

**University of Virginia**

**College of Arts and Sciences  
and**



**2016 Directors of Diversity and Inclusion End of Year  
Evaluation Feedback Report**

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## **2016 Directors of Diversity and Inclusion End of Year Evaluation Feedback Report**

### **Summary**

This report summarizes the feedback received from the Directors of Diversity and Inclusion (DDI) in response to an End of Year evaluation. A link to the online survey was sent to all 29 DDI members of the College of Arts and Sciences via email on May 2016. Of the 29 DDI, 22 answered the survey and one emailed the evaluator to justify his/her non-response (on leave). The 23 responses represent a 79 percent response rate. Of the 19 of 22 respondents who reported their gender and race, 61 percent were female and 39 percent male; 83 percent reported their race as White and 17 percent as Asian.

The work of the DDI this year focused on their roles supporting faculty searches for the College. As a result, the survey collected the DDI feedback on this work, the searches they participated in, and their reflections about their work throughout the year, including suggestions for the coming year.

The report is organized in the following sections:

1. Role of the Directors of Diversity and Inclusion in Faculty Searches
  - a. About the DDI Roles in Search Committees
  - b. About the Searches
2. Reflections About the Work of the DDI During Academic Year 2015-16
  - a. The Process: Highlights and Obstacles
  - b. Use of Insights and Skills
  - c. Positive Influences
3. Suggestions for the Future Work of the DDI
  - a. Topics
  - b. Resources
  - c. Other Comments
4. Recommendations for Further Discussion

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### 1. Role of the Directors of Diversity and Inclusion in Faculty Searches

#### a. About the DDI Roles in Search Committees

Fifty-two percent of the DDI respondents (n=12) worked as consultants to one or several search committees and 29 percent (n=6) as full members of one or more search committees. The rest (19%, n=4) did not work with a search committee, either because there were no searches in their department, or because lecturers (their respective rank) were not included in searches in their department (See Figure 1).

Of the number of DDI who worked as consultants in search committees, 55 percent (n=7) reported being involved in one search, 36 percent (n=5) in two searches, and one person (9%) in five searches. Of the DDI who were full search committee members, 75 percent (n=6) reported being involved in one search and 25 percent (n=2) in two searches.

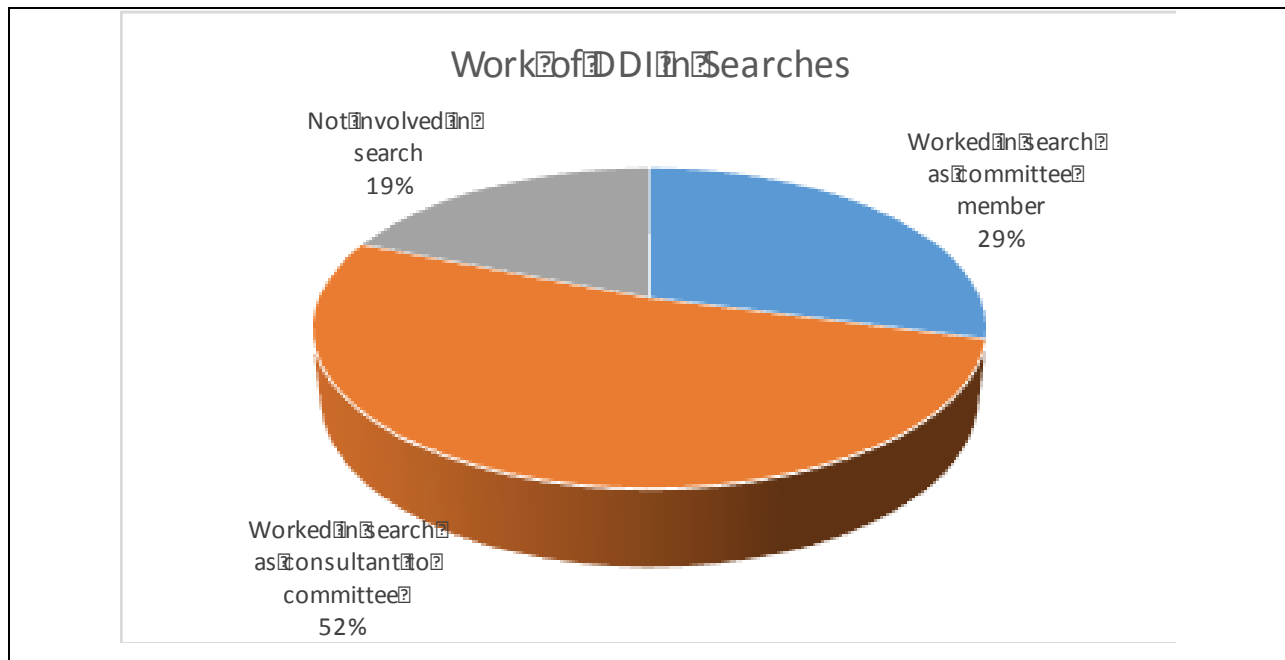


Figure 1. Work of the DDI in search committees, in percentages.

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### *b. About the Searches*

Table 1 shows the number of DDI respondents who participated in faculty searches in 2015-16, their roles in those searches, as well the outcomes of the search and the DDIs' perceived role in the search outcome. The last two are overwhelmingly positive. Please note that DDIs participated in anywhere between one and five faculty searches during 2015-16.

Table 1. Role of DDI in Search Committee, Search Outcome, and Role of DDI in Search Outcome.

	Search #1	Search #2	Search #3	Search #4	Search #5
DDI was a Full Search Committee Member	6	2	--	--	--
DDI was Consultant to Search Committee	7	5	1	1	1
Search outcome was successful	11	6	2	1	1
Search outcome was unsuccessful	2	1	--	--	--
Role of DDI in search was effective	12	4	2	1	--
Role of DDI in search was ineffective	--	2	--	--	1

Note: Not all rows and columns sum to the same total due to some respondents electing to skip some survey questions.

## 2. Reflections About the Work of the DDI During Academic Year 2015-16

### *a. The Process: Highlights and Obstacles*

Almost half of the respondents shared reflections about their work with the search committee, including highlights and obstacles. Thirty-six percent of them noted that the DDI program and their involvement in search committees started after searches had begun. This caused some issues, such as not stopping a search with a problematic pipeline, or having to learn a lot of information about hiring while in the middle of the search. The comments were mostly positive, mentioning the support of the department chair and search committee members, having access to materials, and crediting their role as DDI as partially influencing positive search outcomes.

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Some respondents added suggestions, such as indicating that all faculty members should receive training on how to conduct searches and not assuming that people know about hiring procedures and Human Resources laws/policies. One person would like the DDI to have more authority, and another noted that faculty colleagues were already committed to diversity in hiring.

### *b. Use of Insights and Skills*

Respondents were asked to reflect back on their work with the search committee and indicate whether and which of a series of skills and knowledge were applied in that work. These knowledge and skills choices were presented to the DDI during the DDI retreat in Fall 2015, and the responses (see Figure 2) confirm that most of these learned insights and skills were applied during search committee work. Most of the respondents became increasingly aware of their own and others' biases, and these actions reportedly worked: Ensuring the use of evaluation criteria when assessing candidates, and speaking out when witnessing or suspecting implicit bias were enacted by three-fourths of the respondents, but only approximately two-thirds of the DDIs felt they were effective in mitigating bias.

On the other hand, reaching out to other DDIs for advice when necessary and using resources were reportedly used successfully only by 33 percent of the respondents (a quarter of them consulted or used resources, but ineffectively). While 58 percent of respondents reported that they did not try to reach out to other DDIs for advice, there were ameliorating reasons for some of them. Expanding on the answer, a DDI explained that "I did not reach out to other DDIs for advice because my 'DDI inspired advice' was accepted. I was glad to know I could have if necessary." Another added that "The search committee already knew of ways to seek the most diverse candidates and did that. As a result, I did not have to reach out to other DDIs for advice."

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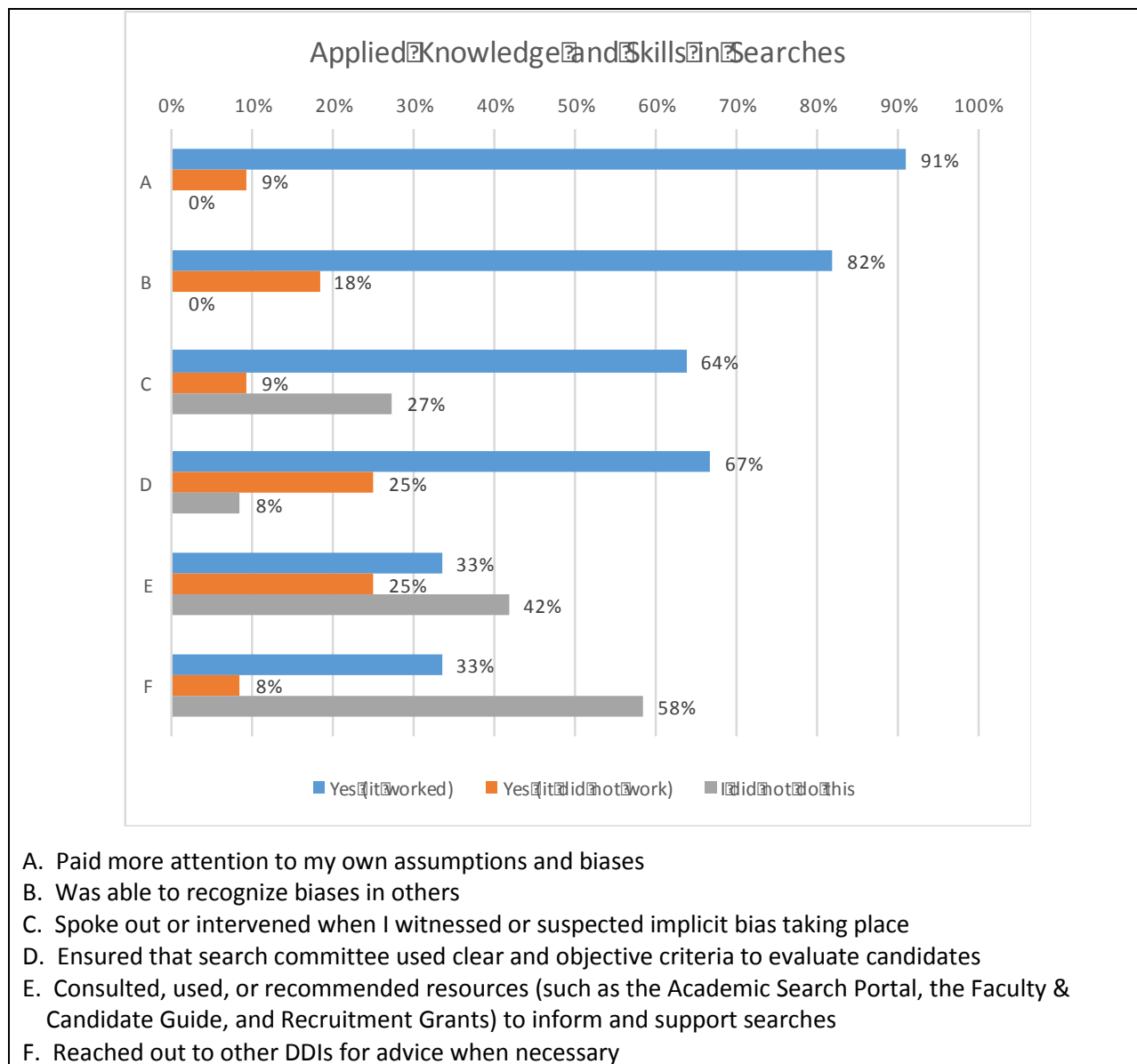


Figure 2. Applied knowledge and skills in searches by DDI, in percentages.

### *c. Positive Influences*

Respondents were asked whether DDI meetings, the DDI retreat, UVA Collab and CHARGE resources, or search committee work had influenced several aspects of their work as DDI. Figure 3 shows that DDI meetings and the DDI retreat seemed to influence their confidence in serving as DDIs, their understanding of the role of the DDI in faculty searches, their knowledge on how to support the work of the search committee, and their comfort in doing so. Notably, the DDI meetings had the strongest positive influence (on 48% of the respondents) on their own understanding of their role working with search

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committees. At the same time, the work of the search committee itself was rated as being less of an influence on the DDIs' understanding their roles. In general, the search committee work and resources seem to have less of a positive influence on all aspects of the DDI work.

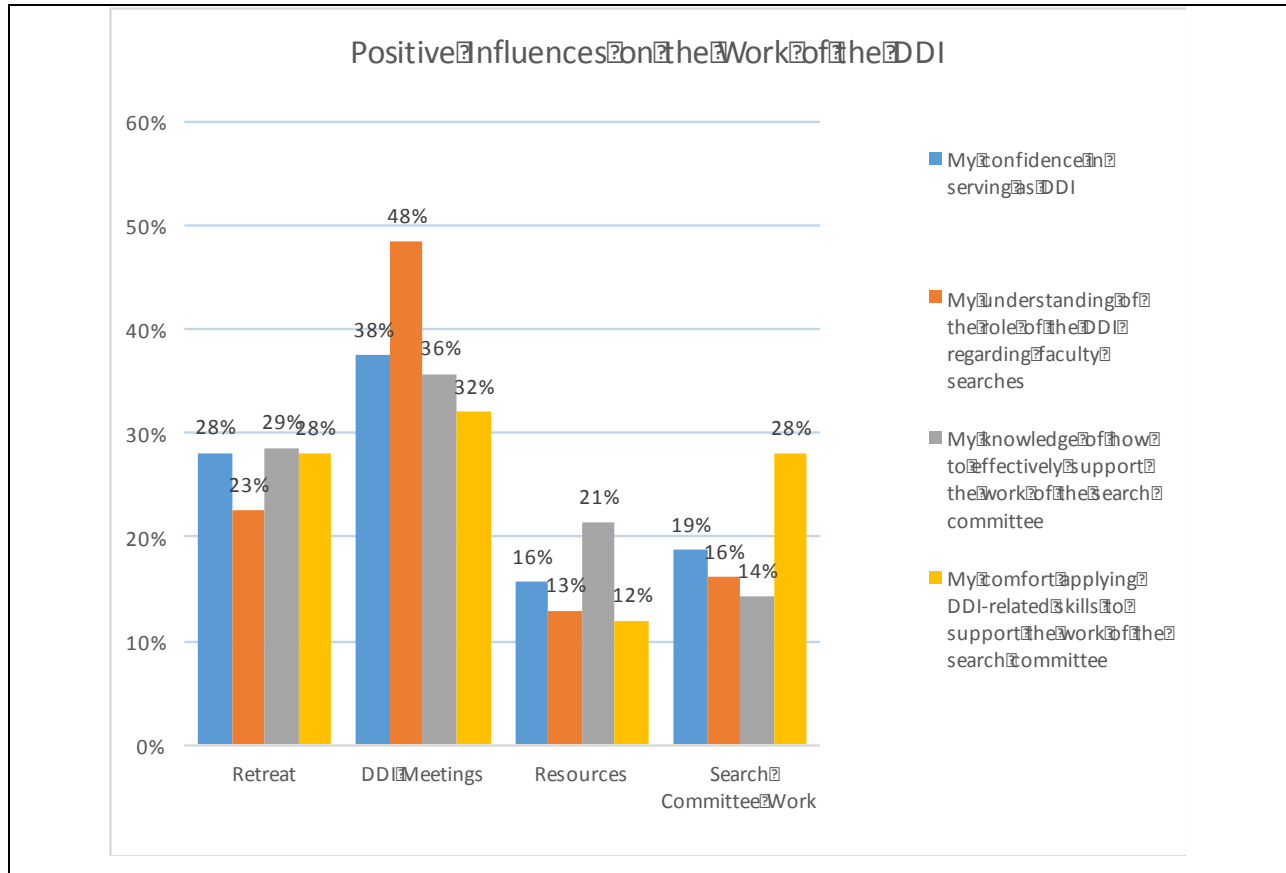


Figure 3. Positive influences on the work of the DDI, in percentages.

### 3. Suggestions for the Future Work of the DDI

#### a. Topics

Thirteen respondents offered suggestions on topics to be considered for future DDI meetings, retreats, or professional development. Of those, 31 percent mentioned paying attention to campus climate issues not only for faculty, but also for students at the undergraduate and graduate levels. This included identifying underrepresented

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groups “at all levels, undergraduate, graduate, postdoctoral, and faculty” levels, creating an inclusive environment and supporting all of them once at UVA.

Other suggestions included presentations on empirical research that demonstrates effective ways to increase diversity, learning about best practices at other institutions (case studies) and for graduate programs, cross-departmental collaborations, learning more about legal aspects of hiring, and considering some type of compensation for the DDI. One person would like to continue the conversation on the authority of DDI governance. This person would like to clarify other issues related to governance, such as who is their advocate in the Dean’s office, and other issues like opportunity hires.

### *b. Resources*

Respondents were also asked if there were resources that could help them in their work as DDI. Six DDI responded. Two were unsure, two listed resources already being used (Faculty and Candidate Guide and the Faculty Search Portal and communications from the Dean). One asked for more clarity “about the role of the DDI within the governance of the department” and the last said that none were needed at this point.

### *c. Other Comments*

When prompted to add any last comments, two DDI indicated that while the retreat was helpful, it was too long; two mentioned that they missed DDI meetings due to scheduling conflicts and found the minutes helpful; and one was satisfied with the level of engagement by the DDI but would like more diversity in the DDI Steering Committee.



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### 4. Recommendations for Further Discussion

As a result of the end-of-year assessment, the DDI respondents raised several issues that may be useful in discussing as the role of the DDI becomes further clarified and embedded within the College:

- Some of the DDIs hold non-tenure-track appointments in their departments. As a result, they are not eligible to serve on search committees for a tenure-track hire. Although this has no bearing on their ability to serve as consultants to search committees for tenure-track positions, the use of DDIs with non-tenure track appointments may, over the long-term, prove to be challenging. In order to address this issue, the College might consider whether faculty serving as DDIs should be exclusively from tenure-track appointments, or if the policy regarding who may serve on searches for tenure-track hires should be amended to include DDIs, regardless of tenure appointment.
- A few of the DDIs expressed the desire for further clarification on DDI authority and governance. For example, the College may consider formalizing reporting structures (such as who is the DDI advocate in the Dean's Office), as well as possibly requiring the consultation of DDIs before departments can make key faculty hiring decisions, such as opportunity hires.
- Despite the presence of the DDI as either full members of the search committees or as consultants, several DDI respondents to the survey felt it was important to require that *all* faculty on search committees receive training on hiring procedures and Human Resources requirements/policies.
- Finally, it will be important for the next iteration of the DDIs' work, as well as in its assessment, to tease out the reasons behind the minority perception that the DDI role was ineffective in the search process. Although only one or two DDI respondents felt this way, including in one situation where the search had a successful outcome, it is critical to understand why these DDI felt the way that they did, and how the role itself might be further developed to address these shortcomings. Unfortunately, the current assessment was not executed in a way to be able to follow-up with these individuals.