

NADOHE

NATIONAL ASSOCIATION OF DIVERSITY OFFICERS
IN HIGHER EDUCATION

**STATE OF
THE CDO
SURVEY
REPORT**

AUGUST 2023

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About the State of the CDO Survey Report

In February 2023, the National Association of Diversity Officers in Higher Education (NADOHE) commissioned its inaugural State of the CDO survey. The goal of the survey was to collect data to inform a clear picture of the demographics, institutional role, and socio-emotional state of Chief Diversity Officers¹ across the country, and to use the data to support our individual and institutional members.

Some key takeaways:

Demographics

- Of the 261 CDOs² who responded to the survey, the majority (51.72%) were Black or African American.
- Nearly two-thirds of CDOs (63.35%) identified as women.
- Most CDOs (65.1%) were between the ages of 35 and 54.
- CDOs had a variety of job titles. Only a third of the CDO job titles included “Chief Diversity Officer.”
- While nearly half of CDOs (44.7%) were the first in their family to attend college, the majority of all CDOs held a Ph.D. (45.3%) or professional doctorate (19.5%).

The CDO Role

- Reflecting the relatively recent rise of the CDO position, 62.9% of respondents were the first CDO at their institution. Of all CDOs, 87.9% have held their current role for five years or fewer.
- The plurality of respondents (48.5%) worked at doctoral universities (R1, R2, D/PU). The next largest group (22.3%) worked at a Master’s College or University.

Institutional Support

- Many CDOs are under-resourced and understaffed. Nearly a third of them (32.2%) had annual operating budgets of \$39,000 or less, and 44% of CDOs had between zero and two full-time-equivalent employees who report directly to them.
- More than a third of respondents could not agree that institutions provide adequate access to resources to perform their responsibilities as CDOs. One in 10 felt strongly that they lack adequate institutional resources.
- CDOs with less than one year of experience tended to report “broad-based buy-in,” “strong alignment” with “other campus units” and having “a meaningful seat at the table,” but such signs of support tended to be proportionately less prevalent the longer a respondent’s tenure as CDO.

¹NADOHE acknowledges the controversy over the use of the word “chief.” The terms “chief diversity officer” and “CDO” are used in this document as a historically common referent. ([The Standards of Professional Practice, Executive Summary](#))

²Chief Diversity Officer (CDO) in this survey refers to a role, not a title. NADOHE defines a CDO as an individual that “play[s] the central administrative role in guiding, facilitating, and evaluating [diversity, equity and inclusion] processes on behalf of the institution” rather than a unit within the college or university.” ([The Standards of Professional Practice, Executive Summary](#))

Socio-Emotional Scale

- Asked to compare their CDO role to their previous jobs, respondents were most likely to consider their job more or much more “stressful” than their previous position. In addition, positive terms like “fulfilling,” “satisfying,” and “rewarding” were highly rated choices alongside “overwhelming” and “upsetting.” Few CDOs considered their work “manageable” or “predictable.”

Intersecting Identities

- CDOs who identified as white find the job significantly less “upsetting” and “overwhelming” than CDOs who identified as other races or ethnicities, or as multiracial/multiethnic.
- Among those who identified as women, CDOs commonly considered their job very “upsetting” and “overwhelming” as much as they called it “fulfilling.” Men were more likely to consider their work “predictable.”
- Latino/x/e men were most likely to consider their CDO position “manageable,” while Asian or Asian American women were the least likely to do so.

Salary

- Half of respondents (49.8%) earned between \$100,000-\$199,999 a year; 34.2% earned more. Less than a third of respondents (32.5%) answered “yes” when asked whether they are paid comparably to other executives at their university with similar scopes of work and job performance. CDOs who identified as men earned slightly more on average and were more likely to say they felt paid commensurate with their position and experience.

Correlation to Time as a CDO

- The longer a CDO has served, the more likely they are to feel fulfilled in their position. New CDOs tended to call the job “upsetting” and “overwhelming,” while longer-tenured CDOs were more likely to find the job “satisfying” and “rewarding.”



A Message from the President

Dear Colleagues,

I am pleased to share with you the results of the State of the CDO survey. In this first-of-its-kind report, the National Association of Diversity Officers in Higher Education asked chief diversity officers what it's like to lead equity and belonging efforts on campuses in 2023.

Chief diversity officers are navigating incredibly unique and difficult circumstances. The information gathered in this report will help ensure NADOHE provides greater support to its members, as well as other leaders and professionals, and will set the stage for diversity, equity, and inclusion work in higher education.

I want to thank each of our NADOHE members who took the time to respond to the survey. Thank you for helping us better understand your experiences. We hear you. Your responses have helped us gather valuable insight into your work, and the data will impact the future of the field and NADOHE.

With gratitude,

Paulette Granberry Russell, J.D.
CEO

About the National Association of Diversity Officers in Higher Education

The National Association of Diversity Officers in Higher Education (NADOHE) is the preeminent voice for chief diversity officers. It leads the national and international conversation on diversity, equity, and inclusion in postsecondary education. Ultimately, it investigates, influences, and innovates to transform higher education so inclusive excellence thrives at the core of each institution worldwide.

First organized in 2003, NADOHE is a membership organization designed for diversity professionals and institutions of higher education to become equipped with the necessary tools and mindsets to advance equity and dismantle systemic oppression. Through its signature Standards of Professional Practice, Chief Diversity Officer Fellows Program, [A Framework for Advancing Anti-Racism Strategy on Campus](#), and *Journal of Diversity in Higher Education*, NADOHE provides diversity professionals with the resources to be successful in their roles and within their campus communities. The Association supports its members to navigate shifts in the legal landscape, understand the increasing emphasis on equity, and embrace the ever-present value of belonging for students, faculty, and staff.

NADOHE members are part of a community of leaders who are committed to inclusive excellence.

Our Methodology

The State of the CDO survey—developed by a group of nationally-renowned academics, administrators, and thought leaders in U.S. higher education—was made available to NADOHE members in February 2023. The survey was shared with members via its listserv and promoted in both February issues of its internal newsletter. Reminder emails were sent to board members and individual and institutional members from President and CEO Paulette Granberry Russell. The survey was anonymous, and participants were able to skip any item with the exception of the initial screening questions to determine eligibility. Three-hundred and fifty-two people completed the survey, and 261 respondents who meet NADOHE's [definition](#) of a Chief Diversity Officer were included in the final analyses presented below. All data disaggregation and analysis strategies were determined by the aforementioned national experts, and all data management and analysis was conducted using SPSS v.27. Where possible, variables were coded to aid interpretation and presentation.

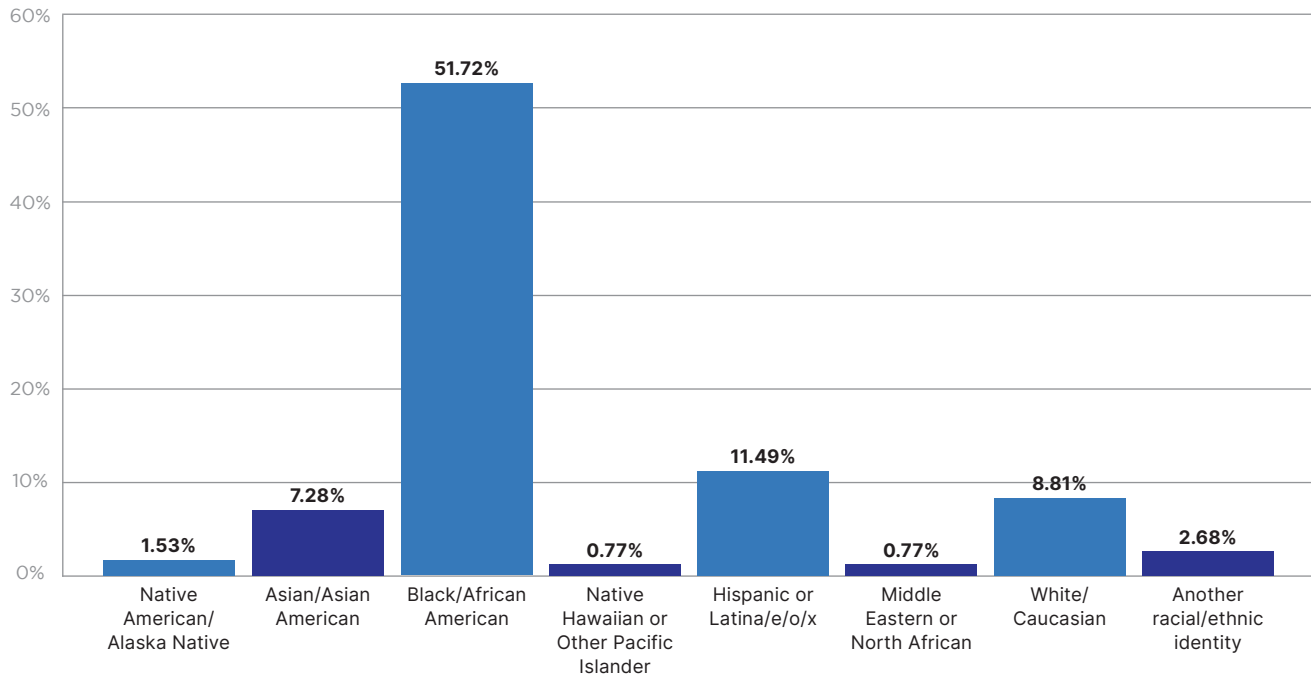
³ Chief Diversity Officer (CDO) in this survey refers to a role, not a title. NADOHE defines a CDO as an individual that “play[s] the central administrative role in guiding, facilitating, and evaluating [diversity, equity and inclusion] processes on behalf of the institution” rather than a unit within the college or university ([The Standards of Professional Practice, Executive Summary](#)).

Findings: Demographics

Race and Ethnicity⁴

Of the 261 CDOs who responded to the survey, the majority (51.72%) were Black or African American⁵, 11.49% were Hispanic or Latina/e/o/x⁶, 8.81% were White/Caucasian, 7.28% were Asian or Asian American⁷, 1.53% were Native American or Alaska Native, 0.77% were Native Hawaiian or Other Pacific Islander, and 0.77% were Middle Eastern or North African. A final 2.68% of respondents noted they were of another racial or ethnic identity.

Race and Ethnicity



⁴ The State of the CDO survey used current best practice, so respondents had the option to not respond to the question, as well as to select all options that applied.

⁵ Respondents had the opportunity to identify as specific Black or African American identities. Of those that responded as identifying as Black or African American, 4.2% identified as African, 4.2% identified as Caribbean, and 11.9% identified as another Black or African American identity.

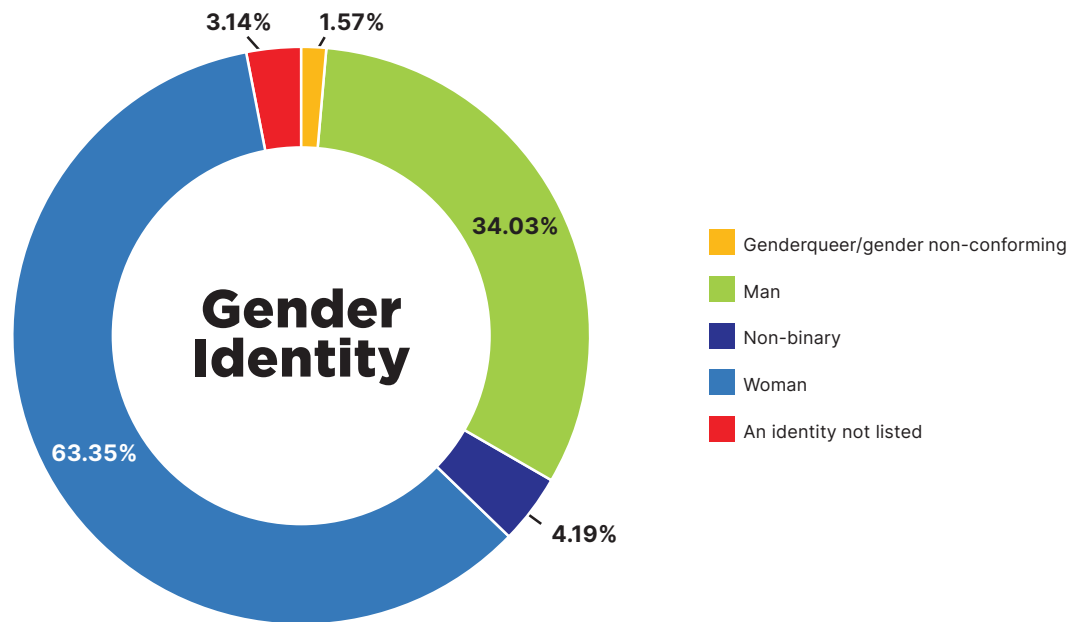
⁶ Respondents had the opportunity to identify as specific Hispanic or Latina/e/o/x identities. Of those that responded as identifying as Hispanic or Latina/e/o/x, 5.4% identified as Mexican American or Chicana/e/o/x, 1.9% identified as Puerto Rican, 0.8% identified as Central American, 1.5% identified as South American, and 1.5% identified as another Hispanic or Latina/e/o/x identity.

⁷ Respondents had the opportunity to identify as specific Asian or Asian American identities. Of those that responded as identifying as Asian or Asian American, 1.5% identified as East Asian (e.g. Chinese, Japanese, Korean, Taiwanese), 1.9% identified as Filipina/o/x, 1.1% identified as Southeast Asian (e.g., Cambodian, Vietnamese, Hmong), and 2.3% identified as South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan).

Findings: Demographics

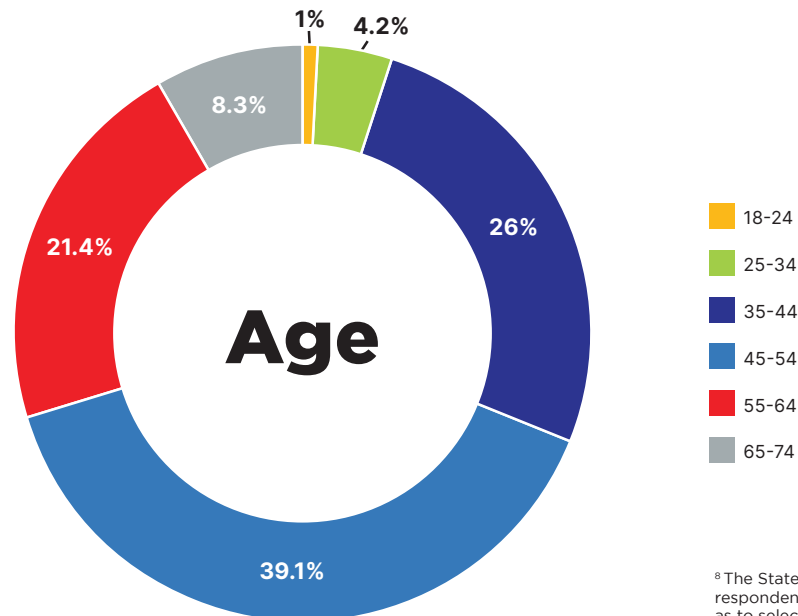
Gender Identity⁸

The survey asked respondents to consider their gender identity. Among those who responded, the majority (63.35%) identified themselves as women, 34.03% as men, 4.19% as non-binary, 1.57% as genderqueer or gender non-conforming, and 3.14% as another identity.



Age

Most CDO respondents were mid-to-late-career professionals. Most respondents were between the ages of 35 and 64, with the plurality (39.1%) in the 45-54 range. Just 5.2% were under the age of 35; 8.3% were 65 or older.



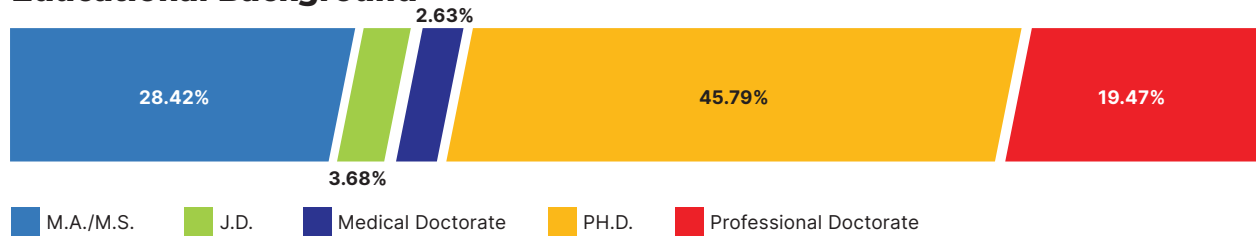
⁸The State of the CDO survey used current best practice, so respondents had the option to not respond to the question, as well as to select all options that apply.

Findings: Demographics

Educational Background

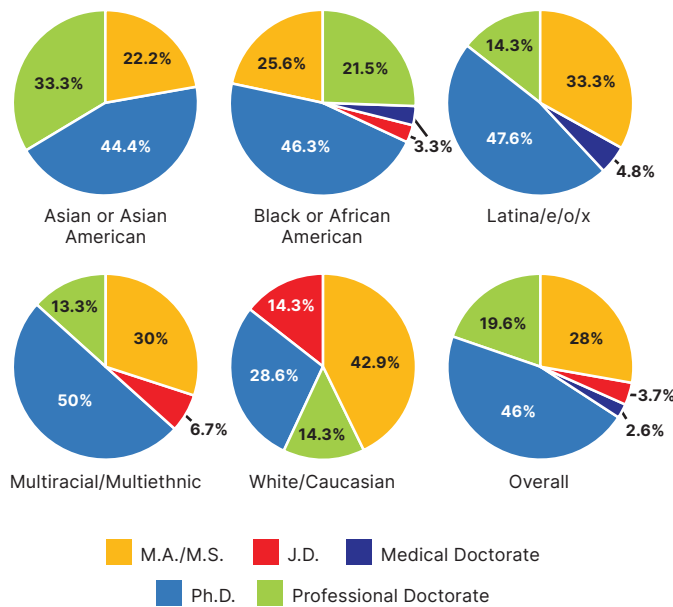
Almost every respondent had at least a master’s degree, with the majority holding a Ph.D. (45.79%) or professional doctorate (19.47%). Some CDOs hold doctorates in law (3.68%) or medicine (2.63%). Nearly half of all respondents (44.7%) were the first in their family to attend college.

Educational Background

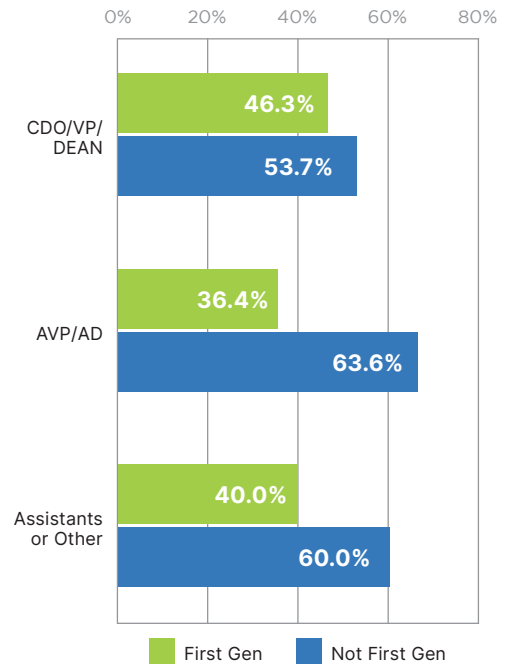


Individuals that identified as multiracial had the highest percentage of Ph.D. degrees (50%); White/Caucasian respondents had the highest percentage of Master’s degrees (42.6%) and J.D. degrees (14.3%); and Asian and Asian American respondents had the highest percentage of professional doctorates (33.3%).

Level of Education by Race/Ethnicity



First Gen Status by Position

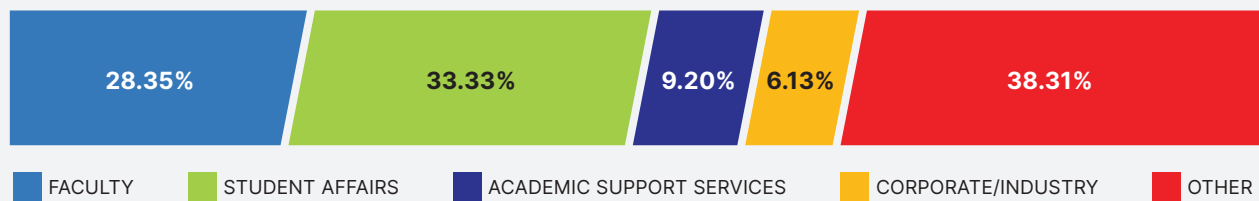


Findings: The Role of the CDO

Job Preparation

Many CDOs have been immersed in higher education diversity, equity, and inclusion work throughout their careers. Before accepting their current position, one in three respondents were previously in student affairs. More than one in four were faculty members. Others came from administrative or academic affairs positions; diversity, equity, and inclusion executive roles (e.g., CDO, director, assistant or associate dean, assistant vice president, assistant or associate director); and “other” roles (e.g., Title IX and compliance, career services, libraries, legal or human resources, community programs, K-12 education, federal government, training and organizational development). Reflecting the relatively recent rise of the CDO role, 62.9% of respondents were the first to hold the CDO position at their institution.

Position previous to the CDO Role



How many years has your institution had a Chief Diversity Officer position?



A majority of respondents noted that they are early in their CDO career, with 87.9% holding their current role at their current institution for five years or fewer⁹. Only 1.6% of respondents held their chief diversity officer role at their current institution for 15 or more years.

Amount of Time in Current CDO Role

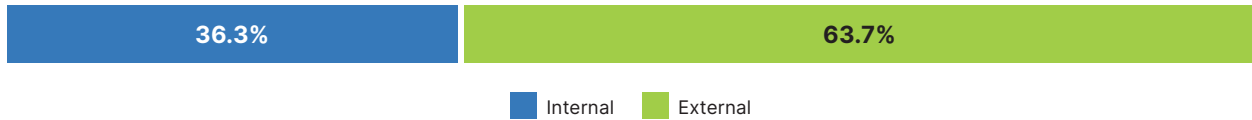


⁹ Some respondents may have been in a CDO-level role for more than five years, but have been at their current institution in their current role for less than five years.

Findings: The Role of the CDO

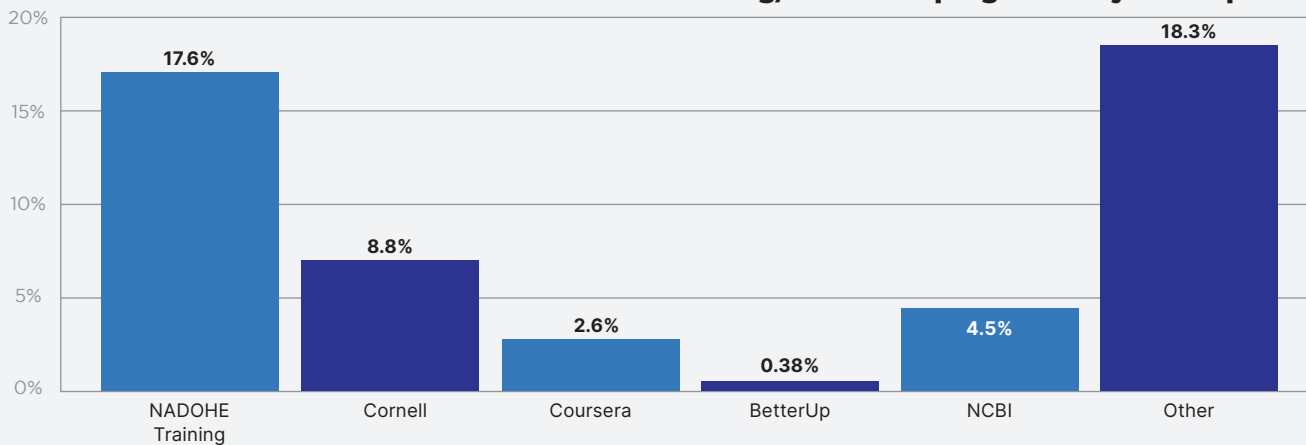
Nearly two-thirds of respondents (63.7%) were external hires by their institutions.

Were you an internal or external hire to your insitution?



Demonstrating specific training for their roles, 42.5% of respondents said they had completed a DEI or other CDO development certification, with NADOHE training the most common certification program¹⁰.

Which training/certificate program did you complete?



Of respondents who reported their prior positions, only 5.6% said they were CDOs at another institution. More than one-third (34.8%) said they were working in DEI offices prior to their elevation to CDO. Of the remaining respondents, 8.9% were mid-level administrators, 16.9% were senior administrators and 28% came from other roles such as government, law, ministry or Title IX coordination.

¹⁰ Other diversity, equity and inclusion training programs completed by respondents included the Institute for Diversity Certification, the Defense Equal Opportunity Management Institute, BothAnd Partners, CQ Certification, the National Diversity Council, NIXLA, the University of South Florida, University of Michigan Intergroup Dialogue Training, Penn State Anti Racist Leadership, Eastern Michigan University Certificate in Racial and Social Justice, Georgetown University, the Inclusive Excellence Academy, ELVTR, and AAMC.

Findings: The Role of the CDO

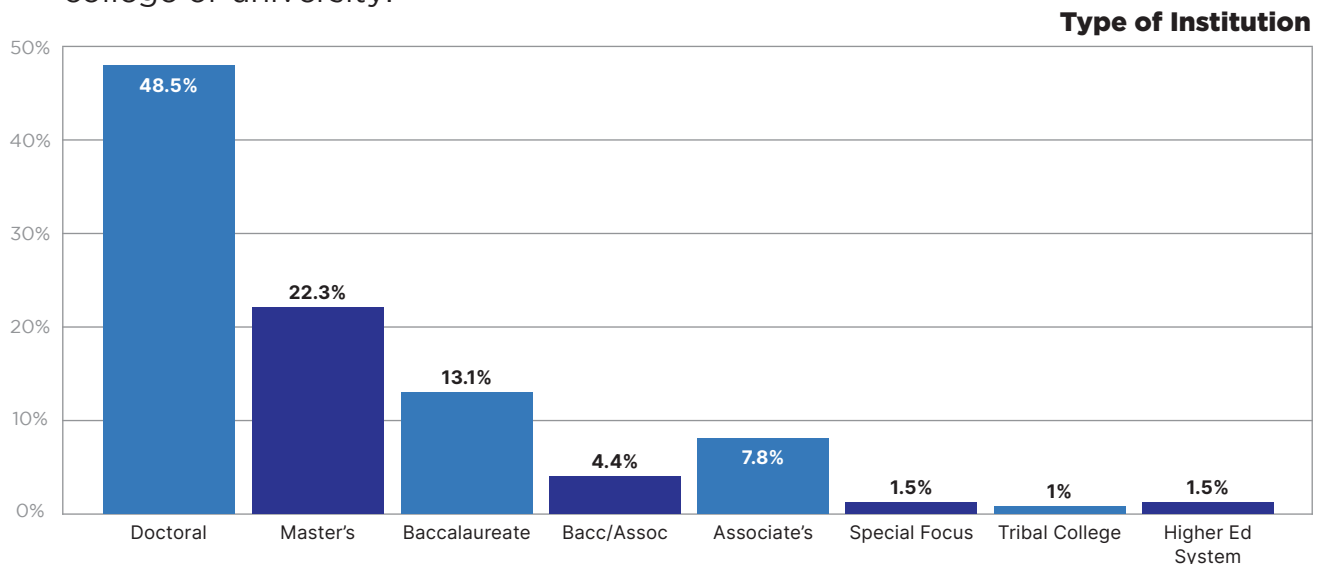
Job Title

Asked for their job title, respondents offered a broad spectrum. Only about one-third of the more than 100 equivalent job titles included “Chief Diversity Officer.” Titles noted by respondents included:

- Associate Vice President for Diversity and Belonging
- Assistant Vice President for Diversity, Equity and Inclusion
- Associate Provost for DEI
- AVP for Equity and Inclusion
- Chief Diversity and Community Relations Officer
- Chief Diversity and Compliance Officer
- Chief Diversity Executive
- Chief Equity Officer
- Dean of Diversity, Equity and Inclusion
- Dean of Inclusion
- Director of Inclusive Excellence and Chief Diversity Officer
- Executive Director of Equity, Access and Belonging
- Executive Director of Equity
- Presidential Associate for Inclusion
- Senior Vice President for Justice, Equity and Antiracism
- Special Assistant to the President for DEI
- Vice Chancellor of Diversity and Inclusion
- Vice President for Diversity Affairs
- Vice President for Institutional Equity

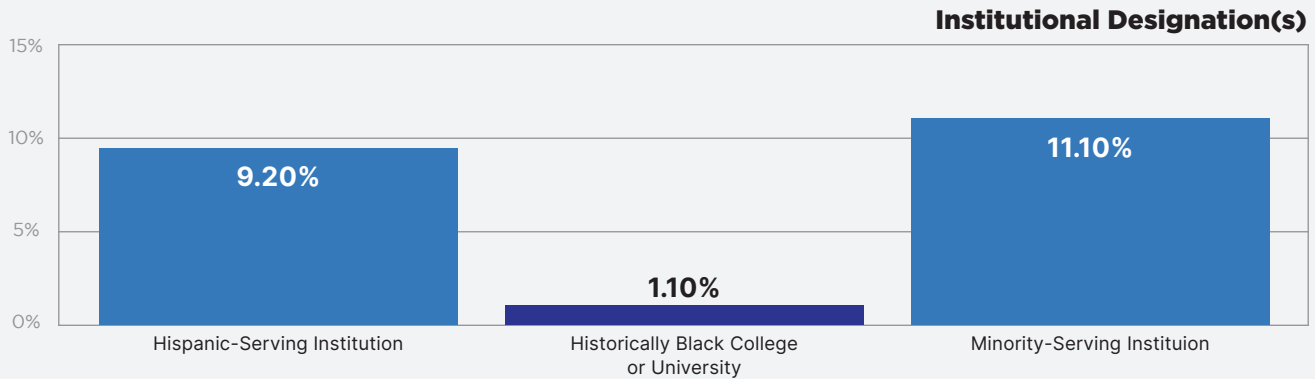
Type of Institution

The plurality of respondents – 48.5% – noted they work at doctoral universities (R1, R2, D/PU). The next largest group – 22.3% – noted they work at a master’s college or university.

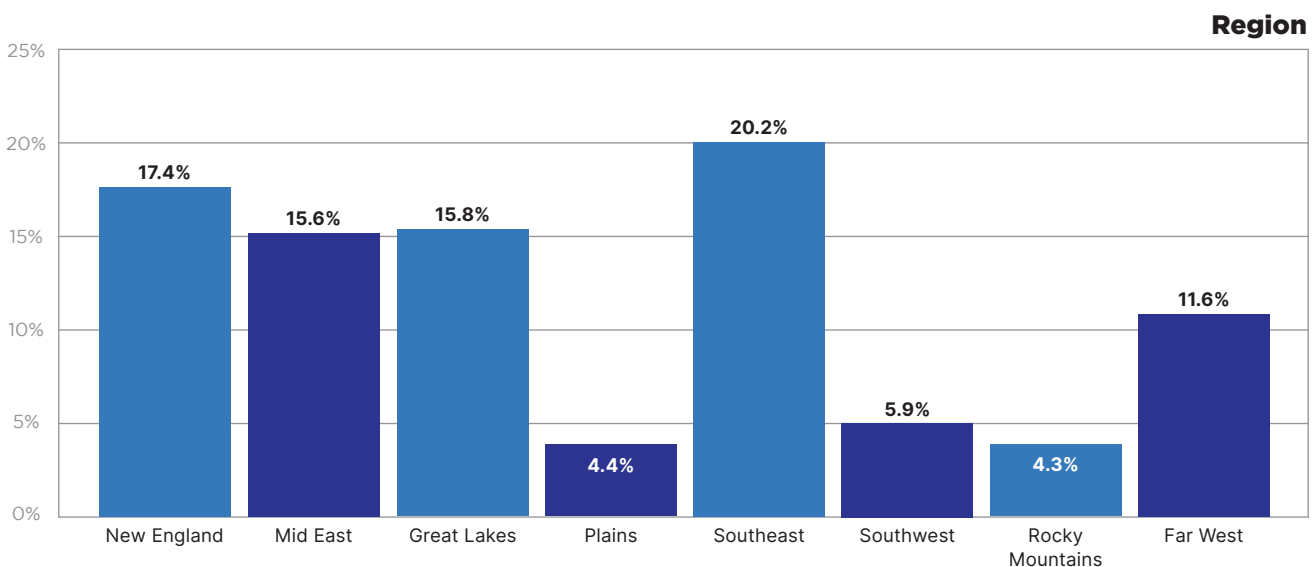


Findings: The Role of the CDO

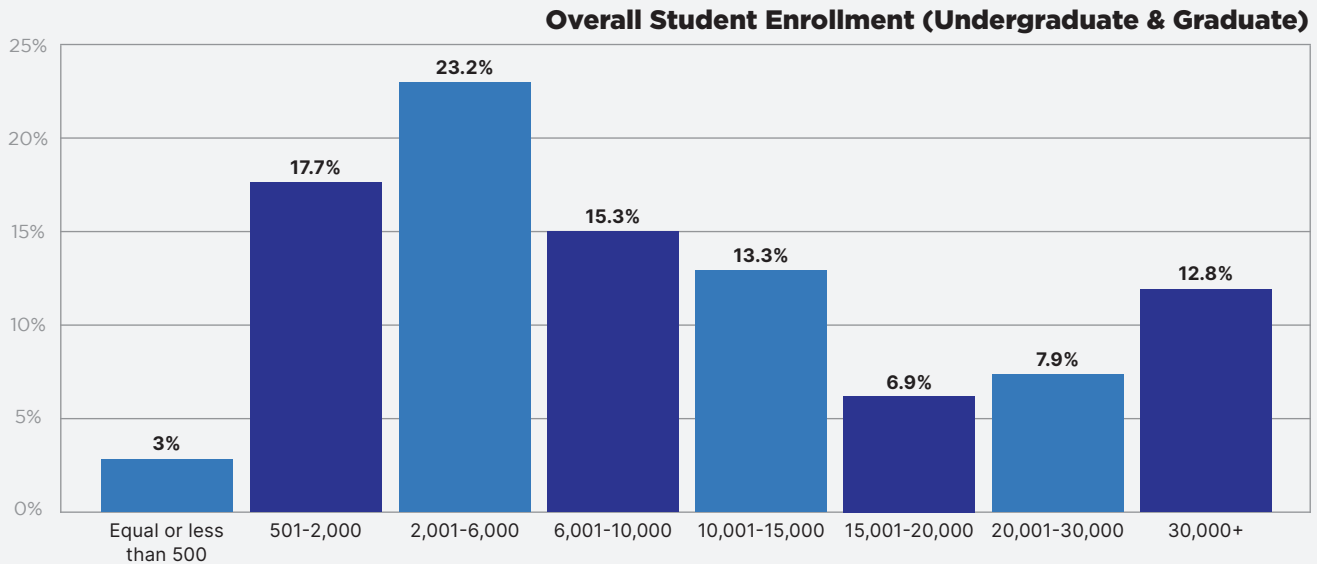
Of those institutions, less than 22% of CDOs were at a minority-serving institutions, including MSIs (11.1%), HSIs (9.2%), and HBCUs (1.1%).



Respondents were evenly distributed throughout the U.S., although we received lower response rates from CDOs in the Southwest (5.9%), Rocky Mountain region (4.3%), and Plains (4.4%). CDOs were primarily from the Southeast (20.2%), New England (17.4%), Great Lakes region (15.8%), Mid East (15.6%), and Far West (11.6%). The majority of respondents (59.2%) noted they serve small colleges or universities with undergraduate and graduate populations of 10,000 students or fewer. Among CDOs from larger institutions, 28.1% have served institutions with up to 30,000 students, and a further 12.8% have served major universities with more than 30,000 students.



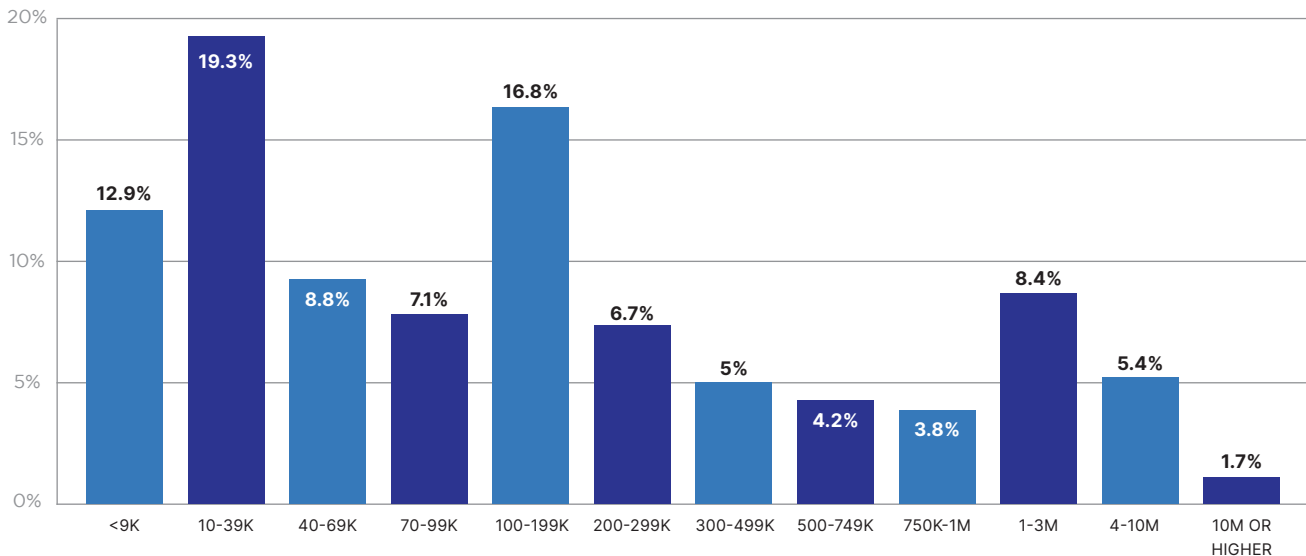
Findings: The Role of the CDO



Budget

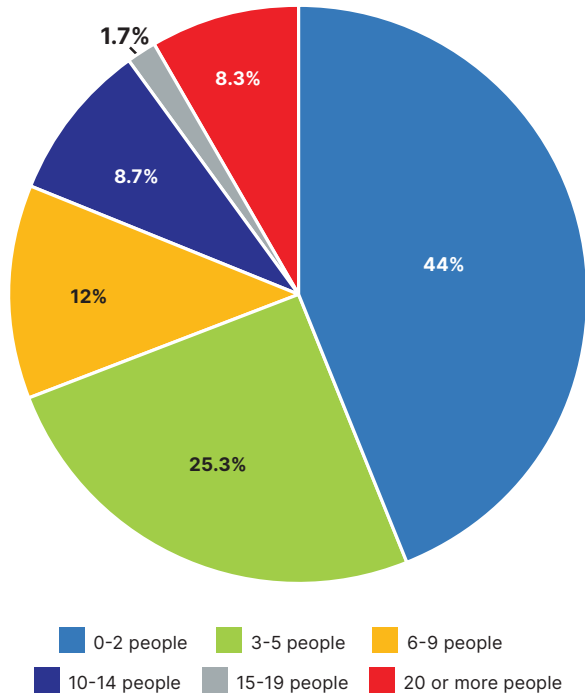
Many CDOs responded that they are under-resourced and understaffed. Nearly a third of respondents (32.2%) had annual operating budgets of \$39,000 or less. Only 15.5% of CDOs received annual allocations greater than \$1 million, with 1.7% indicating budgets of \$10 million or more. Meanwhile, 44% of CDOs noted they have between zero and two full-time-equivalent employees who report directly to them, and another quarter of CDOs reported they had three to five direct reports. One in 10 CDOs reported they had a staff of 15 people or more.

What is the current annual operational budget allocated to the portfolio of responsibilities you hold as CDO, excluding salaries and fringe?

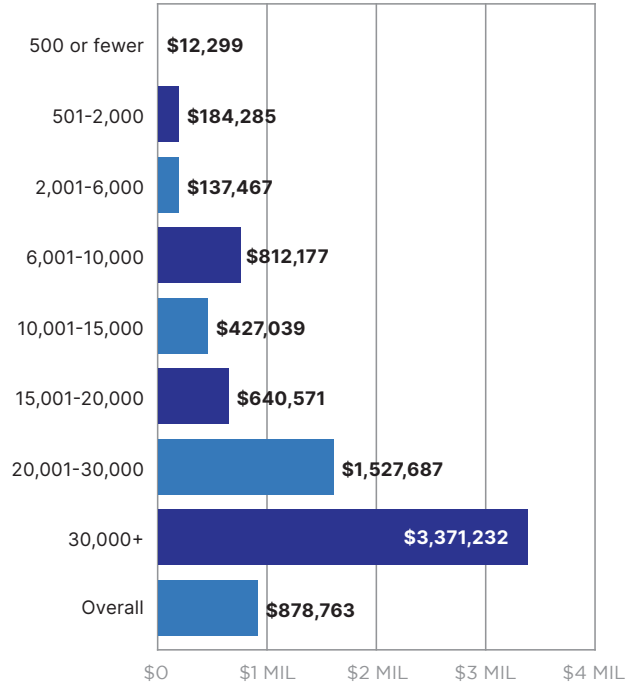


Findings: The Role of the CDO

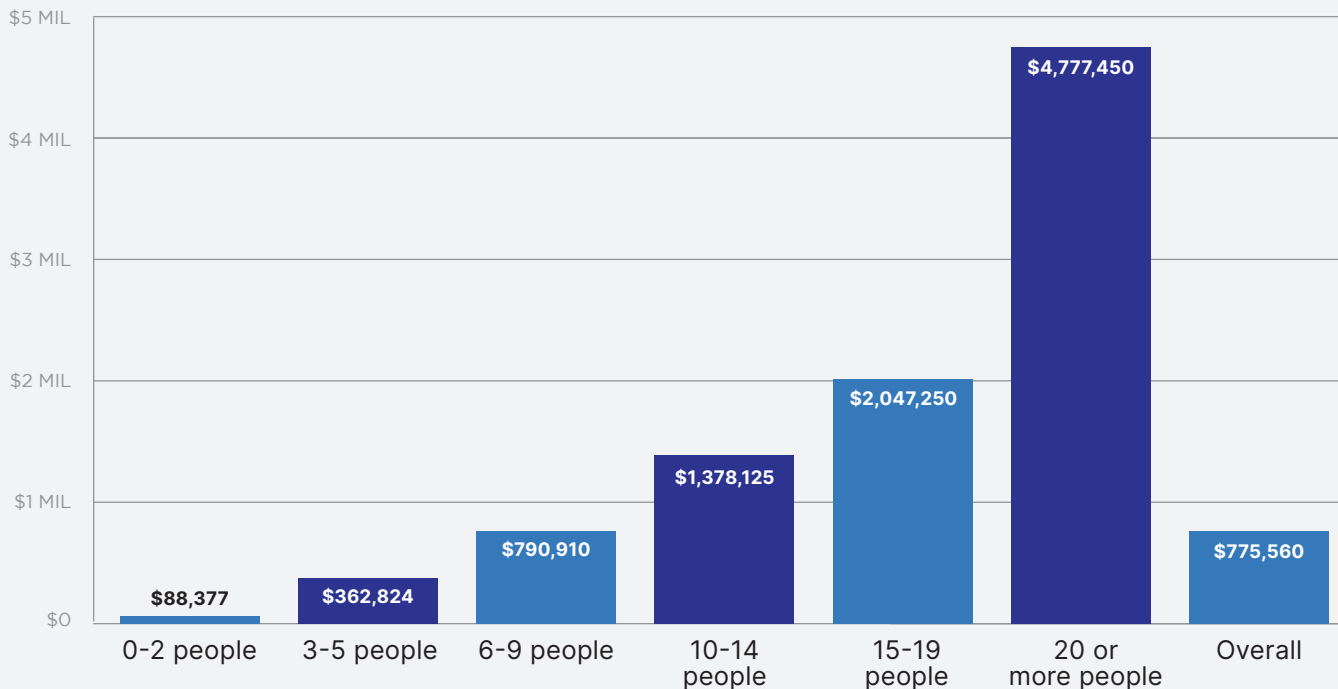
Number of FTEs (excluding student workers or volunteers) who report primarily to me as CDO



CDO Operating Budget by Student Population Size



CDO Operating Budget by Size of Staff

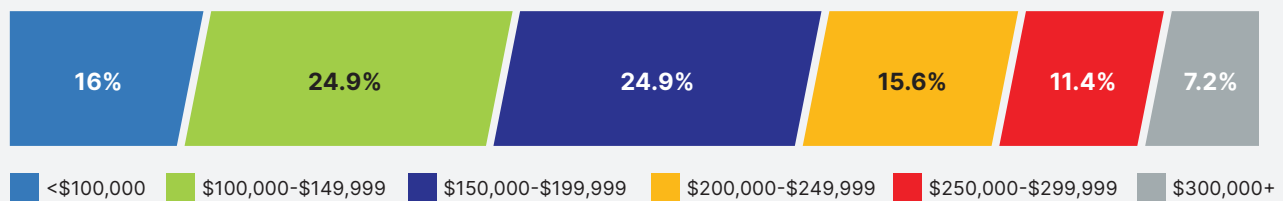


Findings: The Role of the CDO

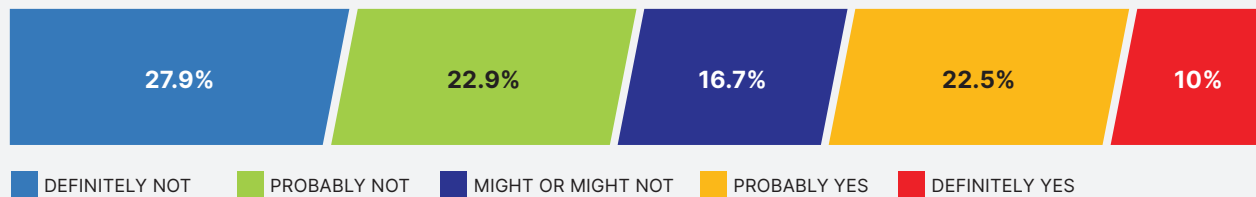
Salary

Half of respondents (49.8%) indicated that their salary is between \$100,000-\$199,999; 34.2% of respondents reported earning more than that. When respondents were asked whether they believe they are paid comparably to other executives at their university with similar scopes of work and job performance, less than a third of them (32.5%) answered “probably yes” or “definitely yes.” The most common answer was “definitely not” (27.9%). Overall, there was a significant, positive relationship between these two variables - CDOs earning higher salaries reported a greater sense that they are paid similarly to other executives at their institutions with comparable scopes of work and levels of performance ($r=.32, p<.001$).

Current Annualized Salary



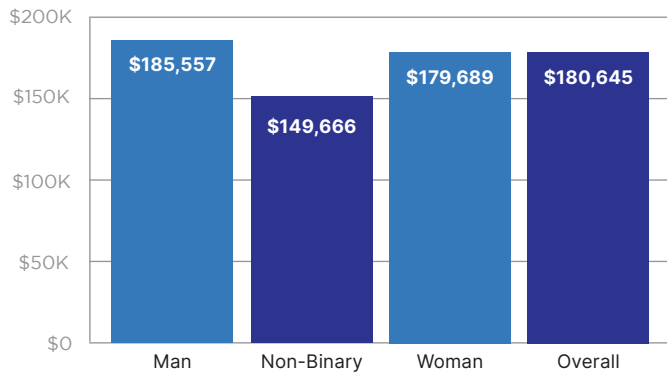
Do you feel you are paid similarly to other similarly situated executives at your institution who perform a similar scope of work at your level of performance?



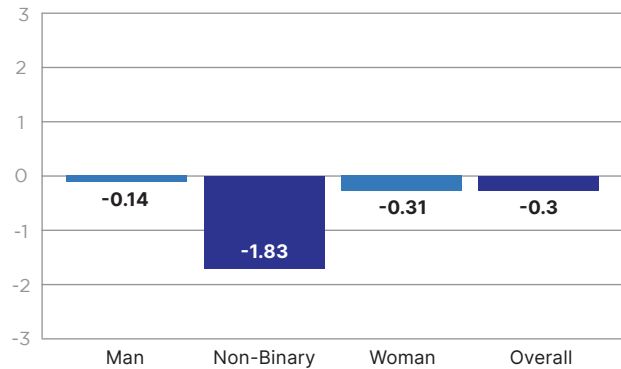
The survey identified a gender pay gap: CDOs who identify as men earn \$185,557 on average, better than the overall average of \$180,645. CDOs who identified as women earn \$179,689. Men were also more likely to say they felt paid commensurate with their position and experience.

Findings: The Role of the CDO

Average CDO Salary

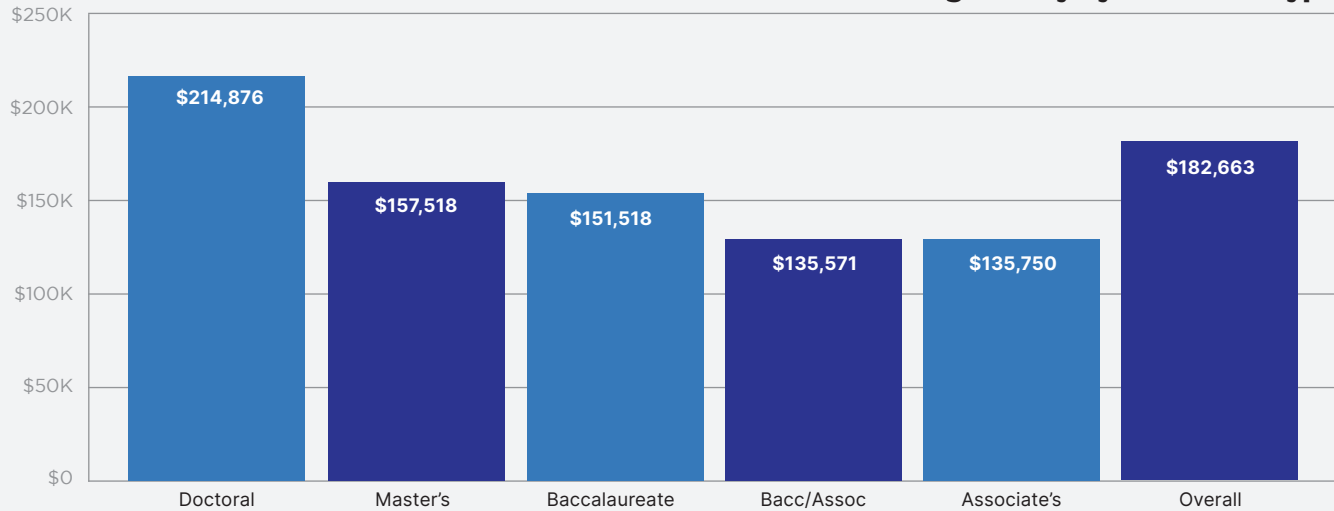


Salary Perception (higher score = more perceived equity)



Institution type accounted for approximately 22% of the overall variation in CDO salary. CDOs at doctoral universities reported significantly higher salaries than CDOs at other institutions. CDOs across gender identities were generally dissatisfied with their salaries, with CDOs identifying as gender non-binary expressing the lowest salary satisfaction. Beyond that, there were no other significant differences in salaries across institution types.

Average Salary by Institution Type



Two-thirds of respondents (65.13%) noted they report to their college or university president.

Who performs your performance evaluation?

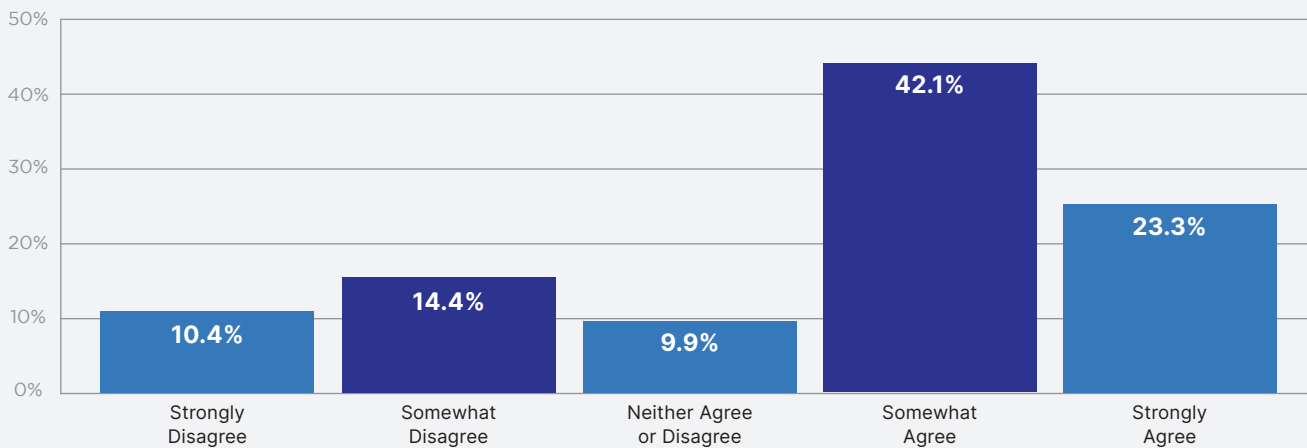


Findings: Institutional Support

More than three-quarters of CDOs agreed that their institution gives them: the data and analytics support they need; support for faculty, staff, and student development; and access to institutional research data.

However, only 65.4% of respondents agreed that their institutions provide adequate access to resources to perform their responsibilities as CDOs. One in 10 CDOs felt strongly that they lack adequate institutional resources, including communications support; data and analytics support; faculty, staff, and/or student development; and access to institutional research needed for the CDO role.

I have adequate access to resources to perform my responsibilities.



CDO participants were also asked to what level they agreed with the following statements on a scale from “strongly agree” to “strongly disagree”:

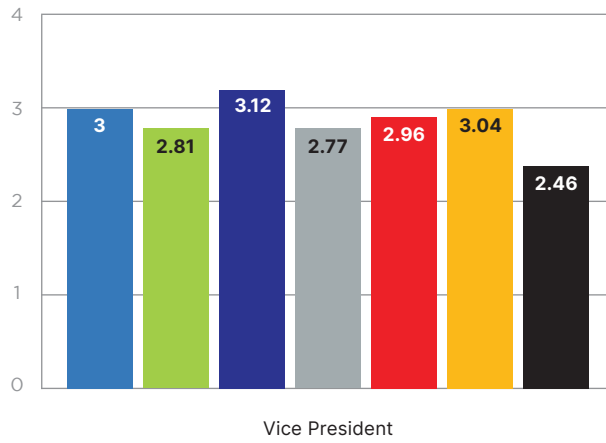
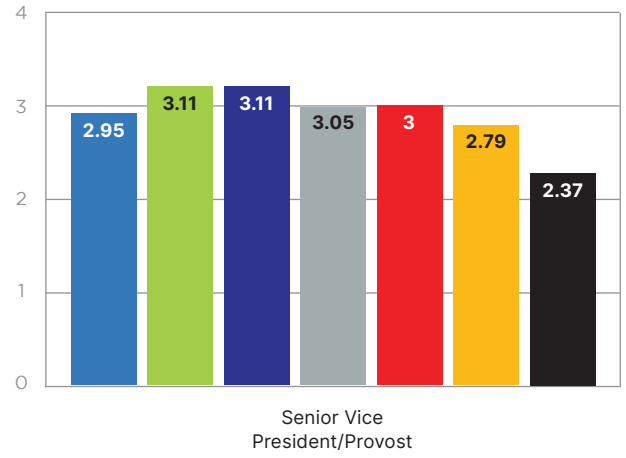
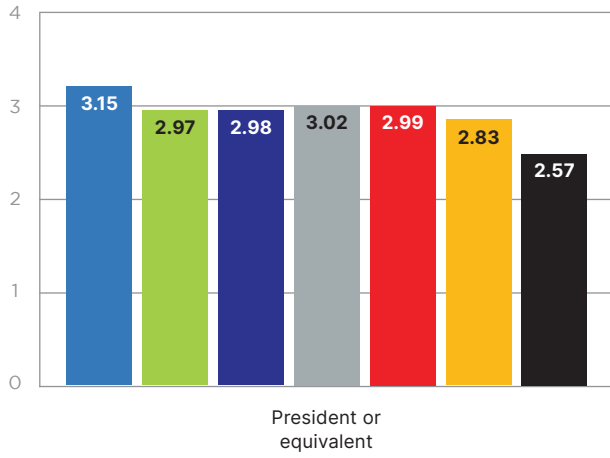
- The president (or equivalent) regularly utilizes me as a trusted advisor.
- I have broad-based buy-in from institutional leadership for diversity, equity, and inclusion priorities I have identified in my role.
- There is strong alignment between the CDO role and other campus units.
- I have a meaningful seat at the table for institutional strategic planning and decision-making.

We further analyzed those data to determine if there was a difference in satisfaction level based on who the CDO reports to. Responses remained at an average level — between 2.05 and 3.76 on a scale of 1 to 5 — without significant variation (n^2 's < .03) based on who the CDO reports to (i.e., the college or university president, senior vice president or provost, vice president, or chief human resources officer)¹¹.

¹¹ Although satisfaction levels were notably lower in some areas for CDOs who report to Chief Human Relations Officers, relatively few CDOs in the sample reported to Chief Human Relations Officers, so those comparisons were statistically underpowered.

Findings: Institutional Support

To whom do you report directly?

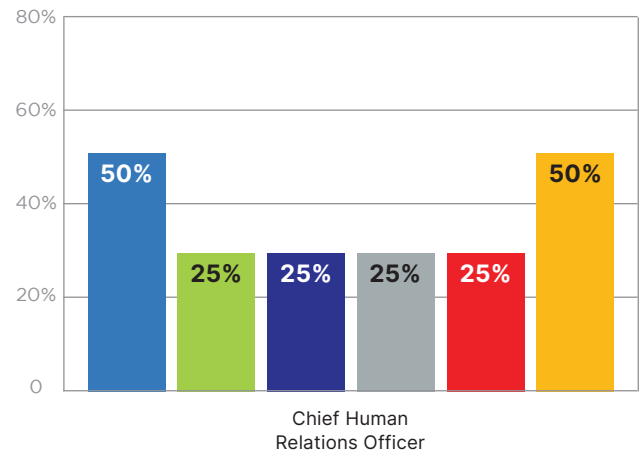
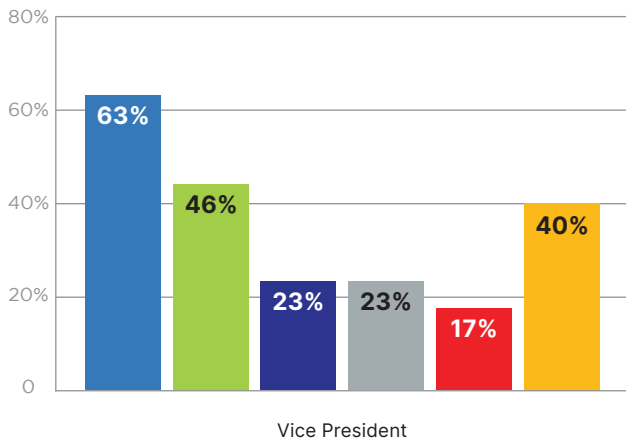
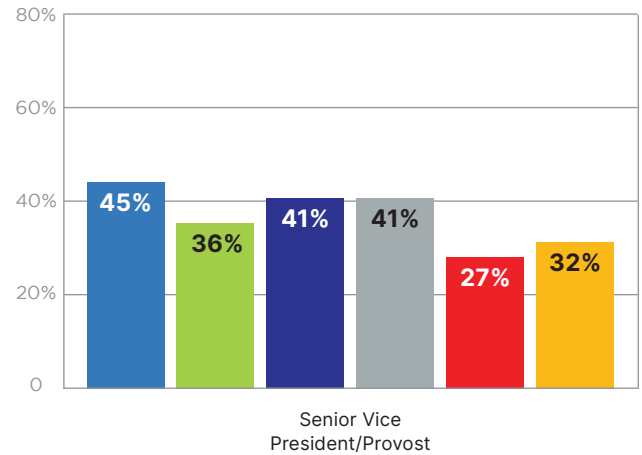
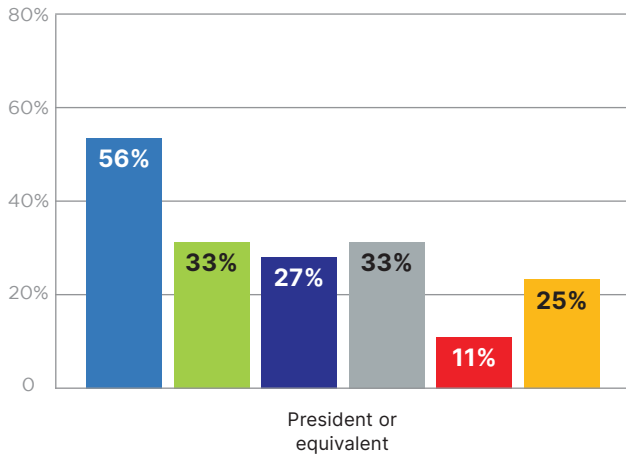


- My institution has communication support for DEI.
- My institution has data and analytics support for DEI.
- My institution has faculty development support for DEI.
- My institution provides access to institutional research data that I need to do my job.
- My institution has student development support for DEI.
- My institution has staff development support for DEI.
- I have adequate access to resources to perform my responsibilities.

Findings: Institutional Support

Of the 212 CDO respondents who report to their president or an equivalent position, more than half responded that they need additional budget and/or funding support (56%). The next highest areas of need for CDOs are more support from alumni and donors (33%) and faculty (33%).

What additional support do you need in order to continue your CDO role and this work at your institution?



- Additional funding/ budget
- More support from alumni and donors
- More support from faculty
- More support from student constituents
- More support from trustees
- More training and professional development from other CDOs and DEI professionals

Findings: Institutional Support

Skill Sets

The role of the CDO requires a number of skill sets: institutional strategic planning as well as diversity, equity and inclusion-specific strategy; engaging senior staff; organizational leadership; public relations and communications; data analysis; institutionalization of processes and policies for diversifying campuses and facilitating inclusive teaching, research and service; capacity building for institutional transformation for equity, inclusion, belonging, and justice; community engagement; and establishing an ethic of care on campuses. Survey respondents noted that their highest priorities in 2023 are (1) diversity, equity, and inclusion strategic planning and implementation; (2) capacity building for resources, tools, and programming aimed at institutional transformation for equity, inclusion, achievement, belonging, and justice; and (3) organizational leadership.

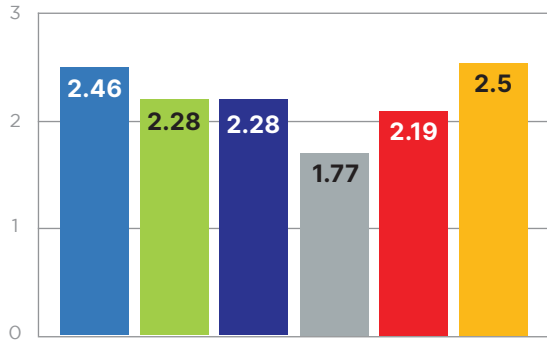
In everyday work, CDOs find it “very challenging” or “extremely challenging” to make diversity, equity, and inclusion outcomes more visible. Other key challenges include budgets (more than half classified this as “very challenging” or “extremely challenging”), institution-wide accountability (almost 60% consider it “very challenging” or “extremely challenging”), staffing (60%), and the political environment (60%).

Institutional Support by Years in a CDO Position

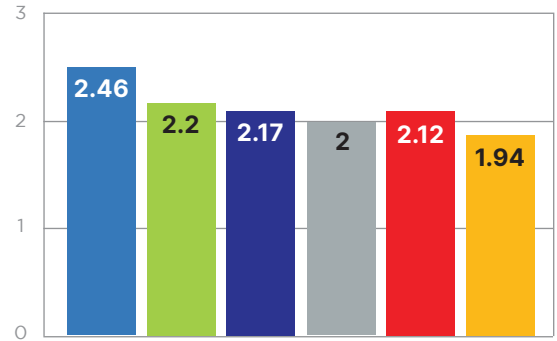
Agreement with the following statements was strongest among CDOs with less than one year of experience and tended to decline as CDO tenures increased: “I have broad-based buy-in from institutional leadership for DEI priorities I have identified in my role;” “There is strong alignment between the CDO role and other campus units;” and “I have a meaningful seat at the table for institutional strategic planning and decision-making.”

Findings: Institutional Support

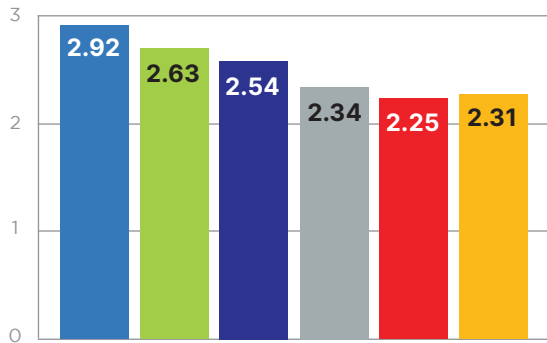
How many years has your institution had a Chief Diversity Officer position?



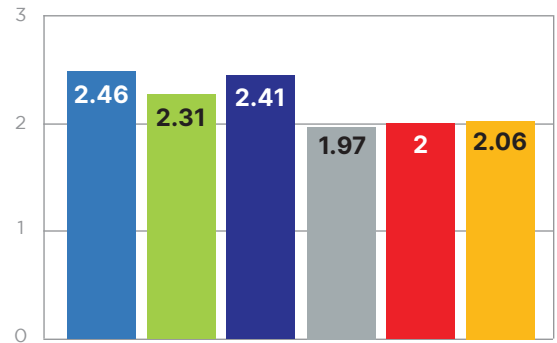
The president (or equivalent) regularly utilizes me as a trusted advisor.



I have broad-based buy-in from institutional leadership for DEI priorities I have identified in my role.



There is strong alignment between the CDO role and other campus units.



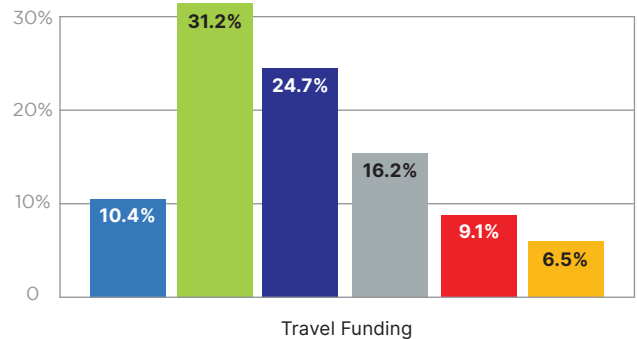
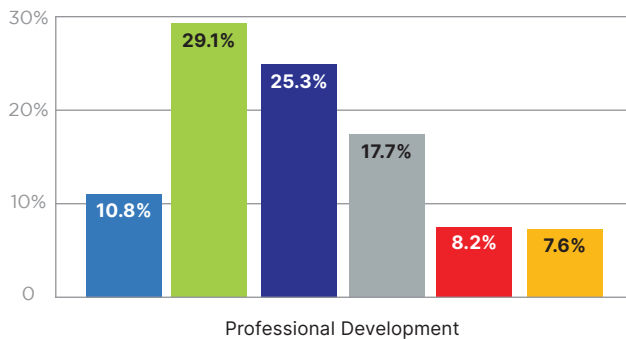
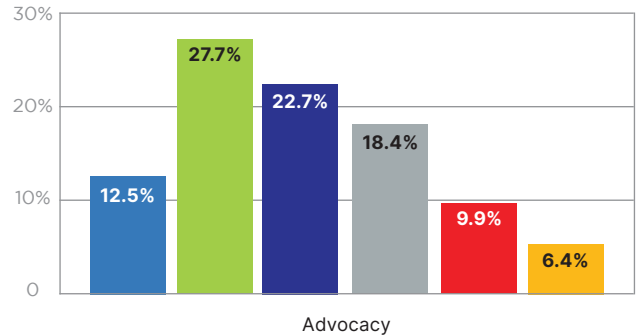
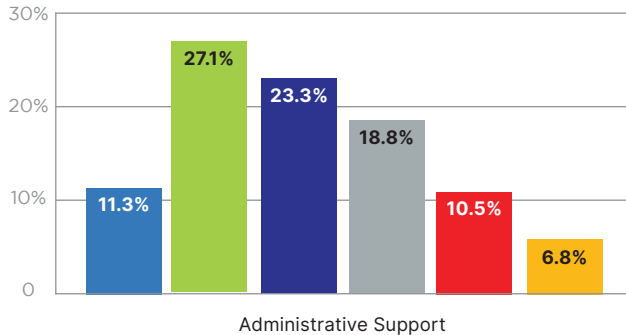
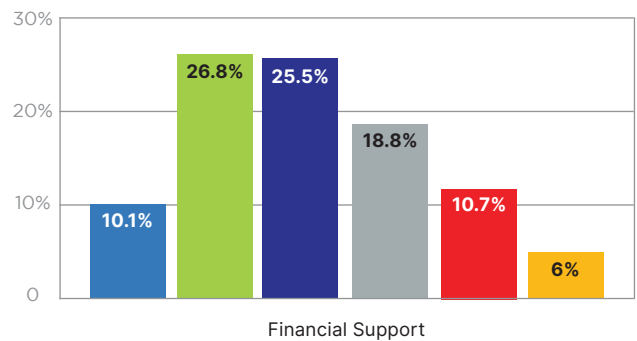
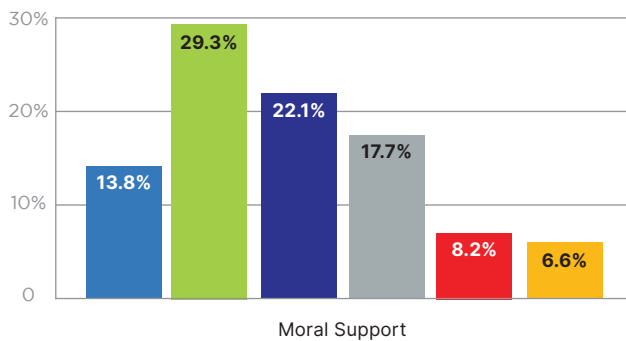
I have a meaningful seat at the table for institutional strategic planning and decision-making.

■ LESS THAN 1 YEAR
 ■ 1-2 YEARS
 ■ 3-5 YEARS
 ■ 6-10 YEARS
 ■ 11-14 YEARS
 ■ 15 YEARS OR MORE

Findings: Institutional Support

CDOs at institutions where there has been a chief diversity officer between one and five years responded most favorably to questions about the level of support they receive from their president (or equivalent) to fulfill their charge, including moral support, financial support, administrative support, advocacy, professional development, and travel funding. Colleges and universities that have had a CDO for six or more years felt less supported, as did individuals at schools that have had the role in place for less than one year.

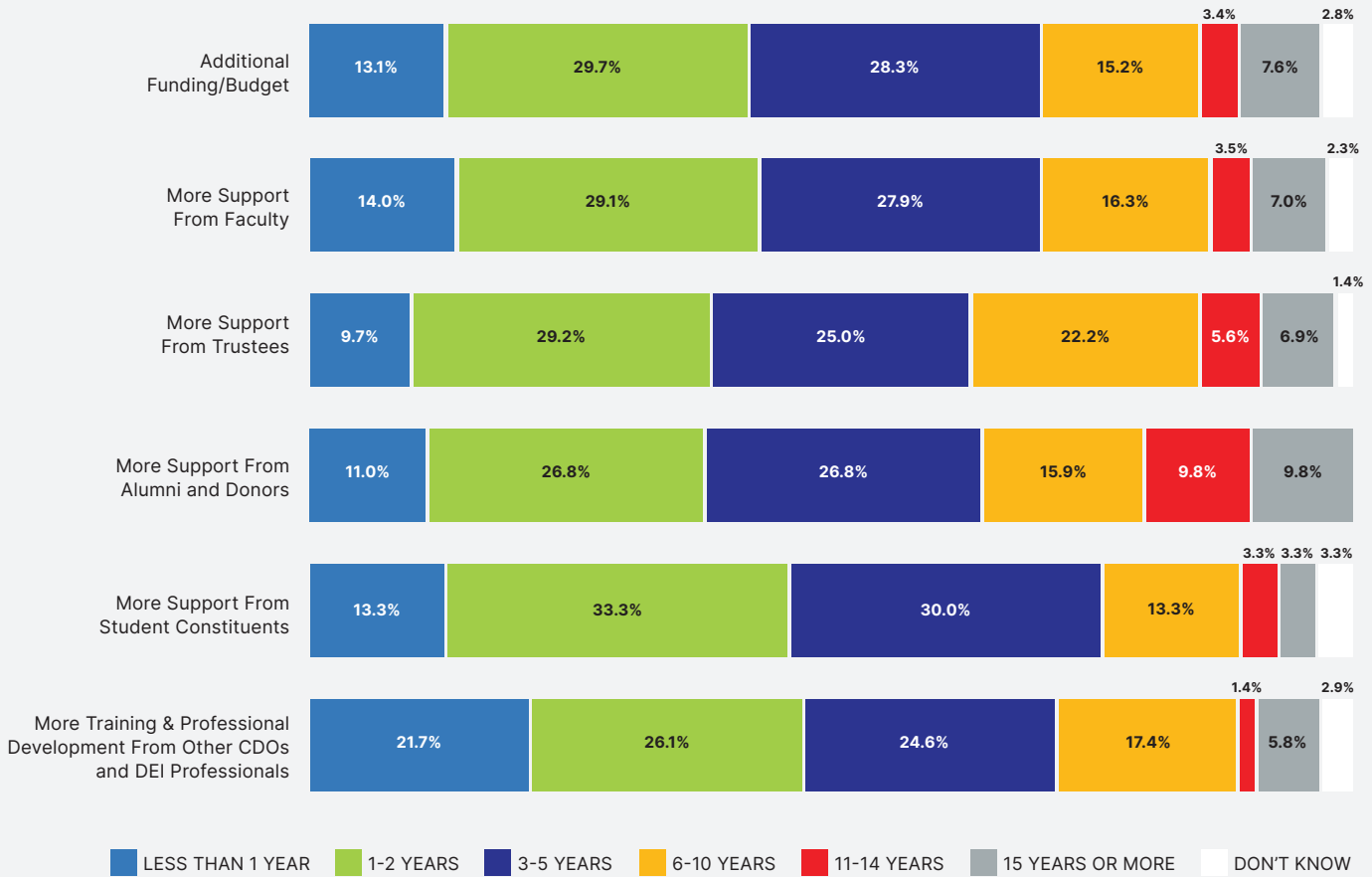
How many years has your institution had a chief diversity officer position?



■ LESS THAN 1 YEAR
 ■ 1-2 YEARS
 ■ 3-5 YEARS
 ■ 6-10 YEARS
 ■ 11-14 YEARS
 ■ 15 YEARS OR MORE

Findings: Institutional Support

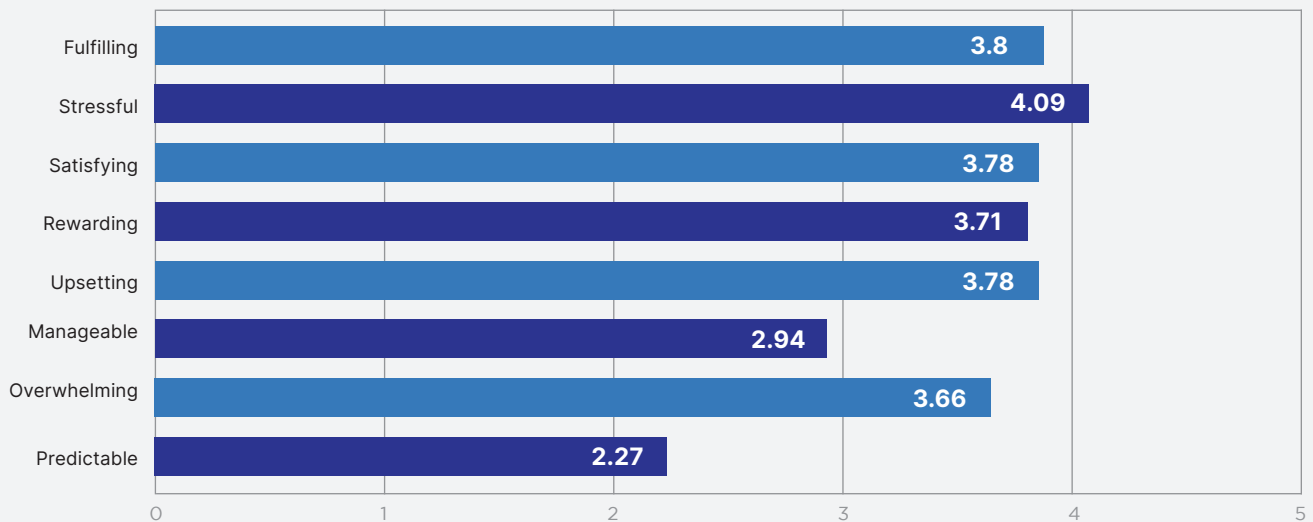
Support Needed Based on Time in the CDO Role



Findings: Socio-Emotional Responses to the Work

Respondents were asked to compare their current CDO role to previous roles, using a scale of 0-5 (from much less to much more) to rate a selection of terms to describe their work. They were most likely to consider their job more or much more “stressful” than their previous position. Reflecting the varying benefits and challenges of their work, positive terms like “fulfilling,” “satisfying,” and “rewarding” were highly rated choices alongside “overwhelming” and “upsetting.” Few CDOs considered their work “manageable” or “predictable.”

Compared to your previous jobs, the role of CDO is:

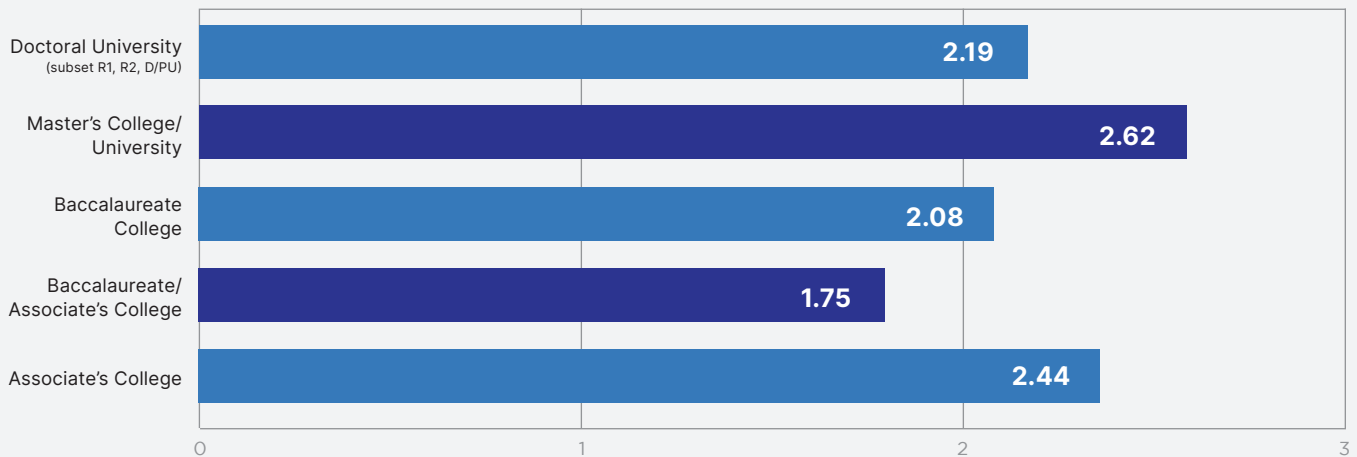


Findings: Socio-Emotional Responses to the Work

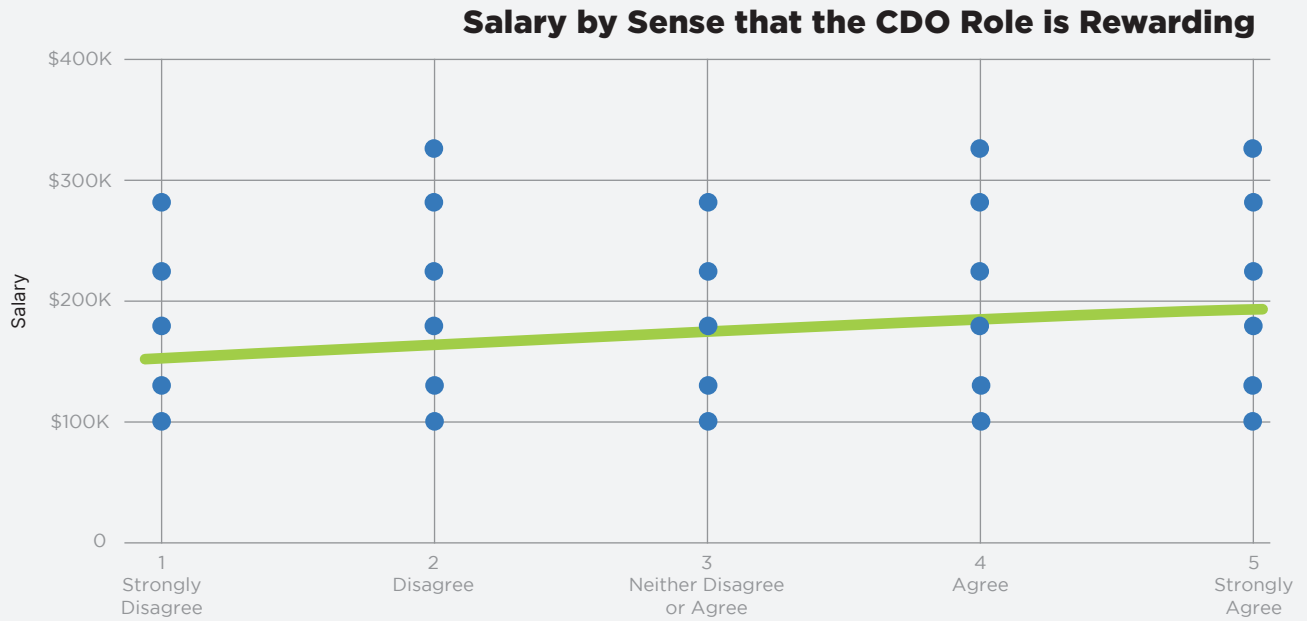
Intersecting Identities

CDOs who identified as white find the job significantly less “upsetting” and “overwhelming” than CDOs who identified as other races or ethnicities, or as multiracial or multiethnic. CDOs who earned higher salaries generally found the role more rewarding compared to previous jobs ($r=153, p=.037$), but there were no other significant relationships between salary and socio-emotional responses. Results of multivariate tests suggest that the type of institution a CDO is positioned at has a significant effect on their perception of the predictability of the role ($n^2 = .047$), with Baccalaureate and Baccalaureate/ Associates Colleges having the lowest predictability levels. There were no significant differences in socio-emotional responses as a function of U.S. region. We did not collect state-level data to protect CDOs’ confidentiality, which limited the level of specificity for this test.

Predictability by Institution Type

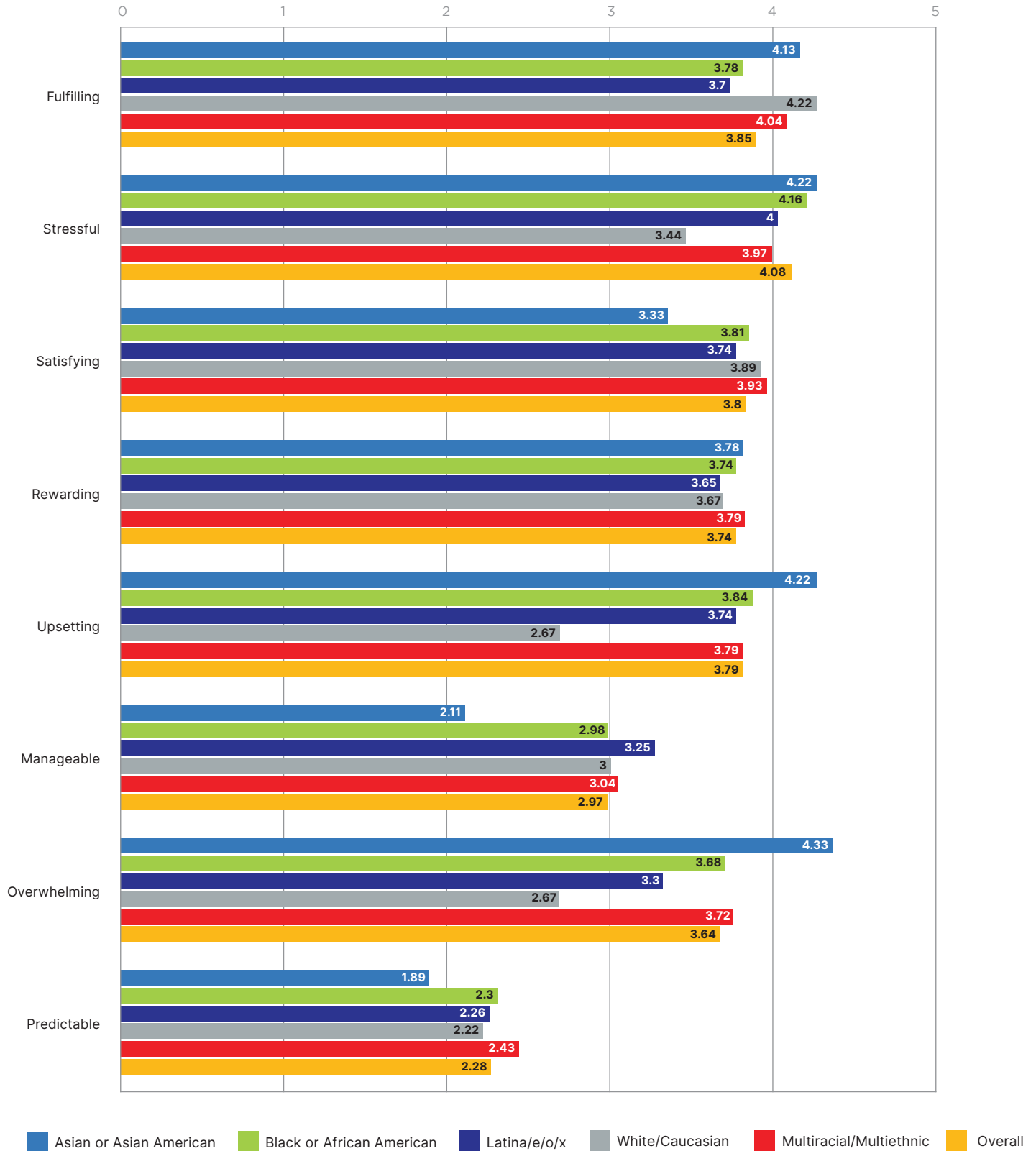


Findings: Socio-Emotional Responses to the Work



Findings: Socio-Emotional Responses to the Work

Socio-Emotional Reactions Based on Racial/Ethnic Identity



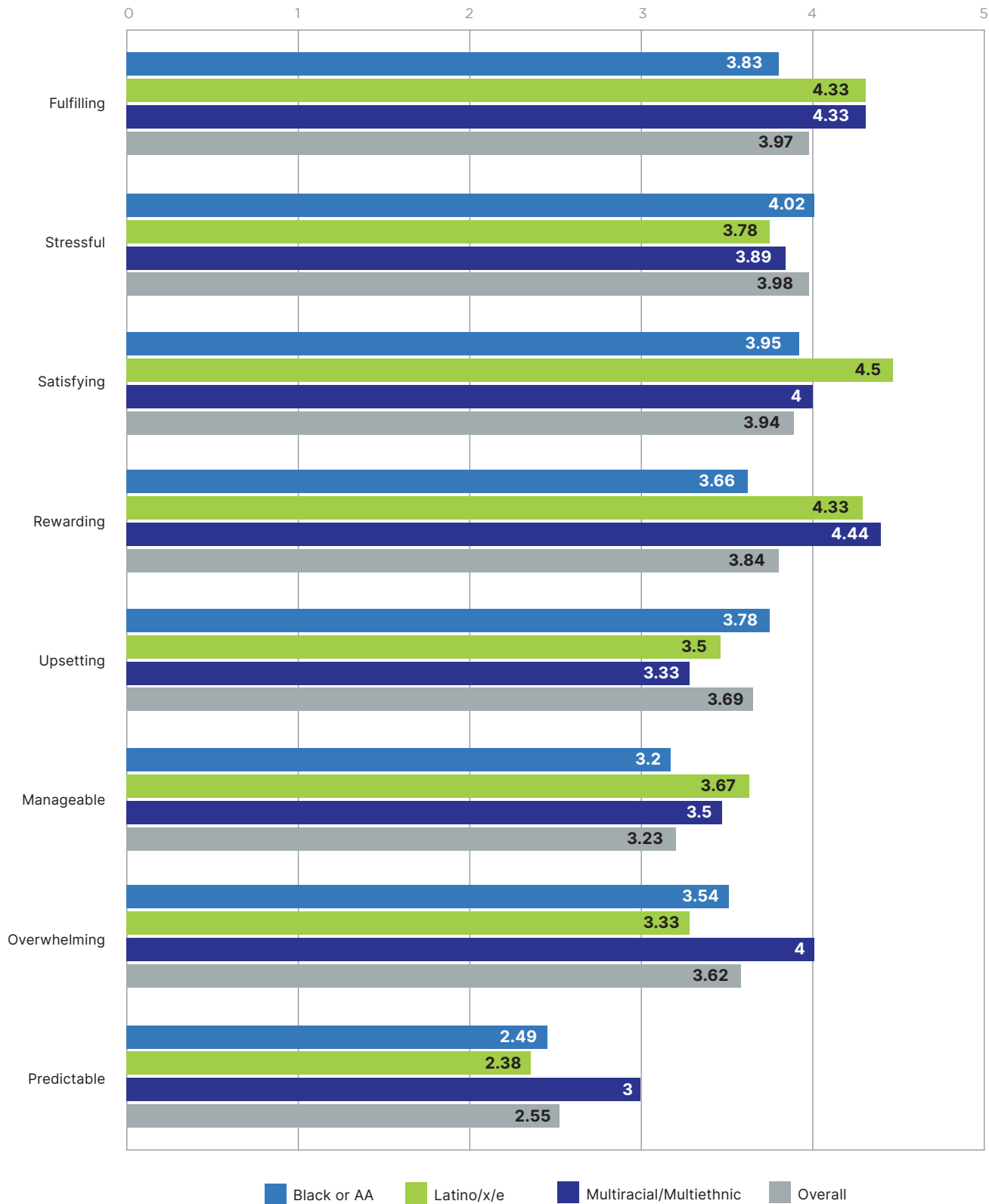
Findings: Socio-Emotional Responses to the Work

By Gender Identity

The survey found striking differences across gender demographics in how CDOs feel about their jobs. Among those who identified as women, CDOs commonly considered their job very “upsetting” and “overwhelming” as much as they called it “fulfilling.” Men were more likely to consider their work “predictable.” Latino/x/e men were most likely to consider their CDO position “manageable.”

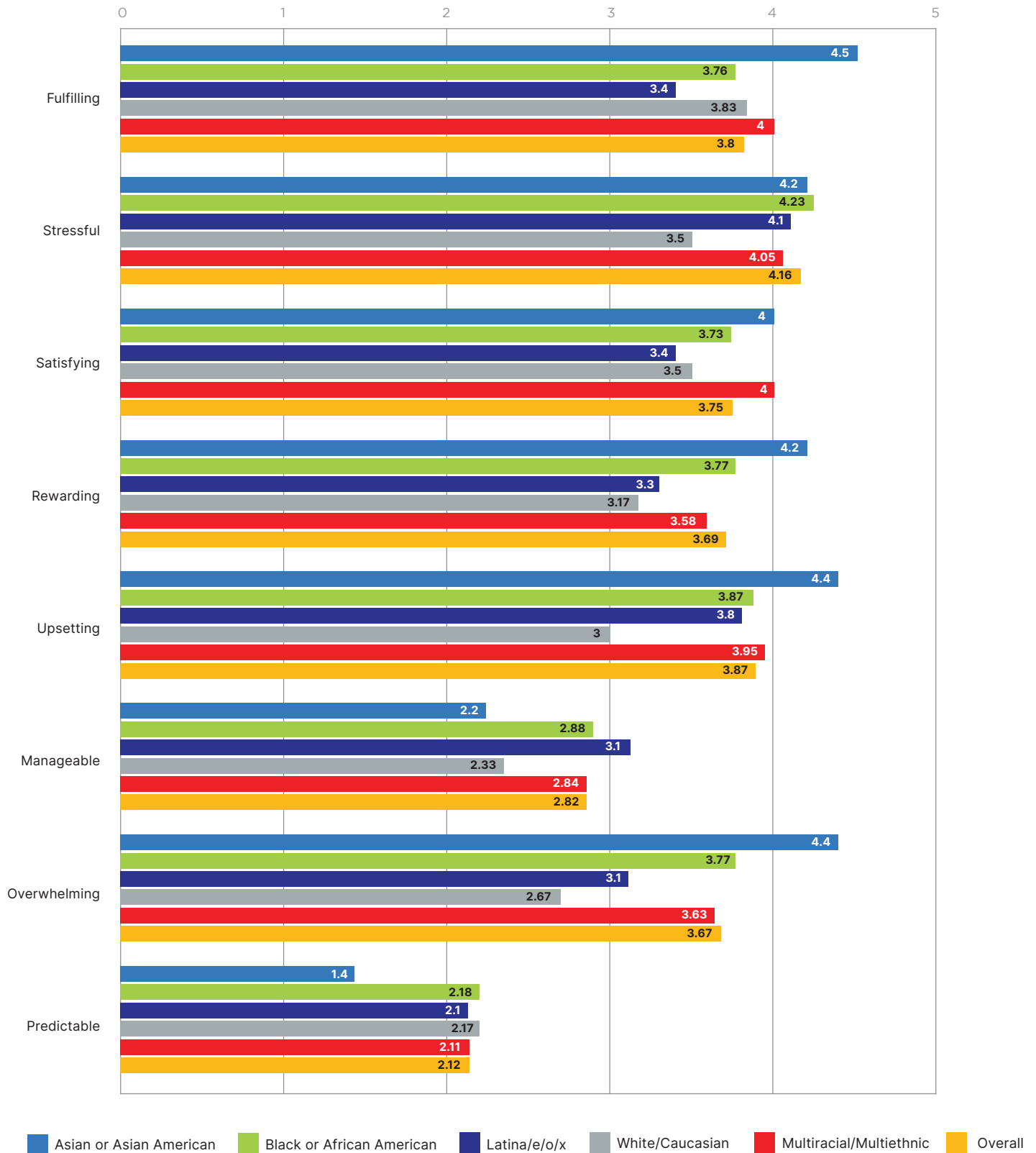
Findings: Socio-Emotional Responses to the Work

CDOs Who Identify as Men

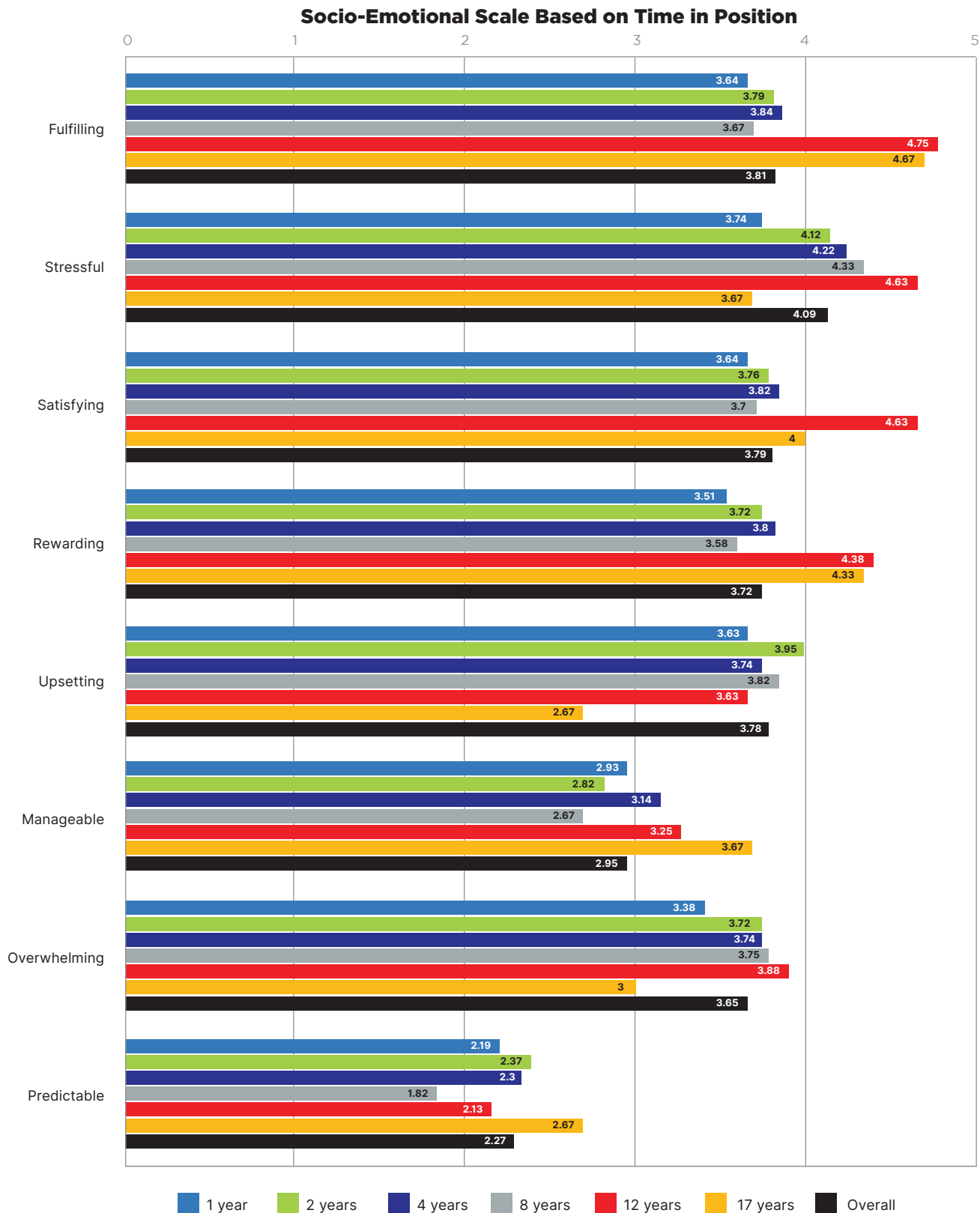


Findings: Socio-Emotional Responses to the Work

CDOs Who Identify as Women



Findings: Socio-Emotional Responses to the Work



Findings: Socio-Emotional Responses to the Work

Correlation to Time as a CDO

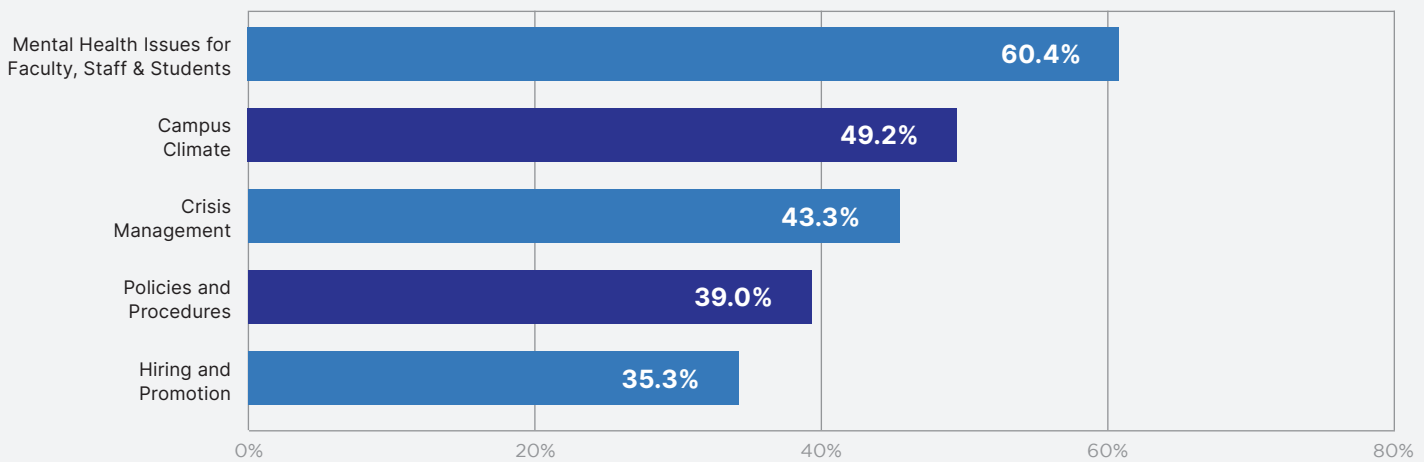
The longer a CDO served, the more likely they were to feel “fulfilled” in their position. New CDOs tended to consider the job “upsetting” and “overwhelming,” while longer-tenured CDOs were more likely to find the job “satisfying” and “rewarding.” CDOs in the 12-to-16-year tenure range stood out, with most identifying the work as both “stressful” and “satisfying.” Respondents indicated that the job does not become more “predictable” with time.

Findings: The Future of the Profession

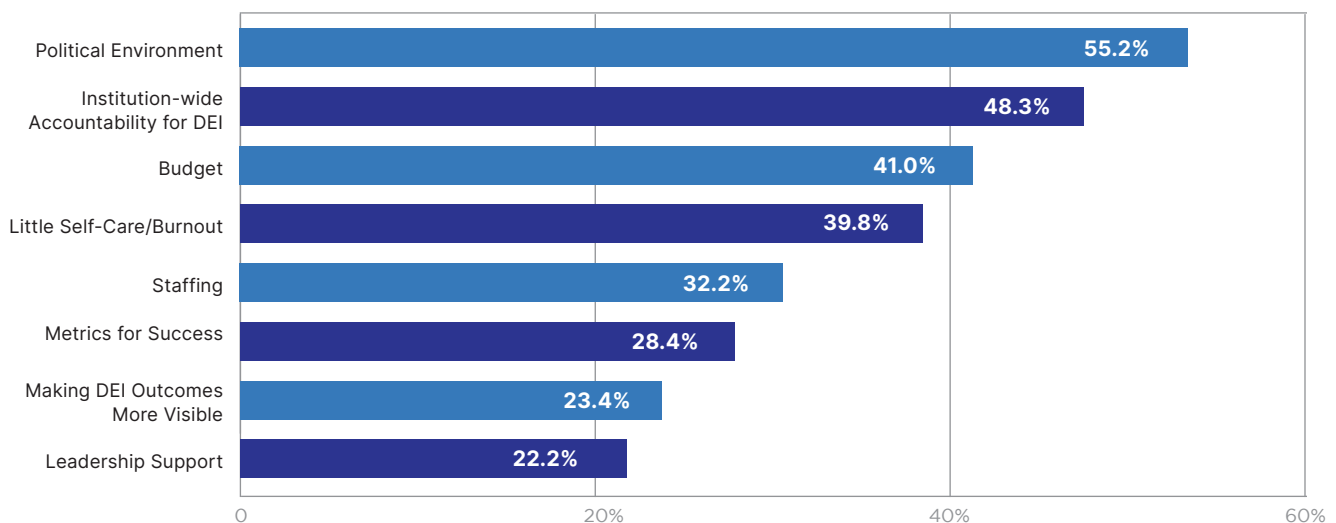
Priorities

Respondents were asked which areas they think will grow in importance in the coming years and need to be addressed by current and future CDOs. There were a number of possible responses¹², but the most common were mental health issues for faculty, staff, and students (60.4%); campus climate (49.2%); and crisis management (43.3%).

Predictability by Areas of Importance



What do you see as the most important challenge facing the future of DEI work in higher education?



¹² Other possible responses included government relations, education and training for employees, budget and financial management, student success, pedagogy, enrollment management, global engagement, labor and wage issues, risk management, community relations, fundraising, entrepreneurial ventures, alumni engagement, institutional programming, technology planning, and other.

Acknowledgments

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The report was prepared in collaboration with Rankin Climate.

Citation

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