URGE Deliverable #5

This is what was found by various Sea Grant program across the nation 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\(^2\)?

**Maine**

**Ohio**
- EEO Statement used in OSU job postings: The Ohio State University is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to age, ancestry, color, disability, ethnicity, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law. Applicants are encouraged to complete and submit the Equal Employment Identification form.
  
  CFAES Notice of Nondiscrimination: The College of Food, Agricultural, and Environmental Sciences (CFAES) and its academic and research departments including Ohio Agricultural Research and Development Center (OARDC), Ohio State ATI, and Ohio State University Extension embrace human diversity and are committed to ensuring that all research and related educational programs are available to clientele on a nondiscriminatory basis without regard to age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, or veteran status. This statement is in accordance with U.S. civil rights laws and the U.S. Department of Agriculture.

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\(^2\) https://careers.whoi.edu/opportunities/diversity-inclusion/
\(^5\) https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html
Oregon

The Search Advocate Program (Oregon State University) (https://searchadvocate.oregonstate.edu/)

- Overview: Established in 2008, Oregon State University’s (OSU) Search Advocate program enhances equity, validity, and diversity in university hiring. Search Advocates are OSU faculty, staff, and students who are trained as search and selection process advisors. Their preparation includes a 16-hour workshop series addressing current research about implicit bias, diversity, the changing legal landscape in hiring, inclusive employment principles, practical strategies for each stage of the search process, and effective ways to be an advocate on a search committee. As a quality assurance measure, advocates who wish to remain eligible beyond the first year must engage in relevant continuing education that is recorded and approved through the Search Advocate program.

- The president and provost require that a search advocate participate in any Provost's Hiring Initiative and Tenured Faculty Diversity Initiative search. They have committed to ensuring that designated search advocates also be included on leadership search committees. Many administrative and academic divisions have adopted policies requiring search advocates on certain types of committees as well. These leadership decisions show their trust in the quality of OSU's Search Advocate program and their desire to have these searches benefit from search advocate contributions.

- Role: Each Search Advocate is a consultant/participant who advances inclusive excellence by asking questions to help committee members test their thinking, identifying and promoting practices that advance diversity and social justice, and minimizing the impacts of cognitive and structural biases. As external committee members, advocates are able to explore assumptions, norms, and practices that an internal member might not question. The search advocate plays a vital role in position development, recruitment, screening, interviews, references, evaluation, and integration of the new faculty or staff member into the institution. In partnership with the search chair, search committee members, and hiring official, the search advocate affirms OSU's commitment to inclusive excellence.

- Oregon Sea Grant application workshops for students are helpful with recruitment, especially for first-time applicants: https://seagrant.oregonstate.edu/fellowships/application-resources

- We have also compiled resources to help application reviewers address bias in evaluating submissions: https://drive.google.com/file/d/10AqCfog_9lZ6WGvLp6Sn_GiPsyzYcOng/view?usp=sharing

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

Maine
- University of Maine: Office of Equal Opportunity Recruitment
  https://umaine.edu/eo/hiring-recruitment/
  - Before posting a position, Maine Sea Grant identifies recruiting avenues related to the responsibilities of the position that will help to recruit underserved and underrepresented groups. This approach includes listings job boards such as the Chronicle of Higher Education with “diversity boost” as well as minority and women electronic bulletin boards, listservs, websites, etc.
    - Recruitment strategy developed by Maine Sea Grant is reviewed by University of Maine Office of Human Resources.

Ohio
- Staff: The majority of Ohio Sea Grant (OHSG) job postings are only on the OSU career site. Occasionally, Stone Lab seasonal positions are additionally posted at Put-in-Bay Gazette or Port Clinton News Herald. There is charge for external postings such as these which limits OHSG’s ability to do more. Sometimes, the OHSG’s Director will send job announcements, once the posting is up on the OSU career site, to listervs (internal (OSU) and external, such as to other Sea Grant programs or the Ohio Department of Natural Resources). Announcements are also communicated via social media (Facebook, Twitter), posted on the OHSG website, and if a student position, for on OSU student job boards.

Georgia
- All job postings should be circulated widely via diverse hiring websites, listservs and networks. Advertising of new positions to scholars of color should be promoted to HBCUs (Historically Black Colleges and Universities) and targeted associations for Black, Hispanic and Asian scholars to actively recruit non-white faculty and staff.

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?
Maine

- Maine Sea Grant Recent Job Posting [https://lensa.com/sea-grant-professional-imarine-extension-associate-climate-community-resilience-jobs/orono/id/7d611fd40ce3b895cc87f5a5472cf4b](https://lensa.com/sea-grant-professional-imarine-extension-associate-climate-community-resilience-jobs/orono/id/7d611fd40ce3b895cc87f5a5472cf4b) requiring submission of cover Letter, references, resume/CV.

Ohio

- Staff: Each position has different requirements and a set of required questions. Previously, an applicant would have to answer “yes” to all of the required questions which are based on required skills and level of experience. If “no” was selected for any required question, the system would return a response letting the applicant know they could not be considered due to required qualifications. An applicant could then reach out to the OHSG split-time fiscal and HR person to discuss their experience and qualifications. The fiscal/HR person would go back to central HR to allow the applicant to through if determined their skills/experience did align.
  - Experience levels include:
    - “Experience” = 1-3 years
    - “Considerable experience” = 3-5 years
    - “Extensive experience” = 5+ years
  - Job postings also include a set of desired skills, these are things that can be learned on the job if the applicant does not have the degree, equivalent of background, or experience.
  - OSU has recently transitioned to Workday, which has changed the process. Rather than the system automatically generating a response if “no” is answered in response to required questions, a talent acquisition coordinator will screen all candidates and their responses to required questions.

- Students: When a student applies to the Ohio Sea Grant college program they are required to provide a letter of recommendation depending on the program and their age. They are also asked to provide their grades or an academic transcript. The reasoning for the recommendation and the grades/transcripts is to determine if the student is able to follow the material offered in the course for which they are applying, and if they are able to work in a group and independently. These are requirements of the application which can be reviewed to determine whether or not they could be removed as they can present a barrier for potential students. One of the problematic questions asked on the application is about gender which is to determine housing arrangements, however this question is being changed to reflect gender inclusive housing and information.
Georgia

- Usually, a cover letter and CV.
- List of references
- Transcripts (for fellowship positions)
- Career statement (for fellowship positions)

**How are applicants/applications evaluated? Is that process and/or rubric\(^4,5\) public? What kind of biases are introduced in this process and what strategies are used to address these, e.g. removing applicant names?**

Maine

- All candidates at UM and Maine Sea Grant use University of Maine HireTouch system.
- Evaluation rubric is drawn from position announcement, approved by HR. While the rubric is not public, it is made apparent in the job description.
- Biases are introduced via:
  - qualifications in job description – preferred and required.
  - names not currently removed
  - in-person and remote interviews provide opportunities for search committee members to see the individuals, potentially introducing biases
  - types of positions themselves enable bias – what are we prioritizing as a program?
  - Visa restrictions for international candidates that limit when a candidate would be able to begin work.
  - Search comm members using have English as a first language, which may disadvantage candidates submitting CVs or materials include in other languages.

Ohio

**Staff**

- Previously, only active candidates (those who made it through the “required” screening process) were considered. OHSG’s fiscal/HR person would send all active candidates, along with generic rubric, to the Manager the position would fall under. The Manager could personalize the rubric and establish what evaluation criteria were relevant for the position.
- With the move to Workday and to a new College (OHSG had been under the Office of Research until end of 2020), there is yet another transition to a new model.
- OHSG’s fiscal/HR person was recently transitioned to a fiscal-only person. The department OHSG is under in the University, the School of Environment and Natural Resources, has
a talent acquisition coordinator who can view and screen applicants as can the OHSG Manager. The Manager understands the nuances of what is necessary to be successful in a position and is given this screening and selection ability in coordination with or without the talent acquisition coordinator.

- Managers are not provided with guidance from the University or Department for how to screen or select candidates.
- Names are not removed from any applicant materials.
- OHSG’s former fiscal/HR person is open to answering questions from OHSG Managers about rubrics and appropriate questions to ask during interviews.

Student: When students apply for the Ohio Sea Grant college program, they are evaluated based on their grades and their letter of recommendation. If it is determined they will do well in the course they are placed on a list based on first come, first serve or a waiting list if the course is already full. The introduction of a revised rubric is a likely suggestion from participating in URGE. If it is determined grades/transcripts and a letter of recommendation are not required or optional, the rubric for acceptance will need to be updated. There is room for bias in this process as it is typically one person’s decision to accept or deny students. If possible, it would be better to have at least one other person reviewing applicants.

**Georgia**

For most positions, we leverage our university’s search and hiring process --
[https://provost.uga.edu/_resources/documents/Faculty_Affairs/faculty_hiring_and_appointments/updated-faculty-hire-process-checklist.pdf](https://provost.uga.edu/_resources/documents/Faculty_Affairs/faculty_hiring_and_appointments/updated-faculty-hire-process-checklist.pdf)

For student fellowships and internships, the search committee develops a rubric and wherever appropriate, conducts interviews.

*Who is on selection committees and who makes the final decisions? Who interacts with the applicants?*

**Maine**

- Selection Committees are assembled with diversity in mind including both internal and external partners, and include six members plus the chair.
- Search Committee chairs are required to take EEO search training conducted by University of Maine EEO office. Chairs are responsible for encouraging all committee members to take this training, but it is not mandatory. If all have taken training recently, chair does not
need to provide training to the committee. But if members’ training is not conducted and/or recent, chair is responsible for providing a summary of training and related materials, and ensuring comm members are following these guidelines.

- Final decision depends on the position. Internal position, not administrator – decision lies with supervisor and next supervisor. For upper administration - decision lies outside the department.
- Candidate have interactions with search committee members, sometimes with a tour and introductions to colleagues. Upper administrative positions include a public seminar and opportunities for public input and from other departments, external partners, and stakeholders

**Ohio**

Staff

- Managers decide who is on committees and make final decisions in coordination with OHSG Director. Committees are usually internal to area at OHSG, but their composition is at the discretion of the Manager. The former fiscal/HR person used to be at the table for all interviews, but is no longer required and it is the discretion of the Manager to ask him to be involved (it is not technically part of this job description any longer).
- Now, with the inclusion of a talent acquisition coordinator, OHSG is unsure the lines of communication with applicants and whether they are personally (via phone) communicated with if they are not moving forward in the hiring process.

Student: There is one staff person assigned to accept or deny students into the Ohio Sea Grant college program. This is also the person who will typically interact with the students/applicants. It is an area where bias plays a role.

**Georgia**

Usually staff and/or faculty. We also engage former Knauss Fellows (wherever appropriate). Sometimes our Advisory Board members are invited to search on these committees. We also invite our partners (non-academic, governmental, NGO, etc.). Search committee makes recommendations to the director.

*Has your hiring and/or admissions process been evaluated by outside consultants? What is the process for changing it?*

**Maine**

- The process used is that of UM and Maine Sea Grant does not know if it has been evaluated.
Maine Sea Grant works with UM HR if changes are needed. There is flexibility to adapt the process depending on the position and circumstances, such as with international candidates. In this case, a first interview is offered by Zoom then all given access to in-person next. All candidates must have same opportunity for in person access.

Ohio
Staff
- There has been no external evaluation of the process, which follows the lead of the University.
- Now with the change of systems and departments, OHSG has a College HR Consultant, Eric Hamilton, who could be a good resource/starting point to review and make changes to the process, working within the limitations of Workday.

Student
The application process for the Ohio Sea Grant college program has not been evaluated by an outside organization to my knowledge. To change the process would require a meeting of the leadership, including both Assistant Directors and the Director, and likely a member of the Human Resources team.

Georgia
Our hiring process has not been evaluated by an external consultant. That said, we have sought extensive feedback from our university’s HR and Faculty Affairs to create an internal policy document.

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”?

Maine
- Maine Sea Grant conducts mentoring for new hires.
- UM has partner hires but Maine Sea Grant has not.
- Revisioning of Maine Sea Grant work culture is on-going including recent revision of nomination criteria for Program Advisory Committee candidates that includes diversity criteria. Maine Sea Grant also works with a DEI consultant and supports a DEI workgroup of staff members – leading to evaluation of our culture.

Ohio
Staff: No time has been invested by OHSG in changing the strategy who has been limited by not having a full-time and now no HR person directly. OHSG has a strong commitment to make the hiring process as transparent and unbiased as possible moving forward, using recent transitions as an open door to progress these discussions and acting to ensure “Promising Practices” are in place.

Student: I believe mentoring can happen organically while students participate in the Ohio Sea Grant college program, as it is a small biological field station. However, deliberate mentoring could be designed for small groups to encourage URM students to pursue STEM majors and careers.

Georgia

Yes, University of Georgia has implemented cohort hiring, mentoring, dual career support and partner hires. Georgia Sea Grant did review its search and hiring policy and came up with a list of best practices as follows.

**UGA Marine Extension and Georgia Sea Grant Search Policy**

This policy is required for all faculty positions and recommended for staff positions.

For all faculty positions, the Director will appoint a search committee and charge them with creating the posting, advertising and recruiting, interviewing and making a recommendation to hire. For staff positions, the Associate director for the respective location will be responsible for the search. For faculty and staff we should strive to expand diversity of hiring committees, including engaging external representatives, and provide members training or information on implicit bias and equitable recruitment.

Recruitment training will be required for anyone chairing a faculty search committee and is recommended for all faculty participating in faculty searches. The UGA Office of Faculty Affairs: Community, Diversity and Inclusion Faculty Search Committee Training is offered regularly through PEP. ([https://provost.uga.edu/faculty-affairs/community_diversity_and_inclusion/](https://provost.uga.edu/faculty-affairs/community_diversity_and_inclusion/)).

All written position descriptions will be inclusive and nondiscriminatory. (Note: A job posting is in the UGA HR database. The position description is a narrative that we use to advertise the position). Implicit bias training is helpful in making sure that we understand and negate any biases we have. We should include a commitment to valuing diversity and contributing to an inclusive work and learning environment as a required qualification for all position descriptions and job
postings. Example: “Demonstrated commitment to valuing diversity and contributing to an inclusive working and learning environment.” All position descriptions should use conversational language that is appealing to a broad audience and less technical. A gender decoder tool and gender-neutral language should be used on each description prior to advertising. You can find additional gender decoder tools online through a simple web search on: gender decoder tool.

All job postings should be circulated widely via diverse hiring websites, listservs and networks. Advertising of new positions to scholars of color should be promoted to HBCUs (Historically Black Colleges and Universities) and targeted associations for Black, Hispanic and Asian scholars to actively recruit non-white faculty and staff.

General Strategies to follow:

- All committee members should recruit and network on an ongoing basis. Personal connections lead to good applications, however, we must extend beyond those we know.

The following should be used with all positions:

- Sea Grant network- e-mail comms to get there as well as on our social media and to our mailing lists
- Georgia Coastal Research Council listserv/newsletter
- Open Channels Sustainable Ocean Management and Conservation Job Board - [https://www.openchannels.org/](https://www.openchannels.org/)
- Insight into Diversity online – UGA jobs automatically posted here
- American Association of Blacks in Higher Education - [https://jobs.blacksinhighered.org/](https://jobs.blacksinhighered.org/)
- Historically black colleges and universities – use the HBCU Connection.com Career Center at hbcuconnect.com
- Academic Diversity Search, Inc. – job board for women and minorities in higher education - [https://www.academicdiversitysearch.com/](https://www.academicdiversitysearch.com/)
- Society for the Advancement of Chicanos and Native Americans in Science - [https://www.sacnas.org/](https://www.sacnas.org/)
- Inside Higher Education – 60 day posting free to UGA users
- Diverse Issues in Higher Education – posting funded by the Office of Institutional Diversity
In addition to these, you should consider professional associations associated with the position of interest. Encourage the committee to brainstorm which associations it makes sense to advertise with and request that the position description is shared there. Some professional organizations to consider:

- NMEA (look up web sites and listing costs for each)
- ANREP
- CERF

Some other sites to consider:

- Hispanic Outlook in Higher Education - https://www.hispanicoutlookjobs.com/
- IMdiversity.com – job database for minorities
- Association for Women in Science - https://www.awis.org/
- Diversejobs.net – has a job category for Faculty – STEM
- Center for Advancement of Hispanics in Science and Engineering Education (CAHSEE) - https://www.cahsee.org/
- Native American Times - https://www.nativetimes.com/
- Hire Veterans - https://hireveterans.com/
- Military Hire - https://www.militaryhire.com/
- Recruit Military - https://recruitmilitary.com/
- Vetjobs - https://www.vetjobs.com/

Publications:

- Chronicle of Higher Education - $185 with UGA Discount
- Women in Higher Education – 30 day posting - $225