

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

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| <p>Diversity, Equity and Inclusion Committee</p> | <ul style="list-style-type: none"> • The Committee Met Friday, May 18th. See attached Meeting Summary. • The next meeting of the Committee is Friday, July 27, 2018, 11:30 am to 1:30 pm. Topics include: (1) discussing ways to incorporate the District’s diversity, equity and inclusion work into program areas, (2) training needs, (3) Board eligibility and recruitment, and (4) Committee make up |
| <p>Equity Lens</p> | <ul style="list-style-type: none"> • With the completion of the District’s equity lens training in April, the District’s equity lens is now operational. The latest draft of the lens (March 30th) was distributed to staff for use (copy attached). <ul style="list-style-type: none"> ○ Staff learned at the training not to get too hung up on going through all the questions when using the lens to evaluate program decisions and actions. ○ One of the most useful questions might be ‘What assumptions are you bringing into the policy, program, practice and/or decision under review?’ since slowing down and deliberating thinking about the assumptions and outcomes you are seeking could lead to identifying inconsistencies in your approach and as such potential barriers to achieving equity outcomes. • The equity lens will always be a ‘living’ document, constantly in ‘draft’ form as it may change as we use it more and feel the need to alter questions. • The Diversity Equity and Inclusion committee will solicit feedback on the use of the lens and any needed changes that are learned from its use. This may include setting some time on the All Staff Meeting agenda for this purpose. |
| <p>Staff & Board Activity</p> | <ul style="list-style-type: none"> • Randi Razalenti attended a Recruiting and Retaining a Multicultural Workforce training facilitated by Katie Augsburg from Future Work Design (May 2nd). (Randi’s notes from this training are attached as part of the attached May 18th Diversity Equity and Inclusion Committee Mtg Summary). • Mary Logalbo hosted a Learning Lunch for District staff and interns on Traditional Ecological Knowledge (May 29th). The lunch featured a Wisdom of the Elders video on the subject. • Mary continues to coordinate w/ the Coalition of Communities of Color (CCC) regarding on the plan to conduct a disparities analysis using the District’s demographic data as compiled by Metro as well as other demographic data that the District has collected. The \$5,000 available in the District’s budget for this has been rolled forward into the Fiscal Year 2018-19 budget. • Mary Logalbo and Susan Weedall attended the final Peer Learning Cohort Session of The Intertwine Alliance’s Common Ground Equity Initiative. The session featured the Nonprofit Association of Oregon’s new leadership and capacity framework for achieving equity and inclusion. • Mary Logalbo and Michael Ahr each attended separate Green Workforce Collaborative focus group meetings conducted by the Blueprint Foundation. The goal of each meeting was to collect insights from those that work in natural restoration on the type of skills desired in the restoration workforce and how best can graduates from restoration job training programs connect with potential employers. • Michael Ahr and Laura Taylor attended a meeting of the Youth Mentoring Collaborative. • Michael Ahr met with Joe Ferguson, a teacher at Alliance High School at Meek Campus to discussed ways to get his science class out to some District projects to provide some service / hands on learning capacity. This school is made up largely of students from underserved groups and students of color. |



**DRAFT -- WMSWCD Diversity, Equity and Inclusion Committee Meeting Summary -- DRAFT
May 18, 2018, 11:30 am to 1:30 pm, WMSWCD Office**

Attending: Jim Cathcart, District Manager, Susan Weedall, Associate Director (Co-Chairs); Terri Preeg Riggsby (Director); Michael Ahr, Ari DeMarco, Scott Gall, Michele Levis, Mary Logalbo, Carolyn Myers Lindberg (via telephone), Randi Razalenti, Ari Sindel, Laura Taylor (Staff)

March 30th Meeting Summary: No changes.

Hiring Practices: Randi shared notes and an exercise from a workshop that she went to called Recruiting and Maintaining a Multi-Cultural Workforce (copy attached). Topics that were focused on were how to make a job announcement compelling to a diverse group of candidates and how to make an equitable interview process for candidates. Randi also presented a summary from the Debrief of Internship Hiring Process meeting that she attended with Jim, Michael, and Laura (copy attached). Within the summary were findings from the demographic survey which was given to all applicants (copy attached), and the post interview survey (copy attached) that was given to candidates who interviewed. The District's equity lens was used in the debriefing meeting to further discuss requirements for the Internship program, and follow up items were given to Michael to bring to the Tech Staff. Once discussed with the Tech Staff, a sub-committee was formed to further meet and use the equity lens to determine what changes may need to take place to the Internship program to make it more equitable. The sub-committee is comprised of Michael, Ari DeMarco, Michelle, Laura, and the District's current interns, Amber Johnson and Ari Sindel. The information discussed from both Randi's workshop notes and the debrief meeting summary will be used to inform the hiring team for the upcoming Communications Coordinator position as well as the sub-committee that will be examining the Internship program requirements. Jim mentioned the need to delay the launch of the Communications Coordinator recruitment to allow sufficient time to finalize the job description.

Training Opportunities: Susan shared information on an Ally Toolkit workshop that she attended that focused on how to have meaningful discussions with racism skeptics. She also shared information on a training that she attended about micro-aggressions. Susan offered to hand-out information from both these trainings. The Committee will consider what potential opportunities there may be to have a more extensive District learning session on the Ally Toolkit. Susan and Terri will discuss the best method to share this information with Board members. Mary gave a brief overview of the last Common Ground Equity Initiative Peer Learning Cohort meeting that she and Susan attended. Alexis Millet shared a new Leadership and Capacity Framework handout that can be another tool for use by the District (copy attached). Susan and Mary plan on keeping in touch with other cohort members about what they are learning and implementing to further their knowledge about equity work.

Demographic Data Analysis Update: Mary shared that Coalition of Communities of Color (CCC) was unable to meet its schedule for helping the District create a disparities analysis plan this fiscal year. This plan will focus on developing a framework to use the demographic data (and other data recently compiled) to conduct analysis of disparities and a baseline reference of the District in regard to those that the District serves, its partners, its Board and its staff. The Committee requested that the \$5,000 that was allotted for this work for the 2017-2018 fiscal year be carried over to the 2018-2019 fiscal year to complete this work.

Budget/Cost Center Report: Copy attached.

Check Out: Mary also announced that CCC is having a Summer Soirée celebration event on June 12th and asked the District to become a sponsor. The Committee was comfortable with a \$500 sponsorship. **Assignments:** Internship Hiring Sub-Committee: consider using equity lens to examine the practice of not redacting school names; Randi: update the hiring schedule for the Communications Coordinator position to reflect a June 11th launch date; Susan: work with Terri to get Ally Toolkit and micro-aggression information to the Board and staff, and discuss opportunities for more in-depth training. Michele and Jim will go over the final budget in time for the Budget Hearing to determine if the demographic disparity analysis monies can be carried over to FY 2018-19.

Next Meeting: Friday, July 27, 2018, 11:30am to 1:30 pm, WMSWCD Office.

Recruiting and Maintaining a Multi-Cultural Workforce

Facilitated by Katie Augsburger from Future Work Design (website: equityfuturework.design); notes from Randi Razalenti (attended 5/2/18)

Recruitment:

It's not where you post, it's what you post

"We know where to find your job" – (Katie Augsburger referencing people of color)

- Candidate's needs addressed
 - What will their experience look like
 - What benefits are offered
- Order Matters
 - Candidates often only read the first few bullet points while searching for jobs – make the beginning piece brief & compelling
- Be aware of gender loaded words:
 - Fast paced / aggressive (male)
 - Compassionate / work-life balance (female)
 - Use neutral pronouns
- Age neutral language
- Be thoughtful about requirements
 - Marginalized communities are less likely to apply if they don't meet the requirements
 - Criminal history (be thoughtful about why you need this)
- Consider having work samples as an option (be clear on what type of sample, format to send it in, and limit to number of samples)
- Good job listing example:
 - Lead with what you want and what is valued in your organization, as well as the tone of the organization.
 - Consider 'Short-version' job announcement – bring those that are engaged to the District's webpage with longer description.
- Do you visualize someone when you read the job announcement?
 - Group Exercise: examples of 'bad' job postings – who do you visualize based on the language used? Any other observations?

"Mary Tyler Moore moment" – what got you to your desired field of employment / 'dream job'?

- Evaluate your network (personal and professional) & Expand your network:
 - Continued education & awareness
 - Purposely explore new cultures
 - Go outside of your comfort zone
 - Self-awareness & deep listening
 - Community involvement / mentorship
 - Be curious – of yourself and other cultures
 - Be uncomfortable – learn/ explore new places (even in town)

Interview Process

- Interview Team:
 - Have a minimum of 2 and a maximum of 3 interviewers
 - Create an inclusive interview team – everyone understanding what is okay and not okay to ask
 - Create a diverse interview team when you can – mix of gender, age, race, background, etc.
 - Interview team selection: can this group engage & get into biases and able to challenge each other?
- Importance of Timing: statistics show higher scores for early interviews – consider having more interview days with morning times if possible
- Investigate assumptions within questions that presume knowledge from the candidate
- Uniform questions: stick to the script in order to truly compare/contrast candidates
- Comparable evaluation: have a score next to each question
 - Calibrate what the scores mean for each question ahead of time
 - Consider having a ‘likability’ score
 - Can be used as internal tool to put the rest of your scoring in perspective
 - Can make bias more apparent
 - Be mindful of ‘likability’ scores for interviews that are late in the day
 - Submit scores to group before discussion on the candidate(s)

Other Notes:

- Manager 360 Feedback – giving the opportunity to give Management feedback
- Blind applicant tracking (redaction) – personal information including name of schools attended and graduation dates
- Applicant tracking system – a good tool for efficiency and some systems will do redaction for you. Randi is in touch w/ Katie about some options and looking into this.
- One attendee that is working in engineering shared that they are going out to high schools and elementary schools to show children what this field of work looks like and get them aware of it at an early age.
- Build a clear career path for staff
- We ran out of time for retention in the training – Katie can be a future resource for this:
info@futurework.design

Debrief of Internship Hiring Process Meeting Summary

Date/Time of meeting: April 26, 2018 from 1:30-4:30p

Attendees: Michael Ahr, Jim Cathcart, Randi Razalenti, Laura Taylor

Recruitment: Randi gave a brief overview of the origin of the recruitment list and the updates that she made in order to make it more concise and up-to-date, including adding notes that may be helpful for the next time the recruitment list is used. She talked about Handshake, a new tool that colleges use to help connect students and alumni with job announcements.

Demographic Survey Highlights:

Background on the demographic survey (not discussed in meeting, but captured here for context): Mary Logalbo and Randi Razalenti adapted the demographic form from a version that was previously created by Mary and Coalition of Communities of Color. Their changes were to make it relevant for upcoming job applicants. The form was then vetted to Alexis Millet of Non-Profit Association of Oregon (who was serving as the DEI Committee's Equity Coach), Danielle Brooks from the City of Portland's Office of Equity and Human Rights, and Coalition of Communities of Color (who were unable to respond in time for the form to be used). Revisions were made to the form based on Danielle's and Alexis's suggestions.

A link to the survey was sent to applicants in a response email that their information was received. The survey was voluntary and anonymous, and applicants were made aware of this when the link was sent.

- 47 responses out of 68 applicants (approximately 70%)
- Question 1: The job opportunity was found in a wide variety of ways, from Craigslist to Macslist, to a friend to a professor's listserv, as well as one respondent from Scott Gall's listserv. A few responded that they found the opportunity in multiple ways.
- Question 2: Of the 47 participants, 45 answered about their racial or ethnic identity. 43 of the respondents selected 'White'. One respondent selected 'American Indian or Alaskan native' and 'Hispanic, Latino, or Spanish origin' and 'white' and also filled in the blank of 'If not listed, please describe' with, "Polish, Spanish and Native American descent". One respondent selected 'Black or African American' and 'White'. For the purposes of our interest in outreach to persons of color, it is worth noting where they found the job posting. One found it through Reed College and the other found it through their professor (the school was not named in their response).
- Question 3: Languages spoken fluently was predominantly English. There were eight responding that they spoke some Spanish, and one respondent that spoke English and French.
- Question 4: Highlights from how the application process could be improved: one respondent suggested a video recording as another option to show skill and explain work ethic and goals instead of just paper. The group discussed this but determined that this would not be a viable option as this could make for even more barriers, though it was a good suggestion to start thinking outside of the box about possible alternatives that can be more inclusive. A couple of people responded that it was difficult to stick to a one-page cover letter, and a couple others responded that they appreciated a real person responding that the resume was received (Randi uses their first name in her responses to them after screening to ensure all the application materials asked for were received). One mentioned that the application was very 'open' to say what you wanted about yourself, and felt freedom in that process.

Redaction Process: Name and personal contact information was redacted. School names remained visible due to Tech staff request during a Hiring Practices meeting in which recent hires were discussed (2017 Interns and Seasonal Technician position). Randi summarized that using Adobe Acrobat Professional as a tool for redaction went much faster than previously using the regular version of Adobe Acrobat and that the District will purchase the monthly subscription as needed for hiring if we choose to keep using this method.

Resume Review Process: The resume review team was comprised of Laura, Michael, and former Intern Dylan Carlson. They reviewed 40-45 resumes in two days. Each resume was reviewed by two people on the team. Laura and Michael agreed that it would have been better to have at least two more days to do this initial review and one more additional day for the person that hadn't reviewed the high scoring resumes to have an opportunity to review those that scored highly. They reported it was best to leave the week of reviewing resumes as open as possible for this, and for future hires to calendar these steps as soon as possible, as this was very helpful for them.

Interview Process: Questions were given to interviewees one day prior to their interview. Candidates were given a heads up that the questions would be sent to them when their interview time was confirmed. Laura and Michael appreciated having former intern Dylan Carlson on the team, and Dylan appreciated the learning opportunity that he received from being part of the team. Leaving space between interviews for breaks was very helpful to the group. Everyone agreed that having a former intern involved in the Internship hiring team will be a great step going forward.

Post Interview Survey Highlights:

Interviewees were told about the anonymous, voluntary survey at the end of their interview. A link to the survey was sent out to the candidates toward the end of the day after all interviews had been completed to help ensure anonymity.

- 7 out of 9 people that interviewed for the job responded (approx. 78%)
- Question 1 Highlights: One person answered: No. Wanted to make sure demographics wouldn't be taken into account. Another answered: Do not recall, but generally uninterested in filling out this info- may have subconscious belief that the info will be used to serve diversity quotas.
- Question 2: 6 of the people who filled out the survey answered, one skipped. Two people thought this was a good thing to do, and the rest were neutral about it or didn't have an opinion.
- Question 3: 5 of the people who filled out the survey answered, and two skipped. All were very happy to hear that the District redacted resumes, but didn't mention how this may have impacted them. One person said 'I don't feel that negatively impacts me, just helps people of color in general'.
- Question 4: All answered. Here are some highlights:
 - o No dislike, I think this enables a good interviewee to come prepared, and will show the interviewers who didn't bother preparing for the meeting.
 - o I greatly appreciated receiving the interview questions ahead of time. It gives you the chance to refresh your mind on important accomplishments worth sharing in the interview in a more relaxed time frame where you're not distracted by the pressure of trying to answer the question quickly. The interviewers are more likely to get accurate and

thorough answers to their questions this way, which will help them more accurately assess the applicant's qualifications.

- I liked how it let me fully look back on my experiences to completely answer the questions.
 - I appreciate that because it focuses on qualifications
 - It was nice, but did make the event feel a little scripted.
- Question 5: All answered. Some highlights:
- Yes, coffee/water was offered. Three interviewers can be intense, but the questions being provided helped with that. I felt that the interviewers gleaned of positivity.
 - Yes. The entire staff was very nice and calming. It was clear they wanted to be sure I wasn't too nervous.
 - Yes, I mean 3 people offered me water I think. The interviewers seemed engaged (unlike previous interviewers I've experienced).
 - It was a very welcoming environment. I appreciated being offered water at the start. Being seated in between the interviewers as opposed to across the table from them helped to not feel divided or intimidated. And thanks to the interview questions provided ahead of time I was better able to focus on engaging with the interviewers.
[for context, this interviewee was seated at the head of the table with the interviewers on both sides of the table]

Equity Lens Review

The initial intent at this meeting was to use the Equity Lens for all of the subjects above. After the Equity Lens training, it became clear that this tool really forces you to slow down, and Randi decided due to limited time, to have a debrief on the items above, and leave a portion of the meeting to use the Equity Lens on only one of the pieces from above or another suggestion. The group decided to continue the conversation of the job requirements for the internship as was discussed in the Equity Lens training.

Some highlights from this discussion:

- The Tech staff will need to follow up on this discussion to determine what is really needed in the internship role and what the priorities are.
- Minimum qualifications may be able to be reduced.
- The Tech staff to consider whether or not an applicant must be a student or recent graduate. If this is still a desired requirement, considering to make 'recent graduate' a longer stretch of time. If this gets determined to no longer be a necessary requirement, consider putting some sort of limitation in for those that have already served in this role so as to make this open for those that have not already had the opportunity.

Next Steps

- Networking and relationship building is key. Reaching out to Environmental Professionals of Color (EPOC) and other organizations engaged with people of color should be on the District's radar.
- Outreach to youth about getting involved in working outdoors to contact Michael for possible job shadowing with Tech staff.
- When possible, two people should review each resume. When this is not possible, having a 'practice' session on a couple of resumes with the group that will be scoring resumes will be ideal to get a consensus amongst the group with how scoring should work.
- Interview questions ahead of time is ideal moving forward. For those job opportunities that require 'thinking on your toes' (such as the Communications Coordinator position), consider providing questions ahead of time on the first round of interviews, and doing a second round of interviews with the top candidates where the questions are not given ahead of time.
- 45 minutes for each interview was helpful as well as scheduling in time for debriefing and breaks, consider this for all future hires.
- Use the Equity Lens on the job description for the upcoming Communications Coordinator position.
- If there are minimum mandatory qualifications for any job opportunity, create a form that applicants must fill out. This eliminates staff's time having to search for these answers within the cover letter and/or resume and/or having to interpret cryptic information. Should there be specific experience criteria such as 'native plant identification' or 'proficient in GIS' these need to be explicitly defined so it can be articulated on the form.
- Tech staff to discuss highlights from the Equity Lens review listed above.
- With each new hiring opportunity, consider using and revising the Demographic Form and the Post-Interview Survey questions.
- With each Internship season, ask the interns if they would be interested in being part of the hiring team for the next season.
- Schedule time to debrief after each hire.



WEST MULTNOMAH
Soil & Water Conservation District

Demographic Data Questionnaire

Please tell us about yourself! **Filling out this questionnaire is voluntary, anonymous, and tracked independently from your application. The questionnaire should take less than 5 minutes to complete.** Answering these questions helps West Multnomah Soil & Water Conservation District (WMSWCD) better understand and respond to our goals of equitably serving, representing and engaging people.

We are initially focusing on racial equity to address the glaring racial disparities, or documented sets of differences in experiences, in Multnomah County which are realized in a variety of alarmingly disparate outcomes including income, poverty, occupation and education. The results of this questionnaire will help the WMSWCD in developing policies and practices that result in more accessible programs and services for all.

The information you provide helps WMSWCD set, track and report on equity goals and address disparities, if found. **If you would prefer to not fill out any of the questions, please leave them blank.**

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. For complaints about discrimination, harassment, inequitable treatment and access to district events, materials and services, email info@wmswcd.org or call 503.238.4775.

How did you find this job opportunity?

Please select the identity/identities that best represent your racial or ethnic identity/identities. You can check more than one.

| | |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | American Indian or Alaska Native |
| <input type="checkbox"/> | Asian or Asian American |
| <input type="checkbox"/> | Black or African American |

| | |
|--|---|
| | Hispanic, Latino, or Spanish origin |
| | Middle Eastern or North African |
| | Native Hawaiian or other Pacific Islander |
| | White |
| | If not listed, please describe: |

What language(s) are you fluent in?

What was your experience with the application process and how could it have been improved?

Survey Link created:

<https://www.surveymonkey.com/r/WZVNTLX>

Post-Interview Survey Questions

3/5/18

Did you fill out the demographics survey after submitting your application? Why or Why not?

What did you like and/or dislike about the inclusion of the demographic survey in the application process?

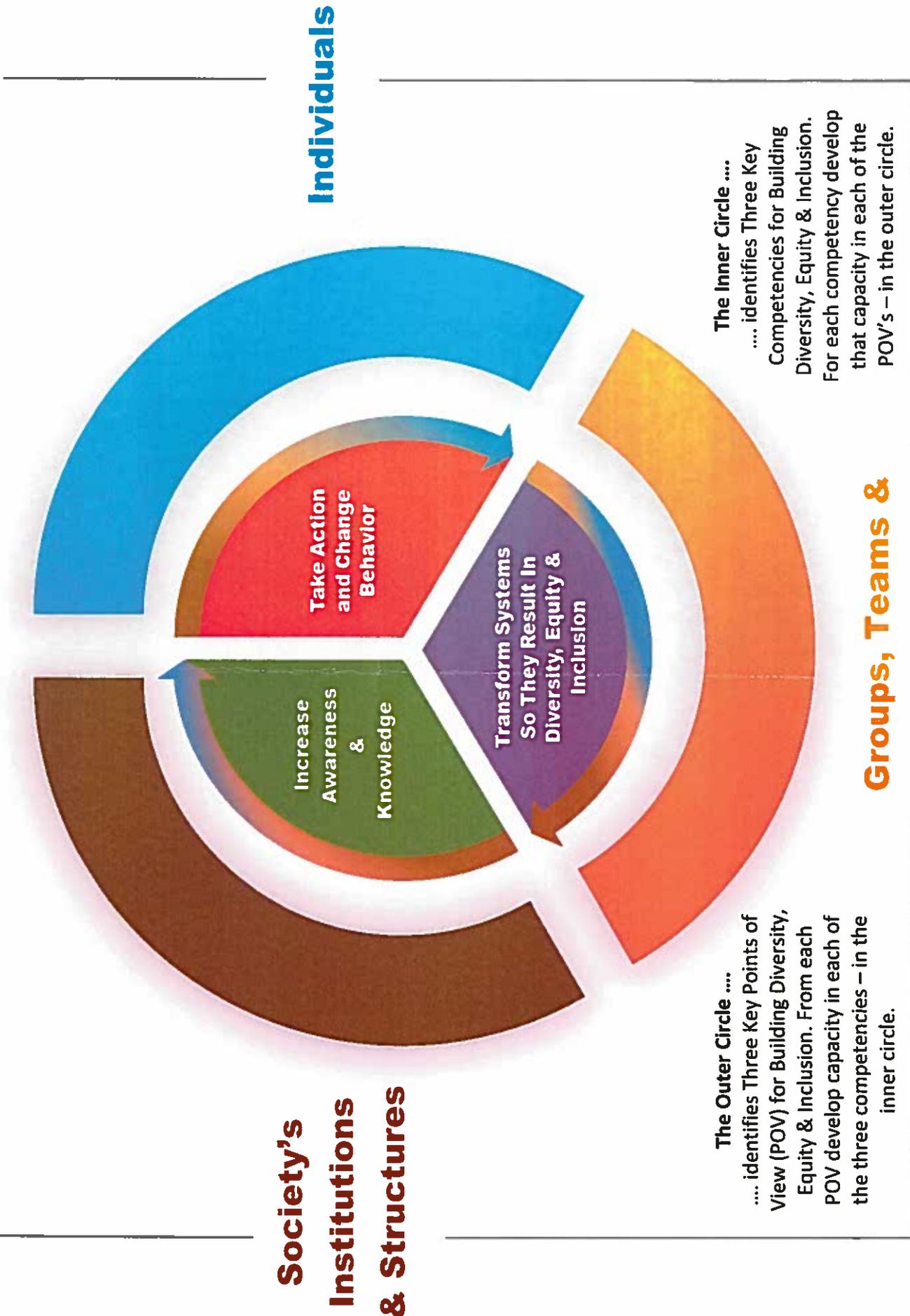
We redacted the names and contact information of applicants from the application materials in an effort to reduce unconscious bias. How do you feel about this process or how it may have affected the review of your application?

What did you like and/or dislike about receiving the interview questions the day before the interview?

Overall, was the interview a welcoming environment? Why or why not?

Do you have any other feedback for us related to the application or interview process?

Diversity, Equity & Inclusion Leadership and Capacity Building Framework



Society's Institutions & Structures

The Outer Circle
.... identifies Three Key Points of View (POV) for Building Diversity, Equity & Inclusion. From each POV develop capacity in each of the three competencies – in the inner circle.

Individuals

The Inner Circle
.... identifies Three Key Competencies for Building Diversity, Equity & Inclusion. For each competency develop that capacity in each of the POV's – in the outer circle.

Groups, Teams & Organizations

West Multnomah Soil & Water Conservation District
DEI Detail Report
July 2017 through April 2018

| Date | Name | Memo | Account | Amount |
|------------|-----------------------------------|---|---------------------------------|------------------------|
| 04/30/2018 | Mary Logalbo | mileage for Equity Cohort Meeting (NAO office) 4/27/18 | Program Related Travel/Prk/Meal | 1.26 |
| 02/28/2018 | Eric T. Jones | mileage for travel from Corvallis to Sauvie Island to attend 'First Peoples of Sauvie Island' presentation to the Sauvie Island Community Association | Cultural History Project | 109.00 |
| 02/14/2018 | Jim Cathcart | mileage: 11/29/17 Implementation Cohort Training - Hiring Practices | Training Related Travel/Meals | 2.14 |
| 01/31/2018 | Randi Razalenti | milk for Equity Cohort training hosted by District 1/10/18 | Training Related Travel/Meals | 3.78 |
| 01/31/2018 | Randi Razalenti | snacks for Equity Cohort training hosted by District 1/10/18 | Training Related Travel/Meals | 40.63 |
| 12/31/2017 | Kammy Kern Korot | Mileage: Equity Cohort training on 11/29/17 | Training Related Travel/Meals | 6.42 |
| 12/31/2017 | MA-Credit Card | parking for Equity Cohort training 11/29/17 | Training Related Travel/Meals | 4.00 |
| 12/31/2017 | MA-Credit Card | parking for Equity Cohort training 11/29/17 (afternoon) | Training Related Travel/Meals | 6.00 |
| 12/31/2017 | KK-Credit Card | parking for Equity Cohort training 11/29/17 | Training Related Travel/Meals | 12.00 |
| 12/31/2017 | LT - credit card | MaiPhai Thai - lunch with Judith Mowry and Alexis Millet | Program Meeting Refreshments | 100.00 |
| 11/30/2017 | MA-Credit Card | parking for Latinx funding meeting | Program Related Travel/Prk/Meal | 4.00 |
| 10/31/2017 | MA-Credit Card | Youth Mentoring Collaborative Meeting | Program Meeting Refreshments | 38.79 |
| 10/31/2017 | Jim Cathcart | mileage: 9/8/17 Implementation Cohort Training | Training Related Travel/Meals | 1.61 |
| 10/31/2017 | ML-Credit Card | lunch meeting with Coalition of Communities of Color | Program Meeting Refreshments | 56.40 |
| 10/12/2017 | Friends of Tryon Creek State Park | Indigenous Culture Day Sponsorship [Oct. 14, 2017] | Sponsor/Support Commun. Orgs | 750.00 |
| 09/30/2017 | DM-Credit Card | parking for Common Ground Equity Training 9/9/17 | Training Related Travel/Meals | 10.00 |
| 08/28/2017 | Ecumenical Ministries of Oregon | 2017 Collins Lecture Sponsorship | Sponsor/Support Commun. Orgs | 100.00 |
| | | | | <u>1,246.03</u> |

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 with the policy, program, practice and/or decision under review?

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- Who is interested in 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

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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.