The Role of the Chief Diversity Officer in Community College Leadership

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Overview

- Examining the Role of the Chief Diversity Officer in Advancing Community College Leadership
- Progress and Push: Inheriting a Legacy - Minority Affairs Divisions/Affirmative Action Officers/NADOHE/ Standards of Professional Practice
- Contemporary Landscape Higher Education and Impact on the Role
- Community College CDO Areas of Focus
Examining the Role of the Chief Diversity Officer in Advancing Community College Leadership

“Issues of diversity, equity and inclusion permeate all sectors of the institutional structure: student affairs, academic affairs, student support. The position requires that you intersect across the university/college and these traditional silos, across the spectrum of what we traditionally think of as divisions of the university. It provides a bird’s-eye view and training for leadership that is second to none.”

Progress and Push: Inheriting a Legacy

- Historical Connection to the Civil Rights Movement
- Minority Affairs Divisions
- Relationship with Ethnic Studies Departments
- Affirmative Action Officers
- Expanded Research and Scholarship
- NADOHE Standards of Professional Practice for CDOs (2014)
- Continued Expansion
NADOHE Standards of Professional Practice

The National Association of Diversity Officers in Higher Education (NADOHE) developed and approved Standards of Professional Practice for Chief Diversity Officers in 2014. The twelve standards are a formative advancement toward increasing the professionalization of the role of CDO in institutions of higher education. The standards encompass a broad range of knowledge and practices that are reflected in the work of CDOs across differing professional and institutional contexts.

The standards are useful as guideposts to help clarify and specify the scope and flexibility of the work of CDOs.

They provide a set of guidelines to inform and assist individual administrators and institutions in aligning the work of CDOs on their campuses with the evolving characteristics of the profession.
CDO as a Change Agent

NADOHE STANDARD TWELVE
Has awareness and understanding of the various laws, regulations, and policies related to equity and diversity in higher education.

NADOHE STANDARD ONE
Has the ability to envision and conceptualize the diversity mission of an institution through a broad and inclusive definition of diversity.

NADOHE STANDARD TWO
Understands, and is able to articulate in verbal and written form, the importance of equity, inclusion, and diversity to the broader educational mission of higher education institutions.

NADOHE STANDARD THREE
Understands the contexts, cultures, and politics within institutions that impact the implementation and management of effective diversity change efforts.
Contemporary Landscape Higher Education and Impact on the Role

- Completion agenda
- Higher education funding
- Prioritization of a skilled workforce
- Discussions on the value proposition of higher education
- Changing demographics
- Political polarization
Structures and Models of CDOs in Higher Education (Williams & Wade-Golden)

- **Collaborative Officer Model**: Limited human resources characterize this model as officers may only have administrative and student support in their immediate span of control. In the absence of a staff, high-ranking titles, charismatic leadership and the ability to negotiate with financial resources become even more important.

- **Unit-Based Model**: This model requires the same type of leadership as the Collaborative Officer Model but is distinguished by the presence of a central CDO staff of administrative support professionals, programming and/or research professionals and/or other diversity officers of lesser rank.

- **Portfolio Divisional Model**: This model is characterized by aspects of both the Collaborative Officer and Unit-Based Models. It is distinguished by the presence of several direct reporting units in a vertically integrated portfolio.
# Chief Diversity Officer Indicator Archetype Matrix

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<thead>
<tr>
<th>Archetype Category</th>
<th>Collaborative</th>
<th>Unit Based</th>
<th>Portfolio Divisional</th>
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<tr>
<td><strong>Community Outreach Officer</strong></td>
<td>Outreach</td>
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<td>Archetypes</td>
<td>The Engager</td>
<td>The Partner</td>
<td>The Stakeholder</td>
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<tr>
<td><strong>Employee Officer Archetypes</strong></td>
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<tr>
<td>Archetypes</td>
<td>The Diplomat</td>
<td>The Advocate</td>
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<td><strong>Compliance Officer Archetypes</strong></td>
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<tr>
<td>Archetypes</td>
<td>The Intermediary</td>
<td>The Enforcer</td>
<td>The Authoritarian</td>
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<td><strong>Change Agent Officer Archetypes</strong></td>
<td>Change Agent</td>
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<tr>
<td>Archetypes</td>
<td>The Visionary</td>
<td>The Implementer</td>
<td>The Activist</td>
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CDO Change Agent

The function of a CDO as a change agent is to:

- Promote a culture that is fluid and proactive in addressing issues of diversity, equity, and inclusion
- Be a strategic liaison to all college constituents
- Leverage institutional/community resources when needed
- Transformational

The work of CDOs as change agent should include:

- Collaboration with faculty
- Access to student input
- Cabinet and Board support

The work CDOs advance as change agents must be proactive and not reactive and involve an intentional methodology and framework.
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