

Abstract

Gannon University completed a five-year (2011-16) NSF ADVANCE PAID grant designed to improve recruitment and retention of female faculty in STEM disciplines. The Teaching Research Advancement Network to Secure Female Faculty for Organizational Retention and Management (TRANSFORM) award adopted three strategies that were successful at other ADVANCE institutions. The three strategies included Dual Career Services, Research Initiation Awards, and Leadership Development opportunities. Many institutional changes have occurred since the beginning of the TRANSFORM award. Significant increases were made to the internal faculty research and development funds. During the last two years of the grant, the university instituted a mechanism for providing scholarly release time for more tenured and tenure track faculty. Additionally, during the no-cost extension year (2016-17), the university charged the 'Center for Teaching and Learning' to leverage the progress made by the TRANSFORM team to develop a formal leadership institute to support chairs, program directors and managers across the university. The impact of the TRANSFORM grant on the faculty and institution is presented.

Institutional Impact of TRANSFORM Award

Progress in female representation

- Increase in the number of female STEM full professors: 0% (0/64) in 2009-2010 versus 5.1% (4/79) in 2015-16 and 6.2% (5/81) in 2016-17.
- Increase in awareness of leadership aspirations: In 2004-2005, 20% of the STEM chairs/program directors were female; in 2014-2015, 33% were female.

Policies and Procedures

- Formalization of the release time process across the university: In 2009-2010, no formal, university-wide process existed although 26 faculty in the School of Engineering and Computer Science regularly received three credits per semester. In 2014, a formal process was established for all faculty. By 2015-16, 40 requests were received, 39 awards granted, and 199 release credits realized.
- Prioritization of faculty by rank to receive internal Faculty Research and Development Grants.

Resources

- Dual career support for all current and prospective employees through membership in the regional Higher Education Recruitment Consortium (HERC).
- Increased funding for internal Faculty Research and Development Grants
- Leadership programming was established for faculty.

Significant Changes in Female Representation

STEM female faculty are now represented at the full professor rank. (*Instructor rank not included*)

Year	Professor		Associate		Assistant	
	Male	Female	Male	Female	Male	Female
2009-2010	18.8%	0.0%	23.4%	12.5%	25.0%	12.5%
2010-2011	18.2%	0.0%	24.2%	15.2%	19.7%	15.2%
2011-2012	20.0%	3.1%	24.6%	10.8%	18.5%	16.9%
2012-2013	22.9%	2.9%	18.6%	11.4%	20.0%	15.7%
2013-2014	23.6%	2.8%	18.1%	9.7%	18.1%	19.4%
2014-2015	20.5%	5.5%	17.8%	6.8%	19.2%	19.2%
2015-2016	17.7%	5.1%	15.2%	11.4%	17.7%	12.7%
2016-2017	17.3%	6.2%	14.8%	9.9%	21.0%	11.1%

Sustainability: Dual Career Services

For three consecutive years (2015-present), Gannon University holds a membership in the Ohio/Western Pennsylvania/West Virginia Higher Education Recruitment Consortium (HERC).

HERC: online community that allows

- faculty and their partners to search for regional professional positions
- Gannon University to advertise jobs to a wide audience of academic professionals.

Recruitment of faculty has been enhanced through membership in this regional HERC.

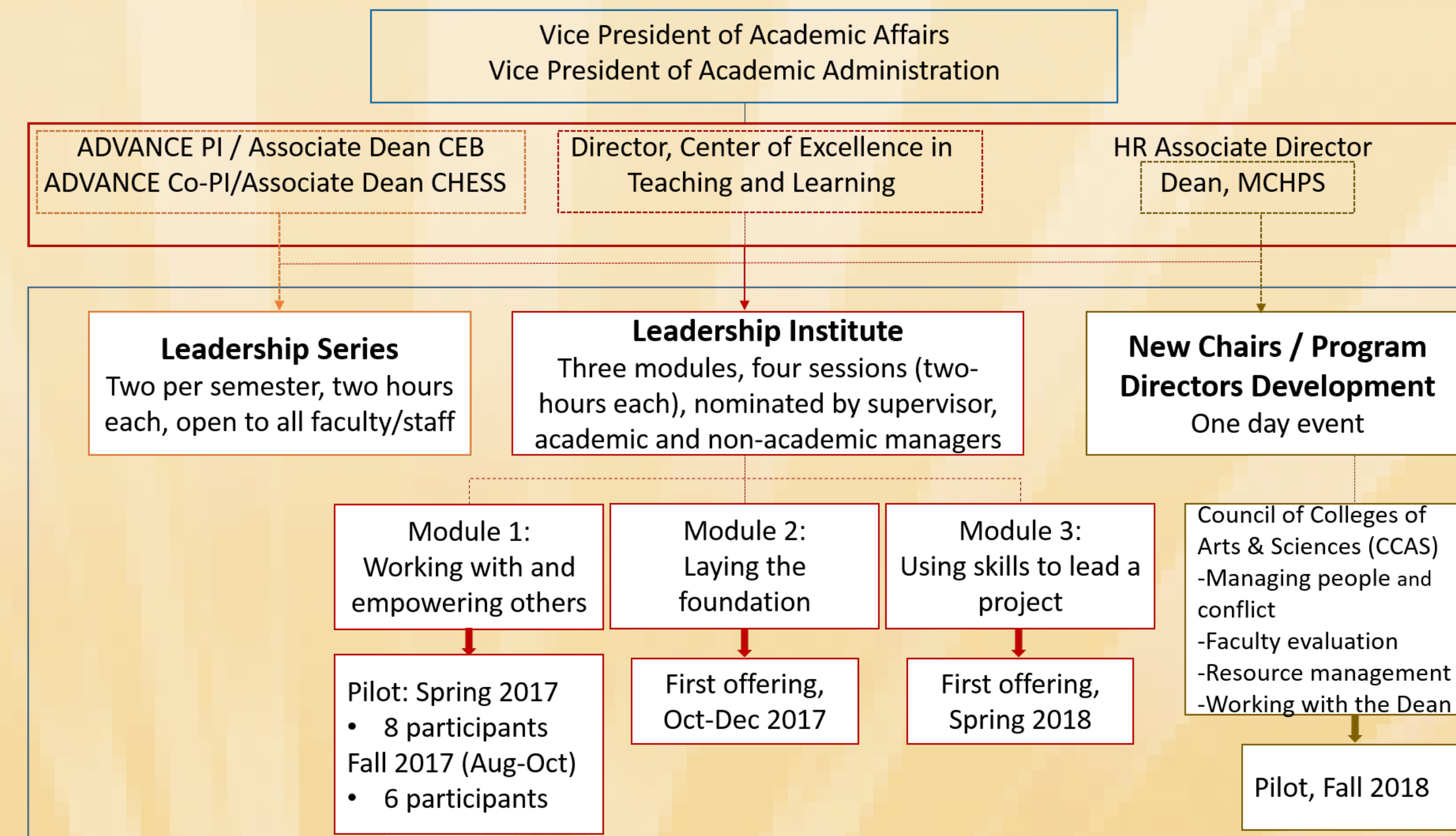


Vision: To promote equity and excellence in higher education recruitment worldwide.

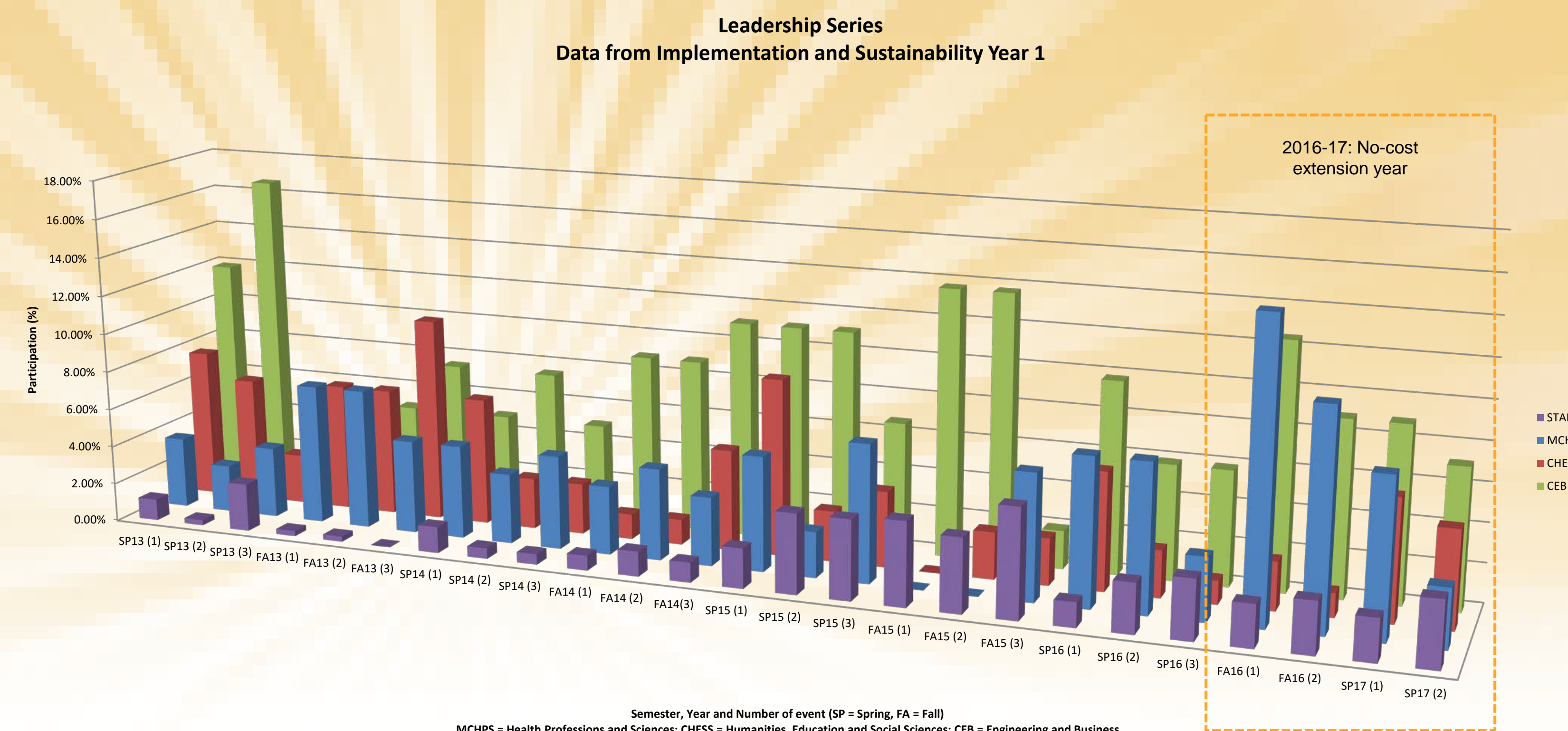
Mission: HERC advances the ability of member institutions to recruit and retain the most diverse and talented workforce and to assist dual-career couples.



Sustainability: Leadership Development



Leadership Series: Over the time span of the grant (2011-16), three 2.5 hour leadership workshops were offered each semester; during the no-cost extension year, two workshops were offered each semester. Participation spanned all three colleges, and over time the programming began to attract administrative and support staff as well. Repeat topics included: Conflict resolution, team building, communication styles, leading through change. Participation among faculty from the three academic colleges and staff can be seen in the graph below.



Sustainability: Research Initiation Award

The University has formalized a process for awarding scholarly release time to tenure-track and tenured faculty in all three colleges at the university. Prior to the TRANSFORM, release time for scholarship was regularly provided to College of Engineering and Business (CEB) only.

The table below displays the number of faculty requesting release time for scholarship and the number of credits awarded per college for the two years that the scholarly release time has been available.

College	AY 2015-16: # Requests (Credit Release Awarded)	AY 2016-17: # Requests (Credit Release Awarded)
CEB	26 (143)	26 (158)
CHESS	7 (27)	8 (33)
MCHPS	9 (32)	11 (51)

In Summary

Positive impacts have been made in the institution and the culture. The ADVANCE funds provided the impetus for Gannon University to examine its processes, to drive its culture forward, and to realize positive changes. TRANSFORM has enhanced the future presence of female faculty by improving the conditions for career satisfaction and growth.

- Female faculty have been retained, advanced in rank, and tenured at Gannon University.
- Female STEM faculty have assumed leadership roles at the university, in their professions, and within the communities in which they live.
- Work-life balance of all faculty has been improved through grant activities now sustained by the university, such as increased scholarly release time, increased funds for scholarship and professional development.

Acknowledgement

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