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SECTION I

Introduction and Overview of AY 2003–04

We would like to take this occasion of our second annual report to observe that it has been a difficult year. The Faculty Committee on Minority Concerns published its landmark report, “Black Enrollment at the University of Chicago,” commonly known as the Norton Report. In 1983, in response to a significant decline in African-American student enrollment at the University of Chicago, the Faculty Committee on Minority Concerns embarked on a two-year effort to identify issues specific to the African-American student enrollment at the University of Chicago, to present the facts on African-American student matriculation in all the educational units of the University, and to make recommendations consistent with the University’s mission and long-term goals.

In making its recommendations, the Faculty Committee on Minority Concerns placed a strong emphasis on the importance of declining African-American student enrollment in the context of a belief that “advanced education in a nation composed of people from many origins should develop scholars, professionals, and leaders who will draw on that diversity to contribute to a more enlightened, productive national environment” (University of Chicago Report, April 10, 1986). The Norton Report concludes that although there were, and are, issues specific to improving the quality of the intellectual and social experience of African-American students at the University, these issues replicate the University as a whole in an effort to understand the full nature of its intellectual mission.

Since that date, our student body has grown in numbers as well as diversity, and remains one of the few institutions in the country that is still declining African-American student enrollment. As we enter this period of the 21st century, the proportion of African-American students at the University of Chicago is higher than ever before. The University has substantially increased its efforts to attract and retain African-American students, and the overall proportion—approximately 5 percent—remains frustratingly low. The same is true for Native Americans, who account for a fraction of 1 percent of our total student body.

Our slow progress in recruiting faculty of color highlights challenges faced by our peers across the country, underscoring the necessity for a holistic, “pipeline” approach to creating opportunities for stu- dents who are choosing higher education to successfully pursue careers in research and teaching at the collegiate level. Although African Amer- icans make up only 2.7 percent of the student body, this is approximately the same percentage represented at places like Harvard and Princeton—colleges that house two of the most highly ranked African Amer- ican studies depart- ments in higher educa- tion. In addition, the fact that only 1 percent of faculty at the University of Chicago are African-American, points to a troubling lack of progress relative to faculty representation of these populations. And, while nearly 11 percent of our faculty are Asian, this representa- tion is concentrated in a handful of disciplines.

How should the University proceed to achieve our mission of engaging diversity so important to the University of Chicago in particular? How do we build on the gains made since the Norton Report to ensure that the University is a welcoming and inclusive institution? These questions are at the heart of the Provost’s Initiative on Minority Concerns (PIMI) and are central to this annual report and the processes which the PIMI subcommittees will undertake this year.

We recall the Norton Report and its conviction that diversity is essential to the mission of the University of Chicago in order to remark that the existence of PIMI stands both as a testament to the progress the University has made over the past two decades in addressing minority issues and as a call to action that much work remains yet to be done if the University is to fulfill its broader mission. A commitment to diversity is not merely a matter of public relations. The produc- tion and the testing of knowledge for the benefit of all demands intellectual and social diversity. We believe in asking ourselves whether or not our visions of the true and good are shared or contradicted by those whom we deem different from us. We must be willing to ask what we’re learning about ourselves vis-à-vis our students, and what we act within and upon it, and that part of our responsibility as an institution for reflection and research is to be aware of and to assess how what we do affects the world around us. All of these activities and responsibilities presuppose diversity as a nec- essary condition for success and fulfillment. To fail to ensure social and intellectual diversity at the University of Chicago is to fail to realize our educational and research missions in a fundamental way.

In our first annual report, we high- lighted our efforts to collect and assess baseline data, to identify areas for further study, and to develop an actionable structure to address these areas. For this report, we would like to note some impor- tant strides that have been taken by the subcommittees comprising PIMI in the past twelve months. In so doing we should rec- ognize that many students—as well as some faculty and staff—have voiced consistent frustration with the pace of PIMI’s work. In many ways, the act of opening up broad campus dialogue between various stake- holder groups and decision makers itself represents important progress. Among other things, these conversations have led us to define critical areas of institutional accountability and develop a more focused and actionable approach to understanding and addressing the following crucial diversity-related is- sues: the recruitment and retention of students of color, and community affairs. An- other significant problem that must be addressed is the under-representation of minority en- rollment. We conclude this report by noting that our 2004–05 annual report will likely rec- ommend evolving PIMI’s charge into a central, senior-level administrative office responsible for enhancing initiatives to promote campus diversity. We also anticipate that a modified form of PIMI will serve as an advisory board for that office.

PIMI adopted a new structure in aca- demic year 2003–04 by launching five subcommittees, each of which were composed of yet another layer of advisory committees and workgroups. The primary objective for developing these subcommittees was to pro- vide a more focused and actionable ap- proach to understanding and addressing the following crucial diversity-related is- sues: the recruitment and retention of stu- dents of color, faculty of color, and staff of color, programming and support for stu- dents of color, and community affairs. An additional advantage to the subcommittee framework was that it allowed us to engage a broader set of constituents in this important work.

We have focused our work on a much more public role this year, primarily through a set of three open fora/workshops as well as through ongoing consultation with a dedi- cated faculty advisory board dedicated to the engagement of minority students. A set of themes emerged from these public discussions that will continue to inform and challenge the work of the subcommittee in its activities throughout the following year. These themes focused on communication, trans- parency, accountability, and measurable outcomes. While not every issue that PIMI will address is comprised of elements that are easily measured in units of time or product, it is still incumbent upon PIMI to be effective in communicating what we are doing in these areas. We are committed to enhancing diversity on campus as well as the status of our near- and long- term plans in the most transparent public manner possible.

As the year progressed, many students expressed frustration over the perceived lack of real progress on diversity-related issues, particularly in the areas mentioned in the following section of this document. From their collective viewpoint, our sub- committees engaged in considerable amounts of discussion and analysis but didn’t meet student expectations relative to producing timely, tangible improvements. In the coming months, some of this frustra- tion should be addressed by communicat- ing publicly and in substantive detail the systemic/procedural challenges inherent in many of the faculty, student, and recruitment processes, for example. These communications must be supported by concrete action timelines wherever possible.

Recommendations and Action Items

We have distilled seven central issues from the extended list of subcommittee recom- mendations for special emphasis in the context of these introductory remarks. These central issues provide the essential framework for the action items in which PIMI will engage in AY 2004–05, particu- larly as they relate to the recruitment, re- tenion, and quality of life of the University’s community of color. Our students in par- ticular have pointed to these seven issues as those having the most impact on the overall quality of their life here at the University and those that must be addressed system- atically if we are to make ourselves more attractive to a deeper and broader pool of students of color.

A. Executive-Level Communication

The Provost’s Initiative on Minority Concerns cited the urgent need for the issuance of a strong and consistent message from the President and the Provost about the impor- tance of diversity to the mission of the institution. This statement will reaffirm and strengthen the University’s commit- ment to diversity, and will provide language for future University written and public statements on the topic.

B. Recruitment and Retention of Faculty of Color

While this is perhaps the most complex and most vexing of diversity-related issues at all institutions across the country, it remains one of the most frequently mentioned objec- tives in a majority of our student interac- tions. The Recruitment and Retention Subcommitte report points to a variety of fronts on which we should be attacking this issue, emphasizing that this is an issue that must be approached from the across the charges of the various subcom- mittees and that necessitates a collabora- tive approach. It provides a list of action items in this area, and recommends that the University develop a document for general communica- tion that describes the faculty hiring
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process in substantive detail so that every-
one involved in these conversations—stu-
dents, faculty, and staff—share the same 
common understanding of this necessary
complex process.
At the same time, we must develop and
refine effective strategies to improve the 
diversity of our faculty, share these 
strategies with the entire campus, and,
eventually, implement and measure the 
effectiveness of these strategies over time.
As detailed in their annual report, the 
Faculty Recruitment and Retention Sub-
committee has identified the following 
action items to address these issues:

Review existing strategies for recruiting and 
hiring faculty of color in all divisions 
and professional schools.
• Request that all Deans detail their strat-
ey and goals regarding recruiting and 
retaining faculty of color.
• Involve the steering committee to meet with 
Faculty Subcmmitee members during 2004-05 as follow-up to the survey.
• Establish and/or improve the lines of 
accountability within departments, div-
isions, and schools; and throughout the 
University.
• Establish formal mentoring of junior 
faculty to improve likelihood of reten-
tion and promotion.

2. Administer and analyze a survey of mi-
nority scholars who have been hired re-
cently, have been retained, or have left the 
University.
• Coordinate this effort with Ingrid Gould, 
Assistant Vice-President and Associate 
Provost, who is in the process of con-
ducting a similar survey for all faculty.
• Use these data to improve the work 
environment of faculty of color.

3. Benchmark Chicago’s diversity efforts 
against those of peer institutions who are 
regarded as successful in recruiting and 
retaining faculty of color.

C. Curricular Development
Closely linked to the issue of low numbers 
of faculty of color is the small proportion of 
curricular and academic program choices 
in areas of special interest to students of 
color. Students have complained consis-
tently and pointedly in public venues, in 
advise committees, and in focus groups 
about their concerns in this area. In re-
sponse to student concerns, an ad hoc sub-
committee to study these issues and to 
make recommendations was formed mid-
way through the 2003-04 academic year.
The Steering Committee voted to make this 
group a formal subcommittee in AT 2004-
05 with a faculty chair whom we hope to 
name by the beginning of the academic 
year. Much like the issues faced by the 
Faculty Recruitment and Retention Sub-
committee, important first steps for this 
group should include documentation of the 
processes employed by various departments 
when considering candidates that can be 
shared with the community. Once these 
processes are demystified and made more 
transparent, next steps should include rec-
ommendations as to how we might expand 
these focused curricular offerings across a 
broad range of disciplines.

D. Recruitment and Retention Strategies 
for Staff of Color
This subcommittee pursued the following 
actions and initiatives that will lead to 
retention of under-represented minority 
employees, while maintaining a particular 
emphasis on developing meaningful career 
paths that would lead to the attainment of 
more senior job opportunities:
• Investigate best practices and obstacles 
to recruitment and retention of minori-
ties by reviewing literature on strategies 
for creating and maintaining a racially 
diverse workforce.
• Examine the policies, programs, and/or 
practices of selected universities and 
non-educational organizations.
• Survey twenty-two University of Chi-
cago hiring administrators.

This research led them to identify a signifi-
cant overlap in best practices described by 
other universities and non-University em-
ployers, as well as in the literature. These 
best practices include:
• The communication of a strong execu-
tive statement in support of diversity as 
a core institutional value is vital for 
employers who seek to convey their com-
mitment in this area.
• Model employers encourage a multi-
sectional approach that creates a web 
of support for diversity, elevating it as a 
factor for consideration in all levels of 
decision-making.
• Leaders in minority staff recruitment 
and retention sponsor and coordinate 
multifaceted diversity initiatives that are 
monitored and assessed.
• Institutional research is done to measure 
and evaluate climate concerns that are 
raised.
• Significant resources are committed for 
a wide range of outreach, training, and 
professional development programs.
• Units set goals for improving their diver-
sity and are accountable for achieving 
them.

Based on these best practices, the subcom-
mitee made the following recommendations:
• The President should issue a very public 
statement describing the value of diver-
sity and its importance to the institu-
tional mission. This statement should 
provide language for future University 
written and public statements on the 
topic.
• The University should develop tools, 
processes, and outreach that will 
improve the effectiveness of recruiting to 
result in an increasingly diverse 
workforce.
• The University should focus on devel-
oping training and educational re-
ources and programming to create an 
environment that fosters diversity and 
integration.
• The University should develop mentor-
ing and internship programs that will 
make minority staff more competitive 
candidates for higher-level positions in 
the organization and recognize manag-
ers who promote such programs.
• The University should require an annual 
reporting of progress on diversity initia-
tives to be made by all academic and 
administrative units. This report should 
be circulated broadly and featured in 
University publications. Outstanding 
progress should be recognized and 
rewarded.
• The University should create an office 
for organizational diversity that reports 
to the President. The office will guide 
and coordinate the broad range of Uni-
versity diversity initiatives, develop key 
outreach contacts, and oversee commu-
nication on these initiatives within and 
outside the University. The work of this 
office should be supported by a perma-
nent Council on Diversity.

E. Community Relations
The Community Relations Subcommittee 
established the following mission for its 
work:
• To make substantive, implementable re-
commendations as to how we can improve 
both the reality and perception of the 
University’s role as a partner working in our 
diverse communities.

The subcommittee launched a number of 
research-oriented strategies to collect base-
line data regarding internal and external 
perceptions of the realities of the University’s 
role in the community. These efforts led to 
five general conclusions, each of which car-
rried a set of action items and related time 
lines.

The subcommittee built on this exercise by 
launching the following multipar 
statement of guiding principles for community 
engagement:
Objective
As one of the nation’s leading universities 
and health-care providers and as a major 
employer and purchaser of goods, the Uni-
versity of Chicago strongly affects local 
and regional economies and the quality of 
life in our diverse neighboring communi-
ties. With this influence comes respon-
sibility. This document outlines the shared 
set of values and principles that guide the 
University’s interactions with these 
communities.

Value Statement
The University strives to be an “engaged 
University” in its strengthening and partner-
ships that support strong communities.

Guiding Principles
1. The University’s excellence in education, 
 scholarship, and research, as well as its 
 commitment to institutional citizenship, 
 forms the basis for community engagement 
 strategies and initiatives.

2. The University will strive for mutually 
 beneficial outcomes in our work with com-
 munity partners.

3. The University’s community involve-
 ment is concentrated primarily in nearby 
 South Side Chicago neighborhoods. The 
 University’s experiences and expertise in 
 community development, urban education, 
 and urban health care will, however, be 
 shared to help address these challenges 
 faced by many cities, states, and nations 
 both here and abroad.

4. All appropriate areas of the institution 
 will periodically review their involvement 
 with the community and strive to honor the 
 University’s commitment to community 
 engagement.

5. The University strives to be transparent 
 and broadly consultative, welcoming broad 
 participation in the decisions and activities 
 that are relevant to community life.

6. All community members can expect be-
 havior from the University’s administra-
tion, faculty, and staff, and students based 
on personal integrity, open communication, 
 respect for diversity, and an appreciation 
 for partnership.

7. The University is committed to rigorous 
 and public evaluation of major community 
 programs.
The Subcommitee on Community Relations 
makes the following recommendations:
1. Reaffirm the University’s commitment to 
 working respectfully and in partnership 
 with its diverse community as reflected in 
 University policy, including the Diversity Statement.

2. Support and promote the Value State-
 ment and Guiding Principles for Commu-
 nity Engagement.

3. Encourage better communication of the 
 University’s commitment to working with 
 its community and to sharing its expertise 
 on urban issues. Our unique South Side 
 location should be viewed as an important 
 “positive” and as a valuable point of differ-
 entiation from other schools in our com-
 petitive set.

4. Fund the community survey project.

F. Reconstitution and Repositioning of 
 OMSA
This initiative was the primary focus of 
 the Student Programming and Support (SPAS) 
 Subcommitte, which generated both a 
 workgroup that focused on benchmarking 
 successful offices at peer institutions and 
 a student advisory committee. The work 
of this subcommittee (in addition to a sepa-
 rate consultant’s report commissioned by the 
 Vice-President and Dean of Students in the 
 University) resulted in a number of 
 highly detailed recommendations regard-
 ing OMSA that can be found later in this 
 report. The two key recommendations are:

1. OMSA should be reorganized to meet 
 more effectively the needs of students of 
 color and the University’s need for diversity.

The impact of the groundwork laid by 
 SPAS and its workgroups can best be sum-
 marized by the following excerpt from a 
 letter from the Provost and the Vice-Presi-
 dent and Dean of Students to the University 
 community:
For the past two years, a key compo-
nent of the University’s focus on 
diversity-related issues has been the 
evaluation of the nature and effec-
tiveness of the various support pro-
grams that the University provides 
to benefit students of color, with 
particular emphasis this year on the 

Office of Minority Student Affairs (OMSA). These efforts have included the subcommittee work of the Provost’s Initiative on Minority Issues and the review, analysis, and recommendations of an outside consultant. We would like to express our gratitude to the many students, faculty, and staff who are providing such thoughtful feedback throughout these ongoing processes.

Collectively, this work has highlighted the University’s responsibility to re-envision and develop a student affairs office that enhances the campus experience of students of color. This office should be seen as the central provider of important programs and events that focus on matters of diversity and as an effective advocate for issues important to students of color.

Provost Richard Saller and I have decided that these important objectives would best be met by a complete reorganization of the Office of Minority Student Affairs. One part of this reorganization will be to transfer institutional oversight for the federally funded Summer Research Opportunities Program (SROP) from OMSA to the Office of the Dean of Students in the College, the office that currently oversees the Mellon Mays Undergraduate Fellowship Program.

The other part of this reorganization will be to restructure OMSA so that it will be able to provide a higher level of support for students of color. To achieve this, we are launching a national search for a new Deputy Dean of Students/Director under whose leadership this restructured office will be organized.

By the time this annual report is submitted, the search for the new Deputy Dean of Students/Director will be underway. As we move forward to reconstitute the office, we will do so guided by the organizing principles detailed in the SPAS subcommittee recommendations that follows.

2. The Amandla Center should be more centrally located in larger space, and OMSA should be located within or directly next to it.

Institutionally speaking, space continues to be one of our most valued and constrained resources, particularly in the central campus locations requested by students for the relocation of Amandla and OMSA. As we continue to search for appropriate space, we will have to reprioritize and balance the following attributes relative to availability—size, centrality of location, and time horizon.

G. Diversity/Sensitivity Training

The closely related issues of diversity education and sensitivity training are multilayered and, consequently, require multiple strategic responses. Students of color have related incidents of insensitivity and a perceived lack of personal agency in dealing with faculty in the classroom; they have related stories of insensitive comments from fellow students; and they have compiled a long list of offices that work closely with students whose staff they would like to see receive focused education in the following areas:

- Sensitivity training—how to interact with someone whose race, ethnicity, religious background, etc., are not the same as your own.
- Situational training—understanding the impact of certain responses and words with meanings that may vary from culture to culture.
- Customer service training—what it means to be a service provider.

The long list of individuals, offices, and services of concern listed by these students to a special SPAS workgroup on the subject included a variety of central student services offices as well as faculty. We have much more work to do to begin tackling this wide-ranging challenge, including the evaluation of existing training programs, beginning internal dialogue between students and various offices, and speaking with Deans and department chairs about faculty-oriented initiatives. We expect to continue with this topic via further workgroup study and implementation in the upcoming academic year.

SECTIONS

Committee and Subcommittee Membership

PIMI Steering Committee

Stephan P. Klass, Chair

Associate Provost and Director of Students
sklass@uchicago.edu

Kenneth W. Warren, Chair

Professor, Department of English Language and Literature, Committee on African and African-American Studies, Interdisciplinary Studies in the Humanities, and the College
kwarrn@uchicago.edu

Anacas Ali

Assistant Provost and Affirmative Action Officer
aail@uchicago.edu

Susan Art

Dean of Students in the College
art@uchicago.edu

Michael Behnke

Professor, Department of English Language and Literature, Committee on African and African-American Studies, Interdisciplinary Studies in the Humanities, and the College
mbelnk@uchicago.edu

Cathy J. Cohen

Professor, Department of Political Science and the College
cjcohen@uchicago.edu

Emilio Kouri

Associate Provost and Director of Students
emkouri@uchicago.edu

Mary Harvey

Associate Provost
mharvey@uchicago.edu

Sheila A. Hohmann

Associate Dean for Administration, Physical Sciences Division
sahohmann@uchicago.edu

Dwight Hopkins

Regents Professor of Theology, Divinity School
dhopkins@uchicago.edu

Michael R. Jones

Associate Dean for Programs and Development, The College
mjones@uchicago.edu

Nancy B. Schwartz

Dean, Graduate Affairs in the Biological Sciences Division; Professor, Departments of Pediatrics and Biochemistry & Molecular Biology, Committee on Developmental Biology, and the College
nschwartz@uchicago.edu

Kenneth W. Warren*, Chair

Professor, Department of English Language and Literature, Committee on African and African-American Studies, Interdisciplinary Studies in the Humanities and History of Culture, and the College
kwarrn@uchicago.edu

Ellen Wu*

Associate Provost and Director of Students
ellenwu@uchicago.edu

* Indicates member of PIMI Steering Committee

Student Recruitment and Retention Subcommittee

Michael Behnke, Chair

Associate Provost for Undergraduate Relations and Dean of College Enrollment
mbelnk@uchicago.edu

Cara Peralta, Staff

Associate Provost for Undergraduate Relations and Dean of College Enrollment
cperals@uchicago.edu

Gerald Doyle

Director, Office of Undergraduate Admissions
gerdol@uchicago.edu

Ann K. Perry

Associate Provost for Undergraduate Relations and Dean of College Enrollment
akperry@uchicago.edu

Andrew E. Phillips

Director, Office of Undergraduate Admissions
aphill@uchicago.edu

Alicia Reyes

Assistant Provost and Director of Student Recruitment and Retention
areyes@uchicago.edu

Annette R. Robertson

Director, Office of Undergraduate Admissions
arober@uchicago.edu

Luis Stenzel

Dean of Students, Social Sciences Division
lstein@uchicago.edu

Jacqueline M. Stewart

Associate Provost, Department of English Language and Literature, Committee on African and African-American Studies and Cinema & Media Studies, and the College
jstewar@uchicago.edu

Student Programming and Support Subcommittee

Stephan P. Klass, Chair

Associate Provost and Director of Students in the University
sklass@uchicago.edu

Dana W. Rivers, Staff

Assistant Provost, Office of Student Affairs and Diversity
wrivers@uchicago.edu

Susan Art

Dean of Students in the College
art@uchicago.edu
Christopher E. Barker
Assistant Director, University Housing Systems
cgbarker@uchicago.edu

Pamela Bozeman-Evans
Associate Dean and Director, University Community Service Center
pbozeman@uchicago.edu

Lucia Cantero
Assistant Director, College Admissions
lcantero@uchicago.edu

Linda Choi
Special Assistant to the Vice-President and Dean of Students for Diversity Affairs
lchoi@uchicago.edu

Rosandl Fielder
Associate Director, Center for the Study of Race, Politics, & Culture
rfielder@uchicago.edu

Sharlene G. Holly
Director, ORCSA
sharlene@uchicago.edu

Elizabeth G. Michaels
Director, CAPS, Associate Dean of Students at the University, Associate Dean of Students, Student Services
liz@uchicago.edu

William J. Michel
Assistant Vice-President for Student Life; Associate Dean of the College
wmich@uchicago.edu

Jessica Pounds-Bryant
Director, Diversity Affairs, GSB
jcpounds@uchicago.edu

Kathy Stell
Deputy Dean of Students at the University; Director, OMSA; and Associate Provost
kstell@uchicago.edu

Lizette Durand
Graduate Student, Microbiology
lodurand@uchicago.edu

James Estrella
Second Year, College
jcestrella@uchicago.edu

David Ferguson
Graduate Student, Sociology
dferg@uchicago.edu

Justin Hill
Second Year, College
jhill@uchicago.edu

Y. Angela Lam
Graduate Student, Harris School
yalam@uchicago.edu

Akia Mitchell
Second Year, College
akia@uchicago.edu

Milca Pierre
Second Year, College
milca@uchicago.edu

Yemisey Rodriguez
Second Year, College
yemisey@uchicago.edu

Ellen Wu
Graduate Student, History
ellenvu@uchicago.edu

Staff Recruitment and Retention Subcommittee

Anessa Ali, Chair
Associate Provost and Affirmative Action Officer
ail@uchicago.edu

Arnold L. Aronoff, Facilitator
Director of Training and Development, UHRM, Lecturer, Humanities, Arts, Sciences, Graham School
aronoff@uchicago.edu

Robert Cohen
Deputy Dean of Students, Administration and Planning, Office of the Vice-President and Dean of Students in the University
rcohen@uchicago.edu

Marsha East
Human Resources, GSB
marsha.east@uchicago.edu

Judith Friedberg
Executive Assistant to Vice-President for Administration and Chief Financial Officer
jfriedbo@uchicago.edu

Kathy Irving
Assistant Director, Employee/Labor Relations, UHRM
kirving@uchicago.edu

Karmalea C. Mosley
Director, Diversity Business Programs; Associate Director, Purchasing, Community Affairs and CPS
kmosley@uchicago.edu

Rudolph E. Nimmocks, Sr.
Executive Director, University Police
rnimmocks@uchicago.edu

Ellen Romberg
Executive Director, Human Resources & Organization Development, GSB
ellen.romberg@uchicago.edu

Denise M. Weintraub
Administrative Manager, Administrative Services, Reginaeum Library
dweintraub@uchicago.edu

Stacie Bradix, Staff
Training Delivery Specialist, Training and Development, UHRM
stradix@uchicago.edu

Community Relations Subcommittee

Henry S. Webber, Chair
Vice-President, Community & Government Affairs, Senior Lecturer, SSA
hwebber@uchicago.edu

Michelle Olson, Staff
Assistant Director, Community & Government Affairs
motson@uchicago.edu

Ohulsa Akinunde
Assistant Director, ORCSA
oainunde@uchicago.edu

Larry Arbeiter
Director of University Communications
larbeiter@uchicago.edu

Bill Balan-Gaubert
Assistant Director, Admissions, College
wilbalan@uchicago.edu

Alison L. Boden
Dean, Rockefeller Memorial Chapel; Senior Lecturer, Divinity School and the College
alboden@uchicago.edu

Vanessa Georg
Assistant Director, Degree/Credit Programs, Graham School
vgeorg@uchicago.edu

David Hays
Assistant Director, University Community Service Center
dhay@uchicago.edu

William A. McDade
Associate Professor, Anesthesia & Critical Care; Associate Dean, Multicultural Affairs, Pritzker School of Medicine
wmcdade@uchicago.edu

Karmalea C. Mosley
Director, Diversity Business Programs; Associate Director, Purchasing, Community Affairs and CPS
kmosley@uchicago.edu

Hayden Nunez
Assistant Director, Diversity Affairs, GSB
hnunez@uchicago.edu

Michelle R. Obama
Executive Director, Community Affairs, University of Chicago Hospitals
michelle.obama@uchospitals.edu

Kim Ransom
Director, University Collegiate Scholars
ransom@uchicago.edu

Donald J. Reaves
Vice-President for Administration and Chief Financial Officer
dreaves@uchicago.edu

DuDu Richardson
Director, Neighborhood Relations/Education, Community Affairs
dul@uchicago.edu

Jamie Stanesa
Associate Dean for Programs, SSA
jstanesa@uchicago.edu

Winifred F. Sullivan
Dean of Students and Senior Lecturer, Divinity School
wsullivan@uchicago.edu

Ashley Paige White-Stern
Student, College
aswhite@uchicago.edu

SECTION III

Master List of Subcommittee Recommendations AY 2003–04

A. Faculty Recruitment/Retention Subcommittee Recommendations

1. The University’s diversity efforts need to be supported by strong written statements by the President and Provost.

2. We need to develop arenas and forums to discuss openly how diversity matters across the schools and disciplines. For example, justifications for diversity in the humanities and the social sciences do not necessarily carry the same weight in the disciplines within the physical and biological sciences.

3. Given that successful faculty recruitment depends on the availability of a pool of qualified candidates, we need to address the “pipeline” issue, which cuts across the charges of various subcommittees. We need to develop a plan within PIMI for addressing these issues.

4. In all likelihood, the University will need to move towards institutionalizing a process, probably to be administered through a high-level administrative office, to monitor and assess diversity on an ongoing basis. If not a part of routine reporting, diversity issues tend to fall off the radar.

5. Emphasize mentoring of junior faculty to improve likelihood of retention and promotion.

B. Student Recruitment and Retention Subcommittee Recommendations

1. Communicate an official University statement articulating our understanding of diversity and why it is essential to our educational mission.

2. Increase the number of minority faculty members.

3. Make financial aid awards competitive with those at our peer institutions.

4. Establish a comprehensive divisional graduate recruitment plan with responsibilities and accountability assigned for the various stages of recruiting (from identifying a strong applicant pool to convincing students that they are a good match for our programs). This effort should have central direction and be shared by OMSA, divisional Deans of Students, and departments.

5. Develop a tracking system for divisional graduate admissions, in conjunction with central systems, which records initial contact, application submission, admission decision, accept or decline response, academic progress, degree completion, and placement.

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6. Fully understand the reasons for the gap between the graduation rate of African-American and Hispanic students and that of Caucasian and Asian-American students at the undergraduate level.

7. Evaluate the current model for supporting students. With multiple offices/individuals involved in working with undergraduates, who becomes accountable for retention? How is information shared among College advisors, financial aid officers, faculty, and others who work with students? We need to develop more student-driven approaches to our service.

8. At the undergraduate and graduate level, continue to explore the extent to which financial aid packages—aid, stipends, and scholarships—impact retention.

9. At both levels, benchmark the experiences and delivery systems at peer institutions. Benchmark the retention experience across different departments and schools at the University.

10. Review the “exit interview” strategy for students leaving the College.

C. Student Programming and Support Subcommittee Recommendations

1. The senior administration must communicate explicitly the importance of diversity at the University of Chicago.

   • A strong and consistent message from the executive level of the institution must be articulated and reinforced through communication from the officers of the University, Deans, directors, staff, and faculty.

2. OMSA should be reorganized to more effectively serve the needs of students of color and the University’s need for diversity. The key points are:

   • OMSA should be a strong advocate for minority students’ interests and should manage campus community support programs.

   • OMSA should facilitate mentorship programs and access to academic support programs to ensure the continuing success of students of color.

   • OMSA should be a dynamic place for students to gather, network, and build community for the entirety of their time at the University.

   • OMSA should act as liaison to all University student affairs offices and departments to ensure that they are responding to and aware of the needs of students of color.

   • OMSA should help provide central communication coordination regarding diversity issues across campus through its Web site, publications, and forums.

   • The OMSA staff should reflect the diversity of the communities that OMSA represents, but not rigidly so.

   • OMSA should be a diverse staff that represents to the greatest degree possible the populations that it serves: African American, Asian American, Latino American, and Native American.

3. The size and location of Amandla Center and OMSA require improvement.

   • The Amandla Center’s location on the upper floor of Harper is not conducive to high traffic volumes or informal drop-in activity that defines the successful kind of daily student interactions that take place in the Reynolds Club. For example. In addition, its hours of access are limited, making late-night and weekend activities difficult to manage.

4. The design of integrated student information systems must take into account access to, and management of, those data that support our understanding of the academic progress of those students of color who identify themselves as such.

   • This information is critical to our ability to track and better understand the needs of students of specific ethnicities in order to support their academic success and, consequently, their persistence toward graduating from the University.

   • It is also very helpful to have updated contact information in order to target specific events and programs to these populations of students.

5. Develop diversity/cultural awareness training for University staff, particularly those who have substantial contact with students.

   • Students listed enough departments that it became clear diversity/cultural sensitivity training would be a good idea for all University staff. How the training should be delivered would be more of an HR decision, but programming should include a combination of sensitivity, situational, and customer service training. A suggestion would be to have an initial training session (possibly during new employee orientation) and then have a mandatory refresher course after a given amount of time.

6. Develop curricula that are academically strong and ethnically diverse.

   • PIMI will launch a sixth subcommittee to focus on curricular issues.

7. Recruit more faculty of color.

   • While the Faculty Recruitment and Retention Subcommittee will be making specific recommendations for faculty, this issue, students consistently named this as a critically important element in our ability to recruit and retain a more diverse student body.

8. At the undergraduate and graduate level, continue to explore the extent to which financial aid packages—aid, stipends, and scholarships—impact retention.

9. At both levels, benchmark the experiences and delivery systems at peer institutions. Benchmark the retention experience across different departments and schools at the University.

10. Review the “exit interview” strategy for students leaving the College.

D. Staff Recruitment/Retention Subcommittee Recommendations

1. The President should issue a very public statement describing the value of diversity and its importance to the institutional mission. This statement should provide language for future University written and public statements on the topic.

   • Supporting steps:
     ○ Reaffirm and strengthen vision, goal, and definition.
     ○ Top leadership should communicate.
     ○ Define concrete examples of what University leadership would like to see as a result.
     ○ Distribute the statement widely (Web site) and talk about it often.
     ○ Focus University communications so that the diversity theme is consistently reinforced.

2. The University should develop tools, processes, and outreach that will improve the effectiveness of recruiting to result in an increasingly diverse workforce.

   • Create and update an ongoing Recruitment Source Directory listing diversity-focused recruitment agencies, publications, job posting sites, and job fair resources so that users can easily identify the most useful sources for their particular recruitment needs. Feature resources with success in reaching strong minority candidates for higher-level positions.

   • Link University job postings to other, more broadly viewed job posting sites.

   • Evaluate the effectiveness of resources to attract qualified minority job applicants.

   • Develop relationships with representatives of these agencies.

   • Work with unions and contractors to improve their recruitment and retention of minority employees.

   • Establish a staff search protocol wherein the hiring manager or committee creates a search plan up front that articulates the extra efforts that will be made to generate a diverse applicant pool.

3. The University should focus on developing training and educational resources and programming to create an environment that fosters diversity and inclusiveness.

   • Sponsor minority employee networking events and facilitate the creation of affinity groups.

   • Promote comprehensive diversity-related programming to create an environment that both educates and celebrates diversity.

4. The University should develop mentorship and internship programs that will make minority staff more competitive candidates for higher-level positions in the organization and recognize managers who promote such programs.

   • Foster training on leadership, culture, skills, and sensitivity.

   • Create an internal Internship/Mentoring/Apprenticeship program. Identify talented minority employees and provide them with the opportunity to work with and learn from high-level administrators.
The University should require an annual reporting of progress on diversity initiatives to be made by all academic and administrative units. This report should be circulated broadly and featured in University publications. Outstanding progress should be recognized and rewarded.

6. The University should create an office for organizational diversity that reports to the President. The office will guide and coordinate the broad range of university diversity initiatives, develop key outreach contacts, and oversee communication on these initiatives within and outside the University. The work of this office should be supported by the permanent Council on Diversity described under Goals for Next Year.
level administrative office. As students continue to challenge us to create and follow detailed timelines associated with our work in AY 2004–05—particularly in the areas that they stress are of most importance to them, e.g., improving the diversity of our faculty and increasing the number of curricular choices in related areas—we will not be able to respond meaningfully to these requests. We cannot develop timelines for improvement of offices that we don’t control; we don’t have the resources or the organizational weight to measure the progress of academic departments and hold them accountable for lack of progress.

Within the context of these structural constraints, the PIMI Steering Committee believes that AY 2004–05 likely represents the final year of meaningful activity for this body in this form. If we are to make significant improvement in our ability to recruit and retain students, faculty, and staff of color, it will require the establishment of a senior-level office founded on the appropriate guiding principles, goals, and objectives. Cultural change of this order of magnitude requires systemic institutionalization of these guiding principles; committee work alone cannot generate this depth and scope of change over time. The Steering Committee recognizes that the current-year objectives of the various subcommittees as described above will require all of our energies and commitment over the course of the next twelve months. At the same time, we anticipate that our AY 2004–05 annual report will be centered upon a final recommendation that the current committee structure should be reformulated, perhaps as an advisory board. This board would serve a senior-level office whose mission would be to provide central impetus and administrative oversight to a broad range of substantive initiatives designed to enhance the diversity of the University community. Establishing this office will require a significant investment in financial and political capital. While we recognize the seriousness of this investment, the Steering Committee also believes that the importance of creating this central, senior diversity office to the success of our broader objectives cannot be overemphasized.
By Richard P. Saller

November 3, 2004

A s friends encounter me on the quads, they often ask how the University is faring. I hesitate to answer because difficult as it is to sum up the status of an institution with 12,000 faculty and 30,000 students in an answer short enough to hold the interest of the questioner, some of the main topics that have occupied the Provost’s Office over the past year. Overall, the future is bright as we maintain the attention of the questioner. Here are students in an answer short enough to hold cause it is difficult to sum up the status of an institution.

Overall, the future is bright as we maintain the attention of the questioner. Here are some students in an answer short enough to hold cause it is difficult to sum up the status of an institution. There is no higher priority than the maintenance of that special climate that nourishes both faculty and invigorate senior colleagues.

Joining us in 2004–05 are the following tenured associate and full professors: Joseph B. Nye Jr. (Political Science), John Bremer (Human Services), an operations researcher whose research in stochastic programming and stochastic scheduling are of particular relevance, and faculty making under conditions of uncertainty.

Judith Farquhar (Anthropology), from North Carolina–Chapel Hill, an ethnographer of contemporary China whose recent book, Appetites: Food and Sex in Post-Socialist China, studies the functional design of primate skull morphology in relation to feeding, vision, and brain evolution. She joins us as Chair of the department.

We welcome them and also the new, untenured faculty. In addition, congratulations are due to the twenty-four faculty members who received tenure in 2003–04. Among these faculty members, many who, like the faculty, remained generally stable in 2003–04. We marked the retirements of Janet M. Morgan as Dean of the Division of Humanities and Martin Rudnicky as Director of the Library with grateful thanks for their dedicated work. I extend a warm welcome to Daniels Allen as Dean of the Division of the Humanities and Judith Nadler as Director of the Library. In the School of Social Service Administration, Dean Edward Lawlor resigned to move to Washington University. A search is underway to find a new Dean; in the meantime, Jeanine Marsh has graciously agreed to return to service as Acting Dean.

Faculty Honors

Our faculty drew many awards and accolades this year. I offer here a short selection of some of the principal honors. Eugene PARKER won the Kyoto Prize for lifetime achievement in the basic sciences. Elvouk Jensen was honored with the Lasker Award for Basic Medical Research. Diane Provost received the MacArthur grant, and William Sewell were elected to the American Academy of Arts and Sciences. Joseph Lykken and Russell TUTTLE were selected as Fellows of the American Academy of Political and Social Science. Rachael Jondrow received the President’s Early Career Award for Scientists and Engineers. The firm of Ayres Saint Gross (ASG) led the planning effort has addressed not only the completion of the projects under construction. Throughout the year, ASG met with faculty groups, including the Council of the Senate; administrators at all levels; and the Trustees. The planning process is nearly finished, and the results will be presented in many fora in the coming quarter for feedback.

The last Campus Master Plan was completed in 1999 under the leadership of Geoffrey Stone and guided the design and building of the Gerald Ratner Athletics Center (opened last October), the Paleyvesky Residential Commons, the Hyde Park Center of the School of Social Service Administration (scheduled to open in November), and the Interdivisional Research Building (scheduled to open in spring 2005 and nearly on schedule). These world-class facilities, together with the Comer Children’s Hospital (scheduled to open in November), will make great contributions to the research capacity and community life of the University.

One might think that with the completion of these buildings it would be a good time to pause in the planning and construction before proceeding with a new phase of planning and construction. After all, this is a university that has emphasized the importance of its faculty and students, over its physical plant. ASF metrics confirm this self-image, suggesting that we have 20 percent less space per square foot of our student body and faculty than many of our peers. That characteristic is appropriate for a serious university that values ideas above all else, and it will continue, as is evident in the Chicago Initiative’s priorities, including named professorships, graduate fellowships, and undergraduate and graduate students. The University has added, on average, two million square feet per decade over the past half century. The planning by the academic units underlines the fact that future research and teaching will require additional building at roughly the same pace in the next two decades, as (for instance) the Library acquires an additional 150,000 volumes per year and lab groups in the sciences grow in size and number. The Graduate School has 20 percent less space per square foot of the University than we need for new space but also the need for major renovations of older buildings that no longer meet the requirements of research. To address the need for the space, intersite planning and the process of reaccreditation in the coming year, we will analyze the role of buildings as one aspect of the research capacity of the University. Nevertheless, a vision is essential if we are to avoid more of piecemeal development the twenty-first century. As a part of the process of reaccreditation in the coming year, we will analyze the role of buildings as one aspect of the research capacity of the University. Nevertheless, a vision is essential if we are to avoid more of piecemeal development the twenty-first century. As a part of the process of reaccreditation in the coming year, we will analyze the role of buildings as one aspect of the research capacity.
Women’s and Family Issues

A working group of faculty and administrators met monthly over the last academic year to analyze issues affecting women faculty and, more broadly, families. A range of topics connected with equity and work environment were investigated, based on information on hiring, promotions, and workload gathered by the Provost’s Office. The data suggest that measurable progress has been made in the appointment of women to our faculty. But progress has been very uneven across units, leaving much room for improvement. Once hired, women on the faculty have the same rate of success as men in tenure and promotion decisions. As a result of the group’s work, certain policies regarding parental leave and part-time effort for clinical faculty have been changed to allow greater flexibility (see page 13 or http://www.uchicago.edu/docs/policies/provostoffice/maternity-other-policy.pdf). Furthermore, the need for child-care was highlighted, and the administration is exploring possible means of meeting the need. The working group will continue to advise me in the coming year on matters of particular concern to faculty women.

Financial Condition of the University

This year it is possible to strike a more optimistic note than in the recent past. Progress in the Chicago Initiative passed the $1-billion milestone early in 2004—a cause for celebration with our donors in the $1-billion milestone early in 2004—a cause for celebration with our donors in April. At the halfway point, this campaign is nearly 50 percent more productive than the previous one. President Don Randel, Vice-President Randy Holgate, and all of the Development staff deserve congratulations, as they step up the pace in the remainder of the Initiative in order to reach the $2-billion goal.

Meanwhile, the annual returns on the endowment showed major gains in 2003–04 for the first time since 2000. The return on the investment was 16.6 percent over the four quarters ending June 2004; the value on June 30 was $3.6 billion. These improvements will be only gradually felt, because the payout from the endowment is based on an average over three years. Just as the averaging allowed the University to avoid real budget cuts and staff reductions during the years of declining market returns, so also we will not immediately realize the full impact of the improved returns. Overall, the financial health of the University is strong and improving. A handful of peer institutions are markedly wealthier, but many more are less well-off. The University has a great tradition of focusing our resources on our core mission more effectively than most of our peers, and this tradition will continue to enable discovery and teaching at the highest level in the future.

Threats to Open Research and Academic Exchange

Last year’s annual letter mentioned the USA PATRIOT Act, noting that our university had not experienced any direct impact. Over the past year, it has been necessary to resist threats to restrict open research and discourse on several fronts, with success for the most part. The major foundations have sought to impose conditions on grantees, requiring some version of a guarantee that neither the University nor its constituent parts promote terrorism, violence, bigotry, or the overthrow of any state. The University of Chicago joined others in a protest to argue that the language was vague and could be construed in ways that would limit academic freedom. As a result, some foundations changed the language of the condition to restrict its scope to obeying the law on terrorism. The Ford Foundation added an explicit acknowledgement of the need for free speech for faculty and students.

More troubling, in my view, are the efforts of various federal agencies pursuing anti-terrorist and security agendas. The concern for national security is understandable, but some proposed measures would pose very serious obstacles to our twin missions of research and education. For example, the Departments of Defense and Commerce are considering a change of policy that would require the individual licensing of large numbers of those foreign-born faculty, students, and staff (even naturalized citizens) who have access on our campus to technology regarded as sensitive. This would represent a massive, domestic extension of the current export controls that make it difficult or impossible for our archaeologists to take laptop computers to the field in Syria. At every step, the administration will advocate the virtues of open research and teaching and will seek to negotiate applications of rules that meet security concerns while protecting open discourse and research. The climate of anxiety over security has already led to a marked decline in applications from international students at our university and across the nation. We must hope that this trend is temporary and that the nation will not lose its enviable position as the global magnet for intellectual talent.

I wish you the very best in your teaching and research in the coming year.

Richard P. Saller is the Edward L. Ryerson Distinguished Service Professor in the Departments of History, Classical Languages & Literatures, and New Testament & Early Christian Literature, Committee on the Ancient Mediterranean World, and the College, and Provost of the University.
T he University over the past years has made some clear strides toward our goal of a more diverse community. The Provost’s Initiative on Minority Issues (PIMI), this initiative being the primary one, together with its broader mission. A commitment to diversity is not merely or even primarily a matter of public relations. The University's Pritzker School of Medi...
ask whether or not our visions of the true and good are shared or contradicted by those whom we deem different from us. We must be willing to hear from a variety of sources to determine if our research agendas and priorities suffer from unintended biases rather than reflect a proper estimation of the state of knowledge in our respective fields. We must understand that we do not exist outside of the society we study but that we act within it and upon it, and that part of our responsibility as an institution for reflection and research is to be aware of and to assess how what we do affects the world around us. All of these activities and responsibilities presume diversity as a necessary condition of their fulfillment. To fail to ensure social and intellectual diversity at the University of Chicago is to fail to realize our educational and research missions in a fundamental way.

The report offers a number of recommendations to which we are committed. In the wake of the Norton Report, the University made some progress; we now need to raise our aspirations, to monitor our improvements, and to confront our shortcomings. Our higher aspirations will be met only with the focused effort of the whole campus community.
Maternity, Parental, and Other Caregiving Leaves of Absence

June 1, 2004

Maternity Leave for Four-quarter Appointments
For full-time faculty and academic staff members on regular four-quarter appointments

Maternity leave is considered leave under the Family and Medical Leave Act (FMLA), a federal law permitting up to twelve weeks total of unpaid leave per year, after at least twelve months of employment at the University. University policy additionally provides that a faculty member or member of the academic staff on a regular four-quarter appointment who gives birth may take up to six weeks of the FMLA leave as paid leave and up to six weeks of the FMLA leave as unpaid leave within twelve months of the delivery. The faculty member or member of the academic staff should discuss her leave plans with her department chair and Dean a minimum of three months before the proposed leave. Both parents are members of the faculty, only one may seek parental leave at a time. The parental leave may be split, but may not exceed one quarter total for the two. See also the Rearrangement of Teaching Duties section below for faculty parents not taking parental leave or for foster parents.

Child-care Leave
For parents not taking or not eligible for maternity or parental leave

and Caregiver’s Leave
For full-time faculty and academic staff members

The Family and Medical Leave Act (FMLA) permits up to twelve weeks total unpaid leave per year, after at least twelve months of employment at the University, under the following circumstances. A faculty member not taking parental leave or member of the academic staff either of whom is giving birth, adopting a child, or receiving a foster child placement may request a leave without salary of up to twelve weeks for the purpose of caring for the child. Similarly, a faculty member not taking parental leave or member of the academic staff either of whose wife or University-registered, same-sex domestic partner is giving birth may arrange for an unpaid leave of absence. This leave must be taken within twelve months of the birth, adoption, or placement. The faculty member or member of the academic staff who anticipates a child-care leave should discuss the plan with the department chair and Dean at least three months in advance, if possible. A faculty member or member of the academic staff may request an unpaid leave of up to twelve weeks to care for a spouse; University-registered, same-sex domestic partner; child; or parent with a serious health condition. The faculty member or member of the academic staff should discuss the proposed FMLA leave with the department chair and Dean as far in advance as possible. Most benefits may be maintained during these leaves by arranging to continue the employee contribution to premiums.

Rearrangement of Teaching Duties
For full-time faculty members on regular three-quarter appointments not taking parental leave

In lieu of parental leave, a faculty member may request rearrangement of his or her course teaching schedule within twelve months of birth or adoption, in order to have a quarter free from classroom teaching. Likewise, a faculty member who receives a foster child placement may request rearrangement of his or her course teaching schedule within twelve months of the placement. Rearrangement of teaching duties is available only to spouses and University-registered, same-sex domestic partners. Such a request is subject to the approval of the department chair and Dean. Over the course of the academic year, the faculty member is expected to teach the full complement of courses. During the non-teaching quarter, the faculty member is expected to continue other departmental and University responsibilities, including research, committee membership, and advising. Because this is a rearrangement rather than a suspension of duties, it does not constitute leave.
The Office of the Student Ombudsperson exists to help students address issues in University life that they may find challenging or otherwise. This includes diverse areas such as academics, interactions with faculty and administrators, and different elements of community life.

The office operates by engendering improved communications between all parties concerned and mediating solutions that remain acceptable and fair to all. It is also our role to draw wider learnings from the cases that are brought to our door and make recommendations where we believe there is room for systemic improvement. Our activities over this last academic year could, broadly speaking, be divided into two groups. The first relates to our main line of work: cases brought to our office. The second relates to a continuing effort to improve visibility and operational efficiency for the main line of work.

Within the first category, we addressed ongoing cases that were brought to the office. We also became aware of some other issues that were not immediately raised before us. The second category consists of systematic dissemination of information about the office, which is also an effort to maintain some level of continuity within the office.

2003–04 Case Analysis

We were particularly impressed to note the caveat that very seldom is one case like another. Most issues that students bring to our office are unique and defy any categorization beyond the broad groups we identify in figure 2. Having said that, I shall still attempt to make comments on the cases brought to us that are based on my experience and the office’s observations.

I believe that this year’s cases were more varied and complex than those seen last year. At the same time, we found that a slight theme emerged from this year’s cases. Our time was spent in somewhat more academic on issues involving students, which led us to examine several policy questions that arose out of the students’ initial inquiries or complaints but also challenged our abilities as mediators to help structure creative solutions. The number and classifications of cases appears in figures 1 and 2. We then describe a couple of cases in some detail to give a flavor of our experiences.

Thus, we saw a dip during Winter Quarter, which led to a surge in the number of cases and a comparative rise in the number of graduate cases. However, in both groups, we found that the cases that made their way to us often involved multiple issues and required some dexterity to resolve. Interestingly, we also came across a couple of cases where we found that students not only were very aware of their rights and the most efficient ways to resolve their issues but also had initiated some action in those directions. This is a very encouraging finding, and we believe that administrators and students have also been working to create more channels of communication. All of this helps us to direct more resources towards identifying policy issues that are brought to our attention and making recommendations to the University. To name a few examples, during this year we have been instrumental in initiating discussions concerning some changes for Office of the Reynolds Club and Student Activities (ORCSA), the University House System, and the Division of the Humanities.

We now turn to some detailed discussions on a couple of specific cases. One of the more interesting cases in which we believed we were able to support the process involved a graduate student who had been asked to leave her program for academic reasons. The student believed that other factors contributed to this request; and, by the time the issue was brought to our attention, it was a complete breakdown of communication between all the parties concerned. While we did rework to the program authorities to gauge the best way forward, we also encouraged the student to fulfill the academic standards required as a first condition to the discussion of readmission. We were instrumental in initiating discussions both within the program and with the student, which led to an eventual resolution that worked for both parties.

What we learned from the experience is that there is no substitute for the clear articulation of requirements and expectations—both initial and ongoing—on a common basis—by programs of study. While there were academic matters clearly at issue, the process began in the post of students —at the onset of the stalemate with timely discussion. We would encourage administrators to remain proactive about issues that are raised with regard to students, examining and addressing the issues at the onset. There are dual benefits to such a course of action. First, the immediacy of events helps establish facts and data points. Second, we end up with a speedy resolution that encourages all parties to address their responsibilities and use this as a learning experience to prevent future difficulty.

Another case that we believe illustrates some of the same points involved a graduate student who was repeatedly put on probation without being given what she believed to be sufficient guidance. In pursuing this issue, doubts were also raised in some quarters about the effectiveness of the probation mechanism. Probation was sometimes seen as counter-productive (in adversely affecting students’ ability to persist). At the same time, we also used this case to encourage the program authorities to explore avenues for reviewing their systems. After bringing the issue of probation to the students and faculty members, program authorities plan to develop a system of evaluation and feedback that would address some of the concerns raised in our various discussions. We were heartened to see a reiteration of the spirit of openness and objectivity that the University embodies come through in various interactions, particularly with the willingness of the staff to try to have their cases resolved.

Systemic Changes

Now I turn to the second set of measures that this office initiated over the last couple of years. In these measures, we were trying to ensure that more and more students are aware of the help we can provide. To this end, we participated in presentations in early fall with the College, some graduate divisions and some of the professional schools. This allowed us to talk about our office with both incoming and returning students. We arranged for mailings to newly admitted students to include information about our office. Throughout the year, we have attempted to meet with student groups such as the student councils and with administrators—with groups such as the deans of students and with individual officials. We have also kept alive the office’s participation in working committees in the University for a commitment that would potentially two years in length. This would also allow the consideration of competent candidates without relevant experience based on the premise that such candidates would gain experience and feedback from the Ombudsperson before they were fully equipped to lead the office.

This planned change will also impact the operation of the office this year. We are working to devise an improved system of ongoing performance evaluation and feedback for members of the office that will facilitate the process of selection in spring 2005. The early decisions on the choice of candidates for the upcoming year are useful in creating a period of transition over the course of the summer—allowing new candidates to learn about the office, receive guidance about cases, and initiate the proper communications with the student body even before the Autumn Quarter starts.

Conclusion

In conclusion, I would like to thank the University community for this wonderful and challenging experience. I greatly enjoyed being Assistant Ombudsperson during 2002–03; Kyle Lakin, the Ombudsperson, gave me guidance when I needed it and also the freedom (and responsibility) to handle my cases in the manner I deemed fit. During my second year here, Phil Venticinque was a great support, and I believe he will do justice to the role of the Ombudsperson in 2004–05. I would also like to thank both Laura Grilli and Roberta Cohen, the two individuals who provided the office immense guidance over my years here. I would like to thank President Randel for the faith and confidence placed in me. Working at the office here has been all that I had hoped it to be and more. I appreciated the opportunity to work with students and faculty, and the chance to challenge myself. Starting next year, we propose a preliminary selection process to assess the suitability of the current Associate Ombudsperson before interviewing general applicants for the office. Depending on whether a selection committee recommends the Associate Ombudsperson to become the Ombudsperson for the next year, there will be a search for candidates either to fill both positions or to fill only the Associate Ombudsperson position.

By this process, we attempted to institutionalize the role of the office and benefit from experience gathered across the years. At the same time, this is expected to help the selection committee make its decisions by suggesting that it consider candidates for a commitment that would potentially be two years in length. This would also allow the consideration of competent candidates without relevant experience based on the premise that such candidates would gain experience and feedback from the Ombudsperson before they were fully equipped to lead the office.

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By Uri Sengupta

The University of Chicago Record
The 47th Convocation Address: The United States and the World in the Twenty-first Century

By John J. Mearsheimer

June 11 and 12, 2004

FEBRUARY 17, 2005

...
short, Hamilton, Jefferson, Madison, and the other Founding Fathers gave us a politi- cal system that fostered dissent and debate because they believed it held the most promis- e of producing wise policies. But obviously that system by itself is not enough. Its success depends heavily on hav- ing an educated citizenry that is willing to engage in the political process in a serious and intelligent manner. It requires citizens who are prepared to ask tough questions and demand good answers. In other words, it needs people like you. This will be espe- cially true in the decades ahead when the

United States has the capability to do much good around the world but also much harm to itself and to others. Because I know what a Chicago education is, and because I know what Chicago graduates are like, I am confident that you will rise to the occasion.

These projects are built around basic principles of economics that we present and discuss. These principles are so basic they are useful not only for such contempo- rary issues but also for those that will arise in the future.

So in conclusion, I believe that the Chi- cago model of basic knowledge-based education in a university is the right one to prepare business leaders for an economic, social, and political world that is likely to be very different in the future. I fully expect that as you enter again into the business world you will find the tools and knowl- edge you acquired here to be of enormous value not only immediately but also for many years to come.

I hope you’ll let me know if this prediction turns out to be accurate. But in the mean- time, congratulations on meeting the high standards set by this school and university, and good luck.

Gary S. Becker is University Professor in the Departments of Economics and Sociol- ogy, and the Graduate School of Business.

Remarks
By Christopher J. McGuirk
June 13, 2004

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FEBRUARY 17, 2005

Eisner, on his desk was nothing going on to take full advantage of all the changing with the advent of home video. Compared to PepsiCo. The media world was in an enterprise that is doing something you care about. It is one in which I have never been in the entertainment industry—even if the financial risk in the business has increased severalfold. The film now costs more than $100 million to create and market, raising the stakes on almost every release to company-breaking proportions. Strong business acumen and artistic decision. We have argued endlessly with directors and actors about script notes and even pursued the thankless task of casting girls I couldn't have been a business more different from the beverage industry than entering the creative community of Hollywood. But the creative community of Miramax, and its coheads Bob and Harvey Weinstein. I negotiated the deal that brought Miramax to Disney and then managed Miramax for three years after I left. I believe that McGurk had been an executive at PepsiCo before coming to Disney, and he was a numbers guy, almost the definition of a suit, with a Grant Wood face, long and narrow with thin lips. He looked like he belonged behind the counter of a dry goods store in Nebraska. Talk about piling it on—all he left out was the genius bit.

One consolation is that Biskind’s book puts everyone else in a box, too. He presents Hollywood as a never-ending war between the suits and the media. I have argued endlessly with directors and actors about script notes and even pursued the thankless task of casting girls. I couldn’t have been a business more different from the beverage industry than entering the creative community of Hollywood. But the creative community of Miramax, and its coheads Bob and Harvey Weinstein. I negotiated the deal that brought Miramax to Disney and then managed Miramax for three years after I left. I believe that McGurk had been an executive at PepsiCo before coming to Disney, and he was a numbers guy, almost the definition of a suit, with a Grant Wood face, long and narrow with thin lips. He looked like he belonged behind the counter of a dry goods store in Nebraska. Talk about piling it on—all he left out was the genius bit.

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on twenty-two years ago, I never dreamed my career would take the twists and turns that it has and I would be doing what I am doing today. But I sincerely hope that I shared the same goals back then that many of you here have today—wherever you are starting out in the business world. I hope that you will get involved in an enterprise that you believe in, are deeply passionate about, and will have fun working at every day. I hope that you will choose to enrich the world and positively impact people’s lives instead of taking the safe career route—or targeting the fat bank account. I hope that you will have the courage to follow your gut and make the bold choices that will help you attain an important leader- ship role. And I hope you will constantly stretch yourself, fight to expand your role whenever the opportunity arises, and proudly speak your mind—because those three letters from the University of Chicago have taught us; you are here to learn. You are here to be an expert and a specialist, become our cocktails and appetizers in the core and our classmates and our professors brought to our free conversation with some of the most brilliant thinkers in human history. Particularly in the core, we have read, discussed, debated, and written about their works, and, more importantly, we have formed a community based entirely on the diversity of our ideas. This is the diversity our culture strives for. Other types of diversity—those based on skin color, income, etc.—contribute to the life of this intellectual environment only inasmuch as they contribute to the ideas of the individuals who inhabit it. This is the diversity of our class, our college, and our university.

Tocqueville writes elsewhere: The taste for pleasures of the mind, moreover, is so natural to the heart of the American man that even among those highly civilized nations least disposed to indulge in these pursuits there are always a certain number of people who will take to this. This intellectual craving, once felt, would very soon have been satisfied.

We have felt this craving and have had our cocktails and appetizers in the core and our concentrations. But our banquet will last a lifetime. We will have learned to indulge our intellectual appetites. And no matter what we move on to do, we carry our Chicago-style critical perspective with us; we will never be intellectually hungry. So, congrats all around. Champagne and bonbons to follow. Thank you.

Anne Theresa Pertz received a bachelor of arts degree during the convocation. Her major area of study was Sociology.

Remarks
By Edward Tyrell

Now before (and some time after) this university was built, Chicago was known more for its industry than its intellectual-ism. That’s why we have these Gothic buildings: so you can say, “Wow, there is no hog butchering here. This is a university, and I am here to learn.”

The architecture critics hate them but, as is often the case with those buildings they hate, we students love them. I can still remember arriving at this campus for Ori- entation and staring at these old buildings thinking: “I’m in a university; I’m here to learn.”

I also remember being a bit confused. Do you remember how you were told that we were such a great class for your colleagues in the core, a great school? I said to myself: “I think my great. My mother thinks I’m great. But why do they think this?” All I’d done was take the physical education test, and I flunked that.

But I withheld judgment for a bit and, still surrounded by these buildings, I went to classes. I took my first real test. This time I got 28 percent, but the class average was a 31 percent so I didn’t feel so bad. I loved my classes and things seemed good. I was in a university and here to learn.

I also went on to make great friends. This was a surprise, too. My sister had told me to not go here because the students were too nerdy. A friend of hers had visited me not to go here because the students were too nerdy. A friend of hers had visited me and said to me, “You’re going to start a circus. You don’t have to do that, but you should find your own en- deavor that makes no sense in a twenty- year plan. Seize this freedom, the freedom of low expectations.

Before we find our feet, before we are going to start a circus. You don’t have to do that, but you should find your own en- deavor that makes no sense in a twenty- year plan. Seize this freedom, the freedom of low expectations.

Futures. If there is already that ambition, it may not particularly affect our chances of achiev-

If you are unhappy with the course that you are taking, you can always change it, but I promise I will end with good news.

Christopher J. McQuigg, M.B.A. ’92, is the vice-president and chief operating officer of Metro-Goldwyn-Mayer, Inc.

Bachelor’s Degree

Remarks

By Forest Timothy Gregg

I am going to warn you of hard times ahead, but I promise I will end with good news.

For many of us there will be a period between graduation and settling into a life of work or further study that will be marked by confusion, loneliness, and frustration. Some of us will be obvious, like the withdrawal of financial support by our parents and the state, separation from a large collection of like-minded peers, and the adjustment to a new place and colleagues. Some reasons for the difficulties are less obvious, and I’ll touch on just one now. While we are in school, we usually have a clear goal—graduation—and we have a pretty good sense of how well we are doing. While we are in school, we usually have a clear goal—graduation—and we have a pretty good sense of how well we are doing.

Goals are more diffuse, progress very less possibilities.

The taste for pleasures of the mind, moreover, is so natural to the heart of the American man that even among those highly civilized nations least disposed to indulge in these pursuits there are always a certain number of people who will take to this. This intellectual craving, once felt, would very soon have been satisfied.

is likely that work will narrow us. We will become experts and specialists, become like honed tools. This to the detriment of fuller human life. The next few years might be an opportunity to blunt some fine points, soften edges, and roughen smoothness. I’m going to start a circus. You don’t have to do that, but you should find your own en- deavor that makes no sense in a twenty- year plan. Seize this freedom, the freedom of low expectations.

Anne Theresa Pertz received a bachelor of arts degree during the convocation. Her major area of study was Sociology.

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minutes of intense exchanges in French, with Nadine in their midst—relaxed; smiling; easily moving from one assignment to the other; encouraging those who, for a sec- ond, had a lapse of attention; graciously answering every single question; and, most of all, listening and learning. Her most impressive language class I ever attended. No wonder Nadine’s students adore her. The Quantrell Award is a token of our community’s admiration and praise for her splendid achievement.

Citation: Dedicated and demanding teacher of French, inspiring teacher of teachers, you give life to the teaching of French at Chicago.

Martin E. Feder
Professor, Department of Organismal Biology & Anatomy, Committees on Genetics, Molecular Medicine, and Evolutionary Biology, and the College

The candidate was presented by Lorna Patkammer Strauss, Professor Emeritus, Department of Organismal Biology & Anatomy and the College; University Marshal.

Martin Feder joined the faculty in 1979, prepared to teach students committed to the biological sciences. He came to a place where every undergraduate needs to take some course work in biology and where there is ongoing interest in what to teach the general student and the economics or English major, as well as the student whose goal is further study in biology. And he listened and learned, becoming a partici- pant in those discussions. As Master of the Biological Sciences Collegiate Division, he helped introduce significant curricular changes that are with us today and he played a major role in the planning and building of our wonderful Donnelly Center, which has space for both teaching and research in the biological sciences. He rec- ognizes their relationship, and his own research informs his teaching.

In the laboratory, Feder is defining a new approach to answering fundamental questions in the life sciences. Until recently, the study of biology has been fragmented by different tools, different levels of analy- sis, and different scientific cultures. Unfor- tunately, answers to some of the most basic questions of biology are not confined to a single approach or field. To understand how organisms adapt to their environments, Feder has developed a research program using genetics, ecology, computational sci- ence, evolutionary biology, and molecular biology. In so doing, he has made major strides in understanding how adaptations arise and are maintained in evolution. This approach has been widely influential in recent years—spawning books, symposia, and conferences dedicated to his approach. His achievements and the benefits of his work to both in the classroom and beyond it, while also bearing the unusual burden of exemplary service to two aca- demic units in the University.

David Jablonski, paleobiologist extraordinare whose passion for teaching and the evolution of life inspire students and colleagues alike with excitement for pursuing new knowledge and greater un- derstanding of the world around us.

James A. Leitzel
Senior Lecturer and Co-chair, Public Policy Studies in the College

The candidate was presented by Richard P. Taub, the Paul Klapper Professor of Social Sciences, Department of Sociology, Committee on Human Development, and the College; Chairman, Committee on Human Development.

James Leitzel is an internationally renowned scholar in two fields of economics. The first involves the regulation of and control of such phenomena as gun use and vice activities. The second is to know crisis transition—the movement of the former Soviet Union and eastern block countries from socialism to some form of market-based economy. As a scholar whose teaching style is to apply important economic theo- reies to unusual problems in surprising ways. Once he has made the connections, arcane matters—otherwise difficult to understand—become illuminated.

His teaching reflects many of the same characteristics. He is not only able to make economic theories clear to his students but, with a skill that is rare in his profession, he is also able to demonstrate how these theo- reies apply to policy in a real and imperfect world.

He does all of this with a light touch and a sense of humor. In his hands, the dismal science becomes, instead, bright and clear. As one student reported about Professor Leitzel’s course on the regulation of vice: “[This is] my favorite course—the most fun, interesting, and rewarding one taken at the University of Chicago.”

Mr. Leitzel teaches others beyond the College. He has been for several years a “resource scholar” in Russia, where he has served as a mentor to local researchers by assisting their production of high-quality work on Russian economic problems. And his book Russian Economic Reform is used as a text in other universities.

His widely ranging activities do not interfere with his commitments as a teacher. Students report with deep gratitude on the time and care with which he reviews their work and the way he encourages them to strive for the highest level of performance.

Citation: James Leitzel, you make the dismal science shine brightly as you connect abstract theories to practical problems and teach your students how to make and con- sider policy in an imperfect world.

Faculty Awards for Excellence in Graduate Teaching

Four Faculty Awards for Excellence in Graduate Teaching were presented during the 477th convocation on June 11, 2004. These awards, established in 1986, recog- nize and honor faculty members for their effective graduate teaching, including lead- ership in the development of programs and a special ability to encourage, influence, and work with graduate students.

Nominations and recommendations for the Faculty Awards for Excellence in Gradu- ate Teaching are made by faculty and gradu- ate students; selection is by a faculty committee appointed by the Provost.

Carl C. Correll
Assistant Professor, Department of Bio- chemistry & Molecular Biology

The candidate was presented by Anthony A. Kosiaikoff, the Otto S. A. Sprague Professor, Department of Biochemistry & Molecular Biology; Chairman, Department of Biochemistry & Molecular Biology.

It was clear from the start that Carl Correll possesses a passion for research and a desire to bring those students and colleagues alike. He not only educates his students but also inspires them to learn and to grow, to be creative, and to think independently. Carl’s influence has helped to shape the research goals and career paths of those he educates.

Failing exceptionally high personal stan- dards have inspired his students to raise- their own. Carl’s impact extends beyond
**Wadad Kadi**

The candidate was presented by Peter F. Demian, Associate Professor, Oriental Institute, Department of Near Eastern Languages & Civilizations, and the College, Chairman, Department of Near Eastern Languages & Civilizations.

Wadad Kadi is the embodiment of academic challenge and intellectual reward. Her erudition in Islamic literature and politics is legendary, touching on the Qur’an and its relationship to Arabo-prose, Islamic theology and sectarianism, and administrative history. Out of an extraordinarily rich field of writings she generously offers her wisdom, criticism, and advice to a new generation of young scholars of Islamic thought. Fervently committed to excellence in the classroom, she founds her pedagogical approach on the enlightened conviction that the full scholarly life begins in earnest in the classroom and that the process of teaching enriches her as much as it does her students.

Her devotion to her field is passionate, and her students respond with an equal measure of passion. They have described her classes as a life-changing experience and her mentorship as having altered the course of their academic careers. Her soaring expectations for her students are balanced by an innate concern for their well-being, a realization that students have fully rounded lives that can impinge on the formal demands of academia. Her personal accessibility and open-handed encouragement are fundamental—and virtually unconscious—aspects of her commitment to graduate instruction. In this she combines the highest standards of her field with the very core of humanistic principles.

### Citation:

Through her unsurpassed erudition, energetic mentorship and well-being of her students, Wadad Kadi combines the highest standards of her field with the core of humanistic principles.

**Richard P. Taub**

The candidate was presented by John A. Lacy, the William Benton Professor, Committee on Human Development, and the College; Chairman, Committee on Human Development.

Richard Taub’s blend of engaged scholarship, professional mentorship, and program development has endeared him to several generations of students in the Division of the Social Sciences. He is a mainstay on our campus for training in qualitative sociological methods and research on policy issues, especially micro-enterprise initiatives here in the United States as well as abroad in India. Students testify to the impact of his research on their careers both for its practical breadth and for its firm commitment to advancing social research for the public good. He not only supervises large numbers of individual graduate students but also worked to rebuild the graduate training program in human development, which he currently chairs even as he has continued to run our popular undergraduate major in public policy.

Through these efforts at program development, he has enhanced the training of a new generation of students in human development work. He supervises directly and has helped to create an environment that continues to draw the best students to Chicago. Finally, he regularly reaches out to help students encountering difficulties in their training, whether the difficulty be disruptions in their personal lives or simple setbacks in their programs from loss of advisors or momentum. Through his timely interventions, many students have found the personal or professional help they have needed to complete their programs and move on to productive careers. In short, Richard Taub’s contributions to our students extend beyond classroom instruction and research supervision to encompass the overall structure of their graduate training and the place of that training in our society and in their lives. In this he truly represents what we mean when we speak of outstanding teaching.

### Citation:

Through deeply engaged teaching on issues of social importance, strong mentoring of students’ professional and personal development, and tireless building of effective training programs, Richard Taub has made a truly outstanding contribution to graduate education at this university.

**Mogens Trolle Larsen**

The candidate was presented by Peter F. Demian, Associate Professor, Oriental Institute, Department of Near Eastern Languages & Civilizations, and the College, Chairman, Department of Near Eastern Languages & Civilizations.

Mogens Trolle Larsen’s work on ancient Assyrian texts explores the borders shared by the humanities and the social sciences. Combining the fine point of philosophy and the broad edge of history, he has revived a world of ancient merchants and their state. He has cast light at once on the unique experience of ancient Mesopotamia as a foundation of both the long tradition of human letters and the continuous study of social complexity.

### Citation:

With tender care and deep respect, Mogens Trolle Larsen reads the words of the most ancient Assyrians to reveal lost patterns of thought and behavior and the relationships of a whole society in a vanished larger world. He poses themes in the study of Mesopotamian history, society, and culture that pass across conventional boundaries of scholarship. He inspires countless students and colleagues to see the unique experience of ancient Mesopotamia as a foundation of both the long tradition of human letters and the continuous study of social complexity.

**Hilary Putnam**

The candidate was presented by Michael Forster, Professor, Philosophy and the College.

Hilary Putnam is one of the world’s leading philosophers, many would argue simply its leading philosopher. The range of his contributions has been vast, including symbolic logic, philosophy of mathematics, metaphysics, philosophy of the natural and social sciences, epistemology, metaphysics of mind, philosophy of language, history of philosophy, ethics, and political philosophy. At one end of this spectrum, Putnam has made important contributions to logic (his first, short book, titled *Philosophy of Logic*, is still considered by many to be the best overview of the subject), to mathematics (he contributed toward the solution of Hilbert’s tenth problem), to philosophy of science (his famous early defense of quantum logic still has many adherents), and to cognitive science and the philosophy of mind (in particular, as the originator of the functionalist program for explaining the nature of mental states). At the other end of the spectrum, he has done important and influential work in ethics (especially his critique of the fact/value distinction, his vindication of thick ethical concepts, and his refutations of various forms of proceduralism in ethics), in political philosophy (his defense of Dewey’s conception of democracy, his critique of Habermas’s account of norms of validity, and his criticisms of those analyses of the social and political functions of human rights). And he is celebrated in the history of philosophy (his proto-functionalist reading of Aristotle’s *De Anima*, his partial defense of Kantian epistemology, and his influential theories of historians and anthropologists). Assyrionologists have changed how they conceive the data of Mesopotamian history and how they undertake interdisciplinary collaboration because of the example and opportunity that Putnam has provided.

### Citation:

With tender care and deep respect, Hilary Putnam’s remarkable
range of inquiry sets the highest standard for the practice of philosophy in the modern world. His original contributions have pointed influential in a nearly unquelled number of areas of thought, from symbolic logic to metaphysics to political philosophy. He has brought the church singing of philosophical topics to a wide public in highly accessible general works.

Craig M. Wright
Professor of Music History, Department of Music, Yale University

The preeminent voice in early music scholarship, Craig Wright ranges in his work from the history of musical performance; to the sociology of the composer; to the relationship of music to art, architecture, theology, and, to the use of symbol, myth and music in myth.

Through archival explorations of the powerful Burgundian dukes of the late Middle Ages, Wright rehashed our view of the decline of late medieval musical style and the birth of a new art. Inherently musical considerations and, as he showed, dynamic sociological ones combined to create these repertoires.

For Wright, the great Cathedral of Notre Dame in twelfth-century Paris offered a site for the sociology of the composer; to the preeminence of the church universal, exemplified in King Solomon’s Temple. So, too, Wright’s Maze and the Warrior displays the power of the rhythm as metaphor in an astonishing array of mythic, ritual, and vernacular contexts. He traces songs commemorating the journey of the ancient warrior in and out of the maze; unravels fifteen-century masses using retrograde musical motion and embodying the medieval pilgrim’s theology; and explains music by Bach, Mozart, and others that posed and solved musical problems through use of labyrinthine musical procedures.

Citation: Explorer of the archives and musical records of courts of powerful figures, December 17, 2005

Doctor of Laws
Edgar D. Jannotta
Chairman, Board of Trustees, 1999–2003

The candidate was presented by Anne Walters Robertson, the Claire Dux Swift Distinguished Service Professor, Department of Music and the College; Deputy Provost for Research and Education.

Edgar D. Jannotta has brought intelligence, grace, good humor, and tireless dedication to his role as Chairman of the Board of Trustees. His public service and personal contributions have made a significant difference to both the University and the city of Chicago. He is universally admired for his enthusiasm, sincerity, and commitment to bringing the University and the city together.

Jannotta was named Chairman of the Board of Trustees in 1994, Vice-Chairman of the Board in 1986. He became Chairman of the Nominating Committee in 1993. In 1999, he succeeded Howard Krane as Chairman of the Board. One of Mr. Jannotta’s first acts as Chairman was to chair the search committee that was instrumental in bringing President Don M. Randel to the University. Even after stepping down as Chairman of the Board, he continues to make profound contributions to the University, serving as Chair of the Chicago Initiative, the University’s $2-billion, five-year capital campaign.

The Board of Trustees at Chicago has a long and distinguished history, beginning with the work of men such as Martin A. Ryerson and Charles L. Hutchinson, and continuing with leaders like Harold H. Swift and Laird Bell. All of these men loved the University, and they devoted much of their careers to advancing its cause and to defending its intellectual aspirations, its academic freedom, and its challenging educational programs. Above all, they respected and cherished the unique values and ambitions of the place, even in the (many) times when those values and those ambitions seemed at thorny cross-purposes with balanced budgets.

Mr. Jannotta has provided enlightened leadership for the University community at a crucial time of transition for the University. He has understood the responsibility of the Trustees, both in vigorously advocating the material interests of the University as an institution and as a community and in courageously defending the long-standing Chicago tradition that the policies of the University are the sole responsibility of the faculty. He has been a strong advocate of academic freedom, of civility in discourse on campus, and of the importance of high-quality under- graduate education as a central and core mission of the University. He has also understood that the University is Chicago’s university, and, in his person and his leadership, he has provided a wonderful symbol of the closeness of that bond that has linked this city and this university for over one hundred years.

Ernest Burton once said of Charles Hutchinson’s extraordinary service as a Trustee, “He built for a long future.” Mr. Jannotta has helped to secure a lustrous future for the second century of the University’s history. He has served the University and the community with great distinction, and in honoring him we honor a great Chicagoan, a man who is equally proud of his hometown and of that hometown’s most distinguished university.

Citation: Devoted supporter of the University and citizen of Chicago, as Chairman of the Board of Trustees Edgar D. Jannotta protected the fundamental academic values of the University and nurtured it through a time of transition by enlightened leadership. By his leadership Chicago Initiative set the highest standard for many generations of music historians, providing influential in a nearly unquelled number of areas of thought, from symbolic logic to metaphysics to political philosophy. He has brought the church singing of philosophical topics to a wide public in highly accessible general works.

Gilbert Vassart
Professor of Medical Genetics, Director of the Institut de Recherche Interdisciplinaire en Biologie Humaine et Moléculaire, and Head of the Department of Medical Genetics, Université Libre de Bruxelles, Belgium

The candidate was presented by Dr. Samuel Refetoff, the Frederic H. Rauson Professor Emeritus, Departments of Medicine and Pediatrics, and Committee on Genetics.

The central theme of Gilbert Vassart’s work has been the brilliant and creative application of modern biological methods to the study of hormones, their molecular mechanisms of action, and their defects leading to human diseases. His groundbreaking use of molecular genetics in endocrinology has also had a profound impact on the fields of signal transduction and molecular phar- macology. In fact, Dr. Vassart’s contribu- tions span the full range of medical research, from basic conceptual and structural biology to applied diagnostic medicine, thus epitomizing the physician-scientist of today. Through an innovative approach of genetic cloning by structure similarity, he identified novel members of a cell mem- brane receptor family, including one that confers resistance to HIV in humans. His study of active molecules of overlapping structure has helped explain the successful resolution of an evolutionary conflict im- portant in the preservation of the human species.

Gilbert Vassart is a dedicated researcher who, in spite of his great success and out- spokenness in matters of science, remains unpretentious. Internationally renowned for both his work and mentorship, he collaborates equally enthusiastically with both the young and the established researchers. His generosity in science is exemplar in today’s intensely competitive world.

Citation: By applying the principles and methods of molecular biology and genetics to the study of hormones, Gilbert Vassart has dramatically advanced our un- derstanding of the fundamental processes of human disease. His dedicated and col- legial work is an outstanding demonstration of ability.
of how the combination of basic scientific research with the diagnostic insights of a practicing physician can lead to crucial discoveries.

Trevor C. Weekes
Senior Astrophysicist, Fred Lawrence Whipple Observatory, Harvard-Smithsonian Center for Astrophysics

The candidate was presented by Dietrich Muller, Professor, Department of Physics, Enrico Fermi Institute, and the College.

Trevor Weekes is known as the creator of a new branch of astronomy and astrophysics called TeV gamma ray astronomy. The energies of radiations in this region are larger by many orders of magnitude than those encountered in classical astronomy and even those of X-ray and gamma ray observations in space. These radiations often demonstrate the previously unknown violent side of the universe: cosmic explosions in supernovae, stellar collisions, and accretion of matter by black holes leading to the acceleration of particles in galactic or extragalactic jets of fast-moving plasma. Trevor Weekes ingeniously employed the entire depth of the Earth’s atmosphere as a detector by observing, from the ground, the faint signals of Cherenkov light that are generated when a TeV gamma ray photon enters the atmosphere and produces a shower of secondary electrons and muons. This technique, he finally was able to detect TeV gamma rays, both inside and outside our galaxy and beyond, is steadily increasing and providing a world of new knowledge about the universe.

Citation: Trevor Weekes’ efforts, persistent and determined over many years, have provided us with an ingenious new “air-Cherenkov telescope” and have led to the first observations of gamma rays of galactic or cosmic origin at energies that are enormously larger than those of all previous observations in astronomy. These discoveries have opened a new branch of astrophysics and are leading to a better understanding of the violent processes that characterize the development of the universe at the highest energies.

Summary
The 477th convocation was held on Friday, June 11, Saturday June 12, and Sunday, June 13, 2004, in the Harper Quadrangle. Don Michael Randel, President of the University, presided.

A total of 2,707 degrees were awarded: 835 Bachelor of Arts in the College, 47 Bachelor of Science in the College and the Division of the Physical Sciences, 5 Master of Science in the Division of the Biological Sciences and the Pritzker School of Medicine, 115 Master of Arts in the Division of the Humanities, 8 Master of Fine Arts in the Division of the Humanities, 89 Master of Science in the Division of the Physical Sciences, 100 Master of Arts in the Division of the Social Sciences, 649 Master of Business Administration in the Graduate School of Business, 61 International Master of Business Administration in the Graduate School of Business, 33 Master of Arts in the Divinity School, 5 Master of Divinity in the Divinity School, 6 Master of Liberal Arts in the William B. and Catherine V. Graham School of General Studies, 165 Master of Arts in the College, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies, 112 Master of Public Policy Studies.
Instead of dwelling on a lost chance, I am inspired to see the new leadership emerging in your generation. You seem to be following the advice of the last convocation speaker and engaging in the nation’s debate over the consequences of our foreign policy decisions. The era of the intellectual elite of this country and the planet needs you more than ever. It may be a lot to ask of you, but if you were averse to challenges you wouldn’t be here today.

Although appalling acts by fellow humans fill newspapers everywhere, our complex civilization is also capable of creating art, music, architecture, science, and masterpieces in almost any human activity (maybe with the exception of spam!). I hope you have had the chance to learn about many of humanity’s brilliant works during your tenure here, and that this knowledge brings you hope and helps you transcend any failures you may encounter.

One of my favorites among human activities is our dialogue with Nature. Nature’s surprising answers. Nature does not speak English. Nature does not do politics. Nature does not choose my class as one of your teachers. But I have hired you to help me with this address. I know how excellent you are. If you agree.

I believe we have lost an opportunity to join you in congratulating yourselves and in thanking your friends and family, who supported you through these trying years. Let’s give those who are here a moment to steal back just behind you a great round of applause!

You already have your degree in your mind and spirit, under these sunny hats. But before you get called up here to receive a symbol of your accomplishments, let me share a few more thoughts with you.

What an interesting time to be graduating! You are graduating during the world Olympics and the Iraq War: two opposite pictures of international relationships. We all watch history being written, and have more interactions like the Olympic Games than wars. In my field of science, we have a great tradition of international cooperation and respectful competition, even as the Olympic Games. However, in the recent past our nation’s leadership has alienated many outside of our borders, and it has become harder for my foreign colleagues to appreciate the greatness of this nation.

I just returned from a series of scientific meetings in different countries in Europe and Asia, and my colleagues abroad are acutely aware of the consequences that this country’s decisions have for the world, since they are seriously impacted by our choices, they would like to have a voice in the debate. The path that this super-powerful civilization chooses will influence the world, and engaging the world in a constructive manner is in our own self-interest. In my field, for example, the policy of unilaterally withdrawing from the INF and medium-range arms control agreements of our border states have started to erode our own scientific leadership.

I believe we have lost an opportunity to use our unique power to export the world—in an intelligent, planned, non-violent way—the great values of this nation: our respect for liberty, our respect for civil liberties, of respect for the rule of law and for a diversity of cultures, and most of all the value of accumulated knowledge and experience. I know we are all capable of being the “masters of the universe,” as exemplified by today’s celebration of the 478th convocation!
Summary
The 478th convocation was held on Friday, August 27, 2004, in Rockefeller Memorial Chapel. Don Michael Randel, President of the University, presided.

A total of 424 degrees were awarded: 30 Bachelor of Arts in the College, 4 Master of Science in the Division of the Biological Sciences and the Pritzker School of Medicine, 17 Master of Arts in the Division of the Humanities, 56 Master of Science in the Division of the Physical Sciences, 117 Master of Arts in the Division of the Social Sciences, 80 Master of Business Administration in the Graduate School of Business, 3 International Master of Business Administration in the Graduate School of Business, 5 Master of Arts in the Divinity School, 3 Master of Divinity in the Divinity School, 10 Master of Liberal Arts in the William B. and Catherine V. Graham School of General Studies, 5 Master of Arts in the School of Social Service Administration, 2 Master of Arts in the Irving B. Harris Graduate School of Public Policy Studies, 12 Doctor of Philosophy in the Division of the Biological Sciences and the Pritzker School of Medicine, 17 Doctor of Philosophy in the Division of the Humanities, 21 Doctor of Philosophy in the Division of the Physical Sciences, 31 Doctor of Philosophy in the Division of the Social Sciences, 7 Doctor of Philosophy in the Graduate School of Business, 2 Doctor of Philosophy in the Divinity School, 1 Doctor of Law in the Law School, and 1 Doctor of Philosophy in the Irving B. Harris Graduate School of Public Policy Studies.

Angela V. Olinto, Associate Professor, Department of Astronomy & Astrophysics, Enrico Fermi Institute, and Kavli Institute for Cosmological Physics, delivered the convocation address, “Nature’s Puzzling Answers.”