

**NOTICE:** The Anti-Bias Training is focused on interviewing and hiring the next 4J superintendent. There will be no public comment at the virtual meeting

**6:30 PM**

**Ad Hoc Superintendent Search Board Subcommittee Anti-Bias Training, Focused on Interviewing & Hiring the Next 4J Superintendent**

- I. Call the Ad Hoc Superintendent Search Board Subcommittee Anti-Bias Training to Order, Roll Call
  
- II. **Item for Information**
  1. Receive Anti-Bias Training, Focused on Interviewing and Hiring the Next 4J Superintendent 2  
Facilitator: Shelly Reggiani, Ed.D.  
Note: A Recording of the Training will be available for viewing after January 27, 2025  
2 Hours, Virtual: online only
  
- III. Adjourn the Ad Hoc Superintendent Search Board Subcommittee Anti-Bias Training

**INTERPRETERS FOR THE DEAF AND HARD OF HEARING:**

To request interpreter services for this meeting, please call (541) 790-7850 or TDD (541) 790-7712 or the TDD Relay Number 1 (800) 735-2900

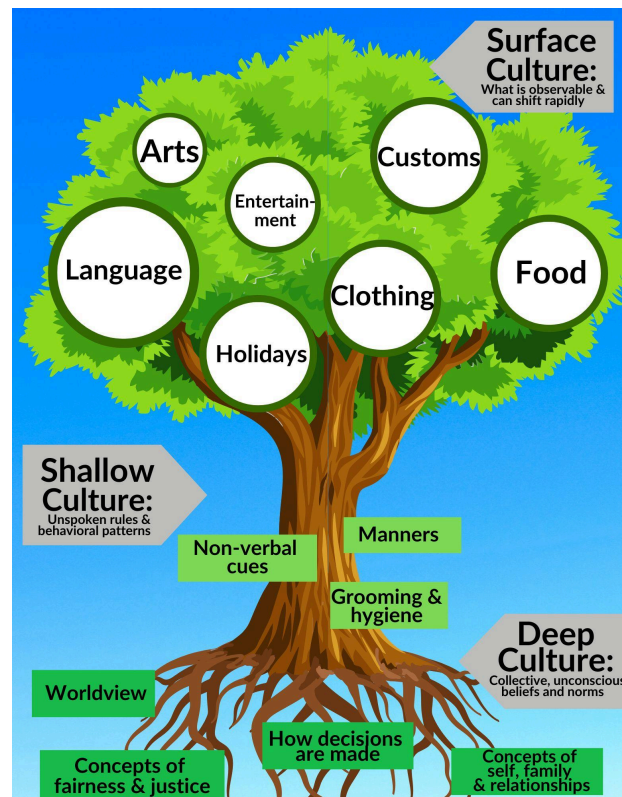
## Taking a Deeper Look at Culture

No matter your role in education, your story is what brought you here. It is, in part, who you are and the foundation of your belief system, values, interests, and how you make decisions. It is like an underlying code written into the program of who you are and how you interact with your world.

Each of us comes from somewhere. We have our own stories of upbringing and family histories. For some, their stories are filled with rich cultural histories and traditions rooted over the generations.

For others, their stories are more recent and are developing their connection to American culture. Whatever your story, it is part of who you are. It is your past and is what will shape your future.

Culture plays a prominent role in our personal and work lives, yet we don't often step back and examine it because it exists mainly at the unconscious level. Culture exists in the interactions and workings of both small and large groups of people. It not only helps define a community and how groups interact with one another, but culture also serves as a foundation of a society's norms and ways of being. In education, both school culture and the home cultures of students and families play a significant role in student outcomes and are worth further examination as we work to better serve our students and families.



In her book *Culturally Responsive Teaching and the Brain*, author Zaretta Hammond uses the metaphor of a tree to help explain and identify culture from the easily identifiable and observable components to the deeply rooted cultural ways of being (Hammond, 2015).

The tree metaphor organizes culture into three distinct parts: surface, shallow, and deep. Surface culture is the part of the culture that is observable from inside and outside of the group. It includes clothing styles, holidays, customs, music, foods, art, and the level of formality of language a group uses. When you visualize a tree, the leaves represent the many components of surface culture. Like leaves, surface culture can change with the seasons and with relative ease within a group of people.

The trunk of the tree represents the shallow culture. Hammond defines shallow culture as the pieces of culture just below the surface. These would be the unspoken rules and norms of a society or group, such as expected manners and socially acceptable behaviors in society, rules about grooming and hygiene, concepts of personal space, nonverbal cues, and the volume and tone of one's voice in public situations. Like the trunk of a tree, shallow culture grows and changes, but it does so more slowly as it experiences and responds to the changes in surface culture over time.

The roots of the tree represent the deep culture. These pieces of culture are primarily unconscious and hold the foundation for a person or group's worldview. Like the roots of a tree, deep culture supports the whole of the tree and serves as the foundation for how a person or group functions. From beliefs about justice and fairness, what is professional and unprofessional, the standards of good and bad, and what is defined as normal and abnormal, deep culture serves as the framework for how and why a person or group makes decisions and moves through their world. It is part of a person's upbringing, their past, their personal story, and how they see and experience the world.

An example of culture in schools can be seen in the ways schools communicate with families. Schools in a bygone era sent notes home in a backpack or sent home a monthly newsletter. In cases of a weather emergency, schools could call the local news media to share information. Today, we have electronic messaging systems and social media that help schools share information with families,



often in their preferred language, which they can receive instantaneously on their cell phones in a robocall or text, or in an email. Families can learn when the parent-teacher conferences are held, learn when soccer practices begin, when permission slips are due, or when there is a 2-hour delay due to a weather incident. The surface culture of communicating with families has changed over time. Like the leaves of a tree, methods, frequency, and home languages used to communicate have changed the way schools communicate with families.

The shallow culture of communicating with families is still connected to societal guardrails of sharing information. The shallow culture guardrails are influenced by societal and political trends, increased awareness of the need for parent engagement, along with parental legal rights and protections, which have shifted more slowly over time. School communications remain rooted in the deep culture of professional and ethical standards for sharing critical information with the guardians of students. One additional part of culture that is important to name is the dominant culture. Dominant

culture refers to the main culture of a group or society that is shared or accepted without much or any opposition by a majority of the population (Gulati-Partee, Potapchuk, 2014). The dominant culture in the United States is based on the cultures and social identities of white, Northern Europeans who established the historic government, business, linguistic, religious, education, and power systems that make up the present-day United States. While not held by all groups, these norms exist in the vast majority of institutions in the country, including schools. They are the cornerstone of institutional traditions, beliefs, and historical and present systems of how the United States functions.

The dominant culture is so normalized that it is often difficult to see at the conscious level, especially for those who are members of the dominant cultural group. It primarily operates invisibly, at the unconscious level, and has become the status quo or just the way things are. In many ways, the dominant culture in this country and its norms are not distinguishable from what people call American culture (Gulati Partee, Potapchuk, 2014). The dominant culture defines standards in the U.S. for what is considered normal, professional, of quality, good, and effective, as well as what is abnormal, unprofessional, of poor quality, bad, and ineffective. Dominant cultural norms and beliefs affect the surface, the shallow, and the deep culture of a group. In the above example of school-to-home communication, the surface, shallow, and deep cultural standards and shifts are framed by the lens of the dominant culture for both those who are multicultural and those who are white and of northern European descent. How we experience the dominant culture is specific to who we are, our home culture, where we were raised, and other components of our identity.

We serve a diverse community, and we are a community of learners committed to equity and the success of every student. This commitment means that student success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies, (BSD Equity Policy).

As public school employees, it is important to recognize the presence of dominant cultural norms in our district's surface, shallow, and deep culture. Understanding and examining our district culture helps us more authentically understand ourselves in relation to our practices while simultaneously helping us recognize how others see and experience us as a district. It helps to create the conditions for educators to see how students and families either benefit from or are hindered or harmed by our practices. This perspective can help drive change while giving us space to recognize the impact classroom and school culture plays on student success.

Author: Dr. Shelly Reggiani

Sources: 1. Sociologytwynham.com, 3. Racial Equity Tools.org, 2. Paying Attention to White Culture and Privilege: A Missing Link to Advancing Racial Equity, Gulati-Partee, G., OpenSource Leadership Strategies, and Potapchuk, M., THE FoundationReview 2014 Vol 6:1. 3. Hammond, Z., & Jackson, Y. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. 4. BSD Equity Policy, 3/2023.

# RECOGNIZING & MITIGATING BIAS IN HIRING



The image features a close-up of several light-colored wooden blocks with a visible grain, arranged on a dark wooden surface. Four blocks in the center are aligned horizontally to spell out the word "BIAS" in large, bold, black, sans-serif capital letters. Other blocks are scattered around, some showing different letters. A large, dark blue geometric shape, consisting of a triangle and a trapezoid, is overlaid on the right side of the image, partially obscuring the wooden blocks and background.

**BIAS**





# AGENDA

01

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A Deeper Look

02

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Personal Identity

03

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Lived Experiences

04

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The Role of Culture

05

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Types of Bias

06

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Raising  
Consciousness





# Eugene School District 4J

Equity. Excellence. Innovation.

**Equity**

**Excellence**

**Safety and Well-being**





# Equity Goal

Eugene School District 4J is committed to eliminating gaps in opportunities and barriers to access which are highly predictable by a student's race, ethnicity, gender, gender identity, disability, socioeconomic status, and geographic location.

We share the goal of improving outcomes for each and every student.

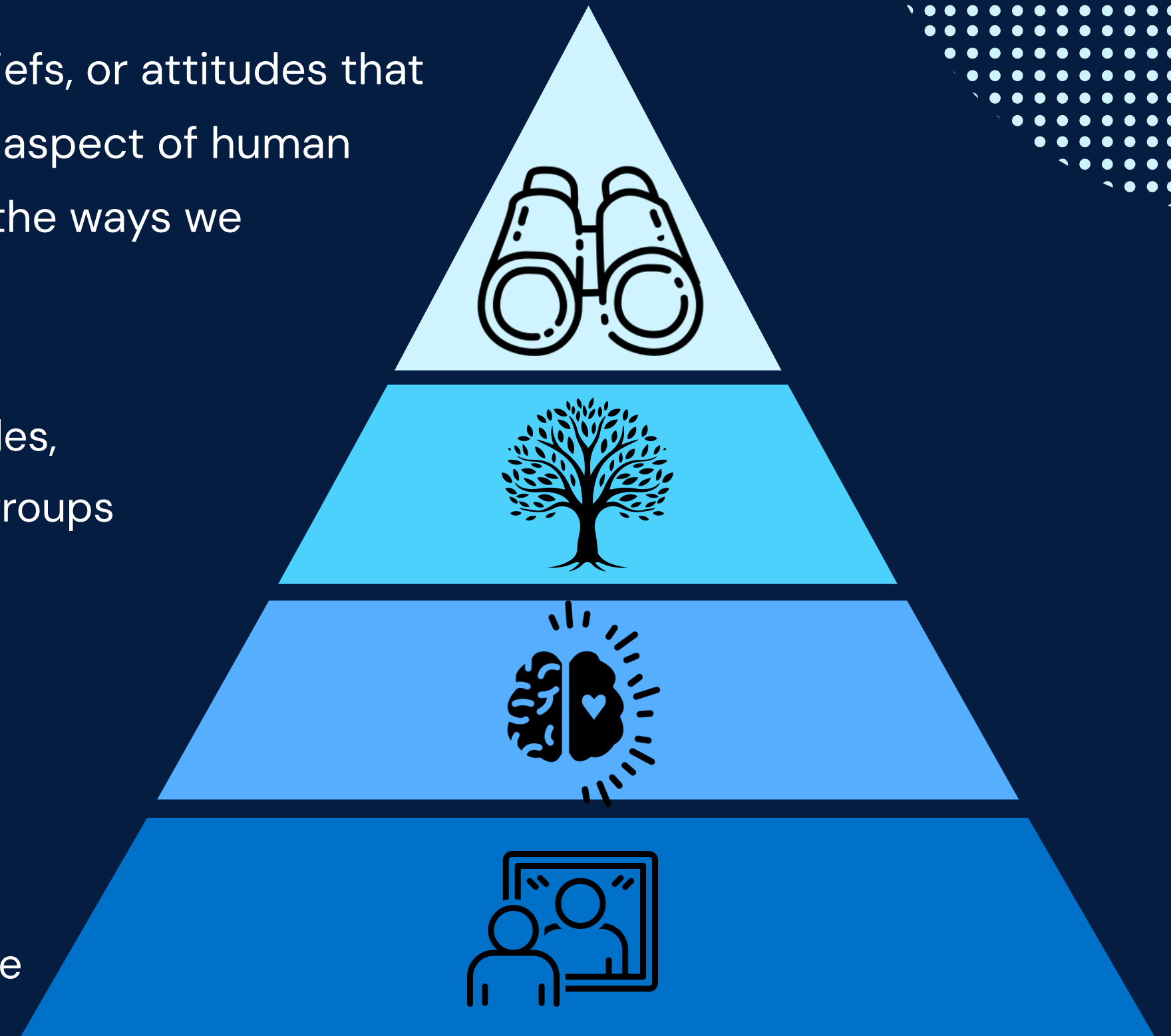
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# THE WAY WE SEE THINGS

Unconscious biases are ingrained assumptions, beliefs, or attitudes that we may not consciously recognize. Bias is a natural aspect of human cognition and it is influenced by our identities and the ways we experience the world.

- The culture of the community, the rules, norms, and customs of those in my groups and those around me.
- My lived experiences
- Who I am & my identity: How I see the world and how the world sees me

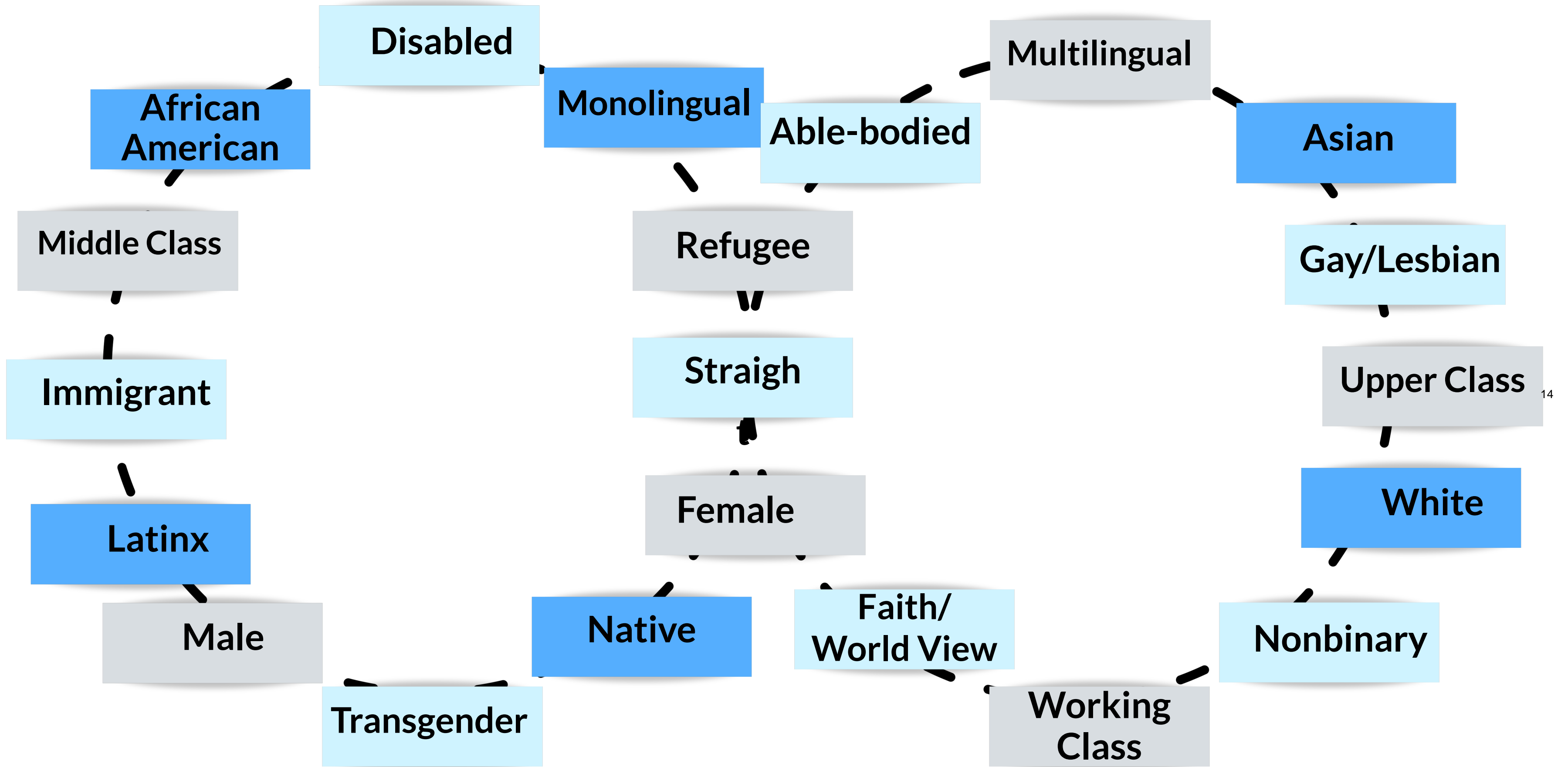


# Who I am, Who We Are

Social identity is the part of a person's self-concept that comes from their perceived membership in a social group. It's a way to categorize oneself and others, and can be based on a variety of factors that make up each individual person.

Social identity can be a powerful part of a person's life, influencing their values, how they see themselves and others, and what motivates them. It can also be a source of bias, prejudice, and favoritism. Not all parts of a person are visible to others. Social identity plays a role in how people interact with each other.

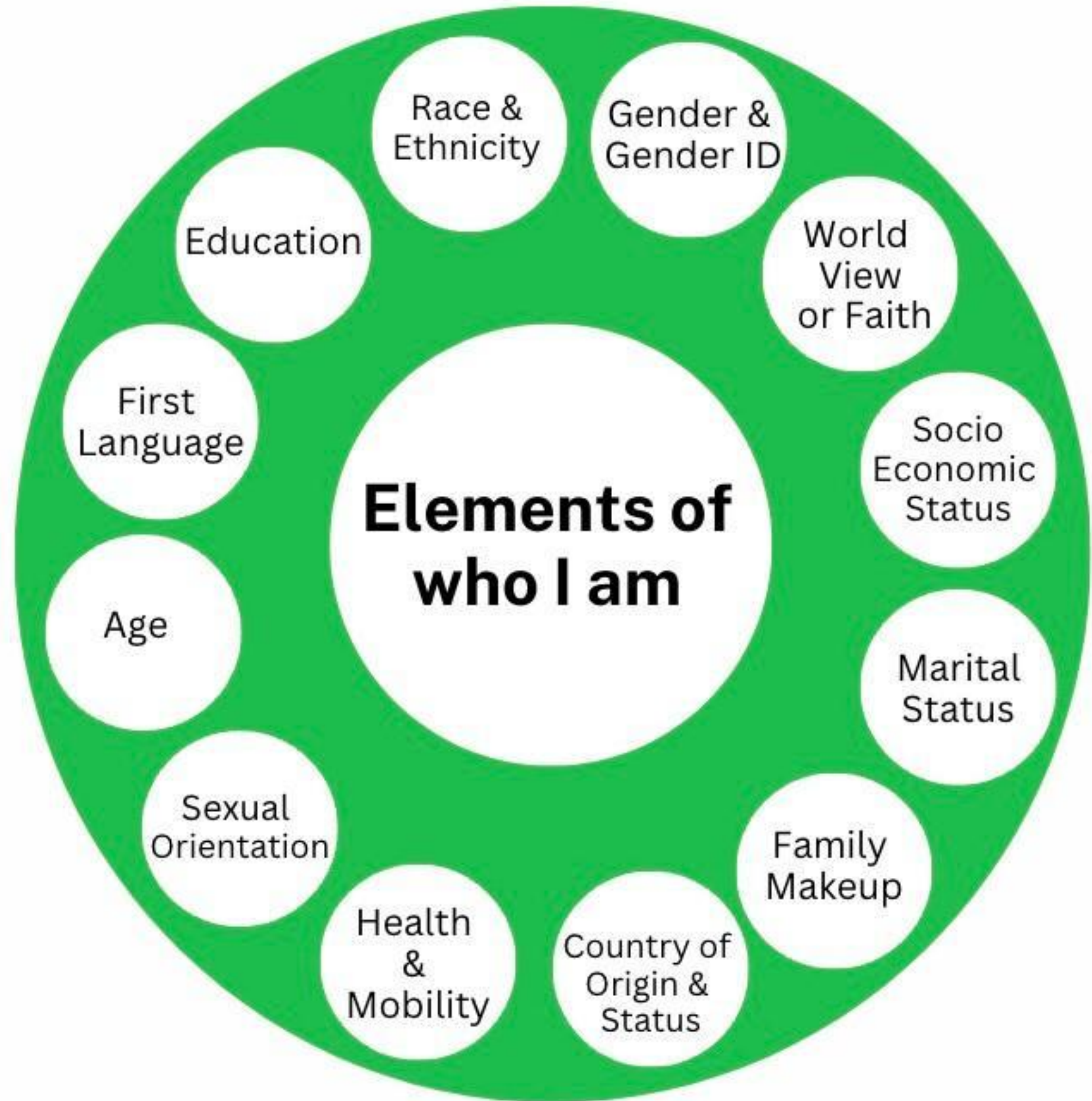




# Intersecting Identities

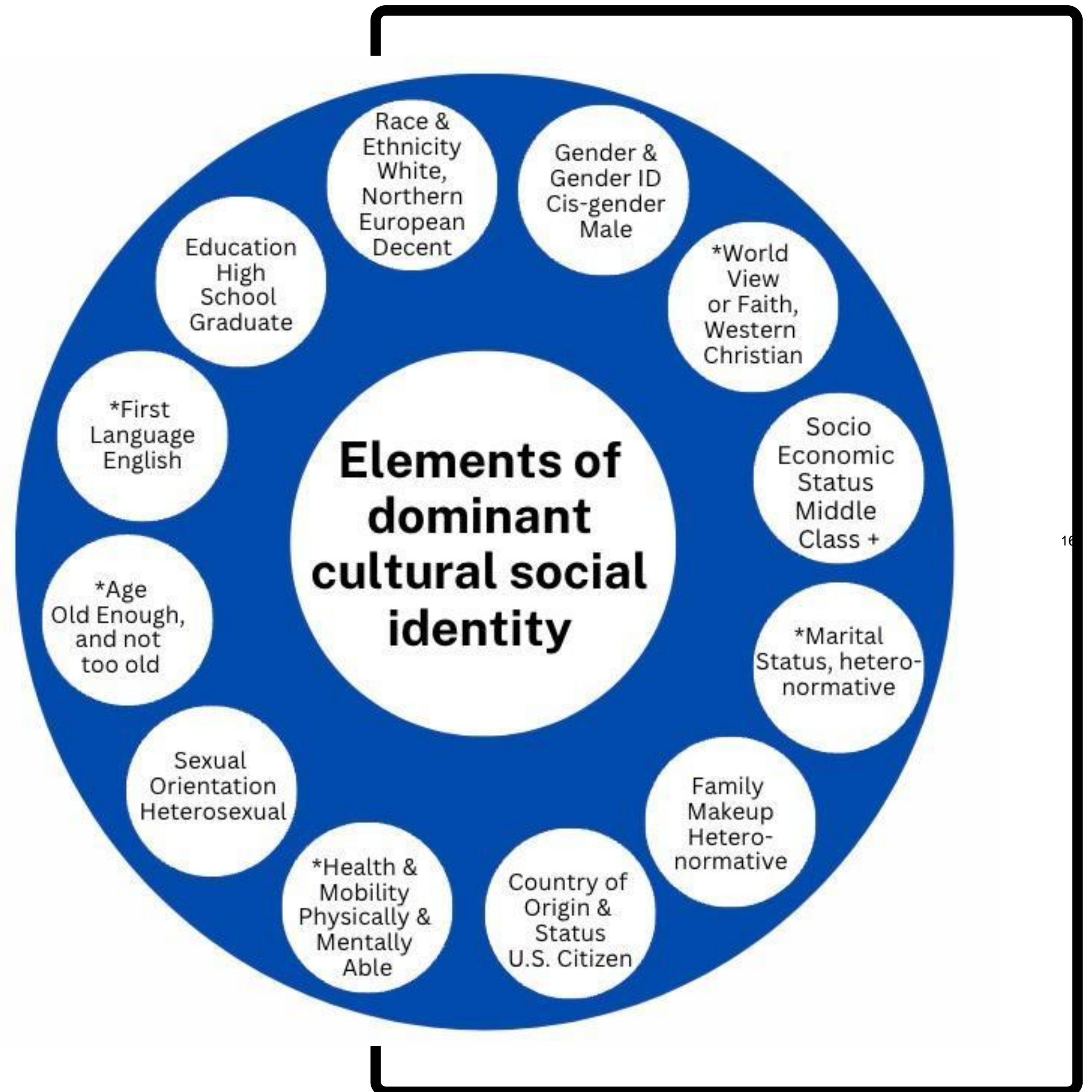
# Wheel of Social Identity

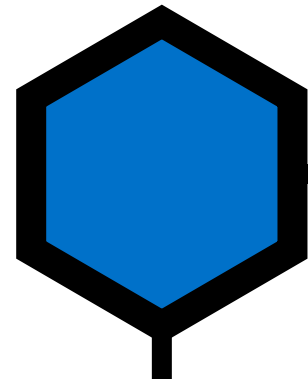
- Identities I think about most
- Identities I see first
- Identities others see first
- Identities that affect interactions
- Identities where I feel vulnerable
- Identities I want to explore more



# Elements of Dominant Culture in Social Identity

- First Language- English - American, British, Australian, New Zealand accents
- Age - Older than most youth and younger than most marginalized elder groups
- Health & Mobility - Body composition and mental/behavioral health status are factors
- Marital Status - Married or single, gender of my spouse or partner
- World View or Faith - Accustomed to western traditions, holidays, and norms





# Taking A Deeper Look At Culture

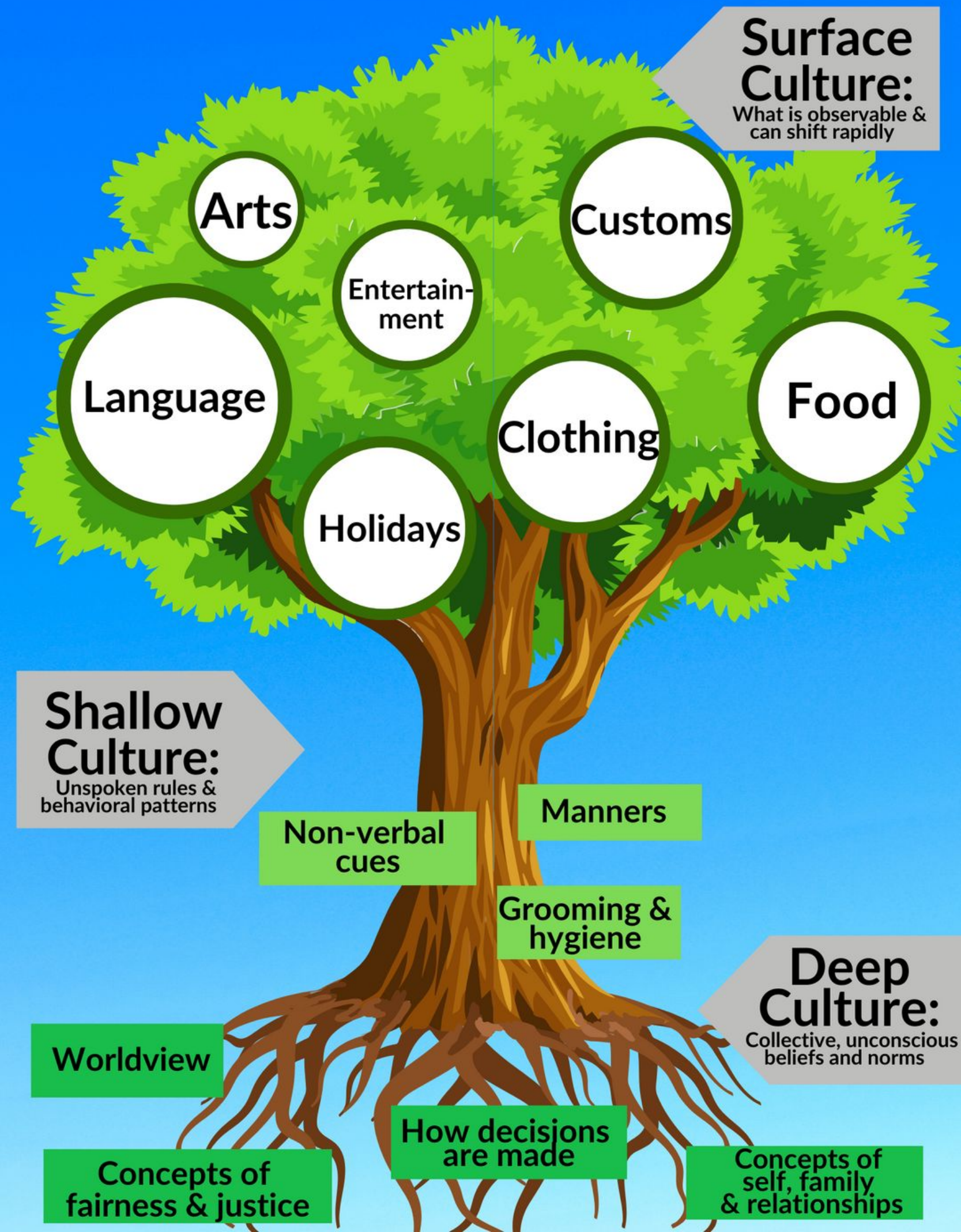


# Reflection

- 1. Which of your professional traits or practices are observable to others? How do those traits show up in your surface and shallow culture? (Language, communication, gender roles, dress, habits, etc).**
- 2. In what ways are those traits and practices connected to your deep culture? Why might that be important to you?**
- 3. How are those traits and practices related to your personal story (your past, your upbringing, your history)?**

# Consider the Culture in 4J

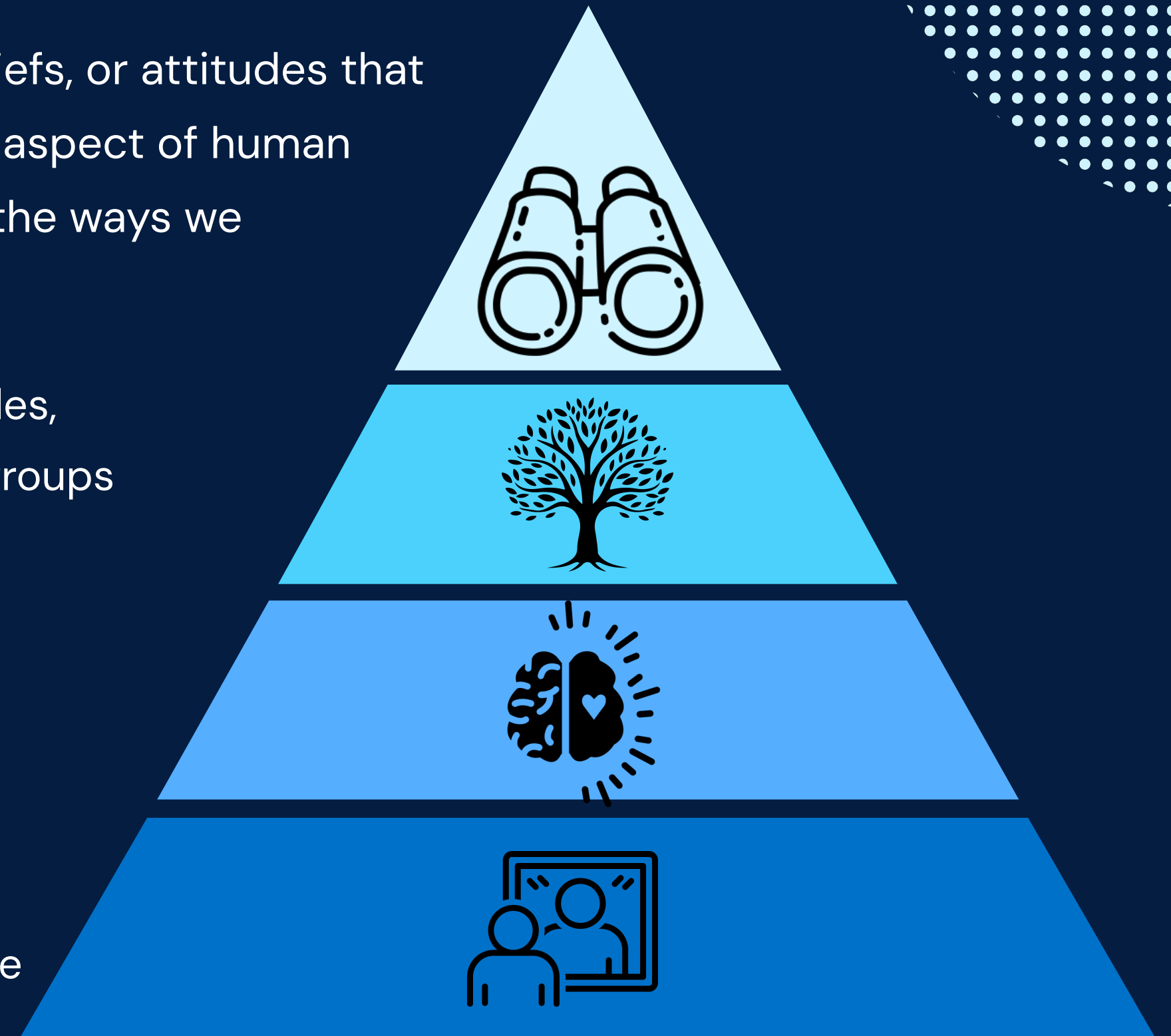
- Who leads and creates culture?
- Which constituents groups are most represented?
- Which constituent groups are least represented?
- What are the current tensions and changes impacting culture?



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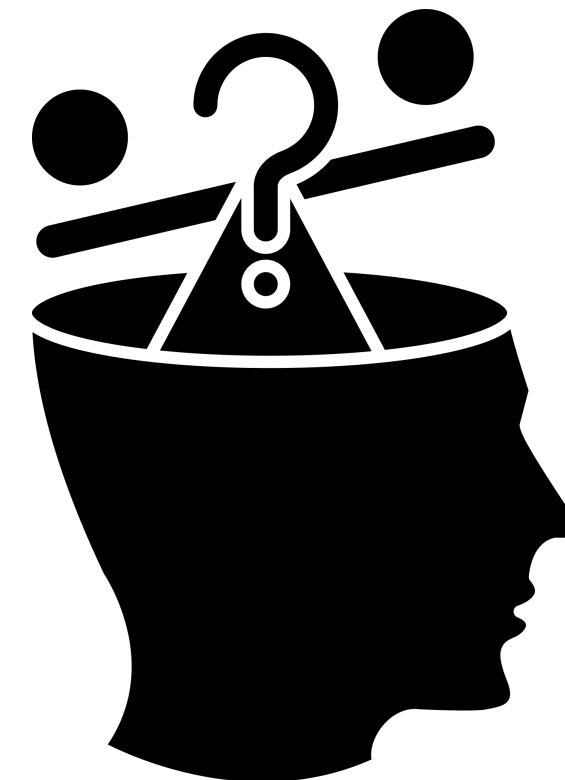
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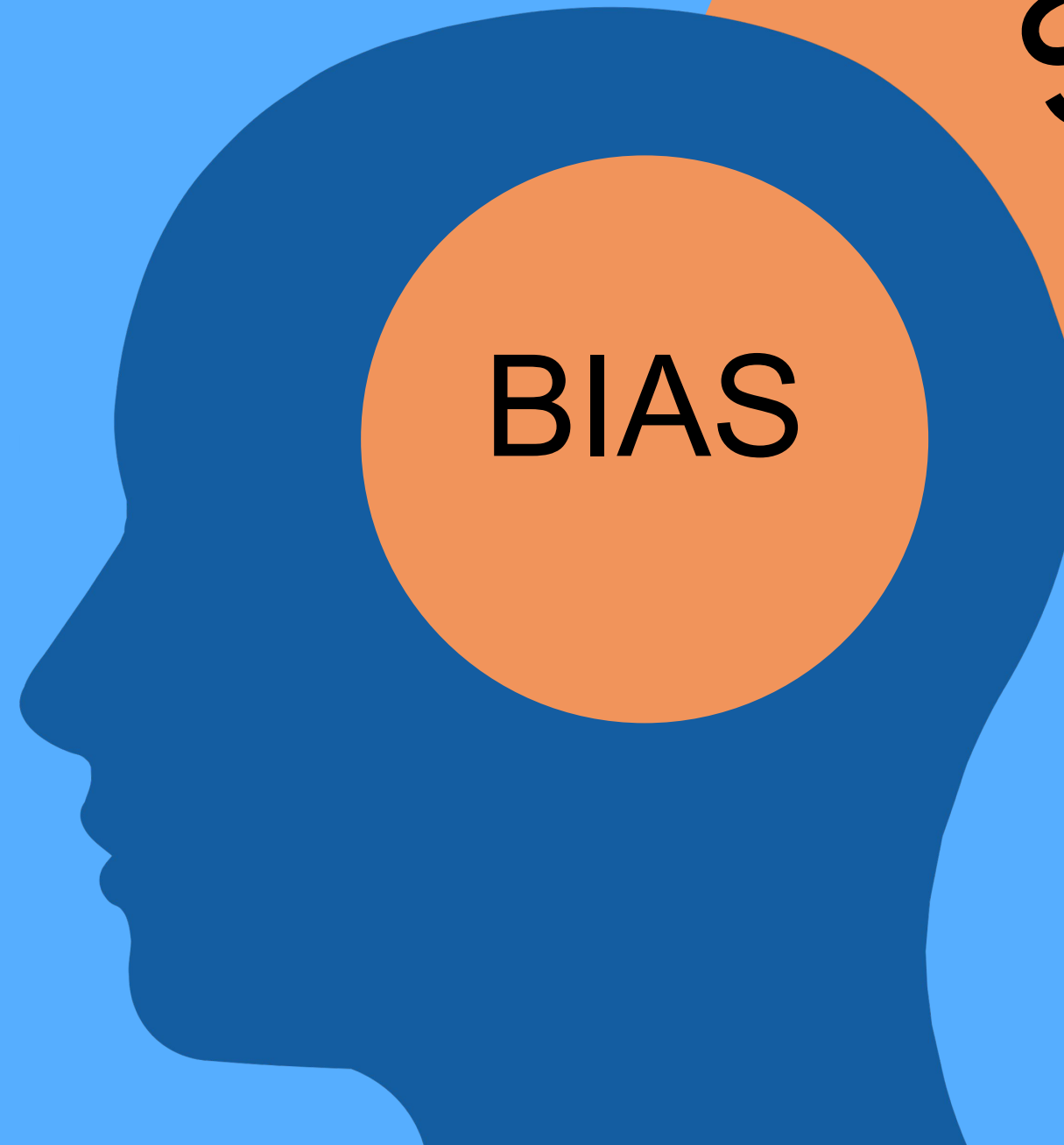
# Understanding Bias

Bias is a tendency to favor or dislike something or someone in an unfair or close-minded way. The human brain has great capacity to categorize things. It can be conscious or unconscious. Our biases are shaped by a number of factors, including:

- Deep, shallow, and surface culture values and traditions
- Personal experiences (positive or negative)
- Your social identity components
- Where one was raised
- What one learns and observes from others



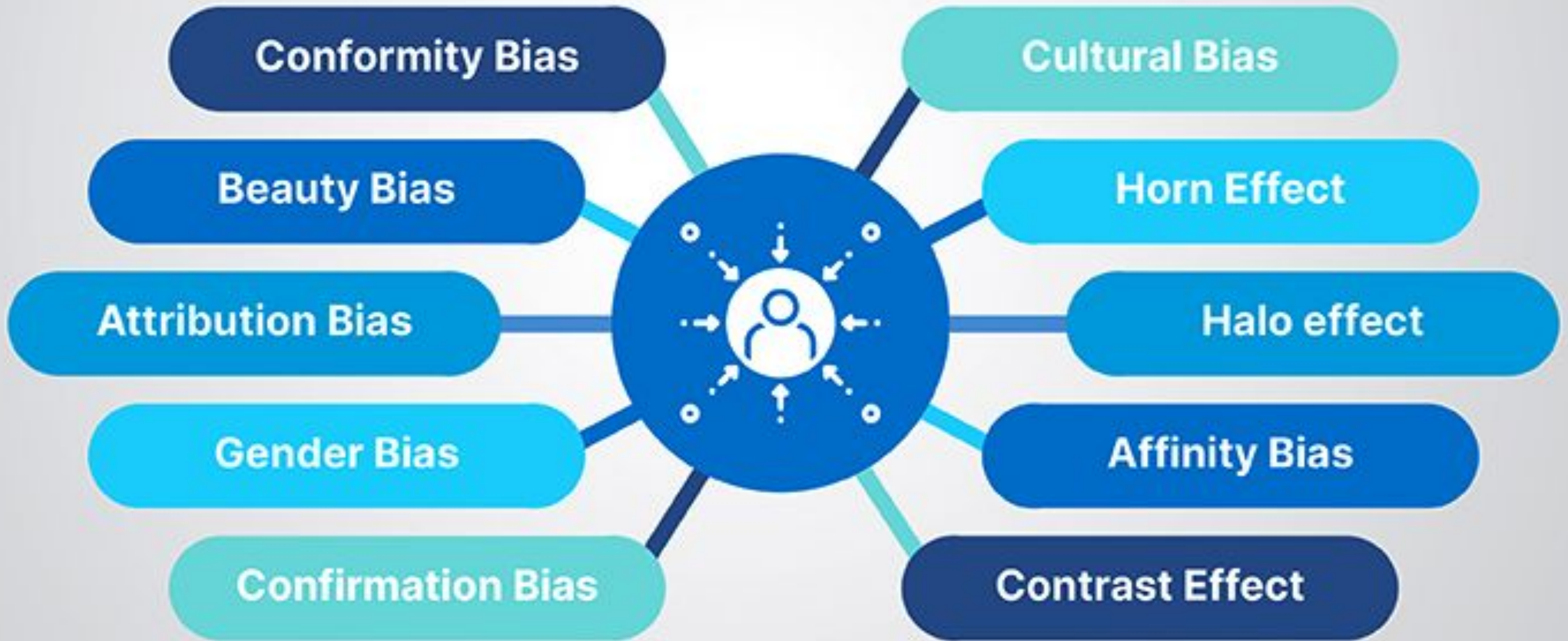
Unconscious bias often is in **direct contrast** with conscious beliefs.



Beliefs  
Norms  
Stereotypes  
Preferences  
Prejudices



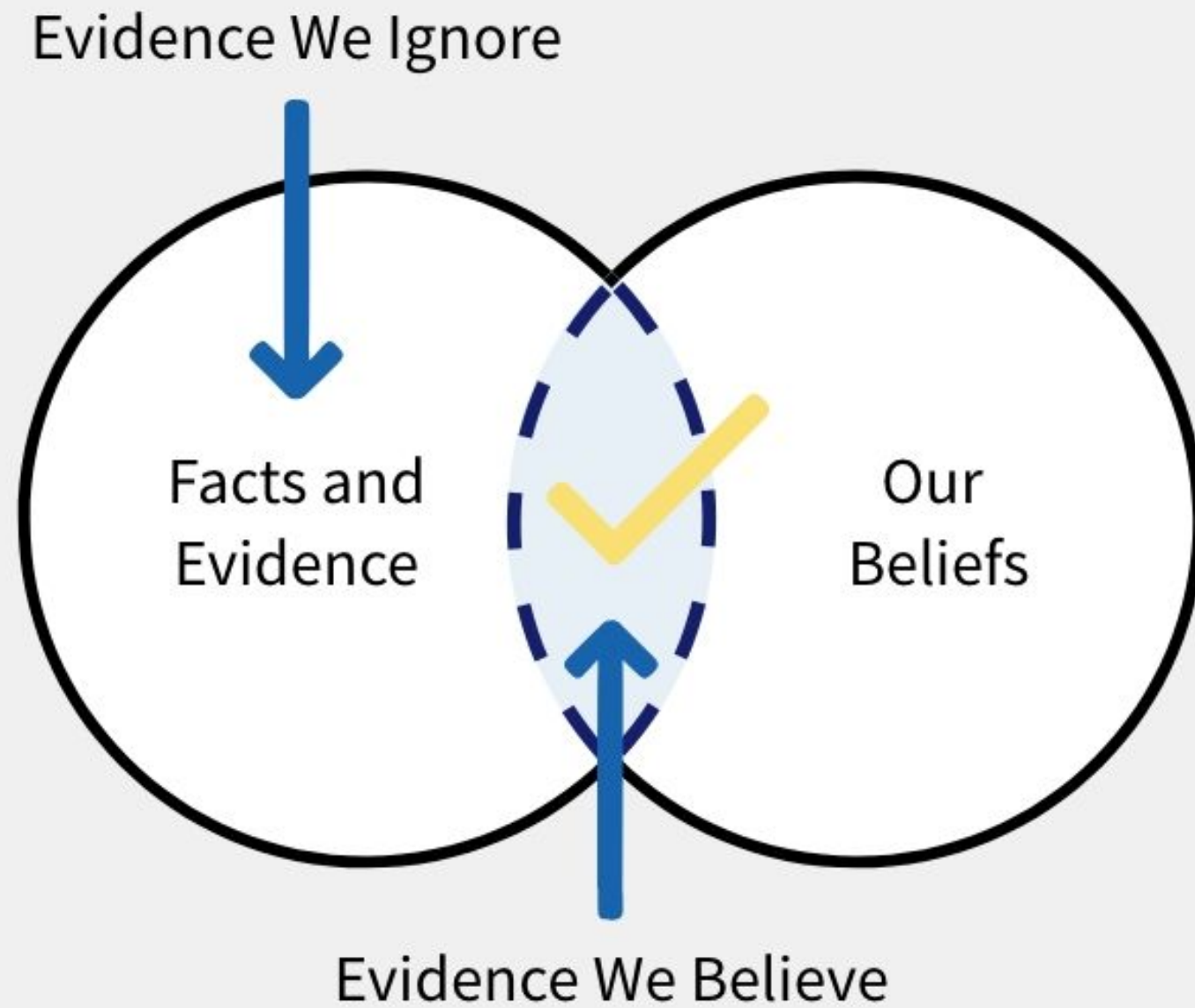






# Confirmation Bias

## CONFIRMATION BIAS



# Cultural Bias



# In-Group Bias



# Gender Bias



# WORKPLACE STATISTICS

## 30%



Approximately 31% of employees who perceive unconscious bias in the workplace plan to leave their current employer within a year; meaning a significant portion of employee turnover can be attributed to experiencing bias in the workplace.

## 80%



Approximately 80 percent of employees said when they when they have experienced bias, they do not refer others to work at their organization



# RAISING CONSCIOUSNESS & TAKING ACTION



**Legal & Ethical  
Responsibility**



**Attracting and  
Retaining a  
Broad Talent  
Pool**



**Improved  
Outcomes for  
All Student  
Groups**



# STRATEGIES TO MITIGATE BIAS IN HIRING



## Examine Language in the Posting

- Gendered pronouns
- Descriptors traditionally linked to a particular gender
- Descriptors for languages spoken
- Descriptors for experience
- Alignment with strategic plan and core values

# STRATEGIES TO MITIGATE BIAS IN HIRING



## Screening Process

- Anonymous Screening
  - Names
  - Demographics, personal and geographic
- Screening process to identify skills and experience
- Note years in a job does not always equal desired experience

# STRATEGIES TO MITIGATE BIAS IN HIRING



## Interview Protocol and Agreements

- Standard process protocol
- Standard question protocol
- Focus on situational questions
- Scoring rubrics with clear and known criteria
- Candidates must know process well in advance

# STRATEGIES TO MITIGATE BIAS IN HIRING



## Data-Driven Decision Making

- Data drives decisions
  - past performance indicators
  - past demonstrations of change
- Look for metrics
  - how the candidate measured change
  - how that change was evaluated



# STRATEGIES TO MITIGATE BIAS IN HIRING



## Multiple Interview Process

- Interview Panels
  - made up of constituents from a variety of backgrounds
  - reflecting different areas, departments, and roles in the district
- Rounds of interviews
  - use clear rubrics



# STRATEGIES TO MITIGATE BIAS IN HIRING



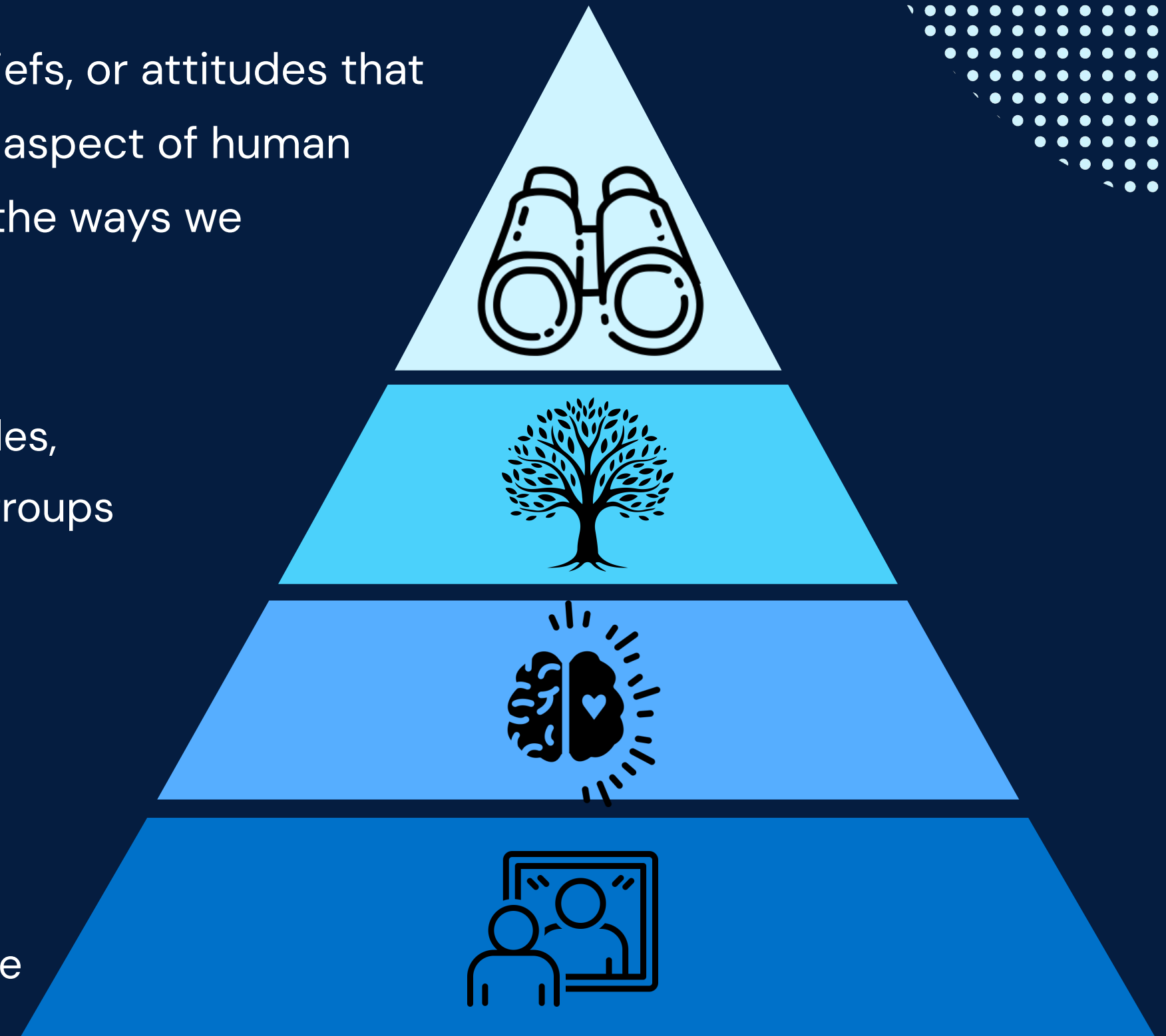
## Training for Full Committee

- Mandatory
  - optional sends a message of conditional commitment
- Bias Awareness Training
  - consistent training leads to consistent understanding
- Process Training
  - ensuring all know the process and expectations

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**BIAS**