NOW IS THE TIME:

Developing a High Impact Diversity & Inclusion Infrastructure at the College of New Jersey

BY

Damon A. Williams, PhD
Chief Catalyst

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EXECUTIVE SUMMARY

Introduction

Now is a time of great change in our country, and The College of New Jersey (TCNJ) is well-positioned to strengthen its diversity and inclusion infrastructure. Our research found a pervasive "glass half full" attitude on campus. Many students, faculty, staff and leaders felt strongly that TCNJ is evolving in a positive way and that further action can more fully reflect their values while meeting the needs for an inclusive climate, a more diverse faculty and staff, and an environment that prepares all for an increasingly diverse and interconnected world.

Methodology Overview. Our three-part methodology reviewed college documents, spent a full day on campus talking with more than 30 students, faculty and staff, and gathered about 30 email responses to an open-ended survey of stakeholders across a number of communities. We identified the current status of diversity, equity and inclusion at TCNJ as well as the ideal role for a new VP-level officer to play, including key areas the new VP should supervise and key committees, leaders and groups to collaborate with. More than 20 years of experience and research underpins the analytic lens of our questions and methodology.

Section 1: What Is a Chief Diversity Officer?

"CDO" is a strategic, boundary-spanning, integrative role that coordinates, leads, enhances and, in some instances, directly supervises formal diversity capabilities of the institution to create an inclusive environment of excellence. TCNJ seeks a more prominent, formal approach to galvanizing its diversity potential. Such a shift requires sound organizational design and staunch commitment from senior leaders.

This study was powered by *The Chief Diversity Officer Development Framework* (Williams and Wade-Golden, 2013), which shows how an institution's diversity and inclusion infrastructure best operates by flowing from the big-picture strategic agenda. It outlines the ideal vertical and lateral diversity infrastructure, change management techniques and the new officer's required skills and background. The CDO role is unique on campus in the degree to which it must hybridize its functions. Our research has identified three main archetypes of vertical structure for the CDO role and we review their pros and cons.

Section 2: Top-Level Strategic Diversity Leadership Themes

Five main themes emerged from our study's interviews and listening sessions, all strongly represented in the thoughts we heard. Every theme embodied a "glass half full" tenor and represents a significant opportunity for development.

(1) *A Glass Half Full: Pride, Selectivity and Diversity Challenges.* TCNJ is a great institution that participants are proud of. Strides have been made—and noticed—in diversity and admission although, events inconsistent with the college's values still occur. Direction is sought to bridge the gap between aspiration and on-campus realities

(2) *Beyond the Campus Community: Deepening Relationships with Trenton.* Participants noted that TCNJ has stepped away in recent years from the diverse community of Trenton and expressed a desire to rebuild those connections as well as to improve the service-learning outreach process.

(3) *Building from Strength: Leveraging A Strong Diversity and Inclusion Leadership Team.* Leaders across campus spoke highly of TCNJ's current diversity and inclusion team with collegial respect and praise. Such leadership requires a collaborative nature, a bias towards action and an ability to work with academics, administrators, students and more, abilities that were called out many times. A well-designed new VP-level role can build further from this strength.

(4) *Positive Energy: Readiness for Change Among Many Campus Leaders.* Especially among those who have long been at TCNJ, diversity is seen as important and implemented in many areas. Senior leadership must continue to set priorities and embody leadership in moments of trauma.

(5) *Moving Beyond "Preaching to the Choir."* While praising progress, participants found efforts insular, limited or inconsistent, with too few campus participants shouldering too much (not uncommon). The challenge is to create a stronger, broader culture of accountability and engagement, especially on the academic side, where faculty requested tools and training.

From the information we gathered, the main goal of creating a new, well-structured position can easily be seen as a matter of figuring out how to continue filling the glass at TCNJ.

Section 3: CDO Recommendations

Eight key recommendations and a range of considerations are offered in this section to further elevate and develop an even more dynamic structure that can support TCNJ's evolution forward in diversity, equity and inclusion.

(1) *Develop an Inclusive Excellence Framework and Activation Plan.* Many in the TCNJ community are hopeful for a broader vision, framework and plan for diversity and inclusion—the strategic pursuit of a set of balanced diversity objectives which positions diversity and inclusion as fundamental to institutional excellence and quality (Williams, Berger & McClendon, 2004). The goal is to embrace diversity as an asset that drives learning, creativity and strategic impact (Williams, 2013). This approach is about excellence. The Inclusive Excellence framework presumes that institutions benefit from this structural transformation that embeds diversity throughout all levels and domains, from policy to demographics to curriculum. We recommend four focus areas and an action plan with six steps.

(2) *Put in Place a High-Impact Diversity and Inclusion Learning and Professional Development Plan.* Developing a comprehensive, high-impact diversity and inclusion learning plan is part of your Inclusive Excellence approach. Participants reported that campus faculty, staff, leaders and students need more training, professional development and classroom-based learning on topics of privilege, fragility, unconscious bias and micro-aggressions, as well as showing up, leading and teaching in culturally relevant ways. This plan must be true to and applicable to everyday lives. The experience must be interactive, dialogic and reflective and center on helping individuals to develop the skills to live and work in a diverse learning and work environment.

(3) *Develop the Role of "Vice President for Strategic Diversity Leadership & Chief Diversity Officer" or "Vice President for Inclusive Excellence & Chief Diversity Officer."* Many participants support your decision to create a dedicated, cabinet-level, leadership role on campus that is more than a symbolic figurehead, one that views diversity, equity and inclusion as a shared responsibility. It is crucial to give this role full resources and support to send the strongest message. We recommend this CDO role have a reporting line into the provost and executive vice president with a strong dotted-line reporting structure to the college president. We recommend five areas of focus for this new role and their team.

(4) *Redesign the Current Diversity Unit to Compliment the New VP and CDO.* To drive vision and elevate the stature of this unit, we recommend rebranding as "The Office of Strategic Diversity Leadership" or "The Office of Inclusive Excellence", contingent upon the VP title. We suggest a 24-month timeframe rollout.

(5) *Commit to one Unit or Divisional Archetype.* TCNJ should fully commit to either building out a more robust divisional archetype for the D&I portfolio or subsume the disability unit into the Office of Inclusive Excellence/Strategic Diversity Leadership as core staff members. We offer reasons for

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and against creating a more vertically integrated portfolio and consider the pros and cons of a hybrid or more dedicated model to guide TCNJ in its decisions about its overall best interests.

(6) *Develop Your Campus-Wide Diversity and Inclusion Infrastructure.* This effort includes a D&I point person as well as a committee in each school and divisional unit that will work to carry forward the diversity activation plan in that area, a campus-wide operational process to receive, review and offer feedback to each unit's annual inclusive excellence activation plan, a point person in Foundation/Development/Advancement and a similar point person in Alumni and Development.

(7) *Develop a Tripartite Budget for the CDO to Supervise and Drive Campus Engagement.* Empowering your CDO must include providing the human and financial resources (that they oversee) covering: core operations (a departmental budget), campus-wide innovation (an inclusive excellence and innovation partnership fund), and faculty diversity (a strategic diversity recruitment and retention fund).

(8) *Recommendations on the Knowledge, Skills and Background to Look for in the Officer, Plus Tips for Recruitment.* Key concepts to consider here include the candidate's subject matter knowledge and willingness to learn, an understanding of academic culture, a terminal degree, optional (or not) tenure, 10+ years of experience, excellent communication and relational leadership skills, and more.

To gain momentum, TCNJ must now create a clear and comprehensive plan that encompasses all parts of its forward movement in diversity, equity and inclusion, and we have provided eight recommendations based on our experience and research. These decisions require thoughtful consideration of best practices in balance with an internal reflection upon what is truly best for the college campus.

Section 4: Concluding Thoughts

This project began with the discussion of how to develop a strengthened diversity officer role at TCNJ and evolved to provide additional guidance, since the diversity officer role can become meaningless absent a broader strategy and infrastructure of success. At this point, the glass is half full and the decisions you make from this report forward can continue to fill it to overflowing.

This report outlines a detailed roadmap for how to better position the college as a regional and even national leader around these growing issues of diversity, equity and inclusion. The eight recommendations offered here should maximally position The College of New Jersey for success. We know that the commitment and the creativity of this institution will allow it to make the best decisions for its community, given the specific recommendations offered herein.

INTRODUCTION

Now is the time for great change in our country. Factors at play include changed demographics, the engaged and impassioned voice of Centennial-generation students (born 1997 through today), a connection economy in which diversity and inclusion flashpoints can go viral at a moment's notice and so much more.

As we spoke with students, faculty, staff and administrative leaders at The College of New Jersey (TCNJ), many felt strongly that developing a strengthened diversity and inclusion strategy and infrastructure was necessary to drive new levels of impact on campus. And they felt that more action was required to meet the needs of both a changing student body and a campus culture that must evolve to meet the imperatives of our new reality.

We heard that now is the time for continuing action to further align campus capacity and overarching values. TCNJ must take this moment to identify the most meaningful action steps in order to create an inclusive climate, a more diverse faculty and staff and an environment that prepares all your students, faculty and staff for a world that is more diverse and interconnected than before.

It was obvious to everyone we spoke with that TCNJ is evolving in a positive way, and this report is meant to support and assist in that evolution.

Methodology Overview

In March of 2019, we were contacted by TCNJ leaders and asked to quickly develop a process that would allow us to take a top-level pulse of the campus climate and develop a set of recommendations to support the development of a "new, vice president level" diversity administrative role before the end of the academic year. In response, we quickly mobilized a three-part methodology to support this report's development and recommendations.

First, we reviewed several documents associated with diversity and inclusion at TCNJ to gain a solid picture of the current status and intentions. Second, we spent a full day on campus talking with more than 30 students, faculty and staff. Third, we implemented a brief open-ended survey, yielding roughly 30 responses by email. This survey was not a population study, but a pointed research effort to yield insights from key stakeholders across a number of communities. All groups were pre-chosen and provided to our research team to allow us support breadth and precision in our understanding of key issues and dynamics. All told, we were able to triangulate nearly 100 pieces of data to drive this analysis.

Several research questions guided our work. They are:

(1) What is going well with diversity, equity and inclusion at TCNJ?
(2) What are the challenges of diversity, equity and inclusion at TCNJ?
(3) What are the general recommendations for improving diversity, equity and inclusion at TCNJ?
(4) What is the most critical role for a new VP-level officer to play with respect to diversity, equity and inclusion at TCNJ?
(5) What are the key areas that the new VP should supervise? And
(6) Who are the most important committees, leaders and groups for the new VP to collaborate with, as they work to build an even more collaborative approach to leading change at TCNJ?

More than 20 years of experience underpins these research questions and the primary data collection methods presented here. I am the author of more research on chief diversity officers and infrastructures than any other leader nationally, have worked with more than 1,000 organizations around diversity and inclusion challenges and have published more than 50 books, monographs, articles and manuscripts in this field. This analytic lens, combined with the primary data collected in this project, guides the insights that follow in this report.

Report Overview

The report is organized into four major sections:

- Section 1. What a chief diversity officer is, the conceptual framework we used to guide this analysis and how it represents the key evidenced-based approach to diversity officer design on college and university campuses today (Williams and Wade-Golden, 2013);

- Section 2. An overview of the top-level insights we learned about the campus climate and diversity infrastructures at TCNJ;

- Section 3. Several recommendations to support TCNJ's work in strengthening its diversity and inclusion strategy, with a strong focus on building a new, vice president level, senior administrative role;

- Section 4. Concluding guidance on how to best utilize this report as a tool to empower TCNJ's leadership. We have found that these suggestions are especially important, since too many diversity and inclusion plans simply sit on shelves and never truly inform action.

SECTION 1: WHAT IS A CHIEF DIVERSITY OFFICER?

We often find a range of leaders serving as their institution's ad hoc "chief diversity officer"—from a program coordinator with little to no budget or staff and buried deep in student affairs, to a half-time appointed faculty member, to an institution's affirmative action and equity officer, to a vice president who reports directly to the president with 20 reporting departments and an eight-figure budget.

In a particular context, at a particular moment in time, that role indeed becomes the institution's "chief diversity officer." As times evolve, however, and as institutions move towards an expanded definition of diversity that embraces issues of the broader campus climate, of teaching and learning, of community engagement and of faculty diversity, the needs that the role must address and serve may need to be evolved and elevated, much like the approach that you are putting in place at TCNJ.

A Formal Definition of the CDO Role

The CDO designation implies that the holder is the most senior person with a titular-structural designation around issues of diversity. We recommend that the CDO designation be used to signify a formal role of leadership that complements one's rank. It should not be a designation of convenience but should formally express a leadership role consistent with guiding research in the area of diversity and inclusion.

The following evidence-based definition is offered to guide this discussion of an enhanced VP-level CDO role at TCNJ:

> The CDO is a boundary-spanning senior administrative role that prioritizes diversity-themed organizational change as a shared priority at the highest levels of leadership and governance in administrative, student and academic affairs.

> Reporting to the president, the CDO is an institution's highest-ranking diversity administrator. The CDO is an integrative role that coordinates, leads, enhances and in some instances directly supervises formal diversity capabilities of the institution in an effort to create an environment that is inclusive and excellent for all.

> Within this context, diversity is not merely a demographic goal, but a strategic priority that is fundamental to creating a dynamic educational and work environment that fulfills the teaching, learning, research and service mission of post-secondary institutions.

Conceptual Framework: The Chief Diversity Officer Development Framework (CDODF)

TCNJ's decision to create an elevated diversity and inclusion leadership capability indicates that the institution seeks a more formal approach to coordinating and galvanizing its diversity potential by making diversity leadership more formal, prominent and integrated into everyday functioning. Without sound organizational design and staunch commitment from senior leaders, many diversity officers end up simply grafted onto an existing institutional structure like an added and redundant appendage to a body. Such a situation then becomes highly debatable as to how much this new appendage will genuinely enhance the institution's ability to accomplish its stated and implied diversity goals.

The CDODF

In our efforts to create an evidence-inspired set of recommendations for TCNJ, this study was powered by *The Chief Diversity Officer Development Framework*. This model was used to analyze research themes that emerged in our campus listening sessions and online survey data.

Exhibit 1. Chief diversity officer development framework
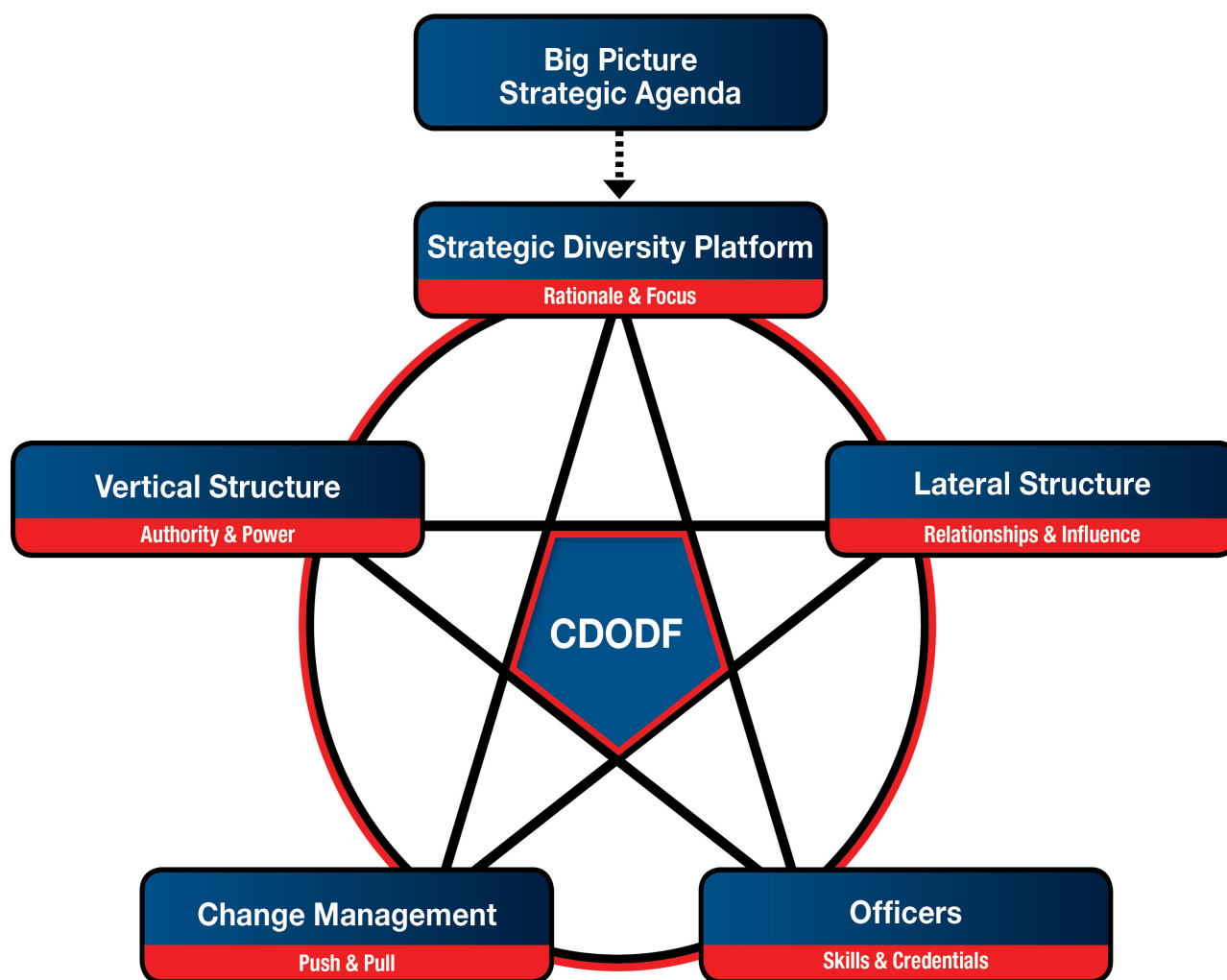
Source: Williams and Wade-Golden (2013). The chief diversity officer: strategy, structure and change management.

As visualized in Exhibit 1, the framework operates from top to bottom and argues that an institution's diversity and inclusion infrastructure should operate in a coordinated fashion, flowing from an understanding of their big-picture strategic agenda. This agenda informs the *Strategic Diversity Leadership Platform* in terms of areas of importance and focus of the study. These areas of importance, in turn, define the vertical and lateral diversity infrastructure of the campus, as well as the change management techniques that are put into place and the key officer's knowledge, skills and background that are required to serve as a senior diversity administrative leader.

Archetypes of Vertical Structure

In our research, we have generally found three archetypes of vertical structure that are helpful for your work building an enhanced VP-level diversity and inclusion infrastructure at TCNJ (Exhibit 2). In those instances where the CDO function leads both diversity (e.g., cultural centers, student academic diversity units, EEO, compliance, pipeline programs, academic success programs for diverse students, disability units) and other units like human resources, student affairs or aspects of the academic affairs portfolio such as teaching and learning, that role is identified as a hybrid CDO function, carrying titles like Vice President for Diversity and Student Affairs, Vice President for Human Resources and Diversity, Vice Provost for Academic Affairs and Faculty Diversity.

Exhibit 2. Archetypes of CDO vertical structure

Archetype	Key Characteristics	Strengths	Weaknesses
Collaborative Officer Model	Limited human resources characterize this model as officers may only have administrative and student support in their immediate span of control. In the absence of a staff, then a high-ranking title, personal leadership and the ability to negotiate with limited financial resources become essential.	• Maintains the current campus organizational structure • Low-cost • Flexibility in changing and redefining the role • Establishes a dedicated role to advise on matters of diversity • Creates a symbolic, public expression of commitment	• Is more symbolic than a material commitment to CDO role design • Renders CDO a thought leader with little ability to activate new initiatives • Limited ability to collaborate • Does not create economies of scale • Creates unequal footing between the CDO and comparable senior administrative roles
Unit-Based Model	This model requires the same type of leadership as the Collaborative Officer Model but is distinguished by the presence of a central CDO staff of administrative support professionals, programming and research professionals, and other diversity officers.	• Integrated moderately into the campus organizational structure • Establishes a dedicated role to advise on matters of diversity • Creates a symbolic, public expression of commitment • Enhances capacity to create new diversity deliverables in terms of initiatives, projects and events • Enhances capacity to engage in collaborative relationships and seed new potentials • A more structured and professional archetype for engaging diversity issues as a strategic priority	• Potential organizational conflict with diversity units not in the CDO portfolio • Potential organizational conflict with general campus-wide units not in the CDO portfolio • More cost-intensive than the Collaborative Officer Model in terms of staff and hosting a dedicated unit on campus
Portfolio Divisional Model	This model is characterized by aspects of both the Collaborative Officer and Unit-Based models. It is distinguished by collaboration and the presence of several direct reporting units in a vertically integrated portfolio, creating a dedicated divisional infrastructure.	• Establishes a dedicated role to advise on matters of diversity • Enhances capacity to create new diversity deliverables in terms of new initiatives, projects, events • Enhances capacity to engage in collaborative relationships and seed new potentials • Is able to leverage current diversity infrastructure • Creates CDO/dedicated diversity capacity and economies of scale • Sends powerful symbolic message of commitment to the campus diversity agenda • Mirrors the divisional structure of comparably titled roles • Is the most vertically structured and professional archetype for engaging diversity issues as a strategic priority	• Integrated into the traditional campus structure and may generate organizational conflict on campus • Potential organizational dissonance with dedicated diversity units not in the CDO portfolio • Most cost-intensive model, requiring more resources for staff and other expenses related to hosting another division at the institution • Alignment of campus diversity units in a common portfolio may be perceived as "ghettoizing diversity"

Source: Williams and Wade-Golden (2013). *The chief diversity officer: strategy, structure and change management.*

TCNJ: Key Questions for CDO Design

Exhibit 3 presents several key questions that flow from the CDODF to inform this conversation at TCNJ.

Exhibit 3. CDO strategic questions and TCNJ current response

Strategic Questions	Current TCNJ Response
What are the key priorities of the CDO role?	TBD
At what level should we rank the CDO?	Vice President
Who will the CDO report to on a day-to-day basis?	President
Who will they supervise?	Associate VP Diversity Director Diversity Director of Disability Others??? (TBD)
How large should their budget be?	TBD
Should we restructure current diversity offices, such as women's studies, student academic support services, campus cultural centers, intergroup dialogue programs, multicultural affairs, disability services, or other areas?	TBD
Should they supervise units that are not traditionally in the diversity officer portfolio yet may be important because of the key priorities of the work (e.g., teaching and learning, faculty development, undergraduate research, community service learning, etc.)?	TBD
Should the CDO have tenure and serve on the faculty?	TBD
Should they have an academic and/or legal terminal degree?	TBD
What should their core responsibilities be?	TBD
Who must support their work for them to be successful?	TBD
What data will they need to collect in order to build institutional strategies?	TBD

In what follows in sections three and four of this report, we provide our best insights and guidance into answering many of these questions. In those places where our time with the college was not sufficient enough to answer the question fully, we provide guidance that can help to support your next steps in drilling down towards clarity.

Summary

A chief diversity officer is the senior administrator around issues of diversity, reporting to the president. It is often a boundary-spanning, integrative role that coordinates, leads, enhances and sometimes directly supervises formal diversity capabilities to create an inclusive environment of excellence.

TCNJ seeks to integrate into everyday functioning a more prominent, formal approach to coordinating and galvanizing its diversity potential. Such a shift requires sound organizational design and staunch commitment from senior leaders. An institution's diversity and inclusion infrastructure needs to operate in a coordinated fashion, flowing from an understanding of its big-picture strategic agenda, with both vertical and lateral infrastructure. There are three main ways to structure the CDO role, a role that is unique on campus in the degree to which it can hybridize its functioning to fulfill the college's needs.

SECTION 2: TOP-LEVEL STRATEGIC DIVERSITY LEADERSHIP THEMES

In this section, we identify several overarching strategic diversity themes that emerged from our study's interviews and listening sessions with groups, individuals and committees across campus (Exhibit 4). We identified five major themes for the college, described in Exhibit 4, each along with its relative strength, noted by a number of checkmarks. A score of five checkmarks represents a theme of great strength, decreasing in vigor to one check, which identifies a theme that did not show up strongly in our data collection. TCNJ's five themes span a range from five checks to a low of three, indicating that all the themes listed here were strongly represented in the words, ideas and recommendations of participants we spoke with across our points of data collection.

Exhibit 4. Top-level strategic diversity leadership themes

Finding	Description	Relative Strength
A glass half full: A climate of pride, tradition and selectivity, along with a lack of faculty diversity and inclusion challenges	A proud of tradition of strong academic governance, selectivity, and growing student-body diversity. Participants noted a need for TCNJ to answer hard questions about creating a more inclusive campus climate, strengthening faculty and staff diversity, and clarifying the values of the college now and into the future.	√√√√
Beyond the campus community: Deepening the D&I relationship with Trenton	TCNJ has become distant from the diverse communities, issues and causes in Trenton, even as students participate in service-learning projects. The campus might consider strengthening its commitment in this area.	√√√
Building from strength: Leveraging a strong diversity and inclusion leadership team as TCNJ permanently elevates diversity and inclusion to the cabinet level of leadership	The presence of a strong diversity and inclusion team that is learning-centered, steeped in a strategic diversity leadership tradition, and well-respected on campus. The key for TCNJ is to design this unit so that all the pieces fit well together.	√√√√
Positive energy: Readiness for change among many campus leaders	A readiness for more far-reaching and meaningful campus diversity and inclusion change efforts. There was a hope and a belief that the conversation had been elevated, as the fall's incidents, the leadership of campus D&I champions and new presidential leadership has created great opportunity for change.	√√√
Moving beyond singing to the choir: Creating opportunities to get more people to prioritize diversity and inclusion	Many of those surveyed expressed a need to create a more far-reaching diversity and inclusion agenda institutionally. An agenda that is not limited by race and ethnicity, nor a limited singularly, to diversity champions who always respond to the call for participation and engagement.	√√√√

Theme 1. A Glass Half Full: Pride, Selectivity and Diversity Challenges

There is a strong belief that TCNJ is a great institution and that diversity and inclusion can be a part of that greatness. At the same time, there is little understanding of how to bridge the gap between that aspiration and the admissions, financial, demographic and cultural realities of the institution. The glass is half full, and the challenge for TCNJ is to figure out how to close the gap.

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Diversity and Admissions

Study participants talked of pride in the hard-won selectivity of the campus and the increasing diversity of the student body as two competing dimensions of the college's reality that leadership must resolve as they look towards the future. Participants noted how a culture has emerged over the last several decades that takes great pride in the test scores of students, even as those scores combine with a tuition-dependent fiscal reality, which, along with limited financial aid, creates challenges to diversifying the student body in terms of race, ethnicity, economic background and geography within the Garden State.

While there was great pride and a rightful sense of accomplishment in how the absolute numbers of ethnically and racially diverse students has increased in recent years, a number of participants noted that there is a cap to the amount of growth that can be realized under the current model. Indeed, some of the more savvy contributors to this study asked the question: why could TCNJ not go to a more inclusive admissions model, given recent research[i] which shows that ACT/SAT-optional schools increase academic diversity without harming academic performance.

Micro-Aggression, Bias and Others Challenges to Inclusion

It was obvious that students, faculty and staff have a strong affinity for the campus, yet feel deeply that more must be done to improve a campus climate that, like so many others, is fraught with micro-aggressions, unconscious bias and, at times, overt acts of incivility and hate totally inconsistent with the values of diversity, equity and inclusion that must become even more of a priority if the campus is to create a learning and work environment where diversity and inclusion are the fuel that drives learning, research and performance (Kuh, 2008).

Participants were vocal that the college must do more to improve the campus climate by addressing bias incidents when they occur, while continuing to build dynamic and responsive bias response protocols. They mentioned a need to continue supporting diverse students, establishing even stronger spaces of inclusion and belonging, building from the good work done by Dr. Don Trahan, student leaders themselves, and other individuals who have done a yeoman's work in creating spaces of connection and community. Participants called for a doubling down on creating strong and progressive approaches to training, professional development and learning the skills of cultural competence, empathy and principles of every-day inclusion, a point we return to later in this discussion.

A Need to Diversify Faculty, Staff and Leadership

While the president's senior leadership is diverse along the dimensions of race, ethnicity and gender, many were critical of the institution's compositional or demographic diversity more broadly. Participants of all backgrounds and social identities were quick to note that a key to improving the campus climate must go beyond training and professional development to embrace an increase in the actual demographic diversity of the faculty, staff and leadership at all levels.

It is a well-known theme in the literature on campus climate improvement and intergroup relations that one of the most powerful ways to shape perceptions of campus climate and behavioral patterns of engagement is through increases to the demographic diversity of the institution (Hurtado, Milem, Clayton-Pederson, and Allen, 1999).

Frequently described as the first step that must be taken in developing an environment that fosters a positive climate and intergroup relations, demographic diversity refers to the physical presence of previously underrepresented groups (Hurtado et al., 1999). This dimension centers on increasing the diversity of students, staff and faculty. Leaders at TCNJ are looking for a more impactful and clear approach that will strengthen campus diversity through this dimension of understanding.

Theme 2. Beyond the Campus Community: Deepening Relationships with Trenton

Participants in a number of groups, as well as in the open-ended survey responses, talked about the importance of TCNJ becoming more fundamentally connected with the Trenton community. They argued that since the days of Trenton State College, the institution has become disconnected from a broader community that is racially, ethnically and economically far more diverse than the college itself.

They framed their discussion in ways that at times leveled a moral responsibility on TCNJ to have a more collective responsibility orientation to become engaged with the greater community and to do more to invite the community to come on campus and engage with the college. Participants argued that TCNJ needed to have a presence with diverse communities and causes in Trenton and that key leaders in those communities should have a connection to the college. In the words of one leader, "We have no relevance in those communities, and if we want to truly be diverse in our values, we need to be connected in meaningful ways with their work."

Community Service Learning at TCNJ

When we probed to learn how current community engagement happened, we inevitably heard over and again about TCNJ students going into the community and becoming involved in community service. Community service learning is one of the high-impact learning experiences that has emerged in recent years as a way of driving retention, engagement and student learning, with some arguing that community service learning is essential to evolving the traditional ivory tower while helping to nurture students as citizens and leaders for an emerging world.

While a deep dive into the college's service-learning process was beyond our scope, a number of participants took exception to the current approach. One participant described it as "privileged TCNJ students going out into black and poor communities on a Saturday morning, picking trash."

When done well, a seamless web of learning and growth extends from the classroom to the community and back into the classroom and dorm rooms. When done well, what happens in community service learning can be as powerful and concrete as what happens in a calculus class. But if an appropriate sequence of learning is not built, it can worsen perceived stereotypes, increase resistance to inclusion and contribute to a climate of disconnection on campus and across groups.

We offer this perspective with great caution and respect to those doing the work, because there were limitations in our review. At the same time, this perspective was called out by multiple voices and it felt important to offer this point of view because there is great potential in this area of the student experience to drive inclusion and culturally competent leadership development.

Theme 3. Building from Strength: Leveraging A Strong Diversity and Inclusion Leadership Team

Leaders across campus spoke highly of TCNJ's diversity and inclusion team, often lauding AVP Kerri Tillett, Director Don Trahan and Interim VP Ivonne Cruz with a high level of collegial respect and praise for their work. While many institutions have diversity and inclusion teams in place, we are not always able to convey positive statements about those teams. It is without question that you have the beginning of a very strong diversity and inclusion function at TCNJ that the new VP-level role will only serve to strengthen, if the unit and subsequent division is designed to build from this strength that is already present.

Leading diversity and inclusion efforts on college and university campuses is rarely straightforward and often complex. It requires leaders who are deeply connected to the issues of diverse communities broadly defined to include LGBTQ, gender, disability, race-ethnicity, economic background and more. It requires leaders who can analyze the issues without getting stuck in a paralysis by analysis phase that challenges so many diversity leaders. Diversity leadership requires leaders who are by nature collaborative and who have a bias towards action and an ability to work with academic leaders, administrative leaders, students

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and more. These abilities were called out multiple times by participants in our review. This positivity is a position of strength that we will return to in our discussion of recommendations for creating the new VP-level diversity officer.

Theme 4. Positive Energy: Readiness for Change Among Many Campus Leaders

Among faculty, staff and leadership there is a strong sense that issues of diversity, equity and inclusion are in a process of being elevated as a top priority at The College of New Jersey. While all felt that progress was slow and more commitments need to be made, without a doubt many feel that the college has made good progress in consistently noting diversity as an area of importance to the future of the institution. This feeling was especially acute among individuals who had been at the college for several years. In their words, "We can see the conversation in far more places than ever before."

This maturation of organizational diversity has no doubt been brought about by the focus that has been put on these issues through the years via: president-level engagement, campuswide diversity forums, senior leadership commitments, diversity officers, campus climate research projects, new diversity and inclusion initiatives, and so much more. The words, attention and time spent by President Foster and other leaders was expressly identified as foundational to building a sense of institutional commitment and readiness for change.

In the strategic diversity leadership literature, this insight is a nearly universal truth. Senior leadership sets priorities, establishes institutional spaces for financial investments, calms the college in moments of trauma and keeps the college focused on what matters most in the face of myriad competing issues.

Theme 5. Moving Beyond "Preaching to the Choir"

To build movements capable of attaining real change, organizations need to do more than "preach to the choir." This need to expand beyond working with the choir is one of the major challenges that we find at institutions that have been engaging in this work for many years, as the College of New Jersey has. These efforts have impacted the topmost levels of the institution, and now the challenge is to create a stronger, broader culture of accountability, academic diversity engagement and involvement among those who do not see diversity and inclusion as top-level priorities.

This theme was a major issue that emerged in our listening sessions, as participants felt that progress has been insular, limited and inconsistent. They felt that too few campus participants were shouldering too much talk. Faculty and staff in particular argued that TCNJ leadership—and the new senior diversity leader—must wrestle with the question of how to reach, mobilize, educate and engage more faculty, staff and students in the work of creating a more inclusive TCNJ. To overcome this hurdle, a major recommendation was to develop clearer systems of accountability. This step would involve setting clear goals, creating scorecards, building timelines and delineating specific processes for engaging change.

Many we heard from felt that the key to strengthening diversity and inclusion was to be found in placing more priority on academic diversity engagement. Namely, continuing to make diversity and inclusion relevant to teaching, learning, research and service. Participants spoke of many faculty and staff being underprepared, fearful and lacking in the appropriate skills required to engage diversity issues, particularly in TCNJ classrooms that are growing increasingly diverse. They reported that faculty needs more tools for creating culturally relevant classrooms and that leadership needs to build incentive and accountability systems to continue upholding diversity as a top priority.

Summary

The glass at TCNJ is clearly half full. Within each of the five themes, participants shared positives about and praised much of the progress the college has made thus far in its diversity and inclusion efforts. While there is definitely more work to be done here, such a position gives TCNJ a powerful platform from which

to launch its next round of efforts, as long as momentum is not lost. Today's political and social environment is a challenging one for diversity issues, and TCNJ is on the right track in seeking to extend its efforts into a formal VP-level administrative leadership position.

Great strides have been made in admission selectivity and student body diversity while a new, senior-level diversity officer could begin work to better diversify faculty and staff while improving their capacity to understand and handle bias, microaggression and negative events on campus. While TCNJ has a strong community service-learning program, such an officer could ensure the program is realigned with diversity values and build the college's interactions with the greater Trenton community. Given the beginning of a very strong diversity and inclusion function at TCNJ, a new VP-level role will only build upon this strength.

With diversity and inclusion clearly perceived as a high priority at TCNJ, faculty and staff are ready and eager for further evolution and advancement in this area. Given the strength so far of TCNJ's efforts and track record, now is the time to step forward, to take advantage of positive momentum and to create a stronger, broader culture of accountability, academic diversity engagement and involvement.

SECTION 3: CDO RECOMMENDATIONS

With positive strides in diversity, equity and inclusion already in The College of New Jersey's pocket, eight key recommendations and a range of considerations are offered in this section to further strengthen the current campus inclusion infrastructure. The goal of these points is to offer ways to build an even more dynamic structure that is an appropriate (and needed) for TCNJ's next level of evolution.

Expanding diversity infrastructure is about more than one hire, about more than even the new diversity officer. The core of this expansion must center on collaborative and collective work that recruits many others in its implementation while touching every person in the university, in every sector and at every level, from administrators to students. The more people who are activated by this infrastructure, the more this work will accelerate in beneficial, multifold results for the college, internally and externally.

Recommendation 1: Develop an Inclusive Excellence Framework and Activation Plan

While the scope of our original project with TCNJ centered on the chief diversity officer role, it was obvious throughout our conversations that many are hopeful for a broader vision for diversity and inclusion.

At the most committed institutions, the campus diversity plan is the heart of the overall vision and framework for achieving diversity, equity and inclusion goals. It is used to create: greater intentionality, alignment and, in the best of circumstances, shared engagement in departments and divisional areas of the college.

A new cabinet-level diversity officer needs a framework and plan—in a way that will cascade across campus—to help the college make more coordinated efforts inside of the work. Jump-starting the college forward can be only be accomplished by truly adopting a bigger framework and, most importantly, an operational plan to bring execution and rigor to the work.

Defining and Adopting Inclusive Excellence

In 2005, the Association of American Colleges and Universities launched the American Inclusive Excellence Movement with their national project "Making Excellence Inclusive." Led by Dr. Alma Clayton Pederson, Vice President of Institutional Renewal and a guiding voice on diversity, higher education and democracy, the goal of this project was to reposition and accelerate the diversity and inclusion movement following the University of Michigan Supreme Court decisions (Clayton-Pederson, O'Neill & Musil, 2007).

In *Towards a Model of Inclusive Excellence and Change in Post-Secondary Institutions,* inclusive excellence was defined as the strategic pursuit of a set of balanced diversity objectives which repositioned diversity and inclusion as fundamental to institutional excellence and quality (Williams, Berger & McClendon, 2004). In this model, the goal is to embrace diversity as an asset that drives learning, creativity, relevance and strategic impact (Williams, 2013). This approach is, at its heart, about excellence.

We recommend this general definition and a focus on four related areas as part of your inclusive excellence framework:

- Access and equity of outcomes, diversifying the institution and ensuring that diverse communities of students, faculty and staff are succeeding, as judged by measurable performance indicators;
- Measuring the multicultural and inclusive campus climate to understand and ultimately address differences in perceptions of the environment, feelings of belonging, spaces for inclusion and campus diversity crises that may emerge;
- Creating learning opportunities for students, faculty and staff that prepare them to lead in a diverse and global world and, most immediately, in a multicultural campus community; and
- Advancing domestic and international diversity-focused research, scholarship and creative endeavors to drive the diversity knowledge-creation processes of the institution.

The Inclusive Excellence framework presumes that institutions benefit from structural transformation that embeds diversity throughout all levels and domains, from policy to demographics to curriculum. This framework will require an action plan that should include: (1) A definition of institutional diversity, (2) A scorecard with clear indicators of progress and change, (3) A campus-wide group of diversity leads to guide decentralized activation, (4) A process of accountability, (5) A five-year, year-over-year outline of tactics in each dimension of the plan to guide change, and finally (6) a clear understanding of how diversity and inclusion will be integrated into policy, practices, hiring and reward systems of the college.

Recommendation 2: Put in Place a High-Impact Diversity and Inclusion
Learning and Professional Development Plan

A second recommendation is to develop a comprehensive, high-impact diversity and inclusion learning plan as part of your Inclusive Excellence approach. Many participants told us that campus faculty, staff, leaders and students need more participation in training, professional development and classroom-based learning on topics of privilege, fragility, unconscious bias and micro-aggressions, but also on how to "show up" and "lead" as well as how to "teach" in culturally relevant ways.

The key to developing a successful diversity and inclusion learning approach is to establish an initiative that has a high degree of fidelity to the day-to-day lives of faculty, administrators, students and staff. One of the most damning things leadership can do is to implement diversity learning programs that have little connection to what individuals are charged with doing in their everyday lives.

Although general diversity trainings that talk about the various characteristics of diverse groups do help to inform leaders about different group-themed characteristics, they can at times lead to stereotypical assumptions of difference that can be equally problematic. Even programs that focus on the theory of unconscious bias or the theory of micro-aggressions are not enough. The experience must be interactive, dialogic and reflective. It's for this reason that the foundation of your diversity leadership development capability should center on helping individuals to develop the skills to live and work in a diverse learning and work environment.

In terms of activating the training, one best practice is to begin with senior leadership committing to participate in a regular diversity training program, perhaps once or twice a year. By showing the way, senior leadership sets an example for the rest of the campus community. It will be essential to require deans and department chairs to track the level of participation and make reporting on participation a part of the overall accountability approach, as a key performance indicator that is tracked over time. Aligning these data with a campus climate and inclusion survey would provide an effective way of understanding the campus climate as part of a balanced approach to activating your inclusive excellence plan.

Recommendation 3: Develop the Role of
Vice President for Strategic Diversity Leadership & Chief Diversity Officer
or Vice President for Inclusive Excellence & Chief Diversity Officer

Many in the TCNJ community expressed support for your decision to create a cabinet-level, dedicated senior diversity administrative function on campus that was more than a symbolic figurehead. At the same time, there was a unified perspective that *this person cannot be the only person responsible for leading campus diversity*, and that the president, provost and other senior leaders must champion the campus' diversity efforts and clear the way for the senior diversity officer to provide collaborative leadership in advancing the campus' strategic diversity leadership agenda.

Among those who did express trepidation about the role, their perspective was always couched in a strong belief that the establishment of diversity, equity and inclusion should be a shared responsibility and not the purview of one leader singularly—a point that is consistent within the literature in this area and the perspective that shapes these recommendations (Williams and Wade-Golden, 2013).

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The Vice President for Strategic Diversity Leadership

It is within this context that we recommend that the college create a full-time senior-level diversity leadership position that carries either the title *Vice President for Strategic Diversity Leadership and Chief Diversity Officer* or *Vice President for Inclusive Excellence and Chief Diversity Officer,* to help lead and galvanize new diversity outcomes on campus.

This level of title and rank will send the strongest message to the campus community and others that this role is a critical one for the college. It will convey that strategic diversity leadership is one of the campus' top priorities moving forward as long as the role has resources and support to provide far-spanning leadership on campus. As part of this positioning, we recommend that this vice president role have a day-to-day reporting line into the provost and executive vice president with a strong dotted-line reporting structure to the college president.

Exhibit 5. Misaligned strategic spans
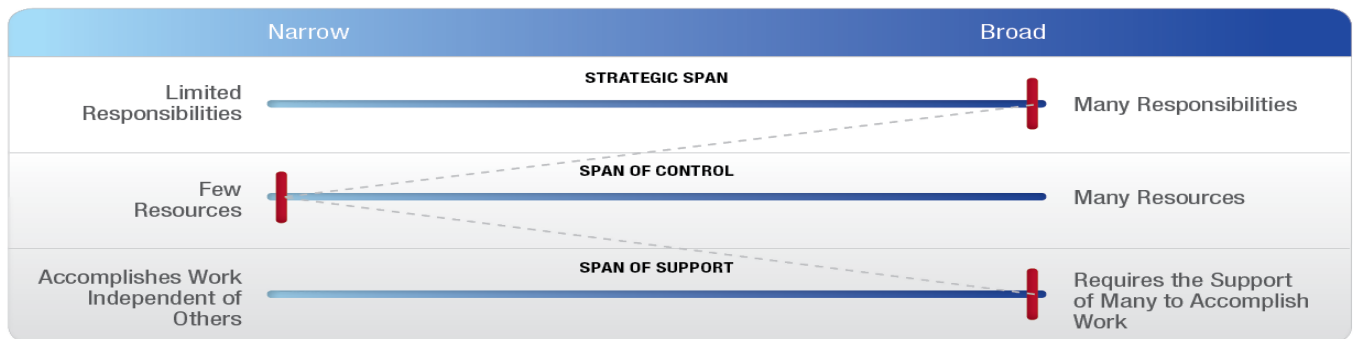
Source: Williams and Wade-Golden (2013).

Strategic Span: A Focus on Strategic Diversity Leadership

One of the challenges in creating any new diversity leadership role is that its strategic span may be misaligned with its span of control and span of relationships (Exhibit 5). That is, the role will be charged with a huge administrative portfolio (strategic span) that requires a tremendous amount of collaboration and lateral dexterity (span of relationships), but it will have insufficient human, financial or structural resources to accomplish the goals of the job.

Put simply, the new officer may not have enough budget, staff, accountability systems or lateral structures to deliver their portfolio of responsibilities. It is for this reason that we offered Recommendation 1. Diversity and inclusion work is always about change management—shifting from one reality to another. For this reason, the new diversity officer needs this big-picture framework to have a far-reaching yet well-defined approach to providing leadership on campus. Your community is frustrated by the slow pace of change and the lack of operational excellence in moving diversity efforts forward. This type of framework will not only position the new diversity officer for success but provide greater clarity to help campus community members understand how to move the institution forward.

Vice-Presidential Operative Priorities

As we noted previously, leaders we met with felt strongly that the diversity officer's strategic span of leadership should focus on high-level academic diversity engagement as a campus-wide priority that galvanizes TCNJ to a higher level of diversity prioritization, discipline and collective impact. Participants were not interested in having the CDO be mired down with actually reviewing complaints of discrimination or leading student, faculty or staff diversity training, although they all recognized that the CDO may provide leadership to this work though policy, supervision and priority-setting. Nevertheless, the key theme in many of our conversations was that the CDO should be a big-picture leader who partners with other senior

leaders and the campus community itself to tighten the many pieces of the campus' diversity agenda into a more cohesive whole.

A role focused in this way will devote its energy to building a sustained diversity change and capacity-building effort that is built upon a coordinated set of tactics that ladder up the campus' big-picture strategic agenda as an institution. In addition to its focus on campus policy and activities, the office also needs to give the college a presence locally, regionally and nationally on issues of diversity, equity and inclusion. We recommend five areas of focus for this new role and their team:

(1) Strategic planning and implementation of a campus-wide diversity plan and innovation system, complete with accountability processes and change management systems.
(2) Ongoing diversity-themed leadership skill development for all campus leadership, improving the campus climate of inclusion for students, faculty and staff and preparing all to better live and lead in a world that is diverse, global and interconnected.
(3) Facilitating new faculty diversity recruitment and retention initiatives.
(4) Strengthening the college's external, community-facing efforts by engaging with diverse constituents and communities and partnering to find external financial resources and partnerships to drive change internally.
(5) Collaborating with relevant leadership to ensure that the college's diversity efforts are highly complementary, evidence-based, successful and similarly focused on a shared vision for the campus community's diversity interests, broadly defined.

Recommendation 4: Redesign the Current Diversity Unit to Compliment the New VP and CDO

We recommend redesigning the mission and brand of the current Office of Diversity, Equity and Inclusion as the Office of Strategic Diversity Leadership or the Office of Inclusive Excellence, contingent upon the choice of title for the VP-level role. The mission of this office is to drive the campus-wide vision for diversity, equity and inclusion, guided by the framework and plans that will emerge as you continue to build your vision for the future. The creation of an office with this title and mission further elevates the stature of this unit and creates the expectation that they are the go-to place for partnership, technical support, resources and assistance with advancing diversity-related issues institutionally.

Some pointed and detailed recommendations that we offer for building the unit are presented in Exhibit 6 (next page).

The VP, associate VP and director roles are identified for immediate creation or reframing, while others are recommended in the next 12 months. We offer this timeframe for proposed appointment in respect of the creation of the new VP-level role, the establishment of a permanent FTE for the director role and the addition of new roles to the Disability Services unit. This represents a substantive increase. If it is possible to create the Faculty Diversity Fellow and Student Diversity and Inclusion specialist roles immediately, that would be wonderful; if this is not possible, however, those roles could be added into the future as the unit continues to come online.

Recommendation 5: Commit to the Unit or Divisional Archetype

We recommend that the college fully commit to either building out a more robust diversity and inclusion portfolio divisional archetype or subsume the disability unit into the Office of Inclusive Excellence/Strategic Diversity Leadership as core staff members, rather than as a stand-alone unit.

The current vertical configuration, with only one direct reporting unit, creates a sparse diversity and inclusion division and may limit the ability of the new officer to fully integrate and find synergies among key areas that may benefit from being in the CDO's direct span of control. Unsurprisingly, one of the most contested topics of discussion across the higher education landscape is whether the new officer should

Exhibit 6. "From-To" action steps for reframing the Office of Diversity, Equity and Inclusion

From	To	Description	Timeline
Interim VP for Diversity, Equity and Inclusion	VP for Strategic Diversity Leadership & CDO or VP for Inclusive Excellence & CDO	This role should serve as the leading voice for campus-wide diversity, equity and inclusion initiatives. They should serve as the senior-most diversity administrator on campus and lead with the reflective powers of the president, providing strategic diversity leadership to the campus community in their pursuit of inclusive excellence. This role should also have external responsibilities, partnering with the president to bridge the gap with diverse communities of alumni, donors and other partners key to diversity, equity and inclusion interests. As such, they should provide a high-profile presence in key meetings, conferences and gatherings locally, regionally, nationally and internationally.	1-3 Months
Associate VP for Diversity, Equity and Inclusion & Chief Diversity Officer	Associate VP for SDL & Deputy CDO or Associate VP for IE & Deputy CDO	This role should continue to serve as a decisive and influential leader in shaping the college's diversity, equity and inclusion interests and be the senior-most member of the CDO's core team. They should serve as a key partner with the VP & CDO, guiding the institution's diversity, equity and inclusion efforts, shaped by the needs of the campus and the strengths of the AVP. It will be key to continue refining this role to maximize the leadership abilities of the current AVP & CDO, who is both well-respected and strong in their leadership and understanding of several key aspects of the diversity, equity and inclusion agenda of the college.	1-3 Months
Director of Diversity and Inclusion	Director of Inclusive Excellence	This person should play a key role in building new diversity and inclusion capacity and be a key member of the CDO's core team. Responsibilities might include developing new programs, policies, research and communications, and putting collaborative initiatives in place with various deans, departments and areas of the college. It will be key to continue refining this role to maximize the leadership abilities of the director, who is both well-respected and strong in their leadership and understanding of several key aspects of the diversity, equity and inclusion agenda of the college.	1-3 Months
Not Applicable	Faculty Diversity Fellow	Create a faculty diversity fellow half-time position. This role would be a tenured faculty member on loan from the faculty to provide the unit with greater capacity to partner on curriculum, faculty diversity and professional development for faculty diversity.	12-24 Months
Not Applicable	Student Diversity and Inclusion Support Specialist	Create a student diversity and inclusion support specialist. This role would serve as a high-impact compliment to the current team and provide another resource to support the needs of diverse students at TCNJ. With the expansion of the Director of Inclusive Excellence position, having a role that stays 100 percent focused on students will prove helpful.	12-24 Months

lead a portfolio of direct-reporting units, similar to other vice president level roles, or if they should have a less vertically integrated portfolio.

Put simply, should the Service-Learning function, EOF, Teaching and Learning, additional Human Resource areas or other units come into the vertical portfolio of the CDO? The definitive answer is beyond the scope of this report, but the question is posed to offer the best guidance possible in developing the new CDO infrastructure.

Points and Counterpoints for Creating a Vertically Integrated Portfolio

Exhibit 7 captures the most common critiques for developing a vertically integrated CDO portfolio and the counterpoint argument. This question is always highly politicized because it involves a perceived loss of power and influence for one or more senior leaders who could potentially have a number of direct-reporting units moved out of their portfolio for the sake of creating a more vertically integrated CDO portfolio. Some of the general reasons for resisting this course of action were presented in my conversations with TCNJ community members.

Exhibit 7. Supervising portfolio critique: counterpoint overview portfolio

Critique of Vertical Integration	Counterpoint
"By removing a particular unit out of my area, we have removed diversity out of my span of control and now diversity is no longer part of our focus."	Just because a particular diversity unit is not in the direct portfolio does not mean that other units have no responsibility for supporting unit diversity efforts as part of overall strategy.
"By putting diversity units under the CDO, we ghettoize diversity, making it one person's singular responsibility."	Putting diversity units under the CDO simply gives this person a more direct ability to leverage the campus' dedicated diversity resource, and it in no way means that other leaders are no longer responsible for diversity. Also, the "ghettoizing diversity" perspective is using a symbolic lens to discuss organizational design when in reality a "structural lens" should be the guiding beacon for change because the goal is to align resources to create greater synergy between strategy and structure and driving ever-enhanced impact.
"We cannot put multiple units under the CDO as this will totally compromise the campus-wide coordinating mission."	Though this point can definitely be true, again, this outcome only results from poor job-role design. On the contrary, the presence of vertical structure gives the CDO more direct control over how to align the campus' dedicated diversity budgets, staff and overall capacity to drive the campus-wide diversity agenda.

We offer this table and its counterpoints because we hear these same points offered over and over again, regardless of which campus we are visiting. At the same time, the same arguments are never made in other areas, for example, that reorganizing the admission officer under a vice-provost for enrollment management "ghettoizes" enrollment management. This is the case, however, because too many seldom use a strategic diversity leadership lens to think about structure. This new model is saying diversity and inclusion is now a functional area of responsibility, and we want dedicated and campus-wide leadership to advance it as an institutional priority at TCNJ.

Why Create a More Vertically Integrated CDO Portfolio

When we are talking of creating a more vertically integrated CDO portfolio, the goal is not to eliminate others' responsibilities for a activating a total campus diversity solution. The fact is that many of the campus' diversity resources would be more effectively leveraged if they reported directly to the campus' senior-most diversity officer. Obviously, many different units will be in the CDO's span of attention, however, there is a difference between being a unit that we work with and have a dual reporting structure with, and being a unit that is a direct reporting area in a divisional portfolio.

It is beyond the scope of this report's analysis to offer a hard recommendation for the units that should be potentially integrated with the new diversity division in some way or form. At the same time, several areas should be considered for some level of connection, whether that be through a direct integration into the formal vertical portfolio of the new CDO or as part of a dual reporting structure. Noting these units in this matrix is not an indictment that the leadership currently provided to these areas is deficient in any way around issues of diversity. Nor should it be interpreted as anything more than an item for consideration for President Foster as she makes the best decisions possible in building the campus-wide infrastructure.

We have not made a hard recommendation on the question of reorganizing campus diversity units into the CDO portfolio because we honestly see advantages and challenges associated with each approach when viewed from a purely strategic structure alignment perspective.

The challenge is that structural decisions are often made more difficult as political dynamics and personal leadership ultimately become a part of the conversation, as Exhibit 6 suggests. This was the case in a number of my conversations at TCNJ. Many participants noted that the various diversity units would be better served in the portfolio of the new chief diversity officer for both strategic and personal reasons as they felt as though stronger leadership might be provided. Though my review did not allow for this conclusion to be reached, it is nevertheless a complicating variable that must be addressed as you make the final decision to build the new CDO role.

Hybrid or Dedicated CDO Model?

As you build out your approach, it is important to also decide if you want to develop a dedicated or a hybrid CDO model. The dedicated CDO model focuses 100 percent of their efforts on diversity and inclusion. It is a powerful approach to having a dedicated focus on matters of strategic diversity.

As we noted before, the hybrid model will have responsibility for not only diversity, but also some other areas of leadership as well. This model is more common in the business arena, but does exist in higher education. For example, at WPI the CDO is the Vice President for Diversity and Human Resources, at U of Denver the role is the Vice Chancellor for Student Affairs and Inclusive Excellence. This convention also holds at some institutions that use the Dean of College nomenclature along with diversity as part of a hybrid diversity officer portfolio.

This approach allows for integration of other elements into the portfolio that embolden and organically prioritize the ability to integrate diversity into the policies and systems of the division and, by extension, the campus. Despite this benefit, the hybrid approach must also be viewed with caution to avoid distracting the new CDO with a span of control that is too broad. If the hybrid approach is pursued, developing clear role responsibilities on the team becomes even more essential, to ensure that diversity and inclusion is not lost in the mix of other functional responsibilities.

Beyond Campus Politics

Our final thought on this recommendation is that decisions should be made by focusing on what is in the best interests of campus diversity efforts and by enabling the campus' new diversity infrastructure to be maximally positioned for success by moving beyond personal feelings and perceptions. You can rationalize

any configuration that is desired. The key is to make the best decision possible given your goals, resources and willingness to tolerate risk, and new pathways to potentially find new opportunities.

Recommendation 6: Develop Your Campus-Wide Diversity and Inclusion Infrastructure

It is imperative to establish a broad campus-wide diversity and inclusion infrastructure. Some recommendations for consideration are:

- Identify a diversity, equity and inclusion point person in each school and divisional unit that will serve as the activation lead for putting the campus' inclusive excellence framework and plans in place within that area of responsibility. While the dean or vice president of a given area will have ultimate responsibility for implementing the diversity efforts of the campus, having a point person that will work directly with the VP & CDO is essential.

- In a related fashion, we recommend creating a committee in every school and divisional unit that will work to carry forward the diversity activation plan in that area, and that is led by the appointed inclusive excellence activation lead.

- The VP & CDO should develop a campus-wide operational process to receive, review and offer feedback to each unit's annual inclusive excellence activation plan. The VPCDO team should use this process to provide technical support to the schools and clarity on each of their operational plans. If the plans are not strong, then developmental support should be given towards their improvement. While the VP & CDO owns this process, the president has ultimate accountability for success and must be a full partner in bringing the operational discipline the college requires to move forward.

- Identify a point person in Foundation/Development/Advancement who will serve as the key partner to the new senior diversity administrator, with a dedicated percent of their effort formalized to support the VP & CDO.

- Identify a similar point person in Alumni and Development who will partner and support the VP & CDO in building external relationships with key groups.

Recommendation 7: Develop a Tripartite Budget
for the CDO to Supervise and Drive Campus Engagement

Though a fully developed VP & CDO startup budget plan is beyond the scope of this report, we have found that it is important to think about the new CDO budget in three interrelated parts: (1) core operations, (2) campus-wide innovation and (3) faculty diversity (Exhibit 8).

Many institutions that create a new, senior-level diversity officer role often do so without a plan to finance the role and its ability to impact their campus. Though the best officers will inevitably lead through visibility, symbols, technical expertise and the reflective influence of the president, they also require human and financial resources to allow them to take actions and produce new results, as we have emphasized.

The presence of a dedicated diversity budget will empower the officer and allow this individual to launch and ultimately evolve their role to have collaborative impact over time. Too often, institutions will create a high-profile new diversity officer role and pay little to no attention to the budget that the role will control. As a result, the officer is then forced to work within the scope of their president or provost's budget, requesting permission for even the smallest expenses.

This approach to developing and launching the role not only limits the formal authority of the position but also illustrates a level of paternalistic oversight that is in direct contrast to the entrepreneurial and creative autonomy of the best diversity officers. To be truly effective, the officer must be viewed as a senior leader

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Exhibit 8. Vice president budget framework

Budget Dimension	Description	Potential Tactics	Phase 1	Phase 2
Departmental Operations	General salary and expenses budget for the chief diversity officer	• Salary • Consultants • Travel • Event Hosting • More	• Vice president (1 FTE) • Associate VP deputy (1 FTE) • Director (1 FTE) • Administrative and operations support (1 FTE) • Travel and discretionary budget ($50-100K) • Legacy budgets reallocated (TBD) • Foundation accounts controlled by vice president (TBD)	• Add Student Diversity and Inclusion Specialist (1 FTE) • 1 Faculty diversity fellow (faculty course replacement plus stipend) • Faculty diversity fellow (+1 faculty course replacement plus stipend)
Inclusive Excellence Innovation and Partnership Fund	Inclusive excellence innovation fund to support small one-time grant projects as well as large multi-year matching grants	Student, faculty, staff and organizational small grants for less than $1500 Minimum of $10-20K grants that must be matched by multiple funders for two to three years to tackle a tough diversity challenge that can only be effectively engaged through collective action	• Y1 – 25K	• Y2 – 50K
Faculty Diversification Fund	Targeted faculty diversity fund for the Office of the Provost/CDO to use in partnering with faculty search committees, academy deans and department heads, and others in pursuing the institution's campus diversity goals	Search committee grants Departmental grants Departmental Memo of Understanding (MOU) to drive new hires, retention, dual career possibilities	• General fund ($50-100K) • Target of opportunity (TBD) (with Provost) • Additional search activities • Expanding the interview pool • Enhancing competitive offers • Post-doctoral fellows • Seeding new lines • Retention opportunities • Dual career support	• General fund (TBD) • Target of Opportunity (TBD) (with provost) • Additional search activities • Expanding the interview pool • Enhancing competitive offers • Post-doctoral fellows • Seeding new lines • Retention opportunities • Dual career support

that is structurally empowered to spark new initiatives and go wherever needed to advance the campus' strategic diversity leadership agenda.

Departmental Budget

First, this vice president should have a dedicated office or departmental budget that they oversee. This budget would include their office's general operating budget for salary and expenses, covering staff, travel and discretionary resources that might be used to cover the hiring of consultants, hosting events, purchasing diversity training materials and more. This budget could also include a reorganization of legacy diversity resources on campus that had been supervised by other units or departments but will now be better served under the CDO's purview. A best practice here is for this budget to include private foundation accounts in addition to general campus budget accounts that are typically a part of a campus administrator's operating budget.

Inclusive Excellence Innovation and Partnership Fund

An inclusive excellence innovation and partnership fund budget is also recommended to provide the vice president with a budget line that can be used to create entrepreneurial energy on campus. The officer could use these resources to make grant requests from students, faculty, staff and administrative leaders on campus. To achieve maximal impact, the officer might have some of this money allocated toward one-time small grants (e.g., $200-1,500) that could cover a student organization's travel to an academic-themed conference, co-sponsorship for a women's history month event or a one-time capacity-building grant to help a faculty member interested in revising their curriculum to emphasize issues of diversity, equity and inclusion.

The VP could also use part of this budget to support one or two large grants at the level of *at least $10-20,000* per year for two to three years in a given grant cycle. Though it is difficult to exactly project this aspect of the budget, our experience is that it should at minimum be at the $50-100,000 level, laddering up over multiple years as the program matures and the priorities of the campus become clearer. These larger inclusive excellence innovation grants are meant to seed new initiatives that focus on novel diversity challenges on campus and may not start until year two of the officer's tenure. These funds should be deployed only as a matching fund that brings together one or two other partners to engage in a collective impact effort designed to achieve more because the groups are working together.

Although the money is important, what is more important is creating entrepreneurial energy and aligning leaders from multiple areas of campus in a change effort with the CDO. The goal is to use the fund for venture-capital-like efforts to disrupt the normal way of doing business by bringing together uncommon partners to drive greater levels of impact and value. After two years, such a project is evaluated for impact and given one more year for continuation or is terminated at that point. If the project is continued, the goal becomes to use this last year to determine how to institutionalize the effort with the original investment of funds returning to the CDO's diversity innovation fund to drive new campus-wide priorities. At the end of the program's fifth year, I recommend doing a comprehensive impact analysis of the funds' true value and the impact that has resulted on campus.

Faculty Diversification Fund

The goal of the final diversity fund is to drive faculty diversification. First, the establishment of a faculty diversification budget line should only be done within the broader context of strengthening TCNJ's emerging commitment to greater intentionality in working to diversify the faculty. As a result, the fund should be considered in light of establishing a faculty diversification institutional rationale statement, continuing to enhance faculty diversity-training efforts, strengthening the diversification potential of the overall search process and more (Alger, 2009; Smith, Turner, Osei- Kofi, Richards, 2004; Williams and Wade-Golden, 2013).

The recruitment and retention of diverse employees in faculty and non-diversity leadership roles remains one of the most difficult challenges facing American higher education. A proactive stance toward solutions and strategies is crucial for change to result, particularly in terms of faculty. Too often, departments and search committees assume they can simply place a job advertisement, sit back and wait to see what applicants emerge. It is almost as if we believe that actively pursuing candidates will somehow undermine the dignity of the process. Yet research has shown time and time again that passivity will result in neither a diverse pool of applicants nor a diverse hire (Smith, Turner, Osei- Kofi, Richards, 2004).

As part of the big-picture diversity strategy for the college, TCNJ should develop a *Strategic Diversity Recruitment and Retention Initiative* that is dedicated toward the recruitment and retention of diverse

faculty and staff. In this instance, we recommend that faculty diversity is defined broadly to include:

(1) Women in the STEM and business disciplines,

(2) Historically underrepresented minorities across the faculty,

(3) Scholars, regardless of background, who make a unique contribution to the campus' diversity capabilities in important ways (e.g., faculty teaching in LBTQ studies, disability studies, etc.).

This fund could be used to assist faculty with: (1) additional search activities, (2) enhancing competitive offers, (3) seeding new faculty lines, (4) targeting opportunity hiring tools, (5) dual career hiring, and (6) assisting with retention dynamics once diverse candidates are hired.

These ideas are not meant to be comprehensive, but rather to serve as examples of the type of thinking that will be required to assist members of the leadership team in their efforts toward achieving inclusion and promoting retention. Moreover, they are intended to help in developing a comprehensive plan for the campus.

Recommendation 8: Knowledge, Skills and Background to Look for in the New Officer, Plus Tips for Recruitment

It will be important to hire a senior diversity leader who brings a number of different qualifications to the role. Some key concepts that should be taken into close consideration are as follows:

- It is essential that the new officer have a strong understanding of the culture of higher education and an ability to interact with faculty and academic leaders.

- It is recommended that the officer have a terminal degree. A PhD and record of publication are desirable. Tenure is a value-added bonus to the individual's portfolio. A JD is a possible pathway, if the candidate has a strong ability to navigate the academic culture of the academy as well as experience doing so.

- We would not require "tenure" in the job description as it will dramatically limit the pool, preferring to attract a broad pool and set the role up within this context.

- Ten or more years of experience leading campus diversity efforts in higher education with a strong ability to articulate the 21st century academic and business case for diversity.

- The effective candidate for this role will be a relational leader with a high-caliber ability to build effective partnerships with academic leaders, community members, students and more.

- This person must be an effective communicator with an especially strong ability to give public remarks and persuasively communicate in authentic ways with diverse audiences.

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- The most effective senior diversity officers will understand issues of access and equity, campus climate and inclusion, leadership development, faculty diversification, the infusion of diversity into the curriculum and more. Though they may not be an expert in each of these dimensions, the most effective candidates will be an expert in a number of these areas and have an ability to learn what they do not know.

- Though it would be desirable to recruit someone that has experience as a cabinet-level senior diversity officer, this may not be possible. As a result, we think that prior experience as an executive-level leader should be preferred, but not mandatory, as long as the ultimate candidate has enjoyed ever-increasing levels of responsibility in their prior roles.

- We recommend creating a transition team to help the new senior diversity officer to get off to a strong start, especially in their first two semesters on campus.

- The earlier and more frequently that you express the level of resources the senior diversity officer will control, the better the caliber of your applicant pool and the faster this officer will be able to launch with success following recruitment.

- Though some recommend hiring an executive recruitment company, I have not always found their results justify the cost of their involvement, as they tend to continually source the same candidates rather than uncovering new candidates.

- To maximize this search, the committee may want to attend a major diversity-themed meeting and create a high-profile footprint at the event. Some examples include the National Association of Diversity Officers in Higher Education (NADOHE), National Conference on Race and Ethnicity (NCORE), American Association of Colleges and Universities (AACU) Diversity & Learning, or even the National Association of Student Personnel Administrators (NASPA). At this event, the idea is to host a reception, give a workshop and/or perhaps take a small group to dinner. The goal is to recruit while creating buzz about your efforts and the general direction you're going. By having a team on the ground and by creating excitement, you will go a long way to driving your senior diversity officer's candidate pool.

- Finally, find someone who has genuine operational knowledge of how to lead. Prioritize their giving examples of true leadership moving a complex agenda forward.

Summary

To gain momentum, TCNJ must now create a clear and comprehensive plan that encompasses all parts of its forward movement in diversity, equity and inclusion, and we have provided eight recommendations based on our experience and research. TCNJ must consider now how to develop, integrate, recruit for and implement a new CDO position, how to fund these efforts into the future and how to rebrand and reorganize your current diversity and inclusion structure under this new vision.

These decisions require thoughtful consideration of best practices in the field, in balance with an internal reflection upon what is truly best for the college and for those who study or work here. From this point, further plans can be created to develop connections horizontally and vertically across campus, to engage more people with training, messaging and events, and further elevate the stature of TCNJ's diversity, equity and inclusion mission.

SECTION 4: CONCLUDING THOUGHTS

While this project began with the discussion of how to develop a strengthened diversity officer role at TCNJ, it evolved to provide additional guidance to the college. This shift is not unexpected, because the diversity officer role can become meaningless absent a broader strategy and infrastructure of success.

Just as importantly, this report outlined a detailed roadmap for how to better position the college as a regional and even national leader around these growing issues of diversity, equity and inclusion. Within this research, we offered promising practices in terms of the importance of staffing well, having a solid budget and positioning the role at a senior leadership level with a solid platform of resources and influence to be effective.

The eight recommendations offered here should maximally position The College of New Jersey for success. While we recognize that the reality of financing can create constraints in terms of what is and is not possible, we know that the commitment and the creativity of this institution will allow it to make the best decisions for its community, given the specific recommendations offered herein.

As you consider this report and your next actions, several steps stand out as the best ways to utilize this report:

(1) *To host a campus-wide reporting session* to share key ideas about the CDO role and high points for TCNJ.

(2) *To inform the campus community* by distributing to them the one-page overview or executive summary as hand-outs for key constituents.

(3) *To discuss the full findings* of this report with the current Office of Diversity, Equity and Inclusion team.

(4) *To discuss the report* with senior leaders and ask them to produce a brief one-page memo outlining their plans to support the new CDO as they launch and implement their work.

(5) *To develop and finalize a vice president-level job description* and to guide the change management steps that will become necessary to put in place the myriad, excellent suggestions that have been offered here.

(6) *To onboard any headhunter or executive recruitment firm* that you will be working with to pursue top-tier talent in support of your efforts to recruit and hire a tier-one diversity officer.

(7) *To garner ideas to present to job candidates* and ask them to provide guidance on how they would address and work to overcome some of the challenges noted in this report, including the need to move beyond the choir, the need to achieve greater levels of buy-in and accountability institutionally and the need to create operational discipline to accelerate change at TCNJ. The insights in this report could represent important questions that candidates should be poised to answer as they go through the vetting process.

(8) *To identify the possibilities in terms of taking new action steps* that move the College forward in supporting the new diversity officer, their transition into the university and changes they make. Use this report as a tool for discussion and alignment to access what leaders have already put in place in the various schools and colleges that must be supported by this new officer.

(9) *As an onboarding tool to support the transition of the new diversity officer* and their first 90 days of efforts, once they have been hired into the role.

Congratulations to The College of New Jersey on having taken a definitive step towards modeling effective leadership in diversity. You are standing on a threshold between your past excellent work in diversity and inclusion and an even greater potential ahead of you. Your glass is half full and the decisions you make from this report forward can continue to fill it to overflowing, for the benefit of all who touch TCNJ.

On behalf of The Center for Strategic Diversity Leadership & Social Impact, thank you for the opportunity to serve your efforts as you take advantage of this critical time to drive new impact on campus. We look forward to watching you grow and thrive in this increasingly diverse and beautiful world we share.

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[i] *Defining Promise: Optional Standardized Testing Policies in American College and University Admissions* analyzed the records of 123,000 students at 33 institutions. Students admitted without regard to their ACT or SAT scores do as well academically as those entering under regular criteria. Test-optional admission is particularly valuable for first-generation, minority, immigrant, rural students and learning-disabled students. High school grades are much stronger predictors of undergraduate performance than are test scores. Standardized testing limits the pool of applicants who would be successful in college. Test score requirements for "merit" scholarships block access for many talented students.

LEADER **SCHOLAR**

Dr. DAMON A. WILLIAMS

EDUCATOR

For More Information:

Dr. Damon A. Williams
Chief Catalyst
Center for Strategic Diversity Leadership & Social Innovation

4780 Ashford Dunwoody Road
PMB 540 No. 130
Atlanta, GA, 30038

1-833-CDO HELP

info@drdamonawilliams.com

www.drdamonawilliams.com