

**Early Career Hiring at NOAA:
Initiatives, Challenges and Recommendations for a more Diverse Workforce**
NOAA Science Council
December 2022

Objective

In an effort to better integrate diversity, equity, and inclusion (DEI) into NOAA's hiring process, the NOAA Science Council, with the help of subject matter experts, has compiled this list of recommended practices with a focus on hiring initiatives, associated challenges, and recommendations for early career professionals.

Summary

Despite the efforts to advance DEI within NOAA, there is Line Office (LO) consensus and supporting data that diversity and minority recruitment efforts within NOAA have not resulted in comprehensive and necessary change. During the April 2021 meeting of the NOAA Science Council, the Council discussed the House Committee on Science, Space, and Technology Report "[Scientific Brain Drain: Quantifying the Decline of the Federal Scientific Workforce](#)" which showed evidence of the lack of diversity in NOAA's workforce. The result of the discussion was a directive to form a DEI Tiger Team to identify [best practices and solutions for hiring and retention of underrepresented groups and addressing other workforce challenges](#). Following the November 2021 briefing from the DEI Tiger Team, the NOAA Science Council outlined LO initiatives and items of consideration for early career hiring as well as the challenges associated with these opportunities.

This document was compiled by Science Council members along with subject matter experts and includes a list of current initiatives and recommended hiring practices with a focus on hiring initiatives and associated challenges for early career professionals. Though it is not completely comprehensive, there is cross-line office support for these initiatives and recommendations. This document does not fully address accessibility challenges, advancement, or retention as these are beyond the scope of this document.

This document enlists recent DEI hiring mechanisms and initiatives across NOAA and under each Line Office. It also includes a table with challenges, actionable items and recommendations related to DEI hiring at NOAA. A list of additional references, recommendations, policies, and opportunities is provided as well. We hope this document serves as an initial point for hiring managers, leadership and all of NOAA to learn more about current activities and areas for improvement to move towards a more diverse, inclusive and equitable agency.

Definitions

Early Career Professionals: The American Meteorological Society defines early-career professionals as those within ten years of having earned their highest graduate degree or within fifteen years of having earned their baccalaureate, whichever is greater. Those who are still in the early stage of their careers but have seen these interrupted for up to 5-10 years by family leave, military service, and the like are also to be regarded as early-career professionals.

Hiring Mechanisms

- Conservation Corps Act Direct Hire Authority (CCA DHA) remains an option to noncompetitively hire eligible alumni of the following NOAA-supported programs into full time appointments. The approved list of programs may be expanded to increase the reach of new cadres of students, pending approval by OHCS.:
 - [EPP/MSI Undergraduate Scholarship Program](#) and Cooperative Science Centers
 - [John. A. Knauss Marine Policy Fellowship](#)
 - [NMFS-Sea Grant Joint Fellowship Program](#)
 - [William M. Lapenta NOAA Student Internship Program](#)
 - [Woods Hole Partnership Education Program](#)
 - [Margaret A. Davidson Graduate Fellowship Program](#)
 - [Ernest F. Hollings Scholarship Program](#)
- [Sea Grant Knauss Direct Hire Authority](#) can be used to hire Knauss program participants who have both (1) successfully completed the Knauss Fellowship AND (2) completed a higher level degree.
- [Schedule A\(R\) Hiring Authority](#) can be used to hire early-career program participants into 1- 4 year term appointments.

Hiring Initiatives

- [Cross-NOAA](#)
 - Office of Education programs aim to provide a pool of diverse candidates for early career positions who are trained in NOAA-mission disciplines at NOAA facilities throughout the:
 - José E. Serrano Educational Partnership Program with Minority Serving Institutions ([EPP/MSI](#)) Undergraduate Scholarship Program
 - [EPP/MSI Cooperative Science Centers](#) (NOAA Center for Atmospheric Sciences & Meteorology; NOAA Center for Earth System Sciences & Remote Sensing Technologies; NOAA Center for Coastal and Marine Ecosystems; and NOAA Living Marine Resources Cooperative Science Center)
 - [Ernest F. Hollings Undergraduate Scholarship Program](#)
 - Latinos@NOAA [Hiring Panel Program](#) is a pilot training program to help NOAA employees who have demonstrated a commitment to DEIA become (better) prepared to serve on hiring panels.
 - Workforce Recruitment Program for College Students with Disabilities (WRP)
 - NOAA Science Council- Office of Education Sponsored Seminars to inform and educate NOAA hiring managers and staff on early career recruitment, retention, advancement, equity belonging and allyship at NOAA.
 - March 2022: [Accessing the NOAA Student STEM Talent Pool](#)
 - May 2022: [Retaining and Advancing Talent: ensuring current and future staff experience an inclusive environment with opportunities to advance](#)
 - July 2022: [Social Justice at NOAA: A Discussion of Equity, Belonging, and Allyship](#)

- The Pathways Programs are streamlined developmental programs tailored to promote employment opportunities for students and recent graduates in the Federal workforce.
- Many of NOAA's Employee Resource Groups (ERG) have well-organized outreach activities, acting in many cases, as small niche professional associations.
- NESDIS Initiatives
 - [NESDIS ORDERS Initiative](#) (in partnership with Latino@NOAA)- ORDERS is a collaborative tool to support the following Diversity and Inclusion (D&I) goals and reduce hiring bias:
 - Enhance selection and assessment practices to support the hiring of diverse and highly qualified candidates. (NOAA FY17-FY19 D&I Strategic Plan Objective 1.2)
 - Strengthen employee engagement to develop a more inclusive work culture by broadening participation on interview panels. (NOAA FY17-FY19 D&I Strategic Plan Objective 2.1)
 - Implement tools and processes to assess progress towards diversity and inclusion goals and enable data driven decision making. (NOAA FY17-FY19 D&I Strategic Plan Objective 3.2)
 - This NESDIS-created tool is being used across NOAA.
- NMFS Initiatives
 - Diverse Hiring Panels: Implemented guidance for instituting the use of diverse hiring panels during the hiring process and included a companion document with best practices for diverse hiring panels.
 - Fully funded the 2nd year of the [NOAA Fisheries Internship \(IN-Fish\) program](#). This 10-week experience includes a 2-week course available for credit through [University of Maryland Eastern Shore](#) (a NOAA-CSC) and 8 weeks of project experience working with a mentor in science or management.
 - Unconscious Bias training contract executed May 2022 to ensure all Hiring Managers and supervisors receive access and opportunity in support and accordance with NOAA and Fisheries guidance.
 - Fully funding three William M. Lapenta NOAA Student Program Interns for FY23. This 10-week paid internship provides mission-driven project experience with mentor guidance.
 - The NOAA Fisheries Strategic Action Team for Inclusion (F-SAT/I) is the recognized primary joint Fisheries wide DEI workgroup. The F-SAT/I focuses on the development and monitoring of all Fisheries DEI efforts that promote employee engagement and contribute to a healthy organizational culture of inclusivity as envisioned by the NOAA Fisheries Diversity and Inclusion Plan. In 2021, F-SAT/I members began utilizing the [D&I Reporting Tool](#) to 1) widely capture DEI efforts; 2) connect DEI activity to D&I Plan goals and objectives; and 3) better ascertain and share DEI Plan execution and progress.
 - NMFS Communication Specialists have updated the [Careers & More](#) site to be more diverse and accessible.
 - A Deputies Council DEI Group recently hosted a demo for a new software (AchieveIT) to better track DEI initiatives within NMFS.

- NWS Initiatives
 - NWS recently realigned diversity and inclusion efforts, moving the Equal Opportunity and Diversity Management Division from the Chief to Staff to the Office of Organizational Excellence, a key part of the large-scale changes taking place through the NWS to become an Employer of Choice for All. The new work unit has been elevated under the Director of OOE, a Senior Executive who has responsibility for overseeing implementation of diversity actions, who reports directly to the Deputy Assistant Administrator, and who is an advisor to the Executive Council, ensuring even more DEIA program awareness and advocacy.
 - Forthcoming DEIA Strategic Action Plan includes clear goals and outcomes for Recruitment, Retention, Compliance, Training and Outreach, and Service Equity.
 - Establishing core business practice of providing a list of pending and recent graduates from NOAA Center for Atmospheric Science and Meteorology (NCAS-M) to NWS selecting officials to fill entry level vacancies via direct hiring authority.
 - Provide specialized training for NCAS-M students on how to be a successful employee in NOAA. Topics include: Project Management, Effective Briefing Skills, Networking, etc
 - Continue to administer Lapenta Internship program with strong focus on recruitment of underrepresented students.
 - NWS diversity-centric “Tiger Teams,” made recommendations on how to improve the diversity and culture of the organization, while enhancing the employee experience.
 - Several of the recommendations related to recruitment and retention were accomplished through a “Quick Wins” team, including: Exit/Stay Interviews, Diverse Interview panel guidelines; Interview diversity questions; Enhancing job vacancy advertisement to all NWS employees through addition of a set of quick links on Google sites; Revising outreach efforts to improve inclusion, including the development of two new recruitment pamphlets; Developing a charter for an internal NWS consultation team to improve BIPOC and underserved community recruitment to serve as a resource for recruiting.
 - Additional recommendations uncovered by the NWS Tiger Teams will be accomplished through a special Task Force, dedicated to finding creative ways of implementing them sustainably across the agency in Fiscal Year 2023.
 - The NWS Office of the Chief Learning Officer recently hired an Instructor that will focus on Diversity, Equity, Inclusion and Accessibility (DEIA). The initial focus for this new position will be to incorporate DEIA concepts into existing NWS Leadership Academy courses, starting with the NWS Foundations ("New Hire") course for recently hired employees.
 - The NWS established a Local Mentoring Program in 2021. This program provides materials to NWS field offices that are interested in administering local mentoring programs.
 - The NWS Southern Region, with support from other Regions and national headquarters, has initiated the WaterAware outreach initiative. As part of its focus, “WaterAware plans to utilize strategies set forth by NOAA’s Diversity, Equity, Inclusion, and Accessibility (DEIA) Program in order to recruit and retain minorities in water science, while providing hydrology outreach and education.”

- OAR Initiatives
 - The National Sea Grant Office administers the [Knauss Fellowship Program](#), which supports around 70 early professionals each year in executive and legislative government offices, including NOAA offices. Knauss Fellows' Direct Hire Authority can be used to hire early career individuals who are alumni of the Knauss Fellowship program, at any level and eligibility is good for two years after the successful completion of both (1) a higher level degree and (2) the fellowship.
 - The National Sea Grant Office also manages the [NMFS-Sea Grant Fellowship](#) program for PhD students with research interests in Population and Ecosystem Dynamics or Marine Resource Economics. The program provides funding for up to three years of research. This fellowship supports six to ten students per year and has direct hire authority.
 - The OAR EEO AC and other groups within OAR have stated goals that center on hiring to increase diversity.
- OMAO Initiatives
 - Established OMAO DE&I Advisory Council, which created subgroups to champion DE&I initiatives across OMAO and improve culture.
 - Subgroups include Policy and Planning, Research and Evaluation, Education and Awareness, Communications, and Recruiting and Outreach.
 - Fund DE&I Training through eCornell and USF at all levels of the LO.
 - Include technology credits (that pertain to NOAA's mission) as part of the 48 required STEM Credits to meet NOAA Corps application pre-requirements. Previously had only considered science, engineering, and math credits, which was seen as a barrier to minority candidates.
 - Increase transparency and visibility of the NOAA Corps through an inaugural social media contract, enhanced eRecruit portal, and updated recruitment material.
 - NOAA Corps Recruiting partnered with Minority-Serving STEM Groups, HBCU/MSIs, and NOAA DE&I programs, such as EPP/MSI, to amplify recruitment efforts of underrepresented groups.
 - Developed a third recruiter position within NOAA Corps Recruiting Branch. Position is focused on relationship building and diverse recruiting.
 - Created Ambassador Program within OMAO to utilize a network of officers to mentor applicants. Match mentors and interviewers with candidates of similar demographic and academic backgrounds.
 - Require interviewers to undertake unconscious bias training before conducting interviews.
- NOS Initiatives
 - Diverse Hiring Panels: Implemented guidance for instituting the use of diverse hiring panels during the hiring process and included a companion document with best practices for diverse hiring panels.
 - NOS developed a Diversity and Inclusion Implementation Plan with goals on workforce diversity, inclusion, and sustainability. Key objectives related to recruiting a diverse workforce include:

- using Office of Inclusion and Civil Rights (OICR) and Line Office workforce analysis data to target recruitment and to attract diverse candidates with the requisite skills and competencies identified in staffing and succession plans;
- conducting at least two virtual recruitment events specifically targeting underrepresented groups in occupations of need as identified in staffing and succession plans;
- using interview questions to identify managers, supervisors, and executives who demonstrate support for diversity and inclusion;
- requiring hiring managers to complete Implicit Bias Training to eliminate potential barriers in recruitment and selection practices;
- educating hiring managers and selection officials about special hiring authorities and direct hiring capabilities that support the selection and hire of diverse applicants;
- targeting advertisements to colleges, universities, institutions, and communities for individuals with disabilities; and
- administering robust orientation and onboarding programs for new team members and leaders that highlights the importance of inclusion.

Challenges, Actionable Items, and Recommendations

Investing in the Workforce	
Challenge	Recommendation
Internal hiring within a majority workforce does not empower diverse hiring within NOAA	<ol style="list-style-type: none"> 1. Ensure hiring managers are adequately trained to recognize unconscious biases. Managers should understand the relationship between unconscious bias, diversity, equity and inclusion and preventing discrimination. 2. Examine all hiring initiatives with a lens towards DEI across the LOs and make recommendations to remove barriers, improve and update the recruitment process. 3. Conduct a barrier assessment to the USAJobs process to identify areas where applicants struggle and reasons why they choose not to submit their applications. 4. Revise existing direct hire authorities to ensure that they are aligned with DEIA and not just focused on meeting a quota.
Hiring managers may not be fully aware of all hiring mechanisms or internal biases	<ol style="list-style-type: none"> 1. Hiring manager training is a must and involves many parts: designing the announcement and knowing how to combine various announcement types to maximize potential, crafting an outreach plan that actually reaches intended audiences, ensuring hiring managers and selection panels are equipped with knowledge and skills to minimize bias throughout the process. 2. Ensuring all hiring managers, NOAA leadership, and LCDP participants (and other similar programs) are trained on how to access and utilize various authorities available (Office of Human Capital Services will need more staff resources to do this).

	<ol style="list-style-type: none"> 3. Ensure hiring managers are trained on how to craft and implement a good outreach plan, how to reach current NOAA employees with large professional and personal networks of potential applicants, and how to avoid unconscious bias during the hiring process. (See pilot “NOAA Hiring Panel” training program referenced above.) 4. Hiring managers should take courses to understand how many aspects of an individual’s life qualify as a disability
<p>Early Career Opportunity hiring is not included in workforce planning enough</p>	<ol style="list-style-type: none"> 1. Establishing standardized workforce plans across NOAA could be an opportunity to improve position management efforts around Early Career Opportunity (ECO) hiring. Line and program Offices should establish annual targets and goals for ECO hiring according to their workforce/staffing plans. 2. Evaluate how each office builds their budget and determine how/if they choose to build in early career positions (extent and frequency), include an assessment of available ECO billets. 3. Recommend that contractors include diversity in their recruitment strategy to help with NOAA’s efforts to increase diversity. 4. Hiring will only be improved if early career positions/billets are created to house DHA hires. Workforce planning and inclusive onboarding practices for program offices is a must. 5. Workforce planning should be comprehensive (mentoring, sponsorship, professional development, etc.) that can help retain new hires and provide opportunities for advancement. 6. Assure that hiring panels are sufficiently diverse to minimize subconscious biases in hiring.
<p>Mentorship programs for NOAA employees are limited in scope</p>	<ol style="list-style-type: none"> 1. Create a robust, culturally aware mentoring program across all band levels and job types, which sets clear expectations for both mentor and mentee, crosses all levels of the business, and encourages dynamic, two-way mentorship mentoring triads – enabling people to learn from each other rather than simply setting up a teacher-student arrangement. 2. Target early-career professionals within underrepresented groups, perhaps through assigning of an onboarding mentor, for career development in NOAA. <ol style="list-style-type: none"> a. In general, mentoring programs must create a sense of belonging, encourage workplace diversity, and foster a sense of community to be of benefit to individuals from traditionally underrepresented communities. Methodologies by which these are accomplished will likely differ by stage of career. Care should be taken to consider cultural and generational differences. 3. Build support for mentoring into work plans.
<p>Retention of employees at all levels is challenging</p>	<ol style="list-style-type: none"> 1. Special emphasis should be placed on employee retention at all levels, however to ensure the return on the time and monetary investment of recruiting early career professionals, NOAA should utilize existing flexibilities and/or identify additional strategies to increase retention of these individuals.

	<ol style="list-style-type: none"> a. Existing flexibilities include recruitment and retention incentives authorized by OPM (e.g. repayment of student loans or pay incentives). b. Additional strategies may include, for example, helping early career professionals to build an occupational identity. The occupational identity represents a sociological term that describes the degree to which an individual's self-image is attached to their career. <ol style="list-style-type: none"> 2. Work plans should contain specific details and actionable items to show how an early career professional's career will be developed.
Benefit plans and programs do not adequately support caregivers	<ol style="list-style-type: none"> 1. Research has shown that caregiving is a cultural expectation in many BIPOC communities and families. For many, there's no decision to be made about whether to be a caregiver - it is just the role they assume without conscious thought or debate. Employees who are caregivers would greatly benefit from workplace flexibilities to accommodate their responsibilities as caregivers. 2. Flexible schedules and caregiver resources, such as designated nursing spaces or eldercare seminars, can help those with caregiver responsibilities to fully contribute while still balancing work and home needs. 3. Ensure that job descriptions detail specific flexibilities and other resources for job seekers.
Outreach	
Challenge	Recommendation
Outreach efforts are not coordinated across NOAA	<ol style="list-style-type: none"> 1. Adequate staff capacity, either new or building on existing efforts 2. Calendar of activities (including institutions, conferences, dates, NOAA employees, among others). 3. Sharing outreach materials and messages. 4. Leverage the NOAA Ambassadors program to help these outreach goals. 5. Incorporate ERGs and Special Emphasis Program Managers into coordinated outreach efforts. 6. Widen outreach and fellowship opportunities to include the Engineering part of STEM. 7. Conduct outreach to fields outside of STEM, understanding that there are benefits of multidisciplinary studies across the agency. 8. Invest in the NOAA brand and branding NOAA to a wide public.
Funding and workload constraints	<ol style="list-style-type: none"> 1. Funding constraints are always there, but each Line Office or NOAA as an agency should be required to set aside outreach funding (a separate line item). 2. Staff are interested in supporting outreach efforts but their workload tends to limit their ability to engage. Finding a productive balance between engaging and completing mission essential work has been a challenge. A NOAA level coordinated effort would greatly assist in overcoming this challenge.
Inreach	
Challenge	Recommendation

Inreach efforts (especially regarding student opportunities) are not coordinated across NOAA	<ol style="list-style-type: none"> 1. Develop regional or a cross LO community for sharing information to facilitate and coordinate lessons learned and strategies to apply for the retention and hiring of personnel. 2. Strengthen students staying on the NOAA “pathway” by educating each other about various opportunities and training. 3. Ensure all interested applicants have a complete internal facing list of student opportunities with information that helps NOAA employees. 4. Creating an intern/fellowship network across the different programs may create a more fruitful experience for the students. 5. Work together across fellowships and internships to share resources on topics such as mentoring, and professional development.
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Accountability

Challenge	Recommendation
Holding leadership accountable	<ol style="list-style-type: none"> 1. NOAA leadership should engage with NOAA hiring managers in a way that expresses the priority and commitment to hiring a diverse workforce. <ol style="list-style-type: none"> a. NOAA leaders should foster a work environment focused on belonging and retention. This can be in the form of work plan language with specific goals to include a percentage of the workforce trained in unconscious bias or other DEIA-related strategies. Additionally, senior leaders should add metrics to their performance plans to measure the number of employees receiving career development training. b. Conduct internal examination of available PDs and billets for early career hires that align with CCA direct hire eligibility. 2. Identify foundational courses that will be required to ensure leaders understand topics such as employee engagement, unconscious biases, diversity outreach, mentoring etc. 3. NOAA leadership should support and champion outreach and recruitment activities among peers and within their line of management. For example, senior leaders should have metrics in their performance plans that measure the number of outreach and recruitment activities, such as through conference engagement and show outcomes of those efforts. 4. Create an accountability mechanism to track progress and offer solutions (support, resources, etc.) for those NOAA entities not meeting success metrics.
Holding hiring managers accountable	<ol style="list-style-type: none"> 1. Add metrics to hiring managers’ performance plans to measure and better see improvements from year to year. 2. Add requirements for tracking statistics of hiring and retention of new hires

Internships, Fellowships, & CSCs

Challenge	Recommendation
CSCs are underutilized due to many factors including lack of awareness	<ol style="list-style-type: none"> 1. NOAA should invest in CSC researchers on a project by project basis, teaming them with NOAA scientists to develop not just the students, but to build faculty-hiring manager relationships, student-hiring manager relationships, and establishing a deeper link from NOAA managers to the CSC talent.

	<ol style="list-style-type: none"> 2. Increase outreach and inreach of CSCs to share the science topics and other partners (universities) involved. 3. Look for additional partnerships to extend the CSC programs across the U.S. and its territories. 4. Find a way to colocate CSC students with NOAA labs/centers to conduct their research. The NERTO program is great but it could be extended to fund students during their Masters or PhD programs to relocate to a NOAA center or laboratory to complete their research. 5. Consider a Visiting Science Exchange Program for CSC faculty and post-docs to spend time working at a NOAA lab or office and for NOAA staff to spend time at a CSC University. 6. Encourage NOAA staff to work more closely with CSCs partners and familiarize themselves with the opportunities. 7. Encourage Cooperative Institutes to create meaningful and mutually beneficial partnerships with CSCs.
<p>Enriching the pool of internship and fellowship applicants</p>	<ol style="list-style-type: none"> 1. Consider revising the scoring rubrics for internships and fellowships in order to capture 1) diversity and 2) unconventional work experiences that demonstrate leadership and responsibility. 2. Encourage offices to hire fellows and interns after their fellowship/internship concludes and provide the information to utilize the direct hire authorities. 3. Examine how to enrich the pool of applicants for internship and fellowship programs as is already being done for the Knauss Fellowship. <ol style="list-style-type: none"> a. The National Sea Grant Office has been working on a comprehensive review of efforts to identify and implement specific actions related to recruitment and outreach for this program. b. Evaluation is ongoing, and actions to date include the development of applicant resources, shifting recruitment messaging, an increased focus on outreach activities at the national level, and guidance to local offices among others.
<p>There is not a huge 'push' to hiring from the internship/fellowship pool</p>	<ol style="list-style-type: none"> 1. Get buy-in from the DOC that student hiring will be guaranteed in two or three year "chunks" as is done with science grants. 2. Increase support for early undergraduate pathway programs that feed into the Hollings Scholarship Program and EPP, such as the Hollings Prep program and the Sea Grant Community Engaged Internship Program. 3. Develop a résumé database for undergraduate and graduate students that benefit from CCA. Ask hiring managers to leverage the database for certain early-career positions. CCA DHA would be an effective way to fill these positions quickly. 4. Have a built-in career ladder to the next pay band when possible. 5. Create and maintain this type of database, collection/storage of personal data.
<p>Retaining undergraduate interns and graduate fellows</p>	<ol style="list-style-type: none"> 1. Increasing the availability of paid internships and fellowships will help support NOAA DEI goals. 2. The NOAA student opportunities community of practice recently presented to the NEP on this topic (~March 2022) with a recommendation for consideration that new internships should be paid and existing programs should have time to seek the resources needed for

	<p>offering paid internships. No definitive decisions were made at the meeting though the recommendation is still under consideration.</p> <ol style="list-style-type: none"> 3. Create additional multi-year summer internships. If an internship for the same topic as the previous year, the previous student should get the first choice. This way we build excitement within NOAA for at least one individual who could then go onto a Pathways program or even get hired right away. 4. Work with the EPP/MSI alumni working within NOAA (there are currently 80) to find out what's possible in terms of recruitment, retention, and advancement. 5. Retaining pay band 2 employees (GS 9-10) and advancing them to pay band 3 (GS 11) (via timely and appropriate promotions) is another critical barrier as tools such as accretion of duties and desktop reviews are almost never mentioned, encouraged, and some may say the agency even discourages use of these options for retaining workforce talent. <ol style="list-style-type: none"> a. Early career opportunity announcements should be advertised with career ladders incorporated into the position. 6. See the DPA WG Retreat Report from 2021 for some great ideas as well as discussions around the challenges and considerations of advancement and retention of current diverse scholars in NOAA's workforce.
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Additional References:

- [NOAA's Diversity and Professional Advancement Working Group: Retreat Report](#)
- [Women are advancing in the workplace, but women of color still lag behind by Adia Harvey Wingfield](#)
- [NOAA's Cooperative Science Centers](#)

Additional Recommendations:

- [NOAA DPAWG ERG Diversity and Inclusion Best Practices](#)
- [NOAA DPAWG ERG Diversity and Inclusion Toolkit](#)

Policies:

- [NOAA Diversity and Inclusion Strategic Plan FY 2020 - 2024](#)
- [Diversity, Equity, Inclusion, and Accessibility Strategic Plan FY22-24](#)
- [NOAA FY22-FY26 Strategic Plan](#) - Goal 2 'Making Equity Central to NOAA's Mission' and the [U.S. Department of Commerce Strategic Plan 2022-2026](#) - Objective 5.2 'Optimize workforce and diversity, equity, and inclusion practices- provide a relevant backdrop for the actions proposed in this document. The Agency's commitment at the highest levels is critical to our success as we implement proposed strategies.
- [Department of Commerce Diversity, Equity, Inclusion and Accessibility Strategic Plan 2022-2023](#)
- [Executive Order on Diversity, Equity, Inclusion, and Accessibility in the Federal Workforce](#)
- [Executive Order 13932](#), Modernizing and Reforming the Assessment and Hiring of Federal Job Candidates.

- [Executive Order 13985](#), which calls on agencies to advance equity through identifying and addressing barriers to equal opportunity that underserved communities may face due to government policies and programs.
- [Executive Order 14035](#), requiring Agencies to recruit, hire, develop, promote, and retain our Nation's talent and remove barriers to equal opportunity, and provide resources and opportunities to strengthen and advance DEIA across the Federal Government.
- [Titles I and V of the Americans with Disabilities Act of 1990 \(ADA\)](#)

Opportunities:

- [NOAA Opportunities for Students](#)
- [SeaGrant Student Opportunities](#)
- [Early Career Opportunity Program](#)