



BUCKNELL UNIVERSITY

# Staff Hiring Guide

2015-16

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### **Bucknell University's Equal Opportunity Statement**

Bucknell University provides equal opportunity without regard to race, color, gender, gender identity, 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

### **“Background and Context,” The Plan for Bucknell**

As a learning community, Bucknell fosters deep, sustained, and highly transferable learning. Faculty and staff collaborate to create an environment in which students develop intellectual maturity, habits of critical self-reflection, and aspects of character that are required for making wise and informed choices for their lives.

### **“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.

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**Bucknell**  
UNIVERSITY

**Office of the President**  
Bucknell University  
Lewisburg, Pennsylvania 17837

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

Dear Colleagues,

Bucknell University has a long history of recruiting and hiring highly qualified staff members who are committed to ensuring that (1) the Bucknell campus operates effectively, efficiently, and in alignment with best practices; (2) the campus community is inviting, supportive, and friendly; and (3) students' co-curricular and residential experiences complement and enhance their academic experiences. Although faculty and students are often center stage, the staff is essential for the daily functioning, character, and beauty of the University. Therefore, the staff contributes significantly to how students, faculty, and guests experience Bucknell.

Ultimately all staff members — individually and collectively — contribute to the achievement of Bucknell's mission and vision. As we prepare our students to develop knowledge and skills necessary to engage in the globally integrated world of the 21st century, we understand that the expertise, quality, adaptability and diversity of our staff are critical to our success.

Our continued efforts to build and maintain a highly qualified, diverse staff require a commitment to intentional and proactive searches. We appreciate that service on a search committee takes a significant amount of time and effort. This guide has been created to help make the process more transparent and consistent, and assist committees to facilitate a search that mitigates unintentional bias.

Knowing Bucknell's student- and service-centered staff members contribute significantly to the University's strengths and successes, we very much appreciate your willingness to use this guide as you participate in upcoming searches. Additionally, we invite you to use your experience with the guide to provide suggestions for enhancing it.

Together we continue to build and enrich a campus community that reflects Bucknell's commitment to the interconnections of excellence, student-centeredness, and diversity.

Thank you for your part in this effort.

John C. Bravman, President

Barbara Altmann, Provost

## INTRODUCTION

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This guide is designed to help staff members who serve as hiring managers, search committee members and search committee chairs take a proactive, intentional approach to the search and hiring process. Bucknell's ultimate goal is to recruit, hire and retain an outstanding, diverse staff that exemplifies service- and student-centeredness and effectively contributes to Bucknell's vision "to provide students with the premier undergraduate experience in American higher education."

The processes outlined incorporate best practices for strengthening the applicant pool and mitigating barriers to achieving a high quality, diverse staff. Although this approach may require more "upfront" work, much of the content of this guide will be familiar to those who have previously served on search committees. Therefore aligning searches with the University's commitments and priorities should not be difficult.

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 Marci C. Cooney, Director of Recruitment and Compensation, at [Marcia.cooney@bucknell.edu](mailto:Marcia.cooney@bucknell.edu), x 7-1632 or Bridget M. Newell, Associate Provost for Diversity at [bmn004@bucknell.edu](mailto:bmn004@bucknell.edu) or 7-1573.

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## Steps in the Recruitment, Selection and Hiring Process

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

1. Hiring managers contact HR as soon as they learn of a resignation or impending opening. This initiates the collaborative process of reviewing the department's and University's business needs and position description as well as the best approach to the search prior to initiating the online approval process.
2. The hiring manager, search committee chair and/or Department HR Liaison partners with an HR Recruitment Consultant to identify recruitment, selection, and hiring strategies. [Diversity Strategy](#)  
**Note:** Part of the process includes completing the online approval; posting the position; and identifying the search committee members, including the search chair and the diversity advocate.
  - HR notifies the search committee chair or designee when the position is posted.
  - The search chair schedules a meeting with the Associate Provost for Diversity and the search committee's diversity advocate.
  - The search chair and search committee then begin proactive outreach efforts.
3. The search committee attends an initial meeting to solidify parameters of the search and create a screening tool to evaluate candidates. The HR Recruitment Consultant and/or Associate Provost for Diversity may be invited to share best practices and offer guidance.  
**Note:** At this meeting the HR Liaison would discuss legal issues related to the search, and assist with developing an evaluation matrix. The Associate Provost for Diversity would highlight strategies for recognizing and avoiding implicit bias and other errors in the process. Also, at this point, chairs may want to review the recruitment expense policy for planning purposes.
4. 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:** The search committee chair may check in with the HR Recruitment Consultant to provide an update on the search. The search committee chair is encouraged to provide periodic updates to the Recruitment Consultant throughout the search process.
5. The search committee chair coordinates with the Department HR Liaison to schedule initial interviews and inform candidates about the interview process.
6. The search committee conducts initial interviews.
7. The committee meets to discuss initial interviews and identifies a short list of candidates to invite for on-campus interviews. The search committee may also discuss the logistics, agenda, and interview questions for on-campus interviews.
8. The search committee chair or Department HR Liaison (a) changes the status of the candidate to "shortlist" and (b) submits for approval in Jobs@Bucknell.
9. After the shortlist is approved, the search committee chair works with the Department HR Liaison to schedule the on-campus interviews.
10. The search committee hosts the on-campus interviews, which includes a group interview with the whole search committee as well as interviews with other key constituents.
11. The search committee solicits input from all involved in the interview process. (Return to the position description and consider candidates' strengths and offerings in light of departmental and University goals and priorities.)
12. The search committee identifies a candidate to recommend for hire to the hiring manager. (In some cases, the committee may be asked to recommend more than one acceptable candidates to the hiring manager.)

13. The hiring manager or designee conducts and documents reference checks.  
**Note:** References should be current and include previous supervisors who can directly attest to quality of candidate's work experience, skills, and ability.
14. The hiring manager, in collaboration with the Compensation Manager and HR Recruitment Consultant, identify a salary offer.  
**Note:** At this point, the hiring manager or Department HR Liaison completes the Proposed Salary Offer approval process in Jobs@Bucknell.
15. The hiring manager or HR Recruitment Consultant makes a verbal offer contingent upon the University's verification of credentials and other information included in the employment application, or required by state law and Bucknell University policies.
16. The HR Recruitment Consultant prepares a draft offer letter for the hiring manager to review. The hiring manager or HR Recruitment Consultant sends to the candidate an offer letter that includes information on the background check, foreign nationals process (if applicable), orientation, and a new hire data sheet.  
**Note:** *The hire is not final until the candidate has completed the new hire data form; the post-offer background checks are satisfactorily completed; and, if a foreign national, the candidate has demonstrated appropriate authorization to work in the United States.*
17. The search committee chair works with the Department HR Liaison to send regret letters.  
**Note:** The search committee chair may want to send/sign letters to candidates who were interviewed, while the Department HR Liaison sends to all others. HR can provide sample letters, including letters tailored to alumni of Bucknell or current members of the Bucknell staff.
18. The search committee chair or Department HR Liaison works with the HR Recruitment Consultant to close the job online. At this time, applicant statuses should be updated.
19. The search committee chair or Department HR Liaison submits receipts for on-campus interviews to HR. [Recruitment Expense Policy](#).
20. After the search is complete, the search chair will be contacted to provide information about outreach efforts so that effort and outcomes can be assessed across searches.

## Considerations for Diversity Strategy

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Developing a Diversity Strategy helps Hiring Managers and Departments (1) consider how their new hire will contribute to department and university initiatives related to diversity and inclusion and (2) identify strategies they might use to achieve a highly qualified, diverse applicant pool. Below are questions to consider when developing a diversity strategy:

### Office/Department/Division

- How does our office contribute to Bucknell's values, including but not limited to excellence, service, student' experiences, and diversity?
- What does our office communicate about these institutional values through words and action?
- How might a more diverse staff (broadly understood) positively impact our department? Consider the value of a range of critical perspectives, experiences, etc. in decision-making, for example.
- How do we want our new colleague to contribute to our department's goals and values?

### Position description/advertisement

- How will this position contribute to Bucknell and/or departmental diversity goals?
- What aspects of the position description and advertisement will indicate that this position will contribute to Bucknell and/or departmental diversity goals?
- What will illustrate these needs/goals to potential candidates?

### Outreach

- What professional organizations, listserves, identity-based affinity groups related to the profession will we share the position request with in an effort to broaden and diversify the candidate pool? How will we connect with those organizations — listserves, direct email to chair or members, etc.?
- What individuals and other organizations might we contact to attract a more diverse candidate pool?
- What recent conference programs or professional meeting agendas might we review to identify potential candidates? What upcoming conferences or meetings might we attend to identify potential candidates?

### The recruitment and hiring process

- What are our strategies for limiting implicit bias and integrating a focus on diversity throughout the whole search process? Do we need training for this?

## Position Descriptions and Advertisements

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The advertisement and the position description can be basically the same thing, with the exception of the inclusion of preferred qualifications as discussed below. As noted previously, Please allow time to review and discuss the position description with HR prior to posting.

### The position description includes the following:

- *Department/Office overview:* Include statements related to the office's focus on excellence, student-centeredness, service-centeredness, and diversity and inclusiveness.
- *Responsibilities:* Identify those responsibilities that are essential functions.
- *Minimum qualifications:* Applicants must meet these requirements to be considered for hire. Include education, experience, licenses, certifications, travel, work schedule outside normal business hours, and other requirements related to the position's responsibilities.  
**Note:** Minimum qualifications cannot be changed after the position is posted. A diversity statement should be included under minimum or preferred qualifications. (See [Sample Diversity Statements](#).) Advertisements and descriptions may also focus on student- or service-centeredness.
- *Preferred qualifications:* These criteria may be considered when evaluating candidate applications (see sample matrix).
- *Physical and Environmental Demands:* Include lifting a specific number of pounds, handling specific liquids, working in extreme temperature environments, etc.
- *Diversity and Inclusion:* Consider including how the candidate is expected to contribute to the office, department, division or university diversity goals and initiatives. Some possibilities: "Demonstrated commitment to diversity and inclusion" can be a minimum or preferred qualification. "Contribute to office and/or university diversity goals" can be a responsibility associated with any position.

### The advertisement includes the following:

- Department and position overview
- Minimum 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 requirements for permanent residence. A successful candidate who does not meet the preferred qualifications may be deemed ineligible for permanent residency, jeopardizing that individual's employment at Bucknell as well as her/his 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.) Refer to "Permanent Residence Memo" for more details on procedures associated with sponsoring foreign national staff members.
- Including a statement about the office's, department's, or area's diversity efforts, goals, expectations and/or noting that contributing to diversity efforts is a minimum qualification can attract strong candidates and reveals the office's commitment to diversity and inclusion. See page 5 for sample diversity statements for the ad or position description.
- Required documents: resume, cover letter, etc.
- Apply at [www.bucknell.edu/jobs](http://www.bucknell.edu/jobs)  
Note: This is not needed if advertisements are submitted by the HR Recruitment Consultant online.
- Deadline for applications and/or date when application review begins (optional)

**All advertisements end with the following information:**

***About Bucknell***

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 ranked, national liberal arts institution that also offers strong professional programs in engineering, business, education, and music. 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 Diversity Statements

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

- The successful candidate will have significant prior experience working with [or serving] a diverse workforce [or student body].
- The successful candidate will have significant prior experience working with and contributing to a diverse workforce.
- We seek a candidate with demonstrated commitment to diversity and inclusiveness.
- We seek a candidate whose experience and expertise will contribute to Bucknell's commitment to diversity and inclusiveness.
- We seek a culturally competent [position title] who can ...

## Search Committees

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**Search committees** are responsible for participating in recruiting, screening, and recommending candidates for hire to the hiring manager.

### *Search Committee Composition*

- Committees should be diverse, representing various perspectives from the department and University. 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 staff member whose prior experience or work address issues related to diversity and equity.
- Typically search committees include 4 – 6 people.
- 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 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.

### *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 candidate for hire to the hiring manager. The chair's role includes partnering with the HR Recruitment Consultant and Department HR Liaison to

- Complete tasks associated with Jobs@Bucknell.
- Partnering with HR and search committee members to engage in proactive outreach efforts to achieve a highly qualified, diverse candidate pool.
- Schedule all search committee meetings.
- Share the Staff Hiring Guide, position description and advertisement with search committee members prior to initiating the online approval process.
- Schedule hiring guide training for chair and Diversity Advocate or (ideally) whole search committee.
- 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, 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 students (including students from groups that have been historically underrepresented in higher education), involved in the search process understand their role and responsibilities.

### *Responsibilities of Search Committee Members*

- Prepare for and attend all search committee meetings and candidate interviews. This includes familiarizing oneself with the Hiring Guide.
- Be aware of and supportive of the University's goals related to diversity.
  - 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 applicant pool.

- o 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 an honest, 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.
  - o All applicant information and discussions are confidential.
  - o Confidentially destroy copies of applicant materials (or give to search committee chair to destroy). Notes related to the search should go to the search chair or HR Recruitment Consultant.

#### *Participation of department/office members who are not on the committee*

- Department members who are not on the search committee may participate in on-campus interviews which could include attending presentations.
- Participating in group interviews with the candidate. In this case 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.
- Giving a campus tour

Like the search committee, department members are responsible for ensuring candidate confidentiality throughout the process. (Details above.)

#### *Student Participation in Searches*

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

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 searches.

## Sample Outreach Communication

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The models below provide a starting point for crafting outreach communications to potential candidates or organizations who may have access to potential candidates.

Dear Title NAME,

My name is [FILL IN] and I am [title/role at Bucknell University]. In the fall I will chair a search for an [fill in position]. The person we hire will start in the fall of 2015 and [other pertinent info, report to...; contribute to..., serve as...]. Given your 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 [or forward the description on to them]. You might be interested to know [RELEVANT INFORMATION RE: office at Bucknell etc.].

If you have questions about the [X] office/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 to a listserve:*

Dear ...

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

We are seeking [general description]. We seek student-centered staff interested in a career as a [fill in] and 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]

## Diversity Advocate Role

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Diversity advocates are search committee members 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 have prior significant experience with or a professional role that addresses issues related to diversity and equity.)

Search chairs may contact the HR Recruitment Consultant or 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

## Sample Screening Tool

The matrix below serves as a general model that could be used for applicant reviews.

First Review for Minimum Qualifications	Criteria	Yes	No	Notes
Educational requirement	Level of education in (area) or related fields (clarify)			
Years of experience	Number of years and type of experience			
Demonstrated commitment to diversity and inclusiveness	Based on cover letter, resume, and application			

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

Second Review for Minimum Qualifications During Initial Interview or Preferred Qualifications	Criteria	Yes	No	Notes
Skills	Clarify skill areas such as time management, customer service, etc.			
Knowledge	Clarify knowledge required			
Technical expertise	List software skills and/or experience			

**Third review** may include criteria for the on-campus interview.

## Reviewing Applications

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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. (See section on [Sample Screening Tool](#).) Contact HR Recruitment Consultant for assistance with developing a screening tool.

### Tips to guide the discussion of applicant materials

- Base evaluation criteria on the position description; avoid inadvertent adjustment of criteria.
- Allow for various pathways toward attained experience, as well as knowledge, ability, and skill development.
- Seek evidence that candidates have a demonstrated ability to contribute to Bucknell's and/or departmental goals and values, including student-centeredness, service-centeredness, diversity, and inclusion.
- Avoid focusing on “fit” or “the Bucknell type” or other potentially ambiguous evaluation criteria.
- Discuss the importance of the content versus the communication of answers (in context of accents or accommodations needed for interviews).
- 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 unduly influence another's when completing the matrix.

## Interviewing Candidates

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

### *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 (570-577-1188, 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.
4. Ask if the candidate has any questions.
5. Thank candidates 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, positioning each candidate to leave with the desire to be a part 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 the 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** 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/office — 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***

- Light refreshments 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 key strategic partners
  - 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
- Free time (15 minute blocks or more) throughout the process, with more time prior to presentation if applicable
- A “home base” for the candidate during free time — computer access/passwords, snacks, water/coffee, door to close for privacy

## **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)

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## Reference Checks

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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, references should be called after selecting a candidate to recommend for hire and prior to making an offer.

**Prior to checking references**, ask the candidate for permission to check references. In addition, if the search committee agrees that there is a need to probe further, ask (1) if there are additional references that can be contacted, (2) if you can seek references from those who are not on their list of references and (3) if there is someone you should not contact (and 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 all references of all candidates some of the same questions 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 experience, skill, ability, etc.
4. Ask about the kind of professional development, mentoring, etc. that would help the candidate succeed at Bucknell (or directly ask about weaknesses).
5. Ask about any of the following as relevant. Consider requesting examples so you may also understand the perspective from which the recommender is speaking.
  - work ethic
  - dependability
  - initiative
  - ability and effectiveness working alone or as a team member
  - leadership qualities or skills
  - degree of supervision needed
  - quality and quantity of work
  - flexibility/adaptability
  - customer service
  - time management
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*.

## Significance of a Diverse Staff

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

1. Staff diversity “says something” about the University’s commitment to diversity.
2. A diverse staff can help build connections with diverse communities outside the University.
3. Staff diversity can enhance decision-making (more perspectives, critical lenses), particularly if staff from underrepresented groups are part of the decision-making process.
4. Having a diverse staff contributes to the retention and development of diverse staff.

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

*Benefits of a diverse workforce include the following:*

- Providing a broader knowledge base to draw from
- Increasing innovation and creativity
- Reducing skill shortages
- Improving service
- Remaining relevant as national demographics shift
- Enhancing an organization’s reputation

Source: [http://askearn.org/refdesk/Diversity\\_Goals/Diversity\\_Advantage](http://askearn.org/refdesk/Diversity_Goals/Diversity_Advantage).

## Sample Message on Search Responsibilities for Students

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Consider developing a message similar to the following to help students prepare for their role in a staff search process.

Dear [Names],

Thank you for agreeing to be an important part of [DEPARTMENT/OFFICE'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' resumes and cover letters.
- 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 candidate confidentiality is important throughout the search process. Do not discuss the search or candidates with people who are not on the search committee.
- 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.

**Note:** Search committees may want to develop a form for students to ensure that student comments remain focused on the position description (as opposed to whether students simply “like” or “dislike” the candidates. If candidates give a presentation, the form may focus on items such as

- 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

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Below are federal laws and regulations that govern employment practices. Links provide brief overviews of the laws.

[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

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Below are some options to consider when developing questions for on-campus interviews. Please note that all candidates should be asked the exact same questions to allow for consistency. Of course, follow-up questions can vary. The focus on consistency does not require a rigid style or approach. More options are presented on the following pages.

Begin with informational questions to gather specific information, verify information provided in the resume or application, and/or follow-up on a previous question.

- Describe your responsibilities in your current or last position.
- To what position does your current or last position report?
- Describe your leadership style.
- If I were to contact your current or last supervisor, what would he/she say are your areas of strengths and areas that could still be developed?
- What areas of the position description do you think you would perform best and what areas do you anticipate would be a challenge? Please give examples of each.
- Can you perform all the essential functions of the position with or without reasonable accommodations?

Next ask questions to assess a candidate's knowledge, skills and abilities related to successfully carrying out the position responsibilities. Most of these questions will be **behavioral** (the best predictor of future performance) and **situational** (helpful for evaluating a candidate's ability to analyze and solve a problem or make decisions). Create a question for each of the essential duties of the position.

- What kinds of reports have you developed, created, or produced?
- Tell us about your experience with developing and managing budgets.
- Tell us about a situation when someone disagreed with a message you were conveying. How did you resolve it?
- Describe the most complex problem you have encountered in your career.
- Discuss a task you performed that required attention to detail.
- Describe a decision you made that had a negative result or was unpopular.
- What was the last project you led and what was its outcome?
- Discuss a change in process or operation that you initiated.
- Describe how you have coached or mentored others.
- Tell me about a challenging group with whom you have had to work. What made working with the group so challenging? What did you do?

**Include diversity-related questions** (See the list of behavior-based questions that follows for other options.)

- Describe a “culture bump” you experienced inside or outside of the workplace and explore how it was and/or should have been addressed.
- Has a focus on diversity influenced your work style in any way? Discuss.
- What are important characteristics people should develop to contribute to an organization's ability to be a truly diverse and inclusive environment for all? How have you cultivated those characteristics in yourself?

**End with questions that allow a candidate to summarize their background and experience.**

- Why do you feel you are the best candidate for this job?
- Tell me about your most significant accomplishment.
- Describe a time when you went above and beyond the call of duty to accomplish a task or provide service.
- What are you most proud of in your work experience?
- What else would you like us to know related to your professional life or this position?

*Below are additional behavior-based interview questions related to Bucknell's core competencies.*

Take care when selecting questions to ask all candidates. Consider the relevance to candidates and the position.

### **Commitment to Service and Quality**

- Describe an occasion when you were flexible and/or innovative.
- Discuss a time when you exceeded expectations of those you were serving.
- Describe a time when you did not meet a deadline and share how you communicated that information to the appropriate people.
- Discuss an example of a time when you looked at a situation from the perspective of [a student, your colleagues, or a client] and acted accordingly.
- Tell me about a time when you went the extra mile to help a [student, colleague, supervisor, etc.].
- Discuss time when you set a goal and were able to meet or exceed it.
- Discuss a situation when you dealt with an upset co-worker, customer, or student. What would you change if this occurred again?

### **Stewardship**

- Talk about a time when you contributed to improving a process that was beneficial to the entire organization.
- Describe a situation when you made a decision that was positive for your organization, but not for you, or your department. How did you handle it?
- Discuss a time when you saved time or money for your organization.
- Provide an example of a change in process or operations that you initiated in response to feedback of those you work for or with (or an assessment project).

### **Initiative**

- Describe a time when you went above and beyond expectations to fulfill a commitment.
- Describe a time when you tried a new idea — include why you tried this idea, what you considered in your decision, and how it turned out.
- Provide examples of projects or tasks you started on your own.
- Discuss the types of new responsibilities you took on in your last position.
- Describe a time when you had to use several approaches to persuade someone about an issue.
- Tell me about an accomplishment from the past year that you are most proud of and why.
- Describe a situation where you gathered and analyzed facts to arrive at a decision.
- Give an example of a time that you showed initiative and took the lead.
- What have you done to further your professional development?
- Tell me about a recent work experience that you would describe as a learning experience. What did you learn from the experience?
- Tell me about a time when you anticipated the future and made changes to your responsibilities/operations to meet those future needs.
- Describe a time when you reached out for additional responsibility.

## Adaptability & Creativity

- Give an example of a time that you had to change your work and communication style or method of approach to achieve a goal.
- Describe a time when you modified your approach to a situation based on your own analysis of what worked and did not work in past situations.
- Give an example of what you have done when your time schedule or project plan was upset by unforeseen circumstances.
- Give a few examples of how you have adapted your own communication style to effectively respond to different people and situations.
- Describe a situation in which you developed a unique solution to a problem.
- Describe a situation when you had to make a decision without having all of the information you needed.
- Give me an example of a time when you used creativity to solve a problem.
- What do you do when priorities change quickly? Provide an example of when this happened and how you responded.

## Respect for the Individual

- Tell me about a time when you had to deal with a difficult or frustrating individual. How did you respond?
- Tell me about a time that you successfully worked with or responded to someone who did not agree with what you were communicating.
- Describe a situation in which you faced and resolved a conflict with another person.
- Discuss a time when you had a difference of opinion with a co-worker/customer/supervisor.
- Describe how you handled a specific problem involving people whose values and beliefs were different than yours in your current/previous job.

## Diversity

- What have been the most challenging situations you have faced while working in a diverse workforce? How have you handled those challenges?
- In what ways have you integrated multiculturalism as part of your professional development?
- Tell me about a time when you had to work with someone whose background, experiences, and/or perspectives were very different than yours. What happened in the situation? How did those differences impact your work/working relationship?
- Provide an example of when you successfully supervised a diverse group of people to achieve a difficult goal. What skills did you use? What did you learn?
- How have you worked with people under your supervision to foster climates receptive to diversity and inclusion in the workplace?
- Tell me about a time when you had to adapt to a wide variety of people by accepting/understanding their perspectives.
- What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?
- Describe a time that you successfully adapted to or navigated an environment or culture that was different than your own.
- Tell me about a time that you adapted your communication or work style to work effectively with people whose backgrounds and experiences were different than your own.
- What measures have you taken to make someone feel comfortable in a group or setting that was not initially inclusive or inviting to that person?

- Provide a specific example of how you have helped create an environment in which diversity is valued, encouraged, and supported.
- What have you done to support diversity in your previous positions?
- Describe something you have done that underscores your commitment to diversity in one of your previous professional roles.
- Share with us some of your experiences working with students from groups who have been historically underrepresented in higher education or a diverse workforce.
- 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?
- Bucknell has identified diversity as one of its core values. How do you understand diversity and how might a focus on diversity be relevant in your role as [insert position here] or a member of the Bucknell community?
- Describe your experience and effectiveness working with people whose backgrounds and experiences differ from your own.
- If you were to be hired for this position how might you see yourself contributing to Bucknell's diversity efforts, particularly as they relate to the position you have applied for?
- In your letter you note that ... [diversity reference], please tell us more about...
- Note that care should be taken when selecting the diversity question(s) to ask all candidates. As with all questions in this appendix, consider the relevance to your candidates and the position.

### **Integrity**

- Discuss a time when your integrity was challenged. What was the situation and how did you handle it?
- Describe an ethical dilemma you've faced during your career. How did you respond?
- Tell me about a time when you had to make an unpopular decision in the workplace.
- Discuss a specific example of how you have demonstrated integrity in your professional role.
- Tell us about a specific time when you had to handle a problem related to fairness or ethics at the workplace.
- Tell me about a tough decision you made at work. What steps, thought process, and considerations did you take to make a fair decision?

### **Reliability/Dependability**

- Discuss a situation when you encountered several roadblocks as you attempted to complete a task or project. How did you handle the situation and were you able to complete the job?
- Give an example of a high-pressure situation you have faced recently and how you resolved it.
- Describe a situation when you did not meet a deadline. What happened?

### **Empowering People**

- Tell me about a time when you had to motivate somebody to do something.
- Describe how you have coached or mentored others.
- Describe a situation in which your influence brought out the best in others.
- Describe feedback and guidance you gave to others that helped them reach their goals.
- Give an example of your ability to build motivation in your co-workers.
- How do you motivate others, particularly those over whom you have no direct authority?
- Tell me about a project or task that you delegated.

- Give me an example of a time when you helped a staff member accept change and make adjustments necessary for moving forward. What skills did you use?
- Describe a time when you had to handle a tough morale problem.
- Tell me about a time when your department was going through long-term changes or working on a long-term project. What did you do to keep your staff focused?
- Discuss an example of how you have empowered your staff to make independent decisions.

## Teamwork

- Describe a situation when you had to build consensus among a group.
- What was the toughest group from whom you have had to get cooperation? Describe how you handled it. What was the outcome?
- Describe a situation in which you sacrificed your immediate needs for the larger good of a team.
- Describe a situation when you were able to build team spirit in a time of low morale.
- Tell me about a challenging group with whom you have had to work. What made working with the group so challenging? What did you do?
- Discuss an example of a problem you have had with a team member or co-worker and how you resolved it.
- Tell me about your most successful attempt to encourage others to take action and get a job done. What led you to take these actions? Exactly how did you encourage others to take action or responsibility? What was the result of your efforts? How did others respond?
- Tell me about a time when you worked with people with different styles and/or ideas on a project. How did you pull everyone together?

For information related to interviewing persons with disabilities see <http://www.dol.gov/odep/pubs/fact/focus.htm>

## Soliciting Feedback

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When soliciting feedback on candidates from members of the campus community involved in the search, it is important to focus on the position description.

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?
4. What kind of professional development might be needed to allow this candidate to succeed?

### Recommendation:

Consider further

Do not consider

## Why Bucknell?

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- Bucknell provides a strong sense of community, encouraging staff, faculty, and their families to experience or become actively involved in a wide variety of campus and community programs and resources.
- Bucknell provides superior IT and Library support.
- Bucknell's small campus and friendly community allow for interaction with students, faculty, and staff inside and outside of class.
- Bucknell is a nationally ranked liberal arts institution with selected strong pre-professional programs and a strong academic reputation.
- We have outstanding students. Staff are provided with a variety of opportunities to positively influence and interact with the students, providing a constant reminder of the important mission of the University.
- Our professional development system, EDGE (Educate, Develop, Grow, Excel), is one of many tools and resources offered to provide staff with performance improvement opportunities.
- 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 since 2012, and Bucknell has completed its five-year strategic plan for diversity in April 2014.
- Staff can request paid Building Bridges leaves to participate in University-sponsored student excursions, projects or trips.
- Staff can designate one work day per calendar year as community service leave in order to volunteer during normal working hours.

## Benefits

- We offer a comprehensive benefits program including several healthcare 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 well-being, 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.
- 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 as well as 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 businesses and 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, staff and faculty can rent outdoor equipment such as kayaks, canoes, snowshoes, skis, and bikes; join a trip; or try one of the challenge course experiences offered throughout the year.
- Staff and faculty can launch boats 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), tennis, racquet ball, indoor track, and more.
- 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 greens fees. Junior programs and golf instruction are also available. The Golf Club is rated as one of the best college courses in the Northeast.
- Outdoor activities abound for those interested in enjoying all four seasons.

## Arts

- Bucknell provides many opportunities for the community to take advantage of the arts including but not limited to the following:
  - 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.
  - Bucknell owns and operates The Campus Theatre, an art deco icon of Lewisburg which has been showing films since 1941. Families can see first-run, art-house, documentary and classic films while enjoying the “old-timey” feel of this historic theatre.
  - The Samek Art Museum creates meaningful encounters between artists, students, scholars, the public, and works of art.

## Official Statements on Bucknell's Commitment to Diversity

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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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### Bucknell Vision

## Faculty Recruitment Resources for Search Chairs, Committees and Departments

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**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](http://Theacademicnetwork.org)
- [Asiansinhighered.com](http://Asiansinhighered.com)
- [Blacksinhighered.com](http://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](http://Diverseeducation.com)
- [HigherEdJobs.com](http://HigherEdJobs.com)
- HERC (Higher Education Recruitment Coalition)
- [HBCUCONNECT.com](http://HBCUCONNECT.com) (Historically Black College & University Alumni & Students)
- [Hispanicsinhighered.com](http://Hispanicsinhighered.com)
- [Insidehighered.com](http://Insidehighered.com)
- [Latinosinhighered.com](http://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.
  - 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](#).

## Permanent Resident Memo



**Bucknell**  
UNIVERSITY

**Office of the General Counsel**  
Bucknell University  
Lewisburg, Pennsylvania 17837

Phone: 570-577-1149  
Fax: 570-577-7583

**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

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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.<sup>1</sup>

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.<sup>2</sup> 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.

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

<sup>2</sup> 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.).

## **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.<sup>1</sup>

### **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.<sup>2</sup> Generally speaking, the date of selection for employment is the date that the foreign national’s original offer letter is issued.

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<sup>1</sup> 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.

<sup>2</sup> 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.

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 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 national<sup>1</sup> 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.<sup>2</sup>
- **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).<sup>3</sup>

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 DOL.<sup>4</sup> 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.

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<sup>1</sup> For purposes of this memorandum, a foreign national is anyone who is not a U.S. citizen or legal permanent resident.

<sup>2</sup> 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

<sup>3</sup> 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.

<sup>4</sup> The Office of General Counsel will contact Human Resources when labor certification is filed, thus beginning the five year clock for recordkeeping purposes.

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, 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 States.<sup>1</sup> 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

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<sup>1</sup> 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.

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.<sup>1</sup>

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.<sup>2</sup> Due to the timing requirements for this process, employers usually cannot rely on the foreign national’s initial recruitment and selection to support 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

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<sup>1</sup> 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.

<sup>2</sup> This “test” takes the form of a search.

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

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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>

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