SUPPLEMENTAL INFORMATION ON THREE CDO MODELS

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1. Collaborative Officer Model

Williams and Wade-Golden (2007) found that 45 percent of survey respondents operate under the Collaborative Officer model. This model is characterized by a one-person office, with small support staff (e.g., secretary, student employees, special assistant). Most projects are completed through the channels of collaborative relationships and lateral coordination (Williams & Wade-Golden, 2007). These characteristics pose a constraint in the ability of the Collaborative Officer CDO to implement programs and initiatives, in particular when the CDO does not have access to an adequate budget. In this case, the officer's ability to create relationships across the campus community through personal charisma is fundamental. Due to the limited amount of human resources available for this archetype, chief diversity officers in this category are usually limited to a narrow span of priorities, and are rarely involved in the implementation of diversity initiatives (Williams & Wade-Golden, 2007). Another aspect defining this archetype is that despite possessing a high ranking title, chief diversity officers in the Collaborative Officer model do not have direct reporting structures in place. In particular, no formal authority over other units or lower ranking diversity officers across the institution is noted. Williams and Wade-Golden (2007) explain that this becomes a major issue when the CDO operates, because strategic misalignment hinders the work of the CDO, and creates conflictive goals. Williams and Wade-Golden (2007) state that senior leadership in the institution must provide the CDO with symbolic and material resources. The lack of these resources will greatly hinder the ability of the CDO to institutionalize diversity. In the Collaborative Officer CDO configuration, it is noted that chief diversity officers with "sizeable budgets" can provide services, sponsor events, and implement programs and initiatives, overcoming the lack of staff, lack authority over lower-ranking diversity officers, and the absence of direct reporting units (Williams & Wade-Golden, 2007, p. 19)

2. Unit-Based Model

The Unit-Based model builds upon characteristics of the fist archetype. Collaboration and lateral coordination are still at the core of the CDO configuration. Williams and Wade- Golden (2007) found that this is the second most common CDO model and 38 percent of chief diversity officers in their national study belonged to this archetype. The Unit-Based model represents a higher level of vertical authority when compared to the Collaborative Officer model. This occurs because a reporting relationship with lower ranking diversity officers is in place. The CDO enjoys the presence of full-time support staff, research professionals, program assistants, and perhaps technical assistants (Williams & Wade-Golden, 2007). Benefits associated with this model are that the CDO can co-sponsor programs and initiatives with units that directly work with diversity, but also partner with units whose purpose is not directly associated with this theme. Through dedicated staff, the CDO can manage faculty recruitment and retention, grant writing, community outreach, and other initiatives (Williams & Wade-Golden, 2007).

3. Portfolio Divisional Model

Williams and Wade-Golden (2007) found that only 17 percent of all 110 chief diversity officers surveyed can be categorized into this model. This last archetype is defined by a more visible vertically integrated reporting structure that includes not only lower ranking diversity officers, but also entire units across campus (e.g., multicultural affairs, ethnic and gender studies programs, retention and pipeline initiates, affirmative action and equity offices, and research centers and institutes). This particular structure allows the CDO to effectively utilize its title at the executive level, reaching to other high-ranking administrators across the institution. Williams and Wade- Golden (2007) recognize that because the Portfolio Divisional model is present in institutions depicting organizational arrangements that are more prone to be vertically designed (e.g., institutions with over 10,000 students, research institutions), the CDO faces additional challenges when operating. Corroborating this concern, Birnbaum (1988) affirms that individuals in these types of institutions tend to concentrate on their area of specialization, and have different interests and inclinations. Therefore, because the CDO capability was created to operate as an integrator, the CDO must find ways to overcome this disconnection, bringing together the campus and creating synergy among individuals, units, and departments.

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 nondiversity-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)

Table 2
Institutional Change Strategies

Type of Strategy	Definition
Educational Strategies	Educate the campus on diversity issues
Communication Strategies	Communicate the diversity mission, vision, goals, strategic plan, and progress with the institution
Symbolic Strategies	Influence campus culture through actions, presence, messages, and rituals that embrace diversity
Research Strategies	Define current status of diversity on campus. Measures include student success, access and equity, campus climate, and student development.
Accountability Strategies	Establish indicators to measure diversity progress
Entrepreneurial Strategies	Finance diversity strategies
Recruitment Strategies	Recruitment of underrepresented students, faculty, and staff
Diversity Scholarship Strategies	Engage and partner with faculty to incorporate diversity into their research agenda

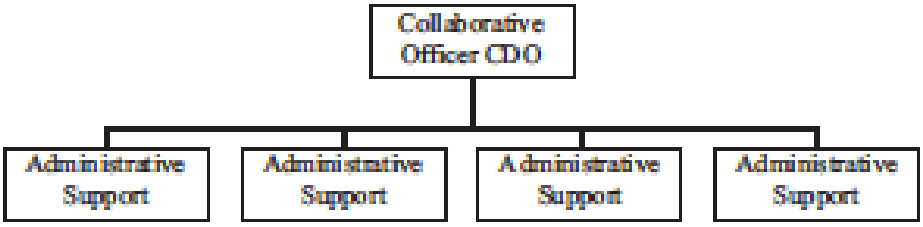
Table 4
Comparative Overview of CDO Models and Strategies

Type of Strategy	CDO Models		
	Collaborative Officer	Unit-Based	Portfolio Divisional
Educational Strategies			
Educate campus about CDO role	X	X	X
Foster dialogue among groups	X	X	X
One-on-one meetings across campus	X	X	X
Participate at executive-level meetings	X	X	X
Meet with deans and department heads	X	X	X
Coach faculty and department chairs	X	X	X
Participate in new faculty orientation	X	X	X
Invite leaders to meetings/presentations	X	X	X
Lead diversity campus committee	X	X	
Consultation for search committees		X	X
Develop cultural training workshops		X	
Sponsor events (e.g., forum) to educate campus			X
Communication Strategies			
Develop website for CDO office	X	X	X
Presence at public events	X	X	X
Presence at leadership meetings	X	X	X
Communicate and reach alumni			X
Create network with peer institutions			X
Symbolic Strategies			
Build reputation as a diversity expert	X	X	X
Highlight diversity progress	X	X	X
Reach faculty formal/informal settings	X	X	X
Creating physical space for diversity		X	X
Reconnect with the local community		X	X
Involvement at the national level		X	X
Awards to recognize individual work		X	X
Awards to recognize units/departments			X
Support affinity groups for faculty and staff		X	
Create networking opportunities for new hires			X
Research Strategies			
Compile list of diversity resources	X	X	X
Request department/unit self-study		X	X
Develop and track diversity indicators		X	X
Request student demographic data		X	X
Present data at campus events		X	X
Request faculty/staff hiring data (race/gender)			X
Accountability Strategies			
Solicit input from campus	X	X	X
Create campus diversity vision	X	X	X
Share diversity progress report	X	X	X
Request diversity plans from units		X	X
Offer feedback for diversity plans		X	X
Build a culture of responsibility with CDO staff		X	X
Delegate CDO staff to work with other units		X	X
Request self-study from reporting units			X
Connect reporting units with other units on campus			X
Entrepreneurial Strategies			
Grant writing (CDO and CDO staff)		X	X
Fundraising initiatives		X	X
Provide matching funds for programs		X	X
Create diversity implementation grants for units		X	X
Recruitment Strategies			
Recruit (informally) students and faculty	X	X	X

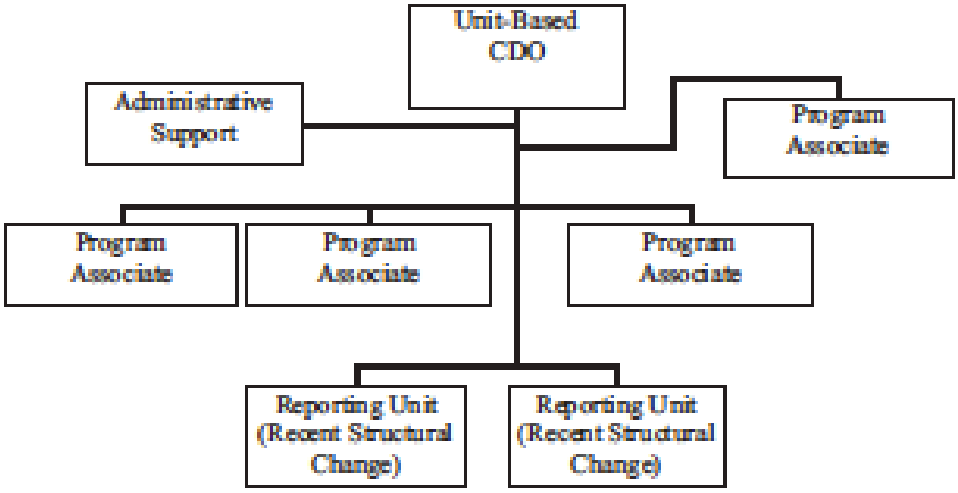
Table 4 (*continued*)

Type of Strategy	CDO Models		
	Collaborative Officer	Unit-Based	Portfolio Divisional
Partnerships with local business and associations		X	X
Fund student scholarships		X	X
Scholarships for high school students		X	
Create pipeline of K-12 students		X	X
Fund post-doctoral programs			X
Fund new positions (faculty and staff)			X
Diversity Scholarship Strategies			
Created diversity research grants for faculty		X	X
Partner with faculty research initiatives		X	X
Co-author research grants with faculty		X	X
Create diversity research center			In progress

Collaborative Officer Model CDO Configuration



Unit-Based Model CDO Configuration



Portfolio Divisional CDO Configuration

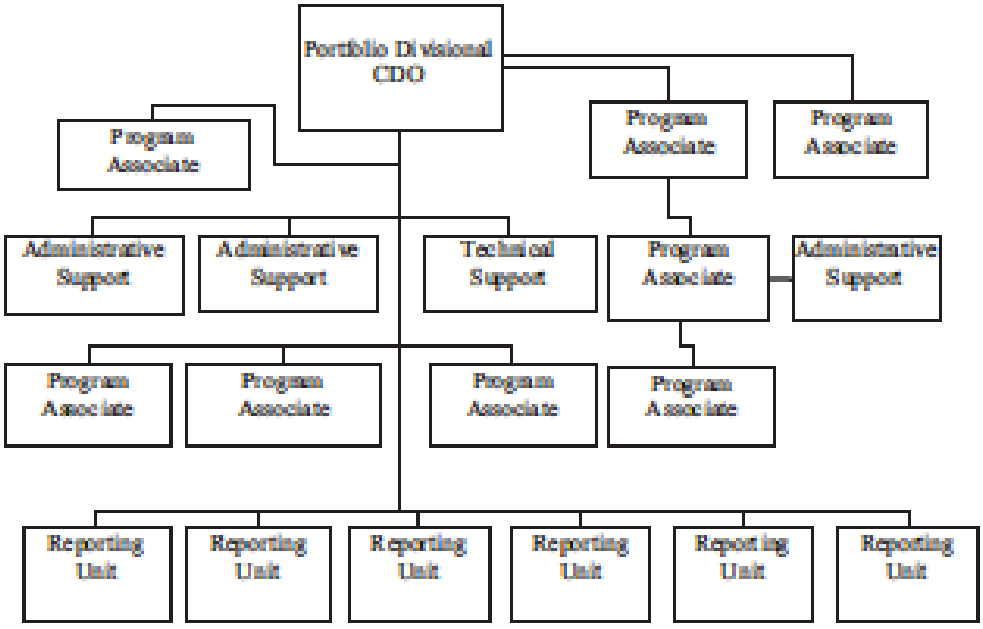


Figure 1. CDO Archetypes of Vertical Authority Collaborative Officer Model CDO Configuration Unit-Based Model CDO Configuration Portfolio Divisional CDO Configuration.