University of Virginia

2015-16 Faculty Search Committee Seminars

Follow-up Evaluation Feedback Report

Prepared by

Karen K. Inkelas

Karla I. Loya

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Summary

This report summarizes the follow-up evaluation feedback from attendees of the Faculty Search Committee Seminars offered on September 8 and 9, 2015. Attendees completed an initial evaluation form immediately after the event and a follow-up evaluation form in February, 2016. The initial evaluation report can be found elsewhere, titled, "*2015 Faculty Search Committee Seminars Formative Evaluation Report Final.*" This report focuses primarily on the results of the follow-up evaluation form and, as appropriate, compares responses to the initial September 2015 evaluation with responses to the February 2016 evaluation. Such comparisons serve to highlight change over time.

The follow-up evaluation was distributed in electronic form to the 71 attendees to the Faculty Search Seminar, who attended either or both the faculty and/or the administration sessions. There were 31 respondents to this follow-up evaluation, yielding a 44% response rate. In comparison, there were 46 respondents to the initial evaluation.

As part of the initial evaluation in September 2015 (hereafter initial evaluation), respondents were asked whether they intended to implement changes in their work on search committees or other administrative work based on concepts learned at the seminar. The follow-up evaluation form aimed at capturing whether and which insights learned at the seminars have been applied in practice. Similarly, in both evaluations, respondents were asked whether they intended to use available resources to support the work of search committees. This report presents their responses, which indicate how much actual change has occurred at least in part because of insights gained at the seminar.

This report ends with some suggestions for the future direction of the seminars. These suggestions might prove helpful as the Faculty Search Seminars become institutionalized in future years.

1. Respondents' Demographics: Initial and Follow-up Responses

a. Respondents' Gender

This section presents the demographic information of the respondents who attended the faculty and administrative sessions, and the respondents to the follow-up evaluation, for comparison. Slightly more women attended the follow-up session (54% each). The gender distributions of the original sessions are shown on Table 1.

Table 1. Respondents' Gender for Initial and Follow-up Respondents, in Percentages

Gender	Faculty Session	Administration Session	Follow-up
	(N=35)	(N=10)	(N=26)
Male	46%	60%	46%
Female	54%	40%	54%
Total	100%	100%	100%

Note: Caution should be used when reading these figures. The follow-up percentages include respondents who attended either the faculty or the administrative sessions, or both.

b. *Schools or Colleges Represented*

The majority of the respondents for all evaluations are affiliated with the two main schools where UVA CHARGE work occurs: the College and Graduate School of Arts and Sciences, and the School of Engineering and Applied Science, with 38% of the responses each (Table 2). Respondents to the follow-up evaluation affiliated with the College of Arts and Sciences were asked to designate whether their department was classified as Science, Technology, Engineering, or Mathematics (STEM) or non-STEM. Fifty-six percent of the respondents reported belonging to non-STEM departments.

Table 2. Respondents' School or College for Initial and Follow-up Respondents, in Percentages

School/College	Faculty Session	Administration Session	Follow-up
	(N=33)	(N=10)	(N=26)
School of Architecture	0%	0%	0%
College and Graduate School of Arts & Sciences	30%	30%	38%
Darden School of Business	0%	0%	0%
McIntire School of Commerce	0%	0%	0%
School of Continuing and Professional Studies	6%	0%	8%
Curry School of Education	0%	0%	0%
School of Engineering and Applied Science	46%	40%	38%
School of Law	0%	0%	4%[a]
F. Batten School of Leadership & Public Policy	6%	0%	0%
School of Medicine	6%	10%	4%
School of Nursing	6%	20%	8%
College at Wise	0%	0%	0%
Total	100%	100%	100%

[a] This percentage might denote one respondent who attended the seminar(s) and who did not answer the initial evaluation but answered the follow-up evaluation, or an error in selecting an answer.

c.   Respondents' Position or Role

As expected, most of the respondents who attended the faculty session hold faculty positions (78%), while most of the respondents who attended the Administration session are Department Chairs (80%). The majority of the respondents to the follow-up evaluation hold faculty positions (60%). See Table 3 for a breakdown of positions by seminar session.

Table 3. Respondents' Position or Role for Initial and Follow-up Respondents, in Percentages

Position/Role	Faculty Session	Administration Session	Follow-up
	(N=36)	(N=10)	(N=30)
Professor	31%	0%	27%
Associate Professor	33%	0%	17%
Assistant Professor	11%	0%	16%
Lecturer	3%	0%	0%
Other	22%	10%	4%
Department Chair	0%	80%	10%
Assistant/Associate Dean	0%	10%	10%
Program or Center Director	0%	0%	16% [a]
Total	100%	100%	100%

[a] This percentage might denote respondents who attended the seminar(s) and who did not answer the initial evaluation but answered the follow-up evaluation, respondents with multiple affiliations (e.g., a Professor who is also a Center Director), or an error in selecting an answer.

2.   Follow-up Respondents: Working on Search Committees

This section presents the distribution of the respondents to both the initial and the follow-up evaluations by seminar session and by whether they worked on search committees during the current academic year (2015-16). It also presents at what stage of the search process the committees were at the time of the follow-up evaluation (February 2016).

Sixty-one percent of the respondents to the follow-up evaluation reported attending the faculty session, 26% reported attending the administrative session, and 13% attended both sessions. In comparison, 77% of the initial respondents had attended the faculty session and the rest attended the administrative session.

Most respondents to both the initial and the follow-up evaluations reported working on a search committee during the current academic year (2015-16): 81% of the former respondents and 90% of the follow-up respondents. The three respondents to the follow-up evaluation who indicated they were not working on a search committee listed the

following as the reasons: "No search this year," "Search ended successfully," and "Not on Appointments Committee this year."

Respondents to the follow-up evaluation were asked at what point in the search process was their committee's work. Options included:

a) Beginning (e.g., drafting or announcing position(s), establishing candidate criteria);
b) In the middle (e.g., reviewing applications, making short-list of candidates);
c) Final stages (e.g., interviewing, inviting candidates to interviews on Grounds);
d) Ending/Ended (e.g., offers are being made to final candidates, offer has been accepted); and
e) Other (e.g., search was cancelled, I had to leave committee).

Respondents' answers are shown in Figure 1, with 78% of all the searches completed or about to be completed. The person who chose Other indicated that the search committee works year-round on several searches, and that each search was at a different stage.

Figure 1. Search Committee Work Stage, in Percentages

Search Committe Work Stage

Other 4%
Middle 7%
Beginning 11%
Ending/ended 19%
Final stages 59%
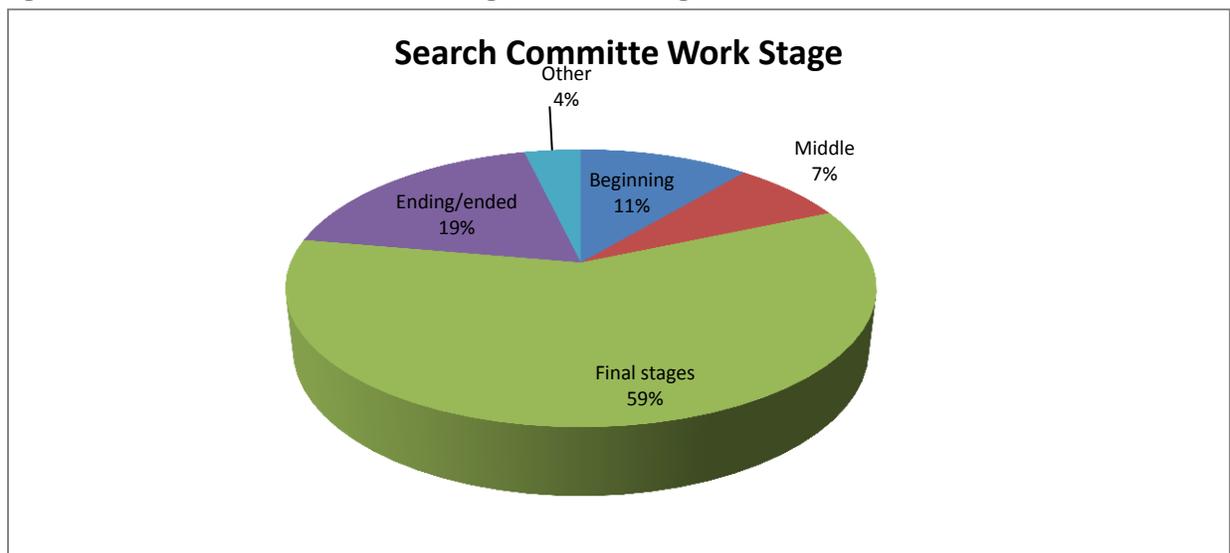
3. Respondents' Intended and Actual Changes after Seminar

Respondents to the initial evaluations were asked what changes they planned to make as a result of the seminar, while respondents to the follow-up evaluation were asked which of those specific changes they had made. This section presents the respondents' answers, first from those who attended the faculty session, and then from those who attended the

administrative session.

Intended and Actual Changes: Respondents who Attended the Faculty Session

Respondents who attended the faculty seminar session were given the following options about changes they intended to enact in their search committee work after attending the seminar:

a) Pay/paid more attention to my own assumptions and biases;
b) Be/been able to recognize biases in others;
c) Be/been conscientious about allowing each committee member to be able to express her/his opinions;
d) Speak/spoken out or intervene when I witness microaggressions and/or implicit biases are taking place during the search process; and
e) Ensure/ensured that the search committee uses clear and objective criteria to evaluate candidates.

The responses in the initial evaluation forms from those who attended the faculty seminar session were overwhelmingly positive in intentions to enact changes in their search committee work, with all of the respondents intending to make changes after the seminar (no negative answers in September 2015; see Figure 2). The actual changes made were almost as high in most areas, but many indicated not having made some of the intended changes in the follow-up evaluation. The largest difference can be seen in the small percentage (36%) of respondents' who actually spoke out or intervened when witnessing microaggressions or biases during the search process, compared to the respondents' intentions (86%) to do so in September 2015. It is unclear whether this answer relates to not witnessing microaggressions or biases, or witnessing them and not intervening. There was also a decrease in the respondents' ability to recognize biases in others (73% of the respondents in the February follow-up compared to 97% of the respondents in the September 2015 evaluation). Clearly, these are areas where more resources and support are needed.

Additionally, Figure 2 shows a slight increase in the actual use of evaluation criteria to evaluate candidates (86%) compared to the intended change (82%). Respondents to the follow-up evaluation mentioned two other changes made: "The Dean asked our DDI to consult on the committee and that has been very helpful" and "Have sent Faculty & Candidate Guide link to all committee members."

Figure 2. Faculty Session Respondents' Intended and Actual Changes after Seminar, in Percentages
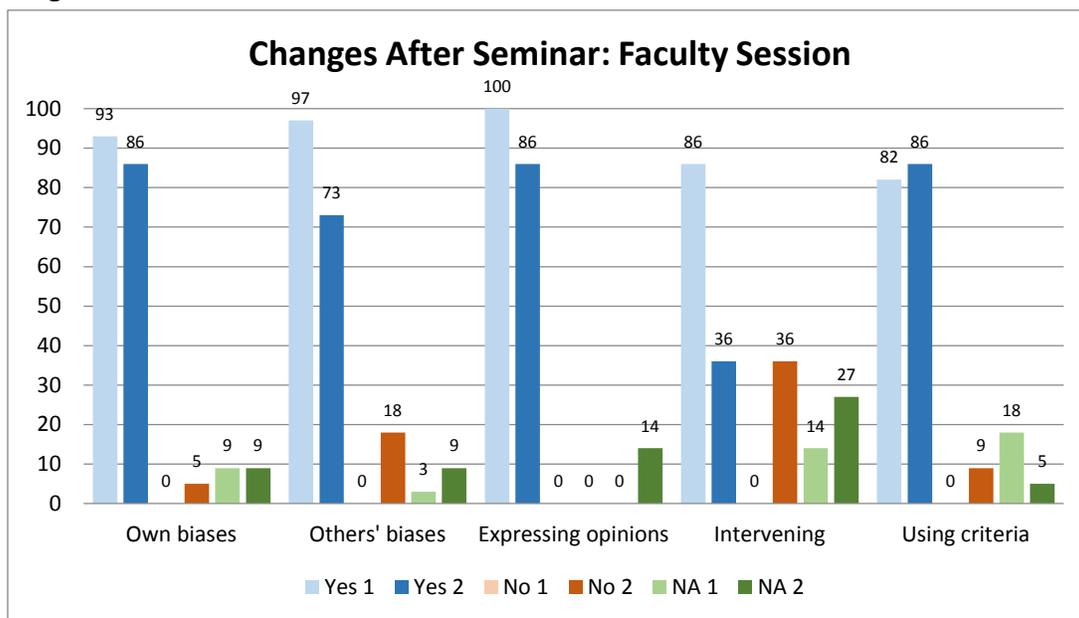
Changes After Seminar: Faculty Session

Note: Answers followed by a number 1 indicate intended changes in the initial evaluation answers (September 2015) while answers followed by a number 2 indicate actual changes made as reported in the follow-up evaluation (March 2016). NA answers include unsure and not applicable.

Intended and Actual Changes: Respondents who Attended the Administration Session

Respondents who attended the administration seminar session were given the following options about changes they intended to enact in their search committee work after attending the seminar:

a) Communicate/communicated regularly to all faculty and staff about general unit goals, values, and decision-making processes
b) Work/worked to build a sense of common purpose among department/unit members
c) Ensure/ensured that department policies and procedures are comprehensive and clearly communicated to the members of my department/unit
d) Work/worked to ensure that department/unit policies and practices are fair and unbiased
e) Help/helped establish a fundamental expectation that members of my department/unit should treat others with dignity and respect
f) Hold/held accountable those who violate guidelines, policies, or rules for respectful treatment of others

g) Ensure/ensured that all members of my department/unit have equal voice in meetings
h) Help/helped individual members of my department/unit to achieve their goals

Compared to the responses from attendees to the faculty session, respondents who attended the September administrative session were more hesitant in their intentions to enact changes in their initial evaluation responses. This was particularly noticeable in their intentions to work towards having and communicating clear and fair department policies and procedures, or holding people accountable when violating respectful interactions (18% each). These options emphasize roles that involve monitoring or enforcing rules and regulations, and similar hesitations have been expressed by faculty members who serve as Directors of Diversity and Inclusion (DDIs) at the College and Graduate School of Arts and Sciences.

Looking at the follow-up evaluation answers, respondents reported making changes in higher percentages than respondents to the initial evaluation had reported in all options except for "ensured that department policies and procedures are comprehensive and clearly communicated to the members of my department/unit," in which we see the least positive and more negative answers (See Figure 3). All respondents to the follow-up who attended the administrative session reported working towards building a sense of common purpose among department/unit members (100%). Other notable increases are in ensuring that all department or unit members have equal voice and having clear expectations for treating each other with dignity and respect (89% each).

Figure 3. Administration Session Respondents' Intended and Actual Changes after Seminar, in Percentages
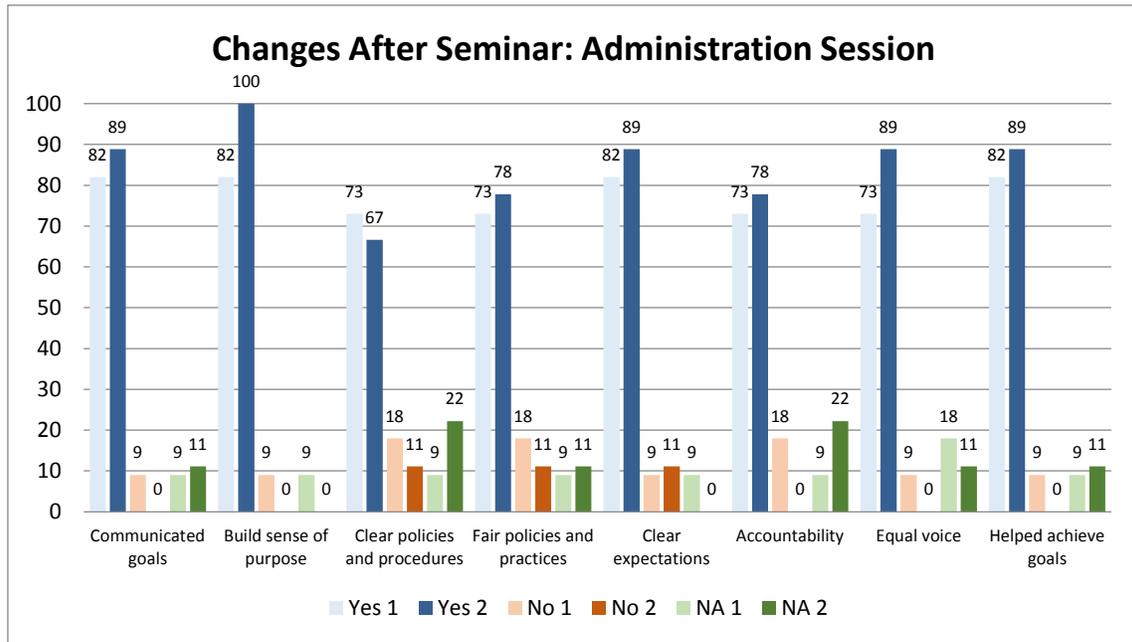
Note: Answers followed by a number 1 indicate intended changes in the initial evaluation answers (September 2015) while answers followed by a number 2 indicate actual changes made as reported in the follow-up evaluation (March 2016). NA answers include unsure and not applicable.

Intended and Actual Changes: Respondents who Attended the Connecting the Dots Data (Administration) Session

The administrative seminar session included a session titled "Connecting the Dots: Faculty Recruitment, Satisfaction, and Voluntary Turnover" session, presented by Associate Vice Provost for Academic Administration, M. Harden on institutional data. Respondents to the initial evaluation indicated an overwhelmingly positive intention to make changes after attending this session in the following specific ways: 1) ensure that all candidates receive the same information (100% of respondents), 2) provide information about resources to all candidates (75% of respondents), 3) make explicit to all candidates that initial offers are negotiable (67% of respondents), 4) talk about resources available for research and teaching early in the recruitment process (100% of respondents), and 5) approach the negotiation in a supportive rather than competitive manner (100% of respondents).

It is worth noting that there were significantly more respondents to the February 2016 follow-up questions related to this session (18 respondents) than to the original September 2015 evaluation (5 respondents). On the follow-up evaluation form, 39% of respondents indicated making actual changes based on their insights from attending this session, the

rest (61%) reported making no changes. Among the answers from those who reported making changes are: 1) was "conscious of how subtle bias can be, and took efforts to ensure against it," 2) keeping the information gleaned in mind, 3) sharing this information with staff and administrators, particularly with "SCPS teams" and 4) bringing this information up "in conversations during the hiring process".

## 4. Respondents' Intended and Actual Use of Resources

Respondents were asked in the initial evaluation form whether they intended to use available resources to support the work of the search committee. In the follow-up evaluation form, respondents were asked whether they had used or recommended the use of these resources to support the work of the search committee or for other reasons. The resources listed include:

a) Academic Search Portal,
b) Equity Advisors,
c) Recruitment Grants,
d) Faculty and Candidate Guide, and
e) Department Pipeline Data

In the September initial evaluation form, respondents indicated that of the resources listed, the Faculty and Candidate Guide and the Academic Search Portal were the ones most likely to be used (90% and 80% respectively). By February, the Faculty and Candidate Guide was also the resource most used both to support the work of the search committee (77%) and for other reasons (67%). Equity Advisors or DDIs and Recruitment Grants are the least used resources for both reasons (with the highest negative and lowest positive answers in the follow-up evaluation form. See Figure 4). Considering the high numbers of other uses (rather than to support the work of the search committee) and negative answers, future evaluations should examine how resources are being used and why some do not use them.

Figure 4. Respondents' Intended and Actual Use of Available Resources after Seminar, in Percentages
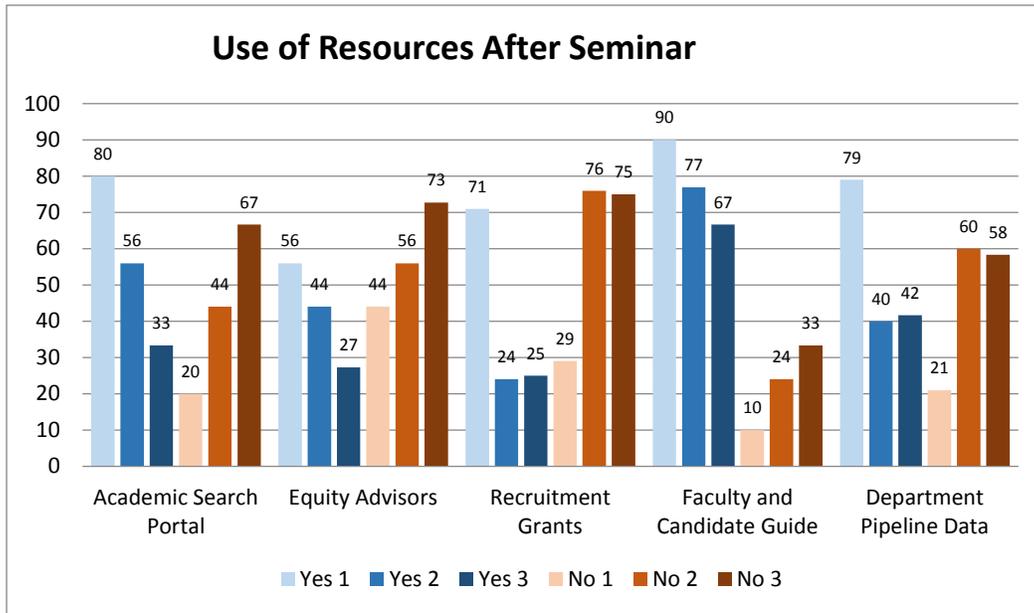
Note: Answers followed by a number 1 indicate intended use of resources in the initial evaluation answers (September 2015). Answers followed by a number 2 indicate use or recommended use of resources to support the work of the search committee. Answers followed by a number 3 indicate use or recommended use of resources for other reasons.

5. Respondents' Reflection about Search Committee Work

The follow-up evaluation form asked respondents to indicate if there is anything they wish they had known about academic searches prior to beginning their work in a search committee. They answers, verbatim, are shown on Table 4.

Table 4. Respondents' Reflection on What They Wished They Had Known

No.	Response
1	The difficulty of [a] situation where there is a spouse or partner to a candidate for which an offer has been made.
2	How to have the time to think about some of these things. We have to move so quickly and the work load is so large, it's hard to even stop to consider these issues. Also, our pool of candidates is not what I would have hoped in terms of diversity.
3	Hands-on practice dealing with resistance would be helpful.
4	What I have learned over the past year via the Faculty Search Seminar and the Implicit Bias training has been very helpful. I wish I had this training earlier!
5	I still feel that the rules regarding confidentiality and what search committees are allowed to do and not allowed to do are not clearly written anywhere. The Provost's training provides a bunch of scenarios where trainees are supposed to say what should and should not be done, but there is no where I can find that actually lists the rules about confidentiality. For instance, what information about a candidate am I allowed to send to other non-search committee faculty by email? There also are not written rules about search committees: can a search committee say that it is looking for candidates with research excellence in areas A, B, and C, but then later decide not to consider applicants in research area A because we have decided to focus more on areas B and C?
6	Not really.

6. Implications for UVA CHARGE and the University at-Large

Taking the results from the initial September 2015 and the follow-up February 2016 evaluations, we can draw the following insights and suggestions:

a) Some of the responses indicate the need to examine more deeply some of the changes or lack thereof. For instance, while respondents indicated in the initial September evaluations that they intended to intervene when witnessing biases, only a small percentage of the respondents to the February evaluation indicated intervening. But it is unclear whether their answer relates to not witnessing microaggressions or biases, or witnessing them and not intervening. Future evaluations should attempt to clarify this.

b) It appears that the Faculty Search Seminars have been successful in helping faculty address implicit bias in searches, particularly concerning the following aspects:

Recognizing their own biases, ensuring that all individuals are allowed to express their opinions, and using clear criteria in evaluating applicants.

c) Similarly, department chairs showed improvement over their own expectations in working with their department faculty on the following aspects: Communicating their goals, building a sense of purpose, providing clear expectations, allowing all faculty members to have an equal voice, and helping others achieve their goals.

d) The Faculty & Candidate Guide, Academic Search Portal, and Department Demographic worksheets are UVA CHARGE products that appear to be gaining widespread use on search committees and in other arenas. However, more work can be done in making the Recruitment Grants and Directors for Diversity and Inclusion (DDIs) more well-known and used.

e) Moreover, the follow-up data from the search committee seminar suggests that faculty still need assistance with: identifying others' biases and intervening/speaking out when witnessing microaggressions.

f) Finally, although department chairs actually enacted changes more readily than they had initially planned to, they still express a certain amount of difficulty in ensuring comprehensive and clearly communicated department policies and procedures.