



EAB

The Evolving Role of the Chief Diversity Officer

Guidance on Structuring the CDO Role and Office,
and Empowering CDOs to Advance DEIJ Goals

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The Evolving Role of the Chief Diversity Officer

As higher education institutions across the United States place a renewed focus on diversity, equity, inclusion, and justice, demand for Chief Diversity Officers (CDOs) has accelerated. Over 120 US colleges and universities advertised job postings for CDOs across December 2020 to November 2021 (compared to 70 job postings from 2019 to 2020), indicating a growing need for qualified professionals.

As the role expands from a mid-level director position to a senior-level position with an institution-wide portfolio, hiring—and retaining—the right CDO is proving a challenge. EAB research consistently highlights how even senior-level CDO roles often lack the infrastructure and authority to impact campus culture. High turnover in the CDO position also illuminates the significant pressures, heavy workload, and emotional responsibilities of the role.

As institutions prepare to hire a CDO, they must take into account the broad scope, high pressure, and sensitivity of the role. Leaders must identify the right scope and resources to best set up the CDO for success in advancing institutional DEIJ goals and priorities.

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Common Barriers to Success in the CDO Role

As the CDO role evolves from a mid-level position focused on student affairs or human resources to one with an institution-wide portfolio, the responsibilities, workload, and community expectations continue to grow. CDOs frequently cite the overwhelming pressure to be involved in every aspect of DEI as one of the greatest challenges of the role.

During EAB's conversations with 25+ chief diversity officers at US institutions, we identified four common challenges that prevented CDOs from leading widespread institutional change and frequently led to CDOs' decision to step down from the role.

1. Lack of Strategic DEI Focus

Is there a strategic plan already in place at the institution that identifies a specific set of institutional priorities around DEI, or will the new CDO need to start from scratch?

According to [research by WittKieffer](#), only 16% of profiled CDOs in higher education reported a pre-existing [DEI strategic plan](#) upon beginning their role. A lack of strategic plan may not represent a significant barrier to a new CDO, with one CDO referring to it as "low-hanging fruit" for a newcomer. However, institutions preparing to hire a CDO without any existing strategic framework should search for individuals with significant strategic planning expertise and should ensure the CDO is supported with adequate resources and staff to facilitate the development of the plan.

2. Lack of Authority

Can the CDO rely on structures and processes to encourage and enforce progress towards DEI goals at the institution, particularly among the faculty?

While the CDO role can encompass staff, students, the community, and faculty, the latter may represent the greatest opportunity for on-campus change. As one CDO describes it, "while the students come and go, the people are the culture."

Faculty, who define curriculum and serve as role models and mentors to diverse students, play a key role in the campus climate. However, CDOs often face pushback from faculty and may struggle to gain influence over decisions that have historically been the domain of the faculty, such as hiring or tenure decisions and curricular changes. While the CDO should not be solely responsible for these decisions, the CDO perspective is often necessary to ensure these decisions are made with a DEI lens.

Institutions looking to bring about change at the academic unit level should ensure that faculty are informed of and committed to DEI changes (such as adjusting course curricula, participating in anti-bias trainings, and supporting diverse voices). In order to have sufficient authority over all academic units, the CDO role should be a vice presidential-level position with a direct reporting line to the president. Additionally, a CDO with an academic background, such as a PhD and experience in teaching and research at other institutions, will have greater authority and influence over faculty.

3. Lack of Accountability

How will the CDO measure unit-level DEI progress?

Strategic initiatives and goals may serve as progress towards a more welcoming and diverse climate, but only if individual campus units are held accountable for these goals. The CDO should be provided with benchmark data and staff or resources to measure the success of initiatives on campus.

CDOs stress the importance of tracking key DEI metrics (e.g., student diversity and retention rates, number of faculty hired from historically marginalized groups and their average time to tenure, number of bias incidents reported on campus) and being able to analyze that data. If possible, compile past data to ensure the incoming CDO can adequately baseline initiatives. To assess past and future data, the new CDO should either have analytical expertise or be supported by a designated staff member with data and assessment skills.

4. Lack of Funding/Support for DEI Initiatives

Will the CDO have adequate funding and staffing to concentrate on strategic measures?

When interviewing CDOs about their greatest challenges, we heard again and again that CDOs are not given a budget commensurate with the goals they are expected to achieve or the priority placed by the institution on DEI work. At some institutions, CDOs need to fundraise for almost every dollar. At other institutions, CDOs have funding for staff and specific initiatives, but lack an operating budget.

This prevents them from responding flexibly to new challenges or needs at the institution, can cause the CDO role to appear as a purely symbolic investment without any real commitment, and is one of the most common reasons CDOs leave to work at another institution.

Not only does the lack of a budget place very practical constraints on the CDO, it also devalues DEI work at institutions. While the CDO is often (correctly) at the Vice President level, they generally are not given the same resources as a Chief Financial Officer or other VP.

Many CDOs “MacGyvering” Institutional Strategy

“Being a CDO without a budget is like being MacGyver. All you have is a stick of gum or a wrapper and you’re being asked to create something transformational.”

CDO, Large Public Research University

Lack of Budget Devalues CDO Role

“If you're not asking other VPs to fundraise for their operating budget, then the CDO shouldn't have to fundraise or write grants for their operating budget. If DEI is an emphasis area for you, then the budget should be there, no matter what kind of financial situation your institution is in.”

CDO, Liberal Arts College

A Division with the Budget of an Office

“I’m running a division with the budget of an office. If there were one thing I could fix about my role, it would be to figure out the funding so that I didn’t have to spend so much time always worrying about money.”

CDO, Regional Comprehensive University

4 Things Presidents Should Do Before Hiring a CDO

1. Consistently Communicate that Improving DEIJ is an Institutional Imperative

Before hiring a CDO, institutional leaders must ensure that the campus community understands the importance of DEIJ to their institution's future. Before hiring a CDO, presidents and provosts need to ensure that their institutions are ready to embrace DEIJ initiatives and understand the role of the CDO in DEIJ work, and to prepare to reinforce the CDO's messaging in the face of inevitable backlash to progressive initiatives.

Many faculty and staff may see DEIJ as purely a central institutional priority, separate or detached from the work that they do. Others may believe that DEIJ should not be a focus area for the institution at all. While there will always be dissenters on campus, in order for a CDO to have the mandate to make changes at the institution, the majority of the campus community must understand the importance of DEIJ work to the institutional mission.

For example, many presidents have issued statements of institutional commitment to antiracism, added DEIJ goals to their institutional strategic plans, and/or created diversity dashboards with publicly-available metrics that convey the institution's accountability to the community at large.



Not Just the Flavor of the Year

"The president has to inform the campus community that the CDO position is necessary, and why. Not because it's the flavor of the year or because George Floyd got murdered."

Chief Diversity Officer, State Flagship University

2. Clearly Define the CDO as a Strategic Leader, Not the Sole Owner of DEIJ

In some cases, faculty and staff believe that the CDO holds sole responsibility for all DEIJ initiatives. Alternatively, they may view the CDO as a compliance role, responsible only for intervening after a policy violation. Still others see the CDO only as an advisor who gives input on decisions but does not lead or craft strategy themselves. None of these beliefs prepares departments and units to successfully partner with CDOs.

The CDO is not responsible for achieving institutional DEIJ goals alone. Instead, presidents need to introduce the position as a thought partner, a resource, and a strategic leader for the rest of campus. They should designate high-level roles in academic and administrative offices responsible for collaborating with the CDO to cascade DEIJ goals down to the individual unit level. They should also underscore that the CDO is there to help individual units improve DEIJ, rather than to police them or punish them for failing. For example, presidents can discuss with faculty how the CDO can work with them to better support students of color and improve student success. This type of positive, supportive framing of the CDO helps ensure units and departments utilize the CDO office effectively and can preempt potential pushback from more change-averse faculty and staff.

Institutional leaders must also define the CDO role for the incoming CDO. Several CDOs who spoke with EAB mentioned that institutions hired them without a clearly-defined idea of what they wanted the CDO to accomplish. When this occurs, CDOs must spend the first several months of their tenure defining their job before they can move on to actually implementing projects or initiatives to improve institutional DEIJ. Before bringing in a CDO, institutions should have at least some DEIJ goals to give structure to the role and narrow its scope.

3. Ensure CDO Has Appropriate Budget and Staffing for a Vice President

The next key step institutions need to take before hiring a CDO is ensuring that the office will be adequately staffed and resourced. DEIJ is an imperative for higher education institutions, and it should be funded like one, both in order to support initiatives and staffing as well as allow the CDO to focus their attention outside of fundraising.

Though funding is tight for higher education, CDOs need the kind of budget for staff, office space, resources, and operations similar to other cabinet level leaders. Before hiring a CDO, it is important to allocate funding to support their office and benchmark the CDO's budget against the resources for other cabinet-level roles at your institution.

4. Prepare to Have Tough Conversations and Make Difficult Changes

CDOs are hired to address structural issues of racism and social injustice, and fully addressing these issues requires making significant structural change. Therefore, presidents themselves need to be ready to support the CDO and make difficult changes to the university. They need to be prepared to potentially restructure campus units, make difficult personnel decisions, implement strategic directions that may be unpopular or polarizing among the board and alumni, and take a stand on DEIJ flashpoints.



Presidents Must Be Willing Own Difficult Messages

“Presidents must be willing to reflect on their executive leadership style and the direction of the institution.

I say that because, if a CDO is doing their job, 90% of what they bring up at the beginning of their tenure is going to be problematic, it's going to be opportunities for improvement, it's going to be exposing some of the shortcoming and the challenges that the institution may be facing. And most people don't want to hear that type of information.

So, presidents who want their institution to be effective have to create a safe space for CDOs to bring up criticism of the institution. Otherwise, the CDO becomes a lightning rod.”

*Dr. Aswad Allen
CDO, California State University-San Marcos*

When presidents fail to support the CDO and embrace a strategic vision of a more diverse, inclusive, equitable and just institution, there is little the CDO can do to overcome institutional inertia or resistance to DEIJ-related changes on their own. CDOs without the support of their president are much more likely to burn out, leave the institution, or fail to make any meaningful improvements on institutional DEIJ metrics.

6 Essential Elements for CDO Success

1. Make the CDO a Vice President with a Direct Reporting Line to the President

From our conversations with CDOs across the country, it becomes clear that not only are more CDOs reporting to the president, but that this reporting line is increasingly important to help CDOs succeed in their role of advancing DEIJ strategy. One CDO at a state flagship university told EAB that the CDO should be “the president’s right hand” and serve in a role similar to a chief operating officer, with direct oversight over institutional policy and initiatives.

CDOs should not only report to the president but should also have a vice president title. At more than one institution EAB spoke to, the CDO was currently the only person on the cabinet without a VP title, and it negatively affected how they were seen by other institutional leaders and how effective they could be.

At institutions where the CDO did not have a vice president title, most CDOs reported that they were in the process of getting approval for that title either for themselves or a future CDO hire. Only one CDO preferred the Vice Provost title, at an institution where the provost served as a “buffer” between the CDO and a particularly activist board of trustees.

Less-Senior Titles Limit CDO Effectiveness



“Oftentimes, institutions put CDOs as reports to the provost, or they’ll give them an associate vice president title rather than the full vice president title. In that way, they tend to marginalize the CDO and place less emphasis on them being a leader for the institution. Therefore, I support CDOs being direct reports to the president and having vice president status.”

CDO, Liberal Arts College

The Only Vice Provost on the Cabinet



“I’m the only vice provost on the cabinet and everyone else is a vice chancellor. None of us should let titles dictate, but they do. A higher title communicates that the CDO isn’t just there to be a representative of an idea but that they have a strategic realm that they’re in charge of.”

CDO, Large Research University

2. Include the CDO in Critical Conversations on DEIJ

Presidents can also highlight the importance of DEIJ by ensuring CDOs are regularly included in institutional decision-making. When preparing to onboard a CDO, Presidents should send them invites to all major meetings and discussions of university strategy.



A Seat at the Table

“CDOs should be included. One thing I love about my president is that I don’t have to ask to participate in anything. I don’t have to say ‘I should have been invited to that’ or ‘How come I wasn’t at the table?’ My president automatically puts me in. But I talk to other CDOs who say, ‘I don’t even meet with the President.’”

*Jennifer McCary
Chief Diversity and Belonging Officer, Bowling Green University*

3. Help the CDO to Focus on DEIJ Strategy by Delegating Middle Management and Training to Direct Reports

The CDO office needs to be appropriately staffed to support the work the CDO is asked to accomplish. Unfortunately, institutions of all sizes fail to provide sufficient staff to their CDOs, leaving them ineffective, burned out, and unhappy. If CDOs attempt to do everything themselves, either the CDO is severely overworked, with a poor work/life balance, or the CDO is unable to accomplish their goals. Because of this, CDOs have an extremely high attrition rate: one contact estimated that the average tenure for a CDO was only three years. Anecdotally, it is not uncommon for CDOs leave an institution after less than a year in seat.

- **Large, Organizationally-Complex Institutions Should Hire a Deputy CDO or Associate Vice President/Provost:** The deputy CDO takes on middle-management responsibilities to free the CDO to work on higher-level DEIJ strategy. Many institutions designate a deputy to specialize in working with students, faculty, and/or staff; for example, one deputy CDO could oversee multicultural student centers while another could liaise with HR and Academic Affairs. Large, multi-campus institutions often designate a deputy for each satellite or branch campus.
- **As Demand for DEIJ Training Grows, Most Institutions Should Hire a Director of Diversity Education:** The director of diversity education develops and provides DEIJ trainings and educational materials for faculty, staff, and students. While some institutions outsource this role, Miguel Fernandez, former CDO at Middlebury University, told EAB that having a single, internal point-of-contact provided more consistency and connection across diversity trainings at Middlebury. Dr. Fernandez was able to fund half of the Director’s salary just with the money saved from no longer having to hire external consults to support the demand for DEIJ trainings.

4. Identify Specialists in the CDO Office or Distributed Units to Oversee DEIJ Fundraising, Communications, and Data Analysis

CDOs also identified several areas where institutions need to hire specialized staff to support DEIJ work, most commonly in fundraising, communications, and data analysis. Some institutions choose to locate these roles in the CDO’s office itself, while others designate an individual in a centralized institutional office (advancement, communications, institutional research):

- **Grantwriter or Fundraiser Ensures Sufficient Resources to Carry Out DEIJ Goals:** To ensure sufficient funding for the CDO office itself as well as individual DEIJ initiatives and priorities, institutions need to designate an individual who will focus on raising funds for DEIJ. Typically, this role is housed in the office of advancement, with a dotted-line reporting line to the CDO to ensure alignment on priorities.

- **Director of Communication Aligns Messaging with Institutional DEIJ Priorities:** A director of DEIJ communications oversees communications for the CDO office, including developing a communications strategy and creating content for the CDO office, addressing campus climate flashpoints when they occur, informing the broader community members about campus response, engaging with alumni, and responding to feedback or criticisms of DEIJ initiatives.

Communication is a key aspect of the CDO role at most institutions, as CDOs need to effectively and clearly inform the campus community about new initiatives and policies. This is especially true at large, highly-selective institutions, or those that expect significant pushback around DEIJ initiatives from stakeholders such as alumni and board members.

As with fundraising, many institutions house this position in the office of university communications, with a dotted line to the CDO; though a direct reporting line to the CDO can guarantee that messaging is steeped in DEIJ expertise and closely aligned with the DEIJ strategic plan.

- **Increasing Need for Data Analysts as Institutions Seek to Demonstrate Meaningful DEIJ Progress:** A data analyst in the CDO’s office or institutional research office collects, analyzes, and reports on DEIJ data, and assists with developing metrics to measure progress on key DEIJ priorities. While most CDOs need basic data literacy skills, the typical CDO is not well-versed in using data analysis software, creating data visualization, or more advanced data analysis techniques. A data analyst provides more specialized knowledge of these areas.

Use Shared Positions in Centralized Offices to Distribute Responsibility for DEIJ Across the Institution

Housing shared positions within different offices, sometimes with a dotted line up to the CDO, distributes responsibility for DEIJ throughout the institution, reduces administrative redundancy, and ensures that staff are evaluated by someone who understands their work (e.g., fundraising), not just DEIJ.



Avoiding Organizational Redundancy

“When hiring staff to support communications or fundraising, my approach is to build capacity within those functional areas that are already charged with doing that work, as opposed to building parallel structures within a central DEIJ space... In an ideal world we’d have a shared position in each of those areas that serves as a bridge between our units.”

*Frank Tuitt
Vice President of Diversity and Inclusion and CDO,
University of Connecticut*

House Staff Within the CDO Office to Highlight the Importance of DEIJ at the Institution

On the other hand, including all staff directly within the CDO office ensures that staff can fully dedicate themselves to DEIJ-related work and won’t be pulled away by other institutional priorities. It also allows DEIJ staff to collaborate more closely across different areas such as communications and fundraising. Finally, aligning CDO staffing with other offices reporting to the president can help underscore the importance of DEIJ work at the institution.

5. Create Structures to Embed Responsibility for DEIJ Across the Institution

While the CDO and their office set the vision for DEIJ initiatives on campus and serve as a central leader for institutional DEIJ, the whole campus needs to be involved in DEIJ efforts in order to make real progress. The CDO cannot themselves improve diversity across the entire institution, given the decentralized nature of decision-making at a university: for example, they cannot directly recruit more diverse students, faculty, and staff; create inclusive curricula; or update tenure and promotion policy to reflect faculty's contributions to institutional DEIJ.

Instead, the CDO's role is to provide training and resources to help other departments and units build capacity to do DEIJ work themselves. To do so, institutions should create structures to embed responsibility for DEIJ across the institution.

CDO as Capacity Builder

"For me the work of the CDO is about capacity building and not so much about me being the silver bullet, responding to every issue, and putting out all the fires. I'm trying to equip folks across campus to be more effective responders to DEIJ issues and to become leaders around diversity, equity, and inclusion in their respective areas."

*Dr. Aswad Allen
CDO, California State University-San Marcos*

6. Consider CDO Skill Set and Experience When Deciding Whether Compliance is Part of the CDO Portfolio

At some institutions, compliance functions (e.g., Title IX, Title VII, ADA) fall under the CDO. Among the CDOs who spoke with EAB, no clear consensus emerged as to the ideal location of compliance. Some CDOs specifically desired to separate compliance from the CDO role, noting that compliance is the lowest level of DEIJ allowed by law, and wanting the CDO role to be focused on elevating DEIJ beyond that level.

However, some CDOs felt that including compliance within their portfolio made it clear that addressing issues of discrimination and sexual assault were an important part of DEIJ efforts. They also noted that placing compliance under Risk or HR could signal to complainants that they are seen primarily as a potential liability by the university. Sheri Schwab at NC State University told EAB that including compliance under the CDO role allows the office to offer wrap-around support to students or staff who have encountered a compliance issue.

Compliance Responsibilities May Conflict with Future-Facing Nature of CDO Role

I do not care to be in charge of institutional Equity and Compliance. I am an inspirer in chief. I'm a 'we can do' person. It's hard to be motivator in chief and the police at the same time. If I'm grappling with telling people what not to do all day long, I cannot inspire them to do what needs to be done to move the institution forward."

*John Gates
Vice Provost for Diversity & Inclusion,
Purdue University*

Despite these differing opinions, CDOs did agree on one point regarding compliance: **if an institution chooses to include compliance under the CDO portfolio, the CDO must have a legal background.** Without a clear understanding of the law, it is easy for CDOs to potentially mishandle compliance issues, causing serious legal liabilities for the institution.

EAB's Analysis of CDO Job Postings: Key Skills and Emerging Trends

Methodology

To assess labor market demand and highly-sought skills for CDOs, EAB analyzed labor market data using Emsi. A review of online openings for the title "Chief Diversity Officer" within the educational services industry from December 2018 to November 2021 found a total of 227 job postings. EAB assessed demand for specific skills by selecting job postings within the CDO title that contained keyword references to data-related skills and conflict management.

1. Collaboration and Strategic Planning Experience are Must-Haves

CDOs spearhead initiatives that encompass all areas of higher education, including student affairs, academic affairs, community engagement, and work with the Board of Trustees. As a result, positions typically require a minimum of 5-7 years of experience.

Specifically, candidates need to have administrative experience, a background in strategic planning, to have previously managed managers (such as unit directors), and to be well versed in collaborating across disparate units without direct reporting lines.

Given the nuances of working with faculty and students, job postings overwhelmingly call for candidates to have specific experience working in higher education.

2. A PhD is Not a Prerequisite but Can Help with Faculty Rapport

Job descriptions for CDOs typically require a master's degree, with preference for candidates with a terminal or doctorate degree in their field.

The nature of the degree required may depend on the institution's goals and the intended responsibilities of the CDO. For example, a CDO with a JD or compliance experience would highly benefit a diversity and inclusion office that oversees Title IX.

While CDOs profiled in this research came from a mixture of faculty and administrative backgrounds, none of the job postings analyzed specifically called for academics.

Additionally, while some interviewed CDOs noted that having a Ph.D. helped build rapport and credibility with faculty, the majority made clear that having administrative experience was more important given the scope of the role. For example, several CDOs had PhDs in areas such as higher education leadership as well as several years of experience directing administrative units.

3. Growing Demand for Data Skills and Conflict Resolution Experience

Institutions hiring their first CDO should either require analytical experience from candidates, create a DEIJ role in the office of institutional research, or staff their CDO office with an experienced data professional.

Job postings for CDOs referencing data or analytical abilities increased 54% on average per year from 2018 to 2021 (from 28 job postings in 2019 to 33 job postings in 2020 and 63 job postings in 2021). In the last year, over half (52%) of CDO job postings referenced such skills.



CDOs interviewed for this research attested to the importance of data in their work, with one CDO emphasizing the need for DEIJ work to be “visible” to students and stakeholders (e.g., through [data dashboards](#) or annual reports on key DEIJ statistics such as BIPOC student retention or faculty diversity).

Job postings referencing conflict resolution increased an average of 125% per year between 2019 and 2021, but conflict resolution appeared in fewer job postings than data analytics. As the CDO role is increasingly elevated to the VP level, CDOs are increasingly required to mediate between the institution, the board of trustees, and the community. The rise in racial justice protests on campus, community responses to critical race theory, and other DEIJ flashpoints has further increased the emphasis on these aspects of the CDO role.

Tool: Chief Diversity Officer Job Posting Builder

How to Use this Resource

Use this resource when crafting a job advertisement for a new CDO role. For each element of the job advertisement, the chart below provides an example of unclear or insufficient language to avoid and guidance on how to write stronger language that clarifies the role and responsibilities for job seekers.

These examples should not be replicated exactly but should be tailored to your institution's unique characteristics.

Section 1: About the Role

Ensure that candidates understand the impetus for hiring a CDO, the work the institution has already done around DEI, and any additional information about the authority and support given to the role. Many strong candidates will not apply to a position that appears to have been created solely as a response to a campus flashpoint, lacks clear goals or connection to institutional strategy, or lacks appropriate elevation and resourcing to achieve strategic imperatives.

Unclear or Insufficient Language	Recommended Practice	Stronger Example
EAB University is seeking its first Chief Diversity Officer.	<i>Explain why the university is hiring for this role, with reference to specific DEI statements if available, to demonstrate a long-term and serious commitment to DEI.</i>	EAB University is seeking its first Chief Diversity Officer as part of a broader effort toward cultivating and strengthening an inclusive, tolerant, multi-cultural, and intellectually open community with equal opportunity for all. EAB University's institutional statement of commitment to antiracism can be found at this link.
EAB University has a goal of serving diverse students and faculty.	<i>Specify definitions of terms such as 'diversity' and specific institutional goals and commitments, which shows the institution has already taken a thoughtful approach to DEI planning and goal-setting.</i>	EAB University is committed to increasing the representation and engagement of faculty, students, and staff of marginalized identities on axes including ability, age, citizenship, ethnicity, gender identity, national origin, race, sex, sexual orientation, and socioeconomic status. In particular, the University has made a commitment to achieve racial parity between BIPOC faculty and BIPOC students within the next five years.
The CDO will oversee the Office of Inclusive Excellence.	<i>Be specific about the structure and support given to the CDO role and office to help candidates understand whether the office has sufficient budget and staffing to achieve its goals.</i>	The CDO will report to the president and participate in weekly president's cabinet meetings. The CDO will oversee the Office of Inclusive Excellence and will supervise two AVPs and an executive assistant, as well

as an annual operating budget of \$750,000/yr.

Section 2: Responsibilities

Provide enough information on the CDO’s responsibilities to help a candidate envision a typical day in the role. Clarify which responsibilities will be solely the domain of the CDO and which will be shared, delegated, or overseen via a dotted-line reporting structure to another office or vertical.

Unclear or Insufficient Language	Recommended Practice	Stronger Example
The CDO will coordinate additional DEIJ activities throughout the institution.	<i>List other institutional structures that support DEIJ work, which demonstrate unit-level commitment to reinforcing the efforts of the CDO.</i>	The CDO will serve as liaison to each college/school’s DEIJ Committee, as well as chairing the DEIJ Planning Task Force of the Board of Trustees and the DEIJ Subcommittee of the Faculty Senate.
The CDO’s primarily role will be to manage the day-to-day operations of the Office of Inclusive Excellence and its staff.	<i>List specific responsibilities of the CDO role.</i>	<p>The CDO’s primary responsibilities include:</p> <ul style="list-style-type: none"> • Oversee day-to-day operations of the Office of Inclusive Excellence, including managing office budget and staff. • Develop and oversee the implementation of a DEIJ strategic plan. • Develop and lead campus-wide DEIJ programs and initiatives. • Collaborate across academic and administrative units and with student leaders on campus to make progress on strategic initiatives, increase cultural competency, and create a welcoming environment for a diverse student body, staff, and faculty. <p>Advise the president, Board of Trustees, and Faculty Senate on DEIJ matters.</p>
The CDO will also oversee Title IX compliance, fundraising for DEIJ, and data analysis and reporting related to DEIJ goals.	<i>Clarify which additional skill will be delegated, so that candidates can match their skillset to the role’s requirements.</i>	<p>The CDO will also have dotted-line oversight of the following staff:</p> <ul style="list-style-type: none"> • The AVP Equity in the Office of Human Resources, who oversees Title IX and EEO compliance • A dedicated DEIJ fundraiser in the Office of Institutional Advancement • A data analyst in the Office of Institutional Research responsible part-time for producing reports related to institutional DEIJ goals

<p>Additional responsibilities include:</p> <ul style="list-style-type: none"> • Working with the Advancement office on DEIJ initiatives • Creating data reports on DEIJ strategic plan goals • Responding to campus flashpoints 	<p><i>Clarify what the CDO's role will be in fundraising, data reporting, and crisis communications to help candidates understand how much specific expertise they need in these areas. Be aware that the strongest CDO candidates typically will not have deep expertise in these areas.</i></p>	<p>Additional responsibilities include:</p> <ul style="list-style-type: none"> • Review Advancement messaging for high-level campaigns and major donors to ensure alignment with DEIJ strategic planning and institutional definitions • Utilize data analyses and visualizations developed by institutional researchers to present quarterly updates on DEIJ planning progress to the president's cabinet and Board of Trustees • Serve as an advisor to a dedicated crisis communication specialist in the Office of University Communication in the case of a DEIJ-related campus flashpoint to ensure that communications are consistent with EAB University's DEIJ commitments and the work of the Office of Inclusive Excellence
<p>The CDO will also have a mentoring caseload of five faculty and students.</p>	<p>Provide context for any responsibilities that are unusual or unique to your institution.</p>	<p>As part of EAB University's mission of service and to ensure that leaders stay informed on the day-to-day challenges their constituents face, all senior leaders also have a mentoring caseload of no more than five faculty and students.</p>

Section 3. Requirements

Provide detailed information on the background that makes a candidate ideally suited to the role, while disaggregating need-to-have from nice-to-have characteristics.

Unclear or Insufficient Language	Recommended Practice	Stronger Example
<p>Required experience: 5-7 years of experience in DEIJ initiatives or topics.</p>	<p><i>Require high-level leadership and strategic planning experience to indicate the elevation and responsibilities of the role. Avoid implying that experience with DEIJ topics alone will be sufficient for success in the role.</i></p>	<p>Required:</p> <ul style="list-style-type: none"> • At least 5-7 years of experience leading institution-level strategic initiatives or administrative offices/verticals, including managing managers • Experience developing and executing a strategic plan, including creating and tracking progress toward measurable goals <p>Preferred:</p> <ul style="list-style-type: none"> • Experience in leading initiatives or offices related to DEIJ

		<ul style="list-style-type: none"> • Experience coordinating the work of disparate stakeholders and groups across a decentralized, complex organization
Required qualifications: Advanced degree.	<i>Specify the type of degree or qualification that will be best aligned with the CDO's work.</i>	<p>Required:</p> <ul style="list-style-type: none"> • Terminal degree (master's or PhD). <p>Preferred:</p> <ul style="list-style-type: none"> • Terminal degree (master's or PhD) in educational or organizational leadership; specialization in strategic planning or specialization in DEIJ-related topics.
Preferred qualifications: <ul style="list-style-type: none"> • Understanding of relevant laws (Title IX, Title VII of the Civil Rights Act, ADA) • Graduate-level degree or certification in counseling • Experience in fundraising or grant writing 	<i>Avoid requiring too many disparate areas of knowledge or expertise. Consider delegating or sharing responsibilities where possible. If necessary, select one additional domain of knowledge where candidates should have a background.</i>	<p>Required:</p> <ul style="list-style-type: none"> • Understanding of relevant laws (Title IX, Title VII of the Civil Rights Act, ADA) <p>Preferred:</p> <ul style="list-style-type: none"> • Experience working with faculty and students of marginalized identities and communities • Experience managing or liaising with staff whose responsibilities include fundraising or grant writing

Section 4: Compensation, Benefits, and Application Instructions

Provide detailed information about the compensation, benefits, and instructions to apply for the position.

Unclear or Insufficient Language	Recommended Practice	Stronger Example
The position will pay a competitive salary.	<i>List the salary range of the position. Many qualified candidates from marginalized backgrounds will avoid applying to a position without a listed salary due to the penalties these candidates often experience for negotiating salary.</i>	The salary range for this position is \$125,000-200,000/yr, commensurate with years of experience and specialized expertise.
Benefits include three weeks of paid annual leave and full healthcare coverage.	<i>Detail any unique benefits offered by your institution in order to make the position more compelling for a diverse range of candidates.</i>	Benefits include: <ul style="list-style-type: none"> • Three weeks of paid annual leave • Twelve weeks of paid parental leave for birthing parents and six weeks of paid parental leave for spouses/partners or adoptive parents • Full healthcare coverage, including vision care, dental care, and access to

		<p>a 24/7 mental health counseling platform</p> <ul style="list-style-type: none"> • \$1000 yearly wellness stipend <p>Discounted continuing education options through EAB University Global Campus</p>
<p>Apply for the position by contacting HR@EABUniversity.edu.</p>	<p><i>Make it easy for candidates to apply, and specify application materials and process steps. Include information about who to contact with any questions or requests for accessibility support for the application process.</i></p>	<p><u>Click here to apply.</u> Applicants must submit a resume or CV, a one-page cover letter, and a one-page statement detailing specific achievements related to DEI. All application materials must be formatted as .doc or .pdf.</p> <p>The interviewing process will consist of:</p> <ul style="list-style-type: none"> • An initial phone screen with EAB University’s executive search coordinator • A video interview with President • Video interviews with 1) the president’s cabinet, 2) AVPs in the Office of Institutional Excellence, and 3) select leaders of institutional DEI taskforces • A final in-person visit and campus tour with the President <p>If you have any questions, or to request accessibility support for the application and interview process, please contact HR@EABUniversity.edu.</p>

Appendix 1: Findings from EAB Review of CDO Organizational Charts

Methodology

To help institutions benchmark their CDO offices, staff, and reporting structures against peers, EAB reviewed the websites of 45 institutions with chief diversity officers. Of the 45 institutions we examined, 30 had a clear organizational chart for the CDO office. Among those institutions, EAB identified common trends in CDO office staffing and units included under the CDO portfolio. Our sample of institutions represents a relatively even spread of size, institution control, and geographic location. Below are a few of our key findings.

1. Most CDOs Report Directly to the President

Based on EAB's review of organizational charts:

- 67% of CDOs report to the president
- 20% report to the provost

CDOs reporting to the president is most common agnostic of institution type.

The remaining 13% of CDOs primarily report to other positions at the vice president level.

2. Most CDOs Oversee Student-Facing Offices; Fewer Oversee Faculty or Staff Compliance Functions

Every CDO EAB spoke to for this research had components of their role that focused on students, faculty, and staff. EAB's review of org charts indicates that these roles are largely executed through dotted-line reporting lines rather than the CDO office's staffing itself, especially in the case of employee policy and procedures:

- 62% of CDOs oversee either multicultural centers or centers/programs supporting specific groups of marginalized students (Black students, women, LGBTQ+ students, Native American students, etc.).
- 33% oversee Title IX and/or Equity and Compliance

3. CDO Offices are Chronically Understaffed

The vast majority of CDO offices have an executive assistant, but far fewer have direct reports in director-level roles or above, or in specialized functions:

- 79% of CDO offices have an executive assistant
- 36% have a deputy CDO or associate vice president
- 30% have a Director of Diversity Education or Training
- 18% have advancement or grant writing staff
- 14% have communications staff

4. Few Differences by Institution Type

Institution type appears to have relatively little impact on the staffing and structure of CDO offices, with a few exceptions:

- Larger institutions are more likely to have any of the above staff than smaller institutions.
- Large public institutions (>5,000 students) are more likely to have a deputy CDO or associate vice president than private ones. 60% percent of large public institutions had a deputy CDO, compared to only 33% of large private institutions.

Appendix 2: Sample Job Descriptions

The University of Florida-Gainesville

Chief Diversity Officer		
Institution Size: 53,327 students	Institution Type: Large Public	Carnegie Classification: Doctoral University: Very High Research Activity
Reports to: President	Units Supervised: Not listed	Scope: (students/faculty/staff): All

Position Description:

The chief diversity officer and senior advisor to the president is a member of the University of Florida cabinet, with strategic responsibility for promoting and enabling inclusive excellence for faculty, students, and staff. The position reports directly to the president, with close working relationships with the provost as well as the chief operating officer. The position serves as an advisor to the president and the president's cabinet. The chief diversity officer provides leadership, expertise, and vision for the university's new coordinated model for diversity and inclusion. The position serves in a collaborative and coordinating role with college and work-unit employees who are responsible for diversity and inclusion. The chief diversity officer facilitates sharing of best practices and identifies opportunities for greater alignment and more unified efforts across campus. The position will chair a senior advisory group of UF scholars and professionals providing expertise and support for initiatives. Priorities for this role are strategy and engagement; coordination and alignment; communications and issues management; and success metrics. Working with the appropriate cabinet member or university leader, the chief diversity officer may focus on learning and research; recruitment and retention of students, faculty, and staff; community relations; and university communications.

Primary Responsibilities:

- Strategy and engagement: Serves as the university's executive-level strategist responsible for guiding practices and creating opportunities to define, assess, and promote inclusive excellence, access, and cultural proficiency.
- Collaborates with deans, campus leaders, students, and other key stakeholders to identify institutional priorities and short-term objectives that align with the university's strategic goals and enhance UF's national reputation.
- Chairs a senior advisory group of UF scholars and professionals for whom diversity and inclusion are areas of expertise.
- Coordination and alignment: Works with diversity and inclusion liaisons throughout the university to support inclusive excellence.
- Facilitates shared best practices and identifies opportunities for greater alignment to ensure a more unified university-wide effort, when appropriate.
- Reinforces and supports a collaborative and decentralized approach.
- As budget allows, seeds faculty research to advance inclusive excellence and/or provides resources to support appropriate efforts at the college and work-unit level.

Qualifications:

- The university seeks a proven leader with demonstrated vision and the ability to execute for results.
- The successful candidate must have a thorough understanding of the challenges and opportunities present at a large, comprehensive research university or comparably complex enterprise; a record as a champion of diversity and inclusion; and an enthusiasm for advancing UF strategic initiatives.

- Executive Leadership and Vision: Ability to develop a clear vision and strategy consistent with the university's mission and best practices
- Demonstrated leadership skills that result in the production of high-quality services and exceptional standards
- Strategic thinking with the capability of contributing at the senior administrative level and leading other leaders
- Experience implementing and managing effective diversity change efforts within a university
- Communication and Collaboration: Exceptional communication and interpersonal skills that reflect effective listening, humility, and authentic engagement with individuals at all levels
- Ability to effect results through networks rather than hierarchy
- Strong collaboration skills with individual and group partners
- Ability to facilitate and sustain a culture of trust and confidence
- Experience, Knowledge and Education: Master's degree with six years of relevant experience, or a bachelor's degree with eight years
- A terminal degree in a related field is strongly preferred; extensive executive leadership experience may be considered as a substitute
- At least five years of experience in higher education, preferably at a large, complex research university
- Knowledge of contemporary issues of inclusion, social justice, diversity, access, and equity, including the current scholarship and pedagogical approaches that inform and address these issues
- Fundamental knowledge of how varied forms of institutional data can be leveraged
- Understanding of laws, regulations, and policies related to equity and diversity in higher education

Institution Description: Not listed

University of Nebraska at Omaha

Chief Diversity Officer		
Institution Size: 15,892 students	Institution Type: Large Public	Carnegie Classification: Research Doctoral
Reports to: Chancellor	Units Supervised: Not listed	Scope: (students/faculty/staff): All

Position Description:

The University of Nebraska at Omaha (UNO)...seeks a strategic thought leader, collaborative campus partner, and proven administrator with an innovative, consistent track record of advancing diversity, equity, and inclusion efforts to serve as CDO...Reporting directly to Chancellor Joanne Li, the CDO will be a highly influential leader focused on deepening UNO's ongoing efforts to create a more diverse, equitable, and inclusive community for all faculty, staff, and students.

Primary Responsibilities:

The CDO will lead a university-wide effort to evaluate existing programs, policies, and practices currently in effect, making recommendations leading to a more efficient and cohesive operation.

Qualifications:

- A master's degree in a relevant field from an accredited institution (terminal degree or doctorate preferred)
- Significant years of experience in higher education administration
- Success in working with diverse constituents on complex issues and a high level of cultural awareness, sensitivity, empathy, and discretion
- A passion for the work, an ability to challenge and motivate, be welcoming of a wide variety of perspectives and modes of action and the ability to lead conversations about difficult topics
- A deep commitment to UNO's mission to transform and improve the quality of life locally, nationally, and globally
- Knowledge of research and best practices as they relate to diversity, equity, and inclusion, so that they can work with senior campus leaders to assure all DEI related initiatives, programs, and activities are in alignment with best practices and the National Association of Diversity Officers in Higher Education Standards
- Excellent written and verbal communication skills to engage key stakeholders on and off campus in UNO initiatives

Institution Description:

As a metropolitan public research university with more than 15,890 enrolled students, UNO has long set the pace for accessible higher education in Nebraska and continues to offer an academically rigorous experience to a diverse community. UNO is firmly anchored in the Omaha, forging partnerships with business, government, education, arts, and civic organizations, that result in an economic impact on the city of more than \$605 million through direct, indirect and charitable services. Located on the eastern border of Nebraska, near the Missouri River, the city of Omaha is a center of creativity, business, and philanthropy.

Central Michigan University

Vice President and Chief Diversity Officer		
Institution Size: 19,400 students	Institution Type: Large Public	Carnegie Classification: Research Doctoral: Professional-dominant
Reports to: University President	Units Supervised: Office of Institutional Diversity	Scope: (students/faculty/staff): All

Position Description:

The Vice President and Chief Diversity Officer (VP/CDO) leads the institutional efforts to create opportunities and implement strategies to define, promote and evaluate institutional diversity, inclusion and cultural competency. This position reports to the President and is a member of the executive cabinet. The VP/CDO will serve as the senior administrator responsible for developing and implementing a comprehensive strategic plan and broad vision for furthering diversity across the campus and by leading efforts to create a diverse, inclusive and welcoming culture for all students, faculty, staff, alumni and community partners to thrive and engage. In addition, the VP/CDO provides strategic leadership, advice and management in policy development for the operation of programs, training, and engagement in order to achieve institutional diversity, inclusion and cultural competency goals.

Primary Responsibilities:

- Provides counsel to the president and senior leadership on creating opportunities and implementing strategies to define, promote and evaluate diversity, inclusion and cultural competency.
- Plans, executes, and coordinates strong visible leadership and a broad vision for promoting an Institutional Diversity and Inclusion Institutional Strategic Plan.
- Develops and communicates metrics of the effectiveness of the Institutional Diversity and Inclusion Institutional Strategic plan to senior leaders and the campus community.
- Initiates and champions diversity and inclusion efforts related to curricular and co-curricular programs.
- Oversees the development and implementation of education and programming that aids in the functioning and/or meets the goals of the Office of Diversity Education.
- Provides leadership and education to promote a welcoming climate conducive to the expansion of diversity, inclusion and cultural competency and in which all may thrive and engage.
- Researches agendas that include topics directly related to diversity, inclusion and cultural competency.
- Represents the Office of Institutional Diversity on university-wide and community committees.
- Develops and monitors a budget related to the Office of Institutional Diversity.
- Creates mechanisms to ensure input, participation and support of directly affected groups.
- Collaborates with administrative, academic and student leaders to prioritize, implement and promote diversity projects.
- Generates report to senior management regarding the status of diversity projects.
- Schedules and holds regular information gathering, problem solving and updating meetings with key constituents.
- Develops partnership with constituents outside of CMU to assist in strengthening diversity, inclusion and cultural competency within the community.

Qualifications:

- Master's degree in a related field or an equivalent combination of education and experience.
- At least five years of increasingly responsible leadership experience, which includes strategic responsibility for activities related to diversity and inclusion.

- Ability to communicate effectively to a wide array of constituencies.
- Demonstrated experience in strategic planning, implementation and proven results in the area of diversity.
- Demonstrated commitment to diversity and inclusion that includes working with individuals from diverse communities, specifically with historically under-represented communities in higher education.
- Demonstrated ability to build strong positive relationships with others in an environment committed to shared governance.
- Demonstrated experience developing and providing diversity and inclusion curricular and co-curricular programming and services, including workshops and/or trainings.
- Demonstrated experience creating and implementing communication strategies to support diversity education, advocacy and engagement strategies.
- Demonstrated budget and financial planning experience.
- Highly effective verbal and written communication skills.

Preferred Qualifications:

- Doctorate/terminal degree.
- Teaching experience in higher education.
- History of obtaining external or internal financial support.
- Demonstrated experience in a collective bargaining environment.

Institution Description:

Central Michigan University has a more than 125-year legacy of preparing students to become leaders and changemakers in their communities and in their personal and professional lives. We serve nearly 19,500 students on our Mount Pleasant campus, in satellite locations around the state and throughout the country, and through flexible online programs. Many of our approximately 300 undergraduate, master's, specialist and doctoral programs in the arts, media, business, education, human services, health professions, liberal arts, social sciences, medicine, and science & engineering are nationally ranked for excellence. CMU leads the nation in leadership development programming through our Sarah R. Opperman Leadership Institute, and we are proud to be among only 5% of U.S. universities in the top two Carnegie research classifications. Our faculty work with graduate and undergraduate students in areas such as Great Lakes research, medical innovation, engineering technology and more. Central is home to 16 men's and women's Division 1 sports including football, basketball, gymnastics, baseball, wrestling and more. Our student-athletes achieve great success in competition and in the classroom, capturing Mid-American Conference championships and maintaining an average cumulative GPA of 3.17. CMU is located in Mount Pleasant, a community that blends the best of small-town living with big-city amenities. It is part of the culturally varied and vibrant Great Lakes Bay Region that also includes Saginaw, Bay City, Midland and the state's largest Native American community, centered on the Saginaw Chippewa Isabella Reservation in Mount Pleasant. Area residents enjoy the mix of outdoor activities, cultural events, shopping and dining options, and family attractions. Other major Michigan destinations and attractions - Lansing, Grand Rapids, Detroit, Traverse City, wineries, beaches, golf, and ski resorts, and many more - are within easy reach of the city's central location in Michigan's Lower Peninsula. CMU employees enjoy access to a nationally recognized wellness program along with health care and benefits that exceed regional, state, and national norms.

University of Rhode Island

Associate Vice President and Chief Diversity Officer		
Institution Size: 16,828 students	Institution Type: Large Public	Carnegie Classification: Research Doctoral
Reports to: University President	Units Supervised: Office of Community Equity and Diversity	Scope: (students/faculty/staff): Students, faculty, and staff

Position Description:

Advise and inform the President on all issues related to diversity, inclusion, equity, and the development and sustenance of a vibrant and diverse community of students, staff, and faculty throughout the University. Provide vision, leadership, coordination, strategic direction and planning to advance the University's mission and academic strategic plan. Assess community needs and work collaboratively across the university community to address needs that enhance the experience for students, faculty and staff at the University of Rhode Island. Interface regularly with all Vice Presidents and divisions to ensure that active and viable diversity and community initiatives are being developed and implemented in all divisions. Serve on the University's Senior Leadership team. Lead the Office of Community Equity and Diversity, support and enhance a stronger sense of inclusion among campus community members. Provide innovative, progressive leadership and lead the University's efforts to build an environment of inclusive excellence. Guide equity efforts across the University to promote access and cultivate diversity as an institutional and educational resource. Serve as the University's leadership voice for community, equity and diversity. With a primary focus on faculty and staff recruitment, collaborate with colleagues to develop and implement strategies to recruit and retain a diverse workforce.

Primary Responsibilities:

- Advise and inform the President on matters pertaining to diversity, equity, and campus community initiatives. Define areas in need of attention and/or support and recommend policy changes supporting institutional goals in the areas of equity, diversity and inclusion.
- Advise the Vice Presidents of each division on matters pertaining to diversity, equity, and campus community, and ensure that each Division has an active and effective plan to enhance diversity and campus community. Define key areas in need of attention and/or support, recommend policy changes, and develop and implement plans supporting institutional goals in the areas of equity, diversity, and inclusion.
- Develop and implement programs, initiatives, plans, partnerships across campus that promote and educate faculty, staff and students on diversity, equity and inclusion core values of the institution.
- Provide strategic leadership, oversight, and vision in the administration of a range of services, programs, policies and procedures for faculty, staff and students related to advancing the University's commitment to diversity/ inclusion and equity.
- Create, deliver, and analyze campus climate surveys. Oversee the creation of the schedule for distribution of surveys, lead the process to create surveys, lead the data analysis of results, and create presentations for campus community. Benchmark results with similar and aspirational institutions. Based on results, develop action plans in consultation with the President and the Senior Leadership Team to address results and enhance our community as an inclusive campus for all.
- Work collaboratively with Senior Leadership to lead the design and deployment of faculty and staff development and mentoring programs that foster retention and career progression, institutional support structures for members of under-represented groups, and awareness of issues of equity and access.

- Provide executive level direction in institutional equity and compliance, academic diversity initiatives, and faculty recruitment and retention and development. Assess and promote areas of oversight in support of university mission and strategic plan.
- Serve as a member of the Senior Leadership Team and give voice to emergent issues of equity, diversity, and inclusion within the University and local community, and nationally as it affects the University.
- Work alongside Affirmative Action and University leadership including Human Resources to identify evidence-based practices in recruitment, retention, and promotion of a diverse, engaged workforce.
- Maintain ongoing research and awareness of changes in federal and state laws and regulations, and trends within higher education to ensure the integration of best practices.
- Collaborate across the University to develop a core set of cultural competencies that will be featured by co-curricular activities.
- Collaborate with the leaders of the Multicultural Student Services Center, Gender and Sexuality Center and Women's Center to support the work of students that advance social justice and foster cultural and historical awareness.
- Collaborate with faculty in the development and assessment of curriculum related to Community, Equity, Diversity, and Inclusive Excellence learning goals.
- Track and report progress towards diversity goals as outlined in the University's Academic Strategic Plan.
- Create methods to coordinate inclusion efforts into campus planning processes

Qualifications:

Required:

- Master's degree from an accredited institution in higher education or related field.
- Demonstrated experience in a leadership role in higher education related to workplace diversity (in a workplace and learning community), inclusion, and equity and community building.
- Demonstrated commitment to enhancing diversity and equal opportunity for individuals from underrepresented groups.
- Demonstrated ability to work collaboratively with decision makers at multiple levels of the institution.
- Demonstrated strong interpersonal and verbal communication skills.
- Demonstrated proficiency in written communication skills.
- Demonstrated ability to work with diverse groups/populations.

Preferred:

- Post-graduate terminal degree in a related discipline
- Demonstrated senior-level administrative experience in higher education
- Demonstrated working knowledge of scholarly research regarding issues related to institutional access, diversity, multiculturalism, affirmative action, community building, and educational and workplace equity in higher education
- Demonstrated administrative experience including supervision of professional staff, financial stewardship, and strategic planning

Institution Description: Not listed

University of Michigan-Flint

Chief Diversity Officer		
Institution Size: 6,418 students	Institution Type: Large Public	Carnegie Classification: Master's College and University
Reports to: Chancellor and Vice Chancellor for Student Affairs	Units Supervised: Future DEI office	Scope: (students/faculty/staff): All

Position Description:

The Chief Diversity Officer (CDO) is a new role at the University of Michigan-Flint. The CDO provides overall leadership for a comprehensive approach in building a vibrant culture of diversity, equity, and inclusion (DEI) at UM-Flint. The CDO guides campus-wide implementation of a DEI strategic action plan in support of a University ethos where everyone has an opportunity to contribute and succeed. The CDO actively engages students, faculty, and staff to promote behaviors, attitudes, policies, and practices that support an environment of inclusion and equity for all, and a campus community that embraces DEI as dimensions of institutional excellence. The CDO role has a dual reporting structure to the Chancellor and the Vice Chancellor for Student Affairs and will oversee a future developed office. Although this position is a full-time staff position, should a candidate have credentials and scholarly achievement consistent with a teaching appointment at UM-Flint, the possibility may be considered separately by the appropriate school or college.

Primary Responsibilities:

- Serve as advisor to the Chancellor and Cabinet, bringing to fruition the collective institutional vision for diversity, equity and inclusion (DEI) at the University of Michigan-Flint.
- Serve as liaison to Office of the Vice Chancellor for Academic Affairs/Provost on the goals of diversity, equity, and inclusion within UM-Flint's Schools and Colleges.
- Act as a leadership voice in supporting a university environment in which the principles of DEI are centrally embedded within institutional frameworks, operations and practices.
- In collaboration with the Director of Human Resources, identify evidence-based practices in recruitment, retention, and promotion of a diverse, engaged workforce.
- Represent the Chancellor and the University in various community, state, regional and other activities intended to advance DEI efforts.
- Partner with stakeholders within the City of Flint and Genesee County in service to the urban-serving mission of the university.
- Perform other duties as assigned by the Chancellor or VCSA. Administration
- Provide administrative leadership, direction, and supervision, as appropriate.
- Provide direct oversight and management of the Intercultural Center (ICC) and staff.
- Oversee annual budgets in accordance with State and university guidelines, and monitor expenditures to ensure the office operates in a fiscally sound manner.
- Serve as the key point of contact and resource for coordinated response to DEI-related issues and incidents that may arise within the University community.
- Develop and manage a scheduled process for regular, formal assessment of campus climate in collaboration with the Office of Institutional Analysis.
- Keep current on national best practices and emerging trends in DEI/higher education. DEI Coordination
- Lead campus-wide implementation of UM-Flint's DEI strategic action plan (SAP) while aligning existing diversity, equity and inclusion initiatives for maximum impact and continuity.
- Develop institutional measures to monitor progress toward established goals and outcomes in the DEI SAP; communicate to the campus community on a regular basis.

- Co-chair and regularly convene the campus-wide DEI Committee; facilitate the transition of the committee from a strategic planning group to a DEI Advisory Committee.
- Partner with academic deans and other appropriate leadership to incorporate DEI into the academic experience and learning of students.
- In collaboration with the Director of Human Resources formalize faculty/staff training and professional development in support of inclusive campus practices.
- Positively impact recruitment, retention, and graduation (RRG) through coordinating DEI initiatives and activities with broader campus RRG efforts. Consultation and Collaboration
- Engage appropriate leaders from across the university to promote an institutional culture that (a) recognizes and responds to the distinct interests of multiple constituencies; (b) fosters an inclusive campus climate and sense of belonging; and (c) ensures an equitable university environment where all can succeed and thrive.
- Partner with the UM-Flint Urban Institute for Racial, Economic and Environmental Justice (UIREEJ), the Office of Institutional Equity, University Advancement, and others, on campus issues, community initiatives and funding opportunities, as appropriate.
- Engage with communities where UM-Flint resides and beyond to foster collaborations, create synergies, and develop mutually beneficial partnerships.
- Leverage resources, insight, knowledge, relationships, and data to ensure involvement, support, and success for DEI initiatives and programs.
- Listen to and give voice to emergent issues of access, equity, diversity and inclusion within the university and local community, and nationally as it affects the university.

Qualifications:

- Must be a current faculty or staff member at the University of Michigan.
- Master's Degree in an appropriate area of specialization.
- Five years of successful experience overseeing DEI activities and programming at a college or university.
- Student-centered leader with demonstrated ability to work collaboratively with all constituents and stakeholders of an institution.
- Knowledge of national best practices and theory as applied to organizational learning, human development, diversity and inclusion.
- Excellent communication, interpersonal, and people management skills. Desired Qualifications
- Earned Doctoral Degree, preferably in sociology, cultural anthropology, or related discipline.
- Seven or more years of progressive experience advancing diversity, equity, inclusion, and community building in public higher education, including 3 years in a leadership role.
- Demonstrated substantive understanding of theories of DEI, as well as professional expertise gained through practice, advocacy, scholarship, teaching and/or research.
- Strategic leader who can unify stakeholders within schools and colleges, and across campus, around a core DEI mission.
- High emotional intelligence, good judgement, authentic, and approachable with an openness to all.

Institution Description: Not listed

Virginia Military Institute

Chief Diversity Officer		
Institution Size: 1,700 students	Institution Type: Small Public	Carnegie Classification: Baccalaureate College – Arts and Sciences
Reports to: Superintendent	Units Supervised: Not listed	Scope: (students/faculty/staff):

Position Description:

Reporting to the Superintendent (President), the Chief Diversity Officer leads the development and implementation of proactive diversity, equity and inclusion initiatives in support of VMI's strategic plan. This senior-level management position works with the Superintendent to liaison with the Diversity, Equity and Inclusion Committee to the Board of Visitors. This position serves as a member of VMI's senior policymaking body, the Institute Planning Committee and will be a member of other assigned committees.

Primary Responsibilities:

- The Chief Diversity Officer champions the importance and value of a diverse and inclusive environment and leads the development of a vision and effective strategy to create a culture for diversity, equity, and inclusion through collaboration and training initiatives that actively engage faculty, staff, and cadets while supporting the unique VMI educational system. The Chief Diversity Officer will increase awareness and support of equity and inclusion values, and maintain compliance with applicable laws.
- The Chief Diversity Officer serves as a liaison with the Commonwealth's Chief Diversity Officer and associated offices within the State Council of Higher Education for Virginia.
- Performs other duties as assigned.

Qualifications:

- Bachelor's degree is a required, master's degree or Ph.D./Ed. preferred or training and relevant professional work experience at a level that equates to an advanced degree
- Experience advancing diversity, equity, and inclusion in a higher education environment or similar.
- Excellent written and oral communication and interpersonal skills. Briefing audiences is expected.
- Experience developing, providing and evaluating training for different employee and cadet groups and various learning styles.

Institution Description: Not listed

California State University – San Bernardino

Associate Vice President, Human Resources and Co-Chief Diversity Officer		
Institution Size: 19,689 students	Institution Type: Large Public	Carnegie Classification: Master's Colleges and Universities: Larger Programs
Reports to: Vice President for Administration and Finance	Units Supervised: Student Employment and the Staff Development Center, Office of Institutional Equity and Finance	Scope: (students/faculty/staff): Primarily staff

Position Description:

The Associate Vice President for Human Resources is the university's chief human resources officer and is a member of the senior leadership team for Administration and Finance. The Associate Vice President is charged with the responsibility for planning, organizing and implementing a comprehensive human resource program that includes employment and compensation services, HR information management, employee relations, employee training and development, benefits administration, payroll administration and retirement consultation utilizing local, CSU and state-wide systems. This position also oversees Student Employment and the Staff Development Center. The Associate Vice President and Vice President for Administration and Finance share supervisory responsibility for the Office of Institutional Equity and Compliance, which serves to oversee compliance with Title IX, Diversity, Harassment and Retaliation (DHR), and Americans with Disabilities Act (ADA) accommodation for employees. The position shares the Co-Chief Diversity Officer responsibilities with the Associate Provost for Faculty Affairs and the Associate Vice President/Dean of Students.

Primary Responsibilities:

- As the President's Employee Relations designee, the Associate Vice President is responsible for overseeing the administration of eight Collective Bargaining Agreements, as well as grievance and disciplinary action administration.
- The Associate Vice President participates on a variety of campus and California State University (CSU) committees; oversees personnel services for a non-profit 501(c) 3 Auxiliary organization; advises the President's Cabinet on all aspects of human resource administration; and is responsible for campus oversight, planning and coordination of an ongoing major CSU system-wide HR information and payroll system implementation.
- The Associate Vice President must set the expectation for the highest level of integrity, embrace innovation, support lifelong learning, champion diversity, seek quality results and support the mission and values of the university.

Qualifications:

- Qualified candidates should have five (5) years of experience in a higher education human resources position, five (5) years of labor relations experience and ten (10) years of experience in in an HR management role.
- The next AVP/Co-CDO should possess a master's degree from an accredited institution, preferably in business, law, labor relations, human resources or a closely related field. Experience with PeopleSoft HRIS systems and SHRM-SCP or SPHR Certified is desired.

Institution Description:

California State University, San Bernardino is a preeminent center of intellectual and cultural activity in Inland Southern California. Set at the foothills of the beautiful San Bernardino Mountains, the university serves more than 20,000 students each year, graduates about 4,000 students annually and has over 2,600 employees. CSUSB reflects the dynamic diversity of the region and has the most diverse student population of any university in the Inland Empire, and it has the second highest African American and Hispanic enrollments of all public universities in California. Seventy percent of those who graduate are the first in their families to do so.

Plymouth State University

Institution Size: 4,491	Institution Type: Small Public	Carnegie Classification: Master's Colleges and Universities
Reports to: University President	Units Supervised: Center for Diversity, Equity, and Social Justice, Chief Diversity Office	Scope: (students/faculty/staff): All

Position Description:

Plymouth State University seeks a charismatic educator and coalition builder to serve as Chief Diversity Officer and Director of Diversity, Equity, and Social Justice. This new cabinet-level position will work closely with senior leadership to both revise and develop University policies and procedures, including developing, supporting, and advancing a campus-wide Center for Diversity, Equity, and Social Justice... The Chief Diversity Officer will be supported by a university-wide Council who will help develop a holistic framework and comprehensive strategic plan for diversity, equity, and social justice on our campus and in our communities. The Chief Diversity Office and Center, which received overwhelming support from faculty, staff, and students, will directly address our university mission, Ut Prosim, and especially our stated values of: the rights and dignity of all people; free speech, diversity of opinion, and the opportunity to learn from one another; and collective responsibility for the health, safety, and wellbeing of our community.

Primary Responsibilities:

- This new cabinet-level position will work closely with senior leadership to both revise and develop University policies and procedures, including developing, supporting, and advancing a campus-wide Center for Diversity, Equity, and Social Justice.
- The Chief Diversity Officer will interact with all areas of the university including but not limited to: academic affairs, student affairs, global engagement, enrollment management, human resources, advancement, and the community at large.
- They will also play a key role in enrolling and retaining diverse students, staff, and faculty.

Required Qualifications:

- Master's degree and a minimum of five years' experience in the areas of diversity, equity, social justice, inclusion, and multicultural programs, preferably in higher education

Preferred Qualifications:

- Terminal degree preferred
- Demonstrated ability to lead people, manage multiple priorities and deadlines, a strong service ethic.
- Demonstrated ability to work independently as well as collaboratively with staff, faculty, students, families of students, and the community.
- Demonstrates a high level of professionalism, creative problem solving, diplomacy, and negotiation and the ability to manage complex projects with minimal supervision.
- Demonstrated excellence in presentation, public speaking, training, and facilitation methodologies.
- Knowledge of trends and issues related to diversity and intercultural competency learning programs .
- Knowledge of federal, state and local legislation related to Equal Employment Opportunity Act of 1972 and Title IX of the Educational Amendments Act of 1972.

Institution Description:

With the appointment of Dr. Donald Birx in 2015, Plymouth State embarked on designing a new educational model formulated on seven interdisciplinary clusters. Cluster learning is interdisciplinary, open, and project-

based. Work on behalf of equity and social justice is part of the mission of each of our clusters. Our emphasis on community involvement and partnerships fits naturally with the work of this Center. The Center would provide students with meaningful opportunities for campus and community engagement and faculty with opportunities for socially-engaged scholarship and service.

Slippery Rock University of Pennsylvania

Institution Size:	Institution Type: Large Public	Carnegie Classification: Master's Colleges and Universities
Reports to: University President	Units Supervised: Not listed	Scope: (students/faculty/staff): All

Position Description:

Slippery Rock University, a comprehensive university and member of the Pennsylvania State System of Higher Education, seeks a passionate and student-centric leader to serve as its first chief Diversity Officer (CDO). As the University's thought leader on equity and social justice, the CDO will work collaboratively with the campus and external communities to advance the institution's commitment to all aspects of global diversity and inclusion.

Primary Responsibilities:

The CDO serves as the University's diversity strategist responsible for building consensus and effectuating cultural change to institutionalize the University's strategic goals, mission initiatives, and best practices related to diversity, inclusion, and campus climate. Reporting directly to the President, the CDO serves as a member of the President's Cabinet and provides a University-wide perspective that contributes to the overall decision-making process at the highest leadership level. The CDO casts a clear vision to develop and lead the implementation of the University's Diversity, Equity, and Inclusion Strategic Plan and uses institutional data to assess, both qualitatively and quantitatively, productivity and success of programs, policies, and services. The CDO collaborates and provides guidance to the divisional leaders on matters of student diversity and inclusion in such areas as Presidential Commissions, faculty and staff development programs, faculty, staff, and management search and appointment processes, on-boarding considerations, and other campus support. The CDO develops diversity and inclusion related programs, education plans, and communications by leading these efforts directly as well as engaging outside expertise. The CDO supports forums that provide avenues for the voices of all stakeholders to be heard and fosters an environment where engagement through dialogue and working collaboratively is encouraged. They work with a diverse array of campus constituencies in a complex, higher education environment to achieve diversity, inclusion, and community engagement goals.

Qualifications:

The successful candidate will possess a demonstrated commitment to diversity, equity, and inclusion across a broad spectrum. This individual must be strategic, visionary, transformative, and tactical while delivering tangible results in the areas of diversity, inclusion, social justice, and civic engagement. The CDO will also possess knowledge and understanding of diversity best practices and federal and state affirmative action, equal opportunity, and ADA legislation. The CDO must be well-informed of emerging practices and current trends in diversity and inclusion and bring that knowledge to inform program and policy development work. Additionally, the CDO will have experience developing metrics for assessment as well as assessing and evaluating institutional initiatives and programs using data across the organization. The successful candidate will have excellent oral, written, and interpersonal communication skills, the capacity to understand the feelings and experiences of all communities, the ability to build trust, and the leadership to educate and inspire others on matters of diversity, equity, and inclusion. The CDO will also possess outstanding organizational and budgetary management skills. A minimum of five years of progressively responsible experience at the senior level in a leadership role related to diversity and inclusion efforts is required. A Master's degree is required, with an advanced degree (earned doctorate or equivalent terminal degree) preferred.

Institution Description:

An institution committed to the success of students, Slippery Rock University opened in 1889 as Slippery Rock State Normal School with the original purpose of training teachers. Since that time, the institution has dramatically expanded and now serves as one of the 14 fine institutions in Pennsylvania's State System of Higher Education and has 70,000 current alumni. Today, SRU serves to transform the intellectual, social, physical, and

leadership capacities of students to prepare them for life and career success. Nearly 8,500 Slippery Rock students have an opportunity to pursue more than 150 undergraduate programs and 40 graduate programs in four colleges: the College of Business, the College of Education, the College of Liberal Arts, and the College of Health, Engineering and Science. The University employs 950 faculty and staff, and 92% of SRU professors hold a Ph.D. or terminal degree and enjoy a 24:1 student-to-faculty ratio. Slippery Rock University holds full institutional accreditation with the Middle States Commission on Higher Education and 19 other accrediting bodies for their programs. With strategic data-driven planning, the University has streamlined existing academic programs and added new programs that are in alignment with job-market trends and societal needs. The University values and invests in the professional development of its faculty and staff. SRU consistently places in the top two on the System's financial dashboard, which assesses a variety of metrics across the areas of market demand, operating efficiency, and financial performance. The University has received high ratings for stewardship of its physical assets.

Colgate University

Chief Diversity Officer		
Institution Size: 3,228 students	Institution Type: Small Private	Carnegie Classification: Baccalaureate College – Arts and Sciences
Reports to: University President	Units Supervised: Not listed	Scope: (students/faculty/staff): All

Position Description:

This new senior University officer will have the opportunity to define priorities and directions in a time when the University is pushing forward ambitiously on many fronts, supported by a President and Provost deeply committed to diversity and inclusion. Reporting directly to President Brian W. Casey, this leader will serve as a key strategic advisor to the president and as a vital member of the University Cabinet.

Primary Responsibilities:

The CDO will provide leadership and collaborate with the board, administrators, faculty, staff, students, alumni and the Hamilton community to advance Colgate's vision of an inclusive and equitable community gathered in pursuit of Colgate's academic mission. The CDO will oversee the continued development of the University's long-term plan for diversity, equity and inclusion, a part of the University's Third-Century Plan, which identifies a diverse, inclusive and equitable community as foundational for the strength and success of the University. Additional priorities for the CDO include assisting with recruitment and retention of diverse faculty, staff and students, and providing support to diversity, equity and inclusion practitioners already on the campus, working with a number of offices to coordinate DEI efforts across campus, and deepening connections to diversity, equity and inclusion work across the campus and with the Village of Hamilton.

Qualifications:

- At least seven years of leadership experience including a strong record of accomplishment in developing, implementing, and championing strategic diversity and inclusion initiatives, preferably in a higher education setting.
- Understanding of and ability to navigate within a private liberal arts university.
- Demonstrated leadership ability with a proven record of success in working with all levels of leadership. Team-oriented/collaborative leadership style; the ability to make connections and build partnerships.
- Outstanding written and verbal communication skills with the ability to communicate persuasively and effectively to convey complex information to a wide array of audiences.
- Proficiency at navigating a university's political landscape with the ability to respond to politically charged or sensitive situations with tact and diplomacy. Strives to propose win-win solutions to difficult problems that build consensus and reconcile competing interests.
- Ability to engage with students, faculty, staff, administrators, and other community stakeholders, and be committed to working collaboratively with other senior colleagues to craft a common vision and direction.
- Sophisticated relational abilities and influencing skills, strong emotional intelligence, and experience working across a wide range of constituencies with a high degree of diplomacy (e.g., students, faculty, administrative colleagues, parents, community residents, alumni, etc.). A record of progressive leadership with a keen sense of diversity, equity, and inclusion. Demonstrated ability to apply best practices of diversity, inclusion, and equity.
- Demonstrated track record exercising leadership, in partnership with others, in building diversity and inclusion teams, initiatives, and programs.
- A track record of building bridges and partnerships and credibility with a diverse set of faculty, students, and staff.
- Sensitivity to and understanding of individuals from diverse backgrounds.

- Preferred Qualifications: A terminal degree is preferred, but not required.

Institution Description:

Colgate is a distinctive, leading American university known for its intellectual rigor, world-class professors, campus of stunning beauty, and alumni famously loyal to their alma mater. Founded in 1819 and located in Hamilton, NY, the mission of Colgate is to develop wise, thoughtful, critical thinkers and perceptive leaders by challenging young men and women to fulfill their potential through residence in a community that values intellectual rigor and respects the complexity of human understanding. Colgate seeks, on multiple fronts, to pursue its academic mission at an even higher level.

Iona College

Chief Diversity Officer		
Institution Size: 3,590	Institution Type: Small Private	Carnegie Classification: Master's Colleges and Universities
Reports to: President	Units Supervised: Office of Diversity, Equity and Inclusion	Scope: (students/faculty/staff): All

Position Description:

The Chief Diversity Officer has overall leadership responsibility for the administration of services, policies, trainings and programs that advance diversity, equity, inclusion, anti-racism and anti-discrimination at Iona College. Such initiatives will serve to promote the engagement of students and faculty in developing and sustaining a strong sense of belonging and inclusion on the Iona Campus. The Chief Diversity Officer will bring innovative and creative thinking and a dedication to serving as a connector among students, faculty, staff, and the greater Iona community, promoting a campus culture predicated on respect and value of others.

Primary Responsibilities:

- Develop and ensure the implementation of strategic initiatives to advance diversity, equity and inclusion education and supports throughout the College.
- Develop resources and programs to enhance the College's ability to maintain a positive campus culture, and attract and retain a diverse student body and workforce, inclusive of recruitment, hiring and search practices.
- Counsel, mentor, advise and assist students with personal, academic and other concerns. Serve as a resource to students, staff and faculty, facilitating referrals to appropriate academic and administrative departments.
- Conduct workshops, presentations, and trainings to promote a campus culture that celebrates diversity, equity and inclusion, particularly for students from historically underrepresented and/or underserved groups.
- Research, develop and implement processes to measure and assess the effectiveness of trainings, support, and other interventions for faculty, staff, and students across the College. Establish and leverage the gathering of key metrics to track progress toward diversity milestones and a climate of inclusion.
- Develop and maintain a strategy to support communication efforts inclusive of web and social media outreach.
- Provide consultation, support and advice to faculty, deans, senior leaders, and supervisors on objectives related to diversity, equity, culture and inclusion.
- Utilizing a strong intellectual sense, prioritize and coalesce diversity, equity and inclusion efforts for meaningful impact.
- Serve as a member of College committees that address diversity initiatives. Provide other diversity and equity services through programming, advocacy, and support, as deemed appropriate.

Qualifications:

- A Master's Degree in Higher Education, Counseling, Student Affairs, Sociology, Psychology, Social Work or related field is preferred.
- Minimum of five (5) years or more of experience in a complex college or university setting, working toward the implementation of strategic initiatives to advance equity, diversity and inclusion.
- Competence in leadership, decision making and employee and student relations.
- Excellent management, supervisory, interpersonal, communication and problem-solving skills. Experience in developing and launching training and development opportunities for faculty and student populations.
- Demonstrated skill in conflict resolution and problem-solving.

- Demonstrated understanding of the developmental needs of college students, particularly identity development.
- Knowledge of contemporary issues of diversity, inclusion, anti-racism, oppression, social justice, and access, including recent pedagogical approaches and scholarship.
- Knowledge of applicable federal, state and local laws including Title IX, Title VII of the Civil Rights Act, and ADA.

Institution Description:

Iona College, a highly accredited liberal arts institution of academic excellence, seeks to grow our diverse community of learners, scholars and staff located at our scenic 45-acre campus in New Rochelle , just 20 minutes north of midtown Manhattan, and at our satellite program at Rockefeller Center. At Iona we are committed to educating lifelong learners in the tradition of the Christian Brothers and American Catholic higher education. We prepare our 3,300 undergraduates and 600 graduate students with career-ready skills and success in all facets of their lives by nurturing the values of justice, peace and service. Our continued success depends on attracting and retaining a highly motivated, results-oriented and talented team. Iona College is committed to attracting and supporting a staff and faculty of women and men that fully represents the racial, ethnic and cultural diversity of the nation and our institution; as a result, we actively seek applications from individuals of all backgrounds and beliefs.

Hartwick College

Chief Diversity Officer		
Institution Size: 1,185 students	Institution Type: Small Private	Carnegie Classification: Baccalaureate Colleges: Arts and Sciences
Reports to: President	Units Supervised: Not listed	Scope: (students/faculty/staff): All

Position Description:

Hartwick College is pleased to welcome applications for the inaugural role of the Chief Diversity Officer who will provide collaborative, strategic, and results-oriented leadership for institutional-wide diversity, equity, and inclusion efforts. The CDO will champion the importance and value of a diverse and inclusive working and learning environment and will lead the development and implementation of proactive diversity, equity and inclusion initiatives. The CDO will serve as a member of the President’s Cabinet to help ensure that diversity, equity, and inclusion remain integral to all dimensions of the College.

Primary Responsibilities:

- Develop and implement strategies and tactics that foster a positive and inclusive work environment.
- Ensure that diversity and inclusion initiatives are implemented in an integrated manner throughout the College and that these initiatives are regularly assessed
- Assess the College’s programs, policies, procedures and practices to identify gaps and barriers that limit progress in the areas of diversity, equity and inclusion
- Recommend to the Senior Leadership Team of the College changes in practice that will advance diversity, equity, and inclusion
- Research and recommend improvements to the bias response and intervention structure based on best practices and work with campus leaders to develop and facilitate efforts related to prevention, education, and intervention
- Develop a strategic plan for advancing diversity and inclusion that complements and strengthens the Colleges current strategic direction
- Define comprehensive definitions of diversity, equity and inclusion for use by all constituents at the College and lead efforts to encourage all members of the Hartwick community to develop an abiding respect for human differences
- Monitor, provide operational oversight for, and measure the College’s progress toward meeting its diversity goals
- Establish and maintain an internal audit, assessment, and reporting system to allow for effective measurement of College programs in diversity, equity, and inclusion efforts with periodic reporting of progress to the President
- Recommend, provide, and facilitate/deliver professional development on cultural competency, gender differences, disability, social justice, socioeconomics, and other topics designed to increase awareness and support of diversity, equity, and inclusion values
- Work with campus committees, the Director of Diversity, Inclusion, and Belonging, and other College constituents to ensure commitment to diversity, equity and inclusion in the Colleges mission, vision, and values
- Serve as an advocate, mentor, and resource in support of underrepresented students and employees Partner with other College leaders, students, employees and committees to ensure programming and initiatives support the Colleges diversity values and goals

- Create a strong partnership with all members of the Senior Leadership Team to advance the recruitment, support for and retention of employees from diverse backgrounds
- Work closely with and support the Provost and Faculty to advance the Colleges efforts to recruit, support, and retain diverse faculty and offer a curriculum that reflects the values of diversity, equity and inclusion
- Collaborate with stakeholders to assess potential obstacles and develop strategies to recruit and retain a diverse workforce
- Lead and support highly visible educational and awareness events and activities throughout the year to develop and strengthen cultural competency
- Establish a partnership with Student Experience, campus departments, and students that Facilitate community-building and identify allies to support a safe, vibrant, welcoming, and inclusive campus climate for all students, faculty and staff both on campus and off campus
- In consultation with the Chief Human Resources Officer, the CDO will conduct investigations of discrimination claims in compliance with regulations and statutes Comply with all applicable College, federal, state, local and associational laws, rules and regulations
- Participate in significant campus activities, such as but not limited to; Welcome Weekend, True Blue Weekend, and Commencement Weekend
- As a representative of the College, comport oneself in a professional manner at all times, both on and off campus

Minimum qualifications include:

- A bachelor’s degree from an accredited college or university with 7-10 years of progressively responsible experience related to diversity, equity and inclusion.
- An advanced degree is preferred.
- The position requires experience in working collaboratively and effectively with various constituencies on strategies around inclusion, equity, and diversity.
- Must have experience with Title VII, ADA, and EEO/AA.
- Well-organized and self-directed individual who exhibits a high level of integrity that inspires trust and confidence
- Ability to respond with equanimity to crisis and highly sensitive situations
- Genuine desire, willingness and ability to work collaboratively
- Strong administrative ability to articulate and realize concrete measures for implementing the work of a strategic vision
- Knowledge of current diversity issues with a clear understanding of the importance of an inclusive and diverse environment in a comprehensive higher education or similar setting
- Evidence of success in promoting and advancing organizational diversity goals
- Ability to foster open transparent communications and proactively build positive relationships with faculty, staff, students, and diverse constituencies
- Well developed conflict resolution skills and the ability to handle sensitive and confidential information
- Ability to conduct investigations of unlawful harassment, discrimination, and retaliation
- Demonstrated understanding of federal, state and local laws, regulations, and guidelines related to civil rights and equal opportunity
- Ability to present information in a clear and concise manner to a variety of audiences

Institution Description: Not listed

Georgian Court University

Chief Diversity Officer		
Institution Size: 2,231 students	Institution Type: Small Private	Carnegie Classification: Master's College or University
Reports to: University President	Units Supervised: Georgian Court University Council for Diversity and Inclusion	Scope: (students/faculty/staff): All

Position Description:

- Cultivate a work and learning environment that encourages and supports Equity, Diversity and Inclusion (EDI).
- Promote the value of a diverse and inclusive university environment and lead the development of a vision and effective strategy to create a culture for equity, diversity, and inclusion.
- Oversees the efforts of the Georgian Court University Council for Diversity & Inclusion.

Primary Responsibilities:

- Work in collaboration with the Director of Human Resources to develop strategies to recruit a diverse workforce.
- Work in Collaboration with enrollment management to develop strategies to recruit a diverse student body.
- Work in Collaboration with the Director of Human Resources and Dean of Students to draft and manage institutional policies and procedures that ensure campus-wide emphasis on equity, diversity and inclusion issues.
- Provide EDI training and educational opportunities for faculty, staff and administration.
- Facilitate EDI learning opportunities for the student body and training for student clubs and organizations.
- Serve as an advisor to Human Resources when formal complaints regarding EDI issues are submitted for adjudication.
- Align EDI efforts with the GCU Strategic Compass
- Facilitate assessment of institutional EDI efforts and campus-climate.
- Collect, analyze, monitor, and disseminate institutional data to benchmark and promote accountability for equity, diversity and inclusion at Georgian Court University.
- Identify opportunities to partner with local, state or regional groups or institutions that align with GCU's mission and commitment to EDI.
- Advise university leadership on current non-discriminatory best practices and regulations.
- Serve as senior advisor to the President and Cabinet on initiative and issues related to EDI and higher education.
- Engage with students, faculty, staff, and administrators in an effort to promote a campus environment that values EDI.
- Work closely with the Office of Human Resources to manage institutional compliance with Affirmative Action, Equal Employment Opportunity, and other applicable requirements.
- Represents the University to external community, organizations, and agencies.
- Collaborates with external and internal constituency groups to promote and advance equity, diversity and inclusion.
- Pursue and manage relevant outside funding/grants for university diversity programs

Qualifications:

- Master's degree in a related field
- Minimum of 5 years of experience or related work experience in higher education
- Detailed familiarity with current equity, diversity, and inclusion trends, politics of thought, protocols, and programs; working knowledge of relevant legal issues, best practices, challenges and opportunities associated with implementing campus-wide EDI initiatives
- Strong planning and organizational skills are essential
- Must be able to handle multiple tasks simultaneously while prioritizing according to time constraints and need
- Strong self-starter and team player
- Proficiency in modern office equipment and computer software (Microsoft Office, email, internet) and database management

Institution Description:

Founded in 1908 and sponsored by the Sisters of Mercy, Georgian Court University is a leading regional university that provides a transformative education, preparing students for ethical leadership and service in the Catholic Mercy tradition. GCU's strong liberal arts core and its special concern for women create an environment that supports diversity and academic excellence. Anchored by the Mercy core values of respect, integrity, compassion, service, and justice, Georgian Court serves nearly 2,500 students of all faiths and backgrounds in upward of 30 undergraduate and 10 graduate programs. The university, which was founded over a century ago as a women's college, became a fully coeducational university in 2013. Women and men attend classes on the GCU main campus in Lakewood, N.J., on the picturesque former George Jay Gould estate, which is also a National Historic Landmark. Courses are also taught online and at several other locations in New Jersey.