



BUCKNELL UNIVERSITY

Faculty Hiring Guide

2016-17

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Bucknell University's Equal Opportunity Statement

Bucknell University provides equal opportunity without regard to race, color, gender, gender identity, gender expression, sexual orientation, age, religion, national or ethnic origin, marital status, veteran status or disability in admissions, employment and in all of its educational programs and activities.

Relevant Strategies from The Plan for Bucknell

Strategy One: "Strengthen the Academic Core," The Plan for Bucknell

If the academic mission is central to the future of the University, the role of the faculty is central to the fulfillment of the academic mission. Bucknell recruits and employs the finest teacher-scholars — individuals who aspire to be leaders both in the arts of teaching and in their disciplinary field of expertise. The University must provide the resources necessary in both areas to guarantee faculty realize that aspiration. Part of the distinctiveness of the Bucknell learning experience is the opportunity for students to interact daily with faculty and staff who exemplify a passion for learning and a dedication to the life of the mind — a life of intellectual exploration, creativity, and imagination. In affirming the centrality of the academic core, Bucknell also rededicates itself to an environment that nurtures, protects, and celebrates these values, all within the context of an unwavering commitment to academic freedom.

"Strategy Three: Enhance Diversity," The Plan for Bucknell

The strategic significance of Diversity for the future of Bucknell is compelling yet simple. Diverse perspectives and experiences in the classroom create more profound kinds of learning. Differences in race, ethnicity, culture, socioeconomic class, religion, political perspectives, geographic origins, gender, sexual orientation and physical capabilities all contribute to a student's ability to examine issues from multiple and sometimes unique perspectives — a foundational skill for effective critical thinking. Out of class, sharing a complete residential experience in which students, faculty, and staff represent diversity in all its forms teaches students respect and appreciation for diverse people, places, cultures and interests. That experience prepares Bucknell graduates to live and work in a democratic society that thrives on differences, and in a world that is globally integrated and intercultural.

Relevant Goal from The 2014-2019 Diversity Plan

Goal 1: Improve the diversity of the Bucknell campus community

Objective A: Improve the diversity of the faculty across all academic disciplines

Strategy 1. Continue to improve the recruitment, search and hiring process to enhance the potential for increasing the diversity of the faculty.



Bucknell
UNIVERSITY

Office of the President
Bucknell University
Lewisburg, Pennsylvania 17837

Phone: 570-577-1511
Fax: 570-577-3369

Dear Faculty Colleagues,

Bucknell University has a long history of recruiting and hiring exceptional teacher-scholars who are not only committed to their students but also dedicated to making meaningful contributions to their disciplinary fields. We know that the quality, dedication, effectiveness and diversity of our faculty directly contribute to our students' experiences and achievements. As we help students develop the knowledge and skills necessary for living, working and contributing in a globally integrated world, we recognize that the diversity of our faculty is critical to our success and relevance as a 21st century institution of higher education.

At the same time we reaffirm our commitment to the teacher-scholar model and seek faculty who

- Privilege teaching and learning while remaining committed to scholarship and research
- Emphasize high-impact educational experiences such as undergraduate research, learning communities, and service/community-based learning, among others

Over the past few years CSP has helped the faculty adopt new hiring practices that have contributed to diversifying the candidate pool. Although we have seen good progress in this area, like many universities we still have much work to do.

Our continued efforts to recruit, hire and retain a diverse faculty of outstanding teacher-scholars who are committed to high-impact educational practices requires a dedication to intentional, proactive searches and attention to the ways in which implicit bias and unquestioned assumptions can impede our progress. We would like to thank CSP for developing this guide for faculty, and we would like to thank in advance the faculty who will undertake the important responsibility of recruiting and hiring our new faculty colleagues.

Together we continue to build and enrich a campus community that reflects our commitment to the interconnectedness of academic excellence and diversity.

All the best,

John C. Bravman, President

Barbara Altmann, Provost

INTRODUCTION

This guide demonstrates the alignment and interdependence of at least three of Bucknell's priorities: (1) providing the highest quality academic experience for our students, (2) recruiting and retaining outstanding faculty who embody the best of the teacher-scholar model and (3) enhancing diversity.

The processes and strategies outlined here incorporate best practices for taking a proactive, intentional approach to diversifying the applicant pool while emphasizing Bucknell's focus on the teacher-scholar model. Although this approach may require more “upfront” work, much of the content of this guide will be familiar to search committees, so aligning searches with the University's commitment to diversity and inclusion and other key priorities (for example, high impact educational experiences, student centeredness) should not pose significant difficulties.

We envision this guide as a living document that will be reviewed and revised each year to address feedback from those who have used the guide and to incorporate evolving best practices. If you have questions, concerns, or suggestions related to this guide, please contact the Associate Provost for Diversity.

Phase I: Steps in the CSP Planning and Approval Process: November-May

The process below summarizes, and assumes departments/programs will refer to, the CSP (Committee on Staff Planning) 2012 Guidelines for Departments Submitting Requests for New or Replacement Positions and 2013 Guidelines for Requesting Shared Positions found in the [Moodle Site](#). The 2015-2016 CSP Strategies for Diversifying Candidate Pools are integrated throughout this edition of the guide and can be found [here](#).

When an opening exists...

1. Department chair/program director and relevant faculty discuss departmental needs and goals for filling the opening.
 - Current and future direction of the department/program
 - Bucknell's strategic and educational goals and curricular needs
 - Bucknell's efforts to achieve a faculty of outstanding, diverse teacher-scholars who will actively contribute to Bucknell's mission and priorities (e.g., high-impact educational experiences; diversity and inclusion; sustainability; technology; innovative, engaged student learning, etc.)
2. **Prior to February 1**
 - A. Department chairs/program directors meet with their college Dean or the relevant Associate Dean to discuss plans for submitting a proposal to CSP. Because the Dean of the College will present the case to CSP, the Dean should be well informed about departmental/program discussions, goals, and needs.
 - B. Department chair/program director meets with the Associate Provost for Diversity to review the diversity plan to be included in the CSP proposal.
 - Position description and advertisement
 - Advertising venues and strategies for outreach and diversifying the candidate pool
 - Potential search committee members
 - Departmental focus on diversity and inclusion (e.g., faculty composition, course content, curricular transformation, inclusive pedagogical strategies, student mentoring, research, etc.)
 - Integrating proactive search strategies and best practices throughout the search and hiring process
 - Sample Diversity Strategies can be found on [pages 11-12](#)
 - C. **By February 1**, the department chair/program director emails a letter of intent to the chair of CSP (and copies the Registrar) to notify CSP that the department/program intends to submit a staffing request.

The letter of intent should

- State whether the request is for a new or replacement position.
- Describe the desired timetable for filling the position, including deadlines for advertising in relevant disciplinary publications.
- Indicate whether communication with the Dean and the Associate Provost for Diversity has taken place.
- Indicate whether the department/program intends to request authorization to hire with tenure.

After receiving the letter of intent, the Registrar sends the department chair/program director and CSP a recent history of departmental/program enrollment and the number of students majoring in the relevant field. *The department contextualizes this data in its CSP proposal.*

3. The department chair/program director meets with relevant faculty members to develop the CSP proposal.

For positions that are new, replacement, or conversions from visiting to full-time, CSP proposals must include:

- Overview of the requested position
- Position description

- Assessment of staffing needs (This requires contextualizing the data received from the Registrar.)
- Impact on general education and writing courses (*General education includes Diversity in the US, Global Connections, and IP courses.*)
- Diversity strategy (details below)
 - o (a) possible recruitment tools (list-serves, identity-based affinity groups related to the discipline societies, conferences, personal recruitment, etc.), (b) language for job advertisements, (c) strategies for addressing implicit bias, and (d) strategies for integrating a focus on diversity throughout the search. As these possibilities vary by discipline, departments and programs are encouraged to study the best-practices in their field in preparing their requests. [Go to sample strategy.](#)
- Job advertisement. Given legal considerations related to permanent residency sponsorship of foreign national faculty members, the following guidelines for advertisements apply:
 - o **Do not include preferred qualifications.** The advertisement should include only required qualifications, all of which the successful candidate must meet. This is necessary because the government interprets preferred qualifications as required qualifications when evaluating whether a foreign national meets the position requirements for purposes of permanent residency sponsorship by the University. A successful foreign national candidate who does not meet the preferred qualifications may be deemed ineligible for permanent residency sponsored by Bucknell, jeopardizing that individual's continued employment at Bucknell as well as their immigration status. (**Note:** It is fine for the search committee to use preferred qualifications once it begins to evaluate applicants who meet the minimum qualifications stated in the advertisement.)
 - o If an already-awarded Ph.D. is not required, the language should be "Ph.D. or ABD by start date."
 - o Rank: Open rank is the default. If a department has a good reason for seeking to hire at the assistant level, the proposal should include justification for that and the appropriate language is "We expect to hire at the assistant level, but are open to considering outstanding candidates at other ranks."
 - o Specifically referencing teaching obligations in the job advertisement may assist a successful candidate who is a foreign national to pursue permanent residency at the appropriate time. (Of course, departments may also want to include research expectations in the advertisement.)
 - o Required documents: CV, application letter, teaching statement, etc.
 - o Department diversity statement
 - o Directions for applying
 - o Target submission deadline: Review of materials will begin...
 - o If requesting to hire with tenure include suggested language. (Finalists for this position who wish to be considered for tenure upon appointment will be asked to submit a complete tenure Dossier.)
 - o Refer to "[Permanent Residency Memo](#)" for more details on procedures associated with sponsoring foreign national members of the faculty for permanent residency.
 - o [Sample Position Advertisement](#)

For shared appointments, requests must include information on the following:

- Impact of the shared position on program/department staffing
- Impact of the shared position on program/department and college curriculum
- Impact of the shared position on institutional priorities such as the recruitment and retention of top candidates and the potential for contributions to the University's diversity and inclusion initiatives

For details on requests for shared positions, please see [CSP Guidelines on Requesting a Shared Position](#)

4. By March 1, the departments/programs email the full proposal to the chair of CSP.

5. **By April 1**, the departments must submit requests for Statement of need
 - Significant changes to previous position description
 - Detailed diversity strategy
 - Position advertisement
6. CSP evaluates proposals and does one of the following:
 - Recommends the position to the Provost
 - Returns the proposal to the department chair/program director along with a request for additional information
 - Returns the proposal to the department chair/program director along with reasons for not endorsing the proposal at that time
7. **By May 31**, the Provost and the Director of Business Operations evaluate CSP-recommended proposals in light of budgetary and other university-wide considerations.
 - If accepted as part of the coming year's budget, the Provost notifies the department/program, dean, CSP and Human Resources.
 - If not accepted as part of the coming year's budget, the Provost notifies the department/program and dean and the proposal remains in the Provost's office to be revisited if/as budgetary and other university-wide considerations allow.

Phase II: Steps in the Recruitment, Selection and Hiring Process

The steps below serve as a general overview of the recruitment, selection and hiring process.

1. Search committee chairs meet with the Associate Provost for Diversity as soon as possible in the academic year of the search, to review the outreach plan and the search and hiring process.
2. The department chair, search chair and/or academic assistant partners with HR Recruitment Consultant to complete the online approval and post the position.

Note: part of the process will include identifying the search committee members, including the chair and the diversity advocate.

 - HR notifies the search committee chair when the position is posted.
 - The search committee then begins proactive outreach efforts.
3. Chair provides search committee member with the hiring guide and contacts Associate Provost for Diversity to schedule training.

Note: Search committee chairs communicate with the Associate Provost for Diversity and the Dean's Office one month prior to the close of the search (or start date for reviewing applications) to describe the implementation of the outreach plan. This report from search committee chairs is a component of our assessment of diversity-related hiring activities.

4. The search committee attends an initial meeting to review the committee charge, solidify parameters of the search, review the responsibilities of the search chair and committee members, including the diversity advocate and create a screening tool to evaluate candidates. The Associate Provost for Diversity and/or HR Recruitment Consultant may be invited to share best practices and offer advice.

Note: Search committees may choose to share their screening matrix with department members who are not on the search committee.
5. The search committee reviews applications and meets to
 - Discuss applications and select candidates for initial interviews (video, call, or at conference).
 - Outline interview agenda and identify interview questions.

NOTE: At this point, the chair checks in with the Dean (or designee) and Associate Provost for Diversity to provide an update on the search, including the names of candidates the committee wishes to invite for initial interviews.

The Associate Provost for Diversity will reply promptly with data on the percentage of candidates from groups historically underrepresented in higher education (a) in the candidate pool and (b) in the list provided by the chair. (This data is present in the HR database but otherwise withheld from search committees.) In disciplines where women are historically underrepresented, gender data will also be shared.

In exceptional circumstances the Office of the Provost or the Dean's Office may, after consultation with the search chair, ask the committee to return to the pool or expand the outreach if the search process appears to be insufficient to develop a shortlist that is comparable in diversity to the pool/the discipline.

6. The search committee chair coordinates with the academic assistant to schedule initial interviews and inform candidates about the interview process.
7. The search committee conducts initial interviews.
8. The committee meets to discuss initial interviews and identifies a short list of candidates to invite to on-campus interviews. At this time, the search committee may also discuss the logistics, agenda and interview questions for the on-campus interviews.
9. The search committee chair (a) changes the status of the candidate to "shortlist" in Interfolio and (b) sends an email to the Dean to note that the list is ready for approval.
10. Upon approval, the Dean (a) changes the status of the candidate to "shortlist – approved by Dean" in Interfolio and (b) sends an email to the Director of Recruitment and Compensation to note that the list is ready for approval.
11. When the short list is approved by the Director of Recruitment and Compensation, s/he (a) changes the status of the candidate to "shortlist – approved for on-campus interview" and (b) emails the Dean to let the Dean know to notify the committee that the short list has been approved.
12. The Dean sends an email to notify the search committee chair that the short list has been approved.
13. The search committee chair works with the academic assistant to schedule the on-campus interviews.
14. The search committee hosts the on-campus interviews, which includes a group interview with the whole search committee.
15. The search committee solicits input from all involved in the interview process. At this point, it is important to return to the position description and consider candidates' strengths and offerings in light of departmental and University goals and priorities.
16. The search committee identifies a candidate to recommend for hire.
17. The search committee chair conveys to the dean the committee's and department's choice. This must be done in writing (email is fine) and should include the date, members of the search committee and candidate selected. **For example:** "The Committee, comprised of X, Y, Z, selected [NAME] on [DATE]."
18. After the Dean, in collaboration with the Provost, agrees on the hire and offer, the Dean makes a verbal offer.
19. The Office of the Provost sends to the candidate an offer letter that includes background check information, information relevant to foreign nationals, and a new hire data sheet.
Note: The search committee chair works with the academic assistant to send regret letters.
Note: The search committee chair may want to send/sign letters to candidates who were interviewed, while the academic assistant sends to all others. HR can provide sample letters, including letters tailored to alums of Bucknell or current members of the Bucknell staff.
20. The search committee chair or academic assistant works with the HR consultant to close the job online. At this time, applicant statuses should be updated.
21. The search committee chair submits receipts for on-campus interviews to HR. [Recruitment Expense Policy](#)
22. Human Resources sends follow-up assessment survey to the search committee.

Considerations for Diversity Strategy for CSP Proposals

This section of the proposal should be forward looking, emphasizing specific action and strategies to implement if the position is approved.

- Describe in detail how the proposed position contributes to program/department diversity goals and/or Bucknell's diversity and inclusion goals. (Diversity and inclusion goals include achieving a diverse faculty, integrating diversity issues in course content, curricular transformation, inclusive pedagogy, research on diversity issues, mentoring of first generation students and students of color, service, etc.)
- Shape the advertisement to highlight department's/program's commitment to diversity and inclusion.
- Describe how the department will reach a broad and diverse applicant pool (identify specific listserves, identity-based affinity groups related to the discipline's professional organizations, conferences, personal recruitment, etc.). As noted in the *CSP 2016 Strategies for Enhancing Diversity of Candidate Pools* document, CSP seeks specific and detailed information in this portion of the proposal. Name the listserves, departments, and organizations, etc. the department will contact. Identify the conferences department members will attend for outreach, and so forth. There is no need to include the list of publications/online sites that Bucknell submits all advertisements to.
- Identify strategies for addressing implicit bias and integrating a focus on diversity throughout the search.

See [Faculty Recruitment Resources](#) for outreach ideas.

Sample Diversity Strategies

Sample Diversity Strategy A

(Thanks to Alan Cheville, Chair Electrical Engineering)

Since the last time we submitted a proposal we have hired two candidates from groups under-represented in electrical and computer engineering faculty nationwide. While clearly we have been fortunate in these hires, in reflecting on this success we have identified several steps we have taken that have diversified the pool of candidates applying. Since it is a strategic priority of the program to try to diversify both faculty and students, below is our revised diversity strategy that aligns with both the best practices at Bucknell, as well as best practices in engineering. The specific actions we will take include:

- State in our position advertisement that we are:
 - seeking candidates from groups historically under-represented in engineering,
 - seeking candidates who want to contribute to our undergraduate program, and
 - asking candidates' to discuss how their scholarship can have societal impact.
- Candidates will need to discuss either experiences with, or plans for, engaging diverse students in their application. Those who do not discuss diversity in their application will not be considered for the position.
- In past searches we have developed a rubric to rate candidates to see who will be invited for a first-round phone interview. Candidates who do not meet the criteria for the position, which include diversity activities as stated above, will not be considered for the position.
- We will advertise broadly in publications read by electrical/computer engineers who might seek a position at Bucknell including the ASEE Prism magazine, the IEEE Spectrum magazine, and the Chronicle of Higher Education.
- We plan to target advertisements at specific groups (funding permitting). Some of the groups we will advertise to (via their web sites and publications) include the Society of Hispanic Professional Engineers (<http://www.shpe.org>), the National Society of Black Engineers (<http://www.nsbe.org/>), and the Society of Women Engineers (<http://societyofwomenengineers.swe.org/>).

Sample Diversity Strategies

Sample Diversity Strategy B

(Thanks to Michael James, Chair Political Science)

The Department of Political Science has a distinguished record with respect to diversity in faculty hiring and in our curriculum, and a new position in the Comparative Politics of Africa or South Asia will only augment our efforts in both of these areas.

We expect that a new position in the Comparative Politics of Africa or South Asia will contribute to the diversification of the faculty in several ways. First, we expect that candidates for these positions will disproportionately be of African or South Asian backgrounds, either as foreign nationals from these regions or as African-Americans and Asian Americans with interests in the regions of their heritage. In addition, the department plans to pursue an aggressive strategy for seeking out candidates from underrepresented groups. Apart from the list-serves mentioned in the Hiring Guide, the department will list the job ad in minority-oriented list-serves within the American Political Science Association, such as the “Race, Ethnicity, and Politics” and “Migration and Citizenship” committees, both of which I am an active member. I will also personally contact minority candidates registered with the Consortium for Faculty Diversity at Liberal Arts Colleges, of which Bucknell is now a member. The review of applications will include methods suggested in the diversity training materials and the hiring guide aimed at addressing implicit bias and integrating a focus on diversity. Finally, as Department Chair I will appoint a senior member within the department to mentor the successful candidate in order to improve the chances of retaining faculty from underrepresented groups.

Apart from teaching area-related courses that contribute to the Global Connections and Integrated Perspectives requirements of the CCC, we also expect that the successful candidate for a position in the Comparative Politics of Africa or South Asia would also be interested in contributing courses that would help to diversify the curriculum more broadly. For instance, both Africa and South Asia are home to a dizzying array of ethnic and racialized groups. Thus, a specialist in either area could conceivably teach a general, comparative course the Politics of Ethnic Conflict and Cooperation, which would likely examine the following issues: the social and political origins of ethnic and racialized identities; the differences between racial orders in other countries versus that of the United States; the relationship between racial or ethnic identity and political, economic, and social power; and the role of alternative policies and institutions in ameliorating racial and ethnic conflict and hierarchy. A course like this could get Bucknell students to denaturalize American racial and ethnic categories, to appreciate the role of power within ethnic and racial group relations, and to consider how the U.S. could adopt policies and institutions that have proven successful in other multi-racial and multi-ethnic societies.

Sample Outreach Email

Personal Email and Email to Listserve

(Thanks to John Enyeart, Chair History)

Dear Professor NAME,

My name is [FILL IN] and I am [an associate professor of X at Bucknell University]. In the fall I will chair a search for an open-rank position in [FIELD]. The person we hire will start in the fall of 2015 and have a joint appointment in X and Y. Given your research and teaching experience I would like to encourage you to apply.

We will be finalizing the position advertisement in early August, and I will be happy to send it to you as soon as we post it. [PERHAPS SAY SOMETHING ABOUT THE POSITION HERE.] If you find you are not interested but know of other people we should consider, I would appreciate it if you would send their names along to me. You might be interested to know [RELEVANT INFORMATION RE: department, field of study, at Bucknell etc.].

Bucknell faculty teach five courses per year. Associate professor salaries start at \$80,000 per year; full professor salaries begin at \$96,000.

Note: This information about salary should be confirmed with your dean prior to including. (And of course, it is not necessary to include it.)]

If you have questions about the [X] Department, please do not hesitate to ask me. [Name email address], who is also on the search committee and [any other relevant information], would also be glad to discuss this with you.

I look forward to hearing from you.

Sign off

Sample Outreach Email

Sample outreach to a listserv

Dear ...

I'm writing to let you know about an exciting position available at Bucknell University.

We are seeking [general description]. We seek a student-centered faculty member interested in a career as a teacher-scholar who is able to contribute to the University's efforts toward diversity and inclusion. Please see the ad below. If you are interested in learning more about the position, don't hesitate to contact me (or X).

[INSERT AD HERE]

Position Descriptions and Advertisements

The advertisement and the position description are basically the same thing for our purposes, with the exception of the inclusion of preferred qualifications as discussed below.

The position description can include the following:

- *Position overview:* This includes classes to be taught and in what department or program(s), research expectations, and statements related to the department's focus on high-impact educational practices, the teacher-scholar model, and diversity and inclusiveness.
- *Minimum qualifications:* Applicants must meet these requirements to be considered for hire. **Note:** Minimum qualifications cannot be changed after the position is posted. They are included in the advertisement.
- *Preferred qualifications to be considered during applicant evaluation.* These criteria assist search committees in evaluating candidate applications (see sample matrix). For example: areas of competence, knowledge, expertise, skills, etc. Preferred qualifications are not included in advertisements. See [Permanent Residency Memo](#) for rationale.

The tenure track advertisement includes the following:

- Position overview, including whether the search is for an open-rank, tenure track position. (Open rank, tenure track is the default. If a department has a good reason for seeking to hire at the assistant level, the proposal should include justification for that and the appropriate language for the advertisement is “We expect to hire at the assistant level, but are open to considering outstanding candidates at other ranks.”)
- Minimum qualifications.
 - Do not include preferred qualifications. The advertisement should include only required qualifications, all of which the successful candidate must meet. This is necessary because the government interprets preferred qualifications as required qualifications when evaluating whether a foreign national meets the position requirements for purposes of permanent residency sponsorship by the University. A successful foreign national candidate who does not meet the preferred qualifications may be deemed ineligible for permanent residency sponsored by Bucknell, jeopardizing that individual's continued employment at Bucknell as well as their immigration status.
(**Note:** it is fine for the search committee to use preferred qualifications once it begins to evaluate applicants who meet the minimum qualifications stated in the advertisement.)
- If an already-awarded Ph.D. is not required, the language should be “Ph.D. or ABD by start date.”
- Teaching and research expectations.
- Required documents: CV, application letter, teaching statement, letters of reference, etc.
- Department diversity statement (samples listed below)
- Directions for applying
- Target submission deadline: Review of materials will begin...(optional, but helpful to candidate)
- If requesting to hire with tenure include suggested language. (“Finalists for this position who wish to be considered for tenure upon appointment will be asked to submit a complete tenure Dossier.”)
- Apply at <http://apply.interfolio.com/XXXX> . **Note:** XXXX is a stand-in for a 5-digit number specific to the position. Your HR Recruitment Consultant provides you with this number.
- Overview of department (optional)

Sample Advertisements

Sample ad, A&S:

Bucknell University's Department of Political Science invites interested candidates to apply for a tenure-track position in the Comparative Politics of Africa OR South Asia beginning in the fall semester of 2016. We expect to hire at the Assistant level but are open to considering outstanding candidates at other ranks. The successful candidate will be prepared to teach sections of a core course in Comparative Politics and courses in his or her field of specialization. The Department of Political Science has a distinguished record in hiring diverse faculty, whose courses expose students to a variety of racial, ethnic, and cultural perspectives, and we are especially interested in candidates whose teaching and research will contribute to the department's commitment to diversity and academic excellence. Evidence of teaching experience and excellence is critically important, and the teaching load is five courses over two semesters. By the start date of the position, candidates are expected to have a Ph.D. or be ABD in Political Science with a sub-field specialization in Comparative Politics.

For additional information and to apply, please go to <http://apply.interfolio.com/XXXX>. The application should include a cover letter, C.V., statement of teaching philosophy, three letters of recommendation, graduate transcripts, sample publications or papers, syllabi, and teaching evaluations, along with any other relevant materials. Questions about the position should be addressed by email to: Prof. Michael R. James at mjames@bucknell.edu. The review of applications will begin on October 1, 2015.

Bucknell University is a private, highly selective, unique national University where liberal arts and strong professional programs in engineering, business, education and music complement each other. Apart from its excellent academic departments and programs, it boasts the Center for the Study of Race, Ethnicity, and Gender, which supports faculty teaching and scholarship in these areas, and the Griot Institute for Africana Studies, which provides faculty and student intellectual and creative engagement with the interdisciplinary investigation of the cultures, histories, narratives, peoples, geographies and arts of Africa and the African diaspora. In the Spring of 2014, Bucknell also introduced a 5-Year Diversity Plan aimed at enhancing the diversity of the faculty, staff, student body, and curriculum of the University.

Bucknell University, an EEOC Employer, believes that students learn best in a diverse, inclusive community, and is therefore committed to academic excellence through diversity in its faculty, staff, and students. We seek candidates who are committed to Bucknell's efforts to create a climate that fosters the growth and development of a diverse student body, and we welcome applications from members of groups that have been historically underrepresented in higher education.

Sample ad, Engineering:

The Department of Electrical & Computer Engineering at Bucknell University seeks a teacher-scholar for an open-rank, tenure-track faculty position to begin August 2017. Successful candidates will: articulate plans to recruit, teach, and mentor a diverse group of undergraduate students; describe broad scholarly interests situated towards the computer engineering end of the electrical-computer engineering spectrum; and show they can teach courses in both the electrical and computer engineering degree programs. While teaching is the most important aspect of the position's responsibilities, a demonstrated ability to publish scholarly work in peer-reviewed venues is also essential as is being able to actively serve the University, profession, and/or society. Candidates must have earned a Ph.D. in computer or electrical engineering or a closely related field by the beginning of their appointment.

Bucknell's mission is to provide a broad, liberal education. We seek candidates who can create exciting new learning opportunities for undergraduate students and who have the potential to impact the world through their scholarship. Successful candidates will describe how they plan to apply their scholarship in socially relevant contexts such as design and/or innovation, sustainability, health and human well-being, social justice, engineering education research or practice, or diversity issues in engineering.

Bucknell University, an Equal Opportunity Employer, believes that students learn best in a diverse, inclusive community and is therefore committed to academic excellence through diversity in its faculty, staff, and students. We seek candidates who are committed to Bucknell's efforts to create a climate that fosters the growth and development of a diverse student body, and we welcome applications from members of groups that have been historically underrepresented in higher education.

Bucknell University is a private, highly selective, unique national University where liberal arts and strong professional programs in engineering, business, education and music complement each other. Located in Central Pennsylvania along the Susquehanna River, Bucknell is nestled in the Borough of Lewisburg, an architectural gem that has been ranked as one of America's best small towns. The Lewisburg area offers a unique combination of outdoor recreation opportunities, and appealing amenities such as art galleries, an art deco theater, historic museums, and charming independent boutiques and restaurants. In addition to the many cultural and athletic events offered by the University and the Borough, the surrounding region offers outstanding schools, medical facilities, and an affordable cost of living. For those who crave the city, Bucknell is within an easy three-hour drive to Philadelphia, New York, Baltimore, and Washington, D.C.

To apply please include: (1) a cover letter describing your interest in the position, (2) a current CV, (3) a statement explaining why your experience and passion fit Bucknell's emphasis on undergraduate education, (4) a statement describing your scholarly interests and how you plan to apply these interests in socially relevant contexts, and (5) contact information for at least three references. For additional information and to apply using Interfolio, please go to <http://jobs.bucknell.edu>. Review of applications will begin on November 15th and continue until the position is filled.

Sample ad, Generic:

The Department of [] at Bucknell University invites applications for an open-rank, tenure-track faculty position to begin August 20XX. The (X) Department offers (X) degrees in (X). Bucknell's (X) program is [insert highlights]. Our students gain a strong foundation in (X) and come to understand (X). The person selected for this position may teach courses in (X) as well as more focused topics in a specialized area of research. The (X) department is committed to diversity, inclusion, and student-centered pedagogical approaches.

We seek a teacher-scholar with experience and expertise in (area), a demonstrated commitment to diversity and inclusive pedagogy, and [x]. Candidates are expected to have a Ph.D. in [*appropriate fields*]

Application materials: include a CV, statements that address your experience and potential as a teacher, your scholarly interests, and three letters of recommendation. For additional information and to apply, please go to <http://apply.interfolio.com/XXXX>. Review of applications will begin on [date] and continue until the position is filled.

All advertisements end with the following:

Bucknell University is a private, highly selective, unique national University where liberal arts and strong professional programs in engineering, business, education and music complement each other. We seek candidates who are committed to Bucknell's efforts to create a climate that fosters the growth and development of a diverse student body, and we welcome applications from members of groups that have been historically underrepresented in higher education.

Bucknell University is a private, highly selective, unique national University where liberal arts and strong professional programs in engineering, business, education and music complement each other. Located in Central Pennsylvania along the Susquehanna River, Bucknell is nestled in the Borough of Lewisburg, an architectural gem that has been ranked as one of America's best small towns. The Lewisburg area offers a unique combination of outdoor recreation opportunities, and appealing amenities such as art galleries, an art deco theater, historic museums, and charming independent boutiques and restaurants. In addition to the many cultural and athletic events offered by the University and the Borough, the surrounding region offers outstanding schools, medical facilities, and an affordable cost of living. For those who crave the city, Bucknell is within an easy three-hour drive to Philadelphia, New York, Baltimore, and Washington, D.C.

Sample Departmental Diversity Statements and High-Impact Educational Practices Statements for Advertisements

Sample diversity statements for position descriptions and advertisements (select one, edit as appropriate)

- We seek a teacher-scholar whose experience and expertise will contribute to ...
The rest of this statement focuses on the department's or program's diversity-related educational goals. This could include (a) working with a diverse student body; (b) teaching courses that address diversity, multiculturalism, and/or social justice; (c) an emphasis on innovation and inclusive pedagogy; (d) mentoring, etc.
- We seek a teacher-scholar with a demonstrated ability to successfully work with a diverse student body ...
- X department/program seeks student-centered faculty members with a demonstrated commitment to supporting diversity and inclusion and the liberal arts mission.
- We are especially interested in candidates whose teaching, research, and service will contribute to the department's commitment to diversity and inclusion and academic excellence.
- The X department is committed to diversity and inclusiveness; candidates should discuss their relevant experience and expertise in these areas.
- The X department seeks an outstanding faculty member with a demonstrated commitment to undergraduate research, student learning, diversity, and inclusive pedagogy.
- We seek a culturally competent [biologist/linguist/electrical engineer] who can teach ...
- The successful candidate will have a track record of active support for diversity and inclusive, innovative pedagogy.
- committed to integrating diversity issues into the curriculum (or with a demonstrated commitment to integrating ...)
- ... with a demonstrated commitment to diversity and inclusive pedagogy.

Sample statements related to high-impact educational practices, the teacher-scholar model

(select one and consider if/how it may be combined with the diversity message)

- We seek a teacher-scholar with experience and success in integrating high-impact educational experiences into courses ... (Specific high-impact practices could be identified here.)
- We seek teacher-scholars who are committed to integrating opportunities for student learning into their own research programs ...
- We seek faculty members who are dedicated to student learning and innovative pedagogical approaches, while also committed to contributing to scholarship in [disciplinary area]
- The ideal candidate will have an interest in interdisciplinary approaches to ...
- We seek a teacher-scholar who is committed to mentoring students ...
- We seek a student-centered teacher-scholar who ...
- The ideal candidate will ... (See lists of [High-Impact Educational Experiences](#) to identify specific areas of focus for the department/program.)

Search Committees and Departments

Search committees represent the department throughout the search process and are responsible for participating in recruiting, screening, and recommending candidates for hire to the Dean and Provost.

Out of professional respect for each candidate's privacy, search committee members are expected to respect the absolute confidentiality of all candidates. By agreeing to participate in the search process, individuals are agreeing that they will not reveal the name of, or any information about, candidates at any time, even years after the conclusion of the search.

Search Committee Composition

- Committees should be diverse, represent various perspectives from the department, and include a faculty member from an outside department. Ideally search committees should include (a) at least one woman and (b) at least one member of a social group that has been historically underrepresented in higher education, and/or a faculty member whose courses and/or research address issues of race, ethnicity, class, gender, or other diversity-related content.
- Typically search committees include 4 – 9 people.
 - The search committee may involve other members of the department in key aspects of the search such as reviewing the screening criteria, interview questions, selected applicant materials, etc. (See the end of this section for more information.)
- At least one member of the search committee should serve as the **diversity advocate**. *All members of the search committee are responsible for ensuring that Bucknell's commitment to diversity and inclusion is emphasized throughout the search process.* However, in addition, the diversity advocate will help to ensure that the search committee remains aware of issues that can impede or enhance diversity efforts. Although diversity advocates will receive training to prepare them for this role, they should have *prior* experience and expertise concerning issues related to diversity and equity. (For example, they teach courses that address issues of privilege and power in some depth; their research focuses on race, gender, or other “diversity topics,” etc.) Refer to [Diversity Advocate](#) section for more information.
- Normally first-year faculty members should not serve on search committees. Post docs do not serve as committee members.

Responsibilities of Search Committee Chair

The search committee chair is responsible for organizing and coordinating all aspects of the search committee meetings and recruiting, interviewing, and recommending a hire to the Dean and Provost. The chair's role includes partnering with the Dean, HR Recruitment Consultant, and Academic Assistant to

- Complete tasks associated with Jobs@Bucknell and Interfolio.
- Provide hiring guide to search committee members and discuss key points from hiring training.
- Schedule diversity advocate training and all search committee meetings.
- Serve as liaison between the search committee and the following: department chair, the Dean and Provost, Associate Provost for Diversity, HR Recruitment Consultant, and candidates.
- Share the position description and advertisement approved by CSP and *Hiring Guide* with search committee members prior to initiating the online approval process.
- Schedule and oversee all candidate interviews, campus visits, and reimbursements.
- Take notes and maintain records related to the search, deliberations, and decision. (All notes relevant to the search need to be saved for two years. At the conclusion of the search process, the chair should collect all notes, evaluation forms, etc. and submit them to HR Recruitment Consultant.)
- Consult with the Director of Immigration Services if hiring a candidate who is a foreign national.
- Provide candidates with timely information and updates about the search process.
- Ensure that candidates meet a diverse group of students (including students from groups that have been historically underrepresented in higher education), and that students involved in the search process understand their role and responsibilities.

Student Participation in Searches

To allow for optimal student involvement, search committees may want to shape student participation as a learning opportunity for students.

At minimum, student participants should be informed about the following:

- The search process, timeline, position description, and expectations
- Criteria and guidelines for evaluating candidates (e.g., evaluation is not based on whether or not they “like” the candidate)
- Confidentiality requirements
- Appropriate interviewing questions and protocol

See section on [Sample Message on Search Responsibilities for Students](#) for an overview of information to provide to students who participate in faculty searches.

Responsibilities of Search Committee Members

- Prepare for and attend all search committee meetings and candidate interviews.
- Be aware of and supportive of the University’s goals related to diversity and inclusion.
 - Be alert to and actively work against biases, assumptions and processes that could impact candidate evaluation.
 - Suggest publications, websites, listserves, and other sources to attract a diverse pool of outstanding teacher-scholars.
 - Actively participate in the outreach process by submitting the advertisement to listserves, members of professional organizations, etc.
- **Review and provide feedback on the position description, advertisement, and other recruiting documents.**
- **Discuss and reach consensus on strategies and processes for evaluating candidates based on the position description’s** minimum and preferred qualifications. (A screening checklist, matrix or rubric is useful in documenting each candidate’s qualifications. See section on [Sample Screening Tool](#).)
- Ensure that discussions and search notes remain focused on job-related criteria and subjects.
- Establish rapport with all candidates, making each feel welcome, and providing a positive view of Bucknell.
- Ask all candidates the same questions based on the qualifications and responsibilities of the position. (This allows for consistent evaluation across candidates. Of course, follow-up questions can vary and the focus on consistency does not require rigidity.) The best questions emerge from a careful analysis of the position.
- Participate in checking references. See section on [Reference Checks](#).
- Ensure applicant confidentiality throughout the search process.
 - All applicant information and discussions are confidential.
 - Notes related to the search should go to HR at the conclusion of the process. (You may submit them directly to HR or to your search committee chair to forward to HR.) If you have copies of applicant materials that do not have hand written notes on them, confidentially destroy those materials (or give to search committee chair to destroy).

Participation of department members who are not on the committee

It is highly recommended that finalists in faculty searches have the opportunity to meet with and interact with faculty members in the relevant department, and that faculty members have the opportunity to interact with candidates and provide their feedback to the search committee.

Department members who are not on the search committee may be involved in and informed about the search process in various ways. Ideally this is determined at the start of the search, and could include:

- Reviewing the evaluation matrix used by the search committee
- Reviewing the initial interview questions
- Reviewing the application materials of finalists
- Participating in on-campus interviews
 - o In addition to attending classroom demonstrations and presentations, department members would participate in group interviews with the candidate or take part in a facilitated discussion that includes the candidate and the department. (The chair of the search committee would likely facilitate.) In these cases, the same set of questions relevant to the position description would be asked of each candidate, and department members would be asked to share their feedback using a matrix or other evaluation tool.
- Ensure applicant confidentiality throughout the search process.
 - o All applicant information and discussions are confidential.
 - o Notes related to the search should go to HR at the conclusion of the process. (You may submit them directly to HR or to your search committee chair to forward to HR.) If you have copies of applicant materials that do not have hand written notes on them, confidentially destroy those materials (or give to search committee chair to destroy).

Please note: The chair or any member of the committee should contact HR or the Associate Provost for Diversity if they have a question or concern about the process, best practices, or legal requirements of searches.

Diversity Advocate Role

Diversity advocates are full members of the search committee who are responsible for ensuring that Bucknell's commitment to diversity is emphasized throughout the search process. The diversity advocate helps to ensure that the search committee remains aware of issues that can impede or enhance diversity efforts.

Although diversity advocates receive training, they should have prior experience and expertise concerning issues of diversity and equity. (For example, they are selected as diversity advocates because they teach courses that address issues of privilege and power in some depth; their research focuses on race, gender, or other “diversity topics,” etc.)

Search chairs may contact the Associate Provost for Diversity when selecting their diversity advocate. Diversity advocates should be

- Knowledgeable about implicit bias and its impact
- Culturally competent
- Well-informed on issues of privilege and power
- Aware of “cognitive shortcuts and errors” outlined in diversity training
- Willing and able to speak up when questions or concerns arise

If diversity advocates also serve as the outside member, they can offer a valuable critical perspective to department members. So, they should participate throughout the process. In some cases, they may refrain from assessing candidates' technical or subject matter expertise while asking important questions about it.

Diversity Advocates

- Serve as part of a team with the search chair, with the goal of ensuring that the committee engages in best practices as they relate to recruiting and hiring a diverse, well qualified staff.
- Are full members of the search committee who participate from start to finish.
- Act as ambassadors to campus who can clarify the role of diversity advocates and recognize when implicit biases and other search-related errors impact the process.
- Are not “stand ins” for HR. That is they are not solely responsible for understanding and conveying to the committee best practices, legal issues, and nuances related to all aspects of searches.
- What diversity advocates do
- Raise questions in the moment, and also follow up with issues if/when the moment passed.
- Consult with HR recruitment consultants when questions or concerns related to hiring practices arise during the search. (The search chair is also responsible for this.)
- Use resources to help the search committee recognize and mitigate biases and other errors that can impede the recruitment and hiring process. (Resources include training materials, hiring guide, HR recruitment consultants, associate provost for diversity.)
- Assist in facilitating committee conversations to explore the extent to which candidates meet the criteria of the position, which includes contributing to department and Bucknell University diversity and inclusion efforts.
- Help all members of the committee learn to recognize and respond to biases and errors that impede the search and hiring process.
- Ultimately assist in hiring best candidate for the position; diversity and best qualified are not mutually exclusive.
- What diversity advocates are not
- Diversity advocates are not “Diversity Police” who are present to “catch” people who make mistakes, nor are they present to simply identify problems.

- Diversity advocates do not identify candidates in the pool to advocate that they be hired based solely on identity. Hiring (or not) based solely on identity is illegal.
- Diversity advocates are not experts in legal issues or all best practices related to recruitment and hiring. They, like other committee members, rely on and consult with HR for this.

How can an individual become a diversity advocate?

The ultimate goal is for all members of the Bucknell community to be able to serve as diversity advocates. If you believe that you have significant experience and expertise concerning issues of diversity and equity that qualify you to serve as a diversity advocate, please send an email briefly outlining your relevant experience and expertise to the Associate Provost for Diversity.

Reviewing Applications

A screening tool (checklist, matrix or rubric) serves as a helpful guide when reviewing applicants' alignment with the minimum and preferred qualifications stated in the position description (the advertisement contains only minimum qualifications). (See section on [Sample Screening Tool](#).) Contact a Recruitment Consultant for assistance with developing a screening tool.

Tips to guide the discussion of candidate files

- Base evaluation criteria on the position description; avoid inadvertent adjustment of criteria.
 - Allow for various pathways toward degree attainment, as well as knowledge and skill development.
- Seek evidence that candidates have the following: a strong potential for effective teaching, research, and scholarship; cultural competence; and a demonstrated ability to contribute to Bucknell's and/or departmental goals and values, including student-centeredness, diversity.
- Avoid focusing on “fit” or “the Bucknell type” or other potentially ambiguous evaluation criteria. In other words, focus on specific criteria that are reflective of the position description.
 - Discuss the importance of the content versus the communication of answers (in context of accents or accommodations needed for interviews).
- Consider the candidate's use and/or knowledge of high-impact educational practices.
- Assume that all candidates want the position and would accept the position if offered.
- Remain cognizant of relevant laws and legal issues. (See section on [laws relevant to the hiring process](#) as well as topics to avoid in candidate discussions.)
- Help to ensure that one person's perspective does not influence another's when completing the screening tool.

Sample Screening Tool

The matrix below serves as a general model that could be used for reviews. Of course, it is possible to use the online software for this too.

First Review for Minimum Qualifications	Criteria	Yes	No	Notes
ABD	In (area) or related fields (clarify)			
Expertise in (area)	Based on CV and cover			
Statement of teaching philosophy	Student-centeredness; active engaged approach to teaching and learning (not lecture only); focus on diversity and inclusive pedagogy			
Statement of research interest	Evidence of potential research trajectory (for new Ph.D.s). Evidence of research (for those who are not new Ph.D.s).			
Comprehension of and commitment to diversity and inclusive pedagogy	Illustrated in teaching statement, course content, research and/or service			

If applicant received a “no” for any of the above minimum qualifications, stop here.

Second Review for Preferred Qualifications	Criteria	Yes	No	Notes
Ph.D.	In (area) or related fields (clarify)			
Undergraduate teaching experience	Taught courses in (specify areas)			
X-Factor	Specific experience, knowledge, skills, recognition/ awards, grants, projects, community involvement, leadership (formal or informal), etc. related to the position description.			

Third review may include criteria for the on-campus research talk and teaching presentation.

Interviewing Candidates

Initial Interviews (at conference, or by videoconference or phone)

- To the extent possible, interviews should be scheduled at times when all committee members can attend. If a committee member becomes unavailable, it may be possible to arrange to have that committee member participate by video conference or telephone.
- It is not appropriate to videotape or otherwise record any portion of the interview for subsequent viewing by an absent committee member or for further critique and evaluation. A committee member who must miss the interview will need to rely on the evaluation of other committee members.
 - Such recording may interfere with our goal of attracting the best candidates and diminishes our ability to create an environment where candidates feel comfortable, welcome, and at ease during the interview process. It may also result in the inconsistent treatment of candidates.

For candidates, prior to the interview

- Provide candidates with a list of names and titles of search committee members as well as information about the interview agenda and time frame.
- Consider providing one question prior to the interview. This gives candidates the opportunity to prepare answers to a thought-provoking question and allows committees to evaluate candidates' responses when given time to think. (Allow all candidates the same amount of time to prepare a response.)
- Although candidates can be expected to review the website and do their own research on Bucknell, consider forwarding specific links or documents to candidates. *This is as much a sign of goodwill as it is delivery of information.*

The initial Interview

- In general, video interviews are preferred over phone interviews because they allow candidates to see those they are speaking with and may facilitate the establishment of rapport via visual and verbal cues. However, it is important to focus on consistency among interviews; if one candidate is unable to connect via video for interviews the search committee should consider conducting all interviews by telephone.
 - **Note:** WebEx video interviews are supported by L&IT. If committees use Skype or FaceTime for interviews, support is not available.
- Select the same timeframe for all candidate interviews.
- All candidates should be asked the same questions for consistency. Of course, follow-up questions will vary.
- Contact Heather Fowler, Director of the Office of Accessibility Resources, if a candidate requests accommodations at any time during the search process. (Heather Fowler, hf007@bucknell.edu)

Sample Initial Interview Agenda

1. Welcome the candidate, introduce all people, and provide an overview (perhaps time allotted and number of questions to be asked).
2. Ask one or two introductory questions.
3. Ask a number of questions focused on the position description/advertisement.
4. Ask if the candidate has any questions.
5. Thank the candidate for their time and participation. Explain the next step in the search process and how they will be notified.

On-Campus Interviews

Our goal is to provide a positive experience for each candidate, so that each candidate is able to show us their best and leaves with the desire to be apart of our campus community.

For candidates, prior to arrival on campus

Provide candidates with an agenda that includes the following (as relevant): (1) names and titles of people they will meet, including students; (2) name, address, contact information relevant to accommodations; (3) contact names and numbers for search committee chair and department HR Liaison; (4) sufficiently detailed information about expectations for teaching demonstration and/or research presentation. (Ensure that all candidates have same amount of preparatory time for interviews.)

Refer to sections on [Sample Interview Questions](#) and sample questions for [Soliciting Feedback](#) on candidates from members of the campus community.

Departments and Deans may also want to provide candidates with information that highlights the benefits of Bucknell and the local area. Although candidates should do their own research, providing highlights helps to show candidates that we are interested in them. See section on [Highlighting Bucknell and the Lewisburg Area](#) for ideas.

For Committee Members

At this point in the process both parties in the exchange—candidates and the hiring department/program—have an interest in persuading the other that a partnership is mutually beneficial.

On-Campus Interview Agenda Items that Allow for a Positive Candidate Experience

- Meals with committee members, students, and/or campus community members
- Interview with whole search committee
 - All those interviewing should ask all candidates the same questions for consistency. Various follow-up questions are appropriate.
- Small group meetings with department members
 - Similar to the committee interview, ask each candidate the same questions. (The group can plan to process candidate responses together and provide feedback as a group to the search committee.)
- Campus tour
- Lewisburg tour
- Classroom demonstration
- Research presentation
- Free time (15-minute blocks or more) throughout the process, with more time prior to presentation
- A “home base” for the candidate during free time—computer access/passwords, snacks, water/coffee, door to close for privacy

Reference Checks

Although letters of reference provide useful information, it is also important to do our due diligence and gather as much relevant background information as we can prior to making a final hiring decision. Given this, committees should plan to speak with references after selecting a candidate to recommend for hire and prior to making an offer.

Ask the candidate for permission to check references before making any calls.

- If the search committee agrees that there is a need to speak with references other than those initially provided, ask the candidate to send additional names and contact information.
- If a candidate indicates that contacting a particular reference is not acceptable, please ask why.

When checking references

- Introduce yourself and the purpose of call. Ask the reference if it is a good time to talk. (Another option is to schedule the call through an email conversation.)
- Let the reference know how many questions you will be asking.
- Ask some of the same questions to all references of all candidates, and include other questions tailored to the specific candidate's background, experience and skills.

Sample Reference Check Questions

1. How long have you known [name] and in what context?
2. We are considering [name] for a position as [title] at Bucknell. What strengths do you think [name] will bring to this position]?
3. Ask about the candidate's teaching potential, experience, skill, etc.
4. Ask about the candidate's research to date and future trajectory.
5. Ask about the kind of professional development, mentoring, etc. that would help the candidate succeed at Bucknell.
6. Ask if the reference would hire the candidate if searching for a similar position.
7. Ask if the reference has additional information s/he would like to share/thinks you need to know.

For additional suggestions on checking references contact HR for a copy of the CUPA-HR guide, *Search Committees: A Tool Kit for Human Resource Professionals, Administrators, and Committee Members*.

High-Impact Educational Experiences

The Association of American Colleges & Universities High-Impact Educational Practices

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Service learning/community-based learning
- Internships
- Capstone courses and projects

Source and more details: <http://www.aacu.org/leap/hip.cfm>

High-Impact Practices and Experiences from the Wabash National Study

Good Teaching and High-Quality Interactions with Faculty, which includes:

- Faculty interest in teaching and student development
- Prompt feedback
- Quality of non-classroom interactions with faculty
- Teaching clarity and organization

Academic Challenge and High Expectations, which includes:

- Academic challenge and effort
- Frequency of higher-order exams and assignments
- Challenging classes and high faculty expectations
- Integrating ideas, information, and experiences

Diversity Experiences, which includes:

- Meaningful interactions with diverse peers – I
- Meaningful interactions with diverse peers – II

NSSE Deep Learning, which includes:

- Higher-order learning
- Integrative learning
- Reflective learning

Source and more details: http://www.liberalarts.wabash.edu/storage/High-Impact_Practices_Summary_2013-01-11.pdf

Significance of a Diverse Faculty

Why Does Having a Diverse Faculty Matter? Some answers to consider.

1. Faculty diversity “says something” about the University’s commitment to diversity and inclusion.
2. Faculty diversity often results in more diversity-related content (race, class, gender, sexual orientation, privilege, power, etc.) in the curriculum and in more innovative pedagogical approaches.
3. A diverse faculty can help build connections with diverse communities outside the University.
4. Faculty diversity can enhance decision-making (more perspectives, critical lenses), particularly if faculty from underrepresented groups are part of the decision-making process.
5. Having a diverse faculty contributes to the retention and development of diverse faculty.
6. Given that administrators often rise from faculty ranks, a diverse faculty enhances the chances of increasing diversity among administration/leaders in higher education.
7. Diverse faculty serve as role models for all students and position diverse students to see themselves in faculty roles.

Smith, Daryl G. (2009) *Diversity’s Promise for Higher Education: Making it Work*. Baltimore: Johns Hopkins University Press. 141-143.

A particularly important area of institutional policy for diversity is the recruitment and retention of faculty of color. Faculty, along with staff, serve as an institution’s front-line representatives, and in the academic realm, faculty are also the embodiment of authority on campus. Students are painfully aware when there is discrepancy in diversity between the faculty and student bodies on their campus, and failure to actively and publicly pursue a more diverse faculty sends a message of insincere commitment to diversity. In this way, faculty diversity initiatives are not only important in their own right ... but they also serve to enhance the perceived climate for diversity. (http://www.aacu.org/inclusive_excellence/documents/Milem_et_al.pdf p. 24)

Sample Message on Search Responsibilities for Students

Consider developing a message similar to the following to help students prepare for their role in a faculty search process. In addition consider providing information about implicit bias and other errors that may impede the process.

Dear [Names],

Thank you for agreeing to be an important part of [DEPARTMENT/PROGRAM's] search for [position title]. As you know, we would like you to [have lunch with] the candidates to engage in casual, focused conversation about the position and Bucknell and then provide your feedback to the search committee.

To help you with this, we have developed a few tips:

- Develop 2-3 questions ahead of time based on the position description to ask each candidate. (Asking the same questions allows for consistency in your evaluation. Of course, follow-up questions can and should vary.)
- Review candidates' CVs, cover letters, and teaching statements to learn about each candidate.
- Arrive to the interviews a few minutes early.
- After everyone has arrived, introduce yourselves briefly—name, major, year at Bucknell and other relevant information.
- Relax and enjoy the time with the candidate. This should be a positive experience for all.
- Remember that you are representing Bucknell as well as yourselves—you provide candidates with a snapshot of who Bucknell students are and what Bucknell students value.
- Maintain confidentiality. Protecting applicant confidentiality is important throughout the search process. *Do not discuss the search or candidates with people who are not on the search committee.*
- Ensure applicant confidentiality throughout the search process.
 - All applicant information and discussions are confidential.
 - Notes related to the search should go to HR at the conclusion of the process. (You may submit them directly to HR or to your search committee chair to forward to HR.) If you have copies of applicant materials that do not have hand written notes on them, confidentially destroy those materials (or give to search committee chair to destroy).
- Provide written feedback on candidates to the search committee chair:
 - **What were the candidate's strengths related to the position description?**
 - **What, if anything, concerned you and why?**

Thank you for agreeing to be a part of this important process. We hope that this experience will help you to consider how you might best prepare yourself for a professional interview of your own.

Search committees may want to develop a form for students to ensure that student comments remain focused on the position description and qualities relevant to being an effective mentor, teacher-scholar (as opposed to whether students simply “like” or “dislike” the candidates.) If candidates give a classroom demonstration, the form may focus on items such as

- Active, engaged pedagogy
- Respect for and consideration of student perspectives; inclusivity
- Clarity of presentation/materials
- The extent to which students think they *learned* something

Relevant Laws Focused on Hiring

Discussion Topics to Avoid and Topics to Pursue

Below are federal laws and regulations that govern employment practices. Links provide brief overviews of the laws. Please contact your HR recruiter if you have questions about these laws or regulations or if you would like someone to clarify the laws to your committee.

[Title VII of the Civil Rights Act of 1964 \(Title VII\)](#)

[The Pregnancy Discrimination Act.](#)

[The Equal Pay Act of 1963 \(EPA\)](#)

[The Age Discrimination in Employment Act of 1967 \(ADEA\)](#)

[The Americans with Disabilities Act of 1990, as amended](#)

[Sections 102 and 103 of the Civil Rights Act of 1991](#)

[Sections 501 and 505 of the Rehabilitation Act of 1973](#)

[The Genetic Information Nondiscrimination Act of 2008 \(GINA\)](#)

Discussion Topics to Avoid

Equal Employment Opportunity Commission (EEOC) guidelines, as well as federal and state laws, prohibit asking certain questions of applicants. Interview questions and discussions should emerge from a careful analysis of the position description and should be related to the knowledge, skills and abilities necessary to carry out the specific job responsibilities. Refrain from asking questions during the recruitment process, including during meals and small talk, about the following topics:

- Gender, race, color, sexual orientation, religion, or national origin
- Age or date of birth
- Graduation date
- Disability
- Genetic information
- Marital status or “maiden” name
- Family status
- Number or age of children
- Child care arrangements
- Worker’s compensation claims
- Distance from Bucknell, commute, vehicle owned or form of transportation to work
- Social organizations and affiliations
- Any personal information

Topics for conversation

When you have time with candidates, focus on highlighting the reasons for choosing Bucknell and the Lewisburg area. Ask the candidates if additional information about the department, University or surrounding area would be helpful. Candidates may share information that may lead you to common ground and sharing experiences without asking specific questions. For example, if you mention free access to the gym, the candidate may share an interest in exercising which may lead to a conversation about health and fitness activities available in the area.

For more information on legal considerations contact Human Resources for a copy of *CUPA-HR Interview Guide 6th Edition: A Resource for Supervisors and Others Involved in the Selection Process.*

Sample Interview Questions—a brainstorming list

TEACHING

1. Describe your teaching style or a typical class period.
2. Describe a class project or student learning experience that you are proud of and explain why.
3. Describe a class project or experience that did not go well. What was it and how did you respond?
4. How has your approach to teaching changed since you began teaching, or how do you see your teaching approach or style evolving and why?
5. Discuss your use of one or some high-impact educational experiences.
6. Have you taught writing intensive courses? If so, what do you find to be the most challenging? The most rewarding?
7. What kinds of collaborative projects have you designed for your students?
8. Describe a service or community-based project you developed for your students—what were the goals? Strategies? Outcomes?
9. What methods do you use to provide feedback to students? How/Have your methods changed over time?
10. Talk to us about the kinds of interactions you have with students, inside and outside the classroom.
11. Describe an interdisciplinary course you have taught and enjoyed or one you would enjoy teaching.
12. Discuss your interest or experience in teaching learning communities. Shape the rest of the question to allow the candidate to explore the important aspects of learning communities.
13. How would your students describe you and why?
14. Please describe how you use technology and/or innovative pedagogical strategies in your courses.
15. To what extent do you take an interdisciplinary approach in your teaching? Research? (What are your interests in this area?)
16. Discuss a situation when you were faced with an exceptionally challenging student or classroom situation. How did you respond, and what if anything would you change if that occurred again?

RESEARCH

1. Describe your research trajectory—what are you working on now and where do you see your future focus?
2. What resources do you need to successfully continue your research/scholarship at Bucknell?
3. How have (or might) you engage students in your research projects?
4. What changes do you anticipate in higher education over the next several years and how might you address those changes?

DIVERSITY AND INCLUSION

1. Have you integrated a diversity focus in a course that was not a diversity course? What did you do and why?
2. Describe a culture bump you experienced as either a student or professor/professional and explore how you (did or should have) addressed it.
3. What have you done to enhance your knowledge, experiences, skills, and abilities related to diversity and inclusion (in higher education, in your discipline, in academia)?
4. What is your knowledge of and experience with addressing diversity issues affecting underrepresented groups on campus?
5. As you notice, our position advertisement indicated that we are looking to hire a professor with a demonstrated commitment to diversity and inclusiveness. Discuss how you have demonstrated this commitment. (Alternatively, refer to the diversity language in the advertisement and ask a related question.)

6. Discuss your experience and effectiveness in working with international students, first-generation students, students from low-resourced backgrounds.
7. What does diversity mean to you and how have you integrated* a focus on diversity in your teaching, research, or scholarship? (*or how do you envision integrating...)
8. Some might say “diversity is irrelevant to [fill in academic field]” and therefore to this position you’ve applied for. How might you respond to that assertion?
9. Describe something you’ve done that underscores your commitment to diversity and/or inclusion in your role as teacher-scholar.
10. If you were hired for this position how might you see yourself contributing to Bucknell’s diversity efforts, particularly as they relate to student learning?
11. In your letter you note that ... [diversity reference], please tell us more about ... (This would be appropriate if all candidates actually addressed diversity in their letter. In some cases, it may serve as a better follow-up question.)
12. Please discuss with us a challenge or cultural barrier you encountered when working with a group whose backgrounds and life experiences were different than your own. How did you engage with that challenge and what was the result?
13. What experiences do you have in working with students from underrepresented or under-resourced groups? What do you think are some of the main issues faced by underrepresented students on college campuses?

OTHER

1. How has your past experience prepared you for (potential) success in this role at Bucknell? Where do you see your biggest learning curve?
2. What sort of professional development opportunities would help you succeed as a teacher-scholar at Bucknell?
3. What excites you about this position and/or Bucknell?
4. How might you engage with or contribute to some of Bucknell’s priorities—student research, diversity, sustainability, innovative technologies (etc.)
5. How would your background and experiences and/or expertise strengthen our department?
6. Develop a scenario for the candidate to respond to.
7. What had you hoped we would ask you? What else would you like us to know?

Contact HR for a copy of the CUPA-HR guide, *Search Committees: A Tool Kit for Human Resource Professionals, Administrators, and Committee Members* for additional questions.

RESOURCES FOR INTERVIEWING CANDIDATES WITH DISABILITIES

<http://askearn.org/refdesk/Recruitment/Interviewing>

[http://askearn.org/refdesk/Inclusive Workplaces/Etiquette](http://askearn.org/refdesk/Inclusive_Workplaces/Etiquette)

Soliciting Feedback

When soliciting feedback on candidates from members of the campus community involved in the search, it is important to request feedback focused on the position description. For department interviews in which small groups of faculty met with candidates, ask the small groups to provide feedback as a group.

Below is a sample of text that could be used in a feedback survey.

Please provide your feedback on [candidate name's] below. Be sure that your responses focus on the position description (attached).

1. What are the candidate's strengths in relation to the position?
2. What are the candidate's weaknesses in relation to the position?
3. What (if any) additional considerations should the search committee keep in mind?

Recommendation:

Consider further

Do not consider

Highlighting Bucknell and the Lewisburg Area

Committee members may want to familiarize themselves with these and other details about Bucknell and the Lewisburg area that could be helpful during the recruitment aspect of the search. Which might search committee members want to highlight to candidates during their visit, for example?

WHY BUCKNELL?

- Clarity of purpose: Bucknell is a teaching-centric University that focuses on supporting the teacher-scholar.
- Bucknell provides conditions for success as teacher-scholars: a five-course load, untenured faculty leave, travel funds for research and presentations, funding for teaching projects, mentoring, technical support, on-campus workshops for faculty, support for grants and external funding.
- Although peer-reviewed scholarship is required for tenure and promotion, external funding is not.
- Bucknell's faculty members are energetic and highly productive scholars.
- Opportunities for collaboration exist at the intersections of A&S, Engineering, Management, the Arts, etc.
- Through the "Bucknell In" programs in France, London, and Spain and many three-week summer courses, faculty have opportunities to teach while abroad.
- A strong Center for Civic Engagement facilitates incorporating service learning into your courses.
- Bucknell provides superior IT and Library support.
- Bucknell's small campus and friendly, manageable community allow for interaction with students, faculty and staff inside and outside of class.
- We are a liberal arts institution with selected strong pre-professional programs and a strong academic reputation.
- Small classes provide the opportunity to know and affect your students.
- We have outstanding students.
- Bucknell supports and encourages individual initiative.
- Bucknell's proximity to Williamsport, State College, and Harrisburg allows for networking and social activities outside of Lewisburg, and our proximity to other institutions of higher education allows for connections with local professional colleagues.
- Bucknell is committed to diversity. "Enhance Diversity" is one of the five strategies identified in The Plan for Bucknell, four diversity-related positions have been added in the last two years, and Bucknell has just completed a five-year strategic plan for diversity.

FACULTY BENEFITS

- We offer a comprehensive benefits program including several health care options, various voluntary benefits, spousal equivalent benefits, benefits for childbearing/rearing and an excellent retirement plan.
- Our wellness program, Be Smart, Be Well, Be You, has a suite of tools and resources for healthy eating, smart finances, emotional wellbeing, physical fitness and personal wellness including a calendar of events.
- During Personal Enrichment Week staff and faculty can explore recreational interests and activities, and participate in the Bison Stampede, a 5K walk/run.
- Bucknell offers highly competitive salaries.
- We make efforts to accommodate shared position requests.
- A dual career program is available for staff and faculty.
- Bucknell has a Mortgage Guarantee Program.
- We offer tuition exchange with more than 450 colleges and universities, tuition remission, and tuition grants for dependent children of regular full-time eligible staff.

- We offer tuition remission for regular full-time and part-time staff, and spouses/spousal equivalents of regular full-time staff.
- Equipment Services supplements the academic pursuits of the Bucknell community by providing computer and media technology on a short-term loan basis
- Free parking on campus for faculty and staff, and free library access to faculty and staff family members.
- Various vendors including auto centers, Tickets at Work, rental car companies and more offer discounts to faculty and staff.

EVENTS/OUTDOORS

- Through Bucknell's Outdoor Education & Leadership Office, rent outdoor equipment such as kayaks, canoes, snowshoes, skis and bikes; join a trip; or try one of the challenge course experiences offered at different times of the year.
- Launch your boat from Bucknell Landing on the Susquehanna River.
- Free access for staff, faculty and family members to the Kenneth Langone Athletic & Recreation Center (KLARC) including the fitness center, pool and climbing wall (top rope or boulder).
- Free or reduced admission for staff, faculty and family members to athletic events (Bucknell supports 27 Division I varsity programs).
- Bucknell Golf Club offers faculty and staff a discount on membership and green fees. Junior programs and golf instruction are also available. The Golf Club is rated as one of the best college courses in the Northeast.

ARTS

- Reduced admission to the Weis Center for the Performing Arts events—professional and campus music, dance, and theatre events, as well as lectures, convocations and other functions.

WHY LEWISBURG?

- Lewisburg is a charming college town with a vibrant main street that features small boutiques and diverse dining. Equally important is the solid town/gown relationship as Bucknell has invested heavily in the downtown area with the renovation of several historical buildings.
- Bucknell is centrally located in the heart of Pennsylvania, home to 117 state parks, 2.1 million acres of state forest land, more than 1,500 miles of hiking trails, including a long leg of the Appalachian Trail, more than 1,000 miles of biking trails, rivers, quarries, caves and campsites.
- The Small Business Development Center at Bucknell offers free and confidential consulting to entrepreneurs and small businesses. The group's Bucknell Entrepreneurs Incubator offers downtown space for consulting and networking, and is within the Greater Susquehanna Keystone Innovation Zone which offers grants, tax credits, and loans.

LIVING

- Lewisburg, with a low crime rate and a low cost of living, offers a good quality of life.
- The Lewisburg school system is very strong and benefits greatly from proximity to Bucknell and involvement of faculty parents.
 - Lewisburg Area High School has been recognized as a 2014 Silver Medal High School by *U.S. News* three times in the past six years as one of the best in the nation.
 - Lewisburg has also been recognized as one of the Best Communities for Music Education in the U.S. by the NAMM Foundation for the fourth year in a row.
- Lewisburg is within a three-hour drive to urban centers: New York, Philadelphia, DC, and Baltimore.
- The area offers various options for small town living—"downtown" for walk-able lifestyle, "suburbs," or in multi-acre farms.
- Great healthcare is located in the heart of Lewisburg at Evangelical Community Hospital and nearby through Geisinger Health Systems.

EVENTS & OUTDOORS

- Lewisburg has a year-round Farmer's Market every Wednesday, offering fresh vegetables, fruits, seafood, meat and home-baked goods.
- Various community events are offered throughout the year including the Arts Festival, 4th of July Parade, Ice Festival, Summer Concerts in the Park, Kids' Parades, free screenings at the Campus Theatre, Canoe Susquehanna Guided River Trips, Sidewalk Chalk Festival and the Stroll through the Arts Weekend.
- Lewisburg has one of the country's first multigenerational parks that includes a state-of-the art skate park, climbing boulders, multiple playgrounds, tennis courts, outdoor ice rink, basketball court and a leisure and competitive community pool with water slides and other fun features.
- Hufnagle Park in downtown Lewisburg holds weekly live concerts in the summer.
- Walk, jog, run, bike, snowshoe or cross-country ski the Buffalo Valley Rail Trail that travels 9.2 miles west to Mifflinburg through beautiful farmland.
- The Buffalo Valley Recreation Authority (BVRA) provides classes, events and activities for the whole family.

ARTS

- Lewisburg is an architectural gem listed on the National Register of Historic Places. Downtown Lewisburg features the Campus Theatre, an original 1941 Art Deco movie palace that offers family friendly, art and indie, documentaries, and annual film festivals.
 - Experience poetry along The Poetry Path through historic downtown Lewisburg and Bucknell University. Visitors can hear recordings of poems by living poets, recited in the poets' own voices.
-

Official Statements on Bucknell's Commitment to Diversity

Bucknell is a unique national university where liberal arts and professional programs complement each other. Bucknell educates men and women for a **lifetime of critical thinking and strong leadership characterized by continued intellectual exploration, creativity, and imagination**. . . . Bucknell fosters a residential, co-curricular environment in which students develop intellectual maturity, personal conviction and strength of character, **informed by a deep understanding of different cultures and diverse perspectives**. Bucknell seeks to educate our students to **serve the common good and to promote justice in ways sensitive to the moral and ethical** dimensions of life.

Bucknell University Mission Statement

Diversity is one of Bucknell's core values. In developing and nurturing a diverse and inclusive community, we respect and engage across difference. We face and respond thoughtfully to difficult questions. We build bridges and establish relationships. Individually and collectively we critically examine and challenge our biases, assumptions, institutional structures and worldviews. We understand and seek to mitigate inequities, and grow—intellectually and personally—through meaningful diversity experiences.

Bucknell University Diversity Vision

Bucknell University's diversity efforts broaden and deepen our personal and intellectual horizons, preparing all of us as students, staff and faculty to make thoughtful, responsible contributions as individuals, community members and professionals in a diverse, globally integrated world.

An essential component of Bucknell's commitment to academic excellence is our commitment to fostering an inclusive, diverse campus community. Bucknell's understanding of diversity is broad-based, emphasizing the identity and experiences of groups that have been historically underrepresented in higher education, and encompassing age, class, culture, (dis)ability, ethnicity, gender identity, gender expression, immigration status, national origin, race, religion and spirituality, sex and sexual identity, among others. We affirm that diverse experiences and perspectives in the classroom and across campus enhance everyone's educational experience.

Together, we are building and nurturing a community that embraces, respects and celebrates diversity in all its forms.

Bucknell University Diversity Statement

[Bucknell students will...] Develop knowledge and skills for interpreting the commonalities and differences among human societies, including diverse cultural perspectives and traditions within the United States and internationally, to enable living and working effectively in a global context.

Bucknell University Educational Goal #3

STUDENTS WHO GRADUATE WITH DEGREES FROM BUCKNELL'S SCHOOL OF ARTS & SCIENCES WILL HAVE

- [Acquired] contextualized knowledge about some aspect of complex group interactions in the United States.
- The ability to use concepts and tools of inquiry from at least one discipline to analyze issues related to the diversity of cultural experience in the United States.
- The ability to reflect critically on the ways in which diversity (broadly understood) within the United States shapes the experiences of citizens and persons residing within the U.S.

Diversity in the United States, Arts & Science CCC "Tools for Critical Engagement" Goal

To provide students with the premier undergraduate experience in American higher education.

Bucknell will offer an academic program that is challenging and distinctive, with the capacity to prepare its graduates for successful personal, professional, and civic lives in the 21st century. Bucknell's residential life and co-curricular activities will fully support its academic program. **This integrated environment for student learning and growth, enhanced by diversity in all its forms**, will build connections to a global society. In doing so, Bucknell will emerge from a place of strength to a position of pre-eminence within American higher education.

Bucknell Vision

Faculty Recruitment Resources for Search Chairs, Committees and Departments

In discussion of the recruitment plan, the search committee should consider proactive outreach strategies that could broaden, deepen, and diversify the candidate pool. Those responsible for developing the CSP proposal can use this resource (and build on it) when developing the diversity strategy.

As the search committee is formed, committee members can review the CSP proposal's diversity strategy to determine (1) who will be responsible for outreach to various sources and (2) whether additional active recruiting options should be added to the plan.

All tenure-track faculty positions are posted in the following venues:

- Theacademicnetwork.org
- Asiansinhighered.com
- Blacksinhighered.com
- The Chronicle of Higher Education for all tenure track positions (Note: The Department of Labor has specific guidelines related to recruiting and hiring foreign nationals for faculty positions. Those guidelines require that advertisements be posted for 30 days in one national journal that is recognized as an appropriate “national professional journal” by the Department of Labor. The online version of the meets that criterion. Because the DOL's definition of “national professional journal” is narrower than committees might assume, not. This may be very different than past practices of your committee, but it is necessary.)
- Diverseeducation.com
- HigherEdJobs.com
- HERC (Higher Education Recruitment Coalition)
- HBCUCONNECT.com (Historically Black College & University Alumni & Students)
- Hispanicsinhighered.com
- Insidehighered.com
- Latinosinhighered.com

Consider the following options for outreach:

- **Listserves** associated with affinity groups of relevant professional organizations
- **Direct outreach to chairs of academic departments** known to graduate students from groups that have been historically underrepresented in higher education
- **Direct outreach to chairs of diversity-related sub-committees** in professional organizations
- **Direct outreach to colleagues** who can discuss the position with graduate students and postdocs and encourage candidates from historically underrepresented groups to apply
- **Direct outreach based on reviews of conferences programs** to identify potential candidates to invite to apply for the position. (Departments may establish ongoing list of candidate possibilities via scanning conference programs.)
- **Direct outreach at academic conferences**, including affinity-based conferences that might be interdisciplinary, both for identifying and interviewing candidates.
 - o Targeted publications and search engines

Note: Departments and programs should develop and update their own resources for search outreach. Following are web directories and web sites that may be useful to all departments or programs, and a discipline-specific resource.

Link to 2014 (8/18/2014), for information on [Gender, Race, and Ethnicity of Doctorate Recipients, by Field, 2012](#), [Universities With the Most Doctorate Recipients From Minority Groups, by Race and Ethnicity, 5-Year Total for 2008-2012](#).



To: Office of the Provost
Office of the Dean of the College of Arts & Sciences
Office of the Dean of the College of Engineering
All Department Chairs (via the Deans' Offices)
All Staff Hiring Managers (via OMG)

From: Amy C. Foerster, General Counsel
Alison Epting Razet, Assistant General Counsel

Date: May 28, 2015

Subject: Foreign National Faculty and Staff – Sponsorship for Permanent Residency

The Office of General Counsel is in the midst of a comprehensive effort to better coordinate immigration services at Bucknell. We are hopeful that these efforts will result in more consistent guidance on this front across the University, as well as improved service for our foreign national colleagues and those individuals responsible for their hire. The Office of Immigration Services was dissolved effective March 1, 2015, and employee-related immigration questions should now be directed to the Office of General Counsel.¹

With the goal of bringing further consistency to immigration practices at Bucknell, this memorandum addresses Bucknell's role in the employment-based permanent residency process for our foreign national faculty and staff colleagues, and further sets forth the procedures to be followed when the University hires a foreign national employee who qualifies for University permanent residency sponsorship.² While it is impossible to anticipate all complications that may arise given the nature of immigration requirements, adherence to these procedures will help to ensure that the University can properly sponsor foreign national members of the faculty and, when appropriate, staff for permanent residency in the United States.

I. Permanent Residency Sponsorship for Faculty

Bucknell sponsors tenured and tenure-track foreign national faculty members for permanent residency using the “special recruitment” labor certification discussed below. As a general rule, the University does not sponsor visiting assistant professors for permanent residency.³

¹ Student-related immigration questions should be directed to the Office of International Student Services.

² This memorandum supersedes the May 17, 2013 memorandum regarding Foreign National Faculty Members previously issued by this office. Please note that this memorandum addresses only permanent residency. As we make further process improvements, we anticipate issuing a second memo addressing sponsorship of foreign nationals for employment-based nonimmigrant visas (e.g. H-1B, J-1, etc.).

³ Of course, we will work with these individuals in an effort to secure the appropriate temporary nonimmigrant status for their employment as offered by the University.

A. Brief Overview of Immigration Law Relevant to Permanent Residency Sponsorship for Faculty

Permanent residents – colloquially, “green card holders” – are foreign nationals who have been authorized to live and work in the United States on a permanent basis. By comparison, foreign nationals in nonimmigrant status (H-1B, J-1, etc.) are authorized to remain in the United States only temporarily. Permanent residency can be obtained through, among other means, the sponsorship of an employer. Employment-based permanent residency applications are divided into various categories. For the category applicable to most college and university professors, postsecondary employers must obtain permanent labor certification from the Department of Labor (“DOL”) before filing for permanent residency with United States Citizenship and Immigration Services (“USCIS,” formerly the INS).

Generally speaking, the DOL will provide labor certification only if there is no U.S. citizen or permanent resident (“U.S. worker”) who is available and qualified for the job for which the employer would like to hire the foreign national. Colleges and universities, however, are subject to a less stringent “special recruitment” labor certification standard with regard to teaching personnel, under which the employer must demonstrate that the foreign national is the *most qualified* candidate (not that there are no qualified U.S. candidates). If the foreign applicant is more qualified than the U.S. applicants, the employer may obtain labor certification for the foreign applicant.

B. Labor Certification Requirements

Employers such as the University can rely on the faculty member’s initial recruitment and selection for employment to meet the “special recruitment” labor certification standard described above when it comes time to apply for permanent residency. In order to rely on this initial search, the special recruitment labor certification must be filed within 18 months of the foreign national’s selection for employment with the University.⁴ Generally speaking, the date of selection for employment is the date that the foreign national’s original offer letter is issued.

The law requires that employers follow certain procedures and maintain specific documentation during the recruitment and selection process in order to demonstrate that the foreign worker was more qualified than all U.S. workers who applied for the position.

1. Job Advertising Requirements

Because Bucknell does not know at the time of recruitment whether a foreign national candidate will be selected, these advertising-related requirements are relevant to **every tenure track and open rank search**.

To comply with the special recruitment requirements, the position must be advertised in at least one national professional journal. The DOL prefers *The Chronicle of Higher Education* and we recommend that positions be posted there. If you do not believe that *The Chronicle* is the appropriate forum for a specific position advertisement, please contact our office to discuss so that we can evaluate whether the DOL is likely to accept a different national professional journal. (Of course, the position may be posted in more than one journal.) The position may be posted electronically (to the exclusion of hard print) but, if so, must run for at least 30 calendar days on the website. As noted below, the DOL requires evidence of the advertisement start and end date, as well as the text of the advertisement.

Additionally, the labor certification process imposes certain requirements on the content of position advertisements:

- The advertisement should include only required minimum qualifications – no preferred qualifications should be listed. While this exclusion seems counterintuitive, the DOL interprets preferred qualifications as required qualifications. As such, a successful foreign national candidate who does not meet the advertisement’s preferred qualifications may be precluded from obtaining labor certification. (The

⁴ Relying on the initial recruitment and selection process is to the great advantage of both the University and the faculty member. If the 18-month deadline is not met and the University cannot rely on the initial search process, then we are obligated to conduct another search for the position, which may or may not result in the faculty member being selected as the successful candidate.

search committee, however, may continue to use preferred qualifications once it begins to evaluate those applicants who meet the minimum qualifications stated in the advertisement.)

- If the position does not require an awarded Ph.D., the minimum requirement stated in the advertisement should be “Ph.D. or ABD by start date.”

Throughout the search, both hiring departments and Human Resources must maintain documentation of the content and timing of all on-line and hard copy advertisements for the position posted through their respective offices. This includes tear sheets for all print ads, records reflecting the start date, end date, and content of all on-line postings, and summaries of online advertising campaigns, which are typically maintained by Human Resources.

2. Documentation Requirements

The following documentation requirements come into play if and when a foreign national⁵ accepts the University’s offer of employment. **If a foreign national accepts a tenure-track or open rank position, then immediately following the candidate’s acceptance, the chair of the search committee must create a Search Committee Report and Spreadsheet.** The report, signed and dated by the chair of the search committee, should include the search committee’s recommendation that X candidate be offered Y position and should the following attachments:

- **Successful Applicant’s CV.**
- **Documentation of all job advertisements.** This attachment should include documentation of the content and timing of all on-line and hard copy advertisements for the position that were posted directly by the Department. Specifically, this documentation should include tear sheets for all print ads, and records reflecting the start date, end date, and content of all on-line postings.⁶
- **Spreadsheet.** The spreadsheet must contain the names of all applicants and indicate with regard to each applicant why he/she was not deemed to be the most qualified (or in the case of the selected applicant, why he/she was most qualified).⁷

Templates for this report and the related spreadsheet are attached.

After creating and/or compiling the above documents, the chair of the search committee should forward the file to the Recruitment Coordinator in Human Resources with whom the chair has been working. Human Resources will add the advertising materials from its postings and will maintain all documentation for five years after the application for labor certification is filed with DOL⁸. The DOL will request this documentation in the event of an audit. Failure to maintain this audit file could jeopardize the validity of the labor certification and the corresponding green card application for the foreign national faculty member.

While it takes some effort to prepare the above documentation, that effort is essential to furthering the University’s stated goal of increasing diversity, supporting our foreign national colleagues and, of course,

⁵ For purposes of this memorandum, a foreign national is anyone who is not a U.S. citizen or legal permanent resident.

⁶ The documentation for all job advertisements posted directly by Human Resources is maintained by that Office. This documentation should likewise include tear sheets for all print ads, and records reflecting the start date, end date, and content of all on-line postings

⁷ Interfolio, the software currently used by the University for recruitment, can create a spreadsheet listing each applicant and assist in the collection of the other information required for this spreadsheet. Questions regarding the use of Interfolio for this purpose should be directed to Human Resources.

⁸ The Office of General Counsel will contact Human Resources when labor certification is filed, thus beginning the five year clock for recordkeeping purposes.

retaining faculty selected by the University following a thoughtful search. The Office of General Counsel stands ready to assist with any questions that arise in connection with the preparation of this documentation.

C. The Employee's Portion of the Permanent Residency Process

As mentioned above, the University must file the special recruitment labor certification application for foreign national faculty members within 18 months of the date the faculty member was selected for employment if it wishes to rely upon the initial recruitment that resulted in the hire. The Office of General Counsel will communicate with foreign national faculty members after their hire to ensure compliance with the 18-month deadline.

Permanent residency is a three-step process. The University is responsible for the first two steps in the process: labor certification and the I-140 immigrant petition, which is the University's petition to USCIS to sponsor the employee for permanent resident status. After the University obtains labor certification and the immigrant petition is approved, the University's direct involvement in a faculty member's application for permanent residency ends. Employees, presumably with the assistance of their chosen legal counsel, are responsible for filing the last step in the process (the I-485 adjustment of status application) with USCIS for themselves and their qualifying dependents. In many cases, faculty may file their I-485 adjustment applications immediately after the I-140 immigrant petition is filed, depending on their country of citizenship. While the Office of General Counsel does not recommend any particular immigration attorney for this purpose, we can provide contact information for the University's outside immigration counsel, whom individuals are welcome to contact if they choose. Using the same attorney as the University is not required, but may prove more efficient and aid in communications given that the attorney and her staff are already familiar with the employee's immigration case through their work for the University.

II. Permanent Residency Sponsorship for Staff

Although Bucknell is committed to furthering diversity on campus, including among its staff members, the University is limited by law in its ability to sponsor non-faculty foreign national employees for permanent residency in the United States⁹. Due to these legal constraints, as well as the substantial financial and personnel resources required for permanent residency cases, the University generally does not sponsor staff members for permanent residency, although exceptions may be made on a case-by-case basis provided that certain conditions are met, as discussed below.

Please note that the information below relates only to permanent residency for foreign national staff members, not any other component of the immigration process for these individuals. The University is committed to providing nonimmigrant visa (as opposed to permanent residency) sponsorship to foreign national staff members, as appropriate, to enable these individuals to work for Bucknell.

A. Brief Overview of Immigration Law Relevant to Permanent Residency Sponsorship for Staff

The University usually must obtain standard (as opposed to "special recruitment") permanent labor certification from the DOL before filing for permanent residency with USCIS on behalf of a staff member.¹⁰

The DOL will provide standard labor certification only if there is *no available U.S. worker* who meets the *minimum* requirements for the job currently held by the foreign national. In order to make this showing, employers must conduct a highly-regulated test of the labor market.¹¹ Due to the timing requirements for this process, employers usually cannot rely on the foreign national's initial recruitment and selection to support

⁹ As discussed above, the University has the benefit of the "special recruitment" process for eligible teaching positions. That process is not available for staff positions.

¹⁰ Individuals may qualify for exceptions to labor certification, as outstanding researchers or based on extraordinary ability in their field, but most permanent residency cases require labor certification.

¹¹ This "test" takes the form of a search.

standard labor certification. Rather, to meet the labor certification standard, employers such as the University must typically conduct a new test of the labor market for the position already held by the foreign national in the six months before the application is filed with DOL. Often the standard simply cannot be met because there are, in fact, qualified U.S. applicants. Even when the standard can be met, the time and expense involved in the standard labor certification process are substantial.

B. Staff Permanent Residency Sponsorship

Again, as a general rule, the University will not sponsor foreign national employees serving in staff positions (including academic staff such as research associates) for permanent residency due to the challenges in successfully meeting the standard stated above. The Office of General Counsel will review a supervisor's request for sponsorship on a case-by-case basis, however, in the event an exception may be appropriate. By way of general guidelines, sponsorship may be considered where both of the following criteria are met:

- The individual is deemed critical to the operation of his/her department or office;

and

- The requesting department or office indicates that the position is difficult to fill and that *there are likely to be no qualified U.S. applicants* for the position.

If an academic department or administrative office believes that both factors above are met and would like to pursue permanent residency on behalf of one of its staff, it should make a request for evaluation as a possible exception to the Office of General Counsel. If the Office of General Counsel determines that an exception is potentially legally feasible and warranted, it will consult with the Provost (in the case of academic staff) and the Vice President for Finance and Administration (for all other staff) in light of the resources at stake. In the event that staff sponsorship is approved under these exceptional circumstances, the Office of General Counsel and its outside immigration attorney will work closely with the sponsoring department/office and Human Resources throughout the permanent residency application process. As discussed above, this process involves a test of the labor market for the foreign national's job to qualify the position under the DOL's labor certification standard.

C. The Employee's Portion of the Permanent Residency Process

As is the case with faculty, after the University obtains labor certification and the immigrant petition is approved by USCIS, employees, presumably with the assistance of their chosen legal counsel, are responsible for filing the last step in the process (the I-485 adjustment of status application) with USCIS for themselves and their qualifying dependents. In some cases, staff may file their I-485 applications immediately after the I-140 immigrant petition is filed, depending on the nature of the position and the country of citizenship. Again, while the Office of General Counsel does not recommend any particular immigration attorney for this purpose, we can provide employees contact information for the University's outside immigration counsel, whom staff are welcome to contact if they choose.

* * * * *

We hope this information helps to clarify and bring consistency to the University's efforts to provide permanent sponsorship to foreign national employees, and, further, helps our foreign national colleagues navigate the permanent residency process. Again, this memo does not address issues of nonimmigrant visa status (i.e. the H-1B or other temporary status categories). While further information on that front will be forthcoming, please feel free to direct any such questions – as well as those related to permanent residency – to our attention.

Thank you.

Search Committee Report

To: Human Resources
From: [Chair of the Search Committee], Search Committee Chair
Re: Recruitment and Selection Process

Selected Candidate: [Insert]

Position Title: [Insert]

Hiring Department: [Insert]

After the recruitment and selection process described below, the Search Committee recommended the above candidate for this position.

The members of the Search Committee were: [search committee names].

The recruitment process for this position is further detailed in the following documents, attached here:

1. Documentation of the content and timing of all job advertisements for this position that were posted directly by the department (additional documentation of advertisements posted by Human Resources should be maintained with these materials), and
2. A spreadsheet listing all [insert total number of applicants] applicants for this position, and indicating, with regard to each applicant, why the applicant was not deemed to be the most qualified (and with regard to the selected candidate, why he/she was deemed most qualified).

A copy of the selected candidate's curriculum vitae is also attached.

Signed: _____
[Search Committee Chair Name]

Date: _____

Attachments: Documentation of content and timing of advertisements posted by the Department
Recruitment spreadsheet
Curriculum Vitae

Applicant Name	Applicant Interviewed on campus? Yes or No	Reason why applicant was not deemed most qualified for the position (or in the case of selected candidate, why he/she was deemed most qualified)
		<p>Examples include:</p> <p>Applicant didn't meet minimum qualifications.</p> <hr/> <p>Applicant's research was not effective, inclusive, significant, relevant as others.</p> <hr/> <p>Applicant's research overlaps too much with existing faculty in Department.</p> <hr/> <p>Applicant's scholarship was not as strong as others.</p> <hr/> <p>Applicant's teaching experience was comparably not as comprehensive as others.</p> <hr/> <p>Applicant's interview responses and /or interview presentation was comparably not as strong as other candidates.</p> <hr/> <p>Applicants references were less supportive than others.</p>

CSP 2016 Strategies for Enhancing Diversity of Candidate Pools

CSP seeks to assure that search committees have both support and guidance to produce candidate pools and final hires that optimally reflect the available diversity within the respective disciplines.

1. CSP will regularly review the guidance search committees receive from the University on outreach, evaluation, and interviewing.
2. CSP will develop firmer guidelines about expected level of detail in departmental hiring and diversity strategies, both in terms of shaping of the advertisement and position and in terms of specificity of outreach efforts planned.
3. Search committee chairs should meet with the Associate Provost for Diversity as soon as possible in the academic year of the search, to review the outreach plan and the search and hiring process.
4. Search Committee Chairs should communicate with the Associate Provost for Diversity and the Dean's Office again one month prior to the close of the search/start date for reviewing applications to describe the implementation of the search plan. This report is a component of our assessment of diversity-related hiring activities.
5. Search Committee Chairs should submit their "long short list" (e.g., those slated for phone/video interviews) to the Associate Provost for Diversity prior to scheduling the interviews. The Associate Provost for Diversity will reply promptly with data on (a) the percentage of underrepresented minorities in the candidate pool and (b) the percentage of underrepresented minorities in the "long short list." (This data is present in the HR database but otherwise withheld from search committees.) In disciplines where women are historically underrepresented, gender data will also be shared.
6. In exceptional circumstances the Office of the Provost or the Dean's Office may, after consultation with the search chair, ask the committee to return to the pool or expand the outreach if the search process appears to be insufficient to develop a shortlist that is comparable in diversity to the pool/the discipline.

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