Foreword

In this annual report 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 2009-2010 are summarized.

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 very few faculty development centers in U.S. offer under one campus unit.

Center’s accomplishments during 2009-2010 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 seek 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 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

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.

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Introduction

Faculty Development and Instructional Design Center’s programs, activities, and accomplishments during its eleventh full academic year of operation since its reorganization in August 1998 are summarized in this annual report. The significant accomplishments of Center staff during 2009-2010 include:

- Offering more than 170 programs for more than 1,900 participants
- Inviting 3 national experts to present programs at NIU
- Promoting the use of Blackboard Web course management system for teaching and related purposes
- Supporting programs and activities on research and scholarly activities
- Offering development programs for academic administrators
- Participating in internally and externally funded projects for faculty development initiatives
- Promoting accessibility and diversity issues
- Offering graduate teaching assistant training and development programs
- Awarding professional development opportunities to faculty and SPS
- Developing and publishing online tutorials for faculty, staff and student use
- Awarding Outstanding Graduate Teaching Assistant awards

During 2009-2010, Center staff collaborated with various academic and support units to meet the ongoing and evolving needs of NIU faculty, academic supportive professional staff, administrators, 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, Center staff could not have accomplished their goals during 2009-2010. Center staff would like to express their sincere appreciation to the NIU community for its continued support of faculty development activities.

Center staff are especially grateful to Executive Vice President and Provost, 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 Center’s programs, and the academic and support units’ support of the Center’s activities were invaluable for the Center’s operation during 2009-2010.
Programs

Center staff offered 174 formally-scheduled programs between August 16, 2009 and August 15, 2010. The total attendance for these programs was 1,905 and the total number of hours the attendees spent for these programs was 5885 hours. These numbers include one-time and repeat participation by faculty, instructors, administrators, supportive professional staff, graduate teaching assistants, and guests.

Program participation had to be limited in some cases due to space and coordination staff constraints. Program data reported here does not include information dissemination meetings. Some programs were co-sponsored by Center staff with other units’ staff on campus. Data on consultations, grants, and other development programs offered are included in separate sections of this report.

Participation in Center’s programs is completely voluntary and the continued participation of faculty, teaching staff, academic administrators, and graduate teaching assistants in the programs indicates their sustained interest in professional development programs on teaching improvement, technology integration, and related areas. The charts below show programs by type, program participation by classification, and program participation by college. The participation figures are not normalized for the actual number of personnel in each college of classification.
Teaching Effectiveness Programs

Faculty Development and Instructional Design Center staff promote effective teaching through the following activities and services:

- Arranging workshops, seminars, institutes and related programs on teaching effectiveness
- Providing instructional design consultations
- Offering workshops on integrating technology into teaching
- Offering teaching-related consultations and classroom observations
- Promoting multicultural and international education
- Providing access to resources on teaching

During 2009-2010, Center staff 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 staff invited three nationally or regionally recognized presenters to offer workshops on various topics on teaching.

- Catherine Wehlburg (Texas Christian University) – sponsored by the Office of the Provost
- Amy Driscoll (Portland State University) – sponsored by the Office of the Provost
- Bill Roberson (University at Albany, State University of New York)

Teaching Effectiveness Institutes

As in previous years, Center staff offered Teaching Effectiveness Institutes at the beginning of fall and spring semesters for faculty and teaching staff during 2009-2010. The spring Teaching Effectiveness Institute consisted of two one-day workshops on separate advanced topics of interest. The fall Teaching Effectiveness Institute also consisted of two one-day workshops. Day 1 was on the fundamental principles of instruction and Day 2 was a workshop on an advanced topic.

Faculty participation in Teaching Effectiveness Institutes during 2009-2010 remained comparable to previous years. Attendance for the institutes reflects faculty members’ continued interest in teaching effectiveness and the Center’s effort in offering programs that meet their needs and interests.

Spring ’10 Teaching Effectiveness Institute - Day 1: Learner-centered Curriculum, Pedagogy, and Feedback = Student Success by Amy Driscoll (Portland State University)

Spring ’10 Teaching Effectiveness Institute - Day 2: Blended Course Design: Strategies for Success by Center Staff

Fall ’10 Teaching Effectiveness Institute - Day 1: Fundamentals Principles of Effective Instruction presented by NIU faculty and staff

Fall ’10 Teaching Effectiveness Institute - Day 2: Thinking Critically about the Teaching of Critical Thinking by Bill Roberson (University at Albany, State University of New York)
Teaching Assistant Orientation

Since Fall 2003, Center staff have been offering daylong Teaching Assistant (TA) Orientation at the beginning of fall and spring semesters. These orientations are attended by graduate teaching assistants, research assistants, and staff assistants at NIU.

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

Fall 2009 TA Orientation included a series of presentations in the morning and the afternoon sessions included 5 concurrent sessions on different topics of interest to graduate teaching assistants. The sessions were presented by NIU faculty, staff, and graduate teaching assistants.

Teaching Effectiveness Programs Offered During 2009-2010

In addition to Teaching Effectiveness Institutes and TA Orientation, Center staff offer ongoing teaching effectiveness programs and organize major Teaching Effectiveness Programs offered by invited presenters. The following list contains a sample of teaching effectiveness programs offered during 2009-2010:

- Delivering Effective Lectures
- Designing Effective Assessments
- Designing Group Work for Meaningful Learning
- Developing a Course Syllabus Face-to-Face and Online
- Dynamic Classroom Discussions
- Effective Delivery Techniques: Little Things that Make a Big Difference (offered 2 times)
- Faculty Learning Groups - More Than Just another Committee and Measurable Outcomes and Meaningful Measures was offered by Catherine Wehlburg (Texas Christian University)
- Free Software Tools for the Classroom
- Games and Simulations in the Classroom
- Greener Teaching Techniques

The Teaching Effectiveness Institute was a very rich day. There are many, many ideas and examples that I will incorporate and use in my teaching. A really fantastic program. – Sample of feedback from a participant of the Teaching Effectiveness Institute.
• How to Avoid (and, if Necessary, Prevail in) Grade Appeals by Tim Griffin (University Ombudsman)
• Integrated Course Design to Improve Student Learning
• Introduction to Interactional Experience was offered by David Stone (Office of Sponsored Projects)
• Introduction to Online Teaching and Learning (offered 2 times)
• Microteaching (No, That Doesn’t Mean Tiny Classes!)
• Presidential Teaching Professor Seminar: Incorporating the Iraq War into the NIU Classroom offered by Jeff Chown (Communication)
• Presidential Teaching Professor Seminar: When Circumstances Change: Teaching Piano Music for One Hand offered by William Koehler (Music)
• Problem-Based Learning
• Rubrics for Meaningful Evaluation and Assessment
• Scaffolding to Improve Learning (offered 2 times)
• Strategies to End the Semester with Your Class
• Teaching a New Course
• Teaching During a Health Crisis
• Teaching Large Classes
• Teaching with a Touch of Novelty
• Teaching with the Revised Bloom’s Taxonomy
• Understanding and Integrating Teaching and Learning Styles
• Using Graphic Organizers to Help Students Construct Meaning
• Using PowerPoint to Engage and Motivate Students
• Veterans in the Classroom: A Panel Discussion by NIU Veteran Students
• Writing Goals and Objectives: There is a Difference

**Special teaching effectiveness programs offered for colleges/departments**

Center staff offer special programs when requested by individual departments or colleges. The following teaching effectiveness programs were offered in 2009-2010:

• Teaching Visual Literacy: An Interactive Process for College of Education, Clinical Office
• Working with Millennial Students for College of Education
• Writing Circles for College of Education First Year Initiative for College of Education

A panel of NIU’s veterans present their classroom needs
Technology Integration Programs

Center staff promote technology integration into teaching, courses, and curricula through the following activities and services:

- Offering workshops, seminars, institutes, and related programs on integrating a wide spectrum of technologies into teaching.
- Providing a laboratory environment for faculty to experiment with instructional technologies.
- Serving as the initial point of contact for faculty teaching online credit courses.
- Offering training programs on web course management software and online pedagogy.
- Making available resources on instructional technologies and related topics.
- Collaborating with other units to provide support for faculty in integrating instructional technologies.

Center staff view technology integration as part of teaching effectiveness and not independent of teaching. Technology integration programs offered by Center staff focus on both pedagogy and technology skills and range from the integration of basic instructional technologies to advanced multimedia technologies.

Technology integration programs offered during 2009-2010

Center staff offered the following general technology integration programs during 2009-2010:

- Advanced Short Focused Online Tutorials with Articulate Engage (offered 2 times)
- Advanced Video Editing
- Basic Video Capture and Editing
- Blended Learning: Finding the Right Mix
- Clickers in the Classroom (offered 3 times)
- Creating and Delivering Effective PowerPoint
- Creating Branching Tutorials in PowerPoint (offered 2 times)
- Effective Teaching with Interactive Pen (SMART Panel) Displays (offered 2 times)
- Incorporating Portable Video Recording Devices into Classes
- Introduction to Teaching with Wimba Classroom
- Introduction to the Use of Clickers in the Classroom
- Mac Series: Quick and Easy Video Editing Using iMovie
- Multimedia Sampler (offered 2 times)
- Ning: Build Your Own Social Network Online Teaching 101
- Podcast Series: Audio Podcasting (offered 4 times)
- Podcast series: Video Podcasting (offered 3 times)
- PowerPoint Open Lab
- Quick and Easy Creation of Educational Tutorials
- Quick and Simple Creation of Educational Tutorials (offered 2 times)
- Screencasting in the Cloud
- Screencasting: Design, Development, and Delivery (offered 2 times)
- Short Focused Tutorials (offered 3 times)
- SLATE: e-Portfolios: Assessment, Attainment, or Attitude
- Teaching with Technology Institute
- Tips for Teaching with Blogs
- Using Social Networking Technologies to Foster Student Collaboration (offered 2 times)
Blackboard Programs
Center staff offered the following Blackboard programs during 2009-2010:

- Advanced Features of Wimba Classroom in Blackboard (offered 3 times)
- Blackboard 8.0 Grade Center I: Basic Features (offered 7 times)
- Blackboard 8.0 Grade Center II: Advanced Features (offered 3 times)
- Blackboard 8.0 Self and Peer Assessment (offered 2 times)
- Blackboard Assessment Tools (offered 2 times)
- Blackboard Communication Tools (offered 2 times)
- Blackboard Grade Submission Tool Preview
- Blackboard I: Introduction to Blackboard (offered 12 times)
- Blackboard II: Building Your Blackboard Course (offered 6 times)
- Blackboard Open Lab (offered 6 times)
- Collecting Assignments Electronically Using Blackboard
- Controlling Student Access to Materials in Blackboard
- Creating and Sustaining Groups in Blackboard
- Creating Tests and Surveys in Blackboard
- Developing Discussion Board Assignments for Large Classes in Blackboard (N>40)
- Electronic Submission of Assignments in Blackboard (offered 2 times)
- End-of-Semester Considerations for Your Blackboard Course (offered 2 times)
- Integrating Web 2.0 Tools into Blackboard
- Introduction to Blackboard Communities (offered 2 times)
- Promoting Online Collaboration with Wimba Classroom in Blackboard (offered 4 times)
- Social Bookmarking Using Blackboard Scholar
- Submitting Final Grades Automatically from Blackboard to MyNIU (offered 2 times)
- Timesaving Tips Using the New Blackboard Grade Center
- Tips for Assessing Student Learning Using Blackboard
- Tips for Communicating Effectively Using Blackboard
- Tips for Effective Group Collaborations in Blackboard
- Tracking Student Performance in Blackboard (offered 2 times)
- Using the Blackboard Content Collection to Manage Your Course Content

Special Technology Integration Programs Requested by Academic Units
Center staff offer special technology integration programs when requested by individual departments or colleges. The following programs were offered in 2009-2010:

- Blackboard Assessment Tools for Department of Kinesiology and Physical Education
- Blackboard Grade Center I: Basic Features for Learning Enhancement Program
- Clickers in the Classroom for Department of Foreign Languages Literatures and Women Studies Program
- Teaching Visual Literacy for College of Education Professional Development Day
- Safe Assign and Grade Center for Department of Literacy Education’s graduate teaching assistants

The “Promoting Online Collaboration with Wimba Classroom in Blackboard” workshop was wonderful - it definitely enhanced my confidence level in the use of this technology! I left with many ideas for the use of Wimba in my courses. – Sample of a feedback from a participant of a technology workshop
Online Teaching Initiatives

During 2009-2010, Center staff developed and delivered new workshops while continuing to offer workshops on popular technologies for assisting faculty with online teaching and learning. These workshops covered a variety of topics, including advanced features of Blackboard and the following instructional technologies: Wikis, Blogs, Podcasting, Social Bookmarking, Screencasting, Social Networking, Synchronous Collaboration, Mobile Technologies, and Personal Response Systems.

Additionally, Center staff offered a series of online workshops covering tips for effective teaching in Blackboard for faculty to share their experiences and best practices for online teaching. 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.

Teaching with Technology Institute

The fourth Teaching with Technology Institute, held in June 2010, served as yet another venue for introducing emerging technologies to the NIU teaching community. Center staff provided an overview of free and easy-to-use cloud-based instructional technologies, including: Google Wave, Tutorials, Wikis, Blogs, and Presentation Tools and shared with participants examples of how these technologies can be harnessed to enhance the teaching and learning environment. Hands-on activities afforded faculty the opportunity to experience the technologies first-hand and explore the pedagogical possibilities for incorporating these new technologies into teaching.

This year’s institute also included a technology showcase featuring such new technologies as a Tablet PC, Kindle, iPad, iPod Touch, iPod Nano, Flip cameras, clickers and a netbook. Participants had the opportunity to explore the various features these tools offer as well discuss how these innovative technologies are currently being used in the classroom.

Online Teaching 101 Series

Building on the success of previous hands-on workshops on online teaching, Center staff developed and offered the second Online Teaching 101 series during summer 2010 as an online experience providing NIU faculty and staff with a systematic overview of the various pedagogical and pragmatic considerations necessary in offering a quality online learning experience for students. Participants met for an initial face-to-face orientation. The next five sessions were conducted online in Blackboard and structured as weekly modules of an online course. Each module included a variety of engaging and interactive activities (both synchronous and asynchronous) providing participants the experience of being an online student.

Topics covered in the series included the following:

- Overview of Online Teaching and Learning,
- Principles of Effective Online Course Design,
- Technologies for Online Teaching and Learning,
- Considerations for Content Use and Development,
- Strategies for Promoting Communication Online,
- Online Assessment Tools to Facilitate Teaching and Learning, and
- Steps to Developing Your Own Online Course.

Additionally, Center staff assisted numerous 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 new strategies they would like to implement.

**Blackboard**

During 2009-2010, Center staff continued to be active with the Blackboard Administrative and Blackboard Status groups, and handled faculty and graduate teaching assistants’ requests for assistance on using Blackboard for teaching. This involvement included organizing the campus-wide pilot and implementation of the Blackboard Building Block for exporting final grades from the Blackboard Grade Center to MyNIU as well as pilot of the Blackboard Portfolio Tool.

In preparation for a major upgrade to Blackboard anticipated for May 2011, Center staff began testing the new system and the lengthy process of updating Blackboard support materials on the Web to reflect the plethora of new features and redesigned user interface that can be expected when Blackboard is upgraded to version 9.1. These efforts will continue throughout 2010-2011.

There has been a steady increase in the use of Blackboard during the past 8 years at NIU. From spring 2002 to summer 2010, the use of Blackboard for teaching credit courses more than quadrupled, and as of this fall 2010, nearly 97% of students and 75% of teaching faculty, staff, and teaching assistants use Blackboard for nearly 50% of the course sections.

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 administrating and supporting Blackboard, training faculty and graduate teaching 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

Center staff promoted research and scholarly activities through the following activities and services during 2009-2010:

- Encouraging collaborative research and scholarly efforts across disciplines
- Referring faculty to appropriate resource units that support research and scholarly activities at NIU, and convey faculty needs to these units
- Seeking externally funded projects to support faculty development activities
- Sponsoring programs on research and scholarly activities with the help of other units
- Facilitating weekly Writing Circle for faculty members.

During 2009-2010, Center staff arranged the workshop, *Write Well, Publish More!* by Brad Peters (English) for the fourth consecutive year on May 26, 2010.

Sponsored Projects

Center staff submitted or participated with other campus units in submitting the following proposals to internal and external agencies to obtain funding during 2009-2010:


The following project was finished with the creation of an NCLI workshop by Center staff during 2009-2010:


Professional Development

Center staff provided professional development opportunities to faculty and supportive professional staff through the following activities and services during 2009-2010:

- Arranging mentors for new faculty who request such support
- Offering professional development grants to faculty and supportive professional staff
- Serving as a referral resource to faculty for their professional needs
- Assisting the Office of the Provost in hosting the New Faculty Forum and New Faculty Luncheon
- Organizing the Department Chair Development workshops for the Office of the Provost
- Conveying faculty needs to the Provost’s Office and fostering faculty development
During 2009-2010, Center staff coordinated and arranged a number of development programs for faculty, staff, and graduate teaching assistants. The professional development programs offered during 2009-2010 include:

- **Department Chair Development Workshop**: Getting to Yes in the Workplace! Mediation: An Alternative Way to Resolve Conflict offered by Alice Ralph (Assistant Director, Affirmative Action and Diversity Resources), Deborah Haliczer (Director, Employee Relations and Training), and Vickie Gillio (Deputy Counsel, Legal Services)
- **Department Chairs Brown Bag Lunch** (offered 2 times)
- **Introduction to External Funding** offered by David Stone (Office of Sponsored Projects)
- **New Faculty Forum**
- **Provost’s Luncheon for New Tenure-Track Faculty**
- **Working with Graduate Assistants** offered by Bradley Bond (Graduate School) and Deborah Haliczer (Employee Relations)

## Professional Development Grants

Development Grants were suspended for the July to December 2009 and January to June 2010 cycles due to budget constraints; however the Center was able to sponsor the following professional development opportunities:

*Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* workshop registration fee and travel funded for:

- Heidi Koenig (Public Administration)
- Kristine Riley (Allied Health and Communicative Disorders)
- Masih Shokrani (Allied Health and Communicative Disorders)
- James Wilson (Geography)
- Reinaldo Moraga (Industrial and Systems Engineering)

*Experiencing Speech: An Intense Workshop in the Skills of Articulation* registration fee funded for:

- Stanton Davis (Theatre and Dance)

*Faculty Summer Institute* travel and lodging fee funded for:

- John Cowan (Educational Technology, Research, and Assessment)
- Leslie Sassone (Leadership, Educational Psychology and Foundations)
- Jason Weilbaker (College of Business)
- Robert Brookey (Communication)

### 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 offer a public presentation of grant outcomes. David Raymond Grant for the Use of Technology in Teaching for 2010 was suspended due to budget constraints.

*David Raymond Grant for the Use of Technology in Teaching: Using Technology to Enhance Pre-service Teachers’ Learning*, grant outcomes were presented by Pi-Sui Hsu (Educational Technology, Research and Assessment) on April 15, 2010. David Raymond Grant for the Use of Technology in Teaching for 2010 was suspended due to budget constraints.
Awards

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

The award review subcommittee of the Faculty Development Advisory Committee reviewed the nominations for the awards and selected the following three recipients for 2010:

- Anni Moore (Biological Sciences)
- William F. Newman (Communication)
- Christine Woywod (Art)

Each recipient of the award was presented with a plaque and recognized at the Graduate Student Reception sponsored by the Graduate School on April 21, 2010.

Consultations

Apart from offering programs and resources, Center staff offer consultations on a range of issues for faculty, academic supportive professional staff, and graduate teaching assistants. A majority of the consultations were on teaching with technology issues, especially on the use of Blackboard web course management system for teaching purposes.

During 2009-2010, Center offered a total of **770 consultations to 330 unique faculty, instructors, staff, and graduate teaching assistants** from 73 academic and support units, and a few from outside NIU. The consultations included both individual as well as group consultations of varying duration on different topics ranging from teaching to personnel issues, and the charts below summarize the consultations offered by college as well as by classification. The figures are not normalized for the actual number of personnel in each classification or college.

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I am a new faculty member here at NIU and would like to take this opportunity to inform you that your staff has been an incredible source of support and assistance to me over the past 2-3 weeks. She has helped me on a one-to-one basis to set up Blackboard, has offered suggestions and advice in a timely fashion, and is always willing to help me problem solve! Thank you for wonderful help you organize for us here at NIU. — Sample of a feedback from a faculty on consultation services.
Resources
Center staff developed or acquired and made available during 2009-2010 numerous resources on various topics of interest to faculty, staff, and graduate teaching assistants in fulfilling NIU’s mission on teaching and scholarly activities. These include:

- Blog
- Resources for Teaching After a Crisis
- Podcasts
- Quick Tips for Effective Instruction
- Facebook updates
- Twitter updates
- Tutorials on academic integrity, responsible conduct of research, effective writing practices, and teaching effectiveness.

Apart from the previously mentioned resources, Center staff maintained the following computing facilities during 2009-2010:

- A twelve-station Windows-based Collaboratory with various general-purpose software, Sympodium Interactive Pen Display, scanners, a projection system for workshops and for faculty to experiment with a variety of instructional technologies.
- A six-station Digital Multimedia Studio where faculty can experiment with multimedia content and develop instructional materials (managed by Daniel Cabrera, Multimedia Coordinator at the Center).
- A Teaching Resource Room with books and videos, PC, TV, VCR and DVD player setup for faculty and teaching assistants to view instructional videos.
- Three file servers for Program Registration Databases and file sharing, podcasts, blogs and other online content, and for workstation image preparation and installation.

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 2009-2010. Center staff moderated the following listservs that 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 and periodically issue news releases through Northern Today and other media resources at NIU. Notices of programs and news items were also posted on Facebook and Twitter as well as made available through RSS feed.

Publications and Presentations
Center’s publications during 2009-2010 included the following newsletters every fall and spring; both are disseminated through separate listservs.

- Spectrum newsletter for faculty and supportive professional staff.
- TA Connections newsletter for graduate teaching assistants.
The following is a list of presentations by Center staff at various conferences, and professional meetings 2009-2010:

- Rhode, J. F. (2010, May 19). Social bookmarking 2.0: Research, share and collaborate online using Diigo. Presented at Faculty Summer Institute on Teaching Technologies, University of Illinois, Urbana-Champaign.

Center Staff Development

Center staff attended many professional development programs during 2009-2010. Listed below is a sample of professional development activities in which Center staff participated outside NIU:

- 2010 UIC Digital Accessibility Expo
- Apple Snow Leopard Technology Update
- Blackboard Mobile Central demonstrations
- Building iPhone Apps with HTML, CSS, and JavaScript by O’Reilly Media
- College of Business 4th Annual Ethics Task Force, Faculty Workshop on Integrating BELIEF (Building Ethical Leaders using an Integrated Ethics Framework) into the Classroom
- Educause Webinar
- Embracing Collaborative Partnerships: Strengthening the First Year of College
- Games, Learning, and Society conference at University of Wisconsin Madison
- Getting Started with your Personal Wiki webinar
- How Green Really Works: A Practical Guide to Green Meetings Conference
- Human Resources, American Sign Language
- Human Resources’ Working Across Generations Workshop
- ITS Let’s Talk Tech
- NIU Assessment Expo
- NIU Today informational meeting
- NIU Webmaster’s meeting
- Notebook Software 1: Getting Started online training
- Notebook Software 2: Enhancing Your Skills online training
- PeopleSoft Portal Demonstration
- Red Deer College Wimba webinar: Faculty Development Wimba Style
- Revolabs Wireless Audio Microphone demonstration
- RHS333 Red Hat Enterprise Security: Network Services training
- Smart Board Training in the Department of Educational Technology, Research and Assessment
- SMART Podium Interactive Pen Display online training
- Vanderbilt University Webinar: At Risk: Identifying and Referring Students in Mental Distress
- Video Content Management System Demo – Ensemble Video
- Wimba Connect 2010

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 2009-2010:

- Baccalaureate Review Steering Committee
- Baccalaureate Review Task Force
- Blackboard Administrative Team
- Blackboard Status Team
- Computing Facilities Advisory Committee
- Council of Deans
- Exit Interview Implementation Task Force
- Faculty Activity Reporting System Group
- Outstanding Student Contribution to International Education Awards Committee
- International Week Planning Committee
- Judson Baptist Fellowship (Faculty Advisor)
- Midwest Blackboard User’s Group (SLATE)
- NIU Blackboard Learning System Administrative Committee
- Personnel Committee, Industrial and Systems
• Faculty Development Advisory Committee
• Faculty Summer Institute Steering Committee
• First-Year Connections Advisory Board
• Foundations of Excellence Task Force
• Outstanding International Educator of the Year Awards Committee

• Engineering
• Provost’s Committee on Multicultural Curriculum Transformation
• Provost’s Department Chair Development Workshop Planning Group
• Wimba Product Advisory Committee

Center staff also served on numerous groups outside of NIU. The following list shows a sample of service that Center staff served on outside NIU during 2009-2010:

• Baptist Campus Ministry at Northern Illinois University Board of Directors
• Chinese Kung-Fu Club of DeKalb, Faculty Advisor
• DeKalb County Youth Service Board of Directors
• Wild Ones Natural Landscapers National website committee chair and Rock River Valley Chapter treasurer and member of Board of Directors

Center staff also met with groups from outside NIU and contributed information to the groups. The following list shows a sample of meetings that Center staff conducted during 2009-2010:

• Discussed Faculty Development and Instructional Design Center programs and services with Faculty Development staff from the University of Findley, Ohio.
• New Methods of Instructional Design and Delivery with the delegation of university administrators from the Republic of Georgia organized by the Council of International Programs, Chicago.

During 2009-2010, Center staff were contacted by outside universities’ administrators who requested permission to use Center Web pages. The following universities staff contacted the center:

• California State University Fullerton (requested to use Center’s Responsible Conduct of Research tutorials)
• East Carolina University (requested to use Center’s Blackboard Resources)
• Ivy Tech Community College - Southern Indiana (requested to use Center’s Blackboard Resources)
• University of Georgia (requested to use Center’s Peer Review tutorials)

At the request of the Office of the Provost, Faculty Development and Instructional Design Center staff created a new web site (http://www.niu.edu/diversity/) that lists information on NIU’s diversity initiatives as well as links to diversity-related policies, scholarship prospects, support programs, professional development opportunities.

Assessment

The programs, resources, and services offered by Center staff during 2009-2010 were assessed on a regular basis. Center staff collected data using various mechanisms such as program evaluations by participants, six-month follow-up program evaluations, mentoring feedback, development grant reports, unsolicited feedback from the Center’s clientele, and tracking figures on resource usage, consultations, and program attendance.

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 the Center’s programs, resources, and services. The results of the assessment effort will be documented in the upcoming five-year assessment report to be completed in spring 2011.

In 2008, Center staff began sending two-question follow-up evaluations to participants of Fall Teaching Effectiveness Institute - Day 1: Fundamentals Principles of Effective Instruction and all participants from all yearly Blackboard I: Introduction to Blackboard workshops to compare responses of participants both before and after they use the new information
learned from these programs. These two programs were chosen for follow-up evaluation because they do not change from year to year, and a majority of participants also continue at NIU six-months after attending these programs.

The follow-up evaluation is emailed six months after the program and contains the following questions:
1. The concepts/techniques covered in this program are applicable in my teaching and related activities.
2. My participation in this program has potential benefit to my students.

In the evaluation of the Fall 2009 Teaching Effectiveness Institute - Day 1: Fundamentals Principles of Effective Instruction conducted at the end of the institute, 95% of the respondents indicated "strongly agree" or "agree" that the information/techniques covered in the program were applicable in their teaching and related activities. Similarly, 95% of the respondents indicated "strongly agree" or "agree" that their participation in the program benefited their students. Participants who did not teach students were asked to select "not applicable" in the evaluation form. For the follow-up evaluation conducted six months after the program, 100% of the respondents indicated "strongly agree" or "agree" that the information/techniques covered in the program were applicable in their teaching and related activities and 100% of the participants indicated that they "strongly agree" or "agree" that their participation in the program benefited their students.

In the evaluation of the numerous Blackboard I: Introduction to Blackboard workshops conducted during 2009-2010, 93% of respondents indicated "strongly agree" or "agree" that the information/techniques covered in the workshops were applicable in their teaching and related activities. Also, 90% of the respondents indicated "strongly agree" or "agree" that their participation in the workshops benefited their students. Participants who did not teach students were asked to select "not applicable." In the six-month follow-up evaluation, Center staff found that 100% of the respondents indicated "strongly agree" or "agree" that the information/techniques covered in the program were applicable in their teaching and related activities, and 100% of the respondents also indicated that they "strongly agree" or "agree" that their participation in the program benefited their students. Center staff complete and submit an assessment report annually to the Office of the Provost detailing all the assessment efforts and results.

Advisory Committee
Center staff would like to acknowledge the support of the members of the Faculty Development Advisory Committee during 2009-2010. Faculty Development Advisory Committee’s support has been invaluable to the Center. Committee members actively participated in the programs offered by Center staff and reviewed Outstanding Teaching Assistant Award nominations. Committee members during 2009-2010 were:

- Therese Arado, Associate Professor, College of Law
- Paula Frasz, Professor, Theatre and Dance
- Stephanie Henagan, Assistant Professor, Management
- Judith Hertz, Associate Professor, Nursing and Health Studies
- Lichuan Liu, Assistant Professor, Electrical Engineering
- Wei Luo, Associate Professor, Geography
- Joseph Scudder, Associate Professor, Communication
- David Stone, Director, Office of Sponsored Projects
- Leanne Vandecreek, Associate Professor and Social Sciences Librarian, University Libraries
- Wei Zheng, Assistant Professor, Counseling, Adult and Higher Education

Faculty Development is such a vital resource for all of us, and its importance is even greater now as departmental budgets continue to shrink. Keeping up with technology and incorporating it into our teaching is an absolute necessity. — Feedback from a member of the advisory committee
Center Staff
The following staff served in full-time capacities at the Center during 2009-2010:
 Daniel Cabrera, Multimedia Coordinator
 Amy Deegan, Office Support Specialist
 Janet Giesen, Instructional Design Coordinator
 Brenda Hodges, Program Coordinator
 Murali Krishnamurthi, Director
 Jason Rhode, Assistant Director
 Stephanie Richter, Instructional Technologies Coordinator
 Olga Urban, Online Technologies Coordinator
 Mike Vannoy, Information Technology Coordinator

The Center has two graduate assistants and one student worker, and below is the list of those who served in part-time capacities during 2009-2010:
 Matthew Cabrera, Student Employee
 Caroline Conlon, Graduate Assistant (from May 1, 2010)
 Naga Chunduru, Graduate Assistant (January 1, 2010 through May 15, 2010)
 Krishna Damarla, Graduate Assistant (from May 1, 2010)
 Stephanie Malone, Graduate Assistant (until May 15, 2010)
 Ishak Majid Shaik, Graduate Assistant (until December 15, 2009)

Staff Recognitions
During 2009-2010, Center staff achieved professional recognitions. Listed below is a summary of recognitions received by Center staff during 2009-2010:
 Jason Rhode’s Timesaving Tips Using the Blackboard Grade Center (www.slideshare.net/jrhode/timesaving-tips-using-the-blackboard-grade-center) was tweeted more than any other document on SlideShare in October, 2009 resulting in SlideShare showcasing Jason’s slides on SlideShare.net on the Hot on Twitter section (www.slideshare.net/#hot-on-twitter).

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. Program participation data were collected and recorded by Center staff who delivered and/or coordinated programs at the Center. Program evaluations data were recorded by Matthew Cabrera, 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 their sincere appreciation to administrators, faculty, staff, and graduate assistants at various academic and support units at Northern Illinois University for their support of faculty development programs and activities during 2009-2010.

I wanted to let you know that the TA Orientation put on by your department was very useful and informative. The presenters were professional and delivered their information in a way that kept us engaged. I especially want to express my appreciation to your staff... The MC/host was especially professional. She gave an excellent overview of the program, kept it on track timing wise and was very warm and helpful. As a new graduate student to NIU, I wanted to express my appreciation at the professionalism and helpfulness of your staff. I am truly proud to be part of this university. – Sample of feedback on the TA Orientation from a Teaching Assistant