

Session 4. A New Covenant: Collaboration for the Public Good

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**Standing on Shaky Ground: Leading
Enrollment Management in 2023**

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Upcoming Book

Lifting the Veil on Enrollment Management: How a Powerful but Little- Known Industry Has Transformed Higher Education

Steve Burd, Editor

Harvard University Press

Expected in late 2023/early 2024

My Chapter

**“Cooperation for the Greater Good:
Forging a New Covenant for Equitable
Educational Results in Higher Education”**

J. Lucido, in press

USC Rossier's Mission

...to prepare leaders to achieve educational equity through practice, research and policy

... to address disparities that affect historically marginalized groups

...and to *interrogate the systems of power* that shape policies and practices.

...to strive to solve the most intractable educational problems.

Imagine With Me ...

...how we may achieve educational equity in college enrollments

...how we may interrogate and change the structures that lead to the inequities we see

...toward these ends, how we may restore society building as the *raison d'etre* for our institutions?

The Intractable Problem

Low-income, Black, Latino, and other student populations have been systemically disadvantaged in the pursuit and benefits of higher education.

Yet, ample research has demonstrated that wealth distribution, health benefits, and civic participation vary directly with college completion.

Accordingly, the disparities we see in higher education are reflected in our pursuit of a democratic and healthy society.

Interrogate Systems of Power

In recent decades, politicians and policy-makers redefined higher education as a private good ...one to be purchased like any other product or service rather than a fundamental builder of society.

Expecting broad public benefit from a system that has become largely one of providing private goods paid for with private dollars is unreasonable on the surface of it.

Interrogate Systems of Power

College leaders respond rationally to public policy and external pressures to obtain the resources their colleges need to operate in a competitive marketplace.

Such incentives drive them to seek money and prestige at the expense of their institutions' mission to educate the population broadly and equitably.

Therefore, colleges have become highly dependent on the wealth and the buying power of students and families in the form of tuition dollars and payments for auxiliary services.

They also seek greater exclusivity in enrollments to climb in the rankings.

Interrogate Systems of Power

Higher education is in a “positional marketplace.”

This is defined as a market where the perceived value of an entity is based on its position in the hierarchy relative to its competitors

Interrogate Systems of Power

Indeed, presidents are evaluated by watchful boards of trustees with an emphasis on financial sustainability and rankings.

Have you yet heard of a president who was fired for a lack of campus diversity?

Address Disparities

The time has come to replace the current current structures in college enrollments that advantage those with advanced wealth and social capital.

Systemic change is needed to obtain results. We cannot expect significant progress by doing what we've done and by acting at the margins.

Address Disparities

A Plan for Results:

Part 1: Strengthening the Federal Role

Part 2: Higher Education and the Public Interest

Part 3: Reconsidering Enrollment Management as a Profession and a Practice

Each element must interrelate and cooperate

Strengthen the Federal Role

1. Double the Pell Grant
 - When instituted, covered nearly 80%
 - Now covers only 30%

2. Create a Title 1 Program for Higher Education
 - Per student subsidy to support enrolled Pell students
 - Institutions must increase enrollment and graduation

3. More will be needed
 - ...these are first steps
 - ...next steps can be considered collaboratively

1. Public commitment to advancing equity and inclusion.
2. Move away from destructive competition.
3. Fight for an anti-trust exemption.
4. Establish equity and diversity as fundamental elements of institutional excellence.
5. Change the narrative surrounding higher education by communicating more effectively and transparently.

Reconsider Enrollment Management

1. An Enrollment Management Code of Ethics
2. Transparency in public information
3. Overhaul admission and aid policies and practices that advantage the advantaged

An EM Code of Ethics

- Enrollment professionals perform with competence, knowledge, skill, thoroughness, and integrity:

Education and training in the field is critical, as greater knowledge can bring about greater equity.

- Enrollment professionals perform with respect for human dignity and differences and are mindful, understanding and accommodating of individual circumstances:

Education is a humanistic endeavor designed for the betterment of society. This requires striving for inclusiveness in all policies and practices.

An EM Code of Ethics

- Enrollment professionals place the highest value on the academic and social success of prospective and current students:

Recruitment, admission, selection, and enrollment processes are conducted toward educational and degree attainment.

- Enrollment professionals uphold student confidentiality:

Legal and ethical responsibilities are honored within institutions and as individuals.

An EM Code of Ethics

- Enrollment professionals design and implement policies and practices independent of conflict of interest or any real or implied quid pro quo for themselves or their institutions:
Potential or existing conflicts of interest in policy and practice are disclosed, and appropriate action to recuse themselves from decision-making is taken if necessary.
- Enrollment professionals uphold professional standards as set by professional organizations in which enrollment practitioners are members (NACAC), (NASFAA) (AACRAO):
Established national membership organizations can debate, refine, adapt and adopt these principles.

An EM Code of Ethics

- Enrollment professionals uphold responsibility to the community. They act to advance educational attainment in the local, regional, and national interest:

Value is placed on educational access for all.

- Transparency, honesty, and openness in policy, practice, and public information are the foundations of all that enrollment professionals do:

Enrollment professionals speak and publish in a truthful, objective, and understandable manner; transparency in policy and practice is critical to informed students and families; effective information and outreach is conducted with historically underserved populations.

A Guide to Transparency

Be prepared to provide answers publicly



A Guide to Transparency: Recruitment

- Where does recruitment occur and are low-income students and students of color provided the same opportunity to learn about the institution as those of greater means?
- How many students and what percent of the first-year class are included in the standardized test score data that the college publishes on the entering class? Which students are excluded and why?
- To what extent are applications followed-up and for what populations? Is the same recruitment energy given to low-income students as it is to full paying prospects and to students of color as it is to others?

A Guide to Transparency: Financial Aid

- To what extent does the institution meet the full and demonstrated need of students?
- How much loan debt does the college expect students to accrue while there?
- Can students expect to receive consistent institutional aid awards from the college each year if their financial circumstances don't change?
- Does the college monitor lower-income or lower-middle-income students' unmet need, or financial aid gaps and to what extent does it meet need for those who qualify for student aid?

A Guide to Transparency: Admissions

- To what extent does the college consider family income in admissions decisions?
- Is Spring term admission available and open to all prospective students? Is the availability of these spaces made public?
- When counting and publishing the number of received admission applications, is each application counted that is actionable?
- Are admissions staff trained to recognize and avoid biases, both overt and implicit when evaluating applications?

A Guide to Transparency: Evaluation of Student Success

- What metrics should be established that will lead to a more inclusive campus and will they be used to measure progress? Do these include measuring Pell grant recipient and first-generation student admission and graduation rates, among others?
- To what extent does the institution work with outside enrollment consultants and to what end? To what extent is educational equity an element of the analysis they are asked to perform?

New Covenant

- **Collaboration + Public Welfare = Real Progress**
- **We have been here before as a nation**
 - **Morrill Act**
 - **GI Bill**
 - **Higher Education Act of 1965**
- **Goal: a demographic and justice driven dividend**

Let's Talk

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