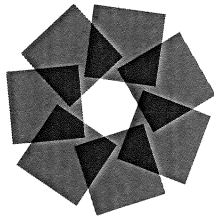


**Diversity, Equity & Inclusion (DEI) Initiative Report to WMSWCD Board of Directors
For May 2018 Board of Directors Meeting (covers April 2018 activity)**

Diversity, Equity and Inclusion Committee	<ul style="list-style-type: none"> The next meeting of the Committee is Friday, May 18, 2018, 10:00 am to Noon. Topics include further fleshing out of the FY 2018-19 Annual Work Plan, continued review and updating of the District's hiring practices, continued work on the equity lens, and discussing ways to synthesize the District's diversity, equity and inclusion work into program areas.
Equity Lens	<ul style="list-style-type: none"> An Equity Lens Working Group is developing an equity lens for use by the District. The Group consists of Jim Cathcart, Susan Weedall, Terri Preeg Riggsby and Mary Logalbo. An equity lens is a series of questions that are applied to a particular policy, program or procedure -- that when asked and answered -- reveal if the matter under review will result in equitable outcomes. Alexis Millet, Nonprofit Association of Oregon, led staff through an Equity Lens training (see attached <i>WMSWCD Integrating an Equity Lens</i> training handout). <ul style="list-style-type: none"> The training was held on April 25th and all staff were able to attend including our 2 Field/GIS Interns, Amber Johnson and J. Ari Sindel. Susan Weedall also able to attend. Inclusion is defined as welcoming to all cultures and identifiers. Equity is enabling everyone so they can get to where they need to go. Equity is outcome based and does not advance equality. Equality means everyone gets the same resources, equity means those that need a disproportionate share of the resource to achieve the outcome, get that disproportionate share. Using an equity lens allows one to slow down, reflect and be intentional in their decisions. It is important to use the equity lens when the decision to be made will be impactful to others. Using an equity lens will allow one to see diversity, strengthen capacity, build trust, be positive and respectful and develop programs and services that are responsive. Michael, Mary and Scott demonstrated, in the form of a skit, the use of an equity lens for evaluating the equity outcomes for a particular policy, program, practice or decision. For the skit, they evaluated the hiring practices used to hire this year's Field/GIS Interns. The exercise, facilitated by Alexis, was designed not only to demonstrate how the District's equity lens could be used; but also to get substantive feedback on the hiring practices used and how these might be adopted or modified for use in the upcoming Communications hire. One challenge is balancing the necessary qualifications needed for doing the job verse making sure that the required qualifications, experience or skill sets do not serve as a barrier to some who otherwise would meet the actual minimum qualifications and as such should apply.
Hiring Practices	<ul style="list-style-type: none"> Randi Razalenti led a Field/GIS hiring practices debriefing on April 26th with Michael Ahr, Jim Cathcart and Laura Taylor. Michael led the recruitment and Laura served on the interview panel. <ul style="list-style-type: none"> The group discussed the recruitment process, reviewed the results of the demographic survey used as part of the recruitment, discussed the resume review and scoring process as well as the interview process and selection of interviewees. The post interview survey results were reviewed. The group used the District's equity lens to review and discuss the minimum qualifications set for the Field/GIS Interns. This discussion built upon the discussion at the staff equity lens training held the day before (April 25th). Randi will summarize and present the findings from the debriefing at the next Diversity, Equity and Inclusion Committee meeting scheduled for May 18th.
Staff & Board Activity	<ul style="list-style-type: none"> Susan Weedall and Mary Logalbo continue to meet with The Intertwine Alliance <i>Common Ground Equity Initiative's</i> Implementation Cohort peer cohort. The April 27th meeting focused on leadership challenges in advancing equity such as bringing along the entire organization (including the Board) and developing leadership and capacity to guide the transition to equity (see attached schematic). Jim Cathcart, Renee Myers (Forest Park Conservancy) and Alan Hipólito (Verde) held a check in call on the Greater Forest Park Conservation Initiative (GFPCI) Restoration Partnership Agreement (4/9). Eric Jones (OregonMuse) and Rebecca McClain (Portland State University) presented on the Sauvie Island Cultural History project at the Sauvie Island Community Association's Annual Fair (4/19).



THE NONPROFIT
ASSOCIATION OF
OREGON

Good works. Together.

WMSWCD

Integrating an Equity Lens

April 25, 2018

PRESENTER

Alexis Millett, Consultant, amillett@nonprofitoregon.org

Nonprofit Association of Oregon

Diversity, Inclusion and Equity Terms

The following is an incomplete reference of terms related to diversity, equity and inclusion. The intent is to provide context and stimulate thinking – not to be a definitive reference regarding the concepts. We encourage you to take what is useful and set aside (after consideration) what is not. Also, check your own and others' assumptions about language we use in exploring diversity, equity and inclusion.

Bias

Bias is an inclination to present or hold a partial perspective at the expense of (possibly equally valid) alternatives. Bias can also be defined as a preference or inclination that inhibits impartiality and prejudice. Or a partiality that prevents objective consideration of an issue or situation. Or disposed to favor one over another. Or a predisposition or a preconceived opinion that prevents a person from impartially evaluating facts that have been presented for determination.

Culture

A learned set of values, beliefs, customs, norms, and perceptions shared by a group of people that provide a general design for living and a pattern for interpreting life.

Cultural Competency

A set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enables that system, agency or those professionals to work effectively in cross cultural situations.

The ability and willingness of a person or organization to respond respectfully, sensitively, and effectively to clients, employees, partners, and stakeholders from various communities within a multi-ethnic, multi-cultural, pluralistic, and linguistically diverse society.

Discrimination

Behavior that treats people unequally because of identity group membership(s). Discriminatory behavior, ranging from slights to hate crimes, often begins with negative stereotypes and prejudices.

Diversity

People and their perspectives represent a community's different races, genders, national origins, ethnicities, cultures, generation, faiths, beliefs, economic backgrounds, gender identities and sexual orientations. Diversity also includes skills, experience, abilities, and lifestyles.

Dominant Culture

A dominant culture is a culture that is the most powerful, widespread, or influential within a social or political entity in which multiple cultures are present. Dominance can be achieved through many different means, including economic power, force or the threat of force, or through more subtle processes of dominance and subordination. The culture that is dominant within a particular geopolitical region can change over time in response to internal or external factors, but one is usually very resilient and able to reproduce itself effectively from generation to generation.

Equality

The state, quality or ideal of being equal. Treating everyone the same.

Equity

Represents the impact of policy, practice and decision-making. Allocating resources and investments based on what individuals and communities not only have, but what they need, is at the core of the theory and practice of equity. In this way, equity is fundamentally different than equality.

Inclusivity

The organization's power, voice and culture is the process that puts the concept of diversity into action by creating an environment that invites differing ideas, backgrounds and perspectives to inform decision making, dismantle systemic barriers, and change exclusionary practices or cultures.

Invalidation of Lived Experience

Minimizing and/or denying the different ways that we experience the world around us based on our lived differences. Failure to acknowledge and validate the both/and phenomena that people can experience the exact same thing in vastly different ways. The pattern in inequity and exclusion is that the dominant group's world view sets the context and standard.

Lens

Different contexts through which we all see the world. These contexts include our own life experiences, the groups we belong to, both with or without choice. It is crucial to acknowledge our individual lenses while doing this work. *VOA IDEaL*

Microaggression

Brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults toward people in subordinated groups.

The most detrimental forms of microaggressions are usually delivered by well-intentioned individuals who are unaware that they have engaged in harmful conduct toward a socially devalued group. These everyday occurrences may on the surface appear quite harmless, trivial,

or be described as "small slights," but research indicates they have a powerful impact upon the psychological well-being of marginalized groups and affect their standard of living by creating inequities in health care, education, and employment.

Privilege

Unearned benefits conferred upon members of mainstream or dominant groups (in the U.S., these include male, white, heterosexual, affluent, young, able-bodied, and/or Christian) at the expense of others. Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they've done or failed to do (Peggy McIntosh). Privilege can manifest through visible advantages such as access to wealth, professional opportunities, and social status, as well as more subtly through, for example, freedom of behavior and setting the standard of normality against which others are judged. Dominant group members may be unaware of their privilege or take it for granted.

Racism

Race prejudice plus power. Racial bias backed by the institutions of society creating systems of advantage and disadvantage based on racial group membership or perceived racial group membership.

Social Justice

The view that everyone deserves equal economic, political and social rights and opportunities. Functionally, "justice" is a set of universal principles which guides people in judging what is right and what is wrong, no matter what culture and society they live in. "Giving to each what he or she is due." The problem is knowing what is "due".

Justice ≠ Diversity (Diversity = Variety)

Justice ≠ Equality (Equality = Sameness)

Justice = Equity (Equity = Fairness)

Stereotype

A generalization applied to every person in a cultural group; a fixed conception of a group without allowing for individuality. When we believe our stereotypes; we tend to ignore characteristics that don't conform to our stereotype; rationalize what we see to fit our stereotype, see those who do not conform as "exceptions" and find ways to create the expected characteristics.

Equity & Equity Lens - Brief Overview

1. What is equity?

Equity means equitable outcomes for all. It requires identifying and removing barriers and accommodating differences. Different treatment, rather than treating everyone the same, is necessary to obtain equal results.

Equity is when people's race, gender, economic status, sexual orientation, etc. do not determine their economic, social, or political opportunities. The intent of equity is that where you start doesn't determine where you finish.

2. What is the Equity Lens?

The Equity Lens is a practical tool that helps to ensure organizational policies and programs result in equitable outcomes for all program participants. It is a tool that can help an organization to consider equitable treatment of diverse communities and workforce when planning, developing and evaluating organizational policies, programs and services.

Approaching work through an equity lens requires analyzing the impact of internal and external processes, as well as foundational assumptions and interpersonal engagement, on marginalized and under-served individuals and communities.

3. How do we use the Equity Lens?

The Equity Lens is a set of questions that we can ask ourselves when we are planning, developing and evaluating a policy, program or service. These questions will help all of us diagnose barriers and identify, measure, and evaluate best practices within access, equity and diversity.

When groups approach a process through an equity lens, the core question they are asking is: How does the system need to change to decrease inequities and exclusion and increase equity, inclusion and diversity?

The inclusion of diverse perspectives is key to achieving these changes: Effective and sustainable systems change can only happen when the people impacted by the change are included and inequities are addressed openly and proactively.

Core Staff Competencies in Advancing Equity, Diversity and Inclusion

Level I *Staff should be able to:*

1. Engage effectively across cultures by:
 - knowing how to listen/hear and validate issues involving culture and various forms of oppression or isms; being able to send and receive appropriate nonverbal and verbal messages and responses;
 - knowing one's own culture and position and being aware of personal biases or values that may affect others;
 - accepting and respecting others' cultures, practices, and beliefs;
 - knowing implications of cross-cultural work;
 - working in an authentic and respectful manner on behalf of other cultures and differences; must possess or seek out specific knowledge and information about the particular group with whom s/he is working, and
 - working toward mutually benefiting goals across diverse groups.
2. Assess his/her own behavior as it is influenced by experiences of privilege and/or internalized oppression; modify that behavior to reflect better practices.
3. Communicate effectively about issues of race, class, power, and other forms of oppression or isms (e.g., demonstrating a comfort level with talking about these issues) and send and receive appropriate nonverbal and verbal messages and responses.

Level II *Staff should be able to:*

1. Apply an equity lens to reveal bias in an issue or situation. This includes:
 - identifying and addressing biased behavior toward target groups based on race, ethnicity, gender, sexual orientation, religion, and class, among others;
 - being a good consumer of data by disaggregating data by race, gender, and class; identifying possible connections between race, class, culture, power, and any other form of oppression;
 - identifying grantees, consultants, and vendors of diverse backgrounds, as appropriate, to develop and support this area of work; and
 - judging the quality, relevance, and appropriateness of resources for addressing issues of race, other forms of oppression, and equity in particular situations.

2. Help others develop competencies in areas of race, class, culture, power, and other forms of oppression or isms and support their work on these issues.
 - The first level involves learning how to coach people of the same race, ethnicity, class, sexual orientation, etc.
 - The next level involves learning how to coach people of other racial ethnic, class, and sexual orientation backgrounds, among others.

Level III *Staff with advanced competencies on issues of race, class, power, privilege, and oppression should be able to:*

1. Infuse an equity lens over the areas of work/and points of discussion across the organization.
2. Apply a clear analysis of 'embedded racial inequities' and accumulated advantage and disadvantage (privilege and racism) to the work of the organization at system-wide and programmatic levels.

Adapted from: *Racial Equity Tool Kit*, Annie E. Casey Foundation

West Multnomah Soil & Water Conservation District

Equity Lens

March 30, 2018

Post Diversity, Equity and Inclusion Committee Discussion

Equity Lens Purpose

Achieve the District's vision for racial equity, as well as ensure fulfillment of our non-discrimination statement. Excerpts of both are below.

WMSWCD Racial Equity Statement: Vision

The West Multnomah Soil & Water Conservation District is a culturally inclusive organization that welcomes and engages people of color in all facets of our organization, activities and programs. The Board and staff of the District, the customers we serve, the contractors we hire and the people who benefit from our work resemble the racial diversity found within our service territory. The District reaches out to communities of color to determine their conservation priorities for the purpose of enhancing livability through healthy soil, clean water and diverse habitats. We willingly share with others our experiences in pursuing racial equity.

WMSWCD Statement of Non-Discrimination

West Multnomah Soil & Water Conservation District does not discriminate based on any class or identity including age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, and veteran status. The District is an equal opportunity employer and service provider. The District makes reasonable accommodations for persons with disabilities and special needs to provide access to district events, materials and services.

Equity Lens Question:

- What is the policy, program, practice and/or decision under review?
- What are the organizational factors that affect the policy, program, practice and/or decision under review?
- Of these factors, which ones does the District have full decision control over and which ones would the District have to advocate for needed change with other organizations?

Surface Assumptions and Set Outcomes

- What assumptions are you bringing into the policy, program, practice and/or decision under review?
- What is (are) the outcome(s) you are hoping to create the policy, program, practice and/or decision under review?

West Multnomah Soil & Water Conservation District Equity Lens
March 30, 2018 (Post Diversity, Equity and Inclusion Committee Discussion)

- Who is interested in the the policy, program, practice and/or decision under review (i.e., has a list of stakeholders or other interested parties been developed or mapped)?

Equity and Inclusion

- Does the policy, program, practice and/or decision benefit any specific group or identifier? If yes, who will benefit?
- Of those who will benefit, list those groups or identifiers that have been subject to discrimination, disparities or other forms of oppression.
- Have we missed any groups that could benefit from the policy, program, practice and/or decision under review especially because they have been subject to discrimination, disparities and other forms of oppression?
- What are the equity and inclusion outcomes you seek for those groups or identifiers intended to benefit from the policy, program, practice and/or decision but have been subject to discrimination, disparities and other forms of oppression?
- How are the equity and inclusion outcomes we seek going to be achieved in the policy, program, practice and/or decision under review? For each equity and inclusion outcome identified above, explain the steps, means or actions in policy, program, practice and/or decision under review that is going to achieve the outcome. “
- Revisit your surface assumptions and set outcomes from above. Do any of these contradict with the equity and inclusion outcomes we seek and the methods to achieve them? How do we eliminate any contradictions so as to achieve the equity and inclusion outcomes we seek?

Engage Multiple Perspectives

- What is your process for engaging multiple perspectives and stakeholders, with the policy, program, practice and/or decision under review?
- Do we need cultural, race or other identifier liaisons to communicate and/or help carry out what we are doing in the policy, program, practice and/or decision to achieve our desired equity and inclusion outcomes? If yes, who are they?
- How will their participation achieve the equity and inclusion outcomes we seek?

Attend to Unintended Outcomes

- What are the potential unintended outcomes that go against or contradict equity and inclusion? What disparities could be reinforced? How will you avoid these?
- What barriers exist to more equitable outcomes, for example conflicts with religious or other culturally specific events, customs or protocols? How will you remove these barriers?

Evaluation, Learning, and Building Awareness

Planning Phase

- What will be the process and timeframe for reviewing the policy, program, practice

West Multnomah Soil & Water Conservation District Equity Lens
March 30, 2018 (Post Diversity, Equity and Inclusion Committee Discussion)

and/or decision to evaluate whether any unintended outcomes that go against or contradict equity and inclusion developed? For example:

- Will feedback from multiple perspectives and stakeholders be collected?
- Who will you share this feedback with and how will it be used to update the policy, program, practice and/or decision so it becomes more equitable?

Immediate Response Phase

- Based on applying this equity lens to the policy, program, practice and/or decision under review, what immediate changes to the policy, program, practice and/or decision are you going to make to remove identified conflicts and contradictions with equity and inclusion?

Post Implementation Evaluation Phase

- Based on the identified timeframe, implement the Planning Phase as identified above.
- What did we learn about how well our equity lens performed and how will we incorporate this learning into any changes in our equity lens?
- What changes to the policy, program, practice and/or decision implemented are you going to make to remove identified conflicts and contradictions with equity and inclusion?
- How will you use this evaluation and learning to raise racial awareness and awareness of other identifiers as listed in our non-discrimination policy?

Definition of Terms

Assumptions – What do we mean by assumptions (question raised by Michael)?

Barriers – Anything that is limiting access and/or inclusion that lead to the presence of disparities for a specific identifying group. Language or physical access barriers are common examples but specific barriers can be much more subtle in their presence.

Identifiers – This is a placeholder term that this equity lens is intended to be used beyond race or culture. For example, one set of identifiers would be the protected classes called out in our Statement of Non-Discrimination. Other examples of identifiers are indigenous/First Peoples, visible minorities, marital / family status, education, geographic location, language, religion / spirituality. Another example of an identifier is any type of theme bonding a group of individuals such as pollinator wonks, invasive species warriors, bikers, etc.

Diversity, Equity & Inclusion Leadership and Capacity Building Framework

