

Division of Inclusive Excellence
Annual Report 2023-24

Produced by the staff of the Division of Inclusive Excellence



Annual Report - Division of Inclusive Excellence AY 2023-24

The Division of Inclusive Excellence works across the College and with relevant stakeholders to cultivate a campus community where inclusive excellence drives decision-making at all levels; where decisions are guided by our commitment to equity and racial justice; where we proactively work to recruit, retain, and support faculty, staff and students that do not merely reflect diverse social group identities, but that also contribute to our core values of diversity, equity and inclusion and our institutional principles of inclusive excellence. The pursuit of inclusive excellence remains a shared responsibility of all members of the Whitman community. The work of the Division of Inclusive Excellence is trifurcated operationally and exercises horizontal influence across the institution. Our three operational areas include Identity and Belonging, Equity and Compliance, and Inclusive Excellence. Additional information about each of those areas, the organizational structure, and the principles that guide our work can be found in Appendix A.

A broad overview of the work of the Division during the 2023-24 academic year is provided in this report. We begin with a review of the activity from the office of the Vice President for Inclusive Excellence, followed by a summary of the work in Equity and Compliance, and closing with information about the contributions from the Identity and Belonging units. The Division strives to be collaborative in our approach and acknowledges that much of the work described in this report included the efforts of faculty, staff, students and administrators from outside of our specific area. Where appropriate, we have indicated the role of the Division in advancing a particular inclusive excellence initiative. A notation of (P) indicates that the Division of Inclusive Excellence was the Primary organizer for a particular effort or program. A (C) notation indicates initiatives where the Division was a Collaborator with another area and the (S) notation is used when the Division served largely as a financial Sponsor.

Year in Review - 2023-24

Inclusive Excellence

Inclusive Excellence Yearbook (C)

Through collaboration with the Office of Communications, the Division completed production of the first [Inclusive Excellence Yearbook](#). This document summarizes different noteworthy initiatives and contributions to diversity, equity, inclusion, antiracism and accessibility from across the campus. A modest number of yearbooks were printed for distribution and the digital version is posted on the IE website.

Employee Resource Groups (C)

In collaboration with Human Resources, the Division formally launched an Employee Resource Groups (ERG) program during the spring semester. ERGs engage in activities intended to contribute to the well-being, success and retention of a particular collection of employees. Approved ERGs receive institutional sponsorship to support their activities. Both exempt and nonexempt employees can participate in ERG activities during the workday (with supervisor approval) for up to an hour each week without penalty or loss of compensation. ERGs must be open to all employees, but can be focused on the needs, concerns, interests of a particular community. At the time of this report, three ERGs have been approved and include the Women of Color Collective, Black Faculty and Staff Association, and the Foreign Born Faculty and Staff Association.

Dialogue and Dignity (C)

As part of the Dialogue and Dignity initiative, the Division coordinated presentations and workshops on Nonviolent Communication (NVC) and Mindful Communication. Dr. Roxy Manning and Aya Caspi visited

the campus and delivered a public workshop on the practice of NVC and held a number of smaller sessions with different departments and groups to further explore the value of the practice in connecting across difference.



Aya Caspi



Dr. Roxy Manning



Dr. Ranjeeta Basu

Aya Caspi has been a certified trainer with the Center for Nonviolent Communication since 2012. Based in Northern California, Aya brings a unique blend of vision, practical clarity, and deep commitment to the transformative power of NVC to workshop settings. Aya was raised in Israel and finds deep open hope in applying NVC to the context of the Israeli-Palestinian conflict.

Dr. Roxy Manning is a licensed clinical psychologist and certified trainer and assessor in Nonviolent Communication. Roxy has cultivated her deep passion for work that supports social change at the personal, interpersonal, and systemic levels. Since 2004 she has operated a private consulting business and holds international programs centered around social change and transforming culture for organizations and individuals. Roxy co-authored the book *The Antiracist Heart* and is also the author of *How to Have Antiracist Conversations*, published last year by Berrett-Koehler publishers. One Whitman employee who participated in the session shared, “The presentation created by Roxy Manning and Aya Caspi is easily the most impactful I’ve attended while working for Whitman College.”

The Division also brought Dr. Ranjeeta Basu to campus in March to facilitate sessions on Mindful Communication. Similar to the NVC sessions, Dr. Basu offered workshops along with smaller spaces for discussion with individuals or groups throughout the day. Dr. Ranjeeta Basu is a Professor of Economics and Director of the Center for Contemplative Practices at California State University San Marcos (CSUSM). She is a trained mindfulness teacher and practitioner and facilitates faculty learning communities, workshops and trainings for the CSUSM campus community. She has published articles and presented her work at conferences both nationally and internationally and is currently researching the impact of mindfulness practices on the wellbeing and stress levels of students from historically underrepresented communities. Dr. Basu completed her bachelor’s and master’s degrees in Economics at the University of Bombay and earned her Ph.D. in Economics from the University of California, Riverside.

Posse Chicago (C)

The work to establish Posse at Whitman progressed during the 2023-24 academic year. Posse is a merit and leadership scholarship program that assists institutions in recruiting and retaining talented students from metropolitan areas across the nation. A small Whitman delegation traveled to Chicago in December to select the first Whitman Posse cohort. The Faculty Mentor that will support our first set of Posse scholars was identified and recruited. Associate Professor of Hispanic Studies, Dr. Aaron Aguilar-Ramirez,

agreed to serve in this groundbreaking role. Both the Posse Mentor and the Whitman Posse Liaison attended mandatory training for those roles at the Posse National Headquarters in New York during the summer and the mentor traveled to Chicago in early August to connect with the students who comprise Whitman Posse #1 prior to their arrival on campus for the start of fall term.

Hiring Manager Training (C)

In collaboration with Human Resources, the Vice President for Inclusive Excellence provided training on *Inclusive and Equitable Hiring Practices*. This training, which is offered each semester, is designed for hiring managers at Whitman and includes two segments. The first segment is focused on inclusive excellence principles along with bias and counterbias strategies. The second segment is focused on understanding the steps in an inclusive recruitment and maintaining equity throughout the process.

LACRELA - Engaging Equity Live Webinar Series

Whitman continues to maintain a membership with the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA). This alliance of 70+ liberal arts institutions aids us in building institutional capacity to address structural inequities and enact antiracist policies and practices. Coordinated by the Race and Equity Center at the University of Southern California, LACRELA provides member institutions with access to a series of webinars or eConvenings throughout the year. This past spring, LACRELA hosted a series of webinars under the banner of Engaging Equity Live. This series featured Dr. Shaun Harper and included sessions focused on:

- Countering Politicized Attacks on Diversity, Equity and Inclusion
- Sustaining and Advancing Racial Equity Post-Affirmative Action
- Understanding Your Students' Racialized Classroom Experiences
- Understanding Your Colleagues' Racialized Workplace Experiences
- Redressing Historical Institutional Harm on Communities of Color
- Department-Level Strategies to Achieve and Sustain Racial Equity
- Exemplary Racial Equity Initiatives From Other Liberal Arts Colleges
- Making Strategic Use of Your Campus Racial Climate Survey Data

Inclusive Supervision (C)

In collaboration with Human Resources, the Vice President for Inclusive Excellence facilitated a training session on Inclusive Supervision focused on understanding the impact of encounters with racial stress. Our efforts to create a welcoming and inclusive environment at Whitman requires our understanding of context and climate. Results from the National Assessment of Collegiate Campus Climates (NACCC) were used to help illuminate the impact of encounters with racial stress on many members of the Whitman staff. This session also leveraged portions of the web series *Race in the Workplace*, which features Dr. Shaun Harper, one of the world's leading racial equity experts, and Damien Hooper-Campbell, Zoom's Chief Diversity Officer. Attendees left this session with an enhanced understanding of how racial stress impacts the campus climate and what steps they can take as supervisor to provide support to individuals personally impacted by encounters with racism on and off campus.

DEIA Education for Entering Students (C)

The Division continued to sponsor access to the SHIFT online course on Race, Power and Privilege for all entering students. This asynchronous online course provides valuable learning about interlocking systems of oppression and lays a foundation for cultural humility, cultural pluralism and cultural wealth as students enter our diverse community. The creators use accessible multimedia modules to help students better understand prejudice, discrimination, and oppression while exploring their own identity

and interrogating their privilege. An in-person session facilitated by staff in the Division of Inclusive Excellence is part of New Student Orientation and builds on the lessons learned through the SHIFT course.

United Black Student Unions of California Conference Sponsorship (C)

In partnership with Admissions and Financial Aid and as part of an outreach and recruitment effort, the college co-sponsored and sent a representative from the Division of Inclusive Excellence to the State Leadership Convention for the United Black Student Unions of California (UBSUC). This convention brings together hundreds of Black Student Union leaders from high schools across the state of California to celebrate their service, recognize their academic achievements and equip them with tools and resources to access higher education. In spring of 2024, UBSUC was celebrating its 50th year. Whitman College was featured co-sponsor of the conference and the VP for Inclusive Excellence had the opportunity to address the students and BSU advisors in attendance and share information about why they should consider Whitman College.

Tri-College Gatherings (C)

The Division continued its work with the other higher education institutions in the region and organized gatherings for minoritized students, staff and faculty in partnership with Walla Walla University and Walla Walla Community College. The Division helped coordinate and fund a Tri-College Gathering for Faculty and Staff of Color in the fall semester that was hosted by Walla Walla Community College and a Student of Color Gathering at Kiwanis Park near the campus of Walla Walla University. The Tri-College gatherings are designed to help facilitate social connections and build critical mass for mutual retention. Students used their time together to play games and exchange insights related to navigating higher education spaces as minoritized students. Due to the vacancy in the DEI position at Walla Walla Community College and the vacant DEIA Project Specialist position at Whitman, we did not have any Tri-College gatherings in the spring semester.

NACCC Faculty (C)

Through our membership in the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA), Whitman has participated in a coordinated administration of the National Assessment of Collegiate Campus Climates (NACCC) each of the last two years. This racial climate study includes the administration of custom surveys designed by the University of Southern California's Race and Equity Center that provide valuable insights regarding Whitman's racial climate and allows for comparisons with other LACRELA institutions. In 2021 we administered the NACCC for Students. In 2022 we participated in the NACCC Staff survey administration. Insights gleaned from both surveys have informed our efforts to advance inclusive excellence at the college. This year, we administered the NACCC for Faculty. We expect to receive the results from this survey midway through the upcoming academic year.

HEDS Diversity and Equity Survey for Faculty/Staff (C)

In partnership with the office of Institutional Research, the Division of Inclusive Excellence administered the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity survey for faculty and staff in the spring. This climate survey will enable the college to assess the climate in an intersectional way and provide insight into the experience of employees across a number of different social identity categories. The HEDS survey complements the NACCC survey which is primarily focused on the campus racial climate.

NCFDD (S)

The Division of Inclusive Excellence maintained our institutional membership with the National Center for Faculty Development and Diversity (NCFDD) this year. NCFDD is a nationally-recognized professional development resource for faculty that provides its members with access to online career development and mentoring resources. Since establishing our institutional membership, 30 NCFDD subaccounts have been activated by Whitman faculty or administrators and more than 200 professional development sessions have been accessed through the NCFDD online platform. As NCFDD members, our faculty have access to live webinars on topics such as Faculty Mentoring Programs, AI and Academic Productivity, Managing Stress, Developing a Daily Writing Practice, and more.

One Whitman faculty member who has engaged meaningfully with NCFDD resources offered, "I think many of the weekly exercises the program supports for participants -- things like tracking internal resistances to writing, tracking time spent on tasks, systematically assessing and adjusting those patterns, and ultimately, designing a balanced work schedule -- go much beyond the technicalities of productivity."

Family Connections (P)

Through the Family Connections program, the Division coordinated and sponsored campus visits for the loved ones of six different students during Family Weekend in fall of 2023. While donated funding for that program was depleted the previous year, we leveraged existing Division resources to continue the program last fall. Heading into the 24-25 AY, we will shift the schedule of the program from Family Weekend in the fall to the spring semester and work to provide financial support to assist students in bringing loved ones to Walla Walla for Commencement rather than Family Weekend.

College Accessibility Committee (S)

The VPIE continued to serve as the administrative sponsor for the College Accessibility Committee for the 2023-24 AY. The CAC is committed to creating a safe and accessible campus community that is welcoming and affirming for both disabled and currently non-disabled persons. The committee's work involves responding to alerts of disabling obstructions on campus, advancing institutional efforts to comply with the Americans with Disabilities Act, and increasing our collective understanding of, and awareness of our responsibility to address, the impact of ableism on the experiences of our disabled community members on and off campus. The CAC includes representation from Human Resources, Facilities, Equity and Compliance, Student Life, the Academic Resource Center and includes a student representative from the disability affinity organization on campus (DISCO). This past year, the CAC reviewed a report completed by an external consultant that evaluates the institution's compliance with the Americans with Disabilities Act. The review is one of several steps in the construction of an ADA Transition Plan that will guide our path to ADA compliance.

In the summer of '23, the Division sponsored attendance for the Director of Academic Support Services (who oversees the unit responsible for disability-related accommodations for students) and another staff member to attend the AHEAD conference in Portland, Oregon. AHEAD stands for the Association on Higher Education and Disability. AHEAD is the leading professional membership association for individuals committed to equity for persons with disabilities in higher education. Through Inclusive Excellence, Whitman maintains an institutional membership with AHEAD that provides access to valuable resources to enhance campus accessibility. In February, the Division sponsored a College Accessibility Committee event focused on accessible event planning that included viewing and discussing an AHEAD Spring webinar.

NCORE Delegation (P)

As part of an intentional and strategic DEIA capacity building effort, 14 faculty and staff were part of the Whitman delegation to the National Conference on Racial Equity in Higher Education (NCORE). NCORE is “the leading and most comprehensive national forum on issues of race and ethnicity in higher education. The conference focuses on the complex task of creating and sustaining comprehensive institutional change designed to improve racial and ethnic relations on campus and to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations.” We began sending delegates from Whitman to the conference in 2022 when the conference was held in Portland, OR. We continued that practice in 2023 and again in 2024, providing a broad range of faculty, staff and student leaders at the college with this immersive and transformative learning experience.

With the conference located in Honolulu on the island of O’ahu (for the first time in the conference's 36 year history), we elected not to include students in this year’s delegation. The conference location also required us to prepare our delegation to approach the trip with the appropriate amount of reverence and respect for Hawai’i. Our delegates completed pre-readings, attended a pre-departure presentation on Hawaiian cosmology, and spent time interrogating their relationship to the land we would be visiting as guests, rather than tourists.

The overwhelming majority of delegates (92.3%) described their NCORE experience as “very valuable.” One attendee shared, “NCORE fed my soul and filled my cup. It was a privilege to have 3 days dedicated to this kind of learning. I also particularly enjoyed learning about the Hawaiian culture.” Another delegate offered, “The conference gave me a chance to really connect with and learn from people doing work that is imperative. The joy and welcome of this conference allowed for intense and difficult conversations to unfold. The experience was rejuvenating and healing.” The personal and professional significance of the NCORE experience was perhaps best captured in the following statement shared by one of this year’s delegates:

NCORE was engaging, inspiring, and highly rewarding. I was privileged to attend numerous sessions (in addition to opening, plenary, keynote sessions...), eight of which were grounded in the field of Accessibility and Disability Justice. I have returned with mind expanded, an even longer reading list, and all synapses firing on how to fold some of this knowledge back into our campus community. How lucky we are to work at an institution that values staff sponsorship at such conferences. I feel humbled, appreciative, and highly blessed.

The 2024 NCORE Delegation is listed here (with their roles at the time of their selection):

Cassandra Beccai - Staff, Director of Equity and Compliance/Title IX Coordinator, IE

Tebraie Banda-Johns - Staff, Intercultural Center Director, IE

Natasha Blake - Staff, Executive Assistant to VP for Inclusive Excellence, IE

John Johnson - Staff, Vice President for Inclusive Excellence, IE

Kiefer Storrer - Staff, , Assistant Director of Debate & Forensics, Student Life*

Cheysen Cayubade-Sipe - Staff, Resident Director, Student Life*

Callie Gilchrist - Staff, Community Director, Student Life*

Junior Elechi - Staff, Community Director, Student Life*

Kisha Lewellyn Schlegel - Div II Faculty, Associate Professor of English, Academic Affairs

Ginger Withers - Div III Faculty, Faculty, Division 3 Chair, Academic Affairs

Susanne Beechey - Div I Faculty, Faculty Chair, Academic Affairs

Cara Setchel - Staff, Associate Director of Human Resources, Finance and Administration

Jeanine Gordon - Staff, Special Assistant to the President for Native American Outreach
Tony Ichsan - Staff, AVP for Facilities, Finance and Administration*

*Indicates a delegate whose attendance was not sponsored by Inclusive Excellence.

Third Space Speaker Series (P)

The Division has continued the Third Space Speaker series during the 2023-24 AY with support from the Johnston-Fix Foundation. The Third Space Speaker Series endeavors to feature scholars, artists, writers and thought leaders whose work helps to advance inclusive excellence at Whitman and serves as an intentional manifestation of the college's stated commitment to diversity, equity, inclusion and antiracism. This year, the series featured three outstanding scholars: Ijeoma Oluo, April Warren-Grice, and Alma Flores.

Ijeoma Oluo is a Seattle-based writer perhaps best known for their book, "So You Want to Talk About Race." Regarded by many as a necessary read, the book was celebrated for its impact and honesty. Ijeoma's work has been featured in The Guardian, The New York Times and the Washington Post, among many other publications. She has been named to the Root 100 and the Time100 Next List. Her 2024 book, "Be A Revolution: How Everyday People Are Fighting Oppression and Changing the World—and How You Can, Too," was a national bestseller. In that book, Oluo aims to show how people across America are working to create real positive change in our structures. Looking at many of our most powerful systems like education, media, labor, health, housing, policing and more, she highlights what people are doing to create change for intersectional racial equity. She also illustrates various ways in which the reader can find entryways into change in these same areas, or can bring some of this important work being done elsewhere to where they live.



During her visit to Whitman, Ijeoma spent time connecting with staff and students at different events leading up to her powerful public talk. Ninety-two percent of respondents to an attendee survey reported being "extremely satisfied" with this Third Space Speaker event. One respondent shared, "Thank you for bringing this important series to Whitman." Another attendee offered, "Listening to Ijeoma nourished and encouraged me on so many levels and aspects of life. Thank you so much for introducing her and her work to us, and giving us this connection. Really looking forward to all that is next in this series."

The Oluo talk in November was followed by another Third Space Speaker event in April featuring Dr. April Warren-Grice and Dr. Alma Itzé Flores. Dr. April Warren-Grice holds a Ph.D. in Education Policy Studies from the University of Illinois and is the founder of Liberated Genius, an education consultancy that works with schools, school districts, and institutions of higher education to operationalize equity, justice and wellness. Dr. April has served as an Equity Scholar with the Pitt School of Education and recently worked with the Remake Learning network on a project focused on Shifting Power in Educational Research and Development. Dr. April believes wellness is social justice and takes a holistic approach to the development of the mind, body, and spirit. She serves as a bridge of connection for advocates and practitioners wanting to move from theory to practice.



Dr. Alma Itzé Flores is a Chicana feminist teacher-scholar who earned her Ph.D. in Race and Ethnic Studies in Education from the University of California, Los Angeles. Her research examines the educational pathways of Chicana/Latina first-generation college students, Chicana/Latina mothers, in particular mother-daughter pedagogies, and the development and analysis of Chicana/Latina feminist pedagogies and research methodologies. Dr. Flores has also applied critical race theory in education to examine the impact of “microaggressions” on students and scholars of color in higher education. The topics covered in Third Space Speaker programs this year included: social movements and interlocking systems of oppression, cultural legacies of educational leadership and maternal battle fatigue.



Inclusive Excellence Council (P)

The Inclusive Excellence Council (IEC), was officially established in November of 2022. IEC membership consists of staff, faculty and students with varied identities from a range of areas across the campus. Council members bring insights from both lived experience and formal education/training that can be leveraged to examine complex diversity, equity, inclusion, antiracism and accessibility (DEIAA) issues on campus. The IEC functions as an extension of the Division of Inclusive Excellence and council subcommittees provide a framework for members to assist in coordinating the Division’s DEIA Cultivation Grant program, Inclusive Excellence Awards, Community Learning Days, Microlessons and Skillshops, and help increase community participation and literacy with climate surveys and DEIA accountability metrics.

The Inclusive Excellence Council (IEC) functions as the implementation team for the DEIAA Strategic Priority. IEC members assist the team in the Division of Inclusive Excellence in transforming strategic priority recommendations into feasible and measurable DEIA goals. Additionally, the IEC, in whole or in subcommittee:

- Assists with the review and awarding of DEIA Cultivation Grants,
- Promotes DEIA related internal surveys and helps share out results,
- Organizes Community Learning Day programming for spring and fall,
- Designs and delivers micro-lessons or skillshops to enhance peer DEIA competencies,
- Collaborates on the development of an annual DEIA recognition/awards program,
- Serves as ambassadors for the Division and a sounding board for the Vice President for Inclusive Excellence (VPIE).

The IEC is composed of individuals approved to serve by the Cabinet and selected via an annual application process. The staff in the Division of Inclusive Excellence serve as ex officio members, along with several staff/faculty from other areas on campus. The 2023-24 committee roster is provided below. The ASWC President and DEI Chair also have reserved seats on the IEC. For the 2023-24 academic year, the ASWC DEI position was split between two students with one serving in fall 2023 (Gigi Peterson) and a different student elected to serve in the spring 2024 semester (Sybella Ssewakiryanga).

The work of the IEC to advance the DEIAA strategic priority was guided by the College’s strategic plan which was approved by vote of the Board of Trustees in June, 2023.

We want our college to reflect the diversity of the nation and to be the truly inclusive, anti-racist community that every student, staff and faculty member deserves. Becoming a more diverse community

and advancing inclusive excellence are moral imperatives. They are also necessities for preparing all students for lives of purpose and impact, and crucial to the College's thriving in a changing world. We will advance access to Whitman for all students by growing need-based and merit-based scholarship and financial aid resources. And, we will take actions that increase the diversity of staff, faculty and students along every dimension, and focus on ensuring inclusive and equitable working and learning environments so that Whitman is a place where all members of the community feel deeply welcome and can flourish and grow.

The DEIAA implementation group began their work by reviewing more than one hundred different DEIA projects that had been initiated and were in various states of progress across the campus. The IEC then compiled a list of different recommendations that were generated during initial strategic priority listening sessions and also generated a collection of additional potential projects that would advance DEIAA at the College. The first round of reviews yielded a number of semi-developed suggestions, some of which would not appropriately reside under the purview of the DEIAA group. These suggestions were seen as more aligned with the work of other implementation teams (e.g. Vibrant Campus Community, Academic Excellence and Distinction) and a number of suggestions were transferred to the appropriate working groups for consideration. The DEIAA working group identified several potential initiatives and projects that warranted additional excavation and development into strategic goals.

Some of the recommendations that emerged in the early stages of this process were already in development within the Division of Inclusive Excellence. These recommendations were not regarded as strategic priorities, but rather as work the Division of Inclusive Excellence would prioritize. Those recommendations included the following efforts, all of which have been completed or are near completion:

1. Grow budget for, as well as staff/faculty involvement in, Power and Privilege Symposium planning. [PROGRESSING]
2. Maintain institutional memberships in: LACRELA, NCFDD and AHEAD. [DONE]
3. Expand Community Learning Days to both semesters. [DONE]
4. Provide more education/learning opportunities on DEIA topics (facilitating equity conversations, microaggressions, etc.). [DONE]
5. Enhance and expand existing Identity and Belonging unit programming (expand budget). [DONE]
6. Provide funding for Third Space Center programs and activities. [DONE]
7. Establish and support (with resources) Employee Resource Groups. [DONE]
8. Fund Tri-College gatherings with Walla Walla University and Walla Walla Community College. [DONE]

There were a number of additional recommendations generated through the DEIAA planning process. In mid-February, the implementation group (IEC) held two campus feedback sessions where the emerging DEIAA projects/initiatives were shared and Whitman community members had the opportunity to offer additional recommendations. There was overwhelming support for the identified DEIAA goals and these items are currently moving through a feasibility exploration process. IEC members are consulting with the responsible parties, defining metrics, estimating timelines and associated costs, and working to secure a commitment from relevant stakeholders to pursue specific initiatives.

Council Roster - 2023-24

John Johnson - Administrative sponsor; IEC Chair; Climate and Data

Mónica Hernández Williams - staff; term ends June 2025; Grants and Awards

Lia Beatty - staff; left council Oct 2023; Microlessons and Skillshops

Nadine Stecklein - staff; term ends June 2025; Community Learning Days
Nikki Brueggeman - staff; left council Sept 2023; Microlessons and Skillshops
John Hein - faculty; term ends June 2024; Grants and Awards
Gigi Peterson - student; ASWC DEI Chair (fall semester) ex officio; Climate and Data
Sybella Ssewakiryanga - student; ASWC DEI Chair (spring semester) ex officio; Climate and Data
Jeanine Gordon - WCACCC ex officio; Community Learning Days
Adam Kirtley - RSL IE ex officio; Grants and Awards
Tebraie Banda-Johns - Intercultural IE ex officio; Microlessons and Skillshops
Rachel Freeman-Cohen - LGBTQIA+ IE ex officio; left council Jan 2024; Climate and Data
Cassandre Beccai - Title IX IE ex officio; Climate and Data
Quin Nelson - Third Space IE ex officio; left council Dec 2023; Grants and Awards
Jonathan Barnett - Registrar, interim member filling vacated seat, Climate and Data
NiQo Bullock - Student Activities, interim member filling vacated seat, Microlessons and Skillshops

IEC Grants and Awards Subcommittee

DEIA Cultivation Grants

The Division's DEIA Cultivation Grants are designed to support projects, programs and events that advance diversity, equity, inclusion and/or antiracism (DEIA) at the college. Any member of the Whitman community can apply for a DEIA Cultivation Grant, although community members with access to their own funding are encouraged to utilize those existing funds rather than apply for grant funding. Preference is given to projects that are innovative and enhance (rather than duplicate) existing college practices. We also prioritize proposals that center the needs of historically marginalized communities, improve the campus racial climate and collaborative applications with co-leads from different constituency groups (e.g. staff, faculty and students). Awards are capped at \$3,000 and only a fraction of the award can be used to compensate the applicant for the completion of a proposed project. Projects approved for funding in 2023-24 AY included:

Los Ojos de Whitman

Grant recipients: Mariana Ruiz-Gonzalez, Assistant Professor of Hispanic Studies, Alondra Quintero '25, Maura Kelly '26 and Nicole Martinez Cespedes '26

Grant amount: \$2,000

Grant used to support the printing of physical copies of *Los Ojos de Whitman*, the only Spanish literary and art magazine on campus. The magazine is written and designed by Spanish bilingual students from different backgrounds.

Journey to Justice

Grant recipients: Ava Brenkman '25, Sofia DeFanti '27 and Abigael Carron, Field Manager for Semester in the West

Grant amount: \$3,000

Grant used to fund a year-long initiative focused on community engagement, specifically targeting individuals from diverse backgrounds who have been impacted by the justice system. By fostering open conversations, the project aims to generate awareness, provide education, and catalyze action addressing the systemic issues affecting those within the justice system.

Inclusive Excellence Awards

The Inclusive Excellence awards were established to recognize the numerous folks at Whitman who work to advance diversity, equity, inclusion, antiracism and accessibility. A number of student organizations and individuals are publicly recognized at an annual ceremony for their contributions to inclusive

excellence. Award categories include recognition for inclusive excellence in leadership - awarded to a student organization, individual student and staff member; inclusive excellence in service—awarded to an individual student, staff and faculty member; and inclusive excellence in teaching—awarded to a faculty member. Individual awards also include a cash gift.

The 2023-24 Inclusive Excellence Award recipients included:

Inclusive Excellence in Leadership - Individual

Banyan Moss '24 (student)

Silivan Munguarakarama '24 (student)

Jeanine Gordon, Special Assistant to the President for Native American Outreach (staff)

Inclusive Excellence in Leadership - Organization

Whitman Unidos

FG/WC (First-Generation/Working Class) Club

Inclusive Excellence in Service

Cleopatra Nabyonga '26 (student)

Nadine Stecklein, Assistant Director for Internship Programs (staff)

John Hein, Head Women's Tennis Coach & Lecturer of Sport Studies (faculty)

Inclusive Excellence in Teaching

Meiver De la Cruz, Visiting Assistant Professor of Anthropology and Gender Studies (faculty)

IEC Community Learning Days Subcommittee

Community Learning Days is a collection of DEIA-related workshops/education sessions held prior to the start of the semester and intended to contribute to faculty and staff learning and skill building. Fall 2023 began with a Community Learning Days session featuring Dr. Michele Jacob and Spring 2024 featured sessions on trauma-informed practices offered by the Community Resilience Initiative.



Dr. Michelle M. Jacob is an enrolled member of the Yakama Nation and earned her Ph.D. in sociology from the University of California, Santa Barbara. Dr. Jacob is Professor of Indigenous Studies and Co-Director of the Sapsik'wałá Program in the Department of Education Studies at the University of Oregon where she also serves as Affiliated Faculty in the Department of Indigenous, Race, and Ethnic Studies and in the Environmental Studies Program.

Dr. Jacob has won numerous awards for her scholarship, leadership, mentorship, and teaching, including most recently the United Academics Strong Voice Award and the University of Oregon College of Education's Equity and Inclusion Award.

Michelle has published seven books and has numerous articles published in social science, education, and health science research journals. Her research areas of interest include Indigenous methodologies, spirituality, health, education, Native feminisms, and decolonization.

Community Resilience Initiative (CRI) is a Walla Walla-based nonprofit organization conducting trauma-informed training online and in person, across the continent. CRI is recognized as a leader in trauma-informed training and their Executive Director, Rick Griffin, provided a two-day workshop focused on



how traumatic experiences impact learning and how educators can use neuroscience to increase learning and cultivate resilience.

IEC Microlessons and Skillshops Subcommittee

A common refrain of detractors of DEIA work is that diversity training does not work. It is true that you are generally unable to counteract years of subliminal messaging of social inferiority or superiority in an hour-long workshop. As DEI practitioners and educators embedded in a formal learning environment, we understand that the scholarship on teaching and learning and our own institutional outcomes would indicate that people can and do develop skills and build new competencies through engagement and practice. DEIA Microlessons and Skillshops are an effective way to deliver diversity, equity and inclusion content in a digestible and actionable way for new and continuing learners. Utilizing existing campus expertise, microlessons are delivered by a broad collection of Whitman staff. The spring 2024 collection of microlessons included sessions focused on the following topics:

- Racial Battle Fatigue
- Subtle Acts of Exclusion
- Responding to Disclosures of Discrimination, Harassment or Retaliation
- Principles of Inclusive Excellence
- Intergroup and Difficult Dialogues
- Radical Listening
- Navigating Mixedness

IEC Climate and Data Subcommittee

The Climate and Data Subcommittee consulted with the Office of Institutional Research to discuss appropriate instruments to measure campus climate and student experience. This subcommittee reviewed and discussed select campus data (Senior Survey and entering student data) to better understand the student profile and meet student needs. The subcommittee also discussed the rollout strategy for different surveys that would be deployed during the year and what tactics would be useful to promote engagement. In collaboration with Institutional Research, we organized the first Factbook Town Hall last December.

Faculty Search Participation and Preparation (C)

The VPIE contributed to the faculty search process by facilitating a workshop on inclusive search practices with the Associate Dean for Faculty Development (ADFD). The VPIE and/or the ADFD were available for additional consultation on faculty searches during the 2023-24 academic year and the VPIE met with several finalist candidates for faculty positions as part of their on-campus interview.

Whitman Today (C)

The Division continued our practice of providing increased transparency and updates regarding DEIA activities through a weekly Whitman Today posting on Wednesdays during the semester. In collaboration with Communications, we have been able to share information about Heritage Month celebrations, Antisemitism Awareness, resources for continued DEIA education and important announcements about programs and events that advance inclusive excellence.

DEIA Maturity Matrix (P)

The Division of Inclusive Excellence continues to assist departments in developing unit-specific DEIA education plans to advance inclusive excellence. Similar to an equity scorecard, the DEIA Maturity Matrix is a custom tool based on the National Assessment of Collegiate Campus Climates (the NACCC). The

NACCC utilizes specific pillars of inquiry (e.g. Racial Learning and Literacy, Cross-Racial Engagement, Mattering and Affirmation) to gauge racial climate conditions and we have leveraged those constructs to guide the development of the DEIA Maturity Matrix. To put a DEIA Maturity Matrix plan in place, units scheduled an initial orientation, completed a unit survey/audit, received and reviewed a custom plan for DEIA capacity building (generated by the Division of Inclusive Excellence and based on their survey results). Once adopted, individual units began implementing their plan with periodic check-ins on their progress. Units are expected to redo the survey and revise their plan after each 12-month period. Some of the participating units for the 23-24 academic year included WCTS, Development and Alumni Relations, as well as Admissions and Financial Aid.

Staff Transitions

The Division of Inclusive Excellence saw the departure of two staff members at the midpoint of the year. In December of 2023, Quin Nelson '16, who joined our Division as the DEIA Program Coordinator in the summer of 2022, vacated their elevated role of DEIA Project Specialist, and Rachel Freeman-Cohen's service as the inaugural Director for LGBTQIA+ Student Services, which began in July 2022, came to an end in January of 2024.

ISSS and GAIC Transition

Prior to the start of the 2023-24 AY, we transitioned International Student and Scholar Services (ISSS) from the Division of Inclusive Excellence to Academic Affairs. ISSS merged with Off-Campus Studies and now operates under the leadership of Susan Holmes as the Executive Director of that combined area. This shift was part of an effort to provide additional staffing and resources to support both areas. The fusion of the areas necessitated the relocation of the Director of International Student and Scholar Services, Greg Lecki, from the Glover Alston Center to Memorial Building. This change created an opportunity for the relocation of the Intercultural Center (IC) from Reid Campus Center over to the GAC, now referred to as the Glover Alston Intercultural Center (GAIC). This shift provided the IC with more space for student and community engagement and programming, while also enabling the establishment of dedicated space for the emerging LGBTQIA+ Student Services area (the new Queer Resource Center).

At the end of the 23-24 academic year, Whitman's institutional efforts to advance inclusive excellence were recognized by our accreditor with a formal commendation. In the letter from the Northwest Commission on Colleges and Universities (NWCCU) reaffirming our accreditation, Whitman was commended for "Its broad and deep commitment to equity and inclusion across campus." The Division of Inclusive Excellence (IE) is working diligently to advance diversity, equity, inclusion, antiracism, and accessibility (DEIAA) at the College. Through direct initiatives, collaborations and consultations, we are promoting inclusive excellence practice and principles. A sampling of those efforts are described in this report.

Equity and Compliance

The Office of Equity and Compliance is committed to advancing an inclusive and equitable environment for all members of the Whitman College community. We uphold the principles of fairness and justice by addressing incidents of discrimination, harassment, and retaliation thoroughly and sensitively. Our mission is to advance a campus culture that not only meets legal requirements but also ensures that every individual feels valued and heard.

Ensuring that there is no discrimination or harassment based on protected class status in the college's educational programs and activities is a primary responsibility of the office. This commitment extends to

all individuals, including those in protected classes such as race, color, religion, sex, gender identity or expression, national or ethnic origin—including actual or perceived shared ancestry, ethnic characteristics, or citizenship, or residency in a country with a dominant religion or distinct religious identity (such as individuals who are or are perceived to be Jewish, Muslim, Sikh, Hindu, Christian, Buddhist, Israeli, Arab, Palestinian, or from other regions of the world or other religious groups)—age, disability, veteran status, sexual orientation, gender identity, gender expression, caste, or any other characteristic protected under applicable law or College policy.

We offer those impacted by discrimination, harassment, and retaliation supportive measures and accommodations. In addition to using investigative and adjudicative procedures, the office organizes the resolution of complaints through a variety of informal resolution techniques. Our compliance initiatives are bolstered by providing training sessions, doing proactive outreach, assessment, and collaboration to create supporting practices on campus. A summary of the steps involved in the handling of bias reports is provided in Appendix B.

The Office of Equity and Compliance received a total of 29 reports of actual and suspected bias, discrimination, and harassment between July 1, 2023, and June 30, 2024. In some cases, we received multiple reports regarding the same incident. In a number of cases, we received anonymous reports that expressed concern or harm related to permissible or allowable speech. Of the 29 reports, 26 regarded bias the reporting party perceived to be motivated by race, religion, ethnicity, national origin, sexual orientation, or disability. Seventeen reports noted two or more motivations for bias, and 14 reports indicated that they believed the incident was primarily motivated by another's bias associated with their religion. Race of the reporting party was mentioned in 12 reports, ethnicity in 10, and national origin in 11. Two reports cited disability as the perceived motivation for bias, and one report mentioned sexual orientation.

During the reporting period, several incidents related to race, national origin, and religion were reported. One case involved a community member feeling targeted during a resolution process due to race. Multiple reports were submitted regarding tensions surrounding the Israel/Palestine conflict, including concerns about exclusion for calling out antisemitism and feeling pressured to take a stance. Several reports highlighted messages, chalkings, and flyers that referenced phrases perceived as biased or harmful. There were also multiple reports regarding the removal of a Palestinian flag from an allowable location on campus, which was later confirmed to be unrelated to bias and due to misinterpreted instructions related to unsanctioned postings.

Two incidents related to disability bias were reported. In one case, a student reported not receiving assistance in class due to perceived bias related to their disability. Another case involved a student feeling that their use of African American Vernacular English (AAVE) was not respected, and that their accommodations were not honored. These cases were addressed through appropriate channels.

Several complaints were related to protest activities on campus. Staff members reported disruptions and harassment while attempting to enter the administrative building during a sit-in organized by a student group. Additionally, community members reported that a rally during a trustee meeting caused noise disturbances that interfered with their ability to study. A faculty member also reported experiencing harm from a message they received from students notifying them of their planned absence from class to participate in a protest related to the conflict in the Middle East.

A number of complaints were related to perceived discriminatory or biased messaging. One report involved a message perceived as discriminatory, while another referenced a letter from a faculty member that was seen as biased. Our office was unable to determine if the bias report concerned the letter itself or the incidents described in it. Additionally, a student reported receiving a response on the college listserv with a link to a "Divest Now" petition, which they found inappropriate.

Some reports citing national origin bias involved instances of perceived discriminatory rhetoric and actions. Two reports referenced controversial phrases written in chalk and posters glued on campus property. Supportive measures were offered to all reporting parties, which included options like protective reassignment, residential relocation, and advance notice of potentially difficult events.

Two complaints involved demeaning or harassing behavior. In one case, a student reported feeling demeaned by an employee. Another report involved a student feeling bullied by friends regarding the Israeli/Palestinian conflict.

One report described semi-legible writing on a residence hall wall that appeared to be anti-LGBTQ in nature that also included the defacing of a poster with anti-DEI sentiments. Another report concerned the removal of a Palestinian flag, as mentioned previously.

When the responding party was known, resolution options such as mediated dialogue, consultative resolution, and awareness resolution were offered, with the reporting party having input on the chosen method. A mediated dialogue resolution involves the Office of Equity and Compliance assigning a neutral mediator to assist the parties in navigating a conversation about the bias complaint. The mediator helps manage the dialogue and allows the parties to clarify misunderstandings, and work towards a solution that addresses the impact of the bias. A consultative resolution involves the Office of Equity and Compliance offering tailored advice to the reporting party on potential strategies to address the issue. An awareness resolution occurs when a responding party is informed that they have been named in a report. In this process, the responding party is also reminded of the college's expectations for appropriate conduct. A supportive measures resolution focuses on coordinating specific support for the reporting party to help them continue with their education or employment without interruption.

Among reports where the reporting party was identifiable, most were resolved through a consultative resolution (5), followed by an awareness resolution (4), and supportive measures (3). Two reports were resolved using two or more methods.

The Office of Equity and Compliance received a total of 35 reports of sexual misconduct and/or gender-based discrimination and harassment between July 1, 2023, and June 30, 2024. Of these reports, 12 involved allegations of sexual harassment, 10 indicated rape, 7 reported intimate partner violence, 3 involved allegations of fondling, 3 included suspected stalking behaviors, and 2 indicated perceived sex discrimination. It's important to note that some reports included multiple categories of concern, and while reporters may categorize their experiences under specific definitions, some reported conduct may not align with the definitions outlined in the college's Title IX policy for the 2023-2024 academic year, which follows the requirements set forth in the 2020 Title IX regulations.

Many reports included multiple concerns or overlapping issues, reflecting the complex nature of these incidents. While some reported behaviors may not meet the specific threshold for Title IX violations as defined in the 2020 regulations, the Office of Equity and Compliance maintains an open-door policy to address all concerns brought forward. When complainants seek supportive measures or alternative

resolutions, such as consultative or awareness resolutions, these options are readily available regardless of whether the conduct meets Title IX standards. In cases where complainants request more formal actions, such as investigations, and the reported conduct does not meet Title IX thresholds, these matters may be referred to other appropriate divisions within the institution for resolution, ensuring that all community members receive support and appropriate response to their concerns.

The majority of Title IX reports (28) came from students. Seven of the reports from the 23-24 AY came from employees, third-party, or anonymous complainants. When responding parties could be identified, students represented the largest category with 17 reports naming them as responding parties. Seven reports involved third parties, while employees and unidentified campus community members were named in 5 reports. Two reports were filed against individuals whose identities remained anonymous.

The reported incidents occurred both on and off campus, with the majority taking place within the campus environment. For the purposes of this report, "on-campus" refers to the immediate campus environment, including all residential halls and Greek organization housing, though this geographical designation may differ from Clery Act-specific definitions. Of the 35 total reports, 19 incidents occurred on campus, while 11 took place in off-campus locations beyond the immediate campus environment.

Reports of actual and suspected sex and gender-based discrimination and harassment reached the Office of Equity and Compliance through various channels during the 2023-2024 academic year. The majority of reports came directly from complainants and 2 were submitted anonymously. College employees also played a crucial role in the reporting process, with 14 reports provided to the Title IX Coordinator after being received by a staff member and 1 coming to the office from a member of the faculty. Notably, this reporting period saw an increase in complainants reaching out to the office directly with over 51% of complainants contacting the office, compared to 33% in the last academic year, whether through email communication, in-person visits to the office, or through the online reporting portal at whitman.edu/assist.

Resolution outcomes for the 35 reports often involved multiple approaches tailored to each situation, reflecting the office's commitment to complainant-directed, trauma-informed responses. Supportive measures were implemented in 18 cases, encompassing a range of actions including: letters requesting academic consideration, security escorts, no-contact orders, and other individualized accommodations based on specific needs. Only one case proceeded through the Title IX informal resolution process, utilizing shuttle negotiation to help the parties reach a mutually acceptable agreement. Another case was referred to Human Resources, as the elements involved were deemed more appropriate for resolution through HR processes. In this instance, the parties mutually agreed to proceed with an HR-led informal resolution.

Other resolution methods included consultative resolutions, where the Office of Equity and Compliance offered tailored advice to reporting parties on potential strategies to address their concerns, and awareness resolutions where responding parties were informed of their naming in a report and reminded of college expectations. In 11 cases, no further action from the Office of Equity and Compliance was taken beyond the initial response, typically because complainants were not responsive to outreach efforts or expressed that they did not desire any further involvement from the office. This approach, where complainants lead the decision-making process about how their reports are addressed, aligns with both best practices in the field and trauma-informed principles, ensuring that those who come forward maintain agency over their experiences while receiving appropriate support and resources.

Title IX Support

There are several roles that play a significant part in ensuring compliant and fair Title IX procedures at Whitman College. College-appointed advisors support their assigned parties by attending all relevant meetings with them and providing informed guidance based on their training on Whitman College policy throughout the Title IX resolution process. Our roster of Advisors includes Liv Liponis, Jaimee Maurer, Stace Sievert, David Sprunger, Alison Wallisch, and Atarah Pinder, all of whom have completed comprehensive training coordinated by the Office of Equity and Compliance to serve in this role. The training covered several key areas: an overview of the procedural requirements of the Title IX process relevant to the Advisor role, tasks during the investigation phase, how to prepare advisees for the Title IX process, pre-hearing preparation such as identifying issues and preparing questions, and the responsibilities of the hearing advisor.

Investigators and Decision-makers also play a key role in the Title IX process. They are tasked with collecting facts related to alleged violations, evaluating their relevance and credibility, analyzing evidence, and compiling the information into a comprehensive investigation report. While we continue to develop and grow a collection of trained internal investigators, we utilize third-party investigators. Decision-makers are responsible for evaluating the information gathered from investigations to determine whether the respondent has violated policy. Employees who have served as decision-makers, such as Pavel Blagov, Melissa Clearfield, Marion Gotz, and Noah Leavitt, have undergone specialized training that includes understanding their mission and role, identifying and managing biases, ensuring due process, understanding and interpreting policy, and preparing to make decisions.

There are times when parties choose to resolve a complaint through an alternative method that does not involve an investigation. In these situations, an Alternative Resolution Facilitator is brought in to assist. The college's Interfaith Chaplain, Adam Kirtley, is trained in conflict mediation and serves as an alternative resolution facilitator. Adam has received professional training to effectively address alternative resolution processes under Title IX.

The interdependence and significance of the roles that Title IX, Sexual Violence Prevention (SVP), and Sexual Assault Victim Advocacy (SAVA) play in effectively responding to and preventing sexual violence are best represented by the three legs of a stool. Each element contributes in a different, but related, way to support and enhance a safe campus environment. The existence of these distinct roles allows for both independent and team-based work.

The Sexual Violence Prevention Specialist works in Student Life and leads the coordination of campus-wide education initiatives in a collaborative way. They work closely with students and other divisions on outreach programs and comprehensive programming that focuses on educating the community about sexual violence and prevention strategies. With the cooperation and involvement of several campus authorities, this joint effort guarantees that the educational component of sexual violence prevention is thorough.

In order to make sure survivors receive the right care and assistance, Sexual Assault Victim Advocates (SAVA) frequently work autonomously to connect survivors with necessary resources and accompany them to a hospital for a forensic exam. This independence is important because it enables advocates to focus on providing confidential, personalized care, ensuring that survivors receive the most direct and effective support when they need it.

HEDS Sexual Assault Campus Climate Survey (C)

In collaboration with Institutional Research April 2024, the Office of Equity and Compliance in collaboration with Institutional Research took a April HEDS Sexual Assault Campus Climate Survey. The purpose of the survey was to collect comprehensive data on the prevalence of sexual assault among students. It also solicited feedback on how the college could improve its response to reports of sexual assault, which would help shape future interventions and policies. This initiative is a complement to the goal of the Culture of Respect program by using evidence-based practices to assess campus climate, identify areas for improvement, and implement meaningful change.

Mandatory Reporter Training (C)

In Spring 2024, the Office of Equity and Compliance partnered with Human Resources to facilitate training sessions for Whitman College employees to help them understand their obligations as mandatory reporters. These sessions were well-received, with 70 members of the Whitman College community attending. Feedback indicated that the training was highly engaging and informative, successfully clarifying the responsibilities associated with mandatory reporting.

Culture of Respect (C)

Whitman College's dedication to ending sexual violence on campus is demonstrated through its partnership with NASPA's Culture of Respect initiative. NASPA (National Association of Student Personnel Administrators) is an organization committed to providing professional development, advocacy, and research to aid student affairs practitioners. The Culture of Respect is a signature initiative of NASPA designed to eradicate sexual violence in higher education by utilizing a comprehensive approach that capitalizes on NASPA's extensive network and expertise. During the 23-24 AY, Whitman College joined a group of 15 colleges and universities from across North America to participate in the eighth cohort of NASPA's Culture of Respect program. We believe this two-year institutional initiative will enhance the college's ability to address sexual violence.

The college has established a Campus Leadership Team (CLT) to steward the institution through the Culture of Respect program. The Director of Equity and Compliance/Title IX Coordinator, Cassandre Beccai, along with Kersten Bergstrom, the Sexual Violence Prevention Specialist in the Division of Student Affairs, are serving as Co-Chairs of the CLT. The CLT consists of approximately thirty members dedicated to implementing structural changes that create a safer and more positive learning environment. Participants include college staff, faculty and students as well as individuals representing organizations in the wider Walla Walla community, such as the Walla Walla Police Department and the Walla Walla YWCA. The Whitman-affiliated members of the CLT are listed below:

Lucy Collins	Kim Chandler	Emma Nock	Lucien Rochelois
Jackie Zapanta	Al Reiser	Emily Redman	Rhiannon Anderson
Helen Kim	Lily Seaman	Megan Radley	Michael Simon
Jeanine Gordon	Deanna Ortiz	Maggie Eaheart	Erin Pahlke
Halley Munoz	Patrick Frierson	Meghan Kearney	and more...
Kirsten Nicolaysen	Andrew Johnson	Stace Sievert	

Title IX Outreach Campaign (P)

A campus communications and outreach campaign was launched by the Office of Equity and Compliance during the academic year, with materials provided and outreach efforts focused particularly on new students and Residence Life. The campaign featured information about the Office of Equity and Compliance/Title IX and an overview of Title IX-related concepts such as sexual harassment,

discrimination, and sexual misconduct. As part of the campaign, educational print materials and digital resources were revised and updated. Bilingual editions were also added to ensure accessibility for a broader audience. These materials included up-to-date contact information for the Office of Equity and Compliance, Title IX Coordinator, Deputy Title IX Coordinators, and the CARE Team, along with detailed procedures for accessing support measures and reporting incidents.

Additionally, a new Title IX booklet was designed, printed, and made available on the college website. This booklet educates the Whitman College community about the options available in the event of Title IX misconduct, provides instructions on how to file a report, and lists confidential resources. The booklet also outlines the informal and formal resolution processes, ensuring that community members are informed about their rights and the support mechanisms in place.

Identity and Belonging

The Identity and Belonging (IB) team makes a profound impact on the Whitman campus community. IB programming contributes to the campus climate and promotes an environment of cultural pluralism and affirmation. Staff in this area collaborate across the campus, provide support to a number of student clubs, and manage meaningful spaces on campus. The team routinely participates in outreach and recruitment activities or lend their services and specialized knowledge in support of numerous departments and groups on campus. In addition to their service on the Inclusive Excellence Council, Identity and Belonging staff serve on the Staff Fringe Benefits Committee, Staff Advisory Council, the Care Team, the Powwow Planning Committee, and the Summer Fly-In Committee. IB staff are also trained equity advocates and are frequently sought out to serve on staff search committees.

Meeting with individual students and providing one-on-one support is a significant, and often unseen aspect of the work in Identity and Belonging. Students arranged more than 100 individual meetings with the Interfaith Chaplain, Intercultural Center Director or the Director of LGBTQIA+ Student Services during the 23-24 academic year. The breadth and scope of these meetings ranged from general feelings of exclusion and grief, to questions about politics, the war, interpersonal conflicts, career pathways and more. The front-line staff in Identity and Belonging are often the first point of contact for minoritized students seeking support.

Religious and Spiritual Life (RSL)

Interfaith Council (P)

During the 23-24 AY, the Chaplain continued to organize an Interfaith Council to create a space for intentional dialogue and relationship building across religious differences. The council is composed of one student from as many different faith traditions as possible that are represented in the campus community. The 2023-24 council had eight members reflecting a range of different practices and perspectives.

Pause (P)

The Interfaith Chaplain facilitated a weekly gathering during the fall semester to explore contemplative wisdom and practices that support transformation and inspire loving action. Each week, in addition to a time of quiet reflection, participants considered one or more of the daily meditations prepared by the Center for Action and Contemplation, founded by Fr. Richard Rohr. The program aimed to create a space for the community to Pause and engage in thoughtful, honest, and, if so desired, prayerful reflection.

grieving@whitman (P)

Religious and Spiritual Life continued to provide a weekly “drop in” style space for processing and expressing grief throughout the year. The grieving@whitman program creates space for members of the community to engage in the grieving process. In these difficult times, it is significant that there is a consistently held space that can be a resource for community members whenever grief emerges.

Big Tent Gatherings (P)

The Interfaith Chaplain works to bring students who share a particular faith or spiritual practice together along with those who are curious and interested in learning more. This weekly program features a different religion each week and offers a space for students of shared spiritual identities to find each other and make connections while also raising visibility for underrepresented spiritual groups.

Campus Gatherings for Healing (P)

During a uniquely turbulent academic year, the Interfaith Chaplain hosted a series of gatherings for healing and to provide the campus with additional outlets for grief, support, and peace. The goal was to create non-political spaces that centered loss and grief, not debate and anger. Over the course of the semester the Chaplain hosted a loving-kindness meditation experience in the new All Faiths Room, organized a candlelight vigil on the steps of the Reid Campus Center, and coordinated a “pop up” memorial in front of the administration building.



Buddhist Teacher Visits - Seido and Genjo (C)

Each semester during the year, Religious and Spiritual Life worked with the Walla Walla community sangha to bring a Buddhist teacher to campus. The fall presentation from Seido focussed on living in a house divided, and Genjo’s spring talk was about facing violence, arrogance and selfishness from a Buddhist perspective. These talks are generally well attended with representation from campus and the Walla Walla community.

Rabbi in Residence (C)

With support from the Office of the President, the Interfaith Chaplain also coordinated a campus visit from Gonzaga University’s Jewish Chaplain, Rabbi Elizabeth Goldstein. Dr. Elizabeth W. Goldstein, Ph.D. is an Associate Professor of Religious Studies specializing in Hebrew Bible and Jewish Women’s Studies. She teaches courses on Judaism and Gender, Contemporary Israel, Hebrew language and Biblical Studies and also serves as the Jewish Chaplain on campus serving the needs of Jewish students and faculty. This “Chaplain in Residence” experience was to provide Whitman’s Jewish community with the opportunity to interface with a Rabbi / Jewish Chaplain in the wake of nationwide concerns about antisemitism on college and university campuses. Rabbi Goldstein participated in a number of different events including an “Ask Me Anything” open Q and A, Jewish prayer/worship, small group gatherings with Jewish students, faculty, and staff, meeting with the administration, and one on one office hours.

Holocaust Remembrance Day Programming (C)

For this year’s Holocaust Remembrance Day Programming, a committee was formed to create programming around International Holocaust Remembrance Day that was sensitive to the conflict in Israel and campus climate. Events included a screening of a short film, *Nina and Irena*, along with a

virtual conversation with the filmmaker Daniel Lombroso. The documentary tells the story of Nina, who on the verge of her 90th birthday, reveals to her grandson the painful story of her sister's disappearance during the Holocaust. Lombroso was on this year's Forbes 30 Under 30 list and the documentary short won the award for Best Short Film at the MountainFilm Festival in Telluride.

Affinity Club Support (P)

The Interfaith Chaplain works directly with a number of faith-based student groups on campus. With Kehillat Shalom, RSL has assisted with the coordination of High holy days, Fridays@Five, a Spring Break trip and Passover Seder. The Passover Seder, pictured here, was a well attended event. One student shared, "The Passover Seder was very well done and well attended and it was a really great moment of harmony and fun during a very stressful period."



RSL also provides support to the Muslim student community. The Interfaith Chaplain works with the Muslim Student Association to make sure dietary needs are met during Ramadan. RSL also assisted with securing rental vehicles and transporting students to the Mosque in Tri-Cities so they could participate in religious services and coordinated an Iftar meal with International Student Support Services during spring break. The Chaplain also functioned as a resource to the Muslim Student Association, the Arab Culture Club, and the South Asian Student Association in the planning of the festival of Eid.

In a department survey, one student shared, "Since leaving home I haven't truly experienced a religious communal activity as positive as the Eid Trips and the events in the holy month of Ramadan. The experience here is genuinely endearing, and I appreciate the care provided by the chaplain to make these events memorable. In this weird crossroad of independence and dependence, this makes it a million times easier to still have that essence maintained. I'm very happy with the support that is provided."



The South Asian Student Association interfaces closely with RSL to secure support and assistance with logistics and event planning for the South Asian and Hindu Community. The Holi cultural celebration in the spring semester is one of several examples. One student shared, "SASA has been an important part of my Whitman journey. It helped me gain a community that I cherished, and belonged to. It also helped me gain leadership and event management skills. Our events such as Diwali, Holi or biweekly meet-ups created a sense of grounding for me in a foreign land."



Catholic Community on Campus: Mass at Whitman (C)

RSL works closely with student leadership and the faculty advisor to the Catholic Community on Campus student group. The club organizes programs on the second and fourth Saturdays of each month in the All Faiths Room. The regular programs are designed to strengthen the catholic community at Whitman and include a Priest and a light meal following the completion of Mass.

Intercultural Center

During the 2023-2024 academic year, the Director of the Intercultural Center actively supported students in various ways. The Director engaged with multiple affinity group leaders and individual students, addressing concerns related to feelings of belonging.

Hispanic Heritage Month (C)

In celebration of Hispanic Heritage Month, the IC collaborated with the Whitman Events Board (WEB), LGBTQIA+ Student Services, and the local Walla Walla community on different events to recognize and honor the contributions of Hispanic Americans in history. During the last week of September, the IC and LGBTQIA+ Student Services hosted a Pride Loteria Game Night where student attendees learned about influential Queer Hispanic individuals in history and played Loteria. The IC partnered with local Walla Walla organization Teatro Popular to organize a craft workshop in preparation for the Festival de Cultura Viva community event to commemorate Hispanic and Latinx culture. The workshop involved the design and creation of butterfly art that would appear in the festival parade. The Intercultural Center also collaborated with WEB to host an outdoor movie night and a dance celebration that was held in Reid Ballroom.



Night at the Movies (P)

Fall programming by the Intercultural Center included coordinated field trips to the local cineplex. In

November, the IC organized a screening at a nearby theater of the film, *Next Goal Wins*. The film centers the experiences of the American Samoa national football team and their journey to compete in the World Cup. In December, the Intercultural Center Director arranged for about 20 students to see *Renaissance: A Film by Beyonce*. The movie trips develop peer community connections and enhance their Whitman experience. Both film outings received positive feedback from attendees.

MLK Day Programming (C)

The programming for MLK Day included a Legacy Walk through town that started on Whitman's campus, ending with a keynote and performance at GESA Powerhouse Theater. With the Intercultural Center served as planning lead, Walla Walla University, Religious and Spiritual Life, and the Gesa Powerhouse Theatre collaborated to develop a two-day program to honor the legacy of Dr. Martin Luther King, Jr. The Interfaith Chaplain invited folk music recording artist Chris Pierce to participate and who served as the headliner for the program at Gesa Powerhouse Theatre. After the musical performance, attendees were encouraged to serve the local community by creating food packages at the Blue Mountain Action Council food bank for children headed back to school. Pierce also hosted a songwriter's workshop on campus the following day where he shared about his life and his process for using art as a tool for protest and awareness raising.



Black History Month (C)

The Intercultural Center also organized a series of events as part of the campus recognition of Black History Month. The different programmatic offerings in February included a Family Fued-style game night involving the Black Student Christian Forum group from Walla Walla University and Whitman's Black Student Union, as well as a group discussion led by guest speaker Rachael Go where students shared with each other about the joys and challenges of being multiracial. Rachael is a podcaster who created and launched The Mix'd Movement podcast in May of 2022 focused primarily on the nuances of racial identity.

Free the People Documentary Screening (S)

The Intercultural Center provided funding to assist with the catering provided during this event organized by ASWC and student Bex Heimbrock '25. *Free the People* is a docu-trilogy of Washington DC's 2020 Black Lives Matter movement. The film documents the historical moment and ensures that it is remembered and retold from the perspective of the activists on the frontlines, not just from the corporate news agencies that were far removed from the people.

Connections Conference Delegation Coordination (S)

In collaboration with NiQo Bullock, Associate Director of Student Activities, Jeanine Gordon, Special Assistant to the President for Native American Outreach, Abby Juhasz, Director for Community Engagement, and Noah Leavitt Co-Director of the Career and Community Engagement Center, the Intercultural Center assisted in sending five students to the Connections Conference at Walla Walla Community College at the start of the Fall semester. The conference was a project of the Running Waters Equity Fund, whose goal is to "support culturally relevant programs, services, and activities in the Blue Mountain region that are working to end the systems that cause and perpetuate inequities in our community."

Native American Heritage Month/According to Coyote (C)

In collaboration with Jeanine Gordon, Special Assistant to the President for Native American Outreach, the Intercultural Center organized a captivating performance for Native American Heritage Month. Nez Perce actor Kellen Trenal of the Spokane Theater Ensemble was the featured performer. The production tells the story of Coyote, the legendary hero of American Indian mythology, and provides a glimpse of Native American culture through age-old traditions of music, dance, and theater.

Freedom Songs (P)

Freedom Songs is a program created and organized by students that specifically looks at uplifting various forms of music and art to recognize the differences in our society. Developed and organized initially in 2016 by Joel Ponce '16 and Jess Faunt '17, the program has grown into a signature campus event that includes a concert, the publication of a Freedom Songs zine, and a reflection party, all of which look at issues of race, privilege and different forms of oppression. The theme for Freedom Songs this year was *Voices of Visionaries: The Revolution Begins*.

Asian American Native Hawaiian Pacific Islander Heritage Month/Asian Night Market (C)

To celebrate Asian American Native Hawaiian Pacific Islander (AANHPI) identity and culture in the month of May, the Intercultural Center organized an Asian Night Market on the Reid Side Lawn. With over 140 attendees, the Asian Night Market was one of the most well attended events of the year for the IC. Walla Walla University's Asian Pacific Islander Club joined in on the festivities.

Food Pantry and Clothing Closet (C)

The Intercultural Center Director maintained the GAIC as a space for programming, events, and student support. The GAIC hosted a variety of events for campus and community groups, from student clubs to academic departments and continues to house student equity programs, such as the food pantry, clothing closet, and lending library. The student and staff leaders for the pantry continue to refine the food acquisition process and endeavor to procure items that best meet student needs, while also examining root causes of student food insecurity. The GAIC team distributed Thanksgiving break food packages to over 70 students remaining on campus over the Thanksgiving break and another 115 Spring Break food packages. The clothing closet was also curated to serve as a valuable resource for students seeking gender-affirming attire and the GAIC collaborated with LGBTQIA+ Student Services on a clothing swap program.

LGBTQIA+ Student Services

LGBTQIA+ Student Services began the year operating out of what was previously the Intercultural Center space in the Reid Campus Center. The new Queer Resource Center space provides the unit with an opportunity to establish a queer-centering vibrant and collective space where students can gather and build community.



Queer Community Mixer (C)

The year began with the first LGBTQIA+ community mixer. With a little over 60 attendees, LGBTQIA+ faculty, staff and students had an opportunity to meet new people, hear from community partners and get to know one another. LGBTQIA+ Student Services marked LGBTQ History Month in October with a “Road to Queerness” program where community members had the opportunity to share an artistic performance related to their own journey along the Road to Queerness. In partnership with the Intercultural Center and in recognition of Hispanic Heritage Month, LGBTQIA+ Student Services organized a Pride Loteria Celebration where attendees were invited to play a Queer Lotería card game, enjoy pan dulce, and learn about queer Latinx history.

Affinity Club Collaborations and Support (C)

Among the different student-facing programs offered by LGBTQIA+ Student Services in the fall semester, the most successful program was a Screen Printing Event organized in collaboration with the Fouts Center for Visual Arts and the First-Generation Working-Class student program. More than 142 tote bags were distributed during that event to students who could then decorate them with creative designs showcasing and celebrating their identities. The office has been working with a number of student groups this year in their programming and activities, including the Queer and Trans Students of Color (QTSOC) club, the newly established Cosmic Drag Collective (CDC) and supporting The Rocky Horror Picture Show planning team.

Campus Pride Index (C)

LGBTQIA+ Student Services reached out to numerous offices and units across campus to complete the Campus Pride Index assessment. The Campus Pride Index is the premier national benchmarking tool for measuring LGBTQ-friendly campus policies, programs and practices. According to Campus Pride,

The Campus Pride Index rates colleges and universities based on self-reporting of LGBTQ-friendly policies, programs and practices, such as non-discrimination statements inclusive of sexual orientation and gender identity/expression, gender affirming health care, LGBTQ+ peer mentorship programs, campus safety trainings on sexual orientation and gender identity, LGBTQ-specific major and course offerings, and the presence of LGBTQ & ally student and faculty organizations. The online tool is free to the public and can be accessed at CampusPrideIndex.org. The index is visited by over 120,000 prospective students, families/parents and those interested in higher education, each year, with over 95,000 referrals to campuses. Currently, more than 240 colleges and universities, including two-year and four-year colleges, have public profiles on the Campus Pride Index.

After completing the index, Whitman earned a rating of 3 out of 5 stars. The process of completing the assessment helped to illuminate areas where improvement is possible and would enhance the LGBTQIA+ experience on campus. In the year ahead, we will be working on strategies with different campus partners and collaborators to improve the college’s index rating.

QTSOCC Coordination (P)

For the second year in a row, LGBTQIA+ Student Services sponsored student attendance at the Queer Student of Color Conference (QTSOCC) organized by Portland State University. QTSOCC provides Whitman students with an opportunity to network and build community with other LGBTQIA+ identifying students of color in the Pacific Northwest. In the absence of a LGBTQIA+ Student Services Director, the Vice President for Inclusive Excellence drove five students to Portland for the conference.

Regrettably, due to protest activities on the Portland State campus, the conference was cancelled while the Whitman delegation was en route to Portland. While students were not able to participate in this valuable, identity-affirming off-campus experience, they did have a chance to spend some time in Portland before immediately returning to Walla Walla.

Dragtastica (S)

LGBTQIA+ Student Services financially sponsored this year's Dragtastica program. Dragtastica is an all-age drag show organized by the student affinity group, Cosmic Drag Collective. The program featured guest performers and attracted more than 200 attendees. In the absence of a Director for LGBTQIA+ Student Services in the spring semester, Inclusive Excellence hired two student members of the Collective to plan and execute the program. With support from staff in Student Activities and other areas on campus the event was a huge success.

Queer Film Series (C)

As part of an effort to celebrate Pride in April, LGBTQIA+ Student Services collaborated with Residence Life on a queer-affirming film series. Three films were screened during the month of April including: *Portrait of a Lady on Fire*, *Everything Everywhere All at Once*, and *Kinky Boots*.

Identity and Belonging Collaborations

The Identity and Belonging team started the 2023-24 academic year with an opening week scavenger hunt style activity. With the new spaces and changes to the area, this program provided a mechanism to introduce students to the staff in Identity and Belonging and familiarize them with the different resources available to them across the area (All Faiths Room, Queer Resource Center, Glover Alston Intercultural Center). The Identity and Belonging unit ended the year with three different celebratory or culminating community events (Lavender Graduation, Intercultural Excellence Stole Ceremony, Baccalaureate).

Lavender Graduation (C)

With support from student staff and a collection of dedicated volunteers, LGBTQIA+ Student Services organized our second Lavender Graduation. Lavender Graduation was a special moment to recognize the resilience, diversity and contributions of our LGBTQIA2S+ graduates. This community celebration provided students with a chance to reflect on their accomplishments and offers a venue where the campus was able to show support for the LGBTQIA2S+ community. This year's program featured performances by campus a capella groups, student speakers and a keynote offered by Cedar Green, a community leader with experience supporting LGBTQIA2S+ youth.

Intercultural Excellence Stole Ceremony (P)

The Intercultural Excellence Stole Ceremony is a special pre-Commencement event that provides space for graduating students to celebrate their commitment, achievement and culture. It is a ceremony where students acknowledge their cultural wealth and come together with their fellow graduates, families and friends to reflect on their Whitman experience, the beauty of the journey and the obstacles overcome along the way. Seniors who took part in this year's ceremony receive a graduation stole symbolizing their cultural heritage.

Baccalaureate (C)

Folded into the official collection of Commencement offerings, Religious and Spiritual Life and the Interfaith Chaplain organize the annual Baccalaureate Ceremony. The program is an opportunity for graduates and their families to center the graduation event within their spiritual tradition or for those

who do not practice it is a space where the magnitude and significance of their Whitman journey is surfaced. The program is designed to be interfaith and broadly inclusive, incorporating prayers and readings from people representing a wide range of spiritual identities, as well as musical performances and a keynote address. The keynote speaker for Baccalaureate this year was the Venerable Thubten Chodron, an innovative American Buddhist teacher and founder of Sravasti Abbey.

Power and Privilege 2024 (C)

The Intercultural Center Director and DEIA Project Specialist provided advising and logistical support to the student organizers of the Power and Privilege Symposium throughout the year. The theme of the 2024 Power and Privilege Symposium was Unmasked. The theme was understood as a call to action, an invitation to the entirety of the Whitman College community to immerse deep into the distinctions of our individual and collective experiences, and a commitment to fostering meaningful inclusivity and understanding.

The keynote speaker for P&P was activist, community organizer, and author Linda Sarsour. Linda Sarsour is one of the country's leading voices in the fight for racial, economic, gender, and social justice. The Brooklyn-born Palestinian Muslim American and mother of three is globally-recognized for her award-winning intersectional work on key civil rights topics, including the impact of domestic policies that target Arab and Muslim American communities, mass incarceration and criminal justice, Middle East affairs, immigration policy, and voter registration. Over 900 Whitman community members participated in the symposium by attending sessions, the keynote address and the closing concert performance. One student participant shared, "Sarsour was a dynamic speaker who seemed to effectively balancing pointing out all the things wrong with the world and offering concrete strategies for action. She also did a great job interweaving personal experience and data."

Notable IE Achievements

NCORE 2024 Presentations

The Director of Equity and Compliance/Title IX Coordinator, Cassandre Beccai, was selected to present at the National Conference on Race and Ethnicity in Higher Education. Beccai's presentation was entitled, *Challenging the Politics of Credibility: Intersectionality and Title IX Compliance*. The focus of the presentation was on the way that individuals with intersectional identities who experience sexual harassment may encounter a credibility gap. The presentation sought to delve into deep-seated biases that impact willingness to report and explored strategies that invite survivors into a system where school officials are not led by biases to disbelieve the victimized.

The Intercultural Center Director, Tebria Banda-Johns, also had a poster presentation submitted to NCORE accepted. Banda-Johns and Kiefer Storrer, from Debate and Forensics presented a poster about a collaborative program organized by the Office of Religious and Spiritual Life, Debate and Forensics, and the Glover Alston Intercultural Center. The program, *From Discord to Unity: Fostering Inclusive Conversations on Campus*, was offered in the fall semester and walked students through the difference between debates, discussions, and dialogue - encouraging students to learn how to engage with their peers respectfully and how to listen empathically.

A Peek at 2024-25

The Division is continuing to make significant strides heading into the 2024-25 academic year. We helped coordinate a Dialogue and Dignity workshop on Antisemitism and Islamophobia, brought an outstanding Third Space Speaker to campus, saw the arrival of Whitman's first Posse Chicago cohort, organized the opening of the Third Space Center, the onboarding of a new Director for LGBTQIA+ Student Services, as

well as a new Senior Director for Identity and Belonging. Our Equity and Compliance unit is working to implement the new Title IX Regulations and we have provided the campus community with valuable (and required) trainings on Title IX, including sessions facilitated by the current President of the Association of Title IX Administrators (ATIXA), Sandra Schuster, JD.

The Inclusive Excellence Council is continuing its work to develop DEIAA strategic priority goals, plan Community Learning Days for spring 2025, recognize and support staff/faculty and student efforts to advance DEIAA through our grants and awards process, facilitate DEIA education, and contribute to efforts to measure and share data related to the campus climate.

The Division of Inclusive Excellence also recently launched the First Gen Too! Campaign, organized a Queer Community Mixer, facilitated student attendance at the oSTEM conference in Portland, OR and collaborated with campus partners on programs for Hispanic Heritage Month and Indigenous Peoples' Day. Whitman has also joined the Council of Independent Colleges' Belong community, a national network of CIC member colleges and universities dedicated to making their campuses more welcoming and inclusive.

The college welcomed the second most diverse class (in terms of racial/ethnic composition) in its history this fall, second only to last year's class. In addition, faculty recruitment efforts yielded what is likely the most diverse cohort of faculty ever seen at the college, with more than 20 new tenure-track or visiting faculty of color joining our ranks and more than tripling the number of Black/African American faculty that were at the college in 2021. These combined efforts resulted in Whitman receiving the HEED Award for Excellence in Higher Education Diversity.

Staff Recruitments

The DEIA Project Specialist position was reimagined and Dr. Jace Kaholokula Saplan (they/them) joined the Whitman College community on October 9th as the Senior Director of Identity and Belonging. In that role, they oversee the Identity and Belonging units (Glover Alston Intercultural Center, LGBTQIA+ Student Services, Religious and Spiritual Life) and directly manage the Third Space Center. Dr. Saplan holds a Doctorate in Musical Arts (D.M.A.) from the University of Miami and obtained their undergraduate degree in Music from the University of Hawai'i. Dr. Saplan has previously worked at the Kamehameha Schools in Hilo, Hawai'i as a consultant and teacher coach. Saplan also has higher education faculty experience and recently served as the chair of one of the Diversity, Equity, and Inclusion committees at Arizona State University where they led initiatives to diversify programming and curricula to be more reflective of student populations. Jace has also previously functioned as the Chair of Diversity, Equity, and Inclusion for the National Association for Music Educators and as their Director of Affinity Groups. Dr. Saplan's research focuses on the performance practice of Queen Lili'uokalani's choral compositions; multicultural perspectives in the choral rehearsal; intersections of choral pedagogy, gender and sexuality in communities of color; and Native Hawaiian agency in music.

Shelby Hearn began their position as the new Director for LGBTQIA+ Student Services in July. Shelby (they/them) comes to us from the University of Utah where they served as the Assistant Director of the LGBT Resource Center and most recently as Associate Director of Student Support. Shelby brings several years of full-time professional experience in higher education and an extensive record of institutional service. Shelby was a 2022 recipient of the University of Utah's Beacons of Excellence Award for reinventing excellence with creative and innovative solutions. Shelby holds a masters degree in Higher

Education from Loyola University Chicago and has an undergraduate degree in English Literature with a minor in Gender and Sexuality Studies from the University of West Georgia.

Appendix A

Division of Inclusive Excellence Overview

The Division of Inclusive Excellence helps to coordinate, cultivate, and contribute to institutional efforts to advance ***inclusive excellence*** at Whitman College. Guided by the mission of the college and the core values articulated in the Whitman Diversity Statement, the work of the Division is intended to enhance our institutional capacity to create and sustain an inclusive and welcoming environment for all.

Inclusive excellence is a framework advanced by the American Association of Colleges and Universities. The framework asserts, in essence, that for an institution to be excellent it must be more than just diverse in composition, but also committed to integrating diversity, equity and inclusion into their operations and decision making. As institutions of higher education evolve to meet the needs of a changing demographic of students, the ability to attract and retain students, faculty and staff that hold a range of identities is critical to institutional viability, success, and excellence. A number of colleges and universities have embraced inclusive excellence as their aspirational goal and our inclusive excellence work at Whitman is guided by the following principles:

- Diversity without dominance
- Equity without benevolence
- Inclusion without othering
- Belonging without assimilation
- Cultural Humility
- Cultural Pluralism
- Cultural Wealth

Diversity without dominance

At Whitman, we want an environment where there is diversity across a range of social, cultural, and political identities, without the dominance of a particular cultural frame and where someone who is in the numerical minority in this context would not and should not feel like their perspectives, needs or concerns are less important or valid.

Equity without benevolence

We want an environment where there is equity without benevolence – one that acknowledges that the playing field is not even and efforts to address the imbalance are not charity or generosity, but an appropriate and reasonable response to existing and ongoing systemic oppressions.

Inclusion without othering

We want an environment where there is inclusion without othering – one where no one is degraded, diminished, ridiculed or marginalized based on difference and where interpersonal harm is infrequent and addressed when it occurs.

Belonging without assimilation

We want an environment where everyone feels like they belong and can show up as their authentic self – one where everyone feels welcomed and no one is expected to assimilate, codeswitch or present themselves differently for acceptance or recognition of their value.

Cultural Humility – a practice of lifelong learning, cultivation of empathy and attentiveness to positionality (i.e. the power and privileges associated with particular social group identities).

Cultural Wealth – a focus on the depth and richness of the cultural capital present in marginalized communities that is far too often unknown, degraded or diminished in majority spaces.

Cultural Pluralism – an ethic of reciprocal respect among and across cultural groups with significantly different practices, patterns of belief, languages, ideologies, phenotypes and knowledge ways, who also have distinct orientations to and histories with the land, all operating in the same locality or context.

The Vice President for Inclusive Excellence (VPIE) serves as the senior inclusion administrator at the College. The VPIE provides vision and leadership in this domain, but the entire community is responsible for championing issues of inclusion and ensuring a sense of belonging for all faculty, staff, and students.

The Division of Inclusive Excellence works across the College and with relevant stakeholders to cultivate a campus community where inclusive excellence drives decision-making at all levels; where decisions are guided by our commitment to equity and racial justice; where we proactively work to recruit, retain, and support faculty, staff and students that do not merely reflect diverse social group identities, but that also contribute to our core values of diversity, equity and inclusion and our institutional principles of inclusive excellence. The pursuit of inclusive excellence remains a shared responsibility of all members of the Whitman community.

Our Approach: The work of the Division of Inclusive Excellence is trifurcated operationally and exercises horizontal influence across the institution. Our three operational areas include Identity and Belonging, Equity and Compliance, and Inclusive Excellence.

Identity and Belonging

The Identity and Belonging area includes primarily student-facing units that contribute programmatically to the campus climate, facilitate the exploration and development of student identities, and provide advocacy, support and resources for marginalized and/or minoritized communities. During the 2023-24 academic year, this area included the Glover Alston Intercultural Center, Religious and Spiritual Life, and LGBTQIA+ Student Services. These areas work collaboratively to aid the entire Whitman student body in better understanding themselves and their relationships to systems of oppression, as well as the development and delivery of structured opportunities for community healing, connection, and liberation.

Glover Alston Intercultural Center - The Intercultural Center (IC) seeks to foster intercultural awareness, inclusiveness and respect for all in the Whitman community. The IC provides educational and experiential opportunities related to social justice and works directly with a number of student organizations to provide affirming programming to enhance the campus climate for all. The IC coordinates a number of equity programs (food pantry, clothing closet, textbook lending library) and works to support students in navigating potential structural barriers to success through individualized guidance and resources. IC programming is created with and for students, with the goal of cultivating a welcoming environment at Whitman where all students feel affirmed and valued.

LGBTQIA+ Student Services - LGBTQIA+ Student Services at Whitman affirms the unique and intersectional identities of Lesbian, Gay, Bisexual, Transgender, Queer and Questioning, Intersex and Asexual (LGBTQIA) students, as well as those who identify with different and/or additional minoritized communities related to sex, sexualities, gender identities, or gender expressions. LGBTQIA+ Student Services provides programs and supports that contribute to the wellbeing and success of LGBTQIA+ students and aids the entire Whitman community in better understanding the lived experience of LGBTQIA+ individuals.

Religious and Spiritual Life - The Office of Religious and Spiritual Life (RSL) supports students who wish to deepen or explore spirituality. RSL functions as a resource for established and emergent religious groups on campus and works to address the needs and enhance understanding and awareness of numerous religious traditions. RSL provides programming which explores the important relationship between faith and learning - the connection between mind and spirit. The Office of Religious and Spiritual Life is committed to supporting people of all faith traditions and welcomes those who are exploring spirituality, as well as those who do not identify with any formal or specific religion.

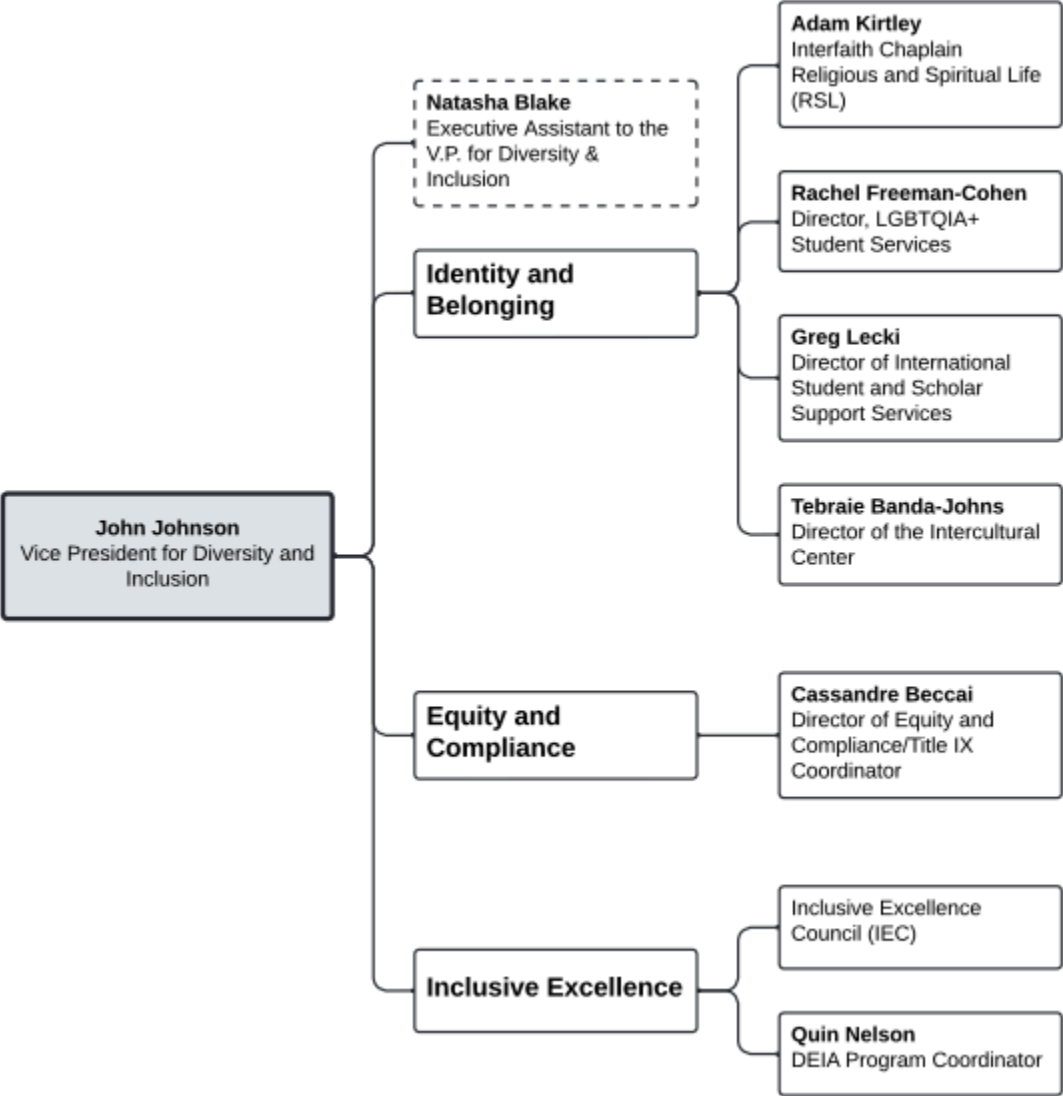
Equity and Compliance

The Equity and Compliance area is focused on coordinating institutional compliance with federal and state discrimination, harassment, and retaliation laws and related College policies, with an emphasis on those related to sexual and gender-based misconduct and other forms of identity-based harassment and discrimination. This area is also involved in the response and resolution of bias incidents that may or may not have an identifiable respondent or constitute a violation of the law or College policy, but nonetheless impact our community.

Inclusive Excellence

The Inclusive Excellence area is focused on the horizontal work of advancing diversity, equity, inclusion, and antiracism (DEIA) across the college. This area involves the Division's various retention efforts along with the capacity building work with student leaders, staff, faculty partners and collaborators to revise policies, shift practices, and modify systems in an effort to infuse inclusive excellence principles through all aspects of institutional operations.

Organization (2023-24)



Appendix B

Overview of Bias Report Management Procedures

The Office of Equity and Compliance (OEC) is a primary office for processing reports related to protected class status involving any college community member (students, faculty, or staff). Although reports may be received through various channels, the OEC resolves these cases either directly or in collaboration with partner offices.

Process Overview

Step 1: Initial Report Receipt and Outreach

- The OEC receives and reviews all bias-related reports
- A staff member, typically the Director of Equity and Compliance, initiates contact with the complainant within 2 business days
- Initial outreach includes information about supportive resources
- The OEC maintains a record of all reports, regardless of entry point

Step 2: Intake Assessment and Jurisdiction Review

- OEC conducts an intake meeting to:
 - Gather preliminary information
 - Determine applicable policies and procedures
 - Assess jurisdiction and scope
 - Review available supportive measures
 - Discuss resolution options
- Complainant controls the amount of information shared
- OEC determines appropriate routing while maintaining oversight:
 - For matters involving staff: Collaboration with HR
 - For faculty-related issues: Partnership with Academic Affairs
 - For student concerns: Coordination with Student Life

Step 3: Resolution Pathway Determination

- OEC, in consultation with the complainant, determines appropriate resolution path:
 - Informal Resolution Options:
 - Mediated dialogue
 - Shuttle diplomacy
 - Consultative resolution

- Awareness resolution
 - Formal Investigation
 - Both parties must agree to informal resolution
 - If threshold for discrimination/harassment is not met:
 - OEC conducts preliminary inquiry and creates a report
 - Makes referrals to appropriate campus partners
 - Maintains oversight and tracking of outcome

Step 4: Investigation Process

- Timeline: 60 business days from report to sanctions
- OEC oversees investigation process
- Collaborates with partner offices as needed
- Maintains documentation and case management

Step 5: Hearing Procedures

- Hearing panel determines:
 - Policy violations
 - Sanctions (except for faculty cases)
- Faculty cases:
 - Separate body determines sanctions
 - Option to waive this process

Step 6: Appeals

- All parties may appeal the determination
- Notice of Outcome includes:
 - Appeal criteria
 - Process steps
 - Submission deadlines

Notes:

1. Centralized Oversight: OEC maintains involvement in all identity-based reports of discrimination, harassment, or retaliation either directly or in an advisory capacity
2. Collaborative Resolution: While partner offices may be involved in resolution, OEC remains engaged throughout the process

3. Consistent Documentation: All bias-related reports are tracked through OEC, regardless of initial reporting channel
4. Partner Office Roles:
 - Human Resources: Collaborates on staff-related cases
 - Academic Affairs: Partners on faculty-related matters
 - Student Life: Coordinates on student-involved cases
 - All partners: Regular case status updates to OEC for tracking and compliance purposes