

# Community, Equity, and Diversity Initiative

## Annual Report 2017-2018

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Submitted to the Tuesday Group  
By Joe Chihade and Kathy Evertz, co-chairs

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## About CEDI

### Mission

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

### Members of the 2017-2018 CEDI Leadership Board

Joe Chihade, faculty co-chair through 2017–2018  
Chris Dallagher, ex officio, Disability Services for Students  
Mimi DeRoses, SAC representative, 2017–2019  
Sergio Demara '20, student representative for fall term  
Elise Eslinger, advisor, President's Office  
Kathy Evertz, staff co-chair through 2017–2018  
Carolyn Fure-Slocum, ex officio, Office of the Chaplain  
Laura Haave, ex officio, Gender and Sexuality Center  
Apoorva Handigol '19, student representative, winter and spring terms  
Zhi You Koh '19, student representative  
Eileen Lower '20, student representative  
Al Montero, ex officio, Director of Advising and Faculty Diversity Recruitment  
Laura Riehle-Merrill, ex officio, Title IX  
Meera Sehgal, faculty representative, term through 2018–2019  
Erin Updike, Forum representative, three-year term through 2018–2019  
Debby Walser-Kuntz, faculty representative, term through 2017–2018  
David Wiles, faculty representative, term through 2018–2019  
Trey Williams, ex officio, TRIO/SSS  
Carla Zelada, staff co-chair elect  
Brisa Zubia, ex officio, Office of Intercultural and International Life

Lena Stein '21 and Amie Salem '20, student office assistants to Elise Eslinger

## Introduction

As per the “CEDI’s New Structure and Function” document,<sup>1</sup> which the Tuesday Group approved in May 2016, we submit this end-of-year report, which will also be posted on the CEDI website.

This report

- outlines President Poskanzer’s charge to CEDI and describes the Leadership Board’s progress toward meeting the goals therein.
- includes recommendations from the Community Time Action Team, led by Carla Zelada, and the Bias Incident Reporting subcommittee of CEDI, led by Carolyn Fure-Slocum.
- reports on the college’s progress on the May 2017 recommendations in the Inclusive and Accessible Bathrooms Report.

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<sup>1</sup> See <https://apps.carleton.edu/governance/diversity/structure/>

## Charge to the CEDI Leadership Board for 2017-2018

In fall 2017, President Poskanzer charged the Leadership Board with these tasks:

1. Continue to develop and publish an online map/catalog of diversity resources available to our community. The objective of this project is to look synoptically across all we're doing at the College, finding opportunities to connect efforts, address gaps, and identify places where efforts can be coordinated to increase effectiveness and efficiencies. As its primary audience, CEDI will convey to campus constituencies these resources, opportunities, and potential partnerships. Further dialogue will be needed to determine how this map would be of value or service to secondary audiences.
2. Partner, in a consultative role, with Student Life, the Dean of the College, External Relations, the Vice President and Treasurer, and the President in developing dialogue initiatives across campus.
3. Consider ways of using community time (common time, convocation) and visiting speakers to advance a goal of building and sustaining community.
4. Advise the Tuesday Group on how best to collect and share information about specific incidents reported to the college (such as graffiti) more broadly across campus in ways that can be helpful and contribute to campus dialogue.
5. Assist in monitoring and communicating actions taken to address issues raised in the 2017 Bathrooms Action Team Report.
6. Continue to track progress on current inclusion initiatives announced in the June 2016 campus communication, which stemmed from community conversations.
7. Serve as a resource for community members and governance bodies that are creating programs or taking actions that reflect the College's ambitions for community, equity, and diversity.
8. As always, continue to monitor emerging issues and help Tuesday Group and the campus community respond in proactive ways.

## CEDI's Efforts to Fulfill the 2017-2018 Charge

### Continue to develop and publish an online map/catalog of diversity resources available to our community.

The CEDI leadership has approached this charge with the goal of understanding of the efforts that academic and administrative departments have made to promote diversity, equity, and inclusion. During the 2016-17 academic year, we developed a questionnaire to gather this information. After reading responses to the questionnaire and finding it difficult to categorize them, we settled on a Qualtrics-based survey that asked respondents both to list their “diversity efforts” and to categorize them according to the goals embedded in the college’s Statement on Diversity. We sent this survey to heads of non-academic units at the end of June 2017. We distributed the survey to chairs of academic departments once the new academic year began, kicking off the effort with an announcement at the October Department Chairs and Program Directors meeting. In part because of technical issues and the difficulties some had with the Qualtrics website, we followed the initial survey with emails and direct conversations with some offices over the course of the academic year to gather as many responses as possible.

To this point, we have received responses from twenty campus offices and twenty-seven academic departments and programs. Most of the Leadership Board’s efforts around this charge have focused on increasing the number of responses rather than analyzing the ones we already received. Nevertheless, we would like to share some initial impressions:

- Departments and programs are carrying out an impressive array of work. Respondents described more than four hundred efforts, ranging from particular events to general departmental practices.
- Departments and non-academic units devote considerable attention to student-directed efforts. Survey results indicate that, in some cases, multiple solutions are aimed at the same problem, such as the high cost of textbooks: TRIO has a lending library, as does CSA, but several departments also offer students opportunities to borrow textbooks.
- Most respondents did not see their efforts as addressing a specific goal from the College’s Statement on Diversity, but rather as addressing several or all of the goals at once.
- The survey did not capture some non-departmental or cross-departmental efforts, including the work of FOCUS, Posse, and Mellon-Mays. We want to include information from coordinators of these and similar programs as we move this project forward.

During summer 2018 and the coming academic year, the Leadership Board will analyze and categorize the responses we have received and follow up as needed to obtain additional information. We hope that this analysis will allow us to fulfill the charge of connecting efforts, addressing gaps, and identifying places where units can coordinate efforts to achieve greater effectiveness and efficiencies.

**Partner, in a consultative role, with Student Life, the Dean of the College, External Relations, the Vice President and Treasurer, and the President in developing dialogue initiatives across campus.**

Addressing this charge has primarily been taken up by the CEDI co-chairs during the 2017-18 academic year. We have served as partners and sounding boards for the Dean of Students and Dean of the College as they have considered new dialogue initiatives.

Dean Nagel initiated, and Melissa Eblen-Zayas, director of the Learning and Teaching Center, coordinated, the most well developed of these initiatives. The LTC held a targeted audience session in January about helping students develop the skills and habits of civil discourse. Several attendees decided to use a series of potentially controversial winter-term convocations as springboards for discussion topics and opportunities for promoting dialogue in their courses.

**Consider ways of using community time (common time, convocation) and visiting speakers to advance a goal of building and sustaining community.**

The CEDI Leadership Board charged the Community Time Action Team, led by Carla Zelada, to consider ways of using community time (common time and convocation) and visiting speakers to build and sustain community. Specifically, the team was asked to

- review the history and purpose of common time and convocation, and review any assessments thereof
- grapple with the meaning(s) of “community” at Carleton
- gather information from students, staff, and faculty to determine if and how members currently use common time and convocation and which activities thereof build and sustain community
- consider alternative community-time models that could better meet the goal of building and sustaining community, including a review of community-time models at other institutions (see, for instance, St. Mary’s in California, Wellesley, John Jay, Concordia, and Oberlin)
- consider ways to incentivize attendance at community-time events
- make recommendations to the CEDI Leadership Board



The Community Time Action Team consisted of these participants:

Phuoc Huynh '19

Ann May, Senior Curriculum and Scheduling Associate, Registrar's Office

Al Montero, Director of Advising and Faculty Diversity Recruitment, Dean of the College Office

Daniel Tamez '19

Jay Tasson, Assistant Professor of Physics

Trey Williams, Director, TRIO/Support Services

Carla Zelada, Associate Dean of Admissions, Action Team Chair

After gathering input from staff, faculty, and students, the team made the following recommendations, which are fleshed out in their final report (**Appendix A**):

1. Explain the intent and purpose of Common Time to new students, staff and faculty.
2. Devote an occasional Thursday Common Time to prepare community members for the Friday convocation speaker.
3. As with Common Time, rejuvenate and promote the purpose(s) of convocation to the entire community, especially to those new to Carleton.
4. Heighten the visibility of convocation.
5. Make the Convocation Committee's processes and procedures more transparent.
6. Consider rotating convocation locations, perhaps between the Chapel and Kracum.
7. Enlist the Library to dedicate resources to convocation speakers' topics.
8. Conduct periodic surveys to understand which speakers resonate with the Carleton community, and why.

**Advise the Tuesday Group on how best to collect and share information about specific incidents reported to the college (such as graffiti) more broadly across campus in ways that can be helpful and contribute to campus dialogue.**

The Tuesday Group charged CEDI with making recommendations on the reporting process regarding how, why, and by whom information about bias incidents should be shared with campus.

The CEDI Leadership Board formed a subcommittee made up of Carolyn Fure-Slocum, Office of the Chaplain, who convened the group; Zhi You Koh '19, student representative; Erin Updike, Forum representative; Debby Walser-Kuntz, faculty representative; and David Wiles, faculty representative. In late fall term, the subcommittee formulated a set of

questions to learn how other campuses handle bias incidents. Dean Livingston sent these questions to her counterparts across the country. Ten schools responded, and the subcommittee followed up with phone calls to three of them. It quickly became clear that no one has this issue figured out fully, but that we could learn from each of them.

The subcommittee outlined its recommendations in an April 16, 2018 memo to Tuesday Group, “Procedures on reporting to campus about bias incidents” (**Appendix B**). Tuesday Group subsequently accepted these recommendations and is working this summer to implement it.

### **Assist in monitoring and communicating actions taken to address issues raised in the 2017 Bathrooms Action Team Report.**

CEDI created the Accessible and Inclusive Bathrooms Action Team during the 2016-2017 academic year in response to concerns that emerged during CEDI’s fall 2016 Town Hall. That team, led by Marty Baylor, was asked to

- review best practices, recommendations, and legal requirements regarding inclusive and accessible bathrooms as articulated by relevant organizations, experts, and agencies (e.g., OSHA, U.S. Department of Labor, state and national building codes and regulations, LGBTQA+ groups, ADA), paying attention to bathroom location, design, and signage
- review Carleton’s existing facilities and assess what the college needs, in light of the above
- make recommendations to the CEDI Leadership Board

The team’s final report was included in CEDI’s Annual Report 2016-2017.<sup>2</sup> The Tuesday Group endorsed many of its recommendations. This year, the Tuesday Group asked CEDI to monitor the College’s progress in responding to the endorsed recommendations.

The monitoring team was also led by Marty Baylor, who provided the following status report on June 19:

The Bathrooms Monitoring Team met twice, once during winter term and once during spring term, with key members of the administration to discuss progress towards the 11 recommendations endorsed by the administration. These individuals included Fred Rogers (Vice President & Treasurer), Carolyn Livingston (Vice President for Student Life & Dean of

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<sup>2</sup> [https://apps.carleton.edu/governance/diversity/assets/CEDI\\_annual\\_report\\_2016\\_17.pdf](https://apps.carleton.edu/governance/diversity/assets/CEDI_annual_report_2016_17.pdf)

Students), Steven Spehn (Director of Facilities and Capital Planning), and Andrea Robinson (Director of Residential Life). We are excited to report that progress has been made on 8 of the 11 recommendations, of which two items are complete. Below is a list of actions taken during winter and spring terms:

- Minnesota building requirements have been updated to reflect that all gender restrooms can could towards to total number of required restroom facilities in a building provided that the restroom is also ADA accessible. With this announcement, recommendation 1) is completed!
- Facilities completed an audit of all 403 bathrooms on campus, analyzing their compliance with current ADA laws and suitability to be labeled as all-gender based on the new building codes. This completes recommendation 2).
- From the audit, facilities identified roughly a dozen restrooms that can officially designated as all gender with only updated signage needed as they are single-stall and ADA compliant. Any temporary signage will be removed and the hope is to have this new official signage in place by fall term. (Addresses recommendation 3 and 10.)
- The audit also revealed that there were another ~60 restrooms that would require non-structural changes to be ADA compliant. This does not imply that bringing these restrooms up to code would be inexpensive, but likely less expensive than restrooms that require structural changes. Facilities is beginning to get estimates for bringing these restrooms up to code. (Addresses recommendations 3 and 10.)
- Facilities is working on standardizing signage. Several options were presented. The goal is to finalize the signage so that new signage can be put up starting in the fall as appropriate. (Addresses recommendation 5.)
- Res Life and the Dean of Students Office discussed opportunities to change the messaging around changing the designation of restrooms. Discussions will take place this summer with the hope of implementing changes prior to RA training during for Fall Terms. (Addresses recommendation 4.)
- Integrating all-gender and ADA compliant restrooms in new construction is already taking place. (Addresses recommendation 9.)
- CEDI is posting Monitoring Team meeting notes on the CEDI website (Addresses recommendation 11).

Recommendations that were not addressed are contingent on other recommendations and will be addressed as soon as is feasible.

**Continue to track progress on current inclusion initiatives announced in the June 2016 campus communication, which stemmed from community conversations.**

CEDI's 2016-2017 Annual Report reviewed the College's progress vis-à-vis the "Community Conversations 2016—Themes and Action Steps."<sup>3</sup> This year, we as CEDI co-chairs found our attention turned toward and occupied by the exigencies of CarlsTalkBack, especially during winter and spring terms.

**Serve as a resource for community members and governance bodies that are creating programs or taking actions that reflect the College's ambitions for community, equity, and diversity.**

The CEDI Leadership Board continues to be interested in serving as a resource for community members, campus committees, and other units at the College. To date, this role has been carried out informally by individual Leadership Board members. To some extent, members also provided input by participating in the spring-term Follow-Up Groups created in response to CarlsTalkBack (see next section). While more formal requests for input from the CEDI Leadership Board are always welcome, we recognize that the mechanisms for creating policies across campus are idiosyncratic and fluid. Consultation with CEDI should not slow down the implementation of good ideas. At the same time, over the next year, we hope to increase the CEDI's visibility, and thus availability for consultation, by reaching out to relevant governance bodies.

**As always, continue to monitor emerging issues and help Tuesday Group and the campus community respond in proactive ways.**

**Monitoring Mechanisms**

During spring term 2017, CEDI gathered input from the community through a Sayles-Hill tabling activity, at which campus community members were asked to provide comments on Post-It notes and to classify them according to the goals embedded in the college's Statement on Diversity. The comments were compiled over the summer, and the CEDI Leadership Board spent a significant portion of fall term sorting through the feedback and attempting to identify recurring themes. [A summary of the comments and themes](#) may be found on the CEDI web site.<sup>4</sup> We classified the largest number of comments as pertaining to "minority voices and inclusive practices" (33%) and "communication and transparency" (22%). Sorting the comments by goals of the Statement on Diversity showed similar

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<sup>3</sup> Ibid., Appendix E.

<sup>4</sup> <https://apps.carleton.edu/governance/diversity/campusclimateupdates/cedi climatesummaries/>

patterns: most concerns revolved around “providing a safe living and learning environment” (26%) “supporting underrepresented groups” (22%), and “attracting and retaining a diverse faculty, staff, and student body” (19%).

As the Leadership Board moved into winter term 2018, several members questioned whether periodic information-gathering events like the spring 2017 tabling were the most effective mechanisms for monitoring emerging campus issues. Such events provide useful snapshots of campus concerns, but the process of compiling and digesting comments can take time away from other CEDI business that might actually address concerns. Some Leadership Board members felt that the issues raised during the spring tabling event were not sufficiently driving the Leadership Board’s agenda, which is significantly shaped by the annual charge. A proposal emerged to form a standing subcommittee of CEDI to monitor and respond to concerns, especially those that students voiced. The Leadership Board, mindful of existing governance structures, considered various models for creating such a subcommittee. At the end of winter term, the Leadership Board formed a subcommittee to propose mechanisms for CEDI to collect information from campus constituencies. Two actions were proposed: make better use of CSA liaisons and representatives to CEDI, and create an online form.

### *Liaisons*

#### 1. Student group concerns

- a. With the goal of improving the flow of communication about campus issues, CEDI will encourage CSA liaisons to the Chaplain’s Office and many Student Life units to gather information from those groups and report to CSA. Every Leadership Board meeting should include time for its CSA representatives to report relevant information they have gathered from these liaisons. CSA representatives on CEDI may also use this time to discuss other issues of which they are aware.
- b. Several Student Life offices (e.g., OIIL, GSC, Disability Services, and TRIO) have representatives on the Leadership Board. They should periodically (say, one-three times per year) report on their student constituents’ major diversity and equity student concerns to the Leadership Board.

#### 2. Concerns from other campus constituencies

- a. CEDI members representing Forum, SAC, FAC, and other groups should periodically (again, one-three times per year) report on their constituencies’ diversity and equity concerns. These representatives should, in turn, share what CEDI is working on with the groups they represent.

#### 3. Bias incident reporting

- a. The Leadership Board should include a liaison from the Dean of Students Office--specifically, an individual who reviews community concern forms--who will share general (i.e., not personally identifiable) information about the types of bias incidents being reported. Such a reporting structure can benefit CEDI and the campus community in two ways:
  - i. CEDI will remain apprised of incidents and identify emerging issues.
  - ii. CEDI can determine if it should create an initiative, programming or communication around these issues.

#### *Online Form*

In addition to using established liaisons, the subcommittee urged CEDI to provide a web-based form so students, faculty, and staff can provide input to CEDI.

1. The webpage and all communications about it must make it clear to community members that the form
  - a. can be submitted anonymously.
  - b. is meant to collect information about broader issues, not specific incidents, as the latter should continue to be reported through Community Concern Forms.
  - c. is simply a means of making CEDI aware of issues; completing a form does not guarantee a direct response.
2. CEDI would respond to forms as follows:
  - a. The CEDI co-chairs and Advisor will review recently submitted forms and report on them at the next CEDI meeting. The Leadership Board will take steps to raise awareness of the issue(s) with the appropriate areas of the college and will serve as a resource and partner in addressing underlying issues.
  - b. When the author of a form self-identifies, receipt of the submission will be confirmed. These reports help CEDI understand the issues raised and shape CEDI's agenda to assist the community in addressing them.

The Leadership Board endorsed the general outline of these proposals. Implementation details will be worked out during summer 2018 and at the beginning of the upcoming academic year.

## CarlsTalkBack

On February 9, 2018, students involved with this group issued a communication directed at the Tuesday Group and the CEDI co-chairs. In it, the students wrote that “we, the *Carls Talk Back Movement*, hereby demand that Carleton College take the necessary steps to transform itself into a safe, inclusive, and supportive environment for us all.”<sup>5</sup>

On the evening of February 15, Tuesday Group and CEDI co-chairs met with some of the student participants to better understand their concerns. Several CEDI Leadership Board members also attended, albeit not as CEDI members; rather, students invited them to attend as “supportive presences.”

The CEDI co-chairs were invited to participate in a number of subsequent Tuesday Group meetings as that group considered how best to communicate and work with the students. The CEDI co-chairs kept the Leadership Board apprised of these developments.

Tuesday Group proposed that Follow-Up Groups, formed to discuss the categories of concerns (e.g., infrastructure/accessibility, student resources, working conditions) outlined in CarlsTalkBack’s February 7 communication, meet during spring term. Tuesday Group also added one category, “communication,” as it became apparent that students were unaware that the college had been working for some time on some of the students’ concerns. Each Follow-Up Group included at least one member of the CEDI Leadership Board. On May 31, President Poskanzer emailed all students, staff, and faculty about the action steps the Tuesday Group, “with the concurrence of the CEDI co-chairs,” identified and approved.

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<sup>5</sup> The document is available here:

<https://drive.google.com/file/d/0B6Bv9vaofrmjQVNOWVh5U1pKYU5JZVc3bE55c0dmdG1YamlV/view>

## Appendix A: Community Time Action Team Report

### Action Team Members

Phuoc Huynh '19

Ann May, Senior Curriculum and Scheduling Associate, Registrar's Office

Al Montero, Director of Advising and Faculty Diversity Recruitment, Dean of the College Office

Daniel Tamez '19

Jay Tasson, Assistant Professor of Physics

Trey Williams, Director, TRIO/Support Services

Carla Zelada, Associate Dean of Admissions, Action Team Chair

### Charge to the Action Team from the Leadership Board

Review the history and purpose of common time and convocation; review any assessments thereof

#### *Common Time*

The college implemented the current Common Time structure in the fall of 2001. Conversations began in 1999, when the Twenty-First Century Committee identified the need to attend to "the quality of the interaction and communication among people." College Council recommended the formation of a committee on Common Conversation and Convocation (CCCC) to consider "the serious role of all-campus conversation at Carleton, and its role in the educational mission of the College." In April 2000, College Council accepted the CCCC report and recommended that "the ECC consider, as a matter of urgency, the issues of common meeting time discussed by the action team and recommend some for a schedule change for consideration by the faculty and by the College Council." In November 2000, the ECC made a proposal to adjust the calendar to allow for "Common Time," with these stipulations:

#### **Common Time can only be used for:**

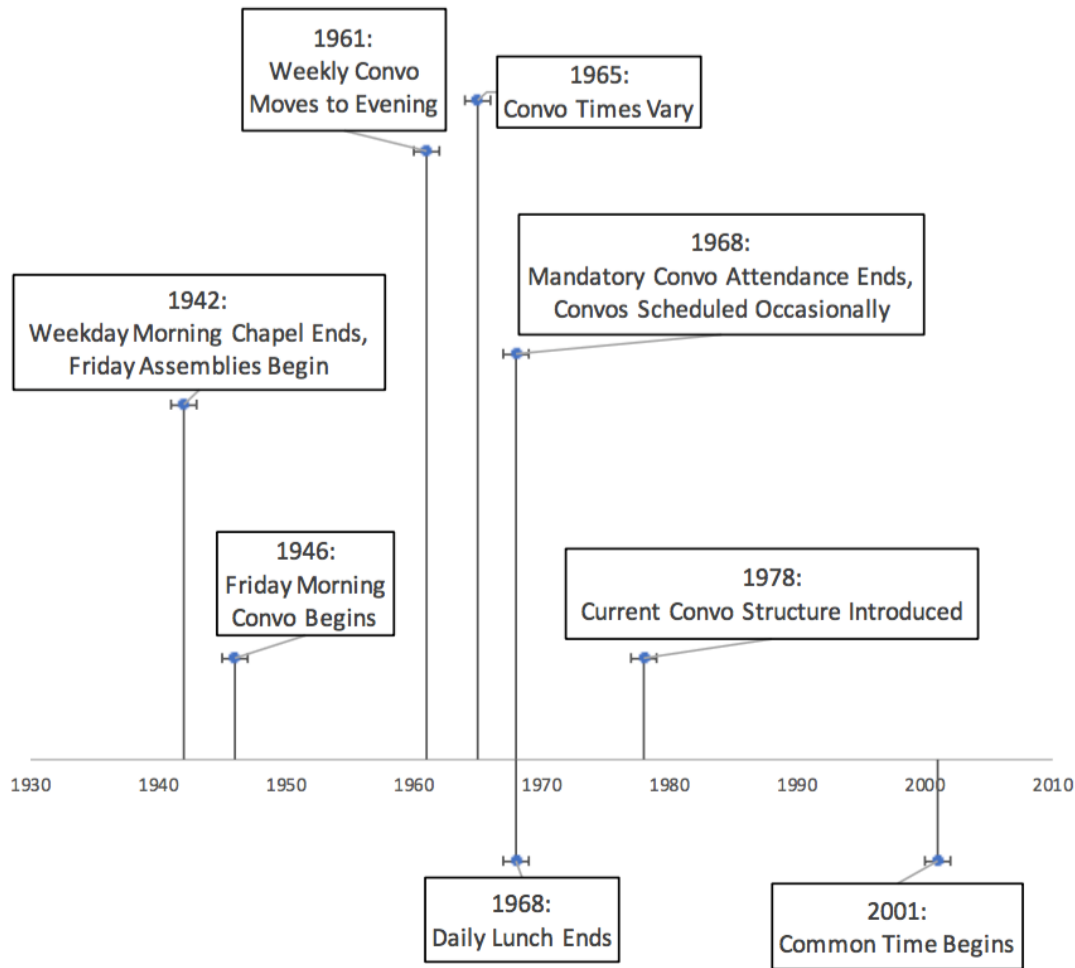
- All-campus events (e.g. LTC events, guest speakers, recitals)
- Programs related to convocation programs (e.g., discussion groups prior to or following a convocation speaker)
- Department-based events (e.g., comps talks and other student presentations, a faculty forum, brown-bag lunches for faculty and students)
- Meetings of committees or other groups that meet only on an ad-hoc basis, irregularly, or for a single term (e.g., department review committees, task forces, and action teams)
- Lunch, socializing, advising, independent study meetings etc.



### Common Time may not be used for:

- Required class meetings or required class-related activities
- Regularly scheduled departmental, administrative or committee meetings
- Regularly scheduled meetings of faculty or staff with students (e.g., weekly meetings between supervisors and student language assistants, regular meetings between Residential Life Staff and Residential Assistants)

The proposal was approved by the faculty and College Council.



Prior to 1968, Carleton had a daily lunch break. However, increasing enrollments required more efficient use of classroom space, so the lunch break was eliminated. An effort to restore a daily lunch break surfaced in the late 1980s; those in favor used arguments similar to those that brought about Common Time. Nevertheless, the effort failed due to a lack of consensus around where to find the time.

### *Convocation*

While structures similar to our current convocation have always existed, the current convocation model (non-religious, every Friday morning, optional attendance) began in 1978. At that time, Associate Dean Chuck Carlin described the purpose as follows: “At most colleges there is one traditional, unifying event, such as a big football game. At Carleton, however, no such common bond exists. Hopefully these convocations will supply that common bond.” Discussions by the College Council also cited a desire to “reduce the number of evening activities of an all-college nature.” The College Council minutes also acknowledge that “While the college community may use this free period for a variety of purposes, the priority would be for college convocations.”

Some convocations are sponsored by specific offices (for example, OIIL sponsors three convocations, the Office of the President sponsors opening convocation, etc.), but the Convocation Committee sponsors a majority of convocations. The goal of the convocation series is to stimulate thought and conversation on a broad range of interesting subjects. The Convocation Committee selects a list of presenters who come from a variety of backgrounds, reflect diverse views, and would have broad campus interest. Convocation Committee consists of the Director of Events (Kerry Raadt), students, faculty, and staff. Speakers are invited and scheduled on the basis of availability and funding; the committee does not select and schedule speakers in light of a predetermined theme. Proposals that come with funding for the speaker, through department or grant funds, receive strong consideration.

### *Assessments*

To the best of our knowledge, the college has not conducted an assessment of Common Time or convocation.

### **Grapple with the meaning(s) of “community” at Carleton**

The action team administered campus wide surveys to all faculty, staff, and students to understand how they define “community” at Carleton. We asked them who, in their view, belongs to the “Carleton community.” The majority of respondents identified faculty, staff, and students as members. Some indicated that alumni, parents, and the city of Northfield are also part of the Carleton community.

The action team gave considerable thought to understanding why a respondent would include the city a member of Carleton. We discussed the number of faculty/staff members who reside in Northfield and contribute to the city. Some students take advantage of the “Northfield option” regarding housing and thus reside in local neighborhoods. Convocation is another way Carleton includes the city of Northfield, as it is open to the public.

Alumni and parents actively stay informed of campus proceedings and such special events as Alumni Weekend, Reunion, and Family Weekend. That said, the team wondered if, in a

practical way, the “Carleton community” is limited to those who interact with the campus on a daily basis.

In the end, the team determined that, based on our surveys of faculty, staff, and students, those groups make up the “Carleton community.”

Gather information from students, staff and faculty to determine if and how members currently use common time and convocation and which activities thereof build and sustain community

We considered focus groups as a way to gather information, but the relatively short time frame required that we use a survey to gather a broad array of feedback. When developing survey questions about Common Time, we discussed questions like these:

- Is Common Time fulfilling its intended purpose? If not, why?
- How could it be improved?
- Does Common Time build community?

When developing survey questions about convocation, we discussed questions like these:

- Is the composition of the Convocation Committee transparent?
- Do convocations provide enough context? For example, does the speaker and/or their topic support our definition of community?
- Should we more overtly tie convocations to our definition of community?
- What if each term had a theme? Would a theme give community members a better reason to attend?
- What should attendees gain from convocation? How do we know if they are benefitting in ways the college intends?
- Does convocation need to change in order to best serve community wants and/or needs?

**Appendix A.1.** lists the survey questions. **Appendix A.2.** provides an analysis of Common Time and convocation time usage.

Consider alternative community time models that could better meet the goal of building and sustaining community, including a review of community-time models at other institutions

We looked at institutions listed in the charge (St. Mary’s in California, Wellesley, John Jay, Concordia and Oberlin). We also looked at other ACM institutions: Beloit, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Luther, Macalester, Monmouth, Ripon, and St. Olaf.

Appendix C contains a spreadsheet of our findings. The colleges we researched share two elements: their community-time events are open to the public, and attendance is voluntary. Our research does not indicate that these colleges share an “ideal” community time, probably because they have drastically different class schedules. That said, one of the most popular blocks of time for convocation or community time is midday on Tuesdays and Thursdays. Some institutions have convocation in the afternoon. Wellesley, for example, has convocation/community time from 4:10-5:20 p.m. on Tuesdays, and from 12:30-2:10 p.m. on Wednesdays. Oberlin has convocations from approximately 7:30-9:00 p.m. on various days. Some colleges, such as Luther, St. Olaf, and Monmouth, build weekday chapel service into class schedules with the goal of bringing the community together on a more regular basis. Sometimes, students, staff, or faculty give short speeches in place of a formal chapel service.

Some community-time events include community conversations (Oberlin), presentations from students or faculty on research or topics of interest (Coe), or facilitated discussions with assistance from a keynote speaker (Grinnell). As is the case at Carleton, if students at these colleges do not attend the community-time gatherings, they typically spend these breaks attending workshops, language tables, and events that student organizations organize.

An absence of dedicated webpages defining community time and activities makes reviewing peer institutions challenging. Grinnell has one of the few webpages dedicated to explaining their “Community Hour” series: “College leaders have been discussing avenues to increase the opportunity for dialogue among students, faculty, and staff about issues that are important to our College and community.”<sup>6</sup> Any member or organization on campus can “submit a request for a Community Hour to be scheduled for your task force, department, student organization, or committee to update the campus on a matter of importance....” Grinnell’s initiative resembles an effort by Carleton’s Student Activities Office series called “Real Talks,” a collaboration between SAO and another student group to discuss a certain topic. Real Talk events began in 2012-13 and occurred once per term, but they were poorly attended and were canceled.

### Consider ways to incentivize attendance at community-time events

Our action team considered alternatives to the two-credit course, for example, “Coffee and Convo,” with discussion before and after convocation. We anticipate that the college would need to address how to offer credits for teaching (faculty) and electives (students).

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<sup>6</sup> <https://www.grinnell.edu/campus-life/conversations/community-hour>

The college could encourage faculty to thread convocation topics into their courses, where possible and appropriate, to encourage attendance.

Carleton community members—students, faculty, and staff—could be added to the slate of convocation speakers.

## Recommendations

### Some general observations

Responses to our survey indicate no strong call for changing the time or length of Common Time or convocation. As noted in the summary of the survey evaluations, if we are going to add value to our structure of community time, it is the *content* that needs work and not the format.

Despite the generally moderate to high level of satisfaction with the formats of Common Time and convocation, we received numerous calls to make these times "more relevant" to Carleton--more connected to other speakers and events on campus, and more integrated into teaching and learning. There is a general perception among staff respondents, many of whom reported that they are unable to attend convocation, that convocations should be more related to other campus events.

Common Time is ingrained into the framework of Carleton. Common Time is often used for meetings or events that fit well into the middle of the day and around a meal time. The Action Team did not find evidence to support either changing it structurally or eliminating it.

There are those who cannot use Common Time as the college intends. Some students and staff must work during this time. Bon Appetit, for example, could not operate if all staff were free during Common Time. We believe that using Common Time for training student leaders, having the occasional meeting, and having specific events is an appropriate use of Common Time.

Although we framed our campus wide survey in terms of "community," faculty, staff, and students did not seem to recognize convocation and Common Time as community-enhancing or even a strong regret about that fact. The responses were largely about the *use value* of these time periods and occasions.

For these reasons, our recommendations focus on creating awareness of existing opportunities and seizing opportunities to actively and intentionally tie the idea of community to these two time structures.

## Common Time Recommendations

We support the original intent of common time and recommend following existing guidelines of using common time to schedule non-regular meetings, rather than regularly scheduled meetings, office hours, or classes. Common time should help people establish and enhance connections within a variety of communities at Carleton.

1. **Explain the intent and purpose of Common Time to new students, staff and faculty.** Rarely is a new community member explicitly informed about why Community Time exists. The college should explain the purpose and acceptable uses of this time when staff and faculty onboard, through new staff and faculty orientation, and when new students enter the college. Students' advisors can emphasize the value of attending Common Time events to students.
2. **Devote an occasional Thursday Common Time to prepare community members for the Friday Convocation speaker.** Whether it's a lunch discussion prior to the event or some kind of community dialogue, such preparation might encourage attendance and participation in convocation. For example, a department sponsoring a convocation speaker might invite a speaker to arrive in time for a Thursday Common Time lunch conversation with students. The speaker could attend some classes before or after their convocation presentation.

## Convocation Recommendations

Our recommendations center around increasing quality, satisfaction, and attendance at a unifying event for the campus community. We acknowledge that not all of these recommendations could be implemented simultaneously, and that some actually conflict with others.

1. **As with Common Time, rejuvenate and promote the purpose(s) of convocation to the entire community, especially to those new to Carleton.** Faculty and department chairs can emphasize, or re-emphasize, the departmental and individual value that can come from participating in convocation. Supervisors of student workers should be encouraged to recommend attendance or at least emphasize that asking for permission to attend convocation is acceptable.
2. **Heighten the visibility of convocation.** In addition to email notices and posters, more digital signage can remind people and give them a reason to attend convocation. Perhaps a calendar invite, with the description of the upcoming convocation speaker and topic, could be sent on a weekly basis.

3. **Make the Convocation Committee's processes and procedures more transparent.** The website, which clearly spells out its membership, could include its criteria for selecting speakers and provide an annual summary of its work.
4. **Consider rotating convocation locations, perhaps between the Chapel and Kracum.** Kracum has the benefit of being a smaller space with closer proximity to space for lunch conversations afterward.
5. **Consider reducing the number of speakers to enhance the impact of their presentations.** We realize, of course, that the college must weigh carefully the advantages of having greater diversity in speakers and topics against the advantages of offering fewer "events" that create more excitement. If the college pursues the latter suggestion, we recommend maintaining the Friday time frame but alternating between speakers (either external or internal to the Carleton community) and using the week prior to prepare for the speakers.
6. **Enlist the Library to dedicate resources to convocation speakers' topics,** perhaps by devoting a conversational space for discussions just as convocation lunch does. In order to create meaningful, productive dialogue, community members need space and time, as well as facilitators, especially if the topic invites emotionally charged dialogue.
7. **Conduct periodic surveys to understand which speakers resonate with the Carleton community, and why.** Consider using this information in future convocation speaker selection. Determine any patterns or points of disengagement.

### **For Further Consideration**

Albeit unrelated to the original charge from Tuesday Group, the Leadership Board suggests that the college consider conducting a cost-benefit analysis of Common Time and community time.

## Appendix A.1.

### Draft Survey: Community Time – Faculty 2/5/18

The CEDI Leadership Board has formed an action team to consider ways of using community (i.e., common time and convocation) and visiting speakers to advance the goal of further building and sustaining community.

The action team seeks to know more about how members of the community use and think about community time at Carleton. Your responses to the following questions will be useful to the team as it works on some recommendations going forward. Identities of respondents will be kept confidential.

### Definition of Community and Its Importance

Who do you regard as being part of the “Carleton community?” [open answer]

Among the many reasons why strengthening “community” is important, what do you regard as being the most important reason? [open answer]

### Use of Community Time

#### *Common Time*

According to the Rules and Regulations of the College, “Common Time” is defined as the one-hour period from 12 p.m. to 1 p.m. on Tuesdays and Thursdays during the academic term when class meetings or required class-related activities, regularly scheduled departmental, committee or administrative meetings, and other regularly scheduled gatherings are not to be held. This time is reserved for all-campus events such as LTC panels, guest speakers, recitals, occasional department-based events, ad hoc committee meetings, and socialization and other informal activities.

Please reflect on how you normally use common time and indicate which of the following activities you most frequently do during this hour (indicate up to 3):

- Hold office hours
- Advising
- Attend a meeting with a non-social purpose with participants from across campus
- Attend a meeting with a non-social purpose with participants primarily from your department
- Attend talks or performances
- Attend a scheduled event with a primarily social purpose (department table, etc.)
- Socialize in some other way
- Engage in individual work at your office (administrative work, class prep, scholarship, etc.)
- Eat lunch without engaging in any other activity
- Run errands and do other personal tasks



Other [open answer]

### *Convocation*

The weekly convocation series is a shared campus experience that brings students, faculty, and staff together for one hour for a lecture or presentation from specialists in a variety of fields. The goal of the convocation series is to stimulate thought and conversation on a wide range of subjects.

Please reflect on how you normally use the time set aside for weekly convocation and indicate which of the following activities you most frequently do during this hour (indicate up to 3):

- Attend convocation
- Hold office hours
- Advising
- Attend an occasional meeting
- Engage in individual work at your office (administrative work, class prep, scholarship, etc.)
- Socialize
- Run errands and do other personal tasks
- Other [open answer]

### *Satisfaction with Community Time*

For the following items, please indicate the degree of satisfaction you feel, ranging from very satisfied [5] to not at all satisfied [1] with....

- (1) The timing of common time from 12 p.m. to 1 p.m.
- (2) The one-hour length of common time.
- (3) The timing of common time on Tuesdays and Thursdays.
- (4) The way I use common time most frequently.
- (5) The timing of convocation from 10:50 a.m. to 11:50 a.m.
- (6) The length of convocations.
- (7) The usual timing of convocations on Friday mornings.
- (8) The way I use convocation time most frequently.

### *Suggestions for Improving Community Time*

Reflecting on common time and the way that you use it, what changes would you like to see made to common time that would enhance and strengthen “community” as you have defined it?  
[open answer]

Reflecting on weekly convocations and the way that you use that time, what changes would you like to see made to convocation time that would enhance and strengthen “community” as you have defined it? [open answer]

## Draft Survey: Community time - Students 2/5/18

The CEDI Leadership Board has formed an action team to consider ways of using community (i.e., common time and convocation) and visiting speakers to advance the goal of further building and sustaining community.

The action team seeks to know more about how members of the community use and think about community time at Carleton. Your responses to the following questions will be useful to the team as it works on some recommendations going forward. Identities of respondents will be kept confidential.

### Definition of Community and Its Importance

Who do you regard as being part of the “Carleton community?” [open answer]

Among the many reasons why strengthening “community” is important, what do you regard as being the most important reason? [open answer]

### Use of Community Time

#### *Common Time*

According to the Rules and Regulations of the College, “Common time” is defined as the one-hour period from 12 p.m. to 1 p.m. on Tuesdays and Thursdays during the academic term when class meetings or required class-related activities, regularly scheduled departmental, committee or administrative meetings, and other regularly scheduled gatherings are not to be held. This time is reserved for all-campus events such as LTC panels, guest speakers, recitals, occasional department-based events, ad hoc committee meetings, and socialization and other informal activities.

Please reflect on how you normally use common time and indicate which of the following activities you most frequently do during this hour (indicate up to 3):

- Attend office hours
- Advising
- Attend a scheduled meeting with a non-social purpose
- Attend talks or performances
- Attend a scheduled event with a primarily social purpose (department table, etc.)
- Socialize in some other way
- Individual class work
- Group class work
- Campus job
- Eat lunch without engaging in any other activity
- Run errands and do other personal tasks
- Other [open answer]

### Convocation

The weekly convocation series is a shared campus experience that brings students, faculty, and staff together for one hour for a lecture or presentation from specialists in a variety of fields. The goal of the convocation series is to stimulate thought and conversation on a wide range of subjects.

Please reflect on how you normally use the time set aside for weekly convocation and indicate which of the following activities you most frequently do during this hour (indicate up to 3):

- Attend convocation
- Attend office hours
- Attend an occasional meeting
- Class work
- Administrative work
- Socialize
- Run errands and do other personal tasks
- Other [open answer]

### Satisfaction with Community Time

For the following items, please indicate the degree of satisfaction you feel, ranging from very satisfied [5] to not at all satisfied [1] with....

- (1) The timing of common time from 12 p.m. to 1 p.m.
- (2) The one-hour length of common time.
- (3) The timing of common time on Tuesdays and Thursdays.
- (4) The way I use common time most frequently.
- (5) The timing of convocation from 10:50 a.m. to 12:00 p.m.
- (6) The length of convocations.
- (7) The usual timing of convocations on Friday mornings.
- (8) The way I use convocation time most frequently.

### Suggestions for Improving Community Time

Reflecting on common time and the way that you use it, what changes would you like to see made to common time that would enhance and strengthen “community” as you have defined it? [open answer]

Reflecting on weekly convocations and the way that you use that time, what changes would you like to see made to convocation time that would enhance and strengthen “community” as you have defined it? [open answer]

## Draft Survey: Community time - Staff 2/5/18

The CEDI Leadership Board has formed an action team to consider ways of using community (i.e., common time and convocation) and visiting speakers to advance the goal of further building and sustaining community.

The action team seeks to know more about how members of the community use and think about community time at Carleton. Your responses to the following questions will be useful to the team as it works on some recommendations going forward. Identities of respondents will be kept confidential.

### Definition of Community and Its Importance

Who do you regard as being part of the “Carleton community?” [open answer]

Among the many reasons why strengthening “community” is important, what do you regard as being the most important reason? [open answer]

### Use of Community Time

#### *Common Time*

According to the Rules and Regulations of the College, “Common time” is defined as the one-hour period from 12 p.m. to 1 p.m. on Tuesdays and Thursdays during the academic term when class meetings or required class-related activities, regularly scheduled departmental, committee or administrative meetings, and other regularly scheduled gatherings are not to be held. This time is reserved for all-campus events such as LTC panels, guest speakers, recitals, occasional department-based events, ad hoc committee meetings, and socialization and other informal activities.

Please reflect on how you normally use common time and indicate which of the following activities you most frequently do during this hour (indicate up to 3):

- Attend a meeting with a non-social purpose with participants from across campus
- Attend a meeting with a non-social purpose with participants primarily from your department
- Attend talks or performances
- Attend a scheduled event with a primarily social purpose (department table, etc.)
- Socialize in some other way
- Engage in individual work at your office
- Eat lunch without engaging in any other activity
- Run errands and do other personal tasks
- Other [open answer]

### Convocation

The weekly convocation series is a shared campus experience that brings students, faculty, and staff together for one hour for a lecture or presentation from specialists in a variety of fields. The goal of the convocation series is to stimulate thought and conversation on a wide range of subjects.

Please reflect on how you normally use the time set aside for weekly convocation and indicate which of the following activities you most frequently do during this hour (indicate up to 3):

- Attend convocation
- Assigned duties; maintain regular work tasks/schedule
- Attend an occasional meeting
- Administrative work
- Socialize
- Run errands and do other personal tasks
- Other [open answer]

### Satisfaction with Community Time

For the following items, please indicate the degree of satisfaction you feel, ranging from very satisfied [5] to not at all satisfied [1] with....

- (1) The timing of common time from 12 p.m. to 1 p.m.
- (2) The one-hour length of common time.
- (3) The timing of common time on Tuesdays and Thursdays.
- (4) The way I use common time most frequently.
- (5) The timing of convocation from 10:50 a.m. to 11:50 a.m.
- (6) The length of convocations.
- (7) The usual timing of convocations on Friday mornings.
- (8) The way I use convocation time most frequently.

### Suggestions for Improving Community Time

Reflecting on common time and the way that you use it, what changes would you like to see made to common time that would enhance and strengthen “community” as you have defined it? [open answer]

Reflecting on weekly convocations and the way that you use that time, what changes would you like to see made to convocation time that would enhance and strengthen “community” as you have defined it? [open answer]

APPENDIX C

College	Name?	Structure?	Supports Structure?	Attendance?	Has it been Commonly Used...	Further Questions	Information
St. Mary's, CA	Community Time Convocation (More of a Tradition) + Community Time	10:00 to 3:30 pm every Wednesday 12:30 pm to 2:10 Wednesday and 4:10 to 5:20 PM Tuesday	Yes	No	Community events, Campus Wide Events, Community engaging events		Community Life Office: commlife@stmrus-co.edu
Wellesley			Yes	No	Community events Committee Meeting, study in the "library", and attend campus events. It's purpose being to promote community to form community on campus during the week. Has weekend chapel to encourage students to go out to the church in the local community off-campus.		
John Jay	Community Hour	1:40 to 2:40 PM every day	Yes	No	Events featuring community conversations on various topics and presentations from a wide range of people		
Concordia	Chapel	9:50-10:20 M-F	Yes	No	One time a week break from classes for events		
Oberlin	Convocations	Happen 7:30-9pm on various days (not necessarily weekly) Wednesday 12:30-1:20 for Academic Affairs 12 to 1pm Tuesday	Yes	No	Upon career review and Faculty to present a current topic they are pursuing or working on. By her description this seems like a combination of Career presentations and LTC luncheon, for the sake of comparison to Carleton. Average attendance is 10-20.		
Bainbridge College	Common Hour	Thursday Convocation Friday 10:50 to 11:50	Yes	No			
Carleton College	Convocation/Common Time	Thursday 10:50 to 11:50	Yes	No			
Case College	Common Hour	Fridays at 3:00 pm	Yes	No			
Carleton College	?? (Black Piano)	12 to 1pm usually 2 hours for lunch (11am-1 pm) with all classes out by 2 pm 11am to 12 pm Tuesday - Faculty Meeting 11am to 12 pm Thursday -	Yes	No			
Daniel	Cornell College	*Common Schedule*	Yes	No			
Grinnell College	Community Hour	11AM to Noon on Tuesdays in the Joe Rizenfeld '25 Center, Room 101 (similar to Saylor + the Great Hall)	Yes	No	Student leaders, staff, and Faculty will facilitate a small group dialogue surrounding a specific issue or speaker will be invited to give a keynote address	<a href="http://www.grinnell.edu/sameur-life/speakers-line">http://www.grinnell.edu/sameur-life/speakers-line</a>	Debra Lukhart, Vice President for Communication; Andrea Conner, Associate Vice President for Student Affairs; and Summer White '18, Student Government Association President for
Knaz College	Community (Hour?), no convocation time?	12 PM to 1 PM on Tuesdays and Thursdays	Yes	No	Workshop, language table, events by student org		
Lake Forest College	Forster Five: Foundations for Student Development	Engage in community; embrace diversity; achieve your goals; lead	Yes	No	Conceptual.		
Laurence University	Matriculation Convocation Weekly Chapel that is built into class schedule and aims to bring together students and the community	Tuesday and Thursday at 11:10 AM	No	No	Speaker series	<a href="http://www.laurence.edu/info/news/convocations">http://www.laurence.edu/info/news/convocations</a>	
Luther College		M, W, F 10:30 - 10:50 AM Time between 11:40 AM to 1:20 PM on Tuesdays and Thursdays	Yes	No		<a href="http://www.laurence.edu/info/news/convocations">http://www.laurence.edu/info/news/convocations</a>	
Macalester College	??	They have Chapel Service every Monday, but no have free periods between classes on Tuesdays and Thursdays (no common)	Yes	No			
Manmouth College	Golden Hour	Daily Chapel 11am +					Dean's Office
Ripon College	Community Time	M, W, F 10:10 - 10:30; T, Th 11:00 - 11:20	Yes	No	Speakers, Mazr, etc, Cultural celebration		
Phuoc	St. Olaf College	12:35 on Thursday	Yes	No			

## Appendix A.2.

### Analysis of Common and Convocation Time Usage Survey (Faculty, Staff, and Student Answers)

#### Q.1 Definition of “Community”

The faculty, staff, and student cohorts were agreed that “the community” is composed of students, faculty, staff, neighbors, families, alums, etc.

#### Q.2

The responses across cohorts revolved around several common dimensions.

Producing a sense of common purpose and belonging: Faculty emphasized the sharing of common values, norms, and goals; understanding across groups, awareness of difference. The wish to prevent any group or individual from feeling marginalized; so that all feel valued and included. Staff respondents also emphasized creating a feeling of belonging and building a strong sense of shared purpose. About 40% of the student responses also emphasized these themes.

Focus on common values: Faculty respondents underscores values such as tolerance, academic freedom, empathy, inclusion. Student respondents in this vein highlighted the encouraging of “respectful discourse,” student well-being, and resilience.

Efficacy of our mission: Faculty and students also mentioned the creation of a more effective context for learning and teaching by fostering an interaction with a variety of perspectives, an intellectual community.

A good summative (perhaps more utilitarian) expression: a community is a “network of support.”

#### Q.3 Use of Common Time

For faculty, the most salient responses involve attending a meeting with a non-social purpose and engaging in individual work at the office. Eating lunch and attending a scheduled event come third and fourth, respectively. So common time is used primarily for work when it is used. It is not clear *through respondents’ actions* that it is being used or valued in ways that contribute to the kinds of goals, values, and purposes that emerge in the responses to Q.2.

Staff respondents tended to have similar work-oriented uses for common time, though, of course, common time does not have the same meaning for staff than it does for faculty and students. The most common responses for staff were “work at desk” and “eat lunch.”

#### Q.4 Use of Convo Time

As with common time, convo time is most often used to do work in the office and only secondarily used to attend convo. Both faculty and staff responses overlapped on this dimension.

#### Q.5 Satisfaction with timing of common time

A large majority of faculty (>68%) are very or moderately satisfied. The timing of common time is not a huge concern.

#### Q.6 The length of common time

Likewise, respondents are very or moderately satisfied with the length of common time (>70%).

#### Q.7 Satisfaction with timing of common time on TTH

A solid majority are also satisfied with the timing on TTH, though the proportion is only slightly lower (>58%).

#### Q.8 Satisfaction with the way respondent uses common time

More than 65% of the respondents are satisfied with current personal use of common time. Not much of a groundswell of support for change of either timing or content.

#### Q.9 Satisfaction with the timing of convo 10:50 a.m.-11:50 a.m.

More than 50% are satisfied but about 36% are nonplussed. So, no groundswell of support for change here.

#### Q.10 Satisfaction with length

Pretty strong majority (>71%) are satisfied.

#### Q.11 Satisfaction with timing on Friday mornings

More than 52% are satisfied and, notably, 33% are nonplussed. Again, no strong support for a change.

#### Q.12 Satisfaction with current use

More than 50% are satisfied and 34% are nonplussed.

#### Q.13 Suggestions to make common time to enhance the sense of “community.”

Among the faculty, there is a general sentiment that common time is already full-up and that it is hard to imagine how to add value to it. There is even a concern that it is not sufficiently protected



and that common times get fully booked too early these days. For example, some respondents note that it is a problem that common time has become “more structured” as more groups and individuals rely on it to schedule occasional meetings. Due to this overbooking, it is difficult to use common time to make connections across campus or to attend events. One respondent who has been at the College for decades bemoans the “culture of speed and overextension.”

Many staff are expected to work during common time, so many respondents have not really had an opportunity to invest in this time period.

Student responses tended to not see a big need to change common time, though a few offered tweaks such as an expansion of the time and the provision of clearer directions for its use. Unlike the faculty responses, which tended to bemoan the limits placed on the common time, more student respondents imagined the need to add events.

There are some suggestions in the faculty responses to expand common time to have one every day, perhaps with an eye to having it coincide with lunchtime. But that will not necessarily help to involve more staff, who work during that hour.

There is some sentiment among the faculty to add value to common time by scheduling more guest speakers and occasional events. Perhaps one or two common times might be deemed “special” and become the periods for discussion of common readings.

Multiple faculty respondents mentioned the utility of having LTC events during common time.

Many respondents put a positive spin on things to argue that common time is fine as it is and that it is hard to imagine extending or adding to it in ways that would fundamentally improve it.

Some respondents seemed to question whether strengthening community was an appropriate goal for common time. They saw the purpose of common time as a time to schedule meetings, and felt that it is currently quite full with that use.

#### Q.14 Suggestions to make to convo time to enhance the sense of “community.”

The faculty respondents offer a variety of suggestions regarding the *content* of convocation, which seems to be the main concern (as it was for common time). These are self-explanatory, but most of these suggestions point to the need for more “Carleton-relevant” events (e.g., Presidential “State of the College” address, breakout sessions on campus-specific topics, etc.). “Community conversations” is an expression that comes up a bit and that is an interesting title for the ideas that come up most frequently for this survey item.

There seems to be a sense that the current structure is not as relevant as it could be. A number of faculty respondents perceive attendance as low, cite a lack of interest in topics, or say they don’t attend due to business/prioritizing other things. Staff respondents add that some are not encouraged to attend. Many do not see systematic links between convo and other activities on campus, which might otherwise involve a larger and more diverse segments of the community.

The student responses largely followed the focus of the faculty responses. For those students who envision tweaking convo, the top responses involve adding more interactive time with speakers, linking to events, changing timing and venue and increasing student involvement in the selection of convo speakers. More Carleton-relevant themes were also expressed, including involving Carleton faculty more.

### Some overall impressions:

There is generally a conservative view of the need to tweak common time and convo. Few respondents have ideas for changing the length or timing in ways that would make these more valuable to the community. Though there is the sense that the currently available common time is very scheduled and full.

There is a relatively high level of satisfaction with common time and convo *for how we all use it on the faculty*. That is not to say that respondents would foreclose adding value in other ways.

If value is going to be added, it needs to be in terms of *content*. Ideas for designating some Common Times and convocation slots with community-oriented meaning provide the best areas to mine for further changes.

## Appendix B: How to Report to the Campus About Bias Incidents

### Introduction<sup>7</sup>

This fall, Tuesday Group charged CEDI with making recommendations on how, why, and by whom bias incidents should be reported to the campus. The CEDI Leadership Board formed a subcommittee made up of Carolyn Fure-Slocum, Zhi You Koh, Erin Updike, Debby Walser-Kuntz, and David Wiles. In late fall term, the subcommittee formulated a set of questions to learn how other campuses handle bias incidents. Dean of Students Carolyn Livingston sent these to her counterparts across the country. Ten schools responded, and the subcommittee followed up with phone calls to three of them. It quickly became clear that no one has this issue figured out fully, but that we could learn from each of them.

Practices range from reporting all bias incidents and direct threats, to case-by-case consideration by the team of what to report to the campus, to reporting only direct threats. In seven out of ten schools, there is some way of reporting bias incidents which are not direct threats to the campus, be it through all-campus emails or a website. Many campuses have a campus website designated to post non-direct threat incidents or a report of incidents for the year written by their communications office or other involved staff. One out of the ten colleges, Denison, has a student-run website that posts non-direct threat incidents for the campus community.

At most colleges, a designated team addresses bias incidents and assesses the suitable immediate response. This team is either a formal bias incident response team with a larger mandate and scope in addressing bias incidents, or an informal team of relevant middle- and upper-level staff members.

Many schools are currently reconsidering and revising their practices. For example, one is attempting to move away from all-campus emails for all bias incidents, and another recently set up an informal staff team which determines which incidents to send out to the campus via email and which to post on a website.

### Goals and Outcomes in Reporting Practices

While the subcommittee did not ask other colleges what their goals were in choosing a particular practice, we ascertained that they emphasize different goals and outcomes, among which are:

- sharing information about what has happened and the response, if any
- offering education for the campus about the related issues

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<sup>7</sup> This memorandum was revised and shared with the CEDI Leadership Board on April 16, 2018 after the subcommittee's initial presentation to the board on April 9, 2018.

- supporting those directly or indirectly affected
- alerting the campus to danger
- providing an accurate (and often calmer than on social media) view of campus climate
- providing a timely statement to campus

### Recommendations

Recognizing that each of the goals listed above is important, the subcommittee supports several existing practices, as well as modified and new practices.<sup>8</sup>

#### Existing practices

1. Incident reports will continue to come to the attention of the Dean of Students (DOS) staff via the Community Concern Form or the Security Office.
2. If the DOS and/or Security Office determines that an immediate or direct threat exists, it/they will follow existing emergency protocols.
3. Relevant decision makers (Dean of the College or the V.P. and Treasurer) will learn of any incident related to faculty or staff.
4. DOS staff will continue to offer immediate support to those involved.
5. If needed, an investigation will be launched or conversations had with those involved, as is now the case.

#### Modified and new practices

1. Currently, when a student-related bias incident is reported, a small group in the DOS office meets to decide how to *handle* the incident. We suggest that a small group (likely to consist of many of the same staff involved in determining how to handle a situation) meet to decide whether and how to *report* the incident. This group may, for instance, include the Associate or Assistant DOS staff, the Directory of Security, an Associate Dean of the College (DOC), and the Director of College Communications.

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<sup>8</sup> The subcommittee notes that the practices described here pertain to Community Concern Forms submitted for student incidents. We recognize there is a different process for routing these forms as they relate to faculty and staff. The makeup of the group that comes together to consider whether the campus should be informed of bias incident would adjust to include the appropriate Dean of the College and/or HR and VP & Treasurer staff.

If appropriate, the directors of OIIL, TRiO, GSC, Title IX, and/or the Chaplain might also join the group. This approach allows for a rapid gathering of key individuals in a timely manner. The objective is to swiftly gather a group with relevant knowledge to bring context to the consideration of whether to immediately report the incident to the campus.

2. Bias incidents, whether deemed to be a threat or not, will be posted without identifying information to a "Bias Incident" CEDI website. The division handling the issue (DOS, DOC, or V.P./Treasurer) will write these posts or call on College Communications to write them.
3. The CEDI co-chairs and advisor will be notified and will bring the incident, without identifying information, to the attention of the full CEDI Leadership Board. The Board may see an opportunity for educational forums or a broader campus discussion regarding the relevant issues, such as through a Town Hall gathering or CEDI panel, a discussion sponsored by an office, *Carletonian* articles, restorative justice circles, etc.
4. Whenever possible/appropriate, any follow up to the incident should be reported briefly on the website (e.g., "student was sanctioned," "town hall was held," "no further information was found").
5. Annually, or as needed, CEDI will remind the campus about (a) its existence, (b) the Community Concern Form, and (c) how to access the Bias Incident website.