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The Aims of Education Address

“Education at Odds”

By Kenneth W. Warren

The Aims of Education Address

September 20, 2007

I t is an honor, and it is also very daunting, to stand before you today to speak about the aims of education here at the University of Chicago. I will not attempt an introduction for this talk taken the time to read previous addresses by my colleagues, I can tell you that every one of them has been equally honored and must have felt likewise daunted or intimidated, which means that up to this point I’ve told you nothing new. Also like me, many of my predecessors have desired not only your attention but also a cash advance on your sympathy so that if you happen to get bored or bothered by what we have to say you’ll be more likely to say in turn, “Well it was a very difficult thing to do, so we shouldn’t be too hard on the poor speaker.”

Nonetheless you may be wondering about the “daunting” and “intimidating” part of this—that is, aside from the size of the audience gathered here, why shouldn’t I find this a bit easy? After all, everyone who has delivered this address has been someone who has spent her or his entire adult life involved in higher education in one way or another, so it would seem reasonable to expect an “Aims” speaker to be quite comfortable in this role if it’s just an exercise in describing what it is we do. But that’s not quite right, is it? Describing what you’re doing is not quite the same as describing what you are aiming at; the students who are going involved in higher education you might also be subjecting yourself to aims other than your own. So even if I were to redefine my task as something more manageable, say, speaking to you on the Aims of Teaching Literature, or the Aims of Teaching American Literature, or even the Aims of Teaching African American Literature, I would still fall short of the mark demanded here. To elaborate a bit, one way of describing what I do is to try to make students like you feel that, for the time being, the most important task facing you in this world is, say, trying to figure out how to interpret the final paragraph of Henry James’s novel, The American.

I would stress the importance of this task, not because it would help you get a better job or be hired by a better firm (as it would), not because it would somehow make you a better person (which it might, although I wouldn’t bet on it), and not because it would give you skills that you could apply to other tasks (although assuredly if you can read Henry James you do have some skills that will stand you in good stead elsewhere). No, my aim would be to have you devote yourself to producing the best understanding or best interpretation of that novel that you could.

But is that, I hope you are asking, aiming high enough? If that’s all I’m up to then, on this view, higher education might be best represented by a museum, or perhaps a brothel or a synod in which august professors deliberate on the most effective way to organize a curricular system, or make something closer to a summer art fair in which each professor stands within a booth displaying and extolling his/her wares, not caring if thousands of miles of railroad tracks are being laid to colonize popular imagination or if corporate rights, cronyism in the federal government, or overvalued real estate, court rulings in favor of the rich and powerful, or court rulings in favor of the poor speaker.”

There may be no way of talking about these matters without someone’s political gett.

So let’s review the score sheet: private wealth growing in both size and influence, overvalued real estate, court rulings in favor of corporate rights, cronyism in the federal government. That sounds like 1870, but it also may sound a bit like 2007. Indeed, according to some, it sounds exactly like 2007, and these critics have dubbed the period in which we’ve been living since the mid-1990s as the New Gilded Age. For example, ten years ago this fall, The Baffler magazine sponsored a national lecture and discussion series called “Business and the American Mind,” which included a session entitled “The New Gilded Age.” The Baffler’s announcement stated the following:

The defining feature of American culture in the 1990s is its reorganization around the needs of the corporation. While Americans have always been an industrial people, the industry during prosperous times, never before had business managed to colonize popular imagination to such a remarkable degree. From the showplanning of advertising to the pronouncements of pundits, from the exalted realm of orthodox academic economics to the common wisdom of the street; the market seems to have supplant politics, the office has become society, and the brand has been made an equivalent to human identity. As income disparities grow and the vicissitudes of the Dow eclipse the weather as smalltalk [sic] of choice, the only social justice anyone feels confident about is the threat of a corporation to the agency of personal comput- ers—office machines. Not only is the business of America business, its end of art is likewise too.

Echoing The Baffler, Paul Krugman, an economist and columnist for The New York Times, remarked on the increase in income inequality that characterizes both Gilded Ages, noting, “Well, in at least one respect, everything old is new again. Income inequality—which began rising at the same time corporate rights, cronyism in the federal government—power is now fully back to Gilded Age levels.” But I should pause here to note that if we are to consider the phrase “incorporation of America” as making explicit something that has been implicit in my comments and examples so far, namely the inescapably “political” dimension of any discussion about the role of wealth in shaping the affairs of the nation, Krugman observes that the late Milton Friedman, one of this university’s many No- bel laureates, and Grover Norquist, architect of the Bush administration’s tax cutting policies, “have portrayed the Gilded Age as a golden age, dismissing talk of the era’s injustice and cruelty as a left-wing myth.”

In the article from which I have been quoting, Krugman also mentions one Gilded Age figure for the purpose of comparison with today’s economic moguls. That figure is John D. Rockefeller, who was an oil magnate and one of the richest men in the United States in 1890, and, more to the point, also the University of Chicago’s founder, whose memory is honored by the name of this chapel in which we are gathered today—a chapel that stands, as a testament to the belief that learning, faith, and money need not be at odds with one another. I won’t have the opportunity in the time allotted to me today to remark on the relationship of learning to faith, a topic very much on the mind of many at the present moment and very much worthy of some lengthy consideration. Instead I’ll have to content myself with Rockefeller’s hope that great wealth could serve great learning.

Indeed it was Rockefeller, in his time. Other very rich men, including Leland Stanford, who founded Stanford University in 1891 with wealth amassed largely through his founding of the Central Pacific Railroad Company, and Andrew Carnegie, who founded Carnegie Mellon University in 1900, did not make the same mistake that Rockefeller made. Pittsburgh Steel, believed that wealth might find its true realization in great institutions of learning. Taking these men together, one could say that their lives illustrate that the private aims of the private accumulation of wealth was to create institutions to serve the larger good. To be sure, these men had to devote considerable time at the front end of their lives to the business of accumulation, which was often a nasty affair, requiring on occasion the bankrupting or stifling of one’s competitors, the sweating of one’s workers, or the expropriation of the property of those less wealthy or profitable than oneself. It was not for nothing that Rockefeller, Stanford, and these others were known as robber barons. But if at the end of the day, one could see a historical sense of purpose in the South Side of Chicago, tricked out in impressive Gothic architecture, that had, in the span of only a decade, come to be known as the University of Chicago, and of higher education in the world, well, then, you just might be able to call your accounts. But I must confess that I don’t consider that Rockefeller’s philanthropic efforts went well beyond the University of Chicago and included, among other things,
helping to found Spelman College for African American women—maybe you could even come out a little ahead. So the aim of the private accumulation of great wealth is to create institutions, like this one—that is, institutions that serve the public good.1 This isn’t just at the end or aim of the education offered in an institution like this one is to serve the larger good. So, there you have it: The aim of education is to serve the larger good. Period. End of story. I could probably drop in the University’s motto at this juncture, *“Let knowledge grow from more to more; and so be human life enriched,”* and take a bow, and we could all be on our way, with me not even halfway through the time I’ve been allotted. This is the kind of efficiency that might have made old Rockefeller himself proud.

In truth, I’d love to stop here, but something won’t let me apply the brakes. And that something happens to be this notion of “the greater good.” Just what is it, and how is it to be reckoned? Is it a simple numerical calculation? If not, who gets to determine it? These questions are particularly pertinent given that one assumption these men made in constructing their argument is only a little more by way of context. The monument of modern philanthropy itself were not produced ab ovo from the minds of these titans themselves. Rather, these philanthropic ventures were at least in part responses to the fact that the unprecedented growth of the new economy of the Gilded Age had also produced significant immiserization among the workers, many of whom did indeed believe that there might be a viable alternative to the capitalist order that was in the process of securing its dominance. Carnegie, in composing *Wealth,* was writing explicitly against the doctrines of socialism and communism and the fear that these ideas might find adherents not only among the working classes but also among the educated classes. Second, as attested to by the number of authors during the first Gilded Age who noted the mesmerizing appeal of accumulation for the sake of accumulation, these efforts were occurring at a moment when, in the eyes of many observers, the American genius of making lots of money had not demonstrated its capacity to produce topflight intellects. It must be admitted, rather naively, that Christopher Newman’s sole aim in life had been to make money; what he had been placed in the world for was, to his own perception, simply to wrest a fortune, the bigger the better, from defiant exception, simply to wrest a fortune, the bigger the better, from defiant exception, simply to wrest a fortune, the bigger the better, from defiant exception, simply to wrest a fortune, the bigger the better, from defiant exception, simply to wrest a fortune, the bigger the better, from defiant exception, simply to wrest a fortune, the bigger the better, from defiance. This idea completely filled his horizon and satisfied his imagination. Upon the use of money he was avaricious; otherwise, he would do with a life into which one had succeeded in injecting the golden stream, he had to up to his thirty-four and a very considerable amount of capital, he had been for an open game, and he had played for high stakes. He won at last at the arctic part of his winnings; and now what to do with them? In a similar vein, W. E. B. DuBois, writing in 1903, warned southern Americans that:

> Atlanta must not lead the South to dream of material prosperity as the touchstone of all success; already the fatal might of this idea is beginning to spread; it is replacing the finer type of Southerner with vulgar money-getters; it is burying the sweeter beauties of Southern life beneath pretense and ostentation. For every social evil the panacea of Wealth has been urged,—wealth to overthrow the remains of the slave feudalism; wealth to raise the “cracker” Third Estate; wealth to employ the black serfs, and the prospect of wealth to keep them working; wealth as the end and aim of politics, and as the legal tender for law and order; and, finally, instead of Truth, Beauty, and Goodness, wealth as the ideal of the public school.

And here is Henry James again, in his 1903 book, *The American Scene,* where he wrote, after returning to the United States following an absence of some twenty years, describing the New York City skyscrapers:

> Crowed not only with no history, but with no credible possibility of time for history, and consecrated by no uses save the commercial at any cost, they are simply the most piercing notes in that concert of the expensively provisional into which your supreme sense of New York resolves itself. They never begin to speak to you, in the manner of the built majesties of the other world, as we have hitherto known such—towers or palaces or fortresses or palaces—with the authority of things of permanence or even of things of long duration. One story is good only till another is told, and skyscrapers are the last word of economic ingenuity, only till another word be written.3

I could go on, but I hope you see the point. Taken together, these passages reveal that in the eyes of some of the most astute cultural observers at the time, the genius of the American economic order had yet to demonstrate itself capable of producing a culture capable of rivaling those of the feudal, aristocratic, and paternalistic societies that had preceded it. This may be a criticism that is a little bit difficult to credit at this moment early in the twenty-first century when many are inclined to speak of U.S. cultural dominance, and scholars and intellectuals from around the world flock to our shores. Nonetheless, for many readers and virtually everyone writers and artists from the late nineteenth through the early twentieth centuries, the United States did not offer conditions for a turn toward a New England or Wall Street or Main Street. So the ability of American wealth to justify itself by adduction other than its own aggrandizement has been a very recent phenomenon, and institutions like the University of Chicago have...
played no small role in establishing the basis for this justification. But this might be a good time to go back to methodological fiction which asked whether the second claim I’ve made about the aim of education is (A) True; (B) Ideology; (C) A description of the current state of the world; (D) None of the above; or (E) None of the above. Well, among the first things you’ll learn here is that truth and ideology are at once different things and the same thing. We usually think of truth as referring to the ways things in the world really are and ideology as referring to the way some interested parties claim things in the world ought to be, despite evidence to the contrary. Truth, we like to say, is a matter of fact, and ideology is a matter of value. What makes the distinction difficult to sustain, though, is that ideology also denotes the way that ideas work in and on the world, shaping the reality around us. Truths change, and they do so often as a result of the efforts of people armed with ideas and beliefs to change reality. For example, a shared conviction of many Gilded Age novelists was that the practice of novel writing had to change because the reality that these novelists were charged with representing was changing around them, and if novelists derived their authority from the accuracy of their representations of how humans behaved in the world, then novelists were going to have to persuade their readers that their stories accurately represented the way economic forces were changing human behavior. A novel that seemed perfectly adequate to the world of 1855 might feel antiquated in the world of 1875. Of course, the world around us is not infinitely accommodating of the ideas we have about it, or of our desires for it to be one way rather than another, or of the representations we make of it. Reality pushes back. This is true at least with regard to both truth and ideology often part-company—the place where the world will not conform to our desire. But I’ve delayed too long in decisions the possible correctness of options (A) and (B); and, as you’ve probably guessed, I’m going to say that (D) None of the above is at least a little correct. Certainly in the views of their founders, these major universities were created in part to vindicate the wealth that had produced them, so my assertion that the aim of education is to justify the conditions that conduces to the private accumulation of wealth does have some claim on historical truth. What makes this statement ideological though (ideological, that is, in the sense of being a statement that attempts to represent the University in a certain way for its own ends) is that it is somewhat reducible. After all, every one of these universities has been home to scholars representing a variety of viewpoints, many of which are and have been critical of the prevailing order and of the conditions that produced it. What makes a great many of the novels of the Gilded Age novelists convincing is that they are put together by saying to the philosophers, “I don’t care what you do as long as you are as good as my novel.” In other words, you’ve got to take one’s ideas seriously is to believe that to the world. Ideas have consequences, and before you commit to these consequences you might indeed want to hear from the wielders of other methodological tools what they think about the understanding of society you claim to have confirmed. You may or may not know that in the 1940s the Carnegie Corporation, using the work of sociologists trained at the University of Chicago, commissioned a massive study of U.S. race relations, under the direction of Kenneth B. Clark and George M. Murdock. Titled An American Dilemma, this study shaped American racial policy for the next several decades. You may or may not know that in the 1970s after the Chilean coup by Augusto Pinochet a “group of economists” known as “the Chicago boys” because of their attachment to the neoliberal theories of Milton Friedman, then teaching [here] at the University of Chicago, was summoned to help reconstruct the Chilean economy. You may or may not know that one of Paul Baran’s goals in Iraq as stated in the “Coalition Provisional Authority Order Number 39: Foreign Investment” was to “promote the establishment of a more dynamic private sector, and the need to take one’s ideas seriously in order to get the most out of them.”
well for Hank who finds himself trapped in a prison of his own making. Twain is far from having the last word about how to think about restructuring a society other than one’s own, but he does have insights worth considering for anyone who finds herself or himself faced with the decision of whether or not to support such an effort.

The challenges awaiting you at the University of Chicago are the challenges posed by powerful ideas, some of which were produced with the aim of bringing the whole of human action into their ambit. Our shared responsibility is to gain the capacity to understand these ideas, to critique them, and, when necessary, to wield them with wisdom and self-reflection. And beyond this, it also falls to us to contemplate the possibility of, and to assist in the creation of, new ideas so that we, like James’s Christopher Newman, but without the burden of having to pile up riches beforehand, can give way to the “vague sense that more answers were possible than [our philosophies] had hitherto dreamt of.” There, I hope you’re feeling a little better now.

I want to thank you again for your attention and patience. Please accept my best wishes for your future here at the University of Chicago.

Notes
6. Ibid. p. 656.

Kenneth W. Warren is the Fairfax M. Cone Distinguished Service Professor in the Department of English Language & Literature, Committees on African & African American Studies and History of Culture, and the College and Deputy Provost for Research and Minority Issues.
I. The Complaint Review Process

The UCPD operates under strict rules and regulations that provide for professional conduct. Complaints against the UCPD are taken seriously by the University, and the investigation process is as follows:

1. A member of the University community or a resident of the neighborhood who is dissatisfied will complete a Citizen Complaint Form, which may be obtained at http://oca.uchicago.edu/safety/police/complaint.pdf.

2. The investigation of the complaint will be managed by a UCPD supervising officer. The investigation process will include formal interviews with all parties concerned.

3. At the end of the investigation and after a review by the chief of the UCPD, the supervising officer will issue one of the following determinations:

   - Unfounded: The allegations are not factually accurate; the alleged conduct did not occur.
   - Exonerated: The alleged conduct did occur, but it was justified under the circumstances.
   - Sustained: The alleged conduct did occur, and it was not justified under the circumstances.
   - Not Sustained: The written record of the investigation does not permit a determination of whether or not the alleged conduct occurred. A classification of “Not Sustained” is used whenever a case involves conflicting stories not clearly resolvable on the basis of the testimony of disinterested witnesses or there are internal contradictions in the complainant’s account. A “Not Sustained” classification does not imply, directly or indirectly, any finding of fault on the part of the accused officer.

4. The complainant(s) will receive a written response from the chief of the UCPD explaining the findings and any disciplinary actions taken by the department as a result of a sustained complaint.

5. For complaints relating directly or indirectly to issues of excessive force, violation of rights, and abusive language, the investigative report will be submitted to the Independent Review Committee for review.

II. Complaint Summaries and Review

There were seventeen complaints filed against the UCPD in the 2005–06 academic year. (See Figure 1.) Two complaints did not involve charges of excessive force, violation of rights, and/or abusive language; four cases involved internal complaints that did not require committee review; and three complaints did not result in an investigation because they were withdrawn or because the UCPD was unable to conduct an investigation. The remaining eight complaints, which are described in this report, involved charges of excessive force, violation of rights, and/or abusive language and were reviewed carefully by the committee.

III. Committee Case Reviews

The committee agrees with the UCPD determinations, but it has made several recommendations. The UCPD revised its complaint investigation protocol in 2006, and these changes have been applied retroactively.

Case 05-9-14

Case Summary
The complaint alleged that the officer pulled his gun without justification and that the officer did not identify himself as belonging to the UCPD. Based on UCPD investigation protocol, no further investigation occurred because the complainant, who was homeless and moved from the listed residence, could not be reached. The UCPD determined that the case was unfounded.

Committee Response
The committee agrees with the UCPD determination, but it requests the UCPD to review the investigation of the complaint and to issue a report regarding the investigation and any complaints issued by homeless persons.

Figure 1. Complaint Cases Reviewed by the Independent Review Committee Filed July 2005 through June 2006

<table>
<thead>
<tr>
<th>CR Number</th>
<th>Date of Filing</th>
<th>Allegation</th>
<th>UCPD Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>05-9-14</td>
<td>9-10-05</td>
<td>1. The complainant alleged that the accused officer pulled his gun and pointed it at him without justification. 2. The complainant alleged that the accused officer did not immediately identify himself as belonging to the UCPD.</td>
<td>Unfounded  Unfounded</td>
</tr>
<tr>
<td>05-9-15</td>
<td>9-11-05</td>
<td>The complainant alleged that the accused officer used abusive language.</td>
<td>Sustained</td>
</tr>
<tr>
<td>05-11-18</td>
<td>11-1-05</td>
<td>The complainant alleged that the accused officer was verbally abusive and threatened her at her residence. The complainant further alleged that the accused passed out business cards for his personal carpet cleaning business while on duty.</td>
<td>Not Sustained</td>
</tr>
<tr>
<td>06-1-01</td>
<td>1-6-01</td>
<td>The complainant alleged that the accused officer used abusive and profane language towards her.</td>
<td>Not Sustained</td>
</tr>
<tr>
<td>06-2-04</td>
<td>2-2-06</td>
<td>1. The complainant alleged that she was unjustly accused by the accused officer in a theft investigation. 2. The complainant further alleged that she was treated unfairly during the initial interview process.</td>
<td>Unfounded  Unfounded</td>
</tr>
<tr>
<td>06-2-05</td>
<td>2-7-06</td>
<td>1. The complainant alleged that the accused officer verbally abused her. 2. The complainant alleged that the accused officer used profanity. 4. The complainant alleged that the accused officer continued to harass her about moving her disabled vehicle.</td>
<td>Sustained  Sustained  Sustained</td>
</tr>
<tr>
<td>06-3-06</td>
<td>3-9-06</td>
<td>1. The complainant alleged that the accused officer did not stop when he waved around a gun. 2. The complainant alleged that he was denied medical attention by the accused officer.</td>
<td>Not Sustained  Not Sustained</td>
</tr>
<tr>
<td>06-5-10</td>
<td>5-26-06</td>
<td>1. The complainant alleged that the accused officer was unprofessional and disrespectful (screaming, swearing, and using profanity). 2. The complainant alleged that the accused officer was insensitive when she made the complaint to him.</td>
<td>Not Sustained  Unfounded</td>
</tr>
<tr>
<td>06-10-12</td>
<td>10-7-06</td>
<td>1. The complainant alleged that he was denied medical attention by the accused officer. 2. The complainant alleged that he was denied police services after stating that he had been assaulted.</td>
<td>Not Sustained  Not Sustained</td>
</tr>
</tbody>
</table>

See section III for committee comments on these cases.
of the complainant. The complaint alleged that the officer used profanity and spoke derogatorily to the complainant during the investigation.

Allegation 1

Based on the UCPD internal investigation and witness testimony, the allegation (using profanity and speaking derogatorily to complainant) was sustained. The officer was given a written statement of admonishment, and the officer was counseled.

Committee Response

The committee agrees with the UCPD determination.

Allegation 2

The officer was accused of speaking derogatorily to a witness who was sitting in a vehicle during the investigation. The allegation was not sustained, based on available evidence and witness testimony.

Committee Response

The committee agrees with the UCPD determination.

CR 05-11-18

Case Summary

This case involved accusations against an officer that while he was on duty he distributed non-UCPD business cards for a carpet-cleaning business that he runs while off duty. While off duty in October 2005, the officer went to a residence to clean a carpet and allegedly broke a bed. During this transmation, the complainant alleges that the officer became threatening. After a complaint was issued against him, the accused officer allegedly called the complainant. Although the complainant subsequently withdrew the complaint, a written record of admonishment was placed in the officer’s file.

Committee Response

The committee agrees with the UCPD determination. However, the committee must stress that an accused officer must not have access to or contact with the complainant. Any such contact by the accused officer does not fit into the UCPD mission of providing a safe and secure complaint process.

CR 06-1-01

Case Summary

This case involved an officer who observed a car blocking the southbound lane of Ellis Avenue between 55th and 57th streets. The officer pulled next to the car, rolled down his window, and told the driver to move the car. When the driver refused to move, the officer got out of the car and asked to see her driver’s license. The driver refused, and the officer said that if she did not show him her driver’s license she would be towed and ticketed by the Chicago Police. The driver alleged that during this encounter the officer used abusive and profane language towards her. Since no witness could corroborate the incident and based on the available evidence, the complaint was not sustained.

Committee Response

The committee agrees with the UCPD determination.

CR 06-2-04

Case Summary

This case involved a woman who stated that she was unfairly treated during a theft investigation. The officer arrived at the Graduate School of Business after a clean-out report that she could not find an engagement ring that she had left in the ladies’ room. The complainant alleged that she was unfairly accused of stealing the ring, and that the officer treated her unfairly during the investigation. Based on the evidence, the UCPD investigation determined that the case was unfounded because the officer was following protocol during the course of an investigation.

Committee Response

The committee agrees with the UCPD determination.

CR 06-2-05

Case Summary

This case involved a verbal altercation between an officer and the complainant. The officer observed a car parked in a tow zone at the corner of 47th and Woodlawn. The complainant alleged that the officer used profanity and was verbally abusive toward her as she yelled at her to move her car out of the tow zone even though the car was stalled. Based on the complainant's testimony and the testimony of witnesses, the investigation concluded that the case should be sustained. A written record of reprimand was placed in the officer’s permanent record, and the officer was to be counseled.

Committee Response

The committee agrees with the UCPD determination.

CR 06-3-06

Case Summary

In this case, a complainant accused an officer of, during the course of his evening patrol, not stopping when he waved at the squad car. The officer said he did not see the complainant because of dark and rainy conditions. The complainant further alleged that the officer treated him arrogantly when he approached the officer in front of the Medical Center. Based on the investigation and mitigating factors, the complaint was not sustained.

Committee Response

The committee agrees with the UCPD determination.

CR 06-5-10

Case Summary

This case involved a Medical Center employee who said she witnessed an officer verbally abusing two youths while arresting them outside their home. When the complainant called the UCPD to complain, she was told that the officer spoke with her and was not sensitive to her complaint. The complainant subsequently filed two complaints: one against the arresting officer for language towards the juveniles and one against the officer she spoke with over the phone. Based on the investigation, it was determined that the first complaint against the arresting officer was not sustained and the second complaint against the second officer was unfounded.

Committee Response

The committee agrees with the UCPD determination.

Committee Response

The committee agrees with the UCPD determination, but concerns arise about the investigation of the case. During the review, it was noted that a substantial amount of time passed between when the complaints were issued and when the investigation took place. Additionally, the detainees (the two juveniles) were not questioned as to the officer’s behavior or language use, and there was a failure to give more credibility to a presumably disinterested observer.

CR 06-10-12

Case Summary

This case involved a complainant who alleged that an officer denied him medical attention. The complainant further alleged that he was denied police services after he stated that he was assaulted. Based on UCPD complaint investigation protocol, no further investigation occurred because the complainant, who was homeless, could not be reached. The UCPD determined both allegations to be not sustained.

Committee Response

The committee agrees with the UCPD determination because the UCPD made sufficient attempts to investigate the complaint.

IV. General Concerns and Recommendations

The committee respectfully makes the following recommendations for University and UCPD consideration:

1. Complaint Histories and Tracking Patterns

In an effort to better assess individual cases as well as observe patterns of complaints against the UCPD, the committee requests multi-year reports to be created that outline frequency of determinations, officer involvement, number of withdrawn complaints, and complainant demographics. A member of the committee will volunteer to work with the UCPD, as appropriate, to better define categories for data collection.

2. Complaint Procedure for Homeless Persons

The committee reviewed two cases in which homeless persons issued complaints against the UCPD (05-9-14 and 06-10-12). In both cases, the complainants could not be reached by letter or phone for investigative purposes. Based on UCPD protocol, the investigation was not fully completed although determinations were issued in both cases. While acknowledging the difficulty of the situation, the committee recommends improvements be made to procedures to ensure that investigations involving the homeless can be completed more accurately.

3. Follow-up to Previous Recommendations

The committee is grateful for the ongoing cooperation that the UCPD has shown to our work and recommendations. In order to improve communication with the committee and public awareness of follow-up actions, the committee suggests that the UCPD draft an end-of-the-year letter to the committee outlining responses to previous recommendations. This letter can then be posted online with the committee’s annual reports.

V. Conclusion

The committee commends the UCPD for its efforts, cooperation, and unwavering dedication to enhancing public safety on campus and in the surrounding neighborhood communities. The number of complaints recorded remains a small fraction of the countless UCPD interactions this past year on campus and with the broader community. The committee applauds the UCPD on its efforts to incorporate many of the committee’s recommendations from last year, including enhancements to policies related to community caretaking and officer training. We hope recommendations in this report will be similarly considered and acted upon.

Members of the Committee

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Clinical Professor, Law School

Faculty and Staff Representatives
Craig Futterman
Clinical Professor, Law School

Bernard Harcourt
Professor and Faculty Director, Academic Affairs, Law School

Robert Rush
Associate General Counsel, Office of Legal Counsel

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Associate Dean of Students, Student Affairs, Office of the Vice-President and Dean of Students in the University

Student Representatives
Javier Herrera (School of Social Service Administration)
Ryan Kaminski (College)

Community Representatives
Brad Jonas (Hyde Park)
Melvin Lewis (North Kenwood)
Joe Strickland (Woodlawn)

Committee Staff
Michelle Olson, Director of External and Government Affairs, 773-834-8006, molson@uchicago.edu

Community Representatives
Joe Strickland (Woodlawn)
Brad Jonas (Hyde Park)
Melvin Lewis (North Kenwood)

Homeless Persons
The committee reviewed two cases in which homeless persons issued complaints against the UCPD (05-9-14 and 06-10-12). In both cases, the complainants could not be reached by letter or phone for investigative purposes. Based on UCPD protocol, the investigation was not fully completed although determinations were issued in both cases. While acknowledging the difficulty of the situation, the committee recommends improvements be made to procedures to ensure that investigations involving the homeless can be completed more accurately.
The 490th Convocation
Address: “What’s in a Name?”

By Danielle Allen

University of Chicago graduation excels for one reason only; we still read every single name. Have you pag ed through your program yet? First comes the invocation; second, the address; third, some musical interludes; fourth, honors; and fifth, the conferral of degrees. Every degree candidate is called across the stage; the President shakes each hand. Perhaps your last name starts with C? After your own loved one has stood briefly (all too briefly) at center stage, there will be hundreds of names to go. You will, I can assure you, enter a trance-like state. For your meditations, I offer you the subject of human equality, a subject that confuses us mightily these days. Once upon a time certain Americans said bold things like: “We hold these truths to be self-evident: that all men are created equal.” Four score and seven years later, other equally bold Americans called the United States “a nation conceived in liberty and dedicated to the proposition of human equality.”

Despite the rhetorical clarity and definiteness of these phrases, even at the time of their first utterance they were formulated in contexts of confusion about equality and in order to drill through widespread uncertainty. The first phrase explained why one might overthrow a king for a republic; the second justified the bloody Civil War: the war to maintain that all men are created equal. How many of you understand that statement? Or how does that all men are created equal. Four score and seven years later, other equally bold Americans called the United States “a nation conceived in liberty and dedicated to the proposition of human equality.”

The principle that all people are created equal, at least one student, but probably more, would by now have raised her hand to say: “Professor Allen, that’s nuts! Admission to the University of Chicago is highly competitive, and the U of C is a place where, even if we’re not all good-looking, at least everyone’s on intellectual rocket fuel. And once we arrive at the U of C, the faculty works our tails off. How on earth can a University of Chicago graduate possibly help us understand the proposition of human equality, let alone engage us in dedicating ourselves to that proposition?”

Well, to answer that question, we will have to scrutinize the graduation ritual itself: the calling of the names.

What is in a name, after all? We’ll have to go back to basics. Our starting point must be the fact that every human being has a first and last name, or a given and a family name. Perhaps here we can spot a modicum of equality! But already I can hear another student objecting: “But dogs have names, and cats have names, and hamsters have names! How do names distinguish human beings?”

Indeed, dogs, cats, snakes, and hamsters do have names, but only because we name them and thereby draw them into our human community. Unlike our animals may recognize their names, they cannot either distinguish a first from a last name or understand the important difference between them. Although our family name is called our “last name,” in reality it comes first, pre-existing us and marking the set of histories out of which we emerge. Our first or given name, in contrast, comes last and is a gift from someone barely older than we, who hopes for us a full human flourishing along our own distinctive path.

Names are ancient core technology for acknowledging aspiration and maintaining accountability. With our names, we take credit for what we have done; with our names, we are held accountable by others. (This is an insight that lawyers should understand particularly well.) Our names fix each and every one of us equally as creatures who aspire and can be held responsible. When I was a high school track-team member, my team of three long jumpers competed multiple times against a group of gracious sportswomen from another town with names very different from our own. The three on my team, three African-American women, would walk up to the judge and present ourselves: Allen, Jones, and Smith. On the other side were: Bunting, Rausch, and Dienes. Our names told the tale of slavery; theirs, of northern and eastern European migration. Likewise, today’s roll call will sing an epic song of human effort, channeled into mobility and exploration, conflict and collaboration. Our last names sing tales of the movements and minglings of peoples, and make us accountable to generations beyond.

Whereas our last names bend us to specific traditions and broader histories, our first names mark our potential break from the past. Each of us will extend the particular tradition from which we emerge in ways that our forebears could neither predict nor predetermine. I remember feeling quite terrified as a child by the fact that my first name, Danielle, comes from the Hebrew, “God has judged.” But the fear derived entirely from the unpredictability of what God might eventually have before him to judge, and not from any sense that anyone knew the answer yet. The idiosyncratic patterns of our predecessors prepare the moment of our entrance into the world but do not determine our passage through it. Only we are accountable for that, regardless of the aspirations our progenitors have on our behalf or the history they left behind. In this we are all equal, despite the fact that our passages through this world are infinitely diverse. Indeed, one can live one’s life badly or well or any from the historical positions into which one might be born. When, shortly, we will call each name, we will collectively hold each degree candidate accountable for how he has acted on his own idiosyncratic aspirations, for whether she has lived well or ill. This fact of human equality becomes the basis for political equality, because in politics we work collectively to shape our environments for the better. It is because all human beings aspire and can be held accountable that all do play a role in how we shape our collective lives, regardless of how well that role is played. The proposition of human equality designates a fact of human life, not an ideal. The hard work is to figure out what a politics dedicated to acknowledgement of that fact of equality looks like.

Happily, today, every name we call will deserve celebration for great achievement. There will be differences of intellectual, aesthetic, and extracurricular interest, of ethnicity, gender, religion, and family background, of personal wealth and inherited resources, and each person who walks across this stage will have a different GPA. Despite these differences, everyone crosses the stage as an equal participant in the human drama of aspiration and accountability. And no person anywhere in the world, regardless of admission to the University of Chicago, is any different. Such is the basic meaning of human equality.

To dedicate oneself to the proposition of human equality is a two-step act. It is, first, to recognize that all people aspire, and that all people can and should be held accountable for how they act on their aspirations. It is, second, to build a politics that puts the recognition of human equality front and center.

Today, family, friends, and lovers of our graduates, you have a rare opportunity to meditate on a tableau vivant, a living picture, of human equality. One after another candidate, each in a maroon robe, will cross the stage—some hastily, some nervously, some employed, some still seeking—and in each handshake, basic human equality, the meeting of aspiration and accountability, will present itself to you again and again. Study that moment. I hope you will find in the occasion reason to rededicate yourselves to the proposition of human equality.

I, for one, will look forward to seeing each candidate cross the stage. Graduates, this passage is the final event in your education—not merely a celebration but a completion of your coming into being as fully educated persons. In celebrating you, this scholarly community rewards your individual achievement and also simultaneously rededicates itself to the proposition of human equality. Through this ritual you, too, dedicate yourselves to both excellence and equality. By so dedicating yourselves, you graduate. Let me state my final point plainly: An acceptance of the proposition of human equality is fully compatible with a love of excellence. This is the paradoxical logic and lesson of today’s ritual.

Hoorah, then, for this ritual! There is much to learn from it, and I hope you will enjoy it. Please accept my heartfelt congratulations, which I offer, even if in advance of the completion of your education, to each of you equally! We celebrate your aspirations! We are delighted by your accomplishment! Now, I’ve talked long enough. Let’s listen to your names.

Endnote
This essay owes its core ideas to Ralph Ellison’s essay “Hidden Name and Complex Fate.”

Danielle Allen is Professor in the Department of Classics and Political Science, Committee on Social Thought, and the College, and Dean of the Division of the Humanities.

June 8, 2007
Address: “Searching for Strategy”

By James E. Schrager

June 10, 2007

I took every chance to work in Japan, signing up with just about any project I could find. When there, I’d always ask the same thing: “What is the number one priority?” The answers were a series of lists, with entries such as “several parking places, every- one of which was quite large.” In fact, workers wore uniforms. I thanked them, but I wasn’t satisfied with the answers. I kept looking.

I worked on a long and complex project with a young Japanese executive, who was quite high up in his organization. Because he had been educated at Cambridge, he spoke beautiful English. After awhile, I asked him my question. Without hesitation, he answered: “Schrager-san, respect for people means that everyone, from the janitor to CEO, can make a meaningful contribution to success—not the same contribution, but a meaningful one.”

I replied: “arrigato gozaimasu,” thank you. I finally understood respect for people, and so did the great strategists we have encountered.

3. More is caught than is taught.

This means that the light of leadership is never extinguished for those in its glow. In your organizations, there will be times when you will be on center stage. For these times, you will prepare well. You will be highly motivated to do and say all the right things because you will be aware that you will be judged by all present.

More is caught than is taught means that those eyes will be on you whether you are on center stage or in the wings. Every person who works for you will always be asking two questions: “Are you for real?” and “Can I trust you?” They will ask these questions regardless of whether you are in the spotlight or off in the shadows.

The harsh light of leadership is never extinguished for those in its glow. And so it is for great strategists.

4. Elegance of simplicity.

This means that those who really know something can state it using plain language, logic, and common sense. It does not mean the world is a simple place; it is not. This generally applies only to very small areas of deep expertise, a topic someone has studied intensely for years or even decades.

When we first started seeing this in our observations of great strategists, we thought they were doing it just for our benefit—to show us that all the “strategy lingo” aca- demics use has no merit. After a few years of observations of many different strategists in many different settings, we realized we were wrong. It is the way they talk.

There are many examples to review in business, the military, science, and medicine. I’ve selected one for today from an unex- pected source: the academy.

Thomas Sowell, who is an eminent econo- mist from the Hoover Institute, wrote an article on the passing of a fellow economist. In that piece he noted that Friedman was a leg- endary debater, who could win any number of arguments, on any number of technical points against any number of highly trained opponents. But, as Sowell notes, he could also make the same point for someone with no training in the mainstream plain language, logic, and common sense.

When you find someone who explains things this well, you usually find someone who really knows their topic.

Look for these attributes in those around you, and you’ll be led to those who can be helpful in your search for strategy. I hope you will one day notice some of these attributes in yourself, as well.

For one last thought for the day that puts some of the ideas presented in perspective for future thinking. Today, as we all spend this important afternoon in your lives together, it’s about the meaning of life. It comes from playwright Tennessee Williams.

Life is all dreams and memory, except for the instant moment that passes by so quickly we hardly see it going.

For the Class of 2007, I wish you big dreams, sweet memories, and many wonder- ful moments in between.

To each of you: Luck when you need it; Godspeed on your journeys; and, although I can’t promise advice as pithy as Ben got from Mr. McGuire in The Graduate or as dramatic as Newman’s to Jerry on his career choice as a mailman, I do hope you’ll come back and visit us if you ever get lonely out there in the world described by Ed Wrapp as a place full of “mystery and intrigue.”

Endnote


James E. Schrager is Clinical Professor of Entrepreneurship and Strategic Manage- ment in the Graduate School of Business.

Remarks

By Roger C. Altman June 10, 2007

Let’s get right to it. I’m the wrong guy to be up here. And I’m going to prove it.

My own graduation here in 1969 I skipped it. Walked out of my last exam and five minutes later was sitting in a friend’s car headed to a new job in New York. I think that the school sent me a diploma, but I can’t actually prove it.

Differential-calculus! I failed it. Took the entire course again, and got a D the second time around. Even worse, I actually studied.

So if any of you ever thought that a group of higher math was important in investment banking, it isn’t.

Then, as a student, I actually never spent much time in Chicago. Right after getting here, I made a wonderful discovery. Employ- ers would pay your travel expenses to go to their home offices and be interviewed. Well, I had hardly ever traveled before. So, between my first day here and my last, I met great employers in Los Angeles, San Francisco, New York, Miami, and lots of other great places.

The key is that those were warm places. Remember, I was a student during the pre- global warming era. The polar ice caps were growing at that time, not shrinking—and during my period here, it actually reached Chicago. There were polar bears on South Shore Drive, and the most popular sport among students was ice fishing. So getting out of town was a matter of survival.

Mr. McGuire’s dictum to Benjamin Braddock, circa 1967: “Ben, I’ve got just one word for you, plastics.” My one word to the Class of 2007: strategy.

Newman’s career advice to Jerry Seinfeld, circa 1997: “You see, Jerry, when you... control the mail, you control information.”

For the Class of 2007, I wish you big dreams, sweet memories, and many wonder- ful moments in between.

To each of you: Luck when you need it; Godspeed on your journeys; and, although I can’t promise advice as pithy as Ben got from Mr. McGuire in The Graduate or as dramatic as Newman’s to Jerry on his career choice as a mailman, I do hope you’ll come back and visit us if you ever get lonely out there in the world described by Ed Wrapp as a place full of “mystery and intrigue.”

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Mr. McGuire’s dictum to Benjamin Braddock, circa 1967: “Ben, I’ve got just one word for you, plastics.” My one word to the Class of 2007: strategy.
But, in fact, I was very fortunate to attend this extraordinary school and experience the greatness of this university. I have always been driven by a desire to pursue that association. And I went on to be, by some standards, very fortunate. I started work at Lehman Brothers. I was graduating from the University of Chicago, and later I was back on the sidewalk. My heart floated out there like little buoys. For some reason, at least temporarily, they were ready to follow him. I tottered behind him, clutch-bell—expecting his wife, his son, or a housekeeper to answer. But my boss decided to get around that with an ingenious strategy. If the guy didn’t want samples at the office, around that with an ingenious strategy. My employer represented consumer food companies. My job included delivering food samples.

I, of course, was clueless. I took the home address, carefully packed three new pies in dry ice, got into the company car, and set off. It was a Friday afternoon.

Well, this guy lived right on the water. With three pies in my arms, I rang the bell—expecting his wife, his son, or a housekeeper to answer. Unfortunately, the guy himself opened the door.

He glared at me angrily and ordered me to follow him. I trotted behind him, clutching the pies, out onto a deck over the water. Suddenly, he turned away. But my boss decided to get around that with an ingenious strategy. My employer represented consumer food companies. My job included delivering food samples.

I was crushed.

This humble and lonely man had been introducing three new pies that summer: Mrs. Smith’s Frozen Pies, and they were desperate to get samples. My job was to deliver them. My employer represented consumer food companies. My job included delivering food samples.

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The first time, under President Carter, I was very fortunate to attend this extraordinary school and experience the greatness of this university. I have always been driven by a desire to pursue that association. And I went on to be, by some standards, very fortunate. I started work at Lehman Brothers. I was graduating from the University of Chicago, and later I was back on the sidewalk. My heart floated out there like little buoys. For some reason, at least temporarily, they were ready to follow him. I tottered behind him, clutch-bell—expecting his wife, his son, or a housekeeper to answer. But my boss decided to get around that with an ingenious strategy. My employer represented consumer food companies. My job included delivering food samples.

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Remarks

By Rubab Hasnie

Good morning . . . As-Salaam Alakum (peace be upon you all). As we get ready to graduate, I would like to take a moment to reflect back on the past four years . . . in true University of Chicago fashion, pick it apart and analyze it a bit. Each one of us has been fortunate enough to receive an amazing education. We all started with the core and developed a general foundation for what we later chose to pursue as a concentration. We all learned things and re-learned them. If you’re a biology major, you learned a lot of things at once, forgot some of it, re-learned it, and possibly forgot some of it again. In addition to that “traditional” learning, we gained a different kind of education—an unexpected education that’s acquired through interacting with the people around us. It’s not only our professors who teach us, but our mentors, our co-workers, and our friends who provide insights and influences that mold our character and our persona. This education greatly complements our intellectual training, such that we can approach things in a more dynamic manner and with a more diverse audience.

Thinking back to when we first started here, we can all pick out ways we have changed and grown. For example, I am now a fan of country music. One (my roommate, for example) might say that I’m obsessed with it. I still can’t pinpoint exactly when it happened. I might say that it’s been blasting it in her room? I’m not sure, but I do know that their combined influences changed me—for the better, I think.

This seems to be true for many of the ways we have changed. Some of us in our first year considered transferring out of the University . . . I did. But as the year progressed, I began to see more of the benefits that were available to me . . . academically and especially social. I know I would miss the lengthy dining hall conversations, picking and choosing classes with the friends I’d already made. Maybe I would even miss the all-nighters I pulled with other stressed-out, caffeine-chugging students before a gen chem midterm. This somehow translated into not submitting the transfer applications.

While we can pinpoint exactly where change comes from when it happens, there comes a moment when we simply notice that we have changed, grown, and hopefully become wiser. These four years have given us the tools to engage with society on a more personal level. We now have the ability to give back in our own ways . . . by being able to interact with diverse people, leave our mark, and make a difference.

After today, most of us won’t find it too hard to keep in touch with friends. At the very least, the News Feed on Facebook will keep us posted on what’s going on—who is now engaged, who is no longer in a relationship—create a new group. We’ll continue to foster those relationships, but we’ll also form and nurture new friendships. As we transition from our college routine to the “real world,” we’ll continue to pursue the life of the mind and to learn from those around us—and that’s important. It could be that some of one of my favorite country music bands, Rascal Flatts, “My wish, for you, is that this life becomes all that you want it to.” Good luck . . . thank you!”

Rubab Hasnie received a bachelor of science degree during the convocation. Her major area of study was Biologic Sciences.

Llewellyn John and Harriet Manchester Quantrall Awards for Excellence in Undergraduate Teaching

The University’s Llewellyn John and Harriet Manchester Quantrall Awards for Excellence in Undergraduate Teaching were presented during the 490th convocation on June 9, 2007.

Upon the recommendation of John W. Borer, Dean of the College, and Thomas F. Rosenbaum, Provost, Robert J. Zimmer, President, designated the following winners.

Matthew Brady, Assistant Professor, Department of Medicine

The candidate was presented by Murray J. Fauv, Professor, Department of Medicine.

Matthew Brady is a passionate scientist and teacher. He works at the intersection of basic biochemistry and the science of health and disease, being a master both at the bench and in the classroom. He is able to take complex endocrine systems and break them down into simple steps. The courses he directs and teaches for biology majors allow students to explore endocrinology, the hormonal and energy control systems in the body. His students journey from the cell, where they explore the early steps of hormone-stimulated signaling pathways, to the body systems level, where cellular processes and their abnormalities culminate in health or disease. Students endeavoring to understand endocrine regulating systems learn more easily, thanks to the creativitility, humor, and conceptual clarity that characterize his teaching and research.

Citation: Dedicated scientist and passionate teacher of endocrinology, Matthew Brady has worked tirelessly to share his enthusiasm for his research and to inspire his students in the classroom. His efforts encourage and nurture his students’ quest for knowledge across the University and a better place to learn to comprehend the complexities of human disease.

Rachel Fulton, Assistant Professor, Department of History and the College

The candidate was presented by Moishe Postone, Professor, Department of History, Committee on Jewish Studies, and the College.

Rachel Fulton is a prizewinning scholar of medieval history and a leading scholar in her generation. She has made a profound contribution to our understanding of medieval Christian devotionalism from the perspectives of exegesis and liturgy, discipline, and the emotions. Fulton is also a dedicated and remarkably versatile teacher. She has served as the leader and coordinator of the College’s European civilization core course for several years. This is a course that is central to the identity of the College, and Fulton has ensured that it receives the fullest attention and achieves the highest standards expected from our undergraduate education.

At the same time, Fulton has expanded our students’ understanding and appreciation of medieval history by teaching courses such as Tolkien: Medieval and Modern and Knights and Samurai. Students, who pick the courses, adore the teacher, who say “gently radiates” encouragement and learning.

Fulton’s contributions to undergraduate education are multiple, and in each of these areas she has earned the respect and gratitude of her colleagues and students.

Kee Yee Lee, Associate Professor, Department of Chemistry, Institute for Biophysical Dynamics, James Franck Institute, and the College

The candidate was presented by Michael D. Hopkins, Professor, Department of Chemistry and the College; and Chairman, Department of Chemistry.

Kee Yee Lee is an exceptional teacher. Her energy and passion for chemistry transform her lectures into interesting and appealing opportunities to learn. She pays attention to students’ understanding of the material, encourages questions, and ensures students grasp the topics in chemistry. Lee is similarly expansive in her research at the intersection of chemistry, physics, and medicine, where she deftly applies the concepts and tools of each to solve important problems. Her ability to move easily among these fields is hardly a surprise, given that she is a chemist whose credentials include degrees in electrical engineering and applied physics. For many years she has made contributions to service in our academic community, serving as an extraordinary counselor to chemistry majors and giving generously of her time on committees at all levels of the University to improve the education, careers, and lives of our students.

Citation: Committed educator, devoted advisor, and respected scholar, Kee Yee Lee’s infectious enthusiasm, boundless energy, and dedication to chemistry and the ideals of the University are an inspiration to our students.

Thomas Pavel

The Gordon J. Laing Distinguished Service Award for Outstanding Achievement in Engages & Literatures, Committee on Social Thought, and the College

Thomas Pavel...
energizing every aspect of graduate student identifying and recruiting the best students graduate students. Her impact extends keen critical intelligence is joined to an phy, Sandra Macpherson is a conceptually History, and the College.

The candidate was presented by Elizabeth Helsinger, the John Matthews Manly Dis- tion to his students' education, both in and outside the classroom, has won him their admiration and high praise.

Citation: Inspiring scholar, writer, and teacher of European literature and intellec- tual life, Thomas Pavel uses his knowledge, generosity, and good humor to instill in his students a passion for learning that they then share with others.

Faculty Awards for Excellence in Graduate Teaching Three Faculty Awards for Excellence in Graduate Teaching were presented during the 490th convocation on June 8, 2007. These awards, established in 1986, recognize and honor faculty members for their effective graduate teaching, including leadership 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 Graduate Teaching are made by faculty and graduate students; selection is by a faculty committee appointed by the Provost.

Sandra Macpherson Assistant Professor, Department of English Language & Literature and the College

The candidate was presented by Elizabeth Hel- sing, the John Matthews Manly Disting- uished Service Professor, Departments of English, History, and the College; and Chairman, Department of History and Near Eastern Languages & Civilizations.

Citation: Through his wisdom, integrity, hu- mor, and personal concern, John E. Woods engages masterfully in the academician’s chief pedagogical endeavor: to empower his students to submit themselves to the act of self-discovery in both the academic and personal realms.

Wu Hung

The Harrie H. Vanderstappen Distin- guished Service Professor, Departments of Art History and East Asian Languages & Civilizations, and the College; Director, Center for the Art of East Asia; and Consulting Curator, Smart Museum of Art

The candidate was presented by Matth- a Ward, Associate Professor, Departments of Art History and Visual Arts, and the College; and Chairman, Department of Art History.

Creative, prolific, and widely influential as a scholar of Chinese art, with publications ranging from ancient to contemporary subjects, Wu Hung is remaking his field in many ways. One of his greatest legacies will be to have trained a brilliant new generation of young scholars. Insisting that Chinese Art History and Modern Art History are not incommensurate, he has developed an extraordinary rich program of study and collaborative ventures. In advising many young scholars to join in the intellectual venture with him.

Wu Hung’s earthy, intellectual generosity, and boundless curiosity.

Citation: Over the past thirty years, Roger Blandford has been one of the most influential theoretical astrophysicists in the world. He has held a prominent scientific leadership position at the crest of the wave of discoveries that turned this period into the “golden age” of high-energy astrophysics and has guided the quest for future discoveries.

John J. Hopfield

Professor, Department of Physics and Astronomy, Enrico Fermi Institute, and the College.

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

John E. Woods has accomplished the enviable goal desired by every professor: he has left an indelible mark both on his chosen field and on the lives of his graduate students. A master of the history and lan- guages of Iran, central Asia, and Anatolia during the medieval period of the Islamic world, he dazzles his students with the rich tapestry of its cultural outpouring. He is as comfortable in a Chicago classroom as he is in Mongolia, searching for the tomb of Chinggis Khan.

Woods has touched his students in ways that have inspired them to alter the paths of their academic careers. Acknowledg- ing the difficulty of his medieval sources, he displays a humility that openly invites young scholars to join in the intellectual venture with him.

John E. Woods

Professor, Departments of History and Near Eastern Languages & Civilizations, and the College.

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

Sciences, University of California, Berkeley

The candidate was presented by Ian Foster, the Arthur Holly Compton Distinguished Service Professor, Department of Computer Science, Argonne National Laboratory, and the College.

Scott Shenker is a remarkable scholar who has achieved an unprecedented record of fundamental contributions to the core ar- chitecture that underlies the Internet. The Internet is more than a social revolution; it is also an engineering achievement of the first order. The Internet has expanded in just a few years from a research tool connecting a few dozen universities to a vast fabric connecting hundreds of millions of hosts and touching many aspects of business and society. This is a testament to the importance and effective- ness of Shenker’s work.

Shenker is, to quote his peers, “the domi- nant intellectual force” behind the evolution of the Internet architecture to address the challenges inherent in its global scale. His work has had an enormous impact on both the academic discipline of networking and the practical engineering of the Internet.

Citation: Scott Shenker’s ground-breaking work on the architecture of the Internet changed the study, design, and use of this profoundly influential invention. Combin- ing the best traditions of theoretical analysis and empirical study, Shenker has forged the new gold standard for networking research.
the modern synthesis of applied statistical, mathematical, and computational science. Wahba’s most influential work has concerned problems in the estimation of curves and surfaces from large, high-dimensional data sets, such as occur frequently in geophysics. She has opened a whole new field of research by introducing the use of reproducing kernel Hilbert spaces in the formulation of nonparametric smoothing problems in order to reveal general patterns without obscuring local features. Her pioneering methods include the introduction of Generalized Cross-Validation, now a generally adopted approach to making a principled tradeoff between smoothness and attention to detail.

In recent years, Grace Wahba and her students have with significant impact applied these same statistically based theories to a diverse group of classification problems known in computer science as “machine learning.” Her work has influenced areas in applied science as diverse as satellite imaging, magnetic resonance imaging, meteorology, climatology, and DNA microarrays.

**Citation:** Grace Wahba has brought together higher mathematics and practical statistical application in the best tradition in applied science. She has brought the discipline of statistical science to bear upon problems in science. She has brought the discipline of higher mathematics and practical statistical application in the best tradition in applied science as diverse as satellite imaging, magnetic resonance imaging, meteorology, climatology, and DNA microarrays.

**Citation:** Tim de Zeeuw’s contributions to the study of galaxies range from the most formal, mathematical investigations in theoretical dynamics to the most empirical, observational studies of stellar systems. The extraordinary scope and seminal character of his research have established him as a profoundly influential leader in his field.

**Summary**

The 490th convocation was held on Friday, June 8; Saturday, June 9; and Sunday, June 10, 2007, in the Harper Quadrangle. Robert J. Zimmer, President of the University, presided. A total of 2,911 degrees were awarded: 977 Bachelor of Arts in the College, 64 Bachelor of Science in the College and the Division of the Physical Sciences, 7 Master of Science in the Division of the Biological Sciences and the Pritzker School of Medicine, 149 Master of Arts in the Division of the Humanities, 6 Master of Fine Arts in the Division of the Humanities, 80 Master of Science in the Division of the Physical Sciences, 95 Master of Arts in the Division of the Social Sciences, 731 Master of Business Administration in the Graduate School of Business, 2 International Master of Business Administration in the Graduate School of Business, 27 Master of Arts in the Divinity School, 11 Master of Divinity in the Divinity School, 9 Master of Liberal Arts in the William B. and Catherine V. Graham School of General Studies, 161 Master of Arts in the School of Social Service Administration, 11 Master of Arts in the Irving B. Harris Graduate School of Public Policy Studies, 2 Master of Science in the Irving B. Harris Graduate School of Public Policy Studies, 109 Master of Public Policy in the Irving B. Harris Graduate School of Public Policy Studies, 45 Master of Law in the Law School, 1 Master of Comparative Law in the Law School, 89 Doctor of Medicine in the Pritzker School of Medicine, 16 Doctor of Philosophy in the Division of the Biological Sciences and the Pritzker School of Medicine, 26 Doctor of Philosophy in the Division of the Humanities, 34 Doctor of Philosophy in the Division of the Physical Sciences, 41 Doctor of Philosophy in the Division of the Social Sciences, 8 Doctor of Philosophy in the Graduate School of Business, 1 Doctor of Philosophy in the Divinity School, 2 Doctor of Philosophy in the School of Social Service Administration, 2 Doctor of Philosophy in the Irving B. Harris Graduate School of Public Policy Studies, 1 Doctor of Jurisprudence in the Law School, and 194 Doctor of Law in the Law School.

Five honorary degrees were conferred during the 490th convocation. The recipients of the Doctor of Science were Roger David Blandford, Luke Blossom Professor and Pehong and Adele Chen Director of the Kavli Institute of Particle Astrophysics and Cosmology, Stanford University; John J. Hopfield, Howard A. Prior Professor of Molecular Biology, Princeton University; Scott Shenker, Professor, Department of Electrical Engineering and Computer Sciences, University of California, Berkeley; Grace Wahba, I. J. Schwengberg Professor of Statistics, University of Wisconsin, Madison; and Pieter Timotheus de Zeeuw, Professor and Scientific Director, Leiden Observatory, Universiteit Leiden, The Netherlands.

Four Llewellyn John and Harriet Manchester Quantrell Awards for Excellence in Undergraduate Teaching were given, to Matthew Brady, Assistant Professor, Department of Medicine; Rachel Fulton, Associate Professor, Department of History and the College; Ka’ee C. Lee, Associate Professor, Department of Chemistry, Institute for Biophysical Dynamics, James Franck Institute, and the College; and Thomas Pavel, the Gordon J. Laing Distinguished Service Professor, Department of Romance Languages & Literatures, Committee on Social Thought, and the College.

Three Faculty Awards for Excellence in Graduate Teaching were given, to Sandra Macpersion, Assistant Professor, Department of English Language & Literature and the College; John E. Woods, Professor, Departments of History and Near Eastern Languages & Civilizations, and the College; and Wu Hung, the Harrie H. Vanderstappen Distinguished Service Professor, Departments of Art History and East Asian Languages & Civilizations, and the College; and Consulting Curator, Smart Museum of Art.

Danielle Allen, Professor, Departments of Classics and Political Science, Committee on Social Thought, and the College; John E. Woods, Professor, Department of History & Civilizations, and the College; and Thomas Pavel, the Gordon J. Laing Distinguished Service Professor, Department of Romance Languages & Literatures, Committee on Social Thought, and the College.

Three Faculty Awards for Excellence in Graduate Teaching were given, to Sandra Macpersion, Assistant Professor, Department of English Language & Literature and the College; John E. Woods, Professor, Departments of History and Near Eastern Languages & Civilizations, and the College; and WuHung, the Harrie H. Vanderstappen Distinguished Service Professor, Departments of Art History and East Asian Languages & Civilizations, and the College; and Consulting Curator, Smart Museum of Art.

James E. Schrager, Clinical Professor of Entrepreneurship and Strategic Management, Graduate School of Business, delivered the principal convocation address at the first, second, and third sessions, "What's in a Name?" James E. Schrager, Clinical Professor of Entrepreneurship and Strategic Management, Graduate School of Business, delivered the principal convocation address at the first, second, and third sessions, "What's in a Name?"
The 491st Convocation

Address: “Make It Easy, It Is Going To Be Hot”

By José Quintáns

August 24, 2007

Good afternoon. My wife's admonition was, “Make it light. Avoid overheating their brains through exposure to more than their mental powers allow.” She suggested instead that I tell you cool stories about my life and career at the University. “Make it light,” she said, “It will be hot and muggy.”

First I will tell you a story about my family origins, the first time it has been told in public. Once upon a time in a faraway corner of Iberia, my great, great, great uncle Pito do Carballo was walking along the river Sar on a clear moonless night looking for black holes in the Milky Way. It was five minutes past midnight in 700 AD when suddenly a brilliant flash of light from the heavens crashed down ahead of him. Unshaken, he went to the site where the meteorite had landed and to his amazement discovered that it had brought the remains of St. James the Greater or Sant Yago, the apostle who had been martyred in Palestine centuries before. At the site, now renamed Santiago de Compostela (compostela meaning the field of the star), a shrine was built that immediately became a major destination for pilgrims. It eventually became known as El Camino de Santiago and is hiked every year by thousands of people in search of an ecologically safe approach to soul cleansing. But beware, the official legend tells a different story about the early visitors to the inn he built next to the shrine. These verses, by the twentieth-century Galician poet Celso Emilio Ferrero, speak of the longing for Galicia:

Un dia voltaréi, nativa terra,
A descansar en ti dos meus camiños,
Manos non te aconséntari. En min te levo,
Pero eu estou moi lonxe, lonxe, lonxe.

One day I shall return from my travels, To rest within you, native land, But I will not find you. I carry you inside. But I am very far away, far away, far away.

So now that you have an ear for Gallego, on behalf of Bishop Fonseca I would like to be the first convocation speaker at Chicago to congratulate you in Gallego: “Noraboas estudantes da Universidade de Chile que vos graduais honrando?” (Congratulations!) It is indeed an honor to have the opportunity to greet you from this pulpit and to speak to you about some fundamental issues confronting us now. And at this very moment what concerns me the most is how humiliated it is in this chapel, particularly under my academic gown. So I want to describe to you the biology of what is happening. Yes, I am going to lecture you on sweating—a topic previously neglected at summer convocation addresses.

It is a simple physical phenomenon—the loss of fifty-eight calories per gram of water evaporated—that cools us. Basically, evolution took advantage of the heat loss associated with the liquid to gas transition in water by coming up with a tubular system that delivers almost saltless water to our skin for evaporation. Sweating is the adaptive response of non-furry animals to heat. For us and for you, dear visitors who early to visitors to the inn he built next to the shrine.

Unfortunately, I do not have time to give you a full account of my ancestry. So I will fast-forward the story to the end of the fifteenth century when the scholarly Bishop Alonso de Fonseca III, who had been martyred in Palestine centuries before, landed and to his amazement discovered that his disciples spirited away his body. After James was martyred in Jerusalem, his disciples spirited away his body. In a boat and set sail from Jaffa. In 30 years of travel, he was young, and to this day I remember how blue his eyes were. It is indeed true that the scallop shell is the pilgrim’s badge. But its real origins again date back to my ancestor Piño do Carballo of the longing for Galicia: Galician poet Celso Emilio Ferrero, speak...
selection, many of which will be infectious in nature. May you stay clear of retroviruses and antibiotic resistant bacteria. May you always keep your vaccination records current. And if you do, your lymph will promptly return to its source, blood plasma; your liver will produce good bile; and your kidneys will conserve water so your sweat glands can secrete all the refreshing sweat you will need to survive in a hotter planet. “Saúde a todos, compañeiros.”

José Quintáns is William Rainey Harper Professor in the Department of Pathology and the College, Associate Dean of the Division of the Biological Sciences & Pritzker School of Medicine and the College, Master of the Biological Sciences Collegiate Division, and Director of the Medical Scientist Training Program.

Summary
The 491st convocation was held on Friday, August 24, 2007, in Rockefeller Memorial Chapel. Robert J. Zimmer, President of the University, presided.

A total of 478 degrees were awarded: 23 Bachelor of Arts in the College, 2 Bachelor of Science in the College and the Division of the Physical Sciences, 3 Master of Science in the Division of the Biological Sciences and the Pritzker School of Medicine, 18 Master of Arts in the Division of the Humanities, 56 Master of Science in the Division of the Physical Sciences, 144 Master of Arts in the Division of the Social Sciences, 66 Master of Business Administration in the Graduate School of Business, 1 International Master of Business Administration in the Graduate School of Business, 6 Master of Arts in the Divinity School, 3 Master of Liberal Arts in the William B. and Catherine V. Graham School of General Studies, 9 Master of Arts in the William B. and Catherine V. Graham School of General Studies, 2 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, 2 Master of Public Policy in the Irving B. Harris Graduate School of Public Policy Studies, 1 Master of Law in the Law School, 18 Doctor of Philosophy in the Division of the Biological Sciences and the Pritzker School of Medicine, 31 Doctor of Philosophy in the Division of the Humanities, 3 Doctor of Philosophy in the Irving B. Harris Graduate School of Public Policy Studies, and 1 Doctor of Law in the Law School.

The convocation address, “Make It Easy, It Is Going to Be Hot,” was delivered by José Quintáns, William Rainey Harper Professor, Department of Pathology and the College; Associate Dean of the Division of the Biological Sciences & Pritzker School of Medicine and the College; Master, Biological Sciences Collegiate Division; and Director, Medical Scientist Training Program.