



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

**Year 4 Annual Report
June 1, 2013 – May 31, 2014**

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SUMMARY

From June 1, 2013 to May 31, 2014, the Leadership Team continued to meet every other week as they have since the beginning of the grant. In general, these meetings are a time to come together as a cohesive group, problem-solve issues that may arise, and generate ideas for further program development. Specifically, these meetings are used to discuss progress on each of the twelve activities (each aligned to the Psychologically Healthy Workplace, the underlying framework of our program), the social science studies, and the evaluation plan. They are also a time for the Team to focus on overarching issues such as implicit bias or intersectionality and strategize on ways to further raise bias literacy on our campus. Other meeting topics may include sustainability, institutionalization, language used in interventions, communicating with the larger ADVANCE community, strategizing on engagement with ADVANCE units, and dissemination of programming to additional units. In essence, this “think-tank” is focused on issues impacting women STEM faculty from a number of perspectives. Further, these meetings are critical to keeping information flowing between the ADVANCE Center and upper administration and facilitates deliberation about our efforts relative to the broader university.

Key accomplishments during the reporting period for members of the TAMU ADVANCE Leadership Team and the larger ADVANCE community included fielding for the first time diversity videos at New Student Orientation and skits at Fish Camp as well as preparing for a second year of the same, preparing responses to the NSF’s 3rd Year Site Visit report, and establishing a second cohort of STRIDE Committee Members to facilitate the STRIDE Workshops. Additionally, the Leadership Team wrote and submitted a proposal for supplemental funds related to the NSF Career-Life Balance/ADVANCE initiative. This proposal was funded, and the Team hired a Dual Career Program Manager who is working with the Dean of Faculties (DoF) Office to augment the campus’ existing program (see Dual Career Program Augmentation section on Page 26). (The Dual Career Program Manager has also joined the Leadership Team.) This reporting period is further characterized by extensive planning for several other significant events including a Leadership Team Retreat on September 5, an ADVANCE Community Retreat on October 11, participation in the university-wide celebration of the 50th Anniversary of Inclusion of Women and African Americans at Texas A&M (fall semester), two visits from our External Evaluator Sandra Laursen (September 19-20 and April 24-25), two Internal Advisory Board meetings (September 23 and March 27), attendance and presentations at the UT-Pan American Dual Career Symposium (February 27-28) and the ADVANCE PI Workshop (March 2-4), a LEAD Workshop on faculty awards (April 3), and the Roadmap Workshop (April 7-8). Also, dissemination to non-target units gained substantial traction during this reporting period. Two new units have “bought in” to the ADVANCE program: the College of Medicine and the College of Veterinary Medicine and Biomedical Sciences; their participation, funded by each unit, begins over the summer. Further, other units (e.g. Bush School of Government and Public Service) have started requesting particular activities (e.g. STRIDE).

There are several notable promotions among the Leadership Team during this reporting period – all women in STEM who have moved into substantial leadership positions. The ADVANCE Evaluation Team Leader, Associate Professor Lori Taylor, has been appointed Director of the Mosbacher Institute for Trade, Economics, and Public Policy at the Bush School for Government and Public Service (effective January 1). The Principal Investigator, Sherry Yennello, has moved from her role as Associate Dean for Faculty Affairs in the College of Science to Director of the Cyclotron Institute (effective March 1). Co-PI Robin Autenrieth, has just been appointed department head of the Department of Civil Engineering (effective June 1). Another notable change during this time period is that President R. Bowen Loftin left the university and the Dean of the College of Agriculture & Life Sciences/Vice Chancellor of Agriculture &

Life Sciences for the TAMU System, Mark Hussey, was named Interim President (effective January 14).

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. Also, both teams made a particular effort to share their findings with the wider university community during this reporting period (see *Engaging the University Community* below). The SSS Team: analyzed the 2013 climate survey data; continued to code qualitative comments on local teaching evaluations and primary studies of quantitative ratings of teaching to determine under what circumstances are women STEM faculty rated differently than men; conducted and transcribed interviews with ADVANCE Administrative Fellows and their colleagues and gathered 24 pre- and post-STRIDE Workshop surveys; and made multiple presentations based on ADVANCE social science data at professional conferences (see Appendix A). Also, Adrienne Carter-Sowell, Assistant Professor of Psychology and Africana Studies and ADVANCE Scholar was officially added to the SSS Team. The Evaluation Team: cleaned and compiled administrative data on space allocations and conducted a preliminary analyses (Appendix F); updated the analyses of faculty salary, retention, and promotion (Appendices G-H); and analyzed the 2013 climate survey (Appendices I-K). They also cleaned and compiled data on program engagement and program activities (Appendix L); addressed evaluation issues related to the Student Diversity Activity including monitoring implementation of the Student Diversity Workshops (Appendix M) and surveyed faculty regarding student-faculty interactions (Appendices N-O); and conducting evaluations of other program activities including the LEAD Program (Appendix P), Roadmap Workshops (Q), and the ADVANCE Scholars Program (Appendix R).

ENGAGING THE UNIVERSITY COMMUNITY

Engaging the university community is a priority for the success and broad dissemination of the ADVANCE Program, 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, and this number continues to grow.

There are a number of ways in which the Program Director directly engages the university community. The Program Director:

- attends all ADVANCE committee meetings and has close ties with ADVANCE advocates;
- attends at least one of the ADVANCE Speaker Series talks to welcome speakers to campus and talk to them and other department members about ADVANCE;
- meets with faculty candidates to inform them about ADVANCE and the institutional commitment to women in STEM;
- is a member of the TAMU Diversity Operations Committee (DOC);
- is a member of the University's Work-Life Committee (WLC);
 - A university-wide wellness program known as "Wellness Works" is being rolled out this year, and the Program Director was invited to provide input on implementation as part of the WLC. This initiative is aligned with the Psychologically Healthy Workplace practices of Health & Safety and Work-Life Balance as it addresses three key areas critical to well-being: physical, financial and interpersonal.
- collaborates with the Women's Faculty Network to identify synergies and collaborate on events;

- was a member of the 50th Anniversary Celebration of Inclusion of Women and African Americans Committee;
 - This reporting period was concurrent with the University’s 50th Anniversary Celebration of Inclusion of Women and African Americans (inclusion.tamu.edu). The Program Director sat on the committee that planned the semester-long celebration that included a number of key events across campus. One such event was the October 30th performance of *Truth Values: One Girl’s Romp through MIT’s Male Math Maze*. ADVANCE partnered with the 50 Years of Inclusion Committee, the Colleges of Engineering and Science, the Math Department, and Women in Science & Engineering (WISE) to bring the play, which has been performed at number of ADVANCE institutions, to campus. Over 700 faculty, staff, and students attended this performance that was a conversation catalyst about gender equity in STEM. A panel of faculty spoke afterwards about implicit bias. Notably, the panel included Myrtle Bell, a diversity researcher from UT-Arlington, who was on campus as part of the ADVANCE Speaker Series.
- is a member of and collaborates with the TAMU Women’s Administrator Network (WAN);
 - ADVANCE partnered with WAN on the June 7 TAMU-Baylor Exchange Day. This was a day-long event that allowed administrators from both campuses to network and learn about issues facing women administrators. (ADVANCE Administrative Fellows were invited to participate in this event.)
- provides 1-2 hour implicit bias trainings/presentations upon request, for example:
 - New Student Orientation for graduate students at the Bush School of Government and Public Service (August 21)
 - Undergraduate Honors Program Leadership Team (December 6)
 - 3 leadership classes for the Corp of Cadets (February 18-19)

In addition to this more “routine” engagement, the members of the ADVANCE Leadership Team engaged the university community on a number of fronts during the reporting period. In addition to planning and holding their own retreat, the Leadership Team held a retreat for the ADVANCE community. The purpose of both retreats was to reflect on progress to date, strategize for the second half of the grant period, further engage the ADVANCE community, and allow members of the ADVANCE community to network with each other. Former NSF ADVANCE Program Officer Kelly Mack and Northeastern University’s ADVANCE Director Jan Rinehart (formerly of Rice’s ADVANCE program) participated in the community retreat. Dr. Mack was later asked to be a member of our External Advisory Board and has accepted.

The SSS Team presented climate survey results concerning sex differences and STEM/non-STEM differences on 4 forms of mistreatment (incivility, ostracism, sexual, and racial harassment) by faculty, staff, and students to the October 11 Community Retreat and March 27 Internal Advisory Board (heavily comprised of university senior leadership) meeting. The Evaluation Team met privately with Deans and other parties interested in the findings from the retention and salary studies, and made presentations to the Internal Advisory Board, the Diversity Operations Committee, and the Council of Principal Investigators (see the presentation in Appendix B). (The Council of Principal Investigators is an elected body representing principal investigators throughout campus.) The Dean of Faculties (and ADVANCE Leadership Team member) also made a featured presentation at the Women’s Faculty Network Spring 2014 Luncheon that drew heavily on results from the various ADVANCE evaluation reports.

ADVANCE invested effort in engaging two new colleges during the reporting period: the College of Medicine (COM) which became part of the main university in 2013, and the College of Veterinary Medicine and Biomedical Sciences. Both units signed memos of understanding in early May to participate in the ADVANCE program starting this summer. Each unit will cover incremental costs associated with their full participation in ADVANCE. This is the same model used with the non-target departments in the College of Agriculture and Life Sciences. Lastly, efforts to partner with other campus stakeholders on augmenting child care services continued. The Program Director and Social Science Studies Team Leader Dr. Stephanie Payne continued working to champion this effort.

ENGAGING THE ADVANCE COMMUNITY

The AIM network continues to be an invaluable venue for information sharing and networking. In addition to continued participation in monthly AIM meetings and regular and ongoing communication with the AIM community via email and phone, the Program Director continued to engage the University of Houston's ADVANCE Proposal Team in their efforts to resubmit their ADVANCE proposal. The Program Director met with this team and their University President on September 25, and has participated in several conference calls and webinars to plan for ADVANCE Regional Network (ARN) activities. Further, the Program Director participated in an External Advisory Board Meetings with Louisiana Tech's ADVANCE Team on August 14 and January 31. The Program Director also attended the ADVANCE PI Meeting in March 2014 to participate in the Lightning Talks session and present a poster on the Student Diversity Activity. The Principal Investigator and another Leadership Team member, Dr. Sarah Bednarz, planned to attend but were unable to due to inclement weather.

UPCOMING EVENTS

The summer months are generally a time to plan for the upcoming academic year. Activities that are planned for the upcoming reporting period include the following:

- A new Student Diversity Video (<https://www.youtube.com/watch?v=Qnl3UFm1LV8>) will be implemented for a 2nd year at New Student Conferences (May 29-August 26)
- New diversity skits will be performed at Fish Camp for a second year during seven sessions August 1-22 (skit scripts available during the next reporting period)
- We will meet with our External Advisory Board at the soonest possible date (the previously reported March 24th date had to be changed due to scheduling conflicts)
- a call for proposals for the next round of departmental mini-grants (including a workshop for those intending to submit proposals) (now moved to fall);
- an Internal Advisory Board meeting (date TBD); and
- A LEAD Workshop on Partner Placement (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 - Simon Sheather

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 committee for this activity met to 1) address the concerns reported by the NSF during their 3rd Year Site Visit, and 2) further fine-tune the program. The Workshops still follow the University of Washington model, but have been further refined as follows:

1. Implicit bias content is woven into each workshop as appropriate for the topic.
2. The content of the workshop sessions utilizes presentations, facilitated discussions, case studies, and small group activities to surface issues related to implicit bias.
3. Support materials related to implicit bias are provided to workshop participants. One example of support materials is the document, *Key Research Findings*, which includes summaries of key research studies related to implicit bias.
4. The department heads/leaders who are selected to plan each workshop receive implicit bias training from the Program Director through the planning phase of each workshop as a means to:
 - a. impact additional academic leaders on a deeper level *vis-à-vis* implicit bias; and
 - b. ensure their planning efforts are aligned with the goals of the LEAD Workshops.

The latest LEAD workshop demonstrated significant synergy between the Faculty Recognition activity and the LEAD Program activity. The Faculty Recognition committee met in fall 2013 to discuss ways in which ADVANCE could more systematically influence recognition of women STEM faculty. One concern was that Department Heads and Awards Committees may not have a firm understanding of best practices for faculty recognition (some departments do not have an awards committee) and how implicit bias impacts the awards process. This conversation was shared with the LEAD Activity Leader, Simon Sheather and the Dean of Faculties (DoF), Michael Benedik (ADVANCE Leadership Team). It was then decided that the next LEAD Workshop would be on *Raising Faculty Profiles*. Again, the DoF worked with the ADVANCE Center to develop and co-facilitate the workshop with other faculty who were identified as being particularly adept at raising faculty profiles: Emile Schweikert, former Department Head in Chemistry, Marcetta Darenbourg, Distinguished Professor in Chemistry, and Robin Autenrieth, Interim Department Head in Civil Engineering (also ADVANCE Co-PI). Blanca Lupiani, Associate DoF (and former ADVANCE Administrative Fellow) also participated in the workshop development. The group met with the Program Director 3 times to plan the workshop. The final agenda is in Table 1 below. Institutional data on awards was analyzed and presented in the workshop. Further, the workshop contained a review of national awards and the impact of implicit bias on faculty recognition as well as best practices for recognizing faculty. Workshop presentations, including a document of best practices generated by participants, are located at <http://advance.tamu.edu/index.php/faculty-recognition/faculty-recognition.html#RaisingFacultyProfiles>. The 4-hour workshop was held on April 3, 2014; 23 department heads and award committee members attended. As a follow up, the ADVANCE brochure, *Awards Can Advance Your Career*, will be sent out to all women STEM faculty for a second time (last sent in 2012) and the workshop materials will be shared with all department heads.

(Grawitch et al (2009). *Consulting Psychology Journal: Practice and Research*, Vol. 61, No. 2, 122–135.)

Table 1 April 3, 2014 LEAD Workshop Final Agenda – Improving Faculty Recognition		
Session	Topic/Format	Facilitator
Introduction	Scope of issue / Existing policies and practices	Dean of Faculties
TAMU Data	Presentation/Facilitated Discussion: What Do Awards Look Like at TAMU?	Department Head 1
Barriers / <i>Impact of Implicit Bias</i> on Faculty Awards	Presentation/Facilitated Discussion: A Look at National Awards	Department Head 2
Best Practices I	Best Practices for Faculty Recognition	Department Head 3 & Distinguished Professor
Best Practices II	Small Group Discussion and Report Back: How would you/do you implement best practices in your department?	Program Director
ADVANCE	Program Overview / Announcements Workshop Evaluation (including the extent to which participants plan to use the information they learn)	Program Director

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 the FASIT Teams (October 29 and May 7). The October meeting focused on *Unintentional Bias* and again addressed mental models and implicit bias while introducing intersectionality and the impact of advantage and disadvantage in the workplace. Participants engaged in activities where they identified their own advantages and disadvantages using the “identity wheel” from Diller et al (*The Gender Question in Education: Theory, Pedagogy and Politics*, 1996. Boulder, CO: Westview Press). Advantage and disadvantage was also surfaced through small group discussion of various scenarios depicting situations where bias among and between faculty and staff was present. Examples include:

Scenario 1: 5. Five senior faculty and several staff members have been having a noontime Bible Study in their department's conference room for the last several years. They always invite new faculty and staff to attend. The department recently hired a new female faculty member from India. It is unclear what her religious affiliation is, but she is single. One senior faculty member was overheard telling another member of the group about how they have invited her to the Bible Study every week for the last few months. The faculty member also says that the department won't retain her if she stays single, and that the goal is to get her to attend their church where there is a thriving singles group.

Scenario 2: In order to provide optimal "customer service," a staff member consistently and efficiently types up documents and completes travel forms for the faculty with whom they have worked the longest, the senior male faculty. The same staff member declines to do the same for the junior female professors. When their supervisor addresses this issue, the staff member said that the men didn't have the same typing skills as the women.

Because teams are at various stages of progress with their Action Plans and because department heads are essential to the success of this program, the FASIT Committee determined that a meeting with department heads approximately mid-way through the program would be critical. Accordingly, the May quarterly meeting was with FASIT Teams and their department heads. The goals of this meeting were to provide a FASIT Program refresher for the department heads, discuss what the departments have been doing, recall the roles of FASIT Teams and Department Heads, and determine where each team goes from here. The Program Director and Activity Leader provided a briefing, a status report on the activities to date, time for the teams to engage one another and fine-tune their Action Plans, and follow up instructions.

During the reporting period, the committee also spent time recruiting a new cohort of FASIT Teams, planning for the new cohort's training (to begin in the fall), developing a program brochure, and establishing a long-term program timeline. Additionally, one of the FASIT Teams requested that the Program Director and Activity Leader provide a "mini-FASIT" presentation for their department as part of their Action Plan (Soil & Crop Sciences). This event took place on April 21, and approximately 20 faculty and staff attended.

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: During this time period, the Social Science Studies Team produced an analysis-ready research database and codebook of 2013 Climate survey data. The final sample included 1,222 out of 2,689 faculty recruited (45% response rate; 65% male; 59% White). Preliminary results were presented at the October 11, 2013 Community Retreat. Additional analyses were presented at the Internal Advisory Board meeting on March 24, 2014. Findings to date show that women faculty across the university (i.e., STEM and non-STEM) experience more workplace ostracism, incivility, sexual harassment, and racial harassment from faculty, staff, and students compared to male faculty. There was no significant difference between STEM faculty and non-STEM faculty (gender combined) in

experiences of mistreatment. However, within STEM, women faculty reported more incivility from faculty and staff, ostracism from faculty, and sexual harassment from faculty, staff and students than did male STEM faculty. Moreover, these experiences were positively correlated with psychological distress, job burnout, and somatic health symptoms for women STEM faculty.

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: In summer 2013, the ADVANCE Center initiated for the first time two interrelated strategies for this activity:

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

The content of both the skits and video were similar and was developed through the ADVANCE Program. In order to assess implementation, the Program Director and members of the Evaluation Team visited Fish Camp and one New Student Conference in each STEM college. They reported back to the committee on the findings (August 20) so as to further refine and develop the program. While no major issues with the Fish Camp skits were identified, there was great variety in the way each video was shown at NSC. In one college, there was a thoughtful introduction about why diversity in STEM is important followed by a short but robust discussion with students. In another college, the video was played with little introduction or discussion. The committee concluded that more engagement with those showing the video would be necessary for summer 2014.

Of significance, there was anecdotal evidence that the Fish Camp initiative has had an impact. For example, three faculty (two women, one male) who were attending Fish Camp as namesakes last summer sought out the Fish Camp Student Director to share their appreciation for the ADVANCE skits. (Fish Camp is divided into seven sessions and within each session there are six camps. Each camp is named after an individual that has contributed to Texas A&M in a positive way. Being selected as a Fish Camp Namesake is considered an honor.) Further, when the Program Director visited Fish Camp in summer 2013 to assess the skits, a female student provided unsolicited comments about her appreciation for the implicit bias presentation that was given during counselor training in spring 2013. Another student, a male veterinary medicine student, emailed the Program Director after the same training with his ideas for improving the representation of women STEM faculty. Perhaps most telling, during the first week of the fall 2013 semester, there were a number of faculty reports of students asking women STEM faculty how to address them.

On March 6, the Program Director met with Fish Camp Leadership and their Staff Advisor to plan for the ADVANCE portion of the 2014 counselor training. During that meeting, the following was discussed:

Area of Resistance: In December, 2013, a video that was made by Fish Camp students using the script from an ADVANCE skit was posted to YouTube. This video was brought to the Program Director's

attention by a student who was both a Fish Camp Counselor and a member of the ADVANCE Evaluation Team. The video depicted two male students performing the “Professor Rap” and included content that was deemed by ADVANCE and the Office of Diversity to be inappropriate. The Program Director addressed this issue with Fish Camp Leadership who also found the video inappropriate and the following were the outcomes:

1. Fish Camp had recently implemented a new process to prevent things like this in the future: one of the co-Directors is reviewing the content of all their skits and working to ensure a) appropriateness and b) that performances maintain/demonstrate fidelity to the intention of the skits. By extension, that speaks to the video.
2. Both Fish Camp Leadership and ADVANCE will underscore with the counselors that all performances should align with the values of respect and inclusiveness at all times.
3. The video was removed from YouTube.

In further preparation for summer 2014, we established new skits and produced a new video by doing the following (see video at <https://www.youtube.com/watch?v=Qnl3UFm1LV8>; scripts for the Fish Camp skits will be available in the next report):

- incorporated faculty input by conducting a very brief online survey to identify what student behaviors present the greatest obstacles to faculty success and the frequency with which disrespectful comments toward faculty are experienced or observed;
- expanded the content to address issues such as faculty credentials, email etiquette, and other dimensions of identity in addition to gender and race (e.g. country of origin);
- incorporated the Aggie values of Respect, Leadership, and Excellence as they relate to diversity by addressing *Texas A&M’s Vision 2020: Creating a Culture of Excellence imperative: Diversify and Globalize the A&M Community*; and
- worked with Fish Camp leadership to conduct focus groups with the counselors to further understand how our messages are received among these student leaders:
 - On November 25, the Program Director conducted an informal focus group with Fish Camp Counselors and Co-Directors (N=9). The Staff Advisor for Fish Camp also attended. Students were asked about the implicit bias training for counselors - How can ADVANCE more effectively deliver our message? What might we do differently? They were also asked about the skit competition - What worked well? What didn’t work well? – and about the skits themselves (content, effectiveness, etc.). The input was being used to fine tune the program.

In order to improve the program, we also engaged in a number of other tasks:

- we asked the Fish Camp Director to sit on the committee for this activity as well as to nominate one or two co-directors to sit on the committee so as to ensure continuity in liaising with ADVANCE as Fish Camp Leadership changes;
- we worked with those who present the NSC video to standardize the presentation and further encourage dialogue with students about content; and

- we delivered a more formal implicit bias presentation for the Fish Camp Co-Chairs on March 31 (100+- student leaders) and Fish Camp Counselors on April 6 (1000+- student leaders) where the skit competition is announced. (The presentation is in Appendix C.)

We are currently working to encourage faculty through newsletters or other publications to enhance the message delivered at Fish Camp and NSO and foster respectful behavior (e.g. make clear how they wish to be addressed, addressing email etiquette etc.). We also plan to explore other student populations in the future such as the Corp of Cadets. Notably, the Program Director (PD) was invited by a faculty member to talk about implicit bias in a Corp class on leadership. The PD presented to three sections of the same course on February 18-19. Additionally, Cadets in this same faculty member's class have expressed an interest in having ADVANCE work with the Corp. This will be explored once the main components (skits and video) are solidly in place.

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. Unfortunately, reading in the course evaluation comments into the software program has proven to be challenging and requires multiple manipulations of the files. Analyses for these data will be complete by the end of summer 2014. In the meantime, a pilot study using a manual coding approach that revealed no significant differences on comments for men and women was presented at the annual Society for Industrial and Organizational Psychology conference in Honolulu, HI on April 18.

For the **second** study, the Social Science Studies Team produced an analysis-ready research database and codebook of 2013 Climate survey data. Preliminary results were presented at the October 11, 2013 Community Retreat. Additional analyses were presented at the Internal Advisory Board meeting on March 24, 2014.

For the **third** study, the Social Science Studies Team has worked diligently to review articles to determine if they meet our meta-analysis inclusion criteria (each primary study must empirically examine at least 2 college/university-level classes/professors and there has to be variability on professor sex; sex data have to be linked to student evaluations of teaching with sufficient information to calculate an effect size). We have revised and improved our coding system to ensure we are extracting all

pertinent information from each primary study. To date, we have coded 46 studies conducted between 1936 and 2013. We have also identified 42 studies that are not codable due to insufficient information provided by the primary study authors. We intend to complement our quantitative (meta-analytic) review with a qualitative review, in order to fully summarize the studies examining sex differences in the research literature. We hope to complete coding by the end of the summer. In the meantime, we presented preliminary results revealing minimal differences between men and women on student evaluations of teaching at the annual Society for Industrial and Organizational Psychology conference in Honolulu, HI on April 19.

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

Departmental Mini Grants (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: Eight proposals, including 1 from a non-STEM department in COALS, were received from 7 departments in 2013 (see Table 2). Departments requested a total of \$56,100 and proposed \$17,000 in matching funds. The committee selected 4 STEM proposals for awards totaling \$18,500. Matching funds for these proposals equals \$4,700. COALS will fund \$3,750 for the proposal from Agricultural Economics; the department will provide \$1250 in matching funds.

The amount awarded by ADVANCE in 2013 is lower than in previous years for two reasons:

1. fewer proposals were received, and more importantly,
2. the nature of the proposals received was not largely focused on initiatives that *directly* impact department-specific climate challenges, deploy truly innovative strategies, or involve a large portion of the faculty.

The committee for this activity, as well as the ADVANCE Leadership Team, began to address this issue in May, 2013 when reviewing the proposals. The feedback from the 3rd Year Site Visit that we received from the NSF in June confirmed TAMU ADVANCE's concerns that we were not receiving proposals that addressed the most challenging climate issues. In order to address this, TAMU ADVANCE aims to change the call and review process for Departmental Mini-grants in the following ways:

1. The ADVANCE Center will hold a workshop for those considering submitting a proposal prior to the next Request for Proposals. (We will also include committee members so as to further educate this group of faculty.) This will allow us to disseminate the literature on climate and gender, share strategies to address climate at the unit level, and provide guidance on what type of initiatives we are looking to fund. *We are now targeting fall for this event.*
2. We will refine the Request for Proposals to indicate that preference will be given to proposals that:
 - a. demonstrate broad departmental participation as evidenced by the targeting of a large fraction of department faculty and specifically address department climate; and
 - b. derive from the department's climate assessment that is tied to the University Diversity Plan (UDP).
3. In order to encourage greater impact, funds will be distributed amongst fewer awardees to support larger-scale endeavors and encourage a more competitive process. Further, the program will be renamed so as not to reflect "small-scale" or "mini" (e.g. ADVANCE Departmental Awards).
4. The Dean of Faculties Office and the Office of the Vice President and Associate Provost for Diversity will partner with ADVANCE to co-sponsor innovative proposals that demonstrate a partnership between STEM and non-STEM departments.
5. The committee will provide feedback to departments that receive awards based on the department's mid-term and annual reports to create a stronger feedback loop.

Table 2 – 2013 Departmental Mini-Grants

Department/ College	Amount Requested	Matching Funds	Amount Awarded	Proposal Aims
Agricultural Economics	\$3,750	\$1,250	Recommend for Full Funding by COALS	<ul style="list-style-type: none"> bring to campus four prominent economists who will serve as role models for faculty speakers chosen based on eminence in profession and shared interests with department's women faculty
Biology	\$10,000	\$5,000		<ul style="list-style-type: none"> travel expenses for 10 prominent female scientists to come to campus
Entomology	\$12,100	\$6,050		<ul style="list-style-type: none"> brainstorming" retreat to establish multi-lab collaborations student rotation in the research laboratories of women faculty themed monthly lunches open to the entire departmental faculty purchase textbook for women faculty: <i>Interdisciplinary Research Teams: The Scientist's Guide to Building Strong, Productive Teams</i>
Math	\$4,200	\$2,000	\$4,200	Continuation grant to further build community among all women faculty separated by rank/geography by holding: <ul style="list-style-type: none"> two retreats led by a professional facilitator, and five Friday gatherings
Political Science (1)	\$9,600	\$2,700	\$6,900	Three interrelated strategies: <ul style="list-style-type: none"> a workshop on building professional networks including developing mentoring relationships a workshop on how to mentor and assist junior scholars' professional development bring women scholars to campus to build mentoring relationships with the department's women faculty
Political Science (2)	\$7,250			<ul style="list-style-type: none"> a speaker series with nationally-prominent senior female political scientists
Psychology	\$5,700		\$3,900	Two interrelated strategies: <ul style="list-style-type: none"> build greater sense of departmental collegiality through monthly faculty meetings focused on Psychology subfields' constructs of gender and race outside speaker to address issues raised in monthly meetings
Sociology	\$3,500		\$3,500	Two interrelated strategies focused on mid-career faculty: <ul style="list-style-type: none"> a cross-department (social sciences) workshop related to service issues and competing demands led by external speaker who is both a STEM researcher and expert in gender issues supplemental funds for women associate professors to spend an extra day at annual professional association meetings that involve significant service activities

Note: Colored rows indicate funded proposals. Political Science and Psychology received partial awards. Funds were only provided for one year of 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: Since our last update, we made a concerted effort to encourage Cohort 1 Scholars to travel to see their Eminent Scholars/Mentors before the end of September 2013. Eighty five percent of Cohort 1 Scholars completed visits with their mentors before their formal two-year participation concluded. One extension has been granted for a Scholar whose Eminent Scholar has been ill. In addition, two of the three members in Cohort 2 have traveled to visit their mentors. All reported that their meetings were extremely beneficial, and in several cases, Eminent Scholars/Mentors provided Scholars with opportunities to deliver scholarly presentations to various audiences.

Thank you letters were sent to all cohort 1 Eminent Scholars/External Mentors, and we are nearing completion of issuing all of their stipend payments as an additional gesture of our appreciation for their service and support.

In June of 2013, we accepted our third cohort of Scholars. Two identify as Hispanic and one identifies as Black. Two are in ADVANCE target-departments and one is in a non-target department. The cost of the non-target department scholar's participation is being covered by the College of Agriculture and Life Sciences (COALS). Internal Advocates were assigned to these new Scholars and all have been matched with external Eminent Scholars/Mentors. One member of cohort 3 has already hosted her Eminent Scholar/Mentor on our campus.

On April 23, we hosted a luncheon for the ADVANCE Scholars and the committee/internal advocates. We shared the results of the Cohort 1 evaluation and discussed ways to keep those who have completed the program engaged. We are currently planning a reception to recognize the Cohort 1 Scholars that includes their deans and department heads. We continue conversations about ways to institutionalize these efforts and provide ongoing support.

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: During the reporting period, the committee confirmed a 2013 candidate for a position as Associate Dean for Undergraduate Research in the College of Science: Dr. Ginger Carney. Dr. Carney has been a member of the Biology Department since 2004, and her research focuses on genetic control of courtship behaviors in insects. In her position, she has reinforced an ongoing college-wide commitment to research excellence, not only at traditional faculty and graduate levels but also during the formative undergraduate years, when students are making critical decisions about their futures and forming vital first impressions about higher education as well as the overall research/scholarly knowledge-generation enterprise.

A position that was approved for the Vice President for Research's (VPR) office in 2013 was not filled. Several people served in the VPR position in a year's time which inhibited this process. A permanent VPR was named in February: Dr. Glen Laine. Several attempts were made to follow-up on this position, but the VPR's office did not respond.

A new call was sent out in December for the 2014 cohort. Two position applications were received and approved: one for an Assistant Provost for Graduate and Professional Studies and one for an Associate Department Head for Operations in Biology. While the candidate for Assistant Provost is still pending, a candidate has been approved for the Associate Department Head position: Dr. Deb Bell-Pedersen. Internationally renowned for her research on the mechanisms underpinning the biology of cellular clocks, Bell-Pedersen joined the Texas A&M Department of Biology in 1997 following postdoctoral work at Dartmouth Medical School that focused on molecular studies of the circadian biological clock in *Neurospora crassa*. She rose to professor of biology in 2007. In her new role, she will function as Head of Biology when the Head is unavailable, chair the department's Annual Review Committee which provides pre- and post-tenure review for departmental faculty, oversee tenure and promotion process, develop and implement a faculty mentoring program, advise the Department Head on budgetary and operational matters, and develop opportunities for interactions between the Department of Biology and other units on campus.

As previously reported, joint programming for the SEC Fellows (8 to date, 4 of which are female, some of which are also ADVANCE Administrative Fellows) and 7 ADVANCE Administrative Fellows has been underway. On December 2, these "budding" administrators met as a group for the first time to network and share what they hope to learn in their administrative positions. Additional events, including "speed networking" with other campus administrators, are currently being planned. Additionally, scheduling of the monthly lunch series for the ADVANCE Administrative Fellows from all cohorts to meet with campus administrators continued and now includes SEC Fellows.

Social Science Study Summary: In conjunction with this activity, Mindy Bergman is leading the social science study in which Administrative Fellows and their colleagues are interviewed. The working title of

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

Social Science Study Update: Semi-structured interview protocols for both the Fellows and their colleagues probe the efficacy and fit of the position into the host unit (all respondents), components of the psychologically healthy workplace model (especially work-life balance; Fellows), and the effects of joining administration on faculty career trajectories such as maintaining an active research program (all respondents).

A total of 52 interviews have been conducted to date, with seven 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 will begin in the summer of 2014.

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: The Writing Club of women STEM faculty that started in spring 2012 continued to meet weekly during the reporting period. The Writing Club of women STEM faculty that resulted from the College of Agriculture and Life Science’s mini-grant began meeting in December 2012 and continues to meet.

In addition to the Writing Clubs, efforts to initiate an elder care group based on the New Mom’s group model continued. The ADVANCE Center organized and held a university-wide panel discussion on elder care. The event took place on November 12 and included experts from across campus and the local community. Advertising was targeted at women faculty in STEM; however, all university employees were invited to attend. There were approximately 45 participants for this event, the first of its kind on campus. Both faculty and staff attended. Sixteen participants signed-up afterwards to participate in informal, informational, on-campus meetings about elder care. It is hoped that success circles will form as a result of these gatherings. Programming for upcoming meetings is pending.

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 third Roadmap for a Successful Academic Career Workshop took place April 7-8, 2014. Forty-six women applied, including for the first time participants from the College of Veterinary Medicine and Biomedical Sciences (VMBS). (Participation was paid for by VMBS.) The College of Medicine was invited to participate as well, however, no candidates were identified by the College.

Of the 46 applicants, 37 women were accepted and 28 attended. Fourteen of the applicants were external to the university/system, heard about the workshop, and applied without being nominated by a department. In order to maximize opportunities for recruitment, the ADVANCE Director worked to identify departments that would be interested in meeting with these applicants. Five candidates were of potential interest to departments (Biology, Biomedical Engineering, Electrical Engineering, Materials Science & Engineering, and Mechanical Engineering) and were invited to attend the workshop and give a departmental seminar. (The other 9 candidates were not of interest to their related departments.) Of the 5, 3 accepted, one of which has expressed great interest in applying for a faculty position.

Table 3 describes attendee demographics. It should be noted that 28 faculty and staff from across campus participated in this event either through planning efforts or Workshop presentations (see Appendix D for the final agenda).

Table 3 2014 Roadmap Workshop Demographics N=28	
Institution:	16 TAMU 2 TAMUS 10 External
Rank:	11 Assistant Professors (5 external/system) 17 Postdoctoral Researchers (6 external)
College:	Agriculture = 8 Engineering = 4 Geosciences = 5 Liberal Arts = 5 Science = 2 Veterinary Medicine = 4
Race/Ethnicity:	Caucasian = 20 African American/Black = 2 Asian = 4 Hispanic = 2

At the end of the Workshop, participants were asked to complete a short Workshop evaluation. Twenty-three of the 28 attendees completed the evaluation, and all agreed or strongly agreed (except where noted) that:

1. The Workshop content was useful and relevant (one neither agree nor disagree)
2. The presentation of material was clear and understandable
3. Presenters were well informed on the topics covered
4. Presentations were interesting and enjoyable
5. The Workshop materials were useful, and
6. Overall I was satisfied with the workshop.

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

Social Science Study Update: All 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-eight participants completed the 2014 survey for a 36% response rate (16 responses came from the 2014 participants). In addition, 26% ($n = 10$) of 2014 survey respondents nominated a colleague to also participate. We are currently in the process of contacting workshop participants by phone to recruit them to participate as well as their nominated colleagues and other potential control participants (by examining workshop participant departmental websites for colleagues who could serve as controls).

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: The Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Committee - the group of influential faculty and administrators that started meeting in August 2012 - completed the last of their regular meetings in the fall. They finished the facilitated review of the implicit bias literature and finalized the presentation.

During the fall, the ADVANCE Center began scheduling the first STRIDE Workshops. Four cross-departmental workshops were scheduled for the spring semester. Ten participants attended the 1/21 workshop, 3 showed up for the 2/27 workshop, the 3/21 workshop was cancelled due to low number of registrants, and the 4/18 workshop had 6 participants. The Leadership Team and Activity Committee are currently strategizing on ways to increase participation and/or determine the appropriate number of workshops to offer each semester. Notably, the dean of the College of Engineering has told all search committee members that they must attend either the STRIDE Workshop or the Dean of Faculties Search Committee Training (which is more focused on administrative procedures).

Three college-based workshops were conducted by request: the College of Medicine (September 27), the College of Liberal Arts (October 30), and the College of Agriculture and Life Sciences (May 6). Seven faculty participated in the COM workshop, nine faculty participated in the Liberal Arts workshop, and 14 department heads and search committee chairs attended the Agriculture workshop (the Executive Associate Dean and Interim Dean also attended this event). Evaluations of these first workshops indicated that they were a success. The presentation can be viewed at the bottom of the following webpage: <http://advance.tamu.edu/index.php/stride-program/stride-program.html>.

In addition to the Workshops, a second cohort of committee/facilitator participants were identified, recruited, and attended a kickoff meeting on December 17. Their study sessions, led by Social Science Study Team Member Mindy Bergman and the Program Director, began in early February (see Table 4 below). The final training session is currently being scheduled. The Cohort 2 Committee Members include:

1. Mary Alfred, Executive Associate Dean, College of Education
2. Craig Coates, Associate Professor, Entomology
3. Jeff Kapler, Department Head, College of Medicine
4. Richard Kreider, Department Head, Health & Kinesiology
5. Blanca Lupiani, Assoc Dean of Faculties, Professor, Vet Med
6. Mike Pishko, Director, National Center for Therapeutics Manufacturing / Professor, Biomedical Eng
7. Farida Sorabji, Professor, College of Medicine
8. Ben Wu, Director, Center for Teaching Excellence / Professor, Ecosystems Science & Management

Notably, the dean of the Bush School for Government and Public Service attended a Women's Faculty Network spring event and learned about the STRIDE Program. He has requested a STRIDE Workshop for his college. Also, the College of Agriculture & Life Sciences has requested that ADVANCE develop a Promotion & Tenure Workshop using the STRIDE model. Both these initiatives will be addressed during the summer months.

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 2014. Thus far, 24 pre-training surveys and 24 post-training surveys have been completed.

Table 4 Reading List for Workshop Facilitators (STRIDE Committee Members)		
Session	Topic	Reading
Pre-Sessions Reading	Establishing a framework	<ul style="list-style-type: none"> Selected readings (Chapters 1, 4, 5, 7, 11, 12, and 14) from <i>Why So Slow? The Advancement of Women</i> by Virginia Valian (1999). Online tutorials http://www.hunter.cuny.edu/gendertutorial/index.html
1	Where are we headed?	<ul style="list-style-type: none"> The STRIDE Presentation
2	Intergroup Conflict & Implicit Bias	<ul style="list-style-type: none"> Selected readings (selections from Chapters 4, 7, & 13) from <i>Social Psychology</i> by E Aronson E, TD Wilson TD and RM Akert (2010). Fiske, ST (2002). What we know about bias and intergroup conflict, the problem of the century. <i>Current Directions in Psychological Science</i>, 11(4): 123-128. Bertrand, Chugh, & Mullainathan (2005). Implicit discrimination. <i>American Economic Review</i>, 95(2): 94-98.
3	Why is STRIDE important?	<ul style="list-style-type: none"> Goldin & Rouse (2000). Orchestrating impartiality: The impact of “blind” auditions on female musicians. <i>Amer Econ Rev</i>, 90(4): 715-741. Carrell et al (2010). Sex and Science: How Professor Gender Perpetuates the Gender Gap. <i>Quarterly Journal of Economics</i>, 125(3): 1101-1144. Moss-Racusin et al (2012). Science faculty's subtle gender biases favor male students. <i>PNAS</i>, 109(41): 16474-16479.
4	Gender, Evaluation, & Accumulation of Disadvantage	<ul style="list-style-type: none"> Steinpreis et al (1999). The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study. <i>Sex Roles</i>, 41(7-8): 509-528. Wenneras & Wold (1997). Nepotism and sexism in peer-review. <i>Nature</i>, 387(6631): 341-343. Martell et al (1996). Male-female differences: A computer simulation. <i>American Psychologist</i>, 51(2): 157-58.
5	Gender, Letters of Recommendation & Awards	<ul style="list-style-type: none"> Trix & Psenka (2003). Exploring the color of glass: letters of recommendation for female and male medical faculty. <i>Discourse & Society</i>, 14(2): 191-220. Schmader et al (2007). A Linguistic Comparison of Letters of Recommendation for Male and Female Chemistry and Biochemistry Job Applicants. <i>Sex Roles</i>, 57(7-8): 509-514. Lincoln et al (2012). The Matilda Effect in Science: Awards and prizes in the US, 1990s and 2000s. <i>Soc Studies of Science</i>, 42(2), 307-320.
6	Other Dimensions of Identity and Intersectionality	<ul style="list-style-type: none"> Dovidio, J. F. and S. L. Gaertner (2000). Aversive racism and selection decisions: 1989 & 1999. <i>Psych Science</i>, 11(4): 315-319. Bertrand & Mullainathan (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. <i>The American Economic Review</i> 94(4): 991-1013. Hebl et. al. (2002). Formal and Interpersonal Discrimination: A Field Study of Bias Toward Homosexual Applicants. <i>Personality and Social Psychology Bulletin</i> 28(6): 815-825. Selected readings (Chapter 2 and pages 113-115) from <i>Presumed Incompetent: The Intersections of Race and Class for Women in Academia</i> by Gabriella Gutierrez y Muhs et al (2012).
7	Remedies	<ul style="list-style-type: none"> Smith et al (2004). Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty. <i>The Journal of Higher Ed</i>, 75(2): 133-160. Bauer & Baltes (2002). Reducing the Effects of Gender Stereotypes on Performance Evaluations. <i>Sex Roles</i>, 47(9-10): 465-476.
8	Remedies	<ul style="list-style-type: none"> Heilman, M (1980). The impact of situational factors on personnel decisions concerning women: Varying the sex composition of the applicant pool. <i>Organizational Behavior and Human Performance</i>, 26(3): 386–395. Huffcutt & Roth (1998). Racial Group Differences in Employment Interview Evaluations. <i>Journal of Applied Psychology</i>, 83(2): 179-189.

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: The 2013-14 speakers and summaries of their talks are listed below.

Jacqueline Barton, Professor of Chemistry and Chair of Chemistry and Chemical Engineering
Nominated by Chemistry

Signaling through DNA (October 29)

Targeting DNA Mismatches with Metalloinserters (October 30)

These two technical talks attracted 50-80 attendees comprised of faculty and graduate and undergraduate students.

Reflections of a CalTech Administrator (October 30)

This was an informal lunchtime event attended by 7 STEM women faculty and one male STEM faculty member.

Rita Bowser, Vice President, Westinghouse Electric Company
Nominated by Nuclear Engineering

Nuclear Power: A Journey of Continuous Improvement (October 29)

Approximately 120 people attended this event. Approximately 10% of the audience was comprised of women, which is consistent with the department's current student population (there is only one female T/TT faculty member out of 17).

It's OK to Wear Earrings in the Board Room and Other Myths Exposed (October 30)

Approximately 40 people attended this talk including a female associate professor from the Philosophy Department, a female research scientist from nuclear engineering, the host female faculty, female staff from nuclear engineering, the Women in Nuclear chapter officers, and several women graduate students from the host department and other departments.

Myrtle Bell, Professor of Management, UT-Arlington
Nominated by Psychology

Seeing the World through Diversity Lenses (October 30)

Over 100 faculty, staff, and students attended this talk, and Dr. Bell served as panelist for the post-performance discussion of *Truth Values* the same evening.

Wendy Crone, Prof of Eng Physics & Assoc Dean for Grad Education, University of WI-Madison
Nominated by Mechanical Engineering

Human Cardiomyocyte Response to Micropatterned Feature Widths (February 21)

This talk was attended by 7 people including 1 female Mechanical Engineering assistant professor, 1 male Mechanical Engineering associate professor, and 1 female Biomedical Engineering associate professor. Four Mechanical Engineering graduate students also attended (2 female, 2 male).

Survive and Thrive: Guidance for Untenured Faculty (February 21)

This talk was attended by 15-20 people. The group included 1 female Mechanical Engineering female assistant professor, 1 female Chemical Engineering assistant professor, 1 male Mechanical Engineering associate professor, 1 male Mechanical Engineering full professor, and several graduate students.

Bonnie Dunbar, Former Astronaut, Professor of Mechanical & Biomedical Engineering, and Director of the STEM Center, University of Houston
Nominated by Mechanical Engineering

Personal Observations: The Journey of a Cowgirl to Space and Back (February 26)
Event Report Pending

Exploration of Space: The Rewards and the Technical Challenges (February 26)
Event Report Pending

Wendy Graham, Carl S. Swisher Eminent Scholar in Water Resources in the Department of Agricultural and Biological Engineering, University of Florida
Nominated by Biological & Agricultural Engineering

Geologic, Vegetative and Climatic Controls on Stream-Flow Generation Processes in the Santa Fe River Basin: Lessons Learned From an Integrated Hydrologic Model (March 18)

Several faculty and graduate students (~15) participated in this research presentation. The speaker also interacted with departmental faculty to discuss current issues affecting their discipline. These sessions consisted of breakfast/lunch/dinner meetings as well as a final meeting on the last day of her visit.

Careers, Connections, Contributions, Conundrums (March 18)

Approximately 20 faculty and graduate students attended the presentation and follow up reception.

Patricia Babbitt, Professor of Bioengineering and Therapeutic Sciences, UCSF
Nominated by Biochemistry & Biophysics

A Global Context for Prediction of Functional Trends in Enzyme Superfamilies (April 10)
Approximately 60 people attended this talk (~20 women, ~40 men).

Many Roads to Success: One Story of a Circuitous Journey Up the Academic Ladder (April 11)
A total of 20 attended this event (17 women, 3 men; 4 faculty, 16 students and postdocs).

In addition to these main talks:

- there were individual meetings with faculty: a total of 6 (3 women, 3 men, all assistant professors);
- there was attendance at three small group meetings with graduate students and postdocs: a total of 7 (2 women, 5 men; 6 graduate students, 1 postdoc); and
- there were discussions during meals (n=8) including 7 women, 1 man; 4 assistant professors, 2 associate professors, 2 full professors; and 3 from the Biochemistry and Biophysics, 2 from Chemistry, and 3 from the Health Sciences Center.

Catherine Kling, Distinguished Professor of Economics, Iowa State University
Nominated by Agricultural Economics (Funded by the College of Agriculture & Life Sciences)

Agricultural Conservation Practices and Gulf of Mexico Hypoxia: Linking Externalities from the Land to their Consequences in the Sea (April 10)
Approximately 50 people attended this talk including ~20 Agricultural Economics faculty members, ~10 faculty members from other STEM disciplines (e.g. Geochemical and Environmental Research, Oceanography, and Ecosystem Science & Management), and ~20 graduate students. The audience was approximately 50% female.

Work-life Balance: Thoughts from an Economist (April 10)
Attendance for this event was ~50 with ~20 Agricultural Economics faculty members and postdocs, 10 faculty members from other departments (e.g. Agricultural Education and Leadership), and ~20 graduate students. Again, the audience was approximately 50% female.

ADVANCE continues to promote women STEM speakers (seminar speakers) at the request of departments by highlighting them on our website with pictures, biographical information, and abstracts of their talks and informing the university community about them. Promotions have been conducted for the departments of Biomedical Engineering, Industrial and Systems Engineering (ISEN), and Mechanical Engineering (MEEN). Both ISEN and MEEN have made requests for our assistance for the 2013-14 academic year. While these events are separate from the Speaker Series, it is clear that the departments are seeing value in raising awareness about their female speakers and partnering with ADVANCE to do so; this is important for institutionalization of this effort.

Faculty Recognition (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: (See LEAD Program Summary.) We continued to highlighting the successes of women STEM faculty on our website. In addition to the website, ADVANCE continued working with the TAMU Women Former Student Association (WFSN, our women's alumni group) to organize a small luncheon for the 2013 Eminent Scholar Awardee. Invitees include last year's awardee, WFSN leadership including Carol Jordan (TAMU ADVANCE EAB Member), and senior women faculty. The luncheon took place on October 16. Also during the reporting period, the ADVANCE Center continued to work on a newsletter to further highlight the success of women STEM faculty. The content will include recent awards, faculty spotlights, committee news, and in-depth interviews with women STEM faculty. The newsletter will be sent to all faculty and administrators.

DUAL CAREER PROGRAM AUGMENTATION

The ADVANCE Dual Career Program Manager, Dr. Lesley Tomaszewski, started on March 17 and has proven to be an enormous asset for assisted job searches and to the ADVANCE Program in general. Since she started, Dr. Tomaszewski has made significant progress towards program goals by working with the ADVANCE Program Director to develop:

- a strong relationship with our Dean of Faculties office where the university's dual-career program is headed;
- a joint mission statement and marketing materials with the DoF's office;
- program processes and procedures;
- a participant tracking system, including a database of contacts and all client interactions;
- relationships with key stakeholders within the institution (e.g. Human Resources, hiring managers, department heads, and faculty); and
- relationships with community leaders and businesses (e.g. Chamber of Commerce and Society for Human Resource Managers) and area institutions of higher education (e.g. Vista College).

In addition to this, Dr. Tomaszewski has been assisting clients with their job searches. In this short amount of time (and at the time of report production), 22 partners of faculty members have been referred to the ADVANCE Dual Career Program for job search assistance. The majority of the referred partners (16) hold various types of master's degrees. Of the 22 referred, 16 are actively looking for employment at Texas A&M University and/or in the Bryan/College Station community. So far, 39 job leads have been sent to the active clients by the Program Manager. Three applicants have applied for a total of 9 jobs at Texas A&M (for each application, the hiring manager was contacted and a letter of support was added to the client's job application). One client was interviewed for a job with a local company, and one client attended an informational meeting with a company to gain a better understanding of the industry in Bryan/College Station. (At the time of report submission, 30 partners of faculty members have been referred.)

To date, two challenges have emerged: 1) assisting clients who are H4 visa holders (they do not have work authorization) and 2) assisting clients who are searching for a position at Texas A&M given a recent announcement by the interim president that a hiring freeze is being imposed for some staff positions. Currently, we are awaiting further details on what this will look like in practice (e.g. Will this impact “soft money” positions? How long will the freeze be imposed?), and how this will impact our efforts.

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.

The Evaluation Team is monitoring each intervention for fidelity to the mission and goals of the NSF ADVANCE program. Monitoring activities includes documenting design and implementation of the interventions, tracking participation, and measuring participant satisfaction (where appropriate). The Evaluation Team is working closely with the Social Science Studies Team to avoid duplication of efforts with respect to the interventions that are the focus of social science studies and to use data and findings from the social science studies where appropriate.

The Evaluation Team is also crucially interested in identifying the extent to which TAMU’s suite of interventions is achieving the goal of institutional transformation. Since isolating effects of any single ADVANCE intervention on institutional indicators like climate or retention would be nearly impossible, the Evaluation Team is focusing on a holistic approach that uses departments as the units of analysis. This approach draws on the literature on organizational change, and uses department-level data on faculty climate, faculty recruitment and retention, space allocations, start-up packages, and salaries. In all cases, a difference-in-difference approach is being used to assess whether or not ADVANCE activities can help to explain departmental changes over time. The underlying hypothesis is that departments with greater exposure and/or engagement with ADVANCE will show greater improvements in climate, retention, and recruitment over time.

The difference-in-difference strategy is also being used to examine the link between individual activities and specific items from the climate survey, *including items intended to measure each category of the Psychologically Healthy Workplace* (see Appendix E). For example, short- and mid-term objectives of the LEAD program are to improve leadership skills and increase awareness of implicit bias among STEM department heads. The Evaluation Team is using questions regarding unit leadership from the 2009, 2013 and planned 2015 climate surveys to evaluate the extent to which attendance at LEAD workshops is associated with changes in faculty perceptions about department head effectiveness and changes in the indicators for Employee Growth & Development, the PHW category most closely associated with these objectives.

Evaluation Update: During the 2013-14 program year, the Evaluation Team—headed by Lori Taylor, Jeff Froyd, and Joanna Lahey—has focused on:

- cleaning and compiling the administrative data on space allocations and conducting preliminary analyses of same;
- updating the analyses of faculty salary, retention, and promotion;
- analyzing the 2013 climate survey;
- cleaning and compiling data on program engagement and program activities;
- evaluation related to the Student Diversity Activity including:
 - monitoring implementation of the Student Diversity Workshops; and
 - surveying faculty regarding student-faculty interactions;
- conducting evaluations of other program activities including:
 - LEAD Program;
 - Roadmap Workshops; and
 - ADVANCE Scholars Program.

Cleaning and Compiling the Administrative Data on Space Allocations and Conducting Preliminary Analyses of Same

The space allocation analysis will rely on newly developed data on space allocations at TAMU. These data will be the first to link individual records for TAMU faculty with descriptive characteristics of specific offices and laboratories. The baseline analysis will examine the extent to which there are gender differences in the allocation of office or laboratory spaces, conditional on the appropriate demographic characteristics of faculty. Subsequent analysis will examine changes, if any, in the gender pattern of space allocation. Administrative changes at A&M (the facilities department was completely reorganized and partially outsourced) and unfamiliarity with the reporting requirements among the TAMU departments have greatly slowed progress on this part of the analysis. The Evaluation Team has contacted each STEM department on campus to clarify their initial reports and fill in gaps in the baseline data. The team continues to work with some STEM departments to address data quality concerns, and considers the analysis preliminary (see Appendix F; also submitted in text of September 2013 report). However, the general findings are unlikely to change: even though the pattern of responses in the 2013 Faculty Climate Survey indicates that female STEM faculty members perceive sex discrimination with respect to space allocation, the administrative data do not support that perception once departmental affiliation and faculty rank are taken into account.

Updating the Analyses of Faculty Salary, Retention, and Promotion

The Evaluation Team has updated the salary analysis through 2014 (Appendix G) and the promotion and retention analysis through fiscal year 2013 (Appendix H). (The promotion and retention analysis necessarily lags a year because turnover cannot be confirmed until data for the subsequent fiscal year become available.) 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.

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

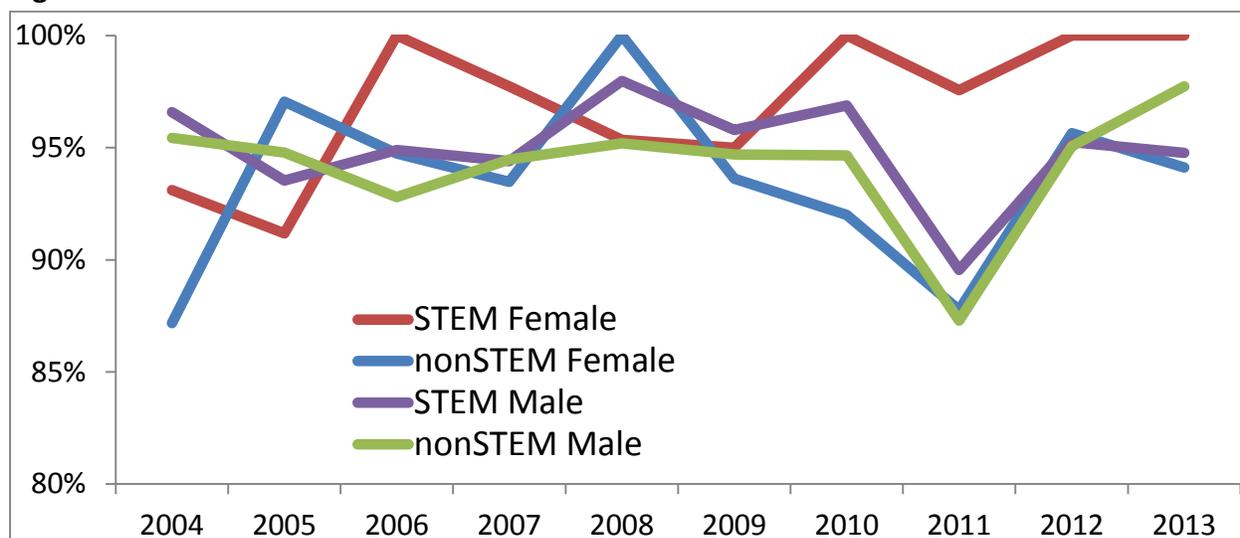
actual characteristics of the individual faculty member. In each college, the 10 percent of records with the largest difference between actual and predicted are flagged for follow-up, as were the 10 percent of records university-wide with the largest difference for each faculty rank (assistant, associate and full). The Dean of Faculties uses this information in equity discussions with the Deans of the various colleges.

Table 5 illustrates the percentage of individuals in each sex and college who were flagged for follow-up because their salaries were higher than predicted or lower than predicted. Thus, for example, the table indicates that 4.4% of the female faculty members and 5.6% of the male faculty members in the College of Engineering were flagged for follow-up because their salaries were lower than predicted. As the table illustrates, female faculty members were slightly more likely than male faculty members to be flagged for follow-up because their salaries were lower than predicted, but the percentage of male STEM faculty members identified as outliers because their salaries were higher than predicted was over twice the percentage of female STEM faculty members. Administratively, it is much easier to adjust faculty salaries upward than it is to adjust them downward, so this pattern suggests that wringing additional inequity out of the salary distribution may be especially difficult.

	Lower than Predicted		Higher than Predicted	
	Female	Male	Female	Male
College of Agriculture and Life Science STEM	7.7%	6.6%	7.7%	9.9%
College of Engineering	4.4%	5.6%	4.4%	8.5%
College of Geosciences	7.1%	4.4%	0.0%	7.3%
College of Liberal Arts STEM	11.3%	6.7%	1.9%	17.8%
College of Science	15.2%	12.1%	9.1%	15.5%
Total STEM	9.2%	7.4%	4.9%	11.4%

The updated analysis of faculty retention finds suggestive evidence regarding the impact of ADVANCE. The evaluation team used probit analysis to control for demographic characteristics—such as college affiliation, rank at hire, age and years since degree—that are known to influence faculty turnover. The team found that prior to 2011 turnover rates among female STEM full professors were statistically indistinguishable from those of male full professors or female non-STEM full professors (once other demographic characteristics were taken into account). However, after the implementation of the NFS ADVANCE program, the retention rate for female STEM full professors has been significantly higher than those for the other three groups (female non-STEM full professors, male non-STEM full professors and male STEM full professors). See Figure 1.

Figure 1: Retention Rates for Full Professors



At the assistant and associate professor ranks, there is no evidence of a change in retention rates for female STEM faculty. Among associate professors, the retention rates of female STEM faculty are statistically indistinguishable from those of male STEM faculty before and after 2011. Among assistant professors, retention rates were significantly lower for females than for males in the College of Engineering before 2011, and those differences persist.

Analyzing the Climate Survey

The team continues to analyze responses to the faculty campus climate survey administered in spring 2013. To date, the Social Science Studies Team has prepared an analysis of the response rate (see Appendix I) and the Evaluation Team has prepared analyses of faculty responses to key questions regarding job satisfaction and turnover (see Appendix J) and general climate (see Appendix K). All three reports have been provided to the Dean of Faculties, who has shared them with the Deans.

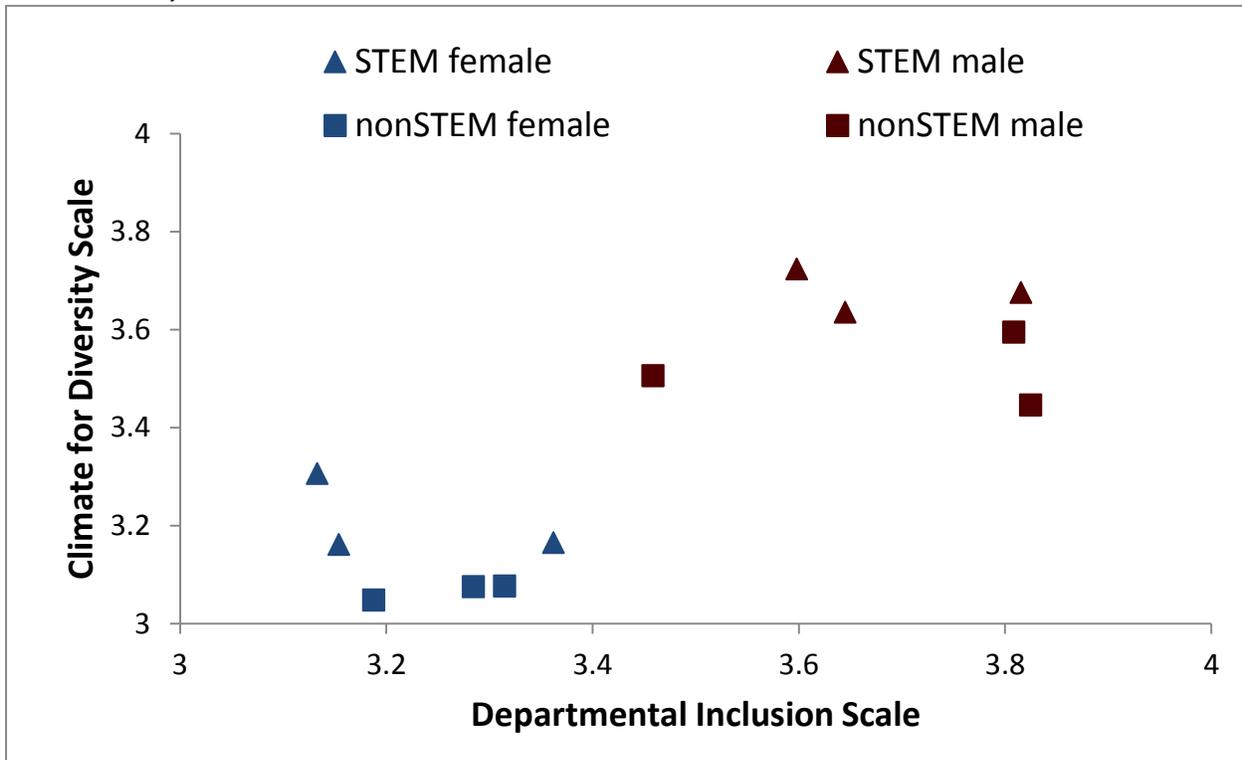
Key findings include:

- More than 50% of tenured and tenure-track faculty responded to the climate survey in 2013.
- There are statistically significant differences in job satisfaction within college between male and female faculty members once differences in faculty rank are taken into account. In all such cases, female faculty report lower satisfaction than male faculty.
- Female faculty members are significantly less likely than male faculty members to believe that their department is inclusive or values diversity. (See Figure 2.)
- Female respondents are more likely to believe that search committees talk about candidate's personal characteristics during discussions, treat male and female candidates differently, and are dubious about diversity.
- More than one third (36%) of female respondents agree or strongly agree that "search committees in my department are concerned that focusing on diversity is at the expense of excellence"; only 23% of male respondents also agree or strongly agree with this question.
- 33% of STEM tenured or tenure-track females reported at least one incident of perceived sex discrimination in 2013, a statistically insignificant decline from 2009. Collegiality and salary most commonly cited types of sex discrimination in 2013.

- Difference-in-difference analysis suggests that the job satisfaction of female STEM faculty has improved relative to the job satisfaction of both male STEM faculty and female non-STEM faculty.

The Evaluation Team is currently examining the extent to which changes in job satisfaction and departmental climate are associated with specific ADVANCE activities and/or various measures of general engagement with ADVANCE.

Figure 2: Climate for Diversity and Departmental Inclusion Scales by Faculty Rank, Sex and STEM Status, 2013



Note: Labels for faculty rank (assistant, associate and full) have been suppressed

Cleaning and Compiling Data on Program Engagement and Program Activities

The Evaluation Team is developing 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 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 order to measure these separate effects, we first need to know which departments are offered which programs. Using this information, we can create a *scale of exposure* to ADVANCE. Second, we need to

know which departments choose to take-up these programs. Using this second information, we can not only evaluate specific activities, but also create a *scale of engagement* with ADVANCE. Information on exposure gives general information about what the overall impact of ADVANCE is on everybody, including those who do not choose to engage. Information on engagement will tell us what the effects are for those who choose to engage. These data have been collected since the first year of the ADVANCE program and are in the process of being analyzed.

During this reporting period, we collected new data for 2013-14 and cleaned earlier data. We collected information on LEAD, Administrative Fellows, Scholars, Roadmap, Faculty Recognition, FASIT, STRIDE, Mini-grants, the Speaker Series, Success Circles, and Student Diversity programs.

We also worked on our basic measures of engagement with ADVANCE. Our first measure of engagement is our measure of being *involved in the design process*. This measure looks at the effect of a department having a member engaging in committee design work. We include information on who was on the committees for the LEAD, Administrative Fellows, Scholars, Roadmap, Faculty Recognition, FASIT, Merit Pool, STRIDE, Success Circles, and Student Diversity programs. Our second measure of engagement is a *treatment measure*. This measure includes information on which departments participated in the aforementioned programs once they came to fruition. A third measure, the *total engagement index* combines the two. Appendix L presents our preliminary analysis of these indicators.

Evaluation Related to the Student Diversity Activity

Monitoring the Implementation of the Student Diversity Workshops

The ADVANCE Center has been pursuing two strategies for this activity:

- 1) Implementing diversity skits at Fish Camp during summer 2013, and
- 2) Producing a diversity video for New Student Orientation during summer 2013. The video addresses students' differential treatment of male and female professors in terms of how they address them (Dr. vs. Miss/Ms./Mrs.). The scope of the videos has been expanded for 2014.

The Evaluation Team actively monitored the implementation of the diversity skits and the video presentations. The skits were performed in each of the 7 Fish Camp sessions in summer 2013, resulting in the treatment of approximately 6,000 incoming freshmen. The Evaluation Team also conducted a focus group with student leaders who participated as counselors in the 2013 Fish Camp to gather information about strategies for improving and institutionalizing the skit competition. Information from that focus group has been shared informally with the activity leaders so that they could incorporate the information into any refinements of the intervention.

In addition to the Fish Camp intervention, the diversity video was incorporated into new student orientation this summer. Members of the Evaluation Team attended a session of new student orientation for each of the STEM colleges and documented ways in which the video was used in each session. (Each College conducts multiple orientation sessions, so this represents a sample, not a census. The Colleges were not notified which session the team would observe.)

Evaluation Team representatives attended New Student Conferences as follows:

- July 2nd, 2:00 PM – College of Geosciences, 112 O&M Building
- July 9th-2:00 PM – College of Agriculture and Life Sciences, 115 Kleberg
- July 11th-2:00 PM – College of Liberal Arts, 2300 A&B MSC
- July 16th-1:45 PM – College of Science, 100 Heldenfels Hall
- July 30th -2:00 PM – College of Engineering, Rudder Theater

As a general rule, all of the Colleges used the ADVANCE diversity video. However, the quality of the implementation was inconsistent across Colleges. The College of Science made particularly good use of the video, with the presenter embedding it in an anecdotal story about his own struggle with implicit biases. However, the College of Liberal Arts had technical difficulties in using the video. It accidentally started playing early. It was paused, and the presenter continued, prefacing the video with, “Here’s a short video on etiquette.” The video was not rewound to the beginning, so when it was played, a few important seconds were missing, taking away from the effect of the video. The College of Engineering did not show the video at all in the first session attended by the Evaluation Team, although they did show it in subsequent sessions.

The Evaluation Team prepared a short report on their notes from the New Student Orientations, and provided that formative analysis to the Student Diversity Committee. (See Appendix M.)

Surveying Faculty Regarding Student-Faculty Interactions

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 (see Appendix N). The purpose of this Faculty-Student Interaction Survey was two-fold; first, to provide a baseline for the evaluation of 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 is expanded for summer 2014. The survey was in the field from August 19th through 26th. Nearly 400 faculty members responded to the survey, which would represent roughly 15% of the faculty at TAMU. 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. Female faculty members were also more than twice as likely as male faculty members to report that they perceive a problem in the ways that students address professors. In contrast, male faculty members were much more likely to note a problem with students lobbying for grades. (See Appendix O.)

Conducting Assessments of Other Program Activities

LEAD Program

The Evaluation Team conducts formative evaluations for each LEAD Workshop. Similar instruments (see Appendix P) are used for each workshop with minor modifications based on the topic. The data is tabulated and open-ended feedback on the workshops is de-identified. The information is reported back to the committee so that future workshops can be modified as appropriate.

Roadmap Workshops

The second *Roadmap for a Successful Academic Career Workshop* was held April 8 and 9, 2013. As with the previous workshop in spring 2012, the Evaluation Team conducted a formative evaluation of the 2013 activity (see Appendix Q). To facilitate comparisons, the Evaluation Team administered the same survey instrument as was used to conduct the formative evaluation of the first Roadmap Workshop in 2012, and conducted a similar analysis of the data.

As was the case with 2012 Workshop, all of the respondents agreed or strongly agreed that:

- The Workshop content was useful and relevant
- The presentation of material was clear and understandable
- Presenters were well informed on the topics covered
- The Workshop materials were useful

Furthermore, unlike in 2012, all of the respondents in 2013 said that “yes” they would recommend the workshop to a friend. On the other hand, one respondent was neutral with respect to two questions with which all respondents in 2012 agreed

- Presentations were interesting and enjoyable
- Overall I was satisfied with the workshop

Respondents also provided substantial, open-ended feedback on the workshop. Those responses have been de-identified and provided to the Roadmap Workshop Committee as part of the evaluation report.

ADVANCE Scholars Program

Drs. Christine Stanley and Becky Petitt are augmenting the efforts of the Evaluation Team by conducting an analysis of the ADVANCE Scholar Program. Since Cohort 1 completed their 2-year participation in the program, these Scholars, their Internal Advocates, and External Mentors were all asked to simultaneously provide qualitative feedback about their experiences and the program’s impact. Seventy percent completed the evaluation (see Appendix R) and many important findings emerged; the most compelling are these:

- The ADVANCE Scholar Program is deemed very beneficial for early career women faculty of color in STEM, as it provides important support and guidance.
- Pairing the ADVANCE Scholar with an Eminent Scholar/External Mentor is believed to be a core strength of the Program.
- Structuring a “circle of advocates” around the Scholars where they had access to a senior Texas A&M University faculty colleague, the ADVANCE Center, and an Eminent Scholar/External Mentor was very valuable.
- An unintended positive outcome was evidenced in Scholars, Eminent Scholar/External Mentors, and Internal Advocates all reporting that they benefitted from participation in the Program. This is consistent with the research which indicates that successful mentoring relationships are mutually beneficial.
- A majority of participants from each group—Scholar, Eminent Scholar/External Mentor, and Internal Advocate—recommended continuing and institutionalizing the Program.

- Several themes of programmatic success emerged. The Scholars reported: increased visibility, increased manuscripts in preparation and proposals submitted, increased recognition and awards, important invitations to present their scholarly research, fruitful networking opportunities, as well as promotion and retention.

Overall, the evaluation participants provide evidence that the ADVANCE Scholar program is indeed promoting the *Psychologically Healthy Workplace* by contributing to: 1) *Growth and Development* by connecting participants with an internal advocate and an external eminent mentor who work together to help the scholar reach her goals; 2) *Health and Safety* through support and mentorship regarding negotiating workplace stress; 3) *Involvement* through fostering broader university and national engagement and networking; and 4) *Work-Life Balance* through guidance regarding achieving success while maintaining a quality personal and professional life. Constructive feedback regarding strengthening the program was also provided.