

# EMERITUS PROFESSORS

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2018

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## *Emeritus Professors*

2018

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## *Clifford A. Ball, Ph.D.*

*Professor of Finance, Emeritus*

Clifford Ball joined the Owen Graduate School of Management as an associate professor in 1990 and enjoyed a productive career at Vanderbilt until his retirement. Professor Ball was an active researcher, focusing on equity portfolio management, empirical finance, fixed income, and volatility of futures prices. He taught statistical analysis and the intricacies of equities, bonds, options, and futures contracts. His classes also covered empirical testing of financial models, stochastic processes and statistical applications to finance, the European monetary system, capital requirements, and risk management and value-at-risk.

Professor Ball's many research and teaching contributions place him among the elite group who have done so much over the years to help the Owen School achieve its international reputation. During his tenure at Owen, Professor Ball was a director of the Ph.D. program and also the faculty director of the Master of Science in Finance program. He served as an associate editor of the *Journal of Empirical Finance* and was an active reviewer for numerous finance and statistical journals.

Professor Ball received his bachelor of science and master of science in mathematics from the University of Nottingham in England, and his doctorate in mathematics from the University of New Mexico. Before coming to Owen, he taught at the University of Michigan and at the London Business School in the 1980s and worked in New York at Shearson Lehman, specializing in options and fixed income research. Professor Ball also served as a consultant in equity portfolio performance measurement for Van Hedge Funds and was a research associate at the Center for the Study of Futures Markets at Columbia University.

## *R. Dale Ballou, Ph.D.*

*Professor of Leadership, Policy, and Organizations, Emeritus*

R. Dale Ballou received his doctorate in economics from Yale University in 1989. Before undertaking graduate study, he worked as a teacher in a variety of educational settings. His experiences and interest in education have informed his work as an economist, which has focused on the operation of teacher labor markets, and, more recently, on the impact of systems of educator accountability on the performance of teachers and schools.

One of his seminal scholarly accomplishments was the implementation and evaluation of a randomized control trial of teacher incentive pay in Metropolitan Nashville Public Schools. In addition, he is one of the leading experts on estimating teacher effectiveness through value-added assessments and the validity and reliability of these estimates for use in school and teacher accountability systems.

Since coming to Vanderbilt in 2002, he has not only maintained his reputation as a scholar, but also made primary contributions through his efforts to improve the Ph.D. program in the Department of Leadership, Policy, and Organizations, preparing students to meet more rigorous demands for quantitative research. He has served on seventeen Ph.D. dissertation committees (eleven as committee chair) as well as three committees in the Department of Economics.

In addition, Professor Ballou has played a leading role in the Tennessee Education Research Alliance (TERA), a research-practice partnership between Vanderbilt and the Tennessee State Department of Education (TDOE). He secured \$2 million dollars in bridge funding from the Bill and Melinda Gates Foundation to continue the work of the alliance when initial funding under a federal Race to the Top grant expired. As faculty research director of the alliance, Professor Ballou was responsible for preparing research-ready data sets from state administrative records, supervising and/or assisting graduate students and faculty conducting research with these data, and researching special topics at the request of TDOE and the Gates Foundation. The confidential memoranda he has prepared for TDOE on these and other issues have had a real, albeit quiet, effect on state education policy. His work with TERA thus represents a public service as well as a service to the larger Vanderbilt community.

## Victoria A. Burrus, Ph.D.

*Professor of Spanish, Emerita*

Victoria Burrus received her doctor of philosophy in 1985 from the University of Wisconsin–Madison with a concentration in medieval Spanish language and literature. She spent a post-doc year working on the *Dictionary of the Old Spanish Language* project at the Seminary of Medieval Spanish Studies at the University of Wisconsin–Madison before joining the Vanderbilt faculty in 1986. She was promoted to associate professor in 1993.

She has published an edition and study of a fifteenth-century Spanish translation of Aesop's and other fables (*Esopete Ystoriado*) with Harriet Goldberg and an edition (on CD-ROM) of the *Cancionero de Baena* with Francisco Marcos Marín, as well as a manual of lexicographical procedures for the *Dictionary of the Old Spanish Language*. She has published scholarly articles on fifteenth-century cancionero poetry, the *Poema de Mio Cid*, *La Celestina*, medieval translation, and the transcription and edition of medieval texts and has presented papers at numerous professional conferences.

Professor Burrus's signal contribution to Vanderbilt University has been her service. She served as vice chair of the Department of Spanish and Portuguese from 2009 until 2017 and as director of undergraduate studies from 1996 to 2009, as well as both interim and acting chair of the department. She was the resident director of the Vanderbilt in Spain program in Madrid six times. She has conducted on-site reviews of various Vanderbilt study abroad programs and wrote the proposals for the inclusion of the CASA program in Seville and the CIEE program in Barcelona. She was awarded the Ernest A. Jones Faculty Advisor Award in 2000. She received a Venture Fund Grant (with Todd Hughes) to digitize course materials for the Spanish Civilization course in 1999. She was a member of the committee which produced the current core curriculum program for the College of Arts and Science (AXLE), and has served on the Faculty Senate and the Graduate Faculty Council, as well as multiple terms on the Second Language Study Committee, the Study Abroad Committee, the European Studies Committee, and the Vanderbilt Council on Teacher Education. She has been a faculty marshal at Commencement fifteen times.

## David L. Carlton, Ph.D.

*Professor of History, Emeritus*

David Carlton received his bachelor of arts from Amherst College (1970) and both his master of arts (1974) and doctor of philosophy (1977) from Yale University. Before coming to Vanderbilt in 1983, he taught at Texas Tech University and Coastal Carolina College. He has received fellowships from the National Endowment for the Humanities, the American Philosophical Society, the National Humanities Center, and the Global Research Institute of the University of North Carolina at Chapel Hill. In addition, he has frequently lectured on southern historical topics, particularly relating to the industrial South and economic development issues, and has served on a number of advisory boards and consulted with museums and public agencies around the South. He is past president and secretary-treasurer of the St. George Tucker Society, a limited-membership, interdisciplinary southern studies organization. At Vanderbilt, he taught the U.S. history survey (and has edited a documentary reader for the survey) and other courses on the American South and economic history. He was also a founder and the long-time coordinator of the popular joint major in economics and history.

Most historians know Professor Carlton best from his book *Mill and Town in South Carolina, 1880–1920* (1982). *Mill and Town* finds the indigenous roots of industrialization in the economic revolution in the South resulting from the Civil War and emancipation and the resulting expansion of a dynamic, town-dwelling middle class, and explores the tense relationship between these “town people” and the white working class recruited to work in the new mills. More recently, Professor Carlton has been attempting to define a “southern style” of industrialization by focusing on the character of the region’s entrepreneurs, the problems they faced as latecomers to industrialization, the nature of their resulting development strategies, and the implications of those strategies for the modern region in an era of accelerated globalization. He has published a number of essays on various aspects of this project and has co-authored, with Peter A. Coclanis, *The South, the Nation, and the World: Essays in Southern Economic Development* (1984).

## James A. Epstein, Ph.D.

*Distinguished Professor of History, Emeritus*

James A. Epstein received a bachelor of arts from the University of Sussex (1970) and a doctor of philosophy from the University of Birmingham (1977). Before joining the Vanderbilt Department of History in 1988, he taught at Sweet Briar College, Duke University, the University of Pittsburgh, and the University of North Carolina at Chapel Hill. He has held fellowships from the National Endowment for the Humanities, the Newberry Library, the National Humanities Center, the American Council of Learned Societies, the Andrew W. Mellon Foundation, and the Huntington Library. From 2000 to 2005, Professor Epstein co-edited, along with Nicholas Rogers, the *Journal of British Studies*. Over his career at Vanderbilt, Professor Epstein served in a variety of leadership roles, including four years as departmental chair, and taught a wide range of undergraduate and graduate courses on the history of modern Britain. He has directly supervised eleven Ph.D. dissertations and served on the committees of forty-four more successful Ph.D. candidates.

Professor Epstein is an internationally recognized historian of modern Britain, specializing in late eighteenth- and nineteenth-century political culture. His many publications include five books: *The Lion of Freedom: Feargus O'Connor and the Chartist Movement* (1982); *The Chartist Experience: Studies in Working Class Radicalism and Culture, 1830–1860* (1982), co-edited with Dorothy Thompson; *Radical Expression: Political Language, Ritual, and Symbol in England, 1790–1850* (Oxford University Press, 1994), which won the British Council Prize in the Humanities for the best book in British studies, 1800 to the present, published in either 1993 or 1994; *In Practice: Studies in the Language and Culture of Popular Politics in Modern Britain* (Stanford University Press, 2003); and *Scandal of Colonial Rule: Power and Subversion in the British Atlantic During the Age of Revolution* (Cambridge University Press, 2012), which was awarded the 2013 Stansky Prize, from the North American Conference on British Studies, for the best book in British Studies, post 1800. Epstein's article "Understanding the Cap of Liberty: Symbolic Practice and Social Conflict in Early Nineteenth-Century England," published in the premier history journal *Past and Present* (1989), was awarded the Walter D. Love Prize by the North American Conference on British studies.

## Volney P. Gay, Ph.D.

*Professor of Religious Studies, Emeritus*

Volney P. Gay joined the faculty of Vanderbilt University as an assistant professor of religious studies in 1979, after a short time teaching at McMaster University. He received his bachelor of arts in philosophy from Reed College (1970) and his master of arts (1973) and doctor of philosophy (1976) in religion and psychology from the University of Chicago. He was promoted to associate professor in 1982 and professor in 1988. He received appointments in anthropology and in psychiatry that same year and has since been instrumental in expanding the study of religion and psychiatry on campus. In addition to his formal clinical training as a graduate fellow in the Center for Religion and Psychotherapy (1972–74), he undertook extended postdoctoral training at the St. Louis Psychoanalytic Institute (1982–1990). He was board certified in adult psychoanalysis by the American Psychoanalytic Association (1990), eventually becoming one of their supervising and training analysts (1995).

During his thirty-nine years of service to Vanderbilt University, Professor Gay has published nine monographs: *Freud on Ritual: Reconstruction and Critique* (1979) was the first of four works on Freud and Jung, followed by five topical studies in the field, most recently the provocative *On the Pleasures of Owning Persons* (2016). He published more than thirty research articles in leading journals, including the *Journal of the American Academy of Religion*, the *Journal for the Scientific Study of Religion*, the *American Journal of Psychotherapy*, and the *Journal of Applied Psychoanalysis*, as well as numerous book chapters in collected volumes.

Professor Gay served as the chair of the Department of Religious Studies (1998–2010), and helped raise four million dollars in research funding. He served three years as the director of psychotherapy training in the School of Medicine Department of Psychiatry, six years as the director of the Center for the Study of Religion and Culture, and intermittently as the director of religion, psychology, and culture in the Graduate Department of Religion, where he served on the committees of thirty graduate students. In 2010, Professor Gay permanently endowed the annual Barbara Gay Lecture in Child Psychiatry in the School of Medicine.

## *Malcolm Getz, Ph.D.*

*Professor of Economics, Emeritus*

Malcolm Getz has made important contributions in teaching, scholarship, and service throughout his forty-five years at Vanderbilt University. He received his doctor of philosophy in economics from Yale University in 1973 and was hired by Vanderbilt as an assistant professor of economics in that year. Specializing in public finance and urban economics, his scholarly research addressed a range of public policy issues from fire departments and libraries to higher education and veterinary medicine. His work has appeared in leading journals such as the *Review of Economics and Statistics*, the *Journal of Public Economics*, and the *Review of Industrial Organization*. He is the author of four monographs and two textbooks, as well as *Investing in College: A Guide for the Perplexed* (Harvard University Press, 2007), which describes the issues in choosing a college from a parent's point of view.

Professor Getz is a gifted teacher. Comments such as “best professor I’ve had at Vanderbilt” are typical among student responses, as well as the observation that his courses provided great preparation for the job market and future research. He was awarded both the Jeffrey Nordhaus Prize for Excellence in Undergraduate Teaching and the Ernest A. Jones Prize for Excellence in Undergraduate Advising from the College of Arts and Science in 1998. He subsequently received the university’s Madison Sarratt Prize for Excellence in Undergraduate Teaching in 2000.

During his many years at Vanderbilt, Malcolm Getz was actively involved in the administration and governance of Vanderbilt, and the results of his efforts can be found throughout the university. His record of service is exemplary. He served as director of the Jean and Alexander Heard Library from 1984 until 1994 and as associate provost for information services and technology from 1985 until 1994. He was the director of undergraduate studies in the Department of Economics from 1996 until 2017. He served a term as a member of the Faculty Senate and as its chair in 2000–2001, and two terms on the Arts and Science Faculty Council, serving as its chair in 2011–2012. He has been a pillar in the Department of Economics for decades, and his sound judgment, good nature, and dedication to Vanderbilt made him a role model for faculty and someone to whom colleagues could always turn for guidance and support. Vanderbilt recognized his contributions to the governance of the university with the Thomas Jefferson Award in 2016–17.

## Roy K. Gottfried, Ph.D.

*Professor of English, Emeritus*

Roy Gottfried took his doctor of philosophy at Yale University in 1976 after having earned his master of arts and bachelor of arts at Brown in 1970. He taught at Barrington High School, Phillips Academy, Yale, and Dartmouth before joining Vanderbilt in 1975. Professor Gottfried has published four monographs on the works of James Joyce, a collection of essays, and dozens of articles. He is one of the nation's foremost Joyce authorities. His work has won internal and external recognition, from the Warren Center, from the University Research Council, from the South Atlantic Modern Language Association, and from the National Endowment for the Humanities.

Professor Gottfried, who served Vanderbilt Commencement as a faculty marshal since 1995 and as University Marshal from 2004 to 2015 is, without exaggeration, a faculty icon among faculty. So, too, is he among students, who adore him. His evaluations say things like: "You go to college hoping to find a professor this good." Or, "Gottfried is awesome. Dresses like a true professional (not t-shirt and jeans like some chumps), and it shows in his work. He's been at Vanderbilt for a long time, but he has not cooped himself up into an ivory tower and is still very accessible. His teaching was also probably the best English instruction I've had at Vanderbilt, because he took complex, graduate-level information and did not just regurgitate it back at us." The dimension of achievement in this praise comes in understanding what Professor Gottfried teaches: James Joyce, early modern poetry and the Bible as literature. As one student summarized, "Professor Gottfried is . . . the epitome of a college professor: the sort of erudite, witty, engaging individual a young person imagines shepherding a group of college scholars, and he is one of the handful of professors I would recommend to any student—regardless of their year, major, or interests, without reservation. Every time I left his classroom, I felt smarter."

Professor Gottfried's service to the department, the college, and the university was unstinting. In the department, he served as director of both graduate (2 terms) and undergraduate studies (3 terms). He directed the Humanities in London program and Vanderbilt in England. He gave more than twenty years of service to Phi Beta Kappa in various capacities, including president. He served on humanities, press, and library committees, on the United Way committee, on the Kenan Venture Fund committee, and on the AXLE implementation committee. He was the college faculty parliamentarian for four years (2009–2013).

*John P. Greer, M.D.,  
M.L.A.S.*

*Professor of Medicine and Pediatrics, Emeritus*

John P. Greer entered Vanderbilt University in 1968 and graduated magna cum laude in 1972 with an interdepartmental major in philosophy, Russian, and English. He attended Vanderbilt University School of Medicine (1972–76) and trained in internal medicine at Tulane University (1976–79) and in pediatrics at the Medical College of Virginia (1979–81).

Dr. Greer returned to Vanderbilt University Medical Center as a fellow in hematology and medical oncology (1981–84) and joined the faculty as an instructor in the Divisions of Hematology (Internal Medicine) and Hematology/Oncology (Pediatrics). He was awarded an American Cancer Society Career Development Award (1985–88) and has played a major role in clinical research, education, and clinical care in patients with hematologic cancers. He was an assistant professor from 1986 to 1992 when he was promoted to associate professor, and he became a professor of medicine and pediatrics in the Divisions of Hematology/Oncology in 2003.

He has collaborated with hematopathology in the descriptions of newly recognized lymphoid neoplasms, particularly lymphomas of peripheral T cell origin. He worked with Steven Wolff to establish the Bone Marrow Transplant program in the early 1980s, served as interim director (1998–99), and was the clinical director of hematology and the Stem Cell Transplant Section of the Division of Hematology/Oncology (2000–12). Since 1993, he has written for *Wintrobe's Clinical Hematology* and was the chief editor for the eleventh through fourteenth editions (2004–18).

Dr. Greer was twice elected to the Faculty Senate (1991 through 1994 and 2013 through 2016). He completed a master of liberal arts and science in 2016 with an emphasis on ethics and serves as co-chair of the VUMC Ethics Committee (2016–18).

## *Jon W. Hallquist, Ph.D.*

*Professor of Theatre, Emeritus*

Jon Hallquist joined Vanderbilt University as an assistant professor in 1985 and was promoted to the rank of associate professor in 1992. In his thirty-three-year career at Vanderbilt, Professor Hallquist has taught and advised hundreds of students. He has directed numerous Vanderbilt University Theatre productions and served the Department of Theatre as director of undergraduate studies and co-director of theatre since 1990. Among his students and colleagues, Professor Hallquist is known as a gifted director of realism and a masterful teacher of acting.

Professor Hallquist received a bachelor of science in theatre arts from Nebraska Wesleyan University before earning his master of arts and doctor of philosophy at the University of Michigan. He began his work in the theatre as an actor. His representative roles include Mercutio in *Romeo and Juliet*, Jack in *The Importance of Being Earnest*, and Solness in *The Master Builder*. At Vanderbilt, he directed productions ranging from Eugene O'Neill's *Ah, Wilderness!* to Richard Brinsley Sheridan's *School for Scandal*. He adapted and directed productions of Carlo Goldoni's *The Servant of Two Masters* and William Wycherley's *The Country Wife* for Vanderbilt University Theatre. Professor Hallquist's Acting I course has introduced hundreds of students to the craft of acting over the years.

Professor Hallquist has been honored by Vanderbilt University with the Alumni Freshman Advising Award. He has served as vice president of the Middle Tennessee chapter of the Tennessee Theatre Association. Recently, numerous former students created an endowment at Vanderbilt to honor his wife's and his contribution as theatre educators over the past three decades. He remains active in the field as a playwright and adapter.

## *Terryl W. Hallquist, Ph.D.*

*Professor of Theatre, Emerita*

Terryl W. Hallquist joined the faculty of Vanderbilt University in 1985 after completing her doctor of philosophy at the University of Michigan, Ann Arbor. In her thirty-three-year career, Professor Hallquist has taught hundreds of students and directed more than sixty Vanderbilt University Theatre productions. Among her students and colleagues, she is known for her ability to inspire and mentor young theatre artists and for her commitment to the highest standards of creative expression.

Professor Hallquist has served the Department of Theatre as co-director of theatre and interim chair. She has participated in Vanderbilt's Visions program from its inception to the fall of 2017. She has served the university on numerous committees including the College of Arts and Science Faculty Council and has mentored new faculty members.

Professor Hallquist began her work in the theatre as an actress. Her representative roles include Juliet in *Romeo and Juliet*, Gwendolyn in *The Importance of Being Earnest*, and the title role in George Bernard Shaw's *Candida*. As a director at Vanderbilt, she has staged productions ranging from Euripides' *Iphigenia* to Tony Kushner's *Angels in America: Millennium Approaches*. For the Association of Theatre in Higher Education, Professor Hallquist has acted in and directed staged readings of award-winning new plays. She is a member of the Edward Albee Society and the Association for Theatre in Higher Education, and she serves on the board of the Thornton Wilder Society.

## *Deborah D. Hatton, Ph.D.*

*Professor of Special Education, Emerita*

For over twenty years, Deborah Hatton has been an outstanding leader in the field of visual impairments and blindness, as a researcher, teacher trainer, and advocate. Before coming to Vanderbilt, she was a senior scientist at the Frank Porter Graham Child Development Institute of the University of North Carolina.

Professor Hatton's contributions to the field of special education, Peabody College, and Vanderbilt University have been truly outstanding. Between 2009 and her retirement in 2018, Professor Hatton was a tenured faculty member in the Department of Special Education where she served as the primary faculty member in the visual disabilities program and conducted research on instructional strategies for improving the outcomes of children and youth with visual disabilities. This research resulted in several promising approaches for teaching braille reading to children and other instructional techniques.

In addition to her research, Professor Hatton has been actively involved in the training of future generations of teachers and leaders in the field of visual impairments. She has directed numerous personnel preparation grants for the U.S. Department of Education to train a new generation of teachers of the visually impaired. At the doctoral level, she has been a leader on the enrichment committee for the National Consortium for Leadership in Sensory Impairments, a national doctoral training program funded by the Office of Special Education Programs. In addition, as chair of the position paper committee for the Division of Visual Impairments and Deaf-Blindness (DVIDB), Professor Hatton has guided the publication of impactful position papers that have influenced practice and policy making in her field. Most recently, she has chaired the efforts to update the national initial licensure standards for teachers in the field of visual impairments. In 2017, because of her dedication and efforts to improve the lives of individuals with disabilities, Professor Hatton received the prestigious Distinguished Service Award from DVIDB of the Council for Exceptional Children, the highest award presented by this organization.

## *Salvatore T. March, Ph.D.*

*Professor of Information Technology, Emeritus*

*David K. Wilson Professor of Management, Emeritus*

Salvatore T. March earned his bachelor of science, master of science, and doctor of philosophy in operations research from Cornell University, completing his doctoral work in 1978. He spent two years at the University of Rhode Island before moving in 1979 to the University of Minnesota, where he stayed, rising to the rank of professor of information and decision science, until being recruited to Vanderbilt. He joined the Owen Graduate School of Management as the David K. Wilson Professor of Management in 2000. He has enjoyed a prolific career at Vanderbilt in his scholarship, teaching, and service to Owen and to the university.

Professor March's scholarship focuses on distributed system design, conceptual modeling, ontology, genetic algorithms, and information system development. He has been remarkably productive during his career, authoring or co-authoring more than fifty journal articles. This productivity has continued throughout his scholarly life; he had three articles either in press or in print in 2017 alone.

Professor March's teaching for Owen has been broad and well received by the students. He most recently taught Accounting Information Systems in the Master of Accountancy (MAcc) program and Business Forecasting and Business Intelligence and Data Mining in the daytime Master of Business Administration program. Through the years, he has taught many other important courses for Owen, including Managerial Economics and Managerial Statistics, which represent required and foundational MBA courses.

Professor March's service to Owen and the university has been exemplary. He was the associate dean for faculty and research from 2013 to 2016. He was chair of the Faculty Senate during the 2012–13 academic year. He has once again served as an Owen senator since 2016. His service to the profession has been equally impressive; he has held numerous editorial positions and has been a conference organizer for some of the premier journals in his field.

## *Leah S. Marcus, Ph.D.*

*Professor of English, Emerita*

*Edwin Mims Chair in English, Emerita*

Leah Marcus took her doctor of philosophy in 1971 and her master of arts in 1968, both from Columbia University, and her bachelor of arts from Carleton in 1967. She taught at the University of Illinois, Chicago, at the University of Wisconsin, and at the University of Texas, Austin, before coming in 1998 to Vanderbilt.

Professor Marcus has published five books—on Shakespeare, and on other early modern writers. She has edited numerous critical editions of plays, such as *The Merchant of Venice*, and of Elizabeth I's writings (two volumes). She has published dozens of articles reflecting her wide-ranging scholarly interests, in post-colonial studies, eco-criticism, early modern poetry, the Jacobean masque, Milton, Shakespeare, and textual scholarship generally. She led the revolt against the "new bibliography," by which the editing of Shakespeare and other writers has been transformed in light of recent poststructuralist theory and new scholarship about textual production and transmission. Her most recent articles and book chapters have explored seventh-century vitalism and the New Science in the writings of Milton, Marvell, and Shakespeare.

Her prominence is reflected in her wide-ranging professional service to the Modern Language Association, the Marlow Society, the American Council of Learned Societies, the National Endowment for the Humanities, the Newberry Renaissance Consortium, the Stanford Humanities Center, the Chicago Institute for Psychoanalysis, the Donne Society, the Renaissance Society of America, the Shakespeare Association of America, and the Bibliographical Society of London. Her service at Vanderbilt is equally capacious: she has chaired both English and Jewish studies, has served on the Faculty Senate, the Arts and Science Faculty Council, the Dean of the Commons Search Committee, and on many other committees, steering committees, and planning groups for the college and the university.

Professor Marcus won multiple teaching and mentoring awards during her years at Vanderbilt. A legend in the field of early modern studies who attracts many students to apply to our English doctoral program, Professor Marcus never rests on her laurels and makes it clear to her many students that she expects them to honor her legacy by surpassing it. Rigorous and supportive in her teaching and mentoring, she holds students to her high standards. Indeed, even in the years she was on leave, Professor Marcus regularly sponsored graduate reading groups, to which she devoted nearly as much time, attention, and energy as she would have had she been actually teaching a class.

## *Calvin F. Miller, Ph.D.*

*Professor of Earth and Environmental Sciences, Emeritus*

*William R. Kenan Jr. Chair in Earth and Environmental Sciences, Emeritus*

Calvin Miller has served Vanderbilt University for forty-one years. After finishing his bachelor of science at Pomona College in 1969, he served as a Coast Guard officer for three years, completed the master of science at George Washington University, and earned his doctor of philosophy in geology from the University of California, Los Angeles, in 1977. Following a year as instructors at Pomona College, he and his wife, Molly (now a professor, emerita), joined Vanderbilt in 1977 as assistant professors, initially full-status, partial-load, in the Department of Geology (now Earth and Environmental Sciences). He soon thereafter began his first period as director of graduate studies, a role he would reprise several times for nearly twenty-five years of service to the graduate program.

Professor Miller was promoted to associate professor in 1983 and professor in 1990. He served as chair of the Department of Geology from 1991 to 1998. Since 2012, Professor Miller has held the title of William R. Kenan Jr. Chair in Earth and Environmental Sciences.

Professor Miller's research has focused on the evolution of the Earth's crust, particularly the formation of felsic magmas that compose most of the planet's continents. His projects have also explored both ancient and active volcanic systems, taking him and his students to remote areas across the globe. Professor Miller's research was supported by twenty National Science Foundation grants over the course of his career, leading to the publication of more than one hundred scientific publications and more than nine thousand citations. He spent one year at Rensselaer Polytechnic Institute as a visiting associate professor, conducting experimental studies in felsic magma genesis with National Academy member E. B. Watson.

An effective and highly regarded mentor, Professor Miller advised research projects for thirty-six undergraduate students, forty-seven master of science students, and five doctor of philosophy graduates. Professor Miller was also known for his tireless work and leadership in the field and has inspired hundreds of Vanderbilt students over his career. In 2006, he earned the Vanderbilt Award for Excellence in Graduate Teaching.

Within the geoscience profession, Professor Miller served as an associate editor of the *Geological Society of America Bulletin* and the *Journal of Geophysical Research*. He was elected a fellow of the Geological Society of America and the Mineralogical Society of America. In 2018, the Mineralogy, Geochemistry, Petrology, and Volcanology Division of the Geological Society of America bestowed upon Professor Miller its Distinguished Geologic Career Award.

## *Lillian B. Nanney, Ph.D., M.S.*

*Professor of Plastic Surgery, Emerita*

Lillian B. Nanney is a native Tennessean. She earned a bachelor of arts at Vanderbilt University with teaching credentials from Peabody College. She completed a master of science in biology from Austin Peay State University while teaching chemistry and biology in high school and earned her doctorate in anatomy at Louisiana State University Medical Center in New Orleans. She returned to Vanderbilt in 1980 to join the Department of Plastic Surgery with a secondary appointment in anatomy (the forerunner of the Department of Cell and Developmental Biology) and later added an appointment in medical education and administration.

Professor Nanney first established the plastic surgery research lab, then the Morphology Core of the Skin Disease Research Center, and later developed this into the institutional Immunohistochemistry Core Lab. She has focused her nationally funded research (National Institutes of Health, Veterans Administration, and industry partners) on studies of the mechanisms of wound repair in various settings ranging from acute burns to chronic wounds to experimental wound models. Initially, she explored the role of EGF and its receptors in wound repair and published the first wound healing trial with a growth factor in the *New England Journal of Medicine*. Her research expanded to examine mechanisms controlling skin growth and the lack of optimal skin repair in both animal and human models of repair. She has authored 200 peer-reviewed manuscripts. She served as president of the Wound Healing Society and an associate basic science editor of *Wound Repair and Regeneration*. Her contributions to this field were recognized nationally with the John Boswick Memorial Award for Outstanding Lifetime Achievement in Wound Healing in 2014.

For the past thirty-eight years, Professor Nanney has enjoyed being a steadfast member of the teaching team for Medical Gross Anatomy. She expanded her teaching leadership to include leading an Advanced Gross Anatomy elective, serving as the Emphasis Program area director for biomedical research and then as its director, developing three Immersion courses (Medical Imaging & Anatomy and Injury, Repair and Rehabilitation, Students-as-Teachers) and also directing the Anatomical Donation program. She was the 2005 recipient of the John Sargent Award for Excellence in Small Group Teaching. In 2007, she became the founding director of the Academy for Excellence in Education and served in this role until 2016. For this and her leadership in faculty development courses in the new curriculum, she was recognized in 2016 as the founding recipient of the Lillian B. Nanney Award for Outstanding Service to the Community of Educators.

## *Akunuri V. Ramayya, Ph.D.*

*Professor of Physics, Emeritus*

Akunuri Ramayya has been an exceptional teacher and researcher at Vanderbilt for more than fifty-three years. He earned his bachelor of science and master of science from Andhra University in India and his doctor of philosophy in nuclear physics from Indiana University, in 1964. He was awarded honorary doctorates from the University of Bucharest, Eastern Kentucky University, and Guru Ghasidas Central University, India. He came to Vanderbilt in 1964 as a postdoctoral fellow working with Professor Joseph Hamilton and was subsequently promoted to senior research associate and lecturer (1969), rising through the ranks from assistant professor (1970) and associate professor (1975) to professor (1980). He was a visiting scientist at Delft Technical University in The Netherlands (1970–71), a senior Alexander von Humboldt fellow at the University of Frankfurt (1981–82), and a visiting professor of physics at the University of Rochester (fall 1987).

He served on many important departmental committees and spent ten years as director of the graduate program in physics and astronomy and seven as director of undergraduate studies. He chaired and edited the proceedings of an international conference on Nuclear Physics of Our Times, served as co-chair and co-editor for six additional international conferences, and served on the scientific program committees of ten others. An international conference on Perspectives in Nuclear Physics was held in honor of his 60th birthday.

Professor Ramayya was a very dedicated teacher, regularly teaching large introductory physics courses and writing four very successful introductory physics lab manuals used by many universities. He endowed a graduate student teaching award given annually since 2007. He was awarded the Guy and Rebecca Forman Award for Excellence in Teaching Undergraduate Physics at Vanderbilt in 2013.

He directed four doctoral dissertations and co-directed twenty. He has more than 800 research publications and has been author/co-author of more than 300 international conference research papers. He made critical contributions to the discovery of shape coexistence in nuclei, carried out the first-in-the-world in-beam nuclear structure studies with an on-line recoil mass spectrometer, was critical in setting up the group's spontaneous fission experiments, and was a member of the team that discovered the new element,  $Z = 117$ , named "Tennessine" for the State of Tennessee. He was elected as a fellow to the American Physical Society and was awarded the Beams Award for Outstanding Research by the Southeastern Section of the society.

## David Robertson, M.D.

*Professor of Medicine, Emeritus*

David Robertson graduated from Vanderbilt University in 1969 with a bachelor of arts in Germanic and Slavic languages. He attended the Arnamagnaeen Institute in Copenhagen, Denmark, before receiving his medical degree from Vanderbilt University School of Medicine in 1973. He completed an internship and residency in medicine at Johns Hopkins Hospital. Dr. Robertson was a postdoctoral fellow in clinical pharmacology at Vanderbilt for two years before accepting a position as assistant chief of service in medicine and instructor in medicine at Johns Hopkins in 1977.

In 1978, Robertson returned to Vanderbilt as an assistant professor of medicine and pharmacology and created the Autonomic Dysfunction Center with his wife, Dr. Rose Marie Robertson (a cardiologist who serves as the current chief medical officer of the American Heart Association). He became an associate professor in 1982 and rose to the rank of professor in 1986. In 1989, Dr. Robertson co-created the Center for Space Physiology and Medicine at Vanderbilt along with F. Andrew Gaffney, M.D. Dr. Robertson was also a member of the Neurolab research crew who investigated the effects of space missions on astronauts' autonomic system, and his team captured microneurography readings transmitted from space. In 1993, Dr. Robertson also became the director of the Medical Scientist Training Program, and he served in the position of director of the Division of Movement Disorders in the Department of Neurology until 2000.

Along with his recent roles as a professor of medicine, pharmacology, and neurology and as the distinguished Elton Yates Professor of Autonomic Disorders, Dr. Robertson has served as the director of the Clinical Research Center in the Vanderbilt Institute for Clinical and Translational Research for thirty years and director of the Autonomic Dysfunction Center for thirty-nine years. Dr. Robertson has also been the prestigious principal investigator of the National Institutes of Health Autonomic Rare Diseases Consortium. He discovered unrecognized diseases such as dopamine beta hydroxylase deficiency and norepinephrine transporter deficiency, and he elucidated baroreflex failure as a cause of severe hypertension. Dr. Robertson is the co-editor of two best-selling textbooks: *Primer on the Autonomic Nervous System* and *Clinical and Translational Science: Principles of Human Research*.

*Jayant P. Shenai, M.D., D.C.H.,  
M.B.B.S.*

*Professor of Pediatrics, Emeritus*

Jayant P. Shenai received his medical training at the University of Bombay and College of Physicians and Surgeons in Bombay, India, and at McMaster University Medical Center in Ontario, Canada. His research and clinical fellowships were completed at the University of Oregon Health Sciences Center. He joined the faculty of Vanderbilt University in August 1978 as an assistant professor and was promoted to associate professor in 1986 and professor in 1994.

Dr. Shenai made numerous clinical contributions that improved the care of critically ill newborns in our state. In his role directing the Neonatal Transport Program, Dr. Shenai assisted in securing Angel II and Angel III neonatal transport ambulances. He served as chair of the subcommittee on perinatal transportation for the Perinatal Advisory Committee of Tennessee and created the first draft of the *Guidelines on Perinatal Transportation* for the Tennessee Department of Health. His work led to publication of a paper that reflected the success of the regionalization process in Tennessee in terms of better outcomes for mothers and newborns (*Journal of Perinatology* 1991; 11:137-43).

Dr. Shenai has served as director of educational affairs for neonatology since 1992 and, in that role, directed the Journal Club for house staff and conducted the orientation sessions for the neonatal intensive care unit for more than twenty-five years. He has also been active in interdisciplinary education at Vanderbilt and throughout the region, including serving as course director for the annual Vanderbilt neonatology symposium. Evidence of his excellence in teaching comes from his receipt of the Amos Christie Award for Excellence in House Staff Teaching and of the Frank Boehm Award for Excellence in Continuing Medical Education, as well as his selection for the Academy for Excellence in Teaching at Vanderbilt.

Dr. Shenai's research program, which used basic and translational science approaches, elucidated the association between vitamin A deficiency and bronchopulmonary dysplasia, including some of the first studies to demonstrate the salutary effect of vitamin A supplementation on pulmonary outcome. In recognition of this focused research, Dr. Shenai recently received the honor of being elected a fellow of the American Association for the Advancement of Science.

## *Stephanie E. Spottswood, M.D., M.S.P.H.*

*Professor of Radiology and Radiological Sciences, Emerita*

Stephanie E. Spottswood was recruited to Vanderbilt in 2005 as chief of pediatric nuclear medicine and participated in design of the Iodine-131 MIBG Radiotherapy space for treating children with intractable neuroblastoma, one of few such spaces in the country. She was promoted to professor of radiology and professor of pediatrics in 2012. One of the few pediatric nuclear medicine specialists in the country, she is a diplomate of the American Board of Radiology with a certificate of added qualifications in nuclear medicine and pediatric radiology.

Dr. Spottswood held numerous leadership roles in the National Medical Association, the Southern Pediatric Radiologic Society, the Society for Pediatric Radiology (SPR), and the Society of Nuclear Medicine and Molecular Imaging, where she served as president of the Pediatric Imaging Council. She worked with the Alliance for Radiation Safety within the SPR to internationally standardize and reduce pediatric nuclear medicine radiopharmaceutical doses. She served on the American College of Radiology's Appropriateness Criteria Committee, the ACR Guidelines and Standards Committee for Nuclear Medicine, and the American Board of Radiology Maintenance of Certification Committee. She was a reviewer for the *Journal of Nuclear Medicine* and an ABR oral examiner in pediatric radiology.

Dr. Spottswood has authored forty peer-reviewed manuscripts, eight book chapters, and thirty educational exhibits, and delivered more than thirty invited presentations, many resulting from her highly sought-after expertise in pediatric GI scintigraphy, Meckel's diverticulum scintigraphy, pediatric diseases of the spleen, and diversity and inclusion.

In 2013, Dr. Spottswood was appointed associate vice chair for diversity, equity and inclusion in which position she devised a multifaceted approach to recruit talented women and underrepresented minorities to the radiology residency program, doubling the minority applicant pool within four years. She co-developed a radiology female faculty career development program, the first of its kind. She mentored dozens of students, residents, and junior faculty and received Vanderbilt's Margaret Cunningham Women's Center Mentoring Award in 2016. In 2017, she received the Levi Watkins Jr. Faculty Award for her diversity work. Dr. Spottswood co-chaired the SPR's Diversity and Inclusion Committee and chaired the Advisory Board of Vanderbilt's Office of Inclusion and Health Equity, which promotes inclusion and equity for families seeking health care at Vanderbilt.

## Jeffrey S. Tlumak, Ph.D.

*Professor of Philosophy, Emeritus*

Jeffrey Tlumak has taught at Vanderbilt for forty-five years. He won both the Outstanding Graduate Teacher Award and the Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching, taught more than a hundred graduate seminars or tutorials ranging over canonical figures such as Descartes, Leibniz, Hume, and Kant, a wide variety of topics in metaphysics, epistemology, philosophical logic, alternative philosophical methods, and the landmarks of twentieth-century analytic philosophy, and taught 132 undergraduate courses or tutorials (including Honors theses) with even greater variety beyond specializations above, from philosophy of religion, of language, of logic, of free will, of value, of identity, to interdisciplinary themes such as artificial intelligence and its philosophical critics and the philosophy and neuroscience of emotion. He placed all the graduate students he supervised and helped place many talented undergraduates in top graduate programs and professional schools.

At the department level, Professor Tlumak's service as department chair, director of graduate studies, or supervisor of graduate students' teaching spanned two-thirds of his career; additionally, he served on sixteen department committees unrelated to the roles above, chairing nine. At the college or university level, he served on thirty-two standing or ad hoc committees, chairing four.

Professor Tlumak's professional service included editing *History of Philosophy Quarterly* and being the founding editor of the stand-alone American Philosophical Association's *Newsletter on Teaching Philosophy* (while simultaneously serving two terms on the APA's Committee on Teaching), and serving as program director of seven major conferences, including three at Vanderbilt (on Descartes, on the role of the emotions in ethical evaluation, and on philosophy of language), program chair of another two, and session chair at or program consultant for many professional meetings.

In addition to publication in journals, his systematic work in seventeenth- and eighteenth-century philosophy culminated in his 2007 book, *Classical Modern Philosophy*, about which a published reviewer from Cornell said, "There are no books on the market that rival this one in terms of breadth and depth."

Most of all, he has been unflaggingly committed to being a hardworking, caring, helpful colleague and teacher.

## *Ronald G. Wiley, M.D., Ph.D.*

*Professor of Neurology, Emeritus*

Ronald G. Wiley directed the Laboratory of Experimental Neurology at the Nashville Veterans Administration Hospital beginning in 1982. He is internationally known for creating and developing highly selective neural lesioning techniques that have been widely applied, primarily to model Alzheimer's disease and in the neurobiology of pain, including an agent in clinical trial for treatment of intractable pain. Dr. Wiley co-founded a biotechnology company which continues to produce a range of these targeted toxins.

His work resulted in 145 peer-reviewed publications, two books based on this laboratory work, and numerous book chapters and invited lectures. More than fifty graduate students, medical students, and residents from Vanderbilt and other institutions have received research training in Dr. Wiley's laboratory. Shortly after arriving at Vanderbilt, Dr. Wiley founded the neuro-oncology division of the Department of Neurology with early focus on paraneoplastic neurologic disorders. With colleagues at Memorial Sloan Kettering Cancer Center, Dr. Wiley co-authored a number of important early papers describing the autoimmune basis of several paraneoplastic neurological syndromes, particularly those associated with small cell lung cancer, and he edited a highly regarded text on clinical neuro-oncology.

During his career at Vanderbilt, Dr. Wiley has been active in teaching graduate students in the Department of Pharmacology and both molecular/cellular and integrative neuroscience programs and teaching residents and medical students in the lecture hall and on the ward at the Veterans Administration Hospital where he has been a staff neurologist, including serving seventeen years as chief of the V.A. Neurology Service.

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