

## 2001-2002 DIVERSITY PLANS

College/Vice Presidential Unit: College of Biological Sciences

Period for Plan (if other than one year) 2001-02

### Part I: Snapshot 2001-2002 Demographics:

- A. Faculty and Staff:** See Appendix I: Diversity Data for Faculty and Staff Unit Level Statistics (data from Office of Human Resources)
- **Note that one of the faculty members whose race/ethnicity is listed as “Undisclosed” is African-American**
  - **Note also that the percentages in the “Undisclosed” columns are, in some tables, incorrect**
- B. Student:** See Appendix II: Women and Minority Undergraduate Student Enrollments (data from Office of the University Registrar)

### **Summary of Faculty and Staff who have resigned this year:**

How many faculty members have left from **July 1, 2000 through June 30, 2001?**

Total Number 3 Percent Female 33 Percent ethnic/racial minority 0

How many staff members have left from **July 1, 2000 through June 30, 2001?**

Total Number 14 Percent Female 71 Percent ethnic/racial minority 7

### **Results of Exit Interviews (if done) or reasons given for leaving**

1 male faculty member deceased, 1 male faculty member retired, 1 female faculty offered an endowed chair position at another institution.

Of the staff members whose reasons for departure are known:

1 died

3 transferred to other OSU units

2 left for positions outside OSU (in one case, due to relocation of a spouse)

5 retired

### **Introductory Narrative**

The College of Biological Sciences is one of the five Colleges of the Arts and Sciences. In addition to the objectives expressed in the University Functional Mission Statement, the College's mission is to provide outstanding:

- Undergraduate education in the basic and applied life sciences including the life sciences component of the General Education Curriculum.
- Graduate education and research in the life sciences. Our goal is national and international preeminence in selected areas.
- Service to the University, to the public and to the scientific community.

The College of Biological Sciences continues to make strides towards increasing diversity. Faculty hiring patterns contributed to a growing percentage of women and minorities on our faculty. Among the 33 faculty hired in the last seven years, 8 (24%) are women, 2 are African-American (one of these is scheduled to arrive in January, 2002) and one is Hispanic. Over the same time period, we have lost 4 women faculty (one deceased, three to other academic institutions).

The numbers of women and minorities in our undergraduate majors are increasing as well (Appendix II). Not only have total undergraduate enrollments increased, but also the relative proportions among our students of African-Americans, American Indian/Alaskan Natives, Hispanics and nonresident aliens. Over the last three years, the representation of women among our undergraduate majors has remained steady at about 59% (higher than any of the other science colleges). The increasing numbers and diversity among our undergraduate students represent a strength of our college, as well as a challenge (we must provide even better services, advising, course options, etc. to our majority and minority students).

Among our staff members are many women, 5 Hispanic and 6 African-Americans (according to data from the Office of Human Resources in Appendix I). In addition, there is at least one disabled (wheel-chair bound) staff member in our College.

The major barriers to achieving diversity in our College are the pool size of available candidates, financial issues, spousal hiring issues, physical facilities and the "climate," perceived in some cases to be chilly towards women and minorities. These and other issues are described in more detail below.

The College of Biological Sciences has a Diversity Committee composed of faculty, staff and students, established in 1986. This group will maintain its responsibility for diversity issues under the leadership of the Dean, and will spearhead the implementation of strategies designed to recruit a more diverse faculty and staff in the College and to recruit, retain and graduate students of color among our undergraduate and graduate students.

### **Planning Process**

The Executive Committee of the College of Biological Sciences reviewed the request for a College Diversity Plan from the Office of Academic Affairs and the Council on Diversity on October 16, 2001. Each Department Chair, in consultation with faculty and staff within their unit, prepared a plan in the format provided. The departmental responses were collated into one document by the Associate Dean for Diversity Issues, Caroline Breitenberger, and revised by the faculty and staff members of the College of Biological Sciences Diversity Committee. Modifications suggested by the Diversity Committee at a meeting on November 7 were incorporated in the document presented to the Executive Committee for final review on November 16.

### **Part II - Unit Leadership Report**

<b>Position</b>	<b>Total Number</b>	<b>Number or Percent Female</b>	<b>Number or Percent Minority</b>
Dean	1	0	0
Associate Dean	1	100%	0
Assistant Dean	0		
Chair	6	0	0
Endowed Chair	2	0	0
Vice Chair	0		
Graduate Studies Chair	6	0	0
Program Chair	0		
School Director	0		
Vice President	0		
Associate Vice President	0		
Assistant Vice President	0		
Director	1	0	0

### **Part III – Recruitment and Retention**

Colleges: What have been the biggest incentives/barriers to *recruiting* women *faculty* in your unit?

**Incentives:** Cultivating more diversity among the faculty and providing role models for students are viewed as incentives to hire women and minority faculty in our departments. Retention of other women in the department raises the perception that women are valued in the department and provides obvious mentors, thus helping us recruit additional women.

**Barriers:** Finding positions for the spouses of female faculty recruits is difficult, especially when the spouse's qualifications do not fit the needs and mission of our College. We view this as one of the major barriers to recruitment of women faculty. The University needs to help more to meet the needs of dual-career couples. The availability of affordable quality childcare is also a barrier in hiring women faculty – the OSU Childcare Center does not have enough slots.

Availability of positions and a sufficient budget to fill open positions is a continuing problem. Applicant pool size can be a problem, but this is improving significantly for women, especially in certain specialties.

Unattractive physical space as a barrier to recruitment in general was mentioned by the units housed in the B&Z Building (which is in a terrible state of disrepair) and in the Biological Sciences Building (due to the lack of windows). When candidates for a position are weighing otherwise similar job opportunities, the appeal (or the lack thereof) of their surroundings has a significant impact on their choice.

Colleges: What have been the biggest incentives/barriers to *recruiting* minority *faculty* in your unit?

**Incentives:** Cultivating more diversity among the faculty and providing role models for students are viewed as incentives to hire women and minority faculty in our departments. Targeted hiring has worked well for one of our departments.

**Barriers:** The small applicant pool size and strong competition from other institutions were mentioned by nearly every department as barriers to recruiting minority faculty. It is inaccurate to use the number of new Ph.D.s in the sciences as an estimate of the pool size for faculty hires because no major university recruits new Ph.D.s into its life sciences faculties – at least one postdoctoral research position is required to qualify someone for a position in the sciences at a Research I institution. The number of minorities coming out of postdoctoral positions is likely to be significantly smaller than the number of new Ph.D.s (many new Ph.D.s accept a position in government or industry rather than the comparatively low-paying postdoc), but there is no good source of data from which to make such an estimate.

In addition to the small pool size, finding positions for the spouses of minority faculty recruits is difficult, especially when their qualifications do not fit the needs and mission of our College. The University does not fund positions for spouses of key female and minority hires aggressively enough.

Availability of positions and a sufficient budget to fill open positions is a continuing problem.

Unattractive physical space as a barrier to recruitment in general was mentioned by the units housed in the B&Z Building (which is in a terrible state of disrepair) and in the Biological Sciences Building (due to the lack of windows). When candidates for a position are weighing otherwise similar job opportunities, the appeal (or the lack thereof) of their surroundings has a significant impact on their choice.

Colleges: What have been the biggest incentives/barriers to *retaining* women *faculty* in your unit?

**Incentives:** The presence of other women in the unit provides evidence of a generally favorable climate. Efforts by Chairs and other faculty to make female colleagues feel like valued members of the department pay off in improved retention of women faculty. We believe we have done a good job in the initial hiring process and brought in individuals with a good chance of success. An annual get-together among the women faculty in the College (convened by an Associate Dean) provides a network on which women faculty rely for mentoring and support. Women also mentioned the value of the promotion and tenure workshops sponsored by CAEW in encouraging retention. The openness of the annual review process is viewed as contributing to retention.

**Barriers:** There is a perception among the departments that counter-offers for women faculty are too little and come too late. Thus we are vulnerable to losing outstanding women faculty that we have nurtured through the ranks. Salary compression also makes our successful faculty vulnerable to outside offers. Availability of suitable positions and resources at OSU for the spouse has also been a barrier in retention efforts. A perceived lack of recognition and/or respect from students, staff and/or faculty colleagues is detrimental to retention efforts.

Colleges: What have been the biggest incentives/barriers to *retaining* minority *faculty* in your unit?

**Incentives:** Hiring qualified individuals for faculty positions, and then giving them the respect and support they deserve are incentives for retention of minority faculty.

**Barriers:** The strong competition from other institutions that also want to increase their numbers of minority faculty was mentioned by nearly every department. Salary compression also makes our successful faculty vulnerable to outside offers. Availability of suitable positions and resources at OSU for the spouse has also been a barrier in retention efforts. A perceived lack of support, recognition and/or respect from students, staff and/or faculty colleagues is detrimental to retention efforts for minority faculty.

All: What have been the biggest incentives/barriers to *recruiting* women *staff* in your unit?

**Incentives:** The College of Biological Sciences Staff Advisory Committee activities, including college-wide staff activities and the Outstanding Staff Award, are viewed favorably by potential recruits, and serve as incentives to recruitment.

**Barriers:** Unattractive physical space as a barrier to staff recruitment in general was mentioned by the units housed in the B&Z Building (which is in a terrible state of disrepair) and in the Biological Sciences Building (due to the lack of windows). When candidates for a position are weighing otherwise similar job opportunities, the appeal (or the lack thereof) of their surroundings has a significant impact on their choice.

Dispersal of units among different buildings was cited as a significant barrier for staff recruitment in general. Such dispersal may have a disproportionate impact on women by reinforcing a sense of isolation.

As with women faculty, the lack of availability of affordable quality childcare acts as a barrier to recruitment of women staff. However, in staff recruitment, this problem is more acute in that we are competing with local companies to hire talented staff, and some of these companies provide on-site childcare.

All: What have been the biggest incentives/barriers to *recruiting* minority staff in your unit?

**Incentives:** The College of Biological Sciences Staff Advisory Committee activities, including college-wide staff activities and the Outstanding Staff Award, are viewed favorably by potential recruits, and serve as incentives to recruitment.

**Barriers:** Applicant pool size and unappealing facilities are barriers to recruiting minority staff. Another barrier is the lack of a targeted hiring process for staff.

All: What have been the biggest incentives/barriers to *retaining* women staff in your unit?

**Incentives:** Staff appreciation lunches (in the College and some departments) help by forging links among the staff members. One-time bonus checks and certificates for a job well-done, nominations of staff for college and university staff awards, and supplemental merit increases funded by the College office act as tokens of appreciation which decrease the sense of isolation and provide validation for the efforts of some staff members.

**Barriers:** Salary competition and changes in career goals, especially when coupled with lack of flexibility in a position, or of opportunities for advancement, can act as barriers to retention of women staff. Staff members often perceive a need to move in order to achieve advancement in their careers. Often, a perception of lack of respect and acknowledgement, particularly in departments with predominantly male faculty, acts as a barrier to retention of women staff. An informal network among staff members can help counteract some of these barriers, but some of our facilities are not designed to facilitate informal interactions among staff members.

All: What have been the biggest incentives/barriers to *retaining* minority staff in your unit?

**Incentives:** Annual staff appreciation lunches at the College and some departmental levels, one-time bonus checks and certificates for a job well-done, nominations of staff for college and university staff awards, and supplemental merit increases funded by the College office all aid retention. Generally, a supportive environment is one of the strongest incentives to retention of any staff member, minority staff especially.

**Barriers:** Salary competition is a barrier. Often, a perception of lack of respect and acknowledgement acts as a barrier to retention of minority staff.

#### **Part IV – Gay, Lesbian, Bisexual, Transgender populations**

Is the environment for gays, lesbians, bisexuals, and transgender faculty, staff, and students safe for self-identification and to raise issues relevant to their environment?

No specific issues have arisen. However, we do not have openly gay faculty and staff in the same percentage as reported in the general population. Our lack of knowledge is largely attributable to the fact that we do not (and most likely cannot) request these statistics. It would be helpful if the Office of Human Resources could collect these statistics in an anonymous fashion.

What evidence do you have?

No quantitative data – most gay, lesbian, bisexual, and transgender faculty, staff, and students do not (and presumably do not feel the need to) self-identify.

#### **Part V – Assessing the Progress in your unit**

1. Given the current snapshot demographics (Part I ) and your leadership report (Part II), what do you see as the:

**Strengths** to build on:

- Continue to build on our existing strong base of female faculty, staff, and students, and minority undergraduate students.
- Continue to provide a welcoming collegial environment.

**Barriers** to overcome:

- We need to increase the number of available positions in our College and to identify resources to fill available positions, to provide prompt counter-offers to faculty who are recruited elsewhere, and to provide spousal hiring assistance.
- Numbers of minority, and to some extent, women applicants for faculty positions and graduate programs are lower than we would like. Numbers of minority applicants for staff positions are low.

**Opportunities** to take advantage of:

- Targeted hiring has the potential to allow us to make significant gains in minority faculty recruiting.
- The new building under construction will help us recruit women and minorities in certain units.
- In several years, renovations of the B&Z Building will improve the environment in that building.
- Women and minorities who are here can help recruit additional women and minorities.
- We need to capitalize on Columbus' reputation as an open, tolerant environment.

2. What procedures or programs did your unit implement especially well from last year's Diversity Plan that other units could learn from or that could serve as a benchmark or model of excellence?

- One of our departments has used a targeted hiring opportunity to recruit an African-American woman to its faculty for the coming year. The potential faculty member was identified through a personal contact: one of our faculty met her when she presented her research at a professional meeting, then invited her to speak here, and the department quickly offered her a position. (Another department is trying to use targeted hiring to hire a white male faculty member. This potential hire, while not adding to the diversity in the College, represents an excellent fit for the department involved.)
- One of our departments used preemptive salary increases and retention packages to retain a woman full-professor and her spouse. She was being recruited into an endowed chair position at another institution. This was the first case of a preemptive offer by the College. In this case, our efforts were supported by the Office of Research and the Office of Academic Affairs. Preemptive offers send an important message to faculty that are targeted for recruitment by other institutions. That message is far more powerful than the message we send when we wait for a formal letter of offer from another institution and then craft a counter-offer. Note that difficult issues arise with preemptive offers and it is not appropriate to use them in every case.
- Our undergraduate recruiting efforts have been improved by the involvement of students and alumni. Members of HELIX, the Biological Sciences student honorary have always helped coordinate the annual Biosci Day recruiting event. In addition, in the past few years, they have provided tours of our facilities for prospective students and their parents. The visitors thus get to hear about our College from the perspective of a current student. Some members of our Alumni Council have helped with a special Biological Sciences Calling Night, in which prospective students are contacted by one of our alums.
- The College of Biological Sciences has a Staff Advisory Committee which has been very active in coordinating and promoting staff activities. They have instituted an annual Outstanding Staff award, quarterly staff awards, an annual

Staff Appreciation lunch and numerous other get-togethers for the staff in our College.

3. What procedures or programs did your unit implement from last year's Diversity Plan that have not produced the anticipated results?

None. Overall, we have made significant progress in our College, with the hiring of an African-American scientist as a faculty member, increasing enrollments of women and minorities among our students, and improved morale among the staff.

**Part VI 2001-2002 GOALS**

**CREATE A SUPPORTIVE ENVIRONMENT THAT IS WELCOMING FOR ALL INDIVIDUALS.**

**Goals:**

1. Increase personal interactions and congeniality among faculty, staff and students.
2. Develop an awareness of issues and problems facing minorities and women.
3. Develop staff appreciation activities.

<b>ACTION STEPS</b>	<b>ASSESSMENT MEASURE</b>	<b>RESPONSIBLE PERSON/AREA</b>	<b>TIMELINE</b> <i>Indicate if timeline exceeds one year</i>	<b>DATE COMPLETED</b>
Departmental events (picnics, retreats, etc.)	Qualitative: involvement of faculty, staff and students in College activities; positive responses on surveys; etc.	Chairs	Ongoing	
College-wide staff events	“	Staff Advisory Committee	Ongoing	
Staff appreciation awards	“	Dean, Staff Advisory Committee	Annual and quarterly	Annual award: 11-7-01
Faculty teaching award	“	Dean, Curriculum Committee	Annual	
Panel discussion of diversity issues for students and faculty	“	Associate Dean, Diversity Committee	Annual	
Review departmental guidelines for GRA vs GTA support	Consistent distribution of support with respect to gender and ethnicity	Associate Dean, Diversity Committee	One year	

**RECRUIT AND RETAIN GREATER NUMBER OF WOMEN AND MINORITIES INTO FACULTY, STAFF, AND ADMINISTRATIVE POSITIONS (INCLUDING DEANS, CHAIRS, AND VICE PRESIDENTS).**

**Goals:**

1. Recruit and retain greater numbers of women and minority faculty
2. Recruit and retain greater numbers of women and minority staff.

<b>ACTION STEPS</b>	<b>ASSESSMENT MEASURE</b>	<b>RESPONSIBLE PERSON/AREA</b>	<b>TIMELINE</b> <i>Indicate if timeline exceeds one year</i>	<b>DATE COMPLETED</b>
Use existing channels and programs that assist in the identification of qualified minority and women scientists as part of faculty recruitment	Successful recruitment of a woman or minority	Dean, Chairs, Search committees, faculty	Ongoing	
Develop awareness at the beginning of a search as to the University's Diversity Plan and requirements associated with the recruitment process	Successful recruitment of a woman or minority	Dean, Chairs, Search committees, faculty	Ongoing	
Targeted recruiting of specific individuals; increase efforts to target outstanding female and minority faculty candidates	Successful recruitment of a woman or minority	Dean, Chairs, Search committees, Diversity Committee, faculty	Ongoing	Jan., 2002: new faculty in EEOB
College Women's Group	Successful retention of women faculty	Associate Dean	Annual	
Increase efforts to recruit outstanding minority staff candidates	Successful hiring of minority staff	Chairs, faculty	Ongoing	
Staff appreciation awards	Qualitative: involvement; positive responses on surveys; etc.	Dean, Staff Advisory Committee	Annual	

**RECRUIT, RETAIN AND GRADUATE GREATER NUMBER OF ETHNIC MINORITY STUDENTS.**

**Goal:**

Recruit, retain and graduate greater numbers of students in all underrepresented groups.

<b>ACTION STEPS</b>	<b>ASSESSMENT MEASURE</b>	<b>RESPONSIBLE PERSON/AREA</b>	<b>TIMELINE</b> <i>Indicate if timeline exceeds one year</i>	<b>DATE COMPLETED</b>
Establish a graduate assistantship dedicated to minority students	Number of minority graduate students	Dean, Graduate Studies Chairs, Development Officer, faculty	Ongoing	
Assemble graduate student recruiting materials targeting women and minorities	Number of minority graduate student applicants	Diversity Committee, College Communications Director	1 year	
Faculty visits and seminars at colleges with predominantly minority undergraduate students	Number of such seminars (this is a long-term effort which is not likely to yield immediate results)	Departments, Graduate Studies Chairs	Ongoing	
Hosting faculty visits from colleges with predominantly minority undergraduate students	Number of such visits (this is a long-term effort which is not likely to yield immediate gains in minority graduate students)	Departments	Ongoing	
Support group for minority graduate students	Qualitative: student satisfaction	Dean, Associate Dean, Diversity Committee	1 year	

Young Scholars Program participation	Track Young Scholars to see if they apply	Associate Dean, faculty, Young Scholars Program staff	Annual	August, 2001
Research Experience for Undergraduates Program	Track REU participants to see if they apply to graduate school at OSU	Molecular Genetics Chair and faculty	Ongoing	
Faculty participate as science fair judges in regions of Ohio where a substantial fraction of the students are members of under-represented groups	Number of minority undergraduate students	Faculty	Ongoing	
Assess Introductory Biology Program climate issues	Satisfaction of minority and GLBT undergraduates	IBP Director, FTAD, Associate Dean	1 year	
Retention study	Time to graduation of minority undergraduates	Associate Dean, Diversity Committee, Curriculum Committee	1 year	
Undergraduate fellowships targeted to minority students	Number of minority undergraduates	Microbiology Chair, faculty	1 year	