In the fall of 2020, Carleton created an Inclusion, Diversity, and Equity (IDE) Steering Committee and charged it with the ambitious task of developing a 10-year strategic IDE plan, with a special focus on racial identity and Black experiences.

I am delighted to share with you the completed Community Plan for Inclusion, Diversity and Equity. Approved unanimously by the Board of Trustees, this plan represents not only the dedicated work of the IDE Steering Committee, but the collective effort of the entire Carleton community.

The need for a long-term plan for strengthening inclusion, diversity, and equity on campus became apparent during the difficult conversations that took place in the wake of the killing of George Floyd. Many were pained to hear that Carleton’s prized sense of community has not always been fully realized for every member, while others felt frustrated at a lack of progress in addressing longstanding issues. Specific concerns raised in the set of demands compiled by the Ujamaa Collective and in the Alumni Letter of August 2020 set the stage for a community-wide effort to grapple with these issues.

As you will see, this plan touches the learning, living, and working experience of all members of the Carleton community and almost every aspect of the college’s functions and activities. We believe that the plan has the potential to improve the institutional experience of all community members and to advance the college’s aspirations to be an inclusive, diverse, and equitable institution in ways that are concrete and measurable.

Strengthening our community so that every individual feels welcomed and valued begins with implementing the recommendations outlined in the plan. Work has begun on a number of recommendations already. In the coming months, we will begin laying the groundwork for a college-wide strategic planning process. The IDE Plan will be folded into that process as a cornerstone of our work in the years ahead.

“Turning this vision into reality will require the commitment of every member of this community over the course of years to come.”

The completion of this plan is not the end of the journey, but the beginning. Turning this vision into reality will require the commitment of every member of this community over the course of years to come. My thanks to each of you for your willingness to be part of this effort to make Carleton an even stronger community tomorrow than it is today.

Alison Byerly
President
The need and opportunity

Carleton’s lack of a strategic, long-range inclusion, diversity, and equity plan has for too long created barriers to success and belonging for many members of our community. Despite the calls of countless individuals and groups (including the Carls Talk Back petition) throughout Carleton’s history, it was the events of the summer of 2020 and the resulting demands for change that ultimately pushed the college to address long-standing concerns about inclusion and equity in how we learn, teach, and work. Like most communities, Carleton was shocked and outraged by the murder of George Floyd by Minneapolis police officers in late May 2020. However, the college’s response to this event was viewed by many as ineffective and unsupportive. The response was also seen as indicative of shortcomings in the institution’s overall holistic approach to creating a welcoming environment for nonmajority members of the campus community.

The immediate impetus for this IDE plan was a series of demands made by the Ujamaa Collective, along with letters from alumni, during the early summer of 2020. It was painfully clear that despite the efforts of many dedicated individuals and initiatives throughout the college’s history, many members of our community continue to face barriers to academic, personal, and professional success and belonging. The college chose, therefore, to address those ongoing concerns with a 10-year plan that would move the college forward in an intentional and measurable way in its efforts to provide a learning, living, and working environment where everyone in our community belongs and thrives. We are grateful for all of the voices who spoke out courageously with a clear call to action not only during the summer of 2020, but throughout Carleton’s history.

With the approval of Carleton’s Board of Trustees in October of 2020, then-President Steve Poskanzer formed a committee that was charged with developing a 10-year Inclusion, Diversity, and Equity (IDE) plan over the course of the next calendar year.
The IDE Plan Steering Committee (“the Committee”) was charged with helping Carleton plan for the achievement of its aspiration of being a truly supportive and inclusive learning and work environment for every student, faculty member, and staff member.

Committee members were asked to focus their efforts on four key areas:

- the student academic experience
- the student learning/living environment outside of the classroom
- the experience of working at Carleton (this includes both student work and staff/faculty workplace issues)
- the best institutional structures and organizational models through which to achieve IDE goals

The Committee’s charge was to identify action steps, including prioritized short-term and long-term reforms, as well as appropriate metrics whereby outcomes could be measured, analyzed, and tracked by the college’s Office of Institutional Research and Assessment. The development of the IDE plan also needed to include a robust process to hear the views and voices of students, faculty, staff, alumni, parents, and friends across the college community for the purpose of informing and guiding the development of IDE goals.

A final aspect to note: the Committee’s charge included a “special focus on Black experiences.” We recognize, of course, that Black experiences at Carleton are not monolithic for any student, staff, faculty, or alum, and are emblematic of the experiences of other historically marginalized groups on our campus. The aspiration, therefore, was to use the lens of Black experiences to create a plan that addressed the needs of all community members. This means other committees, groups, or initiatives can work on other areas, and we anticipate that the strategies we propose in the plan will benefit all members of our community, no matter their backgrounds, identities, or affinities.
THE PROCESS

The Committee had its first meeting on November 5, 2020, and set about the immediate task of identifying and vetting potential consultants to help the Committee design its study, develop goals, and engage in research and outreach for the overall planning process. The effort was intentionally planned to continue into the fall of 2021, so that Carleton’s 12th president, Alison Byerly, would have a meaningful opportunity to put her own stamp on the plan.

The Committee’s first order of business was to hire a consultant who is skilled at helping organizations achieve inclusion, diversity, and equity. We believe our learning, evaluations, deliberations, and eventual choices will benefit from a fresh, external assessment that comes from outside the college. We chose Cambridge Hill Partners (CHP) in early 2021 and signaled the beginning of the intensive information-gathering phase that lasted through spring 2021.

In addition to choosing CHP as the consulting group to help guide the planning process, the Committee looked at IDE plans from several other institutions and read a variety of scholarly articles on the topic of institutional inclusion and equity efforts. The Committee also held information-gathering conversations with people in higher education who have facilitated similar processes.

People who shared their expertise and experiences included:
• Lisa Scott, Luther College
• Anita Davis, Trinity College
• Cheryl Chatman, Concordia University
• Crystal Williams, Boston University
• Jennifer Ward, Luther College
• Eileen Wilson-Oyelaran, Kalamazoo College
• Tanya Odom, global consultant, writer, coach, and diversity, inclusion, equity, and civil rights thought leader

“It’s exciting to me that alumni are not only talking about what we can do to ensure more people of color are attending Carleton, but we’re working to ensure the college continues to learn what it means to be a culturally competent community; one in which all members can contribute equally to what [the community] values and how it works.”

– Ken Ehrman ’73
On March 1, 2021, the Committee sent a questionnaire to all Carleton alumni and staff regarding priorities for the college as it moves forward with its work on inclusion and equity. Students and faculty received the same questionnaire at the start of spring term. At the same time, 29 focus groups of alumni, staff, students, and faculty were formed and interviewed by CHP:

**Faculty:** including groups specifically for faculty who identify as women, Black, LGBTQIA+, Indigenous, international, and POC

**Staff:** including groups specifically for staff who identify as BIPOC, LGBTQIA+, women, exempt, nonexempt, and union

**Alumni:** including groups for those one to five years past graduation, five to twelve years past graduation, BIPOC, and alumni leaders

**Students:** (by class year) including first-generation, DACA, Indigenous, Black, Asian, Latinx, multiracial, international, LGBTQIA+, politically conservative, peer leaders, and students with disabilities

In addition to the survey and focus groups, the Committee drew upon data from many other sources. Carleton’s Office of Institutional Research and Assessment (IRA) worked with CHP to analyze other college-generated climate surveys, reports, and data that are relevant to inclusion, diversity, and equity, as well as comparable data from other national liberal arts colleges.

The overall objective of this phase was to obtain a clear picture of the current landscape for strengths and weaknesses of campus climate with regard to inclusion, diversity, and equity. This assessment and report was completed by CHP by the end of May. In June CHP presented a report on key data points via open Zoom meetings for faculty, staff, and alumni; recorded sessions were made available for students. Feedback was then collected from constituents about the information shared during those sessions. Presentations of the major data themes were made available on the Carleton IDE website in June of 2021.

The Committee spent the summer of 2021 crafting a vision statement along with a set of goals and objectives to accomplish the vision for an inclusive and welcoming campus for all. These goals and objectives attempted to capture the current state of IDE on our campus and the areas that are most in need of focused attention and action based on the data collected and analyzed in the winter and spring of 2021 described above. We should note that in May 2021 Carleton students participated in the National Assessment of Collegiate Campus Climate, a survey of student experiences specifically related to racial equity and sense of belonging on campus. This was part of Carleton’s participation in the recently formed Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA). Carleton received its data from this study over the summer, and its findings confirmed most of the findings from the previously collected data described above and informed subsequent discussions and deliberations.
The arrival of President Byerly prompted a reconsideration of the timing and pacing of the planning process. President Byerly deemed it prudent for the college to provide more time for the development of the final plan, specifically to allow additional opportunities for community deliberation and feedback. The initial IDE plan completion date of December 2021 was therefore amended to March 2022. In concert with this adjustment, in September 2021 the Committee shared with the Carleton community a foundational draft of the plan, which outlined the plan’s overarching vision, goals, and objectives. This first draft provided a framework for the next step in the process.

Five working groups were recruited in fall 2021 (one for each goal of the plan) and charged with developing the strategies the Carleton community would utilize to bring the plan to life. The working groups included faculty, staff, students, and alumni representatives new to the IDE plan development process, as well as members of the Committee. In consultation with various community members and campus stakeholders, the working groups spent fall 2021 and early winter 2022 evaluating the plan’s goals and objectives to draft actionable strategies for each one. The resulting draft of the plan was shared with the larger Carleton community in February 2022. The Committee collected feedback to the plan from community members throughout February via an online comment form, a series of formal Town Hall sessions, and informal conversations. This feedback is available in town hall recordings and the feedback summary is posted at www.carleton.edu/inclusion/updates/what-we-heard-a-summary.

“IDE is very much in the air. Since our main stock in trade is looking for artists to bring in to work with our students, it’s natural to incorporate IDE work in those discussions and the searches for those artists.”

– Steve Richardson, Puzak Family Director of the Arts
STATEMENT OF PRINCIPLES AND DESIRED OUTCOMES

The Committee affirms the following principles and desired outcomes in the creation of the college’s first 10-year IDE plan for a campus where we all can thrive personally, academically, and professionally as individuals and as a community.

The Committee believes a diverse, equitable, and inclusive institution:
• Has no hierarchy of human identity, background, or life circumstance and acknowledges the harm that the historical and ongoing belief in such a hierarchy has caused and continues to cause
• Nurtures and draws strength from the talents, life experiences, and perspectives of all its members and affirms that diversity, equity, and inclusion are not zero-sum processes resulting in winners and losers
• Ensures that all community members receive fair access to the opportunities and resources they need to thrive in their learning, work, and research
• Addresses the tensions that may arise between the claims of individual freedom and community expectations with transparency, respect, good-faith dialogue, and deliberation
• Actively and openly reflects on its processes, practices, governance, and activities—including its interactions with people beyond the institution—to ensure that they are animated by the above principles and can be modified as needed

We recognize that we are not where we want to be as a college in all of these areas. Indeed, our research has identified the many places where we are falling short of our aspirations, and we hope the plan will begin to address the disparities we have documented. The process is such, however, that it will not be “done” when specific goals are achieved. Rather, our community is on a journey to live up to the above-stated principles, and that is an ever-evolving process that will require a culture that brings those principles to the center of all of its considerations and actions.
DEFINITIONS

For clarity’s sake, we offer the following definitions:

**INCLUSION** is the act of creating environments in which any individual or group feels welcomed, respected, supported, and valued. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

**DIVERSITY** includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another, including identity markers such as age, race, ethnicity, national origin, gender, disability/ability status, sexual orientation, religion, socioeconomic status, education, marital status, language, physical appearance, diversity of thought, political perspective, culture, and more.

Furthermore, we acknowledge that individuals embody many different characteristics that make their identities intersectional. So, while we are focused on racial equity in this first IDE plan, we understand that all community members bring their full humanity to our campus, and that comprises overlapping and intersecting experiences, perspectives, and affinities that make us the individuals we are. Our aim, however, is to address the institutional experience of Carleton and to ensure that we remove to the greatest extent possible any barriers that produce a differential outcome and opportunity to thrive in our campus community based on a person’s identity, background, or perspectives. We believe that diversity gives our community strength, especially in combination with equity and inclusion.

**EQUITY** is the fair treatment, access, and opportunity for advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources.

We recognize and value inclusion, diversity, and equity along all of these different dimensions.

This, then, is a plan for the whole Carleton community, since the entire community benefits from welcoming and nurturing the talents, life experiences, and perspectives of all its members. At this time in our country and, indeed, our world, issues of inequity and social justice are being contested in many realms. The Committee’s charge included a focus on racial equity, and that has driven many of the goals and action steps we are proposing. We acknowledge that different members will have different experiences and priorities, but we believe that this first IDE plan will put Carleton on the path toward our larger vision for an inclusive and equitable campus for everyone. In addition, we include a glossary at the end of this document to clarify terms and Carleton-specific acronyms that are mentioned in the plan.
INTRODUCTION

The IDE plan touches the learning, living, and working experience of all members of the Carleton community, and almost every aspect of the college’s functions and activities. The Committee believes the plan has the potential to improve the institutional experience of all community members and to advance Carleton’s aspirations to be an inclusive, diverse, and equitable institution in ways that are concrete and measurable.

The taxonomy we have employed in the plan itself moves from five high-level goals to three to four specific objectives that amplify different aspects of those goals, and then on to five to eight more specific strategies that will enable the college to meet the objectives (and, through them, the goals). The plan provides clarity about the responsible parties for each strategy, an estimated timetable for implementation of the strategy, and the metrics that will be used to determine the effectiveness of the strategy. The strategies are written in such a way as to allow Carleton’s governance and administrative structures the freedom to execute them in ways that align with our current resources and personnel, including changing timelines to be more appropriate when needed. At the same time, the plan advises that we consider new structures and programs that will build capacity for any activities and initiatives that emerge as a result of recommended strategies. The Committee recognizes that for years, many community members have taken on the additional, and often unrecognized, labor of educating others in our community about IDE-related issues; the plan therefore recommends that the college consider how to more equitably share IDE-related responsibilities and account for IDE-related work. This plan provides room and support for the development of new strategies that will come about over the course of the next decade, as the principles we describe above become central to all college operations.

In creating this IDE plan, one of the challenges has been to establish durable goals that would carry the college forward for the next 10 years. Given the ever-changing landscape of IDE work, research, and issues, we have tried to articulate our goals, objectives, and strategies in plain, broadly understood language. For this reason, while in some places we do name specific identity groups, we have utilized in most places the term “historically underrepresented” as a descriptor. For the purposes of statistical data comparison, we have used the federal nomenclature of URM (underrepresented minority; see appendix). Finally, as a special point of clarification, this work is data-driven and outcome-based and intends to ensure all can access the best of Carleton.
A final consideration in creating this plan lies in the fact that our campus is already highly engaged in IDE work, and many different offices, departments, and programs have been moving forward with their own IDE initiatives and activities. We applaud these efforts, and we have done our best to create a framework within which those efforts can be aligned with and acknowledged through the overall IDE plan.

Furthermore, this initial IDE plan is focused primarily on the on-campus experience of our community members. We realize that Carleton is situated within the context of Northfield and its environs, and we affirm the need for the college to continue its efforts to support and include this larger community in our work to create a living, learning, and working environment where people have the chance to thrive. We seek to honor the equitable and inclusive principles described above through our interactions with other institutions, offices, and businesses and to build upon our current strengths as a vital part of our broader community.

When the IDE plan is approved by the Board of Trustees, the work of the Committee will be complete and the work of the entire Carleton community will begin. The administration, along with the responsible parties identified within each strategy, will be responsible for ensuring the plan is implemented. The community feedback and input gathered throughout the IDE planning process will be passed on to those parties to aid in the implementation. In addition, it is our hope that implementation will involve more feedback and involvement from all members of the community.
GOAL ONE

Build the institutional capacity, resources, and dedicated leadership required to engage in the work of inclusion, diversity, and equity broadly, including implementing and sustaining the IDE plan.
OBJECTIVE ONE
Provide focused leadership that is committed to and accountable for the execution, communication, and achievement of this IDE plan and coordinating other IDE efforts.

STRATEGY 1.1.1
Create an IDE office that is led by a vice president–level Chief Diversity Officer who reports to the president and is a member of the president’s senior staff, and supported with the staffing necessary to ensure the office’s success

(PROPOSED) RESPONSIBLE PARTY
HR, Hiring Committee, Budget Committee, President, and Executive Search Firm

PROCESS
President appoints a hiring committee with appropriate campus representatives and community input on the Chief Diversity Officer role and responsibilities, Chief Diversity Officer hired (August 2022), determination made for proper staffing level and office staffed (January 2023)

STRATEGY 1.1.2
The college will provide appropriate funding to permanently support the work of the Chief Diversity Officer and their department

(PROPOSED) RESPONSIBLE PARTY
President, Budget Committee, Trustees

PROCESS
Initial budget established (August 2022), revised budget as part of regular budgeting process thereafter

STRATEGY 1.1.3
Reconsider the role and function of Community Equity Diversity Inclusion (CEDI) and its relationship to the IDE office

(PROPOSED) RESPONSIBLE PARTY
CEDI, Chief Diversity Officer, Tuesday Group

PROCESS
After appointment of Chief Diversity Officer, consultation with CEDI is held to determine the future role and function of CEDI (December 2022)
OBJECTIVE TWO
Transform our culture, practices, and policies to include underrepresented voices in planning and decision-making processes and to center the ideals of IDE in all considerations.

STRATEGY 1.2.1
Revise Carleton’s mission statement to include more robust language that articulates the college’s commitment to IDE and that can inform revision of related policy statements

(PROPOSED) RESPONSIBLE PARTY
President, Board of Trustees, faculty, and accrediting agency

PROCESS
President appoints a review committee with appropriate campus representatives and community input that ensures the mission statement reflects the values of the institution, explicitly drawing attention to the meaningful integration of IDE into Carleton’s mission (October 2022), completion of review (June 2023), identify and update related policies and statements (June 2024)

STRATEGY 1.2.2
Develop and implement equity audits appropriate for all work units, offices, departments, and programs across the college, with each unit addressing findings as part of the planning process

(PROPOSED) RESPONSIBLE PARTY
Human Resources, Tuesday Group, and Chief Diversity Officer

PROCESS
Equity audit guidance developed and shared (October 2022), initial audit reports with findings and recommendations submitted to the Chief Diversity Officer (July 2023) and becoming part of a cyclical review every four to five years thereafter

STRATEGY 1.2.3
Develop and provide ongoing antibias racial education for all campus groups and stakeholders, including students, faculty, staff, trustees, and alumni leadership

(PROPOSED) RESPONSIBLE PARTY
Human Resources (for employees), External Relations (for alumni leaders), Dean of Students (for students), in consultation with Chief Diversity Officer, Provost (for faculty)

PROCESS
Education program designed and implemented (July 2023)
STRATEGY 1.2.4

Develop clear and transparent procedures to support the community concern process

(PROPOSED) RESPONSIBLE PARTY
Dean of Students, Community Equity Diversity Inclusion, Chief Diversity Officer, Faculty Affairs Committee, Human Resources, Provost

PROCESS
President appoints a review committee with appropriate campus representatives and community input to develop a clear description of the procedures and communication plan posted on the Community Concern Form website (December 2022)

STRATEGY 1.2.5

Set and achieve goals for the diversity of the college’s alumni leadership groups including, but not limited to, Alumni Council, Board of Trustees, and Parents Advisory Council, especially those from diverse socioeconomic and identity backgrounds

(PROPOSED) RESPONSIBLE PARTY
President, Trustee Affairs, External Relations, and Chief Diversity Officer

PROCESS
Current demographic tables for various boards with their respective target goals published (August 2022) and updated yearly
OBJECTIVE THREE
Align existing planning and decision-making processes to actualize the goals of the IDE plan

STRATEGY 1.3.1
Provide opportunities each year for education in equity-minded and inclusive decision making for people holding or entering supervisory positions at all levels of the college

(PROPOSED) RESPONSIBLE PARTY
Provost (for faculty), Human Resources, Carleton Student Association (CSA) leadership, and Dean of Students, in consultation with the Chief Diversity Officer

PROCESS
Education program designed and offered (June 2023) and at least biannually thereafter

STRATEGY 1.3.2
Document the decision-making framework and governance structures for the successful implementation of the IDE plan as a model for the community on how decisions are made

(PROPOSED) RESPONSIBLE PARTY
Tuesday Group, College Communications

PROCESS
Documentation process completed (October 2022) followed by sharing in Carleton Today and on the web (December 2022 and ongoing)

STRATEGY 1.3.3
Communicate the goals and objectives of the IDE plan broadly and in an ongoing manner to ensure that new and current IDE initiatives are brought into alignment

(PROPOSED) RESPONSIBLE PARTY
Tuesday Group, Chief Diversity Officer

PROCESS
Executive summary of goals, objectives, and strategies posted publicly on the internal college website (April 2022); implementation updates shared regularly at Quarterly, Faculty, CSA, Board and Alumni meetings (fall 2022 and thereafter)
“Thinking about diversity and inclusion is part of who I am and what I’ve been doing. It’s not something we as physicists are trained to do and it’s not something that’s easy or comfortable. IDE work is naturally part of what it means to be a physicist, and what it means to be a scientist.”

– Marty Baylor, Professor of Physics and Astronomy
GOAL TWO

Significantly increase representation of students, faculty, and staff on campus from underrepresented populations
OBJECTIVE ONE
Increase the percentage and retention of historically underserved students with a focus on Black, Latinx, Indigenous, and other underrepresented groups

STRATEGY 2.1.1
Examine the packaging of financial aid to reduce the burden on students over the course of their career at Carleton in order to remain affordable and equitable for students and families, and competitive amongst other colleges

(PROPOSED) RESPONSIBLE PARTY
Dean of Admissions and Financial Aid, Budget Office, President

PROCESS
Develop and designate initial funds allocation (July 2025) and then implement on an ongoing basis

STRATEGY 2.1.2
Expand existing programming (e.g., TRIO, FOCUS, Posse, CUBE, etc.) and develop new or revised cohort and support programs or partner with other organizations focused on underrepresented populations in Minnesota and nationally

(PROPOSED) RESPONSIBLE PARTY
Dean of Admissions and Financial Aid, Provost, Dean of Students

PROCESS
Report on new initiatives and expanded program offering submitted to Admissions and Financial Aid Committee (AFAC) and Tuesday Group (beginning May 2023 and updated as necessary)
STRATEGY 2.1.3

Develop early intervention programs with collaboration from Admissions, Student Life, and Academic Affairs that address trends in underrepresented student satisfaction and academic success data

(PROPOSED) RESPONSIBLE PARTY
Dean of Admissions and Financial Aid, Provost, Dean of Students, Institutional Research and Assessment

PROCESS
Pilot process developed (July 2025) with annual reports submitted thereafter to the Education and Curriculum Committee and Tuesday Group on full implementation

STRATEGY 2.1.4

Establish a dedicated fund targeting the recruitment of Indigenous students and removing financial barriers negatively impacting their enrollment and retention, including the college’s policy of meeting their full demonstrated financial need, thereby increasing representation and graduation of Indigenous students

(PROPOSED) RESPONSIBLE PARTY
President, Board of Trustees, Dean of Admissions and Financial Aid

PROCESS
Fund established (September 2024)
OBJECTIVE TWO
Increase the percentage, retention, and continuity of Black, Latinx, Indigenous, and other underrepresented faculty
STRATEGY 2.2.3
Implement standardized exit, stay, and candidate experience interview processes with an emphasis on diversity and equity; use data to improve hiring processes, practices, and retention initiatives

(PROPOSED) RESPONSIBLE PARTY
Human Resources, Provost, Institutional Research and Assessment

PROCESS
Interview processes established (March 2025) and then implemented on an ongoing basis; annual review of data by Provost, Faculty Affairs Committee, and Faculty Curricular Planning Committee thereafter

OBJECTIVE THREE
Increase the percentage and improve retention of Black, Latinx, Indigenous, and other underrepresented staff

STRATEGY 2.3.1
Develop recruitment pipelines by enhancing Carleton’s visibility and reputation in Minority Serving Institutions (MSIs), professionals of color associations, alumni of color associations, and similar educational institutions/organizations both locally and nationally

(PROPOSED) RESPONSIBLE PARTY
Human Resources, College Communications, Department Leads

PROCESS
Pipelines developed, including funds allocation (March 2025), and then implemented on an ongoing basis

STRATEGY 2.3.2
Identify and implement equitable hiring practices by bringing transparency to the process of developing position descriptions, grading positions, publishing salary ranges, and standardizing the hiring and selection process across departments to increase URM representation and retention

(PROPOSED) RESPONSIBLE PARTY
Human Resources, Hiring Managers

PROCESS
Equitable hiring practices developed (March 2024) and then implemented on an ongoing basis
OBJECTIVE THREE

CONTINUED

STRATEGY 2.3.3

Set targets and goals to increase Carleton’s competitiveness in hiring in terms of process, pay, benefits, and work flexibility to increase recruitment results

(PROPOSED) RESPONSIBLE PARTY
Human Resources, Business and Finance, Vice President and Treasurer

PROCESS
Targets and goals established (March 2024) and then implemented on an ongoing basis

STRATEGY 2.3.4

Implement standardized exit, stay, and candidate experience interview processes with an emphasis on diversity and equity; use data to improve hiring processes, practices, and retention initiatives

(PROPOSED) RESPONSIBLE PARTY
Human Resources, Institutional Research and Assessment

PROCESS
Interview processes established (March 2025) and then implemented on an ongoing basis, annual review of data by Human Resources thereafter

STRATEGY 2.3.5

Using an IDE lens, provide professional development and support to department heads, supervisors, and managers to effectively supervise, professionally develop, and retain staff

(PROPOSED) RESPONSIBLE PARTY
Human Resources, Community Equity Diversity Inclusion, Chief Diversity Officer, Tuesday Group

PROCESS
Training established (June 2023) and then implemented on an ongoing basis, staff satisfaction survey administered every three years thereafter
OBJECTIVE FOUR

Improve the balance and distribution of home country and socioeconomic representation within the international student community.

STRATEGY 2.4.1

Remove financial barriers to balance and improve distribution of home country and socioeconomic representation

(PROPOSED) RESPONSIBLE PARTY
Vice President for Admissions and Financial Aid

PROCESS
Financial aid targets established in consultation with AFAC (March 2023) and then implemented on an ongoing basis, with annual updates to AFAC and Tuesday Group.

STRATEGY 2.4.2

Ensure the Office of International Student Life is properly staffed and funded to provide ongoing support to international students from all backgrounds

(PROPOSED) RESPONSIBLE PARTY
Dean of Students, Budget and Finance

PROCESS
Staffing and resource benchmarks established in comparison to peer institutions (July 2023) and then revised staffing and budget implemented on an ongoing basis. Continue to include opportunities for students to provide input on this process.

“As a first-generation American, I feel deeply connected to people who struggle outside of the United States. I understand how structural factors cause people, in both the United States and elsewhere, to suffer in similar ways: from violence, poverty, lack of health care, and a lack of education.”

– Diana Augustin ’21
“Interest convergence refers to circumstances when white interests and Black interests converge. And it is in those fleeting moments when real change is possible.”

– Rose Chahla ’10
GOAL THREE

Establish and sustain the resources and practices necessary to provide an equitable environment for all students, staff, and faculty to thrive
OBJECTIVE ONE
Identify and remove institutional barriers that result in differential outcomes for student, staff, and faculty achievement and belonging based on identity

STRATEGY 3.1.1
Explore structures beyond New Student Week to aid in the successful transition to college for new students, perhaps building upon the success of TRIO, Posse, FOCUS, CUBE, ISL, and others

(PROPOSED) RESPONSIBLE PARTY
Dean of Students, Student Activities, International Student Life, Provost

PROCESS
Survey of first-year students in existing programs, and survey of upperclass students who help organize and run programs, including New Student Week leaders, peer leaders, etc., conducted and analyzed (November 2022); new or revised structure developed and implemented (September 2024)

STRATEGY 3.1.2
Develop a comprehensive model to enable student access to support resources, including structured pathways, personalized academic advising, individualized academic plans, integrated academic and nonacademic supports, mechanisms to monitor student progress, SHAC services, and career exploration and/or services

(PROPOSED) RESPONSIBLE PARTY
Tuesday Group with Dean of Students, Institutional Research and Assessment, Provost

PROCESS
Existing support structures reviewed and areas of improvement identified in coordination between Dean of Students and Provost’s Office (September 2023), recommendations submitted to Tuesday Group (May 2024)

STRATEGY 3.1.3
Design an onboarding model for staff comparable to the model used for faculty to access current campus support resources, taking into consideration the needs of underrepresented staff

(PROPOSED) RESPONSIBLE PARTY
Human Resources, Provost

PROCESS
Model developed and deployed (September 2023)

CONTINUED
OBJECTIVE ONE

CONTINUED

STRATEGY 3.1.4

Establish priorities to allow for and recognize staff participation in professional development or committee work pertaining to IDE-specific initiatives. Develop strategies for allowing work time for staff development in the area of IDE.

(PROPOSED) RESPONSIBLE PARTY

Human Resources, consulting with Community Equity Diversity Inclusion (CEDI), Department Heads, Tuesday Group

PROCESS

Priorities and appropriate recognition established (September 2023)

STRATEGY 3.1.5

Ensure that the Ombuds Program is an independent and confidential resource for faculty and for staff in supporting individuals who have workplace grievances.

(PROPOSED) RESPONSIBLE PARTY

President, Tuesday Group

PROCESS

Working group develops a proposal to address in consultation with FAC, SAC, and Forum (September 2023) with an evaluation after three years of the new or revised system (September 2026)

STRATEGY 3.1.6

Examine the student fee structure (beyond the comprehensive fee) that may present financial barriers to students’ participation or success in academic and nonacademic programs and define the cost to the college of eliminating or reducing fees that may be inequitable.

(PROPOSED) RESPONSIBLE PARTY

Budget Office in consultation with the Provost and Dean of Students

PROCESS

Submit report on current fees and the number of students who are impacted (May 2023), recommendations for eliminating fees and assessment of cost submitted (November 2023), implementation to begin thereafter
OBJECTIVE ONE

CONTINUED

STRATEGY 3.1.7

Examine current policies and coordination between the financial aid and business offices in order to improve the student experience and to ensure access to awarded financial aid is available in a timely manner

(PROPOSED) RESPONSIBLE PARTY

Vice President for Admissions and Financial Aid, Dean of Students, Vice President and Treasurer, and Business Office

PROCESS

Strategies for improving and coordinating communication process developed in response to student survey data (May 2023), new or revised process implemented (September 2023)

STRATEGY 3.1.8

Examine disparities in curriculum structure that hinder student progression through major/minor requirements and consider increasing opportunities for additional skill building throughout the curriculum (e.g., Math 101, Q-bits, courses with problem solving, pre-algebra, English 109)

(PROPOSED) RESPONSIBLE PARTY

Provost, Education and Curriculum Committee, Academic Departments

PROCESS

Review of curricular barriers and current skill-building opportunities through equity audit process (July 2023), additional skill-building courses or experiences proposed and developed (July 2024), new skill-building courses or experiences offered (beginning September 2025)
OBJECTIVE TWO

Ensure that campus support offices and programs have the appropriate resources to meet student, staff, and faculty needs.

STRATEGY 3.2.1

Assess current personnel, financial resources, and facilities space needs for all student-facing campus support offices (for example, Student Health and Counseling, Office of Accessibility Resources, and Gender and Sexuality Center)

(PROPOSED) RESPONSIBLE PARTY
Tuesday Group, Human Resources, Dean of Students, Vice President and Treasurer, Facilities Management, Provost

PROCESS
Utilize methods such as external reviews, departmental audits, and end of year reports to determine areas of growth, and allocate additional resources (staffing, space, centralized locations, financial resources) where needed (in coordination with Residential Housing Plan)

STRATEGY 3.2.2

Ensure that the spaces used for student multicultural groups honor and support the range of different student identities on campus

(PROPOSED) RESPONSIBLE PARTY
Tuesday Group, Dean of Students, Facilities, Office of Intercultural Life

PROCESS
Work with the Black student community on their desire for a Black Community Center and the Indigenous student community on their desire for dedicated space, taking into account how these needs can be accommodated in the larger context of multicultural spaces on campus; research and identify locations for dedicated space (May 2023); incorporate facilities into Residential Housing plan (September 2023)
STRATEGY 3.2.3

Reexamine the purpose of student employment and its goals within a residential liberal arts college to ensure equity in pay and in assigning and hiring for campus positions

(PROPOSED) RESPONSIBLE PARTY
Dean of Admissions and Financial Aid, AFAC, Business and Finance, Student Financial Services, Advisory Committee on Student Life, Career Center, Tuesday Group

PROCESS
Assess the equity of the student employment program’s existing structure(s) relating to: placement procedures (before arriving at Carleton), how student work is awarded in the financial aid package, how positions are advertised, supervisor hiring procedures and practices, the possibility of multiple pay scales, and impact of off-campus employment, thus ensuring all students are receiving the same opportunities regardless of socioeconomic status. Program review report submitted to Tuesday Group (May 2023), new or revised approach developed and proposed to Tuesday Group (May 2024), new or revised approach implemented (July 2025)

“I’m a firm believer that your environment makes you who you are. If we were to focus on giving every kid an equal chance at achieving anything they want, and not hold kids back just because of the color of their skin, that’s when we’re going to start seeing real justice.”

– Raba Tefera ’21
“It is important to recognize that the equitable and committed community we seek is not an option or an enhancement to the Carleton experience. It is fundamental to our ability to deliver a quality liberal arts education.”

– Alison Byerly, Carleton College President
Integrate and sustain engagement with the principles of IDE, including the full diversity of perspectives, experiences, and intellectual contributions of historically underrepresented voices.
OBJECTIVE ONE
Integrate the work of historically underrepresented scholars into the curriculum and employ diverse approaches, readings, classroom experiences, and departmental offerings

STRATEGY 4.1.1
Review the Institutional Learning Outcomes and the Graduation Requirements to ensure that they reflect the values of inclusion, diversity, and equity, and propose changes or additions as needed

(PROPOSED) RESPONSIBLE PARTY
Education and Curriculum Committee

PROCESS
Report on findings delivered to the faculty with recommendations (May 2023), recommendations approved and implemented (May 2024)

STRATEGY 4.1.2
Designate specific IDE curricular development funds to foster engagement and innovation when designing or redesigning curricular offerings, especially at the departmental level or across departments and programs, and also for individual faculty. A review of funding levels on a yearly basis to determine if funding levels are sufficient for need

(PROPOSED) RESPONSIBLE PARTY
Provost in consultation with Faculty Curricular Planning Committee

PROCESS
Extend commitment for current funding through the duration of the 10-year plan, with funds increasing for identified needs (December 2022)

STRATEGY 4.1.3
Review current approaches to faculty mentoring and faculty development, including pedagogy and IDE-related content knowledge, and determine adequate staffing and resources for the Learning Teaching Center (LTC) and modify as necessary

(PROPOSED) RESPONSIBLE PARTY
Provost in consultation with the LTC Director and Chief Diversity Officer

PROCESS
Recommendations for a revised Advisory Committee presented and approved (September 2022), recommendations for faculty development curriculum and resources presented and approved (May 2023)

CONTINUED
STRATEGY 4.1.4

Strengthen the commitment to and stability of the Africana studies program and consider its conversion to a department with dedicated faculty lines and appropriate resources

(PROPOSED) RESPONSIBLE PARTY
President, Provost, Africana Studies Program Director, and Faculty Curricular Planning Committee

PROCESS
Work with the Program Director on development, including staffing and resources (May 2023)

STRATEGY 4.1.5

Review the capacity of current faculty to deliver curricular offerings that reflect and support a robust commitment to the values of inclusion, diversity, and equity using findings to prioritize future hires, including the possibility of cluster hires and targeted hires at the junior and senior level

(PROPOSED) RESPONSIBLE PARTY
Provost and Faculty Curricular Planning Committee

PROCESS
Review of curricular capacity completed and hiring recommendations proposed (September 2024)

STRATEGY 4.1.6

Explore the creation of a Center for Race, Gender, Indigeneity, and Social Justice, and its potential role as an intellectual hub for current and future innovation in forwarding Carleton’s IDE-curricular goals and commitment

(PROPOSED) RESPONSIBLE PARTY
President and Provost in consultation with Faculty Curricular Planning Committee and appointed working group with faculty, staff, and student representatives

PROCESS
Working group formed to explore the mission of such a center and determine features, functions, and resources needed (September 2023), recommendations presented (September 2024)
**OBJECTIVE TWO**
Increase faculty, staff, and students’ ability and opportunity to engage in dialogue, share their experiences and perspectives, and listen to understand others’ experiences and perspectives

**STRATEGY 4.2.1**
Host campus events regularly during which community members can engage in conversation and dialogue with one another across groups, focusing on a broad spectrum of perspectives and positions

**(PROPOSED) RESPONSIBLE PARTY**
Chief Diversity Officer in coordination with other relevant departments and programs

**PROCESS**
Design ongoing program for dialogue across difference, with input from campus constituents, to provide a minimum of two campus events per term; this could include modifying existing formats (like Convo, Winter Term Dialogue) and adding new events, possibly utilizing Common Time (September 2023)

**STRATEGY 4.2.2**
Encourage and support innovation in and more opportunities for dialogue among people who have different experiences and perspectives in both the academic curriculum and the cocurriculum

**(PROPOSED) RESPONSIBLE PARTY**
Provost in consultation with the Education and Curriculum Committee, faculty and academic support professionals, Student Life in consultation with the Chief Diversity Officer and other appropriate offices

**PROCESS**
Education and Curriculum Committee and Student Life will each bring forward at least two recommendations (May 2024 first recommendations, May 2025 second recommendations)

**STRATEGY 4.2.3**
Establish funding and logistical support that encourages student leaders to gather on campus and to participate in conferences and coordinate with peers on other campuses in discussions of IDE initiatives and work

**(PROPOSED) RESPONSIBLE PARTY**
Student Life in consultation with Carleton Student Association (CSA) and other student organizations

**PROCESS**
Dedicated fund and process/guidelines to administer the fund created (September 2023)
OBJECTIVE THREE
Recognize, value, and reward work done by community members related to IDE

STRATEGY 4.3.1
Explore new and enhanced options for recognizing student IDE work, including academic credit via independent studies and on-campus internships, student fellowships, a cocurricular transcript, awards for community-building efforts related to IDE, paid student work positions, and the development of e-portfolios

(PROPOSED) RESPONSIBLE PARTY
Student Life, Education and Curriculum Committee, Fellowships Office, Career Center, and other offices as needed

PROCESS
Create and advertise two new opportunities in the first two years of the IDE plan (September 2024), followed by the development, announcement, and operationalization of at least three further types of opportunity over the first five years (September 2027)

STRATEGY 4.3.2
Undertake a broad review to understand how staff and faculty work is accounted for and rewarded to ensure equity-minded workloads that take into account individual talents, work circumstances, and career stages with a commitment to take action as needed

(PROPOSED) RESPONSIBLE PARTY
Tuesday Group, Faculty Affairs Committee, Human Resources, in consultation with the Chief Diversity Officer

PROCESS
Recommendations presented (September 2023), policies and guidelines adopted by the Tuesday Group on how to define IDE work and make it integral to the work of the entire faculty and staff with the goal of ensuring equitable contribution and reward to the work of IDE (January 2024)

STRATEGY 4.3.3
Include commitment to IDE principles, expectations, and experiences as part of the faculty and staff hiring process, as well as part of the review and promotion process

(PROPOSED) RESPONSIBLE PARTY
Human Resources, Provost, in consultation with Faculty Personnel Committee, Faculty Affairs Committee, SAC, Forum

PROCESS
Policy and guidelines established for how IDE work is considered in the process of hiring, review, and promotion, including the option to submit letters from students, faculty, and staff specifically about IDE service (September 2024)
“One thing is certain. We can no longer sweep under the rug things that make us uncomfortable. We have to recognize our inadequacies and failures. We have to start really listening and believing in people’s experiences.”

– Maya Rogers ’22
GOAL FIVE

Demonstrate our commitment to measurable improvement of IDE outcomes (recruitment, retention, achievement, thriving/belonging, and cultural competence) through data collection and analysis and transparent communication.
### STRATEGY 5.1.1

Establish a baseline and measure and communicate progress on outcomes for student recruitment, retention, achievement, thriving and belonging, cultural competence, and program effectiveness

**(PROPOSED) RESPONSIBLE PARTY**
Tuesday Group, Admissions, Provost, and Dean of Students

<table>
<thead>
<tr>
<th>METRIC</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Recruitment:</strong> Yearly applicant total of URM* and first generation at parity with URM in national high school population, URM applications and yield at median or above compared to peer group</td>
<td>Annual improvement with parity in five years</td>
</tr>
<tr>
<td><strong>Student Retention:</strong> Cohort year-to-year retention of URM and first-generation students at parity with overall retention</td>
<td>Annual improvement with parity in five years</td>
</tr>
<tr>
<td><strong>Student Thriving and Belonging:</strong> Using three to five questions from COFHE survey, establish a baseline measure of thriving and belonging, tracking over time demonstrated improvement from the baseline and a decrease in differential experience between URM/NURM and first-generation students</td>
<td>Annual improvement with parity in five years</td>
</tr>
<tr>
<td><strong>Student Achievement:</strong> For URM/NURM, first-generation, low-income, and other cohorts including Posse, Questbridge, TRIO; parity with overall student population in four- and six-year graduation rates and participation in high-impact experiences including off-campus studies and research</td>
<td>Annual improvement with parity in five years</td>
</tr>
<tr>
<td><strong>Student Cultural Competence:</strong> Establish a baseline to measure change over time in cultural competence with an assessment tool (example: Intercultural Development Inventory [IDI]) and demonstrated improvement year over year. Track the opportunities for engagement in IDE-related activities and number of participants</td>
<td>TBD</td>
</tr>
</tbody>
</table>

*Underrepresented minorities (URM) is used because it is broadly defined and allows for comparisons to external benchmarking. URM can be expanded as needed to meet specific Carleton goals.
**STRATEGY 5.1.2**

Establish a baseline and measure and communicate progress on outcomes for faculty recruitment, retention, achievement, thriving and belonging, cultural competence, and program effectiveness

*(PROPOSED) RESPONSIBLE PARTY*

Tuesday Group, Provost, Human Resources

<table>
<thead>
<tr>
<th>METRIC</th>
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</thead>
<tbody>
<tr>
<td><strong>Faculty Recruitment:</strong> Establish a baseline measure of the percentage of existing URM applicants and representation on the faculty. Increase in representation to be at the median of peer group for each URM category</td>
<td>Annual improvement with parity in five to seven years</td>
</tr>
<tr>
<td><strong>Faculty Retention:</strong> Measure URM/NURM retention at one, four, seven, eight years with goal of parity between URM and NURM</td>
<td>Annual improvement with parity in eight to ten years</td>
</tr>
<tr>
<td><strong>Faculty Thriving and Belonging:</strong> Using three to five questions from HERI survey, establish a baseline measure of thriving and belonging, tracking over time for demonstrated improvement from the baseline and a decrease in differential experience between URM/NURM</td>
<td>Annual improvement with parity in three to six years</td>
</tr>
<tr>
<td><strong>Faculty Achievement:</strong> For URM/NURM faculty, establish a baseline and measure tenure rates, election/appointment to governance/college committees, endowed professorships internal faculty grant awards</td>
<td>Annual improvement with parity in three to six years</td>
</tr>
<tr>
<td><strong>Faculty Cultural Competence:</strong> Establish a baseline to measure change over time in cultural competence with an assessment tool (example IDI) and demonstrated improvement year over year. Track the opportunities for engagement in IDE related activities and number of participants</td>
<td>TBD</td>
</tr>
</tbody>
</table>
### STRATEGY 5.1.3

Establish a baseline and measure and communicate progress on outcomes for staff recruitment, retention, achievement, thriving and belonging, cultural competence, and program effectiveness

**(PROPOSED) RESPONSIBLE PARTY**
Tuesday Group, Human Resources

<table>
<thead>
<tr>
<th>METRIC</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff Recruitment:</strong> Establish a baseline measure of the percentage of existing URM applicants and representation for each staff category. Increase in representation for each staff category to be at the median of peer group for each URM category</td>
<td>Annual improvement with parity in three to five years</td>
</tr>
<tr>
<td><strong>Staff Retention:</strong> Measure URM/NURM retention at one year for all staff, three to five years for nonexempt, union, and long-term exempt staff positions with goal of parity between URM and NURM</td>
<td>Annual improvement with parity in three to five years</td>
</tr>
<tr>
<td><strong>Staff Thriving and Belonging:</strong> Using three to five questions from the Staff Experience survey, establish a baseline measure of thriving and belonging, tracking over time demonstrated improvement from the baseline and a decrease in differential experience between URM/NURM</td>
<td>Annual improvement with parity in three years</td>
</tr>
<tr>
<td><strong>Staff Achievement:</strong> For URM/NURM staff establish a baseline and measure promotion rates/grade level representation, grouped representation on Leadership Advisory Board and participation in governance/college committees with the goal of achieving parity</td>
<td>Annual improvement with parity in four to six years</td>
</tr>
<tr>
<td><strong>Staff Cultural Competence:</strong> Establish a baseline to measure change over time in cultural competence with an assessment tool (example IDI) and demonstrate improvement year over year. Track the opportunities for engagement in IDE-related activities and number of participants</td>
<td>TBD</td>
</tr>
</tbody>
</table>
OBJECTIVE TWO

Implement a system designed to support coordination and tracking of data and inform decision making and allocation of resources committed to IDE efforts.

STRATEGY 5.2.1

Assign clear roles to achieve the outcomes of recruitment, retention, achievement, thriving and belonging, and identify oversight group(s) who will: 1) be accountable for the outcome, 2) be responsible for the work to achieve these outcomes, 3) be consulted on the tactics to achieve the outcome, and 4) be informed about progress.

(PROPOSED) RESPONSIBLE PARTY
Tuesday Group, Chief Diversity Officer

COMPLETION DATE
TBD dependent on Chief Diversity Officer hiring

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<tr>
<th>IDE OUTCOMES</th>
<th>POPULATION FOCUS</th>
<th>RESPONSIBLE UNIT(S)</th>
<th>ACCOUNTABLE FOR OVERSIGHT</th>
<th>STAKEHOLDERS FOR CONSULTING AND INFORMING</th>
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</thead>
<tbody>
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<td>Recruitment</td>
<td>Students</td>
<td>Admissions</td>
<td>Board-Enrollment and Admissions Committee</td>
<td>AFAC, CSA, Alumni Leadership Groups</td>
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<tr>
<td>Recruitment</td>
<td>Faculty</td>
<td>Provost, Chief Diversity Officer</td>
<td>FCPC or Board-HR Committee</td>
<td>Alumni Leadership Groups</td>
</tr>
<tr>
<td>Recruitment</td>
<td>Staff</td>
<td>Human Resources, Chief Diversity Officer</td>
<td>Tuesday Group, Board-HR Committee</td>
<td>LAB, Alumni Leadership Groups</td>
</tr>
<tr>
<td>Retention</td>
<td>Students</td>
<td>Dean of Students and Provost, Chief Diversity Officer</td>
<td>Tuesday Group, Board-Student Life Committee</td>
<td>CSA, ACSL, Admissions, Alumni Leadership Groups</td>
</tr>
<tr>
<td>Retention</td>
<td>Faculty</td>
<td>Provost, Human Resources, Chief Diversity Officer</td>
<td>Tuesday Group, Faculty Affairs Committee</td>
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</tbody>
</table>

CONTINUED
### Proposed Role Structure for Responsibility, Accountability, Consulting, and Informing

<table>
<thead>
<tr>
<th>IDE Outcomes</th>
<th>Population Focus</th>
<th>Responsible Unit(s)</th>
<th>Accountable for Oversight</th>
<th>Stakeholders for Consulting and Informing</th>
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<tr>
<td>Thriving and Belonging</td>
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<td>Tuesday Group</td>
<td>Forum, SAC, LAB, Alumni Leadership Groups</td>
</tr>
<tr>
<td>Achievement</td>
<td>Students</td>
<td>Provost, Dean of Students</td>
<td>Tuesday Group</td>
<td>CSA, Admissions, Alumni Leadership Groups</td>
</tr>
<tr>
<td>Achievement</td>
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<td>Provost</td>
<td>Tuesday Group</td>
<td>Alumni Leadership Group</td>
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<td>Achievement</td>
<td>Staff</td>
<td>Human Resources</td>
<td>Tuesday Group</td>
<td>LAB, Alumni Leadership Groups</td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>Students</td>
<td>Dean of Students, Provost, Chief Diversity Officer</td>
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<td>LAB, SAC, Forum, Alumni Leadership Groups</td>
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</table>
STRATEGY 5.2.2

Establish a baseline and measure and communicate progress on outcomes for faculty recruitment, retention, achievement, thriving and belonging, cultural competence, and program effectiveness

(PROPOSED) RESPONSIBLE PARTY
Tuesday Group, Provost, Human Resources

STRATEGY 5.2.3

Establish a baseline and measure and communicate progress on outcomes for staff recruitment, retention, achievement, thriving and belonging, cultural competence, and program effectiveness

(PROPOSED) RESPONSIBLE PARTY
Tuesday Group, Provost, Human Resources

OBJECTIVE THREE
Commit to ongoing, timely dissemination of relevant data and outcomes to the broader community

STRATEGY 5.3.1

Ensure the ongoing and timely communication, including the development of a dashboard, of progress toward IDE outcomes to the Carleton community

(PROPOSED) RESPONSIBLE PARTY
Chief Diversity Officer

PROCESS
Through partnership between Institutional Research and Assessment, the Chief Diversity Officer, Tuesday Group, and the Communications Office use existing communications channels to share IDE updates frequently, i.e., Carleton College Voice (annually), Carleton Today (regularly), and as part of the President’s Quarterly Meeting (annually), Alumni and Parent & Family newsletters (annually), IDE website (quarterly) with links sent to the entire community
“I don’t care what organization you’re talking about—whether it’s a college or a company—changing a culture is a very difficult thing to do. It’s not for the faint-hearted. But pain is part of the process, and everyone involved needs to be cognizant of that.”

– Alison Woods ’73
ACRONYMS USED IN THIS PLAN

ACSL
Advisory Committee on Student Life

AFAC
Admissions and Financial Aid Committee

Alumni Leadership Groups
Alumni Council, Alumni Annual Fund Board, Multicultural Alumni Network, Careers Board, Out After Carleton

BIPOC
Black, Indigenous, People of Color

Board of Trustees
The governing board for the college

CCF
Community Concern Form, form for submitting concerns on campus by students, faculty, and staff

CDO
Chief Diversity Officer

CEDI
Community, Equity, Diversity, and Inclusion campus committee

CHP
Cambridge Hill Partners, consultants advising the IDE Committee

COFHE
Consortium on Funding Higher Education

College Council
Campus committee, the council’s mission is to develop policies in areas having to do with matters other than educational policy or curriculum

CSA
Carleton Student Association, student government

CUBE
Carleton Undergraduate Bridge Experience

ECC
Education and Curriculum Committee

Equity Audit
Equity audits are a tool used to collect the data that informs the process of removing programmatic barriers that impede full participation, access, and opportunity for all community members

FAC
Faculty Affairs Committee

FAFSA
Free Application for Federal Student Aid

FCPC
Faculty Curricular Planning Committee

FOCUS
curriculum-based cohort program for students interested in science and math who come from groups historically underrepresented in STEM fields

Forum
Exempt staff committee

FPC
Faculty Personnel Committee

FTE
Full-Time Equivalent

GSC
Gender and Sexuality Center

HBCU
Historically Black Colleges and Universities

HERI
Higher Education Research Institute

HR
Human Resources

IDE
Inclusion, Diversity, and Equity

CONTINUED
ACRONYMS USED IN THIS PLAN
CONTINUED

IDI
Intercultural Development Inventory

IRA
Institutional Research and Assessment

ISL
Office of International Student Life

KPI
Key Performance Indicator

LAB
Leadership Advisory Board, presidential advisory board composed of administrative department heads

LACRELA
Liberal Arts Colleges Racial Equity Leadership Alliance

LGBTQIA+
Lesbian, Gay, Bisexual, Transgender, Queer Or Questioning, Intersex, Asexual, and Other Identities

LTC
Learning and Teaching Center

MSI
Minority-Serving Institution

NSW
New Student Week

NURM
Non-Underrepresented Minority

OAR
Office of Accessibility Resources

OCS
Off-Campus Studies

OIL
Office of Intercultural Life

Ombuds
Ombuds assist employees by listening objectively to concerns related to working at Carleton

POC
Person of Color

Posse
Public high school students who have extraordinary academic and leadership potential and who may have been overlooked by the traditional college selection process

Provost
The person who oversees the college’s academic mission and programs

Questbridge
A national nonprofit that connects the nation’s most exceptional, low-income youth with leading colleges and opportunities

SAC
Staff at Carleton, nonexempt staff committee

SHAC
Student Health and Counseling

TRIO
Federal outreach and student services programs designed to identify and provide services for individuals who come from disadvantaged backgrounds

Tuesday Group
President’s senior leadership team (vice presidents plus faculty president)

Ujamaa Collective
Black student organization that connects the overall Black community at Carleton

URM
Underrepresented Minority is defined as a U.S. citizen who identifies as Black/African American, Hispanic/Latino, or American Indian. All other Race/Ethnicity categories or Non–U.S. citizens are considered as a Non–Underrepresented Minority (Non–URM)
ACKNOWLEDGMENTS

Developing the IDE plan has been a long process and has drawn upon the experiences and expertise of many community members. So, we wish to start by thanking every individual who took the time to attend a session, participate in a focus group, or offer their input online. We have been overwhelmed by the interest, energy, and thoughtfulness of our staff, students, faculty, and alumni throughout the process, and it gives us confidence that this IDE plan will find the support it needs to be successful.

The Committee would like to thank the students, faculty, staff, and alumni who volunteered their time and effort on the five working groups this past fall and winter. In a time of pandemic-enhanced Zoom fatigue, their persistence and commitment to developing viable strategies for the plan is deeply appreciated.

We were fortunate to have the consulting services of Cambridge Hill Partners, and we are grateful for their guidance and expertise in developing and executing the planning process. Special thanks are also due to the outstanding work of our Office of Institutional Research and Assessment in supporting our needs for data and analysis. The Committee would like to express our deepest gratitude and appreciation for the incredible and exemplary support provided by Kristin Lucas: *manus recta, rectior mens.*

Finally, this plan would not have been possible without the unwavering support and vision of two Carleton presidents and the Board of Trustees. We thank them for allowing our work to go forward with full and unencumbered access to the resources that we needed to complete the work with which we were charged.

IDE COMMITTEE

**Cochairs**
JENINNE MCGEE ’85, Trustee
CHICO ZIMMERMAN, Professor of Classics

**Members**
SALLY BELL PIERCE (SAC), Administrative Assistant to Director of the Arts and Theater and Dance
THOMAS BONNER, Vice President for External Relations
JESSICA BROOKS ’09, Multicultural Alumni Network Board Chair (October 2020–July 2021)
JENNIFER LOPEZ ’02, Multicultural Alumni Network Board Chair
ART RODRIGUEZ ’96, Vice President and Dean of Admissions and Financial Aid
MAYA ROGERS ’22, Student
TREY WILLIAMS (Forum), Associate Dean of Students
CHERLON USSERY, Associate Professor of Linguistics (October 2020–September 2021)
ALISON VON KLEMPERER ’82, P ’16, Trustee