Reorganizing & Job Responsibilities Process Report

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After analyzing the data from the Diversity, Equity, Inclusion, and Belonging (DEIB) Inventory, the DEIB workstream determined that an Institutional Diversity Officer at the level of Vice President is needed at the College, in order to: a) guide the College in establishing institutional DEIB benchmarks that align with the Forester Future, providing direction and support to academic and administrative departments, and to b) coordinate the various structural DEIB activities for alignment with institutional goals and the maximization of impact.

Consequently, the DEIB workstream discussed the job responsibilities of an IDO and the restructuring necessary to best support those activities. This discussion was informed by the data collected in the DEIB Inventory. The DEIB workstream deliberated three major topics: a) the IDO Office Structure/Model that would best fit at Lake Forest College; b) Key DEIB Offices/Departments that should report to the new IDO; and c) IDO Job Responsibilities. These major topics are discussed in more detail below.

IDO Office Structure/Model

When deliberating which IDO Office structure/model best fits the College, the DEIB workstream compared and contrasted different IDO Office models at other institutions (including our Associated Colleges of the Midwest peers), with an eye to the challenge of attrition rates among IDOs. Further, the workstream considered the Diversity, Equity, and Inclusion (DEI) Long-Term Strategic Planning Committee's 2022 final report, the current needs of the College, and the College's resources as they crafted the recommendations contained within this document.

Truong and Pickett (2023) reported the following as factors for high attrition rated of IDOS:
- lack of institutional commitment to DEIB work
- hostile work environments
- offices of one person, that lack support staff
- lack of financial support
- discrepancy between institutional needs and the individual hired

Thus, the committee was cognizant of these barriers to success when discussing the best IDO office model for the College to adopt. The DEIB workstream also considered priorities that contribute to supporting the retention of IDOs[1]. However, retention support priorities fall outside of the scope of the DEIB workstream, as these priorities focus on activities after the IDO is hired.

After contemplating the factors leading to high attrition rates for IDOs, the DEIB workstream seriously considered the following four IDO office models (Williams & Wade Golden, 2013, IDO Model Pro and Con list Appendix A):
  a) **Collaborative Officer Model:** characterized by limited human resources, no reporting staff.
  b) **Unit-Based Model:** characterized by a centralized CDO staff.

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[1] 1) focused onboarding and orientation; 2) transparent communication with campus leadership, 3) continuous performance feedback, 4) executive coaching, 5) support for implementation of change management strategy, 6) recognition and rewards systems, 7) culturally responsive work/life balance

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c) **Portfolio Divisional Model:** characterized by the presence of several direct reporting units in a vertically integrated portfolio.
d) **Portfolio Divisional Model with Dual Reporting:** the portfolio divisional model with additional employees who share dual reporting responsibilities with other key divisions of the College

The DEIB workstream determined that the Portfolio Divisional Model is the most optimal for the College, given the findings of the DEIB Inventory, institutional knowledge of the College, and College resources. The DEIB workstream determined that the IDO's Office should oversee the following departments/offices: The Office of Intercultural Relations, the Title IX Office, and Accessibility Services (See Appendix B for a recommended Organization Chart).

The DEIB workstream also seriously considered the portfolio divisional model with dual reporting employees in the following areas: Academic Affairs, Admissions, Advancement, Athletics, Career Advancement, Communications and Marketing, Human Resources, and Residence Life. Ultimately, the DEIB workstream decided against this structure due to the cons of such arrangements and because the DEIB workstream believed that the benefits of the dual reporting structure could be reasonably accomplished through an intentional committee design.

Key DEIB Offices/Departments

When completing the DEIB Inventory it was clear to the DEIB workstream that there are three departments/offices on campus that through mission, duties, activities, and policies, are directly related to DEIB: the Office of Intercultural Relations, the Title IX Office, and Accessibility Services. Thus, the DEIB Workstream recommends that these departments/offices should fall under the Office of the IDO and report directly to the IDO. In addition, the DEIB Workstream recommends that (See Appendix C for recommended Edited Organizational Chart):
- an executive assistant be hired for administrative support to the IDO
- International Student Support become its own department within the IDO's Office
- The remaining DEIB side of the Office of Intercultural Relations be renamed to the Office of Community Equity and Engagement
- And all units within the IDO Office have the title of director (e.g. Director of Intercultural Relations, Director of Accessibility Services).

The DEIB workstream believes that these recommendations will aid in the efficiency, authority, and success of the recommended IDO Office.

The DEIB workstream also asserts the importance of collaboration between the recommended IDO Office and other Offices whose work is related to ensuring and promoting DEIB efforts. As mentioned above, the DEIB workstream recommends that other key departments/offices be in collaboration with the IDO Office, including: Academic Affairs, Admissions, Advancement, Athletics, Career Advancement, Communications and Marketing, Human Resources, and Residence Life. The DEIB workstream considered an existing liaison model like that found in

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Marketing and Communications and Admissions[2] and believes that such a model would be helpful in supporting the work of an IDO. The DEIB workstream recommends that the structure of the President's DEIB Advisory Council be revisited upon the hiring of an IDO; notably, we recommend that the Advisory Council report to the IDO (and through that office to the President). Additionally, the DEIB workstream recommends that a smaller subgroup of the Advisory Council be named, which focuses on implementing the initiatives from the IDO Office. The DEIB workstream believes that this would be the most efficient structure to ensure the successful implementation of the College's DEIB efforts.

IDO Job Responsibilities

When considering a possible portfolio of responsibilities for the IDO, the DEIB workstream considered existing institutional responsibilities related to DEIB, the needs of the units within the recommended IDO Office, the DEI Long-Term Strategic Planning Committee's 2022 final report, the current needs of the College, data from the DEIB inventory, and the standard of professional practice for Chief Diversity Officers in Higher Education (National Association of Diversity Officers in Higher Education, 2020). With all these considerations in mind, the DEIB Workstream created a draft of a job posting for the recommended IDO position (See Appendix D).

As stated above, the DEIB workstream recommends that the IDO be hired at the level of Vice President, overseeing a division consisting of various departments/offices listed above. Consequently, the IDO will be responsible for managing the directors and supervising the overall functioning of those departments/offices. Additionally, the IDO's scope of responsibilities will include the entire campus community –students, staff, and faculty. The workstream also recommends that the job responsibilities of the position reflect the standards of practice asserted by the National Association of Diversity Officers in Higher Education (2020).
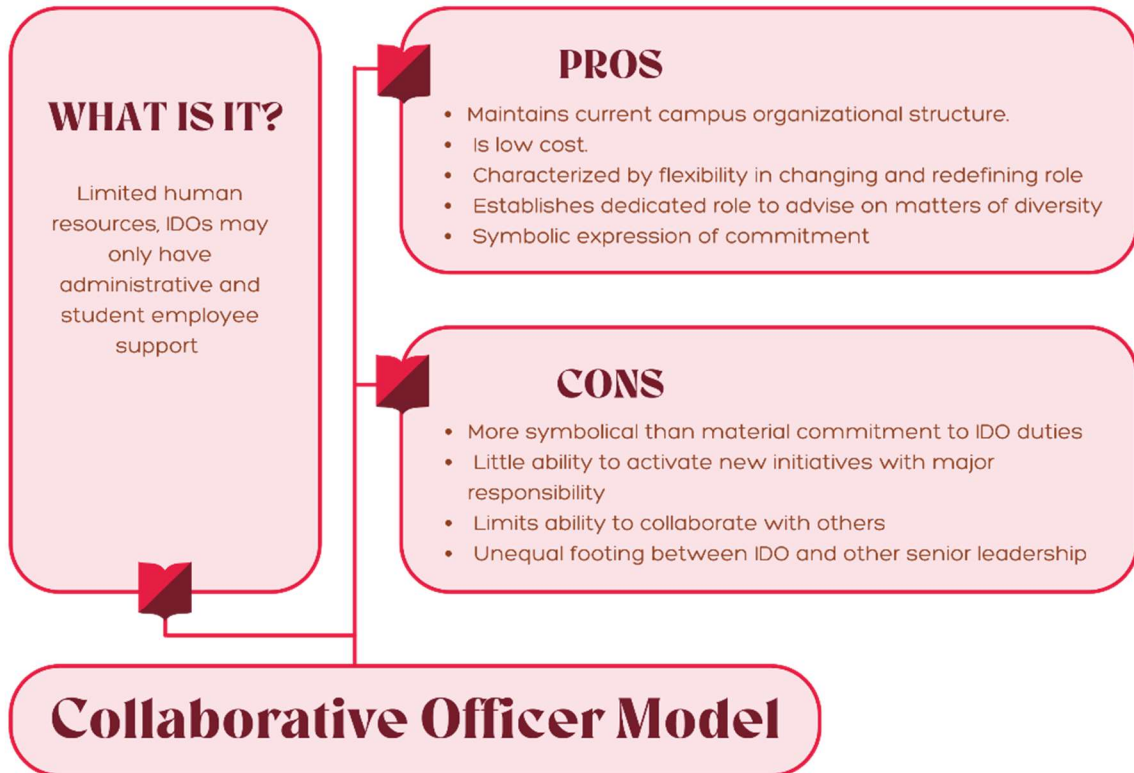
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[2] This role is currently held by Stephanie Pfenning, Director of Marketing, and has two direct reports (a Communications Specialist and a Marketing and Communications Coordinator) who liaise between OCM, Advancement, and Admissions.

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References

National Association of Diversity Officers in Higher Education (2020, March). Standards of professional practice for chief diversity officers in higher education 2.0. NADOHE. https://nadohe.memberclicks.net/assets/2020SPPI/__NADOHE%20SPP2.0_200131_FinalFormatted.pdf

Truong, K. A. & Pickett, C. W. (2022). A Framework for Advancing Anti-Racism Strategy on Campus: A Conversation with Dr. Kimberly Truong and Dr. Clyde Wilson Pickett, members of the NADOHE Anti-racism Taskforce. Racial Equity and Justice Institute Virtual Convening

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

WHAT IS IT?

Limited human resources, IDOs may only have administrative and student employee support

PROS

- Maintains current campus organizational structure.
- Is low cost.
- Characterized by flexibility in changing and redefining role
- Establishes dedicated role to advise on matters of diversity
- Symbolic expression of commitment

CONS

- More symbolical than material commitment to IDO duties
- Little ability to activate new initiatives with major responsibility
- Limits ability to collaborate with others
- Unequal footing between IDO and other senior leadership

Collaborative Officer Model

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Unit-Based Model

PROS

- Integrated moderately in campus organizational structure
- Enhanced capacity for new DEIB deliverables
- Enhanced collaboration capacity
- Engaging DEIB is a strategic priority

WHAT IS IT?

Model requires same type of leadership and positive aspects of Collaborative Officer Model but has a centralized staff for administrative support, programming, and research

CONS

- Potential conflict with DEIB departments not under the IDO, and other departments in general
- More cost-intensive model than the Collaborative Officer Model

WHAT IS IT?

Characterized by positive aspects of both the Collaborative and Unit-Based models. Has several direct reporting units in a vertically integrated portfolio, creating a divisional infrastructure

PROS

- Ability to leverage current DEIB infrastructure
- Creates IDO/dedicated DEIB capacity and economies of scale
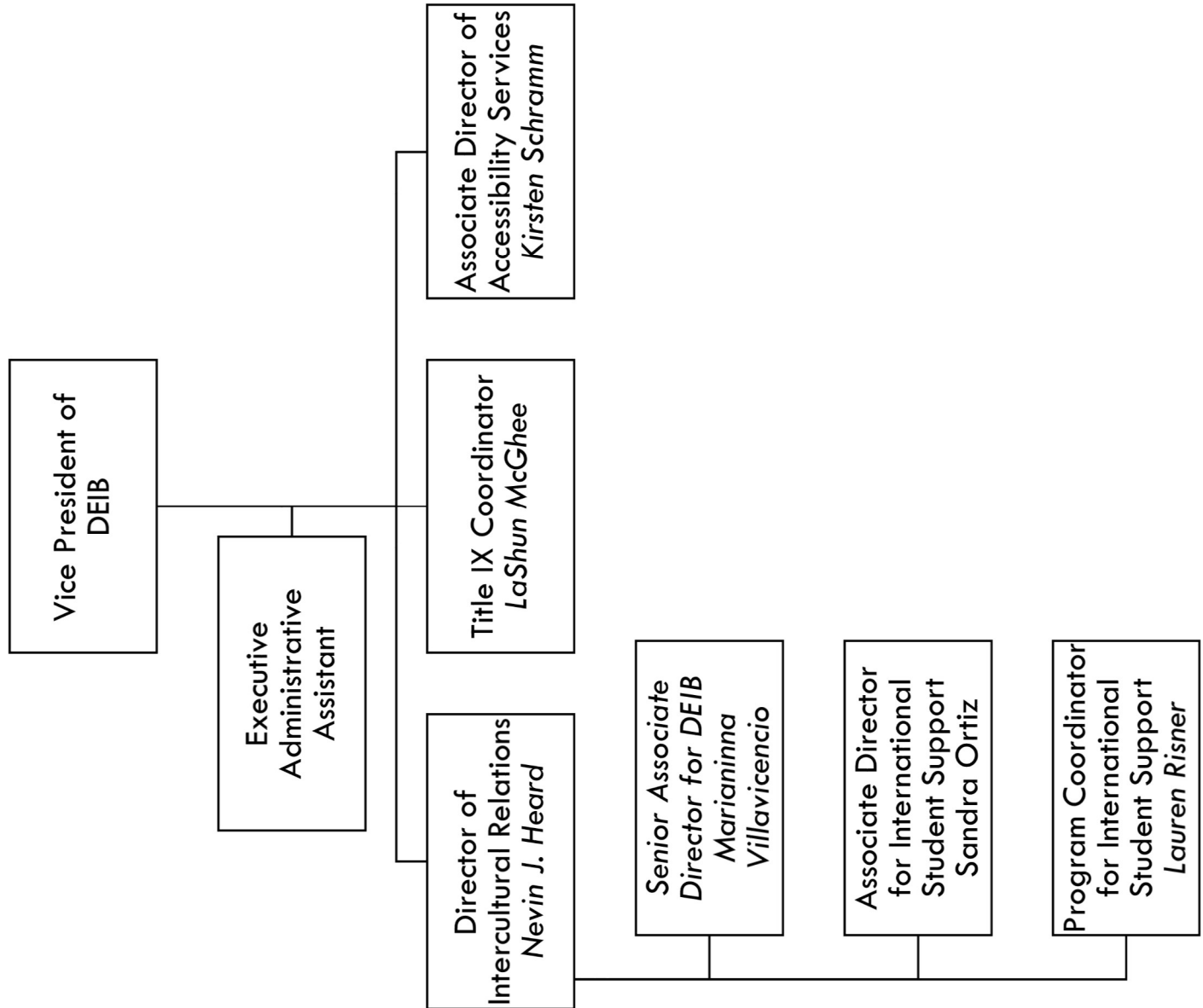- Mirrors the divisional structure of comparable titled roles

CONS

- May generate organizational conflict on campus
- Potential organizational dissonance with dedicated DEIB units
- Most cost-intensive model

Portfolio Divisional Model

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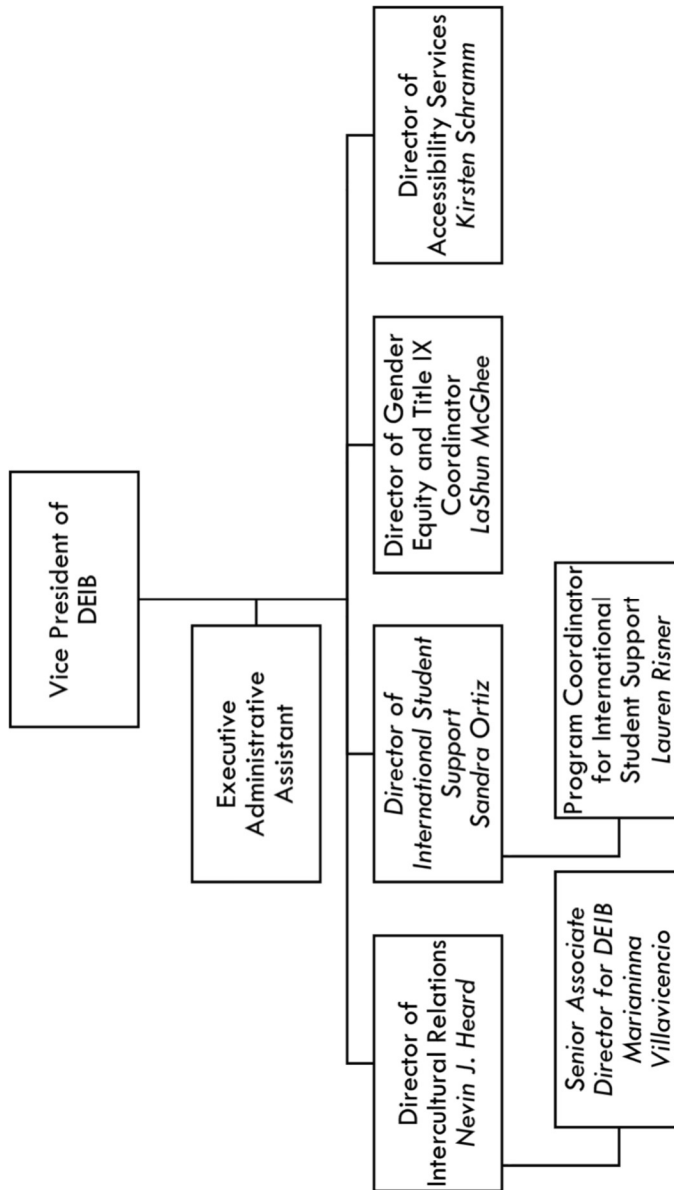
Appendix B

"Proposed Office of Diversity, Equity, Inclusion, and Belonging Organizational Chart"

Vice President of DEIB

Executive Administrative Assistant

Associate Director of Accessibility Services
Kirsten Schramm

Title IX Coordinator
LaShun McGhee

Director of Intercultural Relations
Nevin J. Heard

Senior Associate Director for DEIB
Marianinna Villavicencio

Associate Director for International Student Support
Sandra Ortiz

Program Coordinator for International Student Support
Lauren Risner

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Appendix C

"Proposed Office of Diversity, Equity, Inclusion, and Belonging Organizational Chart (With Office and Title Changes)"

Vice President of DEIB

Executive Administrative Assistant

Director of Accessibility Services
Kirsten Schramm

Director of Gender Equity and Title IX Coordinator
LaShun McGhee

Director of International Student Support
Sandra Ortiz

Program Coordinator for International Student Support
Lauren Risner

Director of Intercultural Relations
Nevin J. Heard

Senior Associate Director for DEIB
Marianinna Villavicencio

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Appendix D

"IDO Job Posting Draft"

Vice President of Diversity, Equity, Inclusion, and Belonging

Lake Forest College invites applications for the position of Vice President of Diversity, Equity, Inclusion, and Belonging (VP of DEIB). The successful candidate will lead the Office of Diversity, Equity, Inclusion, and Belonging in promoting values of DEIB in our vibrant community of students, faculty, and staff.

The VP of DEIB will lead the Office of DEIB and its many campus partners in promoting dialogue, understanding, and respect among the many identities represented within the Lake Forest College community. The VP of DEIB will also lead campus efforts to foster success for historically-underrepresented and/or marginalized students, staff, and faculty. The VP of DEIB is a key resource, advocate, and referral for all folx from underrepresented and marginalized backgrounds. The VP of DEIB reports to the President of the College and supervises the managers of the Office of Intercultural Relations, Title IX Office, and Office of Accessibility Services.

The Office of DEIB leads, coordinates, and supports the entire institution's DEIB efforts, collaborating with key partners across campus to foster a more equitable and socially just College. The VP of DEIB will work with a DEIB Advisory Council made up of liaisons from Athletics, Business Office, Career Advancement, Center for Academic Success, Communications and Marketing, Advancement, Admissions, faculty members from various departments of various levels and students representative of key constituent groups.to enhance and implement DEIB strategies across the entire institution.

A campus-wide committee, the DEIB Advisory Council, will support the VP of DEIB in identifying and addressing the DEIB needs of the campus. Additionally, the VP of DEIB will be instrumental in coordinating existing DEIB efforts, which include the following groups and initiatives:
- The DEIB Advisory Council and Subcommittees
- DEI Committees (Admissions, Career Advancement Center)
- Faculty Diversity Recruitment Subcommittee
- Student Belong Initiatives
- New Student Pre-Orientation Programs
- Student Affinity Groups
- Women and Femme Faculty Support Group
- Black Faculty and Staff Affinity Group

DEIB efforts at Lake Forest College are also bolstered by various policies and processes such as the Title IX Office, the Bias Incident Response Process, the Equal Employment Opportunity, and Section 504 (Disability).

A highly selective liberal arts college located north of Chicago, Lake Forest College enrolls more than 1,650 students from nearly every state and more than 80 countries. The College is a culturally diverse community with approximately 50% of our student body identifying as U.S. students of color or international students. In addition, we have a large number of first-generation

college students (30%) and Pell-eligible students (30%), a visible LGBTQ student community, and numerous active religious student communities.

Responsibilities:

- Provide vision for all DEIB programs and initiatives at the College. Directly lead the planning of major campus events, speakers, and programming that includes, but is not limited to:
  - Student success initiatives (First Connection pre-orientation program; belonging initiatives empowerment groups)
  - Intercultural House (programming and meeting space)
- Develop and supervise the staff in the Office of Community Equity and Engagement, the International Student Support Office, Gender Equity and Title IX Office, and Office of Accessibility Services. Coordinate the alignment of their work with the DEIB Strategic Framework and the College's broader Strategic Framework). This will include:
  - Guiding the Office of Community Equity and Engagement to ensure that DEIB training and programming are successful.
  - Manage the International Student Support Office ensuring the successful matriculation and retention of international students
  - Supporting the Office of Accessibility Services to ensure that all campus facilities and programs are accessible to individuals with disabilities.
  - Oversee the Title IX Office and ensure compliance with Title IX regulations and policies related to gender equity and sexual misconduct.
- Oversee the budget for the Office of DEIB.
- Work closely with the Human Resources Office and Dean of Faculty to promote diversity, equity, and inclusion in hiring, promotion, and retention practices.
- Provide skilled support and advocacy for traditionally underrepresented members if the community, including: racial and ethnic minorities, first-generation, LGBTQ+, undocumented, and diverse religious identities, as well as international students, staff, and faculty.
- Work closely with Office staff and campus partners to create an inclusive campus that retains underrepresented students, staff, and faculty and encourages student success.
- Oversee the development, implementation, and assessment of DEIB training programs for faculty, staff, and students.
- Lead and collaborate with a cabinet made up of various liaisons from Athletics, Business Office, Career Advancement, Center for Academic Success, Communications and Marketing, Advancement, Admissions, faculty members from various departments of various levels and students representative of key constituent groups. The IDO will work with the Council and small subgroups to implement and coordinate campus-wide DEIB initiatives
- Assist academic departments and staff offices in creating or coordinating existing DEIB committees (such as the Admissions DEI Committee or Career Advancement Center "DEI Pod").
- Partner with academic departments to integrate DEIB principles into the curriculum.
- Monitor and evaluate the effectiveness of DEIB initiatives and make recommendations for improvement.

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- Co-chair, with a faculty partner, the President's DEIB Advisory Council (a council of faculty, staff, and students that reviews and attends to various diversity, equity, and inclusion issues on campus).

Required Qualifications:

- Terminal degree in a relevant field, which may include (but is not limited to) higher education, administration, student affairs, or social science.
- 8 years of full-time experience in diversity, equity, and inclusion leadership roles in higher education.
- 5 years of executive leadership experience.
- Demonstrated knowledge of best practices in DEIB.
- Strong leadership, communication, and interpersonal skills.
- Ability to work effectively with diverse groups of people.
- Commitment to promoting diversity, equity, and inclusion in higher education.

Preferred Qualifications:

- 5 years of executive, senior, or c-suite leadership.
- DEI Certification.
- Experience with small, residential, liberal arts colleges.

Demonstrated knowledge, skills, and abilities:

- Thorough knowledge of diversity and inclusion issues as they pertain to historically underrepresented and/or marginalized college students, staff, and faculty.
- Demonstrated experience facilitating diversity training and fostering intergroup dialogue.
- Experience collecting, analyzing, and disseminating data connected to DEIB initiatives, activities, and programming.
- Strong interpersonal, communication, public speaking, and professional writing skills.
- Demonstrated ability to provide skilled supervision of professional staff and departmental budgets.
- Strong computer skills and an ability to use technology to enhance programs, services, and assessment efforts.

Lake Forest College embraces diversity and encourages applications from women, members of historically underrepresented groups, veterans, and individuals with disabilities. Applications will be accepted until the position is filled. A cover letter, résumé, and contact information for three references should be submitted electronically to Kate Schenk kschenk@lakeforest.edu

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