



UNIVERSITY of MARYLAND SCHOOL OF NURSING

Faculty Orientation Guideline

Responsible Administrator: Dean

Sponsoring Unit: Office of the Dean

Effective Date: 04/15/2014

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Introduction

It has been noted that new employees make the decision to stay or leave an organization within the first 90 days of employment (Maurer, 2015). Key elements to orienting/onboarding a new employee include completing paperwork ahead of the first day of employment, educating employees about the new organization, easing employees into job responsibilities and job duties, and making the new employee feel welcome and part of a successful team. (Rogers, et al 2020; Wilson, et al. 2021)

While new faculty members may have many years of clinical experience and a successful career prior to joining the University of Maryland, Baltimore (UMB), each person is likely to be new to the role of teaching at the University of Maryland School of Nursing (UMSON).

The following faculty orientation recommendations are a compilation of best evidence regarding the onboarding process. The recommendations come from various sources: business, education, health care, and UMSON new nursing faculty focus groups.

Orientation to UMB

Faculty orientation initiates the individual into the structure, operations, and culture of UMB and of UMSON. It should progress seamlessly and be grounded in a thoughtfully orchestrated design, customized to the professional background of the new faculty member. Ultimately, the orientation process facilitates integration within UMB and UMSON and serves as a fundamental building block for launching a successful academic career.

New faculty members will attend a one-day campuswide orientation for all new hires. The orientation days are set by campus human resources and are included in the offer letter. New faculty members will not be allowed to assume teaching responsibilities until they have completed the campuswide orientation.

Orientation to UMSON

This orientation is customized to reflect new faculty's professional background and occurs within the hiring department. The focus of this aspect of the orientation is to assist the new hire to understand how to support and contribute to UMSON's mission, vision, core values, and strategic plan.

An UMSON orientation guide will be assigned to assist with navigating the orientation process. At the conclusion of the one-year orientation period, the faculty member will identify a mentor to assist with self-identified goals for faculty development.

New faculty members will:

- Attend UMSON New Employee Orientation as scheduled. Introductions to key department personnel will provide opportunities to learn about the administrative supports available for faculty, staff, and students.
- Begin the process of introduction and briefings on the structure and functions of UMSON; identify their role within UMSON and how their professional goals and interests align with UMSON's mission, vision, core values, and strategic plan.
- Develop professional goals and objectives related to their role within UMSON.
- Identify opportunities for personal and professional engagement in the UMSON community.
- Learn the standardized Faculty Goals and Annual Self-evaluation requirement(s), as well as the Faculty Progress and Productivity Report, at the University System of Maryland (USM), UMB, and UMSON levels.
- Receive introduction to and briefing on UMSON human resources and support services.
- Know where to locate all relevant USM, UMB, and UMSON policies (e.g., intranet Handbook – Policy, Procedures, Guidelines & Bylaws).
- Participate in instruction and practice sessions provided by Information and Learning Technology to learn technology applications that support faculty, staff, and student functions, e.g., UMSON's online learning management system (currently Blackboard).
- Learn how all departments, and specifically the new faculty member's department, support and contribute to UMSON.
- Identify where and how professional goals and interests align with their departments.
- Identify opportunities for engagement in their departments' work.
- Identify their initial role and responsibilities within their departments; develop initial measurable goals and objectives related to teaching, research and scholarship, service, and practice, as applicable in their Faculty Success (previously called Digital Measures) accounts.
- Receive department policies.

Program-Specific, Organized Research Center, or Institute Faculty Orientation

While this part of the orientation is still under the oversight of the department, it is important that the new faculty member understands the context of the programs of study and research. Note: A faculty member may be assigned to more than one program of study and will need to orient to each.

New faculty members will:

- Learn how their programs support and contribute to UMSON's mission, vision, core values, organization, goals, and objectives.
- Identify how their professional goals and interests align with their programs.
- Identify their role and responsibilities within their programs.
- Develop professional goals and objectives for their role within their programs. These goals and objectives are documented in Faculty Success.

Faculty Role Development

This part of the orientation is customized to reflect a new faculty member's professional background and skill level. The department chair and/or designee will oversee the activities delineated at this stage of orientation.

New faculty members will:

- Complete a teaching skills assessment to be matched with appropriate resources; for example, the Institute for Educators may provide assessment, recommendations, and programs (Teaching in Nursing and the Health Professions Certificate, faculty workshops) related to role. An example of a teaching skills assessment is in Appendix A
- Meet with the associate dean for faculty development to discuss initial goals and objectives in teaching to identify areas for improvement, enhancement, or advancement in the teaching role

- Receive briefing on current design and implementation of curricula, e.g., interprofessional education, length of instruction time.
- Participate in the UMSO Faculty Mentorship Program, when available, to continue the faculty orientation and development process.
- Identify potential mentors through the UMSO mentoring program.
- Negotiate a minimum one-year mentor/mentee agreement.
- Identify opportunities to network and socialize with colleagues (e.g., lunch, exercise/activity groups, book/journal clubs).
- Scholarship - draft an Individualized Development Plan (IDP) over 18 months with the department chair and associate dean for research, which includes goals for publications, grant proposals, training, etc.

Recommended Schedule and Checklist for New Faculty Member Orientation*

Before the New Faculty Member's Start Date

Human Resources (HR)

- ☐ Department chair submits paperwork to HR for processing
- ☐ HR completes hiring paperwork
- ☐ HR extends offer and confirms start date
- ☐ Orientation date and time for UMB confirmed

Campus HR

- ☐ Enters the new employee into the system
- ☐ Sends the new employee information about campus onboarding, typically the Friday before the scheduled UMB orientation

Just Before and Early on the New Faculty Member's Start Date

Department

- ☐ Identify orientation guide (may be a faculty or staff member)
- ☐ Identify computer needs and requirements (multiple units are involved)

For Baltimore-based faculty

- ☐ UMSON HR submits help ticket for email setup.
- ☐ Department submits facilities help ticket for computer, phone, key, etc.
- ☐ Facilities Management checks data line and passes the ticket to UMSON Information and Learning Technology (ILT) (computer) and UMB Center for Information Technology Services (CITS) (phone)
- ☐ ILT begins computer setup. On the new faculty member's first day at the school, an ILT representative sits with the new faculty member to complete setup.
- ☐ UMB CITS sets up the phone and emails the phone directions to the new faculty member.

For UMSON at the Universities at Shady Grove (USG)-based faculty

- ☐ Business operations manager submits workspace request ticket for office space, computer, phone, key, and email setup
 - ☐ Business operations manager provides detailed instructions to process both UMB and USG ID cards
 - ☐ USG Office of Information Technology (OIT) begins computer setup; on the new faculty member's first day on site, an OIT representative can meet with the new faculty member to complete setup, if needed
 - ☐ OIT sets up phone and provides a hard copy of the phone's voice message directions to the new faculty member
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- ☐ Add regularly scheduled meetings to the new faculty member's calendar
 - ☐ Plan the course assignments
 - ☐ Plan calendar for first two weeks and provide access, including setting up meetings with key people
 - ☐ Email department/team/functional area of the new faculty member with name, start date, role, and bio

- ☐ Arrange for lunch with the orientation guide for the first day and during first week
- ☐ Provide the new faculty member with a welcome packet to include welcome letter, contact names and phone lists, campus map, parking and transportation information, mission and values of UMSON, general information about UMSON (organizational chart, explanation of programs offered, committees, etc.), information on the computer and information technology systems (e.g., voicemail, email), and campus- and building-specific safety and emergency information
- ☐ Set up office space with supplies and computers
- ☐ Order keys
 - ☐ Department submits request for keys to Facilities Management (Baltimore) or Public Safety & Security (USG)
 - ☐ Facilities Management/Public Safety makes keys and delivers to Facilities Management (Baltimore) or emails faculty when they are ready for pick up (USG)
- ☐ Order business cards and confirm name plate with Facilities Management

UMSON Office of Communications

- ☐ Request credentials, bio, and areas of expertise from the new faculty member
- ☐ Arrange initial and professional head shots
- ☐ Add the new faculty member to the online directory
- ☐ Add the new faculty member to Constant Contact

UMSON Information and Learning Technology

- ☐ Add the new faculty member to Faculty Success
- ☐ Add the new faculty member to relevant email lists

First Days at UMSON

Outcomes: The new faculty member:

- Expresses that he/she feels welcomed and prepared to start working
- Verbalizes understanding of how he/she fits into the department and into the UMSON community

UMSON Payroll/Human Resources

- ☐ Explain policies and procedures for use of vacation and sick time, holidays, personal holidays, etc.; demonstrate how to complete electronic time sheets

Department Chair or Designee

- ☐ Be available to greet the new faculty member on the first day
- ☐ Introduce the new faculty member to his/her orientation guide
- ☐ Introduce the new faculty member to others in the workplace; explain their role in a few words
- ☐ Clarify the first week's schedule and any required duties
- ☐ Provide an overview of the functional area: its purpose, organizational structure, and goals
- ☐ Review job description, outline of duties, and expectations, and define the full scope of faculty role
- ☐ Describe how the new faculty member fits into the department and how the job and department contribute to the UMSON and UMB missions
- ☐ Review hours of work
- ☐ Provide keys; explain building access process
- ☐ Provide department- or building-specific safety and emergency information
- ☐ Explain how to get additional supplies
- ☐ Provide information on the computer and information technology systems, e.g., voicemail, email

- ☐ Explain how to find policies and procedures

Orientation Guide

- ☐ Be available to greet the new faculty member on the first day
- ☐ Provide tour of department and of UMSON
- ☐ Identify resources in the workplace
- ☐ Introduce the new faculty member to members of the department and of UMSON in general
- ☐ Familiarize the new faculty member with department and UMSON culture, norms, and unwritten guidelines

First Week

Outcomes: The new faculty member builds knowledge of internal processes and performance expectations.

Department

- ☐ The new faculty member meets with the functional team (specialty director, course directors, lab/clinical coordinators, etc.) to learn how he/she will contribute to and fit into the program of study
- ☐ Chair or designee debriefs with the new faculty member after attending initial meetings, trainings, and beginning work on initial assignments; touch base quickly each day
- ☐ Assist the new faculty member in completing a teaching skills assessment and match with appropriate resources
- ☐ Assist the new faculty member in meetings with pre-scheduled key personnel (student success for advising and student support, admissions, registrar, etc.)
- ☐ Set up Blackboard learning opportunities

Academic Associate Deans

- ☐ Meet with the new faculty member to provide an overview of the programs and curricula
- ☐ Assist the new faculty member to identify their role and responsibilities within the program
- ☐ Provide program policies and identify where policies and procedures can be found

New Faculty Member

- ☐ Identify how his/her professional goals and interests align with program(s), department, and UMSON in general
- ☐ Identify areas where more information is needed and work with orientation guide to access needed resources
- ☐ Meet with Faculty Council chair or his/her designee

First Month

Outcomes: The new faculty member:

- Continues to develop and learn about the organization
- Builds relationships with faculty and staff members

Department

- ☐ Chair or designee schedules and conducts regularly occurring one-on-one meetings
- ☐ Provide timely, ongoing, and meaningful “everyday” feedback
- ☐ Elicit feedback from the new faculty member and be available to answer questions

- ☐ Explain the performance evaluation process and ask the new faculty member to develop professional development goals for the current academic year
- ☐ Meet with the new faculty member and orientation guide to review the first two weeks and answer questions
- ☐ Assure that the new faculty member is attending appropriate meetings, has access to communication platforms, and is feeling connected

New Faculty Member

- ☐ Meet with orientation guide on a regular basis
- ☐ Identify gaps in information and accesses appropriate resources
- ☐ Participate in instruction and practice sessions provided by ILT to learn technology applications that support faculty, staff, and student functions; learn about Blackboard and how grades, assignments, etc. are addressed within the learning management system

First Three Months

Outcomes: The new faculty member:

- Becomes fully aware of his/her role and responsibilities
- Begins to feel confident and acclimated to the new environment

Department Chair

- ☐ Set up a regularly occurring one-on-one meeting with the new faculty member
- ☐ Meet for a three-month performance check-in
- ☐ Have the new faculty member “shadow” key administrative leaders in department/School to gain exposure to others and learn more about the department and organization
- ☐ Check in with the orientation guide to identify any areas of concerns and/or gaps in information
- ☐ Determine if any necessary training is in progress and/or completed
- ☐ Assist the new faculty member in identifying professional goals, mentoring opportunities, committee assignments, etc.

New Faculty Member

- ☐ Develop awareness and begin participating in UMSON activities, such as interprofessional education opportunities, global health initiatives, community service opportunities, etc.
- ☐ Develop a peer support group and a sense of belonging to the program, department, UMSON, and UMB
- ☐ Meet regularly with orientation guide

First Six Months

Outcomes: New faculty member

- Becomes more autonomous in teaching
- Becomes more knowledgeable of professional opportunities within UMSON and UMB

Department Chair

- ☐ Meet for a six-month performance check-in
- ☐ Review progress on performance goals and professional development goals
- ☐ Meet with the new faculty member and orientation guide to discuss how things have gone and what else would be helpful for the employee
- ☐ Provide information on the formal mentor program and assist in identifying appropriate resources

New Faculty Member

- ☐ Identify mentoring needs and access the formal mentor program, when available
- ☐ Continue to identify areas where more information is needed

*Adapted from the Massachusetts Institute of Technology Human Resources Department [*New Employee Orientation & Onboarding: A guide for new employees and their managers*](#)¹

¹ <http://welcome.mit.edu/managers> <https://www.shrm.org/ResourcesAndTools/hr-topics/talent-acquisition/Pages/Onboarding-Key-Retaining-Engaging-Talent.aspx>

Annotated Bibliography

Baker, S.L. (2010). Nurse educator orientation: Professional development that promotes retention. *The Journal of Continuing Education in Nursing*, 41, 413-417

Description of a formalized new faculty orientation program that included multiple components. New faculty members received an overview of the general policies and procedures of the college and department, a pre- and post-self-assessment of nursing faculty competencies, assigned to a structured/unstructured seminar series with the intent of socialization and support, and provision of continuing professional development throughout the first year of employment. Over the course of three years, 11 faculty were hired and only one person left employment, giving a 91% retention rate.

Cullen, R., & Harris, M. (2008). Supporting new scholars: A learner-centered approach to new faculty orientation. *Florida Journal of Educational Administration & Policy*, 2(1), 17-28

Building on a 2002 Harvard Graduate School of Education survey that documented the rising dissatisfaction of tenure-track faculty, the authors developed an orientation program that focused on the creation of community among the university. The key element of a weeklong program was to utilize the elements of community building, which included safety and trust, openness, respect, responsiveness, collaboration, relevance, challenge, enjoyment, *esprit de corps*, and empowerment. After two years, the participants were asked two questions: Do you continue to collaborate with members of the learning community from within my college (84% Yes) and do you continue to collaborate with members of the learning community outside my college (66% Yes).

Foley, B.J., Redman, R.W., Horn, E., Davis, G.T., Neal, E.M., & Van Riper, M.L. (2003). Determining nursing faculty development needs. *Nursing Outlook*, 51, 226-231.

Based on a full faculty survey and contact with 24 schools of nursing, a Task Force at the University of North Carolina at Chapel Hill School of Nursing developed a faculty development plan. Faculty ranked "formal orientation program for all faculty" as the number one priority of a faculty development plan. The Task Force made eight recommendations: establish a formal faculty development program; establish a mentoring program; establish a faculty steering committee to drive the development program; designate administrative responsibility for faculty development; establish an evaluation component; widely disseminate information about the faculty development program; review and consider restructuring the current orientation program to one year; and explore funding possibilities.

McAllister, M., & Flynn, T. (2016). The capabilities of nurse educators (CONE) questionnaire: Development and evaluation. *Nurse Education Today*, 39, 122-127.

The Australian authors describe the development of a self-assessment questionnaire to assist advanced practice nursing professionals in determining their capabilities for the nurse educator role. The authors stressed that using the term capabilities was preferable to the term competencies. Competencies tend to be technical or procedural while capabilities are conceptually broader. For example, a capability would be the ability to see problems and issues as potential research topics. The final questionnaire has 93 items with six subsets measuring Teaching Knowledge and Practice, Drawing from Nursing Knowledge, Teaching Relationships, Leadership, Research Orientation, and Research Action.

Morin, K.H., & Ashton, K.C. (2004). Research on faculty orientation programs: Guidelines and directions for nurse educators. *Journal of Professional Nursing*, 20, 239-250.

The authors conducted a review of the literature to determine the quality of the evidence and best practices regarding faculty orientation programs. The conclusions of this review were that an orientation program should occur over time; orientation is part of the faculty development plan; should include the creation of an inviting environment; needs to include information about teaching, scholarship, and service; and include identification of a specific resource person.

Maurer, R. (2015). Onboarding: key to retaining and engaging talent. *Society for Human Resource Management*. <https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/onboarding-key-retaining-engaging-talent.aspx>

Onboarding new hires is a strategic process and should last one year to ensure high retention of valued employees. Onboarding is not a single event but rather an ongoing talent strategy. Provided information on setting up a yearlong program. Information consistent with the MIT orientation plan.

Peters, M. A., & Boylston, M. (2006). Mentoring adjunct faculty innovative solutions. *Nurse Educator*, 31(2), 61-64.

Adjunct faculty members often do not receive much formalized information about the teaching role when contracting with a school of nursing. The authors described an orientation-mentoring program that they developed at LaSalle University. By necessity, an orientation for adjuncts must be streamlined due to short timeframes and immediate teaching needs. Online materials and meetings with a mentor were utilized to facilitate rapid orientation. The mentoring program included three key areas: acclimation and orientation to the university/school of nursing; teaching, which included developing syllabi, lesson plans, lectures, clinical orientation, grading procedures, and working with challenging students; and scholarship and career development.

Rogers, J, Ludwig-Beymer, P, Baker, M (2020). Nurse faculty orientation: an integrative review. *Nurse Educator* 45(6), 343-346

Formal orientation to the academic setting assists nursing faculty through their transition to their role and responsibilities. Essential elements for nursing orientation were identified and it was posited that addressing the needs of new faculty may result in improved nurse faculty satisfaction, productivity, and retention while producing better student outcomes.

Summers, J. (2017). Developing competencies in the novice nurse educator: An integrative review. *Teaching and Learning in Nursing*, 12, 263-276.

This review identified factors that either facilitated or impeded nurse educators' transition into the educational role. The conclusion was that orientation programs, mentor support, clarity about role expectations, and constructive feedback on teaching performance were all essential to retaining excellent nursing faculty members.

Wilson, C, Jordan, ET, Valiga, TM, Zhou, Q. (2021) New faculty orientation for nurse educators: Offerings and needs. *Journal of Nursing Education* 60 (5), 273-276

The purpose of the study was to identify the common elements for new faculty orientation. An online survey with 161 participants from two university schools of nursing provided the following results: 61% reported some form of orientation but only 14% could identify a person responsible for orienting them to their program, 15% stated that no one person was accountable, and 69% reported that they did not know who was responsible for their orientation. The top three categories to be included in orientation were determined to be in educational environment, academic environment, and social milieu.

Example of Faculty Needs Assessment

Directions: Please indicate your level of capability with the following items on a 4-point Likert Scale.

1. Not knowledgeable, need information and practice
2. Somewhat knowledgeable, need practice
3. Knowledgeable, competent
4. Very knowledgeable, willing to teach others

Item	1	2	3	4
Explain the curriculum I am assigned to teach in				
Develop a lesson plan for a lecture				
Develop a test blueprint for a test				
Construct a lecture				
Present a lecture				
Develop a PowerPoint presentation				
Develop grading rubrics for student assignments				
Provide accurate content feedback on student written assignments				
Provide accurate grammatical feedback on student written assignments				
Facilitate an effective classroom discussion with students				
Conduct an online Blackboard Collaborate session				
Understand UMSON mission, philosophy, and goals				
Understand UMB mission and vision				
Understand UMB administrative structure				
Understand UMSON administrative structure				
Relay student concerns to the appropriate administrators, coordinators, or offices				
Deal with difficult people				
Respond to student disciplinary issues: lateness, absenteeism, poor performance				
Teach an online section in Blackboard				