



# NORTHERN ILLINOIS UNIVERSITY

## Faculty Development and Instructional Design Center

**Annual Report**  
2005-2006

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## 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 2005-2006.

The information summarized in the report clearly indicates the continuing demand for development programs and services, and faculty, staff, and graduate teaching assistants' interest in participating 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 continuing 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 centers in U.S. offer such centralized academic support under one roof.

Center's accomplishments during 2005-2006 would not have been possible without the support of the Office of the Provost and the hard work and dedication of the Center staff. Center staff seeks the continued support of academic and support units, and the enthusiastic participation of faculty, staff, and graduate teaching assistants in development 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 2005-2006 annual report of the Faculty Development and Instructional Design Center summarizes the programs, activities, and accomplishments of the Center during its seventh full academic year of operation since its reorganization in August 1998.

The significant accomplishments of the Center during 2005-2006 include:

- Offering 165 programs for nearly 1,600 participants.
- Inviting 7 national and regional 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 internally and externally funded projects for faculty development initiatives.
- Promoting accessibility and diversity issues, including faculty diversity workshops for department chairs/school directors.
- Offering teaching assistant training and development programs.
- Awarding several professional development grants and opportunities to faculty and SPS.
- Publishing several online modules for faculty, staff and student use.
- Awarding Outstanding Graduate Teaching Assistant awards.

During 2005-2006, Center staff collaborated with various academic and support units to meet the ongoing and changing needs of NIU faculty, academic supportive professional staff, and graduate teaching assistants in their teaching, technology integration, professional development, and research and scholarly activities.

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 2005-2006. Center staff would like to express its sincere appreciation to the NIU community for its continued support of faculty development activities.

The Center is especially grateful to former Executive Vice President and Provost, Dr. Ivan Legg and the new Executive Vice President and Provost, Dr. Raymond Alden III, and the Provost's Office staff for their support of the Center's activities. Faculty Development Advisory Committee members' advice and participation in the Centers programs, and the academic and support units' support of the Center's activities were also invaluable for the Center's operation during 2005-2006.

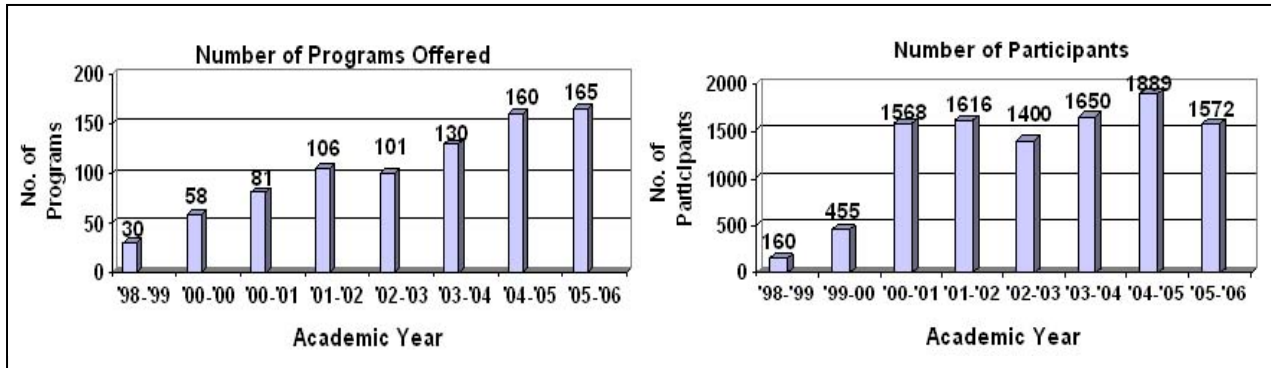
## Program Data

The Center offered 165 formally-scheduled programs between August 16, 2005 and August 15, 2006. The total attendance for these programs was 1,572. This figure includes one-time and repeat participation by faculty, Supportive Professional Staff (SPS), graduate teaching assistants (GTA), some students, and guests. Participation had to be limited in some cases due to space and program coordination staff limitations.

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

Participation in faculty development programs is completely voluntary and the continued participation of faculty, teaching staff, and graduate teaching assistants in the Center's program indicates their continued interest in development programs on teaching improvement, technology integration, and related areas.

As the two charts on the next page indicate, the number of programs offered by the Center increased slightly but the attendance decreased slightly during 2005-2006. The increase in number of programs offered was in response to constituents' needs for more and diverse programs. The slight decrease in attendance can be attributed to the Center not offering any major conferences



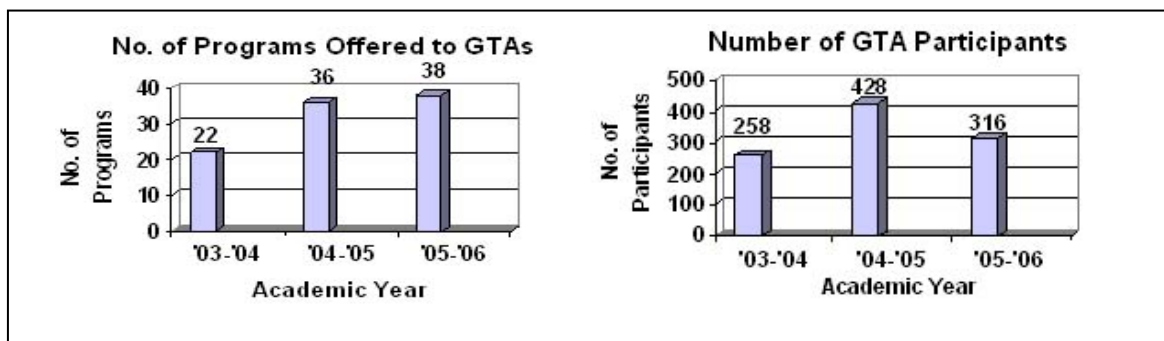
during 2005-2006. Major conferences were usually funded by other sources and attracted a larger audience from and outside NIU.

Attendance for programs generally varies from year to year due to a number of reasons including the topics of major programs (that is, whether they are of general interest to all faculty or to some faculty), name recognition of invited speakers, incentives such as lunch or books offered to participants, and date and time of program offerings.

The Center offered 38 formally scheduled programs on teaching, technology integration, diversity, and grants for graduate teaching assistants between August 16, 2005 and August 15, 2006. The total attendance for these programs was 316. This figure includes one-time and repeat participation by some graduate teaching assistants.

It should be emphasized here that the Center absorbed the responsibilities for teaching assistant training and development only from fall 2003, and therefore, the charts below indicate graduate teaching assistant program data from fall 2003.

The charts below show number of programs offered for graduate teaching assistants (GTAs) and the participation of GTAs in those programs for the past three academic years.

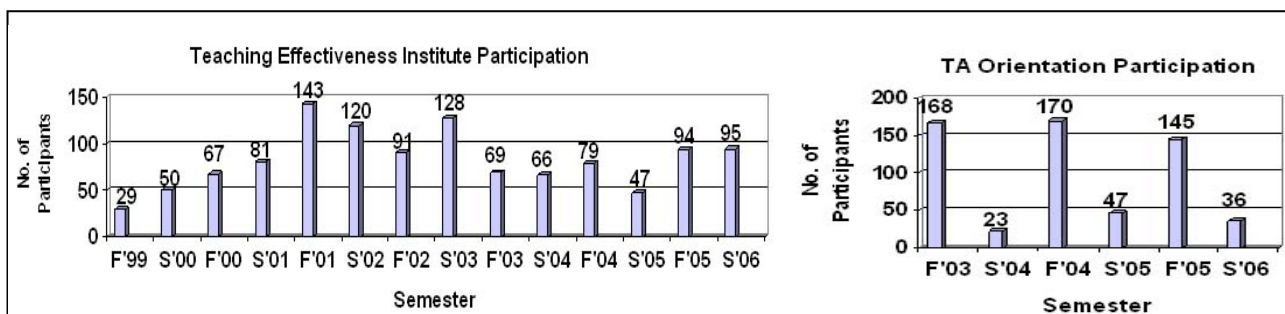


## Teaching Effectiveness

Faculty Development and Instructional Design Center promotes effective teaching through the following activities 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 with the development of learning communities to promote good teaching and networking
- Promote multicultural and international education
- Provide access to resources on teaching

During 2005-2006, 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. During 2005-2006, the Center invited four nationally and regionally-recognized presenters to offer workshops on various topics on



teaching. They included:

- Linda B. Nilson (Clemson University)
- Stephen Zerwas (University of North Carolina-Greensboro)
- Judy Silvestrone (New York Chiropractic College)
- Martin F. Manalansan IV (University of Illinois at Urbana-Champaign)

### Teaching Effectiveness Institutes

As in the previous years, the Center offered Teaching Effectiveness Institutes at the beginning of fall and spring semesters for faculty and staff during 2005-2006. The fall Teaching Effectiveness Institute was for two days: Day 1 consisted of a series of presentations on “Fundamental Principles of Instruction,” and Day 2 consisted of a daylong workshop on a particular topic of interest. The spring Teaching Effectiveness Institute consisted of one-day workshops on advanced topics of interest.

Faculty participation in Teaching Effectiveness Institutes increased during 2005-2006. The attendance figures for the institutes reflect faculty



Linda Nilson presents at the spring 2006 Teaching Effectiveness Institute on January 12, 2006

members continued interest in improving teaching and the Center’s effort in offering programs that meet faculty needs and interests. The chart on the top of the page shows Teaching Effectiveness Institute participation since 1999.

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.

### Teaching Assistant Orientation

Since fall 2003, the Center has been offering daylong Teaching Assistant Orientations (TAO) 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 concurrent sessions on different topics of interest in the afternoon.

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.

The fall 2005 TA Orientation included a series of presentations in the morning for all attendees and the afternoon sessions included 5 concurrent sessions on different topics of interest to TAs. The spring 2006 TA Orientation included morning and afternoon sessions for all attendees.

Many academic units require their TAs to participate in the fall TA Orientation, but not in the spring TA Orientation. The chart on the top of the previous page shows TA Orientation participation since 2003, the first year the Center was in charge of the program.

Similar to faculty programs, attendance for TA programs also varies from year to year due to a number of reasons including the topics of major programs, name recognition of invited speakers, incentives, such as lunch or door prizes offered to participants, date and time of program offerings, and if program participation is required by academic units or not.

### Teaching effectiveness programs offered by the Center during 2004-2005

“Teaching Assistant Orientation,” coordinated by Chigozie Achebe on August 16, 2005.

“Effective Presentation Skills for GTAs,” offered by Chigozie Achebe on September 8, 2005.

“FacDev Friday,” offered by Carol Scheidenhelm on:

- September 9, 2005, Top 10 Teaching Tips, by Carol Scheidenhelm.
- October 21, 2005, Top Ten Strategies for Peer Assessment, by Carol Scheidenhelm.
- November 18, 2005, Top 10 Strategies for Motivating Students, by Janet Giesen.
- March 3, 2006, Top Ten Strategies for Teaching with a Smart Podium.

“Instructional Goals and Objectives: Knowing the Difference,” offered by Janet Giesen on September 15, 2005.

“Teaching as Play Writing: Developing Performances of Most Worth,” offered by Diann Musial (Leadership, Educational Psychology & Foundations) as part of the Presidential Teaching Professor Seminar Series on October 3, 2005.

“Excellent!! Very engaging and informative. The material was useful, relevant, and made interesting by Dr. Zerwas.”

- Feedback from the participant of the “Looking at Learning Objectively” workshop offered by Stephen Zerwas on March 24, 2006.



Karen Carrier presents at the spring TA Orientation on January 13, 2006

“Classroom Conflict Resolution for GTAs,” offered by Chigozie Achebe on October 12, 2005.

“Presentations and Facilitations Techniques,” offered by Janet Giesen on October 13, 2005.

“How to Avoid (and if Necessary Prevail in) Grade Disputes,” offered by Tim Griffin (Ombudsman) on October 19, 2005.

“Developing Your Teaching Portfolio for GTAs,” offered by Chigozie Achebe on November 3, 2005.

“Millennials,” offered by Janet Giesen on November 11, 2005.

“Teaching/Learning Styles,” offered by Janet Giesen on November 16, 2005.

“Rubrics for Effective and Efficient Grading,” offered by Janet Giesen on November 30, 2005.

“Promoting Civility in the Classroom,” daylong workshop presented by Linda B. Nilson (Clemson University) on January 12, 2006 as part of the spring 2006 Teaching Effectiveness Institute.

“Spring 2006 TA Orientation” coordinated by Chigozie Achebe on January 13, 2006.

“Thinking Together: TA Video Discussion,” offered by Chigozie Achebe on January 23, 2006.

“Understanding and Integrating Teaching and Learning Styles,” offered by Janet Giesen on January 24, 2006.

“The Art of Discussion Leading, TA Video

“Excellent!! Almost everything presented was not only practical, but actionable. This is without a doubt, one of the most beneficial workshops I’ve ever attended. Great content and delivery! Truly outstanding workshop!”

- Feedback from a participant of the “Initiating & Maintaining a Climate of Civility in the Classroom” session offered by Tim Griffin at the spring 2006 TA Orientation.

Discussion,” offered by Chigozie Achebe on February 20, 2006.

“Real-Life Examples: Connecting Learning and Research in Practical Applications,” offered by C. T. Lin (Chemistry and Biochemistry) as part of the Presidential Teaching Professor Seminar Series on February 21, 2006.

“Creating Your Teaching Philosophy,” offered by Chigozie Achebe on March 9, 2006.

“Looking at Learning Objectively,” presented by Stephen Zerwas (University of North Carolina-Greensboro) on March 24, 2006.

“How to Speak - Lecture Tips from Patrick Winston: TA Video Discussion,” offered by Brenda Hodges on March 27, 2006.

“What Can We Learn from Student Feedback?,” offered by Chigozie Achebe on April 6, 2006.

“Making Larger Classes Work: TA Video Discussion,” offered by Chigozie Achebe on April 20, 2006.

“Effective Presentation Skills for GTAs,” offered by Chigozie Achebe on April 24, 2006.

“Online Teaching Brown Bag,” offered by Carol Scheidenhelm on April 26, 2006.

“How to Enhance Your Student Feedback for GTAs,” offered by Chigozie Achebe on June 13, 2006.

“Assessment Rubrics for Effective and Efficient Grading,” offered by Janet Giesen on June 13, 2006.

“Developing Your Teaching Portfolio for GTAs,” offered by Chigozie Achebe on June 29, 2006.

“Video Discussion - Thinking Together: Collaborative Learning for GTAs,” offered by

Chigozie Achebe on July 10, 2006.

“To Teach or Not to Teach (with PowerPoint that is!),” offered by Janet Giesen on July 12, 2006.

“Gagne's Nine Events of Instruction,” offered by Janet Giesen on July 25, 2006.

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

## 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. The Center also participated in the selection of the International Educator of the Year Award sponsored by the Division of International Education.

During 2005-2006, the Center offered several programs on various aspects of diversity in collaboration with other units on campus. Listed below are some of those programs:

“Accommodating Students’ Disabilities,” session presented by Nancy Kasinski (Center for Accessibility Resources) at the Fall 2005 TA Orientation on August 16, 2005.

“International TA Experience,” session presented by Rey Ty (Division of International Programs) at the Fall 2005 TA Orientation on August 16, 2005.



C.T. Lin presents the Presidential Teaching Professor Seminar on February 21, 2006

“Creating an Inclusive Classroom: Overview,” offered by Chigozie Achebe for GTAs on August 26, 2005.

“Creating an Inclusive Classroom: Gender & Sexual Orientation,” offered by Chigozie Achebe for GTAs on September 29, 2005.

“Creating an Inclusive Classroom: Race and Ethnicity,” offered by Chigozie Achebe for GTAs on October 19, 2005.

“Creating an Inclusive Classroom: Aging and Physical Ability,” offered by Chigozie Achebe for GTAs on November 15, 2005.

“Creating Cultural Competencies For the Curricula,” presented by Judy Silvestrone, (New York Chiropractic College) on March 31, 2006.

“Department Chair Faculty Diversity Group: Dealing with Diversity Conflicts in Institutions of Higher Education,” offered by Nancy E. Algert (The Center for Change and Conflict Resolution) on April 6, 2006.

“Web Accessibility: Instructional Implications for GTAs,” offered by Dan Cabrera on April 18, 2006.

“Disabilities Panel,” coordinated by Murali Krishnamurthi at NIU’s Multicultural Curriculum Transformation Institute on May 15, 2006.

“Southeast Asian Circuits: Remapping Area and Ethnic Studies in the 21<sup>st</sup> Century,” a workshop by Martin F. Manalansan IV, University of Illinois at Urbana-Champaign on June 2, 2006. Sponsored by the Center for Southeast Asian Studies.



Stephen Zerwas presents the “Looking at Learning Objectively” workshop on March 23, 2006

## 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 both pedagogy and technology skills. During 2005-2006, the Center offered a number of programs ranging from the integration of basic instructional technologies to advanced multimedia technologies.

### Technology integration programs offered by the Center during 2005-2006

“Preparing Students for Online Learning,” offered by Carol Scheidenhelm on August 23, 2005.

“Learning to Use Graphics in Word and PowerPoint,” offered by Janet Giesen on August 25, 2005.

“Multimedia Sampler Workshop,” offered by Dan Cabrera on August 26, 2005.

“Using your Red Pen Electronically,” offered by Janet Giesen on August 29, 2005.

“Blackboard Overview,” offered on:

- August 19, 2005 by Chigozie Achebe for Literacy Education GTAs.
- August 31, 2005 by Chigozie Achebe for GTAs.
- September 8, 2005 by Carol Scheidenhelm.





Jason Rhode presents a technology integration workshop at the Center's Collaboratory

- October 4, 2005 by Jason Rhode.
- November 9, 2005 by Jason Rhode.
- December 2, 2005 by Carol Scheidenhelm.
- January 6, 2006 by Jason Rhode.
- January 17, 2006 by Chigozie Achebe for GTAs.
- February 7, 2006 by Carol Scheidenhelm.
- February 24, 2006 by Chigozie Achebe for GTAs.
- March 8, 2006 by Carol Scheidenhelm.
- April 4, 2006 by Jason Rhode.
- June 5, 2006 by Chigozie Achebe for GTAs.
- June 15, 2006 by Carol Scheidenhelm (offered twice on June 15, 2006).
- July 10, 2006 by Jason Rhode.
- July 20, 2006 for UNIV Instructors by Carol Scheidenhelm.
- July 26, 2006 for UNIV Instructors by Carol Scheidenhelm.
- August 3, 2006 by Carol Scheidenhelm.

“Setting Up the Blackboard Gradebook,” offered on:

- September 12, 2005 by Carol Scheidenhelm.
- February 2, 2006 by Jason Rhode.

“Getting Started with Blackboard,” offered on

- September 14, 2005 by Jason Rhode.
- September 22, 2005 for GTAs by Chigozie Achebe.
- October 12, 2005 by Jason Rhode.
- November 17, 2005 by Jason Rhode.
- December 7, 2005 by Jason Rhode.
- January 9, 2006 by Jason Rhode.

- February 10, 2006 by Jason Rhode.
- February 14, 2006 by Chigozie Achebe for GTAs.
- March 14, 2006 by Chigozie Achebe for GTAs.
- April 12, 2006 by Jason Rhode.
- June 20, 2006 by Jason Rhode.
- July 25, 2006 by Jason Rhode for UNIV instructors.
- July 26, 2006 by Carol Scheidenhelm and Jason Rhode for UNIV instructors.
- August 8, 2006 by Jason Rhode.

“Integrating Digital Images to Enhance PowerPoint Presentations,” offered by offered by Dan Cabrera on:

- September 16, 2005.
- January 27, 2006.

“Blackboard Communication Tools,” offered on:

- September 20, 2005 by Carol Scheidenhelm.
- November 11, 2005 offered by Chigozie Achebe for GTAs.
- February 22, 2006 offered by Chigozie Achebe for GTAs.
- March 20, 2006 by Carol Scheidenhelm.
- March 22, 2006 offered by Chigozie Achebe for GTAs.
- August 10, 2006 by Carol Scheidenhelm and Jason Rhode.

“Personalizing the "Look" of your Blackboard Course,” offered by Jason Rhode on September 22, 2005.

“Electronic Submission of Assignments in Blackboard,” offered by Carol Scheidenhelm on September 26, 2005.

“Instructional Considerations in Developing PowerPoint Presentations,” offered by Janet Giesen on September 28, 2005.

“Capturing Audio on your Computer,” offered by Dan Cabrera on:

- September 30, 2005.
- October 6, 2005.
- February 24, 2006.

“Basic Video Capture and Editing,” offered by offered by Dan Cabrera on October 7, 2005.

“Ask the Experts Open Lab,” offered on:



Carol Scheidenhelm introduces presenters at the Personal Response Systems seminar on February 3, 2006

- October 10, 2005 by Carol Scheidenhelm and Jason Rhode.
- November 7, 2005 by Carol Scheidenhelm.
- February 9, 2006 by Carol Scheidenhelm.

“Creating and Sustaining Groups in Blackboard,” offered by Carol Scheidenhelm on October 18, 2005.

“When Google Doesn't Find it: Web Search Strategies for the Classroom,” offered by Jason Rhode on October 20, 2005.

“Mastering the Control Panel in Blackboard offered on:

- October 24, 2005 for GTAs by Chigozie Achebe.
- October 26, 2005 by Carol Scheidenhelm.
- March 15, 2006 for GTAs by Chigozie Achebe.

“Creating on Electronic Syllabus,” offered by Carol Scheidenhelm on November 15, 2005.

“Converting Instructional Files to Digital Media on CD/DVD,” offered by Dan Cabrera on November 18, 2005.

“Web Accessibility: Instructional Implications,” offered by Dan Cabrera on November 28, 2005.

“Blackboard Assessment Tools,” offered on:

- November 29, 2005 by Jason Rhode.
- February 17, 2006 by Carol Scheidenhelm.
- June 21, 2006 offered by Chigozie Achebe for

GTAs.

“Online Cheating: Can We Stop It?,” offered by Carol Scheidenhelm on November 30, 2005.

“Blackboard Updates for Trainers,” offered by Carol Scheidenhelm and Jason Rhode on December 12, 2005.

“End-of-Semester Considerations for Your Blackboard Course,” offered on:

- December 13, 2005 by Carol Scheidenhelm.
- April 24, 2006 by Jason Rhode.

“Short Focused Tutorials,” offered by Dan Cabrera on December 13, 2005.

“Brown Bag for Online Faculty,” offered by Carol Scheidenhelm on December 14, 2005.

“Blogs and Wikis and Podcasts, Oh My!: What's New in Online Communication,” offered by Jason Rhode, Janet Giesen and Carol Scheidenhelm on December 15, 2005.

“Blackboard Updates,” offered by Carol Scheidenhelm on January 4, 2006.

“Multimedia Integration into Blackboard,” offered by Dan Cabrera on January 19, 2006.

“Finding and Implementing Learning Objects,” offered by Carol Scheidenhelm on January 20, 2006.

“Controlling Student Access to Materials in Blackboard,” offered by Jason Rhode on January 30, 2006.

“Using Personal Response Systems in the Classroom,” offered by Carol Scheidenhelm on February 3, 2006.

“Creating and Sustaining Groups in Blackboard,” offered by Carol Scheidenhelm on February 13, 2006.

“Design Principles for Projected Media,” offered by Janet Giesen on February 15, 2006.

“Creating and Publishing Streaming Media with Real Helix,” offered by Dan Cabrera on February 16, 2006.

“Creating and Using Blogs,” offered by Jason Rhode on:

- February 23, 2006.

- August 2, 2006.

“Creating and Using Course Wikis,” offered by Carol Scheidenhelm and Janet Giesen on February 23, 2006.

“Introduction to Podcasting,” offered by Jason Rhode and Dan Cabrera on:

- March 16, 2006.
- April 14, 2006.

“Online Teaching Brown Bag,” offered by Carol Scheidenhelm on March 22, 2006.

“Creating Simple Online Lectures,” offered by Carol Scheidenhelm on

- March 23, 2006.
- July 18, 2006.

“Personal Response Systems: Session II,” offered by Carol Scheidenhelm on March 28, 2006.

“Classroom Personal Response Systems: Product Demonstrations,” moderated by Carol Scheidenhelm on:

- March 30, 2006 showcasing Qwizdom.
- April 10, 2006 showcasing InterWrite.
- April 11, 2006 showcasing i Clicker.
- April 13, 2006 showcasing eInstruction.
- April 14, 2006, Summary Session.

“Blackboard Assessment for GTAs,” offered by Chigozie Achebe on April 12, 2006.

“Customizing Blackboard,” offered by Carol Scheidenhelm on April 13, 2006.

“Using Technology to Enhance Internship in Educational Administration: Connecting Prospective Principals to Practicing Principals,” by David Raymond Grant Recipient, Dr. Teresa Wasonga (Department of Leadership, Educational Psychology and Foundations) on April 13, 2006.

“Adding Captioning to Streaming Video,” offered by Dan Cabrera on April 21, 2006.

“This was very useful and relevant to my area, music. The presentation was tailored to give general ideas and then assist each individual's needs, which was very good. Thank you!”

- Feedback from a participant of the “Capturing Audio on Your Computer” workshop offered by Dan Cabrera on September 20, 2005.

“Converting Documents to PDFs: An Easter Way to Distribute Your Online Course Materials,” offered by Dan Cabrera on April 28, 2006.

“Podcast Series: Audio Podcasting,” offered by Dan Cabrera on:

- June 21, 2006.
- July 27, 2006.

“Structuring Your Online Class in Blackboard,” offered by Carol Scheidenhelm on:

- June 27, 2006.
- August 14, 2006.

### **Facilities for experimenting with technologies**

The Center has a twelve-station Collaboratory in Adams Hall 324 and a six-station Digital Multimedia Studio in Adams Hall in 334 for faculty, staff, and graduate teaching assistants to experiment with technologies. Center staff conducts small technology workshops in these two facilities. Larger technology integration workshops are held in the Instructional Technology Teaching Laboratory in Altgeld Hall 100 or University Libraries' computing facilities.

### **Online teaching initiatives**

During 2005-2006, the Center developed and delivered several new workshops for assisting faculty on online teaching and learning. These workshops covered a variety of topics, including advanced features of Blackboard, Wikis, Blogs, and Podcasting. The focus of these workshops was not only to introduce faculty to advanced technologies but also to help faculty integrate sound pedagogical techniques in their teaching.

Additionally, Center staff assisted several individual faculty members with their online teaching needs related to developing, organizing and delivering materials and evaluating students in the online environment. Many faculty members scheduled regular sessions with Center staff both before and during their first semester of online teaching. These sessions provided them the opportunity to review what was working and inquire about the new strategies they would like to implement.

During 2005-2005, Center staff continued to be active with the Blackboard Administrative and

Blackboard Use by (individual) Students						Blackboard Use by (individual) Faculty to Teach					
	2002	2003	2004	2005	2006		2002	2003	2004	2005	2006
Spring	7,695	12,966	15,737	18,406	19,399	Spring	238	357	403	618	702
Summer	1,438	2,612	3,320	4,248	4,592	Summer	57	108	155	202	231
Fall	11,371	16,411	18,756	20,596		Fall	259	425	516	667	

Number of Course Sections on Blackboard						Number of Enrollments in Course Sections					
	2002	2003	2004	2005	2006		2002	2003	2004	2005	2006
Spring	344	661	865	1,272	1,314	Spring	10,556	24,423	31,719	45,192	48,842
Summer	65	110	154	236	239	Summer	1,651	3,155	3,329	5,525	5,713
Fall	535	855	1,098	1,314		Fall	20,485	30,852	41,280	50,229	

Blackboard Status groups, and handled faculty and teaching assistants' calls for assistance on using Blackboard for teaching. In January 2006, NIU's Blackboard system was upgraded to Blackboard version 6.3 and Center staff assisted with the testing of the upgraded system. Center staff also updated Blackboard Support materials on the Web during spring 2006.

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 top of this page. As it is evident from the tables, from spring 2002 to summer 2006, the use of Blackboard for teaching credit courses nearly quadrupled at NIU.

The increase in use of Blackboard 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.

## Research and Scholarly Activities

The Center considers teaching, research, and scholarly activities as part of scholarship. The Center 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

During 2005-2006, the Center arranged workshops on research and scholarly activities with the help of the following speakers:

- Charless Cappell (Northern Illinois University)
- Francis L. Macrina (Virginia Commonwealth University)
- Donna Martin (Northern Illinois University)
- Tara Gray (New Mexico State University)

## Programs on Research and Scholarly Activities

Listed below are the programs on research and scholarly activities offered by the Center during 2005-2006:



Frank Macrina presents his "Etiquette and Ethics" workshop on April 7, 2006

“Finding Funding for Graduate Teaching Assistants,” offered by Donna Martin (Office of Sponsored Projects) on September 13, 2005.

“Etiquette and Ethics: The Responsible Conduct of Research,” a daylong workshop presented by Francis L. Macrina (Virginia Commonwealth University) on April 7, 2006.

“Path Analysis Workshop” a daylong workshop offered by Charlie Cappell (Department of Sociology) on April 22, 2006.

“Publish and Flourish” a daylong workshop presented by Tara Gray, New Mexico State University on June 12, 2006.

### Sponsored projects

The Center submitted or participated with other units on campus in the submission of the following proposals to internal and external agencies to obtain funding during 2005-2006:

“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, \$25,000 for 2005-2006. Proposal funded.

“An e-Tool for Promoting Research Conflict of Interest Recognition,” submitted to the *Office of Research Integrity*, U.S. Department of Health and Human Services, \$25,000 for 2006-2007. Proposal not funded.

“Promoting Academic Integrity Through an Online Module,” submitted to NIU’s *Committee for the Improvement of Undergraduate Education’s Project for the Improvement of Undergraduate Education Grant* by Murali Krishnamurthi through the Department of Industrial Engineering, \$3,500 for spring and summer 2005. Proposal funded.

“Promoting Sustainable Stewardship Through Green Design Training,” submitted to *Environmental Protection Agency Education Grants*, \$25,411 for July 2006 to December 2007. Proposal not funded.

“Youth to Youth Across the Globe: Empowering Grassroots Youth Leaders of India and US as Ambassadors of Good Governance,” submitted to *USAID (U.S. Department of State)* by the International Training Office and Faculty

Development and Instructional Design Center, \$250,000 for 2 years (September 2006 - July 2008). Proposal not funded.

“Fostering Good Governance in Sri Lanka: An Action Agenda for Strategic Partnerships and Capacity Building in Democratizing Local Governance,” submitted to *USAID (U.S. Department of State)* by the International Training Office and Faculty Development and Instructional Design Center, \$249,808 for 2 years (September 2006 - July 2009). Proposal not funded.

### Research mentoring

The Center continued its research-mentoring program during 2005-2006 with the help of Dr. Lemuel Watson, Chair of Counseling, Adult and Higher Education. Dr. Watson mentored 7 faculty members from 4 colleges at NIU.

### Professional Development

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
- Provide career consultation services to faculty
- Offer professional development grants to faculty and supportive professional staff
- Serve as a referral resource to faculty for their professional needs
- Assist the Office of the Provost in hosting the New Faculty Forum for new tenure-track faculty
- Host the graduate teaching assistant orientation
- Convey faculty needs to the Provost’s Office, and foster faculty development

During 2005-2006, the Center coordinated the New Faculty Forum for the Office of the Provost

“As a new faculty, this was such a great resource just starting out! Loved the band.”

- Feedback from a participant of the “New Faculty Forum” offered on August 18, 2006.

and also arranged a number of development programs for faculty, staff, and graduate teaching assistants. The Center invited one presenter to give daylong workshop on conflict management for department chairs, and faculty and staff at NIU.

- Nancy Algert (Center for Change and Conflict Resolution), Bryan, Texas.

The development programs offered during 2005-2006 include:

“New Faculty Forum,” coordinated by Center Staff and cosponsored by the Office of the Provost on August 18, 2005.

“Networking Luncheon for GTAs,” offered by Chigozie Achebe on October 5, 2005.

“Networking Meeting/Luncheon for GTAs,” offered by Chigozie Achebe on March 30, 2006.

“Department Chair Faculty Diversity Group’s Workshop on Faculty Evaluation,” offered by Michael Parrish (Biological Sciences), Doug Boughton (School of Art), Lemuel Watson (Counseling, Adult, and Higher Education), and Sherie Spear (Allied Health Professions) on November 3, 2005. Sponsored by the Office of the Provost.

“Strategies for Managing Individual and Organizational Conflicts in Higher Education,” presented by Nancy E. Algert (The Center for Change and Conflict Resolution) on April 6, 2006. Sponsored by the Office of the Provost.

“Provost’s Luncheon for First-Year Faculty,” sponsored by the Office of the Provost’s Office on March 2, 2006.

During 2005-2006, the Center arranged mentors for 7 new faculty who requested such support. Both mentors and new faculty were supplied with numerous articles, Web resources, and helpful information on mentoring.

### Professional Development Grants

During 2005-2006, the Center coordinated the following grant programs:

- Faculty Development Grants
- Supportive Professional Development Grants
- David Raymond Grant for the Use of



Nancy Algert presents her Conflict Management workshop on April 6, 2006

### Technology in Teaching

- Faculty Summer Institute on Learning Technologies Travel Grants

The Center offered the following professional development grant writing workshops during 2005-2006:

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

- October 28, 2005.
- March 9, 2006.

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

- November 4, 2005.
- March 21, 2006 (Special workshop for CHANCE Program staff).
- April 6, 2006.

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.



Teresa Wasonga presents her David Raymond Grant project results on April 13, 2006

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 members were awarded faculty development grants during 2005-2006:

Grants Awarded for July to December 2005:

- Chang Liu (Operations Management and Information Systems)
- Connie Fox (Kinesiology and Physical Education)
- Pamela Macfarlane (Kinesiology and Physical Education)

Grants Awarded for January to June 2006:

- Pamela Hadley (Communicative Disorders)
- Andrew Liccardo (School of Art)
- Aimee Prawitz (Family, Consumer and Nutrition Sciences)

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 2005-2006:

Grants Awarded for January to June 2006

- Katherine Whitelaw (Customer Support Services)
- Ann Wright-Parsons (Anthropology)
- Sheridan Todd Yeary (Center for Black Studies)

David Raymond Grant for the Use of Technology in Teaching:

This grant 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 grant for 2006 was awarded to Mace Bentley, Andrew Krmeneč, and Philip Young (Department of Geography) at a formal reception on April 13, 2006. At this reception, Teresa Wasonga (Leadership, Educational Psychological Foundations), recipient of this grant for 2005, presented the accomplishments of her grant project.

Faculty Summer Institute (FSI) on Learning Technologies Grants:

The Center offered travel grants to the following 4 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 2006:

- Sarah Mchone-Chase (University Libraries)
- Roland Winkler (Physics)
- Patricia Nelson (English)
- Shengde Zhou (Biological Sciences)

**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. In spring 2006, the Committee for the Improvement of Undergraduate Education created a new award to recognize non-tenure track instructors and teaching Supportive Professional Staff awards, and therefore, the Center discontinued its award for this body during 2006. However, the Center continued the Outstanding Teaching Assistant award, and the following Teaching Assistants were presented awards:

- Beth Johnson (Department of Geology and Environmental Geosciences)
- Joe LoPresti (School of Art)
- Joshua Stone (Department of Sociology)

Each recipient of the award was presented with a plaque and recognized at a reception held on April 13, 2006.



Joshua Stone, Joe LoPresti and Beth Johnson with their Outstanding Teaching Assistant awards

### Consultations, Requests and Referrals

Apart from 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.

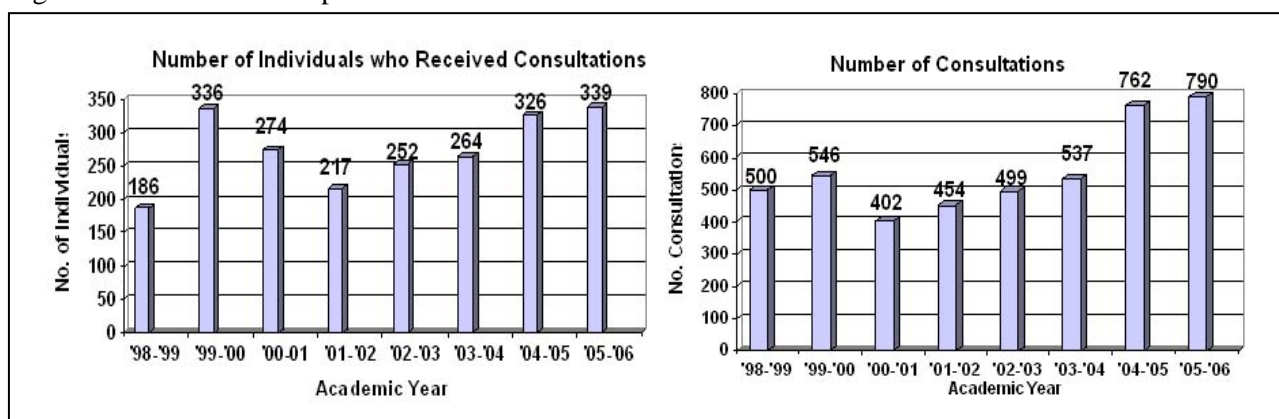
During 2005-2006, Center offered a total of 790 face-to-face consultations to 339 faculty, SPS, and graduate teaching assistants. Many of these faculty and SPS required numerous consultations of varying durations during the same period. These figures do not include telephone or online

consultations or consultations on non-academic matters.

The increase in number of face-to-face individual consultations during 2005-2006 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.

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, Assistant Director, and Director.

## Resources

Center staff developed or acquired and made available during 2005-2006 numerous resources on various topics of interest to faculty, staff, and graduate teaching assistants. These include:

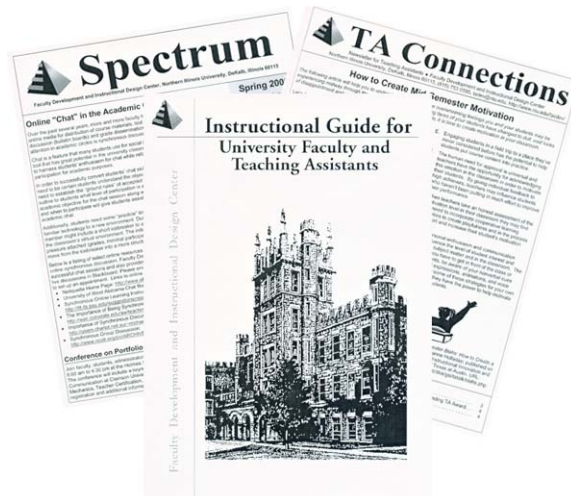
- A number of videos on teaching and related topics that were checked out by faculty and graduate teaching assistants.
- A 271-page “Instructional Guide for University Faculty and Teaching Assistants,” with foundational information and practical techniques on effective teaching.
- Online resources on a number of topics posted on the Center’s Web site.

The list of videos and the Instructional Guide can be found on the Center’s Web site at <http://www.niu.edu/facdev>

The Center’s Web site was visited by users in the U.S. and 45 other countries during 2005-2006. This number is up from visits from 23 countries in 2004-2005.

Apart from the mentioned resources, Center staff continued to maintain the following computing facilities during 2005-2006:

- A twelve-station Collaboratory for faculty to experiment with a variety of instructional technologies (maintained by Michael Vannoy, Information Technology Coordinator).
- A six-station Digital Multimedia Studio for faculty to experiment with multimedia technologies (maintained by Daniel Cabrera, Multimedia Coordinator).
- A Teaching Resource Room with books and videos, PC, 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 (maintained by Michael Vannoy, Information Technology



Center’s newsletters and instructional guide (Coordinator).

- Four file servers: One is set up as a development server for the Program Registration Databases and file sharing. A second server is used as a testing environment and as a temporary backup system. The third server is for multimedia streaming video. The fourth server is used for programs and staff data.
- Eight PC laptops and one Mac laptop, four video-data projectors, and Smart Board are used to provide workshops for faculty and staff all over campus. Center’s smart board is located in the Instructional Technology Teaching Laboratory in Altgeld Hall.

The Center’s Collaboratory and Digital Multimedia Studio were regularly used by individual and small groups of faculty and supportive professional staff for experimentation as well as developing materials during 2005-2006.

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 on campus to disseminate information about Center’s programs, grant opportunities, etc.

## Publications and Presentations

Apart from the “Instructional Guide for University Faculty,” Center’s publications during 2005-2006 included the following:

- “Spectrum” newsletter for faculty and supportive professional staff published every fall and spring semester.
- “TA Connections” newsletter for graduate teaching assistants published every fall and spring semester.

The following presentations and publications were given or written by Center staff at various conferences, professional meetings, and professional newsletters during 2005-2006:

“Online Assessment to Facilitate Teaching and Learning,” presented at Loyola University Chicago on August 15, 2006 (Jason Rhode).

Jason Rhode presented the following sessions at the Faculty Summer In-service at Valley Forge Christian College:

- Blackboard Overview, August 17, 2005.
- Mastering the Control Panel in Blackboard, August 18, 2005.
- Redesigning Course Materials for Online Delivery, August 18, 2005.
- Overview of Online Teaching, August 18, 2005.

Jason Rhode presented the following sessions at the Faculty Fall In-Service at Valley Forge Christian College on September 26, 2005:

- Blackboard Assessment Tools.
- Blackboard Gradebook Tools.

“Young At Heart: Reviewing Storybook Illustrations as Tools for Learning,” presented at the 2005 International Visual Literacy Association Annual Conference in Orlando, Florida on October 17-20, 2005 (Janet Giesen and Rhonda Robinson).

“Faculty Development’s Role in Enhancing Diverse Faculty Recruitment and Retention,” workshop presented at the 2005 Professional and Organizational Development Conference at Milwaukee, Wisconsin on October 28, 2005 (Murali Krishnamurthi).

“Two sides of the coin: Preparing students for online learning,” presented at the 2005 SLATE

Conference, Chicago, IL on October 28, 2005. (Jason Rhode).

“Collaborative technology support: Can't we all just get along?” presented at the Educause Midwest Regional Conference 2006 on March 14, 2006 (Carol Scheidenhelm and Jason Rhode)

“Perspectives and Life Experiences of African American Alumni,” presented at the 14<sup>th</sup> Annual African Diaspora Adult Education Research Pre-Conference, University of Minnesota on May 18, 2006 (Chigozie Achebe).

“Promoting academic integrity through an online module,” presented at the 2006 American Society for Engineering Education Conference in Chicago, Illinois on June 21, 2006 (Murali Krishnamurthi and Jason Rhode).

“Online Assessment to Facilitate Teaching and Learning,” presented at Loyola University Chicago on June 29, 2006 (Jason Rhode).

“Online Assessment to Facilitate Teaching and Learning,” presented at Loyola University Chicago on July 14, 2006 (Jason Rhode).

## Center Staff Development

Center staff attended many professional development programs during 2005-2006. Listed below is a sample of professional development activities in which Center staff participated outside NIU:

Murali Krishnamurthi attended the CITI (Collaborative IRB Training Initiative) meeting at Seattle, Washington on September 7-9, 2005.

Dan Cabrera, Murali Krishnamurthi, and Jason Rhode attended the 2006 Responsible Conduct of Research Expo at Milwaukee, Wisconsin on October 16-18, 2006.

Janet Giesen attended the 2005 International Visual Literacy Conference in Orlando, Florida on October 17-20, 2005.

Murali Krishnamurthi attended the 2005 Professional and Organizational Development Conference at Milwaukee, Wisconsin on October 28-30, 2005.

Carol Scheidenhelm attended SLATE Conference at the University of Chicago and presented a

session Practical Suggestions for Designing Effective Online Content on October 28, 2005.

Jason Rhode attended the 2005 SLATE Conference at the University of Chicago and presented Two Sides of the Coin: Preparing Students for Online Learning on October 28, 2005.

Carol Scheidenhelm and Jason Rhode attended the SLATE meeting at Loyola University, Chicago on November 16, 2005.

Carol Scheidenhelm and Jason Rhode attended the SLATE meeting at Roosevelt University, Chicago on December 21, 2005.

Murali Krishnamurthi attended the Annual Faculty Retreat on Active Learning at University of Illinois, Urbana-Champaign on February 10, 2006.

Brenda Hodges attended an Assessment Conference: "The Future-Focused Organization 2016--Ready or Not?" in Chicago, Illinois on April 3-4, 2006.

Carol Scheidenhelm and Jason Rhode attended the Midwest Blackboard User Group SLATE meeting at Northern Illinois University on May 17, 2006.

Chigozie Achebe attended The Teaching Professor Conference in Nashville, Tennessee, May 19-21, 2006

Jason Rhode attended 2006 Faculty Summer Institute at the University of Illinois Urbana-Champaign on May 22-25, 2006.

Murali Krishnamurthi attended the 2006 National Conference on Race and Ethnicity on May 30-June 2, 2006 at Chicago, Illinois.

Murali Krishnamurthi attended the 2006 American Society for Engineering Education Conference on June 19-21, 2006 at Chicago, Illinois.

Carol Scheidenhelm and Jason Rhode attended the Midwest Blackboard User Group SLATE meeting at Moody Bible Institute in Chicago on June 21, 2006.

## 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 committees that Center staff served on during 2005-2006:

Murali Krishnamurthi:

- Academic Affairs Information Systems Committee
- Blackboard Technical Group
- Computing Facilities Advisory Committee
- Council of Deans - since July 2006
- Faculty Development Advisory Committee
- International Educator of the Year Awards Committee
- International Week Planning 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 (Faculty Advisor)
- USAID Project (Grow II Sri Lanka project) Advisory Committee member

Jason Rhode:

- Blackboard Administrative Team
- Blackboard Status Team

Carol Scheidenhelm:

- Blackboard Administrative Team
- Blackboard Status Team
- SPS Council, Chair, Communications Committee

Center staff also served on numerous groups outside of NIU. The following list shows a sample of service that Center staff served on during 2005-2006 that are outside of NIU:

- Baptist Campus Ministry Board of Directors (Murali Krishnamurthi)
- Chinese Kung-Fu Club of DeKalb, Faculty Advisor (Daniel Cabrera)
- DeKalb County Youth Service Board of Directors, Chair (Murali Krishnamurthi)
- International Visual Literacy Association, President-Elect (Janet Giesen)
- New Hope College Ministry & Megiste Arete Christian Fraternity, Advisor (Mike Vannoy)

## Assessment

Center's programs, resources, and services are assessed on a regular basis and the results are documented in the annual assessment report. Data collected as part of the assessment effort during 2005-2006 was analyzed by the Director, Program Coordinator and other staff at the Center to identify useful results to implement during 2005-2006 and subsequent years.

Northern Illinois University  
Faculty Development and Instructional Design Center

Home > Forms > Faculty/Staff Program Evaluation Form

### Faculty/Staff Program Evaluation Form

The purpose of this evaluation form is to obtain your feedback on the program you recently attended and use it to improve future programs and identify additional needs. Only a summary of feedback from all the participants will be shared with the program presenter(s) and sponsor.

Please complete and submit the form below within 5 working days of the program date. Thank you.

Please use the following scale to answer the evaluation questions:  
6=Strongly Agree 5=Agree 4=Neither Agree nor Disagree 3=Disagree 2=Strongly Disagree 1=Not Applicable

Title of program:

Select the recent program you attended:

1. Program presenter(s) was organized and prepared (select one)  6  5  4  3  2  1
2. Delivery of the program by the presenter(s) was adequate (select one)  6  5  4  3  2  1
3. Scope of the topics covered in the program was appropriate (select one)  6  5  4  3  2  1
4. Length of the program was sufficient for the topics covered (select one)  6  5  4  3  2  1
5. My objectives for attending this program were met (select one)  6  5  4  3  2  1
6. The concepts/techniques covered in this program are applicable in my teaching & related activities (select one)  6  5  4  3  2  1
7. My participation in this program has potential benefit to students (select one)  6  5  4  3  2  1
8. The overall promotion, organization, arrangements, & delivery of the program was adequate (select one)  6  5  4  3  2  1
9. I learned about this program through (check all applicable below & help us to publicize our programs be  
 Mailed flyer  Colleague  Email/Listserv  
 NIU website  Faculty Development website  Other: (Please specify below)
10. The two most useful ideas I will take with me from this program are (list)
11. Any additional comments about this program and suggestions for future programs?

Updated 11/13/2006

Center's revised evaluation form for programs Feedback obtained from program evaluations and data on program attendance have already been helpful in making several programmatic changes at the Center. Center's Program Coordinator also met with the Coordinator of Assessment Services several times during spring 2006 to obtain feedback and clarifications on the Center's annual assessment report.

Listed below are some examples of how the Center has used assessment results to improve not only its programs and services, but also the assessment process.

- Ascertain from participants, the Center's impact on students' experience at NIU.
- Ensure complete anonymity of feedback forms and minimize the use of paper forms

distributed at workshops.

- Reassess the questions listed on the evaluation forms. Some items may change over time or may not be measurable.
- Reevaluate how the information is used by Center staff.
- Automate the feedback data entry process by setting up a database interface to online feedback forms.

Center staff met throughout spring 2006 to discuss the items listed above and to reevaluate the assessment process. Based on staff input, the Program Coordinator and Director redesigned the evaluation form to be used for every workshop, replacing the short and long-versions of the previous forms. Also replaced were the individual evaluation forms created for each major program. A question was added to glean information on the two most useful ideas that faculty, teaching staff, and graduate teaching assistants take with them from each program.

The new evaluation form was implemented in spring 2006, and at the same time the need for a follow-up evaluation form was recognized. Center staff decided on a simple two-question follow-up evaluation form to send to participants approximately six months after each major program they participated. The follow-up form was designed to obtain participants' feedback on if the programs were applicable in their teaching and related activities and benefited their students. The follow-up evaluation form will help assess if the participants perceive their participation in Center's programs have an impact on their students at NIU.

## Advisory Committee

The Center would like to acknowledge the support of the members of the Faculty Development Advisory Committee during 2005-2006.

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 2005-2006 were:

- Byron Anderson, University Libraries

- Karen Carrier, Literacy Education
- Karen Castelein, Career Services
- Paula Frasz, Theatre and Dance (Committee Chair)
- Judith Hertz, School of Nursing
- Andrew Otieno, Technology
- Michael Parrish, Biological Science
- 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 2005-2006:

- 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
- Carol Scheidenhelm, Assistant Director
- Mike Vannoy, Information Technology Coordinator

The following students and graduate assistants served in part-time capacities during 2005-2006 at the Center:

- Devraj Ghosh, Graduate Assistant (till spring 2006)
- Ali Hassan, Graduate Assistant (till spring 2006)
- Vijay Kancharla, Research Assistant
- Danielle Pelsor, Student Worker (till spring 2006)
- Kamalesh Racherla, Graduate Assistant
- Naveen Ramadugu, Graduate Assistant

- Sathappan Santhanam, Graduate Assistant (till fall 2005)

### Awards and Recognition

During 2005-2006, Center staff achieved several personal and professional recognitions. Listed below is a summary of awards and recognition received by Center staff during 2005-2006:

Chigozie Achebe was awarded with *Certificates of Appreciation* at the SPS Awards Ceremony on March 28, 2006.

Carol Scheidenhelm was presented with the *SLATE Star Award* by the SLATE group on October 28, 2005.

Carol Scheidenhelm was awarded with *Certificates of Appreciation* at the SPS Awards Ceremony on March 28, 2006.

Carol Scheidenhelm was awarded one of the 25 *Amazing NIU Women* at the Presidential Commission on the Status of Women's 25<sup>th</sup> Anniversary Gala Event on April 27, 2006.

### Acknowledgments

The information presented in this report was made possible by all the staff members 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 staff members 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. An initial draft of this annual report was prepared by Brenda Hodges, Program Coordinator at the Center.

Center staff would like to express its sincere appreciation to the staff of Accounting Office, Assessment Services, Document Services, Grants Fiscal Administration, Holmes Student Center, Human Resource Services, Information Technology Services, Office of the Provost, Media Services, Public Affairs, Sponsored Projects, and the University Book Store for their support of Center's activities during 2005-2006.