



VANDERBILT

EMERITI PROFESSORS

2021

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Susan M. Adams, Ph.D.
PMHNP-BC, FAANP, FAAN

Professor of Nursing, Emerita

After directing the Vanderbilt School of Nursing's Psychiatric Mental Health Program for almost two decades, Susan Adams transitioned in 2014 to the newly created position of faculty scholar for community engaged behavioral health. In this position she has mentored faculty and students in evaluation of evidence-based health practices, program outcomes and dissemination of findings.

Her current research concerns include trauma-informed intervention strategies to reduce alcohol- and drug-related problems for individuals and families through professional education and integrated models of primary care and behavioral health care delivery. She influences mental health policy and education of advanced practice registered nurses through service on national expert panels and boards, including the American Psychiatric Nurses Association (board member 2012–14 and office of president 2014–16), the Institute of Medicine Committee 2015 report on *Psychosocial Interventions for Mental and Substance Use Disorders: A Framework for Establishing Evidence-Based Standards*, the 2016 *Criteria for Evaluation of Nurse Practitioner Programs, Fifth Edition: A Report of the National Task Force on Quality Nurse Practitioner Education*, and the Advanced Practice Registered Nurse Competency-Based Education Work Group (2016–17) sponsored by the American Association of Colleges of Nursing.

John Ahner, Ph.D.

Professor of Mathematics, Emeritus

John Ahner earned his bachelor of arts in 1967 and his doctor of philosophy in 1972 from the University of Delaware. He was a Presidential Intern at the U.S. Naval Research Laboratory in Washington, D.C., from 1972 to 1973, and a temporary member of the Institute for Advanced Study in Princeton, New Jersey, from 1973 to 1974. He came to Vanderbilt in 1974 as an assistant professor, was promoted to associate professor and then professor, and now is retiring after 46 years of dedicated service. The Department of Mathematics will miss the hearty greetings with which he always welcomed his colleagues.

Ahner's research is in mathematical analysis and involves integral equations, differential equations, scattering and potential theory, and fractional calculus and mixed boundary value problems. His work includes applications to areas such as electrostatics and magnetostatics. He has been a member of the American Mathematical Society, the Mathematical Association of America, and the Society for Industrial and Applied Mathematics. He also was active in various capacities in Sigma Xi, the Scientific Research Honor Society.

Ahner was one of the early experimenters with educational technology at Vanderbilt. In the early 1990s he and several colleagues investigated the use of symbolic algebra systems for teaching undergraduate mathematics. Students over the years have appreciated his straightforward teaching style with clear expectations, and his sense of humor. He served as a pre-major adviser from 1988 to 2009 and won the Alumni Outstanding Freshman Adviser Award in 1996. He supervised one Ph.D. student, who graduated in 1989.

Ahner served Vanderbilt in a number of capacities at different levels. He served two terms on the Faculty Senate from 1998 to 2001 and from 2005 to 2008, and he was chair of the Senate's Student Affairs Committee for the 2000–01 academic year. He was a delegate on the Graduate Faculty Assembly from 1998 to 2000 and served on the College's Committee on Academic Standards and Procedures from 1995 to 2003. He was a member of several departmental committees and was the department's library representative.

James B. Atkinson III, M.D., Ph.D.

Professor of Pathology, Microbiology and Immunology, Emeritus

James Atkinson stepped on the Vanderbilt campus in fall 1969 and never left. He earned his bachelor of arts at Vanderbilt in 1973 and doctor of medicine and doctor of philosophy in 1981. After completing his residency training in anatomic and clinical pathology at Vanderbilt, he became an assistant professor in the Vanderbilt School of Medicine and was promoted to professor in 1999. He has served as director of the autopsy services at Vanderbilt University Medical Center and the Nashville VA and as director of Surgical Pathology at VUMC.

Dr. Atkinson has had an active role in medical student, graduate student and resident training. He taught in the second-year medical student pathology course, and in 2007 was designated as one of seven Master Science Teachers at Vanderbilt School of Medicine and is a member of the Academy for Excellence in Teaching. He led the team that revised the second-year medical school curriculum, helped design the Foundations of Medical Knowledge year in the medical school's Curriculum 2.0, and was a course director for the Homeostasis and Endocrine, Digestion and Reproduction blocks.

He was awarded the Shovel Award for Excellence in Teaching, the highest teaching award at the medical school, and the Robert D. Collins Award for Excellence in Teaching in the Lecture Setting, the Denis M. O'Day Award for Excellence in Teaching in Team-Implemented Curricular Reform, and the Jack Davies Award for Teaching Excellence in the Basic Sciences. He was elected by the graduating medical school class for three years to serve as a marshal at graduation. He was chair of the Undergraduate Medical Education Executive Committee and vice chair for medical education in the Department of Pathology, Microbiology and Immunology. He has held leadership positions in medical education nationally, serving on the Executive Board of the Undergraduate Medical Educators Section of the Association of Pathology Chairs.

Atkinson's research has focused on cardiovascular disease, and he has co-written books and book chapters on cardiovascular pathology, authored 110 peer-reviewed papers, and served on editorial boards of several journals. His research on atherosclerosis was supported by the VA and the National Institutes of Health. He was elected Fellow in the American College of Cardiology and held leadership roles in the Society for Cardiovascular Pathology and International Society for Heart and Lung Transplantation. He served as a member and chairman of the Vanderbilt and VA Institutional Review Board committees and was a long-standing member of the Vanderbilt School of Medicine Admissions Committee.

Mark Bandas, Ph.D.

Dean of Students, Emeritus

Mark Bandas graduated from Connecticut College, magna cum laude and Phi Beta Kappa, with a bachelor of arts in philosophy. He earned his doctor of philosophy in philosophy from Vanderbilt. He has held faculty and administrative positions at several institutions, including the University of Richmond, Truman State University and Tennessee State University.

As associate provost and dean of students at Vanderbilt, he has had administrative oversight for a number of offices and centers including Housing and Residential Experience, Conference Services, Student Care Coordination, Center for Student Wellbeing, University Counseling Center, Project Safe Center, Student Accountability and Academic Integrity, Student Centers, Greek Life, Arts and Campus Events, Student Center for Social Justice and Identity, and Student Organizations, Leadership and Service. Since 1999, Bandas has assisted in the planning and implementation of the residential colleges program at Vanderbilt. The initial phase, The Martha Rivers Ingram Commons for first-year students, opened in fall 2008, followed by Warren and Moore colleges in 2014, E. Bronson Ingram College in 2018, and Nicholas S. Zeppos College in 2020.

He also has served as a lecturer in philosophy for the College of Arts and Science and as an assistant professor of the practice in higher education administration for Peabody College of education and human development. His teaching and research interests include learning communities, American philosophy, and philosophy of education.

George Becker, Ph.D.

Professor of Sociology, Emeritus

George Becker's ancestry can be traced to the German settlements established near Odessa by Catherine the Great of Russia, where he was born during World War II in 1941. As a result of the war between Germany and the Soviet Union, coupled with the deportation and death of his father, he, his mother and grandmother fled Odessa and became refugees in Germany. His mother remarried, and he began his education during dire times. Seeking a better life, his family immigrated to the United States in 1956.

He earned a high school diploma and bachelor's degree in social studies and taught high school for seven years. He married and became a homeowner and proud father of a son. While teaching high school he continued his education earning a master of arts in modern European history at Columbia University. His interest in sociology was sparked by a National Science Foundation Institute in Demography for Educators at Utah State followed by a second master's degree in the sociology of education from Illinois Institute of Technology. His interest in sociology continued at Stony Brook University and culminated in 1976 with a doctor of philosophy under the tutelage of Lewis Coser. He taught for a year at Stony Brook before moving his family to Nashville to begin his 43-year career at Vanderbilt. It was here that Becker's passion for teaching and dedication to his students earned him two teaching awards and one advising award.

From the start, his primary research interests involved a critical examination of several taken-for-granted claims in the field of sociology (the Weber and Merton theses). His intent was to refine our understanding of such claims and, where merited by the evidence, put these claims into question. More recently, building on his prior work on genius and madness, he is writing a book that challenges the Western assumption of a close connection between creativity and psychopathology. This connection is typically seen as having biological roots and being independent of such factors as historical time, place or cultural difference. Titled *Genius and Madness: The Social Construction of Illness*, the book will argue that the positive association involves a phenomenon with determinate historical and sociocultural origins, one with close correspondence to what has been called a culture-bound syndrome, or an affiliation involving a combination of psychiatric and somatic symptoms that are considered to be a recognizable disease within the limits of a specific society or cultural region. It is hypothesized that the operative psycho-physiological mechanism for the facilitation of clinical affliction is the "nocebo effect." As the functional opposite of the

placebo phenomenon, the nocebo effect speaks to the power of suggestion whereby socially given negative expectations and one's heightened awareness of susceptibility to illness translate into the manifestation of illness. Such a conclusion is consistent with what we know about the mind-body connection in the causation and trajectory of illness as well as the closely linked sociological concepts "definition of the situation" and "self-fulfilling prophesy" along with their theoretical underpinnings in the sociology of deviance known as the labeling perspective. As the book will argue, such a reformulation of the creativity-psychopathology phenomenon raises a number of moral and practical concerns not only for clinical practitioners and creative individuals but for society in general.

Fred H. Bess, Ph.D.

Professor of Hearing and Speech Sciences, Emeritus

Fred Bess attended Carthage College where he studied speech pathology before coming to Vanderbilt University for his master's degree in audiology. In 1970, he earned his doctor of philosophy at the University of Michigan. Bess founded and directed the audiology program at Central Michigan University and established the Saginaw Valley Hearing Clinic at Saginaw General Hospital. He returned to Vanderbilt as a professor and director of Audiology in 1976 and quickly rose to the position of department chair, serving in that role from 1978 to 2009. During this period of more than 40 years at Vanderbilt, he made innumerable contributions to the profession of audiology. In addition to building a top communication sciences and disorders educational program with high national rankings, Bess contributed to the scientific knowledge base of the field. In the last decade, his research focus has been on the effect of adverse listening conditions on the speech recognition abilities of children with hearing loss, especially those with minimal to mild degrees of loss. Most recently his efforts have been focused on delineating the underlying constructs of listening effort, stress and fatigue in children with hearing loss. This work has led to the development and assessment of effective intervention strategies for children with hearing loss.

William J. Blot, Ph.D.

Research Professor of Medicine, Emeritus

William J. Blot joined Vanderbilt in 2000 and became research professor of medicine in the Vanderbilt School of Medicine, Ingram Professor of Cancer Research in the Department of Medicine at Vanderbilt University Medical Center, and associate director for population sciences research at Vanderbilt-Ingram Cancer Center. Before coming to Vanderbilt, he directed research into the causes of cancer for 20 years at the National Cancer Institute and co-founded the International Epidemiology Institute. Upon his arrival at Vanderbilt, he was immediately instrumental in developing the population science program at the cancer center. He successfully recruited multiple exceptional scientists to VUMC to form the core of a strong unit that has since blossomed into one of the nation's leading epidemiologic programs.

He is the founding principal investigator and designer of the ongoing Southern Community Cohort Study, a landmark investigation continually funded by NCI since 2001, undertaken to assess the causes of cancer and other chronic diseases among Southerners and determinants of racial disparities in health. The SCCS has provided and will continue to provide the VUMC and the entire scientific community across the United States with an invaluable resource for research on health disparities and causes of cancer and other diseases.

His research has yielded key information regarding the distribution, determinants and means of prevention of human cancers. He was among the first to map the distribution of mortality from cancer across the United States, and he directed large-scale intervention trials showing that supplementation with certain vitamins reduced cancer risk in areas of China with the world's highest rates of esophageal cancer. Blot has authored or co-authored more than 700 articles published in the peer-reviewed scientific literature. He has been elected a Fellow of the American College of Epidemiology and American Statistical Association and to membership in the American Epidemiological Society.

Stephen J. Brandt, M.D.

Professor of Medicine, Emeritus

Stephen Brandt earned his bachelor of science from Duke University and doctor of medicine from Emory University. He received residency training in internal medicine at the University of Virginia Health Sciences Center and fellowship training at Duke. After a postdoctoral fellowship at the National Heart, Lung and Blood Institute, he joined the faculty at Vanderbilt in 1990 as assistant professor, rising to professor with tenure, and later became staff hematologist and stem cell transplant attending physician at the Nashville VA Medical Center. He carried out basic, translational and clinical research focused on transcriptional regulation of blood cell production, normal and malignant, while his clinical activities centered on hematologic malignancies and stem cell transplantation. He served for 20 years as director and clinical director of the Stem Cell Processing Lab. Dr. Brandt's research resulted in more than 65 peer-reviewed publications in journals that included *Cell*, *Science*, *Nature*, *Journal of Clinical Investigation*, and *The New England Journal of Medicine*.

In the course of his career, he mentored three graduate students, six Vanderbilt or Meharry medical students, 18 postdoctoral fellows and 10 junior faculty. He served as regular member on study sections of the American Cancer Society, Department of Veterans Affairs, American Society of Hematology, and the National Institutes of Health and was continuously funded for most of his career by grants from the VA and NIH. His service work at Vanderbilt included membership on the Vanderbilt University Biosafety Committee, including five years as chair, and the Institutional Biosafety Committee of the Institutional Review Board. His honors include a Lucille P. Markey Biomedical Scholar Award, election as Member of the American Society for Clinical Investigation and Fellow of the American Association for Advancement of Science, a Nobility in Medicine Award from the Nashville chapter of the MDS Foundation, and a Hematology-Oncology Fellow Teaching Award.

Dominique Delbeke, M.D., Ph.D.

Professor of Radiology and Radiological Sciences, Emerita

Nuclear medicine physician Dominique Delbeke is recognized as one of the world leaders in positron emission tomography and nuclear medicine. She joined Vanderbilt in 1990 and retired in 2020, having served as professor of radiology and radiological sciences in the Vanderbilt School of Medicine and director of Nuclear Medicine and Positron Emission Tomography at Vanderbilt University Medical Center.

Her primary expertise and research interests revolved around single photon emission tomography/computed tomography in oncology, cardiology and neurology. She was instrumental in implementing one of the first PET centers in the nation at VUMC in 1990 and upgrading to PET/CT in 2000.

Dr. Delbeke served as president of the Society of Nuclear Medicine and is a lifetime member of the American Board of Nuclear Medicine. She currently is a member of the National Comprehensive Cancer Network Appropriate Use Criteria Resource Committee. She is certified by the American Board of Nuclear Medicine and the American Board of Pathology.

Following her term as president of the SNM, she was named editor-in-chief of the *Journal of Nuclear Medicine* from 2012 to 2016. Under her leadership, the journal's impact factor rose significantly, and it was ranked fourth in impact factor of the 125 journals included in the medical imaging category. While serving as *JNM* editor, she donated her yearly stipend of \$100,000 to the Department of Radiology, for a total of \$500,000. In addition to serving as editor of the *JNM*, she has served on the editorial board of several other highly rated imaging journals.

Delbeke is the editor and author of many chapters in the first case-based book on PET and SPECT/CT. She also edited eight case-based textbooks on nuclear medicine, nuclear cardiology and PET/CT and has published more than 160 peer-reviewed articles and 70 book chapters.

David K. Dickinson, Ed.D.

Professor of Education, Emeritus

David Dickinson was a member of the Peabody College faculty for 15 years, holding the Margaret Cowan Chair and serving as the chair of the Department of Teaching and Learning and associate dean for research and strategic affairs. He also led Vanderbilt's development of demonstration schools in Abu Dhabi.

Throughout his career, Dickinson sought to understand the role preschool classrooms play in fostering language development among children from low-income homes, explored the role of language in supporting early literacy development, and devised methods for helping teachers foster language growth.

He was the first to study the details of teacher-child conversations in preschool classrooms. He and colleagues identified patterns of teacher-child conversations that are associated with language and reading comprehension at grade four. His work contributed to growing awareness in the field of the long-term continuity between language in preschool and the later grades, and the impact of early language on later reading comprehension. Dickinson also conducted basic research into the process of vocabulary learning and found evidence of bidirectional associations between language and decoding in kindergarten and first grade.

Seeking to enhance teachers' success in supporting language learning, he and a colleague created a preschool curriculum that was widely used in preschool classrooms. He and colleagues also developed playful methods of teaching vocabulary that include use of games and music.

Dickinson was on the team that created the first certificate developed by the National Board for Professional Teaching Standards, helped with a major revision of the accreditation standards for the National Association for the Education of Young Children, and spoke to hundreds of audiences in the United States and around the world. He authored two books, co-edited three volumes of *The Handbook of Early Literacy*, edited six books, and co-authored 150 articles and chapters.

Peter D. Donofrio, M.D.

Professor of Neurology, Emeritus

Peter Donofrio earned a bachelor of science in pre-professional sciences from the University of Notre Dame in 1972. He earned his doctor of medicine from Ohio State University in 1975, completed an internal medicine residency at Good Samaritan Hospital in Cincinnati in 1978, and then a neurology residency at the University of Michigan in 1981. He joined the faculty at the University of Michigan for four years after completing a one-year neuromuscular fellowship there. He was recruited to Wake Forest University where he was promoted to professor of neurology and remained for 20 years. In 2006 he was recruited to Vanderbilt, where he became vice chair of compliance and professionalism, chief of the Neuromuscular Division, and director of the EMG laboratory, MDA clinic and ALS clinic for Vanderbilt University Medical Center and professor of neurology at the Vanderbilt School of Medicine. He is board-certified in medicine, neurology, electromyography and neuromuscular disorders.

His research has focused on the management of neuromuscular disorders including peripheral neuropathy, muscle diseases, neuromuscular junction disorders and motor neuron disease. He has been involved in many clinical trials in amyotrophic lateral sclerosis, myasthenia gravis and chronic inflammatory demyelinating polyneuropathy over the past 40 years. At Vanderbilt University he founded the ALS multidisciplinary clinic. He also has an interest in inflammatory neuropathies such as Guillain-Barre syndrome and CIDP.

He is the author or co-author of more than 200 manuscripts in peer-reviewed journals, book chapters, abstracts, and monographs for national meetings, and is the author of *Textbook of Peripheral Neuropathy* (Demos Publishing, 2012). He served as an invited lecturer for 368 presentations throughout the United States, Canada, South America, Europe and Asia.

Dr. Donofrio is the recipient of numerous awards and honors. In October 2020 he received the Distinguished Physician Award from the American Association of Neuromuscular and Electrodiagnostic Medicine. He was president of the North Carolina Neurological Society from 2001 through 2005 and president of the AANEM from 2007 through 2008. He was chosen as an oral examiner for the board certification examination of the AANEM every year from 1986 through 2004 and served on several committees of the National Board of Medical Examiners for 20 years. He has been involved in undergraduate, graduate, residency and fellowship training throughout his career. He was awarded the VUMC Neurology Resident teaching award in 2014 and 2018.

Edward H. Friedman, Ph.D.

*Professor of Spanish, Emeritus, and
Gertrude Conaway Vanderbilt Chair, Emeritus*

Edward H. Friedman was born in Richmond, Virginia. He earned a bachelor of arts in Spanish from the University of Virginia and a doctor of philosophy from Johns Hopkins University. He spent his junior year in college taking classes at Madrid's Universidad Complutense. He taught at Arizona State and Indiana University before coming to Vanderbilt in 2000. At the time of his retirement, he was Gertrude Conaway Vanderbilt Professor in the Humanities. As one of the foremost specialists in Spanish Comedia and *Don Quixote*, he was editor of the prestigious journal on Spanish Golden Age theater *Bulletin of the Comediantes* from 1999 to 2017 and is a past president of the Cervantes Society of America. He served for 11 years as director of the Robert Penn Warren Center for the Humanities at Vanderbilt.

His research focuses on early modern Spanish literature, with special emphasis on Cervantes, picaresque narrative and the Comedia. He explores how 16th- and 17th-century Spanish texts play against tradition and, at the same time, establish directions for future creation, by anticipating forms of drama and contemporary fiction in the realist, modernist and postmodernist modes. He has published more than 200 scholarly articles and a substantial number of monographs spanning five centuries of Spanish literature. He also has published several critical editions, translations to English, and adaptations to that language of major Spanish texts, among them *Wit's End*, adapted from Lope de Vega's play, which was performed to great success and joyful merriment as part of Vanderbilt University Theatre's 2006–07 season. His collection of original poems in English, *Quixotic Haiku*, is based on Cervantes' novel and is a testament to the latitude of his cultural global outlook. He currently is working on a project focusing on the British Hispanist Gerald Brenan.

Friedman received the Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching in 2006 and 2012, the College of Arts and Science Graduate Mentoring Award in 2007, and Fulbright grants to Portugal in 1996 and to Spain in 2010. He has directed an impressive number of doctoral dissertations and has always been a beloved professor of literature and culture. The field of Hispanic studies owes him an immense debt of gratitude for his original and groundbreaking contributions and his indefatigable elan to spread his knowledge of Spanish letters. He has given scholarly lectures in countless institutions in North America and Europe and will continue to do so in the future as he keeps pursuing his ambitious research interests.

Cynthia S. Gadd, Ph.D.

Professor of Biomedical Informatics, Emerita

In March 2020, Cynthia Gadd became the inaugural holder of the Randolph A. Miller, M.D., Directorship in Biomedical Informatics Education at Vanderbilt University Medical Center, where she also has served as vice chair for educational affairs and professor of biomedical informatics.

She earned a doctorate in information systems and cognitive science from the University of Pittsburgh, a master of science in medical informatics during her post-doctoral fellowship at Duke University, and a master of business administration from Winthrop University. As faculty and leader at the University of Pittsburgh and then Vanderbilt, she has become a nationally known expert in biomedical informatics education and training. In addition to serving as the Department of Biomedical Informatics director of graduate studies and principal investigator of the National Library of Medicine T15 training grant, she has guided the establishment of new and expanding programs, including the clinical informatics subspecialty fellowship, a master of science in applied clinical informatics, global health informatics training in Nigeria and India, and opportunities that introduce informatics research to Vanderbilt undergraduates, medical students and summer interns.

She has published numerous articles in her primary area of research, implementation and evaluation that address integrated clinical information system functionality and effectiveness, as well as user and organizational impacts. Her contributions to informatics education and the professionalism of the discipline have been recognized through numerous honors and awards. She was elected to the American College of Medical Informatics, twice received the American Medical Informatics Association Leadership Award, and was elected to the Vanderbilt Academy for Excellence in Teaching. She served as the executive director of advanced health informatics certification for AMIA, which has led to the development of the first advanced health informatics certification available to professionals with clinical public health and computer science or health informatics training.

Jay Geller, Ph.D.

Professor of Modern Jewish Culture, Emeritus

Jay Geller is a true scholar—inquisitive, learned, and always ready to debate about his or other colleagues' work. He has written extensively about the history of German-Jewish relations and identifications by engaging the writings of Rahel Levin Varnhagen, Heinrich Heine, Karl Marx, Sigmund Freud, Franz Kafka, Walter Benjamin and others. He is one of the leading scholars in Jewish cultural studies, and his work is considered groundbreaking, influential and of the highest quality. His monographs include: *On Freud's Jewish Body: Mitigating Circumcisions*; *The Other Jewish Question: Identifying the Jew and Making Sense of Modernity*; and *Bestiarium Judaicum: Unnatural Histories of the Jews*. His articles have appeared in a wide range of publications and journals in Asian studies, film studies, gender and sexuality studies, German studies, psychoanalysis, and religious studies, as well as in Jewish studies.

Geller has lectured widely in the United States and abroad, including in Australia, Austria, Belgium, England, France, Germany, Israel, Italy, the Netherlands, Norway, Scotland, Slovakia and South Africa. He has held awards from the American Council of Learned Societies, the Association of Theological Schools, and the National Endowment for the Humanities, as well as being a Fulbright–Sigmund Freud Society Visiting Scholar of Psychoanalysis (Vienna) and Visiting Fellow at the Centre for the Study of Jewish-Christian Relations (Woolf Institute, U.K.).

Geller is known for his dynamic and intellectually rigorous pedagogy. Some of his courses—such as *The Holocaust: Meanings and Implications*, *Modern Critics of Religion*, *Religion and Film*, and *Religious Narrative and the Self*—have become staples of the Vanderbilt Divinity School curriculum. He requires students to take responsibility for their education, to grapple with materials that cross disciplines (academic study of religion, anthropology, history, literature, philosophy, psychoanalysis) and media (cartoon/graphics, film, photography, video testimony, and written genres, from poetry and novel to government document, psychoanalytic case study, and religious scripture to diary and autobiography), and to question how meanings emerge—or come undone. Pre-pandemic, he could always be found in his office with the door open.

Geller's service to Vanderbilt has been engaged, persistent and important. No other faculty member has so consistently supported the work of Vanderbilt's Holocaust Lecture Series, the longest-standing series of its kind in the United States, since his arrival on campus in fall 1994. It is no exaggeration to say that were it not for him, the

series might not still be running. He also has been an active member of the Graduate Department of Religion and the departments of Jewish Studies, Religious Studies, and German, Russian and East European Studies, as well as of several Robert Penn Warren Center for the Humanities seminars. Along with his administrative and pedagogical service to the university, he co-founded the Critical Theory and Discourses on Religion Group at the American Academy of Religion and was a former president of Tennesseans Against Genocide.

George M. Hornberger, Ph.D.

University Distinguished Professor of Civil and Environmental Engineering, Emeritus, and University Distinguished Professor of Earth and Environmental Sciences, Emeritus

At Vanderbilt, George M. Hornberger has been a University Distinguished Professor, director of the Vanderbilt Institute for Energy and the Environment, Craig E. Philip Professor of Engineering, and professor of earth and environmental sciences. He previously was a professor at the University of Virginia for many years where he held the Ernest H. Ern Chair of Environmental Sciences. He also has been a visiting scholar at the Australian National University, Lancaster University, Stanford University, the United States Geological Survey, the University of Colorado, and the University of California, Berkeley.

Hornberger's current work focuses on coupled natural-human systems and aims to understand how climate, groundwater, surface water, energy production, food production, and human abstraction of water interact in complex ways. Recently completed research projects include work in Sri Lanka on adaptation to drought, in Bangladesh on the controls on freshwater availability, and in the United States on how cities evolve water conservation practices. He currently is studying how different cities in the U.S. deal with water stress.

In addition to teaching and research at Vanderbilt, he has engaged in many external activities. He is the author of several books, including *Water Resources: Science and Society* published in 2019 with Debra Perrone, a 2014 Vanderbilt Ph.D. graduate and Founder's Medalist, as co-author.

He currently chairs the Energy Research Committee for the Health Effects Institute and the Earth System Science Committee for the National Academies.

C. Bruce Hughes, Ph.D.

Professor of Mathematics, Emeritus

Bruce Hughes earned his bachelor of arts from Guilford College in 1976. He earned his master of arts in 1979 and doctor of philosophy in 1981, both from the University of Kentucky. From 1982 to 1985 he was an instructor in the Mathematics Department at the University of Utah. He came to Vanderbilt in 1985 as an assistant professor of mathematics and has served Vanderbilt honorably for more than 35 years. He became associate professor in 1989. In 1990 he was a Fulbright Scholar at the University of Edinburgh. He became professor at Vanderbilt in 1998. From 1994 to 1997, Hughes was director of graduate studies in Vanderbilt's Department of Mathematics. He served three terms on the Faculty Senate and two terms as Graduate Faculty Delegate Assembly Representative. He mentored eight postdoctoral associates and supervised four doctoral dissertations and five senior theses at Vanderbilt.

Hughes' research centered on geometric topology, geometry and group theory. He published 34 papers in professional journals including *Annals of Mathematics*, *Geometry and Topology*, and *Memoirs of the American Mathematical Society*—three of the premier journals in his field. He published the book *Ends of Complexes* in 1996. Hughes delivered more than 50 major invited addresses throughout the world, including major research institutes in Poland, Denmark, Germany, Scotland, England, Japan, France, Spain, China, Canada and Mexico. He was principal investigator on eight National Science Foundation grants covering 24 years of funding.

His awards are not limited to his research success. He received the Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching at Vanderbilt in 2015. He developed and taught the course Multivariable Calculus and Linear Algebra for first-year mathematics students from 2005 to 2020. In the early 2000s, he played an integral part in the dramatic rise in National Research Council ranking of Vanderbilt's Department of Mathematics.

John Lachs, Ph.D.

Professor of Philosophy, Emeritus, and Centennial Professor, Emeritus

A 2018 review of a book on John Lachs' work begins with these words: "Few if any contemporary philosophers have done more to promote ... philosophy in America than John Lachs. The creativity and sheer industriousness that characterize his 60-year career ... are extraordinary, while his reputation as a teacher of philosophy, especially his work with undergraduate students, is ... legendary." These glowing words may understate Professor Lachs' impact.

John Lachs earned his doctor of philosophy from Yale in 1961, joined Vanderbilt as a full professor in 1967, and became Centennial Professor of Philosophy in 1993. His research includes 25 books and a host of articles on topics from metaphysics and medical ethics to American philosophy and philosophy of education. He has delivered lectures on these topics all over the world and received grant funding from organizations such as the National Endowment for the Humanities and the Tennessee Committee for the Humanities (now Humanities Tennessee). He has received numerous honors for his scholarship, including the Herbert Schneider Award for Lifetime Contributions to American Philosophy.

In addition to being a groundbreaking researcher, Lachs has provided exemplary service to his academic and public communities. He has played leadership roles in several professional societies, including the founding presidency of the Society for the Advancement of American Philosophy. His Vanderbilt service includes chairing the Faculty Senate, and his service beyond the academy includes directing a division of the Nashville Human Rights Project and speaking regularly to corporations and nonprofit groups, including Leadership Nashville.

Lachs' teaching record is similarly remarkable. He directed 72 doctoral dissertations and was revered by generations of students for his courses on ethics and the meaning of life. He became a favorite Vanderbilt Reunion speaker and twice received the Vanderbilt Alumni Education Award. He has won a variety of other teaching awards and has led many off-campus seminars and courses, including medical ethics seminars for several hospitals and for the Hospital Corporation of America.

Amy-Jill Levine, Ph.D.

University Professor of New Testament Studies, Emerita,
Mary Jane Werthan Chair of Jewish Studies, Emerita,
University Professor of Jewish Studies, Emerita

Holding honorary doctorates from the University of Richmond, the Episcopal Theological Seminary of the Southwest, the University of South Carolina-Upstate, Drury University, Christian Theological Seminary, and Franklin College, Amy-Jill Levine has been awarded grants from the Mellon Foundation, the National Endowment for the Humanities, and the American Council of Learned Societies. She has held office in the Society of Biblical Literature, the Catholic Biblical Association, and the Association for Jewish Studies. She served as Alexander Robertson Fellow (University of Glasgow) and the Catholic Biblical Association Scholar to the Philippines. She also is affiliated professor at Woolf Institute, Centre for the Study of Jewish-Christian Relations, Cambridge, England.

Levine has given more than 500 lectures across the globe on the Bible, Christian-Jewish relations, and religion, gender and sexuality. She is indefatigable, always ready to help her students, pedagogically innovative and demanding, and has a wicked sense of humor.

Her more than 30 prize-winning books include *The Misunderstood Jew: The Church and the Scandal of the Jewish Jesus*; *Short Stories by Jesus: The Enigmatic Parables of a Controversial Rabbi*; *The Gospel of Luke* (with Ben Witherington III—the first biblical commentary co-authored by a Jew and an Evangelical); and *The Bible With and Without Jesus*, co-authored with Marc Z. Brettler.

Her children's books (with Sandy Sasso) include *Who Counts? 100 Sheep, 10 Coins and 2 Sons*; *The Marvelous Mustard Seed*; *Who Is My Neighbor?* and *A Very Big Problem*.

With Marc Brettler, she co-edited *The Jewish Annotated New Testament*; she is the editor of the 13-volume *Feminist Companions to the New Testament and Early Christian Writings* and *The Historical Jesus in Context*.

Along with three programs for the Teaching Company Great Lectures, her books and recordings include *Entering the Passion of Jesus: A Beginner's Guide to Holy Week*; *Light of the World: A Beginner's Guide to Advent*; and *Sermon on the Mount: A Beginner's Guide to the Kingdom of Heaven*.

In spring 2019 she was the first Jew to teach New Testament at Rome's Pontifical Biblical Institute; in 2021, Levine was elected to the American Academy of Arts and Sciences. At Vanderbilt, she chaired the Faculty Senate.

Lorraine M. López, Ph.D.

Professor of English, Emerita, and Gertrude Conaway Vanderbilt Chair, Emerita

Lorraine López earned her master of arts in English and creative writing in 1997 and her doctor of philosophy in 2000 at the University of Georgia. She began as an assistant professor at Vanderbilt in 2002 and was promoted to associate professor in 2009. López has been in residence at Vanderbilt a total of 19 years. In those years she published 10 books, an impressive rate of creative and scholarly achievement. An extraordinarily productive and versatile scholar, she has published books in Latino/a literary criticism and is an accomplished and recognized writer of short fiction and novels. López's fiction concerns social traditions, family binds, and flawed individuals who wrestle to navigate their own needs among a thicket of difficulties and felt obligations. Her stories often feature Latino/a characters, and they always monkey-wrench expectations. As López explains, her stories and novels concern "the human drama that unfolds when people must find the courage to endure and even grow stronger in the face of loss and grief," and feature characters "interested in grappling with the contradictory will to belong and be free."

López models the quality of combined talent and achievement we most treasure in our ranks. She is beloved by her Vanderbilt graduate and undergraduate students for the quality of her teaching and mentoring. She is a treasured member of the Department of English from which she retires as the director of creative writing. Alongside William Luis, she built a Latino/a studies program (with both major and minor) which is now central to the intellectual life of the College of Arts and Science.

In 2009, López won a signal distinction, named as one of five finalists for the PEN/Faulkner Prize in fiction for *Homicide Survivors Picnic*. Adding to her already impressive list of book awards and prizes, that year she also made the longlist for the Frank O'Connor International Short Story Award and won the Writers' League of Texas Book Award (both for *Homicide Survivors Picnic*). Two years later she earned award recognition for the essay collection *The Other Latin@* (Honorable Mention from the Foreword Book of the Year Award and the Silver Award in Multicultural Adult Non-Fiction from the Independent Book Publishers Book Awards), and in 2016, López was a finalist for the International Latino Book Award for *The Darling*. The span of her critical and literary career was celebrated by a special issue of the *South Atlantic Quarterly* in spring 2020 devoted entirely to her work. Her long list of distinctions also includes a noteworthy award from Vanderbilt: López was awarded the Harvie Branscomb Distinguished Professor Award in 2016.

Melanie Lutenbacher, Ph.D., M.S.N.
RN, FAAN

Associate Professor of Nursing, Emerita

Melanie Lutenbacher's passion to improve and save the lives of underserved child-bearing women and their children has driven her integration of research, teaching, practice and service to shape and inform countless students, faculty, policies, and health care systems. She joined Vanderbilt University School of Nursing in 1993, with a secondary appointment with the School of Medicine in 2005. Supported by federal and foundation grants, her community-based research with abused women, children with special health care needs, and home visitation strategies for at-risk pregnant women impacts health policy and practices at multiple levels. She helped establish, by statute, Davidson County's Domestic Abuse Death Review Team, which annually recommends system policy changes. It is now a national model, and she remains a mayoral appointee to the team. Her home visitation protocols guide health care delivery to thousands of women. She serves on numerous steering committees related to maternal/child health, advancement of women, children with special health care needs, and Medicaid services, and is the board president of Family Voices of Tennessee.

She has been recognized with School of Nursing and community awards for her exceptional mentoring, working with mentees from multiple disciplines across Vanderbilt and beyond. She has taught across all levels and programs at the Vanderbilt School of Nursing through her multiple roles including director of the Pediatric Nurse Practitioner Program and the director of the Ph.D. in Nursing Science Program. Recognition for her contributions to improve the health of underserved women and their children includes 2009 induction into the American Academy of Nursing, 2010 Outstanding Alumni Award from the University of Kentucky, and the 2013 March of Dimes Nurse of the Year Award for Nursing Research. Melanie Lutenbacher retired from her tenured position in 2020. She continues her work on federally funded projects, teaching in the Doctor of Nursing Practice Program and mentoring students across Vanderbilt School of Nursing programs, Vanderbilt University and beyond.

Robert L. Macdonald, M.D., Ph.D.

Professor of Neurology, Emeritus

Robert L. Macdonald earned his bachelor of science from the Massachusetts Institute of Technology in 1966. He earned his doctor of philosophy in physiology in 1969 and his doctor of medicine in 1973 from the University of Virginia, where he also served his medical internship and neurology residency. He was a research fellow at the National Institutes of Health from 1976 to 1978.

In 1978 he joined the University of Michigan as an associate professor of neurology. In 1981, Dr. Macdonald was named professor of neurology and became the first Russell N. DeJong Professor of Neurology (1995). In 2001 he became professor of neurology in the Vanderbilt University School of Medicine, chair of the Department of Neurology at Vanderbilt University Medical Center, the first Gerald M. Fenichel Professor of Neurology and the first Margaret and John Warner Professor of Neurology.

He has had a distinguished research career, publishing 260 peer-reviewed papers and 75 book chapters and reviews. He made major contributions to increased understanding in three areas: the biophysical and pharmacological properties, structure and trafficking of the γ -aminobutyric acid Type A (GABAA) receptor channel; the basis of genetic epilepsy due to GABAA receptor subunit gene mutations; and the mechanisms of action of a wide variety of anti-epileptic drugs.

He has received numerous awards and served in leadership roles in many professional societies. He served as president of the American Epilepsy Society (1997–98) and the American Neurological Association (2009–11) and received the S. Weir Mitchell Award and Lecture, the Cotzias Award and Lecture, and the Wartenberg Award and Lecture given by the American Academy of Neurology. He received the Epilepsy Research Award of the American Society for Pharmacology and Experimental Therapeutics and the Basic Neuroscience Award of the American Epilepsy Society and gave the Lennox Lecture to the American Epilepsy Society. He gave the University of Michigan Distinguished Faculty Lecture. He received the Clinical Teaching Award from the neurology residents at the University of Michigan (1986) and Vanderbilt University (2002). In 2017 he was elected Fellow of the American Association for the Advancement of Science and Fellow of the American Epilepsy Society.

John McClure, Ph.D.

Charles G. Finney Professor of Preaching and Worship, Emeritus

John McClure's work demonstrates a commitment to excellence and creativity in accessible theological scholarship for faith communities and the wider public. Those beyond his primary disciplinary field of homiletics have commended these commitments in his recognition as a Henry Luce III Fellow in Theology.

For three decades he pressed the growth of his guild with philosophical and socially progressive commitments. He served as president of the Academy of Homiletics and as editor of *Homiletic*, the field's top and first peer-reviewed open access online journal. He has authored seven books, co-authored two books, and edited three volumes in addition to book chapters and articles. Disciplinary colleagues acknowledge the range and depth of his scholarship—evidencing extraordinary intellectual rigor and breadth of research. His book *The Four Codes of Preaching* remains the most influential theoretical text within the field over the last 30 years; his *Roundtable Pulpit* attends to the most practical aspects of homiletic theory and is lauded for its accessibility to those training for professional ministry.

As a faculty member of the Divinity School and Graduate Department of Religion, for 17 years McClure has provided continuity in leadership for an internationally recognized program in the area of homiletics and liturgics. He served on 32 dissertation committees (18 as chair). Graduates of the program are leading scholars in the field and have consistently held faculty posts at various institutions, including Vanderbilt Divinity School. Beyond teaching and research, he has provided dedicated service to the institution—chairing searches for key faculty appointments, serving as chair of the Graduate Department of Religion and mentoring junior colleagues. The David G. Buttrick Certificate Program in Homiletic Peer Coaching, which he co-founded, contributes to the university's interface with a broader public constituency. His founding of the popular Divinity Faculty Band shows one of his many contributions toward a collegial environment amid the rigors of academic life.

Ann Minnick, Ph.D.

RN, FAAN

Professor of Nursing, Emerita

A prolific nurse scientist and nursing leader, Ann Minnick is known for her research regarding safety, quality and academic nursing—work that has shaped the nursing workforce and U.S. educational and clinical regulatory policies. She led research activity at Vanderbilt University School of Nursing and advanced the school's postdoctoral program, Ph.D. in Nursing Science Program, and Center for Research Development and Scholarship, which provides support for clinical faculty to conduct evidence-based scholarly activity.

Minnick has led numerous national grants that influenced the environment of nursing practice and helped advance the nursing profession. She has worked on more than 25 funded research projects, as well as educational and clinical program grants, totaling nearly \$8.2 million. Her most recent research concerns safety and quality, nursing human resources and patient-centered care, and the health care workforce and quality in academic nursing. She has authored more than 100 publications and made hundreds of presentations nationally and internationally. Her overall research expertise has led to consultations at every level of American government and with international agencies and private entities, including an appointment by the U.S. Health and Human Services' Secretary to the National Advisory Council on Nurse Education and Practice. In 2011 her significance in nursing research was recognized with induction into the Sigma Theta Tau International Nurse Researcher Hall of Fame.

At Vanderbilt she has been Julia Eleanor Blair Chenault Professor of Nursing, postdoctoral program director, Center for Research Development and Scholarship director, Ph.D. in Nursing Science Program co-director, and senior associate dean for research. In addition to her leadership responsibilities, she taught five or more doctoral-level courses each year, chaired 14 dissertation committees and participated as a committee member for others. She has served as adviser/mentor to scholars who have received publicly and privately supported pre- and postdoctoral awards and fellowships. She also has served as a mentor for federal K awards, as well as a postdoctoral fellow mentor and a Robert Wood Johnson Research Fellowship mentor. Minnick has won numerous awards for teaching and mentoring new generations of nurses and researchers, including the American Association of Nurse Anesthetists Foundation Award for Outstanding Research and Mentorship. She is a fellow of the American Academy of Nursing.

Donald E. Moore Jr., Ph.D.

Professor of Medical Education and Administration, Emeritus

Don Moore earned a master of arts in history (emphasis China) in 1975 and doctor of philosophy in education (emphasis continuing education) in 1982, both from the University of Illinois at Urbana-Champaign. As a professor at Vanderbilt University School of Medicine, he has taught a course entitled Learning Theory and Teaching Applications and a variety of faculty development workshops. He has served as director of the Office for Continuing Professional Development, which includes the Division of Continuing Medical Education and the Maintenance of Certification Portfolio Program at the Vanderbilt University Medical Center, and director of evaluation at Vanderbilt for the Reimagining Residency project funded by the American Medical Association and titled, Goals of Life and Learning Delineated: Collaboration Across Academic Health Systems to Better Align GME with Learner, Patient and Societal Needs.

He has published more than 60 articles and book chapters and presented more than 230 lectures and workshops at local, national and international conferences. He received the Accreditation Council for Continuing Medical Education Raszkowski Award in 2009, the Alliance for CME Distinguished Service Award in 2010, and the Society for Academic CME Research in CME Award in 2011. He was inducted into the Academy for Excellence in Teaching at Vanderbilt University School of Medicine in 2013 and was designated a Fellow of the Society for Academic CME in May 2017. He was inducted into the International Adult and Continuing Education Hall of Fame in November 2018.

He serves on the advisory committee for *The Journal of Continuing Education in the Health Professions* and on the editorial board for the *Journal of European CME*, and he regularly reviews manuscripts for *Academic Medicine*, *The Journal of Continuing Education in the Health Professions*, the *Journal of European CME*, and *Medical Teacher*.

He continues to work on the CME/CPD Outcomes Framework (Moore, Green, Gallis, *JCEHP* 2009; and Moore, Chappell, Sherman and Vinayaga-Pavan, *Medical Teacher* 2018) as well as learning in the health care practice setting and the Master Adaptive Workplace Learner (*Academic Medicine* 2017).

Beverly Moran, J.D., LL.M.

Professor of Law, Emerita

Beverly Moran joined the Vanderbilt faculty in 2001, becoming the first Black woman to hold a tenured position at Vanderbilt Law School. She also held a secondary/courtesy appointment in sociology. Following 18 years of distinguished service, she retired in December 2019.

Moran holds a bachelor of arts from Vassar College, a doctor of jurisprudence from the University of Pennsylvania Law School, and a master of laws in taxation from New York University. She began her tenure-track teaching career at the University of Cincinnati College of Law and then joined the faculty at the University of Wisconsin Law School, where she also directed the Center on Law and Africa.

Moran developed a reputation as a leading tax law scholar during her academic career. She is the author of multiple texts and articles in the field, including *Basic Federal Income Taxation of Individuals* (Vandeplas Publishing, 2013) (with Richard A. Westin), *The Tax Law of Charities and Other Exempt Organizations* (West Publishing Co., 2003) (with Brennen, Jones and Willis), and a groundbreaking article on race and tax, “A Black Critique of the Internal Revenue Code” (with William Whitford) (*Wisconsin Law Review*). But her work extended well beyond tax, and she published scholarship in multiple fields, including Islamic law, labor law, law and development, and legal education.

Throughout her career, Moran received many teaching awards and grants, including a Fulbright Award, an ACE Fellowship, and grants from the Annie E. Casey Foundation, the Rockefeller Foundation, and the Ford Foundation. She held multiple leadership positions at Vanderbilt, serving as the faculty director of the LL.M. Program, the director of the Social Justice Program, the acting director of African American Studies, and the interim director of the Center for the Americas. She also held leadership positions in the broader profession, serving on the Executive Committee of the Association of American Law Schools, the Board of the Society of American Law Teachers, and as part of the American Bar Association Initiative on the Middle East and North Africa.

In addition to her appointments at the University of Cincinnati, the University of Wisconsin, and Vanderbilt, Moran taught as a visiting professor at the University of Asmara in Eritrea, the University of Colorado, Fisk University, the University of Giessen in Germany, the University of Kentucky, Michigan State University, People’s University in Beijing, and the Peking University in Beijing.

Joseph Murphy, Ph.D.

Professor of Education, Emeritus

Joseph Murphy's work is in the area of school improvement, with special emphasis on leadership and policy. At Vanderbilt, he held the Frank W. Mayborn Chair in Education at Peabody College of education and human development. He also has been a faculty member at the University of Illinois and Ohio State University, where he was the William Ray Flesher Professor of Education.

In the public schools, he has served as an administrator at the school, district and state levels. His most recent appointments were as executive assistant to the chief deputy state superintendent of California and as president of the Ohio Principals Leadership Academy. He also has worked individually with 55 universities to strengthen the practice of school leadership. He has worked on school improvement policy initiatives in 20 states, with nine national associations, and with 10 national foundations. He recently was assessed as one of the two most influential scholars in the United States in the field of educational administration over the last 60 years.

He has authored 30 books and edited 13. He has published 233 articles—137 refereed and 96 non-refereed—and 71 book chapters. His articles and books have been cited more than 29,000 times in the research literature—ranking No. 8 in educational administration in the United States over the last 60 years.

He is a past vice president and Fellow of the American Educational Research Association. He has received the American Educational Research Association's Relating Research to Practice Award. He was the founding chair of the Interstate School Leaders Licensure Consortium, wrote the ISLLC Standards and chaired the research panel that produced the updates to the Standards—ISLLC 2008 (used in 49 states) and Professional Standards for Educational Leaders (PSEL 2015).

Ann Neely, Ed.D.

Professor of the Practice of Education, Emerita

Ann M. Neely has spent 35 years of her 40-year career at Vanderbilt University. She came to Peabody College's Department of Teaching and Learning in 1985 as director of Elementary/Early Childhood Student Teaching and to teach courses in education. Although she held a variety of administrative roles for the college and university, she always taught at least one class in children's literature and became known nationally as an expert in the field.

Neely served Peabody College as associate dean for undergraduate academic affairs before moving to serve the university as assistant provost and director of academic affairs in athletics. She received the College Football Outstanding Academic Advisor Award, and during her time as assistant provost she was asked to create the Ingram Scholars Program, for which she was the faculty director for 16 years.

In 2005, Neely was awarded the Vanderbilt Chancellor's Cup for outstanding teaching that extends beyond the classroom. She returned to full-time teaching in the Department of Teaching and Learning in 2010. She created courses in children's literature that included experiential learning through travel (Harry Potter/trip to London, E.B. White/trip to Maine). She also created classes that focused on the literature of social transformation that included travel to the Birmingham Civil Rights Institute. A second version of this class included an opportunity for students to work with local Nepali refugee families. These examples illustrate why Ann Neely is regarded as a creative teacher who was always looking for meaningful experiences for her students.

Linda Norman, D.S.N.
RN, FAAN

Dean of the Vanderbilt University School of Nursing, Emerita

Linda Norman is a nationally and internationally recognized leader in nursing and health profession education. Before being named dean of the Vanderbilt University School of Nursing in July 2013, she served in a variety of capacities at the school for more than 22 years, including as senior associate dean of academics.

During her tenure, she led innovative curriculum transformations, introduced several new academic programs, and helped the School of Nursing rise to become one of the top graduate nursing programs in the country. In 2012 she was named the Valere Potter Menefee Professor of Nursing.

Norman started her career as a staff nurse on a neurosurgical unit in Virginia and expanded her role in nursing after graduate school to care of the chronically ill in Southwest Virginia. She found herself drawn to nursing education as a way to make a profound difference in the profession she loves. She earned her bachelor's and master's degrees from the University of Virginia, where she received the Distinguished Alumna Award in 2014, and earned her doctor of nursing science from the University of Alabama at Birmingham.

Sheila Ridner, Ph.D.

RN, FAAN

Professor of Nursing, Emerita

Sheila Ridner is an internationally recognized research scientist with an extensive background in symptom management, oncology, psychology/mental health and substance abuse, health care administration, and quality improvement. She was named the Martha Rivers Ingram Professor of Nursing at Vanderbilt University School of Nursing and served as director of the Ph.D. in Nursing Science Program.

She earned her doctor of philosophy in nursing science in 2003 and completed her Postdoctoral Oncology Nursing Fellowship in 2005 at Vanderbilt. She earned her master of science in nursing from Vanderbilt in 2000 and her master of health services administration from the College of St. Francis Graduate School in Joliet, Illinois, in 1988. She earned her bachelor of science in nursing in 1978 from the University of Kentucky in Lexington.

In 2017 she was honored by Sigma Theta Tau International with induction into its International Nurse Researcher Hall of Fame.

Joseph Lee Rodgers, Ph.D.

Professor of Psychology and Human Development, Emeritus

Joe Rodgers earned his doctor of philosophy at the University of North Carolina 40 years ago. He has blended research, teaching and service efforts throughout his career. He was in the Quantitative Psychology program at the University of Oklahoma from 1981 to 2012. In 2012 he joined the Vanderbilt Quantitative Methods faculty as Lois Autrey Betts Chair in Psychology and Human Development.

His research contributions reflect his effort to serve both methodology and science. His three best-known articles are a 1988 didactic article on ways to think about the correlation coefficient, a 1999 article on birth order methodology, and a 2010 article on how psychology has transitioned from hypothesis testing to a modeling epistemology. He has maintained continuous National Institutes of Health funding from 1987 to 2021—as principal investigator on 10 NIH grants and as co-investigator/consultant on many others.

His highest-level contributions to the field result from his commitment to teaching and training. He has chaired committees for 25 doctoral students and 18 master's students, who have filled diverse academic roles across the world—at the University of Stockholm, the University of Reykjavic (in Iceland), and many U.S. universities including Georgia Tech, the University of Texas, the University of Iowa, West Point, the University of Portland, Spelman College, and Wake Forest. Other former students have served as university vice president, college dean, director of biometry, hospital research director, high school calculus teacher, and two as high-ranking state government officials. Five have had positions as testing/survey company researchers/administrators. Besides the committees he has chaired, he also served as committee member for 111 other graduate students in 21 different departments. Approaching retirement, he published two books on teaching statistics.

His service roles are many and diverse. He was editor of the peer-reviewed academic journal *Multivariate Behavioral Research*. He has been president of four professional organizations. He has been director of six academic programs at OU and Vanderbilt. He has filled visiting appointments at the University of Hawaii, Ohio State University, the University of North Carolina, Duke University, the University of Southern Denmark, and the University of Pennsylvania. One of his last talks, delivered to classes and in university colloquia around the country, is titled “Using Cartoons to Teach Statistics.”

Samuel A. Santoro, M.D., Ph.D.

Professor of Pathology, Microbiology and Immunology, Emeritus

Samuel Santoro earned his doctor of medicine and doctor of philosophy from Vanderbilt in 1979. After residency training in clinical pathology, he began his academic career at Washington University where he rose through the ranks to professor of pathology and immunology and of medicine, Conan Professor of Laboratory Medicine, and director of the Division of Laboratory Medicine. In 2003 he was recruited back to Vanderbilt as chair of the Department of Pathology and the Dorothy Beryl and Theodore R. Austin Professor of Pathology. In 2011 he was asked to lead the creation of the new Department of Pathology, Microbiology and Immunology. Each department became recognized as an innovator in clinical service, education and research.

Dr. Santoro has been a leading figure in the elucidation of the molecular mechanisms of cellular adhesion to the extracellular matrix and in defining the role of adhesion molecules in disease. His research group is largely responsible for the discovery and characterization of collagen receptors. He has been an Established Investigator of the American Heart Association, a member of the Pathology Study Section of the National Institutes of Health, and a member of the editorial boards of *Blood* and the *American Journal of Pathology*. His academic accomplishments have been recognized by election to membership in the American Society of Clinical Investigation, the Association of American Physicians, and the Association of American Pathologists and by election to fellowship in the American Association for the Advancement of Science. Throughout his career, he has played an active role in the clinical laboratory aspects of hemostasis and thrombosis. He is the author of numerous articles and textbook chapters in the field. He also has emerged as a leader in the transformation of pathology with the introduction of standard-setting clinical practices and personalized medicine to the field.

Pamela Schneller, M.C.M.

Senior Lecturer in Choral Music, Emerita

Pam Schneller has been a member of the Blair School of Music faculty since 1988. As senior associate dean and senior lecturer, she has taught undergraduate classes and coordinated the work of the Blair Academy at Vanderbilt precollege and adult program, which serves approximately 700 students.

Schneller earned a bachelor of music education from the University of Illinois and master of church music from Scarritt Graduate School. Founder and conductor of the Vanderbilt Community Chorus (2000–08), she conducted the undergraduate extracurricular Vanderbilt University Concert Choir and Chamber Singers from 1999 to 2008. She conducted the Blair Children’s Chorus Program for 15 years, building a program of seven children’s choirs.

Within the Blair Academy program, she has been responsible for recruitment, registration, new course creation, publicity, catalog and other publications, chairing the scholarship committee that awarded more than \$406,000 in 2019–20, and coordinating the Myra Jackson Blair scholarship program. In response to the pandemic, in 2020 she successfully transitioned the Blair Academy program and the Myra Jackson Blair graduating seniors recital to an online format.

She is a member of the advisory board of the Richmond Symphony School of Music, a new online virtual school for precollege and adult students, and of the board of Vox Grata women’s choir in Nashville. She implemented the rebranding of the precollege and adult program as Blair Academy at Vanderbilt in 2019. She spearheaded the creation of two successful, ongoing music outreach and education events. The first summer Adult Chamber Music Institute at Blair was offered in 2017, and in 2019 she received an American Chamber Music Players grant for the program. The annual Precollege Festival of Music began in 2017 and grows each year, bringing many individuals and families to Blair for the first time.

She is a member of the advisory board of the Nashville Symphony Accelerando Program, which is designed to prepare gifted young students of diverse ethnic backgrounds to pursue music at the collegiate level and beyond. She has worked with this community partner to facilitate Blair’s hosting since 2016 of annual live Internet 2 coaching sessions with fellows of the New World Symphony, including two live town hall master classes with Michael Tilson Thomas. Myra Jackson Blair high school scholars participate in each coaching session along with Accelerando students. She is a member of the Nashville Symphony Education and Community Engagement Committee and a board member of Vocal Arts Nashville and Vox Grata.

James R. Sheller, M.D.

Professor of Medicine, Emeritus

James R. Sheller was born November 6, 1945, in Bakersfield, California. He graduated magna cum laude as an English major from the University of the South, Sewanee, Tennessee. He spent three years in Oxford, England, on a Rhodes Scholarship, completing his first year of medical school requirements and earning a master of arts in physiology. He earned his doctor of medicine from Vanderbilt in 1973 and spent the next eight years at the University of California, San Francisco, where he was chief resident at the San Francisco Hospital and a fellow at the Cardiovascular Research Institute. In 1981 he joined the faculty of the Vanderbilt School of Medicine as assistant professor and the Vanderbilt University Medical Center's Department of Medicine in the Pulmonary Division headed by Dr. Ken Brigham. He was medical director of the pulmonary function laboratory and of Respiratory Care for many years and established the first sleep laboratory for clinical care at Vanderbilt.

He continued his research interest in asthma begun at UCSF, conducting investigations into the contractile properties of sheep and human airway smooth muscle. He was the first to show the contractile properties of the newly discovered prostanoid products in humans. With the collaboration of Dr. John Oates he used the model of bronchial instillation of allergens to elicit an allergic response in the airways of humans with asthma, defining the role of prostanoids and the newly discovered leukotrienes. He was principal investigator of a collaborative research project on asthma disparities, working with colleagues at Meharry Medical College. He has presented his work at symposia at the American Thoracic Society conference, served on National Institutes of Health study sections, and received a Fulbright travel scholarship to the Jagiellonian University in Krakow, Poland. He has presented at Medical Grand Rounds and led the fellows educational program within the Pulmonary Division for many years.

Hortense Spillers, Ph.D.

Professor of English, Emerita, and Gertrude Conaway Vanderbilt Chair, Emerita

Hortense Spillers earned her doctor of philosophy in English from Brandeis University in 1974. She joined Vanderbilt University in 2006 as Gertrude Conaway Vanderbilt Chair in English. She has taught at many universities in the U.S. and abroad, including Wellesley College, Haverford College, Emory, Duke, Cornell and Freie Universität in Berlin. Her formidable influence on African American literary and cultural studies has been honored at symposia across the nation, including at Johns Hopkins, Wayne State and the University of Pennsylvania. She has been awarded grants by the Rockefeller Foundation and Ford Foundation. She is much sought as a speaker and keeps an active speaking schedule giving invited lectures across the nation and the world. She has been distinguished with a lifetime achievement award by the journal *Callaloo* (2016) and awarded the Nicolás Guillén Lifetime Achievement Award from the Caribbean Philosophical Association (2017). She was awarded the American Literature Association's highest honor, the Jay B. Hubbell Medal, conferred on scholars "whose lifetime scholarly work has significantly advanced the study of American literature" in 2019, the same year she was recognized with the 2019 Brandeis University Alumni Achievement Award.

Spillers' métier is the article. She has published dozens of stunning and field-influencing essays over the course of her career, perhaps most famously her 1987 *Diacritics* article "Mama's Baby, Papa's Maybe." It's fair to say that no student passes through an African American studies program or through any course of study in American literature without encountering that piece, which has become a cornerstone, standing quite literally as the most cited essay in the field of African American literary and cultural studies. Her stature as a Black feminist is impossible to exaggerate: Her work is revered no less than she herself is revered, both nationally and internationally.

This is so not just because of her towering intellectual influence on her fields of study, but also because of her dedication to networking, mentoring and advancing the work of scholars in African American and feminist studies. She has done this in every dimension of her career, from editing collections of essays, to serving as a period editor for the *Norton Anthology of African American Literature* and on the Editorial Advisory Board of the *Heath Anthology of American Literature*, to serving on the MLA Commission on the Status of Women, serving on numerous editorial advisory boards (including *College Literature*, *American Quarterly*, *Studies in Modern Fiction*,

African American Review, *boundary 2* and *Studies in Gender and Sexuality*), and organizing innumerable conferences, workshops and discussion groups. Her dedication to supporting emerging scholars in her fields of study has most recently culminated in her work as founding editor of the online journal *The A-Line: a journal of progressive thought*.

Jeremy Spinrad, Ph.D.

Associate Professor of Computer Science, Emeritus

Jeremy Spinrad earned a bachelor of science in computer science from Yale University in 1978 and a doctor of philosophy in computer science from Princeton in 1982. His work has been in the area of graph algorithms since his graduate years. He was an assistant professor at the Georgia Institute of Technology from 1982 to 1985, and he has been at Vanderbilt since 1985.

One objective of his work is finding efficient algorithms for individual classes of graphs and partial orders. He developed the fastest known algorithms to recognize such well-known classes as comparability graphs, permutation graphs, circle graphs, two-dimensional partial orders, circular-arc graphs and other classes, which were published in leading journals. He was the sole author of the monograph *Efficient Graph Algorithms*, a monogram that formalized the field of graph representation and posed certain fundamental new problems. He also was a co-author, with Andreas Brandstadt and Van Bang Le, of *Graph Classes: A Survey*, which brought together the wide literature on graph classes into a single accessible source. He was the originator of the concept of robust algorithms and the related notion of robust intractability, which showed that the traditional notion of solving a problem on a special class of inputs ignores fundamental differences between important classes of algorithms.

At Vanderbilt, Spinrad has been responsible for teaching algorithms in the computer science program at both the undergraduate and graduate levels. He was director of graduate studies in the Department of Computer Science for many years. He was graduate adviser for seven doctoral students, of whom three are in academia and four in industry.

In 2015, his wife, Barbara Tsakirgis, a professor in the classical studies department at Vanderbilt, developed amyotrophic lateral sclerosis. Much of his energy until her death in 2019 was spent caring for her.

Larry L. Swift, Ph.D.

Professor of Pathology, Microbiology and Immunology, Emeritus

Larry Swift earned a bachelor of science in chemistry from Indiana Central College and a doctor of philosophy in physical chemistry from Vanderbilt University. In 1971 he joined the faculty in the Department of Pathology as a research associate and instructor and moved through the faculty ranks becoming a professor in 1992. His research, funded by the National Institutes of Health, the American Heart Association, and the Veterans Administration Merit Review, was focused on various aspects of lipid and lipoprotein metabolism. He helped define the steps in plasma lipoprotein assembly and how this process was altered by dietary fat and cholesterol. He made the discovery that a lipid transfer protein essential for lipoprotein assembly also was present in adipocytes, and the latter part of his career was focused on the role of this protein in lipid accumulation by fat cells.

He authored more than 100 peer-reviewed articles. In 1983 he was named an Established Investigator of the American Heart Association. He served on study sections for the National Institutes of Health, the Veterans Administration Merit Review, and the Tennessee and Southeast Affiliates of the American Heart Association.

His service to the university and Vanderbilt University Medical Center took many forms. Within the Department of Pathology, he served as director of graduate studies, director of Investigative Pathology, and vice chair for faculty affairs. Within the Medical Center he was a member of the task force that developed the Interdisciplinary Graduate Program in Biomedical Sciences, and he served on numerous other committees including the School of Medicine Admissions Committee and the Medical Center Faculty Appointments and Promotions Committee.

He was actively involved with the American Heart Association, serving on several committees and on the board of directors at the state, regional and national levels. He was president of the Tennessee Heart Association and the Southeast Affiliate of the American Heart Association Boards.

Andrew Tomarken, Ph.D.

Professor of Psychology, Emeritus

Andrew Tomarken earned his bachelor of arts from Harvard College in 1977 and his doctor of philosophy from the University of Wisconsin–Madison in 1988. He joined the faculty of the Vanderbilt University Department of Psychology in 1989.

Tomarken's research and scholarship during his tenure at Vanderbilt can be divided into two phases. During the first, his research focused on the biological underpinnings of the linkage between psychopathology and dysfunction in basic dimensions of emotion and motivation. For example, his research showed that children of depressed mothers demonstrate the same patterns of brain activation as depressed adults and that even successfully treated depressed patients demonstrate abnormalities in the startle response that may indicate continuing deficits in the ability to respond to positive stimuli.

Research in statistics was the primary focus of the second phase of his career. Consistent with his previous work in the area of individual differences, he developed and applied parametric and semiparametric statistical methods for measuring and validating individual differences in perceptual and cognitive processes. In addition, his work addressed the issue of model fit. One theme was that even models deemed well-fitting by global indices can have substantial problems. He also frequently served as a statistical consultant for faculty and students in Vanderbilt's psychological sciences and neuroscience programs.

Tomarken had a very strong commitment to undergraduate and graduate teaching. Almost all of his teaching reflected his primary interests in research methods and statistics. He took particular delight in teaching statistics to undergraduates and in teaching higher-level classes in research methods and categorical data analysis to graduate students. He also served as primary adviser or co-adviser to 13 graduate students in clinical and quantitative psychology.

His departmental and university service included director of clinical training, director of graduate studies, and chair of the Department of Psychology. He also served as an associate editor of a journal and as a member of the editorial board of several major clinical psychology journals.

Bart Victor, Ph.D.

Cal Turner Professor of Moral Leadership, Emeritus

Bart Victor earned his doctor of philosophy in business administration from the University of North Carolina. He also holds a master of science in educational administration from Bank Street College of Education and a bachelor of arts in sociology from the University of California, Berkeley.

Victor's research has focused on the practical and moral dimensions of enterprise approaches to the alleviation of poverty, the ethical foundations of business, the social and moral consequences of new organizational forms, and the process of strategy making.

He has led in many capacities in academia and the private sector. He has served as the faculty director of the Turner Family Center for Social Ventures at Owen Graduate School of Management and chairman of the board at Baptist Hospital System and the Center for Community Health Solutions at Vanderbilt. He was the co-founder and CEO of Executive Discovery, a company in the Lego Group. He also has held the role of senior editor at *Organization Science*.

His work has been published in several leading journals, including *Journal of Management Studies*, *Journal of Change Management*, *Journal of Business Ethics*, and *Organization Science*. He has taught several courses at Owen, including Organizational Behavior, Ethics and Organization Change, for the MBA and Executive MBA programs. He also has taught customized courses within the Executive Education program.

Lynn S. Walker, Ph.D.

Professor of Pediatrics, Emerita

Lynn S. Walker joined the faculty in the Vanderbilt School of Medicine and the Department of Pediatrics at Vanderbilt University Medical Center in 1985, achieved tenure in 1992 and promotion to professor in 1999. She was director of the Division of Adolescent and Young Adult Health for two decades, from 1997 to 2017.

Her research has been funded by the National Institutes of Health continuously throughout her career. She is internationally recognized for her research on psychosocial factors in the development and maintenance of pediatric chronic pain. Her team developed and validated tools for the assessment of pediatric pain and disability that have been translated into multiple languages and are widely used in research, clinical trials and clinical assessment. Her most recent work evaluated the efficacy of internet-delivered cognitive behavior therapy for adolescents with chronic abdominal pain.

Throughout her career, she has served as primary research mentor for undergraduate honors students, graduate students and fellows. Her former trainees have joined the faculty at major children's hospitals including the Children's Hospital of Philadelphia and the Cincinnati Children's Hospital Medical Center.

Frank Wcislo, Ph.D.

Professor of History and Russian Studies, Emeritus

Frank Wcislo earned a bachelor of arts in political science with distinction from the University of Michigan in 1973. He went on to earn a master of arts and a doctor of philosophy from Columbia University in 1977 and 1984, respectively. There he specialized in the history of modern Russia. He came to Vanderbilt as an assistant professor in 1984 and was promoted to associate professor in 1990. He also served as a visiting professor at the University of Leeds from 1994 to 1995.

Throughout his tenure, he distinguished himself as an exemplary citizen of the College of Arts and Science and an award-winning instructor and mentor. He was a member of the Faculty Senate, Faculty Council, and innumerable college and university committees. Within the Department of History, he chaired promotion committees and served as director of undergraduate studies (1990–94). He was a founder of the History Honors Program, which he directed several times. He also was the first dean of the Martha Rivers Ingram Commons from 2006 to 2015, during which time he administered the 10 houses and the student services and supports that anchor first-year residential life at the university. The teaching and service awards he amassed attest to his role as a stalwart member of the faculty and dedicated instructor: the Chancellor's Cup (2015), Stephen A. Caldwell Award for Dedication to Student Service (2015), the Alumni Outstanding Freshman Adviser Award (2006), the Madison Sarratt University Prize for Excellence in Undergraduate Education (2003), and the Jeffrey Nordhaus Award for Excellence in Undergraduate Teaching in the College of Arts and Science (1993).

He distinguished himself as a scholar in the study of pre-revolutionary Russia's politics, culture, society and economy. He published *Reforming Rural Russia: State, Local Society, and National Politics, 1855–1914* (Princeton, 1990), in which he scrutinized imperial political culture and administrative efforts to respond to the multiple crises that ultimately doomed the tsarist regime. In *Tales of Imperial Russia: The Life and Times of Sergei Witte, 1849–1915* (Oxford, 2011), he examined Russian elite identity and culture in the Victorian age. His research has been supported by the International Research and Exchanges Board, the Kennan Institute (Smithsonian), Vanderbilt University and its Robert Penn Warren Center for the Humanities, and the Harriman Institute of Columbia University. He also published numerous articles in academic journals and edited collections. In addition, he worked as a collaborator and member of the editorial board of the St. Petersburg Institute of History of the Russian Academy of Sciences and the Bakhmeteff Archive of Russian and East European Culture at Columbia University.

Elizabeth Weiner, Ph.D.

RN-BC, FACMI, FAAN

*Professor in the School of Nursing, Emerita,
and Senior Associate Dean of Informatics, Emerita*

Betsy Weiner is a pioneer in nursing informatics and distance education. She joined Vanderbilt in 2000 with a vision and plan for making the School of Nursing a premier school in the delivery of quality online education. Accordingly, she built and led a comprehensive development and support team that assured the School of Nursing's online education would equal or exceed the outcomes of face-to-face delivery. Her impact was so significant that she was named senior associate dean for informatics, the first in the country.

Weiner has led the way for innovative, technology-based education and simulation for the health professions. These solutions have ranged from academic programs to just-in-time training that met the educational needs of more than 2.5 million health professionals worldwide. She skillfully matched evolving technologies with topics in high demand. She co-created a pioneering labor and delivery computer simulation used by 98 percent of nursing programs in the U.S., making it the most popular and longest selling (20 years) program in the IBM health care consortium. With more than \$2 million in grants, she led the development of online education in emergency response; it was used by more than 15,000 users internationally and formed the basis of several consultations sponsored by the World Health Organization. She received \$3 million in federal funds for simulation development in the virtual reality world of Second Life.

Named an exemplary "Innovator in Health Professional Education," Weiner has 40 years of national and international experience that has shaped lifelong professional education that is creative, effective and impactful. She served on almost every technology committee or task force set up at Vanderbilt University and Vanderbilt University Medical Center. She received the 2008 Virginia K. Saba Informatics Award from the American Medical Informatics Association and the 2019 National Library of Medicine Nursing Informatics Award. Weiner is a fellow of the American Academy of Nursing, American College of Medical Informatics and National Academy of Medicine (formerly the Institute of Medicine) and is in the University of Kentucky College of Nursing Hall of Fame.