Activity Evaluation Plan
(Last Updated: June 1, 2014)

The ADVANCE Program at Texas A&M University is comprised of a series of interlocking activities. Each activity was originally selected for two reasons: 1) it fills an institutional need and 2) it is aligned with one or more categories of the Psychologically Healthy Workplace (PHW). Further, the activities were designed to contribute synergistically to the common goal of institutional transformation. However, each was also designed to produce intermediate outcomes that are specific to that intervention. This Activity Evaluation Plan, as distinct from the Institutional Transformation Evaluation Plan, describes the plan for evaluating intermediate outcomes for each of the twelve (12) program activities and their corresponding PHW category.

It should be noted that our Social Science Studies Team, in partnership with the Evaluation Team and the Dean of Faculties Office, designed our Climate Survey to measure a number of constructs that fit within the PHW framework. For example, there are multiple assessments of mistreatment (e.g. incivility, ostracism, sexism, and racism). We speculate that less mistreatment over time is an indicator of better Health & Safety and Faculty Recognition. See Appendix A for a description of the survey items associated with each PHW category. Those items will be used to construct scales and/or indicators for each PHW category. If an activity is associated with changes in those indicators, it will be interpreted as having had an impact on that PHW category.

**LEAD Program**

The LEAD Program aims to improve leadership skills and increase awareness of implicit bias among STEM department heads. LEAD workshops focus on such topics as Faculty Evaluation, Faculty Recognition, Dual Career Accommodations, Faculty Retention, Building an Inclusive Climate and more. Implicit bias and its impact on underrepresented faculty is woven into the content of the workshops. This activity is aligned with all 5 PHW categories: Employee Growth & Development (EGD), Health & Safety (H&S), Employee Involvement (EI), Employee Recognition (ER), and Work-Life Balance (WLB).

Intermediate outcomes for the LEAD program are to improve leadership skills and increase awareness of implicit bias among STEM department heads. The Evaluation Team will use selected questions 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. Climate Survey items that may be used for analysis include variables such as:

The head/director of my department:

- provides opportunities for members to develop their abilities to become future leaders.
- supports faculty development for future administrative positions.
- meets with me regularly to provide constructive feedback regarding my performance.
- encourages my development with respect to establishing and maintaining an effective research program.
- encourages my development with respect to improving my teaching.
The difference-in-difference analysis will examine whether departments where the head received LEAD training show larger improvements than other departments on these and/or similar indicators. It will also examine whether departments where the head received LEAD training show greater improvement on each of the five PHW indicators.

**Departmental Mini-grants**

Departmental Mini-grants provide funding for innovative projects proposed by individual departments based on how well their projects support the goals of the ADVANCE Program. Although in our original proposal we anticipated that this activity would align with EGD and ER, we now recognize that, given the varied initiatives proposed by departments, this activity is potentially aligned with all 5 PHW categories: EGD, H&S, EI, ER and WLB.

An intermediate outcome for the Departmental Mini-Grants is to provide opportunities to address department-specific issues that undermine climate for women STEM faculty. The Evaluation Team will use selected questions from the 2009, 2013 and planned 2015 Climate Surveys to evaluate the extent to which receiving a departmental mini-grant is associated with improvements in job satisfaction and measures of departmental inclusion and climate for diversity. (For more on the measures of departmental inclusion and climate for diversity, see the Evaluation Team report ‘2013 Campus Climate Survey: Climate and 2013 Campus Climate Survey: Job Satisfaction and Turnover Intentions.’)

The difference-in-difference analysis will examine whether departments that received a departmental mini-grant show larger improvements than other departments on these and/or similar indicators, including the appropriate (potentially all five) PHW indicators.

**FASIT Program**

The FASIT Program aims to improve workplace climate by focusing on the relationship between faculty and staff. In our original proposal, we anticipated that this activity would align with H&S and WLB. However, given the progression of program development, we now recognize that this activity is aligned with EGD, H&S, and EI.

Intermediate outcomes for the FASIT program are improvement in interactions between STEM faculty and academic staff and an increase their awareness of implicit bias. The Evaluation Team will use selected questions from the 2013 and planned 2015 Climate Surveys to evaluate the extent to which participation in the FASIT Program is associated with changes in faculty perceptions of faculty staff interactions. Climate Survey items that may be used for analysis include:

- During the PAST 12 MONTHS to what extent have **staff** members engaged in the following behaviors TOWARD YOU in your department?
  - Put you down or was condescending to you?
  - Paid little attention to your statements or showed little interest in your opinion?
  - Made demeaning or derogatory remarks about you?
  - Doubted your judgment on a matter over which you have responsibility?
  - Made jokes at your expense?
  - Interrupted or spoke over you?
  - Talked about you behind your back?
  - Questioned your expertise or credentials?
The difference-in-difference analysis will examine whether departments that participated in the FASIT Program show larger improvements than other departments on these and/or similar indicators, including the PHW indicators for EGD, H&S, and EI.

**Merit Pool Incentives**

The ADVANCE Center is working with our Vice President and Associate Provost for Diversity to leverage a new institutional practice of rewarding units for meeting diversity goals to further the goals of the ADVANCE program. In our original proposal we associated this activity only with ER. However, we now recognize that it is aligned with H&S as well.

Merit pool incentives have been zero since 2009, so there is little to evaluate. However, $1 million in one-time funds were allocated for each year 2011-2013 through the VP for Diversity’s office to campus units based on progress in accountability, climate, and equity efforts as outlined in the University Diversity Plan. The Evaluation Team will describe the distribution of those allocations across departments and examine whether or not departments that have received awards in the past are systematically different from other departments with respect to job satisfaction, departmental inclusion and climate for diversity. (For more on the measures of departmental inclusion and climate for diversity, see the Evaluation Team report ‘2013 Campus Climate Survey: Climate and 2013 Campus Climate Survey: Job Satisfaction and Turnover Intentions.’)

The difference-in-difference analysis will also examine whether departments that received a departmental mini-grant show larger improvements than other departments on the PHW indicators for H&S and ER.

**Student Diversity Training**

The goal of this activity is to develop and disseminate interactive experiences (e.g. skits) that address student’s implicit biases, prejudices, and stereotypes of women and minorities in order to further educate students that respecting all faculty members is part of the culture of Texas A&M. In our original proposal, we associated this activity with H&S and WLB. However, given the progression of program development, we now recognize that this activity is aligned with these PHW categories: EGD, H&S, and ER.

An intermediate objective of the Student Diversity training program is to increase awareness about implicit bias and reduce biased student comments. The Evaluation Team will use selected questions from the 2013 and planned 2015 Climate Surveys to evaluate changes in perceived student behaviors toward faculty. Climate Survey items that may be used for analysis include:

- Addressed you inappropriately?
- Excluded you?
- Kept you out-of-the-loop on information that is important?
- Gave you the cold shoulder?
- Treated you as if you are invisible?
- Treated you “differently” because of your sex?
- Challenged your authority?
- Made sexist remarks?
- During the PAST 12 MONTHS to what extent have students engaged in the following behaviors TOWARD YOU in your department?
  o Put you down or was condescending to you?
  o Made demeaning or derogatory remarks about you?
  o Doubted your judgment on a matter over which you have responsibility?
  o Made jokes at your expense?
  o Interrupted or spoke over you?
  o Talked about you behind your back?
  o Questioned your expertise or credentials?
  o Addressed you inappropriately?
  o Excluded you?
  o Treated you “differently” because of your sex?
  o Challenged your authority?
  o Made sexist remarks?

These variables address students’ awareness and acknowledgement of women faculty’s expertise and are therefore aligned with the PHW Category of Employee Recognition.

The difference-in-difference analysis will examine whether female STEM faculty members perceive larger improvements than male STEM faculty members on these and/or similar indicators, including the PHW indicators for EGD, H&S and ER.

The Social Science Studies Team is conducting two studies of student course evaluations. The Evaluation Team will incorporate those findings into the evaluation of the student diversity training. In particular, a comparison of qualitative comments on course evaluations from the spring of 2013 to comments on course evaluations from the fall 2013 will be conducted. This analysis will be limited to freshman (100) level classes taught by STEM women faculty. Results will be shared with the Student Diversity committee as feedback on their intervention and further needs analysis, as well as Department Heads via the LEAD Program given the role that course evaluations play in the selection and promotion of faculty members.

In addition, the Evaluation Team, in collaboration with the Social Science Team and the ADVANCE Leadership Team, developed and administered a brief survey in August 2013 seeking faculty feedback regarding student interactions with faculty members (previously provided). The survey will be administered again in August 2014 and 2015, and changes over time in faculty perspectives of student interactions will be used in a pretest-posttest model to evaluate the impact of the student diversity training. In addition to providing a baseline for evaluating changes in the quality of faculty/student interactions, the August 2013 survey has also allowed the Evaluation Team to provide formative feedback about additional areas of concern or types of micro-aggression that are being addressed as the scope of the student diversity intervention is expanded for summer 2014.

ADVANCE Speaker Series

The ADVANCE Speaker Series has two goals. First, the ADVANCE Center is working to bring senior women scientists and engineers who have also been active in gender and diversity issues to campus to speak about their research as well as women in STEM. The second goal is to bring in mid-career and senior women scientists and engineers that are nominated by STEM departments for recruiting purposes. This activity is aligned with these PHW categories: EGD and H&S.
An intermediate objective of the ADVANCE Speaker Series is to improve networking and professional development opportunities for women STEM faculty. The Evaluation Team will use selected questions from the 2009, 2013 and planned 2015 Climate Surveys to evaluate the extent to which hosting an ADVANCE speaker in a department is associated with changes in faculty perceptions about their professional networks. Climate Survey items that may be used for analysis include:

- Women are less likely than men to be invited to give talks in my department. (reverse)
- How would you rate the breadth of your network within TAMU compared to other researchers at your rank in your area/discipline at other Tier 1 Research universities?
- How would you rate the breadth of your network outside of TAMU compared to other researchers at your rank in your area/discipline at other Tier 1 Research universities?
- How many new professional contacts have you made as a function of ADVANCE-related activities?

The difference-in-difference analysis will examine whether women in departments that hosted one or more ADVANCE speakers show larger improvements than other departments on these and/or similar indicators, including the PHW indicators for EGD and H&S.

**STRIDE**

The Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Program is a joint effort between the ADVANCE Center and the Dean of Faculties to expand existing gender bias training for all members of search committees. In our original proposal, we associated this activity with all 5 PHW categories. However, we now anticipate that this activity will align with all categories except WLB.

An intermediate objective of the STRIDE training is to increase awareness of implicit bias on Search Committees and reduce the incidence of biased Search-Committee behaviors. The Evaluation Team will use selected questions from the 2013 and planned 2015 Climate Surveys to evaluate changes in perceptions of search committee misbehaviors. Climate Survey items that may be used for analysis include:

- Search committees in my department perpetuate a “good ol’ boys” network.
- Search committees in my department talk differently about male and female candidates.
- Search committees in my department hold male and female candidates to different standards.
- Search committees in my department talk about candidates’ personal characteristics (e.g., sex, marital status, children, religion, race) during discussions.
- Search committees in my department are concerned that focusing on diversity is at the expense of excellence.
- Search committees in my department do not make an effort to recruit diverse applications.
- Search committees in my department believe that there are very few women to apply for faculty positions in our field.
- Search committees in my department believe that recruiting diverse applicants to College Station is very difficult.
- Search committees in my department send faculty position postings to minority interest group listservs. (reverse)

The difference-in-difference analysis will examine whether departments where search committees have participated in STRIDE training show larger improvements than other departments on these and/or similar indicators, including the PWH indicators for EGD, H&S, EI, and ER.
Faculty Recognition

This activity is focused on highlighting the success of women STEM faculty and is aligned with the PHW categories H&S and ER. Intermediate objectives of the Faculty Recognition activity include providing public recognition of women STEM faculty’s accomplishments, increasing visibility of women STEM faculty, providing greater access to information regarding awards to women STEM faculty, changing mindsets regarding nominations of women STEM faculty for major awards and other recognitions, and ultimately, increasing nominations of women STEM faculty for awards. The Evaluation Team will track participation in each of these activities and provide a qualitative description of new sources of faculty recognition. In addition, a difference-in-difference analysis will examine whether STEM departments show larger improvements than other departments on the PWH indicators for H&S and ER.

Roadmap Workshop

The ADVANCE Center is hosting annual workshops for early-career women STEM faculty who are potential or new hires and postdoctoral researchers who are considering a career in academia. In our original proposal, we associated this activity with only with EGD. However, given the progression of program development, we now recognize that this activity is aligned with these PHW categories: EGD, H&S, EI, and WLB.

Intermediate objectives of the Roadmap Workshops include improving mentoring and networking (increase in number of STEM contacts from workshops) for women STEM faculty, and reducing feelings of isolation in pursuit of tenure for women STEM faculty. The Evaluation Team is administering satisfaction surveys to workshop participants, but the primary objective of those surveys is formative. The Social Science Studies Team is conducting an analysis entitled *Repairing the Leaky Pipeline: Workshops for Early Career Academics* using an additional/separate post-workshop survey and follow-up surveys of participants and a matched sample of nonparticipants as data sources. This study, which is the primary source of summative evaluation for the Roadmap Workshop, documents the impact of the workshop on individuals’ negotiation self-efficacy and career expectations. It further documents the impact of the workshop on stress, burnout, ostracism, and job satisfaction – all of which are measures of well-being and are aligned with the PHW category of Health & Safety. The Evaluation Team will rely heavily on those findings in their evaluation of the Roadmap Workshop.

In addition, the Evaluation Team will use selected questions from the 2009, 2013 and planned 2015 Climate Surveys to evaluate the extent to which departments where faculty have participated in Roadmap Workshops are associated with improvements in faculty perceptions about their professional networks and access to mentoring. Climate Survey items that may be used for analysis include:

- How would you rate the breadth of your network within TAMU compared to other researchers at your rank in your area/discipline at other Tier 1 Research universities?
- How would you rate the breadth of your network outside of TAMU compared to other researchers at your rank in your area/discipline at other Tier 1 Research universities?
- How many new professional contacts have you made as a function of ADVANCE-related activities?
- Approximately how many TAMU mentors, both formal and informal, do you currently have?
- I am satisfied with my mentor.
- Mentoring has been effective for me.
- Mentoring has failed to meet my needs.
- Mentoring has disappointed me.
• I have effectively used mentoring.
• I have enjoyed high quality mentoring relationship(s).
• I have unmet mentoring needs.

The difference-in-difference analysis will examine whether tenure-track women in departments where assistant professors or post-docs participated in the Roadmap Workshops show larger improvements than tenure-track men in the same departments or tenure-track women in other departments on these and/or similar indicators, including the PHW indicators for EGD, H&S, EI, and WLB.

**Administrative Fellows Program**

This activity provides an opportunity for women STEM faculty at the associate or full professor level to serve as an ADVANCE Administrative Fellow through developmental assignments in upper administrative offices. In our original proposal, we associated this activity with EGD, H&S, and EI. However, we now recognize that this activity is also aligned with ER.

The Social Science Studies Team is conducting an analysis of the Administrative Fellows program entitled *Advancing Women into Leadership Positions: Effectiveness of the Administrative Fellow Program* using interviews with Fellows and their unit colleagues as data sources to measure work-family conflict, job-related skills, affective reactions, and personal evaluations of the program. The Evaluation Team will incorporate those findings into the evaluation of the Administrative Fellows Program. Due to the small size of the program, a difference-in-difference analysis of Climate Survey responses would not be viable.

**ADVANCE Scholar Program**

The purpose of the ADVANCE Scholar Program is to provide mentors for underrepresented women STEM faculty. In our original proposal, we associated this activity only with EGD and H&S. However, given the progression of program development, we now recognize that this activity is aligned with all 5 PHW categories.

The ADVANCE Scholar Program evaluation has just been completed and submitted as part of the Year 4 Annual Report. We evaluated the program utilizing a confidential, web-based, 3-question instrument designed to gather qualitative responses. The questions invited participants to:

1. Describe experiences with the ADVANCE Scholar Program (consider experiences with Scholars, Internal Advocates, and External Mentors). Offer both strengths and constructive suggestions for improvement;
2. Explain what effects the program has had on their work-life and/or professional career; and
3. Identify suggestions for the ADVANCE Center in general, or for future institutionalization of TAMU ADVANCE efforts.

The open-ended qualitative questions were designed to capture rich, descriptive, detailed feedback in the participant’s words, and to create space for the inclusion of topics and areas not previously considered. Data has been analyzed by individual responses, by groups of respondents, by question, and holistically. To aid in data management, we utilized ATLAS.ti, a qualitative analysis software package, and the technical aspects involved content analysis, principally the processes of unitizing, categorizing, and constant comparison, as detailed in Lincoln & Guba (1985). Data gathering for the first cohort concluded on October 11, 2013. Identifying information was redacted to protect respondents’ confidentiality.
In addition to this qualitative analysis, the Evaluation Team plans to compare the climate perceptions of STEM women of color (whether or not they participated in the ADVANCE Scholars Program) to those of a) other STEM women and b) non-STEM women of color using items from the 2009, 2013 and 2015 Climate Surveys. In addition to the suite of mentoring questions described above under Roadmap Workshop, and the indicators for job satisfaction, climate for diversity and departmental inclusion described under Departmental Mini-grants, this difference-in-difference analysis will examine the extent to which STEM women of color and departments that house ADVANCE Scholars demonstrate stronger gains in the 5 PHW categories.

**Success Circles**

The ADVANCE Center is organizing mentoring groups centered on personal and professional interests. In our original proposal, we associated this activity with all 5 PHW categories. However, given the progression of program development, we now recognize that this activity is aligned with all categories except ER.

The intermediate objectives of this activity are to provide peer mentoring groups for women STEM faculty organized around common personal and professional interests, and to help them develop multiple social connections among women STEM faculty. The Evaluation Team will use selected questions from the 2009, 2013 and planned 2015 Climate Surveys to evaluate the extent to which departments where faculty have participated in Success Circles are associated with improvements in faculty perceptions about their professional networks and access to mentoring. Specific items that will be used for analysis may include the suite of questions described under the Roadmap Workshop. In addition, the difference-in-difference analysis will examine the extent to which departments that have participated in success circles demonstrate stronger gains on the PHW indicators for EGD, H&S, EI, and WLB.