

CEDI Leadership Board Minutes
November 9, 2020
2:45-4:00 p.m. via Zoom

Present: Chris Dallager, Carolyn Fure-Slocum, Shaheer Jaffar '24, Danny Mathews, Jen McMurray,
Al Montero, Éva Pósfay, Steve Richardson, Asuka Sango, Miiko Taylor, Trey Williams, Chico
Zimmerman, Elise Eslinger (Advisor)

2:45-2:50 p.m. I. Welcome, approval of minutes, introductions of visitors Éva

Visitors: Stacy Beckwith, Kelly Connole, Hanah Diebold, Kathy Evertz, Kris Parker, Michael Thompson, Matt Rand, Kallie Rollenhagen, and Gerald Young

2:50-3:45 p.m. II. Current Projects

a. Anti-Racism Training Update Kathy Evertz

There have emerged two top trainers: Perceptions Unlimited (Rochelle Peterson-Ansari); and Stephen Brookfield and Bryana French from St. Thomas—antiracisttraining.org. The task force did phone references for this group and has just received the proposal from Brookfield and French today; the task force will discuss the proposal tomorrow. Danny noted that, in his opinion, Brookfield and French were more pedagogically focused and more appropriate for faculty. Members of the Task Force responded to note that references dispelled for them concerns about B&F being more faculty-focused; they believe this group is a good fit for both faculty and staff. Jen described B&F's bifurcated approach with white faculty and staff and BIPOC faculty and staff. Trey agreed that this group can speak to the lived experiences, as well as the pedagogical and research experience. Brookfield is a well-known name in adult education and in anti-racism training, as well. Rochelle wanted to come to Carleton to train the trainers, which was not the model we are seeking. The Task Force sees B&F as handling each component of the training as laid out by the Action Team. A message was sent to campus last Thursday, including reference to timing for the training—beginning in January. Any reservations about this choice? Ability to address the range of constituencies, white male and Black female. Trey noted that we aren't going to get beyond all these anxieties. We are being called to action, and we need to take a leap of faith and to take next steps.

Asuka noted that this training needs to happen when we have the mental capacity to take it on. How are we going to schedule this—how long will each session be? How many days? Still working with the trainers to understand the length of the sessions. Right now the proposal is for

monthly sessions, but we need to figure out how to orchestrate this. Trey pointed out that the training will be a sacrifice for all. If they're talking about monthly workshops, are they imagining big groups or smaller workshops? Likely the latter. Need a clearer picture from the trainers on how long sessions will take before they can be scheduled.

b. IDE Planning Update

Chico

The Steering group met for the first time on Thursday. President Poskanzer issued the charge and then departed while the group did introductions and named a small group to do the leg work on a search for a consultant to assist with the planning process. They debated about the benefits of a consultant who's more local vs. from elsewhere. The small group will come up with a short list of consultants to share with the steering group and issue a call for RFPs before the end of the month. Steve Poskanzer has reached out to other campuses for recommendations, and the steering group is pursuing their networks. We are seeking a consultant who has experience with strategic approaches within a higher education setting.

c. Faculty Talking Circles Update

Éva

We had two faculty talking circles earlier this month—one general session and one BIPOC session. CEDI Leadership Board will discuss the notes from these sessions in January.

d. Racial Equity Leadership Alliance

Elise

Elise provided an update about this new consortium started by Shaun Harper at the University of Southern California. Elise will forward materials about the activities of the Alliance to CEDI.

e. CSA Updates

Miiko Taylor for Carol Flaksberg

Not directly related to CEDI, there are some discussions happening now around financial aid as well as about fall term housing and how presence on campus in fall might affect availability of housing for students in winter or spring.

f. Financial Literacy Action Team Report

Al

Al shared an overview of the report, including: the members of the Action Team; the charge to take stock of what students want; what our peers have been doing in this realm; focus on ideas apart from credit-bearing options; outlining recommendations/options.

A tally-mark survey during fall advising days and one day of tabling in Sayles has informed the report. The Action Team asked students to select 5 financial literacy skills and 3 modalities for conveying these skills. The pattern that became apparent is that our students want to know about aspects of financial literacy that will become important to them immediately as they graduate from Carleton. One-on-one support is the favored modality by students. Web pages, online courses, newsletters are not as favored. The human interactive element is crucial. Students want individual attention (specific and private). The survey respondents are probably biased a bit by class year and socioeconomic status. TRIO noted that LIFG students have tended to want training on some of the more fundamental topics. Point-of-service models will work best.

The Action Team went to institutional informants based on secondary sources, including Higher Ed Financial Wellness Alliance (HEFWA) and some individual institutions that have programs. HEFWA has some programs we'd be interested in pursuing. The institutions studied were at different points along the spectrum of developing programs—some programs are going well and some are cautionary tales.

Workshops are common and build a thematic curriculum; allow for recruitment of external experts. Downsides are uneven attendance, quality control, finding qualified speakers. A series of timely workshops in association with an event or other driving theme can raise profile of financial education. Some schools use breaks. Peer-to-peer counseling allows for tailored timing and private consultation. Champlain College trains 25 student financial advisors each year. Quality control requires ongoing training and oversight. This is a more significant dedication of resources. All of the programs had web pages and videos. Some of these resources are free and some are fee-for-services. (HEFWA has good advice on what's useful.) Even passive resources need to be curated and updated. Some credit-bearing ideas popped up—they signified the highest level of program development, as well as most expensive and resource-intensive options. Economics departments are often the ones tapped as home for these courses.

The Action Team is suggesting a dedicated web page and occasional workshops; an existing staff member dedicated, etc... (see report) Chico noticed the mention of partnering St. Olaf. Have they studied their student needs? Not yet. Is this an official report that can be shared? CEDI agreed that this Action Team's report could be posted online. (NOTE: this was completed over break.)

- Conversation with Posse Mentors at 3:40 p.m., *Matt Rand, Kelly Connole, Gerald Young, and Stacy Beckwith (CEDI members, Al Montero, Éva Pósfay and Chico Zimmerman have also been Posse Mentors)*

This conversation with the Posse Mentors came out of a conversation between Stacy Beckwith and Asuka, who was sharing the work of the Action Team. Posse Mentors asked to share common themes they commonly encounter with Posse students, who are often LIFG. The Mentors cited a few hurdles they have encountered (such as lack of course designations/credit for Posse participation; better access to student information for Mentors; challenges for students who belong to more than one group—such as FOCUS AND Posse—to meet expectations). The group also discussed the danger about making assumptions about the profile of all LIFG students, as they do not represent a monolithic group. They called attention to some barriers to participation (e.g., there are barriers to externships beyond pay, such as having a car and trying to find a place to live on top of losing earnings) and some potential un-evenness in students understanding their full range of options for internships, externships, research fellowships, etc. and accessing guidance to develop their sense of belonging in the classroom.

CEDI will discuss the LIFG Action Team's report at its next meeting.

Elise will email with a Doodle poll to set up winter term meetings.

Respectfully submitted,

Elise Eslinger