

A tall stack of books is the central focus, balanced precariously on a desk. In the background, a person is visible, their hands raised in a gesture, possibly explaining or demonstrating something. The scene is set in a library or study area, with bookshelves filled with books visible in the background. The overall atmosphere is one of academic pursuit and balance.

# The Balancing Act

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Leveraging Onboarding Processes to Navigate New Instructor Engagement and Course Integrity at the University of Michigan

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In 2023, contingent faculty  
(adjuncts, lecturers) made up

**68%**  
of faculty positions

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Source: Colby, 2023



# Increased reliance on adjunct instructors presents several challenges

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## For **adjuncts**, the challenges are:

- Insufficient notice before teaching assignments, and therefore limited preparation time
- Lack of robust communication, connection and support from the institution
- Unfamiliarity with institutional resources
- Difficulties mastering instructional technologies

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## For **academic institutions**, the challenges are determining how best to enhance:

- *Instructor preparedness*
  - *Course quality*
  - *Student learning experiences*
- given that limited time between course assignment and start of the term, contract restrictions, organizational culture, and compensation, impact participation of adjunct instructors in training opportunities.

# Presentation Roadmap

Background



Onboarding  
Blueprint



Impact  
Assessment



Engage and  
Reflect



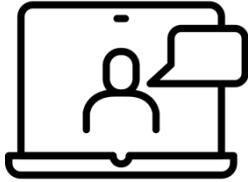
Moving  
Forward





# Background

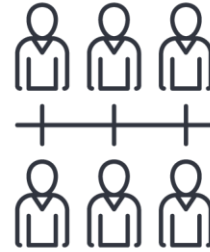
# In 2019, UM SPH launched an online Master of Public Health (MPH) program



~60 online courses



~50 faculty +  
guest lecturers



6 departments



Developed over 4 years

*Launched Fall 2019*



## After 3 years, some faculty rotated off of the online teaching roster

Some departments opted to enlist adjunct instructors to assume online teaching responsibilities.

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### Adjunct instructors are:

- Typically hired just prior to the start of the course
- Responsible for teaching a course designed by someone else and hosted on a LMS they may or may not have experience navigating

# The hiring of adjunct instructors presented a new set of challenges ranging from:

## Technical issues

E.g. Some instructors made changes that “broke” assignments, resulted in automatic grade calculation malfunctions, or otherwise created technical problems for students

## Lack of preparation

Online course content includes, on average, 65 readings, 33 video lectures each approximately 8 minutes long, and 31 assignments, requiring adjuncts to review and engage with a substantial amount of material within a limited timeframe. Student feedback highlighted adjuncts' perceived lack of preparedness, unfamiliarity with course content, and difficulty navigating the platform.

## Course quality assurance issues

E.g. Some adjuncts made course changes within the platform that negated recent course updates completed by an Instructional Designer in preparation for the course offering





# Onboarding Blueprint

# Broadly, our goals were three-fold

1

## Enhance instructor preparation

- Introduce instructors to the course and the learning management system.
- Encourage familiarity with the course materials.
- Set expectations.

2

## Provide support

- Provide institutional resources and introduce support structures.
- Empower instructors, through guidance and support, to effectively engage with content created by others.


3

## Uphold the integrity and standards of the program

- Outline responsibilities.
- Foster instructor ownership of the course while upholding the integrity and standards of the program.
- Enhance the experiences of both new appointed instructors and their students.

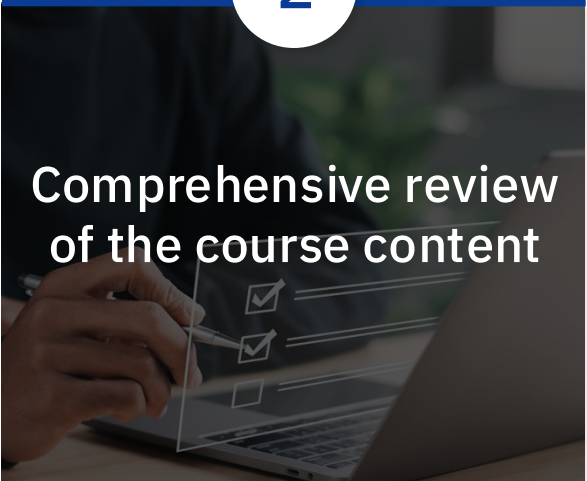
# We designed a 3-part onboarding process

1



Overview of the onboarding process and course details

2



Comprehensive review of the course content

3



Collaborative planning session with the Instructional Services team

*This process was designed to help new instructors understand the course, its content, and available support structures in order to deliver a high-quality learning experience*

# Director of Online Learning kicks off onboarding with a meeting to outline the process



## New Instructor Onboarding for HBEHED 671

The new instructor onboarding process serves to assist instructors assigned to teach an online course previously developed by another instructor. Guidance and support on how to engage with content created by others allows new instructors to focus efforts on gaining mastery of the course content in preparation for the course start. Setting clear expectations provides a better experience for the newly assigned instructor as well as the student. The process design encourages instructors to take ownership of the course while at the same time maintain course integrity and program standards.

The Instructional Services team works closely with new instructors in preparation for course delivery. Below you will find an outline of the instructor responsibilities as well as the responsibilities of the Instructional Services team.

### Instructor Responsibilities

- Complete a detailed review of each component of the course by completing the onboarding checklist provided by the Instructional Services (IS) team
  - Review all assessments
  - Review all video lectures
  - Review all course reading materials
    - The purpose of this review is to identify errors, check for gaps in content or areas in which content needs to be updated, and check for alignment between assessments, lecture content, and learning objectives
- Meet regularly with the IS team
- Communicate regularly with IS team
- Meet course prep deadlines

### Instructional Services Responsibilities

- Review courses prior to meeting with instructor to identify possible revisions
- Prioritize revisions based on amount of time between initial meeting with new instructor and course start date
- Meet regularly with the instructor
- Explain the approval process for the implementation of any changes or the use of new tools

## Contacts

For questions about the Coursea platform and technical support, contact the Instructional Services team member assigned to work with you to prepare the course. This course has been assigned to Joanna Kovacevich, [joanna@umich.edu](mailto:joanna@umich.edu).

For questions regarding student related matters, contact Lisa Garber at [lgarber@umich.edu](mailto:lgarber@umich.edu), Academic Program Manager.

For other questions, contact Kim Lukusz at [kiml@umich.edu](mailto:kiml@umich.edu), Assistant Director for Online Programs.

# DOL also provides a detailed course outline to the new instructor



## HBEHD 671 Motivational Interviewing in Public Health

### Course Format

- 8 weeks, Winter term (second half), 555 section (online students)
  - March 4 - April 26, 2023
- Instructor holds weekly class meetings via Zoom
  - HBEHD scheduled to meet on Thursdays from 7:00-8:00 pm
- Course content is housed and accessed through the Coursera platform
  - Sign up for a Coursera account using your University of Michigan email address by visiting Coursera.org and clicking Join for Free
- The grading format for this course is pass/fail

### Course Description

This course will provide you with the knowledge and skills to help you become an effective clinician and communicator through motivational interviewing. We'll teach you key skills such as reflective listening and eliciting change talk, and give you ample opportunities to practice with both your classmates and a standardized patient at the end of the course.

This course is the second course in a series of health behavior/health education electives that comprise the Health Behavior Methods and Skills graduate certificate offered to students in the online Population and Health Sciences program. Many of the students enrolled will have completed HBEHD 557 Clear Health Communication during the previous 8 weeks.

### Syllabus

### Course Content

Course content housed on the Coursera platform includes the following:

- ~34 lecture videos
  - ~5 videos tied to weekly reflection assignments completed via Perusall
- ~30 readings
  - ~3 readings tied to weekly reflection assignments completed via Perusall
- ~9 assignments
  - Reflections completed using Perusall
  - Reflections scored via natural language processing (NLP)
  - Standard patient interview
  - Peer review
  - Quiz
  - Final exam (quiz)

### Enrollment

This course is open to students enrolled in the online MPH program in Population and Health Sciences.

### Residential Student Enrollment

This course is restricted to online MPH students. Residential students can be permitted into the course under rare circumstances. Please forward residential student requests to Kim Luzzini - [kimluzzini@umich.edu](mailto:kimluzzini@umich.edu).

### Online MPH Student Profile

- Full-time working professionals
  - Typical career fields include the following:
    - Healthcare - e.g., nurses, physicians, physical therapists, occupational therapists
    - Health research
    - Non-profits
    - Veterinary medicine
    - Public health
    - Political and social research
- Average age = 31
- Average GPA from highest degree earned 3.4

### Program Expectations

#### Deadlines

The majority of the students in the online program work full time. As a result of their busy schedules, students may request deadline extensions. We ask that instructors work with students who need an extension.

#### Weekly Zoom Sessions

Students are expected to attend the weekly Zoom sessions. Occasionally, students will be unable to attend. All sessions are to be recorded and made available for students unable to attend.

#### Slack

Slack is a cloud-based instant messaging and collaboration system. You will be added to the Slack channel set up specifically for this online course and provided with documentation that describes the way in which we use Slack to build community and maintain an open line of communication.



The instructor is then tasked with reviewing the course using the provided course content checklist



**M**  
**PUBLIC**  
**HEALTH**

The checklist was designed to nudge instructors to review every item in the course and sign off on it or flag errors or changes needed

A	B	C	D	E	F	G	H	I	J	K	L
<b>Module</b>	Week 1: Course Overview										
<b>Description</b>	This unit will provide an introduction to social epidemiology, the social determinants of health framework, and the concept of health disparities.										
<b>Learning Objectives</b>	Define core concepts of social epidemiology Distinguish between health inequalities and health inequities Describe the role of data in social epidemiology										
Item type	Title	VIDEOS			READINGS		ASSIGNMENTS				NOTES
		I viewed this video	Video is free of errors	Video content is up to date	I reviewed this reading	Change needed?	I reviewed the instructions	The assignment is free of errors	I reviewed the grading criteria	Change needed?	
<b>Lesson 1: Course Introduction</b>											
Video	Instructor Introduction	Not yet									
Video	Course Welcome	Not yet									
Reading	Course Syllabus				Not yet						
Reading	Guide to Course Assignments				Not yet						
<b>Lesson 2: Introduction to Social Epidemiology</b>											
Video	Unit Overview	Not yet									
Video	Define Core Concepts of Social Epidemiology/Social Determinants of Health	Not yet									
Video	Measuring Health Disparities	Not yet									
Perusall	Rose (1985) and Braveman (2014)				Not yet						
Video	The Role of Data in Measuring Health Disparities	Not yet									
Video	Controversies in Health Inequities: Relative changes and absolute differences (Part 1)	Not yet									
Ungraded Plugin	Watch: Deaths of Despair	Not yet									
Video	Controversies in Health Inequities: Relative changes and absolute differences (Part 2)	Not yet									
Perusall	Case & Deaton (2015) and Diez Roux (2017)				Not yet						
Video	Stakeholders and Agents	Not yet									
Reading	Recommended: NIMHD Factsheet and Table on Research				Not yet						
Video	Introduce Leading Health Indicators and Population Health Data Report Assignment	Not yet									
Assignment	Population Health Data Report on Tobacco Use						Not yet				
Video	Introduction to Policy Briefs	Not yet									
Assignment	Review Sample Policy Briefs						Not yet				

## PART 3

Once the course review is complete, the instructor connects with an Instructional Services team member to:



Review and discuss any notes or issues flagged by the instructor in the course review checklist



Learn how to navigate the LMS as well as any other instructional technology used in the course



Discuss pedagogical approaches if desired

**zoom** Set up Zoom sessions



Create a timeline to finalize the course site



Get answers to any lingering questions

# PART 3

## Course preparation is multi-faceted and requires collaborative planning

COURSE	SESSION LAUNCH	INSTRUCTOR	UPDATES BY	STATUS	UPDATES NEEDED											
Course Update Details available in Rule Book					COURSE COPIED	CHECK ANALYTICS	COURSE INSTRUCTOR SET	INSTRUCTOR INTRODUCTION VIDEO	COURSE SETTINGS UPDATED	WELCOME MESSAGE UPDATED	SYLLABUS UPDATED	READING CITATIONS	UPLOAD ACCESSIBLE PDFs	UPDATED ACTIVITIES, ASSESSMENTS & RUBRICS	PLAGIARISM CHECKER REMOVED	
EHS 570 - REV	Launch: April 22 Open: April 29 Start: May 5		Joanna	Completed	✓	✓	✓	No Update Needed	✓	✓	✓	✓	In progress	✓	✓	
EHS 597 - REV			Joanna	Completed	✓	✓	✓	No Update Needed	✓	✓	✓	✓	In progress	✓	✓	
EPID 594 - REV			Joanna	Completed	✓	✓	✓	New Video(s) Needed	✓	✓	☐	✓	Completed	☐	✓	
HBEHED 620 - REV			Joanna	Completed	✓	✓	✓	New Video(s) Updated	✓	✓	✓	✓	Not done - new readings	✓	✓	
HMP 610 - REV			Frederique	In Progress	✓	✓	✓	No Update Needed	✓	✓	✓	✓	Completed	✓	✓	
EHS 601			Joanna	Completed	✓	✓	✓	No Update Needed	✓	✓	✓	✓	Done except 3 scans	✓	✓	
EPID 590			Frederique	In Progress	✓	✓	✓	New Video(s) Needed	✓	✓	✓	✓	Complete	☐	✓	
HBEHED 590			Frederique	In Progress	✓	✓	✓	New Video(s) Updated	✓	✓	✓	✓	Complete	✓	✓	
HMP 603			Frederique	In Progress	✓	✓	✓	No Update Needed	✓	✓	✓	✓	Didn't get done	✓	✓	
PUBHLTH 516	Open: June 24 Start: July 1		Victoria	In Progress	✓	✓	✓	No Update Needed	✓	✓	✓	✓	Completed	☐	✓	
EHS 596 - REV			Joanna	Completed	✓	✓	✓	No Update Needed	✓	✓	✓	✓	Completed	✓	✓	
EPID 595 - REV			Joanna	Completed	✓	✓	✓	No Update Needed	✓	✓	✓	✓	Completed	✓	✓	
HBEHED 530 - REV			Joanna	Completed	✓	✓	✓	New Video(s) Needed	✓	✓	☐	✓	Completed	✓	✓	
HMP 609 - REV			Victoria	In Progress	✓	✓	✓	No Update Needed	✓	✓	☐	✓	No PDF Readings	☐	✓	
EHS 591			Joanna	Completed	✓	✓	✓	No Update Needed	✓	✓	✓	✓	Completed	✓	✓	
EPID 591			Frederique	Completed	✓	✓	✓	No Update Needed	✓	✓	☐	✓	Completed	✓	✓	
HBEHED 591			Joanna	In Progress	✓	✓	✓	New Video(s) Updated	✓	✓	✓	✓	Completed	✓	✓	
HMP 654 + Canvas 777 section			Joanna	Completed	✓	✓	✓	No Update Needed	✓	✓	✓	✓	No PDF Readings	✓	✓	

							QUALITY CHECK			
RESOURCES REMOVED / UNPUBLISHED	REPLACE READERS WITH LECTURE PACKET	LTIs UPDATED	IMAGE DESCRIPTIONS AVAILABLE	GRADEBOOK SETUP	ZOOM SESSIONS SCHEDULED	FINAL DUE DATE CHECK	CHECK BY	COMPLETED	ISSUES RESOLVED	REVISIONS NEEDED
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No LTIs	No Images	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No LTIs	No Images	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	us Fear' text now
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Updated	Completed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No LTIs	Needs Work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Updated	No Images	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Course Welcome video need to be updated
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No LTIs	Needs Work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Complete; Pull in-video question out into separate submission
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No LTIs	No Images	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	



A hand is shown placing a gold star into a five-star rating bar. The bar is white with a horizontal slot. Four gold stars are already in the slot, and the hand is placing the fifth star. The background is a solid light beige color.

# Impact Assessment

Instructors who had time  
were more likely to complete  
the course audit and were  
better prepared as a result

*“I was able to dedicate time to  
preparing for the course prior to  
the course start. This helped me  
to be better prepared.”*



# “The instructor seemed well prepared for class meetings.”

Course evaluation scores pertaining to level of preparedness for new instructors participating in the onboarding process were comparable to the scores of instructors who developed and taught the course.

Average score for  
new instructors

4.8

Average score for  
instructors who  
developed the course

5.0



## The checklist is an effective tool

*“It helped me to stay organized as I checked the existing course shell. I liked how every module/ chapter was broken down into its specific component. On account of that, I did not overlook any of the items that required attention. It was easy for instructional technology consultant and I to track everything as we made the relevant changes for the course.”*

*“I even used the checklist while teaching the course. Because the checklist was set up by week, I was able to easily find the upcoming week’s content and assignments and review them in preparation for class.”*

# Instructors were able to do a thorough review of the course prior to the course start

<div>Module 1</div> <div>Description</div> <div>Learning Objectives</div>	<div>This module first introduces learners to the concepts of study design, the relationships of exposures, outcomes, and supporting variables, as well as the classifications of data types used in biostatistics. Next, this module presents both graphical and numerical approaches to summarizing data, as well as providing examples of how to interpret the information that is presented through each approach.</div> <div>Interpret graphical and numerical summaries of data.</div> <div>Identify the different approaches to data collection.</div> <div>Classify different study designs relative to the strength of evidence they present.</div> <div>Learn the nomenclature for types of data collected in public health.</div> <div>Identify three graphical approaches to summarizing data.</div> <div>Classify numerical approaches to summarizing data.</div>	<div>Every item in the course was reviewed by the new instructor</div>																																																																																																																																																																																																																																										
<div>Item type</div> <div>Title</div>	<table> <tr> <th colspan="3">VIDEOS</th> <th colspan="2">READINGS</th> <th colspan="4">ASSIGNMENTS</th> </tr> <tr> <th>I viewed this video</th> <th>Video is free of errors</th> <th>Video content is up to date</th> <th>I reviewed this reading</th> <th>Change needed?</th> <th>I reviewed the instructions</th> <th>The assignment is free of errors</th> <th>I reviewed the grading criteria</th> <th>Change needed?</th> </tr> <tr> <td colspan="9">Lesson 1.1: Welcome!</td> </tr> <tr> <td>Video</td> <td>Welcome to Biostat 501</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Video</td> <td>Instructor Introduction</td> <td>Yes</td> <td>Yes</td> <td>No</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>Syllabus</td> <td></td> <td></td> <td></td> <td>Yes</td> <td>Yes</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>How this course is designed</td> <td></td> <td></td> <td></td> <td>Yes</td> <td>Yes</td> <td></td> <td></td> </tr> <tr> <td colspan="9">Lesson 1.2: Study Designs and Types of Data</td> </tr> <tr> <td>Reading</td> <td>Study Designs and Types of Data Readings</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>No</td> <td></td> <td></td> </tr> <tr> <td>Video</td> <td>Exposures, Outcomes &amp; Supporting Variables</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Video</td> <td>Examples of Datasets</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Video</td> <td>Study Designs for Collecting Data</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Video</td> <td>Types of Data</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quiz</td> <td>Study Designs &amp; Types of Data</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td colspan="9">Lesson 1.3: Numerical and Visual Summaries of Data</td> </tr> <tr> <td>Reading</td> <td>Numerical &amp; Visual Summaries of Data</td> <td></td> <td></td> <td></td> <td>Yes</td> <td>No</td> <td></td> <td></td> </tr> <tr> <td>Video</td> <td>Visual Summaries of Data</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Video</td> <td>Summarizing Location (Evidence)</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Video</td> <td>Summarizing Spread (Skapicism)</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quiz</td> <td>Numerical &amp; Visual Summaries of Data</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td colspan="9">Lesson 1.4: Assignments</td> </tr> <tr> <td>Assignment</td> <td>Assignment 1a</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>Assignment 1b Articles</td> <td></td> <td></td> <td></td> <td>Yes</td> <td>No</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Assignment</td> <td>Assignment 1b</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Reading</td> <td>Assignment Answer Keys</td> <td></td> <td></td> <td></td> <td>Yes</td> <td>No</td> <td></td> <td></td> </tr> <tr> <td>Video</td> <td>Recording of Week 1 - Introduction to Biostatistics: 501 on 23-10-26 18:57:23 [01:35]</td> <td>Yes</td> <td>Yes</td> <td>No</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	VIDEOS			READINGS		ASSIGNMENTS				I viewed this video	Video is free of errors	Video content is up to date	I reviewed this reading	Change needed?	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Jennifer will update this.</p> <p>Jennifer will update this.</p> <p>Videos will become Practice Problems discussed during weekly sessions. They will be modified by Jennifer to correlate with the videos.</p> <p>Jennifer will modify quizzes to become Practice Problems and additional problems will be added.</p> <p>Jennifer will add additional instructions and edit the problems to correlate with the course material for the week.</p> <p>Jennifer will add additional instructions and edit problems.</p> <p>Jennifer will update the answer key for the additional problems and post after the assignment is completed.</p> <p>Jennifer will record the Zoom session during class and it will be uploaded into the course.</p> </div>
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Every item in the course was reviewed by the new instructor

The new instructor made notes and proposed changes



# Knowing who to contact is half the battle

*“I may have overused the instructional technology consultant. This was the first time teaching a course on this LMS, so I had a lot of questions and the technology didn't always work as expected.”*

*“Given my experiences at other institutions, U-M support staff have been outstanding in providing guidance and the necessary support to make my teaching online a very positive experience. The system worked very well for me.”*

# The Instructional Services team also benefits from this onboarding process



Course site preparation is smoother



The need for technical troubleshooting when the course is live has decreased, in large part because instructors now make any needed changes to assignments before the launch of the course



Instructors know who to reach out to if they need help or have questions, so any issues can be addressed proactively or very quickly and efficiently



# Engage and Reflect

# Discussion

What parts of our onboarding process might work for you?

What parts need to be tweaked to work for your particular organization?

What challenges do you face that you're struggling to address when it comes to onboarding new instructors?

What aspects of your current onboarding process are running smoothly?



A man with a beard, seen from the back and side, stands on a balcony or in a high-rise office, looking out at a city skyline during sunset. The sun is low on the horizon, creating a warm, golden glow. The city features several tall buildings, including a prominent skyscraper. The man is wearing a light-colored shirt. The overall mood is contemplative and hopeful.

# Moving Forward



# Takeaways

1

Having a process is worthwhile, it has a positive impact on preparedness and course quality.

*“Having a system to review documents/ videos and the opportunity to revamp was very helpful.”*

2

It made for a better experience for adjunct faculty, as well as for program support staff.

3

Timing is key.

4

Explore other ways to offer support when just-in-time hiring is unavoidable.



# Future Iterations



- Consider adding information addressing common questions from new instructors, such as grading policies, handling student accommodation requests, and managing absent students
- Consider adding training on best practices for running effective/engaging synchronous class meetings

# Presentation and onboarding templates



# Contact



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