

SUNY Cortland PRODiG Proposal

Introduction

The State University of New York College at Cortland (SUNY Cortland) is one of thirteen comprehensive institutions in the SUNY System with a full-time enrollment of nearly 7,000 undergraduate and graduate students. The college's enrollment has remained strong over the past decade, with the percentage of underrepresented minority (URM) students rising from 14% in Fall 2011 to 24% in Fall 2018. Nationally recognized for its programs in teacher education, SUNY Cortland prepares the largest number of teachers in the SUNY system, with a third of the student body majoring in education. SUNY Cortland was also a pioneer in supporting students with disabilities well before the implementation of the Americans with Disabilities Act in 1990 and has received accolades from state and national organizations in the areas of civic engagement, sustainability and athletics. SUNY Cortland is the largest employer in Cortland County and as such, contributes significantly to the economy of the region. On average, nearly 96% of SUNY Cortland's students engage in community service which supports a positive town-gown relationship as well as the college's mission to enable students to become engaged citizens with a strong social conscience.

Background/Context

Over the past decade, SUNY Cortland has implemented a number of recruitment strategies to increase the diversity of its faculty. The college advertises all open faculty positions in a multitude of venues both nationally and regionally. These include publications and websites specifically aimed at reaching diverse candidates. The college also implemented more standardized search procedures, including mandatory training for all members of all search committees. This training includes content on using consistent and fair criteria in reviewing all applicants (See Appendix A: SUNY Cortland Search Process).

Recently, the college administration has provided resources for enabling up to three finalists for each position to be brought to campus for interviews when it previously allowed only two finalists per position. This was an effort to broaden the pools of candidates coming to campus for interviews. The Human Resources (HR) Office has revised the search committee training to include content on recognizing and avoiding implicit bias. The Chief Diversity Officer (CDO) has provided the President's Cabinet, the HR Office, and the Deans with multiple resources to support the hiring of URM faculty, including various procedural models for improving our recruitment and retention of faculty from minoritized backgrounds. This has led to a critical review and revision of required job qualifications, where appropriate, to expand applicant pools. Departments have also been supported in revising their faculty job descriptions and postings to emphasize the value we place on inclusive practices and experience with diverse populations.

One major initiative has been ensuring SUNY Cortland's participation in more off-site recruiting activities. In fall 2018, the CDO and the Dean of Arts and Sciences participated in the Institute on Teaching and Mentoring, a four-day conference that has become the largest gathering of minority doctoral scholars in the country. Information on SUNY Cortland's employment opportunities and its campus was shared with potential applicants. The college intends to continue its participation as a recruiter at this yearly event.

Past and current recruitment efforts have led to some success in diversifying the faculty, particularly in improving the percentage of full-time, female faculty in STEM fields. Currently, about 52% of the full-time faculty in all STEM-related departments (Biology, Chemistry, Geology, Health, Kinesiology, Math and Physics) are female. In four of these departments, females make up 50% or more of the full-time faculty.

Unfortunately, the percentage of non-White faculty has remained low. Currently, the percentage of non-White faculty is approximately 14%, but that number decreases to approximately 8% if we count only the numbers of URM faculty.

One of the primary challenges SUNY Cortland faces in recruiting URM faculty is our location. Cortland County sits at the northern edge of the Appalachian Region, which qualifies us for grants from the Appalachian Region Commission. The area is largely rural and agricultural with declining population numbers. According to the last U.S. Census, the county population is 92% white, with some small pockets of diverse populations including migrant farm workers. Although the City of Cortland has been extensively revitalized in the last five years, there are higher rates of unemployment, poverty, child abuse/neglect, and substance abuse in Cortland County when compared to other upstate counties and to state-wide averages.

We are currently working to mitigate some of the challenges related to the college's community context. A broad and comprehensive set of campus climate surveys will be implemented in the coming year to assess and evaluate the campus and community climate with respect to race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as a person with a disability, and national origin. We will also be collecting data from new faculty on their experiences with the recruitment, hiring and induction process to identify potential barriers to retaining specific demographic groups (see Appendix B: First Year Faculty Survey). Professional development workshops for faculty and staff on issues such as Culturally Relevant Teaching and Intergroup Dialogue have been implemented recently to support adoption of more inclusive practices on campus.

Hiring Plan

Recognizing the challenges SUNY Cortland faces in increasing the numbers of URM and WSTEM faculty on our campus, we are grateful for the support the SUNY system is providing through the PRODiG program to increase the diversity of our faculty. Our PRODiG Planning Committee (Appendix C) has created an ambitious hiring plan in the hopes of rapidly improving the percentage of URM and WSTEM faculty across our college. This plan aligns with our Diversity and Inclusion Plan (Appendix D) and utilizes intensive recruitment and retention initiatives to significantly increase the number of URM and WSTEM faculty on our campus..

Hiring Goals

During the 2019-2020 hiring season, we are expected to fill approximately 20 tenure-track positions for the 2020-2021 academic year. Our goal will be to aggressively recruit and fill 25% of these hires (5 positions) with URM faculty and/or women faculty in STEM. This percentage is on par with the percentage of underrepresented student enrollment for the past two years.

After year one of our PRODiG plan, we will continue to focus our efforts on hiring a percentage of URM faculty that equals or surpasses the diversity of our student population in order to consistently increase our faculty diversity each year. Assuming that we have approximately the same number of searches for new and replacement faculty (20) each year over the next five years, we would hope to hire approximately 25 URM faculty (five per year for five years) during this time period. This would result in a percentage increase in URM faculty of 55% (from approximately 45 URM faculty currently to approximately 70 URM faculty in 2025). This would raise our campus percentage of URM faculty from 8% to 12%.

In addition to bringing PRODiG resources and methodologies to existing faculty searches, SUNY Cortland also intends to establish a Diverse Faculty Fellows Program, which will augment existing searches. This program will aim to recruit URM and/or WSTEM graduate students who have completed a master's degree (or higher) and who want to explore a career as a faculty member at a primarily undergraduate institution.

Our plan is to hire five Fellows every two years with a priority of matching these fellows with departments where the population of undergraduate majors is the most diverse. If we are successful in recruiting five Faculty Fellows in years one, three and five of this plan, we would add approximately 15 URM Fellows over the next five years, in addition to the 25 URM faculty we hope to hire by leveraging our existing searches over that same time period. This would nearly double the number of URM faculty on our campus (from 45 to 80) which would increase the number of the percentage of URM faculty on our campus from approximately 8% to 14% in a five-year period.

Strategies to Achieve Hiring Goals

We will use inclusive recruitment strategies and intensive retention initiatives to meet our hiring targets in our existing searches. In addition, we augment these searches by establishing a Diverse Faculty Fellows Program to hire fifteen additional instructor level, tenure-track faculty over a five year period. Each of these approaches are discussed below.

Inclusive Recruitment Strategies: We will infuse greater inclusion in the recruitment process in order to garner a more significant percentage of URM faculty in applicant pools and subsequently, in our yearly group of new faculty hires. This effort will consist of a number of activities, including the following:

- Establishing a new talent advancement staff position in the office of Human Resources. This staff person will focus on expanding recruiting activities for all positions at SUNY Cortland, with special attention on recruiting URMs to faculty positions.
- Developing a “CDO Review Process” that will establish touchpoints of inclusive excellence throughout the search committee process for all faculty and staff positions. One example of a checkpoint is making sure the candidate pool has sufficient diversity to move forward with a search, or if more targeted recruiting will be required. The CDO will be working collaboratively with HR to establish and implement these checkpoints in the next year.
- Employing recruiting methodology associated with “recruiting like a coach” that will enable search committees and applicants to have more substantive and positive interactions with candidates.
- Accessing and making better use of our institutional membership with HERC and other means to support dual career hires.

- Increasing our visibility and participation in national conferences and clearinghouses that produce URM faculty candidates such as: the SREB Annual Institute on Teaching and Mentoring Conference; the PhD Project; the National Registry of Diverse and Strategic Faculty; the Diverse Scholar Network for STEM disciplines; and the National Conference on Race and Ethnicity (NCORE). The CDO will work with HR and the Academic Deans to develop a set of campus liaisons to each of these groups.
- Offering on-going professional development workshops that promote cultural competency, tools, and strategies that will educate and assist faculty on how to recruit more effectively towards inclusive excellence. The CDO, in conjunction with the President's Council on Inclusive Excellence, will develop an initial series of these workshops to offer the campus in the next year.
- Hosting a SUNY Comprehensive Colleges URM Career Fair. This networking/recruiting fair would promote the features and benefits of working at a primarily undergraduate institution. While SUNY Cortland would organize and host this event given our central location, all comprehensive institutions in the SUNY System would be invited to participate as recruiters and presenters. URM graduate students from the SUNY University Centers as well as from other research institutions throughout the Northeast, would be recruited to attend.

Intensive Retention Initiatives: SUNY Cortland has an extremely strong induction program for first year faculty. This program, implemented through our Faculty Development Committee (FDC), provides a wide variety of activities for first year faculty to learn about the campus, create professional networks among colleagues, and gain support in their teaching, scholarship and service activities.

Under the direction of our CDO, this intensive retention effort will build on our current first year faculty programming to create additional supports for the URM faculty in the first-year cohort, including participants in the Fellows Program. These supports would include the following:

- Assigning a senior SUNY Cortland faculty member of color to act as the convener and facilitator of a URM mentoring group for all incoming URM faculty.
- Holding monthly meetings of the URM mentoring group so that they can build community and receive support throughout their first two years at SUNY Cortland.
- Supporting all new faculty, including URM faculty, to join the National Center for Faculty Development and Diversity, an independent professional development organization that supports academics throughout their careers.
- Hosting networking events with PRODiG hires from other SUNY campuses in our region to support the building of professional communities beyond our campus.
- Establishing a formal Faculty and Staff of Color network for new and existing employees at the College. This network will be built on some existing informal affinity groups on campus and in our region. The network will provide mentoring, resources, and support in the recruitment and retention of URM faculty and staff.

Cortland Diverse Faculty Fellow Program: Inspired by other successful diversity fellowship programs such as the one at Harper College (Palatine, Illinois), SUNY Cortland, under the direction of the CDO who has experience in this area, will establish a national fellows program that aims to attract diverse faculty of promise to our campus. We will hire up to five (5) fellows every two years in a cluster format who demonstrate a diversity of thought and experience in both their personal and scholarly pursuits.

Fellows will receive a tenure-track appointment in an academic department most closely aligned with their discipline. Fellows who have earned a master's degree will be appointed at the rank of instructor. Fellows who hold a doctoral degree will be appointed at the rank of assistant professor. Fellows in academic disciplines where a master's is considered to be a terminal degree (e.g. MFA) will also receive appointment at the assistant professor rank. Because Fellows will be tenure-track faculty, they will qualify for PRODiG funds.

Fellows will serve in their positions for a period of two years. All Fellows will receive a reduced teaching load of 12 credits per year. Typical teaching loads at SUNY Cortland are 18 credits per year for assistant professors and 21 credits per year for instructors.

After the two year fellowship is completed, all Fellows will have the opportunity to continue in their appointed positions, working towards tenure according to Cortland's regular schedule of reappointment review. Fellows appointed at the rank of instructor who subsequently earn a doctoral degree will be eligible to apply for promotion to assistant professor. Fellows will participate in the following activities over their first two years on campus.

Year One:

- Teach twelve credit hours per year (typically two courses each semester).
- Participate in the New Faculty Orientation Program that includes scheduled activities throughout the year.
- Participate in regular meeting with other Faculty Fellows in their cohort to share best practices with one another, identify concerns and build community.
- Be available in their office for "student hours" at least 5 hours per week.
- Participate in professional development through the College's Faculty Development Center and Institute for College Teaching.
- Engage in scholarly or creative work as appropriate to their discipline and appointment level. For Fellows who are completing a doctoral program, continued work on the dissertation will satisfy this responsibility.
- Actively participate in meetings of their academic department.
- Meet on a regular basis with their assigned faculty mentor. Fellows will have opportunities to observe other classrooms and receive observation reports and other feedback on their own teaching. They will participate in regular discussions with mentors on a variety of issues, including strategies for balancing faculty expectations around teaching, research and service.
- As members of the campus community, Fellows will be encouraged to participate in the life of the college, attending major campus events including Opening Convocation and Commencement, Sandwich Seminars and other lectures and activities that align with their interests.

Year Two:

- Teach twelve credit hours per year (typically two courses each semester).
- Continue professional development and mentoring, including regular meetings with their mentor and with other Faculty Fellows.
- Continue to develop a program of scholarly or creative work as appropriate to their discipline and appointment level. For Fellows who are completing a doctoral program, continued work on the dissertation will satisfy this responsibility.
- Be available in office for "student hours" at least 5 hours per week.

- Actively participate in meetings of their academic department, and in meetings of school or college committees that align with their interests and expertise.
- Participate in the peer review process established for all tenure-track faculty, including the development and submission of a reappointment portfolio in the fall semester.
- Fellows are encouraged to continue their participation in the life of the college, attending campus events, lectures and activities that align with their interests.

At the end of year two, we expect the Faculty Fellows will be very familiar with their departments and our academic community. Because they were hired on the tenure-track, our hope is that they will continue as full members of their departments and continue their journey towards tenure and promotion at SUNY Cortland. They will be afforded the same support that all faculty on the tenure-track receive, including access to the retention mechanisms discussed below.

Information about Cortland’s Diverse Faculty Fellows Program will be widely publicized through advertisements in national recruiting publications, including those that serve URM graduate students. In addition, information on our Faculty Fellows Program will be shared with our partners at HBCUs and HSI and at the various job fairs and faculty recruiting events we attend.

Our hiring self-assessment (below) clearly showed that if we are to increase the percentage of URM/WSTEM faculty on our campus, we must implement multiple strategies and pathways for URM faculty to join our staff as well as more aggressively recruit URM faculty to pursue these pathways. We believe that by implementing these extensive recruitment and retention strategies, along with the Diverse Fellows Program, SUNY Cortland is well-positioned to meet its PRODiG hiring goals over the next five years.

Faculty Hiring Self-Assessment

Faculty Population Demographics

Approximately 45% of tenured or tenure-track instructional faculty are male and 55% are female. These percentages match closely with the gender breakdown of our current student body, which is 43% male and 57% female.

As stated previously, our current population shows total minority (non-White) representation of 14%. However, for the purposes of this analysis, we will be focusing only on percentages of URM faculty as defined by the PRODiG guidelines. The current percentage of URM faculty at SUNY Cortland is only 8% (Table 1).

Table 1: Total Minority Faculty Population Diversity – 2018-19

Race/Ethnicity	Percentage of tenure/tenure track faculty (n ≈ 570)
African American/Black	3%
Hispanic	3%
American Indian/Alaskan Native	>1%
Two or more races	>2%
Total % URM Faculty	≈ 8%

The percentage of URM faculty by rank does not differ greatly from the percentage of URM faculty overall. URM faculty comprise 6% of Professors, 8% of Associate Professors and 7% of Assistant Professors (Table 2).

Table 2: URM Faculty Population by Rank – 2018-19

Race/Ethnicity	Percentage of Full Professors	Percentage of Associate Professors	Percentage of Assistant Professors
African American/Black	5%	2%	3%
Hispanic	1%	5%	1%
American Indian/Alaskan Native	0%	1%	0%
Two or more races	0%	0%	3%
Total % URM Faculty	6%	8%	7%

Unfortunately, the low percentage of URM faculty across the college and across ranks does not correspond well with the percentage of URM students at SUNY Cortland. In fall 2018, approximately 24% of the total student body identified as URM. The college has worked hard to increase the percentage of URM students on campus, increasing the percentage of URM students by 10% in the last eight years, but the hiring of URM faculty has not kept pace with the increase in URM students on our campus.

Faculty Hiring: 2014-2018

In the last five years (2014-2018), SUNY Cortland has hired 102 tenure track instructional faculty members (see attached PRODiG Data Dashboard). Over these years, SUNY Cortland’s focus on increasing the diversity of the faculty hiring has shown some progress. Faculty hired in 2014 did not include URM or WSTEM hires; 2015 included one woman hired in the STEM fields; 2016 included one URM hire and three WSTEM hires; 2017 increased to two URM hires and three WSTEM hires; the 2018 cohort includes three URM hires and two WSTEM hires (Table 3).

Table 3: Number (Percent) of WSTEM and URM Hires: 2014-2018

Year	# WSTEM Hires (%)	# URM Hires (%)	# Total Hires
2014	0 (0%)	0 (0%)	17
2015	1 (6%)	0 (0%)	17
2016	3 (16%)	1 (5%)	19
2017	3 (14%)	2 (9%)	22
2018	2 (7%)	3 (11%)	27
Total	9 (9%)	6 (6%)	102

The School of Arts and Sciences hired 66 (65%) of the 102 new faculty appointed in the past five years. Since this school houses all of the science programs, this includes all nine of the women hired in STEM fields. Racial/ethnic/visa status representation of the hires for this unit is 6% URM, 7% Non-Resident Alien, 11% Asian, and 73% White. The women hired in STEM fields represent 41% of hires in the STEM fields (Table 4).

Table 4: Demographics of Faculty Hired in the School of Arts and Sciences: 2014-2018

School of Arts & Sciences	# STEM Faculty			# Other Faculty			Grand Total
	M	F	Total	M	F	Total	
STEM							
Asian	3		3 (14%)	2	2	4 (9%)	7 (11%)
Black or African American			0 (0%)	2		2 (5%)	2 (3%)
Hispanic or Latino		1	1 (4.5%)			0 (0%)	1 (1%)
Non-Resident Alien	1	1	2 (9%)	1	3	4 (9%)	6 (9%)
Two or More Races	1		1 (4.5%)		1	1 (2%)	2 (3%)
White	8	7	15 (68%)	16	17	33 (75%)	48 (73%)
Grand Total	13	9	22	21	23	44	66

The School of Education hired seven White female and five White male faculty in the past five years for a total of 12 faculty which is just under 7% of the total new faculty hired college-wide during this time period (Table 5).

Table 5: Demographics of Faculty Hired in the School of Education: 2014-2018

School of Education	Female	Male	Total
Asian			
Black or African American			
Hispanic or Latino			
Non-Resident Alien			
Two or More Races			
White	7	5	12 (100%)
Total	7 (58%)	5 (42%)	12

The School of Professional Studies hired just under a quarter of the college-wide faculty lines during 2014-2018. The 24 new faculty members identified as 4% Asian, 4% Black/African American, 4% non-resident alien and 88% White (Table 6).

Table 6: Demographics of Faculty Hired in the School of Professional Studies: 2014-2018

School of Professional Studies	Female	Male	Total
Asian	1		1 (4%)
Black or African American		1	1 (4%)
Hispanic or Latino			0 (0%)
Non-Resident Alien	1		1 (4%)
Two or More Races			0 (0%)
White	14	7	21 (88%)
Total	16 (67%)	8 (33%)	24

Faculty Retention: 2014 – 2018

In general, SUNY Cortland's overall faculty retention rate has been quite strong. Over the past five years, overall retention rates have ranged from 76% to 100% for a five year average of 87% (Table 7).

Table 7: Overall Retention for New Faculty Hired 2014-2018

Year	# Total Hires	Overall Retention through 2019
2014-2015	17	76%
2015-2016	17	76%
2016-2017	19	76%
2017-2018	22	95%
2018-2019	27	100%
Total	102	87% (avg)

As shown in Table 1, just 6% of those hired between 2014 and 2018, and eligible to work without visa sponsorship, identified as Black/African American, Hispanic/Latino, American Indian/Alaskan Native or two or more races. Fortunately, the College has retained 100% of the six URM faculty hired within this five-year time period. During this same time period, nine women were hired in STEM fields and eight of these women are still employed at SUNY Cortland for a retention rate of 89% for WSTEM. Thus, SUNY Cortland has been able to support and retain nearly all the WSTEM and URM faculty we have hired in the past five years.

Nevertheless, it is clear from this data that SUNY Cortland has significant work to do in increasing the diversity of our faculty. We are hopeful that with support for our PRODiG plan, we will be able to increase the racial/ethnic diversity of our faculty substantially and consistently over the next five years.

Applicant Step Analysis

In the 2017-2018, there were Affirmative Action (AA) plan goals set for faculty job groups in 12 disciplines/departments at SUNY Cortland. There were opportunities in nine of those departments to make progress towards AA goals. Progress was made to goals in four (44%) of those departments with two of those four departments hiring new URM faculty.

SUNY Cortland hired 27 new faculty members in 2017-2018 (3 instructor rank and 24 assistant professors) who began in the fall semester of 2018. One department converted a non-academic rank lecturer position to an academic rank instructor position and 19 departments completed tenure-track faculty searches (Art History, Biology, Chemistry, Childhood Education, Communications, Economics, English, Geography, Health, History, Kinesiology, Literacy, Mathematics, Performing Arts, Physical Education, Political Science, Psychology, Sociology and Sports Management).

There was a total of 1907 applicants across all of these positions (see attached Step Analysis Spreadsheet). A majority of the total applicant pool (60%) identified as White with only 12% of the pool identifying as URM (Table 8).

Table 8: Diversity of Applicant Pool for 2017-2018 Searches (n=1907)

Race/Ethnicity	Percentage of Applicants
White	60%

Asian	21%
African American/Black	5%
Hispanic	5%
American Indian/Alaskan Native	>1%
Two or more races	1%
Did not identify	8%

Unsurprisingly, the diversity of applicants who were chosen for phone interviews closely resembles the diversity of the overall applicant pool. Of the 193 applicants selected for phone interviews, the majority (64%) were again White and only 11% were URM (Table 9).

Table 9: Diversity of Candidates Participating in Phone Interviews - 2017-2018 (n=193)

Race/Ethnicity	Percentage of Applicants
White	64%
Asian	16.5%
African American/Black	4.5%
Hispanic	2.5%
American Indian/Alaskan Native	0%
Two or more races	4%
Did not identify	9%

The diversity of the applicants selected for campus interviews was 10% more White than the original applicant pool. The initial applicant pool was 60% white with 12% URM. The campus interview population was 70% White and only 10% URM (Table 10).

Table 10: Diversity of Candidates Participating in Campus Interviews - 2017-2018 (n=86)

Race/Ethnicity	Percentage of Applicants
White	70%
Asian	14%
African American/Black	7%
Hispanic	1%
American Indian/Alaskan Native	0%
Two or more races	2%
Did not identify	6%

Of the 26 candidates who were ultimately hired in 2017-2018, the vast majority (69%) are White with 15% identifying as URM. These percentages are similar to those of the initial applicant pool (Table 11).

Table 11: Diversity of Candidates Hired vs. Diversity of Initial Applicant Pool - 2017-2018

Race/Ethnicity	Percentage of Hires (n=26)	Percentage of Initial Applicants (n=1907)
White	69%	60%
Asian	15%	21%
African American/Black	11%	5%

Hispanic	0%	5%
American Indian/Alaskan Native	0%	>1%
Two or more races	4%	1%
Did not identify	0%	8%

What is clear from this analysis is how critical starting with a diverse pool of applicants is to hiring diverse faculty. It will be difficult for SUNY Cortland to increase the number of URM faculty we hire without increasing the diversity of the pool of candidates. For this reason, one of the major initiatives of our PRODiG plan will be to more aggressively recruit URM candidates for all faculty positions while at the same time increasing the number of pathways URM candidates can join our academic community.

Pipeline Building Plan

Like many comprehensive colleges, SUNY Cortland has not created a consistent pathway to enable URM faculty candidates to gain employment on our campus. As part of our PRODiG plan, we will be establishing several new programs to create a stable pipeline through which we can influence, recruit, hire and retain URM faculty candidates. Specifically, we will create a set of intentional programs that will expose undergraduate URM and WSTEM students to the professoriate as a career option, and we will tap into existing graduate and post-graduate pools of URM and WSTEM students who aspire to become a college professor.

Undergraduate Pipeline Programs

SUNY Cortland has a number of initiatives that promote the academic and leadership success of all students. The SUNY Cortland PRODiG Planning Committee has identified several programs where the College can expose URM and WSTEM students to the professoriate as a career option. These programs include the College’s Undergraduate Research Program; The Center for Gender and Intercultural Studies (CGIS); Cortland’s Urban Recruitment of Educators (C.U.R.E.), Program; Multicultural Life and Diversity Office’s Peer-to-Peer Mentoring Program; the Institutional Equity and Inclusion Office’s Multicultural Male Initiative (MMI); and several mentoring and career shadowing programs sponsored by Alumni Engagement and the Alumni Board. The common denominator of these programs are that they include opportunities to conduct and present research, as well as explore career and employment options with a diverse array of faculty, staff, and alumni. As part of our PRODiG plan, we will track the level of participation of URM and WSTEM students in these programs, and we will provide opportunities for students to explore college teaching. Additionally, we will offer annual workshops for faculty and staff involved in these programs that will equip them with the necessary strategies and skills in order to recognize opportunities to recruit URM and WSTEM students into the academy.

Further, there are a number of STEM programs and initiatives sponsored by Binghamton University, Syracuse University, and ESF, respectively. As part of our PRODiG plan, SUNY Cortland will develop opportunities to outreach and partnership with these programs that will allow for greater networking, interaction, and collaboration between faculty and URM and WSTEM students among the area colleges and universities.

Graduate and Post-Graduate Pipeline Programs

Graduate and post-graduate pipeline initiatives will involve outreach to Historically Black Colleges and Universities (HBCUs) as well as to Hispanic Serving Institutions (HSIs). There are approximately 21 Four-Year HBCUs (Ed.Gov, 2019), and 13 Four-Year HSIs (HACU, 2018) within a 600 mile radius of SUNY Cortland. Our plan is to support the building of relationships between SUNY Cortland faculty and faculty in similar disciplines on the HBCU/HSI campuses to increase awareness of the SUNY Cortland campus and its interest in hiring graduates of HBCUs and HSIs.

In the coming year (2019-2020) the CDO will designate a committee to identify doctoral granting HBCUs and HSIs within a 600-mile radius which have programs in the disciplines in which we seek faculty. Once these programs are identified, the CDO and committee representatives from the appropriate departments will contact faculty/staff at designated HBCUs/HSIs to make them aware of the faculty openings on our campus. The CDO will offer to share information on campus positions and about our campus electronically and/or in person with interested graduate students.

As part of this initiative, the CDO and relevant committee members will also seek out doctoral granting institutions which have “Future Professoriate Programs” (FPP) for graduate students on their campuses, with particular focus on finding FPPs at HBCUs and HSIs as well as at doctoral granting institutions in our region (such as Cornell University, Syracuse University, and Binghamton University). These programs often have very diverse participants who may seek employment at a comprehensive college such as SUNY Cortland. Our Dean of Arts and Sciences has developed connections with the participants in the FPP at Syracuse University and discovered significant numbers of diverse candidates, many of whom expressed interest in considering employment at SUNY Cortland. Once FPPs have been identified and located, the Dean of Arts and Sciences and the CDO will contact FPP coordinators to offer to meet with their participants to share information regarding open positions, our hiring process and information about our campus. Additionally, the CDO will create opportunities for informal connections between the FPPs and the College’s Faculty and Staff of Color Network.

In subsequent years (2020-2025), the CDO will continue to build on our initial contacts with HBCUs, HSIs, and FPPs to help develop deeper relationships between SUNY Cortland faculty and faculty involved in working with doctoral candidates on HBCU and HSI campuses and in FPPs. This will involve matching the research, teaching and/or other interests of the faculty/departments across campuses so that strong professional networks can be developed. These networks can then serve as mechanisms for doctoral candidates from diverse backgrounds to learn about SUNY Cortland through joint projects, campus visits, and faculty exchanges, which could then result in employment at SUNY Cortland.

Campus Implementation Plan

While SUNY Cortland has significant challenges to diversifying its faculty, particularly given its geographic location and predominately white population, we believe we have an extensive and robust plan for overcoming these challenges that build on our institution’s strengths. Our pipeline programs will make use of existing undergraduate student clubs to first build strong relationships with our URM undergraduate and WSTEM majors by providing increased opportunities of them to work with faculty on research or other initiatives related to experiencing aspects of the professoriate. Engaging our faculty and staff in mentoring students towards work in the academy will help build and sustain student connections to our campus.

However, we know that just focusing on our own students as potential future faculty is not enough to overcome the challenges we face. We must reach beyond our campus to engage with campuses where there are more diverse graduate student populations and make them aware of the benefits of coming to our campus. Our relatively high retention rates of URM and WSTEM faculty suggest that once faculty come to work here, they stay for significant periods of time. Thus, building relationships between faculty on our campus and faculty at HBCU's and HSI's will help expose URM and WSTEM doctoral candidates to the benefits of teaching at a comprehensive college such as SUNY Cortland.

Again, our improved inclusive recruitment strategies will only build on the work we do with these pipelines. Being present at conferences and recruiting events that diverse faculty candidates attend, and employing "recruiting like a coach" techniques, will again extend our ability to reach and recruit diverse candidates well beyond our own campus.

Our Diverse Faculty Fellows Program actually brings all our initiatives together. It allows us to utilize our improving skills in inclusive hiring, adds an additional pathway for diverse faculty to join our academic community, and strengthens our already excellent retention mechanisms to ensure that we not only hire, but retain the URM and WSTEM candidates we recruit.

To monitor and assess our work towards our PRODiG goals, we will be collecting data on each aspect of our plan. In addition to the data that is already collected through our hiring processes, we will be developing data tracking tools that will help us assess the impact of our efforts. For example, we anticipate creating a data base, much like alumni offices have, of contacts we have made through recruiting and pipeline efforts where we can record the number and type of contacts and interactions we have had with candidates. Such a database will help us assess our reach as well as the "yield" of our efforts. We will also be using more qualitative methods, such as interviews and open-ended surveys to assess the development of our pipeline initiatives so we can better support those relationships as they develop. We plan to regularly assess all data points so that we can adjust our efforts as needed.

There is no question that SUNY Cortland's PRODiG plan is ambitious. But we absolutely need an ambitious plan to make progress on our PRODiG goals. We are fortunate to have the leadership, staff and campus commitment in place to undertake this challenge. Our experienced CDO will be overseeing all of these initiatives with extensive support from HR, the Dean's Offices, Academic Departments and committees convened as needed. Our President and his cabinet are enthusiastic about our plan and will be working to support this work from the highest levels of leadership on our campus. So as our new branding capital campaign motto suggests, "Cortland's All In!" We look forward to this work and the success we know will come from it.

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Appendix A: SUNY Cortland Search Process



Appendix B: First Year Faculty Survey

Demographic Information

Name:

Position:

Age:

Race/Ethnicity (Drop Down Menu - attached to questions 12 and 13):

Gender:

Questions

1. How did you learn about Cortland?*
2. What influenced your decision to apply for a job here?*
3. Was there anything specific that made SUNY Cortland more/less attractive than other institutions? (Y/N)
 - If so, please specify.*
4. Upon arriving at SUNY Cortland, did your ideas/expectations/image of it as an institution remain the same? (Y/N)
 - If no, how did they change?*
5. After having been here for almost a year (6 months+), how do you feel about being a part of the SUNY Cortland community?*
6. Do you have a faculty mentor? (Y/N)
 - If so, please describe your feelings about/experiences with your mentor.*
7. Are you planning to stay and continue your professional career at SUNY Cortland? (Y/N)
 - Why/ why not?*
8. In your opinion, what are the pros/cons that you observed of SUNY Cortland as an institution? *
9. What can SUNY Cortland, as an institution, do to continue to help foster your growth as part of our community?*
10. Does SUNY Cortland need more minority/diverse faculty and staff? (Y/N)
 - If so, what do you think SUNY Cortland needs to do to attract a more diverse Faculty/staff and professionals to our campus?*
11. How or what factors made you decide to live in Cortland or wherever you chose to live nearby (Binghamton, Syracuse, Ithaca, Dryden...etc.)?*

Questions for minority/diverse faculty triggered by qualifying response in demographics section:

12. As a member of a minority/diverse group, how do you feel at SUNY Cortland? **
13. How has SUNY Cortland's level of diversity affected you and your view of the college? **

(* - open ended questions)

(** - question triggered by qualifying response)

Appendix C: PRODiG Planning Committee Roster

John Cottone

Dean, School of Professional Studies and Associate Professor of Athletic Training

Gary Evans

Assistant Vice President for Human Resources

James Felton

Chief Diversity Officer, Institutional Inclusion and Equity Office, and PRODiG Committee Chair

Kelechi Ibe-Lamberts

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Andrea Lachance

Dean, School of Education, Professor of Mathematics Education, and PRODiG Committee Co-Chair

Patricia Martinez de la Vega Mansilla

Lecturer IV, Modern Languages Department

R. Bruce Mattingly

Dean, School of Arts and Sciences and Professor of Mathematics

Melanie Woodward

Associate Director of Human Resources and Affirmative Action Officer