# TABLE OF CONTENTS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Message from the Director</td>
</tr>
<tr>
<td>2</td>
<td>History of the Center</td>
</tr>
<tr>
<td>3</td>
<td>Overview of the Center</td>
</tr>
<tr>
<td>7</td>
<td>Programs</td>
</tr>
<tr>
<td>17</td>
<td>Teaching with Technology</td>
</tr>
<tr>
<td>20</td>
<td>Research &amp; Scholarly Activities</td>
</tr>
<tr>
<td>21</td>
<td>Professional Development</td>
</tr>
<tr>
<td>22</td>
<td>Organizational Development</td>
</tr>
<tr>
<td>25</td>
<td>Awards Presented</td>
</tr>
<tr>
<td>26</td>
<td>Consultations</td>
</tr>
<tr>
<td>27</td>
<td>Resources</td>
</tr>
<tr>
<td>29</td>
<td>Assessment</td>
</tr>
<tr>
<td>31</td>
<td>Accomplishments</td>
</tr>
<tr>
<td>34</td>
<td>Staff</td>
</tr>
<tr>
<td>35</td>
<td>Advisory Committee</td>
</tr>
<tr>
<td>36</td>
<td>Acknowledgements</td>
</tr>
</tbody>
</table>

"These kinds of workshops will definitely help me grow in my professional career. I hope to attend more workshops in the future!"

— NIU GRADUATE TEACHING ASSISTANT
MESSAGE
from the
DIRECTOR

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 2016-2017 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 eighteenth 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 2016-2017 academic year. If my staff or I can ever be of further assistance, please reach out to us.

JASON RHODE
DIRECTOR
Faculty Development Office that existed since 1980’s was reorganized & renamed in August 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.

1998

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.

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.

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.

2016

The center currently offers over 175 programs and more than 1,500 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 Certificates, and Certificate of Participation.
"Thanks for the great ideas today and these resources. I love the support and education that I always get from your department"

- NIU Faculty Member

2016-2017

Offered 176 programs for more than 1,807 participants, totaling 4,725 hours of professional development

Conducted 1,569 consultations to 590 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 2016-2017 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 176 programs on teaching and integrating technology for 1,807 participants, for a total of nearly 4,725 hours of professional development

CONSULTATIONS
Conducted over 1,569 consultations with 590 unique faculty, instructors, staff, and graduate teaching assistants from 92 academic and support units

SERVICE
Served on 22 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 9 individual and department recognitions

NUMBERS

1,807 PROGRAM ATTENDEES
1,569 CONSULTATIONS
590 INDIVIDUAL CONSULTEES

56,852 Visits to the Faculty Development Website
88% of faculty used Blackboard for credit courses in Fall 2016

127,722 Visits to the Teaching with Blackboard Website
OVERVIEW

176 FORMALLY SCHEDULED PROGRAMS FOR 1,807 FACULTY, ACADEMIC STAFF, AND TEACHING ASSISTANTS

Center staff offered 176 formally-scheduled programs between August 16, 2016 and August 15, 2017. The total attendance for these programs was 1,807 and the total number of hours the attendees spent for these programs was 4,725 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 and conducting 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 2016-2017, 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 a one-day workshop on an advanced pedagogical topic.

» Sarah Rose Cavanagh (Assumption College)

As in previous years, center staff offered Teaching Effectiveness Institutes at the beginning of fall and spring semesters for faculty and teaching staff during 2016-2017. The Fall 2016 Teaching Effectiveness Institute dates fell before this reporting period and were reported in the 2015-2016 Annual Report.

The Spring 2017 Teaching Effectiveness Institute consisted of a full-day workshop on an advanced topic of interest. Faculty participation in Teaching Effectiveness Institute during 2016-2017 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 2017 Teaching Effectiveness Institute - *The Spark of Learning: Energizing the College Classroom with the Science of Emotions* by Sarah Rose Cavanagh on January 12, 2017

"I found this institute very helpful in generating many ideas and putting them in a format that will help me to implement them this semester."

- Teaching Effectiveness Institute Participant

"Thank you to Faculty Development for organizing a very useful workshop that will yield immediate modifications to my classes."

- 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 (TAs) 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 200 TAs and presenters gathered for a full day of learning and preparing for their role as teaching assistants. Fall 2016 TA Orientation consisted of a morning general session followed by afternoon breakout sessions on a wide range of teaching-related topics, including:

» Teaching with Technology
» Providing Teaching-Related Support
» Teaching Strategies for Engaging Students
» Managing Your Time
» Presenting/Communicating Effectively
» Using Grading

"I found the Teaching Assistants panel discussion very interesting because it speaks about the real life experience of TAs. The orientation was excellent and very useful to help us improve our teaching skills. Thank you for your endeavor to help us improve our way of teaching."

- Teaching Assistant Orientation Participant
CULTURAL COMPETENCE WORKSHOPS

WORKSHOPS FOR GRADUATE TEACHING ASSISTANTS ON CULTURAL COMPETENCE IN THE CLASSROOM

Eighty-three graduate teaching assistants (GTAs) from the College of Engineering and Engineering Technology (CEET) attended the panel discussion, Recognizing & Embracing Cultural Communications & Sensitivity in the Classroom, on February 10 and nineteen GTAs from various colleges attended the repeated panel on March 2, 2017.

Invited panelists for both panels were:

» Sim Chin, Director, International Student and Faculty Office
» Molly Holmes, Director, Gender and Sexuality Resource Center
» Debra Miller, Director, Disability Resource Center

The panel discussions were offered to help GTAs be sensitive in communicating with their students who represent a range of cultures who are potentially different than their own. The presenters spoke about interacting with students from different cultures, considering gender and sexuality of their students, and dealing with students with disabilities.

After the panel discussion, GTAs took part in an interactive activity to help them think about privilege and heterosexism and to reflect on their own behaviors and beliefs regarding sexuality. After the activity, one GTA asked, “Why don’t we follow the golden rule, treat everyone with respect and kindness? Be that star!”

Another GTA suggested that, “These kinds of workshops will definitely help us to grow through our lives and do well in [our] professional careers.”

Center staff conducted evaluations at the conclusion of the panels. 89% of the GTAs indicated that the concepts/techniques covered in the panels were applicable in their teaching or other student-related activities, and 90% indicated that their participation in the panels has potential benefit to students.

"Now I have a broader understanding of cultures."

"I now feel more prepared to approach an unexpected situation in my classroom."

"I was reminded to be mindful of students because you might not know who they are."

- Comments from Workshop Participants
TEACHING EFFECTIVENESS PROGRAMS OFFERED DURING 2016-2017

53 TEACHING EFFECTIVENESS PROGRAMS OFFERED FOR 704 ATTENDEES, TOTALING 2,400 CONTACT HOURS

Center staff offered 53 Teaching Effectiveness programs between August 16, 2016 and August 15, 2017. The total attendance for these programs was 704 and the total number of hours the attendees spent for these programs was 2,400. 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 2016-2017:

» Board of Trustees Professor Seminar: Zhi-Li Xiao (Physics) offered on September 13, 2016
» Presidential Teaching Professor Seminar: Harvey Blau (Mathematical Sciences) offered on November 1, 2016
» Presidential Teaching Professor Seminar: Greg Long (Allied Health and Communicative Disorders) offered on February 16, 2017
» Board of Trustees Professor Seminar: Dan Gebo (Anthropology and Biological Sciences) offered on April 10, 2017
» Bridging Generation Gaps in the Classroom
» Building Classroom Simulations and Games
» Building Learning Communities
» Classroom Assessment Techniques (CATs) to Jumpstart the Semester
» Connecting Knowledge Organization Structures and Learning (offered 2 times)
» Creative Ways to Introduce Play in Your Classroom
» Designing a Course Syllabus
» Designing a Writing-Infused Course in the Major or General Education
» Designing Effective Assessments (offered 2 times)
» Designing or Revising a Course
» Dynamic Classroom Discussions
» Ending Your Course with Your Students
» Formative and Summative Feedback for Teaching and Learning
» Games in Education
» Problem-Based Learning (offered 2 times)

» Reflecting on Your Teaching and Professional Development
» Rubrics for Meaningful Assessment and Evaluation (offered 2 times)
» Strategies to End the Semester with Your Students
» Teaching with Revised Bloom’s Taxonomy
» Testing Techniques: How to Design Better Tests
» Universal Design for Learning: Part III - Multiple Means of Action and Expression
» Using Advance Organizers to Help Students Construct Meaning (offered 3 times)
» Using PowerPoint Interactively to Engage and Motivate Students
» Writing Goals and Objectives (offered 4 times)

"I found this institute very helpful in generating many ideas and putting them in a format that will help me implement them this semester."

- Teaching Effectiveness Institute Participant
STUDENT WRITING WORKSHOP SERIES

SERIES OF FACULTY WORKSHOPS ON HELPING STUDENTS DEVELOP STRONG WRITING SKILLS

The Successful Student Writing Workshop Series began in fall 2016 and incorporated activities for developing meaningful writing assignments, managing the task of grading, and preparing useful feedback for students in their writing. The series was designed to provide faculty, teaching assistants, and teaching staff with practical tips for helping students develop strong writing skills and academic success. Each workshop in the series included numerous hands-on activities with practical takeaways that participants were able to apply immediately in their teaching. Brad Peters, Department of English, facilitated each of the workshops.

Each of the five unique workshops were offered on selected Fridays during the fall 2016 and spring 2017 semesters. Each semester, participants could attend all of the workshops or just those of particular interest. Workshops offered included:

- Improve Students' Reading Skills through Writing
- Design Short Writing Assignments that Work
- Lighten the Paper Workload
- Respond Effectively to Students' Written Assignments
- Help Students Avoid Plagiarism

"This has been an excellent series that contains important information every faculty member needs to know. The workshop series continues to be a very valuable experience for me."

- Writing Series Workshop Participant

"The workshop was incredibly helpful and I'll certainly be attending more like it. Thanks for organizing!"

- Writing Series Workshop Participant
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. Hence, 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 2016-2017

114 TECHNOLOGY INTEGRATION PROGRAMS OFFERED FOR 781 ATTENDEES, TOTALING 1,278 CONTACT HOURS

During 2016-2017, 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 2016-2017:

» Clickers in the Classroom (offered 4 times)
» Collaborating Using Microsoft OneDrive
» Evidence-based Practices for Blended Course Design
» Expanding Your Reach: Captioning for Self-Created Videos (offered 2 times)
» Free Software Tools for the Classroom
» Getting Started with Adobe Presenter (offered 2 times)
» Mac Series: Quick and Easy Editing Using iMovie
» Online Multimedia Sampler
» Reference Resource Management (offered 2 times)
» Screencasting to Facilitate Learning Opportunities (offered 2 times)
» Supporting Student Success with the Blackboard Retention Center

» Trello: Project Management for the Classroom
» Tracking Student Learning Outcomes in Blackboard
» Using Lynda.com in Your Blackboard Courses (offered 2 times)
» Teaching with Technology Institute: Connected Learning

"I love teaching online! I graded and responded to students from San Juan, Gurabo, and taxis -- all from my iPhone. Thank you for all your help and guidance in getting me to this point."

- 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 2016-2017:

» Collaborating with Web Conferencing for Department of Curriculum and Instruction
» Effective Online Discussions for Department of Curriculum and Instruction
» Getting Started with Adobe Presenter for Advising Council; College of Law
» Introduction to Quality Matters for College of Education eLearning Institute
» Screencasting with Screencast-o-matic for Department of Curriculum and Instruction
» Teaching with O365 for Chemistry TAs

BLACKBOARD PROGRAMS

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

During 2016-2017, 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 2016-2017:

» Blackboard I: Introduction to Blackboard (offered 12 times)
» Blackboard II: Building Your Blackboard Course (offered 11 times)
» Blackboard Assessment Tools (offered 3 times)
» Blackboard Open Lab (offered 9 times)
» Calculating Final Grades with the Blackboard Grade Center
» Creative Uses of Video in Your Blackboard Course
» Collecting and Grading Assignments Electronically using Blackboard
» Electronic Portfolios: Using the Blackboard Portfolio Tool (offered 3 times)

» Facilitating Small Group Discussion Online Using Blackboard Collaborate Breakout Groups
» Interactive Rubrics: Providing Consistent and Quality Feedback in Blackboard Courses
» Introduction to Live Online Classes Using Blackboard Collaborate (offered 2 times)
» Managing Student Grades with the Blackboard Grade Center (offered 2 times)
» Paperless Assessment of Student Performance with Blackboard Tools
» Preview of New Features Coming to Blackboard
» Supporting Student Success with the Blackboard Retention Center

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 2016-2017:

» Blackboard Assignments and Grading for Chemistry TAs
» Leveraging Blackboard Assessment Features for Program Assessment and Accreditation Review for College of Education Faculty
» Teaching Online with Blackboard for College of Education eLearning Institute
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 2016-2017, the center offered 30 programs focused on online teaching for 336 participants, totaling 544 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 2016-2017, 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, including Quality Online Course Series (QOCS) and Quality Online Teaching Series (QOTS)

» 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.

Online teaching programs offered by center staff during 2016-2017 included:

» Applying the Quality Matters Rubric (offered 5 times)

» Creating Authentic Experiences for Your Online Course

» Emerging Technologies for Online Teaching

» Enhancing Your Online Course with Images and Icons

» Feedback Strategies for Your Online Course

» Managing the Online Teaching Workload

» QOCS: Accessibility, Usability & Student Support
» QOCS: Course Activities & Student Engagement
» QOCS: Course Content & Instructional Materials
» QOCS: Getting Students Started (offered 2 times)
» QOCS: Learning Objectives & Assessments
» QOCS: Promoting Learning with Technology
» QOTS: Best Practices for Delivering an Online Course
» QOTS: Humanizing Your Online Course
» Tips for Teaching Online with Blackboard

**FACULTY LEARNING COMMUNITY**

**SPECIALIZED TRAINING AND SUPPORT IN ONLINE TEACHING BEST PRACTICES FOR SCHOOL OF NURSING**

In spring 2017, School of Nursing faculty contacted the Faculty Development and Instructional Design Center to request a series of specialized online teaching and learning workshops. Center staff developed and administered a survey to determine if School of Nursing faculty were interested in creating and participating in a faculty learning community (FLC), and to identify online teaching topics that were the most relevant to those faculty. 13 faculty members responded with their choices, and 2 faculty volunteered to lead the FLC. Center staff were tasked with developing and delivering the topic content for the community meetings.

In spring 2017, School of Nursing FLC met 3 times either face-to-face or online at “Lunch and Learn” meetings, with 3 additional meetings held during summer 2017. Approximately 4-10 faculty members attended each FLC meeting. The meetings were live video-streamed to enable remote faculty to attend. The FLC’s summer meetings were held entirely online to best accommodate summer schedules. FDIDC staff presented the topics chosen by the FLC members and facilitated the technology used to stream and host the online portion of the meetings.

The FLC meeting also included discussion sessions, in which FDIDC staff and FLC members could share best practices on some teaching strategies that may be unique to online nursing education. Spring 2017 presentation topics included:

» Humanizing Your Online Course
» Demonstrating Best Practices, Part 1 & 2
» Creating a Welcoming Online Course
» Revising and Enhancing Your Online Course
» Getting a Strong Start to the Semester

An evaluation provided feedback on the FLC. The majority of respondents strongly agreed or agreed that the scope of the topics covered were appropriate and that their objectives for participating in the community were met.

The School of Nursing FLC will continue to meet in fall 2017 after center staff conduct a survey to determine topics of interest to the FLC.
TEACHING WITH TECHNOLOGY INSTITUTE

HIGHLIGHTING THE LATEST INNOVATIONS ON USING TECHNOLOGY TO ENHANCE TEACHING

2017 THEMES:
MOBILE LEARNING; CONNECTED LEARNING

During 2016-2017, 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:

» ePortfolios
» Project Management Tools
» Screencasting
» Multimedia Tools
» Games and Simulations
» Mobile Technologies
» Personal Response Systems
» Reference Resource Management

The eleventh annual Teaching with Technology Institute, held on June 1, 2016 served as yet another venue for highlighting the latest innovations on using technology to enhance teaching.

During the morning session, "Mobile Learning" faculty explored best practices for good mobile course design and mobile course development, created rich content using mobile devices, and were introduced to a number of mobile apps to make their lives as educators easier.

During the afternoon session, "Connected Learning" faculty investigated the use of digital tools that can promote interactions, discussions, collaboration, and ultimately establish a vibrant learning community. The focus of the afternoon was on instruction using technologies that can activate relationships and communities through supporting exploration, discovery, and inquiry-based learning.
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 fourteen years. From spring 2002 to summer 2013, the use of Blackboard for teaching credit courses more than quadrupled at NIU.

During fall 2016, 95.3% of students and 87.9% of all those who teach used Blackboard for 63.79% of all course sections offered at NIU. On the average, students used Blackboard for 4 courses during fall 2016.

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.
ANALYZING FACULTY USE OF BLACKBOARD

SEEKING TO BETTER UNDERSTAND HOW AND WHY NIU FACULTY USE BLACKBOARD FOR THEIR TEACHING

During 2016-2017, the center conducted two studies to better understand how and why NIU faculty use the Blackboard Learn learning management system. In the first study, the center analyzed data from Blackboard on overall “tool” use within the system. In the second, the center surveyed NIU’s faculty and teaching staff to find out why, after all of these years with Blackboard at NIU, they continue to use the system.

After analyzing trends in usage data as far back as the 2011 spring semester, a few of the key findings (seen in the chart below) include:

» All tools are being used more, over time

» Most tools in Blackboard are used at higher rates during summer semesters (compared to fall and spring), following the greater percentage of online courses during summer

» The fall 2015 semester saw a dramatic increase in the number of courses using several tools for posting electronic content and collecting assignments electronically, likely a grassroots faculty response to the renewed call to lessen the need for printed materials across campus.

For the second study, all NIU faculty and teaching staff were surveyed, to see why those new to Blackboard are using it, and why long-term users continue to do so. The center receive 411 responses, yielding a response rate of 25%. Several notable trends emerged, including:

» Sentiment about Blackboard among faculty is high
  ■ 82% feel confident using Blackboard features
  ■ 66% find Blackboard easy to use
  ■ 72% agreed that Blackboard increases efficiency

» 95% of faculty respondents had adopted Blackboard, due to its perceived requirement, value it brings to their classes, and its ease of use

» 5% of faculty respondents had not adopted Blackboard, due to perceived lack of need, alternative tools available, or a perceived lack of training

Key Takeaways:

» As online course delivery continues to grow in importance, Blackboard will be used even more heavily, by more people

» While the vast majority of faculty use Blackboard in some way (and many find it easy to use for their purposes), there still exists a need for high quality support

Percentage of courses using a Blackboard tool, per semester

- announcements
- items
- grades
- folders
- files
- assignments
- web links
- plagiarism detection
- discussion replies
- tests
PROMOTING RESEARCH AND SCHOLARLY ACTIVITIES AMONG NIU FACULTY AND TEACHING STAFF

Center staff promoted research and scholarly activities through the following activities during 2016-2017:

» 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 2016-2017, 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.

"Writing circle is extremely helpful to me. I can get feedback from other disciplines. Since English is my second language, the comments on my grammar are a great help."

- Writing Circle Faculty Participant

"Thank you for an amazing session! I truly learned so much. In fact, I have a short piece that is currently being edited for publication in Fall and I ended up extensively revamping it based on what I learned in the session. It is much better than it was before!"

- Write Well, Publish More! 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 2016-2017:

- 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 2016-2017, center staff coordinated and arranged a number of development programs for faculty, staff, and administrators. The professional development programs offered during 2016-2017 include:

- Fall 2016 New Faculty Forum
- Online Learning Consortium Accelerate 2016 Virtual Conference
- Recognizing and Embracing Cultural Communications and Sensitivity in the Classroom
- Online Learning Consortium Innovate 2017 Virtual Conference

The center offered professional development opportunities not available at NIU during 2016-2017, funding registration fee and travel expenses for the "Faculty Summer Institute" workshop on May 23-24, 2017 at University of Illinois, Urbana-Champaign for:

- Larissa Garcia (University Libraries)
- Jodi Lampi (Curriculum and Instruction)
- Nicholas Pohlman (Mechanical Engineering)
- Nancy Prange (School of Health Studies)
- Iman Salehinia (Mechanical Engineering)
- Sahar Vahabzadeh (Mechanical Engineering)
MAJOR INITIATIVES AT REQUEST OF OFFICE OF THE PROVOST SUPPORTING NIU’S MISSION

BLACKBOARD RUBRICS TO SUPPORT GENERAL EDUCATION ASSESSMENT

The center partnered with the Associate Vice Provost for Curriculum, the Office of Assessment Services (Accreditation, Assessment and Evaluation), the General Education Committee (GEC), and the Division of Information Technology (DoIT) to investigate mechanisms for automating the collection of data to assess student achievement of NIU’s eight Baccalaureate Outcomes. This was a critical project for the university to improve the general education outcomes for our students, and to meet the expectations of the Higher Learning Commission to maintain accreditation.

The GEC determined that the eight baccalaureate outcomes would be assessed using standardized rubrics, for consistent measurement across courses. The Associate Vice Provost for Curriculum and the GEC worked with faculty who teach general education courses to adapt the AAC&U VALUE Rubrics for NIU’s baccalaureate outcomes.

After extensive testing and consultation with DoIT, the center recommended that the general education assessment utilize the Rubrics tool in Blackboard. Generally, this tool is used for individual courses, so the implementation required significant customization for this purpose. Center staff demonstrated the process for the GEC, and they decided to adopt it.

The center built the adapted VALUE rubrics within Blackboard, and DoIT developed a process to copy the rubrics into the Blackboard course for each general education section. Each Blackboard course received only the rubrics specific to the two baccalaureate outcomes the course addressed. The center also collaborated with the Associate Vice Provost for Curriculum to develop a step-by-step guide for faculty on how to use the rubrics, and offered a face-to-face training session for faculty in the spring of 2017.

To further automate the process, the center coordinated with Registration and Records, the Associate Vice Provost for Curriculum, and DoIT to have the baccalaureate outcomes designated within MyNIU for all of the general education courses. DoIT then revised the Blackboard process that creates courses when faculty request them, so that the rubrics are added to the Blackboard courses when they are requested.

Once the spring 2017 semester completed, and faculty were able to complete the assessment of student achievement of the outcomes using the rubrics, the center collaborated with DoIT to retrieve the data from all of the course sections. DoIT developed a database query to aggregate the results from all of the courses that had used the rubrics. In the first semester of use, the rubrics were added to 441 general education courses. By the time data was aggregated in mid-summer, 46 courses had utilized the rubrics, for an adoption rate just over 10%. The Office of the Provost is analyzing the data as a baseline measure of student achievement toward the baccalaureate outcomes.
IMPLEMENTATION OF BLACKBOARD GOALS AND ALIGNMENTS
PROVIDING TRAINING AND SUPPORT USING BLACKBOARD FOR PROGRAM ASSESSMENT

With an increasing number of accreditors requiring student achievement data (in addition to the general education assessment project described in another section), academic departments are feeling significant pressure to gather and maintain records on student learning. This is usually falls to a single faculty member, as a heavy administrative load to carry in additional to teaching, service, and research/artistry responsibilities. Most often, this faculty member coordinates with the other faculty to request student grades on key assignments in specific courses, then manually compiling data. This is time consuming and messy, but absolutely critical to maintaining valuable accreditations.

Fortunately, the Goals and Alignments tool in Blackboard can simplify this process. This allows custom sets of Goals to be created in Blackboard, such as program outcomes or accreditation standards. Once the Goals are created, faculty can align assessments within their Blackboard course to the Goals, such as Assignments, Rubrics, and Test questions. Student performance on the Goals can be viewed within the course using the Goal Performance Dashboard or the Goal Performance Report. The results can also be aggregated across all courses that include alignments to the Goals using the Goal Performance Export.

Faculty Development and Instructional Design Center has offered workshops on Goals and Alignments before, but because the system-level aggregation was not available until May 2016, it was not particularly useful and no one utilized it. However, during the spring 2016 semester, the faculty in the School of Allied Health and Communicative Disorders (in particular, the Doctorate in Physical Therapy), requested a custom workshop so that they could begin using it for their accreditation reporting. Since then, several departments have requested similar workshops or presentations, including a workshop that was available to any faculty in the College of Education.

Once a department or program has decided to adopt the Goals and Alignments tool, staff from the Faculty Development and Instructional Design Center help the department identify who within the department will be responsible for creating the Goals in Blackboard, and gives that individual the appropriate access in Blackboard. The staff also meet with them to provide training to create the Goals on the testing server, and the staff verify the Goals and migrate them to the production server when they are complete.

As of the end of the 2016-2017 academic year, the following departments / schools or programs have set up Goals in Blackboard:

» Counseling, Adult and Higher Education (specifically Counseling programs)

» Curriculum and Instruction (specifically Reading Specialist program, in process)

» Educational Technology, Research and Assessment (in process)

» Leadership, Educational Psychology and Foundations (specifically Leadership programs)

» Allied Health and Communicative Disorders (specifically Doctorate of Physical Therapy programs)

» Nursing

In addition, the Illinois Professional Teaching Standards were created upon request, for a course in using technology for teaching.

Combined with other tools in Blackboard, such as Rubrics or Portfolios, the Goals and Alignments are a powerful tool for more accurate and more accessible student achievement data for program improvement and accreditation. Other departments who wish to explore using Goals and Alignments should contact the Faculty Development and Instructional Design Center for a demonstration of the system and to begin developing their program outcomes or standards in Blackboard.
HLC FACULTY QUALIFICATIONS REPORTING SYSTEM TRAINING
DEVELOPING JOB AIDS AND TUTORIALS FOR ACADEMIC ADMINISTRATORS ON USE OF ONBASE SYSTEM FORMS

With the implementation of the NIU Faculty Credentials Policy and a new OnBase system for reviewing and tracking faculty credentials moving forward, the Office of the Provost requested Faculty Development and Instructional Design Center to develop training and support materials for department chairs and school directors on the use of the faculty qualifications reporting forms on OnBase.

Center staff were invited to join the NIU Faculty Qualifications Reporting Operations Team and worked collaboratively with members from the Office of Institutional Effectiveness and the Division of Information Technology to develop a collection of on-demand support materials, including step-by-step job aids and video tutorials. The resulting training and support resources regarding the implementation of the faculty qualifications reporting process have been added to the Division of Academic Affairs website and are available at go.niu.edu/credentialspolicy

Faculty Credentials Policy

In support of its goal to ensure high-quality teaching and learning in its curricula, Northern Illinois University ensures that members of its instructional corps are well-qualified to teach students enrolled in credit-bearing courses. The enacted Faculty Credentials Policy establishes the minimum standard for ensuring all members of the instructional corps are qualified to teach courses to which they are assigned and complies with the Assumed Practices of the Higher Learning Commission.

Faculty Qualifications Reporting (FQR) Form

It is the responsibility of any prospective individual assigned to teach an NIU-delivered, credit-bearing course, except study abroad courses offered by a third-party, to supply any and all documentation attesting to the awarding of appropriate degrees or other documents required to ensure that the individual meets minimum standards. The director/chairperson of the academic department must submit such documentation on behalf of new instructional staff using the Faculty Qualifications Reporting (FQR) Form, be approved by the college, and reviewed by the Office of the Provost prior to the first day when the individual is scheduled to teach.

See the provided training and support materials for details regarding the process for completing a new FQR form for new employees before being assigned to teach for the first time or revising a completed form when credential qualifications change.

Additional Questions

For answers to questions about the Faculty Qualifications Reporting (FQR) process or assistance with accessing and completing the FQR forms, contact the IT Service Desk at servicedesk@niu.edu or 815-753-8100.
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 2017 (pictured above):

» Adam Burgess (English)
» Autumn C. James (Geographic and Atmospheric Sciences)
» Daniel Kies (Theatre and Dance)
» Paul Vogt (Communication)

Each recipient of the award was presented with a plaque and recognized at the Graduate Student Reception sponsored by the Graduate School on April 25, 2017.

Apart from the Outstanding TA awards, the center also awarded the Graduate Teaching Certificate to 10 graduate students from 7 academic departments for completing the certification requirements during 2016-2017.

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 qualify 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
CONSULTATIONS

1,569 CONSULTATIONS WITH 590 UNIQUE FACULTY, TEACHING STAFF, AND GRADUATE TEACHING ASSISTANTS

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 2016-2017 academic year, center staff conducted a total of 1,569 consultations to 590 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 2016-2017 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 72 tutorials
» Blog
» 8 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 9 tutorials

Apart from the previously mentioned resources, center staff maintained the following computing facilities during 2016-2017:

» A eleven-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 Multimedia Studio with scanners 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 2016-2017.

Center staff moderated the New Faculty Network, a virtual environment in which faculty new to NIU can share ideas and ask questions about teaching, learning, and university resources.

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.
ACADEMIC INTEGRITY TUTORIALS

ONLINE TUTORIALS UPDATED AND RE-RELEASED TO PROMOTE AWARENESS OF ACADEMIC INTEGRITY

Online tutorials on academic integrity, previously developed in 2005 and made available in part through the "Project for Improvement of Undergraduate Education" grant by the NIU Committee for the Improvement of Undergraduate Education, were updated and re-released at go.niu.edu/academic-integrity

Both a student tutorial and faculty tutorial are available. The tutorials are available to the public and can be accessed without any required login or password.

Faculty can use the tutorial as part of their classroom discussions on academic integrity and encourage students to review the content and complete the activities as part of a course activity. Students who complete the student tutorial successfully can print a certificate of completion which can by submitted as verification of their completion.

Special thanks to the staff of the Student Conduct office for reviewing the tutorials and to the staff of Faculty Development and Instructional Design Center for updating the tutorials and migrating them to NIU’s latest web templates.

The purpose of these online tutorials is to promote academic integrity at NIU by increasing students’ awareness of the issues, offering strategies for students to protect themselves from academic dishonesty situations, and increasing faculty’s awareness of the issues and offering them strategies to address academic dishonesty incidents effectively. These tutorials are intended for self-paced learning by students and faculty and can be used as an educational resource to supplement classroom discussions on academic integrity.

Over the past 12 months, the academic integrity tutorials have been view by more than 10,000 users and average over 1,300 hits each month.
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 2016-2017 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 2016-2017, 94% 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 94% affirmed that the program attended was beneficial to their students.

In 2016-2017, participants overwhelmingly confirmed the perceived impact of their consultations with center staff on their teaching, with 93% responding that the consultation(s) with center staff were beneficial to their teaching and 96% responding the consultation(s) were beneficial to their students.

The chart below provides a summary of feedback responses from 2016-2017 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.
PUBLICATIONS

During 2016-2017, 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 2016-2017, center staff delivered 2 presentations at NIU, 3 webinars, and 11 presentations at conferences. The following is a list of presentations by center staff during 2016-2017:


Richter, S., & Gonzalez, E. (2017, May 23). Learning from the learning management system. Presented at the 2017 Faculty Summer Institute, University of Illinois, Urbana, IL.

Wills, C. (2017, May 23). Quest-based learning. Presented at the 2017 Faculty Summer Institute, University of Illinois, Urbana, IL.

Richter, S. (2017, May 24). Humanizing your online course. Presented at the 2017 Faculty Summer Institute, University of Illinois, Urbana, IL.


Rhode, J., & Miller, T. (2017, July 27). Essentials for preparing to teach an existing online course on short notice. Presented at the 33rd Annual Distance Teaching and Learning Conference, UW-Madison, Madison, WI.


Richter, S. (2017, August 8). Online portfolio assessment and learning [Webinar]. Presented for the Education Technology Seminar Series organized by the Keiser University Graduate School Teaching and Learning Committee, Fort Lauderdale, FL.
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 2016-2017:

» Advisory Council, National Center for Online Leadership, University Professional and Continuing Education Association
» BbWorld 2017 Program Committee
» Book Award Committee, Division of Distance Learning, Association for Educational Communications and Technology
» Educause Learning Initiative Annual Meeting Proposal Review Committee
» Faculty Summer Institute Steering Committee
» NIU Adult Learner Workgroup
» NIU Blackboard Learn Support Team
» NIU Blackboard Status Team
» NIU Computing Facilities Advisory Committee
» NIU Faculty Development Advisory Committee

STAFF RECOGNITION

During 2016-2017, center staff achieved professional recognition. Listed below is a summary of recognition received by center staff during 2016-2017:

» Stephanie Richter, Tracy Miller, and Jason Rhode were selected as finalists for the 2016 POD Network Innovation Award
» Jason Rhode was named one of Top 30 Technologists, Transformers and Trailblazers for 2016 by the Center for Digital Education
» Stephanie Richter was elected as an executive officer of the POD Network Teaching with Technology Special Interest Group for 2016-2017
» Cameron Wills received CompTIA A+ Certification for Computer Technician
» Tracy Miller completed the Quality Matters Teaching Online Certificate
» Center staff received 2017 SPS Council Award for Partnership and Collaboration

Center staff hosted a team from Wheaton College on April 26, 2017 and shared about the center’s operations

» NIU HLC Faculty Qualifications Reporting Operations
» NIU IT Steering Committee, Data Management Sub-Committee
» NIU Outstanding Civil Service Award Committee
» NIU O365 Governing Committee
» NIU Presidential Commission on the Status of Women
» Steering Committee, 102nd Annual Conference, University Professional and Continuing Education Association

» Stephanie Richter was selected as a Blackboard MVP
» Center staff received 2017 Blackboard Catalyst Award for Leading Change

Center staff accepting SPS Council Award for Partnership and Collaboration on April 12, 2017
The following staff served in full-time capacities at the center during 2016-2017:

Daniel Cabrera, Multimedia Coordinator
Amy Deegan, Office Support Specialist
Janet Giesen, Instructional Design Coordinator
Peter Gowen, Online Analytics Coordinator
Brenda Hodges, Assessment 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 2016-2017 academic year. Below is a listing of those who served in part-time capacities as graduate research assistants for the center during 2016-2017:

Allenisia Hamilton (2/16/16 - 5/15/17)
Sagar Sudhakar (1/16/16 - 5/15/17)
Pu Wang (1/15/15 - 5/15/17)
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, Associate Professor, Nursing  
Therese Arado, Professor, College of Law  
Amy Buhrow, Director, Accreditation, Academic Reporting, & Strategy, College of Business  
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, Geography  
Jessica Reyman, Associate Professor, English  
Leanne VandeCreek, Acting Associate Dean, University Libraries  
Jason Rhode, Director, Faculty Development and Instructional Design Center (Ex-Officio)  
Murali Krishnamurthi, Vice Provost for Faculty Affairs (Ex-Officio)
ACKNOWLEDGEMENTS

The information presented in this report was made possible by all of 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 2016-2017.