

Updates to this Action Report as of 9/24 are noted in green text amidst the chart below.

Demand	Reaction/ Response	Initial Actions Taken
Demands that have been addressed	<i>(actions taken by September 24)</i>	
<i>Carleton makes a substantial donation to small Black businesses damaged in Minneapolis due to looting and vandalism</i>	Yes	<ul style="list-style-type: none"> • Established George Floyd Memorial Scholarship • Donated to the Harold Menzile North Community YMCA Youth & Teen Enrichment Center • Donated to A Mother’s Love • Encouraging individual contributions (can also share BSA list when available)
<i>Institutional commitment to Africana Studies and Black student life on campus, conveyed in, for example, widespread participation in, and resources for, Africana Studies Week, attendance at Africana Studies events by professors, and advertisement of Africana Studies as a viable major</i>	Yes	<ul style="list-style-type: none"> • Consult with Africana Studies faculty about best means of supporting and promoting such events and generating larger attendance • Work with faculty and staff across campus to publicize and promote Africana Studies as a desirable major (e.g., improved website and recruitment materials) • Approved an Educational Associate for 2020-21 to assist with events, promoting activities, and other program support.
<i>Carleton security undergoes mandatory anti-racist training to improve the way that persons in uniforminteract with Black people and other persons of color</i>	Yes	<ul style="list-style-type: none"> • John Bermel shared with Black student leaders the details of training to be conducted by the Tazel Institute, LLC, to make sure the plans honored student perspectives. <i>Training took place September 14-15, 2020 and will be ongoing in the future.</i> • As future hiring opportunities arise, we will continue to aggressively seek to diversify the Security Office.

<p><i>Funds specifically allocated for Africana Studies Week. Student Department Advisors and the educational assistant should have supervised access to these programming funds</i></p>	<p>Yes</p>	<ul style="list-style-type: none"> Funding for Africana Studies Week is included in the budget of the Africana Studies Program. The faculty Director of the Program decides how to allocate it. Additional funding is available through other offices, if needed.
<p><i>Institutional commitment to the eradication of systemic anti-BIPOC racism</i></p>	<p>Yes</p>	<ul style="list-style-type: none"> A statement of the College’s commitment to eradicate racism has been posted on the President’s Office website.
<p>Demands that can be addressed immediately</p>	<p><i>(starting June 2020 and in some cases continuing into 20-21 academic year)</i></p>	
<p><i>Mandatory anti-racist training for all incoming and current faculty, staff, and administrators</i></p>	<p>Yes</p>	<ul style="list-style-type: none"> Such training will be required of all employees in the 2020-21 academic year. Created a CEDI Action Team (including Human Resources expertise) to plan such training—with a goal of beginning such training Fall 2020 Training also to be mandatory for major volunteer groups (e.g., Board of Trustees, Alumni Council, Career Center Advisory Board, Parents Advisory Council, Alumni Admissions Board, Annual Fund Board) The CEDI Action Team submitted a proposal to the CEDI Leadership Board on 8/29. The Action Team’s proposal for launching training in fall 2020 (with three sessions in the first year) has been endorsed by both CEDI and Tuesday Group. Further training will also continue in future years in accordance with the Action Team report; the content and frequency of that training will be determined in light of what we learn through initial trainings. Tuesday Group has convened a working group to finalize the selection of trainer(s) from the short list recommended by the CEDI Action Team. We have appointed a project manager for this effort and plan for initial training sessions to begin in fall 2020.

<p><i>The inclusion of African/Afro-Caribbean languages in the Language Center. Languages including but not limited to Swahili, Amharic, Haitian Kreyol, Jamaican Patois, and so on</i></p>	<p>Yes</p>	<ul style="list-style-type: none"> • The Language Center will look into options for making these languages available via independent study, consistent with the level of demand for each. Somali and Swahili are already available through the Language Center. Students may consult with Language Center Director Don Vosburg for more information.
<p><i>Efforts to recruit international Black students from a greater variety of Caribbean and African countries</i></p>	<p>Yes</p>	<ul style="list-style-type: none"> • Admissions has already begun to expand international recruitment efforts to these regions --and that will continue • Additional international student scholarship funds will be targeted to these regions • Continue pursuing donors for additional scholarships targeted to students from these regions • The Admissions Office is developing partnerships, expanding outreach efforts, and leveraging alumni connections in the Caribbean and Africa.
<p><i>More Black parents on the Parent Advisory Council</i></p>	<p>Yes</p>	<ul style="list-style-type: none"> • At present, there are 3 PAC members identifying as Black (an additional 8 are mixed race). Special priority will be given to identifying and recruiting Black parents to join • For low- and middle-income PAC parents coming from outside the region, the College will reimburse travel costs for attending meetings • We also have 6 members of our 32 member Board of Trustees (19%) that identify as Black, and we have placed a priority on recruiting Black members for our governing board • We have revised our recruitment processes to focus more intensively on the diversity of our invitations • The President shared this objective with the Parents Advisory Council in August; that group is very supportive of this work to diversify the group. • Two new sets of BIPOC parents and families have already agreed to join the Council, with invitations planned to another four sets. This work to identify and invite additional parents will continue into October.

<p><i>Resources at SHAC aimed at mental health for Black LGBTQ+, non-binary, non-gender conforming, and Black transwomn/femmes</i></p>	<p>Yes</p>	<ul style="list-style-type: none"> • It is not feasible to always have an array of staff to match every current student identity. SHAC is working very diligently on trying to secure a therapist of color for the open replacement position for Drew Weis. SHAC understands that representation is important and we would like our staffing to better reflect the ethnic and racial diversity of our student body. The search has been open since winter term and we finally failed the search due to not securing a therapist of color and having a more limited pool than we wish. SHAC is re-posting the position as a BIPOC/Multicultural Outreach counselor. • SHAC has an opening for a clinical case manager too, and we are working hard to secure a POC for that position also. • SHAC and GSC ran a group specifically focused on LGBTQA+ mental health support in the spring. SHAC is open to doing this type of collaboration again this fall or later in the year with GSC other Student Life offices. • All SHAC staff have licensure requirements to complete Continuing Education annually. Fulfilling many of those CEUs in areas that increase cultural competency is a shared value and focus among the counseling staff. Such training increases their skill and ability support and connect with students of all identities and intersectionalities. • <u>Examples of such Cultural Competency training this academic year is:</u> <ul style="list-style-type: none"> ○ All counselors and our practicum trainees have watched this 2 hour webinar in September: <u>Racial Injustice and Trauma: How Therapists Can Respond</u> ○ Counselors are reading the book: <u>How To Be An Anti-Racist</u> by Ibrim X. Kendi (they may also join the Student Life cohort on this book) - this is in process ○ Counselors will all participate in in the college wide Anti-Racist Training ○ <u>Examples of such Cultural Competency training in past years include:</u> ○ Workshop by Anita Mandley, MS, LCPC <u>Cultural and Historical Traumas: Invisible Barriers to Healing and Change</u> ○ Book Reading: <u>My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies</u>, by Resmaa Menakem. (he's a Minneapolis therapist) ○ Book Reading: <u>Shifting: The Double Lives of Black Women in America</u>, by Charisse Jones and Kumea Shorter-Gooden
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		<ul style="list-style-type: none"> ○ Student Life Diversity and Equity Training with Anne Phibbs (10 session; 3 hours each)
<p><i>Resources at the Gender and Sexuality Center (GSC) specifically for Black LGBTQ+, non-binary, non-gender conforming, and Black transwomn/femmes</i></p>	<p>Yes</p>	<ul style="list-style-type: none"> ● It is not feasible to always have an array of staff to match every current student identity. All GSC staff receive annual cultural competency training that equips them to support and work with students of all identities and intersectionalities. ● GSC professional staff attend the National Taskforce on LGBTQ Equality's annual Creating Change conference and the regional Midwest Bisexual Lesbian Gay Transgender Asexual College Conference (MBLGTACC). The GSC sponsored 5 students' travel, lodging, food, and conference fees to attend MBLGTACC 2020 in Kalamazoo, Michigan. Each conference offers opportunities for awareness, knowledge, and skill building related to understanding and supporting the experiences of LGBTQIA+ QTBIPOC community members. ● The GSC supports the QTBIPOC House (Henrickson House) and its residents in cultivating a space on campus that centers the experiences of LGBTQIA+ QTBIPOC students at Carleton with a programming budget and support from our LGBTQIA+ Residential Communities Gender & Sexuality Center Associate. ● The GSC Programming Board has launched fall term 2020 in order to provide more spaces for LGBTQIA+ organizations to access advisory and financial support of their programming efforts. The QTBIPOC student group is participating in this program. ● The GSC co-sponsored programming within Africana Studies Week in winter 2019 and tabled weekly in Sayles Great Space in winter 2020 with presentations of Black LGBTQIA+ politicians, activists, creative minds and prominent STEM professionals. ● The GSC co-sponsored guest speaker Minneapolis City Council member, Andrea Jenkins - the first Black openly transgender woman elected to public office in the United States - during Out After Carleton's fall 2019 Family Reunion. ● In spring 2019, Danny Mathews and Brisa Zubia co-facilitated an LTC Book Cohort for James Baldwin's <i>The Fire Next Time</i> as an opportunity for faculty and staff to discuss strategies for supporting students with multiple marginalized identities and to specifically interrogate the notion of anti-blackness and white supremacy within the fabric of American culture. ● In fall 2020, Danny Mathews and Rae Horton co-facilitated an LTC Book Cohort for Janet Mock's premier memoir <i>Redefining Realness: My Path to Womanhood</i>,

		<i>Identity, Love & So Much More</i> as an opportunity for faculty and staff to learn about the intersectional experience of Mock's story as both Black and a trans woman.
<i>Hire a Black staff member in Disability Services coupled with policy reform</i>	Endorse goal of cultural competency	<ul style="list-style-type: none"> • It is not feasible to always have an array of staff to match every current student identity. Disability staff participate in training each year with a focus on cultural competence. Disability staff are committed to support and work with students of all identities and intersectionalities. • Advise convening a meeting with Disability Services Director Chris Dallagher to discuss possible policy reforms of interest to students.
<i>More Black anti-capitalist, anti-sexist, activist keynote speakers for convocations and/or other important ceremonies</i>	Yes, through regular invitation processes	<ul style="list-style-type: none"> • CSA-appointed students sit on the Convocation (chaired by Brisa Zubia), CCCE (chaired by Sinda Nichols), Distinguished Women Visitors (chaired by Carolyn Fure-Slocum) and other College-wide committees and have a direct opportunity to propose names and influence speaker selections. Indeed, one of the specific names identified by the Ujamaa Collective (Ruth Wilson Gilmore) has already been invited to keynote this fall's A&I Convocation. • Student Departmental Advisers may have the opportunity to influence speaker invitations from academic programs.
Demands that currently require further examination and response	(starting summer 2020 and continuing into 2020-21 academic year)	
<i>Show an institutional commitment to support and retain extant Black tenure-track faculty, and make an effort to turn visiting professorships and post-doctoral positions into tenure-track positions</i>	Endorse goal, but must devise effective strategy	<ul style="list-style-type: none"> • Interested students and faculty meet with Associate Dean Al Montero (responsible for coordinating BIPOC faculty recruitment) discuss the College's strategies for recruiting and retaining a diverse faculty and past results in both direct tenure-track hires and position conversions to tenure-track • In light of College fiscal constraints, Dean of the College will consult with the Faculty Curricular Planning Committee on wisdom of (a) making direct tenure-track hires as opposed to position conversions and (b) When faculty lines become open, consider designating them for additional BIPOC hires

<p><i>Immediate establishment of a Black Center on campus and More resources and funds for the Office of Intercultural and International Life (OILL) in order to expand programming and create levels of advocacy, initiatives, and workshops for students of color</i></p>	<p>These two demands are interconnected and should be taken up together. Endorse overall goal of excellent and appropriately-funded community space and programming focused on the needs of Black students but must devise effective strategy</p>	<ul style="list-style-type: none"> • Dean of Students and OILL Director to review OILL staffing, funding, and program focus, with recommendations by the end of August. • Student Life Division to convene focus groups (starting summer 2020) to assess use and impact of Stimson House/Intercultural Center • Continue to push aggressively for renewal of TRIO grant and develop contingency plans to provide needed services to students if grant is not renewed (one year of continuation funding already set aside) • Plans are underway to re-calibrate the focus of the Office of Intercultural and International Life to include more attention and resources for BIPOC students, and discussions about allied staffing are taking place. A more formal plan will be ready shortly. • Benchmarking research is being done to understand cultural centers at our peer institutions.
<p><i>Funding in the form of grants instead of loans for Black low-income students</i></p>	<p>Endorse goal as part of larger effort to make Carleton as affordable and accessible as possible to all low-income students</p>	<ul style="list-style-type: none"> • Admission and Financial Aid offices to examine feasibility of tying loan levels to income. Such models would need to be reviewed by the Admission and Financial Aid Committee (AFAC), with expanded input from relevant staff and student leadership from the BSA/ACA/MOC • Admissions is conducting research on previous scholarship structures and studying current trends in loans and self-help support to understand how our financial commitment to students can be most effectively structured. <p>Other Actions to be taken:</p> <ul style="list-style-type: none"> • Achieving this goal will require substantial additional resources. Carleton’s commitment to meeting the full demonstrated need of all admitted students and to offering only need-based financial aid, have made scholarships <u>the</u> principal focus of the current fundraising campaign and certainly of forthcoming campaigns as well • Complete current \$5M fundraising “matching challenge” for scholarships for low-income and first-generation students (\$276,830 left to go) • Seek to identify donors who might fund additional matching challenges • Admissions is exploring approaches that would affect all low-income students

		<ul style="list-style-type: none"> • Student Financial Services is reviewing the impact of the Carleton Access Scholarship program, in place from 2008-2012, which reduced the loan levels for students whose families were earning less than \$75,000 • Student Financial Services is also reviewing loan levels and overall self-help expectations of students
<i>Invest in Black community-based institutions and end all affiliations (business related or not) with anti-Black corporations vested in the police/prison-industrial complex, the military-industrial complex, the fossil-fuel industry, Trans-national corporations, and gentrification projects</i>	Separate CRIC process available to explore	<ul style="list-style-type: none"> • The College does not hold any direct investments in private prisons or policing. • This series of proposed divestment actions can be taken up with the Carleton Responsible Investment Committee (CRIC), on which CSA-appointed students sit. In fairness to CRIC, however, we would note that Carleton has not heretofore endorsed much narrower calls for divestment, and whether a given company or investment would fall under this list seems indeterminate (e.g., we are not aware of any independent process by which corporations are designated as “anti-Black” or what would qualify as a “Trans-national corporation”).
<i>Faculty and staff are not penalized for supporting Black students</i>	Yes	<ul style="list-style-type: none"> • Such penalization or retaliation is prohibited by the College and will lead to serious consequences. • It would be helpful for Tuesday Group to learn more about the genesis of this demand. • Tuesday Group members will meet with the Faculty Affairs Committee and Human Resources to understand this issue from the perspective of faculty and staff. • Community members are also encouraged to bring forward any specific claims by contacting the Dean of The College’s Office (faculty) Human Resources (staff), or the Ombudsperson (anyone), or by filing a Community Concern Form.

<p>Demands that need to be considered as part of the Inclusion, Diversity, and Equity (IDE) planning process</p>		
<p><i>Implementation of an equity, diversity, and inclusion office that hires professional staff to ensure that the College administration, faculty, and staff are adhering to ethical provisions</i></p>		<ul style="list-style-type: none"> • This must be a fundamental part of an IDE Plan. We need to understand the benefits and drawbacks of various structures through which to drive forward IDE work
<p><i>An endowment for Africana Studies as a secure source of funding to support service learning, research fellowships, Black Studies conferences, and a wide range of programming.</i></p>		<ul style="list-style-type: none"> • The plan will identify academic IDE fundraising priorities for the College. In the meantime, the College’s fundraising staff will continue to be alert to prospective donors or foundations with a focused interest in Africana Studies • Programmatic funding for Africana Studies is also available through other, non-endowed channels (e.g., Dean’s Office, CCCE, Humanities Center)
<p><i>Hire additional staff to support the aims, goals, and mission of Carleton’s Africana Studies program.</i></p>		<ul style="list-style-type: none"> • The plan will identify faculty IDE hiring priorities for the College. In the meantime, the Africana Studies program can rely on existing hiring processes to address current faculty and staff needs
<p><i>Create a mandatory cross-cultural education course within each major focusing on the histories of racism and injustices.</i> or <i>Make it mandatory for students to take at least one course in Africana Studies</i></p>		<ul style="list-style-type: none"> • The plan will identify major curricular innovations needed to advance IDE goals. • The Education and Curriculum Committee will discuss cross-cultural education this fall; if the faculty are willing to take this issue of curricular reform now, this demand could be moved up to the prior “Can be Addressed Immediately” category.

<p><i>The processes of the Community Concern Form be amended.</i></p>		<ul style="list-style-type: none"> • Information from the student survey regarding Community Concern Forms has been received and is being considered.
<p><i>An amendment to the College Statement of Non-Discrimination</i></p> <ul style="list-style-type: none"> ○ <i>The complaint system must be more transparent. Any harassment or discrimination complaint filed against a faculty or staff must be included in their administrative file to be considered for any future employment in senior academic administrative or other leadership positions.</i> ○ <i>Complaints discerning discrimination should only be processed by a team of independent investigators trained in anti-oppression and the history of systemic racism against Black, indigenous, religious and LGBTQ+ communities.</i> ○ <i>The creation of a policy that allows investigation of systemic racism, as opposed to an emphasis on individual actors</i> 		<ul style="list-style-type: none"> • Formal discipline for harassment and/or discrimination is included in an employee’s personal file and is considered in promotion, endowed chair, and other academic decisions, as well as in assessing one’s fitness to serve in a senior leadership role. • Decision-makers in faculty/staff and student disciplinary matters have received antiracist training. • Potential revisions to or new models of College discipline—as well as other non-classroom based aspects of the learning and work experience at Carleton—should be addressed as part of an IDE planning process.

Demands that are not appropriate to implement at this time		
<i>All members on this committee, receive financial compensation.</i>		<ul style="list-style-type: none"> The College meets the full demonstrated financial need of all students. A variety of on-campus jobs are also available for Carleton students, irrespective of need. While recognizing the potential impact and value of student activism (including educational value to the students themselves), as well as the time and energy such activism may entail, the College will not pay students for engaging in activism.
<i>OIIL creates a new position that focuses on Black and low-income students of color needs when transitioning from college into the real world.</i>		<ul style="list-style-type: none"> The Career Center dedicates specific resources to--and runs programs aimed especially at--meeting the needs of BIPOC students. The College will not create an alternative staff or career unit in OIIL. Students are encouraged to meet with R.J. Holmes-Leopold about how the Career Center can better serve BIPOC students.

Additional Actions being taken, independent of Demands

Development of a Community Plan for Inclusion, Diversity, and Equity at Carleton, with a special focus on Black experiences

Additional ideas that Tuesday Group would like to explore

Develop and circulate a summer reading list on racism and injustice, perhaps with an assignment for all members of the community

Cancel classes one day in early fall and do a “teach-in” on racism and injustice (like done post-Katrina); and/or

Coordinate a week-long (or longer) series of academic and co-curricular events focused on anti-racism

CEDI is exploring the idea of an interdepartmental, interdisciplinary set of events that would bring together initiatives being discussed by entities across campus to create a coordinated, College-wide opportunity for engagement and dialogue.

Have the Advisory Committee on Student Life complete its proposal for reconstituting the “first-year reading program” no later than September 2020. The first book should be focused on issues of race/privilege

Expand NSW diversity training to include anti-racism training; develop a multi-year anti-racism curriculum for all students

Create an issue of the Carleton *Voice* on the Black experience at Carleton

The Voice staff has proposed a series of stories over the course of several issues to address the Black experience at Carleton