University of Virginia

Bystander Intervention Workshop

Formative Assessment Report

Prepared by

Karen K. Inkelas

Catherine Uffman

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INTRODUCTION

This report summarizes feedback from participants in the Bystander Intervention Workshop held on January 27, 2017. Two sessions were held in the morning and afternoon of January 27. At the end of each session, participants were asked to complete an evaluation form. A total of 43 participants attended the morning session and 41 participants completed an evaluation form. A total of 27 participants attended the afternoon session and 25 participants completed an evaluation form. Table A summarizes the total number of participants at each session.

Table A: Summary Statistics for Workshop Participants

|	Morning	Afternoon	Total
Attendees	43	27	70
Respondents	41	25	66
Response Rate	95%	93%	94%

This report includes four sections. Section I summarizes respondent demographics and highlights the proportion of respondents familiar with the subject matter. Section II presents respondents' learning outcomes from the workshop, including respondents' attitudes and behaviors, insights gained from attending the workshop, and hope for change in issues with diversity and equity at UVa. Section III highlights major themes identified in respondents' open-ended comments to questions about their experience with the workshop. Finally, Section IV summarizes findings and presents recommendations for future CHARGE initiatives on implicit bias and bystander intervention education.

DEMOGRAPHICS

Gender

More women than men attended both the morning and afternoon sessions, with women comprising 77 percent of all workshop participants. In the morning session, 17 percent of participants were male and 83 percent of participants were female. In the afternoon session, 32 percent of participants were male and 68 percent of participants were female. Overall, a greater proportion of participants were female at this workshop than at previous CHARGE events. Only 38 percent of participants were female at Day 1 of the September Faculty Search Seminar, and 18 percent of participants were female at Day 2 of the September Faculty Search Seminar for Search Chairs and Department Leadership. Though overall attendance was lower at the November Faculty Search Seminars, 80 percent of participants were female on Day 1 and 57 percent of participants were female at the Day 2 session for Search Chairs and Department Leadership. This suggests that greater male attendance is needed at future workshops on bystander intervention, since males were represented in greater numbers at previous CHARGE workshops on implicit bias in the search process. Figure 1.1 summarizes the gender distribution of workshop participants.

Figure 1.1: Gender of Workshop Participants (N=66)
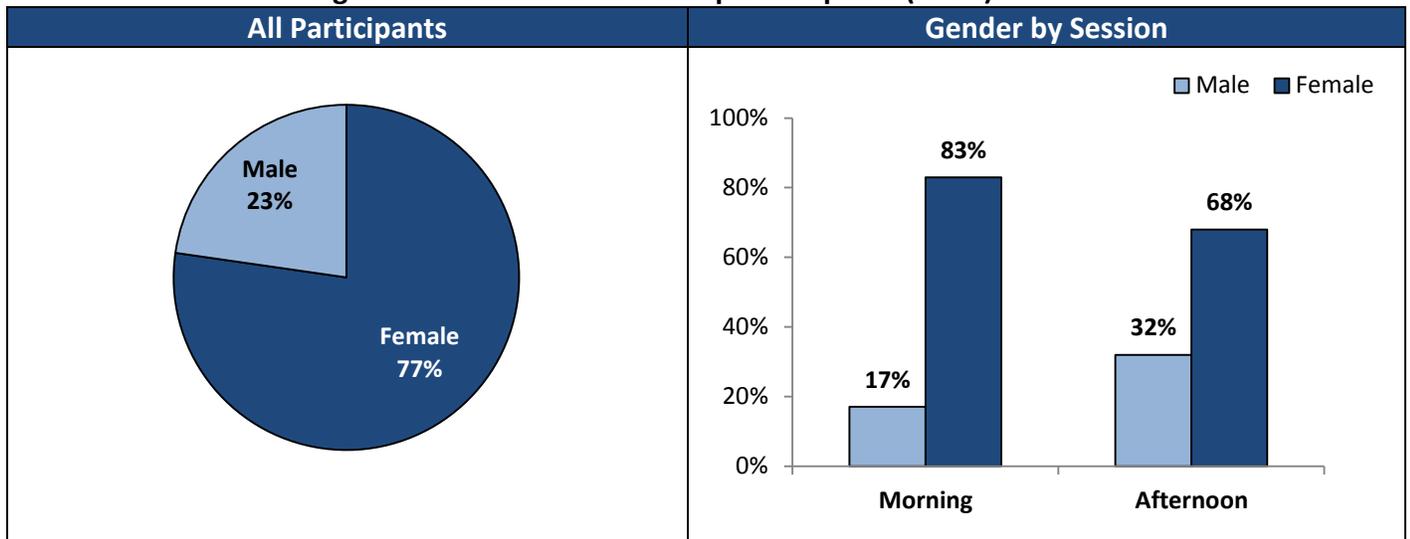
School or College Affiliation

Respondents were asked to report their school or college affiliation. Some respondents held appointments in multiple schools or colleges. Thirty-nine percent of respondents were affiliated with the College and Graduate School of Arts and Sciences, 14 percent of respondents were affiliated with the McIntire School of Commerce, 9 percent of participants were affiliated with the Office of the Provost, and 8 percent of respondents were affiliated with the School of Continuing and Professional Studies. Other schools and colleges were represented by a relatively low number of respondents, including the School of Engineering and Applied Science (4 percent), the Darden School of Business (3 percent), the Curry School of Education (3 percent), the F. Batten School of Leadership and Public Policy (3 percent), the School of Medicine (3 percent), and Human Resources (3 percent). Table 1.1 presents respondents' school and college affiliations.

Table 1.1: Respondents' School or College (N=74)

Position	Percentage	Count
Architecture	1%	1
College of Arts & Sciences	39%	29
Darden	3%	2
McIntire School of Commerce	14%	10
SCPS	8%	6
Curry	3%	2
SEAS	4%	3
School of Law	1%	1
F. Batten School of Leadership & Public Policy	3%	2
School of Medicine	3%	2
School of Nursing	1%	1
College at Wise	0%	0
Provost's Office	9%	7
Human Resources	3%	2
Other	8%	6

*Note: Some respondents hold appointments in more than one school or college.

Position or Role

Respondents were asked to report their position or rank with in their department or unit. Some respondents held more than one role or position. More than half of respondents held instructional positions, with 13 percent of respondents in the role of Professor, 14 percent in the role of Associate Professor, 11 percent in the role of Assistant Professor, and 18 percent in the role of Lecturer. Other participants included staff (19 percent), Program Directors (9 percent), Deans (9 percent), Directors of Diversity and Inclusion (DDIs) (9 percent), and Associate Deans (6 percent). Only one respondent held the role of Department Chair. Table 1.2 summarizes respondents' roles or positions.

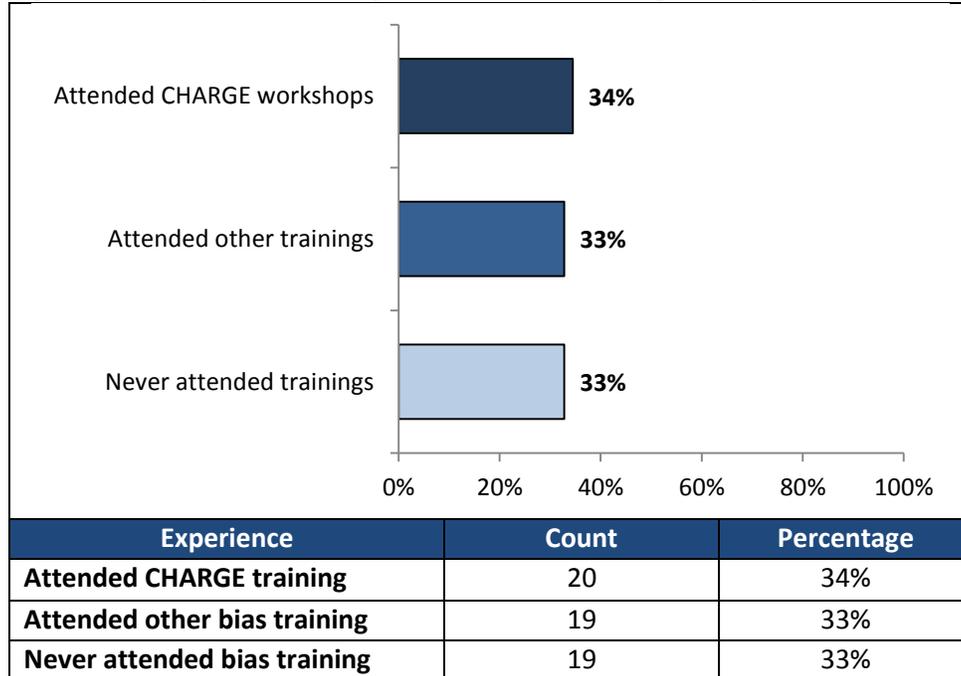**Table 1.2: Respondents' Position or Role (N=79)**

Position	Percentage	Count
Department Chair	1%	1
Associate Dean	6%	5
Dean	0%	0
Program Director	9%	7
DDI	9%	7
Staff	19%	15
Professor	13%	10
Associate Professor	14%	11
Assistant Professor	11%	9
Lecturer	18%	14
Student	0%	0

*Note: Respondents may hold more than one position.

Experience with Implicit Bias Training

Respondents were asked to report their previous experience with implicit bias training. Respondents were almost evenly divided in their level of experience with implicit bias training. However, slightly more respondents had previously attended a CHARGE workshop (34 percent) than had attended another training (33 percent) or than had never attended a training on implicit bias (33 percent). Figure 1.2 presents respondents' previous experience with implicit bias training.

Figure 1.2: Respondents' Experience with Training on Implicit Bias (N=58)


Experience	Count	Percentage
Attended CHARGE training	20	34%
Attended other bias training	19	33%
Never attended bias training	19	33%

WORKSHOP OUTCOMES

Attitudes and Behaviors on Implicit Bias

Respondents were asked to rate their awareness of implicit bias, comfort with intervening, and experience intervening before attending the workshop. Respondents also rated their awareness of implicit bias, intentions to intervene, and willingness to intervene after attending the workshop. Overall, respondents indicated higher levels of awareness of implicit bias, intentions to intervene, and willingness to intervene after attending the workshop. Notably, respondents' reported awareness of implicit bias increased after attending the workshop; compared to 53 percent of respondents with "strong" awareness before the workshop, 72 percent of respondents indicated a "strong" awareness of implicit bias after attending the workshop. Similarly, respondents rated greater intentions to intervene after attending the workshop than comfort with intervening before the workshop. While 53 percent of respondents had "limited" or "no comfort" intervening before the workshop, 97 percent of respondents had "moderate" or "strong" intentions to intervene after attending the workshop. While most respondents (66 percent) had "no experience" or "limited" experience intervening during situations involving implicit bias before the workshop, nearly all respondents (97 percent) indicated "moderate" or "strong" willingness to intervene after attending the workshop. Figure 2.1 summarizes respondents' attitudes and behaviors related to implicit bias, before and after the workshop.

Figure 2.1: Participants' Experience with Implicit Bias, Before and After Attending Workshop
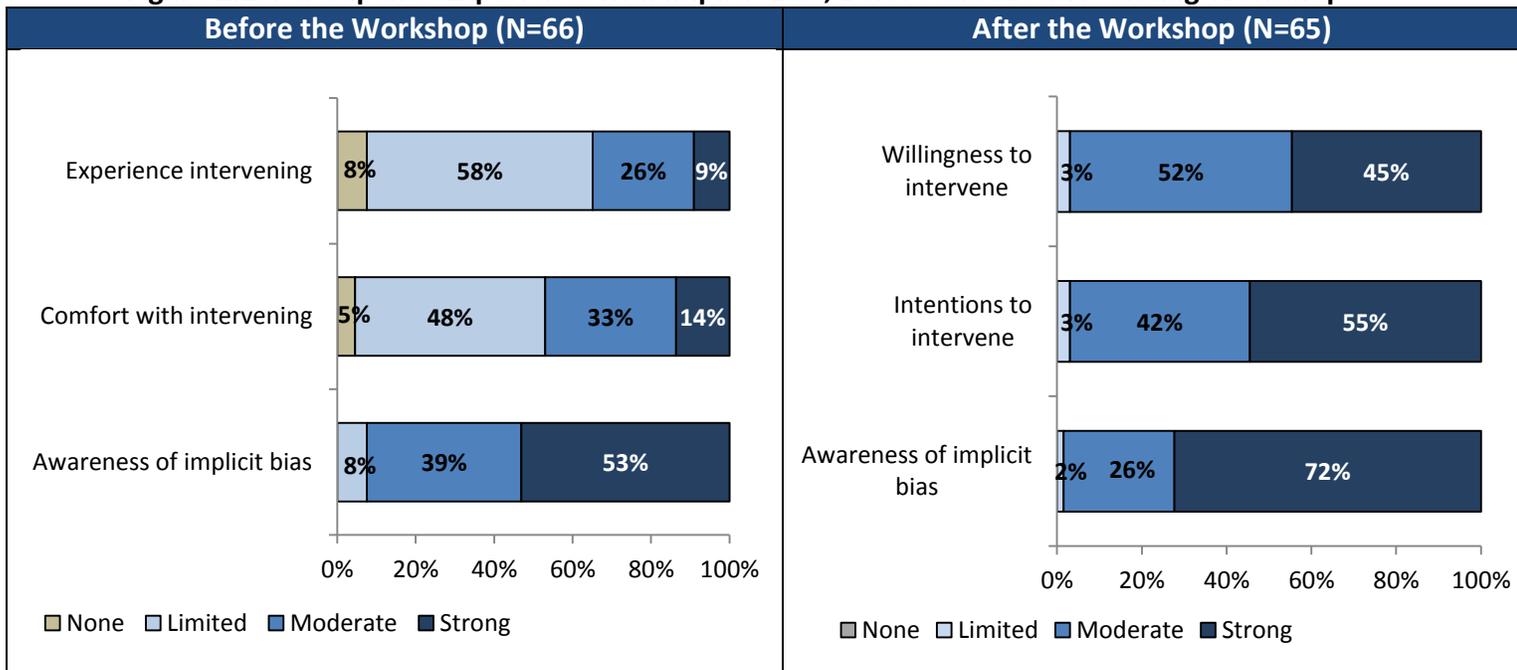
Respondents rated their attitudes and behaviors related to implicit bias on a four-point scale, with 1=none; 2=limited; 3=moderate; and 4=strong. The average score for each category represents respondents' average awareness, comfort, or experience intervening before the workshop and average awareness, intentions to intervene, and willingness to intervene after the workshop. Respondents' average rating in each category was higher after the workshop than before the workshop. Figure 2.2

displays respondents' average awareness, comfort, and willingness to intervene before and after attending the workshop.

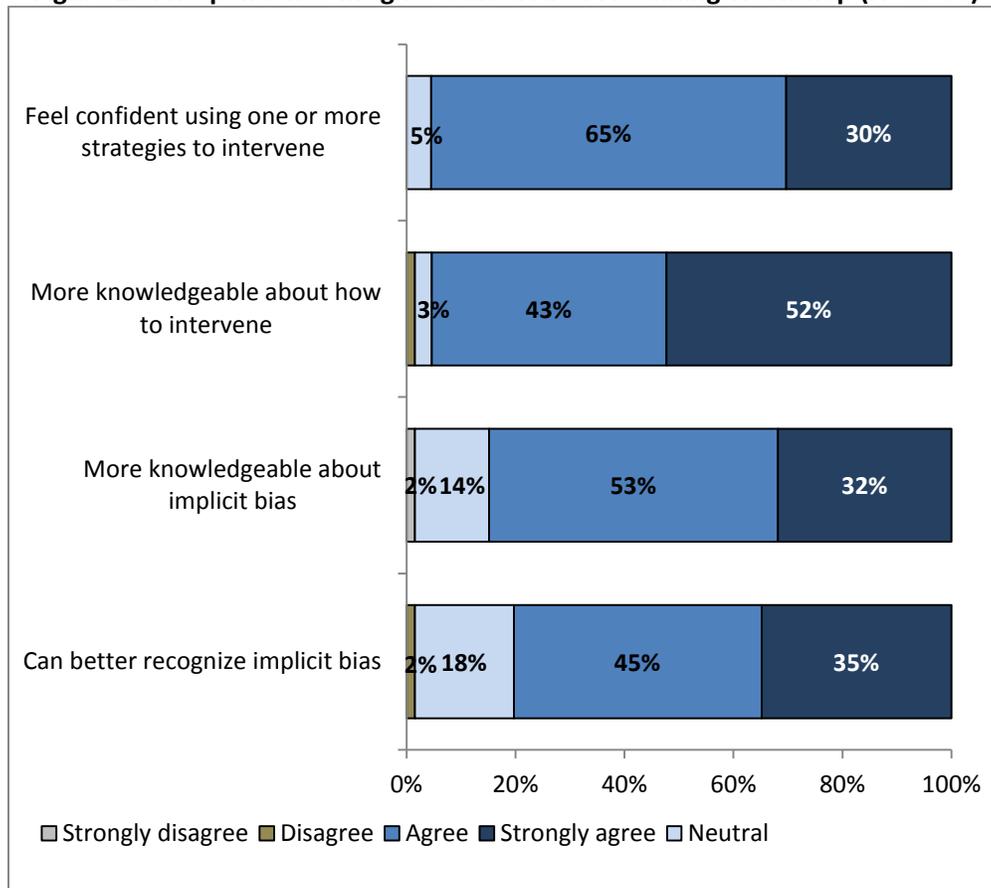**Figure 2.2: Average Awareness, Comfort, and Willingness to Intervene (N=65-66)**
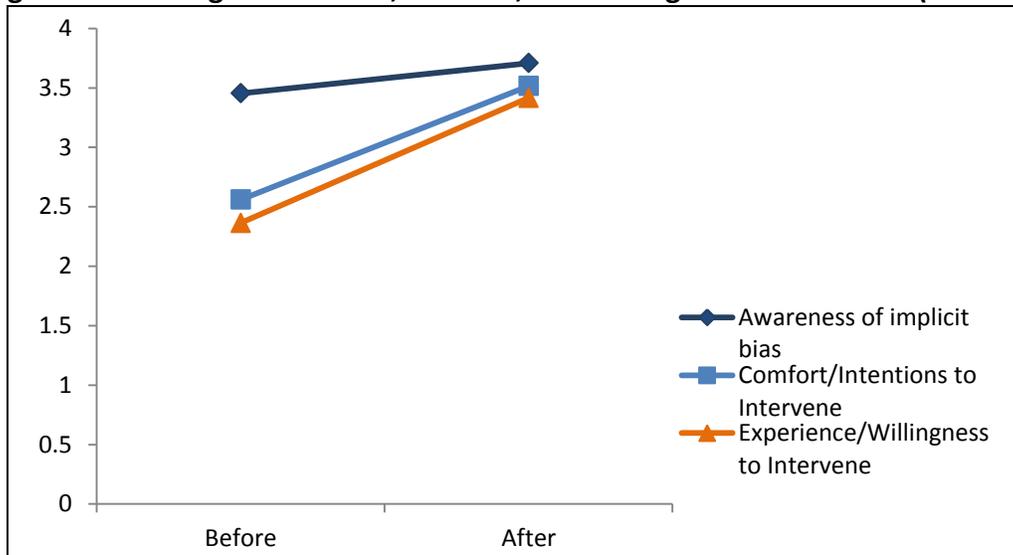
*Note: Average based on a four-point scale (None=1; Limited=2; Moderate=3; Strong=4)

Insights Gained

Respondents largely agreed that their ability to recognize implicit bias and confidence using strategies to intervene increased as a result of attending the workshop. For instance, 80 percent of respondents "agreed" or "strongly agreed" that they could better recognize implicit bias as a result of the workshop, and 85 percent of respondents "agreed" or "strongly agreed" that they were more knowledgeable about implicit bias after attending the workshop. Furthermore, respondents indicated that their knowledge and confidence in using strategies to intervene was strong after attending the workshop. Ninety-five percent of respondents "agreed" (65 percent) or "strongly agreed" (30 percent) that they felt confident using one or more strategies to intervene as a result of the workshop. Similarly, 95 percent of respondents "agreed" (43 percent) or "strongly agreed" (52 percent) that they were more knowledgeable about how to intervene during situations involving implicit bias after attending the workshop. Figure 2.3 presents respondents' insights gained as a result of attending the workshop.
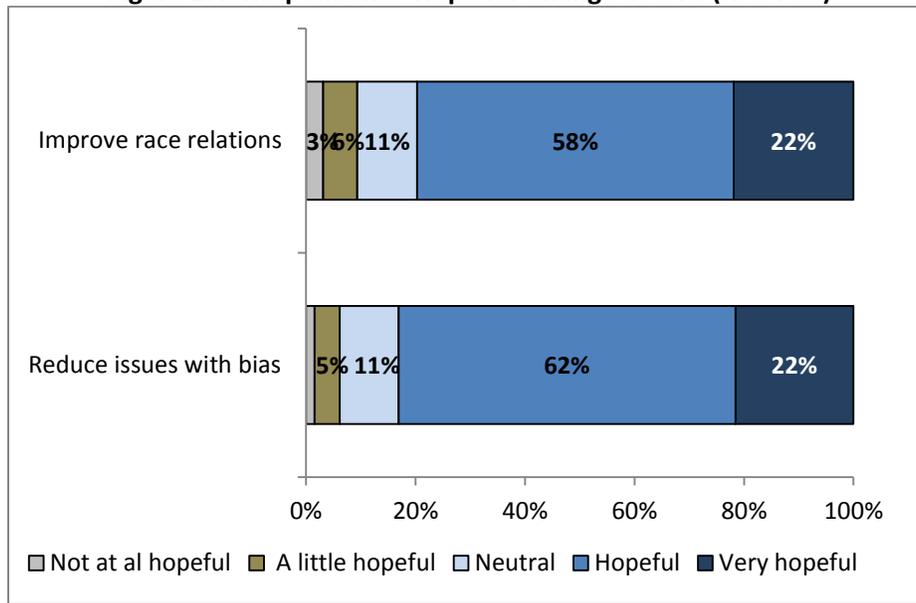
Figure 2.3: Respondents' Insights Gained After Attending Workshop (N=65-66)

| | Strongly disagree | Disagree | Agree | Strongly agree | Neutral |

Feel confident using one or more strategies to intervene: 5% | 65% | 30%

More knowledgeable about how to intervene: 3% | 43% | 52%

More knowledgeable about implicit bias: 2% 14% | 53% | 32%

Can better recognize implicit bias: 2% 18% | 45% | 35%

Hope for Change

The majority of respondents were "hopeful" (62 percent) or "very hopeful" (22 percent) that UVa CHARGE efforts such as the workshop would reduce issues with bias at the university. Similarly, 58 percent of respondents were "hopeful" and 22 percent were "very hopeful" that CHARGE efforts would improve race relations at the university, while 11 percent were "neutral," six percent were "a little hopeful," and three percent of respondents were "not at all hopeful." At previous CHARGE workshops, the percentage of respondents that indicated they were "Hopeful" or "Very Hopeful" that CHARGE initiatives would lead to greater diversity at UVa was similar to the proportion of respondents who were "Hopeful" or "Very Hopeful" after attending the Bystander Intervention workshop. For instance, at the September Faculty Search Seminars, 59 percent of respondents were "Hopeful" and 31 percent of respondents were "Very Hopeful" that CHARGE's efforts would lead to greater diversity among the faculty, while 62 percent of respondents were "Hopeful," and 28 percent of respondents were "Very Hopeful" that CHARGE efforts would contribute to more equitable search practices at UVa. However, at the November Faculty Search Seminar, all respondents were "Hopeful" or "Very Hopeful" that the seminar would lead to greater diversity and contribute to more equitable search practices at UVa, though there were fewer overall attendees. Figure 2.4 summarizes respondents' hope for change in the climate for diversity at the university.

Figure 2.4: Respondents' Hope for Change at UVa (N=64-65)

	Not at al hopeful	A little hopeful	Neutral	Hopeful	Very hopeful
Improve race relations	3%	6%	11%	58%	22%
Reduce issues with bias		5%	11%	62%	22%

Likelihood of Scenarios Occurring

Respondents were asked how likely they were to experience the scenarios portrayed by the actors in the workshop. Thirty-nine percent of respondents said they were "somewhat likely" to experience the scenarios; thirty-eight percent of respondents were "very likely" to experience the scenarios, and 23 percent of respondents were "extremely likely" to experience the scenarios portrayed in the workshop. No respondents indicated that they were "not at all likely" to experience the scenarios portrayed by the actors during the workshop. Figure 2.5 displays respondents' likelihood of experiencing the scenarios.

Figure 2.5: Respondents Rate Likelihood of Scenarios Occurring (N=66)

Not at all likely Somewhat likely Very likely Extremely likely
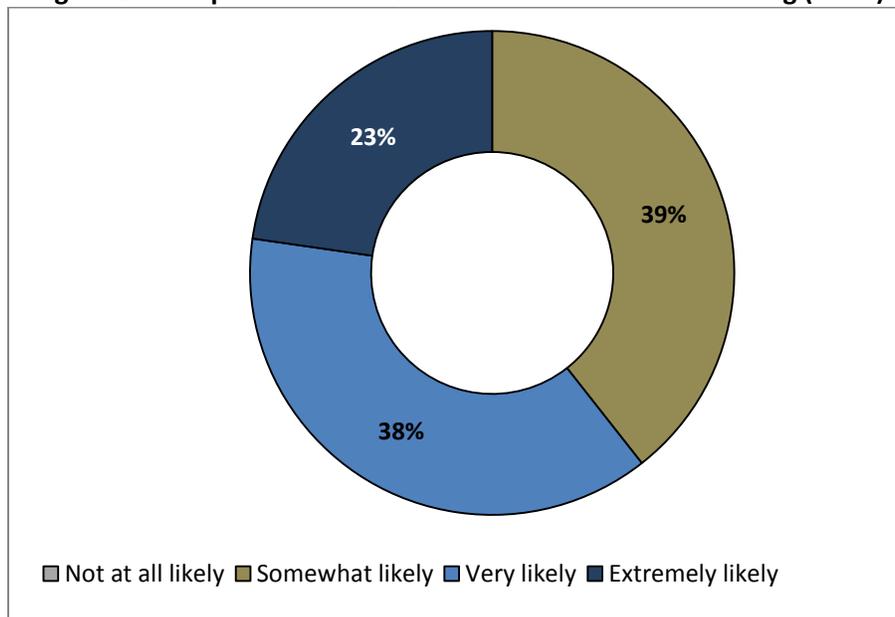
QUALITATIVE FEEDBACK

This section presents themes identified in open-ended comments that respondents provided about their experience with the workshop. When asked about the most important concepts they learned at the workshop, several respondents (25) noted that they learned valuable strategies for intervention, as well as how to assess appropriate timing of intervention (7 respondents), how to intervene tactfully (7 respondents), how to pivot (4 respondents), and how to effectively use non-verbal responses (4 respondents). Multiple respondents also indicated that they simply learned that intervention matters, they increased their awareness or ability to recognize implicit bias, and that they increased their comfort and confidence intervening. Figure 3.1 presents the most frequently mentioned themes in respondents' comments.

Figure 3.1: Most Important Concepts Learned at Workshop

Theme	Count	Example
Strategies for intervention	25	▪ Strategies to intervene - especially questioning, arousing dissonance, and expressing emotion.
Discerning when to intervene	7	▪ Thinking about what's urgent/not.
Tactful intervention	5	▪ Strategies to intervene that aren't necessarily aggressive or confrontational.
Other	5	▪ Different strategies to speak up; As an international, this workshop made realize a great variety of cultural differences between my culture and the American culture that can undoubtedly help me grow as an educator in the US.
Pivoting	4	▪ Strategies for pivoting and redirecting that stop the harm while minimizing the direct confrontation that can cause lingering resentment and retaliation on the part of the confronted person.
Non-verbal responses	4	▪ Silence is also a response which motivates me to say/do something.
Awareness or recognition of bias	4	▪ Addressing biases that I didn't recognize before.
Comfort and confidence intervening	4	▪ How to feel more comfortable addressing issues of implicit bias without feeling like I am offending.
Expressing emotion	4	▪ Follow up; It is ok to show emotion but on a contained manner.
Empathy	3	▪ Be more empathetic.
Importance of intervention	3	▪ Intervention matters.
CPR model	2	▪ CPR
Interpersonal dynamics involved in intervention	2	▪ People in power are expected to intervene.

Respondents were asked what questions remained after participating in the workshop. Multiple respondents indicated that they would like to broaden participation in the workshop to more groups, especially students, males, and people in leadership roles. Respondents also indicated that they would like future workshops to address limitations with intervention and dynamics related to power, rank, and authority. Furthermore, respondents expressed a desire for more information on recognizing implicit bias and strategies for building confidence and self-efficacy of the individual intervening. Figure 3.2 presents the major themes in respondents' comments.

Figure 3.2: Remaining Questions After Attending Workshop

Theme	Count	Example
Student training and awareness	6	▪ Something about increasing awareness at student level! They will be future actors in these situations ▪ How can I use this info and scenarios in my classroom when I teach about gender, race, and bias?
More information on recognizing bias and goals of workshop	5	▪ What is bias - identifying and answering the question 'was that ok?' - but that is challenge ▪ How do I recognize my own biases?
Expand reach of training	5	▪ How to fully mainstream these kinds of discussions ▪ How will the university roll the information more broadly
Limitations or problems with intervention	4	▪ Under what circumstances can intervention be harmful? ▪ All the vignettes ended positively. What happens when they don't?
Dynamics related to tenure, rank, and authority	4	▪ How do I better empower and protect untenured colleagues? ▪ How to change the dynamics between full-time faculty and non-full-time (or non-tenured faculty); how to address unfairness within the department or college
How to increase efficacy and confidence of the individual intervening	4	▪ How to increase self-efficacy in immediate intervention ▪ How to maintain my cool, control my emotions and respond in a smart way when these scenarios arise
How to assess timing of intervention	3	▪ How much time can elapse before a response can be given -- and it's effective ▪ More ideas about how to decide which approach to use when
Additional opportunities to practice	3	▪ Where else can I practice this safely (not in real time/but demo mode)?
Other types of bias	3	▪ How workplace and non-workplace bias interface
Etiquette for intervening tactfully	2	▪ More about how not to embarrass a colleague when intervening
How to protect the individual intervening	2	▪ What are the steps to address sexual harassment in the job place to a higher person without getting "in trouble" and keep it anonymous (at least for a while)?
Greater male attendance	2	▪ Why aren't more older men attending this? ▪ Dearth of male senior leadership

When asked if they would recommend the workshop to colleagues, most respondents (55 respondents) commented that they would, and that the workshop was informative, useful, and helpful (13 respondents). Respondents also noted that they enjoyed the interactive theater approach, increased their awareness of important topics, and learned concrete strategies for intervention. Several respondents reiterated the need for broader participations of diverse groups, including students, male faculty, and leadership. Respondents also suggested developing workshops for people at different "levels" of awareness and understanding of implicit bias. Figure 3.3 presents major themes identified in respondents' comments on whether they would recommend the workshop to colleagues.

Figure 3.3: Recommend Workshop to Colleague

Theme	Count	Example
Yes	55	▪ Yes, great introduction to implicit bias
Informative/useful/helpful	13	▪ Good scenarios and material. Yes, very informative and useful!
Encourage greater participation of different groups	8	▪ Maybe. I think leadership is the critical gap to engage! ▪ Yes. Especially to those who do not realize how much influence they have.
Raised awareness of important topics	8	▪ Absolutely, I always try to learn about these issues and I found out how little I actually do know and how much more aware I need to be. ▪ Yes. Everyone should raise their awareness and comfort responding.
Enjoyed interactive theater approach	6	▪ Yes. It was useful to practice responses and hear others views, ideas for how to respond. ▪ Yes! Theater in my experience is the most effective way to test and expand your skills in this area!
Learned concrete strategies	6	▪ Absolutely! I loved how grounded it was in the research, and the way the presenters connected the research to concrete scenarios ▪ Yes - helpful forum for learning strategies to respond to implicit bias.
Need training for people at different "levels"	4	▪ Yes! But I think they need to be receptive. Not everyone is ready for this workshop. Perhaps a pre-workshop? ▪ Yes - I think this is critical for people who may not have a background with this material; As a note - it seems that, as with a lot of these workshops, the people who care about the issue are the ones who attend - is there a way to encourage a wider participation?
Would like further training	3	▪ Yes - faculty REALLY want training in how not to exhibit bias in classrooms and how to create inclusive classrooms ▪ Yes. It was very helpful and I would like to extend it. It was too short for all that we had to cover. It was great :)
Miscellaneous suggestions	3	▪ Yes, definitely! Workshop leaders need to speak up or wear mikes. Very difficult to hear - a problem for the hard-of-hearing (like me). ▪ Yes - I would have attendees participate more in the skits.

FINDINGS AND RECOMMENDATIONS

▪ Respondents largely indicated higher levels of awareness of implicit bias after participating in the workshop. Notably, before the workshop, 53 percent of respondents indicated "strong" awareness of implicit bias and 39 percent of respondents indicated "moderate" awareness of implicit bias. After the workshop, 72 percent of respondents indicated "strong" awareness of implicit bias, and 26 percent of respondents indicated "moderate" awareness of implicit bias.

▪ After attending the workshop, most respondents indicated "moderate" or "strong" intentions to intervene and willingness to intervene during a situation involving implicit bias. Ninety-seven percent of respondents indicated "moderate" (52 percent) or "strong" (45 percent) willingness to intervene after participating in the workshop. Similarly, 98 percent of respondents indicated "moderate" (42 percent) or "strong" (55 percent) intentions to intervene after attending the workshop.

▪ Respondents largely indicated that their knowledge of and confidence in using strategies for intervening during a situation involving implicit bias increased as a result of the workshop. Notably, 95 percent of respondents indicated that they were "more knowledgeable about how to intervene when implicit bias influences colleagues' decision-making" and that they "feel confident using one or more new strategies to intervene when a situation involving implicit bias occurs."

▪ While 77 percent of respondents indicated that they were "somewhat likely" (39 percent) or "very likely" (38 percent) to experience scenarios similar to those portrayed by the actors in the workshop, slightly fewer respondents indicated that they were "extremely likely" (23 percent) to experience the scenarios. Future workshops may collect feedback about participant experiences with bias to develop scenarios that are pertinent to workshop participants.

▪ Future workshops should continue to address the important concepts that respondents learned; namely, concrete strategies for intervention, how to determine appropriate timing of intervention, how to intervene tactfully, how to recognize implicit bias, and how to increase participants' comfort and confidence with intervening in situations involving bias. When asked to provide comments on the most important concepts they learned at the workshop, several respondents (25) noted that they learned valuable strategies for intervention, as well as how to assess appropriate timing of intervention (7 respondents), how to intervene tactfully (7 respondents), how to pivot (4 respondents), and how to effectively use non-verbal responses (4 respondents).

▪ Future workshops should aim to broaden participation to other groups, especially students, males, and people in leadership roles. Respondents repeatedly indicated the need for more community members to participate in training related to implicit bias, and emphasized the need for training for individuals at different levels of bias literacy. Respondents also noted that they would like future workshops to address limitations with intervention and dynamics related to power, rank, and authority.