Building the Bridge Toward Collaboration and Impact as SSAO and CDO at Auburn University

Bobby R. Woodard, PhD
Senior Vice President for Student Affairs

Taffye Benson Clayton, EdD
Vice President and Associate Provost for Inclusion and Diversity

USU, CADE and CSA 2018
Joint Summer Meeting
Sponsored by APLU
OUR BACKGROUNDS AND JOURNEYS
COLLABORATE
e
THE HOW, WHAT
WITH WHOM
& WHY
The Roles of SSAO and CDO
SSAO
• Division Leader/Divisional Scope
• Division, Student, Parents, Campus Focus
• Member, President’s Cabinet
• Member, President’s Budget Cabinet

CDO
• Unit Leader/Institutional Scope
• Multi-constituency Focus
• Member, President’s Cabinet
• Member, Provost’s Council
• Chair, CDO Cabinet
What Are the Three Most Pressing Issues Facing Your Campus Today?

### Top Three Health, Wellness, and Safety Issues on Campus

<table>
<thead>
<tr>
<th>Rank</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mental health concerns</td>
</tr>
<tr>
<td>2</td>
<td>Alcohol abuse</td>
</tr>
<tr>
<td>3</td>
<td>Illicit drug abuse</td>
</tr>
<tr>
<td>4</td>
<td>Suicide prevention</td>
</tr>
<tr>
<td>5</td>
<td>Sexual assault</td>
</tr>
<tr>
<td>6</td>
<td>Prescription drug abuse</td>
</tr>
<tr>
<td>7</td>
<td>Violence</td>
</tr>
<tr>
<td>8</td>
<td>Firearms</td>
</tr>
</tbody>
</table>

### Top Three Campus Culture Issues on Campus

<table>
<thead>
<tr>
<th>Rank</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Changing student demographics</td>
</tr>
<tr>
<td>2</td>
<td>Diversity, equity, and inclusion</td>
</tr>
<tr>
<td>3</td>
<td>Campus safety</td>
</tr>
<tr>
<td>4</td>
<td>Campus-community relations</td>
</tr>
<tr>
<td>5</td>
<td>International students</td>
</tr>
</tbody>
</table>

### Top Three Student Learning and Success Issues on Campus

<table>
<thead>
<tr>
<th>Rank</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Completion/Graduation rate</td>
</tr>
<tr>
<td>2</td>
<td>Persistence</td>
</tr>
<tr>
<td>3</td>
<td>Assessment and accountability</td>
</tr>
<tr>
<td>4</td>
<td>Cocurricular learning outcomes</td>
</tr>
<tr>
<td>5</td>
<td>Civic learning and democratic engagement</td>
</tr>
<tr>
<td>6</td>
<td>Parental involvement</td>
</tr>
<tr>
<td>7</td>
<td>Study abroad</td>
</tr>
</tbody>
</table>

### Top Three Administrative Issues on Campus

<table>
<thead>
<tr>
<th>Rank</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diminishing resources</td>
</tr>
<tr>
<td>2</td>
<td>Compliance and regulatory requirements</td>
</tr>
<tr>
<td>3</td>
<td>Strategic planning</td>
</tr>
<tr>
<td>4</td>
<td>Managing crises on campus</td>
</tr>
<tr>
<td>5</td>
<td>Construction of new facilities</td>
</tr>
<tr>
<td>6</td>
<td>Reorganization</td>
</tr>
<tr>
<td>7</td>
<td>Development of online student services</td>
</tr>
<tr>
<td>8</td>
<td>Social media strategy</td>
</tr>
<tr>
<td>9</td>
<td>Fundraising</td>
</tr>
<tr>
<td>10</td>
<td>Outsourcing</td>
</tr>
</tbody>
</table>
## Five Most Frequently Added Functional Areas in the Past 3 Years

<table>
<thead>
<tr>
<th>Rank</th>
<th>Functional Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Veterans’ Services</td>
</tr>
<tr>
<td>2</td>
<td>Student Affairs Assessment</td>
</tr>
<tr>
<td>3</td>
<td>Campus Safety</td>
</tr>
<tr>
<td>4</td>
<td>Career Services</td>
</tr>
<tr>
<td>5</td>
<td>Wellness Programs</td>
</tr>
</tbody>
</table>

*Chief Student Affairs Officer Report (2014)*
Dynamic Model of Student Affairs Competence
Chief Diversity Officer
Pressing Matters for CDOs

- Campus Protest, Free Speech, Safe Spaces
- Shifting Political and Societal Norms and Environment
- Diverse (defined broadly) Student Mental Health
- Campus and Classroom Environment Issues
- Changing National Demographic Profile of Students and Institutional Readiness
- Growing URM Undergraduate Presence
- Diversifying the Faculty
- Unconscious Bias Education
Frequently Added Functional Areas

- Crisis Leadership and Management
- D&I Issue and Leadership Related Consulting for Professional Employees
- Institutional and Unit-based Strategy Development and Consulting
- Faculty Diversity and Development
- Undergraduate and Graduate Talent Identification and Pathway Development
- Undergraduate and Graduate Student Success and Completion Programs
- Academic Bridge and Scholarship Cohort Program Design and Administration
- Undergraduate D&I Education and Cultural Intelligence Skill Development
- Supplier Diversity
- D&I Related Community Engagement
Office of Inclusion & Diversity (OID) Functional Areas

- Diverse Student Access, Academic and Success Services
- Diversity Education, Training, and Consulting
- Diversity Planning, Research, and Assessment
- Faculty Diversity
- Search Committee Education
- Diversity Community and Alumni Engagement
- Women’s Initiatives
- Diversity Related Private and Grant Development
- Cross Cultural Programming
- Diverse Student Organization Advising and Leadership Development
- Inclusive Climate Monitoring
- Diversity Celebrations, Recognitions, and Awards
Table 1 Chief Diversity Officers: Archetypes of Vertical Authority

Collaborative Officer CDO Model Characteristics

- One-person office with small support staff (secretary, student employee)
- No reporting unit structure/no supervision of lower-rank diversity officers
- Limited budget and narrow span of priorities
- High value on building personal relationships on campus
- Rarely involved in implementation of diversity initiatives at ground level

Unit-Based CDO Model Characteristics

- Presence of additional staff (e.g., administrative support professionals, program assistant, research assistant) to sponsor diversity initiatives
- Supervision of lower-rank diversity officers
- No reporting unit structures
- High value on building personal relationships on campus
- Direct collaboration with diversity and non-diversity-related units

Portfolio Divisional CDO Model Characteristics

- Most cost-intensive model (staff and resources)
- Direct collaboration with high-ranking administrators
- High value on building personal relationships on campus
- Presence and supervision of lower-ranking diversity officers
- Direct relationship with reporting units (e.g., multicultural affairs, ethnic and gender studies)
Multi-Constituency Scope

OID

- Faculty
- Staff
- Administrator and Professionals
- Prospective Students
- Current Students
- Diverse Alums
- Donors
- Funding Entities
- Community
- Industry
- Visitors
- Government Officials
- HUB Prospects
## Table 2 Institutional Change Strategies

<table>
<thead>
<tr>
<th>Type of Strategy</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Strategies</td>
<td>Educate the campus on diversity issues</td>
</tr>
<tr>
<td>Communication Strategies</td>
<td>Communicate the diversity mission, vision, goals, strategic plan, and progress with the institution</td>
</tr>
<tr>
<td>Symbolic Strategies</td>
<td>Influence campus culture through actions, presence, messages, and rituals that embrace diversity</td>
</tr>
<tr>
<td>Research Strategies</td>
<td>Define current status of diversity on campus. Measures include student success, access and equity, campus climate and student development</td>
</tr>
<tr>
<td>Accountability Strategies</td>
<td>Establish indicators to measure diversity progress</td>
</tr>
<tr>
<td>Entrepreneurial Strategies</td>
<td>Finance diversity strategies</td>
</tr>
<tr>
<td>Recruitment Strategies</td>
<td>Recruitment of underrepresented students, faculty, and staff</td>
</tr>
<tr>
<td>Diversity Scholarship Strategies</td>
<td>Engage and partner with faculty to incorporate diversity into their research agenda</td>
</tr>
</tbody>
</table>
STANDARD ONE
Has the ability to envision and conceptualize the diversity mission of an institution through a broad and inclusive definition of diversity.

STANDARD TWO
Understands, and is able to articulate in verbal and written form, the importance of equity, inclusion, and diversity to the broader educational mission of higher education institutions.

STANDARD THREE
Understands the contexts, cultures, and politics within institutions that impact the implementation and management of effective diversity change efforts.

STANDARD FOUR
Has knowledge and understanding of, and is able to articulate in verbal and written form, the range of evidence for the educational benefits that accrue to students through diversity, inclusion, and equity in higher education.

National Association of Diversity Officers in Higher Education (2014)
Standards of Professional Practice for CDOs

STANDARD FIVE
Has an understanding of how curriculum development efforts may be used to advance the diversity mission of higher education institutions.

STANDARD SIX
Has an understanding of how institutional programming can be used to enhance the diversity mission of higher education institutions for faculty, students, staff, and administrators.

STANDARD SEVEN
Has an understanding of the procedural knowledge for responding to bias incidents when they occur on college or university campuses.

STANDARD EIGHT
Has basic knowledge of how various forms of institutional data can be used to benchmark and promote accountability for the diversity mission of higher education institutions.

National Association of Diversity Officers in Higher Education (2014)
STANDARD NINE
Has an understanding of the application of campus climate research in the development and advancement of a positive and inclusive campus climate for diversity.

STANDARD TEN
Broadly understands the potential barriers that faculty face in the promotion and/or tenure process in the context of diversity-related professional activities (e.g., teaching, research, service).

STANDARD ELEVEN
Has current and historical knowledge related to issues of nondiscrimination, access, and equity in higher education institutions.

STANDARD TWELVE
Has awareness and understanding of the various laws, regulations, and policies related to equity and diversity in higher education.

National Association of Diversity Officers in Higher Education (2014)
Inclusive Excellence Model
American Association of Colleges & Universities; Smith (2009)

- Undergraduate and Graduate Composition
- Pursuit of Advance Degrees
- Graduation, Persistence, and Participation in Honors, STEM
- Successful Transfer

Access and Success

- Type of Quality of Interactions
- Quality of Campus Engagement
- Internal Perceptions of Institution

Climate and Intergroup Relations

- Curriculum
- Research
- Faculty Capacity
- Learning Outcomes

Education and Scholarship

- Diversity of Faculty and Staff
- Board and Leadership Engagement
- Public Perception
- Indicators and Framework for Monitoring Diversity

Institutional Vitality and Viability

Local Context

Global Context

MISSION
How CDOs Lead Effectively

• Spotlighting key issues and trends needed to advance the institution’s diversity and inclusion agenda through frequent and relevant communication to various constituent groups.

• Creating the opportunity for dialogue and the exchange of ideas regarding the next phases of diversity and inclusion initiatives, with an understanding that it is critical to seek input from all members of the community.

• Strategically offering cultural competence, social justice, and equity workshops and training to educate and inform university members of their responsibility to advance and actualize the institution’s commitment to diversity and inclusion; this is necessary to change individual attitudes and behaviors while transforming institutional policies, practices, and overall campus culture.

• Linking diversity initiatives to key university outcome measures included in the university strategic plan, academic plans, fundraising and grant-writing goals, budgetary plans, accreditation, and the academic and institutional mission.

• Identifying ways that institutions can influence quality, effect change, and promote community through inclusive practices, keeping in mind that diversity and inclusion require the participation of all members of the campus community.

Mitchell, W. Insight Into Diversity 2016
Associate Provost for Women’s Initiatives
- Current program of work review (to ensure greater inclusion)
- Quality of life and experience programming for faculty, staff and students

Special Assistant for Inclusion & Diversity Education
- Education strategy development
- Diversity action planning
- Unit-based and departmental consulting
- Identification and development of train-the-trainer models
- Faculty learning experience
- Search education design
- Seminar and symposia concept development and implementation

Director, Cross Cultural Center for Excellence
- Multicultural leadership
- Transition programs
- Student organization compliance and support
- Student program design consultation and support
- Heritage months

Assistant Director for IE Initiatives
- OID student administrative board management
- Summer enrichment programs
- Student professional development

Development Officer
- Affinity based external relations (reunions)
- Annual giving
- Grant prospecting
- Foundation research

Director for Student Excellence programs
- Scholarship management and distribution
- Academic progress of URM students
- Academic success programs for
- Recruitment and outreach efforts – summer/fall/spring

Coordinator for WISE Programs

Coordinator, Women's Center (vacant)
OUR Campus Context
Our Students (Fall 2017)

Demographic and Geographic Characteristics:

<table>
<thead>
<tr>
<th>Race and Ethnicity</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>4,087</td>
<td>84.5%</td>
</tr>
<tr>
<td>Afr. American</td>
<td>233</td>
<td>4.8%</td>
</tr>
<tr>
<td>American Indian</td>
<td>16</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>108</td>
<td>2.2%</td>
</tr>
<tr>
<td>Native Haw./Pac. Isl.</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>172</td>
<td>3.6%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>147</td>
<td>3.0%</td>
</tr>
<tr>
<td>Unreported</td>
<td>4</td>
<td>0.1%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>67</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

State of Residence:

- Alabama: 58%
- Florida: 15%
- Georgia: 3%
- Louisiana: 2%
- Mississippi: 3%
- North Carolina: 3%
- South Carolina: 10%
- Tennessee: 3%
- Texas: 2%
- Virginia: 0%
- All Other States: 1%
Our Students (Fall 2017)

ENROLLMENT GENDER AND LEVEL

- 41% UG Male
- 39% UG Female
- 11% Grad Male
- 9% Grad Female

Total Enrollment: 29,776

ENROLLMENT RACE AND ETHNICITY (ALL LEVELS)

- 77% White
- 6% African American
- 3% American Indian
- 9% Asian
- 3% Native Haw. Pac. Isl.
- 2% Hispanic
- 2% Two or more races
- 1% Unreported
- 2% Nonresident Alien

Auburn University 2017 Student Factbook (2018)
Our Approach, Our Practice as SSAO and CDO

• Highly Communicative
• Information Sharing
• Collaborative Problem Solving
• A Dependable, Good Neighbor
Our Current Collaborations

- Space
- Planning
- Negotiations
- Training
- Student Support
Our Future, Our Commitment

• Transformation Cluster Initiative
  • Will require interdependency and collaboration between partners across campus, especially between SA and OID
    • Course redesign
    • Advising
    • Student Success
    • Completion
COLLABORATE
THE HOW, WHAT
WITH WHOM
& WHY