



Associate Dean for Students and Strategic Initiatives

As the College of Engineering welcomes Dean [Pat Mather](#), who joined Bucknell in July 2016, the University seeks a creative and collaborative Associate Dean for Students and Strategic Initiatives to serve as a key member of the College's leadership team. The Associate Dean will advocate for the continued excellence and evolution of the undergraduate engineering program by taking the lead in bringing to life the new faculty-driven student-related initiatives that will emerge from the strategic planning process currently under way.

Working in close partnership with the Associate Dean for Faculty and Scholarship, the Associate Dean for Students and Strategic Initiatives will also be broadly responsible for all matters that impact the student experience, which may include the curriculum, extracurricular programming, and advising. The Associate Dean will also serve as Executive Director of the [Engineering Success Alliance](#), which provides support to talented students from under-resourced high schools whose success in engineering can energize the future of the industry as a whole. The College and the University are both deeply committed to diversity, inclusion, and equity and expect the Associate Dean to be passionate about recruiting, retaining, and supporting the success of engineering students from a wide range of backgrounds.

Bucknell's College of Engineering is ranked by *U.S. News & World Report* as #7 among the 200 engineering colleges not offering doctoral degrees. The approximately 80 engineering faculty within the College are dedicated to teaching its 708 undergraduates and are actively engaged in scholarship in support of the College's educational mission, the discipline, or the profession.

About the University

Bucknell offers high-quality academic programs that span the arts and sciences, engineering, and management. The University has substantial financial resources; a talented faculty of teacher-scholars; and a widely held commitment among the University's many constituents to pursue academic excellence. Bucknell offers its students the personal attention typical of a smaller liberal arts college in combination with the resources and programs of the caliber of a private research university. Bucknell is ranked #33 among national liberal arts colleges (*U.S. News & World Report*, 2018), although its mission and offerings are broader than most other institutions on that list.

The University community stands poised to elevate Bucknell to an even more distinctive position within the higher education landscape, and ensure that it continues to offer the most relevant, effective education grounded in the liberal arts philosophy across all three of its Colleges.

History and Developments

A highly selective, private, residential, and primarily undergraduate liberal arts university in [Lewisburg, Pa.](#), Bucknell was founded in 1846 as an institution devoted to a literary curriculum that prepared Baptist missionaries for leadership and service. The University quickly evolved to become a nonsectarian institution grounded in the classics, and it expanded in the early 20th century to include engineering. After World War II, it grew greatly in enrollment, faculty, staff, campus size and curriculum.

Today, more than 3,500 undergraduates and 50 graduate students are enrolled at Bucknell. Undergraduates choose from more than 50 majors and 65 minors. The University has three colleges: [Arts & Sciences](#), [Engineering](#), and [Management](#).

Currently, 65 percent of students major in the arts and sciences, 20 percent in engineering, and 15 percent in management, though all of the programs - including engineering and management - offer broad-based learning in the liberal arts curriculum. With 378 full-time faculty, of which 355 are tenure-line, Bucknell maintains a low student-faculty ratio, currently below 10:1. Faculty members, not graduate students, teach the courses, creating a personalized environment where professors get to know their students and mentor them through class-based activities, research projects, creative projects, conference presentations, field trips, and more.

Bucknell's beautiful 450-acre campus includes first-rate facilities such as Academic West, the University's newest academic building, which opened in 2013 and added 70,000 square feet of classrooms, labs, faculty offices, and hearth spaces to the campus. Almost all students reside on campus; in the 2015-16 academic year, with four new residence halls creating 344 new on-campus beds, off-campus housing was granted to just 200 seniors, down from 500 in previous years. Through extensive residential life and learning programs, students develop leadership skills, cultural competencies and career and life skills that prepare them to become globally minded citizens of the 21st century. Student life is vibrant with more than 150 student-run organizations; high participation in Greek life; 27 NCAA Division I athletic teams; a robust arts culture; and a commitment among many of the students to community and global service work.

In 2014, the University achieved its decennial re-accreditation by the Middle States Commission on Higher Education, receiving high praise from the visiting team for the quality of its self-study, which focused on the integration of academic and residential life, a core component of the University's mission.

Strategic Planning and Strategic Changes

About a decade ago, Bucknell underwent an intensive and community-wide planning process to produce a new [mission statement](#) and strategic plan, [The Plan for Bucknell](#). Unanimously approved by the Board of Trustees in 2006, *The Plan* outlines five strategic initiatives designed to prepare students for success in an increasingly complex and interconnected society:

- I. [Strengthen the academic core](#)
- II. [Deepen the residential learning experience](#)
- III. [Enhance diversity in all of its forms](#)
- IV. [Build bridges with the world](#)
- V. [Secure the University's financial future](#)

These broad, formalized commitments define Bucknell's focus on making academic excellence the foundation of its work allying the residential experience with the educational program, serving high-achieving students of all backgrounds, connecting programs to the community and the larger society and developing the resources necessary for success.

Reduced Teaching Load

Between 2006-2013, the University increased the number of tenure-line faculty by more than 60, thereby reducing the teaching course load per year from six to five, allowing faculty more time to explore and implement novel pedagogical approaches, enhance scholarship efforts, especially those involving students, and engage students more intensely in academic activities.

Integration of Academic Affairs & Student Affairs

In 2006, the University realigned academic affairs and student affairs to report to the Office of the Provost to ensure the sound integration of academic and co-curricular student life. The Dean of Students reports to the Provost, sits on the Provost's Council, and serves as a member of the President's senior leadership team, as do the College deans.

New Educational Goals

In 2007-08, the faculty approved [nine educational goals](#) designed to align with the mission and strategic plan of the University. In conjunction with these goals, the faculty developed college learning goals and learning outcomes for academic departments and programs.

President John Bravman and the Senior Leadership Team

Bucknell is proud of the strides it has made under the leadership of [Dr. John Bravman](#), now entering his eighth year as President. Under his guidance, Bucknell is undergoing numerous exciting initiatives and projects. Recently, the University:

- Completed in July 2017 the [largest comprehensive campaign](#) in its history, the WE DO Campaign, by exceeding its half-a-billion dollar goal;
- [Opened Academic West](#), Bucknell's first new academic building in nearly a decade, four new apartment residence halls and a student commons building; and most recently, the Graham Building, home to student health, wellness and counseling services, as well as a state-of-the-art wrestling facility;
- Formed the Campus Climate Task Force in 2010, which produced an in-depth examination of student social life on campus that has informed subsequent initiatives;
- Formed the President's Diversity Council that has published the University's [2014-2019 Diversity Plan](#), which includes a Diversity Vision, a Diversity Statement, and four institutional Diversity Goals; and,
- Formed the President's Sustainability Council to define, support and/or coordinate sustainability programs and activities across the University and oversee the development and implementation of a sustainability plan for Bucknell.

President Bravman holds his bachelor's, master's, and doctoral degrees from Stanford University and came to Bucknell from his alma mater, where he was the Bing Centennial Professor of Materials Science & Engineering and of Electrical Engineering. He also oversaw their undergraduate program as Freeman-Thornton Vice Provost for Undergraduate Education, and served as founding dean of Stanford's Freshman-Sophomore Residential College from 1999 until 2010. For his work at Stanford, he received the University's highest honors for teaching and for lifetime service. An accomplished

scholar and engineer with 160 articles published in his field, President Bravman is one of the few engineering academics anywhere who is overseeing a long-standing and prestigious undergraduate liberal arts program.

Engineering Dean Pat Mather reports to Provost Barbara Altmann, who is beginning her third year in office. Dr. Altmann was previously at the University of Oregon, where she served many years as a professor of French, as head of the university's Department of Romance Languages, as the director of the Oregon Humanities Center, and as Senior Vice Provost for Academic Affairs. Altmann holds her doctorate in medieval French language and literature from the University of Toronto. Her research area is late medieval French language, literature and manuscripts, and she has published extensively on 14th- and 15th-century French literature. She has earned significant research fellowships from respected entities such as National Endowment for the Humanities and the Camargo Foundation.

The College of Engineering

Leadership

Dean Pat Mather joined Bucknell in July 2016 from Syracuse University, where he was the Milton & Ann Stevenson Professor of Biomedical & Chemical Engineering. He was also the founding director and for eight years led the Syracuse Biomaterials Institute, an interdisciplinary center spanning three institutions and eight departments, bringing together faculty from Syracuse's College of Engineering & Computer Science and College of Arts & Sciences, as well as SUNY Upstate Medical Center and the SUNY College of Environmental Science and Forestry. Mather earned his B.S. and M.S. degrees from Penn State in Engineering Science and Mechanics, following which he went on to receive his Ph.D. in Materials at University of California-Santa Barbara.

Background

Bucknell University awarded its first engineering degree in 1907, and the College of Engineering was founded in 1961. Today, Bucknell Engineering is ranked by *U.S. News & World Report* as #7 among the 200 engineering colleges not offering doctoral degrees in its 2018 report. A Bucknell engineering education is distinguished by frequent interaction between students and faculty, a strong laboratory component in the curricula, and an emphasis on learning within a liberal arts context. The faculty is dedicated to teaching excellence and actively engaged in scholarship in support of the College's educational mission, the discipline, and the profession.

In 2017, the College of Engineering enrolled 708 undergraduates, approximately one-fifth of the University's total undergraduate population. Applications to the College of Engineering have increased steadily since 2008, rising from 1,748 that year to 2,995 in 2017. Approximately one-third of Bucknell engineering students are women and 17 percent are students of color. Admission to the engineering program is competitive, with a 19 percent acceptance rate. Retention rates for students enrolled in engineering are high, with an 83 percent four-year graduation rate and a 91 percent six-year graduation rate. At the master's level, thirteen graduate students are enrolled in master's programs.

The College's 80 engineering faculty members, 26 percent of whom are female, are dedicated teacher-scholars. The faculty averages \$2 million in external grant funding annually. The student-faculty ratio is 10:1, and approximately 63 percent of undergraduates partnered with faculty on research projects in 2014.

The College awards eight bachelor of science degrees, two five-year combined bachelor of science degrees and five master's degrees. All undergraduate degree programs are accredited by the Accreditation Board for Engineering and Technology (ABET), with the exception of the B.S. in Environmental Engineering which was introduced in 2013 and is undergoing ABET review during this academic year 2017-18. The College successfully completed its most recent ABET review in 2015.

B.S. in Biomedical Engineering
B.S. in Chemical Engineering
B.S. in Environmental Engineering
B.S. in Computer Science and Engineering
B.S. in Electrical Engineering
B.S. in Computer Engineering
B.S. in Mechanical Engineering
B.S. in Civil Engineering

B.S. in any Engineering field/Bachelor of Arts
B.S. in any Engineering field/Bachelor of Management for Engineers

M.S. in Chemical Engineering
M.S. in Civil Engineering
M.S. in Electrical Engineering
M.S. in Environmental Engineering
M.S. in Mechanical Engineering

Partnerships

The College of Engineering is significantly engaged at the national level with several partnerships around engineering education and scholarship. These include the Grand Challenges Scholar Program, [KEEN engineering innovation initiatives](#) sponsored by the Kern Family Foundation, and the White House initiated Higher Education Alliance for Maker Education. Bucknell also partners with the nationally recognized Geisinger Health System on multiple education and research initiatives, ranging from the [Bucknell Geisinger Research Initiative \(BGRI\)](#) to senior design projects to internships and research opportunities for undergraduates. The [Small Business Development Center](#) (SBDC) provides no cost confidential consulting to entrepreneurs and small businesses in Juniata, Perry, Snyder, Union, Northumberland, and Montour counties. Bucknell's SBDC is the host of the statewide PASBDC network's [Engineering Development Services](#).

Other Academic Programs

College of Arts & Sciences

The largest of Bucknell's three colleges, the College of Arts & Sciences comprises the divisions of Arts & Humanities, Natural Sciences & Mathematics, and Social Sciences. Students in the College of Engineering fulfill certain requirements through Arts & Sciences. In 2010, the College of Arts & Sciences approved the College Core Curriculum (CCC) for students in the Arts & Sciences, which was a new set of general education requirements incorporating fresh pedagogical thinking and designed to prepare students for a lifetime of critical thinking and civic engagement while offering opportunities for intellectual exploration and in-depth study in an academic discipline. The CCC was fully implemented as of the 2015-16 academic year.

College of Management

Bucknell University has offered management education for well over a century. Courses on production and distribution, money and banking, public finance, transportation and commerce, and industrial history were introduced in 1889. The University offered its first degree programs in commerce and finance in 1924. In 2014, the School received accreditation by the Association to Advance Collegiate Schools of Business (AACSB), a mark of distinction attained by fewer than 5 percent of the world's business programs. As of July 1, 2017, the School of Management became the [College of Management](#) with the belief that management education is, by necessity, grounded in the liberal arts. The College's 26 faculty members are teacher-scholars committed to interdisciplinary collaboration across the University and to the education and success of their students, both inside and outside the classroom.

Centers and Institutes

The University features a number of cross-disciplinary [academic centers and institutes](#) that foster research, faculty development, student learning and leadership development, and creative and community-oriented projects. Several examples among these include the [Center for the Study of Race, Ethnicity & Gender](#), [Center for Sustainability & the Environment](#), the [Institute for Public Policy](#), the [Institute for Leadership in Technology & Management](#), the [Institute for Leadership in Sustainable Technology](#), the [Teaching & Learning Center](#) and the [Geisinger-Bucknell Autism & Developmental Medicine Center](#). A new [Humanities Center](#) has recently been founded and is supported in part by a \$600,000 Mellon Foundation grant.

International and Off-Campus Education

Bucknell educates its students to become global citizens and encourages them to study abroad or off campus. Through the [Office of Global and Off-Campus Education](#), the University currently offers six of its own semester-long "Bucknell in" programs run by faculty in Spain, France, London, Ghana, Washington D.C., and Athens, and supports students studying abroad through a number of approved third-party programs. A "Bucknell in China" program is currently in development. Students may also study through Bucknell's three-week summer programs around the world. About 45 percent of students have some international education experience, and the institution seeks to increase the number of students who pursue sustained experiences of a semester or more. Bucknell hopes to expand its off-campus options domestically as well.

Civic Engagement

Bucknell has combined its academic service-learning and its student-life community-service programs to form the [Office of Civic Engagement](#), which coordinates and facilitates service-learning within classes and community service and volunteer efforts beyond the classroom such as the [Bucknell Brigade](#). The University is among a group of about 300 higher education institutions that received selective classification from the Carnegie Foundation for commitment to Civic Engagement in 2010.

University Faculty

Bucknell faculty members, 97 percent of whom hold terminal degrees in their fields, are committed teacher-scholars, dedicated to engaged undergraduate instruction and top-tier research. For instance, in the last few years members of the faculty have: collaborated to discover a starless planet; won a Fulbright award for research to investigate the structural dynamics of river gates in Brazil; contributed to a discovery that may help doctors better target chemotherapy drugs; conducted psychological research in Kenya; conducted environmental history research in the Arctic; been

appointed Mellon Professor of Classical Studies at the American School of Classical Studies in Athens, Greece; identified a new genus of bat in South Sudan; and received the 2015 American Chemical Society Award for research at an undergraduate institution. This small sample reflects the broader set of talents, interests, and achievements of the faculty.

To ensure that the University is equitably compensating faculty and providing packages attractive to potential new faculty members, Bucknell recently initiated its first-ever Faculty Total Compensation Study (FTCS), a detailed study of practices that compared compensation packages for faculty across 22 peer and similar institutions. The FTCS examined institutional factors that potentially influence compensation levels; explored compensation policies and benefits that may be critical in attracting and retaining faculty; and analyzed faculty salaries by rank, discipline, years of service, course loads, and several other variables of interest.

Student Quality, Achievements, and Outcomes

Highly qualified and motivated students from diverse backgrounds compete to gain admission into Bucknell. The Class of 2021 was selected from 10,253 applicants. The top 20 schools with which Bucknell competes for applicants include private research universities, large state universities, Ivy League institutions, and several liberal arts colleges. Of the 3,187 students admitted to Bucknell's Class of 2021 (31.1 percent admittance rate), 988 enrolled. Varsity student-athletes make up about 20 percent of each entering class. Bucknell has the second-highest student-athlete graduation rate in the country at 90 percent.

Bucknell's students achieve recognition for their research, service, leadership, and creative work during their time on campus. For instance, in the last few years, students have: received Fulbright Teaching Assistantships; organized and secured funding for service projects in Uganda, Zambia, Puerto Rico, the Dominican Republic, China and other countries; received Young Botanist of the Year awards; been listed as co-authors on peer-reviewed, published research papers across the disciplines; developed their own theatre productions; designed medical devices to improve emergency medicine; been named meritorious winners in the international 2013 Mathematical Contest in Modeling; and won the grand prize in the national 2014 Johnson & Johnson Case Competition.

Bucknell's retention and graduation rates are well above the national average. After graduation, alumni secure jobs quickly and go on to establish successful careers. In an annual survey of graduating classes, graduates in the [Class of 2016 reported](#) that 71 percent were employed within nine months of commencement. Seventeen percent were enrolled in graduate school, 3 percent were both employed and in graduate school, and 3 percent were volunteering or traveling. Only 2 percent were still seeking employment or awaiting a decision on graduate school admission. Bucknell's 50,000 living alumni hail from around the world. Many give back to the University through gifts, volunteering, internship opportunities, and career guidance.

Diversity, Equity, and Inclusion

Bucknell's strong commitment to attracting and retaining diverse faculty, students, and staff and ensuring that the academic environment is inclusive of and welcoming to all, is evidenced in part by the following recent activities and initiatives.

The University has:

- Formed the President's Diversity Council, which published the University's [2014-2019 Diversity Plan](#), and which includes a Diversity Vision, a Diversity Statement and four institutional Diversity Goals;
- Partnered with the POSSE Foundation since 2005, and currently welcomes student cohorts from Washington, D.C., Boston, and Los Angeles;
- Created a new special assistant to the provost position focused on the mentoring and retention of pre-tenure faculty from diverse backgrounds;
- Appointed a new associate provost for diversity, equity & inclusion, a post that was first created in 2012, and recently added "equity and inclusion" to its title;
- Won a National Science Foundation ADVANCE grant to promote the participation and advancement of women in STEM fields;
- Won an \$800,000 Andrew W. Mellon Foundation grant to support faculty diversity within the College of Arts & Sciences by pairing new faculty with retiring faculty to promote retention; and,
- Appointed a diversity advocate to the University-wide promotion and tenure committee and provided training to all members of the committee so that they can together provide the most comprehensive and inclusive review of faculty files.

There is always more work to be done, and Bucknell is continually assessing and developing additional programs and resources to ensure that its academic community embodies inclusive excellence.

Finances and Fundraising

The University is in a sound financial position, and has held the prestigious Aa2 bond rating from Moody's since 2005. The annual gross budget is \$295 million, with approximately \$58 million going toward financial aid support. A moderate debt-to-equity ratio provides the opportunity to consider additional debt financing as one element of a comprehensive financial plan to achieve the institution's strategic objectives. Favorable enrollment trends and continuing strong market demand assure a stable revenue stream. The University's endowment is approximately \$756 million (Dec. 31, 2016).

In July 2017, Bucknell concluded the WE DO Campaign for Bucknell University having exceeded its \$500 million goal. The campaign addressed a series of University priorities and new initiatives, including:

- strengthening current academic and residential learning;
- increasing funding for scholarships and financial aid;
- retaining and recruiting outstanding faculty; and,
- investing in new facilities.

The Campaign was also aimed at creating or strengthening six academic and residential learning initiatives designed to transform Bucknell's educational experience. The initiatives include:

- The Creative Campus Initiative
- The Global Learning Initiative

- The Human Health Initiative
- The Management Education Initiative
- The Residential Learning Initiative
- The Sustainability Initiative

Location and Local Culture

Lewisburg is located in central Pennsylvania about three hours from New York City, Philadelphia, Baltimore, Washington D.C., and Pittsburgh. The borough (pop. 5,800) features restaurants, beautifully maintained Victorian homes, the restored art deco Campus Theatre (owned by the University), shops and boutiques, and Barnes & Noble at Bucknell University Bookstore. About 33,000 residents live in the region. The city of Williamsport is about a 30-minute drive from campus, and Penn State University's main campus in State College is a little more than an hour away, as is Harrisburg, Pennsylvania's state capital.

As the leading university in the Susquehanna Valley and one of its largest employers, Bucknell regularly partners with other major institutions and local and state government to improve the region. Bucknell's faculty and students collaborate on research with the [Geisinger Health System](#), and take the lead in studying the Susquehanna River. The institution serves as a hub in a [fiber-optic network](#) that spans Pennsylvania.

The cost of living is low compared to that of major U.S. cities and suburbs. Bucknell's rural surroundings yield fresh produce, cultural activities and events, and opportunities for outdoor activity on the Susquehanna River and in the nearby state parks and forests.

The [Lewisburg Area School District \(LASD\)](#) receives excellent reviews for its schools at all grade levels. LASD High School has ranked as one of the top 50 High Schools in Pennsylvania on SAT Scores for nine consecutive years and is ranked in the top 5 percent of 500 districts on state exams for six straight years.

The Role of the Associate Dean

Reporting to Dean of the College of Engineering [Pat Mather](#), the Associate Dean of Students and Strategic Initiatives will play a key role in helping to shape the future direction of the College. The College is engaged in an inclusive and transparent strategic planning process scheduled for completion in December 2017. With this plan in place, the Associate Dean will have the opportunity to work closely with the Dean, the Associate Dean for Faculty and Scholarship, the Council of Department Chairs, and the five standing governance committees on the idea generation and implementation phases of the plan, and will help bring innovative and exciting programs to life.

The Associate Dean will also advocate for the continued excellence of the undergraduate engineering experience. Bucknell is currently distinguished by its remarkable level of attention to its students, and the Associate Dean will lead efforts to ensure that students are well-supported throughout the program as well as oversee a broad range of academic policy, academic advising, assessment, and curriculum development matters. The Dean's Office currently supports two part-time faculty fellows – one focused on student advising and one focused on faculty development. The student advising faculty fellow will work closely with the Associate Dean on these efforts.

Another key responsibility for the Associate Dean related to the above is serving as the Executive

Director of the [Engineering Success Alliance](#) (ESA), which provides support to talented students from under-resourced high schools whose success in engineering can energize the future of the industry as a whole. The College and the University are both deeply committed to diversity, inclusion, and equity and expect the Associate Dean to be deeply engaged in the work of recruiting, retaining, and supporting the success of engineering students from a wide range of backgrounds. The Director of the ESA, who manages day-to-day operations, will report directly to the Associate Dean, as will an administrative assistant.

In addition to playing the roles described above, the Associate Dean will serve as a strategic and collaborative member of the Dean's leadership team, alongside the Associate Dean for Faculty and Scholarship, the Operations Administrator, the Manager of External Relations, and the Executive Assistant to the Dean.

OPPORTUNITIES AND CHALLENGES

The Associate Dean will be expected to advance the following priorities:

- **Facilitate the development of programs and initiatives emerging from the forthcoming Strategic Plan for the College of Engineering.** The Associate Dean will work collaboratively and productively with faculty and staff across the College and the University to strengthen further and bring to fruition the innovative ideas emerging from the current faculty-driven strategic planning process.
- **Advocate for and support the intellectual and personal growth of the College's undergraduate engineering students.** The Associate Dean will be a key resource for students, parents, faculty, and staff as they work together to promote student success. The Associate Dean will be comfortable handling complex student issues, and understand how to leverage the broad resources of the University when necessary in order to find constructive solutions.
- **Support and enhance student learning outcomes assessment, as part of an ongoing University-wide initiative.** The Associate Dean will contribute to campus-wide efforts to develop a rigorous, yet sustainable process to assess the learning outcomes of all Bucknell students, and ensure that the College's programs are meeting students' current, future, and lifelong needs. In addition, the Associate Dean will contribute to the ABET review process in collaboration with the Dean, Department Chairs, and others.
- **Work collaboratively with faculty to ensure that the curriculum reflects national best practices in undergraduate engineering education.** The Associate Dean will bring to all discussions about the curriculum both a broad understanding of the national landscape for undergraduate engineering education, as well as an appreciation for the strengths and nuances of Bucknell's particular approach.
- **Ensure that the College continues to evolve into an inclusive environment for students, faculty, and staff from all backgrounds.** The Associate Dean will support the University's commitment to academic excellence by fostering a diverse and inclusive community and will in particular help to recruit, support, and retain students who are ethnically, socially, economically, and by gender and sexual orientation underrepresented

in higher education and in engineering in particular. A key part of this effort will be the Associate Dean's leadership and further expansion of the Engineering Success Alliance.

QUALIFICATIONS AND CHARACTERISTICS

The ideal candidate will have earned a Ph.D. in engineering, computer science, or a related field, and have administrative experience in a higher education setting. College-level teaching experience is required. While it would be desirable for a candidate to have been awarded tenure at some point in their career, tenure is not a requirement to be successful in this role. If the new Associate Dean does have a record of accomplishments that would merit appointment as a tenured faculty member at Bucknell, an appropriate position could be made available, pending successful completion of the standard tenure review process. Ultimately, the College seeks the best possible candidate for this role, and will be open to a wide range of backgrounds and qualifications. In keeping with this inclusive approach, the College actively encourages applications from individuals with backgrounds – ethnically, socially, economically, and/or in terms of gender or sexual orientation – that are traditionally underrepresented within engineering.

Strong candidates will also demonstrate many of the following traits:

- A broad and deep understanding of the national landscape of undergraduate engineering education;
- Experience bringing strategic academic initiatives to life in a higher education setting;
- A creative, innovative, and optimistic approach to collaboration;
- Passionate commitment to advancing diversity, inclusion, and equity within the College and in the profession of engineering and a high degree of comfort working with diverse students, faculty, and staff;
- Ability to listen to and communicate effectively with a wide range of constituencies, including students, faculty, staff, administrators, parents, and other individuals within and beyond the University;
- Sensitivity and sound judgement in handling sensitive and complex student-related issues;
- Strong rapport with and understanding of undergraduate engineering students, both one-on-one and as a whole;
- Strong rapport with and understanding of engineering faculty, and their priorities and values; and,
- Ability to analyze issues, devise principled and appropriate solutions, and carry them out, all with a high degree of independence, credibility, humility, and good humor.

For best consideration, please send all nominations and applications to:

Sue May, Partner
Liz Moseley, Senior Associate
Storbeck/Pimentel & Associates LP
BucknellEngineering@storbecksearch.com

Bucknell University values a diverse college community and is committed to excellence through diversity in its faculty, staff, and students. An Equal Opportunity/Affirmative Action Employer, Bucknell University especially welcomes applications from women and minority candidates.