

Campus Compact

PREPARATION GUIDEBOOK FOR THE EQUITY & INCLUSION CREDENTIAL

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This guidebook was created to support community engagement professionals (CEPs) seeking to prepare submission materials for the Equity and Inclusion credential offered through Campus Compact's CEP Credentialing Program.



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I. Overview of the Purpose of the Equity and Inclusion Credential

The purpose of the Equity and Inclusion Credential is to encourage community engagement professionals (CEPs) to reflect on, articulate, and analyze their personal commitments and actions—as well as those of their institution and unit—to advance diversity, equity, anti-racism, and inclusion.

The credential supports CEPs to engage in equity-focused analyses through a guided, self-reflective process in which they consider, and craft responses to, questions corresponding to the four Key Competencies areas of the credential:

Area 1: Able to engage in critical self-analysis

- How have your lived experiences (understood through an intersectionality perspective) and learning about equity frameworks shaped your personal commitments and actions related to diversity, equity, anti-racism, and inclusion? How have these experiences and understandings shaped the way you approach your role as a community engagement professional?



Area 2: Able to engage in critical analysis of one’s institutional context

- In what ways have both the institution and unit of which you are a part pursued goals related to diversity, equity, anti-racism, and inclusion? What can you identify as the successes, opportunities, and limits/challenges of these efforts?

Area 3: Able to integrate equity and inclusion strategies into one’s professional practice

- How are you working to apply your understanding, skills, and commitments to advance diversity, equity, anti-racism, and inclusion goals, in tangible ways, in your role, activities, and everyday practices as a CEP? What successes and challenges/tensions are you encountering in this process?

Area 4: Critical Commitments

- What would you identify as your personal strengths as well as areas of necessary growth for you as you continue to enhance your capacity to advance diversity, equity, anti-racism, and inclusion goals in your role and responsibility as a CEP? What goals for future learning and growth can you identify for yourself in this area?

There are a variety of ways that individuals can choose to craft responses to these questions - for example, reflective writing, artistic expression, annotated artifacts, etc.). More details on the forms and formats for submission materials can be found in the *Detailed Submission Requirements* section in this guidebook.



II. Preparing to Earn the Credential: Tips and Strategies

The importance of providing a guidebook to prepare for the Equity and Inclusion Credential was stressed by participants in a limited pilot launch of the credential facilitated by Campus Compact in late 2021 and early 2022. The intentionally diverse cohort of community engagement practitioners who participated in the pilot met in a series of five virtual meetings to work through the guided reflections that are inherent in the credential submission process. Based on feedback from the pilot, Campus Compact has put together a set of tips and suggestions that may benefit others seeking to earn the credential.

Tip #1: Prepare Collaboratively!

Given that equity and inclusion work is very much a relational practice, Campus Compact strongly recommends individuals work collaboratively with a broader group of practitioners to move through the guided process of preparing materials for the credential. We also encourage efforts to create groups that are purposefully diverse, as this allows for multiple perspectives on professional practice and, in many cases, increases the potential to see equity opportunities and gaps in different ways. In



seeking to create diverse groups, please keep in mind the power and status dynamics that may exist among differently-positioned individuals within the group, and be mindful of creating spaces and conditions for collaborative reflection that promote a culture of belonging that actively invites the contribution and full participation of all participants. In some cases, this may mean considering [caucusing](#) or other strategies to cultivate contexts for more full participation, support, and authentic relationship building.

Tip #2: Put aside time to create multiple opportunities to work together through the credential application and guided process

The process of reflecting on equity and inclusion realities, along with the institutional efforts to address those realities, can be weighty and for many, an emotionally-taxing experience. For this reason, and because the credential requires engaging in four steps of process-based reflection and analysis, we highly recommend setting aside time for a series of group gatherings that will allow individuals to support one another through the guided process. In our pilot credential experience, for example, participants meet five times (in 90 minutes sessions) to engage in group reflection, processing, and support. A multiple-meeting approach also encourages effective pacing and allows the group to generate agendas and guideposts from which to work.

Here are a few specific recommendations about the group meetings, based on our pilot experience:

- a. Have the group identify and discuss from the beginning what the final submission products will look like and what artifacts need to be created.
- b. Consider offering the opportunity for participants to meet in pair/dyads or small groups “in between” the full team meetings for the purpose of building stronger relationships and sharing reflections and analyses-in-progress (particularly as it pertains to generating materials to meet competency areas 1, 2, and 3).
- c. Encourage participants to take purposeful notes during group meetings that they can later use to directly inform the artifacts they will be submitting. Moreover, it may be helpful to dedicate time at end of each session for individuals to process, reflect on, and build draft narratives that can be translated more directly into their submission pieces.
- d. Provide guiding questions in advance of each group meeting and encourage participants to bring to the session some written reflections related to those questions. That way these initial thoughts, along with further reflections that may be noted during and after the meeting, can be translated directly to the narrative of their submission material.



Tip #3: Do not wait until the end to produce all the submission materials for the credential

We strongly recommend that applicants complete the four sections of the credential process in piecemeal fashion, drafting submission materials along the way and over time. When working with a group, it may be helpful to create a specific schedule of set of tentative “deadlines” (however informal they may be) to produce drafts that can be shared or workshopped during group meetings.

Tip #4: Consult external resources.

Campus Compact offers a range of knowledge hubs and resources that can support your preparation, particularly related to completing Areas 1 & 2 of the credential. We also encourage groups to crowd-source and share resources they have found useful in their own efforts to design and practice equity and inclusion in their roles as CEPs.

III. Detailed Submission Requirements for the Credential (including prompts and guiding questions)

This section offers a detailed description of the submission requirements for the Equity and Inclusion Credential. We have included specific prompts and guiding questions, along with additional notes and suggestions that may be useful for you as you prepare.

A. Curriculum vitae/resumé

- Upload a current resume or curriculum vitae (CV)

B. Brief description of your institutional context and role

- Briefly describe the institutional context(s) in which you work and your role as it relates to community engagement programming and partnerships.

C. Recent professional development experiences in equity and inclusion

- Please provide a brief listing that outlines professional learning opportunities you have participated in over the last three years that are relevant to this credential area. This listing can include formal experiences (e.g., workshops, seminar series, classes, conference presentations/attendance, etc.) as well as informal experiences (e.g., mentorship, community board service, or the like) that you feel have shaped or informed your competencies in this credential area. When relevant, please briefly note what you found meaningful about the experience.



Note: You will NOT be judged on the relative quantity of experiences you include. Our interest is to understand better your arc of professional learning in this area and what experiences you have found to be significant.

D. Critical Self Understanding and Analysis

- In this section, please share your personal/lived experience and knowledge as it relates to diversity, equity, (anti-)racism, and inclusion, and how this experience and knowledge have shaped your commitments and actions as a community engagement professional.

These guiding questions may be helpful:

1. Through what personal experiences and knowledge/learning have you come to understand and value the importance of advancing diversity, equity, anti-racism and inclusion? [Note: you should feel free to draw from a combination of life experiences, educational experiences, professional development, mentorship, work experiences, etc.]
2. Reflecting on your personal experiences through an intersectional lens and particularly as they relate to issues of power and privilege, how do you feel these lived experiences and learning have (1) shaped your commitments to diversity, equity, anti-racism, and inclusion and (2) impacted the role you play and responsibilities you take as a community engagement practitioner? =

NOTE: You have a significant level of flexibility, choice, and creativity in how you may choose to express or illustrate your personal story. For example, the expression could take one of a variety of forms --e.g., reflective writing, journey mapping, Pecha Kucha, video narrative, or another expressive form. Whatever approach you choose, we encourage you to think in terms of both the personal experiences that have shaped and informed your understanding and commitments, as well as the knowledge or frameworks that have helped guide or shape your understanding and actions [e.g., specific ideas about justice, knowledge or experience related to structural and institutional inequality, white supremacy, systemic oppression, etc.]. In other words, we understand that some practitioners may feel it appropriate to lean more on their personal experiences in telling their stories, while others may focus on the social theories and knowledge frameworks that have guided their understanding and practice. Emphasis in either direction is fine, but we encourage some integration of both (without any expectation that it be balanced or “academic” in nature).

When appropriate, feel free to reference in this submission any materials you may choose to upload in the Annotated Artifact section.



E. Institutional Equity Analysis

- In this section, please provide a narrative analysis that directly addresses the following questions:
 1. What are your organization's/unit's stated commitments to advancing diversity, equity, anti-racism, and inclusion? Briefly outline particular strategies that are being pursued to meet these stated goals in specific realms (e.g., strategic planning; student access, learning, and success; staff hiring and development; assessment and evaluation; faculty development; community partnership building, etc.)
 2. Through a mapping and analysis of these strategies as they relate to community engagement work, what would you identify as some of the successes, opportunities, and challenges/tensions to achieving desired diversity, equity, anti-racism, and inclusion goals? What equity gaps (if any) can you identify?

Note: When appropriate, feel free to reference in this submission any materials you may choose to upload in the Annotated Artifact section.

F. Applying Knowledge, Experience, and Commitments in Practice

- In this section, please submit materials, including annotated artifacts, that directly addresses the following questions:
 1. What are the specific practices, activities, programming, or policy developments you (have) participate(d) in to advance DEI-related goals in your role? [**Note:** Feel free to describe or outline here any materials you may upload in the Annotated Artifact section below.]
 2. In what areas have you experienced success, and what challenges/tensions have you faced in this work? What factors or conditions potentially limit the scope or efficacy of your work?

G. Upload of Annotated Artifacts

- Please upload materials (in the form of PDFs, Word docs, PPTs, video, images, URLs, etc) that you feel illustrate your experience and contributions to supporting and advancing diversity, equity, anti-racism and inclusion in your professional role. These could include but are not limited to: daily practices and activities, coursework, trainings, workshop materials or outlines, agendas, presentations, or assessment instruments that you have played a role in helping create, facilitate, or sustain.



- Please include with each submitted artifact a ***brief narrative description/annotation*** (via the text box that accompanies the upload function) that explains how the artifact relates to DEI activities in which you have participated, including (when appropriate) the specific role you played in carrying out what is described (i.e., if multiple people were involved, what was your role?). When relevant, please link your evidence to specific key competencies for the credential.

H. Reflection on Professional Learning & Action Plan

- In a brief narrative (approximately 300-500 words), please do the following:
 1. Please respond to the following questions:
 - a. What do you see as your greatest strengths and competencies in advancing DEI as a CEP?
 - b. What would you identify as areas in which you'd like to grow more?
 2. Please create and share an action plan that incorporates responses to the following questions:
 - a. What are tangible next steps you can take to enhance your competences in the areas you've identified?
 - b. Please share at least *three* specific goals can you set for yourself to achieve over the *next three years (or so)*? What mechanism can you utilize to ensure you remain accountability to these goals and can achieve them?
 - c. Please provide a proposed scope and timeline for your action plan.

IV. Preparing for the Credential with a Group: A Sample Program

The following section outlines the agendas that were developed from the five virtual preparation meetings held with CEPs participating in the pilot launch of the credential. These agendas are *not* meant to be prescriptive; we offer them only to provide an example. We encourage you to design a preparation experience that would be most useful for your specific context and range of participants.

Group Preparation Session #1

Key Objectives

- Facilitate relationship building among participants
- Discuss overview of the credential
- Discuss proposed credential preparation process

- Generate insights and recommendations from participants on best how to use meeting time(s) (review of guidelines)

Agenda:

- I. Connections, icebreakers (*strongest emphasis of this initial meeting*)
- II. Background of the Equity and Inclusion Credential
- III. Introduction to the competency-based framework of the credential program
- IV. Review guidelines and the required “products” of the reflective process to earn the credential
- V. Share reactions, questions, and feedback
- VI. Discuss/brainstorming approaches to take with the group process
- VII. Introduce “homework” for Group Meeting #2

Group Preparation Session #2

Key Objective:

- Focus is on competency area #1: **Able to engage in critical self-reflection and understanding**

Agenda:

- I. Ice-breaker/check ins
- II. Small group discussions
 - a. Based on the guiding questions (provided as “homework” after session 1 and listed below), have each individual share their personal responses (up to an 8-10 minutes per person)
 - b. Discuss any resources or tools that individuals may have found useful to help develop and articulate their self-understanding as it relates to their work and role as a CEP.

Guiding questions for small group discussion:

- i. Through what personal experiences and knowledge/learning have you *come to understand and value* the importance of advancing diversity, equity, anti-racism and inclusion? *Note: you should feel free to draw from a combination of life experiences, educational experiences, professional development, mentorship, work experiences, etc.]*
- ii. Reflecting on your personal experiences through an intersectional lens, and particularly as they relate to issues of power and privilege, how do you feel these lived and learning experiences have: (1) *shaped your commitments to promoting diversity, equity, anti-racism, and inclusion* and (2) *impacted the role you play and responsibilities you take as a community engagement practitioner?*
- c. Discuss diverse and creative strategies individuals might choose to express their self-understanding



Note: Applicants are provided a significant level of flexibility, choice, and creativity as to how one might choose to express or illustrate their personal narrative here. For example, such expression could take the form of: reflective writing, journey mapping, Pecha Kucha, video narrative, or another expressive form. Whatever approach one chooses, you are encouraged to think in terms of both the **personal and lived experiences** that have shaped and informed your understanding and commitments *and* the **knowledge or frameworks** that have helped guide or shape your understanding and actions [e.g., specific experiences or ideas related to justice, discrimination, structural and institutional inequality, white supremacy, systemic oppression, etc.]. In other words, we understand that some practitioners may feel it appropriate to lean more on their personal experiences in telling their stories, while others may focus on the social theories and knowledge frameworks that have guided their understanding and practice. Emphasis in either direction is appropriate, but Campus Compact encourages some integration of **both** (without any expectation that it be balanced or “academic” in nature).

III. Facilitator notes from small group report backs:

- i. Many shared that they started their stories from the beginning – Where was I born and who you was I born to? What was the culture and climate like? This choice of focus illustrates how early experiences inform where we’ve gone since, emphasizing historical piece of who we are
- ii. Listening to stories, “we found our moments that made us conscious of what we did” – “wake up calls” – “moments and historical connections”
- iii. The process “made me emotional”; “the body keeps score” – commitments are “stoned in the soul”; painful/injurious to retell (BIPOC participant)
- iv. “My commitment is that when I move into a leadership position, to be sure we are not recreating the toxicness of the place” (higher ed) for BIPOC folks; a way to interrupt generational trauma
- v. Importance of having a village around you; “we are working in systems that are not made for us... if you’re not careful, you can recreate the traumas and inequalities”
- vi. Some BIPOC participants stressed the importance of the need for spaces and support for healing and self care. Emotional space: “[My own experience(s) of] trauma is what motivates me. How to talk about this in ways that aren’t emotionally taxing

Group Preparation Session #3

Key objective:

- Focus specifically on the key competency for Area 2: **Able to engage in critical analysis of one’s institutional context**” as it relates to equity and inclusion efforts, Including:



Agenda:

- I. Icebreaker/check in
- II. Review 'homework': Encouragement to come to the session having done some mapping of equity and inclusion efforts in your institutional context. It's okay if you haven't, but for those that did, we'd like to hear about how it went – and how you went about it.
- III. Small group discussions:
 - a. What are the specific contexts in which you work as a CEP (that is, both the institutional and unit- or program-level contexts that define your work)?
 - b. What are the institutional and unit-level stated commitments to advancing diversity, equity, anti-racism, and inclusion? What specific strategies are being pursued to meet these stated goals, and in what specific realms (e.g., strategic planning; student access, learning, and success; staff hiring and development; assessment and evaluation; faculty development; community partnership building, etc.)?
 - c. *Based on your mapping and analysis of these strategies*, what would you identify as some of the successes, opportunities, and challenges/tensions to achieving stated diversity, equity, anti-racism, and inclusion goals (including the identification of equity gaps) as it relates to community engagement work in your setting/context?
- IV. Small group share back questions:
 - a. What were some interesting topics, discoveries, or insights in your conversation?
 - b. How did folks go about the institutional assessment process? What strategies did you use, or what interesting approaches did you hear about?
 - c. How were the issues you face in your institutional context similar or different from those facing others in your group? How so?
- V. Introduce "homework" for session #4:

Group Preparation Session #4

Key Objective

- Focus specifically on Competency area #3: **Able to integrate equity and inclusion strategies into one's professional practice**

Agenda

- I. Icebreaker/Check in
- II. Small group discussion, based on guiding questions from the 'homework':
 - a. *What are the various ways you carry out commitments to diversity, equity, anti-racism, and inclusion in your role as a CEP? (think in terms of the specific practices, activities, programming, or policies you have (co-)developed or participated in to advance DEI-related goals in your unit.)* For example, in what particular domains of your practice have you



carried out these commitments and through what specific practices? (Consider creating a list)

- b. What successes have you experienced in this work? Alternatively, what challenges/tensions have you faced? What factors or conditions do you recognize as potentially limiting the scope or efficacy of your work?

III. Report back on small group discussions

IV. Introduce “homework” for Session #5

Group Preparation Session #5

Key objective

- Focus on specific competency area: **Critical Commitments**

Agenda:

I. Ice breaker/check in

II. Small group discussions:

- a. In what areas would you like to continue to develop your competency to engage effectively and ethically in equity, inclusion, diversity, and anti-racism work?
- b. Through what specific activities might you be able to pursue your learning in these areas?
- c. Consider drafting an action plan for your future learning, including possible activities and a tentative timeline.

III. Reflect on progress made toward production of required material for credential submission

IV. Plus/Delta

We hope you will find the contents of this guide useful as you prepare materials to earn the Equity and Inclusion Credential. If you have questions about preparation processes or the credential itself, please contact feel free to contact Campus Compact at credential@compact.org.