

PREAMBLE

The SUNY PRODiG ("Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth") initiative aims to increase the representation of historically underrepresented faculty at SUNY, including underrepresented minority faculty ("URM") in general and women faculty of all races in STEM fields ("WSTEM"). PRODiG initiative aims to take a comprehensive approach to increasing faculty diversity by identifying historically underrepresented faculty, growing the pipeline of URM and WSTEM students in academic careers, insisting that campuses employ best practices empirically proven to reduce barriers to diversity in the faculty search process, and improving recruitment and retention processes across the campuses. The stated goals of the PRODiG program are in part for campuses to transform their hiring processes, pipeline initiatives and faculty retention efforts.

Old Westbury's college-wide PRODiG committee was established in 2019. In Summer 2019 faculty representatives on the Old Westbury PRODiG committee were appointed under the direction of college administration. Old Westbury's existing PRODiG committee has been responsible for managing the PRODiG plan since summer 2019. The campus needs to improve on diversity, equity and inclusion. While Old Westbury's mission statement highlights social justice, the campus needs to improve on diversity and inclusion based on the data which shows a gap (31% difference) 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. In particular, campus data illustrate that there is a stark gap in the representation of Black & Latinx faculty among those who are tenured and tenure-track. For example, as of January 2020 Black faculty comprised only 11% and Latinx faculty comprised only 10% of tenure stream faculty, despite the fact that Black and Latinx students constitute majority of our students, at 24.7% and 33%, respectively. Full-time Black faculty are close to proportionally represented only among those on the non-tenure stream (22%).

Moreover, Native Americans comprised a scant 0.68% (and 0.4 % of full-time students) although the college is located on ceded Indigenous lands, and Asians comprised only 17% of tenure stream faculty (and 10.6% of full-time students).

Current PRODiG faculty include Dr. Tejas Bouklas (Biological Sciences), Dr. Ángel Lara (Modern Languages), Dr. Orquidea Morales (American Studies and Media & Communication Studies), Dr. Kinning Poon (Biological Sciences), and Dr. Shebuti Rayana (Computer Science).

PRODiG RESOLUTION

Whereas Faculty Senate recognizes the importance of PRODiG initiatives to promote the growth of faculty diversity, and the opportunity it offers in providing support to authentically fulfill our mission of diversity, equity, and inclusion; and

Whereas Faculty Senate recognizes the need to improve on diversity and inclusion, narrowing the significant gap between the percentage of our students and our tenure stream faculty who are members of underrepresented minorities; and

Whereas Faculty Senate recognizes that as a college founded to create a more socially and racially just world, and that follows a racial and social justice mission, our particular lack of underrepresented minorities including Black, Latinx, & Native American faculty is deeply problematic; and

Whereas for SUNY Old Westbury to become a meaningful leader in the area of social justice, and faculty equity, inclusion and diversity requires methodologically rigorous investigation of the experiences of URM and WSTEM faculty; and

Whereas for SUNY Old Westbury to become a meaningful leader in the area of social justice, and faculty equity, inclusion and diversity also requires an understanding and application of current anti-racist interdisciplinary scholarship, particularly in the area of institutional equity; and

Whereas faculty whose scholarship centers on racial equity and antiracism are uniquely positioned to provide heretofore uncentered yet critical expertise; and

Whereas expertise in the area of antiracism and institutional equity was not systematically elicited in prior PRODiG committee formations at the college; and

Whereas future equity and diversity efforts are unlikely to be successful without the rigorous conceptual, disciplinary and methodological expertise of content experts whose scholarship and practice centers in the area of antiracism and social justice; and

Whereas until the College increases its hiring of DEI (Diversity, Equity & Inclusion) professionals with a track record of developing and implementing successful, conceptually and methodologically rigorous strategies to increase URM and WSTEM faculty recruitment, hiring and retention, faculty are well poised to fill in these existing gaps; and

Whereas, faculty can help the local PRODiG program become better poised for success in terms of 1. methodologically and conceptually rigorous research on local barriers and facilitators to URM and WSTEM recruitment, hiring and retention, 2. rigorous inquiry into the types of programs and support that would create an institutional environment conducive to URM and WSTEM faculty hiring and retention, 3. the development of recommendations based on rigorous research; and

Whereas, URM faculty often are hired on contingent lines and contingent lines are the only type of line in which Black faculty approach proportional representation; and

Whereas SUNY Old Westbury's current PRODiG faculty (and other URM and WSTEM faculty) do not currently receive adequate instrumental, financial, social, or material support; and

Therefore, Be It Resolved that the Faculty Senate accepts the establishment of the college-wide PRODiG committee that: 1. sets a rigorous standard in terms of guiding towards remedying existing major gaps in the recruitment, hiring and retention of URM and WSTEM faculty, 2. understands the intertwined nature of diversity, equity and inclusion. 3. concretely plans for future sustainable and rigorous DEI expertise within administrative units charged with institutional equity and diversity.

Be It Further Resolved that the college must increase investment for the professional development of PRODiG faculty and fellows, and URM and WSTEM faculty.

Be It Further Resolved that—with required institutional support and investment—the committee will support rigorous assessment of multi-level barriers and facilitators of PRODiG (and other URM and WSTEM) faculty satisfaction and success, and ensure that these data are transparent and widely available.

Be It Further Resolved that the Faculty Senate endorses a 50-50 split between faculty and non-faculty members on the college-wide PRODiG Committee.

Be It Further Resolved that a faculty Co-Chair position will be created on the PRODiG Committee, whose authority will include convening meetings, developing PRODiG Committee meeting agendas, developing

action plans and recommendations, providing insight on whether institutional progress towards faculty diversity, equity and inclusion goals is being made.

Be It Further Resolved that the faculty membership on the PRODiG Committee shall consist of at least 2/3 tenured faculty; all of whom will preferably have conceptual or methodological expertise (in the form of scholarship or practice) in one or more of the following areas: 1. qualitative and quantitative social science data collection, 2. contemporary theories of barriers and facilitators of institutional equity, 3. Black, Latinx, Asian, Indigenous, or critical race or ethnic studies, 4. theories of anti-racist institutional transformation, 5. critical university studies.

Be It Further Resolved that the faculty membership of PRODiG be established as above, based upon the fact that there are currently six (6) non-faculty members. Faculty membership on the PRODiG Committee may be updated if/when the non-faculty members are also updated to maintain the above 50-50 criteria. All departments and schools are welcome to be part of this committee.

Be It Further Resolved that faculty shall be appointed to staggered two-year terms and faculty may serve multiple terms.

Be It Further Resolved that the Faculty Senate strongly encourages SUNY Old Westbury to equitably and fairly compensate faculty service work on all committees, including the PRODiG committee and others which require a particularly intense level of faculty labor.

SUPPLEMENTARY MATERIALS

1. PRODiG 2019 proposal
2. PRODiG 2020 renewal application

SPONSORED BY

Faculty Senate Executive Committee

Faculty Sponsors from the campus-wide PRODiG Committee:

- Jennie D'Ambroise, Assistant Professor, Mathematics (WSTEM)
- Rahwa Haile, Associate Professor, Public Health (URM)
- Deepa Jani, Assistant Professor, English
- Manya Mascareno, Associate Professor & Department Chair, Biological Sciences (WSTEM)
- Jasmine Mitchell, Associate Professor, American Studies/ Media & Communications (URM)

PRODiG program faculty

- Orquidea Morales, Assistant Professor, American Studies/ Media & Communications
- Kinning Poon, Assistant Professor, Biological Sciences (WSTEM)
- Shebuti Rayana, Assistant Professor, Computer and Information Science (WSTEM)
- Tejas Bouklas, Assistant Professor, Biological Sciences (WSTEM)

Co-Sponsor

- Llana Barber, Associate Professor, American Studies/Media & Communications, Co-Chair, PARITY

The Proposal approved by the Faculty Senate by unanimous consent on 5/14/2021.

APPENDIX - CAMPUS DATA

	As of January, 2020			
Race-Ethnicity	non-tenure-stream	tenure-track	tenured	Grand Total
Asian	3	7	19	29
Black	6	6	11	23
Hispanic		7	8	15
Multi-Racial			1	1
Native American		1		1
White	18	35	51	104
Grand Total	27	56	90	173

Table 1.2 Students and Faculty of Color by School (2020)		
School	Students	F/T Faculty
School of Arts & Sciences	2,520 (78.7%)	54 (42.9%)
School of Business	611 (71.5%)	8 (32.0%)
School of Education	366 (52.7%)	6 (33.3%)
School of Professional Studies	84 (70.0%)	0 (0.0%)
Other	166 (75.8%)	1 (25.0%)
College as a Whole	3,747 (73.6%)	69 (39.9%)

Table I.1 Student Demographics – Fall terms (all enrolled students). (source: INR_SDS_EXTRACT reports, based on student self-identification)					
Race-Ethnicity	2016	2017	2018	2019	2020
American Indian or Alaskan Native	11 (0.2%)	13 (0.3%)	20 (0.4%)	23 (0.4%)	18 (0.4%)
Asian	444 (9.9%)	503 (10.2%)	520 (10.1%)	528 (10.2%)	540 (10.6%)
Black or African American	1,114 (24.8%)	1,244 (25.2%)	1,342 (26.0%)	1,333 (25.8%)	1,257 (24.7%)
Hispanic	1,247 (27.8%)	1,443 (29.2%)	1,541 (29.9%)	1,571 (30.5%)	1,690 (33.2%)
Native Hawaiian or other Pacific Islander	13 (0.3%)	9 (0.2%)	12 (0.2%)	12 (0.2%)	12 (0.2%)
White	1,400 (31.2%)	1,489 (30.1%)	1,477 (28.7%)	1,433 (27.8%)	1,343 (26.4%)
unknown or multi-racial	200 (4.5%)	203 (4.1%)	193 (3.7%)	197 (3.8%)	188 (3.7%)
non-residents	58 (1.3%)	38 (0.8%)	47 (0.9%)	60 (1.2%)	42 (0.8%)
Totals	4,487 (100%)	4,942 (100%)	5,152 (100%)	5,157 (100%)	5,090 (100%)
Gender Identities	2016	2017	2018	2019	2020
Men	1,850 (41.2%)	2,064 (41.8%)	2,071 (40.2%)	2,111 (40.9%)	2,007 (39.4%)
Women	2,637 (58.8%)	2,878 (58.2%)	3,080 (59.8%)	3,046 (59.1%)	3,080 (60.5%)
Other	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	3 (0.1%)

Totals	4,487 (100%)	4,942 (100%)	5,152 (100%)	5,157 (100%)	5,090 (100%)
On/Off Campus Living	2016	2017	2018	2019	2020
On-Campus	779 (17.4%)	864 (17.5%)	845 (16.4%)	784 (15.2%)	0 (0.0%)
Commuters	3,708 (82.6%)	4,078 (82.5%)	4,307 (83.6%)	4,373 (84.8%)	5,090 (100%)
Totals	4,487 (100%)	4,942 (100%)	5,152 (100%)	5,157 (100%)	5,090 (100%)
U/G Entered OW as...*	2016	2017	2018	2019	2020
First-Year	1,576 (36.9%)	1,801 (38.6%)	2,049 (42.3%)	2,110 (43.6%)	2,094 (44.2%)
Transfer	2,651 (62.1%)	2,820 (60.4%)	2,730 (56.3%)	2,688 (55.6%)	2,560 (54.0%)
Other (non-matriculated)	41 (1.0%)	45 (1.0%)	70 (1.4%)	39 (0.8%)	88 (1.9%)
Grand Total	4,268 (100%)	4,666 (100%)	4,849 (100%)	4,837 (100%)	4,742 (100%)
* Undergraduates only					

Table 3.6 Full-Time Faculty Diversity, in Schools and Departments, by Gender.
(source: Human Resources, self-identification by faculty)

	2016		2017		2018		2019		2020	
School	M	W	M	W	M	W	M	W	M	W
SAS	56 (44.8%)	69 (55.2%)	55 (44.0%)	70 (56.0%)	54 (42.9%)	72 (57.1%)	60 (45.1%)	73 (54.9%)	58 (46.0%)	68 (54.0%)
SOB	14 (60.9%)	9 (39.1%)	15 (62.5%)	9 (37.5%)	16 (64.0%)	9 (36.0%)	18 (64.3%)	10 (35.7%)	17 (68.0%)	8 (32.0%)
SOE	4 (26.7%)	11 (73.3%)	4 (26.7%)	11 (73.3%)	5 (33.3%)	10 (66.7%)	4 (26.7%)	11 (73.3%)	4 (22.2%)	14 (77.8%)
FYE	1 (50.0%)	1 (50.0%)	(0.0%)	2 (100.0%)	(0.0%)	2 (100.0%)	1 (25.0%)	3 (75.0%)	1 (25.0%)	3 (75.0%)
Totals	75 (45.5%)	90 (54.5%)	74 (44.6%)	92 (55.4%)	75 (44.6%)	93 (55.4%)	83 (46.1%)	97 (53.9%)	80 (46.2%)	93 (53.8%)

Table 3.7 Full-Time Faculty Diversity, by Race/Ethnicity.
(source: Human Resources, self-identification by faculty)

Race-Ethnicity	2016	2017	2018	2019	2020
Asian	30 (18.2%)	30 (18.1%)	32 (19.0%)	34 (18.9%)	29 (16.8%)
Black	23 (13.9%)	21 (12.7%)	26 (15.5%)	27 (15.0%)	23 (13.3%)
Hispanic	15 (9.1%)	15 (9.0%)	16 (9.5%)	16 (8.9%)	15 (8.7%)
Multi-Racial	1 (0.6%)	1 (0.6%)	1 (0.6%)	1 (0.6%)	1 (0.6%)
Native American		1 (0.6%)	1 (0.6%)	1 (0.6%)	1 (0.6%)
White	96 (58.2%)	98 (59.0%)	92 (54.8%)	101 (56.1%)	104 (60.1%)
Total	165 (100.0%)	166 (100.0%)	168 (100.0%)	180 (100.0%)	173 (100.0%)