Agenda:

3:30 PM Approval of Minutes from November 2, 2022 Meeting

3:35 PM Revisiting (and Revising) Carleton’s Institutional Learning Outcomes in light of the IDE plan
   • How might our current ILOs be revised to better reflect the College’s values, as articulated in the IDE plan?
   • Do our peers provide models for appropriate language that we might adopt?
   • Is there redundancy among the current ILOs such that we might consider merging two (or more)?

4:45 PM Reviewing the Academic Integrity Script from the Academic Standing Committee

5:00 PM Adjourn
ECC Minutes November 2, 2022
Sayles-Hill 251 – 3:30 p.m.

Present: Co-Chair Ross Elfline, David Liben-Nowell, Sonja Anderson, Melissa Eblen-Zayas, Christina Farhart, Sneha Narayan, Kayla Passino ’23, Alice Qin ’25, Co-Chair Michelle Mattson

Guests: Cathy Carlson, Theresa Rodriguez, Victoria Morse, Vera Coleman

Secretary: Peggy Pfister

Approval of Minutes
The October 26, 2022, minutes were approved.

Discussion of Carleton’s Institutional Learning Outcomes (ILOs) in light of the College’s IDE plan

Ross Elfline noted that a presentation last year from the Office of Institutional Research showed a fair amount of overlap among Carleton’s ILOs and suggested it might be worth considering merging a couple of the current ILOs. He shared a list compiled by Ian Turnage-Butterbaugh of peer institution IDE-focused institutional learning outcomes (attached), and shared additional ILOs he found from other institutions. Melissa also shared the AAC&U’s VALUE (Valid Assessment of Learning in Undergraduate Education) approach to assessment. She noted that there might be value in creating a new ILO, but it may also be valuable to re-examine the existing ILOs and see how they could be refined.

Michelle commented that Carleton has a complicated general education framework with relatively limited institutional learning outcomes that can be assessed. From an IDE perspective, it seems that the College has an obligation to identify for students what they should get out of these requirements.

The committee discussed the option of looking at the existing ILOs and how these discussions would be brought to the faculty. They suggested providing two options to be considered. The committee also talked about the idea of considering the overlap between two of the ILOs. Combining ILOs could free up space for a new ILO that could reflect a more specific value of the College. The committee also discussed the possibility of adding IDE elements to the existing ILOs.

Victoria noted that when the ILOs were originally developed, a mission statement was developed first, then the graduation requirements were revised, followed by the development of the ILOs. She also noted the importance of continuing updates to the faculty on the work of the ECC. Ross will inquire about providing an update at the next faculty meeting.

Michelle suggested a possible meeting schedule for looking at the ILOs - one ECC meeting to look at the current ILOs, another to think about an additional ILO, a third to discuss the broader strategic planning process, and a meeting to discuss the goals of the College’s general education requirements.
The committee looked at the College mission statement, which was written in 2007. The strategic plan notes that the mission statement should be revisited, and the ILOs and education requirements should map to the mission statement. Michelle suggested that a possible timeline might be to have recommendations for revising the ILOs by the end of the academic year, have faculty weigh in on those suggestions in the fall, and bring them to the Board in October. Melissa suggested that the committee might start with the ILOs and then could work backward to the mission statement and forward to the education requirements. The Committee agreed that the ILOs were a good place to start.

Christina asked whether there were certain dimensions of the IDE plan the committee should focus on or emphasize when working on the ILOs. Michelle suggested it could be useful to read goal 4 of the IDE plan before the next meeting.

Ross asked if there were one of the current ILOs the committee would like to start with in light of the IDE requirements. One suggestion was to remove the first ILO and replace it with an IDE-related ILO. A committee member noted that when you look at the graduation requirements, maybe all of them tie back to the first ILO and cultural context could be added into all of them. One benefit to adding an IDE ILO is to make it more of a centerpiece. The committee also suggested the possibility of revising the paragraph that leads into the ILOs on the College website.

There was some discussion about thinking globally vs. domestically, including more values-charged language, or including language around social justice issues. Vera noted that there are a lot of standards and rubrics that have been developed in the languages such as the social justice standards from the Learning for Justice Group.

Victoria mentioned that when the College last went through this process, the College stressed Carleton’s position as a high end, high performing institution with rigorous academics. This raises the question about what Carleton wants to be now. Alice commented that being an academically rigorous school can also include social justice. Melissa suggested the committee might want to develop two options for the community to choose from – one that might be more progressive and highlighting positionality, power, and bigger social justice issues, and one that is a softer version. Ross suggested using faculty forums for these discussions. The committee wants to make sure this is a consultative process.

**Discussion of Scheduling Conflicts, Part II**

Ross has heard from a number of faculty members who have experienced issues with students’ time conflicts with for-credit courses. He shared a draft policy to address these issues and a sample addendum provided by a faculty member in the Music Department (attached).

Michelle suggested these sorts of conflicts should be in the syllabus so students know in advance, or at least somewhere in writing and available to students at the beginning of the course. The committee noted that this can be difficult in cases where the timing may not be known, for example, Geology field trips contingent on weather. Extra time required is included
in the tag for courses, but the committee felt it would be helpful to include more specific information about what that time involves, such as, “This course includes two field trips.”

The committee considered Ross’s draft and discussed situations where it might be uncomfortable for a junior faculty member to have these discussions with a senior faculty member, or what happens when an instructor doesn’t include this information on their course.

Meeting adjourned at 5:03 p.m.
Peer Institution IDE-Focused Institutional Learning Outcomes

Education & Curriculum Committee

November 2, 2022

Amherst College

By graduation we expect our majors will have become:


Dickinson College

- Ways of valuing. Students will be cognizant of social justice issues, ethical ideals, and the impacts of power structure and privilege in our society.
- Ways of being. Students will recognize and demonstrate their own agency in interactions with social and natural systems. Students will be empowered to conceive and support a more equitable and sustainable society at the local and/or global level.

Grinnell College

5. Students develop the ability to approach a question from multiple perspectives, representing a diversity of ideas and experiences.

Outcome 5 Details

Students develop the ability to approach a question from multiple perspectives, representing a diversity of ideas and experiences.

This Learning Outcome is expressed in many forms, in which students gain the ability to:

- address an issue from multiple disciplinary perspectives
- listen and respond appropriately to opposing views
- appreciate the effects of discrimination and bias on opportunities and judgment
- describe one’s own background and context and its effects on societal perspectives
- have some familiarity with some non-US perspectives on some global issue
Students can gain these skills in a variety of ways:

- courses that emphasize diverse perspectives and experiences
- off-campus study
- community service experiences
- service on or engagement with relevant campus organizations such as CBS, SOL, ISO, the Prison Program, or the Rosenfield Program
- through completion of a concentration

Ways we might measure student achievement of this learning goal:

- Alumni surveys of employment and community service involvement
- Concentration completions
- Program assessment surveys (e.g. Prison Program)
- Program self-studies and reviews (e.g. Rosenfield)
- Off-campus study participation
- Campus climate studies
- Transcript analysis
- Convocation attendance
- Service learning participation rates

Kenyon College

d) Students learn languages and engage with diverse cultures.

Macalester College

- Demonstrate Intercultural Knowledge and Competence

Pomona College

The Pomona College Student Affairs Division has identified six Student Learning Outcomes which guide our work and interactions with students. As students progress through Pomona College, we expect students will increase their understanding and gain skills and experiences in the following areas:

5. Social Responsibility and Dynamics of Difference and Power
   Understanding and appreciation of cultural and human differences
   Sense of civic responsibility
Global Perspective  
Positionality within a community  
Identify power in relationships  
Learning concept of privilege  
Understanding plus identifying injustice, and advocating for change

**St. Olaf College**

St. Olaf College challenges students to excel in the liberal arts, examine faith and values, and explore meaningful vocation in an inclusive, globally engaged community nourished by Lutheran tradition.

8. Responsible Engagement

**Responsible Engagement:** Students will be able to:
- Live and work effectively with many different kinds of people
- Participate responsibly and knowledgeably in public life
- Understand, learn from, and respect differences
- Make decisions that reflect awareness of global interdependence
- Understand how faith shapes and informs values, relationships, and decisions
- Recognize and confront injustice and oppression
- Show respect for all callings
- Practice local stewardship and responsible use of resources

**Students can develop these abilities through experiences such as:**
- Completing General Education courses in Foreign Language, Studies in Human Behavior, and Multicultural Studies, or OLE Core courses in World Languages and Cultures; Social Sciences; Religion, Faith, and Values; Power and Race; and Ethical Reasoning in Context
- Studying abroad/away
- Serving as a Senator or committee member in the Student Government Association
- Engaging artistic works by diverse composers, authors, playwrights, dancers, and visual artists
- Participating in programs offered by the Taylor Center for Equity and Inclusion and the Lutheran Center for Faith, Values, and Community
- Serving other students as a peer educator, TA, or advisor
- Using knowledge from a major field of study in a community-based project
- Mentoring elementary, middle school, or high school students through Upward Bound, Educational Talent Search, or several student organizations
- Working for Bon Appetit or working on the grounds crew
Swarthmore College

**Goal 3:** Students will engage with different cultures, ideas, institutions, and means of expression to enable the critical examination of their own perspectives.

Trinity College

**Trinity prepares bold, independent thinkers who lead transformative lives.**

As a result of a Trinity education, our goal is for every student to:

- Understand the rich diversity of human experiences, appreciating the urgent problems facing society while becoming attuned to both local and global contexts as ethical citizens

Wellesley College

**Learning Goal #3:** Inclusive Excellence By living in residence, Wellesley College students will understand the value of engaging with others who hold different identities and perspectives.

**Narrative:** To stay true to the principles of a liberal arts education, students must be encouraged to engage in meaningful and respectful dialogue that explores a variety of thoughts and ideas. Our residential community is strengthened when students learn to communicate across differences and are encouraged to openly share their lived experiences with others. By synthesizing diverse interpersonal perspectives, students hone their capacity to reason, their ability to articulate their values to others, and their commitment to caring for people from all walks of life. These intentional, meaningful connections create flexible, innovative thinkers who possess the skills and courage to pursue their intrinsic passions while navigating the complexities of an evolving global society.

**Learning Outcomes:**

1. Students will engage in meaningful and difficult dialogue with others.
2. Students will collaborate, socialize and celebrate, with friends and neighbors whose subjectivities may not mirror their own.
3. Students will move along their continuum of cultural competency towards developing an intercultural mindset.
Draft Policy re: time conflicts with for-credit courses

When a course requires additional time outside of classroom hours for specific events planned in advance for the entire class to attend, faculty should append their courses with the tag "extra time required" in the course catalog. When planning such activities, faculty should attempt to schedule these events to avoid conflicts with any other regularly scheduled course offerings across campus. Should such a required curricular activity conflict with a scheduled class meeting for another course that a student is taking for credit, the student should attempt to resolve the conflict by asking both instructors, and seeking a mechanism to make up one of the two conflicting events. In case neither instructor offers to provide for the student's absence from the class with make-up activities, the student should attend the course that is officially scheduled for the time in question; the instructor of the "extra time required" course is obliged to provide for an alternative set of activities at a different time.

Possible addendum provided by colleagues in the Music Department:
If the nature of required out-of-class experiences makes alternative learning options impractical or unreasonable, then the two instructors should communicate directly with one another to explore possible compromises that do not jeopardize the academic success of students. To ease scheduling compromises, students should be informed of required out-of-class experiences as early in the term as possible, and are asked to inform their instructor immediately if they have a class conflict with out-of-class events.
Peer Institution IDE-Focused Institutional Learning Outcomes

Education & Curriculum Committee

November 2, 2022

(Reformulated on 11/6/22 by Michelle Mattson in an attempt to make them assessable.)

Amherst College

By graduation we expect our majors will have be able to describe:

4. the multi-ethnic and multi-racial components of American society and culture.

Dickinson College

• Ways of valuing. Students will be able to describe the social justice issues, ethical ideals, and the impacts of power structure and privilege in our society.
• Ways of being. Students will be able to present a more equitable and sustainable society at the local and/or global level with the goal of supporting social change.

Grinnell College

5. Students will be able to approach a question from multiple perspectives, representing a diversity of ideas and experiences.

Outcome 5 Details

Students develop the ability to approach a question from multiple perspectives, representing a diversity of ideas and experiences.

This Learning Outcome is expressed in many forms, in which students gain the ability to:

• address an issue from multiple disciplinary perspectives;
• listen and respond respectfully to opposing views;
• articulate the effects of discrimination and bias on opportunities and judgment;
• describe one’s own background and context and its effects on societal perspectives;
• identify some non-US perspectives on global issues.
**Kenyon College**

d) Students are able to communicate in at least two languages proficiently (including their native language).

Students will be able to communicate respectfully with individuals from cultures other than their own.

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**Macalester College**

- Demonstrate Intercultural Knowledge and Competence

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**Pomona College**

The Pomona College Student Affairs Division has identified six Student Learning Outcomes which guide our work and interactions with students. As students progress through Pomona College, we expect students will increase their understanding and gain skills and experiences in the following areas:

5. **Social Responsibility and Dynamics of Difference and Power**
   - Understanding and appreciation of cultural and human differences
   - Sense of civic responsibility
   - Global Perspective
   - Positionality within a community
   - Identify power in relationships
   - Learning concept of privilege
   - Understanding plus identifying injustice, and advocating for change

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**Swarthmore College**

**Goal 3:** Students will evaluate the ideas, institutions, and means of expression in other languages and critically evaluate their own perspectives in comparison.
**Trinity College**

Trinity prepares bold, independent thinkers who lead transformative lives.

As a result of a Trinity education, our goal is for every student to:

- Understand the rich diversity of human experiences, appreciating the urgent problems facing society while becoming attuned to both local and global contexts as ethical citizens

**Wellesley College**

**Learning Goal #3:** Inclusive Excellence By living in residence, Wellesley College students will understand the value of engaging with others who hold different identities and perspectives.

**Narrative:** Students will be able to communicate across differences.

Students will be able to synthesize diverse interpersonal perspectives.

**Learning Outcomes:**

1. Students will engage in meaningful and difficult dialogue with others.
2. Students will collaborate effectively with others whose subjectivities may not mirror their own.

**Wittenberg University**

Students will analyze the ways social hierarchies (e.g., race, gender, ethnicity, class, etc.) structure human interaction in the United States and impact the equitable distribution of social and material resources.

Students will analyze the distinctive viewpoints that are only available through the study of one or more languages and/or culture(s) outside of the United States and Canada.

**Rhodes College** (slightly revised)

View the world from more than one cultural perspective. The individual of today’s world must be able to understand issues and events through multiple cultural perspectives by developing abilities that facilitate intelligent and respectful interaction in various cultural contexts. These abilities include
articulating and evaluating the similarities and differences of cultural perspectives, including one's own.
Students describe perspective(s) different from their own as it relates to privilege and oppression.

Students articulate how privileged and oppressed social identities intersect to influence an individual's experiences.

Students identify one or more strategies to intervene and disrupt systems of oppression on an individual or systemic level.

**Students reflect upon their attitudes, appreciations, values, and biases.**

Recognize and articulate the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups and other historically marginalized people in the United States and across the world.

Explain the history of issues related to diversity, social and economic inequities, and political power in the United States and across the world;

Analyze the current social, political, artistic, and/or economic lives of historically marginalized people in the United States and across the world;

Analyze the various institutions and structures that create and maintain social, economic, and political inequality in the United States and across the world; and, identify those that offer redress for these issues;

Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines;

Critically examine their own personal beliefs, attitudes, and biases about historically marginalized people and cultures in the United States and across the world.

Evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives

Demonstrate communication skills that enable intercultural communication, including effective listening skills

Students will be able to express ideas, identify behaviors, and actualize practices that promote social justice and equity.
Academic Integrity Appeal Hearing Procedures
Carleton College Academic Standing Committee
Revised, November 2022

This document describes the general process that occurs when a decision by the Academic Integrity Subcommittee (AIS) of the Academic Standing Committee (ASC) is appealed by the student(s). Such an appeal leads to a hearing, described here, run by the Academic Standing Committee. The College and the ASC reserve the right to adjust these procedures as appropriate.

In Advance of the Appeal Hearing:

● The Associate Provost who serves as the Academic Standing Committee (ASC) Coordinator will advise a student who wishes to appeal an integrity violation finding, will serve as the point of contact for the student throughout the process, and will generally follow the steps outlined in this document.

● The student submits to the ASC Coordinator a statement explaining whether they wish to appeal the finding, the sanction, or both, and provides a rationale for the appeal.

● The student is notified by the ASC Coordinator that they have the opportunity to make use of an adviser for the hearing. This adviser (a faculty or staff member at the College) is in a consultative role only and is not to be an advocate, a character witness, or offer a statement during the hearing. If the adviser has substantive information to offer about the particular case, they should serve as a witness (see below).

● The student is asked whether they would like to call witnesses or submit witness statements or other materials for the hearing. If so, the student provides a list of names of witnesses and their statements, and other materials, by a date specified before the hearing.

● The student is provided with a list of the current membership of ASC and is given the opportunity to state whether they believe any ASC member(s) should be recused from the hearing. They must provide the ASC Coordinator with a statement of the grounds for any recusal request by a date specified before the hearing. In extraordinary circumstances, the student may request recusal of a committee member on the day of the hearing. Requests for recusal will be honored at the discretion of the ASC Faculty Chair. In case the ASC Faculty Chair is recused, another faculty member in the ASC is designated by the ASC Coordinator as the Faculty Chair for the hearing. Quorum of the ASC must be maintained in order to hold a hearing.

● The ASC Coordinator informs all of the members of the ASC of the forthcoming appeal, and the members of the committee are given the opportunity to recuse themselves from the hearing if they have reasonable cause to do so. Again, quorum of the ASC must be maintained in order to hold a hearing.

● The student is advised about the time and location of the hearing.

● The student is given a copy of the ASC Academic Integrity Subcommittee’s statement.

● The student is given a copy of these Academic Integrity Appeal Hearing Procedures.

● All members of the ASC, including the Academic Integrity Subcommittee, are given a copy of all of the materials mentioned above.

● All relevant materials that were available to the Academic Integrity Subcommittee throughout their previous deliberations are provided by the members of that subcommittee to the ASC Coordinator, who will share it with the full ASC in advance of the hearing. These materials will be redacted prior to distribution, as appropriate, to remove information that is not relevant to the hearing.
The Hearing Process:
Students will meet with the full Academic Standing Committee. These hearings are generally in person (if they must occur when students are off campus, e.g. during breaks, they can be held over Zoom). The student may bring the following:
- A personally chosen adviser to also attend the appeal hearing (this can be any faculty or staff member at the College who is not otherwise involved in the proceedings).
- Witnesses whom the student may ask to speak at the hearing, or who provide a signed written statement which is submitted by the student with any other materials in advance of the hearing.

Likewise, members of ASC (including the Academic Integrity Subcommittee) can arrange for witnesses (faculty, for example) to be present, or to provide a signed written statement.

Roles of the ASC at the hearing are:
- The ASC Coordinator schedules the hearing.
- The ASC Faculty Chair runs the hearing.
- The Academic Integrity Subcommittee of the ASC reports the findings and/or sanctions that are being appealed.

During the Hearing, The ASC Faculty Chair:
1. Is responsible for maintaining an orderly, fair, impartial, and respectful hearing. The ASC Faculty Chair has wide discretion over matters of decorum at the hearing, including authority to address participants who are unwilling to observe rules of decorum.
2. May place time limits on the length of the hearing or phases thereof.
3. Calls the meeting to order and asks for a recording of the appeal hearing to begin.
4. Asks for introductions of all parties, including the student’s adviser and witness(es), if present.
5. Reminds the student that they have been given the opportunity:
   a. To be assisted in the hearing by an adviser of their own choosing;
   b. To present evidence and witnesses on their own behalf, and to question witnesses called by the ASC and/or the Academic Integrity Subcommittee;
   c. To request and provide grounds for the recusal of members of the ASC.
6. States which members of the ASC, if any, have been recused and asks the student whether there are any additional members of the ASC whom the student believes should be recused. A reasonable rationale must be provided.
7. Asks whether there is any member of the ASC who knows of any reason why they should be recused for this particular hearing.
8. Excuses from the hearing any members of the ASC who are newly recused at this point. Members of the Academic Integrity Subcommittee, who will not participate in deliberations, will remain throughout the hearing (only at times when the student is present).
9. Asks members of the Academic Integrity Subcommittee to read the statement explaining the evidence and the findings that they reached in their previous deliberations.
10. Summarizes the findings and sanctions, and asks the student if the findings and sanctions are clear to them.
11. Confirms that the student has appealed the findings, sanctions, or both (as indicated in the statement submitted by the student prior to the appeal).

Note: if the student wishes to appeal only the sanctions, the ASC Faculty Chair reminds the student that the student’s appeal should be based on the appropriateness of the sanctions given the findings, and that the findings themselves are not open to discussion.
12. Reminds the student that they will have an opportunity to:
   a. Make a statement.
   b. Present evidence.
   c. Call witnesses to present information (in person or via a written and signed statement).
   d. Ask questions of all participants in the hearing.
13. Reminds everyone present that, in the subsequent discussion, only questions directly related to the appeal shall be asked. Whether a question is appropriate is left to the discretion of the ASC Faculty Chair.
14. Invites members of the ASC and the Academic Integrity Subcommittee to ask questions of the student.
15. Invites the student to ask questions of the ASC and the Academic Integrity Subcommittee.
16. Invites witnesses to present information. Witnesses are called in one at a time, and are only present while they are providing information or answering questions. The Academic Integrity Subcommittee’s witnesses are called first, followed by the student’s witnesses. For each witness, the ASC Faculty Chair:
   a. Invites the witness to join the hearing and introduce themselves.
   b. Asks the witness to make a statement (or reads a statement submitted by a witness, if they are not present).
   c. Invites the student to ask questions of the witness.
   d. Invites the ASC and the Academic Integrity Subcommittee to ask questions of the witness.
   e. Excuses the witness and requests that they remain available for further questions and that they refrain from discussing the hearing with others.
17. Asks the entire Academic Standing Committee to offer any questions to anyone present.
18. Asks the student and the Academic Integrity Subcommittee if they have anything additional to offer. Only discussion directly related to the case will be in order, as determined by the ASC Faculty Chair.
19. Asks the Academic Integrity Subcommittee, the student, and their adviser to leave the room and stops the recording while the full ASC briefly discusses the appeal to determine if there are any additional questions which they wish to ask of the student, witnesses, or the Academic Integrity Subcommittee. The entire hearing is then reconvened, the recording is restarted, and another opportunity is given for all parties to ask questions. Witnesses can be recalled to answer additional questions, as well.
20. Dismisses the Academic Integrity Subcommittee, the student, their adviser, and all witnesses from the hearing. Stops the recording.
21. Has discretion throughout the hearing to vary these procedures as appropriate.

Immediately after the hearing:
22. The ASC Faculty Chair calls the ASC to a closed session of its membership (minus the Academic Integrity Subcommittee and anyone else recused) to discuss the material presented. Only material relevant to the appeal at issue will be utilized in determining responsibility. No other witnesses can be consulted and no additional information can be collected during deliberations, as the student does not have the opportunity to respond.
23. If the findings are being appealed, the ASC Faculty Chair calls on the committee to make the determination of “not responsible” or “responsible.” The decision is made by a majority vote of the ASC.
24. Sanction(s) will be determined on the basis of the specific appeal. The past record of the student will be taken into account in determining sanctions. The sanctions are determined by a majority vote of the ASC.

25. The ASC Coordinator will notify the student in writing within twenty-four hours of the ASC’s decision and, in the case of a finding of “responsible,” will include reference to the right to appeal to the Provost of the College. Copies of this statement will be sent to the Academic Integrity Subcommittee and the Dean of Students Office.

26. A complete file of the case, the recording of the hearing, and its conclusions will be given to the Dean of Students for the discipline file as soon as possible after the case is completed.