

Updates to this Action Report as of 4/13 are noted in green text amidst the chart below.

Demand	Reaction/ Response	Initial Actions Taken
Demands that have been addressed	<i>(actions taken by April 13, 2021)</i>	
<i>Carleton makes a substantial donation to small Black businesses damaged in Minneapolis due to looting and vandalism</i>	Agreed. Addressed for now.	<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>	Agreed. Addressed for now.	<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>	Agreed. Addressed for now.	<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. Training took place September 14-15, 2020 and will be ongoing in the future. • 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>Agreed. Addressed for now.</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>Agreed. Addressed for now.</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><i>More Black parents on the Parent Advisory Council</i></p>	<p>Agreed. Addressed for now.</p>	<ul style="list-style-type: none"> • We have revised our recruitment processes to focus more intensively on diversity. 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. • Five of the eight PAC members recently joining the Council are people whose students identify as BIPOC. • 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.
<p><i>Faculty and staff are not penalized for supporting Black students</i></p>	<p>Agreed. Fact-finding has not revealed any current complaints.</p>	<ul style="list-style-type: none"> • Such penalization or retaliation is prohibited by the College and will lead to serious consequences. • Tuesday Group members met with members of 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><i>More resources and funds for the Office of Intercultural and International Life (OIL) in order to expand programming and create levels of advocacy, initiatives, and workshops for students of color</i></p>	<p>Agreed. Restructuring implemented to address these needs.</p>	<ul style="list-style-type: none"> • OIIL has been separated into two offices: the Office of Intercultural Life (OIL) and the Office of International Student Life (ISL). The new OIL office will focus on and have as its top priority meeting the needs of BIPOC students. OIL will continue to advise the cultural houses (Asia, Freedom, and La Casa del Sol) and the intercultural center (Stimson House). Future programming will expand the scope of educational opportunities and resources for BIPOC students, drawing upon themes of cultural education, cultural engagement, and cultural development. A search for a new Director of OIL is underway. The new Director will determine future staffing and programmatic needs of the OIL office. The current ISL Director is holding focus groups to identify programmatic needs and assess staffing for the office.
<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>Agreed. In process.</p>	<ul style="list-style-type: none"> • Such training is being required of all employees in the 2020-21 academic year. • 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 training began in January 2021 and continues through May. • Training for Trustees, key alumni leaders, and the Parents Advisory Council took place on March 6.
<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>Agreed. In process.</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>Agreed. In process.</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

		<ul style="list-style-type: none"> • 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. • We have admitted 17 students from African and Caribbean countries (15 from Africa and 2 from the Caribbean) and as of April 9, 7 of the students have committed to enroll (This compares to 9 students admitted last year and 2 enrolling.)
<i>Resources at SHAC aimed at mental health for Black LGBTQ+, non-binary, non-gender conforming, and Black transwomn/femmes</i>	Agreed. In process.	<ul style="list-style-type: none"> • It is not feasible to always have an array of staff to match every current student identity. SHAC staff receive annual cultural competency training that equips them to support and work with students of all identities and intersectionalities. • SHAC hired Lucy Baquero Oja '09, a Latinx alumna, to fill a Multicultural/BIPOC counselor position beginning in January 2021. • SHAC hired Kenneth Hanna, a Black male, as a Therapist and Multicultural Specialist beginning in February 2021. • In filling the remaining clinical counselor role, SHAC will continue to recruit a diverse workforce.
<i>Resources at the Gender and Sexuality Center (GSC) specifically for Black LGBTQ+, non-binary, non-gender conforming, and Black transwomn/femmes</i>	Agreed. In process.	<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.

		<ul style="list-style-type: none"> 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.
<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 Services staff receive annual cultural competency training that equips them to support and work with students of all identities and intersectionalities. Advise convening a meeting with Disability Services Acting Director, Sam Thayer, 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>	Agreed, through regular invitation processes. Ongoing.	<ul style="list-style-type: none"> CSA-appointed students sit on the Convocation, CCCE, Distinguished Women Visitors 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) delivered the keynote for 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</i></p>	<p>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"> • In Spring term, external consultants will study Carleton’s affinity housing and cultural spaces to assess whether these spaces and associated programs are meeting students’ needs. These experts will advise Carleton on best practices in cultural spaces and make recommendations for improvements to our current programming and facilities. They will also consider and advise on what parts of the Ujamaa Collective’s proposal to establish a Black student center align with Carleton’s desire to better meet the needs of students today. What elements of or ideas in the proposal merit special attention? Their findings will also then be woven into the campus Housing Plan, which is currently under development.
<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 • Completed \$5M fundraising “matching challenge” for scholarships for low-income and first-generation students. • New \$2M “matching challenge” for LIFG students started in January 2021 with the help of donors focused on such students • Admissions is exploring approaches that would affect all low-income students • 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

		<ul style="list-style-type: none"> • 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>The processes of the Community Concern Form be amended.</i>	In process of being studied and addressed	<ul style="list-style-type: none"> • Information from the student survey regarding Community Concern Forms has been received and is being considered. • The clarified goal is to review the College’s response to the CCF. A survey will be distributed at the end of each term to garner feedback from those who have completed a CCF.
Demands that need to be considered as part of the Inclusion, Diversity, and Equity (IDE) planning process		
<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>		<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 is the locus to discuss cross-cultural education; if the faculty choose to take up this issue of curricular reform, this demand could be moved up to the prior “Can be Addressed Immediately” category. • Curriculum innovation grants will target projects to develop new courses or revise existing ones to incorporate issues of diversity, equity and inclusion in the US, including but not limited to: courses that more deeply incorporate the experiences of Black and other BIPOC people; courses that address the history of race and racism and/or the structures and operation of racism; and departmental projects to examine and revise curriculum to more fully incorporate the contributions of diverse groups to their field or discipline.
<p><i>An amendment to the College Statement of Non-Discrimination</i></p> <p>o <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</i></p>		<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.

<p><i>considered for any future employment in senior academic administrative or other leadership positions.</i></p> <p>○ <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></p> <p>○ <i>The creation of a policy that allows investigation of systemic racism, as opposed to an emphasis on individual actors</i></p>		<ul style="list-style-type: none"> • 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.
<p>Demands that are not appropriate to implement at this time</p>		
<p><i>All members on this committee, receive financial compensation.</i></p>		<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.
<p><i>OIIL creates a new position that focuses on Black and low-income students of color needs when</i></p>		<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.

<i>transitioning from college into the real world.</i>		<ul style="list-style-type: none"> • Students are encouraged to meet with R.J. Holmes-Leopold about how the Career Center can better serve BIPOC students.
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Additional Actions being taken, independent of Demands

CEDI is collecting and [posting to its website](#) a list of campus events and resources addressing race, racism, and anti-racism.

Development of a Community Plan for Inclusion, Diversity, and Equity at Carleton, with a special focus on Black experiences—[The Steering Group has been named](#), [has hired a consultant](#), and [is hosting focus groups and implementing online surveys to collect experiences of our community members \(including students, faculty, staff, and alumni\)](#).

[The Voice staff is working on a series of stories to address the Black experience at Carleton. The first such story came out in the Winter 2021 issue](#)

[OIL assessing relevant events and responses for the Chauvin trail and the anniversary of George Floyd’s murder.](#)

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”. 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