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**Washington University Record, October 30, 2008**

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Grant to test strategies to eliminate cancer disparities

By Diane Duke Williams

Disadvantaged and minority populations are more likely to be diagnosed with and die from cancer than other groups in the United States. A five-year, $8.6 million grant will explore how improved information and referral systems can help eliminate these disparities.

The grant, from the National Cancer Institute, was awarded to the Health Communications Research Laboratory (HCRL) at the George Warren Brown School of Social Work and establishes the HCRL as one of only five Centers of Excellence in Cancer Communication Research nationwide.

The grant will enable the HCRL to test communication strategies to enhance prevention, early detection and treatment of cancer in low-income populations. The research will take place in real-world settings with local partners, including the United Way of Greater St. Louis, Missouri Department of Health and Senior Services and Missouri Foundation for Health. The grant also supports research with the American Cancer Society to evaluate effects of a national cancer news service for minority serving media.

"We know a lot about how to prevent cancer or detect it early, and many of these services are available free to those with low income or no insurance," said Matthew W. Kreuter, Ph.D., principal investigator of the grant and director of the HCRL. "But we need to do a much better job connecting people to these services."

Kreuter is a professor at the Brown School and holds an appointment at the School of Medicine. Additionally, he is a scholar at WUSTL's Institute for Public Health.

The grant will fund three studies. In the first study, 5,564 participants statewide will receive referrals to free cancer prevention and screening services available close to home. Some will receive help from a personal assistant or individualized health information to act on the referral.

The second study will evaluate a news service that distributes localized cancer information to minority-serving newspapers. The American Cancer Society will select these newspapers through a competitive process.

See Grant, Page 2

Treatment filters out bad cholesterol

By Jim Drizin

Diet and lifestyle changes, combined with medication, can lower the risk of heart attack and stroke in patients with high levels of so-called bad cholesterol. But some patients genetically predisposed to high levels of LDL (low-density lipoproteins) don’t respond well to drug therapy.

Now School of Medicine physicians can help these patients with a technique called LDL apheresis, a treatment with an FDA-approved system known as HELP (Hepatic Induced Extra Scoleic Lipoprotein Precipitation), which filters LDL cholesterol out of the blood.

"The blood is separated into red cells and plasma, and the plasma is run through a device containing material that grabs on to bad cholesterol particles," said Anne Carol Goldberg, M.D., associate professor of medicine. "It picks up the particles that contain a protein found on LDL cholesterol and removes them from the blood. Then the plasma is put back together with the red blood cells, minus the LDL, and returned to the body."

The therapy reduces LDL cholesterol levels by at least 50 percent, according to Goldberg, a cholesterol specialist.

Sometimes as much as three quarters of a patient’s LDL will be removed during treatment. Unfortunately, the bad cholesterol will begin to build up again in the days and weeks following treatment, so patients who qualify for the therapy must receive treatment twice a month.

The HELP system is designed primarily for people with inherited genetic defects that cause their LDL levels to be extremely high. Most have been well as critical praise. Because of his broad-based knowledge of current issues, he is a frequent guest on national talk shows.

Distinguished Faculty Awards

The Distinguished Faculty Awards are being presented to four WUSTL professors who have demonstrated outstanding commitment to teaching and to intellectual and personal development. They are Elizabeth C. Childs, Ph.D., associate professor and chair of art history and anthropology in Arts & Sciences; Dorsey D. Ellis Jr., J.D., dean emeritus and the William E. Orthwein Distinguished Professor of Law Emeritus in the School of Law; Robert J. Rothbaum, M.D., professor of pediatrics in the School of Medicine; and Guatam N. Yadama, Ph.D., associate professor of social work and director of international programs at the George Warren Brown School of Social Work.

Elizabeth C. Childs

After earning an undergraduate degree in art history and anthropology at Wake Forest University and a doctorate in modern art history from Columbia University, Childs began teaching at the State University of New York at Purchase.

She joined WUSTL in 1993 as an assistant professor and was promoted to associate professor five years later. She is the first female chair of the art history and anthropology department.

Her research focuses on the relationship of colonialism, travel,
Grant

- from Page 1

divisions in 14 states that are home to 55 percent of the U.S. African-American population. In a previous HCRU study investigating newspaper advertising serving African-Americans in 24 U.S. cities, the new service, called Orsoma, significantly increased the amount and quality of cancer coverage and increased readers talking about seeking information about cancer and increasing cancer prevention behavior.

African-American women who are diagnosed with breast cancer tend to be diagnosed with more advanced-stage disease, and deaths from breast cancer are higher among African-American women than among white women, according to the National Cancer Institute. These disparities are due in part to differences in adherence to follow-up care, patterns of patient/provider communication and availability of emotional support. The third study, involving 220 African-American women who were treated for breast cancer at the Fred Hutchinson Cancer Research Center, seeks to improve treatment adherence by providing them with a touch-screen computer system, Living Proof, which contains hundreds of videotaped stories from local African-American women who are survivors of breast cancer.

The stories share survivors' strategies for coping with a cancer diagnosis and treatment, dealing with personal and professional responsibilities, having positive experiences in the health-care system, and ensuring follow-up care. Kreuter said these studies are unusual because of their scale and their integration into existing state and national systems that serve disadvantaged populations.

"We want to assure everyone that great progress science has made in finding and fighting cancer benefits all people," Kreuter said. "If these strategies are effective, they can be applied all over the United States," he said.

Treatments

Help with 'silent disease' most don't notice

- from Page 1

diagnosed with familial hypercholesterolemia (FH), carry two copies of the LDL receptor gene. The condition affects about one in every 500 people. People with FH have a high risk of suffering a heart attack or a stroke at a young age. Some people with very severe FH will inherit a defective gene from both parents, but that only occurs about once in every 1 million people. In patients with one defective copy of the gene, blood cholesterol levels usually range between 250 and 500. Those with two copies of the defective gene can have cholesterol levels between 700 and 1,200.

"High levels of cholesterol cause deposits to form inside blood vessels, and those deposits, called plaques, can narrow arteries and block blood flow," Goldberg said. "It is a silent disease, and most people don't notice any symptoms until they have a heart attack or a stroke."

People with FH are eligible for the therapy, a person must have an LDL cholesterol level of more than 300 after at least six months of drug treatment to lower cholesterol and improve their Lp(a) level. They may also have a diet low in saturated fat with low-cholesterol foods. People who already have been diagnosed with cardiovascular disease are eligible if their LDL levels remain above 200 after maximum tolerated therapy.

"This does not remove as much cholesterol as a diet alone for a period of time. It's a shorter procedure," Goldberg said. "On dialysis, it's a procedure that's lasting about 1 hour, 45 minutes, and it's flexible enough to do it in the flexible schedule, the RMAA, and the HDMA."

"Knowing how important it is for employees to make the best decisions about their health care, we offer the Office of Human Resources 15-1-hour informational meetings for employees. These meetings provide employees with the opportunity to receive a further explanation of all of the benefit information included in the Health Open Enrollment brochure and to ask their general and specific questions," said Tom Lauman, director of benefits, who will be the presenter at all sessions.

The meeting schedule was included in the open enrollment brochure that was sent to campus bonus earners this week and also can be found (as of Nov. 1) at hr.wustl.edu or medschoolhr.wustl.edu. For more information about open enrollment, contact the Danforth or Medical School Benefits Departments.

Open enrollment for health, flex spending and savings accounts all through November

The annual health open enrollment period for the health- and dental-only plans, the health- and child-care flexible spending plans, the Health Savings Account (HSA) and the Retirement Medical Savings Account (RMSA) will be from Jan. 1, 2009, to Nov. 30, 2008.

Enrollments and changes to these plans made during the open enrollment period and before the Nov. 30 deadline will be effective Jan. 1, 2009, for calendar year 2009.

The open enrollment period is only the time during the year when employers will enroll in the flexible spending plans, the RMAA and the HSA. Knowing how important it is for employees to make the best decisions about their health care, we offer the Office of Human Resources 15-1-hour informational meetings for employees.

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Consider supporting Proposition M

Our community faces the threat of greatly reduced health- and MetroLink service that will impact students, faculty and staff in the very near future. Metro, St. Louis' regional transit agency, is facing an $85 million revenue shortfall this fall and will be forced to make drastic cuts to bus and light rail service without additional funding support. On Nov. 4, registered voters in St. Louis County will have an opportunity to vote on Proposition M, a one-half cent sales tax increase. If passed, the sales tax increase will raise $85 million annually to operate and expand our region's transit system. The sales tax will help ensure that Metro will have the needed funding to build additional light rail lines and to continue to meet the growing demand for bus service.

As you are aware, the Washington University community is well served by both MetroLink and MetroBus services and is one of the largest users of public transit in the region. In 2006, the University began issuing free transit passes to all students, faculty and staff through the U-Pass program. The U-Pass program has exceeded expectations in the number of transit trips taken by University members.

During the last fiscal year, approximately 2.3 million transit trips were taken by University students and employees. This year, the pass program has continued to grow and has enjoyed all that the greater St. Louis region has to offer. You must do everything possible to support Proposition M.

Please consider the future of our regional transit system and vote yes on Proposition M. If you would like additional information, visit nooremotolink.com. I plan to vote "yes" on Proposition M and hope that you will consider supporting this important proposal.

Sincerely,
Mark S. Wrighton
President

For more information and videos supporting Proposition M can be found at metrostlouis.org.
By Beth Miller

Jeffrey I. Gordon, M.D., and David M. Holtzman, M.D., have increased capacity to speed scientific discovery and increase research capacity through the groundbreaking of the BJC Institute of Health at Washington University, which has been one year since the groundbreaking of the BJC Institute of Health.

The BJC Institute of Health is the first institute of its kind in the St. Louis area, and it will continue to shift toward a world-class health care and education entity.

Institute of Medicine recognition goes to Gordon, Holtzman

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Luna Negra Dance Theatre blends ballet and modern dance with contemporary Latin and Afro-Caribbean forms.

his first dance program, begun studying (and soon performing) with choreographers Doris Humphrey and Charles Weidman. He studied (and soon performing) with choreographers Doris Humphrey and Charles Weidman. He briefly studied art at the University of California, Los Angeles, but, in 1928, moved to New York City and, after seeing his first dance program, began studying (and soon performing) with choreographers Doris Humphrey and Charles Weidman. He briefly studied art at the University of California, Los Angeles, but, in 1928, moved to New York City and, after seeing

which remains dedicated to his repertoire, Limon died in 1972. Frequently based on Mexican, biblical and literary themes, Limon's choreography embraces natural movement patterns while also pairing seemingly opposed physical properties rising and falling, lightness and weight, isolation and communion. "There is a Time," which debuted in 1956, was inspired by the Book of Ecclesiastes in the Bible, which famously reads, "To everything there is a season, and a time to every purpose under heaven ..." Set to music by Norman Dello Joio, the piece opens with 12 dancers (symbolizing the book's 12 chapters) gathered together in a loose circle. As the dance progresses, the circle is continually broken and reformed, the community maintained even as its members pass from birth through life and finally death. Also on the program is "Damaas Fantastico" (1977), a rollicking homage to the Brazilian Carnival by the late Vitorino choreographer Vicente Nebrada (1930-2003). See the show's website, vicentenebrada.com and other traditional Brazilian instruments, the piece consists of eight dramatic solos that culminate in a rousing ensemble. The evening concludes with "Double Albat (Leave Sunday)" (2008), a new work by Vilari, which explores the mixture of Spanish, Moorish and Jewish influences that form Ladino (sometimes called "Iudeo-Spanish") culture. Inspired by the lush music and rich history of Sephardic Jewish communities that settled in Latin America in the early 16th century, the piece creates a haunting tableau of loss and redemption. Tickets — $20 for students and $25 for staff and seniors; and $32 to the public — are available at the Edison Theatre Box Office and through all MetroTix outlets. For more information, call 935-6434 or email edisse@wustl.edu
Introduction

The Drug and Alcohol Policy of Washington University is designed to maintain a safe and healthful environment for the members of the University community by promoting a drug-free environment as well as one free of the abuse of alcohol. This policy provides an effective policy to address all aspects of the University community and its operation, including recruitment, hiring, training and promotion in all job titles without regard to race, color, religion, national origin, gender, sexual orientation, gender identity or expression, age, disability or veteran status.

If you have questions regarding any of these policies, please feel free to contact me or any of the individuals identified in the specific policies.

Ann B. Prentatt
Vice Chancellor for Human Resources

Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthful environment for members of the University community by providing a drug-free environment as well as one free of the abuse of alcohol. This policy will be effective in addressing problems of a family member, by contacting available services. However, the decision for drug and alcohol abuse, however, the decision to seek diagnosis and accept treatment for drug or alcohol abuse is the responsibility of the individual.

III. Authorized Use of Prescribed Medication

Faculties and students are encouraged to use prescribed medication in the workplace or in the conduct of University business. Prescribed medication should be kept in its original container, which identifies the drug, date, and prescribing doctor. Any of its activities, the University reserves the right to inspect the employee's locker, desk, or other University property under the control of the employee.

IV. Drug and Alcohol Counseling, Treatment or Rehabilitation or Re-Entry Programs

Early recognition and treatment of drug or alcohol abuse are important for successful rehabilitation, and for reduced property damage, and for research and development. Washington University encourages the earliest possible diagnosis and treatment for drug or alcohol abuse.

V. Health Risks

Women who drink alcohol during pregnancy may give birth to infants with irreversible physical abnormalities and mental retardation. In addition, research indicated that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

VI. Legal Sanctions

Drugs: The manufacture, possession, sale, distribution, and use of controlled substances are prohibited by federal, state and local law. Penalties range from fine to life imprisonment.

VII. Loss of Workers' Compensation Benefits

The Missouri Workers' Compensation Act requires that a person who is injured while using alcohol or non-prescribed controlled drug.

VIII. Inspections

When the University has reasonable grounds to suspect that an employee unlawfully manufactured, distributed, possessed or used alcohol or drug paraphernalia on University property or at any of its activities, the University reserves the right to inspect the employee's locker, desk, or other University property under the control of the employee.

The School of Medicine Human Resources will provide additional requirements. For information see the School of Medicine Human Resources web site: Alcohol Policy (http://afalud.wustl.edu/drugandalcohol) or contact the Director of Human Resources, at 362-1100.
Policy on Sexual Harassment

I. Introduction and Policy Statement

Washington University is committed to having a positive learning and working environment for its students, faculty and staff and will not tolerate sexual harassment.

Sexual harassment is an attack on the dignity of individuals and the integrity of the University as an institution of learning. Academic freedom can exist only when every person is free to pursue ideas in a non-threatening, non-coercive atmosphere of mutual respect. Sexual harassment not only represents a distressing and threatening to the careers, educational experiences and well being of all members of our community.

Sexual harassment is a form of discrimination that violates University policy. It is also illegal under state and federal law.

This policy applies to all members of the Washington University community. It allocates responsibilities for helping to ensure that University policy is fairly applied, explains the process by which complaints of sexual harassment may be brought forward and provides sanctions for sexual harassment, which may range from reprimands to termination or dismissal, depending upon the severity of the offense. If you believe you have been sexually harassed, Sections IV and V describe options about what you can do and where you can go for help. If you believe you have been falsely accused of sexual harassment, the procedures described below are also available to you. Those charged with implementation of this Policy will, whenever appropriate, encourage and assist those who believe they may have been sexually harassed to pursue the asserted informal means outlined in Section IV below for securing the cessation of unwelcome and offensive conduct.

II. What Is Sexual Harassment?

For the purposes of this statement, Washington University has adopted the Equal Employment Opportunity Commission (EEOC) definition of sexual harassment for an academic community: Sexual harassment is considered to be unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, whether committed on or off campus, when:

1. The conduct obviously constitutes sexual harassment — such conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance or creating an intimidating or hostile environment for work or learning. Such conduct will typically be directed against a particular individual or individuals and will either be abusive or severely humiliating or will persist despite the objection of the person targeted by the speech or conduct.

2. Submission to such conduct is made: either explicitly or implicitly, a term or condition of an individual’s employment or academic advancement; or

3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance or creating an intimidating or hostile environment for work or learning. Such conduct will typically be directed against a particular individual or individuals and will either be abusive or severely humiliating or will persist despite the objection of the person targeted by the speech or conduct.

Sexual harassment includes but is not limited to situations where one person has authority over another. In such situations, sexual harassment is particularly serious because it may unfairly exploit the power inherent in a faculty member’s or supervisor’s position.

Sexual harassment can be verbal, visual, physical or communicated in writing or electronically. Some conduct obviously constitutes sexual harassment — such as a threat that a grade or promotion will depend on submission to a sexual advance. But whether particular conduct constitutes sexual harassment will often depend upon the specific context of the situation, including the participants’ reasonable understanding of the situation, their past dealings with each other, the nature of their professional relationship (e.g., supervisor-subordinate, colleague, etc.) and the specific setting. The inquiry can be particularly complex in an academic community, where the free and open exchange of ideas and viewpoints preserved by the concept of academic freedom may sometimes prove distressful, disturbing or offensive to some.

Examples of conduct which may constitute sexual harassment include but are not limited to:

- Inappropriate whistling or staring
- Verbal suggestions of sexual activities
- Requests for private meetings outside of class or business hours for other than legitimate mentoring purposes
- Use of inappropriate body images to advertise events
- Remarks about a person’s body or sexual relationships, activities or experiences
- Use of inappropriate body images in advertising events
- Inappropriate touching or hugging, rubbing, touching, patting, pinching or brushing another’s body
- Use of inappropriate body images in advertising events
- Use of inappropriate body images to advertise events
- Requests for sexual favors
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- Use of inappropriate body images in advertising events

III. Confidentiality

The University will strive to protect, to the greatest extent possible, the confidentiality of persons reporting harassment and of those accused of harassment. Because the University has an obligation to address sexual harassment, however, the University cannot guarantee complete confidentiality where it would conflict with the University’s obligation to investigate meaningfully on which, warranted, take corrective action. Even when some disclosure of the University’s information or sources is necessary, it will be limited to the extent possible.

The University will, to the extent permitted by law, keep confidential all records of complaints, responses and investigations. The records maintained by the Sexual Harassment Response Coordinator shall be available only to the Coordinator and, to the extent necessary, to administrators and other supervisors charged with responding to allegations of harassment. Allegations of sexual harassment shall not be placed in student records or personnel files unless, after appropriate investigation, such allegations have been sustained. Records of allegations maintained by the Coordinator which do not lead to formal hearings or personnel actions will be discarded after five years unless there are additional, more recent complaints against the same person. Any records maintained by the Coordinator concerning an allegation about which an accused person was not given reasonably timely notice and an opportunity to respond shall not be used to justify or enhance a sanction, other than an oral or written warning, imposed for a different instance of harassment.

If you want to discuss possible harassment in a more confidential setting or clarify your feelings about whether and how you wish to proceed, you may want to consult a social worker, therapist or member of the clergy, who is permitted, by law, to assure greater confidentiality. Clergy and counseling resources on campus are listed in the Student Counseling Services Handbook. If you wish to talk to someone in another campus community may contact the Student Counseling Services at 935-5980.

IV. Seeking Advice; Making a Complaint

If you believe that you have been sexually harassed, you have a number of response options, both formal and informal. Some people may prefer to pursue sexual harassment means instead of or before making a formal complaint; others will not. If an informal procedure is ineffective, the formal procedures will remain open to you. You should select the route you feel most appropriate for your circumstances. However you wish to proceed, you may consult at any time with the Danforth or Medical Center Sexual Harassment Response Coordinator (listed
in the Appendix), whose responsibilities include assisting students, faculty and staff with sexual harassment issues, be they general or specific, formal or informal. You may wish to work with the Coordinator to select an approach.

A. Informal Procedures
1. If you feel comfortable dealing with the situation without assistance, you can:
   a. Clearly state "no" to the person whose behavior is unwelcome.
   b. Communicate either orally or in writing with the person whose behavior is unwelcome. The most useful communication will have three parts:
      1. A factual description of the incident(s) including date, time, place and specific actions.
      2. A description of the writer's feelings, including any consequences of the incident.
      3. A request that the conduct cease. Frequently, such a communication will cause the unwelcome behavior to stop, particularly where the person may not be aware that the conduct is unwelcome or offensive.
2. If you wish to proceed informally, but with the assistance of someone else, you may:
   a. Ask the person's supervisor, e.g., department chair, dean, director, housing office representative, academic advisor or resident advisor, to speak to the person whose behavior was unwelcome. The purpose of such conversations is the elimination of unwelcome behavior.
   b. Consult with the Coordinator or one of the Student Sexual Response Coordinators as outlined in the Appendix and specifically charged with responding to sexual harassment inquiries and complaints. These individuals are thoroughly familiar with University policy on sexual harassment and are available to consult with victims of sexual harassment, those charged with sexual harassment, witnesses and supervisors of parties to a complaint. They can provide information about informal actions that might remedy the situation and discuss University policy on sexual harassment and procedures for resolving complaints.
   c. Ask the Coordinator to mediate or arrange for mediation. Mediation is discussion and negotiation, with the help of a third party, designed to permit the parties to reach a mutually acceptable resolution of a dispute. If a person complaining of sexual harassment seeks mediation, the person accused of harassment and the Coordinator must agree that the mediation would be consistent with the University's legal obligations in responding to and preventing sexual harassment, the Coordinator may mediate or arrange for mediation.
B. Formal Procedures
When you have attempted to resolve a sexual harassment claim through informal means, you may initiate a formal sexual harassment grievance proceeding by filing a written complaint. This process may lead to a formal hearing at which evidence will be considered by filing a written complaint. This process may lead to a formal hearing at which evidence will be considered. The Coordinator, or a complaint the Coordinator for your campus:

Complaints against faculty or staff:
   • Faculty and Administrative Affairs Committee (complaints by faculty and staff)
   • Title IX Grievance Committee (complaints by students)
   • Human Resources Advisory Committee (complaints by staff)
All of these committees may be contacted:
   c/o Office of Human Resources
   North Brookings Hall, Room 120
   Campus Box 1184
   935-9990

Hearing procedures are set forth in the Washington University Dis­rimination and Sexual Harassment Hearing Procedures. These procedures may also be obtained from the Office of Human Resources or from any Sexual Harassment Response Coordinator or Advisors. Whether or not you choose to file a complaint, the University may be required, or may otherwise deem it necessary and protective of the academic community, to commence its own investigation.

V. Protection of Rights
The University will not retaliate or discriminate against persons who report or charge sexual harassment or against those who testify, assist or participate in any investigation, proceeding or hearing involving a complaint of sexual harassment. In this context, retaliation refers to speech or conduct that adversely affects another's terms or conditions of employment or education and is motivated by an intent to harm the targeted person because of his or her participation in the filing or investigation of an allegation of sexual harassment. Any such retaliation, or encouragement of another to retaliate—whether or not you choose to file a complaint, the University may be required, or may otherwise deem it necessary and protective of the academic community, to commence its own investigation.

VI. Obligations of Vigilance and Reporting
The University seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of sexual harassment typically have injurious effects on the careers and lives of accused individuals. Allegations of sexual harassment must be made in good faith and not out of malice.

The most useful communication will have three parts:
1. A factual description of the incident(s) including date, time, place and specific actions.
2. A description of the writer's feelings, including any consequences of the incident.
3. A request that the conduct cease.

VI. Obligations of Vigilance and Reporting
The University can respond to specific instances and allegations of harassment only if it is aware of them. The University therefore encourages anyone who believes that he or she has experienced sexual harassment to promptly come forward with inquiries, reports or complaints and to seek assistance from the University. In addition, any University employee who becomes aware of instances or allegations of sexual harassment by or against a person under his or her supervisory authority must report it to those charged with responding to such allegations and reports the appropriate dean, director or department head or other
I. Introduction and Policy Statement
Washington University is committed to having a positive learning and working environment for its students, faculty and staff. Discrimination policy prohibits discrimination on the basis of race, color, age, religion, gender, sexual orientation, national origin, ancestry, citizenship status, marital status, physical or mental handicap, mental illness, veteran status or disability. Harassment based on any of these classifications violates University policy and will not be tolerated. Washington University has adopted a new policy on Sexual Harassment. Since that time, allegations of discrimination, harassment or other behavior have been handled in a similar manner. This Policy confirms that allegations of any sort of discriminatory harassment are handled in the manner described in the Sexual Harassment Policy. That Policy applies to all members of the University community. This Policy allocates responsibilities for helping to ensure that University policy is fairly applied, explains, by way of example, what harassment may be brought forward, and provides sanctions for harassment, which may range from reprimands to termination or dismissal, depending on the severity of the offense. School of Medicine students and employees may, alternatively, rely on the School’s Absentee Conduct Policy.

II. What Is Discriminatory Harassment?
Discriminatory harassment is unwelcome and objectionable conduct of a sexual nature which is sufficiently severe, pervasive and objectively debilitating or intimidating for the person affected such that it is reasonable to infer that the person is being subjected to harassment. Sexual harassment, as used in this policy, includes unwelcome conduct on the basis of sex and gender identity. "Gender identity" means "whether an individual identifies as male, female, a gender other than male or female, or is transitioning to or transitioning from one or the other gender." This Policy applies to discrimination, harassment or other behavior that is unwelcome, even if the person affected does not explicitly state that the behavior is unwelcome. In some situations, the person affected may not be aware that the conduct is unwelcome or that the person affected is being subjected to harassment. Any such retaliation — or any encouragement of such retaliation — will be treated as a serious offense under the policy and, where it applies, the University Judicial Code.

III. Confidentiality
The University will strive to protect, to the greatest extent possible, the privacy of persons affected by harassment and of those accused of harassment. Because the University has an obligation to address harassment, however, the University cannot guarantee complete confidentiality; where it would conflict with the University's obligations to address harassment or to enforce the Code of Conduct, it will be limited to the extent possible. The University will, to the extent permitted by law, keep confidential all records of complaints, including any investigations. The records maintained by the Harassment Response Coordinator shall be available only to the Coordinator and, to the extent necessary, to administrators and other supervisors charged with responding to allegations of harassment. Allegations of harassment shall not be placed in student records or personnel files unless, after appropriate investigation, such records have been sustained. Records of allegations maintained by the Coordinator, which do not lead to formal hearings, or personal actions will be deleted after five years unless there are additional, more recent criminal concerns present. Any record maintained by the Coordinator concerning an allegation about which an accused person was not given reasonably timely notice of the complaint or about which the accused person was not permitted to respond shall not be used to justify or enhance a sanction, other than an oral or written warning, in the absence of a finding of harassment.

IV. Seeking Advice: Making a Complaint
If you believe that you or someone you know has been harassed, you may wish to select an approach. There are a number of response options, both formal and informal. Some people may wish to pursue informal means of resolving a conflict or making a formal complaint; others may prefer to deal with disputes in an informal manner. If an informal procedure is ineffective, the formal procedures will remain open to you. You should select a route you feel most appropriate for your circumstances. However, you wish to try an informal procedure, you may consult with the Darnforth or Medical Center Harassment Response Coordinator (listed in the Appendix), whose responsibilities include providing advice to students, faculty and staff with harassment issues, be they general or specific, formal or informal. You may wish to work with the Coordinator to select an approach.

A. Informal Procedures
1. If you feel comfortable dealing with the situation on your own, you can communicate either orally or in writing with the person whose behavior is offensive. The initial informal communication may have three parts:
   a. A formal description of the incident(s) including date, time, place and specific action.
   b. A description of the writer's feelings, including any consequences of the incident.
   c. A request that the conduct be stopped, frequently, such a communication is the only way to stop the behavior to stop, particularly where the person may not be aware that the conduct is unwelcome.

2. If you would like to proceed informally, but with the assistance of someone else, you may:
   a. Ask the person’s supervisor, e.g., department chair, dean, director or office representative, academic advisor or resident advisor, to speak to the person whose behavior was offensive. The purpose of such communications is to facilitate conversation by which complaints of harassment may be brought formally.
   b. If you feel comfortable dealing with the situation on your own, you may:
      i. Take the matter to the Dean of Students or the Office of Public Safety.
      ii. Report the matter to a trusted individual or individuals because of the individual’s or individuals...

V. Protection of Rights
The University will not tolerate retaliation or discrimination against persons who report or charge harassment or against those who testify, assist or participate in any investigation, proceeding or hearing involving a complaint of harassment. In all contexts, the University will seek to protect the rights of all parties. Any such retaliation — or any encouragement of such retaliation — will be treated as a serious offense under the policy and, where it applies, the University Judicial Code. The University has an obligation to address harassment, and if desired, referral to off-campus resources.
Volleyball digs for the cure vs. UMSL
The No. 4 volleyball team dropped a five-set match to Division II University of Missouri-St. Louis on Susan C. Gopen Dinner and Dance Cure Night at the WUSTL Field House Oct. 22. Participating in the nationwide program to benefit the Gopen for the Cure, the team-led six of the loose balls in front of the Rhodes Clarin with a shot to the near net just 31 seconds into play and top 15 matchup Oct. 25. WUSTL to 12 games with a 1-0 victory over Division III College Oct. 31 at 7 p.m. in the Tritons Bears Invitational Friday and each set, and the Tritons came out ahead. The teams traded wins in the affair. The teams traded wins in the search and awareness.

Freshman Tricia Brandt gets ready to serve in the Dig for the Cure match last weekend at home against UMSL.

Friday, Nov. 7
4:30 p.m. Student Senate. Rees Auditorium. "Pediatric Palliative Care: What About Me?" Sarah Feder, M.D., of the University of Chicago, will discuss THE program for pediatric patients. Open to the public. Contact cafische@wustl.edu

On Stage
Friday, Nov. 7
6:30 p.m. "Rhythms for Rebuilding" with the University Women"s Chorus and the St. Louis University Choral Ensemble. For information, contact cafische® wustl.edu or e-mail Morana at mabelmorana@yahoo.com.

Christmas in Performance
Friday, Nov. 7
9 p.m. "Of Thee I Sing" presented by the WUSTL Opera Ensemble. 550-1396.

Saturday, Nov. 8
6 p.m. "Candidates' Forum on Energy Costs?" Panel discussion. 469-826-2560.

On Stage
Saturday, Nov. 8
7:30 p.m. "Rhythms for Rebuilding" with the University Women"s Chorus and the St. Louis University Choral Ensemble. For information, contact cafische@wustl.edu or e-mail Morana at mabelmorana@yahoo.com.

Civil engineering no longer admitting new students
Beginning this fall, the School of Engineering & Applied Science no longer will admit students in the bachelor of science degree in civil engineering and will seek re-accreditation for the degree program when it expires by September 2013.

The decision was made by the Department of Mechanical, Materials & Aerospace Engineering.

The degree is accredited by the Accreditation Board for Engineer ing Technology (ABET), the board for postsecondary degree programs in applied science, computing, engineering and technology.

The decision of the department was based on a desire to focus its intellectual efforts and resources on building on existing strengths in areas such as biotech nology, energy and materials engineering.

Law school interseession offers intensive study opportunities

By BRIAN LITZ
The School of Law will hold five intensive courses Jan. 5-9, 2009, allowing students to take one-or two-unit courses in a subject that enriches the student's education.

Top attorneys, professors and other professionals will teach these classes.

Intensive offerings include: "Chapter 11 Strategies for the Business Lawyer", "Comparative Property Law and the Law Select Topics, Chile and United States", "Iberoamerican Real Estates Perspectives", "Housing Law", "Introduction to Intellectual Property Law"; "Law and the Practice of International Diplomacy".

Rejected students who otherwise would have attended the courses. Registration continues through mid-November. Participants are expected to do reading assignments for the various areas of study to explore before the intensive is held. Resources include information about experts in the field" said Tormo, director of admissions.

Leading practitioners have developed "Winning and Engaging course offerings."

For more information, contact the law school at 935-4610 or visit law.wustl.edu/ registrar/index.asp?id=6766.

Latino American intellectuals focus of two-day conference
By NEIL SCHNEIDER
The Latin American Studies program in Arts & Sciences is sponsoring the 2008 South by Midwest conference, called "Rethinking Intellectuals in Latin America: Free and open to the public, the conference will be held Nov. 7-8 at the Knight Center on the Danforth Campus.

The conference will be an interdisciplinary gathering with participation of specialists in their fields who shed light on processes of change currently happening in Latin America.

"The conference seeks to examine the current opportunities for students interested in the study of Latin American intellectual and political history," said Tormo.

For more information, visit latinasamericastudiesprogram.com or e-mail Morana at mabelmorana@yahoo.com.

Electoral program schedule
Thursday, Oct. 30
4:30 p.m. "Environmental Issues in Politics". Panel discussion. Free and open to the public. For information, contact cafische® wustl.edu.

Saturday, Nov. 7
7:30 p.m. "It's a Wonderful Life" presented by the WUSTL Opera Ensemble. 550-1396.

Monday, Nov. 3
5:30 p.m. Karl Rove. Graham Chapel. Open to members of the WUSTL community. For information, contact cafische® wustl.edu.

Saturday, Nov. 7
Founders Day
Honors go to four faculty, four community members
—from Page 1

A fitting tribute

Michael Greenfield, J.D., the George Alexander Madill Professor of Contracts and Commercial Law, and his wife, Claire Halpern, cut the ribbon during the dedication of the Greenfield Classroom in Seigle Hall. The new classroom—the first in the School of Law named for a current faculty member—is a tribute to Greenfield's tireless work with other faculty, students, administrators, alumni, architects and contractors to ensure that the law school's physical facilities remain among the very best in the country. "Mike Greenfield has given 40 years of priceless sweat equity into this law school, as a teacher and scholar as well as a member of at least three building committees," said Kent Syverud, J.D., dean of the law school and the Ethan A.H. Shepley University Professor. "The classroom in Seigle Hall is a particularly fitting recognition of his selfless service to our school."

Feminism and the avant-garde
in a visual and intellectual world before World War I. An international coterie in modern European art, she was serving as a consultant for two exhibitions. During her teaching, she has served in research or consultant capacities in the Metropolitan Museum of Art, the Guggenheim Museum and the Peggy Guggenheim Collection in Venice, Italy. As an active teacher, Childs also holds a courtesy appointment in law, gender and sexuality studies in Arts & Sciences. She has co-taught courses in several academic departments and has been called a "true visionary" in visual, impressionist painting and photography, an exoticism within European modernism and art censorship since the Renaissance.

Dorsey D. Ellis Jr.
Ellis joined the New York law firm of Cravath, Swaine and Moore earning a law degree from the University of Chicago in 1963. But five years later, he changed course, joining the University of Iowa law faculty and beginning what was to become a distinguished 40-year academic career. While at Iowa, he began yet another important career path—serving as a part-time resident judge for the 3rd Judicial District. More recently, he became a “certified conflict mediator” and a Trenton Family Court Judge. The Friedman’s significant service to the local community epitomizes the alliance between Washington University and the St. Louis region.
Notables

Late Foundation grants in partnership study of ancient Chinese landscapes

By Lian Otten

Gwen Bennett, Ph.D., assistant professor of art history and archaeology in ART\&S, has received a three-year, $335,000 grant from the Luass Foundation Initiative on East and Southeast Asian Archaeology and Early History. The grant will allow Bennett to expand her ongoing fieldwork into the ancient landscape and settlements of the Chengdu Plain in China's Sichuan Province.

The Chengdu Plain was home to some of the earliest states in East Asia, dating back to the second millennium BC. Bennett and her team of researchers have been working to uncover the social, political, and economic structures that supported these early states.

"Almost nothing is known of the political, social or natural landscapes preceding, contemporaneous with, or postdating this initial state emergence," she said. "This survey will expand our understanding of the relationship between landscape change and social evolution."

Bennett launched the Chengdu project as a one-month pilot study in 2005-06, centering on Guocheng, one of nine known late Neolithic walled sites in the region. After a subsequent field season in 2006-07, she developed a two-tiered process, combining aerial, full-cover surface survey as well as bucket-survey fieldwork, to begin in earnest this December.

The Late Foundation Grant — Bennett's second — will allow her to expand the research team to cover more than 300 square kilometers surrounding the ancient site.

Conversely, participating Chinese archaeologists will sample a range of approaches through a special six-week course held at the Chengdu Plain in Kangding in western China, where some of the earliest states in East Asia are known to have flourished.

"Western archaeologists are currently doing field work in China for over a decade now and have been quite successful in opening up this enormously rich field," Bennett said. "Chinese archaeologists have always gotten the better end of these stories. It is time for us to steal the show here.

Bennett's team will work in close collaboration with a team of Chinese archaeologists to conduct fieldwork in the region and to build the capacity of the local research community to carry out these kinds of studies in the future.

 Preliminary findings will be published in the Chengdu City Archaeological Institute's annual report.

For the Record

Jeffrey D. Milbrandt, M.D., Ph.D., professor of pathology and immunology, and medicine and of neuroscience, has received a three-year, $360,000 grant from the National Institute of Neurological Disorders and Stroke for research entitled "Increased Motility Activity as Treatment for Hereditary Neuropathies..."

Jacqueline S. Benton, Ph.D., is professor of pathology and immunology, and medicine. Her research is focused on the molecular basis of inflammation and immunity in the respiratory tract, particularly in the lung. She has received a three-year, $500,000 grant from the National Institutes of Health for research entitled "Localization and Regulation of Inflammatory Fungi."

Sarah Finger, a third-year medical student, took second place in the National Essay Contest on the Relationship Between Medical Students and Pharmaceutical Marketing, sponsored by Harvard Medical School. Her entry was chosen from more than 130 entries, from which one first place, one second place and five third place winners were named. She received a $1,750 cash prize and a certificate of accomplishment and a copy of the book "The Joy of Smoking.""
Jacques Baenziger seems to be always on the move, whether it's to attend a scientific conference or just to try new things. Many people are fond of flaunting the latest fads in clothing, technology, hobbies or foods, but Baenziger evinces a much deeper commitment to novelty: He signs up for first-of-their-kind ventures that last for years.

From attending an experimental college in Florida to breaking into the new M.D./Ph.D. program at Washington University to his field of scientific research — an important area of biomedicine long set aside as just too hard to pin down — Baenziger always seems to pick the route where, he says, there's "no road map and no idea if someone's going to succeed."

"I admit it, I've had a kind of peculiard path," says Baenziger, M.D., Ph.D., professor of anatomical and molecular pathology and of cell biology and physiology. "But if something looks like a good opportunity to me, I take it."

New country, school
Baenziger didn't have much of a say at the time, but this trend can be traced back to the first year of his life. Baenziger was born in Vevey, Switzerland. When he was three years old, his father, an engineer who worked for Nestle at its head-quarters in Vevey, was offered the opportunity to come over and being fairly adventurous people, he and my mom decided to do it. It was a pretty gutsy move.

When Nestle moved the division back to Switzerland years later, Baenziger's parents decided to stay in the United States, even though it meant giving up his father's pension, because they thought it would give their son more opportunities educationally and professionally. They moved to Tennessee, where Baenziger had a bedroom with a "spectacular"
vie of the Great Smoky Mountains.

After graduation from high school, Baenziger entered New College of Florida, in Sarasota, where the main building was the former mansion of the Ringling Brothers of circus fame. Baenziger was a member of the third class at the new university, which was not yet accredited and gave no grades but had famous faculty members like Arnold Snyder, a well-known historian.

"I can remember being one of only one or two students in organic chemistry class," he says. "That was great because I was basically doing synthesis projects for the professor. But it was also intimidating because whenever he asked a question, I had no one to hide behind."

A tricky transition
Unfortunately, having no class grades made getting into medical school tricky. Baenziger did well enough on his MCATs to be accepted at Johns Hopkins University but couldn't get a scholarship there.

A professor recommended checking with WUSTL, which was just starting a new M.D./Ph.D. program.

"They already had the two students they were going to take, and those were all they could afford to support," he says. "But I made a deal with the head of the residency and the dean for the first year, they'd start supporting me from then on."

Jacques Baenziger got his PhD in one year himself, and if I did as well as or better than the others in that first year, they'd start supporting me from then on.

Additional hobbies: Rollerblading, biking, cooking, singing Medieval and Renaissance music at weddings and concerts around the country

Favourite places to eat: Atlas, a restaurant in the Central West End, and The Crossing in downtown Clayton.

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