



Advancing Diversity
Division of Science, CCNY
2017 - 2021

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Preamble

In the Division of Science at The City College of New York, we are committed to an open, diverse and inclusive community with diversity as a core value for us and our institution. In this, the Division reflects the College's commitment "to offer an affordable education and to recruit and support a diverse student population, reflective of both New York City and the global society in which we live." Thus, we are actively engaged in an ongoing process to ensure a welcoming and safe environment for all students, postdocs, faculty, staff, alumni, and friends of the College. We believe having a wide range of interests, experiences, and intellectual and cultural points of view will enhance and enrich the intellectual milieu in our Division. We recognize that optimizing the breadth of diversity and inclusion efforts in the Division is a critical step for the College to realize its potential to become a national leader in the advancement of diversity in the STEM fields. Within the College, the Division has taken the lead in spearheading a diversity initiative that will make the Division an impactful force in the STEM arena by engaging in a continuum of activities that embraces and celebrates diversity in all its human dimensions. In December 2015, the Dean of the Division created an *ad hoc* Division Diversity Committee (DDC), which was charged to create a diversity strategic plan for the Division. The DDC engaged the services of C Gita Bosch, a diversity expert, to guide it in the development of this Division Diversity Strategic Plan (DSP). The membership of the *ad hoc* DDC included faculty from all departments within the Division. They were:

Daniel L. Akins (Professor, Chair, Chemistry & Biochemistry)
Karin Block (Associate Professor, Earth & Atmospheric Sciences; Chair, DDC)
Gautam Chinta (Professor, Mathematics)
Karen Hubbard (Professor, Chair, Biology)
Tony M. Liss (Professor, Physics, Dean, Division of Science)
Mark Pezzano (Associate Professor, Biology)
Bianca Santoro (Assistant Professor, Mathematics)
Myriam Sarachik (Professor, Physics)
Maria Tamargo (Professor, Chemistry & Biochemistry)

The first step in the development of this DSP was the creation of a Diversity Statement for the Division. In it, the Division reinforces its strong commitment to participate in the development of a diverse and successful local, national and global scientific workforce. The Division Diversity Statement reads:

For over 150 years, The City College of New York has provided access to excellence in the scientific disciplines for the diverse population of New York City, molding sharp minds from all backgrounds into a potent STEM workforce to meet national needs. Today, the Division of Science aspires to ensure a diverse and engaging environment, knowing that the creative energy and innovative insights that result from diversity are vital for the intellectual rigor and social fabric of the College, and are requisite for a highly effective scientific workforce of the future. As a scholarly community, the Division welcomes people of all racial, ethnic, cultural, socio-economic, national and international backgrounds, without regard to religion, age, gender, gender identity, sexual orientation, or political affiliation.

Introduction

With the creation of *Advancing Diversity: Division of Science, CCNY 2017-2021*, the Division is making a bold move to take on the serious and challenging task of creating a more diverse and inclusive campus community at the City College of New York. The Division recognizes that the diversity of its faculty is essential for optimizing outcomes in the education and training of its students and in the scientific enterprise. The Division also acknowledges its obligation to recruit and retain a diverse faculty who will serve as mentors for its diverse student body. The success of the students, and in particular students from underrepresented groups, is dependent upon their ability to see successful faculty who they can identify with and who can serve as role models as they pursue their education and careers.

Although the Division is committed to diversity and inclusion in their broadest sense as affirmed in its Diversity Statement, for the purpose of this Diversity Strategic Plan, the focus for its faculty recruitment and retention will give special emphasis to underrepresented racial and ethnic groups, as recognized by the NIH¹. This means that a meticulous search committee for open faculty positions will conduct deliberate and intentional outreach to identify candidates from these underrepresented groups. They

¹ The NIH recognizes “racial and ethnic groups that have been shown by the National Science Foundation to be underrepresented in the health-related sciences on a national basis. The following racial and ethnic groups have been shown to be underrepresented in biomedical research: African Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians and other Pacific Islanders”.

will be made aware of the Division's commitment to increase the diversity of its faculty and of how unconscious bias can negatively impact the recruitment and retention of excellent faculty.

CCNY graduates from the STEM disciplines have been distinguished within the scientific community. The College boasts the largest number of Nobel Laureates among its graduates of any public institution in the US. Another distinction of the College is its exemplary diversity among its student body, qualifying it as a Minority Serving Institution with regards to both Black/African American and Hispanic/Latino students.

In 2015, undergraduate students from underrepresented groups enrolled in majors within the Division of Science were 25% Hispanic/Latino, 18% Black/African American, 1% Native Hawaiian/Other Pacific Islander, and <1% Native American/Alaska Native. In comparison, a look at the full-time faculty in the Division shows that 6% are Hispanic/Latino, 3% are Black/African American, and none are Native Hawaiian/Other Pacific Islander or Native American/Alaska Native. The Division seeks to impact the future make-up of its faculty to better reflect these underrepresented student groups, and in turn take advantage of the full available talent pool, with the creation and implementation of this DSP.

This DSP outlines a set of tangible and achievable goals that will move the Division from a mindset of recruitment and retention to one of attraction and success. The strength of the DSP lies in the detailed layout of a concrete set of strategies, initiatives, and milestones to achieve its goals. The Division recognizes that there will be challenges in reaching the goals it has set, but it also recognizes the opportunities that these efforts will allow for it to make lasting changes within the Division and the College.

It should be noted that despite the abundance of undergraduate students from underrepresented groups at CCNY and academic institutions across the country, the number of doctoral graduates from these groups in the STEM disciplines has remained abysmally low. According to the Survey of Earned Doctorates/NSF data for 2014 in the Life Sciences and Physical Sciences, Hispanics/Latinos earned 6% of the doctorate degrees, Blacks/African Americans earned 5%, and American Indians/Native Alaskans earned 0.3%. Native Hawaiians and Other Pacific Islanders were included in a category labeled "Other

Race/Race Not reported” that earned 1% of doctorate degrees awarded. These numbers by no means reflect the demographic make-up of the population of the United States.

It behooves us as leaders in our academic institutions to address this issue and commit to fueling the pipeline to positively impact these numbers for the future scientific workforce.

Mission

The objective of the Diversity Strategic Plan for the Division of Science is to increase the diversity among the full-time faculty by strengthening recruitment efforts while creating an environment that supports and facilitates the success of a diverse academic community. It aims to provide opportunities that allow for respectful interactions among all individuals in a Division that embraces and celebrates diversity in all its human dimensions.

Vision

With this Diversity Strategic Plan, the Division of Science aspires to build and sustain an academically, intellectually, and culturally vibrant environment that values all its members by leveraging diversity as a cornerstone to achieve and maintain excellence, and eliminate barriers to engagement, learning and productivity for the current and future scientific workforce.

Goals

As noted in the Introduction, for the purposes of this DSP, the focus for its faculty recruitment and retention efforts will be on underrepresented racial and ethnic groups. It is expected that these efforts will positively impact all groups.

Goal I: Promote sensitivity to issues around diversity within the Division, especially pertaining to respect, equity and inclusiveness.

Goal II: Enhance recruitment efforts within the Division, with a focus on underrepresented racial and ethnic groups.

Goal III: Strengthen retention and continued success of all faculty within the Division, with a focus on underrepresented racial and ethnic groups.

Metrics

During the implementation of this DSP, the following metrics will be used to evaluate movement toward fulfillment of each of the goals defined.

Goal I: *Promote sensitivity to issues around diversity within the Division, especially pertaining to respect, equity and inclusiveness.*

1. Increased satisfaction on diversity climate survey
2. Engagement and participation in Division and campus-wide programs and activities (including courses and workshops) related to diversity
3. Increased funding for diversity initiatives

Goal II: *Enhance recruitment efforts within the Division, with a focus on underrepresented racial and ethnic groups.*

1. Increased number of full-time faculty from underrepresented groups hired in each department
2. Increased proportion of applicants from underrepresented groups in the candidate pools
3. Increased funding for diversity hiring initiatives

Goal III: *Strengthen retention and continued success of all faculty within the Division, with a focus on underrepresented racial and ethnic groups.*

1. Sustained success of faculty from underrepresented groups, as measured by continued reappointment, promotion and tenure within each department
2. Increased interactions and collaborations among/between departments in the Division as well as within the College in support of diversity efforts

Initiatives & Strategies

During the implementation of this DSP, the following initiatives and strategies will be implemented to reach the established goals as measured by the metrics outlined above.

Goal I: *Promote sensitivity to issues around diversity within the Division, especially pertaining to respect, equity and inclusiveness.*

- 1) *Increased satisfaction on diversity climate survey*
 - a) Support affinity/resource groups to provide opportunities for community-building for those with shared experiences
 - b) Increased visibility and recognition of diversity efforts
- 2) *Engagement and participation in Division and campus-wide programs and activities (including courses and workshops) related to diversity*
 - a) Promote Division-wide ongoing small group focused conversations around the value of diversity
 - b) Deliver Division-wide learning programs and activities that address diversity issues, such as unconscious bias and cultural competency
 - c) Identify and encourage online education and training opportunities within the Division
- 3) *Increased funding for diversity initiatives*
 - a) Increase available resources and support for diversity initiatives
 - b) Seek extra-Divisional sources of funding to support diversity initiatives

- c) Develop and seek funding for a faculty diversity hiring initiative
- d) Develop sustained funding for the Division's diversity efforts

Goal II: *Enhance recruitment efforts within the Division, with a focus on underrepresented racial and ethnic groups.*

- 1) *Increased proportion of applicants from underrepresented groups in the candidate pools*
 - a) Broadcast diversity and ongoing diversity efforts in the Division to attract the interest of potential/future faculty members
 - b) Create and support a dynamic pipeline of future faculty applicants from underrepresented groups for each department
 - c) Develop strategic partnerships and alliances to strengthen the pipeline of future faculty applicants from underrepresented groups for each department
- 2) *Increased number of full-time faculty from underrepresented groups hired in each department*
 - a) All faculty searches must be cognizant of potential unconscious bias at each step of the search process, beginning with the language used in the job description, letters of recommendation, interviews, and up to the job offer
 - b) All search committees must be made aware of and engage in programs/activities that address unconscious bias in the hiring process
- 3) *Increased funding for diversity hiring initiatives*
 - a) Develop and seek funding for a faculty diversity hiring initiative, including competitive start-up packages
 - b) Develop partnerships and alliances to accommodate partner/spousal hires

Goal III: *Strengthen retention and continued success of all faculty within the Division, with a focus on underrepresented racial and ethnic groups.*

- 1) *Sustained success of faculty from underrepresented groups, as measured by continued reappointment, promotion and tenure within each department*
 - a) Improve/increase mentoring programs for new faculty

- b) Ensure mentoring committees are effective
 - c) Identify issues that do/could lead to attrition of faculty from underrepresented groups in the Division
 - d) Develop and implement programs/activities that would improve the experiences of faculty from underrepresented groups
 - e) Conduct exit interviews with faculty who choose to leave the College/Division
- 2) *Increased interactions and collaborations among/between departments in the Division as well as within the College in support of diversity efforts*
- a) Build academic and non-academic collaborations within and beyond the Division that strengthen faculty from underrepresented groups' sense of engagement and belonging
 - b) Create opportunities for intra-Division/inter-departmental interactions for engagement in building diverse communities
 - c) Establish assessments and Division-wide reports of all diversity efforts within the Division

Milestones & Timelines

YEAR 1 (September 2016 to August 2017)²

- Begin implementation of this DSP (*September 2016*)
- Convene and charge a permanent Division Diversity Committee (*September 2016*)
- Add the Division Diversity Statement to the Division's website (*September 2016*)
- Add the Executive Summary of this DSP to the Division's website (*September 2016*)
- Identify a format/module for training on unconscious bias for search committees (*September 2016*)
- Establish written guidelines for the Division search committees and its faculty hiring process (*September 2016*)
- Require and begin unconscious bias training for search committees (*October 2016*)

² See Action Plan for further details on the items in this list

- Create and administer Division-wide climate surveys to all faculty, staff, and students (*October 2016-November 2016*)
- Create a Division database that will be populated with data on promising potential recruits from underrepresented groups for each department (*October 2016*)
- Establish/identify mechanisms to invite individuals from underrepresented groups who are at the various levels of their careers to give seminars (*October 2016*)
- Establish written long-term diversity vision statements for each department with respect to scientific goals, faculty engagement, and a supportive inclusive environment (*October 2016*)
- Review and align activities that relate to diversity work within each department to eliminate duplication of effort and resources (*November 2016*)
- Enhance ongoing and/or establish pipeline programs targeted to all education and career levels (*January 2017*)
- Analyze data from climate surveys to determine areas that require action (*January 2017*)
- Engage department chairs to establish and host annual Division-wide conversations around diversity to strengthen intellectual and social pursuits within the Division (*January 2017*)
- Develop and implement a diversity self-assessment instrument to monitor the effectiveness of the Division's diversity efforts (*January 2017*)
- Identify activities that relate to diversity work within the College and explore opportunities to collaborate with these efforts (*February 2017*)
- Explore/establish partnerships and alliances throughout the Tri-State area to promote spousal/partner hires
- Establish a standard Division-wide faculty mentoring process to include scientific, funding, and career mentoring by reviewing departmental designs and ensuring their efficacy
- Implement Division-wide event (each semester) with focus on new faculty
- Prepare standard one-page summaries that will be included in welcome folders for new faculty
- Identify, explore and begin collaborations to promote diversity within the College, such as with the ADVANCE grant, RCMI, IRACDA, MSKCC Partnership, CUNY Black Male Initiative, CUNY Advanced Science Research Center, etc.
- Explore extra-divisional (both within and beyond CCNY) sources of funding for diversity initiatives

- Develop a vehicle (such as a bi-annual online newsletter) to ensure the message and visibility of the value of diversity in the Division
- Develop activities/venues to celebrate diversity and recognize diversity efforts within the Division
- Establish and promote a mechanism by which individuals within the Division (faculty, students, and staff) can obtain help to address diversity-related issues
- Conduct a diversity self-assessment, using the instrument developed in January 2017 to measure effectiveness of diversity efforts. Additional items should be added to the instrument as needed (*August 2017*)

YEAR 2 (September 2017 to August 2018)

- Review and update milestones and timelines for this and subsequent years based on the results of the self-assessment (*September 2017*)
- Maintain and strengthen the above initiatives based on the results of the self-assessment
- Conduct a diversity self-assessment, using the instrument developed in January 2017, to measure effectiveness of diversity efforts. Additional items should be added to the instrument as needed (*January 2018 and August 2018*)
- Begin unconscious bias training for all faculty and staff

YEAR 3 (September 2018 to August 2019)

- Review and update milestones and timelines for this and subsequent years based on the results of the self-assessment (*September 2018*)
- Maintain and strengthen the above initiatives based on the results of the self-assessment
- Review climate surveys developed in Year 1 to determine if additional items should be added before distribution. All previous questions should remain the same to allow for direct comparison of the resultant data (*October 2018*)
- Administer climate surveys that were developed in Year 1 (with additional items as needed) to all faculty, staff, and students (*October 2018-December 2018*)
- Analyze data from climate survey and compare to data from Year 1 to assess effectiveness of the diversity efforts (*December 2018-January 2019*)

- Conduct a diversity self-assessment, using the instrument developed in January 2017, to measure effectiveness of diversity efforts. Additional items should be added to the instrument as needed (*August 2019*)

YEAR 4 (September 2019 to August 2020)

- Review and update milestones and timelines for this and subsequent years based on the results of the self-assessment (*September 2019*)
- Maintain and strengthen the above initiatives based on the results of the self-assessment
- Conduct an external (to the Division) review of the Division's diversity efforts (*January 2020*)
- Prepare and share a report of the findings of the external review

YEAR 5 (September 2020 to August 2021)

- Review and update milestones and timelines for this year based on the results of the external review (*September 2020*)
- Maintain and strengthen the above initiatives based on the results of the self-assessment
- Prepare new five-year Diversity Strategic Plan for September 2021 to August 2026 (*September 2020*)

Financial, Operations and Management Plans

This Division of Science Diversity Strategic Plan will be implemented by and under the supervision of the Dean of the Division. The Dean will ensure appropriate funding and administrative support for the successful implementation and achievement of the goals outlined in this DSP.

Assessment

The Division will create a brief self-assessment instrument that will be used to determine the ongoing effectiveness of the initiatives and programs established during the implementation of this DSP. This will

consist of a set of questions that will serve as both quantitative and qualitative measurements of the Division's diversity efforts. These objective assessments of the programs and actions in reaching the milestones according to the established timelines will be conducted on a regular basis. The assessments will be conducted at the end of each semester for the first two years of the DSP, and then annually after that for the remaining three years of the plan. Successes and shortcomings in the diversity efforts will be shared and discussed openly within the Division so that the successes can be celebrated and the challenges can serve as opportunities for engagement of all stakeholders in the Division.

During Year 3 of the DSP, the Division will conduct a second climate survey that will be compared with the climate survey conducted during Year 1 of the DSP. It is important that the questions remain the same for this second survey to allow for a direct comparison. The self-assessments conducted prior to this climate survey will be used to inform the Division if there is a need for additional questions in the second administration of the survey. It should be anticipated that another climate survey will be conducted about three years later.

During Year 4 the Division will conduct an external review of its diversity efforts. The report from this review will inform and help frame the next Diversity Strategic Plan.

Conclusion

The Division of Science at the City College of New York finds itself at a pivotal moment and is taking this unique opportunity to translate its values into a community that appreciates and values all its members. It is ready to harness the positive momentum set by the College and advance diversity. In our global society, it is essential that institutions embrace, engage and harness the diversity of all its members in all their human dimensions in order to achieve and sustain excellence. The advancement of diversity is a bold move that must be done with sensitivity and substantive commitment from the leadership. In its commitment to advancing diversity, the Division of Science demonstrates its agreement to this core value of the College and continues to serve the global scientific enterprise.