WKU School of Nursing New Faculty Orientation

Welcome to the Western Kentucky University (WKU) School of Nursing. The faculty want to support and guide and anticipate your needs as you join us in our mission to educate students at all levels. As you join the School of Nursing, we hope your experiences will be positive and rewarding. You are an important member of our faculty and we look forward to working with you.

The purpose of this orientation packet is to provide a resource as you meet the many challenges of moving to a new position. In this packet, you will find the roles and responsibilities of the faculty who will participate in your orientation: the Director of the School of Nursing, a senior faculty member, and the course/program coordinators. You will also be assigned a senior faculty member to guide you in the orientation process. To insure successful integration into the School of Nursing and WKU, it is the expectation that responsibilities associated with this process be reciprocal and shared by both parties.

Meeting with Director of the School of Nursing

You should expect to meet with the Director to discuss items listed on the following checklist. You will also be given a brief overview, including assigned courses, office space and committee obligations. You will be paired with a faculty mentor and introduced to the coordinator[s] of the course/program in which you will be teaching.

Meeting with Faculty Mentor

You will be paired with a faculty mentor who will assist in your orientation by discussing expectations, being available for any questions, helping you to obtain needed items and introducing you to software and technology. You should expect regular meetings every 2-4 weeks, at which time selected topics will be discussed.

Meeting with Course/Program Coordinator[s]

You will meet every 2-4 weeks with the program coordinator as well as the coordinator of the course in which you will teach, if applicable. The coordinator[s] will introduce you to course/program specific information.
RESPONSIBILITY OF THE DIRECTOR OF THE SCHOOL OF NURSING

- **Essential Information**
  - Job description and faculty role [teaching, research, university and public service]
  - Professional development, including accessing funds
  - Faculty handbook, by-laws, organizational chart
  - SON, College, and University Committees and responsibilities
  - SON Faculty meetings
  - Office hours, location, key access
  - Course and committee assignments
  - Consulting form
  - Current Kentucky RN license, CPR, malpractice insurance, TB screening
  - PALS
  - Nursing organizations [KANS, KNA, Kappa Theta Chapter]

- **Commencement, Convocation and Advising responsibilities**

- **Performance evaluations**
  - Annual performance evaluation documentation [Digital Measures]
  - Evaluation procedure and due date
  - Promotion and tenure criteria
  - Clinical ranks
  - Peer review

- **SITE evaluations**
  - Procedure for administering SITE evaluations
  - Electronic results
  - Responding to SITE evaluations

- **Misc. Information**
  - Technology access requested
  - Office computer requested
RESPONSIBILITY OF FACULTY MENTOR

- Tour of campus
  - WKU main campus, MCHC and South Campus parking information

- Faculty mentor phone number/availability

- Nursing program(s) policies and procedures
  - Orientation policies
  - Faculty handbook
  - Student handbook
  - Admission requirements
  - Curriculum requirements
  - Syllabi

- Faculty mailboxes
- Campus mail procedure
- Copying and printing services

- Program Files
  - Forms (University, College, SON)
  - Student academic folders
  - Student medical record folders

- SON and Committee Meeting minutes

- Technology orientation
  - iCAP
  - Faculty and student List-serv
  - WKU portal
  - Topnet
  - Personal (P:) and Shared (S:) drives
  - Classroom technology
  - Program or course specific technology (HESI, Evolve)
  - Microsoft Office
  - Blackboard
  - Ordering textbooks
  - Technical Support (745-7000)

- Advising
  - Strategies and responsibilities
  - Topnet
  - Academic advising information (AARC)
  - Advising schedule
  - ATP
  - Tracking sheets [prelicensure program]
  - Other recruitment events
RESPONSIBILITY OF COURSE/PROGRAM COORDINATOR

☐ Course-specific responsibilities

☐ Faculty contact information
☐ Program committee meetings
☐ Syllabus
☐ Course descriptions and objectives
☐ Teaching strategies and modes of delivery
☐ Student engagement
☐ Classroom/Clinical attendance
☐ Midterm drop date
☐ Course advising
☐ Course evaluations

☐ Clinical Responsibilities [if applicable]

☐ Clinical skills lab and simulation lab orientation
☐ Clinical site selection and coordination with other faculty
☐ Facility tour and orientation
☐ Clinical assignments
☐ Student clinical evaluations
☐ Conference form, clinical warning form, professional misconduct form
☐ Syllabus [course description, objectives, etc.]
☐ Teaching strategies and modes of delivery
☐ Evaluation methods
☐ Faculty and student handbooks
☐ Faculty and student uniform requirements
☐ WKU ID and clinical ID badge
☐ Other requirements including current immunizations, urine drug screen, criminal background check, etc.
Technology Resources

**TopNet Faculty Manual**

TopNet is a web-based program utilized at WKU for numerous functions including course scheduling and registration, student advisement, access to faculty data and Human Resource Documents. An instruction manual for faculty can be accessed at http://www.wku.edu/it/topnet/.

**Info Tech Training**

All account information such as NETID and email is available at the IT division-Accounts website at http://www.wku.edu/it/accounts/. IT training opportunities are available online as well as in the classroom setting. Full information and listing of resources and video tutorials is available at http://www.wku.edu/it/.

**myWKU**

The myWKU login provides one-stop access to many applications, services and pertinent content. Login one time to myWKU which provides access to such things as webmail, TopNet, and Blackboard without having to login to each application individually. Information is delivered in "channels" and you can customize the myWKU page. Information regarding use of the myWKU login including obtaining your Net ID can be found online at http://my.wku.edu/

**Digital Measures**

Digital Measures is a web based repository for data/information. WKU uses Digital Measures for documentation of program assessment and, WKU Quality Enhancement Plan (QEP) and faculty activities. Faculty demographics and university information including courses taught are automatically entered in the program via WKU. Faculty responsibilities include documentation of teaching effectiveness, scholarly activities, professional development activities, university and public service, etc. Digital Measures can be accessed at https://www.digitalmeasures.com/login/wku/faculty/authentication/showLogin.do;jsessionid=EC02AE4660311C65D31070B11848782C.

**Interactive Video Services (IVS)**

The IVS Department provides interactive video technology to facilitate distance learning courses to each of WKU's Regional Campus locations. Our efforts in scheduling, training, and trouble-shooting Interactive Video (IVS) classes and videoconferences are intended to promote and improve the educational and communication experiences and opportunities for faculty, students, and staff. For information regarding use of IVS, to schedule an IVS class, or to obtain faculty training for IVS, contact the IVS Department at IVS@wku.edu or via phone at 270-745-2625.
Classroom Technology

Classrooms are equipped with a technology such as a smart board, a computer with internet access, projector, DVD/VCR player and overhead document camera for instructional use. Operation of equipment in each room may vary according to manufacturer specifications. Instruction on equipment operation is needed prior to utilization of these resources. The IT Helpdesk at (270) 745-7000 provides technical support.

Blackboard

WKU Blackboard offers a secure, online teaching and learning space for the WKU community. Faculty can activate accounts on the system by attending an initial training session that covers the basics of using the Blackboard system. To sign up for a Blackboard training session, go to the IT Training Page and make the appropriate selection. Once faculty members have attended the Blackboard New Users Workshop, they can create course sites and activate student accounts for the sites using the Faculty Tools tab inside the Blackboard site. Faculty and students can participate in online teaching and learning activities by logging into their course sites at https://blackboard.wku.edu/webapps/portal/frameset.jsp
Post-Orientation Self-Evaluation

Please indicate your comfort level with the following items:

I feel comfortable with blackboard
Yes ☐ No ☐

I feel comfortable with email/webmail
Yes ☐ No ☐

I feel comfortable with program-specific testing
Yes ☐ No ☐

I feel comfortable with TopNet
Yes ☐ No ☐

I feel comfortable with Digital Measures
Yes ☐ No ☐

I feel comfortable with my clinical orientation
Yes ☐ No ☐

I feel comfortable with Microsoft Office
Yes ☐ No ☐

I feel comfortable with classroom technology
Yes ☐ No ☐

My teaching responsibilities are clear
Yes ☐ No ☐

The clinical orientation met my needs as an instructor
Yes ☐ No ☐

I know my assignment for committee work
Yes ☐ No ☐

I am comfortable with advising
Yes ☐ No ☐

I have read my job description
Yes ☐ No ☐

I know how to find faculty policies
Yes ☐ No ☐

I am able to locate faculty meeting minutes
Yes ☐ No ☐

I know what items are in the faculty handbook
Yes ☐ No ☐

I feel I have the information through orientation to achieve excellence at WKU
Yes ☐ No ☐
Orientation Program Evaluation

New Faculty Member ___________________________  Hire Date ___________________________
Mentor ___________________________  Director ___________________________

Orientation Start Date _________________  Tentative End Date _________________
Orientation End Date _________________  File Completed _________________

The School of Nursing (SON) understands the value of orienting new faculty to the culture, philosophy and mission of WKU as well as the SON for successful retention of all nursing faculty.

The orientation program follows a structured process that mutually involves the new faculty member, mentor, current faculty and director for a positive orientation experience.

My signature indicates that I agree to adhere to the principles and responsibilities outlined in the orientation program and offer suggestions for improvement of the program as indicated.

_________________________  __________  _______________________________  __________
Mentor  Date  New Faculty Member  Date

_________________________
Director  Date
New Faculty Member’s Evaluation of Mentor

Please read the following items and indicate your agreement or disagreement by circling the appropriate number.

5 = strongly agree
4 = agree
3 = uncertain
2 = disagree
1 = strongly disagree

The mentor as a role model:

Demonstrated a positive attitude to help me learn my new faculty role.
1 2 3 4 5

Established a system of open communication with me.
1 2 3 4 5

Established a trusting relationship with me.
1 2 3 4 5

Helped me develop the knowledge and skills required to do my job.
1 2 3 4 5

The mentor as a socializer:

Introduced me to my coworkers and to staff of other departments.
1 2 3 4 5

Helped me feel welcomed and valued.
1 2 3 4 5

Encouraged self-expression and individuality.
1 2 3 4 5

Encouraged self-initiation and self-evaluation.
1 2 3 4 5
**The mentor as an educator:**

Assisted me to find needed resources.
1  2  3  4  5

Gave clear explanations and demonstrations.
1  2  3  4  5

Set mutual goals together.
1  2  3  4  5

Planned meaningful and useful learning experiences for me.
1  2  3  4  5

Evaluated me objectively and fairly.
1  2  3  4  5

Used our time wisely.
1  2  3  4  5

Describe how you feel your mentor excelled as a mentor and give example(s).

Describe how you feel your mentor could improve his/her skills as a mentor and give example(s).

Describe any negative feelings about your time spent in the orientation program and give example(s).

Describe positive feelings about your time spent in the orientation program and give example(s).

**Other comments:**

New Faculty Member_______________________________________ Date________________
New Faculty Member’s Evaluation of Program Coordinator

Please read the following items and indicate your agreement or disagreement by circling the appropriate number.

5 = strongly agree
4 = agree
3 = uncertain
2 = disagree
1 = strongly disagree

The mentor as a role model:

Demonstrated a positive attitude to help me learn my new faculty role.

Established a system of open communication with me.

Established a trusting relationship with me.

Helped me develop the knowledge and skills required to do my job.

The mentor as a socializer:

Introduced me to my coworkers and to staff of other departments.

Helped me feel welcomed and valued.

Encouraged self-expression and individuality.

Encouraged self-initiation and self-evaluation.
The Mentor as an educator:

Assisted me to find needed resources.

Gave clear explanations and demonstrations.

Set mutual goals together.

Planned meaningful and useful learning experiences for me.

Evaluated me objectively and fairly.

Used our time wisely.

Describe how you feel your mentor excelled as a mentor and give example(s).

Describe how you feel your mentor could improve his/her skills as a mentor and give example(s).

Describe any negative feelings about your time spent in the orientation program and give example(s).

Describe positive feelings about your time spent in the orientation program and give example(s).

Other comments:

New Faculty Member_________________________ Date_________________
Mentor Evaluation of the New Faculty Member

Please read the following items and indicate your agreement or disagreement by circling the appropriate number.

5 = strongly agree
4 = agree
3 = uncertain
2 = disagree
1 = strongly disagree

Attended scheduled meetings with the mentor, director and coordinator(s).

1  2  3  4  5

Actively participated in the orientation process with positive attitudes and timely responses.

1  2  3  4  5

Implements a variety of teaching strategies appropriate to learner needs, course objectives and program outcomes.

1  2  3  4  5

Recognizes multicultural, gender and experiential influences on teaching and learning.

1  2  3  4  5

Engages in self-reflection and uses feedback from students, peers, and administrative evaluations to improve faculty role effectively.

1  2  3  4  5

Uses information technologies skillfully to support teaching-learning process.

1  2  3  4  5

Skilled in oral, written and electronic communication with ability to convey ideas accurately.

1  2  3  4  5

Provides timely and constructive feedback to students and colleagues.

1  2  3  4  5

Develops collegial working relationships with faculty, students and clinical agency personnel (if teaching a clinical course).

1  2  3  4  5
Facilitates student development via socialization into the nursing profession.

Maintains professional practice knowledge base needed to help learners prepare for contemporary nursing practice.

Assists students to engage in thoughtful and constructive self-evaluation.

Engages in effective student advisement strategies to help students to enter, progress and complete the nursing program.

Involved in professional organizations, life-long learning activities, and attends professional development programs to increase effectiveness in faculty role.

Demonstrates knowledge of curriculum development by identifying program outcomes, writing learning objectives and selecting appropriate learning activities and evaluation strategies.

Assesses program outcomes, learner needs, and societal and health care trends as a basis for curriculum revision.

Adheres to policies, procedures, mission and philosophies of the University and the School of Nursing.

Comments/Recommendations:

Mentor _____________________________ Date _________________