**\*Chief Diversity Officer Competencies**

(\*Williams, D. A. & Wade-Golden, K. C. (2013). The chief diversity officer: Strategy, structure, and change management. Sterling, VA: Stylus. pg. 143)

**Technical Mastery of Diversity Issues\*, including:**

* Communicate the business case for diversity, equity and inclusion (DEI)
* Recruit a more compositionally diverse and culturally competent campus population of students, faculty and staff (access and equity)
* Retain students (completion), faculty and staff (development, promotion)
* Infuse equity and inclusion into the curriculum, classroom pedagogy
* Align current policies, programs, services and practices with the institution’s vision, mission and strategic goals for equity and inclusion
* Assess current climate/culture, impact of DEI efforts
* Develop and implement evidence-based DEI strategic plans and assessment metrics
* Lead the campus in identifying the cultural competencies expected of all faculty, staff and students and corresponding metrics to measure progress
* Continually build internal capacity among leaders, faculty and staff to partner as change agents (assessment, training, revising policies and programs, recruitment and retention, etc.)
* Build and support infrastructures to facilitate organizational change (Diversity Councils, Committees/Task Forces, Department Inclusion Change Teams, affinity groups, mentoring programs, Inclusion Practitioner Development programs, Training of Trainer/Facilitator programs, etc.)
* Infuse DEI into existing processes, including: professional development and training opportunities, performance management, promotion and tenure, onboarding of new faculty and staff, new student orientation, etc.
* Create and support bias response protocols for faculty, staff, and students
* Support EEO & compliance efforts

**Political Acumen\*, including:**

* Navigate political dynamics
* Cultivate strategic partnerships with leaders across campus
* Effectively maneuver through and resolve contentious situations
* Navigate competing priorities, agendas, and interests

**Ability to Cultivate a Common Vision\*, including:**

* Develop and sustain a shared vision of DEI as a strategic priority aligned with the organizational mission and academic excellence
* Continually link DEI mission/vision to institutional strategic goals and priorities
* Work collaboratively with key leaders to build the vision, mission, and direction of strategic inclusion initiatives

**In-Depth Perspective on Organizational Change\*, including:**

* Demonstrate expert skills in organizational development and change management
* Plan and create sustainable, systemic culture change
* Provide inspirational leadership throughout all the phases of the change processes
* Demonstrate resilience, patience, and persistence
* Effectively engage multiple forms of resistance

**Sophisticated Relational Abilities\*, including:**

* Demonstrate a high degree of emotional intelligence
* Demonstrate exceptional communication and public relations skills
* Develop consultative/coaching relationships with leaders
* Influence change through matrix/lateral networks, alliances, strategic partnerships
* Demonstrate ability to navigate and cross organizational boundaries, work effectively with a wide variety of audiences

**Understanding of the Culture of Higher Education\*, including:**

* Demonstrate a thorough knowledge of/ability to maneuver within higher education
* Understand academic climate and culture, shared governance, tenure and promotion, faculty dynamics, etc.
* Continue to deepen understanding of and the ability to communicate the shifting needs of the increasingly diverse student, staff, and faculty on campus

**An Orientation Toward Results\*, including:**

* Capacity to influence progress and results through coalition-building and negotiation
* Ability to position DEI as integral to the success of the institution and a central aspect of academic excellence
* Create, incentivize, and support innovative DEI efforts/projects throughout the organization
* Inspire continuous improvement of policies, practices, courses, programs, and services

**References**

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***Self-Assessment: Critical Skills for Inclusion Practitioners***

Developed by Kathy Obear, Ed. D., 2014

**Directions**: Read each of the following and rate your current level of knowledge and skill in each of the six (6) sections using the following scale.

**1= Rarely 2 = Sometimes 3= Much of the 4= Most of the 5= Almost always**

 **time time**

**A. Use an Inclusion Lens to both observe and respond effectively to group dynamics.**

\_\_\_\_\_ 1. I intentionally notice/track the various privileged and marginalized group memberships of others during meetings, conversations, etc.

\_\_\_\_\_ 2. I intentionally use an Inclusion Lens to notice/track how people interact with each other, including: whose ideas get attended; whose ideas are ignored/dismissed; who interrupts; who gets interrupted; who is given leadership; how much air time people use; how people react verbally and nonverbally as others share; how decisions get made, who has eye contact with whom; to whom do people direct their comments, etc.

\_\_\_\_\_ 3. I describe the details or “facts” of what I observe/pan without judgment, assumption, interpretation or conclusions.

\_\_\_\_\_ 4. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.

\_\_\_\_\_ 5. I introduce topics or issues related to diversity, equity, and inclusion that others do not seem to raise or bring up.

\_\_\_\_\_ 6. I respond effectively when I notice stereotypic and/or exclusionary comments and behaviors in meetings.

\_\_\_\_\_ 7. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective, and their experiences in their multiple privileged and marginalized groups.

**B. Engage others effectively**

\_\_\_\_\_ 8. I encourage group members to participate and engage them in the process.

\_\_\_\_\_ 9. I use effective listening and communication techniques, including clarifying,

 paraphrasing, open-ended questions, etc.

\_\_\_\_\_ 10. I use “Connecting Language” that bridges one person’s comments to another’s.

\_\_\_\_\_ 11. I demonstrate empathy effectively.

\_\_\_\_\_ 12. I am able to “relate in” and “see myself” in others to find compassion and make a connection with them, rather than judging them or distancing from them.

\_\_\_\_\_ 13. I use silence effectively.

\_\_\_\_\_ 14. I effectively use my tone of voice and nonverbal behavior to engage others.

\_\_\_\_\_ 15. I use humor appropriately and effectively.

\_\_\_\_\_ 16. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.

\_\_\_\_\_ 17. I acknowledge and appreciate people’s participation.

\_\_\_\_\_ 18. I summarize discussions and make transitions effectively.

\_\_\_\_\_ 19. I effectively move discussions along and keep the group focused and “on track.”

\_\_\_\_\_ 20. I effectively include all members in the discussion.

\_\_\_\_\_ 21. If I believe a member(s) has been overlooked or excluded I intervene to either indirectly bring them into the conversation or more directly note the group dynamic.

\_\_\_\_\_ 22. I effectively find some relevant point in participant comments, even those that seem way off the topic.

\_\_\_\_\_ 23. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group’s topic.

\_\_\_\_\_ 24. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.

\_\_\_\_\_ 25. I minimize how much I use the “telling” style, and maximize how often I pose questions or dilemmas to facilitate dialogue among group members.

\_\_\_\_\_ 26. I easily “go with the flow” and am flexible with the agenda as I adjust to the needs of the group in the moment.

\_\_\_\_\_ 27. I can “meet people where they are” and not demand or expect them to be farther along in their understanding or skill development.

\_\_\_\_\_ 28. I effectively name and discuss group dynamics among members in the moment and use them as “teachable moments” to facilitate deeper understanding and learning.

\_\_\_\_\_ 29. I can “let go of the outcome” and “trust the process” knowing learning takes place even when I do not recognize it happening in the moment.

**C. Facilitating discussions with an Inclusion Lens**

\_\_\_\_\_ 30. I talk about the college’s commitment to diversity and inclusion.

\_\_\_\_\_ 31. I state that it is everyone’s responsibility to help create a campus climate that is respectful and inclusive for all community members.

\_\_\_\_\_ 32. I effectively discuss the common daily indignities and micro-aggressions that people from marginalized groups experience on campus.

\_\_\_\_\_ 33. I effectively discuss specific behaviors and actions that help create an inclusive campus environment.

\_\_\_\_\_ 34. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.

**D. Responding in “difficult dialogues” with an Inclusion Lens**

\_\_\_\_\_ 35. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.

\_\_\_\_\_ 36. I am able to be “in the moment” ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.

\_\_\_\_\_ 37. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.

\_\_\_\_\_ 38. I acknowledge comments which sound inappropriate or triggering.

\_\_\_\_\_ 39. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.

\_\_\_\_\_ 40. I recognize that “resistance” and challenges from group members are often doorways to deeper understanding and learning for the group.

\_\_\_\_\_ 41. I effectively navigate conflict and disagreement among group members.

\_\_\_\_\_ 42. I respond effectively to challenges and engage “resistance” from group members without taking it personally or feeling deeply triggered.

\_\_\_\_\_ 43. I can use triggering events as “teachable moments” for the group.

**E. Use an Inclusion Lens to analyze current policies, practices, services, programs, and marketing/media**

\_\_\_\_\_ 44. I recognize what identity groups will most likely have their needs met given a specific policy, practice or program.

\_\_\_\_\_ 45. I recognize what identity groups might not have their needs met given a specific policy, practice or program.

\_\_\_\_\_ 46. I recognize possible unintended negative differential impact across group memberships given a specific policy, practice or program.

\_\_\_\_\_ 47. I track current utilization of programs and services within your area by group membership.

\_\_\_\_\_ 48. I continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., by group membership.

\_\_\_\_\_ 49. I use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of students, staff and faculty you served through our area.

\_\_\_\_\_ 50. I create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity.

\_\_\_\_\_ 51. I identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.

\_\_\_\_\_ 52. I continually research national/international trends and promising practices from peer institutions and other campus departments.

**F. My self-work as an Inclusion Practitioner**

\_\_\_\_\_ 53. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.

\_\_\_\_\_ 54. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about members of privileged and marginalized groups.

\_\_\_\_\_ 55. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.

\_\_\_\_\_ 56. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations, and then how I react/respond.

\_\_\_\_\_ 57. I am aware of how my beliefs about “what is “effective” \_\_\_\_\_\_\_ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., communication styles, decision making practices, dialogue skills, conflict resolution, training, meeting management, supervision, advising…)

\_\_\_\_\_ 58. I continuously use an Inclusion Lens to self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others.

\_\_\_\_\_ 59. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized; and utilize their input to improve my practice.

\_\_\_\_\_ 60. I am aware of my “early warning signals” that I am beginning to feel triggered.

\_\_\_\_\_ 61. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not “work my issues on the group.”

\_\_\_\_\_ 62. I am aware of my common triggers and their intrapersonal roots.

\_\_\_\_\_ 63. I actively do my work around my triggers: explore their roots; do my healing work; etc.

\_\_\_\_\_ 64. I actively expand my understanding of issues of diversity, equity and inclusion.

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**Multicultural Competencies for Chief Diversity Officers**

**Directions ~ Read each item and:**

1. ***Check-off*** which competencies are an explicit part of your organization’s hiring, training/development, and accountability processes.
2. ***Star (\*)*** any additional competencies you believe are necessary for staff and faculty in your organization to possess/demonstrate as they intentionally create an inclusive campus environment for all students, faculty, and staff.

**A. Knowledge about:**

1. Current campus mission, vision, values, strategic plans, protocols, policies, etc., related to diversity, equity, and inclusion (DEI)
2. The patterns of socialization and common life experiences of members of various privileged and marginalized groups across different cultures
3. The history of various forms of oppression
4. Current structures and dynamics that occur in society and on campus that undermine institutional goals of access, persistence, retention, and success/graduation
5. Potential cultural differences and preferred styles for communication, learning, supervision, feedback, conflict resolution, etc., based on group memberships by race, gender identity, age, sexuality, disabled status, national origin, culture, ethnicity, etc.
6. Common attitudes, perceptions, behaviors, and biases of members of privileged groups that perpetuate the status quo (internalized dominance)
7. Common attitudes, perceptions, behaviors, and biases of marginalized groups that perpetuate the status quo (internalized oppression)
8. Common daily experiences, micro-aggressions and exclusionary actions/comments that members of various marginalized groups experience on campus and in society
9. Common examples of privilege that members of privileged groups experience on campus and in society
10. Examples of attitudes and behaviors that create an inclusive environment that supports the success of all students and staff
11. Examples of practices, policies, procedures, programs, and services that effectively serve the needs of the increasingly diverse student and staff population
12. Ways to effectively facilitate change and create greater inclusion at the individual level, interpersonal level, team and department level, and institutional level
13. The impact of the intersectionality of multiple privileged and marginalized group memberships in the lives of students and staff
14. Ways to design and offer programs and services that support students and staff who experience the campus through the intersections of their multiple group identities (i.e., LBGTQ people of color; international students with disabilities; students in the U.S. on a visa who are in the process of transitioning their gender identity; etc.)
15. Current theories/models of Social Identity Development for several categories of diversity

**B. Awareness** **about:**

1. Your intentions and core values about diversity, equity, and inclusion
2. Your group memberships in the full breadth of categories of diversity
3. How your socialization and life experiences have influenced your values, goals, beliefs, attitudes, perceptions, etc.
4. Group memberships where you are in marginalized group; and examples of how you and others get seen and treated as a member of these groups
5. Group memberships where you are in privileged group; and examples of privilege you and others receive from these group memberships; as well as how you and others get seen and treated as a member of these groups
6. The biases, prejudice and stereotypes you still carry from socialization experiences about various privileged and marginalized groups
7. How your beliefs about what is "effective" or "professional" have been influenced by your socialization and life experiences in your multiple privileged and marginalized group memberships (i.e., verbal and written communication styles, leadership, dress code, conflict style, leadership style, training, advising, etc.)
8. Your level of multicultural competence - strengths as well as areas needing improvement
9. The impact of your behavior and comments on others given your intersecting privileged and marginalized group memberships
10. How you have been impacted by both internalized dominance and internalized oppression
11. Your common triggers/hot buttons and how you may react unproductively during triggering events
12. The intrapersonal roots of your common triggers that fuel unproductive reactions

**C. Skills** **to:**

1. Consistently treat everyone with respect, fairness, and dignity
2. Communicate your commitment to the vision and values of the campus with respect to diversity, equity and inclusion
3. Develop effective working relationships and partnerships within and across differences
4. Facilitate effective discussions and authentic dialogue about dynamics of inclusion and exclusion within and across differences
5. Notice group dynamics with an Inclusion Lens
6. Recognize and effectively respond to exclusionary comments, actions, practices, and policies
7. Create an inclusive work environment across the breadth of differences that promotes the success of all students, staff, and faculty
8. Develop, implement, and continually improve programs, services, practices, procedures and policies that meet the needs of the increasingly diverse student, faculty, and staff population
9. Effectively utilize the organizational protocols and processes to respond to reports of bias, hate crimes, harassment, workplace violence, etc.
10. Self-reflect to examine behaviors, intentions, assumptions, attitudes, biases, emotions, etc.
11. Recognize when your biases and assumptions have influenced your actions in the moment
12. Interrupt and reframe your biases and assumptions about various privileged and marginalized groups in the moment
13. Recognize the impact your comments and behaviors have across and within group memberships in the moment
14. Respond effectively after you make an inappropriate, prejudicial, and/or exclusionary comment or action
15. Solicit input and change your behavior based on feedback from others about the effectiveness of your actions with respect to diversity, equity and inclusion
16. Give feedback, using an Inclusion Lens, to others about the impact of their comments, behaviors, programs, services, unwritten norms, etc.
17. Seek and utilize input from members of various privileged and marginalized groups in planning and decision-making processes
18. Develop effective partnerships with staff and faculty across campus to continually improve services and programs to meet the needs of the full breadth of students, faculty, and staff
19. Anticipate and discuss the probable differential impact of proposed decisions, policies, practices, services, etc., across group memberships
20. Provide effective advising, coaching, and mentoring within and across differences
21. Design and implement culturally relevant programs, workshops, and services
22. Provide effective supervision within and across differences
23. Effectively describe the exclusionary comments and behaviors you observe or experience
24. Navigate conflict and misunderstanding on a diverse team, within and across differences
25. Navigate strong emotions and triggering events: when you and/or others feel triggered
26. Recognize the unintended impact of comments, actions, media/publications, programs, policies, etc., across and within group memberships
27. Facilitate dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.
28. "Relate in" and "see yourself in others," instead of judging those who make exclusionary comments and behaviors
29. Effectively use self-disclosure from your multiple privileged and marginalized group memberships to create greater connection, understanding, and learning
30. Coach and train faculty, students and staff to deepen and broaden their multicultural competencies

**D. Infuse Diversity, Equity, and Inclusion into daily work practices and activities**

1. Track current utilization of programs and services by group membership
2. Continually gather data about the impact, perceptions, and experiences of programs, services, climate, etc., by group membership
3. Use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of students, faculty, and staff
4. Create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity
5. Identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.
6. Continually research national trends and promising practices from peer institutions and campus departments

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