NORTHERN ILLINOIS UNIVERSITY
Faculty Development and Instructional Design Center

Annual Report
2004-2005

Contents

Foreword

This annual report summarizes Faculty Development and Instructional Design Center's programs, activities, and services for faculty, supportive professional staff and graduate teaching assistants at Northern Illinois University during 2004-2005.

The information summarized in the report clearly indicates the growing demand for development programs and services, and the increase in participation of faculty, staff, and graduate teaching assistants in development activities in fulfillment of NIU's mission on teaching and scholarly activities.

Faculty Development and Instructional Design Center has been able to meet the growing demand by offering a comprehensive range of programs, resources and services on teaching, technology integration, diversity, research and scholarly activities, and professional development opportunities, which only a few other faculty development offices in U.S. offer such centralized academic support under one roof.

Center's accomplishments during 2004-2005 would not have been possible without the support of the Office of the Provost, the Pepsi Incentive Funding, and the hard work and dedication of the Center staff. Center seeks the continued support of academic and support units and the enthusiastic participation of faculty, staff, and graduate teaching assistants in its programs and activities.

Yours truly,

Murali Krishnamurthi
Director

Mission
The mission of the Faculty Development and Instructional Design Center is to support faculty, academic supportive professional staff, and graduate teaching assistants through a variety of programs, resources, and services in fulfilling the Northern Illinois University's mission on teaching and scholarly activities.

Vision
The Faculty Development and Instructional Design Center envisions an enriched academic environment at Northern Illinois University that facilitates and promotes effective teaching, supports professional development, stimulates research and scholarly activities, and encourages the integration of instructional technologies.

Functions
The major functions of the Center are to: provide opportunities to improve teaching effectiveness, promote research and scholarly activities, facilitate the use of instructional technologies in teaching, provide professional development opportunities, and serve as a referral service and as a resource unit.

Introduction

The 2004-2005 annual report of the Faculty Development and Instructional Design Center summarizes the programs, activities, and accomplishments of the Center during its sixth full academic year of operation since its reorganization in August 1998.

The significant accomplishments of the Center during 2004-2005 include:

- Offering 160 programs for more than 1,800 participants

- Inviting 18 regional, national, and international experts to present programs at NIU

- Promoting the use of Blackboard, NIU's web course management system, among faculty, teaching staff, and graduate teaching assistants

- Sponsoring several programs on research and scholarly activities, including programs on Responsible Conduct of Research

- Obtaining several externally funded grants for faculty development initiatives

- Promoting accessibility and diversity issues, including faculty diversity workshops for department chairs

- Enhancing teaching assistant training and development programs

- Expanding Outstanding Teaching Awards Ceremony to include non-tenure track educators along with TAs

- Distributing the 271-page Instructional Guide for University Faculty and Teaching Assistants to all new faculty and TAs

- Awarding several professional development grants to faculty and SPS

- Coordinating a regional Conference on Portfolio Integration.

During 2004-2005, Center staff collaborated with various academic and support units at NIU to meet the growing and changing needs of NIU faculty, academic supportive professional staff, and graduate teaching assistants in their teaching, technology integration, professional development, diversity, and research and scholarly activities.

In recognition of its significant contributions to improving the status of minorities at NIU, the Center was presented with the *2005 Deacon Davis Diversity Award* by the Presidential Commission on the Status of Minorities. Several staff at the Center also received numerous other recognitions during 2004-2005 for their contributions to the NIU community.

Without the help and support of the various campus units, administrators, faculty, supportive professional staff, civil service staff, and graduate teaching assistants, the Center could not have accomplished its goals during 2004-2005, and the Center staff would like to express its sincere appreciation to the NIU community for its continued support of the Center during 2004-2005.

The Center is especially grateful to Executive Vice President and Provost, Dr. Ivan Legg and his staff for their support of the Center's activities, the Faculty Development Advisory Committee for its advice and participation in Center's programs, the NIU Foundation and Pepsi-Cola General Bottlers, Inc., for the Pepsi Incentive Funding that made it possible for the Center to invite nationally recognized experts to present programs at NIU, and the academic and support units at NIU for their participation and support of the Center's activities.

Center is presented with the Deacon Davis Diversity Award

Program Data

The Center offered 160 formally scheduled programs between August 16, 2004 and August 15, 2005. The total attendance for these programs was 1,889. This figure includes one-time and repeat participation by faculty, Supportive Professional Staff (SPS), graduate teaching assistants, some students, and participants from other institutions. Participation had to be limited in some cases due to facility and coordinating staff limitations.

As the overall program and attendance charts on this page indicate, the number of programs offered and program attendance increased by 23% and 14%, respectively during 2004-2005 compared to 2003-2004 due to the growing demand for programs. It should be emphasized here that the Center absorbed the responsibilities for teaching assistant training and development from fall 2003, and therefore, the program data from fall 2003 also includes graduate teaching assistant programs and their participation.

During 2004-2005, the Center offered 36 formally scheduled programs for graduate teaching assistants on a range of topics, including teaching effectiveness, technology integration and diversity.

The total attendance for these programs was 428. The attendance figures include some repeat participation by the same graduate assistants in different programs. The number of teaching assistant programs offered and attendance figures increased by 63% and 40%, respectively during 2004-2005 compared to 2003-2004.

Participation in Center's programs is completely voluntary and the increase in attendance is a clear indication of the Center's constituents' continued interest in participating in development programs on teaching, technology integration, diversity, research and scholarly activities, and related areas.

The two charts on overall programs and attendance, and teaching assistants programs and attendance included below indicate steady increase in both during the past 2 years and the need for such programs at NIU.

Data included here do not include figures on information dissemination meetings. Some programs were co-sponsored by the Center with other campus units. Data on consultations, grants and other services offered by the Center are included in separate sections of this report.

Overall Program and Attendance Figures

Teaching Assistant Program and Attendance Figures
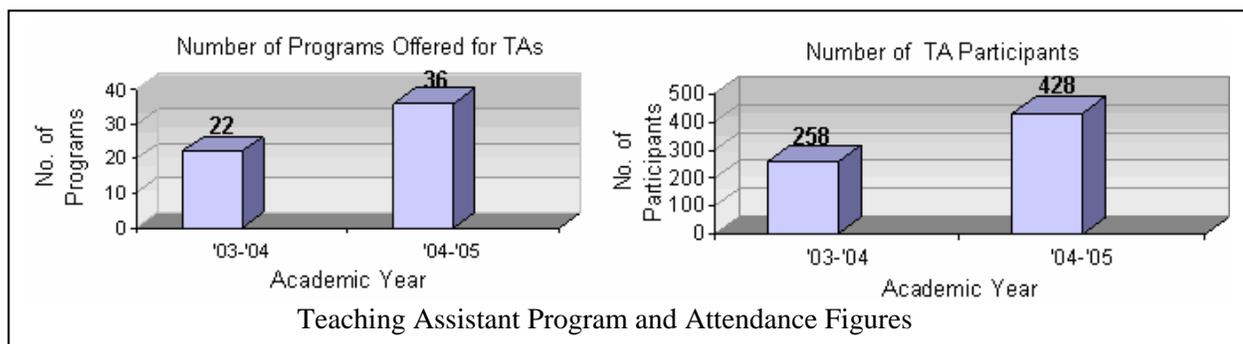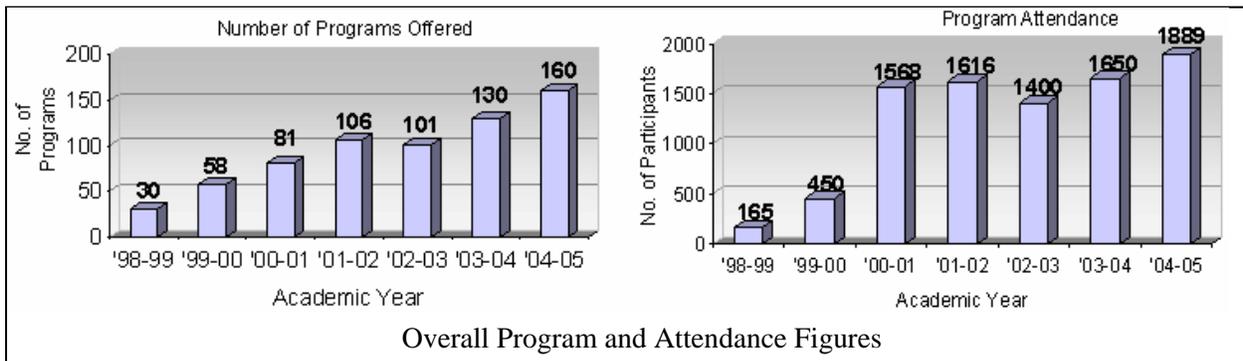
Teaching Effectiveness

Faculty Development and Instructional Design Center promotes effective teaching through the following activities, resources, and services:

- Arrange workshops, seminars, institutes and related programs on teaching effectiveness

- Provide instructional design consultations

- Offer workshops on integrating technology into teaching

- Offer teaching-related consultations and classroom observations

- Assist in the development of learning communities to promote good teaching

- Promote multicultural and international education

- Provide access to resources on teaching.

During 2004-2005, the Center offered teaching effectiveness programs of varying durations on a number of topics of interest to faculty, academic supportive professional staff, and graduate teaching assistants. Center invited the following nine nationally and regionally-recognized presenters to offer programs on teaching topics:

- Lawrence Carroll (Elmhurst College)

- Gary Greenberg (Northwestern University)

- Sharon Hamilton (Indiana University Purdue University Indianapolis)

- Penny Hirsch (Northwestern University)

- Abigail Hoit (Elmhurst College)

- Eugene Losey (Elmhurst College)

- Michael Rozalski (State University of New York at Geneseo)

- Kathleen Yancey (Clemson University)

- Rita Emmett (Professional Development Consultant, Chicago, Illinois)

Teaching Effectiveness Institutes

As in the past, the Center offered Teaching Effectiveness Institutes at the beginning of fall and spring semesters for faculty and staff during 2004-2005. The fall Teaching Effectiveness Institute was for two days with Day 1 on a series of presentations on "Fundamental Principles of Instruction," and Day 2 consisting of a daylong workshop on a particular topic of interest.

The spring Teaching Effectiveness Institutes are primarily one-day workshops on particular advanced teaching topics of interest. Participation in the institutes may vary from year to year depending on the number of new faculty joining NIU, presenters and topics covered, the dates when the institutes are held, and space constraints.

The charts below show the participation figures for both the fall and spring teaching effectiveness institutes and teaching assistant orientations.

Since fall 2002, fewer new tenure-track faculty joined NIU and also the fall teaching effectiveness institutes had to be held before faculty contracts started on August 16th. Prior to spring 2004, the spring Teaching Effectiveness Institutes were held for two-days before classes started in January, but from 2004 the spring Teaching Effectiveness Institute was held only for one day as the spring Teaching Assistant Orientation had to be held on the second day. This may explain the decrease in spring Teaching Effectiveness Institute participation since spring 2004.

The fall TA Orientation participation is generally much higher than in spring as more new TAs are hired in fall and participate in the orientation.

Teaching Effectiveness Institute and Teaching Assistant Orientation Participation
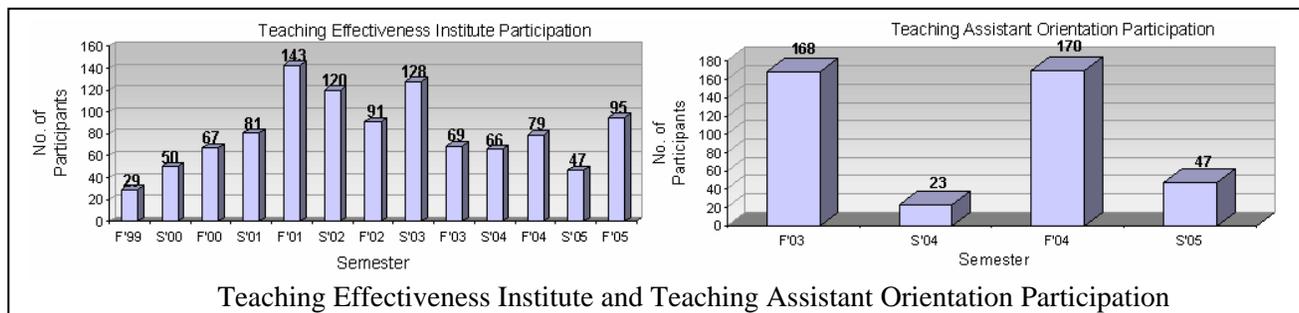
Teaching Assistant Orientation

Since fall 2003, the Center has been offering daylong Teaching Assistant (TA) Orientations at the beginning of fall and spring semesters. These orientations are attended by graduate teaching assistants, research assistants and staff assistants at NIU. The fall TA Orientations usually include a series of presentations in the morning for all attendees and the afternoon sessions include concurrent sessions on different topics of interest.

Lisa Yamagata Lynch presents at the spring 2005 TA Orientation

The spring TA orientations include a series of sessions on a number of advanced teaching topics of interest for all attendees. The sessions are presented by faculty and staff from NIU.

Participation in TA orientations is voluntary for graduate assistants from a majority of academic units, but some academic units require their TAs to participate in the orientation.

Teaching effectiveness programs offered by the Center during 2004-2005

"Teaching Assistant Orientation," coordinated by Chigozie Achebe on August 19, 2004.

"TA Video Discussion Series: Effective Lecturing: Getting Students' Attention," offered by Chigozie Achebe on August 27, 2004.

"TA Video Discussion Series: Sharing Learning Expectations," offered by Chigozie Achebe on September 3, 2004.

"Designing Effective Instruction," offered by Janet Giesen on September 14, 2004.

"Writing Effective Instructional Objectives," offered by Janet Giesen on September 21, 2004.

"TA Video Discussion Series: Problem-Based Learning," offered by Chigozie Achebe on October 1, 2004.

"Learning Styles: Know Your Students' Strengths and Diversify Your Teaching," offered by Chigozie Achebe on October 11, 2004.

"Advance Organizers," offered by Janet Giesen on October 26, 2004.

"TA Video Discussion Series: Thinking Together: Collaborative Learning," offered by Chigozie Achebe on November 5, 2004.

"Design Principles for Projected Media," offered by Janet Giesen on November 10, 2004.

"The Playful Touch: Developing the Whole Human Being Harmoniously in Community," offered by William Goldenberg (School of Music) on November 16, 2004 as part of the Presidential Teaching Professor Seminar Series.

"Developing Your Teaching Portfolio," offered by Chigozie Achebe on November 19, 2004.

"Creating Effective Visual Media," offered by Janet Giesen on December 10, 2004.

"Facilitation and Presentation Techniques," offered by Janet Giesen on December 13, 2004.

"Levels of Prevention: Methods and Strategies for Deterring Plagiarism and Cheating," daylong workshop offered by Michael Rozalski (State University of New York at Geneseo) on January 13, 2005 as part of the Spring 2005 Teaching Effectiveness Institute.

"Teaching Assistant Orientation," coordinated by Chigozie Achebe on January 14, 2005.

"Dealing with Problems: Difficult Classroom

Katheen Yancey speaks at the Conference on Portfolio Integration

Bill Goldenberg presents the fall 2004 Presidential Teaching Professor Seminar

Situations – TA Video Discussion," offered by Chigozie Achebe on January 25, 2005.

"Concept Maps for Teaching and Learning," offered by Janet Giesen on January 31, 2005.

"Why Teaching Would be So Much Nicer if Not For Students!" offered by Jim Thomas (Sociology) on February 14, 2005 as part of the Presidential Teaching Professor Seminar Series.

"Models in Excellence: Successful Classroom Teaching – TA Video Discussion," offered by Chigozie Achebe on February 21, 2005.

"Conference on Portfolio Integration: Connecting Learning and Assessment," on March 4, 2005. Co-sponsored with the Office of the Provost.

"Faculty Development Friday: Top 10 Strategies for Midterm Course Assessment," offered by Carol Scheidenhelm on March 11, 2005.

"Exploring Concept Map Software for Teaching and Learning," offered by Janet Giesen on March 15, 2005.

"Visual Planning for Effective Instruction," offered by Janet Giesen on March 23, 2005.

"Models in Excellence; Successful Classroom Teaching – TA Video Discussion," offered by Chigozie Achebe on March 24, 2005.

"Simplifying for Clarity in Teaching – TA Video Discussion," offered by Chigozie Achebe on April 7, 2005.

"Developing Your Teaching Portfolio, Part II," offered for TAs by Chigozie Achebe on April 15, 2005.

"Outstanding Teaching Awards Ceremony," coordinated by Center staff on April 19, 2005.

"Exploring Concept Map Software for Teaching and Learning," offered by Janet Giesen on April 29, 2005.

"Teaching with PowerPoint — Beyond the Basics," offered by Janet Giesen on June 27, 2005.

"Ice Breakers and Games to Warm up the Classroom Environment," offered by Janet Giesen on July 12, 2005.

"TA Video Discussion Series: Thinking Together: Collaborative Learning," offered by Chigozie Achebe on July 14, 2005.

"Visual Literacy in Teaching and Learning," offered by Janet Giesen on July 21, 2005.

"Presentation Skills: Effective Classroom Presentations," offered by Chigozie Achebe on July 26, 2005.

"Fundamental Principles of Effective Instruction," coordinated by Janet Giesen on August 11, 2005 as Day One of Fall 2005 Teaching Effectiveness Institute.

"Time Management Strategies to Maximize Your Teaching Potential," presented by Rita Emmett (Professional Development Consultant, Chicago, Illinois) on August 12, 2005 as Day 2 of Fall 2005 Teaching Effectiveness Institute.

The above list does not include customized teaching effectiveness programs offered by the Center for several academic units.

Highlights of Teaching Activities

√ 39 teaching effectiveness programs were offered for faculty, staff and teaching assistants

√ 2 Teaching Effectiveness Institutes and 2 Teaching Assistant Orientations were offered

√ A regional conference on Portfolio Integration was organized

√ 2 Presidential Teaching Professor Seminars were organized

√ 9 national and regional presenters were invited to offer programs

Diversity

Faculty Development and Instructional Design Center views diversity as an integral part of teaching effectiveness, technology integration, research and scholarly activities, and promotes diversity through related programs, services, and resources. Center staff contributes to diversity activities at NIU through its participation in various diversity-related committees on campus.

Devan Gourdine and LaMetra Curry speak
at the Teaching Assistant Orientation

Center staff also participated in the selection of the International Educator of the Year Award sponsored by the Division of International Education and the Provost's Task Force on Multicultural Curriculum Transformation that coordinates the annual multicultural curriculum transformation institute.

During 2004-2005, the Center offered several programs on various aspects of diversity in collaboration with other units on campus to offer a faculty diversity workshop for department chairs. Listed below are some of those programs:

"Fall '04 TA Orientation: The International TA Experience," offered on August 19, 2004.

"Fall '04 TA Orientation: Cross Cultural Communication in Higher Education," offered on August 19, 2004.

"Faculty Diversity Workshop for Department Chairs," co-sponsored by Office of the Provost, and offered on October 21, 2004.

"Building Bridges to Asia: Integrating Southeast Esia into Your Curriculum," co-sponsored by the

Center for Southeast Asian Studies on November 12, 2004.

"International Education Week Panel Discussion: Aspects of Islam," co-sponsored by the Division of International Programs on November 15, 2004.

"Teaching in the Diverse Classroom – TA Video Discussion," offered by Chigozie Achebe on March 2, 2005.

"Diverse Faculty Luncheon and Retention," on March 31, 2005 cosponsored with Affirmative Action and Diversity Resources and the President Commission on the Status of Minorities.

"Diverse Faculty Recruitment and Retention," workshop presented by JoAnn Moody (Northeast Consortium for Faculty Diversity) co-sponsored by Office of the Provost and offered on March 31-April 1, 2005.

"DSS Policy: Accommodating Students with Disabilities with Off-Campus Placements: Who and How?" presented as an audio conference cosponsored by Center for Access-Ability Resources on April 5, 2005.

"Religion in the Classroom" coordinated and moderated the panel presentation at the Multicultural Curriculum Transformation Institute on May 20, 2005, NIU, DeKalb, IL (Murali Krishnamurthi).

"TA Video Discussion Series: Creating an Inclusive Classroom," offered by Chigozie Achebe and Brenda Hodges on July 11, 2005.

Highlights of Diversity Activities

√ 11 diversity-related programs offered for faculty, staff, TAs, and department chairs
√ Collaborated with 3 campus units on diversity-related programs
√ One nationally recognized diversity consultant invited to offer workshops for department chairs
√ Center staff served on 7 diversity-related committees and student organizations at NIU

Technology Integration

The Center promotes technology integration into teaching, courses, and curricula through the following activities and services:

- Offer workshops, seminars, institutes, and related programs on integrating a wide spectrum of technologies into teaching

- Provide a laboratory environment for faculty to experiment with instructional technologies

- Serve as the initial point of contact for faculty teaching online credit courses

- Offer training programs on web course management software and online pedagogy

- Make available resources on instructional technologies and related topics

- Collaborate with other units to provide support for faculty in integrating instructional technologies

The Center views technology integration as part of teaching effectiveness and not independent of teaching. Technology integration programs, offered by the Center, focus on pedagogy as well as on technology skills. During 2004-2005, the Center offered a number of programs ranging from the integration of basic instructional technologies to advanced multimedia technologies and also invited the following two presenters from outside NIU to offer workshops on assessment of online courses and curricula:

- Terri M. Manning (Central Piedmont Community College)
- J. Joseph Hoey (Georgia Institute of Technology)

Technology integration programs offered by the Center during 2004-2005:

"Requesting and Updating Blackboard Courses," offered by Carol Scheidenhelm on August 17, 2004.

 "Virtual Office Hours: Anytime, Anywhere!" offered by Carol Scheidenhelm on August 25, 2004.

"Blackboard Overview," offered by Chigozie Achebe for GTAs on:

- September 10, 2004.

- October 22, 2004.
- January 19, 2005.
- June 16, 2005.

"Multimedia Sampler," offered by Daniel Cabrera on September 10, 2004.

"Blackboard Overview," offered by Carol Scheidenhelm on:

- September 13, 2004.
- October 6, 2004.
- November 11, 2004.
- December 14, 2004.
- January 6, 2005.
- January 19, 2005.
- February 8, 2005.
- March 1, 2005.
- April 12, 2005.
- August 4, 2005
- August 15, 2005.

"Leading Effective Discussion Online," offered by Carol Scheidenhelm for teaching assistants on September 20, 2004.

 "Integrating Digital Images to Enhance Your PowerPoint Presentation," offered by Daniel Cabrera on September 24, 2004.

"Blackboard Open Lab," offered by Carol Scheidenhelm on September 29, 2004.

"Mastering the Control Panel in Blackboard," offered by Carol Scheidenhelm on October 8, 2004.

"Using PDAs in the Classroom: a Presentation Tool," offered by Daniel Cabrera on:

- October 11, 2004.
- July 25, 2005.

"Redesigning Course Materials for Online Delivery," offered by Carol Scheidenhelm on

Technology training at the Center's Collaboratory

October 13, 2004.

"Scanning to Enhance Your PowerPoint Presentations," offered by Daniel Cabrera on October 18, 2004.

"Setting Up Your Blackboard Gradebook," offered by Carol Scheidenhelm on:
- October 27, 2004.
- January 25, 2005.

"When Google Doesn't Find It: Web Search Strategies for the Classroom," offered by Jason Rhode on:
- November 2, 2004.
- March 21, 2005.

"Getting Started Building a Blackboard Course," offered by Carol Scheidenhelm on:
- November 8, 2004.
- December 16, 2004.
- January 10, 2005.

"Blackboard Communication Tools," workshop offered for teaching assistants by Chigozie Achebe on:
- November 12, 2004.
- April 8, 2005.
- July 27 2005.

"Blackboard Assessments and Surveys," offered by Carol Scheidenhelm on November 16, 2004.

"Capturing Audio on Your Computer," offered by Daniel Cabrera on November 16, 2004.

"Effective Use of Basic Multimedia in Blackboard," offered by Daniel Cabrera on November 17, 2004.

"Ask the Experts Open Lab," offered by Carol Scheidenhelm on:
- November 22, 2004.
- December 1, 2004.
- March 3, 2005.
- April 7, 2005

"The Principles and Practice of Synchronous Discussion (Chat)," offered by Carol Scheidenhelm on:
- December 3, 2004.
- June 29, 2005.

"Personalizing the "Look" of Your Blackboard course," offered by Jason Rhode on December 8, 2004.

"Copying, Archiving and Recycling Blackboard Courses," offered by Jason Rhode on December 9, 2004.

"Short Focused Tutorials," offered by Daniel Cabrera on:
- December 10, 2004.
- April 22, 2005.

"Creating an Electronic Syllabus," offered by Carol Scheidenhelm on January 7, 2005.

"Converting Documents to PDFs: An Easier Way to Distribute Your Online Course Materials," offered by Daniel Cabrera on January 21, 2005.

"Electronic Submission of Assignments in Blackboard," offered by Carol Scheidenhelm on January 27, 2005.

"Working with MS Movie Maker," offered by Daniel Cabrera on January 28, 2005.

"Preparing Technology-Proficient Educators in Illinois," offered by the Illinois Community College Board, in conjunction with the Illinois Board of Higher Education and the Illinois State Board of Education on February 1-2, 2005.

"Mastering the Control Panel in Blackboard," offered by Chigozie Achebe for GTAS on:
- February 3, 2005.
- June 14, 2005.

"Creating and Sustaining Groups in Blackboard," offered by Carol Scheidenhelm on February 9, 2005.

"Creating and Publishing Streaming Media with Real Helix," offered by Daniel Cabrera on February 11, 2005.

"Getting Started with Blackboard," offered by Carol Scheidenhelm on:

Carol Scheidenhelm presents a Blackboard workshop at the Instructional Technology Teaching Laboratory at the Altgeld Hall

- March 8, 2005.
- April 14, 2005.
- August 8, 2005.

"Blackboard Communication Tools," offered by Carol Scheidenhelm on:
- March 21, 2005.
- July 27, 2005.

"Multimedia Integration into Blackboard," offered by Daniel Cabrera on March 24, 2005.

"Preparing Students for Online Learning," offered by Carol Scheidenhelm on March 29, 2005.

"CD/DVD Burner Workshop," offered by Daniel Cabrera on March 31, 2005.

"Online Cheating: Can We Stop It?" offered by Carol Scheidenhelm on April 4, 2005.

"Faculty Development Friday: Top 10 Alternatives to Textbooks," offered by Carol Scheidenhelm on April 8, 2005.

"Backing up the Blackboard Gradebook," offered by Carol Scheidenhelm on April 19, 2005.

"Mastering the Control Panel," offered by Jason Rhode on April 20, 2005.

"Know How to Solve: Students' Perception of Knowledge Activation on a Guided Collaborative Problem Solving Organizer," by David Raymond Grant Recipient, Wei-Chen Hung (Educational Technology, Research and Assessment) on April 20, 2005.

"Advanced Video Editing," offered by Daniel Cabrera on April 26, 2005.

"Copying and Archiving Courses in Blackboard," offered by Jason Rhode on April 28, 2005.

"Assessment of Online Courses and Curricula: Concepts, Tools, and Frameworks," offered by Terri M. Manning (Central Piedmont Community College) and J. Joseph Hoey (Georgia Institute of Technology) on June 9, 2005.

"Basic Digital Camera Workshop," offered by Daniel Cabrera on June 21, 2005.

"Electronic File Management for Effective Teaching," offered by Jason Rhode on June 23, 2005.

"Creating an Effective Online Syllabus," offered by Carol Scheidenhelm on July 13, 2005.

"Redesigning Course Materials for Online Delivery," offered by Carol Scheidenhelm on July 14, 2005.

Facilities for experimenting with technologies

Prior to March 2005, the Center's four-station Collaboratory and four-station Digital Multimedia Studio were used by a number of faculty and academic supportive professional staff for experimenting with instructional technologies. Technology workshops for larger audiences could not be offered in these facilities due to lack of space and computing equipment, and therefore, the College of Health and Human Sciences continued to share its state-of-the-art computer laboratory in Wirtz Hall 307 with the Center for offering technology workshops. The Center also made use of the computing training facilities in the University Libraries during 2004-2005 for some technology workshops.

With the completion of the Instructional Technology Teaching Laboratory in Altgeld Hall, the Center began delivering workshops in this new facility beginning in late fall 2004. This facility has 48 workstations, two data projection systems and a smart podium, and has allowed the Center to offer larger workshops on technology and related faculty development activities.

Participants at a workshop in the Instructional Technology Teaching Laboratory in Altgeld Hall

After moving to Adams Hall in March 2005, the Center has been working on establishing a small computing facility in Adams 323/324 for housing both the Collaboratory and Digital Multimedia Studio for faculty to experiment with instructional technologies and develop instructional materials, and for offering small group training and consultations on teaching with technology.

Blackboard Use by (individual) Students				
	2002	2003	2004	2005
Spring	7,695	12,966	15,737	18,406
Summer	1,438	2,612	3,320	4,248
Fall	11,371	16,411	18,756	

Blackboard Use by (individual) Faculty to Teach				
	2002	2003	2004	2005
Spring	238	357	403	618
Summer	57	108	155	202
Fall	259	425	516	

Number of Course Sections on Blackboard				
	2002	2003	2004	2005
Spring	344	661	865	1,272
Summer	65	110	154	236
Fall	535	855	1,098	

Number of Enrollments in Course Sections				
	2002	2003	2004	2005
Spring	10,556	24,423	31,719	45,192
Summer	1,651	3,155	3,329	5,525
Fall	20,485	30,852	41,280	

Online teaching initiatives

During 2004-2005, the Center developed and delivered several new workshops for assisting faculty on online teaching and learning. These workshops cover a variety of topics, including advanced features of Blackboard, effective Internet searching and practical assistance with online grading. The Customer Support Center of Information Technology Services (ITS) handles a majority of the technical questions regarding Blackboard, but the Center staff still handles questions related to teaching and learning using Blackboard.

Center staff continues to be active with the Blackboard Administrative and Blackboard Status groups and with the upgrade of Blackboard to version 6.3 in June, Center staff and graduate assistants updated the online support materials designed to address faculty questions. A simplified URL for the support site was requested and implemented at http://www.blackboard.niu.edu.

There has been a steady increase in the use of Blackboard during the past four years, as evidenced by the data on Blackboard usage provided in the tables on this page. As it is evident from the tables, from spring 2002 to spring 2005, the use of Blackboard for teaching credit courses nearly quadrupled at NIU. This increase would not have been possible without the collaborative efforts of ITS, Registration and Records, and Faculty Development and Instructional Design Center for administering and supporting Blackboard, training faculty and graduate assistants on Blackboard by Center staff, the support of technical staff at various colleges and departments, and the enthusiasm of faculty and students at NIU for using online technologies.

The collaborative support and training for the use of Blackboard initiative were recognized by members of the Illinois Board of Higher Education (IBHE) in fall 2005 as "High Quality."

IBHE stated in an NIU Public Affairs release, "Since 2001, NIU has been integrating online technologies into teaching, service and research activities at various levels of the university through collaborative, interdisciplinary support. The practice includes the implementation, support and training for the use of Blackboard Web course management system and helping campus units accomplish this in a collaborative and cost-effective manner. Blackboard is now used in all colleges at NIU for teaching and learning, and also is used for building learning and service communities outside the classroom. The success of online teaching and learning is evident from the growth in the use of Blackboard during the past four years, the diversity of its users and the range of teaching, service and research activities for which NIU use Blackboard."

Highlights of Technology Activities

√ 81 programs on technology integration were offered for faculty, staff, and TAs
√ 53 workshops on Blackboard related topics were offered
√ Collaborated with ITS and R&R on Blackboard-related activities
√ Assisted in the establishment of the Instructional Technology Teaching Laboratory in Altgeld Hall
√ Invited 2 nationally-recognized presenters to NIU to offer technology-related workshops

Research and Scholarly Activities

The Center considers teaching, research, and scholarly activities as part of scholarship and promotes research and scholarly activities through the following activities and services:

- Promote research mentoring programs with the help of academic units

- Encourage collaborative research and scholarly efforts across disciplines

- Refer faculty to appropriate resource units that support research and scholarly activities at NIU, and convey faculty needs to these units

- Seek externally funded projects to support faculty development activities

- Sponsor programs on research and scholarly activities with the support of campus units

During 2004-2005, the Center invited the following nationally-recognized presenters to NIU to present workshops on research and scholarly activities:

- Mary Case (University of Illinois at Chicago)
- Tara Gray (New Mexico State University)
- Jean-Claude Guedon (University of Montreal)
- Rick Johnson (SPARC, Washington, D.C.)
- Michael Kalichman (University of California, San Diego)

Michael Kalichman presents a Responsible Conduct of Research workshop at NIU

- Suzanne Thorin (Indiana University)

Programs on Research and Scholarly Activities

Listed below are the programs on research and scholarly activities offered by the Center during 2004-2005:

"Introduction to IRB Review," presented by Lori Bross (Office of Research Compliance) on:

- September 8, 2004.
- October 7, 2004.

"Finding Funding for Graduate Teaching Assistants," offered by Chigozie Achebe on September 20, 2004.

"What is Responsible Conduct of Research and Why Should it be Taught?" a half-day workshop presented by Michael Kalichman (University of California, San Diego) on October 21, 2004.

"Crisis in Scholarly Communication Conference," cosponsored by University Libraries on April 15, 2005.

"Publish and Flourish" a daylong workshop presented by Tara Gray, New Mexico State University on June 6, 2005.

Collaborative research and scholarly efforts

Center staff assisted numerous faculty on research and scholarly activities related to pedagogy and/or technology integration, and also collaborated with campus units on several sponsored projects during 2004-2005.

Center staff offered a series of three, half-day workshops for the participants of the U.S. Aid GROW II project from Sri Lanka and a training program for NIU faculty developing online courses in conjunction with e-Learning Services as part of the HECA (Higher Education Cooperative Agreement by Illinois Board of Higher Education) grants. Listed below are some of these programs:

"Retreat for HECA Grant Recipients," workshop offered by Carol Scheidenhelm and Janet Giesen in collaboration with other units on August 18, 2004.

"Sri Lanka GROW II Session One: Process Technologies," workshop offered by Carol Scheidenhelm, Dan Cabrera and Janet Giesen on September 23, 2004.
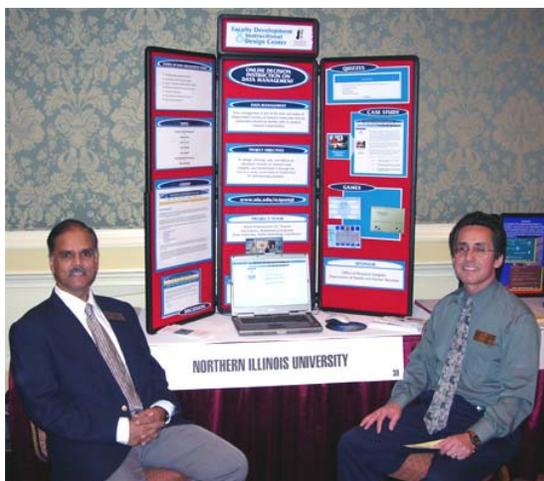
Murali Krishnamurthi and Dan Cabrera at the 2004 RCR Expo in Salt Lake City, Utah

"Sri Lanka GROW II Session Two: Collaboration and Assessment," workshop offered by Carol Scheidenhelm, Dan Cabrera and Janet Giesen on September 28, 2004.

"Sri Lanka GROW II Session Three: Online Learning and Interaction," workshop offered by Carol Scheidenhelm, Dan Cabrera and Janet Giesen on September 30, 2004.

Sponsored Projects

The Center submitted or participated with other campus in the submission of the following proposals to sponsors to obtain funding during 2004-2005:

"Promoting Responsible Peer Review and Publishing Through Interactive e-learning Experience," submitted to the *Office of Research Integrity*, U.S. Department of Health and Human Services, 2005-2006. Status pending.

"Active Learning Online on Research Mentoring and Collaboration," funded by the *Office of Research Integrity*, U.S. Department of Health and Human Services, $25,000 for 2004-2005. Proposal funded.

"Development of an Environmental Management Systems, Pollution Prevention, and Energy Efficiency Strategies," funded by *J & M Plating, Inc.*, Rockford, IL, $6,000 for 2004. Proposal funded.

"Promoting Academic Integrity Through an Online Module," submitted in collaboration with the

Department of Industrial Engineering to the *Committee for the Improvement of Undergraduate Education's Project for the Improvement of Undergraduate Education Grant*, Northern Illinois University, DeKalb, IL, $3,500 for 2005. Proposal funded.

"Strengthening Civil Society in Sri Lanka Through Building Advocacy Partnerships Among NGOs and Developing Local Leadership," submitted to *U.S. AID (U.S. Department of State)* by the International Training Office. Funding requested: $200,000 for 2 years (July 2004 - June 2006). Project Partner: Faculty Development and Instructional Design Center. Proposal funded.

"Training, Dialogues, and Development on Religion, Sexual Orientation and National Origin," pre-proposal submitted to the *Ford Foundation* in February 2005 for two-year project. Funding requested: $100,000 for 2 years. Not selected.

Research mentoring

The Center continued its funding of its research-mentoring program during 2004-2005 with the help of Dr. Sherilynn Spear, Chair of School of Allied Health Professions. Dr. Spear mentored 7 faculty members from 4 colleges at NIU.

Center's research mentoring program is highly valued by the participants and it has resulted in several faculty publishing journal articles, obtaining tenure and promotion and submitting proposals for external funding.

> **Highlights of Research and Scholarly Activities**
>
> √ 6 research and scholarly activities related programs were offered for faculty, staff, and TAs
> √ Submitted or collaborated with other units on 6 proposals for sponsored projects
> √ Obtained $34,500 for sponsored projects from various sources
> √ Invited 6 nationally and internationally recognized presenters to offer research-related programs at NIU

Professional Development and Recognition

The Center provides professional development opportunities to faculty and supportive professional staff through the following activities and services:

- Arrange mentors for new faculty who request such support

- Offer professional development grants to faculty and supportive professional staff

- Serve as a referral resource for faculty for their professional needs

- Assist the Office of the Provost in hosting the New Faculty Forum for new tenure-track faculty

- Convey faculty needs to the Provost's Office, and foster faculty development

During 2004-2005, the Center coordinated the New Faculty Forum for the Office of the Provost and also arranged a number of development programs for faculty, staff, and graduate teaching assistants. The Center invited the following presenter to give a daylong workshop on conflict management at NIU:

- Nancy Algert (Center for Change and Conflict Resolution)

The development programs offered during 2004-2005 include:

"New Faculty Forum," coordinated by Murali Krishnamurthi on August 19, 2004.

"Faculty Development Friday: Open Dialogue on Creating a Campus Repository of Learning Objects," offered by Carol Scheidenhelm on September 17, 2004.

"Finding Funding for Graduate Assistants," coordinated by Chigozie Achebe with presenters from the Office of Sponsored Projects on:

- October 20, 2004
- February 10, 2005

"Faculty Development Friday: Strategies for Collaborating Across Campus," offered by Carol Scheidenhelm on October 29, 2004.

"Mentoring Luncheon for Teaching Assistants," coordinated by Chigozie Achebe on November 10, 2004.

"Faculty Development Friday: Top Ten Strategies for Using Online Course Components," offered by Carol Scheidenhelm on November 19, 2004.

"Faculty Development Friday: Top 10 Ways to Create Successful Group Projects," offered by Carol Scheidenhelm on February 4, 2005.

"Mentoring after Hours," offered to Teaching Assistants by Chigozie Achebe on March 22, 2005.

"Strategic Planning in the Academic Environment," seminar offered by David Graf (College of Business) and Sherie Spear (School of Allied Health Professions) on April 18, 2005.

"Strategies for Managing Individual and Organizational Conflicts in Higher Education," workshop presented by Nancy Algert (Center for Change and Conflict Resolution) on May 27, 2005.

During 2004-2005, the Center arranged mentors for three new faculty who requested such support through the Center's New Faculty Mentoring Program. Both mentors and mentees were supplied with numerous articles, web resources, and helpful information on mentoring.

Professional Development Grants
During 2004-2005, the Center coordinated the following grant programs:

- Faculty Development Grants

- Supportive Professional Staff Development Grants

Nancy Algert presents the conflict management workshop at NIU

- David Raymond Grant for the Use of Technology in Teaching

- Faculty Summer Institute on Learning Technologies Grant.

The Center offered the following professional development grant writing workshops during 2004-2005:

"Faculty Development Grant Writing workshop," offered by Brenda Hodges on:

- November 5, 2004.
- April 1, 2005.

"Supportive Professional Staff Development Grant Writing Workshop," offered by Brenda Hodges on:

- November 12, 2004.
- April 13, 2005.

Faculty Development Grants: Faculty Development and Instructional Design Center offers a number of grants annually in two cycles to regular continuing faculty (tenured or tenure track). The purpose of these grants is to encourage and support faculty development activities, such as attending/arranging workshops or seminars for teaching improvement, new learning that includes supplemental training that is not available on campus, learning or development of new technologies for teaching, and career redirection.

Faculty Development Grant recipients received a maximum of $2,500 each from the Center. They had to submit a formal proposal and indicate matching funds and letters of support from their academic units, and submit final reports after completing their development activities. The following faculty were awarded faculty development grants during 2004-2005:

Grants Awarded for July to December 2004:
- Toni Vanlaarhoven, Lynette Chandler, Dennis Munk (Teaching and Learning)
- William Goldenberg (Music)
- Deborah Gough (Communicative Disorders)

Grants Awarded for January to June 2005:
- Scott Short (Mechanical Engineering)
- Lori Hartenhoff (Theatre and Dance)
- Judith Chitwood (Theatre and Dance)

Supportive Professional Staff Development Grants: Similar to Faculty Development grants, Faculty Development and Instructional Design Center and Human Resource Services offer Supportive Professional Staff Development grants annually in two cycles to Supportive Professional Staff at NIU.

The purpose of the SPS grants is similar to faculty development grants, and the recipients are offered a maximum of $1,000 each. They had to submit a formal proposal and a letter of support from their supervisors, and submit final reports after completing their development activities. The following SPS were awarded grants during 2004-2005:

Grants Awarded for July to December 2004:
- Becky Lewis (Campus Recreation)
- Christine Stakal (Marketing)

Grants Awarded for January to June 2005:
- Vickie Clarke (Public Administration)
- Sue Goad (Operations Management and Information Systems)
- Kathy Hotelling (Counseling and Student Development Center)

David Raymond Grant for the Use of Technology in Teaching: The David Raymond Grant for the

David Raymond and Wei-Chen Hung at the David Raymond Grant reception

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Use of Technology in Teaching is sponsored by Mr. David Raymond, former Member of NIU Board of Trustees, the Office of the Provost, and the NIU Foundation. One recipient is awarded $2,500 through the grant each year and required to give a public presentation. The recipient of this grant for 2005 was Teresa Wasonga (Leadership, Educational Psychological Foundations). At the reception, 2004 award recipient Wei-Chen Hung presented the accomplishments of his grant project.

Faculty Summer Institute (FSI) on Learning Technologies Grants: The Center offered travel grants to the following 8 faculty and staff at NIU to attend the annual Faculty Summer Institute on Learning Technologies at the University of Illinois in Urbana-Champaign during May 2005:
- Mary Costello (Literary Education)
- Ladislava Khailova (University Libraries)
- Andrew Otieno (Technology)
- Patricia Rickett (English)
- Josh Rodriguez (Foreign Languages and Literatures)
- Teresa Wasonga (Leadership, Educational Psychology and Foundations)
- Zhili Xiao (Physics)

Recognitions

In spring 2004, the Center established the Outstanding Graduate Teaching Assistant Award to recognize the contributions of teaching assistants to the teaching mission of NIU.

In spring 2005, the awards were expanded to include non-tenure track instructors and teaching Supportive Professional Staff. The purpose of these awards was to acknowledge and recognize outstanding instructors for their contributions to the teaching mission of Northern Illinois University.

The following instructors and Supportive Professional Staff were presented Outstanding Teaching Awards:

- Ed Brata (Marketing)
- Judith Kuczek (Nursing)
- Daniel Olson (Biological Sciences)
- Cynthia Stecher (Mathematical Sciences)

The following teaching assistants were presented awards Outstanding Graduate Teaching Assistant Awards:

Recipients of 2005 Outstanding Teaching Awards for non-tenure track educators

- LeMetra Curry (Counseling, Adult, and Higher Education)
- Fumiko Kanekawa (Biological Sciences)
- Eun-Hee Lim (Art)
- Christopher Whidden (Political Science)

Each recipient of the award was presented with a plaque and recognized at a formal reception held on April 19, 2005.

Recipients of 2005 Outstanding Teaching Assistant Awards

Highlights of Professional Development Activities

√ 16 programs on professional development were offered for faculty, staff, and TAs
√ 18 professional development grants awarded to faculty and SPS
√ Established the Outstanding Teaching Award for non-tenure track educators
√ Invited one nationally recognized presenters to offer a development program at NIU

Consultations, Requests and Referrals

Along with offering workshops on teaching, technology integration, research and scholarly activities, and development grants, Center staff offer individual and group consultations on a range of issues for faculty, SPS and graduate teaching assistants. These consultations range from half an hour to several hours and can take place face-to-face, online, or via the telephone. For reporting purposes, Center staff delineated between consultations, requests and referrals.

During 2004-2005, Center offered a total of 768 face-to-face consultations to 342 faculty, SPS, and graduate teaching assistants. Many of these faculty and SPS required numerous consultations of varying durations during the same period. These figures do not include telephone or online consultations or consultations on non-academic matters.

The increase in number of face-to-face individual consultations during 2004-2005 reflects an increase in the number of faculty using Blackboard, and as a result, need for more individualized support. Some increase in consultations also reflects the addition of graduate and teaching assistant support.

Center staff also noticed that faculty learned more from each other (by sharing experiences, engaging in constructive dialog on teaching, and collaborating with one another when they participated in programs offered for groups of faculty) than from individual consultations. However, for certain issues faculty and SPS needed individual, confidential consultations, and Center staff made themselves fully available to all those who needed such assistance.


Dan Cabrera and Sally Conklin discuss the instructional guide at the Center

Apart from offering consultations, Center staff also handled numerous requests for information through phone and email about Center's programs, grants, and resources, and referrals to other campus units at NIU for particular service or resource. These requests and referrals were typically less than fifteen minutes and were handled by the Center Secretary, Program Coordinator, or Director.

Highlights of Consultation Activities

√ 768 consultations offered to faculty, staff, and TAs
√ 342 faculty, staff, and TAs received consultations
√ Consultations were offered on teaching, technology integration, grants, and professional developments
√ Responded to numerous requests for information and referred people to appropriate units for support

Consultations Data
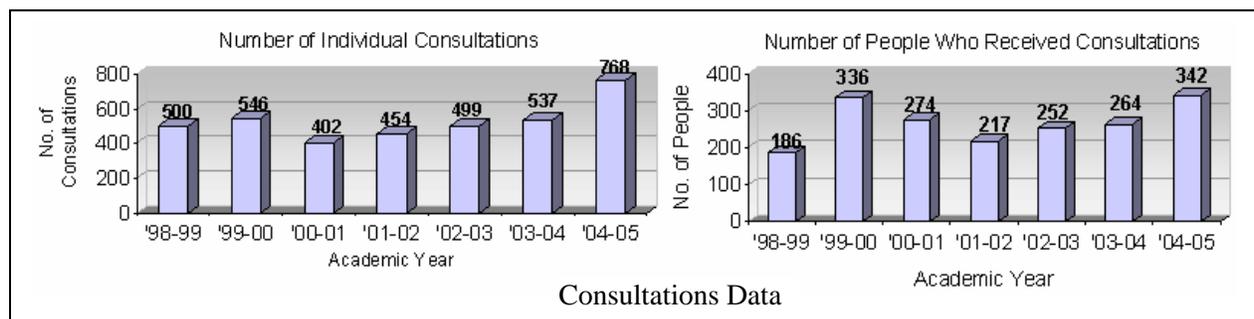
Center staff developed or acquired and made available during 2004-2005 numerous resources on various topics of interest to faculty, staff, and graduate teaching assistants. These include:

- A number of videos on teaching and related topics that were checked out by faculty and graduate teaching assistants

- A 271-page "Instructional Guide for University Faculty and Teaching Assistants," with foundational information and practical techniques on effective teaching

- Online resources on a number of topics posted on the Center's website.

Center's Instructional Guide for University Faculty and Teaching Assistants continues to be the most used resource on the Center's website by users in U.S. and 23 other countries.

Apart from the mentioned resources, Center staff continued to maintain the following computing facilities during 2004-2005:

- A four-station Collaboratory for faculty to experiment with a variety of instructional technologies (maintained Michael Vannoy, IT Coordinator) at the Center through March, 2005 when the Center moved to Adams Hall and set up a ten-station Collaboratory.

- A four-station Digital Multimedia Laboratory for faculty to experiment with multimedia at the Center through March, 2005 when the Center moved to Adams Hall and the Digital Multimedia Laboratory became part of the ten-station Collaboratory.

- A Teaching Resource Room with books and videos, and TV, VCR, and DVD player setup for faculty and teaching assistants to watch instructional videos.

- A small work group of 13 workstations for Center staff and graduate assistants offices.

- Two file servers: One for the Program Registration Databases and file sharing, and the other server for testing and temporary backup.

Teaching Resource Room at the Center being used for watching instructional videos

The Center's Collaboratory and Digital Multimedia Workshops were regularly used by individual and small groups of faculty and supportive professional staff for experimentation as well as developing materials during 2004-2005.

Center staff moderated the following listservs which served as both informational and networking resources for faculty:

- New Faculty Virtual Forum

- Faculty Development and Instructional Design Center Listserv

- Graduate and Teaching Assistant Listserv

Center staff also posted information on other listservs, such as NetTeach, Webmasters, and academic units' listservs on campus to disseminate information about programs, and opportunities.

Center's newsletters and instructional guide

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Presentations and Publications

Along with the "Instructional Guide for University Faculty and Teaching Assistants," the Center distributed the following publications during 2004-2005 internally at NIU and posted them on its website:

- "Spectrum" newsletter for faculty and supportive professional staff published every fall and spring semesters.

- "TA Connections" newsletter for graduate teaching assistants published every fall and spring semesters.

During 2004-2005, Center staff also gave numerous presentations at various conferences, professional meetings, and professional newsletters during 2004-2005:

"Linking Two Continents: Human Potential and Natural Resources," presented at the International Visual Literacy Association Annual Meeting, Pilanesberg, South Africa, September 5, 2004 (Janet Giesen).

"Digital Resources for Visual Literacy and Multi Cultural Concepts," presented at the International Visual Literacy Association Annual Meeting, Pilanesberg, South Africa, September 5, 2004 (Janet Giesen).

"Visual Literacy and Education: A Snapshot of Emerging Themes," presented at the International Visual Literacy Association Annual Meeting, Pilanesberg, South Africa, September 7, 2004 (Janet Giesen).

"Alumni Reflections on Educational Opportunity: A Case Study," presented at the Mid-Western Educational Research Association Annual Meeting, Columbus, Ohio, October 14, 2004 (Chigozie Achebe).

"Pedagogically Speaking: The Practicalities of Synchronous Discussion," at SLATE Conference in Chicago on October 15, 2004 (Carol Scheidenhelm).

"RCR Expo", exhibit demonstrated at the SRA Annual Conference at Salt Lake City, UT on October 24-26, 2004 (Murali Krishnamurthi and Daniel Cabrera).

"Linking two continents: Human potential and natural resources", published in R. E. Griffin, S. B. Chandler & B. D. Cowden (Eds.), Visual literacy and development: An African experience (pp. 87-92): International Visual Literacy Association, 2005. (Janet Giesen, James Lockard and Wei-Chen Hung).

"Meeting the Mission: Self Assessment Strategies of a Faculty Development Center," presented at the Assessment: Informing Teaching, Learning, & Institutional Change Conference, Bloomington, Minnesota, February 18, 2005 (Brenda Hodges).

"Experiences in Teaching Engineering Courses through the Internet", paper presented at the ASEE IL-IN Regional Conference on April 2, 2005 at NIU, DeKalb, IL (Murali Krishnamurthi).

The following workshops were presented at the Faculty Summer Institute on Teaching Technologies held at the University of Illinois, Urbana-Champaign May 16-20, 2005:

- "Blackboard Basics," "Blackboard Basics II: The Instructor's View," "Building Academic Communities Using Online Discussion," "Preparing Students for the Virtual Classroom Experience." (Carol Scheidenhelm and Jason Rhode).

- "Blackboard III: Mosaic of Advanced Course Management Skills." (Carol Scheidenhelm).

- "Introduction to Macromedia Fireworks" and "When Google Doesn't Find It: Web Search Strategies for the Classroom." (Jason Rhode).

- "Introduction to Streaming Media: Real, QuickTime and Windows Media," and "Short Focused Tutorials." (Daniel Cabrera).

- "Teaching with the Smart Podium." (Daniel Cabrera, Jason Rhode and Carol Scheidenhelm).

"Instructional Design: Repurposing for Online Learning" and "Instructional Goals and Objectives: Strategies for Developing Effective Instruction," presented at the Lewis University's Summer Institute 2005 on May 23, 2005 (Janet Giesen).

"Instructional Design for Online Learning," presented at the Lewis University's Summer Institute 2005 on May 23, 2005 (Carol Scheidenhelm).

"Online multimedia module on responsible conduct in research data management" presented at the Ed-Media 2005 World Conference on Educational Multimedia, Hypermedia and Telecommunications, Montreal, Canada on July 1, 2005 (Dan Cabrera, Murali Krishnamurthi, and Jason Rhode).

Center Staff Development

Listed below is a sample of professional development activities in which Center staff participated outside NIU during 2004-2005:

Jason Rhode and Carol Scheidenhelm attended the SLATE (Midwest Blackboard users group) meeting at:

- Robert Morris College on November 17, 2004.
- Roosevelt University on December 15, 2004.
- Northwestern University on February 23, 2005.
- Northern Illinois University on June 15, 2005.

Jason Rhode attended the Elluminate webinar entitled:

- The Hot Learning Technology Product Innovations for 2005 on January 26, 2005.

- Highlights from the Brandon Hall Excellence in Learning Awards on February 8, 2005.

- Quality Standards for Asynchronous eCourses, on February 16, 2005.

- Highlights from the Brandon Hall Excellence In Learning Awards - Session 2, on March 8, 2005.

Murali Krishnamurthi attended the Annual UIUC Faculty Retreat on Active Learning at the University of Illinois, Champaign, IL on January 31, 2005.

Chigozie Achebe attended the Teaching Professor Conference in Schaumburg, IL from May 20-22, 2005.

Murali Krishnamurthi attended the National Conference on Race and Ethnicity at New York, NY on June 1-4, 2005.

Janet Giesen attended Presenting Data and Information workshop by Edward Tufte, Madison, Wisconsin on August 8, 2005.

Professional Service

Center staff served on numerous formal and informal committees, commissions, task forces, and groups at NIU and contributed their services. The following list shows a sample of professional service by Center staff during 2004-2005:

Daniel Cabrera:
- Chinese Kung-Fu Club of DeKalb, Faculty Advisor

Murali Krishnamurthi:
- Academic Affairs Information Systems Committee
- Assessment Coordinator Search Committee
- Blackboard Status Team
- Computing Facilities Advisory Committee
- Faculty Development Advisory Committee
- International Educator of the Year Awards Committee
- International Week Committee
- Judson Baptist Fellowship, Faculty Advisor
- Presidential Commission on the Status of Minorities
- Provost's "Department Chair Faculty Diversity Group"
- Provost's Task Force on Multicultural Curriculum Transformation
- Responsible Conduct of Scholarship Committee
- Society of Hispanic Professional Engineers, NIU Chapter, Faculty Advisor
- University Libraries' Two Millionth Volume Committee

Jason Rhode:
- Blackboard Administrative Team
- Blackboard Status Team

Carol Scheidenhelm:
- SPS Council Communications Committee, Chair
- Blackboard Administrative Team
- Blackboard Status Team

Michael Vannoy
- New Hope College Ministry and Megiste Arete Christian Fraternity, Advisor

Center staff also contributed to several community organizations during 2004-2005.

Assessment

The programs, resources, and services offered by the Center during 2004-2005 were assessed on a regular basis and the results were documented in the annual assessment report. Data collected as part of the assessment effort was analyzed by the Director, Program Coordinator and other staff at the Center to identify opportunities for improving Center's programs, resources, and services.

Data collection mechanisms for assessment purposes included: (1) program evaluations by participants, (2) recording of data on resource usage, consultations, and program attendance, (3) collection of unsolicited feedback from Center's constituents, and (4) a campuswide survey on the Center's programs, resources, and services.

The campuswide survey was a major assessment effort conducted during fall 2004 as part of the Center's overall assessment plan which calls for conducting a campuswide survey every four years. The survey was developed and distributed online by the Public Opinion Laboratory at NIU to nearly 2,000 faculty and supportive professional staff.

More than 450 faculty and staff responded to survey questions related to their awareness of, participation in, and impact of Center's programs, resources, and services, and their interactions with Center staff. An overwhelming majority of respondents indicated that the Center was important to the professional development of faculty, staff, and TAs. A summary of survey responses are indicated in the accompanying table.

The results from the regular program evaluations and the campuswide survey helped Center staff to continue the programs and activities that were working well, and also identify the following opportunities for improvement:

1. *Publicizing programs more through different means* – Center had to stop direct mailing of program announcements to faculty and staff due to budget challenges, and therefore, program announcements are sent to departments to be distributed to faculty and staff, and other alternatives such as direct email and listserv are being explored.

2. *Ensuring anonymity of program evaluations* – Evaluations completed by program participants should be anonymous, especially when a program has a small audience. This would allow participants to comment freely on the programs. Center has already implemented an online evaluation form that participants can submit anonymously.

3. *Posting of workshop materials online* – Some participants who could not attend a program requested the materials to be posted online. Center staff does their best to post their workshop materials whenever possible. But the Center cannot post materials of invited presenters online without their permission.

4. *Program offerings in the evenings* – Center staff is exploring this possibility which mostly depends on demand and availability of training facilities.

Center staff values unsolicited feedback from participants and recommendations for programs from the Provost's Office, Faculty Development Advisory Committee, and the academic units, and consider them in program planning and Center improvement activities.

Highlights of Campuswide Survey Questions and Response Percentages	
Center is valuable for the professional development of faculty, staff and teaching assistants	98.5%
Center's teaching effectiveness programs are informative	98.7%
Center's technology integration programs are informative	97.6%
Center's research & scholarly activities related programs are informative	96.5%
Center's professional development opportunities positively influence faculty and staff careers at NIU	95.5%
Center's consultation services have positive influence positively influence faculty and staff careers at NIU	94.7%
Center staff is professional in its interactions with faculty, staff, and teaching assistants	99.1%

Advisory Committee

The Center would like to acknowledge the support of the members of the Faculty Development Advisory Committee during 2004-2005.

Committee members actively participated in the programs offered by the Center and reviewed faculty development grant proposals and Outstanding Teaching Award nominations. Faculty Development Advisory Committee's support has been invaluable to the Center. Committee members during 2004-2005 were:

- Charles Cappell, Sociology
- Karen Carrier, Literacy Education
- Karen Castelein, Career Services
- Paula Frasz, Theatre and Dance (Committee Chair)
- Andrew Otieno, Technology
- Judith Rabak-Wagener, Allied Health Professions
- Rob Ridinger, University Libraries
- Daniel Schneider, College of Law
- Joe Scudder, Communication
- Daniel Wunsch, Management

Center Staff

The following staff members served in full-time capacities at the Center during 2004-2005:

- Chigozie Achebe, Teaching Assistant Coordinator
- Daniel Cabrera, Multimedia Coordinator
- Amy Deegan, Secretary
- Janet Giesen, Instructional Design Coordinator
- Brenda Hodges, Program Coordinator
- Murali Krishnamurthi, Director
- Jason Rhode, Online Technologies Coordinator (joined in October 2004)
- Carol Scheidenhelm, Assistant Director
- Michael Vannoy, Information Technology Coordinator

The following students served in part-time capacities during 2004-2005 at the Center:

- Mary Grimborg, Graduate Assistant
- Ratna Jijjavarapu, Research Assistant (Office of Research Integrity Grant)
- Mohammed Khan, Graduate Assistant
- Danielle Pelsor, Student Worker

Staff Awards and Recognition

Listed below are some of the awards and recognitions that the Center staff received during 2004-2005:

The Center was presented the *2005 Deacon Davis Diversity Award* at a formal reception in April 2005 by the Presidential Commission on the Status of Minorities on recognition of the Center's significant contributions to improving the status of minorities at NIU.

Chigozie Achebe, Janet Giesen, Brenda Hodges, and Carol Scheidenhelm were awarded *Certificates of Appreciation* at the Supportive Professional Staff Awards Ceremony on March 29, 2005.

Murali Krishnamurthi and Carol Scheidenhelm were initiated into the *Phi Beta Delta Honor Society* for International Scholars in April 2005.

Acknowledgments

The information presented in this report was made possible by all the staff at the Faculty Development and Instructional Design Center. Data on faculty and staff programs and registration were recorded by Amy Deegan and Brenda Hodges, and data on teaching assistant programs and registration were recorded by Chigozie Achebe. Program participation data were collected and recorded by all the staff who delivered or coordinated programs at the Center.

Program evaluations data were recorded by Danielle Pelsor, and web materials were posted by the graduate assistants at the Center. Center staff would like to express its sincere appreciation to all the student employees who assisted with various activities of the Center during 2004-2005.