



## 2020-21 PRODiG Narrative of Progress toward Goals For 2021-2022 Renewal Application

Please succinctly summarize the greatest accomplishments your campus has achieved related to its PRODiG goals, and the impact of those accomplishments thus far. (800 words)

Since engaging in the PRODiG project in 2019, SUNY Cortland has made great strides toward our goals of diversifying our faculty. During the 2019-2020 academic year, we were able to hire four URM faculty through our Diversity Faculty Fellows (DFF) program, and one URM faculty member and one women in STEM through our enhanced search processes. Although our searches were limited during the 2020-2021 year due to budget restrictions, we were still able to hire four more URM faculty members through our DFF program and an additional URM faculty member in our Africana Studies department. Thus, in 2020-2021 and 2021-2022, we have hired 11 PRODiG eligible faculty members over 28 searches which means 39% of our hires over those two years resulted in the hire of URM or WSTEM candidates. As a comparison, we only hired 8 URM or WSTEM faculty over 44 searches in the previous two years (2018-2019 and 2019-2020) which resulted in only 18% of our searches resulting in the hire of URM or WSTEM candidates. Most importantly, these new hires are spread across ten different departments, which distributes the impact of increased faculty diversity across multiple majors and student populations.

We believe we were successful in these searches because we improved our recruitment and search strategies. All faculty job announcements were posted on multiple listservs and on the websites of discipline specific professional organizations that support URM in academia. For all DFF searches, department chairs received more assistance in developing job postings that used more inclusive language and that also included qualifications that were less restrictive and not too narrowly focused. Departments were required to create search committees which represented some diversity across its members. They were also required to have at least one search committee member from outside their departments to help broaden the perspectives of the search. We were able to have all search committee members and department chairs participate in unconscious bias training to help prepare them for looking broadly and equitably at candidate qualifications. Some search committees also included questions specifically related to diversity and inclusion during their phone interviews based on suggestions from HR and their Deans.

We also used applicant data strategically. HR provided demographic data to the respective Dean and the Provost for each search at the time of a request for campus interviews. Based on this data, the Deans and Provost reviewed the application materials for any URM candidate that was not selected for a campus interview to determine if there was apparent bias. In some cases, committees were asked to revisit the qualifications of specific candidates. This process has been very successful in helping departments consider candidate qualifications more broadly and inclusively.

Our success in reaching many of our initial PRODiG goals over the past two years rests in our decision to implement our DFF Program. Faculty were initially skeptical about our ability to attract diverse faculty for reasons that have been cited in the past – the rural location of our campus, the demographics of our community, and our status as a “teaching” college. Yet, faculty involved in the DFF searches saw first hand that it is possible for us to attract and hire URM faculty if we frame positions appropriately and practice inclusive recruitment. For this reason, we intend to continue our DFF program by running five more DFF searches in 2021-2022.

Please describe the greatest challenges/barriers your campus has encountered, or anticipates encountering, and reaching its PRODiG goals. What strategies has your campus employed/does your campus plan to employ to overcome them? (800 words)

One of the major barriers in reaching our PRODiG goals has been faculty skepticism related to our campus' ability to attract URM and WSTEM faculty to our campus. The Diversity Faculty Fellows (DFF) program has demonstrated to those departments that have successfully hired a DFF that it IS possible to attract a more diverse pool of candidates and to successfully hire diverse candidates when you adopt more inclusive approaches to recruiting and conducting searches.

However, with each new department that engages in a DFF search, we have to work to help them to understand the priorities of diversifying our faculty and the means by which we can do so successfully. Defining the most "qualified" candidate takes on new meaning when we are seeking to find representation of different and diverse perspectives within a discipline or a department. Changing these definitions is challenging for some faculty, particularly if there is any implication of reducing the "rigor" of the "standard" search processes. But when we frame these searches in terms of the need for our faculty to reflect the same diversity that we see in our student body, this becomes an easier concept for most faculty to grasp. We will be enlisting the assistance of faculty who have served on the 2019-2021 DFF searches to help support search committees conducting DFF searches in the coming year. We believe that support from faculty colleagues is the best strategy to engage additional faculty in the pursuit of our PRODiG goals.

Another challenge for us has been to put into place strong structures to mentor all of our URM and WSTEM faculty appropriately. We have conducted many information and orientation sessions for our new URM and WSTEM faculty, largely building on current practices we have in place for all new faculty. We induct all first-year faculty as a cohort and provide them with many opportunities to participate in workshops and social events created specifically for them. Each first year faculty member is also assigned a mentor from their department, who is often included in these events. In general, our induction program for first year faculty is reviewed positively by participants.

As part of our PRODiG goals, we had planned to extend our support for PRODiG faculty by creating an URM Faculty Mentoring Network to help build community among all URM faculty on campus. However, the pandemic has made it difficult to make substantial progress on such a plan. The increased workload experienced by all members of our campus community during the pandemic has made it challenging to involve faculty in the development of a new program at this time. In the coming year, we hope to recruit two veteran faculty members to lead a committee which will be charged with developing a structure to support and connect all URM and WSTEM faculty on our campus.

A final challenge we have encountered is in the creation of pipeline initiatives to increase the number of diverse students pursuing careers in higher education. Again, we simply have not had the personnel resources to pursue some of these initiatives while also dealing with the complexities of offering instruction during a pandemic. We have several avenues we intend to pursue in building pipelines, such as partnering with graduate programs at HBCU's and HSI's in our region to connect with more diverse graduate student populations. We also hope to develop a program for our own URM undergraduates which will offer them opportunities to explore and pursue careers in academia. In the coming year, we hope a to establish a pipeline initiative subcommittee of our PRODiG committee to work on these initiatives.



## 2020-21 PRODiG Progress Toward Goals Report for 2021-22 Renewal Application

### HIRING

PRODiG Goal	Status	Progress to Date	Future Steps	Collaborators
<p><b>Goal 1:</b></p> <p>Expand marketing efforts by posting all open faculty positions on at least three job sites or listservs that serve diverse audiences.</p>	In progress	<p>Because of the hiring freeze, we conducted only 8 searches in 2020-2021. However, four of those searches were for our Diversity Faculty Fellows (DFF) Program, and another search was in our Africana Studies Department. All positions were posted in multiple job sites or listservs that serve diverse audiences. All five searches resulted in the hire of a URM faculty member.</p> <p>In addition, the CDIO and the Dean of Arts and Sciences along with Dean of Education participated in the Southern Regional Education Board’s Institute on Teaching and Mentoring which was held virtually in April 2021. We were able to conduct informational interviews with a variety of potential candidates for our 2021-2022 searches. We hope to participate in similar events in the coming year</p>	<p>Continue to:</p> <p>Work with departments conducting searches to find discipline-specific job sites/listservs that reach diverse audiences.</p> <p>As resources permit, participate in conferences/recruiting events that attract diverse job-seekers.</p>	<p>Human Resources Deans Academic Departments</p> <p>Contact person: Melanie Woodward, Associate Director of Human Resources and Affirmative Action Officer <a href="mailto:Melanie.Woodward@cortland.edu">Melanie.Woodward@cortland.edu</a></p>

<p><b>Goal 2:</b></p> <p>Increase diversity of the pools for 2021 hires by at least 10% compared to pre-PRODiG pools.</p>	<p>In progress</p>	<p><b>Diversity of Applicant Pool for 2019 Hires (n=1907 applications) vs Applicant Pool for 2021 Hires (n=1,083 app)</b></p> <table border="1" data-bbox="583 362 1056 837"> <thead> <tr> <th>Race/Ethnicity</th> <th>2019</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>60%</td> <td>45%</td> </tr> <tr> <td>Asian</td> <td>21%</td> <td>8%</td> </tr> <tr> <td>African American/Black</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>Hispanic</td> <td>5%</td> <td>7%</td> </tr> <tr> <td>American Indian/Alaskan Native</td> <td>&gt;1%</td> <td>2%</td> </tr> <tr> <td>Two or more races</td> <td>1%</td> <td>1%</td> </tr> <tr> <td>Did not identify</td> <td>8%</td> <td>5%</td> </tr> <tr> <td>Non-Resident Alien</td> <td>0%</td> <td>27%</td> </tr> </tbody> </table> <p>Data suggest that we have diversified our applicant pools somewhat compared to 2019 hires. The percent of white applicants has decreased significantly as has the percent of Asian applicants with the largest increase in non-resident alien applicants. We suspect this is because the majority of searches we completed in 2021 were for our DFF Program.</p>	Race/Ethnicity	2019	2021	White	60%	45%	Asian	21%	8%	African American/Black	5%	5%	Hispanic	5%	7%	American Indian/Alaskan Native	>1%	2%	Two or more races	1%	1%	Did not identify	8%	5%	Non-Resident Alien	0%	27%	<p>Continue to:</p> <p>Work with departments to develop job postings that use more inclusive language and have broader job requirements.</p> <p>Provide all search participants with training in unconscious bias.</p> <p>Provide demographic data to committees, Deans, and Provost at multiple times throughout the search process and take action to either increase recruitment efforts to diversify pool or cancel search.</p> <p>Review of the application materials for all URM candidates not selected for a campus interview by Deans and Provost to determine if there was apparent bias. If deemed appropriate, committees will be asked to revisit the qualifications of specific candidates.</p>	<p>Human Resources Deans Academic Departments Chief Diversity &amp; Inclusion Officer (CDIO)</p> <p>Contact person for posting support and pool data: Melanie Woodward, Associate Director of Human Resources and Affirmative Action Officer <a href="mailto:Melanie.Woodward@cortland.edu">Melanie.Woodward@cortland.edu</a></p> <p>Contact person for review of data and search materials: Mark Prus, Provost <a href="mailto:Mark.Prus@cortland.edu">Mark.Prus@cortland.edu</a> Bruce Mattingly Dean, A &amp; S <a href="mailto:Bruce.Mattingly@cortland.edu">Bruce.Mattingly@cortland.edu</a> Andrea Lachance, Dean, Education <a href="mailto:Andrea.Lachance@cortland.edu">Andrea.Lachance@cortland.edu</a> John Cottone, Dean, Professional Studies <a href="mailto:John.Cottone@cortland.edu">John.Cottone@cortland.edu</a></p>
Race/Ethnicity	2019	2021																													
White	60%	45%																													
Asian	21%	8%																													
African American/Black	5%	5%																													
Hispanic	5%	7%																													
American Indian/Alaskan Native	>1%	2%																													
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<p><b>Goal 3:</b></p> <p>Hire at least four new URM or WSTEM faculty in the 2020-2021 Academic Year</p>	<p>In progress</p>	<p>As mentioned above, because of the hiring freeze, we conducted only 8 searches in 2020-2021. However, of these searches, five (63%) resulted in the hire of a URM faculty member.</p>	<p>Continue to:</p> <p>Hire for our Diverse Faculty Fellows program.</p> <p>Enhance all other faculty searches to utilize recruitment strategies outlined above to increase the likelihood of hiring URM/WSTEM in these searches</p>	<p>Human Resources Deans Academic Depts See contacts above</p>																											

## PIPELINE BUILDING

PRODiG Goal	Status	Progress to Date	Future Steps	Collaborators
<p><b>Goal 4:</b></p> <p>Develop a plan for creating one pipeline or other initiative for recruiting diverse faculty.</p>	Not started	<p>Due to the pandemic and limited time and budgetary resources, we did not have the opportunity to begin our pipeline building initiatives.</p>	<p>Begin the development of one or more of the following:</p> <ul style="list-style-type: none"> <li>Create a SUNY Cortland undergraduate pipeline program to provide opportunities for our URM and WSTEM students to explore college teaching, including offering workshops for faculty and staff to develop skills in recruiting URM and WSTEM students into pursuing a career in higher education.</li> <li>Build relationships between SUNY Cortland faculty and faculty in similar disciplines at Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) to increase awareness of the SUNY Cortland campus, upcoming faculty job opportunities, and our interest in hiring graduates of HBCUs and HSIs.</li> <li>Build relationships with Future Professoriate Programs (FPP), which typically have very diverse participants, to increase their awareness of the SUNY Cortland campus, upcoming faculty job opportunities, and our interest in hiring graduates of FPPs.</li> <li>Work with faculty in our Undergraduate Research Program to develop departmental/disciplinary pipeline programs.</li> </ul>	<p style="text-align: center;">Contact: Chair, PRODiG Pipeline subcommittee TBD</p> <p style="text-align: center;">Interim contact: Andrea Lachance, Dean, Education <a href="mailto:Andrea.Lachance@cortland.edu">Andrea.Lachance@cortland.edu</a></p>

## FACULTY/STAFF PROFESSIONAL DEVELOPMENT

PRODiG Goal	Status	Progress to Date	Future Steps	Collaborators
<p><b>Goal 5:</b></p> <p>Retain 80% of tenure-track diverse faculty hired on the tenure track since 2016.</p>	<p>In progress</p>	<p>Below is the retention rate of URM and WSTEM faculty for the past five years.</p> <p>2016-17 - 3 Hired 3 Retained to date (100%)</p> <p>2017-18 - 5 Hired 4 Retained to date (80%)</p> <p>2018-19 - 6 Hired 5 Retained to date (83%)</p> <p>2019-20 - 2 Hired 1 Retained to date (50%)</p> <p>2020-21 - 6 Hired 6 Retained to date (100%)</p> <p>Total retention rate since 2016: 22 hired 19 retained to date (86%)</p>	<p>Continue to build a URM Faculty Mentoring Network and begin to hold monthly network meetings to build community among URM faculty.</p> <p>Continue offering support, events and networking opportunities for URM faculty through collaborations with our Culturally Relevant Teaching Committee, Anti-Racism Task Force, President’s Council on Inclusive Excellence, Black Lives Matter in Schools Committee, Cortland County Community of Color, the Multicultural Life and Diversity Office, and other campus and community groups.</p> <p>Expand the current mentoring system for newly hired diverse faculty through new initiatives and existing programs such as new faculty orientation, social events, and departmental activities.</p>	<p>Contact:</p> <p>PRODiG Mentoring Subcommittee Chair TBD</p> <p>Interim Contact:</p> <p>Andrea Lachance, Dean, Education <a href="mailto:Andrea.Lachance@cortland.edu">Andrea.Lachance@cortland.edu</a></p>