

Community, Equity, and Diversity Initiative

Annual Report 2018-2019

Submitted to the Carleton Community
By Joe Chihade and Carla Zelada, CEDI co-chairs

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About CEDI

Mission

The mission of the Community, Equity, and Diversity Initiative (CEDI) is to improve campus community and promote equity and diversity on campus. This happens by assessing campus climate needs and ideas, providing feedback on diversity initiatives, collaborating with other groups and supporting work already happening across multiple divisions, and initiating new projects to address the priorities and needs of the campus.

Members of the 2018-2019 CEDI Leadership Board

Rhemi Abrams-Fuller, Forum staff representative 2018-2020

Joe Chihade, faculty co-chair through 2018-2019

Chris Dallagher, ex officio, Disability Services for Students

Mimi DeRoses, SAC representative, 2017-2019

Elise Eslinger, advisor, President's Office

Carolyn Fure-Slocum, ex officio, Office of the Chaplain

Babi De Melo Lemos '21, student representative

Danny Matthews, ex officio, Gender and Sexuality Center

Al Montero, ex officio, Director of Advising and Faculty Diversity Recruitment

Éva Pósfay – faculty co-chair elect

Laura Riehle-Merrill, ex officio, Title IX

Meera Sehgal, faculty representative, fall term

Asuka Sango, faculty representative through 2019-2020

Karina Sierra, ex officio, TRIO/SSS

Arianna Varela '21, Student CSA liaison

David Wiles, faculty representative, term through 2018-2019

Carla Zelada, staff co-chair

Brisa Zubia, ex officio, Office of Intercultural and International Life

Lena Stein '21, student office assistant to Elise Eslinger

Introduction

As per the “CEDI’s New Structure and Function” document,¹ which the Tuesday Group approved in May 2016, we submit this end-of-year report, which will also be posted on the CEDI website.

This report

- outlines President Poskanzer’s charge to CEDI.
- explains the progress made on the Diversity Resource Catalogue.
- summarizes the discussions connected to hosting the first year of the website inventorying bias incidents.
- reports on the follow-up of Common Time/Convocation Action Team committee and how that provided context and guidance for the Campus Dialogue Planning Group.
- reports on the college’s progress on the May 2017 recommendations in the Inclusive and Accessible Bathrooms Report.
- explains the concern regarding religious high holidays conflicting with the academic calendar.
- summarizes the discussion about enhancing the effectiveness of the CSA lending library.
- summarizes the discussion of campus communications regarding security incidents.
- summarizes feedback and reflection upon this year’s ice cream social events, designed to solicit input from the campus community.
- includes recommendations for the upcoming academic year, proposed and voted upon by the Leadership Board.

¹ See <https://apps.carleton.edu/governance/diversity/structure/>

Charge to the CEDI Leadership Board for 2018-2019

In fall 2018, President Poskanzer charged the Leadership Board with these tasks:

1. Increase CEDI's visibility through campus outreach and work with Carleton's governance structures. Model ways of leveraging constituency representatives on committees to understand these groups' perspectives and to strengthen communications with constituency groups. 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. Partner, in a consultative role, with Student Life, the Dean of the College, External Relations, the Vice President and Treasurer, and the President in developing dialogue initiatives across campus.
2. Complete the diversity resource cataloguing project by compiling and publishing online a report that offers students, faculty, and staff some examples of diversity initiatives at Carleton and directs community members to places they can go to access similar types of resources. The report should also draw upon the information collected in 2017-18 to identify places for synergies between efforts and advice on areas where duplication might be avoided
3. Host the first year of the web site inventorying bias incidents of concern to the broader campus.
4. Follow up on Common Time/Convocation Action Team recommendations, in coordination with the Convocation Committee.
5. Assess the size and composition of the CEDI Leadership Board now that the new structure has been in place a couple years, with particular attention to the role of *ex officio* members.
6. Assist in monitoring and communicating actions taken to address issues raised in the 2017 Bathrooms Action Team Report.
7. As always, continue to monitor emerging issues and help Tuesday Group and the campus community respond in proactive ways. Help better understand current climate issues (details about which may arise through consortial surveys or other data or CEDI's efforts to listen for and receive input) and consult with Tuesday Group on appropriate responses.

CEDI's Efforts to Fulfill the 2018-2019 Charge

Increase CEDI's visibility through campus outreach and work with Carleton's governance structures, assess the size and composition of the CEDI Leadership Board, and continue to monitor emerging issues and help Tuesday Group and the campus community respond in proactive ways.

We will discuss items 1, 5, and 7 of the charge as a group, as the Leadership Board's work on these has been interconnected. This section will center on approaches the board has taken. Specific issues that have been addressed will be discussed in the final section of this report.

The CEDI board's membership is relatively large and consists of a mixture of long-serving *ex officio* members and rotating representatives. This year we worked on creating procedures and practices within the board that would maximize participation of all members in our meetings and ensure constructive communication with constituency groups on campus. Changes included an opening discussion of expectations and agreed upon guidelines for addressing sensitive issues at board meetings, inclusion of a report from the CSA representative at every board meeting, inclusion of regular opportunities for *ex officio* members to report on issues specific to their offices or constituencies, and continuation of a regular opportunity for any board member to report on "what has happened on campus since we last met." These changes to the meeting format meant more voices were heard on a more regular basis. During the Spring term the board decided to formally open its meetings to visitors and will publish meeting agendas and minutes publicly beginning in 2019-20. These structural changes have significantly improved the board's ability to function efficiently despite its large and diverse composition.

After discussing several possible approaches to increasing CEDI's visibility on campus, the board settled on once a term Common Time "ice-cream socials" where we would distribute handouts describing CEDI's work (along with ice cream) and gather community feedback. While preparing for these events, the Leadership Board made a concerted effort to have a concise, focused, and common response to CEDI's role on campus. Based on the topics most frequently mentioned in the feedback gathered during the Winter event, we scheduled a series of public discussions at the beginning of Spring term focusing on mechanisms for hiring diverse faculty and staff, accessibility, and addressing differences in socioeconomic status. A second ice-cream social event was held during the Spring term. At that event we gathered [more than 200 responses to the question "When at Carleton have](#)

[you experienced helpful discussions, programs, or other work regarding identity, diversity, community, or equity?](#)” The board plans to continue these once a term events next year, using a different prompt to gather feedback each time.

Complete the diversity resource cataloguing project by compiling and publishing online a report that offers students, faculty, and staff some examples of diversity initiatives.

During the 2016-17 academic year, the Leadership board developed a Qualtrics-based survey that asked respondents both to list their “diversity efforts” and to categorize them according to the goals embedded in the college’s Statement on Diversity. We sent this survey to heads of non-academic units at the end of June 2017 and distributed the survey to chairs of academic departments in September 2017. Responses were received from twenty campus offices and twenty-seven academic departments and programs.

Over the course of the 2018-19 academic year, a subcommittee of the Leadership Board analyzed and categorized responses so that a graphic representation of campus efforts would display areas of overlap and potential places for synergy. Our primary goal was to categorize submissions that would highlight effective efforts and initiatives, with a secondary goal of identifying places where units could coordinate to achieve greater efficiencies.

We looked at all 400+ submissions and created categories that represented approaches to satisfying goals in the college’s Statement on Diversity. We crafted, drafted and revised these categories carefully, with special attention to making sure they accurately reflected the efforts submitted and were inclusive of intended diversity goals.

The next step is to solicit help from College Communications so that a graphic can be generated and presented to the campus community. With their assistance, the final product will highlight, in graphic form, a representative sample of activities and processes that reflect the intentional efforts to make all campus community members feel valued. We intend for the examples to be representative, but not comprehensive nor exemplary. That is to say, while most submissions represented both depth and reflection those ultimately highlighted in the graphic should not be seen as outshining other submissions. Rather, our hope will be a finished product that will emphasize variety as opposed to preferential designation for one activity/department/initiative over another. Finally, the completion of this project/graphic is meant to be seen as a snapshot of what was submitted and collected, not an interactive (i.e. hyper-linked) nor “living” document.

We were pleased to see that the responses gathered at the Spring 2019 Ice Cream Social overlapped well with the campus initiatives described in this effort. Substantive efforts to

make Carleton a more inclusive place happen across the institution in a multiple settings and in multiple ways.

Host the first year of the website inventorying bias incidents of concern to the broader campus.

During the 2017-18 academic year, Tuesday Group charged CEDI with making recommendations on the reporting process regarding how, why, and by whom bias incidents, especially when, how, and from whom bias incidents should be reported to the campus. The CEDI Leadership Board formed a subcommittee which gathered information from peer institutions and presented a [set of recommendations](#) to the full board and to Tuesday group. A key recommendation was that incidents should be compiled on a public web site.

[This site \(https://apps.carleton.edu/governance/diversity/bias/\)](https://apps.carleton.edu/governance/diversity/bias/) was launched at the end of Fall term, following refinement of the introductory text ([Appendix A](#)) by members of the Leadership Board and Tuesday group. To date, no incidents have been recorded on the web site. Details of two incidents which sparked campus-wide conversations, neither of which turned out to constitute a threat or bias, are included. To date, the web site has received relatively little traffic or publicity. Regular announcements that inform the campus community of the site's existence are planned for next year.

Follow up on Common Time/Convocation Action Team recommendations, in coordination with the Convocation Committee.

During the 2017-18 academic year, an Action Team was formed to study Common Time and Convocation. The Action team report (See Appendix A of the [2017-18 CEDI Annual Report](#)) was submitted to Tuesday Group in the summer of 2018. The Action Team report highlighted recommendations in regards to both Common Time and Convocation, which included: rejuvenating and promoting the purpose(s) of convocation to the entire community, heightening the visibility of convocation and promoting attendance.

During the 2018-19 academic year, representatives from the Action Team submitted the formal report to the Convocation committee for consideration. Action Team representatives also met with the Convocation Committee in the winter of 2019. Discussion about the recommendations resulted in agreement that some, but perhaps not all, Action Team recommendations could lead to enhancement of the convocation program.

Additionally, the Convocation Committee suggested that reinvigorating Convocation attendance and realizing the intended benefits of the speaker series will require coordination across multiple areas of the college and efforts beyond the committee's purview.

The Action Team's recommendations also provided context and guidance for the Campus Dialogue planning group, which was convened by Dean of Students Carolyn Livingston. This group, which included faculty, staff, and students, including CEDI co-chair Joe Chihade, began meeting in the Spring of 2018 with the goal of creating opportunities for members of the campus community to participate and build skills in meaningful conversations across difference. That group proposed and implemented a framework that used Convocations presentations as the basis for these conversations. Four discussion groups were formed, each of which attended and subsequently discussed three Convocations during Winter term. Feedback gathered from participants reflected enthusiasm with both the conversations and with the way in which the process provided more motivation to attend and more context for the Convocations. The Dean of Students office is planning to reprise these Convocation-centered dialogue groups each Winter term.

Assist in monitoring and communicating actions taken to address issues raised in the 2017 Bathrooms Action Team Report.

CEDI created the Accessible and Inclusive Bathrooms Action Team during the 2016-2017 academic year in response to concerns that emerged during CEDI's fall 2016 Town Hall. That team, led by Professor Marty Baylor, produced a [final report](#) which was included in CEDI's Annual Report 2016-2017. The Tuesday Group endorsed many of its recommendations and in 2017-18 asked CEDI to monitor the College's progress in responding to the [endorsed recommendations](#). The monitoring team, still led by Marty Baylor, has continued its work this year. Members included Marty Baylor (convener), Chris Dallager, Eileen Lower, '20, Barb Tousignant, Nicole Collins, '22, Carolyn Livingston, Fred Rogers, and Steve Spehn. The team provided the following status report on May 26:

The work of our team is being driven by our mandate to monitor the commitment Tuesday Group made regarding inclusive and accessible restrooms and informed by the restroom audit completed last spring. With this in mind, here are some of our major accomplishments over the 2018-2019 academic year:

- During Winter Break, all single-stall restrooms that could be designated as all-gender with no modification were re-signed as such (more than a dozen).
- Facilities spent ~\$20,000 on renovation of restrooms that needed minor modification to be ADA compliant in order to be designated as ADA-compliant and as all-gender when

appropriate (another dozen or so). These restrooms were re-signed as of spring break. [Note: According to building code, single stall restrooms must also be ADA compliant in order to be designated as all-gender with exceptions allowed based on grandfather clauses.]

- Carleton's online map now lists locations of both ADA-accessible restrooms and all-gender restrooms. A newly designed printed version is available as well.
- The College set aside ~\$200K for renovation of Leighton bathrooms to include an all-gender restroom on the 1st floor.
- Res life has made, and continues to make, modifications to its RA training to respond to new issues around restrooms.
- Res life is considering ways to make the process of receiving accommodation and the types of accommodations available more transparent.
- An informal poll of students and faculty regarding concerns related to restrooms was completed during Winter term. Several issues brought up have been addressed (see Winter and Spring 2019 meeting notes [Available on CEDI web site]). Items that we could not get to will be discussed in the Fall.
- Have sought additional ways to get the word out about the work we are doing. Steve Poskanzer has made specific announcements during faculty meetings and we are working with CSA to publicize our work to the student body.

Looking ahead:

- We are looking at renovations to Hulings to increase the size of the women's restroom on the third floor. (Brought up in faculty survey)
- We will look at directional signage around campus to help guide individuals to the closest ADA-accessible and all-gender restrooms when a building doesn't have one. (Brought up during student survey)
- We will look at additional issues not mentioned above related to the faculty and student surveys as well.
- Despite the completion of a broad top-level audit, we are revisiting aspects of the audit as necessary to refine our understanding of certain spaces as we explore opportunities for increased accessibility and inclusiveness of our restrooms.

Monitor emerging issues and help Tuesday Group and the campus community respond in proactive ways.

A variety of issues came to the attention of the board over the course of this academic year through multiple channels, including reports from *ex officio* members, both student representatives, and information gathered at the ice-cream social events.

Rosh Hashana coinciding with the first day of classes

The first day of the classes during the 2018-19 academic year coincided with Rosh Hashana, the Jewish New Year, a high holiday and a work-restricted day. This coincidence also occurred in the 2015-16 academic year. Members of Jewish Students at Carleton (JSC) brought their concerns about the difficulties this caused to Carolyn Fure-Slocum, who compiled and passed them along to the Leadership Board. The board passed a motion to recommend to the Dean of the College Office that major religious holidays be taken into serious consideration when scheduling the academic calendar so that the first day of the fall term does not fall on the same day as such a holiday. Due to the calendar, neither Rosh Hashana nor other major religious holidays such as Eid al Fitr, will be likely to conflict with the start of classes until 2026 or later. However, the next scheduling of Carleton's academic calendar will occur sometime in the next four or five years. In order keep this recommendation on record for future deliberations, the board has sent an email to the Dean of the College office asking that both CEDI's recommendation and the student testimonials gathered by JSC be placed in the Academic Calendars file, so that they will be considered when the academic calendars for future years are constructed.

CSA lending library

An issue of particular concern to CSA this year was management of their textbook lending library. This library, which supplements the TRIO/SSS library and others on campus, is "open to all students for whom buying textbooks is a significant financial hardship," and is considered particularly important for DACA students and others who are not served by TRIO. The library consists of more than 2500 donated books. Storage and cataloging of the books has become an issue for the CSA, especially since many of the books that are held are either no longer or infrequently used for classes. An effort this fall to gather information on textbooks currently in use by directly emailing faculty did not produce a strong response. Arianna Varela '21, the CSA liaison to CEDI, brought the issue to the leadership board's attention and sought advice. Members of the board advised against trying to gather this information piecemeal from individual faculty and suggested finding more efficient approaches. By the end of the year, CSA had compiled a list of books in their library and sent lists to department chairs for vetting.

Campus communication about security incidents

In early November, an all-campus email was sent by Director of Security John Bermel about an incident of harassment and indecent exposure committed by a non-student in Gould library. The same individual was found to be approaching and following students near

campus at the beginning of February, prompting a second all-campus email from Security. One of the student members of the Leadership Board was concerned that these emails did not provide sufficient detail to allow students to take appropriate protective measures and asked the co-chairs to discuss the issue at an upcoming meeting. John Bermel and Dean of Students Carolyn Livingston attended the meeting, provided the board with more information about the incidents and the suspect, and listened to our suggestions. With that feedback in mind, Security sent a third all-campus email a few days later with significantly more information.

Feedback from Winter Ice Cream Social

The Winter Ice Cream Social was a Leadership Board's initiative to "take the temperature" of the climate on campus. We tabled at Sayles during the Tuesday Common Time of fifth week. We spent an equal amount of time explaining our mission and work, sharing the "elevator speech" we had formulated before-hand, and encouraging community members to share their responses to the question "What would you like CEDI to know?" Approximately 40 responses were tabulated, and are included in Appendix B.

Upon discussing the responses, the Leadership Board concluded there were three prominent themes that emerged from the winter tabling efforts. These broad concepts then inspired spring term programming, designed to be all-campus listening sessions. The focus of these three Common Time listening sessions were: mechanisms for hiring diverse faculty and staff; accessibility; addressing differences in socioeconomic status.

Feedback from Spring Ice Cream Social

The Spring Ice Cream Social was an attempt to receive input from the community about positive experiences on campus connected to efforts made by a variety of offices and programming. This was a second tabling effort in Sayles during the Thursday Common Time of seventh week. The question posed was "When at Carleton have you experienced helpful discussions, programs, or other work regarding identity, diversity, community or equity?" This question elicited even more responses than the winter question, with approximately 215 unique responses. Those responses are included in Appendix C. A graphic summary of these responses, in the form of a word cloud (Appendix D), highlights the positive work being done on campus.

Leadership Board members reported strong participation and engaged conversations from this event. Discussion after the event included endorsement for some kind of information gathering exchange such as the ice cream social, or something similar, to continue in the future, with a new question being posed each term.

Proposed changes in the Upcoming Year

We propose that College Council formally approve a name change to Community, Equity, Diversity and Inclusion Leadership Board. After Leadership Board discussion and approval, this name change was proposed in the spring of 2019 but not formally acted upon. The Leadership Board agreed that this slight alteration of name is more representative of established, regular efforts undertaken by the committee.

During the spring term of the 2018-19 academic year, the board decided to formally open its meetings to visitors and will publish meeting agendas and minutes publicly beginning in 2019-20.

Appendix A: Bias Incident Inventory Website Text:

<https://apps.carleton.edu/governance/diversity/bias/>

Inventory of Bias Incidents

Carleton seeks to be a community inclusive of all its members. We are committed to educating students from many backgrounds and perspectives and to building a culture of respectful engagement with each other. As noted in our [Community Standards Policy](#), the College recognizes that each member of this community has the responsibility to treat others with respect, and that discrimination and harassment undermine and detract from real learning.

At the same time, however, expression of controversial ideas and differing views is a vital part of campus discourse. This means that there must be room at Carleton for the articulation of ideas or points of view that some may find offensive, disturbing, unsettling or challenging. While our commitment to academic freedom and broad inquiry supports this expression, it does not support expressions of bias, bigotry, or hate aimed at individuals or groups that are targeted based on perceived or actual characteristics such as race, color, religion, sex, linguistic background, socioeconomic status, national or ethnic origin, disability, citizenship, age, sexual orientation, gender identity or expression, or marital or veteran status.

This website is intended to keep a record of, and to advise the College community about, certain behavior that may constitute a bias incident, including but not limited to: physical battery; personal threats; threatening phone calls, mail, posts on social media, electronic messages, or graffiti; stalking; and vandalism. The website exists to dispel rumors, share reliable information, and make it easier to be attentive to patterns,

Carleton strongly encourages the reporting of all suspected bias incidents and other community standards violations that occur on campus or at college-sponsored events and activities. Any individual member of the Carleton College community should report the incident through the [Community Concern Form](#). If immediate attention is needed, please contact Campus Security (507-222-4444) as soon as possible.

Appendix B: Winter Ice Cream Social Responses

What would you like CEDI to know?

1. Acknowledge that there are stateless and refugee students at Carleton
2. Make Africana Studies a full department (send it to ACC)
3. Pronouns matter
4. POC students and faculty are suffering because they are surrounded by disrespectful people
5. More POC students and faculty
6. Need more POC so the current POC can cope and survive. Otherwise there'll be more suffering.
7. The Student Handbook anti-discrimination policy must be revised. It distinguished between "scientific, well-reasoned claims" about a societal (racial) group and outwardly denouncing that group - this is so concerning.
8. 5th year internship opportunities for international students
9. CEDI should know that Rice County has serious health disparities among minority populations. We should do something!
10. There needs to be a normalization of not being able to afford things. Class is very real here.
11. Acknowledge the prestige of being a POSSE member to wider student body
12. Help out the CSA Textbook Library!
13. Please keep advocating for resources for low-income students
14. By not canceling classes during dangerous weather Carleton is putting students at greater risk of injury based on economic class. Mother Nature doesn't care whether you can afford the right gear for record lows. We should!
15. Accommodating students with fluctuating incomes. If a school can support a student with car repair and not one who needs help buying notebooks and other materials, there's a serious problem.
16. What kinds of conversations are happening RE: accessibility for disability students?

17. Make buildings more accessible
18. Listen to students' concerns, do more for disabled students (especially with accessibility. We need accessible entrances in Laird!)
19. Make campus (all buildings) more accessible for everyone, particularly people with disabilities.
20. Accessibility for students with disabilities
21. Dining Hall policies are non-inclusive towards students with food-related allergies. They should not be forced away from eating in dining halls area just because they cannot be on the meal plan!
22. Thank you for helping to make mental illness and mental health more visible! We appreciate you :)
23. Facilitate more town halls/dialogue between students, faculty, staff, and townies on important current issues like last year.
24. Mandatory and continuous training for faculty
25. Keep your administration accountable (Title IX)
26. I think that faculty and staff need a different or new type of diversity training because I have experienced microaggressions in the classroom.
27. An understanding of the power professors have over students/ an attempt to address it
28. Students need more opportunities to get new perspectives
29. Students need more opportunities to investigate personal stereotypes, biases, and prejudices
30. Taking care of the community in times of duress, such as the polar vortex!
31. You really have to listen to the students and what they need!
32. Staff invested in this initiative and willing to publicly advocate for it (Dan Hernandez did a nice job at his "What Matters to Me and Why event).
33. Acknowledge that there are married students at Carleton
34. Academic accommodations: getting together a comprehensive list of steps student can take

35. Broaden/ accessible info about sick days/missing classes/extensions, etc. Inform people about Deans and Disability Services as resources
36. Recognize the diversity of experiences and social/political backgrounds at Carleton.
37. Carleton needs to destress (about life too)!

Appendix C: Spring Ice Cream Social Post-It Reponses

Spring 2019 CEDI Ice Cream Social Post-it Exercise

Question: When at Carleton have you experienced helpful discussions, programs, or other work regarding identity, diversity, community, or equity?

Co-Curricular

Oil Talks—faculty panel on representation

OIIL Talks and OIIL Events that bring together students from different backgrounds with different identities –always sparks a lot of thoughts!

I've experienced amazing programming around inclusion and equity through the OIIL office!

OIIL talks!

OIIL Talks

OIIL Talks!

OIIL Talks!

OIIL Talks!

OIIL talks

OIIL talks and cultural events!

OIIL International Day Festival was great

OIIL talks and Chili nights

OIIL talks—I just wish I saw more people at these events than just minorities.

OIIL talks and presentations from OPLs

OIIL Peer Mentor program!!!

OIIL retreat

When I worked as an OIIL peer leader. We were taught how to lead discussions on these type of subjects

I've experienced good discussions about diversity, community, and equity in OIIL Talks

When I've attended the OIIL talks about class, diversity, and representation in the media

With my colleagues at OIIL, CCCE, Career Center, CGRS—they are great!

As a Career center Staff member, we try to stay aware of the backgrounds and unique skills that applicants can highlight as they move towards the professional world

The Career Center programs in partnership with TRIO/OIIL

I went to an OIIL discussion on diversity in the media and had some very insightful conversations

OIIL events for the whole campus!

Cultural exhibits at the International Festival

Intercultural Festival! Diverse food, people, experiences

I really love being a part of cultural groups on campus! I really found my space.

When I went to a SWIRL meeting and talked to others about their experiences being mixed

Joint meetings between cultural groups (MSA, ACA, ISSA, MOSAIC)

When with ACA and other cultural groups we unpack a lot of important topics.

I've participated in a group called "Let's talk about it Wednesday" where people of color can talk about "Diversity, Identity, Community, or Equity" from a POC's point of view. It's refreshing.

RISE discussions on Sports Equity

Through RISE athletic program

RISE program through varsity athletics

RISE athletic discussions

RISE discussion on diversity in sports

At the RISE (Ross Initiative in Sports Equity) trainings we discussed ways sports at Carleton could be more equitable and diverse.

The Athletics Department hosts a lot of great events re: community, equity, diversity, etc.

Football Team at Carleton College SEED

Frisbee, Intramural soccer

SEED

SEED Conversations!

SEED discussions

In SEED discussions

SEED discussions with my Frisbee team were very helpful and beneficial to our community

SEED discussion with varsity athletes

SEED discussion with CANOE

SEED discussions

SEED discussions

SEED discussions!

SEED and resource generation workshop

Having SEED come in and work with our Dining Hall managers to work through some inclusion issues

There has been really good SEED dialogues

SEED discussions regarding intersecting identities and reproductive rights groups at Carleton

We had a really good SEED discussion with CANOE about inclusivity in the outdoors community

The Volleyball team had a long discussion about identity and community in our team culture

We had a diversity discussion with my team

As a Carleton College sports team

The convocation dialogue group with students, faculty, and staff provided a space to hear others' perspectives and argue and challenge my own

The Convocation discussion groups

Convo discussion group

At BSA Meetings we discuss issues of equity and inclusion around Carleton College

CCCE programs are super helpful and thank you for all the programming

During training to become a CCCE fellow, and discussing our school's engagement with diverse communities like Northfield and Faribault!

CCCE Office

I have had helpful discussions volunteering and as a program director for Food Recover Network!

One-on-one talk with a student employee regarding diversity and inclusion in sustainability work

Interfaith dialogue through the Council for Religious Understanding

CRU (Council for Religious Understanding)!

Council for Religious Understanding (CRU)—this program has taught me and guided me in having civil, thoughtful, interfaith dialogue!

CRU, some MOSAIC char times & collabs

Council for Religious Understanding!!

Chapel discussion groups that have invited me to speak have been great!

The United Methodist Church debate on GLBTQ—has been a source of introspection

CAN-Do meetings! (5 p.m. on Fridays)

New Student Week when we talked with group members about diversity, I felt inclusion

New Student Week was helpful in all of these areas

The Carl Talks during NSW were a productive way of engaging with privilege at Carleton. Discussing it with a variety of students was super insightful.

I really enjoyed the public discussion on diversity and inclusion at the beginning of New Students Week

In my Hope Center training we focused on community support systems and how to be a part of them

Title IX training

CAASHA

We had Green Dot training, and I appreciated the focus on diversity within experiences.

I have some good experiences with CSA talks around mental health

Mental Health Workshop

Mental Health Awareness Council's event discussing mental health experiences on campus. I thought that was great for destigmatizing mental health issues and helping people feel less alone

The recent Chronic Pain Panel discussion was helpful in understanding how this affects students with chronic pain.

SWAffice's Alcohol CUES program! Great facilitators

OCS events

Carls Talk Back

Carls Talk Back

Carls Talk Back!

RA/Peer Leader Training

RA/Peer Leader Trainings

Study breaks

--Study breaks

Study breaks

During study breaks and RA programs

James Smith '19 came to my floor during a study break and presented a sample of what he was doing for his comps. He read us a children's book called "Mary Wears What She Wants" and we had a discussion about identity.

I think my floor's study breaks and discussion each year have been very beneficial!

On my floor with my RAs

Talking with RAs

TRIO Class Act!

TRIO Class Acts

All within TRIO

TRIO/OIIL talks

Class Race by TRIO

TRIO programs

TRIO talks on issues of socio-economic diversity on campus

Being on my floor, having meaningful conversations with peers

Floor discussions freshman year

As a floor in Watson

Discussions with my roommates while abroad about our various identities and how we were experiencing our time abroad vs. at home and Carleton

Talks with the different interest houses on campus

During Speak Up!

Bring back town hall conversations by students, staff, faculty, and townies.

Student Life hosted a 10-week diversity & equity training for our entire division

NSW! Convos! Philosophy of Sex! And so much more!

New Student Week

I enjoyed the campus conversations that the DOS office spearheaded a couple years ago!

I really enjoyed the Critical Conversations group (and the faculty/staff pilot group I participated in before that). I wish we had those every year.

Community Conversations my freshman year

Community conversations

Campus-wide diversity talks in 2016

Theater of public policy: "Let's talk about sex"—inclusivity and equity in sex education

Sexploration! Theater of Public Policy

Gender Discussion Group and Unpacking Gender workshop

GSC events

Attending programs such as the GSC makes me feel safer with my gender identity and sexuality

Gender & QTPOC House events

At the GSC last year

Posse!

Posse Plus retreats—the hub of conversation and discussion facilitates inclusion

I went to the Posse Plus Retreat, and that is where we had great conversation about all the topics mentioned above. It was a great experience.

Social justice convo speakers

LTC Programming

Multicultural Alumni Board Meetings

Faculty Retreat

Curricular

In classes, almost every term

In my class intro to sociology

During Intro to Sociology

During my Poli Sci class!

Through classroom discussions when we had a guest speaker talking about implicit bias

The funds for students research projects

Many of my classes have included discussions on diversity, specifically in the AMST, WGST, AFST, HIST departments. More students should take these classes

In my education studies class

In Anita Chikkatur's Intro to Educational Studies Class, we worked on building skills to have productive and respectful discussions about issues of identity and equity, which I thought was really helpful.

In my Multicultural Education class with Anita Chikkatur!

My class Race and Politics in the U.S.

Classes like “Beauty and Race in America”

CCST 275

Conversations in Computer Science department to figure out how to be more inclusive to women and minorities

In classes like Black Feminist Thought and African American History!

I took African American Literature, which really focused on and discussed the different paths African American literature followed throughout the history of the U.S.

During my classes in philosophy

Currently in my Islam in the Eyes of the West (an Art History course) we have related our readings to the climate of Carleton

I’ve experienced great class discussion about historical development that relate to several problems.

From the start of my Carleton experience, during NSW and my A&I, Carleton students are encouraged to create a safe space for discussion for all

In my A&I class “Slavery and the Old South” we discussed a lot about inequality and the effects today.

New Student Week and my A&I

NSW—the diversity talk during NSW helped cultivate an inclusive campus

Certain A&I Classes

Including conversations about diversity and inclusion in academic classes

Good discussion during New Student Week—training about importance of diversity

At the Writing Center! I talk to Renata a lot about problems I have understanding my belonging in class settings.

AMST396 and classes in general

IDSC 103!

IDSC 103—One of the best and most important classes I have ever taken. I learned SO much about myself and the communities I am a part of, as well as the socio-cultural structures of the larger communities I live in.

IDSC 103/203

Discussing Diversity Class

IDSC 203: Talking about Diversity—This class provided a safe place to discuss topics of race, ethnicity, sexuality, gender, and so much more related to intersectionality. It led to a lot of great discussion and really opened my eyes. I would highly recommend it to anyone and everyone!!

IDSC253—I love hearing about different experiences that groups of people have

My first-year Civil Discourse Living-Learning Community

Civil discourse freshman floor community

Africana Studies; WGST courses

With certain professors in the SOAN department (especially Constanza)

OCS identities abroad

Chem Department Diversity and Inclusion talks—people really show up!

Physics department Diversity-Tea!

Carleton's FOCUS research gala! I met with other low-income students, and we discussed research and internships.

FOCUS!

CMC Computer Lab

Comps presentations by a student staff member

CAMS Women @ Imminent!

WGST classes

I have talked with students about how their experiences are valid, and they cannot control the prejudice of others

Study groups formed by teachers, working with others to do work and discuss other things

Creative Writing courses

Courses that promote discussion

Intro to LGBT Studies

When classes make an effort to teach curricula that is not dominated by white cis-male lenses!

General

The more conscious dialogue we can have in lab-ish ways about issues that can divide us will help!

Being forced to listen, rather than just talk about what I think about diversity

During meals with friends

Individual conversations with students

I appreciate the opportunities for these conversations at Carleton. Within classes and with my friends, these discussions are present in my everyday life

While not an official program, bonding with my freshman floor was a great way to get to know people from a myriad of distinct backgrounds.

Amongst friends

With friends

Talking with friends about language surrounding gender

In individual conversations with students

In my dorm (4th Musser)

At the dinner table

I had a 4 a.m. conversation with friends about racial privilege

Res life to living in dorms! Making new friends and neighbors at home

Other students

So many conversations with friends

I have experienced helpful discussions about identity and diversity here on campus through everyday, open-minded conversation

Every day at Carleton there seems to be great discussions around identity and community, from just conversations between friends to programs and RA sessions

The bathroom information sheets, which are affirming and inclusive

Discussion with colleagues

Other advice for CEDI

I am happy about the bathrooms project—How about other outdoor, all-campus activities?

It would be cool for CEDI to encourage faculty to engage in Disability/accommodations training/pedagogy

I heard a lot of initial conversation. This is great. More

Generally, I would like to see more places for this discussion

