



NEW FACULTY RESPONSIBILITIES THROUGHOUT THE ORIENTATION PROGRAM

The Duke University School of Nursing (DUSON) has designed a comprehensive orientation program for new faculty. The program begins prior to the individual's arrival when the new faculty member is asked to complete two (2) self-assessment tools, includes meetings with key individuals in the school and university, and extends over several months.

As part of the program, DUSON also assigns current faculty to serve as "guides" throughout the "settling in" and career development process. Each new faculty member is assigned a ***Pedagogical Guide***, whose major responsibility is to help the individual with her/his teaching responsibilities. Additionally, a ***Culture Guide*** is assigned to each new faculty member primarily to help the individual understand the "culture" of DUSON and the university and "how things work." Finally, depending on the new faculty member's Track, a ***Research*** or a ***Scholarship Guide*** is assigned; the primary responsibility of this individual is to help the new faculty member plan a program of research or scholarship and successfully implement that plan.

Areas to be addressed by each person with whom the new faculty member meets are outlined and shared with all those involved. In addition, specific responsibilities for each of the four (4) Guides have been outlined, and each is expected to fulfill those responsibilities effectively.

The success of the new faculty orientation program, however, also depends on the new faculty member fulfilling certain responsibilities throughout the process, including the following:

- Complete the *Self-Assessment of Educator Competencies*
- Submit all paperwork as requested
- Attend all meetings scheduled with key individuals
- Prior to each of these meetings, review all pertinent material
- Attend at least four (4) monthly ongoing orientation sessions organized by the Institute for Educational Excellence Advisory Board
- Respond promptly to invitations from Guides to meet or to submit information (e.g., one's *Self-Assessment of Educator Competencies*, teaching philosophy, research trajectory, etc.)
- Review "responsibility" documents with each Guide to ensure there is mutual understanding of roles and expectations
- Be prepared for all meetings with Guides
- Seek guidance from Guides, other faculty, and/or the Director of Faculty Affairs as needed
- Provide feedback to Guides regarding what they did that was helpful and what might not have been as helpful

- Provide feedback on the overall orientation program, including what aspects were most helpful in facilitating a positive transition to the faculty role, other activities might have been helpful, and how the program could be improved

Since the new faculty member is the only one who knows what is or is not clear, what barriers or challenges they are facing, and what kind of help they need, that individual must take responsibility for helping to ensure that the orientation program is effective. Suggestions for improvement of the program are welcomed and should be submitted to or discussed with the Director of the Institute for Educational Excellence and/or the Director of Faculty Affairs.

NOTE: Please note that the Guides who work with new faculty during the orientation are there to help you make the transition to working at Duke, so this relationship is expected to last for no more than your first year of employment. Of course, if you've successfully made the transition by 6 months, the "formal" relationship can be concluded sooner; and if you would like to extend the relationship beyond one year, you should feel free to talk with your Guide(s) about that. Although the Guides are committed to helping you be successful in your transition to the Duke and DUSON communities, this role is different from that of a career-long mentor, though such a long-term relationship may, indeed, evolve.

*Endorsed by the Institute for Educational Excellence Advisory Board
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