

University of Virginia



**2015 Faculty Search Committee Seminars
Formative Evaluation Feedback Report**

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2015 Faculty Search Committee Seminars – Formative Evaluation Feedback Report

Summary

This report summarizes the formative evaluation feedback from attendees of the Faculty Search Committee Seminars offered on September 8 and 9, 2015. The target audience for the seminars offered on September 8 was faculty members and search committee members (henceforth called Faculty session). The seminar offered on September 9 was aimed at department chairs and other faculty administration (henceforth called Administration session).

Attendees were asked to complete a paper evaluation form at the end of each session; an email was sent after the event with a link to an online survey for those who had not completed the evaluation form. A total of 36 attendees of the Faculty session completed the evaluation form, while 11 attendees of the Administration session did so. Not all respondents answered all questions. Of the 11 respondents to the Administration seminar, one only answered questions 1 and 2. Table 1 shows attendees' and respondents' information at a glance.

Table 1. Summary Statistics

	Faculty Session	Administration Session
Date	September 8	September 9
Target audience	Faculty and Search Committee Members	Department Chairs and Faculty Administration
Event attendees	82	32
Evaluation form respondents	36	11
Response rate	44%	34%
Respondents who reported that seminar met their expectations	81%	90%
Respondents who will serve in search committees in AY 2015-16	81%	NA

The report is organized in the following sections:

- 1) Respondents' demographics
- 2) Respondents' insights gained through the seminar
- 3) Respondents' projected changes to occur after seminar
- 4) Respondents' suggestions and other comments
- 5) "Connecting the Dots" session evaluation
- 6) Overall Recommendations

The first four sections include responses from the Faculty session and the Administration session. Next, we present a fifth section with the evaluation feedback to the session titled "Connecting the Dots: Faculty Recruitment, Satisfaction, and Voluntary Turnover" presented by Associate Vice Provost for Academic Administration, M. Harden on U.Va. data. Attendees of this session completed a separate evaluation form online. We close the report with some recommendations for future seminars.

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1. Respondents' Demographics

a. Respondents' Gender

Table 2. Respondents' Gender, in Percentages

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

As Table 2 shows, slightly more women (54%) attended the faculty session, while more men (60%) attended the administration session.

b. Schools or Colleges Represented

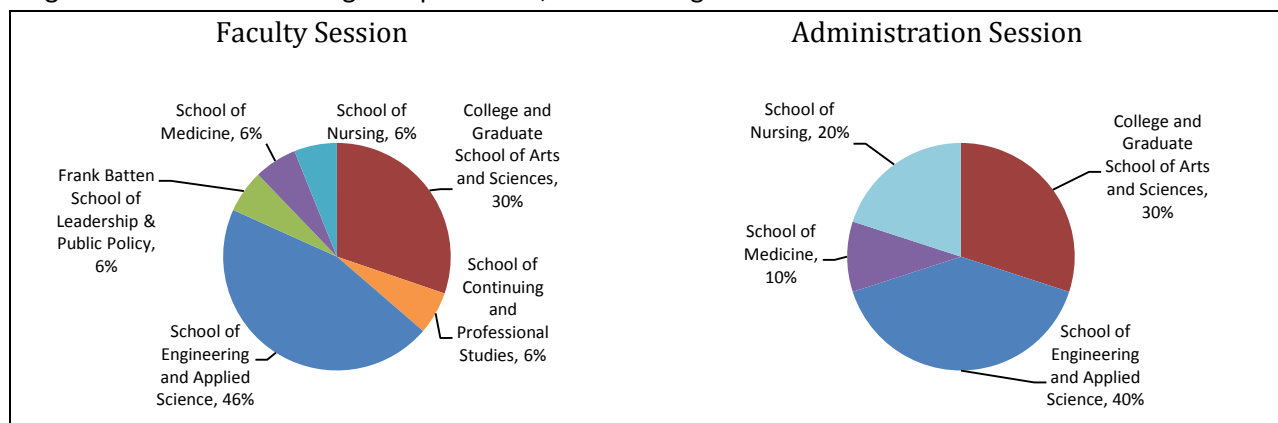
Table 3. Respondents' School or College, in Percentages

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

The majority of the respondents in both sessions came from the School of Engineering and Applied Sciences, followed by respondents from the College and Graduate School of Arts and Sciences. The schools of Nursing and Medicine were also represented in both sessions. The Faculty session also included attendees from the School of Continuing and Professional Studies and the Frank Batten School of Leadership and Public Policy. Figure 1 shows the schools and colleges represented at each seminar session, side by side, to aid comparisons.

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Figure 1. Schools and Colleges Represented, in Percentages



c. Respondents' Position or Role

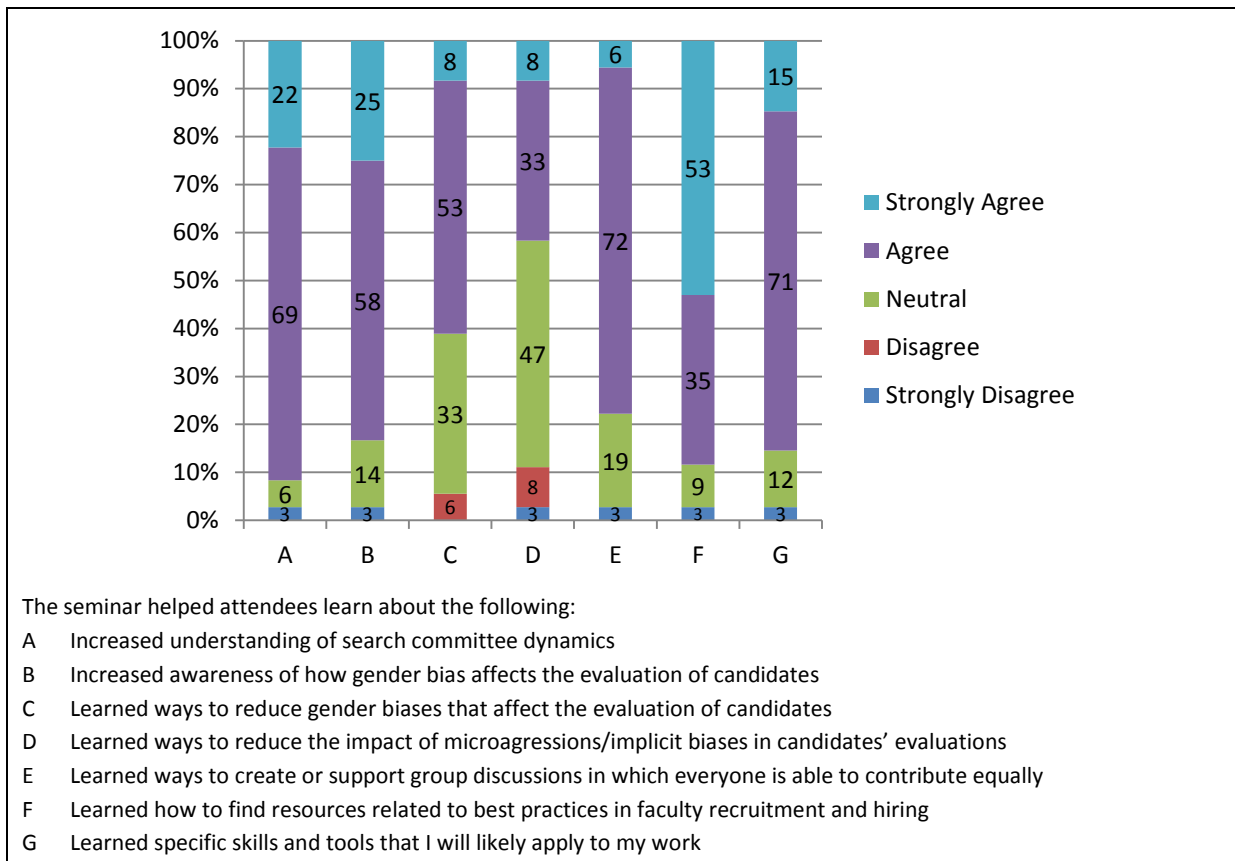
Table 4. Respondents' Position or Role, in Percentages

Position/Role	Faculty Session (N=36)	Administration Session (N=10)
Professor	31%	0%
Associate Professor	33%	0%
Assistant Professor	11%	0%
Lecturer	3%	0%
Other	22%	10%
Department Chair	0%	80%
Associate Dean	0%	10%
Program or Center Director	0%	0%
Total	100%	100%

As expected, most of the respondents who attended the Faculty session hold instructional positions (78%). Other respondents (22%) include administration and staff from the offices of the President, Human Resources, Research, and undisclosed offices. Most of the respondents who attended the Administration session are Department Chairs (80%). See Table 4 for a breakdown of positions by seminar session. Attendees to the Administration session had served in their roles for 3 to 5 years (44%) or 1 to 2 years (22%); the rest had served for less than one year, 6 to 10 years, or more than 10 years (11% each).

2. Respondents’ Insights Gained through the Seminar

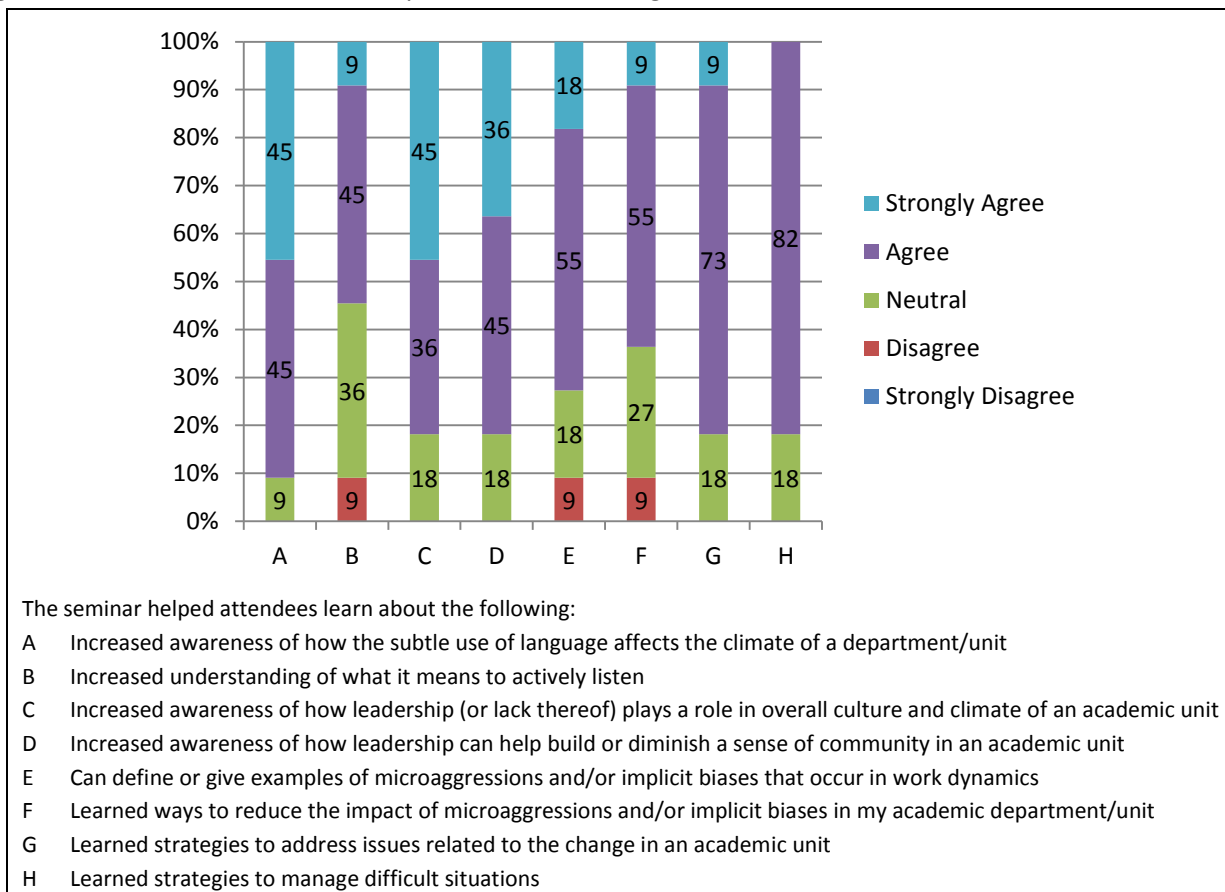
Figure 2. Faculty Session Respondents’ Level of Agreement with Statements about Seminar



Attendees to the seminars were asked about their levels of agreement with several statements, related to the insights gained in the seminar. The 36 respondents to the Faculty session evaluation were asked about concepts, skills, and resources related to search committee dynamics and work, and recruitment and hiring biases (see statements in Figure 2). Respondents answered positively to gains in most statements (60-91% were marked “Agree” or “Strongly Agree”). The only exception was on learning ways to reduce the impact of microaggressions and/or implicit biases in the evaluation of candidates: A total of 42% of the respondents chose “Agree” or “Strongly Agree,” while 47% of the responses were “Neutral”.

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Figure 3. Administration Session Respondents’ Level of Agreement with Statements about Seminar



The attendees to the Administration session were asked about gains in leadership and communication skills, strategies for conflict management, and on academic department/unit climate. Respondents answered positively to gains on most statements (64-91% responded “Agree” or “Strongly Agree”). The only exception was on understanding what it means to actively listen: 54% answered “Agree” or “Strongly Agree,” while 36% of the answers were “Neutral.” There were no “Strongly Disagree” answers for any item (See Figure 3).

When asked if they learned new things in the seminar, 67% of the respondents who attended the Faculty session answered positively and listed learning about resources available and about biases in search committees. Learning about search committee dynamics and about the role of the department chair was also mentioned.

All respondents who attended the Administration session said they learned new things, and listed the New Hampshire Power players, and the need to prepare for difficult conversations as the main new learnings. Other aspects mentioned were resources available to them and the data presented during the session conducted by Associate Vice Provost for Academic Administration, M. Harden.

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3. Respondents’ Projected Changes to Occur after Seminar

Eighty-one percent of the attendees to the Faculty session who completed the evaluation surveys indicated that they will be serving in a search committee during academic year 2015-16. They were asked what changes they planned to make as the result of the seminar.

Figure 4. Faculty Session Respondents’ Projected Changes after Seminar

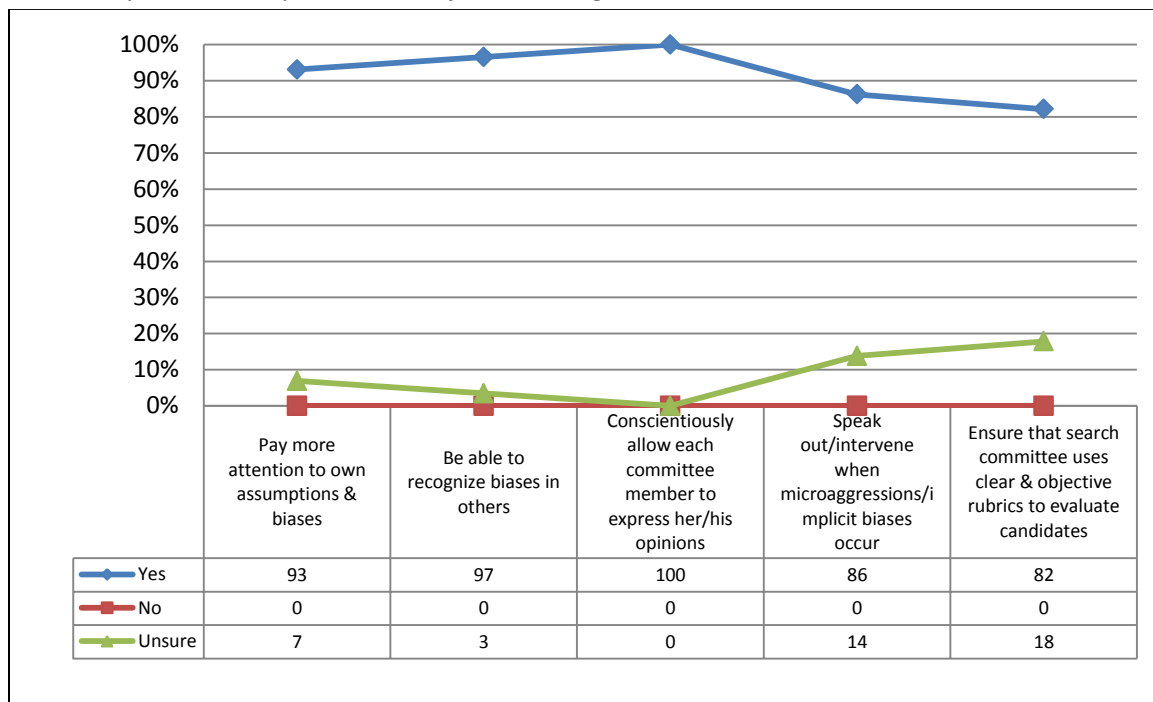


Figure 4 shows that these respondents reported strong inclinations to make changes in all aspects: their attitudes and awareness of biases, working towards clear and equal communication among search committee members, and planning to use rubrics in the evaluation of candidates. There were no negative answers.

On the other hand, attendees to the Administration session were asked about the changes they were planning to make in policies, procedures, and practices in their department or unit, in relation to search committee work, recruitment, and hiring, after attending this seminar. These respondents also reported a strong inclination to make changes after the seminar, in all aspects: communication, clear goals, processes, and practices, creating respectful climates within the department or unit, and helping all department/unit members in their work and goal achievement (see Figure 5). Some of these respondents reported not planning on making changes after the seminar, mainly in regards to working towards having clear and fair department policies and procedures, or holding people accountable when violating respectful interactions (18% each).

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Figure 5. Administration Session Respondents’ Projected Changes after Seminar

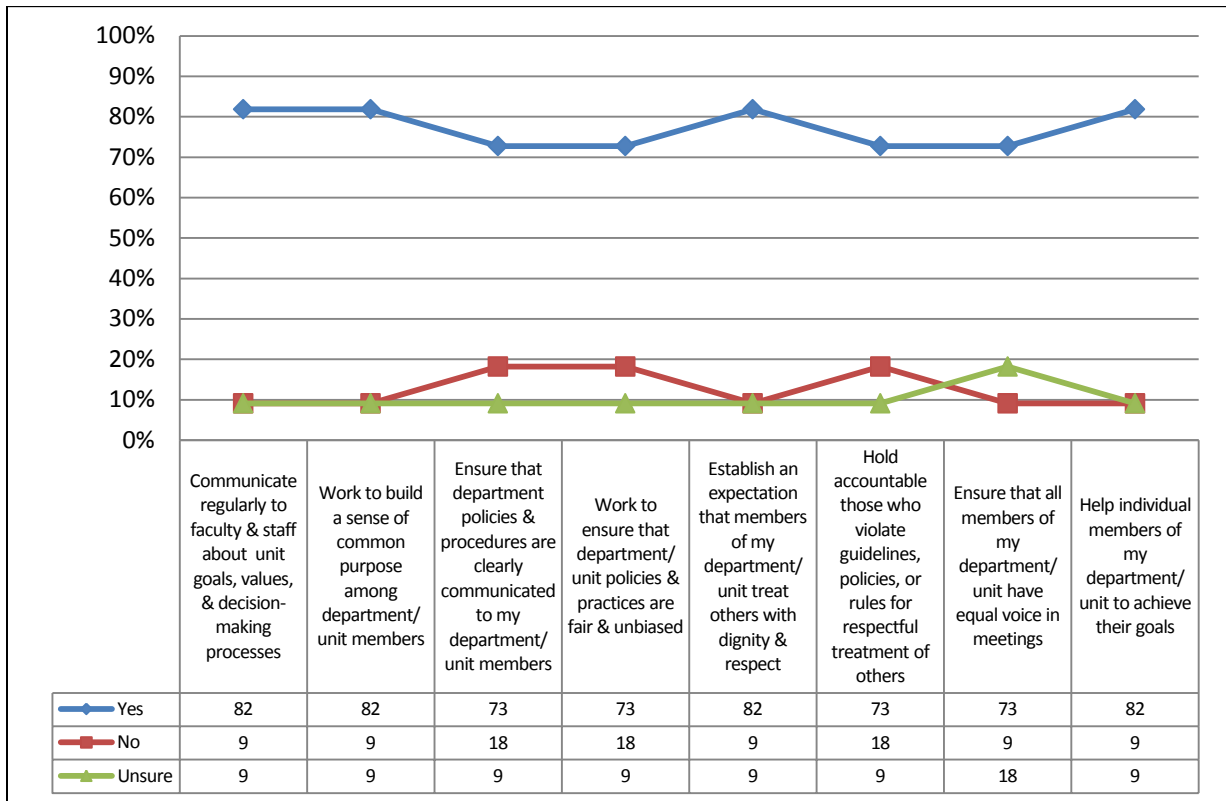
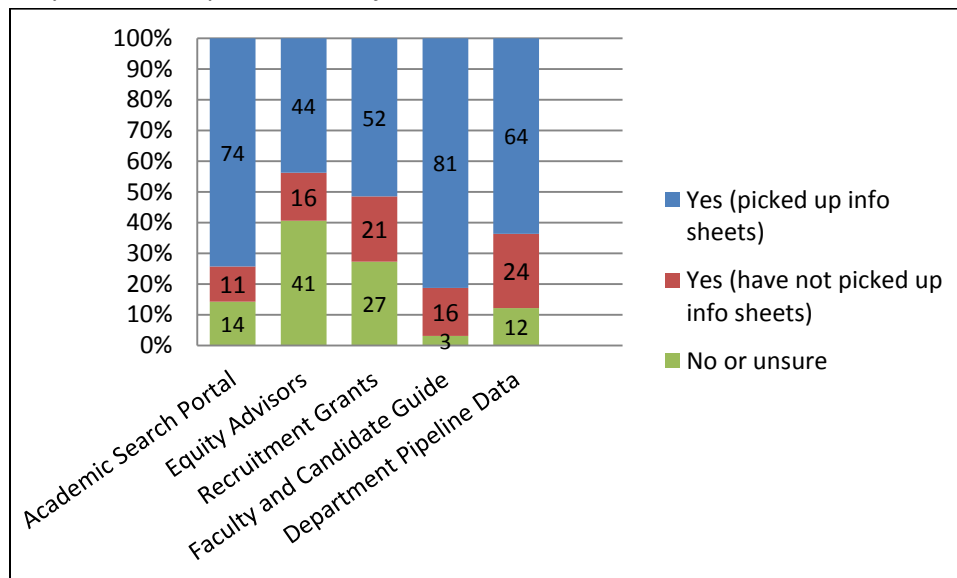


Figure 6. Faculty Session Respondents’ Projected Use of Available Resources



Attendees were asked if they were planning to consult and use the following resources: Academic search portal, Equity advisors, Recruitment grants, Faculty and candidate guide, and Department pipeline data. Figure 6 shows that attendees to the Faculty session who completed the evaluation

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form reported planning on using most resources listed, and that they had already picked up the information sheets available during the seminar. Of the resources listed, the Faculty and candidate guide and the Academic search portal were the ones most likely to be used (97% and 85% respectively).

Figure 7. Administration Session Respondents’ Projected Use of Available Resources

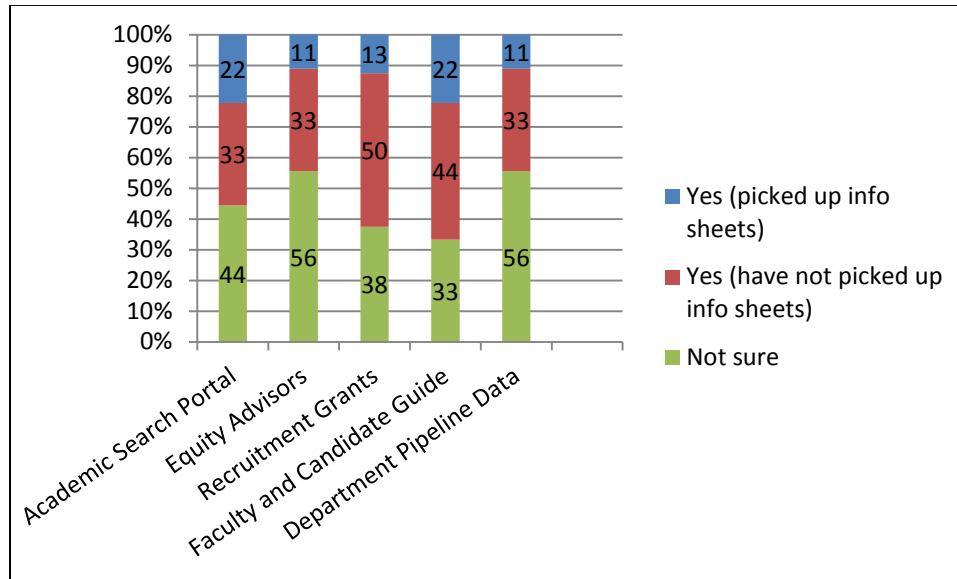


Figure 7 shows that respondents who attended the Administration session reported more tentative decisions to consult or use the listed resources. Additionally, a smaller percentage of them had already picked up the information sheets available during the seminar (between 11% and 22%).

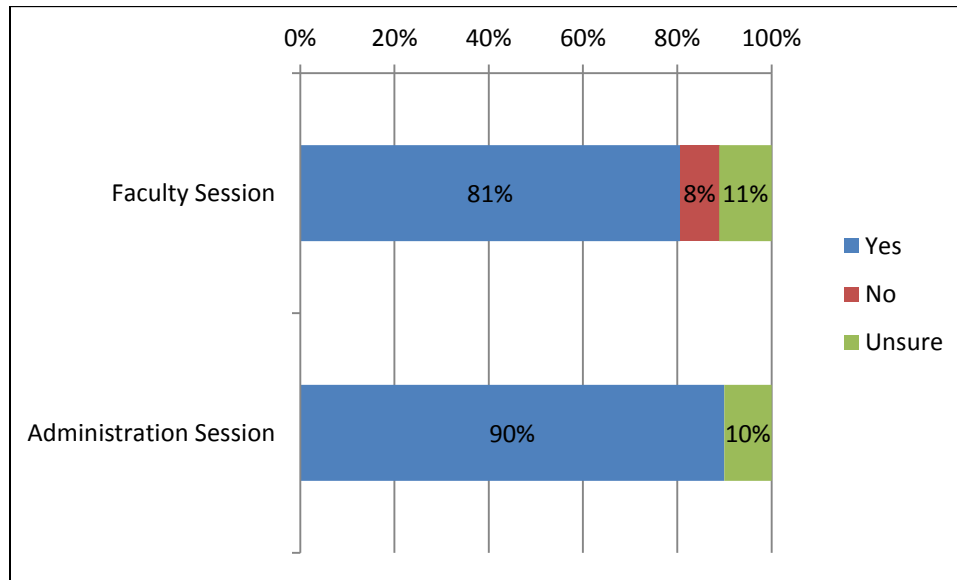
4. Respondents’ Suggestions and Other Comments

The evaluation forms included spaces for respondents to indicate if the seminar had met their expectations and to gauge how hopeful they were about the impact of the seminar. There were also spaces for respondents to provide suggestions for next year’s seminar, and general comments.

Figure 8 shows that the majority of the respondents on both sessions reported that the seminar met their expectations (81% of those who attended the Faculty session and 90% of those who attended the Administration session). One respondent indicated that he or she was “expecting the mechanics of the search committee process, but this content was also useful.” Another commented that an agenda ahead of time would have been helpful –even though the seminar’s schedules were posted online weeks prior to the event. Lastly, one respondent added about the seminar that “actually it was much better than I expected.”

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Figure 8. Faculty and Administration Sessions: Seminar Met Respondents' Expectations

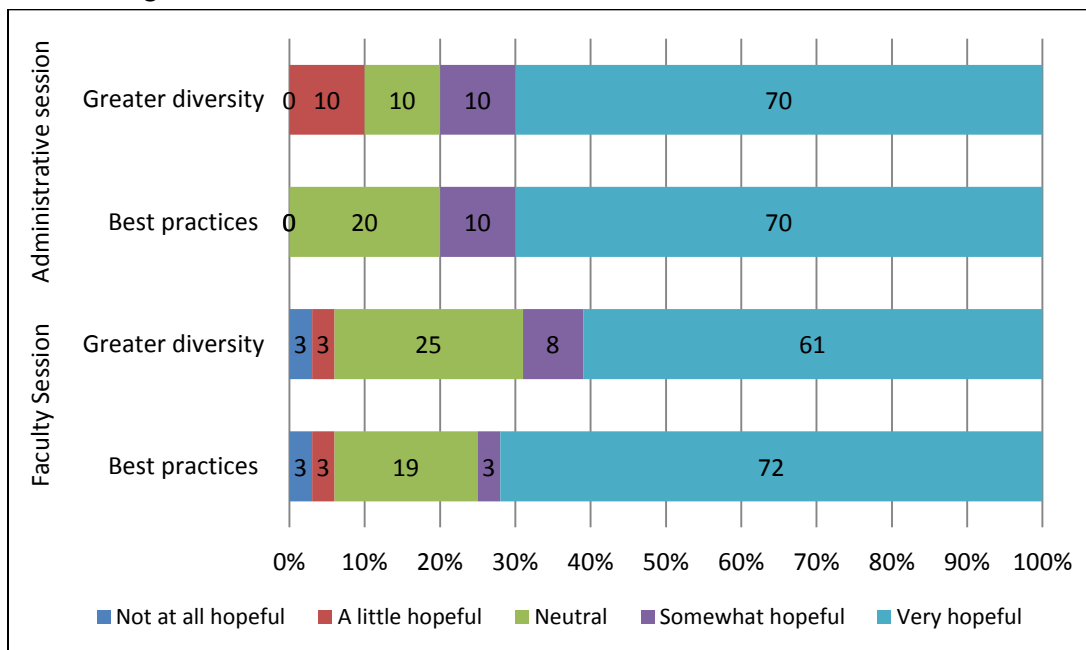


Respondents provided general comments and suggestions, which will be helpful in planning future seminars. Respondents who attended the Faculty session enjoyed the University of New Hampshire Power Players, suggested having more people attend the seminar, and having better Power Point slides and more diverse speakers. They also suggested focusing on the specific steps of the search committee process –perhaps including a panel of “successful searches,” and working on how to intervene when witnessing implicit bias. Respondents who attended the Administration session also enjoyed the Power Players and Dr. West’s welcoming remarks, and while valuing the Connecting the Dots session, wished it were shorter. These respondents suggested being more specific about the search process steps and about diversity in general.

The evaluation form asked how hopeful respondents were that U.Va. CHARGE efforts such as this seminar will contribute to the adoption of best practices by search committees at the University. Figure 9 shows that 72% of the respondents who attended the Faculty session and 70 % of those who attended the Administration session reported being “Very Hopeful.” When combined with “Somewhat hopeful” the percentages rise to 75% and 80% respectively. Respondents were also asked about how hopeful they were that U.Va. CHARGE efforts such as this seminar will lead to greater diversity among the faculty at the University. Figure 9 also shows that 69% of respondents who attended the Faculty session and 80% of those who attended the Administration session reported being hopeful about it.

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Figure 9. Faculty and Administration Sessions: Respondents’ Hope that U.Va. CHARGE Efforts will Lead to Institutional Change



Finally, the evaluation team received two comments via email (not in the surveys) about the seminar. One is that a current chair of a large cluster search committee attended the seminars and is already using two Equity advisors, and asking committee members to attend webinars on cluster hiring and reducing implicit bias. The other is a note from someone who told us about a faculty who

...attended last year’s seminar because all the dean & provost’s search committee members were asked to attend and he had never been on a search before. He said last year he thought perhaps the theatre troop was a bit over-the-top in their portrayal of some of the search committee dynamics. After serving on his first committee last year, however, he surmised what the theatre group did was tame in comparison to reality!

We include these two stories here as they reflect successful use of U.Va. CHARGE resources in search committee work and hint at the impact of efforts such as these Faculty Search Committee Seminars in recruitment and hiring, and in the work of search committees and administration.

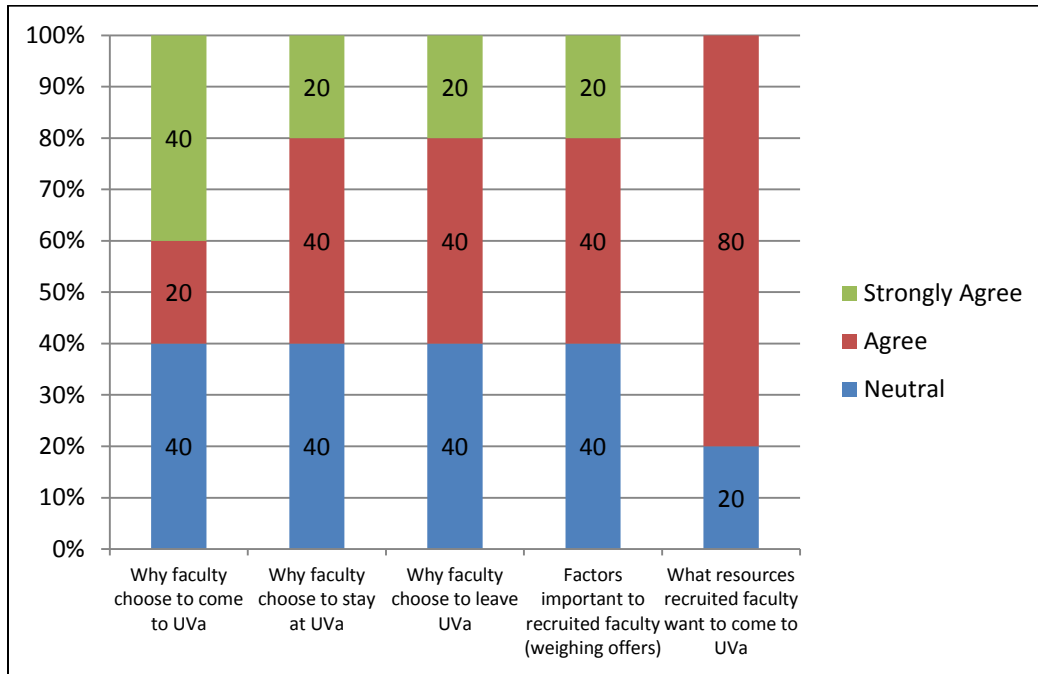
5. Connecting the Dots Session Evaluation

Five attendees to the Administration session answered the separate evaluation survey for the “Connecting the Dots: Faculty Recruitment, Satisfaction, and Voluntary Turnover” session, presented by Associate Vice Provost for Academic Administration, M. Harden on U.Va. data. Some of them skipped some questions.

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- a. *Demographics:* Two of the four respondents to the demographics questions were women and two were men. Three were from the College and one from SEAS. Three were department chairs and one an administrator.
- b. *Insights:* When asked about whether this session met their expectations, two of the four respondents said yes, while two were unsure.

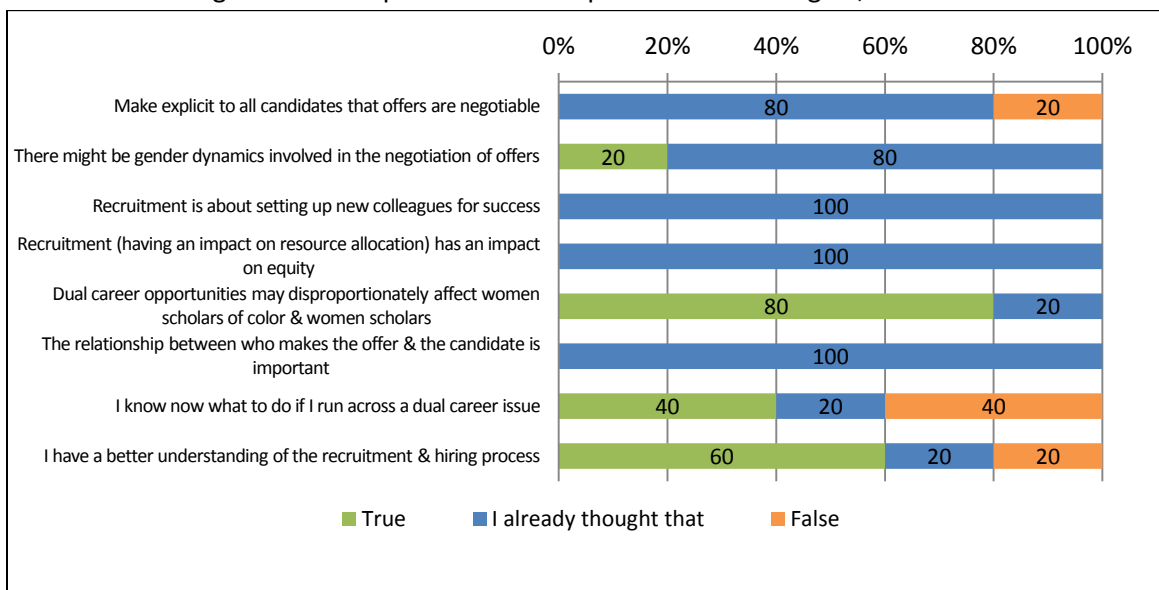
Figure 10. Connecting the Dots Respondents’ Self-reported Gained Insights, Part 1



As Figure 10 shows, respondents reported some gains in insights on why faculty members might choose to come to, stay at, or leave U.Va. (60% each). Eighty percent of the respondents indicated that the seminar provided them with resources that recruited faculty find important in their decision to come to U.Va.

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Figure 11. Connecting the Dots Respondents’ Self-reported Gained Insights, Part 2



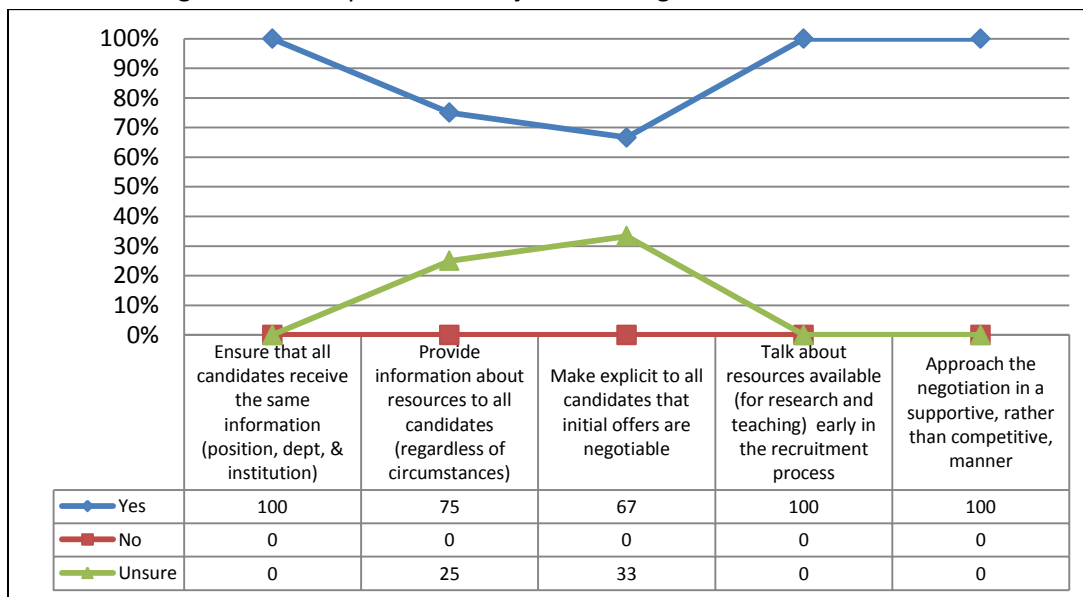
Respondents reported learning more about the potential impact of dual career opportunities on underrepresented faculty groups (women and faculty of color) (80%), and gaining a more nuanced understanding of the recruitment and hiring process (60%). On the other hand, respondents indicated that they already knew about the importance of making explicit to all candidates that offers are negotiable (80%), that gender dynamics might occur in the negotiation of offers (80%), and that the relationship between who extends the offer and the candidate is important (100%). Respondents also indicated already knowing that recruitment is about setting up new colleagues for success (100%) and that it potentially has an impact on equity (100%). And 40% of the respondents reported still not knowing what to do if faced with a dual career issue (See Figure 11).

Three of four respondents reported learning new things during this session (the fourth was unsure), and said that U.Va.-specific data was very valuable and useful and that information on dual career issues was important.

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c. Projected Changes

Figure 12. Connecting the Dots Respondents’ Projected Changes after Seminar



The majority of the respondents planned on making changes in their recruitment and hiring approaches after attending this session. Figure 12 shows that all respondents indicated planning to approach the negotiation in a supportive manner; to ensure that all candidates receive the same information about the position, department, and institution; and that they learn about the resources available (particularly for research and teaching) early in the recruitment process.

- d. *Suggestions.* Two respondents provided suggestions about the session, stressing the importance of keeping department chairs involved in these sessions, regardless of previous attendance, and the importance of assessing retention by gender and race (and their intersection) longitudinally. One final suggestion about the seminar was to remove this particular session.

6. Overall Recommendations

The formative evaluation team attended the Faculty Search Committee Seminars and based on our observations and notes, and on the survey results presented above, we offer the following suggestions for future Seminars:

- a. Have faculty members and administrators from the same departments attend at least one portion of the seminar together. While there is strength in offering targeted information to each group separately, we believe that both parties will benefit from a shared session where they can raise and answer questions together, and learn from each other. For example, the skit regarding “ownership” of a certain course may be seen very differently, depending upon whether the perspective is seen from the faculty member’s or the department chair’s point of view.

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- b. Work on a stronger coordination with the Provost's Office, including data collection by the Provost's Office on hires, declines, and voluntary departures –all disaggregated by gender—to be used in program planning by CHARGE. We also see the value of using, for instance, some of the institutional data presented by Associate Vice Provost Harden in tailoring the New Hampshire Power Players' scripts to U.Va. specific issues, such as dual careers and necessary resources.
- c. Since this was the first time that the session presented by Associate Vice Provost Harden was offered, work might be needed on both the presentation and the evaluation survey.
- d. Address points that raise concerns in this evaluation, such as offering more information on how to deal with dual career hires, learn more about microaggressions and how to respond to them, and tease out the reasons why respondents who attended the Administration session seemed more reluctant to use available resources or enact changes.

Finally, we will send a follow-up survey to respondents later in the Fall 2015 semester to gauge whether their projected changes (presented above) matched the actual changes implemented in their search committee work, and their actual use of resources. Those results will be amended to this report.