



**WEST MULTNOMAH**  
Soil & Water Conservation District

## **Diversity, Equity and Inclusion Committee**

10 am – 12 pm, Tuesday, August 2, 2022

Any person may attend the meeting, which are held online via Zoom.

A meeting ID and password will be required to access the meeting. Interested participants may request the ID and password by emailing [scott@wmswcd.org](mailto:scott@wmswcd.org) with the subject line “Request for

Conference ID” no later than 24 hours before the start of the meeting. The meeting can be joined for free directly from the conference link provided. 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/>)

### **AGENDA**

**10:00 am** – Welcome/check-in/announcements – All

**10:15 am** –Review minutes from last meeting – All

**10:20 am** – How to report on annual spending amounts related to DEI – Mary/Randi

**11:00 am** – DEI content on new website - Renee

**11:30 am** – Review physical requirements for internship program for inclusion of disabled persons – Ari

**11:55 am** – Action items review – Scott, Laura/All

**12 pm** – Adjourn - Next meeting August 9 – Time 10 AM

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*Conserving soil and water resources for people, wildlife and the environment*

**DRAFT - WMSWCD Diversity, Equity and Inclusion (DEI) Committee Meeting Summary**  
**June 14, 2022 10:00am to 12:00pm, WMSWCD Zoom meeting**

**Attending:** Scott Gall & Laura Taylor (Co-Chairs); Ari DeMarco, Shahbaz Khan, Mary Logalbo, Terri Preeg Riggsby, Randi Razalenti

**Welcome/Check-In/Announcements** – Mary shared that Shahbaz will be working with the District and PCC on a demographic data mapping project. Randi Shared that this meeting will be the last DEI Committee meeting she will be attending for the foreseeable future due to time constraints with the District move but will still be assisting the Committee on matters as needed.

**Approval of April 12, 2022 Meeting Summary** – Approved as written.

**Rotating minute taker for DEI Committee meetings:** As Randi is taking time off from the DEI Committee to work on other time sensitive work for the District, the rest of the team that are staff will take turns taking minutes. The Co-Chairs will only take minutes when they are not charged chairing the meeting.

**Action item:** Randi to put together a checklist for the staff to use for taking minutes.

**DEI track coverage at CONNECT:** Laura and Scott will be presenting at the CONNECT conference. Mary shared that Indi Namkoong will be presenting on the *Whose Land is Our Land?* report.

**Education Niche Finding Report:** Mary highlighted key portions of the report, starting with page 6 of the report that contains broad recommendation areas. The first five points listed were discussed as to how we as an organization can work on these recommendations.

Also highlighted was Appendix A which contained providers that provide culturally specific programming. Appendix B (page 67) is a list of what we learned from community members and leaders.

This is a niche finding exercise focused on what kind of education the District can provide very specifically to BIPOC communities with the mindset that these folks have been historically marginalized and the District wants to proactively serve those communities better. This was all included within our Long Range Business Plan (LRBP).

Mary is helping the school gardens that we have formerly funded to find other sources of funding. The recommendations highlighted where there were gaps, and we want to help those that have formerly been funded by the District in the past to get to other funding that are out there to be more self-sufficient. The District wants to better direct funding to those that have not benefited from District funding in the past.

The challenges that these marginalized communities are facing are very big systemic challenges. We've thought of some ways to help facilitate access to land, but it is a very large undertaking. Appendix B will be very helpful to the staff for understanding who to connect with. Conservation programs at the District should be thinking about how to incorporate this work into their programs and relationship building with these communities. Access to fresh food is really important to African communities that Terri works with – not just gardens but also fishing. It would be good if we can somehow find ways to increase access to fishing to communities that need this. This relates to the District's work since the water quality in our District is a concern for fishing in the area. Clean air is also another large concern for communities that Terri works with. Messaging and engaging communities could be centered around these concerns that these communities have raised. In the Slavic community we also heard a lot about toxicity in fish. There are partners that are working on this that we can think about working with on cross-messaging.

The District is currently working on creating new partnerships, creating diversity on our staff and board, and looking at ways that we can provide access to land. The City's Parks and Recreation community garden program were unable to make culturally specific community gardens due to exclusion that would occur by only limiting access to certain parties. There are opportunities for the District to work with urban gardening programs that would help enable us to work with underserved communities that we

haven't worked with before. This is something that Terri is already working on. The District recently helped to install a community garden at a houseless shelter as well. Terri has a tool call a Goals Grid, which refers to what you want to achieve, add, reserve, and eliminate that could be helpful for staff to go through and brainstorm in conjunction with the niche finding report.

Staff want to better track landowners that are open to provide space for learning opportunities to the community, and it would be great to incorporate into our database. It would also be good to have a framework to engage landowners and ask about this. Spending the time to read through the whole report would be helpful ahead of whenever we have the brainstorming session.

**Action item:** Terri will email the tool to the DEI Committee members. The staff to continue brainstorming the work to be done out of the recommendations from the report.

**Discuss how to carry forward learnings from white supremacy culture training:** The staff recently engaged in a white supremacy culture training. White supremacy culture can also be referred to as dominant culture. General discussion occurred on how we could take learnings from this training into actionable items or what we may want to emphasize to the staff and/or board.

Mary noted that she and several staff want to better incorporate traditional ecological knowledge (TEK) into their current model of restoration work. How to slow down and not take on more than we can manage all came up in conversations amongst staff regarding this training. As we think about other skillsets that we need at the Board level, this is another area that we could benefit finding on our Board.

Ari wondered if we could incorporate some of the lessons learned into our equity lens and could potentially relate to how we use the equity lens. Or even a reminder within the lens to help remember some of the information from this training. Randi suggested that we could have a pre-exercise for equity lens trainings of going through the heart of very specific pieces of what dominant culture perpetuates and what we want to avoid.

Randi also suggested that staff use the term dominant culture so that people can help see themselves in it instead of such extreme wording that can be hard for someone to see themselves in, as white supremacy is distracting and can make people think of only extreme violence from white supremacist groups.

Scott found that there were pieces from the reading that we could incorporate into our onboarding and looking at characteristics at times to understand how we can modify programs and work.

The antidotes in the reading were helpful to understand how to move outside of the dominant culture. In the ecology community we have examples of natural systems that have taught people alternative ways of thinking, such as how there isn't either/or thinking, as nature is a diverse and complicated system.

We can try to incorporate the training exercises into staff and tech staff meetings during sections devoted to our equity work. Shahbaz also mentioned the resource that was given at the training that we consider incorporating into staff use: <https://cyndisuarez.com/my-book>, and that there may be other activities that we can do that staff can do exercises on their own as well.

**Action item:** Randi to find out if we are free to share materials from the training internally with staff and externally with partners as needed. Randi to send materials (as permitted) to Terri to share with the Board to read through as they are able. Staff members think about and experiment ways that we can incorporate the training learnings into equity lens use.

## **Action Items Review**

See above

**Next Meeting:** August 9, 10a-noon

Notes taken by Randi Razalenti

# Qualifications by Certification Program

Qualifications by Certification Program				
	Emerging Small Business (ESB)	Minority/Women Business Enterprise (M/WBE)	Service Disabled Veteran (SDV)	Disadvantaged Business Enterprise (DBE and ACDBE)
<b>The Business</b>				
is registered with Secretary of State	X	X	X	X
is an Oregon business (according to federal tax filing)	X			
has 3-year average gross annual receipts of	Tier 1 <\$1.9729 mm <\$789,198 mm	(construction firm) (non-const firm) Tier 2 <\$3.9459 mm <\$1.315 mm	≤\$26.29 mm	≤\$26.29 mm
number of employees	Tier 1 ≤19	Tier 2 ≤29		≤\$26.29 mm or ≤\$56.420 mm (airport concessionaires)
is 'for profit'	X	X	X	X
is certified in home state				X
<b>The Business Owner</b>				
is a U.S. citizen or lawfully admitted, permanent resident	X	X	X	X
is a woman and/or a minority		X		X
owns and controls ≥ 51% of company		X	X	X
controls and manages day-to-day operations	X	X	X	X
made capital contribution		X	X	X
has proper professional license(s)	X	X	X	X
has personal network				≤\$1.32 mm
	<a href="#">Get full ESB program details</a>	<a href="#">Get full MWBE program details</a>	<a href="#">Get full SDV program details</a>	<a href="#">Get full DBE program details</a>

Hi DEI Committee,

We've had some discussion about where the DEI-related pages and information should be located on the new website, and I'd like to get your feedback on where we've landed. The main navigation header (most prominent "buckets" of pages on our site) will be: "Conservation Priorities" (or a similar name, TBD) with high-level informational messaging following our conservation Strategic Directions 5-9 (with links onward to programs/projects/services); "Programs & Services" (or a similar name, also TBD) which will elaborate on how we can help, what we do; and Resources (publications, etc); and News (blog). Side note, SD 10 will not be included for now until we have more to share on it.

Also on the header, but slightly less prominent will be links to "About us" pages with all things related to staff, board, contact page, financials, annual reports, etc. and DEI.

We've shifted away from listing the full set of 10 SDs under a "Priorities" section to making our conservation work and services most prominent – why visitors will be coming to our site. Mary has also raised the important reminder to weave equity into all the places that make sense, to show the results of our DEI work, and not just have a DEI initiative page.

This location of the DEI info is quite similar to our current site, but I just wanted to give you all the opportunity to raise any concerns as we've departed slightly from initial website navigation structure ideas expressed earlier in the planning which was to follow more closely to the SDs as our priorities.

Thanks for sharing your thoughts. If you want a visual reference, we are using Tualatin SWCD's website as a guiding model: <https://tualatinswcd.org/>  
And if it helps to know, the board (via Terry, with separate input from Jane) also supports this structure.

Thanks,  
Renee

Renee Magyar  
Communications & Outreach Manager



# Conservation is for everyone.

We're here to help Washington County residents with sustainable, productive, and healthy ways to care for the land and water.

[WHY WATERSHEDS MATTER >](#)

## COVID-19 Message

Our staff is temporarily working remotely to support Washington County's efforts to contain the spread of COVID-19. We are happy to assist with your natural resource needs via phone (503-334-2288) or **email**. We will be offering our workshops online during this time. Thank you for your understanding.

Naturescaping: Basics  
September 22 @ 6:00 pm - 7:00 pm

[SEE ALL EVENTS >](#)

## GIS & FIELD CONSERVATION INTERNSHIP JOB DESCRIPTION



DEI Committee, see highlighted below

## GIS & FIELD CONSERVATION INTERNSHIP JOB DESCRIPTION

Location:	Portland, Oregon
Period of Employment:	Approximately 6 months (April – Oct), 2022
Pay:	\$17.31/ hour
Work hours:	8:30 am to 5:00 pm
Work Week:	Monday-Friday, Average of 20 hours per week. Occasional optional evening and weekend hours.

### **General Summary**

West Multnomah Soil & Water Conservation District (WMSWCD) has hired one temporary, at will, non-exempt, part-time GIS & Field Conservation Intern for spring through fall of 2022. This six-month internship is designed to provide support to WMSWCD and experience in the areas of field monitoring, GIS mapping, invasive species management, habitat restoration, water quality data collection, stormwater management, forest stewardship and agricultural best management practices on privately-owned properties. The position is a mix of field and regular office work, with a majority of work in spring and late summer through early fall occurring outdoors and a midsummer period where indoor office work is more common. Field work may begin the first week of work, and includes GPS and water quality data collection, invasive and native plant inventories, weed control (including use of herbicides), and monitoring in the form of vegetation and forest structure surveys. Office work involves data entry, GIS mapping and spatial analysis, administrative tasks, special projects and planning involving the natural resource management issues listed above. A strong foundation in plant identification and field data collection, use of Arc GIS software, and the ability to enter and manipulate data and write technical reports using Microsoft Excel and Word software are essential qualifications for this position.

### **Job Duration and Schedule**

The internship will begin on April 4, 2022 and end in mid October 2022, with overall hours worked not to exceed 599 hours. Most work weeks will be comprised of 2-3 full days (8 hours each) for an average of 20 hours per week. Schedules may vary slightly based on workloads and the needs of the intern.

### **Essential Functions of the Job**

- Monitoring native and invasive plants and assisting with other field site visits
- Surveying, mobile data collection, and treating priority invasive weeds (including use of herbicides)
- Data entry and analysis, making graphs, and writing reports
- Mapping with ArcGIS
- Communicating and working directly with staff, the public, property owners, and contractors through face-to-face contact, telephone, written, or email correspondence

### **Other Duties and Responsibilities**

- Meeting regularly with Internship Program Supervisor for mentorship, training, and to check in on goals
- Collecting GPS, water quality, and forestry data
- Assisting with writing conservation plans and completing special projects related to the intern's professional interests
- Assisting with outreach and educational activities to inform the public on natural resource conservation issues

### **Eligibility Requirements**

- Adults (18+ years old)

## **GIS & FIELD CONSERVATION INTERNSHIP JOB DESCRIPTION**

### **Required Skills and Abilities**

- Experience in plant identification.
- Competent with Microsoft Word, Excel, and ArcGIS software.
- Able to work outdoors under a range of conditions and terrain.
- Willingness to work with and apply herbicides under the supervision of a licensed herbicide applicator. This requires applying for an Oregon Department of Agriculture “Public Directly Supervised Trainee” pesticide applicator license which the District will pay for.

### **Desirable Additional Experience, Abilities, and Attributes**

- Previous participation in an environmental workforce development program (such as, but not limited to: Green Jobs Internship and Training Program, Verde, Wisdom Workforce, Greenspaces Restoration and Urban Naturalist Team/TNT, TALON, Green Leaders Initiative, or Northwest Youth Corps)
- Active students working toward a vocational or associates degree with an interest in natural sciences, natural resource management, environmental education, or another related field
- Personal and professional commitment to diversity, equity and inclusion, including exploration of power and privilege, a willingness to self-reflect, and experience engaging with marginalized communities and/or individuals in a welcoming and respectful manner
- Experience collecting field data and maintaining field notes
- Good oral and written communication skills
- Maintains positive, cooperative relationships with others and conducts work in a professional manner

### **Job Conditions**

- The position will work in the field approximately 60% of the time, and in the office 40% of the time.
- The fieldwork may include working in and around such locations as urban areas, farms, and working forests; streams and ponds; properties with dense, thorny vegetation; steep slopes, and other hazardous terrain, and applying herbicides. Herbicide application will include training and supervision by staff who will be working alongside the intern. Occasional interactions with farm animals and pets may occur while in the field.
- Physical exertion may be required, such as walking outdoors and carrying equipment and tools.
- The office and outreach work includes using a computer and working or standing at a desk or table.
- Travel in a personal or District vehicle may be required to field sites, workshops, meetings and training sessions: an intern may need to transport themselves and some field equipment to a site and between sites throughout the day in a timely manner, including to sites up to 30 miles from downtown Portland in the west hills and Sauvie Island. If an intern holds a valid driver’s license and consents to a motor vehicle report, a District vehicle may be provided. Use of personal vehicles will be reimbursed for mileage.
- This position requires abiding by District safety policies and requirements including COVID-19 which may require working remotely, physically distancing, and mask wearing. The District’s COVID-19 policies mirror State of Oregon mandates. The District office is closed to the public during the COVID-19 pandemic; staff are required to work primarily from a home/remote office until further notice. Internet and computer accommodations may be made by the District.

### **Compensation**

Base pay is \$17.31 per hour. Positions are at-will and non-exempt. The District will pay for any required training and licenses. Use of a personal vehicle, phone, computer, or internet is not required, but if such use occurs, certain expenses may be eligible for reimbursement. TriMet reimbursement is available for public transit commuters and bike parking is available for cyclists when our office is open.

### **Diversity, Equity and Inclusion**

West Multnomah Soil & Water Conservation District is committed to diversity, equity, and inclusion throughout our organization: in those we serve, in our workforce composition, through the contractors we hire, and in those that benefit

## **GIS & FIELD CONSERVATION INTERNSHIP JOB DESCRIPTION**

from our work. We welcome and encourage applications from Black, Indigenous, people of color, women, and LGBTQ+ individuals.

The 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 so as to provide access to district events, materials and services.

If you have requests for accommodations or complaints about discrimination, harassment, inequitable treatment, lack of access to District events, materials or services, or for any questions at all, please contact us at [info@wmswcd.org](mailto:info@wmswcd.org) or call 503.238.4775 and leave a message with a return phone number at Extension 100.