



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

**Year 5 Annual Report
June 1, 2014 – May 31, 2015**

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SUMMARY

From June 1, 2014 to May 31, 2015, the Leadership Team continued to meet every other week as they have since the beginning of the grant. Importantly, the Leadership Team determined early in this reporting period that a no-cost extension would be warranted (and feasible) to assure adequate completion of the original scope of work within the funds awarded. The Program Director contacted the NSF Program Officer (Holmes) on 9/24 regarding this and again on 5/14 (DeAro). The no-cost extension will be submitted electronically during the summer months of 2015.

Key accomplishments during the reporting period include a second summer of skits implemented at Fish Camp and corresponding video shown at New Student Orientations as well as planning for the third implementation of the same, an ADVANCE Scholar Recognition Event for Cohorts 1 and 2 (9/23), a follow-up focus group with Fish Camp Counselors (9/25), LEAD Workshops on Dual-Career Issues (9/29) and Effectively Leading Staff (5/8), and 6 STRIDE Workshops (8/20, 10/29, 11/17, 2/23, 4/13, and 5/18). Additionally, the Leadership Team partnered with 9 System institutions to submit a PLAN IHE proposal (9/22). This reporting period is further characterized by planning for several other significant events including a visit from our NSF Program Officer (9/17-18), an External Advisory Board meeting (9/29), an Internal Advisory Board meeting (10/29), and a visit from our External Evaluator (5/5-6). Also, the Program Director met individually with all STEM and participating non-target unit department heads (N=49) to deepen relationships, determine if needs were being met, and disseminate program information. Further, dissemination to non-target units gained even more traction during this reporting period as the non-STEM units in the College of Liberal Arts requested that they participate in several ADVANCE activities (e.g. LEAD, FASIT, STRIDE, and Success Circles), and we established an MOU with the School of Public Health. In order to manage the workload that has increased as the program has gained more traction, the ADVANCE Center hired an Office Associate; Melissa Shaffer started on July 14. Moreover, the Dual-Career Program Manager, Leslie Tomaszewski left her position as of October 31; we hired Ms. Dea Polk on April 1 to replace her.

The Social Science Studies (SSS) and Evaluation teams continued to stay in touch and meet periodically in order to make progress on the research and evaluation plans. The leaders of each team attend the Leadership Team meetings every other week, which facilitates communication between teams. The SSS Team: drafted, fielded and began data preparation for the 2015 Faculty Climate Survey; continued to code qualitative comments on local teaching evaluations and primary studies of quantitative ratings of teaching to determine under what circumstances women STEM faculty are rated differently than men; conducted and transcribed interviews with ADVANCE Administrative Fellows and their colleagues; gathered a total of 51 pre-training, 38 post-training, and 12 post-test STRIDE Workshop surveys; identified a matched control sample of 21 individuals for the Roadmap Workshop study; and presented a conference paper on 'work-work-life' balance of our Administrative Fellows. The Evaluation Team focused on: updating and refining the indicators of program engagement; conducting a difference-in-difference analysis of the impact of ADVANCE committee exposure on faculty retention; conducting a difference-in-difference analysis of the 2009 and 2013 climate surveys; updating the annual analysis of faculty salaries; surveying faculty regarding student-faculty interactions as part of the evaluation of the student diversity activity; and cleaning and analyzing data from the 2015 climate survey.

ENGAGING THE UNIVERSITY COMMUNITY

Engaging the university community is a priority for the success and broad dissemination of the ADVANCE Program and values, and it is accomplished on many levels. The ADVANCE Leadership Team regularly engages their respective colleges on behalf of ADVANCE. Additionally, there are approximately 170 faculty and staff who voluntarily serve on ADVANCE committees, advocate for ADVANCE in their units, and engage members of the Leadership Team on a regular basis; this number continues to grow.

As previously reported, ADVANCE engaged the University community through larger events including a co-hosted event for Dr. Derald Wing Sue from Columbia University who spoke about microaggressions on 10/6, a Women Administrator's Network networking event (October 7), and a symposium commemorating the 50th Anniversary of the 1964 Civil Rights Act (November 6). Additionally, the PI and Program Director presented an overview of the TAMU ADVANCE Program and discussed institutional transformation with almost 70 administrative fellows who were on campus as part of the SEC Academic Leadership Development Program (February 19). The same team met with a group of women faculty on to discuss ADVANCE (March 25). These faculty are part of a group focused on writing NSF grants that was organized by the Vice President for Research's Office; the group was patterned after the ADVANCE Success Circles writing groups.

The Evaluation Team has provided the DoF with findings from the 2014 retention, promotion and salary studies. At the request of the College of Agriculture and Life Sciences (COALS), the team met with college administrators to answer their questions regarding the analysis and share with them supplemental analyses illustrating the persistent salary gaps for women faculty in COALS. The Evaluation Team also made presentations to the Internal and External Advisory Boards. The presentation to the Internal Advisory Board focused on findings from the cohort 1 evaluations of the ADVANCE Scholars program; the presentation to the External Advisory Board focused on NSF-required reporting elements and preliminary findings from the difference-in-difference analyses of climate and retention.

As previously reported, the ADVANCE Center engaged the TAMU System as well. Two system-based activities took place during the reporting period: 1) a tailored STRIDE Workshop for 35 System Department Heads (July 24), and 2) partnering with 9 System institutions to submit a proposal to the NSF ADVANCE Program's Partnerships for Leading and Adaptation Networks: Institutions of Higher Education (PLAN IHE). These two activities were pursued in order to deepen the relationship between ADVANCE and the TAMU System, further raise the dialogue about issues pertinent to women STEM faculty at the System level, establish a community of change agents across the System campuses, and propose adapted ADVANCE programming at System sites. Unfortunately, the submitted proposal was not funded. Additional strategizing is currently underway to maintain the community of change agents across the System.

ENGAGING THE ADVANCE COMMUNITY

In addition to continued participation in monthly AIM meetings and regular and ongoing communication with the AIM community via email and phone, the ADVANCE Team continued to work with the University of Houston (UH) and supported proposal efforts for the University of Arkansas (UA), the University of Texas-Austin (UTX), and the University of Texas-Arlington (UTA). The Program Director continued to engage the UH ADVANCE Team as they initiated their newly funded program by participating in several conference calls related to upstart activities as well as planning for the ADVANCE Regional Network (ARN). Further, the UH Interim Managing Director and the TAMU Director met with

the Provost of Prairie View A&M University (PVAMU), Dr. Felicia Nave, at her campus (August 4) to discuss the ARN and the e-mentoring network that is being established across the ARN campuses (TAMU, PVAMU, UH, University of Texas-Pan American, and Rice University). The TAMU Program Director also visited UH (December 11) for further ARN planning and eMentoring training.

Drs. Sabrina Billings, Christy Kameri and Cynthia Sagers from the University of Arkansas visited TAMU January 27-28, 2015. The agenda for that visit included meetings with the ADVANCE Leadership Team as well as upper administrators and topics such as pre-award strategies and proposal development, a program overview, and sustainability challenges and strategies

UTX contacted the ADVANCE Team for input as they work on their ADVANCE proposal re-submission. The Program Director had a conference call with a member of the UTX Proposal Team, Jennifer Lyon (November 5). The Program Director and co-PI Dr. Robin Autenrieth visited UTX on May 22 along with UH ADVANCE Team members. Discussions included proposal development and pre-award strategies, engaging stakeholders, sustainability challenges and strategies, other lessons learned, and the ADVANCE Regional Network.

Finally, members of the Social Science Studies Team also engaged the ADVANCE community during the reporting period. They shared with Louma Ghandour, Director of the Office of Faculty Development at Rice University, how we are analyzing course evaluation comments. Dr. Ghandour plans to do a similar analysis; a collaboration may ensue. Further, they have served as a resource for UTA faculty on their ADVANCE proposal efforts and have been assisting the UH team with their climate survey and mentoring program.

UPCOMING EVENTS

Events that are planned for the upcoming reporting period include the following:

- PI, Program Director, Program Coordinator, and Evaluation Team Leader attendance at the ADVANCE PI Meeting in Baltimore (May 30-June 2);
- Women Administrator Network Exchange Day with Prairie View A&M University (June 12);
- Program Director visit to the University of Houston to present on Engaging Stakeholders and discuss ARN activities (June 24);
- FASIT Quarterly Meeting (June 30);
- Student Diversity Skits & New Student Conference Video Implementation (Summer, 2015)
- 4 STRIDE Workshops (1 in August, 3 during the fall semester),
- New Mom's Group Success Circle Gathering (Date TBD)
- Women Department Head Success Circle Luncheon (Date TBD)
- a call for proposals for the next round of departmental mini-grants (including a workshop for those intending to submit proposals) (moved from spring to fall); and
- A LEAD Workshop (topic and date TBD).

PROGRAM ACTIVITIES

The underlying conceptual framework for the TAMU ADVANCE Program is the American Psychological Association's Psychologically Healthy Workplace initiative. Psychologically Healthy Workplace (PHW) practices are grouped into 5 categories:

1. Employee Growth & Development (EGD)
2. Health & Safety (H&S)
3. Employee Involvement (EI)
4. Employee Recognition (ER)
5. Work-Life Balance (WLB)

Health and Safety is operationalized in our academic setting as Wellbeing & Lack of Mistreatment. Additionally, each of the 12 activities is developed and overseen by a faculty/staff committee which means that Employee Involvement, one of the more critical PHW categories (Grawitch et al., 2009), is practiced even more broadly than through the activities themselves. Raising bias literacy on our campus (implicit bias) is also foundational to our program and is intentionally addressed through many activities. Each of the 12 activities in which the TAMU ADVANCE Program is engaged: a) is aligned with one or more of the 5 PHW practices, b) has a collective (change faculty environment) and/or individual (support faculty) focus, and c) targets either improving Workplace Climate, Recruitment and Retention, or Success Enhancement of women STEM faculty. This approach reflects the TAMU ADVANCE theory of institutional change which assumes that no single intervention will substantially impact progress of women STEM faculty. Instead, a series of interrelated interventions/activities are necessary for institutional transformation and a Psychologically Healthy Workplace. 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 some 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 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 (PHW Practices: All; Collective Activity)

Activity Leader - Pending

Activity Summary: The ADVANCE Center 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 as well as other departmental leaders. 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 2-3 workshops each academic year that focus on issues related to department leadership; training related to implicit bias will be woven into each workshop.

Activity Update: Two LEAD Workshops were conducted during the reporting period: *Strategies for Recruiting & Retaining Dual-Career Couples* (September 29; previously reported) and *Effectively Leading Staff* (May 8). The ADVANCE PI and Program Director met several times with the Dean of Faculties, Associate Dean of Faculties (and former ADVANCE Administrative Fellow), and two Department Heads, Boon Chew (Nutrition and Food Sciences) and Jeff Kapler (Molecular and Cellular Medicine) to design the workshop. The content of the workshop contained material from the ADVANCE FASIT Program, staff climate data, literature related to microaggressions and implicit bias (including how these issues impact faculty-staff interactions and undermine workplace climate), and a review of successful strategies for managing staff by Human Resources (see Table 1 for agenda).

Table 1 May 8, 2015 LEAD Workshop Agenda – Effectively Leading Staff		
Session	Topic/Format	Facilitator
Staff Perspectives	-Welcome, Introduction (what we're going to do today) - <i>Activity 1:</i> Cultures of the Academy Worksheet -Understanding Employee Cultures	Program Director
TAMU Dual-Career Program	-Who are TAMU Staff? What are they saying? (Staff Climate Survey, K. Miner Study, Focus Group Data) Last slide leads into Activity 2.	Associate Dean of Faculties
Strategies	<i>Activity 2:</i> Attendees read Focus Group quotes. Facilitation of issues raised.	Department Head/PI
Learning from Each Other: Challenges/Strategies	<i>Activity 3:</i> 1. In small groups, discuss challenges of effectively leading staff. 2. List challenges on Post-it easel pads marked #1. 3. Facilitation of reporting challenges out to larger group (ensure each group speaks). 4. Generate strategies for highlighted challenges. 5. List strategies on Post-it easel pads marked #2. Facilitation of reporting out to larger group	Department Head
Break	Networking Time	
Factors Undermining Climate	Evidence-based factors that undermine departmental climate and staff (and faculty) performance (implicit bias and microaggressions)	Invited Speaker: Dave McIntosh, Asst VP for Diversity, College of Medicine
Strategies for DHs	Supervisory Strategies for Employee Success	Invited Speaker, Anne Mayer, Director of Employee & Organizational Development (HR)
ADVANCE	-Program Announcements/Updates -Workshop Evaluation	Program Director

Thirty-two participants signed up for the workshop, 24 attended and 10 submitted an evaluation form. Of those submitting an evaluation form:

- 8 indicated they agreed or strongly agreed that the workshop enhanced their understanding of issues related to effective leadership of staff;
- 9 indicated they agreed or strongly agreed that the presenters were knowledgeable about the topic;
- 9 indicated they agreed or strongly agreed that the workshop format helped facilitate their learning experience;
- 10 indicated they agreed or strongly agreed that they plan to use things they learned at our workshop; and
- 8 indicated they agreed or strongly agreed that they would recommend this workshop to a colleague.

The main themes that emerged from the open feedback on the evaluations were to: have more discussion time, cut the length and number of presentations, and shorten the length of the workshop.

Notably, we had a higher than usual rate of no shows for this workshop as well as participants coming and going (we had only 10 attendees at the close of the workshop, thus the small number of returned evaluation forms). We determined that May is not a good time for department heads given their end-of-semester workloads.

FASIT Program (PHW Practices: EGD, H&S, EI; Collective Activity)

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 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 included faculty and staff focus groups conducted to inform program design. The second phase includes program development and implementation. In 2013, the ADVANCE Center launched the Faculty and Staff Interaction Team (FASIT) Program which aims to improve workplace climate at the department level by focusing on the relationship between faculty and staff. The core strategy of the program is to establish FASIT Teams in each department. Teams are composed of equal numbers of faculty and staff. The size of the teams is driven by the size, location, and climate of the individual departments. The purpose of these teams is to transform departmental culture. After participants attend a 4-hour FASIT Workshop, they begin to attend quarterly meetings. These 1.5-2-hour meetings are times to focus on the main components of the workshop curriculum in a more targeted fashion as well as assist the FASIT Teams in developing an Action Plan (1-3 goals) for improving climate in their departments.

Activity Update: During the reporting period, the committee planned for and held the following events:

- 1) a quarterly meeting for Cohort 1 FASIT Teams to showcase their climate improvement efforts (September 12; previously reported)
- 2) introductory workshops to launch Cohort 2 FASIT Teams (February 19 & 20), and
- 3) another quarterly meeting (April 2) that included teams from both cohorts.

Thirteen new departments are represented in Cohort 2, bringing the total number of participating STEM departments to 24. Fifty faculty (23) and staff (27) attended the introductory workshops. Of those, 44 participants (88%) submitted an evaluation form and provided the following information:

- 40 (90%) indicated they agreed or strongly agreed that the training enhanced their understanding of factors affecting faculty and staff interactions;
- 38 (86%) indicated they agreed or strongly agreed that the training helped them understand the characteristics of different employee types;
- 36 (81%) indicated they agreed or strongly agreed that the training identified strategies for faculty and staff working effectively together;
- 42 (95%) indicated they agreed or strongly agreed that the training provided insight into unintentional bias in the workplace; and
- 41 (93%) indicated they agreed or strongly agreed that the instructional methods used were effective.

(These results are similar to the evaluations obtained for the introductory workshops in 2013. For those initial workshops, 100% (n=20) of the participants provided feedback on evaluation forms, 90% of which answered that they agreed or strongly agreed to all the questions noted above.)

For the Cohort 2 introductory workshops, we added two questions to the evaluation forms:

- 1) to what extent do you agree or disagree that you plan to use the things that you learned at the workshop, and
- 2) to what extent do you agree or disagree that you would recommend this workshop to a colleague.

Of the 44 evaluation forms submitted, 26 (81%) indicated they agreed or strongly agreed that they plan to use the things that they learned at the workshop and 40 (90%) indicated they agreed or strongly agreed that they would recommend this workshop to a colleague.

The main themes that emerged from the evaluations were to have: more and longer small group interactions, more activities that mix faculty and staff together, more discussion time, and more take away strategies. All issues are addressed in ensuing quarterly meetings; therefore, the committee plans to ensure that these issues are addressed upfront in the next introductory workshops in order to manage expectations of what happens and when.

The first quarterly meeting for Cohort 2 took place on April 2 and included participants for Cohort 1. Thirty-nine faculty (18) and staff (21) attended. This meeting was meant as a time for Cohort 1 to share with Cohort 2 their lessons learned and to aid Cohort 2 in identifying possible change initiatives for their Action Plans. The facilitators also introduced all participants to the concept of *being a change agent* – a topic that the activity committee added to the curriculum after reviewing feedback from Cohort 1 FASIT Teams. The next quarterly meeting is scheduled for June 30 and will delve more deeply into strategies for being a change agent.

As previously reported, other tasks included reprinting and distributing the Program brochure, adding a FASIT webpage to the ADVANCE website, and meeting with Cohort 1 FASIT Teams -- deeper engagement that is essential to moving the departmental efforts along.

Social Science Study Summary: The working title for this study 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) before and after diversity workshops and training.

Social Science Study Update: The Social Science Studies Team prepared a draft of a 2015 climate survey based largely on the 2013 survey, but amended it to include the Health Science Center departments, College of Medicine, and the law school. Some improvements were made to the measurement of the variables examined and some items removed to reduce the length of the survey. IRB approved the survey, which was fielded February 23 to March 13, 2015. There were 1,584 usable responses, which is a 44% response rate. Data are currently being cleaned and prepared for analyses.

Student Diversity Workshops (PHW Practices: EGD, H&S, ER; Collective Activity)
Activity Leader – CJ Woods

Activity Summary: In order to improve the workplace climate for women STEM faculty, the ADVANCE Center is engaged in an effort to teach students that respecting all faculty is part of the culture of Texas A&M. The Center is working with Fish Camp and New Student Conferences to address issues of implicit bias, prejudices, and stereotypes of women and minorities.

Activity Update: As previously reported, the ADVANCE Center has engaged in two interrelated strategies for this activity:

1. skits focused on issues pertinent to women and minority faculty to be performed at all sessions of Fish Camp, and
2. a video focused on issues pertinent to women and minority faculty to be played at New Student Conferences (NSC) in STEM colleges.

Based on an assessment of summer 2014 activities, both the skit process and the video were updated for implementation in summer of 2015. For the Fish Camp skits, the Director met with Fish Camp Leadership and their advisor to discuss summer 2014 implementation and possible improvements to the program. This student group had some new ideas about how to implement the video in the future to ensure greater fidelity to the scripts, higher quality of the performances, and a more streamlined skit review process (all previously reported). The responsibility of the performances will now move from the larger group of camp counselors to the smaller group (30+-) of crew counselors – those that facilitate logistics and traditionally work “behind the scenes.” This smaller group of student counselors will be responsible for the performances that all students and camp counselors will still see. By containing performances to this smaller group, greater fidelity is anticipated. Additionally, the skits will move from smaller break-out sessions to a larger group session that has a stage and multimedia capacity, and discussion of the skits will then take place in the smaller break-out sessions. Such discussions did not happen previously and will allow for deeper engagement on the issues presented in the skits. Also, a skit competition (per se) will no longer take place. ADVANCE will still give Fish Camp Leadership and camp and crew counselors an implicit bias presentation and a challenge to develop skits (this took place on April 13), but rather than multiple (20+-) developed skits going directly from the counselors to the ADVANCE team for review and editing, Fish Camp Leadership will review submissions, narrow them down and edit them, and then send their top 3 to ADVANCE for final review and minor editing. This will

allow for greater Fish Camp autonomy and reduce the need for a tedious “back and forth” editing process between ADVANCE and Fish Camp. By making these procedural changes, ADVANCE hopes to maintain a positive working relationship with Fish Camp as both groups’ aligned goals are met.

For the NSC video, the ADVANCE Center engaged a new group of stakeholders that were previously overlooked: those that actually show the video and engage students during NSCs. The ADVANCE Director met on a number of occasions with a group of 1-2 representatives from each of the target STEM colleges to garner buy-in, review last year’s video, and gather their input on content. The content was modified based on their input, and the updated video can be reviewed here:

<https://youtu.be/gSWyeIFkjAl>. This group of stakeholders also suggested that the video was far enough along in its development that it might be ready to share with non-target units. After conferring with the internal evaluation team, the video was offered to those units. It should be noted, however, that the query came only a week prior to the first scheduled NSC which may not have allowed all the units an appropriate amount of time to incorporate the video into their fully-packed NSC schedules. As of the writing of this report, the Mays School of Business, Veterinary Medicine, and College of Architecture have agreed to implement the video. The non-targeted units will be offered the opportunity next year, when the video is professionally made and finalized.

Social Science Study Summary: The Student Diversity Workshops are being conducted in concert with three 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 videos/skits. 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. The **third** study is entitled “Do STEM Women Faculty receive Lower Course Evaluation Ratings? A Comprehensive Meta-Analysis.” This study probes beyond previous meta-analyses of sex differences in quantitative ratings of faculty by students. It focuses on various proposed moderators including STEM status, interaction of STEM status with faculty sex, student sex, interaction between faculty and student sex, year of study, and study design.

Social Science Study Update: For the **first** study, the Social Science Research Team is working to analyze course evaluations from the spring 2013 semester using text analysis software called Linguistic Inquiry and Word Count (LIWC). The team has experienced some challenges with these data. First, course evaluation data consist of evaluations of all courses and do not readily identify courses taught by faculty vs. courses taught by graduate students. Second, course evaluation data do not include faculty sex, tenure-track status, or STEM classification. Thus, course evaluation data must first be amended with university identification numbers which then facilitates merging them with Dean of Faculty data on faculty demographic characteristics (and removing evaluations of graduate students). Also, data files must be amended with STEM classification based on the department within which the course is taught. Then, course evaluation comments can be imported into LIWC to examine the words used to describe professors and make sex, STEM, and other comparisons. **Findings:** An initial round of analyses was completed and presented at TAMU Student Research Week (3/24-27). This analysis reveals *relatively few significant differences in the comments made about male and female faculty*. Additionally, an

analysis was conducted to determine the characteristics of students who provide comments on teaching evaluations in the first place. Data revealed that *comment-makers are more likely to be women, underclassmen, students expecting a passing grade, and taking a course outside of their college major.*

For the **second** study, the Social Science Studies Team prepared a draft of a 2015 climate survey based largely on the 2013 survey, but amended it to include the Health Science Center departments, College of Medicine, and the law school. Some improvements were made to the measurement of the variables examined and some items removed to reduce the length of the survey. IRB approved the survey, which was fielded February 23 to March 13, 2015. There were 1,584 usable responses, which is a 44% response rate. Data are currently being cleaned and prepared for analyses.

For the **third** study, the Social Science Studies Team has worked diligently to review numerous peer-reviewed journal articles to ensure we have coded all journal articles that meet our meta-analysis inclusion criteria: 1) each primary study must empirically examine at least 2 college/university-level classes/professors and there has to be variability on professor sex, and 2) sex data have to be linked to student evaluations of teaching with sufficient information to calculate an effect size. **Findings:** When the data are organized by level of analysis, a small difference ($d = .10$; $k = 13$) emerges, indicating that *women are more favorably rated than men for studies that have examined differences at the course level rather than the student or professor level.* We are currently replicating Feldman's (1993) meta-analysis as it does not take into consideration levels of analysis.

Merit Pool Incentives (PHW Practices: H&S, ER; Collective Activity)

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 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: Due to the current fiscal climate (i.e., no merit raises at Texas A&M), there have been no funds available for an increase in base funds to units based on diversity considerations since 2011. However, from 2011-2014, \$1 million in one-time funds were allocated each year, through the Office of the Vice President and Associate Provost for Diversity (OVPAPD) to campus units, based on progress in accountability, climate, and equity efforts as outlined in the University Diversity Plan. Notably, these funds are now a permanent part of the OVPAPD budget. Further, ADVANCE Co-Investigators Mindy Bergman and Kathi Miner continue to consult on various kinds (e.g., LGBT) of climate assessments with various units including the Office of Graduate and Professional Studies and OVPAPD because of their contributions to the Diversity Operations Committee (DOC). This is to assist these units in meeting their assessment plan goals. (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.) Dr. Stephanie Payne, Social Science Studies Team Leader, also consulted one department on their unit's climate survey that is used as part of their assessment plan goals. Additionally, the Program Director is a member of the DOC and her participation assists in identifying synergies between the OVPAPD Diversity Plan and ADVANCE initiatives.

Departmental Mini Grants (PHW Practices: All; Collective/Individual Activity)

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: The ADVANCE Center has been planning to implement a 1.5 hour workshop on strategies to improve workplace climate that would be part a newly branded grant program: the Workplace Climate Improvement Grant Program. This workshop will be required of those proposing initiatives for the next round of grants. While the Center had anticipated holding this workshop this academic year, planning is still underway. Part of this delay was intentional because it was hoped that the meetings between the Program Director and the STEM Department Heads during fall 2014 would increase the number of proposals. Among other things, these meetings were a time to explain this effort on a deeper level, raise awareness, answer questions, and encourage proposals. Additional delay is due to increased efforts elsewhere in the program. The summer time will be a time for a direct focus on this activity.

SUCCESS ENHANCEMENT

Co-Chairs – Michael Benedik 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. The Dean of Faculties, Michael Benedik, and Dorothy Shippen, Department of Biochemistry & Biophysics, co-chair this effort.

ADVANCE Scholar Program (PHW Practices: All; Individual Activity)

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, in collaboration with the Office of the Vice President and Associate Provost for Diversity, also organized a national conference for underrepresented women in STEM which was held on October 11-12, 2012.

Activity Update: As previously reported, we held a reception and celebration of the academic achievements and program completion for the first and second cohorts of the Scholar Program (September 23). The third cohort's program completion is imminent, though in practice, Scholars are still part of the community that has been built around them and they continue to engage both their internal advocates and external mentors. No eligible women faculty were hired in the last academic year, so the Scholars Program Committee (members of which also serve as internal advocates for the Scholars) met to discuss next steps (May 20). **Sustainability:** The current plan is to: 1) expand the program to non-STEM units who are willing to fund their faculty's participation, and 2) slowly move the cost for STEM Scholars from ADVANCE onto the units. Additional committee members/internal advocates are being identified and recruited in anticipation of the next cohort of non-STEM Scholars; we estimate that 30 women faculty of color are eligible.

Several functions are also in the making as follows:

- an event to bring new committee members/internal advocates and existing members together;
- an event to plan another Scholars retreat (to include committee members and former Scholars); and
- a second Scholars retreat (to include all previous Scholars as well as new Scholars, both STEM and non-STEM).

In order to move the cost for STEM Scholars off of ADVANCE and onto the units, the ADVANCE Leadership Team presented evaluation data to the Internal Advisory Board on October 29. Thereafter, the PI and Program Director scheduled meetings with the STEM deans to discuss sustainability of the program. The following plan has been agreed upon by the VP for Diversity and 4 of the 5 STEM deans (a meeting with Liberal Arts is imminent):

- ADVANCE funding for the third cohort of STEM Scholars will remain as is;
- From now through the end of the ADVANCE funding, the program costs for new STEM Scholars (as they are hired) will be split as follows:
 - Scholar Travel – Deans
 - Mentor Stipend/Travel - ADVANCE Center
 - Programming Costs (e.g. retreats, lunches, recognition/networking events) – OVPAPD
- Post-grant:
 - Scholar Travel, Mentor Stipends/Travel – Deans
 - Programming Costs (e.g. retreats, lunches, recognition/networking events) – OVPAPD

Administrative Fellow Program (PHW Practices: EGD, H&S, EI, ER; Collective/Individual Activity)

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: A call was sent out in December, 2013 for the 2014-15 cohort. We previously reported on the three women faculty who are fellows for that cohort: Dr. Deb Bell-Pederson, serving as Assistant Department Head in Biology, Dr. Chanda Elbert, serving as Assistant Provost for Graduate and Professional Studies, and Dr. and Theresa Wilcox, also serving as Assistant Provost for Graduate and Professional Studies. We do not anticipate further cohorts for this activity as we have spent the budgeted funds. However, we are currently considering next steps for the program.

Area of Difficulty: As previously reported, ADVANCE had received reports that there is a perception this program is disadvantaging Associate Professors who participate, potentially inhibiting their progress to Professor. Of the 10 Fellows who have participated to date or are currently participating in the program, 4 entered the program as Professors, 3 entered the program as Associate Professors and have since been promoted to Professor, and 3 entered as Associate Professors and are currently Associate

Professors. While it is unclear that program participation has a deleterious impact on career trajectories for Associate Professors, ADVANCE has worked to:

- manage perceptions;
- ensure that Fellow Candidates are on a desirable trajectory before they are confirmed by the committee;
- ensure that Fellows' have proper mentoring and leadership opportunities in their department and/or at the college level.

The following procedural changes are still being pursued as we work to determine how to sustain this program:

- promotion must be imminent for an Associate Professor to participate in the program. A plan must be developed/articulated by the candidate's department and college to that effect.
- inform Department Heads/Deans when a host unit identifies a candidate as a possible Fellow.
- work with Department Heads/Deans to identify specific administrative needs, then identify a position where a Fellow can get the experience to meet those needs, thereby demonstrating value to the department/college.

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: More than 60 interviews have been conducted to date, with 10 fellows and their coworkers and hosts. Annual interviews with each Fellow will occur beyond the first year. Now that sufficient data have been collected, analysis of transcripts has begun. We have drafted a white paper about the Administrative Fellows program, which we intend to circulate to the ADVANCE community later this year. Also, a first manuscript was presented at the 2015 Society for Industrial and Organizational Psychology conference in Philadelphia, PA. **Findings:** This paper looks at how these new administrators balance their new work responsibilities as an administrator, their on-going work responsibilities as a faculty member, and non-work responsibilities of the Administrative Fellows during their first year in the position. *The analysis uncovered five themes that contributed to work-work-life balance: (1) partner support; (2) department support; (3) release from competing duties; (4) no young children; and, (5) sacrificing sleep and home time.*

Success Circles (PHW Practices: EGD, H&S, EI, WLB; Individual Activity)

Activity Leader - Jane Welsh

Activity Summary: The ADVANCE Center is organizing mentoring groups centered on personal and professional interests. This activity functions as a complement to existing one-on-one mentoring (e.g. the 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.

Activity Update: We are currently supporting three types of Success Circles: a New Moms Group, Women Department Heads, and Academic Writing Groups.

New Moms Group: In order to recruit new members for the New Moms group, ADVANCE sent all women faculty an email about the group and invitation to a networking lunch. Forty-seven new moms responded. Of those, 43 signed up for the April 29 lunch, and 38 participated. The majority of the group were faculty, however, a number of post-docs and graduate students participated as well (funded through ADVANCE IDC). At the luncheon, participants networked and the Program Director disseminated information about ADVANCE and facilitated discussions about TAMU and NSF family-friendly policies. This event demonstrates enormous growth and traction for this Success Circle, which has had a membership of only 10-15 over the last 4 years. This is attributed to the direct email to all women faculty - including non-STEM new moms (also funded through ADVANCE IDC) who act as peer mentors for their STEM counterparts - as well as the inclusion of post-docs and graduate students who were invited by their new mom faculty advisors.

Women Department Heads: There are currently 10 women department heads on campus, all of which participate in this peer mentoring group. They rotate hosting lunches at their departments or a location that the host chooses. For example, the Department Head of Veterinary Integrative Biosciences chose to host the lunch at their college's new Equine Complex; group members toured the facility and had a catered networking lunch thereafter. The ADVANCE Center provides administrative support to this Success Circle by organizing the lunches and hosting one networking lunch each semester to ensure the continued success of this group. Further, the ADVANCE Center has approached this group about providing mentoring for other women faculty interested in pursuing departmental leadership. The group is currently strategizing to implement programming to meet this goal.

Academic Writing Groups: During the reporting period, the Writing Club of women STEM faculty that started in spring 2012 continued to meet regularly. The Writing Club of women STEM faculty that resulted from the College of Agriculture and Life Science's mini-grant that began meeting in December 2012 also continues to meet. On December 12, ADVANCE hosted another POWER Writing Workshop facilitated by the College of Education's Dr. Patricia Goodson. Twenty-two faculty registered and 11 attended. During the registration period for the workshop, 18 individuals expressed interest in joining a writing club. After the workshop, we polled for available meeting times and created 3 groups with the intention of having 6 individuals in each club. However, these groups had very low attendance rates throughout the spring semester, and have been combined into one group for the summer of 2015.

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 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 (PHW Practices EGD, H&S, EI; Individual Activity)

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 fourth Roadmap Workshop took place March 30-31, 2015. The two-day workshop again covered teaching, research, service, academic writing, mentoring, negotiation, work-life balance, communicating science, mid-term reviews, and P&T expectations; 26 faculty and staff from across campus facilitated the sessions. Thirty-nine early career academics attended, 6 of which were external to the university (see Table 2). This year, departments were encouraged to nominate other early-career academics they were trying to position for a future tenure-track position.

Table 2	
2014 Roadmap Workshop Attendee Demographics, N=39	
Institution:	33 TAMU 2 TAMUS 4 External
Rank:	19 Assistant Professors (3 external/system) 3 Academic Track Faculty 13 Postdocs (2 external) 3 Assistant Research Scientists 1 Research Scientist (1 system)
College: *Paid for by Respective college	Agriculture = 12 Engineering = 7 Geosciences = 1 Liberal Arts = 7 Science = 6 Veterinary Medicine = 2* Medicine = 4*
Race/Ethnicity: *2 No-response	Caucasian = 19 African American/Black = 1 Asian = 12 Hispanic = 5

At the end of the Workshop, participants were asked to complete a workshop evaluation. Thirty of the 39 attendees completed the evaluation (77%), and all agreed or strongly agreed (except where noted) that:

- the Workshop content was useful and relevant (one neither agree nor disagree);
- the presentation of material was clear and understandable;
- presenters were well informed on the topics covered;
- presentations were interesting and enjoyable (one neither agree nor disagree);
- the Workshop materials were useful, and (one neither agree nor disagree); and
- overall they were satisfied with the workshop (one neither agree nor disagree).

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 2012 ($n = 41$), 2013 ($n=37$), and 2014 ($n = 28$) workshop participants ($N = 106$) were invited to complete a survey in the spring of 2014; for the 2012 cohort it was Time 3, for the 2013 cohort it was Time 2, and for the 2014 cohort it was Time 1. Thirty-nine participants completed the 2014 survey for a 37% response rate (16 responses came from the 2014 participants). In addition, 21 control participants (matched colleagues of the workshop participants) completed the survey. This is the first year we have had a good number of control participants complete the survey suggesting our additional recruiting efforts for this group have been successful.

STRIDE Program (PHW Practices: EGD, H&S, EI, ER; Collective Activity)

Activity Leader – César Malavé, Industrial and Systems Engineering

Activity Summary: The Dean of Faculties and the ADVANCE Center 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: Six STRIDE Workshops were scheduled during the reporting period. Eight participants attended the 8/20 workshop, 5 attended the 10/29 workshop, 8 attended the 11/17 workshop, 9 attended the 2/2 workshop, 3 attended the 2/23 workshop, 8 attended the 4/13 workshop and 21 attended the 5/18 workshop. The 2/2 and 5/18 workshops were exclusively for the College of Education at their request. The low attendance at the 2/2 workshop led Education to schedule the mandatory 5/18 workshop.

Development of the previously reported Promotion & Tenure Workshop (using the STRIDE model) has progressed. The content had previously expanded to also include evaluation for the award process, but those developing this have determined that there is enough material for awards that a separate workshop can be developed. It is likely that the P&T workshop will be completed this summer.

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 study design is a pre-/post-/post-test, with trainees taking a survey during the week prior to training, the week following training, and 3-9 months following training. The goals are to determine whether attitudes and knowledge have changed as well as to determine what behaviors are engaged in on search committees.

Social Science Study Update: Three online surveys were prepared and approved by IRB. Training began in fall 2013. Thus far, 51 pre-training surveys, 38 post-training surveys, and 12 2nd post-test surveys have been completed, with another round of requests for participation in the 2nd post-test survey due to be sent in June. Given the pace of STRIDE trainings, we anticipate submitting a conference paper on this study for review in Fall 2015 using the pre-/post-training surveys (sufficient 2nd post training surveys have significantly higher drop-outs and will require more training to obtain sufficient N).

ADVANCE Speaker Series (PHW Practices EGD, H&S; Collective/Individual Activity)

Activity Leaders - 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: Nominations were solicited from STEM departments on April 15, 2014 and due on May 15, 2014 for fall 2014 speakers. Seven nominations were received from the following departments: Civil Engineering, Economics, Oceanography (3), Statistics, and Wildlife and Fisheries Sciences. The committee selected speakers from Economics and Oceanography, and Statistics. The selected speakers, their talks, and descriptions of the events as appropriate, are listed below.

Shelly Lundberg, Associate Director of the Broom Center for Demography, UC - Santa Barbara
Nominated by Economics
Tentatively scheduled for fall 2015

Lynne Talley, Distinguished Professor, Scripps Institution of Oceanography, UC-San Diego
Nominated by Oceanography

Closure of the Global Overturning Circulation through the Southern, Indian and Pacific Oceans (September 22)

About 70 faculty, graduate students, and undergraduate students from Oceanography, Atmospheric Sciences, Geology and Geophysics and other disciplines attended the seminar. The audience was about one-third faculty, one-third graduate students, and one-third undergraduate students. Approximately 50% of the attendees were women.

Observational Oceanography: from Individualistic to Team Science (September 23)
Attendees were from Women in Geosciences (WIGS), undergraduates from International Studies, and faculty and staff from the library. Dr. Talley's presentation was in three-parts: where she had come from, where she is, and where she plans to go with her research.

Nancy Reid, Professor, Department of Statistics, U of Ontario
Nominated by Statistics

Approximate Likelihoods (November 17)
The talk attracted about 60 people including faculty, students and post docs from various departments including Statistics, Agricultural Economics, and Electrical Engineering.

"The Whole Women Thing" (November 18)
There were about 30 people in her second talk including faculty, students and post docs of both genders.

Nominations were solicited from STEM departments on August 15, 2014 and due September 8, 2014 for spring 2015 speakers. Eleven nominations were received from the following departments: Anthropology, Chemical Engineering, Political Science, Mathematics, Psychology, Oceanography (3), Soil and Crop Sciences, Sociology, Statistics. The committee selected speakers from Oceanography, Anthropology, and Sociology. The selected speakers, their talks, and descriptions of the events as appropriate, are listed below.

Claudia Benitez-Nelson, Distinguished Professor, Earth & Ocean Sciences, U of South Carolina
Nominated by Oceanography

Navigating Your Way Through a Broken Pipeline (December 8, 2014)
Approximately 30 faculty, research scientists, staff, and graduate students attended. Many of the students were from disciplines outside the College of Geosciences.

Phosphorus Biogeochemistry and Elemental Stoichiometry in Sinking and Suspended Particulate Matter in the Cariaco Basin, Venezuela (December 8, 2014)
About 70 faculty, research scientists, and graduate students from Oceanography, Atmospheric Sciences, Geology and Geophysics and other disciplines attended.

Kathryn Clancy, Assistant Professor, Department of Anthropology, UI-Urbana-Champaign
Nominated by Anthropology
Tentatively scheduled for fall 2015

Christine Bose, Professor, U at Albany-SUNY
Nominated by Sociology

Comparative Faculty Diversity in the SUNY System: Focus on Latino/a Faculty (April 14)
This event drew about 50 people: 40 undergraduates (30 female and 10 male) and 10 faculty members (5 female and 5 male).

Patterns of Global Gender Inequality, (April 14)

This event drew about 20 people: 10 graduate students (7 female and 3 male) and 10 faculty members (5 female and 5 male).

Area of Difficulty: The Speaker Series is an administratively cumbersome activity. There are many challenges to ensuring that the goals of the activity are met as departmental faculty and staff struggle to adhere to NSF and ADVANCE procedures, guidelines, and reporting. In order to address these barriers to success and maintain a positive relationship between funded departments and ADVANCE, a new procedure was put into place for the 2014-15 Speaker Series: the ADVANCE program coordinator and office associate now visit *in person* with each department and their points of contact when their nominated speaker is funded. There are three people in each department that are essential to a successful speaker visit: the faculty member who invites speaker, the departmental business person who arranges the travel and payments/reimbursements, and the administrative professional who arranges the venue and catering. Meeting with these three key individuals has proven to substantially reduce the problems mentioned above. These meetings have also increased communication between the department personnel and ADVANCE staff. This new procedure allows departmental contacts to gain a full understanding of the goals of the program and manages expectations in funded departments.

Faculty Recognition (PHW Practices H&S, ER; Collective/Individual Activity)

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 is organizing events to recognize and publicize the achievements of women faculty.

Activity Update: We continued to highlight the successes of women STEM faculty on our website and Facebook. We previously reported that we were working on a single workshop that would address evaluation in both P&T and Awards committee (the *Reducing Bias at Critical Junctures* workshop). However, we have determined that we have enough material and buy-in to have a separate workshop for each committee type. Therefore, we will be able to directly address faculty recognition through the workshop by raising awareness about bias in the nomination and award process. We currently aim to use university award data in the workshop as well as literature on awards in professional societies.

Additionally, as part of a call to provide input for university-wide open forums on strategic planning, the ADVANCE Leadership Team and the ADVANCE Faculty Recognition Committee submitted on March 11 the multi-level plan below to establish an awards office. The purpose of the office is to aid and ensure nominations for prestigious and highly prestigious awards (the plan was also submitted to the VPRs office on May 14) while implementing best practices for underrepresented faculty. Notably, the materials we refer to that relate to bias in the award nomination and selection process and best practices were generated as part of the 2014 ADVANCE LEAD Workshop for department heads on raising faculty profiles.

1) At the University Level

- a. Establish an Administrative Office that:
 - i. prepares award submission materials for prestigious and highly prestigious awards as well as lower level awards that could be stepping stones to more prestigious awards for high potential individuals;
 - ii. coordinates with Departmental Awards committees (see 2 below);
 - iii. provides administrative support to University-wide Award Committee (see b. below);
 - iv. organizes workshops conducted by Texas A&M Institute for Advanced Study (TIAS) Fellows to advise faculty on positioning themselves for awards;
 1. TIAS members would be asked to do this as part of their Fellowship.
 2. They could serve as outside nominators for awards.
 - v. develops materials to inform faculty of the importance of awards to their career, their department, their college and the university (e.g. ADVANCE Brochure on Faculty Awards);
 - vi. tracks faculty that are identified as high potential individuals through the P&T process; and
 - vii. reports to DOF/VPR to ensure diverse candidates of excellence are in the nomination pipeline for prestigious and highly prestigious awards.
- b. Establish a diverse University-wide Award Committee that:
 - i. consists of one faculty member from each college who:
 1. has broad knowledge of a large number of faculty in their college and can identify high-potential individuals (e.g. someone who engages in P&T review)
 2. are willing to work with faculty to enhance their awards success.
 - ii. is charged with identifying faculty that are well positioned for prestigious and highly prestigious awards;
 - iii. is charged with identifying faculty that have high potential and could be groomed for prestigious and highly prestigious awards;
 - iv. works with target faculty to identify distinguished faculty (both internal and external to Texas A&M) to assist in award nominations – both for highly prestigious awards and “feeder” awards;
 - v. is aware of bias in the award nomination and selection process (e.g. ADVANCE training materials);
 - vi. is aware of ‘best practices’ for raising faculty profiles (e.g. ADVANCE training materials);
 - vii. submits award nomination profiles to the Administrative Office which will work with faculty to prepare award nominations (including faculty name, award name, names of distinguished faculty who could assist in nomination, i.e., letter writers);

2) At the Department Level

- a. Establish a diverse Award Committee in every department that:
 - i. is charged with identifying faculty for awards;
 - ii. develops a list of distinguished awards in their field (the NSF Raise Project is one potential resource);
 - iii. works to pair senior faculty in the department with junior faculty to groom and position them for awards;

- iv. works to ensure that faculty members have a written strategic plan for awards;
- v. is aware of bias in the award nomination and selection process (e.g. ADVANCE training materials);
- vi. is aware of ‘best practices’ for raising faculty profiles (e.g. ADVANCE training materials); and
- vii. works with faculty members to put together nominations for awards.

DUAL CAREER PROGRAM AUGMENTATION

Dr. Tomaszewski, the Dual Career Program Manager (DCPM), resigned to take a different position in the university in the hopes of advancing her career; her last day was October 31. In order to maintain the momentum the program has quickly seen, the ADVANCE Program Director assumed the DCPM duties as of November 1 with support from ADVANCE Office Assistant Melissa Shaffer. A Dual Career Program Coordinator, Ms. Dea Polk, was hired and started April 1, 2015.

The ADVANCE Dual Career Program has continued to be an enormous asset for assisted job searches and the overall ADVANCE Program. From June 1, 2014 to May 31, 2015:

- 84 partners were referred to the Dual Career Program for job assistance
 - **16 have accepted a job** (13 within the TAMU System and 3 in the community);
 - 26 are open cases (i.e., they are currently seeking work and in contact with the Dual-Career Program);
 - 9 are pending cases (i.e., they are neither authorized to work nor are they currently seeking employment);
 - 15 are closed cases (i.e., they have decided to no longer use the Dual-Program Services, or their faculty partner is no longer working at Texas A&M University, or they were not successfully recruited);
 - 6 clients have been referred to the Dean of Faculties office due to their interest in faculty positions;
 - 2 clients have been classified as “no status” because information has yet to be provided to the Program;
 - 10 are potential clients (i.e., they have contacted the Dual-Career program for information);
- 100 job leads have been sent to clients; and
- 14 informational interviews have been arranged.

More than half the clients have applied for a job at TAMU or within the Bryan/College Station area. For each of these applications, the hiring manager was contacted and a letter of support was added to the client’s job application.

The Dual Career Program Coordinator has networked within TAMU through meetings with Gib Sawtelle (Assistant Director-IT Administration); Jack Elliot (Professor and Head Agricultural Leadership, Education and Communications) and participation in the ADVANCE Planning meetings.

Areas of Difficulty: As previously reported, there are two challenges inhibiting the placement of faculty partners: 1) lack of partner authorization to work in the US, and 2) lack of community networks. To address the first challenge, we offer a one-time meeting to assist these clients with business writing (CV/resume/cover letters). To address the second challenge, the Dual Career Program Coordinator is

meeting with the HR Directors and Liaisons for businesses, corporations and agencies within the Bryan/College Station area. In the short time she has been in her position, Ms. Polk has networked with the following entities: The Workforce Solutions Brazos Valley, St. Joseph's Hospital, The Bank & Trust, Wells Fargo, The City of College Station, Lynnetech, Fujifilms, Bryan ISD, Project Unity, and Mental Health and Mental Retardation Authority of Brazos Valley. Targeted organizations for future networking include the Lion's Club (June), Scott & White Hospital, and The City of Bryan. These networking alliances will provide stronger community ties in an effort to create stronger community faculty partner placement.

EVALUATION

Evaluation Summary:

If the ADVANCE 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.

Given the array of program activities, the evaluation of the TAMU ADVANCE program incorporates two key components—an analysis of institutional transformation (as described in the Institutional Transformation Evaluation Plan) and an analysis of individual activities (as described in the Activity Evaluation Plan). In both cases, the analysis draws on the literature on organizational change, using department-level data and a difference-in-difference approach to assess whether or not ADVANCE activities can help to explain departmental changes over time. The underlying hypothesis is that departments with greater exposure to and/or engagement with ADVANCE will show greater improvements in climate, retention, and recruitment.

Evaluation Update:

During the period from June 1, 2014 through May 30, 2015, the Evaluation Team—headed by Lori Taylor, Jeff Froyd, and Joanna Lahey—has focused on:

- Updating and refining the indicators of program engagement;
- Conducting a difference-in-difference analysis of the impact of ADVANCE committee exposure on faculty retention;
- Conducting a difference-in-difference analysis of the 2009 and 2013 climate surveys;
- Updating the annual analysis of faculty salaries;
- Surveying faculty regarding student-faculty interactions as part of the evaluation of the student diversity activity; and
- Cleaning and analyzing data from the 2015 climate survey.

Updating and refining the indicators of program engagement

The Evaluation Team has developed measures indicating the extent to which each TAMU department has engaged with each ADVANCE activity. Not all departments being offered ADVANCE activities are actively participating, and some departments may take up some activities but not take up others. Therefore, it is important to separate two different possible effects. The first effect is that of the “intent-to-treat”, that is, the effect on everybody who is offered the program intervention, given that some departments will always choose not to participate (“never takers”) and other departments may participate in similar programs offered through non-ADVANCE initiatives (“always takers”). The second effect is the effect of the “treatment-on-the-treated,” that is, the effect on those departments who are both offered the chance to engage with ADVANCE and who take-up that engagement. This “treatment-on-the-treated” analysis gives information of the direct effect of ADVANCE program activities, individually and in combination.

In addition, the inclusive way in which ADVANCE has been implemented at TAMU created a second channel through which the program could have affected STEM faculty. Namely, participating in committees that designed the ADVANCE interventions can be thought of as an intervention in and of itself.

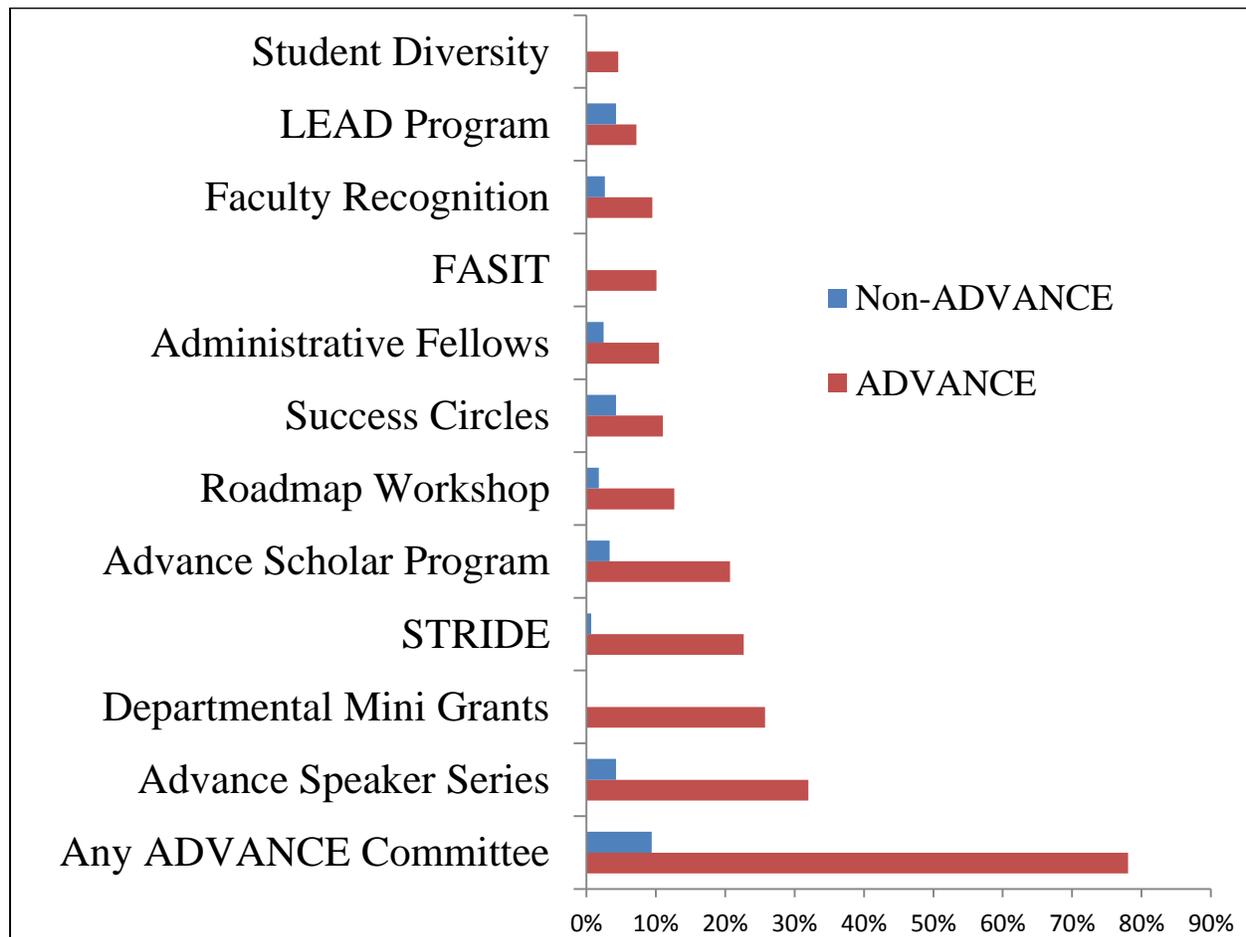
The Evaluation Team has collected data on participation in ADVANCE activities and committees for each of the program years and will continue to do so throughout the life of the program. From these, we have constructed three measures of program engagement. Our first measure of engagement is an intent-to-treat indicator for whether or not a department is being treated by the ADVANCE program. This measure takes on a value of one if a department is participating in ADVANCE (i.e. is in the Colleges of Agriculture and Life Sciences, Engineering, Geosciences, Science or the STEM department of the College of Liberal Arts) and zero otherwise.

The second set of measures contains treatment-on-the-treated indicators for each activity or cluster of activities. These measures include information on which departments participated in the aforementioned programs once they came to fruition.

Our third set of engagement measures indicates the extent to which members of various departments have been involved in the design process. We refer to these measures as ADVANCE Committee Exposure indicators. These indicators take on a value of one if someone from a faculty member’s home department participated on the designated ADVANCE committee (and zero otherwise).

Figure 1 illustrates the distribution of Committee Exposure Indicators across tenured and tenure track faculty. As the figure illustrates, 78 percent of faculty members in ADVANCE target departments and 10 percent of faculty members in all other departments were exposed to at least one ADVANCE committee.

Figure 1: Committee Exposure Rates for Tenured and Tenure Track Faculty



Engagement metrics have been finalized for the 2011, 2012 and 2013 fiscal years. Data for the 2014 fiscal year are in the process of being finalized. Data collection for the 2015 fiscal year is ongoing.

Conducting a difference-in-difference analysis of the impact of ADVANCE committee exposure on faculty retention

Using probit regression analysis, we examined the extent to which retention patterns among faculty members have changed since 2010, the first year of the ADVANCE program at TAMU. As previously reported, we found that the average annual turnover rate was 3 percentage points lower than would have otherwise been expected for female full professors in STEM departments.

This pattern is somewhat unexpected, since most ADVANCE activities have targeted assistant and associate professors. We hypothesize that turnover among female full professors could have been impacted by ADVANCE because the faculty members themselves participated on the various committees or because their friends and colleagues participated on the committees. Such a change mechanism would be consistent with the third key principle of a psychologically healthy workplace: Employee Involvement (i.e. allowing employees to bring ideas and perspectives as a part of organizational decision-making).

Therefore, we investigated the relationship between faculty turnover and our ADVANCE Committee Exposure indicators. (Report previously provided.) We found that turnover has been significantly lower than expected in departments that were exposed to the ADVANCE design process.

- Departments that had exposure to any ADVANCE committee had a 3 percentage point lower annual turnover rate among female full professors than would have otherwise been expected. Turnover rates did not decline among female full professors in departments that were not exposed to the ADVANCE design process.
- Only departments where someone engaged with the LEAD Program Committee experienced declines in turnover among female associate professors.
- Departments that were exposed to the Administrative Fellows Committee, the Speaker Series Committee, the LEAD program, the Research Roadmap, the Student diversity or the Success Circles committees had systematically lower turnover than would have been expected for female assistant professors, female full professors and female professors in general.

Conducting a difference-in-difference analysis of the 2009 and 2013 climate surveys

The team continues to analyze responses to the faculty campus climate surveys administered in spring 2009 and 2013. Previous analysis focused on faculty responses to the 2013 survey. This round of analyses uses a difference-in-difference approach to examine the relationship between changes in survey responses and our committee exposure indicators.

Table 3 summarizes key findings from the analysis. Each column represents an aspect of employee satisfaction—career satisfaction, job satisfaction, feeling valued, turnover intentions and burnout. (The last two are reverse-coded.) Each row represents an ADVANCE Committee Exposure Indicator. An upward arrow indicates that there was a statistically significant increase in the designated satisfaction measure among female faculty in departments that were exposed to the corresponding ADVANCE committees.

As the table illustrates, analysis suggests that exposure to the design and implementation of ADVANCE activities has had a positive influence on climate at TAMU. Female faculty in departments that were exposed to ADVANCE committees showed significantly greater improvements in satisfaction (or equivalently, significantly smaller declines in satisfaction) and significantly greater improvements in feeling valued than female faculty members who were not exposed to ADVANCE committees.

Table 3: Key Findings from an Analysis of the 2009 and 2013 Climate Surveys					
	Career Satisfaction	Job Satisfaction	Feeling Valued	Reduced Turnover Intentions	Reduced Burnout
Any ADVANCE Committee		↑			
Advance Speaker Series		↑			
Departmental Mini Grants				↑	
STRIDE	↑	↑			
Advance Scholar Program		↑			
Roadmap Workshop	↑	↑	↑		↑
Success Circles					
Administrative Fellows		↑	↑		
FASIT		↑	↑		
Faculty Recognition					
LEAD Program					
Student Diversity			↑		

Arrows indicate a marginal effect that is statistically significant at the 5 percent level.

Updating the annual analysis of faculty salaries

The Evaluation Team has updated the annual salary analysis through fiscal year 2015. The general pattern in the salary analysis remains unchanged. We continue to find significant differences in salary by sex in the STEM departments of the Colleges of Agriculture and Life Sciences and Liberal Arts (Table 4). During this analysis period (2004-2015), we also detected a difference by sex in the College of Geosciences.

There is no evidence that the salary gap between male and female faculty members has narrowed since the start of the ADVANCE program. STEM assistant professors in the STEM departments of the College of Agriculture and Life Sciences earned 95% as much as their male counterparts during the 2010-11 school year, and 94% as much as their male counterparts during the 2014-15 school year.

On the other hand, the salary gap has stopped widening in the STEM departments of the College of Agriculture and Life Sciences, where male salaries had been growing significantly faster than female salaries during the eight years prior to implementation of the ADVANCE program. (See Table 5.) Had that trend continued unabated, the model projects that female assistant professors in the STEM department of the College of Agriculture and Life Sciences would have earned only 92.5% of the salaries of their male counterparts in 2015.

Table 4. Female Salaries as a Percentage of Male Salaries (Based on an analysis of faculty salaries from 2004-2015)				
	2010-11		2014-2015	
College of Agriculture and Life Science (COALS)				
STEM Assistant Professor	94.8%	*	94.1%	*
STEM Associate Professor	95.0%	*	94.3%	*
STEM Full Professor	99.5%		98.7%	
College of Engineering				
Assistant Professor	102.2%		102.6%	
Associate Professor	100.2%		100.6%	
Full Professor	98.6%		99.0%	
College of Geosciences				
Assistant Professor	95.6%	*	95.5%	
Associate Professor	96.3%		96.2%	*
Full Professor	96.5%		96.4%	
College of Liberal Arts				
STEM Assistant Professor	89.3%	***	87.0%	***
STEM Associate Professor	87.7%	***	85.5%	***
STEM Full Professor	91.1%	**	88.8%	***
College of Science				
Assistant Professor	99.6%		97.8%	
Associate Professor	99.1%		97.4%	
Full Professor	99.6%		97.9%	

*The asterisks indicate a ratio that is significantly different from 100% at the 1 percent (***), 5 percent (**) and 10 percent (*) levels.*

VARIABLES	COALS STEM	Engineering	Geosciences	Science	Liberal Arts STEM
Male	-0.00939	0.00915	0.0703**	0.00281	0.128***
	(0.0356)	(0.0192)	(0.0344)	(0.0297)	(0.0315)
Male trend	0.00624**	-0.00310	-0.00258	0.000159	-0.00152
	(0.00266)	(0.00232)	(0.00377)	(0.00297)	(0.00257)
Male trend * ADVANCE	-0.00433	0.00209	0.00291	0.00418	0.00802*
	(0.00516)	(0.00345)	(0.00661)	(0.00409)	(0.00410)
Male Associate	-0.00205	0.0195	-0.00688	0.00461	0.0175
	(0.0195)	(0.0126)	(0.0196)	(0.0137)	(0.0199)
Male Full Plus	-0.0480	0.0358*	-0.00933	-0.000389	-0.0200
	(0.0303)	(0.0200)	(0.0386)	(0.0293)	(0.0315)

*The asterisks indicate a coefficient that is significantly different from zero at the 1 percent (***), 5 percent (**) and 10 percent (*) levels.*

The annual analysis of salary represents an important way in which the University has institutionalized an ADVANCE activity. Each year at the request of the Dean of Faculties office, the Evaluation team uses the annual salary study to identify individual faculty members whose actual monthly salaries in fiscal year 2014 diverged considerably from salaries predicted by the ADVANCE salary models. The predicted salaries used for this exercise are constructed setting sex, ethnicity and national origin indicators at the values for a native-born, white male faculty member, but allowing all other indicators to reflect the actual characteristics of the individual faculty member. In each college, the 10 percent of records with the largest difference between actual and predicted are flagged for follow-up, as were the 10 percent of records university-wide with the largest difference for each faculty rank (assistant, associate and full). The Dean of Faculties uses this information in equity discussions with the Deans of the various colleges. This spring, the Dean of Faculties agreed to support the salary analysis beyond the expiration of the NSF ADVANCE grant.

Surveying faculty regarding student-faculty interactions as part of the evaluation of the student diversity activity.

In collaboration with the Social Science Studies Team and the ADVANCE Leadership Team, the ADVANCE Evaluation Team developed and administered a brief survey seeking faculty feedback regarding student interactions with faculty members. The survey was administered in August 2013 and August 2014 (and will be administered again in August 2015). The purpose of this Faculty-Student Interaction Survey was two-fold; first, to evaluate our Student Diversity Activity interventions and second to suggest additional

areas of concern or types of micro-aggression that could be addressed when the scope of the student diversity intervention was expanded. Roughly 15% of the faculty at TAMU responded to each survey.

The Evaluation Team's analysis of the responses indicates that disrespectful comments are generally rare, but female faculty members are much more likely than male faculty members to encounter this form of disrespect. (Report previously provided.) This pattern was observed in 2013 and 2014. There is no evidence that the gap has narrowed between the two groups.

Cleaning and analyzing data from the 2015 climate survey

In collaboration with the Evaluation Team, the Social Science Studies Team fielded the 2015 Climate survey in March 2015. The response rate for the 2015 survey was comparable to that achieved with the 2013 survey. The Evaluation Team is currently working to clean the data files.