

Appendix A

Thematic Analysis of Comments Provided by Respondents to the Final Two Open-Ended Questions

Respondents to the Carleton College campus climate survey, conducted by Rankin and Associates, were offered the opportunity to provide narrative data through two open-ended questions. These questions allowed survey respondents to elaborate quantitative responses related to their survey responses and the overall campus climate. Respondents were also invited to offer ways that the College might improve the climate. Because responding to each open-ended item was optional, a specific response rate and the demographics of respondents for each question are difficult to determine.

Researchers from Rankin and Associates reviewed written responses for each item in a systematic manner. Initially all responses were read to gain a comprehensive understanding of the item. Following the initial reading, the researchers used “*in vivo*” coding to begin to identify major ideas within each item. *In vivo* coding is a process in which the respondents’ own words are extracted from their narratives in order to organize the data and facilitate the recognition of themes. Finally, emergent themes were identified. Two major themes related to the type of questions asked were identified: the Climates at Carleton and Experiences with Harassment. Within each of these themes, however, multiple sub-themes were identified and are described within this report.

The process of interpretation of narrative data was completed separately from analysis of quantitative data in order to allow for the least amount of bias in emergent themes. Subsequent to the interpretation, researchers compared the qualitative and quantitative findings; this report identifies similarities and differences between these two sources of data. Finally, as with all qualitative data analysis, contradictory findings were identified. In order to provide the greatest understanding of the climate at Carleton College, these contradictions are presented within this report; in fact, the contradictions identified are a major finding of this analysis. When possible when contradictions are indicated, the “prevailing” sentiments of the respondents are indicated.

The Climate at Carleton College and the Surrounding Community

Respondents were asked if they believed that their “experiences at Carleton” were different than experiences in the surrounding area, including but not limited to the town of Northfield. Responses generally indicated that Carleton College provides a “bubble” that isolates community members from the “real world.” These responses fell into two distinct categories: those who indicated that the “bubble” was positive and nurturing and those who indicated the “bubble” was harmful. Respondents also elaborated on their experiences with inequity on campus that was based on socioeconomic status and intellectual ability, as well as experiences with harassment in the surrounding community that was based on race, sexual orientation, and gender.

A positive “bubble.” Respondents who indicated that the Carleton College campus community functioned as a positive bubble indicated that the community nurtured a sense

of shared multiculturalism where diversity is celebrated. A number of respondents also noted that the isolation that campus provided them protected them from less tolerable surroundings. Comments like the following were indicative of this sense:

I feel that when I am at Carleton, I am within the "Carleton Bubble." I enjoy being here because I can focus on my academics and enjoy myself with friends, while not having to worry about issues that exist in the outside world. I feel safe and free here. People are respectful and open to discussion; it is a great environment.

I would say that Carleton is a bubble of perhaps the most affirming, supportive community I've ever lived in. This is entirely positive -- you can do, say and think anything at Carleton and trust that you are safe and people will be willing to engage you in a constructive dialogue.

Carleton is certainly a bubble of diversity within southern Minnesota. I suspect that there may be some people who feel more safe inside the Carleton bubble, and some who may be more comfortable in the southern Minnesota climate.

There's a definite "bubble effect" on campus. It's easy to think that the community here on campus is "normal" and then be taken aback when people in the surrounding community don't engage with you in the same way that you're used to being engaged with on campus.

The so-called Carleton Bubble is effective in isolating us from the real world of Northfield which I feel is mostly a good thing but sometimes has drawbacks.

A harmful "bubble." Several respondents to this question indicated that the Carleton community functioned to isolate its members from the real world in a less than positive manner, insulating people from a "real world" into which graduates must enter, and isolating people who are "different."

I think that Carleton's "bubble" makes interactions difficult. I think we forget the realities of the lives of those in the community around us based on the differences in issues facing us as students and locals in the 'real world'.

I feel that Carleton is a bubble and there is a completely different world in existence outside the campus parameters. There are REAL problems outside of campus.

Yes! I live off campus in Northfield and it has been a very good decision. Living off of the main campus makes it feel like more of my life is my own. I feel that the experiences I have had in learning how to live independently have been very valuable. My life is less bubble-encased and I feel more like a real person.

Carleton is a bubble free from real life social exchanges and situations that people normally engage in.

I feel that being on the Carleton campus is very different from the surrounding community - not in a bad way, but there is definitely a distinct "Carleton bubble" even compared to the rest of Northfield. Just having such an abundance of young people in the same place makes it a completely unique and somewhat unreal environment.

Carleton is more welcoming than surrounding areas. Many respondents indicated that Carleton's climate is more comfortable and diverse than Northfield and other surrounding communities.

Carleton is the most open and accepting community I have been a part of. Carleton is my home, it is my refuge. I want it to improve because it already has a strong and cohesive community - we just need to include EVERYONE.

As a whole, I think that there is greater diversity in the activities on campus. In this context, diversity is applied to the types of events offered and the cultural aspects behind them. For instance, events range from discussion and visiting speakers to bands and dances. In the cultural category, there are activities that cater to different religions, regions of the world, beliefs, etc. In Northfield, I don't feel like the same variety is available.

Carleton brings a lot of the diversity to Northfield.

At times, Carleton can seem more like a "safe-space" for me in comparison to the town of Northfield. Because we are more heterogeneous than the town, I am more likely to get stares and assumptions as to why I am here when walking downtown. I have to often prove that I am from Carleton as opposed to St. Olaf (for whatever that's worth) or often deny the assumption that I am here from New Orleans because of Hurricane Katrina. At times, Northfield can feel hostile and not understanding. If it wasn't for Carleton, I would not be able to thrive in this location

By and large, I think Carleton is a community that not only accepts, but actually welcomes, diversity.

Carleton is more cosmopolitan, open, and accepting of difference than the surrounding community. Even when people come here with pre-formed biases, they meet someone who embodies that bias and often finds a friend in them; Carleton still has some issues with race/class etc but overall, I'd say that Carleton is about 10x better than the outside world.

Campus is awesome! The world has a much larger tendency to suck.

Carleton is a more tolerant and respectful community than most of Northfield, and certainly a more tolerant and respectful community than Rice County, Minnesota, or the United States as a whole.

Carleton is an extremely non-judgmental campus. Extremely. Far more so than any other institution, liberal arts, university, or otherwise, that I have ever spent time on. But that is absolutely a result of an open-minded student body (and creditable to the admissions staff who admit them), and NOT a function of any institutional programs or faculty/administration leadership in the issue of diversity, which tends to be either nonexistent or of the "preaching to the choir" variety.

Campus is welcoming but in need of improvement. Although Carleton is a welcoming and comfortable environment for many respondents, others emphasized the College's need for further improvement.

Carleton is safer for sure. But it is still flawed.

Carleton is a wonderful place, if anything, it is a safer, more inclusive place than most of the world. But that does not mean that we do not still have huge problems to work out, and we should attempt to be a leading institution, an example for the rest of the world of how people can coexist peacefully and productively.

Carleton is certainly more welcoming than my high school was; however, there is still room for improvement.

Campus is not welcoming. A number of respondents described Carleton as not welcoming and an unsafe place for people from underrepresented backgrounds. Many students and employees made references to the elitist attitudes held by many on campus and the importance placed on socioeconomic status.

Despite attempts at diversity, I still think Carleton College is largely made up of rich white kids who, while respectful and friendly, are hardly diverse.

Carleton thinks very highly of itself, but I'm not sure such opinions help the college to better integrate into the surrounding community. I have found some of the students here insufferable in their elitism, even when they are mediocre in comparison to other students I have taught elsewhere. This elitist vibration is passed through myriad institutional structures that coddle students. This is not terribly different from other baccalaureate colleges I have taught at, but does make faculty and staff life disagreeable at times, as well as has questionable value in terms of preparing students for life after the nursery, not to mention their interaction with the Northfield community.

Although I went to a suburban high school that was predominantly middle class and Caucasian, Carleton surpasses my high school in terms of lack of diversity in

its student body. Most students here are wealthy and Caucasian, which in turn, shapes the campus' attitudes about many issues.

On campus much more elitist, and much less conscious of [its] own elitism.

It is clear to me that Carleton is the most politically homogeneous bubble I have ever experienced. It is also the most uniformly agnostic/atheistic social environment I have ever been a part of for any long duration of time.

Relative to my experiences outside Carleton, I find the College to be conservative, smug, and hierarchical. The constant scrutiny is suffocating--and it is clearly scrutiny intended to inculcate conformity to a narrow, white, gentile, upper middle-class, culture that reassures men of their superiority by demanding deference from women.

Social status is a problem on campus, you get the feeling people think they are better than you

The makeup of Carleton is certainly not representative of Northfield, and even less representative of the world beyond Northfield. Carleton's climate is seemingly warmer towards "typical" Carleton students (i.e. affluent, ambitious, intellectual) and colder towards those who may not fit this model than the community--and the world--as a whole.

The only difference is that Carleton believes itself to be intellectually superior to that of the local community; creates a bit of "snobbishness" perception by the community.

Carleton is to some extent very pompous and very, very elitist. Carleton to me is what white people always get and no Mexican will get. Its sooo much easier to be white and get into this kind of environment. They grew up in places like this, I did not even now place like these existed. If it wasn't for programs that help minorities know about Carleton we would never accelerate how this stagnate country is.

Yes, I feel that this campus in particular is harshly indifferent toward individuals who come from backgrounds that are not elite.

Yes. I believe there is a definite caste system at Carleton, and administrative staff are often valued as people necessary for their office skills but not valued as contributors to the community or to the general educational process. In the wider community my value is not measured by a job description. While we may hear from others the glib phrase, "you are the ones who really run the College," which I find offensive, we are largely ignored in the greater college community. This is not the case so much in my department, still, I am aware of a difference in my position from the faculty in general office interactions.

Yes. I think a lot of people at Carleton consider themselves to be very entitled; the class years are getting worse. People here aren't really down to earth and aren't all that accepting. It is really hard to meet new people after freshman year.

Yes. People on campus are much more elitist, more indifferent, and more self-absorbed and self-interested than people that I interact with off campus.

It's a lot of rich kids looking down on the poor Northfield residents with more than a hint of disdain.

Yes. I continue to be amazed at how off-putting our campus is for so many in our community. Even my long-term child care provider will not get out of her car when coming to campus because of her discomfort. I see this as both an SES and intellectual elitism issue and I think it is very sad.

I think there is a great divide regarding finances at Carleton. This affects the students of color and trio students. The surrounding community is middle class and primarily white with the community of color often suffering from decreased finances.

I would say the most/only noticeable difference is the socioeconomic awareness and class tension on campus. I come from a community very similar to Northfield and although it seems counterintuitive, I feel socioeconomic/class status is less of a concern or source of judgment or conflict in the community than it is on campus.

The campus is quite homogenous in terms of socioeconomic status. When I am at church or in the community, I am much more likely to sit in a diverse group of peers in terms of economic status.

The main difference that I notice is the socio-economic class differences between many students at Carleton (usually upper-middle class/upper class) and many residents of Northfield (lower-middle class, lower class), especially the increasing immigrant population.

The socioeconomic class of people on campus is noticeably higher than that of people in the surrounding community.

Yes Carleton definitely has a socioeconomic problem of being dominated by primarily rich students. The difference between rich and poor students is emphasized.

Yes, I feel that the climate and community at Carleton is in general, much more economically and socially privileged than the Northfield community. I think this

is an unfortunate reality of attending an expensive, private liberal arts school in a middle-class community.

Northfield is more welcoming. Despite the numerous responses that underscored the welcoming climate at Carleton, multiple respondents described Northfield as being more diverse and welcoming than campus.

I live in Northfield and it has been nice to smile at people when I walk to school - they generally are a very nice bunch. I want to show them that not all college students are drunk partiers.

Campus is a child free, fairly white, upper class, English speaking zone, Northfield, while still fairly white, has a large Hispanic community, and many children are raised here.

I think Carleton is a very different place than the rest of Northfield. Although Northfield is by no means a diverse town, I feel like there is a wide variety of character in the town, which I don't really see on the Carleton campus.

My experiences on campus are extremely different from those I experience in the community surrounding campus. In my interaction with Northfield, I have encountered and gotten to know a large immigrant population, one that is mostly undocumented. This demographic does not appear to be represented at Carleton.

Carleton is filled with intellectual types. The surrounding community has real people too.

By virtue of the fact that the community surrounding campus isn't made up of strictly highly motivated and intense students and professors, I feel that my experience in town is a more relaxed one.

I enjoy my time more with the community members who have accepted me into their homes because we share similar ethnic, racial and socio-economic identities.

I feel that my experience in the community surrounding campus is more positive and welcoming.

I generally find it easier to relate to people outside the campus.

I have found local people to me friendlier and generally more welcoming than some of the people on campus. Perhaps this is because of their maturity (as associated with age), or perhaps because they are more accustomed to accommodating younger/immature/demanding students.

In Northfield I feel less restricted in my behaviors and more open to discussing conflict. I have experienced no repercussions for expressing an opinion or disagreeing with another person in town. Me and my partner's livelihood are at stake if I disagree with the wrong person on campus. It's quite disconcerting.

On campus, I feel uncomfortable. When I am off campus I feel a lot better.

Yes, I am valued, respected, and elevated to leadership positions throughout the community. Here, I have no access to elevate my position.

Disengaged from the surrounding Northfield community. Many respondents were not able to address the differences between campus and the surrounding community because they have not spent enough time in the community. Respondents attributed this disengagement to their busy schedules, disinterest in community involvement, and the College's lack of programs that connect students and employees to the community.

As a commuter from outside Northfield, I am almost completely disengaged from the surrounding community. This, ironically, reflects my lack of engagement with the Carleton community. I have noted that people off-campus are generally more friendly and polite than the people on-campus.

At Carleton, we rarely interact with the surrounding Northfield community, so I have never really heard of any major experiences in town, except for people who stare at my friends (probably rarely see black people before)

Carleton is really disconnected from Northfield and the people that live there.

I definitely feel like Carleton is separate from the Northfield Community. In some ways I think a lot of Carleton students don't feel motivated to be involved in Northfield, because it is such a small town, and many of us come from bigger towns/cities.

I feel most students are completely unaware of the Northfield community and who belongs to it. We do not interact enough.

I feel that the Northfield community is not as close (relationship wise, not geographically) to the college as it used to be, and I feel this when not on campus.

I have very little exposure to the community surrounding campus--too much homework to go out.

My interactions with Northfield are limited to going to Blue Monday's and visiting friends who live in Northfield - so I don't honestly think I can say I have experiences in 'the community surrounding campus'.

The campus doesn't really engage with the community all that much. We do in pockets of activity, but it would be nice to develop a stronger bond with the community-- inviting them to events on campus.

Harassment in the Surrounding Community

Many respondents report a perception that Northfield is homogeneous and intolerant of difference and described experiences with or observations of harassment they thought based on race, sexual orientation, and gender differences.

Northfield is homogenous. A number of respondents described the town of Northfield as homogenous and lacking diversity. This has created an unsafe climate for respondents, particularly those from minority backgrounds.

Campus is definitely more diverse. Town feels much more homogeneous.

In Northfield there is a far greater expectation that a person be a mainstream Christian, white, and Midwestern in origin than on campus.

My experiences at Carleton are better than my experience as a resident of Northfield. While not a hostile community towards difference, Northfield can be a very cold place for underrepresented minorities to live.

Northfield appears to me to be a community that does not really welcome religiously non-affiliated people.

The surrounding community is surprisingly intolerant considering that they have two liberal arts colleges in their town. I do not feel very safe going into the town unless I am with a friend. The schools and citizens are intimidating.

I think Carleton is a very welcoming place for all types of people. I think Northfield is a welcoming place for all types of white people. It's a shame. But like they say, change the things that are unacceptable, and accept the things that are unchangeable.

Townies often harass Carleton students, and I perceive a much higher level of homophobia and racism among their ranks.

Harassment based on race. A few respondents shared their experiences with racism while walking through the community of Northfield.

As a student of color, I am often times afraid to interact with townies based on personal anecdotes I have heard of severe discrimination.

I can't walk down the street in Northfield with my girlfriend after dark without her worrying about someone driving by (usually young-ish) white men in pickup trucks or cars, screaming obscenities from the car. The jeers are racist and obscene towards my girlfriend. This never happens on campus. Northfield, even Division Street, is not a "safe space" (whatever that means) for us, especially after hours. I boycott Tiny's and quality bakery for their rude treatment of young people and people of color, respectively.

I never go into Northfield alone. My father was pulled over for no reason, and I have heard bad stories from other Black students when they went into town.

Local Northfield people stare because I'm not white.

Northfield is very unreceptive to students of color. e.g. the Reub's exclusionary policy by which one needs a valid form of US identification. And yet, we still had the annual March to the Reub for seniors despite that more than a few of my friends are consistently excluded from socializing there because of their country of origin.

People in town are racist and have called my friend the n word on multiple occasions.

Racial tensions on campus are slightly hidden. The Northfield community is quite blunt in their racist stares in the stores and on the streets. I have be stared and pointed at by children and adults. I understand that Carleton as an educational institution can't really do anything about the "climate" and attitudes of the Northfield community however the way a student is treated in "town" affects their Carleton experience.

Somebody yelled racial slurs at me from a pick-up truck once when I was walking down Division Street.

The community is more freaked out by one's race. I can walk to the store and will be stared at by people of all ages. One person at the library has been staring at me for over two years, and stops whatever she is doing in order to do so.

Yes, the community surrounding campus is much more racist and more intimidating. Locals are not very friendly and I have experienced numerous racist remarks towards me or others.

I am aware that students of color at times have a hard time in the broader Northfield community. For example it has come to my understanding that there is no where for African American students to have their hair cut. This kind of small change in the broader community could help students, faculty and staff.

Harassment based on sexual orientation. Many students have perceived the community of Northfield as being anti-gay and homophobic.

An evangelical Christian pastor and his wife bought a house on the edge of campus, put a bike rack out front and serve as unofficial advisors to the Evangelical Christian student groups. No one really knows who is paying this pastor to live on the edge of campus and minister to Carleton (which is his full time occupation). He has had editorials in the local paper comparing "homosexuality" to bestiality and polygamy. GLBT students have reported that they have been called to his home, where he and his wife have had "the conversation" with them. He and his wife ask the students if they are gay, to which the students say no, and he and his wife say "good. We wouldn't want to lose another leader that way."

I feel like it's much more okay for people in Northfield to yell homophobic remarks (and they often do) than it is for people at Carleton, which reflects both the bias in town and the conscious respect that Carleton students give to issues of difference.

Northfield is an exceedingly hostile environment to me as a gay person. I would not feel safe, were I dating anyone, to hold their hand in public, or in any other way out myself.

While Carleton is friendly to GLBT people, I am not so sure about Northfield in general. I think it would be a difficult place to be a young gay person.

Carleton is a relatively safe and friendly place for LGBT students. Parts of Northfield, including some places that students frequent, are not.

Carleton is much more accepting of me as a bisexual woman currently dating a woman than Northfield as a whole is.

I certainly feel much more comfortable being out as gay in a lot of situations at Carleton more so than in other surrounding communities,

Harassment based on gender. A few respondents noted the sexist attitudes of many community members in the town of Northfield.

I feel more nervous walking around at night off campus than on campus. I sometimes get sexual comments from passing cars and that never happens to me on campus. I feel I can let my guard down on campus and not in town as much. I feel out of place sometimes in town.

Walking through town, females get leered at from males in cars. Sometimes this makes me uncomfortable, but it is something that unfortunately happens in any public area (not necessarily just Northfield.) I have a friend who felt threatened

and feared for her safety because a car full of males followed her and her boyfriend (who was of a different race than her).

Experiences with the Climate at Carleton College

Respondents were invited to reflect on a large number of issues related to climate, and their experiences within this climate at Carleton.

A number of themes emerged related to respondents' experiences with the climate at Carleton College.

Administration. Respondents shared their perspectives on and experiences with administration. Some respondents noted the important role of administration is implementing change, while other criticized their actions and practices with students and employees.

Some senior administrators need to understand that they ARE the leaders of the boys' club. They need to do some soul searching and make some changes in their day-to-day functioning. How committed are THEY to hearing diverse views? How much do THEY stay in their zones of comfort, talking only to the other white males who surround them at cabinet meetings? How much do THEY reward docile females and minorities? How comfortable are they with dissent?

President Oden's message, "We're All In this Together" is a BIG commitment - but not everyone is on board. I am all for it - bring us together!

I feel like almost all of the decisions made by the administration at Carleton are only done to improve the college's reputation, not because they actually care about the students. I don't feel like the administration of Carleton really cares about the students at all. I feel used by the college to make more money. The tuition is absurd and hardly worth the experience and education students receive at Carleton.

I think that the whole "climate" issue has to start at the top of the ladder. Climate covers a wide range of things. As a staff person on this campus, I feel very unsupported by the President. I feel like he could care less about the staff and whether or not we are here on campus. I have met him numerous times, yet he doesn't know my name. When I shake his hand, he is busy looking at the person behind me in line and never looking me in the eye and acknowledging that I am standing in front of him. It makes me feel like I want to be less involved in the campus community when the person at the top doesn't really care about the people around him. It has to start there.

I think the Dean of the College (Office) is very out of touch and holds the progress of students and faculty back considerably because of lack of foresight, not lack of well-intention. I think that there is fantastic leadership at Carleton in

the President's Office and Dean of the Students and I support the campus climate initiative to learn more about our community very much. I think the Wellness Center needs a great deal of improvement and I think that Res-Life needs to work much harder (if not changing how it operates and who runs it) to help facilitate safe living experiences for students. Carleton is a great school and I'm very glad to have experienced it at such a legitimate time of change and progress. Thank you for your work!

I don't know if you can ever completely eliminate hierarchy but it can certainly improve and it needs to start at the top and filter down. Our president addresses you differently depending on your status, bi-weekly, exempt, faculty, etc. He sets the stage and the others follow.

I just don't get the sense that our department is valued by administration, and this department's staff feels we are dispensable. We continually get zero budgeted dollars that we annually request to enhance our operation and make us more successful...enhancements that would allow us to feel more a part of the college rather than a poor stepchild. We need the ability to change if we are to be successful...and that costs money. We are sometimes an afterthought, and irrelevant to a number of people on campus, though we are constantly trying to change to remain relevant. We just need to be told we're important to the college.

I rated the administration very poorly, I think nothing at Carleton has such a low image in the eyes of many students and staff right now. The faculty is incredible and loved by pretty much everyone, if they could run the school I'd be delighted. The administration is seen at least by me as mostly invisible. And the only times they aren't invisible I wish they would just become invisible again. I think there is terrible communication, and things get done like cancelling Pre-Frosh trips and firing [name deleted] that I understand are decisions you have to make in running a college and sometimes things that can't be much commented on after the fact, but how about some beforehand prepping. ...I think Carleton hasn't changed much and incoming freshman classes will always seem less cool and less Carleton than outgoing seniors, but I would say the administration is doing its best to kill an incredible atmosphere at a truly unique place, until we have something like another Wesleyan. I could care less if when I'm 40 still no one from Kentucky has heard of my school, so long as when I go back its pulling the same crazy individuals and thinkers. I understand the administration has to be the stick in the muds on campus, but surely it could be done better and done so that the administration would be generally better liked.

Communication is another area of weakness in the climate. Frequently, departmental silos reduce opportunities to collaborate at the "ground level." Everything has to go up and down the chains of command in an organizational structure that is anything but flat. These artificial barriers to collaboration reduce productivity and foster additional feelings of disengagement within the community. They also squelch initiative - both personal and professional.

Carleton's administration is clueless and an ACTIVE threat to an open campus and I put up with it only because my interactions with it, like most students, are few and far between. God willing, neither me nor my friends will ever have to talk to [senior administrators] ever again. Otherwise Carleton has been a great experience for me. The Carleton FACULTY and STUDENTS, even if they bring slight and unimportant prejudices with them to class, are universally intelligent, intellectual and make an active attempt at understanding all personal differences, and if you guys are going to conduct workshops to solve whatever problems you think you recognize in this survey, I will resent the waste of my tuition money on the WRONG problems and attempt to wrest it back from you in whatever form possible.

Many students used the terms “lip service” to describe Carleton’s approach to diversity.

CARLETON DOES NOT CARE. It has never cared, it just pays lip service. From admission which gets the minimum amount of students of color in just to look good to the other white elitist colleges to graduation rates which plummet down further the more your skin has color. Why must Carleton try to lie to future students? There are problems, racist people are in Carleton but no one cares. The same faces appear when we talk about this issue. No new faces go to OIL office, chili nights or convo speakers which talk about race. Its saddening seeing a college which once looked like mecca to me turn ugly and horrible into what it truly is. Walking to class, seeing white all over since we are their tools. Their tools to observe, to study, to help make Carleton look like it cares. Carleton cannot get more students of color into here because if they do they will not be elite. Why? bc elite colleges are white. WHITE!!! that’s a problem that is greater than Carleton but it should still care. The lip service they pay is not enough, it will never be enough. Why must it be harder for a group like LASO, BSA, or LBGT to get funding?!?! Why must a drag show be harder to get than a Sayles party?? what good is a Sayles party doing? Why must CASA be sad looking inside. Why can’t it be painted? Wouldn't want a minority house to look good would you? Latinos like culture, they are vibrant and colorful. White walls does a disservice to our culture... FIX THAT. It’s not like I am asking for a million dollars. A simple statement like painting Casa can be very strong. Carleton students are soooo closed minded. When there is a math problem we are told about it and showed how to fix it. When there is a racial problem we ignore and say nothing is wrong. Walking around and seeing no one that looks like you is hard... and different from where I grew up.

Quit talking Carleton and do something.

Carleton is fake. Very two faced. It strives for diversity, but in the last few years, have let go of faculty/staffs who have been actively putting on programs to increase diversity among just actively doing their job. Carleton also encourages race or diversity discussions, but when it actually happens, no one says anything,

because they "feel uncomfortable," because they, the white students, are getting picked on for their racial insensitivity. I would love to see some Board of Trustees member be of color, whether they have the money or not. Why is it that to be on the board, one needs money. People with money, people on the board, are older generation Carl[eton] alums, who attended Carleton back in the days when it was all white, they do not understand diversity, nor a diverse college. In fact, I don't think the board even approves of this survey, as I heard rumors that they want a presentation from you guys. Which in itself, is very sad.

Carleton needs to get beyond seeing diversity just as a word.

I think that Carleton is a fake "liberal" place. It is an elitist institution who only admit certain students to gain a certain image. As a senior now, I see the students of color they are admitting in come from very different backgrounds who are more privileged than other students of color already here. This is because it provides the school with a financial stability by admitting those who are rich and it adds to the quota for students of color. Also, this place pretends to care about their students (all of their students) but when a student goes to them for help they shut that person down and do not help them in anyway. And if that person fails their academic work, they then kick that person out of school without thinking about what they could do to help or what they didn't do (like the Dean of Students office and ResLife). Also, even when a student have their work together and is trying to do something extra like get funding to go to a conference or another country to study during break, the school gets mad at them that they are doing this and try to shut them down. Also the white students at Carleton have "entitlement" issues where they all think they have the power to own and have anything that they want in anyway they want. They are not ready to address their white privilege and not ready to talk about how racist they are. The white students are not ready to do this because the institution is not ready to! They want to have the DIG group but DIG don't do anything. Everyone just sits around and talk and talk and talk and NEVER act on anything. Also, they don't care the retention rate for black students is low at Carleton, the Board of Trustee and the President even made a comment saying that the sample was a small size and not a reflection of the whole Black community at Carleton. That is a perfect example of how this place is racist and not ready to address their WHITE Privilege. They say they want to help but when things are reported, they try to deny it instead of being shocked by it and addressing it. Also, never once has the President announced the news to the campus and state a response that he is concerned!!!! The students are horrible when it comes to dealing with race, class, gender and sexuality and see how it is all connected because the institution is not seeing it.

Carleton would do well to be more honest with students as they enter the school. I would have chosen a different institution better suited to my personal interests and needs had I known what the brochure masks (or omits). For applicants to make choices in a better way (that allows for current students to continue to love and

appreciate the campus they partake in and contribute to), they ought to be better informed as to the COMPLETE image of campus - good, bad, ugly and 'in repair.'

Inequitable treatment of employees. Many respondents underscored the inequitable treatment of exempt and non-exempt staff members. Others noted the unfair differences between faculty and staff members.

As a staff member, I feel that not everyone is being held to the same standards. I think Carleton would benefit immensely from a six month or twelve month probationary period for new staff members (exempt and non-exempt). I think it is harmful to everyone that the process for dismissing someone who is clearly not working out is so difficult.

Differences between staff and faculty work rules create particular problems where the two must interface. e.g., what does an academic technology support person do to help a faculty member who comes and goes as he or she pleases, mowing the lawn on Wednesday, but working on an article late Saturday night? Faculty have extremely flexible jobs. Staff have little or no flexibility. Obviously staff need to be in certain places at certain times for, e.g., emergency support. But does an academic technologist who is supporting faculty on classroom work and grants really need to warm his or her seat from 8:30 until 5:00? Is that even desirable? (We jokingly call this, in the technology group, the "seat warming policy.")

I feel Carleton College has issues with staff and provides a hostile environment for employees.

I feel that many of the staff tensions are caused by the inequity in benefits between faculty and the various statuses of the staff. If all benefits were equal, it would ease much unhappiness. The major inequity to me is the tuition benefit area. If you are an exempt staff or faculty member, your children have the possibility of access to excellent educations because of the Carleton benefit. If you are a non-exempt staff member, your child needs to be accepted to Carleton (how many are?) in order to receive the benefit of an excellent education. I think we're sending the wrong message about higher education. If you're a privileged, higher paid (usually man in the staff categories), your children deserve this opportunity. If you're a bi-weekly (usually a woman in this staff category) your children are better served going to a technical school or state college because that's all the family can afford. This does not sit well with many long-time staff members because we hear the College's mantra about how education can make a difference in so many ways. This is NOT the egalitarian way!

Benefits should be standardized across all employee divisions. It is a basic issue of fairness and doing what's right.

It was interesting (and typical of this type of survey) that the one question I would have liked to comment on was presented this way: "Providing more effective

mentorship for new minority /new women faculty." Why not for women staff? Union staff? non-exempt staff? Why the emphasis on faculty throughout the survey?

I've seen erosion in faculty-staff relations in my time here. There were no questions on this survey that get at the feelings I believe many staff have: that we are second-class citizens (in terms of faculty attitudes toward staff and equity issues) and that many faculty don't understand or respect what staff do. One example: I've heard various faculty describe anything related to fundraising work as "whoring for the College." They are oblivious to the impact those kinds of statements have. We lack opportunities to build real community among faculty and staff, given pressures on time and resources.

I was very concerned to learn that benefits are so different for exempt vs. non-exempt staff. I am exempt myself, but I don't like knowing there is a "class system" at Carleton. The president and other top administration talk so much about how it's the people that make a difference here, from the bottom to the top. But the college is treating those at the bottom (non-exempt staff) differently. I'm exempt, and I would rather have everybody get 3 weeks of vacation than have exempt staff get 4 weeks and non-exempt only 2. Similarly, it troubles me that an institution that so values education does not provide any tuition benefit for the children of non-exempt staff unless they attend Carleton...while the children of exempt staff can go to any college/university and get a generous benefit. I'm uncomfortable being part of such a class divide that implies you're more important if you don't punch a time clock.

It used to be that the hierarchy could be justified because we're all about education, and the faculty were the most highly educated people around. But with the professionalization of the staff, this makes less sense than it used to (if it ever did). Also, non-exempt staff - some of our hardest workers who contribute most to our environment - end up at times resentful and under-recognized.

Carleton reflects, in a very genteel way, the class structure of the academy. The exempt staff have a lot to contribute to learning and teaching and are not being tapped to full potential.

Each department is different because of the people involved. I think having exempt & non-exempt staff spend time together and ways to interact with faculty (w/o students) would be beneficial.

Another place for improvement would be to give exempt and non-exempt employees the same benefits.

International students are segregated. A number of respondents noted that international students were segregated from the rest of the study body as early as their freshman orientation.

I am concerned about the international students on campus because, for the most part, I see them mostly associating only with each other and not mingling with the other students.

I think that discrimination based on country of origin is actually the worst that we have here. Although I am not an international student, I started going to ISO events (often the only white person there) and listen to the students share their campus experiences -- they feel completely separate from the rest of the campus. I think part of this is due to ISO orientation. From day 1, international students are their own group, making it more difficult for them to form relationships with not ISO students. This must be changed.

In general I don't feel that Carleton students self-segregate themselves based on race, socio-economic status, or gender, but I see a very important exception: the international students. They clump together, form exclusive groups of friends, and generally don't interact with the American students as much as they do with each other. Undoubtedly, non-international students could be more welcoming, but I tried really hard at the beginning of the year to make friends with the international students on my floor (especially my roommate) and found that by the 2nd week of school they had already formed a clique in which I was not particularly welcome. My theory is that they became friends during International Student Orientation (because, realistically, almost everyone becomes friends with the first people they happen to meet) and then stick together for the rest of their time at Carleton. They already have friends when the rest of the students arrive and so they aren't easily approachable by new non-international students who don't yet have friends. My roommate is an international student and her three closest friends are all international students who she met during orientation. Her group of friends would look outstanding on an admissions pamphlet, but there are no Americans in that group. In that group, I am an outsider, not specifically because I am American, but because I wasn't around to make friends with them at the beginning of the year. Other white friends of mine with international roommates have expressed similar feelings. I realize that it is important for Carleton to help introduce international students to the logistics of living in America, but it seems like, as it is, international student orientation does as much to create barriers and reduce friendships between international and American students as if it had been designed for that purpose.

I am not an international student, but my roommate is. I believe that the international student organization is a bit too exclusive. The result is that most international students do not interact with the greater student body.

I think international student week (the week preceding new student week) ends up creating a rift between international students and the rest of the students. Because many cliques are formed during this time, I think it ends up causing a more segregated student body.

Respondents also described other types of segregation on campus.

Basically, I don't think there is overt racism at Carleton, but I think something needs to be done to address the fact that friend groups are racially segregated at Carleton. Black students with black student, white with white and international students hangout with international students. I also think that students from lower socioeconomic levels sometimes feel uncomfortable at Carleton--for example, having to explain that they can't afford to go out to dinner

Diversity cannot be forced. It comes naturally with the right blend of people. Advocating for "diversity training" will be do nothing. Searching for Carls through the Posse program will do nothing. Diversity is not a number. If all the black kids hang out with the black kids and all the Hispanics hang out with the Hispanics and all the Asians hang out with the Asians, that's not diversity. That starts with Orientation, Freshman Year. Having exclusive orientations does not HELP the situation. It polarizes groups. As I said, diversity will come naturally if the right steps are taken.

I also have been disturbed by the amount of (possibly self-) segregation I have found socially here. Nearly all of my close friends are white, which was not the case in high school. Black students tend to hang out together and Asian students tend to do the same, etc. This has been a real disappointment in my time here.

I don't think increasing the diversity of the student body would affect the climate. What seems to happen is that people voluntarily divide themselves into cliques somewhat along racial lines, and I think encouraging people to mix more would be a better first step than simply increasing admissions numbers. International students in particular keep to themselves, they arrive on campus early and so know each other before regular students even have a chance to make friends with them. That goes for sports teams as well. Also, I haven't personally experienced this, but I have heard that some of the student clubs based on race can make people feel excluded if they do not agree with everything, even when that person is of the race represented.

I feel like there is a clear segregation between affluent white students and poor minority. There is little cross cultural interaction, and tension between the two groups. It feels like the only minority adequately represented is Asians.

I notice a huge gap between Caucasian/white students and non-white students. It's a little ridiculous, but I, as a white person, feel that I may be looked down on just for trying to befriend people of another culture.

I often feel excluded from multi-cultural or international events because I am a white American. It is hard to become friends with international students because they have already formed a group because of ISO week and other programs that I

am not invited to or don't know about. I think Carleton should work on increasing integration and inclusion of everybody, not just improving the diversity statistics.

Lower standards. Many respondents stated or insinuated that diversifying the student and employee body means lowering standards for admission and hiring. Many expressed their frustrations and fears that this has occurred or will occur as a result of this survey.

I am 100% behind having a diverse campus. It appears, however, that we are often accepting students to Carleton who are less qualified than the average in order to improve Carleton's diversity. I applaud the efforts, but when I have two students in a class of 25 who have no idea what is going on, and those two students are the two African-American students in the class, everyone in the class notices. This causes the direct opposite of the desired effect: everyone notices that the African-American students in the class aren't succeeding. This is worse than having not had these students there in the first place.

I think that admissions should admit the most qualified students who show the most promise academically, and that should be a priority above diversity. However if two students are otherwise equal, it would be nice to have the diversity. Just not at the cost of academics, which it seems sometimes is the case.

Climate issues are serious ones here. However, I fear that the administration will adopt superficial responses (as the Lewis admin did)--hiring more people of color, but without regard to their qualifications or ability to get the job done--and there will continue to be a revolving door.

Curiously, glossed over is one of the polarizing aspects to our society - politics. There are a lot of mechanisms to deal with the climate issues stressed in this survey, but how does one handle political discussion in a civil way? Considering diversity in hiring is great so long as those hired can actually do the job, or there is the risk the ideal will backfire.

I also didn't know how to answer the question about hiring practices, because I was asked to fill out a survey regarding a certain professor who was up for a permanent position. He was one of the most ineffective teachers I have had, I didn't come away from the class feeling as if I had learned much of anything. He does represent diversity. I don't think the college should sacrifice quality of education simply for the sake of diversity in this case. I would not take another class with that professor.

The only question that bothered me was the one about increasing the diversity. I don't believe that purposefully increasing the diversity of the staff/faculty/students is ever a good thing. I believe that the best should get in and the best professors should be here, not because of race or gender, but because they are the best teachers out there. From what I have seen Carleton does a very good job of this.

Socioeconomic status at Carleton. Many respondents indicated great socioeconomic divided at Carleton College that has led to segregation, discrimination, and inequity.

Basically, diversity seems to be the goal of this survey, and I feel I have really experienced that here at Carleton unlike I would anywhere else. I have friends from all over the world. However, the problem is that Carleton's high tuition creates admission of too many people with money. NEED BLINDNESS CANNOT FIX THIS. There is diversity in races and cultures and all that jazz, but I'm on the low end of the income scale and you saw what I put as my family income. It was high. People are just kind of snobby in general when they have money whether they're from Minnesota, New York, or India.

I can elaborate on socioeconomic status: There are more wealthy people here than I had thought there would be. Most of the time you don't notice it, but occasionally, it slips out that they spend lots of money on vacations or clothes, or that their parents own three houses, etc. They may also have more time in their schedules because they don't have work-study, or more of a personal budget because they get to keep the money they earn. I fall somewhere in the middle of the income distribution here, and I still feel a little out of place sometimes. Also, more inter-cultural events would be nice, but things like chili nights seem relatively ineffective to me. I would rather have the opportunity to meet people of different backgrounds than mine in a social setting, one on one.

I feel that socioeconomically advantaged students are often singled out in an unfair way because for their advantages.

I think that allowing more students from lower socioeconomic statuses would greatly help the climate. Though I'm Hispanic, from a poor area of the nation and a single-parent home, my biggest insecurity here is how much (or little) money I have. Having to work 4 jobs in order to pay for this place has really impeded my growth as a person and a student. Many students here understand racial inequality but they try to ignore the income stratification because they feel "guilty" for having come from such wealthy homes. Even so, this "guilt" never results in forming ties with students from poorer backgrounds. I believe that out of all the divisions and segregation that occurs on campus, the DEEPEST ones (and also those which are purposefully ignored) are in terms of socioeconomic divisions. Regardless of how they dress or act, the rich kids hang out with the rich kids and the poor kids hang out with the poor ones. I've tried to bridge the gaps, but it doesn't work. There are different life philosophies, different understandings of value and struggle which can't permeate their idealistic scope of anything outside

"the good life" which Carleton supposedly provides. I don't know if you can teach rich kids what it's like to be poor. I don't know how possible it is to foster a greater sense of empathy around here. All I know is that the real world is far more sympathetic to my struggles than the plurality of Carleton students and faculty have been.

I think that the college should investigate the socioeconomic status of its students further. With college costs rising rampantly, it is integral the Carleton provides educational and financial opportunities for all its students.

I have felt at Carleton that there are many times where I am discriminated against because I am a white, lower class Minnesotan. There is a degree where recognition of diversity at Carleton has turned from recognition to discrimination against others not of a 'diverse' background. Chili nights and other instances of diversity discussion have often ended with arguments about how people are being mistreated by the 'white majority' - even when the people saying such things are acquaintances of mine who I know are of a higher socio-economic level than myself. I have friends who receive substantial support for books and other expenses based on their race and ethnicity who are also of a higher socio-economic station, and will still insist that they have been mistreated. There is a difference between racial and economic diversity, and more often than not at Carleton, the two are combined into stereotypes that I personally find offensive and misrepresenting. I would happily speak out against this stereotyping, except that I would then be branded universally as a 'white racist'.

I just feel inadequate sometimes because of my socioeconomic status. I realize this is a reality in the real world but 'broke college student' is also a lot more applicable in the real world than in the privileged environment of private college. Then again- I don't know what to suggest to alleviate the tensions.

I suppose what shocked me most when I got here was the difference in socioeconomic status. I come from an area that is far from affluent, so for me it was a major culture shock. I can only imagine how difficult it is for students dealing with more than just socioeconomic status- ethnicity, disability, sexuality, anything.

Because I made it into Carleton, other students assume that I must be of high socioeconomic status, while this is not true.

I believe that admissions are biased towards people from lower socioeconomic classes.

Harassment based on race, sexual orientation, religion, political views, and disability. A number of respondents elaborated on their experiences with or observations of harassment and discrimination on the basis of various minority demographics.

Student of color, especially students of color from a lower socio-economic background than the majority of middle class white students have a very hard time at Carleton. They deal with issues from home every day and feel a disconnect between the work they are doing here and the level of concern that faculty have for different reasons for their academic performance. They view Carleton as a kind of "Get in, get out" place, like while they are here it is not truly theirs.

As a white male, I generally feel comfortable identity-wise in all situations at Carleton. But I have heard of, rather than seen myself, situations where racial discrimination/slights did occur. I also know that the retention rate for African Americans is [not] particularly high at Carleton, compared to other comparable schools. I'm not sure what the roots of these problems are, but they deserve attention.

Carleton is known as very welcoming toward GLBTQ students, faculty, and staff, and to an extent people are expected to be tolerant. While I've never experienced explicit harassment based on sexual orientation, I know from my experiences as a gay man that many individuals on campus are far from comfortable with these issues. I think the GSC has done some good work attempting to put faces to GLBTQA issues, but I still find a lot of silent discrimination. I think similar things happen with politics, religion, and race: a facade of tolerance can easily mask discomfort that results in persistent, though subtle, discrimination. Unfortunately I have no suggestions of how to affect change, but I think increased visibility and discussion of issues will be vital. The Katrina symposium was a spectacular example of this, and I was incredibly proud to be a Carleton student at that time.

I also expected the LGBT community at Carleton to be much more visible than it actually is. While most people are accepting and respectful of homosexuality, it's not as much a visible part of life as it was in high school.

As a Christian and a Conservative (politically speaking), I don't feel discriminated against, but I do feel as though my ideas are sometimes just considered wrong by other students. They don't actually take time to think about what I am saying, but just know my background and beliefs, so I am immediately discredited.

I am a Christian and I have Republican leanings. If I ever try to express my beliefs to other students I am immediately slapped down and/or have my beliefs insulted. This usually occurs in public places, like dining halls. I survive here by refusing to discuss any topic I really care about. Sometimes, because I don't speak out, other students assume I am atheist and/or a Democrat and they include me in conversations that are ignorant and derogatory about Christians and/or Republicans. "Diversity" on this campus means "support and respect anyone who is NOT a part of what is perceived to be the majority of America. Otherwise, tear them down."

I am also very impressed by Unashamed, Carleton's faith publication, because it really encourages students, faculty, and staff to discuss issues of faith in a safe and respectful way. I think this is an area of diversity that is often overlooked but this publication is opening up the door since prior to this publication the campus as a whole tended not to talk about issues of faith except in specific faith communities (like the JSC or the Christian community, etc).

I believe that the campus climate is unwelcoming for religious people, regardless of specific religious background. There is a presumed secularism in coursework and general social interaction. I also feel that the campus can be unwelcoming to people from well off socioeconomic backgrounds - perhaps this is good, as it forces us to confront our privilege. However, I believe that the pushes to increase awareness of racial and socioeconomic difference has not acknowledged that white people have a race, and wealthy people have a class. These are not monolithic oppressive blocks, but real people who are also affected by economic disparities and issues of race. I do not believe that diversity initiatives will succeed until a way is found to include people from "dominant" groups in the discussion without writing off their experiences from the get go.

I have to say that the only group that I have personally felt persecuted by on campus was the Christian Community. I used to go to some of their events, but I was never a "good enough" Christian to really be accepted into the community. For a religion that preaches tolerance and love for all people, the Christian Community is rather exclusive and elitist. They also have a persecution complex a mile wide. Perhaps if they were more accepting of other religions/beliefs, people wouldn't make fun of or "persecute" them.

As my responses indicate, this campus has an extremely accepting and positive climate towards pretty much everyone regardless of their ethnic, religious, sexual, etc. identities. The only exception to this general rule could be political persuasion. Granted, one does not attend Carleton unprepared for a liberal atmosphere; however, things nonetheless can get overwhelming at times for a conservative. Everyone is so politically involved that political issues frequently arise, when in another community keeping quiet on the subject generally means it is a non-issue. In classes with discussions regarding political issues, things can be downright exhausting since speaking your mind will challenge the world view of a number of other students and is likely to spark multiple objections -- and of course, the expectation is to defend your comments at that point, which simply prompts another barrage. Furthermore, various professors have a habit of making (generally humorous) partisan comments which on a "bad day" can be particularly grating.

Everyone is very friendly, but there is not a terrible amount of diversity as far as political views. People are very open-minded and progressive in their opinions, but they seem to shun traditional and conservative views. I don't think there are many problems with discrimination, but that doesn't mean people are necessarily open and welcome to all ideas.

I am a politically liberal person, and I believe in the liberal belief of "live and let live," but I've recognized during my time at Carleton that having a faculty and student body that is 90% liberal is not healthy for campus discussion. There is very little political debate, and I fear that politically conservative students (as well as strong Christians) find the environment quite uncomfortable. Another dangerous side effect of this is that it's just accepted that everyone is liberal and no one is prejudiced because he or she has liberal political beliefs. Unfortunately, this doesn't mean students actually know how to deal with other students different from them.

Although I think Carleton students, faculty, and staff respect those with mental illnesses (depression, bi-polar, anxiety, etc.), I feel students with such illnesses need time away from the Carleton climate (namely, the rigorous academics) to seek counseling/medication. I've seen two Carleton students (one with bi-polar and one with paranoia) go on medical leave, and I'm thankful Carleton allowed these students to do so, with hopes that when they are more psychologically stable, they will return to Carleton.

If I told someone on campus that I suffer from depression, I would be shunned, frowned upon, and possibly not considered for a position on campus because of it. That in itself could send me into deeper depression.

First, it is absolutely disgraceful how inaccessible our campus is for the physically disabled. Laird and Evans (to name two that immediately come to mind) are completely inaccessible for physically disabled people.

I noticed a lot of questions concerning physical disability. Honestly, I find it strange that the campus is not more handicapped-accessible. There are some buildings, like Laird or Sayles, for instance, that would be difficult for someone in a wheelchair to access

Retention of students and faculty of color. A few respondents shared their feelings on the low retention rates of students of color and the administration's response to these numbers.

Increase the retention rates among nonwhite students, which (particularly among Af-Am men) is pathetically and embarrassingly low

As a student supervisor, I have seen students accepted into Carleton who struggle with the academic rigors but do not have adequate academic and emotional support, and eventually drop out. Either the college should provide the needed support for these students, or not accept them initially. The emotional scars from this experience can be devastating for young people at this age.

I would like to see [senior administrators] care more about retention issues on campus for all students and faculty instead of focusing all of his time on putting up new buildings. I also hope to see more majority faculty step up to the plate on these issues of diversity. In addition, I would like to see OIL work more with faculty and classroom issues for students. The office should be a liaison between faculty and students.

Carleton needs to do more to have a more racially diverse campus. My high school was more diverse than Carleton and I lived in a mostly white suburb of Chicago. Also, actually keeping people here (black males leave at an alarming rate) is critical. I think having a better mentoring system and more role models (more diverse faculty) would greatly help this.

Suggestions for Improving the Climate

Many respondents provided suggestions on improving the climate at Carleton, Numerous themes emerged.

More diversity. Many respondents indicated the need for an increase in diversity among students, faculty and staff.

I think Carleton needs to work much harder to increase diversity on campus. First of all, we need a higher African-American student population. The vast majority of my friends here are white Americans. I think this says more about the student population that about me. Part of diversity is also bringing in not only quirky kids, but also some that classify as just regular kids. It seems like there are too many kids that make me stop and say, what? For example, there are kids that walk around with cloaks and staffs.

Carleton is much less diverse than my high school was, and effectively even less diverse than that because different groups don't interact very often. The fact that there are so few minorities is probably why minority students seem to feel much less comfortable - they are more likely to be the only non-white student in a classroom, or put in a situation where they have to provide, for example, the "African-American perspective."

CARLETON NEEDS DIVERSITY. Not just students from different backgrounds, students from different SOCIOECONOMIC backgrounds. Just because there are rich black/latino students isn't going to add diversity.

I am hoping that Carleton will try to diversify the campus. As one of the minority students, I feel intimidated and overwhelmed to be around the majority of American students.

I do believe that Carleton could afford to be a little more racially diverse. Carleton has a sizable number of International Students, but a nominal number of American-born students of color. With the exception of outreach programs such as POSSE, African-American/Latino-Americans do not seem to be widely represented at Carleton, and I do believe the school would benefit from expanding its student body to said individuals.

I feel that in order to have the campus feel like a safe environment for everyone, I feel like more diversity among students and staff is need. When I'm the only minority students in all of my classes, even if I don't want to single myself out as different, everyone notices, which then puts extra pressure on me. I want to be able to go into a class room and not be able to count the number of minorities on 1 hand. I feel that to improve climate, staff and faculty should notice the struggles that students of color have and provide extra support and help them feel more comfortable. It is hard to be part of the minority and feel accepted by the majority. I have never felt this divide before coming to Carleton. It makes me sad to think that the first time I felt discrimination was at Carleton, a place where I choose to come because I thought I could be myself and not be judged. I thought that college students would be aware of these issues and not be the culprit of negative climate.

We can't say, as a School that we are diverse until we hire more professors of color.

I have taken an antiracism course, am enrolled in an immigrant experience course, have attended the Posse plus retreat, and have an international student roommate. I have learned of and now understand the extreme concern there is from minority students to increasingly diversify the campus. This diversity should appear simultaneously in the administration, professors, and students. We need to do a much better job of making international students and minorities comfortable on campus.

I think the last question was excellent. I really do believe that there needs to be a more visible commitment on the part of the school towards providing support for students of color as well as increasing the diversity of the campus. Carleton is not the same school it was twenty, fifty, hundred years ago. There are many international and students of color from varying socioeconomic backgrounds and the systems of support for them are limited at best. Mentorship is important but there should also be mentorship for all students in how to be more aware of white privilege, economic privilege, gender privilege, and heterosexual privilege. Just because the system isn't broken yet doesn't mean it can't be fixed. The small town Midwest culture is difficult for many students from urban areas to acculturate to and there should be an office within the wellness center that is specifically for dealing with issues of racial identity and struggles around finding one's place as a student of color at Carleton. Furthermore, I think that New Student Week should include diversity training or some element that establishes for the entire student body that Carleton is committed to fostering the academic growth of students of color and that white students are expected to engage with their own racial identity in attempts to understand macro structures of power relations that manifest themselves in institutional racism.

Diversity training. Respondents shared the need for diversity training for students, faculty, and staff. While some were in support of structured training, many respondents indicated that such training should not be forced as it would increase tension and decrease dialogue on campus.

I have experienced a number of inequalities on campus based on differences in gender orientation, socioeconomic status, and ethnic background. These experiences are rarely addressed within the classroom by students and faculty and this silence fosters the ignorance and inequality that pervades our campus. I strongly believe in diversity training in all levels of Carleton and hope for greater steps to be taken in diversifying the faculty, staff and student body of Carleton College.

I don't think that including a diverse student body would cure the problems of ignorance and racism as well as biased towards those with different socioeconomic background. I believe that the problem can most be helped with training in coexist and become a cross-culturally united campus. A more diverse student/faculty population will still be segregated until there can be unity.

I'm worried that mandatory "diversity training" would turn people off to the whole idea -- which is exactly what we should try to avoid. Instead we should focus on the benefits of diversity, and let them (hopefully) motivate change on the part of the individual: bottom-up change instead of top-down.

Diversity training is a double-edged sword. It's a great concept, but people often write it off before it even starts.

On the previous page, regarding diversity training--I disagreed with that statement, not only because I believe that it is futile to attempt to make students 'sensitive' to diversity in a training session that lasts several hours, but because more often than not students come away from such sessions feeling as though they have been talked down to, with the assumption that they have never encountered diversity before. The real diversity training needs to come from learning from each other's experiences, and encountering it on a daily basis--after all, many of the problems in climate come from a complete gap in the awareness of the privilege that white, upper-class students have at Carleton. There is no answer, only more conversations, and that's always been the case. But they need to be conversations in which more people are compelled to be engaged, and feel that their voice is valuable. Talking at someone in a training session, or giving them a blueprint to be sensitive, really just avoids the problem.

Carleton tries so hard for its students to have open, honest, meaningful, and productive discussions of diversity. For this to happen there has to be serious training for people leading these discussions and they have to be reasonably long and guided enough that they get somewhere. I'm tired of seeing one more diversity discussion or "training session" (not led by an actual person trained in diversity training) leading to hurt feelings and anger. It's almost as if Carleton focuses so hard on diversity that we're hyper-conscious of even the slight innuendo of something that is not pc. It's actually aggravating to be so focused on diversity to this level with no formal training. And by training I don't think a three hour discussion suffices. Real diversity training takes days, not hours. Maybe the problem isn't that we don't focus enough on diversity but that we don't look at it in the right way. Are other colleges THIS hung up on the diversity on their campus? Could our obsession with so many diversity talks, programs focused on diversity, etc. be the reason we're alienating people? Maybe that has something to do with the reason we're retaining fewer minorities than colleges like Swarthmore, Williams, or Amherst.

Alot of stuff I just don't know about and had to take my best guess. And other questions were just hard to answer, like, for example, whether diversity training would help us. Well, one answer is that it would (of course it would). But another answer is that training is a bore and nobody pays attention to it. It's only when there are concrete incentives that anyone really changes or adapts. So how do I answer the questions about diversity training? Sure, it would be fine. I don't want to say it would be bad, unless you understand that I think its goals are good, even if the training itself is ineffective. Sexual harassment training was that way: A total waste of time except in the sense that it said, "We take this seriously."

I really dislike the idea of "diversity training" for students. It's like saying, "Class, today we have a new student. His name is Billy. We're all going to TOLERATE him because he's BLACK. But just because he's BLACK doesn't mean he's INFERIOR or anything. I just hope we can all accept that he's OF A DIFFERENT RACE." Instead, the message should be, "Let's all be friends." It's bad enough we have a silly RAD requirement, don't go and make students learn how to accept diversity. I haven't yet encountered anybody who can't do that already.

Finally, diversity training... well.... keep in mind that when you ask a bunch of busy, free-minded people to do something institutional, many of them will resent that. :-) It would have to be something *worth our time* for students to really engage with a program, as opposed to just "learning about the policy." Maybe that's a problem with our sexual harassment education too: we spend a lot of time explaining what the policies are, and what the resources are, but we don't train students how to be resources to each other. If I see a drunk girl leaving a party towed by a sketchy-looking guy, are there ways I could help keep her engaged and around friends for the night? How can I be a good listener if my friend has been sexually assaulted? I'm not sure if this sort of stuff is even feasible ("It's not all about sex" does a great job of this, I think), but it might be something to consider.

For one, I believe that much can be done to improve the campus climate by adding diversity training/cross-cultural discussions, especially in courses that students must take. While we have many great initiatives coming from OIL, the GSC, the Chapel and student organizations (with the help of the CSA), all of these events end up preaching to the choir. We need initiatives that reach out to ALL students on campus, perhaps via an improved RAD (recognizing and affirming difference) class.

Forcing diversity never works. "Training" will be a waste of time and money - in most cases, people have had more than enough training on diversity throughout life, their current viewpoints are cultural and/or firmly established. On campus, we have a severe problem with racial cliques. Asians (not Asian-Americans) and American-blacks often engage in exclusionary practices, refusing to even talk to other races in a social environment. Within "Caucasian cliques," people of other races are typically welcome. If a member of an Asian clique wishes to hang out with a "Caucasian clique" (or in other words, many friend groups in Carleton as it is predominately white), they are more than often welcome and fully accepted. The same is not true the other way around. I believe the Intercultural Office has failed in this aspect; intercultural does not mean only minorities. The office must become more active at Carleton by seriously engaging the Caucasian community to take part in other cultures' activities and interact with all minority races. This will be the most effective method of setting things right. Having a "United Brothers" group (unsure of the groups exact name) is important for black culture, but it does not reduce racism by any means - it highlights it, and creates further exclusions. It is imperative that this group exists, but Carleton should introduce another group/activity/something that allows all races to closely-interact in a healthy, team-building environment. [Idea: multi-cultural outward bound programs, or some of those rope courses, etc. Anything that requires ACTIVE TEAM BUILDING and problem-solving will strengthen unity across races at Carleton. Groups must be evenly distributed racially, which could be problematic. But I am sure the administration and staff can figure this out. KEY: if you make this voluntary, it will not work. The people that volunteer don't need to go].

Forcing diversity training of the students is NOT a good way to make the climate better around campus. Students will resent this type of treatment and fail to realize its real importance. Instead, events that are optional and popular will effect more change. Also, increasing diversity by way of accepting or hiring minorities, whether of staff or students is bad. We should be hired and accepted based on merit, regardless of ethnic background or religious, singling out minorities just because they are minorities degrades the value of education. Instead, Carleton should be appealing to a diverse population, so that of the applying population, there will be a diverse pool of QUALIFIED individuals selected.

I believe this survey is nearly doing the opposite of what it is intended to do. It is, once again, splitting up specific groups and REINFORCING the issues [that] I think it is attempting to divert. By implementing "diversity training" one only becomes much more aware of differences and thinks about it more, instead of viewing each person as a human and NOT as part of a group. I would hope that at some point Carleton would realize that the answer does not lie in any enforced policies but rather a complete relaxation of how we view boundaries between "groups." I am confident that a campus like Carleton has the ability to do this and act as a model for other college campuses and the country.

First, what is "diversity training"? Second, what's an ombudsperson? I don't think diversity training would help because I don't know how anyone would go about coming up with what it is and I also don't think most people would care. Most people think they aren't offensive, when in reality a lot of little things are. I don't think a lot of people think about how they relate to others and groups of people in general.

Don't make everyone do diversity training. It will only make things worse as people think it's stupid and be even less attentive to dealing with the actual problems and isolation of various groups on campus, which does exist.

There are too many speakers at convocations who speak about diversity, ethnicity, identify and race. By emphasizing cultural diversity as a topic at convocations there is a serious shortage of speakers from scientific, mathematic, political, educational, environmental and business backgrounds, therefore resulting in a lack of academic diversity. I think that working towards diversity is important, but feel the school is sometimes pushing too hard. The most significant cross cultural interactions take place in the random conversations around campus and these can't be facilitated by any committee or board.

Dialogues. Many respondents offered the suggestion of increasing dialogues on campus that promote communication about difference.

Carleton culture forces students to have thoughts and notions of race, gender, and socioeconomic status that students may not actually have. It creates a fake environment of politically correct acceptance when all people involved know that this is not the true state of the community. We need to stop pushing beliefs on people, and have true conversations (without specified "diversity training" which I believe will make the situation worse).

Carleton needs more diversity! There needs to be need-blind admission. There needs to be more productive cross-cultural conversations. There are some venues for cross-cultural dialogue but they are not inviting and I do not find them as constructive as they could be. I am white, male, middle-class ... I am privileged. I want more diversity, I want students of color to feel that their cultures are respected and included in Carleton. I want them to feel as comfortable as the white students. However, I feel hostility in conversations about diversity. I do not feel the ability to enter into these conversations because of my privilege.

Discussions about diversity are plentiful, but groups rarely make any kind of resolution, tensions flare, and usually discussants become less comfortable with each other after the talk is over.

Diversity courses (i.e. the RAD requirement) have their heart in the right place, but they are a joke. People don't take that kind of thing seriously and don't believe that they need it. Discussion is more effective than instruction.

I believe that the campus is wonderfully open and inclusive. I also realize that is openness is mostly of a passive and non-discriminatory nature. I would love to see Carleton become more active in improving dialogue among groups (because Carleton does have the blight of self-segregation) but, I'm also wary that any programs formulated would in the end not really fix anything.

I feel as though there are strong multi-cultural groups on campus, but that as a Caucasian, I feel isolated or rejected from discussion of on the subject of race or discrimination, and I often do not feel welcome or comfortable to share any thoughts that are not perfectly aligned with ideas expressed with minority groups, especially in group meeting settings. I often feel as though, because I am not part of a minority group, my feelings about discrimination and diversity are neither sought nor valued.

I feel Carleton needs to host many more discussions on race and religion related issues. I feel that, as a student who identifies within the umbrella of Christianity, that I am discriminated against. A sort of "reverse discrimination". I also feel this is an issue with race on campus, and that students do not reach out to students of

the opposite race. Simply because it is generally easier not to, and Carleton doesn't promote discussion nor opportunities to encourage it.

I feel that a lot of open discussion about race is hushed. It is a touchy topic and many faculty do not want to be misinterpreted when discussing these issues with other faculty (i.e. chili night). However, these issues need to be talked about in a manner in which everyone feels more comfortable to speak. Discussions should be open so that people who are not of color feel OK to voice their thoughts on issues of race even though they may not be the targets. Often, not all people say what they really think on issues like these on campus. This makes discussions not as in-depth and constructive as they could be. Written exercises?

In addition, the Carleton community and climate applies to more than just students. I'd really like to see more staff and faculty become involved in events like Chili Night. It's hard to get to know professors and form those supposed life-long mentorships/relationships when they only have time to see you during class or to discuss class work during office hours.

Curriculum. A few respondents shared their views on including more diversity in the curriculum at Carleton College.

Although I believe in principle in the RAD requirement, why not incorporate more diverse points of view into all classes? Shouldn't we be exploring non-American, non-white perspectives in most of our classes?

Also, as more of a side note, I think there should be more classes on Africa and the Caribbean. Caribbean Studies is extremely underrepresented on campus. I think the use of the security van on campus should be more widely encouraged, publicized, and made accessible.

I have taken several arts and literature classes that dealt extensively with issues of race and gender. At times in these classes, I felt that certain debates veered away from the intellectual and into the personal, or that there was a double-standard inherent in these discussions that some students' observations were cast into doubt by their racial and gender identity.

I am a science major; the day Carleton incorporates race, gender, ethnicity issues and viewpoints into the science curriculum is also the day I stop sending the school my money.

I think the best solution to increase a healthy, diverse campus is to make more efforts to increase diversity, make diversity training/discussion mandatory for everyone in the Carleton community and incorporate diversity studies into coursework; Carleton students spend so much time on coursework already, combining classes with issues of diversity will insure that 'lack of time' is no excuse for students to be ignorant or indifferent of diversity.

Financial support. Respondents indicated that increased funding for students from lower socioeconomic statuses would allow for more diversity on campus. References to high costs of tuition and living were made as well as the need for financial support for resources that support diversity.

If we want a diverse student body and faculty/staff diversity we have to provide more financial support to maintain/improve those numbers.

Financial aid. Many students need more of it. I would go so far as to say that the biggest problem with this school is the lack of financial aid. We do a fine job of recruiting and fostering racial diversity, but we do not fund our underprivileged students enough. Is it enough to have wealthy to rich students of each race? That is you call. You just have to be prepared to live with the answer. That is the kind of environment you are fostering.

Further, I want to elaborate particularly more on how difficult Carleton makes it for a first-generation student with absolutely no financial, parental, or other family support (such as myself). I support myself completely by saving and living off of what little money I am able to make during Carleton breaks. During the school year, 100% of my work study earnings goes towards paying the portion of my tuition that states "parental contribution." The average students' loan amount once they leave Carleton is \$20,000. The school tries to ensure they do not take out more than this amount, from what I understand. But I am not an average Carleton student. I should have been allowed and given more support. Through all my efforts to receive more aid, I am graduating with approximately \$20,000 in loans, if not, slightly more. This is especially stressful and a difficult burden to deal with. So money (and hence food, winter clothes and bare necessities) was always an issues which forced me to work 10+ work study hours per week. Also, I come from a high school education very different from my peers in which it did not prepare me at all for the kind of academic rigor at Carleton. Consider this: because my high school education did not prepare me for Carleton I need more time to adequately complete my homework. But if Carleton also requires me to work and pay tuition, then it takes away from the extra hours I need to successfully prepare, progress or reach the level of material understanding as other students in the classroom. Don't get me wrong, I thinking work-study is a fair way to earn money to pay for tuition and helps to develop a student's work ethic, but not everyone NEEDS to work. I personally HAVE TO work in order to pay very large Carleton bills. At the same time there are students on this campus who DONT NEED to work at all, and they can dedicate as much time as they like to their studies. I feel Carleton has been particularly disappointing in this aspect. Apart from the racial and ethnic tensions throughout the campus, I have to deal with being first generation, extremely poor and completely under-prepared. TRIO has been the only helpful resource, yet even TRIO (because it is a federally funded program and continually faces threats in funding cut-backs) is unable meet

all my needs. It also goes far unrecognized on this campus as an identity factor or diversity issue.

In addition, the price of Carleton is keeping away many, many, smart and unique students. There must be some way to combat this. And as an institution which promotes open-mindedness and a welcoming, intelligent atmosphere, Carleton should not raise tuition simply to combat with the other top schools in the nation. This is silly and unnecessary.

I know that the college has a commitment to diversifying the faculty and the student body. One thing that might help to diversify the faculty is to try to raise funds for a "target of opportunity" hiring initiative. Some colleges have a separate fund that allows departments to hire qualified minority faculty as a way of diversifying the faculty. The Mellon Fellow program is excellent, but this just brings people to campus for a year or two. I understand this costs money, but if were possible to set aside money for the hiring of minority faculty, this would greatly help and encourage departments to seek out qualified minority faculty.

I think that the Wellness Center is a really important resource for students that doesn't do everything it should. I wish that there were longer hours, more available testing so that students wouldn't have to go to [name deleted] for everything, and that reception was more friendly. But I also think that the nurses are very good about being non-judgmental and supportive.

Feedback on the survey. Finally, respondents provided feedback about and criticisms of the survey.

This survey is a good starting point; it will likely clarify just how much disagreement there is on campus about these issues. At the moment, too much of the discussion on 'climate' issues tends to be gauzy, nebulous, and unproductive. At some point the navel-gazing needs to be replaced by clear expressions of what the goals are, and clear strategies for achieving those goals.

I found the questions to be a bit ambiguous at times. Especially items in #97. For example, would campus climate be improved with a more diverse faculty or student body? The answers to those questions depend entirely on how those results are achieved. The issue of affirmative action is the elephant in the room. Why weren't we asked to what degree we think campus climate is affected by this issue? Surely this is an important question to raise. More generally, while I believe Carleton cares deeply about diversity across many dimensions, it is not a value that should trump all others. I think the survey would have been more valuable if it had tried to determine how the community weighs diversity off against other values, or what kinds of diversity are valued most. Should we focus more on socioeconomic diversity and less on racial etc.?

There should be spots to elaborate on our answers more frequently throughout the survey, because by the time we get to the end of the survey and are asked to elaborate on anything from the entire survey, it's difficult to remember all our answers to earlier questions we wanted to elaborate on.

Bottom line: Carleton is an incredibly difficult place for first-generation students of color, especially those from socio-economically disadvantaged backgrounds. I think this survey doesn't do justice to the climate evaluation of a person from a low socio-economic status nor students who are first-generation. I think the way the survey was framed limited my ability to say what I really feel. For instance, I may agree that the Wellness Center is "accessible," but I would strongly argue its value and effectiveness. I think the survey should have provided more opportunity for the survey-takers to evaluate, because now that I have reached the end, I know there is more I wanted to share, but I can't remember everything. I think the most difficult obstacle we face here at Carleton is challenging and changing the minds of ignorant and racist/sexist/etc. people, because I can agree that having more cross-cultural interactions and dialogue might improve the campus climate but what matters is having the "majority" people care about the "minority" people. I have reservations about how effective that would be because how can one guarantee that increased cross-cultural interactions will change a person's mind about a particular issue or group of people?

I did not like the format of many of the multiple choice questions on this survey. I feel that the scale used in this survey (especially the existence of a middle-of-the-road "neither agree nor disagree" option along with the "do not know" option) is going to lead to some inconclusive analysis of this data. In other words, for many of the questions on this 100-question survey, we will never know what many students intended to say. Does racism exist, or is the student body simply oblivious to its existence/inexistence?

I don't feel that the survey did a very good job in asking questions that reflect my experience. I think that the problems lie in finer grained attitudes and behaviors than are reflected here.

I fear the tone of the survey will force a read of the results that makes it far too easy to justify spending large amounts of money to pander to politically correct notions of how to foster a better climate - we need a more diverse campus, no question, and a more family friendly one, but should we fund a center for agnostics (I am one) or Zoroastrians? I don't think that makes sense in a time of limited resources. We should continue to focus on funding excellent teaching - that is our strength.

I noticed how some questions in this survey were written in such a way that might prompt people to exaggerate their experiences slightly so as to fit the descriptions. Also, the intimacy of the questions (have you ever considered leaving Carleton?) did not make me feel uncomfortable, necessarily, but they made me feel like spilling out all the bottled-up anxieties and concerns that I might have forgotten otherwise. I suppose that is partly the goal of this survey, to obtain honest responses, but I think that the results might make some things about Carleton seem more "problematic" than they are. People might take this opportunity to take out their personal grudges and grievances when, I think, some things are simply unavoidable, and are found in colleges across the U.S. Also, I wasn't sure what "diversity training" might be.

I noticed that, often Latino/Hispanic was listed all the way at the bottom of the choices, even after "Other, please specify" telling me, that quite possibly, we weren't originally included in the survey, as I often feel around campus. I feel invisible, very much of the time, or pushed to the side. You want to know my opinions of this campus's climate? Stormy. Much still needs to be done to get people to be sensitive to everyone. I myself am sometimes insensitive to several groups of people, especially if they attack me for my beliefs saying their beliefs are the only way or better than mine. I really don't think this survey is going to affect any change for a while. I believe upon my graduation, I will look upon other minority students as continuing the work that I am helping to start, but a long, long, LONG way is still in front of us.

I was shocked to see that Latinos/as and or Hispanics were not included in one of the survey questions, as if there aren't any people on campus that can identify. This is how I feel some times, that this particular group is not even taken into account or welcomed. Also, it is not about providing training to students, faculty, and staff about diversity because how can you train or tell someone this is diversity and this is how you are suppose to approach it. It makes no sense. I don't think diversity is something that you can train someone in.

I will be dismayed if the result of this survey is that Carleton ends up receiving some sort of reductionist "Climate grade" like "B+" or something absurd like that. B+ relative to what, I would ask? The question "Is Carleton's climate good or bad?" is not productive; a better question would be "Because we already know that Carleton's climate is good but that it can always be better, where do students think we should focus our energies most and how do they think we can most effectively do that?"

I wish the survey would have asked more question related work environment which is where I believe the College needs to make improvements.

I would just have suggested that you edited this thing way down. A survey half this size would have answered a lot of the important questions without losing a lot of people along the way, which I would predict from this unnecessarily cumbersome version, although obviously your intentions were laudable.

I would just like to say that this survey overlooks certain issues by asking us to put our opinions in numerical format. For instance, I see that the African American students often sit together rather than with other students in the LDC (at least time to time). I'm not sure what to make of this (yet) but there would be no other way for me to communicate this in the survey except for this last question. I would also like to say that you should probably include more questions about the workplace. The workplace is where tensions rise. And not just questions that have to do with a person's ethnicity or gender or etc, but the quality of the staff we are working with. I have a friend who changed jobs just because her boss was giving her a hard time, and probably not because of her ethnicity or gender either. Anyways, I still think this survey was helpful, if not downright necessary.

I'd like to comment on the set of choices on the penultimate page of this questionnaire where we are asked to evaluate programs that might improve the Carleton climate. Your use of the word "provide" made it difficult for me to choose answers because "providing" doesn't clarify whether participation in these programs/activities would be compulsory or voluntary. I would be firmly against being required to take part or be "immersed" in some of them, but I would be in favor of having such opportunities available for people, including myself, who would like to join in. It would be helpful to change the wording.

One indicator of climate not covered in the survey is the how the treatment of alumni-employees is different from non-alumni employees. Non-Alumni (non-parent) employees are often treated as second class citizens. It's creepy and isolating to "outsiders" when alums do stuff like sing the Carleton anthem or whatever it is, but the deference to alums goes well-beyond this small ritual.

One issue I found was that some of the questions were ill-posed. The biggest example was "Do you think sexual assault is a problem at Carleton?" I think that ANY amount of sexual assault is a problem that needs to be addressed, but that's a separate question from whether it's a rampant institutional problem at Carleton. Also, I had very little to say on the last question regarding ways in which the climate might be improved. I'd need to know how effectively students are using the resources they already have before I'd feel like I could recommend specific changes. For example, "increasing opportunities for cross-cultural communication" won't do much if nobody shows up to the events. It may be clear from my responses that as a white upper-class heterosexual male I feel comfortable here, but I'm perfectly aware that my experience is not universal.

Finally, a number of respondents shared their appreciation for this survey and the diversity initiatives taken by the College.

I'm glad this survey is being done. I always felt voiceless but this helps.

This is an amazing first step. Assessing the climate of Carleton according to its students, faculty, and staff is essential.

Overall, the College is an excellent community and environment. We can and should improve, but we should also focus on the positive history of tolerance and support that have characterized the College from its founding. Many people have dedicated themselves to these ideals and it is reflected in much that everyone experiences and takes for granted today.

Thank you for conducting this survey!

Thank you for this opportunity! I appreciate the suggestions portion at the end. I sincerely "strongly agree" with each of them, especially increasing faculty and staff (and student body) of color. It is crucial.

Thanks for taking the time to put together this survey...I hope that change will come for the Carleton community...collectively.

Thanks to those involved in this effort to assess and learn from our responses.

Overall, I really believe that SOME people at Carleton genuinely care about campus climate and what this survey is hoping to achieve...No more about how can I change, but how can Carleton change for me? That's powerful. Thanks!

Summary

This report provides a summary and interpretation of narrative data collected through a campus climate survey conducted by Rankin and Associates at the request of Carleton College officials in Fall 2007. Themes emerged within three overarching areas: issues related to campus climate, experiences with harassment, and suggestions for improving the campus climate.

Respondents described the campus climate in one of two ways. Respondents who tended to believe the campus climate was positive and comfortable indicated that the diversity fostered by campus was a good "fit" for them, and allowed for them to grow personally and professionally (many of these individuals were in the majority population i.e., White, higher socioeconomic status). Many of these same respondents admitted, however, that the campus climate is very likely uncomfortable or hostile to individuals outside the majority—an observation supported directly by the narratives of non-majority community members. This second group of respondents, primarily but not exclusively

people of color, reported an environment that discouraged conversation about issues of race, sexual orientation, gender, religion, disability status, and political views.

It appears from the narrative data that exempt and non-exempt staff members experience inequitable treatment mostly related to benefits. This finding was also supported in the fact finding groups conducted by Rankin and Associates in the January 2008. Respondents reported that many minority populations are segregated, particularly students of color and international students.

The Carleton College community was referred to as a “bubble” multiple times in the narrative data. As with previous findings related to climate, respondents were split in their interpretation of this bubble. For some, the bubble was positive—providing a safe space where respondents can express their true selves. For other, the bubble served to isolate community members from the “real world” and all of its diversity..

Respondents indicated experiencing or observing harassment related to race, sexual orientation, gender, religion, and political views most often. A smaller, but noteworthy group of respondents indicated feeling harassment based upon “majority-status.” That is, this group felt discriminated against *because* they were white, male, and Christian.

Conclusion

The climate experienced by members of the Carleton College community varies drastically by the “subjectivity” of the community member. white, heterosexual, non-religiously affiliated individuals appear to experience a welcoming and accepting community. For some within this group, the community may be too open and accepting of diversity. Members of the community who are in non-majority positions experience a very different climate, although many report a connection to Carleton College. These community members perceive a climate that excludes and supports harassment based upon their group membership.