



Institute for Educational Excellence

PEDAGOGICAL GUIDE – RESPONSIBILITIES

The Pedagogical Guide is expected to help new faculty with their teaching responsibilities. This includes (but is not limited to) helping them design and implement innovative teaching strategies, develop appropriate methods to evaluate student learning, provide effective academic advisement to students, and understand the curriculum design. In addition, this Guide might help a new faculty member access and take full advantage of the education-related resources available at DUSON and in the university. Specifically, this individual is likely to provide the following kind of support:

- Review the DUSON *Philosophy*, particularly the section that relates to teaching/learning ... discuss implication of these beliefs/values for one's role as a teacher
- Ask the new faculty member to share her/his *Self-Assessment of Educator Competencies* so both she/he and the Guide can outline a specific "plan of attack" regarding how the Guide can be of most help ... keeping in mind that the help provided might be to recommend the individual talk to or observe another faculty member
- If one does not already exist, encourage the new faculty member to write her/his personal teaching philosophy ... Discuss the implications for teaching and ongoing development in the educator role suggested by the beliefs expressed in the philosophy
- Invite the new faculty member to observe you teaching a class ... and then talk with you about what she/he learned about teaching from that observation
- Invite the individual to "wander through" your online course ... and then talk with you about what she/he learned about teaching from that experience
- Suggest specific other faculty the new colleague might talk with or observe ... individuals who are using innovative teaching/learning strategies and/or who have received awards for their teaching
- Encourage the new faculty member to attend and participate in the IEE's (Institute for Educational Excellence) Teaching Conversations
- Encourage the individual to attend the annual national conference on "Pursuing Radical Transformation in Nursing Education" sponsored by the IEE
- Encourage the individual to attend programs on teaching/learning offered by Learning Innovations, the Graduate School, or other offices at Duke
- Encourage the individual to use the books and DVDs available through the IEE as resource material regarding the faculty role, issues in higher education, effective teaching, assessment of learning, and so on
- Encourage the individual to tap into the expertise of DUSON's Instructional Technology Specialist for guidance on effective integration of technology to facilitate learning

- Serve as a resource to your colleague on the purpose and direction of our ongoing curricular work across all programs
- Help the individual design innovative teaching strategies ... and/or refer her/him to other faculty who can provide this kind of guidance
- Help the individual design innovative methods to evaluate student learning ... and/or refer her/him to other faculty who can provide this kind of guidance
- Share your personal teaching/learning resources (e.g., books, articles)
- Review and give feedback on course material the individual is developing
- Conduct a peer review of the individual teaching a class ... or of her/his online course
- Discuss effective academic advisement strategies
- Help the individual understand the faculty's role related to student advisement
- Discuss approaches to identifying and working with advisees or students in class who are "at risk" of being successful
- Encourage regular meetings with the Director of the IEE to discuss further development of pedagogical expertise

The Pedagogical Guide is encouraged to initiate a contact with the new faculty member and arrange to meet within the first month of that individual's employment. It also may be helpful for the Guide to initiate a second meeting – perhaps within the individual's second month of employment – to continue the dialogue. After that second meeting, the Guide and new faculty member will decide how often they will meet, who will initiate those meetings, and so on.

NOTE: Please note that your role as a Guide is to help the new faculty member make the transition to working at Duke, and it is expected that this relationship would last for no more than the individual's first year of employment. Of course, if the new faculty member has successfully made the transition by 6 months, the "formal" relationship can be concluded sooner; and if that individual would like to extend the relationship beyond one year, you and she/he should feel free to talk about that. We want to be clear that this is not intended to be a career-long mentoring relationship, though such a long-term relationship may, indeed, evolve if that's what the two of you want.

*Endorsed by the Institute for Educational Excellence Advisory Board
November 12, 2012
Revised June 15, 2015*