



**NSF ADVANCE: Institutional Transformation  
Texas A&M University**

**Year 3 Interim Report 1  
September 1, 2012 – November 30, 2012**

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## **SUMMARY**

Key accomplishments for the ADVANCE Center for Women Faculty from September 1 to November 30, 2012 include the launch of a new website on October 1, the October 11-12 conference for Women of Color with ADVANCE Speaker Series speaker Susan Fiske, the selection of speakers for the ADVANCE Speaker Series, establishing programming for the Faculty-Staff Interaction Committee, sustained cultivation and support of Success Circles focused on writing, and continued refinement of the Roadmap Workshop.

Development efforts advanced during this time as well. We continued to collaborate with the Development Officers in the STEM colleges and are now working with an additional campus partner, Women in Science and Engineering (WISE). Part of this collaboration involved inviting a distinguished alumnus to campus. Dr. Hong Liu is a Principal Engineer at Google. The ADVANCE Center worked with the College of Science Development office and WISE to invite her to campus in February 2013 to 1) speak to students at the WISE conference, 2) provide a talk to women STEM faculty on leadership, and 3) meet with College administrators. Another development update is that we have learned that we were not selected for the Clare Boothe Luce professorships for women STEM faculty (as indicated in the last report). The other proposal that was submitted over the summer to the Elsevier Foundation (for a Dependent Care Travel Program) is still pending.

The Social Science Studies and Evaluation Teams continued to meet regularly and make progress on the research and evaluation plans. During this reporting period, the Social Science Studies Team finalized and pilot tested the 2012 climate survey, received feedback on conference paper submissions summarizing initial analyses of the course evaluation study data, and completed the first round of interviews for the second cohort of ADVANCE Administrative fellows. The Evaluation Team finalized their analysis of start-up packages, continued to work with administrators to raise awareness about possible gender differentials in salary and retention, and began their analysis of ADVANCE-related changes (if any) in salary and retention.

## **ENGAGING THE UNIVERSITY COMMUNITY**

The Program Director continued to attend monthly campus Work-Life Committee meetings to discuss workplace issues. She also continued to engage college diversity leaders to discuss cross-college synergies and strategies.

Efforts to partner with other campus stakeholders on augmenting child care services also continued. The Director and Social Science Studies Team Leader Dr. Stephanie Payne continued working with the Dean of Liberal Arts (and ADVANCE IAB member / Administrative Fellow Program Activity Leader) who is championing this effort. A survey to further assess childcare needs was launched and analyzed. The need for additional childcare was clear, and another meeting with Bright Horizons was scheduled. A final proposal from Bright Horizons is pending.

The Director met with the College of Science Advisory Council on October 12 to inform these stakeholders of progress on the ADVANCE Program. The Director is also participating on a newly formed committee that is focusing on the 50<sup>th</sup> anniversary of integration on campus in the 2013-14 academic year.

## ENGAGING THE ADVANCE COMMUNITY

The TAMU ADVANCE Center made a number of efforts to engage the ADVANCE community during the reporting period. In addition to continued participation in monthly AIM meetings, the Director contacted the newly funded University of Texas, Pan American to welcome them to the ADVANCE community and has responded to a number of requests for assistance as they engage in their start up efforts. The Director also met with Douglas Haynes, the ADVANCE Director for the University of California, Irvine and Cheryl Dikter, Co-Principal Investigator of the 2011-funded PAID grant at the College of William and Mary while they were on campus for the Women of Color conference. The three discussed start up efforts and institutionalization. Further, the Director continues to work with the ADVANCE proposal team at the University of Houston (UH) as they now move ahead with their efforts to resubmit their ADVANCE proposal in 2013. At the request of UH, TAMU ADVANCE has also agreed to participate in an ADVANCE Regional Network “summit” at UH to discuss the regional network and propose ideas for ways to work together.

## UPCOMING EVENTS

- The next TAMU Climate Survey is scheduled for December, 2012.
- Mid-grant reviews for the Departmental Mini-Grants are due by January 1, 2013.
- The Student Diversity Committee has scheduled a pilot-test of a student diversity video for the upcoming New Student Orientations that take place January 8-9 and 10-11, 2013.
- The next External Advisory Board meeting is scheduled for January 15, 2013 and will be a “dress rehearsal” for the NSF 3<sup>rd</sup> Year Site Visit.
- A FASIT Program kickoff event and workshop are scheduled for the next reporting period (tentatively January 2013).
- A LEAD Program workshop on faculty evaluations is tentatively scheduled for February 2013.
- ADVANCE is partnering with the College of Science Development team and Women in Science and Engineering to bring Dr. Hong Liu, Principal Engineer at Google, to campus in mid-February to speak with women STEM faculty about leadership.
- Jacqueline Barton, an eminent Chemist from the California Institute of Technology, is scheduled to visit February 28-March 1, 2013 as part of the ADVANCE Speaker Series

## PROGRAM ACTIVITIES

**Overview:** There are a total of 12 ADVANCE activities that are designed to increase gender equity by transforming Texas A&M University for women STEM faculty. Each activity is aligned with one or more of the five Psychologically Healthy Workplace (PHW) practices – the underlying, evidence-based framework for this initiative. The activities are organized into 3 broad categories: Climate Change, Success Enhancement and Recruitment and Retention. Each category has two Co-Chairs that oversee the related activities, an Activity Leader, and a committee made up of individuals from various units throughout the university. Each of the 12 activities is being evaluated separately and collectively as a part of an overarching analysis of institutional transformation. Social science research studies are being conducted in concert with 6 of the activities.

## **CLIMATE CHANGE**

Co-Chairs - Christine Stanley and Mary Jo Richardson

Workplace climate is a major factor affecting women STEM faculty's success and efficacy at Texas A&M. In order to address this, the ADVANCE Center for Women Faculty is engaged in 5 Climate Change Activities which are designed to improve the work environment by reducing bias. Christine Stanley, Vice President and Associate Provost for Diversity, and Mary Jo Richardson, Regents Professor, Department of Oceanography, Co-Chair this effort.

### **LEAD Program**

Activity Leader - Simon Sheather

Activity Summary: The ADVANCE Center for Women Faculty is collaborating with the Dean of Faculties and the Office of the Vice President and Associate Provost for Diversity to enhance existing diversity training for current and newly appointed Department Heads. The goal of the LEAD Program is to expand training related to implicit bias and provide further support to help Department Heads improve departmental climate for all faculty and meet diversity goals related to women STEM faculty. To that end, the committee is establishing a leadership program for Department Heads that will provide workshops each semester (and possibly during the summer sessions) that focus on issues related to department leadership; training related to implicit bias will be woven into each workshop.

Activity Update: Since our last report, significant progress has been made toward institutionalizing this activity. The Director met with the Interim Dean of Faculties, Michael Benedik, and the Associate Dean of Faculties and former ADVANCE Administrative Fellow Blanca Lupiani to discuss workshop topics proposed by the committee. As new Interim Dean, Dr. Benedik was interested in initiating leadership development for department heads through his office. We realized that most of our intended topics overlapped. After getting input from our internal and external evaluators, we concluded a joint effort was the best course of action.

We are currently working to schedule and plan two workshops for next spring: one on faculty evaluations and one on faculty retention. We are following the University of Washington's successful model as described below:

- At least three workshops per academic year (one/semester; one over the summer)
- Led by 2 department heads (different each time and preferably a more senior department head paired with a more junior department head) and the Dean of Faculties
- Half day workshops with networking lunch (e.g. 9-12:30)
- Cross-college engagement
- Case studies and breakout discussion groups involved
- Diversity/gender/implicit bias woven into content
- Department Heads invite an emerging leader from an underrepresented group to attend to build pipeline

Simon Sheather, the Activity Leader for this effort, and Dr. Jane Sell, Sociology Department Head, will co-facilitate the faculty retention workshop with Dr. Benedik. Wilf Gardner, former Department Head in Oceanography, will co-facilitate the workshop on faculty evaluations with Dr. Benedik; we are currently identifying the other department head to work with Drs. Gardner and Benedik.

## Faculty-Staff Interaction

Activity Leader - Merna Jacobsen

Activity Summary: A positive working relationship between faculty and staff is critical to the success of the University. The ADVANCE Center for Women Faculty is working to increase faculty and staff awareness of intentional or unintentional bias toward female faculty by expanding existing training related to gender equity and diversity. The first phase of this activity includes faculty and staff focus groups conducted to inform program design; however, the data will also be used as baseline information and focus groups will be conducted in the future for comparison purposes.

Activity Update: In our last report, we indicated five strategies that resulted from the focus group effort:

1. Implement a unit-based model with a point team consisting of a faculty member and a staff member in STEM colleges or departments
2. Utilize distal exit interview data to further identify faculty climate issues
3. Implement several approaches to fostering understanding of roles (including workshops for academic staff about working in the faculty culture, understanding concerns of female faculty, educating faculty on staff demands)
4. Establish an advocate/ombuds role and process for staff who work in academic units
5. Provide tools for department heads (i.e. guidelines on how/when to incorporate staff into committees)

During the fall months, the committee for this activity explored various approaches to implement these strategies. Initial approaches to items 1, 3, and 5 above included potentially working with Susan Christy, author of “Working Effectively with Faculty: A Guidebook for Higher Education Staff and Managers.” However, after learning more about her workshops and holding a conference call with Dr. Christy and the committee, it was determined that her approach was not ideal for our purposes. Dr. Christy focuses primarily on staff, and the committee agreed the best approach for our campus is the faculty-staff dyad. Consequently, the committee asked the Activity Leader to develop a program for our specific campus needs. **The newly developed and “home grown” FASIT Program** is now our focus for implementing items 1, 3, and 5 above; the program is described below.

**F**aculty **a**nd **S**taff **I**nteraction **T**eams are composed of 1 faculty member and 1 staff member (team members are not in an evaluative role with one another). Each team may represent a single department, two or more departments, or even a college. The purpose of these teams is to improve departmental climate by focusing on the relationship between faculty and staff and working to improve it. The number of FASIT teams for each college will in large part be driven by size or location of departments, but climate in individual departments may also be a factor.

FASIT team members will be asked to:

- attend a kickoff event (tentatively scheduled for mid-January);
- attend a FASIT team development workshop (tentatively scheduled for January 31 and February 1);
- serve as liaisons for faculty and staff interaction-related issues to ADVANCE, their unit, and their college;
- develop their own knowledge base regarding bias that impacts the faculty-staff relationship;
- act as an advocate for positive faculty-staff relationships by promoting concepts and conversations in their units that are related to issues impacting the faculty-staff relationship;
- assist ADVANCE in the development and distribution of FASIT-related materials (e.g. Top 10 Things Faculty Want Staff to Know About Them, Top 10 Things Staff Want Faculty to Know About Them, A Department Head's Guide to Incorporating Staff into Committees)
- coordinate faculty and staff in their unit for FASIT-related events

Ideal FASIT team candidates are men and women faculty and staff who:

- are opinion leaders among their peers;
- already model positive faculty-staff relationships;
- understand a long-term vision for lasting change;
- are available for a 2-3 year commitment; and
- are open to learning about bias that impacts the faculty-staff relationship.

Each FASIT Team will have a venue for developing and disseminating best practices for faculty-staff interaction and consequently improving the climate in their units. Further, participation on a FASIT team is reportable on their unit's annual diversity report which is submitted annually to the Vice President and Associate Provost for Diversity.

The committee is currently developing the programming for the kickoff event and the team development workshop. The ADVANCE Director has been working with the colleges to gain buy-in and identify team members. Due to a staff shortage, the college of Geosciences has declined participation at this time. However, to date, the following departments have signed on to participate in this program:

Biology  
Chemical Engineering  
Chemistry  
Electrical Engineering  
Math  
Mechanical Engineering  
Physics  
Political Science  
Statistics

Social Science Study Summary: This activity is the focus of one of the six ADVANCE social science research studies. The working title for this effort is “Reducing Staff & Student Implicit Biases: Campus Climate Perceptions before and after Diversity Workshops and Training.” ADVANCE Co-Investigator Kathi Miner is leading this analysis of longitudinal Campus Climate Survey data that assesses women STEM faculty’s perceptions of personal and vicarious experiences of disrespect from staff and undergraduate students (see Student Diversity Workshops below) before and after diversity training. The next Campus Climate Survey is tentatively scheduled for December 2012. The survey has been piloted and we are awaiting final approval from IRB to launch.

Social Science Study Update: In an effort to get staff buy-in for the need for staff → faculty incivility training, the Social Science Studies Team developed and administered a faculty → staff incivility survey. Data collection was completed in February, 2012. Two-hundred-twenty-three staff (79% female, 86% White) from ADVANCE Target Departments completed the survey for a 29% response rate. We are currently running preliminary analyses on the data. The data generated from this survey will supplement the analyses mentioned above.

### **Student Diversity Workshops**

Activity Leader - CJ Woods

Activity Summary: In order to improve the workplace climate for women STEM faculty, the ADVANCE Center for Women Faculty is engaged in an effort to teach students that respecting all faculty is part of the culture of Texas A&M. The Center collaborated with members of the TAMU Performance Studies Department to develop interactive theater experiences that address issues of implicit bias, prejudices, and stereotypes of women and minorities.

Activity Update: As previously reported, the committee revisited the idea of performances at Fish Camp and is now fully pursuing this strategy. During the reporting period, the ADVANCE Director met with the new student Director of Fish Camp, Max Cadena, to discuss strategies for integrating diversity skits into the Camp’s 2013 programming. They will meet again in the spring, closer to the time when counselors (who will perform the skits) are being trained.

In addition to implementing the skits at Fish Camp, the ADVANCE Center is working with a student group known as SWAMP – Screen Writers and Movie Producers – to produce a brief diversity video that will be pilot tested at 2 New Student Conference sessions in January (one for incoming freshman, one for transfer students). (These mid-year orientations are smaller in scale than the conferences held over the summer.) The video addresses students’ differential treatment of male and female professors in terms of how they address them (Dr. vs. Miss/Ms./Mrs.). If the pilot test is successful, the video will be implemented during the summer orientations (and the potential for additional videos will be considered). The final script for the video follows.

#### New Student Orientation Video – Dr. vs. Miss/Mrs.

MALE PROFESSOR'S OFFICE – Male professor is grading papers at his desk.

SAM: Dr. Wilson?

MALE PROFESSOR: Yes? How can I help you?

Show them talking, we don't hear them, and fade into next scene.

FEMALE PROFESSOR'S OFFICE - Female professor is at her desk on the computer. Student comes in, backpack slung over shoulder, test in hand.

SAM: Uh... Ms?... [Professor looks up to acknowledge student, but doesn't speak]  
Mrs?... Ma'am?... Doctor?

Show PHD certificate on wall or something to show that she is "Doctor."

FEMALE PROFESSOR: How can I help you?

Show them talking, but we do not hear the conversation, and fade to next scene.

STUDY GROUP OF STUDENTS

JAMIE: You called her Ms? Why? She's got a doctoral degree.

SAM shrugs.

ALEX: But you call Wilson, "Doctor." [Sarcastic] That makes sense...

SAM: [Pause] Fine. I'll just call them all doctor.

JAMIE: You should.

FADE OUT. Text Information and voice over from SAM.

\* Aggie Core Value of Respect: We are the Aggies, the Aggies are we.

\* Remember to address all your professors, male and female, as "Doctor," unless otherwise invited.

Social Science Study Summary: The Student Diversity Workshops are being conducted in concert with two ADVANCE social science research studies. The **first** study, currently titled "Reducing Student Implicit Biases: Analysis of Course Evaluations before and after Student Diversity Workshops," is led by Co-Principal Investigator Stephanie Payne. This study is a content analysis of students' teaching evaluations and will examine whether or not women STEM faculty receive less disrespectful comments on their teaching evaluations after the student diversity performances. The **second** study, "Reducing Staff & Student Implicit Biases: Campus Climate Perceptions before and after Diversity Workshops and Training" is led by ADVANCE Co-Investigator Kathi Miner. This study is an analysis of longitudinal Campus Climate Survey data and will assess women STEM faculty's perceptions of personal and vicarious experiences of disrespect from staff (see Faculty-Staff Interaction) and undergraduate students before and after diversity training.

Social Science Study Update: For the **first** study, the Social Science Research Team is content coding qualitative comments in course evaluations and analyzing initial coding. Two challenges we have encountered are (1) the overall number of STEM women professors that we have course evaluation data for and (2) the lack of standardization across the university in how course evaluations are conducted which complicates access (online which yields electronic data vs. paper-based) and limits comparability (number and nature of questions asked). Two papers summarizing

initial findings to date were submitted for presentation consideration to the Society for Industrial and Organizational Psychology conference. Unfortunately, the papers were not accepted; however, helpful feedback by multiple reviewers was provided. We are taking this feedback into consideration as we continue coding, analyzing, and revising the papers. For the **second** study, faculty responses to questions concerning interactions with students will be analyzed and compared to the 2009 climate survey data. The next Climate Survey is tentatively scheduled for December. A final draft of the climate survey has been completed and submitted for IRB approval.

### **Merit Pool Incentives**

Activity Leader - Christine Stanley

Activity Summary: Christine Stanley, the Vice President and Associate Provost for Diversity (VPAPD) and ADVANCE Co-Investigator, and her Council on Climate and Diversity (CCD) annually assess the progress made by each university unit (academic colleges as well as non-academic units) toward reaching diversity goals. The ADVANCE Center for Women Faculty is working with Dr. Stanley's office to leverage this new institutional practice to further the goals of the ADVANCE program (e.g. participant tracking for Departmental Mini-Grants serves both ADVANCE and university diversity reporting requirements).

Activity Update: ADVANCE Co-Investigators Mindy Bergman and Kathi Miner continue to consult with various units through the Diversity Operations Committee (DOC) to assist them in meeting the assessment plan goals for their units. (The DOC is the operational committee formed under the 2009 TAMU Campus Diversity Plan to assist with ongoing planning, implementation, assessment, and evaluation of University and unit progress with respect to accomplishing goals related to accountability, climate, and equity.)

### **Departmental Mini Grants**

Activity Leader – Pending

Activity Summary: The aim of this activity is to support departments in their diversity efforts and to provide an avenue for strategies that promote the success of women STEM faculty at Texas A&M. Mini-grants for innovative projects are being awarded annually to individual departments based on how well the proposed projects support the goals of the ADVANCE program.

Activity Update: Funding for the 2012-13 Departmental Mini-Grants began on July 1. Mid-grant reports are due in January. A new Activity Leader for this effort is still pending. The Director and Activity Co-Chair, Mary Jo Richardson, plan to identify and invite someone to replace the departed Activity Leader for this effort by the end of the year.

**Of note**, the awardee for the first Faculty Mentoring Award in the College of Agriculture and Life Sciences was announced in September. This award was established through a Departmental Mini Grant that was awarded as a cross-departmental effort to the college's women faculty network known as AWESOME. The recipient is Dr. Nancy Ing (Animal Science), the awardee of the COALS Departmental Mini-Grant. Dr. Ing is also responsible for the creation of a second Writing Club in the College (see Success Circles below).

## **SUCCESS ENHANCEMENT**

Co-Chairs – [Pending] and Dorothy Shippen

The Success Enhancement component of ADVANCE activities is designed to foster the professional development of women STEM faculty. There are 3 Success Enhancement Activities that have been established to foster the professional development of women STEM faculty. Dorothy Shippen, Department of Biochemistry & Biophysics, Co-Chairs this effort. (The former Dean of Faculties, Antonio-Cepeda Benito, co-chaired this effort prior to his departure in summer 2012. His role has not yet been filled.)

### **ADVANCE Scholar Program**

Activity Leaders - Christine Stanley and Becky Petitt

Activity Summary: The ADVANCE Scholar Program intends to increase likelihood of success of underrepresented women STEM faculty members, particularly women of color, by providing as mentors eminent scholars in their fields. The ADVANCE Center for Women Faculty is also establishing a national conference for underrepresented women in STEM, the first of which occurred on October 11-12, 2012.

Activity Update: We are happy to report the successful execution of our first ADVANCE Scholar Symposium, held on our campus. ADVANCE Leadership, Upper Administrators, and the ADVANCE Scholars Program Activity Leaders welcomed a total of 86 attendees: 17 ADVANCE Scholars, 9 Internal Advocates, 6 Mentors, 9 external speakers, 10 internal speakers, 9 women STEM graduate students, 10 women STEM graduate student volunteers, and 16 additional faculty (3 of whom were from a nearby system school, Prairie View A&M University). We were honored to have internationally renowned speakers on the program such as Sandra Begay-Campbell of Sandia National Laboratories. We were also very pleased to have hosted other panelists and Mentors from universities such as Arizona State, the College of William and Mary, Duke University, Long Island University, North Carolina State University, North Dakota State University, NYU, Penn State, Princeton University, Rice University, UCLA, and the University of California-Irvine. Several speakers graciously provided their services free of charge. Importantly, the Office of the Vice President and Associate Provost for Diversity, as well as the Office of Graduate Studies, provided significant funding for the hosting of this first Symposium. We view this as a very positive step toward institutionalization.

Scholars said of the event:

*"This Symposium was very inspirational."*

*"It was practical, genuine and informative."*

*"It was very fulfilling and I appreciated the frank discussion."*

*"It's good to know that I am not alone and to see that other women of color are thriving."*

*"I thoroughly enjoyed the time I had with my mentor. Not only was I able to obtain invaluable advice from her, but also I was able to learn from her by observing how she interacted with people during this event. I deeply appreciate this opportunity."*

*“The mealtime mentoring and sharing were wonderful moments of solidarity, confidence-building, and strategizing.”*

Mentors reported:

*“Thank you for the opportunity to work with [my mentee] and to spend time with her colleagues. I enjoyed meeting the other faculty.”*

*“Thank you for inviting me. What you did for your faculty was just great. I was very impressed by the depth of everyone’s commitment to nurturing talented junior folks.”*

An Internal Advocate remarked *“One of our Scholars cried. She said this experience felt like much-needed oxygen and that she felt less isolated,”* and an invited external panelist indicated *“Thank you for inviting me. I had an enjoyable time. The discussions were rich.”*

While the feedback was overwhelmingly positive and significant synergies resulted from the Symposium (one of the Scholars arranged a departmental colloquium with her visiting mentor, and Susan Fiske - hosted by the Psychology Department as part of the ADVANCE Speaker Series - was one of the keynote speakers for the event), there are areas for improvement. For example, future events need more structured time for Mentors and Scholars to connect during the Symposium, and we should clarify our expectations regarding Scholars’ full attendance. Further, we need to revisit the expectation that Mentors travel to Texas A&M University for the Symposium; the Mentors who did not attend indicated that the time away from their work for a narrowly-tailored, 1.5 day-long conference was not in their best interest.

In addition to the Symposium, 7 scholars have traveled to meet with their Mentors to date, either at the Mentor’s institution or at a conference they both attended. Regrettably, since our last update, we have learned that another Scholar has been denied tenure. This brings our total to 2 Scholars (both Hispanic) who have been denied tenure. Both Internal Advocates and Activity Leaders have visited with these Scholars to discuss their options going forward. In order to facilitate more communication and support for all Scholars, we are in the process of structuring opportunities for them to have lunch periodically with their Internal Advocates.

Of note, 2 of the Scholars are recent recipients of coveted and very competitive awards in their respective fields, and of the 3 Scholars in Cohort 2, only one remains unmatched with an external mentor. We anticipate that we will identify a Mentor for her before the end of the year.

Social Science Study Summary / Update: The Social Science Study Team continues to work with the Planning Committee to determine a plan for a 6<sup>th</sup> Social Science Study.

### **Administrative Fellow Program**

Activity Leader - José Luis Bermúdez

Activity Summary: This activity provides opportunities for women STEM faculty at the associate or full professor level to serve in developmental assignments in the offices of the Provost, Deans of targeted colleges, Vice President for Research, VP and Associate Provost for Diversity, and the Dean of Faculties. Administrators are selected based on a proposed project, jointly developed by the faculty member with the college or administrative office, and supported jointly by the ADVANCE project and the host office.

Activity Update: The second cohort of three Fellows – all from the College of Agriculture and Life Sciences - began July 1. A fourth Fellow was approved for the Office of the Dean of Faculties and Associate Provost, but because we have an Interim Dean of Faculties, it is unlikely that someone will be placed this year. (It is anticipated that a permanent Dean of Faculties will be named in December.)

Scheduling of the monthly lunch series for the Fellows from both cohorts to meet with campus administrators continued. Further program activity during this reporting period included a mid-year review of the progress for Cohort 2 with an eye towards comparing the model to Cohort 1. (The model for Cohort 1 was 1 Fellow in 3 different units; the model for Cohort 2 is 3 Fellows in 1 unit.) As part of exploring the differences between these two models and further program development, the activity committee met with two of the current Fellows (the third fellow was unable to attend) on November 20 to get feedback on their experience thus far. (A committee member is currently scheduling time to meet independently with the third Fellow to get her feedback.) The committee has also scheduled a meeting with the current hosting unit - the Office of the Provost - on December 18. Once the December meeting takes place, the committee will have a more complete mid-year picture of this second model for comparison and reporting purposes.

Social Science Study Summary: In conjunction with this activity, Mindy Bergman is leading the social science study in which Administrative Fellows and their colleagues are interviewed. The working title of the study is “Advancing Women into Leadership Positions: Effectiveness of the Administrative Fellows Program.” The goal of this study is to develop a thick-description case study of women entering academic leadership and administration for the first time via a part-time, short duration position. The research questions focus on the changing beliefs and expectations of Fellows throughout their first year in administration, the fit of the position into the administrative unit (as part-time, short term administrative positions are relatively unusual at Texas A&M), and the effect on a variety of psychologically healthy workplace outcomes (e.g., work-life balance) and career trajectories as a typical faculty member (e.g., research productivity, student mentoring). All Administrative Fellows will be interviewed at three points during their first year of appointment (beginning, middle, end). Additionally, the sponsor of the position (i.e., the unit head) as well as several peers and support staff will be interviewed at the beginning and end of the first year of each Fellow’s appointment.

Social Science Study Update: Semi-structured interview protocols were developed for both the Fellows and their colleagues. Questions probe the efficacy and fit of the position into the host unit (all respondents), components of the psychologically healthy workplace model (especially work-life balance; Fellows), and the effects of joining administration on faculty career trajectories such as maintaining an active research program (all respondents). Qualitative analyses will be conducted once a sufficient number of interviews are transcribed.

To date, the first year cohort interviews for the College of Liberal Arts and the Office of the Vice President and Associate Provost for Diversity are complete. The interviews for the Dean of Faculties office are on-going and nearly complete; interviewee travel schedules and personnel changes set this group of interviews back to the end of summer. The second cohort is entirely in the Provost’s Office. The first round of interviews with the second year cohort and their hosts and colleagues were completed in September. The mid-year interviews will be scheduled for January. We are also planning on expanding our research protocol to include an additional interview with Fellows, as the first group of Fellows all appear to be remaining in their position or in administration in general for at least one more year. This protocol will be submitted to IRB in early 2013.

## Success Circles

Activity Leader - Jane Welsh

Activity Summary: The ADVANCE Center for Women Faculty is organizing mentoring groups centered on personal and professional interests. This activity functions as a complement to existing one-on-one mentoring (Women's Faculty Network, the Mexican American Latino Faculty Association and the Black Faculty Alliance) and facilitates the development of social connections among women faculty with the goal of greater satisfaction and well-being. (Because this activity has not yielded multiple mentoring groups, the social science study originally planned to align with this activity has been abandoned and the corresponding IRB protocol closed.)

Activity Update: The Writing Club of women STEM faculty that started in Spring 2012 continued to meet weekly during the reporting period. In order to expand on this successful effort, a second Stress-Free Writing Workshop was held on October 6, led by Drs. Pat Goodson and Dominique Chlup from the College of Education and Human Development. (Drs. Goodson and Chlup have developed a writing program known as *P.O.W.E.R* that focuses on positive writing strategies and increasing productivity.) All women STEM faculty were invited and 19 attended, and 4 members of the original Writing Club attended as both participants and as panelists.

Here's what some Writing Club and Workshop participants have to say:

*"The workshops offered by Pat and Dominique are incredibly helpful in providing me new strategies (and even reminding me of old ones) to keep my writing skills sharp. They are great at listening to our struggles or challenges and trying to provide tailored advice to get us all toward the goal of writing well and doing so consistently. Their upbeat yet realistic approach is exactly what I needed to motivate me to set high, but achievable goals. Following their workshops and with the support of my writing club, I managed to get 7 papers under review in the summer of 2012! I can't recommend their workshops or the NSF ADVANCE-sponsored writing clubs more highly." – Assistant Professor, Political Science*

*"The POWER workshop has taught me the importance of brain storming and 'allowing' myself to write without judgment. The writing club has helped me prioritize writing through accountability with others in the group." – Assistant Professor, Nutrition & Food Sciences*

As a result of the second Workshop, the first Writing Club took on 2 new members, and a second Writing Club was established that is synergistic with the Departmental Mini-Grant activity. One of the Workshop participants is the recipient of a Departmental Mini-Grant for the College of Agriculture and Life Sciences (COALS). The purpose of the COALS Mini-Grant is to reinvigorate the COALS' women faculty network through various mechanisms. Therefore, the Mini-Grant recipient established this second Writing Club not only to improve individual writing strategies but also to establish an additional venue for the COALS women faculty to network (though it is not exclusive to COALS women faculty; other women STEM faculty are part of this group as well). Sixteen women STEM faculty signed up for the COALS writing club though it remains to be seen how many faculty will form a core of participants (they have only met once so far). Further, an established women's Writing Club of mostly though not exclusively STEM faculty was also identified through a COALS Mini-Grant networking event. ADVANCE is now supporting and promoting this third group as well (see <http://advance.tamu.edu/index.php/success-circles/writing-club.html>).

In addition to the Writing Clubs, efforts to initiate an elder care group based on the New Mom's group model continue, though most of the focus during this reporting period was on ramping up the Writing Clubs.

## **RECRUITMENT AND RETENTION**

Co-Chairs - Robin Autenrieth and Sarah Bednarz

While the number and diversity of women faculty at Texas A&M University has seen recent gains, a great need still exists to attract and keep women of excellence in the STEM fields. To that end, the ADVANCE Center for Women Faculty established 4 activities focused on Recruitment and Retention of women STEM faculty. Robin Autenrieth, Co-PI and Associate Dean of Graduate Studies in the College of Engineering, and Sarah Bednarz, Associate Dean of Geography, are Co-Chairs for this effort.

### **Roadmap Workshop**

Activity Leader - Ben Wu

Activity Summary: Formerly the Workshop for Early Career Academics, this activity is designed for internal (A&M) and external (non-A&M) post-doctoral researchers and Assistant Professors (in the first two years of their position) in STEM fields. The purpose of these annual workshops is to assist departments in the recruitment and retention of women STEM faculty.

Activity Update: The committee for this activity met regularly during the reporting period and continues to refine the Roadmap Workshop. The focus of program development at this point is on broadening the scope of the Workshop as a retention tool (though recruitment is still a viable option) because many STEM departments are not in a hiring stage. The committee has therefore included content on the mid-term review and establishing a successful online presence early in an academic career. Key differences from last year's Workshop are:

- New Eligibility Criteria - Content to be relevant to Post Docs and Assistant Professors in the first 3 years of their appointment
- Conference Day 1 Focus: Getting Started in Academia
- Conference Day 2 Focus: Approaching the Mid-Term Review
- Conference Day 3 Focus: Department time and/or Communicating Your Science
- Department time for participants will only be at the request of departments
- All previous internal attendees will be automatically invited
- ADVANCE Scholars and STEM system women who meet the new Eligibility Criteria are automatically invited
- Previous internal attendees will be asked to be on panels for Workshop

Social Science Study Summary: Kathi Miner is conducting a study currently titled "Repairing the Leaky Pipeline: Workshops for Early Career Academics." This survey study investigates whether workshop attendees report higher levels of self-efficacy for negotiating and, in turn, higher levels of well-being than post-doctoral non-workshop attendees. The sample consists of post-doctoral researchers and Assistant Professors who participated in the workshop. Attendees were also asked to nominate a comparable friend (e.g., female colleague at a similar rank) to also complete the survey; these non-attendees will serve as a comparison group.

Social Science Study Update: All workshop participants were invited to participate in an online survey at the start of the workshop. Thirty-three participants completed the survey for an 81% response rate. In addition, 12% ( $n = 4$ ) of survey respondents nominated a colleague to also participate. The data file for this study is currently being prepared for analysis.

### **Award and Search Committee Training**

Activity Leader – César Malavé, Industrial and Systems Engineering

Activity Summary: The Dean of Faculties and the ADVANCE Center for Women faculty are working together to expand existing gender bias training for all members of review committees including search committees, committees making decisions on university and college awards, and committees making decisions on tenure and promotion.

Activity Update: The plan going into this reporting period was to:

1. form a group of influential and well-respected faculty to present on implicit bias in search pools to other faculty members (which was done over the summer months);
2. bring these faculty members together to study the literature (and when finish designate them as ADVANCE Eminent Scholars);
3. finalize the presentation and prepare the influential faculty to do the presentations;
4. implement the program in Spring 2013; and
5. grow the number of ADVANCE Eminent Scholars.

We are on track with this plan. The group of influential faculty and soon-to-be ADVANCE Eminent Scholars started meeting on August 28 to study the implicit bias literature; they have met twice monthly through the reporting period. The group consists of 8 faculty members: Interim Dean of Faculties Michael Benedik (who is from the College of Science), Regents Professor M. Sam Mannan from Chemical Engineering, Industrial and Systems Engineering Department Head César Malavé, Political Science Department Head Jim Rogers, Geosciences Associate Dean (and ADVANCE Co-Investigator) Sarah Bednarz, Associate Professor and Assistant Department Head of Oceanography Debbie Thomas, College of Science Associate Dean (and ADVANCE PI) Sherry Yennello, and College of Education and Human Development Associate Dean (and ADVANCE Scholar Internal Advocate) George Cunningham. Dr. Mindy Bergman has been leading the study group. The group uniformly believes the dynamic discussions that have ensued are critical to making a significant impact on the search process and reducing implicit bias in the process and beyond.

**Notably**, the Interim Dean of Faculties, as a result of participating in this activity, has already introduced material related to implicit bias in the existing Search Committee Training that is conducted through his office. Discussions on how to integrate the ADVANCE Search Committee Training with the DoF's training have begun.

Social Science Study Summary: One of the six social science studies will be conducted around this activity; the study is currently titled "Improving Selection and Promotion of STEM Women Faculty: Reducing Search and Award Committee Biases." Mindy Bergman is the lead social science studies team researcher on this study. The basic hypothesis for the social science study is that training will increase knowledge of equal opportunity laws and decrease explicit sex biases substantially as well as decrease implicit sex biases more moderately. The current plan is to use a Solomon 4-group design to compare pre-/post- training attitudes and knowledge regarding implicit sex biases and equal opportunity laws.

Social Science Study Update: Instruments for the social sciences study are in development as the course content becomes clearer. Current plans include using an implicit attitudes test, explicit attitudes measures (including Hostile and Benevolent Sexism, among others), and ratings of stimulus (faux) applicant folders and differences in ratings based on sex.

### **ADVANCE Speaker Series**

Activity Leaders - Nancy Amato, Jennifer Welch, and Jodie Lutkenhaus

Activity Summary: The ADVANCE Speaker Series has two goals: 1) to bring in one or two senior women scientists and engineers per year who have also been active in gender and diversity issues to speak and 2) to bring in mid-career and senior women scientists and engineers that are nominated by STEM departments for recruiting purposes.

Activity Update: Six nominations were received after the August, 2012 call for nominations was disseminated. Three eminent women STEM faculty were selected by the committee for this year's ADVANCE Speaker Series, and scheduling is underway for spring. These women were nominated by the departments of Chemistry, Physics, and Electrical Engineering:

Jacqueline Barton, Chemist, California Institute of Technology  
Laurie McNeil, Physicist, UNC-Chapel Hill  
Annette von Jouanne, Electrical Engineer, Oregon State University

One speaker who was selected last spring, Susan Fiske (Professor of Psychology at Princeton University), spoke at the October 11-12 "Advancing STEM through the Participation of Women Faculty of Color" conference that was coordinated through the ADVANCE Scholar Program. She filled roles as both conference speaker and ADVANCE Speaker. Her visit was a success on all accounts. Dr. Fiske met with 10 individual faculty members (7 of them tenured/tenure-track women faculty and one interim department head) and 11 graduate students (9 women) as a group. She presented to a large, diverse crowd of approximately 200 individuals. This included psychology faculty, psychology graduate students, psychology undergraduate students (including at least 50 undergraduate students from ADVANCE Scholar Dr. Carter-Sowell's Stereotypes and Prejudice class), and approximately 80 attendees to the Women of Color conference (16 women faculty and their internal and external advocates/mentors, plus a number of university administrators). Dr. Fiske talked about her research on competence and warmth and how these are primary dimensions on which people tend to categorize others which in turn has implications for how people are perceived (e.g., as leaders, experts, etc.).

**Importantly,** ADVANCE has gained further traction in relation to speakers in that some departments have started to approach our program to "co-brand" events for their female seminar speakers. This fall, the department of Industrial and Systems Engineering (which is headed by Award and Search Committee Activity Leader César Malavé) funded a series of 7 female seminar speakers, and asked ADVANCE to promote the events (see <http://advance.tamu.edu/index.php/events/isen-series.html>). The Mechanical Engineering Department made a similar request for ADVANCE to promote one of their upcoming seminar speakers as well. Additionally, the Department of Soils and Crop Sciences contacted the ADVANCE Center requesting a meeting with women STEM faculty and a speaker they were hosting as part of TAMU's Whole Systems Genome Initiative and the George Bush Presidential Library and Museum Issues Forum Series. The ADVANCE Center hosted a small luncheon for 5 women STEM faculty to meet with Dr. Molly Jahn, a professor in the Laboratory for Genetics in the Department of

Agronomy at the University of Wisconsin, Madison and Special Advisor to the Chancellor and Provost for Sustainability Sciences. While these events are separate from the Speaker Series, it is clear that the departments are seeing value in raising awareness about their female speakers and partnering with ADVANCE to do so; this is important for institutionalization of this effort.

### **Faculty Recognition**

Activity Leader - Elena Castell-Perez

Activity Summary: This activity is focused on highlighting the success of women STEM faculty. In collaboration with the Dean of Faculties office, the Women's Faculty Network, the Women Engineering Faculty Interest Group, the Women Administrators Network, and the Vice President of Research, the ADVANCE Center for Women Faculty is organizing events to recognize and publicize the achievements of women faculty.

Activity Update: A major accomplishment in highlighting the success of women STEM faculty during this reporting period was the launch of a new website (see [advance.tamu.edu](http://advance.tamu.edu)). The new website was launched on October 1 - the 2<sup>nd</sup> anniversary of the ADVANCE Program. It more prominently features our women STEM faculty in a dynamic environment that includes photographs, rotating faculty spotlights, podcasts, nearly 100 stories of faculty news about awards and accomplishments, and in-depth faculty interviews. The site was built with a Content Management System so as to allow greater flexibility and options for featuring stories and themes (e.g. Conversations with Highly Accomplished Faculty, or the upcoming Leading STEM Women which features our women STEM administrators). We have received a lot of positive feedback from within the university as well as praise from other ADVANCE institutions. One Associate Professor commented in an email:

*"This is a nice website. I just spent a few minutes looking through it. We started our kids in daycare recently and they are going through round after round of short illnesses. My spirits were lifted by looking at some of the women featured on the website who mention family and thinking, "Ah, others have gone through this and gotten past it!"*

In addition to the website, further ADVANCE efforts to recognize women STEM faculty included working to support the TAMU Women Former Student Association (WFSN; our women's alumni group) in initiating an Eminent Scholar Award. ADVANCE worked with Carol Jordan, a member of our External Advisory Board and first president of the WFSN, to get the award established through the Dean of Faculties Office. The first award was made on November 16 to Kim Dunbar, Distinguished Professor of Chemistry and a Davidson Professor of Science at Texas A&M University. The award was presented to Dr. Dunbar in recognition of contributions to service, extraordinary achievement in original research, and scholarship at a ceremony co-hosted by Texas A&M President R. Bowen Loftin and the WFSN. Dr. Loftin commented that he would like to see two of these awards next year and offered matching funds to do so. ADVANCE will work with the WFSN to make this a reality.

## EVALUATION

Evaluation Summary: If the AVANCE program is successful, then at the end of five years, climate and faculty workplace practices at Texas A&M University will be more psychologically healthy than when the ADVANCE program was initiated. To achieve this goal, the project team developed a series of interrelated interventions designed to change the climate, enhance professional success, and improve the recruitment and retention of female faculty. Assessing and evaluating individual interventions (aside from tracking participation and for some interventions, satisfaction) would be nearly impossible because various interventions interact with one another. It would also be counterproductive because efforts focused on individual interventions would distract the Evaluation Team from its efforts to discern the extent to which institutional transformation is being achieved. Furthermore, the primary goal of the ADVANCE Center for Women Faculty is organizational change, not scientific investigations of individual interventions. Therefore, the Evaluation Team is focusing on a more holistic analysis of **institutional transformation**. Its analysis will be embedded in the literature on institutional change and based on department-level data on faculty climate, faculty recruitment and retention, space allocations, start-up packages, and salaries. The underlying hypothesis is that departments which have been more engaged with ADVANCE will show greater improvements in climate, retention, recruitment, and resource balance over time. To address the hypothesis, a difference-in-difference approach will be used to evaluate extent to which engagement in ADVANCE activities can help to explain variations in departmental changes over time.

Table 1 below indicates the ADVANCE activity data that are being collected by the Evaluation Team for use in the analysis of institutional transformation.

As is always the case with non-experimental research designs, there are other factors outside of our control that offer an alternative explanation for any institutional change. Table 2 below indicates some of the additional data that are being collected by the investigators on this project.

As part of the analysis of institutional transformation, the data from Table 1 will be used to develop measures indicating the extent to which each TAMU department has engaged with the ADVANCE program. Scales will measure the degree of departmental engagement as a function of participation in ADVANCE activities and in ADVANCE design efforts. Similarly, the data from Table 2 will be used to develop measures indicating the extent to which each TAMU department has engaged with other diversity and climate change efforts on campus.

**Table 1**  
**ADVANCE Activities and the Evaluation Data**  
**for the Analysis of Institutional Transformation**

Activity	Evaluation Data Being Collected
<b>LEAD Program</b>	The ADVANCE Center is compiling a database of which department heads have participated in diversity training, and how many hours of training they have received.
<b>Faculty-Staff Interaction</b>	The ADVANCE Center is compiling a database of the number of faculty and staff from each department who have participated in the Faculty-Staff Interaction Workshops.
<b>Student Diversity Workshops</b>	The evaluators will compare summary statistics from the TAMU student evaluations for treated sections with summary statistics on student evaluations for untreated sections.
<b>Merit Pool Incentives</b>	The Vice President and Associate Provost for Diversity maintains these data. Note: Since the inception of ADVANCE, the Merit Pool Incentive has been dormant due to budgetary constraints. If and when these incentives are reinstated, the investigators will utilize data on whether or not each department receives funding through this program and the amount of funding each department receives. If possible, investigators will also utilize data on the process by which the awards were granted.
<b>Departmental Mini Grants</b>	Data collected from this effort includes all application forms submitted, information on awardee departments, minutes and notes taken from ADVANCE mini-grant committee meetings on process/program design, and the progress reports.
<b>ADVANCE Speaker Series</b>	The ADVANCE Center is compiling a database of the number of faculty from each department who have attended each speech, and the number of speakers proposed by each department, and the demographics of speakers in previous years.
<b>Award and Search Committee Training</b>	The ADVANCE Center is compiling a database on the number of award and search committee members who have participated in diversity training, by department, and how many hours of training they have received.
<b>Faculty Recognition</b>	The ADVANCE Center is compiling a database of all award events and all faculty receiving awards.
<b>Roadmap Workshop</b>	The ADVANCE Center is compiling a database of all departments proposing candidates for the workshop, the demographic characteristics of all women attending the workshops and indicators for whether or not attendees were eventually hired by TAMU or another research institution.
<b>Administrative Fellow Program</b>	Data collected from this effort include all applications, information on awardees, minutes and notes taken from ADVANCE Administrative Fellow Program committee meetings on process/program design, and progress reports
<b>ADVANCE Scholar Program</b>	The ADVANCE Center is compiling a database on all faculty who participate in the program and track their participation in professional development activities (publications, conference presentations, etcetera).
<b>Success Circles</b>	The ADVANCE Center is compiling a database of the departmental affiliations of all faculty members who participate in the program.

**Table 2**  
**Non-ADVANCE Activities and the Corresponding Evaluation Data**

Non-ADVANCE Climate Activity	Evaluation Data Being Collected
<p><b>The Diversity Plan Grant:</b> This collaborative effort will fund \$10,000 (Five \$2000 grants) for student-run initiatives that align with the TAMU Diversity Plan. The funding will be made available for recognized student organizations to create an initiative, or improve an existing initiative, that specifically supports one or more priorities of the Diversity Plan (Accountability, Climate, and Equity).  <a href="http://diversity.tamu.edu/Documents/DiversityPlan.pdf">http://diversity.tamu.edu/Documents/DiversityPlan.pdf</a>.</p>	<p>The Vice President and Associate Provost for Diversity maintains these data. The investigators will utilize data on whether or not each department receives funding through this program and the amount of funding each department receives. If possible, investigators will also utilize data on the process by which the grants were awarded</p>
<p><b>Graduate Diversity Fellowships:</b> These fellowships were established to attract students to TAMU who have a proven record of success in a diverse environment. Academic departments nominate prospective graduate students, and recipients are selected based on overall merit and the nominating department's statement of support.  <a href="http://ogs.tamu.edu/prospective-students/funding-information/fellowships/faculty-nominated-fellowships/">http://ogs.tamu.edu/prospective-students/funding-information/fellowships/faculty-nominated-fellowships/</a></p>	<p>The TAMU Office of Graduate Studies maintains these data and will share it with the investigators. Data collected from this effort will include publically available information on awardees from 2008-2016.</p>
<p><b>Teaching Excellence Award Program:</b> The TAMU System's voluntary, student-selected Teaching Excellence Award Program was created to recognize excellence in classroom teaching. Individuals of all teaching levels will be eligible for awards based on students' responses from the uniform faculty evaluation form in eligible courses. The program was piloted in Fall 2008, expanded to include all 11 A&amp;M System campuses in 2009, and suspended in 2011.  <a href="http://www.tamus.edu/offices/academic/student-recognition-award-for-teaching-excellence/">http://www.tamus.edu/offices/academic/student-recognition-award-for-teaching-excellence/</a></p>	<p>The TAMU System Office of the Vice Chancellor for Academic Affairs houses this information. Data collected from this effort will include all publically available information from awardees by department for the period of 2008-until the program's suspension in 2011.</p>

Evaluation Update: Recent work by the Evaluation Team—Jeff Froyd, Joanna Lahey, and Lori Taylor—has focused on:

- Managing the transition among team members
- Compiling data needed for the analysis of institutional transformation
- Conducting the baseline analyses of start-up packages
- Helping the University clean and compile the administrative data on space allocations and
- Exploring ADVANCE-related changes in salary and retention

The baseline **analysis of startup packages** has been completed (see Appendix A). The Evaluation Team used regression analysis to examine startup packages for the fiscal years 2009 to 2011. All tenured or tenure-track faculty with at least a half-time appointment in a STEM department were included in the analysis. Faculty members in non-STEM departments from the two colleges that blend STEM and non-STEM departments (the College of Agriculture and Life Sciences and the College of Liberal Arts) were excluded from the baseline analysis.

As the attached report indicates, the baseline startup analysis covers the three-year period from fiscal-year 2009 through fiscal-year 2011. During that period, Texas A&M hired 168 tenured or tenure-track faculty in the ADVANCE Target Departments. All but nine of them (six males and three females) received a substantial start-up package.

Analysis of those startup packages suggests two broad findings. First, there were systematic differences in start-up packages by gender, once demographic characteristics and departmental affiliations are taken into account. In the College of Science, the startup packages for male faculty were significantly larger than the start-up packages for female faculty- all other things in the model being equal. On the other hand, the startup packages for female faculty were significantly larger than the startup packages for male faculty in the College of Agriculture and Life Sciences. On average, startup packages were larger for female faculty than for male faculty in the other three colleges as well, but the differences were not statistically significant.

Second, any evidence of gender differences comes from within-department variations in startup packages. When looking across departments within the same college, there is so much variation in startup packages that gender differentials, if any, cannot be detected. This is important because only 24 of the 35 STEM departments that hired during the analysis period hired faculty members of both sexes. Nearly three quarters of the tenured or tenure-track STEM faculty hired during the analysis period were male.

The administration continues to use the ADVANCE **salary analysis** (report previously submitted) to raise awareness about possible salary inequities. This summer, the Evaluation Team met with most of the College Deans about individuals with unusually high or low salaries. The Dean of Faculties asked the Deans to confirm that the differentials could be explained by productivity or other factors outside the salary model, and in a fall meeting including the Evaluation Team and the

VP for Diversity and the Interim Dean of Faculties indicated that he had approved a number of salary adjustments attributable to the study findings. The team is currently updating the analysis for 2013.

Moving forward, the team has begun testing for changes in the gender patterns in salary and retention during the ADVANCE grant period and exploring whether or not the degree of departmental engagement with ADVANCE and/or the nature of that engagement help to explain changes in gender differentials.

The **space allocation** analysis will rely on newly developed data on space allocations at TAMU. These data will be the first to link individual records for TAMU faculty with descriptive characteristics of specific offices and laboratories. The baseline analysis will examine the extent to which there are gender differences in the allocation of office or laboratory spaces, conditional on the appropriate demographic characteristics of faculty. Subsequent analysis will examine changes, if any, in the gender pattern of space allocation. Administrative changes at A&M (the facilities department was completely reorganized and partially outsourced) have greatly slowed progress on this part of the analysis, but we anticipate completing the baseline analysis before the next interim report.

Another key element in assessment of institutional transformation is administration of a faculty campus **climate survey**. Plans have called for the survey to be administered every three years. A final version of the survey, IRB approval for the survey, and plans to administer the survey and interpret the results are largely complete. The survey will allow examination of departmental variations in climate, which, in turn, may be related to differences in faculty retention.

## **APPENDIX A**

**For inquiries related to the analysis of Startup Packages that was submitted as required to the NSF, please contact Chris Kaunas at (979) 845-1197.**