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Incorporating DEI

Resource Kit

OFM
OFFICE OF FINANCIAL MANAGEMENT
Model Policies and Considerations for a Diverse, Equitable, Inclusive and Respectful Work Environment

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Introduction

Authorization, direction and formation

In April 2018, Gov. Jay Inslee issued a memorandum directing cabinet agencies to create a diverse, equitable, inclusive and respectful, or DEIR work environment. (See Appendix.)

This memorandum charged agency leaders with recognizing their own positional and identity privilege. It also urged recognition of the impact, regardless of intent, of their actions and their agency’s actions in perpetuating the oppression of historically marginalized groups, including people of color1 as well as work environments that permit or condone sexual harassment. These actions include not only the way an agency delivers services and resources to the people of Washington, but also how an agency commits to and supports its workforce so its members can do their best work. This work starts with agency leaders. We know all leaders, including managers and supervisors, play a critical part in role modeling appropriate behavior and creating an inclusive and respectful work culture.

Workforce policies shape how an agency interacts with its workforce and the communities it serves. While policies are only a fragment of a much larger framework,2 what an agency commits to in writing can have a meaningful impact on the work environment experienced by its employees.

Recognizing this, the governor’s memorandum directed the Office of Financial Management, State Human Resources division, or SHR and the Department of Enterprise Services, Workforce Support and Development division, or WSD, to do the following:3

* Assist agencies in identifying gaps in and potential for improvement of required policies by leveraging statewide data provided by agencies.
* Work with agencies to provide clarity on required and recommended harassment; discrimination; and diversity, equity and inclusion policies, including exploring the need for other required policies.

This document is foundational to meeting the direction above by providing model DEIR-related workforce policies that agencies can implement based on enterprise data and their own data.

The memorandum directed that each agency identify a liaison to partner with SHR and WSD. The resulting group includes leaders, human resources experts and other agency professionals with significant experience and education. These individuals represent an array of identities and are at

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1 We recognize that people sit at the intersection of class, gender, sexual orientation, ability, etc. and that there are multiple ways we identify or experience barriers or oppression. We are leading with race when we mention oppression and marginalization because race continues to play a defining role in lived experiences and outcomes (health, education, jobs, incarceration, housing, etc.). Race is often the hardest to address and most avoided, so we are leading this DEIR-related work with a focus on race. By centering on race and using tools that can be applied across all areas of marginalization or oppression, we increase the ability of all of us to work for equity. This emphasis is not meant to be exclusive.

2 This framework includes how an agency operationalizes and imbeds DEIR across its organization in such areas as recruitment, strategic plan, performance management, position descriptions, requests for and allocation of resources, legislative communication and promotion.

3 The list provided here is only a selection for purposes of this document. The action plan associated with the memorandum included direction in additional areas such as data and training. See Appendix.
different points on their journey to understanding and embracing the importance of diversity, equity and inclusion.

In addition to policies, the memorandum directed improvements to be made in other areas. Given the breadth of the work, SHR and WSD strategized to form three diversity, equity and inclusion, or DEI committees: policy, training and data/investigations. The identified agency representatives were asked to participate in one or more of committees depending on their availability. The committees began meeting in the fall of 2018.

This development and delivery structure are rooted in SHR’s and WSD’s recognition of the need to build these resources with agency voice and representation. It is our hope that this power-with\textsuperscript{4} approach provides alignment, coherence, buy-in and legitimacy to this work. We want to spark change across our enterprise.

**Our Ongoing Journey**

The genesis and future of this document

The DEI policy committee began by developing a charter. Although continually revisited, the charter commits the group to creating model policies and considerations for agencies to use in their DEIR work environment improvements. The committee agreed on fundamental principles and values to ground its work, including the fact that oppression and privilege exist and that racism is present in institutional policies. (See Appendix.)

Once the charter was established, the group moved to assisting agencies in identifying gaps in workforce policies by reviewing and leveraging statewide data. A review of the 2018 Human Resources Management Report, or HRMR\textsuperscript{5} revealed significant gaps in DEIR-related workforce policies across our enterprise. While 100% of our reporting agencies indicated they had sexual harassment policies, just 60% affirmed they had a respectful workplace behavior/civility policy and only 58% reported having policies related to diversity, equity and inclusion.\textsuperscript{6} An explanation for this variability may be the lack of a mandate or requirement for agencies to have certain policies or a lack of understanding. As an example, agencies are required to have a sexual harassment policy which may have increased awareness and understanding; however, no such requirement exists for diversity, equity and inclusion.

Empowered with this agency data and the identified policy gaps, the committee provided clarity to DEIR-related workforce policies through the development of model policies in six areas:

- Diversity, equity and inclusion
- Respectful/civil/dignifying work environment
- Sexual harassment
- Reasonable accommodation

\textsuperscript{4} See Definitions section.

\textsuperscript{5} The HR Management Report survey asks Washington state agencies about workforce successes, challenges and strategies. It also assesses progress toward several workforce-related initiatives and executive orders, including diversity, equity and inclusion.

To achieve this, the committee broke into smaller groups and researched evidence-based best practices, implementation considerations and examples in these different policy areas. Once accumulated, these artifacts were used to develop model policies for distribution to the agencies. This document is the culmination of these efforts. It aims to bridge the gaps reflected in our HRMR but more importantly to improve the experiences of all our employees, especially those in marginalized and oppressed groups. The ultimate success of these efforts hinges on all leaders embracing this work and holding themselves and their agency accountable regardless of what is mandated.

In our future work, the committee will focus on developing greater awareness and use of these policies by agencies. The policy committee will also explore the need to require all agencies to adopt DEIR-related workforce polices with mandatory components.

**Building For Us, With Us**

*Meaningful Stakeholder Engagement*

In producing this report, we recognize the important connection to other internal and external entities whose commitment to DEIR-related initiatives provides an opportunity for significant collaboration, learning and progress.

To this end, we have strived to review this document with as expansive a group of stakeholders as possible, knowing that our work in this area is never truly complete. Constant, iterative reflection, feedback and improvement are core components to the success of this work with a culture of sharing, learning and change at all levels of state government.

We appreciate the thoughtful perspectives and input of our stakeholders and acknowledge their vital contribution.

- DEI Policy Committee
- DEI Training Committee
- DEI Data and Investigations Committee
- DEI Council
- Business resource groups
  - Rainbow Alliance and Inclusion Network
  - Veterans’ Employee Resource Group
  - Latino Leadership Network
  - Disability Inclusion Network
  - Washington Immigrant Network
  - Blacks United in Leadership and Diversity
- Women’s Commission

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With the passage of I-1000 by the legislature in the 2019 session, this committee developed these policies, including an affirmative action policy, under the legal framework of I-1000. However, with the failure of Referendum 88, the committee modified this document to be compliant with I-200, including the removal of a model affirmative action policy.
- Interagency Committee of State Employed Women
- Commission on African American Affairs
- Commission on Asian and Pacific American Affairs
- Commission on Hispanic American Affairs
- Governor’s Office on Indian Affairs
- Governor’s Committee on Disability Issues and Employment
- LGBTQ+ Commission
- Labor partners
- Results Washington
- Human Rights Commission
- Agency human resources leadership
- Agency deputy leadership
- Agency cabinet leadership
- Attorney General’s Office
- Governor’s Office

The last bullet is not a typo; it is intentionally left blank for awareness, similar to an empty chair in a meeting. We would be remiss in this work if we did not recognize those who have not been included in the production of this document. While our intent is to be as inclusive as possible, the impact may be different.

There are those who did not have the opportunity or voice to be a part of this work. We remain committed to constant improvement and the incorporation of their thoughts, ideas and perspectives as they become known.

As a final note, the scope of DEIR-related workforce policies is broad and the perspectives for it are even broader. In this stakeholder process, we incorporated feedback to the degree possible; however, it should be noted that the entities listed above do not necessarily endorse or approve this document.

**Answering Why It Matters**

**Becoming an employer of choice through diversity, equity, inclusion and respect**

DEIR-related workforce initiatives can positively influence employee engagement by promoting employees’ intrinsic motivation. Aspects of employee intrinsic motivation can be separated in four parts:

- Relationships: The desire to feel respected and connected.
- Autonomy: The desire to have freedom and discretion in one’s job.
- Mastery: The desire to learn new skills and develop expertise.

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8 This practice is derived in part from the psychological technique called Gestalt therapy, whereby awareness is created through an intentional focus on different or other perspectives, resulting in an acceptance of the interconnectedness of our environment, relationships and experiences.
• **Purpose: The desire for meaningful work.**

Relationships are a basic human need — a need that can be as motivating to satisfy as seeking shelter, eating food, drinking water and breathing air. We are all motivated to seek out relationships that foster security, trust, inclusion and respect. Our well-being is linked to our social connections. When these connections are harmed, powerful effects may result. Modern neuroscience points to the fact that when humans experience threats or damage to their social bonds, the brain responds in much the same way it responds to physical pain.\(^9\)

Through diversity work, employees engage others with similar and different identities. Through inclusivity and respect work, all employees are encouraged to participate or given a pathway to participation. Through equity work, employees are expected to recognize the barriers they, their colleagues and their organization create for certain groups that lead to unintended, disparate outcomes. Employees should expect that their leaders, managers and supervisors do the same. The goal of all this work is to create a culture where authentic and valuable relationships can be formed and strengthened, employees feel a sense of belonging, recognize that people matter and see each other in our purest form: human. Additionally, these forged relationships create psychological feelings of safety that promote employee wellness through the peaks and valleys of work and life.

Psychological safety\(^10\) is a requirement for the exercise of autonomy and the pursuit of mastery. When employees feel safe they feel empowered to learn, grow and innovate. DEIR work encourages a learning culture by opening our minds to different, new perspectives. When employees are exposed to new perspectives and ways of thinking in a psychologically safe work environment, inspiration, creativity and innovation flourish. While leaders are the foundation of psychological safety, every employee has the responsibility to create, maintain and sustain such a culture.

Yet perhaps DEIR’s biggest impact on employee engagement is purpose. Employees are engaged when they are connected to a cause larger than themselves. When employees know the “why” and see its importance they are motivated to spring into action no matter how difficult the challenge. DEIR provides meaning to our work by tying us to humanity. It shines the light on the reality of our interconnectedness and how we cannot be who we ought to be until you are who you ought to be and you cannot be who you ought to be until we are who we ought to be.\(^11\) There is simply no workforce connection, why or purpose bigger than this.

It is because of a commitment to communities that we as public servants are here; and to be successful, our service must be dedicated to ensuring all those who reside in Washington are thriving. To do this requires us to understand what thriving means for the communities we serve.

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\(^10\) As it relates to the workplace, psychological safety is a belief an employee holds that he, she or they will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes. It is a core foundation for employee innovation and teamwork. See, Edmondson, Amy, *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*, Wiley, New Jersey, 2018.

\(^11\) A paraphrase of Dr. Martin Luther King Jr., who wrote, “In a real sense all life is inter-related. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be, and you can never be what you ought to be until I am what I ought to be ... This is the inter-related structure of reality.” King, Martin L., *Letter from the Birmingham Jail*. Harper San Francisco, 1994. Print.
and to be mindful of our impact. When we do this with thought, purpose and commitment, we become the employer of choice for current and future generations because those called to public service will identify with this fundamental value.

Organizations that implement DEIR-related workplace initiatives may gain legitimacy and credibility in the eyes of those that they serve. An employee workforce whose demographics reflect the population of those their organization is trying to serve is best positioned to deliver those services. When agency leaders provide employees with opportunities and pathways to participate, they are more likely to explore ways the organization can improve its services and mission. Finally, employees in organizations dedicated to equity will themselves find ways to address the institutional and systemic oppression experienced by marginalized groups.

**Leadership Perspective**

Approaching this work with humility and vulnerability

The governor, in the executive memorandum, outlined his commitment to improving our workplaces through DEIR-related work, including the recognition of positional and identity-based privilege.

We then asked agency deputy leadership, through a group exercise, to identify what those staff wanted their employees to know about diversity, equity, inclusion and respect and why DEIR was important to them and to their agency in making it an employer of choice.

This is what they shared:

> It is a privilege and great responsibility to serve as a leader in Washington State government. We have an important obligation of serving every resident and employee. To ensure that we serve everyone, we must create and support a diverse and inclusive culture across the state to leverage the best thinking of our employees and ensure equitable access to our services.

> This is exciting and challenging work. We are responsible for creating space for difficult conversations. We must model humility and curiosity. We must demonstrate our willingness to learn. We must give our voices to allow others to be heard in new ways. Each one of us bring our own personal experiences, privilege and background. And although we are a diverse group, we lack proportional representation amongst historically marginalized groups. Many of us lack the lived experience of our staff and the residents we serve. We aren’t experts in this work and we don’t have all the answers. Like others, we need to learn, grow and lead. We need to be humble and vulnerable in our own journey and continue to mature in our knowledge and actions.

> We know that equity, diversity, inclusion and social justice supports our employees, their families and the work we do for the people of Washington. As leaders we are committed to:

- Understanding this is a core expectation of our individual and collective work as leaders and be willing to approach it with openness and bravery.
- Continuing to grow and learn and being vulnerable in sharing our successes and failures.
- Committing to examining our own biases and implementing ways to change our behavior.
- Holding ourselves accountable for our actions and positional power. Modeling behavior, being humble and listening to those around us with diverse experiences.
- Understanding how our voices and actions can contribute to moving this work forward (or backwards) and using these opportunities.
• Ensuring that there is a presence of different experiences, values, communities, voices and cultures. And that these differences are listened to in our daily work.
• Providing opportunities of all employees to be heard and contribute meaningfully to the success of and improved outcomes for the agency.
• Supporting employees to reach their full potential.
• Working to create a psychologically safe work environment allowing and expecting all employees to engage in this work bravely.
• Setting clear expectations and accountability for a respectful work environment for all people, employees, customers and partners.

We are proud to be a part of this work. We are thankful to the leaders across the state that have led this work and brought us to this place. We are committed and determined to see this work through. We are humbled by the opportunity to lead into the future and meet the Governor’s executive order and make Washington an equitable and inclusive employer and service provider.

Foundational Definitions
A shared language with which to do our work

Creating coherence in DEIR work necessitates the use of shared language. To accomplish this, a smaller team from the three DEI committees met in the spring of 2019 to develop foundational definitions. These definitions can be found in the appendix under DEI Definitions and are used throughout this document unless specifically mentioned otherwise. Like this document, the development of definitions is an evolving process and will be updated as needed.

Foundational Competencies
Connecting our policies to how we want our employees to learn and grow

Part of the role of policies is to set an expectation and aspiration for employee conduct and engagement at work. Creating DEI employee competencies can help bridge the gap between a policy and an employee by providing the employee and their supervisor with a road map for how to be successful in meeting policy goals. The same team that created the DEI definitions also worked to produce DEI competencies that can be imbedded in employee performance plans, evaluations and check-in meetings. These can be found in the appendix under DEI Competencies.

Development and Implementation Considerations
What to think about before an organization moves forward

The model policies contained in this document represent the committee’s work on best practices or approaches based on research. Through our research, we discovered both general and DEIR-related policy best practices for agencies to consider and adopt.

12 In developing these definitions, the team relied on their own education and experiences as well as several source materials, both internal and external to state government. One such internal source was the Equity Language Guide produced by the Governor’s Interagency Council on Health Disparities. See Appendix.
Organizations should assess their culture and climate prior to implementation, or to put it another way, have an understanding of leadership and employee readiness for the policy and its implications. For some, an initial policy may need to be more foundational and followed by communication, training, lunch and learns, or workshops. And as an agency’s readiness increases, its policy can be modified and deepened to align with that maturation, foundational learning and growth.

When implementing policies, organizations should ensure that the prospective policy is aligned to their strategic mission, vision, plan or goals. The policy should reference these to connect it to the overall work of the agency.

Policies should also include or reference measurable objectives to evaluate progress with a purposeful, cyclical review process. The policies should also name the individuals or entities accountable for success.

An organization should also identify the buy-in for the employee by connecting their experience of and compliance with the policy to a purpose larger than themselves — the broader impacts of the policy (its purpose) across the agency. As discussed previously, creating a purpose or “why” is an essential component of employee engagement.

Organizations must demonstrate their commitment to the success of the policy through its budgeting and allocation of resources, including people, money and time, as with any other agency priority. Policy implementation falls flat when the agency and its leaders fail to dedicate sufficient resources and focus to ensure success.

Policies should be plain-talked as much as possible with examples of what conduct or actions are being discussed. Also, organizations should identify and provide definitions for the key words so employees can know the intended meaning of the terms used. Agencies should ensure the policy is accessible for individuals with disabilities, including verifying that documents and resources work with screen readers.

In that same vein, policies should be written with positive or aspirational language, where possible, with a tempered recognition that employee behavior and conduct that does not align with the policy may result in discipline up to and including termination. A caution: This warning does not need to be repeated multiple times in a policy. To do so burdens the tone of the policy and limits its use to compliance rather than employee engagement and motivation.

Some workforce policies should have accompanying procedures to identify how complaints are to be made and where they should go. Procedures should be easy to understand, located centrally and accessible to all employees. The more centralized the process is the more consistency the organization creates through the collection of accurate data coupled with responsive action.

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13 Part of this assessment could be contacting other agencies or entities engaged in similar work to ask about lessons learned or best practices. Cross-agency connection can be a great way to strengthen any initiative as well as provide for a more meaningful engagement with the communities and customers served.

14 DES Workforce Support and Development is a great resource to partner with in determining the unique training needs of an agency.

15 Agencies should be mindful of the gap between making a policy provision mandatory and taking adverse employment action against an employee for failure to follow that provision. Seeking to understand, training, coaching and counseling should always be considered before relying on more serious measures.
With the exception of the reasonable accommodation policy, the model policies contained in this document do not include model procedures for two reasons. First, because of the uniqueness of agencies, including size, scope, divisions of responsibility and budget, agency procedures will vary greatly. Second, the DEI Committee on Investigations and Data will be publishing best practice recommendations on managing complaints including their collection and documentation, investigation processes, and appropriate follow-up. It is our hope that agencies will use these resources to develop procedures for addressing complaints that take into account both best practices as well as their unique size, scope, budget, and responsibilities.

For those with represented employees: Some of these policies may impact mandatory subjects of bargaining. Be mindful of your obligations under the applicable collective bargaining agreement to provide notice and bargain the impacts of the implementation in good faith with your labor partners. Early, frequent engagement with employee representatives, even before employees are aware of a draft policy, is a best practice in labor relations.

While the Office of the Attorney General is a stakeholder in the production of these model policies, your agency’s assigned assistant attorney general should still be consulted prior to implementation to provide advice on any legal implications and, if necessary, alternative paths forward, including but not limited to requests to modify or replace rules or laws.

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16 Each agency with represented employees is assigned an OFM labor negotiator who can help guide the agency through this process.
Model Diversity, Equity and Inclusion Policy

Ensuring success for all by eliminating disparities and building partnerships

The Washington State Department of Blank (DOB) recognizes that in order to achieve our mission and vision in service of those who reside in Washington, we must embed the values of diversity, equity and inclusion in all aspects of our work. The State of Washington is diverse, and our department must reflect that diversity. When we are representative of the people we serve, we can better address the disparities in outcomes of our services for marginalized and underrepresented communities through purposeful, tailored and equitable use of resources and programs.

To achieve a truly diverse workforce, we must be willing to address undeniable realities such as the existence and pervasiveness of discrimination, oppression, racism, white privilege, white supremacy, white dominant culture and individual biases. We must recognize oppression exists and has been reinforced through institutions, laws and policies to create structures and a system that discriminate against marginalized communities, especially people of color. This system has influenced societal norms, practices, beliefs and thoughts to create a dominant culture that further reinforces and perpetuates discrimination and oppression.

This dominant culture influences our individual perceptions, thoughts and actions. The product of this culture and our biology is the prevalence of biases, both conscious and unconscious, in how we perceive others, sometimes based on contrived, fabricated social constructs. These biases perpetuate discrimination and oppression of those outside of the dominant culture, especially people of color, leading to discriminatory hiring practices and other employment decisions, microaggressions and an unhealthy and exclusionary, rather than inclusionary, workforce culture. Such a work environment affects everyone because we are all connected, but it most negatively affects those who are members of marginalized communities.

To achieve inclusion, we must disrupt the othering of communities and ensure respect and belonging for all. We must be willing to look at our facilities and work environment through the lens of inclusivity and accessibility (e.g., gender-inclusive restrooms, heights of countertops, accessibility of presentations, norms of communication, etc.). We must be willing to challenge our practices and behaviors that perpetuate a patriarchal work environment and lead to gender discrimination and harassment.

The department recognizes that although we cannot change the oppressive and discriminatory practices of the past, we have control over the workplace culture we create today and in the future. Much work remains for us as a department and as individuals to accept our responsibility and seize

17 While multiple sources were used in the development of this model policy, we give particular mention to Department of Health and Secretary John Wiesman whose April 2019 directive provided valuable insight in the potential of this work.
18 We recognize that people sit at the intersection of class, gender, sexual orientation, ability, etc., and that there are multiple ways we identify or experience barriers or oppression. We are leading with race when we mention oppression and marginalization because race continues to play a defining role in lived experiences and outcomes (health, education, jobs, incarceration, housing, etc.). Race is often the hardest to address and most avoided, so we are leading this DEIR-related work with a focus on race. By centering on race and using tools that can be applied across all areas of marginalization or oppression, we increase the ability of us all to work for equity. This emphasis is not meant to be exclusive.
our opportunity to dismantle the internal policies, procedures, systems and practices that perpetuate inequity.

Based on these undeniable truths set forth above, it is therefore the department’s expectation that all employees, regardless of position, do the following:

- Recognize your role in perpetuating inequity through your own individual biases, whether conscious or unconscious. Be willing to walk the journey toward self-awareness and reflection.
- Co-create with your colleagues a welcoming, supportive, safe, affirming, and respectful work environment.
- Accept that mistakes will be made, acknowledged, learned from and improved upon as much of this journey requires learning through iterations of growth and failure. 
- Engage and support respectful dialogue and courageous conversations even when uncomfortable about racism, privilege, white fragility\(^{20}\), dominant culture, oppression and historical trauma.
- Participate in continuous learning, development and training offered in the areas of diversity, inclusion, cultural humility, oppression and equity.
- Identify and address microaggressions as they occur in our workplace, whether intentional or unintentional, and use these as opportunities to educate, learn, grow, listen and respond with respect.
- Offer support and encouragement by honoring each individual’s truth through the affirmation and validation of their values, beliefs, principles and lived experiences.
- Read and comply with this policy.
- If you are not sure whether you’re following this policy, ask your supervisor for advice or support so you can uphold the values described here.

In recognizing the positional privilege supervisors and leaders hold and its associated responsibility, the department further directs all supervisors and leaders, with coordination and support from human resources,\(^\text{21}\) to do the following:\(^{22}\):

- Promote diversity in all hiring activities including recruiting, interviewing and selection.
- Recruit and appoint culturally, racially and ethnically diverse managers and leaders.
- Ensure required qualifications listed for a job are truly necessary for a position. Where possible, other comparable experience should be considered in lieu of education requirements.

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\(^{20}\) White fragility is a state in which even a minimum level of racial stress becomes intolerable for white people, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear and guilt, and behaviors such as argumentation, silence and leaving the stress-inducing situation. See DiAngelo, Robin, White Fragility: Why It’s So Hard for White People to Talk About Race, Beacon Press, Boston, 2018.

\(^{21}\) While human resources is identified in this model policy, there may be, based on agency size, scope and composition, a different contact for leaders to turn to for support.

\(^{22}\) The examples included below are for illustration only. Agencies will have to determine what is appropriate given their mission and demographics. Agencies should also identify external mission-related goals to correct disparities experienced by marginalized groups. For instance, in health or transportation, the metric might be for access, quality or outcome for people of color.
• Actively engage in initiating, promoting and championing inclusive strategies to retain workforce diversity in race, ethnicity, color, sex, national origin, religion, sexual orientation, gender identity, gender expression, age, veteran status and disability status.
• Ensure equal access to growth and leadership development, educational and training opportunities, succession planning, mentoring opportunities and other resources. This includes ensuring competitive internal and external recruitments rather than direct appointments where possible.

Much is and should be expected of the members of the department’s executive leadership. Therefore, with support and coordination from human resources, executive leaders, including deputies and department heads, will do the following:

• Ensure diversity, equity and inclusion is a continuously present focus and a core value in our department decisions, especially as they relate to the allocation of resources.
• Use the voices and perspectives of marginalized and oppressed communities to influence and inform our priorities now and in the future.
• Make the department an anti-oppression institution with inclusive, full participation in decision-making and a purposeful commitment to restored relationships with marginalized and oppressed communities.
• Support progressive facilities and environment planning to transform the workplace into a welcoming, inclusive and accessible environment for all staff and customers.
• Actively listen to the experiences of staff, especially those from marginalized groups, and take action to change discriminatory or exclusionary practices.
• Continue to assess and correct workforce inequities throughout the agency including leadership appointments, promotional opportunities, training requests, access to flexible and alternate work modalities, and compensation.

Leadership will review this policy annually for changes and effectiveness.

This policy applies to all department employees, contractors and volunteers. For represented employees, the collective bargaining agreement will supersede any specific provisions of DOB policy with which it conflicts.

The directives indicated here are not optional, and failure to follow them may lead to discipline, up to and including termination. In addition, these directives and the goals will be used in annual evaluations for leaders as a specific competency required for satisfactory job performance. Leaders will be expected to explain how they worked to comply, achieve and exceed the goals identified in this policy.

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23 Agencies should be mindful of the gap between making a policy provision mandatory and taking adverse employment action against an employee for failure to follow that provision. Seeking to understand, training, coaching and counseling should always be considered before considering more serious measures.
Complaints associated with this policy should be processed in accordance with the procedures set forth by human resources.\textsuperscript{24} 

\textsuperscript{24} As stated in the Considerations section of this document, it is important that there is a clearly defined procedure portion of this and other policies. Agencies should centralize processing all workforce related complaints where possible. These procedures should be easy for a complainant to understand and use.
Model Respectful Work Environment Policy

Expecting respect, dignity and civility at work

At the Department of Blank (DOB), we believe one of the tenets of inclusion (see our DEI policy) is creating a work environment anchored to respect, dignity and civility. This policy outlines DOB’s firm commitment to ensuring a positive, healthy and professional work environment in which all people, irrespective of their position, are treated with respect, civility and dignity.

A truly respectful workplace requires the cooperation and support from each and every employee of DOB. We all have a responsibility to set a positive example and behave in a manner that will not offend, embarrass or humiliate others. Sometimes our actions and behaviors, without intent, can offend others: There may be a gap between intent and impact. In these situations, it is important that we own our behavior and work to build trust and respect in our relationships.

Respectful behavior includes, but is not limited to, the following:

- Engaging others with an open, collaborative and cooperative approach.
- Valuing the diversity and the human rights of others regardless of their race, national or ethnic origin; color; religion; age; sex; sexual orientation, gender identity or expression; marital status; family status; veteran status; body shape/size; or any physical or mental disability.
- Recognizing the dignity of a person through courteous conduct.
- Committing to learn and develop an understanding of differing social and cultural norms.
- Taking responsibility for one’s actions, displaying humility with mistakes and offering others grace and forgiveness for theirs.
- Emphasizing positivity and commonality rather than opposition or right and wrong.
- Finding ways to be constructive in providing feedback to others.

Disrespectful behavior includes, but is not limited to, the following:

- Offensive or inappropriate remarks, jokes, gestures, material (electronic or otherwise) or behavior
- Yelling
- Belittling
- Reprimanding in the presence of others
- Aggressive or patronizing behavior
- Embarrassing or humiliating behavior
- Intimidation and/or coercion
- Damaging gossip or rumors
- Bullying
- Inappropriate physical contact
- Covert behavior (inappropriately withholding information, undermining, underhandedness)
- Micro-aggressions
- Discrimination
- Harassment
- Sexual harassment
• Behavior that is inconsistent with creating a work environment anchored in respect, dignity, equity, civility and inclusion.

We want all employees, regardless of position, to read and comply with this policy. We expect all employees in our organization to treat all their coworkers with dignity, civility and respect. If you are not sure whether you are following this policy, ask your supervisor for advice or support so you can uphold the values described here. We also expect everyone who works here to speak up when they see disrespectful behavior, or to report it so it can be addressed. We will take care of each other and create a safe space. We will commit to learning and growing through engagement and availing ourselves of workforce trainings on this and related topics.

In addition to the above, all supervisors, managers and leaders at DOB are responsible to:

• Advise employees on how to uphold the values described in this policy and support their efforts to learn. If as a manager, supervisor or leader, you need assistance, contact human resources.
• Lead by example. Create and maintain a workplace that demonstrates respect and professionalism.
• Listen to employees when issues are raised. Do not condone or ignore violations of this policy or give employees the impression that you are.
• Address behaviors and incidents that violate this policy quickly and at the lowest appropriate level.

Leadership will review this policy annually. As part of the review, the following data and criteria\(^25\) will be used to determine the success of this policy:

• In the annual State Employee Engagement Survey, by 2023, 90% of our responding employees will respond positively to the question, “A spirit of cooperation and teamwork exists in my work group.”
• By 2021, in the engagement survey, 80% of our responding employees will respond positively to the question, “My supervisor treats me with dignity and respect.”
• By 2021, all employees will have attended an in-person workshop on respect, civility and dignity in the workplace.
• Starting in 2019, the department will create an annual award and special recognition event for employees nominated to have shown respect, civility and dignity in the workplace.

This policy applies to all DOB employees, contractors and volunteers. For represented employees, the collective bargaining agreement will supersede any provisions of DOB policy with which it conflicts.

The directives indicated here are not optional, and failure to follow them may lead to discipline, up to and including termination.\(^26\) In addition, these directives and the goals will be used in annual

\(^{25}\) The examples included below are for illustration only. Agencies will have to determine what is appropriate given their mission, culture and resources.

\(^{26}\) Agencies should be mindful of the gap between making a policy provision mandatory and taking adverse employment action against an employee for failure to follow that provision. Seeking to understand, training, coaching and counseling should always be considered before relying on more serious measures.
evaluations for leaders as a specific competency required for satisfactory job performance. Leaders will be expected to explain how they worked to comply, achieve and exceed the goals identified in this policy. Complaints associated with this policy should be processed in accordance with the procedures set forth by human resources.27

27 As stated in the considerations section of this document, it is important that there is a clearly defined procedure portion of this and other policies. Agencies should centralize processing all workforce related complaints where possible. These procedure should be easily understood and used by a complainant.
Model Anti-Discrimination, Harassment and Sexual Harassment Policy

Encouraging allies and expecting our leaders to do more

In order to achieve inclusivity and respect in our work environment, the Department of Blank (DOB) is committed to ensuring that employees are treated respectfully and are free from discrimination and harassment, including sexual harassment.

Discrimination, harassment and sexual harassment of any kind are prohibited by law. They will not be tolerated. It is the responsibility of all employees, contractors and volunteers to foster and maintain a welcoming, inclusive, professional and safe workplace.

Ensuring equal employment opportunity is a vital responsibility for all of us at DOB. Therefore it is a violation of policy to (1) discriminate in the provision of employment opportunities, benefits or privileges; (2) create discriminatory work conditions; or (3) use discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, based on membership in a protected class, or retaliation for assisting in the investigation of a complaint.

In addition to the conduct outlined in our respectful work environment policy (see above), harassment based on a protected class is prohibited. Harassment is when, based on membership in a protected class, an employee must endure offensive conduct as a condition of continued employment or when the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile or abusive. Types of harassment that fall within this category include, but are not limited to the following:

- Sexual harassment
- Gender-based harassment
- Racial and/or ethnic harassment
- Age-based harassment
- Disability-based harassment
- Sexual orientation harassment
- National origin harassment
- Religion-based harassment

For example, with regard to sexual harassment, it is prohibited to harass a person (an applicant or employee) because of that person’s sex, gender identity or gender expression. DOB will not tolerate sexual harassment of any kind. This includes unwelcome sexual advances, unwelcome requests for sexual favors or unwelcome other verbal or physical conduct of a sexual nature. Such behavior constitutes sexual harassment when it explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Sexual harassment can occur in a variety of circumstances. The victim as well as the harasser may be any gender. The harasser can be the victim's supervisor, a supervisor in another area, a coworker, a contractor or other agent of the employer or a nonemployee such as a client or a customer. The victim does not have to be the person harassed, but could be anyone affected by the offensive

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28 See definition at the end of the policy.
conduct even if unintended by the perpetrator. Behaviors leading to sexual harassment can include, but are not limited to, gestures, innuendos, jokes or playful banter.

**Reporting**

We strongly encourage employees, applicants, volunteers or others who have business with DOB who witness discrimination, harassment, sexual harassment or retaliation to report violations to any DOB supervisor, manager, leader or human resources personnel. While we recognize that victims and bystanders who experience or witness this behavior may feel uncomfortable with reporting violations, reporting of this conduct minimizes future violations of this policy. We will promptly investigate allegations of discrimination, harassment, sexual harassment or retaliation. Where such allegations are substantiated, we will take appropriate corrective or disciplinary action. This process includes support to victims and bystanders.

Retaliation or attempted retaliation against employees, applicants, volunteers or other persons having business with DOB who file a complaint under this policy or who participate in an investigation will not be tolerated.

DOB encourages employees with complaints alleging discrimination, harassment and/or retaliation to submit them as soon as possible after the alleged violation. A person making a complaint under this policy may also file a complaint with the Washington State Human Rights Commission or the Federal Equal Employment Opportunity Commission. Represented employees may also file a grievance under their collective bargaining agreement.

DOB has established a process for reporting discrimination, harassment and sexual harassment complaints, and will ensure that all individuals are protected and provided relief from any form of discrimination or sexual harassment in the workplace. Pursuant to law, there are occasions that an agency must inform employees that it is under a legal obligation to respond to allegations of behaviors covered by this policy. DOB is committed to responding because it wants to promote an inclusive, respectful and safe culture.

**Discussion and Disclosure**

In accordance with state law, an employer in the state of Washington may not require an employee, as a condition of employment, to sign a nondisclosure agreement, waiver or other document that prevents the employee from disclosing sexual harassment or sexual assault occurring in the workplace, at work-related events or between employees, or between an employer and employee off the employment premises. Any document signed by an employee as a condition of employment that

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29 We recognize there are many reasons that victims and witnesses of such conduct may delay reporting. The sooner an alleged violation is raised, the more quickly the appropriate actions can be taken, including an investigation, preservation of evidence and support to victims and witnesses.

30 Represented employees should contact their union representative to file a grievance.

31 As stated in the Considerations section of this document, it is important that there is a clearly defined procedure portion of this and other policies. Agencies should centralize processing all workforce related complaints where possible. These procedures should be for a complainant to understand and use.

32 See WAC 357-25-027.
has this effect is void and unenforceable per RCW 49.44.210. Responses to public records requests will be in accordance with applicable disclosure laws including section 2, chapter 373, Laws of 2019.

In this section, the term “employee” does not include human resources staff, supervisors or managers when they are expected to maintain confidentiality as part of their assigned job duties. It also does not include individuals who are notified and obligated to participate in an open and ongoing investigation into alleged sexual harassment and asked to maintain confidentiality during that investigation.

**Directives**

All employees regardless of position are responsible to:

- Read and comply with this policy.
- Request an interpretation of the policy from their supervisor if they are unsure whether any of their behaviors or circumstances may be a breach of the policy.
- Treat all other employees in a manner consistent with this policy and without discrimination, harassment or sexual harassment.
- Consider being an ally for those facing discrimination, harassment and sexual harassment by speaking up when this behavior is observed and/or reporting any violations of this policy.
- Take sexual harassment awareness and prevention training within six months of hire and at least annually thereafter if a nonsupervisory employee.

In addition to the above, all supervisors, managers and leaders at DOB are responsible to:

- Make employees aware of this policy.
- Provide, with appropriate assistance from human resources, interpretations to employees about potential breaches of the policy.
- Lead by example. Create and maintain a workplace free from discrimination, harassment and sexual harassment.
- Watch for signs and symptoms of violations of this policy, including changes in employee behavior and conduct and be proactive in addressing them when noticed.
- Not condone or ignore violations of this policy, or give employees the impression that they are.
- Document, report and respond in an appropriate and timely fashion to incidents of discrimination or harassment toward employees, applicants, volunteers or persons having business with the DOB.
- Maintain the confidentiality of all such reports to the extent provided/allowed by law.
- Take sexual harassment awareness and prevention training within six months of hire and annually thereafter.

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33 This is a more aggressive timetable than the law which requires training every five years for nonsupervisory employees and every three years for supervisory employees. The committee recommends a shorter cadence for training to effectuate the needed culture change.

34 This is a more aggressive timetable than the law which requires training every five years for nonsupervisory employees and every three years for supervisory employees. The committee recommends a shorter cadence for training to effectuate the needed culture change.
Leadership will review this policy annually for changes and effectiveness. As part of that review, the following data and criteria\textsuperscript{35} will be used to determine the success of this policy:

- Annually, DOB will be able to affirm that 100\% of our employees have met their sexual harassment training requirements.
- By 2021, the total number of days it takes to intake, respond, investigate (if necessary) and take appropriate action on an employee complaint may not exceed, on average, 60 days unless there are extenuating circumstances.
- Every month for an entire year, a different executive leader will present at an employee town hall different aspects of the importance of this policy to leadership and in meeting our diversity, and equity and inclusion goals.
- Human resources staff will host a quarterly lunch and learn forum for employees to provide input and suggestions on this policy and the actions of leaders to create an environment free from discrimination, harassment and sexual harassment. This feedback will be considered as part of the annual review to determine the success of this policy and DOB’s efforts.

This policy applies to all DOB employees, contractors and volunteers. For represented employees, the collective bargaining agreement will supersede any provisions of DOB policy with which it conflicts.

The directives indicated here are not optional, and failure to follow them may lead to discipline, up to and including termination.\textsuperscript{36} In addition, these directives and the goals will be used in annual evaluations for leaders as a specific competency required for satisfactory job performance. Leaders will be expected to explain how they worked to comply, achieve and exceed the goals identified in this policy.

*For the purposes of this model policy only, the following definitions are provided:*

**Discrimination** – Unfavorable or unfair treatment of a person or class of persons in comparison to others who are not members of the protected class, or retaliation for complaints related to discrimination against a protected class.

**Harassment** – Verbal, nonverbal or physical conduct that threatens, intimidates, coerces, offends or taunts another person (including sexual, racial or ethnic slurs) that interferes with the employee’s ability to perform their job.

**Protected class** – A person’s religion, age, sex, status as a breastfeeding mother, marital status, race, color, creed, national origin, political affiliation, military status, status as an honorably discharged veteran, disabled veteran or Vietnam era veteran, sexual orientation, gender expression, gender identity, any real or perceived sensory, mental or physical disability, genetic information, the participation or lack of participation in union activities, or use of a trained dog guide or service animal by a person with a disability.

\textsuperscript{35} The examples included below are for illustration only. Agencies will have to determine what is appropriate given their mission, culture and resources.

\textsuperscript{36} Agencies should be mindful of the gap between making a policy provision mandatory and taking adverse employment action against an employee for failure to follow that provision. Seeking to understand, training, coaching and counseling should always be considered before relying on more serious measures.
**Sexual harassment** – Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual’s employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile or offensive work environment.

**Retaliation** – Adverse action(s) against individuals because they have reported instances of discrimination, harassment or allegations of such conduct, or participated in or have been witnesses in any procedure to address a complaint of discrimination or harassment.

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**Model Reasonable Accommodation Policy**

**Ensuring access to employment opportunities**

In order to achieve the diversity and inclusion goals referenced in our DEI policy, the Department of Blank (DOB) is committed to equitable and meaningful access to employment and any terms or condition thereof, for people with disabilities. Part of this work requires a meaningful review of our facilities to ensure the environment we work in is welcoming to all regardless of ability (see our DEI policy).

We recognize that access and opportunity for all employees and applicants require the design of workforce practices tailored to ensure there is a pathway to participation for individuals with disabilities. Employees, applicants and selected candidates have the right to request and receive reasonable accommodation, without stigma, harassment or retaliation.

A reasonable accommodation is a modification or adjustment to a job, work environment, rules, policy, practice or procedure that enables a qualified individual with a disability to gain access to an employment opportunity. Some examples of this are modifying application procedures, testing, interview processes and work schedules; acquiring or modifying equipment; providing readers or interpreters; and reassignment to a vacant position. It can also include leave.

If an employee, applicant or selected candidate believes they require a reasonable accommodation due to a disability during the application process or to perform the essential functions of a position, the individual may request an accommodation by contacting their immediate supervisor or DOB human resources. Such contact can be made orally or in writing.

DOB will acknowledge receipt of the request for reasonable accommodation within five business days from receipt and will begin processing the reasonable accommodation as soon as practicable.

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37 Applicants, through job announcements or postings, should be made aware of the reasonable accommodation policy and process.

38 The term “qualified” here is used to denote a person who meets the skills, experience, education and other job-related requirements of the position held or desired and who, with or without reasonable accommodation, can perform the essential job functions at the established performance standards. Employers should be mindful that essential job functions need to be documented in an employee’s position description.

39 To ensure consistency in application and experience, agencies are encouraged to centralize their reasonable accommodation request process as much as possible.
but no later than 15 days from the date of the request.\(^{40}\) This is an interactive process. DOB will work with the requester to figure out what it can do to help. To aid in this process, DOB may request medical documentation. This information, in conjunction with the qualifications of the individual (see “qualified” above), will be used by DOB to grant or deny a reasonable accommodation. If DOB denies an employee’s accommodation, it will work with the employee to determine if there is an effective alternative accommodation that can be made.\(^{41}\)

DOB may choose to deny a request where the accommodation would cause the agency undue hardship because it is costly, extensive, substantial and/or disruptive and/or would fundamentally alter the nature or operation of the agency.

DOB will not deny an accommodation simply because it has some cost. In addition, certain accommodations related to pregnancy have been determined to not be undue hardships per RCW 43.10.005.

If DOB denies a request for accommodation, such denial and the reasons for it will be documented in writing and sent to the individual requesting the accommodation. Employees may request a review of the denial from the director of DOB and/or their delegate.

**Direct Threat**

In rare circumstances, an accommodation request may be denied if there is reasonable cause to believe that an individual poses a direct threat to the health or safety of self or others. This determination will be based on objective evidence, including current medical information and an assessment of the individual’s present ability to safely perform the essential functions of the job. In some cases, an employee may be sent to a doctor of DOB’s choosing (at the agency’s expense) if there is objective evidence to support a reasonable belief that, due to a disability, an employee poses a direct threat to self or others.

**Disability Separation**

A disability separation is an action\(^ {42}\) taken to separate an employee from service when the employer determines that the employee is unable to perform the essential functions of the employee’s position, or alternative position, with or without reasonable accommodation, due to a disability. Disability separation is not a disciplinary action per WAC 357-46-160 or applicable collective bargaining agreement articles. Notice of this type of action must be in writing to the employee and must include information about the option to apply for reemployment under WAC 357-19-465.

An employee may choose not to pursue an accommodation request and instead request to be separated from employment if they are unable to perform the essential functions of their position.

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\(^{40}\) There may be extenuating circumstances which prevent the processing or acknowledgment of a reasonable accommodation request (leave, peak workloads, etc.). Moreover, agency size and resources may dictate the appropriate time frame.

\(^{41}\) When denials occur, it is permissible for an employer to pursue effective accommodations rather than the preferred choice of the requesting employee. In addition, the interactive process may also be iterative, with an element of trial and error in determining an effective accommodation.

\(^{42}\) Prior to an involuntary disability separation, an employer should consider if there is a way to accommodate the person in the job that they currently hold, including granting leave. If there is not, then the employer should look organization-wide to determine if there is a vacant and funded position for which the employee is qualified.
due to a disability. This request should be submitted to human resources in writing and provide
medical information documenting the employee cannot perform the essential functions of the
employee’s position or class (if not already provided). DOB is not required to consider a reasonable
accommodation in lieu of the employee’s request for a voluntary disability separation.

Leadership will review this policy annually.

This policy applies to all employees of DOB. This policy also applies to applicants and selected
candidates seeking accommodation in the hiring process. For represented employees, the collective
bargaining agreement will supersede any provisions of DOB policy with which it conflicts.

Engaging in the interactive process and offering reasonable accommodation for individuals with
disabilities is not optional for supervisors, managers and leaders. Failure to follow agency
accommodation provisions may lead to discipline, up to and including termination. Supervisors
and managers who are uncertain about how to navigate any part of this process should contact
human resources for support and assistance. Supervisors, managers or leaders will be required to
take reasonable accommodation training within six months of employment and every two years
thereafter. Complaints associated with this policy should be processed in accordance with the
procedures set forth by human resources.

For the purposes of this model policy only, the following definitions are provided:

Disability – Means the presence of a sensory, mental or physical impairment that is medically
cognizable or diagnosable, exists as a record or history or is perceived to exist whether or not it
exists in fact. A disability exists whether it is temporary or permanent, common or uncommon,
mitigated or unmitigated whether or not it limits the ability to work generally or work at a particular
job, and whether or not it limits any other activity within the scope of chapter 49.60 RCW.

Impairment – Includes, but is not limited to, any physiological disorder or condition, cosmetic
disfigurement or anatomical loss affecting one or more of the following body systems: neurological;
musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular;
reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; endocrine; or any mental,
developmental, traumatic or psychological disorder, including but not limited to cognitive limitation,
organic brain syndrome, emotional or mental illness and specific learning disabilities.

For the purposes of qualifying for reasonable accommodation in employment under Washington
law, an impairment must be known or shown through an interactive process to exist in fact. The
impairment must have a substantially limiting effect upon the individual’s ability to perform their
job; the individual’s ability to apply or be considered for a job; or the individual’s access to equal
benefits, privileges or terms or conditions of employment; or the employee must have put the
employer on notice of the existence of an impairment and medical documentation must establish a

43 Agencies should be mindful of the gap between making a policy provision mandatory and taking adverse employment
action against an employee for failure to follow that provision. Seeking to understand, training, coaching and counseling
should always be considered before relying on more serious measures.
44 As stated in the Considerations section of this document, it is important that there is a clearly defined procedure
portion of this and other policies. Agencies should centralize processing all workforce related complaints where possible.
These procedure should be easy for a complainant to understand and use.
reasonable likelihood that engaging in job functions without an accommodation would aggravate the impairment to the extent that it would create a substantially limiting effect.

**Direct threat** – A significant risk of substantial harm to the health and safety of self or others, where the risk is connected to a disability and there is no reasonable accommodation that will reduce the risk. The risk must be specific, substantial, demonstrable, likely or imminent; and cannot be reduced to an acceptable level through reasonable accommodation. In determining a direct threat, DOB will consider the duration of the risk, the nature and severity of the potential harm, the likelihood that the potential harm will occur, the imminence of the potential harm and any potential accommodation in alignment with this policy.
Appendix
Source material and additional reference literature

Gov. Inslee’s April 2018 Memorandum and Action Plan on DEIR

DEI Policy Committee Charter

2018 Washington State Human Resources Management Report

Equity Language Guide from the Governor’s Interagency Council on Health Disparities

DEI Definitions

DEI Competencies
STATE HUMAN RESOURCES

HR DIRECTIVE 20-03

Effective: March 15, 2020

Authorized: ___________________________________________________

WHO: All state agencies except for higher education institutions

WHAT: The directive requires state organizations to develop or update certain workforce policies

Background

As indicated in directive 20-02, a cross-agency DEI policy committee met to create model diversity, equity, inclusion and respectful work environment policies to assist agencies in their DEI related improvement efforts. This work began as a result of Governor Inslee’s April 2018 memorandum directing state agencies to make workforce improvements. The policy committee has completed the model policies and the document can be found online. There are four model policies covering the following areas:

- Diversity, equity and inclusion
- Respectful work environment
- Anti-discrimination, harassment and sexual harassment
- Reasonable accommodation

In addition, the committee provided implementation recommendations for these model policies. This directive incorporates those recommendations and creates a timeline for adoption. The goal of the adoption requirement is to promote a diverse, respectful, and inclusive workforce anchored in equity. It is also to ensure a level of consistency in employee experience across our enterprise regardless of the employing agency.

This directive also establishes a process for review of the adopted and updated agency policies by the DEI policy committee at the request of agencies. The goal of this review is to provide agencies, at their discretion, with additional subject matter expertise resources for their policy work.

New agency requirements
Every agency must establish policies in the following areas by October 1, 2020.

- Diversity, equity and inclusion
- Respectful work environment
- Anti-discrimination, harassment, and sexual harassment
- Reasonable accommodation

In addition, agencies must have established procedures accompanying their policies. The procedures must identify where employees or others, if appropriate, can file complaints or concerns regarding the policy. It must also outline a process for response and appropriate action when issues are raised.

If an agency already established a policy and/or procedure in the above topics, they must review and update their existing policy. Agencies must also complete this by Oct. 1.

Agencies are encouraged to use an internal agency DEI workgroup or council to help review and provide feedback to agency leadership on policy/procedure updates and changes. This work can also include other approaches to ensure diverse perspectives, voice, and lived experiences are incorporated into the adopted or updated policy.

In addition to any legal requirements, agencies must make sure its adopted or updated policies include the following components:

- A statement that commits the agency to review and update the policy for effectiveness at least once every three years, unless there is a rule or statutory change necessitating a sooner review, change, or update.
- A statement that lets all employees know the policy is not optional and there are consequences for not following the policy.
- A statement that explains where employees can direct their complaints and inquiries about the policy.
- A statement of how agency leadership will hold themselves accountable for the policy’s success in alignment with applicable law.

In addition to any legal requirements and for specific policy areas, agencies must have the following components in addition to any legal requirements:

**Diversity, equity and inclusion**\(^1\)

- A statement that connects the importance of DEI with the agency fulfilling its mission.
- A statement that explains how workforce diversity helps agencies address disparities in how people from marginalized and underrepresented communities experience agency services.
- A statement of how institutions, laws, and policies can create structures and oppressive systems.

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\(^1\) This is in addition to the diversity plans required in SHIR directive 20-02.
- A statement of how DEI work necessitates confronting discrimination and bias.
- A statement of the existence of bias, both conscious and unconscious, and how it perpetuates discrimination and oppression.
- A list of actions employees must take to support the agency’s DEI mission. These include:
  o recognizing unconscious bias,
  o creating a respectful work environment,
  o learning and growing one’s DEI knowledge through respectful and courageous conversation, and
  o working to identify and combat microaggressions.
- A list of actions supervisors and leaders must take to support the agency’s DEI mission. These include promoting diversity in all hiring activities, considering inclusiveness and diversity outreach in recruiting activities, and championing inclusive strategies to retain workforce diversity.

**Respectful work environment**

- A statement of how a respectful work environment is an integral part of workforce inclusion.
- A statement that all employees – regardless of positions – deserve to be treated with respect, civility, and dignity in the workplace.
- A statement that all employees have the responsibility to recognize both the intent and impact of their behaviors in creating a respectful work environment.
- Examples of respectful behaviors.
- Examples of disrespectful behaviors.
- A list of actions employees must take to comply with the policy.
- A list of actions supervisors, managers, and leaders must take to support this policy. These include modeling respectful behavior, encouraging employee feedback or complaints, and taking appropriate action.
- A list of metrics and data points to evaluate the policy’s effectiveness.

**Anti-discrimination, harassment, and sexual harassment**

- A statement that indicates it’s against the law to discriminate or harass (sexually or otherwise) people in the workplace and that the agency will not tolerate such conduct.
- A statement that declares the agency is committed to equal employment opportunities.
- Examples of the different types of prohibited harassment and discrimination.
- Definitions of harassment, discrimination, and sexual harassment.
- Examples of the different types of sexual harassment. These include quid pro quo, hostile work environment sexual harassment, and retaliation.
• A statement that encourages employees to report policy violations and names who they can report to within the agency.
• A statement that emphasizes how bystanders can help maintain a harassment-free work environment.
• A statement that declares the agency will promptly investigate alleged policy violations and take appropriate action.
• A statement of how often employees and supervisors need to complete sexual harassment training.
• A list of actions employees need to take to comply with the policy.
• A list of actions supervisors, managers, and leaders must take to support this policy.
• A list of metrics and data points that evaluate the policy’s effectiveness.

**Reasonable accommodation**

• A statement that commits the agency to access employment for people with disabilities.
• A statement that indicates employees, applicants, and selected candidates have the right to request and receive a reasonable accommodation request.
• A statement that indicates the agency must accept and work through these requests and accommodations without stigma, harassment or retaliation.
• A statement that defines what a reasonable accommodation is and lists examples. The use of leave in certain circumstances must be one of these examples.
• A statement of how an employee, applicant, or selected candidate can make an accommodation request.
• A statement of procedures on how the agency will process an accommodation request. This must include a reasonable timeframe for acknowledging when the agency received the request from the employee.
• A statement that outlines undue hardship and when an agency denies an accommodation request.
• A statement that provides an appeal to the highest level in the agency. The agency head may designate a delegate to hear the appeal.
• A statement that defines direct threat and disability separation, and how the agency processes these issues. Agencies should include applicable employee rights.
• A statement that defines disability and impairment.
• A list of actions employees need to take to comply with the policy.
• A list of actions supervisors, managers, and leaders must take to support this policy.
• A list of metrics and data points that evaluate the policy’s effectiveness.

**Progress Accountability**
After Oct. 1, State Human Resources will contact agencies to determine the agency’s progress. Agencies will need to identify any policies and/or procedures they have not yet adopted or updated, provide an explanation why and an estimated timeframe for update or adoption.

**Additional Resources**

In order to provide an additional resource to agencies, the DEI Policy Committee is offering to review and provide feedback on an agency’s updated policies. If your agency is interested in this review, please contact Scott Nicholson, deputy assistant director for State Human Resources, at scott.nicholson@ofm.wa.gov.

**Training Recommendations and Requirements**

DEI training is a critical part of ongoing knowledge and skill development for employees. This policy directive will be followed by another directive outlining DEI training requirements for agencies. The training requirements and subsequent training delivery will assist your agency and the workforce in creating and sustaining work environments grounded in behavior that reinforces diversity, equity, inclusion, and respect. Both the training delivery and requirements will be based on the work of the DEI Training Committee.

If you have questions, you can contact Cheryl Sullivan-Colglazier, Workplace Culture and Learning Administrator at cheryl.sullivan-colglazier@ofm.wa.gov.

**Questions?**

If you have other questions, you can contact SHR at SHRPlanning@ofm.wa.gov.
Enterprise DEI Competencies – All Employees – A pathway for success
These competencies are designed to be a tool in creating pathways for employees to learn and grow in this critical area of knowledge and behavior as we continue to build work environments grounded in diversity, equity, inclusion, and respect where people thrive, our missions are accomplished, and the public is served.

Introduction:
These competencies have been created by the State of Washington to support our shift to a more diverse, equitable and inclusive enterprise-wide culture. These competencies are designed to be a tool in creating pathways for employees to learn and grow in this critical area of knowledge and behavior as we continue to build work environments grounded in diversity, equity, inclusion, and respect where people thrive, our missions are accomplished, and the public is served.

The State of Washington is committed to creating an environment where diversity, equity and inclusion are key characteristics of our workplace environments that are marked by opportunities for a robust diversity of people encouraged to be their authentic selves and perform to our full capabilities. Our business environment is fast moving and complex and benefits from integrating and leveraging diverse perspectives that promote innovation and collaboration.

The purpose of establishing standardized competencies is to support departments and agencies in such activities as informing: job descriptions; training needs assessment criteria; organizational policy development; continuing improvement initiatives; continuing professional development; recruitment screening, selection, retention and promotion; diverse supplier access; accessibility initiatives; community development initiatives; strategic objectives for program development.
Enterprise DEI Competencies – All Employees – A pathway for success

Shared Enterprise Competencies

1. DEI Knowledge, Understanding, & Commitment

   This competency evaluates the ability of state employees to be exposed to, know and understand the language and concepts of DEI and be committed to being part of creating, maintaining, and improving a diverse, equitable, respectful, and inclusive workplace.¹

   **Why is it needed?**

   Knowledge and understanding is the starting point of competency development. Having a shared language and understanding across state government strengthens our ability to achieve a diverse, equitable, inclusive, and respectful work environment. A commitment to learning about our lived experiences enhances communication, attitudes, behaviors, and outcomes.

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### DEI Knowledge, Understanding, & Commitment Stages of Growth Table

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<td>Standards of Competence</td>
<td>Know the DEI Definitions – the language of DEI</td>
<td>Realize and understand that forms of oppression and inequities such as racism, sexism, classism, etc. are real experiences that need to be addressed.</td>
<td>Respond consistently in an appropriate and effective manner to challenge inequities.</td>
<td>Model, propose, design, and/or implement equitable policies and practices to promote diversity and inclusion.</td>
</tr>
<tr>
<td>Examples of Activities</td>
<td>Attend trainings and other events on diversity, equity and inclusion topics</td>
<td>Identify culturally dominant practices that create inequities or barriers to accessibility across various groups.</td>
<td>Identify and explain which culture(s) are dominant and privileged in their environments.</td>
<td>Work with one or more persons of different cultural groups to advocate for change that results in more equitable practices.</td>
</tr>
</tbody>
</table>

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¹ The competencies are designed to apply to the workforce while in their role as state employees, regardless of location or position.

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11/18/19 FINAL DRAFT
# Enterprise DEI Competencies – All Employees – A pathway for success

<table>
<thead>
<tr>
<th>Stages of Growth</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Ask questions when you do not understand or agree with terminology or definition – seek to understand. Remain open to new ideas and learning that are different from what you believe to be true. Attend training to expand knowledge and understanding of the impact of bias. Practice identifying your biases, including challenging yourself to gain a growing awareness of implicit bias.</td>
<td>Deepen understanding about different forms of oppression and inequities.</td>
<td>Organizational cultural change. Advocate for practices and working conditions that allow for more inclusion in the workforce and in the way we serve the public. Engage in continuous learning in DEI.</td>
<td>In DEI work throughout the agency or the enterprise. Serve as a liaison to agency leadership to ensure accountability that DEI work is being prioritized. Encouraging and supporting colleagues in continuous DEI learning.</td>
</tr>
</tbody>
</table>

## Examples of Competency Demonstration

**What I do.**

*“Here is what you’ll notice in me.”*

|                                              | Connect with your agency’s DEI practitioner or other employees involved in DEI work to learn more about DEI throughout the enterprise. Demonstrate evidence of applying what was learned in training. Identify at least one policy or practice that could benefit from applying a DEI lens in your area of responsibility. Identify documents and forms that may not be accessible to people with disabilities and to people who do not speak English. | Ask your leadership about where the agency stands on pronoun use in email signature blocks. Address inequities in policies, programs, and practices. Attend an anti-bias training before serving on hiring interview panels. | Use your role as an influencer to encourage participation in BRG and DEI communities of practice. Using your knowledge and understanding of DEI to influence operational changes in meetings with your supervisors and leaders. |
### Enterprise DEI Competencies – All Employees – A pathway for success

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<tbody>
<tr>
<td>You recognize a bias you have that is a barrier to an inclusive and respectful workplace and you openly work with another person to change it.</td>
<td>Recognize not every new employee is consistently included and welcomed the same way. Write and share a summary about a DEI training you attended.</td>
<td>Attend advanced learning (IE certifications, classroom courses, online courses, conferences, etc.) Includes and welcomes all new team members and customers into the work unit and helps them succeed.</td>
<td>Regularly encourages people from other work units to include and welcome new team members and customers into the work unit to bolster teamwork and respect.</td>
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<tr>
<td>Discuss how your awareness is leading to change.</td>
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</table>

11/18/19 FINAL DRAFT
2. **Self-Awareness and Commitment to Growth**
   This competency evaluates how state employees engage in self-reflection, lifelong learning, and growth.

   **Why is it needed?**
   Self-awareness leads to an understanding of how our perceptions, attitudes, and behaviors impact others. The phrase “do your own work” is the essence of this competency. Commitment to growth, by regular reflection and recalibration, is what keeps us on that path. These practices enhance working relationships, and promote inclusive workplaces and an organizational culture of belonging.

   **Self-Awareness and Commitment to Growth Stages of Growth Table**

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<tbody>
<tr>
<td><strong>Standards of Competence</strong></td>
<td>Understand your personal identity and cultural background.</td>
<td>Understand how your values and biases impact communication, working relationships, and the communities you serve.</td>
<td>Apply self-awareness and knowledge about others to advance workplace inclusion.</td>
<td>Create a culture of inclusion and belonging in the workplace.</td>
</tr>
<tr>
<td></td>
<td>Realize all lived experiences are not the same.</td>
<td>Examine your own perspectives as they relate to your personal and professional growth goals.</td>
<td>Be comfortable in your discomfort as you progress through this work.</td>
<td>Empower colleagues to engage in their own self-awareness journey.</td>
</tr>
<tr>
<td></td>
<td>Explore and identify your own biases.</td>
<td></td>
<td>Adapt your behavior in response to increased intercultural knowledge to create effective working relationships.</td>
<td>Model and hold space for people to be comfortable in their discomfort.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Demonstrate vulnerability through sharing your own identity and self-awareness to inspire colleagues to do the same.</td>
</tr>
</tbody>
</table>
## Enterprise DEI Competencies – All Employees – A pathway for success

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<tr>
<td><strong>The action to build the competency.</strong></td>
<td>Learn about other cultures Recognize and actively address own biases and privileges</td>
<td>Identify your values and how they align with your agency’s objectives Interrupt one’s own inappropriate or non-inclusive behavior Become aware of and be open to the cultural differences within your team</td>
<td>Support colleagues in difficult conversations about values, identity, and self-image. Share revelations about our areas of privilege, oppression, and/or intersectionality while remaining curious, effective, and engaged. Continue to practice self-reflection and build self-awareness. Operationalize inclusivity in decisions affecting policies and practices.</td>
<td>Influence others to promote and embrace DEI principles. Share how to operationalize inclusion and belonging in agency policies and practices.</td>
</tr>
<tr>
<td><strong>“Here is how I get there.”</strong></td>
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</table>

### Examples of Competency Demonstration

**What I do.**

**“Here is what you’ll notice in me.”**

- At work, share or discuss what you learned about your identity, about other cultures, and/or from self-assessments such as the Implicit Association Test.
- Share a realization about a bias you discovered related to a community Washington state government serves.
- Discuss with your supervisor the alignment between your personal values and the agency’s objectives.
- Reflect upon workplace interactions affected by personal biases or behaviors and discuss with a trusted colleague.
- Actively participate in an agency or interagency diversity committee or workgroup and share knowledge gained with your team.
- Be an active bystander by interrupting non-inclusive behavior.
- Share your DEI journey in the workplace to encourage everyone to begin/continue their own journey.
- Teach/coach others how to practice self-reflection and build self-awareness.
- Create templates for inclusive policies to share with other agencies.
## Enterprise DEI Competencies – All Employees – A pathway for success

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<td></td>
<td></td>
<td>Be personally accountable for resolving conflicts.</td>
<td>Take the last ten minutes of the day to journal about an interaction that could be improved and come up with other ways of responding. Make space for all participants to be heard and encourage input.</td>
<td>Expand the discussion of DEI outside your circle to incorporate new ideas, opinions, and concepts.</td>
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- Be personally accountable for resolving conflicts.
- Take the last ten minutes of the day to journal about an interaction that could be improved and come up with other ways of responding.
- Make space for all participants to be heard and encourage input.
- Expand the discussion of DEI outside your circle to incorporate new ideas, opinions, and concepts.
Enterprise DEI Competencies – All Employees – A pathway for success

3. Cultivating Mutually Beneficial and Trusting Strategic Partnerships
This competency evaluates how state employees will conduct themselves in a manner that builds trust, enhances work relationships, and meaningfully partner and engage with those they serve and serve with.

Why is it needed?
Cultivating mutually beneficial and trusting strategic partnerships is foundational to creating shared success where all communities thrive. It reinforces the legitimacy of government services and actions by sharing power and creating responsiveness and transparency, particularly with historically marginalized and oppressed communities. Public service is at its best when we take action with the community instead of for the community.

Cultivating Mutually Beneficial and Trusting Strategic Partnerships Stages of Growth Table

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<tr>
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<tbody>
<tr>
<td>Standards of Competence</td>
<td>Know the communities you serve, as well as the impacts of systems, programs, policies, and services. Take ownership of lost-trust circumstances and make changes that rebuild trust and strengthens strategic partnerships.</td>
<td>Understand what employees, clients, and communities need to thrive and successfully engage. Maintain open lines of communication even during disagreement and conflict.</td>
<td>Design and implement processes and practices with employees and clients that increase trust and apply rules and policies equitably and consistently. Cultivate trust and build relationships with people and communities that experience marginalization in our systems, including different sexual orientations, gender identities and expressions, ability, racial, ethnic, and cultural background.</td>
<td>Co-create and support policies, programs, practices, and procedures that increase the power, voice, and influence of the most impacted and marginalized employees and clients. Demonstrate flexibility, adaption, and cross-cultural communication skills when interacting with others. Acknowledge and incorporate people’s lived experiences in your own words and actions.</td>
</tr>
</tbody>
</table>
## Enterprise DEI Competencies – All Employees – A pathway for success

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<tbody>
<tr>
<td><strong>Examples of Activities</strong></td>
<td>Identify the various communities and groups impacted by a particular agency policy, program, or service.</td>
<td>Learn about communities and groups impacted by a particular agency program, policy, or service by researching and building trusting, respectful, and mutually beneficial relationships with members of the community. Apply strategies to deescalate and work through conflict and difficult conversations.</td>
<td>Use contributions from clients, communities, tribes, partners, and stakeholders to plan, deliver, revise, and reflect on established policies, practices, procedures, and programs. Communicate transparently, especially to impacted employees or groups historically marginalized or oppressed, about processes and decisions.</td>
<td>Intentionally share leadership and decision-making power with communities. Establish a “Color Brave©” learning space or meeting.</td>
</tr>
<tr>
<td><strong>The action to build the competency.</strong></td>
<td>Be thoughtful and accountable for your words and actions.</td>
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<tr>
<td><strong>“Here is how I get there.”</strong></td>
<td></td>
<td>Through engagement and dialogue with communities, you learn where the most appropriate deployment of agency resources to address a particular health issue is needed. During a difficult conversation, you practice effective and mindful communication skills promoting mutual engagement.</td>
<td>An employee partners with individuals and groups from historically marginalized or oppressed communities to influence a particular agency, program, policy, or service. When starting a new project, you gather a committee of employees or clients to create the project plan and seek feedback and input from employees with diverse backgrounds and skill sets as part of the development process.</td>
<td></td>
</tr>
<tr>
<td><strong>Examples of Competency Demonstration</strong></td>
<td>An employee whose work impacts tribal communities takes a government to government training. An employee refers to a community using language that is offensive to members of the community. After being made aware, the employee acknowledges the negative impact of their words, learns the appropriate language, and uses it from then on.</td>
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<tr>
<td><strong>What I do.</strong></td>
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</tr>
<tr>
<td><strong>“Here is what you’ll notice in me.”</strong></td>
<td>An employee partners with community members to co-design the program with measures to assess the program’s progress.</td>
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</tr>
<tr>
<td><strong>Examples of Competency Demonstration (cont.)</strong></td>
<td>Prior to beginning the work of creating a public program, the employee engages with communities to make sense of the data, assess the current state, and establish the goal. The employee partners with community members to co-design the program with measures to assess the program’s progress.</td>
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### Stages of Growth

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<td>Emerging</td>
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<td></td>
<td>An employee opens a meeting by inviting suggestions for agreements and norms on how participants will engage, operate with one another, and lean into discomfort when the conversations get difficult, especially about race.</td>
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An employee opens a meeting by inviting suggestions for agreements and norms on how participants will engage, operate with one another, and lean into discomfort when the conversations get difficult, especially about race.
### Inclusive Excellence & Allyship

This competency evaluates the ability of state employees to demonstrate that all people are valued and engaged as members of the group, team, organization, or community through equitable, inclusive, and respectful behavior.\(^2\)

#### Why is it needed?

Inclusivity and allyship are important elements in supporting psychological safety in the workplace. Allyship leverages privilege in improving workplace climate and advocating in crucial conversations. This competency is critical to the success of any team or organization.

#### Inclusive Excellence & Allyship Stages of Growth Table

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Standards of Competence</td>
<td>Understand the role of allyship and how it applies to one’s own areas of privilege</td>
<td>See the world through a different cultural perspective and begin to explore opportunities for allyship</td>
<td>Imbed allyship into everyday work through intentional co-creation with those without privilege</td>
<td>Teach the principles of allyship and its importance to inclusive excellence.</td>
</tr>
<tr>
<td></td>
<td>Recognize your own in-group/out-group biases</td>
<td>Be aware of how the dominant culture perpetuates distancing and othering.</td>
<td>Use conscious disruption of othering to increase inclusion and belonging.</td>
<td>Foster belonging at the structural, systematic, and institutional levels.</td>
</tr>
</tbody>
</table>

#### Examples of Activities

**The action to build the competency.**

“Here is how I get there.”

**Examples of Activities (cont.)**

- Identify what areas one holds privilege and can be an ally
- Expand your exposure to out-group norms and practices to increase inclusion and allyship.
- Listen to and elevate the voices of those who have been marginalized and oppressed
- Engage in reflective practices to reduce your distancing and othering behaviors.
- Solicit meaningful stakeholder participation to ensure and intentionally incorporate feedback and recommendations.
- Engage your team in regular discussions of the Implicit Association Test to disrupt acts of othering.
- Encourage others with privilege to speak up and be allies
- Create opportunities to inform, recommend, and advocate changes to agency policies, programs, and service delivery.

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\(^2\) The competencies are designed to apply to the workforce while in their role as state employees, regardless of location or position.
## Enterprise DEI Competencies – All Employees – A pathway for success

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<tr>
<td><strong>Examples of Competency Demonstration</strong></td>
<td>An employee shares their increasing comfort in discussing their areas of privilege and non-privilege and their identity.</td>
<td>Read a book that is about a person/people who have a lived experience different from your own.</td>
<td>A meeting planner chooses to host the next public town hall regarding graduation requirements in a community experiencing low graduation rates.</td>
<td>You mentor a coworker who identifies with your same privilege identity in the importance of allyship.</td>
</tr>
<tr>
<td><strong>What I do.</strong></td>
<td>An employee reads an article about an Asian culture and notices that there is an emphasis on collective identity and applies the knowledge to working with individuals who are a part of a collective culture.</td>
<td>An employee invites a person with a lived experience that represents customers and clients served by the work team.</td>
<td>As a member of a hiring panel, you notice the lack of diversity in the applicants. Before proceeding with interviews, you brainstorm with the other panelists ways to increase diversity as it relates to the position.</td>
<td>You create a lunch time club to discuss all inclusive excellence topics as determined by the group.</td>
</tr>
</tbody>
</table>

**“Here is what you’ll notice in me.”**

- An employee shares their increasing comfort in discussing their areas of privilege and non-privilege and their identity.
- An employee reads an article about an Asian culture and notices that there is an emphasis on collective identity and applies the knowledge to working with individuals who are a part of a collective culture.
- An employee helps a coworker to understand and use appropriate terms such as, people who are incarcerated, people with disabilities, people living in poverty, etc.
- As a member of the dominate culture, an employee respectfully confronts a colleagues bias.
5. Measuring for Success and Improvement

This competency evaluates the ability of state employees to develop, implement, evaluate, and continually improve strategies that promote equity and inclusion in their organization and with the communities they serve.

Why is it needed?
Measuring success and improvement ensures we have the ability to determine our impact by assessing what is working, what is not, and where we need to improve. By measuring our progress, we can continually adjust and improve upon the strategies we use to achieve our desired outcomes. Using data, we can ensure accountability is imbedded with our actions and use of public resources.

Measuring for Success and Improvement Stages of Growth Table

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<tr>
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<tr>
<td>Standards of Competence</td>
<td>Recognize that there is DEI related data relevant to your program and practices.</td>
<td>Learn the story data is telling about your program and practices.</td>
<td>Use DEI data to inform and influence your organization’s programs and services.</td>
<td>Be current on global, national, local trends and changes and how they may inform and influence your organizational programs and services and DEI.</td>
</tr>
<tr>
<td></td>
<td>Recognize importance of collecting DEI data.</td>
<td>Aware of what DEI related data is available and what opportunities and limitations exist with regard to the data.</td>
<td>Be able to identify missing data and consult with a data specialist to explore feasibility of collection and use.</td>
<td>Help others to understand, evaluate, and expand their own DEI related data to improve their programs and practices.</td>
</tr>
<tr>
<td></td>
<td>Understand the importance of setting DEI goals and initiatives within your program and practices.</td>
<td>Connecting the data story with the DEI related goals and initiatives to your agency and other statewide goals and initiatives (i.e., Results WA).</td>
<td>Use data, set a DEI related goal, measure, and evaluate progress.</td>
<td>Advance DEI-related goals through continuous improvement and innovation to achieve the desired outcomes.</td>
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## Enterprise DEI Competencies – All Employees – A pathway for success

### Stages of Growth

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<th>Examples of Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>The action to build the competency.</strong>&lt;br&gt;“Here is how I get there.”</td>
<td>Identify what data is available on client/customer feedback&lt;br&gt;Use and/or consider using DEI data in discussions&lt;br&gt;Familiarize yourself with your agency’s DEI goals</td>
<td>Based on data, describe what the customer/client experience is related to your program or practice.&lt;br&gt;Identify the marginalized or oppressed groups who have been included and perhaps, left out of program or practice data collection.&lt;br&gt;Become knowledgeable regarding enterprise level DEI goals.</td>
<td>Identify how the agency DEI data can improve your agencies program or practice.&lt;br&gt;Review agency data with identified employees and customers to gain additional insights into the collected data.&lt;br&gt;Develop and implement DEI related metrics.</td>
<td>Research trends and changes, share with others how the data may influence agency programs and practices.&lt;br&gt;Mentor or coach another employee in the review of agency data and processes for evaluation and improvement.&lt;br&gt;Using DEI data and insights, co-create DEI strategic objectives or statewide level DEI goals with other employees and customers.</td>
</tr>
<tr>
<td><strong>Examples of Competency Demonstration</strong>&lt;br&gt;What I do.&lt;br&gt;“Here is what you’ll notice in me.”</td>
<td>An employee reviews the annual client/customer survey report and participates in a facilitated discussion with team.&lt;br&gt;During a discussion on client/customer service delivery, an employee raises a question regarding where the data comes from.&lt;br&gt;An employee asks how a proposal relates to agency DEI goals during a staff meeting.</td>
<td>Meet with agency or other experts who understand the use of data, to include DEI data.&lt;br&gt;Based on published scientific data, an employee identifies that people of color have a twenty percent less likelihood of receiving services from the program.&lt;br&gt;An employee raises a concern that one client/customer group was left out of their program’s or&lt;br&gt;</td>
<td>Share your analysis and identified areas of improvement with your team.&lt;br&gt;Facilitate a focus group.&lt;br&gt;Assist in development of a SMART (Specific, Measurable, Attainable, Relevant, Timely) DEI strategic goal for your agency.&lt;br&gt;</td>
<td>Incorporate data trends and changes into the agency DEI business case.&lt;br&gt;Mentor or coach other teams in your agency in methods to use DEI data to improve processes.&lt;br&gt;Lead employee and customer focus groups on the &quot;Future of DEI&quot; to create a shared and improved vision.</td>
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<tr>
<td>Examples of Competency Demonstration (cont.)</td>
<td></td>
<td>practice's recent data collection efforts. An employee researches the Results WA DEI related goals and performance measures and is able to connect them with their agency or program/practice DEI goals.</td>
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</table>
# Washington State Enterprise Leadership Competencies

## Shared Enterprise Competency Descriptions

The following information is provided in a table format. If you prefer a text-only version of the information, go to the [Text Only Descriptions](#) section of this document.

<table>
<thead>
<tr>
<th>Shared, Enterprise Competency</th>
<th>Competency Description</th>
</tr>
</thead>
</table>
| **Models and Champions our Culture and Values** | Earns the trust, respect and confidence of coworkers and customers through consistent honesty, authenticity, transparency and professionalism. Cultivates trust and relationship with people of different sexual orientations, gender ID and expressions, ability, and racial, ethnic, and cultural backgrounds.  
Sets a personal example. Understands their positional privilege. Follows through on promises and commitments. Leads with humility and respect. Removes fear from the organization. Is self-aware and able to self-regulate and adapt. Holds self and others accountable to model agreed-to standards. Aware of their own implicit biases and micro-aggressions and disrupts related behavior. Understands their own experiences in systems & structures to better understand & partner with people who are differently situated.  
Demonstrates a clear commitment to public service. Builds shared responsibility and ownership for advancing equity, diversity, and inclusion.  
Focuses on the customer, and creates a customer-focused culture. Understands customers and their needs. Builds and maintain internal and external customer satisfaction. Shifts power (influence and control) to those most impacted and marginalized. |
| **Cultivates a Shared, Strategic Vision** | Describes an inspiring, long-term vision with deep meaning for the organization or team. Defines a clear and compelling purpose for the work, connecting the work to the vision of the organization and public service. Helps employees connect to that meaning and identify the contributions they can make. Talks about future trends affecting the work. Paints big picture of group aspirations.  
Understand, communicates and advocates the business case of why DEI. Looks for and sees the big picture. Anticipates implications and consequences of situations and trends. Forward-thinking. Helps the organization make connections to derive creative solutions. Applies systems thinking; sees issues from individuals, institutional, systemic, and structural perspectives. Has knowledge of historical context & current impact of oppressions like racism, patriarchy, xenophobia, etc. |
<table>
<thead>
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</table>
| **Develops People** | Brings great people with the right skills and the right motivation into the organization and enables them to do their best work every day.  
Actively develops the whole person by:  
  - Coaching through purposeful instruction, challenging counsel and targeted questioning so that people solve problems, think critically, and seize opportunities. Assists with learning from mistakes. Giving early and frequent feedback to cultivate individual growth and encourage strong performance management principles. Provides sincere, day-to-day appreciation and recognition.  
  - Respects and models life-work balance.  
  - Helping identify the right opportunities for staff (and the organization) through succession planning with an eye to the future of the organization. |
| **Drives Results** | Creates and nurtures a performance-based culture of continuous improvement. Is passionate about data informed decision-making, scientific problem solving, customer responsiveness and satisfaction, and maximizing resources across the organization. Creates a safe environment in which to experiment. Eliminate barriers to increase equity and deliver on government’s promises. |
| **Fosters Learning** | Creates a learning organization based on how learning really happens. Fosters a climate that supports creativity, innovation and hypothesis-testing. Supports and invests in employee learning and development.  
Creates a culture where mistakes are opportunities to learn. Seeks to understand through dialogue rather than to be a “knower”. Listens. Committed to being self-aware and adaptive, and to empowering others. Brings their authentic, best self to work. |
| **Builds Relationships** | Develops, maintains and strengthens relationships inside and outside the organization. Cultivates an environment of engagement, belonging, respect, empathy, active listening and trust, and collaboration. |
| **Fosters Teamwork and Collaboration** | Creates, participates in, leads, coaches and supports teams. Creates a psychologically safe culture in which the synergistic power of teams is realized.  
Builds trusting cooperative relationships and meaningful connections. Understands/builds networks and collaboration. |
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Washington State Enterprise Leadership Competencies

Models and Champions our Culture and Values

- Earns the trust, respect and confidence of coworkers and customers through consistent honesty, authenticity, transparency and professionalism. Cultivates trust and relationship with people of different sexual orientations, gender ID and expressions, ability, and racial, ethnic, and cultural backgrounds.
- Sets a personal example. Understands their positional privilege. Follows through on promises and commitments. Leads with humility and respect. Removes fear from the organization.
- Is self-aware and able to self-regulate and adapt. Holds self and others accountable to model agreed-to standards. Aware of their own implicit biases and micro-aggressions and disrupts related behavior. Understands their own experiences in systems & structures to better understand & partner with people who are differently situated.
- Demonstrates a clear commitment to public service. Builds shared responsibility and ownership for advancing equity, diversity, and inclusion.
- Focuses on the customer, and creates a customer-focused culture. Understands customers and their needs. Builds and maintain internal and external customer satisfaction. Shifts power (influence and control) to those most impacted and marginalized.

Cultivates a Shared, Strategic Vision

- Describes an inspiring, long-term vision with deep meaning for the organization or team. Defines a clear and compelling purpose for the work, connecting the work to the vision of the organization and public service. Helps employees connect to that meaning and identify the contributions they can make. Talks about future trends affecting the work. Paints big picture of group aspirations.’
- Understand, communicates and advocates the business case of why DEI.
- Looks for and sees the big picture. Anticipates implications and consequences of situations and trends. Forward-thinking. Helps the organization make connections to derive creative solutions. Applies systems thinking; sees issues from individuals, institutional, systemic, and structural perspectives. Has knowledge of historical context & current impact of oppressions like racism, patriarchy, xenophobia, etc.
Washington State Enterprise Leadership Competencies

Develops People

- Brings great people with the right skills and the right motivation into the organization and enables them to do their best work every day.
- Actively develops the whole person by:
  o Coaching through purposeful instruction, challenging counsel and targeted questioning so that people solve problems, think critically, and seize opportunities. Assists with learning from mistakes. Giving early and frequent feedback to cultivate individual growth and encourage strong performance management principles. Provides sincere, day-to-day appreciation and recognition.
  o Respects and models life-work balance.
- Helping identify the right opportunities for staff (and the organization) through succession planning with an eye to the future of the organization.

Drives Results

- Creates and nurtures a performance-based culture of continuous improvement. Is passionate about data informed decision-making, scientific problem solving, customer responsiveness and satisfaction, and maximizing resources across the organization. Creates a safe environment in which to experiment. Eliminate barriers to increase equity and deliver on government’s promises.

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**Washington State Enterprise Leadership Competencies**

**Makes Things Happen as a Public Servant**

- Understands key forces in the organization’s environment. Understands government operations, legislative process, state budgeting, the role of interest groups and the media—and how all of these factors need to be considered in tackling complex issues. Skillfully analyzes and decides when and how to proceed on those complex issues.
- Understands the impact of impressions on communities and individuals served. Builds coalitions and manages stakeholder relationships. Creates and sustains enough support to implement a decision.
- Infuses public service focus into business functions.

**Leads and Navigates Change**

- Navigates the organization through complex and changing environments, and engages staff to seek creative solutions and drive change. Attends to the human side of change.
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Ability
Having the qualities, skills, competence or capacity to perform an action, or perceived as having the qualities, skills, competence, or capacity to perform an action.

Ability privilege
Unearned benefits, rights or advantages enjoyed by individuals who do not have or are perceived not to have a disability.

Ableism
The belief that people without disabilities are superior, have a better quality of life or have lives more valuable or worth living than people with an actual, perceived or non-apparent disability resulting in othering, oppression, prejudice, stereotyping, or discrimination. See Disablism.

Access
Creating and advancing barrier-free design, standards, systems, processes, and environments to provide all individuals, regardless of ability, background, identity or situation, an effective opportunity to take part in, use and enjoy the benefits of: employment, programs, services, activities, communication, facilities, electronic/information technology, and business opportunities.

Acculturation
Process through which a person or group from one culture comes to adopt the practices and values of different cultures, while still retaining their own distinct culture.\footnote{Cole, Nicki Lisa. “Understanding Acculturation and Why It Happens,” July 18, 2019. \url{https://www.thoughtco.com/acculturation-definition-3026039}.}

Adultism
Prejudice and discrimination against young people in favor of older people.

Ageism
Oppression, prejudice, stereotyping or discrimination based on a person’s actual or perceived age. The dominant culture assigns value based on a person’s actual or perceived age.

Ally
A person of one social identity group who advocates with and supports members of another group; typically a member of the dominant identity advocating with and supporting a marginalized group.\footnote{“Articles - Diversity and Inclusion Resources - Center for Diversity and Inclusion (CDI) - University of Houston.” University of Houston. Accessed October 9, 2019. \url{https://www.uh.edu/cdi/diversity_education/resources/articles/}.}

Anti-Semitism
Oppression, prejudice, stereotyping or discrimination based on a person’s actual or perceived membership in a Semitic group. This can include members of Judaism, those that identify as Jewish ethnically, define themselves as Hebrew, are from the nation state of Israel or are from countries where Amharic, Arabic, or Aramaic are spoken.
Assimilate
The phenomenon that occurs when people belonging to the non-dominant group adjust or integrate their behaviors or attitudes in an attempt to be accepted into the dominant group’s culture norms either willingly or forcibly, for the sake of personal and/or professional survival (i.e. to gain/sustain access to the same opportunities and resources as the dominant group).

Authentic-Self
Acting in alignment with your identity. Based on varied circumstances, may be expressed or suppressed.

Bias
Judgment or preference toward or against one group over another.
- **Implicit or Unconscious Bias** refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness.
- **Explicit or Conscious Bias** are biases we know we have and may use on purpose.

Biological Sex
Biological sex involves a combination of four elements: external genitalia, internal reproductive organs, chromosomes, and hormones.
- **Female** - Born with XX chromosomes, a uterus, female genitalia, and produces female hormones in puberty.
- **Intersex** - Born with one or more of the four elements of biological sex in a combination that is not female or male. Examples are people who are born with internal genitalia complicating the assignment of sex at birth; people born with both male and female genitalia; people born without genitalia; people born with an extra chromosome (XXX, XXY, and XYY); people with genitalia suggesting one gender while the hormones produced in puberty are more consistent with the other gender. Intersexuality occurs as often as every 1 in 100 births.
- **Male** - Born with XY chromosomes, male gonad tissue and genitalia, and produces male hormones in puberty.

Many transgender people use the acronyms AFAB (assigned female at birth) or AMAB (assigned male at birth) to refer to their given gender or biological sex.

Biphobia
A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward bisexual people. The term can also connote a fear, disgust, or dislike of being perceived as bisexual.

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Belonging (ness)
Your well-being is considered and your ability to design and give meaning to society’s structures and institutions is realized. More than tolerating and respecting differences, belonging requires that all people are welcome with membership and agency in the society. Belonging is vital to have a thriving and engaged populace, which informs distributive and restorative decision-making4 (Powell’s and Balajee’s works on Othering and Belonging). See Othering.

Classism
Oppression, prejudice, stereotyping, or discrimination based on a person’s actual or perceived class to advantage and strengthen the dominant class.

Color
Pigmentation, complexion, or skin shade or tone. Skin color can be, but it not necessarily, a characteristic of race5. See Colorism.

Colorism
The belief that a person’s skin color, tone, shade, pigmentation, or complexion is superior to another’s within a specific racial or ethnic group and includes discrimination based on the perceived lightness, darkness or other color characteristic of a person6. See Color.

Culture
A set of values, beliefs, customs, norms, perceptions, and experiences shared by a group of people. An individual may identify with or belong to many different cultural groups. Culture is passed to others through communication, learning, and imitation.

Cultural Appropriation
Theft, exploitation, or mimicry of cultural elements for one’s own personal use or profit – including symbols, dress, art, music, dance, language, land, customs, medicine, etc. – often without understanding, acknowledgment, or respect for its value in the original culture. In the United States, it results from the assumption of a white dominant culture’s right to take other cultural elements7,8. See White-Dominant Culture.

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6 Ibid.


Cultural Competence

An ability to interact effectively with people of all cultures and understand many cultural frameworks, values, and norms. Cultural competence comprises four components:

- Awareness of one’s own cultural worldview,
- Attitude towards cultural differences,
- Knowledge of different cultural practices and worldviews, and
- Cross-cultural skills.

A key component of cultural competence is respectfully engaging others with cultural dimensions and perceptions different from our own and recognizing that none is superior to another. Cultural competence is a developmental process that evolves over an extended period.

Cultural Humility

Approach to respectfully engaging others with cultural identities different from your own and recognizing that no cultural perspective is superior to another. The practice of cultural humility for white people is to: acknowledge systems of oppression and involves critical self-reflection, lifelong learning and growth, a commitment to recognizing and sharing power, and a desire to work toward institutional accountability. The practice of cultural humility for people of color is to accept that the dominant culture does exist, that institutional racism is in place, to recognize one’s own response to the oppression within it, to work toward dismantling it through the balanced process of calling it out and taking care of one’s self.

Disability

An actual, perceived, or non-apparent physical, sensory, mental, or cognitive condition that has an adverse effect on a person’s ability to carry out day-to-day life functions. Environmental barriers may hinder persons with disabilities from fully and effectively participating on an equitable basis.

Disablism

A set of assumptions (conscious or unconscious) and practices that promote the differential or unequal treatment of people because of actual, perceived, or non-apparent disabilities. See Ableism.

Discrimination

Inequitable treatment of an individual or group based on their actual or perceived membership in a specific group.

Diversity

Describes the presence of differences within a given setting, collective, or group. An individual is not diverse – a person is unique. Diversity is about a collective or a group and exists in relationship to others. A team, an organization, a family, a neighborhood, and a community can be diverse. A person can bring
Diversity, Equity and Inclusion – Glossary of Equity-Related Terms

diversity of thought, experience, and trait, (seen and unseen) to a team — and the person is still an individual\(^\text{11}\). See Workforce Diversity and Workplace Diversity.

**Dominant Culture**
The most institutionally normalized power, is widespread, and influential across societal structures and entities in which multiple cultures are present. See Culture and White Dominant Culture.

**Environmental Justice**
Environmental justice means the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income in the development, implementation, and enforcement of environmental laws, regulations, and policies. It recognizes that there are communities that are under-resourced, marginalized and oppressed across Washington that are disproportionately affected. Justice will be achieved when everyone enjoys the same degree of protection from environmental and health hazards, access to the decision-making process, and benefits of a healthy environment in which to live, learn, and work\(^\text{12}\).

**Ethnocentrism**
The belief that one’s own ethnic group or culture is superior to other ethnic groups and cultures.

**Equity**
The act of developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable (not equal) opportunity for all people. Equity is distinct from equality which refers to everyone having the same treatment without accounting for differing needs or circumstances. Equity has a focus on eliminating barriers that have prevented the full participation of historically and currently oppressed groups.

**Ethnicity**
A social construct that divides people into smaller social groups based on characteristics such as values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base\(^\text{13,14}\).

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\(^{14}\) “Articles - Diversity and Inclusion Resources - Center for Diversity and Inclusion (CDI) - University of Houston.” University of Houston. Accessed October 9, 2019. [https://www.uh.edu/cdi/diversity_education/resources/articles/](https://www.uh.edu/cdi/diversity_education/resources/articles/).
Gender Identity
A person’s innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. A person’s gender identity can be the same or different from their biological sex.

- **Agender** - Without gender. When a person feels they have no gender at all and have no connection to any gender.
- **Cisgender** - Describes a person whose gender identity and gender expression matches the gender typically associated with their biological sex. Often abbreviated to “Cis”.
- **Gender Non-Binary** - A term of self-identification for people who do not identify within the limited and binary terms that have described gender identity: male or man, female or woman.
- **Genderfluid** - Individuals whose gender varies over time. A gender fluid person may at any time identify as male, female, agender, any other non-binary identity, or some combination of identities.
- **Genderqueer** - Describes a person who identifies outside of the binary of male/man and female/woman. It is also used as an umbrella term for many gender non-conforming or non-binary identities (i.e. agender, bi-gender, genderfluid).
- **Transgender** - An umbrella term used to describe a person whose gender identity and sex assigned at birth do not correspond.

Gender-Expansive
An umbrella term used for individuals that broaden their own culture’s commonly held definitions of gender, including expectations for its expression, identities, roles, and/or other perceived gender norms. Gender-expansive individuals include those with transgender and non-binary identities, as well as those whose gender in some way is seen to be stretching society’s notions of gender15. See Gender Identity and Gender Expression.

Gender Expression
External appearance of one’s gender, usually expressed through behavior, clothing, haircut or intonation, and which may or may not conform to societal expectations of a person’s sex assigned at birth or their gender identity.

- **Gender Non-Conforming** - A way to describe a person whose gender expression does not correspond with their sex assigned at birth. It is not used as a personal identifier16.

Gender Pronouns
A pronoun that a person chooses to refer to themselves. These include, but aren’t limited to: she, her, hers, herself; he, him, his, himself; they, them, theirs, themselves; and ze, hir or zir, hirs or zirs, hirself or zirself.

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Genetic Information
Genetic information includes information about an individual’s genetic tests and the genetic tests of an individual’s family members, as well as information about the manifestation of a disease or disorder in an individual’s family members.17,18

Heterosexism
Discrimination or prejudice against LGBTQ+ people on the assumption that heterosexuality is the cultural norm and the prejudiced belief that heterosexuals are socially and culturally superior.

Homophobia
A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward LGBTQ+ people. Can also connote a fear, disgust, or dislike of being perceived as LGBTQ+.

Identity
A person’s innermost concept of self. How an individual perceives themselves and what they call themselves.

Inclusion
Intentionally designed, active, and ongoing engagement with people that ensures opportunities and pathways for participation in all aspects of group, organization, or community, including decision-making processes. Inclusion is not a natural consequence of diversity. There must be intentional and consistent efforts to create and sustain a participative environment. Inclusion refers to how groups show that people are valued as respected members of the group, team, organization, or community. Inclusion is often created through progressive, consistent, actions to expand, include, and share.

Intersectionality
Intersectionality is a framework for understanding the interaction of cultures and identities held by an individual. Intersectionality explains how an individual with multiple identities that may have been marginalized can experience compounded oppression (such as racism, sexism, and classism) or how an individual can experience privilege in some areas and disadvantage in other areas. It takes into account people’s overlapping identities to understand the complexity of their life outcomes and experiences.19,20

LGBTQ+
An acronym that describes individuals who identify as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual. The “+” respectively includes, but is not limited to, two-spirit and pansexual. The term queer is sometimes used within the community as an umbrella term to refer to all LGBTQ+ people. It may also be used as a political statement which advocates breaking binary thinking and seeing sexual orientation, gender identity and gender expression as fluid.

Marginalization
The social process of relegating a particular person, groups or groups of people to an unimportant or powerless position. This use of power prevents a particular person, group, or groups of people from participating fully in decisions affecting their lived experiences, rendering them insignificant or peripheral. Some individuals identify with multiple groups that have been marginalized. People may experience further marginalization because of their intersecting identities.

Microaggression
The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.\textsuperscript{21,22}

Military Status
A person’s connection to the military in the categories listed below:

- **Disabled Veterans** - A veteran who is entitled to compensation under laws administered by the Department of Veteran Affairs or a person who was discharged or released from active duty because of a service-connected disability. This includes veterans who would be entitled to disability compensation if they were not receiving military retirement pay instead.
  - Reference: Title 38 U.S.C. Section 4211 (3)
- **Military Spouse** - Washington state recognizes military spouse as any person currently or previously married to a military service member during the service member’s time of active, reserve, or National Guard duty.
  - Reference: Executive Order 19-01
- **National Guard & Reserve Service** - The Armed Forces reserve component includes the Army Reserve, Navy Reserve, Marine Corps Reserve, Air Force Reserve, Coast Guard Reserve, Army National Guard of the United States and the Air National Guard of the United States. The individuals are currently serving in a reserve component capacity contributing to the national security and military readiness.
  - Reference: Title 38 U.S.C. Section 101 (7)
- **Special Disabled Veterans** - A veteran who is entitled to compensation under laws administered by the Department of Veteran Affairs
  - a disability rated at 30 percent or more; or
  - a disability rated at 10 or 20 percent in the case of a veteran who has been determined under 38 U.S.C. 3106 to have a serious employment handicap; or
  - a discharge or release from active duty because of a service-connected disability.
  - Reference: Title 38 U.S.C. Section 4211 (1)
- **Veteran**: includes every person who has received a discharge or was released from active military service under conditions other than dishonorable or is in receipt of a United States department of defense discharge document that characterizes their military service as other than dishonorable (RCW 41.04.007 & Title 38 U.S.C.).


Misogyny
The dislike of, contempt for, or engraved prejudice against women/females.

Nationality
A specific legal relationship between a person and a state, whether by birth or naturalization in the case of an immigrant.

National Origin
System of classification based on the nation from which a person originates regardless of the nation they currently live. National origin is not something an individual can change, though origin can change through the generations of family.

Oppression/Anti-Oppression
- **Oppression** - Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access. This can occur, intentionally and unintentionally, on individual, institutional, and cultural levels.
  - Individual - attitudes and actions that reflect prejudice against a social group.
  - Institutional - policies, laws, rules, norms, and customs enacted by organizations and social institutions that disadvantage some social groups and advantage other social groups.
  - Societal/cultural - social norms, roles, rituals, language, music, and art that reflect and reinforce the belief that one social group is superior to another.
- **Anti-oppression** - The act of shifting power to people who have been marginalized by recognizing, mitigating and eliminating the oppressive effects of the individual, institutional and societal elements of the dominant culture.

Othering
Othering encompasses the systematically expressed prejudice on the basis of group identities or membership. It is a common set of dynamics, processes, and structures that produces marginality and persistent inequality across any of the full range of human differences. It is a strategy of the dominant culture to prevent belonging. Dimensions of othering include, but are not limited to, religion, sex, race, ethnicity, socioeconomic status (class), disability, sexual orientation, citizenship/immigration status, and skin tone. See Belonging.

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People of Color or Communities of Color
Collective term for referring to non-white racial groups (ICH)

Power
The ability to decide who will have access to opportunity and resources; the capacity to direct or influence the behavior of others, oneself, and/or the course of events.

Power-over
The ability to impact others without respect or their permission. Exercising control over another person or people through the use of force, authority, or position, and the dissemination of punishment and reward.

Power-with
Using or exercising one’s power to work with others equitably for common good, showing respect, leveraging strengths, and providing guidance.

Prejudice
Prejudice is an idea or opinion that is not based on fact, logic, or actual experience. Prejudice may be formed by a person’s previous experience, learning, and observations.

Privilege
Privilege is any unearned benefit, position, power, right, or advantage one receives in society because of their identity. In the United States, privilege is prevalent in the following areas:
- Ability privilege;
- Age privilege;
- Christian privilege;
- Cis Privilege;
- Class or economic privilege;
- Hetero privilege;
- Male privilege;
- National origin; and
- White privilege.

Questioning
A term to describe a person who is exploring their sexual orientation, gender identity, or gender expression.

Race
A social construct that divides people into smaller social groups based on characteristics most typically skin color. Racial categories were socially constructed, and artificially created whiteness as one of the elements of the dominant culture. Race was created to concentrate power and advantage people who
are defined as white and justify dominance over non-white people. The idea of race has become embedded in our identities, institutions, and culture, and influences life opportunities, outcomes, and experiences. Racial categories change based on the political convenience of the dominant society at a given period of time. See Nationality/National Origin, Color, Colorism, and Ethnicity.

Race Equity
The vision or existence of a community, society, or world in which race or color does not predict the amount and quality of opportunities, services, and benefits. The condition where one’s race identity has no influence on how one fares in society.

Racism
A way of representing or describing race that creates or reproduces structures of domination based on racial categories.

In other words, racism is racial prejudice plus power. In the United States, it is grounded in the creation of a white dominant culture that reinforces the use of power to create privilege for white people while marginalizing people of color, whether intentional or not.

It is perpetuated in many forms of racism that include:
- **Individual racism** - An individual’s beliefs, attitudes, and actions that perpetuates racism.
- **Interpersonal racism** - When individuals express their beliefs and attitudes with another person that perpetuates racism.
- **Internalized racism** - When people of color, knowingly or unknowingly, accept and integrate negative racist images, beliefs, and identities to their detriment.
- **Institutional racism** - Intentional or unintentional, laws, organizational practices, policies, and programs that work to the benefit of white people and to the detriment of people of color.
- **Systemic racism**: The way an entire system collectively contributes to racial inequities. This includes the health, environmental, education, justice, government, economic, financial, transportation, and political systems.
- **Structural racism** - The interplay of laws, practices, policies, programs, and institutions of multiple systems, which leads to adverse outcomes and conditions for communities of color compared to white communities.

Respect
A feeling or understanding that someone or something is important, valued and should be treated in a dignified way.

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28 “Articles - Diversity and Inclusion Resources - Center for Diversity and Inclusion (CDI) - University of Houston.” University of Houston. Accessed October 9, 2019. [https://www.uh.edu/cdi/diversity_education/resources/articles/](https://www.uh.edu/cdi/diversity_education/resources/articles/).
Sexism
Discrimination or prejudice against a particular sex or gender on the assumption that another sex or gender is the social and cultural norm. It typically has the most negative impact on women.

Sexual Orientation
A person’s physical, romantic, emotional, aesthetic, and/or other form of attraction to others. Gender identity and sexual orientation are not the same. For instance, transgender people can be straight, bisexual, lesbian, gay, asexual, pansexual, queer, etc., like anyone else.

- **Aromantic** - A person who experiences little to no emotional or romantic to other people. Sometimes asexual people abbreviate the term to Ace.
- **Asexual** - A person who experiences little to no physical attraction to other people. Sometimes asexual people abbreviate the term to Ace.
- **Bisexual** - A person who has an emotional and physical attraction to persons of the same and different genders.
- **Gay** - A person who is emotionally and physically attracted to someone of the same gender. It is more commonly associated with males or men.
- **Heterosexual** - A person who is emotionally and physically attracted to people of the opposite sex.
- **Lesbian** - A female or woman who has an emotional and physical attraction for other females or women.
- **Pansexual** - A person who is emotionally and physically attracted to individuals of all gender identities and expressions.
- **Queer** - A person who expresses fluid identities and/or orientations in their emotional and physical attraction to others. The term is sometimes used as an umbrella term to refer to all LGBTQ+ people.

Social Construct
A social phenomenon or convention originating within and cultivated by society or a particular social group, as opposed to existing inherently or naturally.

Social Justice
A practice within a society based on principles of equality and solidarity that understands and values human rights and recognizes the dignity of every human being. Such a practice would strive to provide basic human needs and comforts to all members of the society regardless of class, race, religion or any other characteristic.

SOGIE
An acronym, usually used in data collection, for addressing Sexual Orientation, Gender Identity and Expression, which captures all the ways people self-identify. SOGIE includes LGBTQ+ as well as heterosexual, cisgender, and non-questioning individuals.
Stereotype
Characteristics attributed to an individual or group based on generalization, oversimplification, or exaggeration that may result in stigmatization and discrimination.  

Tokenism
The practice of making only a perfunctory or symbolic effort to do a particular thing.

Transphobia
A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward people who are transgender or gender non-conforming. The term can also connote a fear, disgust, or dislike of being perceived as transgender or gender non-conforming.

Two-Spirit
A term sometimes used to describe Indigenous individuals who have a gender identity or gender expression that does not align with their sex assigned at birth or have a culturally distinct gender, apart from male or man and female or woman.

Western-centrism
The tendency to believe that Western society values, standards and norms are superior to those of other cultures.

White Dominant Culture
Culture defined by white men and white women with social and positional power, enacted both broadly in society and within the context of social entities such as organizations. See Dominant Culture and White Supremacy.

White Supremacy
A political, economic, and cultural system in which white people are believed to be the normal, better, smarter and, holier race over all other races. This system entitles whites with overwhelming control, power, and material resources. Conscious and unconscious ideas of white superiority and entitlement are widespread. White dominance and non-white subordination are daily reenacted across a broad array of institutions and social settings. A white supremacy mindset is perpetuated when elements of this system are not named, agreed to, or actively undone.

Workforce Diversity

Workforce Diversity means a collection of individual attributes that together help agencies pursue organizational objectives efficiently and effectively. These include, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, political beliefs, communication styles, and family structures. The concept also encompasses differences among people about where they are from, where they have lived and their differences of thought and life experiences. See Diversity.

Xenophobia

A term for fear, anger, intolerance, resentment, hatred, discomfort, or mistrust that one may have toward people from other countries. The term can also connote a fear, disgust, or dislike of being perceived a person is from other countries.

Workgroup Members included:

- Mark Adreon – DSB, DEI Council, DEI Committees
- Laura Bradley – BIIA, DEI Committees
- Ayanna Colman – OFM, DEI Council, BRGs, and Committees
- Christy Curwick Hoff – DOH/HSC, DEI Council, DEI Committees
- Evette Jasper – DCYF, DEI Council, DEI Committees
- Karen Johnson, DOC, DEI Council, DEI Committees
- Scott Nicholson, OFM SHR, DEI Policy Committee
- Theresa Powell, DSHS, DEI Council
- Denise Ross, PSP, DEI Council, DEI Committees
- Jessica Zinda, DEI Council, DEI Committees
- Cheryl Sullivan-Colglazier, Facilitator

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STATE HUMAN RESOURCES

HR DIRECTIVE 20-02

Effective: January 20, 2020

Authorized:

WHO: All state agencies and higher education institutions

WHAT: The directive requires state organizations to develop or update their workforce diversity plans

Background and importance of this work

When the Legislature approved Initiative 1000 in May 2019, State Human Resources and human resource leadership from general government and higher education formed the I-1000 HR work group. The goal was to provide recommendations to improve statewide alignment if the initiative became law.

Initiative 1000 went to a vote of the people as Referendum 88 in November 2019. It failed, preventing I-1000 from becoming law. Under current statute (including the state’s obligations under I-200, the Washington Law Against Discrimination and Title VII of the Civil Rights Act) State HR and the I-1000 HR work group recommend agencies and higher education institutions take the steps set out below.

Our goal is to increase diversity, equity and inclusion in our state workforce and in the services we provide. Diversity, equity, and inclusion must be part of every decision so each decision can have a greater impact for the people of Washington state. The people we serve need to see themselves reflected in the state workforce. Our commitment to diversity and inclusion must be present and demonstrated each day to create fairer and more equitable outcomes. While history may have created inequalities in systems long ago, we are all part of the system now and it is our job to change it.
Details of required diversity plan

Agencies and higher education institutions shall immediately develop their own implementation plans, incorporating some or all of the recommendations below into the work of the organization. **Agencies and institutions shall prepare their plans and begin the work of implementation no later than May 1, 2020.** The plan must address the organization’s approach in the following areas, and can include other actions that are being taken to improve diversity and inclusion in your organization:

1. **Update or create workforce diversity, equity and inclusion policies and procedures.**

   Organizations unsure how to begin these efforts are encouraged to review [Executive Order 12-02](#) on Workforce Diversity and Inclusion, and reach out to State HR for support. A cross-agency DEI policy committee has developed a draft diversity, equity and inclusion model policy, among other workforce policies, that individual agencies can customize. These model policies are anticipated to be available on the State HR website by spring 2020. The publication of these workforce policies will be accompanied by another directive outlining specific requirements for implementation, including a presentation and certification process through the DEI policy committee. This is to ensure compliance and, more importantly, to foster a consistent work environment for our employees regardless of the employing agency.

2. **Train all recruitment staff on recognizing and mitigating implicit bias.**

   If a state organization has not already done so, each organization shall develop a plan requiring hiring supervisors, managers, and designees to complete training before starting a new hiring process.

   The training must address:

   a) Why implicit bias can be harmful to applicants, our agencies and institutions, and our communities, and

   b) Why a diverse and representative state workforce is beneficial for the people of Washington.

   For ways to address implicit bias, review the Employer of Choice Committee publication on [Unconscious Bias in Hiring](#).
3. **Develop and implement simple written standards for diversity data review.**

At a minimum the written standards shall:

- Set workforce diversity goals based on this review.
- Incorporate standard agency or institutional demographic data reviews into hiring processes and strategic planning.
- Establish accountability mechanisms in hiring, including a regular review of objectives versus outcomes.

For recommendations on what data to review or where to find it, explore the [Measuring Diversity webpage from OFM State HR](#).

4. **Include agency and institutional executive leaders in the diversity data review.**

Leadership, HR/recruitment and DEI staff members must be at the table as part of the regular data review. This group shall meet quarterly when possible to assess progress toward objectives, discuss areas of concern and adjust tactics or approaches as needed. The review of recruitment and hiring data shall include a review of the:

- Required qualifications for job postings. Are the required qualifications truly necessary to be successful in the position? If not, review and make changes.
- Language in job postings. Are the postings written in a way that discourages certain groups of people from applying or believing that they could be successful? If so, make changes.
- Use of criminal background information. Does your agency’s use of criminal background check information for hiring decisions comply with RCW 41.04.821? Does it support [Executive Order 16-05](#)? If not, review and make changes.
- Breaks in employment and participation in military service. Do your hiring processes and decisions create barriers for those who may have had breaks in employment or participated in military service, including being a member of the military reserves? If so, review and make changes.
5. **Discuss opportunities to develop collaborative relationships between agencies and Washington state higher education institutions.**

Brainstorm ways to bring graduates from Washington state colleges and universities into jobs or internships. Discuss creating university and college job boards that will build connections with different communities.

6. **Review diversity details of your past, completed certified candidate pools or lists of interviewees.**

   - If the pools are not at least as diverse as the available workforce — or the student, customer or client population your agency works with — consult with State HR and your assigned counsel to explore appropriate options.

   - Review the outcomes of completed recruitment processes. Are there steps or parts of your process where candidates from certain groups are being screened out? Consider root cause analysis to help address barriers. Solid data is key for this review – use your agency or institution’s online recruiting system to its fullest extent during your hiring processes to ensure high data fidelity. Where appropriate, use this information to consult with State HR and your assigned counsel to shape future workforce plans including outreach strategies to ensure you are reaching broader and more diverse pools of potential applicants.

**Next steps**

State HR looks forward to working with each of your organizations on this matter. We hope these recommendations, and the process of updating or creating your plans, help you identify opportunities for improvement and growth within your agencies and institutions. **Please be sure to submit a copy of your organization’s completed or updated plan to SHRPlanning@ofm.wa.gov by May 1, 2020.** We are available to work with your organization as you develop your plans and look forward to working with you thereafter.

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1 See recommendation in the Veteran Employment Plan to create a veteran talent pool within state government.
Special note: This template provides agencies and institutions with a blueprint to address the diversity plan requirements outlined in HR Directive 20-02. The template serves as a guide; organizations can modify, add or delete any part of the template to adjust to their needs and organizational structure.

The final plan must address all six areas explicitly. Each agency and higher ed institution can modify any element of this template provided as an example.

<table>
<thead>
<tr>
<th>Agency Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact Name</td>
<td></td>
</tr>
<tr>
<td>Primary Contact Email</td>
<td></td>
</tr>
</tbody>
</table>

Current Diversity Efforts

In this section, provide a brief introduction to your current diversity efforts, including a high-level description of current projects, programs and metrics.

Required Topic Areas

In this section, provide details about your approach to meet the requirements outlined in the HR Directive, which includes:

- Workforce diversity, equity and inclusion policies and procedures
- Implicit bias mitigation training
- Diversity data review standards
- Leadership involvement in diversity data reviews
- Employment and internship partnerships between agencies and higher education institutions, including affinity groups represented on their campuses
- Demographic data reviews of prior certified candidate pools and interviewee lists.
(1) DEI Policies and Procedures

You should establish a baseline in any intended measurement areas before implementing new DEI policies or initiatives. After diversity data review standards are established, HR, in collaboration with executive leadership, should set goals, timelines and desired DEI outcomes.

High-quality narrative descriptions include the following information:

List of existing DEI policies
- Identify if the policy needs review or update
- Establish a timeline to accomplish the review
- Assign a lead to the effort
- Establish at least one success measure for each policy. Once the initial desired outcome is achieved (for example, “policy is negotiated, implemented and all employees have attested that they have read and understood it,”) the measure of success for each policy should be adjusted to support short term and long term goals. (For example, “After implementation of our DEI policy, and in conjunction with other efforts the agency is making, we aim to increase our score on the Engagement Survey to the question, ‘My agency consistently demonstrates support for a diverse workforce,’ by two percentage points.” Or, “After implementation of our new Reasonable Accommodations policy, we will shorten the time between an employee accommodation request and the first interactive conference from 16 days to 10 days in alignment with the new policy.”)

List of DEI policies you intend to create or adopt
- Establish a timeline for implementation
- Assign an individual to lead the effort
- List the experts or stakeholders engaged in the creation and review (and for higher education, the plan to navigate your shared governance authorizing environment)
- Establish at least one measure of success.
- Define desired outcomes

Below is a sample of a table that could contain this information.

CURRENT POLICIES

<table>
<thead>
<tr>
<th>Policy Subject/Title</th>
<th>Review and update timeline</th>
<th>Assigned To</th>
<th>Success Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
NEW POLICIES

<table>
<thead>
<tr>
<th>Policy Subject/Title</th>
<th>Implementation Timeline</th>
<th>Assigned To</th>
<th>Desired Outcome</th>
<th>Engagement Plan</th>
<th>Success Measures</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

(2) Implicit Bias Mitigation Training

High-quality narrative descriptions include the following information:

Train staff on recognizing and mitigating implicit bias

- Establish a prioritization strategy for training implementation (Each agency and institution should train staff in the order that works for them, with consideration given to the impact individuals in different roles have on the hiring process. The list below is provided as an example)
  - Recruiters
  - Hiring supervisors
  - Managers
  - Executive leadership, especially appointing authorities
  - EDI/DEI practitioners in the agency
  - Designees i.e., Subject Matter Experts SMEs or panel members

If DES training is available and agencies or institutions choose to select a different provider, they should include the following information in this section:

- Training Description
  - Title
  - Provider
  - Curriculum summary

- Curriculum Assessment
  How will the training address the following?
  - Why implicit bias can be harmful to applicants, our agencies and institutions, and our communities
  - Why a diverse and representative state workforce is beneficial for the people of Washington

- Establish a timeline to achieve 100 percent staff training completion for the positions identified
• Establish a training frequency that works for your organization

Below is a sample of a table that could contain most of this information.

<table>
<thead>
<tr>
<th>Target Audience</th>
<th>Training Name</th>
<th>Training Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiring managers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panel members or designees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appointing Authorities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEI Practitioners</td>
<td></td>
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</tbody>
</table>

(3) Diversity Data Review Standards

When selecting diversity data review topics, you should take into consideration additional compliance requirements. The goal is to reduce duplication of work while achieving DEI progress. For example, what is the intersection between the Equal Pay and Opportunities Act and the DEI goals established by your agency?

List of possible topics for the diversity data review
• Workforce representation
• New hires by diversity
• Pay equity
• Promotions by diversity
• Turnover by diversity
• Accessibility of programs and services based on anticipated versus actual use

Set workforce diversity goals based on the review
Determine a timeline to establish the standard/s
Describe how these standards will be communicated and adopted

Below is a sample of a table that could contain this information.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assigned To</th>
<th>Timeline</th>
<th>Communication Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce diversity goals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(4) Leadership Involvement in Diversity Data Reviews

High-quality narrative descriptions include the following information:

List the diversity data included in the review
Establish the cycle in which the data will be reviewed and briefed to leadership (example: quarterly)
List the leadership levels that will participate in the data review meetings
Highlight specific outcomes or goals approved and prioritized by agency leadership

(5) Explore Employment & Internship Partnerships between Agencies and Higher-Ed Institutions

High-quality narrative descriptions include the following information:

Target positions or classifications for specific outreach
Location and methods of outreach and relationship building, including outreach to on-campus affinity groups, cultural clubs and other organizations that may bring together students from diverse backgrounds
Ways you intend to bring graduates from Washington state colleges and universities into jobs or internships

(6) Review Diversity Details of Previous Certified Candidate Pools and Interview Lists

High-quality narrative descriptions include the following information:
List of specific research questions/data sources you will be reviewing

Timeline for review

Individual assigned to lead the effort

Explanation of how you will involve experts and stakeholders (should include HR and DEI/EDI staff at minimum)

In addition to the goals established by HR and executive leadership, the directive requires agencies to review the following data topics:

- Required qualifications for job postings
- Language in job postings
- Criminal background information
- Breaks in employment and participation in military service

Some of the agencies and institutions already conducting these reviews are approaching the assessment by sections, for example, by job classification.

NOTE: Consider potential FLSA impacts if lived experience is substituted for educational level in classifications where the “learned professional” overtime exemption has been used.

Below is a sample of a table that could contain this information.

<table>
<thead>
<tr>
<th>Data Review Question</th>
<th>Assigned To</th>
<th>Timeline/Frequency of Review</th>
<th>Expected Outcomes</th>
<th>Planned Stakeholder Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the candidate pools as diverse as the available workforce?</td>
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<tr>
<td>Are there steps or parts of the hiring process where candidates from certain groups are being screened out?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Review required qualifications for job postings</td>
<td></td>
<td></td>
<td>Determine if the required qualifications are truly necessary to be successful in the</td>
<td></td>
</tr>
</tbody>
</table>
## Data Review Question

### Assigned To

### Timeline/Frequency of Review

### Expected Outcomes

### Planned Stakeholder Engagement

<table>
<thead>
<tr>
<th>Data Review Question</th>
<th>Assigned To</th>
<th>Timeline/Frequency of Review</th>
<th>Expected Outcomes</th>
<th>Planned Stakeholder Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review language in job postings</td>
<td></td>
<td></td>
<td>Determine if the postings written in a way that discourages certain groups of people from applying or believing that they could be successful? If so, make changes.</td>
<td></td>
</tr>
<tr>
<td>Review any use of criminal background information in hiring</td>
<td></td>
<td></td>
<td>Determine if the use of criminal background check information for hiring decisions comply with RCW 41.04.821? Does it support Executive Order 16-05? If not, review and make changes.</td>
<td></td>
</tr>
<tr>
<td>Review how your organization considers breaks in employment and participation in military service</td>
<td></td>
<td></td>
<td>Determine if the hiring processes and decisions create barriers for those who may have had breaks in employment or participated in military service, including being a member of the military reserves? If so, review and make changes</td>
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</tbody>
</table>

## Additional Resources

The additional resources listed below may help develop the agency's diversity plan.

- Workforce Diversity Directive - State HR Directive 20-02
- Washington Law Against Discrimination
- Title VII of the Civil Rights Act
- Executive Order 12-02 on Workforce Diversity and Inclusion
- Executive Order 13-02 on Improving Employment Opportunities & Outcomes for People with Disabilities in State Employment
[Agency Name] Diversity Plan
HR Directive 20-02

- Executive Order 16-05 on Building Safe Communities Through Successful Reentry
- Executive Oder 19-01 on Veteran and Military Family Transition and Readiness Support
- Employer of Choice Committee publication on Unconscious Bias in Hiring
- Measuring Diversity webpage from OFM State HR
- Veteran Employment Plan
- HRMS Data Definitions Resource Guide
- Affirmative Action and Demographic Data Guide
- Human Resources Management Report
- RCW 41.06.530 - Personnel resource and management policy—Implementation
- WAC 357-01-015 – Affirmative Action Plans
- Affirmative Action Laws and Rules Applicable in Washington from OFM State HR
Since April of 2006, the Statewide Employee Engagement Survey has measured levels of employee engagement and workplace satisfaction. OFM shares the statewide data with state executive leaders and with Results Washington to evaluate progress towards key goals, both for the state and for individual agencies.

Right now, agencies cannot connect the dots between the data we gather from the Employee Engagement Survey and the real experience of underrepresented groups within state government. The state of Washington currently has no way to examine the relationship between a person’s identity as a member of a specific demographic group and their engagement or job satisfaction.

Identifying with these demographic groups should not be an indicator of engagement or job satisfaction. We intend to work with agencies to use this data to identify areas for outreach and additional resources, as well as current successes.

Similar to existing demographic questions, OFM will only release data from groups of 10 or more. Agencies will then have access to the aggregated data.

If you would like more information on the Demographic Pilot, please contact Josh Calvert, josh.calvert@ofm.wa.gov, 360-970-5595.

Questions

1. In which county do you work a majority of the time?
   Options: all Washington counties, Telework or field work 100%, Prefer not to say

2. What is your current employment status?
   Options: Full-time, Part-time, Prefer not to say

3. What is your age?
   Options: Under 18, 18-24, 25-34, 35-44, 45-54, 55-64, 65+, Prefer not to say

4. Do you identify as having a disability?
   Options: Yes, No, Prefer not to say

5. What race and/or ethnicity do you consider yourself?
   Options: American Indian or Alaska Native, Asian or Pacific Islander, Black or African American, Hispanic or Latino, White or Caucasian, Another race/ethnicity, More than one race/ethnicity, Prefer not to say

6. Are you a U.S. Veteran?
   Options: Yes, No, Prefer not to say

7. Are you currently a member of the National Guard or Reserve?
   Options: Yes, No, Prefer not to say

8. Are you a spouse or registered domestic partner of an individual in the military?
   Options: Yes, No, Prefer not to say

9. What is your gender?
   Options: Female, Male, Non-binary/X, Prefer not to say

10. Do you identify as LGBTQ+?
    Options: Yes, No, Prefer not to say