Graduate School Equity & Diversity Progress Report for 2011-12

Please return electronically to Dean Martin Cadwallader: pziebarth@grad.wisc.edu

YOUR CENTER: ___ Laboratory of Cell & Molecular Biology (LCMB) 9/28/12_____

The following identifies 3 areas for evaluating/improving equity and diversity in the Graduate School Centers and Institutes. Please assess equity, diversity and climate in your center by answering each set of questions.

**Climate Assessment:**
Climate refers to the general quality of the overall work environment. Is it characterized by a sense of community? Is there a perception that all are treated equitably and fairly, that the work environment is flexible and employees are encouraged to be creative in using available resources to achieve the best possible outcomes in performing their duties? Are activities designed to help create and maintain good climate supported by center/institute leaders?

Have you been working toward any goals in this area? **YES**

If yes, what are they?

- Continued unification of the recently merged shared administrative units of the Institute for Molecular Virology (IMV) and the Laboratory of Cell and Molecular Biology (LCMB).

- Increased mentor and mentee training for new and continuing faculty and graduate students.

Check the response that best describes how your center is doing in this area and provide additional information as indicated.

___ x ___ Doing Well
___ Adequate
___ Needs Action

- Please share one or two examples of activities that helped achieve a good climate in your center/institute.

  - The Bock Labs shared administrative services has provided private offices for the graduate and training program coordinators (those of CMB, Biophysics, and MBTG). Dealing with private student issues has been much easier and students more freely express concerns and issues that they may have previously hesitated to share in open space offices. In addition, the financial services of the shared administrative unit have been more closely aligned in the physical office space to
promote increased collaboration and sharing of information critical to job duties and functions.

♦ The Cellular & Molecular Biology (CMB) graduate program, which is administered by LCMB, has a few ongoing workshops for first year students, new faculty trainers and continuing faculty trainers. These have all been very well received and plan to continue in the years ahead.

♦ Mentoring workshops for first year graduate students. Since 2009 the first year workshops have been hosted in partnership with CMB, Biophysics, and Nutritional Science graduate programs. Christine Pfund from the DELTA program leads this workshop with program coordinators. The graduate students prioritize their needs as mentees, reflect on what type of graduate mentor would help them work effectively, become familiar with mentor-mentee compacts, and identify expectations of communication and becoming a productive graduate student.

♦ New faculty trainer orientation and faculty mentor training. Since 2009 these efforts have been in place and have been very well received. The new faculty trainer orientation consists of a short presentation by the CMB Program Chair, Bill Bement, followed by question and answer session. New faculty trainers are provided information about CMB, the training environment expected, and all programmatic requirements. In addition, this is an opportunity for new faculty to network and build collaborations within the CMB program. Faculty mentor training is lead by Christine Pfund from the Delta program, Gary Lyons and Sebastian Bednarek, CMB faculty leadership members, and Kate Baldwin, CMB graduate student. The two hour mentoring workshop is offered each fall and helps improve the effectiveness of faculty mentoring in CMB, providing our graduate students with a better research experience and reducing frustrations that often occur between faculty trainers and graduate students. The workshop uses case studies and interactive learning to discuss items such as the role of mentors/mentees, effective communication, setting expectations, mentoring compacts, and mentor/mentee action plans.

- Please indicate if there is anything you can do over the next year to build on your success in creating adequate climate in your center/institute?

♦ We will continue to assess and improve where needed the administrative support delivered to the faculty, staff and students of the LCMB and affiliated programs. A foundational element of good climate is the perception and confidence that the unit provides the resource and assistance to help address questions, concerns and issues that arise in the daily course of the research and academic activities.

- Please specify at least one action you will take over the next year to improve climate in your center/institute.
We plan to host more regular LCMB and IMV building wide functions inviting all students, faculty, and administrative staff from both units to further improve the connections and further positive climate within Bock Labs.

**Equity/Fair Treatment:**
This set of questions asks you to assess equitable and fair practices in your center. As you address the following questions, please consider standard practices in your center/institute with respect to: communications with employees; providing opportunities for training & professional development; advancement and promotions; and providing access to resources.

Have you been working toward any goals in this area? **YES**

If yes, what are they?

- Flexible work schedules for professional development opportunities
- Increased education in regards to the 2012-13 Human Resources (HR) Design

Check the response that best describes how your center is doing in this area and provide additional information as indicated.

__x__ Doing Well  
___ Adequate  
___ Needs Action

- Please share one or two examples of activities that helped achieve equity and fair treatment in your center/institute.

- Bock Labs administrative staff members have attended the Conference for the Office Professional as a team each year. This professional development area specific staff members has been beneficial to each one individually as well as building the team as a cohesive administrative unit.

- A member of LCMB was nominated and selected to participate in the Kauffman Administrative Development Program, a yearlong seminar aimed to increase understanding of the scope, structure, governance, history and culture of UW-Madison.

- All building members have been encouraged to attend the listening sessions and participate in the HR Design during the spring and summer of 2012.

- Please indicate if there is anything you can do over the next year to build on your success in creating equitable and fair practices in your center/institute.
• Continue to offer flexibility to attend workshops and professional conferences as well as attending and participating in the various HR Design educational opportunities.

- Please specify at least one action you will take over the next year to improve equity and fair treatment in your center/institute.

• We will examine the process for conducting performance reviews for consistency and effectiveness across the laboratory subunits of the Center. The goal is to have a practice in place that merges into the aims of the HR redesign that is being rolled out campus wide starting in the 2013-14 year.

**Recruitment and Hiring**
These sets of questions are focused on recruitment and hiring practices in your center/institute. As you consider these questions please consider the extent to which they promote equity, diversity and good climate.

Have you been working toward any goals in this area? **YES**

If yes, what are they?

• To fill two financial specialist vacancies in the Bock Labs administrative unit

Check the response that best describes how your center is doing in this area and provide additional information as indicated.

___Doing Well
_x_Adequate
___Needs Action

- Please share one or two examples of activities that helped develop good recruitment and hiring practices in your center/institute.

• After recent success in filling position vacancies, the standard interview procedure continues to incorporate a meet and greet period with building staff and students. Such an opportunity encourages staff to be engaged and invested in the interview process and provides the interview candidate an opportunity to interact with staff members directly. Staff and students are also provided the chance to give feedback in regards to each interview candidate.

- Please indicate if there is anything you can do over the next year to build on your success in developing good recruitment and hiring practices in your center/institute.

• There has been a significant impact in the recruiting/hiring process for classified positions in the past year caused by the changes dictated through
legislative acts. Our goal, now that there is some experience with the process, is to act to move the process through the steps more rapidly.

- Please specify at least one action you will take over the next year to improve recruitment and hiring practices in your center/institute.

  ♦ We will continue to move to fill two open positions in the classified title ranks.

**Obstacles to Achieving Equity and Diversity and a Positive Climate**
Are there any obstacles that keep you from making progress in the above areas? Is there anything else you think the Graduate School Equity and Diversity Committee should be aware of that impact climate, equity and diversity in your center/institute? At the UW overall?

  ♦ A continued obstacle continues to revolve around hiring two vacant financial specialist positions, which have been open since December and May respectively. The classified recruitment process is cumbersome, time consuming, and provides little to no flexibility. For example, the financial specialist 2 position was posted on 1/26/12 and the financial specialist 3 position was posted on 5/8/12. As of September 2012 the process has not yielded any qualified candidates who are interested in the job.

  ♦ Another ongoing frustration from 2012 has been with the HR Design and the lack of simplified communication about the project and the implications for faculty, staff and students.