This is what was found by Stony Brook URGE pod at Stony Brook University on Hiring and/or Admissions Policies, as well as what the pod would propose to change and improve.

**Application advertisements and requirements:**

*What EEO (Equal Employment Opportunity) statement is included in a standard job or admissions advertisement? Are there other inclusion statements and resources publicly available?*

- Equal Employment Opportunity Statement (found at the end of a current job opening post [https://apply.interfolio.com/84569](https://apply.interfolio.com/84569)):

  "Stony Brook University is committed to excellence in diversity and the creation of an inclusive learning, and working environment. All qualified applicants will receive consideration for employment without regard to race, color, national origin, religion, sex, pregnancy, familial status, sexual orientation, gender identity or expression, age, disability, genetic information, veteran status and all other protected classes under federal or state laws.

  If you need a disability-related accommodation, please call the university office of institutional diversity and equity at (631)632-6280"

*Where are advertisements posted or sent? Are there other strategies for reaching applicants for hiring and/or admissions, e.g. job fairs, showcases?*

- Graduate student advertisements (Geosciences Department): [https://www.stonybrook.edu/commcms/geosciences/graduate/Opportunities](https://www.stonybrook.edu/commcms/geosciences/graduate/Opportunities)
- Informal outreach at conferences is typical - through colleague networks and/or interactions based on research presentations
- Faculty job advertisements: In the last four searches, our advertisements were posted at some or all of the following:
  - EOS Transactions AGU (print and web)
  - HigherEdJobs.com (web only)
  - InsideHigherEdJobs.com (web only)
  - DiverseJobs.net (web only)
  - Geochemical News (web only)
  - Geosciences Web Board (web only)
  - Meeting of Young Researchers in Earth Science (web only)
  - Incorporated Research Institute for Seismology (web only)
  - geoPRISMs Job postings (web only)
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- Southern California Earthquake Center (web only)
- UNAVCO (web only)
- The Planetary Exploration Newsletter (web only)
- The Earth Sciences Jobs Network (web only)
- Society for Advancing Chicanos, Hispanics and Native Americans (web only)
- National Association of Black Geologists and Geophysicists (web only)

Note that in the case of the last two (Society for Advancing Chicanos, Hispanics and Native Americans and the National Association of Black Geologists and Geophysicists), in two of the last four searches, the requests to advertise on their websites met with significant difficulty because the website administrators reported technical difficulties with their sites that prevented them from posting advertisements or did not respond to multiple requests to post our advertisements on their websites.

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

- Graduate school requirements:
  - [https://www.stonybrook.edu/commcms/geosciences/graduate/apply.php](https://www.stonybrook.edu/commcms/geosciences/graduate/apply.php)
    - A. Conferred Bachelor’s degree in one of the earth or space sciences or in biology, chemistry, physics, mathematics, or engineering.
    - B. A minimum average of B for all undergraduate coursework and a B average for courses in the sciences.
    - C. Acceptance by both the Department and the Graduate School

- Graduate school application requirements: online application, personal statement, application fee ($100.00 USD), three letters of recommendation, official school transcripts, TOEFL scores, if applicable, GRE scores if applicable (Geosciences Department does not require GRE test scores; SoMAS does).

- Faculty job requirements: Formal requirements typically include the completion of a Ph.D. or evidence that they will complete their Ph.D. by the time of intended hire.

- Faculty application requirements: Research statement, teaching statement, CV, three letters of recommendation
  - Interview involves a presentation to the department, 1-2 day in-person meetings with all faculty, some staff (Assistant to Chair, Director of Laboratories), CAS Dean, graduate students and postdocs in the department.

Hiring and/or admissions process:
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?

- **Graduate applications:**
  - Initial screening of applicants is performed by the graduate program committee (three faculty members) to assign applications to a faculty (or group of faculty) to review based on the applicant’s stated interests and/or if that applicant has named a specific faculty member that they are interested in working with. This helps to get the number of applicants to review down to a manageable number for each individual faculty member.
  - Review does not involve the use of a standardized rubric.

- **Faculty applications**
  - Review of applications is performed by the hiring committee, which typically consists of three faculty members. This is a time-consuming effort: for one position, between 50-100 applicants is typical and each faculty member on the committee reviews each application in detail, making notes on the applicants and ranking them according to their own metrics.
  - The next step is in-person meetings where the committee members discuss their rankings and try to arrive at a consensus about which candidates we should request letters of recommendation for. Letters are typically requested for 15-20 of the applicants.
  - Then another round of reviews and rankings occurs for this list of candidates based on the strength of the recommendation letters.
  - Another meeting is then held to discuss relative rankings after recommendation letters have been reviewed and a final short list of 8-10 candidates to invite for interviews is decided on.
  - At both of these stages, it is typical for the search committee to report on their progress and rankings to the entire faculty.
  - Following interviews, the entire faculty meet to discuss their relative rankings of the candidates based on their own impressions of the candidates application file, interview talk, one-on-one meeting, impressions from the grad students/postdocs and a ranked, consensus-based “top 3” offer list is generated.
  - Review does not involve the use of a standardized rubric.

Who is on selection committees and who makes the final decisions? Who interacts with the applicants?
Graduate applications: Initial assignment of applications to faculty or faculty groups (e.g., “planetary faculty”, “geophysics faculty”) performed by the graduate committee (three faculty members). Review by individual faculty who identify a list of candidates to make offers to based on the number of students they have funding for or think they can secure funding for. Potential advisors are typically in communication with graduate student applicants, but formal communications about application status come from the graduate program director.

Faculty applications: search committee is usually made up of a senior faculty member who serves as chair of the committee and two more junior members of the faculty (one tenured, one non-tenured). Final decisions about hiring are made by the entire faculty based on the applicants brought in for interviews. The interviewees are selected by the search committee. All faculty, staff, and graduate students have opportunities to interact with the applicants. Formal communications about application status come from the search committee chair.

Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?
- We do not believe that there has been an outside review of our hiring/assessment process since at least 2007.
- At present, changing the process would more than likely be done internally by discussion and consensus building among the faculty, with input from graduate students and staff.

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”?
- Cluster hiring based on similar research expertise has been used with varying degrees of success.
- Some mentoring programs are implemented at the department level. These programs vary in terms of structure and commitment.
- Partner hires have occurred upon request of the applicant. They are generally not implemented as a hiring strategy.

Proposed improvements to the hiring/admissions process:
- Application advertisements:
  - Expand graduate student advertisement beyond the department website.
  - Create a virtual fair to allow students to learn about our department remotely.
  - Introduce/strengthen programs with “sister institutions” (e.g. Suffolk County Community College).
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○ Provide clearer guidelines on the application procedures and run workshops or Q&A sessions if possible.

○ Improvements to faculty job advertisements:
   i. Foster collaboration with minority-serving institutions (MSIs) to increase our department’s visibility among BIPOC researchers
   ii. Highlight the diversity of SBU’s student body (graduate and undergraduate) and the strides our department is taking towards increasing BIPOC representation and creating a more inclusive environment.

● Job/graduate school requirements:
   ○ Deemphasizing undergraduate research for graduate school application when students have worked job(s) during undergraduate. Our recommendation is that applicants that lack research experience should highlight work or other relevant experiences in their written statement of purpose. This may be accompanied with an explanation of how the skills learned in the work experience will aid in their research endeavors. These applicants may also strongly consider applying for our 2-year Masters program rather than our Ph.D. program.
   ○ Only consider research experience/skills that are absolutely necessary for the student’s success, this precludes those that can be learned in the duration of a graduate degree.

● Application requirements:
   ○ Changing language on our website to “not accepting GRE tests” rather than saying “not requiring GRE tests”.
   ○ State on our website that we do not consider GRE subject test scores.
   ○ Add a question to the graduate application asking “what obstacles have you overcome?” to allow students to disclose/emphasize additional aspects about themselves.
   ○ Consider introducing interviews in the application process.
   ○ Waiving application fees.

● Application evaluations:
   ○ Use rubrics to evaluate candidates.
   ○ Use contextualized review to evaluate candidates.
   ○ Remove the applicant names during the review process.
   ○ Provide transparency in the review process (e.g. make rubric publicly available).
   ○ Better consider the adversities applicants have faced in pursuit of their career as an asset that will demonstrate their persistence and tenacity.
   ○ Better recognize the transferability of traditionally non-scientific skills.

● Retention:
Introduce/ strengthen mentorship programs for graduate students and new faculty.

Undergo training on relevant topics (e.g., microaggression, bystander intervention, racial bias) that will make the community more welcoming and supportive to underrepresented peoples.

Do not be complacent in the face of injustices. Show solidarity and/or intervene when any forms of harassment or discrimination occurs.

Other improvements:

Consider how we could introduce a “Pre professoriate” program.

i. Requires institutional support. Collaboration in this effort between multiple departments would help strengthen any future proposals.

ii. Program would be a bridge program in which a postdoctoral position transforms into a faculty position.

Consider how we could introduce a pre-doctoral jumpstart program that will help prepare students, who were not afforded the opportunities to gain adequate instruction and research experience, for a graduate program.

i. This would also require institutional support and finances.