Enhancing the Faculty On-Boarding Experience

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Disclosures

Relevant financial relationships:
• Speakers are employed by Jersey College

Unlabeled/investigational use of a commercial product:
• None
The purpose of this presentation is to discuss how one institution has implemented a formal faculty on-boarding process to enhance the first year faculty experience.
Why a Structured On-Boarding Process?

• To improve the student and faculty experience.

• Linked to Strategic Plan to create Academic Excellence.
Collaboration within Jersey College
<table>
<thead>
<tr>
<th>PHASE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHASE 1</td>
<td>Identify relevant content and design courses</td>
</tr>
<tr>
<td>Q3-Q4 2017</td>
<td></td>
</tr>
<tr>
<td>PHASE 2</td>
<td>Pilot test at 1 of 6 campuses - All Faculty (Seasoned &amp; Newly Hired)</td>
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<tr>
<td>Q1 2018</td>
<td></td>
</tr>
<tr>
<td>PHASE 3</td>
<td>Add Educational leadership</td>
</tr>
<tr>
<td>Q3 2018</td>
<td></td>
</tr>
<tr>
<td>PHASE 4</td>
<td>Add all faculty</td>
</tr>
<tr>
<td>Q1 2019</td>
<td>Submitted Application to offer Contact Hours (13.3 HRS)</td>
</tr>
<tr>
<td>PHASE 5</td>
<td>Evaluate course level surveys</td>
</tr>
<tr>
<td>Q1-Q3 2019</td>
<td>Comparative data of Pre-Post Self-Assessment Inventories</td>
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<tr>
<td></td>
<td>Revise based on input</td>
</tr>
<tr>
<td>PHASE 6</td>
<td>Offer 13.3 hours of contact hours moving forward</td>
</tr>
<tr>
<td>Q4 2019</td>
<td>Develop Adjunct Faculty Course - 4 hours in length</td>
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<tr>
<td>PHASE 7</td>
<td>Launch Adjunct Faculty Course</td>
</tr>
<tr>
<td>Q1 2020</td>
<td>Submit Application for contact hours (4 HRs)</td>
</tr>
</tbody>
</table>
Design Considerations
Content

Faculty On Boarding 0.5
FOB 0.5

Faculty On-Boarding 1.0
FOB 1.0

Faculty On-Boarding 2.0
FOB 2.0
Content: The College

- Introduction to the Mission, Vision
- Welcome from Executive Leadership
- What is Professionalism?
- Roles of the College
- Virtual Tour of the College

Faculty On Boarding 0.5

FOB 0.5
The College: Module 0.5

Faculty Self Assessment Inventory-Pre

- Welcome from Greg Karzhevsky, Chancellor and Founder
- Overview of the Mission, Vision & Values from Steve Litvack, President

Please complete this self assessment:

1. I am familiar with the
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

2. I am confident in the
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

The Classroom

- What is Professionalism?
- What Could Be Improved?

Evaluation

- Course Survey
  - 0 pts
- Course Completion Acknowledgment
  - 2 pts
Content: The Faculty Role

• Academic Catalog (Policies)
• Didactic/Practicum Roles
• Classroom Management
• Lesson Planning
• Locating course resources
• The Adult Learner
The Faculty Role: Module 1.0

Classroom Management

Key Points
1. Conflict can occur anytime.
2. Implementing conflict resolution strategies can reduce or eliminate the conflict.
Content: Effective Instruction

- Academic Catalog (Policies)
- Active Teaching/Learning Best-Practices
- Question Writing/Item Analysis
- Classroom Assessment Techniques
- Technology in the Classroom

Faculty On-Boarding 2.0
FOB 2.0
Faculty Development Measurement Tool Created

Faculty Self Assessment Inventory-Pre

Faculty Self Assessment Inventory-Post

Please complete this self-assessment inventory. The self-assessment inventory should take approximately 15 minutes to complete.

1. I am familiar with the Mission, Vision, and Values of the College.*

   - Strongly Disagree
   - Neutral
   - Strongly Agree

2. I am confident in the role of the didactic faculty member.*

   - Strongly Disagree
   - Neutral
   - Strongly Agree
## End-of-Course Survey Data Summary

<table>
<thead>
<tr>
<th></th>
<th>0.5 Course</th>
<th>1.0 Course</th>
<th>2.0 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total responses</td>
<td>47</td>
<td>211</td>
<td>30</td>
</tr>
<tr>
<td>Online format satisfaction</td>
<td>97%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Content valuable to faculty role</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Satisfaction with the course</td>
<td>100%</td>
<td>95%</td>
<td>93%</td>
</tr>
</tbody>
</table>
Self Assessment Inventory

- I am confident I can create an active teaching and learning environment.
- I am confident in using a variety of classroom assessment techniques to validate student learning.
- I am confident in using technology to create engaging teaching and learning environments.
- I understand the purpose of consistently applying current college policies.
- I am confident in the role of the practicum faculty member.
- I am confident in the role of the didactic faculty member.
- I am familiar with the Mission, Vision, and Values of the College.

Scores:
- Post
- Pre

Scores range from 7.6 to 9.6.
Center for Instructional Excellence Annual Survey

2018

The Center for Instructional Excellence has helped me better support my new faculty through the Faculty On-Boarding Courses.

2019

The Center for Instructional Excellence has helped me be more productive by initiating the on-boarding of new faculty.
Faculty Testimonials

“This course has reinforced my Career as a Nursing educator.”

“I am more confident in the classroom.”

“I feel better prepared as a new instructor.”

“This course is essential to the development of all educators.”

“...insight into tools and strategies to facilitate adult learning experience.”

“I feel more prepared.”

“Helped me with a deeper understanding...”

“..content in 2.0 was very thorough and broadened my understanding.”
Adjunct Faculty On-Boarding

Adjunct
References


