NADOHE Standards 2.0 and COVID-19 Part 2: The DEI Imperative For Strategic Enrollment Management & Financial Sustainability

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NADOHE
National Association of Diversity Officers in Higher Education

NADOHE Standards 2.0 and COVID-19 Part 2: The DEI Imperative For Strategic Enrollment Management & Financial Sustainability

Webinar Moderator

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National Association of Diversity Officers in Higher Education

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Table 1: NADOHE Standards of Professional Practice for CDOs (NADOHE, 2020)

| Standard	Description		
One	*Chief diversity officers have ethical, legal and practical obligations to frame their work from comprehensive definitions of equity, diversity, and inclusion—definitions that are inclusive with respect to different identities, differentiated in terms of the focal issues addressed, and complex in terms of intersectionality and context.*	Nine	*Chief diversity officers strive to optimize the balance between centralization and decentralization of efforts to achieve equity, diversity, and inclusion throughout the institution.*
Two	*Chief diversity officers work to ensure that elements of equity, diversity, and inclusion are embedded as an imperative in the institutional mission, vision, and strategic plan.*	Ten	*Chief diversity officers work with other senior administrators and members of the campus community to assess, plan, and build institutional capacity for equity, diversity, and inclusion.*
Three	*Chief diversity officers are committed to planning, catalyzing, facilitating, and evaluating processes of institutional and organizational change.*	Eleven	*Chief diversity officers work to ensure that institutions conduct periodic campus climate assessments to illuminate strengths, challenges, and gaps in the development and advancement of an equitable, inclusive climate for diversity*
Four	*Chief diversity officers work with other senior campus administrators to revise or remove the embedded institutional policies, procedures and norms that create differential structural barriers to the access and success of students, faculty, and staff who belong to marginalized and oppressed groups.*	Twelve	*Chief diversity officers work with other senior administrators and campus professionals to develop, facilitate and assess protocols to address hate-bias incident response, including efforts related to prevention, education, and intervention.*
Five	*Chief Diversity Officers work with faculty, staff, students and appropriate institutional governance structures to promote inclusive excellence in teaching and learning across the curriculum and co-curriculum.*	Thirteen	*Chief Diversity Officers work with other senior administrators and campus professionals to facilitate and assess efforts of mentoring, education, and response to campus activism, protests, and demonstrations about issues of equity, diversity and inclusion.*
Six	*Chief diversity officers work within a community of scholars to advocate for inclusive excellence in science, research, creativity and scholarship as fundamental to the mission-driven work of the institution.*	Fourteen	*Chief diversity officers are committed to accountability for advancing equity, diversity, and inclusion throughout the institution.*
Seven	*Chief diversity officers are committed to using evidence-based practices in their work for equity, diversity, and inclusion.*	Fifteen	*Chief diversity officers work closely with other senior administrators to ensure full implementation of the legal and regulatory compliance-based requirements for the institution.*
Eight	*Chief diversity officers work collaboratively with other senior campus administrators to plan and develop the organizational infrastructure for equity, diversity, and inclusion to meet the needs of the campus community.*	Sixteen	*Chief diversity officers engage in their work in ways that reflect the highest levels of ethical practice, and pursue self-regulation as a profession within higher education contexts.*
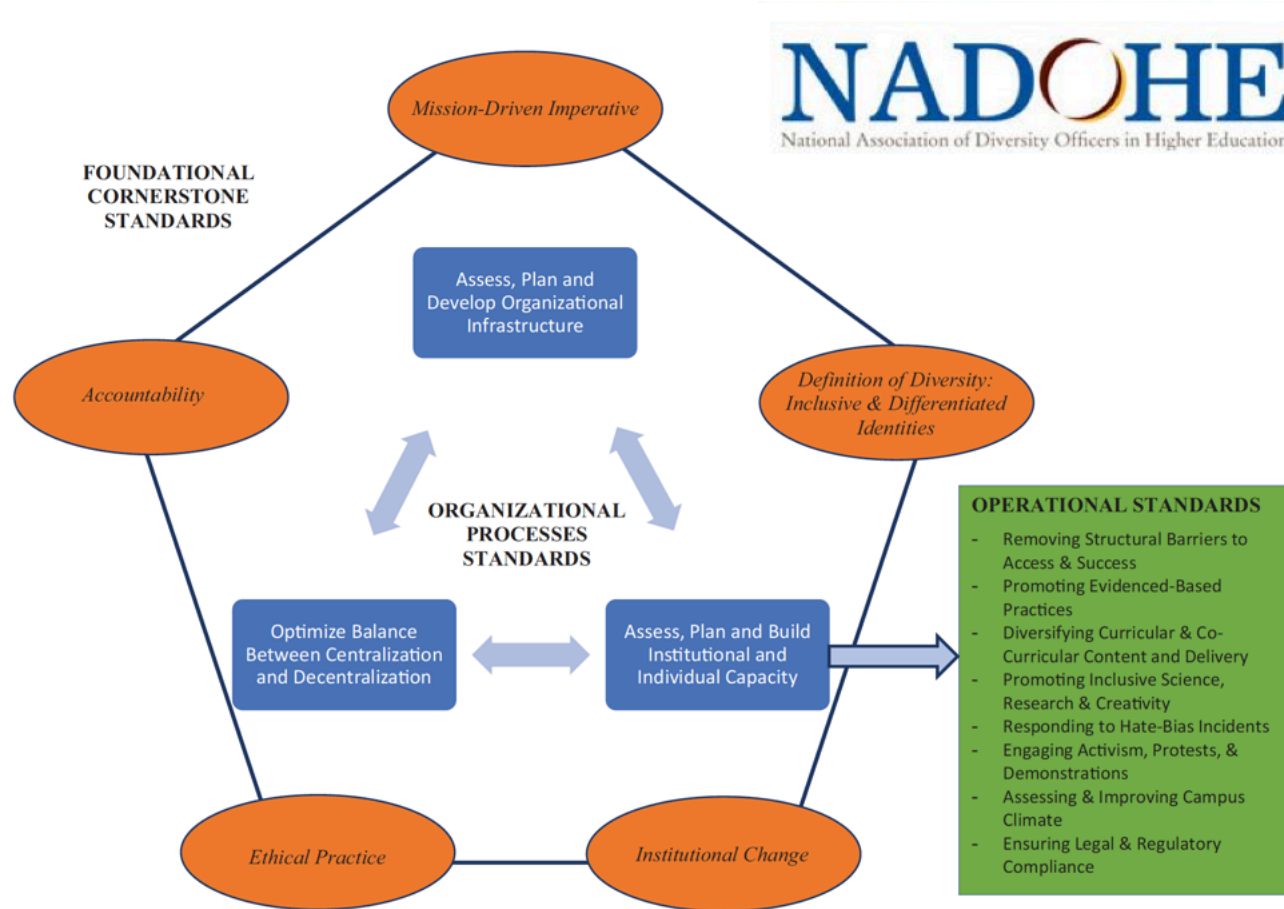
Figure 1. Framework for NADOHE Standards of Professional Practice.

Worthington, R.L., Stanley, C.A., Smith, D.G. (2020). Advancing the professionalization of diversity officers in higher education: Report of the Presidential Task Force on the Revision of the NADOHE Standards of Professional Practice. *Journal of Diversity in Higher Education, 13*, 1-22.

The Stark Reality

Coronavirus did not create the stark social, financial, and political inequalities that define life for so many Americans, but it has made them more strikingly visible than any moment in recent history. Unfortunately, some of the intersectional dimensions of these structural disparities remain undetected and unreported

Current Social Realities

- As of April, unemployment soared at 14.7% (20.5 million jobs lost). Unemployment rose more for women than men. The rate increased the most for Latinos/as/x. Low-wage workers lost their jobs, while most white-collar employees worked from home (Wall Street Journal, 2020).

- The effects of COVID-19 on the health of racial and ethnic minority groups is still emerging; however, current data suggest a disproportionate burden of illness and death among racial and ethnic minority groups as seen in Chicago, Detroit, NYC, New Orleans.
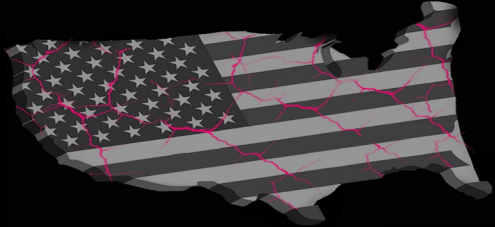
Media/Webinar/Research

- Who is Informing who? Conversations continue to be marginalized across media outlets...
  - o Hanover Research
  - o African American Policy Forums
  - o ACE

Our Institutions Challenges Through a CDO Lens

- Operating budgets decreasing, including resources within DEI Divisions/Offices/Departments

- According to *Inside Higher Education*, new federal data show a substantial drop in renewals of the Free Application for Federal Student Aid by returning college students this fall.

Low Income Students Top Presidents' COVID-19 Worry List

- "More than two-thirds of presidents, 68 percent, said they were very concerned that needy students would be disproportionately hurt as campuses responded to COVID-19, more than for any other issue. Seventy-five percent of presidents of four-year public universities and 73 percent of community college presidents responded that way, as did 59 percent of chief executives of four-year private colleges." (Inside Higher Education, Doug Lederman, April 2020)

Other Challenges

- Continued job loss and work study from lower socioeconomic students. What will the financial support look like?

- Race and Gender Bias in Online Courses

- [Study finds](#) instructors are much more likely to respond to comments from white male students than from others.

- **Mental health issues are increasing for students.** What does this mean for our underrepresented communities? For example, Black males at predominately white institutions are less likely to utilize counseling services than their White counterparts, yet they are often at a greater risk for mental health difficulties. In light of COVID-19, access to mental health care poses even more challenges.

- Student Engagement – What might this look like for non-traditional, commuters, disabilities, LGBTQ, racial and ethnicity, religious?

Where Is The Silver Lining?

- SNAP for Students in Career Programs – Michigan State Policy

- Calif. Community Colleges Call for Emergency Aid for Undocumented Students

- On October 4, California Governor Gavin Newsom signed into law Assembly Bill 1313, which prohibits postsecondary schools from withholding transcripts as a debt collection tool. The law is effective January 1, 2020.

- Ensure that financial and operational contingency plans account for the specific needs of your student population through surveys or other primary research.

- Benchmark policy decisions and peer resources to make informed decisions about reimbursements, scholarships, and other financial measures.

Resources

- African American Policy Forum https://aapf.org/home
- AAMC, "Manning Up"Can Often Bring Men https://www.aamc.org/news-insights/manning-can-often-bring-men-downDownhttps://www.aamc.org/news-insights/manning-can-often-bring-men-down
- Hanover Research Fall 2020 Enrollment Report: Covid-19'S Effect on Returning Students. https://mail.google.com/mail/u/1/#search/hanover+report?projector=1
- Inside Higher Education, The Week in Admissions News, May 11, 2020 https://www.insidehighered.com/news/2020/05/08/live-updates-latest-news-coronavirus-and-higher-education)
- Inside Higher Education, Low Income Students President's Top President's Covid-19 Worry List https://www.insidehighered.com/news/survey/presidents-biggest-covid-19-worries-low-income-students-and-colleges-financial-strain
- Inside Higher Education, Race and Gender Bias in Online Courses, March 8, 2018

Thank you for attending the webinar! The recording will be available within 48 hours at: www.nadohe.org/webinars

Registration will open soon for these upcoming NADOHE webinars:

- **Thursday, May 28, 1:00 - 2:30 pm, EDT**
  CDO Community Check-In, sponsored by NADOHE SPPI past cohorts

- **Thursday, June 11, 12:00 – 1:30 pm, EDT**
  Examining Health Equity in the Face of COVID-19 Pandemic: Reaffirming our Commitment to Diversity and Inclusion (Part 1), sponsored by the NADOHE Health Professions Chapter