

The Day After: Faculty Behavior in Post 9/11 Classes

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What is the best thing to do in the classroom in the face of a tragedy like the terrorist attacks of September 11, 2001? What should instructors do to help students, if anything? This article describes the results of a faculty survey at Carnegie Mellon University. Faculty reported what actions they took in the classroom to help their students (or their rationales for not mentioning the attacks), and their degree of confidence on the effectiveness of their behaviors. Statistical techniques are used to assess the significance of some trends, and implications for faculty developers are discussed in light of cognitive, motivational and developmental theories.

Introduction and Motivation

On September 11, 2001, after the World Trade Center towers collapsed, many colleges across the nation cancelled classes and organized a series of events in condemnation of terrorism and in support of the victims. Carnegie Mellon canceled classes around 11:30, and held a candlelight vigil that night, followed by a peace rally (both events were sponsored by the office of Student Affairs) and a teach-in (“A Time to Learn: Professors Explain the Crisis,” sponsored by the office of the Vice Provost for Education), both on September 17. In addition some departments and colleges sponsored their events. As helpful as these events were, they left the faculty with no answers about the dilemma of how to open their classes in the days immediately after the attacks. Howard (2001) poignantly describes this tension, saying that “Professionalism generally upholds the importance of the job over personal concerns...But humanity demands the expression and acknowledgement of feelings over logic and analysis” (online).

The literature on crisis intervention has suggestions for campus administrators and crisis intervention teams (Larson, 1994; Siegel, 1994; Asmussen & Creswell, 1995; Hurst, 1999), but does not address individual classroom responses. I therefore decided collect data to see how Carnegie Mellon faculty handled the return to class. The purpose of the survey was threefold:

- To identify a list of best practices

- To build a model of how faculty reactions were influenced by other variables such as teaching experience, gender, discipline, size of class and type of students taught
- To raise awareness among faculty that there are many possible ways of addressing the issue, within or outside the curriculum, and that some of them can be very low-risk and still beneficial to students.

For the first objective, I realized from the outset that in order to assess the effect of any practices I would need a companion survey for the students. I decided to wait until the end of the term so they could comment on long-term effects. The results of that survey will be discussed elsewhere.

For the second objective, I collected all the covariates that seemed relevant; I asked for instructor gender, years spent teaching, whether or not the person was an international faculty, department, type of class taught (large lecture, small lecture, discussion, lab/studio, project), and prevalent audience (freshmen, sophomores, juniors, seniors, graduates or mixed).

For the third objective, I structured the survey as a list of possible reactions rather than an open-ended question. The list ranged from minimal reactions, such as briefly acknowledging the event and moving on, having a minute of silence, or handing out phone numbers to the Red Cross or other charities, to more extensive ones, such as having a class discussion of the events and students' reactions to them, or incorporating the attacks in the curriculum. The list included an "Other" category so that faculty could write about interventions not included in the list. To ensure I was incorporating all perspectives on appropriate ways to hold class, I also asked the faculty who didn't do anything different in their class to explain their rationale for doing so. This question was presented in the form of a list as well, with possible answers being:

- Wasn't comfortable
- Asked students if they wanted to do anything differently and they said no
- Wanted to provide a sense of normalcy/routine

- Didn't know what would be effective/advisable
- Not my role

Again, I included an "Other" category for rationales not included in the list (the full survey is in Appendix 1).

Results

The survey was administered by email to 756 instructors, with a cover letter explaining that the end product of the study would be a compilation of individual responses. After an email follow-up message, 153 instructors replied with their answers, corresponding to a return rate of 20%. After discarding the respondents who weren't teaching during that term, there were 143 responses. From a strictly statistical point, the sample was self-selected, and therefore possibly biased; furthermore, the return rate was not ideal. I knew that by administering the survey to all faculty (instead of randomly selecting a subgroup and following up persistently), the return rate would drop, but this was an accepted tradeoff in the spirit of raising awareness among the faculty.

Composition of the sample

Respondents included faculty from all seven colleges and all departments, including some special programs such as ROTC. Of the 143 teaching respondents, 46 were women (32%) and 97 (68%) were men. A subset of 21 instructors, or 15%, was international. The sample provides a reasonable cross-section of the faculty with respect to years of teaching experience, as can be seen from Figure 1. The distributions for class size and for prevalent audience are shown in Table 1. Reactions in the classroom varied: 15 instructors, or 10.5% of the respondents carried on with business as usual; the remaining 89.5% reacted with an array of approaches. Those reactions, and the rationales for not reacting will be discussed below.

Figure 1

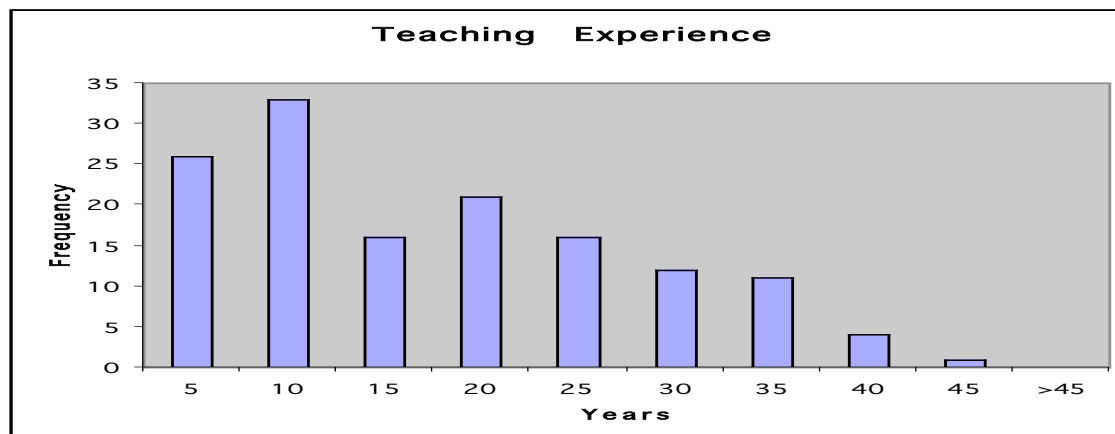
Histogram for Years of teaching Experience in the sample

Table 1

Distribution of Class size and Prevalent Audience in the Sample (N=143)

Class Size	Frequency	Prevalent Audience	Frequency
Large Lecture	29	Freshmen	23
Small Lecture	67	Sophomores	19
Discussion	34	Juniors	8
Lab/Studio	22	Seniors	17
Project	11	Graduates	31
		Mixed UG	35
		Graduates and Mixed UG	14

Reactions in the classroom

Table 2 reports the frequency distribution of the 128 instructors who chose to address the attacks in the classroom. Most options that I provided in the survey were checked by some instructors, except “Bring a counselor to class,” “Class fundraising,” and “Talk to Student Affairs / Teaching Center for strategies on how to handle class.” One faculty member, however, wrote that she had contacted Counseling Services prior to class for suggestions. It is maybe worth noting that

although Counseling Services set up a special 9/11 support group for students, they later reported that there haven't been any takers.

Table 2
Frequency and Percent Distribution of Faculty Reactions in the Classroom (N=128)

Reactions to 9-11 attacks	Frequency	Percentage
Excuse students/Offer extensions if assignments were due	72	56%
Acknowledge the class needs to go on with the material but reassure class that if students are too distressed to process the information there will be other opportunities down the road	64	50%
Have a brief discussion in class	55	43%
Ask students if their families and friends were physically affected	51	40%
Offer to talk privately with anybody who might want to	37	29%
Incorporate the attacks in the curriculum	36	28%
Devote the class after the attacks to discussion	31	24%
Mention Counseling Services	21	16%
Mention ways people can help (give out Red Cross number, other charities, blood donation centers etc)	15	12%
One minute of silence	9	7%
Alert TAs to be extra tactful in recitations/office hours	6	5%
Decide to do a project as a class (quilt, fence-painting** etc)	3	2%
Read a passage from an inspirational book	2	1.5%
Other	30	23%

(**painting the fence is a Carnegie Mellon tradition to demonstrate for various causes)

Most options are self explanatory, but it is worth noting that the three instructors who checked the answer “Decide to do a project as a class” were from the Drama, Art, and Design departments; the projects were about creating art as a means to express feelings related to the attacks. Because the categories “Incorporate the attacks in the curriculum” and “Other” involve a variety of responses, they will be treated separately below.

Incorporating the attacks in the curriculum

The distribution by departments of the 36 professors who incorporated the attacks in the curriculum is reported in Table 3. These kinds of reactions can be grouped in 2 main groups. The

first group tried to tie the events into the topics in class. For instance, one Philosophy instructor devoted two lectures and two recitations to the events. The discussions spanned women in Afghanistan issues, race issues and human rights, globalization issues, political situation in the Middle East, terrorism vs. freedom fighters debate, and war. An English professor tried to discuss the events, but the discussion was stilted. Nevertheless, the topic spontaneously resurfaced every four classes or so, in a more integrated fashion. One History professor talked about the internment of Japanese-Americans during WWII in the wake of Pearl Harbor, and drew some parallels with the current situation. One professor of Biology and Health Engineering participated in the teach-in event mentioned earlier with a session on bio-terrorism, which was then incorporated in her class as extra credit. Two professors of Environmental and Behavioral Decision Making approached the issue from a risk and risk-perception perspective. One instructor of Naval Science had a discussion on terrorism and cyber terrorism, and related a personal account of living with terrorism on a daily basis abroad.

Table 3

**Distribution by Department of Instructors who
incorporated the attacks in the curriculum (N=36)**

Department	Frequency	Department	Frequency
Modern Languages	4	Engineering and Public Policy	2
Drama	3	Philosophy	2
English	3	Psychology	2
School of Industrial Administration	3	ROTC	2
Heinz School of Public Policy and Management	3	Social and Decision Sciences	2
History	3	Art	1
Architecture	2	Chemistry	1
Design	2	Statistics	1

The second group used the attacks as a motivating example for a variety of purposes. One Drama professor used the attacks as a point of reference to give context to a tragic event in a script. Several professors of Modern Languages (on specific suggestion of their department head) tackled the issue from a cultural differences framework, and used magazine articles in the target language to provide different perspectives on the issue, while still practicing the language. Two professor of Statistics talked about using statistics to understand social phenomena; one of them looked at Census data on the Arab-American population in the U.S.; the other had an exam question about using Bayes' theorem to reassess the validity of ethnic and religious profiling to identify terrorists. Instructors outside these two groups had also a variety of reactions. For instance, two professor of Information Systems and Decision Science started study groups on the issue, where 15 students have met on an ongoing basis and undertaken research projects to present to the class; in addition some graduate students decided to change their research direction and work on something that could make a difference. One professor, who teaches a robotics class with applications in search and rescue, made the students sit in silence for five minutes—"an eternity." Then he urged them to think how much worse it would be for the trapped survivors.

Open-ended responses

The "Other" category elicited several responses. Several professors made a brief statement. A professor gave smaller assignments for the next 3 weeks, and thought that the students appreciated having more time to cope with their own stress and emotions. A professor in the Heinz School of Public Policy and Management distributed copies of the Bill of Rights and the class discussed what makes America special and what problems events like that of 9/11 pose, especially with the fourth amendment. A Biology professor did not address the class immediately after, but when the students scored badly on a quiz (September 21) she told the students that they

are all very smart and the results weren't indicative of the material. She admitted to having great difficulty maintaining focus, and suspected they had the same problem in the aftermaths. She ventured that the difficulty might be compounded by the stress caused by limited-time exams. Then she proceeded to retest them (optionally, with only the better grade passing through) on the next Sunday, with 50% time increase, and she reported that the results went "way up." She also continued giving them more time for subsequent quizzes. Many students in the School of Industrial Administration, which consistently places graduates in Wall Street or the World Trade Center, were worried about the well being of alumni, and their future job prospects; therefore some professors had periodic updates (six of our alumni perished in the WTC). One professor has the Vice President of Students in her class, and invited him to give updates on the campus climate and campus events related to the attacks. Another professor, whose TA was once a victim of a serious 7-day hijacking, invited the TA to talk to the class about his experience of being a terrorist victim. Some professors teaching early classes on 9/11 decided to cancel them. After the administration canceled all classes, one professor talked to students individually to make sure they had a safe place to go and people to be with, with special care for international students. A professor of Civil and Environmental Engineering made the weekly quiz more straightforward than usual, thinking that the students were in no shape for the standard "think and pull together disparate concepts" quiz. A professor of Business Administration sent email to all of his students with his thoughts on the matter and best wishes for the students and their families. Several professors were involved in planning or presenting at the teach-in, and they involved their students or rescheduled class to allow their students to attend. One instructor who teaches all international students talked to them about safety issues, especially for those of Middle Eastern descent. One English instructor came to class with spiral notebooks for everybody, and encouraged the students to write, immediately and in the days to come, to document the defining moment for their generation.

Rationales for not reacting

The results for the 15 faculty who did not address the issues in class are reported in Table 4. It is interesting to note that although the question was stated as “If you didn’t do any special activity, why not?” many faculty who *did address* the attacks in their class answered this question as well. In this case, their answer may reflect a rationale for not doing more than what they did, or a way to express their uneasiness. The people who did not do any activity in the classroom fall in three specific categories. The instructors in the first category strongly believe that they should not intervene, unless the students show explicit and persistent signs of distress. They don’t want to overreact, are against “psychotherapeutic prayer” and don’t believe that students need any help in dealing with such events, except for pathologies. One professor in particular is involved in the evaluation of psychotherapy, and he asserted that there is no evidence that these kind of interventions work; on the contrary, they might do damage. In general, they seem to believe the best form of support is not emotional but intellectual, with programs about Muslims, Arab history, and so on. They also believe that the best way to help students is to foster a sense of normality and getting back to usual activities as soon as possible. Another nuance of this approach is to treat students like adults. One professor wrote: “We all have a job to do, this wasn’t changed by 9/11.” As a compounding factor, some professors felt it was not their role, especially when teaching graduate students and/or in fields not immediately connected to terrorism.

Table 4: Distribution of Rationales for Not Mentioning the Attacks in Class

Rationale	Faculty who did not address attacks (N=15)	Faculty who addressed attacks (N=128)	Total
Wasn’t comfortable	3	3	6
Asked students if they wanted to do anything differently and they said no	3	4	7
Wanted to provide a sense of normalcy/routine	5	26	31
Didn’t know what would be effective/advisable	3	11	14
Not my role	3	8	11
Other	4	4	8

By contrast, the instructors in the second category are very unsure what to do. They also want to foster a sense of normalcy, but they don't know what is effective or advisable; in addition, some are unsure of their role. A couple said they would have liked a list of suggestions like the one on the survey on the day of the attacks, just to have options; some asked to be informed of the results of the survey, to see what everybody else did. Some faculty admitted to feeling unprepared to deal with the events. One professor wrote that he had a few Muslim students in his class and felt quite confused, unprepared, and afraid he would hurt people; additionally, as an Jewish person who personally experienced war, he did not want to share those experiences in public, but was afraid the discussion might go in that direction. So he did not say anything. One other professor admitted to feeling himself "still a bit numb." A new instructor in Design said he would have loved to lead a discussion but "didn't have a clue" about how to. He was afraid contrasting views might emerge, resulting in a tense situation.

The third group didn't do anything different in class because they asked the students what they wanted to do, and the students said they were comfortable going on with the material as planned. This group is very small, only 3 instructors; it appears that they held class in the afternoon or on Thursday, and the students, having already discussed the tragedy, felt ready to move on with the material. Finally, one professor reported he had too much to cover and couldn't take time out of the busy course schedule.

Self-assessment of activities

When faculty members were asked to assess their in-class choice, some respondents launched into a long explanation of the effects of their activity, others skipped the question. I coded all responses into the categories "Very effective," "OK," "Not at all effective," and "Don't know."

Clearly, even some faculty who chose not to address the tragedy felt very strongly about their strategy, so the tally for this question includes anybody who provided an answer. Only 76 instructors answered this question, which means that 47% of the sample did not answer it. Of the 76 respondents, 40 thought their strategy was very effective (53%), 20 thought it was OK (26%), 14 didn't know (18%), and 2 thought it was not at all effective (3%). One of the two faculty in the last category acknowledged the event, granted homework extensions, asked about family and friends, and had a statement about the necessity to move on with the very activities that terrorism seeks to disrupt; the other faculty also granted extensions and inquired about students' families and friends, and then he had a brief discussion and offered to talk privately with students.

Campus response. The overwhelming majority of the respondents were very pleased with how the university responded to the events. They felt that the university addressed the tragedy in an effective way, but without going overboard, and managed to bring things back to normal in a timely fashion. Most faculty felt that the attempt to learn from this event (via the teach-in) was the most effective response. They also welcomed the prayer vigil and peace rally as good moments for the students to express their feelings. Some faculty commented that those activities helped *them* as well as students. Some faculty would have liked more advertisement for these events, so they could have canceled class and allowed students to participate. Two instructors would have liked a workshop from the Teaching Center on how to deal with the events in the classroom. One point raised by several faculty is the need to pay more attention to the students, especially the international ones or students who might be targeted. Some Pittsburghers can be narrow-minded, they felt, and the students should have been warned in advance of this fact, rather than having to find out by themselves. Some faculty also reported student accounts of having been harassed, on and off campus.

Statistical Analysis

It is apparent that the sample is biased. Most of the people who responded decided to address the attacks in the classroom, and felt very strongly about doing so. However, judging from informal conversations with students, it appears that the classes where they talked about the tragedy were the exception rather than the rule. The student survey will be able to assess this claim, but it is also worth noting that a significant group of faculty wrote that their students were grateful to them because no other faculty had addressed the attacks in their classes. Because of the bias, not many findings can be generalized to the larger campus population. However, it is possible to determine some associations that are statistically significant in the sample.

Student audience and reactions. I hypothesized that instructors teaching first year students would be more likely to address the events in the classroom, and those teaching graduate students less likely. A binomial test for the difference of percentages revealed that the percentage of instructors who addressed the attacks in graduate classes is significantly smaller than in all other classes (p -value=0.018). No significance was found for first year students.

Class size and reactions. I hypothesized that large classes would make it more difficult for instructors to talk about 9/11, but no statistical difference was found.

Gender and reactions. No difference was anticipated with respect to gender, and none was found.

International faculty and reactions. I was not sure how this variable would correlate with classroom reactions, but a binomial test showed that international instructors are much less likely to address the attacks (p -value=0.0009).

Teaching experience and reactions. I anticipated that faculty with less teaching experience would be less comfortable addressing these kinds of issues. To test this hypothesis, I used logistic regression. The results revealed that teaching experience influences neither the

probability of addressing the attacks nor the level of intervention (low-risk minutes of silence and other time-limited approaches vs. intensive class-long discussions or class projects etc).

Confusion and gender. Many instructors expressed some confusion and uneasiness, in the form of being unsure about effective/advisable behaviors, being uncomfortable or unsure of their role, or even in the ability to evaluate the effects that their behaviors had on the students. A chi-square test for independence reveals that gender is related to confusion in the sense that male instructors are more confused than females (p-value=0.017). I did not anticipate this association and cannot offer an explanation for it.

Confusion and international faculty. A chi-square test for independence shows that international faculty are much more confused than American faculty (p-value=0.006) in terms of their role, appropriateness and effectiveness of their behavior.

Confusion and reactions. A chi-square test for independence shows that faculty confusion is not related to the kind of action (or lack thereof) the faculty took in the classroom (p-value=0.18).

Implications for Faculty Development

Both the qualitative comments and the quantitative data analysis point to implications for faculty developers in several areas, which I have identified as: best practices, instructor's role, international faculty, cognitive and motivational considerations, developmental considerations, and emotions in the classroom.

Best Practices. I entered this study unsure of what practices would be best and applicable to any class; at the end of this work, I am still unsure. The student survey will provide another side of the story, especially in terms of how well faculty actions were received. Nevertheless, the students' opinion cannot be the last word on the matter. People are not always able to evaluate what is best for them, and this is true especially in times of crisis. I wanted the survey to be

distanced in time from the events, so that the students would be able to think more objectively, but 4 months might not be enough. Oweini (1998) interviewed people who had been college students during the civil war in Lebanon (1975-1991), where due to the ongoing nature of the conflict, the college tried to foster a business-as-usual atmosphere. The subjects reported high levels of anxiety and fear during their college years, but reflecting on their situation years later, they realized they had been able to cope successfully with the war, especially thanks to their network of social support. On the other hand, the stream of grateful student emails that many faculty who addressed the terrorist attacks in the classroom reported in the survey makes a good case for some kind of intervention. Brownstein (2001) cites the case of Northern Ireland, where students simply learned to go on, but at the same time acknowledges the coping value of public grieving events like the “peace garden” of University of Maryland at College Park.

How can faculty developers help in the face of tragedy? I argue that helpful developers have to be humble in the first place. Tiberius (2001) and Kegan (1994) remind us that we must be able to step outside our belief systems and see the value of other people’s philosophies. Reading the responses of the survey, I realized that all five perspectives of Pratt and Associates (1998) are present in my sample. I have the “transmission” professor for whom “it’s definitely not my role, especially with MBAs,” the “apprenticeship” scientist whose experiment with his freshmen was disrupted on 9/11, the “developmental” teacher who engaged the students in long discussions of political, social, economic and religious reasons behind terrorism, the “nurturing” instructor who claimed that the university must act *in loco parentis* and comfort the students, and the “social reform” faculty who organized teach-ins and peace rallies. All claim good reasons for their behaviors, and my obligation is to help them be more effective inside their own paradigm.

Instructor’s role. As a faculty developer, I have an even bigger obligation to those instructors who were unsure of their role. As reported previously, 10% of the respondents felt unsure about what would be effective in the classroom; others wanted to discuss the events in class but were

not comfortable. Another 10% was not able to assess the usefulness of what they had tried in the classroom, and two instructors decided what they did had no impact whatsoever. One instructor, who minimally addressed the events and then moved on, wrote that at the time he was sure that was his role, but now he's not so sure anymore, and another one admitted that he simply did not think of all the options he had, and that the list provided with the survey would have been very helpful at the time. Remember also the two instructors who wished there was a workshop they could go to. All these situations are great openings for faculty developers, who can be extremely helpful in facilitating the reflective process leading to a decision, or discovery, about one's role as an educator.

International faculty. It is important to remember that a subset of the struggling faculty are international scholars who were too paralyzed to do anything in the classroom, and even if they did, felt very unsure about their (possibly negative) impact. It is not clear from the survey why this is the case. Is it a role problem? Is it a matter of not knowing the rules of the game in the American classroom? Is this a case of low-context vs. high-context cultures (Hall 1976)? Whatever the answer, this subgroup clearly needs and wants some support.

Cognitive and motivational considerations. The first option as a possible reaction was designed to test the understanding of the mind's working: "Acknowledge the class needs to go on with the material but reassure the class that if students are too distressed to process the information there will be other opportunities down the road." Hamilton (1982) and Arnstems (1998) present a review of cognitive theories and studies that demonstrate that in times of stress the focus of the working memory narrows to the stressful events and neglects routine ones. This process will likely affect retention and recall down the road. Only 50% of the people in the sample understand this concept, which means that our effort to educate instructors about learning theories is not done yet. The function of emotions over judgment and motivation is also well established in the literature (Hammond 2000). Frijda (1988) reminds us that "the action readiness

of emotions tends to occupy center stage...It tends to override other concerns, other goals, and other actions. It tends to override considerations of appropriateness or long-term consequence” (p 355).

When dealing with the aftermath of traumatic events, the average undergraduate would find it very hard to concentrate or study, even though the midterm is coming up, as in the case reported by the Biology professor. Professors are likely to be more effective in their classroom if their strategies keep these considerations into account.

Developmental considerations. Developmental theory tells us that in times of crisis people tend to look for easy answers and retreat into the dualistic stage. We saw this happen with some students who wanted to “round up all the foreigners” and “bomb Afghanistan back into the Stone Age.” Perry (1999) warns us that “when [retreat] occurs, it tends to take a dramatic form. It appears to require fight...The dichotomous structure itself divides the world into good and bad, we and they, friend and foe—and this on absolute grounds...threatened by a proximate challenge, this entrenchment can call forth in its defense hate, projection, and denial of all distinctions but one” (p. 205).

I firmly believe that the educator’s role in institutions that claim to promote critical thinking is to intellectually engage the students to remain in the complexity of the situation rather than to escape into a world of sweeping generalizations, and to use the tools of the discipline to stay engaged. The professor of statistics who made the students apply Bayes’ theorem to evaluate the usefulness of ethnic and religious profiling is a fine example of engagement through the discipline. Conversations about how to facilitate the transition of students into further developmental stages can be very productive in our work with faculty.

Emotions in the classroom. Several instructors wanted to discuss the issues in class, but were afraid of the emotionality of the topic, and of different viewpoints, especially in classes with international students. Those instructors can benefit from workshops or individual conversations

about handling controversial topics, perhaps through cooperative controversies (Bredehoft 1991) or other forms of structured discussion.

In conclusion, the events of September 11 presented faculty developers with an incredible opportunity to make a difference with the faculty. If we rise to the occasion and find the teachable moment, we can be of invaluable help in a new world struggling for meaning.

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Appendix 2-1

Faculty Survey on reactions to the 9-11 terrorist attacks

The Eberly Center for Teaching Excellence is interested in finding out how faculty and students responded to the 9/11 attacks in and out of class.

Background information

Please check the box that applies to you, or fill in the blanks.

Gender: Male Female

Department: _____

Years spent teaching: _____ Check if international faculty

Type of class(es) taught during Fall 01 or First Fall Mini:

Discussion Small lecture (<50) Large lecture (>50) Lab/Studio Project

Audience:

Mostly freshmen Mostly sophomores Mostly juniors Mostly seniors

Mixed undergraduates Graduates

Reactions to 9-11 attacks.

Please check the boxes relative to the things you have done *in class* to help the students.

Acknowledge the class needs to go on with the material but reassure class that if students are too distressed to process the topic there will be other opportunities to review it down the road

One minute of silence

Mention Counseling Services

Bring a counselor to class to help students process their feelings

Excuse students/offer extensions if assignments were due

Offer to talk privately with anybody who might want to

Have a brief discussion in class

Devote the whole first class after the attacks to discussion

- Incorporate the attacks in the curriculum
- Decide to do a project as a class (quilt, fence-painting, etc)
- Read a passage from an inspirational book
- Talk to Student Affairs/Teaching Center for strategies on how to handle class
- Alert your TAs to be extra tactful in recitations/office hours
- Mention ways people can help (give out Red Cross number, other charities, blood donation centers etc)
- Class fundraising
- Ask students if their families and friends were physically affected
- Other (please explain): _____

How effective do you think the activity(ies) was(were)? _____

If you didn't do any special activity, why not? Check all that apply:

- Wasn't comfortable
- Asked students if they wanted to do anything differently and they said no
- Wanted to provide a sense of normality/routine
- Didn't know what would be effective/advisable
- Not my role
- Other (please explain): _____

Please check the boxes relative to any *university-wide activities* you attended:

- Prayer Vigil (evening of the attacks)
- A Time to Learn: Professors Explain the Crisis
- Peace Rally (Monday afternoon, by the Fence)
- Other (please explain): _____

How effective do you think the activity(ies) was(were)? _____

Do you have any suggestions/comments for how the university can help the students deal with natural and political tragedies in the future?_____