

March 2000

ACADEMIC

PROGRAMS

From the Office of the Associate Dean Vol. 4 No. 3

The Nature of Acceptable Scholarly Work

The Kellogg Commission on the Future of State and Land-Grant Universities has published its fifth report, *Towards a Coherent Campus Culture*. You may recall that the Commission, which is made up of 26 university presidents including President Stukel, seeks to give leadership and direction to re-defining the American public university experience. In its most recent publication, the Commission discusses reintegrating and rebalancing the public university. The following is excerpted from the fifth report.

Redefining the Nature of Acceptable Scholarly Work. A great deal of sterile discussion has developed over the years arguing that research has overwhelmed teaching and service as the primary standard for evaluating faculty work. The Kellogg Commission is convinced that all three activities are critical and that the need is not simply to rebalance the three-legged stool, but to redesign the stool itself.

Fortunately, the major elements of what is required have already been defined. In 1991, the late Ernest A. Boyer published a study of the life and work of the faculty in institutions of higher learning, *Scholarship Reconsidered: Priorities of the Professoriate*. This landmark effort took a fresh look at the academy. We believe that reviving the four-faceted model Boyer drew up for the professoriate can do a great deal to bring into being the kinds of public institutions this Commission has in mind. The kinds of scholarship are:

Discovery, which is closely related to what we usually call "research" and encompasses the process of adding to the knowledge base of the scholar's field of study.

Integration is the process of relating discoveries in one's own field to the greater body of knowledge. What the Kellogg Commission finds attractive here is the possibility of bending energy away from learning "more and more about less and less," and toward the construction of bridges between disciplines.

Application is the use of knowledge for the benefit of society, what in our prior reports we have called the "engagement" function of the university.

Teaching is the process not merely of effecting the transfer of knowledge to the next generation, but of creating contexts within which students, whether young or old, can grow into the fullness of their uniqueness as human beings. Good teaching is a form of creativity that links discovery with integration and application.

A major challenge of rethinking organizational effectiveness in academic contexts involves taking this four-part matrix seriously and initiating the difficult and time-consuming effort to see what it will take to implement it institution-by-institution. How these functions are combined and integrated necessarily will vary from campus to campus.

The entire fifth report of the Commission can be found at <http://www.nasulgc.org>

ACES Convocations

Sunday, May 14, 2000

Undergraduate Convocation - 9:30 a.m.

Krannert Great Hall

Graduate Convocation - 10:00 a.m.

Smith Memorial Music Hall

At The Arcade

Undergraduate Advising Coordinators met last month in The Career Center, the new career services unit in the "Arcade" building at 715 Wright Street. Director David Bechtel hosted the group, explained the various services that are available to all students, and led a tour of the new facility. The Student Financial Aid Office is also located in the building, which is next door to the Student Services Building on East John Street. The new facilities provide a "one-stop" approach for students.

If you have not been to The Career Center, stop by sometime. The career services library is an excellent resource for students, and counselors are available to help students with everything from figuring out a career path to preparing for that first interview.

Welcome Home

ACES Study Abroad Programs hosted the annual "Welcome Home" reception for students who traveled abroad during 1999. In all, 79 students (including seven from other colleges) participated in college-sponsored study programs, ranging from a Freshman Discovery Course in Puerto Rico to full semester programs and internships. In addition, 32 ACES

students participated in international study experiences sponsored by the UIUC Study Abroad Office.

ACES also welcomes students from other institutions who study in this college. In 1999, 20 students from more than a dozen countries were enrolled in the College of ACES for study.

Admissions Revisited

Freshman admissions targets for Fall 2000 were revised in January, resulting in a potential decrease of 60 freshman from the fall 1999 actual enrollment. The campus has indicated that the undergraduate enrollment at UIUC has grown beyond a manageable number, and enrollment targets were decreased in most colleges. The campus goal for Fall 2000 is now 6,100, and the ACES target is 541. In addition, ACES has a target of 112 new transfer students for fall.

The College has received 100 more applications for Fall 2000 than in Fall 1999. That translates into 160 *additional* applicants for this year who will be denied admission to ACES and UIUC. While the numbers are sometimes difficult to deal with, the important point is that the *quality* of the applicants admitted to ACES continues to be strong.

Academic Programs Hosts Prospective Students

More than 200 prospective students and their parents and teachers were guests of Academic Programs for the ACES Open House. Assistant Dean Jesse Thompson arranged for students from Chicago Public Schools, metro Chicago school districts, and the East St. Louis Public Schools to travel to Urbana for a look at the College and the various programs that are available for study.

Arrangements for the trip were coordinated by school officials as well as Ron Biondo, a Field Supervisor with the Illinois Facilitating Coordinating Agricultural Education program in northeast Illinois. Members of the Illinois Junior MANRRS (Minorities in Agriculture, Natural Resources and Related Sciences) were a part of the groups. Students were required to write an essay on a topic related to ACES as their "ticket" for the trip.

Essays were reviewed by ACES students, and prizes were awarded to the top writers. The GEMS program (Girls in Engineering, Math and Science) was also a guest of Academic Programs. GEMS is a special program through the Champaign County Schools Science Center for 7th and 8th grade girls to become acquainted with careers in math and science. More than 30 students met with ACES students who served as guides for Open House exhibits and shared information about the science in the study of agricultural and environmental issues.

Open House also featured a special display of research conducted by high school juniors during summer 1999 as participants in the Research Apprentice Program. The students conducted projects under the mentorship of ACES faculty during the seven-week program.

These programs are designed to help meet the institutional goals of a diverse student body that represents the population of Illinois.

Enhancing Learning With Technology

<http://web.aces.uiuc.edu/aim/isupport>

Illinois Leadership

Pat Askew, Vice Chancellor for Student Affairs, and Richard Herman, Vice Chancellor for Academic Affairs and Provost, have appointed the Student Leadership Committee to provide guidance as the campus initiates activities to assist all students in acquiring and refining leadership skills. The program is not designed to make every student an organization president but to plan strategically for new programs, courses and opportunities to enhance leadership development for all students. Charles Olson serves as co-chair of the committee.

One of the first actions of the committee was to adopt the *Illinois Philosophy of Leadership* and the supporting *Leadership Skills and Attributes*. This important concept accents the core knowledge components of the ACES curriculum, including "leadership and interpersonal skills." The ACES Undergraduate Educational Policy Committee is engaged in refining those attributes, complementary to the campus initiative.

Illinois Philosophy of Leadership At the University of Illinois at Urbana-Champaign, we believe that all students can exercise leadership. Leadership does not require formal authority or position and can be practiced by anyone interested in making a contribution and influencing a more positive future.

Leadership is a process of mutual influence directed at achieving purposeful results. The development of leadership begins with personal initiative and awareness understanding one's passions, motivations, strengths, limits, and personal values. The process of self-discovery is on-going, and the pursuit of leadership requires perseverance and a commitment to perpetual learning.

Building trusting relationships is essential for the work of leadership. Leadership never happens alone. By incorporating the diverse skills and viewpoints of others, individuals are empowered and group energy is mobilized to pursue collective goals. The practice of leadership is ethical in nature and includes a responsibility for the rights and welfare of those inside and outside of the group.

Leadership Skills and Attributes

I. SELF DEVELOPMENT

A. Self Awareness

Assessment of strengths and weaknesses, values, motivations, passions, leadership styles

B. Self Management

Reflection, integrity, initiative, accountability, adaptability, goal setting, wellness

II. INTERPERSONAL DEVELOPMENT

A. Relationship Building

Empathy, inclusivity, impartiality, fairness, trust

B. Communications Skills

Listening, intercultural communication, non-verbal, verbal & written communication

C. Ethical Practices

Power and empowerment, decision-making, influence, integrity

D. Team Development

Facilitation, collaboration, conflict resolution, followership, compromise, assessing group strengths and weaknesses

III. ORGANIZATIONAL/GROUP DEVELOPMENT

A. Leading Change

Visioning, creativity, risk-taking, personal resiliency, modeling

B. Project and Program Effectiveness

Organizing, budgeting, planning, delegating, continuous improvement, recognition and celebration, recruiting, retention, documentation, assessing impact

C. Systems Thinking

Complexity, critical thinking, politics, environmental factors, technology

D. Community Building

Citizenship, cultural understanding, coalition building

IV. TRANSITIONAL DEVELOPMENT

A. Sustaining Leadership

Networking, coaching, developing others, mentoring, perpetual learning

ACES Student Award Banquet

April 30, 2000

11:00 a.m. - 2:00 p.m.

Illini Union - Rooms A, B and C

Am I Being Clear?

The landmark analysis of research on teaching and learning by Rosenshine and Furst (see September and October 1997 issues of this publication) identified teacher clarity as one of the most important teacher behaviors that can have a positive effect on student learning. How does an instructor know whether he/she is being clear? Here are some suggestions from Kaplan and Lieberman, *To Improve the Academy*, Anker Publishing.

- **Recorder/observer.** Have a student not enrolled in the course attend a class session and create a written record of what happened. This is a description, not an evaluation, of what occurred offered from the perspective of an impartial observer. The faculty member gets the record.
- **Faux student.** Have a student not taking the course attend a class session and takes notes as if he or she was enrolled in the course.
- **Video taper.** Have a student tape a class session and then deliver the tape to the faculty member. If the

faculty member wishes, he or she may invite student comments about the class session observed and/or invite the student who taped the session to view the tape with them.

- **Interviewer.** The faculty leaves the classroom for 15 minutes and a student not enrolled in the course interviews students using questions that solicit feedback as to the nature of learning experiences offered in the class.
- **Student observer.** Here the faculty member and the student observer meet prior to the class and the faculty member identifies specific areas for feedback. For example, the faculty member may ask the student to observe all faculty-student interactions in terms of who asked the questions, what kind of questions they asked, and how the answers were handled.

All of these suggestions are designed for faculty to find out, from a student's perspective, what happened in class. The student has no bias since he/she is not enrolled in the course. The student observer can also be less obvious to other class members than a faculty peer who may be performing the same function.

To teach is to learn twice.

Joseph Joubert
