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    Summary
Anyone with a casual interest in the history of probability had heard of Maria Theresa's lottery, in which she rewarded mathematicians offering a solution to her petition about determining the fair chance of a three-card game. In her time, Maria Theresa was a woman of great charm, one who was at the center of many adventures, and the basic outlines of her memoirs are well known. In a section of the memoirs, Maria Theresa tells us that they seized books like those of other adventurers and that the Venetian inquisition would tell an anecdote about a long-dead ancestor, one who engaged in colorful but ultimately frivolous behavior and should not be taken as representing our present, more serious, purpose. Yes, she might say, we once considered games, but only as simple abstractions; we are really scientists, not deeply concerned with frivolous pursuits.

But were the games our ancestors studied merely frivolous pursuits? Were they only incidental to our history, important only as rhetorical devices that provided a grounding for abstract probability theory? In fact, the history of gambling holds the promise of being immensely informative about human understanding of risk. But the study of the role of gambling in this history is hindered by the lack of documentation. The Oriental Institute Museum has an exquisite collection of dice from 3,000 years ago, but the accompanying story is mainly from his multi-volume memoirs, published many years after he died from the pope. He sought fame and fortune by any means, building the Musée de l'Homme. By the time of Casanova's death, the museum had been lost. From antiquity to Al Capone, gamblers have been poor record keepers, and the story of how chance and the luck of the draw has confounded and weighed risk is not well known.

M y aim today is to shed some light on this history through a little story about a character, a famous and slightly charming one, Giacomo Casanova. Casanova was born in Venice in 1725, and he died in Bohemia in 1798. The facts of his life come mainly from his multi-volume memoirs, published many years after he died from the pope. He sought fame and fortune by any means, building the Musée de l'Homme. By the time of Casanova's death, the museum had been lost. From antiquity to Al Capone, gamblers have been poor record keepers, and the story of how chance and the luck of the draw has confounded and weighed risk is not well known.

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Table 2. Frequency of Results, 1758–1834

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*(Figure 2: The 'wretched little book')*
This survey is made possible because my wretched little book includes a list of every major winning bet from 1797 to 1833, including all bets placed on a single draw. How much was bet? Well, the calculation of the number 23 is based upon an assumption that all 365 birthdays occur with equal frequency. But not only are these seasonal variations, there is also a weekend effect. Obstetricians avoid delivering on weekends and major holidays, and most school classes closed on the weekends. So there will be a duplication in a class of 23, more like a 70 percent chance. Just so, with the Loterie we can look to see how many times different draws on different days produced the same five numbers, possibly in a different order, or how many times they produced results with four numbers in agreement. The data also pass this test with flying colors—there were 233 pairs agreeing in four numbers, and there was just one pair of draws in agreement in five numbers, both with expectations from a fair draw. The data pass several other tests as well, such as looking for serial dependence or for bias in regional Loterie drawings. The conclusion is that I can pronounce the Loterie fair—remarkably fair, in fact. And there are two significant consequences of this conclusion.

The first is a simple observation: This is evidence that groups of people are sensitive to even very small differences in probabilities when the stakes are high. It is very easy, even in the modern age, for an important and highly visible lottery to be demonstrably less than a fair lottery. What was the case with the French Loterie? But well before the development of refined statistical measures, the French Loterie achieved a high standard of fairness, disciplined only by close public scrutiny. The king had a high stake in the fairness because the gamblers had much to gain if they discovered any bias, and the results show how well this combination of interests succeeded in accomplishing an unusually good result. "Rational choice may be a recent topic for study in econom-
ics, but it has been practiced for centuries."

The second consequence is more subtle. Let me introduce it by asking a question: How might we learn about the characteris-
tics of the gamblers in a lottery today, say, the Illinois Lottery? When tickets are sold, the only record that is kept is the fact of the sale and the numbers 1 to 26), and an entrepreneur who had dabbled in the Loterie.

The second consequence is more subtle. Let me introduce it by asking a question: How might we learn about the characteristics of the gamblers in a lottery today, say, the Illinois Lottery? When tickets are sold, the only record that is kept is the fact of the sale and the numbers chosen by the gamblers? The answer is, all over France, from small towns and large cities. Still, Paris was the center of activity: 43 percent of the bets were placed in Parisian sales offices, this at a time when Paris was home to less than 4 percent of the population of France. At that time, France was predominantly agricultur-
al, with slightly over 7 percent of the citizens of France residing in towns of popu-
lation 25,000 or greater. Thirty-seven percent of this urban population was in Paris. This means that the bets on the Loterie may not have been far from being uniformly distributed across the urban population of France at that time. With small bets spread broadly over the nation's urban population, the appeal of the Loterie seems to have been widespread in the cities.

There is one major question remaining. Why was the Loterie permanently sus-
pended in May of 1836? It had been a phenomenal success. The only year it did not make a net profit for the state was 1814, when every army in Europe was crossing France. In that year, the Paris drawings continued, but most other offices were closed for a few months and the office in Brussels moved permanently to Lille, since Brussels was no longer part of France. That year, the cost of administration over-
ran proceeds, and the Loterie lost a third of a million francs, but the net profit over the first quarter of the nineteenth century was generally ten million or more per year.

True, there were voices through the 1820s accusing the Loterie of being a moral scourge upon the nation, that it took money from those least able to pay, for hopes that were false in ways they could never understand. Indeed there was a long tradition to such sentiments. Already in 1776, Adam Smith had written in The Wealth of Na-
tions, "That the chance of gain is naturally overvalued, we may infer from the uni-
versal success of lotteries." Smith did not suggest this tendency to overvalue was lim-
ited to any particular economic class, but later writers thought the poor were espe-
cially susceptible.

In 1819, Pierre Simon Laplace, one of the architects of the modern theory of prob-
ability, rose to address a governmental council. In that year the French finan-
ces were in excellent shape, and he urged the members to take advantage of the moment of diminished need and abolish the Loterie. Laplace argued, "The poor, excited by the desire for a better life and seduced by hopes whose unlikelihood is is beyond their capacity to appreciate, take to this game as if it were a necessity. They are attracted to the combinations that promise the greatest benefit, the same that we see are the least favorable to them."

He further argued, anticipating Quetelet's idea of social determinism, that the tax was not really voluntary, as was generally believed: "One doubt," he stated, "it is voluntary for each individual, but for the set of all individuals it is a necessity, just as their marriages, births, and all sorts of variable effects are necessary, and nearly the same each year when their number is large, just as the revenues from the Loterie are constant as is agricultural production."

And he further claimed that the state's annual net profit of 10 to 12 million was offset by a hidden tax upon the poor of 40 to 50 million per year in lost investment. Many others spoke in similarly colored terms. In 1832, one French attorney wrote that "each day it becomes more urgent to put an end to thisidious exploitation of the credulity and misery of the people."

Was, then, the suspension of the Loterie in 1836 simply the result of a moral reawakening in France? N, I have to believe that in this one matter Adam Smith was wrong, that in all of these lotteries the true odds were widely known (even widely advertised) to all levels of society, and the hypothesis that their practical implications were misunderstood despite the years of active observation is untenable. But even if you accept the arguments that were presented by Smith and Laplace and others, the question remains: Those voices had

Table 3. Betters' Numbers

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The Loterie survived the revolution, but by France. According to my wretched little
in some German cities, in Vienna, and in odds bets) was never widely adopted inter-
and guaranteed fixed payoffs even for long-
demise. Became dated, contributed to the Loterie's
became tired of the Loterie, the arguments
about 25 percent. In the regional Loteries
three-quarters of a century, with a brief
itself on the 1830s. From 1810 to 1830 the
office for each drawing, and this average
The Loterie also serves as an example of
probabilistic reasoning; it was obvious to Casanova even if it
doubt contributed to that knowledge; it
It is a survey that is very much with
Attachment—was obvious to Casanova even if it
The great growth in France in the publication of
textbooks and treatises on probability dates from
1780s. The persistent demand for
during rule. The Loterie prospered with the increasingly gen-
knowledge of probability and without
today you reed of a cook or professor winning a hundred million
dollars in the Powerball Lottery, do not
simply think of that cook or professor as a
very lucky person. Rather, you are observ-
ing the latest scientific random selection in a
survey that dates back nearly 250 years, a
survey with a remarkably high cost per
observation. And think of Casanova.

About the Lecturer
Stephen M. Stigler is the Ernest DeWitt Burton Distinguished Service Professor in the Department of Statistics, the Commit-
tee on Conceptual and Historical Studies of Science, and the College.
He earned his B.A. at Carleton College in 1963 and his Ph.D. from the University of California, Berkeley, in 1967. He served on the faculty of the University of Wiscon-
sin at Madison before coming to the Uni-
versity of Chicago in 1979. He served as
chair of the Department of Statistics from
Stigler is an expert on the history of statistics, particularly the implications of problems in the natural and social sciences for the development of statistical methods.
His publications include The History of Statistics: The Measurement of Uncertainty before 1900 (1986) and Statistics on the Table: The History of Statistical Concepts and M ethos (1999), as well as numerous scientific articles.
Stigler is currently president-elect of the International Statistical Institute; he will
serve as president of the institute from
2003 to 2005. In addition, he is a fellow of
the American Academy of Arts and Sci-
ences.

The Nora and Edward Ryerson
Lectures
The Nora and Edward Ryerson Lectures were established by the Trustees of the University in December 1972. They are intended to give a member of the faculty the
opportunity each year to lecture to an audi-
cence from the entire University on a signifi-
cant aspect of his or her research or study.
The President of the University appoints the lecturer on the recommendation of a
faculty committee, which solicits individual
nominations from each member of the facul-
ty during the Winter Quarter preceding the academic year for which the appoint-
ment is made.

Previous Ryerson Lecturers
1973–74
John Hope Franklin
“The Historian and Public Policy”
1974–75
Subrahmanyan Chandrasekhar
“Shakespeare, Newton, and Beethoven: Patterns of Creativity”
1975–76
Philip B. Kurland
“The Private I: Some Reflections on Privacy and the Constitution”
1976–77
Robert E. Streater
“WASP’s and Other Endangered Species”
1977–78
Albert Domar, M. D.
“A Survey Without Questions and Questions Without Answers”
1978–79
Stephen Toulmin
“The Inwardness of Mental Life”
1979–80
Erica Reiner
“Thirty Pieces of Silver”
1980–81
James M. Gustafson
“Say Something Theological!”
1981–82
Saunders Mc Lane
“Proof, Truth, and Confusion”
1982–83
George J. Stigler
“Laissez Faire L’état”
1983–84
Karl J. Weintraub
“... with a long sense of time...”
1984–85
James S. Coleman
“Schools, Families, and Children”
1985–86
John A. Simpson
“To Explore and Discover”
1986–87
Wayne C. Booth
“The Idea of a University as Seen by a Rhetorician”
1987–88
Janet D. Rowley
“Finding Order in Chaos”
1988–89
Gary S. Becker
“An uman Capital Revisited”
1989–90
James W. Cronin
“What Does a High-Energy Physicist Really Do?”
1990–91
Stuart M. Tave
“Words, Universities, and Other Odd Mixtures”
1991–92
Marshall Sahlins
“Goodbye to Tristes Tropes: Ethnography in the Context of Modern World History”
1992–93
Philip Gossett
“Knowing the Score: Italian Opera as Work and Play”
1993–94
William Julius Wilson
“Crisis and Challenge: Race and the New Urban Poverty”
1994–95
Wendy Doniger
“Myths and Methods in the Dark”
1995–96
Cass R. Sunstein
“Constitutional Myths and M-King: Lessons from the Red Scott Case”
1996–97
Eugene N. Parker
“Probing Space through Measurements and Measurements on Your Porch”
1997–98
Bernard Roszman
“Hepatitis and Sensibility: Phenomenes, Social Dynamics, and the Control of Fertility and Disease”
2001–02
Susanne Hoeber Rudolph and Lloyd L. Rudolph
“Engaging Subjective Knowledge: Narratives of and by the Self in the Mar Singh Diary”
Faculty Appointments and Promotions

Appointments

January 1, 2002, through January 1, 2003

Richard Baran, Professor, Radiology
Albert Benedek, Professor, Pathology
Philip G. Berger, Professor, Graduate School of Business
Bruce A. Buffet, Professor, Geophysical Sciences and the College
Cathy Cohen, Professor, Political Science and the College
Bernard G. Ewigman, Professor, Family Medicine
Richard G. Felester, Professor, Surgery
John Mark K. Hansen, Professor, Political Science and the College
Bernard H. Harcourt, Professor, Law School
Young-Kei Kim, Professor, Physics, Enrico Fermi Institute, and the College
Michael J. Kremer, Professor, Philosophy
Gil J. Stein, Professor, Oriental Institute, Near Eastern Languages & Civilizations, and the College
Susan L. Burns, Assistant Professor, History and the College
Robert Chaskin, Associate Professor, School of Social Service Administration
Anita S. Cheng, Associate Professor, Surgery
Elisabeth S. Clemens, Associate Professor, Sociology and the College
Shahor Koida, Associate Professor, Biochemistry & Molecula Biology
Mark W. Lingan, Associate Professor, Pathology
Mary K. Maret, Associate Professor, Radiation & Cellular Oncology
J. Eric Oliver, Associate Professor, Political Science and the College
Stephan Palmie, Associate Professor, Anthropology and the College
Jaishankar Raman, Associate Professor, Surgery
John H. Reppy, Associate Professor, Computer Science and the College
Annie Rogers, Associate Professor, Computer Science and the College
Clara Abraham, Assistant Professor, Medicine
Douglas Cole, Assistant Professor, Radiology
Qi-Ling Cao, Assistant Professor, Pediatrics
Shelley D. Clark, Assistant Professor, Statistics and the College
Alessandro Fichera, Assistant Professor, Surgery
Keshia Fikes, Assistant Professor, Anthropology and the College
Robert Bruce Findler, Assistant Professor, Computer Science and the College
Ariel Fishbach, Assistant Professor, Graduate School of Business
M aria Fuso, Assistant Professor, History and the College
Anastasia G. Annakdidou, Assistant Professor, Linguistics and the College
Illya A. Grubberg, Assistant Professor, Physics, James Franck Institute, and the College
Jeffrey Grynavski, Assistant Professor, Political Science and the College
David M. Gustin, Assistant Professor, Medicine
E dina E. Hafez, Assistant Professor, Organismal Biology & Anatomy
Stephan P. Harvey, Assistant Professor, Oriental Institute, Near Eastern Languages & Civilizations, and the College
Nicolas C. Hatzopoulos, Assistant Professor, Organismal Biology & Anatomy
Chuan He, Assistant Professor, Chemistry and the College
Elizabeth Holper, Assistant Professor, Medicine
Robert Höft, Assistant Professor, Pathology
Christopher Johnson, Assistant Professor, Committee on Human Development and the College
Chien-Ming Kao, Assistant Professor, Radiology
Antony Kim, Assistant Professor, Medicine
Augustin Landier, Assistant Professor, Graduate School of Business
Royce Lee, Assistant Professor, Psychiatry
Slavik Lapshin, Assistant Professor, Obstetrics & Gynecology
H anno Lustig, Assistant Professor, Economics and the College
Charles J. M. Marzouk, Assistant Professor, Pediatrics
Jill M. Mates, Assistant Professor, Committee on Human Development and the College
David M. Mazzetti, Assistant Professor, Chemistry, James Franck Institute, and the College
Virginia L. Parks, Assistant Professor, School of Social Service Administration
S yntje L. Peacock, Assistant Professor, Geophysical Sciences
Ginger L. Pennington, Assistant Professor, Graduate School of Business
Cynthia L. Pickett, Assistant Professor, Psychology and the College
Evgeny Pinelipienko, Assistant Professor, Molecula Biology & Celi Biology
Clenent L. S. Pryke, Assistant Professor, Astronomy & Astrophysics and Enrico Fermi Institute
Tahera Qubadiin, Assistant Professor, Near Eastern Languages & Civilizations and the College
Suresh Ramamohan, Assistant Professor, Graduate School of Business
Luis Rayo, Assistant Professor, Graduate School of Business
Valerie Ritter, Assistant Professor, South Asian Languages & Civilizations and the College
Urs C. Schmidt-Ott, Assistant Professor, Organismal Biology & Anatomy
Joanne P. Starr, Assistant Professor, Surgery
Lior Shafirlevitch, Assistant Professor, Law School
Bailal Szentes, Assistant Professor, Economics and the College
Breti T. Vassallo, Assistant Professor, Obstetrics & Gynecology
Eric J. Vigoda, Assistant Professor, Computer Science and the College
Stephen G. Weber, Assistant Professor, Medicine
Christopher E. Woods, Assistant Professor, Orient. Institute, Near Eastern Languages & Civilizations, and the College
Bali Karthar Yamin, Assistant Professor, Surgery
Zarena A. Aslam, Collegiate Assistant Professor, College
Katherine Laura Bier, Collegiate Assistant Professor, College
Paul B. Cherner, Collegiate Assistant Professor, College
Christopher Greenwald, Collegiate Assistant Professor, College
Benjamin Lazer, Collegiate Assistant Professor, College
Sarah Helen M. Arquardt, Collegiate Assistant Professor, College
Wallace M. Ichael M. Illner, Collegiate Assistant Professor, College
Steven E. Rowe, Collegiate Assistant Professor, College
M. I. Ackert, Instructor, Mathematics and the College
M. aximino Aldana-Gonzalez, Instructor, Mathematics and the College
Dmitri A. Rinkin, Instructor, Mathematics and the College
Daniel Bic, Instructor, Mathematics and the College
Eva Cohen, Instructor, Medicine
Nicole Clare Couture, Instructor, Division of the Social Sciences
Laura De M arco, Instructor, Mathematics and the College
Ezra Cohen, Instructor, Medicine
Anastasia Giannakidou, Assistant Professor, Linguistics and the College
Geoffrey Christopher Hruska, Instructor, Mathematics and the College
Eduard-Andreas Kii, Instructor, Mathematics and the College
Patrick J. La Rive, Instructor, Radiology
M ara Lewicka, Instructor, Mathematics and the College
M ichael M. McCloskey, Instructor, Psychiatry
Gina E. M. Iranda, Instructor, School of Social Service Administration
Roman M. Munchik, Instructor, Mathematics and the College
Plamen Penchev, Instructor, Medicine
Imran Raus, Instructor, Graduate School of Business
Michael W. Roe, Instructor, Medicine

Promotions

January 1, 2002, through January 1, 2003

John L. Averley, Associate Professor to Professor, Surgery
David George Grier, Associate Professor to Professor, Physics, James Franck Institute, Institute for Biophysical Dynamics, and the College
Jonathan M. Hall, Associate Professor to Professor, History, Classical Languages & Literatures, and the College
Dorothy H. Aron, Associate Professor to Professor, Medicine
Valiuvan J. Jarmandard, Associate Professor to Professor, Surgery
M cathap Keapstein, Associate Professor to Professor, South Asian Languages & Civilizations, Divinity School, and the College
Boaz Keyser, Associate Professor to Professor, Psychology, and the College
Karen Landahl, Associate Professor to Professor, Linguistics
Edward F. Lawlor, Associate Professor to Professor, School of Social Service Administration and Irving B. Harris Graduate School of Public Policy Studies
William L. M. Lao, Associate Professor to Professor, Pediatrics
J. Michael M. Illner, Associate Professor to Professor, Surgery
Deborah J. Nelson, Associate Professor to Professor, Neurobiology, Pharmacology, & Physiology, and Committees on Cell Physiology and Pharmacology
Oulunnumiilo O. Lopade, Associate Professor to Professor, Medicine
Njambi Patel, Associate Professor to Professor, Organismal Biology & Anatomy and Committees on Developmental Biology, Genetics, Neurobiology, and Evolutionary Biology
Mitchell C. Ponsor, Associate Professor to Professor, Surgery
David B. Rawley, Associate Professor to Professor, Geophysical Sciences
Judith Zettlin, Associate Professor to Professor, East Asian Languages & Civilizations
Douglas G. Lichtman, Assistant Professor to Professor, Law School
Philip Ashton-Rickardt, Assistant Professor to Professor, Pathology, Committees on Immunology and Developmental Biology, Ben May Institute for Cancer Research, Gwen Knapp Center for Lupus and Immunology Research, and the College
Rachel Barney, Assistant Professor to Associate Professor, Philosophy and the College
University Disciplinary Actions: 2001–02
By Stephen P. Klass, Vice-President and Dean of Students in the University

November 19, 2002

Students sent before disciplinary committees, 1991–2002

<table>
<thead>
<tr>
<th>Year</th>
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<td>3.64</td>
<td>5.00</td>
<td>3.64</td>
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The Office of the Vice-President and Dean of Students in the University has been asked by the Council of the University Senate to report each year on matters pertaining to the University disciplinary legislation enacted by the council on May 23, 1970, and amended on June 8, 1976.

I am again happy to report that no University disciplinary committee was required to meet during the 2001–02 academic year.

This office also reports to the council on disciplinary matters that have occurred in the various academic units during the year. In 2001–02, area disciplinary committees were convened on twenty-seven occasions to act on matters involving twenty-seven students.

Ten hearings were held in the College. One of these hearings was an appeal from a student who was removed from the Housatonic System. The decision to remove this student from the Housatonic System was overturned by the College disciplinary committee. Five of the other hearings involved charges of plagiarism. In one case, the student was placed on probation until the end of studies in the College. A student charged with identity theft received a suspension for three quarters. Finally, a student charged with assaulting another student was placed on informal probation through graduation.

Fourteen hearings were convened in the Graduate School of Business. Five separate cases involved students charged with misrepresentation of credentials. In three of these five cases, the students were expelled.

One student requested a review of the decision, and the review committee reduced the sanction from expulsion to a three-quarter suspension. In another case, the student was placed on probation for the remainder of his studies at the GSB. The last student charged with misrepresentation of credentials received a nine-quarter suspension.

Five other Graduate School of Business cases involved academic infractions. No action was recommended against two students who were charged with collaboration on an examination because the committee did not find sufficient grounds to impose a sanction. A student who was charged with having another person take final examinations was suspended. In another case, a student charged with cheating received a suspension that was immediately suspended. A final case involving a student charged with cheating resulted in a sanction of a one-quarter suspension.

The last four Graduate School of Business hearings involved conduct violations. A student charged with making racist remarks received the sanction of a one-quarter suspension. The other student involved in the same incident was charged with inappropriate response to the remarks made and was placed on probation through graduation. The student who was suspended in this case was subsequently brought before the disciplinary committee for a second time for violation of the suspension and received a one-quarter suspension, which was immediately suspended. A student charged with violation of the Graduate School of Business’s standards of scholarship and professionalism received the sanction of a two-quarter suspension. This sanction was upheld on review.

In the Law School, two hearings were convened for academic infractions. In both cases, the students were suspended for three quarters. One student requested a review of the committee decision and the sanction was upheld on review.

In the Irving B. Harris Graduate School of Public Policy Studies, one student was expelled for misrepresentation of credentials. The sanction was upheld on review.
Report of the Panel on Sexual Harassment for 2000-01

April 22, 2003

The Policy and Procedures concerning Sexual Harassment (adopted by the Council of the University Senate, May 8, 1990) require that an annual report be made to the Council (1) describing the University’s program to prevent sexual harassment and (2) reviewing the incidents brought to the attention of the Sexual Harassment Complaint Advisors or the Panel on Sexual Harassment. This report is for the 2000-01 academic year.

Prevention and Education

The Sexual Harassment Complaint Advisors and Assistant Provost offered presentations on the subject of sexual harassment to groups of faculty, students, and staff. Fall orientation programs for entering graduate students, tutors, and teaching assistants were the primary audience. Many former Complaint Advisors gave presentations to their own units or groups of former veterans. Rotating individuals have been appointed as Complaint Advisors to give presentations to students in their own units. Instances of sexual harassment at the University occasionally do arise, and the students and employees who speak with Complaint Advisors seem reasonably well informed about the issues and their rights.

A female staff member with an administrative post. Upon learning of the complaint, the Provost’s Office investigation into the sexual harassment claim was opened and the accused employee was coached on how to convey to him her wish to continue as his supervisee but that his attentions were unwanted. She did, and he agreed to conduct himself professionally in the future.

Formal and Informal “Cases”

Formal

This year one formal complaint was brought before the Sexual Harassment Panel. Two female staff members discovered that their supervisor had sexually harassed them. The complaint was also appointed a committee to conduct a ten-year review of the University’s policy on sexual harassment. The Complaint Advisors have been an important source of information for the Committee, providing insight into trends in accessing the informal procedures over the past decade and making recommendations for policy improvements.

Informal

Ten incidents involved administrative intervention. A female junior faculty member complained to her Chair that a male junior faculty member had repeatedly made sexual overtures to her, and her Chair agreed to avoid her in the future. No further complaints have been reported.

A female graduate student complained that a male junior faculty member had repeatedly made sexually suggestive comments to her, compliments her, and told her in private details of his life. She was coached on how to convey to him her wish to continue as his supervisee but that his attentions were unwanted. She did, and he agreed to conduct himself professionally in the future.

A female administrator told a Complaint Advisor her belief that the faculty member had repeatedly made sexually suggestive comments to her, and her Chair agreed to conduct himself appropriately in the future. The Chair made a general announcement at a departmental meeting that sexual harassment and retaliation would not be tolerated.

There have been no further complaints.

A female graduate student complained that a male junior faculty member had repeatedly made sexually suggestive comments to her, compliments her, and told her in private details of his life. She was coached on how to convey to him her wish to continue as his supervisee but that his attentions were unwanted. She did, and he agreed to conduct himself professionally in the future.

Of the twelve contacts, four were made by or on behalf of individuals who had been sexually assaulted; two students, one staff, and one unknown. Students were advised to contact the Sexual Harassment on Call, and all four women were advised to access appropriate counseling resources and notify the University Police. There were four inquiries by individuals who should advise about the University’s policy on consensual relations. The remaining contacts involved complaints of non-sexual harassment, the possible misuse of the University’s electronic technology, and a question about supervisory obligations to address complaints brought by subordinates.

Members of the Panel on Sexual Harassment, 2000-01

Anne Robertson, Chair

M. Andrew Rosen

Michael Stein

Gabriel Rhoads, Student Ombudsperson

Anees Ali, Assistant Provost, ex officio
Report of the Panel on Sexual Harassment for 2001-02

April 22, 2003

The Policy and Procedures concerning Sexual Harassment (adopted by the Council of the University Senate, May 1980, and revised on February 12, 2002) require that an annual report be made to the council (1) describing the University’s program to prevent sexual harassment and (2) reviewing the incidents brought to the attention of the Sexual Harassment Complaint Advisors or the Panel on Sexual Harassment. This is the report for the academic year 2001-02.

Prevention and Education
The Sexual Harassment Complaint Advisors and Assistant Provost offered presentations on the subject of sexual harassment to groups of faculty, students, and staff. Fall orientation programs for entering graduate students, tutors, and teaching assistants were the customary audiences. Many former Complaint Advisors gave presentations to students in their own units. Instances of sexual harassment at the University occasionally do arise, and the students and employees who speak with Complaint Advisors seem reasonably well informed about the issues and their rights.

Former Complaint Advisors continued to give additional presentations, primarily to students. Veteran advisors continue to benefit the University community long after their two-year terms expire. Often they are the first point of contact when individuals in their units have concerns about sexual harassment issues.

The pamphlet, Sexual Harassment: What We Can Do, was updated to indicate the names and telephone numbers of the new and continuing Complaint Advisors, and to include the Web addresses of the electronic versions of the pamphlet and the full University policy on sexual harassment. In addition to distributing the brochure to all students and to faculty with a memo from the Provost, the pamphlet is distributed to new staff as part of employee orientation and at sexual harassment workshops that are sponsored by University Human Resources Management (UHRM). The Complaint Advisors welcome suggestions about improving and handling of sexual harassment matters.

Complaint Advisors met monthly, discussing ways to serve the increasingly diverse University community. By sharing strategies that have helped resolve problematic situations, they benefit from each other’s experiences. Invited speakers included the Student Ombuds-person, a representative from the Office of Legal Counsel, the Coordinator of the Sexual Assault Dean-on-Call Program, representatives from the Student Counseling and Resource Service (SCRS) and Resources for Violence Prevention (RSVP), who shared their perspectives and expertise with the Complaint Advisors. New Complaint Advisors began their terms in the Spring Quarter, allowing for a four-month training period before their official listing as a University resource.

On February 12, 2002, the Council of the University Senate adopted revisions to the University’s sexual harassment policy. The most noteworthy items in the review committee’s report were the success of the informal complaint procedures of which the Complaint Advisors are a vital part and the inclusion of “hostile environment” in the University’s definition of sexual harassment. The report also recommended an assessment of the educational component of the University’s program for the prevention of sexual harassment.

Formal and Informal “Cases”

Formal
This year five formal complaints were brought before the Sexual Harassment Panel. A student in University housing complained that another student in housing had made unwanted sexual advances on her and another woman in the house. She also complained of his threatening behavior, including entering her room without permission. She was advised to pursue a formal hearing for her complaint, which she did. There were no further complaints.

There were four cases in which a University staff member was accused of repeated verbal and physical sexual advances, as well as threatening statements and other inappropriate conduct. In three cases the employees were suspended pending an investigation by UHRM’s Office of Employee Labor Relations. (One person was not suspended during the period of investigation.) In all four cases, the charges were found to have merit. Two individuals were given notices of corrective action with specific warning of discharge, and the other two individuals were discharged.

Informal
Four incidents involved administrative intervention.

In the first case a female staff member complained that her male co-worker had used her computer to send extremely vulgar messages to his supervisor. The administrator’s investigation supported the allegation, although the employee denied any wrongdoing. The employee was issued a notice of corrective action and given particular instructions not to retaliate against the complaining party.

In the second case, a graduate student complained that she had been the victim of continuing harassment. She was referred to the Sexual Violence Prevention office for the prior lodging of a false sexual harassment complaint. Two contacts were complaints of harassment (not sexual harassment). One individual needed help writing a letter conveying that the attention of a fellow student/co-worker would be unwelcome. The other two contacts were third-party inquiries about non-University resources for sexual harassment prevention and the consensual relations policy of an affiliated employer.

Members of the Panel on Sexual Harassment, 2001-02

Kathleen Conzen, Chair
M arsha Rosner
M ichael Stein
N oor-Aiman Khan, Student Ombuds-person, ex officio
Aneesah Ali, Assistant Provost, ex officio

Questions and Related Matters

Six inquiries were received.

Four former and current students, administrators, faculty, and staff contacted Complaint Advisors and the Assistant Provost about other matters. Typically, advice on next steps or approval of past efforts—rather than intervention—was sought and provided, and the individuals decided to proceed independently. Such conversations often help the individual examine the situation, weigh the alternatives, and decide on a course of action that brings the problem to a satisfactory resolution. Further assistance from the Complaint Advisors and the University is always available if a problem persists or resurfaces.

Of the six contacts, one was an apology for the prior lodging of a false sexual harassment complaint. Two contacts were complaints of harassment (not sexual harassment). One individual needed help writing a letter conveying that the attention of a fellow student/co-worker would be unwelcome. The other two contacts were third-party inquiries about non-University resources for sexual harassment prevention and the consensual relations policy of an affiliated employer.

Noor-Aiman Khan, Student Ombuds-person, ex officio
place thought.

As the title of his book would suggest, it is this concept of experience that Dewey would make the center of the field of aesthetics. "Art as Experience," published in 1934, that implicitly, and then explicitly, imagines art and the experience of art as an essential response to social crises—indeed, as a mode of apprehending crisis and the depths of its ramifications in our psychic and social lives. It is on the grounds of that work that I'm fool enough to want to imagine with you how learning comes to be experienced, in more ways than one, among more people and filmed, and reading more poetry can save us from our specialistic selves, on the one hand, and, on the other, animates a creative intelligence that will disrupt the conceptual blockade we confront in the papers every day. Dewey actually appropriates Plato's commitment to censoring poetry and music, for instance, just as he appreciates the regulation of the content of religious art ordained by the Council of Nicaea, because these clearly mark the social and political influence that the arts once had. In consequence, he recognizes the "isolation of art" as a symptom of the "incoherence" of modern American civilization. Nonetheless, rather than waxing nostalgic and arguing on behalf of some new organic role for art, he points out that art "thrive on resistance and conflict." Moreover, he goes on to describe a theory of art in which aesthetic art is "the most direct and integral" organ of instruction. Art instructs—it educates—not only by changing the propensities of eye and ear as media of perception, nor simply by challenging the dominant mode of narrating events...not simply, even, by incorporating reflective intelligence within a moment of impulsive feeling. The point, rather, is that art teaches us what is missing from everyday life, what we ourselves have missed, and what will continue to be missed until our anesthetizing habits of feeling and thought are displaced by the aesthetic adventure of thinking.

Bill Brown is the George M. Pullman Professor in the Department of English Language & Literature, Committee on the History of Culture, and the College. He delivered the conversation address, "Art as Education."
The 472nd Convocation Address: “Intellectual Breadth and Responsible Leadership”

By Daphne Preuss

I am very pleased to congratulate you on your accomplishments at the University of Chicago. You have explored the foundations of knowledge and in doing so have expanded your vision. By immersing yourself in the traditions of this outstanding institution, you have learned to reflect, to communicate, and to motivate. You have studied the achievements of the past, and have been trained to ask questions, to identify assumptions, and to challenge conclusions. You can now see a future that is filled with opportunity. You have not only honed your intellectual capabilities; your experiences at this university have given you a unique perspective on the world. You now rank among those most able to assimilate the events of our time and to navigate a morass of competing interests. Congratulations on a job well done!

The world today is very different from the world in which we began our studies at the University of Chicago. On a day of celebration, I hesitate to mention the crises at hand; yet it would be remiss if we did not recognize their impact on us and the world we are leaving behind. These troubles have already had an impact on you. They are defining events that will become part of your history; most likely they have altered your view of the future. I want to impress upon you that the unique intellectual breadth that the University of Chicago fully equips you to deal with these challenges. This education also places upon you a special responsibility. Society will look to you for responsible leadership. This ceremony symbolizes an inflection point; starting today, we all need your help to build a better future.

How can we feel optimistic about the coming years when so much seems to be collapsing around us? We are in the midst of a war that is so contentious that it has disrupted the world, and the United Nations. The issues were so complex that it was essential to draw upon the strong foundation of the ethical constructs of human society, mediate disparate views, considers a range of possible outcomes, and chooses a course of action that is in the public interest. The pharmaceutical and agricultural industries are now a focus for the responsible leadership we so desperately need. Your intellectual training will serve you as well as you navigate the future—whether you consider the challenges at hand, or those not yet upon us, that future will call upon individuals with the intellectual capacity to make wise decisions and the moral fortitude to put them into action.

If how does one make the transition from student to leader? Is it necessary to have a career in politics or law, or to have authority at a national level? Clearly, many University of Chicago graduates have achieved high levels of recognition, becoming attorney generals, judges, senators, university presidents, CEOs, distinguished authors, artists, and Nobel laureates. Some of you are undoubtedly individuals who will reach that level of fame. Yet I am convinced that leadership does not always arise from those in positions of power and influence. The anthropologist Margaret Mead often said, “I never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed it is the only thing that ever has.” We find many examples of social changes that were initiated by individuals who communicated a message with tireless determination, or technological changes that began with an individual who had an idea and then proceeded to capture the imagination of others. Regardless of the medium, regardless of your level of power, it is crucial that you remember that your family, your associates, your community, and our society will look to you for leadership. They will rely on you to inform them about the intellectual breadth and on your capacity for analytical thinking to guide their decisions. This leadership role is very real; graduating from this institution has placed upon you a major responsibility. You understand what it means to be a leader. You can choose to embrace those duties with an attitude of responsibility. When I consider you, your achievements, and your potential, I see a future full of promise. Thank you very much, and congratulations!

Daphne Preuss is Professor in the Department of Molecular Genetics & Cell Biology, Committee on Genetics, Howard Hughes Medical Institute, Institute for Bio-physical Dynamics, and the College.

Summary

The 472nd Convocation was held on Friday, March 21, 2003, in Rockefeller Memorial Chapel. D. Michael Randal, President of the University, presided.

In addition to the University’s 51st Ph.D., 8 Bachelor of Fine Arts in the Division of the Humanities, 1 Master of Fine Arts in the Division of the Humanities, 20 Master of
Science in the Division of the Physical Sciences, 24 Master of Arts in the Division of the Social Sciences, 377 Master of Business Administration in the Graduate School of Business, 1 Master of Arts in the Divinity School, 1 Master of Divinity in the Divinity School, 2 Master of Liberal Arts in the William B. and Catherine V. Graham School of General Studies, 1 Master of Public Policy in the Irving B. Harris Graduate School of Public Policy Studies, 9 Doctor of Philosophy in the Division of the Biological Sciences and the Pritzker School of Medicine, 7 Doctor of Philosophy in the Division of the Humanities, 9 Doctor of Philosophy in the Division of the Physical Sciences, 16 Doctor of Philosophy in the Division of the Social Sciences, 1 Doctor of Philosophy in the Graduate School of Business, 4 Doctor of Philosophy in the Divinity School, and 1 Doctor of Philosophy in the School of Social Service Administration.

Daphne Preuss, Professor in the Department of Molecular Genetics & Cell Biology, Committee on Genetics, Howard Hughes Medical Institute, Institute for Biophysical Dynamics, and the College, delivered the convocation address, "Intellectual Breadth and Responsible Leadership."