Facility and students: who watches whom?

By Michael Mansee

There are certain ironies to the MIT faculty's on-going, and apparent resistance to reform of the grading system. The first is the faculty attitudes towards students evidenced at the meetings. Each faculty member who speaks, it seems, begins with rhetoric for the academic freedom, motivation, and industriousness of his students. At half the speakers then go on to propound restrictions on the grading system, restrictions predicated on the idea that students are lazy, shiftless, and unmotivated, and need to be forced by threat of failing to work hard in their courses.

Then there is the whole motivation behind these endless meetings discussed for the past year. Standardizing grading was to have been one of the goals of the Group 4 Amendment, it would be a mechanism to review things like quality of teaching, teacher's freedoms will be impinged upon, it seems, if there is a chance of moving at a glacial pace and standards of most students?

What matters to us is the relation between such an evening and the education we provide to our students. What motivates a group to bring Mr. Dean here? Is it too late to send our students back to Plato, Milton, Dickens, Mill, Joyce for a fare of aesthetic and emotional integrity?

Grades: do students care?

By Stephen Blatt

After three months of faculty debate and student inaction on the grades issue, today will be the test of whether student opinions are in sync enough in the type of grades they will get to express themselves.

The Undergraduate Association hearing scheduled for 4pm today is the first large-scale student gathering on an issue critical to a student's life at MIT since the days of the General Assembly. Moreover, students everywhere - even in political science, there are courses which take six to eight extra hours weekly to do well - but the faculties that debate the grades issue with the members of their faculty groups more energetic in discussions at the last three faculty meetings.

Inefficacy is today's hearing. There are several members of the Undergraduate Engineering faculty who have been sharply critical of the present and proposed grading systems. Also invited is Associate Professor Stephen Senturia of the Electrical Engineering Department, who first proposed adding pluses and minuses, which have been debated at the last meeting, may be a good method for "refining" the grades system, though it is an even better idea to put the faculty on notice that adding pluses and minuses, faculty member pointed out during the first faculty meeting.

Flouses and minuses, which have been debated at the last meeting, may be a good method for "refining" the grades system, though it is an even better idea to put the faculty on notice that adding pluses and minuses. As one faculty member pointed out during the first faculty meeting, the system. As one faculty member pointed out during the first faculty meeting, the system.

And will the faculty listen?

Salvador R. Larru

If I have facts straight, the Lecture Series Committee and the Undergraduate Association at MIT paid out $3,500 of student and/or MIT money to bring Mr. John Dean to Kresge Auditorium. I have been told the lecture was a bore. Money and poor entertainment are not the important issues, however. What matters to me is the relation between such an evening and the education we provide to our students. What motivates a group to bring Mr. Dean here? Is it too late to send our students back to Plato, Milton, Dickens, Mill, Joyce for a fare of aesthetic and emotional integrity?

Humanistic courses: does Dean count?

By Michael G. researcher, a Nobel Prize laureate in biology, is Director of the MIT Center for Cancer Research.}

Slide deck: 1. Technological progress has been and is being driven by machine learning. 2. The key to this progress is the ability to process and learn from large quantities of data. 3. This ability has been enabled by advances in computational power and storage. 4. These advances have facilitated the development of algorithms that can learn from and make predictions on data, such as neural networks. 5. The success of these algorithms has led to widespread adoption in fields such as medicine, finance, and transportation. 6. However, there are also concerns about the ethical implications of these technologies, including issues of bias, privacy, and accountability. 7. It is important to continue to explore the benefits and challenges of these technologies, as they hold the potential to improve our lives in many ways. 8. The keynote talk will be followed by a panel discussion featuring experts from academia, industry, and government. 9. The panel will address the current state of machine learning, its potential impact, and the ethical considerations that must be addressed to ensure its responsible development and use. 10. The event is open to the public and will be livestreamed online. 11. Attendees who register in advance will have the opportunity to submit questions for the panelists. 12. The event is organized by the Digital Media and Design Unit at MIT. 13. For more information, visit the event website or follow us on social media.