

AQIP TEAM II INTERIM REPORT

**RECOMMENDATIONS FOR IMPROVING EVANGEL NEW HIRE
ORIENTATION**

AQIP TEAM 2 INTERIM REPORT

AQIP Team 2 is tasked with “DEVELOPING PROCESSES & PROCEDURES TO PROVIDE NEW HIRE ORIENTATION AND ONGOING PROFESSIONAL DEVELOPMENT OF FACULTY & STAFF”.

A list of the committee members and a short biography of each is located in attachment #1. Its purpose is to provide background of committee members so specific questions of subject matter expertise and adequate campus work area representation may be adequately answered.

STEP 1: After initial assignment, the team divided the task into four target areas of attention. These areas are Faculty Orientation, Staff Orientation, Faculty Professional Development, and Staff Professional Development. The Faculty and Staff Orientation processes were chosen as first concentration areas for a couple of reasons. The major reason is that orientation lends itself to an easier and shorter term of study, discovery, documentation, and implementation of changes than professional development. A second reason is that any changes implemented as a result of the efforts can be quickly identified by the Evangel community, sending a strong signal that the AQIP process is vital. Hopefully this will aid in maintaining a high level of interest and enthusiasm for AQIP committee work and encourage future involvement in the program. Thus the orientation process was identified as the proverbial “low hanging fruit” of our AQIP task.

STEP 2: Orientation processes presently used on campus were researched by members and presented to the committee. Results of this research are found in attachment #2. At the same time, New Hire Orientation Recommendations and Best Practices were solicited. The inputs are listed in attachment #3.

STEP 3: An all-encompassing checklist that can be used by any office or department on campus to aid the new hire orientation process was developed. The goal of the checklist is to standardize the process whenever possible, while providing the flexibility needed for each department/work area to address specific requirements unique to their expertise. This checklist with commentary appears in attachment #4.

STEP 4: The checklist was sent to committee members first, giving them time to check its utility in their own work areas, solicit input, suggest corrections, and come back with their findings.

STEP 5: The checklist was then e-mailed to all department heads and work area supervisors to evaluate its utility from their perspective. Persons providing feedback were invited to appear before the committee to ensure their concerns were understood, or have their e-mail comments presented. Forwarding of the checklist to the steering committee was delayed by some late-arriving feedback from supervisors and department heads and the committee used this input, refining the checklist wherever possible. We forwarded the

checklist with the idea that steps suggested should immediately be tried on a small scale with feedback and further refinement taken prior to the new academic year.

Also, supplementary materials suggested in the checklist need some lead time for development. For example, the committee suggests preparing a videotape featuring President Spence and other top administrators introducing themselves while explaining the Evangel vision. This can be used when personal appearances are not possible. The primary goal of the video is to make sure new hires realize the Evangel vision early in their employment without waiting months for a group large enough to warrant a formal orientation. This problem is more prevalent on the staff side than faculty, where the semester calendar cycle ensures that new hires can be more easily grouped for a formal orientation process. (Note: The “Evangel Vision” video could also be used for recruiting and to accompany grant proposals.)

Additional recommendations enhancing the orientation process are provided and should be put into practice alongside the checklist as soon as possible in order to further refine them. The extent of their usefulness should be evaluated in practical form prior to full implementation campus wide. These recommendations appear throughout this document but are also listed separately in attachment #5.

Attachment 1

AQIP Team 2 Members and Biographies

Dale Garrett

Assistant Professor of Social Sciences

Lt. Col. (retired) Dale L. Garrett has been an Assistant Professor at Evangel since January 2003, when he retired as a Lt. Col. from the USAF. He has a B.A. in Education from West Liberty State College, an M.A. in Administrative Management from Central Michigan University, is an Air War College graduate, and has received certification in Spanish from Defense Language Institute in Monterrey, California. Lt Col. Garrett was a three-time squadron level commander, served in Desert Shield/Storm as a war planner, and flew several combat missions. His military decorations include the Bronze Star, two Defense Meritorious Service Medals, and two Air Medals.

Professor Garrett's prior work experiences before the USAF include teaching at Real Life Christian Academy, playing semi-pro football, directing a group home for troubled youth, and instructing at a small Bible school in Jamaica, West Indies.

Ocki Haas

Human Resources Supervisor

Ocki Haas is the Human Resources Supervisor at Evangel University, and has been at Evangel since July 23, 2001. She holds bachelor's degrees in Business Administration and Biblical Studies from Evangel University and Central Bible College and received certification in human resources training through the Management Development Institute of Southwest Missouri State University. Her responsibilities include overseeing employee benefits, payroll, and human resources functional areas of the Business and Finance Office.

Prior work experience involves taxes and accounting at two different CPA firms in Springfield. Born and raised in South Korea until 1972, Ocki has lived in various states in the U. S. and has been an Ozarks resident for the past 16 years.

Robert Harley

Assistant Professor of Physical Education

Coach Robert Harley is the Offensive Coordinator & Quarterback Coach of Evangel University's football team. He began his 4th year on the Evangel football coaching staff in 2005. Harley, 41, joined the Evangel staff in May of 2002 and coached the offensive line for two years (2002-03) and in 2004 was named the offensive coordinator and quarterback coach. Coach Harley also handles the recruiting coordinator duties. His offensive linemen won seven All-Heart of America Athletic Conference honors and one was a first team pick. His offensive linemen have also earned four all-America honors.

Harley came to Evangel from Greenville (Ill.) College, where he was the head football coach for 4 seasons (1998-01). He made steady improvement in the Panthers' program and finished with an 18-23 record. Greenville had a 7-33 record in the four years prior to his employment. While at Greenville Coach Harley's teams led the Illini-Badger Conference in passing three years in a row and were the conference total offensive leader two years. In 2000, Harley's Greenville team advanced to the Victory Bowl, which was only the second postseason appearance in school history. The Panther's 6-4 record in 2000 was the first winning mark at the school in 7 years and that team ranked No. 6 nationally in total offensive yards (498) and No. 3 in passing yards (350).

Rob has also coached at Eastern Oregon University (1996-97); Azusa Pacific (Calif.) University (1995) and the University of Redlands (Calif.) (1991, 1993-94) as an assistant. Harley graduated from the University of Redlands in 1992 and earned his masters degree from the same school in 1995.

Russ Murphy

Mechanical Department Supervisor

Russ Murphy graduated from Evangel University with a B.A. in Management. In addition, he holds several trade licenses within the City of Springfield including Master of Mechanical Systems and Journeyman Gas Fitter. He assumed his first position at Evangel as Technical Trades Assistant in 1990, working in the plumbing and electrical units. In 1992 he became lead technician in the HVAC shop and in 1999 was promoted to Mechanical Department Supervisor, placing him in charge of several crucial elements of the University's physical plant facilities operations including HVAC, Preventive Maintenance, and the Boiler House.

Michael Palmer, Ph.D.

Professor of Philosophy

Dr. Michael Palmer has been a member of the Evangel faculty since 1985 and chaired the Department of Biblical Studies and Philosophy from 1992- 2003. Since 2003 he has been the director of Project Envision and was largely responsible for Evangel University receiving this prestigious grant. Dr. Palmer earned a B.A. and M.A. in Philosophy from the University of Montana, and a Ph.D. in Philosophy from Marquette University in 1984. In 1980 Dr. Palmer was selected as a Visiting Research Fellow at Cornell University.

In addition to having numerous articles published, Palmer edited and contributed to Elements of a Christian Worldview and authored Names, Reference, and Correctness in Plato's Cratylus. Dr. Palmer has been recognized in *Who's Who Among America's Teachers, 4th edition* (1998) and *6th edition* (2000) and in 2002 won the E.M. and Estella Clark Award for Excellence in Teaching, Scholarship and Service.

Colleen Hardy

Associate professor Education

Ms Hardy has been a member of the Evangel faculty since 2000 been a member of the Leadership Council, and Project Envision Supervisory Board. She has an education degree from Saint Louis University, a BS from Evangel University and a MS from Drury University. She holds membership in the Association of Supervision and Curriculum Development, and the Southwest Missouri Curriculum Directors. Course she has taught include Foundations of Education, Elementary Curriculum and Instruction, Social Studies and Science for Elementary Teachers. Her publications include articles in Creation Station Column, Club Connection Magazine, Gospel Publishing House, "Social Studies Sampler: 4th Grade", Department of Elementary and Secondary Education, Jefferson City, Missouri, 1998, "Mummy Madness", Journal of the Missouri Association of Supervision and Curriculum Development, Spring, 1996, "Elephants and Flip Flops", International Gymnast Magazine, 1989

Peggy Reed, Ed.D.

Associate Professor of Education

Dr. Peggy Reed joined the Evangel University Education Department in 1985. Her duties have included directing the campus preschool (1985-1997), designing and teaching Early Childhood Education courses, supervising student teachers, advising Early Childhood majors, and serving on a variety of faculty and departmental committees.

Peggy earned a bachelor's degree in Elementary Education from Evangel College in 1976, a master's degree in Elementary Education with an Emphasis in Early Childhood from Southwest Missouri State University in 1982, and an Ed.D. in Middle and Early Childhood from Nova University in 1990. Throughout her tenure at Evangel, Dr. Reed has attended and presented at numerous educational conferences, contributed to professional publications, and volunteered countless hours in public schools. Currently, she reads to preschoolers once a month as part of the Ozarks Literacy Council's Pre-literacy program.

Prior to coming to Evangel, Dr. Reed was a kindergarten teacher at Fair Play Elementary School in Fair Play, Missouri. She also substitute taught in two other school districts.

Nathan Sutton, M.S.

Web Editor/Designer

Nathan Sutton has been a "Web master" at Evangel for over four years. He interacts regularly with the various departments and key individuals and as a Web consultant gains regular insight about various programs within the sundry departments. He has a master's degree in industrial/organizational psychology, providing him with extensive background in assessment, training, interviewing, and job analysis in a business environment.

Sharon "Elaine" Tate

Humanities Department Secretary

Elaine Tate has been employed at Evangel since May 1989. She worked in the ROTC Department for three years as departmental secretary, where she was responsible for the accuracy of the details on government forms and awareness of the various regulations affecting those students within the program. Ms. Tate moved to the Humanities Department when ROTC downsized and now supervises 22 work-study students while performing secretarial services for 14 full-time and 8 part-time faculty.

Elaine has training in secretarial services and was recognized for achievement on the Civil Service and State Merit Exams. She worked for the US government for two years prior to coming to Evangel and has attended numerous training seminars.

Dennis Whaley, MS

Director of University Relations

Dennis Whaley has been the Director of University Relations for the past four years, with responsibility for interacting with the public and conducting the annual giving drive, including supervising the student call center. Dennis creates programs for the Association of Evangel University Family & Friends and hosts pastors and local businesspersons, showing them campus development firsthand.

Mr. Whaley has served as assistant pastor at three different churches, worked as a faculty member at Southwestern A/G University as well as serving in their Development Office, and coordinated several volunteer activities for Convoy of Hope headquartered in Springfield Mo. He has served on the executive board of the Evangel University Alumni Association and president of its Springfield Alumni Chapter. He also serves on the six-member staff affairs committee at Evangel. Mr. Whaley holds a bachelor's degree in Communications and a master's in Educational Administration.

Kathy White

Director of Financial Aid

Kathy White is Director of Financial Aid at Evangel where she supervises 8 full time employees and 12 work-study students. She serves on the Campus Planning Council, SSEIT Team, Scholarship Committee and Financial Aid Committee. Ms. White is active in OAKFAP, where financial directors across the Ozarks meet monthly, and MASFAP, the Missouri Association of Student Financial Aid Personnel. Ms. White began employment at Evangel in July of 1993 after working five years at the Assemblies of God Theological Seminary.

Her certifications and training include Total Quality Management (TQM), Essentials of Effective Supervision (SMSU), MASFAA Summer Institute (comprehensive Financial Aid training), Federal Income Tax training, and NASFAA (National Association of Student Financial Aid Administrators). She also receives annual training in the following

areas: PowerFAIDS Software, CAMS, U.S. Department of Education, Missouri Department of Higher Education, and USA Funds.

Attachment 2

Present New Hire Orientation Practices on Evangel University

Research was conducted by various committee members to determine present orientation practices within the Evangel community. Committee members were asked to survey several departments and work areas within the Evangel University system to determine what practices presently exist, which “best practices” could and should be retained, and what recommendations should be carried forward. Following are the findings and reports of those surveys. Committee members reporting are in parenthesis under the area headings.

The report divides present new hire orientation practices into Faculty and Support sub-categories. The overall formal orientation described in the first section below occurs at the beginning of a new school year and addresses primarily new faculty. New hire support personnel orientation, with few exceptions, are handled specifically within the areas they are hired into.

Present New Faculty Orientation Process—Overview (Dale L. Garrett)

An interview of Dr. Bernet, academic dean, was conducted on June 5, 2005. The topics of discussion included present formal new hire orientation practices by the university, present informal orientation practices, areas perceived as needing improvement, and desires and goals for any future orientation program changes.

Pre-hire Orientation

Presently the orientation program for Evangel begins in the search, interview, and hiring practices of the university wherein prospects are presented with the school’s vision and mission, and personal values and beliefs are discussed and explored. A critical part of this process includes a careful examination of the prospect’s determination to live up to the professional standards Evangel requires, as well as adherence to the core values and beliefs of the institution. This is a two-way process as the new-hire prospect is asked to fairly evaluate his/her ability and intention of aligning personal values and practices with the overall goals of the University, while the University ensures that the prospect’s life-style practices align with institutional core values. Once both agree that it is a good match of core values and goals, a formal agreement of employment is implemented.

Another important element of the pre-hire identification process is the role of the various departments. Most new prospects are identified and recommended to the administration by specific faculty members through their department chairs. This process assumes some prior contact between present faculty and a new prospect, although the degree of that contact varies greatly. This familiarity becomes a factor in the later use of mentors, which is favored to varying degrees by practically every academic department, and presently

practiced by most. Prior contact also becomes a significant factor in the “socialization” process of newly hired personnel.

Post-hire Orientation

Newly hired faculty members attend up to a two-day formal orientation meeting prior to the general academic professional development seminar held at the beginning of each academic year. During the two-day process, new hires are briefed on various benefit packages offered to Evangel faculty members, presented with general information about the university, given a tour of the facilities, and briefed on general expectations. At this point they are considered integrated into the University and become part of the professional development audience for the following three days. The respective departments in which they will be working are expected to complete the orientation process using their specific processes and methods.

Areas Identified for Possible Improvement

Overall, there is a good feeling that newly hired faculty members are adequately versed in the core values and goals of Evangel University prior to beginning their instruction duties. The present overall orientation process has been effective in assuring a basic understanding of expectations. The most apparent area that can be improved in the process according to Dr. Bernet is to more clearly catalog and standardize the orientation process. In other words, to ensure that every step of the orientation process is covered for every new faculty person, the process should be documented and follow-up tracked to ensure adequate completion. Presently, a written standardized process does not exist in policy format. A checklist-type approach may aid greatly in this endeavor, ensuring that every new professor is aware of the basic institutional information deemed necessary for making them effective in their new roles.

Another possible improvement is to add a deliberate social orientation aspect to the process. One possible way to implement this is to assign a sponsor or mentor to the new hire prior to his/her arrival, with the charge of ensuring social integration part of the task of the sponsor or mentor. The goal would be to make transition from the old job, and any associated move, proceed as smoothly as possible. Suggested activities to aid this process include such things as sending the new hire a Springfield area information package with housing demographics, spousal job possibilities, schools, and church options. Family members of new hires should be included in the socialization orientation process as well. Again, it is recognized that much of this is presently already taking place at the departmental level, but ensuring it as expected practice will hopefully preclude someone being inadvertently left out.

Responsibility for the socialization process prior to the formal two-day orientation should remain primarily with the various departments, with the prospect of a sponsor becoming the mentor. However, a more aggressive emphasis on continuing the social integration of new hires once considered “on-board” is regarded as an important need not presently being fully met. .

Desires and Goals

Dr. Bernet expressed his desire to assure that every new faculty member and family feel a part of the Evangel family as quickly as possible, and a willingness to do everything possible to help in that process. He also acknowledged the tremendous importance of identifying and securing the ministry of God-centered faculty as the key to Evangel's future continuing success. The socialization process was viewed as a "tougher nut to crack" within our present society of competing interests and busy schedules. With unlimited resources the dream of a perfect orientation approach might be a two-day get-away with the entire faculty, wherein values, goals and future vision discussions would take place, as well as an "all one big family" socialization and spiritual renewal process. Given budget realities and time pressures, living up to the highest ideals of full socialization in the new-hire orientation program will be a continual challenge.

Process for Hiring Adjunct

The process is much the same as full-time faculty – all faculty are considered ministers of the Gospel. In most cases the academic department chair begins the process of hiring adjunct faculty.

Application form is processed through the Vice President for Academic Affairs.

Interview is conducted with the Vice President for Academic Affairs.

Interview is conducted with the President of the University.

Contract is processed to adjunct.

Contract is returned to the President's office.

Official transcripts need to be sent to the Vice President for Academic Affairs during first few weeks of employment.

Adjunct faculty checks in with the following offices:

Payroll / Benefits Offices (Identification will be checked)

Security –Parking stickers

Post Office – Departmental PO Box number confirmed

Academic Department Chair:

Department chairs will answer questions pertaining to individual departments.

Future contract questions should be first directed to the department chair.

The Department Assistant/Secretary will distribute:

Annual Calendar/Directory

University Catalog

Syllabi materials/information

Checklist Used at Times in the Past by Several Departments

Welcome to Evangel University

New Faculty Information Sheet

Here is a listing of some things to do before your classes begin.

You may have already done some of these things, but if you have not:

1. After receipt of a contract be sure to stop by the Payroll Office (located through the doorway by the cashier's window in the administration office complex). Within three days of starting work you will need to complete the FORM I-9 and W-4-. Bring your social security card and a picture ID.
Mrs. Ocki Haas – ext 7311 is available to serve you. If she is out of the office – please leave her a message at her extension.
2. Stop by the Security Office (this office is in the front of the administration bldg.). Security handles all keys (department chairs should fill out a card for keys). Automobile hang tags and parking information is available in the Security Office.
3. A campus ID is available in the Security. This ID enables you have entrance to all home sporting events. This office is in the main hallway across from the president's office.
4. Meet with your department chair and review department procedures. And, be sure to meet your department assistant/ manager, this person has a wealth of information.
5. Stop by the Evangel University Post Office and check with the PO personnel regarding your box number.
6. The annual Academic Calendar & Directory and other resource information will be available through your department assistant/manager.
7. Syllabi information is available through the department assistant/manager.
8. Official copies of transcripts should be sent to the Office of Academic Affairs to complete your file.

Current/Recent Orientation Practices of Some Academic Departments

(Committee Member Reporting in Parentheses)

Department of Business and Economics

(Dr. Michael Palmer)

At the first department meeting in the fall semester, faculty members are asked to share with new faculty and each other: a) concepts related to technical details (e.g., testing, attendances, grading), and b) some of their best pedagogical practices based on their own teaching experience. These ideas are presented as helps and imagination stimulators; they are not intended to be normative for new teachers.

Elizabeth Fletcher, the Department Chair, spends time with new faculty to give them a brief overview of essential information they will need to know in order to succeed in their new role. More time is spent in this initial orientation with new adjunct faculty because they will have fewer opportunities to meet with the Chair throughout the semester compared with new full-time faculty.

The Department Chair asks senior members of the department to take on a mentoring and nurturing role with new faculty, inviting new faculty to lunch, talking with them about pedagogical issues, and generally providing an orientation to campus life and culture.

Departments of Education, Graduate Studies, and Physical Education

(Dr. Colleen Hardy)

Orientation process report

Date	Area/Dept	Person interviewed	Findings
5/16/05		Darla Pritchett Becky Huechteman	New staff members are trained by previous staff members or other staff in department for the first few weeks. This process continues, although not as intense, throughout the year. Department chair conducts yearly evaluations, discusses evaluation with employee, and sets future goals. New faculty are assigned a mentor and observe advising with another faculty member the first year. New faculty meet with the department chair about advising and begin working with students during their second year of employment. Monthly faculty meetings provide

			information needed for understanding the department expectations. If new faculty have supervision responsibilities, they meet with the director of clinical experiences to discuss expectations.
5/19/05	Graduate Studies/ Degree Completion	Dorynda Carpenter	<p>New employees are sent to Human Resources to complete insurance and payroll paperwork. In the department, new employees are given a job description, a tour of the campus, introduced to key people they will be working with, and then shadow another staff member to learn job expectations.</p> <p>A faculty handbook is currently being developed specifically for graduate studies and degree completion. This will be given to new faculty. The majority of orientation of faculty is conducted by the program coordinator.</p>
5/19/05	Physical Education/Athletic Department	Faye Liddle David Stair	<p>Athletic Director meets with all new employees (both faculty and staff) to discuss job expectations. New employees then meet with Athletic Director's secretary to complete and discuss clerical expectations. New employees are given a checklist to complete identifying all necessary processes that need to be completed. Since most new employees also have coaching duties, each new hire is given a manual for coaches, an NAIA, and a Heart of America Conference manual. Employees must also complete an exit checklist when they are no longer employed by the athletic department.</p>

Department of Theology
(Dr. Michael Palmer/Dr. Robert Berg)

A new full-time faculty member is assigned a mentor by the Department Chair who meets regularly with the new instructor, and who is available for advice and assistance

whenever it is needed. Scheduled meetings allow the mentor to discuss course material and pedagogy, office procedures, personal relationships with administration, faculty and students, and institutional traditions and standards, as well as to serve as a spiritual partner during the time of acclimation.

New adjunct faculty meet with the Department Chair before the beginning of the term to be briefed on office procedures and institutional standards. The Office Manager provides whatever information is needed and introduces the faculty member to the student assistant who will serve him or her during the term.

Adjunct instructors for BIBL 111, Essential Christianity, are given additional orientation pertaining to the content and delivery of the course. These sessions are led by the Department Chair and by the Coordinator of Essential Christianity. These sessions, which occur around the time of the fall faculty seminar and at breakfasts during the term, are an attempt to foster greater uniformity in the sections given (a) how important BIBL 111 is in the general education curriculum and (b) how many different instructors are involved.

Current Practices of Some Support Offices

Admissions
(Kathy White)

New Employee Orientation:

The employee meets with Charity Fahlstrom, the Director of Admissions for two days and goes over travel, e-mail, what to say and not to say, and all of the daily routine activities.

The Director spends an additional two to three weeks of intense training with all new Admissions Counselors. In addition, they learn how to use CAMS, then meet with the Admissions Counselor they are replacing to learn the specifics of their particular duties. New hires are expected to be a walking Evangel University encyclopedia at the end of this process.

New employees are also sent to Human Resources for orientation and fulfilling all necessary paperwork requirements. All staff members have detailed job descriptions and are trained according to a published procedural manual.

Training includes complete knowledge of the EU catalog, all course offerings, and every publication sent out from Admissions. They also receive annual professional development provided at NACCAP and study The Seven Habits of Highly Effective People and other Franklin Covey training materials.

Project Envision Office
(Dr. Michael Palmer)

Orientation activities for members of the Project Envision staff:

All staff members have written job descriptions. These are reviewed between the director and members of the staff at the time of employment and periodically thereafter. Members of the staff who deal with programs are given orientations to those programs and receive extensive in-service training and on-going professional development related to their tasks. Professional development activities include attending conferences and workshops. Ordinarily, when attendance is required, funding is also provided.

Staff members are asked to read books pertinent to their duties. Particular staff members are expected to be conversant with fundamental concepts related to the focus and mission of a Christian college.

Relationship building opportunities are provided through celebration activities. The theory is that people who socialize together and celebrate together are likely to work together better than if they did not have those activities in common.

Institutional Development (Dennis Whaley)

In the Institutional Development Office each Director administers his or her own personal orientation to each assistant.

Residence Directors

Extensive training follows a strict timeline guided by a manual of operations (about 40 pages) describing the RD/Commuter Director training.

Physical Plant (Russ Murphy)

Q: How does the Physical Plant Department provide orientation to new employees?

Response: (Paraphrased with review and approval by Bonnie Kidwell, Physical Plant Department Secretary)

The Physical Plant Department Secretary controls the orientation process. She knows from experience what forms new employees need to complete. She coordinates with new employees and sends them to Human Resources to complete the necessary forms and learn about company benefits. No formal procedure manual or checklist exists to aid in this process.

After the initial completion of the required forms, new employees receive hands-on orientation, training and instruction about Evangel and our culture from their immediate supervisors. Most supervisors rely on experience and personal knowledge of Evangel and departmental requirements to guide this process; only one supervisor may use a personal checklist during orientation. No known formal company training has been provided to the supervisors to aid in this process.

Post Office
(Ocki Haas)

New Employee Orientation:

Post Master Connie Benton goes over employee's job description and confidentiality agreement; has them sign it, keeps a copy and gives them one.

Ms Benton takes the employee on a tour of the campus.

Ms. Benton trains the employee for all duties within the Post Office.

Information Technology
(Ocki Haas)

New Employee Orientation:

The meeting with the Director, Danny Chastain, on the first day before being sent to HR covers a) the mission of the IT department; b) the philosophy of the department; c) the importance of team concept; d) the expectation to participate in the team; and e) an emphasis on people skills.

The new employee is to read the IT Department's Operational Manual.

He or she receives two to three weeks of mentoring from another employee in his/her particular area within the IT department.

(Added by Nathan Sutton)

Our director meets with the new employee on the first day and describes how our department operates and how it is structured. The new employee is then introduced to the HR department, where they are left to take care of paper work and learn about benefits. Our director fills out the appropriate paper work (e.g. security forms to obtain keys). After the HR orientation, our director then leaves it up to the immediate supervisor to train/explain the specifics of their new job. Finally, our director introduces the new employee to our department at our weekly meeting.

The two supervisors provide similar orientation information. The new employee is shown the specifics of their job by getting oriented on how things work in their specific areas. Initially, the supervisor works on tasks with the new employee. When a new employee needs to work with someone outside our department (a "user"), the supervisor will introduce the new employee to the user so both the new employee and the user are comfortable in the transition.

EVANGEL UNIVERSITY
Organizational Chart by Function
Board of Directors
President
Spiritual Development of the University
Chief Custodian of all Properties
Protection of Academic Standards
Supervision of Faculty
Long-Range Planning

Vice President for Academic Affairs	Vice President for Student Development	Vice President for Business and Finance	Vice President for Institutional Advancement
Academic Calendar	Academic & Career Development Center	Accounting	Advertising
Academic Council	Calendar for University	Audits	Alumni Relations
Academic Long-Range Planning	Campus Parking	Bookstore	Capital Campaigns
Academic Support Center	Campus Pastor	Budget Control	Church & Community Relations
Accreditation	Campus Security	Cashier	Donor Relations
Admissions	Chapel Attendance	Construction	Endowment Development
Artist Series	Conference Services	Contributions	EU Family & Friends
Athletics	Counseling Services	Corporate Treasurer	Fundraising
Campus Tours	Event Management Systems	Food Service	Grant Writing
Catalog-University	Health Services	Disbursements & Receivables	Homecoming
Class Schedules	New Student Orientation	Duplicating	Mailing Lists
Commencement	Student Activities	Employee Benefits	Matching Gifts
Curriculum	Student Discipleship Program	Information Technology	Media Relations
Degree Completion	Student Discipline	Insurance	Music Tours
Educational Media	Student Government	Inventory	Phon-a-thon
Faculty Personnel	Student Housing	Loans & Investments	Planned Giving
Graduate Council	Student Ministries (CROSSwalk)	Matching Gifts	Public Relations
Graduate Studies	Student Residential Life	Payroll	Publications
Institutional Research	Student Spiritual Life	Physical Plant	Scholarship Endowment
Library	Student Union	Post Office	Special Events/ Groundbreakings
Learning-Resources	Tutoring Services	Purchasing	Video Productions
Museum	Staff Personnel	VISION Magazine	
Archives	Student Accounts		
Off Campus Internships	Switchboard & Telephones		

Professional Development	Vehicles
Recruitment	
Registrar	
Scholarships & Fin. Assist.	
Seminars	
Student Fellowships	
Student Publications	

Attachment 3

New Hire Orientation Recommendations/Practices

In addition to getting a general idea of what is presently done for orientation at Evangel University the team sought out recommendations/best practices at Evangel and other institutions or work places. The following are some of the inputs received.

ACADEMIC DEAN (EVANGEL): The most apparent improvement needed is to clearly standardize and catalog the orientation process, ensuring that every step of the process is covered for every new faculty member. The process should be documented and follow up provided ensuring completion. Presently, a documented standard of the process does not exist. A checklist-type approach may aid greatly in this endeavor, ensuring that every new professor is aware of basic institutional information deemed necessary for making them immediately effective in their new roles.

Another possible improvement is adding more emphasis to social orientation during the process. Perhaps assigning a sponsor or mentor prior to the new hire's arrival could help the move, or the transition from an old job, proceed as smoothly as possible. Activities included in this process may include such things as sending the new hire a Springfield area information package with housing demographics, spousal job possibilities, schools, and church options. Family members should be included in the process, as for example, a sponsor's family meeting with the new hire's family for a meal. Again, it is recognized that much of this is presently already taking place, but documenting may be needed to make sure someone is not inadvertently left out.

The socialization process prior to the formal two-day orientation should probably stay within the departmental areas so the prospect of the sponsor formally or informally becoming the new hire's mentor is not interfered with. However, a more aggressive socialization process once formal orientation begins should probably be explored.

BUSINESS & ECONOMICS DEPT. (Evangel): "The best type of orientation is one that extends over the first two years. When a new faculty member arrives on campus only basic information should be stressed while the emphasis should be placed on the mentoring process and providing answers to questions over the first days, months and 2 years of employment."

POST OFFICE (Evangel) "When our university facility space grows, I'd like to see our department do more of the now outsourced mailings, if we can get the equipment needed and staff. It would require training on bulk software and on equipment; folding, sorting, inserting equipment. Attending National conferences would help keep me updated on security of our postal area with incoming packages, preventing identity theft and learning ways of saving money through design, etc." Connie Benton, Post Master

THEOLOGY DEPARTMENT: Former Chair and AQIP Team 2 Committee member Dr. Palmer reports that the Theology Department conducted searches for 3 full-time faculty members as well as numerous adjunct faculty members during his tenure as department

chair there. A system of mentoring new faculty members, and beginning-of-semester orientations for all adjunct faculty, was in place and worked well. It should be expanded into other departments.

Drury University, Springfield, Missouri
(Dennis Whaley)

At Drury University, new employees, both faculty and staff, go through a one-day orientation during the first month of employment. The Human Resources office executes the orientation program which includes benefit and insurance information, customer service training, a campus briefing and tour, and other relevant campus-wide information. Individual departments also provide orientation-type information to their own employees including department-specific procedures.

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NEW-HIRE ORIENTATION CHECKLIST

The checklist below is to serve as a reference to ensure newly hired faculty and staff go through a somewhat standardized orientation process. The goal is to give new hires understanding into the Evangel mission, enhance the process of integrating them into the Evangel family, providing insight on how their unique professional and personal gifts can immediately and effectively contribute to the Evangel vision.

The checklist is not necessarily all inclusive. Indeed other items may be added by work areas covering unique circumstances. Rather, the items listed represent an attempt to standardize the orientation process of newly hired members as much as possible.

The checklist is divided into a section for newly hired faculty and a separate section for newly hired staff. Although very similar in actions required, the separate sections allow for unique orientation needs presented for faculty and staff positions.

In addition, general headings above checklist items suggest an office/person with primarily responsibility for ensuring the completion of the listed item. This is considered a suggestion only, as we recognize that many campus working areas have unique circumstances and challenges that may deem it necessary for other personnel in the supervisory chain or co-workers ensure that some checklist items are completed. The need for flexibility in these instances is understood. Variations of primary responsible parties should not be detrimental to overall orientation success, as it matters little who actually ensures items are completed but rather that someone does take the lead and a somewhat standard systematic process of integration for newcomers is achieved.

Checklist/responsibility for new FACULTY

The new faculty will be given a copy of this checklist and will be encouraged to discuss it with their department chair, secretary, and mentor.

Evangel Administration

- **Present and ensure understanding of overall Evangel mission and vision**

(As this is considered the most critical aspect of orientation, and timeliness as well as top administration involvement is essential for success, we recommend a video be developed featuring President Spence and other leaders articulating Evangel's purpose and vision. This video would then be utilized when the president or other key officials are not available to address the new hire group in person.)

- **Present social opportunities to integrate new hires into the Evangel family**

(Spouse and family members should be included in at least two of four first year social events honoring new hires. Possible events include: periodically scheduled luncheon hosted by top administration officials wherein new hires and their families are formally greeted and welcomed into the Evangel family, an annual picnic including other staff/faculty where new personnel for the year are introduced/welcomed, recognition at the annual Holiday dinner, at least once a year Evangel goal conversation day {along lines of AQIP conversation day}) (Recommend at least four events in first year wherein new hires are specifically invited, accommodated, and recognized)

Academic Department Chair

- Review org. chart/key players (academic calendar)
- Review department vision/mission
- Review department policies and procedures
- Review teaching responsibilities, committee assignment expectations, chapel attendance requirements
- Review faculty handbook
- Review the faculty evaluation process
- Explain textbook adoption procedure
- Provide sample syllabi of courses to be taught
- Review academic advising expectations
- Review training expectations
- Assign mentor

Department secretary

- Office keys
- Give folder of necessary forms
- Review procedures for duplicating
- Review procedures for reserving funds for professional conferences, getting travel advances, and reporting travel expenses.
- Review check request procedure
- Workstudy policy/procedures
- Calendar/event scheduling
- Order business cards

Mentor

- Campus tour
- Dress code
- Discuss “best practices” in teaching and advising
- Explain advising procedures (arrange for new faculty hire to sit in and observe first time)
- Explain senior paper procedures

Human resources’ responsibility

- Benefit information
- Security (keys/ID cards/parking and policy)
- Handbook
- Information Technology Training (phone/email/network/cams/web)
- Building hours/access policy
- Wellness program
- Orientation Process Evaluation Form completed (toward end of 1st semester)

Checklist/responsibility for new STAFF

Evangel Administration

- **Present and ensure understanding of overall Evangel mission and vision** (As this is considered the most critical aspect of orientation and timeliness as well as top administration involvement is essential for success, we recommend that a video be developed featuring President Spence and other leaders articulating Evangel’s purpose and vision. This video would then be utilized when the president or other key officials are not available to address the new hire group in person).
- **Present social opportunities to integrate new hires into the Evangel family**

(Spouse and family members should be included in at least two of four first year social events honoring new hires. Possible events include: periodically scheduled luncheon hosted by top administration officials wherein new hires and their families are formally greeted and welcomed into the Evangel family, an annual picnic including other staff/faculty where new personnel for the year are introduced/welcomed, recognition at the annual Holiday dinner, at least once a year Evangel goal conversation day {along lines of AQIP conversation day})

(Recommend at least four events in first year wherein new hires are specifically invited, accommodated, and recognized)

Department Director

- Review org. chart and key players (academic calendar)
- Review department policies and procedures

- Vision and mission

Immediate supervisor

- Job description
- Assign mentor
- Performance Appraisal Review- process form
- Dress code

Department secretary

- Order business cards
- Order name tag
- Folder of forms (duplicating, travel expenses, etc.)
- Credit card/check request
- Workstudy policy/procedures
- Calendar/event scheduling

Mentor

- Campus tour
- Give folder of necessary forms
- Copy/Reproduction policy
- Hours of operation – Access to facilities

Human resources' responsibility

- Benefit info
- Security (keys/ID cards/parking and policy)
- Handbook
- Information Technology Training (phone/email/network/cams/web)
- Building hours/access policy
- Wellness program
- Orientation Process Evaluation Form completed (after 60 days employment)

NOTES:

- 1) The new hire will receive a duplicate copy of the checklist allowing them to monitor their own progress through orientation.
- 2) While we believe at least an informal mentoring process is extremely beneficial we recognize that all work areas do not have a formal mentoring program. In those cases the items listed under the mentor may be completed by anyone the department chair or director deems best suited for the purpose.
- 3) Some items on this checklist are easily accomplished while others take a longer time to complete. Effort has been made to assign responsibility for items requiring more time to a designated mentor. Both faculty and staff checklists have items listed under a mentor responsible for helping new hires. The goal of a mentor program is to take advantage of the vast human resources Evangel has available,

- helping new hires form a career-long living resource where experience is regenerated throughout the institution.
- 4) The overall time allotted for initially completing this orientation checklist should not exceed one year. Completion due dates for specific checklist items should be assigned by Department Chair/Directors representing a time when items can reasonably be covered and understood, while allowing a tracking progress of new hires through the orientation process.
 - 5) Successful completion of new hire orientation is the responsibility of every office, as well as the newly hired employee him/herself. However, in order to ensure the program is not neglected or becomes non-standardized over time, accountability of some form should be established. It is recommended that administration officials develop a simple tracking and reporting system wherein new hire orientation progress in its entirety may be determined at a quick glance. For example, at a regular periodic meeting between Evangel's President and Vice Presidents the Human Resource Department can present a slide or statement announcing, "This quarter there were 10 new hires going through the orientation process: Two have completed and will no longer be reported on; 6 are over 50% complete, and 2 have been stagnated at 90% complete for the last 7 years." This would give an overall picture for top administrators while pointing out any major troubling trends.
 - 6) **Finally, we understand that orientation, especially the mentoring process, can and should be a career long endeavor. However, to ensure that every newcomer receives the opportunity to contribute to Evangel's vision and becomes an integral part of the Evangel family as quickly as possible we offer the above checklist. It is our hope that this will provide a degree of standardization and stability to the orientation process.**

Attachment 5
Committee Recommendations

- 1) Standardize the orientation process wherever possible throughout the Evangel campus by incorporating and immediately implementing use of the attached comprehensive checklist in the new hire orientation process. Evaluate its usefulness as soon as possible and establish the goal of utilizing it for incoming hires prior to the new academic semester.
- 2) Develop a video of the EVANGEL VISION featuring President Spence and other top administrators introducing themselves while explaining our vision and goals. This can be used when personal appearances are not possible throughout the year and could aid in recruiting as well.
- 3) Implement a strong social orientation aspect in the orientation process making sure to include the family members of new hires.
- 4) Assign basic time lines for accomplishing the orientation process (checklist contains some recommended times) and provide tracking and accountability processes (checklist contains some recommended procedures)
- 5) Place the orientation checklist on the Evangel net in such a way that it can be easily accessed, checked off by those with authorized write over status, and an overall completion report automatically generated.