



March 2020

Office of Equity and Inclusion

# Inclusive Leadership Priorities for COVID-19

Facilitated by the Office of Equity and Inclusion

MINNESOTA STATE

# Leading Through A Crisis

*The landscape of higher education has fundamentally shifted.*

Campuses across the country are closing and/or transitioning to operating fully online as a **response to slow the spread of the Coronavirus** (COVID-19). Institutions are working to address rapidly changing environments all the while working to meet the needs of the most fragile populations including underserved and underrepresented students.





# Common Language & Key Definitions

“First, we shape our language, then our language shapes us.”



# Strategic Priority Areas

- Safety/Public Health and Well Being
- Academic Enterprise
- Campus Climate/Non-discrimination
- Inclusive Leadership Priorities
- Communication
- Governmental Affairs/Outreach to elected officials






# Leadership and Organizational Priorities



# Higher education fights a Covid-19 'wildfire'

 By Guy Campos  in Education, Systems, US&Canada  March 19, 2020  0

## Interim Guidance for Administrators of US Institutions of Higher Education

Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19)

## The COVID-19 Crisis and International Students

## **Coronavirus and Racism: Take Precautions to Fight Discrimination**



# Assessing Gaps & Needs

## Overarching Considerations

- Processes, Practices, Technology, Data, & Capacity
- Availability of Data: Institutional (ISRS) & Outside of ISRS
- Evaluate the Landscape

## Health & Safety

- Recognition of Student Illness or Caregiving Responsibilities

## Academic Continuity & Support

- Classroom Student Engagement – Access, Resources, & Attendance
- Withdrawal Patterns (W's) & Course Success
- Curriculum & Course Management
- Satisfactory Academic Progress (SAP)

# Assessing Gaps & Needs

## Non-Academic Services & Support Programs

- Access to Critical Student Services - Registrar, Financial Aid, Advising, Tutoring, IT, Food Pantries, Health Services, DSS, & External Referrals
- CRM/Office 365 - Student Relationship Management Platforms
- Assess Self-service & e-Forms Effectiveness
- Financial Aid - Student Worker & Federal Work Study

## Enrollment Management

- Spring to Fall Persistence/Retention - Disparate Patterns
- Assess Need for Course Delivery Changes & Course Cancellations
- FAFSA Submissions – Year to Date Changes
- Evaluate Orientation & Course Registration Effectiveness

## System Level Considerations & Longer-term



# Safety, Public Health, and Well Being

## Traits:

- Safety is the highest priority!
- All stakeholders are factored into decision making.
- Ongoing partnership with state/local health officials for frequent updates on Covid-19.
- Review of guidance for the CDC, WHO, and Federal Government.

# Academic Enterprise

- Equity relative to the delivery of education.
- Equity relative to tuition, residential and dining refund possibilities.
- Students availability to resources typically available on residential campuses: e.g., laptop, broadband wireless internet, secure healthy food options, secure housing.
- Decisions for students and staff including voices that focus what they want/need.

# Considerations

- Remote learning
- Flexibility for students affected by COVID-19
  - Assignments, grades
- Student housing transitions
- Considerations for room & board refunds
- Commencement ceremonies
- Tuition and housing deposits
- Academic policy guidance
  - SAP
  - Repeat options
  - Academic forgiveness



# Technology and Access

- Employees and students may have uneven access to broadband.
  - Potential for “Digital Deserts”
- Ensure employees and students have dedicated work/study space.
- Keep America Connected Pledge  
(<https://docs.fcc.gov/public/attachments/DOC-363033A1.pdf>)

# Campus Climate and Safety

- Perceived racist or xenophobic language and actions aimed at Asian descent students, faculty & staff.
- Discrimination based upon perceived disability or illness.
- **Disparate impact** on vulnerable populations.
  - Underrepresented and underserved students
  - Sudden socio-economic changes due to job loss
- Stakeholders attending to illness (dependent care).
- Mental health support.

# HR Considerations

- Disparate impact on various employee classifications
- Employee familial obligations
- Employee access to technology
- Impact of hiring and search processes



# Campus Reflection: Riverland Community College



# Communication

- Statement against non-discrimination/values
- Ability to communicate readily and frequently with stakeholders. Work with your key campus communicators to ensure priority messaging
- Check-in frequently with system Marketing & Communication staff for talking points
- Find balance to communication needs to avoid communication fatigue
- It's ok to say, "I don't know"

**"Always, it will be about engagement. Higher education leaders must over-communicate during times like these: parents, students, faculty & staff first. Then everyone else."**

- Tony, D'Angelo @ The Edge





# Communication

- It is important to think about all that are affected by communication. All people are looking for guidance.
- Think about utilizing multi-lingual modes to ensure all members of the community campus are receiving all communications.
- Ensure that your campus has accessible communication tools.

**“In the midst of a crisis it can be easy to overlook a constituency or to send mixed messages.”**

Kelly Field

The Chronicle of Higher Education (2020)



# **Campus Reflection: Minnesota State University - Mankato**



# Leadership Competence

## Formal and Informal Communication:

Communicates in an effective and authentic way in both formal and informal settings using various methods appropriate for the message (e.g., public statements, social media), as well as demonstrating comfort and confidence in writing, speaking in public, and using information technology to communicate. Actively listens and understands the needs and concerns of internal and external stakeholders.

(AASCU Presidential Competency Model)



# Inclusive Leadership

## Traits of resilient organizations:

- Agility, flexibility, and resilience.
- Dealing with ambiguity and uncertainty.
- Preserving our values/mission.
- Transition to digital or on line instruction
  - Need to for data security.

# Equity Compliance Considerations

- 1B.1 and 1B.3 still applicable in online settings.
- Flexibility though is key to make the policies applicable to situations of crisis.
- Consult with 1B.1/1B.3 designated officers to navigate issues as they arise.

# Governmental Affairs/Outreach to Elected Officials

## Traits:

- Collaboration across units with Government Affairs Division
- Outreach to the Office of the Governor
- Ongoing partnership with the Office of Higher Education
- Ongoing outreach and communication with elected officials

# Plan For The Road Ahead

It's always better to over plan than be unprepared.



# Reflections

## Q & A





# Upcoming Webinars

- April 7<sup>th</sup>, 2020: 1:00-2:30 pm

***Academic Inclusion Priorities to Respond to COVID-19***

- April 14<sup>th</sup>, 2020: 9:00-10:30 am

**Guiding Campus Response to Address Racism and Xenophobia**





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