

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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Fall Teaching Symposium

The ACES Fall Teaching Symposium is scheduled for Friday, August 22, 2003 in the Levis Faculty Center. The program begins with refreshments at 8:30 a.m. and will conclude by 1:00 p.m. The planning committee (Cleo D'Arcy, Del Dahl and Mike Hutjens) has selected Dr. Rick Rudd, University of Florida, to be the featured speaker and workshop leader. Dr. Rudd promotes critical thinking through his teaching and research. He is also Assistant Director of the Teaching Resource Center in the Institute of Food and Agricultural Sciences of Florida. The symposium will focus on the importance of developing in our students the ability to think critically as they obtain and utilize information to learn and to solve problems.

The ACES Academy of Teaching and ACES Academic Programs sponsor the annual symposium. Registration information will be distributed in early August, so mark your calendars now for August 22.

Principles Whereby Teachers May Secure and Hold Interest

Twelve principles, or general truths, which are useful to teachers in their efforts to control interest and to build new interests in their pupils are stated below. The first five of these we shall designate as the *primary principles* of interest because of their wide applicability and general effectiveness in the hands of skillful teachers. The remaining seven, while very useful, are still of somewhat less value, and will therefore be referred to as the *secondary principles* of interest.

THE PRIMARY PRINCIPLES OF INTEREST

1. All interest apparently has its original source in the

- so-called natural impulses, urges, or drives. Ten of these which seem most useful to teachers are activity, love of nature, curiosity, creativeness, gregariousness, desire for approval, altruism, self-advancement, competition, and ownership.
2. That is interesting which affects ourselves, others about us, or humanity at large.
 3. Interest increases with an increase in related knowledge of any subject, provided such knowledge is well understood.
 4. Interest increases with the acquisition of any given ability or skill.
 5. Interest flows, or spreads, from any interesting thing into any uninteresting thing whenever the two are clearly connected in thought.

THE SECONDARY PRINCIPLES OF INTEREST

1. Thinking is essentially interesting; memorization, uninteresting.
2. Interest is contagious in the sense that one person may "take it" from another.
3. Interest is strengthened by a sense of progress.
4. Interest is created and sustained by a state of suspense.
5. An ideal, when fully accepted, becomes a new interest center, from which interest will spread to any other thing that is seen to be connected with it.
6. The novel and unexpected are interesting.
7. Humor creates interest.

Permanent Learning: A Study in Educational Techniques, By W. H. Lancelot, 1929

Check It Out!

The ACES Academic Programs web site is new and improved! Check it out at www.aces.uiuc.edu/academics. Your constructive comments are always welcome – how can the web site be of better use for prospective and current students and for faculty and staff?

Characteristics of Good Teaching

A 2002 report prepared by the National Research Council (“Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering and Mathematics”) contains a research-based and ably articulated set of standards. Here are the five characteristics of good teachers they identify and some of the bulleted explanations offered in elaboration of each.

1. Knowledge of subject matter

- help students learn and understand the general principles of their disciplines
- provide students with an overview of the whole domain of the discipline
- possess sufficient knowledge and understanding...to answer most students’ questions and know how to help students find appropriate information
- stay current through an active research program or through scholarly reading and others types of engagement with peers
- understand that conveying the infectious enthusiasm that accompanies original discovery, application of theory, and design of new products and processes is as important to learning as helping students understand the subject matter

2. A range of appropriate pedagogies and technologies

- organized and communicate clearly to students their expectations for learning and academic achievement
- focus on whether students are learning what is being taught and view the learning process as a joint venture between themselves and their students
- recognize students who are not achieving to their fullest potential, and employ the professional knowledge and skill necessary to assist them in overcoming academic difficulties

3. Understanding and skill in using appropriate assessment practices

- assess learning in ways that are consistent with the objectives of a course and integrate stated course objectives with long-range curricular goals

4. Professional interactions with students within and beyond the classroom

- demonstrate respect for students as individuals
- contribute to the ongoing intellectual development of individual students and foster confidence in the students’ ability to learn and discover on their own
- advise students who are experiencing problems with course material and know how to work [with] them in venues besides the classroom to help them achieve

5. Involvement with and contributions to one’s profession in enhancing teaching and learning

- see teaching as a scholarly pursuit that takes place in collaboration with departmental colleagues, faculty in other departments, ... and more broadly across disciplines.

Adapted from *The Teaching Professor*, March 2003.

NACTA Award Winners

ACES will be well-represented at the annual conference of NACTA, the North American of Colleges and Teachers of Agriculture. The conference is being held in San Luis Obispo, California in June.

Robert Skirvin, NRES, will receive the *NACTA Outstanding Regional Teaching Award*.

Phil Buriak, AG ENG, will receive the *NACTA Teacher Fellow Award*.

Ani Yazedjian, HCD, and **Jeffery Bunting**, CP SC will receive the *Graduate Student Teaching Award*.

In addition, **Shelly Schmidt** (FSHN), **Phil Buriak** (AG ENG), **Cleo D’Arcy** (CPSC), **Bruce Litchfield** (AG ENG), **Jim Javenkoski** (formerly FSHN), and **Kirby Barrick** (Academic Programs) will receive the E. B. Knight Journal Award for their article in the June 2002 *NACTA Journal*.

Chuck Olson (Academic Programs) will present a paper on “The Leadership Certificate Program at the University of Illinois,” **Jeff Moss** (HCD and the Leadership Center) will present a poster on the “Illinois Leadership Center,” **Kirby Barrick** and **Wayne Banwart**, Academic Programs will present a poster on the “Campus-wide Leadership Minor.”

Core Competencies of Doctoral Programs

This is the second part of a discussion of doctoral education. The first part appeared in April 2003.

To what specific ends are all of these reform efforts focused? Since by definition the PhD represents the individualized development of a researcher/professional, it is difficult to think of a generic set of competencies for doctoral recipients. Many participants in the national discussions believe, however, that all PhDs should demonstrate certain basic skills that will allow them to assume leadership positions in government, the nonprofit and corporate sectors, and academia.

The list would need to be adapted to reflect discipline-specific requirements, of course, but based on all the projects, conferences, discussions, experiments, and other efforts that have gone on in the past few years, it is now possible to compile such a list. Although it represents remarkable expectations, the following list describes the characteristics of those who are currently successfully navigating a variety of careers after receiving a PhD.

Core Competencies of Successful PhDs:

- Disciplinary knowledge - what is known, plus creative and adventurous ways of discovering new knowledge, the foundation of the PhD.
- Commitment to an informed career choice based on exposure to a broad array of opportunities and paths.
- Teaching competency, broadly considered - in one-to-one interactions in the classroom; preparedness to be a leader, a faculty member, a project manager, a motivator and an evaluator of others' learning.
- Understanding the diversity of present and future students and present and future workforces.
- Understanding of the mentoring process necessary to provide leadership for future generations in either academia or the workplace.
- Ability and preparedness to connect one's work to that of others within and across disciplines, within and across institutions, and within and across private and public sectors outside the university.
- Global perspective— the importance of doctoral work in relation to a global economy, sensitivity to cultural differences.

- Ability to see oneself as a scholar-citizen who will connect his or her expertise to the needs of society.
- Ability to communicate and work in teams and explain work to public audiences and to those who set policies.
- Understanding of ethical conduct as researchers, teachers, and professionals, including issues of intellectual property.

This somewhat daunting set of competencies can nonetheless provide a useful starting point for those now involved in re-envisioning doctoral education. What does it require to function as a successful professional representing a discipline in business, government, nonprofits, or in higher education its many forms? What does it mean to “think, and practice, and become a certain kind of person,” as Lee Shulman asks, to become a “steward of the discipline” within academic and many other sectors of society?

From *Change*, November/December 2002

Campus Award Winners

ACES faculty and students were recognized for their achievements during the Campus Instructional Awards Program last month.

ACES recipients included:

- Darrel Kesler**, AN SCI, Campus Award for Innovation in Undergraduate Instruction
- Trent Maurer**, Graduate Student in HCD, Campus Award for Excellence in Undergraduate Teaching
- David S. Bullock**, AN SCI, Honorable Mention for Excellence in Graduate and Professional Teaching
- Cleo D'Arcy and Darin Eastburn**, CR SCI, Honorable Mention Campus Award for Innovation in Undergraduate Instruction Using Educational Technologies
- Walter Hurley**, AN SCI, Honorable Mention Campus Award for Innovation in Undergraduate Instruction Using Educational Technologies
- Donald Briskin**, NRES, Honorable Mention Campus Award for Excellence in Off-Campus Teaching
- Ani Yazedjian**, Graduate Student in HCD, Honorable Mention Campus Award for Excellence in Undergraduate Teaching

ACES Awards for Teaching and Advising

Congratulations to ACES faculty who have been selected for the teaching and advising awards of the College for 2003. They continue to uphold the tradition of excellence in serving the undergraduate and graduate student populations of the College and University. Awards were presented during the ACES Paul A. Funk Banquet.

ACES Senior Faculty Award for Excellence in Teaching: **Gary J. Kling**, Natural Resources and Environmental Sciences

ACES College Faculty Award for Excellence in Teaching: **Prasanta K. Kalita**, Agricultural Engineering

Karl E. Gardner Outstanding Undergraduate Adviser Award: **Michael C. Hirschi**, Agricultural Engineering

John Clyde and Henrietta Downey Spittler Teaching Award, **Tom R. Carr**, Animal Sciences

**ACES Convocation
May 18, 2003
Undergraduate Ceremony –
9:30 a.m. Krannert Center for the
Performing Arts
Graduate Ceremony –
10:00 a.m. Smith Music Hall**

Top Students Recognized

The College of ACES Student Awards Banquet was held in late April. Congratulations to the recipients of the Warren K. Wessels Achievement Award for outstanding seniors in ACES.. The finalists included: Katie Dierker, ACE; Jill Frank, ACE; Brent Pollard, AN SCI; Elizabeth Schilling, ACE and the winner – Grant Strom, ACE.

The Robert M. Harrison Leadership Award for outstanding juniors in ACES included: Krista Jurs (ACE), Luke Behme (AN SCI), Corinne Biswell (HCD) and winner – Christina Riley (FSHN).

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