|  |  |  |  |
| --- | --- | --- | --- |
| When | How Long | Who | What |
| 8:15 – 8:30 | 15 min |  | Continental Breakfast/Registration |
| 8:30 – 8:38 | 8 min | Linda Mason and Deba Dutta | **INTRODUCTION & ORIENTATION TO THE WORKSHOP**   * + **Welcome and introductory remarks**   **Linda: Welcome and Thank Participants for Coming**  **Introduce Deba Dutta**  **Presenter:** Debasish (Deba) Dutta, Provost and Executive Vice President for Academic Affairs and Diversity, Professor of Mechanical Engineering  **Welcome participants**, thank them for attending, introduce yourself, and briefly discuss the importance of conducting effective searches and of searching for excellence and diversity. Highlight the need to educate search committees in order to be effective and to reach your campus’ goals for improving diversity and fostering excellence.  **Some possible points to raise include:**   * The greatest responsibility for the faculty is to hire their colleagues. This is a responsibility not to be taken lightly. * Faculty and staff are generally hired for their expertise in a specific academic area – they are not trained in many of the administrative tasks they are expected to accomplish. Training for search committee chairs and members can help faculty run more effective and efficient searches and help them recruit and hire the best faculty and staff for their needs. * Increasing diversity enhances the excellence of the University. Research studies show that diverse groups are more innovative and productive than homogenous groups. * Hiring faculty and staff provides an excellent opportunity to influence campus diversity. * Hiring diverse faculty and staff helps attract and retain diverse students.   **Linda: Thank the Provost and continue with the introductory remarks**   * Thank Purdue Librarian **Mary Dugan and her staff** for helping to make library resources available for workshop participants. |
| 8:38 – 8:43 | 5 min | Linda | * 1. **Orientation to the Workshop**  1. **Again thank attendees** for attending, briefly discuss the importance of conducting effective searches and of searching for excellence and diversity, and express the hope that the time participants invest in this session will result in more effective use of their committees and other resources, shorter committee meetings, and a stronger pool of applicants. 2. **Introduction to ADVANCE and this workshop**     * + - Provide (brief) description of ADVANCE and why we initiated an effort to train search committees.  * Describe the **goals (essential elements) for the workshop:**   + - * + to help you conduct an efficient , effective and compliant search         + to help you recruit a large, diverse pool of highly qualified applicants         + to present and discuss research on unconscious bias and assumptions and their potential influence on evaluation         + to provide advice for overcoming potential biases and assumptions         + to help you develop an effective interview process         + to provide advice for successfully hiring your selected candidate * Note that the workshop is based on current research and will offer some short presentations but will emphasize discussion among participants. Encourage participants to share and learn from their experiences.   + 1. Introduce workshop materials – *Faculty Search and Screen Procedures Manual, Essential Elements of a Successful Search,* and *Reviewing Applicants: Research on Bias and Assumptions* * **Describe organization of the resources**   These materials are designed to give you guidance in the area of diversity and inclusion as well as make you aware of federal guidance that needs to be observed when conducting a search.  **Recommend that all search committee chairs/members become familiar with Purdue’s** *Faculty Search and Screen Procedures Manual***, policies and procedures.** |
| 8:43 – 8:48 | 5 min | Turn over to the facilitators | B.Small Group Discussion—Introduction of workshop participantsFACILITATORS: – Introduce yourself – name, position, role, past experiences with searches/search committees, why you are serving as facilitator, why you are interested in working to help train search committees.Ask participants to briefly describe any searches they are currently or soon expect to be conducting, what role they are/will be playing on a search committee, OR to address some of the following (BE SURE TO FOCUS ON THE SEARCH PROCESS):  * + - share any concerns or special challenges they faced in past searches     - consider and discuss their goals for future searches     - consider and discuss their personal goals as participants in the search process     - identify ways they think this group can help them achieve their goals or address their concerns   + **Take note** of participants concerns and try to address them at appropriate times during the session.   + **Conclude** by noting that developing multiple goals for a search can help chairs and search committees develop recruitment strategies and evaluation criteria; suggest that they conduct a similar discussion of search goals with members of their search committees. |
| 8:48 – 8:58 | 10 min | Deb Trice | 1. **Brief presentation on Equal Opportunity, Equal Access, and Affirmative Action Policy and Anti-Harassment Policy, Confidentiality or any other policies/procedures pertaining to searches at Purdue** 2. Talk about the University’s commitment to non-discrimination, diversity and inclusion and how this is the foundation of the search process. 3. Give a brief presentation on laws/policies/procedures that apply to search committees at Purdue. 4. Refer participants to any written/web-based documents you may provide for more detailed information including the *Faculty Search and Screen Procedures Manual*. 5. Encourage participants to contact you/your office with further questions and give out your contact information. 6. Mention Nuts& Bolts workshop for staff. 7. Mention required background checks. |
| 8:58 – 9:23  8:58 – 9:03  9:03 – 9:08  9:08 – 9:18 | 25 min  total  5 min  5 min  10 min | Mark Smith  Deb and Mark  Mark Smith | **ELEMENT #1: Run an effective and efficient search committee**  **Goal:** To give a very brief introduction to the recommendations for running an effective and efficient search committee – **Chapter 4: The Search and Screen Committee and handout Essential Elements of a Successful Search.**  **A. Brief presentation on running an effective and efficient search committee–**Introduction Briefly discuss importance of running an effective and efficient search committee. Discuss composition of search committee  * Stress importance of having a diverse committee in order to achieve a diverse applicant pool – and numerous strategies for developing a diverse committee * Stress importance of having entire committee responsible for diversity – not just its underrepresented members  Review TIPS AND GUIDELINES FOR RUNNING AN EFFECTIVE AND EFFICIENT SEARCH COMMITTEEAsk participants to turn to look at this material and briefly examine it. Do not spend too much time on this document – simply review the document with participants and briefly discuss the importance of having an actively engaged search committee. Point out that the document contains:  * advice on how to gain the support of search committee members * suggestions for ways to actively involve committee members in discussions and search activities * tips on running efficient meetings * who votes * set criteria * review language in ad * tasks to accomplish in initial meetings * anticipated problems   Encourage participants to read the document more closely as they plan for their meetings. **Focus attention on selected sections in “Tasks to accomplish in your initial meetings”**  * **Item #2: Discuss and establish ground rules**   + - Attendance     - Decision-making     - Confidentiality * **Item #3:** **Discuss roles and expectations of the search committee members  --** stress the importance of ensuring that committee members know that considerable time and effort will be required to conduct an effective search and that they will be responsible for specific activities, such as: * help to develop evaluation criteria * help to evaluate applicants * help to develop interview questions * help to interview candidates * help to host candidates who interview on campus * help to assure than the search process is fair and equitable, etc.   **Large Group - Questions and Answers**  **Fielded/facilitated by Deb and Mark**   1. **Actively recruiting a diverse and excellent pool of applicants**   **Chapter 5: Enlarging the Pool of Candidates (pgs. 19-24) (Other resources from Diversity and Inclusion)**  Introduce Active recruiting: Because it is always helpful in any endeavor to consider and rely upon past experiences, ask attendees to reflect on their and their department’s past experiences with recruiting and to respond to the following questions:   * How have you/your department identified people for positions in the past? * How and where do you typical advertise/recruit? * How have you/your department identified people for special positions, i.e., for high administrative positions or in uncommon fields? * How have you/your department recruited special people, i.e., people already highly regarded in their field? * Has your department made any special attempts to recruit a diverse pool of applicants? * Do you have any ideas about how to actively recruit excellent and diverse applicants?   1. **Stress the importance of actively recruiting** – not passively waiting for applications – to attract an excellent and diverse pool. **Call attention to two distinct types of recruiting**: (1) Recruiting to fill an available open position and (2) long term strategies to increase the diversity of networks for recruiting**.**   2. **For (1) Recruiting for an available position: Call attention to Chapter 5, Enlarging the Pool of Applicants** –Consider what resources for building a diverse pool of applicants exist in your department and on campus. * What similar resources exist on your campus? * What resources exist in professional organizations you and your committee members are affiliated with? * Are there any women's or minority caucuses of relevant professional organizations that post position openings or might otherwise assist in increasing your pool of applicants? * Introduce resource pages in Chapter 5 to advertise broadly. * Highlight fellowship programs.   1. **For (2) long term recruiting –** * Discuss strategies for building/expanding professional and community networks to include underrepresented groups.   + Network at professional meetings with subcommittees or special caucuses of and for underrepresented groups.   + Include scholars from underrepresented groups as invited speakers in departmental colloquia/seminars/conferences.   + Establish collegial relationships with schools known for excelling at graduating members of underrepresented groups.   + Network with alumni from underrepresented groups.   + Remain in contact with our graduates.   + Approach and encourage promising students.   1. **For both --** **become knowledgeable about Campus and** **Community Resources for recruiting and attracting underrepresented applicants**   2. Other comments on Active Recruiting/Ideas for Recruiting? |
| 9:18 – 9:23 | 5 min | Deb and Mark | 1. **Large Group - Questions and Answers**   **Fielded/facilitated by Deb and Mark**   * + 1. Field questions from participants     2. Deb - Conclude and turn the floor over to Andy |
| 9:23 – 9:55  9:23 – 9:32 | 32 min  total  9 min | Andy Hirsch | ELEMENT #2: Diversity and Excellence; Difficult Conversations **Goal:** To highlight the premise that diversity is necessary for excellence; stimulate thought and discussion about raising issues of diversity with search committees and responding to resistance to the goal of including diversity in searches; stress the importance of actively recruiting.   1. **Presentation on issues of diversity and excellence**    1. **Note** that in order to successfully recruit and, later, evaluate a diverse pool of applicants, it is critical that the search committee be committed to this goal. Explain that one of the first steps in developing this commitment is to openly address issues of diversity with your committee and to competently discuss the reasons for why it is important to strive for a diverse pool of applicants. **Note** that one step in developing such competence is to be prepared to respond to resistance. Modeling and providing concrete examples are necessary.    2. **Resistance to fostering diversity**  * Note that members may express some resistance to efforts to foster diversity. * Advise search committee chairs and members to expect some resistance and to be prepared to respond appropriately. * Call attention to the handout Essential Elements of a Successful Search, pg. 5 – Note that it includes some commonly expressed views/attitudes and some possible responses. * Highlight one commonly held view that often generates resistance to diversity: the notion that you need to sacrifice excellence in order to achieve diversity. * Emphasize that there is competition with other institutions to hire the best so there is a need to cast a wide net. * Business case for diversity- provide examples that are relevant to our institution * Success in attracting URM’s makes it easier to continue success in future   1. **Discuss Importance of Diversity for Achieving Excellence**   Address the importance of diversity in achieving excellence, the importance of not seeing excellence and diversity as mutually exclusive, the role search committees can play in diversifying the applicant pool and the evaluation of applicants.   * 1. **Introduce Small Group Discussion**  **Explain** that the small group discussion provides an opportunity to practice/gain experience in discussing diversity with your search committees and/or department members. **Ask participants to place themselves in the role of a search committee chair and to discuss some of the following questions**:   + Why is it important to diversify the faculty and staff of Purdue University?   + What points of view might members of your search committee raise? How might you answer them/respond?   + What barriers exist to increasing the diversity of the pool of applicants?   1. **Turn the floor over to small group facilitators** |
| 9:32 – 9:45 | 13 min | Small Group Facilitators | 1. **Small Group Discussion on Issues of Excellence and Diversity -**  Facilitators: Ask participants to discuss some of the following questions:  * Why is it important to diversify the faculty and staff of Purdue University * What points of view might members of your search committee raise? How might you answer them/respond? (**See handout Essential Elements of a Successful Search, pg. 4 for suggestions)** * What barriers exist to increasing the diversity of the pool of applicants? Are these barriers real, or are they myths? If real, how might one overcome them? If myths, how might one dispel them? * “I am fully in favor of diversity, but I don’t want to sacrifice quality for diversity.”   + - No one recommends or wants to sacrifice quality for diversity. Indeed, no qualified minority or woman candidate wants to be considered on the basis of diversity alone. The search committee should not only be responsible for finding and including highly qualified minority and female candidates, but also for ensuring that the candidates and the department, college, and university in general know that they were selected on the basis of merit. There is not a trade-off between excellence and diversity. * “We have to focus on hiring the ‘best.’”   + - True. But what is the best? If we do not actively recruit a diverse pool of applicants, how will we know we have attracted the best possible candidates to apply? What are the criteria for the “best?” Diverse faculty members will bring new and different perspectives, interests, and research questions that can enhance knowledge, understanding, and academic excellence in any field. Excellent talent is distributed across other institutions; they are not just from top tier institutions. * “Recruiting women and minority faculty diminishes opportunities for white male faculty.”   + - A study examining the experiences of scholars who earned doctorates and won prestigious fellowships found no evidence of discrimination against white men. As reported in *The Chronicle of Higher Education*, 78% of full-time tenured or tenure-track faculty in American colleges and universities are white and approximately 62% are male.   + “There are no women or minorities in our field, or no qualified women or minorities.”     - Though women and minority applicants may be scarce in some fields, it is rarely the case that there are none. The search committee, as part of its efforts to build its pool, must actively seek qualified women and minority applicants.   + “The scarcity of faculty of color in the sciences means that few are available, those who are available are in high demand, and we can’t compete.”     - A study of recipients of prestigious Ford Fellowships, all of whom were members of underrepresented minority groups, showed that most of them, 54% were not aggressively pursued for faculty positions despite holding postdoctoral research appointments for up to six years after finishing their degrees. Only 11% of scholars of color were simultaneously recruited by several institutions. Thus, the remaining 86% of highly qualified minority candidates were not involved in “competitive bidding wars.”   + “Minority candidates would not want to come to our campus.”     - The search committee should not make such decisions for applicants, but should let the applicants decide if the campus and/or community is a good match for them. * What is diversity? What is excellence? * How might you bring up the topic of diversity in a constructive way that will let your committee members air various points of view? |
| 9:45 – 9:55 | 10 min | Andy  Hirsch | 1. **Large Group Discussion of excellence and diversity**     * Conclude previous discussion by recommending that participants engage in a similar discussion of diversity and excellence within their full search committees. Note that they might focus on common views on diversity in hiring and some responses and dispensing with assumptions that may limit your pool to initiate these discussions.    * Note that this is probably the most uncomfortable topic for search members to discuss and that committee members consequently are likely to try to change the topic. Ask for a show of hands from the groups – how many of them went off topic. Recommend that they be prepared to redirect the conversation back to issues of diversity and excellence. Point out that this workshop is a place to practice having difficult conversations before having them in an actual search committee or department meeting. Note that one effective means of staying on topic is to point out that the other issues (e.g. availability of diverse applicants, ability to attract diverse applicants, etc.) will be discussed later and to rephrase your original question – or ask an alternative question. 2. Let the participants know that we will be distributing the evaluations and they should fill out the beginning part during the break. They should fill out the rest when they leave and return the completed evaluation form to the folder in the middle of the table. |
| 9:55 – 11:00  9:55 – 10:04  10:04 – 10:09  10:09 – 10:24  10:24 – 10:34  10:34 – 10:50  10:50 – 11:00 | 65 min total (with 15 min break)  9 min  5 min  15 min  10 min  16 min  10 min | Chris Sahley  Chris Sahley  Mark Smith  Mark Smith | ELEMENT #3: Evaluating the pool of applicants: PART 1 **Chapter 5: Enlarging the Pool of Candidates and brochure Reviewing Applicants: Research on Bias and Assumptions**  **Goal: To present and discuss research on how unconscious bias and assumptions may influence evaluation of applicants.** Suggested introduction: *Once you have successfully recruited a highly qualified and diverse group of applicants, your next task is to begin evaluating the applications that they submit. In this section we will address the difficult task of ensuring that each applicant gets a fair and thorough review.*  1. **Present material on unconscious assumptions and biases** 2. **Use the brochure Reviewing Applicants: Research on Bias and Assumptions,** to discuss/review/summarize the research studies.  Stress the following points:  * We **all** rely on biases and assumptions. * We do this even though we may be committed to egalitarianism – and we do so unconsciously and without malicious intent. * We do so regardless of gender; that is women and men share the same assumptions about gender.  1. **Advice for overcoming the influence of biases and assumptions** 2. **Review strategies for overcoming personal bias (from WISELI)**   **BREAK**   1. **Review “Tips” in brochure Reviewing Applicants: Research on Bias and Assumptions** 2. **Stress the following recommendations:**  * Develop evaluation criteria and apply them consistently. * Spend sufficient time on each applicant. * Evaluate entire application and don’t depend too heavily on one element. * Periodically evaluate your decisions and consider whether unconscious assumptions are eliminating qualified applicants.  1. **Presentation on recommended procedures for ensuring a fair and thorough review of applicants** 2. **Turn to the Manual, pgs. 25-27**   Briefly review these pages and recommend that they read this more thoroughly after the workshop.   * Develop an evaluation form based on job-related criteria; allow for notes on the evaluation form. * May require more than one pass through the applicant pool. First may be to determine who meets minimum criteria and a subsequent pass may be to further define who rises to the top. * Apply criteria equally.  1. **Remind attendees of steps that can be taken** to reduce the influence of bias and assumptions:  * Spend sufficient time evaluating each applicant. * In the first stage, retain all potentially interesting applicants – not just the top choices. * Use uniform standards for retaining/dropping applicants and be able to defend every decision. * Periodically evaluate the implementation of your criteria. * Are you relying on them consistently? * Are you inadvertently relying on unwritten criteria? * Are you inadvertently but systematically screening out qualified women or underrepresented minorities? * Are unconscious assumptions inadvertently influencing evaluations?  Small Group discussion on potential influence of biases and assumptions – Case Study Video  1. Introduce video – From actual events, the video reveals how bias and assumptions can influence evaluation. Video I 2. Consider the video in your small group. 3. **Address questions appended to the video or some of the following:**  * What did you observe that was concerning? * What is your assessment of how the committee chair ran the meeting? * If you were a member of the committee (but not the chair) what would you have said to change the discussion? * Have you ever been on a committee where you have encountered this kind of dynamic? * Women and minority applicants may be subject to different expectations in areas such as numbers of publications, name recognition, or personal acquaintance with a committee member. * Applicants from institutions other than the major research universities that have trained most of our staff may be under-valued. (*Qualified applicants from institutions such as historically black universities, four-year colleges, government, or industry, might offer innovative, diverse, and valuable perspectives on research and teaching.*) * The work, ideas, and findings of women or minorities may be undervalued or unfairly attributed to a research director or collaborators despite contrary evidence in publications or letters of reference. (*Recall the biases seen in evaluations of written descriptions of job performance, and the attribution of success to luck rather than skill.*) * The ability of females or minorities to run a research group, raise funds, and supervise students and staff of different gender or ethnicity may be underestimated. (*Recall social assumptions about leadership abilities.*) * Assumptions about possible family responsibilities and their effect on the applicant's career path may negatively influence evaluation of an applicant’s merit, despite evidence of productivity. *(Recall studies of the influence of generalizations on evaluation.)* * Negative assumptions about whether female or minority applicants will "fit in" to the existing environment can influence evaluation. (*Recall students’ choice of counselor.)*  1. **Large Group – Discussion of Video and Comments** |
| 11:00 – 11:26  11:00 – 11:05  11:05 – 11:13  11:13 – 11:18 | 26 min total  5 min  8 min  5 min | Linda Mason  Linda Mason  Linda Mason | ELEMENT #5: Develop and implement an effective interview processChapter 6: The InterviewGoals:  * To discuss the goals of the interviewing process * To identify good practices for structuring and conducting interviews * To review and discuss tools and resources available to assist in developing interview processes that fairly evaluate the quality and fit of each candidate  1. **Presentation on key aims of on-campus interviews** 2. **Introduce and discuss the** **key aims of an interview:**  * Allowing the hiring department to determine whether the candidate possesses the knowledge, skills, abilities, and other attributes to be successful at your university; and * Allowing the candidate to determine whether your university offers the opportunities, facilities, colleagues and other attributes necessary for his/her successful employment.  1. Encourage search committees to keep **both of these aims** in mind throughout the stages of planning for and implementing the interview and note that a prime goal of the interview process is to ensure that every candidate – whether hired or not – leaves with a good impression of the University and its staff, and believes that they were respected and treated well during their visit. 2. **Introduce Small Group Discussion** by asking members of small groups to think about their best and worst interview experience – either as an interviewer or as an interviewee; or about an interview experience that they witnessed or heard about. *[Sample script: To begin thinking about how to organize and implement the interviewing process, we thought it would be useful to anchor our discussion in your own experiences. Take a minute to think about both your best and worst interview experience, either as an interviewer or an interviewee. What made it the best/worst?]* 3. **Remind participants to keep the stories shared confidential.** 4. **Turn the floor over to small group facilitators.** 5. **Small group discussion about interview experiences** 6. Facilitators divide group members into **pairs (and one trio, if needed).** Ask them to share with one another their best or worst interview experience, either as an interviewer or an interviewee – or an interview experience they witnessed or heard about -- and discuss what made it the best/worst experience. **(Experience has taught us that these conversations are much better when done in pairs/trios rather than with the whole small group.)** 7. Ask small group participants to keep any stories shared confidential. 8. **Large Group discussion about interview experiences** 9. Ask if a group has a question or wishes to share with the large group a particularly interesting experience. |
| 11:18 – 11:28 | 10 min | Deb  Trice | 1. **Review advice and resources for developing and implementing effective interview processes - BEFORE, DURING, and AFTER** 2. **Briefly describe an actual case at your university** where something went badly wrong during the interview/finalist stage. For example, a case when some member of the Purdue community asked an inappropriate question or otherwise behaved inappropriately. In this presentation, be careful not to reveal identifying information about the interviewee, interviewer, department, school/college involved. Focus on the following:  * Members of the Purdue faculty/staff can and do ask inappropriate questions or behave inappropriately. * How damaging such questions/behaviors can be to the department, school, or college – financial cost of a lawsuit and damage to reputation of dept., school, or college. * The negative influence such questions/behaviors can have on long-term efforts to recruit and hire excellent candidates.  1. Use small group discussions above to point out that the group already has a working knowledge of good/bad practices that they can draw upon to develop and implement the interviewing process for their search. 2. **Emphasize that interviewing is a process** not an event and that this portion of the session will focus not only on what to do **during** the interview process but also on what to do **before and after** the interviews themselves. 3. Encourage attendees to seek assistance from offices/individuals on their campus who can help search committees during the interview process. 4. Briefly highlight the following advice/resources in the manual in Chapter 6 and refer to Office of Vice President for Ethics and Compliance website.  * **BEFORE:** **Planning for an effective interview process** * Be sure all involved in the interview process are aware of what questions are inappropriate. – pgs. 34-35. * Who will interview the candidates? How will you raise interviewers’ awareness of potential for bias and prejudice? * Personalize the visit for each candidate. In what other activities will the candidates engage? How will you learn about candidates needs/interests? * Provide candidates with opportunities to seek information about campus and resources from knowledgeable sources not directly involved in the search. * Develop an information packet to share with all candidates. What does the campus have to offer in areas of childcare? Family friendly policies? Dual career hiring? Multicultural resources? * **DURING:** **Guidelines for Interviewing** * Remind interviewers that the same questions that are inappropriate for formal interviews are also inappropriate for meals, social events, and other informal gatherings with candidates. * Make candidates feel welcome and comfortable—it’s critical to treat all candidates fairly and with respect. * Allow for restroom breaks. * Guard against comparing candidates until the end. * **AFTER: Evaluating the Interviewed Candidates** * Follow the process you previously agreed upon for making hiring decisions – evaluate candidates on their strengths and weaknesses on specific attributes. Remind committee member and chairs of your previous discussions about what attributes to measure, and how to assess strengths and weaknesses. * Review the brochure Reviewing Applicants: Research on Bias and Assumptions – *Raise awareness of unconscious assumptions and their influence on evaluation of candidates.* Consider whether any such assumptions are influencing your evaluation of final candidates. |
| 11:28 – 12:00  11:28 – 11:43  11:43 – 11:50  11:50 – 12:00 | 32 min  Total  15 min  7 min Total  10 min Total | Linda Mason  Linda Mason | ELEMENT #6 – Evaluating on campus interviews  1. **Issues around Evaluating on campus interviews – Case Study Video** 2. **Large Group Discussion of Video and Comments (after about 1 minute of writing down ideas in small group)**    1. What flaws did you observe in the review process?    2. What biases did you observe?    3. How could the current situation be corrected?    4. How could the process be modified to avoid this situation in the future?    5. Please note: false objectivity attributed to rankings   **Element #7 - Successfully Hiring and Retaining Your Selected Candidate (A,B,C depending on time)** Briefly discuss some of the following:Importance of TimelinessImportance of Maintaining CommunicationIssues of Dual Career and TimelinessNegotiating Start-up Packages – keep ensuring the success of candidate in mind. Negotiate fairly with all candidates.Return visit from selected candidate?Offer Letter Chapter 7: The Letter of Offer  * 1. Closing Paperwork – page A6  1. **Chapter 8: Documenting the Search** 2. **Retention**    1. The search committee’s job is not done once the offer is made and accepted. Part of the job of the search committee is when the person joins you as a colleague, to work with the other members of the department to ensure an environment for success for this new member of the department.    2. FAST (Faculty Advancement, Success and Tenure) 3. **Thanks and closing remarks**    1. Thank everyone for attending and participating.    2. Encourage everyone to refer to the manual and other resources referenced today as they embark on their searches.    3. Encourage attendees to distribute the brochure Reviewing Applicants: Research on Bias and Assumptions to their search committees and to engage committee members in conversations about diversity and excellence and the influence of unconscious biases and assumptions.    4. Point out the “Summary of Top Ten Tips” on the last page of the handout Essential Elements of a Successful Search handout    5. Advise search committee chairs and members of the assistance available from the Office of Vice President for Equity and Compliance and ADVANCE.    6. **Wish them luck in their searches!** |