**AQIP Action Project: Onboarding Modules**

**Dean/Dept. Chair Survey Feedback**

**Feedback from eleven people. 100% positive about the modules. Seven people offered suggestions for the existing modules (included below).**

* I have reviewed the Onboarding Pilot. I found the existing modules to be well done and an excellent tool.
* I think that it is a great idea. I looked at five modules.
* I think it's good the way it is. Great idea for new faculty.
* This site is a fantastic resource! I will continue to review it over the coming week, but at first blush, it looks thorough and really well done. Will all faculty eventually have access to it?
* You can tell someone put a great deal of effort into these modules. In fact, some of this information might be good as a refresher for current faculty from time to time. I believe are the modules are good as they are and do not need any additional information. I will say that I do not do much at all with blackboard so I am probably not a good evaluator on that module.
* I want to thank the University for putting this together because this will not only save a considerable amount of time, but create an opportunity for greater success for new faculty.
I would like to have all the new faculty, and adjuncts within the IT Department use this as soon as it is available (even in pilot mode).  I had to create my own "on the fly" orientation this semester when within a short week, Dean Miller and I had to line up several adjuncts to cover classes.  I am also attaching a new faculty document that the IT Department created a couple of years ago.  I have highlighted a few areas for consideration on this document as well. (Jaci Lederman)
* I applaud the work of those who initiated this project and those who developed the Blackboard site.  The organized format is a real advantage.  How soon can we implement this site?  I have several adjunct who could benefit from access to the information.
* Excellent comprehensive Faculty Handbook!

**Comments about Existing Modules:**

* I suggest to add Learning Unlimited as a part of tutoring resources.
* Module 2: "Tracking Attendance & Performance of Students (TAPS)"
This module is complete, effective as is, but I do wonder if students who are no shows should be addressed here (maybe it was and I missed it.)
* Module 1: "MyVU/Banner"
This module is complete, effective as is. Yes or No?

**Yes**

**Excellent photo of Laurel!**

**Typo error: New Faculty Timeline**

|  |  |  |
| --- | --- | --- |
| 18-Aug |  | STRAT VU-Late Registration |
|  |  |  |

 Module 2: "Tracking Attendance & Performance of Students (TAPS)"
This module is complete, effective as is. Yes or No?

**Yes! I really like the guidelines provided about when to initiate the attendance warning notices.**

**Suggestion: summarize and state that it is a 3-step process to drop a student**

1. **Select “Drop”**
2. **Assign WN or WF**
3. **Provide last date of attendance**

**\*\*\* Adjunct faculty often forget one of the steps. This prevents the DROP from being processed.**

3. Module 3: "VU Email/IBM Notes"
This module is complete, effective as is. Yes or No?

***Yes!***

***Typo error:* There are two ways to access IBM Notes. One is a program installed on your computer called a client, which interfaces with the email server. The other way to access it is through the web and can be done form any Internet ready computer.**

4. Module 4: "Blackboard"
This module is complete, effective as is. Yes or No?

* ***Yes! I encourage all adjuncts to enroll in the Blackboard course (brief version). If full-time or adjunct faculty teach online, they are required to complete the intensive Blackboard training.***
* Module 4: "Blackboard"
This module is complete, effective as is. Yes or No? YES, however I believe the on-line Bb training should be completed by everyone because it is really informative.
* Module 4: "Blackboard"

 This module is complete, effective as is. Yes or No?

YES! Great resource. I would use this every semester.

* Module 1: "MyVU/Banner"

 This module is complete, effective as is. Yes or No?

Yes, I believe this would be an effective tool as long as it is used as a supplement to an orientation meeting.

. Module 1: "MyVU/Banner"
This module is complete, effective as is. Yes or No?

No. The module description notes that banner allows faculty to check their schedules, find their rosters, register advisees, review transcripts, and enter grades, but it only shows them how to enter grades. These might need to be separate modules, but including checking one’s schedule and finding rosters, at the very least, should be included.

2. Module 2: "Tracking Attendance & Performance of Students (TAPS)"
This module is complete, effective as is. Yes or No?

No. This module only covers attendance. While it mentions performance warnings, new faculty should be given some guidance on what each performance warning entails. While “Missing Work” or “Excessive Tardiness” are reasonably self-explanatory, new faculty might benefit from knowing what constitutes a “Classroom Behavior” warning and what happens when this warning, or other warnings, are sent out (sent to student and advisor, sent to Dean of Students, etc.). This file should include Attendance and Performance Warnings as two separate sub-sections. Also, new faculty need guidance in when to send out the drop notice, i.e. Warning 1, Warning 2, and Drop notice should not be sent out in the same day.

3. Module 3: "VU Email/IBM Notes"
This module is complete, effective as is. Yes or No?

* Yes. . . but . . . Does “Beyond the Basics” need to be a subfolder within this module? It seems odd visually, underneath the introductory materials. The files could be titled “Beyond the Basics: Setting Up Email . . .” It doesn’t seem worth it to click on a subfolder for two documents.

**1. Module 1: "MyVU/Banner"**This module is complete, effective as is. Yes or No?
*Complete but could be tweaked.*
*On the third page of the tutorial (Step 3 of Entering Midterm and Final Grades), two of the boxes have cut off part of a sentence.*
*I might also add a suggestion to check the grades once they have rolled.*

**2. Module 2: "Tracking Attendance & Performance of Students (TAPS)"**This module is complete, effective as is. Yes or No?

*Complete but could be tweaked.*
*Is this statement accurate?*

“7. If the student did not attend at all, faculty should use the first day of class as the last date of attendance.”

*In the past, faculty selected “NO SHOW” from the drop down menu, and the date automatically populated. If the date did not populate, then a date prior to the beginning of the semester (perhaps the Friday before classes began?) was input. I have had students attend the first day and never return, so their last date of attendance was the first day of class, but they had actually attended. Is the “NO SHOW” option no longer available? If it is still an option, that should be noted in the directions.*

**3. Module 3: "VU Email/IBM Notes"**This module is complete, effective as is. Yes or No?
*Complete and effective.*

**4. Module 4: "Blackboard"**This module is complete, effective as is. Yes or No?
*No. The videos should have captioning for our deaf faculty.*

**5. Module 5: "FERPA"**This module is complete, effective as is. Yes or No?
*Complete and effective—good quiz and reference questions.*
*On the FERPA quiz, question 4 appears twice.*

**Additional Suggestions for the Onboarding Bb Site:**

* *Terms within the Glossary should be completed/defined.*
* *Additional terms should be added to the Glossary: Critical Thinking (CT), Ethical Thinking (ET), and Integrative Thinking (IT).*
* *On the Faculty Resources page, correct the spelling of Publications (Educause Publictions).*
* *On the Start Here page, bad link for Course Outlines/Syllabi—link leads to error page.*

**Part B. Developing Additional Modules for New Faculty Onboarding
What other issues still need attention with a specific module?**

* The PDFs are good, but screencasts and video tutorials in modules other than the Blackboard module would be nice for people who are more visual.
The one area that I would suggest adding is the "Benefits" topic. Topics like - - - vacation days, sick days, TIAA, Wellness Center, and many other subjects relating to Benefits are not understood by the new employee.
* I suggest to add Learning Unlimited as a part of tutoring resources.
* I would suggest a section on Safety - - - the booklet, the first alert system, where to call for snow days
* I think additional modules could be added as subjects are identified along the way. One subject that I came up with several years ago was professional expectations. While I realize that many of the Gen Ed faculty are specifically trained to be instructors/professors, many in the trades are not. I have found over the years that some of these type of faculty have a difficult time understanding and respecting the professionalism that is expected in the classroom. I have attached a few documents that I put together and dispersed over the years. (Mike Gehrich—I can retrieve these for the group, if needed.)
* Use of Rubrics - grading that is effective. Keeping up with grading (feedback to students).
* How to deal with cheating and other classroom behavior issues.
* Ethics in the classroom and outside of the classroom pertaining to interaction with students.
* Campus safety and what to do if you have an emergency.
* How to deal with a parent's email regarding their student's grades/performance in class.
* Advising, degree works, catalogs/curriculum.
* Evaluations -PGPs.
* University Committees and how to be effective while serving on them (maybe have the Senate create this module).
* Book Orders - when, how.
* Course Fees - when, how.
* As a new employee, a module describing the forms would be useful. Some examples: course substitution form, petition to graduate, AFAF, reading, writing, and speaking intensive forms, CCOs and curriculum proposals. An image of the form and a brief explanation of how to fill out the form correctly would have been great. When I was going through some of these processes, I called my chair and Sherrill Carter multiple times. I would still have to call to this day if I had an issue.
* Advising (to include using the worksheet, searching for classes, campus designations
* Tips on classroom management.
* Tips on managing disruptive students.
* Tips on motivating students.
* Should a link to the “Student Success Center” be included in Student Support section?
* Should “Mentor Assignment” be included in the faculty checklist? This would be the responsibility of the supervisor.
* Start Here Section – Course Outlines/Syllabus – include templates; include samples of CCOs and syllabi