

Year5

Pre-EAB Meeting

Report

**Advancement through Healthy Empowerment,
Networking, and Awareness at University of Louisville
(ATHENA)**

ATHENA NSF ADVANCE

17th September, 2024

UNIVERSITY OF
LOUISVILLE



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1. Introduction

Objectives and Interventions

The NSF ADVANCE Adaptation grant, “Advancement through Healthy Empowerment, Networking, and Awareness” (ATHENA) is adapting proven interventions in pursuit of improving the professional standing and career opportunities for women STEM faculty at the University of Louisville (UofL). Systemic inequity issues that we address are: (1) A climate that impedes advancement of women due to a culture of implicit bias; (2) Low recruitment and retention of women, including of underrepresented minorities (URM); (3) Longer time for women STEM faculty to achieve the rank of professor than their male counterparts; (4) Professional isolation including limited involvement of women in research collaborations. The goal of the ATHENA project is to counter these problems through adaptation of interventions from ADVANCE programs that have been shown to be effective. **Click on the following video for a quick overview of ATHENA.**

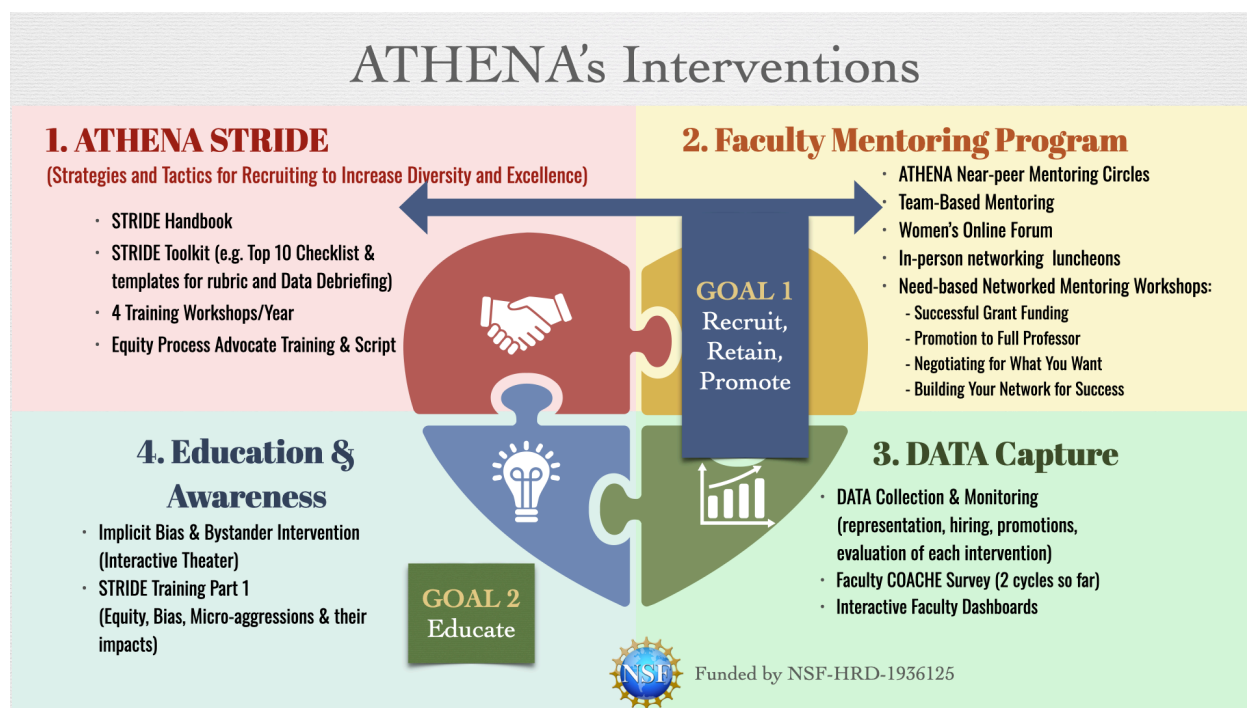


ATHENA has two main objectives:

Objective 1: Recruit, retain, and promote more women STEM faculty, particularly underrepresented and racially minoritized women.

Objective 2: Educate faculty about gender-by-ethnic biases that affect the advancement of women in STEM disciplines.

ATHENA's Interventions



Objective 1 is achieved by

- **Adaptation 1:** Changing the search, recruitment and hiring practices by adapting components from Strategies and Tactics for Recruiting to Increase Diversity and Excellence (STRIDE).
- **Adaptation 2:** A Faculty Mentoring Program for Career-long Mentoring, Networking, and Advocacy for women faculty at all stages of professional development, and that will adapt FIU's Faculty Mentoring Program (FMP) with emphasis on early and mid-career promotion.
- **Adaptation 3:** Implementing Data Collection and Monitoring Processes in the context of intersecting identities, and support evaluation and monitoring efforts.

Objective 2 is achieved by

- **Adaptation 4:** Adapting University of Michigan and FIU's Theatre based workshops for Diversity and Implicit bias education that aim for a deep change in attitudes and cultural beliefs.

Summary of External Evaluation Findings for Goal 1 (Recruit, Retain & Promote More Women in STEM)

FINDINGS SUMMARY

Implementation

In Year 5, ATHENA continued efforts to develop and implement strategic interventions intended to increase recruitment, retainment and promotion of women STEM faculty.

- ✓ *The most useful components of Year 5 FMP MENTORING ACTIVITIES included having a safe, inclusive, supportive space to connect and build relationships with women faculty of varying ranks from different departments across multiple UofL campuses; learning and sharing strategies and skills for effectively navigating life as a woman faculty member at UofL; providing and receiving mentoring via a peer coaching model; networking opportunities; helpful resources and practical mentoring strategies.*
- ✓ *The most useful components of Year 5 STRIDE TRAININGS included the handbook, resources and tools; specific examples; interactive approach; discussions; and breakout sessions.*
- ✓ *DATA COLLECTION & MONITORING PROCESSES implemented in Year 5 included continued tracking promotion and recruitment data and the distribution of science and engineering faculty by gender, rank and department, updating the STEM Dashboard, and starting analysis of the COACHE Survey data.*

Progress Toward Goals

Year 5 findings indicate that several ATHENA Goal 1 targeted outcomes were achieved, and ATHENA made continued progress on others.

- ✓ *FMP mentoring activities helped women faculty at UofL make supportive connections and reduce feelings of isolation; positively impacted careers and considerations about continuing at UofL; contributed to sense of belonging and community; and helped women faculty resolve problems at work, network, and connect with potential research collaborators. Mentor training helped improve participants' awareness, connect them to resources, and encourage them to apply their learning to mentoring new faculty.*
- ✓ *Year 5 STRIDE Training workshops continued to improve participants' awareness and understanding of implicit bias, potential impacts of bias on critical decisions, and strategies to mitigate bias; improve understanding of microaggressions and how to be an upstander; and provide helpful resources and tools to apply equity-focused hiring strategies. Additionally, the training was viewed as worthwhile and important for search committee members to attend.*
- ✓ *DATA COLLECTION & MONITORING PROCESSES implemented in Year 5 focused on continued tracking of the distribution of science and engineering faculty by gender, rank and department, updating the STEM Dashboard, preliminary analyses of COACHE Survey data, and sharing data and analysis results with school/college and institutional leadership.*

FINDINGS SUMMARY (cont.)

- ✓ With regard to TARGETED LONG-TERM GOAL 1 OUTCOMES, over the course of the grant, FMP participants spoke to how MCs contributed to reduced isolation and increased collaboration between women faculty who participated. Additionally, there was an increase in the number of women STEM faculty promoted on time, and the ratio of women to men promoted on time increased from 25% to 62%. While the total number of women from historically marginalized communities remained consistently low, the small number of women STEM faculty from marginalized communities and the length of time for promotion eligibility make this understandable. Although the number of women in STEM department faculty applicant pools, interviewed for STEM department faculty positions, and hired for STEM department faculty positions did not necessarily increase over the duration of the grant, there were increases in the ratio of women to men interviewed (39% to 86%), hired for STEM faculty positions (50% to 80%), and in STEM department faculty positions (33% to 40%). While there was an overall decrease in the number of women from marginalized communities hired for STEM department faculty positions from fall 2020 to fall 2023, the ratio of marginalized women to men hired increased (15% to 20%). Participants of the STRIDE Training and Interactive Theater workshops (when in operation) did improve their awareness, the ATHENA program did not collect data to measure progress toward improved awareness and data-driven assessment of equity issues affecting women faculty and URM women faculty based on ability to easily access aggregated institutional data.

Challenges & Areas for Improvement

The primary CHALLENGES IN MEETING GOAL 1 OUTCOMES focused on Near-Peer/Peer Mentoring Circle participant representation in terms of faculty rank, FMP luncheon attendance challenges, and struggles faced in effort to launch the Team-Based Mentoring program. STRIDE Training challenges included issues related to ATHENA Program fund depletion and participation of resistant faculty essentially required to take the training due to their role on upcoming faculty searches.

- ✓ Some suggestions for improving FMP Activities included keeping MCs focused on women, broadening beyond STEM, including term faculty and increasing the number of members. Other suggestions included ATHENA hosting more luncheons and events enabling cross-circle connections and providing more time and opportunities for networking. Mentor training suggestions focused on breaking the training up into multiple, smaller interactive sessions and including concrete examples.
- ✓ STRIDE training workshops suggestions included specific content, logistics and organizational suggestions; increasing opportunities for discussion, interactivity and engagement; providing more examples to work through; and broadening the scope and reach of the training. Additional suggestions included offering refresher trainings, collaborating with Human Resources to merge STRIDE and HR search committee trainings, sending reminders about available resources and their locations, and providing resources to garner support from UofL leadership.

Summary of External Evaluation Findings for Goal 2 (Educate Faculty about Gender-By-Ethnic Biases that Affect the Advancement of Women in STEM Disciplines)

FINDINGS SUMMARY

Implementation

During Year 5, the primary contributor to Goal 2 was the STRIDE workshop diversity and implicit bias educational component.

Progress Toward Goals

- ✓ *The educational component of STRIDE Trainings improved participants' awareness and understanding of unconscious bias in hiring, promotion and tenure, intersectionality and sexual harassment.*
- ✓ *With regard to TARGETED LONG-TERM GOAL 2 OUTCOMES, over the course of the grant, it is unclear at this time whether there have been reduced levels of discrimination and harassment reported by women faculty and women from marginalized communities. Based on the numbers of women in STEM department faculty positions, it appears that retention of women with multiple identities in STEM fields has remained relatively consistent.⁸*

Challenges & Areas for Improvement

The key CHALLENGES IN MEETING GOAL 2 OUTCOMES were the departure of the faculty member who developed and ran the Interactive Theater Workshops, and the lack of funding to sustain this type of programming by hiring external organizations to conduct the workshops.

2. Summary of ATHENA's Cumulative Activities

The following summary lists the activities conducted as part of each intervention, in addition to communication efforts. **More details on each intervention are presented in Section 6.**

Strategies and Tactics for Recruiting with Improved Diversity and Excellence (STRIDE)

- **STRIDE Handbook & Toolkit Launched.** The STRIDE Toolkit was created, revised and launched university-wide in 2021, with revisions completed in 2022 and 2023.
- **15 STRIDE training workshop sessions since 2021.** Trainings were attended by 186 “decision makers”, 23 Search Committee Chairs, 22 Leaders, 30 Tenure and Promotion Committee members and 148 people working on 249 upcoming faculty/leadership searches.
- **STRIDE training workshops were revised to be divided into two parts:** (Part 1) education and awareness about unconscious bias, microaggressions, and systemic equity issues in hiring and evaluating faculty and (Part 2) Application of STRIDE handbook strategies based on what was learned in Part 1. Total combined length was increased to 3 hours.
- **University-wide STRIDE training became required for faculty search committee chairs and dean search committees.**
- **STRIDE Equity Process Advocate (EPA) program training of volunteers.** EPAs guide search committees on applying the best practices from the STRIDE handbook, including training of new EPAs.

Faculty Mentoring Program

ATHENA Networked Mentoring Workshops

- Cultivating Personal Resilience in Uncertain Times Faculty Workshop: 4 weekly sessions near the start of the COVID-19 pandemic (Spring 2020).
- Women Advancing Together workshop: Negotiating What You Want (Fall 2020).
- Women Advancing Together workshop: Building Your Network For Success (Summer 2021).
- Promotion to Full Professor: Let's Get There! (Open to all genders, Fall 2021).
- Grant Funding Tips & Networking Workshop for a wide audience (open to all genders, Spring 2023).

ATHENA Mentoring Circles

- **Seven Near-Peer Mentoring Circles to date:** benefiting 32% of STEM tenure-track women in addition to a non-STEM circle pilot; with 40% participation from STEM women. Applications were opened in 2023 to create a circle for men, but did not generate a sufficient number of applicants to start a circle.
- **Circle Initiation and Facilitation Training:** Provided to prospective Circle members.
- **First Annual Networking & Mentoring Luncheon:** Attended by 40 STEM women and 5 advocates, to introduce and explain how Near-Peer Mentoring Circles work via table discussions by school (Spring 2023).
- **Second Annual Networking & Mentoring Luncheon:** Attendance and remarks by the Provost, 31 Circle Members and additional women faculty interested in collaboration, as well as alliance and team members; ATHENA facilitated research collaborations as part of the ATHENA Connector activity and booklet (Spring 2024).
- **ATHENA CONNECTOR:** Booklet featuring Circle members' scholarly interests and needs to support new collaborations.

ATHENA New Faculty Team-based Mentoring

- **Team-Based Faculty Mentoring for STEM TTK faculty of all genders:** Program formalized in 2023. Mentoring toolkit developed and shared in 2024.
- **Team-Based Mentoring Listening Sessions and Coordination:** Group and one to one meeting with 22 STEM Deans and Chairs; followed by meeting with 14 new STEM TTK faculty to form their mentoring teams and share the ATHENA mentoring best practices and toolkit (2023-2024).
- **Faculty Mentor Training Workshop:** Introduced team-based mentoring best practices and new Mentoring Handbook for new STEM faculty (Summer 2024).

Integrative Mentoring Activities

- **ATHENA Faculty Mentoring Handbook and Mentoring Toolkit.**
- **Faculty Mentor Training Workshop:** Introduced best practices for mentoring and forming effective mentoring programs, and the new ATHENA Mentoring Handbook and toolkit (Summer 2024).
- **Hybrid Faculty Mentoring Program including diverse and customized mentoring models:** near-peer mentoring circles, team-based mentoring for new faculty, and networked faculty mentoring workshops are designed to serve faculty's diverse needs.

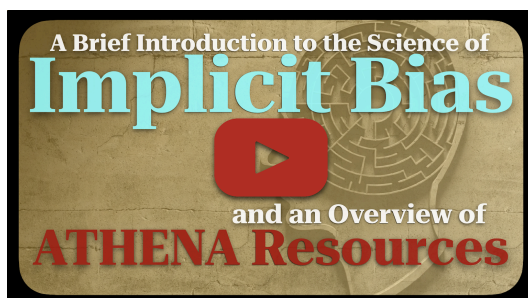
Data Capture

- **Three Rounds of External Evaluation Focus Groups:** External Evaluator conducted 7 focus groups on STRIDE training workshops and FMP Near-Peer Mentoring programs; 3 focus groups in fall 2023 with STRIDE participants, as well as 2 focus groups in 2023 and 2 in 2024 for Near-Peer Mentoring Circles.
- **ATHENA Dashboard:** Expanded to provide interactive data discovery by discipline, rank, gender, race, school, and academic category. Revised to include URM men and women.
- **Data Analysis:** ATHENA team analyzed COACHE 2020 Survey #1 data, began analysis of COACHE 2023 Survey #2 data after delays in receiving the data.
- **Interactive Data Visualization:** Interactive Dashboards were created for clearer understanding; with data by demographics, tenure status, rank, unit, and discipline (Social Behavioral Economics, Health, Natural and Basic Sciences).
- **STRIDE Participant Analysis:** In-depth analysis of all previous STRIDE training sessions with data visualization on participation trends and impact.
- **STEM Faculty Hiring & Promotion Data:** analysis to understand trends and organizational impact.
- **COACHE Surveys:** Conducted in 2020 (results shared widely with the faculty by communication committee) and 2023 (results are still with the provost office and undisclosed to faculty); **ongoing analysis by ATHENA subteam.**
- **Continuous External Evaluation of all ATHENA activities** including STRIDE training, networked mentoring workshops, education and awareness keynotes, panels, interactive theater workshops, luncheons and semi-annual evaluation of the mentoring circle program. To date, 4 rounds of external evaluation reports have been conducted. Reports are shared widely via the ATHENA website.
- **External Evaluation Coordination:** Near-monthly strategy sessions for program development and impact evaluation, supporting both formative and summative evaluation.

Education & Awareness

- **Speak Up! Interactive Theater Workshops:** 5 sessions, including 4 virtual outsourced workshops, and one in-person ATHENA Interactive Theater.
- **STRIDE Training Part 1 (bias, equity, and microaggressions):** Taught 4 times per year.

- **ATHENA Keynote Series:** Started in 2020 with 2 virtual keynotes. ATHENA Keynote: Unconscious Bias in Hiring, Promotions, and Tenure and ATHENA Keynote: Intersectionality in STEM.
- **Presentation to Speed school of Engineering Faculty.** Shared background on ATHENA and an educational video specifically developed for STEM faculty, focusing on bias, equity, and microaggressions, as well as the strategies and tools that are recommended to address these issues. **Click on the following preview to view the video.**



- **Film screening of “Picture A Scientist”** followed by a post-film panel discussion.

Communication

Newsletters

- **ATHENA ADVANCES Newsletter #2:** Distributed in November 2023, summarizing programs, impact, and evaluation findings.
- **ATHENA ADVANCES inaugural Newsletter:** Print copies sent to leaders, email distribution, and posted on website.

Presentations to Faculty Senate, Leadership, and Other Faculty Groups

- **Presentation to the Faculty Senate:** ATHENA NSF ADVANCE Program Updates (May 1, 2024).
- **Presentation to the Faculty Senate:** ATHENA NSF ADVANCE Program (January 11, 2023).
- **Presentation to the Faculty Senate:** Collaboration on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey (February 5, 2020).
- **Presentation to the Council of Academic Officers (CAO):** ATHENA Overview & Results of the Collaboration on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey (March 12, 2021).
- **Presentation to the Faculty Senate:** Results of the Collaboration on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey (October 6, 2021).

- **COACHE 2020 Results Town Hall Presentation & Working Group Session:** Results of the Collaboration on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey (November 8, 2021).

Presentations to Alliance Members on Campus

- **Presentation to the Committee on the Status of Women (COSW):** Overview and Sustainability of ATHENA near-peer Mentoring Circles (August 30, 2024).
- **Presentation to the Committee on the Status of Women (COSW):** Introduction and Overview to ATHENA: NSF ADVANCE ADAPTATION: Advancement through Healthy Empowerment, Networking, and Awareness at University of Louisville (December 4, 2020).
- **Presentation to the Committee on Diversity & Racial Equity (CODRE):** ATHENA Report & Results of the Collaboration on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey (October 27, 2021).

Presentations to the ADVANCE Community on Equity in STEM

- **2024 ADVANCE Equity in STEM Community Convening Conference:** What Does Adaptation Look Like for a Mentoring Intervention? (June 2024).

Other Strategic Communication Efforts

- **Best Practices and Guidelines Training Videos:** still in draft form, created for Mentor Training and for Near-Peer Mentoring Circles; to be made available on ATHENA website as part of the toolkit for each intervention.
- **Targeted Communication & Marketing:** Strategies to improve participation and share data with stakeholders.
- **Coordination with the provost office to elevate ATHENA's message and increase participation:** Provost started sending announcements of ATHENA STRIDE Training workshops as well as giving remarks at ATHENA events and ATHENA's Newsletter.
- **Chair Resource Pages:** Created for STEM department chairs to share data, tools, and encourage program participation.
- **STRIDE & Mentoring Toolkits:** Single-page fliers for simplified communication; marketing flier for Near Peer Mentoring Program.
- **ATHENA Logo & Promotional Items:** Developed for use at events.
- **Event Promotion:** Announcements made on ATHENA website, UofL Events Page, and UofL Daily News.
- **Website Development:** Expanded and organized to provide access to resources, events, and activities.
- **MS Teams Forum:** Expanded platform for Women in STEM faculty.
- **Periodic Sessions (twice a year) with Internal Steering Committee (ISC):** The ISC includes the provost, leaders of ATHENA's broad alliance groups such as faculty senate, COSW, CODRE, Women's center, STEM Deans, several faculty members and STEM Chairs,

and leaders from the offices of Faculty Affairs, Office of Research & Innovation, Institutional Equity, and Academic Planning and Accountability.

- **Collaboration with Provost and STEM Deans** for circulating announcements for STRIDE training events.
- **COACHE 2020 Survey Results Communication:** Extensive communication via a dedicated COACHE Communication Committee, a dedicated web space for sharing results with faculty and leadership followed by several sessions and a campus town hall to discuss the results and brainstorming breakout activities on strategies addressing the concerns.

NOTE: Full details on each of ATHENA's interventions can be found in Section 6.

3. Outcomes from Data Capture

Data Capture of recruitment stages started in 2021, as part of improving the transparency of the faculty search process, as recommended in the STRIDE Handbook Data Debriefing guidelines. In the following, we present the trends in faculty recruiting in the STEM Tenured or Tenure track (TTK), starting with all tenure track or tenured women faculty, then URM women faculty. **We first present visualizations for recruitment data** starting with absolute numbers (Figures 1, 3, and 5) then moving to ratios of women to men (Figures 2, 4, 6), and ratios of URM women to men (Figures 7-11), since the ratios reflect the odds for each group. **We then present visualizations for trends in representation for all women** (Figures 12) then **for URM women** (Figure 13). **We finally present visualizations for promotion data** in Figures 14-15.

Recruitment & Hiring of STEM TTK Women

Figures 1-6 show the trends in the numbers of women and men (Figures 1, 3, and 5) and ratios of women to men (Figures 2, 4, 6) who applied to STEM TTK faculty positions, were interviewed, and finally got hired. While the ratio of women applying remained similar, **the ratio of those interviewed increased steadily to more than double by the end of the project. The ratio for those who were hired also jumped from 50% to 80%.**

Data about who applied to STEM TTK faculty positions:

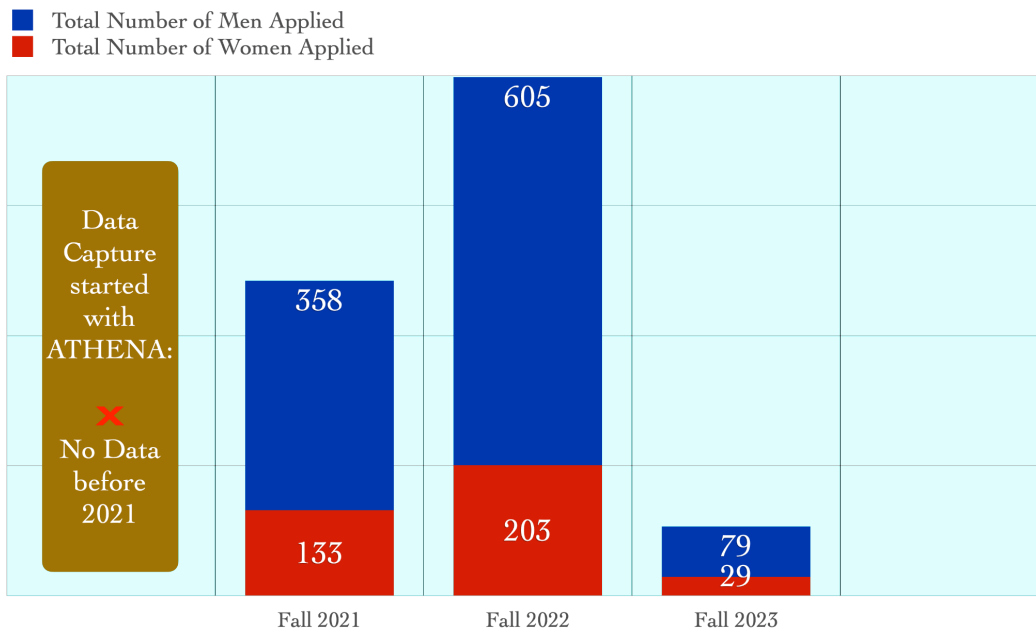


Figure 1. Total number of STEM women and men who applied for positions.

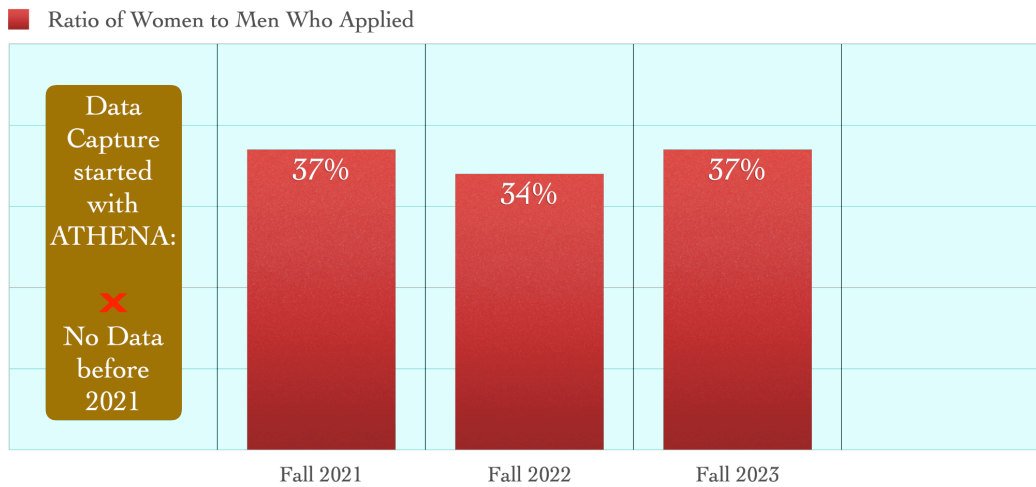


Figure 2. The ratio of total STEM TTK women to total STEM TTK men who applied for positions.

Data about who was interviewed for STEM TTK faculty positions:

- Total Number of Men Interviewed
- Total Number of Women Interviewed

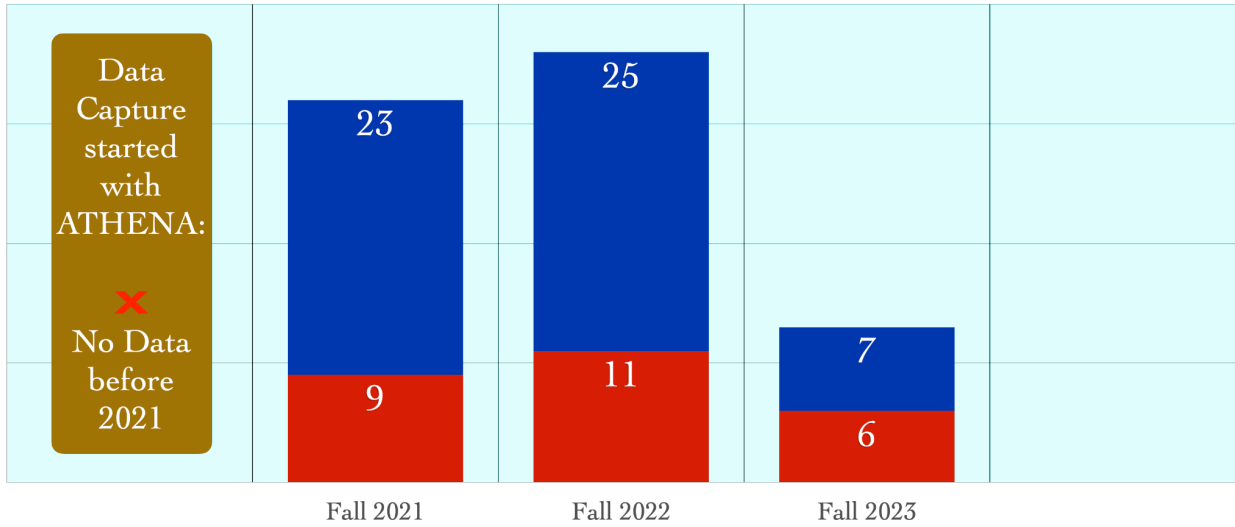


Figure 3. Number of STEM TTK men and STEM TTK women who applied to faculty positions.

- Ratio of Women to Men Interviewed

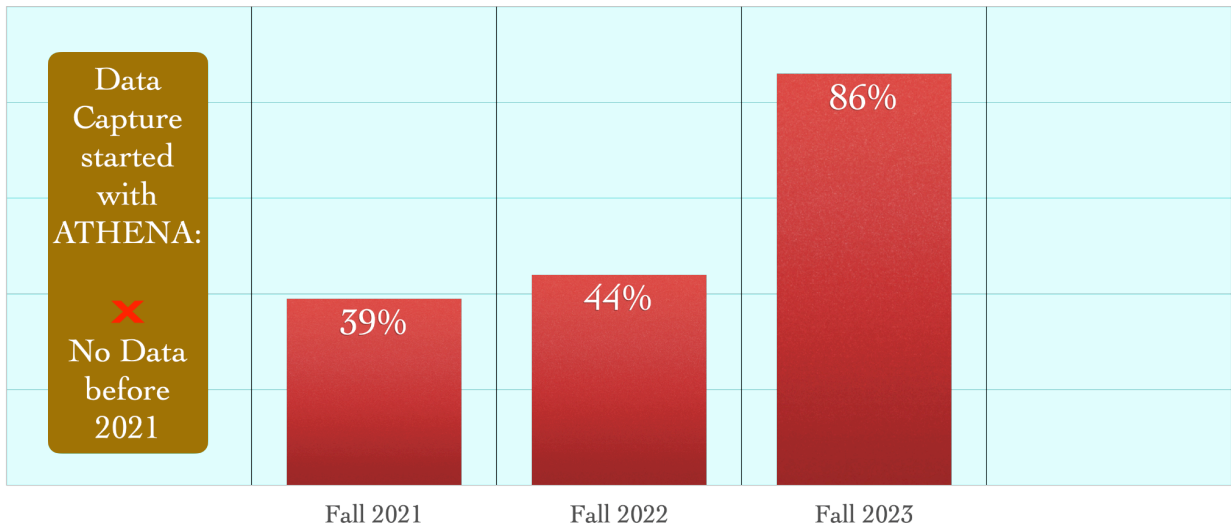


Figure 4. The ratio of total STEM TTK women to total STEM TTK men who were interviewed.

Data about who was hired for STEM TTK faculty positions:

- Total Number of Men Hired
- Total Number of Women Hired

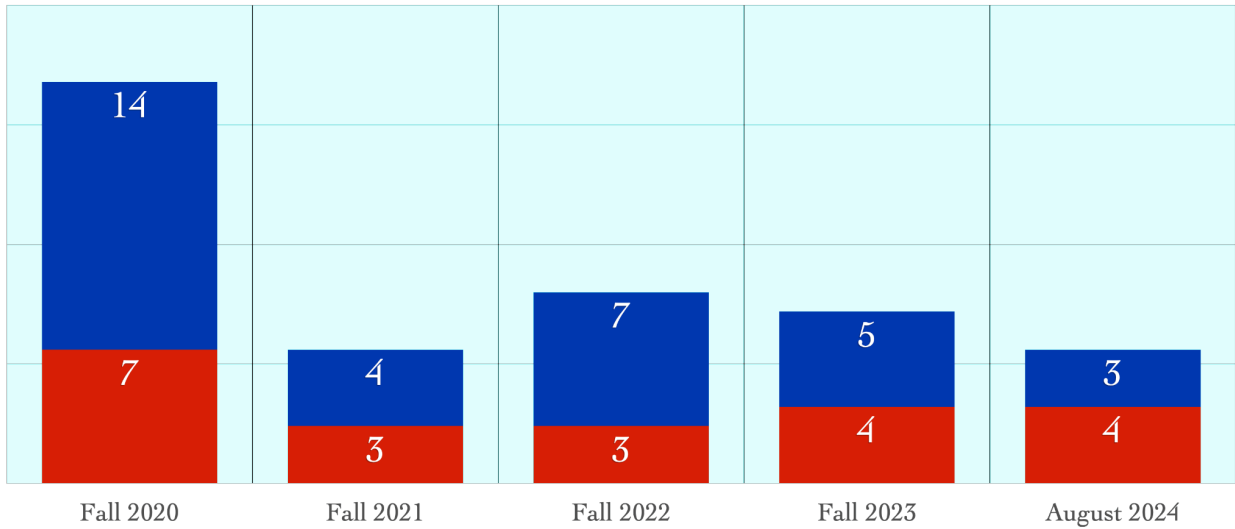


Figure 5. Total Number of Tenured and TTK STEM Men and Women Hired.

- Ratio of Women to Men Hired

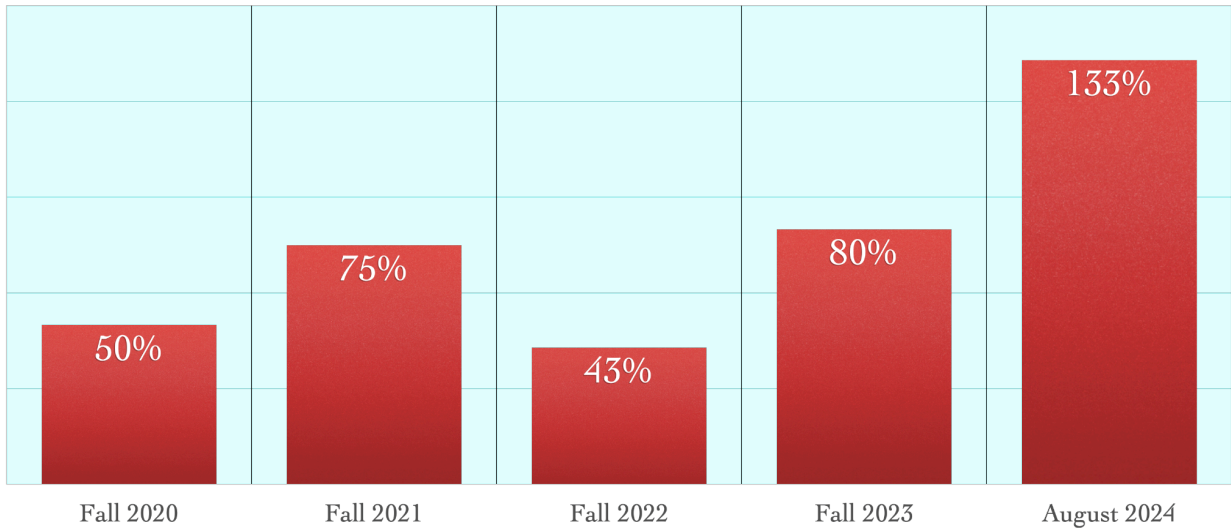


Figure 6. Ratio of STEM Women to STEM Men Who Were Hired.

Recruitment & Hiring of URM STEM TTK Women

Data Capture of URM Women's recruitment stages started in 2021. Although the number of URM STEM TTK women who were hired remained small depending on the particular searches taking place each year, **the ratio of hired URM women to all men in the STEM TTK increased from 14.9% to 20%.**

When it comes to the total number of faculty in STEM TTK, we find that **the ratio of women to men saw an increase by over 21%**, from 33% to 40%, while the ratio of URM women to men increased from 3.7% to 4.7%.

Data about who applied for STEM TTK faculty positions

The ratio of URM STEM women to all STEM men applying for new positions fluctuated as shown in Figure 7, while

■ Ratio of URM Women to Men Who Applied

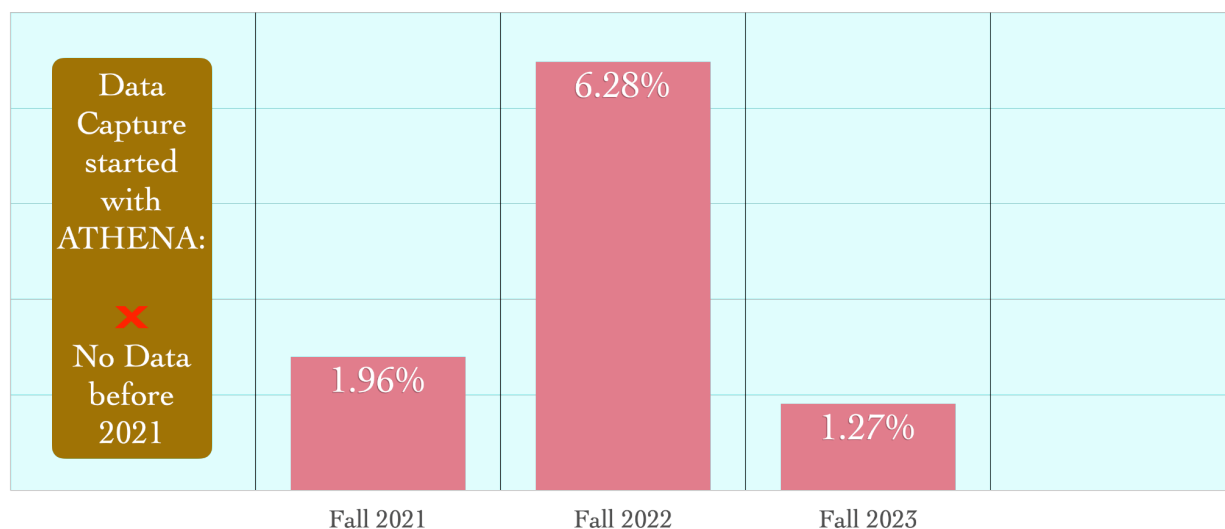


Figure 7. Ratio of STEM TTK URM Women to Total STEM TTK Men Applicants.

Data about who was interviewed for STEM TTK faculty positions

The **ratio of URM STEM women to all STEM men who were interviewed increased from 0 to 100%** as shown in Figure 10.

■ Ratio of URM Women to Men Interviewed

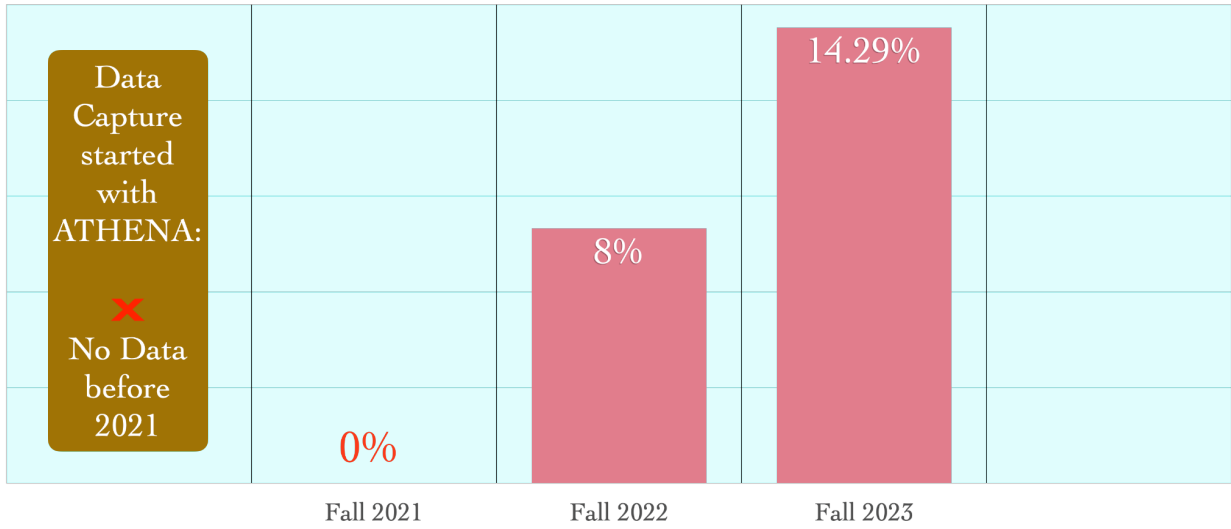


Figure 8. Ratio of STEM URM Women to Total STEM Men Who Were Interviewed.

Data about who was hired for STEM TTK faculty positions

The ratio of **URM STEM Women to all STEM Men hired** increased from **0 to 20%** as shown in Figure 9. The ratio of URM STEM women **interviewed** to URM STEM women who **applied** increased from **0 to 100%**, as shown in Figure 10; while the ratio of URM STEM women **hired** to URM STEM women **interviewed** increased from **0 to 100%** as shown in Figure 11.

■ Ratio of URM Women to Men Hired

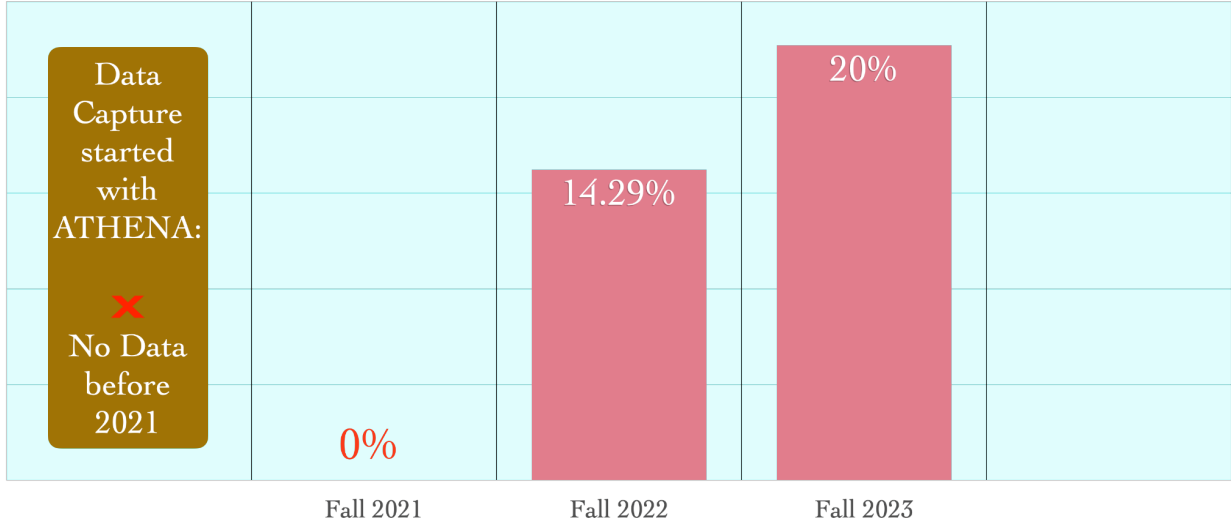


Figure 9. Ratio of total URM women hired to total men hired.

■ Ratio of URM Women Interviewed to URM Women Who Applied

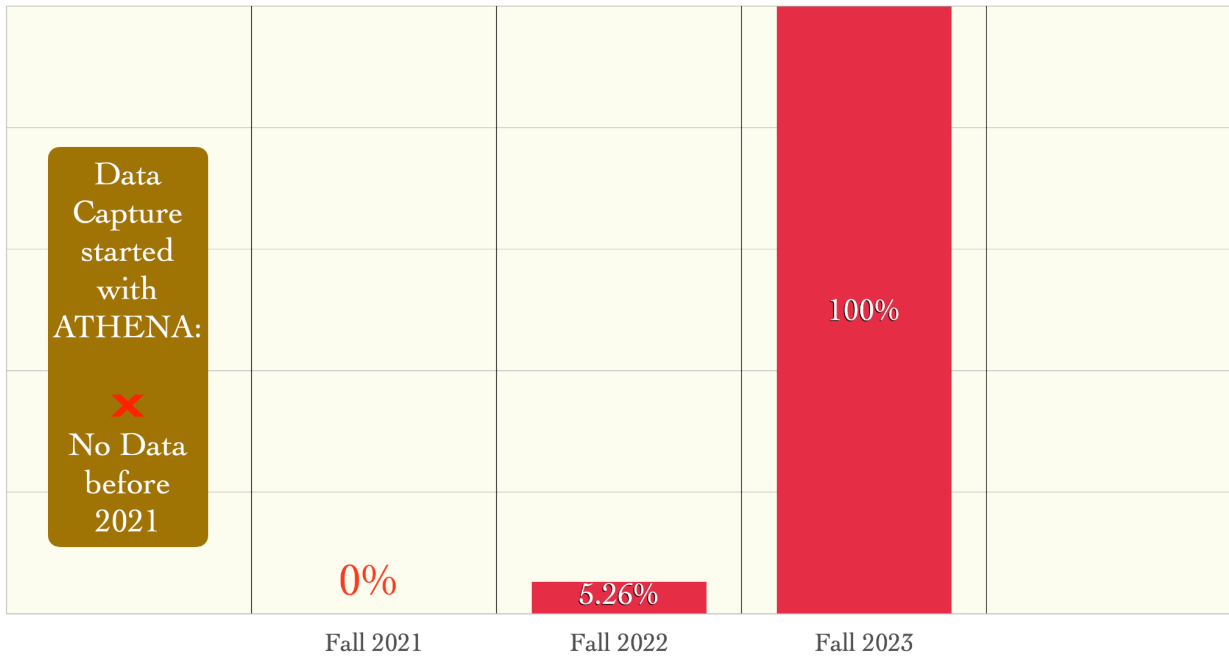


Figure 10. Ratio of URM STEM Women interviewed to URM STEM Women who applied.

■ Ratio of URM Women Hired to URM Women Interviewed

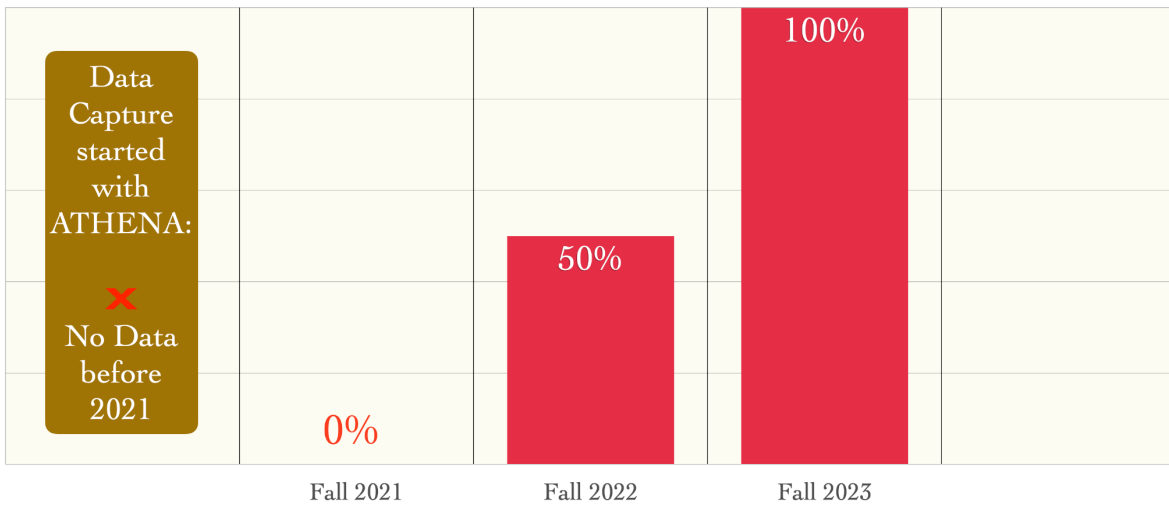


Figure 11. Ratio of URM STEM Women hired to URM STEM Women interviewed.

Trends in Number of Women and Men in STEM TTK

Data about All Women

In the following, we present visualizations for trends in representation **for all women (Figures 12)**, then **for URM women (Figure 13)**. When it comes to the total number of faculty in STEM TTK, we find that **the ratio of women to men saw an increase by over 21%** as shown in Figure 12.

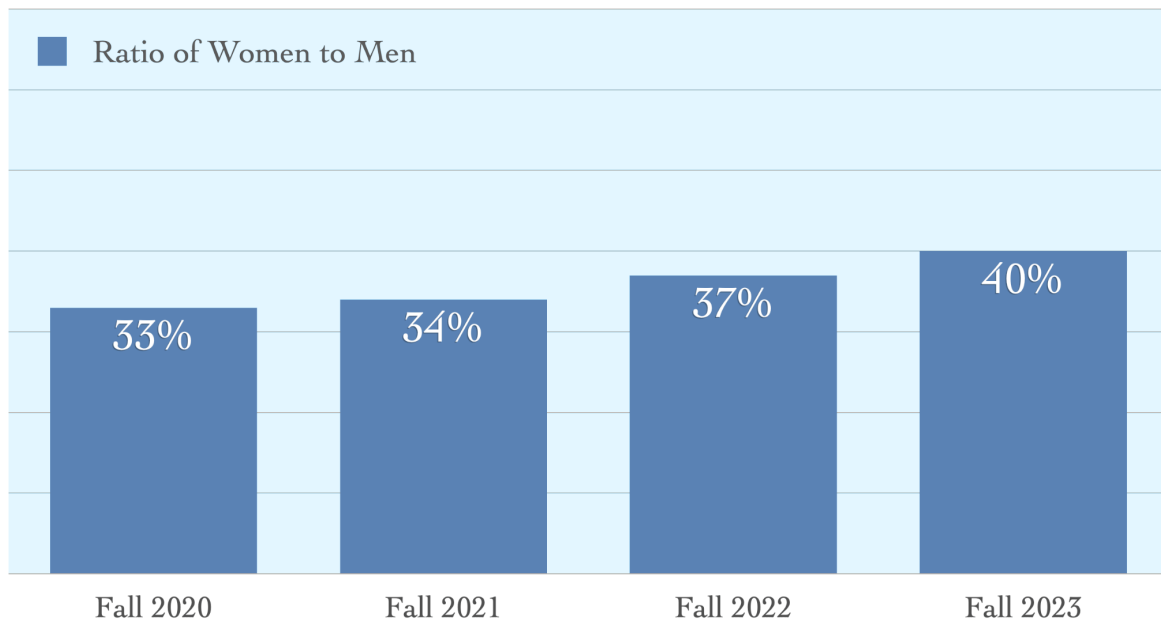


Figure 12. Ratio of total STEM TTK women to men.

Data about URM Women

The **ratio of URM STEM Women to all STEM Men increased from 3.7% to 4.7%** during the period of the grant, as shown in Figure 13.

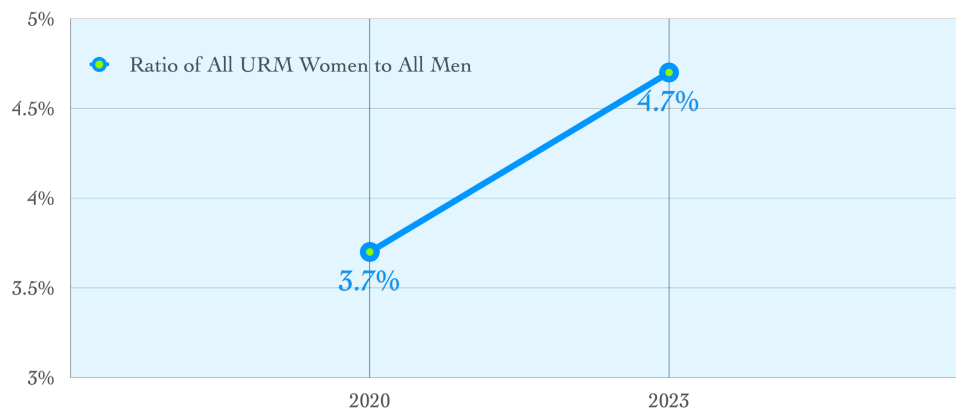


Figure 13. Ratio of URM STEM TTK Women to all STEM TTK Men.

Trends in Promotion Data

We finally present visualizations for promotion data in Figures 14-15. The ratio of all STEM TTK Women to all STEM TTK Men who were **promoted on time (including from Assistant to Associate and from Associate to Full)** increased by **148%** from 2020 to 2024, as shown in Figure 14. Interestingly, the ratio of **Associate Professor STEM TTK Women to all Associate Professor STEM TTK Men who were promoted on time to Full Professor** in the TTK increased by **152%** from 2020 to 2024, as shown in Figure 15.

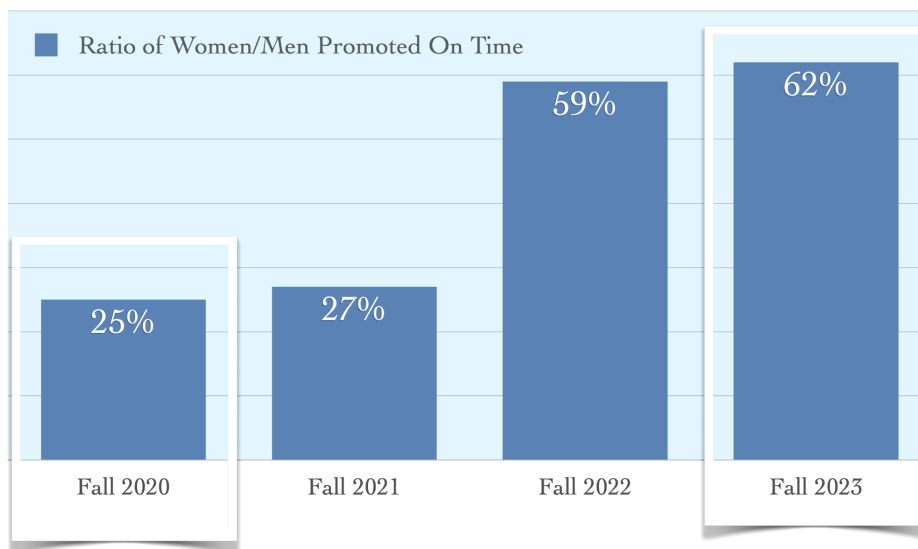


Figure 14. Ratio of STEM TTK Women to STEM TTK Men promoted on time.

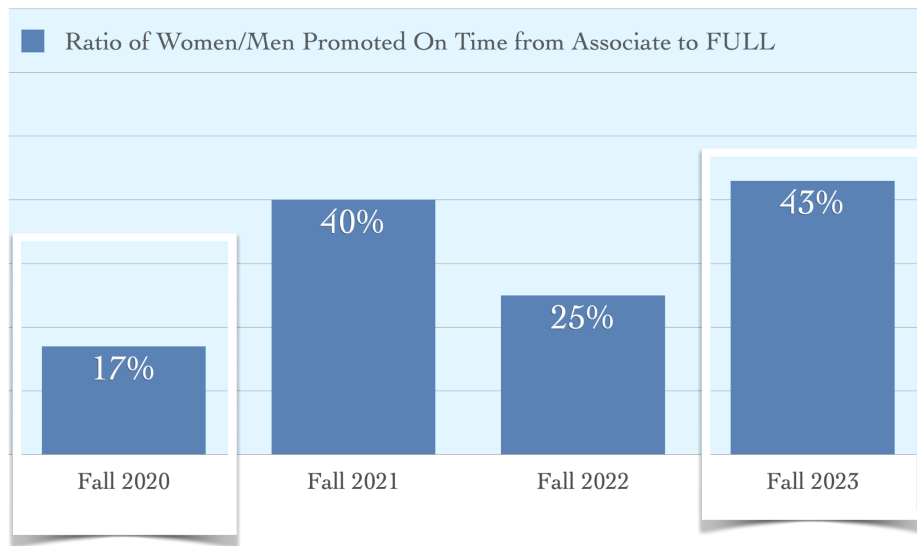


Figure 15. Ratio of Women to Men promoted on time from Associate to Full Professor.

4. External Advisory Board (EAB) Feedback and Response

The EAB has been instrumental in providing feedback on the strengths and areas of improvements. Below we summarize the salient themes of this feedback and how ATHENA has responded, **with an emphasis on the last two years** of this feedback and response cycle (the details for prior years are included in the previous synopsis reports for each year, which are linked at this end of the document).

Each year of the project, the External Advisory Board (EAB) provided feedback on the ATHENA program based on three key questions (what ATHENA is doing well?, what can be improved?, and which new initiatives can be started, while remaining within the scope of the original project’s NSF proposal). The feedback over the last two years addressed the following key themes, including strengths, areas of improvement, and sustainability.

ATHENA’S Strengths

The EAB has identified the following areas of strength where ATHENA is performing well:

- Peer Mentoring Circles: ATHENA’s initiative to connect women faculty through peer mentoring circles has been highlighted as a significant success, fostering networking, inclusiveness and professional growth.
- The mentoring luncheon was significant to network otherwise-isolated STEM women faculty together.
- The interactive theater initiative, which was rated 90% good-excellent, helped participants understand equity-driven hiring strategies and raised awareness of implicit bias.

- Faculty Hiring Toolkit (STRIDE): The development and implementation of a comprehensive faculty hiring toolkit (the STRIDE toolkit) has been positively received for its role in promoting equitable hiring practices.
- COVID challenges met through virtual Mentoring, STRIDE, Theater, and Data Capture.
- Online programming to accommodate the need for virtual and hybrid training.
- More women of color hired in STEM.
- Effective ADVANCE resource use and leadership engagement.
- Expanded Faculty Mentoring with circles and workshops.
- External Evaluation Engagement: Regular engagement with an external evaluator to review and assess ATHENA's progress has strengthened program oversight and validation of its efforts.

EAB Recommendations on Strengths

- Continue to expand the adoption of Mentoring Circles and the STRIDE toolkit across the institution.
- Maintain ongoing use of the external evaluator to provide guidance and support.

Areas for Improvement

While the EAB recognized ATHENA's strengths, they also made recommendations for growth in several areas:

- Begin taking measures to sustain ATHENA's key initiatives so that they will endure after the grant.
- Emphasize that ATHENA's resources and training workshops are available to all faculty, not just women.
- Pilot the institutionalization of required search committee training in select colleges.
- Share data and resources more proactively via concise, targeted newsletters and promotional literature to encourage broader campus engagement.
- Extend the duration of networking events and give plenty of notice in advance.
- Improve promotion of the Mentoring Circles to reach more senior faculty and administrators.
- Increase male participation across ATHENA initiatives.

Potential New Initiatives

The EAB identified new areas within ATHENA's scope that have yet to be fully developed:

- Broadening Impact beyond women faculty: There is a need to demonstrate the value of ATHENA's efforts to all faculty, not just women.
- Institutionalizing Search Committee Training: Piloting an institutional plan to make search committee training mandatory.

- Data accessibility: Making data on training participation more accessible to other campus units, to better track and use the information for institutional improvement.

Sustainability and Program Challenges

The sustainability of ATHENA was a major focus of the EAB feedback. Although ATHENA has been working effectively with the Office of Institutional Equity on the Belknap campus, the HSC Office of Health Equity and Engagement on the Health Sciences campus, the office of Faculty Affairs, and the offices of Institutional Research and Institutional Effectiveness, the program faces significant challenges:

- Staffing and resources: The team is small, and the lack of staff has been a consistent barrier to expanding and sustaining the program.
- Leadership changes: Changes in leadership, both at the program and institutional levels, have raised concerns about the sustainability of ATHENA's initiatives.
- Support from leadership: Sustaining ATHENA will require continuous support from senior leadership (Provost and President) to ensure faculty participation and cultural transformation.

Recommendations for Sustainability

- Advocating for additional staff to support the recruitment, facilitation, and assessment of Mentoring Circles and other ATHENA programs.
- Continuing to work closely with Faculty Affairs, Institutional Equity, and HSC Office of Health Equity and Engagement to strategize sustainability.
- Ensuring authoritative communication from university leadership to foster broader faculty participation and engagement.

Year 5 Activities to Address the EAB Feedback and Recommendations

Every year, ATHENA has responded to the EAB feedback with an action plan, as reported in prior EAB synopsis reports and NSF reports for each year. In Year 5, ATHENA made strides in documenting and creating communications to share and sustain its initiatives. ATHENA has created training materials for many of its initiatives, that will make them easier to be sustained, on ATHENA's website. The following list summarizes some of ATHENA's activities that were influenced by the EAB feedback:

- Increasing communication and information distribution to recruit more men and leadership to participate in events.
- Conducting additional focus groups for comprehensive evaluations of STRIDE and mentoring circles.
- Exploring data on attrition for women and faculty of color.
- Prioritizing structural changes over implicit bias.
- Strategically showcasing top program achievements for recognition.

- Coordination with the office of the provost for emailing of the ATHENA STRIDE training workshop announcement by the provost for broader participation.
- Revamping the ATHENA website to make information more user-friendly and accessible.
- Hiring a visual communication expert to help improve the website and develop material to add clarity to the best practices.
- Documenting training initiatives and providing access to training through website videos.
- Expansion of the near-peer mentoring circles to a total of 7 circles, which now directly impact **32%** of women STEM TTK faculty.
- Strengthening of networking with two in-person events, including a first networking luncheon in 2023 and a second in-person networking luncheon for women faculty. The latter was attended by the provost who gave opening remarks. This networking event engaged **25%** of women STEM TTK faculty in customized group-based research collaboration and problem solving activities as part of a new Research Collaboration activity based on the new ATHENA Connector (refer to Faculty Mentoring Program in Section 6 for more details).
- To sustain the STRIDE program, the office of Faculty Affairs hired a Director of Faculty Inclusive Excellence in 2023, to coordinate several STRIDE and faculty mentoring-related activities. Over the last two years, ATHENA held several meetings with various stakeholders, including Faculty Affairs, the Employee Success Center, and COSW's leadership to share progress on activities such as STRIDE, mentoring and data capture.
- Additional focus groups were conducted to complete the analysis on STRIDE and Mentoring Circles.
- Enhancing communication strategies was challenging, and aimed at broader campus recognition, male participation, and increased mentoring program recruitment. A dedicated Communication personnel was hired to help address this challenge.
- Fostering the sustainability of the mentoring circles, by capturing the guidelines and protocol for the circles in video format for automation of the circle startup process via a 6-module course, with the modules shown in Figure 16.

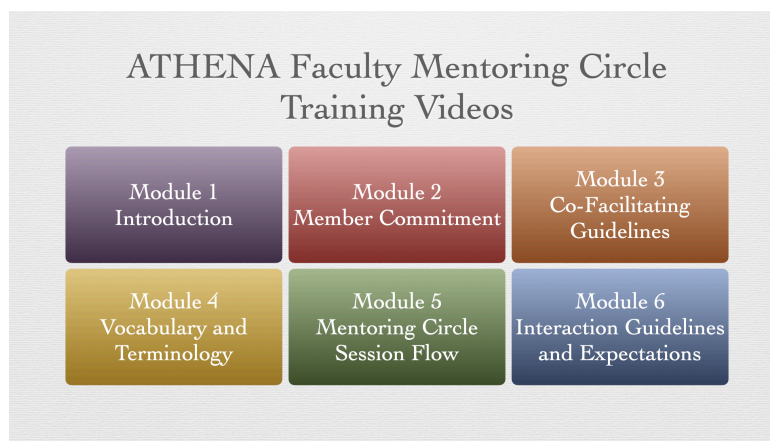


Figure 16. Training videos for launching new Faculty Mentoring Circles

5. External Evaluation Findings

The following summary is based on [Year 5's and Final External Evaluation Report](#), by ATHENA's external evaluator, Dr. Cate Samuelson, with the goals in the logic model in Figure 17. **Prior years' reports can be found linked at the end of this document in Section 8.**

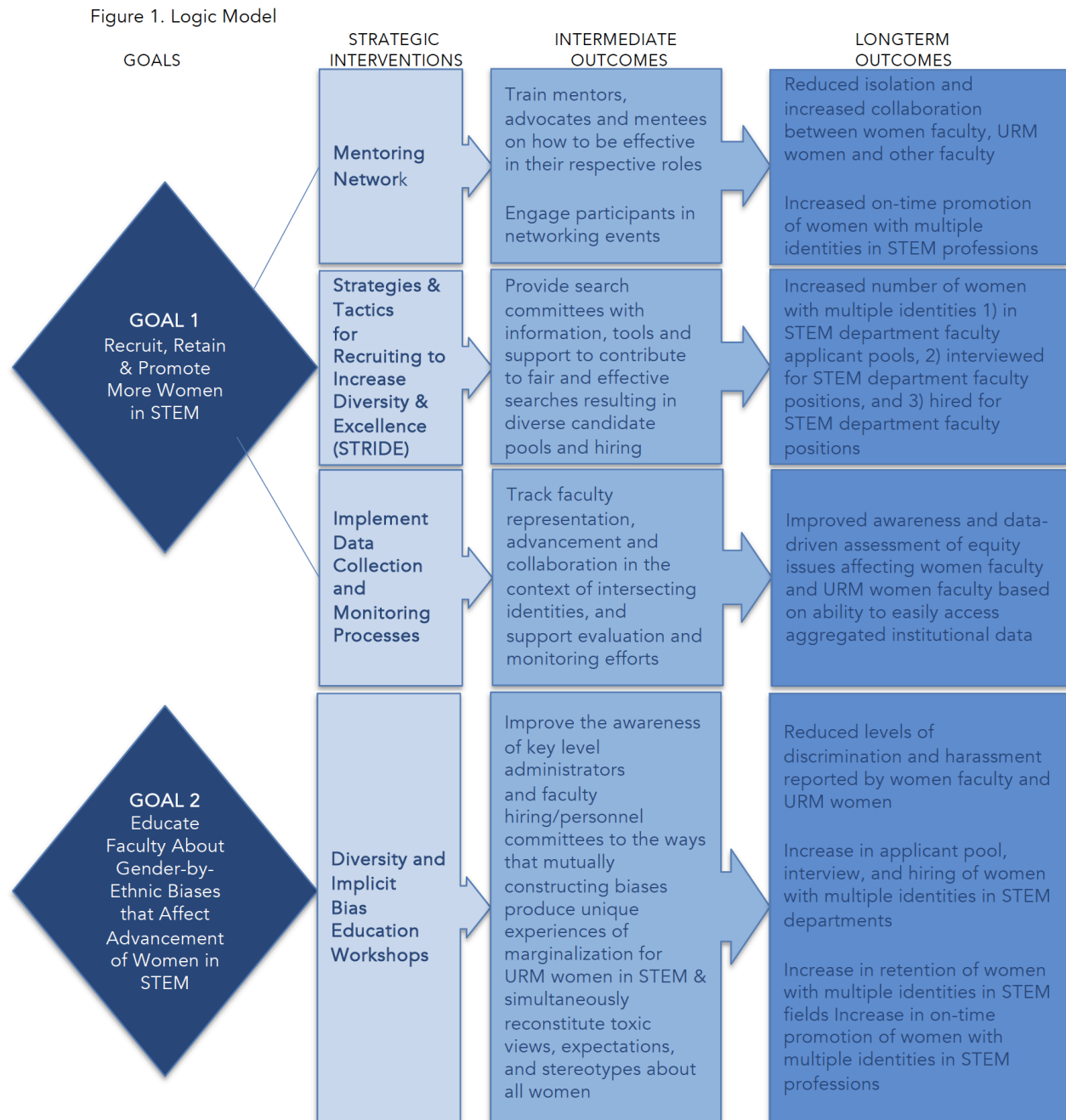


Figure 17. ATHENA Logic Model.

Findings Related to Goal 1: ATHENA advanced recruitment, retention, and promotion of women STEM faculty

Progress Toward Goal 1: Year 5 progress reveals ATHENA's ongoing development of interventions, particularly in Goal 1. FMP Mentoring fostered connections, problem-solving, and action plans among women faculty, addressing isolation. STRIDE workshops enhanced bias awareness, allyship, and hiring strategies using various tools. Data Collection & Monitoring in Year 5 refined the STEM dashboard, including URM representation and discipline sorting. 23 women in STEM have been promoted on time since fall 2020.

Year 5 findings indicate that several ATHENA Goal 1 targeted outcomes were achieved, and ATHENA made continued progress on others.

Faculty Mentoring Program (FMP) mentoring activities helped women faculty at UofL make supportive connections and reduce feelings of isolation; positively impacted careers and considerations about continuing at UofL; contributed to sense of belonging and community; and helped women faculty resolve problems at work, network, and connect with potential research collaborators. Mentor training helped improve participants' awareness, connect them to resources, and encourage them to apply their learning to mentoring new faculty.

Year 5 STRIDE Training workshops continued to improve participants' awareness and understanding of implicit bias, potential impacts of bias on critical decisions, and strategies to mitigate bias; improve understanding of microaggressions and how to be an upstander; and provide helpful resources and tools to apply equity-focused hiring strategies. Additionally, the training was viewed as worthwhile and important for search committee members to attend.

Data collection & monitoring processes implemented in Year 5 focused on continued tracking of the distribution of science and engineering faculty by gender, rank and department, updating the STEM Dashboard, preliminary analyses of COACHE Survey data, and sharing data and analysis results with school/college and institutional leadership.

With regard to targeted long-term goal 1 outcomes, over the course of the grant, **Faculty Mentoring Program (FMP) participants spoke to how MCs contributed to reduced isolation and increased collaboration between women faculty who participated. Additionally, there was an increase in the number of women STEM faculty promoted on time, and the ratio of women to men promoted on time increased from 25% to 62%.** While the total number of women from historically marginalized communities remained consistently low, the small number of women STEM faculty from marginalized communities and the length of time for promotion eligibility make this understandable. Although the number of women in STEM department faculty applicant pools, interviewed for STEM department faculty positions, and hired for STEM department faculty positions did not necessarily increase over the duration of the grant, **there were increases in the**

ratio of women to men interviewed (39% to 86%), hired for STEM faculty positions (50% to 80%), and in STEM department faculty positions (33% to 40%). While there was an overall decrease in the number of women from marginalized communities hired for STEM department faculty positions from fall 2020 to fall 2023, **the ratio of marginalized women to men hired increased (15% to 20%).** Participants of the STRIDE Training and Interactive Theater workshops (when in operation) did improve their awareness.

With regard to the long-term outcomes of increasing the number of women with multiple identities in STEM department faculty applicant pools, interviewed for STEM department faculty positions, and hired for STEM department faculty positions, the total number of women in each of these categories did not necessarily increase over the duration of the grant; however, the percentage of women as compared to the percentage of men did increase in many cases. For example, the percentage of women interviewed on campus for STEM department faculty positions increased from 28% in the fall of 2021 to 38% in the fall of 2023, resulting in a steady increase in the ratio of women to men interviewed (39% to 86%). Additionally, the percentage of women in STEM department faculty positions increased from 25% in fall 2020 to 28% in fall 2023, resulting in a consistent increase in the ratio of women to men in these positions (33% to 40%).

The percentage of women in STEM department applicant pools remained relatively consistent with 27% in the fall of 2021 and 2023, and a slight dip to 25% in the fall of 2022, and the percentage of women hired for STEM faculty positions increased overall from fall 2020 (33%) to August 2024 (57%), albeit with some increases and decreases in between. The ratio of women to men hired reflects this overall increase after initial fluctuations going from 50% to 80%.⁶ Additionally, the ratio of marginalized women to men hired also reflects an increase from 15% to 20%. Some department and institutional factors may have influenced the extent to which progress could be made toward these outcomes, such as the particular departments/disciplines that had searches each year, higher availability of women in certain disciplines versus others, small numbers of women PhDs from marginalized communities, etc. Nonetheless, progress was still made toward targeted outcomes.

With regard to the targeted long-term outcome of increasing on-time promotions of women with multiple identities in STEM professions, over the course of the grant, there was an increase in the number of women STEM faculty promoted on time. The total number of women STEM faculty promoted on-time increased consistently from fall 2020 (3) to fall 2022(10), with a dip in fall 2023 (4). The ratio of women to men promoted on time during this period increased from 25% to 62%. Additionally, the ratio of women to men promoted from Associate to Full Professor increased from 17% to 43% during this period. While the total number of women from historically marginalized communities remained consistently low with either one woman promoted on-time (fall 2020 and 2022) or zero promoted on-time (fall 2021 and 2023), the number of women STEM faculty from marginalized communities is small to begin with, and Assistant Professors are only eligible for promotion every 6 years; therefore, it is not surprising that promotion numbers would remain relatively low for this population of women. Despite many factors that could have negatively influenced on-time promotions for women overall and with multiple identities, such as

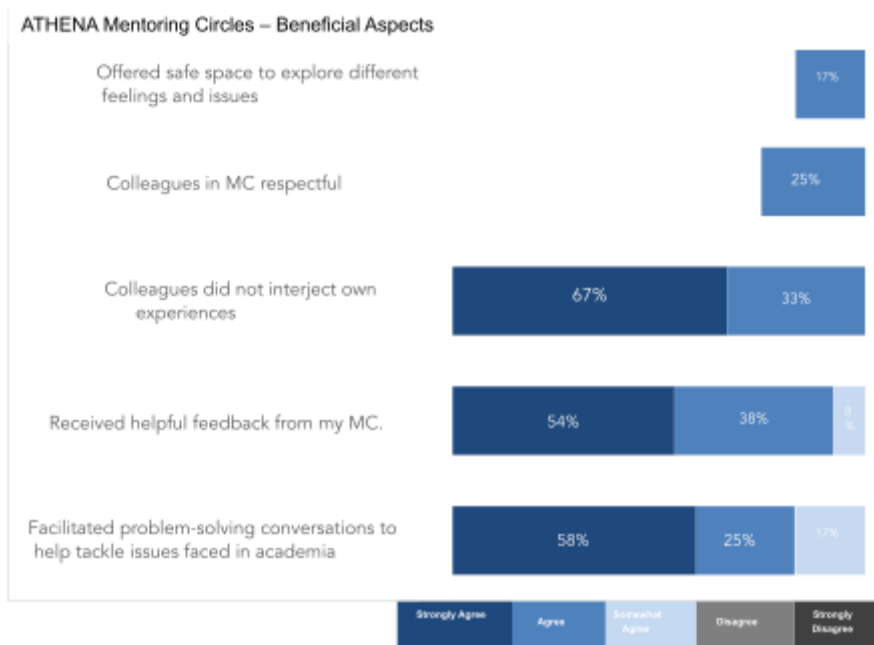
the COVID epidemic, political context, level of UofL leadership support, low numbers of women faculty from marginalized communities, and limited bandwidth of the ATHENA Program due to low staffing

Table 1. Goal 1 Activities Implemented in Year 5

ACTIVITY	FMP	STRIDE	Data Collection & Monitoring
FMP Mentoring Circles	◆		
FMP Luncheon	◆		
FMP Team-Based Mentoring Presentations & Meetings	◆		
FMP Mentoring Workshop Pilot	◆		
STRIDE Training Workshops (2 Trainings / 4 Total Sessions)		◆	
STRIDE Equity Process Advocate Training		◆	
Securing sustainability for STRIDE through Faculty Affairs		◆	
Continued tracking gender, rank and department information			◆
STEM Dashboard updates			◆
COACHE Survey Analysis			◆

Figure 18. Goal 1 activities conducted in Year 5

Year 5 Key FMP MENTORING ACTIVITIES are summarized in **Figure 18**. While the external evaluator report summarized the evaluation findings for all activities, the following will be an overview of the findings from gathering feedback through focus groups and survey administration to evaluate: **1) Faculty Mentoring activities**, specifically: a) the Mentoring Circle (**MC**) program, which has been expanded from 5 to 7 circles, b) the in-person Faculty Mentoring and Networking Luncheon with facilitated research collaboration, c) the Mentor Training workshop; and **2) STRIDE Training**.



1) Faculty Mentoring Program: The most useful components of Year 5 FMP MENTORING ACTIVITIES

included having a safe, supportive space to connect and build relationships with women faculty of varying ranks from different departments; learning and sharing strategies and skills for effectively navigating life as a woman faculty member at UofL; providing and receiving mentoring via a peer coaching model; networking opportunities; and helpful resources.

100% of MC evaluation survey respondents agreed/strongly agreed that their MC offered a safe space to explore different feelings and issues they were experiencing in academia, that colleagues in the MC were respectful, and that they did not interject their own experiences. 92% agree/strongly agreed that they received helpful feedback from their MC, and 83% agreed/strongly agreed that their MC facilitated problem-solving conversations to help tackle issues they faced in academia.

[B]eing a new professor here, and having this group to ask questions, and [in] a very safe and inclusive space, has been really – [I] can't even really quantify how helpful it's been because it's been so wide-reaching right, the range of topics that we've been able to talk about as a group. Even [things] that I haven't brought up personally, have helped me learn. And I always feel like I have people to come and talk to, which is not always the case in academia. (MC Member)

[I]t's important [to] share my experiences and help [newer] professors whenever I can, just general advice. I know it's not about research, but it's more about advice, how to survive at the university level. I think maybe it stems partially from the lack of resources when I joined the university, and I know how difficult it was for me. And that's why it's one of my aims [to] help other female professors. (MC Member)

Two focus groups with MC members revealed aspects of the MCs that they found most effective and helpful included having members come from different departments across colleges, the methodology, format and structure of the MCs, and having members in different roles and stages of their careers. The MC which had been meeting for a year expressed great satisfaction with their MC experiences. **When asked to describe their MC in one word, the words included: *fantabulous, supportive, helpful and inclusive.***

I think the circle itself, the methodology, helps me in that we go through people sort of mirroring back to you what you're saying. "Do you have a something you want to see happen? What are you trying to achieve?" You know, it's supportive, but it helps you think logically through what the outcome you even want is...and then shares pathways people know [to] get there, and it's always my solution that I came up with, not anyone else telling me how to do it right. (MC Member)

[F]or me, looking back and saying, "Man, I remember doing that, and it was so horrible for me, but now I'm glad that [our Assistant Professor member] is getting feedback, so it's not going to be as horrible for her. Or [an Associate Professor member] getting the support to [go] up for Full Professor with confidence. So I think it really helps [knowing] that...because no one told me... (MC Member)

[W]orking in this circle [with] the [other] women in the group has just been so freeing for me. [I] came here three years ago, didn't know a soul, didn't meet a soul. Well, I met 4 souls my first year here, so it was just having this connection and the ability to ask questions without feeling stupid or without being told I shouldn't be asking the question. (MC Member)

[T]his feeling of camaraderie and friendship, I think that's a great add-on and, you know, maybe it might be one of the things that make me [stay], you know? (MC Member)

So I've used [the] circle a lot in trying to figure out what the problem was, or if [I] was imagining it be a problem, or if it was a problem, and then coming up with solutions to resolve the problem. So it's been very helpful, and I think just having the wide range of experiences with different schools, with different disciplines, the different ways we came up as faculty members has been really helpful to me. And [when] someone says, "Oh yeah, I had that same problem, and this is what it was, and this is what I did," I [felt like] I was in a boat with a bunch of other people. (MC Member)

[W]hen I'm like, "Oh, here's my problem," I feel a little bit empowered to act on it instead of just saying, "Okay, here's the problem, and I don't know what to do about it, [so] I'm just not going to do anything." But then sharing it, getting some feedback that it is in fact a problem...then I'm like, "Okay, I have my support of my circle, I'm going to do this," and we're held accountable by our goals that we set for...our contract. (MC Member)

Conversation Among MC Members in Focus Group

I would say [my MC has] exceeded my goals and expectations. I really wasn't entirely sure what the mentoring circle was going to be like. And [we] got very close very quickly, and I felt extremely comfortable talking about everything going on, and I really appreciated the peer mentoring setup of all of this -- that it wasn't one specific person who was in charge of giving feedback, or things like that, it was all of us kind of collectively sharing our expertise and experiences.

Yeah, I agree. Exceeded my [expectations]...I didn't [really] know what to expect, but it's been really a great experience.

I agree with that wholeheartedly. I will say it allowed me a space where I could be a woman and then a scientist and not have to constantly edit having emotions. And I've used this circle shamelessly to share emotions, and I appreciate [you] all allowing me to do it because, oof, sometimes I just want to not have them.

[All nodded in agreement]

ATHENA Faculty Mentoring Luncheon:

ATHENA hosted the second annual FMP Luncheon and Networking Session in April 2024. The focus of the event was to help connect women faculty participating in MCs with members from other circles for the purpose of broadening their network of support and establishing potential research collaborations. The ATHENA program team created The ATHENA Connector for the luncheon (and future networking events), an MC member directory featuring a photo and research summary for each MC member to support networking and research collaborations among circle members.

The thing I liked the most about this event was that I found a collaborator that can help me analyze data that I have had for 6 years but haven't the expertise to handle. (FMP Luncheon Participant)

When participants were asked how helpful they found different elements of the luncheon, 100% found the breakout sessions and learning about other women faculty research needs, to be helpful to very helpful, 93% found learning about other women faculty research interests to be helpful to very helpful, and 79% found connecting with other women faculty with mutual or similar research interests to be helpful to very helpful. 71% found connecting with women faculty from different ATHENA Mentoring Circles to be helpful to very helpful.

When asked what they liked most about the FMP Luncheon, participants reported that they enjoyed connecting to, meeting and conversing with women faculty, networking opportunities, time and connecting with MC members, meeting new potential collaborators, and connecting in person/face to face.

[What I liked most about the luncheon was that it provided] an opportunity to meet in-person with my Circle and members of other ones. (FMP Luncheon Participant)

[What I liked most about the luncheon was that it] helped me expand my network in research. (FMP Luncheon Participant)

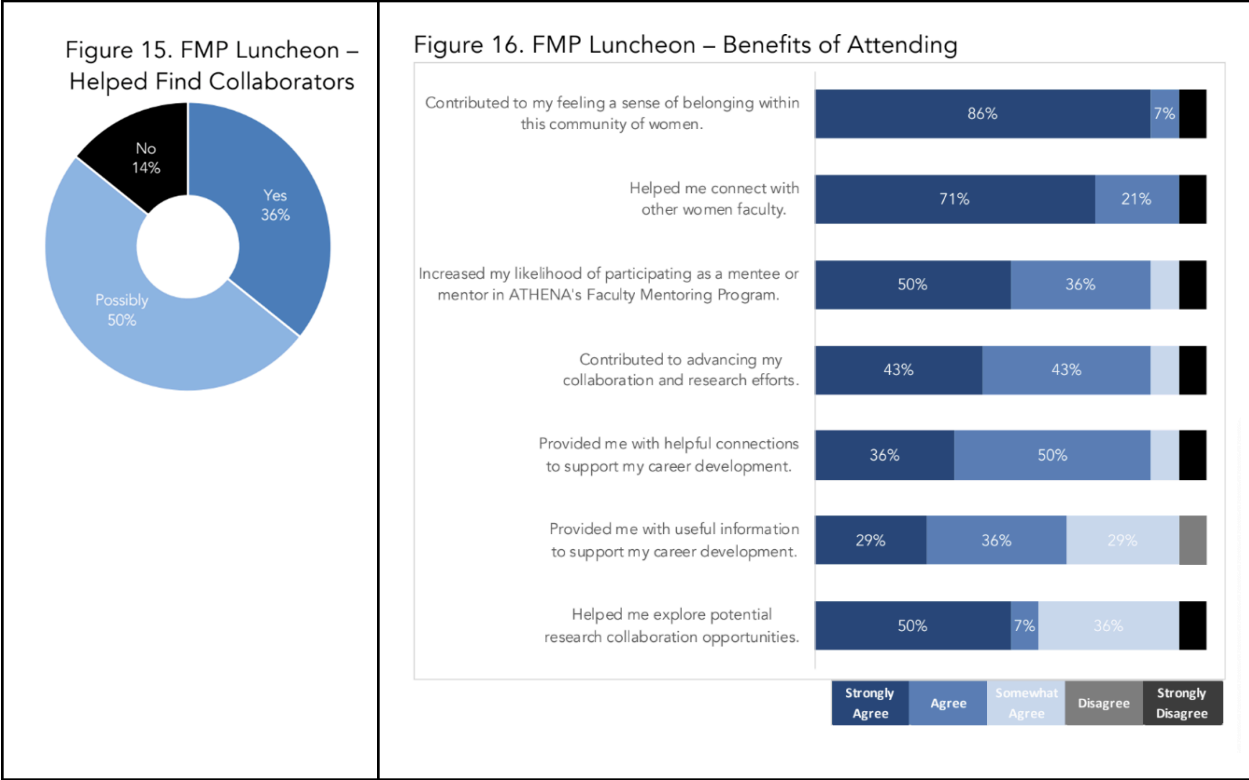


Figure 19. Faculty Mentoring Networking Luncheon Participant Feedback - Spring 2024

FMP Mentor Training Workshop Pilot

ATHENA's pilot Mentor Training Workshop was attended by 23 people in July 2024, including faculty with different ranks and from various departments, a Dean, Associate Deans, and staff. Of those participants, one-third completed an evaluation survey, including two Associate Professors, two Full Professors, one Associate Chair, one Interim/Vice Chair, and one Associate/Assistant Dean. **86%**

percent of respondents rated the workshop as good to excellent. When asked about effective aspects, responses included advocacy for mentoring, mentors and mentees at all career stages, the handbook, receiving a copy of the slides, the activities, and practical ideas.

I liked the activities as they got me thinking. I also like the practical ideas like having one hour mentoring meeting with 30 minutes for long term goals - this was new info for me. I have a junior faculty mentee, and I will try to put into practice a more formal meeting regimen as well as keeping my door open to them as much as I can. I will also try to ask her more questions about the issues she brings to me and try to ask her to find some options instead of me just telling her what I would do. [Mentor Training Workshop Pilot Participant]

All Mentor Training participants responding to the survey reported that **the training greatly or somewhat improved:**

- their awareness of **where to find faculty mentoring resources,**
- their **understanding** of: **1) the evidence-based Principles for Effective Mentoring, 2) the best practices for inclusive mentoring, and 3) the different models of mentoring.**

With regard to **application** of what they learned, **100% of respondents** indicated that the workshop **improved the likelihood of them applying the learning to mentoring new faculty, mentoring postdocs and students, mentoring mid-career faculty, and improving mentoring structures** in their department/unit.

2) STRIDE

Both Evaluation surveys and focus groups were used to gather feedback about STRIDE training workshops. Year 5 saw STRIDE training, Handbook revisions, new EPAs, and the transition of the STRIDE training program to the Director of Inclusive Excellence within Faculty Affairs for continued administration. ATHENA conducted **four 2-part STRIDE Training Workshops in Year 5.** A total of 366 people attended STRIDE training sessions, including 186 decision makers, 148 participants with at least one upcoming search, 23 search committee chairs, 22 leaders (Deans, Chairs or Administrative Leaders), and 30 tenure and promotion committee members.

The most effective was to provide very specific examples and ways of incorporating the work into hiring. The example advertisement, the "gender test" for ads, written statements about diversity that can be cut and pasted into documents and other tangible items. Providing citations to peer-reviewed studies helped support the understanding that the information is accepted in scholarly communities. (STRIDE Training Participant)

I was chairing a search committee, wanting to do the best practices and so forth. It felt like the training provided this centralized resource that I could utilize, [and] I felt like it was very beneficial...When people question why [we] need to do this...it was nice to have a resource...and not just my opinion... it just helped make change easier. (STRIDE Focus Group Participant)

So attending [the STRIDE training helped] me understand, [and] knowing other people who will be on the search committee will [attend and] know what I know [makes] me feel more comfortable [serving on] a search committee. (STRIDE Focus Group Participant)

I think there's huge potential in what the training does for folks, both in terms of [where] I need to improve, what I need to do, so personal resources, but it's also useful for recommending to folks who I think need to have some of their practices challenged. (STRIDE Focus Group Participant)

The majority (85%) of the Fall 2023 STRIDE Training workshop participants rated the STRIDE workshops as good to excellent.

When asked about the most effective aspects of the workshops, several comments reflected how helpful participants found the **resources and tools**, as well as the **examples**. They also found the **format** to be effective, particularly the **interactive** approach, as well as **hearing from and engaging in discussions with other participants and the breakout sessions**. Other effective aspects included **specific content shared, the moderators/trainers, and setting expectations for engagement**.

The majority of STRIDE Training survey respondents reported good to great improvement in their ability to apply new strategies for practicing more conscious awareness to mitigate bias organizationally (74%), awareness of where implicit and explicit biases creep into systems and criteria (72%), ability to identify how bias and processes of unconscious mind can impact critical decisions and results (72%), ability to apply new strategies for practicing more conscious awareness individually to mitigate bias (70%), understanding of equity-focused hiring strategies (67%), and understanding of the science and research of unconscious bias (65%).


Data Collection & Monitoring included COACHE Survey analysis and STEM Dashboard updates, and collaboration efforts with Institutional Research to begin publishing the ATHENA STEM Faculty Dashboard annually in conjunction with the Employee Dashboard.

Challenges & Areas for Improvement for Goal 1

The primary CHALLENGES IN MEETING GOAL 1 OUTCOMES focused on Near-Peer/Peer Mentoring Circle participant representation in terms of faculty rank, FMP luncheon attendance challenges, and struggles faced in effort to launch the Team-Based Mentoring program. STRIDE Training challenges included issues related to ATHENA Program fund depletion and participation of resistant faculty essentially required to take the training due to their role on upcoming faculty searches.

*I think the bias is probably still there, but the awareness of the bias, and trying to take steps to minimize it, is largely a big outcome from it.
(STRIDE Focus Group Participant)*

*I think that the search committee is - at least the ones I've been a part of - when we have people who have attended the STRIDE training, they are better because I think that we're more likely to get the best candidates because, you know, some of the things that we might have looked at unconsciously, now we are very conscious and intentional to get the best people for the for the job.
(STRIDE Focus Group Participant)*



Some suggestions for improving FMP Activities included keeping MCs focused on women, broadening beyond STEM, including term faculty and increasing the number of members. Other suggestions included ATHENA hosting more luncheons and events enabling cross-circle connections and providing more time and opportunities for networking. Mentor training suggestions focused on breaking the training up into multiple, smaller interactive sessions and including concrete examples.

STRIDE training workshops suggestions included specific content, logistics and organizational suggestions; increasing opportunities for discussion, interactivity and engagement; providing more examples to work through; and broadening the scope and reach of the training.

Additional suggestions included offering refresher trainings, collaborating with Human Resources to merge STRIDE and HR search committee trainings, sending reminders about available resources and their locations, and providing resources to garner support from UofL leadership.

Findings Related to Goal 2: Educate faculty about biases affecting women's advancement in stem

Implementation

Goal 2 is to educate faculty about gender-by-ethnic biases that affect the advancement of women in STEM disciplines. Although ATHENA did not host Interactive Theater Workshops during Year 5, progress was made toward the Goal 2 outcome of improving administrator and faculty awareness and understanding of unconscious bias in hiring, promotions and tenure, intersectionality, and sexual harassment in STEM through the educational component of STRIDE Trainings. During Year 5, ATHENA successfully executed multiple STRIDE Training Workshops in the fall and spring, which improved participants' awareness and understanding of this content and increased the likelihood that they would apply this learning to their hiring and tenure decisions, along with interactions between colleagues and peers, and in their teaching with students.

Progress Toward Goals

The educational component of STRIDE Trainings improved participants' awareness and understanding of unconscious bias in hiring, promotion and tenure, intersectionality and sexual harassment. With regard to targeted long-term goal 2 outcomes, over the course of the grant, it is unclear at this time whether there have been reduced levels of discrimination and harassment reported by women faculty and women from marginalized communities. Based on the numbers of women in STEM department faculty positions, it appears that retention of women with multiple identities in STEM fields has remained relatively consistent.

Challenges and Areas for Improvement

The key challenges in meeting goal 2 outcomes were the departure of the faculty member who developed and ran the Interactive Theater Workshops, and the lack of funding to sustain this type of programming by hiring external organizations to conduct the workshops.

6. Description of ATHENA's Interventions

Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)

Fifteen STRIDE sessions have been held since 2021, delivering just over 1800 participant training hours, including over 70 university leaders (chairs and deans) and over 400 reporting to have served on search or tenure committee members. ATHENA made continuous improvements to the training based on respondent feedback. Overall, 44% of all attendees rated the training as excellent and 44% rated it as good. Recent respondents indicate they are very likely to use the training in recruitment decisions (71%), tenure decisions (74%) and when interacting with colleagues/peers (84%) and teaching students (84%).

ATHENA made several revisions to the STRIDE handbook ([STRIDE Handbook Version 2](#)), and promoted the revision and reminded all search committees to follow the best practices and guidelines therein. The STRIDE handbook and resources are accessible on the ATHENA website ([at this link](#)) and the Provost of Faculty Affairs website ([at this link](#)). The STRIDE Handbook, available since 2021, guides faculty search committees on how to perform equitable and inclusive faculty searches. This living document is revised under the oversight of the STRIDE Committee. Version 2 adds [several details](#).

In year 3, ATHENA improved the STRIDE Training workshops by collaborating with the Office of Diversity Education and Inclusive Excellence and the HSC Office of Health Equity and Engagement to split it into two parts. The training now educates on equity barriers and new search guidelines.

In Year 5, ATHENA developed a STRIDE Toolkit (see Figure 20) for easy access to all STRIDE tools in a simple one-page format, which features graphical links to the STRIDE Handbook, STRIDE Rubric, Top 10 Best Practices Checklist, and STRIDE training videos.



Figure 20. The STRIDE Toolkit

Faculty Mentoring Program

ATHENA developed a hybrid mentoring model with several components designed to address faculty needs at diverse career stages (see Figure 21). The **Networked Mentoring workshops** focus on strategies for various key skills and purposes such as promotion, negotiation, and networking. **Bi-weekly near-peer mentoring circles** provide problem-solving collaboration. Finally a **team-based faculty mentoring program for new faculty of all genders** was developed.

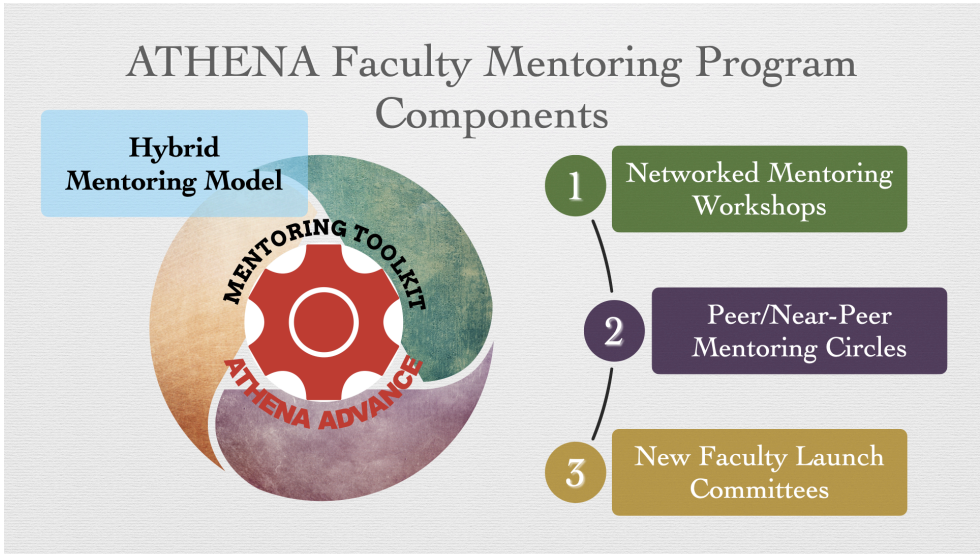


Figure 21. Components in ATHENA's Faculty Mentoring Toolkit

An online forum was created for women STEM faculty networking, along with announcements to share access to resources, workshops, and ATHENA events. Faculty also benefit from NCFDD enrollment, gaining empirically-tested skills and shared tips.

Near-peer Mentoring Circles, inspired by "Every Other Thursday" by Ellen Daniell" offer multi-perspective coaching. Positive feedback and extensive efforts to recruit faculty led to more circles in Year 4 and 5, including a circle for non-STEM women. The circle was also expanded by opening applications for STEM men faculty circles but there were not enough applications to start a men circle. ATHENA conducted Faculty Mentoring Circle Initiation Training in June 2023 and facilitation and training support for each new circle.

In addition to near-peer mentoring circles, ATHENA organized networked mentoring workshops, beginning in Year 1. Notable events include workshops titled "Promotion to Full Professor: Let's Get There"; "Grant funding tips and success", and "Women Advancing Together Workshops", including "Negotiating What You Want" and "Building Your Network For Success".

ATHENA began hosting an annual [Women Networking Luncheon](#) in Year 4, and began work on its Team-Based New Faculty Mentoring Program for STEM Tenure Track Faculty. This program involves collaboration with Employee Success, Faculty Affairs, College Deans, and Department Chairs. In Year 5, ATHENA presented team-based mentoring best practices for new STEM faculty and shared a mentoring toolkit that was developed and includes a Mentoring Handbook. ATHENA also developed and delivered a Mentor Training Pilot Workshop to 25 STEM mentors and leaders in Summer 2024.

ATHENA facilitated in-person research collaboration at its Women's Networking Luncheon in Year 5, using a participant booklet called the ATHENA Connector, which features a summary profile of each circle member's or participating women faculty's background, research interests and photo (Figure 22).

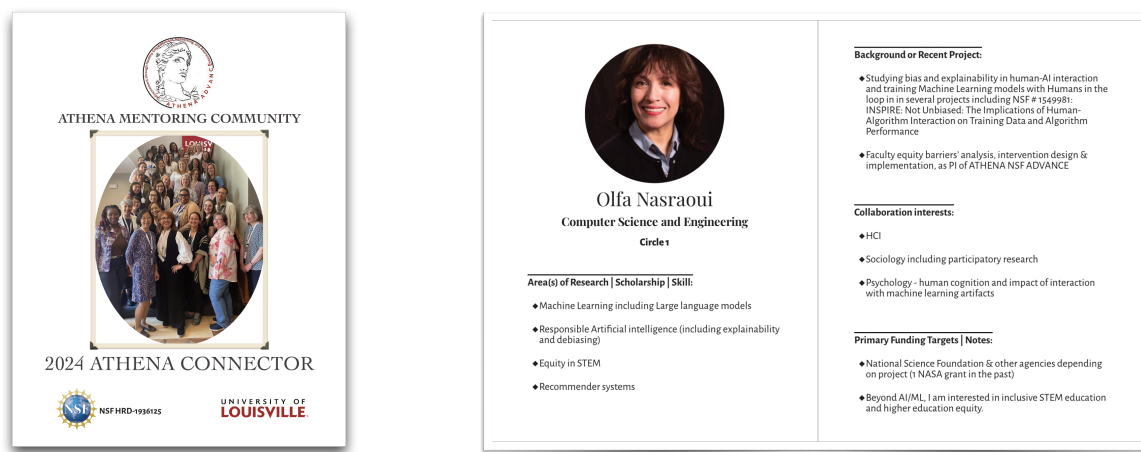


Figure 22. Cover and inside page sample from the ATHENA Connector for mentoring circle members

With 21 women joining 3 new circles in the last year alone, ATHENA's near-peer mentoring circles now add up to a total of 7 circles (Figure 23), drawing participation from 32% of women STEM faculty in the tenured/tenure-track (TTK) and including one Non-STEM circle started as a pilot. A total of 40% of STEM women have participated in ATHENA circles for at least a year.

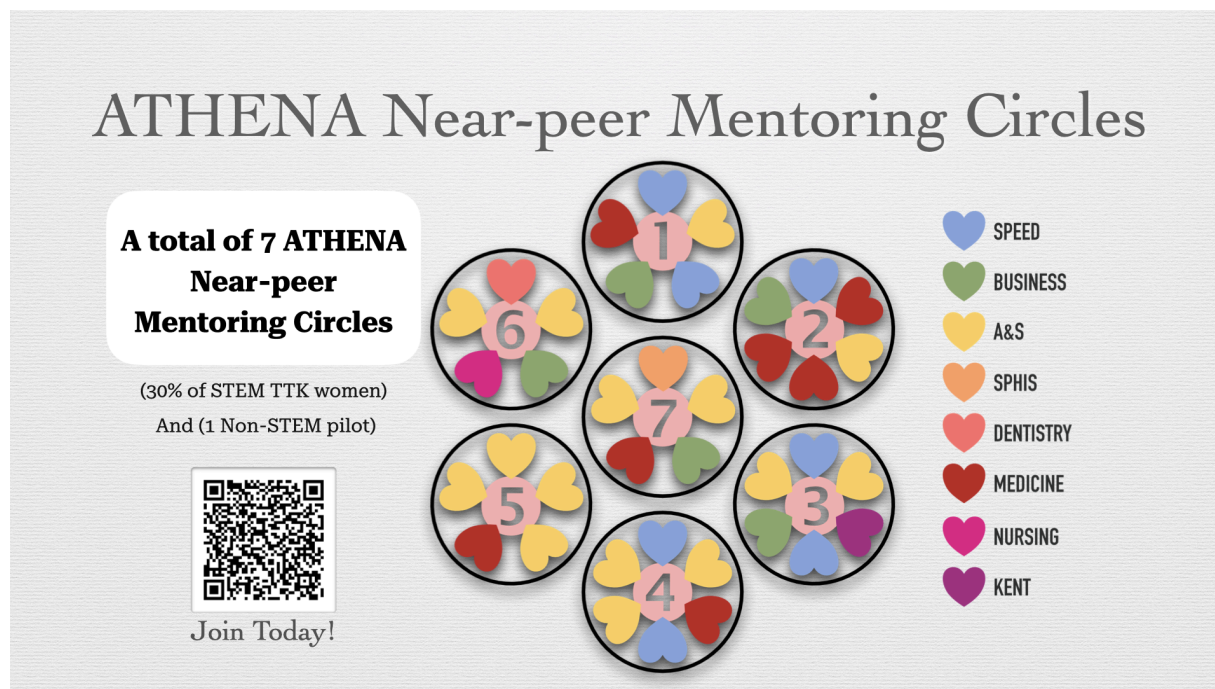


Figure 23. Breakdown of participants in ATHENA's Mentoring Circle program

ATHENA recruits women faculty participants and provides initial facilitation training to ensure that the circle follows the structure built around focused problem solving called “group work” time, where circle members take turns in presenting a particular challenge or problem they are trying to solve along with the type of feedback they desire to receive from the circle. More details about the peer / near peer mentoring circle structure is in the following [circle member and facilitator guidelines document](#). ATHENA is in the process of producing a 6 module video course to help sustain and expand the mentoring circles.

Data Capture & Monitoring

ATHENA sponsored two cycles of the COACHE faculty satisfaction survey in 2020 and 2023. In addition, ATHENA coordinated the development of new data dashboards (Figure 24) to track the distribution of STEM faculty by gender, rank and college and the data is accessible via an interactive Web Dashboard. In Year 4, the dashboard has been revamped to provide more in-depth information and better interactivity. It is now possible to compare results and annual trends by rank, gender, race and unit. Additionally, metrics related to underrepresented men and women have been added and a new interactive dashboard was added, that shows the statistics under different disciplines (Natural & Basic Sciences, SBR, and Health)

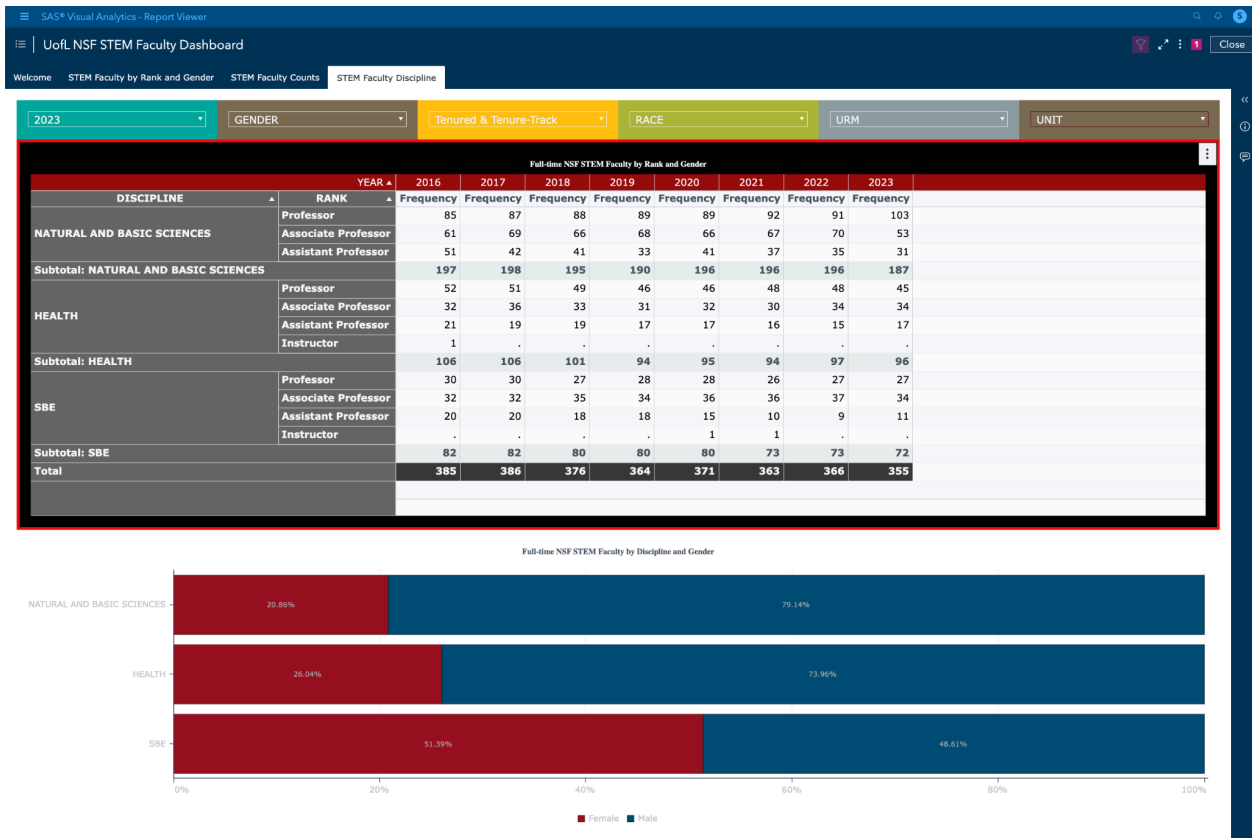


Figure 24. ATHENA's Faculty Dashboard (one of three available pages)

Progress was also made, in the last two years of the project, towards improved data capture (with plans for future visualization charts) of previously unavailable data, in collaboration with the offices of: Institutional Effectiveness and Research (IER), Faculty Affairs (FA), and Human Resources (HR). This data includes Tenure & Promotion Data Capture which provides the new promotions along with time spent at the previous rank and aggregates the data per demographic and intersectionality group.

Additional Data Capture involves streamlining search and recruitment data for STRIDE committee tracking. This process is detailed in [STRIDE Handbook's Appendix 5](#). STRIDE Debriefing data collection (initial and interview pool demographics) is now available through HR for all STEM faculty searches, with some of this data facilitated via workday.

As part of closing the loop, STEM departments Chairs were provided with a resource page containing data and resources that are relevant to their department, as shown in Figure 25 for

the Psychology department.



ATHENA RESOURCE PAGE PSYCHOLOGY DEPARTMENT

Help ATHENA meet your department's mentoring needs by **completing your department survey** and info sheet at the links below by **Dec. 22**. Please help ensure participation by strongly encouraging tenure-track faculty to join the program. Survey data will be used to help customize this program to your faculty's needs.

Steps to Join ATHENA's Mentoring		You're Invited!	
1. Complete Your Department Mentoring Survey:	Survey for Chairs	Register Here for ATHENA's Faculty Mentoring Luncheon	
2. Complete Your Department's Info Sheet:	Info sheet on Department Mentees & Mentors	April 12, 11 am ~1 pm See attached flier for more information.	
3. Involve Your Faculty: Survey All Potential Mentors in your Department Involve New Faculty as Mentees Help Recruit Senior Faculty for ATHENA Circles		Trends in Hiring and Promotion Source: Faculty Dashboard	
<ol style="list-style-type: none"> 1) Share ATHENA's Faculty Mentoring Survey link with senior faculty. 2) Encourage senior faculty to consider joining the pilot as mentors. 3) Suggest new faculty accept ATHENA's invitation and attend the April 12 Mentoring Luncheon. 4) Encourage Associate and Full Professors to join ATHENA Circles (see flier here). 5) Recommend potential faculty recruits to ATHENA for Circles. 			
Toolkit and Resources		ATHENA Info Mentoring Program Presentation	
ATHENA's Mentoring Toolkit includes a Handbook of Best Practices with recommended templates, virtual mentor/mentee training, an annual Mentoring Luncheon, guidance and support engaging participants in the program, and annual program assessment with feedback to the Chair.		ATHENA Newsletter	
		STRIDE	
		A&S - Psychology	
		The STRIDE Resource Page and Equity Advocates are available for use with faculty searches. STRIDE attendees include: Christian Stilp Yara Mekawi Paul DeMarco Carolyn Mervis Sara Bufferd Cara Cashon Angela Becerra Nadia Al-Dajani Emma Crumby	

Figure 25. ATHENA's Resource Page for department Chairs

Education & Awareness

ATHENA hosted one in-person interactive theater workshop that was developed by the team and two outsourced virtual Interactive Theater Workshops with two sessions each, on consecutive days, titled "Speaking Up: How Bystanders Can Change the Conversation". The outsourced workshops were delivered by UNH PowerPlay Interactive Development in collaboration with Dr. Stephanie Goodwin of Incluxion Works. The workshop focused on unconscious bias, microaggressions and bystander intervention and replaced the home-brewed version of the workshop developed in previous years.

ATHENA also created an **ATHENA Keynote Series** and organized two ATHENA keynotes and a screening of the film "Picture a Scientist", followed by a discussion panel.

In addition to Interactive Theater, ATHENA developed unconscious bias training for search committees **delivered in Part 1 of the STRIDE training** workshops.

Communication

ATHENA released the inaugural "ATHENA Advances" newsletter in 2022, then a second newsletter in 2023, reaching many stakeholders in print and digitally. Despite turnovers in leadership and the team's own key personnel changes, ATHENA fostered communication via presentations and discussions with a broad alliance, ranging from women faculty to the Internal Steering Committee, COSW, and Faculty Senate. Challenges arose in connecting with the Council of Academic Officers (CAO) after 2022, due to new meeting restrictions that no longer allowed visitors to present.

7. Sustainability Planning

ATHENA has collaborated extensively with various offices and stakeholders to drive tangible systemic change beyond project scope. Sustaining these efforts would ideally require a permanent ADVANCE/ATHENA office with resources for coordinated, ongoing interventions, especially involving multiple offices. **To date, the main successful commitment in this direction has been the creation of a new position and hiring of a new *Director of Faculty Inclusive Excellence* in the office of Faculty Affairs.**

Planning for sustainability has involved discussions and coordination with key stakeholders for feedback. Scaffolding is already in place or being created thanks to the development of key interventions **in collaboration or coordination with several offices**, in particular for the STRIDE Training Program (primarily the HSC Office of Health Equity and Engagement and the Office of Diversity Education and Inclusive Excellence) and the Interactive Data Dashboards and two of the Networked Mentoring Training Workshops that were developed in collaboration with faculty and administrators from different units. However several activities were outsourced, namely the Interactive Theater workshop, external valuation, and several networked mentoring workshops.

In order to facilitate sustainability, a new part time Video Production, Communication and Marketing staff member was hired in Year 5 to support the documentation and archival of key programming and the communication of ATHENA's findings, successes, and opportunities to a broader audience via dissemination to the campus community and other institutions via the ATHENA website. In particular the website has been reorganized and enriched with valuable resources such as STRIDE and mentoring toolkits consisting of handbooks, flyers, and training videos, for instance, to allow training circle members on how to start and maintain new and effective circles.

Sustainability planning in Year 5 has also involved surveying the Internal Steering Committee and the faculty circle members about which activities they saw as the highest priority for sustaining and who would be the ideal sustaining party. We describe the findings from the sustainability surveys below starting with the ISC respondents then the faculty members of the near-peer mentoring circles.

ISC Respondents to the sustainability survey overwhelmingly expressed the "**Extremely Important**" value of the following **ATHENA** activities:

- New Faculty Team-Based Mentoring: This program provides new faculty members with a supportive network and guidance as they navigate their academic careers.
- STRIDE Training Workshops: These workshops offer strategies and tactics for recruiting to improve diversity and excellence within STEM fields.
- ATHENA Near-peer Faculty Mentoring Circles: These circles provide a peer-to-peer mentoring environment where faculty members can share experiences, support, and advice.
- ATHENA STRIDE Handbook (and updates): This handbook serves as a valuable resource for faculty members, providing guidance and information related to diversity, equity, and inclusion.
- Research on Faculty Equity Issues: This research helps to identify and address systemic barriers to equity within STEM fields.

Based on the sustainability survey responses and the identified importance of these activities, the following recommendations were proposed:

- Continued Support: The ATHENA program should continue to prioritize and invest in these activities, ensuring their ongoing availability and effectiveness.
- Expansion: Consider expanding the reach and scope of these activities to include a wider range of faculty members and departments within the university.
- Evaluation and Improvement: Regularly evaluate the effectiveness of these programs and make necessary adjustments to ensure they remain relevant and impactful.
- Collaboration: Foster collaboration with other departments and units within the university to leverage resources and expertise.
- Advocacy: Continue to advocate for policies and practices that support diversity, equity, and inclusion within STEM fields.
- By implementing these recommendations, the ATHENA program can continue to play a vital role in promoting faculty equity and success within the university.

Faculty Circle Member respondents to the sustainability survey overwhelmingly responded that the following **ATHENA** activities are "**extremely important**":

- Mentoring and Support: ATHENA Near-peer Faculty Mentoring Circles, Annual In-Person Faculty Mentoring Luncheon, New Faculty Team-Based Mentoring.

- Data and Research: Tracking and sharing promotion data, Research on Faculty Equity Issues.
- Training and Development: Faculty Mentor Training workshops, STRIDE training workshops, ATHENA STRIDE Handbook.

With respect to how to sustain the key components of ATHENA, the sustainability survey respondents identified the following key catalysts:

- Leadership Support: While the Provost has verbally expressed support for the ATHENA program, sufficient funding is essential to maintain at least one full-time staff member to effectively manage and run its operations. This dedicated staffing will ensure the program's continuity and ability to provide adequate support to participants.
- Program Autonomy: Some respondents suggested that the ATHENA program should be a standalone office under the office of the Provost or working alongside Faculty Affairs. This would grant the program greater autonomy and visibility, potentially enhancing its ability to promote wide inclusion across STEM fields.
- Increased Funding: The university should allocate additional funds to the ATHENA program to sustain its ongoing activities, expand its reach, and ensure its long-term sustainability.
- Dedicated Staffing: The university should consider hiring a dedicated faculty director and associated staff for the ATHENA program, establishing it as a standalone office under the Provost or Office of Faculty Affairs. This would provide the program with greater autonomy and focus.

In addition, respondents were allowed to leave their names in case they were willing to engage in concretely sustaining certain activities. As a result, several circle members were willing to volunteer service time to help keep circles running as **a faculty-led initiative** and they would personally volunteer to serve on an **ATHENA Circles Committee** as part of their service. **Two deans also came forward with an interest to collaborate with ATHENA on sustaining some key activities, especially mentoring and maintaining and improving the Faculty Data Capture Dashboard.**

The following subsections will dive further into our sustainability planning by answering, for each intervention (namely STRIDE, Mentoring, Data Capture, and Education & Awareness), the following three essential questions:

1. **Which resources have already been developed by ATHENA to help sustain the intervention on campus as well as to disseminate for adaptation by other institutions?**
2. **What are the activities involved to sustain the intervention?** and
3. **What could be the primary offices or groups who could sustain these activities (potential sustainers)?** In cases, where the ATHENA leadership did not receive a solid commitment from a potential sustainer, their office name was followed with a question mark (?) leaving it to the future to pursue any further commitment.

The answer to each of these three questions for each of the four interventions is summarized in Figures 26-20.

Note that some resources are **also being disseminated beyond campus** to benefit the **ADVANCE community** and **other** institutions.

Faculty Mentoring Program Sustainability

RESOURCES	ACTIVITIES	SUSTAINABILITY
<ul style="list-style-type: none"> ● Complete Faculty Mentoring Toolkit <ul style="list-style-type: none"> ○ Faculty Mentoring Handbook ○ Mentoring Recruitment Flyers ○ Guidelines & Templates ○ Mentors, Mentees, Chairs, Circle Application Evaluation & Need Assessment survey forms ● Training video for Near-Peer Mentoring Circle launch and facilitation ● Training Video for Faculty Mentoring Training ● Contacts for External Facilitators for Workshops 	<ul style="list-style-type: none"> ● ATHENA Faculty Mentoring Circles <ul style="list-style-type: none"> ○ Recruit, assign to circle (STEM, non-STEM, 2 per rank, different Depts), Initiation training (once a year), Set bi-weekly meeting invites, Initial facilitation (1st 1-2 meetings per circle), Evaluation (1 per semester), Track attendance, Check-in (1 per semester) & Correct course (as needed) ○ 1 yearly meeting for All-Circles Get (with food <\$3K) ● Team-based Mentoring for New Faculty (1st Year) <ul style="list-style-type: none"> ○ Get new STEM TTK faculty list from FA, Need assessment survey, 1-1 orientation meetings with Chair, Initial Mentors' Team orientation, Check-ins (1 per semester), Evaluation ● Mentoring Training (for faculty mentors and Chairs) ● Faculty Development Workshops: 1-2 online/hybrid per year (Home-brewed or Outsourced) <ul style="list-style-type: none"> ○ Need Assessment Surveys, Workshop & Worksheets Design, Announce, register, distribute worksheets, reminders, online meeting invites, continuous improvement based on evaluation surveys ○ E.g. Grant Writing & Funding Success Workshop, Promotion to Full, Negotiation, Building your Network for Success 	<ul style="list-style-type: none"> ● ATHENA Faculty Mentoring Handbook: <ul style="list-style-type: none"> ○ Draft, will undergo edits in collaboration with ISC, FA, units ● ATHENA Faculty Mentoring Circle program: <ul style="list-style-type: none"> ○ Faculty-led ATHENA Circles Committee ○ Coordination with the COSW Representation, Recruitment & Retention committee ○ Possible assistance from Employee Success Ctr (?) ● Team-based Mentoring for New Faculty <ul style="list-style-type: none"> ○ Best time to enroll new faculty is at Onboarding (FA & Employee Success Center?) ○ Integrate into Faculty Affairs' planned Faculty Mentoring Program? ● Faculty Dev. Workshops: offered periodically by Faculty Affairs - may synergize w/ units

Figure 26. Chart of ATHENA's sustainability plans for its Faculty Mentoring Program intervention

Faculty Mentoring Resources Developed for Sustainability on campus and Dissemination Beyond Campus

ATHENA has developed a comprehensive and modular Faculty Mentoring toolkit, consisting of

- A Faculty Mentoring Handbook.
- Mentoring Recruitment Flyers.
- Guidelines & Templates.
- Mentors, Mentees, Chairs, Circle Application Evaluation & Need Assessment survey forms.
- Training video for Near-Peer Mentoring Circle launch and facilitation.
- Contacts for External Facilitators for Workshops.

Faculty Mentoring Program (FMP) Activities to be Sustained

In order to keep FMP active, the following activities must be done for each mentoring component:

- Activities for ATHENA Faculty Mentoring Circles:
 - Recruit and assign faculty to circles (either STEM or non-STEM circle, two faculty per rank, all faculty in the same circle must be from different departments), Initiation training (once a year), Setting bi-weekly meeting invites once a semester, Initial facilitation (first one or two meetings), Evaluation (once a semester), Track attendance, Check-in (once a semester) & Correct course (as needed).
 - A yearly meeting for All-Circles for in-person networking (with food is typically below \$1K).
- Activities for Team-based Mentoring for New Faculty (First Year):
 - Get new STEM TTK faculty list from Faculty Affairs (FA) in August, run Needs Assessment Survey, one-to-one orientation meetings with Chairs, Initial Mentors' Team orientation, Check-ins (once a semester), Evaluation (once a year).
 - Yearly Mentoring Training (for faculty mentors, mentees, and Chairs).
- Activities for developing Faculty Mentoring & Development Workshops (Home-brewed or Outsourced):
 - Recruiting co-facilitators and topic experts. Need Assessment Surveys, Workshop & Worksheets Design, promotion, registration, scheduling, pre-workshop communications, post-event evaluation, feedback analysis, continuous improvement.

Faculty Mentoring Program - Potential Resources for Sustainment

- ATHENA Faculty Mentoring Handbook:
 - A draft has been completed with input from the ATHENA ISC.
- ATHENA Faculty Mentoring Circle program:
 - **Commitment in progress: A Faculty-led ATHENA Mentoring Circles Committee** composed of members from current circles is being formed, with potential collaboration with the COSW Representation, Recruitment and Retention (RRR) committee.
 - Potential collaboration with the Employee Success Center and/or the Office of Research & Innovation (ORI).
- Team-based Mentoring for New Faculty:
 - The best time to enroll new faculty is at Onboarding: potentially FA & Employee Success Center(?).
 - This could be integrated into Faculty Affairs' planned Faculty Mentoring Program.
- Faculty Development Workshops: These events could be offered periodically by Faculty Affairs and may synergize with units, as was done successfully by ATHENA in the past (collaboration with Arts & Sciences, Speed School of Engineering, and School of Medicine).

STRIDE Sustainability



	STRIDE Sustainability		
RESOURCES	ACTIVITIES	SUSTAINABILITY	
 <ul style="list-style-type: none"> ● STRIDE Toolkit ● Training Workshop: <ul style="list-style-type: none"> ○ Slides; Announcement & Registration & Evaluation Templates; ● Search Committee: <ul style="list-style-type: none"> ○ DATA Debriefing Form, Search Committee Intake Form, EPA Evaluation Forms; ● Equity Process Advocate (EPA): <ul style="list-style-type: none"> ○ Templates & Other Resources ● Training recordings & slides <ul style="list-style-type: none"> ○ Handed off to FA (in 2023) 	<ul style="list-style-type: none"> ● 2 workshops (2 parts each - spaced by 1 week) per semester (Fall & Spring) <ul style="list-style-type: none"> ○ Announce, register, reminders, online meeting invites, maintain attendee lists, continuous improvement through send evaluation surveys ● Equity Process Advocate <ul style="list-style-type: none"> ○ Recruit, train (once a year), match to committee, email instructions ● Handbook updates (as needed) <ul style="list-style-type: none"> ○ STRIDE committee input ○ Update HR and UofL links when needed 	<ul style="list-style-type: none"> ● Faculty Affairs <ul style="list-style-type: none"> ○ Hiring of new dedicated Director of Faculty Inclusive Excellence ● Starting Fall 2024 Training will be available in 2 forms: <ul style="list-style-type: none"> ○ (1) Synchronous workshop offered several times a semester (3 hours, with short break in between) and ○ (2) Asynchronous via an online training module 	

Figure 27. Chart of ATHENA's sustainability plans for its STRIDE intervention

STRIDE Resources Developed for Sustainability on Campus and Dissemination beyond Campus

- STRIDE Toolkit accessible through the ATHENA website.
- Training Workshops:
 - Slides; Announcement, Registration, and Evaluation Templates.
- Search Committee forms and templates for:
 - DATA Debriefing, Search Committee Information Intake for EPA requests, EPA Evaluation.
- Equity Process Advocate (EPA):
 - Templates & Other Resources.
- STRIDE Training recordings & slides: these were handed off to Faculty Affairs in 2023.

STRIDE Activities to be Sustained

- Organizing two workshops (2 parts each - spaced by 1 week) per semester (Fall & Spring):
 - Announce, register, send reminders, set online meeting invites, maintain attendee lists, continuous improvement through conducting and reviewing evaluation surveys.
- Equity Process Advocate (EPA) Program:

- Recruit, train (once a year), match EPA to search committee, email instructions to the EPA and the search committee.
- Handbook updates (as needed):
 - Gather STRIDE committee input.
 - Update modified HR and UofL links when needed in the STRIDE handbook.

Committed STRIDE Sustainers

- Faculty Affairs (FA):
 - New dedicated Director of Faculty Inclusive Excellence.
- Starting Fall 2024, Training by FA will be available in two forms:
 - (1) Synchronous workshop offered several times a semester (3 hours, with short break in between) and
 - (2) Asynchronous training on demand via an online training module.

Education & Awareness Sustainability

RESOURCES	ACTIVITIES	SUSTAINABILITY
<ul style="list-style-type: none"> ● STRIDE Workshop Part 1 on Unconscious Bias & Equity (see STRIDE for details) <ul style="list-style-type: none"> ○ Slides ○ Video ● Interactive Theater <ul style="list-style-type: none"> ○ Home-brewed Script & Video ○ Outsourced: Contact information for ATHENA training consultants 	<ul style="list-style-type: none"> ● Ideally 1 online or hybrid Interactive Theater Workshop per year (Outsourced) <ul style="list-style-type: none"> ○ Consultant Recruitment, Contract & Invoice; Announce, register, reminders, online meeting invites, evaluation surveys ● ATHENA Keynote Speaker (1 per year) <ul style="list-style-type: none"> ○ Speaker Invitation; Announce, register, reminders, online meeting invites, evaluation surveys 	<ul style="list-style-type: none"> ● Office of Faculty Affairs <ul style="list-style-type: none"> ○ STRIDE Workshop Part 1 (unconscious bias & equity, microaggressions) ● Interactive Theater: <ul style="list-style-type: none"> ○ could be offered every other year if there is a budget for it (approx. \$14K for 2 sessions) ● Office of Institutional Equity (?)

Figure 28. Chart of ATHENA's sustainability plans for its Education & Awareness intervention

Education and Awareness Resources Developed for Sustainability On Campus and Dissemination Beyond Campus

- STRIDE Workshop Part 1 on Unconscious Bias & Equity (see STRIDE for details):
 - Slides.
 - Video.
- Interactive Theater:

- Home-brewed Script & Video.
- Outsourced: Contact information for ATHENA training consultants.

Education & Awareness Activities to be Sustained

- One online or hybrid Interactive Theater Workshop per year (that can be outsourced)
 - Consultant Recruitment, Contract & Invoice; Announce, register, reminders, online meeting invites, evaluation surveys.
- ATHENA Keynote Speaker (once a year)
 - Speaker Invitation; Announce, register, reminders, online meeting invites, evaluation surveys.

Potential & Committed Education & Awareness Sustainers

- Office of Faculty Affairs (committed as part of STRIDE training):
 - STRIDE Workshop Part 1 (unconscious bias & equity, microaggressions) has a significant education component.
- Office of Institutional Equity and/or HSC Office of Health Equity and Engagement (?):
 - Interactive Theater could be offered through an outsourced provider every other year if funding is provided for it (approximately \$10K for one session).

Data Capture Sustainability

RESOURCES	ACTIVITIES	SUSTAINABILITY
<ul style="list-style-type: none"> ● Dashboard 1 ● Dashboard 2 ● COACHE Survey: <ul style="list-style-type: none"> ○ Emails, Communication plan, Town Hall presentation & feedback templates 	<ol style="list-style-type: none"> 1. Census Data 2. Recruitment Data: <ul style="list-style-type: none"> ○ Get new STEM TTK faculty hires from Faculty Affairs ○ Then request data from HR-IT for their search committee pools (initial, first stage, interviewed on campus) 3. COACHE Survey (coordinate with Harvard) 4. Promotion Data 5. Non-retention Data 	<p>Office of Academic Planning and Accountability (OAPA)</p> <ul style="list-style-type: none"> ● Institutional Effectiveness (OAPA-IE) (coordinate COACHE survey w/ Faculty Affairs) ● Research & Planning (OAPA-RP) <ol style="list-style-type: none"> 1. Census Data (Interactive Dashboards): OAPA-RP 2. Recruitment Data: <ul style="list-style-type: none"> ○ FA; then HR 3. COACHE survey <ul style="list-style-type: none"> ○ @ \$38K per cycle each 3 years <ul style="list-style-type: none"> ■ \$35K + 7.5K for NTT & Clinical + .5K for custom questions - 5K discount for 2 cycle commitment ○ Provost office ○ OAPA-IE 4. Promotion, Non-retention data (FA)

Figure 29. Chart of ATHENA's sustainability plans for Data Capture interventions

Data Capture Resources Developed for Sustainability On Campus

- Dashboard 1.
- Dashboard 2.
- Dashboard 3.
- COACHE Survey:
 - Emails, Communication plan, Town Hall presentation & feedback templates.

Data Capture Activities to be Sustained

- Census Data.
- Recruitment Data:
 - Get new STEM TTK faculty hires from Faculty Affairs.
 - Request data from HR-IT for their search committee pools (initial, first stage, interviewed on campus).
- COACHE Survey (coordinate with Harvard).
- Promotion Data.
- Non-retention Data.

Potential Data Capture Sustainers and Costs Involved

- Office of Academic Planning and Accountability (OAPA)
 - Institutional Effectiveness (OAPA-IE) (coordinate COACHE survey w/ Faculty Affairs).
 - Research & Planning (OAPA-RP).
- Census Data (Interactive Dashboards): OAPA-RP.
- Recruitment Data:
 - FA; then HR.
- COACHE survey:
 - The cost amounts to approximately \$38K per cycle, each 3 years.
 - \$35K + \$7.5K for NTT & Clinical faculty + \$.5K for custom questions - \$5K discount for 2 cycle commitment.
 - Provost office.
 - OAPA-IE.
- Promotion, Non-retention data: Faculty Affairs.

8. Links to Prior EAB and NSF Reports, ATHENA Videos, and Additional Documentation

- [Final Year 5 External Evaluator Report](#)
- [ATHENA NSF Advance | A Record of Dedication to Systemic Change and Results](#)
- [ATHENA Outcomes Summary Video](#)
- [Brief Video on Unconscious Bias & ATHENA \(presented to engineering faculty & staff\)](#)
- [ATHENA Mentoring Circle Training Videos \(6 Modules\)](#)
- [Year 2 EAB synopsis](#)
- [Year 3 EAB synopsis](#)
- [Year 4 EAB synopsis](#)
- [NSF Year 1 Report](#)
- [NSF year 2 Report](#)
- [NSF year 3 Report](#)
- [NSF year 4 Report](#)
- [ATHENA Website](#)
- [STRIDE Handbook Version 2 \(updated 8/2023\)](#)
- [Script for STRIDE Equity Process Advocate Meetings](#)
- [Other Resources related to STRIDE](#)
- [STRIDE Handbook Additions in Year 4](#)
- [Peer/Near Peer Mentoring Circles Basic Guidelines](#)
- [ATHENA STRIDE Toolkit](#)
- [ATHENA Faculty Mentoring Toolkit](#)

ATHENA NSF ADVANCE

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UNIVERSITY OF
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