MEMORANDUM

Date: November 7, 2017
To: Tuesday Group
From: Joe Chihade and Kathy Evertz, CEDI co-chairs
Subject: Results of CEDI's spring tabling exercise

Background
To fulfill CEDI's charge to "help communicate with the campus about inclusion and diversity concerns and to enhance communication," members of CEDI's leadership board "tabled" from May 23-26, 2017 in Sayles Great Space. We provided handouts to let the community know about CEDI's purpose and what we had worked on throughout the year vis-à-vis the Fall 2016 charge to CEDI. Our main goal, however, was to solicit feedback on how the college was performing vis-à-vis our institutional Statement on Diversity[1].

We asked participants to share their thoughts on color-coded post-its that related to the goals/aspirations embedded in the statement; participants could read others' comments, as well.

A subgroup of the CEDI Leadership Board (LB) met this fall to make sense of the submissions. This group looked at the data from several angles as it classified the comments to draw out dominant themes. Appendices A, B, and C reflect the various approaches.

- Appendix B's classification system shows that most concerns revolved around "minority voices and inclusive practices" (53), "communication and transparency" (36), and "academic freedom/freedom of speech" (15).
- Appendix C's classification system shows that most concerns revolved around "providing a safe living and learning environment" (42), "supporting underrepresented groups" (35), and "attracting and retaining a diverse faculty, staff, and student body" (31).

Executive Summary
In this report, we have mapped the spring comments onto the Fall 2017 Charge to the Community, Equity, and Diversity Initiative to better understand how the spring concerns can inform Tuesday Group's goals for CEDI this year.

In each section, we offer examples of the comments that relate to that item. Below are seventy of the 161 comments (43%) we received via the post-its.

By and large, we believe that CEDI's 2017-18 charge addresses most of these issues, especially with the addition of advising on how best to collect and share information about incidents (such as graffiti) that might occur on campus.

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[1] https://apps.carleton.edu/governance/diversity/statement/

Item 1 of the 2017-2018 Charge
Continue to develop and publish an online map/catalog of diversity resources available to our community. The objective of this project is to look synoptically across all we're doing at the College, finding opportunities to connect efforts, address gaps, and identify places where efforts can be coordinated to increase effectiveness and efficiencies. As its primary audience, CEDI will convey to campus constituencies these resources, opportunities, and potential partnerships. Further dialogue will be needed to determine how this map would be of value or service to secondary audiences.

- I'd love to learn how I can help reach CEDI's goals, what steps can I take to help increase inclusion on campus?
- Create a feedback form on the CEDI website for students to post thought/suggestions.
- I'd love CEDI to provide informational resources to student organizations interested in increasing diversity, like Carleton Ultimate!

Item 2 of the 2017-2018 Charge
Partner with Student Life, the Dean of the College, External Relations, the Vice President and Treasurer, and the President in developing dialogue initiatives across campus.

- Create more forums for discussions about identities often left unaddressed. For example, speaking about religion in contexts outside religious groups and the chapel, bringing religion into larger discussions about diversity.
- It could be helpful to acknowledge different worldviews when talking about religion, politics, etc. instead of assuming everyone has similar ideas.
- Invite and be more hospitable to speakers and maybe even professors with wildly different views and opinions on matters.
- Create a campus wide diversity plan that involves skills, knowledge building outside of "diversity" spaces.
- Have moderated discussions that value people's emotions.
- How can we encourage represented/privileged students to enter discussion spaces/events through OIIL, GSC, TRIO, CEDI?
- Encourage more dialogue between students & professors regarding microaggressions on the part of professors.
- More advertisements on campus about groups that meet informally to discuss topics surrounding diversity.

Item 3 of the 2017-2018 Charge
Consider ways of using community time (common time, convocation) and visiting speakers to advance a goal of building and sustaining community.

- Collaborative spaces where people are made to think & work in group settings I have always found wonderful for understanding and acting your difference. How can this be done in a fashion that both acknowledges the hierarchy of some difference while also allowing open communication?

- Try to bring in a variety of convocation speakers. Potentially poll students to gather interests to gauge people to bring to campus.
- Get everyone to come to convocation!
- We should try and bring in more conservative convocation speakers every once in a while.
- Encouraging conversations! We can read all the books we want, but facing social, racial, socio-economic problems in the face will create a better understanding.
- Have event that involves friendly discussion. In these events, everyone should express their opinions on race or politics and no worry about being silenced or attacked.

Item 4 of the 2017-2018 Charge
Assist in monitoring and communicating actions taken to address issues raised in the 2017 Bathrooms Action Team Report.

- Clearer processes for trans students to navigate name changes, housing, etc. and more gender neutral bathrooms.
- Gender neutral bathrooms in dorms.
- Gender neutral bathrooms in academic buildings.

Item 5 of the 2017-2018 Charge
Continue to track progress on current inclusion initiatives announced in the June 2016 campus communication, which stemmed from community conversations.

Campus Climate: Improving Physical and Mental Health of Students
- Shift to a semester system.
- I think academically we could be better. We need to be better about telling professors to accommodate mental health.
- More support for students going through traumatic events at home or mental health things that interfere with doing quality work.
- More work on work/life balance for staff/faculty.
- Make PE class requirements more inclusive! Less focus on able bodies—healthy bodies AND healthy minds!

Campus Climate: Sexual Misconduct
- Clarify mandatory reporting in regards to sexual assault.
- Have a more transparent process for the title IX sexual misconduct complaints against faculty and staff, for the adjudication process have a panel instead of a single adjudicator. Also an appeals process!
- Hire an advocate for survivors of sexual misconduct.
- Hold people accountable for sexual assault—more than writing essays on it and not just by moving the problem people to different dorms.
- Rape & alcohol culture.

Campus Climate: Socioeconomic Challenges
- More financial support for low-income students—guaranteed study abroad support/living stipends/food security awareness…the college needs to be less like a business and more like a friend in terms of the ways it treats low-income students. Less aid as work-study.
- Need blind aid! I know it might be unrealistic right now but would actually change how college accepts lower-income students.
- Launch and grow the CSA textbook library to make textbooks available for all students!
- Supply chromebooks to all first years.
- CSA Textbook Working Group is hoping to provide support for students with financial insecurities! Would love to hear CEDI's opinions.
- Be more open about the struggles low income first generation student (in and out of TRIO) especially in listening to support needed by these students.
- The college needs to do more to support students who are low income but don't qualify for TRIO—many students struggle to pay fees for textbooks, class fees, etc.
- Try to really get groups like OIIL & TRIO to coordinate with the Annual Fund to provide more mental peer support with financial support as well. Undocumented students don't have access to their services enough because of their status.

#BlackLivesMatter
- Training/equipping white administrators to handle "diversity issues" not just Dean Livingston or OIIL.

Free Speech
- Foster diversity without administration allowing for hate speech. Not allowing for such speech because it is in someone's culture & background.
- I think we need to start over and develop a stronger and more unique base for defining "safe" on campus. A lot of students claim to know what this means but fail to execute this in many social situations.
- Equip underrepresented groups to have constructive, non-accusatory conversations about diversity—truly empower them to communicate and not bully or silence.

The Syrian Refugee Crisis/Islamophobia
- No comments received about this topic.

Continuing Community Conversations
Item 2 of the 2017-2018 Charge takes up this topic.

Item 6 of the 2017-2018 Charge
Serve as a resource for community members and governance bodies that are creating programs or taking actions that reflect the College's ambitions for community, equity, and diversity.
None of the comments pertained to this item.

Item 7 of the 2017-2018 Charge
As always, continue to monitor emerging issues and help Tuesday Group and the campus respond in proactive ways.

<u>Inclusive Practices</u>
- How can alumni be effective allies/supportive to current students? Especially considering the fact that we've all been students but climates and experiences are different & personal? How far reaching is the "Carleton" environment in considering student safety/care from alumni?
- Look into clubs and groups to be more inclusive in the sense of including subgroups of the groups and intersectionalities.
- The College should strive to foster a safe & enjoyable environment for ALL students, no matter WHERE or WHEN on campus.
- Programs such as POSSE and Questbridge along with other college retention programs claim to be bringing groups to campus to be leaders but it appears that once they get to campus the focus on giving them the most safe environment falls short!
- For all departments—yes, even the sciences—have a component of classes that recognizes the conditions of knowledge production and the history of discoveries, and how women and POC are involved and implicated in knowledge production that is predominantly masculine and white.
- Retrain faculty and staff members about race and diversity. Some classroom setting are not inclusive and most of the time professors don't try to make sure that all voices are included in the discussion.
- Provide social engagements without alcohol in order to encourage friendships & support that can be applied to other areas (e.g. classes).
- Training/equipping white administrators to handle "diversity issues" not just Dean Livingston or OIIL.
- I think we need to create opportunities to discuss diversity, ways in which people are hurting, and foster more inclusivity.
- Staff issues in particular such as biweekly staff do not have the same dependent tuition benefits or vacation.
- Making bathroom posters with suggestions for dealing with microaggressions, or common microaggressions that people don't realize are offensive.
- New student week training on diversity and inclusion—how to navigate discussions or microaggressions, implicit bias, etc. Thank you!
- More POC/LGBTQA representation in non-academic settings!
- I feel like our faculty doesn't have enough diversity. Having a more diverse faculty then makes students from under-represented groups feel more comfortable in the classroom.
- In departments that are especially white/male, hire more women and professors of color!
- Establish institutional mechanisms to ensure an increased mixture of diverse faculty. E.g. for it to be required for departments to prepare an evaluation of the diversity of the department for every new hire.

Communication and Transparency
- I think a lot of people who have gone through administration about stuff like racial slurs/sexual assault/feeling uncomfortable in class don't feel actually listened to/cared about.
- Proportionate responses by the college to racist incidents (i.e. all campus emails).
- If the college really supported underrepresented groups, its administration would issue statements in response to, and discipline students involved in racist hate speech on campus.
- Create channels for communications between students and alumni that aren't funneled through the alumni relations office that presents a politically correct message to alumni only.
- As a staff, how do I keep up to date with things happening on campus so that I can be the most supportive?
- I feel as though the support by administration is strictly performative. For the sure reason that all of these situations continue to arise randomly is the same reason why they continually be forgotten from years to years.
- My perception of CEDI is really positive, but I think, to take things a step further, CEDI might want to issues statements considering racist hate speech incidents, seeing as the Dean of Students office and President of the College fail to address such events.

Academic Success
- The problem here is that the students know what is needed (education, HS) but lack faith in themselves because of that same, perhaps public, education.
- We could do a better job at catering to people coming from diverse academic backgrounds and helping ensure that they have the tools to succeed, especially when starting out as freshmen.
- Flexibility within required classes/class struggles.
- CSA Textbook Working Group is hoping to provide support for students with financial insecurities! Would love to hear CEDI's opinions.

CEDI's Role on Campus
- Heard the "What's Next" panels were amazing! Could CEDI serve as a liaison between students who raise concerns about race issues and administration? I know students are really frustrated.
- I'm not sure this is in the purview of CEDI but Carleton needs help addressing its toxic and harmful drinking culture ASAP!