

**Pathway Goal:** Infrastructure and Shared Governance

**Action Item #**  
4-3

**Report:**  
 Mid-Year: December 2016  
 Year-End: April 2017

**Action Item Description:**

Onboarding new employees of UNLV - finalize onboarding process (from 2015-16) in order to:  
 (a) determine oversight,  
 (b) develop buddy program, and  
 (c) evaluate/track progress.

**Submitted By:**

Name	Department
Michael Lawrence	Finance & Business/ Administrative Services

**Working Group Members:**

Name	Department
Brian Steen	Human Resources
Lori Temple	Office of Information Technology
Craig Topple	Summer Term
Erin Azua	VP for Research & Economic Development
Cecilia Maldonado	Faculty Affairs
Ngai Pindell	Faculty Affairs
Meliscia Gilbert	Budget Office
Lydia DelRio	Administrative Services
Patricia Pablo	Math Department

**Provide a written overview of the year-long process for your working group. (You may use the “Process and Timeline” information from your action plan, if still applicable.)**

As part of the initial recommendation the task force suggested that the university hire an onboarding coordinator. It was communicated that the university does not have the resources to hire an onboarding coordinator so the task force moved forward with creating the onboarding program using guides and information in lieu of a campus resource. In light of this information the group has been charged with developing a formalized onboarding process at UNLV that integrates onboarding with the hiring process. The onboarding will be integrated into the overall hiring process and be crafted to adopt a long-term approach. The onboarding process developed by this task force will include an HR developed toolkit for hiring departments and managers, evaluation survey, onboarding checklist, peer mentor program, and onboarding policy.

**What will your final product be at the end of the year? Such as, what metrics which will be used to assess your progress/achievement, will a report be generated, etc.?**

At the end of the year, it is expected that the task force will deliver a HR developed onboarding toolkit for the departments, hiring managers, and employees that aligns with the onboarding checklist. The task force will also deliver, a peer mentor toolkit and possibly a university onboarding policy that requires all new employees participate in the universities onboarding program. Finally, the task force will deliver an evaluation survey for the onboarding program as well as the peer mentor program to assess the effectiveness of the program. Depending on the support from the university, a new employee onboarding committee and peer mentor committee may be formed.

**Describe what has been accomplished so far this year.**

In addition to the onboarding checklist, the task force has created a draft framework of the peer mentor program, an onboarding program evaluation survey, and two draft version of a possible campus onboarding policy.

**Next steps**

As next steps, the task force will finalize the peer mentor program and develop a web page containing all the relevant content. The task force will also work with HR to complete the onboarding toolkit and work with campus administration to finalize the onboarding policy.

**You may have additional reference material. Please review the list below and click on the appropriate box to select.**

No additional reference material

**OR**

Potential resources required (if identified)

Any reports generated by this working group (if completed at this time)

- Outline-Peer Connections Program
- Peer Connections Program for Website and Print Material Promotion
- Peer Connection Program Volunteer Application
- Policy Template v. 2.0
- Policy Template v. 3.0
- Toolkit for Peer Connections Program Pilot

Metrics to be used

**Any additional information you wish to share.**

## Peer Connections Program Schedule Outline

### Week 1

- HR notifies Peer Connections Committee of a new hire and identifies whether or not the person has been employed at UNLV previously (provides relevant details).
- Peer Guide is matched to a new hire (if appropriate) by the Peer Connections Committee – notification email sent to Peer Guide.
- Peer Connections Committee to send greeting email to the new employee and introduce the person to the Peer Connections Program.

### Week 2

- Peer Guide is to contact the new employee with a welcome message at the beginning of week 2.
- Peer Guide should follow-up with the new employee toward the end of week 2 to establish rapport and set-up in-person meeting for week 3 (over coffee, breakfast, or lunch).

### Week 3

- Peer Guide to meet the new hire and spend 30-60 minutes together over coffee, breakfast, or lunch.

### Weeks 4, 5

- Peer Guide to begin regular interactions with new employee.
- Peer Connections Committee corresponds with new employee to inquire about the person's beginning experience at UNLV.
- Peer Guide to complete initial survey.
- New employee to complete initial survey.

### Weeks 6, 7

- Peer Guide continues to interact regularly with new employee.
- Peer Guide and new employee meet in-person for 30-60 minutes.

### Weeks 8, 9, 10

- Peer Guide continues to interact regularly with new employee.

### Weeks 11, 12

- Peer Guide continues to interact regularly with new employee.
- Peer Guide and new employee meet in-person for 30-60 minutes.
- At the conclusion of week 12, Peer Connections Committee sends a 90-Day congratulatory email to the new employee.

### Weeks 13, 14, 15

- Peer Guide continues to interact regularly with new employee.

### Week 16

- Peer Guide meets with new employee in-person for 30-60 minutes.
- Peer Guide to complete conclusion survey.
- New employee to complete conclusion survey.
- Peer Connections Committee sends 'thank you' correspondence to the Peer Guide.

**Monthly or Quarterly Q & A sessions** (i.e., 'Casual Conversations' or 'Coffee and Cookies' with...) co-sponsored by the Peer Connections Committee and a different Vice President or Vice Provost on a rotating basis. Also to include different departments on a rotating basis (i.e., Director of Recruitment to learn about how to best converse with people in the community about UNLV) to learn more about UNLV. These could be theme-oriented as well for certain topics (i.e., FERPA regulations, etc.)

# Peer Connections Program

*SHARING KNOWLEDGE, DEVELOPING NETWORKS, BUILDING COMMUNITY*

## Program Details

The Peer Connections Program is designed to help new employees at UNLV feel welcomed and excited about making the choice to work here. The purpose of the program is to provide specific and customized information about the university culture and provide the new employee with the tools to navigate and be successful at UNLV.

In addition to providing a structured program for administrative faculty and classified staff, this guide will also provide best practices for welcoming new academic faculty into their academic units.

Please click here for: [Welcoming New Academic Faculty](#)

Becoming a Peer Guide provides an opportunity to recognize your expertise, share professional and institutional knowledge with others, enhance your professional networks, assist with the transition of new colleagues, and ensure their success as well as that of our university.

## Program Goals

The Peer Connection Program hopes to:

- Accelerate the time required for new staff to acclimate to the university;
- Allow experienced employees to gain new perspectives, develop new relationships, and grow professionally;
- Bolster campus engagement;
- Enhance the likelihood of retention;
- Improve the quality of services provided to the campus community; and
- Provide an overview of campus culture and UNLV's mission to newly hired members.

## Benefits of the Program

For New Hires:

- Cultivate skills that foster excellent performance, professionalism, and positive attitude;
- Develop a stronger understanding of university resources;
- Provide an opportunity for new hires to learn from an experienced and excelling peer at UNLV through one-on-one informal sessions, where an established peer may share information on their own career development and information about the university;
- Provide an opportunity to form new, collegial relationships and grow professionally; and
- Provide networking opportunities to meet other peers and leaders at the university.

#### For Peer Guides

- Assist in sharing knowledge about professional competencies in higher education, organizational structure at UNLV, and resources for career development;
- Provide an opportunity to help identify, support, inspire, and develop new peers at the university; and
- Provide an opportunity to develop new, collegial relationships.

#### Qualifications to Serve as Peer Guide

New hires will be matched with an established peer from outside of the new employee's unit. Peer Guides cannot have supervisory or evaluative position over the new hire.

Participation requires little time commitment – usually one or two phone calls or emails each week and 4 in-person meetings (perhaps over coffee or lunch) during the 4-month duration of the program. Of course, we hope your relationship will grow after your program commitment has concluded.

#### Qualities sought in Peer Guides

- Desire to represent UNLV in an energetic and positive manner;
- Excellent Performance;
- Knowledge of UNLV culture, policies, and procedures;
- Openness to new ideas and fresh perspectives;
- Optimistic attitude;
- Passion for UNLV;
- Professionalism; and
- Willingness to share career experience and skills.

#### Additional Information for the Peer Guide

Participation in the Peer Connection Program does not in any way guarantee advancement, promotion, or salary increases. The program is meant to inspire and support a rewarding and evolving career at UNLV. The program is designed to help provide members with support and resources to help grow their career.

#### Expectations

The Peer Guide will contact their new hire to set up the first meeting during the new employee's third week. Peer Guides are encouraged to meet with their match for one hour. Following the first meeting, the pair will schedule a meeting once a month for the next 3 months, a half-hour in length (but may be extended, as desired).

Throughout the academic year, UNLV will strive to provide networking opportunities. Pairs are encouraged to attend events in order to form connections with Peer Connection Program members.

Guides will be asked to:

- Familiarize themselves with the Program outline and Toolkit;
- Participate in an information session for training, if conducted;
- Maintain confidentiality – this is a relationship of trust. A new employee often does not want to ask certain questions, especially to immediate colleagues or supervisor;
- Stay open-minded and avoid being judgmental;
- Provide periodic updates to the Peer Connections Program Committee;
- Participate in an introductory and conclusion survey for each 4-month pairing with a new peer (new hire);
- Commit to a new pairing at the conclusion of each 4-month pairing with your new peer;
- Meet monthly (perhaps over coffee or lunch) for at least a half-hour with your assigned new employee and interact regularly; and
- Notify the Peer Connections Program Committee in writing if you decide you no longer wish to participate.

A Peer Guide does not:

- Replace the supervisor/managers role or take on any supervisory or lead duties;
- Act as the “go-to” person regarding assignments, business decisions, etc.;
- Provide training and or assess performance; and
- Act as a career mentor or job coach.

Helpful tips:

- Don't worry about being perceived as the “expert” or think you need to have all the answers. Your enthusiasm and experience at UNLV are what's most important to the employee.
- Don't try to force a relationship.
- In some situations, listening is more valuable than giving advice. Ask questions like “What do you need?” or “How may I help?”
- We all have a preferred communication style. Talk about each other's preferences, as the new employee may have a different style from yours.
- Be patient, positive, and supportive.

# Best Practices for Welcoming New Academic Faculty

*SHARING KNOWLEDGE, DEVELOPING NETWORKS, BUILDING COMMUNITY*

The benefits of the academic career have been overlooked and deemed expendable in a time when scarce resources of time and money have focused on the demands of teaching and research. As workloads increase, the health of the department, faculties, and institutions have been overlooked. Fewer and fewer faculty members feel as though they belong to a community which supports them and to which they owe some loyalty and service beyond the immediate demands of their contract. Anecdotal evidence is mounting which suggests that the loss of community building activities significantly affects job satisfaction among faculty and new faculty particularly.

The Peer Connections Program is a way of helping new colleagues feel welcomed into our community and it is part of the broader process of onboarding. While the program may seem most relevant for classified staff and administrative faculty at UNLV, we encourage colleges, department chairs, and department faculty to incorporate practices outlined in this document as a way of meeting the psychosocial needs of new faculty.

## Suggestions for the Department

- Discuss at a faculty meeting the topic of a “welcoming environment” prior to new hires beginning in the department.
- Assign a faculty member to help welcome the new hire during the first week.
  - Introduce the new faculty member to other department/college faculty and staff;
  - Inform the new faculty member of acronyms and jargon utilized often in the department/college;
  - Help them become familiar with departmental resources, such as workroom, copier, mailroom, etc.
  - Take the new faculty member to coffee and/or lunch;
- Ensure the new faculty member has access to systems which help facilitate their work (e.g., copy machine codes, ACE account, MyUNLV, Rebelcard with library access, etc.)

## Peer Connections Program – Peer Guide Volunteer Application

Q1 First name

Q2 Last name

Q3 Position classification

- Academic Faculty
- Administrative Faculty
- Classified Staff

Q4 Your supervisor's email address

Q5 Start date at UNLV (MM/YYYY)

Q6 At which campus location do you prefer to serve as a Peer Guide?

Q7 Current position/title

Q8 Department

Q9 At UNLV - List any previous departments and positions held

Q10 UNLV email address

Q11 Preferred phone number

Q12 Typical work/teaching schedule

Q13 List any university activities in which you have participated (i.e., committees, organizations, etc.)

Q14 Reason for interest in becoming a Peer Guide

Q15 Interests/hobbies

Q16 Additional comments

# UNLV Peer Connections Program Pilot

## Participant Toolkit

2016

## UNLV Peer Connections Program Pilot

**Thank you** for volunteering to participate in the UNLV Peer Connections Program pilot. As a Peer Guide to a new hire at UNLV, you will be a key player in welcoming the new hire and helping to ensure a successful transition to our university.

### Background

The Peer Connections Program is a key component of UNLV On-Boarding of new hires. On-Boarding refers to the various activities organizations undertake to bring people into the workplace. These activities range from the processing of employment paperwork to the critical task of transforming the new hire into a valued member of our community.

Effective On-Boarding can improve an employee's performance, engagement, and retention. Pairing a Peer Guide with a new hire improves On-Boarding by facilitating the new hire's transition and connection to the university. A Peer Guide plays an early and important role in welcoming the new hire, establishing rapport, and providing the guidance and assistance needed for successful transition to a career at UNLV.

### Who is a Peer Guide?

A Peer Guide is a UNLV faculty or staff member who is:

- A peer, ideally in a similar role and
- A volunteer

### Your Role as a Peer Guide

As a Peer Guide, your role is to partner with a new hire by providing the information, support, and guidance needed to help make the transition to UNLV successful.

Specifically, you will be asked to:

- Contact the new hire prior to their start date to extend a welcome;
- Provide information about UNLV, locations, committees, governance, and other general information that may help folks feel comfortable; and
- Periodically check in with the new hire, especially during the first several months on the job so that you may answer questions or refer the new hire to sources of information and assistance.

***Your role is not to be mistaken as that of a mentor, coach, trainer, or manager.*** Your role is a peer wherein questions and concerns may be explored comfortably as the new hire deals with the confusion and uncertainty often faced in acclimating to a new job.

## Peer Guidelines

The following provides guidance for your use to create a successful on-boarding experience for the new employee. As a Peer Guide, you will:

- Contact and introduce yourself to the new hire as soon as directed to by the Peer Connections Program Coordinator using the communication tools and methods provided on pages 4-5 of this Toolkit and explain your role as a Peer Guide.
- Establish a relationship and build a rapport sufficient to invite and support regular interaction (with mutually agreed upon regular check-ins taking place during the first several months after the new hire starts.)
- Establish/clarify contact expectations between you and the new hire in terms of when, how, and frequency.
- Assist the new hire in discovering the basics of the university by:
  - Introducing the new hire to co-workers and other key people;
  - Sharing information or answering questions about the university environment (i.e., its culture, how things get done, organizational acronyms, as well as the campus); and,
  - Providing advice about the resources available for information and assistance, and how to access.

### Guidance

- Refer to pages 4-5 of this Toolkit for the sample communication templates you may use.
- Take your time in establishing a relationship. Be patient and positive. You will have several contacts to establish the rapport needed for success.
- Listening is very important. Try to learn the new hire's preferred communication style and use it.
- Maintain any confidences established between you and the new hire.

## Employee Performance Evaluation

Participation in the Peer Connection Program does not in any way guarantee advancement, promotion, or salary increases. The program is meant to inspire and support a rewarding and evolving career at UNLV. The program is designed to help provide members with support and resources to help grow their career.

## Program Evaluation

In the fifth week, your Peer Connections Program will ask Peer Guides and new hire pilot participants to complete a confidential survey to help assess the pilot. At the conclusion of the pilot, the Peer Connections Program will solicit your participation in completing a second survey. Your feedback is critical, as it will be the primary basis for making enhancements to the Peer Connections Program. Copies of the surveys are included in pages 6 – 9 of this Toolkit for your reference.

## Communications Guidelines

Once you receive new hire contact information from the Peer Connections Program, follow the guidelines below to initiate your communications.

Follow-up with subsequent emails to check-in with the new hire about any questions or need for assistance.

## Guidelines for a Welcome Message to a New Hire

- Introduce yourself; include where you work within UNLV and your position/role.
- Explain that you are available to help them through their first several months at UNLV.
- Give them your name and phone number, and let them know you are their informal “go-to” person, and that they may contact you with any questions or concerns they prefer not to address with their supervisor or immediate colleagues.

## Sample email to greet your new hire

TO:

SUBJECT: Welcome to UNLV

Hi (Insert new hire’s name),

Welcome to UNLV! I will be your Peer Guide as part of the Peer Connections Program for welcoming new employees. It is my objective to offer help as you settle into your new role. I will spend time showing you around campus, answering general questions you may have, and serve as a resource during your first several months.

Feel free to contact me at ext. x-xxxx or simply reply by email. I look forward to hearing from you.

Sincerely,

(Insert your name)

**SAMPLE email to follow-up and plan to meet for coffee or lunch**

TO:

SUBJECT: Your Peer Guide

Hi (Insert new hire's name)!

I hope you're off to a good start. I just wanted to follow-up and check-in with you. How are you doing?

Let's plan to meet up this week for coffee or lunch. In case you haven't heard, there's a Starbucks in the Student Union, a Coffee Bean and Tea Leaf in the Library, and an Einstein's Bros. Bagels in the Engineering Building and in the Student Recreation and Wellness Center. Or, perhaps we might have lunch in the Dining Commons – it is buffet style and they offer employees a discount on Fridays. What sounds good to you?

Sincerely,  
(Insert your name)

Thank you for volunteering as a Peer Guide. We hope that your experience has been satisfying to date. You will be asked to please complete this confidential evaluation after the initial weeks of the Peer Connections Program so that we may determine program effectiveness and needed enhancements.

**PEER CONNECTIONS PROGRAM  
INITIAL EVALUATION BY PEER GUIDE**

Name (optional):					
<b>Description/Identification of Survey Item</b>	Assign a rating of '1' through '5' to describe your level of agreement.				
	<b>Scale</b>				
	<b>1 = Strongly disagree</b> <b>2 = Disagree</b> <b>3 = Neither agree nor disagree</b> <b>4 = Agree</b> <b>5 = Strongly agree</b>				
	1	2	3	4	5
1. I was satisfactorily briefed regarding my role as a Peer Guide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I was provided accurate information to establish contact with the new hire(s) prior to their start.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Peer Guide toolkit was helpful to me in performing my role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The Peer Connections Program provided me the support I needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I was provided adequate time to meet and greet the new hire in order to provide information and answer questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The new hire seemed interested in having a Peer Guide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The approximate time I spent in making pre-arrival contacts was:					
8. Typical questions by the new hire were (please list):					
9. I recommend the following changes to the Peer Connections Program:					
10. Please provide additional comments or elaborate on any of the questions above:					
Thank you for participating and providing your feedback! At the conclusion of the pilot, you will have another opportunity to provide feedback.					

Thank you again for serving as a Peer Guide. We hope that you found the program rewarding. You will be asked to please complete this confidential evaluation at the conclusion of the Peer Connections Program so that we may determine the effectiveness of the program and needed enhancements.

**PEER CONNECTIONS PROGRAM  
CONCLUSION EVALUATION BY PEER GUIDE**

Name (optional):						
<b>Description/Identification of Survey Item</b>	Assign a rating of '1' through '5' to describe your level of agreement.					
	<b>Scale</b>					
	<b>1 = Strongly disagree</b> <b>2 = Disagree</b> <b>3 = Neither agree nor disagree</b> <b>4 = Agree</b> <b>5 = Strongly agree</b>					
	n/a	1	2	3	4	5
1. If needed, the Peer Connections Committee provided me support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Once the new hire started, I felt that I was provided the adequate time to perform check-ins and perform my role as a Peer Guide.		<input type="checkbox"/>				
3. I feel the new hire benefited from having a Peer Guide.		<input type="checkbox"/>				
4. I would serve as a Peer Guide again.		<input type="checkbox"/>				
5. Once the new hire started, the approximate time I spent on a weekly basis in performing my Peer Guide role was:						
6. Examples of the types of information I requested from my Peer Guide (please list):						
7. I recommend the following changes to the Peer Guide Program:						
8. Please provide additional comments or elaborate on any of the questions above:						
Thank you for participating and providing your feedback!						

Welcome to UNLV! We hope that your experience has been satisfying to date. You were assigned a “Peer Guide” as part of a pilot program to enhance your “coming on board” experience with UNLV. Please take a few minutes to complete this confidential evaluation on the initial weeks of the Peer Connections Program so that we may determine program effectiveness and needed enhancements.

**PEER CONNECTIONS PROGRAM  
INITIAL EVALUATION BY NEW HIRE**

Name (optional):					
<b>Description/Identification of Survey Item</b>	Assign a rating of ‘1’ through ‘5’ to describe your level of agreement.				
	<b>Scale</b>				
	<b>1 = Strongly disagree</b> <b>2 = Disagree</b> <b>3 = Neither agree nor disagree</b> <b>4 = Agree</b> <b>5 = Strongly agree</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I was contacted by my Peer Guide during my first 2 weeks at UNLV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The information provided by my Peer Guide was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I felt welcomed by my Peer Guide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I felt comfortable asking my Peer Guide questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The approximate amount of time I spent interacting with my Peer Guide during my first month at UNLV:					
6. Typical questions I asked my Peer Guide (please list):					
7. I recommend the following changes to the Peer Connections Program:					
8. Please provide additional comments or elaborate on any of the questions above:					
Thank you for participating and providing your feedback! At the conclusion of the pilot, you will have another opportunity to provide feedback.					

We hope that your experience in joining UNLV has been satisfying to date. We are concluding our Peer Connections pilot program and ask that you take a few minutes to complete this confidential evaluation so that we may determine program effectiveness and needed enhancements.

**PEER CONNECTIONS PROGRAM  
CONCLUSION EVALUATION BY NEW HIRE**

Name (optional):					
<b>Description/Identification of Survey Item</b>	Assign a rating of '1' through '5' to describe your level of agreement. <b>Scale</b>				
	<b>1 = Strongly disagree</b> <b>2 = Disagree</b> <b>3 = Neither agree nor disagree</b> <b>4 = Agree</b> <b>5 = Strongly agree</b>				
	1	2	3	4	5
1. My Peer Guide was available to answer my questions and provide information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The information provided by my Peer Guide was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I felt comfortable asking my Peer Guide questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I felt I benefited by having a Peer Guide assigned to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The approximate time I spent on a weekly basis interacting with my Peer Guide was:					
6. Examples of the types of information I requested from my Peer Guide (please list):					
7. I recommend the following changes to the Peer Connections Program:					
8. Please provide additional comments or elaborate on any of the questions above:					
Thank you for participating and providing your feedback!					



**OFFICE OF EXECUTIVE VICE PRESIDENT & PROVOST**

**New Employee Onboarding**

**RESPONSIBLE ADMINISTRATOR:** DIANE Z. CHASE  
**RESPONSIBLE OFFICE(S):** EXECUTIVE VICE PRESIDENT & PROVOST  
 SENIOR VICE PRESIDENT FOR FINANCE & BUSINESS  
**ORIGINALLY ISSUED:** APRIL 01, 2017  
**APPROVALS:** APPROVED BY:

\_\_\_\_\_  
*Name and title of approver*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Diane Z. Chase, Executive Vice President & Provost*

\_\_\_\_\_  
*Date*

(The above line can be deleted or changed based on the policy)

APPROVED BY THE PRESIDENT:

\_\_\_\_\_  
*Len Jessup*

\_\_\_\_\_  
*Date*

**REVISION DATE:** NA

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**STATEMENT OF PURPOSE**

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The purpose of this policy is to:

- Describe the general guidelines for assimilating new team members into the campus community along with assisting managers as they orient the new employee to the department and assess the new employee's proficiency to perform his/her specified duties.
  - Familiarize new employees as well as rehires and returning retirees with UNLV's history, mission, vision, core values, institutional policies and procedures, safety issues, and quality/service expectations in order to increase new employee productivity, by familiarizing them on the university's culture and how to navigate the university system.
  - Improve retention rates of new employees within all employee groups by providing the wide array of information that employees need to feel engaged, successful, and connected to the university community. Successful use this program will reduce time spent rehiring and retraining, leading to a reduction of downtime costs and an increase in overall productivity.
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**ENTITIES AFFECTED BY THIS POLICY**

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The entities affected by this policy include all newly hired university employees including employees experiencing significant job status changes such as, transfer, or reclassification.

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**WHO SHOULD READ THIS POLICY**

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- Deans, Directors, and Department Heads
- Unit and Hiring Managers
- Any employee associated with the recruitment, hiring and onboarding of a new university employee

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**POLICY**

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It is the Policy of the University of Nevada, Las Vegas to support new employees in their successful transition to our workplace, as well as to support the university's need to quickly enable new employees to achieve high levels of proficiency. In part, successful transitioning requires an onboarding program that engages each new employee beginning with the acceptance of the university job offer, and continuing through the entire first year of employment.

Onboarding is an investment in employee retention and productivity. Immediate supervisors and managers play a critical role in planning and implementing the onboarding process. Often, employees feel a stronger connection to the organization, their direct team and the university as a whole when properly engaged. As a result, these employees are more successful contributors. Onboarding is a shared responsibility with activities managed by the hiring department/faculty, Human Resources and Office of the Vice Provost for Faculty Affairs.

The Human Resources department supports campus onboarding efforts by:

- Administering the New Employee Onboarding Policy and evaluation process for the university's onboarding efforts as well as serving as the campus expert for onboarding activities.
  - Providing onboarding program training required by this policy as well as training for specific onboarding topics.
  - Developing and maintaining an onboarding toolkit that meets the needs of all types of employees to include sample communication templates, onboarding checklists, conversation guides, and other information.
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- Maintaining online resources to support the campus community in developing, implementing and sustaining effective onboarding programs.
- Evaluating the effectiveness of the onboarding efforts by administering a survey to all new employees of the University. The collection and analysis of feedback from new employees about their onboarding experience will inform and encourage program enhancements and additional training and support resources.
- Ensuring that all new hires from each college, school, division, and unit to new an onboarding program that in accordance with the information provided by human resources.

Divisional Responsibilities include:

- Develop, implementing, monitoring and maintaining a documented onboarding program for all new employees in its division and consulting the Human Resources department when needed.
- In addition to following the guidelines provided by Human Resources units are allowed the flexibility to develop customized onboarding programs, as well as delegate content creation to units, to best meet the needs of their particular environments.
- Ensure that the employees provide the requested feedback and evaluation of the onboarding program to human resources to include onboarding document control and retention programs in the division

Departmental Responsibilities Include:

- Designating an onboarding coordinator who has accountability for initiating activities for each new hire in the unit. If the unit has multiple programs that are delegated to college/departments, an onboarding coordinator must be designated for each program.

Hiring Manager's/Onboarding Coordinator Responsibilities include:

- Ensuring the new hire has what new employee needs to be productive.
  - Understanding the onboarding program and prepares for the employee's arrival before the employee's first day. The onboarding coordinator should act as, or designate, an onboarding contact for each new hire.
  - Communicating the contact's information to the new hire after they accepts the job offer but before the start date.
  - The onboarding coordinator and is the single connection is supposed resource for the new hire to ask questions about any onboarding activity.
  - Meeting with the new hires to review department and position specific expectations and requirements.
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- Working with the newly hired employee to ensure they complete the onboarding checklist within 30 calendar days to document completion of departmental orientation.
- Selecting a sponsor/peer guide, briefing the existing work group about the new member, securing appropriate resources, etc.
- Ensuring the employee has been assigned a peer partner. Exceptions to this requirement will be made in consultation with the Human Resources and the Onboarding Coordinator.

Peer Partners Responsibilities Include:

- Welcoming the new hire, making introductions to colleagues, helping to understand and navigate the culture of the university
- In addition a peer partner also, serves as a resource to answer or refer specific questions, and checking in frequently with the new hire.

The New Employees Responsibilities Include:

- Participates in the onboarding process in a timely and constructive manner.

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**RELATED DOCUMENTS**

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HR Toolkit

Peer Connections Program

BOR Policies?

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**CONTACTS**

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Human Resources

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**DEFINITIONS**

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**Competency:** The knowledge and skills required to meet performance expectations for a specific position.

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**Orientation Checklist:** A list of institutional and departmental topics the manager uses during the employee's first year at the university to assess and document the employee's Competency to perform specified duties.

**Onboarding:** A strategic process of bringing a new employee to the organization and providing information, training, mentoring and coaching throughout the transition.

**Orientation:** a component of onboarding that introduces a new hire to her/his new employment and environment. Orientation is a short-term activity or series of activities that typically takes place in the first week of employment.



**OFFICE OF EXECUTIVE VICE PRESIDENT & PROVOST**

**New Employee Onboarding**

**RESPONSIBLE ADMINISTRATOR:** DIANE Z. CHASE  
**RESPONSIBLE OFFICE(S):** EXECUTIVE VICE PRESIDENT & PROVOST  
 SENIOR VICE PRESIDENT FOR FINANCE & BUSINESS  
**ORIGINALLY ISSUED:** APRIL 01, 2017  
**APPROVALS:** APPROVED BY:

\_\_\_\_\_  
*Name and title of approver* *Date*

\_\_\_\_\_  
*Diane Z. Chase, Executive Vice President & Provost* *Date*

(The above line can be deleted or changed based on the policy)

APPROVED BY THE PRESIDENT:

\_\_\_\_\_  
*Len Jessup* *Date*

**REVISION DATE:** NA

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**STATEMENT OF PURPOSE**

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The purpose of this policy is to:

- Describe the general guidelines for assimilating new team members into the campus community along with assisting managers as they orient the new employee to the department and assess the new employee's proficiency to perform his/her specified duties.
  - Familiarize new employees as well as rehires and returning retirees with UNLV's history, mission, vision, core values, institutional policies and procedures, safety issues, and quality/service expectations in order to increase new employee productivity, by familiarizing them on the university's culture and how to navigate the university system.
  - Improve retention rates of new employees within all employee groups by providing the wide array of information that employees need to feel engaged, successful, and connected to the university community. Successful use this program will reduce time spent rehiring and retraining, leading to a reduction of downtime costs and an increase in overall productivity.
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**ENTITIES AFFECTED BY THIS POLICY**

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The entities affected by this policy include all newly hired university employees including employees experiencing significant job status changes such as, transfer, or reclassification.

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**WHO SHOULD READ THIS POLICY**

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- Deans, Directors, and Department Heads
- Unit and Hiring Managers
- Any employee associated with the recruitment, hiring and onboarding of a new university employee

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**POLICY**

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It is the Policy of the University of Nevada, Las Vegas to support new employees in their successful transition to our workplace, as well as to support the university’s need to quickly enable new employees to achieve high levels of proficiency. In part, successful transitioning requires an onboarding program that engages each new employee beginning with the acceptance of the university job offer, and continuing through the entire first year of employment.

Onboarding is an investment in employee retention and productivity. Immediate supervisors and managers play a critical role in planning and implementing the onboarding process. Often, employees feel a stronger connection to the organization, their direct team and the university as a whole when properly engaged. As a result, these employees are more successful contributors. Onboarding is a shared responsibility with activities managed by the hiring department/faculty, Human Resources and Office of the Vice Provost for Faculty Affairs.

Adherence to the Human Resources designed and provided onboarding program in accordance with the procedures outlined is mandatory for all new staff and those who have been rehired. Following the required training will provide best practices and ensure division/department programs meet the required elements outlined in this policy.

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**RELATED DOCUMENTS**

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HR Toolkit

Peer Connections Program

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BOR Policies?

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**PROCEDURES**

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The Human Resources department supports campus onboarding efforts by:

- Administering the New Employee Onboarding Policy and evaluation process for the university's onboarding efforts as well as serving as the campus expert for onboarding activities.
  - Providing onboarding program training required by this policy as well as training for specific onboarding topics.
  - Developing and maintaining an onboarding toolkit that meets the needs of all types of employees to include sample communication templates, onboarding checklists, conversation guides, and other information.
  - Maintaining online resources to support the campus community in developing, implementing and sustaining effective onboarding programs.
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- Evaluating the effectiveness of the onboarding efforts by administering a survey to all new employees of the University. The collection and analysis of feedback from new employees about their onboarding experience will inform and encourage program enhancements and additional training and support resources.
- Ensuring that all new hires from each college, school, division, and unit to new an onboarding program that in accordance with the information provided by human resources.

Divisional Responsibilities include:

- Develop, implementing, monitoring and maintaining a documented onboarding program for all new employees in its division and consulting the Human Resources department when needed.
- In addition to following the guidelines provided by Human Resources units are allowed the flexibility to develop customized onboarding programs, as well as delegate content creation to units, to best meet the needs of their particular environments.
- Ensure that the employees provide the requested feedback and evaluation of the onboarding program to human resources to include onboarding document control and retention programs in the division

Departmental Responsibilities Include:

- Designating an onboarding coordinator who has accountability for initiating activities for each new hire in the unit. If the unit has multiple programs that are delegated to college/departments, an onboarding coordinator must be designated for each program.

Hiring Manager's/Onboarding Coordinator Responsibilities include:

- Ensuring the new hire has what new employee needs to be productive.
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