

Community, Equity, and Diversity Initiative (CEDI) Annual Report for 2016-2017: PUBLIC

*Submitted by Adriana Estill and Kathy Evertz, co-chairs
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Introduction

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

This report

- recaps CEDI’s new structure and function
- outlines the president’s charge to CEDI and describes the Leadership Board’s progress toward meeting the goals therein
- discusses findings from the fall Town Hall
- includes recommendations from the Accessible and Inclusive Bathrooms Action Team
- provides a status report from the Convo Action Team
- includes findings from the spring tabling

We also offer reflections and suggestions for moving forward.

CEDI Function and Structure

In May 2016, the Tuesday Group endorsed a set of recommendations for restructuring CEDI and articulated its goals as follows:

1. CEDI plays a special listening and hortatory role (part of the “conscience” of the college), being attentive to community concerns and raising issues that are not attended to elsewhere on campus. This may include giving voice to student, faculty, or staff concerns. CEDI should help to determine whether and when to do campus climate surveys as part of assessing the state of inclusion and diversity at Carleton. The campus should also be regularly invited to contact CEDI committee members with concerns.
2. In concert with the college’s goals for inclusion and diversity, CEDI’s role should be proactive, educative, communicative, and coordinating.

Members of the CEDI Leadership Board for 2016-17

- Joe Chihade, faculty rep and incoming faculty co-chair for 2017-18
- Chris Dallagher, ex officio, Disability Services
- Mary Dunnewold, ex officio, Title IX
- Elise Eslinger, advisor
- Adriana Estill, faculty co-chair
- Kathy Evertz, staff co-chair
- Andrew Fisher, faculty rep
- Carolyn Fure-Slocum, ex officio, Chaplain
- Laura Haave, ex officio, GSC
- Joy Kluttz, ex officio, OIIL
- Zhi You Koh '19, student rep (spring)
- Chris Lee '19, student rep (fall and winter)
- Saehee Lee '17, student rep
- Al Montero, ex officio, Advising
- Sara Nielsen, SAC rep
- Amy Sillanpa, ex officio, Community Standards
- Erin Updike, Forum rep
- Debby Walser-Kuntz, faculty rep
- Trey Williams, ex officio, TRIO/SSS

- Carly Yu, student office assistant to Elise Eslinger

CEDI's Charge for 2016-17

Introduction

In fall 2016, President Poskanzer charged the Leadership Board with these tasks:

1. Develop and publish an online map/catalog of diversity resources available to our community.
2. Help consider ways that Convocation can be leveraged to bring to campus a diverse set of viewpoints from a variety of perspectives. Recommend ways of engaging the community in public discourse stemming from the ideas presented.
3. In concert with the Dean of Students and External Relations, develop ideas for connecting students with the upcoming elections and movements subsequent to them. How can students becoming active and find their voice on issues of key concern to them?
4. Track progress on current inclusion initiatives announced in the June 2016 campus communication.
5. As always, monitor emerging issues and help Tuesday Group and the campus community respond in proactive ways.

CEDI's Efforts to Fulfill the Charge

Develop and publish an online map/catalog of diversity resources available to our community

We devoted part of fall term to designing a series of questions to send to all departments. Our goal was to “get a sense of everything that the College is doing to become a more equitable and inclusive community.” Through Elise, we asked members of the Tuesday Group to ask their units to send us responses to these questions:

1. What are you doing in your area? [These activities could include: events, programming, hiring processes, community-building initiatives, outreach, professional development (individually and/or collectively), etc.]
2. Of those events, activities, etc., what would you like to publicize to the Carleton community?
3. What would you like to be doing, and what might you need to make progress?
4. What is it important for CEDI to consider in creating an online map/catalog of diversity resources for our campus community?

Responses varied in length and complexity, and it was apparent that not all units had received encouragement to participate with the same urgency or clarity. (For academic departments, for instance, the CEDI co-chairs were eventually invited to attend an April Chairs meeting to explain the project and inspire engagement, but by this point we had decided to change our approach due to the inconsistency of the data.)

The Leadership Board, working with the data we received, considered multiple rubrics for analyzing and ultimately “mapping” departments’ efforts. Finally, the board tested one promising rubric that attempted to categorize efforts in terms of “structural equity” and “spaces of exchange.” (See Appendix B: “Diversity Map Categories, Version 3”) This exercise revealed that the new rubric was insufficient, so we returned to the drawing board in order to figure out how best to gather data and organize it.

Members researched other institutions’ efforts to map their diversity resources, practices, and policies. This task, and the discussion that followed, led the board to reframe the “map” as an “inventory.” This summer, we are sending all non-academic departments a new, streamlined, Qualtrics-based survey that (1) defines the term “diversity effort,” (2) lists the diversity goals embedded in the college’s Statement on Diversity,¹ and (3) asks units to report which of their practices, policies, procedures, and programs support those diversity goals. (See Appendix C: Final Diversity Survey) Academic departments will be asked to complete the survey in early fall.

Help consider ways that Convocation can be leveraged to bring to campus a diverse set of viewpoints from a variety of perspectives; recommend ways of engaging the community in public discourse stemming from the ideas presented

CEDI recruited the following individuals to serve on the “Convo Action Team”:

Jay Beck, Associate Professor of Cinema and Media Studies--Committee Chair
Sara Canilang '19, Student
Joy Kluttz, Director, OIIL
Kerry Raadt, Director of Events, College Communications
Debby Walser-Kuntz, Professor of Biology
Trey Williams, Director of TRIO/Student Support Services

The charge to the team:

Reflecting on past assessments of convocation, consider whether it fulfills its original intentions and our current needs for creating community dialogue among students, faculty, and staff. Assess the full community’s current satisfaction with convo. What are the possibilities for what convo could do, given the resource allocation available? Given the lack of effective public discourse on campus, how can convo play a role in promoting communal and civic discourse?"

Scheduling difficulties challenged the group, which got a late start. See Appendix D: Convo Action Team Report for their end-of-year assessment and recommendations to the group that takes up this work during 2017-18.

Next year we plan to task a new team with continuing this work. While we imagine that they will build on the current team’s initial research and thinking, we also want the next team to explore possibilities beyond those that aim to increase attendance at Convocation.

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

Indeed, we see the work of the following action team to be very important, as questions about how to best use Convocation time/resources dovetail with questions about our uses of Common time. As co-chairs of CEDI we had heard concerns about the overuse of all of these times presumably built into our schedule in order to convoke and build community; as we discussed this report in our final CEDI Leadership board meeting, it was clear that as a group we shared these concerns. The college needs to prioritize spaces and times that matter for all community members.

In concert with the Dean of Students and External Relations, develop ideas for connecting students with the upcoming elections and movements subsequent to them. How can students becoming active and find their voice on issues of key concern to them?

The Leadership Board grappled with how to schedule a useful event in the time leading up to the elections and whether it would be best to wait until winter term. The board shared the belief that it was important to build conversational bridges in the wake of the elections. In the end, four members of the Leadership Board (Carolyn Fure-Slocum, Chris Lee '19, Al Montero, and Erin Updike) took the lead and proposed a series of “What’s Next for the Country?” panels. They invited the public to participate in a four-part discussion series designed to take a closer look at significant national issues in light of the Trump presidency and Republican Congress:

Immigration, Civil & Political Rights, January 17, 2017

Panelists: Benjamin Casper Sánchez '90, an immigration attorney with 16 years of experience litigating before the immigration courts, U.S. District, Appeals, and the Supreme Court; Ian Bratlie, a staff attorney of ACLU-MN; Julio Zelaya, Coordinator of the Greater MN Racial Justice Project of the ACLU; and Michael Minta, an associate professor in Political Science at the University of Minnesota, Twin Cities.

Health Care, February 21, 2017

Panelists: Ashley Hodgson, Assistant Professor of Economics at St. Olaf College; Steve Underdahl, Chief Executive Officer and President of the Northfield Hospital and Clinics; and Sarah Gollust, Associate Professor of Health Policy and Management at the University of Minnesota School of Public Health.

Climate Change and Environmental Policy, April 4, 2017

Panelists: Kim Smith, Professor of Environmental Studies and Political Science at Carleton, will speak about the effort to create a national climate policy, from the 2007 Supreme Court decision *Massachusetts v EPA* to President Trump's recent Executive Order regarding the CPP. She will clarify the legal context and map out some

possibilities for moving forward. Ellen Anderson '82, Executive Director of the University of Minnesota's Energy Transition Lab, will address trends in our energy transition – where we have been, where we are going, and what it will take to get to a functioning low-carbon energy system. Dan Hernández, Associate Professor of Biology at Carleton, will discuss how climate change threatens our conservation priorities.

Foreign Policy, May 4, 2017

Panelists: Greg Marfleet, Chair and Professor of Political Science at Carleton; Hicham Bou Nassif, Assistant Professor of Political Science at Carleton; Jon Olson, Visiting Instructor of Political Science at Carleton and adjunct professor at Metropolitan State University.

Video recordings of all four panels are available on the CEDI website.²

This series of events was remarkably successful, due in no small part to the committee that gathered stellar participants and brought in audiences that drew Northfield residents, students, staff, and faculty. But, in general, CEDI has not been a programming entity. It is worth considering whether CEDI should do more informational programming or whether it should work on more “open” programming (e.g., town hall discussions). Certainly our tabling at Sayles-Hill in the final weeks of spring term confirmed that participants appreciated CEDI's higher visibility due to events like those above.

Track progress on current inclusion initiatives announced in the June 2016 campus communication

Adriana and Kathy met with the Tuesday Group on January 3, 2017 to review the status of initiatives that grew out of the Community Conversations. In preparation, we created a document Appendix E: Community Conversations 2016--Themes and Action Steps. Maintaining an informed CEDI Leadership Board has proven helpful as all members have been in communication with other Carleton units.

As always, monitor emerging issues and help Tuesday Group and the campus community respond in proactive ways

In order to fulfill this mandate, we conducted a town hall in the fall and tabled at Sayles in the spring. This community outreach, designed to inform the community about CEDI's work and to gather feedback on how the college was doing relative to equity, diversity, and inclusiveness--generated work beyond the original charge to CEDI. For this reason, we devote the following section-- Monitoring Emerging Issues: Communication Between CEDI and the Carleton Community—our findings.

² <https://apps.carleton.edu/governance/diversity/events/whats-next/>

Monitoring Emerging Issues: Communication Between CEDI and the Carleton Community

Introduction

CEDI's new structure and function calls for "A larger CEDI-related group [to] meet as needed, and at least at the beginning and end of each year, *to help communicate with the campus about inclusion and diversity concerns and to enhance communication* between the many individuals, groups, committees, or offices working on related issues"³ [emphasis added].

In addition, as noted above, one of the charges to CEDI this year was to "*monitor emerging issues and help Tuesday Group and the campus community respond in proactive ways*" [emphasis added].

This communication and facilitation work happened both formally and informally. Formally, we held a town hall in the fall and tabled in the spring; both events were productive and have provided CEDI with much food for thought and action, which we detail below. In addition to these public events, CEDI maintains a website that provides links to documents (e.g., minutes from CEDI meetings, the revised CEDI structure and function document), videos (e.g., the "What's Next for the Country?" panels), and other relevant materials.⁴

Adriana and Kathy have been informally invited to meetings and/or queried through email about a range concerns. Particularly post-election, the co-chairs felt strongly that immigrant and DACA students' worries were serious enough that they communicated, through visits to Tuesday Group and emails to Elise, these students' needs for greater transparency about what the college could and could not do to offer assistance in regard to larger federal actions taken on immigration, DACA, and travel bans.

At the minimum, the students, and CEDI wanted the college to fulfill its promise of creating a website that would detail college and general resources for undocumented/DACA students.⁵ The college's response seemed minimal. The website (https://apps.carleton.edu/campus/dos/daca_support/) lists three events (all of them now past, and two out of three organized and run by DACA students) and three external resources without details of why or how these resources might be useful.

³ <https://apps.carleton.edu/governance/diversity/committee/structure/>

⁴ <https://apps.carleton.edu/governance/diversity/>

⁵ Pomona: <https://www.pomona.edu/administration/pre-health/explore/undocumented-and-documented-student-resource>; Dartmouth (with recent developments): <http://www.dartmouth.edu/~ovis/daca.html>

In the spring term, informal communications with the co-chairs have centered on what a diverse set of community members (faculty, staff, students) variously describe as “transparency” issues. In our view, these concerns are not new, but spring term brought them to a new volume, perhaps because of a number of official emails that were sent to the community.

The concerns center on the perceived disconnect between information and process. In our final CEDI Leadership Board meeting of the year, members discussed these concerns and agreed that (a) information is always welcome; (b) but the information tends not to be linked to next steps. For example, the email concerning the alleged hazing incident provided no timeline for the appeals process (or if there wasn’t one, a timeline for the next informational email) or information about when/how involved faculty/staff might be notified of the process moving forward. Most individuals who talked to us sought a *transparent process*, but community members wanted these informational emails to also reiterate/establish community values.

Given the discontent that we are hearing from a variety of sources, we urge the administration to respond by (a) recognizing the lack of transparency and (b) setting up a protocol for communication that would address this issue.

Fall 2016 Outreach

To fulfill the expectations of CEDI Fall 2016 outreach, we organized a town hall. It was held at common time on October 25, 2016, in the hopes that it would draw a wide variety of students, staff, and faculty. Lunch was available for the first 75 attendees. Approximately 65-70 people attended, including the CEDI Leadership Board, with members facilitating conversation and taking notes at each table.

Adriana and Kathy first provided an overview of CEDI’s structure and function, and explained the reason for holding the town hall. They also distributed a handout with the town hall’s agenda (see Appendix F: Town Hall Agenda).

Each of eleven lunch tables in Great Hall had a designated topic of discussion, and participants were asked to join a table corresponding to a topic of their interest. Topics were determined from the 100 responses received to the pre-event query (online and via post-it note boards stationed around campus) regarding campus issues of concern to the community. Those issues were:

- academic freedom/freedom of speech
- all-gender bathrooms
- allyship
- communication and transparency
- conflict resolution
- disability
- faculty/staff gaps
- minority voices and inclusive practices

- sexual violence
- social media
- socioeconomic class

Participants at each table were asked to answer the same two questions: Given some of the concerns outlined by the survey results (about this topic), what ideas do you have for next steps? How should we move forward?

After the town hall, Elise and her student office assistant, Carly Yu, compiled all comments from attendees. Adriana and Kathy shared these results with the Tuesday Group on June 7 (see Appendix G: Town Hall Results). The Leadership Board also reviewed the results, which led to the formation of the Accessible and Inclusive Bathrooms Action Team.

Fall Outreach Outcome: Accessible and Inclusive Bathrooms Action Team

Following our first town hall and the clear message we received to address the issue of accessible and inclusive bathrooms, we constituted an action team to:

- review best practices, recommendations, and legal requirements regarding inclusive and accessible bathrooms as articulated by relevant organizations, experts, and agencies (e.g., OSHA, U.S. Department of Labor, state and national building codes and regulations, LGBTQA+ groups, ADA), paying attention to bathroom location, design, and signage
- review Carleton's existing facilities and assess what the college needs, in light of the above
- make recommendations to the CEDI Leadership Board

Action Team Members:

- Marty Baylor, Associate Professor of Physics -- Chair of action team
- Chris Dallager, Director, Disability Services for Students
- Laura Haave, Director, Gender and Sexuality Center
- John Mathews, Project Manager/Owner's Representative, Facilities
- Mario Winburn, Assistant Director Alumni Annual Fund, Alumni Annual Fund Office
- Audrey Kan '18
- Eileen Lower '20

The Leadership Board received the action team's report in late May 2017. At the final CEDI Leadership Board meeting of the academic year, we made some minor revisions, accepted the report, and it is hereby forwarding it to Tuesday Group with the board's backing. (See Appendix H: Accessible and Inclusive Bathroom Team Executive Summary) *As CEDI co-chairs, we want to underscore the Leadership Board's enthusiastic endorsement of this report and strongly urge the administration to take actions where possible, and where actions are not possible, to*

communicate to the community the obstacles to such actions.

Spring 2017 Outreach

By spring, the co-chairs realized that another one-hour town hall would be insufficient for recapping CEDI's work for the year and seeking additional community input. Instead, they spoke at the May 17, 2017, Quarterly Meeting, as well as at the May 23, 2017, College Council. These venues also gave the co-chairs an opportunity to advertise the board's upcoming tabling at Sayles during the week of May 22-25, 2017.

Tabling at Sayles gave CEDI another opportunity to report on its work to the broader community (See Appendix I: Tabling Handout). It also gave the board a chance to collect input from the community with regard to the college's effectiveness in addressing the seven diversity goals/aspirations embedded in the Statement on Diversity. Appendix J: Tabling--All Comments lists every comment CEDI received in response to this exercise.

Reflections, Challenges, Concerns, and Suggestions for 2017-18

Inclusive and Accessible Bathrooms

We cannot overstate how important it is to the Carleton community that the report from this action team be taken seriously and that there be an audible, visible response from the administration.

Communication Flow

The Tuesday Group has been generous with invitations to the co-chairs to share what we and the Leadership Board are hearing and learning from the community, and we are grateful for those opportunities. What makes our job challenging, though, is our inability to close the feedback loop with campus constituents. We do not know, for instance, what the Tuesday Group or its individual members do with CEDI's input and suggestions. What decisions and actions are made as a result of the information we share?

As co-chairs, we are concerned that, given the communication system that currently exists between CEDI and the Tuesday Group, "diversity concerns" may come to the fore in Tuesday Group only occasionally, rather than being woven into the overall fabric of our institutional work. Instead of promoting diversity and equity issues as part of everyone's work at the college, one of President Poskanzer's goals in restructuring CEDI, these concerns may appear as afterthoughts, at worst, and points of information (rather than action items), at best.

CEDI certainly understands that part of its role is to "[be] attentive to community concerns and [raise] issues that are not attended to elsewhere on campus." But CEDI's role in the community should not be limited to a unidirectional flow of information to the administration. If CEDI is to be regarded as a vital governance presence, CEDI should receive feedback on whether and how the information it provides and the reports it submits have an impact on policies, practices, and procedures that are consequential for community members.

What we as co-chairs are calling for is the ability to fulfill a critical part of our mandate, which is to "help communicate with the campus about inclusion and diversity concerns and to enhance communication between the many individuals, groups, committees, or offices working on related issues."

Regular, Consistent CEDI Leadership Board Participation

We have found it challenging to settle upon a regular meeting time that does not conflict with other important college business. For example, nearly a quarter of CEDI board members also serve on the Title IX Lead Team, which occasionally met last year at the same time as, or overlapped with, CEDI board meetings. Finding a time for the entire board to meet, discuss, and remain in the loop is difficult.

Recognizing the Work of the Leadership Board and Action Teams

Thanks to our (the co-chairs') opportunities to meet with Tuesday Group, we feel that our voices and time have been valued. However, we are not convinced that the board members and those who serve on action teams feel that their work, which in some cases has required a significant time commitment, is appreciated or recognized. We know that board and action team members find their contributions personally gratifying and useful, but we have heard from many that they feel overextended and wonder whether their efforts will create meaningful change.

One small way that Tuesday Group could help mitigate these concerns is by communicating appreciation, ideally indicating what information was particularly of value, to members of action teams that submit official reports. However, much more important and motivating would be to respond to these reports in official, visible ways so that those who have spent so much time doing research, collecting data, crafting thoughtful suggestions, etc., might see that their labor was meaningful to the college.

Appendix A: The Community, Equity, and Diversity Initiative (CEDI) Structure and Function

The Community, Equity, and Diversity Initiative (CEDI) Structure and Function May, 2016 (revised 5-24-16)

Tuesday Group discussed the April 2016 recommendations of the CEDI Structure and Functionality Action Team with CEDI co-chair Adriana Estill. (Staff co-chair Mary Amy was on medical leave but expressed her support for the Action Team's proposal.) Following this discussion, Tuesday Group endorsed the Action Team's recommendations and has come to the following decisions regarding the future structure/function of CEDI.

CEDI's Roles:

1) CEDI plays a special listening and hortatory role (part of the "conscience" of the College), being attentive to community concerns and raising issues that are not attended to elsewhere on campus. This may include giving voice to student, faculty, or staff concerns. CEDI should help to determine whether and when to do campus climate surveys as part of assessing the state of inclusion and diversity at Carleton. The campus should also be regularly invited to contact CEDI committee members with concerns.

2) In concert with the College's goals for inclusion and diversity, CEDI's role should be proactive, educative, communicative, and coordinating.

Annual Charge:

CEDI will be charged annually by the President (in consultation with the Tuesday Group and College Council) to attend to issues of particular import to the community. These issues may be drawn from work related to campus climate, diversity, and identity that is happening across the College. This annual charge will help to give CEDI leadership clarity and flexibility.

A report from CEDI should be sent to the President and College Council at the end of the year and posted on CEDI's website for the sake of clarity and transparency.

Advisor:

For the sake of continuity and connection, a CEDI Advisor will be appointed at the level of Associate Vice President and Chief of Staff to help provide links to the Tuesday Group and augment the visibility for CEDI, demonstrating the high priority of inclusion and diversity to the campus community. The CEDI Advisor will:

- Work with the co-chairs to help CEDI develop and communicate an evolving vision of diversity and inclusion at Carleton
- Help the co-chairs encourage and weave together various campus initiatives on diversity
- Counsel the co-chairs on the collaborative nature of their partnership in this work
- Serve as a liaison between the President's Office, Tuesday Group, and the co-chairs
- Advise the co-chairs as needed on CEDI's work and plans
- Be the keeper of historical memory on previous decisions and projects
- Help as needed and possible with projects or events
- Facilitate administrative support in the President's Office for CEDI.

- Work with the supervisors of staff co-chairs to ensure support for the full participation of the staff member

CEDI Co-Chairs:

CEDI will be co-chaired by a faculty and staff member in two-year, staggered terms. Each of these co-chairs will serve one year as a future chair-designate on CEDI, prior to their two-year leadership roles (a time during which orientation, conferences, and training can occur to prepare them for leadership of the group). The faculty and staff co-chairs, as well as the future chair-designates will be appointed to their respective positions by the Tuesday Group, in consultation with the FAC (faculty) and SAC/Forum (staff).

The tenured faculty co-chair will have a course release. The staff co-chair will receive a stipend and will be given the flexibility and support to make some adjustments in their responsibilities to create time for CEDI. Neither will serve as CEDI Action Team leaders or members; their role will be primarily to coordinate, communicate, and lead CEDI's efforts.

The responsibilities of the co-chairs include working collaboratively and in equal partnership to:

- Help CEDI develop and communicate an evolving vision of diversity and inclusion at Carleton
- Encourage and help to weave together various campus initiatives on diversity
- Prepare the agenda and lead the bi-weekly CEDI leadership board meetings
- Work with Action Team coordinators to monitor progress towards goals
- Plan the bi-annual larger CEDI meetings and other expanded CEDI meetings as needed
- Regularly communicate with campus constituencies about CEDI's work
- Disseminate information to the entire campus community, and act as contact people for questions
- Keep up-to-date on developments in the areas of diversity, equity, and inclusion in higher education
- Suggest possible leadership nominees to CEDI
- Work closely with the CEDI Advisor and report regularly to the President and Tuesday Group.

Membership/Meetings:

Two faculty members, one bi-weekly staff member, one exempt staff member, and two students will be selected as at-large CEDI leadership board members by the faculty, SAC, Forum, and CSA, respectively. The faculty at-large members will be selected by the FAC.

The CEDI leadership board will meet bi-weekly. The leadership board will consist of the six elected at-large members, the Advisor of CEDI, the co-chairs (present and future), and *ex officio* members from the Dean of Students office (e.g., the Coordinator of a potential Bias Incident Response Team), the Director of Faculty Diversity Recruitment, OIL, GSC, TRIO/SSS, the Chaplain's Office, Disability Services, and the Title IX Coordinator.

As is now the case, "Action Teams" may be formed around particular concerns and/or recommendations. The Action Teams will be evaluated each year to determine whether they should continue or whether different Action Teams should be created.

A larger CEDI-related group will meet as needed, and at least at the beginning and end of each year, to help communicate with the campus about inclusion and diversity concerns and to enhance communication between the many individuals, groups, committees, or offices working on related issues.

CEDI will report to College Council.

Resources Needed:

The CEDI website will be the focus of enhanced and updated information in order to communicate more effectively with the campus.

CEDI may draw upon its current budget (\$2,800 in FY16) to fund conference participation, trainings, projects, lecturers, facilitate campus conversation, etc. For larger one-time projects or events, CEDI leadership should speak to the President or other relevant offices (e.g., the Convocation Committee). Additional base budget requests, substantiated by the specifics of the initiatives being considered, will be considered by Tuesday Group.

Administrative support (in the form of a student employee) will report directly to the Advisor, with regular check-ins with the co-chairs.

Assessment:

This structure and its substantive results will be re-assessed by Tuesday Group at the end of the 2017-18 academic year to determine whether it is meeting the needs of the community.

Appendix B: Diversity Map Categories, Version 3

**Diversity Map Categories
Version 3**
(incorporating input from 2/20 CEDI Leadership Board meeting)

	Structural Equity¹	Spaces of Exchange²
Carleton Statement on Diversity	“Carleton has a responsibility to educate talented and diverse students, and we have a strong commitment to underrepresented groups.”	“Carleton students must meaningfully encounter difference in order to grow personally and live fruitfully in society and contribute to its work.”
Faculty/Staff	Fair work environment	Academic Freedom
Support	Loaner laptops ESL writing support GSC as safe space	Interfaith group
Learning	Diversity training for peer leaders Green Dot training	Lectures on Islam Spring break trip
Activities and Programs (things to participate in)	Some CCCE programs	International student fair

¹ Affecting People

² Addressing Diversity of Thought (we might separate events/programs that are “available/offered” from those that are “required.”)

Informational (things being done that people can't join)	Financial aid policy of meeting full need	
Personnel practices	Faculty recruiting Bon Appetit hiring program	

Submissions that don't fit in the categories above:

Notes:

*The entire diversity effort has a component is about creating community, so a separate category for "community" did not seem necessary

*Determining how to address faculty and staff requires further discussion. Ideas include:

- a category in a cross-cutting 3-D version of the chart above, which considers how various constituencies are impacted by each of these initiatives
- a separate grid to identify resources geared toward faculty and staff vs. students

Appendix C: Final Diversity Inventory Survey

Q1 Thank you for participating in this CEDI survey. Your response would be appreciated by September 1, 2017. Note: You may save your work and return to it later to edit and/or add to your text.

Q2 Name of person completing this survey:

Q3 Your department (if it's not listed, please use text box below)

Q4 If your department doesn't appear on the drop-down list above, please list it here.

Q5 Your division (to whom does your department report?)

- Admissions and Financial Aid (Paul Thiboutot) (1)
- Dean of the College (Bev Nagel) (2)
- External Relations (Tommy Bonner) (3)
- President's Office (Steve Poskanzer) (4)
- Student Life (Carolyn Livingston) (5)
- Treasurer (Fred Rogers) (6)

Q6 This survey asks you to detail the efforts your department is making to support one or more of the diversity goals and aspirations embedded in the college's Statement on Diversity:

1. Educate talented and diverse students
2. Support underrepresented groups
3. Create opportunities for students to meaningfully encounter difference so they can grow personally and live fruitfully in society and contribute to its work
4. Create and affirm a culture of respect for people in all aspects of their lives
5. Provide a welcoming and safe living and learning space (recognizing that a liberal arts education can involve discomfort and disagreement)
6. Foster diversity of thought and open exchange of ideas
7. Attract and retain a diverse faculty, staff, and student body

Department diversity efforts can include campus activities, programs, initiatives, processes, politics, mission statements, and/or events related to diversity, culture, inclusion, and social justice. Efforts may relate to demographic factors of race, ethnicity, age, gender, generation, sexual orientation, nationality, regional identity, linguistic background, disability, political ideology, regional identity, socioeconomic status, and intersectionalities among all of these.

See below for a few examples.

Q7 "The Chapel works with various religious and cultural student groups to plan celebrations around most of the major holidays of each large tradition" could address 2 and 3 above.

“[The Dean of the College office has] a faculty hiring process in place that emphasizes using strategies for hiring diverse candidates. In addition, [an associate dean visits] departments to discuss the ways in which implicit and/or unintentional bias can arise during searches and interviews and how to counteract bias, should it emerge during a search” could address 7 above.

“ITS staff members and other campus staff members are on a name/gender focus group with the vendor that provides The Hub. There is little we can do about storing both a legal and a preferred gender in the system without vendor-created changes to the product’s database, so we are investing in advocacy and keeping our voice heard regarding the need for change” could address 2, 4, and 5.

“Bon Appetit...employs workers from Epic Enterprises at both LDC and East Dining Hall. Epic provides meaningful work experiences for intellectually challenged people and Bon Appetit at Carleton partners with Epic to hire their clients” could address 3 and 4 above.

“If/when a student needs additional [financial] support the Business Office works with the SFS Office to address available resources and in most cases can find a solution that meets the needs of all parties” could address 1, 2 and 7 above.

Q8 Click here for a PDF that defines "diversity efforts" and lists the goals embedded in the college's Statement on Diversity. In the spaces below, detail efforts your department is making to address one or more of the diversity goals.

Click on the goal(s) each diversity effort addresses								
	Brief description of diversity effort (1)	Educate talented & diverse students (1)	Support under-represented groups (2)	Create opportunities to encounter difference (3)	Create a culture of respect (4)	Provide a safe living & learning environment (5)	Foster diversity of thought (6)	Attract and retain diverse faculty, staff, and students (7)
1 (1)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 (2)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 (3)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 (4)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 (5)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 (6)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 (7)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 (8)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 (9)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 (10)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9 Please use the space below if you would like to provide additional information about any of the diversity efforts listed.

Q10 Are there additional efforts to describe?

- Yes (1)
- No (2)

Condition: No Is Selected. Skip To: End of Survey.

Q11 Click here for a PDF that defines "diversity efforts" and lists the goals embedded in the college's Statement on Diversity. In the spaces below, detail efforts your department is making to address one or more of the diversity goals.

Click on the goal(s) each diversity effort addresses								
	Brief description of diversity effort (1)	Educate talented & diverse students (1)	Support under-represented groups (2)	Create opportunities to encounter difference (3)	Create a culture of respect (4)	Provide a safe living & learning environment (5)	Foster diversity of thought (6)	Attract and retain diverse faculty, staff, and students (7)
11 (1)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 (2)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 (3)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 (4)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 (5)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 (6)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 (7)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 (8)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 (9)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 (10)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12 Please use the space below if you would like to provide additional information about any of the diversity efforts listed.

Q13 Are there additional diversity efforts to describe?

- Yes (1)
- No (2)

Condition: No Is Selected. Skip To: End of Survey.

Q14 Click here for a PDF that defines "diversity efforts" and lists the goals embedded in the college's Statement on Diversity. In the spaces below, detail efforts your department is making to address one or more of the diversity goals.

Click on the goal(s) each diversity effort addresses								
	Brief description of diversity effort (1)	Educate talented & diverse students (1)	Support under-represented groups (2)	Create opportunities to encounter difference (3)	Create a culture of respect (4)	Provide a safe living & learning environment (5)	Foster diversity of thought (6)	Attract and retain diverse faculty, staff, and students (7)
21 (1)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 (2)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 (3)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 (4)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 (5)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 (6)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 (7)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 (8)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 (9)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 (10)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q17 Please use the space below if you would like to provide additional information about any of the efforts listed.

Q18 Are there additional efforts to describe?

- Yes (1)
- No (2)

Condition: No Is Selected. Skip To: End of Survey.

Q19 Click here for a PDF that defines "diversity efforts" and lists the goals embedded in the college's Statement on Diversity. In the spaces below, detail efforts your department is making to address one or more of the diversity goals.

Click on the goal(s) each diversity effort addresses								
	Brief description of diversity effort (1)	Educate talented & diverse students (1)	Support under-represented groups (2)	Create opportunities to encounter difference (3)	Create a culture of respect (4)	Provide a safe living & learning environment (5)	Foster diversity of thought (6)	Attract and retain diverse faculty, staff, and students (7)
31 (1)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 (2)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 (3)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 (4)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 (5)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 (6)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 (7)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 (8)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 (9)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40 (10)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20 Please use the space below if you would like to provide additional information about any of the diversity efforts listed.

Q21 Are there additional diversity efforts to describe?

- Yes (1)
- No (2)

Condition: No Is Selected. Skip To: End of Survey.

Q22 Click here for a PDF that defines "diversity efforts" and lists the goals embedded in the college's Statement on Diversity. In the spaces below, detail efforts your department is making to address one or more of the diversity goals.

Click on the goal(s) each diversity effort addresses								
	Brief description of diversity effort (1)	Educate talented & diverse students (1)	Support under-represented groups (2)	Create opportunities to encounter difference (3)	Create a culture of respect (4)	Provide a safe living & learning environment (5)	Foster diversity of thought (6)	Attract and retain diverse faculty, staff, and students (7)
41 (1)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 (2)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 (3)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44 (4)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45 (5)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46 (6)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47 (7)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 (8)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49 (9)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50 (10)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q23 Please use the space below if you would like to provide additional information about any of the diversity efforts listed.

Appendix D: Convo Action Team Report

Convo Action Team – End of year assessment and recommendations

Starting in the middle of winter term 2017, the Convo Action Team was able to meet three times to discuss the function of Convo on campus and its place in the Carleton experience. The following is a preliminary assessment of the discussions that emerged in those meetings and some recommendations for continuing the Convo Action Team in the upcoming academic year.

Even though Friday morning Convocation has been a part of the Carleton experience for seventy years, there has not been a formal assessment of Convo during that time. The Action Team set as its first task the challenge of how to assess the function and efficacy of Convo. What seems like a relatively simple task turned out to be much more complex when we considered the various perspectives on Convo and its function. On a basic level we wanted to look beyond the tradition of the Friday Convo to think about what function it serves today and perhaps what role it can play in the future. We realized that the idea of a regular community gathering does not have the same function in 2017 as it did in 1947, and that we needed to consider four related aspects in conducting a survey: 1) how often students, faculty, staff, and the local community attend, 2) why they attend Convo (and, of course, why they do not attend), 3) what the Convo experience means to them, and 4) how Convo might change to better connect to campus concerns and climate. Therefore first we sought a way to gather this information and second we considered the current and future function of Convo.

Regarding the idea of a survey, we started with the need for asking Friday attendees their thoughts about Convocation. We developed a short form that solicited information about the attendees' relationship to the college (student, faculty, staff, alum, community member, visitor) and some basic questions about why and how often they attend. We also included four numerically scored questions based on the following goals of Convocation:

- Does Convocation stimulate thinking and promote discussion?
- Does Convocation have broad interest for you as an audience member?
- Does the slate of convocations for the year cover a wide range of disciplines?
- Does Convocation include diverse perspectives?

We distributed the survey to Convo attendees on Friday, 5/12, and in the process only received about 50 responses yet the results from this preliminary survey were clear. Most of the attendees were students who came to Convo regularly, attending between 5-8 Convo sessions a term. Nearly all respondents ranked the first two questions as either 4 or 5 (5 being "strongly agree"), yet the third question ranked somewhat lower and the fourth question averaged a response of 3 with several 2's and the occasional 1 ("strongly disagree") being recorded.

Based on this thumbnail sketch of a survey, from the regular Convo attendees it does seem clear that the majority found that Convo held strong interest for them and that it did stimulate thought and discussion, although this may be expected from the cross-section of students who attend Convo regularly. What is surprising, however, is that the latter two questions received lower ratings and in particular there seems to be a sense that students may perceive Convo as not presenting a diversity of perspectives in its speakers. In the free response question, which asked for suggestions to improve the Convocation program, the common comments were that students requested more speakers from the sciences specifically and a broader range of topics in general.

In addition, there were comments asking for more diversity from the speakers themselves and topics that address cultural diversity.

While this does provide us with a snapshot of what students who attend Convo regularly think, the larger question that emerges from this survey is what are the reasons why students do not attend Convo? Polling regular attendees will show what they value and why they keep coming back, but there needs to be a way to discover why students either attend casually or do not attend at all. While we on the Action Team speculated many reasons, ranging from over-commitment to an increasing disconnect between speakers and the lived experience of students, a more systematic survey is needed to discern student opinions. We therefore urge CEDI to continue the Convo Action Team in the fall so we can work with Carol Trosset to develop a broad ranging survey (or related targeted surveys) that can be sent out to current students, faculty and staff, and alums to gauge their opinions about how Convo fits into the Carleton experience.

The Action Team also brainstormed several different strategies to increase attendance at Convo, to continue the conversations started by the Convo speakers, and to connect Convo to communal and civic discourses. We were in general agreement that the speakers are of a consistently high quality yet attendance often lags behind expectations. While it makes sense to record Convo for future viewing, we feel that there needs to be an “added value” to attending that cannot be gained simply by watching a video stream. Therefore, in no order of preference, we considered the following strategies:

- cultivate Convo speakers in relation to upcoming classes to ensure that the presentations will connect with course materials and activities,
- encourage student groups to propose Convo speakers or topics that will appeal to their members and their interests,
- develop workshops around topics presented in Convo to either prime the conversation on campus in advance of the speakers or to continue the conversation after they leave,
- invite relevant community partners to meet with Convo presenters,
- offer more opportunities to interact with Convo speakers during lunches or dinners,
- write a Broadening the Bridge grant to have at least one Convo in the fall and spring coincide with a visit from a Convo speaker to both St. Olaf and Carleton,
- send an email from the Dean’s Office to the general campus actively encouraging students to attend Convo and discouraging the scheduling of academic activities or work hours during Convo time,
- continue the weekly reminder emails about Convo topics and presenters,
- experiment with the Convo format, such as shortening the presentations to leave more time for conversation, inviting multiple presenters for a roundtable on a topic, and including performances as an option,
- develop the fall Convo speakers in conjunction with A&I courses and instructors, perhaps offering a broad umbrella topic that can be addressed from multiple perspectives while appealing to many of the A&I courses,
- use RAs as peer leaders to foster a sense of community in first years by attending Convo regularly,
- plan Convo schedules far enough in advance so that faculty can build their course offerings and topics around future presentations.

Based on the conversations that developed in the Action Team meetings, and with Amel and Adrienne from CCCE, we recommend that the Convo Action Team continue its work next term by enacting the following points:

- 1) Develop a brief online survey (or related surveys) to send to current students, faculty and staff, and alums, if possible, to gauge what Convo means to the Carleton experience. Regarding current students, there is a need to ask candidly whether they attend Convo, why they chose to attend certain presentations, and why they do not attend. To maximize the efficacy of this survey we hope that Carol Trosset can consult with the Action Team to design the questions.
- 2) Distribute the short survey form used this term to two more Convos in the fall to maximize the survey of students who attend.
- 3) Assess the findings from the surveys and develop a report on the trends represented in the data. We hope that the Stats Consulting Center can be enlisted to assist in the analysis of the survey results.
- 4) Continue to formulate new ways that the conversations inaugurated during Convo can continue both on campus and off. Work with OILL, TRIO, and CCCE to develop ideas for bringing a broader range of topics and voices into Convo and subsequent conversations.

Submitted by Jay Beck on behalf of the Convo Action Team

Sara Canilang, Joy Kluttz, Kerry Raadt, and Debby Walser-Kuntz

Appendix E: Community Conversations 2016— Themes and Action Steps

Community Conversations 2016 Themes and Action Steps

Green highlight = not begun
Yellow highlight = in progress
Blue highlight = continuous

CAMPUS CLIMATE

Virtually all Community Conversations groups discussed issues of campus climate; several themes emerged most frequently:

Improving Physical and Mental Health of Students

Students expressed concern about the availability and training of mental health counselors at Student Health and Counseling (SHAC) and the lack of racial/ethnic diversity among SHAC staff. They asked for further discussions regarding mental health, stress, anxiety, depression, healthy eating, etc. More broadly, participants raised what they viewed as a culture of stress at Carleton, including the challenges presented by a ten-week term, and the sometimes-complicated intersections between home and College life.

To address these issues, the College will commit to the following actions:

- ✓ Hire a new psychologist in SHAC, bringing the total to four full-time therapists;
- ✓ Expand psychiatric services by hiring a psychiatric nurse consultant.
- ✓ Provide additional cultural competency training for SHAC staff.
- ✓ Create a Health Promotion office and hire a director to work proactively with students on stress management, time management, mental health, and nutrition.
- ✓ Provide additional support for Student Wellness Advocates (SWAs), with the new director of Health Promotion serving as a permanent advisor.
- ✓ Shift Alcohol and other Drug Programs under the Health Promotion umbrella to coordinate programs and services.
- Create additional collaborations among and education for Resident Assistants (RAs), SWAs and other peer leaders.

All these new staff members will be at Carleton before the start of Fall Term 2016. Finally, in order to identify additional short- and long- term physical and mental health needs of students, an external review of this area will be conducted in 2016-17, with its final report and recommendations expected by the end of Spring 2017.

Sexual Misconduct

The topic of sexual misconduct emerged during some of the Community Conversations. While some participants lauded much of the work being carried out on campus, they expressed confusion about policies and processes. Many students asserted that there was still more to do, particularly with respect to prevention efforts, awareness of the increased number of community concern forms being filed, and sharing investigatory and disciplinary outcomes.

Participants desired clarification of the Spring 2015 Campus Climate survey's findings on sexual misconduct, with some students unaware that a summary of the [results had been published on the Institutional Research and Assessment's website in Fall 2015](#).

Carleton's sexual misconduct policies and procedures have undergone significant changes in 2010 and in 2014-15. While this topic will always require vigilance and reevaluation, the College will commit to the following actions:

- ✓ Enhance education for students regarding Carleton's sexual misconduct policies and procedures.
- ✓ Provide additional financial resources to expand student Green Dot Training.
- ✓ Provide Green Dot training to more faculty and staff.
- ✓ Re-vamp training processes for the Community Board on Sexual Misconduct.
 - Continue utilizing the recently-created Title IX Student Visioning Team to refine policies and processes.
 - Provide sexual misconduct training to more faculty and staff.

Socioeconomic Challenges

A prominent recurrent theme was the difficulty of discussing class-based differences and privilege on campus. Several groups, such as Interfaith Social Action and TRIO, already hold such conversations on a regular basis. However, some individuals do not feel comfortable having class-based conversations with others with whom they do not have an existing relationship.

Students felt that Carleton has many policies and practices that seek to "equalize" socio-economic differences and class-based privileges, such as the required meal plan and the same cost for all residential housing. However, privilege still manifests itself in various ways: additional costs associated with some academic majors (e.g., supply or equipment fees); the ability to take advantage of co-curricular opportunities and unpaid internships; differences in term break and vacation plans; the ability to incur (non-tuition) off-campus studies expenses; and the ability to travel to and from home in an emergency situation, among others. Students clearly do not want to have assumptions made about them based on socioeconomic status and/or class.

To address these issues, the College will commit to the following actions:

- Create New Student Week programming that emphasizes socioeconomic diversity
- Identify and reduce hidden curriculum costs.
- ✓ Provide better and more transparent information regarding resources available to low-income students.
- ✓ Review access to dining and housing for students whose finances require them to remain on campus during breaks.
- ✓ Consider a laptop loaner program
- ✓ Consider increasing print quotas.
- Seek as part of its fundraising to endow internships and externships for students who cannot afford to work for free or low pay.
- Similarly seek support for summer research opportunities on and off-campus.

Further, the report of a 2015-16 Working Group on low-income and first-generation students at Carleton will be shared with the campus community this summer.

#BLACK LIVES MATTER

There was general interest in and a desire to engage more deeply with the #BlackLivesMatter movement. Participants wanted more information and felt uncertain as to what people at Carleton could do to effect positive change in U.S. race relations. In some conversation groups, people wanted to talk about how they could be an effective ally. Several students asked, “What does it mean to be supportive? What does it mean to contribute? How can we be allies?”

This topic generated the greatest feelings of sadness and disappointment among students. #BlackLivesMatter was difficult to discuss for many persons of color (POC). Some of our POC community felt uncomfortable with an unstated expectation that they contribute to the Conversation. Students from areas and communities impacted directly by police brutality and racial tensions talked about a deep disconnect between their lives at Carleton and their lives in their hometowns.

While this topic will continue to affect our community, the College will take these next steps:

- Expand current ally workshops based on the model promoted through the Gender and Sexuality Center (GSC).
- ✓ Hire two tenure-track faculty positions, one in the area of American Politics, with a focus on the struggle for representation and power by minority groups in American politics; the other in Africana Studies, with a focus on African-American issues.
- Increase programming in the residence halls regarding issues of race relations and social justice with the collaboration of the Office of Intercultural and International Life (OII), GSC, and TRIO.
- Seize opportunities to bring to campus prominent speakers who address these topics.

FREE SPEECH

This topic was selected for discussion by a somewhat smaller number of Conversation groups. The general consensus seemed to be that although free speech should be and is valued at our College, words can still hurt. Many students discussed the level of toxicity of online social media platforms and expressed concern that some of their peers used social media, rather than face-to-face interactions, as a primary mode of communication. Some participants described the culture of harsh and fast judgment that exists when comments that are deemed inappropriate or offensive are made on social media.

A significant number of groups identified a separate concern about the importance of resisting political orthodoxy in campus discourse. Many students felt that voices and opinions that were not of the left or far left were marginalized. If political moderates and conservatives feel cowed or engage in self-censorship, which diminishes honest exchanges and learning. One way students felt that a wider variety of voices could be heard was by diversifying Convocation speakers.

Since the conclusion of the Community Conversations, further discussions of free speech have been occurring on campus, partly in response to a provocative Convocation speaker who is a free speech purist and partly because of open sessions regarding the possible creation of a Bias Concern Response Team at Carleton.

This set of issues will require further exploration. Such dialogue will be spurred and enhanced by the Conversation Fellows and the “Civil Discourse on a Diverse Campus” Living/Learning Community (LLC) described below.

THE SYRIAN REFUGEE CRISIS/ISLAMOPHOBIA

These topics were seldom discussed during the Community Conversations, perhaps because many participants found them far removed from the context of their daily lives. Participants most often asked for background information about these issues. The limited discussion focused on the danger and harm of stereotypes and how people think about Islam in the world today.

To help address these issues, the Chaplain’s Office has hired a part-time Muslim Chaplain who joined our community in 2016. The Chaplain’s Office and the Muslim Student Association have also provided expanded programming around the issue of Islamophobia and will continue to do so.

ADDITIONAL TOPICS RAISED

A variety of other important issues emerged during the Community Conversations, such as:

- ✓ Staffing in Disability Services (The College is in the process of hiring a new director, which will result in a 2-person office by Fall Term 2016).
- Student diversity training and inclusion (a report is forthcoming from the Dean of Students (DOS)-appointed Working Group on Creating an Inclusive Community at Carleton).
- ✗ A possible Bias Concern Response Team (the DOS-appointed Working Group on this topic has submitted its final report to the Dean, which will be reviewed and discussed by the College Community in early Fall 2016).
- Off-Campus Studies (OCS). The Conversations reinforced that exploring a curriculum and life outside of Northfield is a defining moment in many students’ college experience. There was a call for continued attention to students’ readjustment to campus following an OCS sojourn.
- Externship and internship programs. As previously noted, students value how Carleton alumni and parents support these career exploration opportunities. It is important that the College seek to “even the playing field” for students who seek such experiences. [Note: the Career Center is still working on ways to assist students with housing.]

CONTINUING COMMUNITY CONVERSATIONS

The survey data confirmed the desire to continue discussions among faculty, staff, and students about these and other difficult topics. Students appreciated having faculty and staff present to offer a different perspective and share their personal stories. Indeed, for some participants, this was the first time they had met with faculty and staff in a non-classroom setting.

Participants valued being exposed to a range of views, feeling that the conversation was a safe space in which to share and be heard, learning that they were not alone in their thoughts, and conversing with community members with whom they typically did not interact. That said, some participants reported feeling uncomfortable. They were concerned about making inadvertently inappropriate comments and running afoul of a culture of judgment in this unfamiliar setting.

Several common observations were made regarding group dynamics. Groups that were composed primarily of first-year students found it difficult to begin, particularly around the issue of campus climate. Participants preferred groups of twelve to fifteen members and found it advisable to focus on only two topics (as opposed to the overly-ambitious slate of five potential topics). Some students who regularly engage in discussions of these issues felt that the Community Conversations lacked depth, but those who had not previously discussed these types of questions found the experience meaningful. Some students did not like that attendance at Community Conversations was expected.

To capitalize on the momentum of this year's Community Conversations, the College will introduce the following programs to facilitate further dialogue on campus:

- Create a new "Civil Discourse on a Diverse Campus" LLC of twenty first-year students who will live together in the same residence hall and enroll in a two-credit course, co-taught by a faculty and staff member. Participants in the LLC will make the increasingly-diverse Carleton community an explicit subject of study and reflection.

The LLC will link the academic study of diversity to the residential experience of living in and with that diversity, and engage faculty and staff as both resources and co-learners with students, thereby encouraging a deeper and more holistic culture of civil discourse. Participants will also involve the wider community via major speakers and faculty-staff workshops. This pilot program has been made possible through the generosity of the Arthur Vining Davis Foundation.

- Create a Conversation Fellow/Leader program beginning Fall Term 2016, which will begin with twenty students who will go through an extensive training program to continue Community Conversations each term and discuss campus climate, community building, and Carleton values.

These Fellows will lead at least one conversation each term with faculty/staff and students and will also work with the LLC community, Intergroup Dialogue facilitators, peer leaders, and student organizations.

This communication is intended to convey themes and actions related to the Community Conversations. Additional work has been accomplished by Working Groups and Task Forces during the 2015-16 academic year; an email update this summer will share this progress on these initiatives.

Appendix F: Fall Town Hall Agenda

CEDI Town Hall
October 25, 2016

Town Hall Agenda:

- I. Overview of CEDI (see below)
- II. Reason for the Town Hall
 - A. Charge - gathering and sharing information about the community
 - B. What we've heard so far: survey sent to all students, staff, and faculty; boards with post-it notes set up around campus [100 responses, total]
 - C. Questions to be addressed at each table: Given some of the concerns outlined by the survey results, what ideas do you have for next steps? How should we move forward?
 - D. What we will do with your feedback and suggestions
- III. Please get in touch with us if you have further ideas after today--talk to any Leadership Board members (list is on the back).

CEDI's Roles:

- CEDI plays a special listening and hortatory role (part of the "conscience" of the College), being attentive to community concerns and raising issues that are not attended to elsewhere on campus. This may include giving voice to student, faculty, or staff concerns. CEDI should help to determine whether and when to do campus climate surveys as part of assessing the state of inclusion and diversity at Carleton. The campus should also be regularly invited to contact CEDI committee members with concerns.
- In concert with the College's goals for inclusion and diversity, CEDI's role should be proactive, educative, communicative, and coordinating.

Annual Charge:

CEDI will be charged annually by the President (in consultation with the Tuesday Group and College Council) to attend to issues of particular import to the community. A report from CEDI should be sent to the President and College Council at the end of the year and posted on CEDI's website for the sake of clarity and transparency.

CEDI Charge from President Poskanzer (2016-2017)

1. Develop and publish an online map/catalog of diversity resources available to our community.
2. Help consider ways that Convocation can be leveraged to bring to campus a diverse set of viewpoints from a variety of perspectives. Recommend ways of engaging the community in public discourse stemming from the ideas presented.

Appendix G: Fall Town Hall Results

Tuesday Group
November 1, 2016

Adriana Estill and Kathy Evertz, CEDI co-chairs; Elise Eslinger, advisor

CEDI Restructuring Document (May 2016)

From “CEDI’s Roles”

“CEDI plays a special listening and hortatory role (part of the ‘conscience’ of the College), being attentive to community concerns and raising issues that are not attended to elsewhere on campus. This may include giving voice to student, faculty, or staff concerns. CEDI should help to determine whether and when to do campus climate surveys as part of assessing the state of inclusion and diversity at Carleton. The campus should also be regularly invited to contact CEDI committee members with concerns. // In concert with the College’s goals for inclusion and diversity, CEDI’s role should be proactive, educative, communicative, and coordinating.”

From “Membership/Meetings”

“A larger CEDI-related group will meet as needed, and at least at the beginning and end of each year, to help communicate with the campus about inclusion and diversity concerns and to enhance communication between the many individuals, groups, committees, or offices working on related issues.”

Town Hall: October 25, 2017

1. To plan for Town Hall and determine topics, a CEDI sub-committee created large boards with post-its and developed one-question survey distributed to all students, staff, and faculty: “With respect to community, equity, and diversity, what’s on your mind?”
 - a. 101 survey responses; “themed”/coded by sub-committee (e.g., all-gender bathrooms, faculty/staff divide)
 - b. Adriana, Elise, and Kathy combined some themes to create eleven issues/concerns for Town Hall discussion
 - i. All-gender bathrooms
 - ii. Allyship
 - iii. Communication and transparency
 - iv. Conflict resolution
 - v. Disability
 - vi. Faculty/staff divide
 - vii. Free speech and academic freedom
 - viii. Mental health
 - ix. Minority voices and inclusive practices
 - x. Sexual violence
 - xi. Social media
2. Approximately 70 people attended Town Hall during common time; more faculty and staff than students

3. Town Hall table topics derived from the initial survey (names in parentheses are CEDI committee members who facilitated the discussions and took notes); selected notes from table discussions are in italics. Participants were encouraged to raise questions and brainstorm possible next steps in addressing the issues.

All-Gender Bathrooms (Al Montero): Respondents expressed concern over locations and signage for all-gender bathrooms; concern over whether all-gender bathrooms are included in the architectural plans for the new science complex; and the absence of similar facilities in locker rooms, dressing rooms, etc.

Three students attended. Buildings need all-gender bathrooms (and/or signage indicating where the nearest all-gender bathroom is located). Locating all-gender bathrooms in basements sends a message of marginalization rather than inclusiveness. Carleton should follow best practices regarding signage. CEDI strongly recommends that the college follow best practices regarding signage, and that it construct well-located all-gender bathrooms (see, e.g., the Library) in new buildings and retrofit old buildings.

Allyship (Joy Kluttz): Respondents wondered how the College can foster conversations between and among majority and non-majority people at Carleton, and create opportunities for staff who don't have much contact with students to act as allies. Some potential allies feel inhibited by the fear of saying the wrong thing. One person questioned the exclusiveness of the once-a-month lunch program restricted to faculty of color and others who are marginalized, worrying that such programs weaken the potential for community between those faculty and potential allies.

Four students attended (one student of color, three majority students). The college needs to maintain some spaces for non-majority constituencies while creating spaces that foster dialogue among the entire community. How can we make visible the majority faculty and staff who can mentor social justice? How can we encourage majority students to attend events like Chili Night? (People are unclear about whether or not they would be welcome.) There's an issue of the same people going to events (the "preaching to the choir" issue).

Communication and Transparency (Sara Nielsen): There is great desire to have more communication between administration, faculty, and students. There is a sense that these different groups are not equally involved in the campus pursuit of inclusivity and equity. Respondents worry that there is a lack of trust between these groups, and they wish there were a way to have productive conversations across differences.

Four staff attended; one student joined the group at 1 p.m., when the event was ending. Students are sometimes mystified about decisions (feel some decisions just "happen").

How can the college be consistent in its communications to the community? Make attending professional development on diversity/inclusivity issues a priority; it's currently seen as an add-on. How can we make information about community groups and initiatives more accessible?

Conflict Resolution (Amy Sillanpa, Mary Dunnewold): What can the College do to help resolve conflicts in ways that build rather than divide community? What can the College do to help the community respond to troubling incidents that require deep conversation, while avoiding validating overreaction?

Students and two staff attended. Overall issue: students don't know how to handle conflict, and people don't know how to listen. Perhaps students should receive or have access to "conflict coaching" or training in mediation. Perhaps the college should do more/better advertising about existing resources that can help students manage conflict. There are misconceptions around what "restorative justice" is and what the process will result in. Perhaps consider renaming RJ "facilitated conversations."

Disability (Chris Dallager): Respondents who brought up disability issues wondered how the College could help people see disabilities as a form of diversity, create opportunities for conversation among able and disabled people, more consistently support students with disabilities, educate faculty about accommodations [note: there's a proposal for an LTC session on this for next term], and reduce the burden of getting resources and accommodations for students with disabilities.

Two staff attended. Some students are reluctant to seek assistance for which they qualify because they resist the "disability" label. There are extra obstacles for students from low-income backgrounds (e.g., they weren't tested in high school and must now pay for testing to receive accommodations). There's no sense of community among students with disabilities because so many of those disabilities are invisible; these students can't identify and find one another. The campus in general is inaccessible: what does this say to potential students?

Faculty/staff divide (Carolyn Fure-Slocum): Respondents were troubled by inequities in benefits and professional development opportunities between faculty and staff, as well as staff experiencing classist attitudes from faculty and administrators. How can we encourage everyone to check their assumptions about the knowledge and expertise each person brings to Carleton?

One faculty and three staff (all exempt) attended. The college needs to be more transparent on the different levels and types of benefits for faculty, staff (bi-weekly vs. exempt), and union employees. Unequal rewards for professional development (e.g., stipends for faculty but not for staff). Faculty are able to participate in the life of the college more easily because their time isn't as structured as staff's; staff need permission of supervisors to attend events during the day. Question: which colleges do a good job of bridging the faculty/staff divide, and how do they do it?

Free speech and academic freedom (Elise Eslinger): Survey respondents remarked on the difficulty of teaching and learning in an environment where people fear being called insensitive, and asked how they could best support the expression of minority views and encourage civil discourse based on mutual respect and good intentions. How can/should we find a balance or optimal trade-off between (a) free speech, which requires us all to develop the ability to cope with and/or constructively engage with varying views, and (b) the suffering associated with a free exchange of ideas that some may perceive as hate speech?

Three staff members attended. Observation: self-/peer regulation is much more effective than administrative control. Do we do enough education on what freedom of speech is? How do/should we create campus expectations about what is acceptable speech? How do we equip students with the communication and facilitation skills to respond to a wide variety of views?

Mental Health (Debby Walsler-Kuntz): Survey respondents indicated that they are concerned generally about mental health, and about the given support systems and their sustainability and/or availability. There are also concerns about how to navigate academic expectations when dealing with mental health issues.

We need to raise awareness about what mental health is/looks like. Faculty want to enhance their toolbox in helping students manage mental health issues (faculty don't want to be counselors but they do want to know what approaches they can use). Students want more diversity among the mental health providers at the college. If the college values mental health, what is it doing that impedes community members' ability to achieve mental health? Mental health-related courses should be PE options.

Minority Voices and Inclusive Practices (SaeHee Lee, Adriana Estill): Survey respondents mentioned concerns about minority voices not being heard--whether they are political, religious, or racial minorities. They report that there aren't adequate spaces on campus for political conservatives and that there are misunderstandings and tensions among racial groups. There is broad concern about unequal treatment and lack of resources to allow for all to succeed.

How do we bring concerns into the open, and how do we know if/when they are addressed? The same people attend events, so how do we get everyone else involved?

Sexual Violence (Kathy Evertz, Laura Haave): There is continued concern about sexual violence on campus. Survey respondents want to know how to keep people safe.

One faculty and one student attended. In some ways, this topic overlaps with free speech/academic freedom, and communication/transparency. Some students want trigger warnings and classrooms to be safe spaces, while faculty want the freedom to address difficult topics. Junior faculty may be unduly affected by students' demands for trigger warnings. Students don't trust the administration to address incidents because students' desire for information is met with silence. The college should be more transparent or more forthcoming about why they are silent on certain things. For instance, people want to know where the college is in the process of hiring someone to replace the Title IX work of Julie Thornton.

Appendix H: Inclusive and Accessible Bathrooms Action Team Executive Summary

CEDI ACCESSIBLE AND INCLUSIVE BATHROOMS ACTION TEAM REPORT

EXECUTIVE SUMMARY AND RECOMMENDATIONS FOR ACTION

INTRODUCTION

Carleton is “renowned for its rigorous liberal arts curriculum and excellence in undergraduate teaching.”¹¹ The administration, faculty, and staff work hard to ensure that students’ academic experience is robust and consistent with the college’s mission.

Although the academic experience is the most significant part of life at Carleton, most students spend their lives outside of the classroom and in residential and community spaces. Carleton represents itself as a “warm and welcoming campus.”¹² Unfortunately, the lived experience of certain populations within our community are not in line with how Carleton represents itself to the outside world. For example, the everyday reality of transgender, gender non-binary and gender-nonconforming individuals, as well as individuals with physical disabilities, does not align with Carleton’s self-representation.

The goal of CEDI’s Inclusive and Accessible Bathrooms Action Team is to provide achievable recommendations that, when implemented, offer tangible evidence that Carleton is a welcoming campus in which the lived experience of all community members and visitors matter.

SUMMARY OF RECOMMENDATIONS

A careful review of state codes, best practices as articulated by national organizations, and Carleton’s current facilities along with conversations with community members that have a vested interest in the availability of accessible and inclusive restrooms prompts us to make the following recommendations. Support and reasoning for these recommendations are treated in detail in the Full Proposal. The six major recommendations (numbered) are of equal weight, with

¹¹ From the Carleton College Home Page (www.carleton.edu), World-Class Academics

¹² From the Carleton College Jobs Page (jobs.carleton.edu), Information & Resources for Visitors Page (<https://apps.carleton.edu/visitors/facts/>), Admissions About Carleton (<https://apps.carleton.edu/admissions/about/>), and multiple other places on the Carleton website. Every one of these websites includes the statement that Carleton is “known for its academic excellence and warm, welcoming campus community...”

the most immediate recommendations occurring first. The sub-recommendations (lettered) provide additional guidance on more completely meeting the goals of the major recommendations.

1. CONDUCT AN INITIAL AUDIT

The college should complete an initial audit of restrooms and other gender-specific facilities, such as changing rooms and showers, in every building that includes restrooms, changing rooms, and/or showers.

2. CONVERT EXISTING FACILITIES

We recommend converting all existing single-occupancy or single-stall restrooms in all Carleton buildings from gender-specific to all-gender restrooms.

A. STANDARDIZE SIGNAGE

College signage should follow the minimum signage required by the 2010 ADA Standards for Accessible Design (ADA). For restrooms, limiting the room identification to “Restroom” is recommended, but “All-Gender Restroom” is acceptable.

B. POST LIST OF RESTROOM LOCATIONS

The GSC’s website should not be the only means of advertising the locations of all-gender and ADA-accessible facilities on campus. Locations should also be posted, at a minimum, on the following sites: Information & Resources for Visitors, Facilities, and Residential Life.

Outdoor public signage should indicate current locations of all-gender, ADA-accessible, and family restrooms.

C. POST DIRECTIONAL SIGNAGE

All main entryways on campus buildings should include directional signage for all-gender and ADA-accessible restrooms. In buildings that cannot provide all-gender and/or ADA-accessible facilities, the college should install directional signs indicating the nearest ADA- and/or gender-inclusive facilities.

3. EMPOWER FACILITIES AND RESIDENTIAL LIFE TO CHANGE THE DESIGNATION OF RESTROOMS

We recommend that the administration explicitly give Facilities and Residential Life permission to change the official designation of restrooms from gendered to all-gender even if it puts the college in violation in code.

A. PRIORITIZE ACCESS TO APPROPRIATE RESTROOMS OVER BUILDING CODES

We recommend that the administration intentionally provide access to inclusive and accessible bathrooms for community members in spaces where providing inclusive and accessible bathrooms is feasible but would otherwise cause the college to be in violation of building codes.

B. LOBBY FOR CHANGES TO CODE

We recommend lobbying the state to adopt the proposed 2018 edition of the International Building Code to count all-gender restrooms towards the number of required restrooms in a building so that the college does not have to worry about being in violation of code.

4. CREATE AND PUBLISH A COLLEGE POLICY ON NONDISCRIMINATION AND RESTROOMS

The college should develop a restroom access policy that is consistent with its policy on nondiscrimination.

A. COMMUNICATE CLEARLY WHOM STUDENTS SHOULD CONTACT IF THEY REQUIRE ACCOMODATION

The housing form on Residential Life’s website should indicate whom students should contact if they require access to an ADA accessible and/or all-gender restroom accommodation. The same information should also appear on the Residential Life and the Housing and Gender and Sexuality Center websites in a way that is easy for students to find. Ideally, the websites would indicate the types of accommodations that students can reasonably request.

5. INTEGRATE ADA ACCESSIBLE AND ALL-GENDER RESTROOMS IN NEW CONSTRUCTION AND RENOVATIONS

We recommend providing at least one all-gender restroom on each floor where restrooms are required, or, at a minimum, at least one all-gender restroom within in a building. The all-gender restrooms on each floor should be ADA accessible consistent with the Minnesota Building Code. These restrooms should be in accessible and visible locations rather than in hidden, out-of-the-way places.

A. CREATE A BUDGET LINE ITEM IN THE FACILITIES BUDGET FOR INCLUSIVE AND ACCESSIBLE BATHROOMS

We recommend designating financial resources that will be used to address needs identified in the restrooms audit.

B. PRIORITIZE RENOVATIONS IN HIGH TRAFFIC/HIGH USAGE AREAS AND STUDENT LIVING SPACES

We recommend placing renovation priority in high traffic and usage areas and in student residential spaces.

C. PROVIDE ALL-GENDER CHANGING ROOMS

New recreational buildings and extensive renovations should include at least one all-gender changing room in each location in the building where locker rooms or changing rooms are provided, so the user need not leave the space.

D. PROVIDE ALL-GENDER SHOWERS

We recommend constructing all-gender showers in new buildings that include at least one shower. If the shower is located within a locker room/changing room facility, the all-gender shower(s) should be located so that the user need not leave the area to use the shower. Further, when extensive renovation occurs or when the existing showers are renovated, we recommend constructing at least one all-gender shower in each location in any building that provides showers. The all-gender shower should be located within the locker room/changing room facility so that the user need not leave the space to shower.

E. PROVIDE CHANGING STATIONS IN STRATEGIC LOCATIONS

We recommend adding changing stations to all-gender restrooms in locations that receive high visitor traffic such as the Library, Sayles, the new science complex, Alumni Guest House, Admissions, and the Weitz Center to accommodate parents and caretakers during special events like graduation, reunion, and music events.

F. PAY CONSISTENT ATTENTION TO SALIENT DETAILS

The college should pay greater attention to significant details such as placement of fixtures and inclusion of appropriate receptacles when building and renovating restroom facilities to ensure ADA accessibility and inclusivity.

6. COMMUNICATE CHANGES TO THE CARLETON COMMUNITY

The entire Carleton community should be made aware of decisions related to creating more accessible and inclusive restrooms on campus. CEDI should provide annual updates on Carleton's progress in meeting the five prior recommendations.

NEXT STEPS

The implementation of the six major recommendations must be authorized by the college leadership, which would ideally happen on receipt of these recommendations. However once authorized, one or more subcommittees could be formed to carry out the details of the major recommendations and the sub-recommendations. The composition and duration of these

committees would naturally depend on their charge. To monitor progress, CEDI should report progress on these six recommendations annually.

College leadership should strongly lobby (and encourage the Carleton community to lobby) to adopt new building codes that allow more flexibility in providing all-gender restrooms in buildings so that the campus does not violate code. Realistically an audit would take approximately one year from authorization and the conversion of restrooms that only require updated signage would occur immediately after the audit is complete. During the audit, a committee would focus on standardizing signage so that new signs could be created once the audit is complete. Facilities is already charged with making sure ADA accessible and all-gender restrooms are included in new construction and major renovation projects. However addressing the needs identified in the audit will likely require significant financial resources. A timeline for addressing those needs will depend on how aggressive the college leadership chooses be in addressing these needs.

Appendix I: Spring Tabling Handout

2016-2017 Community Equity and Diversity Initiative Summary of Activities

- One of the charges given to CEDI by the President in the Fall was to **map diversity resources** on campus. In the fall term we developed an initial survey, received enough responses to develop and test a rubric for categorizing information, and have since been working on refining the rubric and survey. Further work will occur over the summer and into the fall to gather information.
- Another charge given to CEDI was to **consider ways that Convocation can be leveraged to bring to campus a diverse set of viewpoints from a variety of perspectives**. We established an action team, led by Professor Jay Beck; this group has studied the issue during the winter and spring terms. Work will continue on this topic in the coming academic year.
- Every year, CEDI is expected to **engage the community publicly in both the fall and the spring** in order to hear about the concerns of the campus community and to communicate current CEDI initiatives. In the fall of 2016, the CEDI town hall event revealed a number of questions and concerns around inclusive and accessible bathrooms. In response, CEDI **established an action team to “review best practices, recommendations, and legal requirements regarding inclusive and accessible bathrooms.”** That action team, led by Professor Marty Baylor, provided an initial report for the Leadership Board to review. A report and set of recommendations will be submitted to Tuesday Group by the end of the academic year.
- In part in response to the presidential charge to help “students become active and find their voice on issues of key concern to them,” CEDI **assigned a subcommittee to organize and promote four topical panels around the theme of: “What’s Next for our Country?”** These panels—held throughout the winter and spring—have covered immigration, health care, the environment, and foreign policy. You can find video recordings of each panel at: <https://apps.carleton.edu/governance/diversity/events/whats-next/>
- Throughout the year, CEDI has **interfaced with campus constituencies**, including MCAN, Out After Carleton (OAC), and a number of ad hoc students, faculty, and staff regarding campus climate.

.....
Interested in more information? Contact any of us!

CEDI Co-Chairs: Adriana Estill and Kathy Evertz
(2017-18 co-chairs will be Joe Chihade and Kathy Evertz)

CEDI Leadership Board:

Joe Chihade (faculty representative, next co-chair)
Christopher Dallager (ex officio, Disability Services)
Mary Dunnewold (ex officio, Title IX)
Adriana Estill (Faculty Co-chair)
Kathy Evertz (Staff Co-chair)
Andrew Fisher (Faculty representative)
Carolyn Fure-Slocum (ex officio, Chaplain)
Laura Haave (ex officio, GSC)

Joy Kluttz (ex officio, OIIL)
Zhi You Koh '19 (student representative)
Chris Lee '19 (student representative)
Saehee Lee '17 (student representative)
Al Montero (ex officio, Advising)
Sara Nielsen (SAC representative) Amy Sillanpa (ex officio, Community Standards)
Erin Updike (Forum representative)
Debby Walsler-Kuntz (faculty representative)
Trey Williams (ex officio, TRIO/SSS)

CEDI Advisor: Elise Eslinger (President’s Office)

Appendix J: Spring Tabling—All Comments

Input Gathered during CEDI Leadership Board May 2017 Tabling in Sayles

Provide a safe living and learning environment

- More transparency with assault proceedings/proportionate responses by the college to racist incidents (i.e. all campus emails).
- I feel like I am in a place where I can learn freely and without limitations!
- Rape & alcohol culture.
- 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!
- More disability friendly facilities.
- What do we do about the alcohol culture at Carleton?
- 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!
- Create a campus wide diversity plan that involves skills, knowledge building outside of “diversity” spaces.
- 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.
- Launch and grow the CSA textbook library to make textbooks available for all students!
- As a staff, how do I keep up to date with things happening on campus so that I can be the most supportive?
- Provide gender neutral bathrooms in ALL dorms and buildings.
- Provide social engagements without alcohol in order to encourage friendships & support that can be applied to other areas (e.g. classes).
- Shift to a semester system.
- Hire a Title IX coordinator!
- Support and encourage college DOS to develop DACA support website; Pomona has a great model. Make support visible.
- The College should strive to foster a safe & enjoyable environment for ALL students, no matter WHERE or WHEN on campus.
- Encourage participants in clubs/groups, student organizations to promote fostering social connections so people will feel like they have a safe space with people they can always reach out to.
- Readings for class on gender issues in the sciences.
- Hire a survivors advocate for survivors of sexual misconduct.
- I think academically we could be better. We need to be better about telling professors to accommodate mental health. Mental health goes wary.
- Eliminate the football team that’s in violation of Title IX.
- Better support for survivors of sexual assault.
- More support for students going through traumatic events at home or mental health things that interfere with doing quality work.

- 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.

Attract and retain a diverse faculty, staff and student body

- Staff issues in particular such as biweekly staff do not have the same dependent tuition benefits or vacation. Also, more work on work/life balance for staff/faculty.
- I'm not sure this is in the purview of CEDI but Carleton needs help addressing its toxic and harmful drinking culture ASAP!
- 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.
- 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.
- 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.
- Offer part-time student status or pay per credit!
- Necessary: Dean Livingston is always the one who shows up at our rallies, shitting us down and offering solutions. Where the other administrators at?
- More POC/LGBTQA representation in non-academic settings!
- Training/equipping white administrators to handle "diversity issues" not just Dean Livingston or OIIL.
- Why are all of the new CS professors that have been hired recently all white? Despite the very vocal concern?
- Need blind aid! I know it might be unrealistic right now but would actually change how college accepts lower-income students.
- There definitely needs to be a larger diversity of all 3 as well as retention, which is especially not happening right now.
- Carleton should be a more welcoming place for faculty of color.
- The more diverse staff (Deans...) and faculty, the more students from more diverse backgrounds will come.
- I think it is absolutely necessary to have more diverse faculty & professors who are actively engaged in diversity work on campus. AFAM studies needs more professors.
- More facilitated discussions between staff, faculty, and students together regarding diversity on campus.
- Reach out not only to schools in inner-cities/underprivileged communities, but also more programs that aim at sending such students to elite universities.
- Make positions for faculty that students love (easier said than done, but so worth it).
- More inclusive & diversity in the academic curriculum.
- There is a need for more faculty of color. Yeah you "have" them in OIIL, but that's a cop-out, we need more professors of color.

- More support for faculty & staff of color is needed—mentoring that recognize the strain of a predominantly white institution.
- Work on having more faculty and staff and diverse backgrounds. Especially SHAC. I'd like for there to be more diversity in their staff.
- More money for financial aid, should have more of a focus on hiring diverse faculty/staff.

Educate talented and diverse students

- 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. Also stop grouping international students with domestic students of color.
- We could do a better job at catering to people coming from diverse academic backgrounds and helping ensure they have the tools to succeed, especially when starting out as freshmen.
- Provide more education about the difficulties of being a woman (or POC) in STEM. Help minorities rise!
- Pressure admissions to admit more international student from the Africa diaspora, especially those with financial need.
- I think the talks like Chili at noon was a good start to engage faculty/staff/students. I think these should be a staple every year. I feel CEDI tries things and abandons them quickly.
- The Carleton distribution requirements should increase focus on learning about other cultures.
- Hire the best in their field create study groups for freshmen (needs improvement).
- Making bathroom posters with suggestions for dealing with microaggressions, or common microaggressions that people don't realize are offensive.
- 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.
- The faculty works hard to create a place where everyone feels safe and included. I am really happy with the work done.
- New student week training on diversity and inclusion—how to navigate discussions or microaggressions, implicit bias, etc. Thank you!
- Flexibility within required classes/class struggles.
- Increase proportion of domestic students of color as compared to international students.
- Allow more students to opt out of distribution requirements.
- Promote IDSC and CCST courses.
- I think it's amazing how supportive professors are both in and out of class.
- It is really important to make Carleton's education accessible to everyone.

Foster diversity of thought

- Have more for credit ungraded discussion groups in various areas (like windows on a good life) possibly with faculty and staff
- I think we can do a better job of encouraging dialogue with those who has views that are different from the majority of Carleton students.
- In departments that are especially white/male, hire more women and professors of color!
- This is so important! (presumably referring to fostering diversity of thought.)
- Think about how to engage dialogue with a variety of political positions.
- More PE class requirements more inclusive! Less focus on able bodies—healthy bodies AND healthy minds!
- Using student research in thinking and planning.
- We should try and bring in more conservative convocation speakers every once in a while.
- It could be helpful to acknowledge different worldviews when talking about religion, politics, etc. instead of assuming everyone has similar ideas.
- Get everyone to come to convocation!
- Have 2-part A&I classes for multiple perspectives.
- I think we should have more inter and intra departmental discussions that allow for more conversations about diversity and how to promote diversity.
- Create a feedback form on the CEDI website for students to post thought/suggestions.
- Foster diversity without administration allowing for hate speech. Not allowing for such speech because it is in someone's culture & background.
- More conversations in every department about diversity, especially race and gender. I think each department should hold a mandatory meeting for all majors and professors about how to be more inclusive.
- More advertisements on campus about groups that meet informally to discuss topics surrounding diversity.
- Invite and be more hospitable to speakers and maybe even professors with wildly different views and opinions on matters.

Create a culture of respect

Have moderated discussions that value people's emotions

Town hall meetings about campus events-present ideas in pairs of students who disagree about some aspects of topic & present the topic & lead the discussion

Well, as you saw in the last weeks of spring term '17, it demonstrates that we need to do better. 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?

More honest and less culturally appropriate food labels in the dining halls. I'd rather have fewer "international" food options than faux food options.

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.

General suggestion: bring in speakers from the Northfield community and try to also promote more connections with the Northfield community & social justice organizations.

Students need to understand the larger effects of their microaggressions and how their comments reflect harm on the broader community.

I think that the administration needs to reframe its stance of neutrality to be a stance of non-partisanship that is anti-oppression and anti-violence.

There is a need for more respect for diversity.

Allow safe spaces to safely exist! And people in power should educate why these spaces are vital.

I think that NSW activities full of Carls help Carls and consent is a conversation and pronoun identification when introducing oneself really sets the mood, environment.

Both professors and incoming students should learn to be used to ebonics/AVV. It has a bad stereotype and is in no way indicative of intelligence—odd looks given when people use AVV silences those people.

Foster conversations about diversity & safe inclusive places to do this!

Should make all athletes go through diversity respect/respect training.

I think that culture is important that influences out thoughts and actions. If only everyone treats each other with respect, without biasness, and understand each other better, it would influence all the other issues.

Create opportunities for students to encounter difference

- 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?
- Improve the categorical requirements (e.g. fewer QREs, more HI).
- How can we encourage represented/privileged students to enter discussion spaces/events through OILL, GSC, TRIO, CEDI?
- Keeping CSA people accountable.
- 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.
- Sport teams, hall groups, and other communities tend to be very insular.
- Bring marginalized issues to the forefront of campus discussions, taking the responsibility off of POC and other misrepresented groups to educate the student body. Put these ideas in the minds of everyone on campus.
- Communicate how the distribution requirements are part of education our student body about our society's diversity.
- I think we need to create opportunities to discuss diversity, ways in which people are hurting, and foster more inclusivity.
- I feel like the community misses out on opportunities to learn from other students. Carleton is very divided right now & all students need to learn from all other students.
- Consider ways to support & retain faculty of color after they get to Carleton.

- Hold people accountable for sexual assault—more than writing essays on it and not just by moving the problem people to different dorms.
- Address the different political views on campus and encourage those with different opinions (those who are republican or support Trump) to not be afraid of expressing what they think.
- Creating not just cultural diversity for minority groups but also religious diversity. More on creating a safe space for both liberals and conservatives.
- I'd love CEDI to provide informational resources to student organizations interested in increasing diversity, like Carleton Ultimate!
- I'd love to learn how I can help reach CEDI's goals, what steps can I take to help increase inclusion on campus?
- 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 involve friendly matters discussion. In these events, everyone should express their opinions on race or politics and no worry about being silenced or attacked.
- Try to bring in a variety of convocation speakers. Potentially poll students to gather interests to gauge people to bring to campus.
- Relocating the OIIL office to a space it deserves.
- Pretty homogeneous campus climate.
- Have admission's pictures resemble the true diversity at Carleton...not taken POC.
- Hire more faculty & staff of color (especially in SHAC!).
- Encourage more dialogue between students & professors regarding microaggressions on the part of professors.

Support underrepresented groups

- Gender neutral bathrooms in dorms.
- Gender neutral bathrooms in academic buildings.
- Gender neutral bathrooms in academic buildings.
- 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.
- Equip underrepresented groups to have constructive, non-accusatory conversations about diversity—truly empower them to communicate and not bully or silence other points of view.
- 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.
- Look into clubs and groups to be more inclusive in the sense of including subgroups of the groups and intersectionalities.
- To be honest, ya'll don't have any idea how to do this, but it probably lies in the fact that ya'll don't ask how to support us. Start with that, but know that placing "diversity talks" does not count specially when no one can come because of the hectic school schedule. Plan out talks and discussions when students are not so stressed.

- Institutional response to racism on campus.
- Supply chromebooks to all first years.
- Expand TRIO.
- We need a quantitative skills coordinator or two within Academic Support to support all students who seek help with quantitative skills.
- Make sure that technology inequities are addressed.
- Clearer processes for trans students to navigate name changes, housing, etc. and more gender neutral bathrooms.
- CSA Textbook Working Group is hoping to provide support for students with financial insecurities! Would love to hear CEDI's opinions. martinezv@carleton.edu.
- More allyship training for faculty and staff, but also available for students.
- 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.
- Have more POC representatives in offices like SHAC & GSC so underrepresented students have staff they can relate to.
- Train professors to open up discussions with POC students about issues they face inside and outside of class about marginalization and or exclusion.
- 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.
- Provide more financial aid for poor students and do not give first term freshman 8 hour work weeks in the dining hall.
- Know a student: ask cultural groups like OIIL, TRIO, GSC, Chapel for their thoughts each term (virtual tabling).
- 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.
- 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.
- Expand TRIO make the government care about underrepresented groups!
- I hope that women/trans/non-binary students of color will feel more welcome in STEM departments.
- Create more spaces for POC.
- CEDI has listened well to campus gender + access issues, still need to make progress.
- 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.
- 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.
- Have support groups for POC who aren't in TRIO or Questbridge.
- More mentors who represent the under-represented students.