



Spectrum

Faculty Development and Instructional Design Center, Northern Illinois University, DeKalb, Illinois 60115

Responsible Conduct of Scholarship at NIU



Jim Thomas

In the belief that knowledge of ethical and other research problems strengthens the processes and products of scientific inquiry, the U.S. Public Health Service (PHS) in 2000 enacted a policy that public and private sector research institutions receiving federal funds must implement training on research ethics and responsibilities. The expectation is that research institutions receiving federal funding would apply the new guidelines to all faculty and staff directly or indirectly involved in research.

Although the federal implementation of this "Responsible Conduct of Research" (RCR) initiative has been delayed for over a year because of a jurisdictional dispute with Congress, many universities have begun exploring ways to implement RCR guidelines not only because of anticipation of federal guidelines taking effect, but also in the belief that shared "culture of conscience" enhances scholarly credibility.

Because NIU recognizes that the conventional definition of research covers a wide range of scholarly activities, a "Responsible Conduct of Scholarship" (RCS) Committee has been created to encourage all NIU faculty staff, and students engaged in scholarly activities (research, teaching, artistry) to be familiar with RCR issues relevant to their fields in order to comply with the spirit of RCR awareness. To that end, NIU's Office of Research Compliance (ORC) and the RCS Committee have begun systematically integrating existing University policies into an educational program to instill principles and practices of responsible conduct in all scholarship done under its auspices, whether funded or unfunded, using federal guidelines as the minimum expectations.

How RCR education occurs and who should receive the education is left to individual institutions. Drawing from Federal and other guidelines, NIU has established the following core instructional areas:

1. Data acquisition, management, sharing, and ownership
2. Mentor/trainee responsibilities
3. Publication practices and responsible authorship
4. Peer review
5. Collaborative research
6. Research involving human subjects
7. Research involving vertebrate animals
8. Research misconduct
9. Conflict of interest and commitment
10. Fiscal/administrative responsibility
11. Environmental health and safety

Although some faculty might be concerned that the RCS Committee might pose a potential threat to academic freedom and free-ranging inquiry, a few final points should dispel this notion. First, RCS educational programs do not create new rules or policies, but rather pull together existing ones as a way to organize educational content. Second, RCS programs allow scholars to share problems and solutions with others both within and outside of their own disciplines. This enhances our scholarship by nurturing a shared climate of responsible scholarship, which benefits us all. For more information about RCS educational programs, contact the Office of Research Compliance at NIU at 753-8588 or lbross@niu.edu.

– Jim Thomas, Sociology

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Deadlines to Note

An Introduction to Research Workshop: October 16, 2002

Faculty Development Grants for January-June 2003: November 8, 2002

Supportive Professional Staff Development Grants for January-June 2003: November 15, 2002

David Raymond Grant for the Use of Technology in Teaching: March 7, 2003



Faculty Development and Instructional Design Center's four-station Digital Multimedia Studio has been enhanced with two new high-end workstations, which replace two older workstations. These new Dell Precision workstations promise to facilitate video/audio capture, editing, and DVD authoring. The workstations come equipped with a 2.2 GHz Pentium 4 Xeon processor, 400MHz Front Side Bus, 1GB Rambus Memory, two ATA Ultra hard drives (80 & 40 GB), a DVD rewritable drive, and a flat screen monitor. Another enhancement is the addition of the Pinnacle DV500 DVD video capture card that allows input/output of both digital and analog video signals through a convenient breakout box.

The workstation hardware is well matched with both sophisticated and highly intuitive editing programs for both video (*Adobe Premiere 6.0 / MGI Video Wave 5.0*) and audio (*Sonic Sound Forge 6.0*). Video and audio files may also be encoded for online streaming with *Real Producer*.

In addition to these high-end capabilities, these workstations also have the most recent version of *MS Office XP*. A bonus is the inclusion of a number of programs that enhance PowerPoint presentations. Both *CrystalGraphics PowerPlugs Ultimate Combo* and *Digital Juice 2.0* come with a plethora of new design templates, 3D titling, charts and transition effects, while *BackTraxx* has over 900 royalty-free music tracks.

Impatica for PowerPoint, a relatively recent software development, converts PowerPoint files into a compressed format that is optimized for streaming over the Internet. The file is typically 95% smaller than the PowerPoint HTML files. *Impatica for PowerPoint* supports most of the features of PowerPoint, including text, graphics, transitions, animation effects and, of course, voice narration online. This application has potential for developing short tutorials for specialized course topics.

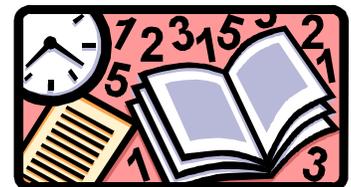
The Digital Multimedia Studio is available to faculty during normal working hours for learning and experimentation purposes. Contact Dan Cabrera, Multimedia Coordinator, 753-0613, dcabrera@niu.edu for faculty training and consultations on using the workstations.

NIU's Readership Program

Did you know many newspapers have curricular materials and strategies available to faculty for incorporating news into their teaching? This is one effective pedagogical strategy for getting students' attention and involving them to discuss course topics. Several universities have created "Readership Programs" to get students into the habit of reading newspapers to learn about current events and also relate them to course materials.

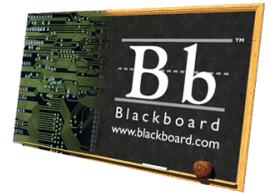
Last May, Student Housing and Dining Services hosted a luncheon for NIU faculty to promote the readership program at NIU. At the luncheon, representatives from the *Chicago Tribune* and *New York Times* shared their curricular resources and special subscriptions available for students and faculty, and Alan Carter, Professor of English at the College of DuPage, David Womack, Vice President and Dean of Students at the Barrett College, and David Nelson, Professor of Journalism at Northwestern University shared their experiences in incorporating news in their classrooms.

With the help of Pepsi funds, NIU's Student Housing and Dining Services has been subscribing copies of various newspapers, including the *Chicago Tribune*, *New York Times*, *Wall Street Journal* and *London Times* to students in the residences halls for the past two years. These leading newspapers have in-depth articles and news stories on a range of topics suitable for a variety of disciplines ranging from humanities and arts to hard sciences, and they also have several course-specific teaching guides available for free to interested faculty.



To learn more about NIU's Readership Program at the residence halls, please contact Michael Coakley, Director of Student Housing and Dining Services, and to find about curricular materials available from *Chicago Tribune* and *New York Times*, contact Murali Krishnamurthi, Director, Faculty Development and Instructional Design Center. You can also contact *Chicago Tribune* and *New York Times* directly to find out more about the curricular materials they have available for faculty.

The Faculty Development and Instructional Design Center (FDIDC) has recently published a new website containing support materials for Blackboard™ Web Course Management System. While the site is still being upgraded and improved, basic Blackboard materials can now be accessed at <http://www3.niu.edu/blackboard>. The former site is still active but will be phased out over the course of the fall semester.



Among the ideas for improving the site are plans to develop more detailed instructions for using Blackboard's advanced features. The resource materials will be according to function: discussion tools, assessment, file sharing, etc. As new issues are raised, the online FAQ will be updated to reflect the latest information.

FDIDC continues to offer workshops for faculty and teaching staff on how to use Blackboard as an educational tool. Currently, four levels of workshops are offered by the Center: Blackboard I (Basics), Blackboard II (Intermediate) which covers communication tools, Blackboard III (Advanced) which covers assessment features, and Multimedia in Blackboard. The workshop schedule is published each month on the Faculty Development website (<http://www3.niu.edu/facdev>); it is also sent to all faculty and staff through campus mail. Faculty and staff interested in attending Blackboard workshops should register as soon as the workshops are announced, as seating is limited.

During October, FDIDC will be initiating a new session for Blackboard support. A brownbag session has been scheduled during which faculty and staff users can gather to ask questions about teaching with Blackboard. The session is scheduled for October 18, 2002 in the Lincoln Room at the Holmes Center from 11:30 a.m. to 1:00 p.m. Faculty and teaching staff are welcome to come and go as their schedules allow. No registration is necessary. Another support feature for Blackboard users is the NIU Blackboard users listserv. The listserv has been recently updated by adding new users and it is encouraging to note that so many list subscribers are beginning to ask questions and offer suggestions for their colleagues. Faculty and staff interested in subscribing to the list may contact Carol Scheidenhelm (carols@niu.edu) for additional information. If you have suggestions for additional workshops or for materials you would like to see added to the Blackboard website, please send them to facdev@niu.edu.

January 2003 Teaching Effectiveness Institute



Stephen Brookfield

Faculty Development and Instructional Design Center invites all faculty and teaching SPS to its seventh Teaching Effectiveness Institute scheduled for January 9 and 10, 2003 at the Holmes Student Center. On Day One, the institute will kick off with an interactive workshop entitled "Strategies for Fostering Effective Classroom Discussion as a Way of Teaching" facilitated by guest speaker, Dr. Stephen D. Brookfield, Distinguished Professor at the University of St. Thomas in Minneapolis. Brookfield's main research activities have been in the areas of adult learning, teaching and critical thinking. Brookfield has won the 1986 Imogene Okes Award for Outstanding Research in Adult Education. He has won the World Award for Literature in Adult Education three times, (in 1986 for *Understanding and Facilitating Adult Learning*, 1989 *Developing Critical Thinkers* and 1996 *Discussion as a Way of Teaching*).

Day One will also feature a 90-minute interactive session in which participants will be given the opportunity to see and hear how three instructors successfully integrate technology into their courses and mixing it with face-to-face discussions. The day will close with a discussion and question and answer time led by Dr. Ray Schroeder, Leading technologist, Professor Emeritus of Communication, Director of Technology Enhanced Learning, and Distinguished Scholar in Online learning at the University of Illinois at Springfield. Dr. Schroeder will be discussing techniques for using online learning in higher education to promote interactive sessions—benefits, drawbacks and future trends.

Day Two of the Institute will begin with a workshop entitled, "No More Straight Lecture, Get Up and Move!" which will take a light-hearted approach for transforming straight lecture into activities that result in long-term retention and learning. In this workshop, facilitated by Elizabeth Piper of Piper Training Group, participants will experience how teaching can be more effective, engaging and enjoyable if it involves various learning modes. Through a series of activities, participants will experiment with tangible ways to push themselves and their students to create a stimulating and interactive environment. This session will show participants how to create and re-create it over and over in their own classrooms – not by sitting and listening to how it is done – but by doing it.

Faculty and teaching staff interested in registering for the institute or would like more information, please check the faculty development website for registration information or call 753-0595 or email facdev@niu.edu. Advance registration is required. This institute is sponsored in part by the Pepsi Incentive Funding from Pepsi Cola General Bottlers, Inc.

An Introduction to Education Research

A workshop by Sheryl Gowen and Alisha Waller (Georgia State University) on October 25, 2002, 8:00 am to 4:30 pm

The workshop will be presented by Dr. Sheryl Gowen, Associate Professor, and Dr. Alisha A. Waller, Department of Educational Policies Studies at Georgia State University. Dr. Gowen's teaching interests include program evaluation, case study methods, ethnographic research, and institutional research. Her research interests include evaluation of educational programs, the recruitment and retention of women and minorities into engineering, and the policy implications of educational reforms in higher education. Dr. Waller holds a Ph.D. in Operations Research from Cornell University and has over ten years of experience in conducting faculty development workshops. Currently she is pursuing a Ph.D. in Research, Measurement, and Statistics in the Department of Educational Policy Studies at Georgia State University. Her research interests include gender equity in engineering education, identity formation and development, and critical theory in higher education.

The overall goal of this workshop is to introduce participants to education research methods and frameworks. During this activity-based workshop, the following questions will be explored:

- ?? What makes research rigorous and scientific?
- ?? What are the theoretical foundations, data collection methods, and data analysis approaches that one can use?
- ?? What is a process for designing an education research project?
- ?? How can software support analysis of qualitative data?
- ?? What are some resources for further learning about education research?



Participants are encouraged to bring ideas about education research projects they would like to conduct and during the workshop they will be engaged in individual and small group activities to begin designing research projects. The workshop will be conducted in an active learning environment, including mini-presentations, individual activities, small group activities, and group discussions, with examples from a wide variety of disciplines.

Registered participants will receive workshop materials, refreshments, and a certificate of participation. The workshop is open to teaching faculty and research staff. Advance Registration is required. Registration deadline is Wednesday, October 16, 2002. Register by phone: (815) 753 0595, or fax: (815) 753 2595, or email: facdev@niu.edu by providing your name (as it should appear on the certificate), title, department, phone number, and email. Please indicate whether you will/will not be attending lunch, and any special accommodations needed. The workshop is sponsored by Pepsi-Cola General Bottlers Inc.

Grant Deadlines and Recipients

Faculty Development Grants - The Faculty Development and Instructional Design Center is offering grants of up to \$2,500 each annually to regular continuing faculty (tenured and tenure-track). The purpose of the grants is to encourage and support faculty development activities that directly benefit applicants' departments, colleges and/or the university. Equal matching from the applicants' academic units or appropriate external sources is required. Deadline for application for activities between January -- June 2003 is Friday, November 8, 2002.

Supportive Professional Staff Development Grants - The Faculty Development and Instructional Design Center and the Office of the President are offering grants up to \$1,000 each to Supportive Professional Staff (SPS) pursuing professional development activities that benefit the individuals as well as their academic units. Deadline for application for activities between January -- June 2003 is Friday, November 15, 2002.

Additional details on eligibility criteria, proposal requirements, and guidelines for these grants can be found at: <http://www.niu.edu/facdev/development/grants.html>

Congratulations to July – December 2002 Grant Recipients

Faculty Development Grant Recipients - Ngoyi Bukonda (Allied Health Professions), Dianne Cearlock (Allied Health Professions), Yih-Wen Kuo (Art), Jie Song (Geography), Sandra Frey Stegman (Music), and Mary Stewart (Art).

Supportive Professional Staff Development Grant Recipients – Ellen Anderson (Career Planning and Placement), and Dan Turner (Orientation and Campus Information).

Spectrum is published every fall and spring semester by the Faculty Development and Instructional Design Center, Gilbert Hall 240, Northern Illinois University, DeKalb, Illinois 60115. Phone: (815) 753 0595, Email: facdev@niu.edu, Fax: (815) 753-2595, website: <http://www.niu.edu/facdev>. For more information about upcoming events, faculty development programs, or featured articles, please contact: Brenda Hodges, Program Coordinator, at (815) 753 3015 or Email: brhodges@niu.edu.