

JEDI COMMITTEE MEMBERS:

Jill Gambill
(co-chair)
Keren Giovengo
(co-chair)

Mona Behl
Tom Bliss
Delaney Caslow
Kayla Clark

Robert Hein
Dionne Hoskins-Brown
Anne Lindsay
Herbert (Truck) McIver

Luke Roberson
Nina Sassano

ACKNOWLEDGEMENTS

We would like to thank the University of Georgia Office of Institutional Diversity, specifically Dominique Quarles (Director of Diversity and Inclusion), Adrianna Gonzalez (Graduate Student for Learning and Development), and Angela Birkes (Alliance Director of the Peach State Louis Stokes Alliance for Minority Participation), for their guidance, resources and support throughout the development of this report. We would also like to thank Dionne Hoskins-Brown (Director of NOAA Sponsored Programs and Associate Professor in the Marine and Environmental Sciences Department at Savannah State University and UGA Marine Extension and Georgia Sea Grant Advisory Board member) who generously took time to serve on both the full JEDI committee as well as the Vision Statement subcommittee. In addition, we want to recognize the critical work of the National Sea Grant Diversity, Equity, and Inclusion Community of Practice, which provided guidance and resources during the research and development of this report. Thank you to our director Mark Risse and our entire unit for their support in drafting these goals and recommendations.

CONTENTS

| | |
|---|----|
| EXECUTIVE SUMMARY | 4 |
| INTRODUCTION | 6 |
| VISION STATEMENT | 8 |
| WHY JEDI MATTERS..... | 10 |
| DEMOGRAPHIC OVERVIEW | 12 |
| ASSESSMENT PROCESS..... | 14 |
| RECOMMENDATIONS..... | 15 |
| Goal 1: Proactively recruit, hire, train and retain a diverse and competitive workforce that reflects the diversity of our state. | 15 |
| Goal 2: Provide equitable access to research, internship and fellowship opportunities to scholars from Historically Black Colleges and Universities in Georgia, as well as from groups that are marginalized in the coastal, ocean and marine sciences. | 17 |
| Goal 3: Foster research, education and extension with real-world outcomes that engage individuals from marginalized communities. | 18 |
| Goal 4: Remove barriers that prevent community members with limited resources from receiving our services and ensure fair distribution of our resources. | 19 |
| Goal 5: Develop and enhance partnerships that increase representation of marginalized communities, increase understanding of community values, priorities and needs and increase community capacity to make sustained progress in addressing environmental, economic and social challenges..... | 20 |
| Goal 6: Ensure that communications and marketing materials, online resources and other content are accessible and ADA compliant. | 21 |
| Goal 7: Develop, identify and track metrics to measure progress in achieving JEDI goals and outcomes..... | 22 |
| REFERENCES | 23 |
| APPENDIX A: RECOMMENDED RESOURCES | 24 |
| APPENDIX B: RECOMMENDED TRAININGS..... | 28 |
| APPENDIX C: DEMOGRAPHICS | 30 |
| APPENDIX D: INTERNAL SURVEY RESULTS..... | 39 |

EXECUTIVE SUMMARY

JEDI Committee Charge

In spring 2020, Mark Risse, director of UGA Marine Extension and Georgia Sea Grant, convened a committee that was charged to research, examine, and develop recommendations for the unit's leadership team on specific actions that could be taken to advance goals of diversity, equity and inclusion (DEI) both within our organization and the communities we serve. The committee undertook the following charge:

- If needed, draft a DEI vision statement for unit-wide discussion and implementation;
- Determine metrics that the unit could/should track to measure our progress toward reaching our vision;
- Identify training and education needs for the DEI committee and employees at large to implement DEI goals and vision;
- Make recommendations for creating greater DEI awareness internally and for reaching more diverse and inclusive stakeholders that better represent Georgia's populations.

After six months of deliberations, this report summarizes the findings and recommendations of the committee. By having a value system in place, it is the hope of our committee that the findings and recommendations will further embed and institutionalize our unit's commitment and advancement of Justice, Equity, Diversity and Inclusion (JEDI) principles. As a result of this endeavor, we look forward to collectively enacting the goals that have been identified, learning from our partners and stakeholders about additional strategies that can be put in place, and bringing in even more diverse voices to the discussion. This is a document that should continue to be enhanced and strengthened as we engage more members of the unit and our communities in our efforts.

JEDI Vision Statement

We are committed to creating a culture of inclusion and belonging where all people are treated with dignity and respect, and have equitable access to resources, opportunities, and outcomes.

JEDI Mission Statement

Our mission is to promote the health and resilience of coastal Georgia by implementing transformative workplace policies and centering JEDI in our research, extension, and education programs.

Guided by this vision and mission, our JEDI core values are fundamental tenets that shape our intentional actions:

Justice: The systematic removal of barriers that result in equitable opportunities and outcomes for every individual in a diverse society.

Equity: The allocation and accessibility of resources for fair distribution of services, benefits, and burdens.

Diversity: The representation of and collaboration between people with different identities, knowledge sets, experiences, and perspectives.

Inclusion: The creation of an open and welcoming environment that recognizes and affirms the value and dignity of all people.

Summary of Recommendations

The Committee has compiled a list of recommendations for consideration by our leadership team. The goal is to elevate JEDI as a critical and strategic issue for the unit, substantively strengthening and improving the capacity of the unit to engage and foster change in this critical area, and ultimately increase JEDI within the communities we serve. Each goal is accompanied in the report with detailed strategies, anticipated implementation times, and desired outcomes. The following table provides the seven recommended goals.

| Marine Extension and Georgia Sea Grant JEDI Goals At-A-Glance |
|---|
| <p>Goal 1. Proactively recruit, hire, train and retain a diverse and competitive workforce that reflects the diversity of our state.</p> |
| <p>Goal 2. Provide equitable access to research, internship and fellowship opportunities to scholars from Historically Black Colleges and Universities in Georgia, as well as from groups that are marginalized in coastal, ocean and marine sciences.</p> |
| <p>Goal 3. Foster research, education and extension with real-world outcomes that engage individuals from marginalized communities.</p> |
| <p>Goal 4. Remove barriers that prevent community members with limited resources from receiving our services and ensure fair distribution of our resources.</p> |
| <p>Goal 5. Develop and enhance partnerships that increase representation of marginalized communities, increase understanding of community values, priorities and needs and increase community capacity to make sustained progress in addressing environmental, economic and social challenges.</p> |
| <p>Goal 6. Ensure that communications and marketing materials, online resources and other content are accessible and ADA compliant.</p> |
| <p>Goal 7. Develop, identify and track metrics to measure progress in achieving JEDI goals and outcomes.</p> |

INTRODUCTION

In early 2020, Mark Risse, director of UGA Marine Extension and Georgia Sea Grant, formed a committee tasked with developing guidance on how to improve the integration and implementation of Diversity, Equity and Inclusion (DEI) within our unit. The primary purpose of the committee was to develop a shared understanding of what DEI means for our organization and establish recommendations on specific actions that could be taken to advance DEI both internally (i.e., our workforce and advisory board) and within the communities we serve (i.e., in how we work with our clients and stakeholders).

The charge given to the DEI Committee was to:

1. Draft a DEI vision statement, if needed, for unit-wide discussion and implementation?
2. Determine the metrics that could/should be used to track and measure progress towards that vision.
3. Identify training and education needs for the DEI Committee and broader unit to implement DEI goals and vision
4. Make recommendations for creating greater DEI awareness internally and for reaching more diverse and inclusive stakeholders that better represent Georgia's populations.

The National Sea Grant network recognizes the need to address societal, technological, and economic risks in addition to environmental risks when working to build the health and resilience of coastal communities. Marine Extension and Georgia Sea Grant has been not only been an early adopter of DEI practices, but also led national discussions on these topics. Since 2018, Georgia Sea Grant has served as co-lead of the National Sea Grant DEI visioning effort, which led to the creation of Sea Grant's first 10-year DEI vision. Numerous programs are working proactively to incorporate DEI concepts into their administration, research, education and outreach. This includes Washington Sea Grant, Illinois Sea Grant and North Carolina Sea Grant.

In addition to national efforts, Marine Extension and Georgia Sea Grant is engaged in JEDI initiatives at the state and local level. From assisting crabbers and fishermen in qualifying for disaster funding to facilitating conversations on hurricane safety in low-income neighborhoods to providing free virtual public programming during the COVID-19 pandemic, the unit has adapted in many ways to meet community needs.

Illustrating this ongoing commitment, DEI is included as a cross-cutting guiding principle in our 2018-2021 Marine Extension and Georgia Sea Grant Strategic Plan:

"Inspire inclusion and diversity: We acknowledge that our activities, programs, services, and everyday interactions are enriched by welcoming a diversity of people engaged in open, respectful, and meaningful exchange."

It is also listed as a core value on our website:

"Champion diversity, equity and inclusion (DEI): We strive to achieve our mission by engaging individuals from a broad diversity of backgrounds, who bring a range of perspectives, values, and tools to bear on Georgia's major environmental and socio-economic problems."

In 2020, in collaboration with other state Sea Grant programs, Marine Extension and Georgia Sea Grant led the development of Sea Grant's first Community-Engaged Internship (CEI) program, which aims to

broaden participation of historically-underrepresented individuals and communities in ocean, coastal, and marine sciences. This initiative strives to recruit students from groups that are:

“historically underrepresented in the sciences, including Black or African-American, American Indian or Alaska Native, Hispanic or Latino, female, first-generation college students, veterans, LGBTQ+, and students with disabilities. We also welcome students who have experienced, and worked to overcome, educational or economic disadvantages, and/or who have personal or family circumstances that may complicate their continued progress in research careers.”

While developing this report, both the National Sea Grant DEI Community of Practice and this committee began considering the definition of justice, the role that Sea Grant plays in promoting justice and the implications of integrating justice into DEI discussions. As a result of these deliberations, the authors of this report rebranded this group as the **Justice, Equity, Diversity and Inclusion (JEDI) Committee**.

VISION STATEMENT

JEDI Vision Statement

We are committed to creating a culture of inclusion and belonging where all people are treated with dignity and respect, and have equitable access to resources, opportunities, and outcomes.

JEDI Mission Statement

Our mission is to promote the health and resilience of coastal Georgia by implementing transformative workplace policies and centering JEDI in our research, extension, and education programs.

Our Values and Guiding Principles

We are committed to including diverse perspectives, enhancing cultural understanding, expanding our reach, and creating a welcoming environment. Therefore, we strive to make our workforce reflective of Georgia's diverse populations and ensure that our research, extension and education programs are available to people of diverse identities. As we work, we remain conscious of areas where acknowledgment, growth and change are necessary and attainable.

Enhancing the resilience and sustainability of Georgia's coastal communities requires the active involvement of people and partners whose lives and livelihoods are linked to the natural ecosystems we seek to conserve. We celebrate the diversity of both people and nature as well as the complex interactions between them. People interact with natural resources based on a function of their beliefs, values and life experiences. We recognize that coastal issues affect everyone, although not equally.

Our organization and its programs are founded on the principles of improving the livelihoods and well-being of all Georgians by supporting resilient communities and economies, healthy coastal ecosystems, environmental literacy and workforce development, and sustainable fisheries and aquaculture. We strive to initiate intentional measures to fully integrate JEDI in all aspects of our organization's work in order to:

- augment local economies
- sustain businesses and jobs
- enhance the quality of life and community livability
- increase sustainability
- improve the health of our coastal environments.

We expect that implementing a vision for JEDI in these and other ways will be an ongoing and evolving process, one which our program will support and prioritize.

Guided by this vision and mission, our JEDI core values are fundamental tenets that shape our intentional actions:

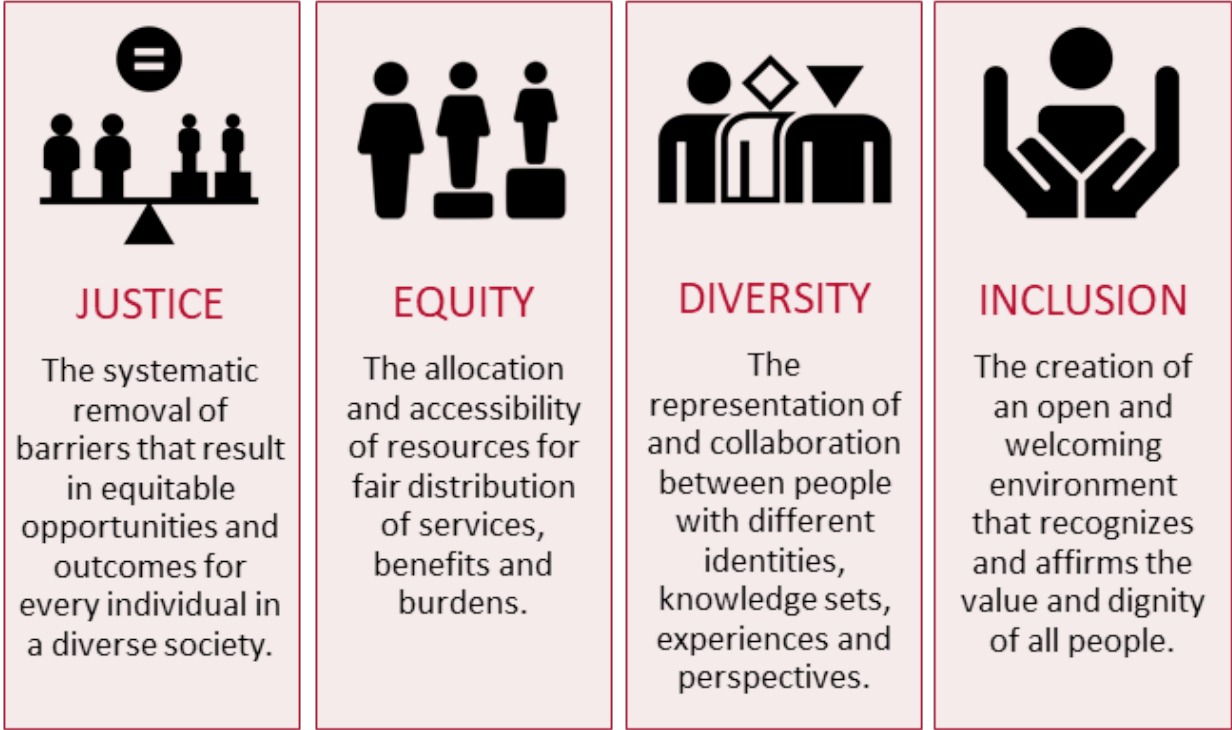


Figure 1: UGA Marine Extension and Georgia Sea Grant’s JEDI definitions.
(Icon credit: Nithinan Tatah, Laura Amaya, Luis Prado and Andi Nur Abdillah from Noun Project)

WHY JEDI MATTERS

Justice, equity, diversity and inclusion are essential to building healthy and resilient communities in Georgia. Just as biodiversity is important to ecosystems, human diversity is essential for societal well-being.

In the 50 years that Marine Extension and Georgia Sea Grant has served the state of Georgia, there have been numerous environmental, societal, economic, technological and political changes. Many of the environmental and social issues that we encounter today are longstanding with complex roots. By engaging a diversity of perspectives, skills and lived experiences, we expand the lenses with which we analyze these problems. Collaboration amongst people who have different personalities, knowledge sets, experiences and perspectives is vital for innovation and success whilst, enriching our understanding of the communities that we serve. Furthermore, increasing representation and diversity within a workplace can decrease discrimination, recalibrating group behavior and norms. Fostering greater diversity in positions of power and influence can shift the values and priorities of an organization, increasing “attention to previously neglected issues” (Fine et al., 2020).

“An inclusive workplace is one in which all employees are treated fairly and with civility, have equal access to resources and opportunities, and are able to contribute fully to their employers’ objectives and thus their own success. Many employers attempt to increase diversity in their workforce directly—by simply hiring more “out group” employees—without simultaneously eliminating from their workplace cultures employment practices that generated lack of diversity in the first place” (Marc et al., 2010).

It is also critical to recognize and acknowledge the systemic institutional barriers and injustices that have played a role in shaping the current challenges faced by Georgia. Without this acknowledgement, we cannot make sustainable progress on our mission of “helping improve public resource policy, encouraging far-sighted economic and fisheries decisions, anticipating vulnerabilities to change and preparing citizens to be wise stewards of the coastal environment” (Marine Extension and Georgia Sea Grant, 2018).

When working to improve public resource policy, we must concede that systematic barriers have led to inequitable opportunities and outcomes for individuals and communities in our state. One example of many is that Georgia’s beaches were segregated until well into the 1980s. African-Americans in Savannah regularly drove across state lines to Hilton Head (SC) to access traditional beaches and continued to receive signals of unwelcome well into the 2000s (Finney and Potter, 2018). When encouraging far-sighted fisheries decisions, we must address how discriminatory lending practices, such as redlining, pushed many African Americans out of the industry, as well as the racial and gender aspects that persist in labor and ownership hierarchies (Hoskins-Brown, 2020). When encouraging wise stewardship, we must understand how sites traditionally utilized by marginalized community members for recreation and subsistence fishing have been exploited and contaminated by outside forces. Additionally, ongoing threats of gentrification and the disproportionate impacts of climate change further serve as impediments to building a resilient Georgia coast. Our unit can play a critical role in building skills and capacity in the community so that members can effectively address these challenges, restructure relationships, resolve environmental conflicts, participate in local government processes and reduce future harm.

Historically, JEDI work by Marine Extension and Georgia Sea Grant has been driven by personal knowledge, relationships, and trust that has developed over time with collaboration. However, with a turnover in our workforce, those connections are at risk of being lost. By having a value system in place, we hope to further embed and institutionalize principles of JEDI in our administration and programming.



Figure 2: The picture on the left illustrates inequity—everyone has equal resources, but not what they need. The picture in the middle demonstrates equity, where resources are allocated so that everyone’s needs are being met. The picture on the right depicts justice, where the barrier to equity has been removed. (Angus Maguire, Interaction Institute for Social Change)

DEMOGRAPHIC OVERVIEW

In considering the demographic makeup of Marine Extension and Georgia Sea Grant, the JEDI Committee accessed the UGA Office of Institutional Research’s Facilitated Access to Campus Trends and Statistics (FACTS) report for our unit and our university (see Appendix C). This report included summaries of our unit’s faculty based upon race and gender but lacked similar information for our staff or funded researchers and students.

In assessing the demographic characteristics of the stakeholders with which we work, the JEDI Committee looked at localized data from the U.S. Census Bureau, Georgia Department of Education and state-specific reports (see Appendix C). We acknowledge that the results included in this report are not a comprehensive overview of all the groups we serve or potential demographic variables. Future investigation of the intersection of demographics and vulnerability indices could lead to a clearer picture on workplace diversity and inclusion, as well as environmental justice issues on the Georgia coast.

Due to gaps in data, the JEDI Committee sought out indicators that could be considered proxies for access and resources challenges. For example, to assess economic hardships that could compound educational opportunities, we looked at the percentage of K-12 students in a county who receive a free and reduced lunch. We also examined connectivity issues, such as geographical disparate investments in broadband and individual households not having a subscription to broadband internet.

A few of points of interest:

Workforce Demographics

- **Race:** Over a 20-year period, Marine Extension and Georgia Sea Grant had very little racial and ethnic diversity at the faculty level. This has not improved over time. (Fig. 3)
- **Gender:** Gender equity amongst faculty has fluctuated and improved over time.
- The ratio of staff to faculty has shifted over the past 9 years so that faculty are an increasing proportion of our unit’s total employees.

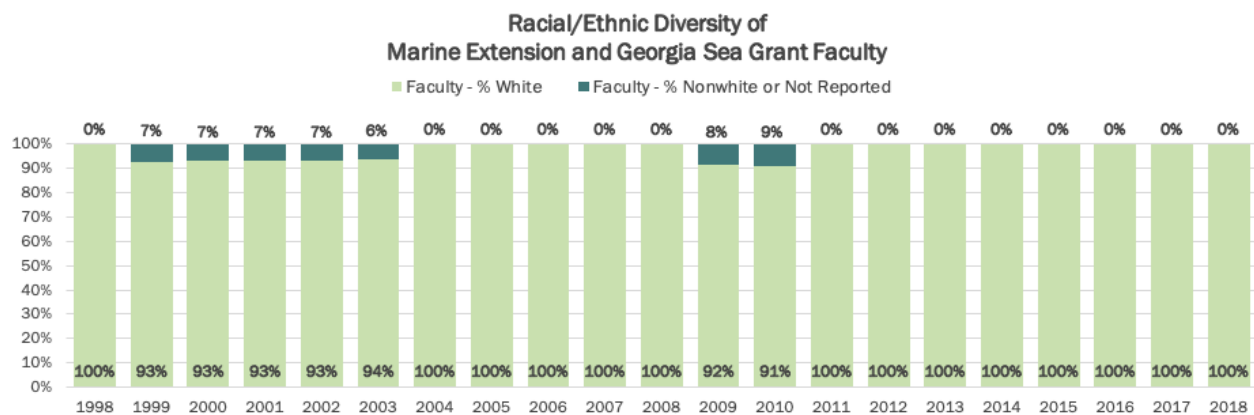


Figure 3: Racial and ethnic demographics of UGA Marine Extension and Georgia Sea Grant faculty from 1998-2018. (UGA Office of Institutional Research)

Community Demographics

- *Population:* Chatham County is the largest of Georgia's coastal counties with a population that is triple of the next most populated county (Glynn).
- *Race:* Liberty County has the most racial diversity. Almost 13% of people in Liberty County do not speak English at home.
- *Poverty:* Charlton County has the highest poverty rate and the second lowest median income of the 11 coastal counties.
- *Education:* Over 50% of K-12 students in 8 of the 11 coastal counties receive free and reduced lunches, with McIntosh County being the highest at 85.46%.
- *Disability:* Brantley County has the highest percentage of people with disabilities under 65 years old; however, Chatham County has the highest total number of disabled people.
- *Connectivity:* In Brantley County, 38.5% of the households do not have broadband internet subscription.
- *Inequity:* Effingham and Bryan Counties have the second and third highest median incomes, highest proportions of white residents and lowest percentages of free and reduced lunch.
- *LGBTQ+:* 4.5% of the Georgia population identifies as LGBTQ+ with 28% being Black, 11% Latino, and 8% two or more races.
- *Renters:* Liberty and Chatham Counties have the highest proportions of renters at 56% and 46% respectively with the percentage for the entire state of Georgia at 37%.
- *Veteran status:* Liberty County and Skidaway Island have the highest proportions of veterans in relation to their populations.

ASSESSMENT PROCESS

From April To October 2020, the JEDI Committee met every two weeks, with some interruptions due to conflicting schedules and COVID. The group formed two subcommittees to first tackle drafting a vision statement and gather demographic data on the stakeholders that we serve. These groups then went on to evaluate training opportunities, gather demographic data, craft recommended changes or actions, and identify needed resources to accomplish these goals. The JEDI Committee gave updates at unit-wide meetings throughout this assessment period.

The JEDI Committee also reached out to faculty and staff to informally learn what the unit is doing well and what employees prioritize as needs. These conversations and email exchanges revealed that many faculty and staff are already proactively engaged in projects and programs that are employing JEDI principles.

Internal Survey

In a unit meeting on June 12, 2020, the JEDI Committee conducted a real-time survey through Zoom using the Mentimeter interactive polling software. Approximately 33 employees participated in the survey. Several staff members had joined the meeting by phone, and the committee offered to gather their feedback afterward.

The survey asked three questions:

1. How would you rate your personal level of knowledge on the following? (Justice, Equity, Diversity, Inclusion)
2. What would making progress on Justice, Equity, Inclusion and Diversity within UGA Marine Extension and Georgia Sea Grant look like to you?
3. What is one way we could increase Justice, Equity, Diversity and Inclusion within UGA Marine Extension and Georgia Sea Grant?

The results to this poll can be found in Appendix D.

RECOMMENDATIONS

The recommendations provided in this report aim to strengthen our organization and provide new approaches to our programs. They are framed as suggested for implementation in the short-term (1 year), mid-term (2-4 years) and long-term (5+ years). To develop these ideas, the JEDI Committee considered the following questions:

- What are we doing well? What are our current challenges? What are our current needs?
- What sorts of programs/opportunities/practices should we develop to support DEI?
- What would a diverse, equitable, and inclusive workspace look like/be?
- What would a diverse, equitable, and inclusive stakeholder group look like/ be?
- What would a diverse, equitable, and inclusive user group/community look like/ be?
- What should our role in the community with reference to community look like/ be?
- What best practices/examples do we look for use?
- What training/education is needed to implement JEDI goals and vision?
- What metrics can we track to measure the unit's progress toward reaching our vision?
- Do we need any resources to accomplish recommendations?

Goal 1: Proactively recruit, hire, train and retain a diverse and competitive workforce that reflects the diversity of our state.

Strategies

- Leverage collaboration with the UGA Office of Institutional Diversity, which offers consultations, educational sessions, Pathway Programs and a Certificate in Diversity & Inclusion (CDI) to further the unit's awareness, knowledge and, ultimately, the tangible actions to promote JEDI. *(short-term)*
- Organize a training facilitated by the UGA Office of Institutional Diversity.¹ *(short-term)*
The training could include:
 - Forming, storming, norming and performing JEDI within Marine Extension and Georgia Sea Grant
 - "Reflection and Action" sessions for all employees to review and revise the JEDI Committee's proposed Mission and Vision Statements and Recommendations
- Institutionalize JEDI recruitment practices in all open positions. *(short-term)*
 - Require recruitment training for leadership, such as the UGA Office of Faculty Affairs: Community, Diversity and Inclusion Faculty Search Committee Trainings. (<https://provost.uga.edu/faculty-affairs/community-diversity-and-inclusion/>)

¹ In order to ensure that the trainings and professional development described in these recommendations are equitably accessible, opportunities should be offered via Zoom and/or with experts traveling to our facilities on the coast.

- Require training for leadership on writing position descriptions in a nondiscriminatory way that will allow for hiring a more representative staff and faculty. An example of this is the University of Washington's DEI Sample Position Description and Tips. (<https://hr.uw.edu/diversity/hiring/sample-position-description-and-tips/>)
- Broaden advertising of new positions to scholars of color by promoting opportunities to HBCUs (Historically Black Colleges and Universities) and targeted associations for Black, Hispanic and Asian scholars to actively recruit non-white students, faculty and staff.
- Expand diversity of hiring committees, including engaging external representatives, and provide members training or information on implicit bias and equitable recruitment.
- Establish a permanent JEDI Committee with by-laws and staggered membership to support our unit's commitment to JEDI and guide advancement and implementation of changes. (*short-term*)
 - This committee could also help coordinate how and when we gather input from marginalized communities, track progress and assess relationships that individual staff/faculty have in place.
 - Consideration should be given to the committee's membership, such as whether it is comprised of faculty, staff, students, funded researchers and/or stakeholders.
- Develop a 10-year JEDI roadmap similar to the Washington Sea Grant's DEI 10-year Roadmap.
 - Integrate JEDI roadmap into our Strategic Plan. (*short-term*)
- Support from leadership adapting workload and annual evaluation expectations for faculty, staff and affiliated students to make space for time spent on JEDI measures. (*short-term*)
 - Recognize more intangible JEDI efforts, like long-term relationship building or extra steps that have been taken to be more inclusive in programming.
 - Allocate time for training and discussion on JEDI topics related to program areas, incorporating these expectations in job descriptions and evaluation standards.
- Engage a PSO faculty fellow, PSO graduate assistant or PhD student with JEDI-relevant expertise to assist the unit in implementing recommendations (*short-term*)
- Develop, fund and hire a new JEDI Coordinator position for unit to maintain accountability and transparency in our sustained focus on JEDI. (*mid-term*)
 - The position will (a) further design and help to implement our JEDI strategy; (b) advise on incorporating JEDI into internal and external functions and programs; (c) engage with new constituents and partners; and (d) consult on building our mission's capacity that is sensitive to culture, gender and other differences.
- Require a compact 1-hour basic JEDI training for all new employees, connecting content to job duties and deliverables. This onboarding would be given just as a safety training might be required. (*mid-term*)
- Develop a mentorship program for new employees to facilitate introductions both internally and externally, help identify partners, share knowledge and increase a sense of belonging. (*mid-term*)
 - Provide trainings for mentors and mentees to ensure successful interactions.
- Seek to procure a more diverse advisory board that is reflective of the communities we serve. (*mid-term*)
- Explore ways to examine why UGA Marine Extension and Georgia Sea Grant has struggled in hiring non-white faculty members, exploring barriers that may exist. (*mid-term*)
- Assess the accessibility of our buildings and grounds and prioritize how to make our facilities more accessible for those with mobility challenges. (*long-term*)

Outcomes

- *Recruitment:* Marine Extension and Georgia Sea Grant effectively recruits qualified individuals at all levels whose diverse backgrounds, experience, education and skills will advance our mission.
- *Retention:* Marine Extension and Georgia Sea Grant cultivates an inclusive workplace environment that welcomes, recognizes and affirms employees.
- *Climate:* Marine Extension and Georgia Sea Grant reduces inequalities and all forms of discrimination and harassment.
- *Leadership:* Marine Extension and Georgia Sea Grant develops the skills and sustained commitment of leadership to advance justice, diversity, equity and inclusion.

Goal 2: Provide equitable access to research, internship and fellowship opportunities to scholars from Historically Black Colleges and Universities in Georgia, as well as from groups that are marginalized in the coastal, ocean and marine sciences.

Strategies

- Develop an appropriate framework for including JEDI language in solicitations and calls for research and student competitions. (*short-term*)
- Ensure diversity of review panels in proposal and traineeship merit review process. (*short-term*)
- Ensure scholars from HBCUs and community colleges are aware of and can participate in Sea Grant funded research and fellowship opportunities. (*short-term*)
 - Partner with education, marine science and other academic departments at HBCUs and community colleges.
 - Partner with the Peach State Louis Stokes Alliance for Minority Participation (PS-LSAMP) to recruit underrepresented minority students statewide.
- Promote RFPs and student/faculty opportunities to social science departments to increase social scientists (anthropologists, psychologists, sociologists) in research, traineeships and fellowships. (*short-term*)

Outcomes

- Marine Extension and Georgia Sea Grant broadens participation in research, internships and fellowship opportunities to scholars from groups that are marginalized in the coastal, ocean and marine sciences.
- Marine Extension and Georgia Sea Grant funds scholars that are representative of the communities we serve.

Goal 3: Foster research, education and extension with real-world outcomes that engage individuals from marginalized communities.

Strategies

- Obtain resources (financial and human capital) that could support continued and long-term JEDI activities. (*short-term*)
 - For example, dedicate program development seed funding to advance JEDI in research, extension and education programs. This may also include undergraduate or graduate student support, speaker honorariums, workshops, conferences and travel. Funding can be used for small projects with the intent of seeding an idea for later development into larger funded projects. (Example: Woods Hole Sea Grant: <https://seagrant.whoi.edu/funding-2/funding/program-development/advancing-dei/>)
- Encourage and support employees in pursuing professional development that increases capacity for teaching and serving stakeholders inclusively. (*short-term*)

Example topics that might be of interest:

 - Educating and interacting with children and adult who have differing cognitive, physical, and learning abilities.
 - Making materials, trainings and events accessible, by incorporating closed-captioning, sign language and other accommodations
 - Training on trauma and mental health – how to engage and support people who have been traumatized by disaster or compounded chronic stresses
 - UGA Certificate in Diversity and Inclusion
- Broaden input into our strategic planning by engaging marginalized groups and community champions within them to understand what they need, what their priorities are and how we can better serve them. (*mid-term*)
 - Get out in the community (docks, schools, etc.) to get feedback, gather questions and find out about funding/finance challenges.
 - Compensate community members for their work in supporting Marine Extension and Georgia Sea Grant.
- Conduct an external assessment of our programs to ensure content matches JEDI principles and goals. (*mid-term*)
 - Determine whether our programs are relevant to the coastal environmental threats encountered by frontline communities and provide stewardship recommendations that are actionable by marginalized communities.
 - Determine to what extent our educational content and curricula are culturally competent.
 - Issue a social science RFP for Sea Grant-funded research or hire a consultant/staff to assist in evaluating barriers, conducting a gap analysis or cultural competency assessment and identify challenges and opportunities to improve programming.
- Establish a committee to review and report on coastal Georgia environmental and demographic indicators in maps and reports provided by the USEPA Environmental Justice Screening and Mapping Tool (EJSCREEN). (*mid-term*)
- Provide assistance in finding JEDI funding opportunities. (*mid-term*)
- Develop RFPs that specifically ask for research on and by communities that have been marginalized in STEM. (*mid-term*)
- Develop new JEDI-centered projects. (*mid-term*)

Examples of future opportunities may include:

- As NOAA asks for development of aquaculture education for children and PDE, incorporate JEDI into educating marginalized former water-faring communities.
- Professional Education for Bank Loan officers on ROI and business models for bivalve aquaculture operations to allow for access to capital. This will enable poor traditional fishing communities to engage in the high potential income from aquaculture and overcome the historic lack of generational wealth.
- Addressing gender equity in fisheries, such as differing salaries, barriers to professional advancement opportunities (like becoming a boat captain) and access issues (like having gender equal bathrooms), exploring how these equity challenges may have changed over time.
- Expand youth education and workforce development for non-college bound students.

Outcomes

- Marine Extension and Georgia Sea Grant employees fully understand the composition and needs of the communities that we serve, particularly those disproportionately at risk of economic, social and cultural threats.
- Marine Extension and Georgia Sea Grant funds projects that support communities that have been historically marginalized or have benefited least from environmental work.

Goal 4: Remove barriers that prevent community members with limited resources from receiving our services and ensure fair distribution of our resources.

Strategies

- Hire an area program coordinator based at MECA whose job is to focus on the improvement of existing educational programming and development of new programs as they relate to JEDI. *(short-term)*
- Continue to seek funding to provide free or reduced cost educational programming for schools located in rural, urban and socially vulnerable communities. This includes those areas with a high percentage of students eligible for free and reduced lunches, which indicates low-income. *(short-term)*
- Expand free public programming for identified communities of need. *(short-term)*
- Host outreach events and educational programs where people live and work, rather than expecting them to come to us. *(short-term)*
 - Provide services in their neighborhoods and public spaces.
 - Consider transportation challenges in accessing our services and programs.
- Set up permanent scholarship funds to provide a portion of public and educational programs free of charge. Examples might include the Youth Ocean Conservation Summit, Coastal Stewards Program, school groups, summer camps, et. *(mid-term)*
- Seek funding opportunities to provide support to individuals from identified communities of need into existing and future internships. *(mid-term)*
- Assess needs and barriers for accessing programs and services, followed up a plan for how to overcome them. *(mid-term)*

For example, implementing:

- Qualitative survey of K-12 science coordinators, teachers and administrators on barriers to accessing educational programs.
- Survey of Savannah residents on barriers to visiting the UGA Aquarium.

This could be replicated across all of our different programs or amongst different stakeholders. The methods of gathering this feedback may be distinct depending on the stakeholder group and program area.

Outcomes

- Marine Extension and Georgia Sea Grant adapts to meet community needs in an accessible format and location.
- Marine Extension and Georgia Sea Grant will increase accessibility to communities that have been disadvantaged and marginalized from environmental resources.

Goal 5: Develop and enhance partnerships that increase representation of marginalized communities, increase understanding of community values, priorities and needs and increase community capacity to make sustained progress in addressing environmental, economic and social challenges.

Best Practices in Building Sustained Partnerships

- Allow time in work plan to build new relationships and expand partnerships, including more informal opportunities to connect, such as attending neighborhood association or committee meetings to listen and learn.
- Participate in community events that engage new stakeholders we are needing to reach.
- Introduce new staff/faculty to existing partners to aid in extending trust and so that there is continuity when people retire or leave. This can help ensure continuity and bridge turnover.
- Be authentic—show you really are acting on intent.
- As facilitators of public environmental spaces, be proactive and aware of maintaining others' comfort and safety. Ensure that partners are being treated with respect and are physically and psychologically safe.
- Ensure diversity in panels or event speakers.
- Include funding in grant proposals for marginalized populations (such as NGOs, neighborhood associations or environmental justice organizations) to ensure that we are not being extractive (examples could be including salary and operating expenses, providing compensation for people's time to participate in focus groups, interviews or surveys) (mid-term)
- Be willing to sometimes take a backseat and let someone else lead, empowering others to take ownership over the effort. This can help foster a longer-term commitment by partners.

Strategies

- Identify new partners who can assist us in understanding community challenges, building trust and ground-truthing solutions (*short-term*)
For example: Gullah Geechee Cultural Heritage Corridor Commission, NAACP, neighborhood organizations, faith-based organizations, Department of Community Affairs, City/County housing departments or neighborhood liaisons.
- Identify community champions and find ways to engage them in trainings, conferences and workshops to further build capacity. (*short-term*)
- Build new and strengthen existing relationships with community-based organizations to identify project priorities. (*mid-term*)
- Identify ways to give back to our community partners to ensure that we are not being extractive. (*mid-term*)

Outcomes

- Marine Extension and Georgia Sea Grant develops new partnerships and programming with organizations that reflect the diversity of Georgia communities, including marginalized communities.

Goal 6: Ensure that communications and marketing materials, online resources and other content are accessible and ADA compliant.

Strategies

- Incorporate JEDI narratives in social media, newsletter and website content. (*short-term*)
 - Provide a timeline for developing a webpage for the JEDI Vision Statement.
- Develop strategies for disseminating outreach and educational materials to marginalized communities. (*short-term*)
- Make videos and online resources accessible to vision-impaired, hard of hearing and non-native English speakers. (*short-term*)
 - Videos should include captions.
 - Website should be compliant with the Americans with Disabilities Act (ADA).
- Endeavor to reflect the diversity of the Georgia coast in photo and video subjects. (*short-term*)
- Expand dissemination channels and identify opportunities to broaden communication with marginalized communities. (*short-term*)
- Identify resources for helping to translate materials and programming into other languages. (*mid-term*)
- Identify trainings and resources to help faculty and staff better serve those with hearing, vision, physical and learning impairments. (*mid-term*)

Outcomes

- Marine Extension and Georgia Sea Grant account for native language and literacy differences, accessibility issues and impairments.
- Marine Extension and Georgia Sea Grant incorporate appropriate language and content that is accessible to diverse audiences.

Goal 7: Develop, identify and track metrics to measure progress in achieving JEDI goals and outcomes.

Why Metrics Matter

We believe it is important that our work serves the diversity of people within our coastal communities in a just, equitable and inclusive manner. To achieve this, it is necessary to track certain metrics to know the demographics of the state, the coastal region, our own organization and the specific stakeholder groups with whom we work. This can help inform what actions might be needed to make our organization more representative and inclusive, as well as highlight existing gaps in equity and justice, if and where they exist. It can also allow us to realign programs and implement measures such as offering targeted scholarships, prioritizing research and informing grant proposal topics. A baseline understanding of demographics is necessary if we want our funded research projects, educational programming, workforce and other aspects of our organization to reflect the full diversity of the communities we serve.

Strategies

- Recruit and engage an evaluation expert in evaluating our unit, helping to develop a baseline and design a protocol for how we will track JEDI metrics and impacts moving forward, including how we will assess our programs and what sample size is appropriate for qualitative and quantitative surveys. (*short-term*)
 - The UGA Office of Institutional Development recommended Dr. Jori Hall, <https://coe.uga.edu/directory/people/jorihall>.
 - Develop a standard process for evaluating programs to identify how JEDI principles are being incorporated into our projects.
- Create a process for tracking the following JEDI information. (*short-term*)
 - Workforce Demographics*
 - Continue monitoring racial, ethnic and gender characteristics of faculty.
 - Seek information on racial, ethnic and gender characteristics of staff.
 - Consider other identities to gather information on, such as parental status or languages spoken.
 - Track demographics of job applications and invited interviews.
 - Assess whether there is a correlation between race, gender and salary within the unit.
 - Assess longevity of employees and whether there is a correlation between race, gender and retention.
 - Begin tracking demographic data on interns, fellows, funded students and funded researchers
 - # of HBCU faculty and students that we are funding
 - Program Metrics*
 - Gather baseline information on who is participating in our programming currently to identify any audiences that may be missing so that progress can be tracked over time.
 - # of Title I schools served.

- # of research projects and total dollar amounts funded by Georgia Sea Grant and external grants that are physically located in or engaging socially vulnerable areas within Georgia.
- # of research and outreach projects conducted by Marine Extension and Georgia Sea Grant faculty in areas of high social vulnerability
- Improvement of access to water, environmental resources and coastal ecosystems
- Improvement of access to coastal-related livelihoods, science education
- Assess the unit's social media followers and who is accessing our materials, online curricula/programs and publications.
- Present these metrics annually in our unit-wide retreat to increase accountability and buy-in so that all employees know if we are improving in meeting our JEDI goals and outcomes. *(mid-term)*

Outcomes

- Marine Extension and Georgia Sea Grant can measure progress in advancing JEDI principles in its workforce, as well as in its research, education and outreach programming.

REFERENCES

Fine, C., Sojo, V. and Lawford-Smith, H., 2020. Why Does Workplace Gender Diversity Matter? Justice, Organizational Benefits, and Policy. *Social Issues and Policy Review*, 14: 36-72. doi:10.1111/sipr.12064

Finney, J.R. and Potter, A.E., 2018. "You're out of your place" Black Mobility on Tybee Island, Georgia from Civil Rights to Orange Crush. *southeastern geographer*, 58(1), pp.104-124.

Hoskins-Brown, D.L., 2020. Tales of Landings and Legacies: African Americans in Georgia's Coastal Fisheries. *Culture, Agriculture, Food and Environment*, 42(1), pp.36-50.

Marc Jr, B., Egan, M.L. and Lanier, L., 2010. The business case for diversity and the perverse practice of matching employees to customers. *Personnel Review*, 39(4), pp.468-486.

Marine Extension and Georgia Sea Grant Strategic Plan 2018-2021. University of Georgia. https://gacoast.uga.edu/wp-content/uploads/2016/05/2018_2021-Strategic-Plan-07.pdf

APPENDIX A: RECOMMENDED RESOURCES

Defining JEDI

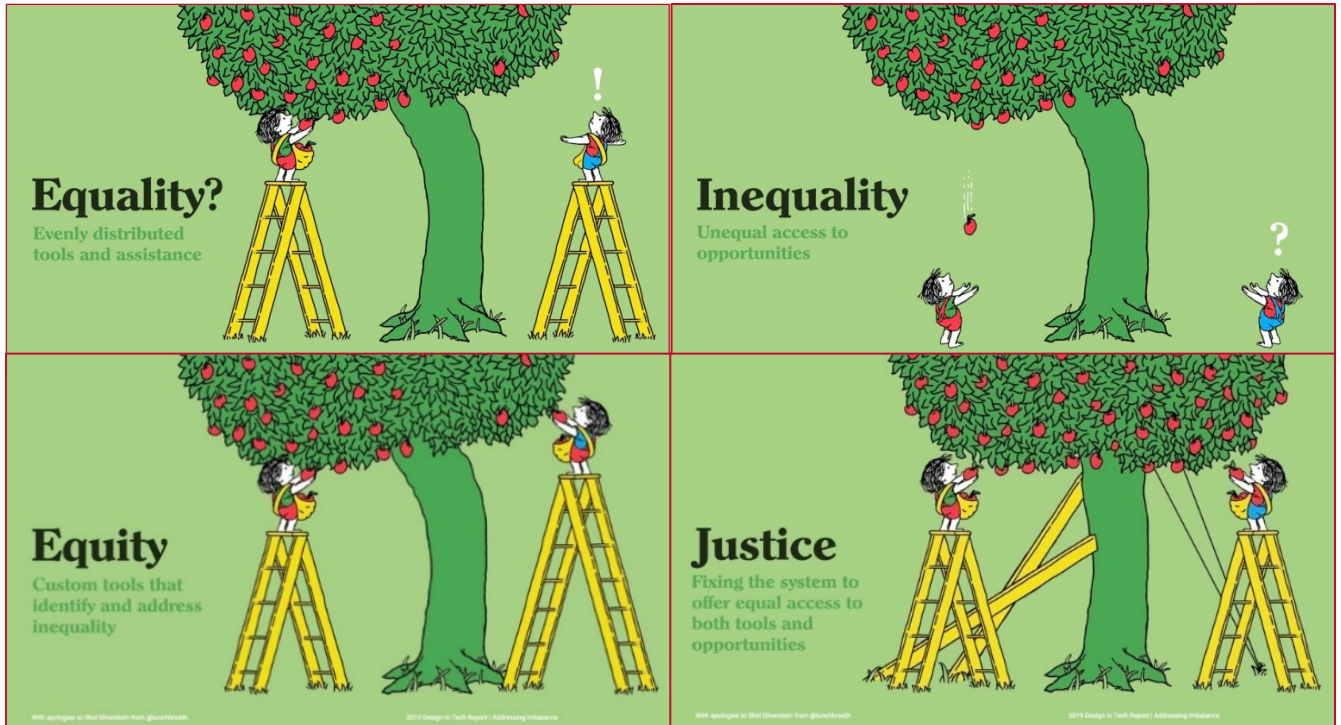
In considering the meaning of diversity and its complex implications, the University of Georgia Office of Institutional Diversity shared that diversity:

- can be hidden or visible
- can be found with groups and within individuals
- is in a constant state of flux
- is NOT always clear or easily defined
- can be interrelated/intersectional

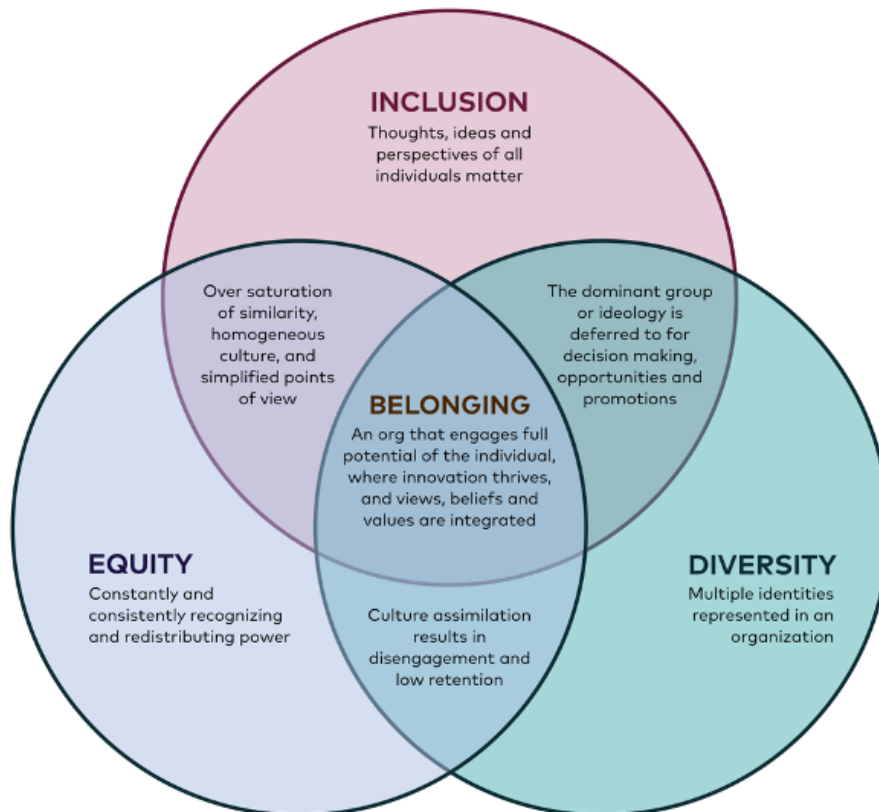
The office also provided an outline of the primary and secondary dimensions or characteristics of diversity. Primary characteristics are often considered internal and are things that typically do not alter. Secondary characteristics are external and may change over time.



Diversity Wheel. (Credit: Colorado State University College of Natural Sciences)



<https://designintech.report/2019/03/11/%F0%9F%93%B1design-in-tech-report-2019-section-6-addressing-imbalance/>



<https://medium.com/@krysburnette/its-2019-and-we-are-still-talking-about-equity-diversity-and-inclusion-dd00c9a66113>

Toolkits/Guides

- UGA Office of Institutional Diversity Resource List
<https://diversity.uga.edu/index.php/resources>
- Sea Grant Diversity, Equity and Inclusion Community of Practice and Resources page
<https://seagrant.noaa.gov/insideseagrant/Implementation/Network-Visioning/DiversityInclusion>
- NOAA Diversity and Inclusion Toolkit
<https://sites.google.com/a/noaa.gov/noaa-diversity-inclusion/>
- UGA Office of Institutional Research's Facilitated Access to Campus Trends and Statistics (FACTS) report
<https://oir.uga.edu/data/about/>
- National Diversity Center on Extension
<https://copdei.extension.org/diversity-center/>
- Completing Unit-level DEI Digest Entries. University of Iowa.
https://provost.uiowa.edu/sites/provost.uiowa.edu/files/DEI_Goals_Examples.pdf

ADA Compliance

- Disability Language Style Guide from the National Center on Disability and Journalism
<https://ncdj.org/wp-content/uploads/2018/10/NCDJ-styleguide-2018.pdf>
- UGA Branding Style Guide:
<https://brand.uga.edu/>
The download center contains full guidelines. While sections do not always explicitly state they are ADA compliant, all the guidelines for color, print, and spacing follow ADA recommendations.
- Clear Print Accessibility Guidelines, CNIB Foundation
<https://perma.cc/HS6Q-LUM7>
- Accessibility Guidelines for Print Materials, Swarthmore College
<https://perma.cc/JN75-2WDQ>
- Renewing the Commitment: An ADA Compliance Guide for Nonprofits, Irene Bowen, J.D. ADA One, LLC
<https://cct.org/wp-content/uploads/2015/08/2015ADAComplianceGuide.pdf>
The communication part in this manual is recommended (although the rest of great as well)

Articles/Books

- Blount, B. (2000). Coastal Refugees: Marginalization of African Americans in Marine Fisheries of Georgia. *Urban Anthropology and Studies of Cultural Systems and World Economic Development* Vol. 29, No. 3, *Constructing Coastal Histories* (FALL, 2000), pp. 285-313
 - African Americans were primary fisherman but after late 19th century, first in oysters, then shrimp and then crab they were marginalized as the industry became more commercialized and other racial groups had more capital to invest in gear. Primarily based on research in McIntosh County
- Hoskins-Brown, D. L. (2020). Tales of Landings and Legacies: African Americans in Georgia's Coastal Fisheries. *Culture, Agriculture, Food and Environment*, 42(1), 36-50.
doi:10.1111/cuag.12248
 - More recent study than the Blount article. Expands interviews to Chatham county. 8 factors

- “Conducting an Institutional Diversity Audit in Higher Education” book
<https://styluspub.presswarehouse.com/browse/book/9781620368190/Conducting-an-Institutional-Diversity-Audit-in-Higher-Education>
- Let’s Get Practical: Language Matters, The Inclusion Solution
<http://www.theinclusionsolution.me/lets-get-practical-language-matters-inclusive-language-organizational-culture/>
- 5 Reasons It’s Important To Speak A Common Language At Work, Leaderonomics
<https://leaderonomics.com/career/speak-common-language-work>
- The Language of Diversity, National Diversity Center on eXtension
<https://copdei.extension.org/the-language-of-diversity/>
- Equity and Inclusion Vocabulary and Inclusive Language, LeadMN
<https://www.leadmn.org/EDI-series2>

Maps

- Welstrom Coastal Index Interactive Map – where onsite septic systems are located
<https://www.welstrom.com/welstromCoastal/index.html>
- NOAA Sea Level Rise Viewer – contains a layer with the Social Vulnerability Index (SOVI)
<https://coast.noaa.gov/slr/#/layer/vul-soc/0/-9131202.771607248/3679070.136636928/8/satellite/none/0.8/2050/interHigh/midAccretion>
- Georgia Broadband Deployment Initiative Unserved by County
<https://broadband.georgia.gov/maps/gbdi-unserved-county>
- U.S. EPA Environmental Justice Screening and Mapping Tool (EJSCREEN)
<https://www.epa.gov/ejscreen>

Demographic Reports and Surveys

- Williams Institute LGBT Data and Demographics
<https://williamsinstitute.law.ucla.edu/visualization/lgbt-stats/?topic=LGBT&area=13#density>
- Georgia Housing Profile - National Low Income Housing Coalition
https://nlihc.org/sites/default/files/SHP_GA.pdf
- UGA Campus Climate Research Study
<http://diversity.uga.edu/uploads/documents/UGA-campus-climate-2016-executive-summary.pdf>
- The Demographics of Georgia III: Lesbian and Gay Couples
<https://www.issuelab.org/resources/4218/4218.pdf>
- GA State University Southern Survey Key Findings: Conditions and Life Experiences of LGBTQ Southerners
<https://static1.squarespace.com/static/5babfceb666695a32c2a4c9/t/5bea01a20e2e723aaec435e6/1542062499475/General+Survey+Report+Key+Findings+.pdf>
 - 13% southern LGB people and 24.6% transgender people in survey had experienced receiving poor service at businesses, 77.3% percent of the black/African American LGB respondents reported being threatened or attacked with physical violence because of their sexual orientation. Latinx transgender people experienced threats or physical attacks more than other racial and ethnic groups.

APPENDIX B: RECOMMENDED TRAININGS

JEDI Unit-Wide Training and Consultation Opportunities

UGA Office of Institutional Diversity (<https://diversity.uga.edu/index.php/about/welcome>)

- **Consultations** – will support with consultation session(s) to discuss growing diversity and inclusion awareness within the unit. May include seeking information on how to develop a diversity committee, developing strategies for hiring committees, strategies to moving forward, presenting at organizational meetings, etc. No cost. (*Consultation engagement participants do not earn credit toward the Certification in Diversity and Inclusion as sessions are not meant to provide comprehensive, diversity training.*)
- **Single educational sessions** (typically 2-3 hours) - will work with unit to create a session addressing specific needs of the unit. This provides an opportunity to introduce faculty/staff to foundations of diversity and inclusion, similar to those discussed in the Certificate in Diversity and Inclusion (CDI) program. This program is best for units who want to assist faculty/staff realize specific professional development goals and those who are unable to commit to the Pathways Program. No cost. (*Educational session participants do not earn credit toward the Certificate in Diversity and Inclusion as sessions are not meant to provide comprehensive, diversity training.*)
- **Pathways Program** – provide “in-house” diversity education for unit looking to create a pathway for faculty/staff to complete the Certificate in Diversity & Inclusion (CDI). This program involves a service agreement that offers the facilitation of 1-2 sessions per semester over two academic years by staff from the Office. Under the service agreement, units must demonstrate leadership support, provide a minimum of 15 participants each session, and coordinate the scheduling of sessions. Example sessions include: Diversity @ UGA: Beyond the Numbers, Emotional Intelligence and Diversity, Identity and Social Location. No cost. (*The Pathways Program allows participants to earn credit toward the Certificate in Diversity and Inclusion.*)
- **Certificate in Diversity & Inclusion (CDI)** - engages UGA faculty and staff in building capacity to contribute to and sustain a diverse and inclusive campus environment. The CDI is offered in partnership with the Human Resources Training and Development Department and other diversity-related office and programs across UGA. The CDI focuses on four objectives:
 - Increase awareness and understanding of diversity as an institutional imperative;
 - Expand access to and participation in diversity-based professional learning and development opportunities;
 - Promote interdisciplinary and inter-professional engagement of faculty and staff in institutional diversity efforts;
 - Identify and support resource sharing, collaboration, and cultivation of strategic partnerships to enhance institutional capacity to achieve inclusive excellence.

Enrollment in courses listed for the CDI is open to all UGA faculty and staff. Successful completion requires completion of *Diversity at UGA: Beyond the Numbers* (core course) and five elective courses. No cost. Faculty and staff may take courses in pursuit of the earning the certificate or may take individual courses based on needs and interests. Course offerings are announced each semester (visit UGA Training and Development Department website (<https://hr.uga.edu/employees/training/>) and look for CDI prefix.

JEDI Hiring and Recruitment Trainings/Resources

- **UGA Office of Faculty Affairs: Community, Diversity and Inclusion Faculty Search Committee Trainings** (https://provost.uga.edu/faculty-affairs/community_diversity_and_inclusion/) - learn about best practices and policies that align with UGA's mission in recruitment. Implicit bias and standardized faculty search procedures comprise of part of the program, as well as resources and strategies for attracting highly qualified candidates to enrich our diverse and inclusive work environment. Faculty and staff who are involved in faculty search processes are welcome to attend.
- **University of Michigan ADVANCE Program** (<https://advance.umich.edu/about/>) addresses necessary institutional changes to support the needs of a diverse faculty in all fields. Many of the strategies developed are also relevant to fellows, students, and staff. Under "Research and Resources", they have the following resource tools for recruitment: Handbook for Faculty Searches and Hiring; Applicant and Candidate Evaluation Forms; Positive and Problematic Practices in Faculty Recruitment.
- **Peach State Louis Stokes Alliance for Minority Participation (PS-LSAMP)** (<http://pslsamp.uga.edu/>) is housed in the UGA Office of Institutional Diversity and avenues to academically and socially integrate under-represented minority students in STEM disciplines. Services provided to UGA-LSAMP students are peer and faculty mentoring, academic enhancement, academic year and summer research opportunities, internships, graduate and professional school information, and financial support. The six Georgia institutions include UGA (lead), Georgia Institute of Technology, Georgia Perimeter College, Kennesaw State University (Kennesaw and Marietta Campuses), and Savannah State University.

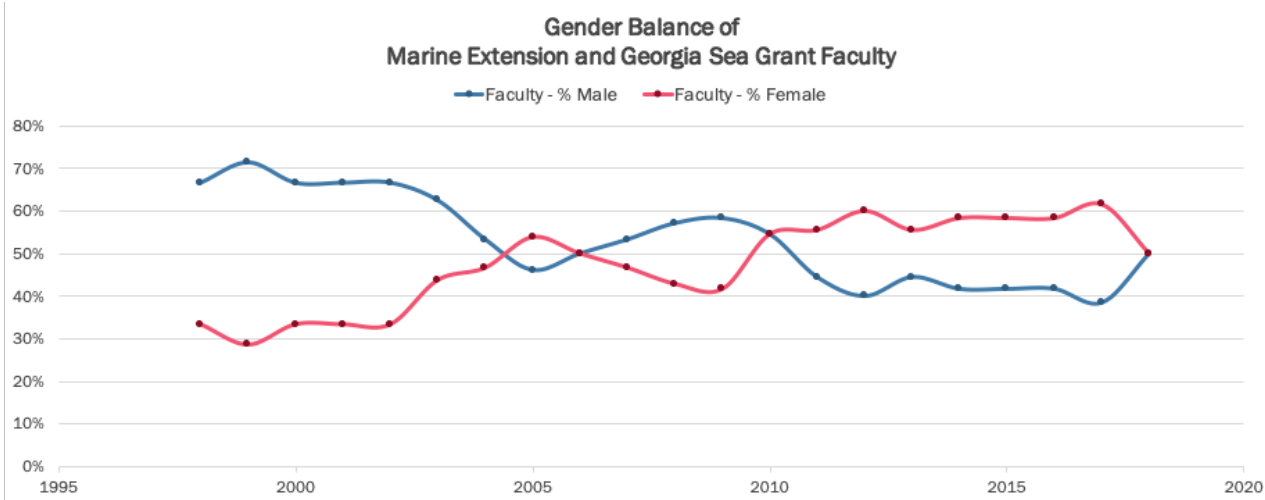
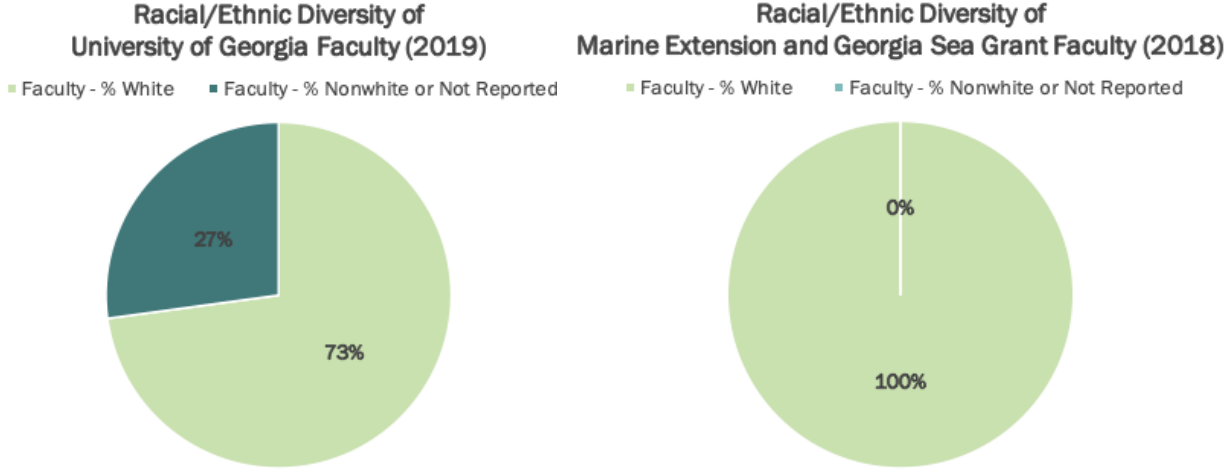
General JEDI Trainings

- **White Allyship training sessions presented by Dr. Jacqueline Battalora**
<https://www.speakoutnow.org/speaker/jacqueline-battalora>
- **Sea Grant Diversity, Equity and Inclusion Professional Development Webinars**
<https://seagrants.noaa.gov/insideseagrant/Implementation/Network-Visioning/DiversityInclusion>

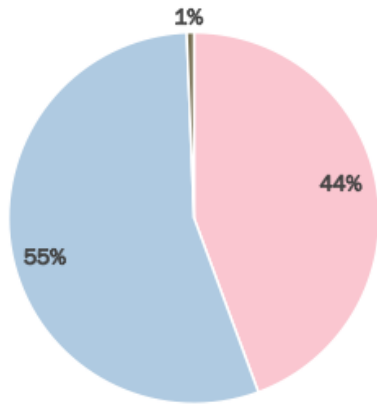
APPENDIX C: DEMOGRAPHICS

Workplace Demographics

The following information was compiled University of Georgia Office of Institutional Research’s Facilitated Access to Campus Trends and Statistics (FACTS) report for our unit and the University of Georgia as a whole.

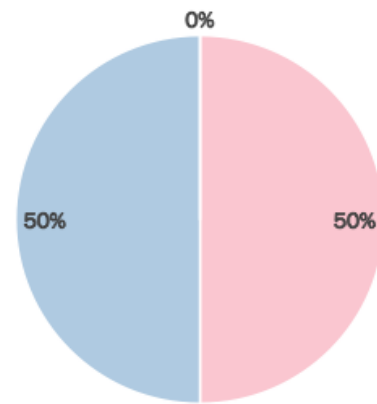


Gender Diversity of University of Georgia Faculty



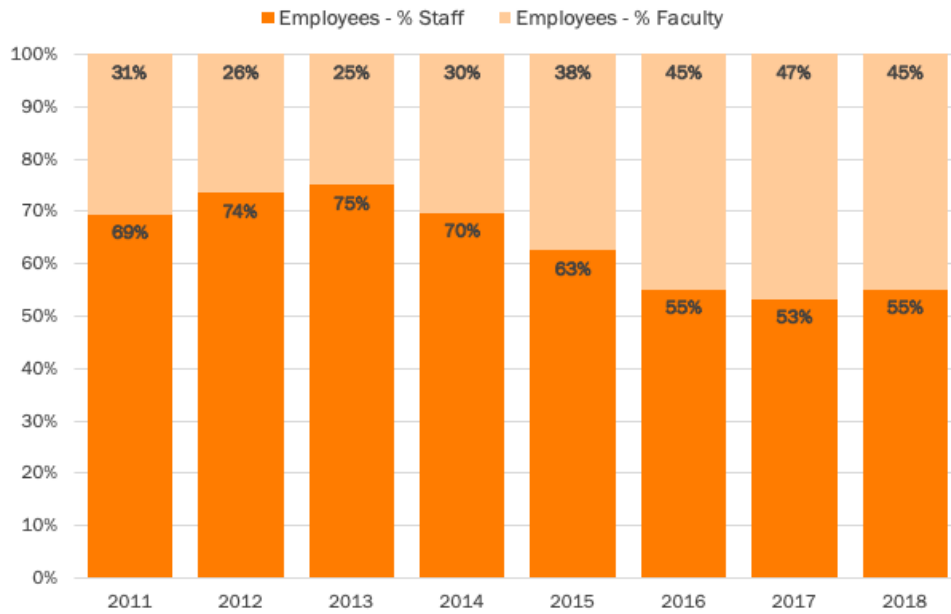
■ Faculty - % Female
 ■ Faculty - % Male
■ Faculty - % Gender Not Reported

Gender Diversity of Marine Extension and Georgia Sea Grant Faculty



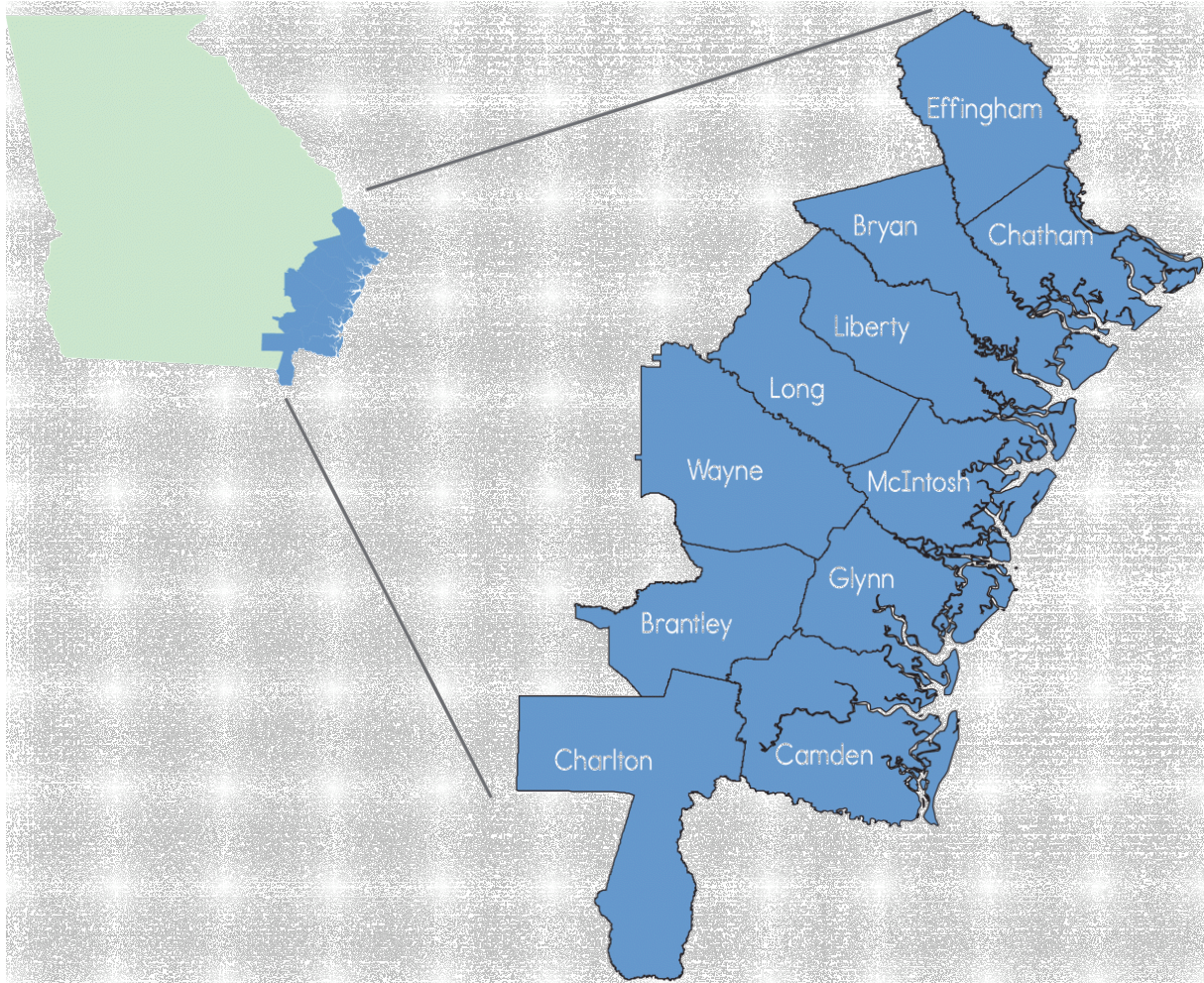
■ Faculty - % Female
 ■ Faculty - % Male
■ Faculty - % Gender Not Reported

Faculty/Staff of Marine Extension and Georgia Sea Grant



Community Demographics

The demographics of Georgia's coastal counties and cities are considerably diverse in nature. Much of the data in this section was taken from the 2010 U.S. Census Bureau database with estimates for populations in the year 2019. Free/reduced lunch and graduation statistics were gathered from the Georgia Department of Education. Several figures are included to visually demonstrate coastal vulnerability and other statistics throughout the region. Understanding the unique demographic makeup of Georgia's coast is imperative to adequately serving the stakeholders and communities who reside in these regions.



11 Coastal Counties [Illustration]. (n.d.). Georgia Department of Natural Resources.
<https://coastalgadnr.org/CoastalManagement>

Ocean-Facing Counties

| Demographics of Coastal Georgia COUNTIES | | | | | | |
|--|----------|----------|----------|----------|----------|----------|
| | Chatham | Bryan | Liberty | McIntosh | Glynn | Camden |
| Population Estimate (2019) | 289,430 | 39,627 | 61,435 | 14,378 | 85,292 | 54,666 |
| Race | | | | | | |
| White | 53% | 78.3% | 46.9% | 63.6% | 69.2% | 75% |
| Black or African American | 41.2% | 15.2% | 45% | 33.5% | 26.6% | 19.2% |
| American Indian | 0.4% | 0.6% | 0.8% | 0.6% | 0.5% | 0.7% |
| Hispanic or Latino | 6.7% | 7.6% | 12.7% | 2.3% | 6.8% | 7.1% |
| Asian | 2.9% | 2.3% | 2.1% | 0.5% | 1.6% | 1.5% |
| Native Hawaiian | 0.1% | 0.2% | 0.6% | 0.1% | 0.2% | 0.2% |
| Two or more races | 2.3% | 3.5% | 4.7% | 1.7% | 1.9% | 3.3% |
| Age and Sex | | | | | | |
| Female | 52% | 50.8% | 49.8% | 51.4% | 53% | 48.6% |
| Over 65 years | 16.0% | 10.7% | 9.6% | 28.1% | 21.1% | 14.2% |
| Other | | | | | | |
| Disability | 10% | 9.1% | 11% | 15.6% | 11.6% | 9.1% |
| Veterans | 8% | 9.1% | 15.4% | 11.2% | 7.7% | 11.8% |
| Language other than English spoken at home | 10.1% | 8.5% | 12.9% | 3.7% | 7.7% | 6.2% |
| Households with internet subscription | 83.7% | 85.3% | 83.4% | 71.4% | 78.1% | 83.4% |
| Renters | 46% | 30% | 56% | 22% | 38% | 38% |
| Poverty level | 14.4% | 8.6% | 16.1% | 21.5% | 16.6% | 15.8% |
| Median Income | \$54,911 | \$71,322 | \$45,959 | \$47,114 | \$50,672 | \$56,397 |

Quickfacts [Table]. (n.d.). United States Census Bureau.

<https://www.census.gov/quickfacts/fact/table/US/PST045219>

Out of Reach 2020: Georgia. (n.d.). National Low Income Housing Coalition.

<https://reports.nlihc.org/oor/georgia>

Inland Coastal Counties

| Demographics of Coastal Georgia COUNTIES (inland) | | | | | |
|---|-----------|----------|----------|----------|----------|
| | Effingham | Long | Wayne | Brantley | Charlton |
| Population Estimate | 64,296 | 19,559 | 29,927 | 19,109 | 13,392 |
| Race | | | | | |
| White | 81.9% | 65.6% | 76.3% | 93.4% | 64.4% |
| Black or African American | 14.3% | 27.5% | 20.2% | 4.0% | 30.2% |
| American Indian | 0.4% | 0.9% | 0.6% | 0.5% | 2.6% |
| Hispanic or Latino | 4.9% | 11.0% | 6.5% | 2.3% | 5.4% |
| Asian | 1.1% | 1.3% | 0.8% | 0.3% | 0.8% |
| Native Hawaiian | 0.1% | 0.4% | 0.1% | Z | 0.1% |
| Two or more races | 2.1% | 4.2% | 2.1% | 1.8% | 1.9% |
| Age and Sex | | | | | |
| Female | 50.4% | 49.5% | 48.8% | 50.3% | 41.6% |
| Over 65 years | 11.9% | 10.2% | 16.0% | 17.2% | 15.8% |
| Other | | | | | |
| Disability (under 65) | 9.2% | 12.2% | 11.7% | 18.7% | 16.9% |
| Veteran | 7.8% | 11% | 7.3% | 5.1% | 6.9% |
| Language other than English spoken at home | 4.5% | 12% | 6.4% | 3.3% | 10.4% |
| Households with internet subscription | 82.9% | 78.7% | 67.7% | 61.5% | 62.7% |
| Renters | 24% | 30% | 36% | 20% | 27% |
| Poverty Level | 8.3% | 16.8% | 18.6% | 18.3% | 25.6% |
| Median Income | \$65,153 | \$55,439 | \$44,869 | \$37,031 | \$40,283 |

Quickfacts [Table]. (n.d.). United States Census Bureau.
<https://www.census.gov/quickfacts/fact/table/US/PST045219>

Out of Reach 2020: Georgia. (n.d.). National Low Income Housing Coalition.
<https://reports.nlihc.org/oor/georgia>

Major Coastal Cities

| Demographics of Coastal Georgia CITIES | | | |
|--|----------|-----------|-----------------|
| | Savannah | Brunswick | Skidaway Island |
| Population Estimate | 144,464 | 16,256 | 8,341 (2010) |
| Race | | | |
| White | 38.7% | 37.6% | 94.9% |
| Black or African American | 54.4% | 56.6% | 2.1% |
| American Indian | 0.2% | 0.0% | 0.0% |
| Hispanic or Latino | 5.1% | 9.8% | 2.0% |
| Asian | 2.4% | 1.8% | 2.2% |
| Native Hawaiian | 0.1% | 0.2% | 0.0% |
| Two or more races | 3.0% | 2.0% | 0.2% |
| Sex | | | |
| Female | 52.4% | 50.8% | 52.6% |
| Other | | | |
| Disability | 10.8% | 9.1% | 4.5% |
| Veterans | 7% | 4.8% | 13.8% |
| Language other than English spoken at home | 9.5% | 8.5% | 5.7% |
| Households with internet subscription | 77.9% | 85.3% | 94.8% |
| Poverty Level | 22.9% | 37.5% | 3.8% |
| Median Income | \$41,093 | \$71,322 | \$97,670 |

Quickfacts [Table]. (n.d.). United States Census Bureau.
<https://www.census.gov/quickfacts/fact/table/US/PST045219>

Education

| School System Name | 2019 Public High School Graduation Rate | Percentage of Free and Reduced Lunch |
|--------------------|---|--------------------------------------|
| Brantley | 85.5% | 70.62% |
| Bryan | 89.1% | 33.85% |
| Camden | 95.5% | 45.89% |
| Charlton | 90.8% | 69.97% |
| Chatham | 87.8% | 64.38% |
| Effingham | 90.5% | 38.60% |
| Glynn | 92.8% | 58.28% |
| Liberty | 88.0% | 69.48% |
| Long | 87.1% | 74.69% |
| McIntosh | 76.3% | 85.46% |
| Wayne | 93.8% | 69.98% |

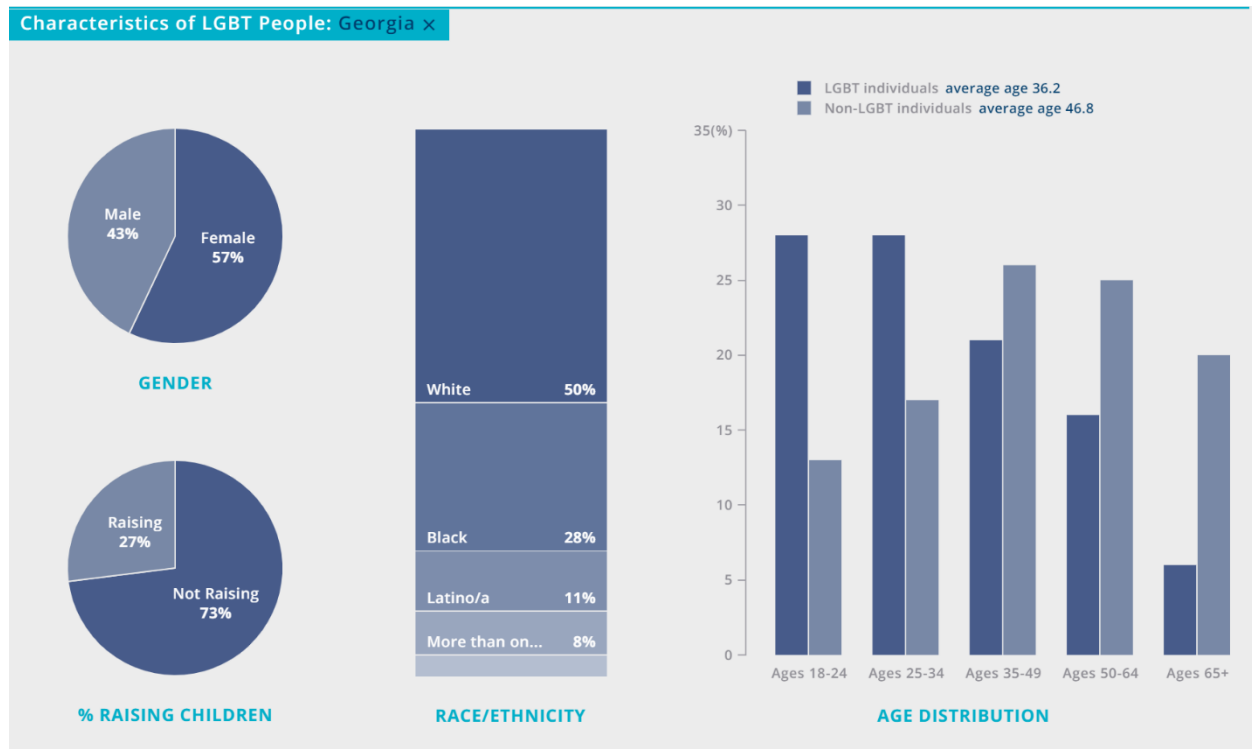
Free and Reduced Price Meal Eligibility [Chart]. (n.d.). Georgia Department of Education.

https://oraapp.doe.k12.ga.us/ows-bin/owa/fte_pack_fr1001_public.entry_form

2019 Four Year Graduation Rate All Students [Chart]. (n.d.). Georgia Department of Education.

https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/4-Year%20Cohort%20Graduation%20Rate%20State%20District%20School%20by%20Subgroups_09_18_19.pdf

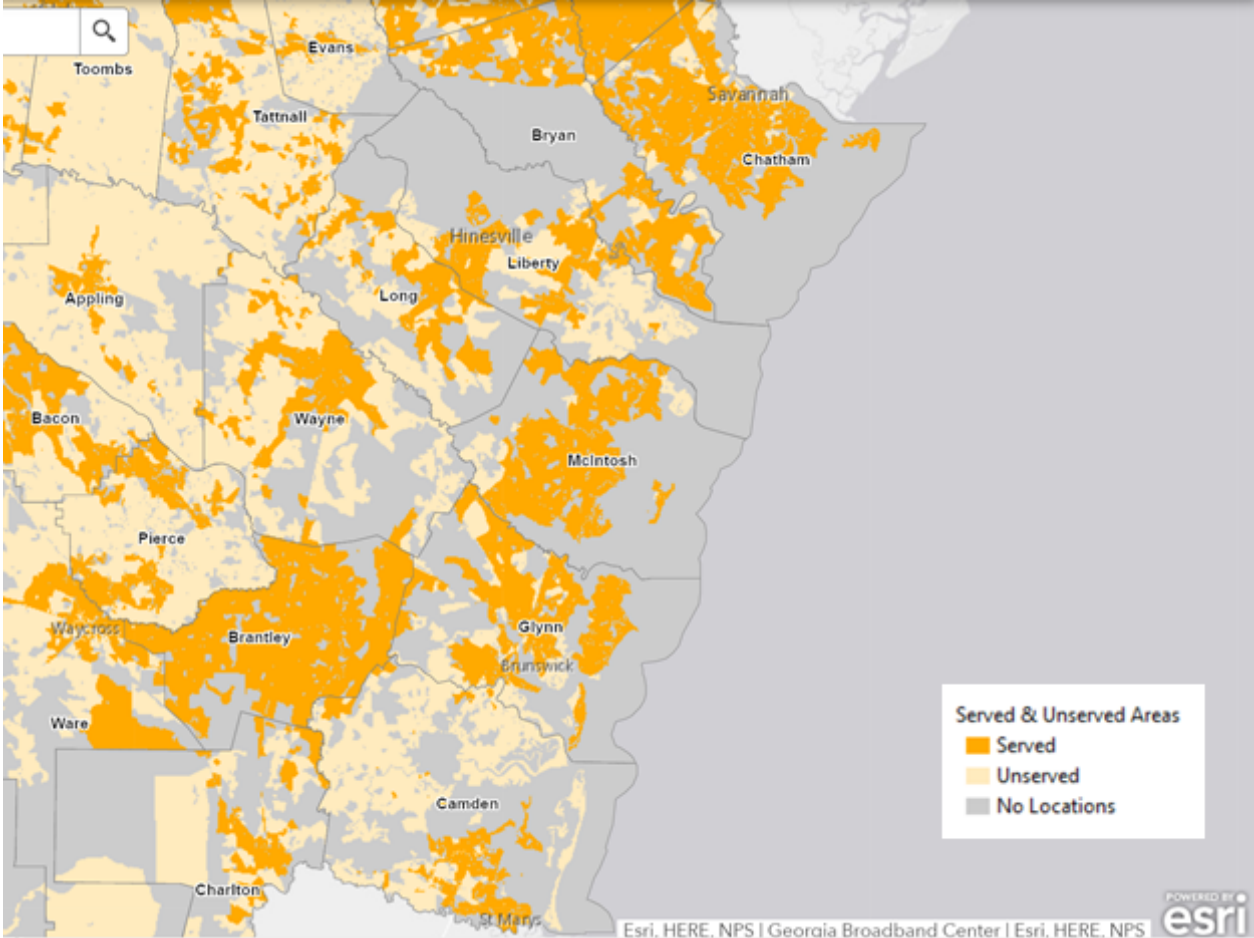
LGBTQ+



Characteristics of LGBT People: Georgia [Chart]. (n.d.). UCLA Williams Institute.

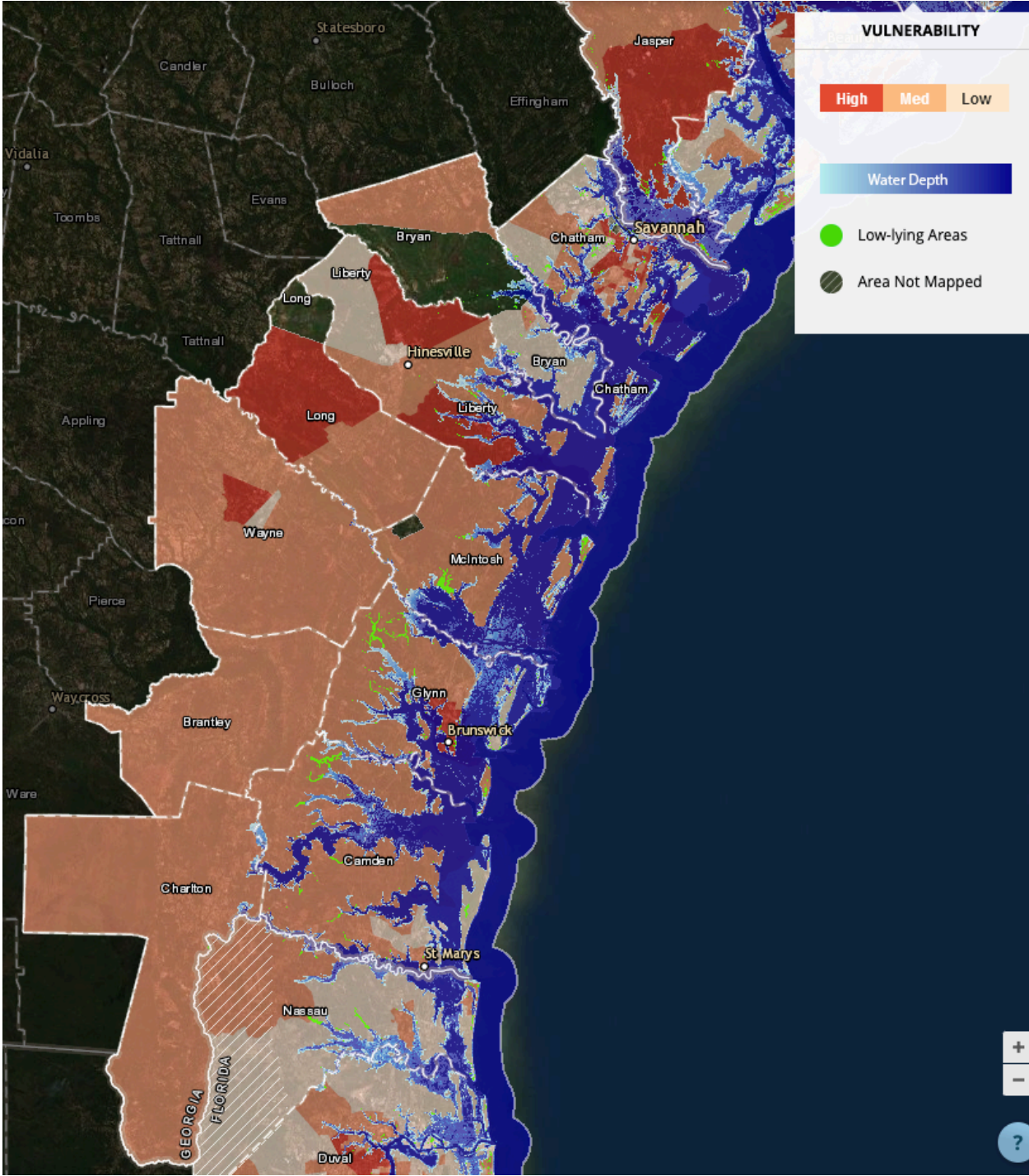
<https://williamsinstitute.law.ucla.edu/visualization/lgbt-stats/?topic=LGBT&area=13#demographic>

Broadband Service



Georgia Broadband Deployment Initiative Unserved by County [Map]. (n.d.). Georgia Department of Community Affairs. <https://broadband.georgia.gov/maps/qbdi-unserved-county>

Social Vulnerability with 3-Feet of Sea Level Rise

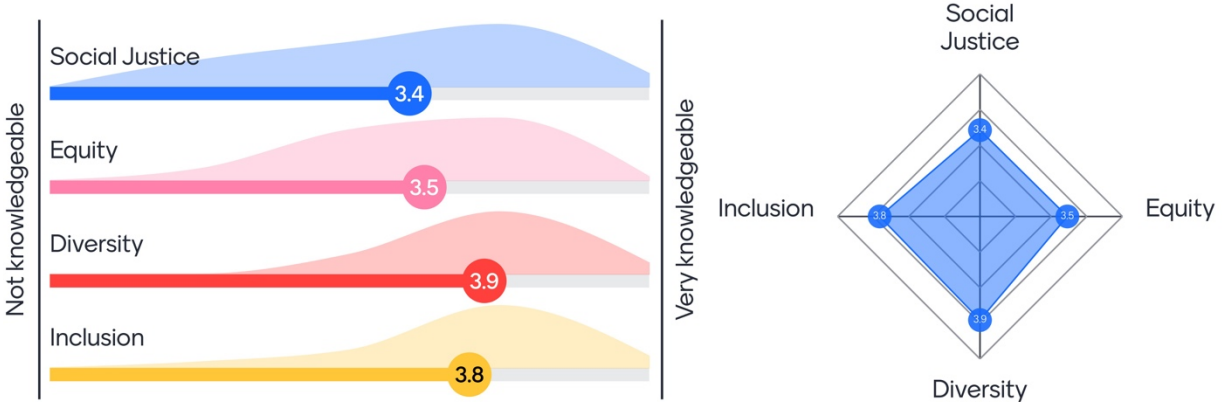


Sea Level Rise Viewer [Map]. (n.d.). National Oceanic and Atmospheric Administration. <https://coast.noaa.gov/slr/#/layer/vul-soc/0/-9131202.771607248/3679070.136636928/8/satellite/none/0.8/2050/interHigh/midAccretion>

APPENDIX D: INTERNAL SURVEY RESULTS

On June 12, 2020, the JEDI Committee conducted a live poll through Mentimeter to assess knowledge, values and priorities of Marine Extension and Georgia Sea Grant faculty and staff. The survey was administered in real-time during a unit-wide meeting. The following responses were gathered from 33 employees.

Q1. How would you rate your personal level of knowledge on the following?



Q2. What would making progress on Justice, Equity, Inclusion and Diversity within Marine Extension and Georgia Sea Grant look like to you?

- Broader and more diverse audience
- Sense of belonging
- Pride in serving others
- Have more diverse workforce and more diversity in the stakeholders we serve
- Outreach to low income areas that can't afford program cost or travel to events
- Reach out to all social classes (both wealthy and poor) with education programs
- More open conversations on ways we can all improve.
- Specific goals and actions to work towards a more inclusive work environment.
- More people of color and of different sexual orientation with positions of authority within our workplace
- More Diverse Faculty
- Having more people from different backgrounds and cultures represented on our team.
- Bilingual and multilingual requests for programs and services.
- More diversity in hiring.
- Greater understanding and following through
- Accessibly to communities or demographics that would may not currently access to resources.
- Continued awareness efforts about environmental justice (these are active initiatives) and parallel social justice
- Reaching out to diverse groups we do not work with on a regular basis
- Publications in many languages

- Reaching out to communities that wouldn't normally have access to our resources, and providing more accessible options to our in-person facilities.
- Recruitment and establishment of a diverse set of interns, staff, and faculty
- More awareness of underserved communities
- Free programs, new collaborations, visitors in the aquarium that look like the community
- Having different communities than we've had in the past also come
- More diversity both in staff and in people served
- Grants toward communities that cannot afford our services
- Seen as equals, treated as equals
- More specialized programs for lesser served communities where discussions can be had on the challenges of environmental education and conservation within their communities
- Inclusion would mean invite all to functions w/o saying "you can but it's for..."
- More encouragement to participate in implicit bias training. Training in ADA compliance (inclusivity). Training/Information on how to write position descriptions that encourage diverse applicants.
- Creation of an environment where everyone feels that they belong. A safe and brave working space where diverse perspectives are welcomed and personal/professional growth is nurtured.
- Equal access for all audiences
- efforts beyond racial DEI
- Obtaining grants to reach out to underserved audiences
- Strong relationships with diverse communities in coastal Georgia.
- Diverse workforce, including funded students and researchers.
- JEDI principles being horizontally and vertically incorporated in everything we do - RFPs, outreach goals and practices, making space and accommodations for broader participation.

Q3. What is one way we could increase justice, equity, diversity and inclusion within Marine Extension and Georgia Sea Grant?

- Try targeting new audiences
- Hire an African American marine educator based in Atlanta.
- Reach out to different areas and communities
- Advertise job openings in new places
- Baseline training and understanding of DEI within our organization in order to move forward with diverse solutions
- Listen first to what the community needs and wants and THEN design our actions and support strategies
- Strengthen relationships with community leaders in underserved communities
- Require implicit bias training
- Provide hands-on, interactive training on how to incorporate JEDI principles into outreach, education and research projects