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"You have been so patient and gracious over the years... This is my final semester at NIU. I'll take the opportunity now to say THANK YOU for all your expertise and guidance over my years at NIU, and especially these last five or so with my first steps into blended and fully online teaching. You're amazing. Thank you."

— NIU FACULTY MEMBER
ADVANCING NIU'S TEACHING MISSION
PROMOTING EXCELLENCE IN TEACHING AND LEARNING, SUPPORTING FACULTY CAREER SUCCESS SINCE 1998

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 2015-2016 are summarized.

During the past year, the Faculty Development and Instructional Design Center contributed to the university’s mission to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service 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 seventeenth full academic year of operation for the center since we were established in August 1998.

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 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 2015-2016 academic year. If my staff or I can ever be of further assistance, please reach out to us.

JASON RHODE
DIRECTOR
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.

The center began offering Teaching Effectiveness Institutes in 1999, developed and distributed a comprehensive instructional guide, developed newsletters for faculty and academic supportive staff, and established a four-station Collaboratory and four-station Digital Multimedia Studio for faculty to experiment with instructional technologies.

Due to increased number of services and programs offered, three more staff were added to meet operational needs.

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.

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.

In April 2005 the center allocated permanent office space on the third floor of Adams Hall. The center was asked to take on support and training for emerging instructional technologies, such as clickers, smart boards, and other online teaching tools. In 2014, the center began offering additional support for online teaching.

The center currently offers over 160 programs and more than 1,300 consultations annually on teaching effectiveness, technology integration, professional development, and scholarly activities for faculty, staff, and graduate assistants at NIU. 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.
Faculty Development and Instructional Design Center advances NIU’s mission to promote excellence in teaching and learning by supporting all aspects of teaching for faculty, instructors, staff, and graduate teaching assistants. The center offers programs, resources, and services to promote teaching effectiveness, facilitate the use of instructional technologies in teaching, and support research and scholarly activities.

**MISSION**

**WHY WE EXIST**

...to support faculty, academic supportive professional staff, and graduate teaching assistants through a variety of programs, resources, and services in fulfilling Northern Illinois University’s mission on teaching and scholarly activities.

---

**VISION**

**WHAT WE STRIVE FOR**

The 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**

**ACTIVITIES WE ENGAGE IN**

The major functions of the center are to:

» provide opportunities for effective teaching

» promote research and scholarly activities

» facilitate the use of instructional technologies in teaching

» provide professional development opportunities

» serve as a referral service and resource unit

---

**CORE VALUES**

**WHAT WE BELIEVE**

Service empowers innovative teaching

Adaptability is key to student-centered learning

Appropriate use of instructional technology is fundamental to best-practice teaching

Accessibility is a civil right

Professional development stimulates excellence

Sharing and disseminating knowledge is a responsibility in education

Data-driven decisions improve learning

Responding to needs should be timely and accurate

The center’s primary offerings include monthly workshops, full-day institutes, custom resources and tutorials on teaching and teaching with technology, individual consultations, classroom observations, orientation for teaching assistants, mentorship opportunities for new faculty, scholarly writing circles, and referral service to campus resources. The center recognizes participants through Outstanding Teaching Assistant Awards, Graduate Teaching Certificate, and Certificate of Participation.
"This program provides valuable training resources for both newer faculty who have yet to teach an independent section and senior faculty looking to learn how to use emerging technologies in the classroom."

- Program Prioritization 2015-2016 Administrative Task Force Report

2015-2016

Offered **164 programs** for more than **1,945 participants**, totaling **6,052 hours** of professional development

Conducted **1,310 consultations** to **468 unique faculty, instructors, staff, and graduate teaching assistants** from **92 academic support units**
The following provides a summary of the programs, resources, and services offered by the Faculty Development and Instructional Design Center during the 2015-2016 academic year. Center staff collaborate with various academic and support units to meet the ongoing and evolving needs of NIU faculty, academic supportive professional staff, and graduate teaching assistants.
## ACTIVITIES at a QUICK GLANCE

### HIGHLIGHTS

#### PROGRAMS
Offered 164 programs on teaching and integrating technology for 1,945 participants, for a total of nearly 6,100 hours of professional development

#### CONSULTATIONS
Conducted over 1,300 consultations with 468 unique faculty, instructors, staff, and graduate teaching assistants from 92 academic and support units

#### SERVICE
Served on 17 committees, councils, and organizations within NIU and the broader Faculty Development Community

#### RECOGNITION
Recognized 4 recipients of the Outstanding Graduate Teaching Award, issued 10 Graduate Teaching Certificates, and was honored with 3 individual and department recognitions

### NUMBERS

<table>
<thead>
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<th>Category</th>
<th>Number</th>
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<td>Program Attendees</td>
<td>1,945</td>
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<tr>
<td>Consultations</td>
<td>1,310</td>
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<td>Individual Consultees</td>
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<td>Visits to the Faculty Development Website</td>
<td>69,431</td>
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<tr>
<td>Visits to the Teaching with Blackboard Website</td>
<td>204,526</td>
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92% of faculty used Blackboard for credit courses in Fall 2015
OVERVIEW

164 FORMALLY SCHEDULED PROGRAMS FOR 1,945 FACULTY, ACADEMIC STAFF, AND TEACHING ASSISTANTS

Center staff offered 164 formally-scheduled programs between August 16, 2015 and August 15, 2016. The total attendance for these programs was 1,945 and the total number of hours the attendees spent for these programs was 6,052 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.
TEACHING EFFECTIVENESS PROGRAMS

WORKSHOPS, SEMINARS, INSTITUTES, AND RELATED PROGRAMS ON TEACHING EFFECTIVENESS

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 2015-2016, 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 a nationally recognized presenter to offer workshops on various teaching topics.

- Greg Justice (Virginia Tech)

As in previous years, center staff offered Teaching Effectiveness Institutes at the beginning of fall and spring semesters for faculty and teaching staff during 2015-2016. The Spring 2016 Teaching Effectiveness Institute consisted of two half-day workshops on separate advanced topics of interest. The Fall 2016 Teaching Effectiveness Institute also consisted of two one-day workshops. Day 1 was on the fundamental principles of instruction and Day 2 was a workshop on an advanced topic.

Faculty participation in Teaching Effectiveness Institutes during 2015-2016 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 2016 Teaching Effectiveness Institute (AM) - Why We Teach: Our Impact as Educators offered online by invited NIU faculty and center staff on January 7, 2016
- Spring 2016 Teaching Effectiveness Institute (PM) - How We Teach: Connecting Our Philosophy with Practice offered online by center staff on January 7, 2016

» Fall 2016 Teaching Effectiveness Institute - Fundamental Principles of Instruction, offered by NIU faculty and staff on August 11, 2016


"Thank you – I should have learned all of these [teaching strategies] years ago! . . Very interesting and useful – good overview of resources and ways to think about teaching."  

- Teaching Effectiveness Institute Participant
TEACHING ASSISTANT ORIENTATION
ANNUAL OPPORTUNITY TO NETWORK AND LEARN MORE ABOUT AVAILABLE TEACHING AND SUPPORT SERVICES

Since fall 2003, center staff have been offering the day-long Teaching Assistant (TA) Orientation at the beginning of the fall semester. These orientations are 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 Orientation 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 graduate teaching assistants from a majority of academic units, but some academic units require their graduate teaching assistants to participate in the orientation.

Over 200 graduate teaching assistants and presenters gathered for a full day of learning and preparing for their role as teaching assistants. Fall 2015 TA Orientation consisted of a morning general session followed by afternoon breakout sessions on a wide range of teaching-related topics, including:

» Providing Teaching-Related Support
» Teaching Strategies for Engaging Students
» Presenting/Communicating Effectively
» Grading Strategies to Promote Student Learning
» Finding Your Teaching Style

"The entire orientation and all the speakers were excellent and incredibly professional. Everything was well-organized and concise. I feel like I am extremely more prepared to be a teaching assistant because of what I learned today. Not only did I learn relevant strategies and techniques for classroom instruction, but I also feel empowered and more confident about being a teaching assistant."

- Teaching Assistant Orientation Participant
TEACHING EFFECTIVENESS PROGRAMS OFFERED DURING 2015-2016

48 TEACHING EFFECTIVENESS PROGRAMS OFFERED FOR 916 ATTENDEES, TOTALING 3,557 CONTACT HOURS

Center staff offered 48 Teaching Effectiveness programs between August 16, 2015 and August 15, 2016. The total attendance for these programs was 916 and the total number of hours the attendees spent for these programs was 3,557.50. These numbers include one-time and repeat participation by faculty, instructors, administrators, supportive professional staff, graduate teaching assistants, and guests.

Participation in the center’s programs is completely voluntary. The continued participation of faculty, teaching staff, academic administrators, and graduate teaching assistants in the programs is a testament to their commitment to effective teaching practice and sustained interest in professional development programs on teaching effectiveness, technology integration, and related areas. The following list contains a sample of teaching effectiveness programs offered during 2015-2016:

» Board of Trustees Professor Seminar: Heide Fehrenbach (History) offered on September 15, 2015
» Board of Trustees Professor Seminar: Reed Scherer (Geology & Environmental Geosciences) offered on March 28, 2016
» Bridging Generation Gaps in the Classroom
» Building Learning Communities
» Classroom Assessment Techniques (CATs) to Jumpstart the Semester
» Concept Maps for Teaching and Learning
» Creative Ways to Introduce Play in Your Classroom
» Delivering Dynamic Lectures
» Designing a Course Syllabus
» Designing Effective Assessments
» Designing or Revising a Course
» Ending Your Course with Your Students
» Formative and Summative Feedback for Teaching and Learning (offered 3 times)
» Gagne’s Nine Events of Instruction
» Games in Education
» Presidential Teaching Professor Seminar: Laurie Elish-Piper (Literacy and Elementary Education) offered on October 19, 2015
» Presidential Teaching Professor Seminar: Charles Downing (Operations Management and Information Systems) offered on February 24, 2016
» Problem-Based Learning (offered 2 times)
» Reflecting on Our Teaching and Professional Development
» Rubrics for Meaningful Assessment and Evaluation (offered 2 times)

» Teaching with Games
» Teaching with Revised Bloom’s Taxonomy
» Testing Techniques: How to Design Better Tests
» Universal Design for Learning: Part I - Multiple Means of Engagement
» Universal Design for Learning: Part II - Multiple Means of Representation
» Universal Design for Learning: Part III - Multiple Means of Action and Expression
» Using Group Work to Engage Students
» Writing Goals and Objectives (offered 2 times)

"This was a very rich day. There are many, many ideas and examples that I will incorporate and use in my teaching. A really fantastic program."
- Teaching Effectiveness Institute Participant
WORKSHOPS FOR VISITING FACULTY

14 WORKSHOPS FOR VISITING FACULTY FROM ANHUI UNIVERSITY OF FINANCE & ECONOMICS, CHINA

In collaboration with the International Training Office, center staff offered a series of professional development workshops for a delegation of visiting faculty from Anhui University of Finance and Economics (AUFE), mainland China, during fall 2015. Center staff were asked to provide professional development opportunities in the form of workshops highlighting pedagogy and technology used in higher education settings in the United States.

In preparation for these sessions, center staff reached out to members of the AUFE faculty delegation in order to assess their individual teaching experiences (both face-to-face and online), as well as their familiarity with a range of learning technologies. The Chinese faculty also shared their preferences for workshop topics. With this information, center staff designed and delivered a series of workshops, including:

» Designing a Course
» Writing Goals and Objectives
» Blackboard I: Introduction to Blackboard
» Teaching with Technology
» Formative and Summative Feedback for Teaching and Learning
» Learning on the Go: Introduction to Mobile Learning
» Rubrics for Meaningful Assessment and Evaluation
» Introduction to Online Teaching and Learning

"I am going to apply the methods and techniques I've learned while at NIU to get my students more engaged and learn more."

- Visiting Chinese Faculty Scholar

» Introduction to Live Online Classes with Technology
» Teaching with Revised Bloom's Taxonomy
» Problem-Based Learning
» Classroom Discussion Dynamics
» Teaching with Games
» Reflecting on Your Teaching and Professional Development
TECHNOLOGY INTEGRATION PROGRAMS

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

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.

TECHNOLOGY INTEGRATION PROGRAMS OFFERED DURING 2015-2016

111 TECHNOLOGY INTEGRATION PROGRAMS OFFERED FOR 906 ATTENDEES, TOTALING 2,023 CONTACT HOURS

During 2015-2016, 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 during 2015-2016:

» Clickers in the Classroom (offered 5 times)
» Creating Interactive Videos to 'Up' Student Engagement
» Free Software Tools for the Classroom
» Getting Started with Adobe Presenter (offered 2 times)
» Introduction to Lynda.com
» Mobile Learning Series: Apps for Teaching and Learning
» Screencasting to Facilitate Learning Opportunities (offered 2 times)
» Trello: Project Management for the Classroom
» Using Lynda.com in Your Blackboard Courses (offered 2 times)
» Using Social Media for Faculty, Part 1: Introduction

» Using Social Media for Faculty, Part 2: Creating Your Social Media Presence
» Teaching with Technology Institute: Facilitating Collaborative Learning with Microsoft Office 365
» Teaching with Technology Institute: Innovative Teaching with New Video Technology

"I was hesitant of going to this Blackboard session and thought I wouldn't learn much more. However I learned a ton and feel very comfortable with Blackboard now."

- Technology Integration Program Participant
SPECIAL TECHNOLOGY PROGRAMS

WORKSHOPS AND RELATED PROGRAMS ON TECHNOLOGY INTEGRATION REQUESTED BY INDIVIDUAL UNITS

Center staff offer special technology integration programs when requested by individual departments or colleges. The following special technology programs were offered in 2015-2016:

» Special Workshop: Getting Started with Adobe Presenter, for Law Library on October 1, 2015

» Special Workshop: Teaching with Technology, for Anhui University of Finance & Economics Faculty on October 8, 2015

BLACKBOARD PROGRAMS

WORKSHOPS AND RELATED PROGRAMS ON TEACHING WITH BLACKBOARD WEB COURSE MANAGEMENT SYSTEM

During 2015-2016, center staff offered programs of varying durations on a number of topics of interest to faculty, academic supportive professional staff, and graduate teaching assistants on teaching with Blackboard. Center staff offered the following Blackboard programs during 2015-2016:

» Blackboard I: Introduction to Blackboard (offered 15 times)

» Blackboard II: Building Your Blackboard Course (offered 11 times)

» Blackboard Assessment Tools (offered 3 times)

» Blackboard Communication Tools (offered 2 times)

» Blackboard Open Lab (offered 8 times)

» Blackboard Open Lab: Calculating and Submitting Final Grades (offered 2 times)

» Blackboard Portfolios

» Blackboard Tune-Up

» Calculating Final Grades with the Blackboard Grade Center

» Interactive Rubrics: Providing Consistent and Quality Feedback in Blackboard Courses

» Introduction to Live Online Classes Using Blackboard Collaborate Ultra (offered 3 times)

» Managing Student Grades with the Blackboard Grade Center (offered 2 times)

» Preview of New Features Coming to Blackboard

» Preview of the New Blackboard Collaborate Ultra

» Tracking Student Learning Outcomes in Blackboard

SPECIAL BLACKBOARD PROGRAMS

WORKSHOPS AND RELATED PROGRAMS ON TEACHING WITH BLACKBOARD REQUESTED BY INDIVIDUAL UNITS

Center staff offer special Blackboard web course management system programs when requested by individual departments or colleges. The following special Blackboard programs were offered in 2015-2016:

» Special Workshop: Blackboard Portfolios for First-Year Composition faculty and teaching assistants (offered 2 times)

» Special Workshop: Introduction to Blackboard Collaborate Ultra, for Department of Public Administration on September 10, 2015

» Special Workshop: Using Blackboard Assessment Tools, for Allied Health and Communicative Disorders faculty offered on April 14, 2016
ONLINE TEACHING PROGRAMS

WORKSHOPS, SEMINARS, INSTITUTES, AND RELATED PROGRAMS ON ONLINE TEACHING AND COURSE DESIGN

In 2014 NIU adopted Quality Matters’ nationally recognized standards for quality online courses, with the guidance and approval of the Provost. Since that time, center staff have become QM certified trainers and offer the Quality Matters, “Applying the Quality Matters Rubric” eight-hour workshop, as well as numerous other programs throughout the year for faculty designing online courses.

During 2015-2016 the center offered 24 programs focused on online teaching for 273 participants, totaling 796 hours of professional development devoted to learning more about online teaching. These numbers include one-time and repeat participation by faculty, instructors, administrators, supportive professional staff, operating staff, and graduate teaching assistants.

During 2015-2016, center staff developed and delivered new workshops for faculty on online course design while continuing to promote online teaching by:

» 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 a summer Online Course Design Academy intensive six-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

While the center staff have been offering programs and consultations on online teaching for many years, the institutional focus on online quality required a significant increase in these offerings, which the center undertook with no additional budget, resources, or staffing. To absorb the additional support for online quality, existing center staff, already stretched thin, have taken on the significant increased workload with no additional pay.

The following online teaching programs were offered by center staff during 2015-2016:

» Applying the Quality Matters Rubric (offered 4 times)

» Best Practices for Delivering an Online Course (offered 3 times)

» Copyright for Online Course Materials

» Creating Authentic Experiences for Your Online Course

» Emerging Technologies for Online Teaching

» Managing the Online Teaching Workload

» Quality Online Course Series: Accessibility, Usability, & Student Support

» Quality Online Course Series: Course Activities & Student Engagement

» Quality Online Course Series: Course Content & Instructional Materials

» Quality Online Course Series: Getting Students Started (offered 2 times)

» Quality Online Course Series: Learning Objectives and Assessments

» Quality Online Course Series: Promoting Learning with Technology

» Tips for Teaching Online with Blackboard
30 WORKSHOPS OFFERED FOR 297 ATTENDEES, TOTALING 372.5 CONTACT HOURS

At the request of the Provost and in collaboration with the Division of Information Technology, center staff provided user training and support for the Prioritization Plus data system during fall 2015. Prioritization Plus is a web-based data platform specifically designed for use by institutions engaging in program prioritization. It provides secure, program-specific access for program authors, program approvers, and task force members to relevant program data. The system facilitated the review of program narratives and associated program data and served as the backbone for the decision making process.

From September through October 2015, center staff offered 18 hands-on workshops and 12 online workshops in support of Prioritization Plus, attended by 297 NIU faculty and academic administrators, totaling 372.5 contact hours of training. These workshops were for academic and administrative program administrators (department chairs, directors, etc.) responsible for drafting narrative responses and providing supplemental data as part of the program prioritization process. Attendees practiced entering program narrative information in Prioritization Plus, as well as learned the basics of how to login and access institutionally provided data, enter a program narrative, and other supplemental data. Workshops offered included:

- Prioritization Plus: Entering Academic Program Narratives and Supplemental Program Data (for academic department chairs and school directors) - offered 13 times
- Prioritization Plus: Entering Administrative Program Narratives and Supplemental Program Data (for administrative program directors) - offered 13 times
- Prioritization Plus: Division of Information Technology Service Desk Training - offered 2 times
- Prioritization Plus: Pilot Author Training - offered 2 times

In addition to the workshops offered, center staff worked closely with Division of Information Technology staff to develop numerous tutorials, job aids, and answers to frequently asked questions regarding the use of Prioritization Plus.

"Everybody on this team has gone above and beyond...you have been absolutely amazing during this phase of the project!!"

- Provost Lisa Freeman
During 2015-2016, 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:

- Interactive Whiteboards
- Project Management Tools
- Screencasting
- Multimedia Tools
- Synchronous Collaboration
- Social Networking
- Mobile Technologies
- Personal Response Systems

The tenth annual Teaching with Technology Institute, held on June 2, 2016, served as yet another venue for highlighting the latest innovations on using technology to enhance teaching.

During the morning session, "Facilitating Collaborative Learning with Microsoft Office" faculty explored a variety of new Office 365 tools available for sharing files, communicating, and collaboratively creating content, including: OneNote, Skype for Business, PowerBI, and Sway.

During the afternoon session, "Innovative Teaching with New Video Technology" faculty learned about free and low cost modern video capture tools and pedagogical strategies to effectively utilize video in their courses. This included new recording tools, annotation tools, and publication platforms. Participants also discovered the formats and types of video that are appropriate to meet their instructional goals and objectives.
BLACKBOARD USAGE

WEB COURSE MANAGEMENT SYSTEM USED BY NIU FACULTY AND TEACHING STAFF

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 have access to Blackboard.

Use of the system has steadily increased during the past thirteen 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.

During fall 2015, 96% of students and 92.1% of all those who teach used Blackboard for 67% of all course sections offered at NIU. On the average, students used Blackboard for 4 courses during fall 2015.

The increase in use of Blackboard would not have been possible without the collaborative efforts of the Division of Information Technology working closely with center staff for administering and supporting Blackboard, training faculty and graduate teaching assistants on Blackboard by center staff, the support of technical staff from various academic departments, and the enthusiasm of faculty and students at NIU for using online technologies for teaching and learning.
CLASSROOM RESPONSE SYSTEM REVIEW

REVIEW OF USAGE AND FACULTY NEEDS FOR IN-CLASS POLLING OF STUDENTS USING "CLICKERS"

In 2009, at the request of faculty and teaching staff, the center facilitated a review of classroom response ("clicker") systems, in order to standardize their use at NIU. At the time, some students had been required to buy and use multiple systems as part of their class materials, which faculty and instructors found untenable. At the end of that review, faculty chose Turning Technologies as the officially-recognized clicker system vendor at NIU.

Because of faculty and staff feedback, rapidly changing technology in this sector, as well as the recent adoption of competing clicker systems on campus once again, the center surveyed NIU faculty and instructors who had experience using clickers during fall 2015. Some key findings included:

» Physical Devices: 71% of faculty reported they allow students to use laptops or mobile devices instead of a physical clicker and 100% reported that they would allow students to do so if it would decrease cost to students.

» Blackboard Integration: Blackboard integration was considered very important. While 53% of respondents reported using the integration, 74% indicated it is critical or important.

» Multiple Polling Options: Faculty indicated they appreciate having multiple options for polling, with 74% using polling in PowerPoint and 58% using polling over other applications.

During March through April 2016, faculty and staff participated in a review of five clicker systems facilitated by the center. The faculty who participated in the review recommended not changing systems for the coming year. For 2016-2017, Turning Technologies will remain the officially supported clicker system at NIU.

CLASSES

23
CLASSES USED TURNING TECHNOLOGIES CLICKERS IN SPRING 2016

STUDENTS

1,356
STUDENTS USED TURNING TECHNOLOGIES CLICKERS IN SPRING 2016
BLACKBOARD COLLABORATE ULTRA

FACULTY PILOTED AND PROVIDED FEEDBACK OF REDESIGNED WEBCONFERENCING TOOL

Throughout fall 2015 and spring 2016 center staff facilitated a pilot implementation by NIU faculty of a completely redesigned version of Blackboard Collaborate, the Blackboard webconferencing tool available to NIU faculty for conducting live online class sessions, offering virtual office hours online, or conducting other meetings with students and colleagues.

Faculty enjoyed the opportunity to get an early look at the new web conferencing tool and provided valuable feedback to the Blackboard product development team. The following is a sample of comments shared by faculty with center staff on their experience:

"I enjoyed using the technology and I feel like it has a great deal of promise. I am looking forward to using it in the future"

"The technology seemed to work well and everyone who has used it liked the overall look and feel. Overall, very positive, very easy to use. Love it."

"I am so glad that this new tool is available and I look forward to using this again in the future!"

The new Blackboard Collaborate Ultra became available campus-wide in all Blackboard courses in fall 2016. Center staff offer workshops as well as consultations throughout the year on the use of Blackboard Collaborate in teaching. For more information about Blackboard Collaborate, visit go.niu.edu/collaborate

"Feedback from students was very positive. They told me they really liked the convenience of being able to have the class session online. They also indicated they were able to get to know their classmates a little bit better."

- NIU Blackboard Collaborate Pilot Faculty User
RESEARCH AND SCHOLARLY ACTIVITIES

PROMOTING RESEARCH AND SCHOLARLY ACTIVITIES AMONG NIU FACULTY AND TEACHING STAFF

Center staff promoted research and scholarly activities through the following activities during 2015-2016:

» 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 2015-2016, center staff arranged for the following workshop:

» Write Well, Publish More! by Brad Peters (English)

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

"The writing circle is great and I hope it continues a LONG time for everyone's benefit."

- Writing Circle Faculty Participant
PROFESSIONAL DEVELOPMENT

PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR FACULTY AND TEACHING STAFF

Center staff provided professional development opportunities to faculty and supportive professional staff through the following activities and services during 2015-2016:

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

During 2015-2016, center staff coordinated and arranged a number of development programs for faculty, staff, and administrators. The professional development programs offered during 2015-2016 include:

» Fall 2015 New Faculty Forum, offered on August 20, 2015
» ELI Fall Focus Session: Leadership for Teaching and Learning, offered on September 15, 2015
» Preparing for Tenure and Promotion Panel Presentation, offered on April 15, 2016

The center offered professional development opportunities not available at NIU during 2015-2016, funding registration fee and travel expenses for the "Designing Courses for Greater Student Engagement and Better Student Learning" workshop on May 25-27, 2016 in Chicago, IL for:

» Rebecca Hunt (Educational Technology, Research and Assessment)
» Nathan Krislock (Department of Mathematical Sciences)
» Jason Rhode (Faculty Development and Instructional Design Center)
» Iman Salehinia (Department of Mechanical Engineering)
OFFERING GRADUATE TEACHING ASSISTANT AWARDS
AND CERTIFICATES OF DISTINGUISHED PARTICIPATION

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 2016 (pictured above):

» Jeremy Foy (School of Art and Design)
» Li-Hsuan Hsu (School of Art and Design)
» Jenn Jacobs (Department of Kinesiology and Physical Education)
» Anna Rossi (Department of Sociology)

Each recipient of the award was presented with a plaque and recognized at the Graduate Student Reception sponsored by the Graduate School on April 19, 2016.

Apart from the Outstanding TA awards, the center also awarded the Graduate Teaching Certificate to 10 graduate students from 5 academic departments for completing the certification requirements during 2015-2016.

The Graduate Teaching Certificate recognizes the participation of graduate teaching assistants (GA/RA/TAs) in the development programs offered by the Faculty Development and Instructional Design Center. The certificate acknowledges these individuals’ commitment to effective teaching and can enhance their academic credentials. To quality for this recognition, a graduate teaching assistant must have attended the full-day Teaching Assistant Orientation or one other day-long teaching effectiveness program made available to teaching assistants and at least five programs of shorter duration offered by Faculty Development and Instructional Design Center. More information about the Graduate Teaching Assistant Certificate is available at go.niu.edu/tacert
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.

One of the center’s primary services is to offer consultations to faculty, instructors, staff, and graduate teaching assistants about teaching practices and integrating technology into teaching. During the 2015-2016 academic year, center staff conducted a total of 1,310 consultations to 468 unique faculty, instructors, staff, and graduate teaching assistants from 92 academic and support units.

Many of the personalized consultations are one-on-one, with some offered to groups. Center staff can be reached for a consultation through phone, email, web-conferencing, or face-to-face. Meeting one-on-one for a consultation provides a unique opportunity to ask specific questions, explore new educational technologies, or to troubleshoot problems.

In addition to one-on-one consultations, center staff also offer confidential teaching observation and small group instructional diagnosis, which are included in these values. The charts summarize the consultations offered by college as well as by classification.

Note: The figures are not normalized based on the number of personnel in each classification or college.
NUMEROUS RESOURCES ON TEACHING FOR FACULTY, TEACHING STAFF, AND GRADUATE TEACHING

Center staff developed or acquired and made available during 2015-2016 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 with 56 tutorials
- Blog
- 9 Quick Tips for Effective Instruction
- Teaching and technology tips on Twitter and Facebook
- Newsletters
- On-demand, archived online workshops
- Tutorials on academic integrity, responsible conduct of research, effective writing practices, and teaching effectiveness totaling 8 tutorials

Apart from the previously mentioned resources, center staff maintained the following computing facilities during 2015-2016:

- A twelve-station Windows-based Collaboratory with various general-purpose software, Symposium Interactive Pen Display, scanners, and a projection system for workshops, for faculty to experiment with a variety of instructional technologies.
- A five-station iMac Multimedia Studio where faculty can experiment with multimedia content and develop instructional materials on their own.

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 2015-2016.

Center staff moderated the New Faculty Virtual Forum listserv that served as both informational and networking resources for new faculty.

Center staff also posted information on other campus listservs and social media to disseminate information about center’s programs and periodically issue news releases through NIU 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.
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

5-Year Timeline of Program Assessments
PROGRAM EVALUATION

RESULTS FROM PARTICIPANT FEEDBACK CONSISTENTLY EXCEED TARGET QUALITY BENCHMARKS

In pursuing the commitment to excellence and furthering the University Mission Statement, programs, resources, and services offered by the center during 2015-2016 were assessed in compliance with the University Assessment Panel’s guidelines.

Since the center’s assessment effort cannot directly measure if teaching and learning have improved at NIU as a result of instructional personnel’s participation in the center’s programs, center assessments focus mainly on participants’ satisfaction with the programs they participate in and their perceptions on the potential impact on their teaching and related activities and benefits to students.

Feedback from program participants as well as those who contacted the center for consultations on teaching, teaching with technology, and related activities continue to confirm the high quality of service and recognized high value of center activities. Six months following major programs and consultations with center staff, participants receive a follow-up evaluation survey to gauge the extent in which participants felt the concepts and techniques learned through the program attended or consultation provided had benefited students.

In 2015-2016, 95% of faculty, teaching staff, and graduate teaching assistants who participated in one or more programs offered by the center responded that the program attended was beneficial to their teaching and 95% affirmed that the program attended was beneficial to their students.

In 2015-2016, participants overwhelmingly confirmed the perceived impact of their consultations with center staff on their teaching, with 100% responding that the consultation(s) with center staff were beneficial to their teaching and 88% responding the consultation(s) were beneficial to their students.

The chart below provides a summary of feedback responses from 2015-2016 for six-month follow-up survey evaluations received as compared to the previous four academic years. Results consistently exceed the center’s 80% target for quality.
CENTER
ACCOMPLISHMENTS

PUBLICATIONS

During 2015-2016, the center published two newsletters with issues released in fall and spring. The newsletters are:

» Spectrum newsletter for faculty and supportive professional staff

» TA Connections newsletter for graduate teaching assistant

In addition, the center staff also published articles in academic journals and books. The staff publications from 2015-2016 include:


PRESENTATIONS

To stay current in the field and share best practices with other institutions, center staff deliver many presentations at NIU, for regional organizations, and at national and international conferences. In 2015-2016, center staff delivered 1 presentation at NIU and 15 presentations at conferences. The following is a list of presentations by center staff during 2014-2015:


Miller, T. & Moore, V. (2015, October 22). Make your surveys rock! How to institutional support a dynamic survey platform. Presented at the 13th Annual Supporting Learning and Technology in Education (SLATE) Conference, Naperville, IL.


Cabrera, D. & Wills, C. (2016, May 24). Creating interactive videos to ‘up’ student engagement. Presented at the Faculty Summer Institute, Urbana, IL.

Richter, S. (May 24, 2016). Managing the online teaching workload. Presented at the 2016 Faculty Summer Institute, Urbana, IL.


SERVICE

Faculty Development and Instructional Design 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 2015-2016:

» Advisory Council, National Center for Online Leadership, University Professional and Continuing Education Association
» Faculty Summer Institute Steering Committee
» NIU Blackboard Learn Support Team
» NIU Blackboard Status Team
» NIU Computing Facilities Advisory Committee
» NIU Faculty Development Advisory Committee
» NIU Outstanding Civil Service Award Committee
» NIU O365 Governing Committee
» NIU O365 Student Email Planning Committee
» NIU Program Prioritization Data Support Team
» NIU Program Prioritization Administrative Task Force

STAFF RECOGNITION

During 2015-2016, center staff achieved professional recognition. Listed below is a summary of recognition received by center staff during 2015-2016:

» Dan Cabrera and Cameron Wills successfully completed Blackboard Certified Trainer certification on December 8, 2015.

» Jason Rhode received the SPSC Award for Excellence in Supervision at the SPS Awards Ceremony on April 14, 2016.

» Stephanie Richter received a 2016 Certificate of Recognition at the SPS Awards Ceremony on April 14, 2016.

» Stephanie Richter successfully completed the Institute for Emerging Leadership in Online Learning offered by the Online Learning Consortium and Penn State University on August 12, 2016.

» NIU Program Prioritization Administrative Task Force Rubric Sub-Committee
» NIU Presidential Commission on the Status of Women
» NIU SPS Leadership Skills Workshop Planning Committee
» NIU Web Process Improvement Steering Committee
» NIU Web Process Improvement – Support and Training Working Group
» NIU Web Process Improvement - Web Management and Conversion Working Group

Missy Gillis (left) and President Douglas Baker (right) present Jason Rhode (center) with SPSC Award for Excellence in Supervision on April 14, 2016
The following staff served in full-time capacities at the center during 2015-2016:

- Daniel Cabrera, Multimedia Coordinator
- Amy Deegan, Office Support Specialist
- Janet Giesen, Instructional Design Coordinator
- Peter Gowen, Online Analytics Coordinator
- Brenda Hodges, Program Coordinator
- Yvonne Johnson, Multimodal Teaching Coordinator
- Tracy Miller, Online Teaching Coordinator
- Jason Rhode, Director
- Stephanie Richter, Assistant Director
- Cameron Wills, Research Associate

The center had budget support for four graduate research assistants during the 2015-2016 academic year. Below is a listing of those who served in part-time capacities as graduate research assistants for the center during 2015-2016:

- Kalthum Abdikeir (1/15/15 - 1/16/16)
- Humaira Afeen (9/16/15 - 8/15/16)
- Allenisia Hamilton (2/16/16 - present)
- Sagar Sudhakar (1/16/16 - present)
- Sriram Vishwanath (1/16/15 - 12/15/16)
- Pu Wang (1/15/15 - present)
- Xiaoshu Zhou (7/1/16 - present)
The 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 2015-2016 were:

- Maryann Abendroth, Assistant Professor, Nursing and Health Studies
- Therese Arado, Professor, College of Law
- Helen Brantley, Professor, Leadership, Educational Psychology and Foundations
- Amy Buhrow, Director, Accreditation, Academic Reporting, & Strategy, College of Business
- Ann Dzuranin, Associate Professor, Accountancy
- Paula Frasz, Professor, Theatre and Dance, Committee Chair
- Lichuan Liu, Associate Professor, Electrical Engineering
- Wei Luo, Professor, Geography
- Jessica Reyman, Associate Professor, English
- Leanne VandeCreek, Associate Professor / Social Sciences Librarian, University Libraries
- Jason Rhode, Director, Faculty Development and Instructional Design Center (Ex-Officio)
- Murali Krishnamurthi, Vice Provost for Faculty Affairs (Ex-Officio)
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 and program evaluations data were collected and recorded by center staff, 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 2015-2016.