This is what was found by the Department of Geological Sciences at SUNY Geneseo on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve.

- **What EEO (Equal Employment Opportunity) statement**\(^1\) **is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available**\(^2\)?
  - **Hiring Faculty/Staff**
    - The State University of New York College at Geneseo does not discriminate on the basis of race, sex, color, religion, age, national origin, disability, gender identity and expression, sexual orientation, marital status, military status, or veteran status in the recruitment of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal and state laws and regulations.
    - This policy statement was reviewed most recently on March 9, 2021 by robbie routenberg, our Chief Diversity Officer.
  - **Student Admissions**
    - An EEO statement for students is found on the Office of Diversity and Equity website.
      - [https://www.geneseo.edu/diversity-equity/statements-support-and-action-plans-racial-justice](https://www.geneseo.edu/diversity-equity/statements-support-and-action-plans-racial-justice)

- **Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?**
  - **Hiring Faculty/Staff**
    - In the past (2016 most recently) the department has paid to advertise in…
- GSA Job Board
- American Geophysical Union Job Board

- We also have pushed the announcement out on any listservs that the faculty use (the “Teaching Structural Geology” listserv, for example).
- The College usually pays for an advertisement in The Chronicle of Higher Ed

○ Student Admissions

- Use a Constituent Relations Management software package called Slate to reach out to students via text and email.
- Virtual campus tours, one-one-one appointments that match prospective student’s schedules (in the evening), Virtual Sample Classes; outreach via email and text messages; departmental office hours
- Find that text messages are the best way to reach low income, BIPOC students
- Outreach is to the students, family members, and guidance counselors.
- Work with guidance counselors to talk with 9-11th grade students; developed a webinar that had 1100 students sign up and 800 attend.
- Has a diverse set of students working as interns with the idea that students are their best recruitment tool
- HelloCampus - live virtual tours with groups of <15 prospective students; made the campus tour process more accessible during COVID and will probably keep going forward
- Many of the staff in admissions have attended ACCC or are enrolled in it now.
- There are regional admissions counselors who go to the students who cannot come to visit Geneseo.

- What are the requirements for an applicant, e.g. letters of recommendations, fees/test scores³/grades? Is providing any of these a potential barrier that could be further lowered or removed? Are there any problematic questions asked?
  ○ Hiring Faculty/Staff

- Applicants should be prepared to upload a cover letter, CV, and unofficial undergraduate and graduate transcripts. The cover letter should specifically address teaching philosophy and interests and plans for establishing an undergraduate-focused research program.
In addition, applicants should be prepared to supply contact information (email address) for three references. References will be contacted and invited to submit letters of recommendation at the time of application.

- No fees. Official transcripts are not required until a job offer has been accepted.
- Waiting to ask for a letter of recommendation until candidates have reached a certain level in the evaluation process makes it easier to apply.
- Asking for only a cover letter that outlines qualifications (including teaching and research approach) also lowers barriers. The idea, in theory, is that this reduces that amount of materials that you have to have to prepare for the job (i.e. a 3 pg. Cover letter rather than cover letter + statement of teaching philosophy + a statement of research)
  - Student Admissions
    - We are test optional with respect to the SAT/ACT. Not clear if that policy will extend beyond the 2021 admissions season.
    - We accept the common application. Also a SUNY wide application.

**How are applicants/applications evaluated? Is that process and/or rubric**

- Public? What kind of biases are introduced in this process and what strategies are used to address these, e.g. removing applicant names?
  - The Department of Geological Sciences' process.
    - First, all applications are evaluated by a subset of the selection committee using a rubric that is part of our online hiring portal. Every line in the rubric is linked directly to the advertisement. This process yields a numerical score for each candidate. The candidates are then sorted by this score.
    - Next, the entire committee looks at the top twenty or so candidates with the goal of determining who will be invited for a video conference interview.
    - Last, three candidates are invited to come to campus
      - We do not advertise this process, but do share it when potential candidates ask.
      - In the past, we have not taken explicit steps to reduce bias. We have not removed applicant names.
  - As of July 2019, the Search Committee Chair and at least 50% of the members of the Search Committee are now required to complete “Equity Minded Search Practice Sessions.”
- [https://www.geneseo.edu/diversity-equity/job-search-resources](https://www.geneseo.edu/diversity-equity/job-search-resources)
- We should make a commitment in our department to have 100% of the members of any future search committees participate.

  - Vashan summarized a change in policy that would be good for us. It went something like this. Please edit to improve.
    - Train everyone involved in the hiring to recognize how we are bringing bias to the table.
    - Have rubrics for every stage of the process.
    - Flag every point in the hiring process that involves subjective analysis (because that is a place we are going to bring our bias into the process).
    - For each one of those steps, put an “equity reminder” into the system. Something to read before you start rating applications on our rubric that reminds you of the bias you might bring.
    - After each of those steps add an “equity check” where the search committee checks in with each other (?) to see how much we let our bias creep in.

  - Another presenter suggested that we could also make it a policy to see what the diversity in our pool of candidates looks like at every step of the process (i.e. after initial review, down to video interview, then down to on campus). An equitable process will not decrease the diversity with each step.

- **Who is on selection committees and who makes the final decisions? Who interacts with the applicants?**
  - Every member of the Department of Geological Sciences. Typically the Chair of the Department is the Chair of the hiring committee. The Chair typically selects the members of the committee who do the initial review.
  - The recommendation of the committee to the Provost’s Office is reached by consensus through discussion of all committee members.
  - Final decision is made by the President. Of the three candidates that we bring to campus, we share with the Provost’s Office an unranked list of who the committee thinks is qualified for the job. Through verbal discussion we can then share how we rank them, then the President makes the final decision in consultation with the Provost. In practice, they have always selected our top choice.
  - Faculty, Staff, Students, and Administration interact with applicants.
• Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?
  ○ Hiring Faculty / Staff
    ■ Chrisa Aldrich (Talent Acquisition Manager, Human Resources) helped me out this this section.
    ■ She is not aware of there ever being a review of our hiring practices by an outside consultant.
    ■ To change our hiring processes the procedure would be to develop the new policy in consultation with the Office of Diversity and Equity and with Affirmative Action, then present that new policy to the President’s Cabinet for approval.

• Has your university or company implemented or considered strategies like cohort hiring, mentoring, dual career support and partner hires, re-visioning your work culture, or other considerations outlined in “Leveraging Promising Practices”6?
  ○ In 2020, George Marcus (Physics Faculty) led a faculty committee to study our hiring practices in the context of diversity, equity, and inclusion.
  ○ The committee found that once diverse applicants are in the pool to be considered, they are treated equitably. The much greater challenge is getting a diverse pool of applicants to apply to our jobs.
  ○ A recent cluster hire in Global Studies resulted in a more diverse set of hires.
  ○ We could try to design faculty positions that would attract more diverse candidates. For example, positions focused on sustainability or environmental justice.
  ○ We have a faculty mentoring program run through the Teaching and Learning Center. The program is relatively informal, providing an opportunity for new faculty to chat and meet someone outside of their department. The program does not include training in mentoring.