







you'll marry or whether you'll have a nice home. Cheer up. Eat some ice cream. Live a little. You can do this.

But don't lose any more sleep over it A or A minus. Get some perspective. You'll live to see another day. But, hey, that's just me he said. Sorry for the rant but, man, did that feel good. I love you all. Then he signed it with his name and sent it out. And he said students came back who had been complaining and they were now laughing, and that's what you want.

The next piece of advice I would give is that I've received is to be straightforward with students. You just need to tell them the way it is. I've had professors that I've known that have led students to believe that if they do a certain quality of work, it will lead to an in the end when it's just not going to happen. And so, if you have standards, you need to let students know. Let them know what you expect. Let them know what they can expect from you as well.

Next is to capitalize on your strengths. Every department's got that professor that just has charisma that just drips off of them. And if you take the stage behind them, it's sticky because they left so much charisma on the stage. Well, that may not be you. There are other professors that are wonderful researchers and maybe the best in their field, and, again, that may not be you. But you are you, and so capitalize on your strengths. Don't try to be somebody else. Just be the best you that you can be, and life's just much easier.

Next I've received the advice to always be learning. I've had faculty colleagues that had the opinion that basically when they got their PhD that meant that they could close the door on learning anything new. Oh, how sad. We live in an age where everything is continuing to expand, and we need to be part of that.

On a related note, I've received advice several times and have just found it wonderful advice. And that is to admit when you don't know something. You'll get questions in class in which honestly you just don't know the answer. Never try to bluff.

Just simply tell the students that's a great question. I don't know the answer right now, but I'm going to do everything I can to find it. And then what you want to do is do just that. Find the answer.

And then teach the students once you find the answer what the process was that you went through to find the answer to the question you didn't know. That's some of the best teaching you can have because students can then see that there's something that you didn't know, that there was a process you followed to learn it, and then they can see how it worked. I've just found that to be just excellent advice.

I've learned basically that if there are no eureka moments for the teacher, there will be few such moments for the student. If the teacher's excited and learning new things, you



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And then he gave that same 20-minute presentation to the students exactly as he had done in a day before to the other group of students and then gave them the quiz at the end of the 20 minutes, and every student passed. Because when they began, they had the front loaded relevance of why that information mattered and they had it in perspective. And so, if we



