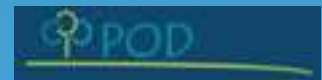


# Bringing New Faculty “Onboard” for Success in the First Year

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# Save the Trees

- No handouts
- Presentation posted on my web portfolio

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# Agenda

- Presentation of our program
- Discussion about usability of program and/or like programs

# Problem/Gap

- Old checklist
- No ownership of process
- Varied orientation experiences

➔ reduced faculty satisfaction and retention

# Review of Literature and Best Practices

- **Designing New Faculty Orientations and Programs to Meet Stakeholders' Needs, *Greg Siering, Ball State University***
- CUPA conferences
- Best Practices from other institutions

# Methodist College of Nursing

- Single-purpose institution
- BSN and online RN-BSN programs
- 2 + 2
- 14 faculty
- 19 staff
- 135 students

# “Onboarding”

- Orientation, training, mentoring, culture
- Through 1<sup>st</sup> year of employment
- Ushers new faculty into the culture, environment and academic ranks of the institution



# Three Aspects of the Program

- **Orientation:** The functional nuts and bolts of working at MCON
- **Mentoring:** Build relationship and community with and among faculty at MCON
- **Culture:** Development of new faculty to become effective instructors, incorporating best practices and techniques for classroom, clinical and online education.

# Distributed Model

- Responsibility shifts from one person to multiple people
- Distributed according to function and timing
- Roles serve as a support network for new faculty/employee
- Moved from faculty responsibility to HR and Fac Development function

# Roles

- Associate Dean (now Dean)
- Course Coordinator
- Dir of Student Services
- Administrative Assistant for Faculty
- Director of HR and Business Services
- Director of Instructional Technology
- Mentor
- Onboarding Coordinator

# Distribution by Time Frames

- JIT Model
- Chunk information according to need
- Time Frames
  - Pre-Arrival (upon official acceptance of offer)
  - Arrival (on campus just before classes begin)
  - 1<sup>st</sup> Month
  - 1<sup>st</sup> Semester
  - 2<sup>nd</sup> Semester

# Checklists

- One checklist expanded to many
- Each role has checklist
- Each checklist has time frames
- New employee checklist also – self-assessment, self-paced online modules
- Onboarding Coordinator oversees all checklists

# Mentoring

- Resource person
- Networking
- Monthly meals with others

# Ideal for New Faculty

- Co-teach 1<sup>st</sup> semester
- No new courses to develop and teach in first year
- Visit all committees but no assignments
- No advisees
- Not serve as course or level coordinator
- Not pursue any scholarly activity or research, pursue learning/faculty development opportunities
- Complete all online orientation and teaching/learning modules

# Essential Resources

- Guidebook for new faculty member
- Link up Agreement
- Reimbursement for monthly lunches
- Self-study
- Knowledge modules (mission, Neuman theory, 7 Principles, etc.)
- Verification exercises online

# Assessment and Evaluation

- Formative and Summative
- Survey at end of first semester (all parties)
- Focus groups at end of first and second semester (mentees and OC)
- Mid-year progress survey (mentees/mentors)
- End of year survey (all parties)

# 1<sup>st</sup> Semester Evaluation

- Survey Results N=12 (4 mentees, 4 mentors, 4 roles)
- Amount and type of information/resources/mentoring sufficient – 50% agree, 50% disagree
- Received everything you need to this point – 50% yes, 50% no
- Enough time/resources to develop relationship with mentee/mentor – 75% strongly agree, 25% strongly disagree

# 1<sup>st</sup> Semester Evaluation

- Use the checklist for your role – 75% yes, 25% no
- Checklist is useful tool – 50% strongly agree, 25% agree, 25% neutral
- Mentee/mentor relationship to date beneficial – 50% strongly agree, 25% agree, 25% strongly disagree
- Overall satisfaction with Onboarding program over 50% strongly agree.

# Open-ended Questions

- What is missing from the checklist:
  - Didn't use checklist
  - Not comprehensive enough
  - Too much to realistically accomplish
- What worked well:
  - Meet with mentor off-campus
  - New faculty feel they have someone to go to
  - Checklists and more time before semester started
  - Knowing new faculty role and responsibilities
  - Camaraderie
  - Accountability



# Open-ended Questions

- What isn't working or needs improvement:
  - Mentee wasn't receptive to mentor's help
  - Clearer definition of one person who is accountable overall for faculty orientation
  - Invite mentees to sit in on committees multiple times
  - Meet with other new staff to talk about how things are going
  - Not enough time. Administration should teach new faculty how to teach.
  - Needs to be clearer communication and coordination between all parties.

# Focus Group Results - Improvements

- Defined academic dean role:
  - Dean more involved in onboarding
  - New faculty meet monthly with dean
  - Clear understanding of hours and schedule
- Training
  - Move a couple of the programs to before the 1<sup>st</sup> month
- Faculty
  - Experienced faculty invite new faculty into their classroom
  - New instructors ask exp. Faculty to peer review (early)
  - Group lunch – meet new faculty

# Focus Group Results

- Mentors
  - Paired with same level of education
  - OBC check-in with mentors monthly

# Areas to Continue

- No committee work 1<sup>st</sup> year
- No advisees 1<sup>st</sup> year
- Lunches with mentor (100% participation)
- Link up process (OBC checks in to be sure agreement is being kept)

# Discussion

- How do you feel about the term Onboarding?

# Discussion

- Would this program be scalable?

# Discussion

- What, if anything, might you use at your institution?

# Thank You!

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