



## MANAGER - DISTRICT EQUITY, DIVERSITY AND INCLUSION PROGRAMS

### **BASIC FUNCTION**

Under general supervision, lead development, implementation and monitoring of the District's Racial Equity Plan and programs; create systems and procedures that advance and promote the District's equity and inclusion initiatives; ensure compliance with District policies and local, state and federal guidelines and laws.

### **REPRESENTATIVE DUTIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

- Develop, implement and monitor the District's Racial Equity Plan, Affirmative Action Plan, and similar initiatives and programs, ensuring compliance with District policies and State and federal laws and guidelines; provide technical assistance and counsel to senior leadership and across the district regarding status, development and implementation of division racial equity plans and initiatives. *"E"*
- Participate on cross-functional teams and partner across departments on data selection, collection and analysis in order to improve student achievement and District milestones reporting. *"E"*
- Provide advice, guidance and support on equity and diversity issues; assess District, student and stakeholder needs in promoting racial equity, inclusion and diversity in a cohesive manner; explore and implement ways to promote positive equity, diversity and inclusion messages within the organization and throughout the PPS community. *"E"*
- Develop and manage a variety of contracts with external vendors to ensure projects are completed on-time and within budget. *"E"*
- Collaborate with state and municipal entities and schools of education to advance District equity initiatives *"E"*
- Manage, counsel and support district-wide employee affinity groups in order to build an inclusive district culture for all employees. *"E"*
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy, Equity in Public Purchasing and Contracting and other board policies. *"E"*
- Participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to education and business practices with awareness and understanding of their impact in a racially and culturally diverse community. *"E"*
- Prepare a variety of written and oral reports; research, source and apply for grants and external funding which provide opportunities and support for enhancement of the district's Affirmative Action, diversity and equity policies. *"E"*
- May recruit, supervise, assign and evaluate the performance of assigned staff; establish performance requirements and development targets; regularly monitor performance and provide coaching for performance improvement and development; develop, evaluate, discipline and retain high performing individuals who are aligned with PPS's goals and values; work with employees to develop their full potentials.
- Perform related duties as assigned.

*Note: At the end of some of the duty statements there is an italicized "E", which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.*

## **DISTINGUISHING CHARACTERISTICS OF THE CLASS**

Employees in this classification participate in developing, monitoring, researching and evaluating a wide array of district programs, policies and strategic initiatives within the parameters of the District's Racial Educational Equity policy and plans. Employees in this classification are committed to inclusion, equity and respect for all cultures.

## **EMPLOYMENT STANDARDS**

### Knowledge of:

Effective approaches to developing and promoting operational and educational equity, inclusion and diversity programs.

Organizational and project management skills.

Public sector contracting processes, laws and techniques.

Budget development and controls.

Conflict resolution skills and techniques.

Diversity in employment and service delivery.

Methods of research design, statistical analysis and measurement.

Analytical, problem-solving and decision-making methodologies.

District policies, procedures, organizational structure.

Database, spreadsheet, word processing, internet and presentation software.

Report writing and public presentation skills and techniques.

Record-keeping and report preparation techniques.

### Ability to:

Promote a workforce that practices inclusion, equity and diversity.

Build trust and relationships with District leadership, staff, students and community stakeholders through initiative and cultural sensitivity.

Advocate, model, learn and implement Portland Public School's Racial Equity Initiative, Affirmative Action, Equity in Public Purchasing and Contracting and other board policies.

Manage conflict, deal with controversy and handle sensitive information and data with confidentiality.

Demonstrate strong interpersonal, written and verbal communication skills.

Adapt to and thrive in a fast-paced work environment with a demanding workload and changing/competing priorities, timelines and deadlines.

Work independently under minimal supervision.

Deliver professional presentations to a variety of district, public and community officials and stakeholders.

Work collaboratively with a variety of people and establish effective relationships with those contacted in the course of work.

Work through conflict and facilitate quality decision-making and effective problem solving.

Identify potential challenges or opportunities for improvement and take appropriate action.

Interpret, apply and explain rules, regulations, policies and procedures.

Deliver a high-level of customer service to district stakeholders.

Prepare and present complex data in written and oral reports, and represent the district in a variety of public settings.

Operate a variety of technologies and related software.

## **Education, Training and Experience:**

A Bachelor's degree in Cultural Studies, Psychology, Sociology, Criminology, Education, Human Resources, Public Administration or a related field *and* three (3) years of professional-level experience conducting research, analysis, investigations and/or program and policy development within the framework of Equity, Diversity and Inclusion programs, including experience preparing both statistical and narrative reports and making public presentations is required. Experience working in a richly diverse K-12 school district or public agency is highly desirable.

A Master's degree in one of the identified disciplines will substitute for one (1) year of the required experience.

Any other combination of education and experience that would likely provide the required knowledge and abilities may be considered.

Special Requirements:

Work hours will include occasional evening and weekend attendance at meetings, trainings, workshops and similar events.

Some positions in this classification may require the use of a personal automobile and possession of a valid driver's license.

**WORKING CONDITIONS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.*

**Work Environment:** Work is performed primarily in a standard office environment with public contact and frequent interruptions.

**Hazards:** Potential conflict situations.

**Physical Demands:** Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

---

FLSA: Exempt  
Bargaining Unit: N/A  
Salary Grade: 34

Approval Date: October 12, 2016  
revised: December 6, 2016

*Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society.  
The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.  
Board of Education Policy 1.80.020-P*