Dear Colleagues:

Messiah University'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 University 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
Introduction

Messiah University strives to recruit and retain excellent faculty who support the mission of the University. 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 University’s strategic plan calls for the creation of a diverse and inclusive workforce in order to deliver the promise of Messiah University’s educational mission in the 21st century. An important step in this direction is the recruitment of faculty that reflects diversity (racial, gender, ethnic, socioeconomic, denominational, disability and experience). This recruitment toolkit is designed to help meet the goals of the University of recruiting mission focused, talented faculty that have strong cultural intelligence and a commitment to inclusive excellence.

The University 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. Search Committees must work very closely with the Office of Human Resources & Compliance and their School Deans under the general oversight of the Provost.

PeopleAdmin: Applicant-Tracking Software

The Office of Human Resources & Compliance utilizes 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 the “Jobs.messiah.edu” card from FalconLink or go directly to https://jobs.messiah.edu/hr. You will be presented with a log in page where you must select the SSO Authentication link for single sign on 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, select the Faculty Recruitment Toolkit card from FalconLink or go directly to: 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 University in helping to provide academic excellence in a diverse environment.

2. The posting shall convey Messiah University'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 University is committed to increasing the diversity of the University 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 University, CCCU, Chronicle of Higher Education and Higheredjobs.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 University and Universities) & The Black Doctoral Network. The position will also be advertised via social media i.e. Facebook, Instagram and Twitter. 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 candidates applying. Traditional methods of posting job announcements are limited in their ability to attract candidates. When working to recruit a diverse pool of 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 periodicals, websites and/or other communications targeted towards specific populations based on ethnicity, gender, etc.
  b. Writing to national organizations that may have ethnic or gender specific caucus groups within their organization.
  c. Contacting local and statewide field-specific associations to secure a list of members with an emphasis on diversity
  d. Contacting corporations as well as professional and social organizations that publish newsletters and or communications that include job announcements.

E. All term-tenure track postings should include language related to Messiah’s proximity and access to large metropolitan areas such as Baltimore, Philadelphia, New York City, and Washington, D.C.
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.indigenouspeople.net/mclr/related.htm.
- Becoming active on boards and committees outside of the University 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. If additional search committee members need to be added after the position is posted, contact The Office of Human Resources and Compliance.

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 University. 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 University:
   a. Theological/mission fit – What is important to the University in terms of demonstrating a fit with the unique Christian mission and embracing identity of the University?
   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 inclusive excellence to teaching, scholarship and institutional service – What sort of competencies are most critical to successfully engaging students in the department? Note that the COE Handbook indicates the following which may be helpful when crafting hiring criteria related to inclusive excellence in teaching: “With respect to teaching, inclusive excellence can mean any of the following: that faculty members design and deliver courses in ways that increase their students’ intercultural competency; that faculty members design and deliver courses in ways that take into account the diverse backgrounds and learning styles of their students; and that faculty members create a climate in the classroom that welcomes and includes students regardless of gender, race, religion, or ethnicity. Whereas the latter two items apply generally to all courses, the first item (increasing students’ intercultural competency) may not apply to some courses.”
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 University as a whole and embedded in the School’s and University’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, and disability status. The inclusion of a diverse faculty is a critical component of the University 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 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 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, Attachment B) 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 agendas, have robust and germane experience embracing inclusive excellence and have Christian faith commitments. The contribution to the diversity goals of the University 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. They may also conduct prescreening interviews via Skype, Zoom, or InterviewStream (contact Human Resources to utilize InterviewStream).

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 University-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 – Prescreening
A. Links to materials highlighting Messiah University and the department's activities and key information should be sent to candidates in advance. These materials could include information from the Office of Admissions website and links to departmental information. Resource information might include:
- Code of Conduct
- Community Covenant
- 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

Step 8 – Preparing for & Conducting 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 or Department Administrative Assistant as designee 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). Every effort must be made to control these expenses to a maximum of $1,000 per candidate (see Attachment Q).

B. In order to assure a productive interview process, the Search Committee should identify consistent interview questions. (See Targeted Interview Questions, Code of Conduct Questions and Candidate Response Indicator, Attachments B/B-2 and C/C-2). Please note the Interview Protocols (see Attachment D).

- 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. Evaluation Forms should be provided for each interviewer for rating each candidate and should be completed and turned into the search committee chair at the completion of the interview.

C. 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 University’s mission and values including institutional priorities relating to diversity. In the concluding interview, the School Dean will review the visit and discuss Messiah University’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 for Student Success and Engagement, Associate Provost, Special Assistant to the President and Provost for Diversity Affairs, Office of Disability Services or another faculty representative. The search committee chair should solicit feedback from these additional conversations/interviews via the evaluation form. Other suggestions include: scholarly presentation, campus tour, community tour, attendance at Chapel, or other campus activities.
• Hospitality will be provided following University guidelines (see Attachment Q)

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

E. 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/person.

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 University has for the candidate.

Also, consider communication from members of the University 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 and Reference 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. **Letters of reference included in the application materials are not sufficient for references.** It is the responsibility of the Search Committee Chair (or designee member of the search committee) to conduct reference calls. The content of reference calls must be documented and submitted to the Office of the Provost. Questions that are illegal to ask in an interview are also illegal to ask of a reference (see Attachment F).

**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 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, the new hire will call Human Resources at 717-796-1800 ext. 7086 with their birthdate and social security number. Human Resources will enter that information on the hiring proposal and will move the status to “Hired” and the position’s status to “Filled” in the PeopleAdmin system.

E. The Search Committee Chair will contact, via email, the unsuccessful candidates by sending personalized “No Thank You” letters (see Attachments L through L-4) 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.
   2. Post offer, the Dean’s Assistant will verify the new hire’s academic credentials via the National Student Clearinghouse (see Attachment E).
   3. Housing Information about local realtors can be found online through our Relocation Packet:
   4. After receiving the signed Offer Letter the Welcome Letter should be sent (See Attachment J).
   5. As needed, work with the Vice President of Operations and Facilities regarding office assignment, door name tags and furniture.
   6. At the conclusion of the search, the following must be submitted electronically to the Office of the Provost:
      - Interview notes for all on-campus interviews
      - Three reference check forms for the finalist
      - Hiring criteria forms
      - Any other records related to the decision to hire/not hire that are not in People Admin

      Please note all hard copies should be shredded after they have been electronically submitted to the Office of the Provost.

B. Office of the Provost and Purchasing
   1. By mid-June, the Office of the Provost will issue a Faculty Contract
   2. By mid-July, Purchasing will contact the new hire regarding Convocation Regalia

C. Human Resources
   1. Relocation Policy - see Messiah University Policy Central https://messiah-employee.policystat.com/policy/6183652/latest/
      New faculty should work directly with the Director of Human Resources.
   2. The Office of Human Resources & Compliance will send notification of faculty hire for Universitywide support and services, including computer network access.

D. The Office of Faculty Development
   1. Dates and Schedule for New Educator/New Faculty Orientation
   2. Dates, times, and a brief overview of Provost’s Seminar
   3. Date for Community Day
   4. Date for Community of Educator’s Retreat
   5. Contact information for the Office of Faculty Development
E. 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 7086) to schedule this appointment in advance of the new employee’s first day. New employees must bring their completed background checks as well as dentification and verification of eligibility for employment to Human Resources. The types of information that are acceptable can be accessed by clicking on https://www.messiah.edu/download/downloads/id/1283/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 on campus
   - Orientation to the Department by reviewing the organizational chart and explain its relationship to the University
   - 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
Hiring of Adjunct Faculty

Recruitment Process

Step 1 – Creating a New Faculty Posting for Hiring (New or Open Position)
A. All positions must be routed through the PeopleAdmin system to obtain the proper approvals. To log in to PeopleAdmin, either select the “Jobs.messiah.edu” card from FalconLink or go directly to https://jobs.messiah.edu/hr. You will be presented with a log in page where you must select the SSO Authentication link for single sign on 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.

B. The Department 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:

1. Our aim is to inform potential applicants of the program’s genuine interest in them and the expertise they bring to Messiah University in helping to provide academic excellence in a diverse environment.
2. The posting shall convey Messiah University’s commitments to the mission, vision, and values of the institution which includes inclusive excellence.
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 2 – 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. Often times the department will already have an adjunct in mind. In that case, the posting request should indicate that the posting should be “posted not visible”. The Chair may then send the link to the posting to the interested party so they may submit their application. 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. Cultivating quality adjunct 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.

C. 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.
- Becoming active on boards and committees outside of the University that represent diverse groups.
- Volunteering – in order to gain more insight and strategic positioning, volunteer some time with a Community Based Organization (CBO).

Step 3 – Understanding and Defining the Hiring Criteria
Through the careful consideration of the adjunct faculty posting and the intentional development of hiring criteria, the Department Chair, 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 hiring criteria determine whom we hire to meet that need. The Department Chair must identify hiring criteria in three distinct areas.
   1. First, recognize and identify those characteristics that all candidates, regardless of the department, must bring to the University:
      a. Theological/mission fit – What is important to the University in terms of demonstrating a fit with the unique Christian mission and embracing identity of the University?
      b. Potential for excellence in teaching – What best practices does the department want to see in the candidate’s experience?
      c. An interest and ability to bring inclusive excellence to teaching, scholarship and institutional service – What sort of competencies are most critical to successfully engaging students in the department? Note that the COE Handbook indicates the following which may be helpful when crafting hiring criteria related to inclusive excellence in teaching: “With respect to teaching, inclusive excellence can mean any of the following: that faculty members design and deliver courses in ways that increase their students’ intercultural competency; that faculty members design and deliver courses in ways that take into account the diverse backgrounds and learning styles of their students; and that faculty members create a climate in the classroom that welcomes and includes students regardless of gender, race, religion, or ethnicity. Whereas the latter two items apply generally to all courses, the first item (increasing students’ intercultural competency) may not apply to some courses.”
2. **Second**, 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. When developing the hiring criteria, it is important 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. For example:
   a. What diversity gaps exist within the department?
   b. What candidate qualities would complement the current department?

3. **Third**, take into consideration characteristics for faculty positions that are specific to the School and University as a whole and embedded in the School’s and University’s vision and strategic planning. 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, and disability status. The inclusion of a diverse faculty is a critical component of the University achieving our educational mission of preparing our students to be global citizens and strong leaders.

B. 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 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 applicants who can make significant contributions.

**Step 4 – 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 immediately and at any time via the PeopleAdmin system. The department chair 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 department chair to determine whether the candidate should be vetted for a prescreening interview.

C. Candidates that meet the hiring criteria should then be identified, taking into account “pluses” such as those who come from strong educational programs, multidisciplinary training, have robust and germane experience embracing diversity and have a Christian faith commitments.

**Step 5 – Preparing for & Conducting On-Campus Interviews**
A. After the Department Chair has identified candidates for on-campus interviews, the Department Chair or Administrative Assistant to the Department is responsible for contacting candidates to be interviewed. If the Department Chair identifies a candidate for potential hire, an interview must be scheduled with the School Dean in consultation with the School Dean’s Assistant and the candidate.

Step 6 – Identifying the Final Candidate and Reference Checks

A. In keeping with the responsibility of hiring the most qualified individual for your adjunct position, it is essential to check appropriate references. Letters of reference that _may_ be included in the application materials are not sufficient for references. **It is the responsibility of the Department Chair to conduct three* reference calls. The content of reference calls must be documented and submitted to the Office of the Provost. Questions that are illegal to ask in an interview are also illegal to ask of a reference (see Attachment F). *Two of the three references MUST be professional in nature. The third MAY be a pastor.**

**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.

Step 7 – Making an Offer and Background Check

A. Once the reference calls are complete, the Department Chair will contact the candidate by telephone and offer the position. If the offer is accepted, the Administrative Assistant to the Department will utilize 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 selected candidate should be moved forward in the PeopleAdmin workflow by initiating a hiring proposal for that applicant.

B. Once the position is accepted, the new hire will call Human Resources at 717-796-1800 ext. 7086 with their birthdate and social security number. Human Resources will enter that information on the hiring proposal and will move the status to “Hired” and the position’s status to “Filled” in the PeopleAdmin system.

C. The Department Chair will contact, via e-mail, the unsuccessful candidates by sending personalized “No Thank You” letters (see Attachments L through L-3) informing them that the position has been filled.

D. Upon hire, a successful background check is required for new-hires. See Attachment M.

Step 8 – Follow-up Responsibilities

A. **Department Chair/Administrative Assistant to the Department**
   1. After acceptance of the verbal offer, the Welcome Letter, Background check memo and Adjunct Handbook should be sent (See Attachments O, M & P).
   2. New employees must meet with a member of the Human Resources & Compliance Staff by their third day of employment to complete an I-9 form. Please call Tovah Wilson at 717-796-1800 x4230 to schedule this appointment. New employees must
Adjunct Faculty Hiring

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](http://www.messiah.edu/documents/hr/forms/I-9.pdf).

3. At the conclusion of the search, the following must be submitted electronically to the Office of the Provost:
   - Interview notes from all interviews
   - Three reference check forms, documenting phone calls, for the finalist
   - Hiring criteria forms
   - Any other records related to the decision to hire/not hire that are not in People Admin

4. Order Office Keys

5. First Day/Week on the Job
   - Welcome
   - Tour employee’s assigned work place and building, introduce to other Department members
   - Point out restrooms, refreshment and break areas
   - Distribute keys
   - Orientation to the Department by reviewing the organizational chart and explain its relationship to the University
   - 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
     - Learning Technology Services (LTS)
     - Department meetings
     - Office supplies
     - Sample syllabi for some Department courses

B. Office of the Provost
   One month before the beginning of the term, the Office of the Provost will issue a Adjunct Faculty Contract.

C. Human Resources
   The Office of Human Resources & Compliance will send notification of adjunct faculty hire for University-wide support and services, including computer network access.
Resources

**Discipline-based Organizations**

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

**ACCOUNTING/FINANCE**


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.


Korea-America Finance Association - [http://www.k-afa.org/docs/home.php](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 Universitys and universities in North America, and contributing to the development of Korean and global financial education and financial industries.


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/](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**


Committee on Gender Equity in Anthropology - [https://www.americananthro.org/ParticipateAndAdvocate/CommitteeDetail.aspx?ItemNumber=221](https://www.americananthro.org/ParticipateAndAdvocate/CommitteeDetail.aspx?ItemNumber=221)

Committee on Minority Issues in Anthropology - [https://www.americananthro.org/ParticipateAndAdvocate/CommitteeDetail.aspx?ItemNumber=223](https://www.americananthro.org/ParticipateAndAdvocate/CommitteeDetail.aspx?ItemNumber=223)

**ATHLETICS**

BIBLICAL AND RELIGIOUS STUDIES
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 University or university departments of religion and theological seminaries.

La Comunidad of Hispanic Scholars of Religion- https://sites.google.com/site/lacominidadonline/,
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- https://www.prospanica.org/
The National Society of Hispanic MBAs (NSH MBA) 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, NSH MBA has 39 chapters in the U.S. and Puerto Rico serving over 25,000 members since 1988.
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
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/


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
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
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.

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.

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/](https://www.asme.org/)

**Institute of Electrical and Electronics Engineer (IEEE)** - [https://www.ieee.org/index.html](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](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.facultyforthefuture.net/](http://www.facultyforthefuture.net/)
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 Universities and universities across the US.

**ENGINEERING AND SCIENCE**

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/](http://mymaes.org/)
To promote, cultivate, and honor excellence in education and leadership among Latino engineers and scientists.

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/
https://www.asian-studies.org/AASJobBoard
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.

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
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.

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://careerconnect.aamc.org/
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/](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](http://daviswiki.org/Filipino_Association_for_Health_Careers)


**HISTORY**

**JOURNALISM**
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.

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.

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

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](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 Statistics Association (ASA) - [http://jobs.amstat.org/jobseekers/](http://jobs.amstat.org/jobseekers/)
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- https://jobs.ana.org

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/


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,

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) - https://www.psyccareers.com/?site_id=22337&_ga=2.70649360.1660662509.1542401473-106386165.1542401473

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) - https://jobs.psychologicalscience.org/

**Society for Industrial and Organization Psychology**- http://www.siop.org/

**Hispanic Journal of Behavioral Sciences**- https://journals.sagepub.com/home/hjb
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 PORTUGESE**
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 University 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
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://www.associationofblacksociologists.org/careers/
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.


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
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.
(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.

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 RESOURCES**

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 Universitys and Universities (HACU) - http://www.hacu.net/hacu/default.asp
HACU represents more than 400 Universitys 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/


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

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.naaccp.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.

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.


**IMDIVERSITY**- [http://imdiversity.com/](http://imdiversity.com/)

**NATIVE AMERICAN PROFESSIONAL RESOURCES**


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.


**American Indian Graduate Center**- [http://www.aigcs.org/](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/](http://aihec.org/)

Through AIHEC, tribal Universitys 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 Universitys in the United States and one Canadian institution and is the lifeline of these tribal Universitys.

**National India Education Association**- [http://www.niea.org/](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.


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**

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/](http://wihe.com/)

Women’s University Coalition - [http://womensUniversitys.org/](http://womensUniversitys.org/)

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/](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/](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**

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/](https://askjan.org/)
Through JAN, employers may request a data base of prescreened University students with disabilities to fill summer or permanent hiring needs. These candidates, from more than 140 Universities and universities, represent all academic majors and range from University freshmen to students in graduate school or law school.

**VETERAN RESOURCES**

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 Veterans-  http://www.hireveterans.com/

TANonline-  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),
https://www.viscardicenter.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 University 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/
- Ability Jobs-  http://abilityjobs.com/
❖ 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) Universities, 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.

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.


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/](http://www.diversityinc.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 Universities, 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](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 website 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](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](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], Universities and universities, and non-profit organizations nationwide.

**Mellon Minority Undergraduate Fellowship Program** - [http://www.mmuf.org/](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 University 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.

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/](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](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/](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](http://sites.nationalacademies.org/pga/fordfellowships/index.htm)
Through its Fellowship Programs, the Ford Foundation seeks to increase the diversity of the nation’s University 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/](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.

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 Universities 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/](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](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 universities 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.
Candidate Name: ___________________________  Position: ___________________________

Interviewer: ___________________________  Interview Date: ___________________________

**Rating**

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

<table>
<thead>
<tr>
<th>SAMPLE Hiring Criteria</th>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING COMPETENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The candidate is able to articulate a creative &amp; innovative vision for criminal justice education and teaching subjects such as criminology, victimology, restorative justice and comparative criminal justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responses demonstrate a passion for teaching, learning and higher education</td>
<td></td>
<td></td>
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<tr>
<td>• The candidate readily discusses student projects and how to prepare students for field experiences</td>
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<tr>
<td>• The candidate articulates methods for integrating ___ into a well-developed syllabus</td>
<td></td>
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<tr>
<td>• Responses indicate a familiarity with current trends in criminal justice education</td>
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<tr>
<td>• 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</td>
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<tr>
<td>• Demonstrates experience working effectively with a wide variety of students</td>
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<tr>
<td>• The candidate possesses a Ph.D. from an accredited university and is currently qualified for faculty rank</td>
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<tr>
<td>• Possesses knowledge of excellent teaching practices in the University and/or university environment</td>
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<tr>
<td>• The candidate has experience with assessment of student learning</td>
<td></td>
<td></td>
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<tr>
<td>• The candidate has experience teaching in one or more criminal justice disciplines and his/her</td>
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</tbody>
</table>
work history demonstrates a pattern of excellence in teaching, experience and commitment to his/her current institution

<table>
<thead>
<tr>
<th><strong>INCLUSIVE EXCELLENCE/CQ (CULTURAL INTELLIGENCE)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The candidate articulates an understanding of the importance of a diverse &amp; inclusive community in higher education and discusses how to transform curriculum and pedagogy to support goals for inclusion and diversity</td>
</tr>
<tr>
<td>• The candidate has experience establishing specific teaching practices so as to effectively support the needs of a diverse community</td>
</tr>
<tr>
<td>• The candidate articulates ways of leveraging cultural differences so as to increase the quality of education</td>
</tr>
<tr>
<td>• The candidate has successful experience mentoring students of color and advising underrepresented student and/or faculty groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COLLEGIAL INTEGRITY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The candidate demonstrates a genuine respect for others</td>
</tr>
<tr>
<td>• Understands the importance of building collaborative relationships across disciplines</td>
</tr>
<tr>
<td>• Responses demonstrate inherent integrity, honesty and a commitment to community</td>
</tr>
<tr>
<td>• The candidate demonstrates highly effective verbal and written communication skills.</td>
</tr>
<tr>
<td>• Responses illustrate experience in using communication to build effective relationships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FAITH COMMITMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The candidate demonstrates an understanding of our expected Christian faith commitment and incorporates similar expectations in how he/she approaches his/her work and working relationships</td>
</tr>
<tr>
<td>• Supports the unique Christian mission and identity of the University</td>
</tr>
<tr>
<td>• 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.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MISSION FIT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The candidate has an understanding as to the University’s faith-based nature and related implications as an employer and has sufficient</td>
</tr>
</tbody>
</table>

| **Total Score:** |
| information to self-select out of the process if they would find this restrictive and/or uncomfortable. |   |
Targeted Interviewing Questions (Examples)

**Teaching Competence:**
- What interests you in teaching anthropology at Messiah University?
- 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 most challenging 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.

**Inclusive Excellence/CQ (Cultural Intelligence):**
- Tell me about an experience you have had working with someone who was different from yourself (race, ethnicity, differently-abled, or in other ways different than you).
- How do you define diversity?
- What are the benefits of a learning environment that reflects a diversity of experience and perspective?
- What opportunities have you had working and collaborating in diverse settings?
- How do you seek opportunities to develop your cultural intelligence (CQ)? (definition: the capability (skill) to function effectively in any multicultural setting)
- How would you contribute to creating an inclusive and welcoming campus climate?
- How have you leveraged the multicultural nature of Biblical and Religious Studies in developing the curriculum for your program?
• What types of classroom practices do you employ in order to support a culture of belonging for a diverse student body?
• Tell me about your experience mentoring students from under-represented populations.
• Tell me about your experience advising students:
  o How about students who are first generation to University? Do you advise them differently?
  o Tell me about your experience with students from under-represented populations attending a primarily majority campus.
  o What’s been your experience with students who are struggling either emotionally or academically?
• Tell me about your experience in integrating global perspectives into your curriculum.

**Faith Commitment:**
- Can you please tell me about your own faith commitment?
- 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?

**Mission Fit:**
- Messiah University is a faith-based employer, and as a Christian employer, Title VII affords us the opportunity to hire Christians who can support the Mission of the University. This means that Messiah is a pretty conservative employer – probably more conservative than you might have experienced elsewhere (depending on the resume and candidate). For example, as you know from our application site, we expect our employees to affirm the Apostles Creed and abide by a Code of Conduct. Have you considered your level of comfort in working for an employer that has a code of conduct based upon an historical understanding of Scripture?

- We understand that Christians are diverse and will have different understandings about how Christian values and principles ought to be translated into community practices. The University simultaneously has a responsibility to delineate the specific, moral guidelines that define our community life based upon the University’s established mission. In other words, employees who have voluntarily joined the University community are expected to support the Code of Conduct, even if they do not necessarily agree with the Christian perspective that Messiah ascribes to. How do you feel about this?

- While we certainly don’t police our employees’ private lives, we expect our employees to live and work with integrity and to support an educational environment consistent with our standards for faith-based ethical conduct. Each employee bears personal responsibility for being a standard bearer for the University. Furthermore, each employee represents Messiah in the community, and this is a significant responsibility. Does this sound like a responsibility you can accept?
## Teaching Competence & Expertise

**Positive (+)**
- + answers show strong content expertise in ______ as well as a broad foundation of understanding of ____________
- + 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/program
- + understands ____________
- + articulates a commitment helping students make connections between Christian faith and their discipline/profession.
- + utilizes effective teaching practices within the context of film and media studies

**Negative (-)**
- - 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 ______
- - does not demonstrate interest in connecting Christian faith with teaching

## Inclusive Excellence/CQ (Cultural Intelligence)

**Positive (+)**
- + demonstrates an understanding of the educational benefits of diversity
- + is able to articulate methods for integrating diverse perspectives into course content
- + responses demonstrate experience in effectively communicating through difficult experiences
- + demonstrates ability to foster a climate of belonging among a wide range of student backgrounds
- + articulated a commitment to the educational success of all students
- + articulates tangible practices and pedagogies for incorporating diverse perspectives in teaching
- + has experience actively mentoring students from under-represented populations
- + responses indicate being comfortable working in a diverse environment or at an institution actively working toward diversity

**Negative (-)**
- - 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 inclusive excellence

## Collegial Integrity

**Positive (+)**

**Negative (-)**
| + responses illustrate a pattern of communicating with respect | - does not demonstrate a pattern of communicating with others in a professional and engaging manner. |
| + responses illustrate an ability to build relationships | fails to acknowledge the roles others have played in his/her success |
| + demonstrates experience in creating collaborative opportunities | - responses suggest that candidate makes decisions or takes actions without seeking input |
| + responses indicate that the candidate has a history of taking ownership for his/her part in making the dept effective | - Responds to questions with situations that mostly describe solo achievement |
| + articulates experience in handling difficult colleagues/situations successfully | - demonstrates an inclination to dictate commands rather than engage colleagues |
| + shows evidence of handling conflict constructively | - blames failure to accomplish on the situation or on others rather than look for what he/she could have done differently |
| + responses indicate a willingness to compromise for the greater good of the department | - responses fail to show an ability to think collaboratively |
INTERVIEW PROTOCOLS

The following protocol should be followed:

- Identify interview/vitae data to be verified, e.g. job title, dates of employment. Target new information to be sought which is typically not determined on a vitae, 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
  - Inclusive Excellence/Cultural Intelligence

Reference Call

- Identify yourself and Messiah University and explain the purpose of the call. [A typical opening might be: "My name is John Smith, from Messiah University; 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 University 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: $14.95 (+ applicable tax)

Professional Certifications: Price varies
**QUESTIONS THAT GET THE RIGHT INFO**

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

**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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples of Unlawful Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>How old are you? When did you graduate? When’s your birthday?</td>
</tr>
<tr>
<td>Birthplace/Residence</td>
<td>Where did you grow up? Are you from around here? Are you local? Where would you be commuting from?</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Of what country are you a citizen?</td>
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<td>Race/Ethnicity</td>
<td>What’s your heritage? What languages do you speak? What is your race?</td>
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<td>Gender</td>
<td>All questions related to gender are ill-advised.</td>
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<td>Marital Status</td>
<td>Are you married? Do you have children? What are your plans for childcare? Do you plan to have kids soon?</td>
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<td>National Origin</td>
<td>Where were you born? Are your parents from around here? Do you have family in the area?</td>
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<td>Relatives/Associates</td>
<td>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?</td>
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<td>Disability</td>
<td>Have you ever received Workers Compensation? Are you disabled in any way?</td>
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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

**Candidate Name**

**Position**

**Reference Name**

**Relationship to Applicant**

**Position Held**

**Verification of Employment Dates**

**Nature of Responsibilities:**

**Reason for Leaving:**

Would this individual be eligible for rehire?  

- [ ] Yes  
- [x] 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. Tell me about the candidate's expertise as it relates to Inclusive Excellence/Cultural Intelligence?
6. Can you tell me in measurable terms the biggest impact this person made as a faculty member?
7. 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?
8. What is your overall assessment of the candidate?
9. Would you recommend him/her for this position? Why or why not?
10. 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 using the School or Department’s P-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 (2717-6202).

Sample Itinerary for Faculty Candidate

Tuesday, March 5
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*
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. Kate Oswald Wilkins, Assistant Dean of Common Learning; Director of Assessment of Student 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.
November 17, 2021

[Faculty Name]  
[Faculty Address]

Dear [Faculty Name]:

It is my pleasure to offer you an appointment at Messiah University 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, 2018. The annual salary has been set at Level __ Step __ ($______ on the 2017-2018 faculty salary scale.) This is a faculty position that entitles you and your dependents to full University benefits. Benefits will begin upon your full-time employment beginning August 1, 2019 and are described in the Messiah University Policy and Procedure Manual and Community of Educators Handbook. In addition we will pay relocation costs as outlined in the Messiah University Online Policy and Procedure Manual https://www.messiah.edu/download/downloads/id/1307/Section_3_Benefits.pdf under section 3.21.02

**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 2020.

**Promotion and Term-Tenure Review.** A faculty member who is hired by Messiah University at the Assistant Professor rank, and who has no prior University teaching experience, is eligible to be reviewed by the Term Tenure and Promotion Committee for promotion to Associate Professor during his/her sixth year of full-time service at the Assistant Professor level. To be reviewed during his/her sixth year, a term-tenure-track faculty member must submit a Promotion Intent form to the Provost’s Office by October 15 of the previous year (fifth year). This allows for the completion of the faculty member’s Evaluation File in advance of the sixth-year review which, if successful, results in promotion effective at the beginning of the faculty member’s seventh year at Messiah University.

With this in mind, you are eligible to be reviewed for promotion in 2023-2024 (your sixth year at Messiah University). You will need to submit the Promotion Intent form to the Office of the Provost by October 15, 2022. Your promotion to Associate Professor would be effective August 1, 2024 (the start of our seventh year at Messiah University). Should you elect to apply for promotion; the promotion review will also be your term-tenure review. Should you decide not apply for promotion, your term-tenure review will be scheduled for the 2023-2024 academic year and will become effective August 1, 2024.

This letter constitutes an offer of employment by Messiah University 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 University in the United States as well as confirmation of your academic credentials. It should not be interpreted as containing an exhaustive enumeration of the employment policies of the University 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 University 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 updated annually by the Office of the Provost.

[Print on Letterhead]

November 17, 2021

[Faculty Name]
[Faculty Address]

Dear [Faculty Name]:

**WELCOME TO MESSIAH UNIVERSITY**

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

**Human Resources.** As you have accepted the position, please immediately contact Jennifer Smithmyer, HR Assistant at 717-796-1800 ext. 7086 and provide her with your birthdate and social security number so that you may be set up in the Messiah University systems. Jennifer is available Monday – Friday 8:00 a.m. to 4:00 p.m.

**Faculty Contract.** You will have a faculty contract for full-time service from August 1, 2021 through May 13, 2022, with the salary paid semi-monthly over a 12-month period, August 15, 2021 through July 31, 2022. 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.

**3 Required background checks.** Pennsylvania residents must obtain the PA State Police Check, FBI Fingerprint Check and PA Child Abuse Clearance prior to your first day of employment. **New employees relocating from another state** must obtain only the FBI check which is due prior to or on your first day of employment. Instructions regarding this requirement are included in your onboarding materials, which are described below.

Please be advised that an offer of employment may be rescinded due to an unfavorable background check.

**You will be receiving a separate email from Messiah University (do-not-reply@ted.peopleadmin.com) with a link to our electronic onboarding system. This link will require you to sign in using your applicant username and password. You will have access to a list of required new hire paperwork and tasks which can be completed from the comfort of your home. Please note that you will need to present your I-9 credentials to HR within the first three days of employment. All other onboarding tasks must be completed by June 1st.**

**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 or sdeitch@messiah.edu.**

**Relocation.**
Please click the following link to view Messiah’s Relocation Packet:


When first joining the University and relocating to the local area, Messiah will provide relocation and house-hunting assistance to full-time faculty and administrative employees relocating at least 50 miles. The University provides relocation benefits for employees who will be working full time for at least 39 weeks during the first 12 months of employment and does not provide relocation benefits for part-time, temporary, or one-year appointments.

In the event that two members of the household are accepting employment at the University, the relocation allocation will be 150 percent of the benefit outlined below.

Exceptions to the standard policy need to be approved by the appropriate Vice President or Provost. Based on the 2018 IRS Tax Cuts and Jobs Act (TCJA), all house-hunting and relocation expenses are considered taxable benefits and must be reported as such through payroll. This will result in applicable payroll tax withholding based on the employee’s individual tax elections. The year-end W-2 will include any taxable gross wages and withholdings related to moving and house-hunting expenses.

**Relocation Expenses**

The University will provide a one-time payment for moving expenses calculated at $7.00 per mile to a maximum payment of $5,000. Mileage will be calculated based upon the distance between the employee’s current home address and new home address via GoogleMaps or comparable mapping source. This payment **does not** require submission of receipts. This payment, less applicable payroll tax withholding, will be made on first available pay period after, but not prior to, the employee’s start date. Please contact Inger Blount, Director of Human Resources to request payment after your move. Please present her with the mileage for the purposes of reimbursement. She can be reached at iblount@messiah.edu or 717-796-1800 extension 3941.

**House-hunting Expenses**

Messiah University will reimburse the new employee up to $1,000, less applicable payroll taxes, for the cost for one trip to search for housing (i.e., house-hunting expenses) subsequent to accepting a job offer. Reimbursable expenses include the cost of airfare, car rental, hotel, and meals. These reimbursable expenses are for the new employee and spouse (or travel companion) only. **Receipts must be submitted to request reimbursement.** This reimbursement, less applicable payroll tax withholding, will be made on the first available pay period, but not prior to the employee’s start date. The new employee is responsible for making all flight and hotel reservations. Receipts must be submitted to the Dean’s administrative assistant or VP’s assistant as appropriate.

**Housing.** Information about local realtors can be found online through our Relocation Packet: http://www.messiah.edu/download/downloads/id/1314/relocation_packet.pdf.
2021-2022 Academic Calendar – You are expected to participate in the following events:
• New Educator Orientation, TBD, August 2021
• Community Day, August 17, 2021
• Community of Educators Retreat, August 18, 2021
• School Retreats (check with your School Dean)
• First Day of Classes, August 24, 2021
• University Convocation, August 24, 2021
• Commencement, Undergraduate May 7, 2022
• May Development Week, May 9-13, 2022

Convocation Chapel and Academic Regalia. The Community of Educators marches in procession with academic garb twice a year—Fall University Convocation and Commencement in May. For assistance with regalia, contact Daisy Anderson, 717-766-2511 x2100, 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.

Systems Access. You will be provided with an e-mail address, Canvas access, Falcon Link (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.
## 2021-2022 Messiah Undergraduate Academic Calendar

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**Key:**
- No School
- Classes/ Term Begin
- Classes/ Term End
- Educator Day
- Special Student Day
- Orientation
- Final Exams
Sample No Thank You Letters

Date

««AddressBlock»»

Dear ««GreetingLine»»:

Thank you for your interest in the ______ at Messiah University. 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 University 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 University. 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 University and to wish you every success in your future career goals.

Sincerely,

Chair, Search Committee
Date

Dear 

Thank you for interviewing for the ________________ at Messiah University. 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 University and to wish you every success in your future career goals.

Sincerely,

Chair, Search Committee
DATE

Dear XYZ:

Thank you for your kind interest in the position of XYZ. We are careful to review applications from internal applicants and we realize and sincerely appreciate that it takes time and effort to gather materials and to apply for a role such as this.

This position requires (a terminal degree, expertise in XYZ, etc). Upon review of your materials, it does not appear that you have the required credentials. If we have misunderstood your application, please contact me.

I sincerely wish you the best as you pursue your career goals.

Sincerely,

Dept Chair
You are required to provide 3 background checks prior to your first day of employment:

1. PA State Police Check
2. FBI Fingerprint Check
3. Child Abuse Clearance

This memo provides directions for obtaining the required background checks for employment at Messiah University. If you currently have the above background checks, and if they have been conducted within the last 60 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 60 months, you will need to start this process immediately as the clearances can take a number of weeks to be completed and returned. Please see below helpful links in order for you to begin this process. YOUR CLEARANCES ARE NOT COMPLETE UNTIL WE HAVE ALL THREE.

If you are currently living in another state (other than Pennsylvania), you do not need to provide the above clearances. Instead, the Human Resources department will conduct an extensive criminal record clearance on your behalf through Intellicorp that satisfies the above requirements.

1. PA STATE POLICE CHECK (PATCH)

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 credit card for payment.

2. FBI FINGERPRINT CLEARANCE (IDENTOGO)

https://uenroll.identogo.com  The FBI Check is a three-step process:

A) First, you must register online by providing the requested information. Please note that on the first page, you will need to input the following code: 1KG756. You can schedule an appointment at a fingerprinting facility or select the option of “walk-in.” The following is a list of local facilities:

IdentoGO (located inside PA Auto License Brokers)  
6483 Carlisle Pike, Ste 104  
Mechanicsburg, PA 17050-2346

IdentoGO (located inside Unique Home Care)  
204 3rd Street  
New Cumberland, PA 17070-2108

IdentoGO (located inside Bosler Memorial Library)  
158 W. High St  
Carlisle, PA 17013-2924

IdentoGO (located inside the Red Land Public Library)  
70 Newberry Commons  
Etters, PA 17319-9358

IdentoGO (located inside Unique Home Care)  
204 3rd Street  
New Cumberland, PA 17070-2108

IdentoGO (located inside Bosler Memorial Library)  
158 W. High St  
Carlisle, PA 17013-2924

IdentoGO (located inside the Red Land Public Library)  
70 Newberry Commons  
Etters, PA 17319-9358
B) Second, you will need to take payment and valid identification, including one government-issued photo ID, to your designated appointment.

C) Third, after providing the fingerprints at the facility, the results will be mailed to the home address that you entered online. The waiting period for the results currently is 2-4 weeks. Once you receive the results, you will need to provide them to the University with your other two clearances.

3. PA CHILD ABUSE CLEARANCE

https://www.compass.state.pa.us/cwis/public/home  Please note this particular clearance can be aggravating. It is likely helpful if you read the instructions ahead of time.

a) In order to proceed in filling out the online Child Abuse Clearance Application, you must first create an account.

b) 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.

c) After you have set up an account, you will be given a temporary password through email. You must log in again to create your unique, personal password. It is important to record or note your Keystone ID and Password for future reference.

d) When asked for the purpose of the application, select “School Employee Not Governed by Public School Code: Applying as a school employee not governed by Section 111 of the Public School Code.”

e) This online form requests personal information, including extensive address history.

f) 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.

g) Again, you will need to include this with your other two clearances. This also requires a credit card for payment.
Faculty Recruitment Hiring Checklist

☐ **Step 1. Approval/Authorization for a new hire**
1. Accountable: Provost and President
2. Action: Positions have been prioritized by the Provost and the Provost’s Cabinet with final approval by the President.
3. Timeline: As early as possible. No later than August 1.

☐ **Step 2. Creating a New Faculty Posting for Hiring (New or Open Position)**
1. Accountable: School Dean and Department Chair/Program Director
2. Action: As early as possible after authorization for hire, Department Chair prepares the Faculty Posting Request via PeopleAdmin (see Toolkit for detailed instructions on prep and routing the posting) along with the Position Announcement in MS Word which is sent to the Director of Human Resources via email or attached with the posting request in PeopleAdmin. The position announcement is crafted so as to attract applicants from historically underrepresented groups and individuals with robust intercultural competencies.
3. Timeline: As early as possible after authorization for hire.

☐ **Step 3. Advertising/Recruitment Strategies**
1. Accountable: School Dean and Department Chair/Program Director
2. Action: The position announcement is finalized and all recruitment strategies commence.
3. Timeline: As early as possible after authorization for hire.

☐ **Step 4. Establishing and Orienting a Search Committee**
1. Accountable: School Dean
2. Action: The School Dean establishes the search committee and oversees the orientation with assistance from HR.
3. Timeline: As early as possible after the authorization for hire.

☐ **Step 5. Understanding and Defining the Hiring Criteria**
1. Accountable: School Dean
2. Action: The position announcement and the hiring criteria are developed and submitted to the Provost. Targeted Interview Questions (Attachment B) and Candidate Response Indicator (Attachment C) are crafted based on the established Hiring Criteria.
3. Timeline: As early as possible after the formation of the committee.

☐ **Step 6. Viewing Applicants and Selecting the Top Candidates**
1. Accountable: Chair of the search committee
2. Action: The pool of candidates is reviewed and the top five candidates and then the two to three finalists chosen. The School Dean reviews and approves the top five and the two or three finalists. The finalists have been screened before being invited to campus following the prescreening Interview Protocol. The Provost must approve the top candidates.
3. Timeline: Mid to late fall for review and Late fall, early January for interview

☐ **Step 7. Prescreening**
1. Accountable: Chair of the search committee and School Dean.
2. Action: The School Dean contacts the top candidates to discuss the University’s Code of Conduct, Community Covenant and Mission Fit.
3. Timeline: late fall, early January
Step 8. Preparing for & Conducting On-Campus Interviews
1. Accountable: Chair of the search committee
2. Action: Contact candidates to be interviewed. Establish the interview schedule (Attachment H). On-campus interviews are conducted with carefully constructed candidate hospitality.
3. Timeline: late fall through February

Step 9. Keeping Candidates Warm
1. Accountable: Chair of the search committee and School Dean.
2. Action: The chair of the search committee and the School Dean take reasonable and strategic efforts to keep desired candidates warm i.e. continuous contact via email, phone calls, etc.
3. Timeline: late fall, early February

Step 10. Identifying the Final Candidate and Reference Checks
1. Accountable: Chair of the search committee, School Dean
2. Action: The search committee reviews the materials and identifies a final candidate. The School Dean and Provost must approve the final candidate. Reference calls are made and documented.
3. Timeline: late fall through February

Step 11. Preparing an Offer Letter and Background Check
1. Accountable: School Dean
2. Action: School Dean drafts for Provost’s approval
3. Timeline: late fall through February

Step 12. Follow-up Responsibilities
1. Accountable: School Dean, Provost, HR (as designated in the Toolkit)
2. Action: All the final steps wrapping up the hire are made. All materials utilized in the search are scanned and sent to the Provost’s Office including hiring criteria, notes from the interviews, and all documented phone calls from reference checks.
3. Timeline: February through August
The Department Administrative Assistant should send the following letter to new adjunct faculty in the body of an email with the adjunct handbook & clearance memo attached. This information is updated annually by the Office of the Provost in conjunction with HR&C. Please cc provost@messiah.edu on the welcome email.

Dear [Faculty Name]:

**WELCOME TO MESSIAH UNIVERSITY**

As Administrative Assistant to the Chair of the Department of Dept., I am pleased to be the first to welcome you to the Messiah University Community. Below are some helpful tips as you prepare to teach in the upcoming term. I have included the Adjunct Faculty Handbook, which will provide you with a comprehensive overview of your new role as well as many resources. Also attached is an important memo from the Office of Human Resources and Compliance regarding required three stage background checks.

**Human Resources** As you have accepted the position, please immediately contact Tovah Wilson, HR Coordinator at 717-796-1800 ext. 4230 and provide her with your birthdate and social security number so that you may be set up in the Messiah University systems. Tovah is available Monday – Friday 8:30 a.m. – 1:30 p.m.

You will be receiving a separate email from Messiah University (do-not-reply@ted.peopleadmin.com) with a link to our electronic onboarding system. This link will require you to sign in using your applicant username and password. Then, you will have access to a list of required new hire paperwork, payroll forms, and tasks which can be completed from the comfort of your own home.

**Faculty Contract** You will receive an adjunct faculty contract from the Office of the Provost. Contracts are sent via email (to your Messiah University email account) approximately one month prior to the start of the upcoming semester.

**3 Required background checks** Pennsylvania residents must obtain the PA State Police Check, FBI Fingerprint Check and PA Child Abuse Clearance prior to your first day of employment. Directions for obtaining these checks are on the attached memo. All 3 complete and official clearances must be submitted together to Human Resources. New employees relocating from another state must obtain only the FBI check which is due prior to or on your first day of employment.

Please be advised that an offer of employment may be rescinded due to an unfavorable background check.

**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.

Respectfully,

Dept. Admin. Asst. Name
Adjunct Faculty Handbook

2021-2022
Key Contacts

Messiah University Receptionist ................................................................. 0
Outside Number .............................................................................. (717) 796-1800

Campus Store ......................................................................................... 6024

Conference Services .............................................................................. 6009
Facility use

Department of Safety (24 hr. access) ..................................................... 6005
Parking, access to rooms, emergencies, Lost & Found

Disability Services ..................................................................................... 7258

Faculty Development ................................................................................ 3000

Help Desk .................................................................................................. 4444
Computer problems, support, email questions, teacher stations

Educational Technology Services .......................................................... 6023
Innovation, learning management system, tech sessions

Health and Counseling Center (Engle Center) ....................................... 6035

Human Resources & Compliance ........................................................... 5300

Maintenance (Facility Services) ............................................................... 6011
After hours ................................................................................................. 6005
General heating/cooling/plumbing problems

Murray Library ........................................................................................... 3860

Registrar’s Office ....................................................................................... 6074
Grades, student attendance, dropping/adding courses
Welcome to Messiah University!

It is a pleasure to have you as part of our campus community. Adjunct Instructors are a vital component in the education of our students, and we are pleased that you have accepted this important role. Your expertise will enrich the undergraduate experience of many students.

The purpose of this Handbook is to provide you with helpful information. We have tried to anticipate some of your questions, but undoubtedly others will surface. Please direct any inquiries to your department chair and/or departmental administrative assistant. They will be able to provide you with up-to-the-minute information on matters related to curriculum, teaching expectations, and the nuts-and-bolts of your assignment. For more generic questions related to life on campus, please feel free to contact the Office of the Provost at Extension 5375.

We hope that you will find Messiah University to be a welcoming and exciting community of Christian scholars. We are happy that you are part of it.

Randall G. Basinger
Provost
Overview of Mission Expectations for Educators

Messiah is a Christian University, and we seek to hire educators who share this Christian identity and seek to be a part of Christian higher education as understood by Messiah. Messiah’s Christian mission and identity relate to both beliefs and behaviors. All educators of the University are expected to affirm the Apostles’ Creed; support the Identity and Mission Statement, Foundational Values, Confession of Faith, Community Covenant and University-Wide Educational Objectives of Messiah University; agree to perform the duties as assigned and adhere to stated policies and procedures of the University; and agree to abide by the Employee Code of Conduct. The Employee Code of Conduct can be found here.

Messiah is an ecumenical Christian Community with representation from many different Christian denominations and theological perspectives. We look for educators who understand the breadth that is present in the University, feel comfortable in this setting, and do not seek to reshape the University in their particular theological image. The mission and identity of the University exist prior to any employee and hence the University seeks educators who understand the University’s mission and identity and want to contribute to and function as teachers/mentors/scholars within this framework.

While Messiah has a broad mix of Christian perspectives, Messiah has theological distinctives that flow from the Evangelical, Wesleyan, Anabaptist, and Pietist traditions that have and continue to shape the life of the University. Thus, in relation to Christian beliefs, the University finds it helpful to distinguish Core, Privileged, and Neutral beliefs. Core beliefs are beliefs affirmed by the University and which all employees are expected to fully affirm, i.e., the Apostle’s Creed. Privileged beliefs are beliefs that the University, given its self-understanding, affirms and all employees will support even if they might not fully agree. Neutral beliefs are beliefs on which the University does not take a formal position, e.g., endorsement of a political party, modes of baptism, eschatological positions.

Privileged beliefs represent beliefs that are important to the University while not rising to the level of Core beliefs. These include the Confession of Faith and other particular perspectives on theological issues – issues over which Christians tend to differ. For example, the University affirms the legitimacy of women in ministry and the peace position. While affirming that God is the Creator, the University understands that divine Creation may be compatible with various views on evolution. The University affirms Christian marriage to be the union of one man and one woman and thus believes that premarital and extramarital intercourse and forms of same-sex sexual expression fall outside of God’s design for sexual expression.

While these privileged beliefs are affirmations of the University, the University acknowledges the diversity of views within the University community on these “privileged” beliefs. However, all educators are expected to be supportive of the University’s privileged beliefs. To be supportive means the following:

- Educators may present alternative viewpoints to insure that students understand those perspectives. However, educators will treat the University’s position as a valid and responsible Christian
approach and will not demean, seek to undermine, or advocate against the University’s position even when they might not fully affirm it.

- Educators will be judicious when mentoring students who have questions about Messiah’s beliefs and behavior expectations. It is the responsibility of educators to be supportive of the University’s positions and help students understand the commitment the students have made to live according to the student Code of Conduct while enrolled at Messiah University.

- Educators may hold positions that are different from the University, but, if expressed, will not take an adversarial stance against the University and will make it clear that the educator is not speaking for the University.

Messiah’s Community Covenant expresses what it means for all employees and students to live in community. The Community Covenant includes behavior expectations for all members of the community. All educators are expected to support and abide by the behavior expectations of the Community Covenant.

Messiah has a robust residential undergraduate program that includes cocurricular programming and a Code of Conduct for students. While a faculty member’s primary role at the University is curricular; we expect faculty to be supportive of the cocurricular programming and the student Code of Conduct. For example, students are not permitted to drink alcohol while attending the University. While employees are permitted to drink alcohol in moderation, faculty are expected to support the University’s expectation for students by not consuming alcohol with students.

Precisely because of Messiah University’s heritage of uniting different Christian theological traditions (i.e. the historical development of the Brethren in Christ Church itself) and demonstrating an “embracing evangelical spirit,” we have an inspiring opportunity to model a rare and communal approach of Christian scholars (educators and students) living and learning together, while holding varying perspectives in tension, all the while demonstrating respect and support for the University. Educators have the privilege of modeling community in a manner that the Church and the broader society rarely embodies or witnesses, therefore, educators must be willing to commit to the responsibilities that will be associated with assuming that privilege.
INTRODUCTION TO WORKING AT MESSIAH

As a new adjunct faculty member you are a valued member of the Messiah University community. We actively seek adjuncts who are practitioners and content experts because they bring practical and engaging perspectives to our classrooms. Thank you for being here.

Campus Culture
For a general introduction to the campus culture of Messiah University, read “About Messiah” on the University website at www.messiah.edu/about.

GETTING STARTED

Preparing to Teach at Messiah

Systems Support:
Email
Microsoft Outlook is at the core of Messiah’s electronic communications. Outlook offers email, calendar, task lists and more. If you do not have access to the Outlook client software, you can access your account via any web browser at http://mail.messiah.edu. Use your full Messiah University email address and network password to login to your account. Official communication between faculty and students must be done using either Messiah’s Outlook email system or Canvas, Messiah’s learning management system, described below. FERPA laws require that a student’s privacy be maintained and protected. By keeping communications on our own email system (and not sending it to email systems outside our jurisdiction), we can meet the requirements. Please review the University’s Appropriate Use of Information Technology Resources policy found here. System access will be terminated at the end of employment.

FalconLink
FalconLink is the name of the Messiah University web portal, which serves as a resources for Messiah-specific information and news for only students and employees. It is accessible via your Messiah University issued username and password. In FalconLink you will find general academic information for the University.

You may access it directly at http://falconlink.messiah.edu, or from Messiah’s main website by following these steps:
1. Click or tap “Faculty and Staff” at the top of Messiah’s website (www.messiah.edu). Choose “Faculty and Staff”, then FalconLink.

Canvas
Canvas is the Learning Management System (LMS) in use at Messiah. Each course has a course space created and you will have access to only your courses. It is accessible from the url: https://messiah.instructure.com/ Use your Messiah supplied username and password when prompted for them. Information about Canvas and its use is available at http://blogs.messiah.edu/its/welcome-to-the-canva
Office and Classroom Assignments
Your department chair will inform you of your office and classroom assignments.

Keys
You will need a key for your office space. Your department’s administrative assistant will complete a key request. When the key request has been processed, you will be notified via an automated email to pick up your key(s) at Lenhart Maintenance Building front office. There is a substantial charge for lost keys.

Text Alert System
The Text Alert System is the University’s means to notify all students and employees of critical emergency situations. **All employees, including adjuncts, are required to sign up for the text alert system.** The signup is found on FalconLink in the “Need to Know” channel. If you have not loaded this Channel onto your FalconLink tab, please do so. Once you click on the “Text Alert System”, the next screen provides the necessary information to add, modify, or delete information. Please be certain you complete all screens as there is more than one screen requesting information; also, some screens are slow at populating the information, so please be patient. You will receive a confirmation text if you are signed up; if you don’t receive this text, then you are not signed up, or your carrier has blocked the text from transmitting (see last page of directions). Step by step instructions for signing up for Text Alerts through Firefox and Internet Explorer can be found on the following website: [https://www.messiah.edu/info/20299/employees/1297/text_alert_system](https://www.messiah.edu/info/20299/employees/1297/text_alert_system)

If you have not signed up for Text Alert, please do so today. If you previously signed up for Text Alert, please make certain the information you provided at your initial sign-up is accurate by accessing the Text Alert System. More information regarding emergency preparedness can be found at: [http://www.messiah.edu/info/20299/employees](http://www.messiah.edu/info/20299/employees).

Telephone Use and Phone Mail Access
- You may share a telephone with another adjunct instructor, but each of you will have a separate line and phone mailbox.
- Instructions may be attained from the department administrative assistant or IT (ext. 4444).

Parking and Car Registration
All cars that are driven and parked on campus by Messiah employees (faculty and staff, full and part-time) must be registered with the Department of Safety (ext. 6005). Parking permits and a campus map with valid parking locations are issued by this office. Persons leaving employment with Messiah University must surrender their parking permits to the Department of Safety. Please direct questions to parking@messiah.edu.

For a list of FAQs, go to [https://www.messiah.edu/downloads/file/419/employee_parking_faqs](https://www.messiah.edu/downloads/file/419/employee_parking_faqs)

Contracts and Hiring Paperwork
Once you have received your contract, sent via email approximately one month prior to start of the upcoming semester, please return it as soon as possible to the Office of the Provost. New adjuncts and those returning after more than a one-year break in service will complete employment and payroll forms via the People Admin system. **The I-9 form must be completed in person** in the Office of Human Resources & Compliance so please call (717)796-5300 to arrange an appointment. Adjuncts will be
required to present either a valid driver’s license and social security card or a current passport for completion of the I-9 form.

The Payroll Department is not authorized to issue paychecks until the signed contract and all necessary forms are completed. Please note that the deadline for these forms is two weeks prior to your first pay date. Adjunct instructors are salaried employees and are paid on the 15th and 30th of each month, based on the terms of their contract. For all adjuncts, if changes in address or direct deposit information occur, the payroll office must be contacted. For more information on payroll services, please review the Welcome Brochure and other information located on the Payroll website (www.messiah.edu/payroll) or contact Payroll at (717) 796-1800 ext. 2901.

**Employee Identification Cards**
- Identification (ID) cards are issued to eligible employees. This identification card allows you to access facilities of the University as deemed necessary.
- You will need an ID card to access the copy machines, for use as a library card, and for use of the athletic facilities. Contact the Falcon Exchange, located on the second floor of the Eisenhower Campus Center for more information at ext. 6052.
- When an employee terminates employment with the University, the ID card must be surrendered to either the immediate supervisor, Falcon Exchange, or Human Resources. The cost to replace a lost ID card is $15.00; a damaged card is $5.00. Unauthorized use of an ID card is a serious offense that could lead to the dismissal of the employee involved.

**Frequently Asked Questions regarding ID Cards:**
- **Q:** What are Falcon Exchange’s hours of operation?
  - **A:** We are open daily, M – F from 8:00 to 4:00 pm.

- **Q:** Do I need to bring anything with me when I apply for my ID card?
  - **A:** You need to have a government issued photo ID card such as a driver’s license or current passport.

- **Q:** May I provide my own photograph for my ID card?
  - **A:** Yes, you may. Log in to your FalconLink account – Self-Service (Main Page) – Employee tab – Employee ID Photo Upload

- **Q:** I lost my ID card. What now?
  - **A:** If during business hours, you should immediately contact Falcon Exchange either in person, via email at falconexchange@messiah.edu, or by phone 717-691-6052. If after hours or on the weekend, you should contact the Department of Safety Dispatch Officer at 717-766-2511 x 6005.

**Other Important Things to Know**

**Workplace Conduct Policies and Procedures**
In addition to the Employee Code of Conduct, Messiah University has specific policies related to workplace conduct and procedures. All employees, including adjunct faculty, are expected to know and comply with our policies. These policies can be reviewed online at http://www.messiah.edu/info/20591/policies/1016/human_resources_manual
Human Resources & Compliance
The Office for Human Resources & Compliance is located on the second floor of Old Main. This office is responsible for assisting adjunct faculty with employment issues including hiring paperwork, compensation, administration, personnel data changes, clearances, employee events, worker’s compensation, and employee relations questions. University employees, including all adjunct faculty, may access compliance support, including Title IX and grievance procedures through this office as well.

Environmental Health and Safety
Environmental, health and safety (EHS) compliance for Messiah University is managed by the Office of Human Resources and Compliance. Jennifer Smithmyer is the compliance coordinator and is available at ext. 5038 or by email at jsmithmyer@messiah.edu. The “go to” resource for EHS programs and policies is found at: https://www.messiah.edu/download/downloads/id/1251/safety_manual.pdf

Reporting Job-related Accidents
Any job-related accident or illness must be reported immediately to your department chair. Together, you will complete an online injury reporting form. (This form is available on FalconLink; search for the link “Incident Report.”) This must be done as soon as possible but no later than 3 days after incurring the injury. Serious job-related accidents must be immediately reported to the Department of Safety (ext. 6005). If medical treatment is required, you must use one of the medical providers listed on the Physician Panel provided by our Workers Compensation insurance carrier. This list is available at various locations throughout campus and from the Office of Human Resources & Compliance.

Fitness Center
New hires must submit all required background checks to the Office of Human Resources & Compliance prior to Fitness Center access being provided. Additionally, the following Fitness Center access chart applies for adjunct faculty:

<table>
<thead>
<tr>
<th></th>
<th>Fall Term Only</th>
<th>J-Term Only</th>
<th>Spring Term Only</th>
<th>Fall Term through Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access Start Date</strong></td>
<td>Tues. before Fall Move-in Day</td>
<td>First day after Christmas Break</td>
<td>First day after Christmas Break</td>
<td>Tues. before Fall Move-in Day</td>
</tr>
<tr>
<td><strong>Access End Date</strong></td>
<td>Last day before Christmas Break</td>
<td>Last adjunct J-term work date</td>
<td>Friday following commencement</td>
<td>Friday following commencement</td>
</tr>
</tbody>
</table>

RESOURCES

ACADEMIC RESOURCES

Learning Center
The Learning Center offers academic support to our students. Students meet with peer tutors to get help with their coursework and also to learn basic study skills and how to apply them. The Center is available and beneficial to all students, regardless of their levels of competence. Students benefit from the one-on-one interaction with a trained tutor who tailors the sessions to each individual’s needs. Additionally, small group study sessions are formed with a tutor as needed. The Center is open Monday through Thursday from 3-10 p.m. Although some students are faculty referrals, self-referrals are most welcome. Please let your students know about the Learning Center at the beginning of each semester. Contact Amy Slody at ext. 7258 for more information.

Math Help
A Math Help Room is open Monday—Thursday 7:00–9:00 p.m. in Frey 367 for problem-solving assistance. Contact person is Doug Phillippy at ext. 2140.

Study Skills Course
The two-credit course (GEST 040) offered each semester is mandatory for provisionally-admitted first-year students. The one-credit course is highly recommended for students who are on probation, or otherwise need help with academic skills, or for the general student population.

Supplemental Instruction
Supplemental Instruction targets “high risk” courses rather than “high risk” students. Most supplemental instruction to date has been in the sciences. The University pays trained Supplemental Instruction leaders to attend class lectures, take notes, read course material, then plan and conduct three or more review sessions outside of class each week. The Supplemental Instruction review sessions are interactive and utilize a variety of collaborative learning strategies as they combine how to learn with what to learn. Students acquire effective study strategies as they review course material and prepare for tests. The sessions are not remedial, but beneficial to all who choose to attend. Statistical data suggest that students who attend Supplemental Instruction sessions earn one-half to a full letter grade higher than students who choose not to attend. Contact Kristin Runyon at krunyon@messiah.edu for more information.

Writing Center
The Writing Center offers students personal assistance with any writing projects. Students work one-to-one with peer tutors who are trained to help them work on individual assignments and to help them develop the writing skills they will need throughout their careers. Workshop tutoring is useful to students at all levels of competence, and it is especially helpful for those who lack confidence in their writing abilities. The Writing Center is open Monday through Thursday afternoons and evenings. Call Christine Perrin at ext. 2042 for more information.

TECHNOLOGY
In addition to providing system access, as described on page 6, ITS also provides the following support:

Connecting to our Network
ITS provides configuration information for connecting your mobile device(s) to our network (you will need to provide your username and password). Search network on the ITS Blog for instructions - http://blogs.messiah.edu/its/.
File Storage
Faculty/Staff are strongly urged to store their data files (word processing documents, spreadsheet files, multimedia presentations, Internet bookmarks, etc.) in the appropriate network storage space; O: for personal data, M: for data to be available for sharing within your department. Saving your files to these network storage locations has several benefits, including regular backup of your data by our Networking staff and accessibility via your network credentials from any networked computer should you need quick access from any computer. Search file storage on the ITS Blog for instructions - http://blogs.messiah.edu/its/

Educational Technology Services (ETS)
Information about the services and support available from ETS is available at the following web address: http://www.messiah.edu/info/21492/employees

Educational Technology Services (ETS) provides Messiah University faculty, employees, and students with consulting, innovative and support services related to many technologies and media production. Technology sessions are offered on an ongoing basis and include instruction on the learning management system (LMS), course design, Microsoft Office applications and video production. In addition, ETS provides faculty members with copyright clearance services for academic course materials posted in the online environment or copied in print format, coursepack design, Faltron test scoring services, and the faculty job pick-up/drop off location for University Press. In addition we provide video production services and loaner equipment to assist in the academic learning process. Come share, innovate and consult in our Hoffman 1st floor Innovation Zone. Please contact an LTS representative for additional information.

Contact Us
Helpdesk@messiah.edu
LearningTechServices@messiah.edu

Phone 717-796-4444
On Campus ext. 4444

Follow Us
Blog - http://blogs.messiah.edu/its/
Twitter - https://twitter.com/MCEdTech/
YouTube - https://www.youtube.com/user/learningtechservices
GUIDANCE ON TEACHING

ACADEMIC POLICIES FOR INSTRUCTORS

Academic Calendars
To locate the Academic Calendar for scheduled events for the academic year, go to http://www.messiah.edu/info/21494/academic_calendar

Registration
The registration and grading schedule is published online every semester by the Registrar’s Office.

A few weeks after the beginning of a semester, the Registrar’s Office requests all instructors to review their class rosters. A student not on the class roster is not registered for the course. Such a student must consult with his/her faculty advisor to initiate the proper Change of Registration Request Form. This form must be signed by the student and advisor and submitted to the Registrar before the student is enrolled in the course.

At the end of each term, final grades are due to the Registrar’s Office by the published deadline. Final grades may be reported online through self-service Banner or a paper grade sheet issued to the faculty member by the Registrar’s Office. If an error in a student’s grade is discovered after final grades have been submitted, the instructor may report the corrected grade in self-service Banner, or he/she may submit the change and rationale in writing to the Registrar’s Office. The deadline for receipt of changes is the end of the following semester. Note that only changes of grades received through self-service Banner of the faculty member’s Messiah email account (not an external email service) is accepted. A student’s final grade may not be raised by doing additional assignments after the course has concluded or by revising previously submitted assignments. Please note that if an instructor’s grades are not recorded by the deadline, the students are instructed to contact the instructor personally for grades.

The schedule of classes for each semester is available on Messiah’s portal, FalconLink. FalconLink maintains current information which changes often as students register.

Dropping/Addng a Course
Following preregistration, students may adjust their registration in FalconLink through the first week of class. After the first week of class, or if a class is closed due to full enrollment, the signature of the instructor is required in order to drop or add a course. These signatures are then submitted to the Registrar’s Office for an official change in registration. Courses may be added during the first two weeks of the fall and spring semester or during the first three days of classes during January term. Courses may be dropped during the first third of the term in which they are offered without appearing on a student’s academic transcript. During the middle third of the semester, students may withdraw from courses with a grade of W. The grade will be posted on the academic transcript, but it will not affect the student’s GPA. Specific deadline dates for course changes are posted each semester.

Signing Students into Fully Enrolled Courses
Adding students to courses which are already at the enrollment limit is at the discretion of the...
Student Class Attendance
Punctual and regular attendance is expected except when the student is prevented from doing so by illness, death in the family, or a similar emergency. Each teacher is responsible to establish and implement attendance regulations for his/her own classes. The attendance policy should be published in the course syllabus.

Students are responsible for notifying professors prior to absence due to illness. The Engle Health Center will notify professors of absences of prolonged nature, as in hospitalizations and when a student leaves campus for a prolonged illness or injury. Faculty members should follow and support University policy on student absence as stated in the full policy. The full policy is available section 8.8 of the COE handbook.

Faculty Absences
Faculty members are expected to meet all of their assigned classes regularly and punctually. If a faculty member must be absent from a class to attend a professional conference or fulfill another institutional/professional responsibility, he/she is responsible to plan for the work of such a class during the absence and submit such plans in writing in advance to the Department Chair. When illness or some emergency unexpectedly prevents a faculty member from meeting a class, the School Dean’s Assistant should be notified as promptly as possible for classes beginning after 8:00 a.m. For classes beginning at 8:00 a.m. or if the School Dean’s Assistant is not available, notify the Department of Safety.

Emergency Closure Policy and Classes
If classes are canceled or delayed due to inclement weather or for some other reason, it is the instructor’s responsibility to arrange with students to make up the missed class time. Should there be a University closing or a delay, it will be communicated via the Messiah web’s homepage (www.messiah.edu); emergency information hotline (717-691-6084); and the text alert system. Consult your department chair for further information about how to make up the missed class time.

Office Hours
Generally, faculty should schedule one hour of office time per two hours of classroom time. Please inform students of your availability. You may post your office hours online in FalconLink. Click the Educators-Home tab then Registrar (Educators) Channel. Scroll down and select Faculty and Advising Menu, then Office Hours.

Off-Campus Activities
The University intends for faculty to know in advance about any University sponsored activities that necessitate student absences from scheduled class. Adjunct faculty must contact their department chair prior to scheduling any student activities outside of regularly scheduled class time.

Institutional Review Board (IRB)
All research involving human subjects (including classroom projects) is required to be reviewed by the Messiah University Institutional Review Board. Information regarding the process and a link to the
online submission and management system (Axiom) is found on the IRB website:
http://www.messiah.edu/irb

Confidentiality of Student Information
The Family Educational Rights and Privacy Act (FERPA) limits disclosure of student educational records. Therefore, you may not release student educational records (e.g. grades, class schedules, academic and disciplinary records) to parents or guardians unless the Registrar’s Office has been given permission to do so.

Individual grades should never be posted, similarly, faculty are not to distribute graded papers, projects or other graded course assignments by placing them outside an office door such that any student can see the results. If such graded materials are returned to students outside of class, this must be done in a manner that insures confidentiality for each student.

The University’s policy regarding compliance with FERPA is contained in the Student Handbook. Any questions of interpretation should be directed to the Registrar.

Directed or Independent Study Courses
Adjunct instructors are not approved to supervise Directed or Independent Study courses.
TEACHING A COURSE AT MESSIAH UNIVERSITY

Class Schedule Times

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, W, F</td>
<td>8:00-9:00</td>
<td>8:00-9:00</td>
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<tr>
<td></td>
<td>9:00-9:50</td>
<td>9:10-10:10</td>
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<td></td>
<td>10:00-10:50</td>
<td>10:20-11:20</td>
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<tr>
<td></td>
<td>11:00-11:50</td>
<td>11:30-12:30</td>
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<tr>
<td></td>
<td>12:00-12:50</td>
<td>12:40-1:40</td>
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<tr>
<td></td>
<td>1:00-1:50</td>
<td>1:50-2:50</td>
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<td>2:00-2:50</td>
<td>3:00-4:00</td>
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<td>2:50</td>
<td>4:00</td>
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<td>3:00-3:50</td>
<td>4:10-5:10</td>
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<td>3:50</td>
<td>5:10</td>
</tr>
<tr>
<td></td>
<td>4:00-5:00</td>
<td>5:15</td>
</tr>
<tr>
<td>T, Th</td>
<td>8:00-9:15</td>
<td>8:00-9:30</td>
</tr>
<tr>
<td></td>
<td>9:15-10:15</td>
<td>9:30</td>
</tr>
<tr>
<td></td>
<td>10:15-11:45</td>
<td>10:30-12:15</td>
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<tr>
<td></td>
<td>10:30-11:55</td>
<td>10:45-12:25</td>
</tr>
<tr>
<td></td>
<td>11:55-1:10</td>
<td>12:25-1:55</td>
</tr>
<tr>
<td></td>
<td>1:10</td>
<td>1:55</td>
</tr>
<tr>
<td></td>
<td>1:20-2:35</td>
<td>2:05-3:35</td>
</tr>
<tr>
<td></td>
<td>2:45-4:00</td>
<td>3:45-5:15</td>
</tr>
<tr>
<td></td>
<td>4:10</td>
<td>5:25</td>
</tr>
</tbody>
</table>

Course Syllabi

The University must retain copies of syllabi for each course taught to insure that degrees and transfer credits are recognized by other institutions; that we are in compliance with regulations established by
the state and federal governments; and that we comply with any requirements of higher education organizations related to specific degree programs. Syllabi are archived in a document management system for this purpose.

The syllabi must be uploaded into the published course in Canvas. The filename must end in syllabus.pdf (eg. NURS350syllabus.pdf).

Each syllabus must follow this format:
- Course Title/Number
- Course Dates
- Faculty Contact Information and Availability
- Faculty Expectations
- Course Description
- Course Objectives
- Course Materials
- Course Requirements
- Grading
- Course Policies
- Course Outline/Schedule
- Academic Integrity Policy [section 8.4 of the COE Handbook]
- For More information on syllabi see section 8.15 of the COE Handbook

**Course Textbooks**
Check with your Department Chair for recommendations for texts for your courses. The Campus Store receives book orders from the instructors and then orders all of the required textbooks. The Campus Store will request proper information far enough in advance of a new semester to facilitate the acquiring of the necessary materials. Faculty members need to cooperate with the Campus Store to facilitate this acquisition.

**Electronic Course Management**
Canvas, Messiah’s Learning Management System (LMS), is available to all faculty. All courses must be published in Canvas. All syllabi must be uploaded in your course site for student access throughout the semester.

**Copyrighted Material**
Appropriate permission must be obtained in order to use or post any copyrighted material for your course. Information about copyright clearances can be found on our website by clicking here.

**Project/Activity Approval Procedure**
In an effort to maintain the University’s compliance with various federal, state and local regulations, a Project/Activity Approval form may need to be completed. This must be done by the faculty member, advisor, researcher or other individual accountable for overseeing the project/activity. If you are introducing a new project or activity that was not previously a part of the curriculum (either in or outside of the lab, studio or classroom), please refer to Section #16 of the University’s Safety Manual to determine if you must complete and submit this form.

**Class Assignments and Librarian Assistance**
The University’s librarians are available to assist students with reference and library needs for their assignments and research projects. In order to facilitate the work of the librarians, you may wish to submit a course syllabus or description of the assignment to the Library.

**Final Examinations**
The final exam period is an important and integral part of the semester. The faculty member is to use this time as part of the semester’s education and will not schedule events which conflict with the final exam schedule. Students are expected to plan to be in classes during this time. Travel arrangements are not sufficient reason for exceptions to the final schedule.

**Course Evaluations**
The courses of all new adjunct faculty are to be evaluated using IDEA standardized forms. Courses of continuing adjuncts may be evaluated at the request of the instructor or the department chair.

**Frequently Asked Questions regarding Teaching at Messiah:**
Q: What should I do if a student is injured during class?
A: Immediately call Safety at ext. 6005.
Q: What do I do if there is an extreme temperature issue in my classroom?
A: Emergency requests should be called to ext. 6011 Monday – Friday 7:30am until 4:00 pm. After hour emergency requests should be called to dispatch at ext. 6005.

Q: How do I reserve a room on campus?
A: All uses of campus facilities (other than regularly scheduled classes) must have prior approval for scheduled use through the office of Conference and Event Services. All requests for facility should be directed to the office of Conference and Event Services (ext. 6009).

Q: What if my classroom is occupied when I arrive for class?
A: Attempt to find a nearby classroom for this one-time use then contact the Registrar’s Office at ext. 6074 to report the conflict and confirm the correct class location.

Q: What if a student reports problematic behavior/situation to me?
A: Contact the Associate Dean of Students, Doug Wood, at ext. 3200 or dwood@messiah.edu

Q: What if student appears to be in distress or I have concern for the student’s welfare?
A: Contact the Associate Dean of Students, Doug Wood, at ext. 3200 or dwood@messiah.edu

*For more specific information about the curriculum, teaching expectations, and the nuts-and-bolts of your assignment, please contact your Department Chair.*
ASSIGNING GRADES

Letter Grades
Letter grades carry a quality point value and are used in the computation of semester and cumulative grade point averages (GPA). (See “Interpretation of Letter Grades.”)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Meaning</th>
<th>Quality Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Honor-Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Excellent-Above Average</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Good-Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Poor-Below Average</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure-No Credit</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Pass/Fail Grades
P = Pass. Used only for a passing grade in a Pass/Fail course or when a student selects to register for a course on a Pass/Fail basis. The cutoff for pass shall be “C-”.

F = Failure. The grade of F is a failing grade and is included in the computation of both the semester and cumulative GPA. F applies under the following conditions:
1. The student has not done passing work for the term;
2. The student fails to attend the course in the final third of the term;
3. The student does not do passing work (earning a D+ or less) in a course graded on a pass/fail basis;
4. The student fails to clear an Incomplete within the specified time frame;
5. The student unofficially withdraws from a course.

Faculty members submit letter grades for all students registered for their classes. These are converted to the Pass/Fail system in the Registrar’s Office for those students who have chosen the option.
### Interpretation of Letter Grades

<table>
<thead>
<tr>
<th>Quality Characteristic</th>
<th>A – Honor - Outstanding</th>
<th>B – Excellent Above Average</th>
<th>C – Good - Average</th>
<th>D – Poor – Below Average</th>
<th>F - Unsatisfactory – No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interest and ability to communicate.</td>
<td>Almost always shows creativity, sound judgement, intellectual curiosity and communicates correctly and clearly.</td>
<td>Frequently shows creativity, sound judgement, intellectual curiosity and communicates correctly and clearly.</td>
<td>Shows sustained interest and is able to communicate well and understandably.</td>
<td>Exhibits interest. Marginal performance in communicating.</td>
<td>Shows sub-minimal interest. Does not communicate clearly enough to get ideas across.</td>
</tr>
<tr>
<td>2. Performance skills of discipline.</td>
<td>Almost always analyzes critically, synthesizes creatively, uses facts in original thinking, and generalizes logically.</td>
<td>Frequently analyzes critically, synthesizes creatively, uses facts in original thinking, and generalizes logically.</td>
<td>Usually produces viable generalizations and satisfactorily organizes data.</td>
<td>Commits errors in fact and judgment when discussing material and has difficulty going beyond gathering and examining facts and data.</td>
<td>Does not comprehend the concepts and ideas which are a part of the course. Does not gather and examine facts and data satisfactorily.</td>
</tr>
<tr>
<td>3. Techniques of scholarship.</td>
<td>Shows sound techniques in all projects and uses knowledge effectively.</td>
<td>Shows sound techniques in most projects and uses knowledge effectively.</td>
<td>Good understanding of techniques in most projects.</td>
<td>Demonstrates minimal competence in the techniques of scholarship.</td>
<td>Does not use sound techniques of scholarship.</td>
</tr>
<tr>
<td>4. Meeting requirements of the course – in preparation, outside reading and class participation, etc.</td>
<td>Meets or exceeds stated course requirements with distinction in all aspects.</td>
<td>Meets or exceeds stated course requirements with excellence in most aspects.</td>
<td>Meets stated course requirements with adequate performance in all aspects.</td>
<td>Meets stated course requirements with adequate performance in some aspects.</td>
<td>Does not meet the standards and requirements.</td>
</tr>
</tbody>
</table>

**Auxiliary Symbols**

Auxiliary symbols do not carry a quality point value and are not used in the computation of semester and cumulative grade point averages (GPA).

- **W** = Withdrawal. During the middle third of the semester, students may withdraw from courses with a grade of W. The grade will be posted on the academic transcript, but it will not affect the student’s GPA.
- **I** = Incomplete. Used only when a student cannot, for emergency reasons, complete a course on time.
schedule.

To receive credit for the course, the unfinished work must be completed within four (4) weeks of the close of the term. Incomplete grades are not given because of procrastination.

AU = Audit. Used only when a student wishes to attend a course but not receive University credit or a grade for the work in the course.

This option assumes students will attend the class on a regular basis but are not required to do any of the course work (though they may opt to do so) or take any tests in the course. A student must drop the course if he or she decides not to attend the course since the course appears on the transcript as an audited course. The option of auditing courses is open to both full-time and part-time students.

Change of Grade
If after final grades have been assigned and submitted, an error in a student’s grade is discovered by the instructor, or brought to the attention of the instructor by the student, the instructor should notify the Registrar’s Office. All changes of grades must be accompanied by a rationale and be approved by the Registrar by the end of the following semester. A student’s final grade may not be raised by doing additional assignments after the course has concluded or by revising previously submitted assignments.

Grade Appeal Procedures
If a student disagrees with a grade which has been given in a particular course, and it has been determined that the grade recorded was not in error, the student may initiate the grade appeal process. This process must be initiated before the end of the semester following the semester in which the grade was earned. Please contact your Department Chair for more information about this process.

ACADEMIC FREEDOM AT MESSIAH UNIVERSITY

The full statement regarding Academic Freedom is found at section 6.22.1 of the Messiah University Community of Educators Handbook: (website: https://www.messiah.edu/download/downloads/id/6320/COE_Handbook_Section_6_20181002.pdf)

Institutions of higher education exist for the pursuit and the dissemination of truth, both of which require freedom to explore, discover, and share ideas. Messiah University believes that Christian faith embodies and is foundational to this pursuit of truth. Therefore, Messiah University will protect its educators’ freedom in their search for truth and its expression in their teaching, scholarship, and other duties related to the educational program.

Concerns regarding academic freedom should be brought to the Provost. After consulting with the educator involved, the Provost will ascertain whether or not the case may have significant consequences for the University or the educator in the employ of the University. If the consequences are deemed significant, the Provost shall call a meeting of the Term-Tenure and Promotion Committee supplemented by the educators on the Administrative Council to review issues of academic freedom in regard to specific situations. The situations may be in one of two categories: (1) the educator is accused of violating boundaries, or (2) the educator believes his/her academic freedom has been inappropriately restricted by the University. This committee, without the Provost, after careful consideration and
consultation with the educator, Dean, Department Chair, and/or appropriate supervisors involved, will send its findings to the Provost regarding what transpired and how this comports with Messiah’s academic freedom policy. The Provost, after reviewing these findings, will determine the appropriate response. Appeals of this decision should be addressed to the President. The educator has the option of appealing the President’s decision to the Committee on Education of the Board of Trustees, whose decision is final.
GUIDANCE ON WORKING WITH UNIVERSITY STUDENTS

ACADEMIC ASSISTANCE FOR STUDENTS

Academic Advisors
Each student is assigned to an academic advisor based upon the student’s major.

Academic Progress Alert
Academic Progress Alerts are available in self-serve BANNER to faculty for the purpose of informing students of his or her progress in a course. While most often used to alert a student who may be struggling in a course, it may also be used as a positive affirmation of the good progress being made. After completion and submission, the form is distributed in the form of an email. Recipients include: the student, the academic advisor, residence director, campus mentor office and coach(es) as appropriate. To complete this form go to FalconLink, click on Educators Tab, Faculty and Advisor Tab and then Academic Progress Alert. Select the appropriate course and section and then select the specific student. Check all of the appropriate attributes for student’s progress, record optional comments as appropriate and submit.

Academic Accessibility
Instructors who have students with disabilities enrolled in their classes are required to make necessary accommodations when requested and when properly documented with a letter of verification provided by the Office of Academic Accessibility. Refusing to extend a requested, documented accommodation is a violation of the student’s civil rights under the Americans with Disabilities Act (ADA). If the request is in doubt, or would alter the fundamental purpose of the course, feel free to contact Amy Slody at extension 7258 for clarification and assistance in determining an appropriate accommodation.

Students with disabilities who request accommodations but who lack the required documentation must be referred to the Office of Academic Accessibility. Students who request accommodations are required to self-identify, present current documentation of eligibility and specify needed accommodations. The Office of Academic Accessibility has responsibility for this verification process.

Following verification of eligibility, an accommodation profile is developed with the student and a letter of verification is provided. The letter will verify the student’s eligibility as disabled, and will specify the accommodations they have qualified for. It will not identify the student’s specific disability, which is considered medical information and can be revealed only by the student or with their written approval. If the request does not match the list of accommodations, the instructor is encouraged to discuss the need with the student to work out an acceptable alternative. Course standards should NOT be lowered, although the method of demonstrating skills and/or knowledge may change as appropriate.

Disability is a medical issue and federal laws prohibit revealing confidential medical information about a student with a disability without the express approval of the student. Instructors are expected to respect that right to privacy by not treating the student or speaking with them in such a way that others in the environment become aware that they have a disability. Conversations about the disability or accommodations are expected to remain private and confidential.
Students who think they may have a disability but who have not been evaluated are encouraged (not required) to meet with the Director of the Academic Success Center (ext. 7258) for assistance in locating a professional to conduct assignments. All communication remains confidential.

Faculty should include this or a comparable statement on all syllabi:

*Americans with Disabilities Act: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services located in Murray Library suite 115. If you have questions, call extension 7258.*

More information is available on the Academic Accessibility website:
https://www.messiah.edu/info/20112/disability_services

**GENERAL SERVICES**

**Chapel**
All adjunct instructors are welcome to attend chapel services. For more information, visit http://www.messiah.edu/info/20052/chapel

**Copy Services**
Large volume copying should be requested via University Press. University Press and Learning Technology Services also manage a campus printer/copier program. This program features over 60 black and white and color-capable copiers equipped with print, scan, and copy technology. There are also some laser printers placed in strategic locations around campus for smaller print volumes. Printing is to a secure cloud, allowing employees to print almost anywhere on campus. Each strategically placed copier acts as a release station, initiated by a card swipe or password login to ensure confidentiality and reduced waste. Printing and copying costs are charged back to your department.

Please note that many of the “Print Anywhere” Copiers are color-print capable. To print in color, you need to be sure you choose the appropriate cloud print driver, such as Lexmark Color or Toshiba Color.

In order to make Copies at the “Print Anywhere” copiers or to release your prints, you will need your existing Employee ID Swipe Card or your Messiah network password login.

In order to use the copier, type in your Messiah network username and password or, more simply, just swipe your ID card using the card swipe on the side of the copier.

Once the Copier recognizes you as a user, you can use the copier as you would any copier or, you can release any job(s) you sent to the cloud.

**Employees can find help by calling the ITS help-desk at Ext. 4444 or University Press at Ext. 6030.**

**Dining Services**
Messiah offers a variety of dining services catering to differing tastes, including the Lottie M. Nelson Dining Hall, The Falcon, the Union Café located in the Larsen Student Union and Café Diem in the Library. The Dining Hall serves a variety of home-cooked meals each day prepared by Messiah’s award-
winning culinary staff. An extensive hot and cold menu is offered at The Falcon, while the Union Café serves a more casual menu including gourmet desserts and a cappuccino bar. You can pre-order food online at both The Falcon and the Union Café. Café Diem offers coffee, specialty drinks and pastries.

Library
The Murray Library contains the University library, media production suite, archives, and Learning Commons. Orientation and instruction in the use of the library is provided by the professional staff by appointment (ext. 3590). Interlibrary loan is available to all faculty and administrative personnel.

Lost and Found
All lost and found is handled through the Campus Information Center in Eisenhower Campus Center. All items will be logged in. Non-valuable items will be held for 30 days, and valuable items will be held for 60 days.

Mail Service
The campus post office is a U.S. Postal Office substation. The mail is received and distributed Monday through Friday. Some departments distribute mail at a central location after picking it up at the campus post office each afternoon, while others distribute through mailboxes located in the Eisenhower Campus Center; contact the department administrative assistant for more information. A daily courier service has been established for Old Main and the Development Offices only. University post office personnel should be alerted for processing of any mailing of more than 100 pieces. Postage stamps are sold at the campus post office and may be purchased with cash, check, falcon dollars, or for your department with a departmental account number. Stamps can also be purchased for your department through OneSource.

Maintenance/Facility Services
If there is an immediate need for attention from our Facilities Department, such as an urgent issue with temperature control in a classroom or a plumbing issue, please contact:

Facility Services:   ext. 6011  Monday – Friday 7:30 am - 4:00 pm.
After hour emergency requests should be called to Dispatch at ext. 6005.

Official Communication
Intercom, the weekly employee newsletter is posted each Thursday on FalconLink under the “Employees” tab and is available to all University employees. Every employee also receives an email each Thursday with a link to the current issue. The Intercom publishes official University announcements, reports of professional and service activities and other information of interest to employees. It can be viewed at http://www.messiah.edu/intercom. Guidelines and information on submitting information for the Intercom can be found at http://www.messiah.edu/forms/form/190/en/employee_newsletter or by emailing intercom@messiah.edu. The deadline for submissions is 4p.m. Tuesday for Thursday publication.

Telephone Service Policies
University telephones are provided for the conduct of University business. Therefore, personal calls should be limited in length and number. Long distance service is for OFFICIAL INSTITUTIONAL BUSINESS ONLY. Personal long distance calls may NEVER be charged to an institutional telephone.

Ticket Office
Messiah University offers a full schedule of educational, cultural, recreational, and athletic events. Tickets for cultural events can be obtained in the Ticket Office, located on the main level of the Eisenhower Campus Center, beside the Reception Office. Hours are 8:00 a.m. to 6:30 p.m., Monday through Friday during the academic year. Summer hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. The office is closed over student holidays. For more information, call ext. 6036 or if calling from off campus 697-6036.

Work-Study Students
Please contact your department chair if you have a special project and would like to request assistance from a work-study student.
General Guidelines

- Situations not specifically listed in these guidelines will inevitably arise. They should be interpreted according to the spirit of these guidelines.
- The Provost’s Office will pay the following costs for the top 2-3 position candidates.
- Expenses for candidate’s spouse, children, etc. are not covered by the University.
- Exceptions to the following must be pre-approved, in writing, by the Provost’s Office.

Transportation

- Select the least expensive mode and route of travel that is available and reasonable.
- Make reservations as early as possible to take advantage of advance purchase discounts.

Airplane/Train

- The University pays for roundtrip fare for a reserved seat in the main cabin of the plane/train.
- Make reservations with the University’s preferred travel agent.
- Flight/trip cancellation insurance is not a covered expense.

Transfers

- Faculty host provides transport to and from the airport/train station and lodging location.
- If faculty host is unable to meet candidate, a midsize rental car should be arranged through Enterprise.
  - Contact Procurement Services at extension 6010 for reservation instructions.
- Transportation to and from candidate’s home airport is not a covered expense.

Car

- If travel is less than 100 miles one way, candidate may drive his/her own vehicle and be reimbursed for mileage at the University-approved per mile rate.
- If travel is greater than 100 miles one way, a standard-size car should be rented from Enterprise.
  - Contact Procurement Services at extension 6010 for reservation instructions.

Lodging (2 nights)

Climenhaga Homestead

- Must be used if available.
- Book through EMS.

Hotel

If Climenhaga Homestead is not available, use one of the following hotels, which include complimentary breakfast. Reservations should be made by the University using these instructions.

- Hampton Inn by Hilton Harrisburg – West - $127/night
  4950 Ritter Road, Mechanicsburg
- Towneplace Suites by Marriott Harrisburg – West - $129/night
  4915 Ritter Road, Mechanicsburg
- Courtyard Marriott - $124/night
Meals

Dinner upon arrival (Day 1)
- Candidate and faculty host
- On campus (hospitality card) or off campus (P-Card)
- Not to exceed $25/person, including tip – save itemized receipt

Breakfast (Day 2)
- Climenhaga – hospitality card for on campus breakfast
- Hotel – breakfast included

Lunch (Day 2)
- Arranged by the department – provided by Two Bridges Catering

Dinner (Day 2)
- Arranged by the department
- On campus (Two Bridges Catering) or off campus (P-Card)
- Not to exceed $25/person, including tip – save itemized receipt
- To include Messiah University employees and/or students only

Breakfast (Day 3)
- Climenhaga – hospitality card for on campus breakfast
- Hotel – breakfast included
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 University. These resources include:

Virginia Commonwealth University
Strategies for Successfully Recruiting a Diverse Faculty https://provost.vcu.edu/media/provostdevelopment/media/StrategiesforSuccessfullyRecruitingaDiverseFaculty.pdf

Other resources include:
Personnel/HR Assistant Seminar from Council on Education in Management, 1999 Institute for International Research
Graystone Advertising Group