

University of Virginia



Follow-Up Report - 2016 Faculty Search Seminars

Formative Assessment Report

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Executive Summary

This report presents the findings of the March 2017 Follow-Up Faculty Search Seminar Survey. The survey gathered feedback from faculty participants in a fall 2016 Faculty Search Seminar on lessons learned from the seminar and actions taken to improve diversity and equity in the search process in the months after they attended. A survey was distributed to 62 participants in a fall 2016 seminar, and 33 participants responded, resulting in a 53 percent response rate.

This report is divided into four sections and includes the following data and results:

- Characteristics of respondents to the follow-up survey and fall 2016 assessments;
- Insights gained by faculty after attending a fall 2016 seminar;
- Intended changes of faculty after attending a fall 2016 seminar; and
- Actions and changes made by faculty six months after attending a fall 2016 seminar.

The results of the Follow-Up Survey reveal that although a large proportion of respondents had incorporated equitable search practices into their departments' search processes, more training is still needed to help respondents identify specific actions they can take to reduce bias in the search process, make use of resources available for dual career faculty, and address issues related to interdisciplinary and cluster hiring.

- 87 percent of respondents to the follow-up survey indicated that they had “ensured the committee used equitable search practices,” and 100 percent of respondents indicated that they had “assessed the process at critical points, either by meeting with an Associate Dean or HR professional,” suggesting that respondents implemented certain equitable search practices in their departments.
- While 78 percent of respondents to the follow-up survey indicated that they were able to “recognize [their] own biases in evaluating candidates,” a slightly lower percentage (70 percent) of respondents indicated that they had “reduced biases that affect the evaluation of candidates” on their search committees. The difference suggests that more training is needed to empower respondents to address incidents of bias directly.
- Just 27 percent of respondents indicated that they had sent a candidate the Faculty and Candidate Guide, and 57 percent of respondents indicated that they had used resources for dual career faculty, even though nearly all respondents to the fall 2016 seminar assessment indicated that they understood and intended to use resources for dual career faculty. The disparity suggests that more education and training is needed to ensure faculty understand how and when to use resources to support the hiring process.

Additional findings and recommendations are presented in Section IV of this report.

Introduction

This report summarizes results from a follow-up survey of participants in the fall 2016 Faculty Search Seminars. In March 2017, participants completed a follow-up questionnaire on their implementation of concepts learned at the Faculty Search Seminars in fall 2016. This report summarizes their responses and compares the September and November 2016 formative assessment results to the results of the March 2017 follow-up survey. Respondents were invited to complete the follow-up survey online, and were directed to a unique set of questions, depending on the seminar they attended. The September 26 and November 14 sessions focused on Search Committee Dynamics and Dual Career Resources, and the September 27 and November 15 sessions focused on Department Chair and Search Chair Leadership. Table A presents response rates and attendance at each session.

Table A: Summary Statistics for Respondents

	Respondents	Invited	Response Rate
March 2017 Follow-Up	33	62	53%
September 26 - Faculty	31	41	76%
September 27 – Leadership	19	30	63%
November 14 – Faculty	13	16	81%
November 15 - Leadership	7	14	50%

This report is organized into four major sections.

- **Section I: Respondent Characteristics** provides information about respondents' roles in their department, school or college affiliation, experience on search committees, and demographic characteristics.
- **Section II: Faculty Search Seminars – September 26 and November 14** presents results from the March 2017 follow-up survey and the assessments of participants in the fall 2016 seminars for faculty. The section also highlights participants' insights gained and intended changes after attending a seminar.
- **Section III: Leadership Seminars – September 27 and November 15** compares the results of assessments of fall 2016 seminars for leadership with their responses in the 2017 follow-up survey. The section focuses on respondents' insights gained and changes to department after participating in a seminar.
- **Section IV: Findings and Recommendations** provides key findings and recommendations based on the results.

I. Respondent Characteristics

This section summarizes characteristics of respondents to the March 2017 follow-up survey. Specifically, this section presents respondents' position or rank, school affiliation, gender, and experience with search committees in the 2016-17 academic year.

Role in Department

Most respondents held instructional positions in their departments. Of 37 respondents, 36 percent held the role of Professor, 18 percent held the role of Associate Professor, and 18 percent held the role of Assistant Professor. Some respondents also held leadership roles in their departments, with 27 percent of respondents serving as Department Chairs, three percent serving as Associate Dean, and three percent serving as a Program or Center Director. A greater proportion of respondents held instructional positions than held leadership roles in the fall 2016 seminars, though the proportion of respondents holding leadership roles such as Department Chair and Associate Dean was higher at the September 27 and November 15 sessions for leadership. Table 1-1 presents respondents' position or role in their departments.

Table 1-1: Respondents' Role in Department

Position	March 2017 (N=37)		Sept 26 (N=29)		Sept. 27 (N=17)		Nov. 14 (N=10)		Nov. 15 (N=7)	
	Count	%	Count	%	Count	%	Count	%	Count	%
Professor	12	36%	8	28%	4	24%	1	10%	2	29%
Department Chair	9	27%	3	10%	6	35%	0	0%	2	29%
Associate Professor	6	18%	8	28%	6	35%	1	10%	0	0%
Assistant Professor	6	18%	7	24%	1	6%	3	30%	1	14%
Other	2	6%	4	14%	1	6%	2	20%	2	29%
Associate Dean	1	3%	1	3%	1	6%	1	10%	1	14%
Program or Center Director	1	3%	0	0%	0	0%	0	0%	0	0%

*Note: Respondents may have more than one role in a department or school/college.

School or College

Respondents were asked to report their school or college affiliation. The greatest proportions of respondents were affiliated with the College and Graduate School of Arts and Sciences (36 percent) and the School of Engineering and Applied Science (27 percent). Other respondents were affiliated with the Darden School of Business (9 percent), the McIntire School of Commerce (9 percent), the School of Medicine (6 percent), the School of Nursing (6 percent), and the School of Law (3 percent). Three percent of respondents indicated "Other" affiliation. Similarly, at least 30 percent of respondents were affiliated with the College of Arts and Sciences at both September seminars and the November 14 seminar, and at least 20 percent of respondents were affiliated with the School of Engineering and Applied Science at all but the November 15 seminar. Most participants in the November 15 seminar were affiliated with the School of Continuing and Professional Studies (50 percent) or the Curry School of Education (33 percent). Table 1-2 summarizes respondents' school or college affiliations.

Table 1-2: Respondents' School or College Affiliation

School or College	March 2017 (n=33)		Sept 26 (n=29)		Sept. 27 (n=17)		Nov. 14 (n=10)		Nov. 15 (n=6)	
	Count	%	Count	%	Count	%	Count	%	Count	%
College and Graduate School of Arts and Sciences	12	36%	9	31%	6	35%	4	40%	1	17%
School of Engineering and Applied Science	9	27%	8	28%	7	41%	2	20%	0	0%
Darden School of Business	3	9%	6	21%	2	12%	1	10%	0	0%
McIntire School of Commerce	3	9%	3	10%	1	6%	0	0%	0	0%
School of Medicine	2	6%	2	7%	1	6%	1	10%	0	0%
School of Nursing	2	6%	0	0%	0	0%	0	0%	0	0%
School of Law	1	3%	0	0%	0	0%	0	0%	0	0%
SCPS	0	0%	1	3%	0	0%	1	10%	3	50%
Curry School of Education	0	0%	0	0%	0	0%	1	10%	2	33%
F. Batten School of Public Policy	0	0%	0	0%	0	0%	0	0%	0	0%
Other	1	3%	0	0%	0	0%	0	0%	0	0%
Total	33	100%	29	100%	17	100%	10	100%	6	100%

Gender

The gender distribution of respondents to the follow-up survey was relatively even, though slightly more respondents identified as male than as female. Specifically, 52 percent of respondents identified as male, 45 percent of respondents identified as female, and 3 percent of respondents identified as other. Both September 26 and 27 sessions had a greater percentage of males than females, with 62 percent of respondents to the September 26 session identifying as male, and 82 percent of respondents to the September 27 session for leadership identifying as male. Conversely, more participants identified as female than as male in the November 14 and 15 sessions. Table 1-3 presents the gender distribution of respondents to the follow-up survey and fall 2016 assessments.

Table 1-3: Respondents' Gender

Session	Male		Female		Other		N
	Count	%	Count	%	Count	%	
March 2017	17	52%	15	45%	1	3%	33
Sept. 26	18	62%	11	38%	0	0%	29
Sept. 27	14	82%	3	18%	0	0%	17
Nov. 14	2	20%	8	80%	0	0%	10
Nov. 15	3	43%	4	57%	0	0%	7

Seminar Attended

Respondents to the follow-up survey indicated the seminar they attended in fall 2016. Some respondents attended more than one seminar. The greatest number of respondents (22) attended a September 26 seminar for faculty or September 27 seminar for leadership (10). Six respondents attended a November 14 seminar for faculty, and just one respondent attended a November 15 seminar for leadership. Table 1-4 presents the seminars that respondents attended in fall 2016.

Table 1-4 Date of Seminar Attended by Respondents (N=39)

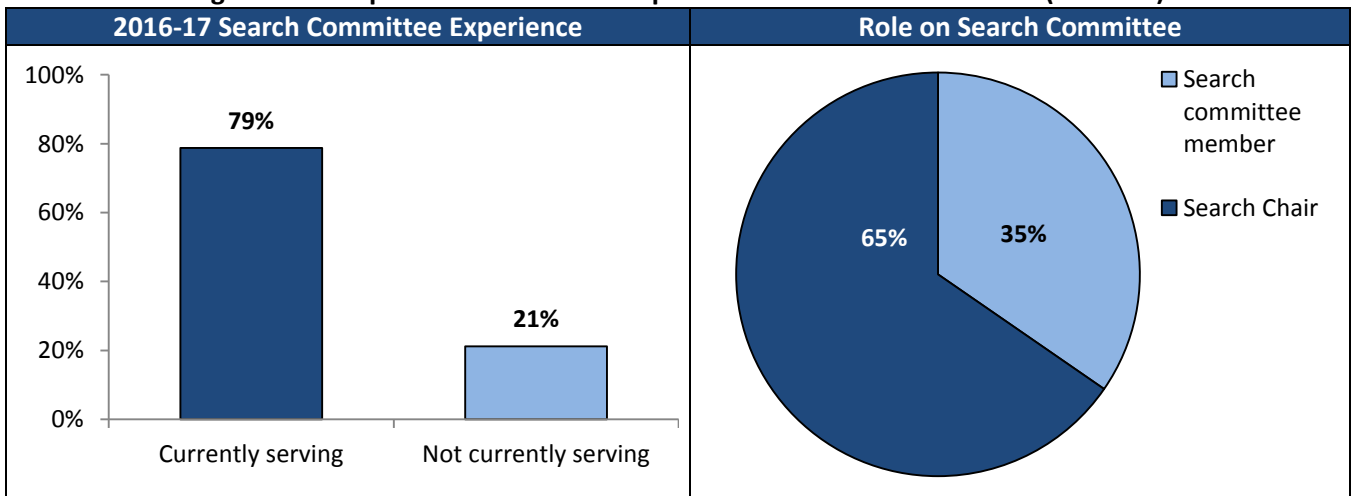
Seminar Date	Number	Percentage
September 26 – Faculty	22	69%
September 27 - Leadership	10	31%
November 14 - Faculty	6	19%
November 15 - Leadership	1	3%

*Note: Some respondents attended a seminar on more than one date.

Search Committee Experience

Nearly 80 percent of respondents indicated that they were currently serving on search committees, while 21 percent of respondents were not currently serving on a search committee. Of respondents currently serving on a search committee, 65 percent held the role of Search Chair, while 35 percent served as a search committee member. Figure 1-1 presents respondents’ experience and role on search committees in the 2016-17 academic year.

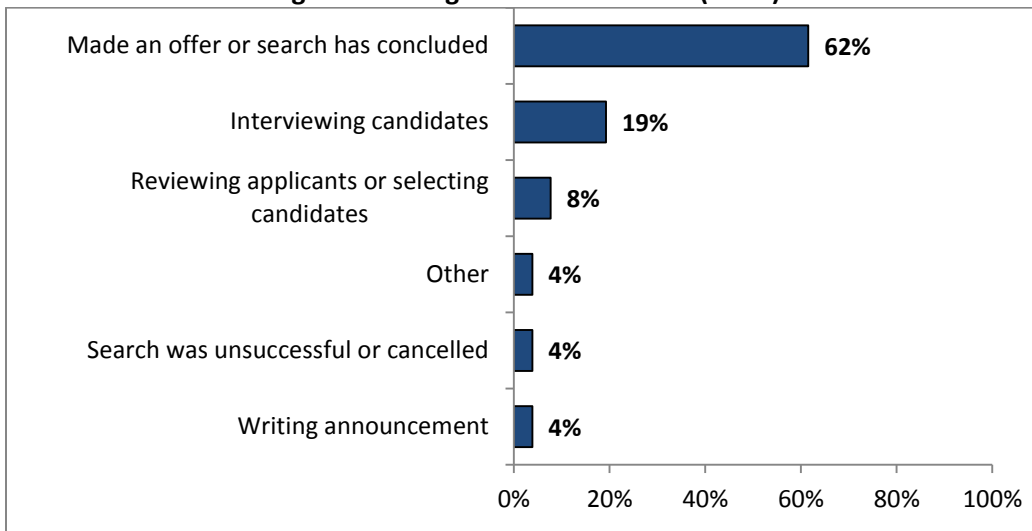
Figure 1-1: Respondents’ Roles and Experience on Search Committees (N=26-33)



Stage of the Search Process

Respondents indicated the stage of the search process of the committee on which they were serving. Most respondents were in the later stages of the search or had concluded their search; 62 percent of respondents indicated that they had “made an offer or concluded the search.” Other respondents were in an advanced stage of the search, with 19 percent in the stage of “interviewing candidates” and eight percent “reviewing applicants or selecting candidates.” Just four percent of respondents were in the beginning stage of “writing the announcement,” and another four percent of respondents indicated that their “search was unsuccessful or cancelled.” Figure 1-2 summarizes the stage of the search process respondents were in at the time of completing the survey.

Figure 1-2: Stage of Search Process (N=26)



II. Faculty Seminars – September 26 and November 14

Insights and Actions

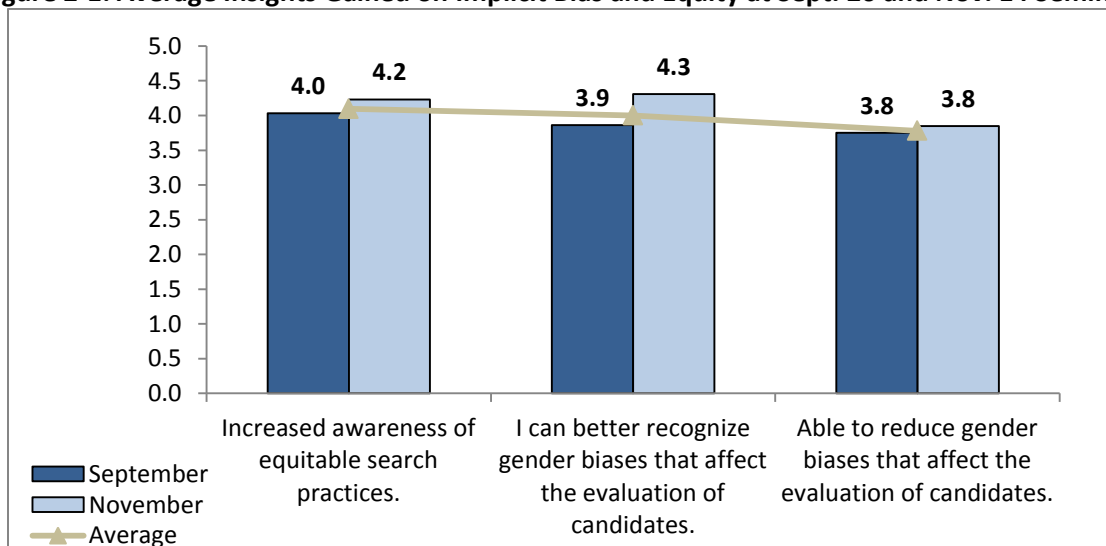
The seminars on September 26 and November 14 were designed for faculty serving on search committees and focused on Search Committee Dynamics and Dual Career Resources. The September 26 and November 14 seminar evaluations assessed participants’ knowledge and understanding of issues related to equity and implicit bias in the search process, as well as their ability to identify resources for dual career faculty. This section summarizes respondents’ insights gained related to implicit bias and equity in the search process and dual career resources directly after attending a seminar on September 26 or November 14. Next, it compares respondents’ insights gained directly after attending the seminar to the actions they took on search committees six months later.

Implicit Bias and Equity in the Search Process

After attending a seminar on Search Committee Dynamics and Dual Career Resources on September 26 or November 14, participants indicated insights gained related to implicit bias and equity in the search process. On a scale of 1-5, respondents indicated their level of agreement with statements about learning outcomes from the seminar. In September, respondents had an average score of 4.0, agreeing that the seminar “increased [their] awareness of equitable search practices.” The average score for respondents’ ability to “recognize gender biases that affect the evaluation of candidates” in September was 3.9, slightly below “agree.” Similarly, in September, respondents’ average reported agreement that they were “able to reduce gender biases that affect the evaluation of candidates” was 3.8, less than full agreement.

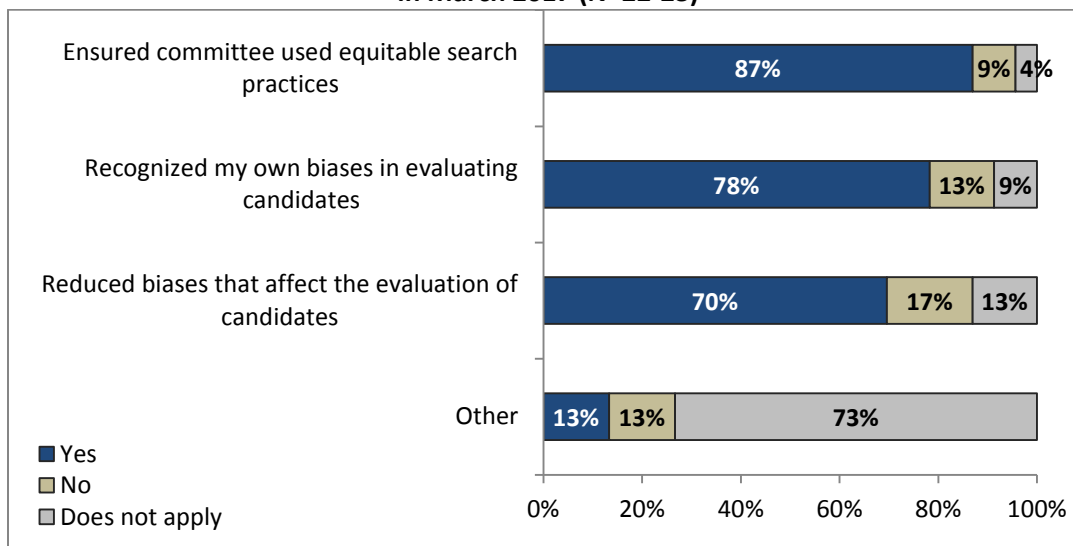
In contrast, in November, respondents reported higher average agreement with statements that the seminar “increased [their] awareness of equitable search practices” (4.2) and that they were able to “better recognize gender biases in the evaluation of candidates” (4.3). However, respondents’ average agreement that they were “able to reduce gender biases that affect the evaluation of candidates” in November was 3.8, lower than full agreement. Figure 2-1 summarizes respondents’ average insights gained at the September 26 and November 14 seminars.

Figure 2-1: Average Insights Gained on Implicit Bias and Equity at Sept. 26 and Nov. 14 Seminars



In the March 2017 follow-up survey, respondents' level of agreement with statements related to implicit bias and equity generally corresponded with their responses to the fall 2016 assessments. For instance, 87 percent of respondents indicated that they "ensured the committee used equitable search practices," corresponding with high levels of awareness of equitable search practices in fall 2016. Seventy-eight percent of respondents indicated that they "recognized my own biases in evaluating candidates," in conjunction with respondents' high level of agreement that they could "better recognize gender biases that affect the evaluation of candidates" in fall 2016. Slightly fewer respondents (70 percent) indicated that they "reduced biases that affect the evaluation of candidates" after participating in a fall 2016 seminar, just as the average agreement that respondents were "able to reduce gender biases that affect the evaluation of candidates" was slightly less than agree in fall 2016. Several respondents (13 percent) selected "other" actions related to diversity and equity they had taken after attending a seminar. Respondents' "other" actions are summarized in the final section of this report. Figure 2-2 presents respondents' actions related to implicit bias and equity on search committees after attending a seminar in fall 2016.

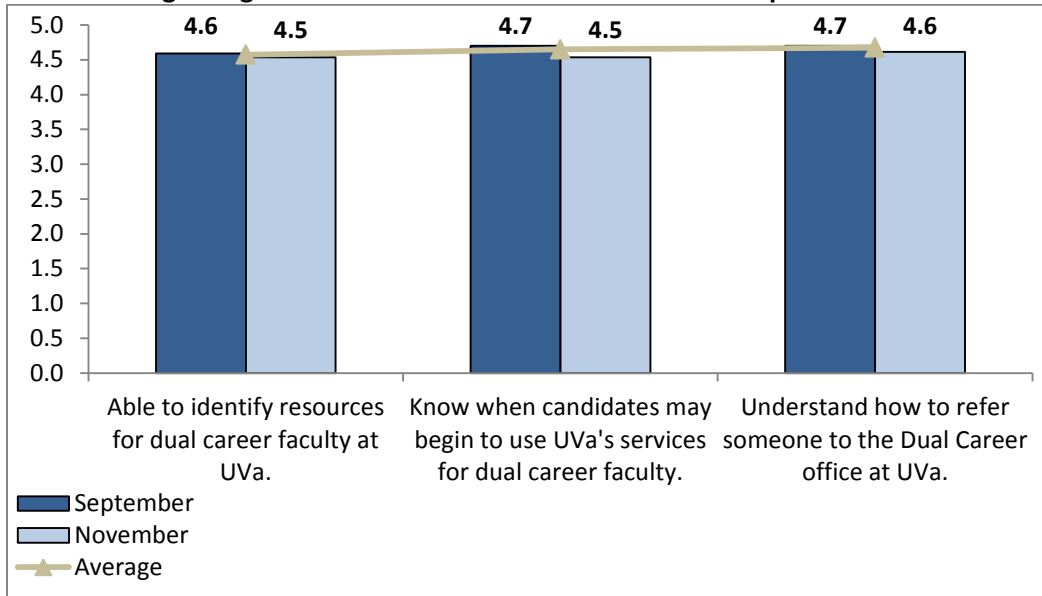
Figure 2-2: Respondents' Actions Related to Diversity and Equity After Attending Seminar, as reported in March 2017 (N=22-23)



Dual Career Resources

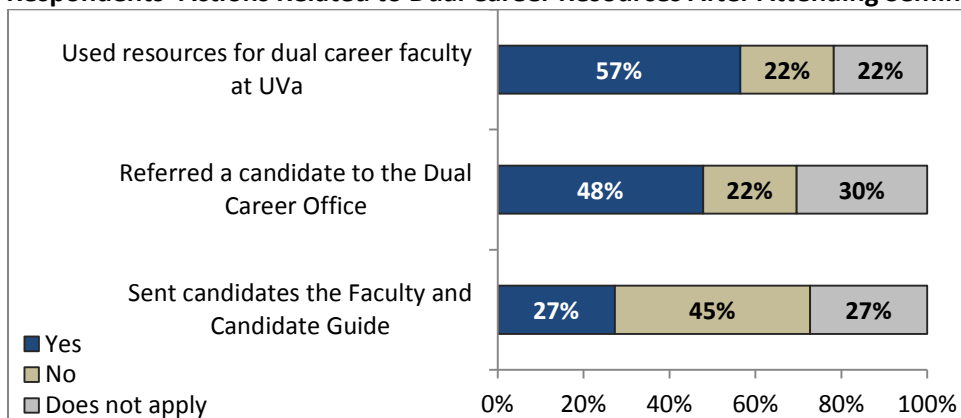
When asked about their insights gained related to dual career resources after attending the fall 2016 seminars, respondents largely agreed or strongly agreed that they were "able to identify resources for dual career faculty at UVA," "know when candidates may begin to use UVA's services for dual career faculty," and "understand how to refer someone to the Dual Career Office." All average agreement scores for statements related to dual career resources were 4.5 or higher, indicating respondents had a strong understanding and awareness of the resources for dual career faculty at UVA. Figure 2-3 summarizes respondents' average agreement with statements related to dual career resources at the September 26 and November 14 seminars.

Figure 2-3: Average Insights Gained on Dual Career Resources at Sept. 26 and Nov. 14 Seminars



Although respondents largely indicated awareness and understanding of dual career resources at UVa after attending a September 26 or November 14 seminar, relatively few respondents actually used the resources, according to responses to the March 2017 follow-up survey. Of all respondents serving on search committees, 57 percent “used resources for dual career faculty,” and 48 percent of respondents “referred a candidate to the Dual Career Office.” In contrast, 22 percent of respondents did not use dual career resources and 22 percent indicated that the statement “did not apply” to them. Similarly, 22 percent of respondents did not refer a candidate to the Dual Career Office, and 30 percent of respondents indicated that the statement did not apply to them. Only 27 percent of respondents had sent a candidate the Faculty and Candidate Guide, while 45 percent of respondents had not sent a candidate the Faculty and Candidate Guide and 27 percent of respondents indicated that the statement did not apply to them. Respondents did not specify why they had not used dual career resources, but it should be noted that at least 38 percent of respondents were in the early stages of the search process, and may not have been aware of a need for dual career resources at this point in the search. Figure 2-4 summarizes respondents actions related to dual career resources after attending a September 26 or November 14 seminar.

Figure 2-4: Respondents’ Actions Related to Dual Career Resources After Attending Seminar (N=22-23)

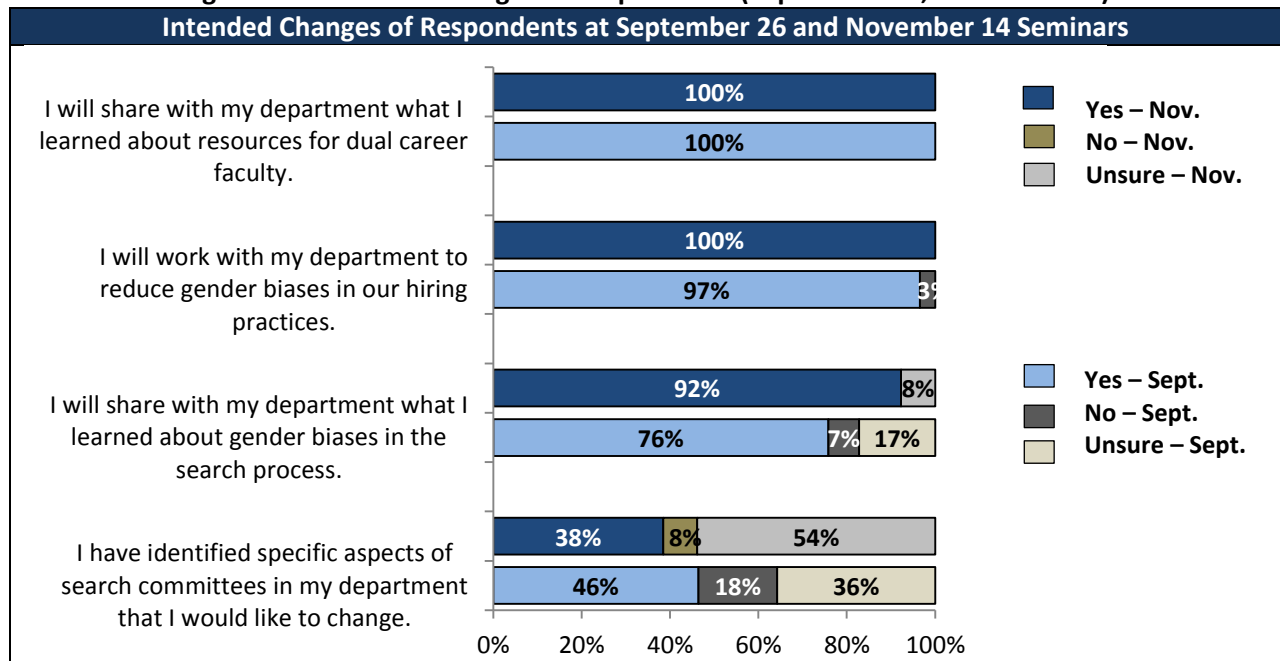


Intended Changes

After participating in a Faculty Search Seminar, respondents were asked what changes they intended to make to search committees in their departments. In both September and November, respondents largely indicated that they intended to make changes to improve issues with bias in their department. Specifically, 97 percent of respondents in September and 100 percent of respondents in November indicated that they would “work with [their] department to reduce gender biases in our hiring practices.” Most respondents in September (76 percent) and November (92 percent) intended to “share with [their] department what they learned about gender biases in the search process,” though 17 percent of respondents in September and 8 percent of respondents in November indicated that they were “unsure.”

Relative to the majority of respondents who intended to make changes, fewer respondents had “identified specific aspects of search committees in [their] department that they would like to change,” with 46 percent of respondents in September and 38 percent of respondents in November indicating that they had identified specific changes. A larger proportion of respondents in both months had not identified specific aspects or were “unsure” than had identified specific changes. All respondents in both September and November intended to “share with [their] department what they learned about resources for dual career faculty.” Figure 2-5 summarizes respondents’ intended changes in fall 2016.

Figure 2-5: Intended Changes of Respondents (Sept. N=28-29; Nov. N=10-13)



Although respondents largely indicated that they intended to make changes to search committees in their departments after attending Faculty Search Seminar, relatively few respondents indicated that they had made changes. Compared to 100 percent of respondents who indicated they would share what they learned about resources for dual career faculty and work to reduce gender biases in their hiring practices, 64 percent of respondents to the follow-up survey indicated that they had shared what they learned with their department and had worked to reduce bias in their department’s hiring process. Notably, as a limited proportion of respondents had “identified specific aspects of search committees in [their] department that they would like to change,” only 36 percent of respondents to the March 2017

survey had made changes to faculty search committees in their department, while 32 percent had not made changes, and 32 percent indicated that the statement did not apply. Figure 2-6 compares the changes respondents made in their departments after attending a seminar to the changes they intended to make in fall 2016, and Figure 2-7 summarizes respondents' changes indicated in March 2017.

Figure 2-6: Respondents' Changes After Fall 2016 Seminar, Compared to Intended Changes (N=28)

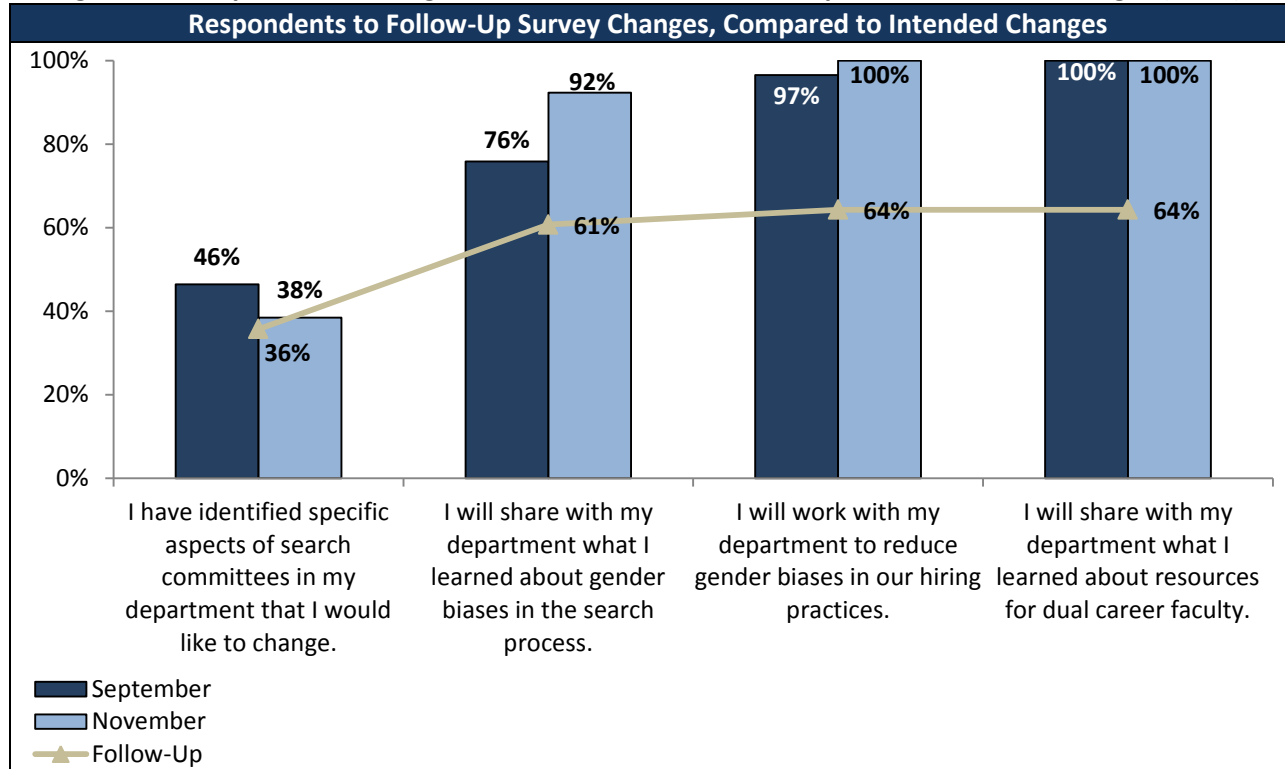
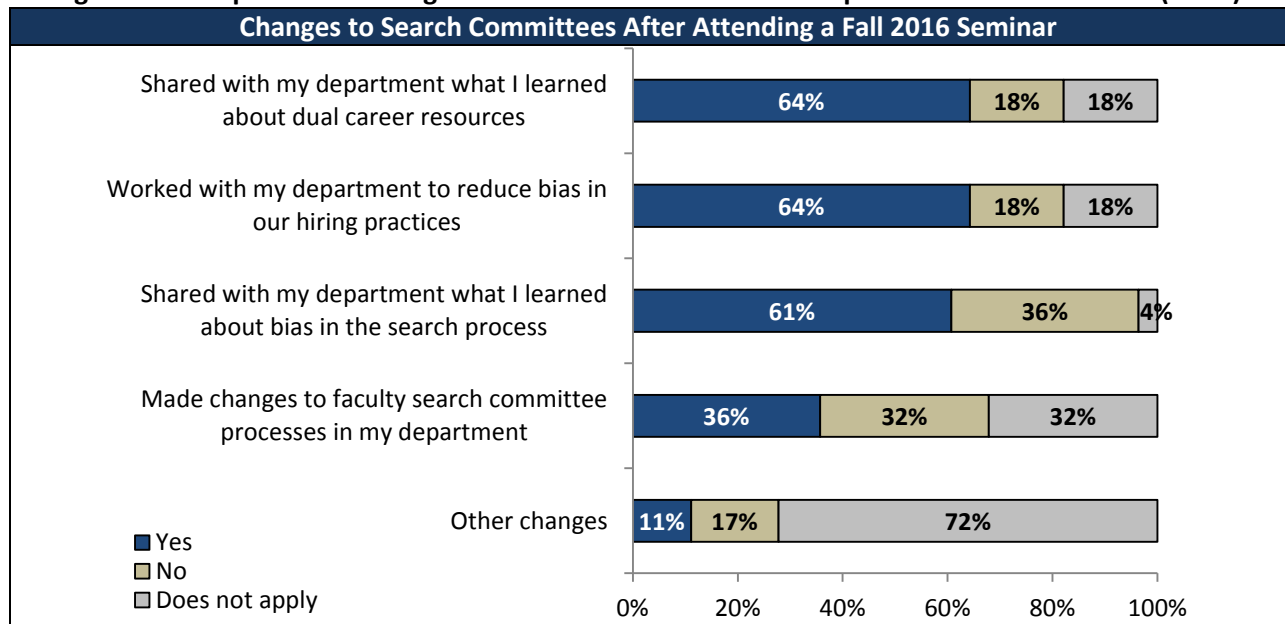


Figure 2-7: Respondents' Changes to Search Committees After Sept. 26 or Nov. 14 Seminar (N=28)



III. Leadership Seminars - September 27 and November 15

Insights and Actions

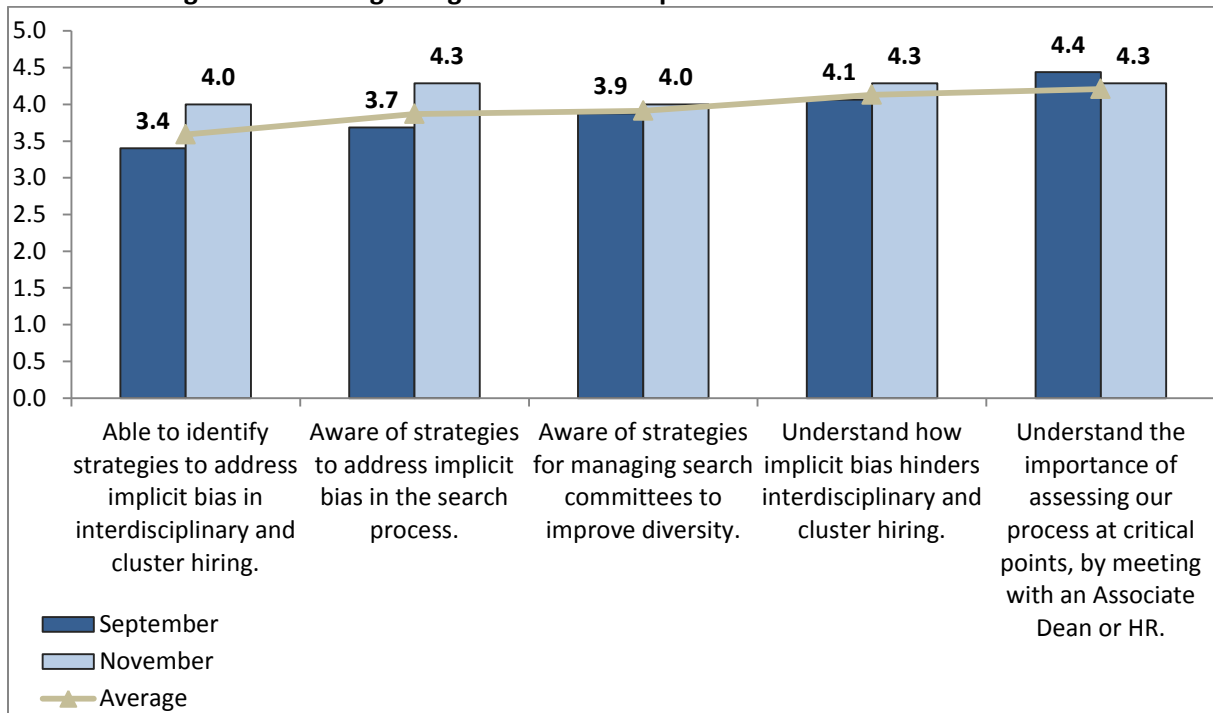
The seminars on September 27 and November 15 focused on topics pertinent to Department Chairs and Search Chair leadership. The topics covered in the September 27 and November 15 seminars and evaluations differed slightly; both sessions emphasized equity in the search process and issues with interdisciplinary and cluster hiring. However, the September 27 seminar included information on writing unbiased job announcements and candidate evaluation that the November 15 seminar omitted. The November 15 seminar included information on dual career resources that was not presented at the September 27 seminar. The following section summarizes results from the September 27 and November 15 evaluations, and compares them to respondents' actions reported in the follow-up survey in March 2017.

Implicit Bias and Equity in the Search Process

Overall, average agreement with statements related to implicit bias and equity in the search process was higher at the November 15 seminar than at the September 27 seminar. On September 27, the lowest average agreement was with the statement "I am able to identify strategies to address implicit bias in interdisciplinary and cluster hiring," with a score of 3.4, compared to a greater level agreement that respondents "understand how implicit bias hinders interdisciplinary and cluster hiring" (4.1). Similarly, respondents had greater agreement that they were able to "understand how implicit bias hinders interdisciplinary and cluster hiring" in November (4.3), than that they were "able to identify strategies to address implicit bias in interdisciplinary and cluster hiring" (4.0).

In September, respondents rated their awareness of strategies to address implicit bias in the search process relatively low (3.7), compared to their awareness of strategies for managing search committees to improve diversity (3.9). Conversely, in November, respondents had greater average agreement that they were "aware of strategies to address implicit bias in the search process" (4.3) than that they were "aware of strategies for managing search committees to improve diversity" (4.0). In both months, respondents reported strong agreement with the statement "I understand the importance of assessing our process at critical points, by meeting with an Associate Dean or HR" (September, 4.4; November, 4.3). Figure 3-1 presents respondents' average insights gained from the September 27 and November 15 seminars for leadership.

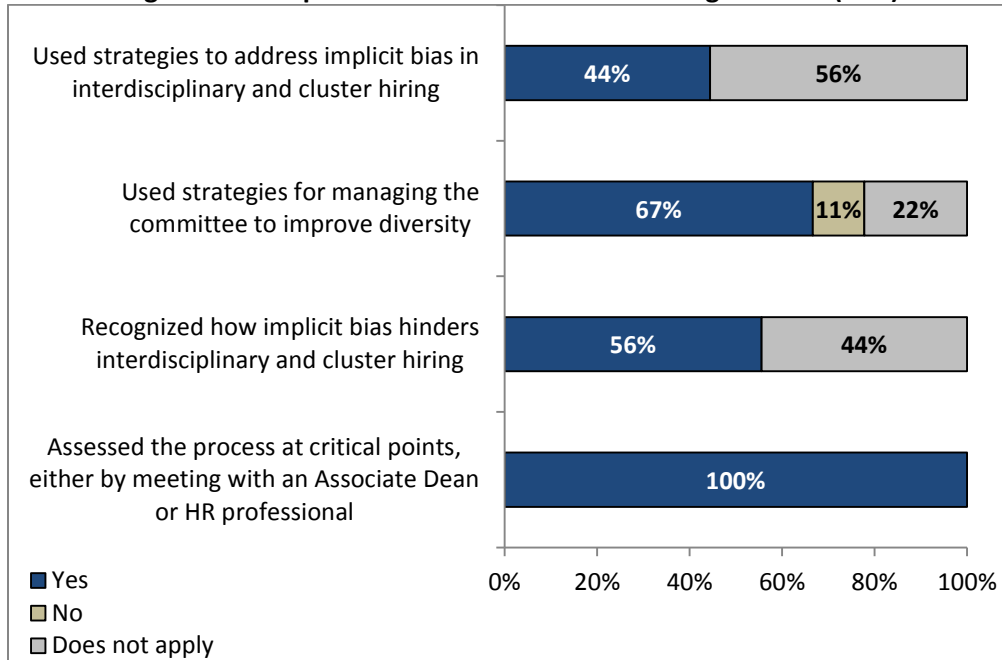
Figure 3-1: Average Insights Gained at Sept. 27 and November 15 Seminars



Respondents’ actions reported in the March 2017 follow-up survey generally corresponded with the insights that they gained after attending the fall 2016 seminars. Just as respondents rated their ability to “identify strategies to address implicit bias in interdisciplinary and cluster hiring” relatively low in September, less than half of respondents (44 percent) indicated that they had “used strategies to address implicit bias in interdisciplinary and cluster hiring.” A greater proportion of respondents (56 percent) indicated that they “recognized how implicit bias hinders interdisciplinary and cluster hiring,” than had actually “used strategies to address implicit bias in interdisciplinary hiring,” suggesting respondents have a stronger ability to understand and recognize issues than to take action and address them, or that incidents regarding implicit bias did not occur during the hiring process. Overall, many respondents had no experience with interdisciplinary and cluster hiring, with 44 to 56 percent of respondents indicating that statements related to interdisciplinary and cluster hiring did not apply to them.

A majority of respondents (67 percent) indicated that they had “used strategies for managing the committee to improve diversity,” corresponding with moderate agreement with the statement “I am aware of strategies for managing search committees to improve diversity” in fall 2016. One hundred percent of respondents indicated that they had “assessed the process at critical points, either by meeting with an Associate Dean or HR professional,” in conjunction with strong agreement with a similar statement in fall 2016. Figure 3-2 summarizes respondents’ actions on search committees after attending a fall 2016 seminar for leadership.

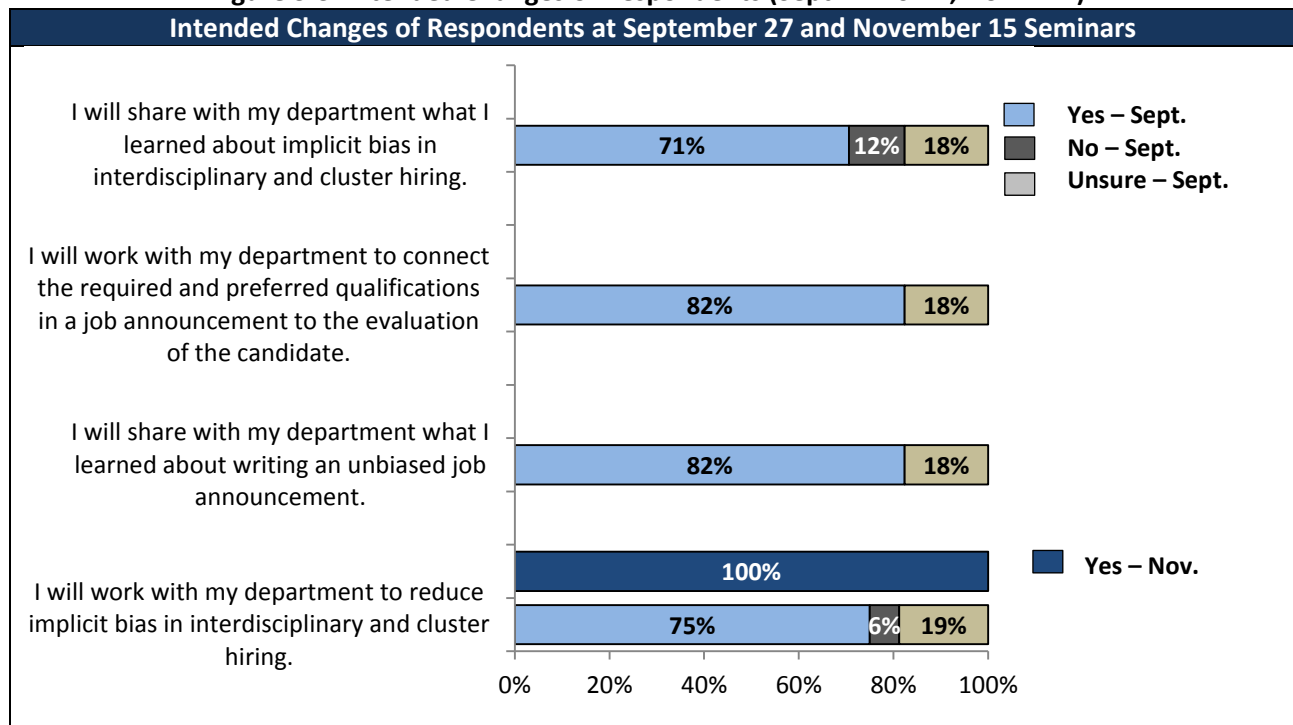
Figure 3-2: Respondents' Actions After Attending Seminar (N=9)



Intended Changes

After attending a fall 2016 seminar, respondents were asked what changes they intended to make in their departments. In September, the majority of respondents (82 percent) indicated that they would “share with [their] department what they learned about writing an unbiased job announcement,” and “work with [their] department to connect the required and preferred qualifications in the job announcement to the candidate evaluation.” Similarly, in both September and November a large proportion of respondents intended to “reduce implicit bias in interdisciplinary and cluster hiring,” with 75 percent of respondents agreeing to reduce bias in September and 100 percent of respondents agreeing to reduce bias in November. Finally, 71 percent of respondents in September indicated that they would share what they “learned about implicit bias in interdisciplinary and cluster hiring” with their departments, while 12 percent did not intend to share and 18 percent of respondents were “unsure.” It should be noted that the November questionnaire differed substantially in content from the September questionnaire, so just one comparison can be made between the responses. Figure 3-3 presents the intended changes of respondents after attending the September 27 and November 15 seminars.

Figure 3-3: Intended Changes of Respondents (Sept. N=16-17; Nov. N=7)



Slightly fewer respondents made changes in their department than indicated that they intended to make changes after the fall 2016 seminars for leadership. While 82 percent of respondents indicated that they would “work with [their] department to connect the required and preferred qualifications in a job announcement to the candidate evaluation,” 64 percent of respondents indicated that they had actually worked with their department to do so. Nine percent of respondents did not work with their department to do this, and 27 percent of respondents indicated that the statement “does not apply.” Next, compared to 82 percent of respondents who indicated that they would share what they “learned about writing an unbiased job announcement” in September, just 56 percent of respondents had shared this information with their departments six months after the seminar, 11 percent of respondents did not share the information, and 33 percent of respondents selected “does not apply.”

In September 2016, 71 percent of respondents indicated that they would share what they “learned about implicit bias in interdisciplinary and cluster hiring.” Seventy percent of respondents indicated that they had shared this information in March 2017. Finally, while 75 percent of respondents said they would work with their department “to reduce implicit bias in interdisciplinary and cluster hiring” in September 2016, only 50 percent of respondents indicated that they had made efforts to do so in March 2017. Forty percent of respondents selected “does not apply,” suggesting that relatively few respondents had experienced challenges with interdisciplinary and cluster hiring since attending a seminar. Figures 3-4 and 3-5 compare the changes respondents made in their departments to their intended changes after attending a fall 2016 seminar for leadership.

Figure 3-4: Respondents’ Changes After Fall 2016 Seminar, Compared to Intended Changes (N=9-11)

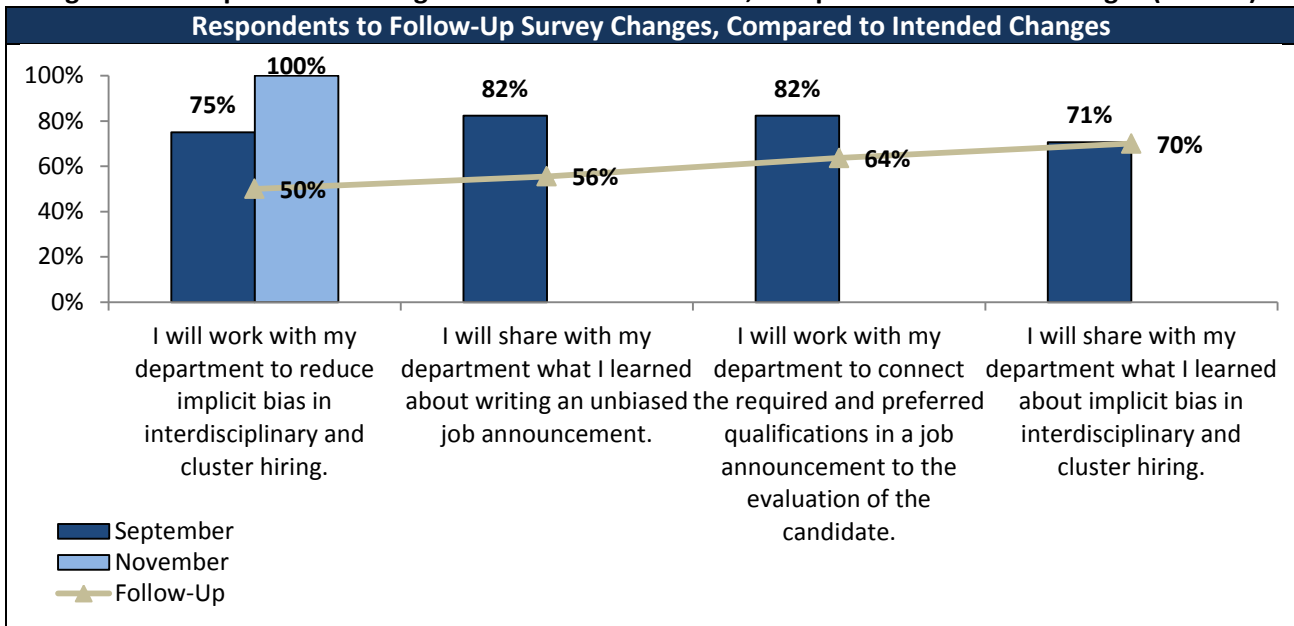
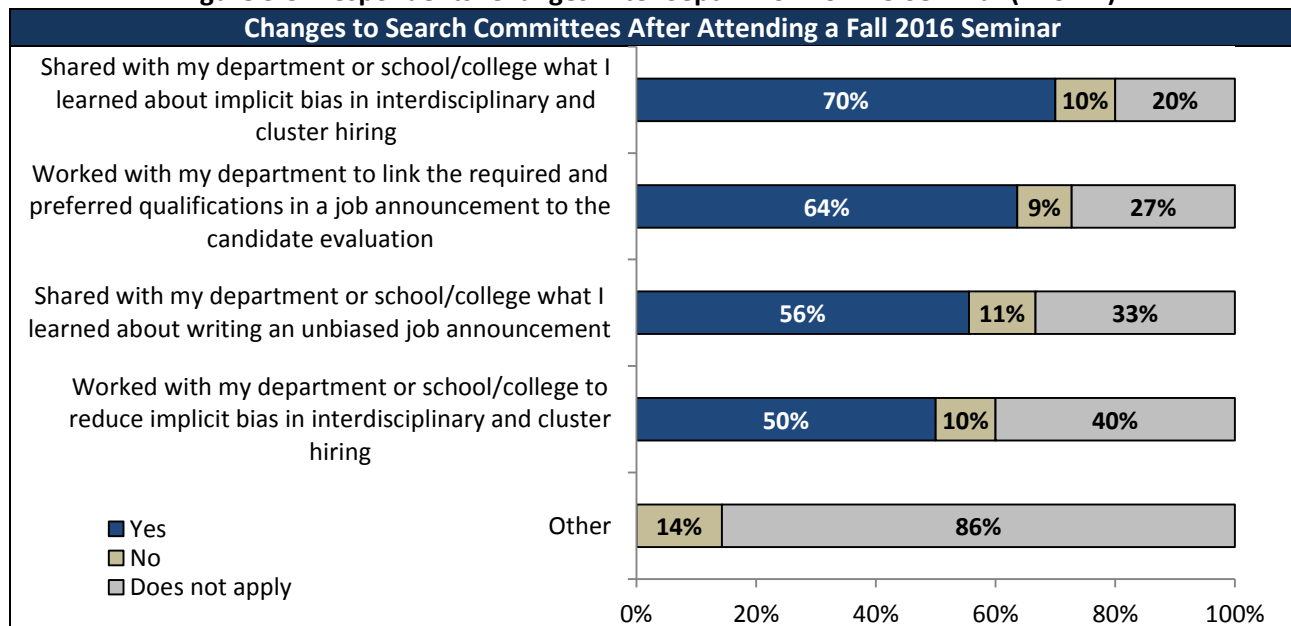


Figure 3-5: Respondents’ Changes After Sept. 27 or Nov. 15 Seminar (N=9-11)



Other Changes

Respondents were prompted to describe other actions they had taken to improve issues with diversity and equity for search committees in their departments. Figure 3-6 summarizes respondents' comments. Other actions respondents took range from applying what they learned about bias to their role with students in the classroom, establishing clear criteria for evaluation prior to reviewing a candidate's materials, and addressing bias directly with peers when it may be an issue.

Figure 3-6: Other Changes Respondents Made Regarding the Search Process (N=4)

▪ Applied what I learned about search process in a tangential way to the manner in which I select students into groups for group work on projects.
▪ I have understood how vitally important it is to establish criteria for evaluation prior to reviewing candidate materials.
▪ Minimize hall conversations.
▪ I have started to communicate to my peers when bias may be influencing the conversation; I have also participated in workshops within the department to help minimize bias language and increase confidentiality in the process.

IV. Findings & Recommendations

- Results from the follow-up survey suggest that respondents incorporated certain knowledge about equitable search practices into the search process to a great degree. For instance, 87 percent of respondents who had attended a September 26 or November 14 seminar for faculty indicated that they had “ensured the committee used equitable search practices.” Furthermore, 100 percent of respondents who participated in a September 27 or November 15 seminar for leadership indicated that they had “assessed the process at critical points, either by meeting with an Associate Dean or HR professional.” In additional comments about “other changes,” respondents described how they had applied what they learned about bias in the search process to the way they select students for group work in the classroom, and how they have started to address bias directly when it comes up in conversations with peers, and have participated in departmental workshops within department to reduce bias and increase confidentiality. Future seminars should continue to build upon the topics that respondents are implementing successfully after participating in a seminar.
- More respondents to the follow-up survey indicated that they were able to “recognize [their] own biases in evaluating candidates,” (78 percent) than indicated they had “reduced biases that affect the evaluation of candidates” (70 percent). In fall 2016 assessments, almost 100 percent of respondents indicated that they intended to “reduce gender biases in their hiring practices.” The difference in respondents’ ability to recognize bias and ability to reduce bias, despite having an intention to do so, suggests that more training is needed to help respondents directly address and reduce bias in the search process.
- Though almost all respondents indicated that they understood and intended to use resources for dual career faculty after participating in a September 26 or November 14 seminar, roughly half of respondents indicated that they had used dual career resources in the March 2017 follow-up survey. Fifty-seven percent of respondents indicated that they had used resources for dual career faculty and 48 percent of respondents had referred a candidate to the Dual Career Office. Though some respondents may not have had the need for dual career resources in their most recent search, future seminars should continue to disseminate information about how and when to use resources for dual career faculty at UVa.
- In several instances, a low proportion of respondents to the fall 2016 assessments and follow-up surveys indicated that they had identified specific changes they hoped to make in their departments and had taken action to make changes. For example, in fall 2016, a relatively low proportion of respondents had “identified specific aspects of search committees in [their] department that they would like to change;” similarly, just 36 percent of respondents to the follow-up survey had made changes to search committees in their department in March 2017. Future seminars should encourage participants to consider specific changes they would like to make in their departments in order to increase the likelihood that they take action in the months following the seminar.
- Responses to the follow-up survey indicated that only 27 percent of respondents had sent a candidate the Faculty and Candidate Guide, while 45 percent of respondents had not sent a candidate the Faculty and Candidate Guide. It will be important to understand why the Faculty and Candidate Guide is not being utilized optimally.

- Relatively few respondents to the follow-up survey had experienced issues related to interdisciplinary and cluster hiring. While 56 percent of respondents “recognized how implicit bias hinders interdisciplinary and cluster hiring,” 44 percent of respondents indicated that they had “used strategies to address implicit bias in interdisciplinary and cluster hiring.” Fifty-six percent of respondents indicated that the statement “does not apply,” suggesting that the majority of respondents to the follow-up survey did not face challenges with interdisciplinary and cluster hiring after attending the seminar. Despite the low prevalence of the issue among respondents to the follow-up survey, it is important that faculty continue to understand how to recognize and address issues with implicit bias in interdisciplinary and cluster hiring.
- Overall, the follow-up survey revealed that faculty would benefit from continued training and education in the following areas: identifying specific actions to reduce bias in the search process and improve diversity, how and when to incorporate dual career resources in the search process, and how to address issues related to interdisciplinary and cluster hiring. Future seminars should continue to educate faculty on these topics in order to improve diversity and equity in the search process.