the students would take their tests on Monday. We liked the variety. When we were visiting an area, we could see the sights, go rafting, skiing.”

After about 10 years of teaching on the road, the couple still loved what they were doing, but they craved stability. A friend suggested that they tape their classes and sell the videos, a move that forever changed their lives.

Today, the Kings are still the stars of their training videos, cracking jokes now and then to keep their audience interested between lessons on the serious business of learning to fly and other related topics. King Schools has long outgrown the spare bedroom, with more than 70 employees working out of an 18,000-square-foot building. In the past 10 years, the school has delivered more than 2.5 million videos, with courses ranging from training videos for private pilots to “Creating Outstanding Customer Relations” and “Non-Manipulative Selling for Sales Growth.” Bruce Jenner was a King Schools student, and Clint Eastwood studied helicopter theory with the Kings while he was learning to fly one for a film in Africa.

What King loves most about flying is the combination of freedom and responsibility. “It’s the overview effect,” King says. “You’re up and away from the ground. Here is the world, a blue-and-white globe in the distance, all the history of mankind. It gives you an awareness of who you are and what you are. The day-to-day problems recede, and you see the big picture of life. It’s mood-altering.”

King says the best qualities for a new pilot are the ability to think clearly, a sense of comfort with personal responsibility, and a flexible and adaptable mind. “You need to be like a fighter pilot in the military, mechanically and physically adept. You must have your internal emotions controlled, and the willingness to think clearly and logically. Eighty-five percent of accidents are caused by the pilot’s failure to manage risk.” Two of the King Schools’ most popular videos are “Practical Risk Management for Pilots” and “Failures in Risk Management.” Beyond the checklists and tools offered, the videos teach pilots the mental habits they need to adapt to handle difficult situations.

“There are many parallels between risk management in aviation and business,” King says. “It’s all about change. No matter how carefully you plan, it’s a dynamic environment. There’s a mindset where, in flying an aircraft, the thought is you ‘have to get there,’ or a self-imposed pressure from passengers who maybe have to hook up with a scheduled transport. You need to build in flexibility to your plans and change plans to deal with new realities.”

King says the most important thing for new pilots is knowledge, combined with a genuine passion for aviation. “You are the only one who will get you safely on the ground, so you have to have competence — physically, intellectually, and emotionally.”

These days, Martha and John King are busier than ever, running King Schools with plans to expand into internal training programs for existing businesses and how-to programs for those who want to start their own business. “We’ll teach the general principals of how to have a successful business to save others the heartache,” she says. The Kings also serve as directors of the Lindbergh Foundation, a group dedicated to improving quality of life by promoting a balance between technology and the environment. But the two still have time for Scrabble, their favorite game to play when they’re not in the air. Asked to describe flying with Scrabble letters, King settles on KNOWLEDGE and PASSION. “It takes both to do the job.”

Jennifer Dwirek is a freelance writer in Bloomington. Diane J. Squire is a California-based freelance writer, business consultant, and former director of communications and marketing at SLIS, IU. Her mother was one of a small number of intrepid women aviators who served during World War II under President Roosevelt in the Women's Air Force Service Pilots (WASP) program (www.wasp-wwii.org).
The retirement of the Baby Boomers is changing the character of the faculty and increasing the competition for hot new academic prospects.

Susan Gubar came to Indiana University in the 1970s as a young assistant professor determined to forge a career as a writer, scholar, and teacher. Now a Distinguished Professor of English and the author or editor of more than a dozen books and numerous published essays, she has been able to have the career she wanted. But she is concerned about the future of her department, which has lost many of its leading lights to retirement.

The loss of senior leadership, she says, is having an impact on graduate and undergraduate education and putting a burden on the tenured faculty who remain. “The people who came in the ’60s are retired already, and the people who came in the ’70s are getting ready to retire,” she says. “It’s a totally different department, and it’s a very young department.”

Not just in English but across the university — and across the nation — the aging of a generation of faculty is presenting challenges for higher education. At Indiana University, the retirement of prominent professors is transforming the Bloomington campus at what some administrators consider an alarming rate. Scholars who played key roles in making IU one of the nation’s leading research institutions are nearing the end of their careers.

Of the 775 tenured faculty in the College of Arts and Sciences, 358 — almost half — will reach retirement age within the next decade.

The university and the College are taking steps to attract new faculty leaders, including an aggressive construction program to add research capacity in the sciences and a tuition-funded initiative to maintain IU’s standing in the humanities. But at the same time, officials fear the research productivity and reputation of some leading departments will suffer from the rash of retirements, as will their ability to provide high-quality instruction. And the smooth functioning of academic units is being put at risk.

Retirees are typically replaced by young assistant professors who, racing the tenure clock, can’t take on the duties of chairing departments, directing graduate and undergraduate studies, and serving as dissertation advisers.

“There are multiple effects of such a large number of stalwarts retiring at the same time,” says College Dean Kumble Subbaswamy. “You could go across the College and the campus, really, and see cohorts like that, the core of the reputation of the institution. Suddenly they’re all going to be retiring close to one another.”

In large part, the issue is one of demographics. American universities, especially public research institutions, grew tremendously in the 1960s and ’70s, as the Baby Boom generation reached college age and the changing economy began to create a demand for more college graduates. At Indiana University, enrollment on the Bloomington campus more than doubled between 1960 and 1970, from 14,487 to 30,368.

The growth meant increased tuition revenue, and the university hired faculty aggressively and with great success, building a number of departments that were among the highest-ranked in the country.

“Public colleges and universities, especially, expanded to an incredible degree in the ’60s and ’70s,” says Claire Van Ummersen, vice president of the American Council on Education and a former Cleveland State University president. “There was a very large cohort of faculty hired during that peak period.”

But the demographic trend leveled out, and much of Indiana University’s growth in the last three decades has taken place on regional campuses. Fewer young professors were hired in Bloomington.

Further adding to the graying of the faculty has been a factor unique to IU: a generous retirement plan provided to faculty who were
Of the 775 tenured faculty in the College of Arts and Sciences, 358 — almost half — will reach retirement age within the next decade.

hired before 1989. Called the 18/20 plan, it was instituted by longtime President Herman B Wells as a tool for recruiting faculty and building their loyalty to an institution that often couldn’t pay the same high salaries as its competitors.

The plan allowed faculty who worked for the university for 20 years and paid into the retirement fund for 18 years to retire at age 64 and continue to be paid full salary for five years. While it had exactly the intended effect, the university stopped offering the plan when it became apparent IU wouldn’t be able to cover such generous retirement benefits indefinitely.

The result, says Subbaswamy, has been a “bifurcated” faculty, with many senior professors nearing retirement, many young assistant professors working toward tenure, and not so many in between. Professors hired before 1989, he says, have tended to stay rather than give up their 18/20 retirement, sometimes referred to as “golden handcuffs.” Those hired later didn’t have the same incentive to remain; in fact, IU eventually began contributing less to retirement plans for newly hired faculty than its competitors. Many of the best have been subject to “raiding” by competing universities that can offer more attractive salaries and benefits.

“When somebody who came here in the early ’90s has an outside offer, we don’t have a lot to hold them back,” Subbaswamy says. “We can’t point to our benefits or general financial conditions. You feel the financial pinch precisely in the group you want to hang onto because they’re the leadership group.”

The English department, one of the College’s largest and most highly regarded, provides a case in point. Stephen Watt, the department chair, says a dozen of its approximately 60 faculty received outside offers or were courted by other universities in the past year.

But age has brought the biggest change to the department, which in recent years has seen the retirement of such stalwarts as Patrick Brantlinger, James Jensen, James Naremore, Christoph Lohman, John Woodcock, and Kenneth Johnston. Watt says the department had two dozen faculty with the rank of full professor when he arrived at IU, 20 years ago. Now it has 14. “In the four years I’ve been the chairman of the English department, we have been retiring two or three people a year, every year,” he says.

What’s lost when senior faculty retire?
“It means the absence of senior leadership,” Gubar says, “the eminence gris who raises his hand and says, ‘We’ve been around that corner before, and let me explain to you how we revised the major 10 years ago.’ A kind of collective memory and wisdom is gone from the department.”

Then there’s the matter of academic reputation. In the English department, recent retirees have included nationally known scholars who helped make Indiana one of the best places in the country to study romantic, Victorian, and medieval literature.

“It has a huge impact on graduate education,” Gubar says. “There’s no way you can attract excellent graduate students if you don’t have excellent faculty in a number of fields: medieval, romantic, Victorian, American, 19th-century, postcolonial. We need to have people in queer theory and gender studies, and people with all kinds of different approaches. And as we shrink, we have fewer people in those areas.”

As one of that shrinking number of senior English department faculty, Gubar finds herself serving as mentor to doctoral students working on dissertations in a range of subjects. She is 60 and will be eligible to retire in four or five years.

“I used to meet with my dissertation students one on one,” she says. “And now I have a dissertation group that meets maybe once a month. We call ourselves TDF, The Dissertation Factory. I’m glad they’re working with me. I enjoy working with them. But I’m not in all their fields of expertise.”

Undergraduate instruction also suffers, Gubar says. Professors don’t have the backgrounds to teach the variety of courses that undergraduates want to take. A decline in the number of graduate students, who play an important role in teaching, results in larger classes.

In English and other humanities depart-
“I think the hiring’s important. It’s not the leaving that matters so much as the ability to replace and be able to make offers that bring in top-notch people.”

if the facilities aren’t good,” he says. “If you want to get somebody to leave a place, just make sure they don’t have quite the facilities they need to do the job.”

While it sometimes looks as if unlimited money is pouring into scientific research, it also costs a lot to hire science faculty, who often come with their own specialized equipment needs for the research they do. “The set-ups can cost hundreds of thousands of dollars to recruit a faculty member,” Raff says.

As for retiring faculty, science departments in the College of Arts and Sciences face the same issue as the humanities, but with some differences. Raff, 63, expects to start thinking about retiring in the next few years, but he doesn’t see huge problems with impending retirements. He says the biology department, unlike some others, was able to continue hiring in the 1970s and ’80s, and it has a cohort of tenured but younger faculty leaders.

“I don’t sense it, because we have such a terrific younger faculty,” he says. “I think the hiring’s important. It’s not the leaving that matters so much as the ability to replace and be able to make offers that bring in top-notch people.”

Raff says the biology department has sometimes, when the situation required, hired already-tenured professors — raiding other universities of their leading faculty just as they attempt to raid IU.

“That’s very much the way the game is played,” he says. “Just like we risk losing senior people, and we do lose them, other places risk losing senior people and do lose them too. And you know what? It isn’t all bad. It isn’t all bad at all. You have to adapt, and sometimes that’s a good thing.”

In most situations, however — and in most departments — it takes money, effort, and time to identify, target, and recruit senior faculty to take the place of professors who are retiring. As Gubar noted, senior faculty tend to be rooted in their communities, with families, retirement packages, and graduate students who depend on them.

“We’re discovering it’s not so easy to hire

full professors,” Subbaswamy says. “Their home institutions come right back and try to retain them. The associate-professor rank is where we think we’ll have greater success, with hires who are already tenured and can begin to play a leadership role.”

In the humanities, the College is getting a boost in its efforts to replace senior faculty from the campus’s Commitment to Excellence program, funded with a $1,000-per-year tuition charge that new undergraduates began paying in 2003. University trustees in December approved spending $2.2 million on a project titled “Renewing Leadership in Arts and Humanities.”

The project calls for recruiting 15 senior-level faculty in the arts and humanities in the next two years to replace faculty leaders being lost to retirement and strengthening the Arts and Humanities Institute within the College. “We could have used a lot more money, but at least we’re making some progress in addressing these issues,” Subbaswamy says.

Administrators and faculty say they’re having to be creative to hire senior faculty or to bring in faculty in areas of critical importance to their departments. One effective approach: hiring couples when two openings are available and both spouses fit the bill. The English department has hired Jennifer Fleissner, a UCLA professor who specializes in 19th-century American literature and feminist theory, and her husband, Joshua Cates, an expert in critical theory from St. John’s College in New Mexico.

“Clearly, the prospect of working and living in the same community, and not having to divide one’s life between Santa Fe and Los Angeles, appealed to them,” says Watt, the English department chair. Both such “spousal hires” are only an option, he says, when both partners are strong scholars in their own right.

Sometimes creative hiring involves looking outside academia. Howard Jensen is retiring this year from the department of theatre and drama after a career at IU that began in 1972. The department of the Shakespeare expert and professor of acting and directing threatened to leave a big hole in a department with only 14 faculty. But the department has hired Fontaine Syer, a veteran leader of regional theatre companies in Delaware, Oregon, and St. Louis.

“Howard was tremendous, and it’s tough to say we can replace him at all,” says department chair Jonathan Michaelsen. “But this is somebody who’s a very strong director and comes to us with great experience.”

Others point to steps the university can take that don’t involve immediate hiring decisions. Novotny, the chemistry professor, who is 63, says IU would be well advised to encourage senior faculty to postpone retiring, if they remain productive and want to continue to work. He cites as examples Cornell, where, he says, four chemists “who are in their 80s are doing cutting-edge research,” and Virginia Commonwealth, which made a home for chemist John Fenn after he retired from Yale. Fenn won the 2002 Nobel Prize in chemistry for work he did at age 70, bringing worldwide attention to his employer.

Novotny says senior faculty who remain active and respected for their research are a double asset. They not only contribute to the university’s productivity and reputation, but they set an example for younger faculty and help them connect with IU’s academic history and traditions. “They can sort of shepherd the younger faculty,” he says.
What’s so special about Bloomington?

Faculty who have spent long careers at Indiana University offer compelling reasons why the Bloomington campus is a good place to work. And they go far beyond salaries and benefits. They cite support for their research, inspirational colleagues, and the ease of living in Bloomington, a small city with cosmopolitan amenities.

Susan Gubar, Distinguished Professor of English, had opportunities to leave IU but chose not to. “I had children, and I thought it was a really wonderful place to bring up children,” she says. “I also have been very, very well supported by this university — by every dean in the College and every chair in the English department, and there have been many in my 30 years here.”

When colleagues talk about leaving Indiana, Gubar says, she points out that Bloomington is a place “where you can easily have a very rich private life and a very intense professional life,” and that small-town conveniences can leave more time for being intellectually productive. “Of course, in April when everything is in bloom, there’s no more beautiful place,” she says. “For me, one of the things I love about the school is the beauty of the campus.”

Rudolf Raff, Distinguished Professor of biology and director of the Indiana Molecular Biology Institute, came to IU from Boston in 1971 with his wife, Elizabeth Raff, now the chair of the biology department, and their 1-year-old daughter. He says Bloomington’s qualify of life makes it easier to focus on work. “You don’t want to have to spend three hours dealing with the grocery store, and you don’t want to worry if your kids will come home alive from school at night,” he says.

Milos Novotny, Distinguished Professor and Lilly Chemistry Alumni Chair in the department of chemistry, cites the beauty of the campus, Bloomington’s wealth of international restaurants, and the easily accessible operas, concerts, and recitals at the IU School of Music. He says he can leave home 30 minutes before a performance and be comfortably in his seat when the music starts.

“It’s a nice selling point,” he says. “Herman Wells knew that. That’s exactly why we’ve got such a high-class School of Music.”

Although he has criticized university administrators for not adequately supporting the sciences, Novotny says he is encouraged by the potential for research in interdisciplinary life sciences, including heavily funded areas such as genomics and proteomics.

“In my time I’ve felt, and I still feel, it’s a classy university,” he says. “We just have to continue to keep it that way.”

But regardless of Indiana University’s continuing strengths, it finds itself competing for a limited number of established scholars against institutions with at least comparable money, stature, and appeal. In the long run, some faculty and administrators say, what’s needed are broad-based reforms that increase the pool of talented people choosing to become university professors.

Watt, the IU English department chair, notes how the rising cost of graduate education is driving doctoral students in relatively low-paid fields such as folklore, foreign languages, and art history to accumulate more than $100,000 in debt. In his 2004 book Office Hours: Activism and Change in the Academy, co-written with University of Illinois professor Cary Nelson, Watt suggests graduate education in the humanities needs to be restructured if it’s to once again capture the brightest and most ambitious students.

“Students,” he said in an interview, “are saying, ‘Let me see if I understand this. I can get a law degree in three years or I can get an MBA in two years, and I can go out and get a reasonably good job. And maybe, if I spend seven or eight years after a BA pursuing a doctoral degree in English, I might be able to get a job!’”

Van Ummersen, the vice president of the American Council on Education, points to studies showing that half the women who earn doctorates in the United States don’t contemplate university careers. Often, she says, the inflexible demands of the tenure and promotion system make the academy a poor choice for women.

“If you’re thinking about being competitive in this market, institutions are going to have to think much more broadly about faculty careers,” she says. “Creating an environment that provides career satisfaction and allows the flexibility to have a life, if you will, is going to be very important.”

Subbaswamy agrees that much needs to be done to make Ph.D. degree programs and faculty careers more attractive and affordable. He says universities admitted fewer doctoral students in the 1980s and ‘90s, knowing there would be few job openings when they finished their degrees. As a result, institutions relied increasingly on non-tenure-track lecturers and adjunct faculty to teach courses, further eroding the link between professors and graduate students.

Now, he says, “increasing graduate support through higher stipends, less classroom teaching and enhanced family support — health and dental insurance, child care and so forth — is critically important for the long-term survival of the research university.” He says raising money for graduate-student fellowships will be a top priority in the next IU Bloomington endowment campaign, which is in a “silent phase” and is scheduled for a public launch later this year.

As for making academic employment more appealing to women, Subbaswamy said there’s a great deal of discussion under way at IU and elsewhere about how to make the tenure system more family-friendly. But he says any changes should be approached cautiously and with appreciation for the role of tenure in providing academic freedom and job security available in few professions.

“The very premise of a research university is that its faculty works at the frontiers of knowledge, at the most competitive levels,” he says. “The work load and work habits of a research faculty are built around this premise.”

Steve Hinnefeld, BA’71, covers higher education for the Bloomington Herald-Times.
As Indiana’s largest private supporter of higher education in the state, Lilly Endowment Inc. is no stranger to the state’s many institutions of higher learning.

In recent years, Lilly’s interest has taken on new urgency in recognition of the state’s low level of educational achievement. The endowment has invested more than $1 billion in the last decade to ensure Indiana’s colleges, and ultimately its economy, can look forward to a healthy future.

In this atmosphere, the waning months of 2004 were an especially propitious time for Indiana University Bloomington. Discussions had been held with the endowment about the possible ways the campus could make a qualitative difference in the strength of one of its already-substantial programs — and how that difference could positively affect the state of Indiana.

With Indiana’s history of excellence in medical research, the life sciences already had been identified as one area of prospective growth for the economy of Indiana. IU Vice President for Research Michael McRobbie and IU Bloomington College of Arts and Sciences Dean Kumbee R. Subbaswamy knew that, given their resources, Bloomington could contribute to this effort.

The two convened a team of brilliant minds and “big dreamers” to refine the proposal. McRobbie and Subbaswamy put their heads together with Ted Widlandski, College associate dean for research; biologist Peter Cherbas; Craig Stewart, University Information Technology Services director for research and academic computing; and dozens of other IU scientists, informatics experts, and support staff and created a 140-page proposal — the Indiana METACyt Initiative. They envisioned a vast basic research operation in Bloomington that would reinvigorate Indiana’s life sciences corridor, help retain IU Bloomington’s best scientists, and attract new, promising scientists to the university.

The happy result came Dec. 16, 2004, when IU President Adam W. Herbert and Sara B. Cobb, Lilly Endowment vice president for education, jointly announced a $53 million grant for METACyt. At a special Bloomington event heralding the latest endowment grant, Cobb called the university initiative “forward-looking” and predicted it would “significantly advance Lilly Endowment’s efforts to build the intellectual capital in our state.”

“The METACyt grant enables IU Bloomington to function at the same level — to keep pace — with other universities seeking to establish themselves as leaders in life-science research,” McRobbie says. “This is a critical area of development for IU. METACyt is taking full advantage of Bloomington’s assets and putting into play a new infrastructure of scientists and facilities. It’s this infrastructure that will allow...
Dean Subbaswamy and me to begin planning the next steps of development and investment for the Bloomington campus.”

Simply being able to plan those next steps is a luxury not all basic research universities can afford. “The grant makes it easier for us to respond to rapid changes in the scientific climate,” says Cherbas, who will direct one of METACyt’s nine main divisions. “Not being able to stay on top of these changes poses a huge problem for universities. METACyt will help IU retain its competitiveness.”

Cherbas is also the director of the Center for Genomics and Bioinformatics at IU, which was seeded using INGEN (Indiana Genomics Initiative) money from Lilly Endowment.

Subbaswamy has called the METACyt grant “rocket fuel” for IU Bloomington’s research operations. Indeed, money is the fuel that drives academic engines. But money isn’t the only thing that defines high-quality research programs. As important to the maintenance of university research and development of new programs is the engine itself—the quality of researchers and facilities; quality of life, pay, and benefits; and the professional and social climate. On the basis of these criteria and some others, readers of the technical magazine The Scientist voted IU one of their top 10 favorite places to work among the nation’s academic institutions last year.

The Lilly Endowment gift is the largest single grant IU Bloomington has ever received. It is the second-largest private grant IU has received—the largest being a $105 million grant in 2001, also from Lilly Endowment, to promote the development of medical and biological research in Indianapolis and Bloomington. And the METACyt grant is the third-largest private grant to any Indiana college or university in history, according to statistics compiled by the Chronicle of Higher Education. A $128 million gift to DePauw University from Ruth Clark and Philip Forbes Holton in 1997 continues to hold the top in-state spot.

Gretchen Wolfram, Lilly Endowment communications director, says that from 1996 to 2005, the Lilly Endowment has invested $1.4 billion in education and research in Indiana. Nearly $1 billion of that total went to institutions of higher education in the state, including but hardly limited to IU, Purdue University, the Rose-Hulman Institute of Technology, and Butler University. The endowment spent $333 million on elementary- and secondary-education initiatives, and $38.9 million to encourage the state’s educators and employers to collaborate in attracting and retaining Indiana’s graduates and professionals.

McRobbie says the endowment deserves heaps of praise for supporting such bold initiatives. “Lilly Endowment has provided critical investments for life-sciences education and research in Bloomington and Indianapolis and elsewhere in our state,” he says.

Though its nature is scientific, METACyt is built on a business model that, if executed successfully, will establish a self-sustaining entity. Among IU’s successes are its Pervasive Technology Labs (also supported by Lilly Endowment), a group of information-technology-rich research labs in Bloomington and Indianapolis.

“Our model really is PTL,” says biochemist Widlanski, who will lead METACyt’s day-to-day operations as its CEO. “There will be a demarcation between METACyt’s purely academic activities and its business-like activities that are intended ultimately to stimulate the state economically.”

Widlanski says METACyt scientists are likely to turn out a great deal of valuable intellectual property that will bring income to Bloomington and, equally as important, money to Indiana from outside the state. IU’s economic development arm, the IU Research & Technology Corp., will handle the details.

“I believe the initiative also has the capacity to generate new companies—spin-offs from the university,” Widlanski says. “We’re committed to making sure this works, to do the science—which is what we do best—but also create jobs and new businesses at the same time. The Bloomington Herald-Times makes a big deal whenever a local business hires 50 new employees. I believe the 300 to 400 jobs created directly and indirectly by METACyt will have a substantial impact on Bloomington,” Widlanski says.

By building basic scientific research in Bloomington, Widlanski, McRobbie,
“We want to demonstrate to Lilly Endowment that it has invested its funds wisely. That means we’re going to vigorously and aggressively find those new investments and make Bloomington an even greater basic research mecca than it already is.”

and Subbaswamy see new opportunities for IU Bloomington scientists to interact with applied and basic medical scientists at the IU School of Medicine in Indianapolis. “(IU School of Medicine nephrologist) Bruce Molitoris and I were chatting,” Widlanski says. “He told me, ‘We have great scientists. We have great research devices. But we don’t have biologists and chemists who can help us design the probes we need for imaging kidney tissue.’ Well, basic science is one of Bloomington’s specialties. Until now, we haven’t had a mechanism that could support these collaborations.”

Widlanski says some METACyt money will be set aside specifically to support research and technical activities that involve IU Bloomington and IU School of Medicine scientists.

Ultimately, however, if METACyt is to be viable beyond its five-year grant period, it must generate enough income to sustain itself. Some of that income will come from public and private scientific-funding agencies like the National Science Foundation, the National Institutes of Health, and the Packard Foundation — as soon as new research faculty and staff arrive in Bloomington, they will begin applying for grants to support new projects. The rest of the operational income, Subbaswamy and Widlanski agree, will have to come mainly from licenses based on IU intellectual property.

Subbaswamy and others at IU aren’t merely looking at keeping METACyt afloat, however. “If you want to strike out into new directions while maintaining your strengths, you must constantly bring in new investments,” Subbaswamy says. “We want to demonstrate to Lilly Endowment that it has invested its funds wisely. That means we’re going to vigorously and aggressively find those new investments and make Bloomington an even greater basic research mecca than it already is.”

A Lexicon of META studies

METACyt stands for “metabolomics” and “cytomics,” two new fields of biology that build upon the knowledge generated by the human genome project, as well as decades of research using shudder-inducing organisms like fruit flies, mice, roundworms, and bacteria.

Understanding metabolomics and cytomics requires some backtracking to the two fields they’re based on, genomics and proteomics. Genome projects have produced a wealth of information that’s used to figure out where genes are on organisms’ chromosomes and what the genes do, a field broadly called genomics. Since the properties of all organisms are encoded by the DNA in their chromosomes, genomics is in some sense the simplest field of genetics study.

The next level up in complexity is proteomics, the study of all the proteins encoded by genes in an organism’s genome. While all cells in a single organism’s body contain the same genes, one of the things that makes cells different is that certain genes are turned off while others are on. The pattern of active genes in a liver cell is different than the pattern of active genes in a brain cell.

Patterns of gene expression in different tissues are important — they tell scientists a great deal about the organism’s microscopic architecture, from head to toe (or tentacle or paw). But proteomics is also important in applied fields like medicine. Pharmaceutical drugs can be tailored to target specific proteins that are known to exist only in liver cells if, for example, the drug is meant to combat liver disease.

Many proteins in cells interact directly and indirectly to break down smaller molecules — or build new ones. These metabolic processes tell scientists a great deal about the organism’s microscopic architecture, from head to toe (or tentacle or paw). But proteomics is also important in applied fields like medicine. Pharmaceutical drugs can be tailored to target specific proteins that are known to exist only in liver cells if, for example, the drug is meant to combat liver disease.

Many proteins in cells interact directly and indirectly to break down smaller molecules — or build new ones. These metabolic processes allow us to make hormones, destroy toxins, digest food, or, to put it simply, make life possible. The study of how these small molecules function and what their nature is has become known as metabolomics.

Previously, scientists were limited to studying a single protein-protein interaction. But with all the knowledge being generated by genomics and proteomics, metabolomics scientists now have access to a much bigger picture. The hard part is putting all these protein pieces together. Figuring out which proteins interact and collaborate will be a subject of scientific interest for the foreseeable future.

Last is cytomics, which puts together genetics, genomics, proteomics, and metabolomics to understand the intricacies of entire cells.

If it seems as though biology is building something from genomics to proteomics to metabolics to cytomics, it’s with good reason. A great reductionist movement has been under way ever since molecular biology and analytical chemistry made studying DNA and proteins easier, some 20 years ago.

Scientists frustrated by the hit-and-miss nature of biology are now in control of their field as never before. By reducing an organism to (arguably) its simplest parts, DNA sequences, scientists can now begin rebuilding the organism from head to toe, stem to stern, or, more appropriately, nitrogenous base to ecology. Although scientists are a long way off from being able to map all of life this way, the linking of all life’s bits — no matter how small — is an inevitable triumph.
Sarah Meyer is used to people telling her she’s crazy. After all, this College graduating senior and Indianapolis native has spent the last four years cultivating passions that make most people cringe. Think advanced mathematics, high school, and waking up at 5:30 a.m.

Of these bugaboos, the most shocking to Meyer’s peers is usually the latter — a wake-up call mere hours after the average college student’s bedtime. For members of the varsity rowing team, though, there’s no getting around pre-dawn practices at Lake Lemon. “It was kind of rough my freshman year,” Meyer confesses. “Everyone thought I was crazy.” And so it began …

After rowing for two seasons, the 5’3” Meyer spent her junior and senior years as coxswain. This is a big job reserved for small athletes — combination quarterback and dead weight to teammates manning the oars. “My main job is to steer,” she says of the position, “but I’m also a motivational factor.” In fact, not only does the cox encourage teammates and steer a 60-foot boat with a rudder the size of a credit card, she must also formulate the team’s strategy, call out instructions, and make quick decisions when conditions change.

This challenging position, says women’s rowing head coach Steve Peterson, suits Meyer to a tee. “She is a quiet leader who demands only the best from herself and those members of her crew,” comments Peterson, a former Olympian who has coached the Hoosiers for two of their five years as a varsity sport. “It is that level of commitment that helped her lead her crews to the best seasons Indiana varsity rowing has ever seen. Sarah has been a key contributor in the growth of the Indiana women’s rowing program.”

The high standards, communication skills, and leadership ability that define Meyer’s success as a cox also characterize another role she has been training for at IU — high-school math teacher. As a math major, she relishes abstract upper-level theory and logic classes that challenge her to have a “thinking-outside-the-box mentality.” Sometimes, this means spending days at a time on a single problem, which Meyer describes with the same contentment as most people do curling up with a good book. “There’s some answer out there, and I want to find it,” she says. This tenacious intellect earned her a spot in the Honors College as well as Academic All Big Ten honors her junior year (this year’s recipients have not been named).

Meyer’s love of the subject evolved naturally into teaching it. “I’ve always liked math,” she explains, “but I don’t just want to do math myself — I want to share it.” She bolstered this desire in the unlikeliest of places — a job grading tests in the math department. “I figured I’d better get used to it if I was going to be teaching high school,” she jokes. While grading papers is the bane of most teachers’ workweek, Meyer enjoyed the glimpse into the minds of other students. “I love to see the psychology of how they’re learning the math,” she says. “You can track what common mistakes are on the test, and then how they perform later. It’s great.” After a few years of teaching high school, she plans to go back to school herself for a PhD, then teach and work at the university level.

Still a cox at heart, Meyer found another way to weave communication skills into her new job. To improve her desirability in a tough job market, she earned a second teaching certificate in Spanish. This talent comes thanks to a minor in Spanish and six weeks of studying abroad in Spain the summer before her senior year. She gained this opportunity through the Honors College’s Edward Hutton International Experience Grant. When the entire Honors College was renamed in honor of Hutton in December 2004, Meyer spoke at the renaming ceremony. “I talked about how his donation and contribution to the program allowed me to expand my college experience so much more. It opened a whole new world.”

The final plan Meyer has for her teaching career goes back to those early-morning rowing practices. “I want to coach when I get a teaching job,” she says. While the schedule of a high-school teacher and rowing coach won’t be quite as rigorous as the one she is used to as a college student and division I coxswain, there is the chance that people might once again shake their heads and tell her she’s crazy. Is she? Well, maybe — crazy like a cox.
A good spring break

What makes a good spring break? How about sun, sand ... and a major award from the same people who hand out the Emmys? That’s how fine-arts photography and telecommunications senior Ole Brereton spent his spring break in Los Angeles this year. On March 13, he accepted a first-place award in the Academy of Television Arts and Sciences’ College Television Awards. The competition aims to give outstanding student works exposure to the television and film industry and to other students and faculty nationwide. Brereton’s original rap music video, “Sign of the Times,” expresses opposition to the war in Iraq with original lyrics and visuals that blend news footage with images of Brereton rapping. “Ole Brereton’s winning work in the music category of the Academy of Television Arts and Sciences Foundation’s College Television Awards was outstanding in several ways,” said Price Hicks, director of educational programs and services at the academy. “It was visually very interesting, there was a message in the lyrics, and it was highly produced technically.” Brereton’s prize, in addition to a foot in the industry’s door, is $2,000 cash and $2,000 in film stock for a future project.

Computer science logs in with informatics

The Department of Computer Science, founded in 1969 as part of the College of Arts and Sciences, is joining forces with the IU School of Informatics. The School of Informatics, the nation’s first such school, offers courses in Bloomington, Indianapolis, and South Bend to more than 1,400 undergraduate and graduate students. The merger should be complete before fall semester 2005 and will not affect student degree programs or course offerings in either division. The computer science bachelor of arts degree, a liberal arts degree, will continue to be awarded by the College.

Founders Day awards

Several faculty and students in the College received awards at the Founders Day celebration on March 6. Alicia E. Suarez, a doctoral student in sociology, and Teresa Lynn Heinz, a doctoral student in communication and culture, earned two of the three Lieber Memorial Teaching Associate Awards. Elevated to the rank of Distinguished Professor was Michael Lynch, senior fellow with the Indiana Molecular Biology Institute and member of the biology department. Finally, the John W. Ryan Award for distinguished contributions to international programs went to Distinguished Professor Emeritus of economics Robert W. Campbell.

AAAS and Guggenheim fellows announced

In October, the American Association for the Advancement of Science published the names and accomplishments of scientists selected as this year’s AAAS fellows. Among the elite group of 308 winners were two IUB scientists: organic chemist David R. Williams and evolutionary biologist Curtis M. Lively. Their selection brings IUB’s total number of living AAAS fellows to 42, more than any other institution in the state of Indiana.

In April, the university’s total number of Guggenheim fellows rose to 117 with the election of four IU professors — three from the College of Arts and Sciences. Biologists Lynda Delph and Jeffrey Palmer, historian Michael Grossberg, and composer Don Freund are among the elite group of 186 scientists, scholars, and artists tapped by the Guggenheim Foundation this year for “distinguished achievement in the past and exceptional promise for future accomplishment.” At least one IU faculty member has earned a Guggenheim fellowship each year since 1998, and IU has more present and past fellows than all other state institutions combined.

Herman B Wells library

At the dedication ceremony for the IUB Main Library in 1969, then-University Chancellor Herman B Wells said, “There is no distinguished university without a great library.” An April 1 decision by the trustees of Indiana University approved the naming of the main library in honor of Wells. The announcement came five years and two weeks after Wells’s death in 2000. With characteristic modesty, Wells had refused to allow any buildings to be named for him during his lifetime or until five years after his death. “We are indebted to Herman Wells for his vision and tireless efforts that transformed Indiana University into a world-class research university,” said IU President Adam W. Herbert. “In recognition of President Wells’s distinguished institutional leadership, it is particularly fitting that the university’s central repository of knowledge — our main library — be named after him.” The name became official in a ceremony June 17 celebrating Wells’s substantial legacy.
Reaching out to Indiana youth

On March 19, more than 1,200 pre-college students arrived on the IU Bloomington campus for the 2005 Indiana Science Olympiad. The Science Olympiad is a hands-on competition for sixth- through 12th-graders emphasizing fun applications of scientific knowledge. Individual winners in each event earn Olympic-style medals, and successful teams advance from regional to state and national competitions. In 2006, IU will host the National Science Olympiad competition — the second time the university will host the national event.

Another event aimed at engaging Indiana youth in science is the Indiana Junior Academy of Science meeting and competition held on the IU Bloomington campus each fall. Sponsored by the Indiana Academy of Science, IJAS is designed to encourage high school students to pursue an interest in science study and careers. Awards acknowledge overall scholarship, original scientific investigation, and persuasive presentation of an opinion on a current scientific issue.

The crimson (and cream) planet

The next NASA mission to Mars, the Mars Science Lab, is scheduled to depart in December 2009. Onboard will be two instruments created in part by IU geologists. David Bish and colleagues from the Los Alamos National Laboratory, NASA’s Ames Research Center, and NASA’s Jet Propulsion Laboratory are developing a miniature X-ray diffractometer to examine the mineral content of the Martian surface. Typical instruments of this kind are the size of a large refrigerator — Bish’s team must shrink this to something more like a soda can.

Sedimentologist Juergen Schieber will contribute a wide-angle microscopic camera for imaging rocks, soil, frost, and ice at resolutions never before achieved. Schieber will be working with Ken Edgett of Malin Space Science Systems.

Looking at The Listening

The next time you’re perusing the bookstore racks, keep an eye out for The Listening: Poems (University of Georgia Press, 2004), by Kyle Dargan. This is the first collection of poetry by Dargan, who just finished his third year in the graduate creative writing program. In 2003 this eclectic and energized work won the Cave Canem Poetry Prize, which is awarded to the best first collection of poetry written by an African-American writer. Last September it hit the shelves, and in January it garnered praise from the New York Times Book Review. “The Listening is right; Dargan has a marvelous ear,” wrote the Times reviewer.
Firsts for the College — and IU

Superlatives have been the watchword here at the College in the past few months — and we couldn’t be happier to have been a part of them.

A $53 million gift from the Lilly Endowment to develop life-science research is the largest grant ever received on IU’s Bloomington campus (see page 14). The grant will broaden and intensify research in the life sciences, attract and retain world-class scientists, and contribute to the state’s economic development by transferring technology to new and existing life-science businesses.

IU ranked first in the Big Ten in the amount of support it received from the private sector, with $248.5 million in gifts and nongovernmental research grants.

Here’s another first for IU. In the fiscal year ending June 30, 2004, IU ranked first in the Big Ten in the amount of support it received from the private sector, with $248.5 million in gifts and nongovernmental research grants. Nationally, it ranked third among all public universities and 13th among all institutions of higher education. The rankings are compiled annually by the Council for Aid to Education; 971 institutions participated this year.

This is the second time IU has ranked first in the Big Ten in private support. In 13 of the last 15 years, the university has placed in the top 20 among all institutions, a remarkable and enviable record. We are fortunate and extremely grateful for the wonderful, consistent support provided by many of our alumni and friends.

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Since the last issue of The College magazine (winter 2005), several changes have taken place in the Office of Development and Alumni Programming. Tom Herbert, the executive director, left to accept a position with the University of Michigan. Dean Subbaswamy has appointed me to serve as the interim executive director until a search is concluded this summer. With my transition from development to management of the office and Cheri O’Neill’s departure for the Kelley School of Business in Indianapolis, we have added two new development directors to assist in our major-gift fund-raising efforts. Lisa Hosey and Travis Paulin joined our staff in January. Both are IU graduates and alumni of the College of Arts and Sciences. They are experienced professionals, and we are delighted they are now part of our team.

— David Ellies
The undergraduate program in classical studies offers students many options in the study of the ancient world and its languages, with possible majors in Greek, Latin, or classical civilization, as well as options within classical civilization itself. Latin and Greek majors study the literature, language, and culture of ancient Greece and Rome by reading ancient literature in the original languages and exploring the literary and historical traditions that influenced ancient writers. Majors in classical civilization study different facets of the fascinating cultures of ancient Greece and Rome such as their literatures, mythologies, histories, art, and architecture. Many students also choose to study abroad in Athens or Rome, or to do archaeological work in the Mediterranean region.

Interaction between language and civilization majors is a highlight of the program, such as in our senior capstone course, which language majors and civilization majors take jointly. In this class, students explore a different topic every year — from early Rome to ancient sexualities, to Athenian archaeology — through research projects that build upon their study of the Greeks and Romans. And each year several students continue their research by writing an honors thesis to earn departmental honors.

Greek and Latin students may go on to obtain advanced degrees in order to teach and do research at the college and university levels. Doctoral students in classical studies gain a proficiency in both of the ancient languages as well as an in-depth understanding of ancient Greek and Roman cultures, completing their studies under the guidance of leading researchers in these fields. Latin majors interested in pursuing a career in secondary teaching are assured of a position, since the demand for Latin teachers constantly exceeds the supply. Many classics majors go on to professional careers in law, medicine, business, and the arts.
The College is published by the Indiana University Alumni Association in cooperation with the College of Arts and Sciences Alumni Association to encourage alumni interest in and support for Indiana University.