

Various titles – Same responsibilities

- Senior Diversity Officer
- Chief Diversity Officer
- Vice president for Equity

Increase in position as a direct result of Social Unrest

- Nonprofits
- Corporations
- Higher Education

Rather than creating these positions without power, empowering those within these positions can create real, substantial and sustainable change.

National Association of Diversity Officers in Higher Education (NADHOE)

- 2006
- Response to CDO's desire
- Support
- Best Practices Discussion and Guidance
- Early career support and continuing support

Sixteen standards of best practices for CDO's

- Community colleges face unique opportunities and are most often the institutions that serve the largest populations of systemically marginalized students.
- CDO's at community colleges not only serve their institutions but also serve the community at large.

CDO Role and its importance

1. Observation 1: I understand and accept the level of turnover in positions within this field and as such, there is an opportunity to create continuity moving forward.
 - a. Developing a strong foundation that can be sustainable upon your departure and that can be used to create a seamless transition and continuity of the work is invaluable. "If I'm not here tomorrow, will someone be able to pick up where I left

off, will this make sense to them? How can I create a smooth transition in the event that I'm no longer here?"

2. Observation 2: My level of understanding DEI work is not the same as everyone else's.
 - a. Take the time to understand the level of DEI comprehension that those around me have.
 - b. Community college should be representative of the community we serve and in order to do that, I need to identify the ways in which our communities perceive diversity, equity and inclusion to work towards alignment for our campus communities as well as our communities at large.
3. Observation3: I entered into a position that had been vacant for some time and had experienced a level of various transitions prior to my tenure. As I entered into this space, I had to acknowledge and understand how the work of Diversity Equity and Inclusion had been managed by departments, divisions, faculty, and staff across the institution in the absence of an appointed leader to push forward the Diversity, Equity, and Inclusion initiatives. I value the insight of the individuals that care deeply about the work, those champions that ensured that some accountability was to be had in terms of DEI, I include them in the conversation, but I also articulate my position in the role and the expectations that have been set out before and as such my intention of seeing those expectations through to actualization. With that said, it's challenging to ask someone to let go of something that they have worked so hard on, but it's also important that the campus community understands that it is my job to ensure that things are done well. Unifying the work is probably one of the biggest opportunities.
4. Observation4: CDO's are blessed with the opportunity to create meaningful and lasting change
 - a. use that gravity to do the work and do NOT allow people to relegate you to a figure head position.
 - b. DEI should be embedded in all aspects of your institution and therefore your role is tremendous

Effective leadership from a lens of equity requires:

1. Listening –
 - a. Through listening, we can identify the needs of our campus communities
 - b. Understand their perspectives and level of engagement with Diversity, Equity and Inclusion work at the institution you serve.
 - c. We are a college within a community. The listening piece goes beyond the walls of our institutions and reaches into the community. Listening intentionally and providing solutions based on what has been heard from the community and then working alongside the community to create change. Collaboratively.

2. Be bold and empowered to address social justice while acknowledging the humanity in people and opportunities for growth.
 - a. Be bold enough to face and confront racism when it's actually occurring.
 - b. Challenge ourselves to ask the questions that nobody is asking when concerns of equity are involved.
 - c. Recognizing that folks come from different levels of understanding in this work and addressing the concerns in a way in which you can explain for most to understand can create a more open environment in which folks are willing to at least begin to have the conversations.
3. Recognizing your positionality in privilege.
 - a. Acknowledge our privileges and discuss these in real ways.
 - b. Often, folks that are brought into the decision making process do not have extensive knowledge of what privilege exactly means and as such can become defensive and less eager to do work as it relates to Diversity, Equity and Inclusion initiatives.
4. Facing your own bias and reflect upon how those biases present within the work that you do.
 - a. Understand the biases you bring to this work.
 - b. Recognize when your biases are influencing the conversation, your decision making and the ability to discern what folks around you are sharing.

Leading through a lens of equity allows opportunity to create equitable practices

Laying the foundation –

- recognizing that not everyone is in the same place in their identity journey.
- Set the tone by expressing that our starting point will bring everyone to an equity in terms of speaking the same language.

CCAC

- developing a glossary of terms that is shared with our campus community.
- developing training opportunities around that glossary.
- facilitating conversations on cultural humility, the importance of recognizing privilege
- working cross divisionally to ensure that trainings are provided
 - Human Resources

- Center for Teaching and Learning
- Student Engagement

This ensures that everyone is speaking “CCAC DEI”

Create opportunities for shared knowledge building, creation, and understanding –

- it’s important to have spaces to listen but it’s equally important to take what you have heard and develop concrete solutions to move forward

CCAC

- Working DEI groups that are representative across campuses, divisions and departments.
- College equity and diversity working group that has staff, administrators, faculty both tenured and adjunct
- student equity and diversity committee
- development of a community equity and diversity council

Accountability we say it so often that the work of Diversity, Equity and Inclusion is the work of the entire institution.

- bring all of the necessary folks to the table to discuss

Holding people accountable at CCAC

- I clearly communicate the expectations throughout our strategic planning process.
- Create measurable goals and outcomes within the Strategic Plan,
- assess the progress of those goals and outcomes.
- I am clearly communicating the progress of planning and holding folks accountable to the tasks within the strategic planning process.

Move beyond the dichotomy of diversity into intentional action towards equity.

- meeting with community partners to gain the pulse and perception of DEI within the city
- meeting with campus stakeholders
- Diversity is not only race and ethnicity, but ability, gender, LGBTQIA communities, religion, etc.
- Moving the conversation into spaces that acknowledge the intersectionality and that when we discuss diversity we are not only talking about systemic racism and white supremacy but we are also talking about the opportunities to create more inclusive and

equitable practices for all members of our campus communities and community at large has been the primary focus of work within the first year.

Understand that Diversity, Equity and Inclusion at its core is basic humanity and therefore approach conversations with care and concern for how communities will be impacted and whether or not their experiences will be validated through the work that you are doing. DEI is not just a box to be checked, a certificate to be earned or a verbalization of allyship. This work is the work of creating an understanding of basic humanity that all folks deserve. Creating equity through understanding this and articulating this in all of our conversations is only the beginning of folks taking the conversation beyond their own personal understanding of diversity and placing the emphasis on the ways in which their identities and their own personal humanity impacts those around them in very real ways. Taking the political weaponization of diversity out of the conversation and focusing on the people that are impacted by equitable practices. This is the recognition of basic humanity in Diversity, Equity and Inclusion.