

UNIVERSITY FACULTY FORUM ON CONNECTING WITH STUDENTS:

SOME BEST PRACTICES IN TEACHING AND LEARNING AT CORNELL

Wednesday, March 15, 2000

Associate Professor Susan Piliero, Education, and Director of Cornell Center for Learning and Teaching: "It's about 4:35 now, so I guess we'll begin. I have the distinct privilege of moderating today's University Faculty Forum entitled 'Connecting with Students: Best Practices in Teaching and Learning,' sponsored by the Dean of the Faculty, Bob Cooke, and the Dean of the Students, John Ford.

"The 1998 report entitled 'Reinventing Education,' also known as the Boyer Report, accuses faculty at research institutions of neglecting teaching in favor of research and called undergraduate students second-class citizens at these institutions. The report presents some convincing arguments to support its case as well as a list of recommendations for enriching the educational experiences of its students. These recommendations ranging from engaging undergrads in research to transforming the instructional paradigm from a transmission to an inquiry model will involve for many a revolution in business as usual in the classroom and a major rethinking of student-faculty interaction.

"Not so for this distinguished panel of faculty seated before you. They have all been named Stephen H. Weiss Presidential Fellows by President Hunter Rawlings for their effective, inspiring, and distinguished teaching of undergraduate students. At the same time, they are all noted scholars in their own disciplines with vigorous and notable research programs. Today's faculty presenters are joined by two student leaders who have agreed to share their perspectives on teaching and learning at Cornell.

"How do we respond to calls for change in the instructional paradigm? One way is to immerse ourselves in the literature on effective teaching. For example, we know that after ten or twenty minutes of continuous lecture, assimilation falls off very rapidly. Therefore, if we segment the standard lecture and allow opportunities for paired discussion, one-minute writing assignments, or other non-passive student activities, that will increase student comprehension and retention. We can also learn from faculty who are good at what they do and are willing to share their best practices with us. Today is such an opportunity.

"Our panelists have agreed to limit their individual presentations to approximately five minutes or so, in order to allow ample opportunity for discussion and feedback from you after the presentations have been concluded. So, without further ado, let us begin.

"I would like to introduce Professor Florence Berger. Professor Berger teaches courses in management operations, human resources, and organizational behavior at the Hotel School. As a teacher, Professor Berger is known for her lively lectures and for designing courses that emphasize collaboration and creative thinking. She is a Merrill Presidential Scholar Outstanding Educator, and serves as a Faculty Fellow. She has written over fifty papers in hospitality journals as well as two books on training and on creative management in the hospitality industry. Professor Berger."

Professor Florence Berger, Hotel Administration: "I teach freshmen and I teach sections of 45 to 50 freshmen. I have no deep truths to share, but I'll tell you what seems to work for me. I have four things to tell you about.

"The first thing is shared responsibility. In my classes, I do not do what the freshmen expect me to do, which is to pour truth into them as they sit passively. That, I think, would be their favorite mode of learning, just taking notes about how the world runs. Instead, I insist that they become active learners in the classroom. To do that, I capitalize on the fact that they are curious beings, so I start every class session with a provocative question, something that makes them angry or a little video clip that I ask them to respond to. Then I ask a lot of questions of them and demand that they answer. I also ask them to ask questions and then I refuse to answer their questions and insist that their peers answer the questions. I work very hard to move responsibility for their learning to them. I want them to know that although I'm very excited about what I teach -- about the material, about the content -- I want most of all for them to understand their relationship to the content. It's not about me giving brilliant, scintillating, sparkling

lectures. It's more about the students engaging the materials, developing mastery, about training them to be the sparkle in the room.

"The second is that just as life is unpredictable, I make the classroom unpredictable for them. I use multiple methods in teaching. Sometimes I will stand up and just give a lecture. Sometimes I will start a lecture and then have a discussion. I use a lot of panels and debates; I will divide the class into two sections and tell one to defend an argument and one to argue against it. I use self-managed groups and team work outside of class to make sure that they continue to think about what we've done in class after the class is over. I use data I obtain from observing the class -- what they say and what they do -- to support a theory or to refute something that is conventional knowledge. So, they are producing the data for the class session. I also make up and use exercises that will illustrate particular management concepts so that they are doing things in class that help them understand. I subscribe to the old Confucian saying, 'I hear and I forget; I see and I remember; I do and I understand.' They do a lot of doing. I also change the choreography of the class. It's not always classroom style. Sometimes it's a horseshoe, sometimes it's circles. I surprise them a lot.

"The third thing is that I pay attention to the individuality of each of the students. About two days before class even starts (and it's going to take me longer as I get older), I study their photographs and memorize their names. In the very first week I call on them by name and they're kind of surprised. What this models is that I've done my homework, just as I would expect them to do. Throughout the semester, I learn more and more about them. I learn their learning styles, their personalities, their study habits, their deficiencies, and their competencies. I work this in throughout the teaching in the semester. I tell my students that I expect them to change their thinking, change their behavior, based on new things that they learn. So I have these feedback loops within the structure of the class.

"Finally, I transcend the boundaries of the classroom. I let them know that they are important enough for me to spend my time outside of the classroom with them. Some freshmen have strong affiliation needs and want to have this happen. Many don't care about it. About 60% avail themselves of the opportunity to go to dinner at Risley or RPU, or watch a baseball game or just go for a walk. My purpose is to learn more about them and to find that little tug that will help me to punch up their scholarly engagement of the material. Thank you."

Professor Piliero: "Thank you. Our next presenter is Professor Ali Hadi from the School of Industrial and Labor Relations. He has taught a wide array of courses in statistics during his Cornell career and has received several other awards, besides the Weiss, recognizing his teaching. Like Professor Berger, he was also named a Merrill Presidential Scholar and Most Influential Instructor. He has numerous articles in statistics journals and has published works on such topics as regression analysis, expert systems, and probabilistic network models. Yet, he somehow finds the time to be a Faculty Fellow, husband, and father of four children."

Professor Ali Hadi, ILR: "I sought help in preparation for this presentation before I came here. I first asked my wife, 'What do you think makes a good teacher?' She told me, 'It's better for you to learn to be a good husband first.' (Laughter). This is my first tip of becoming a good teacher. I asked my children but you can guess what they told me, so I got no help in this.

"I teach small as well as large classes. When I say large, it's larger than 200 students, not in the range of 60 or 70. It becomes very difficult to know all of the students by name. Large classes create a lot of problems, even for master teachers. I think that the only good solution for this problem is to break larger classes into smaller classes. But obviously this won't happen at Cornell, at least not in the near future. Still, I'm going to take this opportunity to call upon the University to actually put some resources into teaching because this will be the only real way to improve teaching at Cornell. (Applause).

"Teaching requires a lot of time and I think that many of us put in the required time but if you have more incentives, a potentially good teacher will become a good teacher. So I'm going to share with you two or three specific tips that work for me in dealing with large classes.

"The first one, as Florence mentioned, is to respect the individuality of the students. I know you know how important this is. I cannot use pictures because I have more than 200 students in the classroom, and also sometimes their pictures are taken 20 years ago. Before the first prelim, I know about 1/3 of the class by face, but not by name.

During the exam, I pass out a sheet of paper and ask them to write their names down. During the two-hour period, while they are taking the exam, I match the names with the faces, and you would be surprised by how many names I can memorize in one hour and a half, maybe 120 names. So I can't memorize over 200 names, but I can get most of them. Then, I try to recognize students by name when I see them in or outside of the classroom.

"The second thing I do is distribute a Mid-Course Evaluation Form after the first prelim. This is a white page and I'd be happy to send you a copy of the one that I use. I ask students, specifically, to give me suggestions on how I am doing. In large classes, it's very difficult for me to know how I'm doing. In small classes, I could read the students' faces. I get their feedback, suggestions, and criticisms. I tell them that I'm the only one that will read the form. Then, the following week after I have read their comments, I respond to their comments. Some of their suggestions I can actually do and I change my methods; others I cannot do and I explain to them why I can't do it. Sometimes I disagree with their suggestions and tell them, 'I disagree with you, this is not good for you, and this is the way it will be.' But the students will have the feeling that you really care for them and also they are benefiting from their own comments rather than waiting until the end of the semester when the following students will benefit from the comments of the previous students. This has worked tremendously well for me and I encourage those here who don't do it to try it

"The third thing is that the interaction with the students outside the classroom is just as important as inside the classroom. Of course, this will take a lot of time, but I do it by participating in the Faculty Fellow Program almost since it was started. I really get a lot of joy and satisfaction from doing it. It's a mutually beneficial, not just for the students. The people I contacted also feel that it's very important. Again, I encourage you to have interaction outside of class, in your office hours or through e-mail correspondence.

"Admittedly, all of these things will take time, sometimes tremendous time. But my feeling is that if you teach with passion and if there is room in your heart for your students, there will be room in your calendar. Believe me, it's very satisfying to deal with students. I still remember how my primary school teacher, my fifth grade teacher, affected me. I dedicated one of my books to him. I saw him after thirty some years and gave him a copy of the book and I can't tell you how he felt. It was the first time he had felt his influence. So teaching is actually very influential for research. Don't think that putting time into teaching is a waste. You are helping people become researchers. If you think about it in this way, you will actually put more time into teaching. I'm going to stop here because I think I'm out of time." (Applause).

Professor Piliero: "I'd like to introduce Professor Dan Schwarz. Professor Schwarz is a Professor of English here at Cornell, where he has taught for 32 years. He is the author of ten books, mostly on modern literature, and editor of a number of others. Professor Schwarz's most recently published book is entitled *Imagining the Holocaust*. In addition to being a Weiss Presidential Fellow, he is the winner of the College of Arts and Sciences Distinguished Teaching Award. Professor Schwarz."

Professor Dan Schwarz, English: "Thank you, Susan. I offer as the title of my brief remarks, 'The Pleasure of Teaching or Teaching as Learning.' In a week when the New York Times carried an Op/Ed piece predicting the demise of the teaching university as we know it in the face of the rising tide of distance learning, it is good that we are having a forum focusing on the interaction of teachers and students. I begin by recalling as an ideal Chaucer's description of the clerk, a combination of student-teacher-scholar who is devoted to books and learning, 'Gladly would he learn and gladly teach.' I take the linking of teaching and learning as my point of departure. Teaching is a kind of learning. Since I have but five minutes or so, I need also remember that Chaucer commended the clerk for being in his discourse, 'Short and quick and full of high sentence' by which Chaucer meant serious meanings.

"What makes good teaching? Perhaps the two essentials are: first, mastery and love of subject; and second, the ability to communicate that mastery to students and to take pleasure in the students' development. But other qualities are a sense of humor, joy in seeing our students grow in intellect and maturity, and the ability to be self-critical about our teaching. My goal is to turn my class into what I call a 'community of inquiry.' What do I mean by that term? I mean a class in which the student commit themselves not merely to the teacher, but to the material and to each other in a spirit of learning. In a community of inquiry, the class does not stop when students and teachers separate and the term ends. The students speak to one another outside the classroom and on e-mail about their reading and writing and carry their intellectual relationships beyond the life of the course.

"Before I turn to specific practices, let me articulate what my pedagogic goals as an English Professor are. I try to teach my students to write lucidly and logically and to teach them to make an argument that both uses the examples of close reading to support concepts, and uses historical and cultural context. I teach them as writers to keep in mind their audience. I remind them of Auden's line in his poem, *The Three Companions*, 'Where are we going? said reader to rider' with a pun on writer, 'Where are we going? said reader to writer.' I try to encourage my students to think independently and critically and to challenge accepted truths when they think them wrong or in need of modification. I strive to teach my students how to compare, contrast, and synthesize. I teach them to read closely and well, alert to nuances in language and to learn in a visual age the value of reading. I stress the need to articulate ideas orally. I hope to demonstrate that when we attend to what others are saying and writing we are learning, and that when we argue about meaning, as Plato knew, we come to understand how we know what we know.

"Now let me turn briefly to specific teaching practices. In my small classes of around 20, I use the grand Socratic interrogative mode to engage the students and to keep the students thinking about how they would formulate responses to questions. Even in my lecture class of 60 students or so, I shape lectures around specific questions and after 40 minutes of the 75, I open the class to discussion for a while. I continue to think of my classes as a process of opening doors and windows. I call attention on a regular basis, both on e-mail lists and in class, to the vast variety of concerts, lectures, films, and writing opportunities for newspapers and magazines that make Cornell. I sometimes think of my classes as Cornell Optics or Cornell Perspectives. In addition to the library and its Rare Book Room, I utilize in my teaching the resources on campus such as the Art Museum, the plays performed at Cornell, the films shown on campus, and the architecture and design of our campus. In most classes, I teach at least one class session at the Johnson Art Museum and generate an assignment in which I ask them to think about the relationship between the literature we are reading and the paintings or sculptures. I think of each student as an individual and do everything possible to make students feel that we are working together in a collaborative relationship.

"The first rule is to treat all students the same for the sake of equity, but the second rule, on occasion contradicting the first, is to respond to each student differently and to learn -- remember my point that teaching is learning -- as much as possible about each student as a unique individual.

"E-mail offers a unique opportunity to extend the site of the classroom not merely into the students' workspace but into the interior space of their minds. I send out a class letter at least once every week outlining what will be our focus in the next classes, asking discussion questions, specifying assignment, and recommending bibliographical resources. I ask that students make substantive comments on the e-mail list and that they hand them in with their final paper, along with their earlier papers.

"If I had more time, I would turn to the subtopic of teaching practices which I call 'Teacher Accessibility' but my suggestions are not very dissimilar from Florence's. Be accessible, come to class early, stay as long as possible after class, learn names -- all of these seem to me quite obvious. Ask students about their Cornell lives. What activities are they participating in? If they look like they're troubled, if they haven't slept for a week, ask them what is going on. Perhaps most important is to announce that you are available as a resource to advise your students throughout their Cornell years and after.

"I have one suggestion to improve accessibility and communication. One of the most important preludes to the West and North Campus initiative is the simplest. Provide each faculty member with a dining card. If only some faculty take advantage of it to have an occasional informal meal or coffee with students, it will provide a bridge beyond the students' class life and the life that students live beyond class.

"Let me conclude. Ithaca is not a place, but a state of mind. Ithaca is the place from which Odysseus sets out and returns. A student's mind returns to Ithaca whenever he draws up on his Cornell education. As effective teachers, we accompany our students on their life's odyssey. To paraphrase the poet Cavafy's words in his poem, *Ithaka*, the teacher helps the student discover, 'a rare excitement of a marvelous journey.' That is, adventures in the life of the mind. And do not, I ask, students do the same for us teachers? Thank you." (Applause).

Professor Piliero: "Our next presenter and fourth faculty member is Professor Charles Williamson from the Department of Mechanical and Aerospace Engineering. He has numerous college, university, and national teaching

awards to his credit for his dynamic and innovative teaching including the Keck Foundation Award for Excellence in Teaching. Yet, he has more than fifty publications in refereed journals and strong research affiliations around the world. His specialty is fluid dynamics, notably vortex dynamics, instability, and turbulence. Professor Williamson."

Professor Charles Williamson, Mechanical and Aerospace Engineering: "Thanks a lot. You know, it's much more nerve-racking to get ready for something like this rather than for an ordinary lecture. I'm in Mechanical and Aerospace Engineering and I teach required classes for between 80 and 100 students. I'd like to say one important thing, and that is that the TAs in our department are particularly superb, and I actually brought one with me. He is an example of a good TA. (The TA, Nathan Jauvtis, smiles). The strength of TAs can never be overrated. They really make an enormous difference to the performance of the class. I also have an excellent student body in my department.

"I would also like to say that I won't be talking about best practices, I will just talk about simple approaches that work for me. The principal components of doing a reasonable job are to have both enthusiasm *and* to have command of subject. Students are sophisticated, particularly at Cornell. You can be very enthusiastic, friendly, and entertaining, but if you don't know your stuff, they'll pick up on it. I think it's incredibly important to have combined enthusiasm and command of subject.

"In terms of engaging the students, I think about a comment that was made by Dan Schwarz earlier this week, 'I derive great pleasure in the company of students,' or something very similar to that. The point is *so* true. Students are the future leaders and they just happen to be younger than us. They can be incredibly good fun because they're probably more dynamic than the rest of us and more energetic and it's nice to be around them. I think it's a very important factor that we all feel that it's nice to be in the company of students. I'm all for the dining card that Dan was talking about - I'd like to save some money too, if that's okay. (Laughter).

"Now, it's important to know your stuff, but to go into the classroom and have fun is also important. That is something that was told to me before my very first research seminar, and it is not always easy to do. If you go in and you think that it's fun, it really does make a difference. So try to do that if you're not already doing it. It carries across to pretty much everything, including sport. When you compete in a sport, you've done a lot of practice and a lot of hard work, and when you get out there on the final day of competition, you should have fun. If you have fun, you'll probably do a lot better.

"It's important to be yourself and not try to be somebody else. I was so delighted when I arrived here (incidentally, I was scared rigid before my first class) to know that you could be yourself and get away with it. It felt good. Be approachable, as has been said many times. It's important to relax. It's never important to be stuffy, so try not to do that.

"Teachers are people. I don't know if you recall that when you were undergrads you thought that teachers were just blobs that transferred information. What I try to do - and we were talking about this last week at lunch- is *reveal myself as a human being*. You're not simply a conduit for information, transferred from books to the brains of students. Do not be afraid to use anecdotes and think of anecdotes as part of the class. Particularly with me, I teach engineering, and stories are a long way away from the subject matter. Students relax with anecdotes, and are then more receptive to the meat of the subject.

"Make it your business to know their names. As Dan said, that is a totally obvious thing. But one of the little things is not to be embarrassed if you forget somebody's name. Just ask them again, it doesn't matter. Do it three times and write it down. Get to know them. I think that Florence is the best out of all of us and she will have to teach me how to study their names.

"Coach the students, especially those who are really struggling. Meet them after class. There's a kitchen in my department where we can go and have coffee together. There's nothing wrong with that. Advise students about their study habits and not just the study itself.

"In terms of research *versus* teaching, it really should be research *and* teaching. In most peoples' cases, there is a nice synergy between research and teaching. That's totally evident in what Dan was saying earlier. Let students

know what you do. I exist in research labs, not libraries, so I let students know what I do in research labs. Incorporate some of the research material into class. It's possible to do that. If you make a discovery and you're thoroughly excited about it, let your students know. Take five minutes and share that passion with the students. Others would say, 'Get on with your class,' but that's part of your class. Learning, having a passion for research, that's something I want to teach them. So the energy of this sort of thing can rub off on the students and I have had about 80 students involved in undergraduate research projects and going on to Caltech, MIT, Stanford - oh, you know....the *really* good places. Just joking. (Laughter).

"The last thing I'd like to point out is that in my subject, because it's very physical, I like to bring in illustrations of the subject matter. They don't need to be high tech. They can be very tangible and simple things and they will teach. We did build some demonstration carts that we wheeled into the classroom to show people some fluid dynamic principles. Sometimes, however, we stumble onto demonstrations by chance.

"Experiments have a very strong visual impact that lingers in the minds of the students. One of my colleagues, Florence, said something very powerful about that earlier - something about how visualizing something is better than hearing mention of it. If you could remind me of it, I thought it was really neat."

Professor Berger: "I didn't say it, Confucius did."

Professor Williamson: "Oh, thanks. Well, another thing is that as you do experiments, don't worry about making mistakes. In my very first semester here, we were doing an experiment in thermodynamics. We had a little engine that had methylated spirits and it got very hot. I'm not joking, but I got so excited that this tiny little thing actually worked, it was the very first demo I'd ever done, that I spilled methylated spirits all over my hands. I swore not totally unloudly and the students just loved it. (Laughter). They remembered that class for a long time.

"I'd just like to tell you that there are many sorts of experiments that can come about by accident. In one class that I was teaching in fluid mechanics, where we were talking about the Magnus effect. If you bowl a ball in cricket or throw a ball in baseball and you spin the ball, it can curve and take on an unexpected trajectory. We were talking about it - and incidentally, Bill Nye has a website on it. In 1998, a student called Paul Bartlett- you remember students when they do naughty things -started fooling around with an empty pen during the lecture on the Magnus effect. He was clearly misbehaving in one of the back rows. I told him to come down and see me, with the air of a headmaaster. Of course, I didn't punish him, and instead I wanted to know what he was doing and how, because it looked interesting. I've got a substitute Paul Bartlett here with me today, his name is Nathan Jauvtis. He's going to come up and show you a simple thing, an accident. He's been practicing this all afternoon."

Nathan Jauvtis: "All day!"

Professor Williamson: "I can't do it. I'll tell you what he's going to do. The pen is going to take off here and it's going to be spinning backwards. It will have a lift force, which is the thing we're trying to teach in the class."

Mr. Jauvtis: "Okay, here we go."

Professor Williamson: "That was a nice one!" (Applause).

Mr. Jauvtis: "One more - let's go two for two."

Professor Williamson: "That was great! Excellent! (Applause). Anyway, that night, after that class I went home very excited. I'm excited by silly things as you can tell. I bought back a bag of loo rolls, I don't know what you call them (toilet paper rolls). This is really ridiculous, but I brought a bag of these with which to experiment. I tried to fly these in class and it worked pretty well. I went home that night and talked to some neighbors about what kinds of rolls they had. I got loads of these kitchen rolls and tried stitching them all together, but they kept breaking apart in the class the following day. Finally, by the end of that week of classes, after days of experimentation, we were putting together some birthday presents for somebody at my home, and we decided to use the tube that goes inside the wrapping paper. My son Niccy and I were the cause of much annoyance to my wife, Chantal, because we started knocking things over in the sitting room with these flying tubes. It does actually fly quite well! By the end of the

week, at the start of class, we had an improved flying tube with which we were experimenting. This is the final thing that we ended up with. (Williamson twists line around a tube and releases it, by pulling on the string, into the audience). Okay, that one broke! You see, mistakes aren't so bad. Let me show you with another because this should fly well. It's embarrassing when this doesn't work. (Professor Williamson flung the wrapping paper roll and it flew successfully, and with a strange trajectory, above the heads of the audience). (Applause). Actually, we got so excited about this stuff that we developed a theory about it, which is sort of on the research side of the problem, which is slightly more advanced of what the students were capable of, based on class work. All I've shown you is one example, but this was an accident that turned into a craze for a whole week in this particular class. Students remember vividly these classes. Of course, it's very important not only to do demonstrations, but to keep stressing what's important behind the demonstration.

"I'd like to conclude by saying that it's important to have both a high level of enthusiasm and also command of the subject. Both of those things go together; you can't have one without the other. It's important to engage the students during the class and after the class. You've heard this *so* much. If you make a space of time after every class, half an hour to an hour or so, it's a very nice thing to do. To do that, to enjoy doing that, you can *enjoy the company of students*. As I said, they're the best thing we have here. Excite students about front-line research. Finally, you can bring the subject to life by utilizing in-class demonstrations as much as possible. Thank you very much." (Applause).

Professor Piliero: "Thank you very much Professor Williamson. Our first student panelist is Katy Dealy. She is a senior Government major in the College of Arts and Sciences. Katy is currently completing a two-year term on Cornell's Board of Trustees as one of two student-elected representatives. Over her four years at Cornell, Katy has served on the Student Assembly, West Campus Academic and Program Committees, and the Campus Climate Committee. She has run a program on gender equity and self-esteem in a local elementary school and is currently writing her honors thesis in Government. After graduation, Katy plans to join Teach for America."

Katy Dealy, Student-elected Trustee: "Thank you. Thank you Charles for breaking up the talk after twenty minutes of being seated. Hopefully everyone is rested for my remarks. I have two disclaimers and a series of anecdotes. The first is that I am extremely honored and privileged to speak, but I acknowledge the fact that I am just one student, albeit a student who grew up in a university-lab school, somewhat like a hippie commune, where we were encouraged to teach ourselves. So I have a somewhat interesting perspective on teaching and learning, I'm sure. I do understand that after three and a half years of being here, I do have some validity in speaking for students, but certainly there are thousands of students that could and should be speaking today but couldn't. I also want to note that I take a lot of what I'm going to say today from a group that Susan Murphy assembled a few weeks ago. I helped her to get female student leaders on campus to come together to speak on climate issues to be reported to Dean Cooke of the Campus Climate Committee.

"I'd like to start off with the idea of the individual that has been brought up several times today and in discussion last week. I like to think of it as an individual in connection. Connection implies something that happens both ways. Here is where my second disclaimer comes in, which is that I understand, as do most students, I think, that professors are extremely taxed for time, resources, and energy for researching, teaching and family life. I think students need to take a lot of responsibility to hold up their end of the bargain. Having said that, I'd like to concentrate on what faculty can do to foster this connection.

"The comments that came up in our meeting a few weeks ago was the students' desire to be mentored. 'Mentored' not being a scary word or something that means faculty will be with us all of the time or should feel that students want to be with them all of the time, but someone who can show them the connections between the classroom and outside life. Sometimes that means conversations about career choice if the Career Center isn't picking up that end of the bargain. Careers can be in academia or non-profit or corporate, and students want to hear what you have to say about them.

"Visibility seems an obvious point. It means a lot to students when professors say, 'By the way, don't forget to come to office hours, even if you don't have a question.' That may not be something you have to say in a small seminar with a bunch of seniors. To freshmen, it's a totally peculiar experience to think that you could walk into a full faculty member's office and just ask them a question that has nothing to do with what class may be on. And, I would

add on a personal note, that it's comforting to know when a faculty member thinks that boundaries are being broken. For instance, if you have small children at home and don't want students to contact you after 10:00 p.m., tell us. That makes you human to us. We won't call you past 10:00 p.m., but we will call you at 9:59 p.m. because you've somehow left yourself available for us to call you. That means a lot.

"In terms of anecdotes, I think that most students would agree that the ideal would be to have a meal in a dining hall or even at a professor's home, as I have had the opportunity to discuss readings. We recognize that it's not always feasible. I'd now like to share with you some anecdotes about this.

"A couple of weeks ago, I had an e-mail from my thesis advisor. The subject was 'Oops, Katy, I'm so, so, so, so, sorry.' I opened it and it read, 'I'm terribly sorry, I overslept and missed our appointment, let's reschedule.' A friend standing over my shoulder asked, 'Who wrote that?' It touched me that the professor could not only be honest, but treat me like a friend. She had made an honest mistake and so have I, and the situation was put at ease quickly. Several e-mails that have happened even in recent days with a member of our panel, where it's been one or two lines with a professor I may or may not have had in a class. In this case, it was Professor Schwarz. He had seen me in a dance performance this weekend and had sent his congratulations. Last week I got an e-mail from Professor Don Barr saying, 'Katy, I saw your column in the Sun. Thank you. I'd love to see you.' I'm sure it took 30 seconds to send it and I responded immediately and was grateful and excited and knew I could broach those subjects with those professors. In connection with the e-mail that I received from Professor Schwarz, I mentioned it to my roommate who happens to be taking a class with Professor Schwarz and she told me that she sent an e-mail last week apologizing for not being in class and she got a sentence back saying, 'We'll miss you.' A couple of minutes later she got another e-mail saying, 'Wait a minute, why aren't you going to be there?' She responded, 'Well, I have an interview.' And he responded back, 'Well, what for? Tell me.' She was excited to be able to tell someone that she was going to interview for a job to be a teacher in a private school and she seemed very grateful that you had extended that inquiry to her, so I thank you on her behalf.

"As big of a fan that I am of e-mail, and all of you know about the discussions happening on campus about e-Cornell and the e-mail craze and the internet world that we live in, I would say that personal interaction is still the best way to have a connection with a student. I will share with you one final anecdote that is still my favorite and I apologize to the panel members because they've already heard this. During my first week at Cornell, I went to meet my assigned advisor as I am in the College of Arts and Sciences. I met with this professor who was very nice and very diplomatic and who looked me straight in the eye and said, 'Well, just don't take anything that doesn't fulfill distribution requirements and come back next semester.' If you could just take a second to think back to the hippie, self-taught, lab school that I went to, I was a bit shocked. I mean, there's nothing else you have to say to me? There's nothing else I can do about this situation? I have to take requirements? Requirements were foreign to me. So I kind of waddled my way out the door and found the office of a professor who had been recommended to me by the older sister of my dearest friend growing up. I timidly knocked on her door and she looked at me and I said, 'Hi Professor Blank, I'm Katie Dealy and I just want to introduce myself.' She said, 'Well, can you come back in twenty minutes?' And I said, 'Okay.' She shut her door and I sat in the hallway for twenty minutes because I didn't know where to go. She opened it back up and asked me if I had eaten lunch. I said, 'No,' and she said, 'Well, come with me.' She shut her door and walked me to Risley where we talked for over an hour discussing classes, courses she recommended, and courses she recommended I take above and beyond hers because she thought they were better. She asked me about my family, and my siblings. We talked about what her husband does, we talked about kids, we talked about the difficulties as a female in academia in balancing tenure-track with having kids and what that means in one's life. I cannot tell you the importance of that conversation. I am convinced that that is not only why I took her class freshman year, but also why I am still here and why it warms my heart to get an e-mail from her saying, 'Going to be the next President?' and I have to respond, 'Well, not exactly, but thanks for the vote of confidence.' It truly was a gift and it has made Cornell the best place it could have been for me.

"So if I could say anything to you it would be to make the personal connection with the individual by offering yourself up as an individual because we do want to see that. Thank you." (Applause).

Professor Piliero: "Our final presenter is Emanuel Tsourounis. I hope I didn't kill your name. He is a senior in the College of Arts and Sciences, majoring in Government and American Studies with a concentration in Law and Society. He is also the President of the Student Assembly and a Meinig Family Cornell National Scholar. Like

Katy, he has served on a number of other committees including the North Campus Program Committee, the West Campus Planning Committee, and the Campus Climate Committee."

Emanuel Tsourounis: "I'm just going to build off of what Katy said, especially the point of seeing students as individuals and being individuals yourself. When I was asked to think about how students and faculty at the University make connections, I thought back to a fireside chat that Professor Isaac Kramnick gave last year to an organization to which I belong. He was reminiscing about his undergraduate days and what has changed and what hasn't. He felt that as an undergraduate in his day, that the professors were placed upon pedestals and because of their professional role and the distancing that there had been in terms of their knowledge, their experiences, and the professional courtesy, there was something that could not be bridged between students and faculty. I think back to my own experiences as a freshman and sophomore and I think that while to a certain extent it has improved, we still continue to place faculty on pedestals, especially students. There is that knowledge and expectation of distance and the climate of reverence for professors' knowledge and expertise. We still think of professors as transmitters of knowledge and not mentors and friends.

"It's in that way that I want to discuss making connections with faculty and students but the one caveat is that it's not going to be academically related. It's going to take place outside of the classroom, where my best experiences have been. As a freshman, I lived on North Campus and had the pleasure of working with Nava Scharf, who is a senior lecturer in the Near Eastern Studies Department. Nava served as a Faculty Fellow and some of you who know her know that she is now a Faculty-in-Residence at Dickson. She became the first faculty member that I was able to sit down and talk with on a one-to-one level as a person, not as a faculty member, who showed an interest in my life and I was able to show an interest in hers. At that time, I was a freshman who was scared of being in Ithaca, NY, intimidated by the large University of 13,000 undergraduates and 5,000 graduate students. It was a huge community and it was very daunting for me. So that experience was by far the best that I have had with a faculty member. We have 'Nava Night' every Monday where Nava and her husband would come have dinner with us at RPCC. She would take the whole floor to dinner and we would sit for two or three hours, sometimes even after the place closed and they would have to shoo us out. It continued to going to the theatre, apple-picking, and carving pumpkins. For those of you who know what's going on in Campus Life, there is also a Dining Discussion group led by faculty for lunch or dinner. It is in these places and these ways that a lot of faculty make connections with students that students highly value. There may not be discussion of the subject matter that students are taking or faculty members are offering, but there is talk about life, study habits, and how to get through four years on the hill. That's one way in which it's very formal and the University is involved.

"There are other ways in which students and faculty members can connect that are informal. It's important to realize that all of us have a job and a role in the University, but we also care about Cornell as a place and we should be active and involved in the issues of our University and be willing to discuss them with each other. Such issues include the implications of the North and West Campus Initiatives. How will they affect our lives? What interests you about sweatshop labor at the University? How is the environment affected by some of our construction projects? Those things in particular identify you and provide a model experience for students. It also helps bridge the gap so that faculty become mentors to students. It personalizes and humanizes your role to them as individuals.

"The other thing is that it doesn't necessarily need to be on campus. We see a lot of faculty members who take leadership positions in the community, in elected government and service organizations. It can even be running into a faculty member at Wegmans. That's by far one of the best experiences I've had because you don't necessarily think about your teachers having lives outside the classroom and lives outside of Cornell. Running into a faculty member buying cheese or milk can definitely be a personalizing experience. Having a short conversation over the dairy section, as you would with a neighbor, is very important.

"I think that those are ways both formal and informal that faculty can get involved and that students, at least from my experience, value. I think that we're definitely moving in a situation where we have the opportunity to improve upon them. I think that the North Campus and West Campus Plans, as well as the Campus Climate Committee's work, is providing the opportunity for us to examine what it is that we do and the relationships that we have in this University, be they student-to-student, faculty-to-faculty, and faculty-to-student, and also including staff and administrators. How can we improve those relationships so that no one group becomes too insular and we can always have a basis for mutual understanding in this University? With that, I'd like to conclude my remarks but ask

that, while there is planning going on for those opportunities and they are happening at a University-wide level, we think individually in our departments or classes on how we can take advantage of those opportunities to improve relationships between students and faculty."

Professor Piliero: "So now we turn to the portion of the forum where we like to hear from you. I'm sure you have some comments or feedback or suggestions of your own. I have a microphone and I'm willing to follow you wherever you want. Yes?"

Associate Professor Robert Harris, Africana Studies and Research Center: "I wanted to ask Professor Berger, given that she mentioned sort of cooperative learning exercises in her teaching, the extent to which she uses this as an opportunity to bring students together across gender and ethnic lines. Do you let the students form groups themselves or do you assign them to groups?"

Professor Berger: "I do both. I have 101 ways to get into groups. To reveal something about myself, it comes from my 6th grade experience when in gym classes, in basketball, they chose groups by having the two best basketball players chose from among the crowd. Guess who was always left, not chosen by anyone? So it was a mission of mine to find other ways to get students into groups. After I know the students very well I will mix the groups. I also know that power is a big thing in classroom settings, so I have the students line up from the most powerful to the least powerful- and they decide who is - and then I divide the group in sections so that the people who feel that they have very little power are with others who feel that they have very little power and they are able to speak and have air-time. Meanwhile, the students who never give anyone air-time to talk are all together and they have to fight for their air-time and they get to feel what it's like to be someone who can't speak. I'd love to talk with you about my 101 ways to do this."

Dr. Nimat Barazangi, Visiting Fellow, Women's Studies: "I'm intrigued by all of the presentations. I have one comment and one question. My first comment is where are all of the TAs? I appreciate Professor Williamson bringing one of his TAs with him because these are the hard-core workers in teaching and we really need to recognize how they feel and how they interact with students and how they communicate back and forth with the professors. The question is to Ali Hadi. You request a recommendation to bring the class size down. I would really love to hear your proposal of how to do that. Specifically, I'm going to relate this to the issue in town of the discussion and the education and reform issues in the schools about reducing school sizes. How do you see that in the long run, from kindergarten up?"

Professor Hadi: "That is a difficult question but I think I can summarize it in one word: Money. Just simply put more resources into teaching, hire more faculty, and you will bring the class size down. It's very simple. It's a zero-sum game, yes, so we have to give up in one area to put in another. I have to be honest with you, I think it's a dream. I don't think it will be realized in the near future but I hope it will be realized in the future. It boils down to money and resources."

Professor Piliero: "Thank you very much. Other questions or comments?"

Associate Professor Risa Lieberwitz, ILR: "I really enjoyed these presentations and appreciated how much people talked about individualizing, not only your students but you to your students. It seems to me that part of individualizing and personalizing yourself is a sense of honesty and taking away masks and saying, 'Who am I really?' and 'What does it mean to be a teacher?' One of the things that we try to take away in terms of masks and a pedestal is the notion of education as objective. What does it mean to talk about who we are in relation to our subject? Do we not have opinions? Do we not have viewpoints? How do we relate to students with regard to our viewpoints without forcing them to share them? Does anybody have any thoughts on that?"

Professor Schwarz: "Okay, I'll try to take that on. Risa, would you clarify the thrust of what you're saying? Could you put an interrogative there? You're saying that teaching is a process right?"

Professor Lieberwitz: "Right. Well, I think that there's both the question of teaching our students in ways that address what we think about pedagogy and we're also teaching about what we think about the content of our subject. My area is Labor Law and everybody's got an opinion about labor law and unions and workers. It's an

obvious subject for talking about the nature of subjectivity and the way in which the area in which we're teaching is not some kind of neutral, objective list of things that we teach to people, even though people actually think that that's what law is. One of the first things to reveal to students is that law is not neutral, and labor law is not neutral, and I am not neutral. I have opinions about the nature of the rights of workers and what they should be and shouldn't be, whether the courts are correct or wrong about something. Of course, that's based on a set of assumptions and values that I have which I try to reveal to the students. I think that's honest. I think it's dishonest having me up there claiming to be neutral about these issues. But part of being a teacher is neutrality. Of course neutrality is a myth. I think that if we pose as neutral, to a great extent what we're doing is putting out a majority view and saying that it's neutral. So that's what I'm trying to get at."

Professor Schwarz: "Let me respond to that in two ways. We want to teach our students to think critically and develop their own position. But now, if I may put it in legal terms, I'm going to slightly add a codicil that disagrees with you. I think that there are degrees of subjectivity; just as things are not equally true or untrue, so teachers can be more or less polemical. There are teachers who impose on all evidence a kind of a priori interpretation and don't acknowledge their dogma, but there are other teachers who try to keep the doors and windows open and try to discuss varieties of points of view. To be sure, some teachers unfortunately respond to disagreement with a kind of dismissive, 'I hear what you're saying' but -- as if the person speaking was a dog barking -- and take a patronizing attitude towards views that are not their own."

"I think it's important to acknowledge our own subjectivity but I also think that this is not a fault shared equally. One can have a colloquy of ideas positioning yourself as someone who holds a particular position because you've examined the evidence, but showing that you are open to other perspectives."

Professor Lieberwitz: "There's not really any disagreement there."

Ms. Dealy: "I sort of disagree. First of all I want to thank Professor Lieberwitz. I've heard wonderful things about your classes, so I'm glad you introduced yourself. I think if you think that students don't pick up on that, you're misled. I, for one, respect a teacher a tremendous amount more when they're honest about their views than when they try to claim to me that they're neutral. I don't believe that they're neutral; I think that they're trying to convince us that they're neutral so that they don't get into trouble and I can understand the reasons. You find that a lot in the Government Department for example, but students flock to Jeremy Rabkin and Isaac Kramnick's classes because those two professors are extremely open about what their views are but do everything in their power to attempt to present as many perspectives as possible. Students take those classes because they know what they're getting into and they can at least challenge or argue or debate those points because they know where the professors stand. I'm not saying that you need to get up on a soapbox in every class, but I have a hard time relating to someone with no convictions. I had a professor years ago when we had massive events going on for Justice for Cornell Workers and the professor tried to back out of a question that was connected to labor issues by saying, 'I don't want to get too off subject.' I mean, we couldn't relate what was going on in class to what was going on our own campus. These kids were going across the country to be speakers at a convention. That, to me, showed that the professor was scared, not that she or he was trying to be neutral. I appreciate it when professors show where they're coming from."

Mr. Tsourounis: "I would also add to maybe not just acknowledge it, but give the opportunity for other perspectives to be voiced in class, whether those perspectives are voiced by the faculty member saying, 'This is my perspective personally and this is what I believe to be true; however, this is the other argument.' Even giving time to deconstruct some of the other arguments based on what attitudes, assumptions, and values are placed in them. Also, and equally, important is giving students the time in class to provide those alternate perspectives and using it as a basis for discussion. That's one of the ways, especially in a small class, that can build some of that discussion, get some of those things out on the table, and provide some great connections."

Professor Piliero: "Okay, I have a question down here."

Yufin Lee Mehta, Lecturer, Asian Studies: "I'm very happy to be here today to hear all of the tips and experiences from the professors and I'm particularly happy to see the student representatives here. I teach Chinese Mandarin and I want to add one comment. We all know that students here have so much desire to be mentored. They like to know professors and instructors on a personal level, but it's really difficult for students who come from small towns and

high school to adjust to such an overwhelming campus in the first week. It's a very terrible experience for many students. So I did something and I think it's very effective. In my class on the first day, other than going through the contracts of class, the syllabus, and the rules of the game, I open the floor of the class and say, 'Now you ask me questions. If you dare to ask, I will have to answer.' Right there, it seems easier to break the ice or remove the barrier between students and professors. We do have to buy cheese from Wegmans and we all have to do laundry and this is a quick way on the first day. Thank you." (Applause).

Professor Piliero: "Okay, I've got another one."

Professor Lieberwitz: "Okay, somebody had to ask it and it might as well be me. So what do you think of distance learning?"

Professor Schwarz: "I'm guilty of being involved in one of the projects. It's not the largest project by any means, but it's through the School of Continuing Education. They're putting together something they call a CyberTower and they're going to put a variety of faculty on it. I don't want to get into the politics of it, but I found doing this project rather exciting. I've enjoyed working on it with the distance learning people and a group of students. I think that if we're teachers and we want to communicate, the potential for reaching a larger audience seems to me a horizon that we should be interested in. I feel passionate about the subject I teach and if I could share that with more people, I'm willing to do that and I'm not personally worried about the economics of it. Does somebody else want to comment on it?"

Professor Hadi: "I want to say one thing. I don't think it's a question of whether or not we should distance learning. The question is about how we do it. As a teacher, I want to teach as many students as I possibly can, but I want to do it effectively. We should sit and talk about the advantages and disadvantages of different approaches of doing the same thing. To me, we should do distance learning but we should give it a lot of thought on how to do it right."

Assistant Professor David Schwartz, Computer Science: "This semester I'm teaching CS100 and Charles and I cross paths in Upson Hall all of the time at ungodly hours. I'm teaching a class this semester that has 560 students and a second class that has about 100, so I'm coordinating 660 students. I'm curious about scalability issues. I'm holding a lot of office hours per week and students are lined up outside, and it's a little unfortunate because sometimes I have to play triage. Some students come in who want to go beyond the level of the course, but I can't. I have a good idea of which students are weak and I can connect some names and faces, but it becomes difficult to support the students who are struggling. Students even come to me afterwards, asking questions about career and what not, but if I've got 5 other students outside, unless I hold 20 office hours per week, I can't. I'm kind of curious for some advice from the panel or from any Chemistry or Physics professors here. This is my first year at Cornell and I'm kind of curious about how to teach the 400, 500, and 600 student courses."

Professor Williamson: "How come a course of 600 exists at Cornell? (Applause). That's a big class, isn't it?"

Professor Schwartz: "Yes, well next year CS100 splits in half for both semesters, so this is the last semester. Historically, it was upwards of 600 during the spring semester."

Professor Williamson: "Well I think you're doing the right thing. There's nothing you can do about it. There are just too many students for one faculty member, so you need either more faculty members or other people to stand in to help. I'll console you in the corridors of Upson." (Laughter).

J. Robert Cooke, Dean of the Faculty: "May I add one comment? Not from my own experience, but by observation, I have heard that some faculty members, for example Emeritus Professor Dan Sisler, had the habit of going to class an hour earlier and staying after an hour later. Like this, you can connect with more students in one or two hours instead of twenty or forty hours, which struck me as a sensible thing to consider."

Ms. Dealy: "I just want to respond quickly and say that I'm sorry. I wish that weren't the case. As a Government major, I've elected to take almost all small classes and very few large classes. My response would be to throw it back to you and say have you asked the students? Have you mentioned this to them? Maybe you could go to them and say, 'Look, this class is an out of control size, do any of you have suggestions as to how we can help the

situation?' At least you'll be showing them that you're not only tired, frustrated, and concerned that it's too large, you'll be asking them for their comments and their help. They may say, 'Well, we already have this chat system set up on e-mail' or 'a bunch of us get together on Thursdays at Collegetown Bagels' or they may just say 'argghh,' which is possible. (Laughter). At least you'll be showing them that you're concerned. My guess is that they don't know that you're concerned and a lot of them just wake up and go and don't even realize how difficult it must be to teach a class of six hundred."

Professor Schwartz: "On the mid-term evaluations, some students actually wrote in. I do have a co-teacher and we split the responsibility and the students wrote in that the two of us should get lives. (Laughter). I kid you not. The students actually said, 'Shouldn't you guys sleep some time?' The students are aware, they have responded. We give them the inside scoop on the class. They're aware."

Ms. Dealy: "But not just aware. I guess I'm saying to do more than that. Ask them for help. By doing that, you'll show them how much you really care and they'll, hopefully, take some initiative. I don't know if it'll fix anything."

Dean Cooke: "May I offer one personal comment? I've looked at the data on the load distribution of the faculty and I think that the figures are something like 20% of the faculty teach 80% of the credit hours. If we could find some way to share the teaching load among all of us, it would be possible to do something if we were smart enough to figure something out."

Professor Hadi: "I just wanted to say one thing about teaching large classes. Let's not kid ourselves, if you teach a larger class and you want to do a good job, you have to put the time into it. If you don't have the time, you will not do a good job. That's why I said in the beginning that the only real solution is to bring the class size down. However, another thing I do with larger classes is rely heavily on my TAs. For example, this semester I have nine TAs. All of them are ILR undergraduates and I teach Statistics for non-majors, so even the TAs are non-majors. They are ILR majors. I have a weekly meeting with them, just like it's another class -- with only nine students. We talk in great detail on what they should do. They also have office hours that I distribute them throughout the week, so there is almost always somebody there. I also tell my students to go not only to their own TA but to other TAs. I distribute some of my work to my TAs. Again, however, this is not the real solution. The real solution is to bring down the class size."

John L. Ford, Robert W. and Elizabeth C. Staley Dean of Students: "The panelists have made a number of suggestions about what the University might do to help the faculty improve the connection with students, including providing meal cards, making available smaller class sizes, etc. I just wondered if there are other things that you would recommend that the University could do for faculty who want to improve their teaching."

Professor Hadi: "I'll take a shot. One, I think that it is necessary to change the culture of the institution. As Charles said before, it's not really teaching versus research, but it's teaching and research or research and teaching. If you are an excellent teacher and a medium researcher, you don't get as much respect as if you were an excellent researcher and a medium teacher. That is one of the things that the administration can do, for example taking consideration of teaching in tenure or promotion decisions or even annual salary increases. Currently, I don't know what part of my salary comes from teaching and research. If I knew, I could probably allocate my resources accordingly. I think a change of culture is needed and this cannot be done from the bottom, it needs to be done from the top."

Unidentified: "I want to go back to what we were talking about before. I'm actually in Professor Schwartz's CS100 and it's not a good situation. Not only is there one professor for 600 people, but there are not enough TAs and the sections are huge. I don't think my TA would know my face let alone my name if I ran into her. You got an extra section added, but you had to fight for that."

Professor Schwartz: "Yes. I asked if I could change the classrooms, but we fought over the projection equipment. We added two sections and an AEW, Academic Excellence Workshop, which is very experimental but it's had phenomenal success. You're right, we've had to fight for a lot of things."

Same unidentified: "Yes, and this is a class that I feel, especially for people with no programming experience,

should be taught in really small groups in computer labs. That would make sense. I was talking to a friend at Brown and we were talking about computer science and I told him that for our test we have to write programs and when I say 'write' I mean sit down and write them by hand on a piece of paper. What does that teach you? Not a lot. I think that investing more resources in teaching would be a really good way to go." (Applause).

Professor Schwarz: "I'll try to answer John's question and try to suggest a few other teaching practices that work within smaller classes. One way to raise students' confidence is to have them give oral reports. But one has to restrict them to fifteen minutes or else Morpheus, the god of sleep, descends into the room. The oral reports, accompanied by outlines that the student who is speaking hands out, is a very good way of (a) 'enabling' students by showing them that they can do difficult work on their own, (b) creating a community where people respect one another, (c) showing that students can create course material and (d) showing that they can deal with complex issues. That's one of my teaching practices.

"Another very easy practice is to let them revise their essays; although time-consuming, it conveys to the students the knowledge that you care. I let my students revise their essays as often as they wish. I don't change the grade, but I put the new grade down beside it. Some students take advantage of it, but even in a class of 60, it's not as big a burden as you would think.

"Secondly, if a student has an idea for an extra paper or something, I let them come in to talk about it and write the paper. I think treating each student individually, not exactly equally, will enable them to find a comfortable and challenging space to work within the course.

"I think that there are other practices that work. In my class on Joyce's *Ulysses*, I assigned this term each student a partner. I'm waiting to be advised on that. I tell them that they can change partners. I think it is fruitful to partner ethnic mixes, but I do think about gender partnering and if they're going to be in each other's space or room, and I'm not sure I've figured that out yet.

"My last suggestion is that I try to be observant and attentive to class dynamics. You have to feel what's going on. If the students haven't read the material, you have to change the lecture. You have to respond. You have to understand that when you have a paper due the same time as a long book, bad things are going to happen and you won't have attentive people. One learns to have the paper due the next day, but that still doesn't get the book read as carefully as in a different week when a paper isn't due. I often keep notes of what worked and what didn't work.

"One of the things that I'd like say is that I learned a lot from being on this panel of professors and students about how teaching is learning. Finally, teaching, even great teaching, is not perfect teaching. I say that as in parenting, a grade of 75 is a good thing. Put another way, 75 in teaching, as in parenting, curves to an A." (Laughter).

Professor Piliero: "I'm looking at the time and we probably have time for one more question. Are there any burning questions?"

Professor Jennie Farley, ILR: "Well, I give this panel an A." (Applause).

Professor Schwarz: "And we give the audience an A too. Thank you."

Professor Piliero: "As you can see, there's a lot to celebrate about teaching at Cornell, so I hope that you leave this forum on a positive note. Bob, did you want to speak to the outcomes?"

Dean Cooke: "We will produce a transcript that will eventually be posted on our website after break so that if you want to go back and look it over or if your friends or colleagues couldn't come today would like to. Look on the website in a few weeks."

Someone asked 'What website?'

Professor Piliero: "The University Faculty website, which is <http://web.cornell.edu/UniversityFaculty>."

Dean Cooke: "We also hope to create a collection of essays on best practices. In particular someone suggested that

we invite all of the Weiss Fellows to contribute to a booklet, *Weiss Wisdom*. We'll see where that goes, but it's very experimental."

Professor Piliero: "Thank you for coming."

Respectfully submitted,

Kathleen Rasmussen, Associate Dean and Secretary of the University Faculty