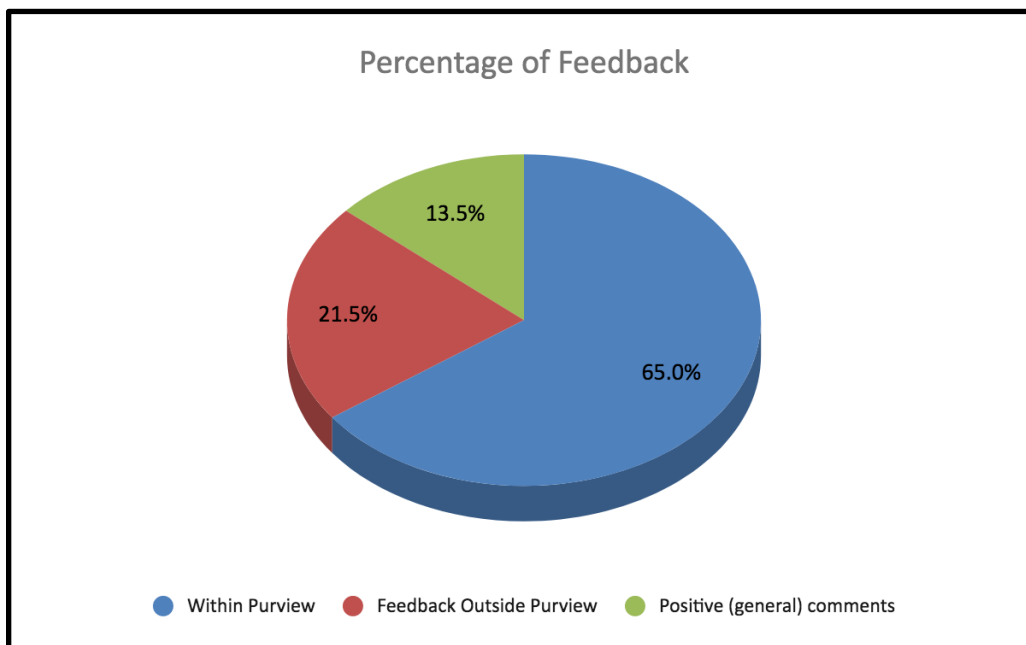


## Summary of Feedback from February Town Hall Sessions and Feedback Form Submissions

While the members of the IDE Strategic Plan Steering Committee (“The Committee”) were varied in their backgrounds, roles at Carleton, and viewpoints, it was not possible to account for the entire myriad of people affected by this plan (“The Plan”). To this end, the Committee opened the draft for a month of review, submission of electronic comments, and eight virtual town hall meetings.

The Committee feels that transparency in this process, in this Plan, and in the ensuing implementation are important to the success of moving Carleton forward. To that end, we acknowledge all the feedback that was provided and all the individual viewpoints expressed. In this document we have grouped the feedback thematically as well as under which goal it falls, if applicable. Where possible, we have utilized this feedback to inform later drafts of the Plan. Despite our best efforts, there was some feedback that fell outside of the charge or purview of the Committee and the Plan, as shown in the following chart.



All feedback, regardless of whether it was noted below or was outside the purview of the Plan, will be reexamined at the time of implementation. We want to acknowledge our receipt of this feedback and thank those who took the time to engage, better this Plan, and move Carleton forward.

- Acknowledgement of Past Wrongs.

Several comments focused on the question of acknowledgement for wrongs against groups who have felt disregarded on our Campus. It was asked if there is a plan to specifically identify and apologize for situations that have harmed members of the

community in the past. One reader commented that there will be some personal reckoning with the shame of realizing that a comprehensive IDE Plan should have been done sooner. A question was posed about ways the “Carleton community might support each other and move forward together without centering on shame.”

- **Accountability and Metrics.**

The most common feedback centered around the ideas of accountability and metrics. While most were approving of benchmarks to measure progress and continue forward momentum, there were concerns about how that progress would be tracked and the overall accountability of the Plan.

Some were concerned that the Plan advocated for a centralized model for IDE work with a top-down approach while others worried that decentralizing the work would lead to a lack of accountability. Others questioned how belonging or student success could be measured to ensure an environment of thriving instead of just persisting. In terms of the data itself, there was a request for a data dashboard. Others were concerned about a potential over-reliance on quantitative data while others were questioning whether existing data could be leveraged as opposed to starting metrics fresh.

Overall, community members were engaged with the ideas of metrics and accountability and are looking for transparency going forward into the implementation phase. As one commenter wrote, they want reassurance that there will be no “sweeping under the rug.” There are also questions regarding what will be the consequences for lack of action or non-compliance. Most of these concerns and comments are not able to be answered until the Plan has entered into its implementation phase. It is heartening to have an engaged community who are looking for clarity on accountability and metrics so that they, as a community, can hold Carleton to the IDE ideals.

- **The Role of Alumni.**

Alumni have always been crucial to Carleton’s success. Specific questions arose around why Alumni were not more involved in the early stages of the IDE Plan’s development. Some noted the work of Alumni volunteers and Board Chairs should be clearly acknowledged in Strategy 1.2.5 as should the work the Alumni have already done to advance IDE initiatives at the College. Clear metrics around programs for Alumni should be in the Plan to help the Alumni Council measure its success. Questions were posed about the roles for Alumni going forward, and specifically about the ways the Alumni Council can further IDE work. It was also proposed that Alumni who visit the campus be given opportunities to support and mentor students, as described in Strategy 3.1.1.

- **Bias Incident Reporting. Goal 1.2.4**

There was a very strong reaction to the Bias Incident Reporting in Strategy 1.2.4. Many commented that bias incident reporting is counterproductive and could cause harm and unintended consequences. The faculty voted not to have a bias incident

response mechanism several years ago and for that reason they object strongly to seeing this Strategy in the draft Plan. Carleton does not currently have an explicit bias incident reporting process. It was suggested by several individuals, however, that the language in the Plan be amended to strengthen the Community Concern Form (CCF). Several comments noted that an enhanced CCF would be a better tool:

As one comment stated, “Develop clear and transparent procedures to support a) reporting general concerns “that may have broad impact on the community” that are potentially related to issues of race, gender, sexuality, etc. using (CCF) and communication about the process itself. The College’s website should indicate what issues should be submitted as a CCF and which should not. The CCF website could provide clear language that helps someone decide whether or not they should submit to the CCF, and then which individuals/offices should be contacted.”

Others expressed concern that they didn’t know how or where to report an instance of bias and questioned what constituted a racist act. More clarity was asked for on this topic.

- Burden of IDE work on Community Members and their Roles.

IDE work can be time-consuming and thankless work. Research from the data collecting phase of this Plan showed that faculty, staff, and students of color shoulder an unfair burden carrying this work at Carleton. Feedback on this issue was generally split between asking for recognition and reward for those already doing this work and the impact of adding or modifying positions to include IDE work. Recognition and reward feedback included considering IDE work in the faculty tenure process, lessening job duties of staff already engaged in this work or utilizing it positively in performance reviews, and compensating students for activism work. Furthermore, the idea of incentivization was particularly noted for faculty work. The feedback concerned with impact was more varied. Some were concerned that departments, such as Human Resources, would be unfairly burdened in addition to their current workload. To that end, there were comments requesting that Carleton not adopt an “additive” approach but instead a modification approach where faculty and staff duties could be modified to accommodate IDE work instead of in addition to. There was additional feedback that clarification of staff job duties and grades, both in relation to IDE work and outside of it, would impact staff retention, forward IDE work, and create a healthier work environment.

- Chief Diversity Officer. Goal 1.1.1

The role of a Chief Diversity Officer (CDO) and their office staffing was a consistent theme for all the groups who provided feedback. Overall, most individuals commented that establishing a CDO office is favorable. There is feedback concerning what qualifications this person may have, whether the search committee for this office should come from elected as opposed to appointed community members, a desire for implementing clear qualifications and purpose for the position, reassuring that this role would not be a figurehead, and clarity on the purview of the role in affecting other aspects of the college (such as student life, faculty matters, or staffing

decisions). Some were concerned the new office wouldn't be robust enough, might lack budget, insufficient Tuesday Group access or adequate staff while others were concerned about the role and mandate of the CDO.

We understand that a new position, its accompanying staff, and its duties would raise a number of questions. Some were concerned about the change in faculty staff ratio. Others were anxious that a CDO might attempt to make changes to curriculum. As most of these questions concern the implementation of a CDO office and not the establishment of one at Carleton College, they were outside the purview of the Plan. This feedback does show, however, the importance of this role and we have expanded upon Goal 1.1.1 when possible. This anonymous feedback will also be included with suggestions for implementation given to the President's Office as a guide to inform the next stage: drafting a job description for a CDO position.

- Center for Race, Gender, Indigeneity, and Social Justice. Goal 3.2.2

One of the requests to arise from recent student activism on campus is for the creation of a Black Center. While examining the current and proposed needs over the course of the next ten years, it was determined that a Center for Race, Gender, Indigeneity, and Social Justice would serve and incorporate students, faculty, and staff in a more holistic manner. This center was incorporated in Goal 3.2.2 which has led to feedback, mainly from students, questioning the change in the request as well as details about how the proposed Center will work with the current student services offices.

- IDE Work in the Academic Sphere. Goals 3 and 4

A number of commenters offered feedback on issues surrounding curriculum scope, IDE within courses, establishing academic departments, and other aspects of IDE within the academic sphere. There was feedback concerned about a lack of direction in the Plan for improving inclusive and equitable teaching practices and pedagogies and that Goal 4.1 does not outline adequate strategies for attaining its goal. One commenter felt that implementing a simple audit, "of every course syllabus to tally the demographics of the authors represented, would be a useful starting point to set a baseline and raise awareness. While not a guaranteed solution to larger goals, diversifying representation in existing curriculum across all subject matter is significant and necessary." While the first feedback requires a reexamination of Goal 4.1, the second concerns implementation of the Plan.

A student concern has been centered around elevating Africana Studies from a concentration to an academic department. Other feedback regarding Africana Studies was to ask for commitment to substantially fund and increase that area while other feedback asked for similar consideration of Latin-American Studies, Gender and Women's Studies, Asian-American Studies, and a creation of an Indigenous Studies concentration. As Carleton already has a pathway for concentrations to become full academic departments, it was unnecessary to suggest so in the Plan. To that end, Goal 4.1.4 worked within the current department framework by suggesting a strengthening of commitment and stability for Africana

Studies to proceed along that framework. A similar commitment to other studies is also under advisement.

The remaining comments about curriculum were focused on removing barriers to student academic success by examining skills and curriculum scope. While feedback seeking clarification about Goal 3.1.8 centered around utilizing early courses to student skill improvement, other comments recommended a re-examination of the 12-term policy in order to accommodate students who may have difficulty completing in that rigid of a framework. Finally, there was a call to examine 0-credit labs as they can perpetrate inequalities in student experience and discourage students from entering STEM fields.

- Equity Audits. Goal 1.2.2

The use of Equity Audits was another area that was heavily scrutinized. Some found the language in 1.2.2 rigid and disrespectful. Others wondered where the reports went and whether they made a difference when submitted. Others wanted to know what was included in an equity audit and how it would work. Would the audits address low staff morale, such as burnout, or poor communication within the workplace? Would audits address the curriculum and classroom experience to disaggregate data around grades? Others wondered if the audits would address mental and physical health. These concerns would inform the manner and ways in which the equity audits would be implemented.

Many were concerned with the frequency of the audits and asked if 5-7 year cycles would be sufficient to capture emerging issues. There were questions about other colleges and how frequently they audited. Others felt that 5-7 year audits could be better done every 3 years or even every 2-3 years to identify problems more quickly. One comment noted that if audits are not submitted until 2023, and the next round is not for seven years, this would exceed the ten-year window for the plan. There is a delicate balance between fatigue and effectiveness, noted one writer. Another commenter asked about varying the approach altogether and alternating the climate survey and the college-wide census across years.

- Financial Burden on Students. Goals 2.1.1, 3.1.6, and 3.1.7.

A number of comments regarding the financial burden on students that lead to an inequitable environment at Carleton. These comments offered implementation ideas for reducing an unequal financial burden on students that will be helpful during the implementation phase of the Plan. These comments ranged from increasing the amount of emergency funding available per student, providing clinics on filling out financial forms/FAFSA documents/loan applications in order to increase financial literacy, and examining the outstanding balances that block registrations.

- Funding the Plan.

There were a number of comments about the total cost of the IDE Plan. Some noted that the final Plan would be quite expensive and even cost-prohibitive. The result of these new costs for a VP-level CDO and staff may mean that other areas of the

College's budget will be cut. What are the tradeoffs? There was a lot of interest in the sources of funding and whether the Development Office had started to think about funding this program. How will Development prioritize acquiring funds to support BIPOC and low-income students, as well as pay for additional curricular and faculty hires essential to the success of IDE efforts for the entire student body? Is the completed financial aid fundraising for the Every Carl for Carleton campaign tied into the proposed IDE plan? Many asked if the College had already set aside money for the IDE Plan, or if new fundraising for the IDE plan was needed. In addition, there were comments about using grant funding to pay for the Plan. One commenter noted that grants for curricular and pedagogical innovation around IDE, such as listed in Strategies 4.1.2, 4.1.4, 4.1.5, 4.1.6, and 4.2, was a distinct possibility.

- Language and Tone of the Plan.

There was keen interest in the Plan's language and tone. While some found the Plan comprehensive, thorough and well thought out, others found the language too business-like, jargon heavy, vague, data driven, disrespectful, acronym dense, hard for the entire community to relate to and "not Carleton". Specific comments focused on the words "stakeholders" and "responsible parties". Several comments focused on the need for graphical presentations of information. It was noted that "cultural responsiveness" is far better than "cultural competence". In general, many wanted to see a more readable, straightforward Plan.

To make the document fully accessible, it was recommended that we develop an index of acronyms. Acronyms such as AFAC, ASFAC, LAB, URM, HURM, BIPOC and LGBTQIA+ among others, should be explained clearly. In addition, a complete bibliography would be useful. Terms that are not well known are considered a form of exclusion. As a result, commenters asked that the Plan use clear, specific language. Many asked why the Plan used IDE rather than DEI (more frequently used) or why the Plan didn't use IDO (Opportunity) given that opportunity is achievable and equity is elusive. There were broader questions about the need to describe historically underrepresented minorities in detail to understand references to membership in those groups. Another comment noted that there is no consistent federal definition of URMs, so we should note which definition is used.

There were specific concerns about the language in the Introduction to the Plan. Some asked about the use of "The Need" and wanted an explanation of "Inclusion has been a goal of Carleton for over fifty years." There is uncertainty about what happened fifty years ago. Some found the tone patronizing and suggested that IDE efforts were made "as a favor to URM groups". This language should be reworded to recognize that everyone benefits from a robust IDE Plan.

There were questions about the Strategies. One reader asked about Strategy 1.2.5 and why the Latinx and Asian communities are called out specifically, especially given the prior mention of using the lens of the Black experience. Another commenter observed that Strategy 2.1 seems "rooted in deficit thinking", as if students who increase the diversity of our student body need extra help to succeed

in college. “While making support available, it’s important to make sure the environment is welcoming and respectful for all members of historically marginalized groups.” There were specific objections about not using fully inclusive language around tribal nations in Strategy 2.1. “Seeking to address barriers” in Strategy 3.1 sounds vague and even condescending. The word “address” is vague and could be replaced with “reduce or eliminate”. One comment requested that the Plan be drafted into other languages, such as Spanish, to best be understood by all members of the Carleton community, including those for whom English is not the first language.

- Legacy Admissions.

While this topic did not get a lot of attention, the comments were direct and probing. The feedback focused on wealthy legacy admits and preference for athletes in expensive or “niche” sports played by wealthy students. Feedback noted that Carleton has many intergenerational admits and prides itself on this. Questions focused on whether legacy admissions will be set aside in favor of multicultural diversity. Does Carleton practice legacy admissions giving preference to predominantly white alumni? Does Carleton give preference to other applicants who make large financial donations, or to those who participate in niche sports. Requests were made that these admission practices stop in the interest of diversity and fairness. It was noted that HBCUs build intense alumni loyalty. How can Carleton build similar loyalty for BIPOC students and measure the sustained loyalty of BIPOC alums?

- Mission Statement. Goal 1.2.1

Feedback indicated the College’s mission statement, (and other relevant documents), should be rewritten to center IDE in the College’s work. Some questioned the net structural impact of this Plan and noted that to bring about structural changes within Carleton, the new mission statement should be forceful and comprehensive to substantively change actual institutional structures. Some believe that if the mission statement is so central to the Plan’s success then it should not take so long to rewrite. It is important to make sure there is broad agreement on a new mission statement. One writer asked if President Byerly could oversee a process for gathering input, writing, and collecting community feedback on the new statement. Some constituents feel the strategic planning phase was cut short and indicate it is important to have a robust discussion going forward with diverse voices contributing to the revised statement.

In the College’s last mission statement, the Higher Learning Commission (HLC) wanted to establish a clear connection between the Student Learning Outcomes (SLOs) and our mission statement. The 4th paragraph in the current mission statement notes: “Students learn higher order thinking skills: disciplinary inquiry, analysis of evidence, arts of communication and argumentation, and problem-solving strategies. In their chosen fields of study, students strengthen their capabilities for disciplinary and interdisciplinary research and artistic production. Students acquire the knowledge necessary for the continuing study of the world’s

peoples, arts, environments, literatures, sciences, and institutions." The IDE Plan proposes revision to both the SLOs and the mission statement. The two branches of the IDE plan must be reconciled in future documents.

- Carleton IDE in the wider Community: Northfield and Minneapolis.

A number of comments asked directly about building closer ties to Northfield and adding a free, and reliable bus service to Minneapolis. The Plan should recognize the need for the College to forge closer ties with Northfield and develop IDE community-based initiatives. The College should find ways to make Northfield more welcoming to the entire Carleton community and develop closer outreach efforts.

- Concerns about Recruitment and Retention. Goal 2

Recruitment, hiring, and retention of faculty, staff and students is a foundational tenet to maintaining and increasing numbers of people of color at Carleton. Bringing individuals into the community and then creating an environment of belonging allow individuals, and the College overall, to thrive. For students, the feedback was centered around student success programs and they are addressed under that heading. For faculty and staff, feedback around these ideas were based upon making the College's position and expectations of inclusion clear and prominent in all communications, from marketing material to job descriptions to social media.

For staff, feedback focused on what an independent and confidential ombudsman would do, public posting of job grades and salaries, and how staff retention metrics might differ from other groups. For faculty, feedback felt that faculty retention did not receive enough attention in the plan and were looking for more concrete plans. There was also concern that visiting professorships would not result in permanent hires thus resulting in more URM candidates into lower-paid temporary positions. There was also feedback advocating mentorship of faculty, examining the overall tenure process for bias, and a request for the American Indian Higher Education Consortium and other indigenous-focused institutions and programs to be explicitly included in faculty recruitment strategy.

- Timeframe of Plan Implementation.

All of the groups had feedback around the timeframe mentioned in the Plan. Feedback ranged from questioning whether audits or surveys should happen more frequently or less frequently, questions about why some timeline suggestions were more or less than others, and questioning why we cannot implement more of these suggestions immediately. Ideally, everyone would like the programs, actions, and staffing to be put in place immediately. However, the Committee recognizes that it will take time for funding allocations, staff hiring, training, and other foundational activities to get to the point where the entire Plan can be implemented. To that end, we want to reiterate that this is a 10-Year Plan. We would rather go slowly and be successful than rush and cause disappointment. Also, the timeline suggestions by the Committee are suggestions and a CDO and their office should have some autonomy to determine the areas of immediate need and implementation in conjunction with their audits.



- Education and Training of Faculty, Staff, and Students.

There was feedback from students, faculty, staff, and alumni regarding the steps needed to get everyone in the community onto the same page with IDE knowledge and skills. To that end, the focus has been on trainings. For students, this has centered around feedback regarding additional or modifications of new student orientation for incoming students and anti-racism or anti-bias training for current students. There have also been suggestions for implementing rhetoric requirements, mandatory conversations, and mentoring possibilities. For staff, this feedback is firmly rooted in anti-bias training for hiring committees and then anti-bias or antiracism training for current staff. For faculty, there was a greater amount of feedback. Some of it concerns the role of the Learning and Teaching Center in this training and questions about implementation of training without alienating faculty. There are questions about inclusive teaching practices, advising training, and other outside of the classroom interactions. There is also confusion on how these principles and inclusive teaching practices could be implemented across all academic divisions and ideas of academic freedom.

Overall, there is feedback about whether to make trainings mandatory and their frequency as well as questioning whether training is effective at all. Some commenters felt that training was counterproductive while others argued that non-minority members of the community should be required to have additional training to increase empathy and understanding. Some feedback concerned the ideas of implementing a mandatory mentoring program for all members of the Carleton on-campus community. Overall, feedback regarding training was mainly concerned with questions of how and what to implement for the entire community.

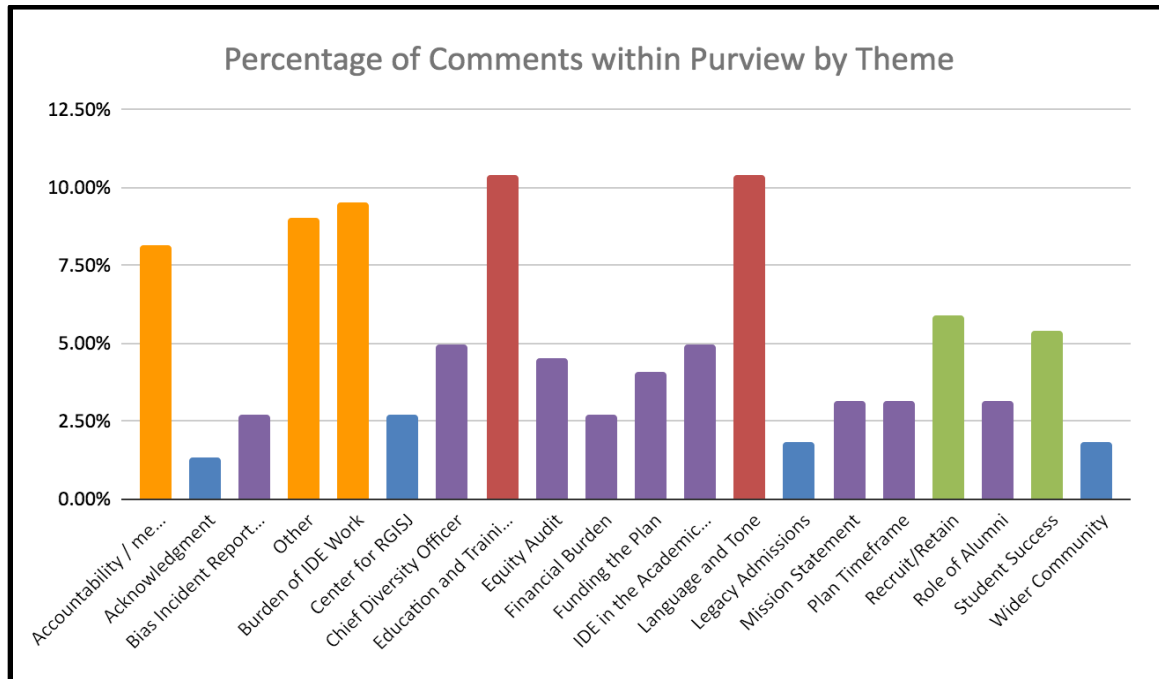
- Student Success Programs and Retention: Goals 2.1.2, 2.1.3, 3.1.1, and 3.1.2

Both student and faculty responders had feedback regarding programs to student success and student retention overall. While Carleton currently utilizes both federal-grant based and Carleton funded programs like TRIO, FOCUS, CUBE, and POSSE, many questioned whether Carleton could do more. Some questioned whether the programs could be expanded upon or whether they could be used as templates for similar programs in other underperforming areas. There were requests that Carleton bring back need-blind admissions. This feedback has been incorporated into the suggestions under the above-mentioned goals and should be examined at the time of implementation. In addition, detailed concerns were expressed about challenges regarding recruitment, retention and success for low-income white students at Carleton.

- Other Feedback

Despite all the themes of feedback addressed here, this is not a comprehensive list of all of the feedback received. While we would like to address each comment in the Plan, it is not feasible. The feedback was wide-ranging and in the interest of time and capacity, we have grouped feedback thematically in order to address it here. A

visual breakdown of the percentage of feedback within the purview of the Committee's charge across themes is shown below.



Red: Over 10% / Orange: Between 7.5% - 10% / Green: Between 5% - 7.5% / Purple: Between 2.5% - 5% / Blue: Under 2.5%

In the interest of transparency, there was very limited feedback about indigenous student recruitment and retention, international student recruitment and retention, economic diversity of the student body, physical spaces on campus, questions about push back to Carleton having an IDE plan, scheduling events, non-faculty educators, and student employment and pay. Despite not being addressed individually here, all comments were viewed by the Committee and changes were made to the Plan draft where applicable.

- Conclusion

Your voices were heard. Feedback will be made anonymous and forwarded along with other suggestions for implementation that fell outside of the purview of the plan/document. The engagement of the Carleton community is one of the College's greatest strengths. The creation of the plan is just the first step in a long road to inclusion, diversity, and equity. We know that the Carleton community will remain engaged with these ideas as we collectively move Carleton forward.