

January 2000

ACADEMIC PROGRAMS

From the Office of the Associate Dean Vol. 4 No. 1

Academic Misconduct

All instructors in ACES recently received a packet of materials on the topic of academic integrity. Please take a moment to review the materials carefully. If you did not receive a copy, be sure to contact Academic Programs. Academic misconduct is taken seriously by the University of Illinois. However, individual instructors must uphold the principles that are put forth in the *Code*.

When instructors do not follow the guidelines of the *Code* they are compromising the integrity of the institution and, potentially, cheating their students. Accused students have the right to due process; all others have the right to know that each grade assigned in the course was done so in a fair and equitable manner.

Very few cases of academic misconduct are reported to the College. We hope the reason is that there is not a problem, rather than that rules are being compromised and the honest students are really the ones who are cheated.

Fall 2000 Schedule Remember as you plan for Fall semester that there will be a "Thanksgiving Vacation" on the calendar! There will be no classes from 1:00 p.m. Saturday, November 18 until 7:00 a. m. on Monday, November 27.

Also, instruction begins on Wednesday, August 23. **That day will be treated as a Monday!** Academic year calendars can be found at <http://www.uiuc.edu/providers/senate>.

Note that offices will remain open during the Thanksgiving Vacation except for Thursday, Friday and weekends.

ACES OPEN HOUSE - March 3-4, 2000

National Needs Fellowships Two ACES faculty have been awarded grants from the USDA Higher Education Programs office of CSREES to support graduate students in areas defined as national needs priorities. Marvin Paulsen, AG ENG, was awarded a grant in Biotechnology – Engineering, and Elizabeth Jeffery, FSHN, was awarded a grant in Food Science/Human Nutrition. Each grant will support three graduate fellows for three years.

The six fellows funded in ACES are among the 91 awarded nationally. Only 21 institutions were awarded grants, and only four institutions received more fellows than ACES.

Recruiting Method Effectiveness The latest issue of *Job Outlook* reported findings from a survey of campus recruiters. The recruiters rated on-campus recruiting as their most effective recruiting method. The other top five methods in terms of effectiveness were: the employer's co-op program; the employer's internship program; career/job fairs; and employee referrals.

What are the messages for ACES? First, having a strong student development and placement office is essential. Room 111 Mumford arranges for all campus recruiting efforts in the College. Secondly, internships are important, both educationally and to help students secure jobs. All of us need to be active in identifying appropriate internship experiences and urging students to participate in them. Finally, the ACES Career Expo is a valuable tool for employers to recruit, and we need to support those who attend and encourage students to participate each fall.

We produce well-educated graduates. It is up to each of us to make sure they have ample opportunities to find and secure a good job that leads to a satisfying career.

Seven Plus Three Principles for Good Practice in Undergraduate Education

Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and The Johnson Foundation. The list was adapted and expanded by Marne Helgesen in OIR.

1. Good Practice Encourages Student - Faculty Contact Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students keep on working and get through rough times. Knowing a few faculty members well enhances students' intellectual and emotional commitment to learning.

2. Good Practice Encourages Cooperation Among Students Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others significantly expands the potential of learning and student ownership of their learning responsibilities. Articulating and sharing ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good Practice Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to what they feel is important. They must make what they learn a part of themselves.

4. Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, students need chances to reflect on what they have learned, and what they still need to know.

5. Good Practice Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other staff can establish the basis for high performance for all.

6. Good Practice Communicates High Expectations

Expect more and you will get it. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or design studio. Students rich in hands-on experience may not do so well in theory or creative problem solving. Students need the opportunities to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

8. Good Practice Reflects Clear Organization and Well-Preparedness

Paramount in learning is how well we structure new knowledge for students. Lessons to be learned and teaching strategies must be organized and clear. Organization is clear when the level of difficulty of content matches somewhat the student's prior level of understanding. Clarity and cohesiveness are emphasized by the well-chosen example, analogy and active learning strategy. Being well-prepared dictates that teaching is pared to fit the time allotted.

9. Good Practice Communicates Enthusiasm for Subject & Teaching

There is no substitute for a professional's eager interest in and love for teaching. Some instructors demonstrate this interest outwardly in their classroom teaching behaviors, while others demonstrate it in the tone of their assignments, exams, grading, and in the teaching-learning strategies they choose and implement. Such interest recharges everyone's mental batteries. When students sense that an instructor's zest is authentic, they respond in kind.

10. Good Practice Emphasizes Fairness

Ethical behaviors and the creation of optimal learning environments are integral to the academy's learning mission. Instructors must engage their students in fair play, and allow only fair play between students. Students thrive in situations they trust, i.e., when instructors are consistent in expectations and grading, and uphold academic integrity. Fairness is achieved through thoughtful planning; explicating learning objectives; and where behaviors are not dictated by personal biases and self interests.

Communicating With Our Students

Provost Herman distributed an electronic notice regarding instructional policies. The ACES Undergraduate Educational Policy Committee (UEPC) concurs with the items in Provost Herman's memorandum and offers additional insight regarding how well we communicate with the students who are enrolled on our courses. The following is taken from the December 2, 1999 memo.

"COURSE SYLLABI Instructors are encouraged to make a course syllabus available to all students prior to the deadline for an undergraduate student to add a course (for Spring 2000, this date is January 28). A syllabus should include the due dates of all major assignments, quizzes, examinations, and the instructor's attendance policy. The student is obligated to inform his or her instructor of any conflict at least one week following the distribution of the syllabus or by a later deadline specified by the instructor. (See http://www.uiuc.edu/admin_manual/code/rule_34.html Section 34A.2)

Undergraduate students should be provided with a statement of grading policies for the course, e.g., how the final grade for the course will be determined. This statement must also include information on whether the plus/minus grading system will be used."

UEPC suggests that faculty include several important components in each course syllabus. Instructor information and availability is of utmost importance to students. A description of the course, a topical outline, and key dates should all be a part of the syllabus. Assignments, tests and other requirements are a part of a good communication plan letting students know, up front, what the expectations are for the course, including participation and attendance policies. UEPC also strongly suggests that information regarding academic misconduct be clearly stated on the syllabus (refer to materials sent separately to all instructors in ACES).

Where to go for help? The web! There are dozens of courses on the web, and a wide variety of examples of what others include in a course syllabus. Many courses in ACES meet all of the suggestions noted here.

UEPC also suggests that a copy of each course syllabus in a department should be available for students (and potential students) to review. If course syllabi are all on the web, students should be made aware of how they can access the information.

Finally, UEPC recommends that departments periodically review courses including the course syllabus, to be sure that the courses offered in the department are relevant, up-to-date, and fulfill the curricular need that they were designed to address.

Student Council Officers

Congratulations to the ACES Student Council officers for 2000.

President-Mike Gunderson - ACE

V-President Internal-Amy Meyer - HCD

V-President External-Jack Riewerts - ACE

Secretary-Brea Nelson - ACE

Treasurer-Alicia Higgerson - AN SCI

Reporter-Becky Meyer - HCD

Copyright Clearance

Answers to questions about copyright clearances when faculty and staff members are preparing instructional materials, publishing texts and providing information to the public are available on the web at: <http://www.provost.uiuc.edu/announce/copyright.html>, or contact Peggy A. Clem - p-thomas@uiuc.edu in the Office of the Provost.

Teaching Advancement Travel Grants

The Teaching Advancement Board (TAB) provides grants in support of teaching advancement activities important to the campus. **Teaching Advancement Travel** grants assist individuals seeking to participate in a distant seminar or workshop that *primarily* aims to improve teaching. This announcement contains guidelines and deadlines for these programs applicable during the 1999-2000 academic year. All awards are subject to the availability of funds and most require a matching contribution from the applicant's academic unit.

The application forms for these programs may be downloaded at: <http://www.provost.uiuc.edu/tab>
The documents are in PDF format. You will need Adobe Acrobat Reader™ to view and print the application.

Applications for these grant programs must be received in room 204 Swanlund Administration Building no later than 4:30 pm on dates indicated below. Only **one** signed original copy is required. Applications for activities commencing less than *three weeks* after the deadline date will not be considered. The results will be reported to the applicant within two weeks of the deadline date.

Application Deadlines (4:30 pm on dates indicated)

February 1, 2000

March 28, 2000

May 31, 2000

Travel Awards are limited to full-time faculty members or lecturers with significant instructional involvement. In general, no individual may receive more than one travel grant in one year with foreign travel limited to one trip every other year. All travel outside the United States will be considered foreign travel. Applicants with current external grant support for teaching activities will not be considered. Awards will not be made for the same trip from both the TAB Travel Grant program and the Scholars' Travel Fund administered by the Campus Research Board.

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