

November 1999

ACADEMIC PROGRAMS

From the Office of the Associate Dean

Meet Our New Students

More than 700 new students entered the College of ACES this fall, with 602 freshmen and 108 transfer students from community colleges and other universities. Total undergraduate enrollment for ACES is 2,241, our largest enrollment since Fall 1984. The freshmen are of the same quality we have grown to expect, with an *average* ACT score of 25.5 and an *average* high school percentile rank of 78th. The recent trend of more females enrolling in the College continues, with 58% females and 42% males in the undergraduate student body. Approximately 98% of new freshmen in ACES are Illinois residents. ACES processed 1,100 applications for Fall freshmen enrollment; the target for new freshmen enrollment was 559. More than 73% of the students who were offered admission actually enrolled (compared to 52% for UIUC).

Obviously some applicants who were admitted chose to enroll elsewhere. A small sample of those applicants gave us the following information. About one-fourth indicated that UIUC is too big for them. Nearly half cited financial reasons for going elsewhere; many of those were out-of-state applicants who chose to attend an in-state school. Of those that did not choose a small school, nearly all enrolled in a Big Ten or other national peer institution of Illinois.

We did learn that following up on admitted applicants is essential. Applicants need to be recruited until the day they actually show up for class. ACES undergraduate coordinators do a good job of contacting our admitted applicants to help in this process. If we want to increase out-of-state enrollments, we will probably need to be more pro-active in financial assistance for those applicants.

College Sponsors Successful Career Expo

The 1999 College of ACES Career Expo was held in the Illini Union on Thursday, October 7. A total of 86 companies and organizations were available throughout the day in the Illini Rooms A, B and C to discuss career and internship opportunities with College of ACES students. AN estimated 800 students participated in this year's event. Career Expo generally kicks off the fall semester recruiting season in the Student Development and Placement Office. Primary coordination for the event is done by Carol Johnson, Graduate Placement Officer.

Organizations linked with a diversity of career areas related to our College exhibited at this year's event. Among the first time participants were: Biaggi's Ristorante; Cargill Animal Nutrition; City of Chicago Bureau of Forestry; Damon's International; Dean's Foods; Enterprise Rent-A-Car; Environmental

Consultants, Inc; Griffith Labs; Hanley Group; Jewel-Osco; Kinnucan, Inc.; Perdue Farms; PetsMart; Sodexo Marriott Services; Siliker Laboratories Group; and Walmart Distribution Centers.

Whereas the day was considered a significant success by both students and exhibitors, many of the company representatives expressed disappointment in not meeting the number of faculty members that they usually encounter at Career Days events held on other campuses. The Academic Programs Office will be looking at possible modifications in the schedule that might be more conducive for faculty involvement in the event. Your comments on this topic are welcomed.

by Charles E. Olson, Assistant Dean

A MODEST PROPOSAL TO INSTRUCTORS

Adapted from *The Teaching Professor*, November 1999, Magmam Publications, in response to "Modest Proposal to Students" that appeared in the October 1999 Academic Programs. By Heather Clitheroe, Student, University of Calgary

IN THE CLASSROOM

1. Humor is nice, but if you're planning on making jokes, try to decide ahead of time if they're offensive or off-color. We are often reluctant to speak up if we object to the content of your humor and if we're uncomfortable, the learning environment is compromised.
2. Extend to us a bit of understanding. If it takes a while for us to respond, remember that a lot of us are working full time to support ourselves. We may be tired and withdrawn in the morning, but we're still in class for a reason: to learn. Don't ridicule us if we walk in late. We may have a legitimate reason. Most of us don't like to be late.
3. Don't assume that yours is the only class we take, or the only important one. We agree with you that what you're teaching us is important, and we're aware that it's your lifeblood. But often, we've got three or four other classes to attend in a day. Keeping us late in your class can make us late to others. When you assign a paper, remember that we've got just as many to do in other classes.

OFFICE HOURS, ASSIGNMENTS, TEXTBOOKS, ETC.

1. We'll make use of your office hours if we're able, but 4:30 p.m. on a Friday might conflict with a work schedule. Monday at 7:00 a.m. might be right after we've gotten off the midnight shift. Please, be flexible. If you're able, ask students what office hours are best. Offer to make appointments outside the office hours. We appreciate the time you're taking out of your day, and we'll do our best to make sure it's a worthwhile use of your time.
22. If you plan on using electronic media for office hours or class material, please use them. If you tell us we can contact you by e-mail, make sure you check it. A one-line response that an e-mail has been received and that you'll respond later can keep us from worrying all day long. Use an answering machine or voice mail. Make sure notes and assignments that you put online are accessible and that the Web pages work.
3. Please choose your textbooks carefully. We appreciate the effort you take. Be aware of how much the books cost. Use a cheaper edition if it's available and use the book more than one semester so we can sell it, if need be.

4. Yes, we'll ask you when our papers and assignments will be graded. Yes, you'll hate us asking. But we've put a lot of effort into our work and we're hoping that you put the same interest into grading that we did into writing.

THE MISCELLANEOUS SIDE OF THINGS

1. You don't like to hear it, but we are paying dearly for our education. We'll put ourselves in debt for a degree, we'll live in substandard housing, and we'll go to food banks if we need to. We're not the same students you knew when you were going through school.
 2. We're not all young people. Lots of us are mature students. Many of us are married. Some of us have children of our own. Please don't treat us like we're ignorant or immature. We're just as adult as you.
 3. We run into trouble at times. Some of us will have tragedy strike during the school year: deaths in the family, sexual assault, alcohol and drug abuse, illness, and disease. Some of us will come to you for help. Reach out to us if you think we need it. It means more than you know.
 4. Be a friend to us. We all need mentors in our lives. The compassion and interest you show will flourish and blossom. You lead the way. We trust you. Teach us.
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Campus Faculty Retreat

Mark your calendars! The annual Campus Faculty Retreat will be held Thursday, February 10, 2000, in the Illini Union.

The program will start at 8:15 a.m. with a keynote presentation on "Pedagogy and Technology for the 21st Century." Break-out sessions and small group presentations will also be featured. Plan now to attend!

A MODEST PROPOSAL TO PROFESSORS Adapted from *The Teaching Professor*, November 1999, Magmam Publications, in response to "Modest Proposal to Students" that appeared in the October 1999 Academic Programs. By Milo W. Miller, faculty member, Southeast Missouri State University

IN THE CLASSROOM

1. Treat all students with respect. They are adults or soon will be.
2. Treat all students equally, irrespective of your personal likes and dislikes.
- 3 Do not be condescending. Never forget that all professors once started as students.
4. Focus on the student's learning and not your teaching. Make them, not you, the center of attention.
5. Clearly state course objectives and expectations, and follow them.
6. If at all possible, learn and use the students' names. Personal connection begins with name recognition.
7. Listen to every question carefully. Most questions are purposeful; some just have a more subtle purpose than others.
8. Encourage the free exchange of ideas.

9. Do not tolerate student disrespect for other students.
10. Begin class on time and use the time available for valid educational purposes. Students pay tuition; they are entitled to their money's worth.
11. Come to class prepared.
12. Display excitement and interest in the material. An upbeat and positive attitude will elicit more attention and facilitate learning.

OFFICE HOURS, ETC.

1. Keep your office hours whenever possible. A student's time is also valuable. Don't make them wait for a scheduled appointment or let their time with you be interrupted by phone calls.
2. Encourage students to make appointments if your office hours are not compatible with their schedule.
3. Remind students that they can seek you out for help in the course.
4. Keep the lines of communication open with your students.
5. Clarify all your policies both orally and in writing at the beginning of the semester.

ASSIGNMENTS AND EXAMINATIONS

1. Make every effort to return assignments and examinations promptly.
2. Provide students with a schedule of examinations and assignments up front and stick to it. They have more classes than just yours.
3. Spell out the grading policy orally and in writing. Clear expectations reduce student anxiety.
4. Explain the policy on academic dishonesty and your expectations in that regard.
5. Explain your evaluative criteria for grading papers and essay examinations. Student should not have to guess what is expected of them.

ACES Alumni Association Supports Career Shadowing Twenty-four ACES students spent a day with an ACES alumnus in the St. Louis area as a part of the career shadowing program in the College. Assistant Dean Charles Olson coordinated the event, which pairs each student with an alumnus of the College in the student's career interest area. Students pay a participation fee to help cover the cost of overnight lodging. The ACES Alumni Association helps support the program financially, as well as helping identify alumni in the area to serve as mentors.

This is the second year for the career shadowing program. Last year's group traveled to Chicago for similar experiences. Students report that the program is extremely valuable in helping them learn more about the "real world" and networking with professionals who are already in the career area.

Selecting for Teaching Excellence Potential An ACES graduate student recently returned from an interview at another major land-grant university, and shared the following information about one phase of the interview process. The candidates were asked to prepare a lesson that was presented to a group of students from the employing department. The feedback from the students and the search committee member who also observed the teaching was used as a part of the decision process in selecting the successful candidate. All of this was in addition to presenting a research seminar.

Evaluation of Teaching Potential of Interviewees for Tenure-Track Faculty Positions

BACKGROUND

A primary concern in developing the proposed guidelines is to create a fair comparative evaluation of each candidate's teaching potential. Given the limited observation provided by the teaching presentation, its evaluative goal must be modest: the identification of individuals with truly outstanding teaching potential or individuals who may encounter difficulty in teaching.

GUIDELINES FOR THE TEACHING PRESENTATION

The search committee will recommend a topic(s) for the teaching presentation. In making its recommendations, the search committee should consider that the teaching presentation's emphasis is on assessing the pedagogy of teaching. The selected topic will be the same for all candidates interviewing for the same job. The teaching presentation will not exceed one-half hour and will be a small room setting involving a mix of 10-15 undergraduate and graduate students. As much as possible, the same student participants will evaluate all candidates for a given job position. The Departmental Chair or chair-designee will be responsible for implementing the teaching presentation. The parameters of the teaching presentation should be communicated to the candidates before their interviews. The student evaluators will have one-half hour to discuss and then individually complete the 10 item student evaluation instrument used by the University and answer two open questions: (1) What did you like in this teaching situation? and (2) What needs improvement?

One student will be designated to collect the surveys and turn them in to the chair of the search committee. The chair will submit all surveys to all members of the search committee. The surveys should be summarized and shared with the faculty.

A faculty member also will be present during the teaching presentation, but will sit in the back of the room. The faculty member will introduce as well as observe the candidate. The faculty member should be a member of the search committee and should be present for the teaching presentation of all candidates for the position. The faculty member will escort the candidate out of the room at the end of the one-half hour presentation and will not be present during the students' deliberation. The faculty member will complete the same survey as the students.

Teaching Enhancement Grants

Five ACES faculty were awarded teaching enhancement grants for Fall 1999. The recipients and the projects they are working on include:

L. Art. Spomer, NRES -- Digital Multimeter for NRES 343; **Michael Hutjens, ANSCI** -- Web Site and Video Tape Production for ANSCI 300 ; **Robert Skirvin, NRES** -- Transferring Reference Text to CD-ROM for NRES 103 and NRES 261; **Walter Hurley, ANSCI** -- Enhancement of ANSCI 103 with Mallard Lesson Component; and **Dianne Noland, NRES** -- Digital Camera and Scanner for NRES 107 and NRES 246.

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