

CEDI ACTION TEAM
ANTI-RACISM TRAINING PROPOSAL

August 29, 2020

SECTION 1: INTRODUCTION

Part A: From Mission to Action

Within Carleton's mission statement is a charge to promote diversity, ethical action, and inventive solutions to local, regional, and national problems. This mission commits the Carleton to promoting the presence and ensuring the comfort, safety and wellbeing of its students of color but also to being proactive in challenging systemic inadequacies that hinder community. Carleton's Black Student Organizations have done an impeccable job of highlighting the structural factors that produce qualitatively different and inequitable academic and residential experiences for black and white students respectively. For their selflessness in undertaking the momentous work of advocating for structural change within the institution amongst faculty, staff and students, while also enduring the high stress of a typical Carleton academic term, we owe them endless gratitude, respect, and action. Without the push they provided in the face of unprecedented national and global challenges, this CEDI Action Team would not have been formed and this proposal wouldn't exist.

Through careful research, dialogue, and deliberation, the Action Team has worked indefatigably to create a framework for antiracism training that responds to Black students as well as to feedback from faculty and staff. The Action's Team views training as one aspect of a larger, multifaceted, and robust set of practices, policies, and processes needed to create a more equitable experience among black and white students and greater inclusion within the Carleton academic and residential experience.

Part B: The Impetus

On June 4, 2020, student leaders from Black Student Alliance, African and Caribbean Association, Men of Color, and Student Department Advisors for Africana Studies — a group now known as the Black Student Organization's Council — delivered a letter of demands to President Steve Poskanzer and members of his administrative cabinet outlining experiences of racism, discrimination, and disenfranchisement of Black students, staff, and faculty at Carleton College. The student letter included anti-racism training among an initial set of demands calling for institutional action.

Part C: The Action Team

On July 7, 2020 President Poskanzer issued a public reply to the Coalition of Black Student Organizations pledging the inception of an Anti-Racism Training Action Team with the purpose of researching and proposing an anti-racism training that would be required for all staff, faculty and critical volunteer groups. This directive would be supported through the leadership board of the Community, Equity, Diversity, and Inclusion (CEDI) committee. The Anti-Racism Training Action Team was drafted to consist of representation from 3 main on-campus constituencies: current students, staff,

and faculty. Under the bifurcated leadership of co-chairs Brisa Zubia, Director of the Office of Intercultural & International Life, and Dr. Thabiti Willis, Associate Professor of History, an official CEDI Anti-Racism Training Action Team was commissioned with the following representation:

Armira Nance, Class of 2022
Santi Rico, Class of 2021
Lena Stein, Class of 2021
Kirsten Budin, Human Resources Advisor
Danny Mathews, Director of the Gender & Sexuality Center
Trey Williams, Director of TRIO Student Support Services
Dr. Sharon Akimoto, Professor of Psychology
Dr. Martha-Elizabeth Baylor, Associate Professor of Physics

Gathered under shared leadership and advising from Human Resources, the above named CEDI Anti-Racism Training Action Team coalesced on Friday, July 17, 2020 to begin its work.

Part D: The Charge

The Office of the President issued the Action Team the following charge:

By early August 2020, develop a plan for and recommend a required program of externally-provided anti-racism training for all current faculty and staff and critical volunteer groups (e.g., Board of Trustees, Alumni Council, etc.), such training to begin as soon as possible after the start of the 2020-21 academic year. This includes identifying and recommending referred provider(s) and estimating the likely cost of such a program.

Subsequently, the Action Team should offer recommendations on how best to sustain training efforts for new and continuing employees after the initial wave of comprehensive training and some reflection on how to periodically engage all faculty and staff in continued anti-racism programming/learning.

In assembling the Action Team and in carrying out this charge, CEDI should draw upon the expertise of Carleton faculty, staff groups (SAC and Forum) and our Human Resources office, and should evaluate the needs and benefits of training as identified by faculty, students, staff, and alumni.

SECTION 2: STAGING THE PROCESS

Part A: Surveying Faculty and Staff

The first step following delivery of the charge involved gathering feedback from staff and faculty. Through a feedback form distributed to all-staff, all-faculty list serves, the Action Team asked the following three questions:

- What areas of content and competencies should be considered for anti-racism training?
- What would you like the Action Team to consider as they formulate a proposal for anti-racism training for faculty and staff?
- Other suggestions/recommendations?

The survey yielded a total of 93 responses; the Action Team obtained additional feedback from the leaders of the Coalition of Black Student Organizations. From this feedback and through careful deliberation, the Action Team identified the following themes that were used to identify potential training programs and interview questions.

Part B: Identifying Thematic Components for Anti-Racism Training at Carleton

1. History and Context of America/Carleton (whiteness/white culture/white supremacy, white privilege, white guilt, historical context, disposition of indigenous peoples, male privilege, cisgender privilege, differential impacts of COVID-19, historical disenfranchisement strategies, cultural/institutional norms and traditions)
2. The Student Experience (the fairy tale vs reality)
 - Assessing preconceived notions of the average student vs actual student: student stereotypes (race, international, who struggle, etc.), identifying students who needs support, students within groups are not monolithic within
 - Understanding the white student experience vs student of color experience vs international student experience
 - Advising students of color
 - Gaslighting
3. Bystander interventions (classroom, between faculty/faculty & faculty/staff & student/student)
 - Recognizing and naming microaggressions/cultural phrases and terminology

- Identifying problems with action and in-action
 - Practicing de-escalation
4. Pedagogy Interventions (anti-racist, inclusive, equity lens, transparent design, "brave spaces" or "color brave spaces", collaborations, Black and Indigenous People of Color (BIPOC) are not experts/spokespeople, tokenism, teaching empathy and intellectual humility, white instructor interventions vs faculty of color interventions)
 - Promoting models and structures for supporting conversation about students' own culture, race, ethnicity, and social identity in the classroom, whether through writing or conversation.
 - Build capacity for compassion, belonging among students
 5. Analyzing systems (institutional practices/structures, everyday Carleton, before Carleton, equity vs equality, EDI, equity lens design, long-term development plan)
 - Hiring/tenure, recruitment, retention (faculty, students and their supervision in campus jobs, positionality, tokenism)
 - Federal laws around bias
 - Power dynamics, hierarchy
 6. Personal responsibility to act (witnessing something, in the classroom, education/learning about different groups, Individual Development plan, Intercultural Development Continuum, Solidarity vs allyship, allyship verb vs noun, Anti-racism Frameworks, positionality, taking ownership of problematic behavior, mindfulness, self-reflection, practice, getting over "MN Nice")
 - Listening and hearing (with sensitivity, acknowledging of different views, seeing/feeling someone else's perspective, without defensiveness, dialog versus discussion versus debate)
 - Acting and interacting in spaces inside and outside of the classroom (anti-racist, inclusive, bystander intervention, how to run and participate in inclusive meetings)
 - Considering Cultural Appropriation vs Cultural Appreciation and Celebration

Part C: Structuring the Training

1. Introducing the Vision for Carleton's Anti-racism Training
 Creating anti-racism training for all faculty, staff, and critical volunteer groups (CVG) at Carleton requires a holistic and strategic approach. This training sets an agenda for dismantling the systemic and historic racism within the college.
2. Supporting the Training

Carleton must work with the external trainers to formulate the most appropriate and effective training possible based on their capacity to see patterns at Carleton within a larger context of higher education and workplace settings. Carleton must engage in conversation with these trainers and also allow them to provide their expert diagnosis on the state of our institution. As a Carleton community, we should trust them in carrying out some form of evaluation for them to better understand the issues that plague our community and encourage them to apply their findings to the anti-racism training.

SECTION 3: COMPONENTS OF TRAINING

Part A: Foundational Session

Since acknowledgment and acceptance of institutional inadequacy is a crucial first step in battling racism on a college campus, this portion of the training serves to orient all of our faculty, staff, and CVGs, especially those that might be foreign to these concepts, into a rich understanding of institutional racism on the national scale all the way down to the Northfield environment. Here, the first theme of “History and Context of America/Carleton” would be central in deepening our comprehension of how the systemic and historical presence of racism connects to the human experience, and especially, to the Carleton experience. Using one of the recommended trainers, this session will establish a common vocabulary in order to cultivate effective dialogue and move us closer to understanding and identifying systemic issues at Carleton as a community. We recommend using existing gathering structures for this purpose such as convocation, common time, winter break workshop, and/or faculty/staff retreat.

Part B: Workshop Series I

These workshops divide faculty, staff, and CVGs into self-identifying groups based on racial affinity and provide workshops accordingly, teaching different skills and concepts in each workshop. This would also allow for the dialogue of racism and bias to be specifically dissected and addressed within each affinity group in a specialized manner and foster more productive conversations. Further, this separation keeps people of color (POC) engaged rather than feeling overlooked or oversaturated with rhetoric that is not directed at them. This fosters more uninhibited dialogue within these groups and creates an opportunity to deliver anti-racist skills and address behaviors in a specialized setting. These groups will be brought back together in a later portion of the training.

1. These conversations/workshops should be led by a diverse group of trainers who will help participants learn to embrace the “good” uncomfortable moments as opportunities for growth within a context that resonates with their needs.
2. Some topics the white-identifying groups could focus on are white guilt, identifying and acknowledging privilege in all sorts of situations especially in academia/workplace, etc.
3. In the POC identifying group(s), conversations can focus on more nuanced ideas such as colorism and internalized, anti-Black racism within BIPOC communities, tips and skills in navigating a professional and personal life at a primarily white institution, issues of tokenism and solidarity in higher education, or any other ideas that the trainers deem beneficial.
4. This workshop should be followed by a time for all sub-groups to reflect collectively, exchanging any ideas and identifying emotions that surface during the training. This reflection should be a professionally-led, conversation-based facilitation in which participants can share progress and thoughts before moving into the second round of workshops.

Part C: Workshop Series II

The second round of workshops consist of situational training related to each group’s office or positions in our campus community. These workshops focus on one or more of the six themes that speak more directly to certain campus constituencies than others.

1. Faculty training should include, but not be limited to: Inclusive Pedagogy, relevant Bystander Interventions (e.g., in the classroom), and Personal Responsibility to Act.
2. Staff offices that heavily work with students should have training includes: relevant Bystander Interventions (e.g., in the workplace with student workers), Analyzing Systems, and Personal Responsibility to Act.
3. Staff that do not heavily interact with students should have training that includes Bystander Intervention (e.g., in community spaces), and Personal Responsibility to Act.
4. CVG training should include: Bystander Interventions, Analyzing Systems, and Personal Responsibility to Act within the context of leadership positions.
5. This workshop should be followed by a time for all the training participants to reflect collectively, by exchanging any ideas and emotions that surface during the training. This reflection should be a professionally-led, conversation-based facilitation in which participants can share progress and thoughts before moving into the next round of workshops.

SECTION 4: CONTINUAL AND ON-GOING TRAINING

Part A. Supplemental Training

Identify additional resources that individuals can use for supplemental training such as on-line learning courses that address racism, diversity, bias and unconscious bias. These courses are mandatory or voluntary as is appropriate considering the three-pronged training discussed in SECTION 2 and SECTION 3 above for permanent employees and the onboarding of new-faculty. The Learning Management System HR is implementing will provide us with the ability to recommend courses, create a course library, create learning pathways, and track compliance and completion. These online training sessions could support the work of the accountability groups discussed in the Further Considerations section of this document.

1. Ensure that all hiring /recruiting committees complete training that addresses unconscious bias, legally compliant interview questions and processes annually prior to participating in the interviews, interview panels, applicant presentations etc.
2. Encourage the Learning and Teaching Center, convocation committee, academic and non-academic departments, in addition to the list of trainers provided by this action to recommend workshops, or other activities to provide additional specialized training throughout the academic year. These events and activities could support the work of the accountability groups discussed in the Further Considerations section of this document.

Part. B. Timing and Frequency

1. *Permanent Faculty and Staff (1 year or more)*

This anti-racism training should happen multiple times during the academic term and/or breaks so that people have multiple opportunities to engage. For the first year, we recommend that the fall workshops focus on foundational skills, the winter workshops focus on affinity groups, and the spring workshops focus on role-specific workshops.
2. *Visiting Faculty and Staff (Less than one year)*

Temporary faculty and staff should have mandatory online training that focuses on Carleton's expectations around anti-racism. This online training would include the minimum of what we expect an individual employed at Carleton would need to know to contribute in a positive way to our community.

3. *Beyond the First Year of Training*

After the first year of training, Carleton faculty and staff must continue the process of engaging with issues of racism, bias, difference etc. without repeating the same training. Providing multiple anti-racism training workshops where individuals are required to attend two over the academic year is a way to give individuals a choice in how they develop as well as keep issues of systemic racism and bias present at Carleton.

- I. Contextualized training regarding racism in Carleton's history, the land Carleton is on, political and racial dynamics of Northfield, Rice County, and Minnesota, and how Carleton relates and interacts with those dynamics in our campus climate are topics that can deepen our understanding of the historical context within which the Carleton community exists. Rotating through these topics annually can serve as one foundational, community wide reflection point if it was one of two required trainings.
- II. The CEDI Anti-Racism Training Action Team has provided a list of trainers that could be tapped to provide individual or multi-faceted training options for further anti-racism reflection that can be tailored for faculty and/or staff to attend. Faculty and staff could choose one or more of these trainings to cover their second required annual training.

Part C: Evaluating/Measuring the Success of the Training:

A fully developed evaluation strategy must be in place to determine the effectiveness of training and inform areas of growth and improvement at the level of the individual and the institution. Moreover, the structure of this training itself and how it fits into a broader strategic plan (see the section on Further Consideration) is also required.

1. Survey implementation: An institutional survey provides information on how campus constituencies (faculty, staff, and students) are perceiving the training and how it is impacting (and hopefully improving) their work, living, and/or educational spaces. Additionally this survey can assess systemic changes that have come about as a result of the training.
2. Trainer evaluation: Carleton should support evaluations that trainers need to do to evaluate the effectiveness of their own work.
3. Overall assessment: Carleton should evaluate the structure of this proposed training after two years and make changes to improve the efficacy of this training.

SECTION 5: RECOMMENDED TRAINERS

Part A: Overview of the Selection Process

Based on the training content and methodology proposed above, the Action Team has identified trainers who bring a wide range of knowledge, skills, and experience to this work. The Action Team created a list of approximately 33 trainers, which was narrowed down to 5 trainers based on research informed by a desire to facilitate training that includes a range of modalities as outlined above.

Part B: Challenges Confronted During the Selection Process

What follows is a discussion of the process and criteria employed to arrive at a decision to lift up these 5 trainers. In extracting from the original list a group of trainers best suited for Carleton's needs, the Action Team has worked through a number of hurdles. Much of the training available revolves around efforts to promote greater diversity, equity, and inclusion in corporate structures; and most trainers who work with academic institutions tend to be former corporate employees who cater mostly to corporate clients along with primary and secondary schools. Moreover, many trainers reside in the east coast region of the United States and work with public state institutions therein.

Part C: The Trainers and the Selection Process

In the face of these challenges, the Action Team strongly recommends the following trainers for further investigation to fulfill Carleton's training needs:

- Academics for Black Survival and Wellness
- Science Museum of Minnesota IDEAL Center
- Dena Simmons
- Perceptions Unlimited
- RaceTalk LLC
- Racial Equity Institute

A list of these trainers appear in the following spreadsheet

https://docs.google.com/spreadsheets/d/1dOCfj8u0e5l40BPtwOYZAyd_BURk6P-gonCBPU4NQ88/edit#gid=1770610338. This spreadsheet includes information that the Team compiled about the trainers. The Team weighed heavily the ability of the trainers to address not only the themes noted above but also aspects of their training's modality in addition to the biographical information and experience of trainers with educational institutions of different types.

Based on our research, we observe these trainers have honed their knowledge base, skills, and a tool kit and are prepared to address Carleton's needs for institution-wide foundational knowledge about the pervasiveness of racism within the operational

systems, pedagogy, policies, procedures, culture, traditions, and practices in universities and colleges around the country.

Of the trainers we have selected, two are owned by Black women who work alone (Simmons and Race Talk). The remainder work in small teams and acknowledge that participants respond as much to their skill as facilitators as to the racialized body doing the work. These teams include BIPOC and white facilitators who use their specific racial identities and personal experiences to facilitate training. They also bring an array of skills and strategies needed to both facilitate conversations, diagnose problems, and educate staff and faculty as well as administrators in developing awareness and transforming ways in which we serve and educate students; hire, train, and promote employees; and transform the ways in which students and employees interact with the institution.

Given the compressed timeframe the Action Team had to complete its work, there was not time to interview all of the recommended trainers or determine an estimated cost for the training outlined above. The Action Team developed a list of interview questions, including pricing information, as well as a document for trainers to orient them to Carleton and the proposed training structure.

SECTION 6: CREATING AN ANTI-RACIST ENVIRONMENT: BEYOND THE TRAINING

Part A: The Place of Training in the Life of Carleton

Anti-racism training alone is not sufficient to illuminate and address racist ideas that are embedded in our particular cultural context(s) and in discriminatory structures that date back to the founding of Carleton. This is supported by a larger number of articles, comments from trainers, and opinions expressed by Carleton faculty and staff in conversations and surveys. Rather, addressing racism embodied in individual actions and in the traditions, policies, practices, and cultural norms of the college requires comprehensive systemic attention. Thus any anti-racism training should be embedded within a constellation of structures that support and reinforce a self-reflective culture. Angela Davis, a political activist, philosopher, academic, and author, summed up this idea nicely when she said,

Diversity is a corporate strategy. It's a strategy designed to ensure that the institution functions in the same way that it functioned before, except now that you now have some black faces and brown faces. It's a difference that doesn't make a difference.

This idea has guided the Action Team in discussion around what would best support BIPOC students and the Team hopes that this idea will guide you all in your discussion and decision-making process as well. Additionally, this sort of deep institutional work cannot be done quickly, cannot be done all at once, and cannot be done in isolation; it

must be carried out by individuals who are committed to transformative personal work. Providing opportunities for every individual in our community to reflect intentionally on institutional and personal transformation is key to long-term institutional change.

Part B: Long-term Institutional and System Transformation

Therefore we strongly recommend additional support structures to promote long-term institutional and systemic transformation:

1. Develop a 10-year Institutional Plan

The leadership at Carleton should put together a 10-year plan to investigate and address systemic racism within our institution. This plan should provide an intentional, strategic, and comprehensive approach to addressing inequalities, inequities, lack of diversity, and exclusive policies and practices so that the anti-racism training described above should be one component of a holistic approach to address racism on campus. This holistic approach should bring the college's mission statement, policies, and practices into alignment. This 10-year Institutional Plan should include:

- A deep institutional reflection and acknowledgement of racism that is part of Carleton's history. This could include the creation of a document similar to what was done at St. Olaf: [Racism and Change on The Hill, 1874-2017 | Udeeta Chakravarty, Claire Bransky, Graham Glennon, Camille Garrett, Samantha Seo, Pearl McAndrews, and Andrew Shinsuke Lee](#).
- An illumination of the current manifestations of racism at Carleton that need to be addressed.
- A set of specific goals to be achieved within the 10-year timeframe.
- A cohesive set of strategies to achieve those goals.
- An assessment plan that allows the institution to monitor progress towards achieving the stated goals.

2. Encourage the formation of accountability groups annually

Accountability groups are groups of individuals who, of their own volition, choose to come together to support, encourage, and push each other to address racism in a particular aspect of their life. These groups form around something in common:

- A common book (e.g., How to be an anti-racist, Why are all the Black Kids Sitting Together in the Cafeteria)
- A topic (e.g., culturally responsive pedagogy, whiteness, inclusive leadership, stopping microaggressions); people could use different resources or a common resource
- A common characteristic (e.g., Faculty of color, faculty within a department, trustees, college leadership, ITS Staff, individuals from rural communities, friends, etc.)

A recommended format would be for group members commit to:

- meeting a minimum of three times per term for the academic year
- deepening relationships with each other to build trust
- developing an individual development plan that includes specific actions to undertake by the end of the academic year
- holding each other accountable for taking the actions in the individual development plan
- making time for the group and personal development

Each accountability group would determine their own structure: when they meet, how often they meet beyond the recommended minimum of nine meetings, and meeting times/duration (suggested minimum 90 minutes). Individuals could use a Carleton-supported platform (e.g., a Slack channel) to identify potential group members or they could form groups on their own with people they already have a relationship with or with people they would like to form closer relationships with. At the end of each year the group could decide to continue with a different emphasis or disband allowing individuals to join or create a different group around a new emphasis. Carleton would not provide financial support for participation in accountability groups as individual participation is motivated by a personal desire to grow and change. Carleton would provide an annual reminder to consider participation in an accountability group, which could be expanded to include students as well.

3. Investigate the need for a Diversity Officer

The pairing of anti-racism work with that of diversity, equity, and inclusion (DEI) is not achievable or sustainable by adding a set of principles and strategies to the institution (as is currently configured) The leadership at Carleton should investigate whether there should be a dedicated position focused on implementing and monitoring DEI efforts on campus as it relates to all aspects of the college.

- The position should have the financial resources and appropriate authority to inform, implement, and affect practices and policies on Carleton's campus.
- This person would interface with all VPs, Dean's, and Directors/Chairs.
- This person (and their office) would be in charge of campus diversity training activities, play a leadership role in directing the implementation of the 10-year institutional plan, and support accountability groups (e.g., by providing a library of resources available to participants who choose to participate).

4. Empower and support coordination among resources, support systems and organizations to best support students of color

Create themed-working groups or action teams composed of specialized faculty, staff and student members to foster and develop new ideas, strategies and administrative frameworks to best support students of color on campus.

5. Support Identity-Based Gatherings for faculty and staff

Similar to the role of SEED (Students Engaged in Essential Dialogue), faculty and staff need places where they can discuss issues germane to their experiences as faculty of color on a primarily white campus. Support structures might include:

- A specific space where faculty of color can meet on a regular basis that is designated ahead of the regular access to room reservation scheduling at the beginning of each term.
- Financial support for a trained facilitator to equip faculty of color to discuss strategies for handling hot-button topics that they encounter on campus, in their departments, etc.

SECTION 7: CONCLUSION

Discrimination happens to students of color not only on basis of race but also socioeconomic status and other identifiers. Sometimes these other aspects of student identity contribute to racially-charged situations, where the racial components are addressed and the other types of discrimination are not addressed, and vice versa. Carleton must commit to supporting all aspects of students' identity if it is to realize one of its core values of embracing a diversity of people and perspectives; anti-racism training for all faculty, staff, and CVG is just one tool to equip the Carleton community to better support its students of color.

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” – Margaret Mead