

Division of Diversity and Inclusion
Annual Report
2021-22

The Division of Diversity and Inclusion helps to coordinate, cultivate, and contribute to institutional efforts to advance inclusive excellence at Whitman College. Guided by principles of cultural pluralism, cultural humility, and cultural wealth, the work of the Division is to enhance our collective awareness and capacity around issues of diversity, equity, inclusion, and antiracism. Inclusive excellence is a shared responsibility of all members of the Whitman community.

The Vice President for Diversity and Inclusion (VPDI) serves as the senior inclusion administrator at the College. The VPDI 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 Diversity and Inclusion 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 share and can contribute to our institutional principles of inclusive excellence.

Our Principles of Inclusive Excellence provide a foundation for the community we are actively fostering. We recognize that our path towards inclusive excellence requires:

- Diversity without dominance
- Equity without benevolence
- Inclusion without othering
- Belonging without assimilation

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. 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. 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. 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.

Our Approach: The work of the Division of Diversity and Inclusion 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. This area includes the Intercultural Center, International Student and Scholar Services, Religious and Spiritual Life, and the soon to be added area of 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.

Intercultural Center - The Intercultural Center (IC) provides educational and experiential opportunities related to diversity, equity, inclusion, and antiracism. The IC works to proactively support students from marginalized backgrounds by providing identity-based education, coordinating community events, and curating culturally relevant 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.

International Student & Scholar Services - International Student and Scholar Services (ISSS) provides support to international students, scholars and staff. ISSS assists the Whitman international community with acclimation to life in the U.S. and adjusting to the structure and climate of the college. ISSS is responsible for international student orientation, immigration services, and provides guidance to international students with the process for securing health insurance, income tax filing, obtaining work authorizations, and completing other required documentation leading up to and throughout their Whitman experience. ISSS collaborates with numerous campus departments to ensure appropriate and equitable services are available to the Whitman international student community.

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.

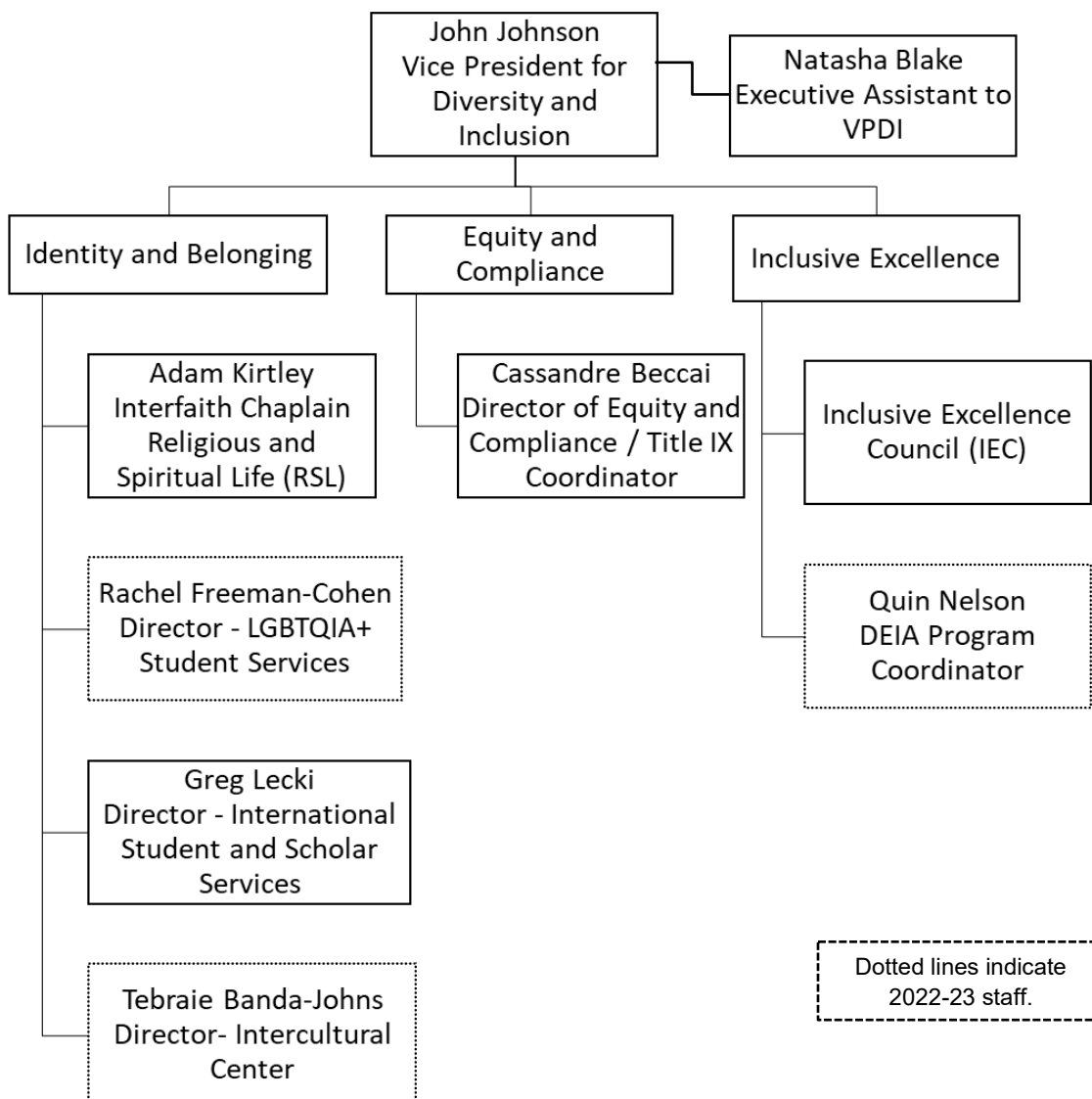
Equity and Compliance

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 intra-Divisional horizontal influence work of diversity, equity, inclusion, and antiracism (DEIA) capacity building and change. This area involves the Division's work with student, staff, and faculty partners and collaborators across the College to revise policies, shift practices, and modify systems in an effort to infuse inclusive excellence principles through all aspects of institutional operations.

Organization (2021-22)



Year in Review - 2021-22

A broad overview of the work of the Division from the 2021-22 year is provided here along with a summary of each functional area's activities. The Division strives to be collaborative and where appropriate, we have indicated the role of the Division in advancing a particular initiative. A notation of (P) indicates that the Division of Diversity and Inclusion was the primary or principal organizer for a diversity, equity, inclusion, and antiracism (DEIA) effort or program. A (C) notation indicates initiatives where the Division was a collaborator with another area and the (S/F) notation is used when the Division served largely as a financial sponsor or facilitator.

Transitions and Recruitments

The Division of Diversity and Inclusion experienced a number of transitions during the 2021-22 academic year, including the introduction of a new Vice President for Diversity and Inclusion, Dr. John Johnson, in July of 2021. Johnson comes to Whitman from California State University, Sacramento, where he served as the Director of Inclusive Excellence Learning and functioned as a thought partner to the university's Vice President for Inclusive Excellence. Johnson's academic training is primarily in the field of psychology and he holds a B.A. in Psychology from Pennsylvania State University, a M.A. in Educational Psychology from Ball State University, and earned a Ph.D. in Social Psychology from the University of California, Santa Cruz in 2011.

Other transitions in the Division this year included the departure of the Executive Assistant to the Vice President for Diversity and Inclusion, Monica Chapman, in September. Monica held the Executive Assistant role for eighteen months under the former VPDI and now serves as the Housing Coordinator for Residence Life in Student Affairs. After leading the Intercultural Center for just over two years, IC Director Laura Sanchez left Whitman at the end of the fall semester to serve as the Career Center Manager at Washington State University's Tri-Cities campus.

The Division hired Cassandre Beccai to serve in the new role of Director of Equity and Compliance/Title IX Coordinator. Beccai comes to Whitman from Walla Walla University where they served as Equity, Diversity and Inclusion Specialist and Title IX Coordinator. Natasha Blake-Rudnick was hired to serve as the Executive Assistant to the VPDI. This is Natasha's second stint at Whitman after a five-year absence. Natasha and Cassandre started their roles in January and February of this year respectively.

A national search for the new Intercultural Director was conducted during the spring term along with searches for two additional positions in the Division approved by the Board of Trustees. Utilizing social media resources and outreach opportunities such as the national Placement Exchange (TPE), all three searches were successfully completed in the spring and the new IC Director, along with the inaugural Director for LGBTQIA+ Student Services and DEIA Program Coordinator will join the college in July. Additional information about the new hires in the Division is available in Appendix A.

Despite the transitions and departures, the Division was active and productive throughout the year working to advance diversity, equity, inclusion, and antiracism at Whitman. The Division's

efforts this year could be classified into five major areas: DEIA Training and Education, DEIA Advocacy and Cultivation, DEIA Recruitment and Retention, DEIA Research and Assessment, and DEIA Transparency and Accountability.

DEIA Training and Education

New Employee Training and Orientation (C)

The Division of Diversity and Inclusion, in collaboration with Human Resources, has made an asynchronous online course in Diversity, Inclusion, and Belonging required for all new employees. The two-hour course is provided through the same employee education platform that provides our mandated employee sexual harassment training. The course was initially made available to staff supervisors at the College for review and many chose to assign the course to their direct reports. Several members of the Board of Trustees completed the course during the spring semester. The Cabinet also completed the online course and approved the move to require the training for all new employees.

Just over 200 members of the Whitman community have completed the course since it was made available in the fall of 2021. Pre and post-test data indicates that 76% of those who completed the course believe that it increased their ability to communicate effectively across differences. More than 80% of those who completed the course indicated that the course improved their understanding of their role in creating a work environment of belonging. In addition, more than 75% of those who completed the course agreed with the statement that “the course made me more likely to express support for diversity, equity and inclusion at work.” Course data also indicates that more than 80% agreed that the course made them better equipped to engage in inclusive leadership behavior and increased their understanding of the ways bias can impact workplace decisions and interactions.

The Diversity, Inclusion and Belonging course serves as part of a strategy to ensure that DEIA education is provided at every access point to the Whitman community. While required for all new staff, at present, the course is not required for all Whitman employees. The positive outcome data suggests that broader implementation may be indicated.

In addition to the asynchronous course, new employees are also required to participate in a New Employee Orientation series. The series consists primarily of presentations by different Cabinet officers to help employees understand the different functional areas of the college. The VPDI’s presentation in the series provides a grounding in our Principles of Inclusive Excellence and offers a brief overview of the work of the Division.

eConvenings (webinars) through LACRELA (P)

Whitman College is part of the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA). This alliance includes more than 70 liberal arts institutions and actively works to assist higher education professionals in developing inclusive practices, policies and initiatives to advance racial equity. Through the LACRELA network, Whitman has participated in the National Assessment of Collegiate Campus Climates (NACCC). 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 addition to NACCC administration, participation in LACRELA also provides Whitman with access to a series of webinars or eConvenings. These webinars are delivered by education scholars affiliated with USC's Race and Equity Center and provide content related to inclusive practices in higher education. While the number of participants each institution can register for the live eConvening is limited to seven people per institution, the entire Whitman community has access to session recordings. The following topics were covered in 2021-22 LACRELA eConvenings:

- Teaching the Truth About Slavery and America's Racial History
- Strategically Hiring Faculty of Color
- Supporting and Retaining Faculty of Color
- Recruiting and Strategically Diversifying Staff at All Levels
- Creating Equitable Pathways to Leadership Roles for Employees of Color
- Meaningfully Integrating Racial Topics Across the Curriculum
- Board Strategies to Achieve Racial Equity
- Centering Racial Equity in Your Student Success Agenda
- Chief Diversity Officer's Role in Advancing Racial Equity
- Classroom Incivility and Productive Conversations About Race
- Reducing Implicit Bias in The Search and Hiring Process

WIDE/CLD (S/F)

The Whitman Inclusion Diversity and Equity Committee (WIDE) was convened this year and chaired by the VPDI. WIDE is composed of a collection of faculty, staff and students whose articulated mission is "to work in collaboration to proactively advise the President of the college around issues of Diversity and Inclusion." WIDE committee members make a multi-year commitment and are expected to meet bi-weekly during the academic year, either as an entire group or in subcommittees, to execute the work of WIDE.

WIDE subcommittees this past year worked to organize the second annual Community Learning Days (CLD). CLD is a collection of DEIA-related workshops/education sessions held prior to the start of spring semester. This year's CLD sessions were facilitated by representatives from *Inclusion Design Group*, a team of DEIA educators and professional consultants with several decades of experience developing and delivering content that can support organizations in achieving their DEIA goals. Founded by Dereca Blackmon, who coined the phrase, "bias is the water, not the shark," Inclusion Design Group sessions for CLD were crafted to help Whitman staff and faculty understand and develop an inclusive mindset.

WIDE subcommittees also assisted in the development of the Division of Diversity and Inclusion's DEIA Cultivation Grant initiative. Additional information about this mini-grant project is provided in a later section.

With the impending Presidential transition and growth of the Division of Diversity and Inclusion over the last few years, some changes to WIDE were necessary. To that end, all WIDE committee members received a one-year appointment at the start of the academic year with the understanding that WIDE would be dissolved at the end of the year. A new Inclusive Excellence Council (IEC) is in development that will be similar to WIDE, but will function as more of a DEIA collaborative formally attached to and extending the work coming out of the Division of Diversity and Inclusion, rather than an advisory committee to the President. The annual Community Learning Days will continue to be sponsored by the Division of Diversity and Inclusion and will be coordinated by a collection of former WIDE members, selected IEC members, and other interested volunteers.

Inclusive Supervision (C)

In collaboration with Human Resources and Student Affairs, the Division of Diversity and Inclusion invited Jason Timpson to campus to provide two separate presentations last month. Jason Timpson is an experienced higher education professional with academic training in History, African Studies, and Recreation Administration. Jason currently serves as the Director of Multicultural Student Affairs at Ohio Wesleyan University. In that role, Jason oversees three identity centers (Women's Resource Center, Spectrum, and Global Majority Initiatives), and contributes to the university's DEI strategic plan. The co-founder of the online community *Social Change Matters*, Jason has presented at national conferences on the subject of supervision across difference.

Jason facilitated two separate sessions during his visit. The first session, targeting student leaders, was focused on growth within student organizations and community healing. The second session was part of an effort to prepare staff supervisors for the upcoming performance review process and focused on inclusive and antiracist supervision.



DEIA Dialogues (P)

The connotation associated with the word "training" is largely negative and research on the effectiveness of diversity "training" is mixed. Rather than DEIA trainings, the VPDI facilitated a number of dialogue sessions on diversity, equity, inclusion and antiracism with several Whitman

departments and functional areas during the year. Intergroup Dialogue, while valuable, often places an inequitable burden on participants from minoritized communities to educate those who benefit from oppressive systems. DEIA Dialogues focus on self-awareness, power, and principles of inclusive excellence. DEIA Dialogue sessions were conducted with a number of groups including the ASWC Board, Athletics Coaching staff, Registrar's Office, Development and Advancement staff, the Cabinet, and more.

In post-session surveys, DEIA Dialogue participants reported a generally high level of satisfaction with the format and content. When asked about what they learned from or the impact of the session, one respondent shared, "That words matter. I think education is key in learning about how we communicate with each other and I do believe in inclusion and diversity." Another dialogue participant referenced the importance of "Taking time to pause and consider the space and how my presence can impact others."

A dialogue participant from a student session noted that the experience reminded them not to "assume anything about anyone." Another student participant shared that the dialogue session helped them understand that, "In order to create space for discussions about race, I need to be able to reflect on my own identity and the privileges I hold. In other words, self-awareness is critical!"

NCORE (P)

The National Conference on Race and Ethnicity in American Higher Education (NCORE) is the annual convening for higher education professionals engaged in work related to access, equity, inclusion and justice. For more than 30 years, upwards of 5,000 faculty, staff, administrators and students have gathered at NCORE to share, grow and learn together at an immersive five-day conference. As a DEIA learning and capacity building opportunity NCORE is unmatched. This year NCORE was held in Portland, Oregon and given the proximity to Walla Walla and the value of the learning experience, the Division of Diversity and Inclusion coordinated and sponsored a delegation of Whitman faculty, staff, administrators and students to attend the conference.

The Whitman delegation included individuals who would personally and professionally benefit from the experience and are well positioned to champion inclusive excellence in their varied campus sectors. The NCORE delegation included at least one representative from each Administration area, along with two students and two Cabinet members.

Whitman NCORE 2022 Delegation

Academic Affairs

Division Chairs for Division I, II, III (Sharon Alker, Albert Schueller, John Cotts)

Incoming Associate Dean for Faculty Development (Mary Raschko)

Incoming Associate Dean for Academic Affairs (Helen Kim)

Assistant Professor of Psychology (Chanel Meyers)

Student Affairs

Care Coordinator (Charlotte Scott)
Senior Associate Dean of Students (Juli Dunn)
Assistant Director of Residence Life (Andrew Johnson)

Chief Financial Officer

Director of Human Resources (Telara McCullough)
Director of Facilities (Tony Ichsan)

Diversity and Inclusion

Incoming Director of LGBTQIA+ Student Services (Rachel Freeman-Cohen)
Interfaith Chaplain (Adam Kirtley)
Director of International Student and Scholar Services (Greg Lecki)
Director of Equity and Compliance/Title IX Coordinator (Cassandre Beccai)

Development and Alumni Relations

Director of Annual Giving (Cynthia Cohn)

Admissions

Senior Associate Director of Admissions (Veronica Ortiz)

Communications

Social Media Specialist (Kathia Jimenez)
Marketing Writer (Monica Hernandez)

ASWC/Students

Incoming ASWC Student Outreach Chair (Charles Awanour)
Outgoing P&P Executive Director (Tejashree Jadhav)

Cabinet

Vice President for Student Affairs (Kazi Joshua)
Vice President for Diversity and Inclusion (John Johnson)

In total, Whitman sent 23 people to the NCORE conference. The size of the delegation was largely based on the conference location and part of a recognized need for DEIA capacity building across the institution. A delegation of 23 was ambitious, but made possible through the financial support of the President and donations to the Whitman Fund designated for Diversity, Equity and Inclusion. The availability of those additional funds allowed for a larger delegation and helped to jumpstart inclusive excellence efforts in key areas.

In previous years, a handful of Whitman staff have attended NCORE, but this year's delegation was unprecedented in terms of scale and scope. In a post-conference survey, Whitman delegates rated their NCORE experience as outstanding. One delegate shared, "NCORE was the best conference I have attended. The breadth of meaningful and impactful sessions was

vast, and I left feeling a greater sense of connection and empowerment in this work. I hope to attend again in the future.” Another Whitman delegate described their NCORE experience in this way:

“NCORE is a space to build community while discussing experiences we all navigate no matter our background. The variety of session topics ensured there was something for everyone and at times it was difficult to choose which session to go to because there were several sessions within a certain time frame that felt essential to attend. The speakers were excellent, from graduate students to experienced Ph.D. professionals. Other attendees were welcoming, open to difficult discussions, sharing experiences and did not pass judgment over others. Although I didn't know many of those in my sessions, I felt like I could share my truth and feel embraced instead of shamed.”

A different delegate noted, “It was very impactful to have a delegation from Whitman and to have the chance formally or informally to compare notes and to think about what the collective learning might mean here at Whitman.”

Following the conference, a debrief meeting was held to provide delegates with an opportunity to reconnect and share more about their NCORE experience. It was evident that NCORE had been a transformative experience and many of the delegates were eager to expose other members of the Whitman community to some of the content they encountered at the conference. A group of attendees have already begun organizing a book circle and another group is planning to deliver a presentation to the faculty in the fall. As we continue to work to enhance and develop our DEIA initiatives across the institution, NCORE delegates and the NCORE experience can serve as a valuable resource and opportunity for continuous learning and DEIA advancement.

Sexual Violence Prevention Training with RVCC (P)

During the fall 2021 semester, the Division engaged RVCC, a survivor-centered, social justice oriented non-profit organization committed to sexual violence prevention, to provide a series of virtual trainings. RVCC, which stands for Recognize Violence - Change Culture, is made up of a team of passionate and creative individuals with experience engaging in sexual violence peer education work on college campuses. The RVCC team provided trainings on Bystander Intervention, Survivor Support, Dating Violence, Healthy Relationships and Peer Education Campaign Strategies to a collection of students made up largely of active or prospective volunteer peer educators.

Third Space Speaker Series (P)

Funded by a grant from the Johnston-Fix Foundation, the Third Space Speaker Series was a VPDI initiative that launched this year and featured four distinguished speakers: Leigh Patel, Sheva Sabati, Nicholas Villanueva, and Scott Brooks.



The concept of a Third Space emerges from the work of scholars who saw a third space as one of transgressive possibilities and where those who are often confined to the margins can be centered. The Third Space Speaker Series places two scholars in dialogue with each other and with the Whitman community in an intellectual space where cultural humility, cultural wealth and cultural pluralism converge.

Proffered by Drs. Melanie Tervalon and Jann Murray-Garcia, the concept of cultural humility encourages a commitment to lifelong learning, cultivation of empathy and attentiveness to positionality (i.e. the power and privileges associated with particular social group identities). Cultural wealth, theorized by Dr. Tara Yosso, focuses 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 is defined by Drs. Madelon Stent, William Hazard and Harry Rivlin as “a state of equal co-existence in a mutually supportive relationship.” Stent and colleagues recognized the need for 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 had distinct orientations to and histories with the land, all operating in the same locality or context.

In environments where one cultural narrative or framework reigns over others, where structural power is concentrated in the few, and where traditions and systems reinforce hierarchical status relations, a Third Space serves as an interruption to that framework. Dr. Kris Gutierrez asserts that in locations where dominant cultural values and marginalized counterscripts intersect, there exists the potential for “joint construction of a new sociocultural terrain” that serves to shift our understanding of “what counts as knowledge and knowledge representation.” The Third Space Speaker Series brings cultural humility, wealth, and pluralism together to provide opportunities for transformative educational experiences that can challenge our assumptions, inspire new questions and contribute to our personal and intellectual growth. Additional information about this year’s invited Third Space Speakers can be found in Appendix B.

DEIA Advocacy and Cultivation

College Accessibility Committee (C)

This past year saw the emergence of the College Accessibility Committee. The newly established committee is designed to review and address the accessibility needs and issues

that arise at the College. The CAC is co-chaired by Antonia Keithan, Associate Director of Academic Resources, and Tony Ichsan, Director of Facilities Services. The CAC is working with external consultants on the development of a Transition Plan that will identify and prioritize activities and resources necessary to ensure ADA compliance and to challenge ableist practices at Whitman. The VPDI serves as an ex-officio member and administrative sponsor for the committee.

Cultivation Grant Program (P)

With the assistance of WIDE, the Division of Diversity and Inclusion launched the DEIA Cultivation Grant program in April of this year. DEIA Cultivation Grants are intended to support projects, programs, events and initiatives that Whitman community members (students, staff and faculty) are coordinating or pursuing that advance diversity, equity, inclusion or antiracism at the college. Leveraging a portion of the funds from donor contributions to support DEI at Whitman, Cultivation Grants can be used to carry out an already designed project, to help cover the costs associated with an event, to compensate invited speakers/artists/performers, to pay for a student assistant or to travel to a DEIA-related conference, among other possibilities. All grant applications must clearly articulate how the funds will be used to advance DEIA. Preference will be given to projects that are innovative and enhance rather than duplicate existing college practices. Priority will also be given to applications that center the needs of historically marginalized communities, as well as proposals that improve the campus racial climate and are collaborative efforts involving co-leads from multiple constituent groups (e.g. staff and students). DEIA Cultivation Grant amounts can range from \$500 to as much as \$3,000.

WISE (P)

Due to staffing reductions and the impact of the pandemic, the Whitman Institute for Scholastic Enrichment (WISE) has been dormant for the last two years. This summer, the Division hired a temporary and part-time WISE Program Coordinator to update and reinstate the longstanding middle school outreach program. While a summer 2022 implementation was not feasible, the part-time coordinator is working to update and refine the systems, networks, and materials necessary for a successful summer 2023 WISE relaunch.

DEIA Recruitment and Retention

RETENTION

NW5C Retreat (C)

The Division of Diversity and Inclusion collaborated with Academic Affairs on the Northwest Five Consortium (NW5C) Faculty of Color Retreat. This annual program serves as a space for faculty of color from the five liberal arts colleges in the region to reflect, connect, and build. The program was inactive for the last two years due to Covid-19, but returned this year and was held on the Whitman campus from May 24-26. The NW5C retreat included incoming faculty for the first time this year and provided them with an opportunity to make connections with colleagues at their new institution and potential collaborators in the region. This year's program centered

the spiritual and emotional needs of faculty of color and featured keynote speaker Dr. Nicholas Grier.

Dr. Grier is an Associate Professor of Practical Theology, Spiritual Care, and Counseling with the Claremont School of Theology at Willamette University and also provides support to the Willamette community as a counselor in the Bishop Wellness Center. Grier earned a Bachelor of Music degree from the Schwob School of Music and received his Master of Divinity and Ph.D. degrees from Garrett-Evangelical Theological Seminary. Grier also earned a certificate in psychotherapy from the Center for Religion and Psychotherapy of Chicago.

Roughly two dozen faculty and a handful of administrators from Whitman, University of Puget Sound, Willamette, Lewis and Clark, and Reed were in attendance. The retreat included opportunities for attendees to participate in a guided hike, engage in relaxing artistic activities, sample local wines, and rejuvenate after a difficult year. Dr. Grier's session focused on engaging the wisdom and music of the body, explaining that music and the body provides "a medium for us to give full, authentic, and meaningful expression of our lives." An extraordinary pianist, Dr. Grier used music to guide attendees through a session designed to nurture healing, groundedness, restoration, and wholeness. Dr. Grier's explicit goal was "to privilege the wisdom, genius, and experiences of our ancestors, our own experiences, and our collective intellectual thoughts as BIPOC faculty."

Feedback from retreat participants was overwhelmingly positive and many were genuinely grateful for the experience.

Tri College Gatherings (C)

The Division partnered with Walla Walla University and Walla Walla Community College to coordinate and continue the pre-Covid tradition of Tri-College gatherings for communities of color. This initiative brings together students or faculty and staff of color from the three Walla Walla area higher education institutions to build connections for community and support. There was a total of four gatherings coordinated during the 2021-22 AY, with separate gatherings each semester for faculty/staff and students. Gathering locations rotate from campus-to-campus and included events hosted at the Baker Center on Whitman's campus (staff/faculty), Kiwanis Park near the Walla Walla University campus (students), as well as two events at Walla Walla Community College's Water Center (students) and Institute for Enology and Viticulture (staff/faculty).

Awards and Recognition (C)

The work of the Division is guided by a commitment to cultural pluralism, cultural humility, and cultural wealth, with the goal of enhancing our collective awareness and capacity around issues of diversity, equity, inclusion, and antiracism. The entire Whitman community is responsible for championing issues of inclusion and ensuring a sense of belonging for all faculty, staff, and students. As the Division of Diversity and Inclusion, it is imperative that we acknowledge and recognize community members who advance and support the DEIA work at Whitman.

The Division presented awards to each member of the WIDE committee this year for their service to the College. As part of our effort to show appreciation and gratitude for the work being done across the campus, the Division of Diversity and Inclusion also publicly acknowledged a number of students for their efforts to advance inclusive excellence at Whitman during the annual Student Affairs Recognition Ceremony.

The Division recognized four students who were active and consistent in their commitment to sexual violence prevention and education at Whitman (Lindsey Merritt, Nell Falvey, Sophie Liebsohn, and Adam Reid). Two students received awards in recognition of their invaluable contributions and service on DEIA-related advisory committees at the College. Cheysen Cabuyadao-Sipe was recognized for their work with the Whitman College Advisory Council for CTUIR Collaboration and Sueli Giazdowski was acknowledged for their service on the College Accessibility Committee.

The Power and Privilege Symposium (P&P) is a signature campus event that serves as a valuable DEIA learning opportunity for the Whitman community. The two student Executive Directors for P&P, Ilse Spiropolous and Tejashree Jadhav, were recognized for their leadership and service. The Division also recognized ASWC's Diversity and Inclusion Chair, Gabby Rose, for their contributions to DEIA during the 2021-22 academic year.

A quartet of students were recognized for their service on search committees to fill vacant positions in the Division of Diversity and Inclusion (Jenny Kim, Marian Sandoval Lemus, Kaitlynne Jensen and Olin MacIntosh).

The Division recognized Toyona Howard, Co-President of Queer and Trans Students of Color (QTSOC), for their leadership and contributions to the campus climate. We also recognized the five Inclusion Fellows, who remained engaged, involved, and committed to working to address community needs all year, despite the departure of their supervisor at the end of fall semester (Marina Balasanyan, Lydia Moriku, Aziz Shabazovic, Merry Cockroft, and Tatiana Villegas).

The David Nord Award is presented annually to support LGBTQIA+ focused projects on campus. This award encourages the Whitman community to engage critical issues facing LGBTQIA+ communities through a variety of creative and scholarly mediums. Annie Means was the recipient of this year's David Nord Award to support their documentary short project, *The Big Red Ban: How the Red Cross Discriminates Against Queer Male Blood Donors*.

Bornie Kabongo and Grace Fashanu were the co-recipients of The Class of 1986 Award this year. The Class of 1986 Award is presented to a student who warrants recognition for significant contributions to their home community or the Whitman community in terms of leadership or active engagement. The award is intended to recognize students whose contributions or service has advanced inclusive excellence (diversity, equity, inclusion, antiracism) with a particular emphasis on racial justice and/or service to Black, Indigenous, and people of color communities.

NCFDD (C)

In conjunction with the Office of the Provost and Dean of the Faculty, the Division of Diversity and Inclusion secured an institutional membership with the National Center for Faculty Development and Diversity (NCFDD). NCFDD is a nationally-recognized professional development resource for faculty that provides its members with access to online career development and mentoring resources. A number of junior faculty were consulted about the possibility of institutional membership with NCFDD last fall and were excited about the prospect. One faculty member who previously participated in NCFDD's Faculty Success Program, described it as a very positive experience. They noted that they "learned about new techniques and habitual practices that I continue to implement in my writing process today" and that "the program has a useful online platform for tracking writing, which was very useful for visualizing the time spent on research in ways that are difficult to see otherwise."

Since establishing our institutional membership, 21 NCFDD subaccounts have been activated by Whitman faculty (or administrators) and more than 75 professional development sessions have been accessed.

RECRUITMENT

The Registry (S/F)

The National Registry of Diverse and Strategic Faculty (The REGISTRY) connects institutions of higher education with candidates for faculty positions. With more than 1,700 candidate profiles, The REGISTRY is the premier national database of historically marginalized and underrepresented faculty candidates. Whitman's subscription to The REGISTRY allows us to post opportunities on The Registry job board and directly invite qualified and desirable candidates to apply for vacancies.

Faculty Search Protocols (C)

The VPDI collaborates with the Committee of Division Chairs (CDC) and specifically the Associate Dean for Faculty Development on tenure-track faculty search preparation and assessment. Tenure Track search guidelines published in the Faculty Handbook, require that departments develop a Diversity and Inclusion Plan for searches and "participate in a session devoted to strategies known to be effective for developing and maintaining a diverse pool of candidates" facilitated by the Associate Dean for Faculty Development (ADFD) and the Vice President for Diversity and Inclusion. In collaboration with the ADFD, the VPDI provided support and/or consultation for several faculty searches during the 2021-22 academic year.

The VPDI generated a *Promising Practices for Faculty Recruitment* document (see Appendix D) adapted from the University of Michigan's ADVANCE Program focused on the recruitment, retention, climate concerns, and leadership development of diverse and excellent faculty. The VPDI also shared resources on epistemic exclusion and proactive outreach strategies to help departments generate an applicant pool that aligns with our commitment to inclusive excellence. The VPDI also met with several finalist candidates for faculty positions as part of their on-campus interview.

Additionally, boilerplate language in faculty (and staff) search postings was updated this year, shifting away from the phrase, “Minorities and women are encouraged to apply,” to language that is more accurate and less essentializing. The new language reads:

“Whitman College is cultivating a community built on inclusion and belonging. We recognize the value of those who can offer historically underrepresented perspectives and encourage applications from those whose background, knowledge, and insights from lived experience can add to the college’s working and learning environment. Whitman College is an Equal Employment Opportunity employer (EEO).”

Diversity Advocates (C)

The Office of Human Resources coordinates the Diversity Advocates at Whitman (DAW) initiative. In its initial iteration, the Diversity Advocates program was designed to embed a trained advocate in all searches for staff positions with the purpose of helping search committees develop a diverse pool of candidates, keep the pool as diverse as possible for as long as possible, and contribute to the increase of diversity among staff at Whitman College. In collaboration with the Division of Diversity and Inclusion, HR has begun working on revisions to the advocate program. Without losing the program’s emphasis on disrupting and confronting bias in the search process, future training for advocates will expand to enable the program to advance an inclusive excellence framework. By providing custom DEIA training to search advocates and all committee members, candidates who possess lived experiences, cultural wealth, and value-added competencies for the Whitman community will be recognized, recruited, and retained.

DEIA Research and Assessment

NACCC (C)

The Division of Diversity and Inclusion has been working with Institutional Research on the analysis and reporting of our NACCC survey data. The National Assessment of Collegiate Campus Climates (The NACCC) is a campus racial climate survey designed by the USC Race and Equity Center and Whitman was one of several private liberal arts colleges who administered the survey in spring of 2021. Through our affiliation with LACRELA, we are able to compare our NACCC data to that of several peer institutions. A similar racial climate survey was administered this year to Whitman staff. Faculty at Whitman will receive a customized NACCC racial climate survey in the spring of 2023, followed by a second student administration in spring 2024.

Whitman’s NACCC data was reviewed by the VPD in collaboration with Institutional Research. A detailed analysis of the NACCC results was prepared by the VPD and presented to the Cabinet, Board of Trustees, and the faculty. A video recording of the NACCC Results summary presentation was also created and shared with student leaders and other interested stakeholders. A faculty workshop to discuss the NACCC data and response strategies was held

at the end of the spring semester. The NACCC video can be accessed here and the report summarizing Whitman's student survey results can be found in Appendix C.

DEIA Accountability and Transparency

Whitman Today

The Division collaborated with Communications to provide increased transparency of DEIA activities as well as providing access to additional tools and resources for continued DEIA education through a weekly Whitman Today posting on Wednesdays during the semester. These DEI Updates, generated by the VPDI, distributed by Communications, and subsequently posted on the Division's website, both documented and shared information related to the work of the Division during the year.

Town Hall - November 18, 2021

In collaboration with ASWC, the VPDI participated in a Diversity and Inclusion Town Hall during the fall semester. The Town Hall, organized by ASWC's D&I Chair, provided an opportunity for students to get to know the new VPDI, learn more about the DEIA work that was underway and in development at the College, and better understand how they could contribute to or support that work.

Professional Development and Growth

Whitman is an institutional member of the National Association of Diversity Officers in Higher Education. NADOHE serves as the preeminent voice for diversity officers in higher education. Its vision is to lead higher education towards inclusive excellence through institutional transformation. Whitman's senior inclusion administrator attended the NADOHE annual conference this spring as part of his commitment to continuing professional development and to secure resources to help enhance and advance the college's DEIA work. Dr. Johnson has also been selected as a NADOHE CDO Fellow for the 2022-23 academic year.

Equity and Compliance/Title IX

Whitman College strives to provide a safe environment in which students can pursue their education free from the detrimental effects of sexual misconduct, which includes sexual harassment and sexual assault. The Director of Equity and Compliance/Title IX Coordinator is housed in the Division of Diversity and Inclusion. The individual in this role, interfaces with Human Resources, the Office of the Provost and Dean of the Faculty, Campus Security, Student Affairs and others across campus to prevent, investigate, and adjudicate violations of federal law related to identity-based discrimination and harm. In addition to ensuring institutional compliance with Title IX, the Director of Equity and Compliance/Title IX Coordinator develops, implements, updates and serves as principal coordinator of policies, procedures and programs related to Titles VI and VII of the Civil Rights Act of 1964, the Violence Against Women Act (VAWA), and other related legislation.

The Equity and Compliance area is also charged with monitoring our Bias Incident reporting system and works with individuals who experience what they perceive as identity-based harm. Not every incident of perceived bias violates Whitman College policy or the law. Many of these incidents can still cause harm to members of our community and we believe it is worthwhile to work toward an appropriate resolution in these cases. Outcomes for reports can vary, but often include no-contact directives, consent education and/or employee reprimands. Informal grievance resolution was the most common mode of closure for reports and a small portion moved into Formal Resolution, which includes an investigation.

Sexual Misconduct

Sexual misconduct includes prohibited acts of sexual harassment. Sexual harassment is an umbrella category that includes the offenses of sexual harassment, sexual assault, stalking, dating violence, and domestic violence. Ten incidents related to sexual harassment were reported during the 2021-22 academic year. A formal accounting of the Clery-related incidents will be provided in the college's Annual Security and Fire Safety Report.

Bias Incident Reporting

Bias incidents are acts or behaviors motivated by the offender's bias against the age, ancestry, color, disability, gender identity or expression, genetic information, military status, national origin, race, religion, sex, sexual orientation or veteran status of another. A bias incident may not necessarily rise to the level of a crime, constitute a formal grievance or a violation of campus policy, but may still contribute to creating an unsafe, negative or unwelcome community environment.

During the 2021-22 AY, 18 bias incidents were reported to the Division. All but one of these incidents occurred in locations or programs within Whitman College's jurisdiction. Some bias incidents were submitted directly to the Director of Equity and Compliance/Title IX Coordinator through direct referrals from other staff or students. The bulk of incidents were reported through the online bias response system. The number of bias incidents reported in the spring semester was twice the number from the fall semester. The growth in incident reporting is believed to be due to increased awareness and confidence in the reporting process and not necessarily a change in the campus climate. We expect the number of reported bias incidents to continue to grow in the years ahead.

Among the reported incidents that were not related to sexual misconduct, two involved vandalism and/or defacing of campus property. In one case, a gender-based slur was written on a faculty member's door. In another case, an antisemitic symbol was etched into a bathroom panel. Both of these cases occurred during the summer of 2021 and the perpetrator was unknown and not identifiable. In both cases, there was no evidence that a specific person was targeted by these actions. Resolution of these incidents involved meetings with impacted parties and the removal and/or repair of vandalized items.

The Division also reviewed incident reports regarding perceptions of a hostile or offensive environment within the educational program, classroom and/or workplace. Some of the reported incidents involved interpersonal conflict between members of the campus community. Two cases involved presumption of bias based on racial-identity, but did not provide evidence of

identity-based bias. In these cases, the matters were referred to the appropriate parties in Student Affairs, Human Resources or Academic Affairs for resolution.

International Student and Scholar Services

In fall of 2015, only 70 students at Whitman were classified as International. By the fall of 2021, the reported number of International students at Whitman had more than doubled. During the fall 2021 term, there were 16 recent international alumni, on visas sponsored by Whitman College, participating in the Optional Practical Training program in various locations in the United States. Taken together, there were a total of 177 international students enrolled at Whitman or participating in post-baccalaureate training programs during the 2021-22 academic year.

This past academic year, Whitman welcomed its largest international student cohort in history with 64 new first year international students among the class of 2025. Those 60 students, along with another 10 international sophomores whose first year was entirely remote, participated in an in-person 5-day International Student Orientation (ISO) program in August. The ISO program covers essential information for new international students, such as visa and employment regulations, non-resident income taxes, international student health insurance, U.S. education system structures, regional culture and more.

International Student and Scholar Services (ISSS) reviewed each incoming student's academic records and made the required updates to the federal Student and Exchange Visitor Information System (SEVIS) database. ISSS worked with several colleagues on campus to coordinate housing for students during ISO, as well as a vaccination clinic for those unable to access the Covid-19 vaccination in their home countries. A number of new international students were also transported to the local Social Security Administration office during ISO to secure necessary documentation for U.S. employment.

Education and Resources

During the 2021-22 academic year, ISSS at Whitman developed passive educational resources to provide international students with just-in-time information to help manage their experience. The Director of International Student and Scholar Services, Greg Lecki, designed and maintains a Canvas course for international students that includes a range of useful content they can access independently. The Canvas course features modules focused on a range of topics, including but not limited to: paths to employment, permanent residency, asylum, temporary protected status, and special student relief resources, with new content routinely being added. In-person group advising sessions on these and other relevant topics for international students were also coordinated and facilitated by the ISSS Director at regular intervals throughout the year.

Tax Compliance

Early each calendar year, ISSS assists international students in updating their income tax profiles online. Using this data, the college can work with students to determine appropriate

income tax withholding. ISSS distributed access codes to a specialized software package (Sprintax) that helps international students resolve their income tax returns. Due in large part to specific training sessions provided to students by ISSS, international student compliance with tax reporting requirements significantly increased this year.

International Orientation Leaders

Late in the spring semester, ISSS hired several students to serve as International Orientation Leaders (IOL) over the summer. The IOLs work with International Student and Scholar Services to execute the International Orientation program and will also engage directly with incoming international students, helping them navigate their travel to Walla Walla and prepare for the start of fall semester.

Collaboration and Advocacy

Another major accomplishment for ISSS this year was the establishment of an International Student Life Committee. This new committee, chaired by the Director of ISSS, includes representation from Admissions, Residence Life, Health Services, the Career and Community Engagement Center, and the Dean of Students Office in addition to student representation, and helps to engage the broader campus community in international student support efforts. The International Student Life Committee helps the College examine and address key issues facing the growing number of international students, including food insecurity and access to health services during semester breaks, among other pressing concerns.

Code Review

ISSS collaborated with the Office of the Registrar this year to update the Classification of Instructional Program (CIP) codes that are assigned to each academic major. This short series of numbers actually determines the maximum length of post-graduate internships for international students and impacts their future eligibility for work visas.

Internship Course

This past year saw the establishment of the Applied Liberal Arts and Sciences (IDSC 125) course. The result of a productive collaboration between ISSS and multiple individuals and functional areas in Academic Affairs, this one-credit class provides international students with the opportunity to participate in structured, monitored, off-campus internships. The course will allow for more equitable access to off-campus paid internship opportunities for international students via Curricular Practical Training work authorization.

Community Engagement and Support

After a two-year hiatus, the Friendship Family program was relaunched this past year. The program connects international students with a local family that will help introduce them to the Walla Walla community, support their experience at Whitman, and provide opportunities for cultural exchange. Host families and students establish and define a relationship that works for both parties. More than two dozen international students participated in the program this past year. Preliminary feedback data indicates that student participants find the program highly valuable.

Summer Activities and Programming

Thirty international students are expected to remain in the U.S. and on campus during the 2022 summer break. ISSS will coordinate summer programming opportunities for these students, including a handful of organized outdoor excursions and community activities at the Glover Alston Center.

International Summer Stays

This year, International Student and Scholar Services administered a survey to international students regarding their plans for the summer. For many international students, travel to their home country during the summer break is impossible due to federal travel restrictions or is simply cost prohibitive. The data gathered from the survey revealed that a number of our international students planned to stay in Walla Walla during the summer - with many expecting to live in on-campus housing.

Summer housing is available at Whitman (for a nominal fee) to students who are unable to travel home, but residential services are largely absent during the summer months. Students accustomed to having access to campus dining services, for example, will find these services unavailable in the summer. The Summer Stay survey also asked students about their preparedness for the summer (savings, employment, etc.). Many students indicated that they did not believe they had sufficient financial resources to sustain themselves during the summer nor did they have a clear sense of the cost to do so.

The insights gleaned from the Summer Stay survey led to interventions by International Student and Scholar Services to provide enhanced education and support for students heading into the summer. The survey results also prompted an examination of the appropriateness of current policies given the growth of international students at Whitman in recent years.

Professional Development and Growth

This past year, the Director of ISSS completed the National Association for Foreign Student Affairs (NAFSA) Academy for International Education. The NAFSA Academy is a yearlong training program designed to function as an introduction to the profession of international education and its major practice areas. Additionally, the ISSS Director attended NAFSA's annual conference (virtually) and was part of Whitman's delegation to NCORE.

Religious and Spiritual Life

While about a third of Whitman students arrive on campus with an explicit religious affiliation, well over two thirds indicate that spirituality is important to them. For that reason, the Office of Religious and Spiritual Life (RSL) provides a range of offerings that can hold value and meaning for anyone exploring life's richest questions. RSL coordinated a number of initiatives during the 2021-22 academic year that can engage students wherever they might find themselves on life's spiritual journey.

Art Installation

The year opened with an interactive installation in the Stevens Gallery called a *Tapestry of Journeys*. The exhibit encouraged people to reflect on their journey and consider what grounds them and makes them whole. The installation invited students to consider the breadth of spiritual expression - everything from reading sacred text, to a solitary walk in wilderness, to cooking with friends. As students map the many versions of spirituality in their own lives, they begin to see intersections and connections with others who share this community.

Labyrinth

The *Labyrinth*, installed during the 2020-21 academic year, continues to be an asset to the campus community. Situated behind Marcus House, the Labyrinth is frequently used by individuals who are seeking the meditative experience it offers and has served as the site for different RSL programs during the year.

Drop-In Support

The Interfaith Chaplain, Adam Kirtley, held space in the Reid Campus Center for a drop-in style weekly grief group called Grieving@Whitman. In addition, the chaplain hosted a weekly drop-in gathering at the Cleveland Commons Coffee House, where students could stop and chat for a bit about topics of their choosing. This gathering was called Spirituali-TEA. While neither of these gatherings saw particularly large turnouts in terms of participation/attendance, each enjoyed consistent, small, substantive participation from students and served to provide visibility for the Interfaith Chaplain as an available resource for community well-being.

Pastoral Care and Event Support

This year saw the tragic death of a student in a backcountry skiing accident. The chaplain's role in these moments of campus tragedy is to care for the community as they navigate a broad range of expressions of grief. This year, the chaplain worked with a small group of students to organize a memorial vigil on campus. Nearly 300 gathered on Ankeny to support the community, write messages, sing songs and share memories.

Student Engagement and Involvement

For RSL, 2021-22 was a year marked by increased student involvement, high need for emotional/spiritual support, new opportunities to engage a broader spectrum of students and exciting initiatives to foster interfaith connection among students from diverse religious and spiritual worldviews.

Faith Based Clubs and Organizations

Whitman's Muslim Student Association, South Asian Student Association (Hindu), Kehillat Shalom (Jewish), and Meditation Club were highly active this year and benefitted from the advising provided by RSL.

The expansion of student involvement can be at least partially credited to two different factors:

- The large number of first-year students, particularly international students, helped to create a critical mass of specific identities that allowed students with shared religious identities (notably Muslim and Hindu) to form communities soon after arriving on campus.
- The RSL office launched a new program called *Big Tent Gatherings*. This weekly event invited students from shared traditions (each week a different tradition) to gather for fellowship. The goal of the program was to foster connections between students to mitigate a sense of isolation related to religious identity. In addition to the world's well-established religions, the program hosted gatherings for groups such as Atheists, Humanists, Agnostic, and Pagan students.

The student groups functioned well and provided excellent opportunities for community building and programming that positively contributed to the campus climate. As the student groups flourished, RSL was active behind the scenes, providing support and advising.

- The Muslim Students Association received support in advocating for expanded Halal offerings in the dining hall and assistance with travel to the Islamic Center in Tri-Cities.
- RSL worked closely with Kehillat Shalom to organize their Hanukkah party, Passover Seder, and Yom Hashoah events.
- The South Asian Students Association received financial and logistical support from RSL to host a number of events, including two celebrations of Holi (one for Hindu students, and one open to the college).
- The Whitman Meditation Club received sponsorship from RSL to attend a silent meditation retreat over spring break.

Interfaith Council

This year saw the launch of a new iteration of the Whitman Interfaith Council (IFC) which was composed of eight students, each from a different religious, non-religious, or spiritual perspective. The group met monthly to engage in intentional dialogue. Students were not pressured to speak on behalf of everyone who shares their religious identity or belief system, but rather to engage the conversations with honesty, candor, and curiosity. The IFC was created to model cross-religious cooperation in response to world events, celebrations, and tragedies. The IFC has yielded increased engagement of students from and across different faith traditions.

Programming and Outreach

Newsletter

The RSL unit continued to produce the *Around the Table* newsletter. This monthly digital publication featured contributions from Whitman's richly diverse religious and spiritual communities. Primarily coordinated by RSL Inclusion Fellow, Merry Cockroft, the newsletter invites a multiplicity of voices and perspectives from a broad range of worldviews and provides timely information about RSL programs and activities. As a digital media publication, the

newsletter features both print and video components. One issue from this past year included a reflection and corresponding video featuring Myan Sudharsanan. Myan is a third-year student and an accomplished percussionist with the Mridangam, a South Indian classical drum in the Carnatic music system.

RSL End-of-Year Survey

RSL conducted an end-of-year survey that was distributed to students who had engaged with the office during the academic year. The purpose of the survey was to assess general perceptions of the Whitman climate for students who openly express their spirituality or practice religious traditions. An additional goal of the survey was to capture students' satisfaction with the support and services provided by RSL.

Survey respondents indicated a general sense of support for their spiritual worldview or tradition by RSL at Whitman. A small number (n=5) of respondents described RSL's support for their spiritual worldview or tradition as neither supportive or unsupportive, but the majority of respondents indicated feeling either somewhat (21%) or extremely (47%) supported by RSL. Student respondents also expressed a high level of satisfaction with RSL activities and experiences, with more than 73% reporting being "extremely satisfied" with RSL-related programs.

When asked about the climate for religion and spirituality at Whitman, responses varied. A handful of respondents (n=4) perceived the climate as neither supportive or unsupportive. A modest majority of respondents (58%), however, regarded the climate at Whitman as "somewhat" or "very" supportive for religion and spirituality. One respondent eloquently captured the predominant sentiment regarding the current climate for religion and spirituality at Whitman:

"It's weird. I definitely feel like there aren't many religious students compared to nonreligious ones, and some students and professors are definitely VERY dismissive of religion, but I've also found a number of very supportive people, religious and non-religious alike. Whitman could definitely be a more supportive environment, but it doesn't feel actively hostile either."

Additional Contributions

CARE

This past year, the Interfaith Chaplain joined the Whitman College Coordination Assessment Response Education Team. The CARE Team is a group of staff members convened by Student Affairs who meet regularly to discuss issues related to the academic, emotional, and physical health and safety of our students and campus community. The CARE Team addresses a broad range of concerns - from students who are in crisis, to students who are attempting to cope with various challenges.

Baccalaureate

The RSL area capped off its work for the year with the Baccalaureate service held on Commencement weekend. While Baccalaureate is a secular ceremony, the event provides graduating seniors and their families with an opportunity to reflect on time spent at Whitman, appreciate the significance of the students' achievements, process the impending transition and look ahead to new opportunities. For several years, the Interfaith Chaplain has served as the primary organizer for this momentous event.

RSL Expansion and Growth

All Faiths Welcome

Reid Campus Center (RCC) 110 has been granted by Student Affairs to the Division of Diversity and Inclusion for use by RSL as an "All Faiths" room. RSL is working with a collection of stakeholders in a redesign of the space which previously served as a conference room or event staging area. The repurposed room will offer an appropriate interior aesthetic and feature modular and moveable elements to accommodate a range of RSL purposes, including floor-seated meditations, shared Shabbat meals, Bible study, and Muslim prayer, among other activities.

Professional Development

This past year, Interfaith Chaplain Adam Kirtley completed a 40-hour conflict mediation certification through the Mediation Training Institute (MTI) at Eckerd College. MTI is the foremost provider of training, certification, licensing, and consulting in workplace conflict management and mediation. Adam joins a core group of six trained conflict mediators at Whitman who are leveraged by the College to assist with conflict resolution. Additionally, the Interfaith Chaplain attended ACSLHE's annual conference (virtually) and was part of Whitman's delegation to NCORE.

Intercultural Center

The Intercultural Center functions as an essential resource to the Whitman community. Often the first unit people seek out with questions or concerns related to identity and belonging, the Intercultural Center (IC) has served as a critical source for students feeling marginalized or interested in social justice and a key contributor of DEIA-related campus programming. The Center has evolved over the years and has experienced significant changes in staffing and access to resources. As noted earlier, the IC Director position was vacant for much of the 2021-22 academic year. Despite being plagued by instability, the IC made valuable contributions to the Whitman climate and community this past year.

Student Engagement and Involvement

Inclusion Fellows

A team of student Inclusion Fellows were recruited, trained and worked collaboratively with the IC Director to advance the mission and goals of the Intercultural Center. Fellows were hired to

support specific elements of IC programs and initiatives during the year with a focus on Creative Projects, LGBTQIA+ programming, Religious and Spiritual Life support, International Student and GAC Support, First-Generation and Working Class (FG/WC) initiatives, support for IC-affiliated student clubs, and programming centering the needs/concerns of Students of Color.

Fly Peer Mentoring Program

FG/WC is an acronym for first-generation and/or working-class. A first-generation college student is defined as having neither parent/guardian graduate from a four-year degree granting institution. Working-class is defined as an individual that is Pell Eligible or who receives little to no financial contribution towards college expenses from their parent/guardian. The Summer Fly-In Program brings incoming FG/WC students to campus for an orientation program with the goal of familiarizing students with the resources available to them at Whitman and to ease the transition to college life. Following the summer fly-in experience, the IC coordinates the Fly Peer Mentoring program for FGWC students. Through this program, students connect periodically with a designated mentor. Mentors are trained in how to support their mentees and compensated for their service/time. The program provides mentees with a familiar face who can act as a guide, a resource, and possibly a friend during their first year at Whitman.

Programming and Outreach

Leader Retreat

The Intercultural Center (IC) provided support to affinity groups, student clubs and student leaders throughout the year. In addition to financial sponsorship, the IC coordinated a Leader Retreat early in the fall semester where club leaders had an opportunity to connect with each other and were offered guidance on how to leverage a variety of institutional resources (Whitlife, ReidTV, ASWC Contingency Funds) to help enhance their organization's operations. The Leader Retreat included a number of guest presenters to expose student leaders to faculty/staff allies and develop support networks. Kathia Jimenez, the Social Media Specialist from Communications, was one of several featured presenters at the retreat and provided leaders with valuable insights on a variety of topics related to social media marketing and promotion.

Freedom Songs

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.

With support from the Intercultural Center, the student executive team for Freedom Songs organized the event around the theme *Pieces of Home*. This year's Freedom Songs was a multilingual and multimedia program featuring dance, poetry, song, and different forms of personal and artistic expression from around the world. The organizers were intentionally responding to the impact of the pandemic on our community cohesion, explaining:

“We are coming back together with different pieces of ourselves and our culture to create a new puzzle. In this year’s Freedom Songs, we share these pieces of our homes through the universal language of art and performance. We gather around to listen to stories untold, celebrate our experiences, cry out our struggles, and feel a sense of belonging. As our puzzle pieces come together, we begin to make connections that we could not see before, and we face each other’s struggles to help heal.”

Engaging with Role Models, Scholars and Mentors of Color (aka “Meet and Eats”)

The IC organized a number of informal gatherings for student leaders involved with identity-based clubs and organizations to connect them with visiting speakers and scholars who could serve as potential role models and mentors. These informal luncheons, affectionately referred to as *Meet and Eats*, provided students with an opportunity to engage and connect with visiting scholars and campus leaders in an informal setting. Meet and Eat guests during the fall semester included Board of Trustee emeritus, Stephen Hammond; former Associate Dean for Health and Wellness, Dr. Rae Chresfield; Vice President for Diversity and Inclusion, Dr. John Johnson; Executive Director of the ACLU-WA, Michele Storms; University of New Mexico Professor of Law, Marc-Tizoc González; and Palmer Research Station scientists, Dr. Adina Scott.

David Nord Award Dinner

The IC is responsible for soliciting applications and coordinating the selection of the recipient of the David Nord Award each year. The David Nord Award celebrates the contributions and legacy of David Nord ‘83. Traditionally, the award is presented at a banquet-style event where the support of the award selection committee and award recipient’s advisors are acknowledged. The event also serves as a space to learn more about the award recipient’s project. The David Nord Award Dinner was held during the fall semester and recognized 2021 award recipient Sara Little, whose *Queer Ecology: Art of a Queer Nature* exhibit was being prepared for display in the Stevens Gallery.

Additional Contributions

SSRA 208 - Outdoors for All

In collaboration with the department of Sport Studies, Recreation and Athletics, the IC Director co-taught a Special Topics Course (SSRA 208) in the fall semester with Outdoor Programs Director, Brian Sheedy. The focus of the course was on promoting diversity and inclusion in outdoor activities.

Power & Privilege Symposium

Primarily organized by the student-led executive team, the IC served as a financial sponsor and supported the planning for the 2021-22 Power and Privilege Symposium. The IC Director served as a co-advisor to the P&P executive team through the fall term.

Graduation Celebrations

The Inclusion Fellows coordinated an end-of-year celebration at the GAC for the class of 2022 with music and food. The fellows distributed stoles and cords to all FGWC, LGBTQ+, international, affinity involved, and BIPOC graduating seniors in attendance.

Following the departure of the IC Director in December of 2021, the Inclusion Fellows remained engaged and met regularly with the VPDI. The fellows helped to organize some of spring semester's most well-attended events. LGBTQIA+ Inclusion Fellow Aziz Shabazovic played a central role in the coordination of *Dragtastica*, while Clubs and Affinity Inclusion Fellow Lydia Moriku served as one of the primary organizers for the *Taste of Africa* event. FGWC Inclusion Fellow Tatiana Villegas maintained the Fly Mentor program, and Creative Projects Inclusion Fellow Marina Balasanyan initiated planning for Freedom Songs 2022. RSL Inclusion Fellow Merry Cockroft continued to support the Interfaith Chaplain with various projects and initiatives. The fellows also played an integral role in the recruitment of new staff in the Division during the spring term.

In Conclusion

An inclusive Whitman requires all of us. Through various committees, councils, consultations and collaborations, the Division of Diversity and Inclusion supports and engages the broader campus community in the creation of an environment where all feel welcomed and valued. The College Accessibility Committee, Community Learning Days, Power and Privilege Symposium, DEIA Dialogues, Third Space Speakers, Tri-College and NW5C initiatives are just a few examples from this past year of activities and efforts that contributed to the cultivation of an institutional climate that embraces, enacts, and acknowledges cultural pluralism, cultural humility, and cultural wealth in the interest of inclusive excellence.

Campus Contributions to DEIA - Beyond the Division of Diversity and Inclusion

Beyond the work of the Division of Diversity and Inclusion, there were numerous activities, programs and projects enacted across the College that contributed to diversity, equity, inclusion and/or antiracism at Whitman during the 2021-22 academic year. A non-exhaustive sampling of those activities would be:

2022 Power and Privilege Symposium - *Beyond the Bare Minimum*

Long Tent Project

Establishment of Šináata Scholarship

Renewal of CTUIR Memorandum of Agreement

Students and Alumni of Color Networking Event

General Studies Revision

Indigeneity Race and Ethnicity Studies program revision

Visiting Writers series

A broad array of speakers, lectures and conferences organized by the faculty, including but not limited to:

Unmaking Whitman

-Blaine Harden

-Bobbie Conner

William O. Douglas Conference

-Marc-Tizoc Gonzalez

-Michele Storms

-Heather Elliott

-Adam Sowards

-Scott Skinner-Thompson

Judd K. Kimball (virtual) Lecture in Classics

-Shelley P. Haley

-Eric Ashley Hairston

-Rachel Lesser

-Curtis Dozier

Bierman Lecture

-Sarah Koenig

Henry Jackson Lecture

-George Ciccariello-Maher

Outdoor Program Guest Educator

-Dr. Adina Scott

Climate Reckonings, Climate Justice theme

-Heather Sullivan (virtual talk)

-Rose Hyde talk

-Dipti Nayak (virtual talk)

-Christa Heavey (virtual talk)

-Morgan Shimabuku (virtual talk)

Archaeological Institute of America Lecture Series

-Stephanie Selover talk

Development and Alumni Relations, English and Computer Science

-Cecilia Kang talk (<https://vimeo.com/602197756>)

Sheehan Gallery Exhibitions

-You Are Here

Stevens Gallery Exhibitions

-Queer Ecology exhibit

Theater and Dance productions/performances

-The Revolutionists

-5th Element Project

FYS Inclusive Pedagogy Workshop Series with Dr. Kim Case

WEB Sponsored Programs

-Diwali

-Rocky Horror

-Dragtastica

WCTS initiatives to address utilization of chosen names, name pronunciation tools and pronouns

New DEIA-focused position in Admissions

New DEIA-focused position in Human Resources

Library Strategic Diversity Efforts

Advancement - DEI Fund cultivation

Appendix A
Division of Diversity and Inclusion
Summer 2022 Incoming Team Members



Rachel Freeman-Cohen joins the team at Whitman College's Division of Diversity and Inclusion as Director of LGBTQIA+ Student Services. Most recently, Rachel worked in the University of Southern California's LGBTQ+ Student Center where they provided support, education, advocacy, and community for all undergraduate and graduate students with an emphasis on students across the spectra of gender and sexuality.

Rachel has consistently shown their commitment to engaging with students as a pillar of support, especially through programming across the multiple intersections of identities within the diverse LGBTQ+ community and fostering intentional identity and leadership development opportunities. Rachel's advocacy is centered around improving learning experiences and addressing disparities that affect historically marginalized groups. Rachel earned a B.A. in Feminist Studies with a minor in Politics from the University of California, Santa Cruz and also holds a M.Ed. in Postsecondary Administration and Student Affairs from the University of Southern California.



Tebraie Banda-Johns is excited to join the incredible team at Whitman College's Division of Diversity and Inclusion as the Director of the Intercultural Center. Prior to joining Whitman College, Tebraie served as the Senior Coordinator for Student Organization Engagement at

Boise State University, where he supported student clubs and organizations with a specific focus on affinity groups and created inclusive programming for underserved, marginalized students.

As a community collaborator, Tebraie is committed to advocating for student well-being, empowering others in their identity development and collectively working to disrupt systems of oppression. Originally from Southern California, Tebraie has a B.A. in Communication from Biola University as well as a M.S. in Higher Education from California State University, Fullerton.



Quin Nelson joins the team at Whitman College's Division of Diversity and Inclusion as Diversity, Equity, Inclusion, and Antiracism (DEIA) Program Coordinator. Since graduating from Whitman in 2016, Nelson has served in a variety of roles in education and equity, most recently as a fourth-grade teacher at Howard Elementary in Eugene.

As a teacher and equity practitioner, Nelson seeks to build just communities through care and curiosity. He has served in equity leadership roles at multiple schools, including as an alumni consultant for Whitman's Land, Water, Justice course which began this past academic year. In addition to his degrees from Whitman in English and Economics, Nelson also received his Master of Arts in Teaching from Lewis and Clark College. A Pacific Northwest lifer, Nelson is excited to get back to Walla Walla and explore its trail running and arts scenes.

Appendix B
Third Space Speaker Series Guests
2021-22

Dr. Leigh Patel is an interdisciplinary researcher, an educator, a writer, and a professor at the University of Pittsburgh. Patel is a recipient of the June Jordan Award for scholarly leadership and poetic bravery in social critique and is a national board member of Education for Liberation, a long-standing organization dedicated to transformative education for and by youth of color. She is the author of *Youth Held at the Border*, *Decolonizing Educational Research*, and most recently, *No Study Without Struggle: Confronting Settler Colonialism in Higher Education* (Beacon, 2021).

Dr. Sheeva Sabati is an Assistant Professor in the Doctorate in Educational Leadership program at California State University, Sacramento. An educator, scholar, and activist, Dr. Sabati's work reimagines educational spaces and practices through interventions from critical race and ethnic studies, anti-colonial genealogies, and abolitionist feminisms. As an interdisciplinary scholar, she has written about research ethics, community-engaged research, higher education environments, and the roots of California's water crisis.

Dr. Nicholas Villanueva is the Director of Critical Sports Studies and Assistant Professor of Ethnic Studies at the University of Colorado at Boulder. In addition to his work in critical sports studies, Dr. Villanueva has an affiliation with the Center for the American West and Latin American Studies. His award-winning book, *Lynching of Mexicans in the Texas Borderlands* (2017), examines the increase in Mexican lynching during the first ten years of the Mexican Revolution. Dr. Villanueva also explores the often-overlooked history of LGBTQ participation in the sport of rodeo. His most recent book, *The Athlete as National Symbol: Critical Essays on Sports in the International Arena* (McFarland, 2020), is an edited volume exploring the phenomenon of nationalism through the microcosm of sport.

Dr. Scott Brooks is an Associate Professor with the T. Denny Sanford School of Social and Family Dynamics at Arizona State University. He also serves as the Research Director of ASU's Global Sport Institute. Dr. Brooks has been affiliated with the Wharton Sports Business Initiative and Yale's Urban Ethnography Project. Brooks is the author of *Black Men Can't Shoot* (University of Chicago, 2009) and has been a consultant with the NFL, MLB, and numerous college and high school coaches and athletes.

The first Third Space event featured Drs. Patel and Sabati and the second event featured Drs. Brooks and Villanueva. A third event was scheduled, but had to be postponed due to Covid-related health concerns. The Board of Trustees participated in February's virtual program with Drs. Patel and Sabati and yielded a thoughtful and engaging dialogue in the BOT meetings that week. The in-person program with Drs. Brooks and Villanueva in April included a separate meeting with representatives from Whitman Athletics. Participant feedback from the Third Space series has been resoundingly positive and funding has been renewed to continue the program.

Appendix C
Student NACCC
Summary Report



WHITMAN COLLEGE

2021 SPRING ADMINISTRATION



> CONTENT

> **03** NACCC BACKGROUND

> **04** NACCC DEVELOPMENT AND METHODOLOGY

> **05** RESPONDENTS BY SELECTED DEMOGRAPHIC CHARACTERISTICS

NACCC RESULTS AND RECOMMENDATIONS BY CONTENT AREA

> **06** MATTERING AND AFFIRMATION

> **09** CROSS-RACIAL ENGAGEMENT

> **12** RACIAL LEARNING AND LITERACY

> **15** ENCOUNTERS WITH RACIAL STRESS

> **18** APPRAISALS OF INSTITUTIONAL COMMITMENT

> **21** IMPACT OF EXTERNAL ENVIRONMENTS

> **24** ABOUT THE USC RACE AND EQUITY CENTER

NACCC BACKGROUND

WHY WE CREATED THE NACCC

Every week, news outlets report on racial incidents on campuses across the United States. At the USC Race and Equity Center, we have developed the NACCC because these issues are so pervasive. The NACCC elicits perspectives from undergraduates on ways they experience the campus racial climate. NACCC participation signals institutional commitment to understanding racial realities on campus and provides institutional leaders with better information and more data-driven guidance for improving the climate for all students. Having NACCC data will allow institutional leaders to better understand and more strategically address racial problems on campus before they escalate to crises.

WHAT IS NACCC

The National Assessment of Collegiate Campus Climate (NACCC) is a quantitative national survey of undergraduate students and is informed by more than a decade of our center's climate work. The NACCC is an approximately 15-minute web-based survey that includes six content areas essential to understanding racial climate on campus and collects participants' demographic information in order to conduct meaningful data disaggregation. The survey has been designed specifically for and tested by undergraduate students at community colleges and four-year postsecondary institutions across the country.

THE SIX NACCC SURVEY CONTENT AREAS

Mattering and
Affirmation

Racial Learning
and Literacy

Appraisals of
Institutional
Commitment

Cross-Racial
Engagement

Encounters
with Racial
Stress

Impact of
External
Environments

USC EQUITY INSTITUTES

As a complement to NACCC assessment, the USC Race and Equity Center offers the USC Equity Institutes, a professional learning series for campus leaders and faculty members. For more information, visit <https://race.usc.edu/college/>

NACCC DEVELOPMENT & METHODOLOGY

Content Development

The NACCC survey content is based on more than a decade of the USC Race and Equity Center's qualitative climate studies conducted at colleges and universities across the country. In addition, a 14-member content team of race, equity, and inclusion experts from across the United States convened to identify the most salient and timely survey content areas and questions in the field of campus racial climate.

Cognitive Interviews

To develop the NACCC, the survey methodologists conducted one-on-one cognitive interviews with more than 60 undergraduate students attending community colleges and four-year institutions across the United States. In these interviews, students completed the NACCC, thinking aloud as they progressed through the survey. By analyzing the questions asked by respondents as well as any comments and confusion they expressed, the following aspects of the survey were improved substantially: the NACCC content areas, clarity of the survey questions, terminology, response options, and the overall usability of the survey.

Pilot Testing

A select set of community colleges and four-year institutions participated in the pilot test. Pilot testing ensured that the NACCC consists of survey questions that gather quality data (i.e. valid and reliable) through a secure data collection process on campuses. Pilot testing helped to refine the survey questions, as well as improve the utility of the survey results for campus administrators.

Advisory Panel and Peer Review

Thirty college and university presidents and provosts, campus diversity offices, race and equity content faculty and experts, postsecondary institution membership association directors, institutional researchers, and survey methodologists comprise the NACCC Advisory Panel. This group convenes and consults with NACCC staff on best practices for the content, methodology, and administration of the NACCC survey, as well as the best ways to engage colleges and universities with their specific NACCC results.

Student Advisory Panel

The NACCC Student Advisory Panel consists of a diverse group of nine undergraduate students from colleges and universities across the United States. These students consult with NACCC staff on the ways in which undergraduate students engage with campus surveys generally, and specifically provide review and input on the survey content of the campus racial climate survey.

NACCC Portal

A customized, one-stop, user-friendly, campus survey administration web portal was built for the NACCC survey. The portal is the hub for data collection and survey distribution via emails. Participating institutions can access the portal to manage their survey distribution and monitor their survey progress.

All WHITMAN COLLEGE undergraduate students (N=1,339) were invited to participate in the NACCC survey in Spring 2021. In total, 647 undergraduate students responded to the survey for a response rate of 48.32%.

Racial/Ethnic Identity

| | |
|------------------------------------|-----------------|
| 1 Arab | 1 (0.15%) |
| 2 Asian | 64 (9.89%) |
| 3 Black | 27 (4.17%) |
| 4 White | 425 (65.69%) |
| 5 Hispanic or Latinx | 29 (4.48%) |
| 6 Middle Eastern | 2 (0.31%) |
| 7 Native American/Alaska Native | 1 (0.15%) |
| 8 Native Hawaiian/Pacific Islander | 4 (0.62%) |
| 9 Another group not listed | 5 (0.77%) |
| 10 Two or more races | 89 (13.76%) |

*Findings for race/ethnic group sizes under 5 are not reported.

Class Year

| | |
|--|-----------------|
| 1 First year or Freshman | 160 (24.73%) |
| 2 Second year or Sophomore | 174 (26.89%) |
| 3 Third year or Junior | 166 (25.66%) |
| 4 Fourth year or beyond or Senior | 142 (21.95%) |
| I identify by credits completed rather than by a particular year | 5 (0.77%) |

Gender Identity

| | |
|---|-----------------|
| Cisgender Woman | 392 (60.59%) |
| Cisgender Man | 204 (31.53%) |
| Other Identity (transgender, genderfluid, gender nonconforming, genderqueer, non-binary, or a gender identity not listed) | 51 (7.88%) |

Sexual Orientation

| | |
|--|-----------------|
| Heterosexual | 377 (58.27%) |
| LGBQA+ (Lesbian, Gay, Bisexual, Queer, Questioning, Asexual, Pansexual, Demisexual, two or more sexual orientations, or a sexual orientation not listed) | 270 (41.73%) |

Age

| | |
|---------|-----------------|
| 18-21 | 544 (84.08%) |
| 22-34 | 101 (15.61%) |
| Missing | 2 (0.31%) |

NACCC CONTENT AREA DESCRIPTION

NACCC respondents indicate the extent to which they feel they matter in classrooms and in various out-of-class campus spaces. Additionally, students indicate the ways and the frequency with which faculty members affirm them.

Key topics include:

- >> Student perceptions of mattering in campus locations, classrooms, and at campus events
- >> Affirmation of students from White professors and from professors of color



84% of White students indicated they mostly matter or strongly matter in classes with White professors

64% of students of color indicated they mostly matter or strongly matter in classes with White professors

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

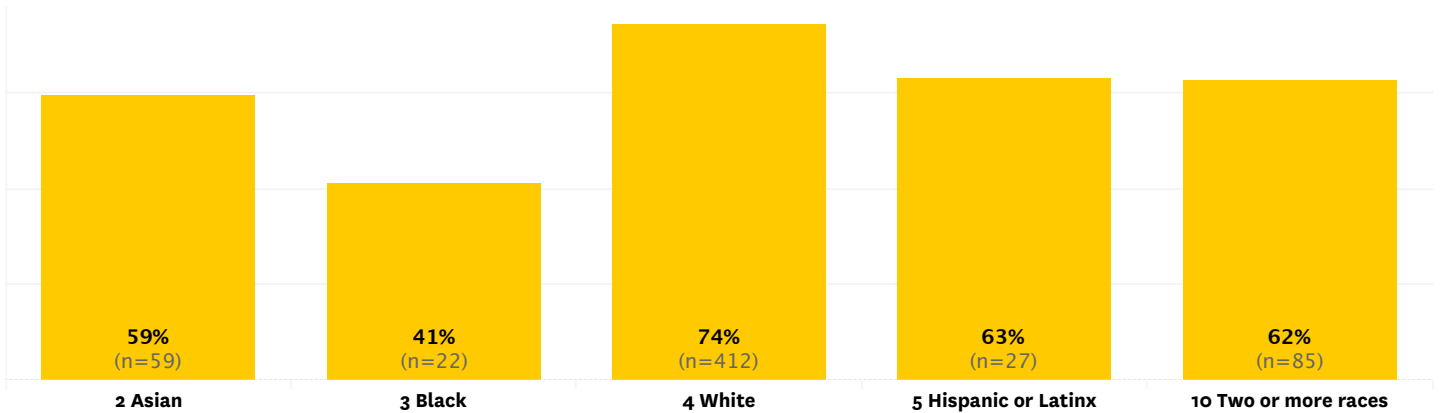
>> Prepare college and university faculty to create affirming and culturally sustaining classrooms in which students, including racially minoritized students, believe that they matter.

>> Increase overall sense of mattering and affirmation, including among racially minoritized students, in dominant social spaces or at events important or significant to student life outside the classroom (i.e., common areas, student clubs and organizations).

In the NACCC survey, mattering is defined as others noticing and caring about what students think, want, and have to say.

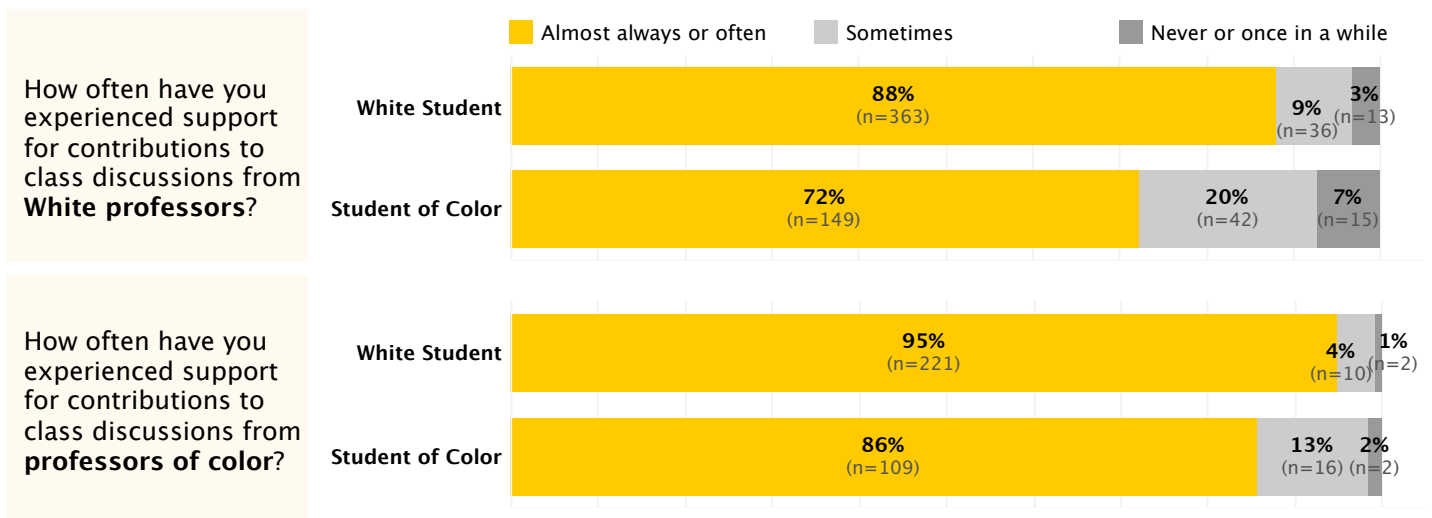
MATTERING AND AFFIRMATION

% of undergraduate students who often or almost always experience concern for feelings or experiences from White professors



Why This Matters: National data indicates that 75% of all full-time faculty in degree-granting postsecondary institutions are White (National Center for Education Statistics, 2020). This overrepresentation places added responsibility on White faculty to ensure the students of color they teach feel seen, heard, and cared for in their classrooms.

Students of color were significantly less likely than White students to receive affirmation from White professors



*Percentages may not sum to 100 due to rounding.

> RECOMMENDED ACTION ITEMS IN MATTERING AND AFFIRMATION

ASSESS CAMPUS IDENTITY

- >>Assess and determine whether there is a particular group that seems to dominate the campus environment and whether any groups are excluded from being allowed to take part in the construction of the campus identity.
- >>Conduct an audit of public spaces to ensure that inclusive imagery surrounds students. Literally and figuratively walk the halls, classrooms, and lab spaces with students and see these from their perspective.

BUILD STANDARDS OF INCLUSIVE TEACHING

- >>Regularly convene college and university faculty, in conjunction with experienced staff from centers for excellence in teaching and learning resource centers, to discuss standards of inclusive teaching and ways to engage instructional personnel in developing culturally sustaining and affirming practices.
- >>Offer mini grants as incentives so faculty are encouraged to engage with inclusive instructional design methods.

ENGAGE RACE-CONSCIOUSNESS IN CLASSROOM PRACTICES

- >>Recognize patterns of educational outcome disparities among Black, Latinx, Asian-American, and Native American students and contextualize these disparities by situating them within histories of school segregation, exclusion, and discrimination.
- >>Regularly collect and disseminate demographic data so that faculty know whom they are teaching (disaggregated along various axes, including, but not limited to, race, class, gender, first-gen status, etc.)

TRAIN STAFF FOR INCLUSIVE ENVIRONMENTS

- >>Train staff across the departments of student affairs, auxiliary centers, and campus police and security in meaningful ways to cultivate inclusive environments.
- >>Ensure staff have access to professional development funds and are encouraged to seek opportunities related to developing greater inclusion and equity skills.

ASSESS STRENGTHS AND WEAKNESSES

- >>Detect identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments.
- >>Map out where resources exist, where overlap exists, and where gaps exist, in order to effectively and equitably allocate and re-allocate resources.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Mattering and Affirmation content area include:
REC 709: Using Assessment and Evaluation to Improve Campus Racial Climates
REC 712: Navigating Identity as Faculty
REC 713: Creating Culturally Responsive and Sustaining Classrooms

NACCC CONTENT AREA DESCRIPTION

NACCC respondents indicate the frequency and nature of their interactions on campus with same-race peers and with peers from different racial groups. Additionally, they report their level of comfort in discussions with other students about issues related to race.

Key topics include:

- >> Feelings regarding conversations about race with White students and with students of color
- >> Frequency of conversation about selected political topics with White students and with students of color



44%

of White students felt moderately encouraged or completely encouraged about having conversations about race with students of color

54%

of students of color felt moderately encouraged or completely encouraged about having conversations about race with students of color

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

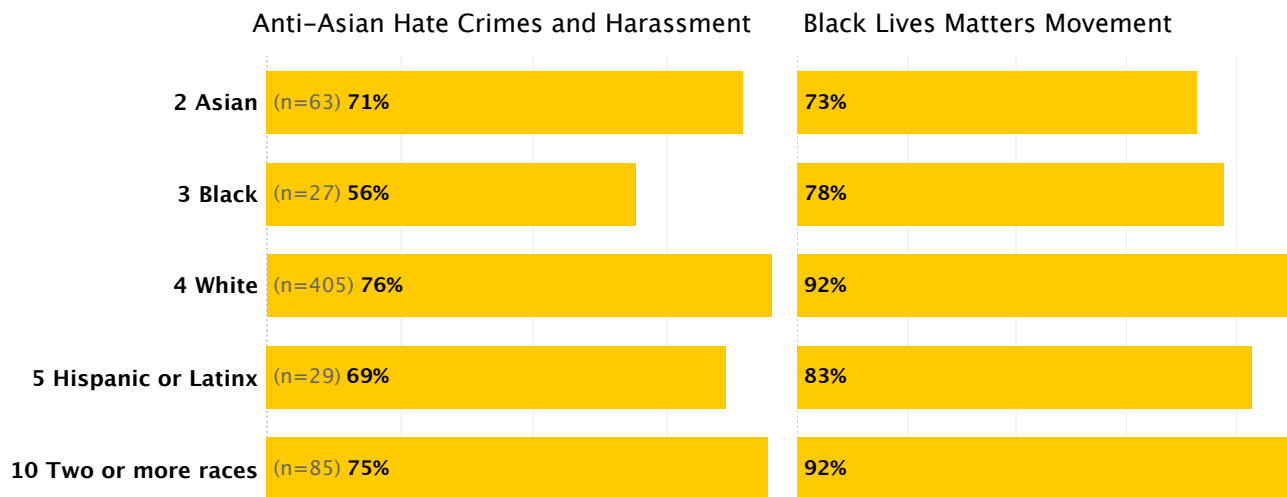
- >> Account for racial power dynamics within the institutional and geographic contexts in which cross-racial engagement (particularly conversations) take place.
- >> Facilitate meaningful dialogues inside and outside of classroom discussion in which racially minoritized students' perspectives and experiences are also centered.
- >> Create an environment where conversations about race are considered healthy and important.

In the NACCC survey, students are asked whether they feel calm, empowered, open and encouraged when engaging in conversation about race.

CROSS-RACIAL ENGAGEMENT

Talk about Race

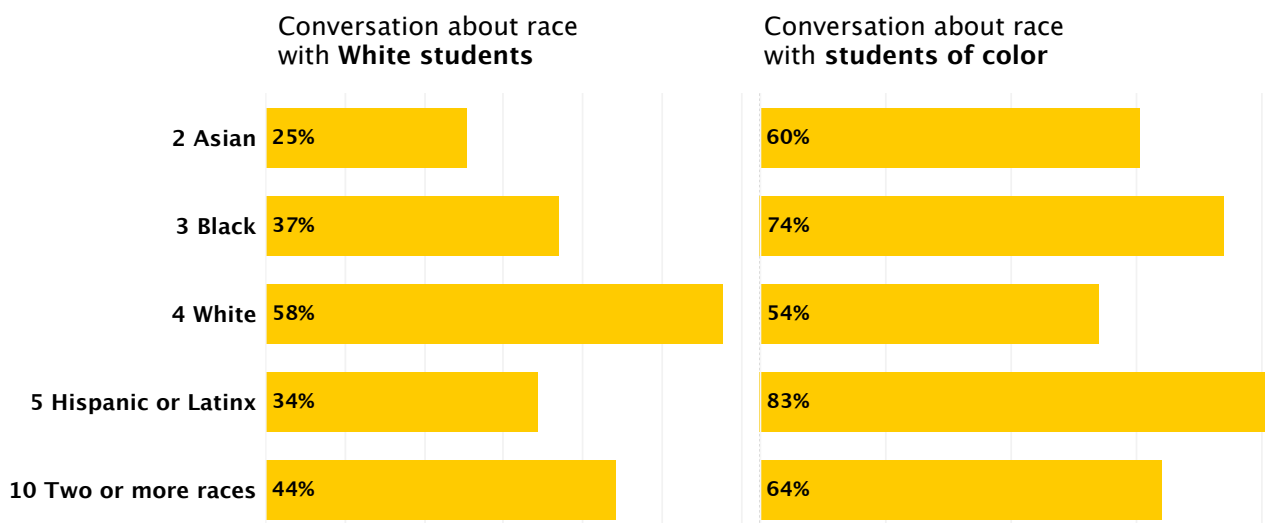
% of students who had conversations about the following racial topics with peers



Why This Matters: Racial dialogue is often the first and most frequent form of cross-racial interaction among students on college campuses. When those campuses are predominantly White, students of color are overwhelmingly burdened with educating their White peers about race as involuntary spokespersons.

Students of color feel more open when talking about race with students of color than with White students

% of students who feel moderately or extremely open about being engaged in conversations about race with each of the following groups



> RECOMMENDED ACTION ITEMS IN CROSS-RACIAL ENGAGEMENT

CREATE RACIAL DIALOGUE OPPORTUNITIES

- >>Develop and include an intergroup dialogue course across first-year curriculum.
- >>Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed.

OFFER RACIAL HEALING CIRCLES

- >>Consider implementing racial healing circles to bring students, staff, and faculty together for truth-telling, restoring trust in relationships, and community re-building.
(For additional information on racial healing circles: <https://www.aacu.org/diversitydemocracy/2018/summer/christopher>)
- >>Equip campus leadership, faculty, and staff with the tools to address race-related controversies of the moment, and to initiate discussions about race.

ENGAGE STAFF AND FACULTY

- >>Develop teams comprised of student affairs professionals, academic advisors, tenure-track and tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank, and charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across racial and other identity groups.

ENGAGE THE WHOLE COMMUNITY

- >>Ask the campus community to be part of problem solving and collaboration when racial tensions arise.

PROVIDE ONGOING AND OPEN COMMUNICATION

- >>Communicate the message that, despite the difficulty, talking about race is important, and creates opportunities to push students to higher levels of critical thinking and toward better preparation to live in a diverse democracy.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Cross-Racial Engagement content area include:
REC 701: Talking about Race, Racism, and Racial Inequities
REC 702: Race-Conscious Leadership in Higher Education
REC 728: “But I’m Not a Racist!”: Navigating the Defensive Emotions of Campus Racial Conflict
REC 731: Xenophobia, Islamophobia, and Othering

NACCC CONTENT AREA DESCRIPTION

NACCC respondents consider if and where on campus they learn about their own racial identities and about other racial groups. Additionally, students indicate the extent to which they feel racial diversity is reflected in curricula and class discussions, and how prepared they feel to live and work in a racially diverse society after college.

Key topics include:

- >> Where students learn about race and who on campus helps them learn about race
- >> Racial diversity reflected in classes within the student's major
- >> Preparation for living in a racially diverse society



1% of White students indicated they had not learned about race anywhere on campus

4% of students of color indicated they had not learned about race anywhere on campus

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

>> Improve students' understanding of the historical, social, institutional, and systemic relationships of power - specifically related to race and racism - in the United States.

>> Develop and nurture students' abilities to collaborate, work, and live with individuals of different races.

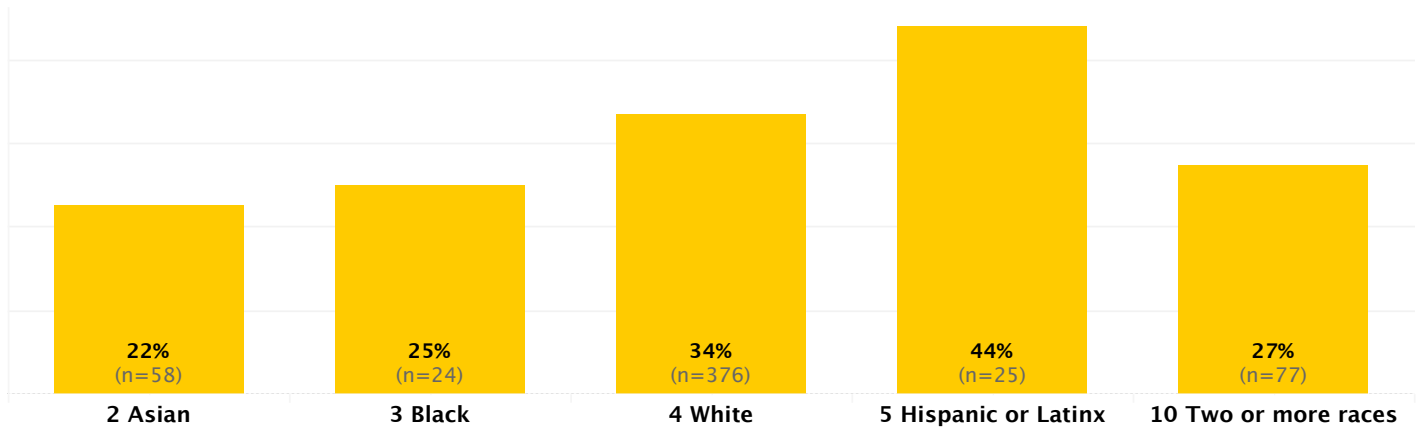
>> Lessen the burden of cultural taxation experienced by racially minoritized students by increasing personnel of color and improving racial literacy and racial competency among White faculty and staff.

In the NACCC survey, racial diversity is defined as the extent to which there are a variety of different racial groups represented.

RACIAL LEARNING AND LITERACY

How well do you think WHITMAN COLLEGE is preparing you to work in a racially-diverse setting?

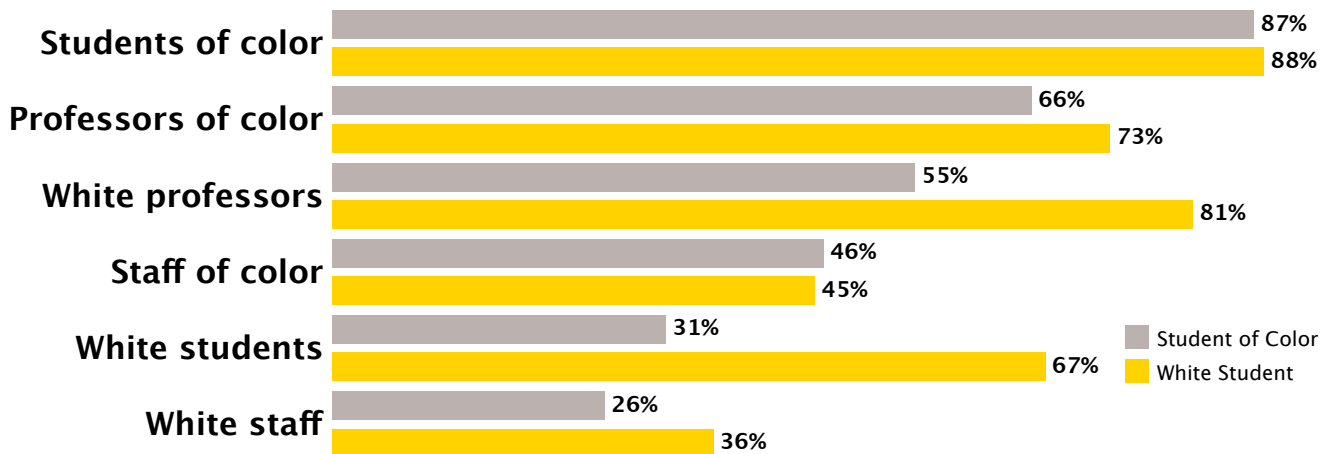
% of undergraduate students who reported their institution is **mostly or strongly** preparing them



Why This Matters: United States Census data (Colb & Ortman, 2015) project the shift of the country's racial and ethnic demographics in which non-Hispanic White people will no longer make up the numerical majority. Therefore, preparing students for post-college environments reflecting this shift is an important learning outcome colleges and universities need to address.

Students of color assume invisible work on teaching race to peers on campus

% of students who reported they have learned about race from the following people on campus



> RECOMMENDED ACTION ITEMS IN RACIAL LEARNING AND LITERACY

REVISE CO-CURRICULAR COALS

>>Conduct regular co-curricular revision of texts, colloquia, and other academically purposeful activities to center issues of race and racism, particularly in relation to the institution and the geographic context(s) within which it resides.

CONDUCT ACADEMIC PROGRAM REVIEWS

>>Conduct departmental reviews of classroom materials to determine whose voices and experiences are centered, and whose are missing.

>>Ensure that syllabus re-designs don't just end up including a few readings by authors of color (the additive "Diversity Day" model of curricular inclusion). Think through Universal Design in Learning principles and statements about academic accommodations for disabilities, and ensure that historically under-included perspectives and voices are centered.

LEARN FROM SUCCESSFUL EXAMPLES

>>Determine which academic programs on campus have been successful at advancing minoritized students and propagate elements of these programs across campus.

>>Practice engaging in departmental and cross-departmental conversations about racial equity and incentivize and support faculty and staff for engaging in the work.

BREAK DOWN RESISTANCE TO LEARNING ABOUT RACE

>>Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of those who have historically held power over actual progress toward achieving equity.

PROVIDE STRUCTURED LEARNING OPPORTUNITIES

>>Encourage faculty to seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism.

>>Provide structured opportunities for students to learn about structural and systemic issues related to their own and other racial groups, in conjunction with the course topic.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Racial Learning and Literacy content area include:

REC 711: Making Racial Equity Data Transparent

REC: 716: Classroom Incivility and Productive Conversations about Race

REC 727: Communicating Institutional Progress on Racial Equity Goals

NACCC CONTENT AREA DESCRIPTION

NACCC respondents appraise the racial environment of their institutions. They identify campus encounters they have experienced as racist, ranging from microaggressions and racial stereotyping to more overt acts of racial harassment and violence. Students indicate the impact of these encounters on their personal well-being and academic success.

Key topics include:

- >> Ratings of campus racial tensions, racial segregation, and overall campus racial climate and impact on personal well-being
- >> Frequency of experiencing racism in campus locations, academic spaces, at campus events, and impact on personal well-being



66% of White students felt moderately included or completely included on campus

43% of students of color felt moderately included or completely included on campus

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

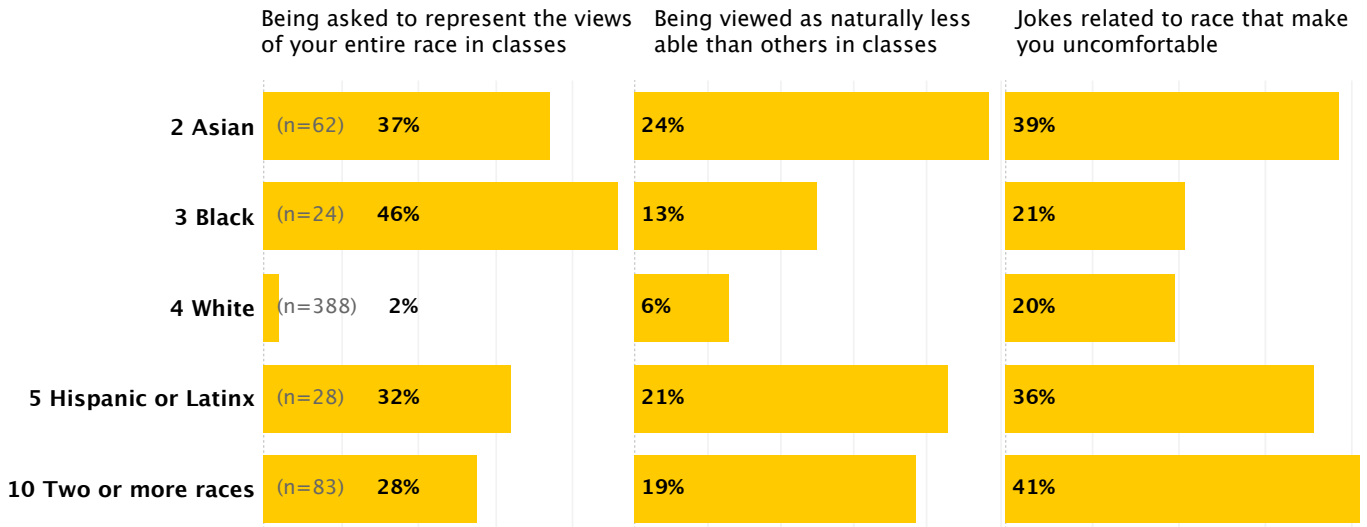
- >> Significantly reduce, if not entirely eliminate, the frequency with which students experience racial stress by disrupting oppressive practices and providing support for those on the margins.
- >> Provide sustainable resources for students to address mental and emotional health concerns related to encounters with racial stress.

In the NACCC survey, racism is defined as specific harmful acts, behaviors, or attitudes directed at students based on their race.

ENCOUNTERS WITH RACIAL STRESS

Prevalence of Racial Microaggressions

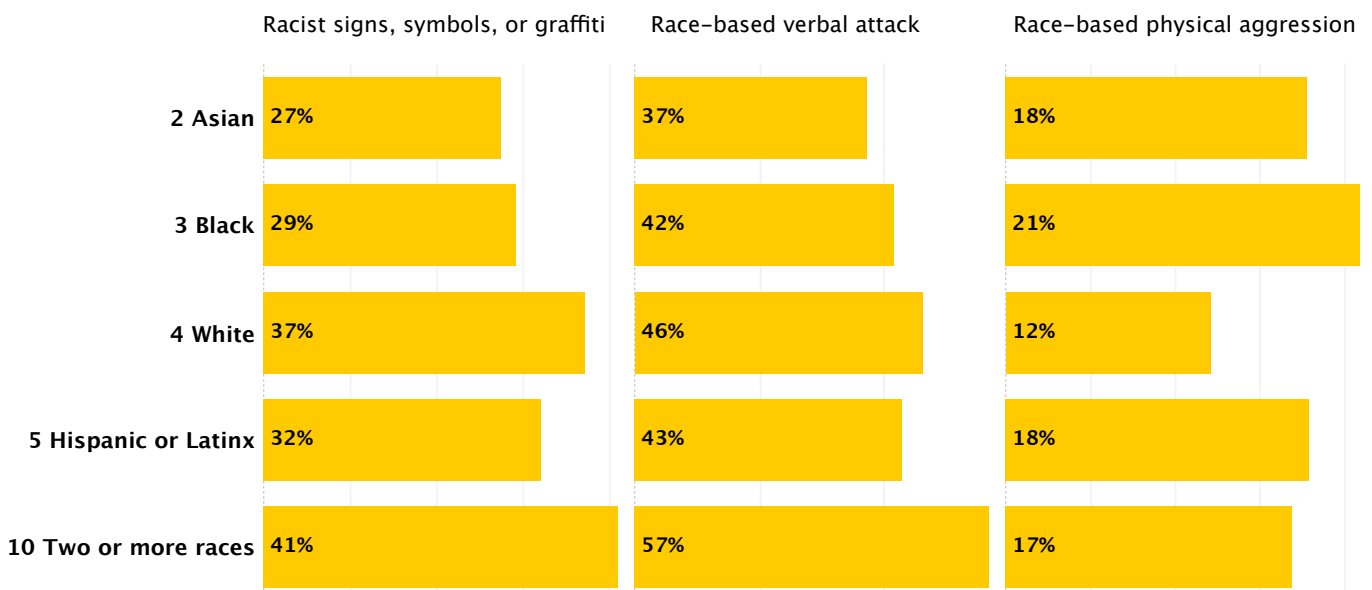
% of undergraduate students who reported they have ever experienced the following on campus



Why This Matters: Racism is a serious public health threat that directly affects the well-being of millions of Americans (Centers for Disease Control and Prevention, 2021). In addition, it is a key factor among students of color for whom encounters with racist incidents increasingly contribute to feelings of loneliness, isolation, and a lack of community.

Overt Racism on Campus

% of students who reported they have ever experienced or heard about the following happening on campus



> RECOMMENDED ACTION ITEMS IN ENCOUNTERS WITH RACIAL STRESS

CREATE RACIAL STRESS SUBCOMMITTEE

>>Form a subcommittee on racial stress composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution's racially minoritized populations.

PROVIDE PROFESSIONAL DEVELOPMENT

>>Institute professional development for faculty and staff to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. This professional development should include providing faculty and staff with the skills to confront and intervene when these incidents occur, and asking them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship.

ENGAGE RACE-RELATED STRESS ISSUES

>>Recognize race-related stress and racial trauma on campus, and collectively engage with those on the margins to objectively hear their narratives and engage for action.

CREATE SAFE SPACES

>>Create and/or bolster physical spaces and human infrastructure, explicitly and specifically serving marginalized student populations.

>>Boldly confront long-standing racial problems embedded in the systems and structures at the institution, and communicate that racism is not just individual and overt, but also systemic and covert.

>>Communicate plans for systemic change aimed to alleviate racial stress.

PREPARE RESPONSE FOR RACIAL CRISIS

>>Practice and prepare for responsible race-conscious crisis scenario response, just as is done with other potential emergency situations on campus.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Encounters with Racial Stress content area include:

REC 706: Leading in Moments of Racial Crisis

REC 714: Microaggressions and Stereotype Threat: Navigating Invisible Racism in the Classroom

NACCC CONTENT AREA DESCRIPTION

NACCC respondents evaluate their administrators' demonstrated commitments to racial diversity and inclusion at their institutions. Students also assess institutional leaders' responses to racial problems on campus.

Key topics include:

- >> Rating of campus racial diversity
- >> Rating of how campus administration deals with racism or racist incidents
- >> Rating of administration's commitment to campus racial equity and diversity



23%

of White students believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively

29%

of students of color believed campus administration dealt with racism or racist incidents moderately effectively or completely effectively

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

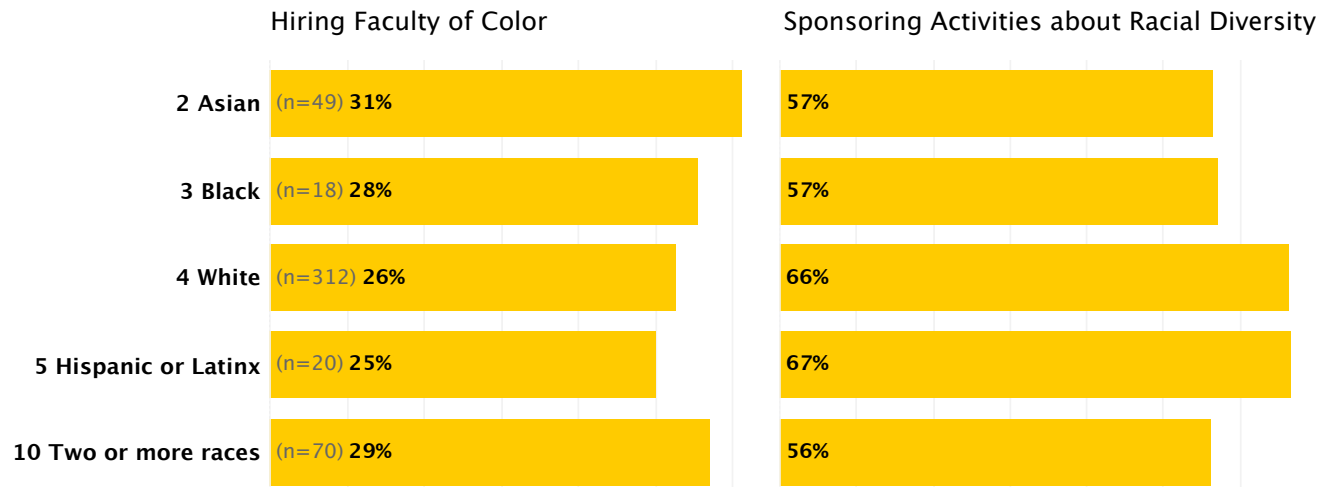
- >> Achieve parity in the racial composition of college and university faculty that mirrors student racial demographics, but recognize that culture and climate change, in step with demographic change, is also essential.
- >> Be accountable for and immediately responsive to incidents of racism, racial violence, and racial terror on-campus.
- >> Demonstrate proactive efforts to decrease likelihood of incidents of racism, racial violence, and racial terror.

In the NACCC survey, students are asked whether they believe campus leadership deals with racism/racist incidents effectively, in the open, and in a timely manner.

APPRAISALS OF INSTITUTIONAL COMMITMENT

Institutional Commitment to Equity and Diversity

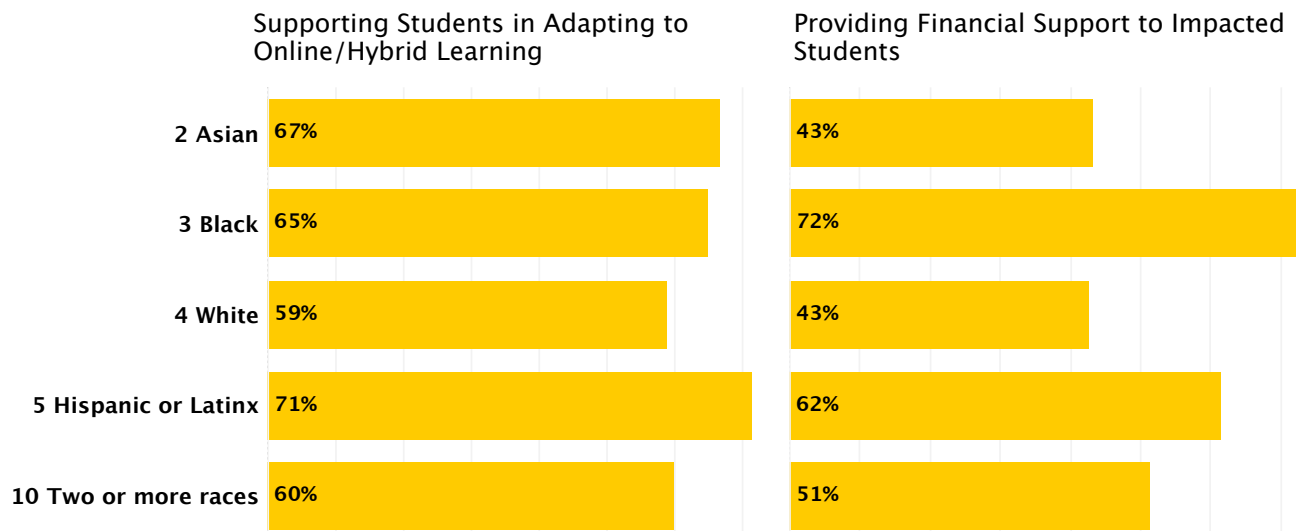
% of undergraduate students who believe the institution is mostly or strongly committed to the following



Why This Matters: The rhetoric of diversity, equity, and inclusion must accompany concrete changes to demonstrate a meaningful institutional commitment. This is especially important when the compositional diversity of an institution's faculty fails to reflect the racial and ethnic diversity of the students it serves.

Institutional Commitment to Supporting Students During the COVID-19 Pandemic

% of undergraduate students who believe the institution is mostly or strongly committed to the following



> RECOMMENDED ACTION ITEMS IN APPRAISALS OF INSTITUTIONAL COMMITMENT

CREATE CLEAR CAMPUS-WIDE MESSAGING

- >>Be clear in campus-wide messaging about the opportunities and benefits of racial equity and inclusion on campus.
- >>All key stakeholders should be able to articulate how racial equity and inclusion are tied to the key values and mission of the institution and its strategic plan.

MAP CAMPUS ASSETS AND RESOURCES

- >>Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways.
- >>Adjust campus policies and resource allocations to rectify where racial equity goals are not being met.

PROVIDE BIAS TRAINING FOR SEARCH COMMITTEES

- >>Consider that all faculty and staff search committees should go beyond bias reduction training to integrate proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized faculty.

PRACTICE RACE-CONSCIOUS LEADERSHIP

- >>Practice race-conscious leadership, which includes, for example, engaging in authentic conversations and collaborations with people of color and developing an accurate understanding of the realities of race on campus.

REVIEW ADMISSION POLICIES

- >>Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Appraisals of Institutional Commitment include:

- REC 703: Race-Conscious Enrollment Management
- REC 708: Understanding Campus Unrest and Responding to Student Protest
- REC 717: Reducing Implicit Bias in the Search and Hiring Process
- REC 719: Retention and Advancement of Professionals of Color
- REC 725: Messaging Commitment to Racial Equity and Inclusion

NACCC CONTENT AREA DESCRIPTION

NACCC respondents reflect on their sense of security and on their encounters with racism in their hometowns, in the cities/towns surrounding their campuses, and in online and social media environments.

Key topics include:

- >> Feelings of personal well-being in city/town surrounding campus and in hometown
- >> Experiences of racism in external environments



50%

of White students felt moderately welcome or completely welcome in the city/town surrounding campus

30%

of students of color felt moderately welcome or completely welcome in the city/town surrounding campus

*The above figure illustrates only selected results. Please refer to the data tables accompanying this report to view results for all survey items.

KEY GOALS IN THIS CONTENT AREA

>> Monitor and acknowledge external incidents of racism and racial violence.

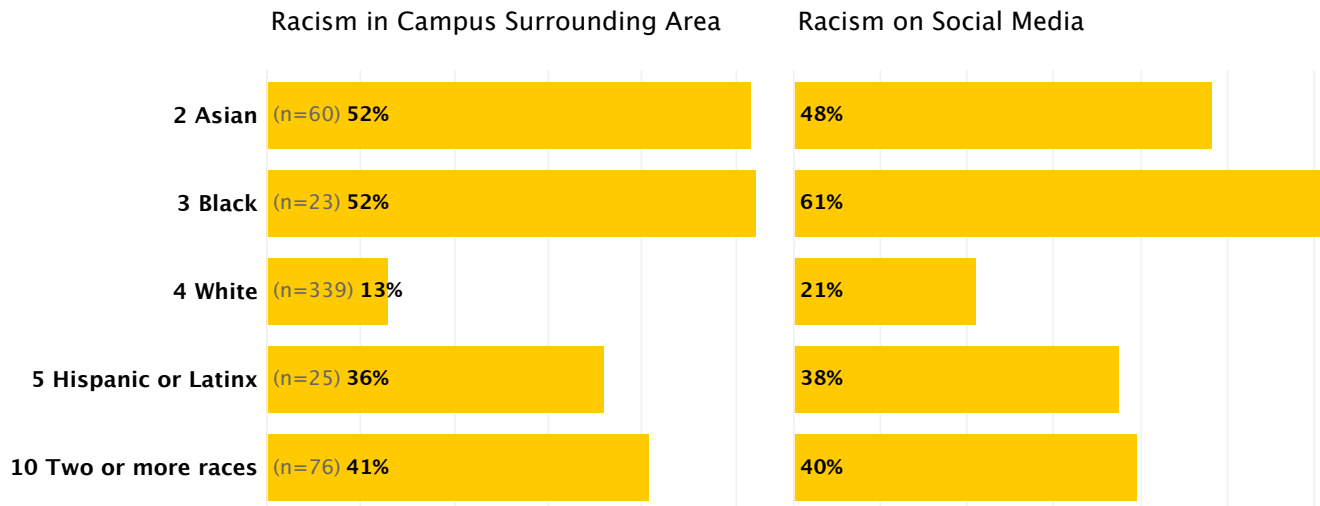
>> Be proactive and aware that students come from and are continually exposed to environments with differing levels of racial stress and violence apart from the campus community, and may, for example, experience an entirely separate racial reality on campus than in their hometown or in the city/town surrounding campus.

In the NACCC survey, students are asked about the racial makeup of their high school and of their neighborhood during high school.

IMPACT OF EXTERNAL ENVIRONMENTS

Prevalence of Off-Campus Racism

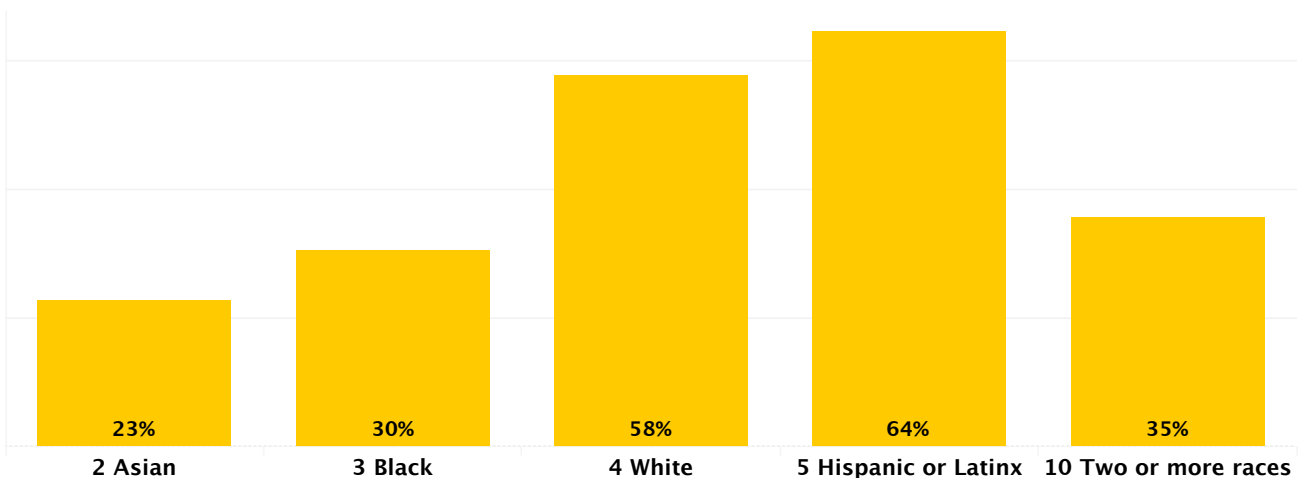
% of undergraduate students who reported they have ever experienced racism in the following spaces



Why This Matters: As students are entrusted to institutions by parents and families, there is a responsibility for colleges and universities to actively engage local law enforcement in developing anti-racist professional practices.

Off-Campus Safety

% of undergraduate students who feel **moderately or completely safe** in the area surrounding their campus



> RECOMMENDED ACTION ITEMS IN IMPACT OF EXTERNAL ENVIRONMENTS

ESTABLISH CAMPUS CLIMATE COMMITTEE

>>Building from the existing or newly constructed campus climate team, work with community leaders (including both residents and elected officials) to establish a town & gown committee or working group to help prevent, manage, and respond to racial incidents, racial violence, and racial terror taking place at the intersection of campus and community.

EVALUATE CAMPUS ENVIRONMENT AND POLICIES

>>When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and policies and practices that have a differential impact by race.

>>Change policies that disproportionately penalize marginalized student populations.

ASSESS PRE-COLLEGE EXPERIENCES

>>Prepare to support students who have already experienced racial battle fatigue when they first arrive on campus. Also support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities.

CREATE RACIAL INCIDENT RESPONSE MESSAGING

>>When students are affected by incidents of racism and hate crimes locally or nationally, distribute messaging and notifications when these incidents happen, similar to existing notifications for these types of incidents when they occur on campus.

PARTNER WITH THE COMMUNITY

>>Partner with local businesses and police to conduct implicit bias trainings.

Recommended Professional Development Modules

Examples of USC Equity Institutes modules that address the Impact of External Environments content area include:

REC 731: Xenophobia, Islamophobia, and Othering

REC 724: Strategic Planning and Action for Racial Equity

REC 732: Cultivating Trans Inclusive Campus Environments

ABOUT

USC Race and Equity Center

Racism, America's longest-standing social problem, traces back to the massacre of indigenous peoples, the horrendous enslavement of Africans, and the enactment of policies like the Chinese Exclusion Act and the Treaty of Guadalupe Hidalgo that forced Mexico to concede more than half its land to the United States. Today, racial inequities are persistent and pervasive in P-12 schools, colleges and universities, workplace settings, and our larger society.

Despite this, few people know how to talk comfortably about race. Even fewer know what to do when racial tensions arise, when data show racial disparities, and when frustrated citizens demand accountability and racial justice.

At the USC Race and Equity Center, we aim to be helpful. Actionable intelligence, as well as scalable and adaptable models of success, inform our ongoing quest for racial equity. Our work matters because race continues to matter in our country. Dismantling an issue as big as racism requires a robust interdisciplinary network of expert scholars, as well as a wide range of strategies, tools, partnerships, and resources.

Our strength largely resides in our interdisciplinary network of faculty affiliates. We unite more than 100 professors across academic schools at USC who are experts on race and racism, people of color, immigration, and other important dimensions of equity. These scholars work together on research, as well as on the development of useful tools and resources.



Appendix D

Faculty Recruitment Strategies

WHAT CAN WE DO?

10 PROMISING PRACTICES

1. Build an effective search committee

- Require a high-level commitment to diversity and inclusive excellence in committee members.
- Ensure all members have attended a workshop to learn about bias and strategies for fair evaluations.
- Prepare and train your search committee to evaluate diversity/inclusion statements and antiracist pedagogical practices.
- Assign someone to serve as an inclusion advocate in the search.

2. Actively develop a diverse pool of applicants

- Network directly with newly established scholars.
- Foster connections with institutions that train diverse students.
- Connect with professional organizations that support underrepresented groups in your field.
- Engage with postdoctoral programs that support excellence and diversity.
- Browse The Registry and invite promising candidates to meet with you and/or apply.

3. Define the disciplinary area for your search as broadly as possible*

- Search as broadly as possible. If you have multiple positions over a period of several years, consider more broadly defined searches, with a multidisciplinary search committee.
- Consider searching in subfields that are more diverse. These can be called out specifically as areas of interest in your broad search.

4. Ask for information you need from applicants

- Ensure that all applicants know the criteria on which they are being evaluated.
- Provide a template or checklist and clear instructions about the application process.
- Ask candidates to write about current or planned contributions around diversity and inclusion, either as a separate statement or as part of other materials.

5. Make sustained and conscious efforts to counter potential evaluation bias

- Discuss and define specific evaluation criteria before the search. Ensure all search committee members and department faculty have a clear and shared understanding of the criteria.
- Design evaluation tools that examine a candidate's strengths, accomplishments, and attributes along a variety of dimensions.
- Value evidence of a candidate's commitment to diversity and inclusive excellence, beyond rhetoric and their own marginalized identity as an asset.
- Consider the environment in which achievements were made (e.g. history of working with LGBTQIA+ students but no indication of work with LGBTQIA+ communities of color).
- Be alert for bias around the candidate's institution and/or subfield (e.g. candidate with degrees from Howard and Spelman viewed as less qualified than candidate with degrees from Harvard and Stanford).
- Avoid global evaluations and summary rankings that fail to consider all of the search criteria.
- Acknowledge uncertainty.

6. Provide a welcoming environment during the interview

- Attempt to avoid 'tokenism' in the interview pool.
- Avoid telling a candidate that you are interviewing them or want to hire them because of the social group to which they belong.
- Ensure that all candidates meet a diverse group of people during their visit to campus.

7. Encourage circumstances that will allow you to see the candidate at their best.

- Provide complete information about the visit well in advance.
- Ask the candidate whom they would like to meet.
- Identify an appropriate faculty host.
- Share information about the job talk broadly.
- Introduce the candidate's job talk with a summary of their accomplishments/expertise.
- Consider how welcoming the spaces in your department are (e.g. who is pictured?)
- Do not ask the candidate about their personal life (age, marital status, children, *etc.*) even in off-campus situations (*e.g.* dinner with the search committee). Questions about personal life can have unintended consequences.

8. Share information about the institution's ongoing DEIA efforts

- Provide an information packet to all candidates (rather than making this contingent on gathering inappropriate personal information).

9. Manage the decision making process

- Consider only job relevant criteria in evaluating candidates.
- Use the candidate evaluation tool for each step of the interview process, and refer to items on the evaluation tool when discussing candidate, rather than subjective terms like "fit".
- Make sure the views of all faculty are heard.

10. Recruit the selected candidate.

- Once a candidate is selected for a job offer, all relevant factors can be discussed.
- Provide detailed information to ensure that the negotiation process is positive and effective for all candidates.

BONUS ITEM! Develop department policies that aid in faculty support and retention

- Create mechanisms to support diversity, equity and inclusion.
 - Make sure new faculty are appropriately mentored (work with them to identify their professional development needs and provide opportunities for them to select a mentor, rather than having one assigned).
 - Share information with candidates about the College's institutional membership with NCFDD.

*A broad search here is meant to include multiple disciplines (e.g. History, Sociology, Psychology) so that candidates with degrees in other fields will be considered. It also references targeting particular subfields in those disciplines that tend to engage or attract DEIA-competent scholars (e.g. Scientific Racism, CRT).