

April 2001

ACADEMIC PROGRAMS

From the Office of the Associate Dean Vol. 5 No. 4

Mentoring

Howard G. Adams, Senior Associate in the GEM Program at Georgia Tech, last month presented a workshop on mentoring. The workshop was sponsored by the Teaching Advancement Board, the Graduate College, and the Office of the Provost. Although his previous work has concentrated on mentoring minorities in engineering and science, it was clear that the principles apply in many settings. The following "Benefits of Mentoring" are from Adams' handbook on mentoring, published by the GEM program.

Research on mentoring has identified benefits that accrue to the mentor, the protégé (or mentee) and the organization.

BENEFITS TO THE MENTOR

- Sense of pride when protégé does well.
- Personal satisfaction in teaching.
- Ego gratification at organizational reputation as "star maker".
- Satisfaction that protégé will benefit from the mentor's mistakes.
- Feeling of continuity of mentor's own work.
- Sense of worth due to contribution to organization.
- Exposure to new ideas, technologies, perspectives through interaction with protégé.
- Improvement of coaching and counseling skills.
- Exposure to concerns, issues and needs of diverse employees.

BENEFITS TO THE PROTÉGÉ

- Greater job satisfaction.
- Better performance and higher productivity.
- Higher levels of professionalism.
- Faster promotion.
- Improved career management.
- Greater awareness of organizational values/expectations.
- Early and effective socialization to the organization.
- Acquisition of new technical, interpersonal and management skills.
- Greater access to professional contacts.

BENEFITS TO THE ORGANIZATION

- Integration of the protégé into the organization.

- Reduction in turnover.
 - Increased organizational communication.
 - Increased productivity.
 - Enhanced employee talent development.
 - Increased interaction among the workforce across functions and levels.
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- Reduced labor cost/expenses.

Fall 2001 Freshman Class

Admissions for Fall 2001 have been completed, with ACES offering admission to 739 of the 1,132 applicants. Most applicants (86%) received their notice of admission by January 29. Deferred applicants (those that require additional review) were notified by early March at the latest.

Illinois instituted a "Wait List" for Fall 2001. The Wait List is a safe guard for the university to avoid an unexpected decrease in fall freshman enrollment. ACES has placed 35 applicants on the Wait List. They will be admitted only if space is available after May 1, the national "signing date" for freshmen. If history is a good indicator, ACES will not be able to admit any applicants from the Wait List, since the College has been over enrolled each of the last four years. As of March 19, 403 admitted students had already indicated that they will attend UIUC and enroll in ACES.

December Graduates

Breaking long-standing tradition, the campus has now authorized the official degree conferral date for students who complete degree requirements at the end of fall semester. For years these graduates have received their degrees dated January. Beginning with Fall 2001, fall completers will receive degrees dated in December, specifically the first Monday after the completion of fall semester finals. The degree will now appear on the transcript for the semester it was actually completed, and the degree date will be posted earlier for employment purposes. Who says big universities can never change!

New Internships with IDOA

ACES has entered into an agreement with the Illinois Department of Agriculture to sponsor undergraduate student internships in IDOA offices abroad. Assistant Dean John Santas has worked closely with Director Joe Hampton's office in designing the internship experiences and identifying interns.

Three ACES students will participate in internships during Summer 2001. Stephanie Breckenridge will serve in Hong Kong, Sara Watters has been placed in Mexico City, and Kris Klokkenga will intern in Brussels. All are students in Agricultural and Consumer Economics. The internships are supported in part by the Maydee Lehman Endowment in memory of Louis V. Logeman, a 1907 graduate of the College.

John Bardeen Scholars Program

ACES is sponsoring one of the John Bardeen Undergraduate Scholars with the UIUC Center for Advanced Study. Nomination materials were sent to departments in March. The Bardeen Scholars receive a \$3,000 scholarship and participate in an interdisciplinary research project. The ACES Scholar will be funded by the Louis V. Logeman Scholarship Program. The application deadline is April 20, 2001.

Language Courses for Faculty and Staff

The UIUC International Program and Studies office is again offering intensive language courses for faculty and staff. Courses are held May 14 through June 1, 9:00 a.m. to 1:00 p.m. each day. This program offers a unique opportunity to brush up on language skills or to learn a new language in an intensive instruction program. The cost is \$50. For more information, contact the IPS office at 333-1990.

ACES Student Awards Banquet

Be sure to be a part of the annual ACES Student Awards banquet, sponsored by the ACES Student Council. Student clubs, the departments and the College present various awards to students for outstanding leadership and scholarship, and several clubs recognize outstanding teachers and advisers. Co-chairs for this year's banquet are Joanie Strom (Ag Comm) and Tim McDermott (Ag Ed). ACES Student Awards banquet will be Sunday, April 29, 11:00 a.m. at the Park Inn International Conference Center, Urbana. Support your students with your participation. Tickets will be available in 104 Mumford.

ACES Convocation Date

Please mark your calendars

Sunday, May 13, 2001

Undergraduate Convocation -
9:30 a.m. Krannert Great Hall

Graduate Convocation -

10:00 a.m.

Smith Memorial Music Hall

Student Ratings Guidelines for Improvement?

Part 2

Recall from last month that the stage was set for examining how understanding student ratings can lead to improvement of teaching in your classroom. This month some factors affecting student ratings from the perspective of the instructor will be examined.

The goal of student ratings is to get the big picture of an instructor's overall teaching effectiveness. A study by March concluded that the instructor, not the course, is the primary determinant of the student rating items. To support this argument, a study by Braskamp and Ory found that ratings of an instructor tend to be similar over time with a correlation of .83. This high correlation means that, over time, instructors maintain consistent student ratings that are representative of the big picture. This should be good news for any instructor because it means the more teaching experience one has, the more student ratings should reflect one's teaching effectiveness.

In looking at this big picture, there are some instructor variables that relate to student ratings that should be taken into account. The first is faculty rank. It makes sense that regular faculty tend to receive higher ratings than graduate teaching assistants; they have more experience. If you are a graduate teaching assistant, this means you should use student ratings as a way to improve and grow in your teaching skills. If you are regular faculty, this means you should be confident that student ratings are reflective of your teaching effectiveness and use them for improvement as well. The other variable that relates to student ratings is expressiveness. Student ratings may be more influenced by an instructor's style of presentation than by the substance of the content. As an instructor, at any level, this means active learning is a must! Some great ideas on how to enhance your effectiveness and student ratings through active learning can be found in work by Charles Bonwell.

Next time, the role of the student in student ratings By Annie Hernandez, graduate assistant in Academic Programs.

New Student Convocation

Mark you calendars --

Monday, August 20

4:30 p.m., Assembly Hall

Spoon feeding in the long run teaches us nothing but the shape of the spoon.

Addressing Individual Differences

The ACES Fall Teaching Symposium is scheduled for Friday, August 17, 2001 at 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 (Michael Plewa, Phil Buriak, Jeff Moss and Bob Skirvin) has selected Dr. Bryan Garton, University of Missouri-Columbia, to be the featured speaker and workshop leader. Dr. Garton teaches courses on teaching and learning and conducts research in the area of learning styles and individual differences.

The symposium will focus on identifying how people learn differently, and how instructors teach to their preferred way of learning. Participants will be able to identify alternative teaching strategies to help all students learn more by addressing the different ways in which people learn.

The ACES Academy of Teaching Excellence sponsors the annual symposium. Registration information will be distributed in early August, so mark your calendar now for August 17.

From the Kiplinger Letter

Steady growth in study abroad is a welcome trend for business. The global economy puts a premium on workers with foreign-language skills. Fewer colleges insist on language studies these days, but more students go abroad for part of schooling...learning skills and language in-country.

U.S. companies will snatch up students with overseas experience, especially grads with technical degrees. University of R. I., U of Conn., Rice, others are expanding overseas internships for engineering students.

March 23, 2001

Bibliography on Brain and Learning Research *Syllabus* magazine

(February 2001) published an annotated bibliography for teaching and learning. The first section highlighted research on the brain and learning.

The first three references in this group are true classics on the philosophy and theory of learning. The books by Dewey -- *How We Think* and *Experience and Education* -- explore and affirm accepted fundamentals of teaching and learning processes. Dewey's discussions on interactivity and continuity as keys to effective educational experiences remain as fresh now as when they were written. The books by Bruner and Vygotsky also affirm the process of education as an active, constructive, and interactive process. Vygotsky's concept of the "Zone of Proximal Development" emphasizes the importance of learning readiness and customization of learning, goals that are now possible with the influx of enabling technologies.

The next three books on learning and brain research are new classics. The book by Pierce Howard is organized effectively with a format that describes research results, followed by practical applications of that research to learning. *Owner's Manual for the Brain* is large, almost encyclopedic, covering wellness in mind and body in addition to theories about learning, memory, creativity, and problem solving. Pinker's book is probably the most in- depth analysis of what we know about the mind and the brain. Pinker, professor of psychology and director of the Center for Cognitive Neuroscience at MIT, discusses

the 20th century insight of the Computational Theory of Mind, which effectively links the ethereal mind with the physical brain. The book by Bransford, Brown, and Cocking presents the collective wisdom from a 1996 workshop on The Science of Science Learning. It is the one that most directly addresses the teaching and learning processes and technology influences up to that time.

Bruner, Jerome S. *The Process of Education*. New York: Vintage Books, 1933.

Dewey, John. *How We Think*. 1998 ed. Boston: Houghton Mifflin, 1933.

Dewey, John. *Experience and Education*. New York, New York: Macmillan Publishing, 1938.

Vygotsky, Lev S. *Mind in Society: The Development of Higher Psychological Processes*. Edited by Cole, Michael; John-Steiner, Vera; Scribner, Sylvia; and Souberman, Ellen. Cambridge, MA: Harvard University Press, 1978.

Bransford, John D.; Brown, Ann L., Cocking, Rodney R. *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press, 1999.

Howard, Pierce J. *The Owner's Manual for the Brain: Everyday Applications from Mind-Brain Research*, Bard Press, 2000.

Pinker, Steven. *How the Mind Works*. New York: W. W. Norton & Company, 1997.

Don't miss exploring the Center for Dewey Studies at www.siu.edu/~deweyctr/ and the Explorations in Learning & Instruction: The Theory Into Practice Database at www.gwu.edu/~tip/, developed by Greg Kearsley.

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