University of Virginia

U.Va. CHARGE
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2016 Faculty Search Seminars

Formative Assessment Report

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Introduction

The following report summarizes formative evaluation feedback from participants in the Faculty Search Seminars held on September 26 and September 27, 2016. On September 26, two sessions were held that focused on Search Committee Dynamics and Dual Career Resources. On September 27, a session was held on Department Chair and Search Chair leadership.

At the end of each session, attendees were asked to complete a paper evaluation form. After the event, attendees were invited by email to complete an online survey if they had not completed the paper form. A total of 41 participants attended one of the September 26 seminars, and 31 participants completed an evaluation form. A total of 30 participants attended the September 27 session, and 19 participants completed an evaluation form. Table A below summarizes information about the attendees at each session.

Table A: Summary Statistics for Participants in Faculty Search Seminars

	September 26	September 27	Total
Event attendees	41	30	71
Total respondents	31	19	50
Response rate	76%	63%	70%

This report is organized into four sections. Section I: Summary of Respondent Characteristics describes information about respondents, including demographic characteristics, experience, and knowledge of implicit bias. Section II: Day 1 Search Committee Dynamics and Dual Career Resources presents feedback from respondents who attended the September 26 seminar. Section III: Day 2: Department Chair and Search Chair Leadership provides feedback from respondents who attended the September 27 seminar. Section IV: Recommendations presents recommendations for future CHARGE initiatives.

I.   Summary of Respondent Characteristics

The following section summarizes characteristics of the participants in the Faculty Search Seminars on September 26 and September 27. Specifically, the section details respondents' demographic characteristics, position and school affiliation at UVa, and prior knowledge and experience with the topics discussed at the seminars. Please note that participants in the Day 1 sessions were asked to report slightly different information about their knowledge and experience with the subject matter than participants in the Day 2 seminar.

Respondent Demographics

Gender

As demonstrated in Figure 1-1, a greater proportion of women attended a Day 1 seminar (38 percent), than the Day 2 seminar (18 percent). However, overall, a greater proportion of men attended the Day 1 and Day 2 seminar (62 percent and 82 percent, respectively).

Figure 1-1: Respondents' Gender

Faculty, Day 1 (n=29)	Leadership, Day 2 (n=17)
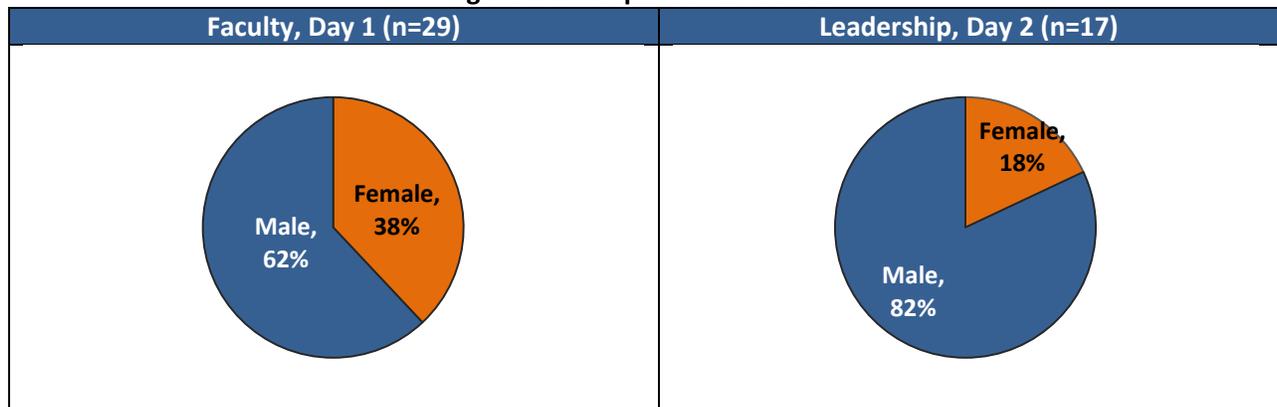
School/College

Respondents were asked to report the school(s) or college(s) with which they are associated. On both days, a large proportion of respondents were affiliated with the College and Graduate School of Arts and Sciences and the School of Engineering and Applied Science. On Day 1, 31 percent of respondents (n=9) came from the College of Arts and Sciences and 28 percent of respondents (n=8) came from the School of Engineering and Applied Science. On Day 2, 35 percent of respondents (n=6) were affiliated with the College of Arts and Sciences and 41 percent of respondents (n=7) were affiliated with the School of Engineering and Applied Science. A smaller number of participants were affiliated with the Darden School of Business, the McIntire School of Commerce, or the School of Medicine. On Day 1, 21 percent of respondents (n=6) came from the Darden School, 10 percent (n=3) came from the McIntire School of Commerce, and 7 percent (n=2) came from the School of Medicine. On Day 2, 12 percent of respondents (n=2) were affiliated with the Darden School, 6 percent (n=1) were affiliated with the McIntire School of Commerce, and 6 percent (n=1) were affiliated with the School of Medicine. Table 1-1 presents the school or college affiliation of respondents on Days 1 and 2 of the Faculty Search Seminar.

Table 1-1: Respondents' School or College Affiliation

School or College	Day 1 (n=29)		Day 2 (n=17)	
	Percentage	Count	Percentage	Count
School of Architecture	0%	0	0%	0
College and Graduate School of Arts and Sciences	31%	9	35%	6
Darden School of Business	21%	6	12%	2
McIntire School of Commerce	10%	3	6%	1
School of Continuing and Professional Studies	3%	1	0%	0
Curry School of Education	0%	0	0%	0
School of Engineering and Applied Science	28%	8	41%	7
School of Law	0%	0	0%	0
F. Batten School of Leadership and Public Policy	0%	0	0%	0
School of Medicine	7%	2	6%	1
Other	0%	0	0%	0

Note: Some respondents are affiliated with more than one school or college.

Position or Role

Respondents were asked to report their position or rank in their department or academic unit. On Day 1, the majority of respondents were instructional faculty, with 28 percent of respondents serving as Professors, 28 percent serving as Associate Professors, and 24 percent serving as Assistant Professors. On Day 2, a significant portion of respondents were either Department Chairs (35 percent) or instructional faculty, including Professors (24 percent), Associate Professors (35 percent), Assistant Professors (6 percent), and Lecturers (6 percent). Table 1-2 presents respondents' position or role.

Table 1-2: Respondents' Position or Role

Position	Day 1 (n=29)		Day 2 (n=17)	
	Percentage	Count	Percentage	Count
Department Chair	10%	3	35%	6
Associate Dean	3%	1	6%	1
Dean	0%	0	0%	0
Dean of Diversity	3%	1	6%	1
Program or Center Director	0%	0	0%	0
Director of Diversity and Inclusion	3%	1	0%	0
Advocate (SEAS)	0%	0	0%	0
Professor	28%	8	24%	4
Associate Professor	28%	8	35%	6
Assistant Professor	24%	7	6%	1
Lecturer	3%	1	6%	1
Other	14%	4	6%	1

Note: Some respondents hold more than one role.

On Day 1 of the Faculty Search Seminars, participants either attended a morning session (9:00am – 12:00pm) or an afternoon session (1:00pm – 4:00pm). Table 1-3 displays the proportion of respondents at each session.

Table 1-3: Day 1 Attendance (n=30)

Session	Percentage	Count
Morning	53%	16
Afternoon	47%	14

Experience and Knowledge

Experience on a Search Committee

Respondents were asked to report their experience serving on search committees at UVa. Of Day 1 participants, 80 percent (n=24) are currently serving on a search committee. Ten percent of respondents (n=3) from Day 1 indicated that they had never served on a search committee, and 10 percent (n=3) indicated that they are not currently serving, but had served on search committees in the past. Of Day 2 respondents, 42 percent (n=8) are currently serving as search chairs, and 26 percent (n=5) have previously served as search chairs. Nearly 70 percent of respondents from Days 1 and 2 are currently serving on a search committee or as a search chair, suggesting that UVa CHARGE is targeting the appropriate audience in its efforts to influence the role of implicit bias in the search process.

**Figure 1-2: Respondents' Experience on Search Committees**
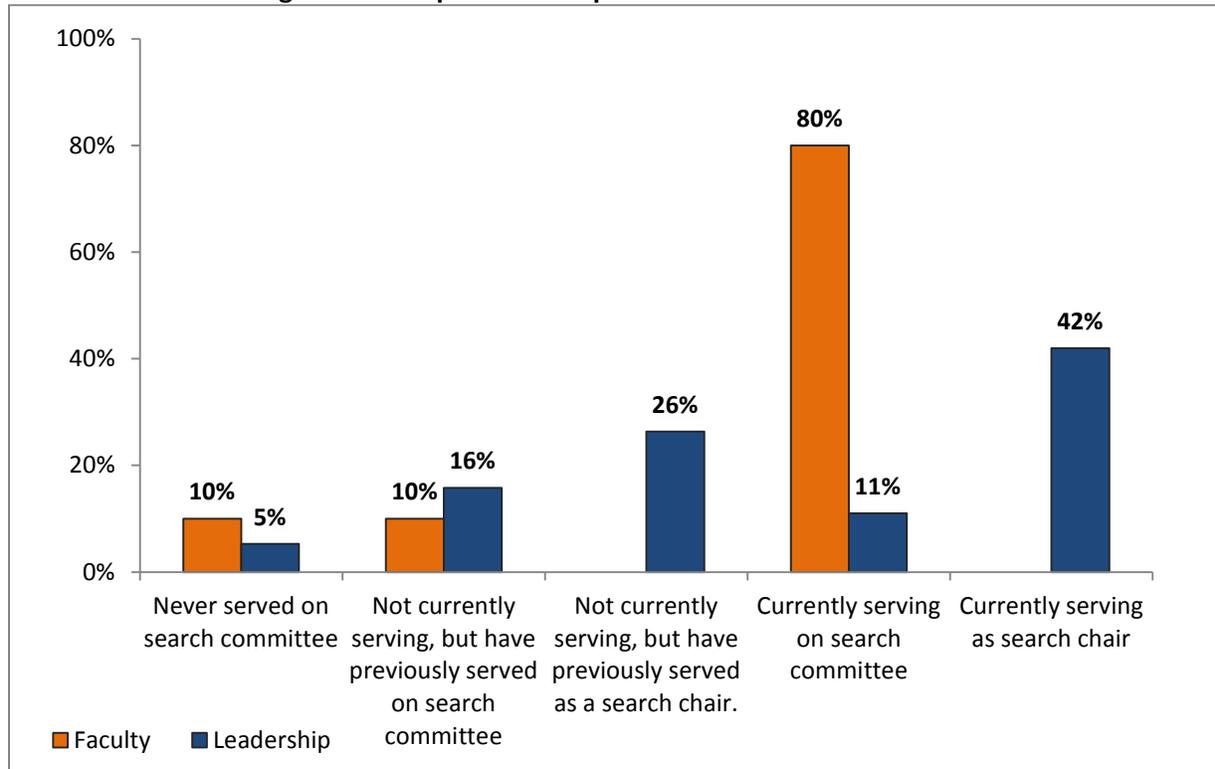
Note: Faculty (Day1), n=30; Leadership (Day 2), n=19

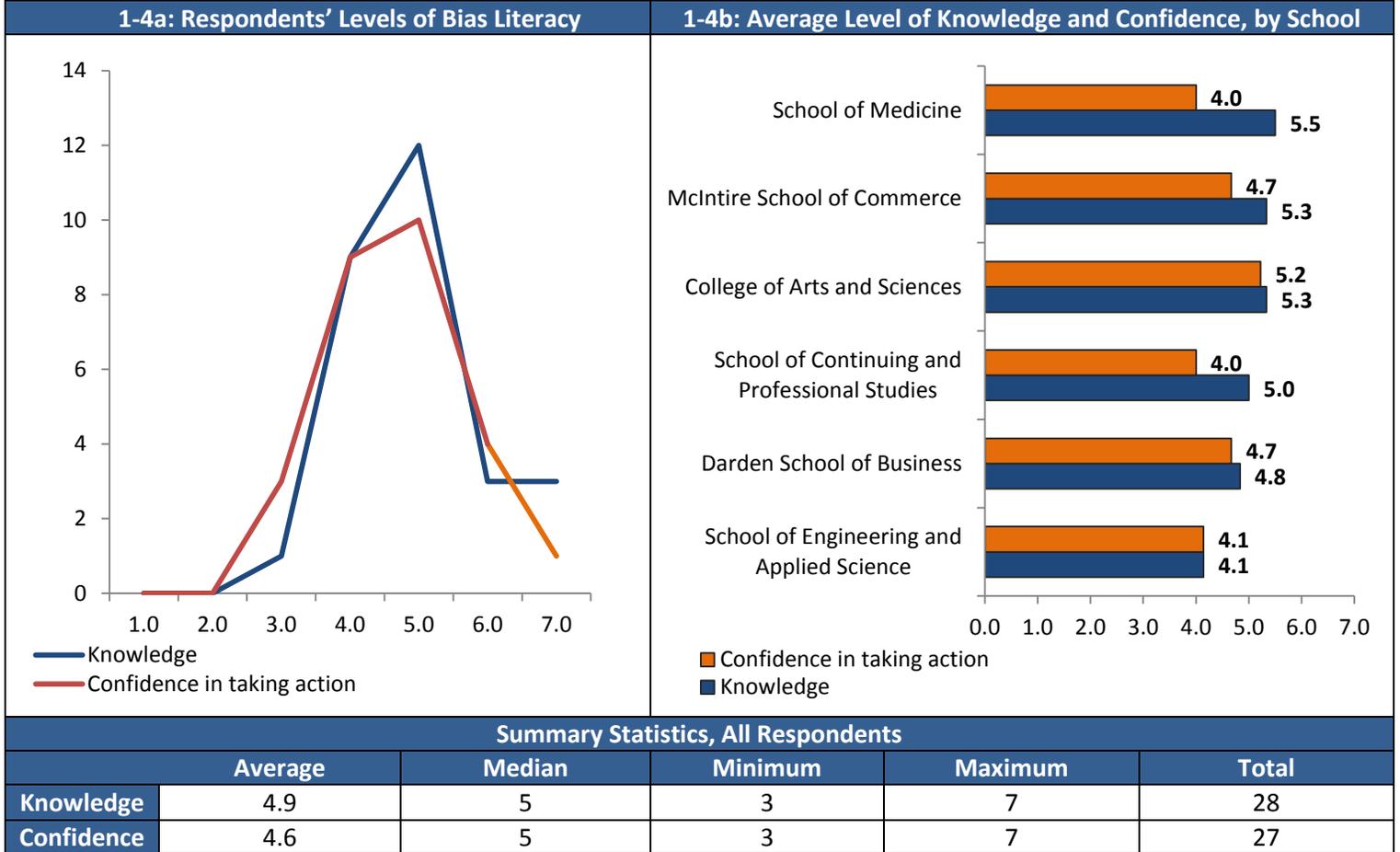## *Experience with and Understanding of Implicit Bias*

Participants in the Day 1 seminar were asked to report their experience with training on implicit bias through UVa CHARGE. They were also asked to rate their level of bias literacy by estimating their knowledge of implicit bias and confidence in taking action when encountering bias. Figures 1-3 and 1-4 present Day 1 respondents' experience with implicit bias training and perceived level of bias literacy.

Figure 1-3: Day 1 Respondents' Experience with CHARGE Workshops on Implicit Bias (n=30)
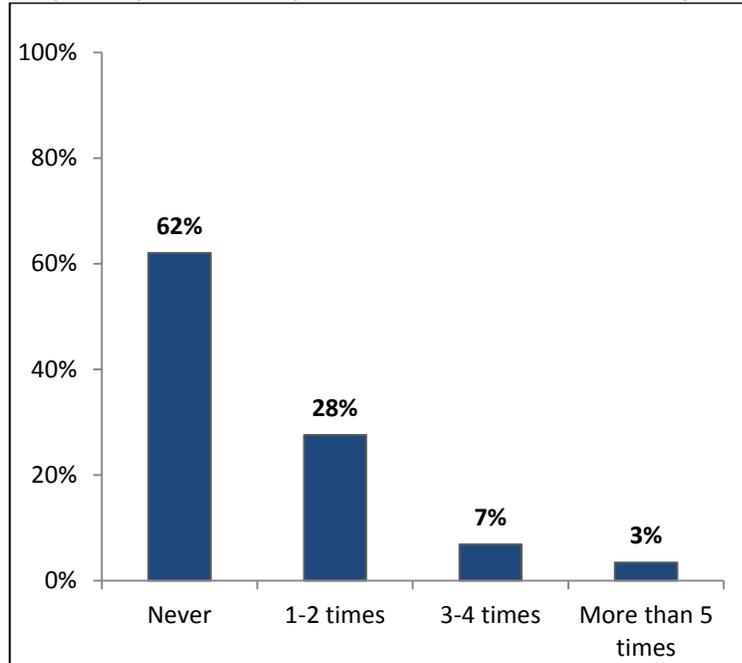
As Figure 1-3 demonstrates, the majority of respondents (62 percent) have never participated in training on implicit bias through UVa CHARGE. Nearly 30 percent of respondents (n=8) have indicated that they have participated in 1-2 training sessions, and 10 percent (n=3) have participated in training through UVa CHARGE three or more times. Combined with the findings about respondents' participation in search committees, this finding suggests that a relatively small proportion of faculty involved in the search process have received training on implicit bias. Conversely, a large proportion of respondents that are currently involved in the search process have not received implicit bias training.

Figure 1-4: Respondents' Level of Bias Literacy (n=27-28)

1-4a: Respondents' Levels of Bias Literacy	1-4b: Average Level of Knowledge and Confidence, by School

Summary Statistics, All Respondents

	Average	Median	Minimum	Maximum	Total
Knowledge	4.9	5	3	7	28
Confidence	4.6	5	3	7	27

Figures 1-4a and 1-4b present Day 1 respondents' reported knowledge and confidence in taking action related to implicit bias. Respondents were asked to rate their knowledge and confidence on a 7-point scale, with 1 being the lowest level of knowledge or confidence and 7 being the highest level of knowledge or confidence. Figure 1-4a displays the total number of respondents reporting each level of knowledge and confidence, and Figure 1-4b displays the average knowledge and confidence rating for respondents at each school or college.

As demonstrated in Figure 1-4a, respondents rated their knowledge of implicit bias slightly higher than their confidence in taking action. Of the schools represented at the seminar, respondents from the School of Medicine, McIntire School of Commerce, and College and Graduate School of Arts and Sciences reported the highest average knowledge of implicit bias. In contrast, respondents from the School of Medicine, School of Continuing and Professional Studies, and School of Engineering and Applied Science reported the lowest average confidence in taking action. These findings suggest that future CHARGE workshops should focus more explicitly on strategies respondents can take to address implicit bias. Results from the School of Medicine and School of Continuing and Professional Studies suggest that these schools could benefit from additional training in specific strategies to address bias in order to develop participants' confidence in taking action. The School of Engineering and Applied Science might require further training to improve participants' knowledge and confidence in taking action related to implicit bias.

## II.   Day 1: Search Committee Dynamics and Dual Career Resources

The following section describes the insights gained and intended changes of respondents who participated in the September 26 seminar on Search Committee Dynamics and Dual Career Resources. Specifically, the section presents insights and proposed changes that respondents intend to make regarding equity and dual career resources.

Insights Gained from Seminar

Equity in the Search Process

Respondents largely agreed that participating in the seminar increased their understanding of search committee dynamics (90 percent) and increased their awareness of equitable search practices (79 percent). Fewer respondents expressed confidence in their ability to recognize and reduce gender biases that affect the evaluation of candidates during the search process. Thirty-one percent of respondents indicated "neutral" in their agreement with the statement that they were better able to recognize gender bias, and 43 percent of respondents indicated "neutral" agreement that they were better able to reduce gender biases after attending the seminar. Figure 2-1 displays insights related to equity that respondents gained from attending the seminar.

Figure 2-1: Respondents' Insights Gained on Equity (n=28-29)
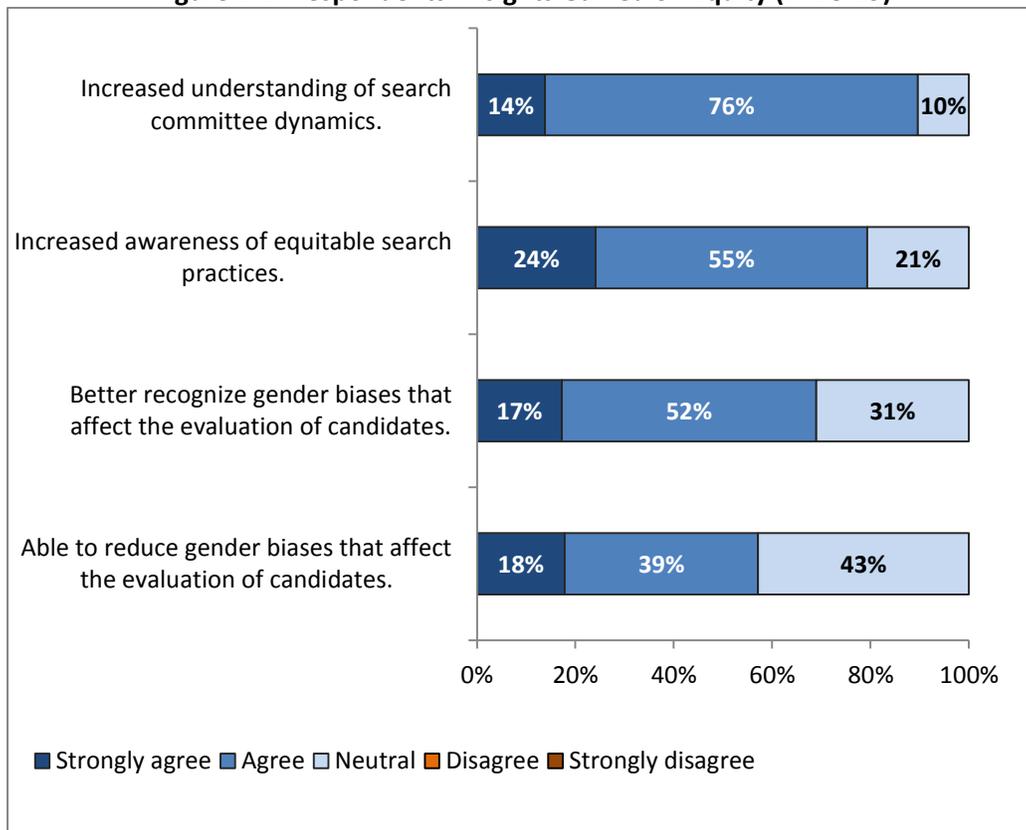
Dual Career Resources

Respondents largely indicated that they are familiar with and understand how to use UVa's resources for dual career faculty after attending the seminar. Nearly all respondents agreed or strongly agreed that they know when candidates may begin to use UVa's dual career faculty services, and 100 percent of respondents agreed or strongly agreed that they understood how to refer someone to the dual career office. A relatively small proportion of respondents indicated either neutral agreement or disagreement that they better understand the need for change in the hiring process for dual career faculty after attending the seminar. Figure 2-2 presents respondents' insights related to dual career resources.

**Figure 2-2: Respondents' Insights Gained on Dual Career Resources (n=27-28)**
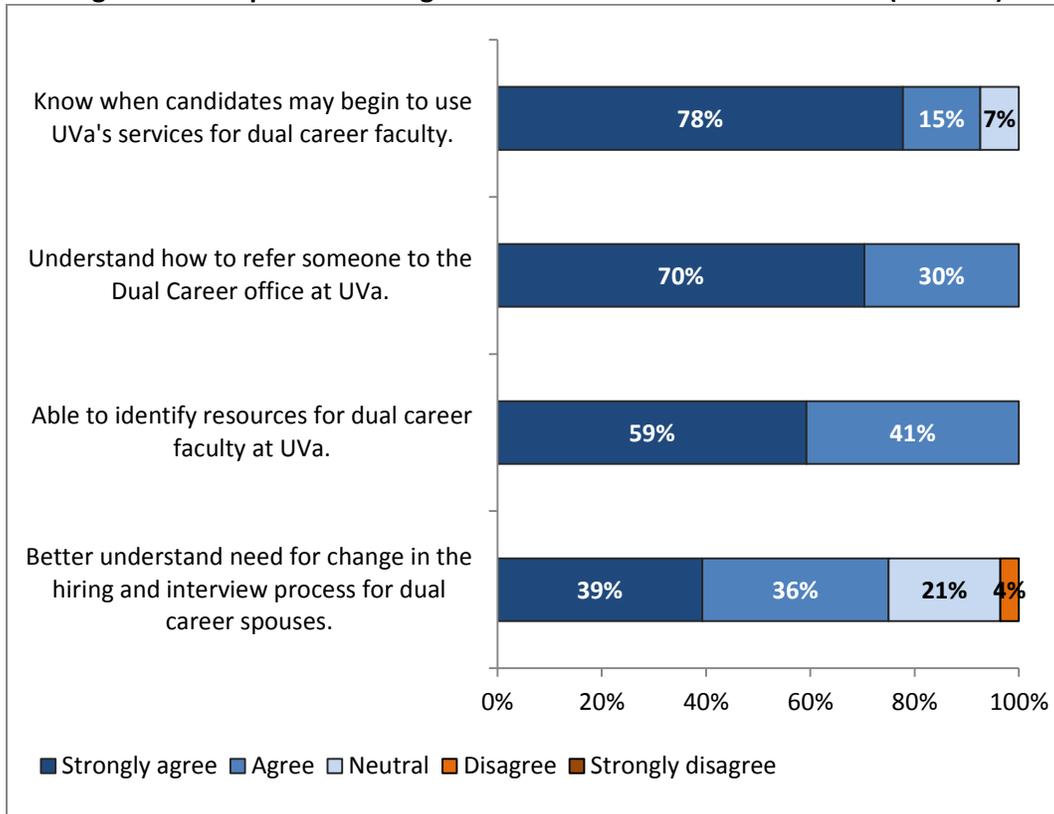
Intended Changes

Equity in the Search Process

Respondents were asked to report changes they intend to make in their departments after attending the seminar. Figure 2-3 reveals the changes respondents intend to make related to equity in the search process. Nearly all respondents (97 percent) indicated that they will work with their departments to reduce gender bias in their hiring practices. Respondents also largely agreed that they would share what they learned about gender biases in the search process with their department. Fewer respondents agreed that they had identified specific aspects of search committees in their departments that they would like to change. In fact, a majority of respondents (54 percent) indicated that they were unsure or that they had not identified specific aspects of search committees in their departments that they would like to change.

Figure 2-3: Respondents' Intended Changes Regarding Equity in the Search Process (n=28-29)
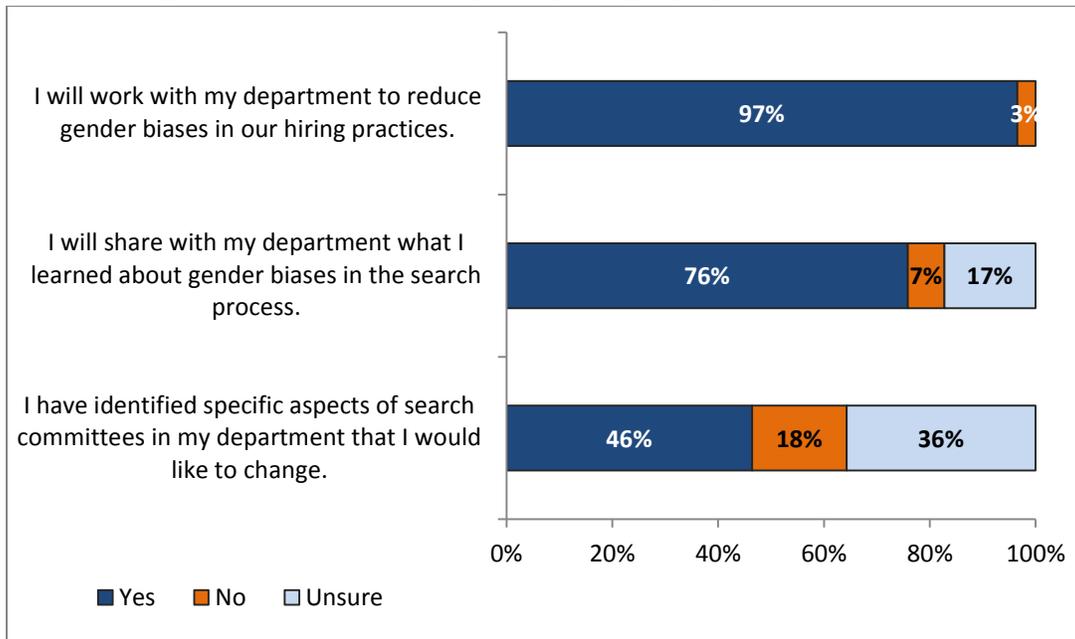
Respondents were asked to share specific changes that they intended to make in order to improve equity in the search process. Respondents' comments focused on creating clear standards for equity in the search process, discussing equity issues with colleagues on search committees, increasing awareness of bias, and creating a structured process to reduce bias in the search process. For instance, one respondent suggested designing an equity rubric for the search process, and another respondent proposed creating guidelines for search committee meetings to reduce bias and ensure equity. Table 2-1 summarizes respondents' proposed changes to improve equity in faculty search practices.

Table 2-1: Respondents' Intended Changes to Make Search Process More Equitable

Theme	Count	Example
Create clear standards for search committee equity	5	Talk directly about criteria up front; Think about designing a rubric
Discuss with colleagues and on search committees	4	Discuss this content on committees and of area committee makers
Greater awareness of bias	3	Implement definition of processes and policies at start and throughout hiring; be much more aware of the underlying narrative
Increase transparency in search process	3	Get more conversations out of the hallway and into the meetings
Address equity issues with search committee members	2	Be an active advocate for hiring diverse candidates
Write unbiased job announcements	1	Need to phrase job ads in a way that prevents underrepresented groups from self-selecting OUT of applying.
Increase search committee diversity	1	More diverse hiring committee

Note: Some respondents provided comments that addressed more than one theme.

Dual Career Resources

Based on their participation in the seminar, almost all respondents indicated that they intend to use the dual career resources at UVa and that they would share what they learned about dual career resources with their department. Over 75 percent of respondents indicated that their department has experienced challenges related to dual career faculty hiring or retention. Figure 2-4 presents respondents' intended changes to support dual career faculty.

Figure 2-4: Respondents' Intended Changes to Support Dual Career Faculty (n=29)
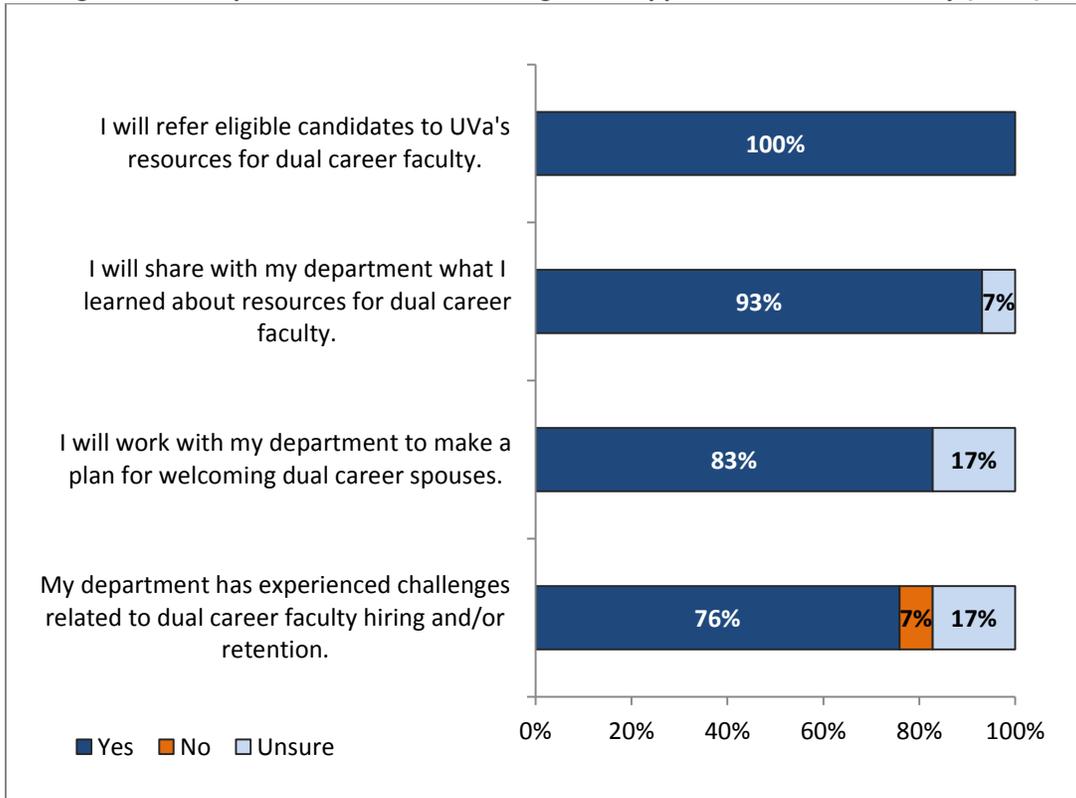
Respondents were asked to report the changes they intend to make in their department to support dual career faculty hiring. In order to improve dual career faculty hiring, respondents indicated that they would share information about dual career resources with colleagues, refer candidates to the dual career office early in the interview process, and use the dual career resources to support the placement of current faculty partners. Table 2-2 presents themes in respondents' plans for supporting dual career faculty.

**Table 2-2: Respondents' Intended Changes to Support Dual Career Faculty**

Theme	Count	Example
Share information and resources with colleagues	5	I think the first step is disseminating the information and making people aware of the new resources that are available.
Refer candidates to Dual Career office	4	Refer all interviewees to dual career resource...get an early start!
Use dual career resources early in interview process	3	I will recommend the use of dual career resources at UVa early in the process.
Support current faculty spouse placement	3	I will try to encourage one of my colleagues who is currently struggling with dual career issues to contact Carolyn.
Get Dual Career Cards to distribute	1	Keep trying to help in any way possible. Get UVa Dual career cards to all short list candidates.
Greater importance/funding for dual career	1	More $ put behind this by the provost. We need more than one person working on this. It is too important.

Note: Some respondents provided comments that addressed more than one theme.

Hope for Change

In asked about their hope for improving the climate for diversity at UVa, most respondents indicated that they are hopeful or very hopeful that UVa CHARGE efforts will lead to greater diversity and contribute to the adoption of more equitable search practices. Figure 2-5 summarizes respondents' level of hope for improving UVa's climate for diversity.

Figure 2-5: Respondents' Hope for Improving Climate for Diversity (n=29)
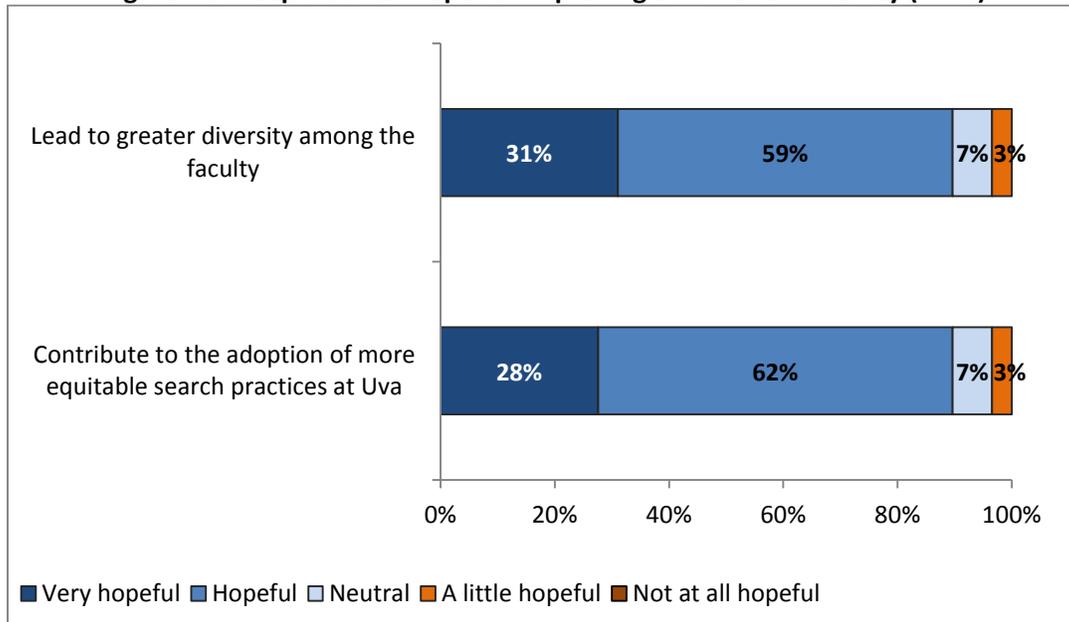
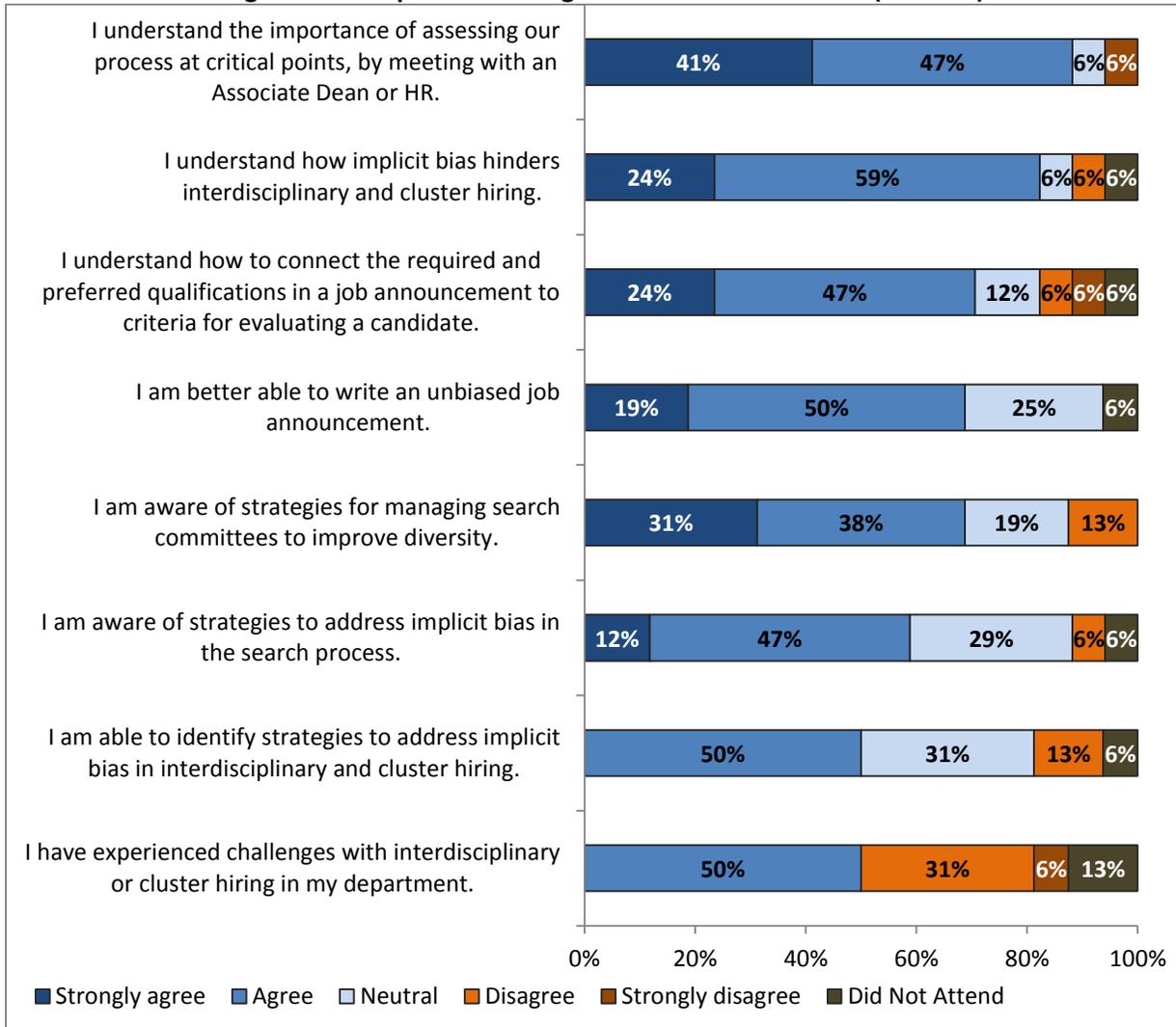# III.   Day 2: Department Chair and Search Chair Leadership

This section summarizes feedback of respondents who attended the September 27 seminar on Department Chair and Search Chair Leadership. Specifically, the section focuses on respondents' insights gained and intended changes related to implicit bias and interdisciplinary or cluster hiring.

Insights Gained from Seminar

Participants were asked about gains in understanding of implicit bias in the search process and knowledge of strategies to mitigate bias. Respondents largely understood how implicit bias influences interdisciplinary searches, with 83 percent of respondents indicating that they understand how implicit bias hinders interdisciplinary or cluster hiring. Respondents also indicated a strong understanding of equitable search practices. For instance, respondents largely understood "the importance of assessing our process at critical points," how to connect required and preferred qualifications in a job announcement to criteria for evaluating a candidate, and how to write unbiased job announcements.

However, a relatively large proportion of respondents did not indicate their awareness of specific strategies to address implicit bias and improve equity in the search process. For instance, 44 percent of respondents either disagreed or were neutral in estimating their ability to "identify strategies to address implicit bias in interdisciplinary and cluster hiring." Furthermore, 35 percent of respondents either indicated that they were neutral or disagreed with the statement that that they are "aware of strategies to address implicit bias in the search process." Figure 3-1 summarizes respondents' insights gained from the seminar.

Figure 3-1: Respondents' Insights Gained from Seminar (n=16-17)

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Did Not Attend
I understand the importance of assessing our process at critical points, by meeting with an Associate Dean or HR.	41%	47%	6%			5%
I understand how implicit bias hinders interdisciplinary and cluster hiring.	24%	59%	6%	6%		6%
I understand how to connect the required and preferred qualifications in a job announcement to criteria for evaluating a candidate.	24%	47%	12%	6%	6%	6%
I am better able to write an unbiased job announcement.	19%	50%	25%			6%
I am aware of strategies for managing search committees to improve diversity.	31%	38%	19%	13%		
I am aware of strategies to address implicit bias in the search process.	12%	47%	29%	6%		6%
I am able to identify strategies to address implicit bias in interdisciplinary and cluster hiring.		50%	31%	13%		6%
I have experienced challenges with interdisciplinary or cluster hiring in my department.		50%		31%	6%	13%

Legend: ■ Strongly agree ■ Agree ◻ Neutral ■ Disagree ■ Strongly disagree ■ Did Not Attend

Challenges with Cluster Hiring

Respondents were asked to report challenges they have experienced with interdisciplinary or cluster hiring. Fifty percent of respondents indicated that they have experienced challenges with cluster hiring in their department. When asked to provide examples of specific challenges, respondents observed three common challenges: lack of an established process, lack of clarity and communication, and tension between different departmental priorities. Table 3-1 summarizes the challenges respondents have experienced with interdisciplinary and cluster hiring.

**Table 3-1: Respondents' Challenges with Interdisciplinary or Cluster Hiring**

Theme	Count	Example
Unclear process, no established procedures	3	Lack of clarity with regard to P&T review process for joint appointments.
Lack of clarity, communication	3	Unclear procedure for evaluating/making offer when 2 departments involved, lack of cross-talk between departments.
Tension between departmental priorities	2	Department centric tendency vs. search for a true multi-discipline candidate is an issue.

Note: Some respondents provided comments that addressed more than one theme.

Intended Changes

Respondents reported the changes they intended to make in their departments after attending the seminar. Overall, respondents agreed that they would share what they learned about implicit bias with their department and would work with their department to improve equity in the search process. However, only 47 percent of respondents indicated that they had identified specific aspects of search committees in their department that they would like to change. Fifty-three percent of respondents were unsure or had not identified specific aspects of search committees that they hope to change.

Figure 3-2: Respondents' Intended Changes (n=16-17)
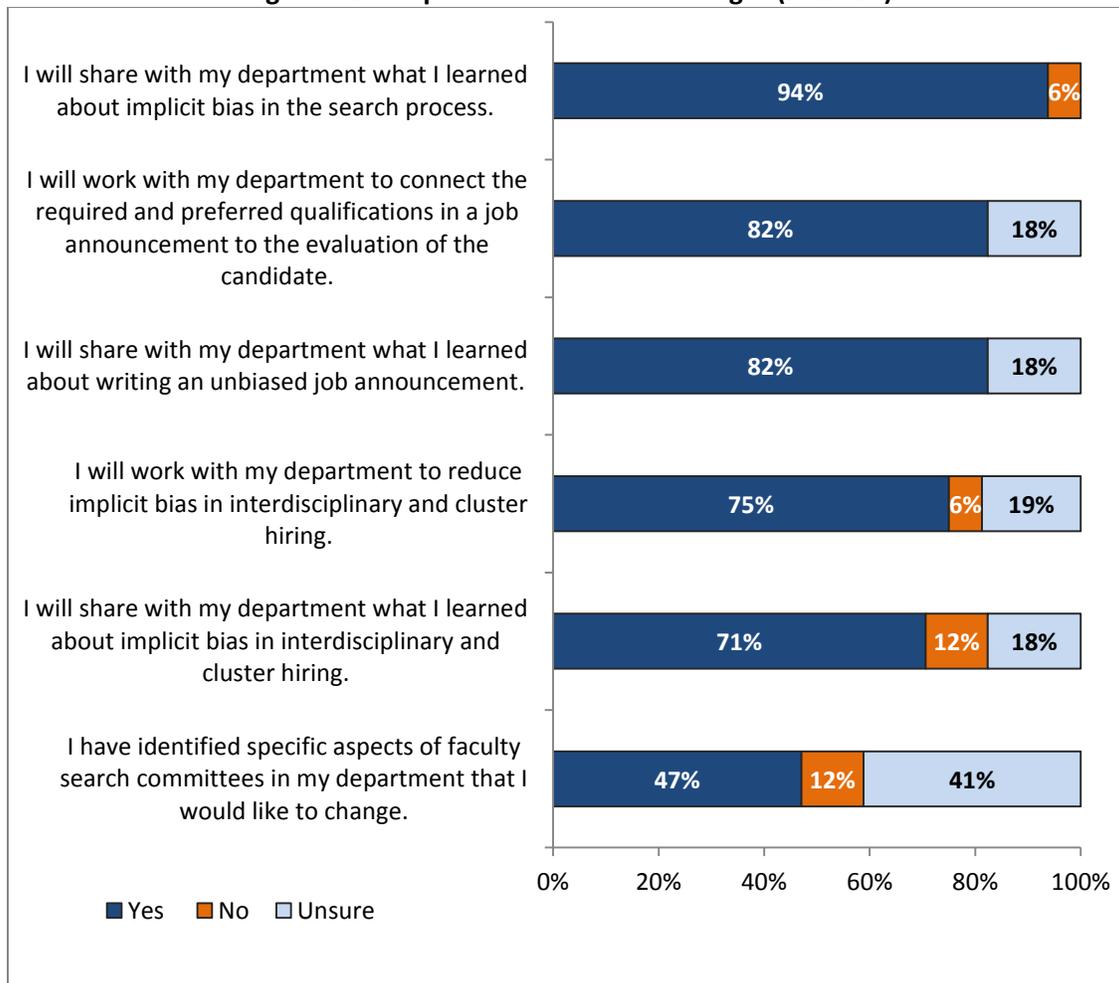
Several themes emerged when respondents were asked to report specific actions they plan to take to reduce implicit bias in the search process. Respondents noted that they would share the information they learned with colleagues, be more aware of bias in the search process, ensure committees are diverse, directly confront issues with inequity, and write unbiased job announcements. Table 3-2 summarizes respondents' intended changes.

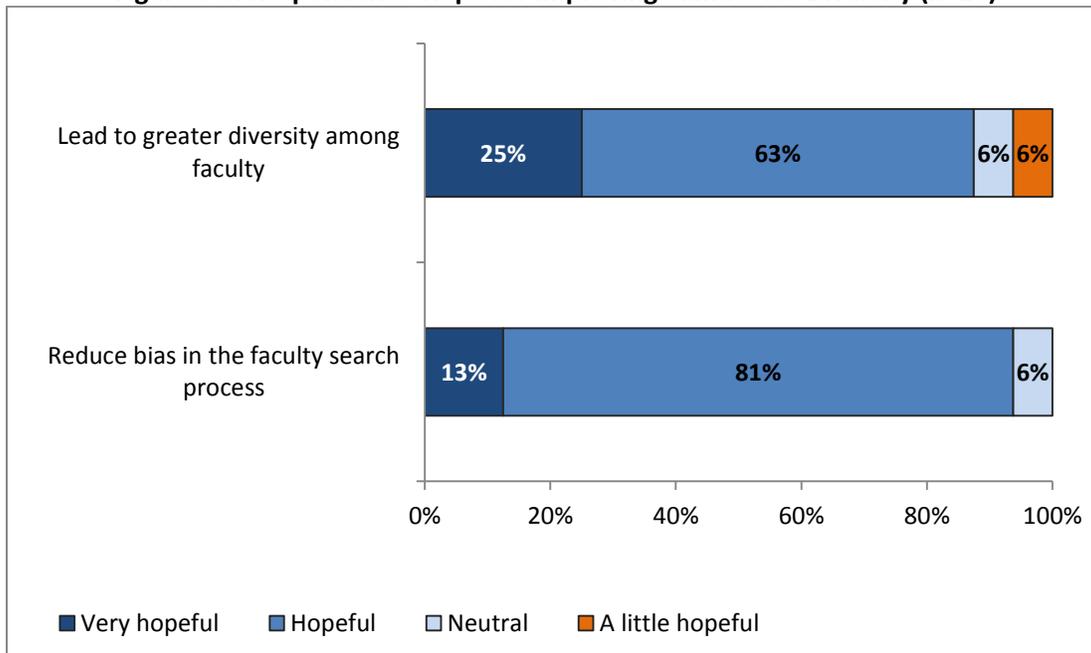**Table 3-2: Respondents' Intended Changes to Improve Equity in the Search Process**

Theme	Count	Example
Share information and discuss with colleagues	4	I will talk with the search committee I am chairing, and with other search chairs. I will likely also communicate some of these points to my entire department during the meeting when we present our committees' reports of recommendation.
Increase awareness of bias and inequity	3	I will personally monitor the process and discuss criteria with the search chair.
Ensure committees are unbiased	2	Ensure diverse and appropriate committees.
Confront issues with bias in committees	1	Be more aware of implicit bias and steering conversations away from these biases. Talk to people if it becomes a major problem.
Write unbiased job announcements	1	Job ads encouraging rather than discouraging.

Note: Some respondents provided comments that addressed more than one theme.

Hope for Change

In asked about their hope for improving the climate for diversity at UVa, most respondents indicated that they are hopeful or very hopeful that UVa CHARGE efforts will lead to greater diversity and reduce bias in the faculty search process. Figure 3-3 summarizes respondents' level of hope for improving UVa's climate for diversity.

Figure 3-3: Respondents' Hope for Improving Climate for Diversity (n=16)

Legend: Very hopeful, Hopeful, Neutral, A little hopeful

- Lead to greater diversity among faculty: Very hopeful 25%, Hopeful 63%, Neutral 6%, A little hopeful 6%
- Reduce bias in the faculty search process: Very hopeful 13%, Hopeful 81%, Neutral 6%

Undergraduate Participation

Participants in the Day 2 seminar were asked about their interest in allowing undergraduates to participate in the search process. Respondents' level of interest varied, with 25 percent of respondents indicating they are "not at all interested," 25 percent indicating they are "a little interested," and 38 percent of respondents indicating that they were interested in allowing undergraduates to participate. No respondents indicated that they were "very interested" in allowing undergraduates to participate in the search process.

Figure 3-4: Respondents' Interest in Allowing Undergraduates to Participate in Faculty Search

- Interested: 38%
- Neutral: 13%
- A little interested: 25%
- Not at all interested: 25%
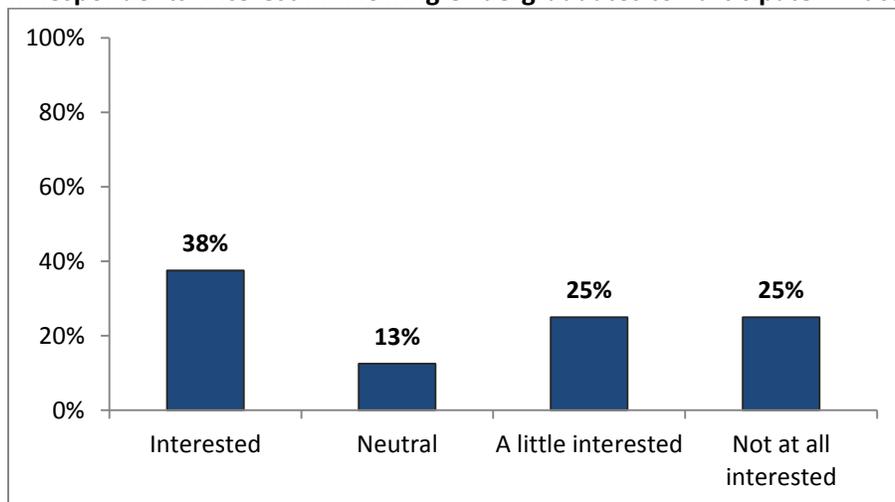
IV.   Recommendations

The formative evaluation team attended the Faculty Search Seminars on September 26 and 27. Based on our observations and notes, and the survey results presented above, we offer the following suggestions for future seminars:

- Our findings suggest that faculty would benefit from more training on concrete strategies to address implicit bias and inequity in the search process. While respondents indicated an understanding of equitable search practices, they were less confident in their ability to identify and implement specific strategies to improve equity in the faculty search process.

- Similarly, few participants in seminars on either day indicated that they had identified specific aspects of search committees in their departments that they would like to change. Future seminars might encourage attendees to reflect and identify changes they could make in their own department to promote equity and reduce bias in the search process.

- Our findings suggest that a small proportion of faculty currently serving on search committees have completed training on implicit bias. Expanding implicit bias training to reach more faculty would support efforts to improve equity in the faculty search process. Attendees from the School of Engineering and Applied Science especially reported a low level of knowledge of implicit bias, and participants from the School of Medicine and School of Continuing Studies reported low levels of confidence in taking action related to implicit bias. Future CHARGE efforts should target implicit bias trainings to these schools and colleges to improve faculty members' knowledge and confidence in taking action to mitigate bias.

- A few respondents identified specific actions they plan to take to improve equity in the search process. Future CHARGE initiatives may explore these actions as strategies for addressing implicit bias and improving equity. Strategies included developing clear standards and processes for search committee equity and creating a rubric to ensure committees follow equity standards.