2020 PRODiG RENEWAL APPLICATION - Progress Toward Goals Report

The PRODiG Assessment and Goal Evaluation form is designed to track campus progress toward goals identified in the PRODIG plans submitted in 2019. Information provided in this form will be reviewed and considered in decisions regarding future PRODiG funding. As promised, we are making the process less onerous, so in the table below we are providing each campus with PRODiG plan goals as referenced in the PRODiG plan. Column 1 has been pre-filled based on the campus PRODiG plan submissions. The campus is solely responsible for completing Columns 2–5 with a special emphasis on the detailed action steps taken to reach each goal.

Below is a description of each Column in the table along with an explanation of required information to be added to each where relevant:

Column 1: Goal Categories

This column reflects the goals campuses articulated in their 2019 PRODiG Proposals, grouped by category (Hiring Goals, Pipeline Building Goals, Faculty/Staff Professional Development and Outreach and Collaboration). For goals that fall outside of these four goal categories, we added an "Additional Goals" category for campuses to add goals that do not neatly fit under the other four categories. Campuses should fill in the relevant information.

Column 2: Specific and Detailed Action Steps toward Goal Completion

This column requires the campus to provide detailed action steps for each separately identified goal in Column 1.

Column 3: Status

This column requires the campus to provide the status towards reaching the listed goal in Column 1. Status determinations are as follows: N= Not started, I= In-progress, C= Completed and O = Other (Provide a separate explanation if this is the case).

Column 4: % Complete

 This column is based on the percentage of work completed per action step within a goal as shown in Column 1.

Column 5: Assigned to Whom?

This column is based on the individual/s that are responsible for assuring the completion and implementation of the identified goal in Column 1. Provide name and email or office of the responsible party.

SUNY Old Westbury

Goal: Hiring	Detailed Action Steps toward Goal Completion	Status	% Complete	Assigned to whom?
Promote location and diversity to attract applicants (p .5)	Pilot of "Process Advocate" role on Hiring Committees; we piloted this role in all School of Business hiring processes; goal is for the next round of faculty searches to increase use of a Process Advocate from 18% to 50% of faculty search processes	I	20%	Lillian Colella, HR; Acad Affairs
Use applicant tracking *(Interview Exchange)* to support recruitment (p. 9)	Fully Implemented; we regularly utilize the Interview Exchange platform to monitor advertising success rates, and as a source for hiring process assessment (e.g., the data for our Step Analysis draws directly from Interview Exchange Reports); this has enabled us to assess our advertising effectiveness, given our constrained budget	C	100%	Lillian Colella, HR; Chairs of Hiring Committees
Support relocation costs for faculty (p. 23) such as discounted realtor fees.	This funding is Included as part of Initial Contracts, with awareness of the socioeconomic impediments that newly hired faculty may experience	C	100%	Duncan Quarless, Acad Affairs
Provide information for dual career couples (p.23)	(Situation has not yet presented in which this would be applicable)	O	0%	N/A
Support on campus child care with discounted rates (p. 23)	Currently planning for negotiations with campus childcare provider; our Campus Child Care Advisory Committee recently fell into desuetude, and we are considering models for a new relationship with our current provider; 2020-21 goal is to reestablish the Child Care Advisory Committee	N	10%	Bill Kimmins, HR; Jacob Heller, Inst. Effect.
Facilitate search committee process training (p. 23)	Pilot of "Process Advocate" role on Hiring Committees (see above)	I	20%	Lillian Colella, HR; Deans; Acad Affairs
	Training video titled "Interviewing Candidates" made available to search committees; access is via the online EVERFI training platform; goal is to train all faculty involved in faculty searches in 2020-21.	I	25%	Lillian Colella, HR; Chairs of Hiring Committees

Goal: Outreach and Collaboration	Detailed Action Steps toward Goal Completion	Status	% Complete	Assigned to whom?
Promote student engagement with many campus entities (p. 25) for pipeline connections	Adoption of NACEP standards as benchmarks for Early College High School (ECHS) programs; incorporate NACEP standards in annual Institutional Assessment report	I	75%	Yves Magloire, ECHS
	Develop dashboards tracking pipeline from ECHS to Old Westbury; goal for fall 2021 admissions is to increase ECHS alumni yield by 20%	I	100%	Jacob Heller, Inst. Effect

Goal: Pipeline Building	Detailed Action Steps toward Goal Completion	Status	% Complete	Assigned to whom?
Improve climate for first generation students (p. 6)	Create First Generation Student Club	I	30%	Sydney Williams/Student Success Center
	Review language in college materials to be more readily understood by first generation students; Create list of terms with definitions; new college website page for first generation students	I	50%-75%	Cristina Notaro, School of Arts & Sciences Sydney Williams, Student Success Center Bonnie Eannone, First-Year Experience
	Research Aligned Mentorship (RAM) Program; connects first generation students with faculty mentors; RAM program has been suspended	C	100%	Ashlee Lien and Keisha Goode
	Create targeted first generation student events (at least 2) including speakers from the college community who are first generation students (each semester); include First Generation student retention as part of annual Institutional Assessment report	C	100%	Sydney Williams, Student Success Center
Support peer mentor opportunities for students and First Year Experience Honors programs (pp. 3, 20)	Peer Mentor Program by major that offers students structured mentorship for academic and social support by peers who have been carefully selected and completed training program; assess student satisfaction using surveys	C	100%	Sydney Williams, Ricky Guerra, Student Success Center

Goal: Pipeline Building	Detailed Action Steps toward Goal Completion	Status	% Complete	Assigned to whom?
	First-Year Academic Mentoring and Empowerment (FAME) Program established fall 2019 supports first-year EOP students in their academic and social transition to college life, access to resources for academic success; new EOP students paired with continuing EOP student; assess student satisfaction using surveys	C	100%	Jerrell Robinson, EOP
Advance Mental Health Counseling Masters and Data Analytics Masters and MA in Liberal Studies (p.4)	Continues to Mentor URM and Women in health fields	I	85%	Fred Millan (MS MHC)
	MS in Data Analytics re-christened MS in Data Science	C	100%	Frank Sanacory (MS DS)
	Expand MALS Public Speaker Series, focused on Social Justice and Humanities; expect one additional speaker/event than previous year	C	85%	Carol Quirke (MA LS)

Goals: Additional Pipeline Building	Detailed Action Steps toward Goal Completion	Status	% Complete	Assigned to whom?
Track STEM student success and graduation and early applied learning experiences (p. 21)	Campus dashboards created to track students share information, by major and by demographics	I	60%	Jacob Heller, Inst Effect.
Assess student success models like EOP (p. 21)	New Director Hired; annual performance reviews to be completed	C	100%	Jerrell Robinson, EOP Director
	Institutional Assessment Performance Outcomes revised	I	60%	

Goal: Faculty/Staff Development	Detailed Action Steps toward Goal Completion	Status	% Complete	Assigned to whom?
Promote interdisciplinary research interests of campus faculty through a designated center (p. 6)	CETL will hire a Director and offer at least 6 annual events related to interdisciplinary research	I	75%	Cris Notaro, Student Success Center
	Communities of Learning will assemble at least one group of faculty around a common research goal	I	60%	Cris Notaro, Student Success Center
Support early mentoring for new faculty as part of welcome and onboarding (p.6)	Annual Faculty Orientation (by Academic Affairs)	C	100%	Amanda Gist, Acad Affairs
	Annual Faculty Orientation (Faculty Governance and UUP)	C	100%	Andy Mattson/Mike Kavic, Faculty Senate; Martha Livingston, UUP
	Revive dormant faculty mentoring program with goal of matching 100% of new faculty (started since fall 2018) with an appropriate mentor			
Recognize DEI service contributions for faculty recognition (p. 8)	Online Modules for Inclusion of Students with Disabilities	C	100%	Stacey DeFelice, Office of Services for Students with Disabilities
	Mandatory Harassment and Sensitivity Training; assess year-over-year changes using our Faculty Climate Survey	C	100%	Bill Kimmins, Human Resources
Promote, support and recognize women for leadership positions (p. 24)	Transformation of Academic Affairs Executive-level Profile from 14% to 42% women; achieve 20% increase in women in leadership roles (both authority and responsibility)	I	80%	Cabinet-level hires
Develop a faculty training plan for campus focused on Diversity and Inclusion topics (p. 6)	SAIL Institute leadership training for all Academic Chairs; assess year-over-year changes using our Faculty Climate Survey	I	20%	Amanda Frisken, School of Arts & Sciences
Strengthen faculty governance to benefit students and the broader institution. (p. 7)	Appointment, Reappointment, Promotion, & Tenure Manual updated and revised	C	100%	Faculty Senate
	Implement Electronic Reappointment, Promotion, & Tenure process to ensure equity in process; establish baseline for equity in ARPT process and outcomes using survey of candidates and participants	I	100%	Jacob Heller, Inst. Effect.; ARPT Chair