

Where To Start



We designed this handbook to serve both new and experienced faculty with the realization that each of us has our unique teaching methods and strategies. This handbook is not meant to replace individual style or establish a Northern Illinois University standard. Instead, what we offer is a sampling of ideas, suggestions, and examples of what has worked for others regarding improvement of instruction.

If you are a new faculty member, we hope you will find a framework of concepts to stimulate your thinking about the components of effective teaching. If you are a veteran faculty member, we invite you to discover some new ideas and approaches for your teaching style.

The Faculty Development and Instructional Design Center extends an open invitation to all faculty to use our services and resources; it is our mission to assist you in your professional development as educators.

Profile of Students at NIU

Know “Who’s Coming”

Whenever an individual successfully engages a group of people or enters a new community, it is helpful to know something about that group’s makeup and culture — to know where they are “coming from.”

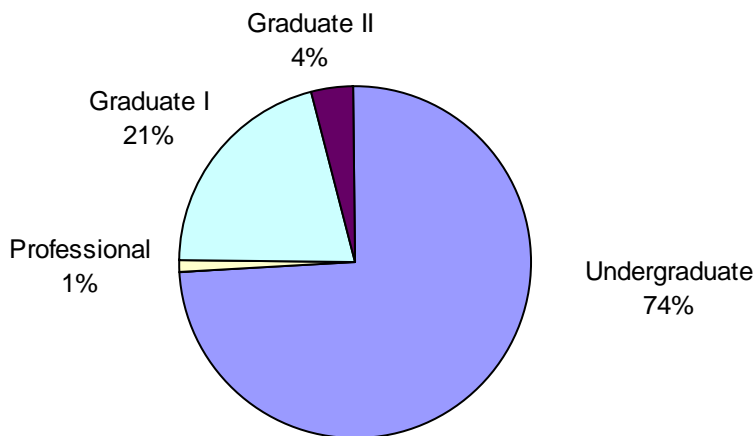
Data Current As of Fall 2000

The information that follows has been included to assist an effective teacher in getting the “big” picture of the student body at NIU. Though the data represents the various segments of the student body, it is crucial to the success of any teaching style that the teacher approach students as individuals.

[The following charts were developed from data found in: *Division of Finance and Facilities Office of Instructional Research, Data Book: 2000-2001.*]

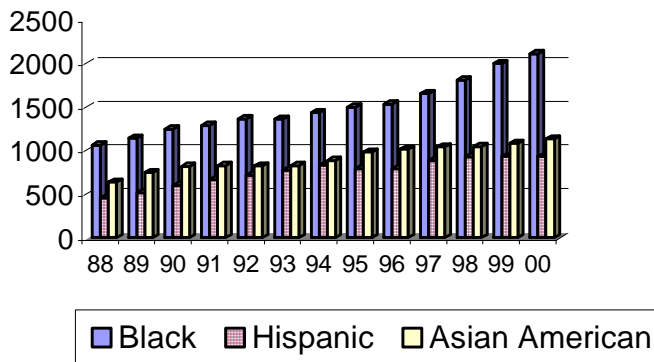
Enrollment by Class Level

Fall 2000



Undergraduate Enrollment by Race/Ethnic

Fall ‘88 - ‘00

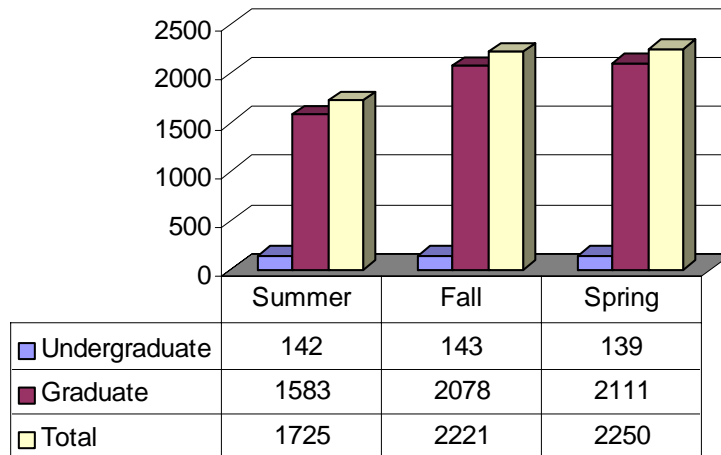


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*Off-Campus
Headcount*

2000

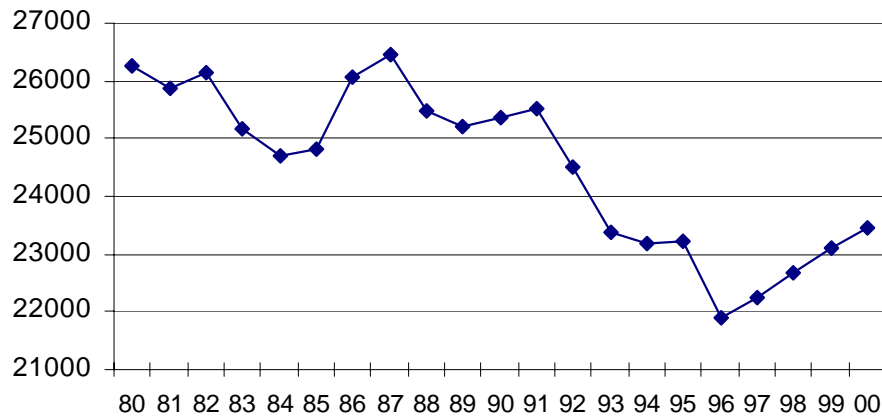
End-of-Semester



Total Headcount

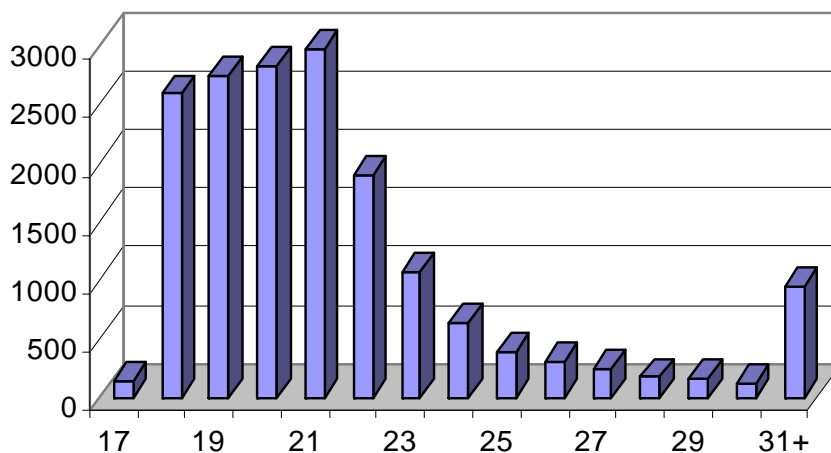
Fall '80 - '00

*End of Semester
Count*

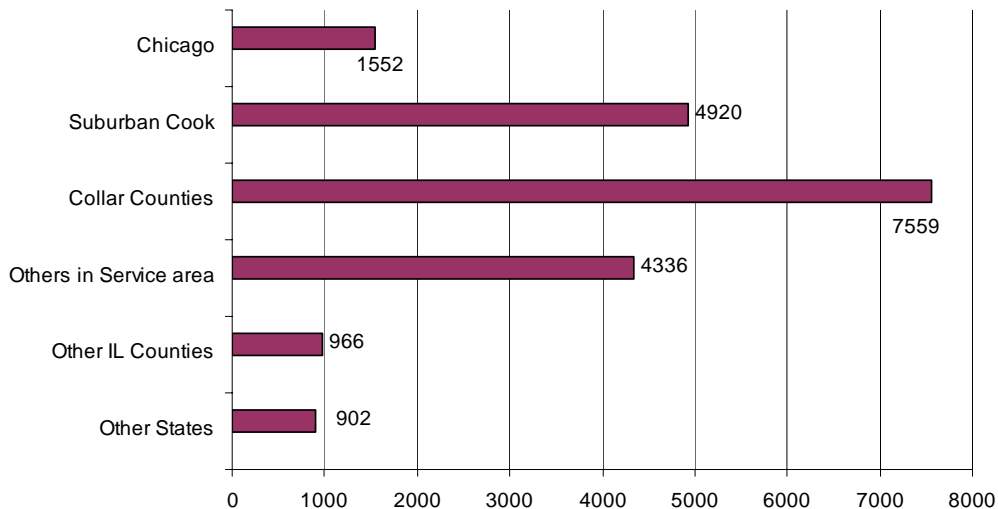


*Undergraduate
Age
Distribution*

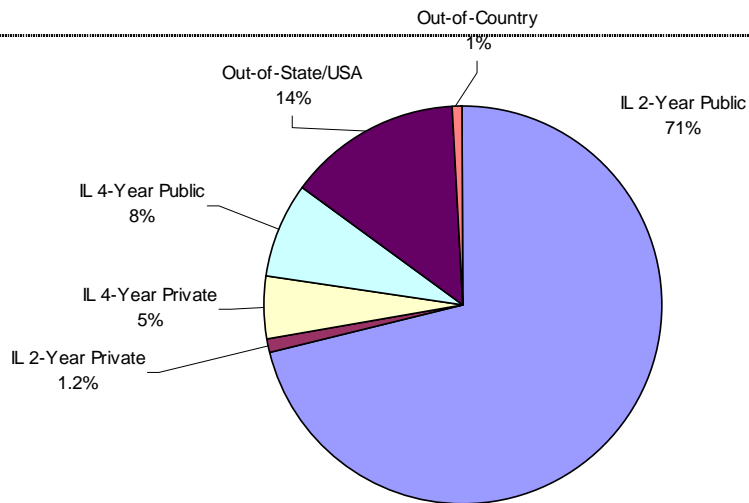
Fall 2000



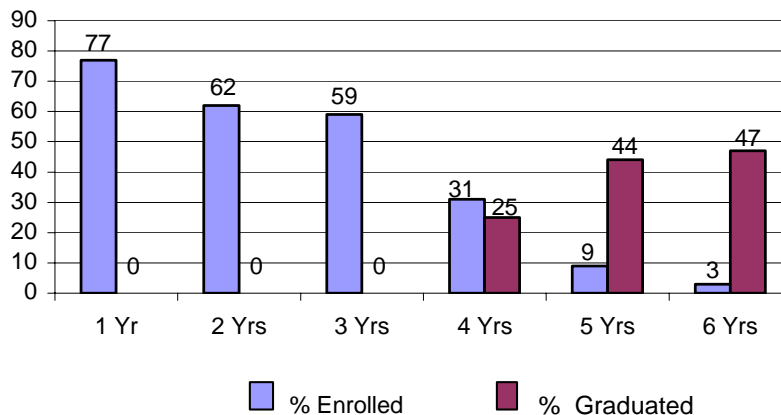
County of Origin
On-Campus Students
Fall 2000



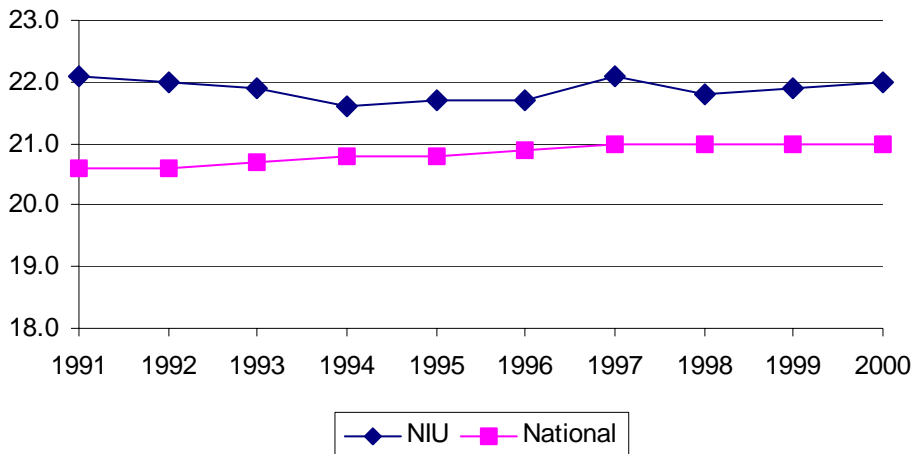
Type of Institution Transferred From
New Transfers
Fall 2000



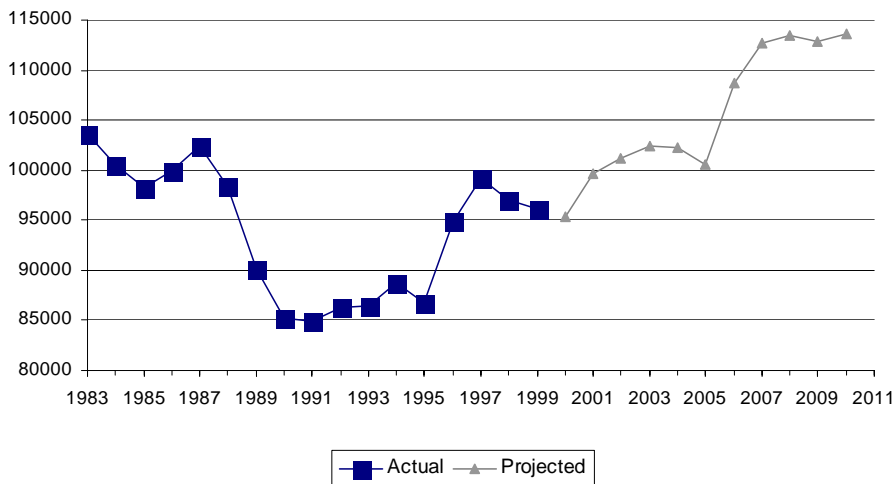
Retention & Graduation Patterns
Based on 1996 Freshmen Cohort



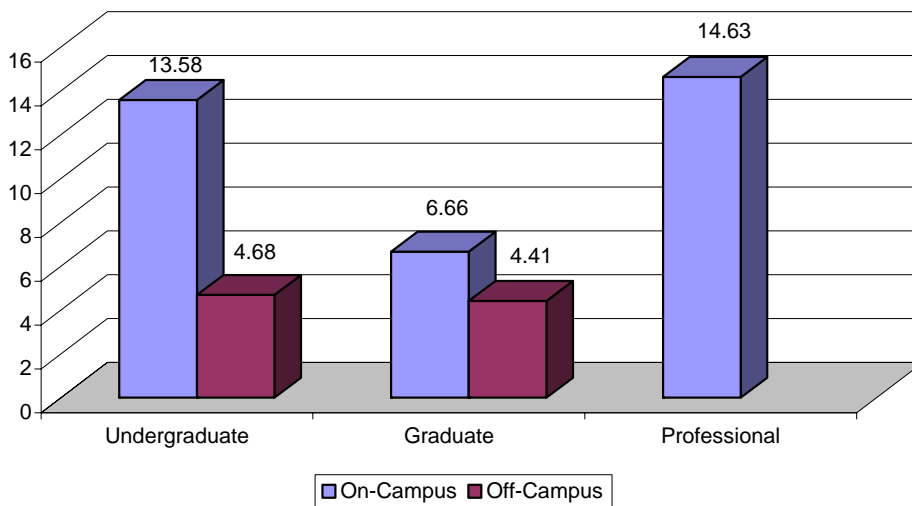
Mean ACT Composite Score
Fall 1991 - 2000



High School Seniors in NIU Market Area
Fall 1983 - 1999 (Actual)
Fall 2000 - 2010 (Projected)



Mean Credit Hour Loads By Degree Level & Location
Fall 2000

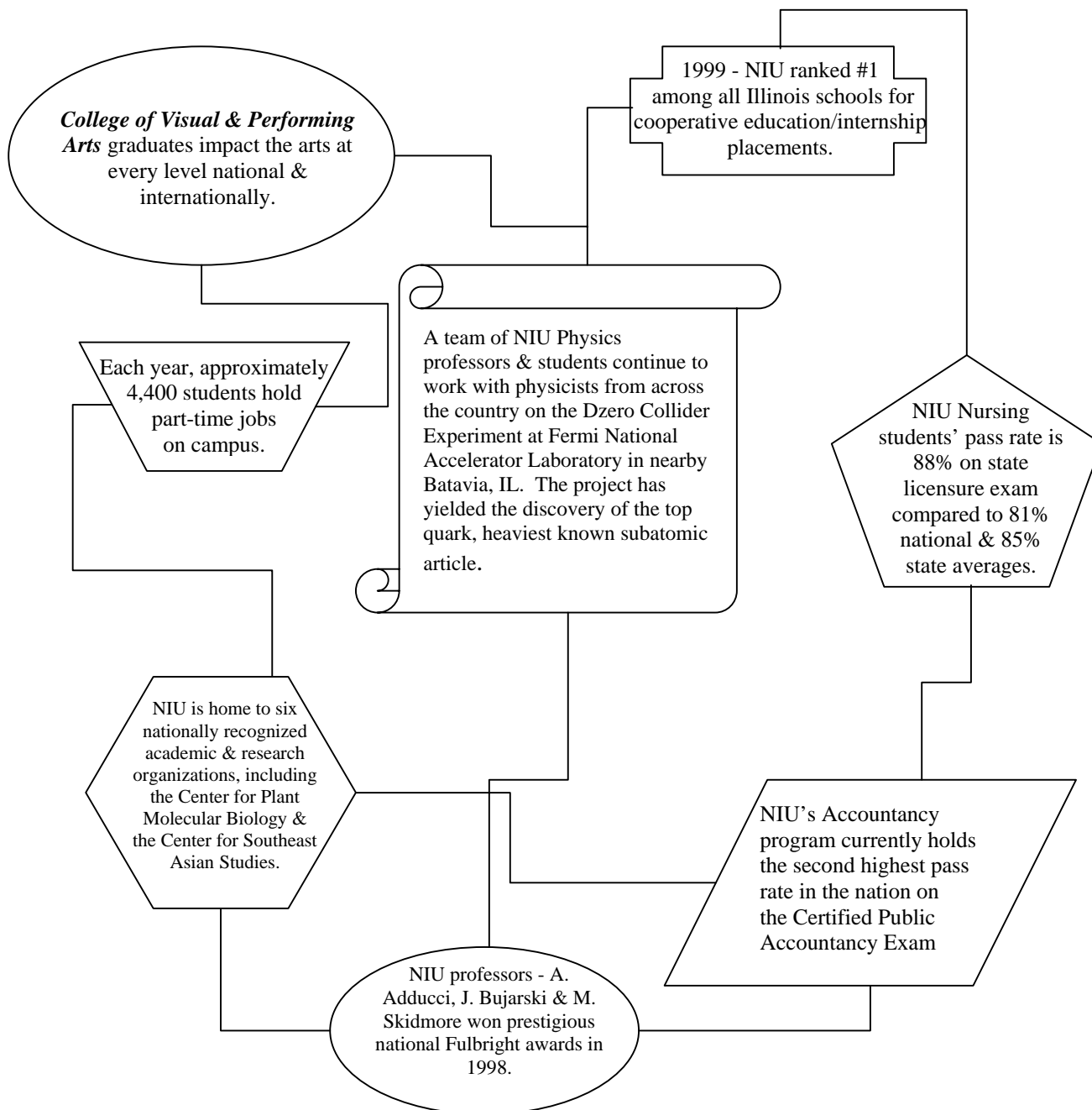


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Connecting to the Possibilities

It's hard to accurately discern the future, but based on past accomplishments, you are part of an educational community that holds a great deal of potential ready for you to tap and nurture.

Here are just some of the past accomplishments:



Connecting to the Possibilities (cont.)

Here's a sampling of what a few of our alumni have accomplished:

Paul Sereno (B.S., Biological Sciences, 1979), is a world renowned dinosaur paleontologist and professor at the University of Chicago. Sereno discovered *Carcharodontosaurus*, the world's largest dinosaur.

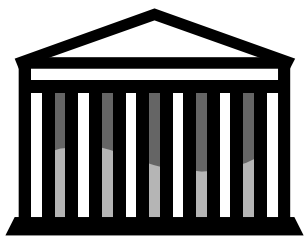
Deborah Nelson (B.S., Journalism, 1975), reporter for the *Seattle Times*, won this year's Pulitzer Prize in investigative reporting. Nelson and her colleagues wrote a series on the Department of Housing and Urban Development's tribal housing program.

Ned Colletti (B.S., Journalism, 1976), formerly with Major League Baseball's Chicago Cubs, is now the assistant general manager of the San Francisco Giants.

Steve Harris (B.S., Theatre Arts, 1989) plays the imposing Boston lawyer Eugene Young in "The Practice", the hit ABC TV courtroom drama.

Joan Allen (B.A., Theatre Arts, 1989) is the winner of a Tony Award and has been twice nominated for an Oscar (for her roles in *Nixon* and *The Crucible*). Allen, whose films include *Face/Off* and *The Ice Storm*, recently hosted a benefit for Northern's School of Theatre Arts SummerNITE program. SummerNITE allows NIU theatre arts students the unique opportunity to work with Equity artists in a professional theatre setting before they graduate.

Dan Castellaneta (B.S. Ed., Art, 1979) provides the voice of Homer Simpson on FOX TV's *The Simpsons* and the Genie in Disney's *The Return of Jafar*.



“Teachers need to have positive attitudes concerning students’ abilities. Teachers need to believe in their students regardless of their ability levels, backgrounds, or previous records because students look to them for cues about how teachers assess their abilities. A teacher can trap students in poor achievement if little is expected of them because of their ethnic group, academic labeling, or family background.”

Kindsvatter, R., (1996). *Dynamics of Effective Teaching*. (3rd Ed.). White Plains, NY: Longman Publishers USA, p.44.

Source: NIU Undergraduate Admission Brochure (1999)

Today's College Freshmen...

1. The people who are starting college this fall across the nation were born in 1982.
2. They have no meaningful recollection of the Reagan Era and did not know he had ever been shot.
3. They were pre-pubescent when the Persian Gulf War was waged.
4. Black Monday, 1987 is as significant to them as the Great Depression.
5. There has been only one Pope. They can only really remember one president.
6. They were 8 when the Soviet Union broke apart and do not remember one president.
7. They have never feared a nuclear war. "*The Day After*" is a pill to them, not a movie.
8. They are too young to remember the space shuttle blowing up, and Tiannanun Square means nothing to them.
9. Their lifetime has always included AIDS.
10. They never had a Polio shot, and likely do not know what it is.
11. Atari predates them, and so do vinyl albums.
12. The expression "*you sound like a broken record*" means nothing to them.
13. They have never owned a record player.
14. They have likely never played Pac Man and have never heard of Pong.
15. There has always been red M&Ms and blue ones are not new. What do you mean there used to be beige ones?
16. They may have heard of an 8-track, but chances are they probably never have actually seen or heard one.
17. The Compact Disc was introduced when they were 1 year old.
18. As far as they know, stamps have always cost about 33 cents.
19. They have always had an answering machine.
20. Most have never seen a TV set with only 13 channels, nor have they seen a black and white TV.
21. They have always had cable.
22. There have always been VCR's, but they have no idea what BETA is.
23. They cannot fathom not having a remote control.
24. They were born the year the Walkman was introduced by Sony.
25. Roller-skating has always meant inline for them.
26. *The Tonight Show* has always been hosted by Jay Leno.
27. Popcorn has always been cooked in a microwave.
28. The Vietnam War is as ancient history to them as WWI, WWII, or even the Civil War.
29. They have no idea Americans were held hostage in Iran.
30. They don't know who Mork was or where he was from.
31. They never heard the terms: "Where's the beef?," "I'd walk a mile for a camel," or "de plane, de plane!"
32. They do not care who shot J.R. and have no idea who J.R. is.
33. The Titanic was found? I thought we always knew where it was.
34. Kansas, Chicago, Boston, America, and Alabama are places not musical groups.
35. McDonald's food never came in styrofoam containers.
36. There has always been MTV.

Source: Unknown (circulated via email and Listservs)



We have just covered the general NIU student demographics. Now it is time to map the profiles of your students and then plan accordingly.

Enrollment by Class Level	<i>Freshmen</i>	<i>Sophomores</i>	<i>Juniors</i>	<i>Seniors</i>	<i>Graduate Level</i>
	Total Undergraduate:			Total Graduate:	
Student Profile	Commuters		Traditional Students		International Students
	Non-commuters		Non-traditional Students		Under-Represented Populations
	Male		Female		Residence Hall Residents
Use the above information to assess students' background and accommodate their needs in your courses.					
What life experiences or prerequisite knowledge should all students have in common for your course?					
How Many Commuters?		What arrangements have you made to accommodate their needs? If weather is bad and work is due, what ways can they submit it to you if unable to attend in person? (i.e., fax, e-mail)			
Minority or Under-Represented Populations	Which under-represented groups are represented in your courses?				
	What issues do you need to consider or integrate into the lessons to draw on their experiences?				
Notes on other differences that need consideration					

