

**NADOHE Standards 2.0 and COVID-19 Part 2:
The DEI Imperative for Strategic Enrollment Management and Financial Sustainability
4:00 – 5:30 PM, EDT
Thursday, May 14, 2020**

Resources:

- African American Policy Forum <https://aapf.org/home>
- AAMC, “Manning Up” Can Often Bring Men Down <https://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

Comments:

- Can you include the three household names for CDO's you just mentioned in the chat? I'm still relatively new to this field and would love to learn more about their work!
- Trevino Quote: Whether it is due to privilege or non-salient identities, ingroup members do not think about the lived experience of outgroup members which in many cases lead to the exclusion of those members from the benefits extended to members of the in-group”
- Seems like that approach would exasperate the issue of inequality, which will perpetuate the digital divide and issues of disparity
- Commuter community colleges that don't have residence halls and enroll a significant number of low-income and minority populations are struggling to disburse CARES Act funds because disruptions due to housing are not an issue. What advice do you have for us struggling to help our very needy students?
- Excellent information and details from all of you. Thanks so much!
- Some colleges are not even considering food requests because there's no guidance from DOE. Our DACA students are especially at risk particularly because many of them are part of households employed by our meatpacking plants. CARES makes it hard for this minority group.
- How was the process of allocating money approached through an equitable lens? It seems like a lot funding allocations due to covid-19 focused on equality (the ability for all to apply) compared to equity (a priority for group historically left out of funding). This tends to perpetuate existing disparities. Thoughts?

- Communication between D&I efforts in enrollment and D&I efforts in recruitment/retention of faculty/staff is always needed since each constituency might play off the other.
- Rick also knows quite well that merit and need are not mutually exclusive...he is owning that we have to be more intentional. Yes, I'm speaking for him, because he and I have had this conversation over many years! Always great to have someone who gets it making financial aid decisions.
- Absolutely great dialogue happening here. As a doctoral student in Higher Ed. Management, and as a mid-level diversity professional at my institution I am gaining great insight from you all!
- Institutional leaders must be so considerate for employees who will have a fear/concern.
- Many community colleges loaned out technology including hotspots as well as created parking lot wifi to assist students with technology.
- My institution allowed faculty and staff to take their office technology home.
- At Gallaudet University, I'm working with Academic Affairs and the Ombuds office to engage faculty in diversity professional development. I'm the CDO.
- As a former admissions counselor, I would not feel safe going to schools during fall travel. We have to use more social media to recruit this year.
- Our campus has 3 equity faculty fellows who do peer-to peer faculty development
- Thank you so much for your insights about recruitment.
- Thanks for having these webinars - very interesting & informative!
- Excellent time together! We'll in this together! :)
- Thank you much for doing this. I hope that many people access the webinar later.
- This was truly helpful and helped us to consider DEI issues in new ways. Your perspectives are really valuable, especially going forward to our work in out institutions. Thank you again!
- Appreciate the relative information and suggestions for actualizing while looking at inequities across process, procedures and departments.
- Thank you for hosting a timely discussion. I am interested in learning more about NADOHE local chapters, particularly for the Northeast.
- It might be interesting to have a webinar inviting experts from Human Resource experts SHRM? To address some of those new working conditions questions.
- In an effort to support collaboration across the aspects of student experience, institution is working on revamping the EDI group to be a group that has representatives from our EDI Asst Dean of Students and from each of the senates: Faculty, Academic Staff (adjuncts), University Staff, and Student.

Questions:

Any suggestions or recommended models on how to decide which students return first to campus in the fall?

How have you all decided how to allocate CARES Act dollars in terms of reasons students need them?

A lot of the recommendations are about providing for vulnerable students. How do we make the case that providing a safety net for these students is a good business case and the core mission of universities for inclusive excellence?

Doesn't only determining "who will be successful" fall back on the possibility to stereotype and track students?

Related question to "who can be successful in college": this sounds like dangerous rhetoric, if you will, because it is the same logic that was used outside of a global pandemic to determine admission for students, esp. those who belong to structurally marginalized groups. How to distinguish this already existing deficit-model decision-making compared to it occurring during a global pandemic? PS: I am on my institution's strategic planning committee working on the enrollment management portion of the strategic planning exercise.

How do you take into account the needs or comfort level of faculty and staff in thinking about returning physically to campus? The students in general may not be too concerned with health safety but how do you incorporate the needs and feelings of the faculty and staff who support them?

How has recruiting changed for your respective institutions in light of the current situation?

How was the process of allocating money approached through an equitable lens? It seems like a lot of funding allocations due to covid-19 focused on equality (the ability for all to apply) compared to equity (a priority for groups historically left out of funding). This tends to perpetuate existing disparities. Thoughts?

In light of the Enrollment vs Financial Management conversation raised here, what advocacy advice would you give to diversity professionals in middle management at institutions without CDOs as it pertains to providing support for minoritized students (particularly international students)?

What is a good measure to estimate need? We know that EFC is not reliable. What are other options?

Considering financial need - how do you address the technology gaps and online learning environments where DEI have a different impact and effect?

Do your institutions have an infinity group with a focus on DEI that represent all (or most) academic and administrative units to foster this collaborative communication?