

Annual Report

2011-2012



**Northern Illinois
University**

*Faculty Development and
Instructional Design Center*

www.niu.edu/facdev

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 2011-2012 are summarized.

The information summarized in the report clearly indicates the continuing demand for development programs and services, and faculty, staff, graduate teaching assistants, and academic administrators' 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 within one campus unit.

Center's accomplishments during 2011-2012 would not have been possible without the support of the Office of the Provost and the hard work and dedication of the Center staff. Center staff seeks the continued support of academic and support units, and the enthusiastic participation of faculty, staff, graduate teaching assistants, and academic administrators 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 thirteenth full academic year of operation since its reorganization in August 1998 are summarized in this annual report. The significant accomplishments of the Center during 2011-2012 include the following:

- **Offering 184 programs for more than 2,100 participants**
- **Inviting 7 outside experts to present faculty development programs at NIU**
- **Promoting the use of Blackboard web course management system for teaching**
- **Supporting programs and activities on research and scholarly activities**
- **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**
- **Developing and publishing online tutorials for faculty, staff and student use**
- **Recognizing Teaching Assistants with Outstanding Graduate Teaching Assistant awards**
- **Receiving the 2012 Blackboard Catalyst Platinum Award for Excellence in Community Collaboration**

During 2011-2012, 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 2011-2012. Center staff would like to express their sincere appreciation to the NIU community for its continued support of faculty development activities.

Center staff is 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 2011-2012.

Professor Ron Carter presents the Spring 2012 Board of Trustees Professor Seminar

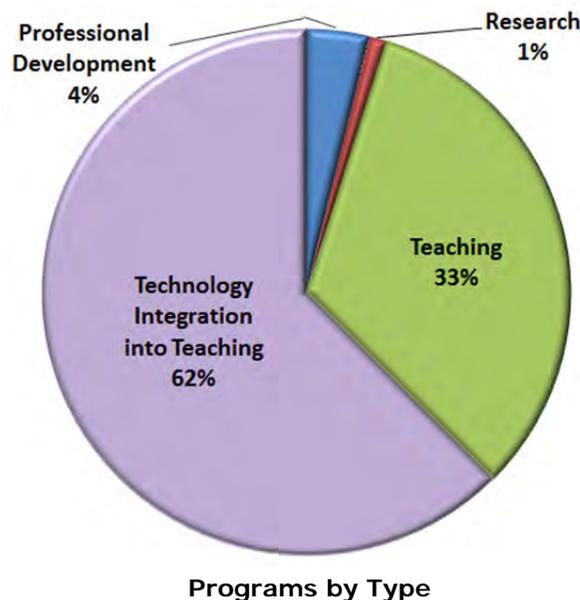
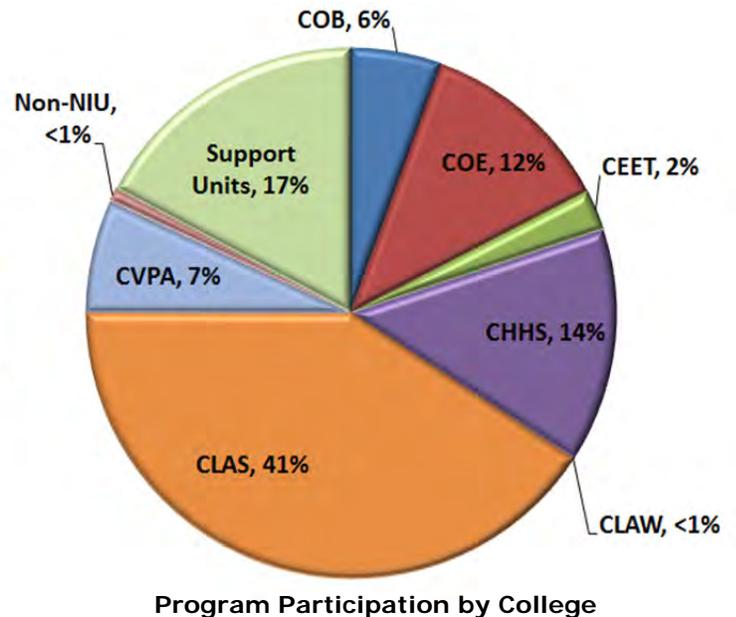
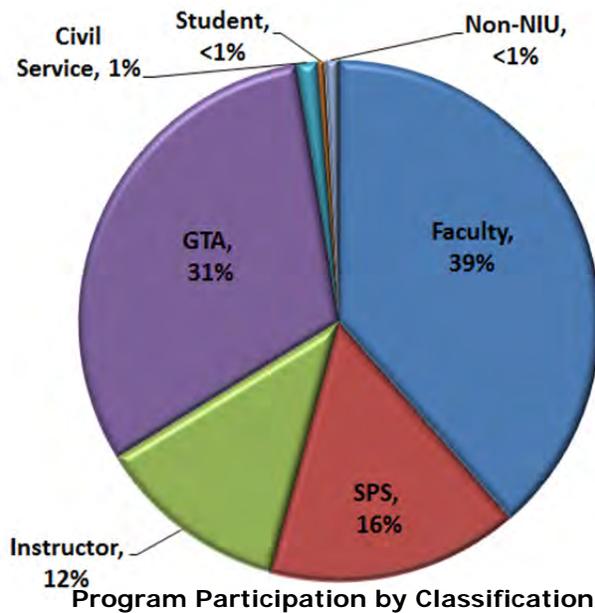


Programs

Center staff offered **184** formally-scheduled programs between August 16, 2011 and August 15, 2012. The total attendance for these programs was **2,101** and the total number of hours the attendees spent for these programs was **7,543 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, number of workstations, 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 or classification.



Teaching Effectiveness Programs

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 2011-2012, 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 four nationally or regionally recognized presenters to offer workshops on various topics on teaching.

- Helen Barrett (University of Alaska-Anchorage) co-sponsored by Office of Assessment Services
- Patrick Green (Loyola University, Chicago) co-sponsored by Office of Student Engagement and Experiential Learning
- Tony Piña (Sullivan University, Kentucky) co-sponsored by Office of Assessment Services
- Diane J. Goodman (Smith College School of Social Work and State University of New York-New Paltz)

Diane Goodman presents at the Spring 2012 multicultural curriculum workshop



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 2011-2012. 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. The spring 2012 Teaching Effectiveness Institute consisted of two one-day workshops on separate advanced topics of interest.

Faculty participation in Teaching Effectiveness Institutes during 2011-2012 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 '12 Teaching Effectiveness Institute: Creating Transformative Education through Experiential Learning, offered by Patrick M. Green (Loyola University Chicago)

Spring '12 Teaching Effectiveness Institute: Teaching Engaging Online Courses, offered by Center staff

Fall '12 Teaching Effectiveness Institute: Fundamental Principles of Effective Teaching, offered by NIU Faculty and Staff

"Thank you for and the wonderful program!" "Excellent presenter! I learned so much! THANK YOU!" "Great speaking and well organized. Thank you." – *Sample of a participants' feedback from the Spring 2012 Teaching Effectiveness Institute*

Participants at the Fall 2011 Teaching Assistant Orientation



Teaching Assistant Orientation

Since Fall 2003, Center staff has 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 2011 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 2011-2012

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 2011-2012:

- *Active Listening Skills to Improve Communication*
- *Bloom's "Digital" Taxonomy*
- *Board of Trustees Professor Seminar: The Theory of Evolution in a Modern World*
- *Board of Trustees Professor Seminar: Understanding Jazz through a Cultural Approach*
- *Delivering Dynamic Lectures*
- *Designing a Writing-Enhanced Course*
- *Developing a Course Syllabus*
- *Developing and Assessing Quality Online Courses and Programs*
- *Facilitating Difficult Dialogues and Other Diversity Dynamics in the Classroom*
- *Formative and Summative Feedback*
- *Gagne's Nine Events of Instruction*

"The program really surprised me in a positive way. I've been to many colleges, but this is one of the most inviting school[s] and I am glad to be here. . . Overall, good balance of info and presentations." – *Sample of feedback from a participant of the Teaching Assistant Orientation.*

- *Getting Students to Read*
- *Presidential Teaching Professor Seminar: Teaching Language and Culture: Going Global with Two Tongues*
- *Presidential Teaching Professor Seminar: Through the Lens of Experience*
- *Problem-Based Learning*
- *Quick and Painless Grading*
- *Rubrics for Meaningful Assessment and Evaluation* (offered 2 times)
- *Scaffolding to Improve Student Learning*
- *Setting up Student Groups for Success*
- *Strategies for Ending Your Course on a High Note*
- *Strategies for Engaging Students in the Classroom*
- *Teaching a New Course*
- *Using Graphic Organizers to Help Students Construct Meaning*
- *Writing Instructional Goals and Objectives: There is a Difference*

Dan Gebo presents the Fall 2011 Presidential Teaching Professor Seminar



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 2011-2012:

- *Communicating with Your Professors*, offered for Off-Campus and Non-Traditional Student Services
- *Course Design and Management*, offered for School of Music
- *Overview of Teaching and Management*, offered for UNIV 105 Instructors

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.

“Faculty Development has put together some great workshops this year. The ones on experiential learning, [and] technology in classroom (wimba/screencast) were very useful to education in 21st century.” – *Sample of a participants’ feedback from the Sprina 2012 Desianina a Writina-Enhanced Course Workshop*

Jason Rhode presents a mobile learning workshop at the Cole 106 computer lab



Technology Integration Programs Offered During 2011-2012

Center staff offered the following general technology integration programs during 2011-2012:

- *Articulate Series: Engaging Students with Interactive Tutorials* (offered 3 times)
- *Articulate Series: Getting Started with Online Tutorials* (offered 2 times)
- *Blogs, Wikis and Journals: New Ways to Collaborate and Communicate with Students in Blackboard* (offered 3 times)
- *Clickers in the Classroom* (offered 4 times)
- *Creating and Delivering Effective PowerPoint Presentations*
- *Design Tool Series for Online Instruction: Audio* (offered 3 times)
- *Effective Delivery Techniques: Little Things that Make a Big Difference* (offered 2 times)
- *Engaging Students with Interactive Quizzes*
- *Engaging Students with Interactive Tutorials*
- *Electronic Feedback to Enhance Teaching and Learning*
- *Enhanced Podcasting to Extend Learning Opportunities*
- *Flipping the Classroom: A Model of Blended Learning*
- *Free Software Tools for the Classroom*
- *Implementation of ePortfolios: A Conversation*
- *Incorporating Embedded Videos to Enhance Online Instruction*
- *Interactive Rubrics: Providing Feedback in Blackboard*
- *Introduction to Online Teaching and Learning* (offered 2 times)
- *Learning on the Go: Introduction to Mobile Teaching and Learning*
- *Mac Series: Quick and Easy Video Editing Using iMovie*
- *Mobile Learning Series: Designing a Mobile-Friendly Blackboard Course*
- *Mobile Learning Series: Introduction to eBooks*
- *Mobile Learning Series: Quick Response (QR) Codes*
- *Mobile Learning Series: Text Messaging in Teaching*
- *Multimedia Sampler: Reviewing Tools that can Enhance Teaching Skills*
- *Overview of ePortfolios, Including Student Voices*
- *Promoting Online Collaboration with Wimba Classroom in Blackboard* (offered 3 times)
- *Quick and Simple Creation of Educational Tutorials*
- *Screencasting in the Cloud*
- *Screencasting to Facilitate Learning Opportunities* (offered 5 times)
- *Simple PowerPoint Tricks to Improve Learning*
- *Student Response System (Clickers) Panel Discussion*
- *Teaching Engaging Online Courses*
- *Teaching with Technology Institute: A Classroom in Your Pocket:*
- *Teaching with Technology Institute: Mobile Computing: Intersections of Life, Education and Media*
- *Tips for Engaging Online Sessions with Wimba Classroom*
- *Tips for Successful Virtual Class Sessions*
- *Using Internet Memes in the Classroom*
- *Using PowerPoint to Engage and Motivate Students* (offered 2 times)

During 2011-2012, Center staff offered technology integration programs of varying durations on a number of topics of interest to faculty, academic supportive professional staff, and graduate teaching assistants. Center staff invited two nationally -recognized presenters to offer workshops on various topics on teaching.

- David Gagnon (University of Wisconsin, Madison)
- John Martin (University of Wisconsin, Madison)

Special Technology Integration Programs Requested by Academic Units

Center staff offers special technology integration programs when requested by individual departments or colleges. The following technology integration programs were offered in 2011-2012:

- *Introduction to iPad*, offered for Office of the Provost (offered 2 times)
- *Introduction to RSS, Facebook, and Twitter*, offered for Center for NGO Leadership and Development
- *Screencasting to Facilitate Learning Opportunities*, offered for College of Business
- *Social Media 101: Understanding Posts, Tweets, and Information*, offered for Student Affairs and Enrollment Management

Blackboard Programs

Center staff offered the following Blackboard programs during 2011-2012:

- *Blackboard Collaborate Preview: Introduction to Next Generation Web Conferencing* (offered 2 times)
- *Blackboard I: Introduction to Blackboard* (offered 12 times)
- *Blackboard II: Building Your Blackboard Course* (offered 9 times)
- *Blackboard Open Lab* (offered 12 times)
- *Blackboard Portfolio Tool*
- *Blackboard Tune-up: New Features in the Next Generation of Blackboard* (offered 4 times)
- *Collecting Assignments Electronically using Blackboard* (offered 2 times)
- *End of Semester Considerations for Your Blackboard Course*
- *Facilitating Group Work in Blackboard* (offered 2 times)
- *Facilitating Student Communication using Blackboard*
- *Timesaving Tips Using Blackboard Grade Center*
- *Tips for Assessing Student Learning Using Blackboard*
- *Tips for Communicating Effectively Using Blackboard*
- *Integrating Web 2.0 Tools into Blackboard* (offered 2 times)
- *Interactive Rubrics: Providing Consistent and Quality Feedback in Blackboard Courses*
- *Introducing New Features in Blackboard 9.1 SP8*
- *Introduction to Blackboard Collaborate*
- *Introduction to Blackboard Communities* (offered 2 times)
- *Managing Student Grades With Blackboard Grade Center* (offered 2 times)
- *Preview of New Features in Blackboard 9.1 Service Pack 8* (offered 2 times)
- *Self and Peer Assessment Made Simple with Blackboard*
- *Setting Up Student Groups for Success in Blackboard*
- *Submitting Final Grades Automatically from Blackboard*
- *Tips for Effective Group Collaborations in Blackboard*
- *Tracking Student Performance in Blackboard*
- *Using the Blackboard Content Collection to Manage Your Course Content*

During 2011-2012, Center staff offered Blackboard programs of varying durations on a number of topics of interest to faculty, academic supportive professional staff, and graduate teaching assistants. Center staff invited one nationally recognized presenter to offer a two-day workshop on new web conferencing features added to Blackboard.

- Sharri Godard (Blackboard, Inc.)

Jeff Geronimo presents a mobile device demonstration



Special Blackboard Programs Requested by Academic Units

Center staff offers special programs when requested by individual departments or colleges. The following teaching effectiveness programs were offered in 2011-2012:

- *Blackboard I: Introduction to Blackboard*, offered for University Libraries
- *Building Your Course in Blackboard NG*, offered for Department of English (offered 2 times)
- *Introduction to Blackboard Communities*, for University Libraries (offered 2 times)
- *Introduction to Blackboard Communities*, offered for Center for Southeast Asian Studies
- *Using Discussions in Blackboard Courses*, offered for College of Business

Online Teaching Initiatives

During 2011-2012, 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: Teaching Engaging Online Courses

As an increasing number of faculty express interest in moving beyond just supplementing their face-to-face instruction with online elements to develop blended and fully online courses, the Center developed and offered the Spring 2012 Teaching Effectiveness Institute on Teaching Engaging Online Courses in January 2012. During this day-long, interactive, hands-on program, NIU faculty and teaching staff received a systematic overview of the various pedagogical and pragmatic considerations necessary in creating a quality online teaching and learning experience. The focus of the institute was on considerations for designing and teaching engaging online courses using sound instructional principles and technologies for online teaching and learning.

Online Assessment Workshop: Developing and Assessing Quality Online Courses and Programs

In response to needs for exploring parameters of quality for online courses and programs, a special day-long program devoted to developing and assessing quality online courses and programs was offered in collaboration with the Office of Assessment Services. During this interactive day-long program led by Anthony Piña, Dean of Online Studies at Sullivan University, the current status and growth trends of online learning in higher education as well as proven indicators of quality online courses and programs were explored. Sample quality guidelines and metrics for assessing the quality of online courses and programs were discussed. Participants reviewed examples of well-designed and poorly-designed online courses and left with recommended best practices for measuring course quality and effectiveness that will help them in their own online course development efforts.

Dan Cabrera facilitates a group session at the Teaching with Technology Institute



Teaching with Technology Institute: Mobile Teaching and Learning

The sixth Teaching with Technology Institute, held in June 2012, served as yet another venue for introducing emerging pedagogies involving online technologies. As online teaching and learning continues to become more mobile with students and faculty seeking to access course materials and collaborate online via a mobile device, this year's institute focused on the emerging capabilities of mobile devices and the resulting affordances for creating new online learning experiences. The institute featured a morning session led by David Gagnon, Instructional Designer with the ENGAGE program and John Martin, Learning Consultant, both at the University of Wisconsin, Madison. In their presentation, they provided an introduction to mobile teaching and learning, discussed where mobile learning is headed, and showcased what other schools are doing regarding mobile teaching and learning. They then lead a guided brainstorming session with participants to consider potential uses of mobile technology in the classroom.

During the afternoon session, led by Center staff, participants received a hands-on introduction to the capabilities and unique characteristics of mobile devices. Participants experienced taking photos, shooting video, and recording audio on mobile devices, among other mobile activities. They then worked in groups to identify potential mobile teaching and learning strategies based on the capabilities introduced, designed a learning activity based on a selected mobile strategy, and then shared a sample product of what their students might create.

Preparing to Teach Online: Self-Paced Online Modules Under Development

The Center received a Venture Grant from NIU Foundation to help support the development of a set of interactive learning modules on online teaching that NIU faculty can freely use and learn at their own pace and schedule. The modules, collectively referred to as "Preparing to Teach Online" will be based on the current work on online teaching training offered by Faculty Development and Instructional Design Center (FDIDC) and will be similar to training programs on online teaching offered by Sloan-C, ION and other external providers. The modules could be the first of a 3-step approach to a potential online teaching certification process for NIU faculty. Development efforts directed by Center staff commenced during Spring 2012 with training modules to be made available to faculty during the 2012-2013 academic year.

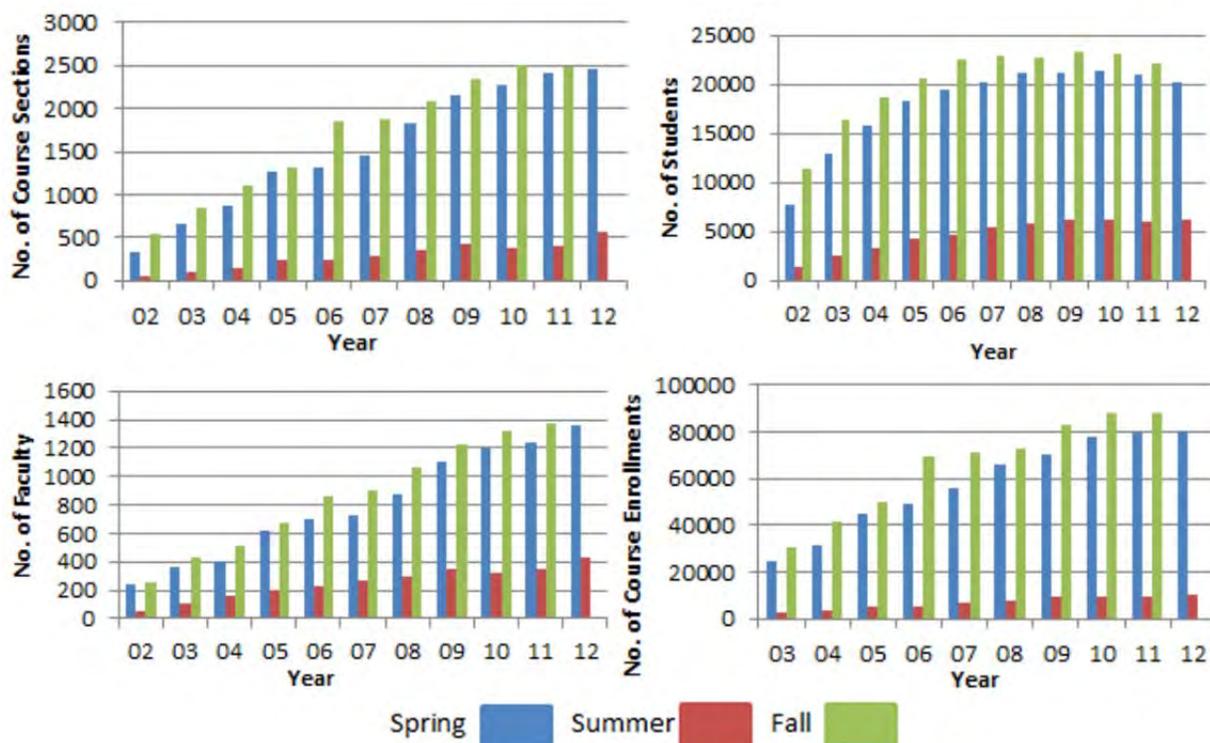
"Thank you for providing this wonderful opportunity for me to better understand the "actual" facts about online course design. I think Dr. Pina was great in importing all the very complex aspects in a very systematic manner! I learned a lot from him!" – *Sample of a participants' feedback from the Spring 2012 assessment workshop*

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.

Blackboard Usage

NIU's course management system, Blackboard, continues to be a mission-critical system used 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.

Use of the system has steadily increased during the past ten years. From spring 2002 to summer 2012, the use of Blackboard for teaching credit courses more than quadrupled at NIU. While the number of students, courses and enrollments are slightly down in Fall 2012 as compared to last Fall 2011, they are consistent with the slight enrollment decline from last Fall 2011 to Fall 2012. However, the number of faculty who use Blackboard has gone up slightly from 2011 to 2012 as more faculty are using advanced features in Blackboard since the upgrade in May 2011.



During fall 2011, 95.86% of all students and 78.3% of all those who teach used Blackboard for 43.44% of all course sections offered at NIU. On the average, students used Blackboard for 3.97 courses during fall 2011.

The increase in 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 teaching assistants on Blackboard by Center staff, the support of technical staff at various academic departments, and the enthusiasm of faculty and students at NIU for using online technologies for teaching and learning.

Research and Scholarly Activities

Center staff promoted research and scholarly activities through the following activities during 2011-2012:

- 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 weekly Writing Circle for faculty members.

During 2011-2012, Center staff arranged the following workshops:

- Special Workshop: *Copyright and Fair Use Issues for Online Instruction*, offered for College of Health and Human Sciences
- Special Workshop: *Writing Circles* for the College of Education's For Your Information
- *Write Well, Publish More!* workshop by Brad Peters (English) for the fifth consecutive year on May 24, 2012.

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

Sponsored Projects

The Center submitted the following proposal internally at NIU to obtain funding during 2011-2012:

"Self-Paced Training Modules on Online Teaching," proposal submitted to *NIU Foundation*, Northern Illinois University, \$14,000 for January 2012 – June 2013. Project Director: Jason Rhode. Proposal funded.

Professional Development

Center staff provided professional development opportunities to faculty and supportive professional staff through the following activities and services during 2011-2012:

- 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
- 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 2011-2012, Center staff coordinated and arranged a number of development programs for faculty, staff, and graduate teaching assistants. The professional development programs offered during 2011-2012 include:

- *Fall 2011 New Faculty Forum*
- *Fall 2011 Chairs Development Workshop: Promoting Student Success in the Changing Higher Education Landscape*
- *Spring 2012 Chair Development Workshop: Enhancing Transfer Student Retention and Course Articulation*
- *Military Student Supporter Development (sponsored by Military Student Services)*
- *Maintaining Constructive Relationships In and Out of the Classroom (sponsored by Employee Relations, HRS)*
- *University Support Expo (USE)*
- *Veteran Students Supporter Development (sponsored by Military Student Services)*

Participants engaged in group activities at the 2011 New Faculty Forum



Professional Development Grants

Development Grants were suspended for the July to December 2011 and January to June 2012 cycles due to budget constraints; however the Center was able to sponsor the following professional development opportunities:

Registration fee and travel expenses funded for the May 18-20, 2012 *Designing Courses for Greater Student Engagement and Better Student Learning* workshop at Rosemont, IL for:

- Ethel Gregory (Kinesiology and Physical Education)
- Danaï Fannin (Allied Health and Communicative Disorders)
- Sherine Elsawa (Biological Sciences)
- Steven Daskal (Philosophy)
- Sukesh Patro (Finance)
- Alicia Schatteman (Public Administration)
- Phillippe Willems (Foreign Languages and Literatures)
- Xuwei Chen (Geography)
- Patricia Tattersall (Allied Health and Communicative Disorders)

Travel expenses funded for the May 14-16, 2012 *Faculty Summer Institute on Learning Technologies* at Urbana, IL for:

- Louise Ciallella (Foreign Languages and Literatures)
- Lan Li (Family, Consumer, and Nutrition Sciences)
- Shanthi Muthuswamy (Technology)
- Rodrigo Villanueva (Music)
- Cynthia York (Educational Technology, Research and Assessment)

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 four recipients for 2012:

- Ileana Diaz (Anthropology)
- Anwer Al-Zahrani (Educational Technology, Research and Assessment)
- Shannon McCarragher (Geography)
- Omer Avci (Literacy Education)

Each recipient of the award was presented with a plaque and recognized at the Graduate Student Reception sponsored by the Graduate School on April 24, 2012.

Apart from the Outstanding TA awards, the Center also awarded the Graduate Teaching Certificate to several graduate students for completing the certification requirements during 2011-2012.

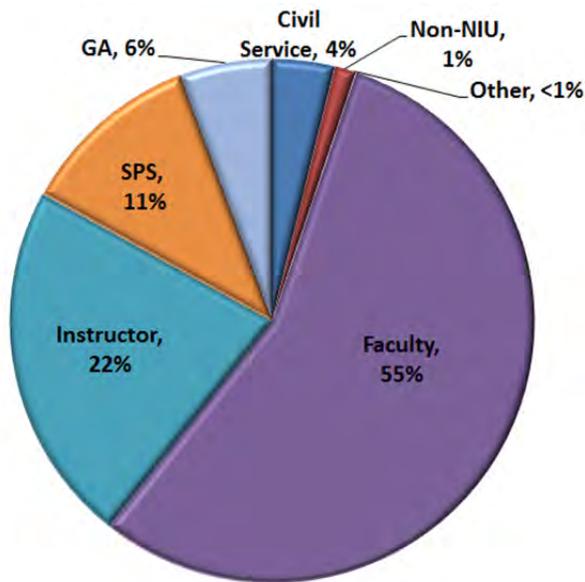
Two of the Outstanding TA Award recipients



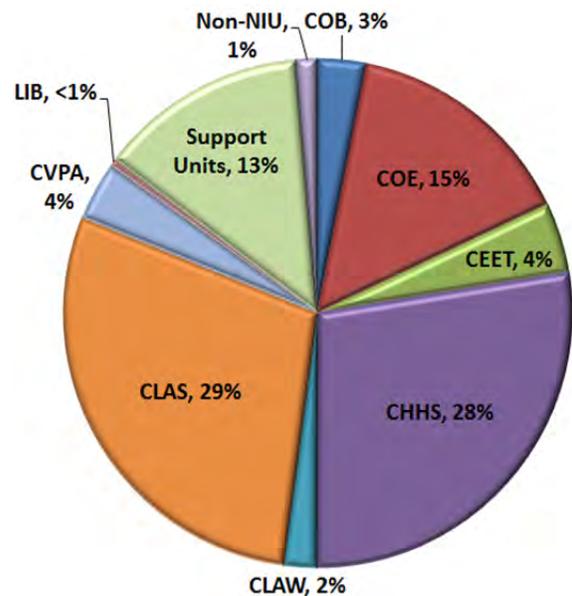
Consultations

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 2011-2012, Center offered a total of **1,097 consultations to 398 unique faculty, instructors, staff, and graduate teaching assistants** from **88 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.



Consultations by Classification



Consultations by College

Resources

Center staff developed or acquired and made available during 2011-2012 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:

- 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 2011-2012:

- 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 five-station iMac 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 and supportive professional staff for experimentation as well as developing materials during 2011-2012.

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.

Sample post on the Center's blog



“When I can’t get to training offered, the tutorials have helped very much as I can access them whenever I have time. Especially the online tutorials, for I can refresh my memory about specific questions anytime I want. These tutorials are short, focused on the specific topics and are only a click away!” – *Sample of feedback from 2012 Campuswide Survey of faculty and staff on Center’s resources*

Publications and Presentations

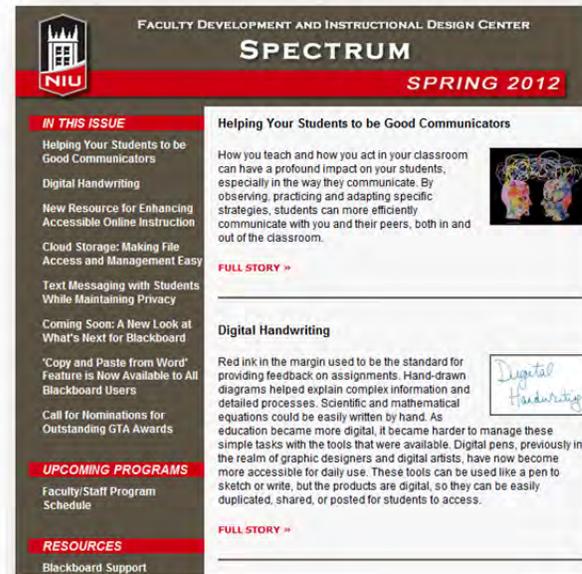
Center's publications during 2011-2012 included the following newsletters every fall and spring; both are disseminated through separate listservs.

- *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 2011-2012:

- Rhode, J. (2011, Sep. 8). Moodle at College: Latest Teaching & Learning Tools. Webinar presented online for Higher Ed Hero, <http://www.higheredhero.com/1SW/0>
- Rhode, J. (2011, Sep. 16). Teaching with iPads: Tips and Techniques. Presented at the Chicago State University.
- Rhode, J. (2011, Oct. 7). Teaching with iPads: Tips and Techniques. Presented at 2011 Illinois Association for Educational Communications and Technology Annual Conference, Kishwaukee College.
- Conlon, C., Rhode, J., Richter, S., & Urban, O. (2011, Oct. 13). LMS Upgrade: Roadmap for Successful Implementation. Presented at 2011 SLATE Conference, Chicago, IL.
- Rhode, J. (2011, Nov. 4). Teaching and learning in the mobile age. Keynote presentation at the 2011 College of Lake County Technology Conference, Grays Lake, IL.
- Rhode, J. (2011, Nov. 4). Designing mobile-friendly courses. Presented at the 2011 College of Lake County Technology Conference, Grays Lake, IL.
- Rhode, J. (2011, Nov. 9). Text messaging in online teaching: An online educator's journey. Paper published in the proceedings of the 17th Annual Sloan Consortium International Conference on Online Learning, Orlando, FL.
- Rhode, J. (2011, Nov. 14). NIU Blackboard faculty support plan. Presented online to Blackboard Upgrade Cohort at <http://www.blackboard.com/>
- Rhode, J. (2011, Nov. 15). Technologies for teaching and learning. Presented at the Kishwaukee Community College, Malta, IL.
- Rhode, J. (2012, January 17). Text messaging with your students while maintaining privacy. Presented online to Excellence in e-Education at <http://xlents.com/>
- Rhode, J. (2012, February 25). Teaching with iPads: Tips and techniques. Presented to NIU graduate course, ETT 590 – iPads in the Classroom. DeKalb, IL
- Rhode, J. (2012, February 28). Self-paced training modules on online teaching. Presented to NIU Faculty Development Advisory Committee. DeKalb, IL
- Hodges, B. (2012, March 2). NIU's Office of Assessment Services' Assessment Expo 2012. Poster presentation. DeKalb, IL.
- Cabrera, D (2012, March 9). Tools for Online Instruction. Presented to College of Health and Human Sciences Faculty at NIU on March 9, 2012.

Sample screen from the Spectrum Newsletter



- Cabrera, D. (2012, May 14). *Screencasting: Design, Development, and Delivery, Parts I & II*. Presented at the Faculty Summer Institute on Teaching Technologies, University of Illinois, Urbana-Champaign.
- Richter, S. (2012, May 14). *Using Quick Response (QR) Codes for Mobile Learning*. Presented at the Faculty Summer Institute on Teaching Technologies, University of Illinois, Urbana-Champaign.
- Richter, S. (2012, May 15). *Amaze and Inspire with Prezi*. Presented at the Faculty Summer Institute on Teaching Technologies, University of Illinois, Urbana-Champaign.
- Richter, S. (2012, May 16). *A Classroom in Your Pocket: An Introduction to Mobile Learning*. Presented at the Faculty Summer Institute on Teaching Technologies, University of Illinois, Urbana-Champaign.
- Rhode, J., Moore, V., & Arora, R. (2012, July 11). *Northern Illinois University: Success with Blackboard Collaborate, Blackboard Learn, Blackboard Mobile, and More*. Presented at BbWorld 2012, New Orleans, LA.
- Crawley, S., Lim, D., Rhode, J., Smith, R., & Tao, D. (2012, July 11). *Blackboard Collaborate upgrade panel*. Presented at 2012 Blackboard Collaborate Connections Summit, New Orleans, LA.
- Boncuore, C., Rhode, J., Sadowski, K., & Tuttle, H. (2012, July 11). *Rock on, SLATE! An up close look at how a Blackboard user group has impacted teaching, learning and support of technology in the Midwest*. Presented at BbWorld 2012, New Orleans, LA.
- Rhode, J. (2012, July 11). *Have your cake and eat it too! Podcasting online faculty development programs using Blackboard Collaborate mp4 archives*. Presented at 2012 Blackboard Collaborate Connections Summit, New Orleans, LA.
- Geronimo, J. (2012, July 11). *Moodle for K-12*. Progressive Business Conferences, Malvern, PA. Webinar presented online at <http://www.pbconferences.com/2C3/0>.
- Rhode, J., Richter, S., Geronimo, J. (2012, July 12). *LMS upgrade: Roadmap for successful implementation*. Presented at BbWorld 2012, New Orleans, LA.
- Krishnamurthi, M., & Damodaran, P. (2012). *Integrating lean concepts to improve faculty development organizations. Proceedings of the 2012 ICED Across the Globe Higher Education Teaching and Learning*. Bangkok: International Consortium for Educational Development.
- Richter, S. (2012, July 19). *Enhancing Student Learning Utilizing Technology*. Presented online at the 2012 American Association of Blacks in Higher Education Leadership and Mentoring Institute, Miles College, Birmingham, AL.
- Geronimo, J. (2012, July 27). *Examining Changes in Faculty Beliefs and Practices in Designing and Teaching Online Courses in Moodle*. Presented at the 2012 Midwest Moodle Moot in Goshen, Indiana.

Jason Rhode (right) receives the 2011 SLATE Star Award in Recognition for Outstanding Contributions for the Center



Center Staff Development

Center staff attended many professional development programs during 2011-2012. Listed below is a sample of professional development activities in which Center staff participated within and outside NIU:

- *2011 International Association for Research and Service-Learning and Community Engagement Conference, Chicago, Illinois*
- *2012 American Society for Engineering Education Conference, San Antonio, Texas*
- *Educause 2011 Conference Online: ECAR National Study of Undergraduates and Information Technology*
- *Educause 2011 Conference Online: Open Education Resources*
- *Educause 2011 Conference Online: Chronicle Tech Trends: Challenges for the Future*
- *Educause 2011 Conference Online: DIY U: Edupunks and the Future of Higher Education*
- *Implementation of ePortfolios: A Conversation*
- *Implementing UDE in Illinois Webinar Series*
- *Increase Educator Efficiency Using the New Blackboard Drive and Learn Content Management webinar*
- *mLearn 2011: 10th World Conference on Mobile and Contextual Learning, Beijing, China*
- *NIU Ally Training Part 1 and Part 2*
- *NIU Human Resources Training: From Cards to Cultural Understanding*
- *NIU Military Student Services Kevlar for the Mind*
- *NIU Presidential Commission on the Status of Women Networking Dessert Reception*
- *Office of Assessment Services Expo 2012*
- *Blackboard Sneak Peek: Service Pack 8 for Bb Learn 9.1 webinar*
- *Cascade Server 6.10 Features Webinar*
- *CompTia Linux + Training at Directions Training Center*
- *Service Pack 8 Upgrade Cohort*
- *SLATE – Supporting Learning And Technology in Education*
- *Illinois Board of Higher Education MathML webinar*
- *Illinois Board of Higher Education Microsoft 2010 Accessibility webinar*
- *Kaltura-Blackboard Joint Webinar: Bringing Video to Blackboard*
- *Lectora Creating mLearning Content webinar*
- *Sloan-C Research Symposium: Exploring Quality in Online and Blended Education webinar*
- *Sloan-C Workshop Facilitator Certification webinar*
- *Teaching with Blackboard Mobile Learn: Methods, Use Cases, and Best Practices webinar*
- *The Horizon Report in Action: Emerging Technologies Today and Tomorrow webinar*
- *Turning Technologies' Spring Release Showing webinar*
- *Universal Design in Higher Education book club discussion*
- *University of Illinois Annual 2012 Faculty Retreat*
- *University of Illinois Digital Accessibility Expo*
- *Web Conferencing using Blackboard Collaborate*

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 2011-2012:

- Alliance for Community Education on Interpersonal Violence Policy
- Blackboard Administrative Team
- Blackboard Collaborate Product Advisory Council
- Blackboard Idea Exchange
- Blackboard Service Pack 10 Product Development Panel
- Blackboard Status Team
- Blackboard Wimba Product Advisory Committee
- Faculty Development Advisory Committee
- Faculty Summer Institute Steering Committee
- First-Year Connections Advisory Board
- HLC Accreditation Steering Committee
- HSC Accreditation Subcommittee on Teaching and Learning Support
- International Week Planning Committee
- Judson Baptist Fellowship (Faculty Advisor)
- Midwest Blackboard User's Group (SLATE)
- Midwest Blackboard User's Group (SLATE), Board of Directors

- Computing Facilities Advisory Committee
- Council of Deans
- NIU Blackboard Learning System Administrative Committee
- NIU Blackboard Support Team Committee
- Outstanding International Educator of the Year Awards Committee
- Outstanding Student Contribution to International Education Awards Committee
- Personnel Committee, Department of Industrial and Systems Engineering
- Presidential Commission on Persons with Disabilities
- Provosts Committee on Multicultural Curriculum Transformation
- Provost's Department Chair Development Workshop Planning Group
- Service Learning Advisory Committee

Assessment

The programs, resources, and services offered by Center staff during 2011-2012 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.

Program Assessments

In 2008, Center staff began sending two-question follow-up evaluations to all participants of *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 Teaching Assistant Orientation, 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 2011 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 2011-2012, 100% 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, 97.5% 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 90 % 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 60% of the respondents also indicated that they "strongly agree" or "agree" that their participation in the program benefited their students.

"The diversity of programs offered by the Faculty Development and Instruction Design Center is impressive. They are quick to respond to the emerging needs of the faculty based on technology adopted by NIU and national trends. I am impressed with the quality and quantity of the programs. It is an indispensable resource for faculty. A real feather in the cap for NIU!" – *Sample of a participants' feedback from the 2012 Campuswide Survey of Faculty and Staff*

In the evaluation of the *Fall 2011 Teaching Assistant Orientation* conducted at the end of the orientation, 90.74% 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, 94.45% of the respondents indicated “strongly agree” or “agree” that their participation in the program benefitted their students. . In the six-month follow-up evaluation, Center staff found that 73.81 % 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 61.90% of the respondents also indicated that they “strongly agree” or “agree” that their participation in the program benefited their students.

Consultation Assessments

In 2010-2011, Center staff began sending follow-up evaluation emails at the end of each semester to individuals who sought consultations. In fall 2011, the evaluation was sent to 35 individuals with 9 responding for a 25.7% response rate. 100% “strongly agree” or “agree” that the information/ techniques covered in the program were applicable in their teaching or other student-related activities. 100% of the respondents indicated “strongly agree” or “agree” that their participation in the program benefitted their students. In spring 2012, the evaluation was sent to 31 individuals with 8 responding for a 25.8% response rate. 100% “strongly agree” or “agree” that the information/ techniques covered in the program were applicable in their teaching or other student-related activities. 87.5% of the respondents indicated “strongly agree” or “agree” that their participation in the program benefitted their students, and 12.5% responded not applicable.

Campuswide Survey of Faculty and Staff

As part of the Center’s assessment plan, the Center conducts a campuswide survey of faculty (tenured or tenure-track, instructors, and visiting) and academic supportive professional staff (SPS) every four years to assess the overall impact that the Center’s programs, resources, and services have on faculty and SPS. During spring 2012, the Center designed and distributed the survey electronically to nearly 1,890 NIU faculty and SPS, and collected the data. Data collected was analyzed by the Director, Program Coordinator, and other staff at the Center to identify the Center’s programs and services that are effectively supporting the Center’s Mission as well as opportunities for improving the Center’s programs, resources, and services.

Compared to 2008, the 2012 percentages are higher for those who marked “strongly agree” and “agree” that concepts/techniques covered in the program are applicable in their teaching or other student-related activities, and that their participation in the program has potential benefit to their students. In 2012, 90.8% “strongly agree” or “agree” that the information/ techniques covered in the program were applicable in their teaching or other student-related activities; in 2008, 80.1% strongly agreed or agreed. 100% of the respondents indicated “strongly agree” or “agree” that their participation in the program benefitted their students. In 2012, 91.4% strongly agreed or agreed that their participation in Center’s programs has potential benefit to students compared to 84.8% in 2008.

The results from the campuswide survey have helped Center staff to continue the programs and activities that were working well and to identify opportunities for improvement. The following is a sample of opportunities identified for improvement:

Publicizing TA program announcements to department chairs and department graduate directors – Some faculty indicated that they did not know the Center offers almost the same programs to TAs as to faculty, and so the Center plans to send program announcements to department chairs and department graduate directors to raise awareness of the Center’s TA program offerings.

“In addition to the technology knowledge and skills, the staff had a very caring disposition and extended themselves beyond the workshop sessions.” – *Sample of a feedback from the Spring 2012 Consultation Assessment Survey*

Clarify between Center's programs and programs offered by other units – Some faculty who have not attended programs according to Center's records indicated in the survey that they had attended Center's programs possibly because they might have confused other units' (for example, ITS, HRS, etc.) programs as Center's programs, and therefore, the Center plans to clarify this in future campus-wide surveys.

Offer more programs on mobile devices – Forty percent of respondents indicated they would appreciate more programs delivered on mobile devices when appropriate, and so the Center plans to address this need.

Add a fourth level of assessment – The Center currently has three levels of assessment of initial reaction to the new information, how they used the new information, and following up to inquire if participants believe the newly learned information has impacted their teaching and teaching-related duties and impacted their students. A fourth level of assessment will also include how participants used the new information (i.e., shared it with colleagues, students performed better because of it). The fourth level of assessment would also gather information if participants were unable to use the new information and why (i.e., not enough time, did not have the skills to do it, did not fit in with their courses, etc.).

During 2011-2012, Center staff also began sending evaluation surveys to individuals who participated in the Center's writing circle at the end of the year. In spring 2012, the survey was sent to 5 individuals and 4 responded. 100% of respondents strongly agreed or agreed that the information/experience gained during the writing circle is applicable to their scholarly activities, that their participation in the writing circle had potential benefit to their professional development, and that their objectives for participating in the writing circle were met.

Nine manuscripts were submitted by Writing Circle participants, 7 were accepted, and 6 were published. Two grants were submitted by Writing Circle participants and 1 was accepted. Participants also indicated that they wrote recommendation letters and outlines for future projects while participating in the writing circle.

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 2011-2012 were:

- Therese Arado, Associate Professor, College of Law
- Helen Brantley, Professor, Leadership, Educational Psychology & Foundations
- 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
- Jessica Reyman, Assistant Professor, English
- David Stone, Associate Vice President for Research, Division of Research & Graduate Studies
- Leanne VandeCreek, Associate Professor and Social Sciences Librarian, University Libraries

Center Staff

The following staff served in full-time capacities at the Center during 2011-2012:

- Daniel Cabrera, Multimedia Coordinator
- Caroline Conlon, E-Learning Design Coordinator (through April 15, 2012)
- Brenda Hodges, Program Coordinator
- Murali Krishnamurthi, Director
- Cherie Quillman, Information Technology Coordinator

- Amy Deegan, Office Support Specialist
- Jeffrey Geronimo, E-learning Design Coordinator (from May 16, 2012)
- Janet Giesen, Instructional Design Coordinator
- Jason Rhode, Assistant Director
- Stephanie Richter, Instructional Technologies Coordinator
- Olga Urban, Online Technologies Coordinator (through March 31, 2012)

The Center has two graduate assistants and one student worker, and below is the list of those who served in part-time capacities during 2011-2012

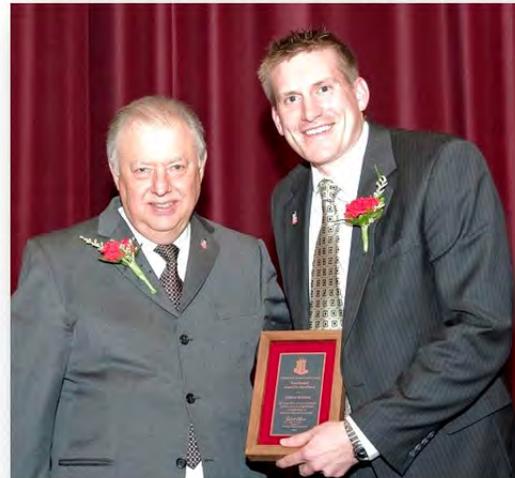
- Michelle Chickerillo, Student Employee
- Peter Gowen, Graduate Assistant
- Jeffrey Geronimo, Graduate Assistant (until May 15, 2012)
- Jill Johnson, Graduate Assistant (from May 16, 2012)

Staff Recognitions

During 2011-2012, Center staff achieved professional recognitions. Listed below is a summary of recognitions received by Center staff during 2011-2012:

- Center received the 2011 SLATE Star Award for its contributions from SLATE, the Midwest Blackboard Users' Group in Chicago, IL in October 2011.
- Center's assessment effort was recognized as *Outstanding Practices in Assessment* by the University Assessment Panel in February 2012.
- Jason Rhode, Assistant Director, received the *2012 Presidential Excellence Award for Supportive Professional Staff* in April 2012.
- The Center received the *2012 Blackboard Catalyst Platinum Award for Excellence in Community Collaboration* from Blackboard, Inc., in July 2012 in recognition of encouraging collaboration, sharing advice, insight and content and effective best practices outside the institution.
- Center's successful Blackboard Training and Support plan has been sought after by several other academic institutions and adapted for their Blackboard upgrade.

Jason Rhode (right) receives the 2012 Supportive Professional Staff Presidential Award for Excellence



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 the Center during 2011-2012.

"I strongly believe that FDIDC is one of the university's most valuable resources: few units on campus have the reach and impact for faculty and students alike, and FDIDC supports the university's teaching mission and enables the faculty to do the same ever more effectively. FDIDC also enhances our sense of community, which may be less objectively measurable but is equally welcome. All of my interactions with FDIDC have been positive and professional!" – *Sample of feedback from 2012 Campuswide Survey of faculty and staff*