The COVID-19 pandemic drastically changed every sector of our global community. One of the many consequences of COVID-19 is an unveiling of the degree to which there are pervasive, structural racial inequities in all sectors of the United States, including in higher education, where students and communities of color continue to face issues with equal access to post-secondary education. If higher education is to make good on its promise of intergenerational mobility and opportunity, we must address these racial equity gaps.

In May 2020, the American Council on Education (ACE) pioneered a community of practice around diversity, equity, and inclusion in the era of COVID-19. This community of practice, led by ACE and Taffye Benson Clayton, associate provost and vice president for inclusion and diversity at Auburn University, brings together leaders from the higher education community across the country to work together to explore and document how institutions can ensure issues of diversity, equity, and inclusion are front and center as our country moves forward. This resource guide is part of a series created by members of the community of practice. The content, themes, and resources that are included in this piece stem from work the community carried out over the course of several months following the start of the coronavirus pandemic.
RESOURCES: COMBATING COVID-19 IN HIGHER EDUCATION WITH A DIVERSITY, EQUITY, AND INCLUSION LENS

Prepared for the Diversity, Equity, and Inclusion Community of Practice by:

Michelle Bryan, Chief Equity Officer and Associate Dean for Diversity, Equity, and Inclusion, University of South Carolina College of Education
Leslie Daugherty, Education Designer, Education Design Lab
Athena Fulay, Fulbright Scholar Program Outreach and Recruitment Manager, Institute of International Education
Kristi Kelly, Chief Diversity Officer and Director of Multicultural Student Services, Lewis University
Jairo McMican, Dean of Student Learning, Central Carolina Community College
Laneika Musalini, Director of Grants Development and Chair of Diversity and Inclusion Initiatives, Tri-County Technical College
Kelly Pengelly, Senior, Strategy Advisor, Interim at WCIGC and Intercultural, Event, Development, and Program Consultant
Lynn Andrea Stein, Professor of Computer and Cognitive Science, Olin College
Carol Sumner, Vice President of the Division of Diversity, Equity, and Inclusion, Texas Tech University
Scott Vignos, Assistant Vice President, Strategic Diversity Initiatives, Oregon State University
Erin Webster Garrett, Assistant Vice Provost for Relevant, Experiential, and Applied Learning, Virginia Commonwealth University
Randy Williams, Vice President and Associate Provost for Inclusive Excellence, Elon University
Jamyra Young, Assistant Dean of Students and Director of Intercultural Engagement, Keuka College
Pamela Young, Director of Academic Diversity and Inclusion, University of Notre Dame

The pandemic has illuminated many of our societal ills, and underrepresented and minoritized individuals have disproportionately shouldered much of the burden. The American Council on Education’s (ACE) community of practice on diversity, equity, and inclusion (DEI) offers relevant resources and informed practices focused on DEI and/or an institution’s response to COVID-19.

The Seven Challenges of Change framework guided the organization of resources into four areas identified as especially critical during the pandemic: organizational management, financial well-being, student well-being, and faculty and staff well-being.
ORGANIZATIONAL MANAGEMENT

Recruiting and hiring
• “Being Stronger Together Means We Must Move Talk to Action”
• “HR and Student Affairs: Partnering Around Diversity and Inclusion”

Creating an inclusive campus climate
• University of Michigan’s “Anti-Racism Primer: What Can I Do?”
• An opinion piece from Inside Higher Ed discusses how support for Black Lives Matter can result in mixed messages: “Institutional Mixed Messaging”
• How residential space improved DEI at Elon University: “Leveraging the Residential Campus to Further Diversity and Inclusion Goals”
• Two articles on minoritized students’ experience with campus police:
  - “Race and Policing in Higher Education” from activisthistory.com
  - “Black Students’ Lived Experiences with and Perceptions of Law Enforcement” from Association of American Colleges and Universities

FINANCIAL WELL-BEING

Fundraising
• University of Notre Dame’s “Are You All Inclusive?” workshop on January 12, 2017 addressed questions of broader impacts and diversity in federal and private foundation proposals
• “Fundraising for Diversity Officers: An Overlooked Opportunity,” from INSIGHT Into Diversity
• “Four Strategies to Enhance Fundraiser Efficiency in Higher Education During COVID-19,” from EAB
• “COVID-19: Fundraising During a Pandemic,” from News & Brews, a podcast from James Moore & Company, on college athletics, fundraising, and the pandemic, featuring Georgia Tech

Enrollment
• Perspectives on new enrollment patterns and community colleges during the pandemic from U.S. News & World Report: “Advantages of Community Colleges During COVID-19”
• Strategies for enrollment from EAB: “Yielding Your Fall 2020 Class amid COVID-19”

Budgeting
• Understanding the impact of DEI funding on budgets and the bottom line: “An INSIGHT Investigation: Accounting for Just 0.5% of Higher Education’s Budgets, Even Minimal Diversity Funding Supports Their Bottom Line” from INSIGHT Into Diversity
• Perspective on the importance and viability of small colleges: “Small Colleges Are Essential for U.S. Economic, Social Recovery” from Higher Ed Today
• What’s on college and university presidents’ minds: “Survival to Transformation: Navigating Fiscal Distress During COVID-19” from Higher Ed Today
STUDENT WELL-BEING

Mental health
• Strategies for leaders to support campus well-being: “Mental Health, Higher Education, and COVID-19”
• Task force resources from The Steve Fund: “Adapting and Innovating to Promote Mental Health and Emotional Well-Being of Young People of Color: COVID-19 and Beyond”
• Reporting on student mental health: “Mental Health Needs Rise With Pandemic” from Inside Higher Ed

Campus life
• Thoughts on residence life during a pandemic, and what living on campus might look like next: “In the Wake of COVID-19, College Dorm Life Gets a Makeover” from CNBC
• An opinion piece: “3 Ways to Support Black Students This Fall” from Inside Higher Ed

Alumni
• Several University of Notre Dame Alumni clubs hosted panel discussions on climate and culture on campus for students of color. Two panel discussion videos:
  • “NDNY Beyond the Comfort Zone: Domers Answering the Call of Anti-Racism”
  • “NDNY Beyond the Comfort Zone: Notre Dame Reimagined”

FACULTY AND STAFF WELL-BEING

Administrative issues
• Two resources for the Association of University Professors (AAUP):
  • “Guidance for Campus Operation During the Pandemic”
  • “AAUP Principles and Standards for the COVID-19 Crisis”
• Thoughts and advice: “Measures to Support Faculty During COVID-19” from Inside Higher Ed

Pedagogy
• In this YouTube video, Robin DiAngelo, the author of White Fragility, speaks about her background as a teacher educator, her conception of white fragility, and her thoughts on teacher accountability.
• More inclusive Zooming: “8 Ways to Be More Inclusive in Your Zoom Teaching.” from The Chronicle of Higher Education
• How to teach with a DEI mindset, remotely: “Teaching for Social Solidarity: Diversity, Equity, and Inclusion in a Time of COVID-19” from Higher Ed Today
• Black Minds Matter, a series on YouTube from CORA Learning