



Director of Diversity, Equity and Inclusion

Management Salary Schedule: 19

Board Approved: 10/19/23

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*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

Reporting to the Vice Chancellor of Human Resources, Police, and Payroll Services, the Director of Diversity, Equity and Inclusion is a Management position charged with overseeing and leading the District's commitment to advance diversity and inclusive practices. The Director of Diversity, Equity and Inclusion will serve as a strategic thought partner and provide advisory services with organizational learning and development, talent acquisition and engagement, culture, and change management. This position will demonstrate collegial communication skills and collaborate at all levels throughout the organization to ensure seamless integration of new programs and tools that enhance and reinforce a high-performance, diverse and inclusive culture aligned with the District's values. The role will also assist in the coordination the district's Title IX program.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

Diversity and Inclusion

1. Leads, plans and advises on diversity, inclusion, and equity efforts for the District.
2. Creates and implements trainings and education for search committees on diversity outreach; develop awareness of implicit bias, cultural wealth and how to work effectively in a diverse environment; Advancing non-discrimination and promoting inclusiveness.
3. Works collaboratively with campus professional development to provide support and training for faculty on matters involving culturally competent teaching and other faculty needs related to equity and inclusion.
4. Works closely with Director of Human Resources on recruitment, selection, job classification, compensation, personnel action, labor relations, and other areas of responsibility to ensure compliance with federal, state and local laws, Board policies, collective bargaining agreements and the District's EEO Plan.
5. Assists with monitoring, evaluating, and assessing the adequacy of diversity of candidates in the hiring and screening process. Develops recruitment strategies that attract underrepresented candidates.
6. Partners with and advises the appropriate stakeholders regarding measurable retention strategies particularly as it relates to faculty from underrepresented or marginalized identities.
7. Responsible for collecting and analyzing data related to the implementation and outcomes related to any of the recruitment and retention strategies or initiatives.
8. Promotes District commitment to a climate of equity and inclusion through interaction with individuals and agencies inside and outside the college district.
9. Coordinates the Bias Response Team.



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10. Provides support to campus and district-wide Diversity Councils and Multicultural event programming. Communicates and articulates Equal Employment Opportunity and Management Training Plan for the District and community group leaders.

Title IX

1. Oversees, trains, leads and collaborates with investigators on discrimination, harassment and sexual misconduct matters.
2. Develops and plans for programs, services, education and assessment of Title IX program and prevention efforts including sexual misconduct prevention training for students, faculty and staff.
3. Develops, interprets, revises, and implements Human Resources Board policies and procedures, including but not limited to benefits, discrimination, harassment, diversity, Title IX compliance, disabled populations, and/or Vietnam-era veterans.
4. Collaborates with College management to create, implement and monitor programs designed to ensure fair and equitable treatment of students, faculty and staff.
5. Serves as liaison for the District to various agencies and governmental units: assists in internal and external auditing processes by providing confidential data and reports; prepares reports for internal use and or external federal and state agencies.

Leadership

1. Works as a strategic partner with various groups and committees to develop and implement specific programs and initiatives aligned with policy and procedures in the areas of talent acquisition; retention; individual, team and organizational development; performance management; compensation, and employee relations.
2. Participates in the District's strategic planning process; ensures alignment with the District's goals and objectives with its mission and vision.
3. Participates and represents the department in the District's Program Review process; analyzes data and assessment results from program reviews to identify trends, strengths, weaknesses, and opportunities.
4. Assists with planning, implementing, and evaluating orientation and mentoring programs for new employees.
5. Works in a collaborative process to develop and review related District policies and administrative regulations and procedures in accordance with legal obligations and best practices.
6. Works with research and planning to conduct needs assessment annually of all employees as part of long-range staff development.
7. Regularly attends meeting of local, statewide, and national staff development groups.
8. Performs other duties as assigned.



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MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge, Skills, and Abilities:

- Comprehensive knowledge of and experience with driving the talent agenda across functions.
- Proven experience developing high performing teams.
- Past working experience in dealing with change management, culture and employee engagement principles and processes.
- Demonstrated goal measurement, coaching and team development, problem solving/issue resolution, collaboration and leadership skills.
- Demonstrated ability to establish and maintain effective working relationships with all levels of employees.
- Extensive knowledge of employment, employee relations, organizational development, training (design and delivery), succession planning, retention and developing Diversity & Inclusion strategies.
- Working knowledge of California and federal labor laws and regulations.
- Title IX certified or the ability to become Title IX certified.
- Exceptional verbal and written communication and presentation skills, with demonstrated ability to clearly articulate messages to a variety of audiences.
- Excellent active listening skills.
- Able to build and maintain relationships, working effectively at all levels of the organization.
- Skilled at influencing others, building consensus, and moving toward a common vision or goal.
- Curious, creative problem solver and collaborative team player.
- Strong data and talent analytic skills/ mindset, with experience measuring impacts and outcomes of major initiatives.
- Action oriented, self-starter who is organized and resourceful, with superb attention to detail and without supervision.

Education and Experience Guidelines:

Required Education and experience:

- Bachelor's degree from an accredited institution of higher education in social justice, ethnic studies, higher education, sociology, social anthropology, cultural history, labor studies, law, urban communities, human resources or a closely related area.
- Six years of related work experience with students or staff in an educational institution.



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- Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation and ethnic backgrounds of community college students, faculty, administrators and personnel.

Or

- A Master's degree from an accredited institution of higher education in social justice, ethnic studies, higher education, sociology, social anthropology, cultural history, labor studies, law, urban communities, human resources, organizational development, organizational leadership, or a closely related area.
- Four years of related work experience with students or staff in an educational institution.
- Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability gender identity, sexual orientation and ethnic backgrounds of community college students, faculty, administrators and personnel.

Desired Qualifications:

- Master's degree from an accredited institution of higher education in social justice, ethnic studies, higher education, sociology, social anthropology, cultural history, labor studies, law, urban communities, human resources, organizational development, organizational leadership, or a closely related area.
- Strong written and oral communication skills.
- Knowledge of and certification to conduct a variety of training programs to include teaching/learning strategies.
- Experience reviewing or overseeing investigations alleging discrimination, harassment or sexual misconduct.
- Broad understanding of organizational development as it applies to education.
- Broad understanding of cultural competency as it applies to educational institutes.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting; occasionally travel from site to site.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.