Abstract

One key feature of the Texas A&M University (TAMU) ADVANCE Program has been the decision to involve the university community in the design and implementation of the program activities. For example, faculty on the ADVANCE Committee for Department Head Workshops developed the content for the workshops and decided how that content should be delivered. The inclusive way in which ADVANCE has been implemented at TAMU created a second channel through which the various activities could have affected faculty in STEM departments. Namely, participating on committees that designed the ADVANCE interventions can be thought of as another intervention—specifically targeting employee involvement. (Employee involvement is one of five practices of the American Psychological Association’s Psychologically Healthy Workplace, the underlying evidence-based framework for TAMU ADVANCE.) This paper evaluates that second channel. Using climate survey data, a 10-year panel of administrative records and a difference-in-difference regression approach, we assess whether or not exposure to the committees designing and implementing ADVANCE activities can help explain changes in climate and faculty retention. We find that departments with exposure to the ADVANCE design process show improvements in female STEM faculty retention rates and reported job satisfaction that would not otherwise have been expected.