ATHENA

NSF ADVANCE ADAPTATION: *Advancement through Healthy Empowerment, Networking, and Awareness* at University of Louisville

Olfa Nasraoui

ATHENA PI & Prof. Computer Science & Engineering

ATHENA Team: Olfa Nasraoui, Faye Jones, Tracy Eells, Carson Byrd, Bob Cohn, Sidney Williams, Oliver Rollins, Bob Goldstein, Kevin Gardner, David Owen, Brian Buford, Manju Ahuja, Anna Blankenship, Will Metcalfe, Baylee Pulliam, Diana Whitlock, Marian Vasser, Ryan Simpson and **new members**: Lee Gill, Cherie Dawson
Executive Vice President and University Provost + ATHENA ISC + EAB + Office of President + Office of VP for Institutional Research, Effectiveness and Analytics + Office of VP for Faculty Affairs + HR + Office of EVP of Research & Innovation + College Deans

NSF ADVANCE program

- Contributes to the National Science Foundation's goal of a more diverse and capable science and engineering workforce.
  - Aims to increase the representation and advancement of women in academic science and engineering careers.
- Aims to broaden the implementation of *evidence-based systemic change* strategies that promote equity for STEM faculty in academic workplaces and the academic profession.
  - Strategies that build on prior NSF ADVANCE work and other research and literature concerning **gender, racial, and ethnic equity**.

https://www.nsf.gov/crssprgm/advance/

ATHENA's Goals & Interventions

Goal 1: Recruit, Retain, Promote

1 Changing the Search, Recruitment and Hiring practices *Strategies and Tactics for Recruiting to Increase Diversity and Excellence (STRIDE)*

2 *Faculty Mentoring Program (FMP)* for Career-long Mentoring, Networking, for women faculty at all stages of professional development.

3 *Data Collection & Monitoring Processes* to track faculty representation, advancement and collaboration in the context of intersecting identities, and support evaluation and monitoring efforts *(E.g. COACHE Survey).*

Goal 2: Educate

4 **Diversity and implicit bias education** workshops that aim for a deep change in attitudes and culture beliefs (*Bystander Leadership Intervention - Interactive Theater*) + *STRIDE Training Part 2*

ATHENA Progress Updates
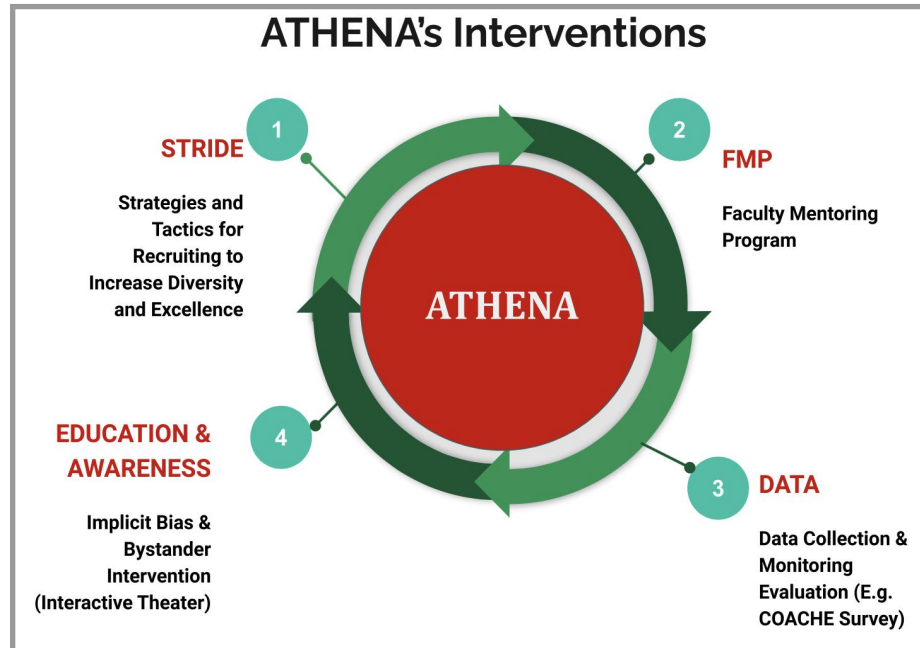
STRIDE Events

- October 20, 2021 11am - 1pm UofL STRIDE Search Committee Training (Virtual)
- October 20, 2021 3pm - 5pm UofL STRIDE Search Committee Training (Virtual)
- October 29, 2021 9am - 11am UofL STRIDE Search Committee Training (Virtual)
- March 28, 2022 8am - 10am UofL STRIDE Search Committee Training (Virtual)
- March 30, 2022 3pm - 5pm UofL STRIDE Search Committee Training (Virtual)
- September 28, 2022 9am - 11am UofL STRIDE Search Committee Training (Virtual)
- September 30, 2022 2pm - 4pm UofL STRIDE Search Committee Training (Virtual)

Mentoring Events
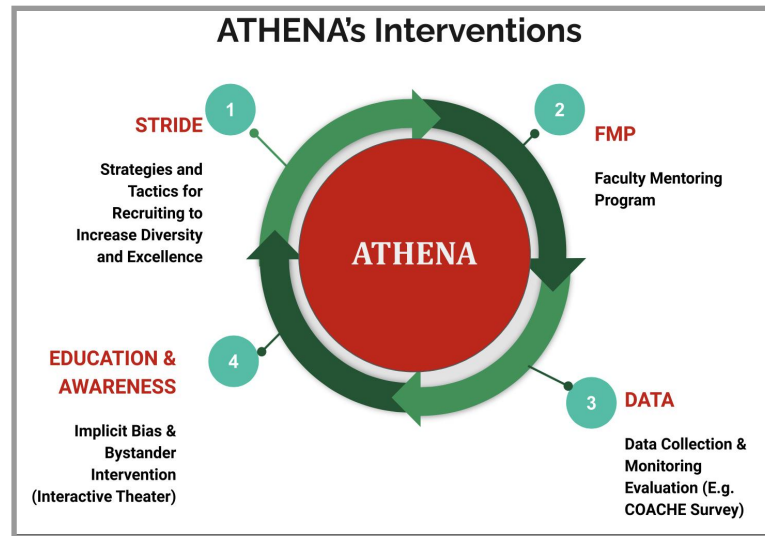
- April 29, 2020 12pm - 1pm Cultivating Personal Resilience in Uncertain Times Faculty Workshop
- May 6, 2020 12pm - 1pm Cultivating Personal Resilience in Uncertain Times Faculty Workshop
- May 13, 2020 12pm - 1pm Cultivating Personal Resilience in Uncertain Times Faculty Workshop
- May 20, 2020 12pm - 1pm Cultivating Personal Resilience in Uncertain Times Faculty Workshop
- December 17, 2020 1pm - 3pm Women Advancing Together: Negotiating What You Want
- July 21, 2021 12pm - 2pm Women Advancing Together: Building Your Network For Success
- November 29, 2021 2:30pm - 4:30pm Promotion to Full Professor: Let's Get There!

Education & Awareness Events

- July 30, 2020 12pm - 1pm ATHENA Keynote: Unconscious Bias in Hiring, Promotions, and Tenure
- October 26, 2020 12pm - 1pm ATHENA Keynote: Intersectionality in STEM
- February 19, 2021 10am - 12:30pm Bias Awareness & Intervention Interactive Workshop
- February 19, 2021 2pm - 4:30pm Bias Awareness & Intervention Interactive Workshop
- March 27, 2021 6pm - March 30th 6pm ATHENA Film Screening: Picture A Scientist
- March 29, 2021 12pm - 1pm ATHENA Post-film Panel Discussion: Picture A Scientist
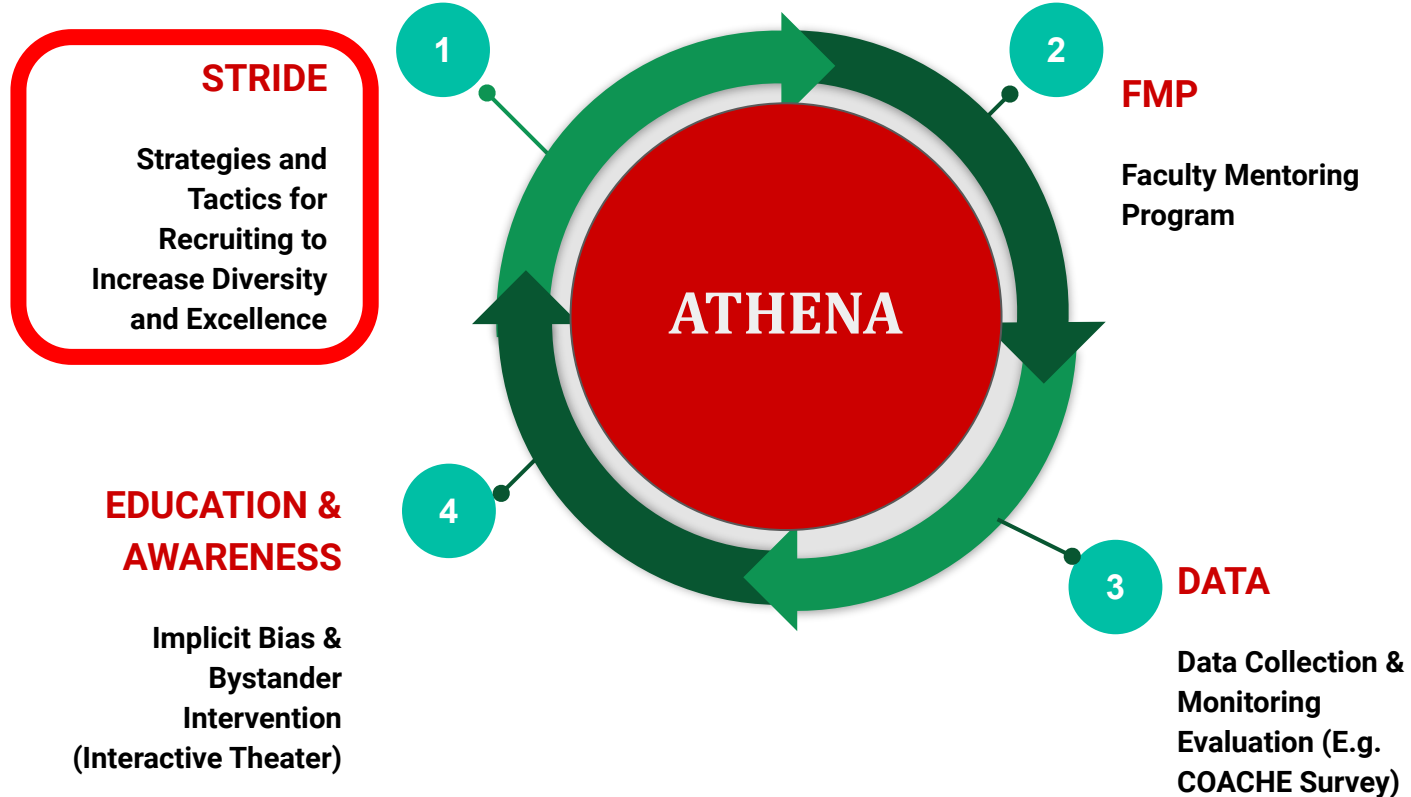- April 13, 2022 3pm - 5pm ATHENA Interactive Theater (University Club)

Other Events:

- February 5, 2020 3pm Presentation to the Faculty Senate Collaboration on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey
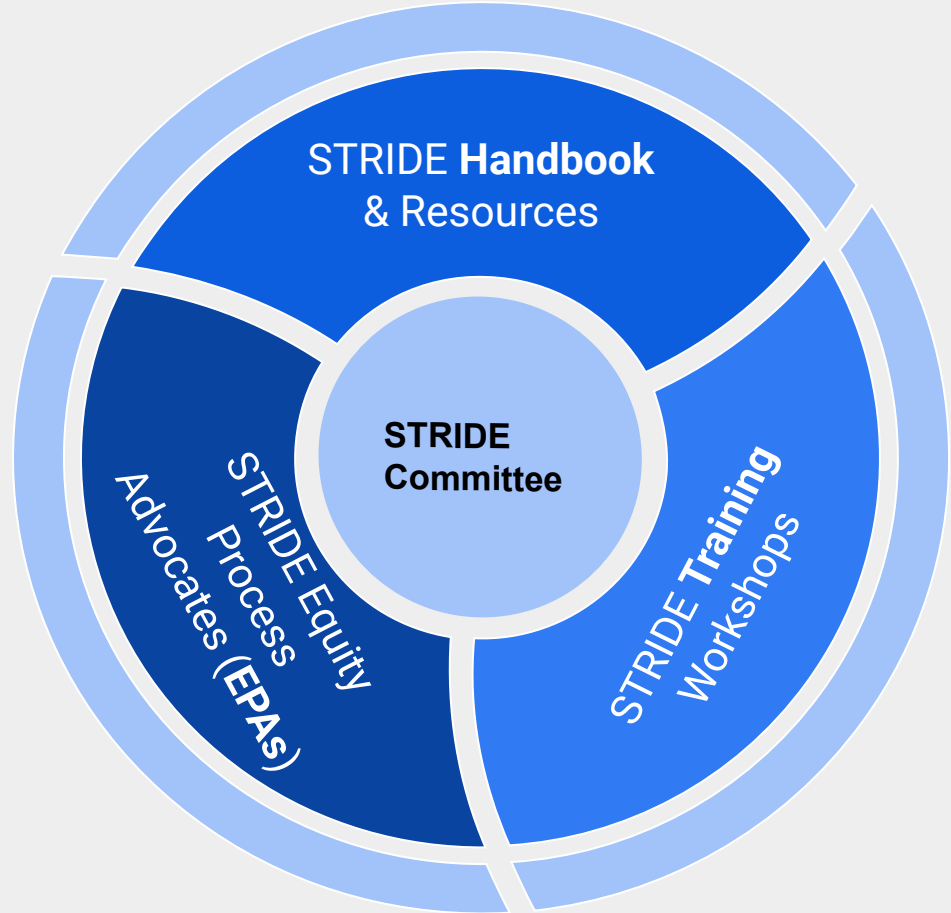

ATHENA's Interventions

STRIDE Program Components

STRIDE **Handbook** & Resources

STRIDE Equity Process Advocates (**EPAs**)

STRIDE **Training** Workshops

STRIDE Committee

STRIDE Handbook

UNIVERSITY OF LOUISVILLE

Handbook for Promoting
Equity & Inclusion in Faculty Searches

ATHENA ADVANCE INITIATIVE
STRIDE: STRATEGIES & TACTICS FOR RECRUITING TO IMPROVE DIVERSITY & EXCELLENCE
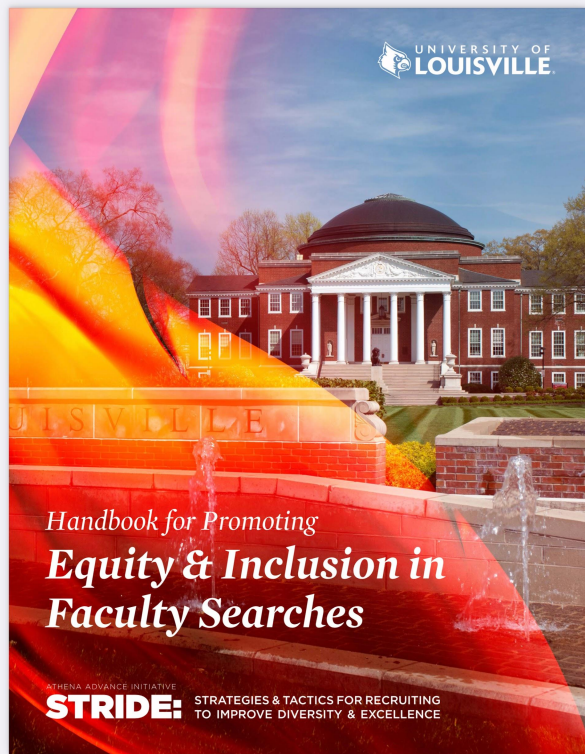
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UNIVERSITY OF LOUISVILLE

The UofL STRIDE Handbook

This STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) handbook was developed to provide search committees with strategies aimed at increasing their likelihood of identifying, recruiting and hiring high-quality faculty while simultaneously embracing the University values of diversity, equity, and inclusion in faculty ranks. While search committees typically receive limited training in recruiting practices, research[5] indicates that the success of faculty searches are improved through the education of search committee members. Thorough and structured training about how to ask for and obtain information that is relevant to the designated job is known to improve the decisions of search committees.

The strategies presented in this handbook are based on recent research and successful STRIDE programs from several NSF ADVANCE institutions, together with materials on faculty recruitment from the Office of the Executive Vice President and University Provost. The STRIDE Committee plans to improve and refine these strategies in subsequent years to support faculty searches across disciplines and departments. Overall, the STRIDE Handbook represents the best practices for faculty search committees and is aligned with University, State, and Federal policies regarding non-discrimination.

5 https://louisville.edu/advance/STRIDE/literature

UNIVERSITY OF LOUISVILLE

STRIDE Handbook (v5)

ATHENA STRIDE Search Committee Training
TOP 10 BEST PRACTICES

1. **Build an effective search committee**
   - All members should have attended the STRIDE search committee training in the last three years, to learn about best practices for fair evaluations. Contact the STRIDE Committee to assign an Equity Process Advocate (EPA). See UofL STRIDE Handbook - Sec. III.6 | Page 12.
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   - Require/reward a high level commitment to diversity and excellence. See UofL STRIDE Handbook - Sec. III.2 | Page 9.
   - Assign a staff member to support the search.
   - Have processes in place for person-specific hiring: See UofL STRIDE Handbook - Sec. III.10 | Page 15.

2. **Pay close attention to both the language and the posting venues of the job Ad**
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   - Use some of the language excerpts in the UofL STRIDE Handbook Appendix 2 | Page 36.
   - Post the job Ad in venues listed in UofL STRIDE Handbook - Sec. III.8 | Page 14.
   - Use online tools, such as gender-decoder, for scoring the Ad language on equity criteria: See UofL STRIDE Handbook - Appendix 2 | Page 36.

3. **Actively develop a diverse pool of applicants**
   - Network directly with newly established scholars.
   - Review national pool and past search data and foster connections with institutions, on-campus postdoctoral programs, and professional organizations that train or support underrepresented groups in your field. See UofL STRIDE Handbook - Sec. IV.1 | Page 18.

4. **Define the disciplinary area for your search as broadly as possible**
   - Search as broadly as possible. If you have multiple positions over a period of several years, consider more broadly defined searches, with a multidisciplinary search committee. See UofL STRIDE Handbook - Sec. III.7 | Page 13.
   - Consider searching in subfields that are more diverse. These can be called out specifically as areas of interest in your broad search.

5. **Ask for information you need from applicants**
   - Ensure that all applicants know the criteria on which they are being evaluated.
   - Provide a template or checklist and clear instructions about the application process.
   - Ask candidates to write about current or planned contributions around diversity and inclusion, either as a separate Diversity Statement or as part of other materials.

6. **Make sustained and conscious efforts to counter potential evaluation bias**
   - Discuss and define specific evaluation criteria before the search. Ensure all search committee members and department faculty have a clear and shared understanding of the criteria. See UofL STRIDE Handbook - Sec. IV.2 | Page 19.
   - Design evaluation tools, such as rubrics, that examine a candidate's strengths, accomplishments, and attributes along a variety of dimensions, including rubrics for evaluating Diversity Statements. See UofL STRIDE Handbook - Sec. V.2 | Page 24.
   - Consider the environment in which achievements were made.
   - Be alert for bias around the candidate's institution and/or subfield.
   - Avoid global evaluations and summary rankings that fail to consider all of the search criteria.
   - Use the "Rising Above Cognitive Errors" tool in UofL STRIDE Handbook - Appendix 3 - Page 37.

7. **Provide a welcoming environment and circumstances that will allow you to see the candidate at their best during the interview and campus visit** (See UofL STRIDE Handbook - Secs. VI.1-2 | Pages 27-30.)
   - Attempt to avoid 'tokenism' in the interview pool by interviewing more than one female/minority candidate.
   - Avoid telling a candidate that you are interviewing them or want to hire them because of the social group to which they belong.
   - Ensure that all candidates meet a diverse group of people during their visit to campus.
   - Provide complete information about the visit well in advance.
   - Ask the candidate whom s/he would like to meet.
   - Identify an appropriate faculty host.
   - Ensure diversity in the audience for the job talk.
   - Introduce the candidate's job talk with a summary of their accomplishments/expertise.
   - Consider how welcoming the spaces in your department are (e.g. who is pictured?)
   - Do not ask the candidate about their personal life (age, marital status, children, *etc.*) even in off-campus situations (*e.g.* dinner with the search committee). Questions about personal life can have unintended consequences.

8. **Ensure that all candidates know about dual career support and family friendly policies.**
   - Provide an information packet to **all** candidates (rather than making this contingent on gathering inappropriate personal information).
   - Be aware that dual career support is available to domestic partners of faculty recruits regardless of marital status or sexual orientation. Chairs, associate deans and deans – not individual faculty or the search committee - are the appropriate people to communicate with the candidate about dual career support.

9. **Manage the decision making process**
   - Consider only job relevant criteria in evaluating candidates and make sure the views of all faculty are heard. See UofL STRIDE Handbook - Sec. VI.3 - Page 30.
   - Use the candidate evaluation rubric/tool for each step of the interview process, and refer to items on the evaluation tool when discussing the candidate, rather than subjective terms like "fit". See UofL STRIDE Handbook - Secs. V.2-3 | Pages 24-25 & Appendix 4 | Page 38.

10. **Recruit the selected candidate.**
    - Once a candidate is selected for a job offer, all relevant factors can be discussed.
    - Provide detailed information to ensure that the negotiation process is positive and effective for all candidates. See UofL STRIDE Handbook - Secs. VII.1-2 | Pages 31-32.

BONUS ITEM! Develop department policies that aid in faculty support and retention
   - Create mechanisms to support diversity, equity, inclusion, and retention.
   - Make sure new faculty are mentored.

STRIDE Training Workshops

Fall 2021 Workshop

Initial —> Evaluation

⇒ We compressed Part 1 & expanded Part 2

⇒ We added more Interaction

⇒ Spring 2022 Workshop

Understand	Understand the science and research of unconscious bias
Identify	Identify how bias and the processes of the unconscious mind can impact critical decisions and results
Apply	Apply new strategies for practicing more conscious awareness individually and organizationally to mitigate bias
Explore	Explore where implicit and explicit biases creep into our systems and criteria
Review	Review strategies for hiring with an equity lens

Part 1: Unconscious Bias

Part 2: Strategies for Equitable Hiring

STRIDE Equity Process Advocate (EPA)

Stage 1 (Before Posting Ad)	Stage 2 (After Evaluation of Initial Pool Before Interviews)	Stage 3 (Final Debriefing After Candidate Selection)	Evaluation of EPA Process

Stage 1 (Before Posting Ad)
- Review Excerpts from **STRIDE training slides**
- **Serve as a Facilitator and help clarify / answer process questions:**
  - Share the Top-10 Best Practices Checklist
  - Check that they filled the COI & Confidentiality forms
- **Review and check Stage 1 items on the Top-10 Best Practices Checklist**
- **EPA completes the EPA Form**

Stage 2 (After Evaluation of Initial Pool Before Interviews)
- Reviews Resources/Tools relevant to **Interview**
- **Initiate the Data Capture step**
- **Equity minded Interview questions**
- **Review Stage 2 Top-10 Best Practices Checklist**
- **EPA completes the EPA Form**

Stage 3 (Final Debriefing After Candidate Selection)
- **Initiate the Final Data Capture step**
- **Review how the search committee applied the Top-10 Best Practices Checklist related to the activities of the search committee in all stages**
- **Note any challenges met in applying the Best Practices CheckList and advising the search committee.**
- EPA Debrief Assessment Form: **EPA Fills the following Form thinking about summative notes**.

Evaluation of EPA Process
- Search Committee fills EPA Evaluation Form

STRIDE Data Debriefing

```
Committee          →    HR provides      →    Committee        →    Chairs signs     →    Committee
submits pool            aggregate             includes              on                    submits
candidate               demographic           Data in               Debriefing            Report to
non-demographic         data                  Debriefing            Report                EPA
data & to HR                                  Report
```

Table 5A.1. Template for reporting applicant characteristics by search stage

(This table is to be filled out by Human Resources and shared with the Search Committee and the STRIDE Committee)

Applicant characteristics	Stage of Faculty Search							
	All	After Screening	Long Short List	Short List	Interviews	Offer(s)	Accepted	Declined
Gender								
Women	N / %	N / %	N / %	N / %	N / %	N / %	N / %	N / %
Race/ethnicity								
Black								
Latinx								
Asian/Pacific Islander								
Multiracial/ethnic and/or Other								
White								

Current position								
Doctoral student								
Postdoc								
Assistant professor								
Associate/ Full professor								
Other								
Institution								
RI Doctoral								
R2 Doctoral								
Doctoral/ Professional								
Master's								
Baccalaureate								
Other type								
Outside academia								
Total								

Notes: Please provide the number of applicants in each category (N) and percentage of that number from the total in the specified search stage (%).

ATHENA's Interventions

STRIDE

Strategies and Tactics for Recruiting to Increase Diversity and Excellence

FMP

Faculty Mentoring Program

EDUCATION & AWARENESS

Implicit Bias & Bystander Intervention (Interactive Theater)

DATA

Data Collection & Monitoring Evaluation (E.g. COACHE Survey)

Faculty Mentoring Program Components

1. Networked Mentoring Workshops

Hybrid Mentoring Model

2. Peer/Near-Peer Mentoring Circles

3. New Faculty Launch Committees

Faculty Mentoring Program Stages

2021

2022

2023

2024

ATHENA Mentoring Workshops

Online Community

NCFDD

ATHENA Mentoring Circles

ATHENA New Faculty Launch Committees

Mentor Training

Refine All Components

Plan Sustainability

Sustained Program

Continue All Activities

Mentoring Circles

Every Other Thursday

STORIES AND STRATEGIES FROM SUCCESSFUL WOMEN SCIENTISTS

ELLEN DANIELL

Affirmations

Share positive news, feelings, etc

Group Work

1. Member clears the air
2. Member states Feedback Desired from group
3. Member states own Issue or Topic
4. Group engages in Q&A & Feedback
5. Member states Contract ("*I will*" … + Timeline…)

Strokes

- Each participant will share a brief stroke (or two) with other members of the group
- The answer is "*Thank you*"

ATHENA's Interventions

STRIDE

Strategies and Tactics for Recruiting to Increase Diversity and Excellence

FMP

Faculty Mentoring Program

ATHENA

EDUCATION & AWARENESS

Implicit Bias & Bystander Intervention (Interactive Theater)

DATA

Data Collection & Monitoring Evaluation (E.g. COACHE Survey)

1 2 3 4

- COACHE: Collaborative on Academic Careers in Higher Education
  - Based at Harvard, Member Institutions
  - Specialized to **Faculty** issues
  - **Survey themes**: curated **based on research** and **ability to effect change**
  - **Comparison to peer institutions**

  https://louisville.edu/oapa/coache/

Comparative Analysis: Female Faculty

STEM Faculty Dashboard

UofL ATHENA NSF Faculty

ATHENA NSF Faculty

Academic Unit
- ☐ College of Arts and Sciences
- ☐ College of Business
- ☐ JB Speed School of Engineering
- ☐ School of Dentistry
- ☐ School of Medicine

Tenure Status
- ☐ Tenure-Track
- ☐ Tenured

Self-Reported Race/Ethnicity
- ☐ American Indian/Alaska Native
- ☐ Asian
- ☐ Black/African American
- ☐ Hispanic/Latino
- ☐ Native Hawaiian/Other Pacific Islander
- ☐ Two or More Races
- ☐ Unspecified

Underrepresented Minority ▼

Female ATHENA NSF Faculty

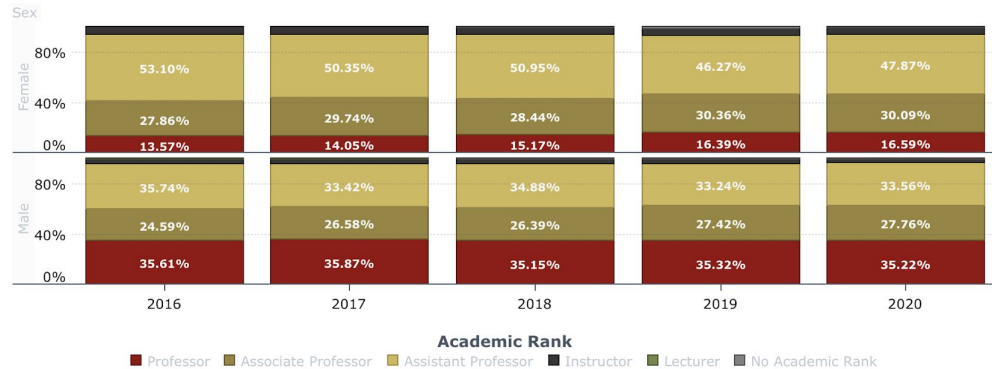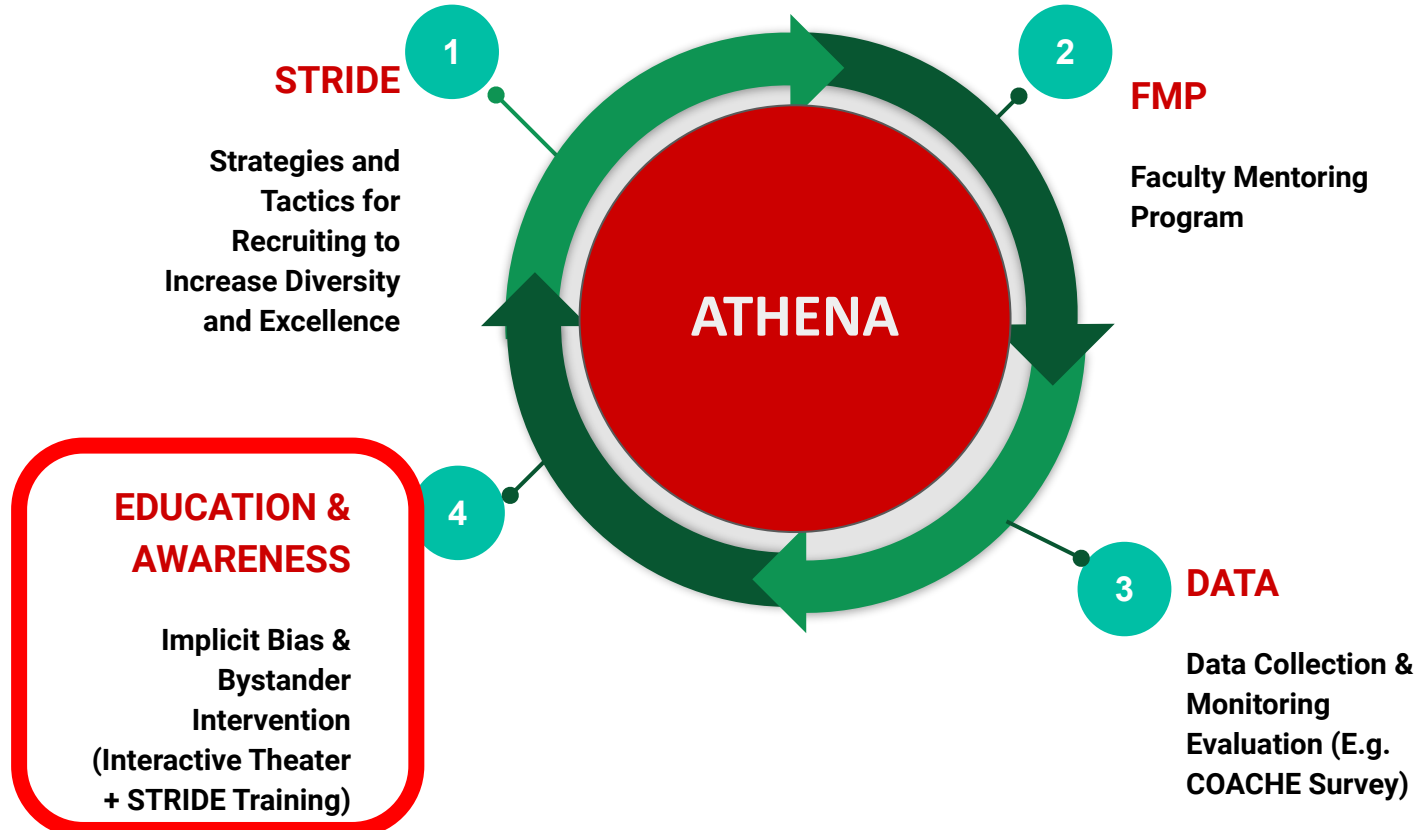| YEAR ▲	2016	2017	2018
Academic Rank ▲	# of Facul...	# of Facul...	# of Facul...
Professor	57	60	64
Associate Profes...	117	127	120
Assistant Profess...	223	215	215
Instructor	23	25	21
No Academic Rank	.	.	2
Total	420	427	422

Male ATHENA NSF Faculty

YEAR ▲	2016	2017	2018
Academic Rank ▲	# of Facul...	# of Facul...	# of Facul...
Professor	281	278	265
Associate Profes...	194	206	199
Assistant Profess...	282	259	263
Instructor	31	31	25
Lecturer	1	1	.
No Academic Rank	.	.	2

Sex

Female

	2016	2017	2018	2019	2020
80%	53.10%	50.35%	50.95%	46.27%	47.87%
40%	27.86%	29.74%	28.44%	30.36%	30.09%
0%	13.57%	14.05%	15.17%	16.39%	16.59%

Male

	2016	2017	2018	2019	2020
80%	35.74%	33.42%	34.88%	33.24%	33.56%
40%	24.59%	26.58%	26.39%	27.42%	27.76%
0%	35.61%	35.87%	35.15%	35.32%	35.22%

Academic Rank

■ Professor ■ Associate Professor ■ Assistant Professor ■ Instructor ■ Lecturer ■ No Academic Rank

This report displays totals for only full-time faculty classified within STEM disciplines as defined by the ATHENA Grant. Underrepresented minorities (URM) are defined as those faculty who self-report a race/ethnicity of Black/African-American, Hispanic/Latino, and Native American. This URM definition differs from that used by the Kentucky Council on Postsecondary

ATHENA's Interventions

STRIDE

Strategies and Tactics for Recruiting to Increase Diversity and Excellence

FMP

Faculty Mentoring Program

EDUCATION & AWARENESS

Implicit Bias & Bystander Intervention (Interactive Theater + STRIDE Training)

DATA

Data Collection & Monitoring Evaluation (E.g. COACHE Survey)

ATHENA

ATHENA Interactive Theater

- In-person session, with approx. **40** attendees.
- [Pics & Videos](#)

Key Takeaways and Actions for Faculty Senators

- **Awareness & Participation:** Participate and encourage your colleagues to participate in ATHENA's activities, e.g. attend education/training workshops, request an EPA, etc.

- **Serve as:**
  - STRIDE Equity Process Advocate (EPA) to help search committees follow STRIDE guidelines
  - Faculty Mentors

- **Sustain ATHENA's Activities & Goals**, including:
  - Extending ATHENA's activities to ALL faculty and disciplines,
  - Improved Policy & Accountability:
    - Recruitment process
    - Tenure & Promotion
    - Retention
    - Equity in compensation, recognition and workload
    - Data Capture & Communication

Appendix

Links to Relevant Documents

- NSF ADVANCE Program
- ATHENA Website
- Synopsis of ATHENA's Year 3 Activities, Year 4 plan, and Anticipated Challenges
- External Evaluation Report
- ATHENA STRIDE Handbook & Guidelines
- Email us at athena@louisville.edu

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LOUISVILLE.

Appendix

Additional Slides

Activities of ATHENA NSF ADVANCE - Funded by National Science Foundation (Oct 2019-2022) - NSF-HRD-1936125 -

STRIDE	Faculty Mentoring Program	Data & Monitoring	Education & Awareness	Communication
STRIDE Handbook - w/ Offices of Faculty Affairs (FA); Diversity; HR; OCM **Future Updates:** - SP W1A1 Addition of Diversity Rubric - Updated Data Debriefing process and contacts - Updated EPA process **- STRIDE Top 10 CheckList** Updates: - Reflect above updates	**Networked Mentoring workshops:** * Cultivating Resilience workshops - with Office of Faculty Affairs (April-May 2020) **Women Advancing Together workshops:** "Negotiate for What You Want": 12/17/20 "Build Your Network": 7/21/21 "*Promotion to Full Professor: Let's get there*" workshop 11/29/21 w/ Office of Faculty Affairs Future workshops planned with FA and Employee Success center	**COACHE Faculty Satisfaction survey** (ongoing) w/ Offices of: Provost, Faculty Affairs, Institutional Research & Planning **Faculty Senate 2/5/20 Senate 10/6/21 CODRE 10/27/21 Town Hall, 11/8/21** Unit-based discussions (FA) **Communication with Faculty** about Institutional and Units' Response to COACHE issues (**Planned**) 2nd iteration of survey: Feb. 2023	**Interactive Theater:** **Bystander Intervention Training (Feb 2021)** **Home-brewed Interactive Theater (2 Pilots in May 2021) 3/7/21, 3/9/21, 4/13/21, 4/14/21** **In Person workshop: Home-brewed Interactive Theater: 4/13/22 at U-Club**	**Website:** **https://louisville.edu/advance** - Expansion to website - New additions related to STRIDE: **https://louisville.edu/advance/stride** **https://louisville.edu/provost/faculty-personnel/stride/ATHENA-STRIDE**
STRIDE Training Workshops- with Office of Diversity Education and Inclusive Excellence (ODEIE); HSC Office of Diversity & Inclusion (ODI) Past dates: 10/20/21 & 10/29/21 3/28/22 & 3/30/22 Future : 9/28/22 & 9/3022, Spring 2023	**Peer/near peer mentoring circles** Pilot for STEM faculty in tenure-track: Summer 2022, Additional Circles: since Fall 2022 Future expansion to all disciplines with FA and Employee Success center	**Search & Recruitment Data Collection (in STRIDE Handbook draft, some parts await WorkDay rollout) - with HR**	**Picture A Scientist:** Film Screening and Post-film Panel Discussion **March 2021**	**Presentations to diverse stakeholders** (CAO, Senate, COSW, CODRE, COACHE Communication group, SP Work group)
- STRIDE Committee - STRIDE Equity Process Advocate (EPA)	- Women STEM Faculty Online Community Platform (started post-pandemic, monthly digests) - NCFDD membership (sponsored by Office of Diversity & Equity)	**STEM Faculty Dashboard** - w/ Office of Institutional Research & Planning	ATHENA Keynotes (July & Oct. 2020) - w/ Office of Faculty Affairs	**ATHENA Newsletter (planned)**

ATHENA Progress Updates

With added detail & assessment outcomes

STRIDE Program Components

STRIDE **Handbook** & Resources

STRIDE Equity Process Advocates (**EPAs**)

STRIDE **Training** Workshops

STRIDE **Committee**

STRIDE Program Stages

2021

2022

2023

2024

STRIDE Handbook

STRIDE Committee

STRIDE Training

STRIDE Equity Process Advocates (EPAs)

Handbook Revisions

Refine Training

Refine EPA program

Refine Data Debriefing

Plan Sustainability

Sustained Program

Continue All Activities

Goal 1: *Recruit, Retain, Promote*

Year 2

Table 1. Goal 1 Activities Implemented in Year 2

ACTIVITY	FMP	STRIDE	Data Collection & Monitoring
Virtual Mentoring Workshops	♦		
Women Advancing Together: Negotiating What You Want	♦		
Women Advancing Together: Building Your Network for Success	♦		
Virtual 1:1 Coaching Sessions	♦		
STRIDE Handbook Developed		♦	
COACHE Climate/Job Satisfaction Faculty Survey			♦
Process in place for requesting gender, rank and department information.			♦
Collected institutional data focused on STEM women faculty numbers			♦
Recruitment data request process described in STRIDE Handbook			♦

Year 3

Table 1. Goal 1 Activities Implemented in Year 3

ACTIVITY	FMP	STRIDE	Data Collection & Monitoring
FMP Workshop: *Promotion to Full Professor*	♦		
FMP Mentoring Circles	♦		
STRIDE Handbook Developed & Distributed Across Campus		♦	
STRIDE Search Committee Training Workshops (5)		♦	
Started STRIDE Equity Process Advocate Program		♦	
Tracking gender, rank and department information			♦
Sharing gender/rank/department data via STEM Dashboard			♦
Collecting recruitment debriefing data and recent promotion data			♦

From *External Evaluation Report*, Cate Samuelson, PhD, Equity-Focused Research & Evaluation

STRIDE Handbook

UNIVERSITY OF LOUISVILLE

Handbook for Promoting
Equity & Inclusion in Faculty Searches

ATHENA ADVANCE INITIATIVE
STRIDE: STRATEGIES & TACTICS FOR RECRUITING TO IMPROVE DIVERSITY & EXCELLENCE

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   - Check the guidelines and the resources relating to *language* in the UofL STRIDE Handbook - Sec. III.9 | Page 14.
   - Use some of the language excerpts in the UofL STRIDE Handbook Appendix 2 | Page 36.
   - Post the job Ad in venues listed in UofL STRIDE Handbook - Sec. III.8 | Page 14.
   - Use online tools, such as gender-decoder, for scoring the Ad language on equity criteria: See UofL STRIDE Handbook - Appendix 2 | Page 36.

3. **Actively develop a diverse pool of applicants**
   - Network directly with newly established scholars.
   - Review national pool and past search data and foster connections with institutions, on-campus postdoctoral programs, and professional organizations that train or support underrepresented groups in your field. See UofL STRIDE Handbook - Sec. IV.1 | Page 18.

4. **Define the disciplinary area for your search as broadly as possible**
   - Search as broadly as possible. If you have multiple positions over a period of several years, consider more broadly defined searches, with a multidisciplinary search committee. See UofL STRIDE Handbook - Sec. III.7 | Page 13.
   - Consider searching in subfields that are more diverse. These can be called out specifically as areas of interest in your broad search.

5. **Ask for information you need from applicants**
   - Ensure that all applicants know the criteria on which they are being evaluated.
   - Provide a template or checklist and clear instructions about the application process.
   - Ask candidates to write about current or planned contributions around diversity and inclusion, either as a separate Diversity Statement or as part of other materials.

6. **Make sustained and conscious efforts to counter potential evaluation bias**
   - Discuss and define specific evaluation criteria before the search. Ensure all search committee members and department faculty have a clear and shared understanding of the criteria. See UofL STRIDE Handbook - Sec. IV.2 | Page 19.
   - Design evaluation tools, such as rubrics, that examine a candidate's strengths, accomplishments, and attributes along a variety of dimensions, including rubrics for evaluating Diversity Statements. See UofL STRIDE Handbook - Sec. V.2 | Page 24.
   - Consider the environment in which achievements were made.
   - Be alert for bias around the candidate's institution and/or subfield.
   - Avoid global evaluations and summary rankings that fail to consider all of the search criteria.
   - Use the "Rising Above Cognitive Errors" tool in UofL STRIDE Handbook - Appendix 3 - Page 37.

7. **Provide a welcoming environment and circumstances that will allow you to see the candidate at their best during the interview and campus visit (**See UofL STRIDE Handbook - Secs. VI.1-2 | Pages 27-30.**)**
   - Attempt to avoid 'tokenism' in the interview pool by interviewing more than one female/minority candidate.
   - Avoid telling a candidate that you are interviewing them or want to hire them because of the social group to which they belong.
   - Ensure that all candidates meet a diverse group of people during their visit to campus.
   - Provide complete information about the visit well in advance.
   - Ask the candidate whom s/he would like to meet.
   - Identify an appropriate faculty host.
   - Ensure diversity in the audience for the job talk.
   - Introduce the candidate's job talk with a summary of their accomplishments/expertise.
   - Consider how welcoming the spaces in your department are (e.g. who is pictured?)
   - Do not ask the candidate about their personal life (age, marital status, children, *etc.*) even in off- campus situations (*e.g.* dinner with the search committee). Questions about personal life can have unintended consequences.

8. **Ensure that all candidates know about dual career support and family friendly policies.**
   - Provide an information packet to **all** candidates (rather than making this contingent on gathering inappropriate personal information).
   - Be aware that dual career support is available to domestic partners of faculty recruits regardless of marital status or sexual orientation. Chairs, associate deans and deans – not individual faculty or the search committee - are the appropriate people to communicate with the candidate about dual career support.

9. **Manage the decision making process**
   - Consider only job relevant criteria in evaluating candidates and make sure the views of all faculty are heard. See UofL STRIDE Handbook - Sec. VI.3 - Page 30.
   - Use the candidate evaluation rubric/tool for each step of the interview process, and refer to items on the evaluation tool when discussing the candidate, rather than subjective terms like "fit". See UofL STRIDE Handbook - Secs. V.2-3 | Pages 24-25 & Appendix 4 | Page 38.

10. **Recruit the selected candidate.**
    - Once a candidate is selected for a job offer, all relevant factors can be discussed.
    - Provide detailed information to ensure that the negotiation process is positive and effective for all candidates. See UofL STRIDE Handbook - Secs. VII.1-2 | Pages 31-32.

BONUS ITEM! Develop department policies that aid in faculty support and retention
- Create mechanisms to support diversity, equity, inclusion, and retention.
- Make sure new faculty are mentored.

Credits: This list is adapted from UofL STRIDE Handbook and University of Michigan ADVANCE Program's STRIDE Faculty Recruitment Workshop - What Can We Do? Top 10 Best Practices

STRIDE Training Workshops

Understand	Understand the science and research of unconscious bias
Identify	Identify how bias and the processes of the unconscious mind can impact critical decisions and results
Apply	Apply new strategies for practicing more conscious awareness individually and organizationally to mitigate bias
Explore	Explore where implicit and explicit biases creep into our systems and criteria
Review	Review strategies for hiring with an equity lens

Part 1: Unconscious Bias (Understand, Identify, Apply, Explore)
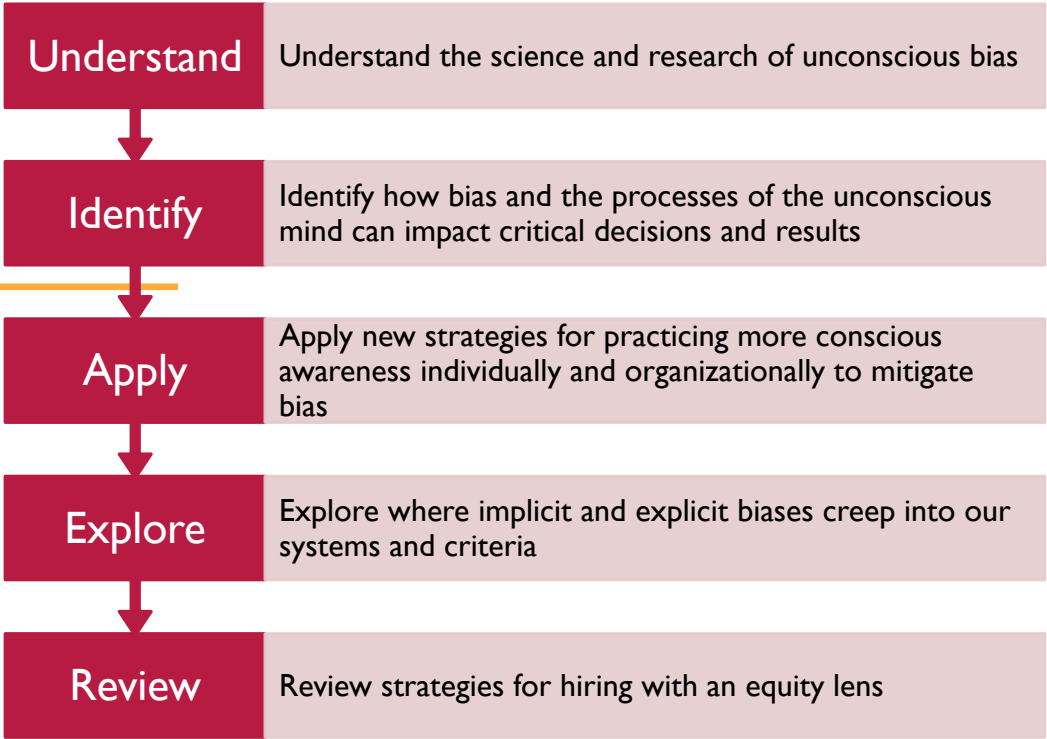
Part 2: Strategies for Equitable Hiring (Explore, Review)

Fall 2021 Workshop

Initial —> Evaluation

⇒ We compressed Part 1 & expanded Part 2

⇒ We added more Interaction

⇒ Spring 2022 Workshop

MUST DO - DON'T DO – SHOULD DO
ALSO SEE STRIDE: TOP 10 BEST PRACTICES HANDOUT

Must Do

- Submit **Confidentiality and COI forms** (see Handbook, Resources Slide, Link to STRIDE on FA)
- Contact STRIDE Committee **before the first search committee meeting** to assign an EPA
- Coordinate with **Equity Process Advocate (EPA) t**o attend 3 meetings and coordinate **data** input & **Debriefing**
- Provide **a welcoming environment** during interview
- Ensure that **all** candidates know about dual career support and family friendly policies
- Attend STRIDE Training every 3 years

Don't Do

- Asking **inappropriate questions** (See STRIDE Handbook Appx. 1)
- **Rushing** through evaluations
- Ranking finalists
- Using **inconsistent interview structure** (setting, questions, time allotment, etc)
- Contact references **without** the candidate's approval
- Use personal social media to gain information not shared willingly by the candidate
- Let **bias** creep into evaluation/judgement
- **Breach confidentiality**
- Fail to disclose **Conflict of Interest**
- **Blame the Pipeline**

Should Do

- Build an **effective** search committee w/ high level commitment to diversity & excellence
- Actively develop a **diverse applicant pool**
- Define disciplinary area for search as **broadly** as possible
- Ensure short list contains **more than 1 URM (woman)** in your field
- Sustained and conscious efforts to **counter evaluation bias**
- Encourage circumstances that will allow you to see the candidate at their best
- Manage the **decision-making process**
- Build **accountability**
- Request a **Diversity Statement** from applicants and use a well thought out evaluation rubric for this statement.
- **Debrief** after each search or evaluation to summarize lessons learned for **future** committees
- Bonus: Foster Departmental policies that aid in f**aculty support & retention** (Mechanisms to support diversity, equity & inclusion; Mentoring)

Figure 5. STRIDE Search Committee Training Workshop - Rating
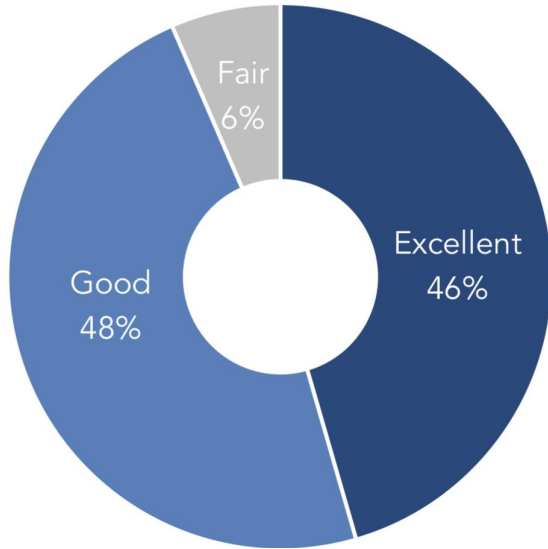
Figure 14. STRIDE Workshop – Likelihood of Applying Learning To…
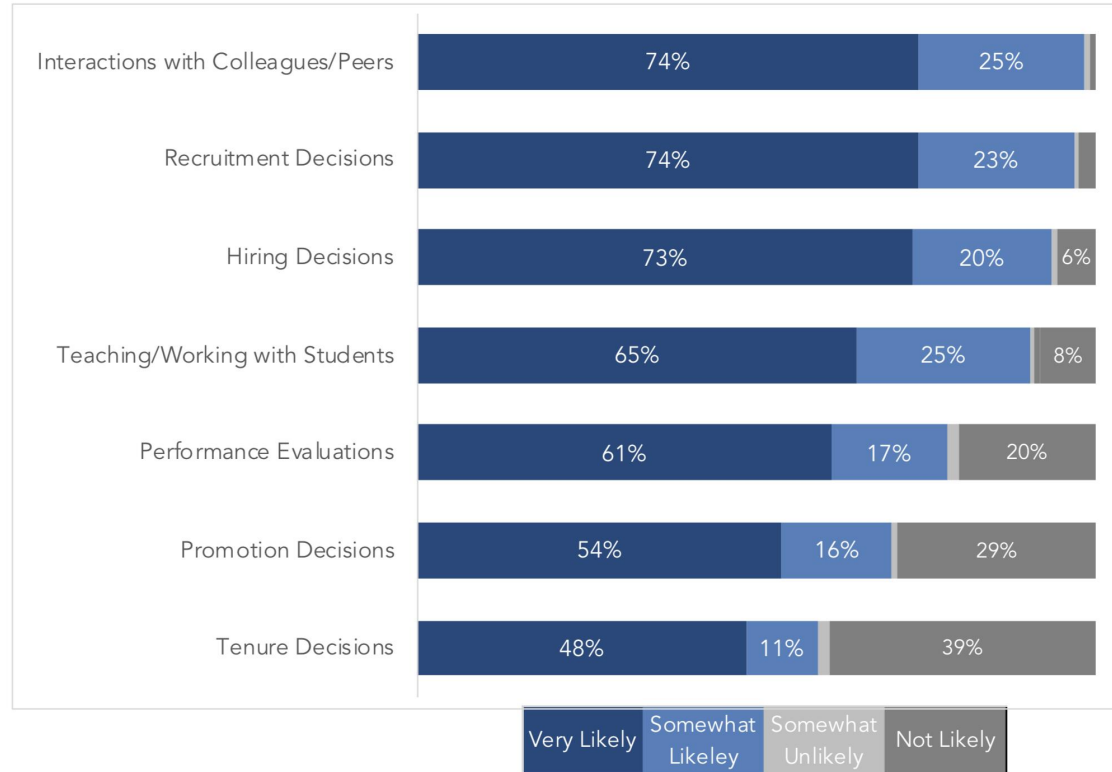
It was all effective. This is the best DEI-related training I have taken in the last year - and I have been in several different training environments. It was well organized, showed data, went below the surface but didn't get lost, allowed adequate discussion, was co-lead very well. The University should look to this training as an excellent example to follow/model.
- STRIDE Workshop Participant

I feel more positive now about trying to get my department to take on new strategies. The fact that the STRIDE committee, handbook, and training exist at UofL, and that they are backed by the Provost, Office of Diversity, etc, is powerful. It feels like this may be the start of a real movement on campus.
-STRIDE Workshop Participant

I don't think my beliefs changed, but the training helped me to be more aware of potential biases when conducting evaluations during searches for new faculty and provided solutions and ways to overcome these biases, especially when others in the search committee or colleagues who are not part of the committee might try to influence the search process.
-STRIDE Workshop Participant

The interactive elements were meaningful and engaging and had a purpose. They were directly connected with the problems that were addressed in the informative segments of the seminar. Very well organized. Most useful 2 1/4 hours I have spent on a ZOOM meeting besides my graduate seminars!
-STRIDE Workshop Participant

STRIDE Equity Process Advocate (EPA)

Stage 1 (Before Posting Ad)	Stage 2 (After Evaluation of Initial Pool Before Interviews)	Stage 3 (Final Debriefing After Candidate Selection)	Evaluation of EPA Process

Stage 1 (Before Posting Ad)
- Review Excerpts from **STRIDE training slides**
- **Serve as a Facilitator and help clarify / answer process questions:**
  - Share the Top-10 Best Practices Checklist
  - Check that they filled the COI & Confidentiality forms
- **Review and check Stage 1 items on the Top-10 Best Practices Checklist**
- **EPA completes the EPA Form**

Stage 2 (After Evaluation of Initial Pool Before Interviews)
- Reviews Resources/Tools relevant to **Interview**
- **Initiate the Data Capture step**
- **Equity minded Interview questions**
- **Review Stage 2 Top-10 Best Practices Checklist**
- **EPA completes the EPA Form**

Stage 3 (Final Debriefing After Candidate Selection)
- **Initiate the Final Data Capture step**
- **Review how the search committee applied the Top-10 Best Practices Checklist related to the activities of the search committee in all stages**
- **Note any challenges met in applying the Best Practices CheckList and advising the search committee.**
- EPA Debrief Assessment Form: **EPA Fills the following Form thinking about summative notes**.

Evaluation of EPA Process
- Search Committee fills EPA Evaluation Form

STRIDE Data Debriefing

Committee submits pool candidate non-demographic data & to HR → HR provides aggregate demographic data → Committee includes Data in Debriefing Report → Chairs signs on Debriefing Report → Committee submits Report to EPA

Table 5A.1. Template for reporting applicant characteristics by search stage

(This table is to be filled out by Human Resources and shared with the Search Committee and the STRIDE Committee)

Applicant characteristics	Stage of Faculty Search							
	All	After Screening	Long Short List	Short List	Interviews	Offer(s)	Accepted	Declined
Gender								
Women	N / %	N / %	N / %	N / %	N / %	N / %	N / %	N / %
Race/ethnicity								
Black								
Latinx								
Asian/Pacific Islander								
Multiracial/ethnic and/or Other								
White								

Current position								
Doctoral student								
Postdoc								
Assistant professor								
Associate/ Full professor								
Other								
Institution								
RI Doctoral								
R2 Doctoral								
Doctoral/ Professional								
Master's								
Baccalaureate								
Other type								
Outside academia								
Total								

Notes: Please provide the number of applicants in each category (N) and percentage of that number from the total in the specified search stage (%).

Faculty Mentoring Program Components

1. Networked Mentoring Workshops

2. Peer/Near-Peer Mentoring Circles

3. New Faculty Launch Committees

Hybrid Mentoring Model

Faculty Mentoring Program Stages

2021

2022

2023

2024

ATHENA Mentoring Workshops

Online Community

NCFDD

ATHENA Mentoring Circles

ATHENA New Faculty Launch Committees

Mentor Training

Refine All Components

Plan Sustainability

Sustained Program

Continue All Activities

Goal 1: Recruit, Retain, Promote

Year 2

Table 1. Goal 1 Activities Implemented in Year 2

ACTIVITY	FMP	STRIDE	Data Collection & Monitoring
Virtual Mentoring Workshops	◆		
*Women Advancing Together: Negotiating What You Want	◆		
*Women Advancing Together: Building Your Network for Success	◆		
Virtual 1:1 Coaching Sessions	◆		
STRIDE Handbook Developed		◆	
COACHE Climate/Job Satisfaction Faculty Survey			◆
Process in place for requesting gender, rank and department information.			◆
Collected institutional data focused on STEM women faculty numbers			◆
Recruitment data request process described in STRIDE Handbook			◆

Year 3

Table 1. Goal 1 Activities Implemented in Year 3

ACTIVITY	FMP	STRIDE	Data Collection & Monitoring
FMP Workshop: Promotion to Full Professor	◆		
FMP Mentoring Circles	◆		
STRIDE Handbook Developed & Distributed Across Campus		◆	
STRIDE Search Committee Training Workshops (5)		◆	
Started STRIDE Equity Process Advocate Program		◆	
Tracking gender, rank and department information			◆
Sharing gender/rank/department data via STEM Dashboard			◆
Collecting recruitment debriefing data and recent promotion data			◆

From *External Evaluation Report*, Cate Samuelson, PhD, Equity-Focused Research & Evaluation

Developing the "*Workshop on Promotion to Full Professor: Let's Get There!*"

Step 1

Step 2

Step 3

Step 4

Invite Organizing Team

Develop Need & Barrier Assessment Survey

Analysis of Survey Data

Alignment of Survey Data with Literature (Buch et al, 2011)

Develop workshop

Develop and adapt worksheets

Distribute worksheets to faculty to work on in advance

Deliver workshop

Deploy Assessment Survey

Use to refine future workshops
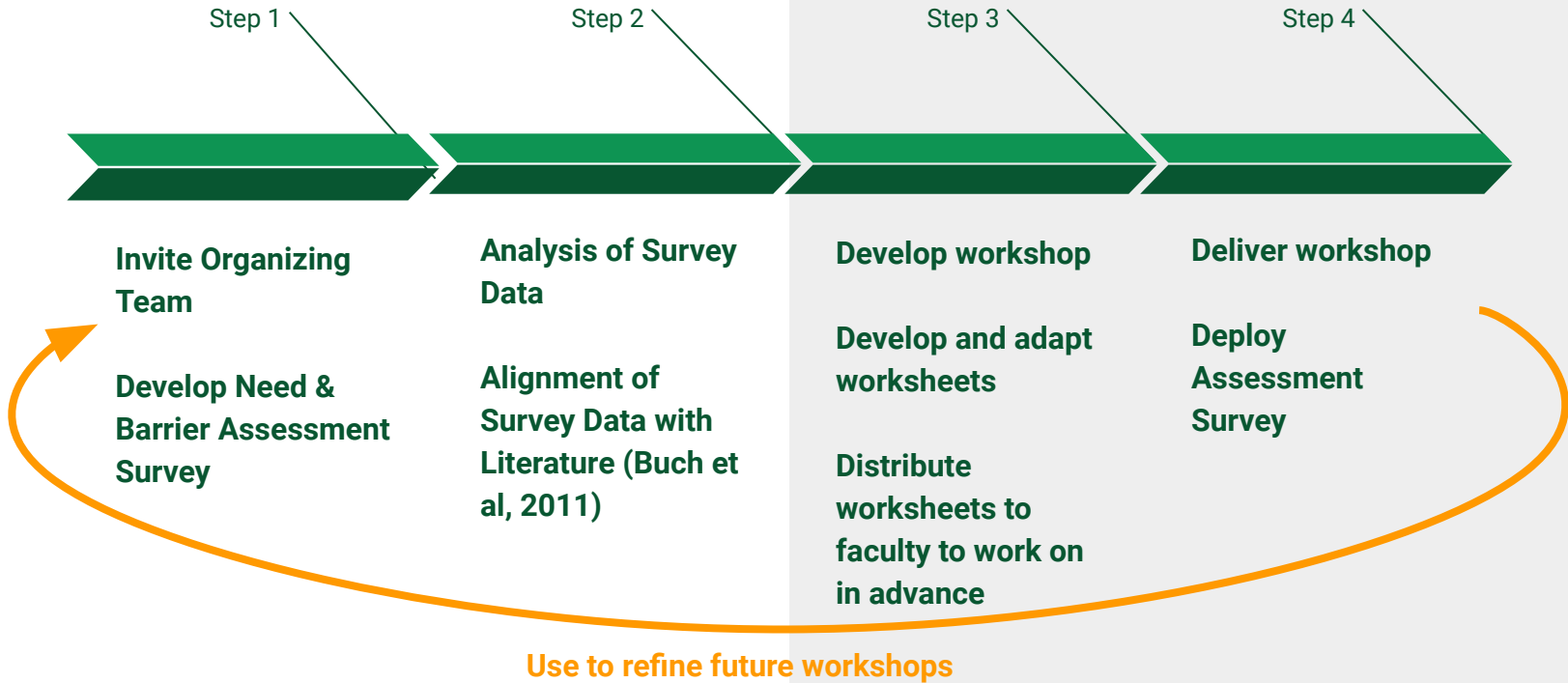
Faculty Mentoring Workshop

Figure 2. FMP Workshop - Rating

- Fair 18%
- Good 27%
- Excellent 55%
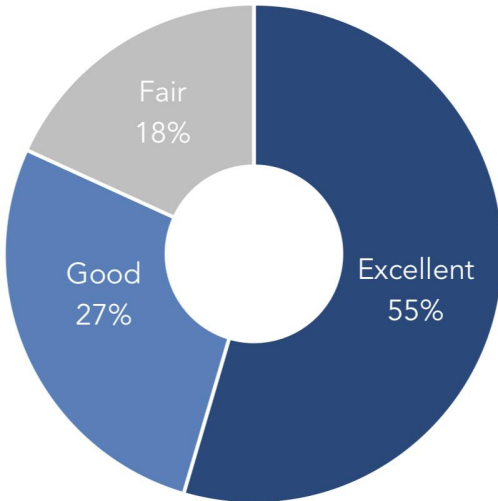
Figure 8. FMP Workshop – Likelihood of Applying Learning

- Somewhat Unlikely 9%
- Somewhat Likely 18%
- Very Likely 73%
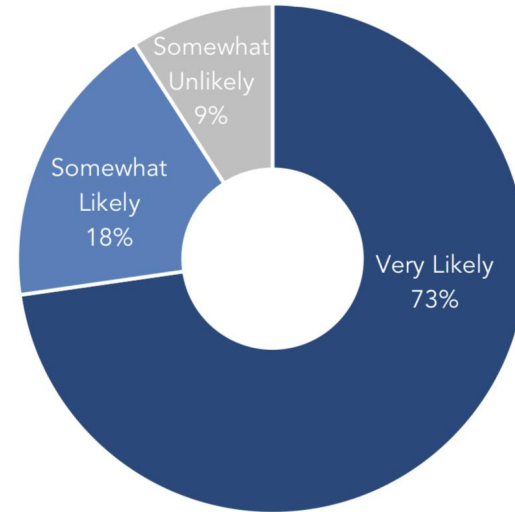
I am going to develop a systematic plan and start compiling my materials over the next year or so so that when I feel ready, it won't seem like such a monumental task.
                    -FMP Workshop Participant

I found it extremely helpful to understand about my own personal barriers as well as institutional/systemic barriers. It is reassuring to know that many of these anxieties are not only mine and inspiring that others have overcome similar barriers.
                    -FMP Workshop Participant

The most useful components included not only the steps to take for full professor but also the personal stories from others.   -FMP Workshop Participant

Mentoring Circles
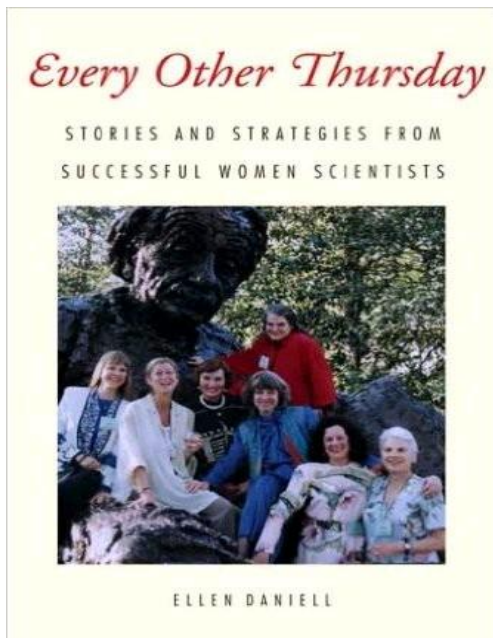
Every Other Thursday

STORIES AND STRATEGIES FROM
SUCCESSFUL WOMEN SCIENTISTS

ELLEN DANIELL

Affirmations

Share positive news, feelings, etc

Group Work

1. Member clears the air
2. Member states Feedback Desired from group
3. Member states own Issue or Topic
4. Group engages in Q&A & Feedback
5. Member states Contract ("*I will*" … + Timeline…)

Strokes

- Each participant will share a brief stroke (or two) with other members of the group
- The answer is "*Thank you*"

Interaction Guidelines and Expectations

- <u>No Rescues</u>: MCs are a problem-solving group and thus *support and coach* each other in finding workable solutions to problems themselves (using the kind of feedback they asked for at the start of their Work time) rather than *offering* solutions (this pitfall is considered one type of *rescue*)
- <u>Safe Space</u>
- <u>Accountability</u>
- <u>No interruptions</u>
- <u>Attendance and Active Participation</u>

Member Commitments

- **Confidentiality**
- **No Conflict of Interest**
- **Honesty**. Individuals will be honest in presenting their own issues and give honest feedback with care.
- **Commitment**. Individuals are committed to meeting regularly and actively participating in the process of group problem solving.
- **Listening**. Participants will <u>listen without judgment and with care</u>. Only then, can they reflect back what they heard and empower individuals to find <u>their own</u> best solutions

Vocabulary

- **Contracts** = Concise objectives at the end of work time. These should be <u>phrased as "I will …." instead of "I should/ought."</u> Contracts can have any time length and specificity.
- **Strokes** = Positive observation about someone that usually stems from the work in that meeting. The response to receiving a stroke is "*THANK YOU!*"
- **Pig =** A pig is an "internalized oppression," personal judgment or criticism. Pigs can be used to let your feel bad about yourself instead of changing your behavior.
- **Rescues** = No rescues in mentoring circle meetings: Don't solve someone else's problem for them.

Mentoring Circles

Figure 4. FMP Mentoring Circles - Rating

Good
25%

Excellent
75%

Figure 10. FMP MCs – Likelihood of Applying Learning

Very Likely
100%
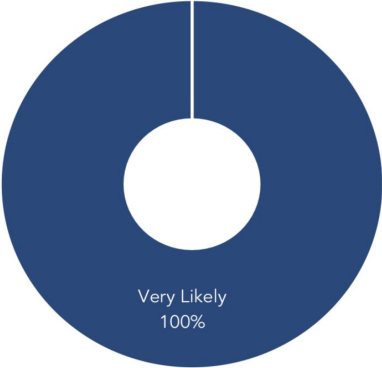
Figure 11. FMP MCs – Likelihood of Recommending

Somewhat
Likely
25%

Very Likely
75%
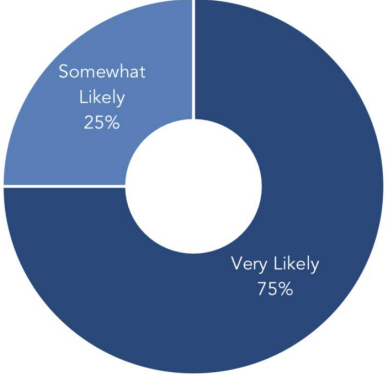
I like the small groups. I think that lends itself well to being open and being able to participate. I also like how most of us are from different departments/colleges which lessens the stress of talking in front of department members (i.e. I can be more open about things).

-MC Participant

I presented a project that I am working on and was asked some really good questions. I found that taking those and then developing a "contract" gave me additional action items for my project.

-MC Participant

I felt connected to this group almost immediately. Everyone seems comfortable sharing their experiences and feedback. It provides a space and opportunity for me to work on personal and professional issues that I would probably otherwise ignore. The feedback, questions, and suggestions from group members is thoughtful and helpful.

-MC Participant

ATHENA's Interventions

STRIDE

Strategies and Tactics for Recruiting to Increase Diversity and Excellence

FMP

Faculty Mentoring Program

ATHENA

EDUCATION & AWARENESS

Implicit Bias & Bystander Intervention (Interactive Theater)

DATA

Data Collection & Monitoring Evaluation (E.g. COACHE Survey)

Goal 1: Recruit, Retain, Promote

Year 2

Table 1. Goal 1 Activities Implemented in Year 2

ACTIVITY	FMP	STRIDE	Data Collection & Monitoring
Virtual Mentoring Workshops	◆		
Women Advancing Together: Negotiating What You Want	◆		
Women Advancing Together: Building Your Network for Success	◆		
Virtual 1:1 Coaching Sessions	◆		
STRIDE Handbook Developed		◆	
COACHE Climate/Job Satisfaction Faculty Survey			◆
Process in place for requesting gender, rank and department information.			◆
Collected institutional data focused on STEM women faculty numbers			◆
Recruitment data request process described in STRIDE Handbook			◆

Year 3

Table 1. Goal 1 Activities Implemented in Year 3

ACTIVITY	FMP	STRIDE	Data Collection & Monitoring
FMP Workshop: *Promotion to Full Professor*	◆		
FMP Mentoring Circles	◆		
STRIDE Handbook Developed & Distributed Across Campus		◆	
STRIDE Search Committee Training Workshops (5)		◆	
Started STRIDE Equity Process Advocate Program		◆	
Tracking gender, rank and department information			◆
Sharing gender/rank/department data via STEM Dashboard			◆
Collecting recruitment debriefing data and recent promotion data			◆

From *External Evaluation Report*, Cate Samuelson, PhD, Equity-Focused Research & Evaluation

Data Capture

COACHE Faculty Job Satisfaction Survey

Feb 17 - Apr 3, 2020

ATHENA + **Office of Executive Vice President and University Provost (*Beth Boehm*)** + **Office of VP for Institutional Research, Effectiveness and Analytics (*Bob Goldstein*)** + **Office of VP for Faculty Affairs (*Tracy Eells*)** + **Various Colleges (*Deans*)**

- COACHE: Collaborative on Academic Careers in Higher Education
  - Based at Harvard, Member Institutions
  - Specialized to **Faculty** issues
  - **Survey themes**: curated **based on research** and **ability to effect change**
  - **Comparison to peer institutions**

https://louisville.edu/oapa/coache/

collaborative on academic careers in higher education

Comparative Analysis: Female Faculty

STEM Faculty [Dashboard](#)

UofL ATHENA NSF Faculty

ATHENA NSF Faculty

Academic Unit

- ☐ College of Arts and Sciences
- ☐ College of Business
- ☐ JB Speed School of Engineering
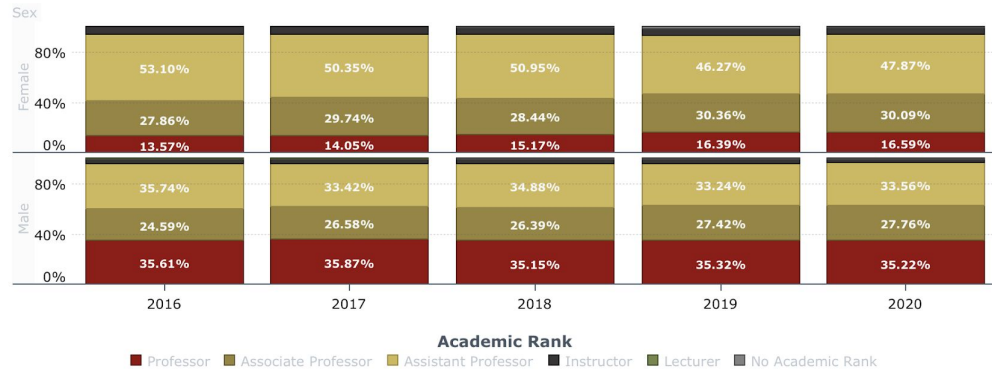- ☐ School of Dentistry
- ☐ School of Medicine

Tenure Status

- ☐ Tenure-Track
- ☐ Tenured

Self-Reported Race/Ethnicity

- ☐ American Indian/Alaska Native
- ☐ Asian
- ☐ Black/African American
- ☐ Hispanic/Latino
- ☐ Native Hawaiian/Other Pacific Islander
- ☐ Two or More Races
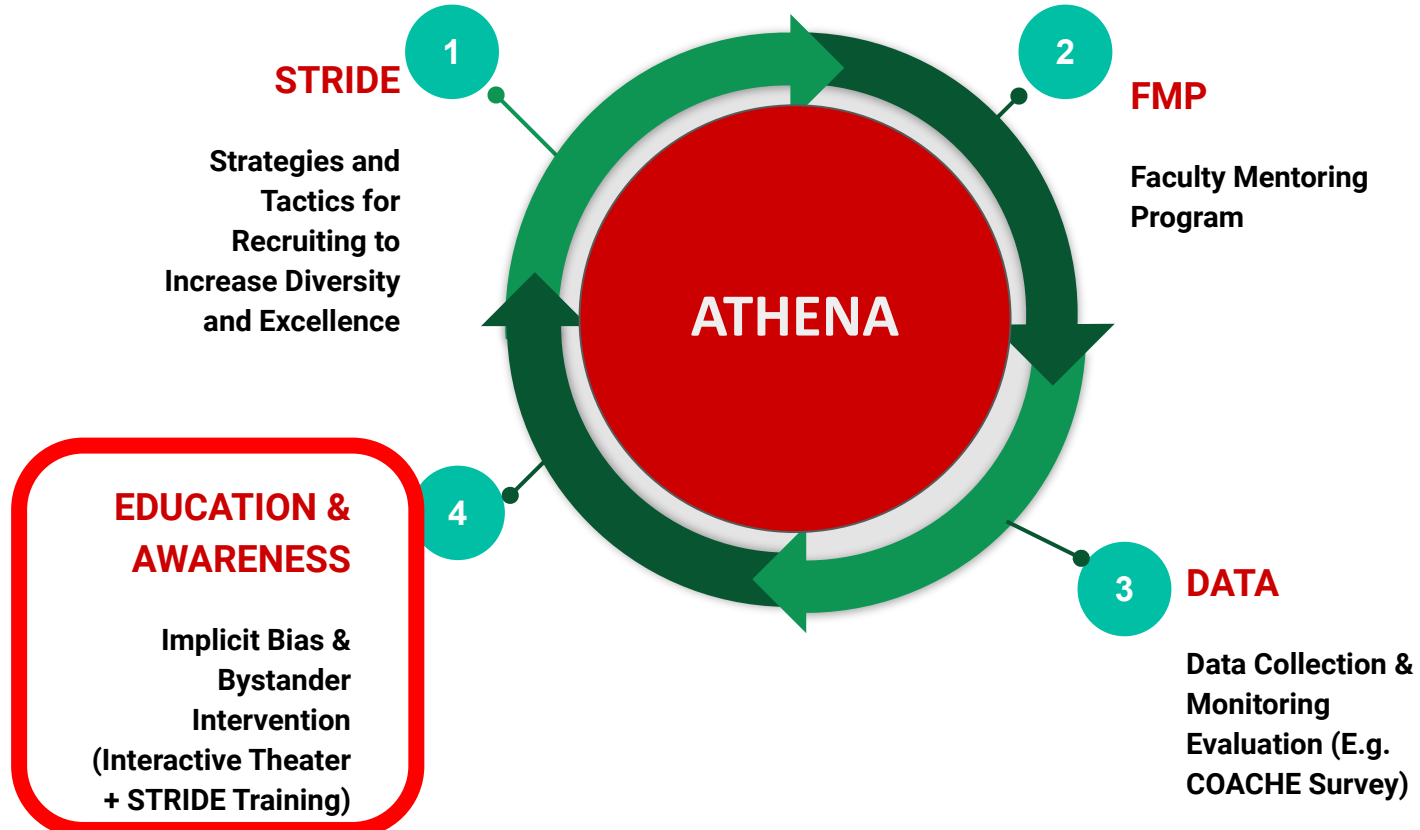- ☐ Unspecified

Underrepresented Minority ▼

Female ATHENA NSF Faculty

YEAR ▲	2016	2017	2018
Academic Rank ▲	# of Facul...	# of Facul...	# of Facul...
Professor	57	60	64
Associate Profes...	117	127	120
Assistant Profess...	223	215	215
Instructor	23	25	21
No Academic Rank	.	.	2
Total	420	427	422

Male ATHENA NSF Faculty

YEAR ▲	2016	2017	2018
Academic Rank ▲	# of Facul...	# of Facul...	# of Facul...
Professor	281	278	265
Associate Profes...	194	206	199
Assistant Profess...	282	259	263
Instructor	31	31	25
Lecturer	1	1	.
No Academic Rank	.	.	2

Sex

Female

	2016	2017	2018	2019	2020
	53.10%	50.35%	50.95%	46.27%	47.87%
	27.86%	29.74%	28.44%	30.36%	30.09%
	13.57%	14.05%	15.17%	16.39%	16.59%

Male

	2016	2017	2018	2019	2020
	35.74%	33.42%	34.88%	33.24%	33.56%
	24.59%	26.58%	26.39%	27.42%	27.76%
	35.61%	35.87%	35.15%	35.32%	35.22%

Academic Rank

■ Professor ■ Associate Professor ■ Assistant Professor ■ Instructor ■ Lecturer ■ No Academic Rank

This report displays totals for only full-time faculty classified within STEM disciplines as defined by the ATHENA Grant. Underrepresented minorities (URM) are defined as those faculty who self-report a race/ethnicity of Black/African-American, Hispanic/Latino, and Native American. This URM definition differs from that used by the Kentucky Council on Postsecondary

Goal 2: Educate

Table 2. Goal 2 Activities

Year 2

ACTIVITY	Diversity & Implicit Bias Education
ATHENA Virtual Keynotes	◆
*Unconscious Bias in Hiring, Promotions & Tenure	◆
*Intersectionality	◆
Virtual Interactive Bystander Intervention Implicit Bias Workshop	◆
ATHENA Film Screening of Picture a Scientist and Discussion Panel	◆

Table 2. Goal 2 Activities

Year 3

ACTIVITY	Diversity & Implicit Bias Education
Home-Brewed Interactive Theater Workshop	◆
STRIDE Training Workshops – Educational Component	◆

ATHENA Interactive Theater

- In-person session, with approx. **40** attendees.
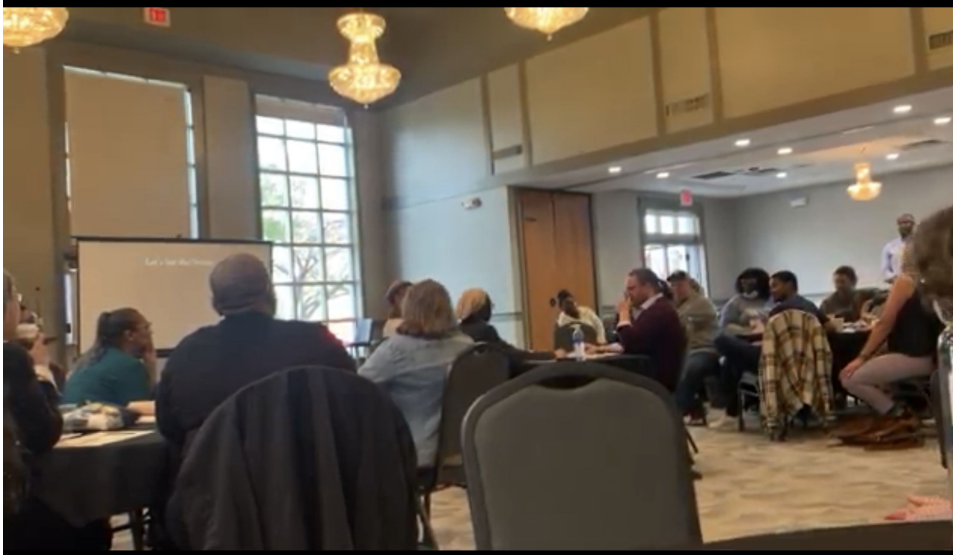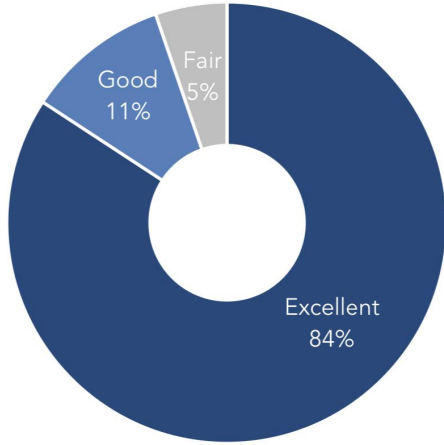- [Pics & Videos](#)

Figure 15. Interactive Theater Workshop - Ratings

Good
11%

Fair
5%

Excellent
84%

Figure 17. Interactive Theater Workshop – Likelihood of Applying Learning To…

Interactions with Colleagues/Peers	74%	26%		
Hiring Decisions	84%	11%		5%
Teaching/Working with Students	68%	21%	5%	5%
Recruitment Decisions	74%	11%		16%
Performance Evaluations	68%	11%	5%	16%
Promotion Decisions	53%	21%		26%
Tenure Decisions	47%	26%		26%

I will apply the learning of how to avoid implicit bias, become inclusive and carry positive attitudes in conversations in academic settings.
-Interactive Theater Workshop Participant

From *External Evaluation Report*, Cate Samuelson, PhD, Equity-Focused Research & Evaluation