

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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Kramer Receives Teaching Award

Laurie Kramer, Professor in Human and Community Development, received the USDA Food and Agricultural Sciences Excellence in College and University Teaching Regional Award. The presentation was made during the National Association of State Universities and Land-Grant Colleges annual meeting in November. Laurie is one of only ten national and regional award recipients who were honored in San Diego.

Dr. Kramer's teaching has been recognized at the department, college and university levels.

She has been named to the Incomplete List 18 times and has received two teaching awards in the College of ACES. Dr. Kramer has also served as Director of Undergraduate Programs in HCD and chaired the ACES Undergraduate Educational policy Committee.

Dr. Kramer advises undergraduate and graduate students. Three of her graduate advisers have also won national awards for teaching. She also supervises students in the McNair, SROP and RAP programs.

One of Dr. Kramer's former students summarized her teaching by saying that she was "all I could hope for in a college professor." Students and peers have described her teaching as engaging, effective, challenging and worthwhile. She is a role model for others who intend to pursue a career in academics.

Faculty in ACES have received eight USDA teaching awards since the program began in 1992. Shelly Schimdt, Cleo D'Arcy and Phil Buriak have received the national award, and Robert Skirvin, Darrel Miller, Shelly Schmidt and Daniel Kesler received regional awards. Only Illinois and Kansas State have garnered eight USDA teaching awards.

Teaching Enhancement Grants

Ten new ACES Teaching enhancement Grants were awarded during Fall 2004 for a total of \$14,047. Funding for the grants, designed to enhance undergraduate teaching and learning, is made possible through three permanent endowments. The recipients and the courses being enhanced are as follows.

Soo-Yeun Lee	FSHN 302
Shelly Schmidt	FSHN 101
John Braden	ACE 245
Michael Hutjens	ANSC 100
Cleo D'Arcy & Darin Eastburn	PLPA 200
Janeen Salak-Johnson	ANSC 467
Scott Morris	FSHN 469 & 360
Rebecca Roach	FSHN 120
Mike Ellis & Carrie Bertelsen	ANSC 199
Anna Ball & Walter Hurley	TA Training

A request for proposals for the Spring 2005 competition will be released in January.

**UIUC Class Schedule
(formerly Time Table)
is no longer available in large
quantities in print format.
Visit <http://courses.uiuc.edu>
to access the class schedule**

Critical Thinking

We often hear faculty and others espouse that we need to help our students learn to think critically. What is critical thinking?

Barry Beyer, in his book *Practical Strategies for the Teaching of Thinking* (Allyn and Bacon, 1987) proposed these “Critical Thinking Skills.”

1. Distinguishing between verifiable facts and value claims
2. Distinguishing relevant from irrelevant information, claims, or reason
3. Determining the factual accuracy of a statement
4. Determining the credibility of a source
5. Identifying ambiguous claims or arguments
6. Identifying unstated assumptions
7. Detecting bias
8. Identifying logical fallacies
9. Recognizing logical inconsistencies in a line of reasoning
10. Determining the strength of an argument or claim

What “Ideal” Professors Do

An article in the November 2004 issue of *The Teaching Professor* summarized the work of Epting, Zinn, Buskist and Buskist. The researchers asked students to specify the actions of “Ideal” and “Typical” professors. Here are some of their findings.

- 43% of Ideal professors and 15% of Typical professors talked informally with students sometimes
- 78% of Ideal and 93% of Typical professors lectured
- 58% of Ideal and 36% of Typical professors included student-teacher discussions
- 97% of Ideal professors used humor often, while 75% of Typical professors used humor occasionally
- 68% of Ideal and 17% of Typical professors solicit feedback on their teaching

The researchers summarized that Ideal professors are highly accessible, allow student input, provide variety in the course, and provide a comfortable learning atmosphere.

Chancellor’s Senior Survey

Each Spring, the Office of the Chancellor conducts an on-line survey of May graduating seniors. Approximately 40% of the seniors respond. Here are some of the results of the survey (N=197) for ACES seniors.

- 84% completed the degree in 8 semesters or less
- 79% completed some volunteer or community service work
- 60% changed their career choice
- 40% changed their major at least once
- 57% worked part-time each semester
- 34% worked part-time occasionally
- 86% indicated they would attend UIUC again
- 88% indicated they would select the same or a related major

On a scale of 1 to 5, where 5 represents High Satisfaction, the highest rated items for ACES students were:

- Quality of teaching by faculty in your major (4.2)
- Class size at the 300 course level (4.2)
- The classroom environment was free from racist behavior (4.1)
- You felt your were welcome at UIUC (4.1)

Seniors were also asked to assess their abilities at graduation on a 1 to 5 scale, where 5 represents Very Strong. The highest rated abilities for ACES students were:

- Learn on my own (4.4)
- Draw conclusions (4.3)
- Organize information (4.3)
- Problem solving skills (4.3)
- Work cooperatively in groups (4.3)
- Demonstrate competency in my chosen field on the global/societal context (4.3)

Not surprisingly, the lowest rated ability was Communicate in a language other than English (2.4)

Overall, seniors graduating from ACES are very satisfied with their experiences here and in the abilities they are taking from their college experiences.

ACES Student Awards Banquet
Sunday, April 24, 2005
11:00 a.m.
Hawthorne Suites

Preparing for Formal Group Learning Activities

Dr. Linda Martin, Assistant Dean for Academic Programs at Oklahoma State University, offered suggestions for making student group learning activities beneficial to the students. Here are the ideas she shared during the 2004 ACES Fall Teaching Symposium.

- Clearly define outcome(s) expected and fully understand how activity will support objective(s)
- Continually ask “What is my purpose?” and “What is the best way to accomplish this purpose?”
- Determine which formal group activity will best fulfill purpose; establish allotted time and develop a timeline
- Determine group size best suited for project selected; assign members to groups
- Prepare necessary materials for activity
- Develop a strategy to keep students “on task”
- Decide on grading/evaluation strategy to hold students individually accountable; decide how final project will be graded
- Review classroom management techniques for small group work
- Provide time for reflection after the completion of the learning activity
- Hold students accountable

Teaching Retreat

The annual Provost’s Teaching Retreat will be held Monday, January 31, 2005. More details and registration information will be available soon.

*Every truth has four corners:
as a teacher I give you one
corner, and it is for you to find the
other three.*

Confucius

Entering Grades via Banner

To enter grades using Banner, follow these step-by-step instructions.

1. Select or type the following link to the Self-Service System on your browser
<http://apps.uillinois.edu>
2. Select the link **Student & Faculty Self-Service**.
3. Select the link **University of Illinois at Urbana-Champaign (UIUC)**.
4. Use your Enterprise ID to login. You must be either a primary or secondary instructor assigned to a specific class (with a distinct Course Reference Number, or CRN) in order to access class rosters and enter final grades via the web.
5. Select **Faculty & Advisor Services**.
6. Select **Faculty Services**.
7. Select **Final Grade Entry**.
8. Select a specific term and a specific class section to begin grade entry.
9. Each student who is registered for that term in the specific class section is listed alphabetically with information about their University Identification Number, number of credit hours enrolled, and registration status.
10. To assign a grade for individual students in each specified class section, use the drop down box that appears in the **Grade** column (a student will not receive credit for the course without a final grade assignment).
11. To save the grades you have entered, select the **Submit** button (it is recommended that your submit/save your grades often, it is not necessary to enter and submit grades all at once).
12. You will have the ability to edit and/or correct grades you have already submitted through the Self-Service system up until the OAR published grade deadline (Dec. 23).
13. Select **Reset** to clear all selections for the class.
14. Repeat steps eight through twelve to enter grades for each course/section you are teaching.

Evaluation of ACES Advisors

May 2004 ACES graduating seniors were asked to complete the ACES Senior Survey, with the choice of responding on-line or by completing the paper instrument. A total of 192 usable responses (of approximately 430 graduates) were received.

Seniors were asked to evaluate 10 aspects of academic advising in ACES. Here are the results by response category.

College of ACES Spring 2004 Evaluation of Academic Advisor (N=192)

	Percent Responses					Mean
	Excellent 1	Good 2	Fair 3	Poor 4	Very Poor 5	
Concern for student, took time to become personally acquainted with me	43	22	18	11	7	2.17
Knowledge of requirements for my major	44	28	16	8	5	2.04
Helpfulness, referred me to sources of information I needed	37	27	20	9	7	2.22
Kept up-to-date on policies and procedures	34	31	23	7	5	2.19
Knowledge of required courses for my major	41	28	16	9	6	2.10
Quality of service	40	28	18	6	7	2.13
Understanding of career opportunities	36		22	4	6	2.10
Helped me to solve problem(s)	37	37	19	11	6	2.20
Professional conduct, kept regular office hours, on-time appointments, etc.	46	25	19	4	6	1.99
Overall rating	39	26	20	9	5	2.15

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101 Mumford Hall, MC-710
1301 W. Gregory Drive
Urbana, IL 61801