

ACADEMIC PROGRAMS



College of Agricultural,
Consumer and
Environmental Sciences

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

From the Office of the Associate Dean

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Schmidt, Kesler Receive Teaching Awards

Shelly J. Schmidt, Professor in Food Science and Human Nutrition, received the USDA Food and Agricultural Sciences Excellence in College and University Teaching National Award. The presentation was made during the National Association of State Universities and Land-Grant Colleges annual meeting in November. Shelly is one of only two national award recipients who were honored in Chicago.

Dr. Schmidt's teaching has been recognized at the department, college and university levels and by the Institute of Food Technologists and the North American Association of Colleges and Teachers of Agriculture. She was named a university Distinguished Teacher/Scholar in 2001, and received the Paul A. Funk Award in the same year. In addition, she has received more than \$1.3 million in externally funded grants from public and private sources.

A former student wrote, "Professor Schmidt was one of the best professors I could ever have. She encouraged me to learn how to learn. I learned enormously from her through research, discussion, day-to-day meetings, and in the classroom." And a colleague observed that Shelly is "certainly knowledgeable about her subject areas but, perhaps more important, she is able to convey her enthusiasm for the subject to her students."

Two awards are also presented annually in each of the four geographic regions. Darrel J. Kesler, Professor in Animal Sciences, received one of the two North Central Regional Awards for Excellence in College and University Teaching. This was the first time that any university had ever received two awards in the same year.

Faculty in ACES have received seven USDA teaching awards since the program was begun in 1992. In addition to Schmidt, Cleo D'Arcy and Phil Buriak have received the national award, and Robert Skirvin, Darrel Miller and Shelly Schmidt have received regional awards in addition to Kesler. Only Illinois and Kansas State have garnered seven USDA teaching awards.

Reflections on the Relationship Between Teaching and Research

by Donald C. Hambrick, in *Researchers Hooked on Teaching*, 1997, from *The Teaching Professor*, June/July 2002

Teaching isn't just the conveyance of information. If it were, few of us should have jobs, because textbooks and articles can impart knowledge just fine. Teaching isn't a dazzling show by an expert. If it were, we would all be replaced by Tom Peter's and Mike Porter's videotapes.

Rather, to teach is to enter into a relationship. To conduct a course is to orchestrate students' knowledge, motivation, anxiety, and energy. To teach is to understand that pulse of the classroom, the emotional and intellectual ebbs and flows, how far students can stretch, and how they can learn the most from each other. The loftiest aim of teaching is not to impart students a new block of knowledge and skills, but rather to maximize their readiness and eagerness for further, lifelong learning. In fact, I have long thought that the ideal course evaluation question – the litmus test for how good a job the instructor did – should be, "How did this course affect your eagerness to learn more in general and in this topic in particular?"

Suggestions for Improving the Teaching Portfolio

from *The Department Chair*, Summer 2002, by Nelson and Olwell, Eastern Michigan University

The teaching portfolios our department received were helpful in assessing a candidate's commitment to teaching, even if they were difficult to compare to one another. Those candidates that provided extensive evaluations, both from students and peers or supervisors, were able to demonstrate to the search committees that they would be able to pick up the teaching at our institution relatively easily. This helped us select candidates who had a real commitment to teaching and learning.

However, in our next search, the department may specify common elements to make cross-candidate comparisons possible. Items that the department found especially useful include:

A short and specific teaching philosophy statement.

The values and philosophies avowed in this statement would be reflected in the other parts of the portfolio. Without some connection between teaching philosophy and classroom practice, the statement is virtually useless for the department.

Full sets of narrative and quantitative student evaluations, including the candidate's reflection on student feedback.

Small biased samples of evaluations have little use for evaluation purposes.

Classroom visitation reports by supervisors or peers.

This critical item points to the need for departments to provide written feedback to all faculty and graduate students teaching in the department, as these items were among the most useful in a candidate's teaching portfolio.

Existing and proposed syllabi for classes, including writing assignments or handouts.

Assessments, including questions for readings, paper assignments, and discussion questions, helped the department evaluate pedagogical methods and skills.

Samples of graded student papers or projects, if possible.

These data answer two questions: What are students like at the candidate's home institution? What are students learning in the candidate's classroom?

These items might become standard for departments to distribute to job candidates or place in a job ad. This is not meant to be an exclusive list; candidates would be free to add elements that reflect

their individuality and unique experiences.

However, having these items in common would help departments better compare teaching items, and also would focus the portfolio on the candidate's ability to impact student learning.

This, in turn, would enable departments to locate candidates whose teaching experience and style would best serve their students and institution.

Conclusion

Does requiring teaching portfolios for a job search make a difference? While there are teachers who are naturally gifted, it is well known that not all outstanding researchers are similarly outstanding teachers. Yet few research universities provide adequate opportunities for their PhD students to learn good teaching techniques. Happily, the traditional neglect of teaching in content-based graduate programs is changing. One reason for this change is that some position announcements, particularly from institutions that emphasize teaching, require that applicants demonstrate some level of teaching competence. If more institutions clarify their expectations of job applicants through a teaching portfolio requirement, doctoral degree-producing institutions will take note of their obligation to provide evidence of their graduates' teaching ability, as well as certify their research and writing skills.

ACES Welcomes 558 Freshmen

Fall 2002 brought a new crop of freshmen to ACES – 558 in all. From the new student questionnaires that they completed, we know that 60% are female and 40% are male, and 8% are ethnic minority and 92% are white. We know that they are from 85 of the 102 counties in Illinois, and 3% are not from Illinois. A lot of them visited UIUC prior to applying here, for such activities as visiting family and friends (more than half of them), attending an Illini athletic event (about half), visiting ACES Open House and stopping by the campus visitor center (about a third each), and participating in a 4-H or FFA event or a summer program (about 20 percent each). More than half indicated that they would like to study abroad.

From their application materials, we also know that the average ACT composite score is a 25.4. Three-fourths of them have already completed the foreign language graduation requirement, and the vast majority studied Spanish in high school.

It's another great group of students.

Accounting for Team Learning

by David G. Brown in *Syllabus*, September 2002.

How can we take advantage of collaborative and team learning without sacrificing individual accountability and motivation? I've posed this question to a number of colleagues and here's a brief list of their answers.

- Keep the teams small, preferably from two to five people.
- Assign specific roles for each team member. For example, in a business management course one team member might serve as the chief financial officer, another as the chief marketing officer, etc. Or, when preparing a PowerPoint presentation, one team member might be responsible for creating the theme, another for providing relevant data, and still another for putting the presentation together.
- In addition to submitting a team project (for a team grade), ask each individual to submit a critique of the team project (just as a justice of the Supreme Court might submit a minority opinion).
- In addition to grading the team project, ask each individual to submit for grading his or her individual contribution to the team project. This is especially feasible when individuals have been assigned roles within the team.
- First give the assignment to all individual students, then ask students to work in teams and submit their best combined contribution.
- For larger, longer term projects, periodically e-mail team captains to ask how things are going. Meet with groups that are in trouble.
- At the end of the course, ask each student to name the three to five other students in the class who have helped them the most, and then give frequently named students some extra credit.

Recently published research documenting the power of collaborative learning, our own personal successes with collaborative assignments, and new possibilities enabled by the computer are stimulating this revolution in pedagogy. As we add more team projects, it is wise to balance individual and collaborative assignments, and to make sure that students continue to feel responsible for their grade and their learning.

Teaching Enhancement Grants

Fifteen new Teaching Enhancement Grants were awarded during fall semester for a total of \$23,165. Funding for the projects is made possible through three endowed funds in ACES. The recipients and the course or courses being addressed include:

Anna Ball	AG ED 150, 280 and 315
Phil Buriak and Joe Harper	TSM 200, 202 and AG ED 310
Darin Eastburn and Cleo D'Arcy	PL PA 100
Tony Grift and Alan Hansen	AGE 221
Michael Hutjens	AN SCI 300
Ani Katchova	ACE 261
Madhu Khanna	ACE 355
Neil Knobloch	AG ED 150, 280, 285, 310
Frances Kuo	NRES 370
Soo-Yeun Lee	FSHN 202
Karen Plawecki	FSHN 229
Ken Salo	NRES 399K and 199
Robert Skirvin	NRES 103 and 261
Kelly Tappenden	FSHN 329
Randall Westgren	ACE 331

Spring Spice Box Seminars

The topic for the Spice Box Seminars for Spring 2003 is faculty performance assessment. Based on the faculty survey that addressed the same topic, a sub committee of the ACES Academy of Teaching Excellence has concentrated on assessment measures for teaching performance. Presenters will identify and define nine measures of teaching performance and discuss how and what faculty provide as evidence of performance and how that evidence should be assessed. The seminars will be valuable to all faculty, since everyone is expected to submit an annual summary of performance. Further, faculty who serve in various capacities that evaluate performance will find the information from the seminars useful, including P&T committee members, DFAC representatives, and others who rate and assess performance. Watch for the announcement of the seminars soon.

Introductory Course on Leadership

Jeff Moss, Program Director for the new Illinois Leadership Center, is offering a new, introductory course, "Introduction to Leadership Studies." To be taught Spring 2003 as an experimental course (AgEd 199), the course will probably serve as the first course in a Leadership Minor that is in the process of proposal development for the entire campus. This new course offers opportunities for students across campus to develop leadership skills while studying different models of leadership development. The interaction with students from other majors and the chance to learn how leadership skills are important in successful careers will be of value to most ACES Students.

If you have not had the opportunity, be sure to wander through the Illinois Leadership Center, 290 Illini Union. This is a joint effort of Academic Affairs and Student Affairs at UIUC. The resource library is well worth the trip across the Quad.

Career Expo a Success for Students and Recruiters

Nearly 600 ACES students participated in the annual ACES Career Expo in early October at the Illini Union. Students had the opportunity to meet with recruiters from 78 different businesses and agencies represented at the Expo. Nearly every degree option in ACES was represented by at least one recruiter, giving the students the opportunity to learn about internship and job prospects in their chosen field. Thanks to faculty and administrators who encouraged student participation and attended this important activity.

Students Participate in AFA Leadership Conference

Fifteen ACES students participated in the Agriculture Future of America 2002 Leaders Conference in Kansas City. The ACES student participation was supported by the Louis V. Logeman Leadership endowment and several private gifts.

The AFA Leaders Conference brings together college age men and women who are pursuing careers in the agriculture and food industry. These individuals share a common belief in the future of agriculture and have an interest in enhancing their personal and professional skills.

Katie Dierker and Genny Schutz were members of the 11 person Student Advisory team.

Attending the conference were Luke Behme, Corrine Biswell, Ben Coon, Neil Frank, Tim Hausman, Jeff Hanks, Camille Heikes, Willard Mott, Leah Schleef, Amy Taylor, Doug Temple, Sarah Viall, and Kevin Ward.

Accountancy Caution!!

Advisers need to be aware, and work closely with students potentially affected, that Accountancy now enforces course prerequisites! The prerequisites for ACCY 201 are ECON 102 and ECON 103 or their equivalents. Exceptions *are not* permitted by Accountancy

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