Robert H. McDowell (left), Ph.D., professor of mathematics and director of the Teaching Center, reviews a videotape with University's Teaching Center. The center was founded in 1990 following a recommendation by the Committee on a Center for Teaching at Washington University. It is modeled after teaching programs at Harvard University and Carnegie Mellon University and relies on classroom videotaping and workshops to keep pace with changing teaching methods and improve techniques. The center’s coaching team combines the skills of the former chair of the mathematics department and an assistant drama professor.

“We were given a very broad charge: To enhance teaching efforts at Washington University,” said Director Robert H. McDowell, Ph.D., professor of mathematics. “For two years, we were relatively low key. We’re starting to step it up now.”

The Teaching Center is housed in Room 126 of Prince Hall, a small room cluttered with audio-visual and videotaping equipment, hand-me-downs from the School of Dental Medicine. McDowell, who chaired the mathematics department for 16 years, is the center’s only full-time staff member. Eventually, he said he would like to see the room transformed into a comfortable teacher’s lounge with couches and chairs. Until then, the center is a place where faculty members just come to work.

All of the faculty who seek out the Teaching Center share a commitment to improving their teaching skills. Men and women are represented equally and most are undergraduate professors, though some come from graduate programs.

“A lot of faculty will come in and say, ‘Some teachers can walk in the room and immediately have command of the class. How do they do it?’” McDowell said.

McDowell relies heavily on videotaping to help faculty improve their teaching. An unobtrusive teaching assistant videotapes the professor in class. McDowell reviews the tape, makes notes, then watches it again with the professor. Together, they discuss areas that need improvement. This consultation promotes an ongoing habit of self-evaluation and experimentation that faculty have found helpful, McDowell said.

Each semester, the Teaching Center also sponsors three Lecture Presentation Skills Workshops by David Kuhns, assistant professor of drama. During the intense seminars, Kuhns teaches faculty how to think more like actors and less like professors.

“When actors are in front of the public, they’re always thinking about how they’re coming across as a performer. Faculty only think about their performance 10 percent of the time,” McDowell said. “David helps them with eye contact, use of notes, transitions, authority in the classroom, voice projection. They are strictly actors’ stock and trade.”

For Taddese, a John B. Ervin Scholar, receiving awards is great, said Taddese, as described how it feels to be featured in one of the nation’s largest newspapers.

“When I think about what I want to do with my life, I don’t want to just get awards. I want to do something useful.”

For Taddese, a John B. Ervin Scholar, receiving awards is great, as described how it feels to be featured in one of the nation’s largest newspapers. He has proudly gained such distinction from others that sense pressure or temperature or control muscle movement.

In his essay describing his work to the team judges, Taddese quoted Albert Schweitzer who said “Pain is a terrible thing. It would be better to die in one’s sleep than to be made to feel it.” But Taddese added “Prolonged pain, such as

Cluster seeks input from faculty, staff to improve services

The following story focuses on the efforts of the Administrative Services Cluster. Future issues will detail the work of the Administrative Financial Aid Cluster and the Student Experience Cluster.

It’s happening in all corners of the Hilltop Campus:

• Beginning this week, the Faculty Computing Services Cluster is holding daily brown-bag lunches for faculty to address computing problems and/or topics of interest.

• Accounting six ties is using the team approach to work with users of its financial information systems.

• Facilities Planning and Management Department recently published a “quick reference guide” that explains its services, and lists the names and numbers of the key people involved in them.

These changes represent small steps toward a larger goal: improving services at Washington University, while reducing costs. These initiatives also represent the ongoing commitment of the Administrative Services Cluster, a group of 40 members from areas of the University’s central administration or Central Fiscal Unit (CFU) and every Hilltop school. The CFU includes a wide range of administrative tasks such as accounting, admission, alumni affairs, computing, facilities, human resources, libraries, physical facilities, and student aid.

The University Management Team, which consists of some CFU managers and the school deans, organized the Administrative Services Cluster and two other clusters last year to help the CFU better understand the learning, teaching and research needs of the students and faculty it serves. The other two clusters are the Administrative Financial Aid Cluster and a Student Experience Cluster.

All of the clusters share a commitment to help the faculty improve their teaching, which is at the heart of the University’s mission.

USA Today spotlights senior Abraha Taddese

Senior Abraha Taddese once delivered USA Today newspapers in his Stockton, Calif., hometown.

On Feb. 4, the classics and biology major became part of USA Today’s Headlines.

Taddese was one of 20 seniors named to USA Today newspapers in his Stockton, Calif., hometown.

On Feb. 4, the classics and biology major became part of USA Today’s Headlines.

Taddese was one of 20 seniors named to USA Today’s Academic First Team, whose members were profiled in the Feb. 4 issue of USA Today. The students, who each received a $2,500 award, also were honored during an awards luncheon at the newspaper’s headquarters in Arlington, Va. Each year, 20 students are named to second and third teams.

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Continued on page 6

Continued on page 8
**Medical Update**

**Balding bacteria**

**Scientists' findings could improve treatment for bacterial infections**

Scientists have devised a way to make bacteria go bald, losing their "hair" and with it their ability to adhere to throats, nasal passages, kidneys and other human tissues they love so well.

The idea, unveiled in a recent issue of the journal Science, is to use a newly designed peptide to collapse the scaffolding the bacteria use to assemble pilus, thousands of hair-like projections with sticky tips that enable bacteria to gain a stronghold in the human body. Without the scaffolding, bacteria are unable to construct adhesive pilus and they are washed off tissues by body fluids, said author Scott J. Hultgren, Ph.D., assistant professor of molecular microbiology at the School of Medicine.

Hultgren's research team recently produced the first molecular snapshot of the bacterium E. coli in the process of assembling the machinery it uses to build an adhesion structure called a pilus. Importantly, the pictures showed that a peptide designed by the researchers interfered with this construction process and grinds it to a halt. The pictures, produced in collaboration with Derek J. Ogg, Ph.D., of Symbicom Pharma, showed how the bacteria are able to gain a foothold in the host and not be washed away. "We think we have identified a universal anchoring site that could serve as an important target for a single drug that could knock all of them out," Scott Hultgren, Ph.D., assistant professor of molecular microbiology, said.

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Farm boy becomes leading plastic surgeon

Plastic surgeon Vernon Leroy Young, M.D., scrubs before surgery. His chief resident David Martin, M.D., is in the background.

"I was so proud, I wore my scrubs suit around for a week."
Exhibitions

“The Near Distance: James McCarthy’s Settlement” by Akiko McCollum

Films

Thursday, Feb. 10

Friday, Feb. 11
7 and 9:30 p.m. Filmboard Classic Series. “Sleepless in Seattle” (1993). (Also Feb. 12, same times, at 7 p.m.) Room 100 Brown Hall. Cost: $2.

Tuesday, Feb. 15
7 p.m. Japanese Film Series. “Life of Otaru” (1952), with English subtitles. Room 204 Crow Hall. Cost: $3.

Wednesday, Feb. 16

Friday, Feb. 18
7 and 9:30 p.m. Filmboard Classic Series. “Amarcord” (1973, B&W). (Also Feb. 19, same times, at 7 p.m.) Room 100 Brown Hall. Cost: $2.

Tuesday, Feb. 22

Lectures

Thursday, Feb. 10

Monday, Feb. 14


4 p.m. Immunology seminar. “Genetically Engineered Antibodies: Improving on Nature,” Robert Schreiber, prof., and chairman, Dept. of Microbiology and Molecular Genetics, U. of California, Los Angeles. Third Floor Aud., St. Louis Children’s Hospital.

5 p.m. Psychology colloquium. “Severe Cerebral Injury and an Attention Deficit Hypersensitive Lesion,” Maureen Edgcombe, cand. in psychology, University of Virginia, Room 322 Robb Hall.

Wednesday, Feb. 16

5:30 p.m. Microbiology and molecular microbiology seminar. “Testing the Adaptive Significance of Population Mediated Responses to Vegetation Shade,” Lynn Lopatin, a soprano, will sing and Gail B. Brown will play the piano. Graham Chapel.

Law lecture focuses on Thurgood Marshall


Freedman served in the early 1960s as law clerk to Judge Thurgood Marshall, then a member of the 2nd U.S. Circuit Court of Appeals. Marshall went on to become the first African American to serve on the U.S. Supreme Court, on which he served from 1967-1991.

A graduate of Harvard University, Freedman joined the faculty of the Pennsylvania State University in 1971 and earned an international reputation as a legal scholar, writing extensively about administrative law.


Freedman earned his law degree from the University of Pennsylvania Law School in 1970. In 1982, Freedman became president of the University of Iowa in Iowa City. During his administration, the university strengthened its Writers’ Workshop, revitalized its Honor Program, and created a Center for Asian and Pacific Studies, a Center for International and Comparative Studies, and a Center for the Book.

Since assuming the Dartmouth presidency in 1987, Freedman has worked to strengthen the university’s academic reputation.

Freedman has taught political science and law courses and held visiting profes-
sionships in Cambridge, England, and Salzburg, Austria, and also at the University of North Carolina, the University of Michigan and Georgetown University. He is a member of the bars of New Hampshire, Pennsylvania and Iowa. His professional affiliations include the American Law Institute and the planning committee of the National Center for the U.S. Army Veteran.

Freedman holds honorary degrees from Harvard, Dartmouth, Princeton, Mount Holyoke College, Southern Methodist University, St. Ambrose University, and Malawi University in Malawi. He is a past president of the University of Pennsylvania and Vermont Law School.

The lecture is sponsored by the School of Law and the Dartmouth College Alumni Association, which established the Thurgood Williams Professorship to honor the late Thurgood Williams, who was on the Washington University law school faculty from 1941 to 1946.

Friday, Feb. 18


Saturday, Feb. 19
7 a.m. Saturday morning neurosciences seminar — Early Events in Neuronal Development. Room 362 McDonnell Medical Sciences Bldg. 935-6784.

4 p.m. Music lecture. “A Symphony of Proteins: Properties of Non-cardiovascular Drugs,” Raymond Woody, prof. and chair, Dept. of Pharmacology, Georgetown U., Washington, D.C. Room 601 Medical School Library. (This will be served during the seminar.) 454-8536.

Thursday, Feb. 17
10 a.m. Second Floor Aud., Central Institute for the Deaf. 652-3200, ext. 671.

Saturday, Feb. 26


11 a.m. University College Saturday Seminar. “Race, Poverty and Environmental Justice.” Room 322 Robb Hall. 935-6788.

Music

Saturday, Feb. 12
8 p.m. Voice recital. Graduate student Karen Lynn Lopatin, a soprano, will sing and Gail B. Brown will play the piano. Graham Chapel.

Galesius

Feb. 10-19
Job-hunting techniques. Instruction by Professor Dorfman's "Out of Season," the athlete's dance project titled "Out of Season" to be be held weekdays from April 4 to 21.

Registration is from 1:30 to 2 p.m. Edison Theatre and Dance St. Louis, the reigning UAA Player of the Year, is a 6-foot-4, 215-pound swingman who can score inside or outside. He is fourth in UAA scoring and sixth in rebounding.

Choreographer seeks athletes for auditions

C alling all athletes! David Dorfman, a nationally acclaimed athlete, dancer, and choreographer, is auditioning athletes for a project to be performed at Dorfman Company's "Really Rosie," part of the Edison's 20th annual "Ovation!" series. Auditioning will be held at the Willow's B. dance studio.

Sports

Maurice Sendak's classic children's tale gives secret for surviving boredom

"Really Rosie," author Maurice Sendak's story of a plucky 10-year-old girl with a vivid imagination, will come to life at 8 p.m. Feb. 25 and 26 at 2:00 p.m. Feb. 26 and 27 in Edison Theatre.

"Really Rosie" is part of Edison's "Ovation!" season. The first 15 minute show is recommended for ages 5-8.

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Cluster generates new partnerships and spirit of cooperation— from page 1

Just as the other two clusters have done, the ASC is conducting focus group interviews. "These interviews seek to find out how faculty and staff expectations about administration are changing and how faculty experience in using those services," said Burckel. "In short, the CFU is using these interviews to find out, from the user's point of view, what works and what does not work."

The idea of communication opening between the schools and central administration, "we're seeing a cooperative spirit emerge," said Pollack. "CFU and campus administrative staff are developing a true partnership, working together to meet the needs of faculty and students. When the ASC began, its membership was primarily CFU. The cluster membership has grown with permanent additions from the Hilltop schools."

The ASC began its series of focus group interviews last summer with faculty and staff from the John M. Olins School of Business. Since then, separate groups of faculty and staff from all the Hilltop schools and Arts and Sciences have been interviewed on a school-by-school basis to determine what the members of those groups need to facilitate teaching and research. The cluster begins next round of interviews this week with 11 focus groups from Arts and Sciences.

The ASC has found that faculty and staff, basically have been asked the same two questions: 1) With regard to administrative support, what satisfies you and what does not? and 2) What suggestions do you have for improvements in administrative support?

The participants are encouraged to answer freely and are promised anonymity with their comments, said Burckel and Pollack. The focus group sessions run anywhere from 90 minutes to three hours and include between six and 10 participants. The number of focus groups range from two to 11 per school depending on the size of a school's faculty and staff.

After all the focus groups have been conducted in a school, the feedback is compiled into two reports—one outlining what the cluster has learned from the faculty, the other from the staff. Those reports are given only to the school deans, focus group participants and cluster members.

"While the original charge of this cluster was to gather information, identify key findings and make recommendations for systemic changes affecting the University at large, we've now found that the cluster members have become responsive to specific issues in their schools and CFU areas," said Pollack. "We're hearing about improvements in the way services are delivered throughout campus. Not only are our own cluster members making changes in their CFU areas based on what they've heard from the focus groups, but also the schools that have received our reports are starting to act on them."

An example is the quick response the dean of the School of Engineering and Applied Science took to reports from his focus groups. "One immediate outcome of the Administrative Services Cluster has been a recognition that staff morale within the School of Engineering and Applied Science, which has been involved in some difficult personnel issues, could be greatly improved with better communication of who we are, what we do, and where we are going," said Dean Christopher I. Byrnes, Ph.D.

Consequently, the school has started a new tradition: staff assembles twice a year. The first one was held in November. The dean gave a state of the school address, explaining the administrative and academic organization of the school and sharing all financial information concerning expenditures. Afterwards, including the roles played by tuition income, overhead, gifts and endowment.

"The idea is for an informed staff to better analyze the kinds of improvements or changes that would help. That level of participation is what is needed to meet staff expectations about administrative support."

We had one professor who thought his needs were not getting met. We realized that not all faculty know where or to whom to go for their needs. That's why we're just voices on the telephone. Our goal is to be more than that. We want to understand the kinds of improvements or changes at the school level that the Administration can reasonably act on, and organize the school and sharing all financial information concerning expenditures. Afterwards, including the roles played by tuition income, overhead, gifts and endowment.

At other schools, says Byrnes, "we have realized that not all faculty know where or to whom to go for their needs. That's why we're just voices on the telephone. Our goal is to be more than that. We want to understand the kinds of improvements or changes at the school level that the Administration can reasonably act on."

"The focus group reports have given us a great opportunity to respond to the needs of the different schools," said Dean Christopher I. Byrnes. "We have met with deans and department heads to discuss specific problems and future plans. Theoretically, we should know the problems that need attention through our customer service representatives, zone maintenance managers and the network of building liaisons. However, there are issues that fall through the cracks and the focus groups have helped to bring them to the surface. We want to know what the problems are so they can be addressed."

Burckel and Pollack point out that other issues may require University-wide changes to improve services or reduce costs. "We also will need to make sure that we have identified the major issues to common problems, such as all schools before recommending systemic changes," said Burckel, adding that "changes of that nature won't happen overnight."

Once all the focus group interviews are completed and the reports written, the cluster will review the material looking for key findings and preliminary analysis along with recommendations to the University Management Team. Plans are to present this information to the Administration once this report is complete. "The process has generated enthusiastic support both within and outside the focus groups. That should assure that our recommendations will be taken very seriously," said Burckel.

"The ASC cluster is doing is a wonderful beginning," said Professor Edward S. Macias, Ph.D. "It is essential that we take a critical look at the top of the hierarchy and see ways to make improvements. And then we want to be role models so the people we serve to find out whether we've actually met their needs. Someday or later we'll get it right." — Susan Killenberg, Center teaches faculty new strategies— from page 1

"Professors read the essays before the next lecture," McDowell said. "Many times the students find out what the next lecture is all about before I start talking. That's not the way it should be. The program is not aimed at the masses, but it's to give people ideas on how to improve the effectiveness of their lectures."

"What we've found is that the students miss the lecture. The professors are happier and the students feel a better point of view in their classes."

"Everyone is not happy, but the students appear to be more excited."

The Teaching Center has many success stories, McDowell said. "One professor thought his accent was a problem. We worked with him and the difference was night and day. People who use his second videotape are amazed."

The Teaching Center is open for anyone to come. His videotape first showing him standing at the podium, completely static. When he moved into his body language, it was like he had come to life. He opened: "Let's sit down and learn something new."

The students sat up and listened. "We have people who differ in the classroom and learning is not lost on the professor," said McDowell. "The Teaching Center can help all faculty members. One reason why they have long been in the front of the classroom is that most have taught an old dog new tricks," he said. "Not many people are perfect public speakers. In the end, the students can tell you if you improved but I really think it benefited me." —Suzannah Webb

Faculty from four different disciplines discuss environment...
John Loewing receives national award

In addition to its immediate implications for test construction, Dr. Loewing's work had profound theoretical impact," said Nancy Cole, ETS president, who presented the award to Loewing. "On behalf of all my colleagues at the Center for Assessment Measurement and Evaluation, I want to extend our heartfelt congratulations and deep appreciation to Dr. Loewing for her field-defining work in personality measurement.

In honor of her contributions to the field of personality measurement, Loewing recently received the Bruno Klopfer Award from the Society for Personality Assessment last year.

Psychological Service Center offers group therapy

The Psychological Service Center at Washington University is offering several group therapy programs. The center is offering psychoeducational groups for men and women ages 24-55 who are suffering from depression. The weekly groups will meet for 12 weeks beginning in March. The women's group will meet from 6:30 to 8:30 p.m. on Mondays and the men's group will meet at the same time on Tuesdays.

Both groups will be limited to 10 members and will be closed once the sessions begin. Prior to the first meeting on February 23, telephone consultations will be held to determine if the treatment is suitable for the participants. The cost is $80 per session, payable in advance.

For information, call 935-6555.

Guidelines for submitting copy:
Send your full name, complete title, department, phone number and highest-earned degree on the first line of the message. Your title and your profession or activity to For The Record, c/o Carolyn Sanford, Campus Box 1070, or call 935-6555. Submit items no more than 75 words. For information, call Sanford at 935-5293.
Senior named to ALL-USA College Academic First Team – from page 1

that felt by cancer and arthritis patients, erodes the quality of life, impedes recovery. The doctor can even make a difference between recovery and death. Understanding pain sensation in individual situations: can help the physician's ability to treat clinical pain. The research shows that people who say they are one of the most philanthropic things that anyone can do," Taddese, who delivered a lecture/slide presentation on his work to leading neuroscientists during the Society for Neuroscience's scientific sessions held in Washington, D.C. "To discover something that is going to help people — that's community service. All of the people who study cancer or whatever are conducting effective community service, especially when people decide between that type of career or something that's just going to pay a lot." He has applied to the Washington University M.D./Ph.D. program.

Sharon Stahl, assistant dean of arts and sciences, congratulated Taddese for the honor. In addition to McCluskey, Patout Burns, P.D., Thomas and Alberta Whiteau, Professor of Christian Thought and chair of religious studies, and James E. McLeod, University Dean of Arts and Sciences, wrote letters of recommendation on his behalf.

"When I first saw the information about team nominations, I thought, that's Abraha. He's had no doubts who would win. He's just extraordinary. He has a championship type of look at things. He has an impact on people he meets. tall, humble," McLeod agreed. "We are very proud of Abraha," he said. "This recognition is an affirmation of his extraordinary talents, accomplishments and commitment to service."

After he receives his medical degree and doctorate, Taddese may pursue several career options. He would like to develop a better pain-killing drug, of course, or perhaps work for the World Health Organization to combat diseases such as malaria, which, according to Taddese, is the leading cause of death in humans.

Abraha Taddese

The $2,500 award will help finance Taddese's plans to travel to Ethiopia this summer to study how the country trains its physicians. He also plans to learn more about his family's history. His father, economist Taddese Woobneh, P.D., is from Ethiopia.

The doctor-patient ratio in Ethiopia is amazing. "It would be great to have some..." TaddeseWoobneh, Ph.D., is from Ethiopia. Taddese's plans to travel to Ethiopia this summer to study how the country trains its physicians. He also plans to learn more about his family's history. His father, economist Taddese Woobneh, P.D., is from Ethiopia.

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