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| Vincennes University, IN |
| Project: Modularized Onboarding for New Faculty |
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| **Q:** | **Briefly describe the project in less than 100 words.  Be sure to identify the key organizational areas (departments, programs, divisions, units, etc.) and key organizational processes that this action project will affect, change, and/or improve.** |
| **A:** | The goal of the onboarding project is to develop a set of modules that will help orient faculty to Vincennes University and provide them information needed to perform the faculty function.  Because of the growing number of adjunct faculty being hired at strategically planned new locations, VU will use the modules to help integrate both adjuncts and new full-time faculty into the Vincennes University teaching process, assuming that faculty better oriented to the VU teaching task will feel and be better prepared to complete their classroom and administrative responsibilities. |

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| **Q:** | **Describe your institution’s reasons for initiating this action project now and how long it should take to complete it.  Why are this project and its goals high among your institution’s current priorities?  Also, explain how this project relates to any strategic initiatives or challenges described in the institution’s recent or soon-to-be submitted Systems Portfolio.** |
| **A:** | VU is taking on this project at this time because VU wants to improve its onboarding services for new faculty, especially adjunct faculty at various locations and sites offering classes.  VU delivers a New Faculty Orientation on campus, and VU offers various versions of orientation at its locations.  For instance, new faculty are given an orientation at military bases.  However, VU believes having a modularized onboarding process will better guarantee that all faculty are receiving the same orientation to VU and its processes.  VU is also taking on this project due to data collected from a couple of different sources.  First, VU uses the Campus Quality Survey, and results from two rounds of the Survey (2012 and 2015), both multiple choice questions and written comments suggest a need for a better, more developed onboarding processes.  Also, VU developed an adjunct survey to follow up on the CQS results.  That survey indicated that new adjuncts do not feel comfortable and need help with some core teaching tools like Blackboard, VU's early warning system (Tracking Attendance and Performance of Students, known as TAPS), Banner and grade submissions, among other things.  The project is important because VU, working to support the state of Indiana's goal of having more educated citizens, is developing more dual credit offerings in early colleges and career tech centers.  In addition, the VU Military Education Program continues to pursue new opportunities to serve military personnel's education needs.  VU has a strong relationship with the military and wants to maintain its strong reputation.  VU has a strategic goal of developing partnerships to expand educational offerings, and this project will strengthen a key element of the educational process, onboarding and orienting faculty to the VU education process.  VU will have this project completed in a year's time, including full implementation of modules by next Fall 2017 semester, and, later next fall, a survey to check the quality and impact of the modules.  VU has already begun implementation of the project, including the development of the first five modules. |

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| **Q:** | **List the project goals, milestones, and deliverables along with corresponding metrics, due dates, and other measures for assessing the progress toward each goal. Be sure to include when you anticipate submitting the project for formal reviews.** |
| **A:** | The principle goal of this project will be to improve the preparation of new full-time and adjunct faculty.  A baseline survey of adjuncts will be used next year to check faculty perception of their preparation; improved numbers indicating faculty feel prepared will indicate success.  VU will employ the following project strategic plan that includes actions, deliverables, and timing:  **Timeline for Modularized New Faculty Onboarding, AQIP Action Project**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Actions** | **Start Date** | **Completion Date** | **Responsible Persons** | **Expected Outcome** | **Status** | | **Survey Adjuncts to Determine Needs** | April 15, 2016 | May 30, 2016 | Provost, Asst. Provost, IR Director | Survey results that will provide better understanding of adjunct faculty needs | Complete | | **Develop 5 Onboarding Modules for Opening of Fall 2016 Semester** | July 26, 2016 | August 18, 2016 | Project Team, CTL Director, Content Experts | 5 modules complete; survey of new faculty will reveal positive response to modules; feel competent to complete tasks covered | Complete | | **Identify Existing or Develop New Manual for New Faculty** | August 4, 2016 | August 18, 2016 | Project Team | Supplement to modules that new faculty will find useful for completing faculty tasks during first semester | Complete | | **Identify and Develop Site for New Modules and Other Onboarding Materials** | August 4, 2016 | May 11, 2017 | Project Team, Faculty Reviewers | Site developed, with ability to track access.  Survey will reveal new faculty find new onboarding site helps them complete tasks | On-going | | **Review Onboarding Modules at Other Institutions** | August 4, 2016 | October 21, 2016 | Project Team | Reports on other onboarding modules at other institutions | On-going | | **Survey Deans and Department Chairs for Module Content** | October  5, 2016 | October 28, 2016 | Project Team, Deans, Department Chairs, IR Director | Completed survey  that will lead to greater Institutional ownership of the onboarding project and modules and more comprehensive set of modules |  | | **Survey of Pilot Module Users** | October 5, 2016 | October 28, 2016 | Project Team, IR Director | Completed survey suggesting faculty using the modules respond positively to content, length, quality, etc. |  | | **Identify Topics of All Modules To Be Developed** | August 4, 2016 | October 21, 2016 | Project Team | A list of modules that reflect a   comprehensive onboarding and training |  | | **Share Modules Topics with Deans, Dept. Chairs, Site Coordinators, other admin. for Final Comment** | October 24, 2016 | November 11, 2016 | Project Team, Deans, Department Chairs, Site Coordinators and other administrators | Survey results that help finalize list of modules and greater institutional ownership of onboarding process |  | | **Identify Content Experts and Assign Responsibility for Completing Modules** | November 18, 2016 | December 6, 2016 | Project Team | All modules will have lead person; greater Institutional ownership of onboarding process |  | | **Complete Modules** | December 10, 2016 | March 30, 2017 | Content Experts, CTL Director | All modules will be completed and located on site.  Greater Institutional ownership. |  | | **Review Modules** | March 30, 2017 | May 4, 2017 | Project Team, Deans, Department Chairs, Faculty | Improvement feedback that will lead to module and onboarding site. |  | | **Identify Expectations for Completing Modules, Evidence of Completion, Assessment of Users Understanding** | May 11, 2017 | June 1, 2017 | Project Team, Content Experts | Deans, Chairs, Site Coordinators, Administrators will confirm site is complete. Greater Institutional ownership |  | | **Finalize and Deploy Modules** | June 1, 2017 | July 1,  2017 | Project Team, Content Experts, CTL Director | Modules complete and site ready for use |  | | **Assess New Faculty Users on Vincennes, Other Sites** | September 15, 2017 | October 1, 2017 | Director of IR | Review of users access will show faculty have completed all modules and will show good understanding of module content; survey will confirm site value and feeling of better preparation for teaching responsibilities. |  | | **Evaluate Results and Determine Improvements Needed** | October 15, 2017 | November 1, 2017 | Project Team, Content Experts, CTL Director, IR Director | Future faculty users will complete and should indicate on survey better sense of preparation at higher rates than baseline data |  | | **Onboarding Site Owner Identified** | November 1, 2017 | On-going | Site owner and supervisor responsibility for oversight | Site will have on-going ownership to review and maintain the site; site owner’s supervisor will evaluate owner’s maintenance |  |   VU anticipates submission of a formal review no later than June, 2017. |

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| **Q:** | **Describe how various members of the learning community will participate in this action project.  Show the breadth of involvement by individuals and groups over the project’s duration.** |
| **A:** | The plan above indicates the breadth and length of participation in this project.  Ownership of the project will be built, beyond the lead team, using surveys of faculty (for the quality of the modules) and of College Deans, Dept. Chairs, Site Directors, and other Administrators (including professional staff responsible for learning and grading tools).  Multiple surveys are planned with the goal of building greater ownership of the content and for checking the quality of the modules and the completion of the project goals. |

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| **Q:** | **Describe how the institution will monitor project progress/success during, and at the completion of this project.  Be sure to specifically state the measures that will be evaluated and when.** |
| **A:** | Again, the project strategic plan listed above identifies deliverables that will mark the success of the project, including due dates for the deliverables. |

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| **Q:** | **Describe the challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project’s goals.** |
| **A:** | Possible challenges always include people's time, especially in a year when VU has Multi Location Visit responsibilities starting this fall (4 locations, in Indianapolis, San Diego, Washington, and Florida), a Portfolio due June 1, 2017, and a Comprehensive Quality Review with campus visits beginning October 30, 2017.  Asking faculty and staff to develop modules will take some time, but VU does want to complete this project (which was developed at our April Strategy Forum), and believes the team leading the project should be able to successfully complete it.  VU will be counting on feedback.  Sometimes getting full-time or distant adjunct faculty to respond is a challenge, but VU believes it will receive enough feedback to understand needed improvements and to put this important professional development in place. |

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| **Q:** | **Provide any additional information that the institution wishes reviewers to understand regarding this Action Project.** |
| **A:** | N/A |