

CEDI Leadership Board Minutes
March 4, 2021
3:45-5:00 p.m. via Zoom

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

Debriefing Today's Antiracism Training Session

CEDI reflected on the March 4 large group antiracism training session for faculty and staff. The topic of this month's session: Systemic Racism and Becoming and Antiracist Organization. This was generally viewed as a helpful session by the Leadership Board, though there were concerns about the criticism expressed in the sli.do survey.

IDE Planning Update

IDE Co-Chair Chico Zimmerman provided an update on the process, including the questionnaire that alumni, faculty, staff, and students are being encouraged to complete, and the focus groups that are currently underway.

Update on 3/2 Meeting with Tuesday Group

The CEDI Co-Chairs shared an overview of their conversation with Tuesday Group about CEDI's recent activities. This included:

Tuesday Group discussed the LIFG Action Team Report Recommendations. *There is a need to share information more actively (not just passive posting on websites) about the resources available to low income and to first generation students. Tuesday Group affirmed the LIFG Action Team's observation that inconsistent definitions of "low income" and "first generation" have hampered our efforts measure the current levels of outreach and disparities between groups. Tuesday Group explored the question of recruitment of LIFG students and how much information offices have about students in doing their recruiting and support work. To help students receive a more coordinated message about resources, VP and Dean of Students Carolyn Livingston will send a periodic email to students who are Pell-eligible to share all of the sources of support available to them. Similarly, she will send a separate message to those who are first generation. These student life messages will be timed to arrive just before Advising Days (with a cc to Advisors to help provide these mentors with information to spur conversations). Outreach to faculty research sponsors will probably require separate communications from Gretchen Hofmeister, who coordinates this initiative. Tuesday Group encouraged broader circulation of the LIFG report, which is posted on the CEDI website.*

Tuesday Group then discussed the Financial Literacy Action Team Report Recommendations, acknowledging that *students see that gaining skills in this area is a priority for being prepared for life beyond Carleton. This is an issue at colleges nationwide, and Carleton wants to address the need in a more effective way. Some of the current educational*

initiatives were described, some of which should continue, as they are effective and popular (here Budget Director Jane Rizzo's workshop on budgeting and financial planning was mentioned). Carolyn Livingston noted that the Student Activities Offices' First Year Student Success series has been very well received and will be expanded to juniors and sophomores soon. She proposed adding a financial literacy workshop in each of these series, as this is a built-in venue and can deliver content appropriate to students' concerns at this stage of their college experience. It was noted that we have staff and alumni who are experienced and are willing to help. In addition to adding components to these student series sessions, Carleton will continue to offer financial literacy training through peer leader workshops and TRIO. This additional effort should be assessed periodically to identify and address gaps that may still exist.

The CEDI Co-Chairs also introduced to Tuesday Group several key themes from the fall's faculty talking circles, in which about 30 participated, in total. These themes included:

1. *The fear of being judged when bringing up race matters in the public arena.*
2. *The importance of acknowledging in the classroom, even briefly, public events that might be distressing students.*

Discussion focused on the fact that faculty care about what students are going through (and vice versa), and having some grace in these circumstances is important. This practice is different from turning the subject of the class that day into a discussion of the news event of the day. It was suggested that an LTC session could help faculty consider a range of approaches to this acknowledgment.

3. *The wish for venues other than the classroom to discuss public events to provide a forum and support students and the rest of the community.*

It was acknowledged that having events and resources available through other non-classroom offerings could allow faculty to help direct students' need to discuss.

4. *The desire for discussions on race and the anti-racism training to result in real change at Carleton.*

Tuesday Group agreed that it is critical to connect the current work to IDE planning and to future antiracism training efforts. This must be ongoing work we do in order to make progress.

5. *Concern about the limitations of CEDI's impact on campus.*

Here Tuesday Group members who have worked at schools with other models pointed out that similar concerns are also being leveled at schools with a Chief Diversity Officer.

6. *The suggestion that CEDI strengthen its role as a hub of information for the community.*

Tuesday Group agreed with the value of this role for CEDI.

Tuesday Group also discussed **antiracism training** and the fact that there are a variety of perspectives on the training and that the trainers do not find the current resistance to fall outside the norm for other schools with which they've worked. There are people who have questions about how sure are we that this is going to achieve its purpose, and how grounded are the theories. The assessment effort at the end of this round of training will be critically important. What we learn from this will inform what comes next.

Next Leadership Board Meeting:

TBD—watch for Spring Term Doodle Poll!