



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

**Year 6 Interim Report
June 1, 2015 – November 30, 2015
(No-Cost Extension Period)**

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SUMMARY

From June 1, 2015 to November 30, 2015 the Leadership Team continued to meet every other week as they have since the beginning of the grant. Importantly, an NSF-approved no-cost extension began on October 1. Key accomplishments during the reporting period include the development of a new website, planning for a LEAD Workshops on the Psychologically Health Workplace (scheduled for 1/13), a third summer of skits implemented at Fish Camp and corresponding video shown at New Student Orientations as well as planning for the fourth implementation of the same, a follow-up focus group with Fish Camp Counselors (10/8), holding 2 FASIT quarterly meetings (6/30 and 10/20), hosting 3 women faculty for the Speaker Series (9/28-30 and 11/19-20), 2 STRIDE Workshops (6/30 and 10/20), initial planning for the next Roadmap Workshop (spring 2016), continued support for Success Circles focused on motherhood, academic writing, and departmental leadership, and establishing a fourth cohort of ADVANCE Scholars. Dissemination to non-target units gained even more traction during this reporting period as we established an MOU with the Bush School of Government and Public Service.

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 SSS Team conducted and transcribed interviews with ADVANCE Administrative Fellows and their colleagues; gathered a total of 69 pre-training, 59 post-training, and 15 post-test STRIDE Workshop surveys; and submitted a paper to be presented in April of 2016 examining academic leadership expectations of men and women leaders as reported by Administrative Fellows and their administrative hosts. A reanalysis of the studies included in a 1993 meta-analysis revealed slightly more favorable ratings for women than men and a local examination of evaluations indicated that female professors receive significantly more comments than male professors. The SSS team also created two longitudinal data files matching 2013 climate responses to 2015 climate responses at the individual level ($n = 154$) and at the department level ($n = 86$). They designed college and department-level report templates using the Psychologically Healthy Workplace framework and began preparing these reports. A university report was sent to the Dean of Faculties in late October. College reports will be distributed at the end of the calendar year. Department reports will be distributed to department heads at the LEAD workshop scheduled for January 13th. This is the first time department-level climate survey results have ever been generated and disseminated.

An update from the Evaluation Team will be provided in the next annual report.

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. Notably, the Leadership Team began planning for a university-wide event during this reporting period. Patterned after the University of Montana's Project TRACS 2013 Data Charrette, the ADVANCE Center will host an event in February 2016 to share program data with the university community. The agenda includes poster sessions, speakers, and opportunities for participants to provide feedback that will be used for future programming.

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's (UH) ADVANCE Regional Network on their E-mentoring network, post-doc workshop, and department head training. The TAMU ADVANCE Center also supported proposal efforts for Texas Tech (Kay Tindle) and TAMU-Kingsville (Maria Martinez). Discussions included proposal development and pre-award strategies, engaging stakeholders, sustainability challenges and strategies, other lessons learned, and the ADVANCE Regional Network. Additionally, the Program Director applied for and was accepted to the University of Washington's (UW) Lead-It-Yourself Train-the-Trainer Workshop in Seattle (10/27). TAMU ADVANCE used UW's department head workshops as a model, and this workshop provided an opportunity to gain additional tools to fine tune programming.

Finally, members of the Social Science Studies Team also engaged the ADVANCE community during the reporting period. Dr. Payne has accepted an invitation to serve as an external reviewer for the University of Northern Arizona University's ADVANCE proposal to be submitted in January of 2016. She also received an invitation to serve on the external advisory board for the University of Oklahoma's ADVANCE proposal. Further, they have served as a resource for UTA faculty on their ADVANCE proposal efforts.

UPCOMING EVENTS

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

- LEAD Workshop on Psychologically Healthy Workplace (January 13);
- New Website Launch (Jan/Feb 2016);
- STRIDE Workshops (2/8 and TBD);
- FASIT Quarterly Meeting (TBD);
- University-wide "data charrette" – Engaging the Data: Are we ADVANCE-ing? (February 18)
- Roadmap Workshop (April 17-19); and
- Members of the Leadership Team (at least the PI and Program Director) will attend the ADVANCE/GSE Program Workshop in Baltimore (May 22-24).

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: During the reporting period, the Leadership Team selected two topics for LEAD Workshops for this year, both based on climate improvement: 1) Improving Workplace Climate through Evidence-Based Practices (Psychologically Healthy Workplace) which is scheduled for January 13, 2016 and 2) Improving Workplace Climate through Transparency (date TBD). Planning for the first workshop started in the fall with Department Heads Sorin Sorescu (Finance) and Robin Autenrieth (Civil Engineering) as well as Climate Change Activities Co-Chair Mary Jo Richardson and Interim Dean of Faculties Blanca Lupiani. Detailed reporting on both workshops will be available for the 2016 Annual Report.

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 two quarterly meetings for Cohort 2 FASIT Teams (6/30 and 10/20). The June workshop, *Becoming an Agent of Change*, focused on: a definition of change agents and their role in change initiatives, models of the change process, managing resistance, and strategies for effective change. The October workshop focused on generating ways to improve workplace climate and reality testing those ideas by answering three questions: 1) If we're serious about this idea, what would it take get it done?; 2) What makes it a good idea?; and 3) What makes it a bad idea? FASIT Teams were then provided with a draft Action Plan and instructed to start thinking about actions they will take in their units. The next workshop will focus on developing their Action Plans.

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: Data from the 2015 climate survey were cleaned, psychological constructs computed, and preliminary analyses were conducted. There were 1,584 usable responses, which is a 44% response rate. Respondents were encouraged but not required to provide a unique identification

code (University Identification Number): 567 respondents provided this number, of which 154 could be matched to 2013 climate survey data, resulting in a longitudinal individual-level data file that could be further supplemented with individual-level organizational data (e.g., promotions, salary, turnover, etc.). In addition, a department level ($n = 86$) longitudinal file was also created. We are just beginning to analyze these files.

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. The new plan to move the responsibility of the performances 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” – was deployed, and a single multi-media skit based on the Tonight Show with Jimmy Fallon was performed for all campers in a large group and then discussed in small groups. Based on the focus group that was conducted (10/8), the new implementation plan worked much better than previous rounds in terms of smoother operations, greater fidelity to the script, and more engaged discussion of the topics raised. Importantly, some of the previous skits that were developed are still being performed for the smaller discussion groups to underscore the topics in the main skit (e.g. How Animals Address Their College Professors-2013, British Commentators-2014). The Program Director will meet with the new Fish Camp Leadership Team in early 2016. It is anticipated that this updated plan will be implemented moving forward.

Regarding the NSC video, challenges still remain in terms of reliable implementation. While most units showed the video during the summer of 2015 without difficulty, one unit that had committed to showing the video did not end up showing the video at all. This problem was identified by chance which underscores the need for extensive communication with the units during implementation. During the fall, the Program Director discussed this issue with the college’s leadership. They indicated they did not have enough time to implement the 6 minute and 30 second video in the dean’s hour-long session because of the volume of other content that needed to be covered during that time. Currently, the ADVANCE Center is working with this unit to provide all students with an online link to the video prior to New Student Conferences. (Notably, this same unit is making the professional version of the NSC video for campus-wide use starting in spring 2016; this is a substantial savings to the ADVANCE Program.) Should an online implementation plan prove successful in the spring of 2016, this option will be shared with other units to implement in 2017.

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 Studies Team has been analyzing course evaluations from the spring 2013 semester using text analysis software called Linguistic Inquiry and Word Count (LIWC). Although there is no shortage of data, new challenges/limitations have been noted with using the LIWC software including (1) the inability to search for more than one word at a time, (2) the lack of context considered when analyzing individual words (e.g., “she is smart” is quite different than “she is not very smart”), and (3) the assumption that students spell words correctly in their comments (e.g., 21 students spelled knowledgeable as “knowledgable” without the “e”). **Findings:** We examined the extent to which women are more likely to receive comments from students than men. In the fall of 2013, there was a significant difference. Of the 22,688 online evaluations submitted that semester, 38% of the evaluations for women included comments, whereas 35% of the evaluations for men included comments ($t = -4.402$ (1, 20921), $p < .05$). In raw numbers, this is 4,510 comments out of 12,886 evaluations for men and 3,725 comments out of 9,802 evaluations for women.

For the **second** study, data from the 2015 Faculty Climate Survey were cleaned, psychological constructs computed, and preliminary analyses were conducted. There were 1,584 usable responses, which is a 44% response rate. (The response rates were 45% and 24% in 2013 and 2009 respectively.) Respondents were encouraged but not required to provide a unique identification code (University Identification Number): 567 respondents provided this number, of which 154 could be matched to 2013 climate survey data, resulting in a longitudinal individual-level data file that could be further supplemented with individual-level organizational data (e.g., promotions, salary, turnover, etc.). In addition, a department level ($n = 86$) longitudinal file was also created. We are just beginning to analyze these files.

For the **third** study, the Social Science Studies Team has reanalyzed 23 of the 28 studies included in Feldman’s (1993) meta-analysis. **Findings:** The results are virtually the same when all the studies are aggregated together. Feldman reported an average $r = .02$ (with women coded higher than men) between faculty sex and overall evaluation. We find a mean $r = .01$ (with women coded higher); however, this value increases to $r = .06$ when examining only the studies at the professor level of analysis, which is the most theoretically and statistically appropriate level of analysis to calculate faculty sex differences. All other levels of analysis (e.g., course and student), violate the assumption of independent data. Many of these studies included evaluations from STEM and nonSTEM classes mixed

together. There were too few studies that examined STEM discipline exclusively to examine them separately.

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: There were no merit raises at Texas A&M and 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: To take existing initiatives and efforts to the next level, the Vice President of Diversity, a member of the ADVANCE Leadership Team, launched a mini-grant initiative called *Diversity Matters*. The effort expands upon the ADVANCE mini-grant effort by inviting proposals from faculty *and* staff for *research* initiatives that seek to accelerate progress in achieving equity in representation and professional recognition of under-represented groups at TAMU. The VP for Diversity has set aside \$20,000 for this initiative. A call for proposals was publicized in early September, and the deadline was October 28. Award announcements are anticipated in the next reporting period. The ADVANCE Leadership Team, therefore, determined that this practice of diversity/climate improvement mini-grants was institutionalized and will continue to monitor such initiatives.

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 Jyotsna Vaid

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: The sustainability plan for this activity 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. Also, additional committee members/internal advocates have been identified and recruited in anticipation of the new cohort (Cohort 4) of non-STEM Scholars.

Significantly, we received 19 applications for Cohort 4, all of which were accepted into the program: 4 from STEM units (from the Colleges of Science and Liberal Arts) and 15 from non-STEM units (from the Colleges of Architecture, Education, Liberal Arts, Libraries, and Veterinary Medicine and the School of Public Health). Scholars from the non-STEM units are funded in full by their college; Scholars from STEM units are funded partially by their college and partially by ADVANCE. A networking event is scheduled for December 16 to bring all cohorts together.

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

Activity Leader – Dorothy Shippen

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: We do not anticipate further cohorts for this activity as we have spent the budgeted funds. However, in January of 2015, the Vice President for Research put out a call for up to 4 tenured faculty members to serve in part-time appointments (25-35% for 1-2 years) as Research Fellows. The goals of these fellowships are to develop new research capabilities, enhance research infrastructure resources, cultivate interdisciplinary activities, and develop programs and tools to enhance competitiveness of faculty to secure external funding. Further, fellows participate in the activities and operations of the Division. Two of the fellows that were selected, Drs. Clare Gill and Teresa Wilcox, are former ADVANCE Administrative Fellows. Dr. Gill is focused on core facilities for her fellowship, and Dr. Wilcox is focused on post-doctoral researchers. A third fellow is also a woman STEM faculty member, Haiyan Wang. Dr. Wang focuses on multidisciplinary grants and largescale grant initiatives. The

ADVANCE Leadership Team and the Administrative Fellows Committee will continue to monitor this practice of part-time administrative fellowships, which has now been institutionalized.

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. A paper was recently accepted for presentation at the 2016 Society for Industrial and Organizational Psychology conference in Anaheim, CA. **Findings:** This study examines academic leadership expectations of men and women leaders as reported by hosting members and Fellows. Fellows (all female) reported needing to learn to not take things personally and to learn more about the network of people in administration to help them navigate their new role. Although both male and female hosting members acknowledged that the same behaviors exhibited by women in administration are perceived differently than men in administration, most female hosting members stressed the importance of women taking ownership of their administrative roles, being assertive, and feeling empowered in their roles, particularly when others try to control the situation. Meanwhile, male hosting members tended to believe that women do not need to learn anything differently from men, that women tend to have some skills that men do not (e.g., organization and conflict-management skills), or that women need to refrain from reinforcing stereotypes about being overly emotional to perform effectively in their roles.

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, all of which have solid momentum: a Moms Group, Women Department Heads, and Academic Writing Groups. The ADVANCE Center held another luncheon for the Moms Group on 10/28; there were 35 participants, 31 of which were faculty. ADVANCE also hosted a lunch for the women department heads in the Center on 9/22. This was an opportunity for these administrators to provide feedback on how ADVANCE could further support them. Also, this group is willing to host an event for women faculty thinking about

departmental leadership; plans are currently underway. Several academic writing groups continued as well. Another writing workshop facilitated by the College of Education's Dr. Patricia Goodson took place on September 22; 15 women faculty attended, several of which joined an academic writing group.

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 next Roadmap Workshop is scheduled for April 17-19, 2016. Importantly, the College of Engineering has contributed \$25,000 to support the inclusion of graduate students in the workshop. This will allow their departments added opportunities for recruitment of women faculty. It may also be a model for sustainability moving forward.

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 2013 (n = 37), 2014 (n = 28), and 2015 (n = 39) workshop participants (N = 104) were invited to complete a survey in the spring of 2015; for the 2013 cohort it was Time 3, for the 2014 cohort it was Time 2, and for the 2015 cohort it was Time 1. Thirty-three participants completed the 2015 survey for a 32% response rate (19 responses came from the 2015 participants). In addition, 14 control participants (matched colleagues of the workshop participants) completed the 2015 survey.

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: Two STRIDE Workshops were scheduled during the reporting period: one on 8/24 and one on 10/8. Ten participants attended the 8/24 workshop, and 9 participants attended the 10/8 workshop. In addition to the scheduled workshops, one department, Wildlife & Fisheries, requested an abbreviated STRIDE workshop to be conducted during one of the departmental faculty meetings. A trained STRIDE facilitator fulfilled this request (11/10).

While the development of the previously reported Promotion & Tenure Workshop (using the STRIDE model) did not progress during the reporting period, a workshop on awards using the STRIDE model was developed and tested in the Psychology Department (9/9). *Improving Faculty Recognition in the TAMU Psychology Department* was designed using many of the materials for the spring 2014 LEAD Workshop, *Raising Faculty Profiles*. Participants provided feedback and the workshop is being streamlined for broader dissemination.

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, 69 pre-training surveys, 59 post-training surveys, and 15 2nd post-test surveys have been completed.

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

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: Three speakers were on campus during the reporting period. They are listed below along with the titles of their talks. Reports on each event will be available in the 2016 annual report. Notably, the speaker for Neuroscience and Experimental Therapeutics marks the first time that a unit has paid for their speaker to come campus through the ADVANCE Speaker Series.

Kathryn Clancy, Assistant Professor of Anthropology, UI-Urbana-Champaign
Nominated by Anthropology

“I’ve always thought about leaving:” The effects of harassment and assault on female scientists’ careers (9/28)

Ecological contexts in the study of women’s reproductive functioning: insights from the US and rural Poland (9/29)

Virginia Davis, Professor of Chemical Engineering, Auburn University
Nominated by Chemical Engineering

The 3 Rs: Recruit, Retain, Reward (9/29)

Nanocylinders: New Materials Meet 125 Years of Liquid Crystal Science and Engineering (9/30)

Francis Leslie, Professor of Pharmacology, UC-Irvine
Nominated by Neuroscience and Experimental Therapeutics

Tobacco and Nicotine Influences on the Adolescent Brain (11/19)

The Accidental Scientist (11/20)

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: Much time and effort was spent during this reporting period working on an updated program website. (The old website platform, Joomla, could no longer be managed on our server.) In order to take our efforts to highlight the successes of women faculty to the next level, we moved our platform to WordPress, created new features, and augmented existing features. We anticipate launching the new site at the beginning of spring semester, along with a newsletter that announces the February 18 data event, *Engaging the Data: Are we ADVANCE-ing?*

As indicated above (under STRIDE), a workshop on awards using the STRIDE model was developed and tested in the Psychology Department (9/9). *Improving Faculty Recognition in the TAMU Psychology Department* was designed using many of the materials for the spring 2014 LEAD Workshop, Raising Faculty Profiles. This workshop provides best practices for diversifying award nomination and selection.

DUAL CAREER PROGRAM AUGMENTATION

The ADVANCE Dual Career Program has continued to be an enormous asset for assisted job searches and the overall ADVANCE Program. Since the beginning of the program (3/17/14):

- 104 partners have been referred to the Dual Career Program for job assistance.
 - **29 have found employment** (15 within the TAMU System and 14 in the community);
 - 30 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);
 - 23 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);

- 7 clients have been referred to the Dean of Faculties office due to their interest in faculty positions;
- 1 client had been classified as “no status” because information has yet to be provided to the Program;
- Hundreds of job leads have been sent to clients (an average of 5/client/month);
- The DCPM has arranged 15 informational interviews for clients; and
- The average time to placement is 124 days.

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 (DCPC) 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. The DCPC also attended the New Faculty Orientation in August to share information about the program. The DCPC facilitated Lunch & Learn for the Department Heads on September 30, 2015. The HR Department that provides staff placement was also in attendance. A total of 25 participants attended the event. The DCPC has also attended 2 Chamber of Commerce events, 2 Lion’s Club events and at least 5 Employer in the Lobby/Career Fairs.

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. The Targeted organizations for future networking included the Lion’s Club (June), Scott & White Hospital, and The City of Bryan. Ms. Polk has been able to network with each of these entities and has added the following as additional community contacts: Blinn College (both campuses), The Brenham State Supported Living Center, Ellison Law Firm, BVCAA, etc. 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:

The Evaluation Team will provide an update in the next annual report.