

EXAMINING THE GROWING ROLE OF THE CHIEF DIVERSITY OFFICER AT COMMUNITY COLLEGES:
A QUALITATIVE CASE STUDY

by

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ABSTRACT

Colleges and universities across the United States have added the role of chief diversity officer (CDO) to their administrative ranks to better advance their respective diversity and inclusion agendas. These critical leadership roles have been installed to help address potential challenges and opportunities associated with diversity, inclusion, and equity within their respective organizations. While four-year institutions have paved the way for higher education in adding CDOs to their organizational structures, community colleges are just now beginning to gain some momentum in this regard. Because of this, most of the literature on the role of the CDO that informs the higher education community has been focused on four-year institutions. Consequently, limited research has been conducted on the role of the CDO role at community colleges.

To expand on the limited body of literature that exist on the role of the CDO at these institutions, this qualitative case study examines the emergence, construction, and efficacy of the CDO role at community college located in the midwest region of the United States. By examining how one community college has successfully developed, implemented, and sustained the position within its leadership ranks, this study provides the higher education community with a better understanding of the emergence and growth of the CDO role at the institutions that represent this important sector of higher education.

KEY WORDS: Chief Diversity Officer, Community Colleges, Diversity, Inclusion

DEDICATION

First and foremost, I dedicate this dissertation to my beautiful, intelligent, and powerful wife Tosha. She is my everything, and my enduring love and admiration for her can never be overstated. Together, we have accomplished more than I could have ever imagined. My greatest pride and joy rest in our three phenomenal sons, Blake, Kyle, and Brandon, to whom I also dedicate this monograph. Individually and collectively, they give me life. I thank God each day for allowing me to love them and have the pleasure of calling them my sons.

I also dedicate this writing to my mother, Dr. Sylvia Manlove, and my father, Harvey Huddleston, Sr. They taught me how to love myself and others and to never undervalue the importance of my dreams. They also gave me the gift of my brothers Anthony (Tony), Harvey Jr. (Butch), and Marcus (Marc), who are my heroes. This accomplishment is dedicated to them as a tribute to the courage and confidence that they inspire in me. Although Tony is no longer in the physical world with us, the light of his spirit and legacy is glorious and blinding in all of our lives. I proudly complete this educational journey on his behalf. Finally, I dedicate this dissertation to my lifelong closest friend and spiritual brother, Mickey Carter. No matter the station or circumstances of our lives, our deep bond has remained unshaken. His example, encouragement, and allegiance through the years kept me focused on the finish line. I am forever grateful.

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CHAPTER ONE: INTRODUCTION

INTRODUCTION

Colleges and universities across the United States have been adding chief diversity officers (CDOs) to their administrative ranks at an unprecedented rate. Between 2015 and 2017, over 90 colleges and universities hired a person to serve as their CDO to help navigate increased racial tensions and other issues related to diversity on their campuses (Frum, 2016). While hiring someone to lead efforts that advance an institution's diversity and inclusion agenda is not a new phenomenon in higher education, institutions are increasingly adding or elevating the role as a more prominent position within their leadership ranks. However, this has not happened consistently across all sectors of higher education. Community colleges have not moved at the same pace as four-year institutions in this regard. Many community colleges employ someone who has responsibilities related to diversity and inclusion, but until recently, few of these institutions had provided the necessary positioning and structure for individuals serving in the role to be successful as change agents for their respective institutions. It appears that community colleges are beginning to become more committed to the role and are subsequently aligning with four-year institutions to take a more strategic approach for supporting the CDO position. However, the limited body of literature on CDOs at community colleges restricts our understanding of their construction, positionality, and efficacy at these institutions.

PURPOSE OF THE STUDY

The purpose of this study is to explore the formation, structure, and impact of the role of the chief diversity officer (CDO) at community colleges. By studying the creation and progress of the role of the CDO at one community college, this study adds to the literature by providing an understanding of the emergence and growth of the role in this important sector of higher education. Community colleges represent approximately one-third of all higher education institutions in the United States, but enroll nearly half of all undergraduate students (National Center for Education Statistics [NCES], 2018). Due to their open admissions policies, low tuition, and proximity within the communities that they serve, community colleges are also an important point of access to postsecondary education for first-generation, low-income and minority students (Ma & Baum, 2016). Thus, community colleges play an important equity role in the higher education landscape of the United States.

This study helps to build knowledge regarding how the CDO position relates to the unique mission of community colleges. By exploring narratives of the CDO, administrators, faculty, and staff, the study provides the opportunity to examine how one community college has successfully developed, implemented, and sustained the position within its leadership ranks. Ultimately, the goal of this study is to inform the higher education community by expanding the limited body of existing research that focuses on CDOs at community colleges.

Background of the Problem

An introduction to diversity at community colleges is useful in explaining the research problem. Community colleges are among the most diverse of all higher education institutions (American Association of Community Colleges [AACC], 2001; NCES, 2016b), yet little is known

about how diversity and inclusion initiatives are conceived, led, and managed at these institutions. While the scholarship on diversity in higher education has expanded in recent years, most of this research has overlooked community colleges. Most research that is available regarding diversity in community colleges is largely focused on demographics and accessibility, although there is an emerging body of literature on minority male success in community colleges (AACC, 2016; Center for Community College Student Engagement, 2014; Roach, 2014; Strayhorn, 2012, Wood & Palmer, 2013). Accordingly, more research on managing diversity at community colleges would improve our understanding of the effectiveness of these institutions in responding to shifting demographics resulting in increased diversity at these institutions (Burke, 2013). A research focus on the influence of the role of chief diversity officer at community colleges could help strengthen advocacy and support regarding the positive impact of diversity in higher education and on student success overall. Burke (2013) suggests that higher education institutions that practice cultural competence sustain a climate that supports diversity leadership, institutional diversity planning, and multicultural education. This requires community colleges to develop strategies and institutional practices that result in culturally supportive environments for their students, faculty, and staff while advancing opportunities for intercultural interactions and learning. Burke further posits that organizational planning that includes diversity management is essential to serving the needs of a diverse campus community while improving higher education outcomes for students from backgrounds that have been historically underrepresented. These efforts can and should be led by a dedicated institutional diversity leader who “focuses on diversity challenges and opportunities as a matter of first priority” (Williams & Wade-Golden, 2007, p. v).

Diversity in the Community College

Diversity at community colleges, like other sectors of higher education, is a very complex concept to define. Many higher education professionals have differing views of how diversity is viewed and expressed at colleges and universities, which has implications for the work of CDOs on college campuses. In fact, a survey found that 63% of CDOs believe that their efforts are significantly hindered by their institution's inability to develop a widely accepted definition of diversity (Williams, 2013). Diversity has been perceived as the representation of individuals from a wide array of cultural identities and backgrounds or can refer to academic content and social interactions that infuse exposure to diversity-related experiences (Holmes, 2000). For the purpose of this study, diversity is explored in relation to the diverse representation of individuals at community colleges, as well as the structures and practices employed by these institutions to achieve equitable and successful outcomes for those who have been historically underrepresented in various levels of higher education. Noted scholars of the role for the CDO affirm this approach and argue that an institution's diversity efforts continually be focused on achieving access and equality for racially and ethnically diverse individuals, women, economically vulnerable communities, and other historically excluded groups, including racial minorities, women, and underserved communities (Williams & Wade-Golden, 2013). They also argue that higher education institutions should value the diversity of students, faculty, staff and community constituencies and the educational and cultural benefits they bring to campuses.

Understanding the diverse representation of students in community colleges is germane to the importance of studying the role of the CDO at community colleges. The community

college has been described as a preferred primary institution for students from traditionally underrepresented groups in higher education, including students of various abilities, socioeconomic statuses, ages, and cultural backgrounds (Pusser & Levin, 2009). It is also noted that much of the work of higher education CDOs is centered on advancing an inclusive educational community for students, faculty, and staff with different cultural identities, lifestyles, experiences, and viewpoints (Mitchell, 2017). Therefore, knowledge of how to effectively engage the vast diversity that exists within community colleges is essential. Community colleges are diverse institutions that serve a wide variety of needs and therefore attract a multicultural student population. This includes students who attend community colleges simply to achieve a specific certification or other career credentials as well as those who intend to earn an associate degree to transfer to a four-year institution (AACC, 2017).

To understand the growing diversity in community colleges, one only needs to understand the demographic shifts that are occurring in higher education in the United States. While a review of the literature concerning these shifts is provided in chapter two of this study, it is important to note that the growth of populations that have been traditionally deemed as minorities will continue to have implications on community colleges. For example, it has been reported that in 2012, the proportion of Hispanic public high school graduates was equal to the proportion of Hispanic college students. Similar data was also reported for White, Black, and Asians students (Krogstad & Fry, 2014). Furthermore, the numbers of low-income students and those who are the first in their family to attend any institution of higher education are continuing to rise on college campuses. Research on higher education student demographics indicates that over half of these students attend community colleges (Engle & Tinto, 2008). As

the demographics of U.S. higher education continue to change, the composition of student populations at community colleges changes as well. Figure 1 provides insights regarding some commonly reported community college student demographics.

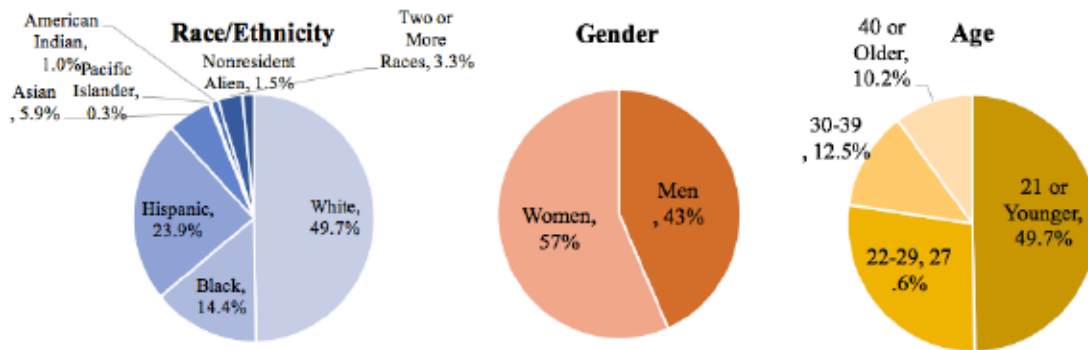


Figure 1. Characteristics of Community College Students (NCES, 2017).

The characteristics of community college students are wide-ranging and go beyond those commonly reported as described in Figure 1. As discussed, community colleges represent the higher education entry point for the majority of minority students; however, Bumphus and Roueche (2007) assert that these institutions are also the higher education starting point for students with other diverse characteristics, including returning mothers, students learning English as a second language, and first-generation students. Other factors to consider regarding diversity at community colleges are student employment status, attendance status, and level of college readiness. For example, it is reported that more than 80% of community college students work while attending school, the majority attend part time, and more than 60% need developmental coursework in at least one area (McClenney & Arnsperger, 2012). All of these factors, taken individually or combined, illustrate the diversity of identities, circumstances, and

characteristics that students bring to community colleges. Consequently, students at community colleges are likely to reflect the cultural composition of the institution's locality (Cohen, Brawer, & Kisker, 2014), so insights regarding how to best serve diverse students in community colleges can also help these institutions understand how to partner with and support the communities in which they reside.

The Significance of CDOs for Community Colleges

Community colleges continue to serve as the primary higher education institution of choice for minority students and others from backgrounds not traditionally represented in college. As such, more information and discussion about the support for strategic diversity leadership through the role of the CDO in these institutions is needed. Senior leaders from all sectors of higher education must be intentional in how they align strategic diversity, inclusion, and equity initiatives with outcomes that demonstrate equitable levels of achievement and success for all students (Williams, 2013). Community college data regarding student outcomes do not suggest that this is occurring. For example, less than one-third of community college students who are low-income and first-generation attain an associate's degree within six years of enrolling in the institution (Engle & Tinto, 2008). The data shows that 54% of these students also identify as having backgrounds that are of an ethnic or racial minority. Furthermore, Cohen et al. (2014) provide evidence regarding the percentage of students earning associate degrees by ethnicity in comparison to their respective shares of enrollment. In aggregate, minority students comprise a significant percentage of these students.

Table 1 shows that the percentage of White students who earn associate degrees is greater than the group's total enrollment percentage. Conversely, with the exception of the American Indian or Alaska Native group, the rate of associate degrees earned by minority groups are less than each group's share of enrollment respectively.

Table 1: Enrollment and Associate Degrees Earned, Race/Ethnicity, 2010-11

Race/Ethnicity	Percent of Enrollment	Percent of Associate Degrees Earned
Black	15	14
American Indian or Alaska Native	1	1
Asian or Pacific Islander	6	5
Hispanic	19	14
White	55	65
Two or more races	2	1

(Cohen et al., 2014, p. 61)

Trends in degree attainment at community colleges also show that while there was a 20% increase in associates degrees awarded to minority students from 2010 to 2015, White students received 61% of all associates degrees that were awarded during that period despite representing only 50% of community college students (NCES, 2016a). These examples are indicative of the unequal outcomes that are occurring in community colleges and can be potentially addressed through stronger diversity inclusion efforts led by a CDO. Without this leadership, the prioritization of campus diversity, inclusion, and equity efforts often become reduced and relegated to others who lack expertise in this area (Williams & Wade-Golden, 2007).

The properly structured and positioned CDO can be a significant and effective leader in helping to address many diversity-related issues at community colleges. By definition, CDOs

assist in effecting institutional change from the highest level of the organization. Williams & Wade-Golden (2013) affirm this by stating “the CDO plays a key coordinating role, helping the campus community define its strategic priorities” (p. 68). It is important to note, however, that these officers are not meant to have sole responsibility for diversity for an institution. Arnold and Kowalski-Braun (2011) further note, “the significance of the CDO position should be viewed from all levels and should have demonstrable benefits to individuals (students, the faculty, and staff), the institution, and the external community” (p. 31). These leaders work with many others across campus to help develop and advance a diversity agenda that is recognized as essential to the institutional mission and purpose and is reflected in its core values.

Additionally, CDOs work to enhance the institution’s ability to respond to diversity-related issues, improve the campus climate for the community, and assess existing institutional structures, systems, and cultures. These efforts assist in removing barriers for historically underrepresented and underserved members of the campus community. CDOs can also influence their respective institutions by elevating visibility and credibility of the campus diversity function through strategic activities such as informing the search process and helping to build new curriculum that includes diversity courses and initiatives (Wilson, 2013). For community colleges, this could translate to improved retention and completion outcomes for students and greater diversity within the faculty.

Another benefit that CDOs provide for community colleges is that they can help to diversify the administrative ranks and help to fill the presidency pipeline for these institutions. Research has shown that over 80% of those designated as CDOs at community colleges and all other higher education institution types are people of color (King & Gomez, 2008). While being

a person of color is not a qualifier for serving as a CDO, the large number of minorities serving in these positions provides community colleges with an opportunity to address the lack of diversity in the presidency and their respective cabinets. Tomlin (2016) notes similarities in the roles of CDO and president, stating “being a CDO is akin to being a president in that every constituent group—from students to faculty to alumni to community leaders—falls within your purview” (p.1). Consequently, due to the increased stature of the role, many CDOs are being appointed as college presidents and other prominent positions (Leske & Tomlin, 2014). Accordingly, community colleges that add CDOs to their senior administrative ranks may be positioning these leaders to assume a future role as president.

Unfortunately, as previously mentioned, the body of research on the role and efficacy of CDOs who serve at community colleges is extremely limited. Although access, equity, diversity, are foundational to the mission of community colleges, these institutions have been slow to add or elevate administrators to most senior ranks of the institution who are responsible for planning and leading institutional efforts related to these tenets. The changing demographics of the United States, coupled with the understanding that these institutions attract students from diverse backgrounds at far higher rates than other sectors of higher education, suggest that community colleges should have well-developed diversity plans and initiatives that remove inequities and promote progress and success for all students, faculty, and staff. Research on the role and efficacy of CDOs in higher education demonstrates that these individuals provide the critical leadership needed in this area (Burke, 2013; Williams & Wade-Golden, 2013).

Many community colleges do employ people who are responsible for planning and leading all or certain aspects of diversity and inclusion for their respective institutions. For

example, over 800 community colleges that responded to a 2008 American Council on Education (ACE) survey indicated that they employ someone who they reference as their CDO (King & Gomez, 2008). However, a review of diversity leaders at community colleges indicates that in most cases, these individuals do not hold the official title or position of CDO. An internet search of published profiles and job descriptions for the diversity leader position and responsibilities for community colleges reveals that the most common official title and rank is director, and the role is most often associated with handling Equal Opportunity, Affirmative Action, and Title IX compliance for the institution. Therefore, it can be concluded that many community colleges may be simply designating the person who appears to have primary responsibility for managing diversity and inclusion as their CDO without structuring the role accordingly. In their seminal work *The CDO: Strategy, Structure, and Change Management*, Williams and Wade-Golden (2013) forward guidance on the definition, position, and role of the CDO. The authors acknowledge that many institutions have begun referring to their highest-ranking diversity administrator as their CDO, irrespective of seniority and responsibilities.

Accordingly, they provide the following caution to institutions that participate in this practice:

The at times random designation or adoption of the CDO title is inconsistent with the convention generally associated with other “chief” roles that imply a position operating campus-wide at the highest levels of institutional life. This inconsistency reflects the ongoing inability of academic institutions to reframe diversity as an area of strategic importance, as well as the absence of a robust theory to describe the CDO role in a way that is grounded in the experiences and best practices of institutions that have developed effective CDO roles within their organizations. (p. 31)

Community colleges should heed this guidance, as the importance of their institutional efficacy in serving traditionally underrepresented and historically marginalized students, employees, and communities cannot be overstated. The lack of a properly positioned and

structured CDO could significantly limit a community college's ability to effectively develop and advance a robust institutional agenda for diversity and inclusion.

It is important to note that recent activities signal a positive trend in the growth of CDO positions among community colleges. For example, in the first two months of 2017, Massasoit Community College in Massachusetts named its first CDO and searches for new CDOs commenced at community colleges in Maryland, New York, and Pennsylvania (Burgess, 2017; HigherEdJobs, 2017). This indicates a positive trend among community colleges. However, to take full advantage of the potential benefits of diversity, these institutions must follow more consistently the actions of four-year institutions by adding CDO positions to their senior administrative ranks and supporting organizational structures that embed diversity planning and management as a core function. In this regard, important areas to examine regarding diversity leadership at community colleges include how CDO positions have emerged and are structured and their impact on institutional outcomes. The experiences of the people serving in these roles should be understood as well. Assuming that community colleges want their diversity efforts to be successful and want to ensure the efficacy of CDOs, it is important to investigate these issues critically.

RESEARCH QUESTIONS

While substantive research on the role of CDOs at four-year institutions exists, little is known about the role of CDOs at community colleges. The number of community colleges that have added this role to their administrative ranks remains relatively low in comparison to four-year institutions. This disparity limits the ability to gain an understanding of the position and its efficacy in community colleges. As this role continues to proliferate among higher education

institutions, it is appropriate to examine how community colleges are responding to the call.

This study was guided and informed by the following primary research questions:

1. How does the role of chief diversity officer (CDO) emerge at community colleges?
2. How are community college chief diversity officer roles constructed and positioned within these institutions?
3. How does the chief diversity officer influence organizational change and institutional climate at the institution?

The research questions offer the researcher a structured framework for examining the role of CDO at community colleges.

SIGNIFICANCE OF THE STUDY

It has been asserted that one of the most significant issues facing community colleges today is how to effectively plan and promote institutional diversity initiatives that assist in achieving organizational change (Burke, 2013). The growing number of appointments of chief diversity officers in higher education suggests to some that diversity has become a strategic priority for all sectors, despite critique of the value of the impact these leaders can have on college campuses (Borruto, 2016; Frum, 2016). Scholars, community college leaders, and higher education associations contend that as community colleges are the primary point of entry into higher education for students from historically underrepresented and historically underserved backgrounds, these institutions must demonstrate a commitment to advancing the diversity agenda for higher education (Baron, 2011; Center for Community College Student Engagement, 2014; Cohen et al., 2014; Ma & Baum, 2016). To affirm their commitment, the AACC (2001) issued a position statement restating a commitment to diversity and inclusion in community colleges that represent the organization and its member institutions. This was followed by the

introduction of the Association of American Colleges and Universities' (AAC&U) 2005 model for inclusive excellence which, as described by Williams, Berger, and McClendon (2005), provided higher education institutions with a methodology for realizing the benefits of diversity and inclusion and their positive impact on institutional quality. As a guiding principle, inclusive excellence is meant to include and engage the rich diversity of students, employees, and the community in the overall success of the institution (Framingham State University, 2015).

CDOs in higher education serve as senior campus leaders charged with overseeing diversity initiatives that result in organizational change. However, community colleges have largely been ignored in the research and discussion regarding this role. Consequently, a limited amount of published research explores diversity practices at community colleges, as most of the research on diversity in higher education focuses on four-year institutions. For example, Jones (2013) noted that a major study of 300 higher education institutions that examined the relationship between student body racial diversity and interactions with members of racial groups failed to include any community colleges. Although it is unknown why there is a lack of research and information on chief diversity officers at community colleges, a likely explanation for this is that the role for this sector of higher education may have been overshadowed by a more proliferated focus on four-year institutions by researchers and scholars of the subject matter. Given the brief history of the CDO role at community colleges, it may also be too early to ascertain empirical data on its efficacy for these institutions. To gain a more complete understanding of the role and impact of the CDO in higher education, it is important to understand if and how institutional leaders at community colleges create organizational change

and enhanced student outcomes to better comprehend how to effectively manage diversity and inclusion.

This research makes an important contribution to the limited body of scholarship pertaining to CDOs at community colleges. The study informs the higher education community on the efficacy of chief diversity officers at community colleges as institutional leaders. Finally, this analysis and corresponding findings offer community college leaders and other key constituents with practical information on how to develop and sustain the role of chief diversity officer at their respective institutions.

DEFINITION OF TERMS

Chief Diversity Officer—A senior administrative role that works at the highest levels of the institution to prioritize diversity and inclusion as a shared responsibility (Williams & Wade-Golden, 2013)

Climate—A term used to describe how individuals and groups perceive and experience membership in the campus community (Hart & Fellbaum, 2008).

Disidentification—The process of mentally uncoupling one's self from an assigned identity to relieve discomfort that may be associated with their identity (Steele, 1999).

Diversity—The presence of differences in terms of race, gender identity and expression, culture, ethnicity, religion, socioeconomic status, sexual orientation, ability, opinion, political views, and academic passions. A comprehensive definition of diversity also includes ways diverse populations engage and explore differences (Weinland, 2017).

Equity—Refers to fair treatment, access, opportunity, and advancement for all people, while simultaneously working to identify, address, and remove barriers that cause exclusion for some groups (Kapila, Hines, & Searby, 2016).

Inclusion—The act of constructing environments in which any and all individuals or groups are welcomed, respected, supported, valued, and able to fully participate (Kapila et al., 2016).

Marginalization—The process of relegating or confining individuals and groups to a lower social standing and limited acceptance through oppressive measures that push them to the outer limit or edge of social acceptance (Granger, 2016).

Microaggressions—“Everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership” (Rivera & Sue, 2010).

Majority-minority—Point at which no racial group in the United States will comprise more than half of the people living in the country (Moreno, 2015).

Stereotype Threat—Negative stereotypes about a person’s group in situations where the stereotype is applicable and puts that person at risk of confirming it as a self-characterization both to themselves and to others who know the stereotype (Steele & Aronson, 1995).

Unconscious Assumptions (Bias)—Biases in behaviors and judgments towards individuals and groups that are formed through subtle cognitive processes that occur outside of conscious awareness (Fine & Handlesman, 2010).

Underrepresented Minority (URM)—Racial and ethnic groups whose representation in higher education has been historically lower than their representation in the general population of the United States (Baron, 2011).

Underserved—Individuals and groups who have experienced inequity in higher education stemming from a lack of access to support and opportunities. Historically, this term refers to low-income students, those who are first in their families to attend college, and students of color (Green, 2006).

CONCLUSION

A void exists in the literature regarding the role of CDOs at community colleges, signaling the need to better understand its efficacy and expand the body of research on diversity in community colleges for the higher education community. Community colleges enroll the largest percentages of underrepresented minority undergraduate students but experience low retention and completion rates for these groups (AACC, 2017; Bailey & Dynarski, 2011; Cohen et al., 2014). With retention and completion as key indicators of institutional effectiveness and student success, it is imperative that community colleges advance diversity agendas that improve outcomes for students who have been historically

underrepresented and underserved in higher education. Community colleges also face a current and continuing crisis regarding the significant lack of diversity in its senior administrative ranks, including the presidency (Cook, 2012; Evelyn, 1998; Perrakis, Campbell, & Antonaros, 2009). These issues will not go away on their own. CDOs can help community colleges address the crisis by providing strategic leadership on recruiting and retaining faculty of color and potentially serving as candidates for presidential vacancies.

As CDOs are poised and positioned to effect institutional change through leadership and collaboration, community colleges must seize the opportunity to properly position and structure this role as a key resource within their senior administrative ranks. This study examines this critical leadership position at one institution as an effort to provide a greater understanding of the emergence, structure, and efficacy of the role of the chief diversity officer for community colleges.

CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION

This chapter offers a review of the literature pertaining to changing demographics in higher education, the role of the higher education CDO, and the influence of the increasing diversity due to demographic shifts in higher education. Additionally, literature regarding the open-access mission of community colleges and the role of these institutions as the primary higher education entry and access point for students from historically underrepresented racial backgrounds is explored. The chapter also includes a review of the literature regarding the emerging role of CDO in higher education as a resource for more effectively serving an increasingly diverse student population and the significance of CDOs for community colleges.

It has been suggested that community colleges play a critical role in meeting the challenges and opportunities associated an increasingly diverse student body, but effective leadership and strategies are needed for these institutions to achieve equitable outcomes for all students (Pickett, Smith, & Felton, 2017). The aforementioned issues are important to examine as diversity leadership and management continues to evolve for higher education institutions of all sectors and types. Thus, developing a strong understanding the growing role of CDOs at community colleges is needed to assist institutional leaders in facilitating organizational imperatives that help meet and advance their core mission.

CHANGING DEMOGRAPHICS AND DIVERSITY IN HIGHER EDUCATION

The makeup of students at institutions of higher education in the United States is becoming more diverse. Accordingly, colleges and universities across the nation are educating students from a wide-range of backgrounds and identities. While there has been a steady rise in college enrollment over the past two decades among students from every racial and ethnic background (Kim, 2011), according to the NCES (2016b), the largest increases in undergraduate enrollment from 1990 to 2013 occurred among Blacks and Hispanics. Furthermore, Kim notes that increases in the number of students of color have resulted in White students comprising a declining share of college enrollment in the United States, dropping 9% between 1998 and 2008, while the minority share rose 4% during the same period. According to the Western Intercontinental Commission for Higher Education, it is predicted that by 2025, minority students will make up 49% of students graduating from public high schools in the United States and preparing to enter college (Fry, 2015).

Increased diversity based on race and ethnicity provide evidence of the changing demographics on college campuses, but other indicators related to background and identity can help paint a picture of the growing diversity at higher education institutions. For example, research suggests that there could be nearly one million students at colleges and universities across the United States who identify as lesbian, gay, bisexual or transgender (LGBT; Trammell, 2014). Additionally, Calhoun, Aronczyk, Mayrl, and VanAntwerpen (2007) report that 83% of students at colleges and universities in the United States affiliate with a denomination or religion, exposing the need to support religious pluralism on college campuses. Recent research has also demonstrated that disparities in academic achievement across different socioeconomic

classes continue to grow. It is reported that 54% of the wealthy students born in the United States between 1979 and 1982 were able to complete college, while only 9% of low-income students from the same generation had the same success (Bailey & Dynarski, 2011).

Community colleges serve as an important sector of higher education for minority students, but especially those who identify as Black and Latino or Hispanic. Scholars refer to these combined groups as underrepresented minority (URM) students, referencing students from racial and ethnic populations that are underrepresented relative to others in higher education in comparison with their respective representation in the U.S. population (Baron, 2011). Ma and Baum (2016) affirm this, also noting that it is well documented that community colleges serve a large percentage of URM students. Consequently, as community colleges continue to attract a diverse student body, organizational planning that includes rigorous efforts to support students from backgrounds that have been historically underrepresented and underserved by higher education will likely be a key element to serving their needs.

The breadth and depth of diversity on college campuses can be attributed to the shifting demographics occurring in the United States, signaling colleges and universities to respond accordingly. Williams (2013) notes that demographers have tracked the growth of minority populations and concluded that America's population will reach a majority-minority tipping point during this century, meaning that the current minority population will ultimately comprise the majority of the people living in the United States. Additionally, Wazwaz (2015) reports that over 50% of the more than 20 million children under five years old living in the United States in 2014 were minorities. While previous demographic studies projected that the overall U.S. population would become majority-minority by 2042, some projections suggest

that this demographic tipping point may occur sooner than anticipated and that White children may become the minority population before the next major census in 2020 (Frey, 2011).

Educational institutions across all sectors are experiencing the impact of the shifting demographics of the United States. The NCES reports that there are more students of color—Latinos, African-Americans, Asian-Americans, Pacific Islanders and Native Americans combined—than White students in public grade-school classrooms (Williams, 2014). Additionally, Bransberger and Michelau (2016) report that the overall proportion of minority high school graduates is projected to increase, while White high school graduates will decline over the next 15 years. Figure 2 illustrates the projected changes in high school graduates by race/ethnicity after the 2013-2014 school year.

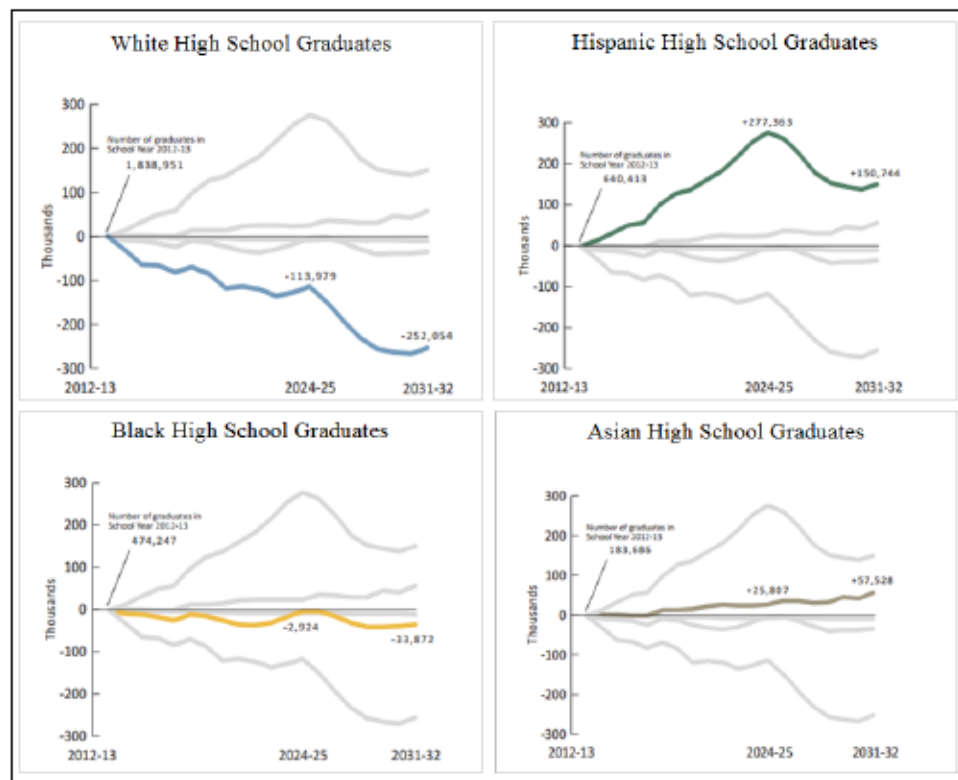


Figure 2. U.S. High School Graduates by Race and Ethnicity: Projections Through 2032. (Bransberger & Michelau, 2016).

As these students move from high school to college, the trends are expected to continue. Researchers for the NCES report that while overall college enrollment is expected to decline over the next decade, enrollment of minority students is expected to grow (Hussar & Bailey, 2013). The NCES is projecting a 25% increase in college enrollment for African-American students and a 42% increase in Hispanic students by the year 2021. Conversely, the NCES reports only a 4% increase in college enrollment for White students. This information suggests college students will increasingly come from traditionally underserved and lower-income communities and families (NCES, 2015).

As noted by Fine and Handelsman (2010), a diverse student body can benefit higher education, but also bring challenges. Examples provided by these scholars include minority faculty and students at predominately White institutions feeling isolated, excluded, and unwelcomed, leading to experiences of discrimination and differential treatment; women in higher education experiencing sexist use of language and stereotypic or disparaging views of women from professors and others; and minority students and faculty experiencing discrimination associated with unconscious assumptions and biases on campus. However, Robinson-Neal (2009) notes that most of the nation's community college leaders were not prepared for this demographic shift and expressed some concerns that need to be addressed. Among these concerns was the need to provide training for faculty and staff on cultural differences and employing strategies that would create a public image that portrays their respective institutions as multicultural campuses. Consequently, Williams and Clowney (2007) note that the anticipated demographic shifts mean higher education institutions must now address long-standing, unresolved, and systemic problems that disproportionately impact

students from backgrounds that have been traditionally underrepresented and underserved in higher education. As higher education leaders and administrators continue to utilize outdated student success models and practices, many college students who are now represented by these new demographics are disproportionately failing to complete college and simultaneously becoming burdened by rising amounts of college debt (Merisotis, 2013).

DIVERSITY AND THE COMMUNITY COLLEGE MISSION

One of the primary social forces that led to the development of the community college was the need to ensure educational equity for all (Nevarez & Wood, 2010). From their founding in the early twentieth century, community colleges have played an integral role in acting as gateways to higher education for all Americans (Shannon & Smith, 2006). In discussing the advent of community colleges, Cohen et al. (2014) note,

No longer were colleges sequestered enclaves operated apparently for the sons of the wealthy and educated, who were on their way to positions in the professions, and for daughters of the same groups, who would be marked with the manners of the cultured class; now colleges were open to minorities, low-income groups, and those whose prior academic performance had been marginal. (p. 33)

Consequently, because community colleges are committed to providing educational opportunities for all members of communities, regardless of racial, ethnic, economic, or academic circumstances, these institutions rarely exclude anyone from participating in college-level coursework (Bragg, 2001).

According to Cohen et al. (2014), higher education attainment became widespread after the introduction of the G.I. Bill and federal financial aid. The authors note that when college enrollment began to increase, the diversity of the student body did as well. Colleges became more open to minorities, lower-income groups, and those whose prior academic performance

had been marginal. Of all the higher education institutions, Cohen et al. further posit that community colleges contributed most to opening the system. Accordingly, access to higher education has led Black and Hispanic students to choose community colleges more than any other sector of higher education. Table 2 shows undergraduate enrollment in the United States by institution type and race/ethnicity for the 2014 academic year:

Table 2. Enrollment at higher Education Institutions by Race/Ethnicity, 2014

	Public Two-Year (%)	Public Four-Year (%)	Private Nonprofit Four-Year (%)	For-Profit (%)
All undergraduates				
Asian	40	43	14	3
Black	44	29	13	14
Hispanic	56	29	8	7
White	39	39	17	5
All	42	35	15	7
All first-time full-time undergraduates				
Asian	23	54	21	2
Black	36	36	17	10
Hispanic	43	37	13	7
White	28	46	23	3
All	31	43	21	5

(Ma & Baum, 2016, p. 6)

It is also noted that in 2010, minority students accounted for 42% of all community college enrollments in the United States, a number significantly higher than the 34% of minority students at four-year institutions in the same year (NCES, 2015). Furthermore, data from the National Center for Public Policy and Higher Education (2011) shows that 50% of Hispanic students and 31% of Black students begin at a community college, while only 28% of White students follow this same path.

As posited by the Center for Community College Student Engagement ([CCSE], 2014), open access only represents the initial effort that is necessary for achieving the equity that is integral to the mission of community colleges. Humphries (2012) also notes that college access and completion have been historically separated by income and by community of origin and ranked accordingly. Consequently, Black and Latino students may enter community colleges at higher rates than White students, but the completion rates for these groups do not necessarily correlate. National studies on college completion rates for Black and Latino students show that minority student completion rates fall below the average for all students by 9% (Nunez, 2013). Thus, the achievement gap for minority students at community colleges has become more centered on these students getting through college as opposed to simply getting to college.

Further research supports the notion that community colleges have not produced the completion rates that correspond to enrollment for Black and Latino students. For example, Engle and Lynch (2009) conducted research on 378 two- and four-year institutions that comprise an initiative called Access to Success (A2S). A2S was developed as an effort to increase the rates of college completion and success for URM and low-income students in the respective states of the member institutions. The A2S data shows that only 13% of URM students at community colleges in the A2S initiative earned an associate's degree and only 6% earned certificates. In comparison, 23% of non-URM students earned an associate's degree and 17% earned certificates from community colleges. Furthermore, Engle and Lynch also note that only 7% of A2S community college minority students attain bachelor's degrees within ten years.

As community college completion rates for Black and Latino students lag behind others, further troubling information is presented when disaggregating the data by gender. Bryant

(2011) reports that college enrollment rates among Black males trailed their female counterparts by more than 50% between 1990 and 2008 and Latino enrolled in college about two-thirds as often as their female counterparts during the same period. Additionally, 37% of White males ages 25-29 had completed a bachelor's degree or higher in 2013 compared to 17% of Black and 13% of Latino males (Bryant, 2011). In their special report on men of color in community colleges, the CCSE (2014) notes that although men of color have higher ambitions than White males for completing community college, they are less likely to achieve their goals. The report notes that 87% of Black and Latino men expect to earn an associate's degree, while 80% of White males have the same goal. In measuring student engagement, they further report that when engagement levels are the same, outcomes for males are stratified by race and ethnicity with White males experiences the highest outcomes and Black males experiencing the lowest outcomes. Many factors can contribute to these disparities for men of color. There are many reasons for men of color experiencing significantly worse outcomes than their White peers in community colleges, and the colleges that have been most successful at addressing this issue are those in which campus leaders have prioritized the matter (Mathewson, 2016).

Researchers at the CCSE (2014) identify two common risk factors that impede the progress of men of color at community colleges. One risk factor is college readiness. They postulate that Black and Latino students are likely to arrive at colleges with needing academic skill development, but also note that high levels of engagement by these students are not enough to overcome their lack of college readiness. Accordingly, the researchers argue that greater academic preparation prior to entering college coupled additional academic support

during college is likely needed to help these students succeed. Xiong, Allen, and Wood (2015) confirm this finding, noting that community college personnel must affirm for male minority students that they are capable of success in college despite their prior academic experiences.

Another risk factor identified by the CCSE (2014) is stereotype threat. Stereotype threat is defined as negative stereotypes about a person's group in situations where the stereotype is applicable and puts that person at risk of confirming it as a self-characterization both to themselves and to others who know the stereotype (Steele & Aronson, 1995). To mitigate stereotype threat, Steele (1999) explains that students may make a psychic adjustment known as *disidentification* to mentally uncouple themselves from their identities in order to relieve the discomfort they may be feeling. Wood and Harris (2015) note that negative interpersonal experiences, such as racial microaggressions, can cause Black male students to disidentify with their educational goals. This can result in the development of a sense of reasoning that suggest that college is not an appropriate environment for Black men. Steele further expounds that this withdrawal from one's identity may be supported and normalized by other members of the stereotype-threatened group. Thus, male minority students at community colleges can find themselves culturally marginalized simply by the fact that the predominantly visible and reflective culture of the institution is inconsistent with their own cultural identities, and potentially cause them to withdraw both academically and socially (Steele & Aronson, 1995).

Lack of Faculty Diversity

The diversity noted in student populations on college campuses is not reflected in the faculty. For example, Flaherty (2015) reports that in 2015 students on the campuses of colleges and universities throughout the United States organized and protested, demanding that

institutional leaders provide solutions to address the challenges that students of color face on a regular basis. According to Flaherty, one demand that appeared to be consistent across campuses was to see significant increases in faculty diversity, most notably, more professors from communities of color. However, national statistics show that overwhelmingly the faculty continues to be White, even at a time when more and more students are coming from diverse ethnic backgrounds. It is reported that less than 20% of the nation's professoriate consists of persons of color, while minority groups make up approximately one-third of the U.S. population and increasingly larger percentages of college students (Taylor, Apprey, Hill, McGraw, & Wang, 2010). Faculty serve as the essential core of an institution and as such can also serve as important role models for their students. For that to occur for all students, diversity in the faculty ranks is crucial (Finkelstein, Conley, & Schuster, 2016).

Griffin (2016) argues that any leaders who have struggled with how to develop strategies that will address this concern. While he noted that many institutions have dedicated resources and initiated action plans to increase faculty diversity on their respective campuses, many still struggle with developing plans and initiatives that will produce sustainable change that develops and retains diverse faculties for their institutions. Community colleges employ larger percentages of minority faculty than their four-year institution counterparts, but still do not reflect the diversity of their student populations (Jeffcoat & Piland, 2012). As such, opportunities for community college students to engage with minority and women faculty continue to be limited. It is reported that only 24% of instructional staff at community colleges are people who identify as racial or ethnic minorities (Phillippe & Tekle, 2016), while 56% of Hispanic and 44% Black undergraduates students attend community colleges (Ma & Baum,

2016). In comparison, Black and Hispanic faculty make up 11% of the professoriate for all of higher education nationally (Robinson, Louis, & Bonner, 2013).

Recruiting, hiring, and retaining faculty of color are foundational to the future success of community colleges (Kayes & Singley, 2010). These scholars also suggest that recruitment efforts are futile if faculty fail to perceive and experience an institutional environment and culture that makes them want to stay. Kayes and Singley further note that many faculty of color leave their institutions due to perceptions that the environment is hostile and unsupportive. It is well known that faculty of color often experience marginalizing behaviors such as alienation, cultural taxation, and microaggressions (Smith, 2011). Therefore, it is imperative that community colleges focus on improving the recruitment and retention of faculty of color simultaneously. Without someone to lead institutional efforts that identify, implement, and execute strategies and initiatives that address faculty diversity, community colleges, and other higher education institutions diminish the opportunity to provide and achieve equitable outcomes for all students (Pickett et al., 2017).

Community College Leadership Pipeline

The lack of faculty diversity at community colleges is also a symptom of a larger problem associated with a potential crisis in community college leadership. It is reported that 75% of community college presidents and senior administrators are expected to retire within the next ten years (Smith, 2016). With this impending void in leadership, it is imperative that community colleges identify and cultivate leaders to assume these positions. Even more critical is achieving greater diversity among these leaders. Evelyn (1998) suggests that community colleges have failed to adequately diversify their senior leadership ranks, despite being institutions that

promote and support inclusivity and openness. In 1986, the American Council on Education (ACE) conducted its first study of college presidents. The study revealed that the typical campus president was a White male in his 50s. By 2011, this profile of college presidents had remained largely intact (Cook, 2012). The author further notes that during this period, the racial composition of college presidents had only made a slight improvement, increasing from 8% to 13%. The lack of diversity in the upper echelons of higher education holds true for community colleges as well. According to a national study conducted in 2006, only 12% of all community college presidents were people of color, and only 29% were women (Perrakis et al., 2009). However, it is important to note that among all college presidents, public community colleges appear to attract the most diversity. A survey of U.S. college and university presidents reports that public two-year institutions employ the highest number of women and minority presidents of any type of higher education institution (Gagliardi, Espinosa, Turk, & Taylor, 2017).

Shults (2001) theorizes that faculty in community colleges and universities who ascend to higher ranks in academic administration have been identified as the most likely candidates for eventual presidential appointments, but as previously noted, they do not reflect the diversity of the students within these institutions. Additionally, many of these faculty are not pursuing roles as chief academic officers or other senior administrator positions that traditionally lead to the presidency (Pierce, 2011). Shults also notes that representation of administrators of color has not increased substantially since the mid-1980s. According to the 1984 career pathway study, community college administrators in key leadership positions were predominantly male and more than 85% White (Moore, Twombly, & Martorana, 1985). Following this study, a 2002 report based on a survey of community college administrators

conducted in 2000 found that 15 years later, 84% of community college administrators were White (Amey & VanDerLinden, 2002), demonstrating a gain in diversity of only 1% in over a decade. Therefore, it is possible that the potential pool of candidates for community college leadership could produce similar consequences regarding the lack of diversity as those experienced in the faculty ranks.

Consequently, although community colleges employ more presidents of color than four-year institutions, there still exists significant racial disparities in the presidency and in the pipeline for those who would traditionally be considered as successors. Community colleges seeking to attract and retain diverse faculty, administrators, and staff must be prepared to make a commitment to diversity and inclusion that is reflected throughout the institution and representative of their student populations (Watson, 2015). Rates of diversity among community college presidents and senior administrators will only increase when these institutions take necessary steps to create a culture of inclusion, promotion, openness, and support for candidates who are underrepresented amongst the leadership ranks (De los Santos, 2013). Thus, it can be concluded that community colleges must focus on efforts to address the leadership crisis that currently exists in order to achieve increased diversity amongst their collective administrative ranks.

DIVERSITY PLANNING, MANAGEMENT, AND CHANGE MODELS

Bumphus and Roueche (2007) argue that because of the significant diversity in community colleges, it is not unexpected that most community colleges believe their faculty, staff, and administrators should reflect the diversity of the campus and the community. Accordingly, it is further suggested by Burke (2013) that community colleges must strive to

become culturally competent institutions that cultivate and support diversity leadership and institutional diversity planning. Some scholars suggest that intentional diversity initiatives and efforts at community colleges have a positive impact on student outcomes and help to create a campus environment in which interactions among students from diverse backgrounds occur more frequently (Jones, 2013; Pickett et al., 2017). Burke (2013) suggests that community colleges should enhance their understanding of and focus on diversity within the institution's local context and engage employees who are tasked with leading diversity initiatives across the institution. Burke further posits that this requires the development of an institutional diversity plan that is linked to the overall institution's strategic plan. Pickett et al. (2017) suggest that this is an important step, as in many cases institutional diversity plans and initiatives fail due to a lack of connection with the institutional strategic goals.

Higher Education Diversity Management Models

Several models and structures for managing diversity in higher education have been forwarded over time, representing an evolution in how these efforts are perceived, positioned, and initiated in some respects. Williams (2013) suggests three models of organizational diversity that explain the types of organizational structures and units that institutions have established in their efforts to build institutional diversity capacity. The models advance differing approaches to implementing and managing institutional diversity initiatives that are largely based on the priorities identified by their respective campuses over time. Figure 3 depicts a framework of these three models of diversity and change in higher education:

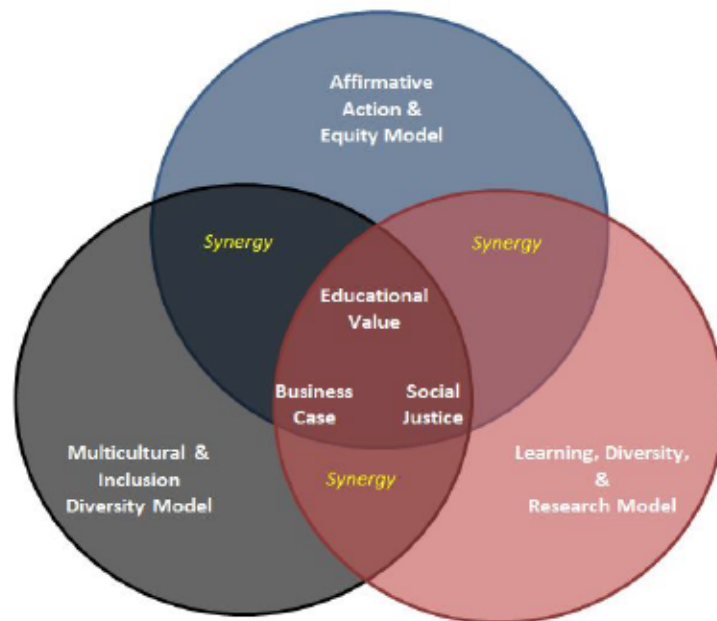


Figure 3. Three Primary Models of Diversity in Higher Education.

Williams (2013) notes that the Affirmative Action and Equity model grew out of the equal employment opportunity (EEO) and affirmative action legislation and focuses primarily on achieving diverse representation on campus as opposed to achieving inclusion and engagement for those who have been historically underrepresented. The Multicultural and Inclusion Diversity model was developed to promote inclusion after sufficient diversity through cultural representation was realized, but, according to Williams, the major limitation of this model is that its activities can be disconnected from critical institutional functions and systems like retention and leadership development. The Learning, Diversity, and Research model emerged to better align the benefits of a diverse student body with advancing scholarship and research around issues of diversity, equity and inclusion. However, Williams notes that there exists a high potential for this model to divert the attention of institutions from their original

commitment to focusing on historical inequalities and the continuing policies that preserve these inequities.

Other models appear in the literature as well. For example, the Economic Access model is forwarded as a diversity management model that positions socioeconomic status as a demographic indicator for institutional diversity (Williams, 2013). This model considers the growing number of institutional programs and initiatives designed to protect middle- and low-income families and increase the social economic diversity of the institution. Additionally, the Academic Diversity model is grounded in cognitive and social psychology theories and argues that the presence of racial and ethnic diversity is essential for providing an exceptional learning experience for all students (Taylor, 2014).

Inclusive Excellence

Williams et al. (2005) discuss the Inclusive Excellence Change model as a method for institutions to use to achieve inclusive excellence. According to the AACCC (2016), Inclusive Excellence was developed as a means of assisting colleges and universities with combining diversity, equity, and educational quality efforts and integrating them into their mission and operations. Williams et al. (2015) note,

Within the IE Change Model, diversity is a key component of a strategy for achieving institutional excellence – which includes, but is not limited to, the academic excellence of all students in attendance and concerted efforts to educate all students to succeed in a diverse society and equip them with sophisticated intercultural skills. (p.3)

To assist campuses with the implementation and assessment of the Inclusive Excellence Change model, these scholars offer an Inclusive Excellence Scorecard. As described, the Inclusive Excellence Scorecard is a multifaceted tool that can propel and assess change in four key areas:

(1) access and equity, (2) campus climate, (3) diversity in the formal and informal curriculum, and (4) learning and development. A description of each of the Inclusive Excellence Scorecard focus areas can be found in Appendix A. Williams et al. further note that the change process is driven by connecting core institutional Inclusive Excellence goals using four levers for change: (a) leadership and accountability, (b) vision and buy-in, (c) capacity building, and (d) leveraging resources. An illustration of the Inclusive Excellence Scorecard can be found in Appendix B.

THE ROLE OF THE CDO IN HIGHER EDUCATION

As a means to address the growing diversity in higher education, institutions have added the position of CDO to their administrative structures. By definition, the CDO is a senior administrative role that works at the highest levels of the institution to prioritize diversity and inclusion as a shared responsibility (Williams & Wade-Golden, 2013). In 2015 and 2016, over 75 institutions either added or replaced CDOs (Saul, 2016), although it is noted that most of the growth has occurred among four-year institutions. Community colleges serve the highest percentage of minority undergraduate students (Cohen et al., 2014; Ma & Baum, 2016) yet have been slow to add CDOs to their administrative ranks. Pickett et al. (2017) note that while a more diverse student body has led to the emergence of the CDO at community colleges, a well-established path to the role has not been defined. The lack of published research and formal evaluation of the role of CDOs at community colleges affirms the assertion of these scholars. However, they also note that because of the pioneering efforts by four-year institutions to establish and validate the role of CDO, community colleges are beginning to expand the adoption of this leadership role.

The CDO is increasingly being recognized as a critical leader in higher education to help campuses respond to shifting demographics and develop campus-wide initiatives that achieve intercultural learning and engagement (Arnold & Kowalski-Braun, 2011). Accordingly, higher education institutions seeking to reap the benefits of diversity by embedding diversity and inclusion practices into campus systems, and structures have increasingly added CDO positions and organizational units (Banerji, 2005; Fleigler, 2006; Williams & Wade-Golden, 2007). The CDO role in higher education is similar to and affiliated with the development of the position in corporations. The role gained popularity among corporations in the 1960s and 1970s to address the need for leadership in organizational diversity-related initiatives and priorities. Due to the need for corporations to comply with federal antidiscrimination regulations and respond to the labor market, these early roles were primarily housed in human resource departments and focused on compliance and initiatives related to affirmative action and Equal Employment Opportunity (Metzler, 2008). In contrast, the modern-day role of the corporate CDO has evolved significantly. Kwoh (2012) reports that about 60% of Fortune 500 corporations have appointed CDOs to fulfill a variety of functions including recruitment, human resources, marketing, and legal compliance.

Following the trend led by corporations, higher education institutions added CDOs to assign responsibility for providing leadership and oversight of campus diversity initiatives. While the recent surge in CDO positions would appear to suggest this to be a relatively new leadership role in higher education, similar positions of different titles and structures have been a part of higher education for many years. In fact, one survey found that most higher education CDOs have been working in the field of diversity and inclusion in higher education for at least 15 years

(Jaschik, 2011). The civil rights movement and demographic shifts in student populations in the 1960s and 1970s prompted higher education institutions to create units dedicated to minority affairs and the creation of role categories such as minority student affairs specialist, ethnic studies faculty, and EEO leaders to focus on diversity issues associated with these changing demographics (Williams & Wade-Golden, 2013). In some cases, institutions titled the positions as vice president for minority affairs and were focused on improving equitable outcomes regarding access and retention (Williams & Wade-Golden, 2007). Williams and Wade-Golden (2013) also note that in both corporations and higher education, the early diversity leaders focused largely on the needs of Blacks and women, while more recent imperatives and a greater awareness of cultural pluralism has expanded the definition and emphasis of diversity to include other historically marginalized groups. For community colleges, Pickett et al. (2017) suggest that the genesis of the CDO position can be traced back to the activism of the Black Student Union and creation of a Black Studies department at San Francisco State College (now named San Francisco State University) in the 1960s. Given the historical open access mission of community colleges, they argue this development helped position community colleges as foundational for the creation of the CDO position. Today, CDOs in higher education represent a continuing evolution of diversity-focused programs and services on their campuses, building on compliance, recruitment, and retention efforts to address curriculum, climate, and policy-making (Stuart, 2010).

Over the past few years, the number of higher education CDOs has grown significantly. From March 2015 through September 2016, 75 colleges and universities appointed CDOs to assist with leading campus-wide diversity efforts (Saul, 2016). Responsibilities for the role vary

and span a wide range of duties. For example, the State University of New York system, one of the nation's largest comprehensive systems of universities, colleges, and community colleges, announced in 2015 that each one of its 64 campuses would appoint a CDO to help advance a system-wide diversity agenda (Cote, 2015). Under this mandate, issued by New York Governor Andrew Cuomo, the campus CDOs were responsible for ensuring that student, faculty, and staff populations mirror the diverse demographics of the state of New York State, as well as ensure that the system's commitment to diversity and inclusion is clearly communicated and understood. Recruitment and retention of students and employees to help increase the numbers of underrepresented individuals is one area of focus for CDOs and can be considered the important transactional work of the role (Abdul-Alim, 2016).

Conversely, CDOs also bear responsibility for the more nebulous but imperative charge of changing and shaping the institution's culture, climate, and reputation (Tomlin, 2016). This includes guiding institutional responses to underlying systemic issues of inequity that may surface. For instance, in March of 2016, the University of Missouri system hired its inaugural CDO in the wake racial incidents on campus so significant that the president of the four-campus system was forced to resign (Kennedy, 2016). Similar incidents that resulted in campus-wide protests caused the University of Michigan, University of Oklahoma, and Ithaca College to appoint their first-ever CDO in the previous year (Parker, 2015). In this regard, scholars note that CDOs are called upon to serve as relational leaders that help build strong, productive interactions and trust between higher education institutions and those that have been marginalized by its systems, structures, and culture (Harvey, 2014; Pickett et al., 2017; Williams & Wade-Golden, 2013).

CDOs can also be charged with other important responsibilities, including the regulatory and compliance responsibilities of overseeing implementation and administration of Equal Employment Opportunity, Affirmative Action, Title IX, and other related policies (Banerji, 2005; Clark, Fasching-Varner, & Brimhall-Vargas, 2012). Many community colleges have structured their institutional diversity leader's position to include a primary focus on this function. While it can be argued that responsibility for ensuring that the institution is complying with local, state, and federal laws is properly associated with the institutional diversity leader, it is important that institutions also ensure that this responsibility does not overtake the role. According to a survey conducted by the National Association of Diversity Officers in Higher Education (NADOHE), CDOs who have overall responsibility for performing compliance functions spend between 20-60% of their time addressing these issues (National Association of Diversity Officers in Higher Education, 2016). Abdul-Alim (2016) posits that adding this charge to the role of the CDO can become their primary focus and limit the ability to perform other critical duties that advance diversity, inclusion, and institutional change, Pickett et al. (2017) describe compliance-related responsibilities for CDOs at community colleges as being critical for the role. They argue that while diversity and inclusion efforts should be carried out by higher education institutions, compliance activities must be done in order to receive the funding needed for operations. Consequently, these scholars characterize compliance responsibilities as quintessential for the role of CDO at community colleges.

An institution's commitment to creating the foundation for a CDO position begins with making a compelling case for the position and its success (Arnold & Kowalski-Braun, 2011). Poorly designed and constructed roles that do not demonstrate a connection between the

structure and positionality of the CDO, their responsibilities, or institutions characteristics can obstruct the effectiveness of the role and their work (Williams & Wade-Golden, 2013). Institutional rank, structures, support, and funding must be considered and are imperatives for the work of most CDOs (Stanley, 2014). Support from the president and other key leaders do not ensure that there will not be challenges for the CDO (Barrett, 2013). However, if the necessary authority, resources, and support to be effective is given, the CDO position will signal that the institution is prepared to begin the process of becoming more diverse and inclusive (Harvey, 2014). In addition to resources, CDOs must have the ability to create and enforce policies that guide the institution into becoming inclusive and diversity-focused (Wilson, 2013).

Much of the literature regarding the establishment of the role of the CDO in higher education also warns institutions against creating the perception of the role as the single point of contact and responsibility for institutional diversity initiatives. Harvey (2014) asserts that although appointing a CDO demonstrates progress in acknowledging and responding to a broader array of diversity in higher education, the responsibility of achieving institutional change cannot be singularly attributed to the role. Additionally, Munoz and Murphy (2014) posit that despite the critical role of the CDO, institutions must dedicate more than a single person or office for this important function if the goal is to achieve a climate that supports excellence and equity. Williams and Wade-Golden (2008) further note that hiring a CDO does not relieve the president, faculty, staff, and the entire campus of responsibility for diversity and inclusion. Consequently, it can be surmised that advancing diversity and inclusion on campus cannot be the sole responsibility of one person; instead, diversity efforts must be embedded within the entire institutional structure (Wilson, 2013).

Attributes of Successful Higher Education CDOs

As suggested by Stanley (2014), the institutional rank and responsibilities of the CDO are most often dependent on a variety of conditions, including the qualifications and leadership competencies of the person selected to serve as CDO. Responsibilities and functions of the CDO include strategic diversity planning, diversity training, institutional research, and multicultural student and faculty recruiting indicating that the background, experience, and qualities an individual brings to the role are important (Witt, 2011). In their research, Williams and Wade-Golden (2007) identified seven key attributes that they believe most successful CDOs will possess expertise in: (a) knowledge of diversity-related issues, (b) navigating the institutional political landscape, (c) ability to foster a shared vision, (d) leading organizational change, (e) advanced relational skills, (f) understanding academia, and (g) change agency and achieving intended results (Williams & Wade-Golden, 2007). It is also important to note that the ability to generate results through collaboration is an important skill for CDOs to master (Williams & Wade-Golden, 2007). Because CDOs work with a wide and broad collection of constituents daily that includes faculty, staff, students, and members of the external community, Gose (2006) notes that many universities tap people known as consensus builders for their top diversity positions. To effectively serve in this capacity, CDOs must demonstrate high-level skills that may not necessarily be reflected in their academic training or backgrounds. In fact, it has been stated that individuals from an assortment of professional backgrounds and educational credentials have served as CDOs, and very few possess specialized educational credentials that directly apprise their roles and responsibilities (Worthington, Stanley, & Lewis, 2014). In discussing the critical skills, successful CDOs, Witt (2011) notes that CDOs must possess an

advanced array of negotiation, political, communication, and analytical skills to be successful despite their academic credentials and backgrounds. However, other scholars argue that while a CDO's experience as an agent of organizational and institutional change is important, academic credentialing may have some impact on the CDO's ability to effectively lead and interact with constituents across the institution (Arnold & Kowalski-Braun, 2011; Williams & Wade-Golden, 2007). Ultimately, a critically important aspect of the success of the CDO in higher education is the ability to get key players within the community to perceive their work as being aligned with and central to the future mission the institution (Harvey, 2014). To assist in this regard, CDOs apply their understanding of the internal and external factors that impact institutional climates to best achieve their respective diversity goals (Leon, 2014).

Professionalization of the CDO Position

Since its inception, the position, role, and function of the CDO have been evolving. The multifaceted nature of the role coupled with the increased recognition of diversity as a strategic priority for higher education has led to greater attention being placed on diversity leadership and management as a profession. For the CDO to be widely accepted and regarded as a normalized professional role, Williams and Wade-Golden (2013) explain that it is of vital importance that the profession establishes clear expectations, principles, and best practices on issues relative to the efficacy of the role. Worthington et al. (2014) further posit that the professionalization of the CDO within higher education is dependent on development and acceptance in three critical areas. They note that first, the profession must convey specialized expertise in areas such as education, knowledge, and practices that are unique to the occupation. Second, the profession should demonstrate self-governance and accountability

through a professional code of ethics, accreditation standards, and credentials. Third, the profession must establish and advance standards of practice that serve as guidelines for applying areas of expertise that are specific to the role of chief diversity officers.

National Association of Diversity Officers in Higher Education (NADOHE)

Aiding in the professionalization of CDOs has been the creation and growth of the National Association of Diversity Officers in Higher Education (NADOHE). Officially organized in 2006, NADOHE was created following a meeting of higher education and corporate CDOs in 2003, organized by Dr. William Harvey, the then Vice President of the Center for Advancement of Racial and Ethnic Equity (CAREE) at the American Council on Education. The meeting resulted in a call to form a national association of CDOs that would establish professional standards to guide the nascent diversity profession and develop a national forum for CDOs to sustain a collective discussion on the role. With the assistance of Dr. Steve O. Michael, Vice Provost for Diversity and Academic Initiatives at Kent State University, meetings of CDOs were held at American Council on Education conferences in 2005 and 2006, culminating in the establishment of NADOHE with a vision of “leading higher education toward inclusive excellence through institutional transformation” (NADOHE, 2017). NADOHE has grown to over 200 institutional members, representing institutions from every sector of higher education. NADOHE publishes a quarterly, *Journal of Diversity in Higher Education*, convenes an annual conference, and operates a CDO Fellows Program to help mentor new and early career CDOs. Guided by elected officers and a board of directors, the organization has created the structure and network needed for professionalizing the role of the CDO.

In 2014, NADOHE advanced twelve standards of professional practice for CDOs (see Appendix C). According to the organization, the standards are comprised of the knowledge and practices of CDOs from a wide range of higher education professional and institutional backgrounds (Worthington et al., 2014). The NADOHE standards serve as guidance on how the work of the CDO should be approached, as well as informs administrators and institutions on the skills and characteristics that professional chief diversity officers should demonstrate. A common theme found throughout the NADOHE standards is the notion that CDOs should be able to understand and effectively communicate the correlation between the benefits of diversity and advancing the mission of the institution. With the mission of community colleges being grounded in access, equity, and diversity, the NADOHE standards provide useful direction for these institutions in advancing the role of CDO in this important sector of higher education.

CDO Positionality and Structures

CDO responsibilities differ by institution based on need and strategic priorities. However, similarities regarding diversity planning efforts and building institutional diversity infrastructure persist (Williams & Wade-Golden, 2007). Jackson (2012) posits that the task of a CDO is to achieve the institution's diversity goals for the campus community under the supervision of those to whom she/he reports. Advocates for a CDO position contend that the CDO must be designated at an executive-level position that reports directly to the president (Arnold & Kowalski-Braun, 2011; Cooper, 2014; Pickett et al., 2017; Williams & Wade-Golden, 2013; Wilson, 2013). It is further noted that a CDO who is a member of the senior executive team engages university matters at a rate consistent with other senior leaders, such as the president or provost (Cooper, 2014). The CDO position has grown into a senior leadership role

that was not previously represented on college campuses. Previously, the role existed with titles ranging from those associated with student affairs functions, such as multicultural specialists, to compliance officers, such as affirmative action officers (Williams & Wade-Golden, 2007). Gose (2006) posits that today's CDO is often a vice president or vice provost and has a broader span of control than their predecessors. Consequently, the trend in titles and positionality for this administrative leadership position appears to demonstrate an increase in organizational positionality. For example, a national survey of over 1,800 CDOs revealed that over half (54%) of respondents are members of their institution's leadership team, and 14% held the title vice chancellor or vice president (Witt, 2011).

CDO Organizational Archetypes

Williams and Wade-Golden (2007) advance three organizational archetypes for the vertical authority and structure of the CDO position in higher education. Although structures for CDO roles may be similar at four-year and two-year institutions, structures for the role can differ significantly from those at four-year institutions in terms of size, scale, and scope (Pickett et al., 2017). The authors further assert that while community colleges have historically been places for diversity to flourish by providing open access to higher education, having a person who central role to provide institutional guidance on matters related to diversity and inclusion has been slow to develop at community colleges. Because organizational archetypes and structures for the CDO at community colleges is still a developing construct, the development of the CDO role in higher education at four-year institutions provides guidance for community colleges (Williams & Wade-Golden, 2013).

Leon (2014) studied the CDO organizational archetypes posited by Williams and Wade-Golden (2007) and found that each model illustrated similarities that required the CDO to work collaboratively across the institution and have the ability to successfully integrate diversity and inclusion efforts into its strategic priorities. However, an examination of each archetype separately revealed several differences in areas such as reporting structures, responsibilities, organizational ranks, funding, and areas of focus. The differences discussed by Leon make each CDO organizational archetype make them very distinct in nature and construction.

The archetypes advanced by Williams and Wade-Golden (2007) have varying levels of resources and structure as shown in Table 3.

Table 3. Archetypes of CDO Vertical Structure

CDO Organizational Archetype	Key Characteristics
Collaborative Officer Model	Limited human resources characterize this model. 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 or administrative support professionals, programming and/or research professionals, and/or other diversity officers of lower 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.

Survey responses from an institutional benchmarking study conducted by Williams and Wade-Golden (2013) revealed that 40% of respondents utilized the collaborative officer model, 31% utilized the unit-based model, and 28% utilized the portfolio divisional model. The scholars

offer a description of the strengths and weaknesses of each archetype as well. They note that the collaborative officer archetype, found to be most prevalent in the study, is most successful when CDOs can rely on the reflective power of senior leadership and their own personal leadership. These officers can also be successful when they have the ability to offer financial resources in order to create new alliances when needed. However, the collaborative officer model also comes with many constraints due to a lack of dedicated human resources to assist with the numerous demands of the role. Williams and Wade-Golden argue that this often causes these leaders to feel overwhelmed by their duties. The unit-based archetype is described as similar to the collaborative officer model but has more robust vertical proficiency due to dedicated staff and resources to help meet the demands of the role. While this model is described as more comprehensive than the collaborative officer model, they also note that potential conflicts with other campus diversity or organizational units that are not in the CDO's portfolio could erupt. Arnold and Kowalski-Braun (2011) suggest that the portfolio divisional model, although the least common of all three models, is considered to be the most complete and cohesive model for implementing diversity goals. They also submit that the divisional portfolio model necessitates the appointment of a CDO who is highly positioned within the institution's administrative ranks and given responsibility for overseeing other units. Williams and Wade-Golden affirm this as well, but note that this model is sometimes incorrectly criticized by some as an approach that excuses other institutional leaders from taking responsibility for the institution's diversity and inclusion agenda. Williams and Wade-Golden argue that the divisional portfolio model actually promotes greater accountability from institutional leaders while leveraging existing resources more effectively. Consequently, they

posit that this model successfully positions the CDO as a collaborative leader. Williams and Wade-Golden also suggest that although the portfolio-divisional is seen most often in institutions with at least 10,000 undergraduate students, smaller institutions should not preclude themselves from considering this model if sufficient institutional benefits can be identified.

CDO Role Archetypes

Pickett et al. (2017) postulate that in addition to common organizational structures for CDOs in higher education, the role also includes common sets of responsibilities that further define how CDOs can approach their work at community colleges. Table 4 shows the CDO role archetypes forwarded by these scholars. These scholars suggest that the CDO role archetypes are based on the NADOHE standards of professional practice (see Appendix C) and conclude that the characteristics of each archetype represent the central work of CDOs in all of higher education. The information is presented in the context of the community college CDO but does not suggest that the characteristics and responsibilities of each role are unique to community colleges. Accordingly, Pickett et al. note that the expanding role of the CDO at community colleges requires the examination of the most essential aspects of the position and how the various roles and responsibilities of the CDOs across all sectors of higher education are closely related. However, they distinguish the community college CDO from other higher education CDOs by discussing how the role and responsibilities of each archetype can be applied in a community college setting. For example, the authors submit that the community college CDOs as community outreach and engagement officers should view and engage four-year institutions

as external stakeholders and work collaboratively to ensure the success of students transferring from two-year institutions.

Table 4. CDO Role Archetypes

CDO Role Archetype	Key Characteristics
Community Outreach and Engagement Officer	In this role, the CDO focuses on identifying and connecting internal and external resources that mutually benefit the institution and local community.
Employee Officer	In this role, the CDO focuses on the recruitment and retention of employees from underrepresented groups on campus. They also help to engage employees from different cultural backgrounds with each other.
Compliance Officer	In this role, the CDO focuses on monitoring, measuring, and evaluating compliance issues that are associated with laws and policies that preserve diversity, equity and inclusion. This includes providing training content for those responsible for investigating any potential violations.
Change Agent Officer	In this role, the CDO focuses on promoting a campus climate that proactively addresses issues related to diversity, equity, and inclusion.

CDO Hybrid Model

At times, institutions may determine that the CDO position should include responsibilities that are housed in more than one institutional unit. This approach is referred to as the hybrid model. The hybrid model allows for the integration of two areas of responsibility, while better positioning the CDO as a senior campus leader (Williams & Wade-Golden, 2007). The authors also note that the greatest strength of the hybrid approach is the potential for the officer to reframe the use of general campus-wide resources and institutional priorities to more completely embrace diversity-related matters, while the challenge is to design the role in such a

way that the CDO can fully operationalize both sides of his or her role. Williams and Wade-Golden suggest that there are a number of structural configurations for the CDO hybrid model ranging from dual responsibilities in academic affairs to student development. For example, some institutions have investigated the implementation of a hybrid model in which the reporting line for the CDO is to the provost, but he or she is also considered part of the president's senior leadership team (Tomlin, 2016). Williams and Wade-Golden suggest that both large and small institutions have embraced the hybrid approach, but this model seems particularly well suited for small liberal arts colleges due to the intimate nature of their institutional culture and more limited systemic diversity capabilities as compared with larger campuses.

CONCLUSION

This chapter presented a review of the literature concerning the impact of changing demographics in higher education, its relevance for community colleges, and the role of the higher education CDO. Scholars note that changing demographics in the United States has led to increased diversity in higher education among students, although they posit increased diversity has not materialized in faculty or senior administrative ranks. This has signaled a need for institutions to prioritize planning and management associated with diversity, inclusion, and equity. Accordingly, the literature notes that institutions have progressively added the role of CDO to help advance their diversity and inclusion agendas. CDO roles, positionality, and structures vary. While some commonalities exist across sectors, some scholars argue that the application of the CDO roles and responsibilities at community colleges can be unique to other types of institutions (Pickett et al., 2017). The literature informs this study of the growing role

of the CDO at community colleges. In the next chapter, I describe the research design and methodology of this study.

CHAPTER THREE: METHODOLOGY

RESEARCH METHODOLOGY

This chapter describes the qualitative research method and process used for this study, as well as the rationale for the chosen methodology. As described by Merriam and Tisdell (2016), qualitative research seeks to describe and understand how people interpret and make meaning of their experiences and construct their worlds. They also note that the goals of qualitative research are to understand, describe, and discover by utilizing current and emerging philosophical perspectives. Consequently, qualitative researchers attempt to examine an individual or group's experiences or phenomena to describe the meaning they ultimately attribute to them and analyze how the experiences or phenomena shape or reshape their worldviews (Marshall & Rossman, 2010; Merriam & Tisdell, 2016).

Rationale for Qualitative Research Study

It has been suggested that good qualitative research can examine and respond to real life issues that are not as suitable for quantitative research (Isaacs, 2012). Accordingly, there are two primary reasons for which qualitative research is fitting for the present study. First, in examining the development and construction of the CDO role at community colleges, this study investigates and analyzes institutional motivations regarding the development of the role. One essential characteristic of qualitative inquiry is that the researcher collects and analyzes data from the perspective of the phenomena of interest (Merriam & Tisdell, 2016). As this study

describes the current CDO role at a community college, the significant interactions and experiences that might have informed the decision to create the role will need to be examined and presented from the perspectives of those involved.

Second, qualitative inquiry requires the researcher to employ an inductive process in which data is gathered to build concepts and theories. Because there is a lack of theory and research on the role of CDOs at community colleges, a qualitative research study is most appropriate in helping to develop concepts and theories about the development and efficacy of this role. Additionally, this methodological approach draws from an interpretive philosophical perspective. According to Merriam and Tisdell (2016), interpretive research assumes that reality is socially constructed and, therefore, there are “multiple realities or interpretations of a single event” based on how individuals interpret their experiences (p.9). This study examined the perspectives and experiences of a CDO and multiple constituents in the community college setting, allowing for the analysis of qualitative data from multiple vantage points and realities.

RESEARCH QUESTIONS

As noted, the purpose of this study was to explore the role of the community college CDO. This study utilized a case study design to illuminate our understanding of the role at these institutions, addressing three primary research questions:

1. How did the role of chief diversity officer (CDO) emerge at the community college?
2. How is the community college chief diversity officer role constructed and positioned within the institution?
3. How does the chief diversity officer influence organizational change and institutional climate at the community college?

Specifically, the case study describes the development and structure of the CDO position at one community college and explored the lived experiences of persons who have served in the role of CDO and their respective constituents. The study also examined published data related to the CDO's role and the impact the role has on achieving organizational change that results in an inclusive and supportive institutional climate for all members of the campus community.

Research Design

An exploratory qualitative case study was used to collect and analyze the data. Merriam and Tisdell (2016) define a case study as "an in-depth description and analysis of a bounded system" (p. 39). Cresswell (2012) further asserts that a case study is a sound approach when the researcher has clearly defined and bounded cases and seeks to provide deep understanding or a comparative analysis of multiple cases, with a bounded system being defined as a single entity of study that can be delimited. In this study, the bounded system is the community college selected for this study. The case study design offered an understanding of the pertinent aspects of the CDO roles at the selected institution and how the role relates to the application of the institution's diversity and inclusion agenda.

The case study research methodology was employed for this investigation to offer an in-depth analysis of the CDO position and role at a community college. This method is useful because of the lack of current information about community college CDOs and is informed by current research regarding the varying CDO archetypes and responsibilities at colleges and universities throughout the United States. Case study methodology was also consistent with the researcher's intent to utilize an interpretive philosophical perspective, which is noted by scholars as being beneficial when examining a case from different perspectives of the observed

phenomenon or issue (Cresswell, Hanson, Plano, & Clark 2007). Further, Yin (2014) suggests that the case study method of qualitative research provides investigators with the ability to retain the holistic and important characteristics of lived experiences. Thus, this chosen research method was appropriate for the examination of the perceptions and experiences of the constituents and colleagues of the CDOs at the selected community college with a primary objective of illustrating the efficacy and impact of the role at the institution.

RESEARCH SETTING

Institutional Profile

As pseudonyms are being used to protect the anonymity and confidentiality of all study participants, the case study institution is also being referred to by pseudonym as Middle Western Community College (MWCC), a comprehensive two-year institution located in the midwestern region of the United States. The institution is one of over 40 community colleges that make up the region's community college system and is among the largest institutions in the system. As an institution dedicated to its open access mission, MWCC offers associate degree programs, transfer options, and certificate programs to full-time-equivalent students from numerous suburban communities in the region.

Institutional data retrieved from public records revealed that more than 42% of MWCC's students are Hispanic, Asian American, or Black, while only 11% of the college's teaching faculty share the same racial/ethnic backgrounds. The proportion of staff and administrators who share these backgrounds is higher at 19% but is still significantly disproportionate when compared with students. However, the racial demographic proportions of students at MWCC

are consistent with national demographics for public two-year institutions. Consequently, MWCC met this element of the selection criteria for this qualitative study. Other demographic characteristics of MWCC’s students show that roughly 23% receive Pell grants, an indication of economic diversity, and 66% of the student body enrolls on a part-time basis. Additionally, that data showed that approximately 52% of students are between the ages of 19 and 24, often referred to as the traditional age of college students.

RESEARCH TIMELINE

Table 5 illustrates the timeline for the research that was conducted for this study.

Table 5. Research Study Timeline

Duration	Research Task
4 weeks	Conduct pilot study and test data analysis methodology
20 weeks:	Active Research Phase
12 weeks	<ul style="list-style-type: none"> • Campus Visits <ul style="list-style-type: none"> ○ Primary Interviews
4 weeks	<ul style="list-style-type: none"> • Secondary interviews
4 weeks	<ul style="list-style-type: none"> • Document Reviews
12 weeks	Perform data analysis and summarize conclusions

DATA COLLECTION STRATEGY

Phase 1: Campus interviews

The following criteria were used to select the community college for this case study:

- The institution includes the CDO position as a member of the senior administrative leadership team.
- The CDO position has been in place at the institution for at least of three years. This criterion provides important historical data for the study.

- The percentage of URM and first-generation students in the overall student population at the institution is near or above the national average for all community colleges. This criterion assists with reliability and transferability for readers.
- Student retention and completion rates at the institution are near or above the national average for all community colleges. This criterion assists with reliability and transferability for readers.

Data collection during campus visits consisted of primary interviews with MWCC's current and former CDOs and with institutional administrators, faculty, and staff. The visits were conducted over a 90-day period on the campus of the institution. Approval by the Internal Review Board for these interviews can be found in Appendix D.

Recruitment and Description of Study Participants

Purposeful sampling was used to identify participants for this case study. This strategy involves the researcher identifying and choosing persons or groups who have particular knowledge, insights, and experiences regarding the subject matter of the study (Cresswell & Plano Clark, 2011). Purposeful sampling allowed me to intentionally select a small sample of employees who had first-hand knowledge of the creation, construction, and activities of the CDO position at the community college. Study participants were solicited through targeted emails that discussed the purpose and goals of the study, measures to assure protection and privacy, and provided information regarding how the researcher intends to use the data. A sample of the recruitment correspondence for the study can be found in Appendix E. In addition to the CDO, members from each category (administrators, faculty, and staff) were recruited for the interviews to be conducted in a face-to-face format at the institution. Targeted administrators included the president and a senior academic affairs officer, as well as

the CDO. Targeted faculty and staff members included those known to have significant involvement in institutional diversity initiatives and the work of the CDO at MWCC.

Study Participants

The sample of participants for this consisted of four senior administrative leaders of the community college selected for this case study: the president who created the role; the provost; a senior administrator who previously served as the inaugural CDO for the institution; and the current CDO. Additional study participants included five faculty members and three staff members. Consequently, a total of 12 employees of the insitution participated in this study. This purposeful sample was selected to ensure that data collected for the study included perspectives from insitutional members with varying levels of involvement with the CDO role at the insitution. Table 6 shows the profiles of the interview participants in this study.

To obtain the sample for this study, approval was received from MWCC's Institutional Review Board to conduct research at the insitution. Research participants were then invited to participate in the qualitative case study. The current and former CDOs were secured as participants and their assistance was enlisted for identifying faculty and staff participants for the study. Participation was also solicited from other senior administrators and faculty members who were identified by me. Contacting potential study participants began on October 15, 2017, and concluded on December 18, 2017. Upon receiving affirmation of their participation in the study, each participant was sent an informed consent form (see Appendix F) to review prior to the interview.

Table 6: Study Participant Profiles

Role	CDO Affiliation
President	Role Creator
Provost	Senior Admin. for Academic Affairs
Senior Administrator	Academic Affairs Leader/Former CDO
Administrator/Faculty	CDO
Faculty	Employee Resource Group Representative
Faculty	Employee Resource Group Representative
Faculty	Diverse Faculty Fellow
Faculty	Diverse Faculty Fellow
Faculty	Faculty Senator
Staff	Diversity & Inclusion Shared Governance Committee
Staff	Employee Resource Group Representative
Staff	Office of Diversity & Inclusion Support Staff

While this study primarily explored the role of the CDO at MWCC based on its institutional characteristics and activities, the individual motivations, backgrounds, and experiences of the people who have served in the role must also be considered. It was critical to include the only two people who have served in this role for MWCC as study participants. A brief summary of the profiles of the institution's current and former CDOs are included in chapter four. The profiles discuss the CDO's prior professional experience as well as the details that led to their respective CDO appointments at MWCC. This discussion provides important context regarding their individual and unique contributions to the role as well as helps to illuminate how the role has progressed from its inaugural appointment.

In-Depth Interviews

Each participant was asked to participate in a semi-structured interview that lasted approximately one hour. A set of pre-determined questions served as a guide for the interviews. While I worked to ensure that specific questions were asked of each person, the

semi-structured format provided the flexibility of asking additional clarifying questions when needed and appropriate. The semi-structured format also allowed for the flow of the interview to be primarily driven by the participant. Participants were provided with and asked to sign an informed consent form prior to the start of the interview to ensure that they were properly informed about the purposes of the study, details regarding their participation, and the risks and benefits associated with the study.

Face-to-face interviews were held with most participants in a designated conference room that was reserved on campus for the express purpose of collecting the data. Due to scheduling availability, two primary interviews were conducted by phone. Following the face-to-face interviews during site visits, additional information was collected through secondary interviews. During secondary interviews, which occurred through emails, participants were asked to expound on questions and answers from primary interviews. For continuity and validity, no new content areas were introduced during secondary interviews. A copy of the interview Protocol is included in Appendix G.

Phase 2: Review of Public and Institutional Documents

Another a methodological approach for data collection for the study was the review of public and institutional documents. This data collection method assisted with establishing validity through triangulation. Data on the background, historical context, and current activities of the CDO were collected through archived institutional documents. For this phase of data collection, reviews of the following types of documents were conducted: institutional reports, news articles, internal and external correspondence (i.e. email, messages, letters, memos, newsletters, etc.), and institutional websites. The purpose of the documents review was to

collect data from published sources that might contain information regarding the institutional diversity management efforts and the CDO's role in influencing organizational change at the institution. This type of content analysis serves as an unobtrusive method for data collection for the study. To protect anonymity and confidentiality, full citations of institutional documents used in this study are not listed in the references to ensure that the identity of the institution is not revealed.

DATA COLLECTION

Data collection was conducted in two phases. I (the researcher) served as the primary data collection instrument for this qualitative case study. During the first phase, data was collected through interviews with all participants regarding their knowledge, perceptions, current interactions, and historical experiences regarding diversity and inclusion and the role of the CDO at MWCC. The interviews were scheduled and conducted on the college's campus on two dates. Five interviews were conducted during each of the two campus visits in a secure conference room on the campus. The college's Office of Diversity and Inclusion assisted in obtaining the conference to conduct these interviews on both occasions. The remaining two interviews were conducted by phone with participants due to availability constraints for face-to-face interviews. However, for validity, the interview protocols remained the same for all participants. All interviews were audio recorded, and field notes were taken during each interview to capture specific insights and ideas from each participant. The quantity and focus of the questions for the interview varied based on the role of each participant, but all interview questions were uniform for each role (see Appendix G). Each interview consisted of open-

ended questions to allow participants to explore perceptions and experiences that could not be previously anticipated and could add additional insights for the study.

The second phase of data collection consisted of a review of institutional documents pertaining to the creation, development, and ongoing role of the CDO at MWCC. The document review phase helped provide historical background data regarding the development of the role of CDO at the college and information on current institutional activities associated with the work of the CDO. This phase of data collection also served as a means for validation through triangulation to help develop a more comprehensive understanding of the CDO role and efficacy at MWCC. Information regarding the documents used for data collection for this study is described further in this chapter.

STUDY BENEFITS/RISKS

There is a tremendous need to examine the role of chief diversity officers at community colleges to better understand its efficacy at these institutions, inform the higher education community, and expand the body of research on diversity in community colleges for the higher education community. This examination makes an important contribution by providing a greater understanding of the emergence, structure, and efficacy of the role of the chief diversity officer in an essential sector of higher education that is not well represented among the current research.

There were no known risks associated with this study because the data collection maintained the confidentiality of the study participants, keeping their identities completely anonymous, and the topic is not sensitive. However, validity, reliability, and potential biases of the researcher must be considered and are discussed in more detail in

the sections that follow.

Anonymity and Confidentiality

Protecting the identity of research study participants is an important component of ethical research practices. The following methods were used to ensure confidentiality and privacy protection for study participants:

- **Pseudonyms**—Pseudonyms were utilized to conceal the identities of the case study institution and all study participants.
- **Coding**—A coding system was developed for transcripts, research memos, computerized records, and other related documents to avoid recording identifying information. The coding document was locked in a separate location with access restricted to only the researcher.
- **Secure Storage**—All data was stored in a secure location with access restricted to only the researcher.
- **Data Encryption**—Encryption was used for identifiable data
- **Disposition/Destruction**—All audio recordings were destroyed immediately following transcription. Interview notes, research memos, and all other documentation associated with data collection and analysis will be destroyed or deleted no more than forty-eight hours after it has been confirmed that the dissertation study has been successfully defended.

DATA ANALYSIS

In qualitative case study research, the principal concern of the researcher is communicating a strong understanding of the case through a thorough analysis of the data (Merriam & Tisdell, 2016). This type of inquiry allows for the researcher to develop ways of questioning, identifying themes, and refining the conceptual framework. Flick (2014) notes that qualitative data analysis evokes a process that assists the researcher with interpreting qualitative data in order to make meaning and arrive at generalizable conclusions. Flick further posits that qualitative data analysis can have several goals that include:

1. Describing a phenomenon in greater detail.
2. Comparing the perceptions and experiences of study participants.
3. Developing a theory based on the analysis of the data.

Data analysis for this study focused on the first two goals. Data collected from the study institution was analyzed to determine the themes that may achieve transferability for readers. This process could ultimately lead to the intent of Flick's third goal by constructing a generalizable theory regarding the role of CDOs at community colleges.

Initial data analysis for this study primarily relied on open coding with an emphasis on noting quotations from the participants as opposed to drawing inferences in the initial stages of the research. Flick (2014) describes coding as a method used in qualitative data analyses in which the researcher explores the data to discover like themes and concepts. The open-coding technique involves labeling concepts and developing categories based on their properties and dimensions so that they can easily be recalled for further evaluation and analysis (Gibbs & Taylor, 2005). Coding the data made it easier to search the data, make comparisons, and identify any patterns that required further investigation. Research memos, interview logs, field notes, and other data summaries were organized as a case study database for easy retrieval.

RESEARCH VALIDITY

Validity in a qualitative investigation refers to one's ability to present research that is believable and can be defended if needed, although many qualitative researchers prefer to use the term *trustworthiness* in this regard (Bashir, Afzal, & Azeem, 2008). Qualitative researchers demonstrate the trustworthiness of their study by implementing internal and external validity strategies during data collection and analysis that help communicate and verify that the

findings are plausible. Bashir et al. argue that by ensuring the trustworthiness, the researcher maintains responsibility for integrating reliability and validity, avoiding this charge being left up to the judgments of external reviewers.

Researcher Bias

One potential threat to the validity of qualitative research is researcher bias (Johnson, 1997). Thus, it is important to note that it is possible that a research bias could result from the fact that I serve as a higher education CDO who has only worked at four-year institutions. Accordingly, a bias could be presented during the data analysis phase regarding the way the CDO role is viewed and performed at community colleges. I could potentially make certain assumptions about the CDO experiences at these institutions in comparison to those at four-year institutions. Consequently, it was essential for me to ensure that any assumptions or judgments about the role of chief diversity officers at community colleges were suspended when conducting the research.

Internal Validity

In qualitative research, internal validity concerns the degree to which the findings of the study are believable and trustworthy. As Johnson (1997) explains, this could require the development of a list of rival explanations or hypotheses that are plausible, but different from what was originally expected by the researcher. For this study, achieving internal validity is critical for ensuring that the participants feel that the results are credible and accurate. This is largely due to the subjective nature of how one may consider reflecting their reality or lived experiences (Trochim & Donnelly, 2006).

Accordingly, member checks were used as the primary method for internal validity for the present study. As noted by Merriam and Tisdell (2016), this method allows for the researcher to solicit feedback on initial research findings from some of the study participants to better determine if they perceive interpretations of the data they provided to be accurate. Additionally, triangulation of the data collected through interviews, surveys, and document reviews was used as a method to validate themes that were identified.

Transferability

Transferability describes external validity in qualitative research and refers to the generalizability of the research findings (Trochim & Donnelly, 2006). These scholars note that threats to transferability in qualitative research are primarily related to the researcher's selection of people, place, and time for the study. If any of these elements are not randomly selected or fail to approximate the larger population, transferability may be threatened. Consequently, they discuss two approaches for minimizing these threats. One approach is sample modeling in which the researcher randomly selects a sample from the general population. Trochim and Donnelly acknowledge that there are concerns with sample modeling, as investigators may have difficulty in selecting a truly representative sample of a population. Additionally, differences in the times in which data is collected may not necessarily produce transferable results.

STUDY LIMITATIONS/DELIMITATIONS

This study could have been limited by the degrees of success in recruiting interview participants for the study. As noted previously, study participants were primarily recruited by

email based on contact information that was publicly available. However, responses to the recruitment emails were not guaranteed. A lack of affirmative responses for participation from any of the target populations could have resulted in a lack of data needed to make appropriate comparisons or reach generalizable conclusions. As interviews are considered to be a principal method of collecting data for this study, successful recruitment of administrators, faculty, and staff at the institution was imperative. To mitigate this limitation, I appealed to the institution to assist with promoting research participant recruitment for the aforementioned populations, and successfully achieved the intended purposeful sample.

CHAPTER FOUR: FINDINGS

INTRODUCTION

This chapter presents the findings that emerged from the data collected through interviews and documentation reviews for MWCC. Interviews were conducted with senior administrative leaders, the current and former CDOs, faculty, and staff members of the institution to understand the historical development, current state, and efficacy perceptions of the CDO role at MWCC. Additionally, documents and information related to institutional diversity and inclusion and the role of the CDO were reviewed to explore historical data and other information pertinent to the research questions and to validate the data through methodological triangulation. Documents and information reviewed included the college's strategic plan, diversity task force report, institutional climate studies, and web pages on the institution's website. As previously discussed, to maintain anonymity and confidentiality for this case study, full citations of institutional documents and website information found in this chapter and throughout this study are not listed in the references to avoid revealing the identity of the institution. After completing the interviews and document reviews, this researcher focused on answering the study's primary research questions: How did the role of CDO emerge, how is the role constructed and positioned in the organization, and how does the CDO influence organizational change and institutional climate at the community college?

Additionally, this study examined the CDO role from an institutional perspective and an individual perspective. Institutionally, the study explored the construction and development of

the role, its positionality, and organizational influence in order to understand the how the CDO role was constituted and is currently empowered at MWCC. At the individual level, the study investigated motivations, backgrounds, and experiences of the current and previous CDOs, as well as those of senior leaders, faculty, and staff members, to understand perceptions of the efficacy of the role in influencing organizational change and institutional climate.

MAJOR FINDINGS

Three major findings surfaced from this study relative to the research questions. First, this analysis revealed that the conception of the role of CDO at Midwest Community College was initiated by a group of employees who expressed significant concerns about the lack of diversity and inclusion progress being made at the institution. Frustrated by decreases in the recruitment, retention, and professional advancement opportunities for minority employees, the group expressed their concerns to the college president and were subsequently organized as a task force charged with making formal recommendations regarding how the institution could achieve better outcomes in these areas (Witt, 2011). The data collection for this study explored the historical context of institutional diversity and inclusion efforts at MWCC that may have led to the emergence of the CDO role.

A second major finding of the study was that the MWCC CDO position is a restricted three-year tenured faculty appointment, making it unique from other constructions of the role that are prominently identified in the literature (Abdul-Alim, 2016; Arnold & Kowalski-Braun, 2011; Cooper, 2014; Harvey, 2014; Pickett et al., 2017; Stanley, 2014; Williams & Wade-Golden, 2013). Information about MWCC's restricted CDO appointment was not discoverable in any public information about the role that was reviewed prior to conducting the research, causing

this aspect of the role to be considered a major finding of the study. Interrelated to these findings, the institution's two CDO appointments have followed the criteria set forth in the role's construction, and the persons serving in the role shared similar motivations for their interests in the appointments.

Finally, the third major finding of the study relates to the evolution of the CDO role at MWCC and its subsequent influence on organizational change and institutional climate. The findings suggest that the development of the CDO role at the college has helped to successfully advance an institutional commitment to diversity and inclusion, but unanticipated internal and external issues have required the role to expand its capacity beyond the foci of the current role archetype.

Major Finding #1: Emergence of the CDO at MWCC

The earliest institutionalized diversity and inclusion efforts at MWCC are documented in the institution's 2001 Diversity and Inclusion Plan (a strategic planning document developed by members of the college's Diversity and Inclusion committee at the time). According to the website of MWCC's Multicultural Employee Resource Group (a group of employees focused on advancing multiculturalism at the college), an institutional Diversity and Inclusion plan, developed by the college's Diversity and Inclusion Committee and approved by the Board of Trustees, was created in 2001 as a way for MWCC to respond to the changing demographics in the area that resulted in surges in the number of minority students attending the college. As noted in the literature, diversity planning is an "essential component of institutional effectiveness in responding to changing demographics in community colleges" (Burke, 2013,

p.1). Thus, MWCC's decision to develop its 2001 Diversity and Inclusion plan was consistent with and supported by research on the subject matter.

The 2001 Diversity and Inclusion Plan, authored by the institution's Diversity Committee at the time, consisted of the following eight institutional goals:

1. Institutional Diversity—Ensure diversity is reflected in the college mission statement and strategic planning.
2. College-wide Leadership Support—Provide leadership support to develop and advance diversity initiatives.
3. Curriculum and Teaching—Embed diversity in curriculum and pedagogy.
4. Recruitment: Students, Faculty, and Staff—Recruit and retain minority students, faculty, and staff.
5. Student Experience and Development—Affirm the cultural identities of diverse student groups.
6. Campus-Community Connection—Cultivate community relationships that support diversity and multiculturalism.
7. Professional Development—Develop and provide diversity education for faculty, staff, and students.
8. Research and Evaluation—Create accountability for an evaluation of the diversity plan.

Responsibilities for leading the implementation of each goal was distributed among committee members. However, I was unable to ascertain any data regarding the duration or results of that diversity plan.

The 2001 Diversity and Inclusion Plan may have been the impetus for the creation of an Office of Diversity and Organizational Development in 2002 within MWCC's Human Resources division led by a newly named associate vice president (AVP). A review of an institutional performance report for MWCC shows that in 2003, the institution added the AVP position and

an associate dean for multicultural learning to its organizational structure. That year, MWCC also introduced the college's summer program to assist students with the transition from high school to college. Over the next several years, other diversity and inclusion efforts were introduced at MWCC, including a Multicultural Learning Center, diversity workshops for hiring committees, and a new recruitment program to increase faculty and staff diversity.

The AVP position may have been the first iteration of a role similar to the current CDO position at MWCC. The person who was appointed to the role held the position for six years until resigning from the college in 2009 and was succeeded by an interim associate vice president (as noted by correspondence from the college president in 2009). However, according to the college's 2011 College Plan, it appears that the role had been eliminated from the institution's administrative ranks two years later. A review of the institutional documents for this study did not provide any evidence to suggest that the Office of Diversity and Organizational Development or the associate dean of multicultural learning role continued after the elimination of the associate vice president position. Consequently, despite the early efforts to advance institutional diversity and inclusion, the website of the college's Multicultural Employee Resource Group reported that institutional efforts to recruit and retain a diverse workforce regressed in the period from 2006-2009. One example they noted was that despite increases in faculty hiring during the period, the proportion of faculty of color remained at 11.1%, significantly trailing the 33% of students of color at MWCC.

In 2009, the president who participated in this study was appointed at MWCC. In the same year, a grassroots effort to address the college's disproportional lack of diverse faculty and leadership was started at MWCC and ultimately became the Multicultural Employee

Resource Group. The following year, in 2010, the president approved the establishment of the group's formal mentoring program for faculty and administrators of color. Since the group's founding, two other employee resource groups have emerged at MWCC. One employee resource group that was established provides a support network for employees with disabilities, and the other was established to ensure LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual) faculty and staff experience a welcoming, inclusive, and supportive campus environment at the college. These efforts were established to respond to increasing disparities between the diversity of MWCC's workforce and the diversity of the communities served by the institution. The 2013 President's Diversity and Inclusion Task Force Report (a study conducted by the designated group of employees who were charged by the president to make recommendations for improving diversity and inclusion at the college) noted that despite a 5.6% increase in diverse employee hiring from 2002 to 2012, resignation rates for diverse employees caused the institution's employee demographics to lag behind those found in the communities that make up the college's district for the period 2010-2012.

Emergence of the CDO Role at MWCC

After several years without a senior-level position charged with leading institutional diversity and inclusion efforts for MWCC, the CDO position was created in 2013. As noted in the literature, many higher education institutions consider the CDO to be an important institutional leader for developing and advancing their diversity and inclusion agenda (Abdul-Alim, 2016; Cooper, 2014; Harvey, 2014; Tomlin, 2016). While reasons for creating the CDO position vary by institution, the emergence of the CDO role at MWCC is attributed to a recommendation made by a group of faculty and staff members appointed by the president to serve as the institution's

Task Force on Diversity and Inclusion. A faculty member who served as a member of the task force shared that the individuals selected to serve on the task force represented the collective concerns of employees who had become increasingly frustrated with the lack of progress in attracting and retaining a more diverse workforce at MWCC. Those employees took their concerns to the president in 2012, who agreed to make efforts to address the issues they raised. According to the 2013 Task Force Report, the president and board of trustees established Institutional Effective Measures (IEMs) as a means of assessing and evaluating the college's performance. This further alerted the president to the need for more focus on diversity and inclusion at the college. In discussing motivations for establishing the task force, the president noted:

It goes back to the work of a college task force that I put in place that followed a number of really poignant events and conversations that I had with a number of faculty and staff on our campus who were feeling left out or in some ways marginalized by the majority. These were folks who I had come to know very well and, frankly, it took them three years to be able to share that with me.

Consequently, the task force was charged with reporting findings back to the president from (1) a survey of employees on their perceptions and experiences regarding diversity, equity, and inclusion at MWCC; and (2) an investigation of best practices on institutional efforts to improve diversity and inclusion outcomes. A third charge from the president was to recommend a new goal for the diversity and inclusion IEM that included guidance on how to achieve that goal.

To accomplish the first charge of the task force, a subcommittee of the task force selected a customized survey instrument grounded in the Barrett Values Center's Cultural Values Assessment (CVA) (Barrett Values Center, 2016). The task force captured the results of the survey in a report that revealed employees from underrepresented groups felt there were

aspects the institutional culture that limited their ability to be successful. The 2013 Task Force Report stated that discrimination, dysfunction, and isolation were among the limiting aspects most identified by Black and Hispanic/Latino employees. The task force also engaged the consulting services of a nationally recognized expert on diversity management in higher education to assist in further analyzing the results of the Cultural Values Assessment and development of the group's final report and recommendations.

For the second charge, the task force identified an institution that had recently been awarded the Association of Community College Trustees' Equity Award as their model best-practice institution. A subcommittee of the task force visited the model institution and met with its leaders during the institution's annual diversity and inclusion conference in 2012. The task force studied their approaches to advancing diversity and inclusion throughout the system and included these findings in their final report to the president. The third charge of the task force was accomplished through an internal analysis of the existing diversity and inclusion IEM, resulting in recommendations for an updated goal. Previously, the diversity and inclusion IEM focused on measuring racial and ethnic demographics related to workforce diversity at the college in comparison to the demographics of residents living in the college's district. The 2013 Task Force Report stated that the task force determined that this was an insufficient way to measure progress for a number of reasons, including the notion that the rate of change in the district's demographics would likely consistently outpace the college's hiring opportunities.

The task force then developed a comprehensive report in 2013 that presented rationale for their focus on diversity and inclusion at MWCC, highlighting the following benefits:

- Enhances student learning

- Attracts and retains quality faculty, and staff
- Addresses persistent discrimination issues in the workplace.

The report also shared findings from their research, which was followed by a list of recommendations for the president's consideration. The research conducted by the task force was centered on the details of its charge from the president and was based on current and best practices for optimizing institutional diversity and inclusion efforts at community colleges. The research included an examination of the institutional climate for diversity and inclusion at MWCC as well as an investigation of trends, strategies, and best practices for advancing diversity and inclusion with a particular focus on community colleges. The task force used the research they conducted to inform a set of recommendations that would address each aspect of the charge from the president.

The recommendations of the task force included a time-bound summary listing of prioritized recommendations that were arranged in order of their perceived ability to significantly alter and improve diversity and inclusion efforts at MWCC over a five-year period as outlined in Table 7.

Table 7. President’s Task Force on Diversity and Inclusion Recommendations

Phase	Task Force Recommendations
Phase 1 Priorities (Year 1)	<ul style="list-style-type: none"> • Conduct a national search for a Chief Equity and Inclusion Officer (CEIO)
Phase 2 Priorities (Year 2)	<ul style="list-style-type: none"> • Ensure Diversity Accountability • Provide Reciprocal Mentoring Program • Diversify Senior Leadership • Develop strategic hiring campaign for diverse faculty • Revise mission statement/institutional documents to reflect diversity • Establish Career Pathways Program • Create Job Coaching and Shadow Programs
Phase 3 Priorities (Year 3)	<ul style="list-style-type: none"> • Build Diversity Reward and Recognition Program • Encourage diversity on Board of Trustees and Foundation Board
Phase 4 Priorities (Year 4)	<ul style="list-style-type: none"> • Administer another Cultural Values Assessment campus-wide • Invite student input in faculty searches
Phase 5 Priorities (Year 5)	<ul style="list-style-type: none"> • Review campus definitions of diversity, equity, and inclusion • Examine equity and inclusion infrastructure • Revisit FY13 IEM targets • Campus Diversity Audit

(from 2013 Task Force Report)

The core recommendation of the task force identified in their 2013 report was for the president to authorize the creation of a cabinet-level Chief Equity and Inclusion Officer, whose level of authority would be sufficient for leading and advancing the college’s diversity and inclusion agenda. Regarding the work of the task force and the development of the recommendations contained in the report, the faculty member who served on the task force recalls:

This work has been on the agenda for a long time for people like myself who value the work of diversity and inclusion. We had come through a rollercoaster where we thought we are getting somewhere and then nothing happened. I was invited to be on this task force to give recommendations to the president regarding the work of diversity and inclusion. I value social justice, but I had been disillusioned. After working on that committee for a year and developing the recommendation, the president taking those recommendations and establishing the position gave me a little hope.

As suggested by the task force, the new Chief Equity and Inclusion Officer would have primary responsibility for initiating and implementing all other recommendations contained in the report. A job description with the suggested qualifications and position duties was also developed by the task force and included in the report (see Appendix H). As noted in that job description, the title for the position was proposed as Chief Equity and Inclusion Officer. Williams and Wade-Golden (2007) noted that the nomenclature surrounding the CDO title has been inconsistent, with many institutions referring to the institution's highest-ranking diversity administrator as the CDO. At MWCC, when the position was officially created, the title for the role became Special Assistant to the President for Diversity and Inclusion. Functionally, the Special Assistant operates as MWCC's CDO. For the purposes of this study, the title and role of CDO refer to the Special Assistant to the President for Diversity and Inclusion at MWCC.

Hence, the emergence of the CDO at MWCC is attributed to the president's decision to accept and act on the task force's recommendation to establish the role as a component of the college's administrative structure and serving as a member of the president's senior leadership team. As noted in the 2013 Task Force Report, the establishment of the CDO role would be "a central component of the movement toward institutional change the task force envisions." Additionally, the role would help to catalyze progress towards objectives identified in the college's new approach to its IEM regarding diversity and inclusion. They suggested that in Phase 5 of their recommendations, the new CDO position could help reconstitute this IEM by focusing on (1) measuring the percentages of new hires from underrepresented groups as opposed to measuring these percentages for the entire workforce, and (2) measuring separations of employees from underrepresented backgrounds. Regarding measuring

percentages of new hires, a faculty member who served on the task force noted that disaggregating hiring by ethnicity would more accurately reflect any progress made in this area related to diversity and inclusion. For measuring employee separations, the task force advised that the number should be proportional to or less than the overall employee separation rate each year.

MWCC CDO Appointments

As previously mentioned, MWCC has had two people serve in CDO appointments since the position was recommended by the task force and authorized by the president in 2012. The first MWCC CDO appointment was made in July of 2013, following the task force's submission of recommendation to the president. This person served in the role for three years, as each CDO pointed at MWCC is limited to this timeframe. Consequently, a search for MWCC's second CDO appointment was started in January of 2017. The institution's current CDO was subsequently appointed and began serving in the role in July of that year. Figure 4 illustrates a timeline of the institution's CDO appointments. As previously noted, the literature on CDOs in higher education indicates that the average length of experience for higher education diversity and inclusion leaders is fifteen years (Jaschik, 2011). Thus, MWCC's restricted timeframe for CDO appointments is not consistent with practices reported by other higher education institutions

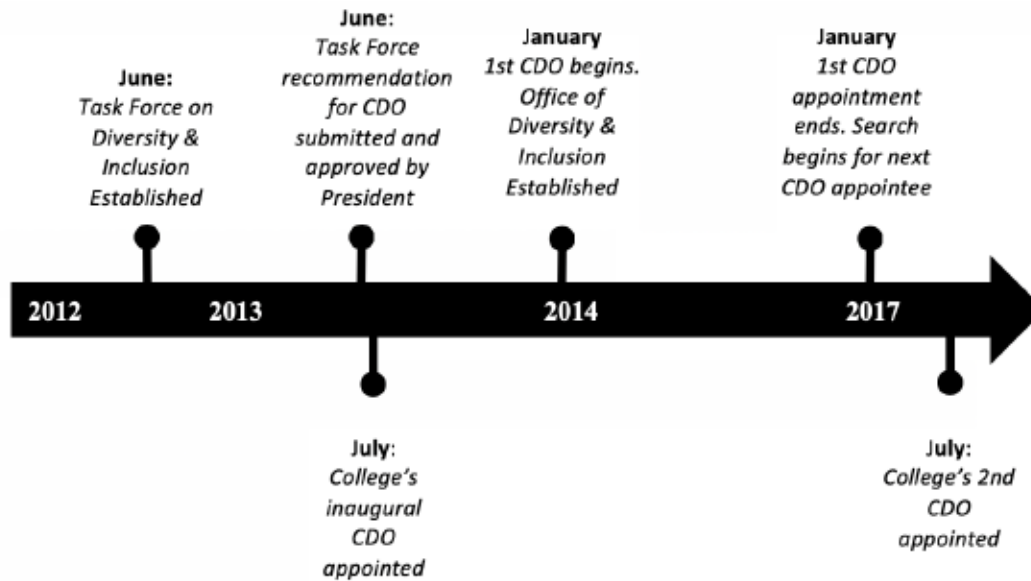


Figure 4. CDO Appointment Timeline

Creating the Foundation – MWCC's Inaugural CDO

MWCC's inaugural CDO was appointed in 2013 and began serving as the institution's first Special Assistant to the President for Diversity and Inclusion in January of 2014. As previously stated, this person has since been succeeded by MWCC's current CDO. Hence, for the purposes of the study, this person will be referred to as the institution's former CDO. Prior to the appointment, MWCC's former CDO served as an academic dean and had previously achieved tenure as a full-time faculty member. At the time of the CDO appointment, the position title also included Associate Provost, as the appointment incorporated responsibilities for college-wide curriculum and shared governance oversight. According to the president, the former CDO's strong reputation among faculty, comprehension of diversity and inclusion at MWCC, and demonstrated leadership experience were primary considerations for the CDO appointment. Regarding the selection for the person to serve in the CDO role, the president also noted that among the primary considerations was to ensure that it was someone that was

trusted by faculty and other leaders at the institution, but also someone that he felt would not cause difficulties if the appointment needed to be reconsidered. Thus, it needed to be someone in whom he had trust and confidence. This rationale also guided the decision to include MWCC's former CDO as a member of the president's Executive Council.

The former CDO's motivation to accept the appointment was based on several factors. First, she recognized the appointment as an opportunity to formally serve as the voice of the campus to the president. She noted that as an "informal voice," she was able to influence change on campus in some respects, but the CDO appointment offered more authority and political capital within the institution to effect change systemically and at every level. Secondly, as a direct report to the president and member of the Executive Council, the CDO appointment served as a professional development experience by providing additional leadership skills and insights. She also shared that this aspect of the CDO appointment spoke to larger issues in higher education related to the lack of leadership opportunities for women of color, and was, therefore, personally important. The literature concerning the lack of diversity in higher education leadership pipelines supports the former CDO's views in this regard (Cook, 2012; Perrakis et al., 2009). Finally, the former CDO felt that the appointment would be worthwhile due to its limited duration. The CDO appointment had a pre-determined end-date that would come three years later, so, if for some reason it became difficult or unsatisfying, she believed that another role within the institution would likely be available after the appointment ended.

In preparation for the CDO appointment, MWCC's former CDO stated that the book *Building a House for Diversity* (Thomas & Woodruff, 1999) offered sound guidance on leading and managing organizational diversity and inclusion efforts. In the book, the authors discuss the

complexities associated with managing organizational diversity and inclusion efforts, and how traditional approaches such as affirmative action and understanding difference were not sufficient for achieving organizational change. She noted that as the role began, Thomas and Woodruff's suggestions regarding effective organizational diversity and inclusion leadership were orienting concepts that helped crystallize her understanding of a CDO's mission and purpose within an organization:

Thomas' book helped me to see my job in many ways as creating space and influence for our faculty and staff, so that they could not only see themselves in the work but also feel some responsibility for helping create the type of climate we needed. In many ways, the CDO determines how diversity and inclusion work is to be delegated throughout the institution.

With the task force report also serving as a blueprint for how the work was to be prioritized, the combination of the two resources provided her with a good understanding of how to do the work and where to begin.

MWCC's former CDO developed and implemented several institutional initiatives, creating the college's institutional diversity and inclusion infrastructure. She also recognized that the possibility of new employees getting lost in a myriad of unspoken institutional rules and norms at MWCC could likely contribute to feelings of exclusion. To address this, the first CDO created a New Employee Reception for faculty and staff who had been employed at the college for three to six months. She noted that these events also served as informal focus groups to help understand institutional climate from a group of employees who were still learning the campus culture.

During her appointment, MWCC's former CDO shared that she focused on ensuring that the campus knew that they had a CDO and that the role would be perceived as important and

effective. Recognizing that the appointment was only for three years, she concentrated on efforts and initiatives that could be sustainable and easily transitioned to a successor. For example, she noted that establishing the diverse faculty fellows program included building important relationships with the human resources office, faculty, and the provost to ensure that the partnerships were made with the CDO position as opposed to the person who was occupying the position at the time.

As the appointment came to a close, the president and MWCC's former CDO made intentional efforts to prepare the campus for a leadership transition regarding the role. As suggested by Leske and Tomlin (2014), CDO succession planning is a critical process for institutions to follow to ensure continuity and should be considered a strategic component of institutional planning. As MWCC's current and former CDOs engaged in succession planning, it was determined that the current CDO would transition to a new role within the MWCC's senior leadership team and maintain membership on the president's executive council. Once appointed, the institution's current CDO would continue to report to the president, but for continuity and support purposes, the role would also collaborate with MWCC's former CDO daily. This arrangement amounted to a CDO succession plan that would allow the former CDO to serve as a mentor and advisor for her successor, offering daily guidance and support through the transition and throughout the appointment. MWCC's former CDO remains committed to the success of diversity and inclusion efforts at MWCC and continues to serve as an advocate for the work in her current leadership position at the institution.

Building on the Foundation – MWCC's Current CDO

MWCC's current CDO was appointed in July 2017. Prior to the appointment, this person had served as a full-time tenured faculty member at the institution and had not previously held any senior-level administrative or management positions. Study participants described MWCC's current CDO as an accomplished and respected faculty member who seems to understand the perspectives and needs of those who have been historically marginalized. This viewpoint may be related to her academic background and experiences in higher education. As a student, MWCC's current CDO had been the recipient and benefactor of fellowships for minority students, which helped provide perspectives on the importance of higher education systems that work to remove barriers for minority students. Additionally, her doctoral research focused on the historical construction of racism in society. Consequently, the combination of lived experiences as a minority student and her research background provided important context and conceptualization for the rationale, importance, and charge of the CDO at MWCC.

Like MWCC's former CDO, the motivation of the institution's current CDO's to pursue and ultimately accept the CDO appointment was dually purposed in personal and professional interests. From a personal perspective, as a person of color, she saw the appointment as paradigm shifting:

If you are part of a historically underrepresented or oppressed class, then the big mental shift is to realize that you are not in the victimization position anymore. You are in the empowerment position. The real mental block we can have is that we have been in the rhetoric of victimhood, so it is very hard to embrace empowerment because we didn't have the psychological preparation to enter into empowerment. In a position like this, you have to embrace your power, because historically we were told we could never have it.

Professionally, the CDO appointment was attractive because of its positionality as a member of the president's cabinet. MWCC's current CDO noted that reporting directly to the president provides the opportunity to have a direct impact on changing the institution and influencing outcomes as a lead change agent. Additionally, the appointment provides her with the opportunity to learn higher education leadership from senior administrators who are well-seasoned in the profession. As a "self-taught CDO," she found that becoming a student of every situation was an important position to take in determining what should be learned to best lead effectively at MWCC. Consequently, the current CDO expressed a recognition for the need to switch from becoming a decision-maker to a student of the situations that present themselves. She described her relationships with the president and former CDO as critical because they provided space to be a student who is not judged for lacking knowledge.

While her personal and professional motivations made serving as MWCC's current CDO an attractive faculty appointment, she also acknowledged that there are several significant challenges moving from full-time faculty to the executive ranks of the institution without prior administrative experience. Other study participants concurred with this finding. One of the challenges MWCC's current CDO faced when first entering the role included the need to move from a task-oriented environment to one in which the expectations are more centered in high-level perspectives and concepts. She characterized the transition as a "big intellectual leap" in this regard because faculty are required only to envision leading their classrooms, while administrators must envision leading the entire institution. The current CDO indicated that this shift included everything from understanding how to perform the work as an executive to understanding the language and discourse of senior leaders. For example, she shared that early

in the appointment, certain acronyms and terminology was used regularly in cabinet meetings that were completely unfamiliar to her. This resulted in her developing a vocabulary list of terms that would better enable her to fully participate in those meetings.

The void in experience as an administrator is one of the factors in the decision for MWCC's former CDO to serve as a mentor and advisor for the current CDO throughout her appointment. The current CDO noted that learning how to be a higher education executive and actually performing the CDO role were happening simultaneously. This is a challenge that her predecessor did not have to overcome, so having mentorship has been extremely helpful. Another challenge shared by the current CDO regarding the transition from faculty to administration is related maintaining a connection to teaching students. While helping students achieve their learning goals is an important priority for faculty, MWCC's current CDO suggested that purpose can disappear when moving to the executive level of the institution. As suggested by Pierce (2011), this is one of the reasons why many faculty do not aspire to occupy the administrative ranks of an institution. MWCC's current CDO expressed that she strives to maintain her faculty identity, as the three-year appointment could result in a return to the classroom and faculty ranks. MWCC's current CDO also believes that preserving the connection to faculty helps to bridge divides between faculty and administration, as well as provide a pathway for faculty to serve as institutional change agents. She shared that as CDO, her continuous messaging to faculty is that for those interested in impacting students and employees positively, the role of special assistant to the president is an important place in the college to be to realize that interest.

MWCC's current CDO expressed that a primary goal throughout the duration of her appointment is to make it obvious to others why a CDO is necessary for the college to have and then to demonstrate the importance of the role through initiatives that create positive institutional change. As the second person to serve a CDO, she shared that this is a less rigorous goal than when the position was originally added at MWCC, largely because of a very successful preceding CDO appointment. To illustrate the relationship and transition of the CDO role, MWCC's current and former CDOs often share an analogy with the college's employees that is related to the work of Thomas and Woodruff (1999). They note that much like building a house, MWCC's former CDO's role was to construct a foundation for the role, focusing largely on creating the infrastructure for the office of diversity and inclusion at MWCC. Her charge was to develop strategies that help to advance and subsequently assess the effectiveness of institutional diversity and inclusion in accordance with the task force report. The initiatives established by the former CDO represent the primary components of that foundation. With a foundation in place and the "house" now constructed, they suggest that in theory, MWCC's current CDO's role is to further build upon the foundation and ensure that it is properly reinforced and sustainable. This primarily includes creating or enhancing programming that is connected to and builds on the diversity and inclusion work that was previously established. MWCC's current CDO noted that the current work includes reporting on the work of the institution's first CDO because they now have the data needed to share their findings.

While the theoretical conception conceived by MWCC's current and former CDOs as their transitional approach to the role has been realized to some extent, certain unanticipated dynamics have required the focus to be shifted. MWCC's current CDO continues to advance

some of the foundational institutional initiatives that were created during the former CDO's tenure, such as MWCC's College's Minority Faculty Fellows program. Likewise, support for the college's three employee resource groups remains an important area of concentration for MWCC's current CDO. However, national and global diversity and inclusion-related issues that have manifested in various ways on the college's campus have required the institution's current CDO to focus more on climate-related issues that impact the entire institution. Consequently, the realization of new institutional imperatives for the CDO that were not previously expected signals that the foci for the position are evolving at MWCC. Given the nature of the CDO role at MWCC, preparing prospective successors is of importance to the current CDO. As previously noted, transitioning from a faculty appointment to administrative leadership without former experience as an administrator proved challenging for the current CDO. Because of the likelihood that the next faculty member to be appointed as CDO would face similar challenges, MWCC's current CDO is interested in developing an administrative leadership training certificate program for faculty members at the institution. The program would provide faculty with the technical knowledge and skills needed to lead as an executive-level administrator, but also help them to conceptualize how to transition from leading the classroom to leading the institution. She believes that her prior background and experience as leading faculty learning and development initiatives at MWCC's Academy for Teaching Excellence aligns well with this goal. While the leadership program would be beneficial for the institution's third CDO appointment, she also noted that the training would be broadly based on executive leadership so that it could be applied to other administrative roles as well. However, because of the limited three-year term of the CDO appointment, perspective successors for the role would

need to enter into the program prior to the start of the appointment in order to have the full duration of their appointment to lead the campus, institutional diversity and inclusion efforts.

MAJOR FINDING #2: CONSTRUCTION AND POSITIONALITY OF THE CDO ROLE AT MWCC

When the president decided to accept the recommendations of the task force and appoint the CDO role at MWCC, he also decided that the role needed to be constructed differently than those that existed or were being added at other higher education institutions.

He noted:

The task force didn't recommend this, but I thought it was important that we had some member of our tenured faculty lead that effort. I also thought it should be time-tempered. I really worried about letting an individual go into a role that easily could require them to take on the entire issue themselves. I thought if we rotate this role every three years or so among our faculty leaders, we would have a good chance of not focusing the effort in an individual, but really disseminating it across the campus.

He shared that his rationale for constructing MWCC's CDO role this way was that he believed tenured faculty at the institution were best positioned at the institution to serve as influential leaders in the role and could best establish its desired levels of credibility. They would also be best positioned to garner the attention and support of MWCC's employees.

Consequently, the CDO role at MWCC was created as a three-year appointment reserved for tenured faculty at the direction of the president. This appears to be a unique approach to the role, as constructions of the CDO role in higher education that appear in the literature do not suggest a rotational appointment, or one that is solely reserved for tenured faculty (Abdul-Alim, 2016; Arnold & Kowalski-Braun, 2011; Cooper, 2014; Harvey, 2014; Pickett et al., 2017; Stanley, 2014; Williams & Wade-Golden, 2013). Additionally, the best-practice research conducted by the task force and informed the development of a job description did

not propose this limited-term construction. Thus, study participants shared insights and opinions that led to these aspects of the CDO role at MWCC becoming a major finding of the study.

Tenured Faculty Appointment

The CDO role being a reserved appointment for tenured faculty did not appear to be concerning for MWCC. The president felt that this was an important qualification for the position. Other study participants concurred. They expressed that because of the prominence of tenured faculty among employee groups at MWCC, an appointment for this role that is solely reserved for someone who has achieved the rank of tenured faculty is an appropriate and effective approach. MWCC's current and former CDOs also expressed that their tenured faculty designations provide them with advantages for the role. They shared that having tenure allowed for them to more easily achieve buy-in with the faculty because of their shared status at the institution. This allowed them to quickly establish their credibility in the role and build important relationships.

Faculty and Administrator Perspectives

Sentiments regarding the importance of the role at MWCC being assigned to tenured faculty were also shared by other administrators and faculty. Many of the study participants believed that tenured faculty appointments were appropriate for the CDO role. However, some of the study participants had mixed feelings. For example, one tenured faculty member opposed the idea of the CDO role being exclusively designated for tenured faculty and suggested that many faculty may not have some of the administrative, managerial, or

leadership skills that are required to serve as a senior administrator. MWCC's Chief Academic Officer shared this view, noting also that faculty primarily want to teach and may not be interested in serving as administrators. Consequently, the view that the CDO role at MWCC should only be occupied by tenured faculty was not consistent among faculty and administrators in the study. The data suggested that some faculty and administrators have dissenting opinions about the appropriateness of this approach for CDO appointments at the institution. Nevertheless, the majority of the study participants did express that reserving the role for tenured faculty was appropriate for the institution. Their views further suggest that faculty at MWCC represent an important and influential demographic within the college's workforce.

Staff Perspectives

Staff representatives participating in the study agreed with faculty and administrators on the importance of the MWCC CDO being tenured faculty. They expressed that although the current construction of the position makes staff employees ineligible to apply, the tenured faculty appointment is still an appropriate choice. For example, a staff employee who leads the LGBTQIA employee resource group expressed that the CDO's rank as tenured faculty has been instrumental in helping to amplify the group's needs and concerns:

The Chief Diversity Officer has done a very good job of making sure our needs were met. I don't know if that would have happened if the person were not a tenured faculty member because they are so respected and perceived to be so important at MWCC.

Staff members participating in the study were unanimous in their support of MWCC faculty leading diversity and inclusion efforts at the institution. Consequently, multiple constituent groups represented in the study expressed that having a tenured faculty member to lead

institutional diversity and inclusion efforts at MWCC provides advantages for serving in the role. However, it was also suggested by some participants that other skills required for the CDO role that may not be inherent for faculty are needed for them to serve MWCC in this capacity.

Three-Year Rotational Role

Some study participants supported this approach that was brought forward by the president and asserted that after a period of time, the role needed someone new to keep the ideas fresh. Study participants in favor of this approach argued that rotating CDO appointments would reduce the risk of one person becoming either overburdened or too fatigued by the work to sustain its effectiveness. They also noted that the rotational appointment also helps to evolve diversity and inclusion efforts at MWCC, inviting new approaches that can address institutional imperatives as they change over time.

Faculty and Administrator Perspectives

The three-year rotation of the CDO position was not supported by all faculty and administrator study participants. Those that did not agree argued that the rotational approach causes instability and creates the perception that the CDO role is not permanent in the leadership ranks of the institution. Participants who shared this concern noted that bringing a new person to the position every three years failed to provide and communicate stability, which they felt could undermine the long-term efficacy of the role. They agreed with the rotational approach but felt that the limited duration of the appointment may not provide enough time for the appointee to fully develop and implement strategies that result in long-term change for MWCC. Thus, they expressed rotating a new faculty member to serve in the

CDO role every three years fails to communicate a true commitment to the role or the success of the person selected to serve as CDO.

Staff Perspectives

Staff perspectives regarding MWCC's three-year rotational CDO appointment were also mixed. While some participants felt that rotating employees offer renewed energies and perspectives for the role, others indicated that the temporary nature of the appointment could be communicating a lack of stability and consistency in diversity and inclusion leadership for the institution. Thus, the concerns regarding this aspect of the role were consistent among faculty, administrators, and staff. One study participant also noted that the three-year rotational duration of the role included the impression that appointment was potentially renewable for at least one additional three-year term. The idea, brought forward by an MWCC staff member participating in the study, suggested that this strategy might be employed in the event that appropriate and interested candidates could not be identified for the appointment. However, this notion of a renewable appointment was not corroborated by other study participants, including the president and MWCC's current and former CDOs.

CDO Positionality at MWCC

As previously stated, the official title for the CDO at MWCC is Special Assistant to the President for Diversity and Inclusion and is positioned to report directly to the president. The president stated that the person serving in the CDO role is also designated as a member of the president's cabinet, which was an important feature of the role. The president made this decision to ensure that MWCC employees understood that the CDO would have his ear at all

times because they would be dealing with matters of great importance to him. The positionality of the CDO at MWCC is noted in Figure 5.

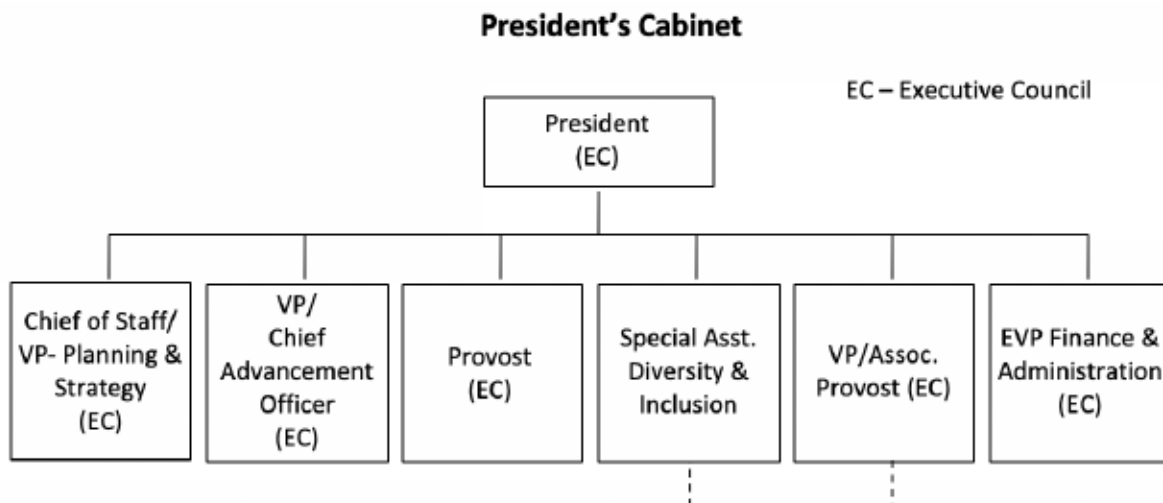


Figure 5. MWCC Leadership Organizational Chart FY18

As depicted, the organizational structure of the institution's leadership also includes two important features related to the CDO. First, the president's cabinet shows that each member, with the exception of the CDO, is a member of MWCC's executive council. The college's former CDO, who also serves as a member of the executive council, noted that this positioning is simply related the purpose and function of the executive council and not related the importance of the CDO role. For example, MWCC's former CDO explained that the executive council serves as the president's inner circle of advisors. In contrast, the president's cabinet serves as the overall senior leadership and decision-making body for the institution. She further noted that although MWCC's current CDO is not a member of the executive council, the position provides and receives consultation on issues related to diversity and inclusion that may arise from the executive council. Another important distinction was that when the institution's

first CDO was appointed, the appointment included membership on the executive council. However, this was largely due to the appointee's extensive administrative leadership experience at the institution. The current positioning of the CDO role maintains direct reporting and interactions with the president, so membership on the executive council does not appear to lessen the role's visibility or leadership stature at the institution. MWCC's current CDO did not express concern regarding this change and noted:

My direct reporting relationship to the president gives me the access I need. Not being a member of his Executive Council has not limited my involvement in important leadership decisions for the college or makes the role any less important.

The second distinctive feature of MWCC's leadership structure is a dotted-line reporting relationship between the current CDO and the Vice President/Assistant Provost. In this scenario, the structure is related to the people serving in those roles and creates a reporting relationship between the college's current and former CDOs. While the CDO is a direct report to the president, the dotted-line relationship provides the current CDO with the opportunity to be mentored and consulted by the former CDO on the day-to-day responsibilities and actions of the role. Thus, this relationship is not due to the functional responsibilities of each position but is more so an attempt to maintain continuity of the CDO role at MWCC.

MWCC CDO Archetypes

As discussed in the literature review, there are several organizational and role archetypes as associated with CDOs in higher education (Pickett et al., 2017; Williams & Wade-Golden, 2007). Although MWCC's unique construction of the CDO role (i.e., three-year faculty appointment) is not specified in previous research, the specific organizational and role archetypes that represent how the role is carried out at the institution are present in the

literature. Consequently, MWCC's CDO organizational and role archetypes align with those practiced at other higher education institutions.

MWCC's CDO Organizational Archetype

The CDO organizational archetype that most resembles MWCC's structure is the Collaborative Officer Model (Williams & Wade-Golden, 2007). This archetype, as described in Table 3 operates with limited human resources but includes a high-ranking CDO who is empowered to lead institutional diversity and inclusion efforts. Since the inception of the role, MWCC's CDO leads and operates the Office of Diversity and Inclusion with the assistance of an administrative assistant but does not include additional staff members. When the position was created, the institution's former CDO felt that this was an appropriate archetype for the college and that positionality on the president's cabinet provided the organizational capital needed to mobilize others to help the CDO when needed. This approach allowed MWCC's employee resource groups to serve as supplemental staffing resources for the CDO. Additionally, this archetype helped to ensure that issues that were not meant to be the focus of the CDO's work were directed to the appropriate offices at the college. For example, student-related issues that were brought to the CDO were re-directed to the Office of Student Life. Similarly, employee issues related to potential violations of MWCC's non-discrimination policy were referred to the Office of Human Resources.

As the CDO role has further developed at MWCC, some study participants believe that its organizational archetype must develop as well. For example, MWCC's former CDO shared that the archetype was sufficient when the role was conceived but foresees a time in which more resources will be assigned to the role. Other study participants reported more specific

concerns that were related to the CDO and the Office of Diversity and Inclusion needing more direct support resources, as well as approaches to the work. One study participant noted:

I think the position would benefit from growth, where there are more people assigned to do this work. Right now, it's falling on other people to help, but it's not a part of their job. So, they run into issues of how much time they are spending not doing their jobs so that they can do this other work.

Faculty and staff study participants alike shared that the role and its associated work must respond to evolving diversity and inclusion needs at MWCC and now requires more people directly involved in managing and leading institutional efforts. They conveyed that expanded resources that are dedicated to the efforts of the CDO and Office of Diversity and Inclusion could also add more diverse perspectives on how the work is approached. Consequently, study participants suggested that MWCC's Collaborative Officer archetype was likely appropriate during the role's inception. However, as the CDO position and Office of Diversity and Inclusion progressed at MWCC, they advised that a CDO organizational archetype that corresponds to the institution's current diversity and inclusion landscape is now needed.

MWCC's CDO Role Archetype

The CDO role at MWCC reflects the Employee Officer archetype (Pickett et al., 2017). As depicted in Table 4, this model describes the CDO who is primarily focused on employee recruitment, retention, and engagement. MWCC's Institutional Effectiveness Measure (IEM) for diversity and inclusion suggests this orientation of the role as well, indicating that institutional effectiveness regarding diversity and inclusion is measured by progress and improvements reflected in the college's workforce demographics. Furthermore, the task force recommended priorities for the CDO, as shown in Appendix H, suggested tasks for the CDO that are largely

focused on supporting and serving the college's employees. This approach helped to address the workforce-related benefits of focusing on diversity and inclusion at MWCC that were articulated by the task force. However, the Employee Officer archetype does not expressly speak to any benefits associated with enhancing student learning that the task force also cited in their report.

Like its organizational archetype, MWCC's CDO role archetype has remained constant through its two position appointments. None of the participants indicated that they perceived that the current construction of the role was to have purposes and responsibilities outside of the recruitment and retention of a diverse employee base for MWCC. However, one participant assumed that the CDO role also included responsibilities for managing institutional compliance related to diversity and inclusion, such as Equal Opportunity Employment (EEO), Affirmative Action, and Title IX. MWCC's current and former CDOs confirmed that these responsibilities are not included in the CDO's portfolio at the institution, and that these responsibilities are carried out by the Human Resources division.

The previous and current initiatives that the CDO has been responsible for leading and managing further suggests that the Employee Officer role archetype is MWCC's chosen model for the CDO role (Pickett et al., 2017). Although some study participants indicated an interest in the future expansion of the CDO's focus to include students, no evidence was discovered during this study indicating any immediate or concrete plans to convert MWCC's CDO role archetype to another archetype or expand its focus. Consequently, it appears that the college will continue operating with the Employee Officer CDO role archetype for the foreseeable future.

MAJOR FINDING #3: CDO INFLUENCE ON ORGANIZATIONAL CHANGE AND INSTITUTIONAL CLIMATE

Data collection for this study revealed primary areas in which MWCC's CDO has had an impact on organizational change. The CDO's primary areas of influence on organizational change were found in employee recruitment and retention, consistent with the foci of its Employee Officer CDO Role Archetype (Pickett et al., 2017). Additional findings were related to the CDO's impact on the college's institutional climate for employees. These findings suggested that the CDO role at MWCC has helped to influence organizational change and the climate in which employees work at the institution.

Organizational Change

In accordance with the priorities for the CDO forwarded in the 2013 Task Force Report, the employee-facing concentration of the CDO role at MWCC has resulted in the development and implementation of several initiatives that have amplified diversity and inclusion in the institution's hiring practices and employee retention strategies. These foci are also specified in the IEM for diversity as well as in the 2016 College Plan's strategic direction for inclusion. Consequently, findings from this study indicate that some specific initiatives led by the CDO that are associated with organizational change and have resulted in improved diversity and inclusion in MWCC's recruitment and retention of employees. Examples of these efforts include the Minority Faculty Fellow program and MWCC's Diversity Scorecard. Both initiatives were established by MWCC's former CDO and have been maintained throughout the institution's second CDO appointment.

Minority Faculty Fellow Program

The Minority Faculty Fellows program (pseudonym used to avoid revealing the identity of the institution) was established to improve faculty diversity at MWCC. Deficits in faculty diversity is not an issue that is restricted to MWCC, as many institutions across the nation have faced this challenge (Taylor et al., 2010). The program consists of two paid teaching fellowships for prospective faculty members whose backgrounds have been historically underrepresented in higher education. In addition to teaching experience, the program provides an annual stipend, full benefits, professional development, and mentoring to the two fellows who are accepted into the program. The fellowship is for two years. After the first year, participants are evaluated to determine if a second year will be offered for them to continue in the program. At the time of this writing, the two current faculty fellows who participated in this study were in the first year of their fellowships with hopes of being offered a second-year appointment. They noted that the teaching experience, mentorship and coaching, and professional development opportunities were some of the most beneficial aspects of the program.

Since the establishment of the Minority Faculty Fellow's program in 2014, MWCC has selected two minority faculty fellows each academic year. The teaching assignments have varied by academic concentration as well. According to the MWCC's former CDO, selecting different departments was an intentional attempt to ensure that faculty diversity efforts did not become concentrated in one specific area or academic unit. Table 8 shows the Minority Faculty Fellow appointments since the inception of the program

Table 8. Minority Faculty Fellow Appointments

Academic Year	Number of Minority Faculty Fellows	Teaching Disciplines
2014-2015	2	Math and English
2015-2016	2	Business Administration and Humanities
2016-2017	2	History and Sociology
2017-2018	2	Kinesiology and Paralegal Studies

As previously discussed, the diverse faculty fellows program serves as a method for creating pathways to achieve more diversity within the faculty ranks of MWCC. While the faculty fellow appointments are for two years, it is anticipated that fellows will be selected for full-time faculty appointments after the completion of their fellowships. However, achieving this is also dependent upon the availability of vacant full-time faculty positions in the respective academic disciplines of each fellow. To date, the program has produced one faculty fellow who was hired as a tenure-track faculty member in 2017. At the time of this writing, one other diverse faculty fellow had progressed to the final pool of candidates for a tenure-track faculty appointment and was awaiting the outcome of the search.

Diversity Scorecard

A broader institutional strategy for creating greater diversity in employee recruitment and retention at MWCC is the Diversity Scorecard. Introduced in 2016, the Diversity Scorecard was among the recommendations in the 2013 Task Force Report to provide a mechanism for operationalizing the institution’s diversity IEM while creating accountability within each division of the institution. MWCC’s former CDO worked collaboratively with employee resource groups to develop the scorecard metrics and with the Office of Institutional Research to develop the

operational definitions for each metric. Data collection for the scorecard began in 2016 for all divisions and departments of the college. MWCC's current CDO indicated that Diversity Scorecard data is expected to be reported out to the institution before the conclusion of her CDO appointment.

MWCC's former CDO noted that there were two primary purposes for developing the Diversity Scorecard: (1) fulfill the task force recommendations, and (2) to help identify specific departments or areas in the college that might need more help than others. As shown in Appendix I, MWCC's Diversity Scorecard compares data from individual departments and divisions with overall institutional data in four metric categories: recruitment and advancement, retention, service and professional development, and student opinion and satisfaction. Each metric area identifies specific areas in which the department or division must compare their respective data to the entire college's data. This information is captured through MWCC's Human Resources Information System and used as a quantitative metric to help determine if departments and functional units are making progress in the diversity of their respective workforces. Service and professional development are also quantitative metrics and help to determine if decision-making groups and learning and development initiatives at MWCC are diverse and inclusive.

While these metric areas primarily capture quantitative data, the student opinion and satisfaction metric included in the Diversity Scorecard utilizes data from surveys that offer the opportunity to view and analyze qualitative data regarding student's interactions with MWCC's faculty and staff. Data regarding overall institutional experiences for students are captured through the Community College Survey of Student Engagement (CCSSE). Additionally, course

surveys, that MWCC refers to as Student Opinionnaires of Instruction (SOI), and student service center surveys provide data on more specified interactions for students with MWCC faculty and staff. This information helps to determine the impact of workforce diversity and inclusion efforts on student experiences at MWCC.

Institutional Climate

Data collection for this study revealed that two principal methods have been utilized to determine how the CDO identifies institutional climate-related issues. The Cultural Values Assessments measured the values employees felt were both present and needed at MWCC to create an inclusive culture and environment. Bias incident reporting was another method used to measure the institutional climate, helping to identify specific diversity-related issues and areas of concern. These mechanisms also help to assess the CDO's influence and impact on the overall campus climate.

Cultural Values Assessments

In accordance with their charge of assessing the current state of diversity and inclusion at MWCC, the task force led efforts to conduct an institutional Cultural Values Assessment (CVA) survey in 2013 as a means of identifying the values that employees found to be most important for achieving their desired campus climate and culture related to diversity and inclusion. The CVA also identified the institutional values employees believed to be most prevalent at the time of the assessment. Among the findings, the task force noted that employees from racially underrepresented backgrounds tended to be more likely to identify and express that they had experienced discrimination, blame, isolation, and internal

competition. They perceived this as limiting, inhibiting the institution's ability to promote other positive or desired cultural values. Further analysis of the CVA data for this area was conducted through focus groups and campus feedback sessions, which provided additional information that supported the CVA findings. Ultimately, the top three values that employees believed MWCC should better integrate into the campus culture in order to improve the institutional climate for diversity and inclusion were: open communication, collaboration, and respect.

These data helped to inform the recommendations contained in the 2013 Task Force Report. Among those recommendations was for MWCC to conduct a second CVA in the phase four priorities for the CDO. Accordingly, a second CVA was administered in 2016 as quasi-experimental research to help determine if the recommendations that were forwarded by the task force resulted in an improved climate for diversity and inclusion at MWCC. More specifically, the task force wanted to know if the aforementioned top three desired cultural values for diversity and inclusion were becoming more integrated in MWCC's culture. After conducting and analyzing the results from the second CVA, the data from the 2013 and 2016 CVAs were compared to identify areas of progressions, stagnation, and regression for common institutional values measured by the instrument. Table 9 shows a comparison of values that positively and negatively impact the culture and climate at the college and their respective rankings.

Table 9. MWCC CVA Current Culture Values Comparison

Current Cultural Value	Progression	2013 Rank	2016 Rank
Bureaucracy	Even	1	1
Hierarchy	↓	2	3
Community Involvement	↓	3	4
Goals Orientation	↓	5	7
Cost Reductions	↑	6	2
Confusion	↓	8	12
Diversity	↓	9	13
Controlling	↓	10	16
Favoritism	↑	11	8
Territorial Behavior	↑	12	5
Achievement	↓	13	14
Micro-Management	↑	14	11
Continuous Learning	↓	16	17
Mission-Focus	↑	19	18

Based on the comparison data, diversity appeared to have declined as a prioritized value for employees at MWCC. As the work of college’s inaugural CDO began in 2014, the decline might suggest that the addition of the role and its subsequent efforts have not positively influenced the institutional value that MWCC employees place on diversity and inclusion at the institution. However, a study participant who served on the task force clarified that the CDO role was not necessarily intended to solely impact the results of the CVA. Furthermore, a 2016 report that compared data from the two CVAs noted that although diversity fell out of the listing of the top Current Culture values, it maintained its status as a top request for the desired cultural identified by employees. To protect the anonymity of the case study institution, a full citation of the CVA report is not provided to avoid revealing the identity of the institution. Table

10 shows a comparison of the desired cultural values. The CVA identified the desirable elements of the overall culture at MWCC that employee expressed as important, and further identified the values within the culture that needed to be demonstrated to achieve the desired culture. The 2016 CVA illustrated that diversity remained a top desire cultural value for employees.

Table 10. MWCC CVA Desired Culture Values Comparison

Desired Culture	Top Desired Values 2013	Top Desired Values 2016
Trust/Engagement	Accountability Collaboration Employee Engagement	Accountability Collaboration Employee Engagement
Direction/Communication	Information Sharing Open Communication	Transparency Open Communication
Supportive Environment	Acceptance Diversity Respect	Acceptance Diversity Respect

Bias Incident Reporting Protocol

Under the leadership of MWCC’s former CDO, another method that was developed to identify and respond to institutional climate-related issues associated with diversity and inclusion is the Bias Incident Reporting process. The process provides employees with a tool for reporting incidents of bias that they have experienced on campus and perceive to be related to some aspect of their cultural identities. Those who feel that they may have experienced a bias-related incident can report the occurrence through an online reporting form that is received by the CDO, or they can report the incidents in person. The CDO serves as Ombudsmen for reported bias incidents, and after an initial analysis, directs the incident to the appropriate

areas of the institution for follow up and resolution. Regarding the Bias Incident Reporting Protocol, MWCC's former CDO noted:

The Bias Incident Reporting Protocol was a really good way for me to tell how we were doing on climate. It created a space to have a conversation with people. From the beginning, people started coming to me so I learned very quickly what the climate really was. Before that, I knew what the climate was in my little part of the world, but I didn't really know what the climate was like for the entire campus. Ninety to ninety-five percent of what came to me as bias tended to be poor management or poor leadership, but as bias incidents from certain sectors and certain employee groups started to taper off, it told me something anecdotally about how the climate was shifting. Likewise, when they ramped up, it told me something as well, so I could see patterns of change in the climate.

MWCC's current and former CDOs agreed that their role in bias incident reporting is to serve as a resource for those who have experienced these incidents and as a partner and consultant for the organizational units who are charged with addressing and resolving the issues. Thus, they view the CDO role in the bias incident reporting process as more consultative than investigative. From an investigative perspective, the CDO is charged with receiving the reports, obtaining the facts surrounding reporting bias incident, and determining if the reported incident is aligned with the definitions and purposes associated with MWCC's bias incident reporting process. More importantly, the institution's first CDO shared that the consultative aspects of the CDO role in this process are to help discern if the incident meets the definition of a bias incident and to determine long-term solutions that would address potential systemic issues that reported bias incidents may reveal.

Expansion of CDO's Focus on Institutional Climate

The Employee Officer role archetype of the CDO at MWCC is centered on employee-related diversity and inclusion initiatives (Pickett et al., 2017). However, unexpected external issues have resulted in the college's current CDO needing to expand the role's focus on

institutional climate issues to include matters that can potentially impact the entire campus community. MWCC's current CDO noted:

If I had the luxury, I would continue to expand the work of my predecessor by focusing on recruiting more diverse faculty fellows and increasing buy-in across the institution for the diversity office to keep supporting the message. What I have discovered is that the role has brought me into creating entirely new initiatives to address situations we were not anticipating when the task force report was written and the CDO role was introduced to the campus. Newly introduced campus climate issues require a crisis-management approach, which was totally unexpected.

For example, she suggested that one of the unexpected climate-related issues that also signaled a change in the focus of the work as CDO was the rescinding of protections from deportation that were granted within the Deferred Action for Childhood Arrivals (DACA) program in 2017 (Shear & Hirschfield-Davis, 2017). The current CDO shared that the decision had a direct impact on MWCC's students and employees, and accordingly, she needed to become the point person for coordinating the institution's understanding of its impact. She also needed to be able to effectively advise the president on issuing resolutions that communicated the institution's position on the matter. This was described by MWCC's current CDO as a "watershed moment" that helped refocus where the CDO's impact can be and will likely continue for the foreseeable future.

Consequently, MWCC's current CDO sees crisis management as a new area of focus and competency development for the CDO role at MWCC to address climate issues driven by external forces that might present themselves at the institution. However, this expanded focus was not perceived as a concern. She sees this development as beneficial for affirming the importance and efficacy of the CDO role:

When something is happening in the world and the campus calls on me to respond, I know I am making progress because they recognize the role to be effective. They could be emailing someone else, but they are emailing me.

In the event that external issues related to diversity and inclusion become more prevalent and manifest at MWCC, the current CDO believes that the role will be significant in helping to coordinate the college's institutional responses as well as help educate faculty, staff, and students on how to navigate the associated and ensuing conversations.

Institutional Planning and Decision-Making

Study participants shared their belief that the CDO has been particularly influential in making the campus more attentive to institutional issues related to diversity and inclusion, which they also believe has subsequently helped to create favorable change within the organization. Statements made by study participants in this regard suggested two factors that support this finding. First, as members of the president's cabinet, the current and former CDOs affirmed that the role has provided pathways to influence institutional planning being conducted at the highest levels of the organization. For example, the former CDO attributes the positionality of the role as one of the reasons that inclusion as has been selected by senior leadership as one of three strategic directions that guide the 2016-2019 College Plan (a full citation of the 2016-2019 College Plan is not listed in the references to avoid revealing the identity of the institution). Similarly, MWCC's current CDO shared that the role has helped to influence how other leaders prioritize diversity and inclusion in their respective organizations.

Secondly, study participants suggested that the CDO has influenced organizational change by improving the efficiency of MWCC's diversity and inclusion efforts. One study participant noted that having a CDO has helped connect and coordinate all of MWCC's

institutional diversity and inclusion efforts, saving resources, time, and energy. This was perceived as a very important benefit for the college and more efficient way to approach the collective work of the institution. Other study participants indicated that the centralization of diversity and inclusion leadership in the CDO role helps to model collaborative leadership at MWCC, consistent with the institution's Collaborative Officer CDO organizational archetype (Williams & Wade-Golden, 2007). They reasoned that collaborative leadership results in efficiencies for the institution because institutional diversity and inclusion activities become mutually reinforcing with other areas of the institution, allowing resources to be leveraged more effectively.

Study participants also suggested that the promotion and utilization of data-based decision making by the CDO has helped to increase organizational efficiency by helping determine how efforts should be prioritized and appropriately resourced. They noted that at times, MWCC's diversity and inclusion challenges and opportunities appeared to be anecdotal and limited in scope. Accordingly, some of the study participants described diversity and inclusion efforts prior to the advent of the CDO as "reactive," "short-lived," "short-sighted," and based primarily on disjointed individual concerns that were communicated by employees at multiple levels of the institution. They noted that beginning with the former CDO, a more systematic approach for identifying and addressing institutional issues related to diversity and inclusion was introduced and is being continued by the current CDO. A fundamental component of this approach has been the utilization of data collection and analysis tools, such as the Diversity Scorecard and the Cultural Values Assessments. The tools were developed or adapted for managing diversity and inclusion at MWCC, leading to the CDO's ability to effectively

develop data-based institutional strategies that address broad systemic issues as well as individual concerns.

MWCC and Inclusion Diversity Awards

Additional findings related to the CDO's influence on organizational change and institutional climate at MWCC were related to awards and recognition the institution has received for its diversity and inclusion efforts. MWCC has been formally recognized as a leader in institutional diversity and inclusion among community colleges as well as within the larger higher-education sector. In 2017, the institution received a diversity award from a regional community college association for its leadership in advancing diversity, equity, and inclusion at the institution. A full citation of the organization's website is not listed in the references to avoid revealing the identity of the institution. The website of this organization reports that the award is given to community colleges in which the board of trustees and the chief executive officer have demonstrated exceptional leadership in creating an institutional environment where diversity and inclusion have expanded opportunities for historically underrepresented and underserved communities. A 2017 news article reported that MWCC's programs that provide support to low-income, underrepresented minority, and returning adult students were cited as some of the reasons for the institution being selected for the award (a full citation of the 2017 news article not listed in the references to avoid revealing the identity of the institution). However, the award criteria also require that the recognized institution provide evidence that reflects an institutional commitment to employing and promoting a diverse workforce. Accordingly, the employee recruitment and retention efforts associated with the CDO's role at MWCC were cited as reasons that the institution received this honor.

MWCC has also received the Higher Education Excellence in Diversity (HEED) Award. The award is given to institutions of higher education that demonstrate an exceptional commitment to diversity and inclusion (INSIGHT into Diversity, 2018). The application for the award asks institutions to respond to 46 questions about their institutional efforts and progress related to student success, employee recruitment and retention, and diversity management. Of these questions, 32 are related to employee recruitment and retention or diversity management at the institution. Although improved retention and graduation rates for minority students were among the accomplishments that led to MWCC's selection for the award, diversity and inclusion initiatives that can be attributed to the CDO's work, such as the Diversity Scorecard, employee resource groups, and the Diverse Faculty Fellows program, were highlighted as contributing factors for the MWCC winning the award as well.

CONCLUSION

Chapter Four presented data from interviews with selected MWCC faculty, staff, and administrators who are familiar and have interacted with the role of the CDO at the institution. The purposeful sample of study participants included the college's inaugural and current CDOs, as well as individuals who were involved in the creation of the position. The interviews were conducted at MWCC, allowing for data collection in the research setting with the study participants. Data collected from interviews addressed the study's research questions, providing participants with a vehicle to share their qualitative personal accounts of the construction, progression, perceived efficacy, and their current insights related to the CDO role. Study participants were candid in sharing their personal accounts and insights regarding the

efficacy of the role of the CDO, including how they perceive the role has influenced organization change and the institutional climate at MWCC.

Chapter Four also presented data collected from reviews of institutional documents and electronic media associated with the creation, development, and activities of the MWCC CDO and Office of Diversity and Inclusion. To avoid revealing the identity of the institution, full citations of the documents and institutional information that was reviewed for the purposes of this study are not included in the references. Historical documents related to diversity and inclusion planning and management at the college were reviewed to provide chronological context and rationale support for the creation of the CDO role. Additionally, institutional websites, media stories, institutional reports, and current publications were reviewed for data collection regarding present-day activities and initiatives that are attributed to the CDO's position responsibilities. Chapter Five analyzes data from Chapter Four and discusses significant conclusions that were reached and recommendations for future research.

CHAPTER FIVE: ANALYSIS AND DISCUSSION

INTRODUCTION

This chapter presents discussion and recommendations for this qualitative case study examining the CDO's role at MWCC. The research questions the study sought to answer were:

- How does the role of CDO emerge at community colleges?
- How are community college chief diversity officer roles constructed and positioned within these institutions?
- How does the chief diversity officer influence organizational change and institutional climate at community colleges?

The discussion includes significant conclusions based on the findings that were presented in the previous chapter. This chapter will also offer recommendations for future research.

Explanation building was employed as the analytic strategy for this qualitative case study, which provided a rich description of the CDO role at MWCC and allowed for the identification and exploration of the above-mentioned themes (Yin, 2014). The primary methodological approach used presented the narratives of the study participants along with corresponding information obtained from document reviews, permitting an iterative process to build and ultimately explain the case for the CDO role at MWCC. As such, the findings of this case study may not be generalizable for other community colleges. The analysis that follows discusses three over-arching themes that emerged from the study and successfully responds to the research questions.

THE EMERGENCE OF THE CDO ROLE: HISTORICAL CONTEXT AND PRESENT-DAY STRATEGIES

The first theme relates emergence of the CDO role at MWCC. The data analysis indicated that the CDO role evolved from recommendations made to the college president by an appointed task force as a means of addressing contemporary institutional diversity and inclusion issues and aligning the college with current higher education best practices. The task force recommendations appeared to offer relevant and informed strategies based on their charge from the president and provided improved accountability for institutional progress from previous efforts. Though some of the historical institutional diversity and inclusion strategies that preceded the current CDO role and efforts have been successfully sustained over time, previous diversity and inclusion planning did not appear to be germane in the development of the CDO position or broader institutional diversity and inclusion priorities. These previous efforts could have provided important context to potentially inform present-day approaches to diversity and inclusion planning for MWCC.

As presented in the findings revealed in Chapter Four, institutional diversity and inclusion efforts at MWCC that include a designated leadership role can be traced back to the 2002 appointment of an Associate Vice President for Human Resources, Diversity and Organizational Development and the establishment of an office to house the activities associated with the role. The creation of this role was preceded by the 2001 Diversity and Inclusion Plan. Given their timing and order, the plan served as the catalyst and foundation for the establishment of the institutional diversity and inclusion leadership position. As some of the institutional initiatives that were established during that time still exist at MWCC, the Diversity

and Inclusion Plan and Assistant Vice President role were instrumental in the creation of diversity and inclusion initiatives that have been sustained at the institution.

While the task force report acknowledged the prior diversity and inclusion strategic plan at MWCC, the recommendations forwarded to the president were not based on and did not include an evaluation of those efforts in determining the institution's new CDO role and responsibilities. The task force was diligent in its assessment of the institution's current climate and needs regarding diversity and inclusion and was thorough in researching contemporary best practices in community colleges as charged by the president. However, in comparing the 2001 Diversity and Inclusion Plan with the 2012 Task Force Report, certain promising strategies that could have served as important foundational information for the task force appear to have been overlooked and are described below. While the task force report appears to be much more thorough in assigning accountability, an appraisal of the 2001 Diversity and Inclusion Plan by the task force may have expanded their scope and, subsequently, better informed their recommendations.

Diversity and Inclusion Plan vs. Task Force Report

The initiatives and priorities forwarded in the 2001 Diversity and Inclusion Plan and the 2013 Task Force Report share similarities. The two documents began by forwarding institutional data that provided evidence and the rationale for a comprehensive strategy to improve diversity and inclusion outcomes at MWCC. In both documents, this information was followed by published research on diversity and inclusion in higher education regarding its impact on student outcomes and institutional effectiveness, further making the case for the respective approaches. Furthermore, both approaches provided goals and corresponding strategies for

diversity and inclusion in areas that focused on employee recruitment, hiring, and retention. Finally, diversity and inclusion goals related to employee retention in both documents were primarily centered on strategies that assess and improve the institutional climate at MWCC.

The plan and report became divergent in two areas: accountability and scope. While both documents communicated accountability by assigning responsibility to individuals for leading each of the goals respectively, the approaches were different. The 2001 Diversity and Inclusion Plan assigned each of the eight goals to MWCC's senior leaders, who also served as members of the diversity and inclusion committee at the time. Leadership assignments for each goal were also based on the individual's area of responsibility at the institution. For example, the goal and associated tasks for curriculum and teaching were assigned to the provost at the time, with support from other faculty members serving on the committee. Similarly, the goal for student experience and development, which focused on intercultural student engagement, was assigned to the Vice President for Student Affairs and other committee members. Although the aforementioned AVP position responsible for leading institutional diversity and inclusion had not been appointed prior to the creation of 2001 Diversity and Inclusion Plan, the person who was eventually selected to serve in the role was only included on the leadership team for the plan's college-wide leadership support goal. As the eventual AVP, this person should have had broader involvement in all of the plan's goals. Consequently, while it appeared that accountability for the 2001 Diversity and Inclusion Plan was restricted to members of the diversity and inclusion committee, the intentionality of senior-level responsibility for the plan's results is commendable but limited in reach. In contrast, the 2013 Task Force Report assigned accountability for goals associated with each phase of the plan to a variety of institutional

stakeholders at all levels of the institution as opposed to only senior leaders and task force members. For example, accountability for one of the recruitment goals was assigned to the entire Human Resources, Admissions, Marketing, and Student Development departments. Additionally, over 80% of the task force goals assigned leadership accountability to the CDO in collaboration with other stakeholders, upholding MWCC's Collaborative Officer CDO role archetype. This appeared to be an appropriate approach, given the notion that the CDO has senior-level authority and primary accountability for diversity and inclusion progress at MWCC. Other senior leaders such as the president, provost, deans, and the Executive Cabinet were assigned accountability for specific goals and priorities as well. Therefore, the 2013 Task Force Report appeared to provide a more robust approach for achieving greater diversity and inclusion results at MWCC by expanding the breadth and depth of institutional stakeholders who are being held accountable for results.

The second area of difference between the institutional diversity and inclusion strategies was revealed in the scope of each document. As noted in Chapter Four, the scope of the 2001 Diversity and Inclusion Plan included eight institutional goals that created a comprehensive approach for embedding diversity and inclusion initiatives throughout the institution. Accordingly, the 2001 plan established diversity and inclusion goals that address the workforce, curriculum, student experiences, and community connections at MWCC. Additionally, the 2001 plan provided for assessment in each area through research and evaluation. Comparatively, the goals and strategies outlined in the 2013 Task Force Report were centered on institutional efforts to improve workforce diversity and inclusion. While this approach seemingly responded to employee recruitment and retention data presented in the

report, it failed to consider a broader and more comprehensive strategy that includes other important areas of focus that were comprised in the 2001 plan. Some of those areas, such as the impact of diversity on student learning, were also identified in the research and scholarship that the task force presents as evidence in their 2013 report. The literature review in chapter two of this study affirms the importance of a broad and comprehensive institutional strategy for diversity and inclusion, suggesting that these efforts must consider and address multiple areas of the institution (Burke, 2013; Gose, 2006; Jones, 2013; Pickett et al., 2017; Williams & Clowney, 2007; Williams & Wade-Golden, 2013). Consequently, although the charge of the task force was to forward recommendations regarding improving workforce diversity at MWCC, a more comprehensive strategy would have included goals and strategies that account for the potential residual implications that this approach could have on the entire institution. The findings of this study demonstrate that this is already occurring through the evolution of the CDO role and foci. These findings led me to conclude that the scope of the 2013 Task Force Report may have advanced diversity and inclusion recommendations to the president that are too narrowly defined, resulting in a CDO role archetype and responsibilities that must eventually expand in order to accommodate the growing needs of the institution. Accordingly, it will be important for the college to continue to consider ways to support all of its diversity and inclusion imperatives.

ATTRIBUTES AND CONSTRUCTION OF THE CDO ROLE AT MWCC: A NEED FOR PROGRESSION

A second major theme revealed by the study is related to the attributes of the CDO role, with a particular focus on its construction, positionality, and archetypes. Findings of this study suggested that the unique construction of the position at MWCC corresponds with expectations

found in the organizational culture of the institution but could also have potential implications for the progression and sustainment of the institution's diversity and inclusion efforts. Furthermore, this study found that as the CDO role has evolved at the institution, its organizational and role archetypes have remained the same. This may have implications for how the CDO role maintains its efficacy at MWCC through future appointments.

The findings of this study do suggest that the development of the CDO role at MWCC has helped to successfully advance an institutional commitment to diversity and inclusion. However, the college must also ensure that the evolution of the role's purpose, responsibilities, and efforts are met with appropriate and corresponding archetypes to continue to achieve progress and remain effective in moving institutional diversity and inclusion initiatives forward. The college's commitment to diversity and inclusion must be modeled and supported from the highest levels of the institution, and in accordance with the current needs of MWCC.

Decisions Made Based on a Person vs. the Role

One of the findings presented in chapter four focused on how decisions were made regarding CDO appointments at MWCC. The findings suggest that decisions concerning certain aspects of the position were made based on the person serving in the role, rather than the role itself. A clear example of this was the president's decision to position the college's first CDO appointment as a member of the executive council, but not maintain a consistent approach for the second role appointment. The rationale provided suggested that the differences in administrative leadership experience between the institution's current and former CDOs were the primary reason that the former CDO served as a member of the executive council while the current CDO did not. The president also stated that with the former CDO's appointment, he

wanted someone in the role that he could trust to best mitigate the risk of making a bad hire and causing potential concerns if the appointment did not work out. Given the informal reporting relationship between the two, the decision to keep the former CDO on the president's executive council beyond her appointment allows for the former CDO to help maintain some exposure for the CDO's priorities, needs, and concerns at the highest levels of leadership at the institution.

While I find these explanations somewhat plausible, other findings suggest that this approach negatively impacts continuity for the CDO role appointments at MWCC. For example, the current and former CDOs both emphasized the importance of transitioning the role and working together to ensure that employees of MWCC recognized, accepted, and supported the role through each appointment. Not only would this have allowed the current CDO time to build the relationships necessary to be effective in the role, but a successful transition would also permit the former CDO to begin focusing on her new administrative appointment without having to cope with residual CDO responsibilities or concentration. As the evidence from this study suggests that diversity and inclusion at MWCC are among the top priorities of the institution, it seems reasonable that the president would want to have someone on the executive council who could advise him on these issues. However, without the current CDO representing the position and perspectives on the president's executive council, the former CDO must continue to fulfill this role. This limits her ability to fully transition from the position. Thus, the decision to focus on the individual as opposed to the role that they represent for the executive council has caused an inconsistent approach and altered the CDO's positionality at MWCC. Additionally, this inconsistency has the potential for undermining the current CDO's

credibility as a qualified senior leader of the institution by subordinating her role in comparison to how the former CDO was positioned. These are outcomes that contradict the president's stated purpose for making the role a significant leader at the institution, and does not fully address the recommendations made by the task force he commissioned.

Problems with CDO Role Construction

The CDO role at MWCC is constructed as a three-year, tenured-faculty appointment. As discussed by the president and other study participants, the intent of this design was to ensure that the CDO role is performed by someone who is perceived to have significant cultural and political capital within the organization at MWCC, and one's status as tenured faculty at the institution achieves this criterion. Additionally, study participants disclosed that a limited duration rotational appointment for the role is intended to facilitate new ideas and approaches for advancing diversity and inclusion at MWCC by interchanging the leadership every three years. As such, this construction of the role would provide faculty members with the opportunity to serve as an agent of change for all employees at MWCC from the highest levels of administration at the institution. Additionally, the limited term is intended to provide a pathway for faculty members to return to teaching after the appointment has ended.

As the findings revealed, the construction of the CDO role at MWCC fails to account for some important considerations. First, the tenured-faculty aspect of the CDO role construction requires transitioning a tenured faculty member to a senior-level administrator. As noted by MWCC's current CDO, tenured faculty members may very likely require some orientation and training in higher education leadership to be effective as a cabinet-level leader at the institution. This was not apparent in the appointment of the former CDO because of her

experience as an administrative leader at the institution prior to the appointment. However, the current CDO's appointment exposed the importance of the person serving in the role to have some level of higher education administrative leadership experience. Although the current CDO had some prior leadership experience, the competencies required to effectively serve as a senior leader for MWCC were either newly acquired or still in process. While the cabinet's organizational structure has allowed her to receive mentorship from the former CDO and the president, the construction of the role appears to put the current CDO at a disadvantage. By not offering the opportunity to acquire the necessary administrative leadership skills prior to the start of the appointment or providing formalized training in this area in its early stages, she was relegated to learning how to be a senior higher education leader in the midst of attempting to advance the institution's diversity and inclusion agenda. Thus, the diversity and inclusion momentum established at MWCC during the first CDO appointment was decelerated in some respects because of the role's construction.

Second, the tenured-faculty only appointment means that MWCC will be limited to CDOs who may or may not have received formal training or gained professional experience as a diversity and inclusion practitioner. As discussed in chapter two, NADOHE forwards standards of professional practice for higher education CDOs (see Appendix C) that provide institutions with guidance on the recommend competencies for people serving in this capacity. While it is possible for a tenured faculty member at MWCC to possess some or all of these competencies, restricting the appointment to the tenured faculty at the institution likely limits the pool of potential qualified candidates for the role. MWCC also relies on the CDO to respond to current institutional diversity and inclusion imperatives while expanding on the work of the previous

role appointment, further illustrating the need for the person appointed to the role to have some practitioner experience with diversity and inclusion management in higher education settings.

Finally, the three-year rotational aspect of the CDO role's construction at MWCC presents additional challenges for MWCC. The limited duration of the term portrays the role as temporary, even though it was developed as a standing position in the institution's senior leadership structure. The findings of this study indicate that no other cabinet-level or senior leadership position at the institution is constructed this way. As presented in the findings, study participants who did not favor this approach posited that rotating the role every three years demonstrated a lack of stability and consistency in diversity and inclusion leadership at MWCC. Study participants who supported this approach argued that the rotation would help prevent fatigue while encouraging innovation in the role. However, as previously noted, research on the role of CDO in higher education presented in chapter two of this study confirms that most people who serve in this position have an average of 15 years of higher education diversity and inclusion management experience (Jaschik, 2011). Thus, the assumption that three years is the limit to which a CDO can maintain their momentum in the role while continuing to be effective and creative is not supported by research or other constructions of the CDO position found in the literature. Furthermore, the three-year limited appointment aspect of MWCC's CDO role construction fails to account for the orientation and training time needed for a tenured-faculty member who does not have previous administrative leadership experience *or* has not had previous diversity and inclusion management experience. The current CDO advised that first year activities during the appointment have included learning how to effectively serve as a

senior leader for MWCC, which restricted the time that could have been dedicated to performing her CDO duties and responsibilities. This issue essentially subtracts time from the appointment, making the true amount of time a CDO appointee can dedicate to diversity and inclusion leadership at MWCC even more limited.

Consequently, the tenured-faculty rotational appointment within the construction of the CDO role at MWCC should be revisited. As the role's construction is re-evaluated, consideration should be given to the recommended competencies of the role, as well as the administrative leadership and diversity management background of the appointee. Additionally, MWCC should consider aligning the duration of the appointment with other cabinet-level positions at the institution. These conclusions are further supported by the research that helped to articulate the original recommendations of the task force report regarding the role's construction.

CDO Role and Organizational Archetypes Must Evolve

Other concerns regarding the attributes of the MWCC CDO role that were revealed in the study correspond with the institution's selected CDO role and organizational archetypes. As noted in chapter four, MWCC has designated the Employee Officer CDO role archetype, with the position concentrating on employee-related diversity and inclusion issues and initiatives (Pickett et al., 2017). This selection seemingly corresponded with the charge of the president to the task force when the role was developed, supports the IEM for diversity, and is positioned to address the employee-related institutional climate issues measured by the CVA assessments that MWCC has employed. However, as the CDO role has evolved at MWCC, study participants confirm that the role's concentrations must expand beyond its original intended population. MWCC's former CDO discussed the role being intentionally employee-facing during its first

appointment. At the time, this appeared to be a rational and appropriate approach for MWCC since a formal diversity and inclusion leadership position had been absent from the institution for several years. As such, the role needed to catalyze diversity and inclusion progression in employee hiring, retention, and morale. However, as the institution has progressed to its second CDO appointment, institutional climate-related issues that extend beyond an employee focus have required the attention and involvement of the CDO.

Study participants, including those serving as MWCC's current and former CDOs, expressed that the evolution of the role likely requires an expanded focus. For example, while this study did not explore student-related diversity and inclusion issues at MWCC, document reviews revealed that the institution is aware of inequities in achievement outcomes among student demographic groups. Thus, it can be concluded that the Employee Officer CDO role archetype at MWCC may no longer be aligned with the institution's diversity and inclusion imperatives. To respond to the current needs of the institution, MWCC should consider converting the current CDO role archetype to the Change Agent Officer that is explained in chapter two and illustrated in Table 4. This archetype would allow for a more systemic and inclusive focus on MWCC's campus climate by the CDO and a more comprehensive approach for addressing diversity and inclusion related issues across the institution. According to the current CDO, this expanded focus has occurred organically at the institution. Thus, an intentional effort to convert the CDO role archetype to one that better corresponds to the trajectory of the role and the current needs of the institution is needed.

Similarly, it is recommended that the CDO organizational archetype at MWCC be reevaluated as well. As previously noted, MWCC employs the Collaborative Officer CDO

organizational archetype as described in chapter two. The former CDO noted that when the CDO position was first established, this model was both sufficient and effective. As the inaugural CDO, she shared that the task force report served as the blueprint for the position, prescribing the priorities and adjoining strategies that needed to be implemented. At that time, the former CDO noted that the dedicated support of a highly effective administrative assistant was the only human resource need for the CDO and Office of Diversity and Inclusion. The limited staffing for the role combined with the CDO's positionality and authority conferred to the position as a member of the president's cabinet meets the criteria for this CDO organizational archetype and affirms its selection by MWCC.

As the CDO role has advanced at the institution, study participants suggested that additional dedicated human resources to support the CDO through the Office of Diversity and Inclusion would add to its efficacy. The former CDO also indicated that as operations progressed through the first CDO appointment, a vision for a more resourced Office of Diversity and Inclusion began to crystallize and resulted in the messaging for the Office of Diversity and Inclusion rather than the Office of the CDO. Furthermore, the lack of progress in the institutional diversity category as measured by 2012 and 2016 CVAs as depicted in Table 9 could be associated with the limited resources that are dedicated to advancing diversity at the institution. All of these findings lead this researcher to conclude that MWCC's current CDO organizational archetype is no longer sufficient for continued progress. There are two alternative models to be considered for MWCC. The institution could consider the Divisional Portfolio model, but, as discussed in chapter two, converting to this archetype would require the institution to restructure the organization and have several organizational units that

reporting to the CDO (Williams & Wade-Golden, 2007). The review of MWCC's current organizational chart that was conducted during data collection for this study suggests that transforming to the Divisional Portfolio archetype would require a considerable reorganizing effort by the institution.

A possibly more appropriate alternative for MWCC would be the Unit-Based CDO organization archetype (Williams & Wade-Golden, 2007). As described in chapter two, this model includes the CDO positionality attributes found in the Collaborative Officer model. However, the Unit-Based archetype adds additional human resources for the CDO beyond administrative support professionals. This organizational model includes resources such as programming, research assistants, and possibly other lower-ranking diversity and inclusion officers to the organizational structure that supports the CDO. Consequently, the Unit-Based CDO organization archetype appears to be well-suited for the needs of MWCC as disclosed by the study's findings. Adapting to this model would appropriately increase the resources assigned to the CDO role to advance the institution's growing diversity and inclusion agenda more effectively while avoiding a potentially complicated and challenging administrative re-organization. Therefore, comparing the two alternatives, it is recommended that MWCC's CDO organization archetype be changed to the Unit-Based model. The Collaborative Officer archetype appears to have served its purposes in the early stages of the CDO role but is simply no longer valid for the institution's current requirements. Making such a change may seem difficult, as it would require MWCC to dedicate additional financial and human resources for managing diversity and inclusion. However, as MWCC has indicated a commitment to achieving progress in these areas, the additional resources required should be viewed as needed

investment in an area that the institution has deemed as an indicator of institutional effectiveness.

THE CDO'S INFLUENCE AT MWCC

Finally, a third major theme that emerged from the study relates to the CDO's influence on organizational change and institutional climate at MWCC. Analysis of the findings provided evidence to suggest that the presence of the CDO role and the corresponding activities of its appointees have had a positive effect at the institution, but the impact of the role has been intentionally limited to benefit employee experiences and outcomes. As the role has progressed to its second appointment, the need for an expanded institution-wide focus by the CDO requires MWCC to reconsider its guiding diversity management model and framework.

Notwithstanding the aforementioned issues associated with the scope and attributes of the CDO role at MWCC, the findings of this study led me to conclude that the introduction and continuance of the CDO position have had a positive effect on the institution. Study participants unanimously confirmed that through two appointments, the CDO role has helped to advance the institution's diversity and inclusion agenda for employees. They cited initiatives such as the Diverse Faculty Fellows program, Employee Resource Groups, and the Diversity Scorecard as examples of efforts that were conceived of and led by the CDO that have helped to amplify diversity and inclusion as an institutional priority at MWCC. The president and provost also indicated that as a tenured faculty member, the CDOs at MWCC have served as prominent figures at the institution, suggesting that the role is influential and respected. Furthermore, the current and former CDOs indicated that the role has helped to make employees at MWCC more mindful of diversity and inclusion at the institution. Initiatives, such as bias incident reporting,

have helped provide the CDOs with important data regarding fluctuations in the institutional climate at MWCC. Because employees serve as the primary source for this data, their participation in the reporting indicates an awareness of potential challenges to MWCC's diversity and inclusion agenda.

The personal accounts and perceptions shared by the study participants provide important insights regarding the CDO's influence on organizational change and institutional climate at MWCC. Correspondingly, additional evidence was found when reviewing documents related to the MWCC CDO that supports the notion that the CDO role has positively influenced organizational change at the institution. One notable source of evidence is the two awards MWCC has received for their diversity and inclusion efforts. Each recognition was achieved by the institution after the introduction of the CDO role, and both awards acknowledge the diversity and inclusion progress made at MWCC in relation to activities that were introduced and lead by the CDO. For example, a regional community college trustee's association recognized MWCC with an award for creating an environment where diversity and inclusion can flourish, resulting in the advancement of diversity, equity, and inclusion at the institution. It can be argued that by authorizing the role of CDO, the president and board of trustees created an environment that embraces diversity and inclusion as an institutional imperative. Leadership responsibility for advancing diversity and inclusion at MWCC is then delegated by them to the CDO. Thus, while the board and president created the *conditions* for diversity and inclusion to be successful at MWCC, it can be assumed that the leadership of the CDO helped to bring their advancement to fruition. Similarly, while the HEED award evaluates overall institutional diversity and inclusion advancement, 86% of questions on the award application assess the

institution's diversity and inclusion progress related to their workforce and diversity management strategies (INSIGHT into Diversity, 2018). It is important to note that the initiatives that were highlighted as primary contributors to MWCC winning the award were those that were introduced and managed by the CDO. Consequently, the two diversity and inclusion awards MWCC received serve as testimonials of the CDO's success and influence on organizational change by successfully advancing the institution's diversity and inclusion agenda.

The CVAs conducted at MWCC in 2013 and 2016 also provide some insights regarding the CDO's impact on institutional climate and organizational change. When comparing the two assessments, diversity appears to have decreased in priority as an identified value by MWCC employees. This could be perceived as employees feeling that the importance of diversity had diminished over time at MWCC, and, in particular, after the introduction of the CDO. Consequently, this reasoning would lead one to assume that the role of the CDO has not had a positive impact on organizational change or institutional climate. However, it is also important to look at the values in the current culture that increased as top priorities in the CVAs. Addressing limiting behaviors associated with hierarchy, favoritism, and territorialism were given high priority by employees. Thus, it can be assumed that for the 2016 CVA, employees may have focused on values in the current culture that were preventing the institution from achieving the desired culture they identified in the 2013 and 2016 CVAs. These highly ranked values can also be considered barriers to inclusion, which could be a reason diversity fell in the rankings. Additionally, while the comparison shows that diversity declined in the priority rankings of the current culture, it remained a top value for the desired culture. It is, therefore, possible that the institution's new commitment to diversity and inclusion through the appointment of its first CDO in 2014, along with the demonstrated efforts of

this institutional leader, helped to maintain diversity as a top value for the desired culture at MWCC. Consequently, the analysis of this data leaves me unable to conclude that the decreased ranking for diversity in the current institutional culture is due to the CDO's inability to influence organizational change or institutional climate at MWCC.

Inclusive Excellence: A Model for MWCC

As previously noted, the findings of this study suggest that the CDO role at MWCC has been effective in creating organizational change by achieving progress related to workforce diversity and inclusion at the institution up to this point. However, as the role has progressed, the findings also indicate that a more comprehensive institutional approach could be beneficial. Unanticipated institutional climate issues have required the CDO to concentrate on matters that go beyond the employee-facing intent and construction of the position, which also relates to the desires expressed by study participants for the role to have a more expanded focus. Institutional strategic planning documents also identify diversity and inclusion imperatives for students to ensure more equitable educational experiences and outcomes, which are not currently addressed in the portfolio of the CDO's role at MWCC. Consequently, a diversity management model that provides a broader and more inclusive method for supporting multiple constituencies at the institution could enhance the efficacy of the CDO role at the institution.

The literature review presented in chapter two explains diversity management models that are employed by higher education institutions. Among them, Inclusive Excellence appears to be a model that could be advantageous for MWCC's CDO role. The Inclusive Excellence Change Model would assist the CDO with combining MWCC's diversity and inclusion efforts with the institution's educational quality initiatives so that they can be more effectively

integrated (Williams et al., 2005). The model compels institutions to develop a comprehensive set of strategies for advancing diversity and inclusion at every level of the institution, which could provide MWCC with the opportunity to incorporate institutional initiatives that support student success into the CDO's existing portfolio of responsibilities. As the literature notes, the model relies on the Inclusive Excellence scorecard as a method of assessment and accountability. MWCC has already been introduced to a scorecard for assessing institutional diversity and inclusion, so transitioning to the Inclusive Excellence scorecard would maintain consistency with their current assessment approach. However, MWCC's diversity scorecard would need to be augmented and include each of the focus areas prescribed by the Inclusive Excellence Change Model (Williams et al., 2005). Converting to the Inclusive Excellence Change Model would also likely result a broadened focus by the CDO, achieving the Change Agent Officer CDO role archetype that is recommended for MWCC. As this model requires a more robust view and approach to managing diversity and inclusion at the institution, more dedicated resources for the CDO may be required. If this determination is made, converting to the Unit-Based CDO organizational archetype described by Williams and Wade-Golden (2007) can also be achieved as recommended.

RECOMMENDATIONS FOR FUTURE RESEARCH

The investigation of the CDO role at MWCC provides a descriptive analysis of the position and its influence at the institution. This study examined factors that led to the emergence of the role and elements of its construction with a particular focus on its archetypes and positionality. Data collection from individuals who have had meaningful interactions with the MWCC CDOs and reviews of documentation pertaining to the role also provided evidence

that was used to develop an analysis of the impact that MWCC's CDOs have had on organizational change and the institutional climate for employees. However, additional research might be prudent to better illustrate a more comprehensive view of the role's influence at the institution. For example, an alternative research study could examine potential correlations between diversity and inclusion advancement for employees and retention and completion outcomes for students at MWCC. Given the institution's strategic focus on closing its achievement gaps, a future research study of this nature could provide valuable information for MWCC.

While the examination of MWCC supplements the current research on the CDO role at community colleges, further research is also needed to sufficiently understand how the CDO role is designed, operated, and performed in the community college sector. This qualitative case study investigated the role at one institution but could be enhanced by comparative research with community colleges of equivalent characteristics. Similarly, a comparative study on CDOs at community colleges and four-year institutions could expand the literature, informing the entire higher education community. The current review of the literature does not suggest that a research study of this nature has been conducted. Consequently, future research on the role of the CDO at community colleges from other perspectives could be beneficial.

CONCLUSION

Although the number of institutions that have added the CDO position to their leadership ranks has increased significantly in higher education, community colleges have not kept pace with four-year institutions (King & Gomez, 2008; Pickett et al., 2017). This disparity has led to a lack of understanding of the how this role can impact community colleges and help

them achieve their respective diversity and inclusion goals. Because of the significant levels of diversity found at community colleges, Pickett et al. note that institutional constituents with backgrounds that are both highly represented and historically underrepresented are affected by diversity and inclusion on community colleges campuses. Therefore, the addition of institutional leaders at the highest levels of the organization with responsibility for helping the college navigate the challenges and opportunities associated with diversity and inclusion is both responsible and prudent for community college leaders to consider.

MWCC is an institution that has responded to the call for community colleges to add the role of CDO to their leadership structures. This qualitative case study offers important insights regarding the emergence, positionality, construction, and efficacy of the CDO role at the institution. The goal of this study was to examine and understand the nature of the role at MWCC in order to add to the limited body of literature on CDOs at community colleges. Accordingly, the study helped to uncover a CDO role construction at the institution that appears to be unique in higher education based on the current research. The position, currently in its second appointment, has evolved over time and has helped to advance MWCC's diversity and inclusion agenda for its employees.

Data analyzed for this study was collected from interviews with employees who were knowledgeable about the CDO role at MWCC and from reviews of documents that provided information about how the role was established and has progressed at the institution. The findings suggested that while the inception of the role had been effective at influencing positive organizational change and improving the institutional climate, new diversity and inclusion imperatives have expanded the CDO's areas of concentration. This, along with an identified

need to address disparities in student outcomes, beckons MWCC to revise its CDO role in order to achieve a more comprehensive approach for leading diversity and inclusion at the institution.

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APPENDIX A: INCLUSIVE EXCELLENCE CHANGE MODEL —
AREAS OF FOCUS

Inclusive Excellence Change Model – Areas of Focus

IE Area of Focus	Definition	Sample Indicators
Access and Equity	The compositional number and success levels of historically underrepresented students, faculty, and staff in higher education	<ul style="list-style-type: none"> • Number of students, faculty, and staff members of color at the institution. • Number of tenured women faculty in engineering. • Number of male students in nursing. • Number of historically underrepresented students in science, technology, engineering, and mathematics (STEM) fields.
Diversity in the Formal and Informal Curriculum	Diversity content in the courses, programs, and experiences across the various academic programs and in the social dimensions of the campus environment	<ul style="list-style-type: none"> • Courses related to intercultural, international, and multicultural topics. • Campus centers, institutes, and departments dedicated to exploring intercultural, international, and multicultural topics. • Articles, monographs, lectures, and new knowledge that is produced around issues of diversity
Campus Climate	The development of a psychological and behavioral climate supportive of all students	<ul style="list-style-type: none"> • Incidents of harassment based on race, ethnicity, gender, and sexual orientation. • Attitudes toward members of diverse groups. • Feelings of belonging among ethnically and racially diverse groups on campus. • Intergroup relations and behaviors on campus.
Student Learning and Development	The acquisition of content knowledge about diverse groups and cultures and the development of cognitive complexity	<ul style="list-style-type: none"> • Acquisition of knowledge about diverse groups and cultures. • Greater cognitive and social development derived from experiences in diverse learning environments. • Enhanced sense of ethnic, racial, and cultural identity for all students.

Source: Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). Adapted from *Toward a model of inclusive excellence and change in postsecondary institutions*. Washington, D.C.: Association of American Colleges and Universities, p. 21.

APPENDIX B: INCLUSIVE EXCELLENCE SCORECARD FRAMEWORK

Inclusive Excellence Change Model – Inclusive Excellence Scorecard Framework



Source: Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a model of inclusive excellence and change in postsecondary institutions*. Washington, D.C.: Association of American Colleges and Universities, p. 22.

APPENDIX C: NADOHE STANDARDS OF PROFESSIONAL PRACTICE

**National Association of Diversity Officers in Higher Education (NADOHE)
Standards of Professional Practice**

Standard One	<i>Has the ability to envision and conceptualize the diversity mission of an institution through a broad and inclusive definition of diversity.</i>
Standard Two	<i>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.</i>
Standard Three	<i>Understands the contexts, cultures, and politics within institutions that impact the implementation and management of effective diversity change efforts.</i>
Standard Four	<i>Has knowledge and understanding of, and is able to articulate in verbal and written form, the range of evidence for the educational benefits that accrue to students through diversity, inclusion, and equity in higher education.</i>
Standard Five	<i>Has an understanding of how curriculum development efforts may be used to advance the diversity mission of higher education institutions.</i>
Standard Six	<i>Has an understanding of how institutional programming can be used to enhance the diversity mission of higher education institutions for faculty, students, staff, and administrators.</i>
Standard Seven	<i>Has an understanding of the procedural knowledge for responding to bias incidents when they occur on college or university campuses.</i>
Standard Eight	<i>Has basic knowledge of how various forms of institutional data can be used to benchmark and promote accountability for the diversity mission of higher education institutions.</i>
Standard Nine	<i>Has an understanding of the application of campus climate research in the development and advancement of a positive and inclusive campus climate for diversity.</i>
Standard Ten	<i>Broadly understands the potential barriers that faculty face in the promotion and/or tenure process in the context of diversity-related professional activities (e.g., teaching, research, service).</i>
Standard Eleven	<i>Has current and historical knowledge related to issues of nondiscrimination, access, and equity in higher education institutions.</i>
Standard Twelve	<i>Has awareness and understanding of the various laws, regulations, and policies related to equity and diversity in higher education.</i>

Source: Worthington, R. L., Stanley, C. A., & Lewis, W. T. (2014). National association of diversity officers in higher education standards of professional practice for chief diversity officers. *Journal of Diversity in Higher Education*, 7(4), p. 231-232.

APPENDIX D: IRB APPROVALS

FERRIS STATE UNIVERSITY

Institutional Review Board for Human Subjects in Research

Office of Research & Sponsored Programs, 1010 Campus Drive FLITE 412F- Big Rapids, MI 49307

Date: July 12, 2017

To: Dr. Sandra Balkema and Mr. Sean Huddleston

From: Dr. Gregory Wellman, IRB Chair

Re: IRB Application #170608 (*Examining the Growing Role of the Chief Diversity Officer at Community Colleges: A Multisite Case Study*)

The Ferris State University Institutional Review Board (IRB) has reviewed your application for using human subjects in the study, "*Examining the Growing Role of the Chief Diversity Officer at Community Colleges: A Multisite Case Study*" (#170608) and determined that it meets Federal Regulations Expedited-category 6/7. This approval has an expiration of one year from the date of this letter. **As such, you may collect data according to the procedures outlined in your application until July 12, 2018.** Should additional time be needed to conduct your approved study, a request for extension must be submitted to the IRB a month prior to its expiration.

Your protocol has been assigned project number (#170608), which you should refer to in future correspondence involving this same research procedure. Approval mandates that you follow all University policy and procedures, in addition to applicable governmental regulations. Approval applies only to the activities described in the protocol submission; should revisions need to be made, all materials must be approved by the IRB prior to initiation. In addition, the IRB must be made aware of any serious and unexpected and/or unanticipated adverse events as well as complaints and non-compliance issues.

Understand that informed consent is a process beginning with a description of the study and participant rights with assurance of participant understanding, followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document and investigators maintain consent records for a minimum of three years.

As mandated by Title 45 Code of Federal Regulations, Part 46 (45 CFR 46) the IRB requires submission of annual reviews during the life of the research project and a Final Report Form upon study completion. Thank you for your compliance with these guidelines and best wishes for a successful research endeavor. Please let us know if the IRB can be of any future assistance.

Regards,



Ferris State University Institutional Review Board
Office of Research and Sponsored Programs

FERRIS STATE UNIVERSITY

Institutional Review Board for Human Subjects in Research

Research & Sponsored Programs, 1010 Campus Drive, FLITE 410G · Big Rapids, MI 49307

Date: October 19, 2017

To: Dr. Sandra Balkema and Mr. Sean Huddleston
From: Dr. Gregory Wellman, IRB Chair
Re: IRB Application #170608 (*Examining the Growing Role of the Chief Diversity Officer at Community Colleges: A Qualitative Case Study*)

The Ferris State University Institutional Review Board (IRB) has reviewed and approved your request for revisions to the study, "*Examining the Growing Role of the Chief Diversity Officer at Community Colleges: A Qualitative Case Study*" (#170608). This approval follows the expiration date of your initial application approval. As such, you may collect data according to the procedures outlined until July 12, 2018.

Your project will continue to be subject to the research protocols as mandated by Title 45 Code of Federal Regulations, Part 46 (45 CFR 46) for using human subjects in research. It is your obligation to inform the IRB of any changes in your research protocol that would substantially alter the methods and procedures reviewed and approved by the IRB in your application. Thank you for your compliance with these guidelines and best wishes for a successful research endeavor. Please let us know if the IRB can be of any future assistance.

Regards,



Ferris State University Institutional Review Board
Office of Research and Sponsored Programs

APPENDIX E: STUDY PARTICIPANT RECRUITMENT EMAIL (TEXT)

Dear (insert participant name),

I am a doctoral candidate in the Community College Leadership program at Ferris State University. Based on your role as (insert role here), and someone who may have insights regarding your institution's diversity-related initiatives, programs, and other activities, I would like to invite you to participate in a research study that guides the research for my doctoral dissertation.

I am interested in the structuring and positioning of chief diversity offices (CDO) at community colleges, with a particular focus on their role and impact on institutional outcomes. This study is an exploratory investigation that will utilize case studies, including interviews, to analyze how community colleges conceive, construct, and position the role of chief diversity officer (CDO). As a case study, it will study also examines the impact of the chief diversity officer's work on organizational change, climate, and policy-making at these institutions. Further, as a case study, it will examine the historical diversity management efforts, experiences, and outcomes of the sampled institution.

To ensure your protection and privacy, I will utilize pseudonyms to conceal your identity, personal and educational background, as well as your institution's name and any other identifying information. Further, once transcriptions are complete, I will provide you with printed copies of the transcript and analyses to ensure accuracy. Because this study is being conducted as partial fulfillment of my doctoral requirements, I will be sharing the resulting information and data with my faculty adviser and accompanying dissertation committee, which comprises three higher education professionals from institutions located in the United States. I will provide you with the names and institutional affiliations of the members of the dissertation committee before the information is disseminated.

For further information regarding the study, you can reply to me or contact me at:

Huddles2@ferris.edu

(508) 740-5237

Additionally, my adviser's contact information is:

Dr. Sandra J Balkema

Ferris State University

SandraBalkema@ferris.edu

Thank you for your consideration to be included in this study

Sean L. Huddleston

Doctoral Candidate

Ferris State University, Community College Leadership

APPENDIX F: SOCIAL/BEHAVIORAL RESEARCH STUDY INFORMED CONSENT FORM

Basic Information

Project Title: Examining the Growing Role of the Chief Diversity Officer at Community Colleges: A Qualitative Case Study

Principal Investigator: Sean Huddleston

Email: huddles2@ferris.edu Phone: (508)740-5237

Faculty Advisor (if PI is a student): Dr. Sandra J. Balkema

Email: _sandrabalkema@ferris.edu Phone: (231) 591-5631

Purpose

This research study is about the formation, structure, and impact of the role of the chief diversity officer at two community colleges for the higher education community. Researchers are interested in the establishment and progression of the chief diversity officer role at community colleges, the circumstances that led to the creation of the position, and the impact that chief diversity officers at community colleges has on advancing an institutional diversity agenda that improves student success, retention, and completion.

Participation

You are eligible to participate in this study because of your role as someone who may have insights regarding your institution's diversity-related initiatives, programs, and other activities; I would like to invite you to participate in a research study that guides the research for my doctoral dissertation. If you agree to be part of this study, you will be asked to participate in semi-structured individual interviews or focus groups. Individual interviews and focus groups for the study will take approximately 60-90 minutes to complete, and your participation in this study will be over when individual interviews or focus participation has concluded. The study is expected to last from August 15, 2017, through April 30, 2018. **If you are a student participant, you hereby confirm that you are enrolled at a community college and are at least 18 years of age. Minors are not eligible to participate in this study under any circumstances.**

Potential Risks

There are no known risks associated with this study because the data collection is completely anonymous, and the topic is not sensitive.

Anticipated Benefits

Others may benefit from your participation. There is a tremendous need to examine the role of chief diversity officers at community colleges to better understand its efficacy at these institutions, help advance the profession, and expand the body of research on diversity in community colleges for the higher education community. Community colleges enroll the largest percentages of underrepresented minority undergraduate students, but also experience low retention and completion rates for these groups. With retention and completion as key indicators of institutional effectiveness and student success, it is imperative that community colleges advance diversity agendas that improve outcomes for students who have been historically underrepresented and underserved in higher education.

Confidentiality

Records of your participation in this research study will be maintained and kept confidential as required by federal regulations. Your identity will not be revealed in any report, publication, or at scientific meetings.

In order to keep your information safe, the researchers will employ the following methods:

- *Pseudonyms* - Pseudonyms will be utilized to conceal the identities of all study participants of interviews and focus groups.
- *Coding* – A coding system will be developed for transcripts, research memos, computerized records, and other related documents to avoid recording identifying information. The coding document will be locked in a separate location with access restricted to me.
- *Secure Storage* – All data will be stored in a secure location with access restricted to me.
- *Data Encryption* – Encryption will be used for identifiable data
- *Disposition/Destruction* – All audio recordings will be destroyed immediately following transcription. Interview notes, research memos, and all other documentation associated with data collection and analysis will be destroyed or deleted no more than forty-eight hours after it has been confirmed that the dissertation has been successfully defended and that they written study has satisfied all of the requirements of the dissertation committee for publication.

The data/specimens will/will not be made available to other researchers for other studies following the completion of this research study and will/will not contain information that could identify you.

Use of photographs/audio/video images:

Your initials _____ indicate your permission to audio/video record (photograph) the interview. Your photograph/audio/video recording may be used in presentations related to this study. If your photograph/audio/video recording is used for presentations of any kind, names or other identifying information will not be associated with it. Audio recordings will be destroyed following transcription, and no identifying information will be included in the transcription.

Participant Rights

You are free to leave the study at any time. If you leave the study before it is finished, there will be no penalty to you. You will not lose any benefits to which you may otherwise be entitled. If you are an employee or student at FSU, your employment status or academic standing at FSU will not be affected whether or not you decide to participate in this study. If you choose to tell the researchers why you are leaving the study, your reasons for leaving may be kept as part of the study record. If you decide to leave the study before it is finished, please tell one of the persons listed in the “*Contact Information*” section below.

If you decide to leave the study before it is finished, there will be no harm to you.

Researchers could take you out of the study, even if you want to continue to participate. There are many reasons why the researchers may need to end your participation in the study. Examples include:

- The researcher believes that it is not in your best interest to stay in the study
- You become ineligible to participate
- Your condition changes and you need treatment that is not allowed while you are taking part in the study
- The study is suspended or canceled

Researchers will tell you if they learn of important new information that may change your willingness to stay in this study. If new information is provided to you after you have joined the study, it is possible that you may be asked to sign a new consent form that includes new information.

Contact Information

The main researcher conducting this study is Sean Huddleston, a doctoral student at Ferris State University. Please ask any questions you have now. If you have questions later, you may contact:

Dr. Sandra J Balkema, faculty advisor Email: balkemas@ferris.edu

Sean Huddleston, researcher Email: huddles2@ferris.edu Phone: (508)740-5237

If you have any questions or concerns about your rights as a subject in this study, please contact: Ferris State University Institutional Review Board (IRB) for Human Participants
220 Ferris Drive, PHR 308, Big Rapids, MI 49307 (231) 591-2553 or IRB@ferris.edu

Signatures

Research Subject: I understand the information printed on this form. I have discussed this study, its risks, potential benefits and my other alternatives. My questions so far have been answered. I understand that if I have more questions or concerns about the study or my participation as a research subject, I may contact one of the people listed above in the "Contact Information" section. I understand that I will receive a copy of this form at the time I sign it. I understand that if my ability to consent for myself changes, either my legal representative or I may be asked to re-consent prior to my continued participation.

Signature of Subject: _____

Printed Name: _____

Date of Signature: _____

Principal Investigator (or Designee): I have given this research subject (or his/her legally authorized representative, if applicable) information about this study that I believe is accurate and complete. The subject has indicated that he or she understands the nature of the study and the risks and benefits of participating.

Printed Name: _____

Title: _____

Signature: _____

Date of Signature: _____

APPENDIX G: INTERVIEW PROTOCOL

Examining the Growing Role of Chief Diversity Officers at Community Colleges: A Qualitative Case Study

Interview Protocol

Introduction and Background

The purpose of this study is to explore institutional strategy as it relates to how community colleges conceive, construct, and position the role of chief diversity officer (CDO). This study also examines the impact of the chief diversity officer's work on organizational change, climate, and policy-making at these institutions. Further, as a case study, it will examine the historical diversity management efforts, experiences, and outcomes of the sampled institutions.

CDO Interview Questions

CDO Background

- How did you learn of the CDO position at this institution?
- What interested you in the position?
- How have your earlier experiences prepared you for the role?
- How have you developed in the role?
- Which professional resources and networks assist you most in your role?
- To whom do you look to for mentorship?
- What do you like most about your role? What is most satisfying about your job?
- What do you like least about your role?
- Where do you see yourself professionally in the next five years?

Institutional Context

- How does the institution define diversity?
- How would you describe the institution's commitment to diversity and inclusion?
- How would others in the institution describe this commitment?
- To what degree is diversity and inclusion integrated into all aspects of institutional planning and decision-making?
- What are the institutional priorities regarding diversity and inclusion?
- Are there specific goals related to diversity and inclusion that are part of an overall institutional strategic plan?
- How is progress and success measured regarding diversity and inclusion?
- What mechanisms are in place to assess progress and barriers related to diversity at this institution?
- How is student success related to institutional diversity & inclusion efforts?

CDO Construction and Positionality

- How was the CDO position conceived? How was the position authorized?
- What can you share about the process of creating the CDO position? Where did the institution look for guidance?
- What institutional goals and challenges was the CDO position created to address?
- How has the position evolved?
- How would you describe your role to someone unfamiliar with it?

- Is your role understood throughout the institution?
- To whom do you report? How does the reporting structure work? Is it effective in your opinion?
- What is the organizational structure of your office? Is it sufficiently resourced?
- What percentage of your time is spent on compliance-related work (i.e. EEO, Affirmative Action, Title IX, etc.)? How do you manage those functions? What would you change?
- How would you describe the placement and stature of your role and office in the institution?
- What kind of institutional decisions are you involved with making?
- Are there areas in which you feel you should be more involved in decision making? What are the reasons for you not being engaged in these areas?
- Where do you encounter the most resistance? How do you overcome the resistance? Please provide a few examples.
- What key relationships within the institution do you feel are important to your success in this role? Have you successfully established those relationships?
- Are there other diversity management offices or functions in the institutions? If so, how do you work with them?
- How do you measure your progress and success in this role? How would your supervisor answer this question?

CDO Efficacy

- How do you feel your presence as CDO has impacted the culture of the institution? Please provide an example of how you have impacted the campus culture.
- How do you define CDO leadership?
- How have you been able to establish relationships with other senior leaders in the institution? Do you feel they value your work?
- Have you been effective in helping the institution meet its goals? Please provide some examples.
- As the CDO, how have you impacted student success as it relates to retention, persistence, and completion? What has been your specific role in these areas?
- In what ways is your work rewarding? In what ways is it discouraging?
- According to the *Stanford Encyclopedia of Philosophy*, “an agent is a being with the capacity to act, and ‘agency’ denotes the exercise or manifestation of this capacity.” Please share how you feel agency relates to your work as a CDO.

Conclusion

- What other information would you like to share?

Administrator and Staff Interview Questions

Institutional Context

- How does the institution define diversity?
- How would you describe the institution’s commitment to diversity and inclusion?
- How would others in the institution describe this commitment?
- To what degree is diversity and inclusion integrated into all aspects of institutional planning and decision-making?
- What are the institutional priorities regarding diversity and inclusion?

- Are there specific goals related to diversity and inclusion that are part of an overall institutional strategic plan?
- How is progress and success measured regarding diversity and inclusion?
- What mechanisms are in place to assess progress and barriers related to diversity at this institution?
- How is student success related to institutional diversity & inclusion efforts?

CDO Construction and Positionality

- How was the CDO position conceived? How was the position authorized?
- What can you share about the process of creating the CDO position? Where did the institution look for guidance?
- What institutional goals and challenges was the CDO position created to address?
- How has the position evolved?
- What key relationships within the institution do you feel are important to the success of the CDO?
- How is progress and success measured for this role?

CDO Efficacy

- How do you feel the presence of a CDO has impacted the culture of the institution?
- How do you define CDO leadership?
- How has the CDO been able to establish relationships with other senior leaders in the institution?
- Has the CDO helped you personally in your work? Please explain.
- Has the role of the CDO been important and effective in helping the institution meet its goals? Please provide some examples.
- How do you believe the CDO has impacted student success as it relates to retention, persistence, and completion?
- According to the *Stanford Encyclopedia of Philosophy*, “an agent is a being with the capacity to act, and ‘agency’ denotes the exercise or manifestation of this capacity.” Please share how you feel agency relates to the work of the CDO.

Conclusion

- What other information would you like to share?

Faculty Interview Questions

Institutional Context

- How does the institution define diversity?
- How would you describe the institution’s commitment to diversity and inclusion?
- How would others in the institution describe this commitment?
- To what degree is diversity and inclusion integrated into the curriculum?
- To what degree is faculty involved in institutional diversity and inclusion strategies?
- What do you perceive to be the institutional priorities regarding diversity and inclusion?
- How is student success related to institutional diversity & inclusion efforts?

CDO Efficacy

- How do you feel the presence of a CDO has impacted the culture of the institution?
- How do you define CDO leadership?
- How has the CDO been able to establish relationships with faculty in the institution?
- As a faculty member, has the CDO helped you personally in your role at the institution? Please explain.
- What, if anything, can a CDO do to be an important resource for faculty? Students?
- Has the role of the CDO been important and effective in helping the institution meet its goals? Please provide some examples.
- How do you believe the CDO has impacted student success as it relates to retention, persistence, and completion?
- According to the *Stanford Encyclopedia of Philosophy*, “an agent is a being with the capacity to act, and ‘agency’ denotes the exercise or manifestation of this capacity.” Please share how you feel agency relates to the work of the CDO.

Conclusion

- What other information would you like to share?

APPENDIX H: MWCC PROPOSED CEIO JOB DESCRIPTION

Job Title: TITLE TBD (Chief Equity and Inclusion Officer)

Department: President's Office TBD

General Function:

The Chief Equity and Inclusion Officer (CEIO) is the highest-ranking diversity administrator for MWCC responsible for guiding institutional transformation associated with equity and inclusion. The CEIO will coordinate and enhance diversity-and-inclusion capabilities of the institution in an effort to create an inclusive and excellent environment for all, develop accountability measures for equity and inclusion, and assume responsibility for annual reporting on the state of diversity, equity and inclusion at the College.

Characteristic Duties:

The CEIO will cultivate relationships and work collaboratively with colleagues institution-wide to promote a strategic focus on increasing cultural competence in the workplace. This administrator's office will foster an ethos that recognizes diversity as a strategic priority, thereby creating a dynamic educational and work environment aligned with the institution's learning and service mission.

The CEIO will bring leadership to the conclusions of the 2012-2013 Presidential Task Force on Diversity and Inclusion, which conducted a yearlong study involving a campus climate assessment, benchmarking and recommendations for the next three years. In doing so, the CEIO will work closely with the Board of Trustees, the President, President's Cabinet, The Dean's Council, The Human Resources Office, Faculty Senate, Diversity Committee, The Center for Multicultural Learning, Provost's Office, The Academy for Teaching Excellence, The Center for Adjunct Faculty Engagement, The International Studies and Programs Committee, International Student Office, Marketing, and other relevant institutional offices and personnel.

Complaint Resolution

Collaborate with institutional administrators, human resources professionals, and E&I staff to develop a process to address issues of perceptions of workplace inequity. Provide referrals as needed. Encourage, coordinate and/or facilitate informal complaint resolution by providing resources, advice, counsel, coaching and/or mediation as appropriate.

Develop process for bias incident reporting. Provide strategic direction to the College on these procedures.

Data Collection and Analysis

Collaborate with human resources and the Institutional Research Office to collect, analyze and disseminate data to support and enhance equity, diversity, and inclusion initiatives.

Provide leadership for collaboration with human resources staff to maintain applicant tracking capabilities and activities that enable collection, analysis and dissemination of data that contribute to the improvement of recruitment and selection processes.

Diversity, Inclusion and Multiculturalism

Serve as a creative resource and consultant throughout the institution at all levels for equity, diversity-and-inclusion initiatives and activities.

Provide leadership for, and coordinate the development of, an institutional strategic diversity plan. Provide follow-up and model accountability.

Conduct research on employment trends, human-resources planning strategies, and diversity in learning environments. Prepare recommendations for improvement in employment practices and learning environments.

Recruitment and Selection Processes

Collaborate with human resources professionals and OEDI staff to ensure search and screen committees receive appropriate training and support and that screening procedures used are legal and effective.

Collaborate with and provide technical assistance to appointing authorities and human-resources staff at all levels of the institutions to support innovative strategies to successfully recruit, employ, and retain a workforce reflective of changing district, state and national demographics.

Training, Assessment and Professional Development

Coordinate the creation of professional development opportunities that address diversity, inclusion, equal employment opportunity, affirmative action, and compliance issues in ways that meet the needs of employees, administrators, students and partners.

Participate in and contribute to other institutional educational and assessment initiatives, including cultural values assessments, diversity studies, etc. and other information-gathering and information-sharing activities.

Fostering an Inclusive Workplace

Serve as a first point of contact for colleagues who have concerns and who need assistance in resolving inequitable workplace issues. Provide referrals as needed.

Conduct research on employment trends, and strategies, and recommend future courses of action that support workforce equity and diversity.

Survey the results of exit interviews for diverse employees and recommend amendments in the workplace based on results of interviews.

Providing Administrative Leadership

Assume budgetary responsibility for Equity and Inclusion office operations.

Manage on-site operations.

Provide data and inclusion transparency.

Offer professional development for Inclusion Advocates and develop a system for their deployment.

Plan strategic direction for diversity and inclusion for the campus.

Collaborate with the Marketing Office to develop a branding/marketing campaign regarding

equity and inclusion.

Advise the President on diversity and inclusion matters.

Help establish, coordinate, and support the work of Employee Resource Groups.

Position Requirements:

Master's degree from an accredited institution, preferably in behavioral sciences, human resources management, communication, human relations, education, or other relevant discipline.

Five years relevant professional work experience, including supervisory experience.

Qualifications:

Demonstrated knowledge of affirmative action, equal employment opportunity, compliance and anti-discrimination laws and regulations.

Experience investigating complaints and facilitating conflict resolution through counseling, coaching and mediation.

Working Conditions/Physical Requirements:

Work is primarily indoor and sedentary in nature. Position may require some travel.

Equipment/Tools Used:

Utilize standard office equipment and computers in order to perform the duties of the job.

Supervision:

Under the general supervision of the president of the College. Provides leadership, supervision and direction assigned staff (initially supported by a program assistant) involved with equity and inclusion services and programs.

Minimum Acceptable Qualifications:

Education:

Master's Degree required (sociology, social work, management, psychology, adult education or a related field).

Experience:

Excellent command of contemporary equity, diversity, inclusion and multiculturalism concepts and issues, especially as they apply to higher education (e.g., recruitment and retention, access and equity, diversity in curriculum, the educational impact of diversity, policy and legal dynamics of diversity, etc.).

Demonstrated leadership and experience in advancing equity, diversity, inclusion and multiculturalism within a complex organization.

Demonstrated experience developing and maintaining collaborative relationships with diverse constituencies.

Demonstrated understanding of the elements and dynamics of organizational change.

Experience leading or participating in significant organizational change.

Demonstrated success in developing educational programming with and for diverse audiences.

Knowledge of adult education practices and evaluation.

Formal coursework or training in multiculturalism, intercultural communications or related topics.

Ability to research, identify and implement best practices of equity, diversity and inclusion.

Excellent communications skills, interpersonal skills and emotional intelligence. Demonstrated ability to cross organizational and cultural boundaries with ease, adapting language and style to the context both in person and at a distance.

Demonstrated judgment, analysis and decision-making skills. Ability to navigate challenging political situations.

Computer and educational technology skills.

APPENDIX I: MWCC DIVERSITY SCORECARD METRICS

Diversity Scorecard Metric Area	Metrics
Recruitment and Advancement	<p>Hiring</p> <ul style="list-style-type: none"> • Overall Hiring Rate • Diversity Hiring Rate <p>Promotion</p> <ul style="list-style-type: none"> • Overall Promotion Rate • Diversity Promotion Rate <p>Tenure</p> <ul style="list-style-type: none"> • Overall Tenure Rate • Diversity Tenure Rate
Retention	<p>Voluntary Separation</p> <ul style="list-style-type: none"> • Overall Separation Rate • Diversity Separation Rate <p>Involuntary Separation</p> <ul style="list-style-type: none"> • Overall Separation Rate • Diversity Separation Rate
Service and Professional Development	<ul style="list-style-type: none"> • Composition of Search Committees • Shared Governance Composition • Diversity & Inclusion Training
Student Opinion and Satisfaction	<p>CSSE Questions</p> <ul style="list-style-type: none"> • This college values ethnic and social diversity. • When did you feel a sense of personal “belonging”? <p>SOI</p> <p>Center Surveys Questions</p> <ul style="list-style-type: none"> • The front office staff treated me with respect. • I would feel comfortable returning to the Center for additional services.