Community, Equity, Diversity, and Inclusion

Annual Report

2019-2020

Submitted to the Carleton Community

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ABOUT CEDI

Mission

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

Members of the 2019-2020 CEDI Leadership Board

Rhemi Abrams-Fuller, staff co-chair 2019-2020
Christopher Dallager, ex officio, Disability Services for Students
Elise Eslinger, advisor, President’s Office
Carolyn Fure-Slocum, ex officio, Office of the Chaplain
Babi de Melo Lemos ’21, student representative, winter and spring 2020
Nina King ’22, student representative fall 2019
Danny Mathews, ex officio, Gender and Sexuality Center
Jen McMurray, SAC representative 2019-2021
Suad Mohamed, student CSA liaison fall 2019
Al Montero, ex officio, Director of Advising and Faculty Diversity Recruitment, Dean of the College Office
Éva Pósfay, faculty co-chair 2020-2022
Steve Richardson, staff co-chair elect
Laura Riehle-Merrill, ex officio, Title IX
Asuka Sango, faculty representative 2018-21
Prathi Seneviratne, faculty representative 2019-2020
Jay Tasson, faculty representative 2019-2021
Miiko Taylor, Forum staff representative 2019-2021
Trey Williams, ex officio, TRIO/Student Support Services
Brisa Zubia, ex officio, Office of Intercultural and International Life
Jayla Williams ’21, CEDI secretary fall 2019
Lena Stein ’21, CEDI secretary winter and spring 2020
INTRODUCTION

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

- outlines President Poskanzer’s charge to CEDI and describes the Leadership Board’s progress toward meeting the goals therein.
- explains the progress made on the Diversity Resource Cataloging Project.
- reports on the follow-up of Common Time/Convocation Action Team committee and how that provided context and guidance for the Campus Dialogue Planning Group.
- reports on the College’s progress on the May 2017 recommendations in the Inclusive and Accessible Bathrooms Report.
- includes recommendations for the upcoming academic year, proposed and voted upon by the Leadership Board.
- documents the start of conversations between the Black Student Alliance, African and Caribbean Association, Men of Color, Africana Studies Student Department Advisors, and Carleton Administration related to the support and empowerment of Black individuals on campus.
CHARGE TO THE CEDI LEADERSHIP BOARD FOR 2019-2020

1. Post and publicize the completed diversity resource cataloguing project.

2. Help reconnect the campus community with the [Low Income First Generation assessment and report from May 2016](https://example.com) and the initiatives that have stemmed from that process. Raise awareness about resources available and support efforts to expand financial literacy opportunities for students.

3. Increase CEDI’s visibility through campus outreach and work with Carleton’s governance structures:
   - Model ways of leveraging constituency representatives on committees to understand these groups’ perspectives and to strengthen communications with constituency groups.
   - Serve as a resource for community members and governance bodies that are creating programs or taking actions that reflect Carleton’s ambitions for community, equity, and diversity.
   - Partner, in a consultative role, with Student Life, the Dean of the College, External Relations, the Vice President and Treasurer, and the President in developing dialogue initiatives across campus.

4. Assist, as needed, with implementing recommended changes stemming from the spring 2019 employee survey and be attentive to campus climate for staff as new ideas are considered and recommendations implemented.

5. Support dialogue and other convocation and common time-related efforts to enhance the engagement of the campus in conversations and activities that build community.

6. Continue to assist with campus communications about actions taken to address issues raised in the 2017 Bathrooms Action Team Report.

7. As always, continue to monitor emerging issues and help Tuesday Group and the campus community respond in proactive ways. Help better understand current climate issues (details about which may arise through consortial surveys or other data or CEDI’s efforts to listen for and receive input) and consult with Tuesday Group on appropriate responses.
CEDI’S EFFORTS TO FULFILL THE 2019-2020 CHARGE

Post and publicize diversity resource cataloging project

Following analysis of over 400 survey responses received from the Carleton community in 2016-17 regarding campus diversity efforts, a subcommittee of the CEDI Leadership Board worked with College Communications to select an appropriate format for use in displaying the information. The final diversity resource cataloguing project (broken into three major sections, representative of recurring themes in individual survey responses: Supporting Individuals, Supporting Academic Community, and Supporting Community Relationships) has been posted to CEDI’s website. While intentionally not an exhaustive list, the selection of information displayed is meant to provide a snapshot of the efforts being made by different offices and departments around campus.

Regarding publicizing the diversity resource cataloging project, CEDI discussed a three-pronged approach (all parts of which were slated for spring term of 2020):

1. CEDI members would chat with members of the Carleton community face to face about the project at an ice cream social event
2. CEDI would utilize all-campus email to notify the broader campus community
3. CEDI would utilize digital signage in key areas around campus

CEDI members also discussed engaging in intentional, deeper conversations with departments that contributed to CEDI’s initial data gathering efforts for this project. Unfortunately, with the arrival of COVID-19, all of these plans were put on hold. CEDI will revisit these plans when the pandemic is under control and campus life has returned, at least somewhat, to normal.

Reconnect campus community with Low Income First Generation assessment and resultant initiatives

In an effort to build on insight gleaned from 2016’s Low Income First Generation assessment, a CEDI subcommittee was formed, consisting of the following faculty and staff members:

Al Montero (Associate Dean, Director of Advising, Professor of Political Science)
Prathi Seneviratne (Assistant Professor of Economics)
Miiko Taylor (Assistant Director of Student Activities)
Trey Williams (Director of TRIO/Student Support Services)
Brisa Zubia (Director of the Office of Intercultural and International Life)

This subcommittee was tasked with thinking more deeply about LIFG issues on Carleton’s campus. Specifically, they were asked to assess progress already made on the issues raised by the initial LIFG report, as well as to prioritize tasks on a list of future to-do items. The work of the
subcommittee culminated in recommendations for two Action Teams, one focused on LIFG student opportunities, and the other focused on financial literacy.

The CEDI Action Team on Low-Income and First Generation (LIFG) Student Opportunities was to consider the processes for participating in mentored student research, fellowships, off-campus studies, and a full range of student employment and to determine ways to augment LIFG student access to such opportunities. Members of this Action Team included:

Asuka Sango (Chair), Chair of Religion, Director of Asian Studies, and current CEDI board member
Sindy Fleming, Assistant Dean of Students
R.J. Holmes-Leopold, Director of the Career Center
Marynel Ryan Van Zee, Director of Student Fellowships
Jay Tasson, Assistant Professor of Physics and current CEDI board member
Bethstylene Chery ’21, TRIO Peer Leader

While the initial plan was for this Action Team to begin its work at the start of spring term 2020, the decision was made to postpone this work until the fall of 2020, given the onset of the COVID-19 pandemic.

The CEDI Action Team on Financial Literacy was charged with taking stock of student audiences seeking financial literacy skills and the specific skills being sought, gathering information about past efforts to address these needs, and considering a framework for conveying financial literacy skills at Carleton. Members of this Action Team included:

Al Montero (Chair), Associate Dean of the College, Director of Advising, Professor of Political Science, and current CEDI board member
Melanie Cashin, Academic Advisor, TRIO-SSS Program
Tina Kukowski, Assistant Director of Student Financial Services
Babi Lemos ’21, current CEDI board member
Maya Rogers ’22, QuestBridge Scholar
Prathi Seneviratne, Assistant Professor of Economics and current CEDI board member

The Financial Literacy Action Team met several times during winter term and administered a survey to current students asking about desirable skills within the realm of financial literacy. They also spent time researching financial literacy programming at peer institutions. Action Team members met again during spring term to review student responses to the hash mark survey. Based on information gathered, it seems there is a need for information targeted toward two specific student groups (first and second-year students, those still early in their Carleton experience and focused mostly on the financial aspect of college, and third and fourth-year students, those closer to graduation and thinking ahead to financial aspects of the “real world”), though progress on specific next steps was halted with the onset of COVID-19.
Increase CEDI’s visibility on campus

Efforts to increase CEDI’s campus visibility focused on two main areas: in-person board outreach efforts, and making CEDI leadership board meetings and minutes public.

In-Person Community Outreach Events

Based on the success of prior ice cream social events, CEDI planned a spring term outreach event for April 2nd, 2020 (with tables set up in three prominent locations across campus). The plan at these events was to talk broadly about CEDI and its charge for the term, to highlight particular areas of recent work (including the diversity resource cataloguing project), and to solicit feedback related to the LIFG experience (for use by the LIFG Student Opportunities Action Team). Unfortunately, this event was canceled due to COVID-19.

CEDI had also planned a set of open community meetings to discuss concerns related to the following:

- Campus accessibility
- Community diversity (specifically recruitment and retention of a more diverse student body and set of employees)
- Socioeconomic concerns

The aim of these meetings was to create a more open forum through which community members could express thoughts/ideas/concerns related to the aforementioned issues. CEDI was to assist with identifying relevant campus constituents who could speak at each event. These events were ultimately canceled due to COVID-19.

Opening CEDI Leadership Board Meetings to Visitors

Starting in winter 2020, CEDI opened its (previously private) biweekly leadership board meetings to members of the larger Carleton community. Several members of the broader Carleton community did choose to join the leadership board throughout winter (in-person meetings) and spring (virtual meetings) terms. Additionally, CEDI made biweekly meeting minutes available for public viewing through its website.

Assist with implementing changes stemming from spring 2019 employee survey

In the spring of 2019, the College invited all staff members (except the Bon Appétit staff) to take a survey about their employee experiences and work environments. In an effort to gain a more in-depth understanding of the survey results, the CEDI Leadership Board invited Kerstin Cárdenas (Director of Human Resources) and Todd Jamison (Assistant Vice President of Institutional Research and Assessment) to discuss them. CEDI was particularly interested in issues of equity, diversity, and inclusion that may have arisen in the responses.
The survey data had some limitations due to its exclusion of employees’ division and the general absence of other identifiable features; this made it difficult to discern trends regarding CEDI-related matters. Consequently, CEDI raised the possibility that future staff surveys ask more explicit identifying information to help make results more actionable.

**Support dialogue and other convocation and common time-related efforts around campus**

Through its participation and leadership in the Winter Term Dialogue Program (planned by the Dean of Students Office), CEDI strove to promote meaningful dialogue between students, faculty, and staff around Convocation presentations. The idea of this program had originally grown out of the work done by the CEDI Action Team on Common Time and Convocation (2017-18) and the Campus Planning group (2018), with the goals of building communication skills across difference.

In Dean Carolyn Livingston’s words, “The focus of the dialogue program is to give members of the Carleton community the opportunity to practice and strengthen skills to engage in difficult conversations, such as listening to others’ perspectives without immediately categorizing those perspectives, recognizing how one's own experience shapes one's ideas about a topic, and engaging and finding connections with people whose views are different than one's own” (1/6/2020).

Only in its second iteration in 2020 and in great demand especially among staff, the Winter Term Dialogue Program brought together four discussion groups, each co-facilitated by a student, a staff member, and a faculty. Each group conversed about three Convocations and later attended a final common wrap-up session at which time feedback was solicited by the Dean of Students Office.

**Continue communication about actions related to the 2017 Bathrooms Action Team Report**

The CEDI Bathrooms Monitoring Team kept various projects on track and communicated about their progress on a regular basis. All of their reports can be viewed on the CEDI website.

Team members included:

Marty Baylor (convener, and Chair of Physics and Astronomy)
Nicolas Bell ’23
Nicole Collins ’22
Chris Dallager (Disability Services for Students)
Carolyn Livingston (Vice President for Student Life and Dean of Students)
Eileen Lower ’20
Fred Rogers Vice President and Treasurer
Steve Spehn (Director of Facilities and Capital Planning)
Barb Tousignant (Facilities Project Management Assistant)
The team submitted the following end-of-year summary:

The work of our team is being driven by our mandate to monitor the commitment Tuesday Group made regarding inclusive and accessible restrooms and informed by the restroom audit completed last spring. With this in mind, here are some of our major accomplishments over the 2019-2020 academic year:

- The renovation to Leighton to add ADA-accessible restrooms and all-gender restrooms on the 1st floor were completed during summer 2020.

- Res life made changes to RA training based on feedback from the changes implemented in the 2018-2019 academic year. The updated training appears to be better received by students, with fewer student complaints reported.

- Although Res life has not changed any of its policies around housing accommodations for students, it has updated its website so that it is much more inviting of student questions and concerns. This appears to have helped and Res Life has received fewer complaints from students around housing accommodation issues.

- Links to the updated interactive map, which now includes locations to ADA-accessible restrooms and all-gender restrooms on campus, are being added to appropriate websites such as Disability Services and GSA websites.

- Following up on feedback we received in winter/spring 2019 from faculty and students, Facilities has set aside $75K in funds to replace a women’s restroom in the basement of Hulings with two all-gender restrooms as part of the Hulings Basement renovation during Summer 2020. This solves a problem with access to restrooms behind a locked security door.

- We have put together a plan for directional signage directing individuals to ADA accessible and all-gender restrooms when there are none available in a particular building. The focus of the plan is academic buildings and public spaces where we welcome visitors. The cost to implement the plan is $600. The plan will be implemented as soon as possible, hopefully by Fall 2020 once a funding source is located.
Looking ahead:

- We are looking into making sure major event websites such as Commencement and Reunion have links to the interactive map to direct people to appropriate restrooms.

- We will look into adding locations of changing stations to the campus map.

- Despite the completion of a broad top-level audit, we are revisiting aspects of the audit as necessary to refine our understanding of certain spaces as we explore opportunities for increased accessibility and inclusiveness of our restrooms.

- We have met many of the goals laid out in Tuesday Group’s memo on Accessible and Inclusive Bathrooms. We will review each of these goals and identify which goals still need to be addressed.

**Monitor emerging issues and help Tuesday Group with proactive responses**

2020 was marked by two distinct events: the COVID-19 pandemic (which started to severely impact campus in winter term), and the murder of George Floyd on May 25th, 2020, the combination of which dictated much of CEDI’s agenda for its final term of the 2019-2020 academic year.

At the start of spring term, the CEDI Leadership Board discussed its role in supporting the Carleton community through the pandemic. CEDI members also discussed issues of equity after the college moved to remote learning for the remainder of the academic year (after a hasty forced departure from campus for all enrolled students during spring break). In an effort to help gather feedback from students about support from the college, CEDI members brainstormed a list of questions that academic advisors could use to check in with their advisees toward the end of the term.

Following the murder of George Floyd, student members of the Black Student Alliance (BSA), African and Caribbean Association (ACA), and Men of Color (MOC) groups, along with the Student Department Advisors (SDAs) for Africana Studies submitted a list of demands (see Appendix A) to the members of Tuesday Group. In response to student outcry for change, CEDI published a statement of solidarity and commitment to action in June of 2020 (see Appendix B) after organizing on June 4th a student talking circle facilitated via Zoom by staff and faculty to help process thoughts and feelings in the aftermath of George Floyd's murder. The CEDI co-chairs also met with the members of the Carleton Senior Leadership Team to discuss the list of student demands and formulate a plan to address student concerns as quickly as possible. In
response to the list of demands, CEDI was charged with formulating a plan for campus-wide anti-racism training. The Action Team for this project consisted of the following members:

Sharon Akimoto, Professor of Psychology
Marty Baylor, Associate Professor of Physics and Chair of Physics and Astronomy
Kirsten Budin, Human Resources (ex officio)
Danny Mathews, Director of the Gender and Sexuality Center and current CEDI board member
Armira Nance ’22, Black Student Alliance (BSA)
Santi Rico ’22, Carleton Student Association (CSA)
Lena Stein ’21, CEDI Secretary
Trey Williams, Director of TRIO/Student Support Services and current CEDI board member
Thabiti Willis, co-chair, Associate Professor of History and Director of Africana Studies
Brisa Zubia ’05, co-chair, Director of Intercultural and International Life and current CEDI board member

At the end of the 2019-2020 academic year, the Action Team was in the process of researching different options for anti-racism training (to be done by an external service).
THE UPCOMING YEAR

CEDI’s primary focus for the 2020-2021 academic year will be the selection and implementation of an anti-racism training program for all Carleton faculty and staff. CEDI will also continue to monitor issues of student equity throughout the pandemic, and the LIFG Student Opportunities and Financial Literacy Action Teams will resume their work.
Dear President Poskanzer, Dean Rodriguez, Dean Nagel, Dean Livingston, Dean Carlson, and Dean Baggot:

We, the Black Student Alliance (BSA), African and Caribbean Association (ACA), Men of Color (MOC), and Student Department Advisors for Africana Studies (SDA), seek your immediate action in implementing anti-racist programs, organizations, and spaces for black students, faculty, and staff on campus.

We, as black students at Carleton, desire to see our institution speak swiftly, clearly, and forcefully about issues that affect the life chances of Black people and the well-being of Black students. This includes explicitly denouncing the racist murder of George Floyd as well as state-sanctioned violence carried out against peaceful protesters. We appreciate that the College has acknowledged the murder of George Floyd; however, it took four days for an initial statement to be released by the College, with a more detailed response issued on June 1, 2020. These statements were incredibly disappointing for us and, in our view, are emblematic of the continual disregard we feel as black students at Carleton. This disregard is heightened in these critical moments when there is lethal, excessive, and extrajudicial violence perpetrated against black bodies, almost daily.

Yet, the College seems to be reluctant and/or unwilling to speak out against police brutality and white supremacy--realities that resonate deeply with black students when, aside from our social lives and studies, we are compelled to focus on the multiple ways that whiteness is weaponized against black people. Against the backdrop of this ongoing pandemic, we have witnessed black people killed by racist whites over the past few months without a statement from the College to express concern or address the challenges and horror it causes for us.

President Poskanzer has indicated a willingness to begin to address these issues and to engage with several groups on campus, among them the BSA. We acknowledge your enthusiasm and firmly believe this is a time not only to reflect on the white supremacist murders of black people across the country, but also a time to develop meaningful ways to shape better conditions and opportunities for black students and students of color on this campus. In particular, we see an opening for the College to play a vital role in addressing and redressing antiblackness, institutional racism, white supremacy, and microaggressions on this campus and in the Northfield community.

While there is a ready acknowledgement by faculty, staff, and students of the egregious and heinous nature of the killing of George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade, Michael Brown, and Dana Martin, Matthew Lee, Erika Guevara-Rosas, Chynal Lindsey, and so many others, there also needs to be a recognition that black students at Carleton are not always made to feel safe, supported, or equal to their peers. Members of Black student organizations such as BSA, ACA, and MOC endure persistent racism at Carleton by faculty, staff, and
students. Carleton prides itself on “diversity,” yet we do not see the mechanisms implemented and resources deployed at the College to ensure the safety, security, and viability of domestic and international black students.

A sampling of the overt discrimination faculty and staff have perpetrated against black students on-campus, and forms of generalized institutional neglect of black students, are enumerated below:

**Faculty Discrimination:**

- Some faculty, mostly white, are not taking seriously the trauma black students are enduring as a result of the recent murder of George Floyd, Breonna Taylor, and Ahmaud Arbery.

- Cases of Covid-19 have disproportionately impacted black students, and black students who ask for extensions are not granted such.

- In the Economics department, faculty exhibited continuous cultural incompetency by undermining capabilities and identities in the classroom. Students are led to interpret a faculty member’s seeming disinterest in building a sense of community that the small, liberal arts college environment encourages as a sign of disregard. This especially happens when faculty fail to learn black students’ names or advise them adamantly to major in other disciplines outside of Economics.

- Faculty members encourage black students to take a term off when experiencing difficulty. Students have interpreted this to have racist undertones as it conveys the assumption that they are not good enough for Carleton.

- In the Spanish Department, a faculty actively diminishes and belittles black women and black queer men in the classroom. For example, she called a black woman stupid in class and encouraged black queer men to watch Will Smith videos as an example of a “strong black father figure”.

**Staff Discrimination:**

- A staff member acted in an anti-black manner, referring to black students with the N-word.

- Staff members at Bon-app and Alumni Relations (200 Division St) have touched Black women’s hair.

- In the Gould Library, a staff member habitually targeted and reprimanded black workers for doing activities that many white workers did, consistently and continuously reported black workers for not finding books promptly, threatened employment, and was condescending and patronizing.

**Inadequate Services:**
• BSA was compelled to raise funds to help black students on campus since Carleton did not provide funds explicitly allocated for black students as a relief for COVID-19.

• There is a lack of programs and workshops on campus explicitly held for black students.

• The institution lacks commitment to Black History Month. Since our time at Carleton, the college administration has never officially acknowledged this month or the events hosted by BSA, ACA, MOC, and the Africana Studies program.

To take responsibility for and to demonstrate a commitment to curing the ills of white supremacy, anti-blackness, institutional racism, and microaggressions black students face on and off campus, we demand that the following mechanisms be implemented to promote our safety, our intellectual and social viability, and our overall well-being on campus.

WE DEMAND that Carleton show an institutional commitment to support and retain extant Black tenure-track faculty, and make an effort to turn visiting professorships and post-doctoral positions into tenure-track positions.

WE DEMAND to see an institutional commitment to Africana Studies and black student life on campus, conveyed in, for example, widespread participation in, and resources for, Africana Studies Week, attendance at Africana Studies events by professors, and advertisement of Africana Studies as a viable major.

WE DEMAND the immediate establishment of a Black Center on campus; the Office of Intercultural and International Life (OIIL) is the only space on campus Carleton has provided for people of color that is neither federally-funded (i.e. TRIO) nor supported through a non-profit (i.e. Posse). Many of Carleton’s peer institutions such as Swarthmore and Grinnell have Black centers at their institution.

WE DEMAND more resources and funds for OIIL in order to expand programming and create levels of advocacy, initiatives, and workshops for students of color.

WE DEMAND mandatory anti-racist training for all incoming and current faculty, staff, and administrators. Carleton must contract independent black anti-racist trainers to underscore the importance of racial, gender, and sexual diversity. This training will take place fall and spring term.

WE DEMAND that Carleton security undergoes mandatory anti-racist training to improve the way that persons in uniform (law enforcement, security, etc.) interact with black people and other persons of color. Anti-racist training must be contracted with an independent black anti-racism educator.

WE DEMAND efforts to recruit international black students from a greater variety of Caribbean and African countries.

WE DEMAND funding in the form of grants instead of loans for black low-income students.

WE DEMAND Carleton makes a substantial donation to small black businesses damaged in
Minneapolis due to looting and vandalism. Many of our black students reside in Minneapolis and other parts of Minnesota. Thus, we believe it is essential to restore their communities.

WE DEMAND more black parents on the Parent Advisory Council.

WE DEMAND the highest paid administrators give up a percentage of their salary to help address the College’s fiscal constraints.

Black Student Alliance, African and Caribbean Association, Men of Color, and Africana Studies Student Department Advisors will be awaiting direct and swift action to implement our demands at this institution. If Carleton is sincere in its commitment to cultural and racial diversity, this institution must include anti-racist and Black-centered programs, organizations, and structures to ensure black students on and off campus feel supported and welcomed.

Standing in Black Power,

Black Student Alliance
African and Caribbean Association
Men of Color
Africana Studies Student Department Advisors
Appendix B: CEDI Statement of Solidarity and Commitment to Action, June 2020

Dear Carleton Students, Faculty, and Staff,

The CEDI (Community, Equity, Diversity and Inclusion) Leadership Board stands in solidarity with the Black and Brown community at Carleton and all who mourn the brutal murder of George Floyd. We say his name along with those of Ahmaud Arbery, Iyanna Dior, Tony McDade, Nina Pop, Breonna Taylor and numerous others who have borne the brunt of racism and race-based violence inflicted by the systems of white supremacy and oppression in this country.

CEDI is a group of students, faculty, and staff that works to improve equity, diversity and inclusion in the campus community. CEDI strives to be attentive to community concerns, raising issues that are not attended to elsewhere on campus. Our mission is to give voice to student, faculty, and staff concerns. When appropriate, we help coordinate and connect the many efforts supporting equity, diversity, and inclusion on campus.

Driven by our commitment to actively fight racism and other systemic inequalities, we will advocate for Black students and other students of color on this campus:

- We will closely monitor progress being made to address the demands of the Black Student Alliance, African and Caribbean Association, Men of Color, and the Africana Studies Student Department Advisors, as the Tuesday Group has committed. We will also be attentive to CSA resolutions and individuals’ letters of concern. We have reached out specifically to these student organizations and CSA to express support.
- CEDI will form an Action Team, including faculty, staff, and students, to study and recommend an external entity to provide anti-racism training for faculty and staff, beginning in the 2020-21 academic year.
- We have gathered information from our student talking circles. Other such opportunities will be organized for staff and faculty as well.
- We will listen to community needs, identify major areas of concern, and collect ideas from the community for actions the College should consider. We will form Action Teams made up of students, faculty, and staff to address these areas, as needed.

The CEDI Leadership Board will continue to meet during the summer with the aim of swiftly and fully implementing our action plan. Inspired by the dedicated work of students to address these issues over the past several weeks, we commit ourselves to this work wholeheartedly and look forward to engaging with the Carleton community in the months to come.

To reach the CEDI Leadership Board with comments, questions, or interest in becoming involved with these efforts, please email cedi@carleton.edu or any of the individuals listed below.
Sincerely,

_The CEDI Leadership Board_

Rhemi Abrams-Fuller (staff co-chair), Éva Pósfay (faculty co-chair), Chris Dallager, Babi De Melo Lemos ’21, Carolyn Fure-Slocum, Danny Mathews, Jen McMurray, Al Montero, Steve Richardson (staff co-chair elect), Laura Riehle-Merrill, Asuka Sango, Prathi Seneviratne, Lena Stein ’21, Jay Tasson, Miiko Taylor, Trey Williams, Brisa Zubia, Elise Eslinger (Advisor)

Further resources: many campus offices have resources available on their websites. The links can be found on the CEDI website. SHAC offers phone counseling available 24/7/365. Call 855-705-2479.