FACULTY DEVELOPMENT AND INSTRUCTIONAL DESIGN CENTER

Annual Report

Northern Illinois University

2018-2019
Message from the Executive Director

In this annual report, Faculty Development and Instructional Design Center's programs, activities, and services for faculty, supportive professional staff, and graduate teaching assistants during 2018-2019 are summarized.

During the past year, the Faculty Development and Instructional Design Center contributed to the university's mission ...to empower students through educational excellence and experiential learning as we pursue knowledge, share our research and artistry, and engage communities for the benefit of the region, state, nation and world by collaborating 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. This marked the twentieth full academic year of operation for the center since we were established in August 1998.

This past year the center was reimagined with the for-credit course instructional design team from eLearning Services, becoming a full-service center supporting faculty, instructors, and graduate teaching assistants with teaching, teaching with technology and instructional design support, services and resources. This transformation allowed us to increase our services to include graphic design, video and audio production and online program development. The center physically moved to the building formally known as the Academic Advising Center.

We could not have accomplished our goals during the last year without the help and support of the various campus units, administrators, faculty, supportive professional staff, civil service staff, and graduate teaching assistants. We would like to express our sincere appreciation to the NIU community for its continued support of faculty development and instructional design activities. We are especially grateful to the Executive Vice President and Provost, Vice Provost for Faculty Affairs, and the Provost’s staff for their support of the center’s activities and for the advice and support of the members of the Faculty Development Advisory Committee.

Thank you for taking the time to read more about the many programs, resources, and services offered by the Faculty Development and Instructional Design Center during the 2018-2019 academic year. If my staff or I can ever be of further assistance, please reach out to us.

Jason Rhode
Executive Director
History of the Center – Highlights

1998

Faculty Development and Instructional Design Center was established in 1998 with a director, two staff, and secretary, temporarily housed in Gilbert Hall. The new center was charged with providing comprehensive support on teaching effectiveness and technology integration to faculty and academic supportive professional staff.

2001

In 2001, the center began providing training and support to faculty on the Blackboard web course management system and added one staff position to handle the increasing demand for such training and support requests at NIU.

2003

In 2003 teaching assistant training and development responsibilities were transferred to the center and the first Teaching Assistant Orientation was offered. In spring 2004 the center offered the first Outstanding Graduate Teaching Assistant Awards

2005

In 2005, the center was allocated office space on the 3rd floor of Adams Hall and relocated from Gilbert Hall. The center was asked to take on support and training for emerging instructional technologies. The center’s programs, resources and services continue to grow with the support of the Office of the Provost, the guidance of the Faculty Development Advisory Committee, and the participation of enthusiastic faculty, supportive professional staff and graduate teaching assistants.

2018

In 2018, the center came together with the for-credit course instructional design team from eLearning Services, transforming into a full-service center supporting faculty, instructors, and graduate teaching assistants with teaching, teaching with technology and instructional design support, services and resources. This transformation allowed the center to increase their services to include graphic design, video and audio production and online program development. The center physically moved to the building formally known as the Academic Advising Center.
**Mission**

We support innovation and excellence in teaching and instructional design. We accomplish this by providing professional development for faculty, partnering with academic units for course and program design and development, and facilitating effective integration of technologies in teaching.

**Vision**

Our vision is to be a catalyst for transformative learning experiences for faculty and students.

**Core Values**

In pursuing our vision and fulfilling our mission, we value and practice:

**Quality and Excellence**
- We practice and promote evidence-based and learner-focused teaching, learning, and instructional design strategies.
- We commit our resources to continuous quality improvement in all facets of our mission.
- We leverage and develop the skills and talents of our staff in a team approach to serve faculty and students in the most effective way possible.

**Innovation and Transformation**
- We champion innovative and creative approaches to teaching and instructional design.
- We explore and evaluate new technologies and strategies to inform their effective integration into teaching and instructional design.
- We create and advocate for creating transformative learning experiences for our faculty and students.

**Service and Empowerment**
- We practice a service mindset through relationships based on respect and trust.
- We empower faculty and students by helping them engage their strengths and identifying and satisfying professional development needs.
- We build communities of practice, providing a safe place for risk taking, and providing opportunities for sharing and leadership.

**Ethics and Integrity**
- We practice and promote respect for intellectual property, privacy, and ethical practice.
- We champion transparency and clarity in all facets of our mission.
- We communicate with each other and with faculty and staff honestly, respectfully, and constructively.

**Diversity and Equity**
- We practice and promote teaching and instructional design strategies that celebrate and serve the diversity of our faculty and students.
- We champion the development of learning experiences that are accessible and meaningful for all students.
- We defend the principles of fairness and inclusion in all facets of our mission.
Executive Summary

We offered 136 programs on fundamental principles of teaching, innovative teaching and learning strategies, online teaching, and the use of technology for teaching with nearly 1,800 attendees.

We provided individualized support for faculty, instructors, teaching assistants, and staff on teaching, online teaching, and teaching with technology through over 1,400 consultations. This includes brief exchanges via phone or email as well as in-depth and ongoing consultations, such as formative teaching observation.

We collaborated with faculty to design and develop 67 online courses. Our instructional design team was involved in the development of 36% of all online courses that were offered during the 2018-2019 academic year. Over 8,500 students enrolled in these courses.
Programs

Center staff offered 136 formally-scheduled programs between July 1, 2018 and June 30, 2019. The total attendance for these programs was 1,797 and the total number of hours the attendees spent for these programs 6,360 hours. These numbers include one-time and repeat participation by faculty, instructors, administrators, supportive professional staff, graduate teaching assistants, and guests.

The charts 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.

“I have always appreciated Faculty Development’s guidance. They have been essential in helping me to become a good teacher.” -- Faculty feedback
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 2018-2019, 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 offered workshops and invited nationally recognized presenters to offer workshops on various teaching topics.

“Excellent as always! Presenter was awesome and the day flowed very well. Thanks to all that put this together for us! You are much appreciated. I value the opportunity to come together every semester (at the beginning) to focus on teaching!” — Institute participant feedback
2019-2019 Guest Speakers and Keynotes

Each year the center invites highly respected and knowledgeable guest speakers to present at some of the larger annual events. At these events, the NIU community hear from and engage with other members of the higher education community at-large.

John Zubizarreta, Columbia College, presented “When I’m Sixty-Four”: Teaching the Selfie Generation and Critical Reflection in Enhancing Student Learning at the August 17, 2018 Fall Teaching Effectiveness Institute. In the morning, the award-winning educator, author and speaker lead participants through a discussion on teaching the “selfie generation”. In the afternoon, he spoke about how to engage students in practiced reflection on both content knowledge and the process of learning.

Joshua Eyler, Rice University, presented The Science of Learning and Why it Matters at the January 10, 2019 2019 Spring Teaching Effectiveness Institute. He is the Director of the Center for Teaching Excellence and author of How Humans Learn: The Science and the Stories behind Effective College Teaching. Participants explored interactions between multiple fields to gain important insights into student learning.

“Josh was one of the best presenters I’ve had in TEI. He was super knowledgeable and everything was super relevant to everyone in the room. It was the best combination of intellectual and practical. Lots of great resources shared!”
– Teaching Effectiveness Institute faculty participant feedback

Katie Linder, Oregon State University, gave the keynote address High-Impact Practices Online: Starting the Conversation at the May 30, 2019 Online Teaching Symposium. Participants walked away with some new ideas of how to incorporate high impact practices into online spaces. Linder is an author, researcher and podcaster.
Online Teaching Programs

Faculty Development and Instructional Design Center promotes effective online teaching through the following activities and services:

- Offering workshops, seminars, institutes, and related programs on online teaching and course design.
- Administering Online Teaching Readiness self-assessments and providing personalized frameworks for growth and development for online programs.
- Offering online teaching consultations, topics include: redesigning for an online course, adapting teaching presence, incorporating innovative approaches, and exploring best use of technologies.
- Serving as the initial point of contact for faculty teaching online credit courses
- Offering training programs on adopting evidence-based quality online programs and online teaching pedagogy.
- Facilitating Online Course Design Academy, an intensive four-week online course design boot camp to explore online learning models and provide an opportunity to experience an online course from the student perspective.
- Making available resources on best practices in quality online course design and strategic approaches to online teaching.
- Collaborating with other units to provide support for online course and program design and teaching.

For 477 participants, totaling 2,180 hours of professional development

“...I learned the value of sharing online teaching practices with colleagues. The panels by NIU faculty and staff were a great model for breakout sessions. I really appreciated the questions asked by audience members.”

– 2019 Online Teaching Symposium Participant feedback
**Online Course Design Academy**

**FOUR-WEEK IMMERSE ONLINE EXPERIENCE FOR FACULTY INTERESTED IN ONLINE TEACHING AND COURSE DESIGN**

During the four-week online Academy, faculty participants learned the practices and principles of effective online course design and applied them to an online course they would be developing with the team. Throughout the Academy, faculty experienced a variety of methods of online delivery firsthand and completed the first steps of designing their online course in preparation for beginning to work with an instructional designer.

During the 2018-2019 academic year 450 faculty taught online, delivery over 1,200 course sections, totaling 25,518 enrollments. 10% of the online instructors have completed the Online Course Design Academy and 20% have completed the Quality Matters Applying the Quality Matter Rubric workshop.

**Online Course Partnership Frameworks**

**NEW ONLINE COURSE PARTNERSHIP FRAMEWORKS - ONLINE COURSE DEVELOPMENT SUPPORT MODEL**

The Online Course Partnership Framework is a model of ongoing partnership and consultation between a member of the center and faculty developing an online course. The framework includes recommended professional development for the faculty member or instructor, a sequence of recommended consultations to guide the development process, and customizable templates to simplify the project.

“Our faculty that were part of the online course partnerships really appreciated the ongoing support from your team”

– Associate Dean feedback
Teaching Assistant Institute

This institute is attended by graduate teaching assistants, research assistants, and staff assistants at NIU. The center coordinates this event with not only the Graduate School, but many other departments and support units to provide a valuable experience for new graduate teaching assistants.

TA Institute provides an opportunity for new and returning teaching assistants to learn more about teaching and supporting students while networking with their fellow TAs. Participation is voluntary for TAs from a majority of academic units, but some academic units require their TAs to participate in the orientation. Over 225 GTAs and presenters gathered for a full day of learning and preparing for their role as graduate teaching assistants. Fall 2018 TA Institute consisted of a morning general session followed by afternoon breakout sessions on a wide range of teaching-related topics.

“I really enjoyed the entire program. It was very well organized and provided some great tools to help me be a successful GTA. I appreciate all the hard work that went into coordinating and executing such a great event. Thank you!” – Teaching Assistant feedback
Technology Integration Programs

WORKSHOPS, SEMINARS, INSTITUTES, AND RELATED PROGRAMS ON INTEGRATING TECHNOLOGY IN TEACHING

77 Programs

“Thanks for your continued expert and kind help with the sessions. I hope NIU realizes what a gem they have.”
– Faculty participant feedback

Center staff promote technology integration into teaching, courses, and curricula by:

- 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 on integrating instructional technologies

The 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.
Blackboard Programs

BLACKBOARD AT NORTHERN ILLINOIS UNIVERSITY

History of Blackboard at NIU

Academic Courses
Blackboard is used by 95% of faculty and instructors, 98% of students, and for 83% of all course sections, for an average of 4.5 courses per student (Fall 2018). We have also analyzed how faculty are using Blackboard, and find that a majority of courses each semester make extensive use of the capabilities of the system. Blackboard integrates with other cutting-edge tools for teaching and learning including video applications, publisher platforms, student engagement systems, and exam proctoring.
**BLACKBOARD ULTRA ROLL OUT INITIATIVE**

Center staff and the Division of Information Technology collaborated on the upgrade to the Blackboard Learn Ultra Experience. The new Ultra Experience is completely redesigned with simplified, intuitive workflows; a modern look and feel; and an improved mobile experience.

**Cloud Based Solution** – Less disruptions, better user experience, and a continuous delivery release model.

**Ultra-Base Navigation** – All courses now have the modern look and feel of the Ultra Base Navigation.

**Dual Course View Deployment** – Faculty can choose between Blackboard Original and Ultra Course Views. This option allow faculty to embrace the Ultra experience at the pace they desire to best meet their instructional needs.

**Pilot**
Special thanks to the four NIU faculty who piloted Blackboard Ultra with live courses. The Center supported them as needed and gathered feedback, previous to the upgrade in May, 2018.

**New Web Resources**
- Feature Guide
- Is Ultra Right for Me?
- Course Conversion
- Try Out Ultra
- Tutorials
- FAQs

The center conducted **53** Blackboard workshops; **8 Blackboard Ultra** workshops; serving **175** faculty, instructors, staff, and graduate teaching assistants at the beginning of the initiative in 2018-2019.
Research and Scholarly Activities

CELEBRATING 12 YEARS OF WRITE WELL, PUBLISH MORE! BY BRAD PETERS

179

Attendees
2007-2019

PROMOTING RESEARCH AND SCHOLARLY ACTIVITIES AMONG NIU FACULTY AND TEACHING STAFF

Center staff promoted research and scholarly activities through the following activities during 2018-2019:

• 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 offered by other units
Professional Development

PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY & TEACHING STAFF

Center staff provided professional development opportunities to faculty and supportive professional staff through the following activities and services during 2018-2019:

- 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
- Conveying faculty needs to the Provost’s Office and fostering faculty development
- Providing limited funding for faculty to attend outside professional development programs

During 2018-2019, center staff coordinated and arranged a number of development programs for faculty, staff, and administrators. The professional development programs offered during 2018-2019 include:

- Fall 2018 New Faculty Forum
- Preparing for Tenure and Promotion

The center offered professional development opportunities not available at NIU during 2018-2019, funding registration fee and travel expenses for the "Faculty Summer Institute" workshop on May 21-22, 2019 at University of Illinois, Urbana-Champaign, IL for:

- Philip Carpenter (Department of Geology and Environmental Geosciences)
- Tracy Miller (Faculty Development and Instructional Design Center)
- Nancy Petges (School of Nursing)
- Stephanie Richter (Faculty Development and Instructional Design Center)
- Cameron Wills (Faculty Development and Instructional Design Center)

“Thanks again for including me in the trip last year – it was a terrific experience, and one I still reference back to for inspiration. All the best.” – Faculty Summer Institute faculty participant feedback
The center offers a variety of teaching and technology consultations services for NIU faculty and staff. Consultations can be provided on a one-time or continuing basis as needed and are available in-person, by phone, and online by web conference. The consultation discovery process evolves over time to accomplish the desired goals of faculty who seek assistance.

“Wow! Thanks for the extremely informative, helpful, and PROMPT response. I really appreciate it!!” – Faculty Blackboard consultee feedback
Assessment Overview

ONGOING COMMITMENT TO EXCELLENCE AND SYSTEMATIC REVIEW OF PROGRAM QUALITY

Faculty Development and Instructional Design Center staff periodically assess faculty needs, obtain input from the Provost, and consult with the Faculty Development Advisory Committee to refine its mission, vision, and functions accordingly. The center develops short term plans for each academic year and carries out those plans that are feasible during each academic year. All programs and services offered by the center are regularly evaluated for quality according to a comprehensive assessment plan approved by the University Assessment Panel.

The center collects data using various methods such as:
- Program evaluations by participants
- Six-month follow-up program evaluations
- Resource usage
- Consultations
- Program attendance
- Mentoring program feedback
- Professional development opportunity reports
- Unsolicited feedback from center clientele

2018-2019 ASSESSMENT HIGHLIGHT FACULTY SATISFACTION WITH BLACKBOARD

All NIU faculty and instructors were surveyed in 2016 and 2019 to gauge satisfaction and comfort with Blackboard. In 2016, 83% of faculty strongly agreed or agreed that they were satisfied with Blackboard and 82% responded that they were confident using Blackboard (these questions were not repeated in 2019). From 2016 to 2019, other measures of confidence and satisfaction were relatively consistent or increased, including finding that Blackboard enhanced teaching effectiveness and helped students to be more successful. This assessment will be continued on a periodic basis.

<table>
<thead>
<tr>
<th>Statement</th>
<th>2016</th>
<th>2019</th>
</tr>
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<tbody>
<tr>
<td>I am generally satisfied with the quality of Blackboard</td>
<td>83%</td>
<td>N/A</td>
</tr>
<tr>
<td>I feel confident using Blackboard features in general</td>
<td>82%</td>
<td>N/A</td>
</tr>
<tr>
<td>I have a generally favorable attitude toward using Blackboard</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>Using Blackboard increases my efficiency when teaching</td>
<td>72%</td>
<td>75%</td>
</tr>
<tr>
<td>I find Blackboard to be easy to use</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td>Using Blackboard enhances my teaching effectiveness</td>
<td>64%</td>
<td>69%</td>
</tr>
<tr>
<td>Blackboard helps students to be more successful in their courses</td>
<td>62%</td>
<td>65%</td>
</tr>
</tbody>
</table>
Instructional Design of Online Courses

Faculty Development and Instructional Design Center (FDIDC) Instructional Designers (ID) and a faculty member have an ongoing partnership during the instructional design process. Online courses developed by the instructional design team are built to meet quality design standards. There is a rigorous quality assurance process implemented for each course.

Of the online courses delivered in the 2018-2019 academic year 36% were developed by faculty in collaboration with the center’s instructional design team. Over 8,500 students enrolled in these courses.

"This was without a doubt the best online class I've taken and I've been sure to tell that to my classmates that will be taking the course next semester." – Student feedback from ID designed and developed course
Presentations


Rhode, J. (2019, March). *Principles and practices for promoting quality in online education.* Keynote presentation at the 2019 TOPkit Workshop, University of Central Florida, Orlando, FL.

Service

Development and Instructional Design Center staff served on numerous formal and informal committees, commissions, task forces, and groups at NIU. The following list shows a sample of committees that center staff served during 2018-2019:

- 2019 Online Learning Consortium Innovate Conference Proposal Reviewer and Rangers Sub-Committee
- Chicago Area Blackboard User Group Leader
- Faculty Summer Institute: At the Intersection of Teaching, Learning and Technology Steering Committee
- NIU Accessibility Action Team
- NIU Blackboard Learn Status Committee
- NIU Computing Facilities Advisory Committee, Office of the Provost Representative
- NIU ETRA Department Curriculum / Academic Research, Retention, and Professionalism Committee
- NIU Faculty Development and Instructional Design Advisory Committee
- NIU IT Steering Committee, Data Management Sub-Committee
- NIU Outstanding Civil Service Award Committee
- NIU Outstanding International Educator Selection Committee
- NIU Presidential Commission on the Status of Women
- NIU Strategic Enrollment Management Committee
- NIU Supportive Professional Staff Council
- NIU Web Steering Committee
- O365 Governance Committee
- Quality Matters Course Review [External Reviewer]
“I am thankful to you and other staff for providing high-quality training and creating positive environment for professional development”
– Feedback from Graduate Teaching Assistant, workshop participant

Listed below is a summary of recognition received by center staff:
• Brenda Hodges – 25 years of service to NIU
• Diane Alberts – 20 years of service to NIU
• Stephanie Richter – 10 years of service to NIU
• Jason Underwood – Graduate Certificate in Public Management at NIU
Awards Presented

Outstanding Graduate Teaching Assistant Awardees

- Sasha Bitzer, School of Art and Design
- Harry Bodell, Department of Communication
- Erica Ceka, Department of Public Administration and Department of Political Science
- Kevin Parker, Department of Chemistry and Biochemistry

17 Graduate Teaching Assistants received the Teaching Assistant Certificate

Faculty Development Advisory Committee

Faculty Development Advisory Committee's support has been invaluable to the center. Committee members met four times during the academic year to review center accomplishments and provide guidance. Committee members also enthusiastically supported the center, participated in the programs offered by the center, and reviewed Outstanding Graduate Teaching Assistant Award nominations. Committee members during 2018-2019 were:

Maryann Abendroth, Associate Professor, Nursing
Therese Arado, Professor, College of Law
Ann Dzuranin, Associate Professor, Accountancy
Paula Frasz, Professor, Theatre and Dance (Committee Chair)
Jodi Lampi, Assistant Professor, Curriculum and Instruction
Lichuan Liu, Associate Professor, Electrical Engineering
Wei Luo, Professor, Geographic and Atmospheric Studies
Pallavi Singh, Assistant Professor, Biological Sciences
Leanne VandeCreek, Associate Dean, University Libraries
Jason Rhode, Executive Director, Faculty Development and Instructional Design Center (Ex-Officio)
Stephanie Richter, Director of Faculty Development and Instructional Support, Faculty Development and Instructional Design Center (Ex-Officio)
Jason Underwood, Director of Instructional Design and Development, Faculty Development and Instructional Design Center (Ex-Officio)
Murali Krishnamurthi, Vice Provost for Faculty Affairs (Ex-Officio)
Bill Pitney, Acting Vice Provost for Faculty Affairs (Ex-Officio)