

**National Sea Grant Advisory Board
Virtual Meeting
November 4-5, 2021
Meeting Minutes**

Thursday, November 4, 2021

OPEN TO THE PUBLIC – 12:00pm – 4:45pm ET

Dr. Helmuth welcomed everyone to the meeting.

Ms. Holmes (Designated Federal Officer (DFO)) read an official federal statement explaining her role to the group, discussed the meeting ground rules, welcomed everyone and took roll call of the members of the Board. Ms. Holmes thanked everyone for their diligent work in preparing for the meeting. She also stated that the next meeting is tentatively scheduled to be held in January 2022. She then turned the meeting over to Dr. Helmuth who called the meeting to order.

Roll Call

Members of the National Sea Grant Advisory Board (Board):

Mr. Dale Baker, Dr. Peter Betzer, Dr. Rosanne Fortner, Dr. Gordon Grau, Ms. Judith Gray, Dr. Brian Helmuth (Chair), Dr. Amber Mace, Dr. Jim Murray, Ms. Kristine Norosz, Ms. Deborah Stirling (Vice Chair), Dr. Jonathan Pennock – (*ex officio*) Director of the National Sea Grant College Program (NSGCP), Dr. Susan White (*ex officio*), President, Sea Grant Association (SGA)

Other National Sea Grant Office (NSGO) staff in attendance:

Ms. Susan Holmes - Designated Federal Officer (DFO) for the Board, National Sea Grant Office, Ms. Lacy Alison, Dr. Rebecca Briggs, Dr. Joshua Brown, Ms. Brooke Carney, Ms. Amara Davis, Dr. Nikola Garber, Ms. Maddie Kennedy, Ms. Amanda Lawrence, Ms. Summer Morlock, Ms. Elizabeth Rohring - alternate DFO

12:00pm – 12:05pm - Approval of Agenda and Minutes (Dr. Brian Helmuth, Board Chair)

Agenda

Dr. Helmuth gave an overview of the agenda and asked for a motion to approve it.

Motion to approve the November 4-5, 2021 agenda: Judy Gray

2nd Kris Norosz

Vote: All in Favor

March 2021 Meeting Minutes

Dr. Helmuth asked for a motion to approve the March 2021 meeting minutes with minor edits (typo in “justice” and one other typo).

Motion to approve the minutes from the March 2021 Board meeting: Kris Norosz

2nd Amber Mace

Vote: All in favor

July 2021 Meeting Minutes

Dr. Helmuth asked for a motion to approve the July 2021 meeting minutes.

Motion to approve the minutes from the July 2021 Board meeting: Dr. Jim Murray
2nd Mr. Dale Baker
Vote: All in favor

Dr. Helmuth announced that the NSGO and Board are working to set up a special meeting in January 2022 a decisional item on the Guam Sea Grant Institutional status. Ms. Holmes will send a doodle poll to the Board to find a date and time.

12:05 – 12:50pm – National Sea Grant Office Update (Dr. Jonathan Pennock, Director, National Sea Grant College Program)

Presentation slide deck is located in the appendix.

Dr. Pennock said that the January meeting will be focused on the Guam program institutional status, but that there may be other items ready for a vote by then and they will be added to the agenda if needed. Ms. Holmes will keep the Board posted.

Dr. Pennock provided updates from the National Sea Grant Office.

Year in review - Amara Davis, Knauss Fellow, put a 2 minute video together as a thanks for all of the work everyone in the network does. "We are Sea Grant video"

Staffing Updates

- Amanda Lawrence - Fellowships Coordinator (former Knauss Fellow)
- Tori Sohm - Pathways/Financial management intern
- Becky Briggs - Joining the Leadership Competencies Development Program
- Becca Certner - Accepted for a detail as the NOAA liaison to Department of Commerce (DOC)
- 3 Knauss Fellows in the NSGO working on Communication (Amara Davis), Economic measures (Kathy Longmire), and Department of Energy Wind and Water (Shaelyn Patzer)

Budget Updates

- FY22 PB \$115.7M (increase mainly in resilience, DEI), AQ: \$13.1M
 - Base: House Mark \$85M, Senate Mark \$90M
 - AQ: House \$14.5M, Senate: \$15M
 - Need a budget before we can act - the Federal government is still on a continuing resolution
- Congratulations to the SGA for their efforts to increase base in FY20, and increase for resilience in FY22.
- NOAA works way ahead in budgets because of the budget process. NSGO just finished working on plans for FY24; FY23 is already being decided on by the DOC and Office of Management and Budget.
- FY22 Budget breakdown
 - Program Base & Merit (~\$59.6M)
 - National Education & Fellowships (~\$1.6M)
 - National Liaisons (~\$750K)
 - Conferences & Workshops (~\$120K)
 - NSGO and NSGAB (~\$5M)
 - Directed Investments
 - Aquaculture (\$14.5 - \$15M)

- Resilience (at least \$10M)
 - Lobster/Contaminants of Emerging Concern/Highly Migratory Species/Young Fishermen's Development Act/Local and Regional Seafood Systems Etc... (\$6M - \$11M)
 - Possible Uncommitted Funds after Above (~\$1M +/-)
 - \$2M for reef fish from NMFS coming to Sea Grant
- Resilience - There is language in the FY21 Continuing Resolution, but no money associated with it.
- Thoughts on Next Steps:
 - For FY22 determine capacity building/research balance
 - For out-years, strategic discussion on how to balance NOAA priorities (& support) with Sea Grant local needs
 - Need to document impacts of increased funding
- DEI - \$5M for equity assessment
 - Neither house or senate has provided money for Sea Grant on this, but NOAA has overall budget for addressing these issues
- Build Back Better (Reconciliation) - Sea Grant not called out specifically, but likely some dollars for NOAA will include Sea Grant efforts
- Infrastructure - Marine Debris \$50M over 5 years for Sea Grant to work with Ocean Service Marine Debris Program

Dr. Pennock was asked if there were to be congressional language for a priority but no associated increase in funding (like lobster, for instance) if the NSGO can use funding for programs that are already working in that area. Dr. Pennock said that it depends on the direction from Congress.

Implementation of Independent Review Panel (IRP) report

- Looking at all recommendations/suggestions and working on them
 - Some can happen immediately, others will take time or more resources
 - The NSGO will provide updates to the network and Board on the status of the implementation
- One that will take time - PIER related issues - recommended a database overhaul. NOAA is changing the Grants Online system, so we'll need to work on PIER. Overhaul is 50% or more of our budget, so we'll need more resources to do this
- Library transition
 - Brooke/Becky are the leads
 - Currently in the process of moving the Sea Grant library to NOAA, should be done by end of the year
 - Hired detailee to help

Where can the board be engaged?

- Strategic planning - coming soon
- Allocations memo - needs to be revised
- The Bridge - due for an evaluation
- Education - Dr. Fortner and NSGO efforts
- 2018-2023 PIE Review - only a year and a half away

12:50– 1:05pm – Break

1:05 – 2:00pm – NOAA and NOAA Research Update (Dave Holst - Deputy Assistant Administrator for Programs and Administration (acting), NOAA Research)

Mr. Holst explained that Mr. McLean is attending an Office of Science and Technology Policy (OSTP) meeting with Dr. Spinrad, and he apologized for not being able to attend.

Mr. Holst provided a brief background on his experience with NOAA, and then provided an update on NOAA leadership, NOAA priorities, and budget statuses.

NOAA Leadership - Dr. Spinrad confirmed as NOAA Administrator.

- Karen Hyun - Chief of Staff, former Knauss fellow
- Letise LaFeir - Senior advisor, former Knauss fellow
- Janet Coit - Assistant Administrator, National Marine Fisheries Service. Also serving as Acting Assistant Secretary of Commerce for Oceans and Atmosphere, and Deputy NOAA Administrator
- Kelly Kryc - Deputy Assistant Secretary, International Fisheries
- Waiting for:
 - Assistant secretary positions

NOAA Priorities

- Climate - Dr. Spinrad wants NOAA to be seen as the primary authoritative provider of climate information and services
- Diversity, Equity and Inclusion (DEI) - serve all communities, and increase DEI internally
- Blue Economy
- Scientific Integrity
- Executive Orders (EOs) - Two key EOs on Climate and Equity
 - Sea Grant has been front and center in equity (initiatives & budget)
- OAR Strategic Goals
 - Explore the Marine Environment
 - Detect Changes in the Ocean and Atmosphere
 - Make Forecasts Better
 - Drive Innovative Science

Budget

- FY22 - President's Budget
 - OAR \$350M
 - SG \$112M (+\$35M)
 - \$5M DEI/Service Equity
- Reconciliation - currently under \$2 trillion
 - Billions increase for NOAA is passed
 - Hundreds of millions for climate
- Strong congressional support for NOAA, OAR, Sea Grant
 - Congress sees a high return on investment with Sea Grant

Opportunities for Sea Grant in the future

- We rely on partners to help carry out our mission - can't do it without them.
- Sea Grant's strong links to the community are essential to NOAA.

Discussion

There was a discussion on how the Board can get involved, particularly in reporting up to NOAA Administration, DOC, and Congress. Mr. Holst said that NOAA is always looking for ways to tell stories about the work NOAA is doing in economies, jobs, resilience, and communities. Any way that the Board could help tell those stories would be very useful.

Mr. Holst was also asked about the process and potential timeframe for budgets if the Build Back Better Act passes. He said that it depends on several things including congressional language, NOAA spend plan (with guidance from NOAA leadership and DOC).

Significant impacts

The Board also asked what OAR Leadership could do to support Sea Grant when this potential for new funding comes in, and it includes the need for more engagement. Mr. Holst said that he and Mr. McLean supports ensuring that other programs don't try to reinvent Sea Grant. He also added that the communication and relationship between NOAA and DOC is much more positive and that DOC more clearly understands the value of NOAA.

Mr. Holst was asked what NOAA is doing to be a model for other federal agencies in terms of preparing for coastal inundation caused by climate change. Mr. Holst replied that NOAA has completed some regional studies on the footprint and resilience of some of their buildings/labs to help make smarter decisions. In particular, the National Hurricane Center and the Atlantic Oceanographic and Meteorological Lab are both in very vulnerable areas, but it will take a large investment to move or rebuild them.

When asked about NOAA support for education, Dr. Pennock said that it would be difficult to really push it within OAR as most of the other labs and programs do not have an education focus, and therefore it has not been seen as a priority.

2:00 - 2:30 pm - Break

2:30 – 3:15pm – Part 1: NSGO Environmental Literacy and Workforce Development (ELWD) Efforts (Dr. Joshua Brown, Ms. Maddie Kennedy, Ms. Amanda Lawrence - NSGO)

Presentation slide deck is located in the appendix.

Dr. Brown explained that the NSGO ELWD team was asked to update the Board on their efforts over the past two years. He introduced himself as the ELWD lead, Maddie Kenney as the student opportunities lead, and Amanda Lawrence as the Fellowships Coordinator. Kola Garber is the management team lead over ELWD as it is under partnerships.

Dr. Brown went on to explain the strategic goals of the ELWD team and how they have been growing to meet the challenges.

Goals of ELWD

- An environmentally literate public that reflects the range of diversity of the nation's coastal communities is informed by lifelong formal and informal learning opportunities.
- A diverse and skilled workforce is engaged and enabled to address critical local, regional and national needs

He then discussed the key challenges in meeting those goals:

- Maintain & enhance excellence in Student Opportunities
- Increase Diversity, Equity, Inclusion, Justice, Accessibility, Belonging (DEIJAB) efforts in ELWD

- Conduct national programming
- Strengthen the connections with and support for Sea Grant Educator's Network
- Enhance connections and leadership within NOAA Education community
- Elevate understanding and support for the Education function within Sea Grant

He said that meeting goals requires a local, regional and national effort, and that the ELWD team is working to elevate the understanding and support for the Education function within Sea Grant with these key actions:

- Increasing visibility of Education activities
- Revised classification and coding in PIER
- Revising Measures & Metrics to reflect newer practices

Dr. Brown shared some of the other challenges and activities from the ELWD team

- Enhance Connections and Leadership with NOAA Education
 - Joint Knauss fellow (ed integration policy fellow)
 - Building bridges and synthesizing work
- Engage more with NOAA Ed Council
 - Coordinating Committee
 - Monitoring & Evaluation Committee
 - NOAA Student Opportunities Community of Practice
- NOAA 360 Internship
 - Piloting a NOAA-wide internship program for minoritized/marginalized students (responsive to NOAA Leadership's D&I action plan)
- Strengthen the connections with and support for Sea Grant Educator's Network
 - Liaise with the Sea Grant Educator's Network (SGEN)
 - Participate in Executive Committee meetings
 - Support SGEN activities
 - Develop budget initiatives to increase education funding
- Conduct and Enhance National Programming
 - National Student Opportunities
 - Knauss
 - NMFS-SG
- National Workforce Development
 - Food from the Sea Planning Grants
 - 11 grants
 - Jointly supported by NMFS Sustainable Fisheries
 - Capture, Culture, Subsistence, Artisanal
 - Supports Young Fishermen's Development Act preparation
 - Focus on support for minoritized/marginalized groups
- Civilian Climate Corps

Dr. Brown turned the conversation over to Amanda Lawrence and Maddie Kennedy to discuss federally administered Fellowships, and how they are working to improve the recruiting and administration of the Fellowships.

Ms. Kennedy discussed the Knauss fellowship and that it was experiencing an increase in both requests for fellows and applications to become a Knauss fellow. The program has been able to maintain a 60% acceptance rate. She then discussed how the program has been working to improve DEIJ.

- Application Processes:
 - Changes to NOFO Language

- Extended NOFO Opportunity
- Recruitment Process:
 - Standardized recruitment materials
 - Broader outreach
 - Target outreach at conferences
- Selection Process:
 - Holistically Diverse Panel
 - Bias (conscious and unconscious) Training
- Program Administration:
 - Direct support for placement week travel
 - Improved communications about financial obligations/expectations for the Knauss year

Ms. Kennedy then shared some of the recent administrative changes to the Knauss program

- Placement Processes:
 - Separation of Executive and Legislative Placement Weeks
 - Algorithmic placement
 - Equitable distribution of placements
- Funding Structure:
 - Increased compensation
 - Fringe benefits as an allowable expense to stipend
- Direct Hire:
 - 2020 Sea Grant Reauthorization

Ms. Kennedy ended with some areas in which the ELWD team sees room for improvement in the Knauss Fellowship program

- Expanded DEI efforts
 - Demographics collection
 - Develop stronger partnerships
 - Create Peer to Peer mentoring program
- Support of Fellows
 - Host/Mentor Resources
 - Mental Health and Emotion Support

Ms. Lawrence discussed the updates for the National Marine Fisheries Service/Sea Grant (NMFS/SG) Fellowships. Similar to the changes in the Knauss Fellowship program, the NMFS/SG program has worked to improve the diversity of its applicants.

- NMFS/SG
 - DEI efforts
 - Admin changes
 - Seminar - missed last year, virtual this year

Ms. Kennedy closed with a review of the Community Engaged Internship program.

- Community Engaged Internship (CEI)
 - Program started (TLK, DEI visions)
 - Underserved students working in their communities
 - 2nd year of CEI
 - ~35 students
 - Peer-to-peer mentoring

Discussion

The Board said that they were impressed with the changes to the fellowship programs and asked for further detail on diversity in the applicant pools. Ms. Kennedy said that they are still having trouble getting demographic information, but are working to get approval from OMB to get more information.

She was asked if she had information on the diversity of students applying for the Knauss fellowship at the state program level. She did not, but the process will soon include a letter of intent to apply and that will help with that information - they will collect the name, university, and whether or not the application was forwarded to the Finalists stage or not. Ms. Kennedy said that they are also looking at how they recruit applicants. It is up to the state programs to manage their recruitment, however the NSGO does some targeted recruitment at conferences that focus on diverse audiences (such as the Society for Advancement of Chicanos/Hispanics and Native Americans in Science, Association of Black Marine Scientists, and NOAA's Educational Partnership Program). They are also working to start a Knauss alumni group to get better access to where Knauss alums are working.

3:15 – 4:30pm – Part 2: Sea Grant Education: Current Strength, Future Opportunities Panel (Dr. Rosanne Fortner, NSGAB)

Presentation slide deck is located in the appendix.

Panelists:

Mr. Christos Michalopoulos, Deputy Director, NOAA Office of Education

Ms. Linda Chilton, USC SG, SGEN Chair

Dr. Susan White, NCSG Director

Dr. Jeffrey Reuter, OHSG, Director (ret.)

Dr. Fortner discussed the growth of ELWD within the Sea Grant network and focus area. She said that getting students interested in STEM education is less like a pipeline but more of a funnel, but it needs to be done by 8th grade. In other words, it's a big catch, but a short season. Dr. Fortner explained that environmental literacy leads to an educated workforce.

Dr. Fortner described the Sea Grant Education Network and said that 65% of the educators had doctorate degrees and 95% have master degrees. Many have worked in K-12 education and the network has representatives in leadership positions across the federal government and with other organizations. She said that there are many new educators in the SGEN, and that they are well networked, but that is a need for additional funding for professional development and collaborations.

Dr. Fortner then turned the meeting over to Dr. Helmuth to moderate the panel discussion.

Dr. Helmuth - Please characterize Sea Grant Education as you see it.

Ms. Chilton - Sea Grant Education is about connecting and bridging with students (just like communities). Primary audience is youth and teachers - lifelong learners, too. We are learning everyday. Sea Grant educators can be found in the field, watershed, or with researchers talking about communications. They can be at outreach events such as community fairs and festivals. When connected, these students can teach their families and many want to go into science because they can do so much more.

Mr. Michalopoulos - Passion is first thing on list to describe Sea Grant education - it has a distributed nature, locally and regionally relevant - which makes it unique in NOAA. There is synergy between research, extension and education that exists nowhere else. Sea Grant Education is synonymous with marine education in the US - Scuttlebutt listserv, The Bridge website, leadership in the National Marine Educators Association, But it also remains one of largest and least tapped opportunities for education in NOAA.

Dr. Reutter - Within Sea Grant, the educators are experts on education pedagogy and creating attitudinal change.

Dr. White - From a state perspective - we're hiring a new educator. It's a pivotal point for our program. If partners know our educator, then they are well connected. Being a Sea Grant educator is a high profile position for the coast. Sea Grant Educators are also high profile nationally (leaders in organizations like the NMEA).

Dr. Helmuth: What is the role of education in supporting research and extension? What are the roles of research and extension in supporting education?

Ms. Chilton - But as part of the SGA Network Advisory Committee (NAC) it's good to talk with researchers and make sure that research and extension work closely with the educators. Many educators are also extension staff.

Mr. Michalopoulos - In DC, we do a lot of bean counting (capturing impacts). We use Sea Grant education a lot, but most people only know about Sea Grant extension. Sea Grant education builds environmental literacy - we need to amplify that.

Dr. Helmuth: How do you engage the education leaders in your program? What value do they bring to your organization? Are there areas of your program management (planning teams, internal budget negotiations, etc.) where their involvement could enhance your program?

Dr. White - We're limited by resources. I see it now because of a new position search. It is hugely competitive. If we had more resources we'd hire two. More research funding dedicated to education research.

Dr. Reutter - Rosanne was on our executive committee. That is a good model. Rosanne's work was competing with other research dollars (successfully). It's good to hire a PhD for this role. Another issue is that education often doesn't create immediate success, but 6-10 years down the road you see the impacts of your efforts. Teachers who participate in Sea Grant education programs can go on to successful positions and have impact.

Ms. Chilton - Investment makes a difference for educators.

Dr. Reutter - We had a Master's student working with 6th graders and followed up to see if it had impacted them by their senior year in high school. It did.

Dr. Helmuth - How do Sea Grant programs impact NOAA overall?

Mr. Michalopoulos - It is already doing so - Sea Grant educators are furthering NOAA's education and its broader mission. In all topical areas, Sea Grant led the way in making sure the public is environmentally literate and making good decisions. NOAA Council continually emphasizes that we need to engage in education meaningfully across board; work collaboratively to help programs building capacity - and that is already happening in Sea Grant. In the NOAA Education Strategic Plan most goals are already being done by Sea Grant. We work with the Sea Grant Education Network (SGEN) to connect with these efforts and communicate these successes.

Dr. Helmuth - Sea Grant has a series of separate programs that aggregate to a greater whole - what areas of opportunities should the Board be aware of where we can help?

Ms. Chilton - We can directly share what we are doing. Diana Payne (a Sea Grant educator from Connecticut Sea Grant) is actively working with NOAA on the UN Decade of the Ocean Sea Grant lesson plans contributed to the NOAA education website. We need to focus on evaluation so we understand our impact. The SGEN is great - we help each other with wider administrative issues, too (omnibus, omnibus review, understand interaction with NSGO).

Dr. Helmuth - How can the Board be of use? What are the hard questions we need to be asking?

Mr. Michalopoulos - It would be helpful to understand the obstacles of NSGO in funding more education across the SGEN.

Dr. White - Key takeaway - where can we be inspired at national level looking forward to see where we can progress? The silver lining of our recent online efforts is accessibility for educational resources. Let's grow that.

Dr. Pennock - This has been great. This rings true and it's been a challenge. We need to figure out how to move forward. Things that would help:

- Elevate priority of education within the Sea Grant network and funding opportunities
- Education-wide or just K-12 SGEN? Congress gives us language to support fellowships, but they have not been giving us language to support SGEN. The Board can help with this. Also the state Sea Grant programs need to prioritize. They recently successfully pushed for resilience (took 3 years), and they can do this for Education. Or perhaps use resilience funds for education.

Dr. Murray - We need to incentivize this. It seems like there is a bias against education, particularly education research. Same as social science.

Ms. Stirling - House just put \$8M in the Office of Education for NOAA. Language is all about climate literacy.

Dr. Pennock - The Administration's climate agenda provides some extension capacity in language that came to Sea Grant and the Regional Integrated Sciences and Adaptation (RISA) program. Education got this for climate because they want to strengthen NOAA more broadly. We in the NSGO need to work with NOAA on this.

Ms. Stirling - We need to include Sea Grant education in the discussion because someone on the hill is paying attention. Can certainly mention it when we're on the Hill for the Biennial Report.

Mr. Michalopoulos - Insight into the NOAA Education house mark - \$7.5M directed to Minority Serving Institutions (MSIs), Center on Climate, and Bay Watershed Education and Training (B-WET), the rest goes to base (\$1.5M) to support Science on a Sphere and the NOAA Ambassador program.

Dr. Fortner - We need to be the change agents. Take the Lorax to heart. Unless someone like you does a whole different thing, nothing is going to be better, it's not. Many different things to do, but took this group of people to come together to challenge us. I thank you for your time.

4:30 - 4:35pm – Public Comment Period

No public comments

4:35-4:40 pm – Sea Grant Association Update (Dr. Susan White, President, SGA)

Dr. White yielded her time to the Education discussion.

4:40 pm

Discussion and Next Steps (Dr. Brian Helmuth)

Dr. Helmuth thanked everyone for their participation and adjourned the meeting until Friday, November 5 at 1:00 pm ET.

Meeting Adjourned at 4:45pm

Day 2 - Friday, November 5 2021

OPEN TO THE PUBLIC – 1:00pm – 3:45pm

1:00-1:05pm – Call to Order and Agenda Review (Dr. Brian Helmuth)

Roll Call

Members of the National Sea Grant Advisory Board (Board):

Mr. Dale Baker, Dr. Peter Betzer, Dr. Paulinus Chigbu, Dr. Rosanne Fortner, Dr. Gordon Grau, Ms. Judith Gray, Dr. Brian Helmuth (Chair), Dr. Amber Mace, Dr. Jim Murray, Ms. Kristine Norosz, Ms. Deborah Stirling (Vice Chair), Dr. Jonathan Pennock – (*ex officio*) Director of the National Sea Grant College Program (NSGCP), Dr. Susan White (*ex officio*), President, Sea Grant Association (SGA),

Other from the NSGO in attendance:

Ms. Susan Holmes - Designated Federal Officer (DFO) for the Board, Ms. Elizabeth Rohring – (alternate DFO), Ms. Amanda Lawrence, Brooke Carney, Hallee Meltzer, Summer Morloch, Joshua Brown, Becky Briggs, Doug Bell, Chelsea Berg

Ms. Holmes welcomed the Board, provided a few updates regarding the virtual platform and then turned the meeting over to Dr. Brian Helmuth, who thanked the Board and panelists from Thursday and went over the agenda for the day. Focus on Social Justice and intersection on resilience.

1:05-1:35pm – Resilience and Social Justice Subcommittee Update (Dr. Paulinus Chigbu, NSGAB)

Presentation slide deck is located in the appendix.

Dr. Chigbu provided an update on the Resilience and SJ committee

- Provided a list of Subcommittee members
- Activities to Date
- Questions driving subcommittee efforts
- Lessons committee is learning from network
- Lessons committee is learning from NOAA
- Lessons committee is learning from external experts
- Indicators for measuring results
- Program performance measures
- Policy performance measures
- Function performance measures
- Agencies performance measures
- Further or pending considerations

Discussion

Dr. Grau asked if the work of this committee will continue?

- He is an alumnus of an HBCU
 - Led REU programs
 - Hiring native hawaiians into tenure track positions
 - Trying to increase access to minorities
- Would like to be a part of the committee?

Dr. Murray - Wearing his Extension hat, noted that we miss out by not having people whose job it is to work with disadvantaged communities. Haven't had people or impetus to develop those relationships.

Dr. Chigbu - Suggested hiring a liaison to do this.

Ms. Carney - Agreed. We haven't gotten there yet, because we need to assess the landscape. Data gathering initiative with Hollings scholars. Location based info in PIER for past 5 years - compare with socially vulnerable communities to see where we are focusing our funding.

Ms. Rohring - We do have several people across the network whose job it is to do that. Obviously we need more, or need to have that be an integral part of the extension position (which I believe it is).

Dr. Moser - But to be clear, the DEI visioning group, some whom you will hear from this afternoon, recognize this large challenge of how we shift to work with communities who are underserved. But how to engage with communities and know what they need, rather than what we want to provide is challenging. The Sea Grant DEI discussions are about how we reach new communities. It would be good to ask the panel about this, too.

Dr. Mace - How do we break down these barriers?

Dr. Chigbu - There is a need to establish long term relationships with communities and to get information demo, environmental info - on underserved communities.

Dr. Pennock - We believe we'll have about \$10M to build resilience. This will be an opportunity, but we need to move it forward quickly.

Dr. Lerner - A lot of people have topically focused, but DEIJ is embedded in that. We didn't have anyone who did this every day. We just hired someone to do that - and to work with others in our program/university to weave it into their work.

Dr. Moser - I suggest that you make use of the panel - DEIJ people are already having these discussions about how we reach out to new communities that we want to work with and understand what they need - how do you do coproduction with communities and let them lead? Systemic racism in communities with a lot of need and have been hurt by this. Need to be mindful of how we move forward.

Ms. Gray - Noted proposal review processes could incorporate DEIJ as part of the evaluation criteria - evaluate on their outreach to underserved/underrepresented communities.

Dr. Helmuth - Mentioned that measures that only rely on who you talk to don't go far enough.

Dr. Chigbu - In the Request for Proposals (RFPs), you indicated it as one of the requirements - that is good.

1:35-1:45pm – Resilience and Social Justice Subcommittee Chair Replacement (Dr. Brian Helmuth)

Dr. Helmuth tabled the vote on chair replacement until the Spring meeting. It was noted that Gordon Grau is interested in supporting this work and will chair it if that is best for the group.

1:45-2:00pm – Break

2:00-3:30pm – Diversity Equity Inclusion and Justice (DEIJ) Panel (Ms. Elizabeth Rohring, NSGO; Dr. Paulinus Chigbu, Board)

Presentation slide deck is located in the appendix.

Panelists:

Dr. Jane Harrison, DEIJ Network representative and Coastal Economics Specialist, North Carolina Sea Grant

Dr. Davin Holen, Traditional and Local Knowledge Network representative and Coastal Communities Resilience Specialist, Alaska Sea Grant

Ms. Stephanie Ichien, Research and Scholars Program Coordinator, Oregon Sea Grant

Ms. Brooke Carney, NSGO DEIJ lead, and Director of Communications

Dr. Linda Shi, Assistant Professor, Cornell University Department of City and Regional Planning

Ms. Rohring introduced the panelists and discussed the reason for these updates. The Board has been urging enhancement in the Sea Grant programs' DEIJ efforts since the 2014 Biennial Report to Congress. The network has been working on this for many years and wanted to provide the Board with these updates.

Each panelist provided a few slides on the various activities that the Sea Grant Network has been involved in related to DEIJ and Traditional Local Knowledge (TLK), followed by a panel discussion.

Dr. Harrison discussed Sea Grant DEI(J) Community of Practice activities since its inception in 2016.

- Just what is the Sea Grant DEI(J) community of practice?
- Initiated in 2016 during conversations at the Mid-Atlantic Sea Grant meeting and Sea Grant Week
- Learning network that encourage activities related to diversity, equity, inclusion, justice and accessibility
- Has met virtually monthly to quarterly for 5 years
- Engages all 34 Sea Grant programs
- Focused on DEIJA professional development, regional collaborations, and advancements for state programs

Dr. Harrison went on to share that there is a new DEI Vision document.

- DEI Vision 2.0 is an update of the 2018 10-year network visioning plan “Reaching Outward and Looking Inward: Building Sea Grant Resilience from the Lens of Diversity, Equity, Inclusion, and Justice.

In addition, the Community Engaged Internship (CEI) program has been gaining momentum. The internship program is designed for undergraduate students from underrepresented and indigenous communities with the goal to broaden participation in marine and coastal professions by providing training and mentorship to the next generation of scientists, decision makers, and citizens.

- In 2020, 7 Sea Grant programs and 34 students participated.
- In 2021, 14 programs and 64 students participated.
- It is not clear how much 2022 funding will be but, there is an opportunity for 20 internships across the network and applications are due February 15, 2022.

Dr. Harrison also shared information related to the Professional Development Committee.

- Currently led by Beth Lenz (Hawai'i Sea Grant), Karen Morrill-McClure (Washington Sea Grant), and Beth Wallace (Ohio Sea Grant), who have been looking into equitable recruitment practices, developing a DEI committee and action plan, expanding and retaining the next generation workforce through more diverse staff, intern, and fellowship participation and retention, and

implicit bias.

Lastly, Dr. Harrison then shared some activities on state program advancements in DEI, including:

- leveraged funding,
- Traditional and Local Knowledge (TLK) connections,
- state program DEIJA committees active and vision statements articulated for at least half of the state programs,
- DEIJA program audits and assessments becoming more commonplace,
- Community Engaged Internships (CEI) for undergraduate students in state program omnibus budgets, and
- increased diversity of staff, funded researchers and students, and advisory boards.

Dr. Harrison wrapped up her presentation with next steps, which include evaluating our progress, adding “A” for accessibility, and leadership transition.

Dr. Holen mentioned that he lives and works in the land of the Dena’ina and that it is important to understand the longstanding history that has brought one to reside on the land, and to seek to understand one’s place within that history. Dr. Holen went on to talk about collaboration efforts with traditional and local knowledge and a transition from a Visioning Group to a Community of Practice.

- Visioning Group Planning Sessions: Alaska and Louisiana
 - Large scale oil infrastructure
 - Dependence on fisheries for the commercial economy and food security
 - Coastal erosion and inundation impacting communities
 - Tribal and underrepresented communities located on the margin

Dr. Holen provided an update on the Sea Grant Vision document called, Local & Traditional Knowledge: A Vision for the Sea Grant Network.

- Vision: Traditional and local knowledge is woven throughout the Sea Grant network, guiding and informing research, outreach, and education, and respect for the stewards of local knowledge is upheld at every level.
- Goals:
 - Achieving our vision requires that we recognize, understand, value, support, and incorporate traditional and local knowledge, and the holders of knowledge, into all areas of Sea Grant programming.
 - Sea Grant staff, researchers, and community partners recognize stewards of traditional and local knowledge in all aspects of their work.
 - Sea Grant and the communities we serve understand the meaning of traditional and local ecological knowledge, and their importance to different populations.
 - Coastal and Great Lakes communities value multiple ways of knowing as important contributions to planning for change, resilience, and sustainability.
 - Sea Grant and NOAA leadership value traditional and local knowledge work as important to our success in achieving the Sea Grant mission.
 - With Sea Grant support, coastal and Great Lakes communities include multiple ways of knowing about their marine and terrestrial landscapes into solutions and planning for future well-being and resilience.
 - Coastal and Great Lakes communities and governments incorporate local and traditional ecological knowledge, and the voices of knowledge stewards, into planning, management, and policy solutions to improve quality of life for all.
 - Sea Grant projects and programs incorporate priorities, concerns, and strategies informed by diverse knowledge systems, perspectives, and lived experiences.
 - Sea Grant-funded research projects encourage and incorporate multiple ways of

- knowing, include knowledge stewards as equal partners, and employ best practices.
- Sea Grant education projects and programs are rooted in the local environment of their students and incorporate voices from local stewards of these places.
- Sea Grant is a recognized leader in raising the scientific credibility and incorporation of traditional and local knowledge in ecological research, planning, management, outreach, and education

Dr. Holen stated that traditional and local knowledge is woven throughout the Sea Grant network, guiding and informing research, outreach, and education, and respect for the stewards of local knowledge is upheld at every level. Dr. Holen went on to share specific examples across the Sea Grant Network.

- LASG is involved in a collaborative mapping effort developed as a resource to aid the Pointe-au-Chien Indian Tribes' resilience planning whose work was recently published and offered as a case study on how communities are shaping their own resilience efforts.
- MIT Sea Grant worked with the Mashpee Wampanoag Tribe to install river herring monitoring cameras in a fish run of significant historic value to the Tribe.
- For University of Southern California Sea Grant, during this last year, have continued to build and strengthen relationships with Tribal partners both in K-12 education and teacher professional development. The Intertribal Education Collaborative (ITEC) College Exploration Day and the National Marine Educators Conference 2020, these two programs share ways the program was able to reach stakeholders virtually in order to build capacity and understanding. For Tribal youth and their families to see themselves as part of the university community and increase literacy in STEM fields and secondarily for educators to learn from Indigenous nations about recognizing and valuing culture.
- HISG initiated a process oriented resource that can help with establishing and sustaining equitable partnership between researchers and communities called the Kūlana Noi'i. While the Kūlana Noi'i reflect a uniquely Hawaiian perspective, it's a resource very much rooted in this place, these guidelines address common challenges faced by research institutions, resource managers, and community stewards beyond Hawai'i. The best practices outlined in the Kūlana Noi'i have been incorporated into professional development training and very much institutionalized into our process of conducting and supporting applied research at Hawai'i Sea Grant. The intention is not to provide a compliance standard or checklist for achieving reciprocal community-research partnership. Instead the Kūlana Noi'i serves as a starting point for deeper conversation and lays out a set of ideas, values, and behaviors that when applied alongside hard work can build more just and generative relationships between researchers and community. Trained more than 600 community members, resource stewards, and researchers over the course of 3 years in the best practices outlined in the Kūlana Noi'i. Hawai'i Sea Grant incorporated the Kūlana Noi'i into the RFP for research funding.
- Other entities have followed their example including the Water Resources Research Center and the Pacific Islands Climate Adaptation Science Center.
- An additional example is part of an aquaculture hub project with Hawai'i, Alaska, and Washington Sea Grant as well as several Indigenous and Tribal partners. In February of 2019 nonprofit partners Kua'aina Ulu 'Auamo (KUA) and Hawai'i Sea Grant hosted over 170 Indigenous scientists and aquaculture practitioners from around the Pacific on the island of O'ahu gathered together to share skills and knowledge and collectively contribute to restoration efforts at O'ahu fishponds.
- The last example provided is Adapt AK, which is an adaptation planning tool and road map to build resilience and adaptation planning. It is focused on Learning, sharing, and building resilience in a changing climate. 220 Tribes in Alaska participate. Tribal Governments often

provide major infrastructure, housing, water and sanitation, health, environmental, and other services.

Ms. Ichien provided an update on Oregon Sea Grant's (ORSG) DEI efforts for Student Opportunities, which include demographic surveys, application workshops, and resources for reviewers. Ms. Ichien shared that they started using demographic surveys for fellowship applicants in 2017 and an integral part of the process is defining the goals of the survey. The goals generally are to:

- Understand the audiences that we are reaching/not reaching,
- Inform and strengthen recruitment efforts, and
- Evaluate the application/review process.
- Having these goals helps to ensure you are asking the right questions and to provide context to the survey recipients.
- Ms. Ichien also shared the list of the questions that were initially reviewed by the Oregon State University office of equity and inclusion.

ORSG continues to collaborate across Oregon and with Sea Grant programs across the network, like VASG to evolve the survey and ensure they continue to meet the goals we are aiming for. What they have learned so far is:

- A general understanding of their applicant demographics and where they learn about our opportunities. Ms. Ichien went on to mention that this has informed how/where they advertise (e.g. not much from social media, but there could be potential growth there);
- Improvements to instructions in eSea Grant (e.g. reminders to submit);
- Reminders to review panels about bias; and
- Learning which application sections prevent someone from submitting (this is something that they are still working to get at more specifically in their survey).

Ms. Ichien ended her presentation talking about a third aspect of their DEI efforts for fellowships, which are resources that they developed for their application reviewers.

- This is largely inspired by the OSU search advocate program, which provides training for search committees to more effectively promote equity, inclusivity, and diversity on OSU searches.
- This program has been shared with other Sea Grant Programs across the network and several other universities have similar efforts.
- ORSG makes an effort to have a diversity of voices on their review committees, and want to make sure they all have the tools for an unbiased review.
- Stephanie shared that she participated in the National Review for a recent Knauss search and really appreciated a similar set of documents that the review team provided at the start of that review.

Ms. Carney provided an update on DEI/J/A (includes justice and accessibility) activities within the National Sea Grant Office (NSGO). She stated that the ongoing efforts are as much about learning as they are about leading. Ms. Carney mentioned that there is also discussion about adding "B" belonging to the acronym and that DEI/B activities in the national office include

- weaving DEI into everything we do
- Language and processes for Notice of Funding Opportunities (NOFOs)
- Changes to Knaus NOFO, recruitment, management
- Coordination with NOAA and Sea Grant network
- Communications practices; bias awareness resources.

Ms. Carney went on to talk about Sea Grant DEI/B activities within NOAA including

- Executive Order on racial equity of gov services (which includes an assessment of research and student RFP processes, implementation plan for addressing barriers identified, assistance with

deeper evaluation from General Service Administration (GSA) evaluation team and a Paperwork Reduction Act (PRA) process for demographic info)

- America the Beautiful Initiative engagement,
- NOS-OAR leadership session on “DEIA”
- Informal working group on grant language led by Office of Education
- OAR Diversity and Inclusion Advisory Committee (ODIAC)
- Justice40 (Sea Grant is not engaging for now)

Ms. Carney also shared TLK work which includes

- Engagement with the NOAA Tribal Team
- Liaison to Sea Grant Traditional and Local Knowledge Community of Practice (CoP)
- As national liaison, trying to advance efforts to be culturally respectful and inclusive of indigenous peoples, culture, and ways of knowing
- Outreach and sharing at conferences
- And lots of learning!

Ms. Carney ended her presentation noting that DEI work is not new in NOAA, but it has everyone’s attention now, there is a lot of new activity at all levels within NOAA, including diversity and inclusion strategies for NOAA, OAR, Fisheries (and maybe other LOs).

Dr. Shi began by stating that she had just applied for a NOAA grant and the proposal asked for specific JEDI to the work being funded and she congratulated NOAA for walking the talk. Dr. Shi acknowledged the traditional territory of which Cornell University is located. Cornell University is located on the traditional homelands of the Gayogóhó:nq' (the Cayuga Nation). The Gayogóhó:nq' are members of the Haudenosaunee Confederacy, an alliance of six sovereign nations with a historic and contemporary presence on this land - the Mohawk, Cayuga, Onondaga, Oneida, Seneca and Tuscarora. Dr. Shi went on to state that Cornell University is a land grab university and has not fully acknowledged their past actions. The University has partly acknowledged past actions and has made land acknowledgements and is moving forward with building a new facility which will have a name reflected by tribes, but is not fully acknowledging their land grabbing past. Dr. Shi then shifted the conversation a little and noted that a lot of the DEI activities happening right now are addressing the low hanging fruit and are not necessarily getting to the toughest aspects of addressing the challenges and barriers. Historically, a lot of communities and resilience initiatives don’t have the infrastructure in place for resilience. Traditionally black and low income neighborhoods are targeted for buyouts more than white wealthy neighborhoods. There are serious discrepancies between communities and resilience initiatives and we are good at communicating and engaging and creating frameworks, but not at addressing many of the baseline policies like tax revenues. Dr. Shi went on to talk about distributed justice and procedural justice, but there is little about structure and those are the types of things that allow racism to exist in place. In terms of TLK and in this context, what does managing land mean and how far does it impact? Dr. Shi noted that cities and boundaries were created specifically for those who are on the inside and outside, and that means when we engage in coastal management or retreat, what do you think will happen if we ask them to stop building? It is built into the system because we have fragmented the system in that way. Dr. Shi concluded by asking the panel to think about this and the work we do and asked if you are advocating or leveraging the full scale of power?

Ms. Rohring then turned the meeting over to Dr. Chigbu to moderate the panel discussion.

[Question] What do you consider to be the most significant barriers to enhancing DEI, and how can an effective process be put in place to measure and monitor DEI progress?

Dr. Shi – A barrier is that we don't like to be uncomfortable or in conflict or upset. The upset is not on the part of racialized minorities that live that upset, it is on those who are not racialized, they feel uncomfortable and don't want to engage. Maybe some of these spaces are areas where people need to come in with the willingness to want to have these conversations. I don't know what metrics we need. Metrics will get you some part of the way but the underlying issue to change will be challenging.

Dr. Harrison – For many people there is an either or mentality. The more that we can progress a culture of abundance and connection, we can move beyond that mentality. Metrics of success are quantitative, but they are also qualitative and we can make inroads in relationships that can't be easily quantified. The quality is lost in a metric and can't easily get across.

Ms. Carney – Thinking of discomfort, we talk a lot about of white privilege. Collectively we have the intellectual capacity to make changes, but it has to come with operating in the uncomfortable space in what we do, not extra to what we do. In NOAA, and in the sciences, it is a predominately white space.

Dr. Holen – Equity is based on what zip code you live in. When thinking about resources to your communities it depends on your zip codes. It takes uncomfortable discussions to get to the real dialog, sometimes you just have to put everything on the table and at the end of the day we are just people and when you are in discussions on what you value, the values are similar. The CEI is a great way to diversify the sciences and STEM fields.

Ms. Ichien – One of the challenges that we have found is finding ways to have uncomfortable conversations with students.

[Question] Partnering with underserved communities is essential for advancing DEI outcomes. What could be done to ensure that there are appropriate skills, tools and capacity building to enable sustainable partnership building?

Ms. Ichien – Building relationships on a personal level and fostering and maintaining them. Inviting communities to be part of your program or efforts to involve them.

Ms. Carney – My own passion for the work is 100% connected to being the only white girl in childhood experiences, which has greatly shaped my interest in DEI.

Dr. Shi – I wonder if there is a question about staff time to build presences in the community before starting a project?

Dr. Holen – This year requiring a match and not from federal sources.

[Question] If you were asked to make suggestions to Sea Grant on what it could do to help advance DEI outcomes, beyond what it is currently doing, what would that be?

Dr. Shi – I would add a dimension of listening. But, it would be helpful to have a target on what you want to change and then determine a process that will get you there. What kind of a process can lead in a direction that you want to go.

Ms. Carney – I think we are on our way and have a good foundation. If we are willing to prioritize the work at all levels, we could shift some priorities and can make these happen. Learning and engaging more. The biggest thing Sea Grant can do is make the decision to do more.

Board Discussion:

Dr. Betzer – Sea Grant is good at partnerships and one that can be productive is what OR is doing – Louise Stokes.

Dr. Mace – Question for Linda, do you have any insights into other agencies or entities where Sea Grant can learn from?

Dr. Shi – There is a published paper I would refer you to called, "[From Progressive Cities to Resilient Cities: Lessons from History for New Debates in Equitable Adaptation to Climate Change](#)". There are cycles, lower and middle-class cities that did a number of things that are lessons and societies now are replicating them. For example, Boston in the 1970s and the Dudley square initiative, it is the only community organization in the country that was given the right of eminent domain, and controlled housing development that allowed it to build more housing and community benefits. We want to protect the poor and give rights of land, but never think of that. Rocky LA in New Hampshire, allows mobile home communities to buy land under their home so they are not bought out. There are many cities that are not doing this. Lots of rhetoric and little action.

Dr. Holen – what steps can Sea Grant take? Our own program did our own DEI statements and we worked directly with tribes across the state. Recognizing the increase in diversity in gender has brought unique perspectives, but we have a lot more work to do. We have been on hiring committees, but don't see the representative. We need to actively reach out to organizations to have them apply. One way is to look at the background and qualifications of those living in those areas, they are unique and then rewrite job qualifications to draw in people you are looking for.

Dr. Betzer – You can't be it if you can't see it. If you aren't comfortable to be in a room with someone that doesn't look like you - that is our challenge.

3:30-3:45pm – Wrap-up (Dr. Brian Helmuth)

Dr. Helmuth ceded an additional 10 minutes to continue the discussion on DEI. At 3:44, Dr. Helmuth thanked everyone for their time and adjourned the meeting.

Meeting Adjourned at 3:45pm