

NADOHE Standards 2.0 and COVID-19 Part 1: The Centrality and Capacity of DEI Work in the Context of Crisis Management

1:00 – 2:30 PM, EDT

Thursday, April 30, 2020

Resources:

- 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.
- <https://psycnet.apa.org/record/2020-19747-001>
- Information on the USC Equity Institutes: <https://race.usc.edu/equity-institutes/>
- Equity-Minded Student Services in the Online Environment:
<https://www.youtube.com/watch?v=qGoldJP4Xl8&feature=youtu.be>
- Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities: https://www.youtube.com/watch?v=aMrf_MC5COk
https://www.youtube.com/watch?v=aMrf_MC5COk
- Responding Racial Bias and Microaggressions in Online Environments:
<https://www.youtube.com/watch?v=9cEWQJ32nqU>
- <https://news.osu.edu/kindness-calls-reach-thousands-of-ohio-state-students/>
- For those interested, here is the link to the workshop we led on Zoombombing (including definitions, safety and security protocols, dealing with Zoombombing in the moment, repairing community harm after Zoombombing has occurred):
<http://bit.ly/zoombombing-video>
- USC Center for Urban Education “Racial Equity in Online Environments:”
<https://cue.usc.edu/events/>
- Dr. Frank Harris and Dr. J. Luke Wood’s webinars: <https://coralearning.org/webinars/>
- Dr. Shaun Harper “Black Students, Education, and COVID-19:”
<https://bit.ly/blacktownhall>
- Zoom tip for pronouns from Berkeley: <https://diversity.lbl.gov/2020/04/14/zoom-tip-for-gender-pronouns/>

Comments:

- Dr. Smith, you hit the nail on the head! We must be very cognizant of how equity is carried out, especially now.
- Yes to the underestimated power of the arts in DEI work
- Thank you Dr. Roger Worthington for your contributions to the first set of Standards and for your work on 2.0.
- Dr. Pendakur, thank you for acknowledging the pain and trauma CDO's tend to absorb... it is appreciated

- I appreciate this conversation on centering students, focusing on staff (especially front line staff), highlighting faculty (contracted and adjunct) and graduate students, asking the questions, and reasserting the neutrality of DEI work.
- Hopefully we are at the table (contributing) during Strategic Communication Development. Ensuring affirming language with a DEI lens
- It is very difficult to encourage a DEI perspective be mission central when the power structure identified those who are most privileged (e.g. Airlines, Hotels, Auto Industry, etc.), with no lens to the fact that prior to COVID-19, underserved communities were being strangled by loan debt. What type of army effort is it going to take to put move higher education up the ladder of importance in the U.S.?
- Calvin, I think you're asking one of the most critical questions. The divestment from the public good of education over the last 35 years has been devastating. Right wing think tanks have had HEd in their sights for decades. And particularly with a political administration that is anti-education, anti-liberation? I don't know if I have an answer for you! I do think institutions that can and are able to, should take more public stances fighting for the value of higher education. I think tenured faculty need to write more op-eds to influence the public. We need to take up the airwaves in ways our industry has not traditionally done, especially in this anti-intellectual milieu.
- Thank you Archie and too all of the panelists. 100% agree with Archie that the CDO is a vital resource to avoid fires and to simultaneously be proactive in preventing fires in the first place with excellent and consistent best practice!
- I think we have to help create our niche in this kind of moment. At first, as CDO I felt so cut off from Emergency Operations discussions. I partnered with my counterpart responsible for university mission and we are now col-leading a "Continuity of Community" group that has become an integral part of our Emergency operations process. We now have three levels of this group that are woven into the "return to campus" university planning. This is the place where advocacy for all members of our community using an equity lens can happen. But we had to create the container.
- Thank you Archie and too all of the panelists. 100% agree with Archie that the CDO is a vital resource to avoid fires and to simultaneously be proactive in preventing fires in the first place with excellent and consistent best practice!
- As our institutions consider reopening the campus, what are the guiding principles that are being adopted as they engage in these discussions? Is equity embedded within those principles, are we insisting that terms of art like vulnerable be defined so it is not narrowly applied, where does intersectionality come into the discussions when we consider impact on who is vulnerable, marginalized, etc.
- Creating a strong network of DE & I advocates is a great way to disseminate diversity values across campuses at a variety of levels (i.e., faculty, staff, and students). Having a mindset that each member of the community is a contributor and potential leader is crucial at the moment.
- Sensitivity in the Zoom classroom context or lack thereof is an extremely important issue that requires a deep dive. As a Diversity Office, I can provide support and education. The train is colliding everyday!

- EduCause has a DEI committee that has been tackling equity in IT and online education for a long time. Covid 19 has pushed this work to the forefront given the urgency now. This is an ideal time for NADOHE to partner with EduCause to advance this work beyond the current crisis.
- To Dr. Smith's point about medical distrust with regard to vaccination trials, a related point is my current state of residence is encouraging citizens to download a type of contact tracing app so they can know if they have been somewhere where they may have been exposed to COVID-19. I noted that I would NOT download that app because I see it as another way to monitor my movement, per my mistrust of law enforcement—something that my leadership colleagues didn't readily understand.
- I and a number of my colleagues are concerned with how we're paying attention to (or not) the environments students are being asked/required to engage in rigorous academic work while "sheltered-in-place." This is both an issue for low-income, marginalized and minoritized students but also for students who are located all along the socioeconomic spectrum and any social identity. Any number of relational/social factors can make home environments problematic for academic engagement. We're exploring ways to invite students to disclose environmental factors that impact their ability to study and then assist faculty to develop equitable methods of delivery and evaluation of performance that is informed by and responsive to what students are sharing about the realities of the "sheltered-in-spaces" they are navigating. Sadly, we may find ourselves in a shelter-in-place environment in the fall if we experience spikes in the spread of COVID-19 which is a real concern and possibility.
- Thank you to all the presenters and facilitators of this conversation. I have to step off for a Cabinet meeting but feel empowered and supported by this engagement. Thank you for helping me refocus.!
- As a student, it would mean a lot to me if I received a call from leadership just to check it. It's the small things.
- Ask, listen, and then take action steps. Metrics are important!
- Indeed—my undergraduate Alma mater is currently continuing to provide housing for 80 students whose previous home dynamic was the foster care system.
- We have done something similar including students with profound physical disabilities who have limited access at home and that Voc Rehab won't adjust their coverage for a new location
- Same issue in the healthcare discussion. We have Native American communities that don't have access to free flowing water to wash their hands after every interaction. There water is reserved for crops, etc. How do we protect them during COVID-19. Is there existence not as relevant as those that live in more urban communities?
- Exactly! Hand claps for that statement about President's also echoing the message!
- Thanks so much to the Panel and Participants. Critical and timely conversation - but most important to me is the reminder of the power and duty of our voices and position.
- This has been a helpful Webinar. Thank you for sharing your perspectives as we all navigate these uncertain times. Working in a COVID-19 hot zone -Detroit, has been challenging but also a way to discuss structural inequities

Questions:

1. Dr. Ervin, in this institutional inclusive excellence model, where does the concept of equity fit/belong?
2. Dr. Smith: for those of us who've drawn on your 2015 Diversity Framework to implement change, I see evolution and growth in this new model. Can you comment on how you see those two in relation to one another?
3. Hello. My institution is embarking on a institutional strategic planning process under new (approx. 2 years) presidential leadership. The Diversity Strategic Plan I inherited was already underway with campus units developing and implementing their unit plans, which mainly focused on DEI professional development. How should I advise: if these campus unit plans 1) should be embedded in the broader institutional strategic plan or 2) should the campus unit plans run parallel to the institutional strategic plan, even as the campus unit plans need attention in terms of depth, clarity, and accountability?
Thank you.
4. How does one make DEI central to their institution when their state legislators have critiqued campus DEI efforts and leaders and held back money because of our efforts? I'm in Idaho. We essentially have to hide our efforts in order to not get negative attention from far -right groups and legislators with power which makes centralization
5. How can we send out a united response to our respective institutions that as we look at cuts to higher education, that this is not the time to pull back on DEI faculty and staff?
6. Dr. Smith, Some University leaders listen to and even agree with their CDO's about the centrality of equity in their missions. They may even learn to use the CDO's DEI language. Yet, translating the DEI language into actionable decision-making and planning still lags behind. How can CDO's negotiate this enduring gap between talk and walking the talk?
7. Can you highlight a few exceptional institutions who are serving their campus and community through an equitable lens during this time of crisis?
8. Is it possible for NADOHE to create a guidance document addressing the impact of DEI issues and the relevance of campus DEI efforts as we combat the COVID-19 crisis similar to the one California DOs created? Sometimes it's better to hear it from a more influential source in addition to the advocacy from campus diversity practitioners.
<https://diversity.universityofcalifornia.edu/policies-guidelines/covid-19.html>
9. I worked at an institution with a CDO that operationalized their role much like her prior role corporate healthcare. it didn't mesh well with student demands in HE, however she had the backing of President & senior leadership. is there concern that in a push to

retain/recruit students post-Coronavirus institutions will pivot further away from inclusion & challenging status quo?

10. I appreciated the Principles developed by the Council of Chief Diversity Officers at the University of California. However, I've also heard CDO's received some push-back on the Principles. Can you share what this push-back looked like and how did you address it?
11. How do you speak up to institutional leaders on the value of diversity without risking your own livelihood, especially when it hasn't been seen as a priority prior to this crisis?
12. In this unfortunate time of COVID-19, it is certainly understandable that budget cuts, hiring freezing, and layoffs are imminent. With that said, many of our underrepresented students and others will face greater challenges of inequities. In our roles, how do we create a balance in our work toward achieving student success when our budgets are continuing to be slashed?