

## Abstract

Gannon University's TRANSFORM --- Teaching-Research-Advancement Network to Secure Female Faculty for Organizational Retention and Management -- is the overarching term for the activities comprising the grant awarded in 2011 by the National Science Foundation (NSF) through its ADVANCE --PAID program. The goal of TRANSFORM is to more effectively recruit, retain, and advance women faculty in the STEM disciplines. Three strategies have been adapted and deployed to achieve the goal. Strategy-1 establishes the Dual Career Consortium of Northwestern Pennsylvania (DCCNP) offering career networking opportunities for partners of hired faculty. Strategy-2 seeks to increase the number of female STEM faculty achieving advancement in rank through the Research Initiation Award. Strategy-3 provides leadership development for faculty and educates administrators regarding issues affecting female faculty. During the second year of the grant, Strategy-1 had extensive progress as collaborations with regional employers were forged and a functional website was deployed. The original plan of the strategy was modified to compensate for web deployment issues encountered. Strategy-2 and Strategy-3 continue to achieve successful outcomes according to schedule. The poster summarizes the progress-to-date, the formative evaluation results, and the current efforts to measure the grant's impact. Also, assessment activities driving sustainability plans are presented.

## Introduction

The goal of TRANSFORM is to increase the recruitment, retention, advancement, and leadership development of female faculty at Gannon University.

The grant is operationalized through three strategies:

- (1) Dual Career Services: Goal is to provide greater employment opportunities to accompanying partners; therefore, addresses recruitment and retention.
- (2) Research Initiation Awards: Goal is to provide resources for early- or mid- career female STEM faculty to support advancement in rank.
- (3) Leadership Development Seminars and Workshops: Goal is to increase the number of continuing education opportunities in the areas of leadership and to educate administrators on the issues affecting the success of STEM female faculty.

The external evaluator, Dr. Edith Gallagher (Research Associate of Biology, Franklin & Marshall College, PA), performed the Year 2 evaluation on May 6-7, 2013. The report stated that good progress has been achieved towards all goals and objectives at this point. The TRANSFORM team implemented appropriate suggestions.

## State of Female Faculty in STEM at Gannon University

First, female faculty constitute a low percentage of the STEM faculty. The percentage has increased slightly.

Year	Total	Women	% of Women
2009-2010	64	18	28.13
2010-2011	66	22	33.33
2011-2012	65	21	32.31
2012-2013	70	24	34.29

Second, STEM female faculty do not have a strong presence at higher ranks. (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%

## Dissemination

**Website:** <http://www.gannon.edu/transform>

**Digital Postcards:** Two versions deployed to 859 Deans of Engineering and Sciences in the Region promoting grant, opportunities for STEM female faculty and 2014 *Regional Leadership Symposium*.

## The Faces Behind Gannon University's NSF ADVANCE-PAID Grant



Believe in the possibilities.

Lin Zhao, Ph.D., is discovering superior ways to harvest wind energy.

Sarah Ewing, Ph.D., is conducting exciting research into the causes of Parkinson's Disease.

Both Gannon University professors are leading the way thanks to their TRANSFORM Research Initiation Awards, funded by the National Science Foundation ADVANCE award #1107015.

Learn more at [gannon.edu/transform](http://gannon.edu/transform)

**SAVE THE DATE:**

Regional Leadership Symposium at Gannon University May 20, 2014



## Transforming opportunities for female STEM faculty



Believe in the possibilities.

Thanks to a five-year, \$386,000 grant from the NSF through its ADVANCE-PAID program, Gannon University is developing a Teaching-Research-Advancement Network to Secure Female Faculty for Organizational Retention and Management (TRANSFORM).

The goal is to increase the recruitment, retention, advancement, and leadership development for STEM female faculty at Gannon University.

Learn more at [gannon.edu/transform](http://gannon.edu/transform)

Save The Date: Regional Leadership Symposium May 20, 2014 at Gannon University

## Strategy One: Dual-Career Services

**Progress:** Efforts continue steadily, but slowly, with the objectives. Successes are tempered by encountered difficulties which are being actively addressed.

- Gained the awareness: Strategy-1 encompasses an **Institutional Transformation (IT)** effort rather than a **Partnerships for Adaptation, Implementation and Dissemination (PAID)** effort.
- Continue positively with human-resources relationship manager.
- Familiarized regional organizations with website goals and processes.
- Constructed responses and plans addressing technical delays and problems.

<http://www.careersfor2.com>

**Evaluation/Assessment:** Most of the assessment points remain undefined due to the technical delays. **Contact has been made with 415 organizations.**

### Challenges:

- Region is not bonding into a consortium despite launches, announcements, and publicizing.
- **Alternative approach:** A pre-established, local Human Resources group, *Lake Erie Area Diversity Roundtable, L.E.A.D.E.R.*, is a candidate organization to coordinate efforts.

**Sustainability Plans:** Charge nominal participation fee of organizations to define their commitment and to cover marginal maintenance expenses of consultant and website.

## Strategy Two: Research Initiation Award (RIA)

**Progress:** In Year Two, 6 of the 12 eligible faculty applied for the RIA. Dr. Lin Zhao, Assistant Professor of the Electrical and Computer Engineering Department, received the award for her proposal *Doubly-Fed-Induction-Generator Modeling and Control for Wind Energy Harvesting*.

The first awardee, Dr. Sarah Ewing, was able to significantly improve her rank and tenure portfolio as a result of the RIA. She co-authored 2 peer-reviewed articles, 4 abstracts, gave 1 professional presentation, and mentored 8 undergraduate students in research projects.

**Resources:** Three credits of release time per semester for two years and a total of \$7500 for a research project.

### Challenges:

- All applications met criteria; only one awarded.
- Funding the RIA in the future remains undefined.

**Benefits:** Due to the heightened awareness, the University has made positive changes.

- Significantly increased the budget for internal faculty research grants.
- Redistributed release time credits across three colleges with preference to tenure-track faculty.
- Implemented a formal application process for awarding of the release time, potentially having a positive impact for female STEM faculty.

**Analysis:** To quantify the impact of the RIA, a rubric based on the Boyer Model of Scholarship was formulated to evaluate the outcome of the awardees' scholarly output. With the rubric, growth in research productivity can be assessed and used to validate the impact of RIA support on the recipient's research.

Item	Category	Points (Scale 1-5)
<b>Professional, Peer-reviewed &amp; Communicated</b>		
1	External Grants received larger than \$50,000	5
2	Published International Journal articles / Book Chapters	5
3	Published Articles; National or International Conference Paper/Proceedings	4
4	External grants received less than \$50,000 but more than \$20,000	4
5	External grants received less than \$20,000	3
6	Published Abstracts (peer-reviewed, professional, communicated)	3
7	Research/poster presentations given at meetings/conferences	3
<b>Professional &amp; Communicated</b>		
1	Non peer-reviewed published abstracts	2
2	Internal grants received	1
3	Mentoring student research grants	1
4	Non peer-reviewed (student or otherwise) oral/poster presentations	1

## Strategy Three: Leadership Development

**Progress:** During Year Two, three leadership trainings (2.5 hours each) and one leadership forum for chairs (2.5 hours each) have been offered per semester. The first *Regional Leadership Symposium* will take place on May 20, 2014 focusing on Transformational Leadership.

Date	Topic	Attendance	Facilitator(s)
<b>SPRING 2013 Series</b>			
25 Jan	<i>Present Like a Pro...and Get Results!</i>	18	Heidi Parr Kerner, Leader Certification, Cornell University
15 Feb	<i>Learning more about yourself: Goal setting and 360 feedback</i>	13	Karinna Vernaza, Ph.D. and Virginia Arp
22 Mar	<i>Work Life Balance: The Secret to having it all!</i>	10	Heidi Parr Kerner, Leader Certification, Cornell University
03 May	Department Chair Session: <i>Understanding and Avoiding Legal Issues</i>	21	Jossey-Bass Department Chair Leadership Institute Webinar, Karinna Vernaza, University Legal Counsel, and Dean's Panel
<b>FALL 2013 Series</b>			
13 Sept	<i>Self-awareness and self-management: What's Your PQ?</i>	18	Maryanne Thornton, CHBC Executive Director & Co-Owner In Progress, LLC
11 Oct	<i>Social Awareness &amp; Relationship Management: What's Your Leadership Style?</i>	15	Maryanne Thornton, CHBC Executive Director & Co-Owner In Progress, LLC
8 Nov	<i>Emotional Intelligence: What's Your EQ</i>	16	Maryanne Thornton, CHBC Executive Director & Co-Owner In Progress, LLC
22 Nov	Department Chair Session: <i>Budgeting, Planning for, and Getting the Resources Your Department Needs</i>	16	Jossey-Bass Department Chair Leadership Institute Webinar; Karinna Vernaza, Ph.D., Budget Director, and Dean's Panel

**Evaluation/Assessment:** Three workshop topics were selected based on requests from faculty at previous workshops. Presenters were a combination of external and internal experts on these topics. Participant evaluations indicated that workshops were useful and well executed, and that they met their stated objectives.

### Challenges:

- Attract new participants
- Provide new and fresh opportunities and experiences for the frequent participants.

**Sustainability Plans:** Transfer the administration of the workshop series to Gannon's Center for Excellence in Teaching and Learning (CETL). The focus of the workshop series may become broader to encompass a variety of topics regarding faculty success in order to sustain appeal and attract new participants.

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