



Diversity, Equity and Inclusion Committee

11 am – 1 pm, Wednesday, September 23rd, 2020

Any person may attend the meeting by calling 971-247-1195. A conference ID and password will be required to access the conference call. Interested participants may request the ID and password by emailing scott@wmswcd.org with the subject line "Request for Conference ID".

Meeting documents will be available for inspection on the District's webpage (<https://wmswcd.org/people-places-things/the-west-multnomah-swcd/diversity-and-equity/>) no later than September 22nd, 2020.

AGENDA

11 pm – Welcome/check-in/announcements – All

11:20 pm – Approval of August 12th, meeting summary – Scott/All

11:25 pm – DEI Chair Position – candidate selection process, terms limits discussion – Scott

11:35 pm – Continued discussion of recruitment of associate board directors – How to make the process equitable – Michele/Mary

12:05 pm – DRAFT School Demographic Report and Maps – Cole/Mary

12:40 pm – Future DEI committee meetings/times; change or remain the same? - Scott

12:50 pm – Action items review – Scott/All

1 pm – Adjourn

DRAFT -- WMSWCD Diversity, Equity and Inclusion (DEI) Committee Meeting Summary – DRAFT
August 12, 2020 Noon to 2:00 pm, WMSWCD Conference Call

Attending: Scott Gall (Chair), Michele Levis, Mary Logalbo, Renee Magyar, Laura Taylor, Ari Demarco

Welcome/Check-In/Equity Shares – Mary shared that we have a first draft of a Stipend Policy that will guide methods of compensating community members who provide their lived experience and knowledge to WMSWCD; and that the East Multnomah SWCD board has approached our board to co-write a letter on the topic of requirements for board service. The WMSWCD board will learn what East Multnomah wishes to include in the letter. Renee shared progress on the initiative to highlight the work of Black, Indigenous and People of Color (BIPOC) conservationists, that she had an interview with Stefanie Steele (Masters student at PSU studying native bees) last week and it was very informative and enjoyable and Renee is working on a draft article to be published in the next newsletter.

Approval of the July 22, 2020 Meeting Summary – Approved as written.

Recruitment of Associate Board Directors – Michele provided a brief update on the subcommittee's work to update the recruitment documents, introduced that Renee will explain more about the documents, and explained that the goal for this meeting is to focus on the process for recruitment. Renee explained the updates she made to the Associate Director Recruitment Information document and the new marketing language for the recruitment efforts. Both documents now use marketing-style language to appeal to potential Associate Director candidates, versus language that reads as a potentially intimidating job application.

The group reviewed the materials and provided feedback and suggestions for edits. Suggestions for the Information for Associate Director Candidates document and "application" form:

- Include that Associate Director service may be a pathway to full board service, mentioning the land requirements for elected board, which may be a barrier for some
- Include in the desired Attributes section, people with diverse perspectives from historically marginalized communities through lived and/or professional experience; Alternatively, "a community leader that learns from and relates respectfully with people of their own culture as well as those from other cultures"
- Remove from the Attributes section – Advance current recruitment goals bullet – it is redundant of a bullet in the "asked to" section above.
- Add to the Form: "If so, how?" after "Have you interacted with the District?"
- Flip the order of the last 2 questions, and reword "is there anything else..." (remove "else")

The Committee overall appreciated the updated language in the Associate Director Information document

Action item: Renee will update the documents incorporating the suggestions above. Michele will help with language related to when the board can appoint Associate Directors to full Director positions

Suggestions for the Marketing text document:

- Move the reference to skills from the first sentence to the second paragraph after the "ambassador" sentence.
- It was noted the Board may want to provide a specific list of skills they are seeking in new Associate Directors

The group discussed how the recruitment documents will be distributed and expressed the goal of making outreach more open and equitable, and distributing more widely than the last round of recruitment. Michele provided a review of the process for the last round of recruitment in 2015, which was primarily reaching out to community members who staff had worked with and recommended, and also to individuals who board members had worked with on natural resource issues.

The group discussed whether or not we are looking for candidates who already have ties to their community, who may already have a leadership role and/or connections in their community. The committee decided pre-existing community involvement is not a requirement, and that the process must remain open and equitable. The group discussed the possibility that the Board may have a specific list of skills they wish to recruit for. Michele provided the context that Terri will solicit input from board at the September board meeting for input on what skills or attributes the board wants future Associate Directors to possess. The committee agreed they would like people who are cultural leaders in their communities but it is not a requirement.

Michele conveyed that the board is interested in what the DEI committee recommends regarding a list of

candidate qualities, the process, and also keeping requirements as open as possible. (Note: Committee did not create a specific action item for this.)

The group discussed ideas for an equitable recruitment process. It was noted the Board will first want to hear from the DEI committee: see materials for outreach, and hear a recommended process to further DEI goals. The committee wishes to see more diversity, and cultural leadership on the board.

Action item: Renee will create a new draft for the committee to review making these goals more prominent in the outreach materials, updating materials with diversity related language: that we value a host of diversity: age, gender, race, etc, using language from the equity statement; seeking leaders or members of underserved or marginalized communities.

Board will add their preferred skills and knowledge they wish to see in candidates (likely including wildlife expertise, as noted by Mary).

The committee had specific ideas on how and where to distribute recruitment information: Have available documents on website, newsletter, social media; direct recruitment to staff- or Board-identified individuals; outreach to new contacts from the LRBP update process including advisory committee members and other partners and contacts; direct outreach to partners: e.g. Partners in Diversity job/volunteer board; other public job/volunteer boards/sites; other non-profits in Portland area that aren't partners but that work in desired fields: e.g. 350PDX, Blueprint Foundation, farms owned by Black and/or other Diverse individuals, e.g. Black Food Sovereignty Coalition.

Action item: Mary will consult with Ping Khaw for her expertise and connections in helping community members be more involved in local government.

The committee will include in their report to the board a list of ideas on ways to outreach. (Note: Committee did not identify a volunteer for this action.)

The Committee recognized that recruitment is a Board responsibility, and recommended that staff do as they did for past recruitments, referring potential candidates who they have worked with to the board member who will be leading the board recruitment; staff members with the closest relationships will make the first ask to their contacts to consider this request.

Michele clarified that elected directors are required to be a registered voter in our district. It is possible to volunteer as an Associate Director if living outside of district and/or aren't registered to vote, but they won't be able to become a voting Director, other board actions may also be restricted. The group discussed being open to candidates who work in the district even if they don't live here, and to those who live in the district but are not registered to vote.

Action item: The committee will include this question in their report to the board. (Note: Committee did not identify a volunteer for this action.)

The group discussed what to recommend in case there are too many applicants. Michele noted that we are not limited to any set number Associate Directors and that so far we have not been in the position of having too many applicants. The committee decided if we do end up having too many, the committee will recommend a process for selection and prioritization.

Long Range Business Plan (LRBP) – Organizational Health & Conservation Scope Teams' Evolving Success Criteria Question for DEI Committee – The committee discussed the following question: 1) Should we consider adding equity, environmental justice, access and climate change in our vision?

Mary provided reference that a vision statement is a description of what the district will look like if we are successful at our work and noted Tech staff thinks we should include equity in the vision or mission.

The committee discussed each of the four concepts separately: **Equity** – Overall, the response was yes, likely not using the word itself, but including the concept. Laura noted our services and benefits of our services are available to all people in our district. **Environmental justice (EJ)** – It was noted Environmental Health is currently included. Mary clarified the meaning of EJ is that identifiers (race, gender, age, etc.) do not predetermine the health of the environment one lives in, nor the outcomes one faces from exposure to/connection to that environment. Discussion points included:

- Vision statement currently illustrates health of the land, environmental health, but need to tie back to human health

- Laura stated we should include the concept of environmental justice; we have more ability to influence the environment than we have the ability to influence EJ factors including where people are able to (can afford to) live
- Mary referred to Indi Keith's "Whose Land is Our Land" paper that urges the District to consider historic barriers of land ownership and management.
- Laura noted we can choose who we work with (e.g. urban apartment complex, help that environment with garden space, etc.) but there are larger systems in place that we don't have power over. In a vision statement—"anyone can live in whatever environment they want to" vs. "everyone has the ability to create healthy environments in their own living space"; the latter we can impact.
- Mary agreed the vision should be realistic – in between "all problems gone" vs "what we can realistically do"
- Overall the committee agreed the concept of environmental health exists in the current statement, may need to be edited to better incorporate environmental justice.
- Keep the vision short (concise), and focus on what elements we want in the statement and editing may help with length

Access - Mary provided context that access means access to land to manage and also access to environmental or ecosystem benefits provided by land, and gave past examples of projects - creating more community gardens; depave projects for schools to create shade. Mary also provided context that LRBP surveys showed response to the question of access was varied, and respondents sought farmland, garden space, green space. The committee agreed to include access in the vision statement with a general reference not specific to any type of land. Renee added that partnership may be included in relation to access, as a way we provide access and also as an important component of a vision for how we do our work.

Climate change - Mary noted climate change will be tackled by Conservation Scope Team / tech staff. Laura noted from the DEI committee perspective, climate change is related to environmental justice. The committee supports including the concept of climate change in the vision statement

Closing discussion – Mary suggested the committee resurface for further discussion any potential organization-level gender-related actionable items identified in the voluntary gender awareness training debrief meeting (on August 6), e.g. the idea of taking up gender awareness as a norm; not making assumptions about how we refer to others; clarifying our pronoun policy.

Action item: At the next all-staff meeting (on September 8) someone from the DEI committee will invite anyone who had shared their ideas at the debrief to reiterate them if they feel comfortable doing so.

If there are any policy-related items that come out of the staff meeting discussion, the DEI committee will take the lead.

Next meeting: September 23. Time is to be determined. The proposed time is 11:00 am to 1:00 pm to allow for full participation of a committee member with another meeting that conflicts with the regular Noon to 2:00 pm time.

Action item: Scott will check in with Randi and Terri to see if this time works and will schedule as appropriate.

Action Items – see above.

Notes taken by Renee Magyar

WMSWCD ASSOCIATE DIRECTOR RECRUITMENT – Draft marketing language

Marketing document text

West Multnomah Soil & Water Conservation District is seeking new Associate Directors

We welcome residents of western Multnomah County (west of the Willamette River and Sauvie Island) to help us improve the health and resiliency of our region's water, forests, soil, and habitat.

Join us as an ambassador for conservation initiatives, learn about the region's ecology, and build your professional network and experience. Apply your skills in [] toward conservation efforts in your community. We value and seek the perspectives of those with diversity in age, ability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, and/or veteran status. In particular, we are seeking leaders or members of underserved or historically marginalized communities.

Commented [RM1]: What skills are we seeking?

Contact us at info@wmswcd.org for more information about what it means to be an Associate Director and how to [] submit your request for consideration.

Commented [RM2]: Using "request" instead of apply/application.

Our mission is to conserve and protect soil and water resources for people, wildlife, and the environment. We help residents of Multnomah County (west of the Willamette River) and Sauvie Island with conservation planning, invasive weeds, native plants, livestock management, wildlife, healthy woods, habitat restoration, school gardens, and many other projects.

Outreach email text

Hello!

I am writing to ask if you could help spread the word about an opportunity for community members to get involved with the West Multnomah Soil & Water Conservation District and learn more about and support our work.

We're currently seeking new Associate Directors to serve on our Board of Directors. It's a great learning opportunity for anyone interested in deeper involvement with local government. Expertise in the field of conservation is not required, but we are looking for residents of western Multnomah County (west of the Willamette River and Sauvie Island) with skills in []. We are looking for community members who are interested in our work, who want to learn more about our programs and services, and are excited to provide input on District priorities.

Commented [RM3]: What skills are we seeking?

[] Find links to information in Spanish, Chinese, Korean, Japanese, and Vietnamese. There are postings that can be shared on Facebook and Twitter as well.

Commented [RM4]: Placeholder. These are the top Limited English Proficiency populations in our district.



Information for Associate Director Candidates

What is the role of an Associate Director?

Associate Directors are volunteers and serve as non-voting members of the Board of Directors. They may be appointed to serve on committees and may contribute to discussions of District business. Associate Directors are encouraged to attend monthly Board meetings, Board trainings, and committee meetings, and to stay informed on local conservation issues. Additionally, Associate Directors may be invited to represent the District at local- and state-level meetings of various state associations and other conservation partners, and to promote the District's work to local residents, partnering agencies and organizations, legislators, and any decision makers regarding the District's funding. Associate Director service may be a pathway to full board service without land ownership requirements that currently exist for elected board members.

Commented [RM1]: In the last DEI meeting we agreed to add this, and then there was conflicting discussion at a recent staff meeting. Leaving it in for now.

Additionally, Associate Directors are asked to:

- Bring valued skills and abilities to enhance the Board's effectiveness
- Represent WMSWCD, its Board of Directors and policies in the community
- Work to pursue the mission of WMSWCD
- Represent the interests of WMSWCD's current and future service recipients
- Assist the District in better including and serving the interests of communities we have not yet fully engaged

What are the attributes, skills, or experience of a successful Associate Director?

Associate Directors may be appointed by the Board of Directors if they are able to fulfill some of the following attributes:

- Demonstrated interest in natural resource conservation and a commitment to a voluntary, non-regulatory, collaborative approach to conservation
- Demonstrated interest and support for diversity, equity, and inclusion efforts
- Experience of being a culturally responsive leader in your community
- Ability to build inclusive, community-based partnerships between individuals, agencies, and citizen groups with diverse interests and values
- Commitment to working as a team member with the District staff and Board
- Willingness to serve on a Board committee or assist with another District-related activity
- Willingness to act as a District representative to other organizations

- Expertise in a relevant area such as community involvement and outreach, conservation practices, project management, accounting, law, personnel management, land and water management (farming, forestry, ecological restoration etc.) and/or public policy

What is the process for becoming an Associate Director?

1. Interested candidates are asked to provide the following:
 - Contact information (Name, Preferred name (I go by), Home address, Phone, Email)
 - Do you have a specific reason for wanting to serve as an Associate Director?
 - What do you hope to get out of the experience?
 - Have you interacted with the District in the past?
 - Is there anything else you'd like to share with us (relevant work or volunteer experience, knowledge, skills, interest in diversity, equity, and inclusion)?

Candidates may submit this information by web form (link coming) or email to info@wmswcd.org. A printable form is available upon request.

2. Members of the Board of Directors will interview interested candidates to learn more about their qualifications, skills, and other relevant attributes.
3. Potentially qualified candidates will be considered for appointment at a regular monthly Board meeting. The Board's discussion of candidates will take place during a publicly available session/a Board-only executive session.
4. Associate Directors are appointed by majority vote and once appointed, continue to serve at the discretion of the Board of Directors, or until they choose to resign.

Associate Director Information Form

Name: Preferred name (I go by):

Address:

Phone: Email:

Do you have a specific reason for wanting to serve as an Associate Director? What do you hope to get out of the experience?

Is there anything you would like to share with us about your relevant work or volunteer experience, knowledge, skills, and/or interest in diversity, equity, and inclusion?

Have you interacted with the District in the past? If so, how?

Return by email, mail, or fax:
West Multnomah Soil & Water Conservation District
2701 NW Vaughn St, Ste.450, Portland, OR 97210
Email: info@wmswcd.org Fax: 503.326.3942

DEI: Mapping Demographics of the PPS District School Zones within the West Multnomah Soil & Water Conservation District (WMSWCD)

Cole Carr, GIS and Field Intern, WMSWCD

PURPOSE

Mapping the demographics of the Portland Public School students that reside within the district gives insight into the variety of communities within our district. Although the 2020 Census data is not available for use yet, an introductory analysis based off of neighborhood school zones offers insight on the diverse communities that reside within our District boundaries. This information can be used when considering what communities are served or may be underserved within our district.

DATA USAGE AND CONSIDERATIONS

The results from this project are preliminary, giving insight into racial representation within the district. It would be wrong to assume that these results are representative of the entire population within the district. The data is only for students enrolled in Portland Public Schools where data has been disclosed. This does not include the rest of the population within the district. However, the results offer insight until more comprehensive data like Census data becomes available. In terms of interpretation, it is important to not over-emphasize the specific population counts, but rather view the data from a fuzzier perspective, whereby the focus becomes the spatial pattern itself (e.g., one school boundary has increased percentages relative to another set of boundaries), rather than the ability to discern the specific difference in magnitude between one spatial unit and another (the district polygons vary in size and shape).

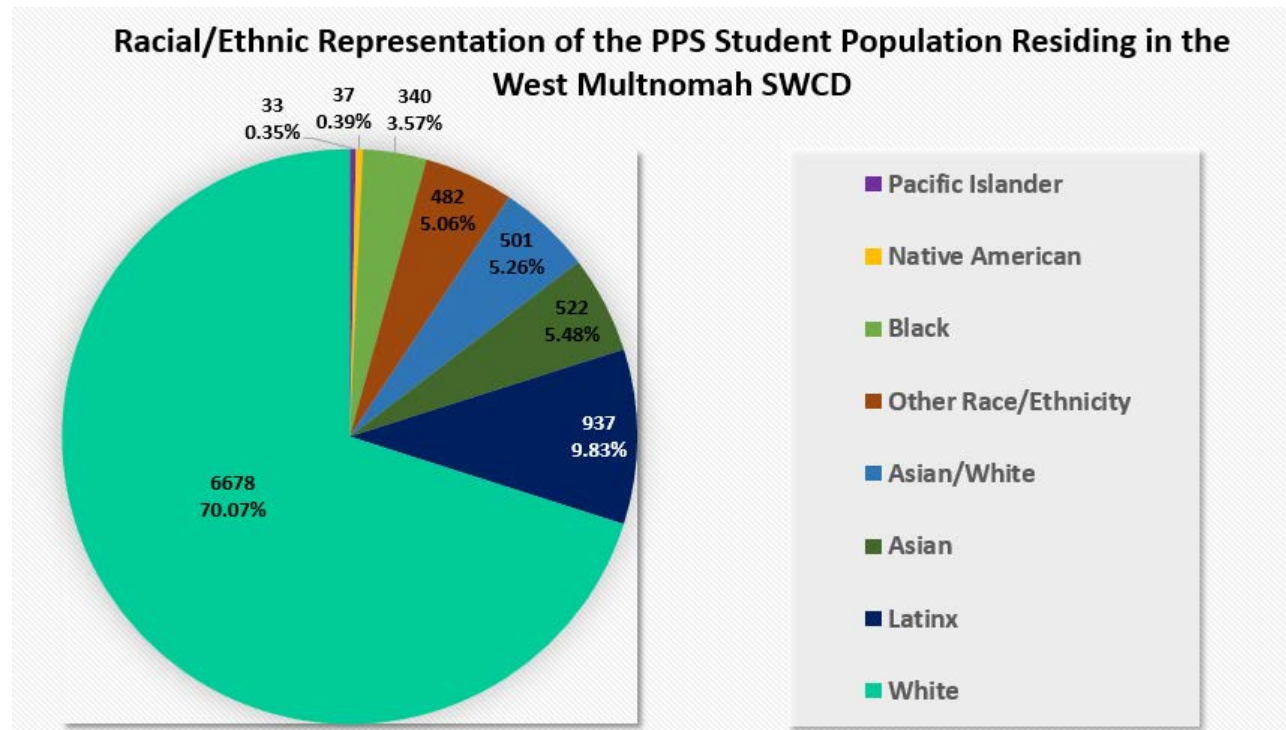
METHODS

Public enrollment data is easily accessible on the Portland Public Schools website. Such enrollment data also includes information about race/ethnicity. This data was found in PDF format, and was digitized into a table in Excel. After being exported from Excel, the data was imported into ArcGIS 10.4. Enrollment data became joined with school location points gathered from RLIS. The school district boundaries shapefile was gathered from Portland Public Schools via a Public Records Request. These polygons each have an elementary, middle, and high school assigned to them. Adjusting the symbology with color ramps provides a visual comparison of population data for each race between the school zones. The map of total student population (by school) used graduated symbols to visualize the differences in student body size in each school.

RESULTS/PRODUCTS

From a qualitative standpoint, the school district zones in the south and southeast areas of the district had similar patterns in population density, however, the magnitude of these graduated color quantities makes a big statement. Comparing the range of values, it is clear that although there is a variety of racial expression, the actual population for any race other than white is significantly smaller. The table below shows that the population of white PPS students living in the West Multnomah SWCD is just over 70%. The least represented race/ethnicity is Pacific

Islander, with only 0.35% of the total PPS student population in the district. The graphic below illustrates the racial/ethnic representation within the entire district. The data from the table above is represented visually to see the representation or lack of representation of different races/ethnicities within the WMSWCD.

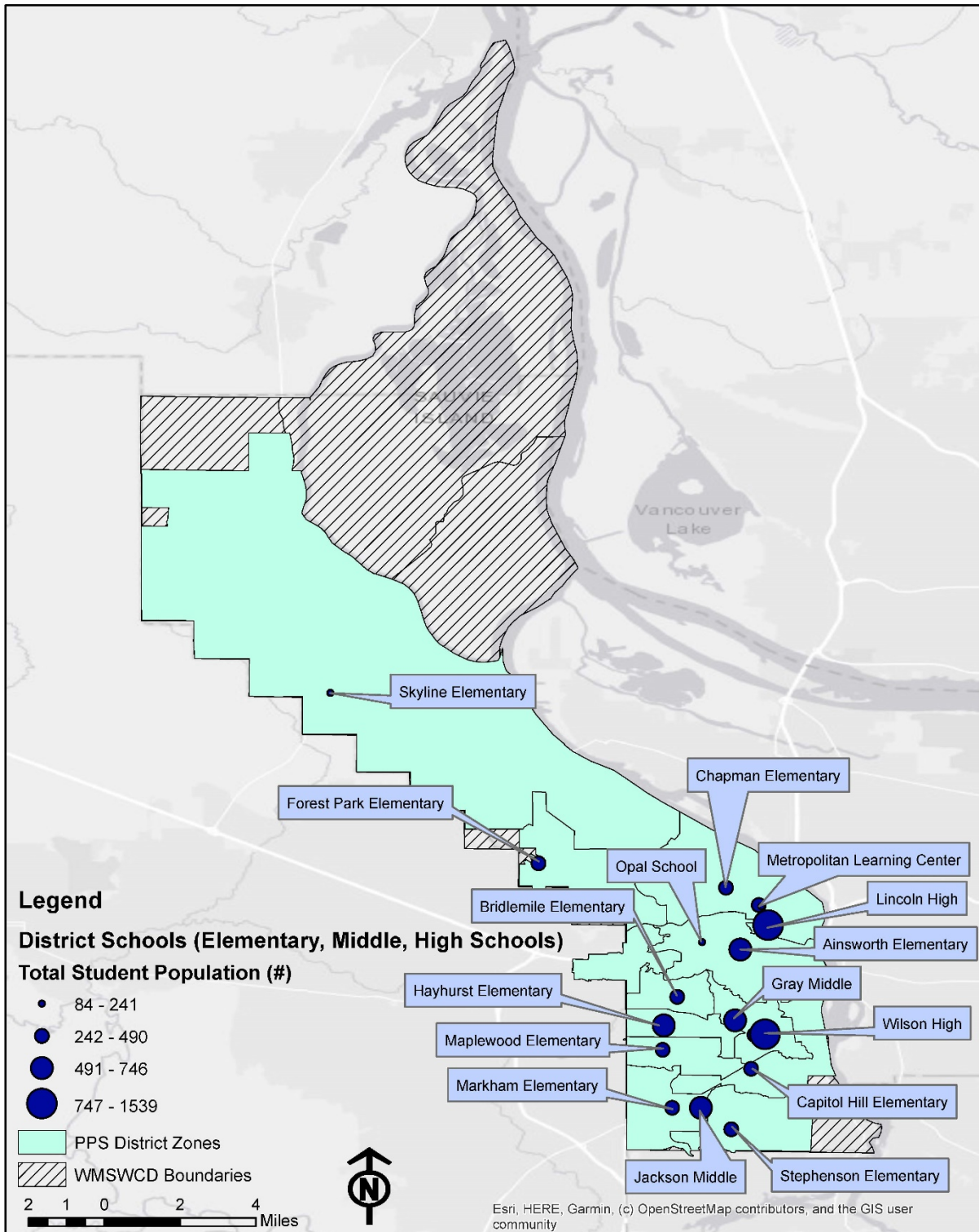


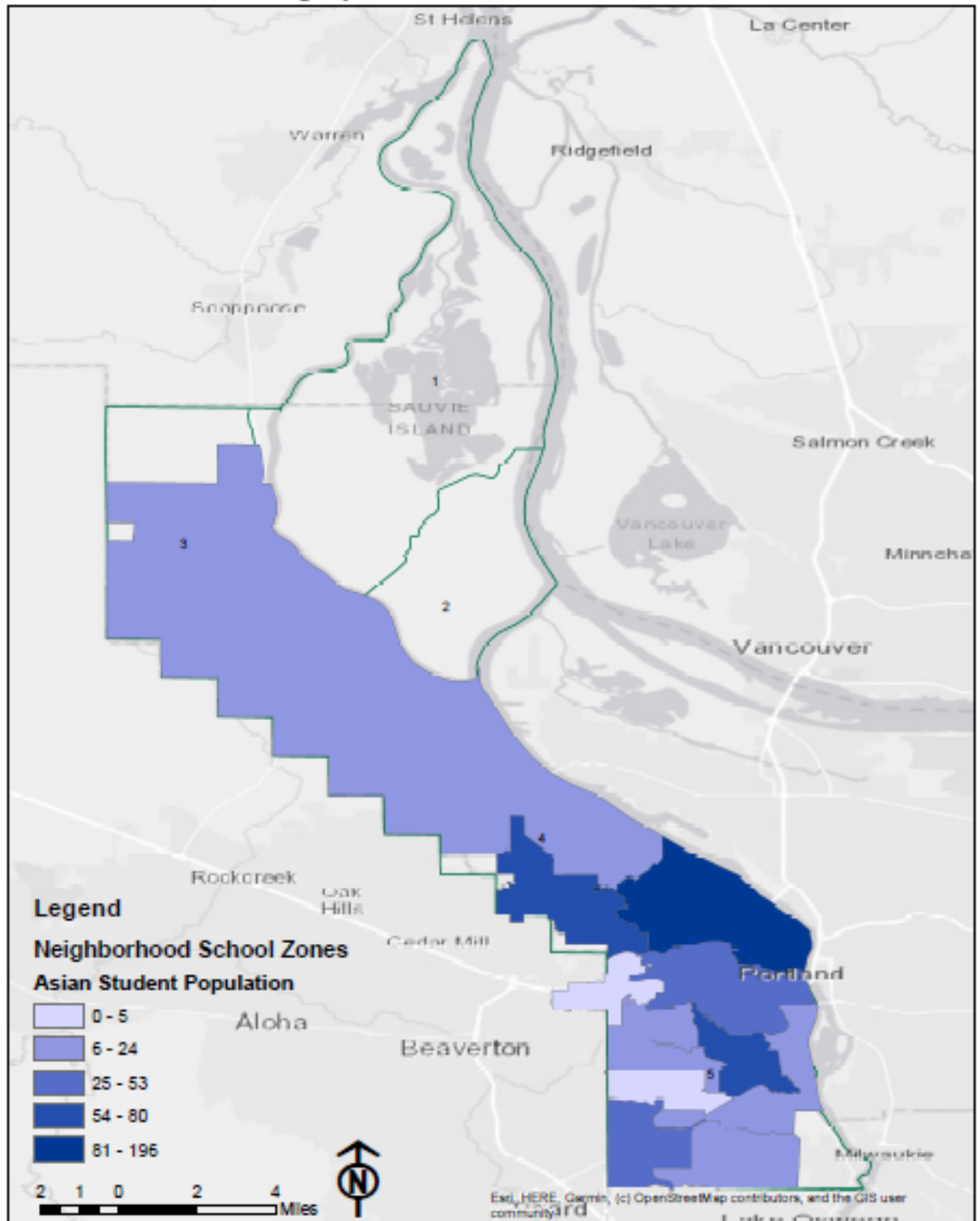
Products: Within the 2020 WM Demographic Map folder (F:\WM_geodata\DEI\2020 WM Demographic Map), there is a master MXD file for the project, as well as the data that was sourced from PPS and RLIS. The primary products of the products are the maps found in the appendix of this document. Full size, higher quality maps are located in the 2020 Demo Maps folder. The processed data is included in the school_zones_race folder. These charts are also found within the excel spreadsheets located within the 2020 WM Demographic Map folder.

APPENDIX

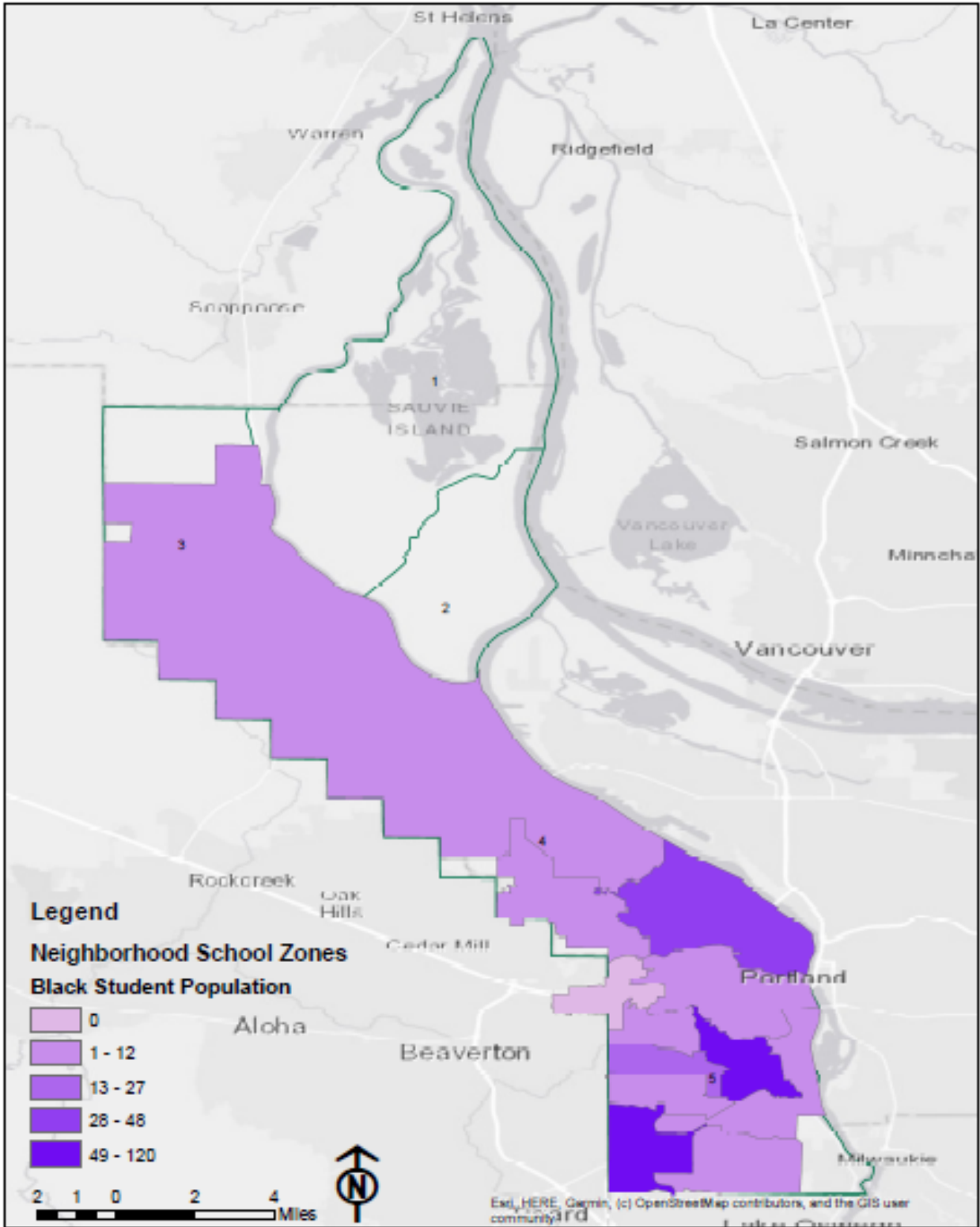
High quality, full size versions of these maps are available in the 2020 Demo Maps folder located in the 2020 WM Demographic Map folder in the F drive (link above). Labels and tiny text are easier to read at the full scale.

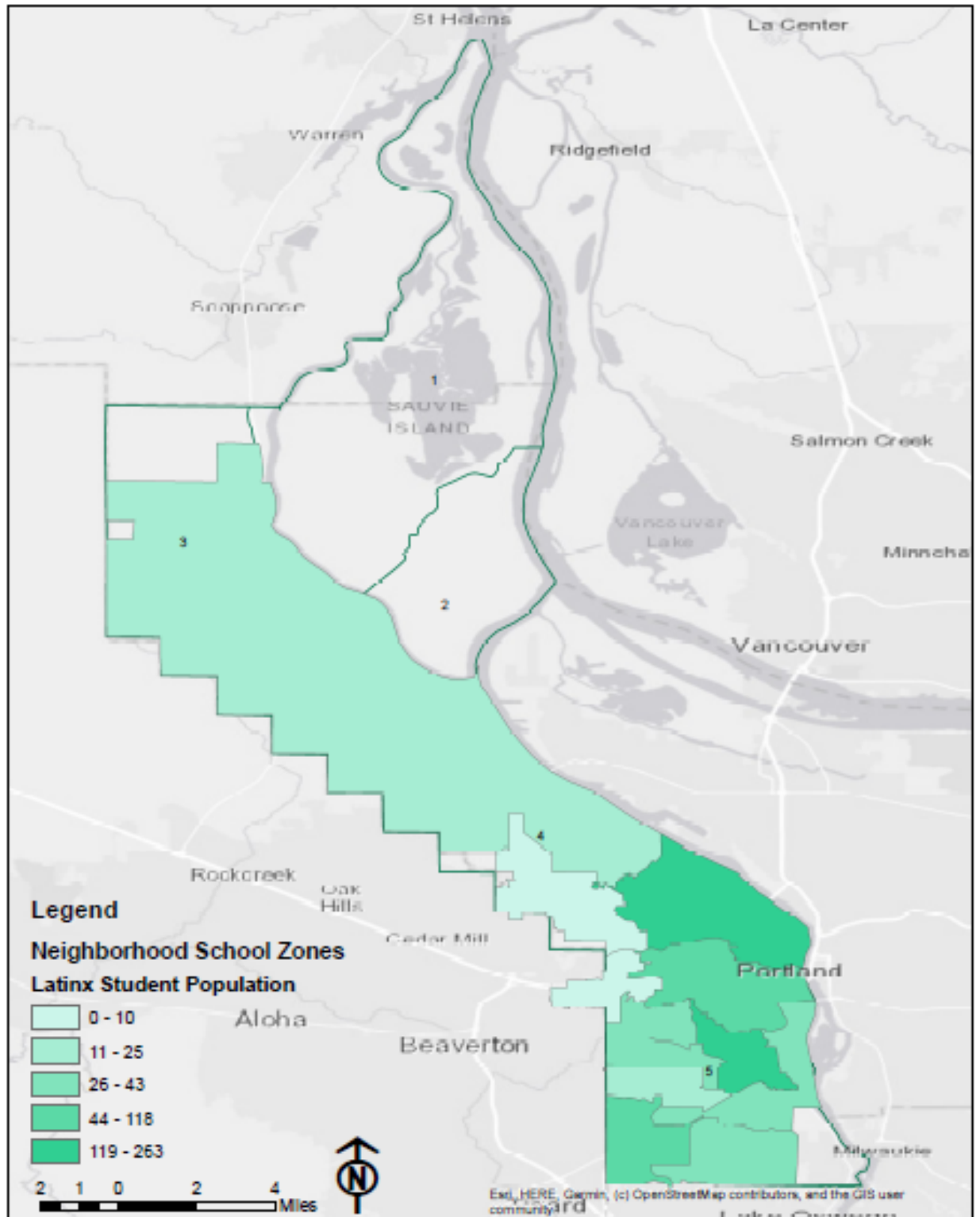
PPS Schools and District Zones in the West Multnomah SWCD

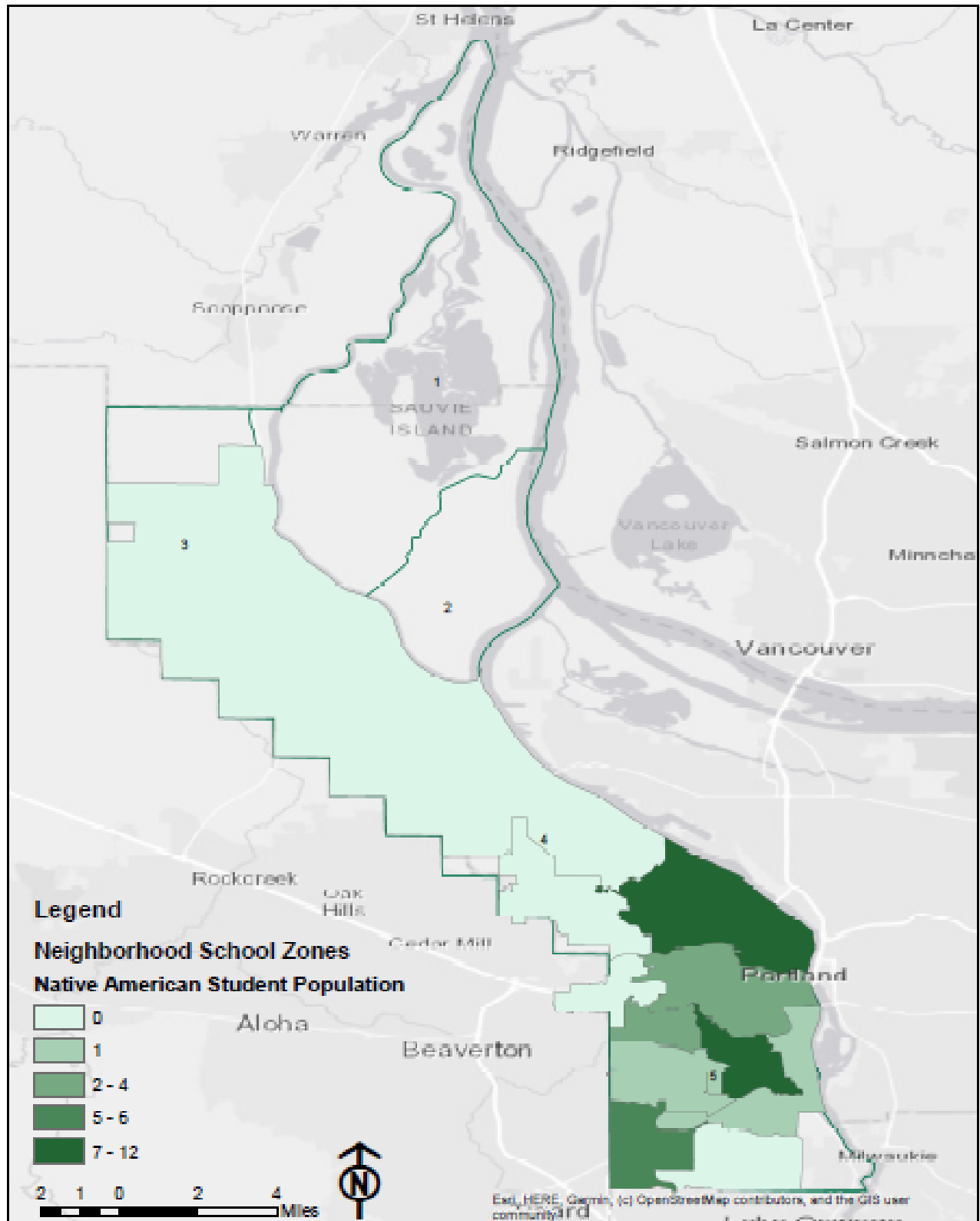


PPS Student Demographics in the West Multnomah SWCD: Asian

PPS Student Demographics in the West Multnomah SWCD: Black

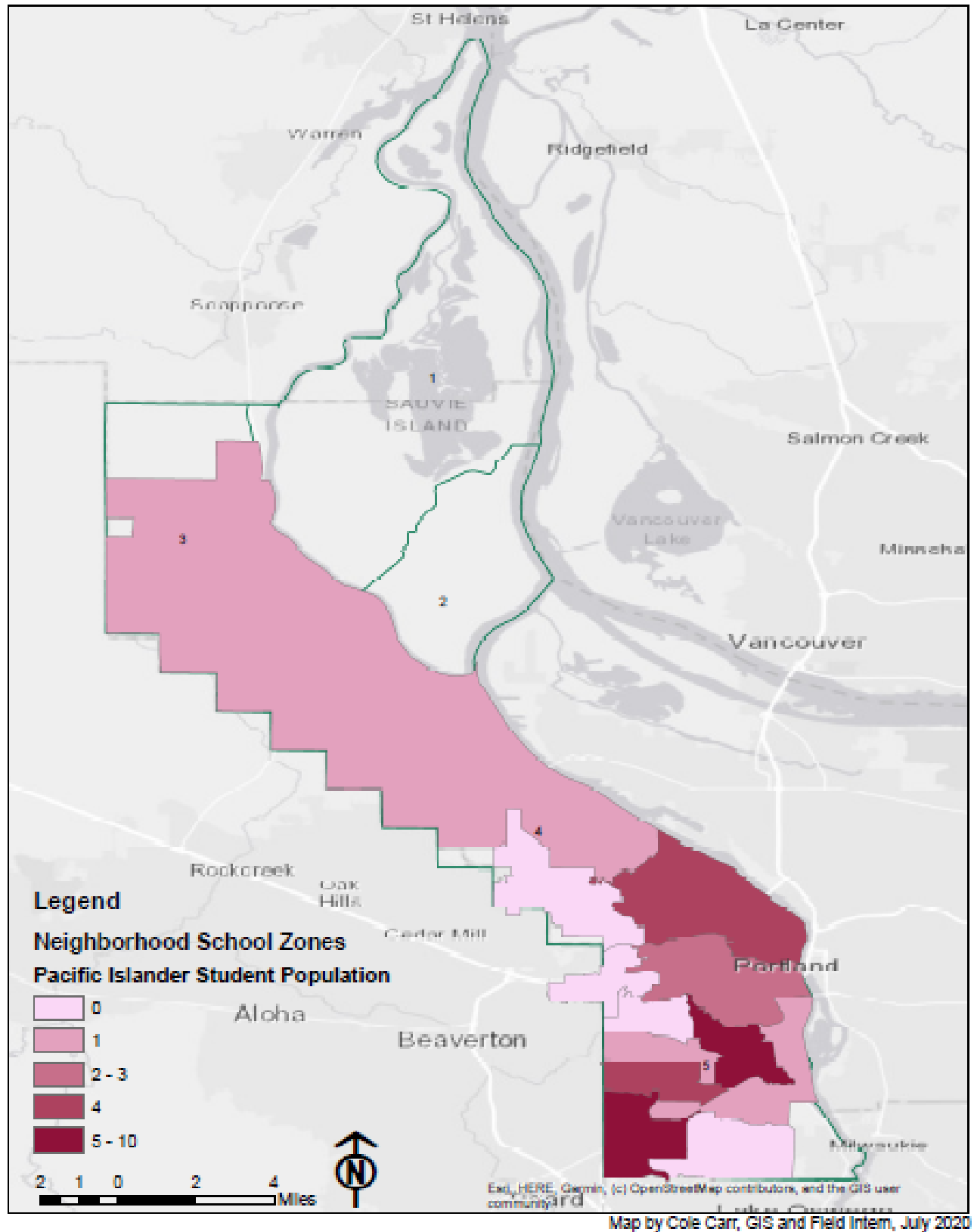


PPS Student Demographics in the West Multnomah SWCD: Latinx

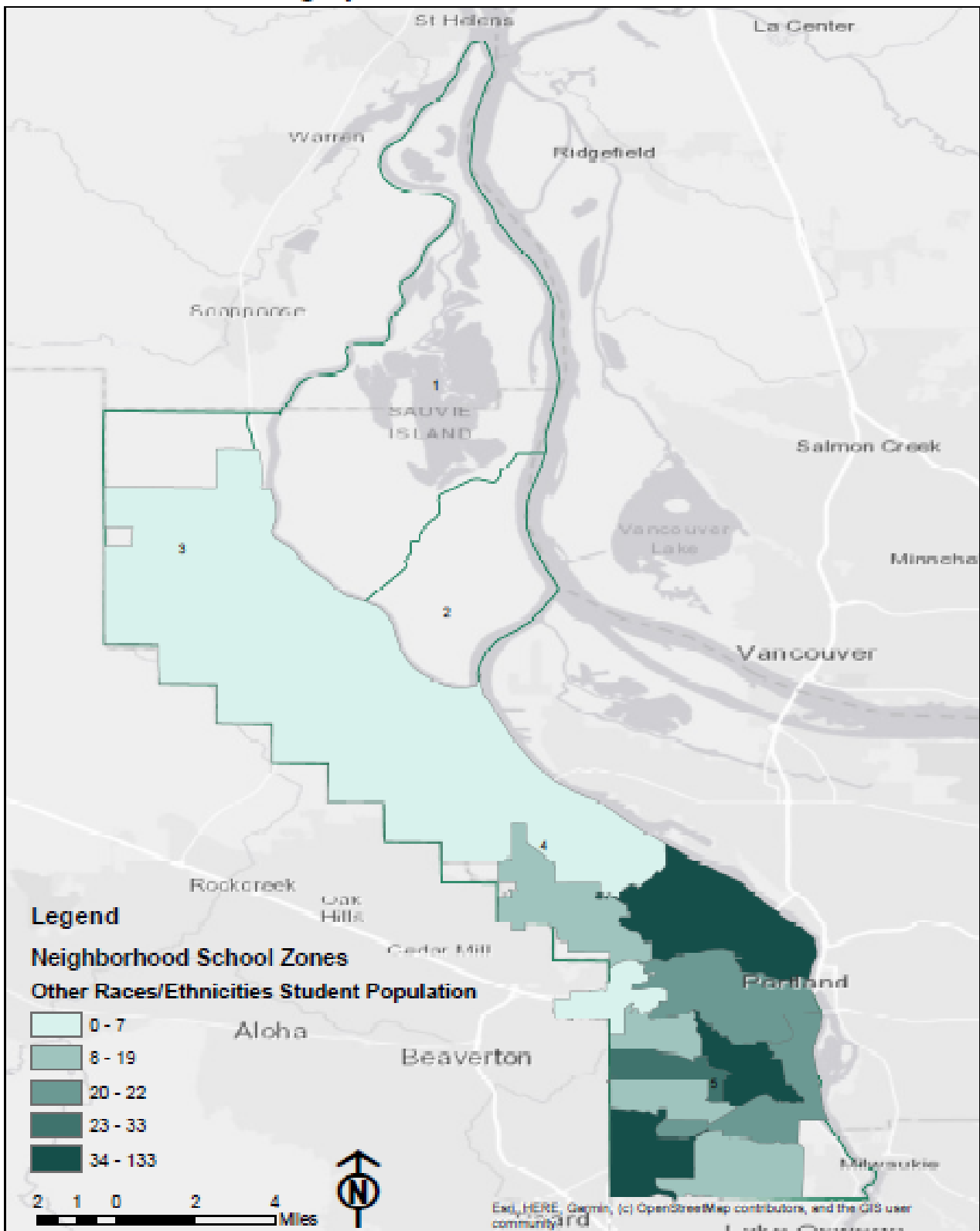
PPS Student Demographics in the West Multnomah SWCD: Native American

Map by Cole Carr, GIS and Field Intern, July 2020

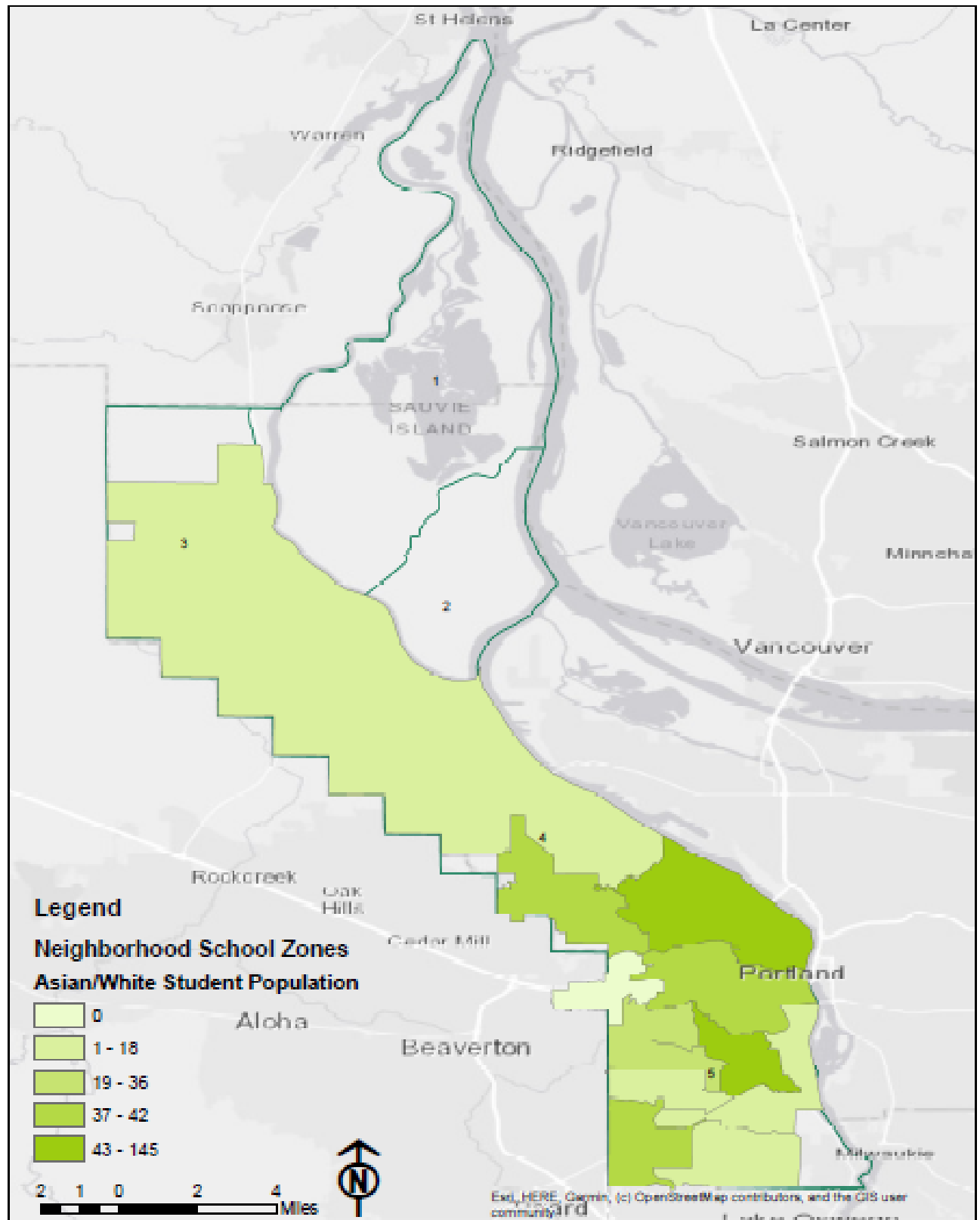
PPS Student Demographics in the West Multnomah SWCD: Pacific Islander



PPS Student Demographics in the West Multnomah SWCD: Other



Map by Cole Carr, GIS and Field Intern, July 2020

PPS Student Demographics in the West Multnomah SWCD: Asian/White

PPS Student Demographics in the West Multnomah SWCD: White