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 2010-2011.

The report 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.

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

The Center’s accomplishments during 2010-2011 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 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.
Introduction

This annual report summarizes the Faculty Development and Instructional Design Center’s programs, activities, and accomplishments during its twelfth full academic year of operation since its reorganization in August 1998. The significant accomplishments of Center staff during 2010-2011 include:

- Offering nearly 160 programs for more than 1,900 participants
- Inviting 4 national experts to present faculty development 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 work
- Offering professional development programs for academic administrators
- Promoting accessibility and diversity issues
- Offering graduate teaching assistant training and development programs
- Awarding professional development grant opportunities to faculty and supportive professional staff
- Developing and publishing online tutorials for faculty, staff and student use
- Conferring Outstanding Graduate Teaching Assistant awards
- Receiving the 2011 Blackboard Catalyst Award for Online Professional Development Activities

During 2010-2011, Center staff collaborated with various academic and support units to meet the ongoing and evolving needs of NIU faculty, instructors, 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, instructors, supportive professional staff, civil service staff, and graduate teaching assistants, Center staff could not have accomplished their goals during 2010-2011. 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 the 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 2010-2011.

Participants at the Spring 2011 Board of Trustees Professor Seminar
Programs

Center staff offered 158 formally-scheduled programs between August 16, 2010 and August 15, 2011. The total attendance for these programs was 1,947 and the total number of hours the attendees spent for these programs was 6,534. 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 do not include information dissemination meetings. Some programs were co-sponsored by Center staff with other on-campus units’ staff. Data on consultations, grants, and other development programs offered are included in separate sections of this report.

Participation in the Center’s programs is 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 program participation by classification, program participation by college, and programs by type. The participation figures are not normalized for the actual number of personnel in each college or classification.
Teaching Effectiveness Programs

The Faculty Development and Instructional Design Center promotes 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 2010-2011, Center staff offered teaching effectiveness programs of varying durations on a number of topics of interest to faculty, instructors, academic supportive professional staff, and graduate teaching assistants. Center staff invited four nationally and regionally recognized presenters to offer workshops on various topics on teaching.

- Marilee Bresciani (San Diego State University) – sponsored by Office of Assessment Services
- Patrick Green (Loyola University) – sponsored by the Office of Student Engagement and Experiential Learning
- Joan Hawthorne (University of North Dakota) – Sponsored by Office of Assessment Services
- Stewart Ross (Minnesota State University – Mankato)

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 2010-2011. The Spring 2011 Teaching Effectiveness Institute consisted of two one-day workshops on separate advanced topics of interest. The Fall 2011 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 2010-2011 remained comparable to previous years. Attendance at 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 ’11 Teaching Effectiveness Institute: Designing Courses for Significant Learning, offered by Stewart Ross (Minnesota State University – Mankato)

Spring ’11 Teaching Effectiveness Institute: Blended Course Design: Strategies for Success, offered by Center staff

Fall ’11 Teaching Effectiveness Institute: Blackboard NG Boot Camp, offered by Center staff

Fall ’11 Teaching Effectiveness Institute: Fundamental Principles of Effective Teaching, offered by NIU faculty and staff

“Very engaging speakers kept the pace of the institute educational, interconnected, and upbeat. Speakers were prepared and on time. I appreciated the speaker sitting in the back of the room for the speaker before them. This allowed for more connections to be made with the content. Overall, great program. Enjoyed meeting colleagues and learned a lot.” – Sample of a participant’s feedback from the Fall 2010 Teaching Effectiveness Institute
Teaching Assistant Orientation

Since fall 2003, Center staff have been offering a 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 2010 TA Orientation included a series of presentations in the morning and included 5 concurrent sessions on different topics of interest to graduate teaching assistants in the afternoon. The sessions were presented by NIU faculty, staff, and graduate teaching assistants.

Teaching Effectiveness Programs Offered During 2010-2011

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 2010-2011:

- **Board of Trustees Professor Seminar: Nanotechnology-Driven Cancer Therapy**, offered by Narayan Hosmane (Chemistry and Biochemistry) on March 22, 2011
- **Board of Trustees Professor Seminar: Scholarly Witchcraft: Research and Mentoring In and Outside the Classroom**, offered by Christine Worobec (History) on September 28, 2010.
- **Broadening Participation in the Assessment of Student Communication Skills**, offered by Joan Hawthorne (University of North Dakota) on March 25, 2011
- **Concept Inventories: Measuring Learning and Quantifying Misconceptions**
- **Creating and Delivering Effective PowerPoint Presentations**
- **Delivering Effective Lectures** (offered 2 times)
- **Developing a Course Syllabus**

“This 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.
• Effective Delivery Techniques: Little Things that Make a Big Difference (offered 2 times)
• Gagne’s Nine Events of Instruction
• Getting Students to Read
• Microteaching: No, That Doesn’t Mean Tiny Courses
• Presidential Teaching Professor Seminar: Lessons Learned About Teaching in the Academy
• Presidential Teaching Professor Seminar: Storytelling as an Effective Teaching Tool
• Problem-Based Learning
• Quick and Painless Grading
• Rubrics for Meaningful Assessment and Evaluation
• Scaffolding to Improve Learning
• Service-Learning: When to, Why to, HOW to, offered by Patrick Green (Loyola University) on April 1, 2011
• Strategies to End the Semester with Your Students
• Strategies to Measure Student Writing Skills in Your Disciplines, offered by Joan Hawthorne (University of North Dakota) on March 25, 2011
• Teaching Large Classes
• Teaching with the Revised Bloom’s Taxonomy
• Team-Based Learning
• Using Graphic Organizers to Help Students Construct Meaning
• Using PowerPoint to Engage and Motivate Students
• Writing Goals and Objectives: There is a Difference

Special Teaching Effectiveness Programs Offered for Colleges/Departments

Center staff offers special programs when requested by individual departments or colleges. The following teaching effectiveness programs were offered in 2010-2011:

CoE First Year Initiative (FYI) for College of Education
Visual Literacy: An Interactive Process for College of Education Professional Development Day

Technology Integration Programs

Center staff promotes 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 views 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 2010-2011**

Center staff offered the following general technology integration programs during 2010-2011:

- Advanced Features of Wimba Classroom in Blackboard (offered 2 times)
- Amaze, Enrich and Inspire: an Overview of the Emerging Presentation Tools (Prezi, SlideShare, SlideRocket, Zoho Show)
- Articulate Series: Engaging Students with Interactive Tutorials (offered 2 times)
- Articulate Series: Getting Started with Online Tutorials (offered 2 times)
- Assessing Student Learning with Blackboard Tests and Surveys
- Audio Podcasting to Enhance Instructor/Student Communication
- Blended Course Design: Strategies for Success
- Incorporating Video Imagery in Instruction: Basic Video Capture and Edit
- Introduction to Online Teaching and Learning (offered 2 times)
- Introduction to Teaching with Wimba Classroom
- Keep It Short and Tweet: Intro to Microblogging Using Twitter
- Learning on the Go: Introduction to Mobile Learning
- Mac Series: Quick and Easy Video Editing Using iMovie
- Multimedia Open Lab
- Online Multimedia Sampler
- Online Teaching Series 101
- Prezi: Move Beyond the Slides to Create Amazing Presentations

“This was a very helpful and useful workshop. The staff clearly put a lot of time into developing the materials and all the presenters were excellent. Thank you for a very productive day!” – Sample of feedback from the participants of the Teaching with Technology Institute: Blackboard Bootcamp NG
Blackboard Programs

Center staff offered the following Blackboard programs during 2010-2011:

- Blackboard 9.1 Preview
- Blackboard I: Introduction to Blackboard (offered 11 times)
- Blackboard II: Building Your Blackboard Course (offered 6 times)
- Blackboard Next Generation Assignments Preview (offered 7 times)
- Blackboard Open Lab (offered 5 times)
- Blackboard Portfolio Tool Preview
- Blackboard Tune-up: New Features in the Next Generation of Blackboard (offered 6 times)
- Collecting Assignments Electronically Using Blackboard (offered 2 times)
- Collecting Assignments Electronically Using Blackboard
- Creating and Sustaining Groups in Blackboard
- End of Semester Considerations for Your Blackboard Course (offered 2 times)
- Facilitating Student Communication using Blackboard Groups and Discussion Board

- Introduction to Blackboard Communities (offered 2 times)
- Managing Student Grades With Blackboard Grade Center (offered 3 times)
- Promoting Online Collaboration with Wimba Classroom in Blackboard (offered 4 times)
- Self and Peer Assessment Made Simple with Blackboard
- Submitting Final Grades Automatically from Blackboard to MyNIU (offered 2 times)
- Teaching with Technology Institute: Blackboard NG Boot Camp
- Tips for Assessing Student Learning Using Blackboard
- Tips for Communicating Effectively Using Blackboard
- Tips for Effective Group Collaborations in Blackboard
- Tips for Managing Large Classes 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 offered special technology integration programs when requested by individual departments or colleges. The following programs were offered in 2010-2011:

- Incorporating Embedded Videos to Enhance Online Instruction for International Student and Faculty Office
- Introduction to the Blackboard Assignment and SafeAssign Tools for Department of English
- Keep It Short and Tweet: Intro to Microblogging Using Twitter for NIU ERP Training Team
- Special Workshop: Managing Student Grades with Blackboard Grade Center for Department of English
- Special Workshop: Plagiarism Using SafeAssign in Blackboard Presentations for College of Business
- Special Workshop: Screencasting: Design, Development, and Delivery for Information Technology Services

Online Teaching Initiatives

During 2010-2011, 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, a series of online workshops covering tips for effective teaching in Blackboard provided opportunities 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 Effectiveness Institute: Blended Course Design

As an increasing number of faculty expressed interest in moving beyond just supplementing their face-to-face instruction with online elements to develop blended courses, the Center developed and offered the Spring 2011 Teaching Effectiveness Institute on Blended Course Design in January, 2011. This day-long interactive hands-on program encouraged participants to explore the advantages of blended learning through pedagogical options, tools for

“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
meaningful communication, and ways of successful assessment of student participation and work. The focus of the institute was on designing a blended course using sound instructional principles and technologies for online teaching and learning and discussing the decisions that need to be made for the blended learning approach to be a success. Participants were organized into teams and worked together to begin redesigning a face-to-face course to one with blended learning components, recording their discussions in a wiki.

**Teaching with Technology Institute: Blackboard NG Bootcamp**

The fifth Teaching with Technology Institute, held in June 2011, served as yet another venue for introducing emerging pedagogies involving online technologies. With a focus on providing an in-depth overview of the new interface and features in Blackboard Next Generation (NG), Center staff led four sequential hands-on sessions in which participants utilized a variety of the new Blackboard features to develop a sample course in the new NG environment. During the morning and afternoon breaks, the institute also included a technology showcase featuring Blackboard Mobile Learn. During the showcase, participants had the opportunity to explore Blackboard Mobile Learn on a variety of mobile devices and the Center staff were on hand to assist participants with setting up their own mobile devices to run the Blackboard Mobile Learn application.

**Online Teaching 101 Series**

Building on the success of previous hands-on workshops regarding online teaching, Center staff developed and offered the third Online Teaching 101 during summer 2011 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 synchronous and asynchronous activities providing participants the experience of being an online student. Mobile topics were: 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. Planning is underway to adjust the format of Online Teaching 101 in the future to a more self-paced approach, offering faculty more flexibility in their participation and additional options for completing the online experience.

In addition, 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.

“Thanks so much for the introduction - I am going to enjoy working with the new version of Blackboard - especially now that I am about to teach 2 new courses, it is nice to have a new Blackboard to work with, too.” – Sample of a feedback from a participant of the Blackboard NG Preview workshop
Blackboard

NIU’s course management system, Blackboard, continues to be a mission-critical tool utilized by faculty in their teaching efforts. The system allows faculty to post materials, deliver tests, hold online discussion, and manage many other course-related functions. All currently-enrolled students and teaching faculty have access to Blackboard.

The use of Blackboard has steadily increased during the past nine years. From spring 2002 to summer 2011, the number of credit courses taught with Blackboard more than quadrupled at NIU. While the number of students, courses and enrollments are slightly down in fall 2011 as compared to fall 2010, this is consistent with the slight enrollment decline from last fall 2010 to fall 2011. However, the number of faculty who use Blackboard has gone up slightly from 2010 to 2011 as more faculty are using advanced features in Blackboard since the upgrade in May 2011.

The increase in the use of Blackboard and the successful upgrade would not have been possible without the collaborative efforts of ITS, Registration and Records, and the Center for administering 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, instructors, and students at NIU for using online technologies.

Blackboard Next Generation Upgrade Faculty Support

Since 2001, the Center has developed comprehensive support on teaching with Blackboard that includes:

- Series of over 40 different workshops
- Individual consultations. For example, in FY 2010 alone, 523 consultations on Blackboard were offered to 230 unique individuals
- Online documentation customized to NIU consisting of over 250 webpages. In FY 2010, the site averaged 9,800 unique visitors per month
- Searchable directory of over 246 answers to frequently asked questions
• Searchable collection of 37 step-by-step online tutorials
• Podcasts on teaching with Blackboard
• Printable Quick Guides on using Blackboard
• Growing collection of archived online workshops
• “Ask-A-Question” online form where faculty can submit a Blackboard question and receive prompt assistance

Blackboard support responsibilities of the Center include:
• Meeting regularly with ITS and addressing technical issues and user needs
• Working with academic committees on policies
• Responding to discipline-specific needs for training
• Collaborating with regional institutions to learn about evolving needs and changes

During 2010-2011, Center staff continued to be active with the Blackboard Administrative and Blackboard Status groups, and handled faculty and graduate teaching assistants’ calls for assistance using Blackboard for teaching. This involvement included preparing and executing an extensive Blackboard upgrade faculty support plan to coincide with NIU’s upgrade to Blackboard Next Generation (NG), Release 9.1 that took place May, 2011. This was the most significant upgrade of Blackboard since it was first introduced at NIU nearly ten years ago, including over 80 new features and a completely redesigned user interface.

In preparation for this major upgrade to Blackboard anticipated for May 2011, Center staff began testing the new system during summer 2010. Given the unprecedented number of new features and drastic changes to the user interface to which faculty had grown accustomed, the Center, under the direction of Executive Vice President and Provost Alden, drafted a comprehensive faculty support plan for the upgrade to Blackboard Next Generation. The plan was shared with the Council of Deans, Computing Facilities Advisory Committee, and the President’s Senior Cabinet and executed as proposed with the approval and support of Provost Alden.

The upgrade support plan consisted of five phases with the following milestones to be completed:

• **Phase 1: Documentation and Support Materials Preparation.** Install and test Blackboard NG (version 9.1) and begin developing user documentation
• **Phase 2: Communications of New Features and User Interface Changes.** Communicate new features and user interface changes to users by several means
• **Phase 3: Preview Sessions (Beginning spring 2011).** Conduct preview sessions, both face-to-face and online. Hands-on preview sessions 90 minutes each; Online preview sessions 60 minutes each
• **Phase 4: Hands-on Face-to-Face Workshops (Beginning Summer 2011).** Upgrade to version 9.1 and begin hands-on workshops for basic as well as advanced users
• **Phase 5: Open Labs and Special Sessions.** Offer open lab and special sessions for colleges and departments as requested
The upgrade faculty support plan identified some notable challenges, including:

- Updating over 80% of existing support documentation
- Designing new documentation for new features
- Offering priority training for those teaching intercession courses that overlapped the upgrade in May 2011
- Training nearly 1,300 instructional faculty/TAs during summer 2011 (when they are not on contract!)
- Retraining current basic to advanced users
- Training new faculty, staff and teaching assistants users from August 2011
- Responding to increased faculty support requests
- Assigning staff and facilities for handling all aforementioned needs

By all accounts, the upgrade to Blackboard Next Generation (version 9.1) went very smoothly, thanks to the support from the Office of the Provost, ITS, and the diligent efforts of Center staff who took on an immense additional workload of workshops, consultations, and support duties. The upgrade support plan executed by NIU has become a model for other institutions to follow.

Research and Scholarly Activities

Center staff promoted research and scholarly activities through the following activities during 2010-2011:

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

During 2010-2011, Center staff arranged the workshop, Write Well, Publish More! by Brad Peters (English) for the fifth consecutive year on May 26, 2011.

Center staff coordinated weekly Writing Circle meetings during which faculty participants reviewed each other’s manuscripts for scholarly publications and proposals for submission, and provided each other constructive feedback.

Professional Development

Center staff provided professional development opportunities to faculty, instructors, and supportive professional staff through the following activities and services during 2010-2011:

- 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 2010-2011, Center staff coordinated and arranged a number of development programs for faculty, staff, and graduate teaching assistants. The professional development programs offered during 2010-2011 include:

- **Department Chair Development Workshop: Diversity is Value Added: Recruiting, Hiring and Retaining Diverse Faculty**, by Rick Ridnour (Marketing), Lorraine Schmall (Law), Neil Blackstone (Biological Sciences), Sherry Fang (Family, Consumer, and Nutrition Sciences), Luis Garcia (Kinesiology and Physical Education), and Rebecca Martin (University Libraries)
- **Department Chair Development Workshop: Conflicts of Interest: What are They and How Should They be Handled?** by Lisa Freeman, Sandra Arntz and Dara Little (Division of Research and Graduate Studies)
- **New Faculty Forum**
- **Provost’s Luncheon on Preparing for Promotion and Tenure for Tenure-Track Faculty**

### Professional Development Grants

Development Grants were suspended for the July to December 2010 and January to June 2011 cycles due to budget constraints; however, the Center was able to sponsor the following professional development opportunities:

**Designing Courses for Greater Student Engagement and Better Student Learning** workshop registration fee and travel expenses funded for:

- Kyle Andrews (Department of Communication)
- Wendy Bostwick (School of Nursing and Health Studies)
- Jeff Kidder (Department of Sociology)
- Jane Rose Njue (School of Family, Consumer and Nutrition Sciences)
- Matthew Stults-Kolehmainen (Department of Kinesiology and Physical Education)

**GIS Essentials Workshop-Basic** workshop registration fee and travel for:

- Keri Burchfield (Department of Sociology)

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

- Joseph Flynn (Department of Teaching and Learning)
- Rebecca Hunt (Department of Educational Psychology, Research and Assessment)
- Yao Ping (School of Nursing and Health Studies)

**Teaching Mineralogy and Petrology in the 21st Century** workshop travel for:

- Heather Watson (Department of Geology and Environmental Geosciences)

“I really enjoyed this workshop and have found myself going back to my notes, text, and handouts over and over again. I have also highly recommended it to any of my colleagues who wish to emphasize instruction improvements.”

— Feedback from a faculty member who received a professional development grant to attend a teaching workshop outside NIU.
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 2011:

- Alisa Von Hagel (Political Science/Women’s Studies Program)
- Julie Meyer (Chemistry and Biochemistry)
- David Willett (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 19, 2011.

Consultations

Apart from offering programs and resources, Center staff offer consultations on a range of issues for faculty, instructors, 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 2010-2011, Center offered a total of 917 consultations to 344 unique faculty, instructors, staff, and graduate teaching assistants from 78 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. 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.
Center staff developed or acquired and made available during 2010-2011 numerous resources on various topics of interest to faculty, instructors, staff, and graduate teaching assistants in fulfilling NIU’s mission on teaching and scholarly activities. These include:

- Blackboard Documentation
- 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 2010-2011:

- A twelve-station Windows-based Collaboratory with general-purpose software, Symposium Interactive Pen Display, scanners, and a projection system (The Collaboratory is used for workshops and for faculty to experiment with a variety of instructional technologies)
- A five-station Digital Multimedia Studio where faculty can experiment with multimedia content and develop instructional materials
- 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, instructors, and supportive professional staff for experimentation as well as developing materials during 2010-2011.

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 the RSS feeds.

"That is ABSOLUTELY the most helpful thing so far in figuring out how to make this user friendly for my students!!!!!! Thank you so much!!! I’m going to share this with my colleagues so that they won’t have the same problems I’ve been having!” – Sample of unsolicited feedback about the Blackboard documentation available at the Teaching with Blackboard website.
Publications and Presentations

The Center’s publications during 2010-2011 included the following newsletters every fall and spring; both are disseminated through separate listservs.

- **Spectrum** newsletter for faculty, instructors 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 2010-2011:


Center Staff Development
Center staff attended many professional development programs during 2010-2011. Listed below is a sample of professional development activities in which Center staff participated outside NIU:

• Apple in Higher Education Webinar
• Campus Pack in Action: Ideas for Implementing Web 2.0 in the Classroom Webinar
• Educause Going Mobile Webinar
• Educause Live! Web Seminar: Diana Oblinger and John Seely Brown on ‘A New Culture of Learning’
• Educause The Future of Fair Use Webinar
• Empowering STEM Faculty for Learner-Centered Environments Webinar
• Engaging Faculty in Online Education Webinar
• EntreLeadership 1-Day Simulcast
• Evaluating a Campus-Wide Mobile Learning Initiative: Lessons Learned from ACU’s First Three Years Webinar
• Introducing McGraw-Hill Partnership with Blackboard NG
• iPad in Higher Education Webinar
• Lawful Access: Issues and challenges for Universities Webinar
• Leadership Development Program
• Managing Disruptive Students Webinar
• Measuring Learning Outcomes Webinar
• Mobile Learning Experience 2011 Conference
• Mobility with iPads at Illinois Institute of Technology Webinar
• PHP MySQL Training
• Sloan-C 8th Annual Consortium Blended Learning Conference
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 2010-2011:

- Alliance for Community Education on Interpersonal Violence Policy
- Baccalaureate Review Steering Committee
- Baccalaureate Review Task Force
- Blackboard Administrative Team
- Blackboard Status Team
- Computing Facilities Advisory Committee
- Council of Deans
- Distributed Learning Task Force (Academic Workgroup, and Infrastructure and Technology Workgroup)
- Exit Interview Implementation Task Force
- Faculty Activity Reporting System Group
- Faculty Development Advisory Committee
- Faculty Summer Institute Steering Committee
- First-Year Connections Advisory Board
- Outstanding International Educator of the Year Awards Committee
- 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 Engineering
- Provosts 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 2010-2011:

- Baptist Campus Ministry at Northern Illinois University, Board of Directors
- Chinese Kung-Fu Club of DeKalb, Faculty Advisor
- 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 2010-2011:

- Discussed Faculty Development and Instructional Design Center programs and services with Faculty Development staff from Eastern Illinois University

During 2010-2011, Center staff were contacted by outside universities’ administrators who requested permission to use the Center’s Web pages. The following universities staff contacted the Center:

- Borough of Manhattan Community College, City University of New York
- Moraine Valley Community College

“We are in the beginning stages of creating our project plan for our move to Blackboard 9.1 – a daunting task indeed! In an effort to make this process as easy as possible, I began researching how other colleges and universities had planned their upgrades. I happened across this website created by your Faculty Development and Instructional Design Center team. I was so impressed by the website and the information it contained … " - Feedback from outside NIU.
Assessment

The programs, resources, and services offered by Center staff during 2010-2011 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, resource usage, consultations, program attendance, mentoring feedback, development grant reports, and unsolicited feedback from the Center’s clientele.

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 were documented in the five-year assessment report that was completed and submitted to the University Assessment Panel for review in spring 2011.

In 2008, Center staff began sending two-question follow-up evaluations to all participants of the Fall Teaching Effectiveness Institute - Day 1: Fundamentals Principles of Effective Instruction, Teaching Assistant Orientation, and all yearly Blackboard I: Introduction to Blackboard workshops to compare responses of participants both before and after they use the new information learned. The three programs were chosen because they are fairly consistent from one year to the next.

The follow-up evaluation is emailed six months after the program (except for the Teaching Assistant Orientation, the evaluation for which is emailed at the end of the fall semester) and contains the following questions:
1. The concepts/techniques covered in this program are applicable in my teaching or other student-related activities
2. My participation in this program has potential benefit to my students

In the evaluation of the Fall 2010 Teaching Effectiveness Institute - Day 1: Fundamentals Principles of Effective Instruction conducted at the end of the institute, 100% of the respondents indicated “strongly agree” or “agree” that the information/techniques covered in the program were applicable in their teaching or other student-related activities. Similarly, 100% of the respondents indicated “strongly agree” or “agree” that their participation in the program benefited their students. For the follow-up evaluation conducted at the end of the fall semester, 100% of the respondents indicated “strongly agree” or “agree” that the information/techniques covered in the program were applicable in their teaching or other student-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 2010-2011, 94% of respondents indicated “strongly agree” or “agree” that the information/techniques covered in the workshops were applicable in their teaching or other student-related activities. Also, 93% of the respondents indicated “strongly agree” or “agree” that their participation in the workshops benefited their students. In the six-month follow-up evaluation, Center staff found that 96% of the respondents indicated “strongly agree” or “agree” that the information/techniques covered in the program were applicable in their teaching or other student-related activities, and 85% of the respondents indicated that they “strongly agree” or “agree” that their participation in the program benefited their students.

In the evaluation of the Fall 2010 Teaching Assistant Orientation conducted at the end of the orientation, 87% of the respondents indicated “strongly agree” or “agree” that the information/techniques covered in the program were applicable in their teaching or other student-related activities. Similarly, 89% of the respondents indicated “strongly agree” or “agree” that their participation in the program benefited their students. The follow-up evaluation conducted at the end of the semester did not result in sufficient responses for making reasonable conclusions, and Center staff are exploring various alternatives for increasing the response rate for follow-up evaluations of TA Orientations. Center staff use assessment results for continuous improvement of its programs and services, and the Center’s assessment initiative was recognized as a model effort by the University Assessment Panel in 2011.

“I think this department is extraordinary --- the programs are excellent, timely, and well-organized. Thank you very much!!” - Samples of feedback from the Fall 2010 Teaching Effectiveness Institute 6-month Follow-up Evaluation
Advisory Committee

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 2010-2011 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
- Lemuel Watson, Professor, Counseling, Adult and Higher Education

Center Staff

The following staff served in full-time capacities at the Center during 2010-2011:

- Daniel Cabrera, Multimedia Coordinator
- Caroline Conlon, E-Learning Design Coordinator (from June 1, 2011)
- Amy Deegan, Office Support Specialist
- Janet Giesen, Instructional Design Coordinator
- Brenda Hodges, Program Coordinator
- Murali Krishnamurthi, Director
- Cherie Quillman, Information Technology Coordinator (from February 1, 2011)
- Jason Rhode, Assistant Director
- Stephanie Richter, Instructional Technologies Coordinator
- Olga Urban, Online Technologies 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 2010-2011:

- Michelle Chickerillo, Student Employee
- Caroline Conlon, Graduate Assistant (until December 15, 2010)
- Krishna Damarla, Graduate Assistant (until May 1, 2010)
- Peter Gowen, Graduate Assistant (from January 16, 2011)
- Andy Sen, Graduate Assistant (from February 16, 2011)

Staff Recognitions

During 2010-2011, Center staff achieved professional recognitions. Listed below is a summary of recognitions received by Center staff during 2010-2011:

- 2011 Blackboard Catalyst Award for Excellence in Online Professional Development awarded to the Center
- Murali Krishnamurthi, Presidential Teaching Professor Award
- Jason Rhode, Outstanding SPS Certificate of Appreciation, Supportive Professional Staff Council
- Stephanie Richter, Outstanding SPS Certificate of Appreciation, Supportive Professional Staff Council

Acknowledgments

The information presented in this report was made possible by all the staff at the Faculty Development and Instructional Design Center. Data on programs and registration were recorded by Amy Deegan and Brenda Hodges. Program participation data were collected and recorded by Center staff. Program evaluations data were recorded by Michelle Chickerillo, and Web materials were posted by the graduate assistants at the Center. Center staff would like to express their sincere appreciation to administrators, faculty, staff, and graduate assistants at various units at Northern Illinois University for their support of faculty development programs and activities during 2010-2011.

“My interactions with faculty development continue to be positive. I believe that even after 27 years of teaching, my teaching continues to improve because of my interactions with the staff at faculty development.”

— Sample of feedback received from a consultation evaluation