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 2012-2013 are summarized.

The information summarized in the report clearly indicates the continuing demand for professional 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 that ultimately contribute to student success.

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 2012-2013 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
Associate Provost

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.

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Programs</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Effectiveness Programs</td>
<td>4</td>
</tr>
<tr>
<td>Technology Integration Programs</td>
<td>6</td>
</tr>
<tr>
<td>Research and Scholarly Activities</td>
<td>10</td>
</tr>
<tr>
<td>Professional Development</td>
<td>11</td>
</tr>
<tr>
<td>Awards and Certifications</td>
<td>12</td>
</tr>
<tr>
<td>Consultations</td>
<td>12</td>
</tr>
<tr>
<td>Resources</td>
<td>13</td>
</tr>
<tr>
<td>Publications and Presentations</td>
<td>13</td>
</tr>
<tr>
<td>Center Staff Development</td>
<td>16</td>
</tr>
<tr>
<td>Professional Service</td>
<td>17</td>
</tr>
<tr>
<td>Assessment</td>
<td>17</td>
</tr>
<tr>
<td>Advisory Committee</td>
<td>19</td>
</tr>
<tr>
<td>Center Staff</td>
<td>20</td>
</tr>
<tr>
<td>Staff Recognitions</td>
<td>20</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>20</td>
</tr>
</tbody>
</table>
Faculty Development and Instructional Design Center’s programs, activities, and accomplishments during its fourteenth full academic year of operation since its reorganization in August 1998 are summarized in this annual report. The significant accomplishments of the Center during 2012-2013 include the following:

- Offering 154 programs for more than 2,200 participants
- Inviting nationally recognized experts to present faculty development programs at NIU
- Promoting the use of Blackboard web course management system for teaching
- Offering graduate teaching assistant training and development programs
- Promoting accessibility and diversity issues
- Arranging professional development opportunities to faculty
- Offering professional development programs for academic administrators
- Recognizing Teaching Assistants with Outstanding Graduate Teaching Assistant awards
- Receiving the 2013 Blackboard Catalyst Award for Staff Development
- Receiving the 2013 Blackboard Catalyst Award for Teaching and Learning
- Receiving the Blackboard Key to the Community Award in recognition of outstanding service of two of our staff in sharing best practices with other institutions using Blackboard

During 2012-2013, Center staff collaborated with various academic and support units to meet the ongoing and emerging needs of NIU faculty, academic supportive professional staff, administrators, and graduate teaching assistants in their teaching, technology integration, professional development, and related needs.

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 2012-2013. 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 the Executive Vice President and Provost and the Provost’s 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 2012-2013.
Center staff offered 154 formally-scheduled programs between August 16, 2012 and August 15, 2013. The total attendance for these programs was 2,219 and the total number of hours the attendees spent for these programs was 6,819 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 availability. Program data reported here does not include information dissemination meetings. Some programs were co-sponsored by Center staff with other units on campus. Data on consultations 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 effectiveness, 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.
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 2012-2013, 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 invited the following nationally recognized presenters to offer workshops on various topics on teaching.

- Saundra McGuire (Louisiana State University)
- Kelvin Thompson (University of Central Florida)

As in the previous years, Center staff offered Teaching Effectiveness Institutes at the beginning of fall and spring semesters for faculty and teaching staff during 2012-2013. The fall 2012 Teaching Effectiveness Institute also consisted of two one-day workshops. Day 1 was on the fundamental principles of effective instruction and Day 2 was a workshop on an advanced topic. The Spring 2013 Teaching Effectiveness Institute consisted of one one-day workshop and two half-day workshops on separate advanced topics of interest.

Faculty participation in Teaching Effectiveness Institutes during 2012-2013 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.

- Fall ’13 Teaching Effectiveness Institute: Fundamental Principles of Effective Instruction by Center Staff
- Fall ’12 Teaching Effectiveness Institute: Tools of Engagement: Connecting Meaningful Moments through Technology, by Kelvin Thompson (University of Central Florida)
- Spring ’13 Online Teaching Effectiveness Institute: Teaching in the Digital Classroom: Tools, Tips, and Strategies by Center Staff
- Spring ’13 Teaching Effectiveness Institute: Getting Students to Focus on Learning Instead of Grades: Teach Them How to Learn by Saundra McGuire (Louisiana State University)
- Spring ’13 Teaching Effectiveness Institute: Increasing Student Motivation: Strategies that Work by Saundra McGuire (LSU)

Teaching Assistant Orientation

Since Fall 2003, Center staff have been offering daylong Teaching Assistant (TA) Orientation at the beginning of fall and spring semesters. These orientations are attended by graduate teaching assistants, research assistants, and staff assistants at NIU.
Participation in TA Orientations is voluntary for graduate teaching assistants from a majority of academic units, but some academic units require their graduate teaching assistants to participate in the orientation.

Fall 2012 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 2012-2013**

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 is a sample of teaching effectiveness programs offered:

- **Active Listening Skills to Improve Communication**
- **Board of Trustees Professor Seminar: The Love of Literature, Scepticism and Collaboration**, by William Baker (University Libraries/Department of English) offered on October 1, 2012
- **Board of Trustees Professor Seminar: Building Ethical Leaders**, by Pam Smith (Department of Accountancy) offered on April 22, 2013
- **Concept Mapping for Teaching and Learning**
- **Creating and Delivering Effective PowerPoint Presentations**
- **Delivering Dynamic Lectures** (offered 2 times)
- **Designing a Writing-Enhanced Course**, offered by Brad Peters (English) on May 21, 2013
- **Designing Effective Assessments**
- **Developing a Course Syllabus** (offered 2 times)
- **Effective Delivery Techniques: Little Things That Make a Big Difference**
- **Formative and Summative Feedback**
- **Fundamentals of Experiential and Service Learning**
- **Gagne’s Nine Events of Instruction**
- **Making Connections – Community, Students, and Faculty: Practical and Pedagogical Considerations for**

Dr. Tomis Kapitan presents the Spring 2013 Presidential Teaching Professor Seminar

- **Community Engagement in Coursework**, by Randy Stoecker (UW Madison), sponsored by NGOLD
- **Presidential Teaching Professor Seminar: A Platonic Socratic Dialogue for Our Time**, by Tomis Kapitan (Department of Philosophy) offered on February 27, 2013
- **Presidential Teaching Professor Seminar: Transformational Learning: Building Confidence and Competence with Counselors and Educators in the Classroom**, by Toni Tollerud (Counseling, Adult and Higher Education), offered on November 1, 2012
- **Quick and Painless Grading**
- **Rubrics for Meaningful Assessment and Evaluation** (offered 2 times)
- **Simple PowerPoint Tricks to Improve Learning**
- **Strategies for Ending Your Course on a High Note**
- **Strategies for Engaging Students in the Classroom**
- **Teaching a New Course**
- **Team-Based Learning**
- **Testing Techniques: How to Design Better Tests** (offered 2 times)
- **Writing Goals and Objectives: There is a Difference** (offered 2 times)
Special Teaching Effectiveness Programs Offered for Colleges/Departments

Center staff offers special programs when requested by individual departments or colleges. The following teaching effectiveness program was offered in 2012-2013:

- Special Workshop: *Creating Learner-Centered Lesson Plans* for the UNIV 101-201 Instructor Development Conference

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 considers 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 2012-2013

During 2012-2013, 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. The following list contains a sample of technology integration programs offered by the Center during 2012-2013:

- Articulate Series: Engaging Students with Interactive Tutorials
- Articulate Series: Engaging Students with Interactive Quizzes (offered 2 times)
- Articulate Series: Engaging Students with Interactive Quizzes for Mac Users
- Articulate Series: Getting Started with Online Tutorials (offered 2 times)
- Basic Video Capture and Editing
- Best Practices in Online Teaching
- Clickers in the Classroom (offered 3 times)
- Design Tool Series: Screencasting
- Design Tools Series for Online Instruction: Audio
- Design Tools Series: Images
- Design Tools Series: Video
- Free Software Tools for the Classroom
- Mac Series: Introduction to GarageBand
- Mac Series: Quick and Easy Editing Using iMovie (offered 2 times)
- Mobile Learning Series: Apps for Teaching and Learning
Stephanie Richter presents a technology integration program

Mobile Learning Series: Designing a Mobile-Friendly Blackboard Course
Mobile Learning Series: Grading on a Mobile Device
Mobile Learning Series: Learning on the Go
Mobile Learning Series: Location-Based Learning
Mobile Learning Series: Screencasting - Create, Explain and Share Using Your Mobile Device
Models of Online Instruction
Multimedia Sampler
Opportunities for Mac Users
Prezi: Move Beyond the Slides to Create Amazing Presentations
Providing Electronic Feedback
Redesigning Course Materials for Online Delivery

Screencasting to Facilitate Learning Opportunities (offered 2 times)
Screencasting to Facilitate Learning Opportunities for Mac Users
Social Media Series: Introduction to Social Bookmarking
Social Media Series: Introduction to Social Media in Education
Social Media Series: Using Twitter for Teaching, Learning, and Professional Development
Teaching with Infographics
Teaching with Technology Institute: Taking your Teaching to the Next Level by making the Most of Blackboard's New Features, offered by Center Staff
Turning Point 5.1 Clickers Upgrade, by Todd Schaffer (Turning Technologies, Inc.)

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 2012-2013:

Special Workshop: Finding Your Voice Online: Intro to Social, Collaborative Teaching and Learning, for College of Health and Human Sciences
Special Workshop: Introduction to the SmartBoard, for Department of Foreign Languages and Literatures
Special Workshop: Link Up through LinkedIn: Benefits, Basics, and Best Practices, for College of Health and Human Sciences

Blackboard Programs

During 2012-2013, 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 offered the following Blackboard programs during 2012-2013:

Assessing Student Learning with Blackboard Tests and Surveys (offered 2 times)
Blackboard Communication Tools
Blackboard I: Introduction to Blackboard (offered 12 times)
Blackboard II: Building your Blackboard Course (offered 11 times)
Blackboard Open Lab (offered 2 times)
Blackboard Tune-Up: Introducing New Features in Blackboard (offered 3 times)
Blogs, Wikis and Journals: New Ways to Collaborate and Communicate with Students in Blackboard (offered 2 times)
Build Better Tests with Blackboard Item Analysis
Characteristics of Effective Discussion Boards in Blackboard
Collecting Assignments Electronically in Blackboard (offered 2 times)
Communicating Visually During Online Sessions Using Blackboard Collaborate Whiteboard
Controlling Student Access to Materials in Blackboard
End of Semester Considerations for Your Blackboard Course
Facilitating Small Group Discussion Online Using Blackboard Collaborate Breakout Rooms
Interactive Rubrics: Providing Consistent and Quality Feedback in Blackboard Courses (offered 2 times)
Introduction to Live Online Classes Using Blackboard Collaborate (offered 2 times)
Managing Student Grades with Blackboard Grade Center
Mobile Series: Offering Mobile-Friendly Online Lectures Using Blackboard Collaborate
Personalizing the "Look" of Your Blackboard Course
Preview of New Blackboard Inline Assignment Grading Feature

Special Blackboard Programs Requested by Academic Units
Center staff offers special programs when requested by individual departments or colleges. The following Blackboard programs were offered in 2012-2013:

- Special Workshop: Blackboard for Training and Searches, offered for Affirmative Action and Diversity Resources

Teaching with Technology Initiatives
During 2012-2013, Center staff developed and delivered new workshops while continuing to offer workshops on popular technologies for assisting faculty with teaching and learning. These workshops covered a variety of topics, including advanced features of Blackboard and the following technologies: Wikis, Blogs, Screencasting, Multimedia Tools, Synchronous Collaboration, Social Networking, Mobile Technologies, and Personal Response Systems.

Teaching Effectiveness Institute: Teaching in the Digital Classroom: Tools, Tips, and Strategies
As instructional approaches evolve to meet the expectations of today’s students, faculty have an ever-increasing selection of tools to choose from for their teaching needs. Because of these possibilities, Center staff developed and offered the Spring 2013 Teaching Effectiveness Institute on Teaching in the Digital Classroom: Tools, Tips, and Strategies in January 2013. During this day-long, interactive, online institute, NIU faculty and teaching staff learned how to engage students actively in the learning process through the use of best practices and readily-available technologies. The focus of the institute was on principles and pedagogies for creating highly quality and engaging courses in the "digital classroom" that extend beyond the walls of a traditional classroom.
Teaching with Technology Institute: Take Your Teaching to the Next Level by Making the Most of Blackboard’s New Features

The seventh Teaching with Technology Institute, held in May 2013, served as yet another venue for introducing emerging pedagogies involving online technologies. With a focus on the new capabilities and features that would become available following the June 2013 Blackboard upgrade, Center staff led the hands-on sessions in which participants explore new features of the upgraded Blackboard system. Throughout the day, Center staff covered best practices for incorporating and implementing the tools in pedagogically sound ways, in addition to sharing the details of using the technology.

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 discussions, and manage many other course-related functions. All teaching faculty and enrolled students and have access to Blackboard.

Use of the system has steadily increased during the past eleven years. From spring 2002 to summer 2013, the use of Blackboard for teaching credit courses more than quadrupled at NIU. Faculty and course usage is still continuing to grow. The number of course sections rose significantly from Spring 2012 to Summer 2013 partially because ITS refined its query to separate combined course sections in Blackboard.

During fall 2012, 97.5% of all students and 82.75% of all those who teach used Blackboard for 53.3% of all course sections offered at NIU. On the average, students used Blackboard for 4 courses during fall 2012.

The increase in use of Blackboard and the successful June 2013 upgrade would not have been possible without the collaborative efforts of ITS 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.

Blackboard usage figures for teaching credit courses
Preparing to Teach Online: Self-Paced Online Modules Developed and Tested

The Center received a Venture Grant from the NIU Foundation in 2012 to help support the development of a set of interactive learning modules on online teaching that NIU faculty can use to learn at their own pace and schedule. The modules, collectively referred to as “Preparing to Teach Online” were developed during 2012 - 2013, based on previous work on online teaching training offered by the Center. The modules are 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 began in Spring 2012 and continued through 2013. In Spring 2013, the modules were tested by faculty and instructors at NIU as well as by experts in online teaching from other institutions. Following this review, the modules were released to a select cohort of NIU faculty for pilot testing in June 2013. Results from the pilot test indicated that faculty valued the information and activities covered through the modules. Development on the elective modules continued through 2013 and will be pilot tested in spring 2014.

In addition, Center staff assisted numerous individual faculty members with their online teaching needs. Many faculty members scheduled regular consultation 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 in their teaching.

Research and Scholarly Activities

Center staff promoted research and scholarly activities through the following activities during 2012-2013:

- 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

During 2012-2013, Center staff arranged the following workshops:

- Write Well, Publish More! by Brad Peters (English) for the seventh consecutive year.

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.

Special Research and Scholarly 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 2012-2013:

- Special Workshop: Collaborative Research, for the NIU PI Academy
- Special Workshop: Research Integrity, for Mckearn Fellows and Undergraduate Summer Research Opportunity Students

Sponsored Projects

The Center continued the following internally funded project at NIU during 2012-2013:

“Self-Paced Training Modules on Online Teaching,” project funded by NIU Foundation Venture Grants, Northern Illinois University, $14, 000 for January 2012 – June 2013. Project Director: Jason Rhode.
Professional Development

Center staff provided professional development opportunities to faculty and supportive professional staff through the following activities and services during 2012-2013:

- Arranging mentors for new faculty who request such support
- Offering professional development opportunities to faculty
- 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 2012-2013, Center staff coordinated and arranged a number of development programs for faculty, staff, and administrators. The professional development programs offered during 2012-2013 include:

- **Fall 2012 Chairs Development Workshop:** Emerging Best Practices and Innovation in Higher Education, by David Attis (Educational Advisory Board, Washington, DC)
- **Fall 2012 New Faculty Forum**
- **Maintaining Constructive Relationships In and Out of the Classroom** (sponsored by Employee Relations, HRS)
- **University Support Expo**

- **Spring 2013 Chair Development Workshop:** Managing Conflict in Healthy Ways, by Toni Tollerud (Faculty and SPS Personnel Advisor), Sarah Klaper (Ombudsperson) and Deborah Haliczer (Assistant Vice President for Employee Relations)
- **Spring 2013 Academic Administrators Development Workshop:** Student Success and Completion: A Collaborative Approach, by Richard Staley (Educational Advisory Board)

Center offered the following professional development opportunities not available at NIU during 2012-2013:

Registration fee and travel expenses funded for the May 21-13, 2013 *Designing Courses for Greater Student Engagement and Better Student Learning* workshop at Rosemont, IL for:

- Buyung Agusdinata (Environmental Studies)
- Ann Dzuranin (Accountancy)
- Cynthia Hellyer-Heinze (Art)
- Julie Ramisch (Family, Consumer, and Nutrition Sciences)

Travel expenses funded for the May 13-15, 2013 *Faculty Summer Institute on Learning Technologies* at Urbana, IL for:

- Alicia Schatteman (Public Administration and NGO Leadership and Development)
- Patricia Tattersall (Allied Health and Communicative Disorders)
Awards and Certifications

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 2013:

- Clare Scopacasa Foland (English)
- Cody Happ (Foreign Languages and Literatures)
- Samantha Haring (Art)
- Matthew P. Wiesner (Physics)

Each recipient of the award was presented with a plaque and recognized at the Graduate Student Reception sponsored by the Graduate School on April 23, 2013.

Apart from the Outstanding TA awards, the Center also awarded the Graduate Teaching Certificate to 11 graduate assistants from 9 academic departments for completing the certification requirements during 2012-2013.

Consultations

Apart from offering programs and resources, Center staff offer consultations on a range of issues to 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 2012-2013, Center offered a total of 1,280 consultations to 410 unique faculty, instructors, staff, and graduate teaching assistants from 81 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.
Resources

Center staff developed or acquired and made available during 2012-2013 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 the following:

- Blackboard Documentation
- Blog
- 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 above mentioned resources, Center staff maintained the following computing facilities in 2012-2013:

- A twelve-station Windows-based Collaboratory with various general-purpose software, Symposium 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 on their own.
- A Teaching Resource Room with books and videos, PC, TV, VCR and DVD player setup for faculty and teaching assistants to view instructional videos.

The Center’s Collaboratory and Digital Multimedia Studio were regularly used by individual and small groups of faculty, staff, and TAs for experimentation as well as developing materials during 2012-2013.

Center staff moderated the following listservs that served as both informational and networking resources for faculty, instructors, teaching staff, and graduate teaching assistants:

- 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 issued news releases through Northern Today and other media resources at NIU. Notices of programs and news items were also posted on Facebook and Twitter as well as made available through RSS feed.

Publications and Presentations

Center’s publications during 2012-2013 included the following newsletters every fall and spring, which were disseminated through separate listservs.

- Spectrum newsletter for faculty and supportive professional staff.
- TA Connections newsletter for graduate teaching assistants.
The following was published by the Center through NIU Today to promote accessibility issues during 2012-2013:


The following is a list of presentations by Center staff at various conferences and professional meetings 2012-2013:


- Rhode, J. (2012, Aug. 29). \textit{Using web 2.0 technologies to engage and inspire}. Presented at Chicago State University, Chicago, IL.


- Rhode, J., & Richter, S. (2013, Jan. 7). \textit{An Overview of online education}. Presented to NIU School of Nursing and Health Studies General Faculty Council.


Rhode, J. (2013, April 5). *An overview of online education.* Presented to NIU Department of Psychology Faculty.


Geronimo, J. (2013, May 14). *Creating highly interactive e-Learning content with Adobe Captivate,* presented at 2013 Faculty Summer Institute at University of Illinois at Urbana-Champaign.

Miller, T. (2013, May 14). *Characteristics of effective discussion boards,* presented at 2013 Faculty Summer Institute at University of Illinois at Urbana-Champaign.


Geronimo, J. (2013, May 15). *Creating customized and individualized learning paths in Blackboard Learn,* presented at 2013 Faculty Summer Institute at University of Illinois at Urbana-Champaign.


Center Staff Development

Center staff attended many professional development programs during 2012-2013. Listed below is a sample of professional development activities in which Center staff participated within and outside NIU:

- 2013 Blackboard Never Stop Learning Tour, University of Illinois, Chicago, IL
- 2013 NIU Multicultural Curriculum Transformation Institute Open Sessions
- 2013 NIU Women’s Leadership Conference
- 2013 NIU Assessment Expo
- 2013 Product Development Partnership webinar
- Academic Partnerships Faculty eCommons: Instructional Design for Mobile Learning webinar
- Apple iTunes U Webcast Series: Creating Learning Materials for Your Course webinar
- Apple iTunes U Webcast Series: Getting to know iTunes U webinar
- Association for Educational Communications and Technology (AECT) Summer Leadership Development Day, Bloomington, IN
- Blackboard Idea Exchange Live: Blackboard Service Pack 12 webinar
- Blackboard Idea Exchange Live: Blackboard xPl webinar
- Blackboard Idea Exchange Live: Empowering Your Open Education & MOOC Initiatives webinar
- Blackboard Idea Exchange Spotlight Series: Digital Adoption Moving to the Mainstream webinar
- Building the Learning Community: Teaching and Learning in the Digital Age, Chicago State University
- Canvas Network: MOOC MOOC
- Creating an Engaging Student Experience: SO10 Global Navigation and My Blackboard webinar
- Designing eLearning for iPads webinar
- Echo360 lecture capture solution, Waubonsee Community College
- Educause: Online Conference
- Educause: Six Dimensions of Next-Generation Learning webinar
- Educause: The Horizon Report in Action: Emerging Technologies Today and Tomorrow webinar
- Fink & Associates: Designing Courses for Significant Learning
- GoingOn Networks: MOOC Strategies & Best Practices Webinar
- Google Apps for Education Summit, Northbrook, IL.
- Indiana University-Purdue University Indianapolis’ RISE Program workshop
- iPad at Work: Presentation webinar
- Learn How ConnectYard Extends Blackboard to Facebook, Twitter & Text Messaging webinar
- Maas360: 10 Simple Policies to Protect Mobility webinar
- National Girls Collaborative Project: Boosting Girls’ Interest in STEM
- NIU Human Resources: Responding to Difficult People webinar
- NIU Human Resources: Maintaining Constructive Relationships in and out of the Classroom workshop
- NIU Office of Student Engagement and Experiential Learning: Next Generation Course Redesign workshop
- NIU Presidential Commission on the Status of Women: The Glass Cliff: Challenges in Leadership after the Ceiling workshop
- NIU Presidential Commission on the Status of Women: What Does it Mean to Have a Disability: Student Perspectives on Live and Learning at NIU? workshop
- NIU Transformation Project: Next Generation Course Redesign workshop
- Sloan Consortium 6th Annual International Symposium on Emerging Technology for Online Learning, Las Vegas, Nevada
- Sloan Consortium Conference: Accessibility Specialist: Understanding “Invisible” Disabilities and What this means for Online Education webinar
- Sloan Consortium online workshop Leadership in Online Education: Financials and Economics
- SXSWedu Educational Technology Conference, Austin, Texas

16
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 2012-2013:

- Affirmative Action and Diversity Resources Training Coordinator Search Committee
- Blackboard Collaborate Product Advisory Council
- Blackboard Product Development Partnership
- Blackboard Idea Exchange
- Computing Facilities Advisory Committee
- Council of Deans
- 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
- Midwest Blackboard User’s Group (SLATE)
- Midwest Blackboard User’s Group (SLATE), Board of Directors
- NIU Blackboard Learning System Administrative Committee
- NIU Blackboard Status Team
- NIU Blackboard Support Team
- Outstanding Contribution to International Education by a Department Award Committee
- Outstanding International Education by a Department Awards Committee
- Outstanding Student Contribution to International Education Awards Committee
- Presidential Commission on Persons with Disabilities
- Provost’s Committee on Multicultural Curriculum Transformation
- Research Integrity Coordinator Search Committee
- Service Learning Advisory Committee
- SXSWedu Advisory Board

Assessment

The programs, resources, and services offered by Center staff during 2012-2013 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 program feedback, professional development opportunity 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 1: Introduction to Blackboard workshops to compare responses of participants both before and after they use the new information learned. These three programs were chosen because they are fairly consistent from one year to the next.

The follow-up evaluation is sent 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 2012 Teaching Effectiveness Institute - Day 1: Fundamentals Principles of Effective Instruction conducted at the end of the institute, 91.67% of the respondents (N=24) indicated “strongly agree” or “agree” that the information/techniques covered in the program were applicable in their teaching or other student-related activities. Similarly, 95.84% of the respondents (N=24) 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 (N=8) 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 respondents (N=8) 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 2012-2013, 92.11% of respondents (N=123) indicated “strongly agree” or “agree” that the information/techniques covered in the workshops were applicable in their teaching or other student-related activities. Also, 94.10% of the respondents (N=123) 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 75.0% of the respondents (N=12) indicated “strongly agree” or “agree” that the information/techniques covered in the program were applicable in their teaching or other student-related activities, and 50.0% of the respondents (N=12) also indicated that they “strongly agree” or “agree” that their participation in the program benefited their students.

In the evaluation of the Fall 2012 Teaching Assistant Orientation conducted at the end of the orientation, 87.15% of the respondents (N=179) indicated “strongly agree” or “agree” that the information/techniques covered in the program were applicable in their teaching or other student-related activities. Similarly, 89.39% of the respondents (N=179) 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 69.68% of the respondents (N=46) indicated “strongly agree” or “agree” that the information/techniques covered in the program were applicable in their teaching or other student-related activities, and 63.0% of the respondents (N=46) also indicated that they “strongly agree” or “agree” that their participation in the program benefitted their students. It should be noted that those who completed the follow-up evaluations were not necessarily the same people who completed the initial evaluations as all evaluations were received anonymously. Overall, the program evaluation results for 2012-2013 met the Center’s assessment targets and have been helpful to identify opportunities for further improvement.

Consultation Assessments

In 2012-2013, Center staff began sending follow-up evaluation emails at the end of each semester to individuals who sought consultations. In fall 2012, the evaluation was sent to 45 individuals with 11 responding for a response rate of 24.4%. 90.9% “strongly agree” or “agree” that the information/techniques covered in the program were applicable in their teaching or other student-related activities, and 9.1% responded not applicable. 90.9% of the respondents indicated “strongly agree” or “agree” that their participation in the program benefitted their students, and 9.1% responded not applicable. In spring 2013, the evaluation was sent to 42 individuals with 12 responding for a 19.0% response rate. 91.67% “strongly agree” or “agree” that the information/techniques covered in the program were applicable in their teaching or other student-related activities, and 8.3% responded not applicable. 91.67% of the respondents indicated “strongly agree” or “agree” that their participation in the program benefitted their students, and 8.3% responded not applicable. Similar to program evaluations, consultation evaluation results for 2012-2013 met the Center’s assessment targets and have been helpful to reinforce the good work of Center staff.

Qualitative Feedback

Along with collecting and analyzing quantitative feedback from program and consultation participants for identifying opportunities for improvement, Center staff also collected and analyzed qualitative feedback, including unsolicited feedback, from the Center’s audience during 2012-2013. The qualitative feedback has been valuable for recognizing positive aspects of the Center’s programs and services and continuing them, and addressing specific needs that participants could not convey through the program and consultation feedback forms. A sample of qualitative feedback is included on the following page:
“You all consistently provide quality programming/training which is very valuable.” – Sample feedback from a faculty program

“I thought the program was a very good and thorough in updating some of the new features. It gave me so many new ideas I don’t know where to start.” – Sample feedback from a Blackboard workshop

“I wanted to notify you that I was very impressed with the information you provided me regarding infographics. I was able to demonstrate to my supervisor the use of infographics and how this would strengthen our marketing efforts. . . Thank you for your motivation and talent!” – Sample feedback from a faculty/staff workshop

“I just wanted to reiterate how much I enjoyed yesterday's program. I learned a lot, and will inform my colleagues as to the benefits of the program.” – Sample feedback from a faculty workshop

“Such a great orientation! I have learned so much and I feel more confident to be teaching my own lab class because of the orientation! Thank you!” – Sample feedback from a participant of the Teaching Assistant Orientation

“I just wanted to send you a thank you note regarding your outstanding staff and how helpful they have always been to me. . . . I have attended many of your courses and every one of your staff are knowledgeable about the content, patient, and very responsive to faculty needs. I hold your entire department with the highest regard.” – Sample feedback from a faculty consultation

“Excellent group (Writing Circle). I think the only suggestion I have is to perhaps have more "turns". It’s wonderful to read and review others work as that is a learning experience in itself but often an individual only gets one or two opportunities to present their work and receive feedback. Perhaps a smaller group?” – Sample feedback from a participant of the Writing Circle

“During the Spring semester 2013, [two staff members] helped me solve problems, clarify concepts and helped with practical hands-on applications of Blackboard and related activities. Both individuals were excellent teachers, patient and thorough! My grade for both: A+.” – Sample feedback from a faculty consultation

“I had a great mentor and felt cared for.” – Sample feedback from a participant of the New Faculty Mentoring Program

“As always you were super prompt & helpful in responding to my Collaborate and audacity questions. Thank you! Facdev rocks!!!” – Sample feedback from a faculty consultation

“I have always used the Bloom's taxonomy framework in teaching; The Fink workshop allowed me to see how to expand that into other areas (Human Dimension, Caring, Learning). Therefore, the focus of pre/post course self evals I have always done now reflect the Caring and Learning areas.” – Sample feedback from a participant of a professional development program

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 2012-2013 were:

- Therese Arado, Associate Professor, College of Law
- Helen Brantley, Professor, Leadership, Educational Psychology & Foundations
- Ann Dzuranin, Assistant Professor,
- Lichuan Liu, Associate Professor, Electrical Engineering
- Wei Luo, Professor, Geography
- Jessica Reyman, Associate Professor, English
- David Stone, Associate Vice President for Research,
Accountancy
- Paula Frasz, Professor, Theatre and Dance
- Judith Hertz, Professor, Nursing and Health Studies

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 2012-2013:

- Daniel Cabrera, Multimedia Coordinator
- Amy Deegan, Office Support Specialist
- Jeffrey Geronimo, E-learning Design Coordinator
- Janet Giesen, Instructional Design Coordinator
- Brenda Hodges, Program Coordinator
- Murali Krishnamurthi, Associate Provost
- Tracy Miller, Online Teaching Coordinator (since November 2012)
- Cherie Quillman, Information Technology Coordinator
- Jason Rhode, Director
- Stephanie Richter, Assistant Director

The Center has two graduate assistants and one student worker, and below is the list of those who served in part-time capacities during 2012-2013

- Michelle Chickerillo, Student Employee (until December 15, 2012)
- Peter Gowen, Graduate Research Assistant
- Jill Johnson, Graduate Research Assistant
- Brittany Thomas, Student Employee (January through May 15, 2013)
- Sarah Potter, Graduate Research Assistant (from September 2012)

Staff Recognitions

During 2012-2013, Center staff achieved professional recognitions. Listed below is a summary of recognitions received by Center staff during 2012-2013:

- Jason Rhode and Stephanie Richter each received a 2013 Blackboard Key to the Community Award in recognition of outstanding service to the Blackboard client community in July 2013.
- Center received the 2013 Blackboard Catalyst Award for Staff Development in July 2013
- Center received the 2013 Blackboard Catalyst Award for Teaching and Learning in July 2013

Acknowledgements

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