



SENIOR DIRECTOR – OFFICE OF EQUITY, INCLUSION AND PARTNERSHIPS

BASIC FUNCTION

Under administrative direction, participate in leading the development, implementation and monitoring of the District's Equity and Partnership programs and initiatives; promote diversity, inclusion and equity as a fundamental component of business and academic excellence; oversee day-to-day operations and staff supporting programs to prepare students for a multifaceted world, requiring an education that mirrors the history, cultures, beliefs, and views of the global society in which we live, as well as knowledge of an inclusive, welcoming community derived from direct experiences and celebrations.

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.

- Oversee day-to-day operations and staff supporting the development, implementation, communication and monitoring of the District's equity, affirmative action and partnership programs, ensuring compliance with District policies and state and federal laws and guidelines; advise District administration, stakeholders and staff regarding status, development and implementation of District diversity and partnership plans and programs. "E"
- Through collaboration and dialog, participate in the design, creation, implementation and monitoring of programs, strategies and staff to advance a diverse PPS community; model leadership that moves beyond tolerance, to an understanding of our global humanity and a respect for diversity and all of its facets. "E"
- Develop and oversee development and implementation of district policies to ensure inclusion of diversity, equity and cultural responsiveness in employment, student and district services delivery; advise on the strategic impacts resulting from implementation. "E"
- Participate in the development of partnerships with District stakeholders; lead and participate on a variety of task forces, committees, advocacy groups, alliances and related activities to advance understanding and opportunities for historically underrepresented students in the PPS community. "E"
- Oversee day-to-day operations and staff in the development and deployment of a variety of comprehensive metrics reporting systems to effectively monitor, analyze and benchmark institutional diversity and equity-focused indicators; oversee staff in the conduct and reporting of a variety of research projects to evaluate existing programs, assess proposed new programs, initiatives, policies and/or procedures. "E"
- Participate in the development and management of department budgets, contracts and expenditures; manage and oversee research, sources and grant applications and external funding opportunities which support enhancement of the district's diversity and equity policies. "E"
- Collaborate with the Human Resources Department on employment data selection, collection and analysis in order to improve affirmative action reporting and to collaborate with state and municipal entities and schools of education to advance the goals of the Oregon Minority Teachers Act. "E"
- 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. "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"
- Work with and across District departments, community partners and stakeholders to direct the development and roll out of training programs for district employees on affirmative action and equity; schedule, develop and deliver presentations, workshops and training materials to educate district staff and community stakeholders regarding District equity programs "E"
- Direct and participate in staff development, in-services and trainings related to 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"
- May serve as acting Chief in the absence of the division leader, as directed.
- 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

The Senior Director – Office of Equity, Inclusion and Partnerships provides operational leadership for day-to-day activities and staff involved with the establishment, development, deployment, monitoring and evaluation of a wide array of district policies, programs, strategic initiatives and partnerships to advance and equalize educational and business opportunities for historically under-represented groups within the PPS community. This employee is a visionary leader, committed to inclusion, equity and respect for all cultures.

EMPLOYMENT STANDARDS

Knowledge of:

EEO/AA and local, state and federal civil rights laws, regulations and guidelines, including the 1964 Civil Rights Act, 1991 Civil Rights Act, Americans with Disabilities Act, Title IX of the Education amendments of 1972, Affirmative Action, Equal Employment Opportunity, and other applicable laws

Written communications and effective public speaking techniques.

Diversity in education, employment and service delivery.

Analytical, problem-solving and decision-making methodologies.

Grant writing, monitoring, application processes, timelines and deadlines

Budget development and monitoring processes.

District policies, procedures, organizational structure.

Effective supervision and leadership.

Elements of effective training methods.

Record-keeping and report preparation techniques.

Current technologies and software.

Ability to:

Promote educational and employment equity and diversity opportunities for inclusion of race and ethnicity, religious, family structure, sexual orientation, age, gender and by socio-economics.

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.

Oversee, develop and monitor a variety of budgets, grants and financial records.

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

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.

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

Supervise and direct the work of others.
Prepare and present complex information 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 Master’s degree in Cultural Studies, Psychology, Sociology, Criminology, Education, Human Resources, Public Administration or a related field and three (3) years of operational leadership experience managing, developing, deploying and communicating programs, policies and staff within Affirmative Action, Equity, Diversity and Inclusion programs. Experience working in a richly diverse K-12 school district or public agency is highly desirable.

A Bachelor’s degree in one of the identified disciplines and five (5) years of the required experience will substitute for a Master’s degree.

An Ed.D or PhD in one of the identified disciplines will substitute for two (2) years 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.

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 and in community settings with extensive public contact and frequent interruptions.

Hazards: Will engage in conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office and community 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: Senior Leadership
Salary Grade: "SL100"

Approval Date: 12/30/14

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