

BACKGROUND & PURPOSE:

EOU's offers a robust set of online academic programs. Growing online student FTE is an explicit KPI for Objective 1, Goal 3—*Grow the Number of Lives Impacted* of The Ascent 2029, EOU's strategic plan. Growing online FTE necessitates hiring new online adjuncts. Selection and evaluation of new online adjuncts remains the purview of academic programs and college deans, evaluated according to the criteria delineated in the [EOU Faculty Personnel Process and Procedure Handbook](#). In order to engage new online adjuncts in EOU's culture of Academic Quality, EOU must provide professional development opportunities for instructional design and student success. Those opportunities can be provided by the Teaching and Learning Technology Coordinator (T<C) and the Center for Teaching, Learning, and Assessment (CTLA), under the direction of the Vice Provost for Academic Quality (VPAQ).

OBJECTIVES:

- To establish a consistent approach to selection and evaluation of New Online Adjuncts.
- To establish a consistent approach to the onboarding of New Online Adjuncts.
- To establish a consistent approach to professional development for New Online Adjuncts for Online Instructional Design, Online Student Success, Online Assignment Design, and Progressive Certification of expertise in online teaching and learning.

WORK DEFINITION:

Sarah Witte is the sponsor of the Professional Development Plan for New Online Adjuncts project, with Donald Wolff serving as Project Lead. The project aims to establish a consistent approaches to the review, onboarding, and professional development opportunities for New Online Adjuncts.

STAKEHOLDERS:

- GROUP 1: FS Ad Hoc Adjunct Eval Group--DW AND SHAUN CAIN, ET. AL.
- GROUP 2: CTLA Advisory Board—DW TEACHING FACULTY, LIBRARY FACULTY, STUDENT AFFAIRS PROFESSIONALS, T<C, VPAQ—INSTRUCTIONAL DESIGN, CONTINUING PROFESSIONAL DEVELOPMENT
- GROUP 3: HR, COM, DEAN, FPC FACULTY REP--CM HIRING ONLINE ADJUNCTS

DELIVERABLES/END PRODUCTS:

- Develop a **consistent selection and review process** for New Online Adjuncts.
- Develop a **consistent onboarding program** for New Online Adjuncts focused on EOU Online Teaching Core Values, including “the use of technology to maximize student-teacher interaction, [and] instructional strategies and the use of a wide array of tools to help students achieve important educational outcomes at a distance” ([EOU Faculty Personnel Process and Procedure Handbook](#)).
- Develop **annual professional development program** for New Online Adjuncts focused on instructional design and professional development opportunities to provide “activities engaged in to improve teaching” ([EOU Faculty Personnel Process and Procedure Handbook](#)), as well as progressive certification for online adjuncts.

KEY MILESTONES:

- Groups 1 & 3 create a consistent **Selection and Review Process for New Online Adjuncts**—June 1, 2018
- Group 2 publishes the **Onboarding and Professional Development Plan for New Online Adjuncts**—June 1, 2018
- The Office of the Vice Provost for Academic Quality employs the **New Online Adjunct Onboarding Process**—June 2018 and continuing.
- The Office of the Vice Provost for Academic Quality provides **Professional Development Opportunities for New Online Adjuncts**—September 2018 and continuing.

CONSTRAINTS:

1. The Onboarding and Professional Development Plan for New Online Adjuncts will not focus on Content Knowledge, the purview of academic programs and college deans.

KEY ASSUMPTIONS:

- Selection and Evaluation of New Online Adjuncts remains the purview of academic programs and college deans, while a consistent process of selection and evaluation ensures fairness and academic quality.
- Academic Quality at EOU requires attention to “meaningful student-faculty interactions” and “best practice interactive pedagogies,” identified as KPIs 1 & 2 of Objective 1—Excellence in teaching and scholarship for Goal 2: Transformational Education of The Ascent 2029. These key aspects of successful teaching and learning are a challenge in the online environment so consistent onboarding and continuing professional development opportunities are necessary for new online adjuncts to ensure academic quality.
- The CTLA Advisory Board provides shared leadership and expertise for both face-to-face and online effective teaching and learning and student success.
- Providing consistent professional development opportunities and progressive certification for new online adjuncts supports academic quality for instructional design and student success in EOU’s online offerings.
- Progressive certification of online teaching expertise provides incentive for continued professional development of EOU’s online adjuncts, while establishing a virtual professional learning community, connecting them to the key features of academic quality and Ascent Goal 2: Transformational Education at EOU.