

# SUNY ONEONTA PRODiG Proposal

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## A. Background & Context

### History and context of campus' current faculty diversity

To a large extent, SUNY Oneonta is a microcosm of the United States from the standpoint of student and faculty diversity. The percentage of (self-identified) underrepresented minority (URM) students enrolled at SUNY Oneonta has risen from 17% in 2014 to 22% in 2018 (SUNY Bi). Over this same time period, the percentage of URM tenure-track faculty has remained relatively unchanged at 7-8%. Enrollment of women STEM (WSTEM) majors at SUNY Oneonta in the same time frame has decreased from 20.2% to 17.5%. Overall, WSTEM faculty of all races in the comprehensive sector increased from 16% to 18% from 2013-2018. Nationwide, in 2016 the number of WSTEM students graduating with degrees was 7%, half the number of men. Female-dominated STEM areas are primarily in the life sciences, whereas those of men are in the engineering arena. Studies have shown that faculty diversity at institutions such as SUNY Oneonta can be improved through targeted recruitment and retention efforts (ACE/AAUP, 2000; Smith et al., 2004; Mackin et al., 2008).

SUNY Oneonta is making progress in hiring more diverse faculty, but success is uneven. According to its Strategic Diversity and Inclusion Plan (November 2016), “the number of faculty of color has increased from about 25 in 2000 (12%) to 64 (now 29% of faculty).” That is certainly progress, but it includes non-tenure track positions. More needs to be done to hire and retain diverse tenure-track faculty.

SUNY's Promoting Recruitment, Opportunity, Diversity, Inclusion, and Growth (PRODiG) initiative seeks to significantly increase URMs and WSTEM in SUNY's faculty. SUNY has indicated that a significant and persistent diversity gap exists between the racial/ethnic makeup of faculty (8.6%) in comparison to its student population (28.5%). One of the charges of the PRODiG initiative is to build pipelines to help more URMs and WSTEM pursue careers as faculty members in higher education. The disparity between URM faculty and URM students has negative impacts on students' ability to learn from diverse faculty, which especially negatively impacts the success of our URM students. Our intent is to use the PRODiG program to pursue strategies, as detailed below, previously identified to achieve the desired results in terms of URM/WSTEM faculty recruitment and retention.

### History and context of the campus' student pipeline into doctoral programs

Based on SUNY Oneonta's First Destination Survey of the Class of 2018, of the 466 respondents (~40% of the graduating class) 15% indicated that they would continue their education, with 19 students entering STEM programs of which 16 are female (or 84% of those entering a STEM field). Of the 70 respondents continuing their education, 19% are URM. Based on these data only about 3% of URM graduates from the fall 2014 freshman cohort planned to attend graduate school following graduation from SUNY Oneonta (see Pipeline Self Assessment, page 12). SUNY Oneonta has developed initiatives to address the “leaks” in the URM/WSTEM to Ph.D. pipeline, which are found in the “Undergraduate to Graduate Pipeline” section below (Pipeline Building Plan, page 10). Since 2014 SUNY Oneonta has significantly increased its URM freshmen, from 205 to 353. Additionally, the college is effectively retaining and graduating URM students, as indicated by a 68% 4-year graduation rate. Although this graduation rate is lower compared to their white peers of the same cohort, a 68% 4-year graduation is well above the average 6-year graduation rate of 59% for all students at public institutions in the US (U.S. Dept. Education NCES, 2018).

URM students enrolled at SUNY Oneonta face many challenges in terms of pursuing graduate school and careers in academia. First, a significant number of URM students are first-generation students who lack the social capital to navigate their undergraduate experience, and have an even more difficult time understanding the complexities of applying for, paying for, and attending graduate school. The majority of URM students are also low-income students with pressures from family to provide financial and other support. The burden of supporting and providing for their families makes it challenging for students to matriculate in graduate school. Many first-generation, low-income, and/or URM students are also risk-averse to obtaining student loans; the concept of delaying earning money and accumulating more debt in graduate school places yet another barrier

between URM students and graduate school. Further, many URM student lack academic sureness and foundational knowledge that requires additional effort during their undergraduate career, which may impact their confidence in furthering their education by pursuing a graduate degree. Lastly, many URM students do not have role models that they see in the front of their classrooms, which may limit their ability to envision themselves pursuing an academic career in the future.

SUNY Oneonta offers three college access and success programs that target low-income, academically underprepared, first-generation students, as well as students from underrepresented backgrounds. These programs include the Educational Opportunity Program (EOP), the Access to College Excellence Program (ACE), and the College Assistance Migrant Program (CAMP). These three programs report to the Access and Opportunity Programs (AOP) office at SUNY Oneonta. The missions of these programs are distinct in some ways, but have commonalities – whereas they all recruit and admit students from financially and academically disadvantaged backgrounds, they all provide various supports such as tutoring, counseling, and a summer bridge program, as well as financial assistance, to their students.

Although these programs are successful at supporting and retaining their students, more should be advanced to build a pipeline for AOP students to pursue careers in academia. Based on the 2018 First Destination Survey administered by SUNY Oneonta, only 6.5% of EOP students indicated interest in pursuing a graduate degree after graduation as opposed to 17.5% of general admit students. The almost 3X disparity in graduate school participation between EOP and non-EOP students presents a significant leak in the graduate school pipeline for students enrolled in opportunity programs at SUNY Oneonta; more can be done to encourage and support these students to pursue graduate school. While the AOP programs are directed at lower income, first-generation URM students, they only serve 30% of the URM students on campus. The pipeline proposals described below will expand the umbrella of involved URMs and WSTEM and focus on strategies to direct students to careers in higher education.

Working to increase the number of SUNY Oneonta AOP students who pursue graduate education could impact the pipeline leaks in URMs/WSTEM to pursue faculty careers. Although AOP programs at SUNY Oneonta are available to all races/ethnicities, 85.2% of the AOP students enrolled in the fall 2018 semester identified as a student of color. For white AOP students, the vast majority are low-income, first generation, academically underprepared students also in need of assistance in attending graduate school. Increasing graduate school attendance for AOP students aligns with SUNY's mission to create pathways for social and economic mobility for all students.

We expect that the PRODiG program will have positive impacts on both the culture of the campus and learning outcomes for students. Studies indicate that URM faculty have positive direct and indirect impacts on student outcomes (e.g., ACE/AAUP, 2000). For example, in a survey of higher education institutions across the country conducted by the Bernard Hodes Group (2008), 92% of URM students and 86% of non-minority students replied “yes” to the question of whether minority professors had a positive impact on their educational experiences. The evidence clearly indicates that a diverse professoriate has a positive impact on all students, not just URMs.

### Initiatives for developing pipelines to academic careers among URM/WSTEM students

Some of the factors that impact URM students tracking to academic careers are also common to WSTEM. Lack of role models and mentors, and general lack of knowledge of academia often impact WSTEM transitioning to academic careers. SUNY Oneonta has done exceedingly well in balancing faculty gender ratios in the sciences and other disciplines (Table 1, page 6) and providing role models for WSTEM students. The **Undergraduate→Graduate Program Pipeline** proposed below will benefit not only URM students but WSTEM.

A component of our Pipeline is an onboarding Peer Mentor Program where we will:

1. engage and mentor URM/WSTEM students joining campus as freshmen or transfers through a Mentor Match Survey, whereby they will be matched up with an upperclassman mentor. The application for this program will be disseminated to all students who self-identify as a URM/WSTEM student through Admissions;

2. offer a series of “intersectionality mixers” of cross sections of affinity groups for students to meet other students, faculty, and staff, coordinated by Residential Life leadership;
3. ensure that URM/WSTEM students are able to attend the Student Diversity Leadership Conference in February of their first year to participate in professional and academic workshops; and
4. communicate with students who self-identify as URM/WSTEM regarding the cultural, social, and educational programs that occur throughout the year, through a quarterly newsletter and social media outlets that will also include scholarship information, program deadlines, and other resources.

Another strategy to building the pipeline to graduate school for URM/WSTEM students is to bolster our existing cooperative programs (3-2 Engineering Program and 4-1 M.B.A. Program), and to explore other potential five-year programs, whereby students earn both an undergraduate *and* a master’s degree in five years; and to steer URM/WSTEM students into these programs, and better serve and support URM/WSTEM students enrolled in these programs.

### Context for the empirical data introduced later in the proposal

According to SUNY Oneonta’s 2016 Strategic Diversity and Inclusion Plan, the college’s African American, LatinX, Asian, and Native American population is now “the largest in college history” and the “number of traditionally under-represented and under-served students is over 19% of the student body.” Nevertheless, although progress has occurred in diversifying our student body, the SUNY Oneonta diversity percentage needs to be considered in the context of other SUNY colleges. According to the draft Enrollment Management Plan Report (December 2017), SUNY Oneonta has the lowest level of non-white students as a percentage of the total student body of any comparable SUNY comprehensive college, even as this group is becoming increasingly crucial for the pool of potential future students. We can and will improve.

The Confidential Assessment of the Environment for Learning, Living, and Working (“Campus Climate Survey”) of April 2016 revealed common issues amongst faculty and students, with particular relevancy to faculty and students of color. According to the Survey, 74% of all tenure-track faculty respondents seriously considered leaving SUNY Oneonta. Of those faculty who seriously considered leaving, some of the main reasons included financial issues (45.3%), increased workload (37.8%), and an unwelcoming campus climate (29.9%). Qualitative themes as to why employees considered leaving listed in the report include “Negative Campus Environment,” “Issues of Limited Diversity and Discrimination” and “Salary.” According to the same survey, 28% of all undergraduate respondents seriously considered leaving SUNY Oneonta. Students who seriously considered leaving indicated a lack of a sense of belonging (56.3%) and an unwelcoming campus climate (24.5%).

### Assessment of the diversity of the available labor pool of candidates and the hiring and retention rates of underrepresented candidates on campus

Availability in the U.S. national labor pool is a percentage estimate of the women and minorities who have the skills required to perform the jobs within the given job groups. To determine the availability percentages, SUNY Oneonta considers two factors: 1) the availability outside the college’s workforce (such as people in reasonable recruitment area), and 2) the availability inside the college’s own workforce (such as people who are qualified and available by transfer, promotion, or training). In the case of Assistant Professor hires, external availability was weighted at 70% and internal availability was weighted at 30% of the total availability.

For purposes of the college’s annual Affirmative Action Plan (AAP), the external availability is based upon the data contained in the national doctorate survey and is provided to the college by Outsolve. According to that data, the total availability for the Assistant Professor Job Group was 52% female and 26% minority. The external availability was 52% female and 30% minority (7% Black, 7% Asian, 7% Hispanic, 0% American Indian, 0% Native Hawaiian or Pacific Islander, and 2% Two or More Races). The internal availability for the Assistant Professor Job Group was 51% female and 18% minority. At the time of the last AAP (August 2018), the college’s Assistant Professor Job Group (incumbent employees) in the aggregate was 53% female and 31% minority. Therefore, in the college’s Assistant Professor Job Group as a whole, no statistically significant difference exists



between the percentage of available qualified individuals vs. the percentage of incumbent employees in each gender and racial category.

For Assistant Professor searches during the 2017-2018 hiring year (through 1 July 2018), 556 applications were submitted. Of that total, 63% of the applicants were male and 37% were female. Five men and five women were hired. The male selection rate was 1.42% while the female selection rate was 2.44%.

For the 2017-2018 hiring of Assistant Professors, the racial composition of the applicant pool was as follows: 55% white, 8% Black, 24% Asian, 7% Hispanic, 0% American Indian, 0% Native Hawaiian or Pacific Islander, 1% Two or More Races. Of the applicants who were hired, 5 were white, 2 were Black, 2 were Asian, and 1 was Hispanic. The selection rate equated to 1.64% for White applicants, 4.55% for Black applicants, 1.53% for Asian applicants, and 2.63% for Hispanic applicants.

Note: The availability data used in the annual AAP and referenced above lacks alignment with the data reflected in the current PRODiG proposal, due to the requested components of the PRODiG program guidelines, which require availability data that may be disaggregated by race and gender. The information provided by Outsolve to SUNY Oneonta and used in the AAP may be broken down into categories of gender and categories of race, but may not be broken down into combined race/gender categories.

## B. Hiring Plan

The primary goals of the SUNY Oneonta Strategic Diversity and Inclusion Plan are to:

1. increase the recruitment and success of students who represent the diversity of New York state residents;
2. increase the diversity of faculty, staff, and administrators to optimize conditions for all employees and provide students access to a plurality of diverse perspectives;
3. foster an understanding of power and privilege, and the complexities of individual and social identities to create a safe and inclusive climate; and
4. make quality learning experiences equally accessible to all students.

The percent of URM faculty at SUNY Oneonta aligns with the fall 2018 SUNY-wide faculty URM percentage of 8.5%. The pronounced 3X gap between URM SUNY faculty and the URM students they instruct is also mirrored at SUNY Oneonta. The faculty of the SUNY comprehensive colleges (CCs) represents more than 20% of the total SUNY instructional staff. The PRODiG initiative is intended to onboard 1,000 diverse (URM/WSTEM) faculty to SUNY over the next five years. Thus, we would expect nearly 200 PRODiG faculty to enter the CCs academic ranks. Our goal is to recruit 40 PRODiG faculty to SUNY Oneonta over the next 5 years (an increase of 20%). While this is a modest increase in both URM/WSTEM faculty ranks, our overall goal will be to double the number of URM/WSTEM faculty over the next ten years.

In addition, to increasing representation of URM/WSTEM in the tenure-track ranks utilizing PRODiG funding, SUNY Oneonta is participating in the SUNY PRODiG Fellow's Consortium (PRODiG-F). The PRODiG-F serves as a springboard for recruitment of qualified candidates to the CCs who are near completion of their Ph.D. thesis requirements (All But Dissertation, ABD). The national average for diverse faculty attrition hovers around 50% (Moreno et al., 2006). PRODiG-F seeks to breed a sense of inclusion and to demystify how to advance professionally, and to negate burdens that are commonly placed on URM/WSTEM hires while they complete their Ph.D. requirements in residence at a CC. Following their PRODiG-F residency, Fellows will be eligible to fill available tenure-track positions in their specialty at their residence institute or at any one of the consortium colleges. The consortium will provide a robust pipeline for the selection of URM/WSTEM tenure-track faculty to all the comprehensives.

A similar program to the PRODiG-F program at SUNY Oneonta is the Historically Underrepresented Dissertation and Post-Doctoral Fellowship Program. This program has been historically successful in recruiting URM faculty members to the campus who teach classes and serve as role models and mentors to URM students. **We will be requesting funding for one Historically Underrepresented Fellow for the 2019-20 and 2020-21 academic**

**years.** This Fellow will teach the leadership curriculum and help to create a pipeline for URM/WSTEM students to pursue graduate education and careers in academia. In addition to teaching, fellows will also be required to:

- complete his or her dissertation;
- mentor URM/STEM students;
- deliver one public lecture annually; and
- participate fully in the life of the college and the community.

In addition to completing these requirements, the Historically Underrepresented Fellow will be responsible for working with campus stakeholders to identify ways to increase the pipeline for URM/WSTEM faculty to be recruited and retained at SUNY Oneonta. Successful Fellows who complete all the requirements of the program are encouraged to apply for tenure-track positions on campus, so that they are retained at the institution. Although the program has been successful at recruiting URM faculty to campus in the past, the campus has not been successful at retaining these fellows in faculty positions at the institution. Future PRODiG funding could be utilized to retain these fellows in tenure-track faculty positions. The Historically Underrepresented Dissertation and Post-Doctoral Fellowship Program aligns with the Strategic Diversity and Inclusion Plan by increasing the diversity of faculty that will serve as role models and mentors for URM students.

### C. Faculty Hiring Self-Assessment

#### Summary of the last 5 years of faculty hiring

Gender	2015		2016		2017		2018		2019		5-Year Totals			
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	% ♂	% ♀
School of Business & Economics	1	2	4	0	2	0	3	1	2	1	12	6	67	33
School of Education, Human Ecology & Sports Studies	1	9	3	2	3	8	2	7	4	9	13	44	23	77
School of Liberal Arts	3	2	5	6	9	6	6	4	3	7	26	27	49	51
School of Sciences	1	4	12	11	3	5	6	4	6	4	28	32	47	53
<b>Total</b>	<b>6</b>	<b>17</b>	<b>24</b>	<b>19</b>	<b>17</b>	<b>19</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>21</b>	<b>79</b>	<b>92</b>	<b>46</b>	<b>54</b>

**Table 1. Oneonta FT Faculty Hires by School & Gender**

Evaluation of faculty hires over the last 5 years by school and gender indicates that the ranks of our tenure-track or permanent female faculty are beginning to reflect the demographics of student enrollments. As shown in Table 1, overall, female faculty represent 54% of our hires over the past 5 years. While this number varies amongst schools, the balance in the School of Sciences is over 50%

where many of the WSTEM hires reside. Efforts to recruit in the area of business information technology (School of Economics & Business), a STEM category, are underway and PRODiG funding would assist in these recruitment initiatives in addition to others.

The breakdown of the 171 faculty hires over the past 5 years by race or ethnicity (Table 2) indicate 74% White (W), 17% Asian (A), 8% Black (B), 5% Hispanic (H) and 1% multiracial (MR). As of Fall 2018 student enrollments indicate that URM make up 21% of the student populace, with 6% Black or African American descent and the remaining 15% primarily of Hispanic heritage. These data further highlight the gap between the diversity of the Oneonta students and the Oneonta faculty.

	2015					2016					2017					2018					2019					Total					Race %								
	A	B	W	H	M	A	B	W	H	M	A	B	W	H	M	A	B	W	H	M	A	B	W	H	M	A	B	W	H	M	A	B	W	H	M	A	B	W	H
Bus & Econ	0	0	3	0	0	4	0	0	0	0	1	0	3	0	0	1	1	2	0	0	1	1	1	0	0	7	2	9	0	0	39	11	50	0	0				
EHESS	1	0	7	0	0	2	0	3	0	0	2	1	5	0	0	0	0	7	0	0	2	0	11	0	0	7	1	33	0	0	17	2	80	0	0				
Liberal Arts	0	0	7	1	0	0	1	10	2	0	3	1	12	1	0	0	2	10	1	0	2	1	6	0	2	5	5	45	5	2	9	9	79	8	4				
Sciences	2	0	3	0	0	6	2	15	0	0	1	1	6	0	0	0	1	9	0	0	1	2	6	2	0	10	6	39	2	0	18	11	71	4	0				
Total	3	0	20	1	0	12	3	28	2	0	7	3	26	1	0	1	4	28	1	0	6	4	24	2	2	29	14	126	7	2	17	8	74	4	1				

**Table 2. Oneonta FT Faculty Hires by School & Race**

### Demographic analysis of faculty retention

Over the 5 year span from 2014-2019, SUNY Oneonta’s average faculty retention rate is 74%, with the low of 50% in 2017 and high of 90% in 2015. The number of faculty hires per year range from 12-37 FTE with a failed search rate of approximately 16%. The primary reasons for faculty loss/relocation are often personal in nature, such as limited opportunities for trailing spouse or partner, or need to care for a distant elderly family member. Another key factor that affects junior faculty retention is salary compression at SUNY Oneonta and limited startup funds for STEM hires.

Further, moving allowances for all faculty are low. At present, only \$1,500 is allotted to new SUNY Oneonta faculty for either moving expenses OR startup costs. If the entire amount was devoted to moving expenses, it would be insufficient if moving from anywhere outside of Otsego County (or even from within it!). Since the population of Otsego County is 94.3% white (as per the 2016 census), URM/WSTEM faculty will most likely be recruited from areas more than a short drive from Oneonta, which results in greater moving expenses. Recruitment of URM STEM faculty is especially challenging since both salaries and start-up funds tend to be higher at other colleges. According to data from the American Chemical Society’s salary calculator, the starting salary for a new Assistant Professor in Biochemistry at SUNY Oneonta is in the 40<sup>th</sup> percentile, much lower than new hires at comparable public and private Mid-Atlantic and New England (non-metro) institutions. PRODiG initiatives at SUNY Oneonta would significantly increase start-up funds for URM/WSTEM, supporting more appealing job offers at SUNY Oneonta.

We have included failed searches in our analysis as this number is often related to the issues discussed above with respect to faculty retention and to difficulty with integration into the greater community. The main factor influencing search success is the ability to provide a competitive starting package, particularly in the STEM fields. PRODiG support will provide an added benefit to our recruitment activities.

Somewhat surprising, analysis of URM/WSTEM rates of retention (Table 3) indicate that over the 5 year analysis period these faculty are ~90% likely to remain at SUNY Oneonta, exceeding the overall faculty retention rate by nearly 15%. (These numbers were obtained from detailed and confidential data files collected by Human Resources.) This analysis suggests a lack of outlying factors that negatively influence retention of either URM or WSTEM faculty over the entire faculty ranks.

	Campus	Failed	Hires		Retention		% Retention	
Year	Retention	Searches	URM	WSTEM	URM	WSTEM	URM	WSTEM
2018	74	8	4	2	4	2	100	100
2017	50	27	1	0	1	NA	100	-
2016	74	11	4	3	2	2	50	67
2015	90	9	3	8	3	8	100	100
2014	83	25	0	0	NA	NA	-	-
5yr-Avg.	74	16	2	3	3	4	88	89

Table 3. Oneonta FT Retention

A key component of SUNY Oneonta’s PRODiG initiative will be to track URM/WSTEM to open faculty lines and utilize the PRODiG funding for startup funding, professional and research development, collaborative endeavors, summer salary compensation, and loan forgiveness. This strategy is intended to offset any salary compression and provide a springboard for URM/WSTEM hires to succeed in their chosen field.

The distribution of funds will be targeted for the success and retention of URM/WSTEM hires and will be overseen by a PRODiG Steering Committee, consisting of the Chief Diversity Officer, Dean of Sciences, Director of the Faculty Center, AOP Director, select faculty mentors, and selected community members, reporting to the Provost/VP for Academic Affairs

### Demographic STEP Analysis

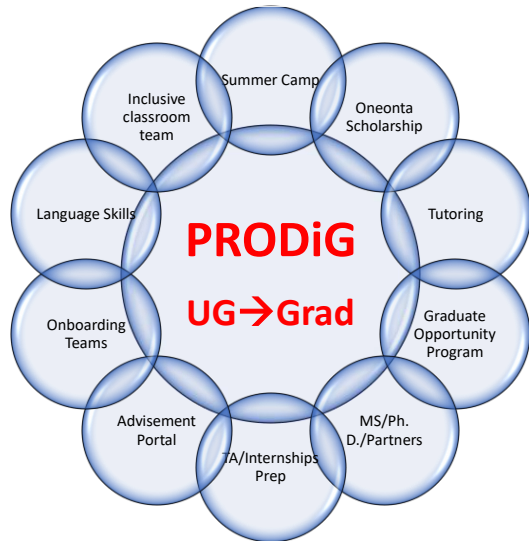
Links are provided below to Step Analysis files for SUNY Oneonta.

- PRODiG Data Reporting – Master Table for 2018-2019 Hiring [link](#)
- Number of Application Requiring Visa Sponsorship for 2018-2019 [link](#)
- Notes Regarding Problems Encountered Inputting Data [link](#)





## D. Pipeline Building Plan



### Undergraduate to Graduate Pipeline

To enhance the pipeline of URM/WSTEM students pursuing and entering graduate school, SUNY Oneonta proposes developing curriculum for URM/WSTEM students to build their self-confidence, academic expectations, and understanding of how to pursue graduate education. This proposal is consistent with PRODiG's and SUNY's mission of creating pathways for social and economic mobility for all students, especially for URM/WSTEM. It also aligns with SUNY Oneonta's Strategic Diversity and Inclusion Plan goals. We intend to take advantage of the success of our AOP programs to expand to a larger umbrella of URM/WSTEM students.

### Curriculum

The SUNY Oneonta proposal seeks to develop curriculum for URM/WSTEM students that is specifically geared to the challenges they face in higher education. The plan also seeks to expand curriculum taught by URM/WSTEM faculty and AOP staff who understand overcoming the many barriers and obstacles that URM/WSTEM students face in pursuing higher education and dealing with the struggles of everyday life. A one-credit course was developed and taught in fall 2018 entitled "Introduction to Leadership" for SUNY Oneonta AOP students. In this course students encountered a myriad of topics including:

- navigating a predominately white institution;
- overcoming obstacles to reach one's full potential;
- personal finance including understanding credit, saving, and budgeting;
- identifying strengths, passions, and purpose;
- social justice and the importance of being a leader; and
- career preparation and goal setting.

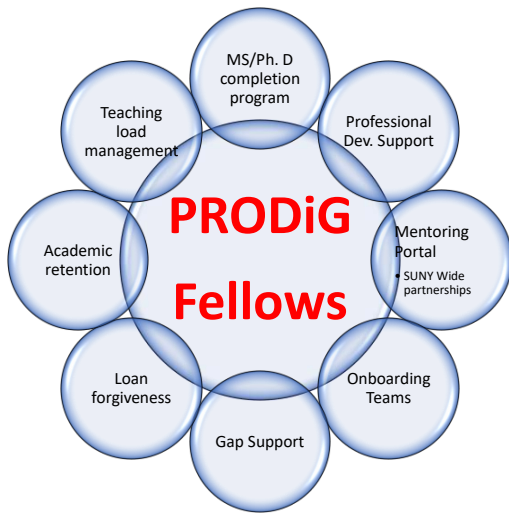
We plan to expand this course from 1 credit to 3 credits, and increase the number of sections taught each semester from 1 to 2. The course will be expanded to include:

- graduate school: funding, types of programs, benefits of graduate school;
- an undergraduate research project to allow students to prepare for graduate research;
- mentoring from a faculty advisor to encourage graduate school attendance;
- developing career and academic plans; and
- networking, and building relationships and social capital.

The curriculum developed for the Introduction to Leadership course is geared specifically for students who lack social capital and, as such, may be limited in their academic and professional careers. Students who are first generation, low-income, and/or students of color are often not aware of the information necessary to readily navigate college and pursue graduate degrees and careers in academia.

SUNY Oneonta offers master's degree programs in Biology, Museum Studies, Lake Management, Education and Education Psychology, Counseling and Special Education. The majority of our graduate students are seeking M.S. degrees that are required for NYS teaching certification. Of the 343 graduates matriculating in the fall of 2019, 6% are URM and 11% are WSTEM. Of the 57 URM/WSTEM M.S. students only 10% pursue a Ph.D. We will be requesting 6 PRODiG graduate fellowships for Ph.D.-seeking candidates. The identified candidates will also participate in the Graduate to Faculty Pipeline success initiative outlined below. Providing a

pipeline is important to facilitate pursuit of a Ph.D. to these students. The PRODiG graduate funding will provide training and incentive for continued growth.



### **Graduate to Faculty Pipeline**

Another feature and benefit of expanding the URM/WSTEM curriculum is that the course instructors will be current or former URM/WSTEM faculty and/or AOP staff members. Incorporating a faculty member who understands the challenges of URM/WSTEM students both in and out of the classroom is vital to connecting with students and providing a positive role model to inspire them to pursue a graduate degree and an academic career. Additionally, a URM/WSTEM teaching these courses also increases the diversity of SUNY Oneonta’s faculty, which is the main goal of the PRODiG proposal. Funding for these faculty hires can derive from the proposed PRODIG-F Program.

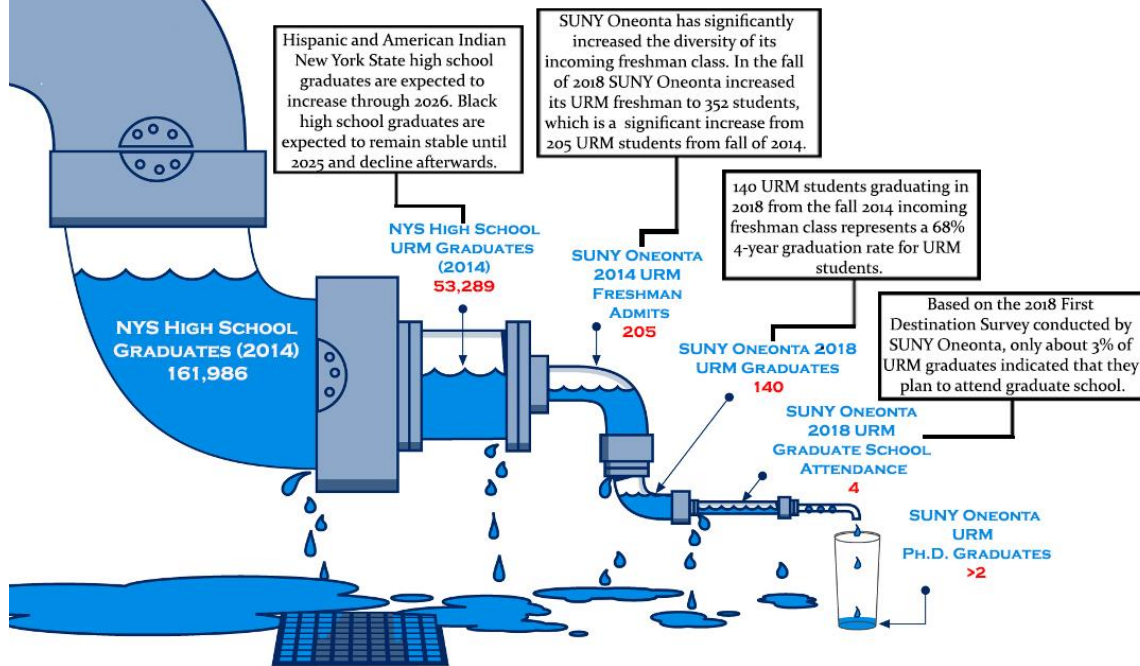
Expanding educational offerings taught by faculty who understand the obstacles that URM/WSTEM students face is vital for creating a pipeline for URMs to pursue academic careers. The Introduction to Leadership course promotes scholarship, leadership skill development, self and academic confidence, academic mentoring, positive role models, and the building of social capital, all of which prepares students for the next steps in their academic and professional careers. This proposal seeks to meet all four of PRODiG goals which are to:

1. create pathways to social and economic mobility for all of SUNY’s students;
2. focus on URM/WSTEM faculty and others facing persistent barriers;
3. support student success; and
4. hire 1,000 underrepresented faculty in the next decade.

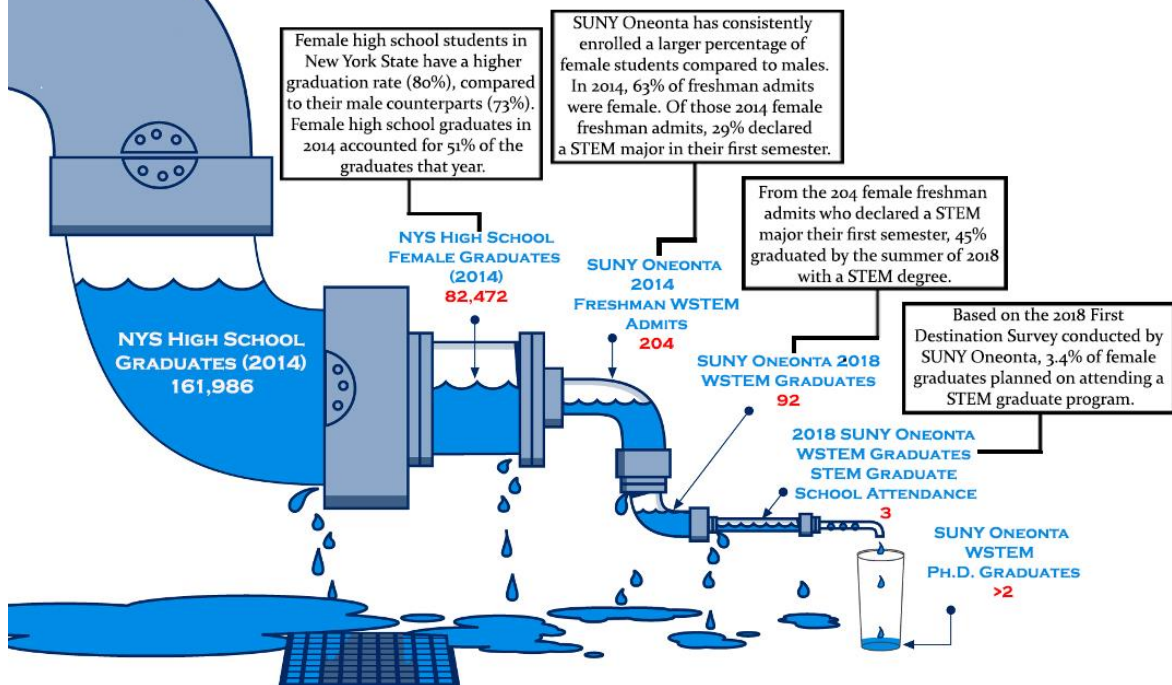
SUNY Oneonta’s proposal aligns not only with PRODiG’s goals but also with the goals of SUNY and SUNY Oneonta’s Strategic Diversity and Inclusion Plan. It is a creative and innovative way to build a pipeline for URM, low-income, first-generation, and academically underprepared students, as well as URM/WSTEM faculty and AOP staff to increase their academic and career aspirations.

## E. Pipeline Self-Assessment

### SUNY ONEONTA'S UNDERREPRESENTED MINORITY TO PH.D. PIPELINE (FALL 2014 FRESHMAN COHORT)



### SUNY ONEONTA'S WOMEN IN STEM (WSTEM) TO PH.D. PIPELINE (FALL 2014 FRESHMAN COHORT)



Note: Pipeline template from [Inside Higher Ed Opinion article, "A Metaphor to Retire"](#) (D. Miller, 2015)



An assessment rubric for SUNY Oneonta's PRODIG pipeline proposal for URM/WSTEM students and staff is presented below.

- Goal #1: Increase the number of URM/WSTEM students that enroll into graduate school.
  - Objective #1: Develop and teach a curriculum that educates URM/WSTEM students about graduate school opportunities and academic careers.
    - Task #1: Develop a curriculum that incorporates educating URM/WSTEM students on attending graduate school and pursuing academic careers, and the benefits of choosing a career in academia.
    - Task #2: Submit curriculum for approval to teach courses (Curriculum Committee, College Senate).
    - Task #3: Teach the curriculum to URM/WSTEM students.
  - Objective #2: Track the number of students who go on to graduate school after graduating from SUNY Oneonta.
    - Task #1: Improve the response rate of the First Destination Survey, particularly for URM/STEM graduates.
    - Task #1: Partner with Institutional Research to collect and store the data relative to the First Destination Survey and URM/WSTEM graduate school attendance.
    - Task #2: Analyze the data to calculate how many URM/WSTEM students are going on to graduate school and evaluate if the percentage is increasing.
- Goal #2: Create a pipeline for URM/WSTEM fellows to pursue faculty positions.
  - Objective #1: Identify interested PRODiG Fellows and/or SUNY Oneonta faculty to teach curriculum to URM/WSTEM students.
    - Task #1: Identify PRODiG-F Fellows who have an interest in pursuing academic careers.
    - Task #2: Identify curriculum that PRODiG-F Fellows are qualified to teach.
    - Task #3: Identify financial resources to fund faculty lines and professional development opportunities for continued PRODiG-F programming.

## F. Campus Implementation Plan

The implementation plan, discussed in sections above – Initiatives for developing pipelines to academic careers among URM/WSTEM students (page 3), Hiring Plan (page 5), Pipeline Building Plan (page 10) – and below, will be overseen by the PRODiG Steering Committee. This committee, consisting of the Chief Diversity Officer, Dean of Sciences, Director of the Faculty Center, AOP Director, select faculty mentors, and selected community members, will report to the Provost/VP for Academic Affairs, who will manage the PRODiG goals, identify stakeholders to facilitate operations of the goals within the Steering Committee, and report out to the campus community and SUNY through various outlets.

The specific activities that we plan to undertake to improve URM/WSTEM faculty recruitment and retention at SUNY Oneonta will engage the entire campus community. In addition those discussed above, initiatives and strategies include:

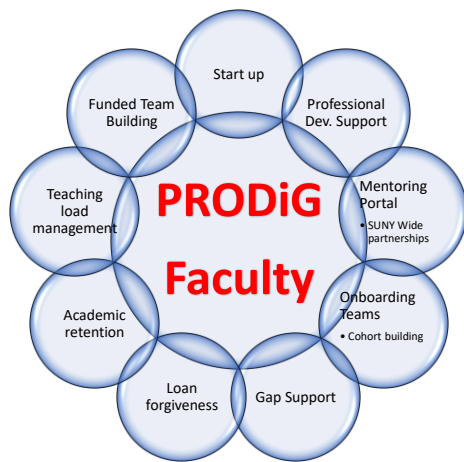
- *President's Conversation on Diversity and Inclusion.* Representatives from every academic and administrative department on campus will be invited biannually to a conference with a diversity-related theme that will change from year to year. Community members/stakeholders (e.g., Mayor, City Manager, Police Chief, Oneonta Area NAACP President) will be invited to participate. The major objective of this activity is to bring faculty, staff and the greater community together to understand and act upon the key issues associated with the theme. Each fall, the conference will feature an invited keynote speaker who

will provide expert insight regarding the year's theme. Following the keynote talk, participants will divide into teams and develop ideas for projects related to the theme. Teams will then be charged with executing their projects over the next several months. Results and/or feedback will be reported and discussed at the following spring conference. This approach has historically had a significant positive effect on overall campus climate as well as individual attitudes regarding historically underrepresented groups (Mackin et al., 2008). The theme for 2019-2020 will be Recruitment and Retention of Underrepresented Faculty and Staff. A current topic in diversity/inclusion, "interseccionalidad" will be integrated and woven throughout as a common component to focus and augment the conversation.

- *Historically Underrepresented Dissertation and Post-Doctoral Fellows Program.* This existing campus program provides scholars from historically underrepresented groups at the beginning of their careers the opportunity to fully experience the life of a college faculty member, complete their terminal degrees, develop or refine their teaching skills, and become oriented to the diverse opportunities of academic life. Although we have been very successful in recruiting doctoral candidates for the program, very few of the fellows have been retained for the long-term. As part of the proposed PRODiG-F consortium project, we will seek to change this trend, by expanding the program to include WSTEM, developing and implementing a mentorship program for the visiting scholars, and providing continued onboarding experience for faculty success. A faculty mentor will be assigned to each fellow, and fellows will be given opportunities to interact in structured and meaningful ways with each other and with diverse groups of students through activities offered in the existing Living and Learning Communities, the Center for Multicultural Experiences, and other relevant campus venues.
- *Extended New Faculty Orientation and Onboarding Program.* The current new faculty orientation is a two-day session that is led by the Faculty Center and includes multiple speakers and introductions to the many offices on campus. Throughout the first year, multiple stand-alone sessions for new faculty will be offered that will include helpful information such as delivering Student Perceptions of Instruction surveys, using the end-of-course survey data, completing the annual faculty activities report, and contract renewals. Other sessions open to all faculty include topics such as classroom instruction methods, pedagogy, grant opportunities in funded areas such as applied learning, and working with student needs. The extended orientation program better integrates new faculty into the culture of the institution, thereby improving retention of all faculty, including URM/STEM faculty. As part of new faculty orientation, we also provide requested mentors. Matching tenured faculty to new faculty provides another resource for new members of the faculty community. We plan to expand this program and include more diverse faculty as mentors and to include more inclusive classroom team interactions for new faculty.
- *Increased Representation at Underrepresented Faculty Recruitment Fairs.* In an effort to increase the number of URMs who apply for positions at SUNY Oneonta, the Provost, Chief Diversity Officer and/or deans will continue to lead SUNY Oneonta's participation in a variety of faculty recruitment fairs that occur across the nation on an annual basis. The active presence of institutional leaders such as the Provost, Chief Diversity Officer and deans at these conferences has been found to positively impact the ability of an institution to recruit underrepresented minority faculty (Mackin et al., 2008). These recruitment fairs include:
  - The Southern Regional Education Board Institute on Teaching and Mentoring
  - The Annual National Black Graduate Student Conference
  - The Annual National Conference on Race and Ethnicity in American Higher Education
  - The Holmes Partnership Annual Conference

SUNY Oneonta has recently been represented at such recruitment fairs, with faculty of color accompanying representatives from academic administration. This has been met favorably by both SUNY Oneonta representatives and potential recruits; applications were received from several prospective Fellows who were met by SUNY Oneonta representatives at the fairs. This effort will be expanded.

- *PRODiG Mentoring Committee.*



A key component of Oneonta’s PRODiG initiative will be to track URM/WSTEM to open faculty lines and utilize the PRODiG funding for startup funding, professional and research development, collaborative endeavors, summer salary compensation, and loan forgiveness. This strategy is intended to offset any salary compression and will provide a springboard for URM/WSTEM hires to succeed in their chosen field. The distribution of funds will be targeted for the success and retention of URM/WSTEM hires and will be overseen by the PRODiG Steering Committee in consultation with the URM/WSTEM hires and the Provost, and allocated as needed for the following purposes:

- Startup – research support to purchase needed supplies, equipment, software, archive access, etc.
- Summer Salary – to compensate faculty for summer research activities and collaborations that will be defined with the assistance and guidance of the URM/WSTEM hire and the PRODiG Steering Committee.
- Gap Support – when faculty are hired a long gap between the hiring start and first pay check dates exists, which can cause severe financial burden. GAP funding will be used to ease this burden.
- Cohort Building – team-building or collaborative projects between the URM/WSTEM hire and new/existing faculty will build a sense of camaraderie between the new hires and faculty, and potentially lead to collaborative grant-seeking (federal, state, foundation/corporate funding); this will be facilitated through the Faculty Center and the Grants Development Office.
- Professional Development – funding can be used to support meeting/conference travel, publication costs for the URM/WSTEM hire and/or the collaborative cohort group.
- Loan Forgiveness – up to to \$10,000 per year will be available for student loan payments.
- *Other Initiatives in Support of PRODiG.*
  - SUNY Oneonta (Dean of the School of Economics & Business) has joined a group of SUNY Business Deans preparing a PRODiG proposal, which includes membership in [The PhD Project](#). The proposal seeks to increase the diversity of business school faculty across the system, and to educate students about business doctoral programs and encourage and nurture them to consider a career in academia, with a vision of a significantly larger talent pool of minorities for business leadership positions.
  - The college continues to use a difficult incident in its history as an educational opportunity for the campus community. On September 4, 1992, a SUNY Oneonta employee complied with local law enforcement officials seeking suspects as part of a criminal investigation by releasing directory information about the college’s male African American students. The incident and the campus community outrage that followed became known as the “Black List.” The episode continues to be an inspiration for student activism and annual discussions on civil rights, racial profiling, and privacy issues. In 2012, in recognition of the 20th anniversary of the Black List, the college dedicated a day to examining diversity-related issues through a series of activities culminating in a public keynote address by Dr. Cornel West. Thereafter, the Mills Distinguished Lectureship, established in 1988 to bring prominent speakers to campus, has focused on diversity-related topics through the annual Common Read. This signature program advances diversity by encouraging students to examine and better understand topics such as equity, inclusion, and personal history through many lenses. It aims to further infuse cultural literacy into our academic program by asking all incoming freshmen to read a diversity-related book, which then is discussed in fall courses across several disciplines. The book’s author comes to campus for related programming and delivers the Mills Distinguished Lectureship.

Past lecturers are: Sherman Alexie (2013), Marjane Satrapi (2014), Ishmael Beah (2015), Janet Mock (2016), Margot Lee Shetterly (2017), and Bryan Stevenson (2018). For its 2019 Common Read, the college has chosen the play *Disgraced* by Ayad Akhtar. URM/WSTEM hires will be encouraged to join the Common Read Committee and participate in activities related to the Common Read.

### Expected long-term impact of the project

Based on previous experiences, we believe that the initiatives outlined in the SUNY Oneonta PRODiG proposal will positively impact the campus climate and URM faculty and student recruitment and retention. Ultimately, we expect the results of the project to translate into positive outcomes for students, including:

- enhanced retention of majority and URM students;
- improved student satisfaction with the overall climate at SUNY Oneonta;
- a more diverse and distinctive academic program; and
- improved career prospects for graduates.

### Method for assessing the outcomes of the project

Outcomes of the project will be assessed through a variety of measures, including:

- an increase in the percentage of URM/WSTEM faculty on campus;
- improved promotion and tenure success rates for URM/WSTEM faculty;
- improved perceptions about diversity on campus as indicated in SUNY-wide and local campus climate surveys;
- improved retention and graduation rates for URM students; and
- employment for URM graduates as indicated on the First Destination Survey.

The data will be collected as follows.

- The Office of Institutional Research: percentage of URM/WSTEM faculty, URM student retention and graduation rates.
- The Office of Human Resources: applicant information and promotion and tenure success rates.
- The Career Development Office: employment information for URM/WSTEM graduates.
- The Office of Equity and Inclusion: SUNY-wide and local campus climate surveys.

All data will be compiled and analyzed annually by the Office of the Provost/VP for Academic Affairs. The President's Council on Diversity will be tasked with collaborating with the PRODiG Steering Committee on many aspects of the project, including outcomes assessments. The Council was first established in 2003 to move the College forward in creating a welcoming and bias-free environment, and is advisory to the President on issues regarding campus diversity and campus climate.

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