OFFICE OF ACADEMIC AFFAIRS

Old Westbury's PRODiG Proposal

The attached proposal was submitted by the College in response to a call from the SUNY Office of Diversity, Equity, and Inclusion to apply for support from the "Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth" – or *PRODiG* – Initiative. The PRODiG Initiative was conceived "to increase the representation of historically underrepresented faculty at SUNY[,] including underrepresented minority ('URM') faculty in general, [and] women faculty of all races in STEM fields ('WSTEM')" (see https://www.suny.edu/prodig/faq/).

Please be advised that the attached proposal document contains information that should be read within the context of the PRODiG proposal guidelines (appended to this memo). Specifically:

- The maximum possible support for a tenure-track hire under the PRODiG Initiative is $90,000/year; accordingly, the proposal asks for that maximum - $90,000 – for each of the anticipated hires (see p. 25 in the proposal). This amount does NOT represent the actual anticipated salaries for new hires, which will be subject to the same general parameters for hiring new tenure-track faculty, which have not changed.
- Hiring projections contained in the proposal were based on the best information at the time of submission and are just that - projections; the College's actual tenure track hiring processes that are now underway are *not* contained in the proposal.
- Two of the tenure-track faculty hires who began their appointments in Fall 2019 should, in the College's estimation, be eligible for PRODiG support; therefore, the salaries negotiated for those two positions are included in the 2019-2020 portion of the budget proposal, also found on p. 25.

This proposal, if successful, will materially improve the College's ability to support and increase the diversity of the tenure-stream faculty through support for URM and W-STEM hiring going forward.

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<mark>UPDATED</mark>
SUNY PRODiG Initiative
Guidelines for Campus Plans

1. Background/Introduction

While SUNY has significantly increased the diversity of its student population, and campus leadership at the highest level, we have been less successful in increasing the diversity of our faculty. Our data reveal a pronounced gap between the racial/ethnic diversity of SUNY faculty members (8.6%) as compared to the diversity of the students they instruct (28.5%, Fall 2018). This 3X gap is expected to grow if SUNY campuses do not take steps to overhaul their hiring practices and methodology.

PRODiG ("Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth") aims to increase the representation of historically underrepresented faculty at SUNY including underrepresented minority ("URM") faculty in general, women faculty of all races in STEM fields ("WSTEM"). This is consistent with SUNY's role in creating pathways to social and economic opportunity for all our students, as well as personal and intellectual fulfilment. Each of these underrepresented groups face persistent barriers to social and economic mobility both as students and after graduation. Increasing the representation of faculty members who understand, and have overcome, race-and gender-based barriers and biases is important to the success and well-being of our students. And where other groups are underrepresented in a field due to the persistence of barriers to social and economic mobility, efforts to address this underrepresentation will receive consideration for PRODiG funding as well.

Moreover, faculty diversity benefits the broader academy. A diverse faculty is critical to academic excellence because, as research demonstrates, diverse teams are more innovative, productive, and solve complex problems faster and better.[1] Furthermore, faculty diversity is key to preparing *all* students to live and work in an increasingly global, diverse and interconnected world by exposing students to a wide array of ideas, experiences, cultures, and individuals.

Where faculty candidates are underrepresented in certain academic disciplines due to persistent barriers, they will be considered for PRODI-G salary support on a case-by-case basis.

For further background on PRODI-G, see this memo.

2. Project Goals

As announced in the Chancellor's 2019 State of the University System address, PRODiG is designed to create changes in faculty recruitment and retention processes that will result in the hiring of

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[1] Scott Page, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies* (Princeton University Press, 2008).

underrepresented faculty and provide support to campuses for the hiring and retention of up to ~1,000 underrepresented faculty members in the next decade, or roughly doubling the diversity of our full-time faculty.

National higher education policy research suggests that four factors are the primary impediments to faculty diversity: (a) narrow pipelines and pathways into academic careers for underrepresented students, (b) outdated faculty recruitment and retention practices, (c) faculty diversity myths that abound in higher education (including the view that faculty diversity is incompatible with academic excellence), and (d) the decentralized administrative culture of the academy.[2]

PRODiG aims to tackle these impediments with a comprehensive -- not piecemeal -- approach. PRODiG focuses on:

- identifying historical underrepresentation within the ranks of faculty;
- growing the pipeline of URM and WSTEM students into academic careers;
- insisting that campuses employ *best practices* empirically proven to reduce barriers to diversity in the faculty search process, and at the same time;
- creating a collective focus on broadly assessing and improving recruitment and retention processes across the campus (*i.e.,* establishing an integrated approach whereby faculty affairs, human resources and diversity offices work together to propose solutions).

By engaging campuses in identifying the impediments that most affect their ability to hire URM and WSTEM faculty, and supporting their conclusions with data, PRODiG also seeks to expose and debunk the myths that may function as proxies for the actual challenges campuses face in hiring URM and WSTEM faculty.

The following elements target an array of barriers to faculty diversity (see diagram):

- Search committee education and certification pilot
- SUNY-wide Higher Education Recruitment Consortium ("HERC")
- Cluster hire pilots
- Startup packages on a case-by-case basis
- Annual teaching and mentoring conferences -- one for high-achieving URM students, and one for high-achieving WSTEM students
- Graduate Stipends (one-time graduate research stipends of $5000 each to support incoming PhD students)
- Three years of salary support for full-time entry- and mid-level faculty on a case-by-case basis, based upon available historical and projected data (100% of salary up to $90k in Year 1, 50% up to $45k in Year Two, and 30% up to $27k in Year Three)
- Grants to support elements of campus plans, based upon demonstrated improvement of faculty hiring process and enhancement of pipeline-building

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[2] "Best Practices for Improving Faculty Diversity Recruitment and Retention", Chapter 7 in Damon Williams and Katrina C. Wade Golden, The Chief Diversity Officer: Strategy, Structure, and Change Management (Stylus Publishing, 2013), p.282.

The guidelines and application steps outlined below, are designed to engage campuses in a robust process of self-assessment, reflection and collaboration that results in creative, deliberate, innovative, and strategic new plans for removing barriers to diversity. Furthermore, these steps should elicit plans that leverage the unique resources, challenges and opportunities of individual campuses, as well as, the resources provided through PRODiG.

Each campus is expected to convene a dedicated, diverse PRODiG Committee broadly drawn from faculty hiring and graduate pipeline "influencers" and leadership across the campus, and provide data from the Provost Office on the impact on PRODiG. This will ensure a collective, centralized campus focus on the impediments to faculty diversity, as well as strategies for removing them across the academic units.

The steps outlined below are guides to preparation for, and implementation of, campus PRODiG proposals. Each year, all previously awarded campuses seeking subsequent PRODiG funding will be required to update, renew and build upon their initial PRODiG funding proposal and campus PRODiG Implementation Plan, with the goal of periodic (annual, at minimum) assessment and continuous improvement. The PRODiG Review Committee at SUNY System Administration will consider campus progress over past years (say 3-4 year rolling average) in achieving stated goals for subsequent funding decisions.

3. Eligibility

All state-operated SUNY campuses and community colleges are eligible for PRODiG funding. The contract colleges are invited to be part of PRODiG with funding provided by the private college or university in which they reside.

4. Timeline

- 2019 Request for Proposals published February 2019
- University Faculty Senate PRODiG Workshop (March 1-2, 2019, Binghamton University)
- Campus proposals due by 5pm ET on July 15, 2019
- PRODiG Funding Announcement -- August 2019
- Implementation of Campus Plans begins no later than September 2019
- Rolling Approvals of PRODiG hires starting with AY2020
- Annual PRODiG Implementation Reports due in March of each year
- 2020 Request for Proposals published February 2020

5. Elements of Proposal

A. Background/Context

Describe the history and context of your SUNY campus's current faculty diversity, specifically URM and WSTEM faculty, and the diversity of the student pipeline into doctoral programs, where relevant. This should be as specific as possible, not only to the campus, but to programs and specialty areas within the faculty. Further describe initiatives to develop pipelines to academic

careers among students, specifically URM and WSTEM students. How is your campus uniquely challenged, or uniquely well-positioned with respect to diversity within the faculty and the student pipeline into doctoral programs? How has your campus traditionally approached issues of diversity and inclusion? Provide some context for the empirical data you will provide. What background should the review committee have about your campus as it reviews your proposal?

Additionally, campuses should assess the diversity of the available labor pool of candidates and the historical hiring and retention rates of underrepresented candidates in relation to overall hiring and retention rates.

B. Hiring Plan

Hiring plans submitted for PRODiG funding should align with campus Strategic Diversity & Inclusion Plans.

Campuses may consider the utility of cluster hiring in creating their plans. Moreover, cluster hiring plans will be evaluated for how well they incorporate best practices for cluster hiring to enhance faculty diversity, supported by documentation.

C. Faculty Hiring Self-Assessment

What are your campus's primary impediments to hiring URM and WSTEM faculty? Support your conclusions with empirical data.

Campuses should provide the following faculty diversity data, where available:

1. A summary of the last 5 years of faculty hiring (by decanal unit, department, STEM disciplines, other relevant categories), broken down by demographics (race/ethnicity/gender/etc.)

2. Demographic analysis of faculty retention
   a. What was the outcome of the faculty hires? What is the retention rate of each cohort? If they left the campus, what was the reason given, if any?
   b. How successful was the campus in retaining the faculty members that were hired?

3. Demographic Step Analysis of faculty hiring over the past year (example of a step analysis)
   a. Diversity of the available labor pool
   b. Diversity of faculty applicant pools (compared to the diversity of the available labor pool)
   c. Demographic data on individual(s) selected for Round 1 interviews (define)
   d. Demographic data on individual(s) selected for Round 2 interviews (define)
   e. Demographic data on individual(s) selected for Round 3 interviews (if applicable)
   f. Demographic data on individual(s) given an offer
   g. Demographic data on individual(s) who accepted the offer

4. Visio Flowchart (or similar representation) of campus's faculty search/hiring, mentoring, and retention process, highlighting when/where steps are taken to reduce barriers to diversity (<u>example</u>).

D. Pipeline Building Plan

Given the variety of institutions in our comprehensive SUNY system, campuses are expected to submit pipeline building plans (1) consistent with their unique challenges and opportunities to contribute to, and build, pipelines to academic careers for URM and WSTEM undergraduates and graduate students, and (2) emphasizing early talent identification and development (i.e., "recruit like a coach").

Campuses will draw upon institutional data, and their individual campus PRODiG Plan, to itemize (by department) the number of URM and WSTEM graduate student they expect to matriculate in 2019-20.

1. Graduate Student Stipends

These one-time, "top-up" stipends of $5000 each to support incoming PhD students will be awarded to the graduate school for support of URM and WSTEM graduate students with the goal supporting a diverse pool of candidates in pursuit of academic careers.

E. Pipeline Self-Assessment

Campus should identify, illustrate and evaluate effectiveness of pipelines into academic careers for URM and WSTEM students at all stages.

F. Campus Implementation Plan

The CIP is the document that pulls together all of the above. It should express the campus strategies for overcoming barriers to faculty diversity and expanding pipelines and pathways into academic careers for URM and WSTEM students, consistent with the self-assessments.

1) How does the campus plan to building pipelines, bridges and pathways to academic careers for URM students and WSTEM disciplines?
2) How does the campus plan to enhance efforts to reduce barriers to diversity in faculty, hiring, mentoring and retention?
3) How do the academic and other units work together to achieve these goals?
4) If numerical goals are contemplated, what basis will the campus use to determine any participation goals?
5) If an historical imbalance of URM and WSTEM faculty representation is found to exist, how does the campus plan to remedy the imbalance?

6. Time and Place of Submission

- Each campus seeking PRODiG funding must upload a single proposal to **PRODiG@suny.edu no later than 5pm ET, July 15, 2019**, and address all inquiries to PRODiG@suny.edu

7. Evaluation Criteria

Successful proposals will clearly outline how the campus will leverage PRODiG resources (described in Section 2, Project Goals) to reduce impediments to faculty diversity in the faculty search/hiring process, and expand the pipeline of talented URM and WSTEM students into academic careers.

Successful proposals will, at a minimum, demonstrate the following:

- Alignment with the campus strategic diversity and inclusion plan;
- Proposal emerged from a cross-campus, collective conversation among diverse influencers and leaders about barriers to faculty diversity and robust pathways for talented, underrepresented students into doctoral programs;
- Adoption or demonstrated use of creative and innovative approaches to faculty recruitment, retention, and pipeline building;
- Thoughtful, probing assessment of the challenges and opportunities for increasing faculty diversity, increasing student pipelines and pathways into academic careers, and remedying historical underrepresentation in faculty hiring that is empirically supported by institutional data; and
- Composition of the campus PRODiG Committee reflects diversity of perspectives and representation.

Proposals will include a work plan indicating the techniques and methodologies planned to meet program objectives. Campuses should provide documentation that details, chronicles, and supports their methods, analysis and conclusions for each of the elements in the plan.

All proposal elements, including any requests for funding and proposed actions, shall comply with all applicable laws and regulations.

8. Awards

Disbursement of salary support funds (and the corresponding graduate stipends) will occur on a rolling, case-by-case basis, once documentation of a confirmed faculty hire is received. Further details on disbursement will be discussed at the PRODiG Workshop, and included in award documentation.

SUNY Old Westbury PRODiG Advancement Project

Executive Summary
(please see the relevant section in the main document for details and supporting data)

A. Background/Context - Old Westbury has a strong record of hiring and keeping underrepresented faculty, but is confronted with a gap between our student and faculty diversity: the PRODiG goal of doubling our underrepresented faculty would bring our student and faculty demographics much closer to parity. We have attempted to address reviewer feedback by honing the context to focus more clearly on unique challenges and opportunities, and by providing additional demographic context for the MSI-related questions. Our strategies anticipate PRODiG support to improve competitive equity to URM applicants with greater leveraging of our institutional diversity in the recruitment and hiring process. This faculty salary support will permit the college to direct other resources to strengthen our hiring practices and ancillary supports (e.g., course release time), and to institutionalize our plans for faculty mentoring.

B. Hiring Plan - This section has been revised to provide additional analysis of barriers, projected targeted objectives, more discussion of WSTEM (continued also under section C) and data tables that better support our unique characteristics. Old Westbury anticipates at least 12 tenure track searches (replacements - not new lines) over the next three years; we seek to increase our "yield" of URM and W-STEM faculty from our recent benchmark of 20% of new hires to 42% (5 of the 12). Additionally, PRODiG support will allow us to target candidates from diverse professional communities, to improve the diversity in our recruitment pools, which our past practice has sometimes limited.

C. Faculty Hiring Self-Assessment – This section has been revised to provide greater depth in the analysis. Old Westbury's faculty diversity has plateaued, due to smaller applicant pools, a spate of failed searches (no offers made) and numerous rejected offers (mostly because of salary). We will reorganize our faculty searches to improve the evidence-based hiring practice which includes (1) more intentional use of networks and targeted advertising, (2) a *Process Advocate* on each search committee, and (3) structured mentoring that initiates during the search.

D/E. Pipelines – Self-Assessment – Old Westbury serves the pipeline principally at two points – when undergraduate and even high school students begin their academic journeys, and at the point where newly minted PhD's become tenure-track faculty – supported to tenure. Increasing our faculty diversity will help us better prepare URM and W-STEM bachelor's graduates to progress to the doctorate. We are part of the Comprehensive Colleges Consortium's proposal to nurture recent PhD's and post-docs guiding them into careers at primarily undergraduate institutions, like ours. We include two newly hired tenure-track positions that begin this fall for PRODiG support.

F. Campus Implementation - Our plans align with our College and Diversity Strategic Plans to increase student and faculty diversity, as well as with our College Mission, which is described in greater detail in terms of the implementation. Our PRODiG Committee includes the relevant campus stakeholders – all of which are committed to the Mission-driven goals of inclusivity, access, and student success (see Appendix 1 for current PRODiG Committee membership). The PRODiG Committee will facilitate ongoing assessment and revision of our PRODiG plans.

A. Background/Content

The College at Old Westbury was founded on the ideals of diversity, innovation, and mission distinctiveness. We continue to grow and to improve the quality and scope of our degree offerings, while maintaining our identity as one of the most diverse, accessible, and affordable Liberal Arts Colleges in the nation.[i] We are diverse in our students, faculty, and professional staff. The College's Mission guides us in everything we do:

> *SUNY Old Westbury is a dynamic and diverse public liberal arts college that fosters academic excellence through close interaction among students, faculty and staff. Old Westbury weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and sustainable world. The College is a community of students, teachers, staff, and alumni bound together in mutual support, respect, and dedication to the Mission.*

We enact our Mission through our curriculum, programs such as STEP, CSTEP, and EOP, our commitment to high impact practices (HIPs) like applied/experiential learning (including study abroad),[ii] our award-winning First Year Experience and linked CALL (Community Action, Learning & Leadership) Program, and our Honors College, where we advance student diversity alongside elevated entrance selectivity standards.[iii] Our majors and degrees include some type of applied learning experience in either a capstone course, field placement, formal internship, or faculty mentored research experience. In STEM and other disciplines, students have the opportunity to participate in faculty-mentored research as an upper division elective or to engage in other applied learning experiences through practica or non-credit-bearing research.

Our Faculty

Old Westbury's tenure-stream faculty work within "home departments" within three of our four schools, the School of Arts & Sciences (SAS), the School of Business (SOB), and the School of Education (SOE) (the School of Professional Studies (SPS) is not currently home to any full-time tenure-stream faculty). Table 1 provides the gender breakdown of our race/ethnicity categories, each academic department's tenure stream faculty by race/ethnicity and gender; it also identifies W-STEM faculty, by their race/ethnicity. The distribution of women and URM faculty across schools results from the demographics of doctoral degrees, national job markets, and – of course – our hiring practices, our mentoring activity, and our campus environment. With respect to our campus environment, in a recent survey of tenure-stream (e.g., both tenured and tenure-track) faculty (n=47, 32.9% response rate), 72.3% of all respondents agreed or strongly agreed that the climate in their departments was supportive; among URM faculty, that figure was 87.5%. The same survey found that mentoring activities were more likely to be informal (68% reported serving as an "informal" mentor for a new faculty member, 25% reported having served as a "formal" mentor) and about half of respondents disagreed or were neutral about statements about their departments providing "consistent and effective mentorship" in teaching (49%), service, (45%), and professional development (55%).

In this proposal, we therefore focus on improving our hiring practices (in our discussion of the step analysis data) and our mentoring activities.

Success rates in recruitment and retention of faculty vary among our academic departments. Our SOB faculty is by far the least diverse, and we must increase our W-STEM faculty to serve our high numbers of women in STEM fields (esp. in Biological Sciences). Accordingly, our focus on improving our faculty search policies and practices is not simply a general plan, but contains specific responses to the data (see Section B – Hiring Plan). Overall, the diversity of our faculty has remained high (though we continue to struggle to hire W-STEM faculty), compared to other similar SUNY (and non-SUNY) colleges. That also suggests that our faculty diversity, while high, may have plateaued; this proposal will increase the diversity of our faculty.

Our Students

Our "demographic shift" in the students we serve has been a shift in scale, not in kind, and we continue to attract and serve a student population that is the most racially and ethnically diverse in the SUNY system. Table 2 shows the relative proportion of race/ethnicity categories for the seven most recent Fall terms. The only significant change has been in the growing proportion of students who self-identify as "Hispanic."[*] Our larger enrollments (from 4422 in Fall 2012, to 5152 in Fall 2018 – a 16.5% increase) have in no way compromised our commitment to student diversity.

The profile of our students should not be limited to identity demographics, however. While some of our students are from outside of NY State and more than 20 foreign countries, in Fall 2018, more than 96% were from the southeast region of NY State (74.9% from Nassau and Suffolk Counties; 21.9% from New York City). We continue to be a "commuter" school (83.5% commute) and the majority (61%) of the campus's residential student population comes from New York City.[**] Our commuter and residential populations overlap, but have important differences: in Fall 2018, Black, Hispanic/Latino, American Indian, and Native Hawaiian students accounted for 84.5% of all residential students, compared to 52.2% among commuter students.

Student diversity varies by type of new student. In Table 3, our incoming first-year class in Fall 2018 had higher proportions of students who self-identified as "Black or African American" than in either the continuing or new transfer student populations. This "shift" is important to note in two ways. First, because Old Westbury is a Comprehensive College within SUNY, we have as our two main "feeder" Community Colleges Nassau CC and Suffolk CCC – both of which reflect the changing demographics of Long Island – they draw few students from New York City. The second is related to the significant growth in our first-year admissions, and the increasing proportion of students who began their college careers at Old Westbury. From 2012-2015, our average incoming Fall First-Year class size was 421 students; from 2016 to 2018, that number increased from 530 to 669 to 748 – a massive shift in how our students enter the College (a 77% increase in the first-year class). Because our new first-year students tend to have more URM students, any sustained growth promises to *increase* our student diversity.

The data indicate imbalances we intend to address. The URM student gap between the SAS (59%) students and SOE (37%) reminds us that we must pay close attention to diversity and inclusivity in every sector of the College. It is worth noting that, using the proportion of URM

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[*] although we report to SUNY and IPEDs about our Hispanic students as if they were unable to occupy other racial/ethnic identities, here – and in the interests of clarity about our student demographics – we include the full range of ethnic and racial identities that describe our students' sense of identity

[**] Unless otherwise specified, all data contained in this proposal were provided by Old Westbury's Office of Institutional Research and Assessment.

students as a rough measure, the SOE currently has the "least diverse" student population, but it has the "most diverse" faculty, with 33% falling into URM race/ethnicity categories. By contrast, the School of Business (SOB), with 49% of its students self-identifying as URM, has only 8% URM faculty. This highlights our need to make positive efforts to diversify the SOB faculty, and the SOE student populations.

Among SUNY's comprehensive colleges, SUNY Old Westbury sits near the top of the Social Mobility Index (SMI) ranking.[iv] Moreover, *US New and World Report* identified Old Westbury for our high percentage of students who go on to graduate school.[v] We have opportunities to strategically expand our STEM successes and contribute to the URM and WSTEM pipeline in STEM fields. In Fall 2018, our STEM major population (e.g., Biological Sciences, Chemistry, Math, and CIS majors) comprised 871 students, 20% of the undergraduate student body, of whom 53 % were women (see Table 5, below). Our STEM student population has steadily increased over the past five years, with the largest increases in Biological Sciences (up 47%, to 487 majors) and in Computer and Information Science (up 82%, to 217 majors) by Fall 2018. Whereas 48.6% of our undergraduate students receive Pell Grant support, 54% of STEM students receive Pell Grant support. In light of the need-based indicators for STEM students, the recent PIF Awards for Applied Learning and Clean Energy Workforce Development will provide direct stipend support for student research assistants and interns in STEM. This makes it all the more imperative that we hire W-STEM faculty.

The College has improved metrics of student success. Over the last five years, our six-year graduation rate increased from 38% to 48%. The College now provides increased support for FTC, C/R and TR students, including establishing our Student Success Center (an integrated student service center that provides academic tutoring and advising, academic success mentoring/coaching, transfer student services and career planning and development), campus-wide use of electronic advising and early alert software (EAB/Navigate), more intrusive advising and targeted efforts to engage new students and to support completion by continuing students. Such successes both rely on and perpetuate our long traditions of inclusion, which operationally show that as diversity increases within the faculty, general support for diversity results.[vi] Faculty expertise, scholarship, and teaching – integrated with student engagement – include roughly 20 faculty led curricular/co-curricular entities (Figure 1). These attract and retain faculty, while providing student mentoring opportunities.

Faculty Expertise Supports Students in the Pipeline

As an institution focused on undergraduate education, faculty prioritize teaching excellence, reinforced by professional development expectations for reappointment, promotion, and tenure. The result is a faculty made up of "teacher-scholars." In the natural sciences, faculty focus largely in biomedical and health-related research, as well as in the pedagogy of science in higher education, including biophysical studies using electron paramagnetic resonance spectroscopy; genomics/bioinformatics in the areas of comparative developmental biology and plant proteomics and disease resistance; neuroscience and immunology in the areas of neuro-degenerative disease; obesity associated inflammation and cancer immunology; photochemistry focused on biomolecule sensitizers as chemical therapeutics in cancer treatments and

Table 1: Race/Ethnicity and Gender of Tenure-Stream Faculty by School, STEM and non-STEM departments, January 2019 snapshot

School	STEM?	Department	Men Hispanic White	Men Not Hispanic Asian	Men Not Hispanic Black	Men Not Hispanic Native American	Men Not Hispanic White	Women Hispanic White	Women Not Hispanic Asian	Women Not Hispanic Black	Women Not Hispanic Multi-Racial	Women Not Hispanic White	TOTALS
SAS		American Studies			2		3			1		6	12
		English	1		1		1	1	1			3	8
		History and Philosophy	1				1	1	1	1		2	7
		Modern Languages	2					1				2	5
		Politics, Economics and Law		2			4			1		4	11
		Psychology	1		1	1	1		3	2		3	12
		Public Health		1			1			1		2	5
		Sociology					2	1	1	1		4	9
		Visual Arts					3					3	6
	STEM	Biological Sciences	1		1		3	2	1			1	9
		Chemistry and Physics		1	2		2		2			1	8
		Mathematics, Computer and Information Science		5	1		3		2			2	13
SOB		Accounting		1	1		7		1			1	11
		Finance			1		1		1				3
		Management and Marketing		2			3				1	5	11
SOE		Adolescence Ed	1				1	1	1			1	5
		Childhood Ed			1							5	6
		Exceptional Ed	1							1		2	4
		TOTALS	**8**	**12**	**11**	**1**	**36**	**7**	**14**	**8**	**1**	**47**	**145**

Table 2: Race/Ethnicity and Gender of All Students, by Fall term demographics

Term	Men	Women	Hispanic*	Asian	Black of African American	White	Amer Indian or Alaskan native	Other or Unknown	Grand Total
2012	1847 (42%)	2575 (58%)	611 (16%)	395 (9%)	1352 (31%)	1676 (38%)	71 (2%)	902 (20%)	4422 (100%)
2013	1849 (42%)	2515 (58%)	707 (19%)	465 (11%)	1395 (32%)	1728 (40%)	80 (2%)	668 (15%)	4364 (100%)
2014	1890 (42%)	2636 (58%)	787 (21%)	527 (12%)	1477 (33%)	1773 (39%)	71 (2%)	645 (14%)	4526 (100%)
2015	1838 (42%)	2538 (58%)	823 (23%)	513 (12%)	1394 (32%)	1726 (39%)	64 (1%)	649 (15%)	4376 (100%)
2016	1850 (41%)	2637 (59%)	960 (27%)	542 (12%)	1331 (30%)	1838 (41%)	76 (2%)	677 (15%)	4487 (100%)
2017	2064 (42%)	2878 (58%)	1168 (31%)	619 (13%)	1498 (30%)	1978 (40%)	93 (2%)	733 (15%)	4942 (100%)
2018	2071 (40%)	3080 (60%)	1243 (32%)	639 (12%)	1623 (32%)	2016 (39%)	88 (2%)	764 (15%)	5152 (100%)

Table 3: Undergraduate Student Profile, by Ethnicity, and Race - Fall 2018

	Hispanic		Asian		Black or African American		White		American Indian or Alaskan Native		Native Hawaiian or Other Pacific Islander		Two or More Races		unknown		Grand Total	
Continuing	814	25.2%	404	12.5%	936	29.0%	958	29.7%	29	0.9%	9	0.3%	8	0.2%	73	2.3%	3231	100%
FY	179	24.1%	106	14.2%	300	40.3%	131	17.6%	7	0.9%	3	0.4%	3	0.4%	15	2.0%	744	100%
Transfer	211	26.2%	73	9.1%	192	23.9%	304	37.8%	7	0.9%	2	0.2%	0	0.0%	15	1.9%	804	100%
Other	0	0.0%	0	0.0%	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	100%
Totals	1204	25.2%	583	12.2%	1429	29.9%	1396	29.2%	43	0.9%	14	0.3%	11	0.2%	103	2.2%	4783	100%

Table 4: Undergraduate Ethnicity and Race - Student Profile by School - Fall 2018

School	Hispanic	Asian	Black or African American	White	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	Two or More Races	unknown	Total (n)	URM students
SAS	25%	12%	33%	27%	1%	0%	0%	2%	3429	59%
SOB	27%	15%	21%	33%	1%	0%	0%	3%	942	49%
SOE	23%	5%	14%	54%	1%	0%	0%	4%	392	37%
SPS	21%	10%	31%	34%	1%	1%	0%	2%	160	54%
Totals	25%	12%	29%	30%	1%	0%	0%	2%	4923	55%

Table 5: STEM Majors as a % of all Undergraduates, by Gender, Ethnicity, and Race

Term	all UG students	STEM majors	women	men	Hispanic	Asian	Black or African American	White	American Indian or Alaskan Native	Native Hawaiian or Other Pacific Islander	Other or Unknown
2012	3904 (100%)	518 (13%)	258 (50%)	260 (50%)	73 (16%)	93 (18%)	191 (37%)	148 (29%)	12 (2%)	4 (1%)	70 (14%)
2013	3759 (100%)	605 (16%)	303 (50%)	302 (50%)	87 (17%)	125 (21%)	219 (36%)	162 (27%)	14 (2%)	4 (1%)	81 (13%)
2014	3859 (100%)	667 (17%)	338 (51%)	329 (49%)	100 (18%)	161 (24%)	241 (36%)	150 (22%)	15 (2%)	3 (0%)	97 (15%)
2015	3653 (100%)	723 (20%)	372 (51%)	351 (49%)	140 (24%)	182 (25%)	246 (34%)	167 (23%)	11 (2%)	1 (0%)	116 (16%)
2016	3756 (100%)	731 (19%)	384 (53%)	347 (47%)	161 (28%)	181 (25%)	254 (35%)	169 (23%)	8 (1%)	1 (0%)	118 (16%)
2017	4129 (100%)	813 (20%)	422 (52%)	391 (48%)	193 (31%)	194 (24%)	284 (35%)	200 (25%)	7 (1%)	2 (0%)	126 (15%)
2018	4281 (100%)	871 (20%)	461 (53%)	410 (47%)	182 (26%)	233 (27%)	326 (37%)	183 (21%)	10 (1%)	4 (0%)	115 (13%)

*Hispanic %'s are out of all students; students who self-identified as being of Hispanic ethnicity are also counted under the race categories they identified

Figure 1: Faculty Led Curricular/Co-Curricular Entities

  other photodynamic therapies. In the Chemistry and Physics Department the faculty capability has recently been expanded with the addition of faculty with astrophysics expertise. The Biological Sciences Department is anticipating the addition of a computational biologist within the next year, which will support the department's big data curricular degree development plans. In the Mathematics, Computer and Information Science Department (Math/CIS) expertise in the area of data science has led to a Master's degree in Data Analytics which begins this fall 2019. We continue to have difficulty attracting W-STEM faculty at a rate that better reflects the labor pool.

Faculty in the Social Sciences, the Humanities, and in the Expressive Arts offer our students significant expertise in areas including neuropsychology and the social determinants of health and mental health (Psychology and Public Health Departments); the politics, literature, and culture of the Spanish-speaking world (Modern Language Department); and the politics, history, culture, and structures of social inequality (PEL, American Studies, History/Philosophy, and Sociology Departments). Major research areas include the representations of race, gender, and social class in American and global society; the structures that enable gendered resistance to workplace oppression; the cultural heritage of race in America – in literature, in slave narratives, in Native American narratives, in popular culture, and the public media. Inter-departmental groups of faculty focus on the continuing challenges of immigration – in the present and historically – as well as many other areas. This broad range of professional work and research production has enabled the successful launch of the MS in Mental Health Counselling, the MA in Liberal Studies degree, and a nascent program in Applied Social Research.

We posit that the relationship between our faculty and student diversity is best understood not as comparative rates, but as mutually supporting and reinforcing processes, with diversity in one group supporting diversity in the other. As our survey of tenure-stream faculty shows (see Table 7, below), our student diversity is central to our appeal in successful faculty hires – our success with URM faculty (and all our faculty) rests on the opportunity to work, teach, research, and live within a campus community that is inclusive, supportive, and successful in serving people for whom access to higher education may be their best opportunity to improve life chances, and to build a better future. We anticipate that as we increase our URM and W-STEM faculty, we will see an uptick in our students' success. One of our challenges is to more broadly disseminate and market our institutional profile.

The College's location offers some cost of living challenges[vii], while simultaneously attracting diverse faculty, given its proximity to NYC, with all it offers, as well as the mixed – and increasingly multi-ethnic – surrounding Long Island communities. Additionally, the location provides opportunities for regional inter-institutional program collaboration and faculty recruitment. This includes programs that provide Research Experiences for Undergraduates [viii] for URM and women in STEM, which strengthen the undergraduate pipeline segment within this region. Our participation and regional Institutional Research & Academic Career Development Award (IRACDA) collaborations[ix], Alliances for Graduate Education and the Professoriate (AGEP),[x] and other similar programs[xi] , have been pipelines for Old Westbury's faculty recruitment efforts – we have hired two biologists through our relationship with IRACDA during the past five years, one of whom was a woman. We are well-positioned to magnify the effects of additional URM and W-STEM faculty.

Figure 1: Faculty Led Curricular/Co-Curricular Entities
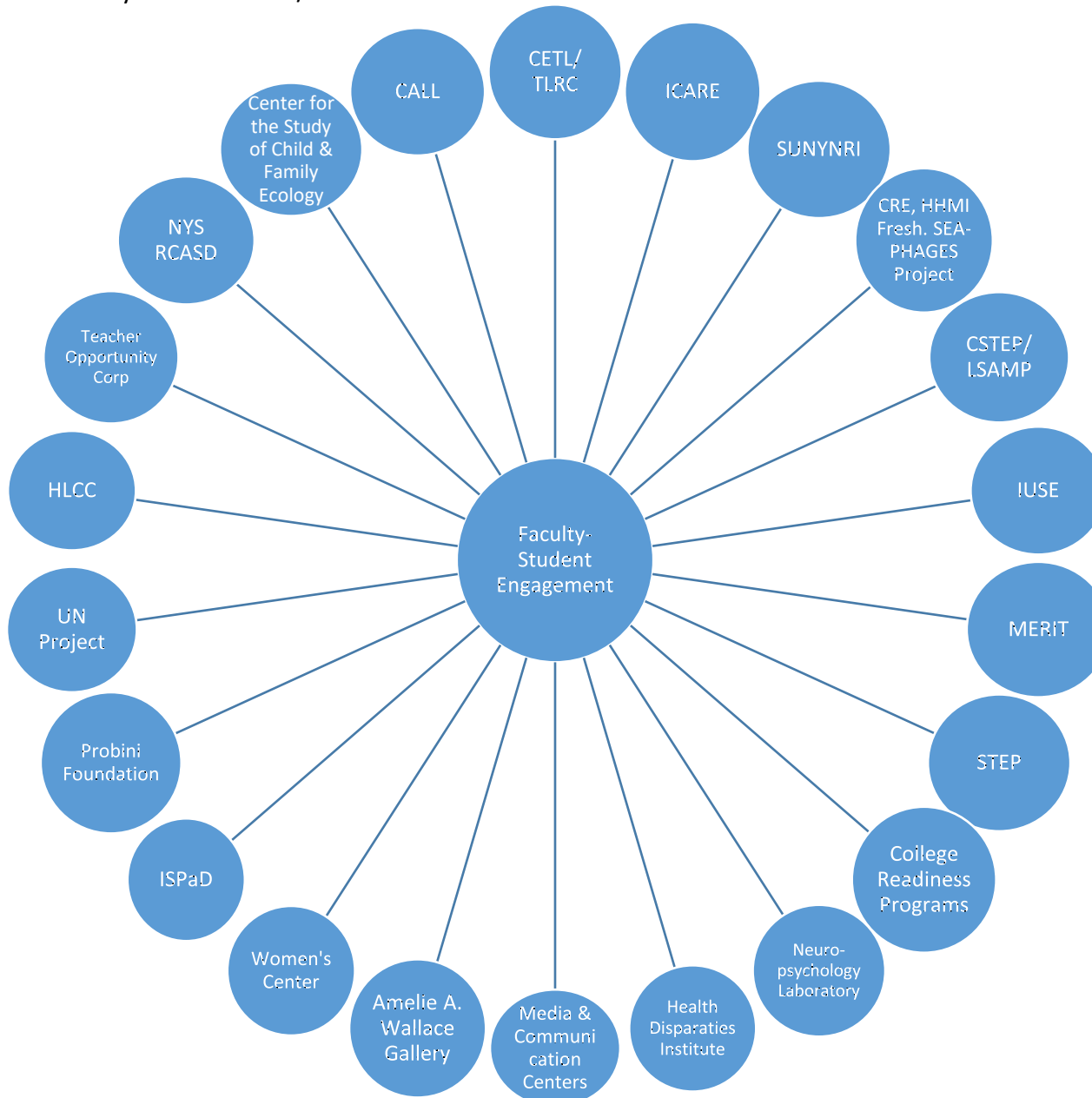
Legend

1. **CETL/TLRC.** Center for Excellence in Teaching and Learning/Teaching and Learning Resources Committee
2. **ICaRE.** Institute for Cancer Research and Education
3. **SUNYNRI.** SUNY Old Westbury Neuroscience Research Institute
4. **Course Embedded Research & co-curricular research, HHMI Freshman SEA-PHAGES Project.** Howard Hughes Medical Institutes Science Education Alliance-Phage Hunters Advancing Genomics and Evolutionary Science
5. **CSTEP/LSAMP.** Collegiate Science & Technology Entry Program/NSF SUNY Louis Stokes Alliance for Minority Participation
6. **IUSE.** NSF Improving Undergraduate Science Education Project in the Chemical Sciences
7. **MERIT.** Mathematics Education, Research and Instructional Technology
8. **STEP.** Science and Technology Entry Program
9. **College Readiness & Pipeline Programs**
10. **Neuropsychology Lab.**
11. **Health Disparities Institutes.** Social Determinants of Health
12. **Media & Communication Centers**
13. **Amelie A. Wallace Gallery.** Art Gallery
14. **Women's Center.**
15. **ISPaD.** Indian Subcontinent Partition Documentation Project
16. **Probini Foundation.** (providing assistance for schools and ashrams [K-HS] for the orphaned and poor in Bangladesh, India and U.S.) Community Service/Service-Learning activities with students.
17. **UN Project.**
18. **HLCC.** Hispanic-Latino Cultural Center
19. **TOC.** Teacher Opportunity Corp
20. **NYSRCASD.** Regional Center for Autism Spectrum Disorder
21. **Center for the Study of Child & Family Ecology**
22. **CALL.** Community Action, Learning and Leadership Program

B. Hiring Plan

The campus envisions PRODiG as an opportunity to address some of the structural and relational impediments for increasing the diversity of the faculty.

The College's Current Diversity

Old Westbury has a long tradition of supporting underrepresented groups – among our students, our faculty, and our staff. The "gap" between the percentage of our students (55%, in Fall 2018) and our tenure stream faculty (24%, in January 2018) who are members of underrepresented minorities is a 31% difference that now represents a baseline metric. We also

Table 6: Old Westbury's Faculty compared to Doctorate Recipients, by Ethnicity and Race			
	Doctorate Recipients, 2008-2017	Old Westbury Tenure-Stream Faculty 2018	% difference
Hispanic	3569 (7%)	14 (9%)	2%
Asian	14284 (26%)	28 (19%)	-7%
Black	2963 (5%)	19 (13%)	8%
White	28394 (52%)	86 (58%)	6%
Native American	112 (0%)	1 (1%)	1%
Multi-Racial	1112 (2%)	1 (1%)	-1%
Other Race	789 (1%)	0 (0%)	-1%
Ethnicity not reported	3441 (6%)	0 (0%)	-6%
total	545664 (100%)	149 (100%)	(n/a)
URM faculty	7756 (14%)	35 (24%)	10%
Sources: Old Westbury HR records; NSF Doctorate Recipients by Ethnicity, Race, and Citizenship 2008-2017 (https://nces.nsf.gov/pubs/nsf19301/data)			

conceptualize the gap as a means to benchmark our success thus far in including underrepresented groups among *both* our faculty and students. When we compare Old Westbury's faculty to benchmarks within higher education (comparing URM representation in the academic fields from which we draw our faculty – e.g., the labor pool – with our success at recruiting and retaining URM tenure-stream faculty, see Table 6), we have done well. This comparative measure is the benchmark for our continued improvement. While Old Westbury has been very successful at recruiting and retaining URM faculty, PRODiG will allow the College to make faculty more representative of student diversity.

Table 7: Current Faculty's Reasons for Having Accepted Old Westbury's Job Offer
"our students, diversity of the college and the social justice mission"
"Presence of many African American students"
"Presence of many African American faculty."
"The diverse student population, Department fit, small/close faculty and college community"
"The students, the mission, the opportunities for service in areas that meshed with my interests"
"SociL [sic] justice and diversity mission, liberal arts, location"
"College mission, student population, location"
"college's social justice mission, warmth/intellect of colleagues, diversity of students"
"diversity of student body"
"climate in department" "social justice mission of school"
"...I interviewed at a department, whose faculty was diverse..."
"Diversity of the students was also very attractive to me and it was where I wanted to be."
"college mission, location, supportive administration and colleagues"
"Geographical preference, diverse student population, research orientation in my department"
"diversity, location, off campus community"
"social justice mission of the institution"
"The community it serves and the trajectory the college is on."
Source: Faculty Climate Survey, 2019

Overarching Hiring Target

The PRODiG Committee (PC) (Appendix 1) in reviewing the comments and Guidelines for Revising PRODiG Proposals agreed on the targeted objectives below. The PC has noted several PRODiG related

measurable objectives that will help the campus to meet its strategic goals in this area:

1. **Establish an overall target that is consistent with the College's current Strategic Plan to diversify the faculty[xii]: increase the percentage of URM hires (in accordance with the Implementation Plan) by 50% from the baselines determined in the step and five year analyses**, **which includes concurrent increases in several parameters arising out of the self-assessment and step analysis. This is anticipated to produce five (5) PRODiG hires during this three year implementation. For WSTEM the goal is to at least achieve parity (which was 43% over the 5-year period), with a focus to improve WSTEM retention and thereby achieve net gains in WSTEM.** From the most recent step analysis, these include such things as addressing the varied applicant pool size, where the average was roughly 60 applicants; the lack of diversity in the applicant pools, which ranged from 0% to 10%, with an average of 3% URM; and the URM-STEM and WSTEM diversity within those respective applicant pools, which on average were less than 3% and 20%, respectively. Our plans will implement a comprehensive faculty diversity initiative to improve the faculty culture, to improve the institutional climate, and to provide the mechanism for continuous increase in faculty diversity.

2. **Improve the institutional alignment of our search processes with evidence-based best practices across departments and schools in accordance with the High Priority Strategies in the Campus' Strategic Plan-Implementation Plan[xiii]:**
   - **Promote diversity in four-member search committees: Include the broadest diversity possible within the departmental search committee (perspective, expertise, ethnicity, etc.); and Expand typical three-member search committee membership** by one additional faculty member, a **Process Advocate[xiv]** (who will receive additional training on diversity and inclusion), as one means to broaden outreach, promote diversity, monitor the diversity of the applicant pool, improve hiring practices across departments. Process advocates, will work with the hiring department and search committee members and will leverage their own experiences and diverse networks. For example, there are URM faculty who are PhD Project, Mellon Fellowship, Ford Fellowship, as well as disciplinary and institution-based program alumni. The institution will recognize the Process Advocate as a college service within the tenure review process, as a means also to mitigate the service-related burdens on such faculty.
   - **Develop Job Announcements that are more likely to encompass a diverse assortment of applicants: Include more broadly defined job descriptions (in terms of applicant qualifications), make better use of institutional cues related to the campus profile, the faculty (Figure 1) and teaching responsibilities (pedagogy and content), and include departmental statements involving the commitment to diversity.**
   - **Promote diversification in the applicant talent pool: Include department faculty in the efforts to broaden the outreach within their professional networks working with** the Process Advocate and the Human Resources Personnel Associate for Recruitment to provide suggested faculty-related resources (including training workshops), and promote and monitor efforts to diversify and increase the applicant pool.
   - **Improve pre-search outreach efforts for hiring process and the timing of the search process:** When possible, begin pre-search process earlier by establishing a diverse search committee roughly 6-10 months prior to the initial employment announcement, providing department faculty with the opportunity to use their respective networks and professional activities to promote, broaden and diversify the applicant talent pool for the search.

- o **Monitor and assess outreach impact for the search:** the Process Advocate will assist HR associate and search committees to monitor the impact of the outreach efforts to diversify the applicant pool, measured against our target goal to **increase the percentage of URM and W-STEM applicants by at least 50%** from the current average baselines identified in the step and five-year analyses.
- o **Mitigate any implicit bias in the hiring process:** Provide workshop training and other resources to department faculty as a means to improve the preparations for the hiring process, the departmental climate and to inoculate the institutional consciousness.
- o **Proactively mitigate potential personal and professional impediments in the final phase of the hiring process:** Search committees will encourage their candidates to advocate for themselves in negotiating the offer: optimizing the offer through release time, commitment of discretionary funds to support travel, and summer salary support for research. The Office of Academic Affairs plans to work with the Alumni Association to identify and develop prospective partnerships with local realtors who specialize in relocation as an additional support for faculty. Academic Affairs will work on the plan to restructure the campus' faculty development grant program as a means to provide some summer support for faculty research.

3. **Improve the mentorship efforts and institutional climate through leadership development[xv]:** Develop mentoring models that resonate with our Mission to ensure progress towards tenure. [xvi] The College values and recognizes faculty work that is equity-driven, as reflected in the co-curricular scholarly faculty activities in Figure 1 that are supported by Academic Affairs. The addition of leadership development efforts and the integration of peer circles with our current model may particularly benefit W-STEM faculty.[xvii] The W-STEM members of the PRODiG committee will help assist with the development and assessment of these mentoring modalities.

4. **Establish baseline data to assist the iterative process for continuous improvement:** Revise application questionnaire to determine effectiveness of outreach efforts and candidate perspectives of the college.

Plan

The Provost assesses the PRODiG Committee's progress during the formative near-term period to assure successful implementation within the College's strategic, diversity, and inclusion plans.

The PRODiG Committee membership will continue to be representative of strategic operational stakeholders. The current members during this formative process are the Chair of the Faculty Senate, one untenured tenure-track URM faculty member, two STEM Department Chairs (W-STEM), the Personnel Associate for Recruitment, the Deans of the three Schools that house tenure-stream faculty, the Associate Vice President for Business Affairs and Controller, the Chief Diversity Officer (CDO), the AVP for Institutional Research and Assessment and the Acting Associate Provost, serving as the Chair of the PRODiG Committee.

The low numbers in some departments (and schools) make generalizations difficult, but the Old Westbury PRODiG Committee, used the step analysis to identify four main areas to improve our institutional practices: timing, salary, search practices, and mentoring.

- **Timing**: Faculty search processes must align with the schedules and rhythms in the hiring practices of each discipline. Timing is also important because we need enough lead time for each search process to ensure that faculty have the time to extend the job posting through their networks and professional meetings.
- **Salary**: Ten of the eleven rejected offers over the last two years were on the basis of salary (see Table 9). Support for more competitive salaries and related aspects of the offer (e.g., course release time) are essential to our ability to recruit URM and W-STEM faculty. PRODiG funding support at the time we were negotiating job offers might very well have resulted in hiring two additional URM faculty (both African American, one in Sociology, one in Public Health).
- **Search Practices**: A much more intentional, focused, and significantly revised process (described below, illustrated in our hiring process proposal visual) includes "Process Advocates," and integrates a more integrative mentorship model into the hiring process.
- **Mentoring**: New faculty need help managing the tensions among personal life, pressures to publish, significant teaching responsibilities and service expectations. Our mentoring plan proposes institutional support for mentoring activities, as faculty who are best suited as mentors are often among the most engaged – and therefore busiest – members of the faculty. Our mentoring plan includes both general orientation to the College and the new role of full-time tenure-track faculty members (what we are calling "Transition Mentors") and specific mentorship that will begin within the "home" department, with a Faculty Mentor for the first year. Mentors will advise on the processes of reappointment, promotion, and tenure, and provide advice and support with the new teaching, service and professional development expectations – and how to manage them effectively. These mentoring circles however will be geared toward more lateral collegial exchange than the more traditional mentor-mentee models.

Our diverse populations, geography, Mission, and current strategic plans, mean that every investment that PRODiG support makes at Old Westbury will likely have a larger impact – a better return on investment. Our institutional commitment to social justice, which is central to our Mission, connects directly to the campus's diverse populations, geography, mentorship efforts and strategic plans, all of which offer innovative recruitment and retention possibilities for URM and W-STEM faculty and similar potential to improve the evidence based pedagogies that enhance the pipeline flow of diverse student populations towards academic careers. One particular strategy to increase diversity (particularly in STEM) includes recognizing and supporting faculty scholarly activity (including mentorship) that produces positive diversity related outcomes through synergistic teaching, scholarship and service activities.[xviii] In Figure 1, there is the equity-related work of Health Disparities, the UN Project, ISPaD and NYS RCASD serving as several illustrations. The College will improve its outreach efforts for URM and W-STEM recruitment in three focused ways: (1) by building on current and new inter-institutional collaborations, (2) by supporting outreach through faculty professional networks, and (3) by strategic proactive pre-search leveraging of search committee process advocate networks and related targeted marketing efforts.

The campus may have come to take its faculty diversity for granted, and needs to focus on building and improving both policies and practices to make data-informed changes that improve our faculty diversity. This PRODiG proposal provides an opportunity to realign the Campus's climate and culture with our Mission.

Projected PRODiG-Supported Hiring

Beginning in Fall 2019, the College anticipates that we will hire as many as 5-6 new tenure-track faculty with support from PRODiG funding. This will represent roughly 42-50 percent of the expected tenure-stream faculty hires over this three year period. Two of these faculty, one URM and one W-STEM, will begin their tenure track appointments this fall in the Departments of American Studies and Biological Sciences, respectively. Additionally, the College expects one potential qualifying hire in the SOB, two in the SAS (one in STEM and one within the Social and Behavioral Sciences), and one in the SOE (in Literacy). These faculty hires are central to the College's Strategic Plan (SP) goals to expand faculty expertise (Goal 2: Promote Academic Excellence & 3: Cultivate Social Justice & Environmental Responsibility); innovate academic offerings (Goal 2); improve our diverse and talented student pipeline through strategic enrollment growth (Goal 1: Foster Student Success); and to enhance overall engagement and support for student success (Goals 1, 2, 3 & 4: Strengthen Institutional Effectiveness).

PRODiG-Aligned Strategic Diversity and Inclusion Plan

Our SP aligns neatly with SUNY's PRODiG goal to increase the diversity of its faculty. One of our four Strategic Goals of the SP 2018-2023 is to ***Cultivate Social Justice and Environmental Sustainability.*** A key means for achieving this goal is to "sustain and increase the diversity of the faculty and staff." The SP Implementation Plan identifies the gradual introduction of several high priority strategies for this objective to recruit and retain faculty that begin in fall 2019. They include the opportunity for SUNY Old Westbury to improve its evidence-based hiring practice through the collective efforts of the campus facilitated by the PRODiG Committee to:

- Benchmark, assess, disseminate, and discuss an annual report internally both during new faculty orientation, at full faculty governance meetings, and at Provost's Council meetings. Such regular reports on the state of our faculty diversity (nationally and within the region) will aid our efforts to increase faculty diversity on the campus and the efforts to broaden the talent and diversity of the applicant pool in recruitment. Currently, URM faculty at the College account for 24% (see Table 6) of the tenure-stream faculty as compared to 16% nationwide[xix]), and we will continue to build from there;
- Improve institutional policies, procedures, and practices to promote and increase diversity (equitable allocation of release time, travel support), the restructuring of faculty development grant programs to allow summer salary support, and the institutionalization of faculty mentorship beginning in the search process and extending beyond the first year;
- Continue to examine hiring patterns to determine diversity "blind spots," where procedures constrict the faculty pipeline, and which require changes (e.g., sufficient lead time to support broader outreach within the search process, intentional inter-institutional recruitment from the doctoral/post-doctoral URM and W-STEM talent pools within the region, strategic advertising)[xx];
- Implement more creative and innovative faculty search processes that broaden the talent pool and reduce implicit biases that may occur during the hiring process, including the use of a Process Advocate described above;
- Identify non-standard discipline-specific and interdisciplinary recruiting sources that are likely to enrich the diversity in hiring pools, and that have heretofore been overlooked by the College;
- Implement a diversity/inclusion training program for Department Chairs and search committee members.

Another SP 2018-2023 Goal, to ***Promote Academic Excellence***, aligns with and encompasses the PRODiG-aligned faculty-focused objectives to "enhance faculty effectiveness" and to "showcase campus as a hub of scholarly and creative activity." The following high priority strategies are directly relevant:

- Increase the ratio of fulltime/adjunct faculty lines with the interrelated focus to increase extramural funding supports for research and professional development;
- Actualize a "center" (a centralized community scholarship entity of the campus) that is more likely to illuminate and support the interdisciplinary research interests/scholarship of the faculty (see Figure 1), which will position the campus to explore future cluster hires, as an added means to improve faculty diversity.[xxi]

The PRODiG Committee will align our College's Diversity Strategic Plan 2016-2021 (DSP) with our Campus SP. For example, while the SP addresses the need to build upon the current diversity of the faculty, the College's DSP focuses more heavily on PRODiG-related goals that influence the student pipeline. The two are, of course, intrinsically related. The DSP, for its first objective under Goal #2, *Create and Maintain a Climate of Respect and Inclusion,* addresses faculty and staff training to supervise and support our diverse student population. The campus over the past three years has improved its efforts to educate and train faculty and staff to be more mindful of the misconceptions and biases that can make the campus less receptive to first generation (First Gen) students and students with disabilities. Seed grants from SUNY's Office of Diversity, Equity and Inclusion enabled development of materials and workshops to improve the campus climate for our First Gen students. Similar efforts resulted in the development of a set of video training materials for faculty and staff to improve engagement with students with disabilities.[xxii] These training videos will become part of the new faculty orientations, as well as part of the online training materials for all faculty, scheduled to be rolled out in the 2019-20 academic year.

The PC will work with Human Resources, Academic Departments, Faculty Governance, and the Diversity & Inclusion Council beginning fall 2019, to buttress the faculty hiring, development, and retention objectives that are identified under the DSP's Goal #3, *Ensure that Faculty and Staff Hiring and Retention Processes Support Diversity & Inclusion*. While the DSP includes objectives and strategies of immediate relevance for building the pipeline, there are some faculty-related gaps. In the faculty survey conducted by our PRODiG Committee, the PC discovered that our faculty respondents affirm that the campus/department climates are generally respectful and inclusive, but also note that the faculty mentoring efforts lack the institutionalized qualities that are generally acknowledged to be crucial to mentoring effectiveness.

Campus policies for mentoring empowers departments to mentor all new faculty. Department Chairs typically carry out the actual assigning of a department mentor, but implementation has been inconsistent and lacking assessment. The PC will facilitate and coordinate efforts to make the campus more intentional in faculty mentorship programs.[xxiii] We expect that each search committee, led by its chair, will consult with the relevant department chair to incorporate mentorship for newly hired faculty members as part of welcoming that faculty member into the department. This early mentoring effort is a significant strategic diversity element in the hiring plan.

The PC's focus in the short term is on several immediate and iterative actions of the hiring plan which are included in the Implementation Plan section connected with the relevant PRODiG Plan objectives and timelines:

- The Chief Diversity Officer will, in consultation with the PC and the Diversity & Inclusion Council, work with the Dean of the SAS (in consultation, representing all three schools) to develop a diversity and inclusion training plan for faculty that codifies existing evidence-based practice. This training plan will include and/or adapt successful evidence-based models that build on efforts to inoculate faculty within academic departments (for example against implicit bias, micro-aggression, micro-inequities, etc.) and improve the climate, as reflected in Goals 2 & 3 of the College's Strategic Diversity and Inclusion Plan.
- The Acting Associate Provost and the AVP for Institutional Research (in consultation with the PC) will work with the HR Personnel Associate for Recruitment to pilot a certification process based on existing evidence-based practices, including those for STEM.[xxiv] This will be coordinated with the work of the CDO and Deans where applicable.
- The faculty PRODiG members (in consultation with the committee) will work through Faculty Governance (e.g., with the Faculty Rights and Responsibilities Committee, Faculty University Awards Committee) and with academic departments to craft a set of principles and standards to aid the seamless entry, professional development, and benchmarking of tenure-track faculty through mentorship and advocacy.[xxv] The Office of the Provost will consult in this effort to strengthen Faculty Governance in achieving this goal in accordance with the College's current Middle States Self-Study Design Institutional Priority to *Strengthen faculty governance and its relationship with the College's administration for the benefit of students and the broader institution.[xxvi]*

The PRODiG Committee will continue its charge to advance and assess the PRODiG initiative in five focus areas:

(1) **New Outreach & Recruitment Efforts**. How to establish cost effective recruitment and outreach to fellowship organizations that specifically focus of diverse groups for academic careers (e.g., Mellon Mays Fellowship, Ford Foundation, McNair Programs, Woodrow Wilson Fellowship, etc.);

(2) **New, More Flexible and Responsive Mentorship Models.** More formally explore mentorship models that are available to newly hired faculty beyond our current practice that largely relies on one-to-one mentoring;[xxvii]

(3) **Inter-Institutional Collaborations to Expand Recruitment, Mentorship Opportunities & Professional Development.** Explore with regional SUNY institutions opportunities to establish recruitment and mentoring networks across campuses;

(4) **Faculty Recognition for Diversity Impacts**. Explore criteria to recognize faculty for outstanding service efforts that measurably affect the inclusive excellence of the campus (i.e. diversity of the pipeline and/or the professional development of peers);

(5) **Leadership Development.** Promote, support, recognize and track diversity in the appointment of URM and WSTEM in leadership positions.

The Chair of the PRODiG Committee will work with the members to create a timetable beginning fall 2019, to meet with the key stakeholders for the goals and objectives of the SP, DSP and MS Self-Study. These conversations will provide the opportunity to consult proactively and to share suggestions for achieving the shared goals and objectives that influence the faculty hiring practices of the campus.

C. Faculty Hiring Self-Assessment

As Finlay and McNair (2017) found, Old Westbury has long supported high levels of faculty diversity. Even as, over the last four years, we have hired many new faculty, we have managed to maintain – and by small increments, increase – our faculty diversity, from 22.53% to 24.3% of Black, Hispanic, and

Native American tenure-stream faculty. During the same time, our percentage of women in STEM fields declined, from 41.4% of tenure-stream STEM department faculty in 2016, to only 36.7% in 2019. Over the last five years, the College has completed 47 hires, which included 14 STEM hires, 6 of whom were women; of the total 47 hires, 10 (21.3%) were members of underrepresented racial/ethnic groups (see Table 8).

Table 8: Five Years of Tenure-Track Hiring; All Hires by Race/Ethnicity and STEM Fields by Gender		
All Hires	*Hired* Faculty (% of Column)	*Retained* Faculty thru 2019 (% of Row)
Non-resident alien	2 (4.3%)	2 (100.0%)
Hispanic	4 (8.5%)	4 (100.0%)
White	29 (61.7%)	25 (86.2%)
Asian	6 (12.8%)	4 (66.7%)
Black or African American	5 (10.6%)	5 (100.0%)
American Indian/Alaska Native	1 (2.1%)	1 (100.0%)
Total	47 (100.0%)	41 (87.2%)
STEM Hires		
Men	8 (57.1%)	8 (100.0%)
Women	6 (42.9%)	4 (66.7%)
Total	14 (100.0%)	12 (85.7%)
Source: SUNY BI PRODiG dashboard data		

Our overall retention rate, as of the end of the 2018-2019 academic year, was **87.2%** (41 out of 47); for the same period, our faculty retention among the URM faculty was **100%.** Of the six faculty who resigned their positions at the College, two began their tenure-track appointments in 2014 (one left at the end of the summer 2017, the other at the end of summer 2018), and four began their tenure-track appointments in 2015 (one each left at the end of summer 2016 and 2017, and two left at the end of summer 2018). The reasons these six faculty resigned their positions reinforce the factors we also identified as concerns in our ability to recruit faculty: four of the six new faculty accepted positions at other institutions with higher salaries (the other two left for family and personal reasons). Salary is only one part of the package that we offer prospective faculty, but the economic realities and high cost of living make it an important component in the constellation of factors that help us to retain faculty.

Analysis of Recent Hiring – the Steps in the Process

Our Step Analysis clearly shows that our job postings range all over the calendar – from July to April. Old Westbury uses "Interview Exchange" as our Human Resources software solution, and our "step-analysis" of two years of faculty hiring relies on that data, comprising 24 search processes (for 25 positions), resulting in 17 tenure-track hires. For several of the successful searches, however, our first-choice candidates rejected our offer – including three URM faculty (in Sociology, Public Health and American Studies). These processes followed a sequential multi-step sequence:

(1) the faculty search committee determines whether each applicant is *qualified* for the position, i.e., meets the minimum qualifications as advertised and as described in the paperwork authorizing the hire process: appropriate credentials, discipline, etc.;

(2) faculty search committees then evaluate each applicant on the basis of a structured rating system, again based on the qualifications described in the advertisement to develop a "long short-list" of applicants who are typically interviewed remotely, either by telephone or video-conference;

(3) a short list of the highest-rated applicants are invited for an on-campus interview; and

(4) the Provost presents the College's job offer to the best applicant from among those who are invited for a campus visit, if one of these campus interview applicants is deemed suitable.

If the offer is rejected, the Provost may, in consultation with the involved department, make an offer to another applicant from among those brought to campus for an interview. No applicant receives a job offer without an on-campus interview, and the College makes offers only to applicants who substantively meet the needs of the academic department and the students served by it, as described in the authorizing paperwork and in the job advertisement, and in the judgment of the faculty search committee, the departmental faculty, the appropriate Dean, and Academic Affairs.

During the last three years, the College received 1052 individual applications, conducted phone/video interviews with 101 applicants, and hosted 54 on-campus visits. We made 22 offers and were able to fill 17 positions, which included one URM faculty member (hired into the American Studies Department) and one W-STEM faculty member (hired into the Biological Sciences Department).

Tenure-Track Job Offers Rejected

Table 9: Applicants who Rejected the Offer of a Tenure-Track Job			
Department	**Race/Ethnicity**	**Gender**	**Reason for Rejected Offer**
American Studies	Hispanic and Black or African American	man	Family, other job offer
Biological Sciences	White	man	Salary
Biological Sciences	White	man	Salary
Biological Sciences	White	woman	Salary
Chemistry & Physics	White	man	Salary
Chemistry & Physics	White	man	Salary
Chemistry & Physics	White	man	Salary
Psychology	White	man	Salary
Public Health	unknown	woman	Salary
Public Health	Black or African American	woman	Salary
Sociology	Black or African American	woman	Salary

Our information about offers refused is limited by the nature of the relationship between the applicant and institution under such circumstances. As well as we can discern, the main reason for rejected job offers had to do with the salary we are able to offer, in the context of the cost of living in the Long Island region, as Table 9 shows. In some respects, this subgroup is quite similar to the population of faculty who accepted positions at the College, with 3 (27.3%) of these turn-downs coming from URM applicants, 3 (27.3%) from applicants in STEM fields, and 4 (36.4%) from women applicants. The salience of salary for these rejections is important, but cannot be understood in isolation from the disciplinary areas in which the College received these rejections: six of the eleven rejections were in highly competitive STEM areas. Still, while some of these refused offers resulted in failed search, it is worth noting that the refused offer in the American Studies search was ultimately successful, and resulted in hiring a woman who is a member of a URM group. Our main difficulties in filling tenure track positions has been in three STEM disciplines: Math/CIS, Biological Sciences, and in Chemistry and Physics, and two non-STEM disciplines, identified in **RED** in Table 10.

Table 10: Failed Tenure-Track Searches By School (our decanal unit) and Department					
School	**Department**	**Searches conducted**	**Successful Searches**	**Failed Searches**	**Success Rate**
SAS	American Studies	1	1	0	100%
	Biological Sciences	**6**	**3**	**3**	**50%**
	Chemistry & Physics	**4**	**2**	**2**	**50%**
	English	2	2	0	100%
	History & Philosophy	2	2	0	100%
	Math/CIS	**4**	**2**	**2**	**50%**
	PEL	2	2	0	100%
	Public Health	**1**	**0**	**1**	**0%**
	Visual Art	2	2	0	100%
	Totals	**24**	**16**	**8**	**67%**
SOB	**Accounting, Taxation and Business Law**	**1**	**0**	**1**	**0%**
	Management, Marketing, & Finance	1	1	0	100%

		Totals	2	1	1	50%
SOE	Exceptional Education		2	1	1	50%

Faculty Search - Hiring – Mentoring – Retention Processes

Faculty searches take place in one of three contexts:

1- a replacement hire (e.g., after a faculty retirement or reassignment)

2- a new hire to address growth in enrollment in an area (e.g. growth in Biology majors)

3- a new hire to enable new curricular offerings (e.g., a new major, degree program)

In each situation, the first steps are similar, as involved faculty (e.g., in the hiring department, or those involved in the specific program in which the new faculty member will teach), the relevant Dean, and the Provost develop a profile of the specific disciplinary (or interdisciplinary) teaching expectations for the new hire. The involved faculty take primary responsibility for drafting the position description, referencing teaching, research, and service responsibilities and expectations, as well as a thumbnail description of the College; these are typically adapted from the College Mission:

Below are two samples of departmental language developed for tenure-stream faculty search processes to help convey the kind of place that Old Westbury is:

Sociology

Since its foundation in 1965, SUNY Old Westbury has been committed to social justice, diversity, and the empowerment of traditionally underserved populations. The College serves a large proportion of non-traditional students, and has been ranked among the most diverse liberal arts colleges in the United States by the US News & World Report for the past 13 years. The campus is situated on 604 wooded acres on Long Island, twenty miles from Manhattan.

Public Health

The salary is competitive and includes excellent benefits. SUNY Old Westbury is a small, diverse public college with a mission of social justice, situated on 604 wooded acres on Long Island, 22 miles from Manhattan.

Beyond these preliminaries, our plan for new tenure-track faculty hires follows the flow described in the visual (Figure 2, below), with several points at which the search may be aborted if (1) the applicant pool is too small, (2) insufficiently diverse, or if (3) the process has become flawed or failed to meet the expectations of an open, inclusive search process. Process Advocates will self-select/be nominated in cooperation and consultation with their departments, the Dean of their school, HR and Academic Affairs. They will be trained in best practices, and will exercise their authority only with respect to *process* and *inclusion*, but will not participate in determinations that involve specialized knowledge.

Similarly, the selection of *Transition Mentors* and *Faculty Mentors* will rely upon the experience, integrity, and training of those faculty colleagues who have completed training and can operate effectively in interdepartmental relationships. Both will typically come from the ranks of tenured faculty; they may be from any department, but must exhibit the skills and temperament to welcome new faculty effectively. These structural support roles, the *Process Advocate*, *Transition Mentor*, and *Faculty Mentor*, are a PRODiG related synergies for the Strategic Plan.

Figure 2: Proposal for Tenure-Track Search and Hiring Processes:

Need for faculty determined by consultation among (1) Faculty Governance, (2) Academic Departments, (3) the appropriate Dean, and (4) the Provost

→

Involved **Faculty develop specific position needs**: teaching, research, and service, as a basis for the main draft of the job advertisement

→

Review by HR, Academic Affairs; Department **Search Committee Constituted**, with cosideration to ensure an appropriately diverse membership, including possible future mentorship role

→

Final Job Advertisement Approved, in **alignment with Diversity Strategic Plan, College Strategic Plan and the College Mission**

The Process Advocate joins the Search Committee, ensuring best practices; members complete diversity and software trainings; assessment grid and rating system finalized

→

Search Committee engages in **targeted outreach through social and professional networks** to maximize quality and diversity of the applicant pool

→

Academic Affairs supports search committee members' attendance at professional meetings to publicize position; direct solicitation of applicants from **pipeline partners**

→

HR professionals work with Process Advocate and Search Committee Chair to **ensure that the applicant pool is sufficiently large and diverse** to warrant closing the applications

Search Committee develops list of qualified applicants, based on teaching, service, professional and works with Process Advocate to research **applicants ability to contribute to the College Mission**.

→

Search Committee **identifies list of applicants for phone/ web meeting interviews**, in light of the entire range of qualifications

→

The Process Advocate and HR Liaison assist Search Committee in assessing the process thus far: **have the requirements of an open, inclusive search been met?**

→

Search Committee selects its top 3-4 applicants for invitation for a Campus Interview, with **awareness of the importance of diversity in teaching staff**, as teaching is the College's primary focus.

Figure 2: Proposal for Tenure-Track Search and Hiring Processes:

Campus interview visits organized by Search Committee Chair, at mutually convenient dates, with travel and accommodation provided

→

Campus visits include **meeting with students, faculty**, and administrators; a teaching demonstration; and a research presentation

→

Department Faculty meet to discuss and evaluate campus interviews, with process **guidance from the Process Advocate**, to identify candidates to be forwarded to the Provost

→

Provost consults with Dept. Chair, Search Chair, Process Advocate, and HR Liaison and determines whether the **search meets the College's stardards** sufficient to make an offer

Provost contacts the **candidate** with a tailored package of compensation, title, research support, teaching release, special equipment, etc.
Applicant Accepts offer.

→

Congratulations are delivered to new hire by the Search Committee Chair and the Department Chair, and new hire is informed of their **designated Transition Mentor** (may be from outside Dept)

→

Departmental and School (decanal) welcome begins; **Transition Mentor provides support** to obtain housing; Dept. Chair consults with new hire on changes to teaching schedule (if feasible)

→

New hire invited to Acad Affairs **New Faculty Orientation**; Union Meetings; receives standard equipment (e.g., laptop, printer, etc.) and any necessary accommodations

New hire receives name of **Faculty Mentor, who works with Transition Mentor** and Dept. Chair to facilitate transition, including social integration and ongoing "welcome"

→

Hiring "post-mortem" review conducted with: Provost, Dean, Search Chair, Dept. Chair, Process Advocate, HR Liaison: what went well, what were problems, how will process be improved?

→

New hire **joins the College Community** and is invited to volunteer for Faculty Governance committees, Dept activities and faculty research groups/areas of mutual interest

→

Faculty Mentor and Dept. Chair begin **tenure achievement discussions** with new hire re: reappointment process, the development of the new hire's RPT Committee, etc.

D. Pipeline Building Plan

Pipeline Challenges and Opportunities

SUNY Old Westbury is uniquely positioned to create "watershed" tributaries for URM and W-STEM student pipelines to the professoriate. The College's historical Mission features a commitment to educate "traditionally bypassed" (underserved) students, and it flourishes within the urban and suburban multicultural and socioeconomic mosaic of the region. Typically, the student enrollments across the four schools and 17 departments exhibit collective URM populations that exceed 50% of the respective majors within departments (see Table 11, below).

According to fall 2018 data, the seven largest departments on the campus in terms of student majors account for nearly 62% of the overall undergraduate enrollment. Two of these seven departments are STEM departments, Biological Sciences (BS) and Mathematics, Computer and Information Science (Math/CIS). The Accounting department, which is among the seven, is recognized as a high need licensed profession. The URM demographics accounted for 57% of the majors across the seven departments, 55% in STEM (BS, MA/CS only) and 46% in Accounting. The W-STEM cohort (BS, MA/CS only) in fall 2017 was 52%. The Psychology department represents the largest concentration of all student majors, where URM also account for 62% of the department majors. The Bachelor of Science curriculum in Psychology requires two years, at least 4 courses, from the curriculum for STEM majors. While the Chemistry and Physics department is the smallest of the STEM departments, its student populations are 35% URM and 52% W-STEM.

Notwithstanding, the campus faces challenges when competing for talented faculty, particular URM faculty, who are sought after and can command highly competitive salaries. We support our faculty recruitment by leveraging our College Mission, our multi-level diversity, campus-based pipeline programs (e.g., NIH/NIGMS IRACDA[xxviii]), and career orientations to primarily undergraduate institutions (PUI). In the case of some emerging fields, such as specializations in computational biology and other "big data" type fields, however, where such faculty have many viable marketplace options, these factors are compounded. This can have a related *curriculum* effect as academic departments innovate in their curricular offerings and yet have difficulty when seeking to expand the departmental faculty expertise: it becomes more difficult to offer new and innovative academic programs. Our enrollment growth in STEM compounds the issues with our aging Natural Science Building. Finally, there are also the concerns of the current national declining trends in college enrollments. Even in this context, the College's considerable strides in retaining and graduating our students, and maintaining our student diversity would be dramatically improved with PRODiG support. We have "visualized" our sense of the processes and impediments in Figure 3, below.

Individualized Education and Early Talent Identification

Student Access to the Pipeline

Several pre-collegiate programs contribute to the pipeline. As one example, the Science and Technology Entry Program (STEP) serves underrepresented minority populations in the local region with innovative STEM enrichments that complement secondary school level curricula. During the past three years, the STEP segment of the pipeline has advanced 47 URM graduates into colleges and universities, with roughly one-third on their way to SUNY institutions. Sixty-four percent of these 47 graduates were destined for STEM majors, with forty percent of this pool also W-STEM.

Table 11: Fall 2019 Projected Estimates for non-URM, URM, and W-STEM enrollments, by Student's Home Department				
Academic Department	non-URM	URM	W-STEM	Totals
Acct., Tax, & Business Law	171 (50%)	174 (50%)		345 (100%)
Adolescent Ed	43 (59%)	30 (41%)		73 (100%)
Amer Studies	130 (48%)	143 (52%)		273 (100%)
Bio Sciences	208 (41%)	299 (59%)	346 (68%)	507 (100%)
Chem & Physics	24 (33%)	49 (67%)	44 (60%)	73 (100%)
Childhood Ed	69 (46%)	81 (54%)		150 (100%)
English	105 (55%)	87 (45%)		192 (100%)
Exceptional Ed	37 (71%)	15 (29%)		52 (100%)
History & Philosophy	84 (63%)	50 (37%)		134 (100%)
Management, Marketing, & Finance	214 (44%)	269 (56%)		483 (100%)
Math/CIS	93 (32%)	198 (68%)	82 (28%)	291 (100%)
Modern Languages	13 (21%)	49 (79%)		62 (100%)
PEL	80 (35%)	149 (65%)		229 (100%)
Prof. Studies	74 (46%)	86 (54%)		160 (100%)
Psychology	196 (37%)	330 (63%)		526 (100%)
Public Health	55 (28%)	144 (72%)		199 (100%)
SAS	119 (43%)	158 (57%)		277 (100%)
Sociology	120 (30%)	278 (70%)		398 (100%)
Visual Arts	54 (48%)	58 (52%)		112 (100%)
Other (e.g., non-matric)	124 (71%)	50 (29%)		174 (100%)

Our Early College High School programs instantiate the College's social justice Mission for the pre-college population. Participants in our program earn a minimum of 24 college credits (see Table 12).

Table 12: Pre-College Pipelines: Old Westbury's Early College High School Program enrollment and success metrics				
	Total Who Attended College	Subset who Attended Old Westbury	Did Not Attend College	Total Early College High School Completers
2016	31 (66%)	4 (9%)	16 (34%)	47 (100%)
2017	31 (65%)	10 (21%)	17 (35%)	48 (100%)
2018	37 (90%)	7 (17%)	4 (10%)	41 (100%)

The College's Collegiate Science and Technology Entry Program (CSTEP) serves URM undergraduates. However, earning a baccalaureate degree does not lead directly to graduate programs (see figure 3).[xxix] During the past three years, while many of the 113 students obtaining bachelors

degrees with solid academic standing expressed their desire to pursue higher degrees, only 8% immediately matriculated into degree programs. While a more thorough analysis is required, many appear to have postponed the graduate school endeavor for economic reasons. The College has increased its commitment to its pre-collegiate programming as a means to reduce some of the debt burden that such students face on completing their Bachelor degree. From the perspective of the student pipeline, EOP, as a tributary of the undergraduate pipeline, represents a kind of "best-practices" approach to the undergraduate pipeline. The EOP graduation rate consistently exceeds the graduation rate for non-EOP student population.

As a result of the College's 2011 Middle States Self-Study, we raised the selectivity for incoming freshmen. Two additional structural units, the First Year Experience Program and the Honors College, were also integrated into our academic programming. These actions both strengthen the pipeline and provide the means to identify distinct ability early on. The First Year Experience program offers a full year curriculum, a hybrid learning community structure that "block" schedules no more than 50% of the course credits for freshmen, and an early applied learning experience as the culminating course of the program. The Honors College provides enrichments in the form of freshmen- and sophomore-year honors course sections, at least one additional applied learning experience beyond the first year, co-curricular activities that advance student aptitude and career-related interest, and a thesis as the capstone of the upper division work in the major. Dedicated resources for these educational access programs provide academic support and enrichment services to students. First Year Program and Honors College students may also serve as peer mentors/tutors, thereby developing and enriching the pipeline. The Honors College additionally provides entry to talented rising sophomores who distinguish themselves through their curricular and co-curricular performance, regardless of their academic performance in high school – another enrichment of our pipeline.

The First Year Program, Honors College, and the faculty-led co-curricular programming (see Figure 1) all support our efforts to identify, engage, and develop our students' talent in the pipeline at the earliest opportunity. A major focus for building the pipeline involves the College's continuous effort to improve the support for these synergies, recognizing their importance both for faculty professional development and the faculty-student engagement that is central to student retention, growth, and graduation rate. Student-related engagement enriches the individual student's career pursuits and the opportunities both on and off campus afforded through the co-curricular faculty-led programs. As a result, each student has the means to shape their unique overall learning experience at the College.

Collaborative Inter-Institutional Pipeline Building

The campus is also involved in strategies that impact the pipeline as graduates begin their professional careers. The Institutional Research and Academic Career Development Award provides teaching opportunities for post-doctoral fellows at the college. Participation in this program produced two tenure track hires over the past five-year period. One of these two is a W-STEM in biology. The comprehensive college sector of SUNY has offered a fellowship proposal[xxx] for consideration by SUNY PRODiG that features some elements that are similar to the highly successful IRACDA program. Additionally, the five SUNY institutions on Long Island are in the process of forming a regional PRODiG consortium to improve the coordination and capacity building efforts to recruit and retain talented pre-faculty candidates within the region.[xxxi]

Projected Matriculation by Department including URM/W-STEM Majors

We expect enrollments to continue to increase. In Table 11 (above) we offer an estimate for our Fall 2019 enrolments, by major based on our Fall 2018 enrollments, and in consideration of our current freshmen and transfer student orientations and registrations, and projections in general enrollment.

E. Pipeline Self-Assessment

Assessing Characteristic Elements of Undergraduate Pipeline Outcomes
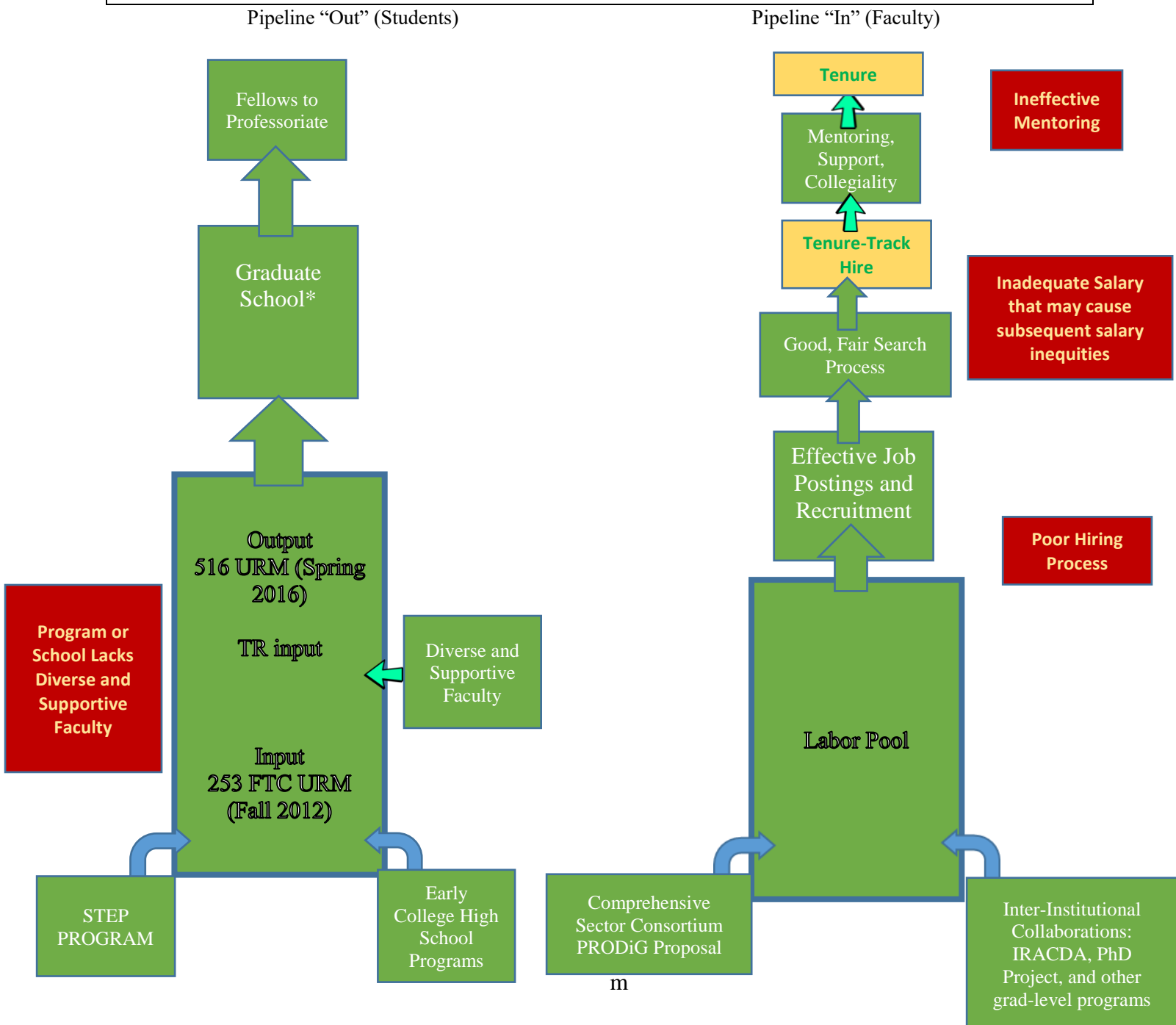
The six-year graduation data for the most recent Fall First-Year entering cohort (see Table 13) illustrates the unevenness of our graduation rates by race/ethnicity. This only reinforces the potential for improvement in our graduation rates – most notably among our Hispanic students, who are also our fastest-growing student demographic (see Table 2).

Table 13: Graduation Rates for the 2012 FY Entering Cohort, by Race/Ethnicity for 4-, 5-, and 6-years after entering the College					
Race/Ethnicity	FY Class (n)	FY Class %	4 yr grad rate	5 yr grad rate	6 yr grad rate
Hispanic	90	22.7%	23.33%	35.56%	43.33%
Black	136	34.3%	27.21%	50.74%	55.88%
White	100	25.2%	22.00%	38.00%	47.00%
Asian	48	12.1%	18.75%	33.33%	41.67%
Unknown	6	1.5%	16.67%	33.33%	50.00%
American Indian/Alaskan Native	9	2.3%	22.22%	22.22%	22.22%
Non-Res Alien	5	1.3%	0.00%	0.00%	0.00%
Native Hawaiian/Other Pacific Isldr	3	0.8%	33.33%	66.67%	66.67%

Assessing Characteristic Elements of the Hiring Pipeline Outcomes

As noted in the previous section, the current institutional climate and hiring practice have constricted the pipeline (Figure 3). The Hiring Plan seeks to address these constrictions. PRODiG support provides Old Westbury with the opportunity to reallocate what would have been resource directed to faculty salaries to the efforts needed to advance diversity-related objectives within the campus' strategic plans, including the structural and relational impediments identified in the Hiring Plan and Pipeline Building sections of this proposal. The College is committed to implementing these changes to address its two main contributions to the pipeline (undergraduate success for graduate school entry and faculty diversity in recruitment and retention). With respect to the undergraduate pipeline, this will include assessment of our initiatives going forward. This will entail ongoing monitoring of the traditional metrics (graduation rates, retention rates, credits at graduation, etc.), as well as the ones in this PRODiG proposal. We plan to assess race/ethnicity and gender demographics – where feasible – within our academic assessment program, which is under revision.

Figure 3: Visualizations of the planned diversity process: Old Westbury's points of intersection and contribution to the pipeline with current restrictive baffles indicated in **RED**

Pipeline "Out" (Students)

Pipeline "In" (Faculty)

Pipeline "Out" (Students):

- Fellows to Professoriate
- Graduate School*
- Output 516 URM (Spring 2016); TR input; Input 253 FTC URM (Fall 2012)
- Diverse and Supportive Faculty
- **Program or School Lacks Diverse and Supportive Faculty**
- STEP PROGRAM
- Early College High School Programs

Pipeline "In" (Faculty):

- Tenure
- Mentoring, Support, Collegiality
- **Ineffective Mentoring**
- Tenure-Track Hire
- Good, Fair Search Process
- **Inadequate Salary that may cause subsequent salary inequities**
- Effective Job Postings and Recruitment
- **Poor Hiring Process**
- Labor Pool
- Comprehensive Sector Consortium PRODiG Proposal
- m
- Inter-Institutional Collaborations: IRACDA, PhD Project, and other grad-level programs

*https://news.yahoo.com/news/10-colleges-lead-graduate-school-141435342.html. College has witnessed some changes in the high (79%) graduate school enrollment rate. However, the patterns for URM in STEM, WSTEM and licensed professions require some additional study. For example, the past three years of CSTEP data show that most of its graduates postponed immediate entry to graduate programs. Roughly 8% of the graduates immediate went on to graduate school, while another 23% desired to attend graduate school but delayed that plan beyond 1 year for personal and financial reasons, with the remaining graduates testing the job market.

F. Campus Implementation Plan

Strategies for overcoming barriers to faculty diversity

Set Institutional Goals.

The College has set a goal that at least 42% of the projected 12 tenure-track faculty hires over the near term (including two qualifying hires for fall 2019-20) will be URM or W-STEM. This goal represents a 50% increase over the baseline determined through the 5 year self-analysis (Table 8), which identified 21% URM (and 43% WSTEM) rate over that period. The WSTEM goal focuses on the institutional climate and faculty culture to improve the retention rate for WSTEM. These are substantial goals. The potential exists for even broader impacts.

Within the School of Business, the potential for the three faculty hires during the near term could increase SOB URM faculty from 8% to as much as 20%. The 7-8 prospective faculty hires in the School of Arts and Sciences offer the potential to increase URM diversity from 27% to roughly 33%. The School of Education, with its pending hire for 2020-21 has the potential to increase URM diversity from 33% to 38%. Table 14 specifies the projected timeline.

Table 14: Anticipated Tenure-Track Hires included in this Proposal					
School/Areas	**Positions Searched**	**Position Posting Date**	**Academic Rank Date**	**URM**	**W-STEM**
SAS/American Studies	1	10/25/2018	9/1/19	Yes	
SAS/STEM	1	7/12/2018	9/1/19		Yes
	1	7/2020	9/2021		
SAS/Soc. Sciences	1	9/2019	9/2020		
	2	9/2020	9/2021		
SAS/Humanities	2	9/2020	9/2021		
SOB/Accounting & MMF	3	9/2020	9/2021		
SOE/Childhood Ed,	1	9/2019	9/2020		

Budget Requests:

```
PRODiG Budget
2019-20
AS      $72,500 (excluding location stipend $3,026)      $75,526
BS      $80,500 (excluding location stipend $3,026)      $83,526
                                            2019-20  $159,052      $159,052
2020-21
AS & BS (Year 2)                                     $79,526
BU                                                   $90,000
Soc Sci                                              $90,000
                                            2020-21  $259,526      $259,526
2021-22
AS & BS (Year 3)                                     $39,763
BU & Soc. Sci. (Year 2)                              $90,000
BU                                                   $90,000
CP                                                   $90,000
                                            2021-22  $309,763      $309,763
2022-23
BU & CP (Year 2)                                     $90,000
BU & Soc. Sci. (Year 3)                              $45,000
                                            2022-23  $135,000      $135,000
2023-24
BU & CP (Year 3)                                     $45,000
                                            2023-24  $45,000       $45,000
        2019-24 Total                                              $908,341
```

Leveraging existing faculty diversity & diversity-related activities.

Institutional Diversity Cues in the Announcement. The College will improve the "diversity" cues in its faculty job postings. For example, in the SAS, the highest proportion of URM tenure-stream faculty are in the Modern Languages Department with 60% URM faculty. Modern Languages "indicates diversity" in its curricular focus and in its "subfield" curricular offerings.[xxxii] This aligns diversity-focused scholarship with teaching and service (Modern Languages faculty service opportunities include operating the Hispanic/Latino Cultural Center). Our plan will leverage such curricular cues in our position postings.

With respect to URM in STEM and W-STEM, the diversity within STEM departments ranges greatly (see Table 1) – again, small numbers, which will translate into potentially large percentage increases with even one new hire. The curricular diversity cues for these departments in announcements are likely to make reference to equity focused areas of faculty research, the faculty led research institutes and programs.

Greater Emphasis on Diversity within the Search. (see Section B, p. 9)

Equity considerations within the search. This need is very clear from our self-analysis, where for example, the URM diversity within our applicant pools for our recent hires varied from 0 to 10%, where these percentages could not be favorably benchmarked to national and regional data. The analysis was particular disconcerting for URM in STEM and W-STEM. The inclusion of a Process Advocate is one of the tools to be implemented beginning this fall 2019 to begin to address this self-assessed observation.

Broadening the Outreach of the search. Our analysis demonstrates the need for a broader and more targeted outreach to diverse professional communities. This broadened focus on diverse groups for academic careers (e.g., Mellon Mays Fellowship, Ford Foundation, McNair Programs, Woodrow Wilson Fellowship, etc.) will rely on the collective efforts of the search committee (including the Process Advocate), but also the department faculty. This outreach will begin prior to the search and will continue through the closing date of the application process.

Improve Faculty Mentoring. In addition to implementing the Process Advocate, and the Transition and Initial Faculty Mentor roles, the PRODiG Committee will work with Faculty Governance and academic departments to craft a set of principles and standards to aid the seamless entry, professional development, and benchmarking of tenure track faculty through mentorship and advocacy. The Office of the Provost will consult in this effort to strengthen Faculty Governance in achieving this goal in accordance with the College's current Middle States Self-Study Design Institutional Priority to *strengthen faculty governance and its relationship with the College's administration for the benefit of students and the broader institution.*

Inter-institutional Collaboration and Other Intra-institutional Pipelines. The self-assessment process revealed that department diversity has been expanded in several departments by cultivating non-tenure stream URM/W-STEM full time faculty. The PRODiG Committee intends to develop a plan to consider URM/W-STEM when allocating non-tenure-stream full-time positions that have good likelihood to lead to full-time tenure track entry. Additionally, there are regional inter-institutional collaborations that remain somewhat untapped (e.g., with the Regional IRACDA network).

Improving the Culture and Climate

It is also clear that the efforts to increase the diversity of the faculty will largely be led by departments, as faculty candidates typically spend their professional lives within department cultures.

Diversity Training. The Chief Diversity Officer (CDO), in consultation with the committee and the Diversity & Inclusion Council, will work with the Dean of the SAS (representing all three schools) to develop a diversity and inclusion training plan for faculty that operationally builds on existing best practice and codifies evidenced-based inclusive practices. Additionally, this training plan will formatively include and/or adapt successful evidence-based models that build on efforts to inoculate faculty within academic departments (for example against implicit bias, micro-aggression, micro-inequities, etc.) and to improve the climate, as reflected in Goals 2 & 3 of the College's Strategic Diversity and Inclusion Plan. The CDO will work with the Dean of the SAS to formatively implement a diversity/inclusion training program for Department Chairs and search committee members.

Strategies for overcoming barriers to student diversity

The College has seen considerable success in its graduation outcomes for URM, largely due to transfer student completions. There are a number of social, economic and cultural barriers that the college continues to address particularly for URM in STEM and W-STEM students. One illustration of this is in the manner in which EOP student services are addressed, where our practice has largely isolated this population from the types of community building and mainstreaming that happens with other populations. Specifically, there are several things to implement with this study population. The opportunity to have peer tutors from the Honors College serve EOP has seldom occurred, where the focus has been to almost exclusively use EOP peer role models to serve EOP students. The EOP summer program has historically addressed student skills and knowledge gaps through very traditional pedagogy that has only marginally included active learning pedagogies like inquiry-based and applied learning. The prospect exists here to expand the opportunities for EOP and CSTEP students to participate in early applied learning credit-bearing experiences by revising the summer program and its complementary coordination with the first-year curriculum. These can be strategically used to support and advance the aptitude and interest of URM and W-STEM during these bridging summer programs. EOP piloted this in Summer 2019, where the one credit course applied learning CL 1000 course was specifically designed by an interdisciplinary instructional group for the EOP summer program.

Similarly, the Honors College has built a strong social and cultural *community* using co-curricular activities – a model we intend to replicate more broadly. For example, the various access and pipeline programs, College Readiness and Pipeline Programs, STEP, EOP, CSTEP, MERIT operate largely in isolation one from another. We have only begun to explore the possibilities for both additive and geometric benefits. While the College Readiness and Pipeline Programs have aided a large number of URM students at the secondary level to experience early college support and success at little or no debt burden to these students, these curricular activities are seldom leveraged to illuminate seamless pathways to college degree programs supported by EOP, CSTEP and the Honors College. The Provost will convene a semi-annual meeting of these programs and establish an academic advisory group comprised of representatives of these programs to aid the Teaching and Learning Resources Committee of faculty governance in planning its activities and priorities each year.

The concerted effort to leverage the existing diversity of SUNY Old Westbury's student body, as SUNY's equivalent of a "HBCU", and which also impact URM/W-STEM[xxxiii] in particular, can be summarized by following strategies that will be formatively implemented beginning this academic year:

(1) provide students, particularly in existing access programs, with early curricular experiences that promote their aptitude, interests and early college success, by incorporating more HIP evidence-based pedagogies such as credit-bearing applied learning in pre-freshman summer bridging programs (e.g., specially designed CL 1000, Community Learning courses);

(2) use pre-freshman summer experiences and the first year curricular experiences to leverage our faculty diversity through student-faculty engagements with diverse faculty with related supports associated with the lower student-faculty ratios of the freshmen and linked entry-level courses to majors during the first year[xxxiv];

(3) codify mechanisms that lead to the replication of impactful evidence-based practices across the campus by forming new intra-campus alliances that more directly connect with faculty governance efforts to improve teaching practice;

(4) improve the student-faculty engagements for research and other applied learning forms by increasing the structural diversity among the faculty by cultivating the full time contingent faculty pool as a pipeline to the tenure stream;

(5) use shared resources where applicable to replicate existing successful community-building models on the campus (e.g., Honors College) that improve the peer-related climate impacts for social and cultural identity integrations, and individual persistence, which also mitigate other psychological climate barrier; and

(6) expand the scope of mentoring activities through peer and professional staffing both within the campus' Student Success Center but also across the campus, such as collaborative curricular assignments that include professional staffers where possible.

Some of these strategies are at various levels of implementation. The PRODiG committee (with its inter-divisional representation) will evaluate and facilitate with the support of Academic Affairs, Human Resources, Student Affairs, Business and Finance and faculty governance, the faculty and the student PRODiG related strategies. The progress will be included in the annual reporting from the PRODiG committee.

Appendix 1: PRODIG Committee Membership (summer 2019)

SUNY Old Westbury will manage its PRODiG plan under the oversight of the campus PRODiG Committee, which is comprised of key stakeholders, including diverse faculty representatives that will help to engage and strengthen faculty culture for recruitment and retention, and the administrative policies and practices that improve the structural access and professional development of a more diverse faculty.

The expanded Old Westbury PRODiG Committee currently includes:

> Duncan Quarless, Acting Associate Provost (PRODiG Committee Chair)
> Andrew Mattson, Faculty Senate Chair (American Studies, tenured)
> Barbara Hillery, Dean, School of Arts and Sciences (W-STEM)
> Jacob Heller, Assistant Vice President for Institutional Research & Assessment
> Jasmine Mitchell, Assistant Professor, American Studies (untenured URM)
> Lillian Colella, Personnel Associate, Recruitment, Human Resources
> Lori Zaikowski, Chair, Chemistry & Physics (tenured W-STEM)
> Manya Mascareno, Chair, Biological Sciences (tenured W-STEM)
> Nancy Brown, Dean, School of Education
> Pat Lettini, Associate Vice President for Business Affairs and Controller (affiliate member)
> Prakasam R. Devasagayam, Dean, School of Business
> Usama Shaikh, Vice President for Student Affairs and Chief Diversity Officer

Notes

[i] Several distinctions are noted in our Diversity Strategic Plan 2016-2021, p. 5 (Appendix A) (including U.S. News & World Reports), https://www.oldwestbury.edu/sites/default/files/documents/DivCouncil/DIVERSITY%20STRATEGIC%20PLAN%20-%20NO%20WATERMARK%20%28Final%20Draft%2005-15-2017%29.pdf. In the past year, other noteworthy distinctions have been reported, including Money Magazine's ("best values") Best Colleges 2018 rankings (SUNY Old Westbury 354 among 727 schools across the U.S.).

[ii] Finley, A. P., & McNair, T. (2013). *Assessing underserved students' engagement in high-impact practices*. https://vtechworks.lib.vt.edu/bitstream/handle/10919/87004/AssessingUnderservingStudents.pdf?sequence=1, accessed on July 6, 2019.

[iii] For roughly the past decade, the College has maintained its elevated SUNY Selectivity Matrix group 3 standard as reported in its Middle States Self-Study 2011 while simultaneously consistently growing its enrollment through rolling admissions, opportunity programs that aid access, and academic programs that incorporate HIPs and other supports.

[iv] http://www.socialmobilityindex.org/

[v] "10 Colleges that Lead to Graduate School" from U.S. News and World Reports, https://news.yahoo.com/news/10-colleges-lead-graduate-school-141435342.html

[vi] Merton, Robert K. 1968. "The Matthew Effect in Science." *Science*, Vol. 159, Issue 3810, pp. 56-63DOI: 10.1126/science.159.3810.5.

[vii] https://www.businessinsider.com/cost-to-buy-a-house-in-every-state-ranked-2018-8 , see also https://www.nerdwallet.com/blog/mortgages/cost-homeownership-vs-renting/ and https://www.newsday.com/business/long-island-real-estate-market-rental-luxury-1.19783095

[viii] https://www.nsf.gov/crssprgm/reu/list_result.jsp;jsessionid=4200EA20F0AC71BFB46C9F4FF71B91D4?d-8001259-s=1&keyword=&d-8001259-o=1&state=NY&d-8001259-p=2&unitId=0&showItems=All

[ix] https://www.stonybrook.edu/commcms/iracda/index.html, http://www.einstein.yu.edu/research/bettr-iracda/, http://rwjms.umdnj.edu/research/postdoc/inspire/

[x] https://www.stonybrook.edu/commcms/stem-smart/college/agep, https://www.bnl.gov/education/program.asp?q=204,

xi https://www.stonybrook.edu/commcms/cie/programs.php

xii SUNY Old Westbury Strategic Plan 2018-2023, Goal 3: Cultivate Social Justice and Environmental Responsibility, Objective 3A Sustain and Increase the Diversity of Faculty and Staff, Strategy 1. Recruit faculty and staff whose diversity reflects the student body.

xiii SUNY Old Westbury Strategic Plan-Implementation Plan 2018-2023, Goal 3, Objective 3A, Strategies 2 & 4.

xiv McMurtrie, B. (2016). How to do a better job of searching for diversity. *Chronicle of Higher Education*, *63*(3). A number of public and private institutions have incorporated this type of advocacy in their evidence-based best practices (e.g., Columbia University, UMass Medical School, John Hopkins University, University of Illinois)

xv Sethna, B. N. (2011). Minorities in Higher Education: A Pipeline Problem?. *Research in Higher Education Journal*, *13*; Whittaker, J. A., & Montgomery, B. L. (2014). Cultivating institutional transformation and sustainable STEM diversity in higher education through integrative faculty development. *Innovative Higher Education*, *39*(4), 263-275.

xvi Whittaker, J. A., Montgomery, B. L., & Martinez Acosta, V. G. (2015). Retention of Underrepresented Minority Faculty: Strategic Initiatives for Institutional Value Proposition Based on Perspectives from a Range of Academic Institutions. *Journal of undergraduate neuroscience education : JUNE : a publication of FUN, Faculty for Undergraduate Neuroscience*, *13*(3), A136–A145.

xvii Thomas, N., Bystydzienski, J., & Desai, A. (2015). Changing institutional culture through peer mentoring of women STEM faculty. *Innovative Higher Education*, *40*(2), 143-157.

xviii Whittaker, J. A., & Montgomery, B. L. (2014). Cultivating institutional transformation and sustainable STEM diversity in higher education through integrative faculty development. *Innovative Higher Education*, *39*(4), 263-275; Wunsch, M. A., & Chattergy, V. (1991). Managing diversity through faculty development.

xix According to National Center for Educational Statistics 2016 data URM faculty account for 16% of all fulltime higher ed faculty nationwide. https://nces.ed.gov/fastfacts/display.asp?id=61 accessed August 14, 2019

xx Hurtado, S., Eagan, M. K., Pryor, J. H., Whang, H., & Tran, S. (2012). *Undergraduate teaching faculty: The 2010–2011 HERI Faculty Survey.* Los Angeles: Higher Education Research Institute, UCLA.

xxi https://www.insidehighered.com/news/2015/05/01/new-report-says-cluster-hiring-can-lead-increased-faculty-diversity

xxii Cohen, G. L., & Sherman, D. K. (2014). The psychology of change: Self-affirmation and social psychological intervention. *Annual review of psychology*, *65*, 333-371; Miyake, A., Kost-Smith, L. E., Finkelstein, N. D., Pollock, S. J., Cohen, G. L., & Ito, T. A. (2010). Reducing the gender achievement gap in college science: A classroom study of values affirmation. *Science*, *330*(6008), 1234-1237; Purdie-Vaughns, V., Steele, C. M., Davies, P. G., Ditlmann, R., & Crosby, J. R. (2008). Social identity contingencies: how diversity cues signal threat or safety for African Americans in mainstream institutions. *Journal of personality and social psychology*, *94*(4), 615.

xxiii Otieno, T., Lutz, P. M., & Schoolmaster, F. (2010). Enhancing recruitment, professional development, and socialization of junior faculty through formal mentoring programs. Metropolitan Universities, 21(2), 74- 88.

xxiv https://www.unl.edu/equity/SearchCommittee.shtml, https://www.kent.edu/hr/management/search-committee-training, https://charge.wisc.edu/wiseli/items.aspx we also discussed adding the plans to review and potentially revise campus policy in accordance with best practice; does the EEOC require us to report on our review of hiring practice? https://www.eeoc.gov/eeoc/initiatives/e-race/bestpractices-employers.cfm

xxv Old Westbury Faculty Bylaws (available on request)

xxvi SUNY College at Old Westbury Middle States Self-Study Design (available on request)

xxvii Sorcinelli, M. D., & Yun, J. (2007). From mentor to mentoring networks: Mentoring in the new academy. Change, 39(6), 58–61.

xxviii A training, workforce development and diversity program of the National Institute of General Medical Sciences, the Institutional Research and Academic Career Development Award provides opportunities to post-doctoral fellows to develop for careers is academe. SUNY Old Westbury is a partner institution in one such regional program.

xxix Allen-Ramdial, S. A. A., & Campbell, A. G. (2014)

xxx SUNY Comprehensive College sector PRODiG Proposal (Available on request)

xxxi This consortium involves Nassau Community College, Suffolk County Community College, Farmingdale State, Old Westbury and Stony Brook. The consortium will take advantage of existing programs within the region (e.g., Turner Fellowship Program, AGEP program and other workforce development programs of the DOE/Brookhaven National Laboratory).

xxxii Smith, D. G., Turner, C. S., Osei-Kofi, N., & Richards, S. (2004). Interrupting the usual: Successful strategies for hiring diverse faculty. *The Journal of Higher Education*, *75*(2), 133-160.

xxxiii Whittaker, J. A., & Montgomery, B. L. (2012). Cultivating diversity and competency in STEM: Challenges and remedies for removing virtual barriers to constructing diverse higher education communities of success. *Journal of Undergraduate Neuroscience Education*, *11*(1), A44.

xxxiv Kim, M. M., & Conrad, C. F. (2006). The impact of historically Black colleges and universities on the academic success of African-American students. *Research in Higher Education*, *47*(4), 399-427.