Statement on Diversity and Cultural Pluralism

The following is a statement of values and principles that set forth Carleton's commitments to diversity in its educational goals, admission and hiring policies, curricular offerings and climate for learning, working, and discourse on campus. It is not a plan; the actions are to ensure adherence to these values and principles with those from offices, departments, and individuals throughout the College, including students, faculty, and staff.

The Purpose of a Liberal Arts Education
As stated in the Catalogue, "Carleton's goal is to liberate individuals from the constraints imposed by ignorance and complacency and equip them broadly to lead rewarding, creative, and useful lives. A liberal education teaches the basic skills upon which all higher achievements rest [and] draws upon these skills to foster a critical appreciation of our intellectual, aesthetic, and moral heritage [to] prepare one to lead a fully realized life in a diverse and changing world, to live fruitfully in society and contribute to its work."

The Context
Carleton graduates enter a diverse and dynamic world, and a Carleton education should equip individuals to live productively and creatively in such a world. Carleton exists in a nation that is exceptionally heterogeneous in its ethnic, religious, economic, and geographic characteristics, a nation with diversity in the race, gender, home language, social class, and sexual orientation of individual citizens. Carleton has for generations helped educate women and men who have taken positions of leadership and responsibility in communities and institutions large and small. As a national institution, it has a responsibility to provide a liberal education for a diverse world to individuals from the many backgrounds present in the United States.

Learning From Others
Understanding of, and appropriate respect for, other cultures and viewpoints are intrinsically important for liberal learning, since they expand one's sense of possibilities and realities. In addition, learning about cultures, religions, philosophies, or aesthetics that are fundamentally different from one's own often leads to greater insights into a person's own beliefs and culture. Such learning is often uncomfortable, but it can be a most effective form of education. And, such learning comes not only from books, other media, or formal education in the classroom but also from direct communication among those of differing backgrounds and viewpoints. Thus, a diverse student body, faculty, and staff, participating in a learning community of civil and open discourse, and enriched by a wide array of offerings in music, the arts, literature, theater, lectures, and debates, provide the most productive environment for genuine liberal learning for every student. Carleton recognizes and affirms the desirability for individuals to have the support of others who share their backgrounds or values as well as the concomitant necessity for each person to take the risks, and accept the challenges, inherent in engaging in genuinely open conversation with others.

Admissions and Retention
To ensure a lively community of learners, student recruitment attempts to reflect the diversity of the academically talented college-bound population of U.S. citizens, particularly with respect to ethnic, religious, cultural, economic, gender, and geographic distribution. Extra efforts are made with respect to individuals from groups historically underrepresented in higher education. Since all students applying to Carleton must be judged by how much they might benefit from a Carleton education and how they could contribute to the life of the College, admissions efforts
are focused on attracting talented students into the applicant pool, encouraging those who are admitted to matriculate at Carleton, and ensuring that each admitted student receives the financial resources to attend. Carleton is committed to providing the academic and other services necessary to retain and support all students and to encourage and facilitate the completion of their education. Talented international students are actively sought and encouraged to attend.

Faculty and Staff
A high-quality faculty and staff that reflect a wide diversity of viewpoints and backgrounds is an essential component of a lively educational environment. Carleton takes this seriously. Recruitment efforts are made to expand the pool of applicants for every position at every level so that applicants include talented individuals from diverse backgrounds. For recruitment done at the national level, Carleton's objective in hiring the highest quality faculty and staff is to reflect the diversity of backgrounds available in a nationwide pool of talent, especially from groups historically underrepresented in higher education. In addition to recruitment, Carleton is committed to the idea that each member of the faculty or staff should continue to develop her or his own talents. The College's efforts at recruitment must be accompanied by appropriate measures to assist with the continued professional growth and the retention of a heterogeneous group of talented individuals.

Curriculum
Educational policy and curriculum—the framework in which learning takes place—traditionally are matters determined by the faculty. The Statement on Multicultural Education Goals developed by the Education and Curriculum Committee and adopted by the faculty in 1994 provides an important set of principles. Human knowledge is so vast that only portions of its substance can be available in any college curriculum, particularly within the realities of resource constraints. At Carleton, the diversity of national and international history, culture, religion, language, and arts within the curriculum has increased constantly over the past three decades, often as part of the substantial expansion of interdisciplinary teaching and scholarship. This increased richness has always been achieved within the context of a departmental or disciplinary basis for organizing faculty appointments, and continues to be accomplished with Carleton's traditional commitment to rigorous standards of inquiry, evidence, and debate. Carleton will continue to enrich the curriculum through the addition of new areas of inquiry and new cross-disciplinary studies both by extension of faculty development efforts and in the definition of new appointments to the faculty. Acknowledging the potential benefits from examining a culture both from within the experience of that culture and from other perspectives, Carleton recognizes that courses or topics on a particular culture may benefit from teachers both within and outside that tradition.

Climate of Civility
A climate that encourages productive work and opportunities for learning requires that individuals be free to express their views, to engage in debate, and to challenge others, and that they accept the responsibility to be challenged themselves. An open and trusting community requires that, in addition to respecting one's self, each person must give other individuals respect as well. Interest in differences and questioning of alternative points of view are essential elements of a liberal education. Therefore, the climate for discussion, for teaching, for learning, and for scholarship must be open and tolerant. As outlined in the College's Statement on Discrimination and Academic Freedom, views should be freely discussed. All discourse, as well as treatment of individuals in offices, classrooms, residences, or any other setting should be respectful of the individual, whether or not there is disagreement over matters of substance, taste, politics, or evidence. Creating and sustaining such a climate of civility in an institution of voluntary membership such as Carleton is the responsibility of each individual by virtue of that membership in the campus community.
As required by state and federal law, Carleton College does not discriminate on the basis of race, color, creed, religion, sex, national origin, marital status, sexual orientation, status with regard to public assistance, age, or disability in providing employment or in its educational programs and activities.

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