



**MESSIAH
COLLEGE™**

OFFICE OF THE PROVOST

Faculty Recruitment Toolkit



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Dear Colleagues:

Messiah College's future success rests in our ability to attract and retain highly qualified and committed educators. This collection of resources is designed to prepare Search Committees to conduct successful searches that include well-qualified, diverse candidates. We offer it to our Search Committees so that they can be proactive and engaged in a purposeful recruiting process.

In order to meet the expectations of our mission statement and strategic plan, offer the best possible education and prepare students to serve and lead as global citizens, Messiah College must offer an educational experience within the context of a diverse community. Because offering opportunities to experience the world from many perspectives is critical to who we are and what we do, we ask each Search Committee to carefully review this toolkit in order to enhance each search.

Sincerely

Kim S. Phipps
President

Randall G. Basinger
Provost

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Introduction

Messiah College strives to recruit and retain excellent faculty who support the mission of the College. This calls for an intentional process that attracts highly qualified applicants and, in the end, leads to successful hires. To better prepare our students to be global citizens and servant leaders, Messiah College's strategic plan calls for the creation of a diverse and inclusive workforce in order to deliver the promise of Messiah College's educational mission in the 21st century. An important step in this direction is the recruitment of faculty that reflects all aspects of diversity (racial, gender, ethnic, socioeconomic, denominational, disability and experience). This recruitment toolkit is designed to help meet these goals through the recruitment of faculty from under-represented populations and to guarantee that all hires can demonstrate intercultural competencies.

When hiring new faculty, search committees must be aware of and comply with the College's priorities, goals, policies and guidelines as it relates to hiring. Search Committees must work very closely with the Office of Human Resources & Compliance and their School Deans under the general oversight of the Provost. This toolkit is designed to guide the search process so that each search is conducted with an awareness of the importance of diversity and inclusion while recruiting faculty of excellent talent.

The College defines a successful search as one that yields an excellent hire through an active and engaging process that attracts a diverse pool of strong, qualified candidates. This toolkit provides resources, guidelines and practical suggestions for delivering a successful search.

PeopleAdmin: Applicant-Tracking Software

The Office of Human Resources & Compliance has implemented a software called PeopleAdmin to streamline the position management, recruitment, and hiring processes across campus. This software benefits applicants, supervisors and hiring managers, search committees, and upper-level approvers in different ways. To learn more about PeopleAdmin or to begin the process of gaining approval for and recruiting for a position, please visit the Human Resources & Compliance website (<http://www.messiah.edu/hrc>). PeopleAdmin user guides can be accessed by visiting the "Supervisors" section of the website and then clicking on "Hiring Protocols" from the menu on the left. User guides can also be accessed via this direct link: http://www.messiah.edu/info/20589/supervisors/1009/hiring_protocols. If after reviewing these user guides you have further questions about the PeopleAdmin system or recruitment process, please contact the Office of Human Resources & Compliance at ext. 5300.

Recruitment Toolkit for Term-Tenure Track and Clinical Track Faculty

Recruitment Process

Step 1 – Approval/authorization for a new hire

- A. All new hires will go through a prioritization process.
- B. All positions must be routed through the PeopleAdmin system to obtain the proper approvals. To log in to PeopleAdmin, either select “Jobs.messiah.edu” from the Employee Quicklinks menu on MCSquare or go directly to <https://jobs.messiah.edu/hr>. You will be presented with a log in page where you must select the link for SSO (single sign on) Authentication and enter your Messiah username and password. Based on your credentials, the system determines your level of access to data and permissions to perform work in the application. If you find that you require additional roles or specific access to data, please contact the Office of Human Resources & Compliance who will review and may revise your user roles and permissions in the system.
- C. No later than June of each year, the Provost’s Cabinet – following the established approval process -- will determine a list of potential hires for the next year.
- D. In July of each year, the Provost’s Cabinet will review the list in light of a pre-established set of hiring prioritization criteria and prioritize the list. The curricular/disciplinary focus of the position will be clearly spelled out. This curricular/disciplinary focus will be assumed throughout the prioritization process.
- E. By August, the Provost takes the prioritization recommendation to the President who, given budget realities and the prioritization recommendation, approves a specific number of searches for the following academic year.
- F. The Provost will inform the appropriate School Dean of the President’s decision and the hiring process begins.

Step 2 –Creating a New Faculty Posting for Hiring (New or Open Position)

- A. Through the approval process, the basic nature of the approved hire, (e.g., disciplinary focus, approved rank, and other distinct aspects of this hire necessary for the initial posting of the position) should have been established. The School Dean will determine whether any more department deliberation is required before the initial posting.
- B. The Department or Search Committee Chair in consultation with the School Dean will develop the posting by completing all posting details. For detailed instructions on how to prepare and route the posting, please see the Faculty User Guide: http://www.messiah.edu/info/20589/supervisors/1009/hiring_protocols.
 1. Our aim is to inform potential applicants of the program’s genuine interest in them and the expertise they bring to Messiah College in helping to provide academic excellence in a diverse environment.
 2. The posting shall convey Messiah College’s commitments to excellence and diversity as well as any specific statement a department may have related to diversity and inclusion as well as a requirement that speaks to robust intercultural competency. For example, “Messiah College is committed to increasing the diversity of the College community. Candidates who can contribute to this goal are encouraged to apply and to identify their strengths or experiences in these areas.”

3. Develop language in the posting that conveys an interest in the contributions that candidates can make and the impact their work can have on the overall training and goals of the department. Develop language that conveys an appreciation of how the candidate's skills will contribute to the attainment of personal, departmental and institutional goals.

Step 3 – Advertising/Recruitment Strategies

- A. Once the posting has been approved by the appropriate approvers in PeopleAdmin, Human Resources will move forward with advertising via the advertising sources indicated in the posting. The Dean's assistant or department administrative assistant is responsible for sending a position announcement, in Word, to Human Resources for use in outside advertising.
All advertising will be completed by Human Resources.
- B. Each term-tenure track position will be advertised on the following websites: Messiah College, CCCU, Chronicle of Higher Education and Higherjobs.com. Each position will also be advertised on the following diversity sites: *The Hispanic Outlook in Higher Education, Diverse Issues in Higher Education, Women in Higher Education, HBCU Connect (Historically Black College and Universities)*. You may add additional advertising venues as deemed appropriate, especially with an eye on diversity [See **Resources** at the end of this document].
- C. Cultivating quality candidates may be accomplished through both advertising and networking. This includes making and leveraging contacts with alumni, individuals in other institutions and professional organizations. This is ongoing (even when there are no openings) and involves activity that often pays off in the future as it relates to securing excellent candidates.
- D. Incorporating Recruitment Strategies to Attract Candidates from under-represented groups
 - Work centered around developing a posting that conveys the value of diversity within a program is lost if similar attention is not given to where the position is advertised or announced to help increase or expand the pool of under-represented candidates applying. Traditional methods of posting job announcements are limited in their ability to attract under-represented candidates.
 - When working to recruit a diverse pool of highly qualified candidates, recruitment strategies must be more aggressive than circulating an advertisement and waiting for candidates to submit their application materials.
 - Working with the Office of Human Resources & Compliance to develop a targeted posting strategy is an effective way to reach a broader audience [See **Resources**]. Examples would include the following:
 - a. Requesting placement of advertisements in diversity periodicals, websites and/or other communications.
 - b. Writing to ethnic minority caucus groups that may have a network of professionals within their organization.
 - c. Contacting local and statewide field-specific associations to secure a list of ethnic minority members.
 - d. Contacting corporations as well as professional and social organizations that publish newsletters and or communications that include job announcements.
- E. The Office of Human Resources & Compliance will incorporate information that may make the position particularly attractive for potential under-represented hires.
 - Proximity and access to large metropolitan areas such as Philadelphia, Baltimore, Washington, DC, New York City, etc.

F. Additional actions to include in the process:

- Recruiting via personal contact and referral is one of the most effective ways to reach a diverse candidate pool.
- Writing directly to colleagues or acquaintances to request nominations of under-represented candidates.
- Contacting churches that might list job announcements in bulletins or announce them to the congregation.
- Meeting with groups during national/regional conferences, i.e., business meetings, social hours and informal gatherings of memberships.
- Under-represented individuals who have received grants and/or professional recognition can serve as excellent resource persons for referrals.
- Contacting the appropriate consortiums for a position listing on the e-mail Network for example, <http://www.indigenoupeople.net/mclr/related.htm>.
- Becoming active on boards and committees outside of the College that represent diverse groups.
- Volunteering – in order to gain more insight and strategic positioning, volunteer some time with a Community Based Organization (CBO).
- Ensure interviewing locations are accessible.

Step 4 – Establishing and Orienting a Search Committee

- A. The School Dean and Department Chair or Program Director will designate three to four individuals and designate a chair to serve as a search committee. In some instances, the entire department will serve as the Search Committee. In most cases, the Department Chair or Program Director will serve as Chair of the Search Committee; however, this is not a requirement. The names of the search committee members must be entered in <https://jobs.messiah.edu/hr> at the same time as you set up the posting.
- B. In order to provide additional perspective to the search, inclusion of colleagues outside the department is expected. When a colleague from outside the department is used, their Department Chair, Program Director, or supervisor must be contacted for approval.
- C. The Search Committee will typically meet with the School Dean and a representative from Human Resources & Compliance at the outset of the search for an orientation to explain the functions and responsibilities of the Search Committee and search protocols. The Search Committee Chair or Program Director will maintain regular contact with the School Dean throughout the search.

Step 5 – Understanding and Defining the Hiring Criteria

Through the careful consideration of the faculty posting and the intentional development of hiring criteria, the Search Committee, in dialog with the School Dean, identifies the important and unique characteristics and qualifications of desired candidates in order to better assess those candidates who may be invited for on-campus interviews.

- A. The *faculty posting* establishes the institutional need to hire. The Search Committee must acknowledge and consider the relevant qualifications for the curricular and disciplinary focus of the position that were established when the position was approved. It is important to note that the curricular and disciplinary focus of the position must be specific enough to cover the course FTE related to this approved position, while at the same time being consistent with the broad responsibilities that are associated with teaching at the College. Search committees should consider the following:
1. What degree(s) and field(s) of expertise are appropriate for meeting the curricular needs of the department?

2. What courses should this hire teach? What courses need to be developed?
 3. What sort of flexibility do we have in assigning courses? What courses could be moved around so as to give the department some flexibility in hiring?
- B. The *hiring criteria* determine whom we hire to meet that need. The Search Committee must identify hiring criteria in three distinct areas.
1. First, the Search Committee must recognize and identify those characteristics that all candidates, regardless of the department, must bring to the College:
 - a. Theological/mission fit – What is important to the College in terms of demonstrating a fit with the unique Christian mission and embracing identity of the College?
 - b. Potential for excellence in teaching, scholarship and service – What best practices does the department want to see in the candidate’s experience?
 - c. An interest and ability to bring intercultural competencies to teaching, scholarship and institutional service – What sort of intercultural competencies are most critical to successfully engaging students in the department?
 2. Second, the Search Committee must identify characteristics for the position that are specific to the department. At this point, compositional factors relating to ethnicity, gender and theological perspective should be identified as well as other department-specific needs such as department or program leadership. When developing the hiring criteria, it is important for members of the Search Committee to remember that there is often a tendency toward the comfort of homogeneity; however, considering candidates who are different involves more expanded and innovative ways of thinking about faculty positions and the required hiring criteria. As such, Search Committee members need to discuss how to avoid simply hiring for similarity. For example:
 - a. What diversity gaps exist within the department?
 - b. In what ways could the hire for this position address department weaknesses?
 - c. What candidate qualities would complement the current department?
 3. Third, the Search Committee must take into consideration characteristics for faculty positions that are specific to the School and College as a whole and embedded in the School’s and College’s vision and strategic planning. This is the time for the Committee to identify and consider compositional factors relating to diversity. In accordance with the Diversity Plan, diversity is understood as a broad and evolving concept defined as the presence and participation of people who differ by age, race, ethnicity, gender, national origin, religious tradition, socioeconomic background, disability status, and other expressions that reflect the human condition. The inclusion of a diverse faculty is a critical component of the College achieving our educational mission of preparing our students to be global citizens and strong leaders.
- C. The two main guidelines for further developing the hiring criteria are: (a) be clear and specific and (b) consider carefully how the criteria can be nuanced to allow for varied backgrounds and experiences. Hiring criteria that are unclear and/or markedly inflexible increase the risk that an excellent candidate and particularly an excellent under-represented candidate will be eliminated for various undefined reasons, such as that he/she was “not qualified.” On the other hand, identifying flexibility in the hiring criteria is part of understanding and valuing diversity and it creates the opportunity for attracting under-represented applicants who can make significant contributions.
- D. The School Dean works with the Search Committee to develop the hiring criteria, gives final approval of the hiring criteria and reports the final hiring criteria to the Provost (see **Attachments A-A-2**).

Step 6 – Viewing Applicants and Selecting the Top Candidates

- A. After the posting is approved, applicants will apply for the position via the online applicant portal, Jobs.messiah.edu. Candidates' completed application materials can be reviewed and evaluated by the search committee immediately and at any time via the PeopleAdmin system. The search committee should initially identify all candidates who meet the minimum standards of the position description and posting, e.g., a degree in a specific field, a certain number of years of relevant experience, or a specific skillset.
- B. The hiring criteria should be used for the initial evaluation of all candidates by the Search Committee to determine whether the candidate should be vetted for a prescreening interview. Additionally, the hiring criteria should be used for the on-campus interview (coupled with the targeted interview questions) with the Search Committee.
- C. Candidates that meet the hiring criteria should then be identified, taking into account "pluses" such as those who come from strong doctoral programs, multidisciplinary training, promising scholarly agenda, have robust and germane experience embracing diversity and have inclusive Christian faith commitments. The contribution to the diversity goals of the College in these areas is to be taken into account when drawing up the final list of candidates.
- D. In order to narrow the pool to the top five candidates, the Search Committee should prescreen applicants to determine whether the candidate does in fact meet the characteristics that the Search Committee has identified in the hiring criteria. The Search Committee may wish to take advantage of prescreening interviews at professional conferences, via Skype, or via InterviewStream (contact Human Resources to utilize this on-line software).
- E. The School Dean will review these files to ensure that candidates meet both the qualifications in the position announcement and the hiring criteria. In particular, the School Dean will determine whether hiring criteria related to department, school and College-wide priorities are sufficiently addressed. If the School Dean is not satisfied with the identified pool of five candidates, the School Dean will explain his/her position to the Search Committee either by meeting with the Search Committee or in writing. The Search Committee is then responsible for providing the School Dean with a revised pool.
- F. If the School Dean is satisfied with the identified pool of five candidates, the Search Committee will identify two or three finalists who will be invited for an on-campus interview. All finalists must have been prescreened prior to an on-campus interview.
- G. If the School Dean is not satisfied with the finalists, the School Dean will explain his/her position to the Search Committee either by meeting with the Search Committee or in writing. The Search Committee is then responsible for providing the School Dean with a revised set of finalists. Once the School Dean approves the finalists, the process for on-campus interview will begin.
- H. The Search Committee is charged with conducting a fair and equitable search using best practices identified in this toolkit. Failure of the Search Committee to recruit and fairly evaluate a diverse pool of candidates may jeopardize the search. The School Dean has the authority to challenge the Committee's finalists and, if necessary, request that the Search Committee reconvene the search.

Step 7 –Preparing for On-Campus Interviews

- A. After the School Dean has approved up to three candidates for on-campus interviews, the Search Committee Chair is responsible for contacting candidates to be interviewed. An interview date should be established by the School Dean in consultation with the Search Committee Chair and the candidate. The Search Committee Chair should work with the School Dean's Assistant to coordinate travel and housing arrangements with the candidate. Travel and housing arrangement expenses will be charged to a recruitment account in the Office of the Provost (Account 2717-6202).
- B. In order to assure a productive interview process, the Search Committee should identify consistent interview questions. (See Targeted Interview Questions and Candidate Response Indicator, **Attachments B/B-2 and C/C-2**). Please note the Interview Protocols (see **Attachment D**).
- C. The Search Committee Chair, in consultation with the School Dean, will establish the interview schedule for the candidate's on-campus interview (see **Attachment H**). The interview schedule format should be consistent for all candidates applying for the same position.
1. The following components should be included in the interview schedules:
 - Meetings with School Dean (30 minutes at beginning of visit, one hour at the end). The School Dean's initial meeting with the candidate will focus on the College's mission and values including institutional priorities relating to diversity. In the concluding interview, the School Dean will review the visit and discuss Messiah College's promotion and term-tenure policies and salary.
 - Meet with the Provost who will focus on institutional fit (30 minutes). If the Provost has reservations about the candidate, these reservations will be communicated to the School Dean and the Search Committee Chair with the precise nature of the reservations.
 - Meet with the Benefits Manager in the Office of Human Resources & Compliance (30 minutes).
 - Meet with department faculty members (and the Search Committee).
 - Meet with the Assistant Dean of General Education and Common Learning (if potential exists to teach general education) .
 - Teaching presentation designed for students (and evaluated by students, faculty and the School Dean [or Director of Faculty Development at the School Dean's request])
 - Prior to coming to campus, candidates should be given the opportunity to have an open appointment where they could select from a list: Examples: Vice Provost/Dean of Students, Associate Provost, Special Assistant to the President and Provost for Diversity Affairs, Early Learning Center, Office of Disability Services or another faculty representative.
 - Evaluation Forms should be provided for each candidate.
 - Other suggestions include: scholarly presentation, campus tour, community tour, attendance at Chapel, or other campus activities.
 2. Suggested hospitality guidelines:
 - Breakfast/Lunch with department (interview day), \$60-\$75
 - Dinner (6-8 people), \$150
 - Breakfast for candidate/host (day of departure), \$10-\$15
 - Dinner for candidate/host (day prior to interview), \$50-60
 - Students

- D. The School Dean's/Department Chair's administrative assistant is responsible to contact relevant individuals concerning the schedule, reserve meeting rooms, etc. The School Dean will forward a copy of the faculty employment application and curriculum vitae at least one day prior to the interview to the Provost.

Step 8 – Conducting On-Campus Interviews

Preparing for the on-campus visit: In discussions with a candidate, it is important to learn the correct pronunciation of the candidate's name and to similarly prepare those conducting the interview. Preparations also include, prompting/reminding those that will be interviewing to create a spirit of warm hospitality during the interview process and ensuring that each interviewer is aware of and anticipating the candidate's needs during the interview (for example, providing bottled water and offering restroom breaks). It is paramount that everyone honors the interview schedule to avoid inadvertently conveying disrespect by arriving late or leaving early from the interview. Ensure that the candidate is made to feel as comfortable as possible during all phases of the interview. Make introductions, give directions, make time for questions and assist in transitioning the candidate to the next meeting point/point person.

- A. Materials highlighting Messiah College and the department's activities and key information should be sent to candidates in advance. These materials could include the "Messiah College Fact Book," "Quick Facts about Messiah," etc. Resource information might include:
- Enrollment figures of the campus at large
 - Number of undergraduate and graduate majors in a particular field, designated by ethnicity
 - Number of students receiving services from Office of Disability Services (ODS)
 - Number of students graduating
 - Mission statement of the program

If the candidate is from "out of town" and has family or friends in the location of the institution, planners may arrange for the candidate to visit with them after the formal visit, as that might increase the attractiveness of the position.

For national searches Search Committees must allow time for candidates to examine aspects of relocation during the recruitment visit.

Step 9 – Keeping Candidates Warm

The most successful Search Committees consider recruitment ongoing and do not engage in one-shot recruiting invitations to a campus. When seeking to hire strong candidates, and especially strong under-represented candidates, an ongoing approach may make the difference between a successful hire and a failed search. Therefore, committees should look for as many opportunities as possible to maintain contact with the candidates. Ongoing contacts help erode a potential candidate's false assumptions of not being valued, allow for a natural flow of communication to develop and help to express the genuine interest Messiah College has for the candidate.

Also, consider communication from members of the College community, ranging from President to faculty and students, who express enthusiasm for the candidate. If an under-represented individual has been identified as a potential applicant before the formal search process begins, continued contacts are important to maintain his/her interest in the position, as well as to maintain a strong department and faculty interest in the candidate.

Step 10 –Identifying the Final Candidate, Reference Checks and Credential Checks

- A. After the on-campus interviews, the Search Committee will meet to review the evaluations of the finalists. After a discussion of the visit and a review of the evaluations, the Search Committee will identify the top candidate from the list of finalists.
- B. In keeping with the responsibility of hiring the most qualified individual for your open position, it is essential to check appropriate references and for the Dean’s Assistant to verify the final candidate’s academic credentials via the **National Student Clearinghouse** (see **Attachment E**). Letters of reference included in the application materials are not sufficient for references. It is the responsibility of the Search Committee Chair (or designee) to conduct reference calls. The content of reference calls must be documented. Questions that are illegal to ask in an interview are also illegal to ask of a reference (see **Attachment F**). Prior to making any offer, Dean’s assistants should make contact with the National Student Clearinghouse to verify the final candidate’s latest or terminal degree.

REMINDER: When checking references, please note that many organizations maintain policies of providing only the date of employment and last position held. Do not ask for subjective information or information that could be considered discriminatory; if information of this type is offered, ignore it.

- C. Once the reference and academic credential checks are complete, the Search Committee will make a hiring recommendation to the department. The Search Committee Chair will communicate the department’s recommendation to the School Dean. This is done through the “Start Hiring Proposal” function in PeopleAdmin. Please see the Faculty User Guide found on the Human Resources & Compliance website to learn the steps for starting a hiring proposal (see the introductory page of the Toolkit for instructions on how to access all user guides). The top candidate should be moved forward in the PeopleAdmin workflow by initiating a hiring proposal for that applicant.
- D. After consulting with the Search Committee Chair, the School Dean will bring his/her recommendation to the Provost. If the School Dean’s recommendation is different from the department’s, the School Dean will explain his/her position to the department either by meeting with the department or in writing. The School Dean will also take the department’s written recommendation to the Provost.
- E. The Provost will make the final approval of the hire. If the Provost’s decision differs from the School Dean’s and/or the department’s recommendation, the Provost will explain his/her position to the appropriate parties either by meeting with them or in writing.

Step 11 –Preparing an Offer Letter and Background Check

- A. Before an offer is issued, the School Dean will submit a draft of the offer letter (see **Attachments I/I-2**) to the Provost with a copy to the Executive Administrator to the Office of the Provost.
- B. Upon approval by the Provost, the School Dean will contact the candidate by telephone and offer the position. If the offer is accepted, the School Dean will send the offer letter immediately following the telephone conversation.
- C. The School Dean will keep the Search Committee Chair and the Provost informed of the status of negotiations.

- D. Once the position is accepted, Human Resources will complete the additional items on the hiring proposal and will move the status to “Hired” and the position’s status to “Filled” in the PeopleAdmin system. If the Department Chair or Dean would like automated “no thank you” e-mails sent to unsuccessful candidates who were not prescreened or interviewed, they should mark each applicant “not selected, send e-mail.”
- E. The Search Committee Chair will contact, via e-mail, the unsuccessful candidates who were prescreened and/or had on-campus interviews by sending personalized “No Thank You” letters (see **Attachments L through L-3**) informing them that the position has been filled.
- F. Upon hire, a successful three-point background check is required for all new-hires. See Attachment **M**.

Step 12 – Follow-up Responsibilities

All faculty appointments are approved by the Board of Trustees usually at the May Board meeting.

A. *School Dean’s Office*

1. When the signed offer letter is received, the original should be sent to the Office of the Provost. The Office of the Provost will submit the New Employee Information Form along with a copy of the Faculty Employment Application to the Office of Human Resources & Compliance. The Office of Human Resources & Compliance will conduct the criminal background and credential checks on the finalist.
2. **Housing.** Information about local realtors can be found online through our Relocation Packet: http://www.messiah.edu/documents/hr/relocation_info/relocation_packet.pdf.
3. After receiving the signed Offer Letter the Welcome Letter should be sent (See **Attachments J**).

B. *Office of the Provost*

1. By June 1, issue a Faculty Contract (includes faculty load information along with payroll information and forms)
2. Convocation Regalia (Daisy Anderson on behalf of the Office of the Provost)

C. *Human Resources*

1. Relocation Policy (see Messiah College *Policy and Procedure Manual* Section 3.21.02). **New faculty should work directly with the Assistant Director of Human Resources/Manager of Employment and Recruiting Services.**
2. The Office of Human Resources & Compliance will send notification to the following offices of faculty hire:
 - ITS notification for computer needs
 - Receptionist
 - Educational Space Coordinator

D. *Educational Space Coordinator*

1. Work with School Dean on Office Assignment
2. Door name tag
3. Office furniture

E. *Director of Faculty Development*

1. Will provide the following:
 - Community of Educators Handbook
 - Samples of “Professor in the Classroom” pamphlets
 - Short bibliography of references on college teaching
2. Notification of New Faculty Orientation
 - Dates in August
 - Orientation materials

- Explanation of Provost's Seminar
- F. Department Chair/Department Chair Administrative Assistant
1. New employees must meet with a member of the Human Resources & Compliance Staff on their first day of employment to complete initial paperwork. Please call (ext. 5300) to schedule this appointment in advance of the new employee's first day. New employees must bring identification and verification of eligibility for employment with them to Human Resources. The types of information that are acceptable can be accessed by clicking on <http://www.messiah.edu/documents/hr/forms/I-9.pdf>.
 2. Order Office Keys – Responsible: Department Chair
 3. First Day/Week on the Job – Responsible: Department Chair
 - Welcome
 - Tour employee's assigned work place and building, introduce to other Department members
 - Point out restrooms, refreshment and break areas
 - Distribute keys
 - Have lunch with new employee
 - Orientation to the Department by reviewing the organizational chart and explain its relationship to the College
 - Review Department-specific policies and procedures with respect to:
 - Telephone, e-mail use
 - Office organization (files, supplies, etc.)
 - Office resources (directories, manuals, staff listing, Material Safety Data Sheets)
 - ID
 - Parking Permit
 - Assistance with book orders to bookstore
 - Purchasing
 - Travel
 - Learning Technology Services (LTS)
 - Department meetings
 - Office supplies
 - Invitation to participate in summer planning activities
 - Sample syllabi for some Department courses
 - Job assistance for employee's spouse
 - Funds for Student Mentoring

Acknowledgements

This Toolkit reflects the input and professional advice of many people at the University of Florida and has been used with permission by the Provost's Office of the University of Florida.

Portions of this Toolkit are compiled, excerpted or adapted from external sources to reflect recommended standards and practices at Messiah College. These resources include:

University of Wisconsin-Madison, Search Handbook, 1998,

<http://wiseli.engr.wisc.edu/docs/SearchBook.pdf>

University of Washington-Seattle, Presidential Summit Faculty Recruitment Toolkit, 2001, <http://www.ucop.edu/pressummit/toolkit.pdf>

University of Michigan, Faculty Recruitment Handbook, 2009-10,

<http://www.umich.edu/~advproj/handbook.pdf>

Virginia Commonwealth University

Strategies for Successfully Recruiting a Diverse Faculty

<http://www.vcu.edu/eoaa/pdfs/recruitstrat.pdf>

Other resources include:

CUPA Interview Guide for Supervisors 5th Edition, Revised and updated by Mary Ann Wersch

Personnel/HR Assistant Seminar from Council on Education in Management, 1999 Institute for International Research

Graystone Advertising Group

Resources

Discipline-based Organizations

An extensive list of advertising resources has been compiled based on disciplines (majors) at Messiah College. Organization name, as well as, links to websites and contact information is provided for each separate organization within the specified discipline.

ACCOUNTING/FINANCE

National Association of Black Accountants, Inc. (NABA) - <http://www.nabainc.org/> ,

Today, through the efforts of NABA and other interested groups, there are now over 200,000 African-Americans participating in the field of accounting, of which over 5,000 are CPAs. As a leader in the business community, NABA continues to create opportunities for the purpose of enlarging the pipeline of African-Americans into every level of accounting, finance, business, and IT.

National Association of Black Actuaries- <http://careers.blackactuaries.org/>

Korea-America Finance Association- <http://www.k-afa.org/docs/home.php> ,

The Korea-America Finance Association (KAFA) is a non-profit professional organization established in 1991 with the purposes of promoting research, education, and other related activities among finance professors of Korean descent working in colleges and universities in North America, and contributing to the development of Korean and global financial education and financial industries.

Association of Latino Professionals in Finance & Accounting- <http://alpfa.org/>,

ALPFA, Inc. has been and continues to be the largest Latino association, consisting of over 23,000 members for professionals and students with chapters nationwide. ALPFA is a non-profit entity registered with the Internal Revenue Service. Membership is open to anyone who shares our mission.

American Society of Women Accountants- <http://afwa.org/>

The mission of the Accounting & Financial Women's Alliance is to enable women in all accounting and related fields to achieve their full personal, professional and economic potential and to contribute to the future development of their profession.

ANTHROPOLOGY

American Anthropological Association- <http://www.aaanet.org/>

Committee on Gender Equity in Anthropology- <http://www.aaanet.org/cmtes/cogea/> ,

Committee on Minority Issues in Anthropology- <http://www.aaanet.org/cmtes/minority/>

ATHLETICS

Sports Diversity Recruiting- <http://sportsdiversityrecruiting.com/>

BIBLICAL AND RELIGIOUS STUDIES

Society for the Study of Black Religion- <http://www.ssbr.net/> ,

The purpose for the Society: To engage in scholarly research and discussion about the religious experience of Blacks; To publish reports of its discussions and research; and To encourage the

teaching and discussion of the Black religious experience in the curricula of college or university departments of religion and theological seminaries.

La Comunidad of Hispanic Scholars of Religion-

<https://sites.google.com/site/lacomunidadonline/> ,

Organization is to advance the interests and scholarship of Latinas and Latinos in biblical, theological, and religious studies.

BIOLOGICAL SCIENCES

American Institute of Biological Sciences-

<http://www.aibs.org/about-aibs/>

<http://www.aibs.org/classifieds/index.html>

The American Institute of Biological Sciences is a nonprofit 501(c) (3) scientific association dedicated to advancing biological research and education for the welfare of society. AIBS works to ensure that the public, legislators, funders, and the community of biologists have access to and use information that will guide them in making informed decisions about matters that require biological knowledge.

American Society for Microbiology-

<http://www.asm.org/>

BUSINESS

Academy of Management Online- <http://aom.org/>

The Academy of Management is the preeminent professional association for management and organization scholars.

Association to Advance Collegiate Schools of Business (AACSB) -

www.bizschooljobs.com/home/

AACSB International advances quality management education worldwide through accreditation, thought leadership, and value-added services.

National Black MBA Association- <http://www.nbmbaa.org/>

The purposes of the Association are: The encouragement of career independence for African American business professionals; the promotion of African American intellectual and economic wealth and empowerment, and; the professional advancement of African American business professionals.

National Society of Hispanic MBA's- <http://www.nshmba.org/>

The National Society of Hispanic MBAs (NSHMBA) is the premier Hispanic business organization dedicated to building and advancing Hispanic leadership through graduate management education and professional development. Recognized as the nation's most prestigious Hispanic organization, NSHMBA has 39 chapters in the U.S. and Puerto Rico serving over 25,000 members since 1988.

The Faculty for the Future Project- <http://www.engr.psu.edu/fff/>

Faculty for the Future, a ten-year, \$20 million initiative of the GE Foundation, was designed to increase the number of women and under-represented minorities faculty in engineering, related sciences and business. From 1990-2000, Faculty for the Future has assisted nearly 200 students,

who have earned PhD degrees and accepted faculty positions. Over 900 students are currently in the pipeline, working to gain faculty positions at colleges and universities across the US.

CHEMISTRY

American Chemical Society-

<http://www.acs.org/content/acs/en.html>

<http://www.acs.org/content/acs/en/careers.html>

ACS is a congressionally chartered independent membership organization which represents professionals at all degree levels and in all fields of chemistry and sciences that involve chemistry.

National Organization for the Professional Advancement of Black Chemists and Chemical-

<http://www.biospace.com/jobs/search-results.aspx/>

Computer Information & Science

Black Data Processing Associates- <http://www.bdpa.org/>

BDPA (Black Data Processing Associates) is a non-profit organization of professionals working in or having an interest in the Computer Science and Information Technology fields. BDPA has a diverse representation of information technology professionals. Included amongst the organization's members are programmers, analysts, engineers, managers, instructors, and entrepreneurs, to name a few.

CRIMINAL JUSTICE

Hispanic American Police Command Officers Association- <http://hapcoa.org/>

Career Profiles/ Law Enforcement Careers- <http://www.careerprofiles.info/law-enforcement-careers.html>

ECONOMICS

American Society of Hispanic Economists- <http://www.asheweb.net/>

The American Society of Hispanic Economists (ASHE) is a professional association of economists who are concerned with the under-representation of Hispanic Americans in the economics profession at a time when Hispanics represent over 16 percent of the United States ' population.

EDUCATION

American Educational Research Associations- <http://www.aera.net/>

The American Educational Research Association (AERA), a national research society, strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good.

ENGINEERING

National Action Council for Minorities in Engineering- <http://www.nacme.org/>

To ensure American competitiveness in a flat world by leading and supporting the national effort to expand U.S. capability through increasing the number of successful African American, American Indian, and Latino young women and men in science, technology, engineering and mathematics (STEM) education and careers.

Society of Women Engineers- <http://societyofwomenengineers.swe.org/>

Society of Hispanic Professional Engineers- <http://www.shpe.org/>

The Society of Hispanic Professional Engineers (SHPE) was founded in Los Angeles, California, in 1974 by a group of engineers employed by the city of Los Angeles. Their objective was to form a national organization of professional engineers to serve as role models in the Hispanic community.

American Indian Science and Engineering Society- <http://www.aises.org/>

The mission of the American Indian Science and Engineering Society (AISES) is to substantially increase the representation of American Indians and Alaskan Natives in science, technology, engineering and math (STEM) studies and careers.

American Society for Engineering Education- <http://www.asee.org/papers-and-publications/publications>

The American Society for Engineering Education defines diversity as the inclusion of individuals that represent variations in gender, race, ethnic background, disability, sexual orientation, age, socio-economic status, nationality and other non-visible differences resulting in an environment rich in intellectual variety and respect for the individual, and optimally suited to address the technological needs of the future.

American Society of Mechanical Engineers International- <https://www.asme.org/>

Institute of Electrical and Electronics Engineer (IEEE) - <https://www.ieee.org/index.html>

IEEE's core purpose is to foster technological innovation and excellence for the benefit of humanity.

National Society of Black Engineers (NSBE) - <http://www.nsbe.org/home.aspx>

The mission of the National Society of Black Engineers is "to increase the number of culturally responsible Black Engineers who excel academically, succeed professionally and positively impact the community."

The Faculty for the Future Project- <http://www.engr.psu.edu/fff/>

Faculty for the Future, a ten-year, \$20 million initiative of the GE Foundation, was designed to increase the number of women and under-represented minorities faculty in engineering, related sciences and business. From 1990-2000, Faculty for the Future has assisted nearly 200 students, who have earned PhD degrees and accepted faculty positions. Over 900 students are currently in the pipeline, working to gain faculty positions at colleges and universities across the US.

ENGINEERING AND SCIENCE

American Indian Science & Engineering Society (AISES) - <http://www.aises.org/>

The mission of the American Indian Science and Engineering Society (AISES) is to substantially increase the representation of American Indians and Alaskan Natives in science, technology, engineering and math (STEM) studies and careers.

Society of Mexican American Engineers and Scientists- <http://mymaes.org/>

To promote, cultivate, and honor excellence in education and leadership among Latino engineers and scientists.

Rice University ADVANCE database- <http://www.advance.rice.edu/NIFP.aspx?id=224>

The database contains CVs and contact information for over 1300 female graduate students and postdoctoral students in sciences and engineering.

Korean-American Scientists & Engineers- <http://www.ksea.org/home/>

Promote the application of science and technology for the general welfare of society, foster international cooperation especially between the U.S. and Korea, and help Korean-American Scientists and Engineers develop their full career potential.

ETHNIC STUDIES

Association for Asian Studies (AAS)-

<http://www.asian-studies.org/>

<http://www.asian-studies.org/jobs/index.htm>

The Association for Asian Studies (AAS) is a scholarly, non-political, non-profit professional association open to all persons interested in Asia and the study of Asia. With approximately 8,000 members worldwide, representing all the regions and countries of Asia and all academic disciplines, the AAS is the largest organization of its kind.

Latin American Studies Association- <https://lasa.international.pitt.edu/eng/>

The Latin American Studies Association (LASA) is the largest professional Association in the world for individuals and institutions engaged in the study of Latin America. With over 7,000 members, forty-five percent of whom reside outside the United States, LASA is the one Association that brings together experts on Latin America from all disciplines and diverse occupational endeavors, across the globe.

GEOLOGY

American Geological Institute- <http://www.americangeosciences.org>

Association for Women Geoscientists- <http://www.awg.org/>

The Association for Women Geoscientists is an international organization devoted to enhancing the quality and level of participation of women in geosciences and to introduce girls and young women to geoscience careers.

Geological Society of America- <http://www.geosociety.org/>

The Geological Society of America provides access to elements that are essential to the professional growth of earth scientists at all levels of expertise and from all sectors: academic, government, business, and industry.

National Association of Black Geologists and Geophysicists- <http://www.nabg-us.org/>

The National Association of Black Geologists and Geophysicists (NABGG) is a nonprofit organization established in June of 1981 by a group of black geoscientists in the Houston/Dallas area.

HEALTH SCIENCES

Academic Physician & Scientists- <https://www.aamc.org/services/careerconnect/>

Public Health Jobs- <http://www.publichealthjobs.net/>

Association of Hispanic Healthcare Executives (AHHE) - <https://www.ahhe.org/>

The Association of Hispanic Healthcare Executives (AHHE) was founded in 1988 as a national voluntary organization seeking to foster programs and policies to increase the presence of Hispanics in health administration professions. AHHE is the first organization devoted exclusively to Hispanic healthcare executives and to the education of the healthcare industry about the Hispanic healthcare marketplace.

American Society of Hispanic Psychiatry- <http://americansocietyhispanicpsychiatry.com/>

The American Society of Hispanic Psychiatry (ASHP) fosters multidisciplinary collaborations in mental health treatment with a particular focus on Latino Populations. Members are psychiatrists, psychologists, and other mental health workers.

Filipino Association for Health Careers-

http://daviswiki.org/Filipino_Association_for_Health_Careers

Hispanic Health Care International- <http://www.springerpub.com/hispanic-health-care-international.html>**HISTORY**

Organization of American Historians (OAH) - <http://www.oah.org/>

JOURNALISM

Asian American Journalist Association- <http://www.aaaja.org/>

The Asian American Journalists Association (AAJA) is a 501(c) 3 nonprofit educational and professional organization with more than 1,600 members across the United States and Asia. Since its founding, AAJA has been at the forefront of change in the journalism industry.

National Association of Black Journalists- www.nabj.org/

The National Association of Black Journalists (NABJ) is an organization of journalists, students and media-related professionals that provides quality programs and services to and advocates on behalf of black journalists worldwide.

National Association of Hispanic Journalists- <http://nahj.org/>

NAHJ is dedicated to the recognition & professional advancement of Hispanics in the news industry.

Native American Journalists Association- <http://www.naja.com/>

The Native American Journalists Association, based in Norman, Oklahoma on the campus of the University of Oklahoma, has a unique and challenging mission. Its primary goal is to improve communications among Native people and between Native Americans and the general public.

LINGUISTICS

The Linguist List- <http://linguistlist.org/jobs/index.cfm>

The aim of the list is to provide a forum where academic linguists can discuss linguistic issues and exchange linguistic information.

MATHEMATICS-

American Mathematical Society (AMS) - <http://www.ams.org/profession/employment-services/eims/eims-home>

American Statistics Association (ASA) - <http://jobs.amstat.org/jobseekers/>

Association for Women in Mathematics Newsletter-
<https://sites.google.com/site/awmmath/awm/newsletter>

The purpose of the Association for Women in Mathematics is to encourage women and girls to study and to have active careers in the mathematical sciences, and to promote equal opportunity and the equal treatment of women and girls in the mathematical sciences.

National Council of Teachers of Mathematics (NCTM) - <http://www.jobtarget.com/corporate/>

MUSIC

The Society of Ethnomusicology- <http://www.ethnomusicology.org/>

The Society for Ethnomusicology was founded in 1955 to promote the research, study, and performance of music in all historical periods and cultural contexts.

NURSING

Minority Nurse- <http://www.minoritynurse.com/>

Link to National Nurses Association & Conferences-
<http://nursingworld.org/MainMenuCategories/Career-Center>

National Black Nurse Association (NBNA) - <http://www.nbna.org/>

The National Black Nurses Association's mission is "To represent and provide a forum for Black nurses to advocate for and implement strategies to ensure access to the highest quality of healthcare for persons of color."

Diversity Nursing- <http://diversitynursing.com/>

PHILOSOPHY

American Philosophical Association- <http://www.apaonline.org/>

PHYSICS

American Institute of Physics- <https://www.aip.org/>

American Association of Physics Teachers- <http://jobs.aapt.org/>

American Physical Society- <http://www.aps.org/>

National Society of Black Physicists- <http://nsbp.org/jobs/>

POLITICAL SCIENCE

American Political Science Association- <http://www.apsanet.org/>

The American Political Science Association, founded in 1903, is the leading professional organization for the study of political science and serves more than 15,000 members in over 80 countries. With a range of programs and services for individuals, departments and institutions,

National Forum for Black Public Administrators- <http://www.nfbpa.org/>

The National Forum for Black Public Administrators (NFBPA) is the principal and most progressive organization dedicated to the advancement of black public leadership in local and state governments.

PSYCHOLOGY**American Psychological Association (APA) -** <http://jobs.psyccareers.com/jobseekers/>**National Latina/o Psychological Association-** <http://www.nlpa.ws/>

The National Latina/o Psychological Association's (NLPA) mission is to advance psychological education and training, scientific practice and organizational change to enhance the overall well-being of Hispanic and Latina/o populations.

Association of Black Psychologists-

<http://www.abpsi.org/>

<http://psychdiscourse.com/>

Association for Psychological Science (APS) -

<http://www.psychologicalscience.org/index.php/employment>

Society for Industrial and Organization Psychology- <http://www.siop.org/>**Hispanic Journal of Behavioral Sciences-** <http://hjb.sagepub.com/>

The Hispanic Journal of Behavioral Sciences (HJB) publishes empirical articles, multiple case study reports, critical reviews of literature, conceptual articles, reports of new instruments, and scholarly notes of theoretical or methodological interest to Hispanic populations.

SPANISH AND PORTUGUESE**American Association of Teachers of Spanish & Portuguese**

<http://www.aatsp.org/networking/>

The American Association of Teachers of Spanish and Portuguese (AATSP) promotes the study and teaching of the Spanish and Portuguese languages and their corresponding Hispanic, Luso-Brazilian and other related literatures and cultures at all levels of education. The AATSP encourages, supports and directs programs and research projects involving the exchange of pedagogical and scholarly information.

SCIENCE**Association for Women in Science-** <http://www.awis.org/>

AWIS champions the interests of women in science, technology engineering, and mathematics across all disciplines and employment sectors.

National Science Foundation- <http://nsf.gov/>**Just Garcia Hill-** <http://www.socialgradient.org/>

Socialgradient.org (SG.org) connects communities to science, health, and health disparities information. Several times a week, we publish short analysis/opinion pieces, and once a month we publish in-depth articles, profiles, Op-Eds, blogs, and reviews—leveraging social media to ignite conversations about the social determinants of health from perspectives in the United States and abroad. Our goal is to create science and health media accessible to everyone.

Society of the Advancement of Chicanos and Native Americans in Science (SACNAS) - <http://sacnas.org/>

SACNAS is a society of scientists dedicated to fostering the success of Hispanic/Chicano and Native American scientists—from college students to professionals—to attain advanced degrees, careers, and positions of leadership in science.

Minorities in Agriculture and Natural Resource Related Sciences- <http://manrrs.org/>
MANRRS is a national society that welcomes membership of people of all racial and ethnic

SOCIAL WORK

Latino Social Work Organization- <http://www.lsw.org/>

The Latino Social Workers Organization (LSWO) has been focused on the recruitment and retention of Latinos in social work education since its inception.

SOCIOLOGY

Association of Black Sociologists- <http://associationofblacksociologists.org/jobs/>

The mission is to build a tradition of scholarship and service, informed by the interests of historically disenfranchised groups in general and Black/African American people in particular.

National Association of Black Social Workers- <http://nabsw.org/>

National Association of Puerto Rican/ Hispanic Social Workers Inc. - <http://naprhw.org/>

NAPRHSW is interested and diligent in striving to make a difference toward the betterment of the Puerto Rican /Hispanic Communities. Our membership of social workers and human service professionals is inclusive and one eager to share their expertise to achieve our goals.

THEATER

National Black Theater Association- <http://www.nationalblacktheatre.org/>

WOMEN STUDIES

National Women's Studies Association- <http://www.nwsa.org/>

Population-Based Resources

The Population-Based Resources section provides a list of websites and contacts pertaining to specific minority groups who are racial/ethnic, disabled, women or veterans. The list is separated by specified groups:

ASIAN-AMERICAN PROFESSIONAL RESOURCES

Asian American Economic Development Enterprises, Inc. - <http://aaede.org/>

AAEDE has since grown into a full service 501(c) (3) non-profit organization dedicated to economic self-help for Asian Americans and others. Its activities include workshops and seminars, business assistance for beginning and fledgling enterprises, access to funding for growing ventures, information support for the business community, advocacy for small minority firms and individualized career consultation.

National Asian Pacific American Bar Association- <http://www.napaba.org/>
(NAPABA) is the national association of Asian Pacific American attorneys, judges, law professors, and law students. NAPABA represents the interests of over 40,000 attorneys and 68 state and local Asian Pacific American bar associations.

National Association of Asian Professionals- <http://www.naaap.org/>
The National Association of Asian American Professionals is a non-profit organization that cultivates and empowers Asian & Pacific Islander leaders through professional development, community service, and networking.

HISPANIC/LATINO PROFESSIONAL RECOURCES

Association of Latino Professionals- <http://www.latpro.com/>
The LatPro service enables employers and recruiters to efficiently find professional candidates with language skills, international experience and/or multicultural knowledge. With over 150,000 unique visitors to LatPro every month and a resume database of 127,358 registered jobseekers, LatPro provides access to the most in-depth pool of Hispanic professionals available anywhere.

Hispanic Association of Colleges and Universities (HACU) -
<http://www.hacu.net/hacu/default.asp>
HACU represents more than 400 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain.

Hispanic Magazine & Hispanic Online.com- <http://www.hnmagazine.com/>

Hispanic Outlook in Higher Education- <http://hispanicoutlook.com/>
The Hispanic Outlook in Higher Education Magazine, has been a top information news source and the sole Hispanic educational magazine for the higher education community, and those involved in running our institutions of higher learning.

Ihispano.com- <http://www.ihispano.com/>

Latinos in Higher Ed- <https://www.latinosinhighered.com/>
This site helps employers connect with the largest pool of Latino professionals in higher education in the United States, Puerto Rico and internationally by disseminating employment opportunities to registered candidates and a national network of Latino-serving organizations.

Saludos Hispanos- <http://www.saludos.com/>

National Society of Hispanic Professionals- <http://network.nshp.org/>

League of United Latin American Citizens- <http://lulac.org/>
The Mission of the League of United Latin American Citizens is to advance the economic condition, educational attainment, political influence, housing, health and civil rights of the Hispanic population of the United States.

Hispanic Alliance for Career Enhancement- <http://www.haceonline.org/>

The Hispanic Alliance for Career Enhancement (HACE) is a national non-profit organization dedicated to the employment, development, and advancement of current and aspiring Latino professionals.

BLACK/AFRICAN-AMERICAN PROFESSIONAL RESOURCES

BET- <http://www.bet.com/>

Black Collegian Online- <http://blackcollegian.com/>

Diverse Issues in Higher Education- <http://diverseeducation.com/>

Journal of Blacks in Higher Education- <http://www.jbhe.com/>

National Alliance of Black School Educators (NABSE) - <http://www.nabse.org/>

National Urban League, Inc. - <http://nul.iamempowered.com/>

The National Urban League is a historic civil rights organization dedicated to economic empowerment in order to elevate the standard of living in historically underserved urban communities.

The Black Scholar- <http://www.theblackscholar.org/>

The Black Scholar (TBS) is the first journal of Black studies and research. In it academics, activists, artists and political leaders come to grips with basic issues confronting Afro-America, the diaspora, and Africa.

National Association for the Advancement of Colored People- <http://www.naACP.org/>

The mission of the National Association for the Advancement of Colored People is to ensure the political, educational, social, and economic equality of rights of all persons and to eliminate race-based discrimination.

Insight into Diversity- <http://www.insightintodiversity.com/>

INSIGHT Into Diversity is the oldest and largest diversity magazine and website in higher education today. For nearly 40 years, INSIGHT Into Diversity has connected potential employees with institutions and businesses choosing to embrace a workforce more reflective of our local and national communities.

Association of Black Foundation Executives- <http://www.abfe.org/>

To promote effective and responsive philanthropy in Black communities.

Black Career Women- <https://bcwnetwork.com/>

A supportive element in the professional success of African-American Women from all stages in their careers. Embody career empowerment through building a strong network and community of professional women whom will share experiences, knowledge, resources and tools essential for professional growth that can help women reach their full potential to achieve professional success.

Black Caucus of American Library Association- <http://www.bcala.org/>

BCALA's purpose is to call to the attention of the American Library Association the need to respond positively on behalf of the Black members of the profession and the information needs of the Black community by reviewing, analyzing, evaluating, and recommending to the American Library Association.

Black College Today- <http://www.blackcollegetoday.com/>

Black Enterprise- <http://www.blackenterprise.com/>

Black EOE Journal- <http://www.blackoejournal.com/>

Black Theater Network- <http://www.blacktheatrenetwork.org/>

IMDIVERSITY- <http://imdiversity.com/>

NATIVE AMERICAN PROFESSIONAL RESOURCES

The Tribal Employment Newsletter- <http://nativejobs.com/>

The Tribal Employment Newsletter is used by employers nationally to increase the effectiveness of their diversity recruitment effort. Widely known as a focused and highly effective recruitment tool, nearly 2000 individuals interested in Indian employment accessed the announcements posted in The Tribal Employment Newsletter last month.

Tribal College Journal of Higher Education- <http://www.tribalcollegejournal.org/>

American Indian College Fund- <http://www.collegefund.org/>

American Indian Graduate Center- <http://www.aigcs.org/>

The American Indian Graduate Center is a national organization headquartered in Albuquerque, New Mexico providing educational assistance to American Indian and Alaska Native graduate and undergraduate students throughout the United States.

American Indian Higher Education Consortium- <http://aihec.org/>

Through AIHEC, tribal colleges nurtured a common vision and learned to see themselves as a national movement. Their work—research, advocacy and lobbying—was done through volunteerism and came almost exclusively from the presidents, community members, and other tribal and local leaders. Today, AIHEC has grown to represent 37 colleges in the United States and one Canadian institution and is the lifeline of these tribal colleges.

National Indian Education Association- <http://www.niea.org/>

The National Indian Education Association advances comprehensive educational opportunities for American Indians, Alaska Natives, and Native Hawaiians throughout the United States.

Native American Public Telecommunications- <http://www.nativetelecom.org/>

Vision Maker Media shares Native stories with the world that represent the cultures, experiences, and values of American Indians and Alaska Natives.

WOMEN'S PROFESSIONAL RESOURCES

American Association of University Women- <http://www.aauw.org/>

AAUW has been empowering women as individuals and as a community since 1881. For more than 130 years, we have worked together as a national grassroots organization to improve the lives of millions of women and their families.

Women in Higher Education (WIHE) - <http://wihe.com/>

Women's College Coalition- <http://womenscolleges.org/>

American Business Women's Association- <http://www.abwa.org/pages/abwa-home-page>

The mission of the American Business Women's Association is to bring together business women of diverse occupations and to provide opportunities for them to help themselves and others grow personally and professionally through leadership, education, networking support and national recognition.

Association for Women in Science- <http://www.awis.org/>

WIS champions the interests of women in science, technology engineering, and mathematics across all disciplines and employment sectors. Working for positive system transformation, AWIS strives to ensure that all women in these fields can achieve their full potential.

Financial Women's Association- <http://fwa.org/>

The Financial Women's Association brings together high achieving professionals from every sector of the financial world. We are dedicated to developing future leaders, enhancing the role of women in finance, and investing in the community. In this vital work, we are fortunate to have the partnership of prestigious institutions, government agencies and talented individuals.

DISABLED PROFESSIONAL RESOURCES

National Council for Support of Disability Issues-

<http://disabilities.blogs.starnewsonline.com/10240/ncsd-national-council-for-support-of-disability-issues/>

The National Council for Support of Disability Issues works to provide a means for sharing information, resources, ideas and support between people with all types of disabilities. They encourage and support people with disabilities to reach economic independence through opportunities in education, information and employment.

Job Accommodation Network (JAN)- <https://askjan.org/>

Through JAN, employers may request a data base of prescreened college students with disabilities to fill summer or permanent hiring needs. These candidates, from more than 140 colleges and universities, represent all academic majors and range from college freshmen to students in graduate school or law school.

VETERAN RESOURCES

VetJobs- <http://vetjobs.com/>

VetJobs makes it easy to reach transitioning military, National Guard, Reserve Component Members and veterans that have separated over the last several decades and are now productive members of the civilian work force in all disciplines, and their family members.

Hire A Hero- <http://hireahero.org/>

Military.com- <http://www.military.com/veteran-jobs>

MilitaryVetJobs- <http://militaryvetjobs.jobs.careercast.com/>

VetSuccess- <http://www.benefits.va.gov/vocrehab/vsoc.asp>

Hire Veterans- <http://www.hireveterans.com/>

TAOnline- <http://www.taonline.com/>

SOCIAL SECURITY ADMINISTRATION

Project ABLE: (757) 441-3362 (V), (7757) 441-3374 (FAX)

<http://projectable.org/>

Project A.B.L.E. provides peer services and support to people with mental health and co-occurring issues, helping them come out of isolation and reconnect to the community. Project A.B.L.E. provides a path to live healthfully and experience a normal life again without judgment in a safe environment. These services embrace human dignity, expand the capacity for individuals to recover and promote life-long empowerment.

STATE GOVERNORS' COMMITTEES ON EMPLOYMENT OF PEOPLE WITH DISABILITIES

<https://www.disability.gov/>

The site connects people with disabilities, their families and caregivers to helpful resources on topics such as how to apply for disability benefits, find a job, get health care or pay for accessible housing. You can also find organizations in your community to help you get the support you need.

CAREER AND EMPLOYMENT INSTITUTE (CEI)

National Center for Disability Services: (516) 465-3737 (V),

<http://www.abilitiesonline.org/>

The Viscardi Center is a network of non-profit organizations that provides a lifespan of services for children and adults with disabilities. It is a hub for leading edge approaches to education and employment and pro-active efforts that aim to shape and influence policy changes that will benefit the people it serves.

The Workforce Recruitment Program- <https://wrp.gov/LoginPre.do?method=login>

The Workforce Recruitment Program (WRP) is a recruitment and referral program that connects federal sector employers nationwide with highly motivated college students and recent graduates with disabilities who are eager to prove their abilities in the workplace through summer or permanent jobs.

POST ONLINE JOB BOARDS

List of online job boards that are oriented towards job seekers with disabilities and use for advertisement. NOTE: fees may be associated with job posting.

- ❖ **Disabled Person-** <https://www.disabledperson.com/>
- ❖ **GettingHired-** <http://www.gettinghired.com/>
- ❖ **Hire Disability Solutions-** <http://hireds.com/>

- ❖ **National Business Disability Council-** <http://www.viscardicenter.org/services/nbdc/job-seekers/>
- ❖ **Ability Jobs-** <http://abilityjobs.com/>
- ❖ **Disaboom Jobs-** <http://disaboomjobs.com/employerservices>
- ❖ **One More Way-** <http://onemoreway.org/>

Publications/Websites

Below is a list of higher education resource outlets that provide opportunities for job posts, candidates and advertising.

Academic Careers- <http://academiccareers.com/>

Academic Careers Online includes faculty, teacher, research, post doc, adjunct, and library, administrative and senior management positions at (community) colleges, universities, research institutes, and schools around the world.

Academic Diversity Search- <http://academicdiversitysearch.com/>

National employment resource service online specializing in women and minority candidates. The site offers package services and individual posting services.

Academic Keys- <http://academickeys.com/>

AcademicKeys.com is the premier source for academic employment. Our 17 discipline-focused sites offer comprehensive information about faculty, educational resources, research interests, and professional activities pertinent to institutions of higher education. More than 89% of the top 120 universities (as ranked by US News and World Report) are posting their available higher education jobs with AcademicKeys.com.

Affirmative Action Register for Effective Equal Opportunity Recruitment-
<http://www.insightintodiversity.com/>

Employers advertising with INSIGHT Into Diversity magazine reach hundreds of thousands of readers per issue. In addition, more than 125,000 people visit our website monthly. No other diversity publication comes close to our numbers.

Chronicle of Higher Education- <http://chronicle.com/section/Home/5>

Diversity Search- <http://diversitysearch.com/>

Minority Postdoc- <http://www.minoritypostdoc.org/view/about.html>

MinorityPostdoc.org is the premier web portal on the minority postdoctoral experience especially in the science, technology, engineering, and math (STEM) disciplines. We feature articles, resources, & events about career advice, professional development, jobs, funding, fellowships, mentoring, and diversity issues.

Minority Reporter- <http://www.minorityreporter.net/>

Minority Reporter is a weekly newspaper that provides news and information relevant to the African American community. Although our print and on-line publication provide national and world news, our primary focus is to cover local and regional news.

EmployDiversity- <http://www.employdiversity.com/>

For employers, our mission is to provide an efficient and cost effective online solution for recruiting multicultural and foreign national job seekers. Companies that embrace diversity as a part of their corporate policy, understand the competitive advantage to attracting a diverse workforce and the effect that it can have on their bottom line. Employers can post jobs as a nonmember or sign up for one of our membership plans.

Diversity Inc. - <http://www.diversityinc.com/>**Equal Opportunity Publications (EOP) -** <http://eop.com/>

Provides advertising in several national recruitment magazines (Equal Opportunity, Woman Engineer, Minority Engineer, CAREERS & the disABLED, Workforce Diversity for Engineering and IT Professionals, Hispanic Career World and African-American Career World) as well as website advertising.

Equal Opportunity Employment Journal (no website)

3135 S. 48th St, Suite 104, Tempe, AZ 85282, Phone: 800-396-3373, Fax: 800- 293-3408

This journal's primary concern is to include all ethnic backgrounds and full diversity in our efforts to support the equality and advancement of all people. Distributed every month to colleges, universities, technical schools, professional recruiting agencies, members of congress and other institutions.

National Conference on Race & Ethnicity in American Higher Education-

<https://ncore.ou.edu/jobs>

Publicize and Promote the Employment Opportunities at your institution on the NCORE website. Now, you can conduct your recruitment search nationally on the NCORE website, a widely-visited website that will sustain an important connection with the higher education market. If you have an announcement for Faculty, Administrative, Executive, or Professional Staff positions at your institution, this web site is available to all interested visitors. The site provides important and detailed information about the conference and is visited by more than 700 individuals daily. All contents of advertisements are subject to the NCORE committee's approval.

NORC Career Outcomes of Doctoral Recipients- <http://www.norc.org/Pages/default.aspx>

NORC's mission is to conduct high-quality social science research in the public interest. Our work is grounded in a commitment to research excellence, innovation, dissemination of data and findings, and collegiality.

Nemnet- <https://nemnet.com/index.aspx>

Nemnet, a national Diversity Recruitment & Consulting Firm, is committed to assisting schools and organizations in the recruitment and retention of diverse teachers, administrators and coaches. Our primary goal is to serve as a resource to public and private schools [k-12], colleges and universities, and non-profit organizations nationwide.

Mellon Minority Undergraduate Fellowship Program- <http://www.mmuf.org/>

The fundamental objective of MMUF is to address, over time, the problem of underrepresentation in the academy at the level of college and university faculties. This goal can be achieved both by increasing the number of students from underrepresented minority groups (URM) who pursue PhDs and by supporting the pursuit of PhDs by students who may not come

from traditional minority groups but have otherwise demonstrated a commitment to the goals of MMUF.

Campus Women Lead- http://archive.aacu.org/ocww/volume39_1/national.cfm

The report concludes with a series of recommendations for supporting girls' and women's scientific aspirations in schools, in academic workplaces, and in society at large.

The Registry- <https://www.theregistry.ttu.edu/>

The Division of Institutional Diversity, Equity & Community Engagement is committed to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. In support of the university's priorities, we strive to create collaborative partnerships among Texas Tech faculty and staff, community organizations, and students through programs, activities and events that develop students' professional skills, individual creativity, personal excellence and social awareness.

The WISE Directory- <http://www.cic.net/home>

Committee on Institutional Cooperation (CIC) is a consortium of the Big Ten member universities plus the University of Chicago. For more than half a century, these world-class research institutions have advanced their academic missions, generated unique opportunities for students and faculty, and served the common good by sharing expertise, leveraging campus resources, and collaborating on innovative programs.

Compact for Faculty Diversity- <http://www.instituteonteachingandmentoring.org/>

The Compact has developed a directory that consists of scholars from these participating organizations and programs: the Southern Regional Education Board (SREB), the National Institutes of Health (Bridges to the Professoriate NIGMS-MARC), the National Science Foundation Alliances for Graduate Education and the Professoriate (AGEP), the National Science Foundation Postdoctoral Fellows Program and the Alfred P. Sloan Foundation (SLOAN). The directory contains contact information for over 1,000 doctoral scholars and PhD recipients from the aforementioned prestigious programs.

Ford Foundation Fellowship- <http://sites.nationalacademies.org/pga/fordfellowships/index.htm>

Through its Fellowship Programs, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students.

The UF NSF South East Alliance for Graduate Education and the Professoriate Program (SEAGEP) - <http://seagep.aa.ufl.edu/>

SEAGEP is a comprehensive professional development program funded by the National Science Foundation to increase minority representation among science technology, engineering and mathematics (STEM) faculty. SEAGEP unites a group of institutions that have considerable experience in higher education diversity programs and offer unparalleled opportunities for graduate studies.

National Science Foundation Survey of Earned Doctorates-
<http://www.nsf.gov/statistics/srvydoctorates/>

The National Science Foundation (NSF) is an independent federal agency created by Congress in 1950 "to promote the progress of science; to advance the national health, prosperity, and welfare;

to secure the national defense..." With an annual budget of \$7.2 billion (FY 2014), we are the funding source for approximately 24 percent of all federally supported basic research conducted by America's colleges and universities. In many fields such as mathematics, computer science and the social sciences, NSF is the major source of federal backing.

University Job Bank- <http://ujobbank.com/>

Website devoted to connecting career resources and opportunities with those looking for employment. Positions may be posted for a one-time fee, or a yearly fee. There are several categories to post under, faculty, staff/administrative, executive, postdoctoral and others.

United States Department of Education/ List of Postsecondary Minority Institutions-
<http://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html>

The list of minority institutions was compiled based on the definition of "minority institution" in the Higher Education Act (HEA) and on Fall 2005 enrollment data from the integrated Postsecondary Education Data System (IPEDS) collected by the National Center for Education Statistics (NCES). NCES has determined that each of the colleges and universities on the list reported an enrollment of a single minority group, or combination of those minority groups that exceeded 50 percent of its total enrollment. For the purposes of this list, "minority" is defined as American Indian, Alaska Native, Black (not of Hispanic Origin) and Hispanic.

Attachments



Candidate Name: _____ Position: _____

Interviewer: _____ Interview Date: _____

Rating

Scoring: -1 = Negative Evidence 0 = No Evidence 1 = Some Evidence 2 = Strong Evidence

SAMPLE Hiring Criteria	Comments	Score
<p style="text-align: center;">TEACHING COMPETENCE</p> <ul style="list-style-type: none"> • The candidate is able to articulate a creative & innovative vision for criminal justice education and teaching subjects such as criminology, victimology, restorative justice and comparative criminal justice • Responses demonstrate a passion for teaching, learning and higher education • The candidate readily discusses student projects and how to prepare students for field experiences • The candidate articulates methods for integrating ___ into a well-developed syllabus • Responses indicate a familiarity with current trends in criminal justice education • The candidate sees the educational benefits of diversity and can articulate ways of orchestrating varied initiatives to support a rich educational experience for a diverse student population • Demonstrates experience working effectively with students 		
<ul style="list-style-type: none"> • The candidate possesses a Ph.D. from an accredited university and is currently qualified for faculty rank • Possesses knowledge of best practices related to teaching in the college and/or university environment • The candidate has experience with assessment and evaluating student learning • The candidate has experience teaching in one or more criminal justice disciplines and his/her work history demonstrates a pattern of excellence in teaching, experience and commitment to his/her current institution 		

<p style="text-align: center;">INTERCULTURAL COMPETENCE</p> <ul style="list-style-type: none"> • The candidate articulates an understanding of the importance of a diverse & inclusive community in higher education and discusses how to transform curriculum and pedagogy to support goals for inclusion and diversity • The candidate has experience establishing specific classroom practices so as to effectively support the needs of a diverse community • The candidate articulates ways of leveraging cultural differences so as to increase the quality of education • The candidate has successful experience mentoring students of color and advising minority student and/or faculty groups 		
<p style="text-align: center;">COLLEGIAL INTEGRITY</p> <ul style="list-style-type: none"> • The candidate demonstrates a genuine respect for others • Understands the importance of building collaborative relationships across disciplines • Responses demonstrate inherent integrity, honesty and a commitment to community • The candidate demonstrates highly effective verbal and written communication skills. • Responses illustrate experience in using communication to build effective relationships 		
<p style="text-align: center;">FAITH COMMITMENT</p> <ul style="list-style-type: none"> • The candidate demonstrates an understanding of our expected faith commitment and incorporates similar expectations in how he/she approaches his/her work and working relationships • Shares the unique Christian mission and embracing identity of the College • The candidate is comfortable articulating the integration of art and faith and is able to communicate successfully on the subject to a wide range of audiences (students, parents, donors, etc.) 		
	Total Score:	

Targeted Interviewing Questions (Examples)

Teaching Competence:

- What interests you in teaching anthropology at Messiah College?
- What attracts you to the Department of Sociology, Anthropology and Criminal Justice?
 - How is your current program placed?
- Describe your most recent teaching experience.
- What experience do you have planning for/implementing a _____ program?
 - What has been your primary focus when developing a syllabus for _____?
- Describe the size and nature of the program with which you are working now.
 - How are students evaluated?
 - What are the projects you had students complete?
- If we asked your students, how would they describe your teaching style?
- How have you developed an interdisciplinary approach to film studies?

Expertise & Preparation:

- Tell me about your experience with _____.
- Tell me about integrating _____ into a cohesive syllabus.
- What has been your experience in securing grants?
- Tell me about your experience in managing a difficult/problematic student.
- Tell me about one of the worst situations you've had to address in class.

Collegial Integrity:

- Describe a situation in which you chose to persist with a recommendation (or recommended course of action) despite obstacles. What were the obstacles? How did the situation end up?
- What are some of the ways you communicate with your colleagues?
- Tell me about an experience you've had working collaboratively across your department.
- What do you value about your department now?
- Tell me some ways in which you might leverage the fact that our Criminal Justice program is nested in the larger dept.
- What has been your strategy in getting to know, building relationships and creating an interdisciplinary approach across many departments?
- Give me some examples of relationships/bridges that were important for you to establish. How did you do it?
- Tell me about a relationship that you did not manage as well as you might have. What happened? How did you address the situation?
- Tell me about your experience in managing a difficult/problematic colleague.

Intercultural Competence:

- How have you leveraged the multicultural nature of Sociology in developing the curriculum for you program?
- What sort of classroom practices do you employ in order to support an inclusive environment and diverse student body?
- Tell me about your experience mentoring students from under-represented populations.
- Tell me about your experience advising students –
 - How about students who are first generation to college? Do you advise them differently?
 - Tell me about your experience with students from under-represented populations attending a primarily majority campus.
 - What's been your experience with students who are struggling either emotionally or academically?

Attachment (Targeted Interviewing Questions) B-2

- Tell me about your experience in integrating non-Western perspectives into your curriculum.

Faith Commitment:

- Can you please tell me about your own faith commitment and how you feel your faith commitment would benefit Messiah's mission?
- How has your own faith influenced the way you teach?
- Tell me about your spiritual journey.
- How does your faith influence the development of your syllabus or program?

Candidate Response Indicator	
Teaching Competence & Expertise	
Positive (+)	Negative (-)
<ul style="list-style-type: none"> + answers show strong expertise in _____ <i>as well as a broad foundation of understanding of</i> _____ + responses demonstrate a willingness and ability to “ramp up” in areas of less expertise + responses demonstrate an enthusiasm for the structure and nature of the department and + understands _____ + utilizes methods consistent with best practices for teaching film and media studies 	<ul style="list-style-type: none"> - has difficulty describing expertise - does not express interest in what he/she would need to learn - shows only a superficial understanding of critical skills such as _____ - becomes frustrated or disengaged when talking about complex _____ concepts - cannot easily discuss issues such as _____
Intercultural Competence	
Positive (+)	Negative (-)
<ul style="list-style-type: none"> + responses demonstrate an understanding of the value of diversity + Is able to articulate methods for integrating non-western perspectives into syllabi + responses demonstrate experience in effectively communicating through difficult experiences + demonstrates proven experience in fostering inclusive excellence + recognizes the opportunities for education rooted in diversity + articulates tangible methods for building an inclusive classroom + talks about actively mentoring students from under-represented populations + responses indicate being comfortable working in a diverse environment or at an institution actively working toward diversity 	<ul style="list-style-type: none"> - does not explain concepts in a clear & organized way -cannot articulate how to support goals for inclusion through adjustment and changes in curriculum - responses show a lack of practice in using communication to foster student interest and mentor students effectively -appears to be uncomfortable discussing diversity initiatives -cannot specifically discuss any methods for incorporating diverse perspectives into a syllabus -Uses language or phrasing that could be considered offensive -has little to no experience working with students and/or colleagues from under represented populations -indicates a level of disinterest or cannot engage on subjects related to intercultural competence
Collegial Integrity	
Positive (+)	Negative (-)
<ul style="list-style-type: none"> + responses illustrate a pattern of communicating with respect 	<ul style="list-style-type: none"> - does not demonstrate a pattern of communicating with others in a professional and engaging manner. fails to acknowledge the roles others have played in

Attachment (Candidate Response Indicator) C-2

<ul style="list-style-type: none">+ responses illustrate an ability to build relationships+ demonstrates experience in creating collaborative opportunities+ responses indicate that the candidate has a history of taking ownership for his/her part in making the dept effective+ articulates experience in handling difficult colleagues/situations successfully+ shows evidence of handling conflict constructively+ responses indicate a willingness to compromise for the greater good of the department	<p>his/her success</p> <ul style="list-style-type: none">-responses suggest that candidate makes decisions or takes actions without seeking input-Responds to questions with situations that mostly describe solo achievement- demonstrates an inclination to dictate commands rather than engage colleagues- blames failure to accomplish on the situation or on others rather than look for what he/she could have done differently- responses fail to show an ability to think collaboratively
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INTERVIEW PROTOCOLS

The following protocol should be followed:

- Prior to making references checks, confirm that the candidate has signed the releases on the Faculty Employment Application Form.
- Identify interview/résumé data to be verified, e.g. job title, dates of employment. Target new information to be sought which is typically not determined in a résumé, such as applicant's level of performance, perceived strengths, or eligibility for rehire.
- Reference calls will be made to three professional references.
- Conduct the same number and type of reference checks for all candidates for a given position. The search committee should prepare for the reference interview by design specific questions that will verify information. Questions should be thought out in advance and written, preferably on the Reference Check Form. In addition, design fact-oriented questions to elicit new information. Reference checking questions generally fall into these categories:
 - Basic facts
 - Job content
 - Supervision
 - Performance Level
 - Major skill areas
 - Personal traits and abilities affecting the job
 - Collegiality

Reference Call

- Identify yourself and Messiah College and explain the purpose of the call. [A typical opening might be: "My name is John Smith, from Messiah College; we have interviewed Jane Doe for a _____ position and are very interested in her. I'd like to verify some information with you. Is this a good time to talk, or is there a more convenient time when I can call you back?"] This kind of introduction is informative and to the point. Notice the words "reference check" are not used. People are less likely to refer the call to Human Resources when the words "reference check" are avoided.
- In another version of an opening the interviewer might state that Messiah College is interested in the candidate and wants to be sure that the candidate would be interested in and is suited for the job.
- Ask a series of prepared questions. Begin with questions that are neutral in nature, simply verifying factual information, such as job title, dates of employment and basic job duties, promotions, demotions, attendance, salary, reason for termination and other information for which the responder may have documentation. Beginning this way helps to ease both parties into the conversation and tends to lessen any defensive feeling the reference giver might have. Since they have been written in advance, taking coherent notes of the discussion is much easier.
- Thank the reference for his or her time.

Instructions for National Student Clearinghouse Checks:

Go to: <http://www.studentclearinghouse.org/#>

Hover mouse over tab: "Order-Track-Verify"

Select: "Verify Degrees, Enrollment & Certifications"

Select "Verify Now"

Select the kind of verification desired and provide the information requested

Hit: "Submit"

Provide personal information and billing address

Hit: "Continue"

Provide credit card information and submit

Cost:

(Prices vary depending on the type of verification desired.)

Current enrollment: \$2.50 (+ applicable tax)

Degrees and Attendance: \$9.95 (+ applicable tax)

Professional Certifications: Price varies

QUESTIONS THAT GET THE RIGHT INFO

Category	Examples of Lawful Questions
Specific past work experience	Tell me about the most complex or demanding situation you've encountered in your work with XXXX.
Follow up	What sort of feedback did you get as a result of managing this situation?
Application of Skill & Knowledge	One of the situations we're facing here at Messiah College is XXXX. What are your thoughts on tackling this issue?
Management Skill	Tell me about some of the team management challenges you've faced and how you've handled them?
Follow Up	Why did you choose to do XXX - how well did that work?
Relationship Building Skill	Describe for me how your current department connects with other departments.
Follow Up	How do you communicate this to your team members? Across campus?
Communication Style	So when XX happened, what did you say to him(her)?
Readiness	Tell me about your experience with XX that particularly prepares you for this job?
Follow Up	How will this experience help you succeed?
Adaptability/Judgment	Tell me about a time when you were faced with unexpected and conflicting priorities being requested of your dept? How did you handle it?
Follow Up	What happened next? What was the final result?

QUESTIONS YOU CANNOT ASK

Interview questions, even casual conversation with a candidate should focus on the job and the work place. A general rule to follow is:

If a question cannot genuinely be posed to every candidate and if the question does not have direct bearing on or connection to the job, it is not an appropriate question.

Category	Examples of Unlawful Questions
Age	How old are you? When did you graduate? When's your birthday?
Birthplace/Residence	Where did you grow up? Are you from around here? Are you local? Where would you be commuting from?
Citizenship	Of what country are you a citizen?
Race	What's your heritage? What languages do you speak? What is your race?
Gender	All questions related to gender are ill-advised.
Marital Status	Are you married? Do you have children? What are your plans for childcare? Do you plan to have kids soon?
National Origin	Where were you born? Are your parents from around here? Do you have family in the area?
Relatives/Associates	What does your spouse do for a living? How many brothers and sisters do you have? Do you belong to the West Shore Country Club?
Disability	Have you ever received Workers Compensation? Are you disabled in any way?

Any questions you ask, notes you take and discussions you have regarding the candidate must be based solely on job related information and requirements.



Reference Check Form

OFFICE OF HUMAN RESOURCES

<i>Candidate Name</i>	<i>Position</i>
<i>Reference Name</i>	<i>Relationship to Applicant</i>
<i>Position Held</i>	<i>Verification of Employment Dates</i>

Nature of
Responsibilities:

Reason for
Leaving:

Would this individual be eligible for rehire?

 Yes

 No

Why or
why not?:

Sample Questions

1. Please describe his/her teaching experience and competence.
2. Can you give me some examples of his/her scholarship?
3. How would you describe the applicant's relationships with co-workers, students, and superiors?
4. How would you describe the candidate's ability to communicate?
5. Can you tell me in measurable terms the biggest impact this person made as a faculty member?
6. There is an expectation that the person in this role will be a teacher/trainer/developer of others. Can you speak to applicant's abilities in this area?
7. What is your overall assessment of the candidate?
8. Would you recommend him/her for this position? Why or why not?
9. Is there any other information you can provide us with that would assist us in the decision making process?

Conducted
by:

Print Name

Signature

Date

Below is a sample itinerary for faculty candidates. A department card will be issued to each Search Committee chair for use in the Falcon, The Union and the Lottie Nelson Dining Hall. Airline reservations should be made through TravelTime and charged to Joan Malick's Visa Card. The Climenhaga Homestead should be reserved when possible for overnight accommodations. If the Climenhaga Homestead is not available, reservations should be made at a local hotel. All recruitment expenses should be charged to the Provost's recruitment account. A list of charges for each candidate should be submitted to Joan Malick.

***Sample Itinerary for
Faculty Candidate***

Tuesday, March 5, 2016

- 10:45 a.m. Arrive at HIA—[Name] to pick candidate up at airport—staying at Guesthouse (Room 102)
- 12:30-1:30 p.m. Lunch with Search Committee
- 1:50-2:50 p.m. Teach in [Faculty Member's] Class
- 3:00-3:30 p.m. Chair of Department
- 4:00-4:30 p.m. School Dean
- 5:00-6:00 p.m. Dinner with Students—Lottie Nelson Dining Hall (meet at Lottie)

Wednesday, March 6, 2016*

- 7:15-8:00 a.m. Breakfast
- 8:00-8:30 a.m. Faculty
- 8:30-9:00 a.m. Faculty
- 9:00-9:45 a.m. Campus Tour
- 9:45-10:30 a.m. Chapel
- 11:30 a.m.-12:00 p.m. Search Committee
- 12:00-1:00 p.m. Lunch with Faculty
- 1:00-1:30 p.m. Robin Lauermann, Assistant Dean of General Education and Common Learning
- 1:30-2:00 p.m. Susan Deitch, Manager of Benefits (Old Main 203)
- 2:00-2:30 p.m. Randall Basinger, Provost (Old Main 239)
- 2:30-3:45 p.m. Department Reception
- 4:00-5:00 p.m. School Dean
- 6:45 p.m. Depart from HIA

*Will need to check out of room by 10:00 a.m., but can leave your luggage in the living room. Keep your key with you so that you can get back into the house at the end of the day. Before leaving, place your key on the living room table with a note stating your name and room number.

Must be approved by the Provost prior to the offer.

October 22, 2015

[Faculty Name]
[Faculty Address]

Dear [Faculty Name]:

It is my pleasure to offer you an appointment at Messiah College as _____ [Assistant/Associate/Professor] of _____ in the Department of _____. This is a 9½-month appointment, renewable on an annual basis. Your appointment will begin August 1, 2015. The annual salary has been set at Level ___ Step __ (\$_____ on the 2014-2015 faculty salary scale.) This is a faculty position that entitles you and your dependents to full College benefits. Benefits will begin upon your full-time employment beginning August 1, 2015 and are described in the *Messiah College Policy and Procedure Manual and Community of Educators Handbook*. In addition we will pay relocation costs as outlined in the Messiah College Online Policy and Procedure Manual [<http://www.messiah.edu/offices/hr/manual>], Section 3.21.04. Our Human Resources Department has put together a helpful resource on relocation: http://www.messiah.edu/offices/hr/relocation_info/.

Initial Review. Each new full-time term-tenure track faculty undergoes an initial review during the fifth semester of full-time teaching at Messiah. Your initial review will be scheduled for **Fall 2016**.

Promotion and Term-Tenure Review. To be eligible to be reviewed for promotion to Associate Professor from Assistant Professor, a term-tenure track faculty member will typically hold the earned academic doctorate and must have completed at least five years of teaching at the college level, including at least four years at the Assistant Professor level and at least two years at Messiah College. You will be eligible to be considered for promotion in **2019-2020 (apply by October 15, 2018)**; promotion becomes effective **August 1, 2020**. Should you apply for promotion, the promotion review will also count as your term-tenure review. Should you not apply for promotion, your term-tenure review will be scheduled for 2019-2020 and will become effective **August 1, 2020**.

This letter constitutes an offer of employment by Messiah College and is not an employment contract. The offer of employment is conditioned upon you having appropriate VISA status that will allow you to work for Messiah College in the United States. It should not be interpreted as containing an exhaustive enumeration of the employment policies of the College or the specific expectations of the position. Rather, it is intended as a statement of the essential terms of the

employment being offered. Your employment with Messiah College will begin as of the date stated in your contract.

Please indicate your acceptance of this employment offer below in the space provided with your signature and the date signed.

Sincerely,

[Dean Name]
Dean, School of [School Name]

c. Randall G. Basinger, Provost

I accept this offer of employment under the terms described above.

Date

[Faculty Name]

The School Dean's Assistant should send the following letter to new full-time faculty. The letter is normally updated annually by the executive assistant to the Provost.

[Print on Letterhead]

October 22, 2015

[Faculty Name]
[Faculty Address]

Dear [Faculty Name]:

WELCOME TO MESSIAH COLLEGE

We are pleased to welcome you to Messiah College as Administrative Assistant to the Dean. I will be glad to help you in whatever ways I can, especially during your move and adjustments to a new community. **Call or e-mail me anytime: [insert your info].**

Human Resources. Since you have accepted the position, please immediately contact Sharon Robinson, HR Specialist at 717-796-5300 and provide her with your birthdate and social security number so that you may be set up in the Messiah College systems.

Faculty Contract. You will have a faculty contract for full-time service from August 1, 2015 through May 20, 2016, with the salary paid semi-monthly over a 12-month period, August 15, 2015 through July 31, 2016. You are a ranked faculty member and part of the larger Community of Educators. Your contract will be sent via email upon the approval of the Board of Trustees, likely at their May meeting, but by the end of June.

Required I-9 Form. Federal regulations require you to **complete an I-9 in person in Human Resources**, and you may now do this any time up until 3 days after your start date in order to comply with federal regulations. A passport is the easiest form of documentation to provide (as long as it is not expired) or, alternatively, if you are using your driver's license¹, **you will need a supporting document** of either a social security card or a birth certificate. Human Resources is open from 8:00 a.m. – 1:30 p.m. and 2:30 p.m. – 5:00 p.m. They are closed for staff meeting on Thursdays from 9:00 a.m. – 11:30 a.m.

Payroll. Your first paycheck will be received on August 15, contingent upon a completed Form I-9 with Human Resources by August 6 along with all required payroll paperwork being submitted to Payroll by August 6. The required payroll forms include: (1) W-4 Employee Withholding Allowance Certificate; (2) Residency Certification Form (*Cumberland County Tax Bureau*); and (3) Direct Deposit Authorization Form. These forms will be enclosed with your contract and are also available on the Payroll website (www.messiah.edu/payroll). In order for your first check to be paid via direct deposit, you will need to have a bank or credit union chosen and arrangements made prior to submitting the Direct Deposit Authorization Form. Paychecks are scheduled for the 15th and 30th of every month. For more information on payroll services, please review the Welcome Brochure and other information located on the Payroll website (www.messiah.edu/payroll). *Contact: Payroll, 717-766-2511, x.2901, Old Main, First Floor, Payroll@messiah.edu or Messiah College, Payroll Office, Suite 3010, One College Avenue, Mechanicsburg, PA 17055.*

Benefits. Your benefits begin on August 1. We recommend that before you arrive on campus, you schedule an appointment with Susan Deitch, Manager of Benefits, to discuss the benefit options for which you are eligible, such as the health plan, flexible spending plans, retirement plans and life insurance. *Contact: Susan Deitch, 717-766-2511 x.7085, Old Main 203, or sdeitch@messiah.edu.*

Relocation. (http://www.messiah.edu/homepage/1344/relocation_information) If you are relocating, please *contact Inger Blount, Assistant Director of Human Resources, **prior to contacting movers, etc.*** Inger will assist you in the process as you secure bids/estimates as well as coordinate the billing/payment process with the carrier. *Contact: Inger Blount, 717-796-5300 x.3941, or iblount@messiah.edu.*

When first joining the College, Messiah will pay the actual cost of the transportation of household goods (up to a maximum of \$5,000) for new full-time faculty and administrative employees when the distance from an employee's former home to the Messiah campus is at least 50 miles farther than the distance from an employee's former home to the employee's former main job location. Generally speaking, this move should occur within a year of starting employment. The College does not provide relocation benefits for employees who are part-time, temporary, or for one-year appointments.

College policy covers the cost of transportation of household goods and furnishings as well as professional resources directly related to employment (e.g., books and artistic supplies/equipment), but does not cover motor vehicles, recreational equipment or large animals. The College does not pay for costs related to temporary storage.

The College is not responsible for personal travel expenses incurred during the new employee's relocation. The cost of mileage, hotels and meals are the employee's responsibility unless the employee's department chooses to reimburse them. In the case of reimbursement, receipts detailing expenses must be provided to the department.

In the event that two members of the household are accepting employment at the College, the relocation allocation will be 150 percent of the benefit described above.

House-Hunting Trip. The College will cover the cost of travel expenses for you (and your spouse, if applicable) for one trip to search for housing subsequent to accepting a job offer. Meals and lodging will be provided on campus (whenever possible) for up to three days during the search. Please note that expenses paid by the College, i.e., airfare and lodging expenses, are considered taxable income.

Timing your House-Hunting Trip. Please schedule your trip in advance so I can make the flight arrangements and reserve lodging. If you are interested in a rental, you should plan to search one or two months ahead, since rentals are not on the market long in advance of their availability.

Housing. Information about local realtors can be found online through our Relocation Packet: http://www.messiah.edu/documents/hr/relocation_info/relocation_packet.pdf.

Tax Liability Addendum: Payment or reimbursement—by the College—of moving-related expenses to the employee and/or a third party, as well as the determination of qualified vs. non-qualified expenses related to federal tax withholding, are calculated based on IRS regulations outlined in IRS Publication 521—Moving Expenses. Expenses that are categorized as non-qualified expenses (e.g., house-hunting expenses), whether reimbursed to the employee or paid to a third party, are considered taxable benefits and must be reported as such through payroll. This will result in applicable tax withholding based on the employee's individual W-4 form elections. The W-2 received at year end will include any taxable gross wages and withholdings related to moving expenses. Additionally, qualified expenses that are reimbursed to the employee will be recorded on an employee's W-2 to aid in any itemizing of qualified expenses on an employee's individual tax filing. The College will review moving expenses on a quarterly basis and will report any non-qualified expenses as taxable benefits at the end of that quarter and will result in a payroll deduction.

2015-2016 Academic Calendar (copy attached) – You are expected to participate in the following events:

- New Educator Orientation, August 18-19, 2015
- Community Day, Tuesday, August 25, 2015 (Time to be determined)
- Community of Educators Retreat, Wednesday, August 26, 2015
- School Retreats (check with your School Dean)
- First Day of Classes, Tuesday, September 1, 2015
- College Convocation, Tuesday, September 1, 2015

Convocation Chapel and Academic Regalia. The Community of Educators marches in procession with academic garb twice a year—Fall College Convocation and Commencement in May. *For assistance with regalia, contact Daisy Anderson, 717-796-1800 x 2100 or anderson@messiah.edu.*

Pennsylvania Driver's License. If you have a valid out-of-state license, you can get a four-year PA license by going to a license center with the following: a valid license, your social security card and payment by check (no cash will be accepted). An eye test will be given. Please visit the website for more information: http://www.dmv.state.pa.us/new_residents/index.shtml

Early Learning Center. Messiah College has an Early Learning Center for children ages 3-5 for full time child care or half-day preschool. For more information, please visit their website at http://www.messiah.edu/academics/early_learning. We cannot guarantee that all ages and schedules can be placed immediately. Occasionally, certain ages and schedules have a waiting list. *Contact:* earlylearningcenter@messiah.edu.

Systems Access. You will be provided with an e-mail address, Canvas access, MCSquare (portal) login and related instruction material in advance of your arrival. Please confer with your department chair/director regarding any necessary training prior to your start date.



2015-2016 Undergraduate Academic Calendar

Dates	Days	Activities
FALL SEMESTER		
August 25	Tuesday	Community Day
August 26	Wednesday	Community of Educators Retreat
August 27- September 3	Thursday- Thursday	Welcome Week 2015
September 1	Tuesday	Classes Begin, 8:00 a.m.
October 17	Saturday	Homecoming
October 22-25	Thursday-Sunday	Mid-Fall Recess
October 26	Monday	Classes Resume, 8:00 a.m.
November 24	Tuesday	Follows Thursday Course Schedule
November 25-29	Wednesday- Sunday	Thanksgiving Recess
November 30	Monday	Classes Resume, 8:00 a.m.
December 11	Friday	Last Day of Classes
December 14-17	Monday-Thursday	Semester Exams
December 18- January 5	Friday-Tuesday	Winter Recess
SPRING SEMESTER		
January Term		
January 6	Wednesday	Classes Begin, 8:00 a.m.
January 18	Monday	Martin Luther King, Jr. Day (No Classes)
January 27	Wednesday	Term Ends
January 28-31	Thursday-Sunday	January Term Recess
Spring Term		
February 1	Monday	Classes Begin, 8:00 a.m./Evening Orientation
March 5-13	Saturday-Sunday	Spring Recess
March 14	Monday	Classes Resume, 8:00 a.m.
March 25-28	Friday-Monday	Easter Break
March 29	Tuesday	Classes Resume, 8:00 a.m.
April 14	Thursday	Service Day
April 19	Tuesday	Service Day Rain Date
May 3	Tuesday	Last Day of Classes (Follows Thursday Course Schedule)
May 4	Wednesday	Reading Day
May 5-10	Thursday-Tuesday	Final Exams
May 13-14	Friday-Saturday	Commencement Weekend
May 16-20	Monday-Friday	Faculty: May Development Week
May Term		
May 23-June 10	Monday-Friday	Approved Cross-Cultural Courses Only
Summer Session		
June 6-July 31	Monday-Sunday	Undergraduate On-Line Courses

Sample No Thank You Letters

Date

««AddressBlock»»

Dear ««GreetingLine»» :

Thank you for your interest in the _____ at Messiah College. We sincerely appreciate the time you took to prepare your application materials and to interview with us over the phone.

We interviewed a number of highly qualified applicants for this position. While your background and experience are impressive, we have extended an offer to another candidate whose qualifications more closely fit our particular needs.

We would like to warmly thank you for your interest in Messiah College and to wish you every success in your future career goals.

Sincerely,

Chair, Search Committee

Alum No Thank You -

Date

««AddressBlock»»

Dear ««GreetingLine»» :

Thank you for your application for the _____ position at Messiah College. We are always especially careful to review the resumes of our alumni and are most grateful for your interest in working at your alma mater.

We received a number of highly qualified applicants for this position. While your background and experience meet some or most of our requirements, another candidate's qualifications more closely fit our particular needs.

We would like to warmly thank you for your interest in Messiah College and to wish you every success in your future career goals.

Sincerely,

Chair, Search Committee

Interviewee No Thank You

Date

««AddressBlock»»

Dear ««GreetingLine»» :

Thank you for interviewing for the _____ at Messiah College. We enjoyed meeting with you and sincerely appreciate the time you took to prepare your application materials and to interview with us.

We interviewed a number of highly qualified applicants for this position. While your background and experience are impressive, we have extended an offer to another candidate whose qualifications more closely fit our particular needs.

We would like to warmly thank you for your interest in Messiah College and to wish you every success in your future career goals.

Sincerely,

Chair, Search Committee



OFFICE OF HUMAN RESOURCES AND COMPLIANCE

This memo provides directions for obtaining the required background checks for employment at Messiah College.

- **FBI (Cogent) Fingerprinting Check**
- **Child Abuse clearance**
- **PA State Police Check**

If you currently have the above background checks, and if they have been conducted within the last 12 months at the time of your start date, they will be accepted with your hiring paperwork. If you do not have current background checks, or if your checks are older than 12 months, **you will need to start this process immediately** as the clearances can take a number of weeks to be completed and returned. **We also request that you submit all three complete and official clearances together to Human Resources** (not as you receive them – this is in order that we may keep all of your information together). Please see below helpful links in order for you to begin this process. **It is most helpful if you use Internet Explorer as your browser.** Your clearances are not complete until we have all three.

<https://epatch.state.pa.us/Home.jsp> This is the Pennsylvania State Police check which can be processed online and the results typically are available immediately or within the same business day. If the results are not ready immediately, be sure to copy down the Control Number of your pending request. This, along with other personal information, is needed to obtain the results at a later time. You will need to print the clearance results to include with the other two clearances. This requires a visa card for payment.

<https://www.pa.cogentid.com/index.htm> The FBI Check is a two-step process. For the first step, the online registration, be sure to use Internet Explorer. First, you must go online, **choosing the Department of Human Services option** and complete the necessary online forms. Then you will be instructed to print the receipt. Second, take the receipt and two forms of identification to a fingerprinting facility; the **Safety Department at Messiah College** (in Greenbriar) now offers fingerprinting on the following days and times; **Tuesdays and Thursdays from 9:00 a.m.- 12:00 noon** and on **Wednesday from 12:00 noon – 3:00 p.m.** (Off-campus sites are listed online). After providing the fingerprints, the results will be mailed to your home. The waiting period for the results is typically 2-4 weeks. You will need to include this with your other two clearances. The registration online requires a visa card for payment.

<https://www.compass.state.pa.us/cwis/public/home> Please note that in order to proceed in filling out the online Child Abuse Clearance Application, you must create an account. At the start of the account form, you will be asked to fill in a Keystone ID. It's not readily obvious, but when setting up your account, you need to make up a Keystone ID of your choice. After you've set up an account, you will be given a temporary password through email, in order to log in again to create your personal password. This online form requests personal information, including extensive address history. The completed on-line form is sent directly to the department of welfare, and typically takes 14 days to process. The option will be given at the beginning of the process as to whether the results are to be mailed to a home address, or retrieved electronically. If you have chosen to obtain the results online, within 14 days you will receive an email response that your results are ready. Log on to the site with your Keystone ID and personal password to retrieve them. Again, you will need to include this with your other two clearances. This also requires a visa card for payment.