WIDE (Whitman Inclusion, Diversity and Equity Council) Activities Report 2015-2017

INTRODUCTION: WIDE was formed in January 2015 and specifically charged with strategically thinking and providing guidance about the College's efforts regarding Diversity, Inclusion and Equity as it affected all constituents of the Whitman Community. The committee was to be broad based and would include: staff, students, faculty, overseers and board members. The committee has been meeting once a month during the academic year since its formation. Below, we give some detail of the work that WIDE has been involved in, and we also note other activities on Whitman's campus that have been initiated and carried out by other groups that contribute to building a more diverse, inclusive and equitable community. Where possible, we have included in the Appendix appropriate background documents that we believe will be helpful.

DIVERSITY DRAFT STRATEGIC PLAN: One of the initial tasks that WIDE was assigned was to think about the future of Whitman College as it related to its aspirations regarding Diversity, Inclusion and Equity within a 5-year time frame. What diversity is, what goals would be pertinent and what strategies and tactics would be relevant. WIDE worked over the first year (2015-16) in developing a "Draft Strategic Plan for Diversity, Equity and Inclusion". This work was supported by the Mellon Foundation that gave a grant to Whitman for "planning". In the work of WIDE, we were fully aware that a broader college wide strategic planning process would be launched by President Murray. So, we wanted to be sure that the work we did was complementary to that broader college wide plan. Here we provide an executive summary of the plan. The plan sought to address four main areas: Campus Climate, Education and Scholarship, Access and Success, and Institutional capacity to carry out the plan.

In our process, we were attentive to other work that had been done in this area, from the 2013 Report on Faculty Retention at Whitman by Daryl Smith, to the 2016 ASWC Diversity and Inclusion working group report, the Student Affairs Strategic Planning around Diversity report of 2014, Whitman Leadership Program's 2015 project on outreach to the local Latinx community and the Global Education Working Group report of 2011. The planning grant allowed us to have the services of Dr. Damon A. Williams, a leading scholar in the area of "Inclusive Excellence", who consulted with WIDE and visited Whitman's Campus on two separate occasions. WIDE was also able to present the draft diversity strategic plan to the Diversity Committee of the board for its input. This all contributed to our final outcome. We believe the work of WIDE contributed to the outcomes we see in the draft of the current College wide strategic plan, in particular the strategic imperatives of: enhancing a diverse and inclusive community AND accessibility and affordability of a Whitman education. As the college, wide strategic planning process proceeds to the tactics stage, we expect some of the tactics that were developed by WIDE to contribute to that stage of the plan.

CAMPUS CLIMATE STUDY: WIDE also was engaged in that first year (2015-16) in developing a Climate Study with an independent researcher, Rankin and Associates. Rankin and Associates visited the campus on three separate occasions. Initially to provide information to the campus

about the climate study and what would be involved. This was followed by a second visit in October 2015. During this visit, the Rankin and Associates team conducted 10 focus groups on campus, to help inform the questions of the study. The survey was carried out for a month between February and March 2016 and Rankin and Associates returned for a final visit to report back to the campus the findings in November 2016. The presentations were made to faculty, staff, students and board members. We provide the executive summary in appendix 1, and a link to the Climate study webpage. The full report is available in hard copy in the Library on reserve.

WIDE followed up these presentations by Rankin and Associates with a series of listening sessions with a variety of constituents: staff, faculty, and students to further explain the findings and gather feedback regarding those themes that seemed most salient in the light of the findings. The results of these conversations and feedback furthered informed WIDE's reevaluation of its draft diversity strategic plan, to consider if there were findings that should be incorporated in the plan. WIDE summarized these findings, and forwarded them the college wide strategic planning committee. We believe this feedback will be significant in the tactical stage of the college wide strategic plan. President Murray provided a campus update on the series of actions that the Administration was taking to address the concerns raised in the Climate Study. We are convinced that this is work that needs to continue, and should be a part of how we do our collective work every day to be a truly equitable and inclusive community. WIDE will continue to monitor our progress or lack thereof in that direction, and will report back to the community, and make appropriate recommendations to senior leadership and appropriate governing committees.

INTER GROUP DIALOGUE FACILITATION TRAINING: In August 2016, 20 students, staff, and faculty spent a week with trainers associated with the University of Michigan Program on Intergroup relations. The focus of the training was facilitating intergroup dialogue. We have become aware over time that conversations about diversity, inclusion and equity are not easy and do not occur spontaneously on campus. We believe these conversations need to become more frequent and engrained in our campus culture. This training provided the participants with tools to be able to facilitate such conversations. Currently some of the faculty that were involved in this training have been incorporating some of these pedagogies in their courses. There have also been opportunities to integrate this approach in other co-curricular work. There is work going on to consider courses that would make this more available to students.

SEMINAR ON WELL BEING AND SUCCESS OF FIRST GENERATION STUDENTS: In May 2016, supported by a grant from American Association of Colleges and Universities in their Bringing Theory to Practice program, a seminar was convened at Whitman, "Supporting First Generations Students". 20 faculty and staff spent a day looking at the different ways in which the support of those who are first in their family to go to college could be further enhanced at Whitman. This seminar, anchored in reading the book "Make Your Home Among Strangers" (Jennine Capó Crucet, St. Martin's Press, 2015), framed the work of that day. This book was also chosen as the summer read for 2017. A panel of first generation students also participated in the seminar as presenters, bringing their lived experience to bear on the learning that occurred

that day. We realized that there were a number of activities that needed to be better coordinated, and information that needed to be made available to students much earlier in their careers at Whitman, to avoid students going through a series of offices to get information and assistance that could be consolidated in one office. This seminar built on work that had been started through the summer fly in program (now in its third year), jointly run by ARC, the Office of the Associate Dean of Students for Student Programs and Activities, and the Intercultural Center. At the same time, there was a special pre-major advising training session that had been devised by Associate Dean of Students and Director of the ARC, Juli Dunn to ensure that those who were advising first generation students were well prepared to work with some challenges that first generation students encounter. The peer mentoring and staff mentoring that had been created previously was also another dimension of the sort of wrap around approach that this seminar further reinforced. The Program Coordinator in the GAC, has the support of first generation students, including the First Generation and Working Class Club in her portfolio. This seminar also begun to raise in prominent ways the barriers that undocumented students encounter once they are admitted to Whitman, and the things that could be done to adequately support them. This matter became more salient in the Fall of 2016 as it became quickly clear that the status of those that were undocumented would become even more precarious. The advocacy of Borders as Method (B.A.M.), and the unwavering support of the Whitman community for all members of this community regardless of immigration status, led to the designation of Kazi Joshua as primary contact for matters related to undocumented students. This assignment became broader, as other actions led to more and more people being concerned about their immigration status. A working group on these issues has since been established, that includes students, faculty and board members.

DIVERSITY INNOVATION GRANTS: President Murray made available resources from The New President's grant to support faculty and staff who wanted to explore new possibilities that would be innovative in engaging diversity, inclusion, equity in learning experiences and collaborative activities. These grants were called "Diversity Innovation Grants". Over half a dozen applications have been received and approved by the review committee since the grants were announced in the Fall 2016. The projects have ranged from course redesigns to collaborative work with the Confederated Tribes of Umatilla Reservation. The second call for proposals has gone out and applications are currently being received. This set of Diversity Innovation Grants will help show us the kinds of innovations that faculty and staff are interested in pursuing. As there is now consideration of what a Mellon Diversity Implementation grant focused on diversification of the curriculum and the "Innovative Curriculum" plank of the college wide strategic plan, we believe these grants will make a meaningful contribution.

SUPPORTING THE WHITMAN COLLEGE WIDE STRATEGIC PLAN: As we see it, the draft list of strategic imperatives of the Whitman Strategic plan: (a) Increasing access (b) Enhancing diversity, inclusion and equity (c) Innovative Curriculum (d) Embracing our location and (e) Connecting to life after Whitman, all advance the commitment to diversity, inclusion and equity for all of Whitman. The work of WIDE, will continue to compliment the efforts of the Strategic Planning Committee, while at the same time focusing on what the Climate Study has told us

and the priorities that have emerged from our listening sessions and the related documents that preceded this draft diversity strategic plan.

Below we note activities in 2015-17 that advance diversity, inclusion and equity but did not emerge directly out of the work of WIDE. They contribute directly to the goals of WIDE. Where possible, we have provided background documents in the Appendix:

1. A working group of the faculty chaired by Professor Sharon Alker spent a year reviewing promotion and tenure guidelines to determine if they adequately recognized and rewarded the work of diversity, inclusion and equity in the processes of promotion and tenure guidelines in faculty code. The recommendations of this working group were affirmed by a voted of the faculty. We provide the relevant documents in appendix 4-6.

2. The writing faculty, supported by the general studies committee brought forward legislation allowing for a writing assessment for all entering first year students in order to determine those who would benefit the most by being enrolled in courses designed to improve writing. We provide the full proposal in appendix 7.

3. Associate Dean for Faculty Development, Lisa Perfetti and Kazi Joshua have continued to meet with faculty search committees in advance of searches to share best practices in making sure that the applicant pool is kept as diverse as possible for as long as possible.

4. The Intercultural Center in collaboration with Residence Life have been redesigning the race and equity workshop mandated for entering first year students, in response to student feedback.

5. Through the Office of Alumni affairs, we have held meetings in Seattle, Portland, Washington, D.C., and Boston on the themes of diversity, inclusion and equity and the work that is ongoing here at Whitman. In these visits, there has been consistent support for the commitment to diversity, equity and inclusion.

6. The second cohort of the Whitman Leadership Program in its final project entitled: "Improving Recruitment and Retention of underrepresented staff", made meaningful recommendations about steps that can be taken at various levels to improve Whitman's ability to attract and retain underrepresented staff candidates. This report is going to be influential in Whitman's efforts going forward.

7. Faculty in Division III submitted a preproposal to the Howard Hughes Medical Institute that is committed to "Inclusive Excellence". The proposal was approved and now a full proposal will be submitted in October, 2017. The goal is to increase the retention and persistence of underrepresented students in Division III. The faculty in Division III have also been engaged in professional activities and course related innovation to enhance inclusive pedagogical practices in the Division.

8. Whitman joined the Liberal Arts Diversity Officers (L.A.D.O) organization that brings together senior leaders at Liberal arts colleges working on diversity and inclusion several times a year.

9. Whitman rejoined Consortium for Faculty Diversity (C.F.D.). A collaboration that gives Whitman access to post-doctoral students that are underrepresented and can serve for short periods of time as they seek to secure permanent positions.

10. A committee led by The Provost and Dean of the faculty has been working with elected leaders at The Confederated Tribes of the Umatilla Reservation (CTUIR) to come up with a Memorandum of Understanding that would regularize our collaborations on a variety of levels. This Memorandum of Understanding was signed in a ceremony on May 19, 2017. This is a recognition of the many ways in which various constituents at Whitman engage with CTUIR, and also our desire to be able to be in a mutually beneficial relationship with CTUIR, so that there can also be benefits for CTUIR from that relationship. This working group will also allow us a degree of coordination and information sharing on the part of Whitman, amongst the various projects that may be going on at any given time at Whitman in relationship to CTUIR. This work builds on other working relationships that were established by various faculty, the SEC, and these set of relationships led us to be able to include in the new student orientation, some history of the local areas as it related to Whitman's relationship with the tribes, in the Fall of 2016.

11. This will be the fourth year that Associate Dean of faculty Development, in conjunction with other CDO's from the North West Five Consortium will be holding a faculty of color workshop intended to provide networking opportunities with other faculty of color in the consortium. A number of faculty from Whitman College have attended these workshops over the years.

12. In March 2016, President Murray supported a group of ten people, that included faculty, staff, and a board member to attend a conference organized by American Association of Colleges and Universities focused on the retention, persistence and success of underrepresented students. Some follow up from those attendees is now connecting with the other initiatives mentioned above.

13. The Intercultural Center through special support from The Mellon Diversity Endowment fund will be hiring in the Fall 2017, a half time program coordinator to support LGBTQI members of the Whitman community. This is an acknowledgement of the work that so many have done over the years in informal ways to support this part of the Whitman community.

14. In 2015-16, The Office of Human Resources and the SEC did a study of patterns of student employment to determine if the students with the greatest need were getting the opportunities they needed. This study showed that was not the case, and a whole new approach has been developed, housed in the SEC to ensure that on campus student employment opportunities prioritized student with economic need and international students, consistent with our values of inclusion, equity and diversity.

15. Whitman joined The Hispanic Association of Colleges and Universities (H.A.C.U.) in 2017 to maximize its efforts to Latinx students.

16. The Student Engagement Center has continued its work on Whitman Teaches the Movement in Walla Walla schools and has received state wide attention for this program.

17. ASWC created the new position of Director for Diversity and Inclusion during the 2015-16 academic year.

18. During the 2016-17 academic year the Panhellenic Association created a position of Vice President for Diversity and Inclusion.

CONCLUDING REFLECTION:

There is a lot of work that has been undertaken in these past two years, the period in which this report is located. There is more work ahead of us to be sure. There is a great deal of promise and momentum on the matters relating to the kind of community Whitman aspires to become. We believe that a number of actions are functioning in concert in one direction: a more diverse, equitable and inclusive community for every member of the Whitman community. We are also aware that this work is always evolving. As a transitory community, we lose 25 % of our student population through graduation and we gain another 25% of first year students, this means that our work is almost cyclical. At the same time, the society undergoes changes that impact our work on campus in various ways. We will continue to be attentive to both currents of change: societal and campus based, in so doing, we will continually evaluate our work to fulfill the goals articulated above. We also believe that while there are various levels of institutional responsibility and efficacy on the campus, every member of the campus community is a part of this work, and we can all make a contribution, even in modest ways to make Whitman what we believe it can become: a place where every student, staff member, and faculty member not only feel a sense of belonging, but actually belong. Not only succeed, but actually thrive. We believe this is possible within our lifetime.

MATERIALS IN THE APPENDIX:
1. Whitman Executive Summary (Climate Study by Rankin and Associates)
2. Executive Summary of Draft Diversity Strategic Objectives (WIDE)
3. Diversity Dashboard as of 10/31/16 (Office of Institutional Research)
4. Charge to the Ad hoc committee on promotion and tenure guidelines (CDC)
5. Draft of Recommended changes by the Ad hoc committee (10/24/16)
6. Rationale for changes recommended by Ad hoc committee (10/24/16)
7. Writing Proficiency Requirement Proposal (GSC), 2/28/17
8. Letter from President Murray to the Whitman Community

Rankin & Associates, Consulting

Assessment • Planning • Interventions

Whitman College

Climate for Learning, Living, and Working Executive Summary

November 2016

Rankin & Associates, Consulting

Executive Summary

Introduction

Whitman College affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Whitman College is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Whitman College's mission statement, "Whitman College is committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education. It is an independent, nonsectarian, and residential college. Whitman offers an ideal setting for rigorous learning and scholarship and encourages creativity, character, and responsibility. Through the study of humanities, arts, and social and natural sciences, Whitman's students develop capacities to analyze, interpret, criticize, communicate, and engage. A concentration on basic disciplines, in combination with a supportive residential life program that encourages personal and social development, is intended to foster intellectual vitality, confidence, leadership, and the flexibility to succeed in a changing technological, multicultural world."[1] In order to better understand the campus climate, the senior administration at Whitman College recognized the need for a comprehensive tool that would provide campus climate metrics for Whitman College students, faculty, and staff.

To that end, Whitman College contracted with Rankin & Associates Consulting (R&A) in April 2105 to conduct a campus-wide study entitled, "Whitman College Assessment of Climate for Learning, Living, and Working." To assist with the project, Whitman College formed the Whitman Inclusion, Diversity, and Equity Council (WIDE). WIDE is composed of faculty, staff, students, and administrators. Data was gathered via reviews of relevant Whitman College literature, focus groups, and a campus-wide survey centered on the experiences and perceptions

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[1]https://www.whitman.edu/about/mission-statement

of various constituent groups. Based on the findings of this study, community forums will develop and complete two or three action items by spring 2017.

Project Design and Campus Involvement

WIDE collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 18 focus groups comprised of 111 participants (37 students and 74 faculty, staff, or administrators). In the second phase, WIDE and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed on February 8, 2015. Whitman College's survey contained 104 items (23 qualitative and 81 quantitative) and was available via a secure online portal from February 16 to March 18, 2016. Confidential paper surveys were distributed to those individuals who did not have access to an internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for Whitman College's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. WIDE implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, Whitman College's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

Whitman College Participants

Whitman College community members completed 1,089 surveys for an overall response rate of 52%. Only surveys that were at least 50% completed were included in the final data set for

analyses.[2] Responses by constituent group varied: 67% ($n = 729$) were Students, 13% ($n = 145$) were Faculty members, and 20% ($n = 215$) were Staff/Administrators. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for each demographic characteristic.[3]

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[2]Five surveys were removed because at least 50% of the survey was not completed, and six duplicate submissions were removed. Surveys were also removed from the data file if the respondent did not provide consent ($n = 0$). Any additional responses were removed because they were judged to have been problematic (i.e., the respondent did not complete the survey in good faith).

[3]The total n for each demographic characteristic may differ as a result of missing data.

Table 1. **Whitman College Sample Demographics**

Characteristic	Subgroup	*n*	% of Sample
Position status	Student	729	66.9
	Faculty	145	13.3
	Staff/Administrator	215	19.7
Gender identity	Women	661	60.7
	Men	397	36.5
Racial identity	Asian/Asian American	52	4.8
	Hispanic/Latin@/Chican@	34	3.1
	Other People of Color	16	1.5
	White	854	78.4
	Multiracial	107	9.8
Sexual identity	LGBQ	210	19.3
	Heterosexual	824	75.7
Citizenship status	U.S. Citizen	981	90.1
	Non-U.S./Naturalized Citizen	68	6.2
	Multiple Citizen	35	3.2
Disability status	Single Disability	138	12.7
	No Disability	895	82.2
	Multiple disabilities	50	4.6
Faith-based affiliation	Christian Affiliation	290	26.6
	Other Faith-Based Affiliation	66	6.1
	No Affiliation	599	55.0
	Multiple Affiliation	115	10.6

Note: The total *n* for each demographic characteristic may differ as a result of missing data. More detailed demographic information is available in the narrative (e.g., Table 3).

Key Findings – Areas of Strength

1. **High levels of comfort with the climate at Whitman College**

    Climate is defined as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."[4] The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

    *   72% (*n* = 778) of the survey respondents were "comfortable" or "very comfortable" with the climate at Whitman College.
    *   72% (*n* = 259) of Faculty and Staff/Administrator respondents were "comfortable" or "very comfortable" with the climate in their departments/work units.
    *   85% (*n* = 744) of Student and Faculty respondents were "comfortable" or "very comfortable" with the climate in their classes.
    *   74% (*n* = 295) of Men respondents and 71% (*n* = 469) of Women respondents were "very comfortable" or "comfortable" with the overall climate on campus.

2. **Faculty Respondents – Positive attitudes about faculty work**
    *   Tenured and Tenure-Track Faculty respondents felt that teaching (92%, *n* = 98) and research (81%, *n* = 85) were valued by Whitman College.
    *   Non-Tenure-Track/SSRA Faculty respondents felt that teaching (86%, *n* = 31) was valued by Whitman College.
    *   74% (*n* = 104) of Faculty respondents would recommend Whitman College as a good place to work.
    *   82% (*n* = 86) of Tenured and Tenure-Track Faculty respondents felt that faculty opinions were taken seriously by their department chair

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[4]Rankin & Reason, 2008, p. 264

3. **Staff/Administrator Respondents –Positive attitudes about staff work**

- A majority of Staff/Administrator respondents believed that vacation and personal time benefits (78%, $n = 166$), health insurance benefits (80%, $n = 168$), and retirement benefits (79%, $n = 170$) were competitive.

- 72% ($n = 154$) of Staff/Administrator respondents thought that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.

- 76% ($n = 163$) of Staff/Administrator respondents thought their supervisors provided adequate support for them to manage work-life balance.

- 70% ($n = 149$) of Staff/Administrator respondents reported that they were able to complete their assigned duties during scheduled hours.

- 76% ($n = 160$) of Staff/Administrator respondents believed that they were given a reasonable time frame to complete assigned responsibilities.

4. **Student Respondents – Positive attitudes about academic experiences**

The way students perceive and experience their campus climate influences their performance and success in college.[5] Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.[6] Attitudes toward academic pursuits are one indicator of campus climate.

- 89% ($n = 645$) of Student respondents felt valued by Whitman College faculty, 80% ($n = 584$) felt valued by campus staff, and 46% ($n = 330$) felt valued by campus senior administrators.

- 89% ($n = 650$) of Student respondents felt valued by faculty in the classroom.

- 77% ($n = 561$) of Student respondents felt valued by other students in the classroom, and 81% ($n = 593$) felt valued by other students outside of the classroom.

- 85% ($n = 617$) of Student respondents had faculty whom they perceived as role models.

[5]Pascarella & Terenzini, 2005
[6]Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

Student Respondents' *Perceived Academic Success*

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success.* The scale was derived from Question 11 on the survey requesting that students provide the perceptions of their own perceived academic succes. Analyses using these scales revealed:

- A significant difference existed in the overall test for means for Students by Racial Identity, Sexual Identity, Disability Status, First-Generation Status, Low-Income Status, and Citizenship Status on *Perceived Academic Success*.
    - o Subsequent analyses of Racial Identity on *Perceived Academic Success* for Students was significant for one comparison—Hispanic/Latin@/Chican@ vs. White Only. These findings suggest that Hispanic/Latin@/Chican@ Students have less *Perceived Academic Success* than White Students.
    - o These findings suggest that LGBQ Students, Students with Disabilities, First-Generation Students, Low-Income Students, and Non-U.S. Citizens have less *Perceived Academic Success* than Heterosexual Students.

Key Findings – Opportunities for Improvement

1. **Members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct.**
   Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[7] Research also underscores the relationship between workplace discrimination and subsequent productivity.[8] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.
   - 20% (*n* = 215) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[9]

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[7]Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001
[8]Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999
[9]The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

- Of respondents who experienced this conduct, 36% ($n = 77$) noted that the conduct was based on their gender/gender identity, 22% ($n = 48$) felt that it was based on their position status, 16% ($n = 34$) felt that it was based on their ethnicity, and 14% ($n = 30$) felt that it was based on their racial identity.

- Differences emerged based on gender identity:
  - A significantly greater percentage of Women respondents (22%, $n = 143$) than Men respondents (15%, $n = 59$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year

- Differences emerged based on ethnicity/racial identity:
  - Significant differences were noted in the percentages of White respondents (17%, $n = 143$), Hispanic/Latino@/Chicano@ respondents (29%, $n = 10$), Asian/Asian American respondents (29%, $n = 15$), Multiracial (27%, $n = 29$), and Other People of Color respondents (38%, $n = 6$) who believed that they had experienced this conduct.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct. One hundred and four respondents from all constituent groups contributed further data regarding their personal experiences of exclusion, intimidation, and hostility at Whitman College. Two common themes emerged: (1) a lack of faith in, and confusion about, the reporting process and, (2) inclusion and diversity concerns. Many noted that when attempting to report or address conduct, the situation was mishandled or nothing was done. Students in particular noted offensive and hurtful comments that were said as jokes or to be purposefully upsetting. Concerns regarding gender challenges in classrooms and labs were also noted. Some students cited Greek Life as divisive.

2. **Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.**

   Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g.,

women, people of color, people with disabilities, first-generation students, veterans).[10]

Several groups at Whitman College indicated that they were less comfortable than their

majority counterparts with the climates of the campus, workplace, and classroom.

- 21% ($n = 82$) of Men respondents compared with 14% ($n = 94$) of Women
  respondents felt very comfortable with the overall climate at Whitman College

- Respondents of Color (8%, $n = 8$) and Multiracial Respondents (10%, $n = 11$)
  were significantly less likely to be very comfortable with the overall climate at
  Whitman College than were White respondents (18%, $n = 157$).

3. **Faculty and Staff/Administrator Respondents – Challenges with work-life issues**

- 59% ($n = 85$) of Faculty respondents and 52% ($n = 110$) of Staff/Administrator
  respondents had seriously considered leaving Whitman College in the past year.

  o 45% ($n = 88$) of those Faculty and Staff/Administrator respondents who
    seriously considered leaving did so because of financial reasons.

  o 42% ($n = 82$) of those Faculty and Staff/Administrator respondents who
    seriously considered leaving indicated that they did so because of limited
    opportunities for advancement.

- Faculty and Staff/Administrator respondents' observations of unfair, unjust, or
  discriminatory employment-related actions

  o 25% ($n = 89$) of Faculty and Staff/Administrator respondents observed
    unjust hiring.

  o 13% ($n = 46$) observed unfair/unjust disciplinary actions

  o 26% ($n = 93$) observed unfair or unjust promotion, tenure, and/or
    reclassification.

- 37% ($n = 78$) of Staff/Administrator respondents felt that Whitman College
  provided adequate resources to help them manage work-life balance.

- 54% ($n = 75$) of Faculty respondents and 33% ($n = 70$) of Staff/Administrator
  respondents noted that they believed that people who have children or elder care
  responsibilities were burdened with balancing work and family responsibilities

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[10]Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005;
Worthington, Navarro, Loewy, & Hart, 2008

(e.g., evening and evenings programming, workload brought home, Whitman breaks not scheduled with school district breaks).

- 72% (*n* = 154) of Staff/Administrator respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

4. **Faculty Respondents – Challenges with faculty work**

- 38% (n = 40) of Tenured and Tenure-Track Faculty respondents noted that they believed that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations.
- Thirty-two percent (*n* = 11) of Non-Tenure-Track/SSRA Faculty respondents felt pressured to do extra work that was uncompensated.
- Only 27% (*n* = 35) of Faculty respondents thought that salaries for adjunct professors were competitive.

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work. The primary theme noted by respondents was a perceived a lack of support. This was stated in regards to resources for course design, child care facilities, and paternity leave. In addition, Faculty respondents were concerned about salary and health benefits especially for part-time and Non-Tenure-Track Faculty.

5. **A small, but meaningful, percentage of respondents experienced unwanted sexual contact.**

   In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the Whitman College survey requested information regarding sexual assault.

   - 12% (*n* = 134) of respondents indicated that they had experienced unwanted sexual conduct while at Whitman College.

o 3% (n = 30) of respondents experienced unwanted sexual contact while a member of the Whitman community (rape, assault, penetration without consent, gang rape).

o 10% (n = 104) of respondents experienced unwanted sexual interaction while a member of the Whitman community (including fondling, sexual exploitation, and sexual harassment).

- These respondents rarely reported to anyone at Whitman College that they had experienced unwanted sexual contact.

Respondents were offered the opportunity to elaborate on why they did not report an unwanted sexual experience. Two themes emerged among Whitman College's respondents who explained why they did not report unwanted sexual experiences. The primary rationales cited for not reporting these incidents was confusion about the reporting process, self-blame, or not feeling that the incident was significant enough or would be perceived as significant enough. Many did not know where/to whom to go, did not know how to classify the interaction, and did not know how to go about reporting without aggravating the situation. Some respondents were still working out the extent to which the situation was normal or significant.

Conclusion

Whitman College climate findings[11] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[12] For example, 70% to 80% of respondents in similar reports found the campus climate to be "comfortable" or "very comfortable." A similar percentage (72%) of Whitman College respondents reported that they were "comfortable" or "very comfortable" with the climate at Whitman College. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Whitman College, a similar percentage of respondents (20%) indicated that they personally had experienced exclusionary,

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[11]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.
[12]Rankin & Associates Consulting, 2015

intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.[13]

Whitman College's climate assessment report provides baseline data on diversity and inclusion, and addresses Whitman College's mission and goals. While the findings may guide decision-making in regard to policies and practices at Whitman College, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the Whitman College community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. Whitman College, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

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[13]Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

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Executive Summary of Draft Diversity Strategic Objectives

1. Create an inclusive climate on campus for students, staff and faculty, and a culture in which all community members are valued and respected at Whitman.

2. Create an institutional culture, structure and sensibility that recognizes, supports and rewards inclusion, diversity and equity.

3. Provide a curriculum and co-curriculum that prepares Whitman students for critical engagement with a global and multicultural world.

4. Continue to provide opportunities for access to Whitman College for students, staff and faculty who are underrepresented at Whitman in proportion to their representation in the nation (for faculty) and the region (for staff and students).

5. Provide conditions and opportunities for retention, persistence and success once underrepresented students, staff and faculty have become members of the Whitman community

6. Support the faculty in their scholarship and pedagogy that explores the complexity of the nature of the questions that face the world, and support the staff in creating meaningful learning experiences in the class room and beyond, so that a combination of these experiences can prepare our students for global citizenship and engagement.

Diversity at Whitman
Peer Comparisons, Students

The data below displays information on Whitman and its peer institutions regarding students or color and international students. The data is based on degree seeking students only and all information comes from the Common Data Set.
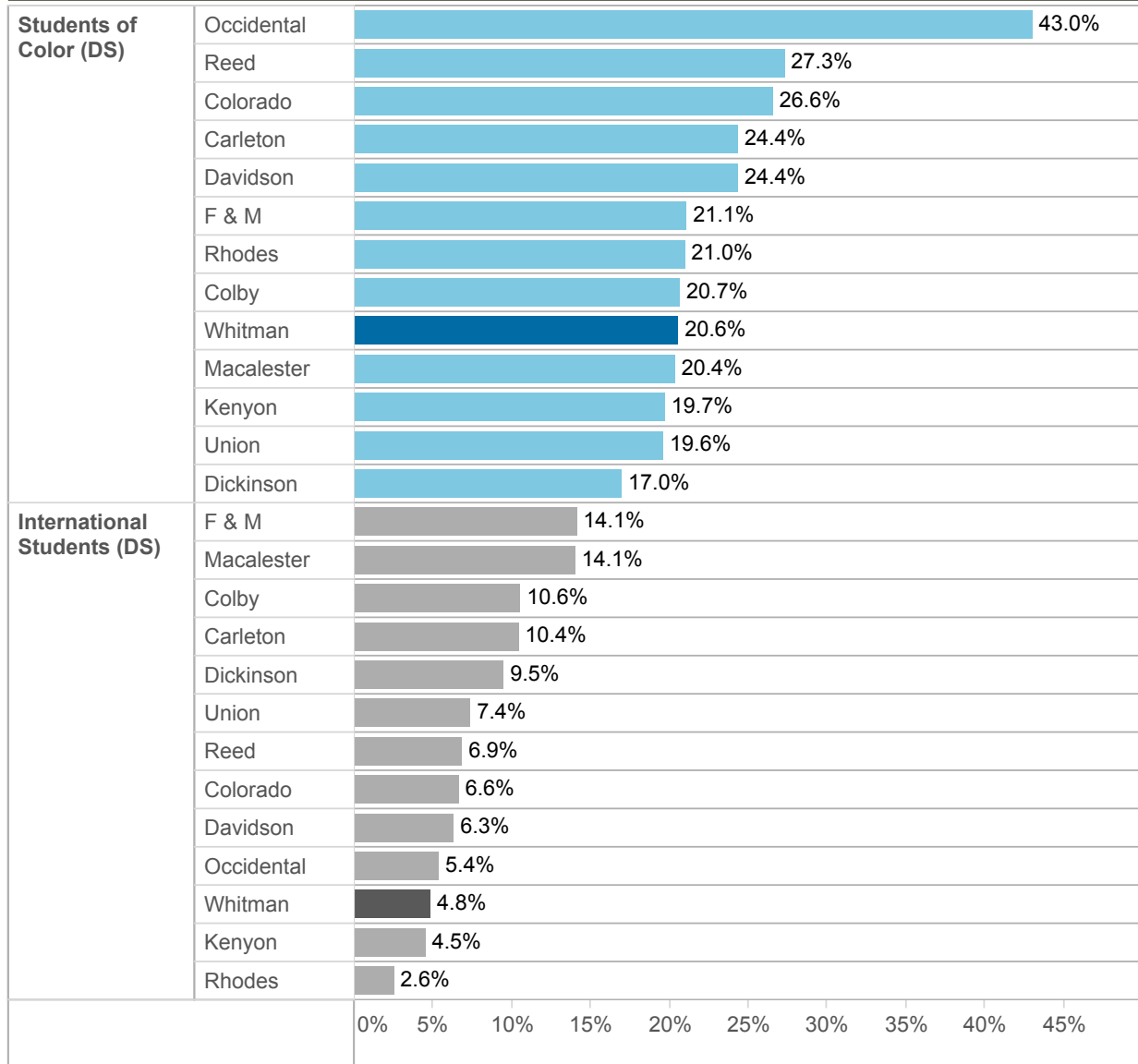
Students of Color (Degree Seeking)

College	2012	2013	2014	2015
Occidental	40.9%	42.7%	43.8%	43.0%
Reed	22.7%	25.8%	27.2%	27.3%
Colorado	20.1%	23.6%	24.8%	26.6%
Carleton	22.4%	23.5%	24.0%	24.4%
Davidson	20.6%	22.7%	23.5%	24.4%
F & M	16.3%	17.6%	20.5%	21.1%
Rhodes	17.3%	18.4%	19.7%	21.0%
Colby	17.8%	19.7%	20.2%	20.7%
Whitman	19.7%	20.6%	20.2%	20.6%
Macalester	21.1%	21.1%	20.8%	20.4%
Kenyon	17.0%	17.4%	19.0%	19.7%
Union	19.2%	18.5%	18.8%	19.6%
Dickinson	13.8%	14.8%	16.2%	17.0%

International Students (Degree Seeking)

College	2012	2013	2014	2015
F & M	10.5%	13.0%	13.7%	14.1%
Macalester	12.5%	12.3%	13.2%	14.1%
Colby	7.0%	8.5%	10.6%	10.6%
Carleton	8.4%	8.5%	9.3%	10.4%
Dickinson	7.1%	7.2%	7.7%	9.5%
Union	5.2%	6.1%	6.7%	7.4%
Reed	5.1%	6.1%	7.3%	6.9%
Colorado	5.2%	6.1%	6.4%	6.6%
Davidson	4.5%	5.3%	5.7%	6.3%
Occidental	2.9%	3.7%	5.3%	5.4%
Whitman	2.8%	3.5%	3.9%	4.8%
Kenyon	4.2%	4.4%	4.4%	4.5%
Rhodes	3.1%	2.6%	2.3%	2.6%

2015-16 Students of Color and International Students (Degree Seeking Only)

|		
Students of Color (DS)	Occidental	43.0%
	Reed	27.3%
	Colorado	26.6%
	Carleton	24.4%
	Davidson	24.4%
	F & M	21.1%
	Rhodes	21.0%
	Colby	20.7%
	Whitman	20.6%
	Macalester	20.4%
	Kenyon	19.7%
	Union	19.6%
	Dickinson	17.0%
International Students (DS)	F & M	14.1%
	Macalester	14.1%
	Colby	10.6%
	Carleton	10.4%
	Dickinson	9.5%
	Union	7.4%
	Reed	6.9%
	Colorado	6.6%
	Davidson	6.3%
	Occidental	5.4%
	Whitman	4.8%
	Kenyon	4.5%
	Rhodes	2.6%

Diversity at Whitman
Historical Student Profile

The data belows displays historical information regarding the makeup of Whitman's entire student body, including students of color, international, first generation (FGEN), and pell grant students. The percentage of applicants of color and international applicants is also displayed.

All Students

- Students of Color (All)
- International Students (All)
- FGEN Students
- Pell Grant Students

Applicants
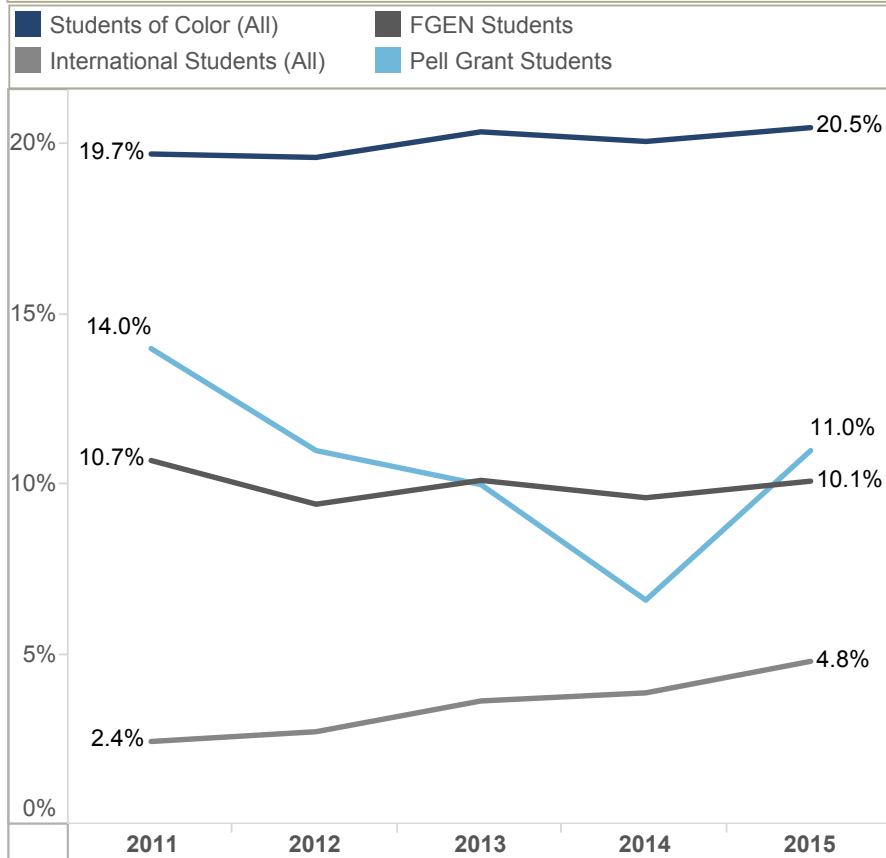
- Applicants of Color
- International Applicants
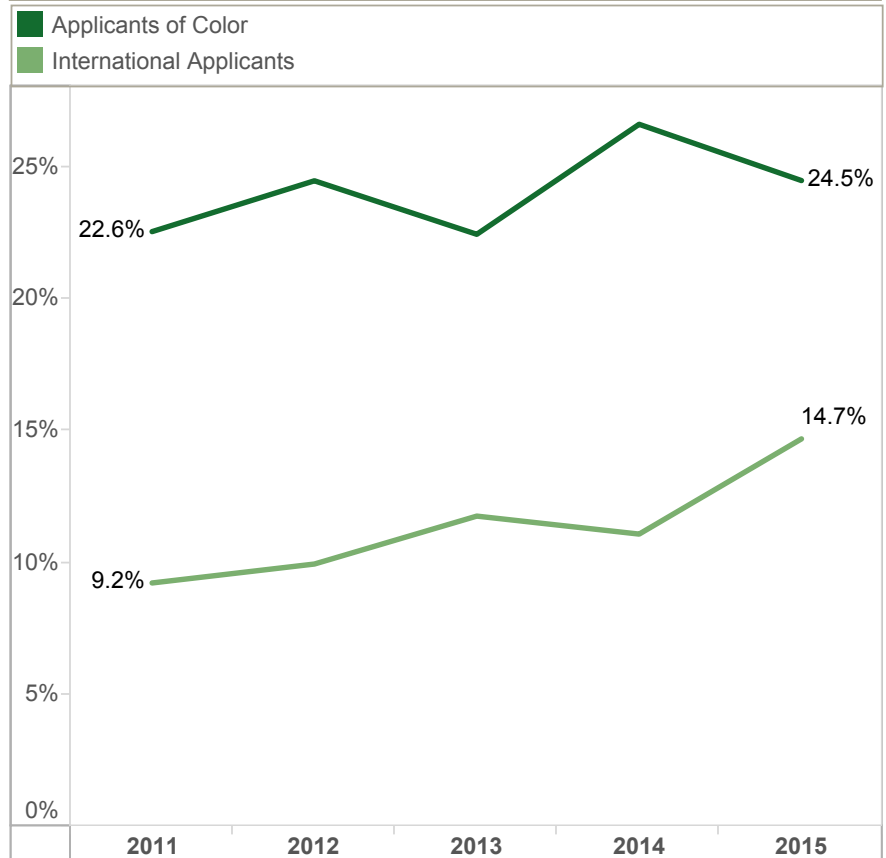
All Students Data

	2011	2012	2013	2014	2015
Students of Color (All)	19.7%	19.6%	20.4%	20.1%	20.5%
International Students (All)	2.4%	2.7%	3.6%	3.9%	4.8%
FGEN Students	10.7%	9.4%	10.1%	9.6%	10.1%
Pell Grant Students	14.0%	11.0%	10.0%	6.6%	11.0%

Applicants Data

|	2011	2012	2013	2014	2015
Total Applicants	3,098	2,854	2,600	3,653	3,790
Applicants of Color	22.6%	24.5%	22.5%	26.6%	24.5%
International Applicants	9.2%	10.0%	11.8%	11.1%	14.7%

Diversity at Whitman
Historical College Profile
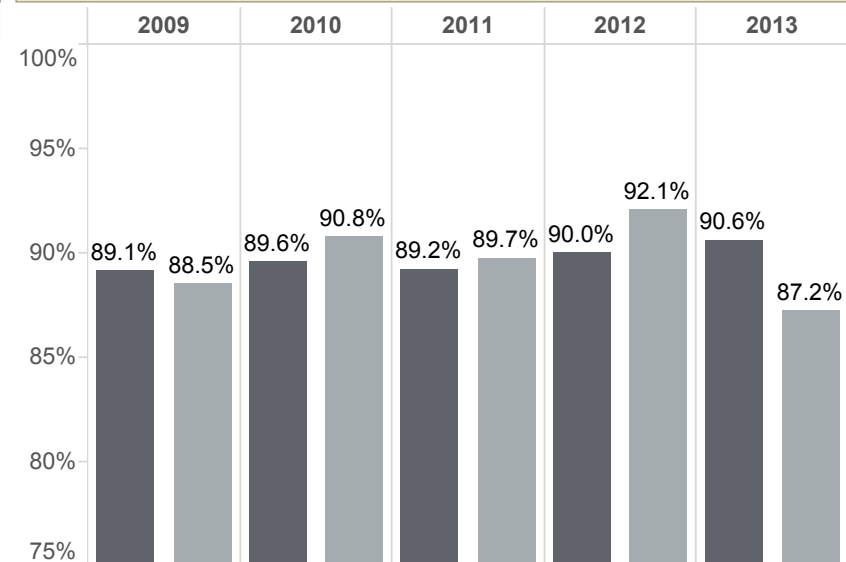
■ % Overall
■ % Student of Color

The following data is displayed by cohorts of entering classes.
For example, the cohort of 2010 (the first time first year students in 2010) had an overall 1st year retention rate of 94.7% and a 5 year graduation rate of 87.2%.

Retention by Cohort, 1st Year

2010	2011	2012	2013	2014
94.7% 95.9%	94.0% 97.1%	94.0% 94.7%	94.1% 91.0%	92.7% 92.1%
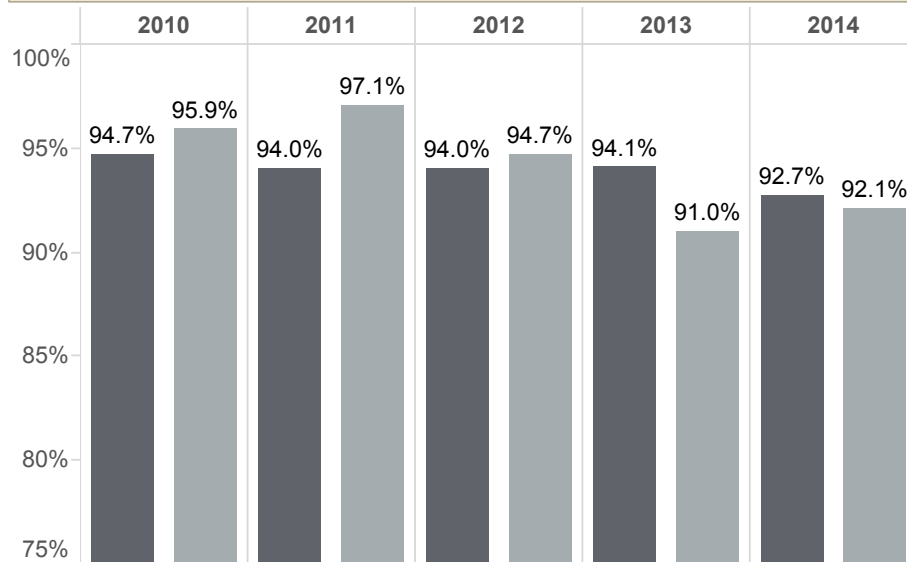
Retention by Cohort, 2nd Year

2009	2010	2011	2012	2013
89.1% 88.5%	89.6% 90.8%	89.2% 89.7%	90.0% 92.1%	90.6% 87.2%

Retention Data

	2009	2010	2011	2012	2013
% Overall 1st Yr	92.4%	94.7%	94.0%	94.0%	94.1%
% Student of Color 1st Yr	93.6%	95.9%	97.1%	94.7%	91.0%
% Overal Retained 2nd Yr	89.1%	89.6%	89.2%	90.0%	90.6%
% Students of Color Retained 2nd Yr	88.5%	90.8%	89.7%	92.1%	87.2%
% Overall Withdrew	7.8%	7.0%	10.0%	6.6%	2.3%
% Students of Color Withdrew	6.4%	6.1%	10.3%	6.6%	2.6%
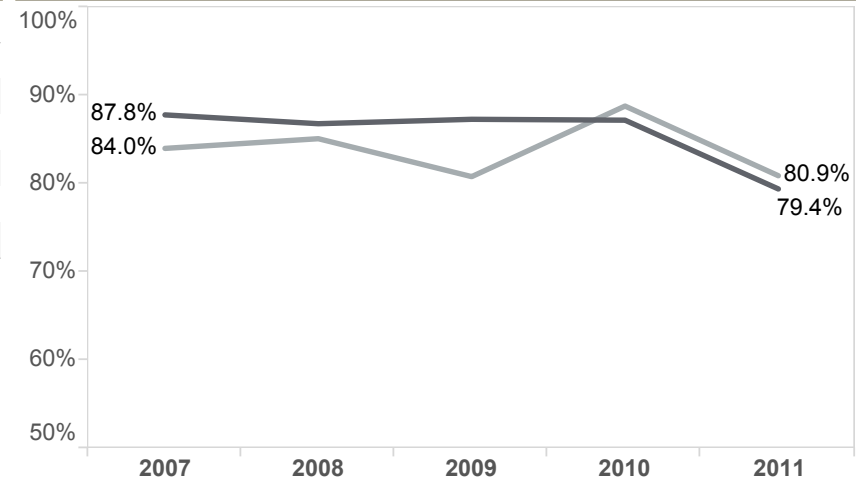
Graduation Rates Data

	2007	2008	2009	2010	2011
Overall Grad Rates	87.8%	86.8%	87.3%	87.2%	79.4%
Students of Color Grad Rates	84.0%	85.1%	80.8%	88.8%	80.9%

Note: 2007-2009 reflect 6 year graduation rates; 2010 reflects 5 year graduation rates; 2011 reflects 4 year graduations rates

Graduation Rates

| 2007 | 2008 | 2009 | 2010 | 2011 |

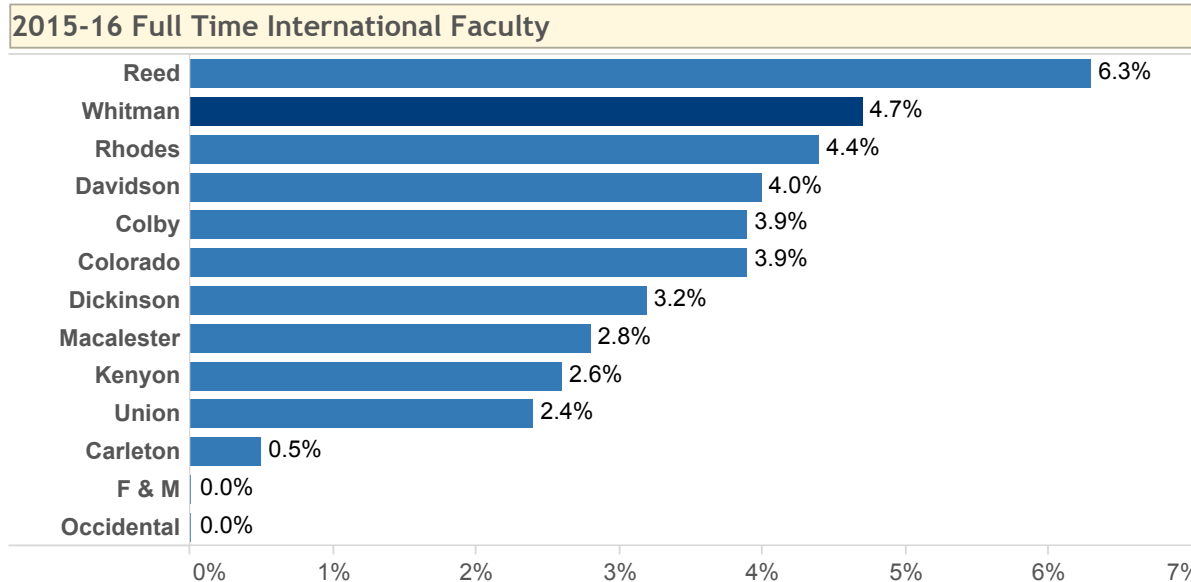87.8%
84.0%
80.9%
79.4%

3

Diversity at Whitman
Peer Comparisons, Faculty

The following faculty information is based on the Common Data Set definition and displays only full time faculty data. The reasoning for this is because several of Whitman's peer institutions on provide data about their full time faculty on the Common Data Set.

Please note, due to an error in the way Whitman's international faculty has been calculated in the past, Whitman's percentages are different than in other reports regarding faculty of color and international faculty.

Faculty of Color, Full Time Only

College	2012	2013	2014	2015
Occidental	31.7%	26.4%	30.2%	27.3%
Carleton	25.0%	24.2%	25.1%	26.3%
Kenyon	21.9%	20.6%	20.8%	23.7%
Colorado	16.2%	18.9%	20.6%	22.7%
Macalester	17.8%	20.2%	20.0%	22.2%
Davidson	18.3%	19.5%	21.2%	19.3%
Reed	10.7%	8.5%	13.9%	17.5%
Colby	14.4%	13.4%	14.0%	15.6%
Rhodes	14.5%	14.3%	10.3%	13.1%
Dickinson	11.0%	11.6%	13.8%	12.7%
Union	13.4%	13.1%	11.7%	12.4%
F & M	11.4%	11.1%	11.9%	10.7%
Whitman	13.1%	11.3%	10.3%	10.0%

2015-16 Full Time Faculty of Color

College	Percentage
Occidental	27.3%
Carleton	26.3%
Kenyon	23.7%
Colorado	22.7%
Macalester	22.2%
Davidson	19.3%
Reed	17.5%
Colby	15.6%
Rhodes	13.1%
Dickinson	12.7%
Union	12.4%
F & M	10.7%
Whitman	10.0%
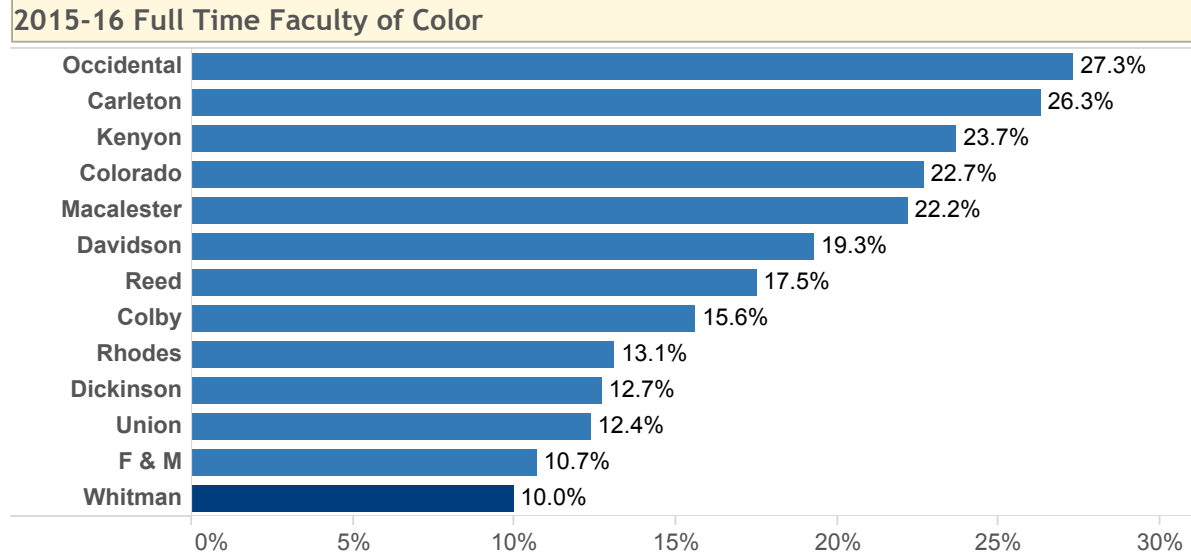
International Faculty, Full Time Only

College	2012	2013	2014	2015
Reed	11.4%	7.8%	5.6%	6.3%
Whitman	1.3%	1.3%	3.2%	4.7%
Rhodes	5.2%	6.9%	4.0%	4.4%
Davidson	3.6%	4.6%	5.0%	4.0%
Colby	2.4%	1.7%	2.3%	3.9%
Colorado	4.8%	4.3%	3.5%	3.9%
Dickinson	3.8%	4.2%	5.8%	3.2%
Macalester	4.6%	2.8%	2.2%	2.8%
Kenyon	3.7%	3.0%	1.9%	2.6%
Union	3.0%	3.4%	2.4%	2.4%
Carleton	0.9%	0.5%	0.9%	0.5%
F & M	0.0%	0.0%	0.0%	0.0%
Occidental	0.0%	0.0%	0.0%	0.0%

2015-16 Full Time International Faculty

| College	Percentage
Reed	6.3%
Whitman	4.7%
Rhodes	4.4%
Davidson	4.0%
Colby	3.9%
Colorado	3.9%
Dickinson	3.2%
Macalester	2.8%
Kenyon	2.6%
Union	2.4%
Carleton	0.5%
F & M	0.0%
Occidental	0.0%

Diversity at Whitman
Historical Faculty and Staff Profile

The following historical faculty information displays data regarding Whitman's faculty and staff or color, and international faculty. Data for full time faculty and all faculty is included and based on the Common Data Set. Data for full time staff is included and is based on IPEDS. IPEDS does not request race and ethnicity data for part time staff.
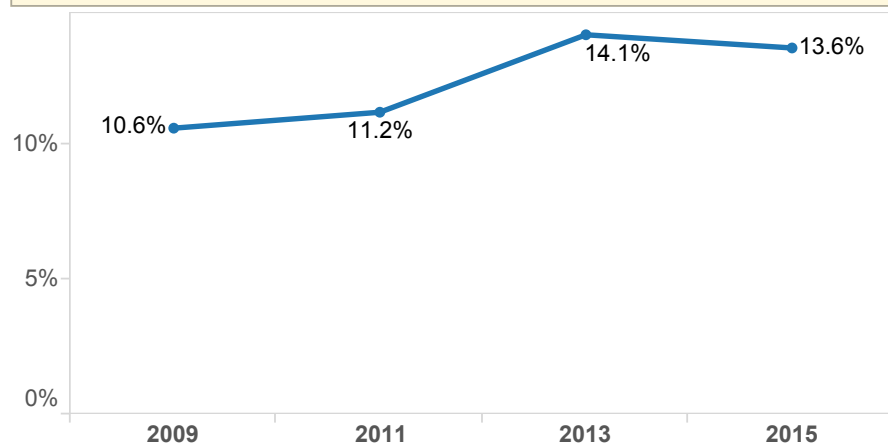
Full Time Faculty
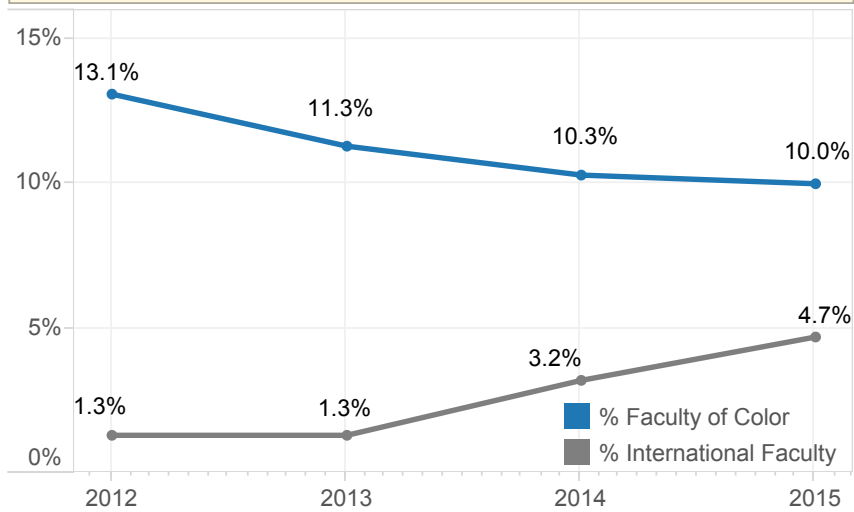
All Faculty
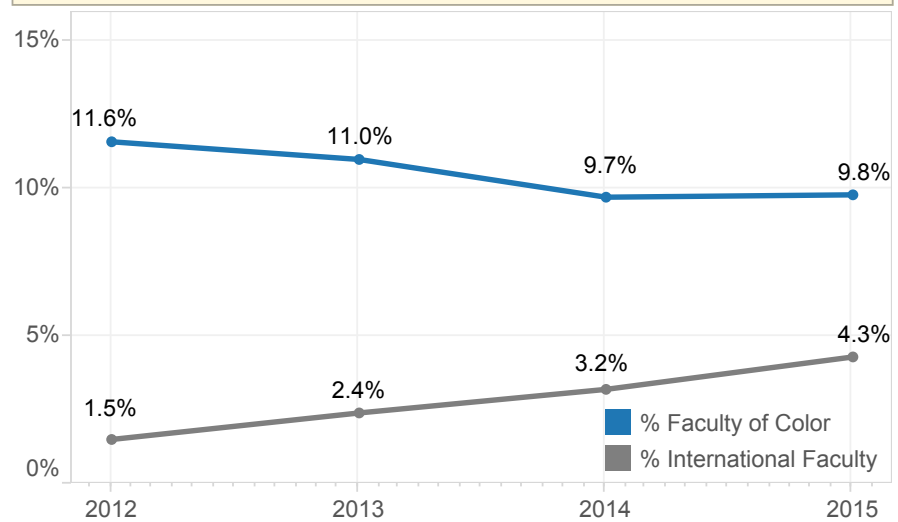
Staff of Color, Full Time Only

All Faculty

	2012	2013	2014	2015
Total Faculty	202	210	216	228
% Faculty of Color	11.6%	11.0%	9.7%	9.8%
% International Faculty	1.5%	2.4%	3.2%	4.3%

Full Time Faculty

	2012	2013	2014	2015
Total FT Faculty	153	151	155	163
% Faculty of Color	13.1%	11.3%	10.3%	10.0%
% International Faculty	1.3%	1.3%	3.2%	4.7%

Full Time Staff

	2009	2011	2013	2015
Total FT staff	245	241	270	265
% Staff of Color	10.6%	11.2%	14.1%	13.6%

Note: There are no international staff

5

Charge to the Ad Hoc Committee to Review Evaluation Criteria in the Faculty Code

This committee has been formed to review and assess the concerns about the evaluation criteria in the Faculty Code brought to the Faculty Personnel Committee by faculty members and the Working Group on Retaining Faculty at Whitman (WGRFW) between Fall 2013 and Spring 2015. The review process will involve moderating a series of discussions with the faculty more broadly about the criteria and the issues raised. The FPC has summarized some of the key questions that should be considered in both the 2014 FPC report and the 2015 FPC report as follows:

 i. Is the current wording regarding publication requirements appropriate?

 ii. Should category "a" specifically mention peer-reviewed pedagogical articles in disciplines where the primary research focus is on pedagogical techniques and theory?

 iii. Should significant efforts to advance the diversity mission of the College, given its emphasis in the hiring process and elsewhere in the code, be given a more prominent role in the evaluation standards?

 iv. Should specific mention be made of how digital publications should be assessed, given the increasing importance of digital publications to scholarship?

 v. Should contributions to interdisciplinary scholarship and teaching be given increased weight?

 vi. Should the accomplishments required for promotion to Professor mostly replicate the accomplishments required for tenure or should there be different avenues to success? For example, should increased value be given to certain sorts of substantial service, especially when this service is beneficial to the college and its students?

Having evaluated these concerns and any additional ones that may arise from the faculty, the committee will determine whether recommendations should be made to the faculty for adjustments to the evaluation criteria. If they determine that there should be recommendations for changes to the evaluation criteria in the Faculty Code, one or more motions regarding these changes will be brought to the faculty floor for a vote.

Draft of Recommended Changes by the Ad Hoc Committee (Oct 24, 2016)
(We are using the 2016 Code, pages 16-22)

Recommended changes are in bold or, when we recommend that language be removed/replaced, it shows as ~~scored out~~**; the remainder is the wording of the current code.**

Section 4. Criteria for Evaluation (4/13/09)

A. The following are the specific criteria the Personnel Committee will use in the evaluation process. More generally, the Committee will also try to assess the overall value of the candidate's contributions to Whitman's mission as an undergraduate, residential, liberal arts college.

In cases where the Faculty Code and Discipline Specific Guidelines and/or other documents are perceived to be in conflict, the language of Code shall be used to make a final determination.

If there have been changes to the evaluation criteria in the Faculty Code since a candidate for tenure and promotion was hired, pre-tenure faculty can elect to be evaluated by the criteria in effect at time of hire or by the new evaluation criteria. If there have been changes to the evaluation criteria between the time of tenure and promotion to Associate Professor and the time of candidacy for Professor, the candidate can choose to be evaluated by the current evaluation criteria or by the evaluation criteria at the time of the last review. The candidate needs to inform the Provost at the time of submitting their file which criteria they have selected.

Certain teaching, research, or service activities may not clearly fit into the categories listed, especially invisible service. In these cases, the candidate is invited to make a case for the Faculty Personnel Committee explaining where it would best fit. The Faculty Personnel Committee will consider the candidate's argument alongside those of internal and external reviewers, where appropriate.

1. Excellence in Teaching
   Excellence in teaching is the most important criterion for faculty excellence, necessary but not in itself sufficient for retention and advancement. Whitman faculty members must continually strive for excellence in teaching. Excellence in teaching should be consistently apparent with successive appointments and be clearly evident at such key points as the granting of tenure and promotion to the rank of professor. The Personnel Committee will be guided by high standards of evaluation in this category, while simultaneously recognizing that diverse pedagogical approaches can result in excellent teaching.

All of the following items are essential to meet the criterion:

a. **Evidence of teaching that contributes to one or more of the following forms of inclusion, equity, and access:**

-Curricular Diversity: Curriculum that prepares students to critically interrogate and engage with a global, multicultural and rapidly changing world as scholars and citizens;

-Access and Success: Pedagogy that promotes equitable access to resources and opportunities that provides conditions for success in the classroom and other learning environments;

-Inclusive Climate: Pedagogy that fosters learning environments in which students who are members of underrepresented populations are socially and culturally included.

b. Scholarly competence and familiarity with current developments in one's field;

c. Thorough course planning and preparation for individual classroom, laboratory, and/or studio sessions;

d. Effective pedagogical techniques, which may include lecture presentations, discussion leadership, laboratory instruction and tutorial guidance;

e. Thorough, fair and timely review and evaluation of student work;

f. Availability to and effective guidance of students, particularly to those assigned as advisees, enrolled in one's classes, and/or with whom the candidate collaborates on research activities.

In evaluating the candidate's achievements with respect to these items, the Personnel Committee will consider the candidate's written statement, peer and student evaluations, and the quality of course materials. Contributions to General Studies 145/146/245, along with course development and interdisciplinary teaching are valued and meritorious aspects of teaching. In reviewing student evaluations of teaching, the committee pays particular attention to patterns in student responses. Pre·major and major academic

advising will be expected to reflect excellence, as will other non·classroom work related to student learning, such as supervision of independent studies, senior thesis work, and independent research with students.

2. Excellence in Professional Activity

Professional activity and growth ranks second to excellence in teaching in the evaluation of faculty. Progress in professional activity should be consistently apparent with successive appointments. Research and writing that appears in a peer-reviewed publications, noteworthy performances or exhibitions, or other appropriate peer-reviewed professional activities in the candidate's field(s) of study are necessary at such key points as the granting of tenure and promotion to the rank of professor. **The Personnel Committee recognizes that significant service, especially in the realm of faculty governance, can delay or disrupt a faculty member's research trajectory and it will take this into consideration in cases of promotion to professor.** The Personnel Committee will evaluate scholarly or creative work deemed to be professionally appropriate to each candidate's field, recognizing the variety of possible forms. (10/07/09)

Several modes of professional activity are considered in the evaluation of professional activity, but the most important mode is evidence of the candidate's engagement in the intellectual life of his/her field of study beyond the boundaries of the campus community.

While all items on the list below are valuable, the first is necessary:

    a. ~~Research and writing that appear in peer-reviewed publications.~~ **A peer-reviewed book, or other peer-reviewed publications**, noteworthy performances or exhibitions, or other appropriate peer reviewed professional activities in the candidate's field(s) of study. External reviews by recognized experts in the candidate's discipline of productions or exhibits occurring at Whitman shall qualify as peer reviewed measures of professional activity. **Where scholarship is in a discipline in which pedagogy is a primary area of research, published, peer-reviewed pedagogical research would fit in this category.**

    b. Peer-reviewed publication in related areas, including but not limited to, matters of pedagogy and curricular design.

    b. **Successful proposals for external grants that have gone through a peer-review process are recognized as valuable.**

    d. Non-peer reviewed publications and professional activity as defined in (a) and (b) above;

e. Active involvement in professional organizations;

f. Participation in professional meetings and conferences, including presentations made with student co-authors;

g. ~~The writing and submission of proposals for external grants.~~

The Personnel Committee will also consider activities, such as the development of new areas of expertise in the discipline, that may not bring the candidate into the larger intellectual dialogue of his or her field~~, as well as interdisciplinary professional activities~~. The Committee affirms t**he value of** interdisciplinary professional activities. **The Committee recognizes the significance of newer forms of scholarship, such as the scholarship of engagement and digital scholarship, and invites the candidate to provide information to help the Committee assess which category best fits the scholarship. T**he judgment of the Committee will not be based solely on the quantity of the candidate's professional activity, but also will consider its quality, breadth, and contributions to the candidate's teaching and the mission of the College. The Committee will consider the candidate's written statement, letters from the candidate's peers both within and without the College, and direct examples of the candidate's professional activity.

3. Service ~~to the College~~

   ~~Service to the College outside of classroom-related activities and professional activity is~~ ~~essential in a small liberal arts college if programs of the College are to develop, and the College is to be well governed. While evidence of service to the college is expected of all candidates applying for tenure and promotion, non-tenured members of the faculty should concentrate on developing their records as teacher/scholars. Evidence of conscientious college service should be clearly apparent at such key points as the granting of tenure and promotion.~~

   Participating in governance/stewardship, mentoring, and other service work is a highly valuable activity involving thoughtful engagement with many aspects of the campus. The Committee affirms such work is vital and necessary to the effective functioning of the college as a whole. Faculty who conscientiously perform this important work should be commended. The Committee will look for evidence of **such college service** at key points as the granting of tenure and promotion. Significant contributions to college service, as defined below, are expected for promotion to the rank of professor. **Pre-tenure faculty should primarily focus on developing their records as scholars and teachers, although their participation in some service work is necessary.**

The Personnel Committee will consider the quality and quantity of the candidate's college service, including:

a.   Service on college committees and in faculty governance;

b.   **Service that contributes to one or more of the following forms of inclusion, equity, and access:**

> **-Curricular Diversity: Service that works to ensure curriculum that prepares students to critically interrogate and engage with a global, multicultural and rapidly changing world as scholars and citizens;**
>
> **-Access and Success: Service that promotes equitable access to resources and opportunities that provide conditions for success for students, faculty and staff.**
>
> **-Inclusive Climate: Service that fosters environments in which students, faculty and staff who are members of underrepresented populations are socially and culturally included.**

c.   Contributions to departmental, interdisciplinary and/or divisional activities;

d.   Initiates, **chairs or directs** programs that strengthen the capacity of the College to fulfill its mission;

e.   Assistance in other important collegiate activities, such as student recruiting and alumni affairs;

f.   Contributions to student life. **This might include such activities as working with student clubs and organizations and could also include student mentoring. Mentoring students, as distinct from advising or counselling them, may involve such activities as serving as a role model for underrepresented students and helping such students adapt to college.**

g.   Participation in the college faculty mentoring program and/or other mentoring activities. (05/05110).

h.   ~~Efforts to enhance the diversity, broadly defined, of the College.~~

~~Community service, while not a substitute for college service, will~~

~~also be considered if deemed appropriate by the Committee.~~

    i.   **Community service, which is a valuable activity that seeks to better our locale and enhances the reputation of the college.   It does not replace service to the college but it may supplement it and is recognized as meritorious.**

Section 5. Collection of Information

The primary responsibility for the collection of information lies with the candidate. Specific requirements for the preparation of these materials are available on the Provost and Dean of Faculty web site at: http://www.whitman.edu/offices-and services/provost/guidelines-and-procedures.

A. In addition to those letters requested by the candidate, the Provost and Dean of the Faculty will invite all tenure-track departmental colleagues (other than those who are retired or are participating in the Salary Continuation Plan) to send letters to the Personnel Committee regarding the candidate's performance. (1124/07)

B. The candidate will present to the Provost and Dean of the Faculty: (3/12/03)

    1. An up-dated vita.

    2. A statement concerning the candidate's teaching and contributions to major and non-major advising. The teaching statement allows the candidate to describe his or her activities that demonstrate excellence in teaching. In the statement the candidate should provide his or her definition of excellent teaching. Based on this definition, the candidate is responsible for describing how he or she has worked to achieve excellence as a teacher. Excellence can take many forms including, but not limited to, the trials of new pedagogical techniques, the creation of supplementary teaching materials, the design of courses, or the integration of scholarship with teaching. In addition, the candidate should assess his or her instructional activities. Possible means of assessment include student feedback. Finally, this statement should contain the candidate's response to student course evaluations or prior personnel committee evaluations.

    3. A complete and signed Release of Information Form, supplied by the Office of the Provost and Dean of the Faculty, releasing student evaluations to the Faculty Personnel Committee as part of their review. In the case of contract renewal, evaluations are required from at least 2/3 of all classes satisfying the faculty member's normal teaching load at Whitman in the preceding two years. For decisions on the granting of tenure or promotion to Professor, evaluations Are required from at least eight of the twelve most recently taught courses satisfying the faculty member's normal teaching load at Whitman. Upon receipt

of this form, the Office of the Provost and Dean of Faculty will obtain web-based and hard copy evaluations noted on the form from the Registrar's Office. Evaluations from a variety of courses representing the range of the candidate's teaching activities will be expected. The standard form provided by the college will be used; however, the candidate may append his own questions (quantitative or written) to the form if appropriate to a particular course. To facilitate the collection of such information, the Provost and Dean of the Faculty should remind those faculty members due for evaluation to begin gathering the necessary course evaluations.

4. Class materials (e.g., syllabi, reading lists, examinations).

5. The names of at least three colleagues from within the college community from whom the candidate has requested letters. These letters should focus on aspects of teaching that will not be addressed by student evaluations or letters written by off-campus experts. Faculty can provide uniquely valuable information on such matters as the candidate's mastery of the field, whether the candidate's organization of the course is appropriate to the subject matter, and whether the information is provided at a level appropriate for the students of the course. Faculty comments on the candidate's class materials, including syllabi, assignments, and textbooks, as well as the pedagogical techniques implicit in the assignment and structure of the course, can be extremely useful to the evaluation process. In many cases, faculty can make insightful comments on the value of presentations, performances, and activities outside the classroom as well.

    For the letter writer to be familiar with the teaching philosophy and objectives of The candidate under review, he or she might meet in advance with the candidate to discuss these matters. The candidate might also provide the letter writer with background about the courses to be evaluated, including earlier versions of the syllabus, if it has been taught more than once and if it has changed significantly. Guidelines for letter writers can be found on the Web site of the Provost and Dean of the Faculty at:
    http://www.whitman.edu/offices-and-services/provost/guidelines-and-procedures.

    Visits to the classroom are an indispensable part of the review process. Letter writers should try to make at least two observations of the candidate's teaching, whether in a classroom or non-classroom setting. Letter writers might also write about team-teaching experiences and observations made during guest visits to classes. In the visit, faculty will want to determine whether the candidate's teaching philosophy and the objectives implicit in the syllabus are upheld in the actual teaching situation.

C. A candidate for tenure or promotion to professor will provide a list of the names of a minimum of eight and maximum of ten established scholars, artists or performers in the candidate's field. The list will be constructed by the candidate in consultation

with the candidate's department chair and the Associate Dean for
Faculty Development.   From this list, the Provost and Dean of the Faculty will
request four letters of evaluation for the candidate. (Faculty Code, Chapter 1,
Article IV, Section 4, C). (03/30/11)

For all names submitted, the candidate will provide a justification for each
reviewer on the list. The candidate should disclose the nature of the
relationship he/she has with the potential external reviewer. Generally, the
external letter writer should have no close personal or professional
relationship to the candidate; however, should this be necessary, the
candidate will need to present a particularly strong argument for their
inclusion.   The candidate may also identify up to four of the potential
external reviewers in their list of eight to ten as preferred -reviewers, from
which at least three of the final letters will be solicited.

The Provost and Dean of the Faculty will review the final list of external
reviewers and in consultation with the Associate Dean for Faculty
Development will identify four reviewers.   These four reviewers will include
at least three reviewers from the candidate's preferred list, if preferences are
provided, and will seek to balance reviewers from the various fields in which
the candidate works. The Provost and Dean of the Faculty will return to the
original list should additional reviewers need to be identified. In the event that
all reviewers from the original list are exhausted, the Provost and Dean of the
Faculty will ask the candidate to identify additional reviewers, again in
consultation with the department chair and the Associate Dean for
Faculty Development.

The Provost and Dean of the Faculty will provide those reviewers agreeing to
submit a letter of evaluation with information regarding their role in the
review process and will request that reviewers submit their current C.V. along
with an assessment of the candidate's professional activity.   (Faculty Code
Chapter 1, Article IV, Section 4,C.) The Office of the Provost and Dean of
the Faculty will make available to reviewers the materials submitted by the
candidate and will serve as liaison between the candidate and the reviewer for
any additional materials requested by the reviewers. The Provost and Dean of
the Faculty will determine the compensation to be offered to outside
reviewers.

It will be the responsibility of the Office of the Provost and Dean of the
Faculty to ensure that letters of evaluation from outside reviewers are received
in a timely manner. The Personnel Committee will not be made aware of which
letters were specifically requested by the candidate and which were selected by
the Provost and Dean of the Faculty.   All letters from external reviewers will be
considered equally by the Personnel Committee.

D. With the exception of letters by external reviewers solicited as part of a candidate's initial file, the Provost and Dean of the Faculty shall notify the candidate of the source of any letter in his or her file before that letter is considered by the Personnel Committee. (04/17/13).

Section 5. Periodic Review of Tenured Faculty

A. Each tenured faculty member shall be evaluated in every fifth year following tenure. The evaluation shall be conducted by the Provost and Dean of the Faculty in consultation with the faculty member's Division Chair. (05/08/02).

B. Within three weeks of the meeting, the faculty member will receive a written letter from the Provost and Dean of the Faculty summarizing their conversation. The faculty member may respond in written form. The Provost and Dean of the Faculty's letter and any written response from the faculty member will be added to the faculty member's file for consultation in subsequent reviews.

C. In the event that the faculty member and the Provost and Dean of the Faculty disagree on the outcome of the review, the faculty member may petition the Committee of Division Chairs, absent the Provost and Dean of the Faculty and the Associate Dean of the Faculty, and when the faculty member under review is a Division Chair or Chair of the Faculty, absent that person as well, who will conduct an independent evaluation. Any review by the Committee of Division Chairs will result in a written report that will be sent to the President of the College, the Provost and Dean of the Faculty and the faculty member, and will be added to the faculty member's file. (05/08/02)

From: The Ad Hoc Committee for Evaluation Criteria
Sharon Alker (Chair), Heidi Dobson, Doug Hundley, Helen Kim, Robert Sickels, Jacqueline Woodfork

To: The Faculty

October 24th, 2016

The Ad Hoc Committee on Evaluation Criteria was formed by the CDC in Fall, 2015 upon the strong recommendation of the Faculty Personnel Committee in both their 2014 and their 2015 reports that such a committee be established. The Faculty Personnel Committee made the requests because they had received feedback from individual faculty members and from the Working Group on Retaining Faculty at Whitman (WGRFW). From the start, then, this has been a work grounded in faculty concerns, and the Committee considers its work on the evaluation criteria to be an important part of faculty governance. The final steps are for the faculty to consider the draft recommendations, provide feedback, and ultimately vote on accepting or rejecting the final version of the recommendations.

Our recommendations were formed after first designing, circulating, and assessing a survey sent to members of the Faculty at the very end of Fall, 2015 asking for their opinion on possible areas of change. This was followed, in Spring 2016, by an 18 page report summarizing the results and by six follow-up meetings after the circulation of the report. We met with various constituencies (including one meeting with each division, a meeting with the Faculty Personnel Committee, a meeting with pre-tenure faculty, and a meeting with the Whitman Inclusion, Diversity and Equity Committee). The Committee would like to wholeheartedly thank all those who participated in providing this feedback. We would also like to commend the important work of others who served on our committee, including Aaron Bobrow-Strain, Tom Knight, and Kirsten Nicolaysen. And we would like to thank the Office of Institutional Research, particularly Neal Christopherson and Kristen Handley, for their assistance in compiling survey information.

The proposed changes to the criteria for evaluation in the faculty code respond to the feedback we received via the Committee's survey and our in-person meetings with various faculty constituencies. It is important to recognize that while there was strong faculty agreement on a number of areas of change, such as addressing inclusion, equity, and access, there were other areas where faculty disagreed. In general, the varying opinions of the faculty were also reflected and represented by members of the committee. In the end, through a year and a half of discussion, productive disagreement, and compromise, we worked to address our charge by recommending changes that would: respond to the specific issues raised in the Charge and from other feedback; retain rigor while increasing flexibility; and firmly affirm the category of service. We also, at times, recommended changes that clarified interpretative issues that were the source of confusion.

The documents we are providing can be confusing, so we would like to explain how they are structured.

1) The document called, "Recommended Changes" uses the current Faculty Code as its basis. It marks recommendations to add language by putting the added language in **bold.** It marks recommendations to remove language by retaining the language so you can see what would be deleted but ~~striking it through~~ like this.

2) This document you are currently reading (called Rationales for Recommended Changes) lists the rationales for the changes. It is divided into four sections. These categories respond to various aspects of our original charge (and also to other issues mentioned by faculty in their feedback - such as service). The four sections are:

     I.   Prefatory Material
    II.   Inclusion, Equity, and Access
   III.   Professional Excellence
    IV.   Service

Within each Section in this Rationale Document, the Committee lists the recommendations made in that section before giving the rationale.

Both of these documents will be uploaded to the Faculty Cleo Site within the twenty-four hours. They can be found under "Faculty Resources" **in the folder called** "Ad Hoc Committee Recommendations October 2016" **and then in the folder called** "Ad Hoc Review Committee 2015-2016." There will also be **several other documents** there including:

- The Committee's original Charge
- The 18 page Survey Report circulated in March, 2016
- A document called "Code with Changes" that allows you to see what the code would look like if the recommendations are accepted (e.g. no bolded items, and no strike throughs).
- A document called "Code With Footnotes" that is a synthesis of the "Recommended Changes" and the "Rationale for Change" that allows you to click on each recommended change and be taken directly to the footnote with the reason for the recommendation.

Rationales for Changes

Rationale for Prefatory Material

These recommended changes appear at the beginning of the evaluation criteria.

Recommendations

1) To clarify in the Code that the Code takes precedence in tenure decisions over all other documents, including Discipline-Specific Guidelines.

2) To clarify which evaluation criteria a candidate should be evaluated by, should the code change before a Faculty Personnel Committee (FPC) review.

3) To make it clearer that a candidate can make his or her own case in relation to which category a work of scholarship fits. The FPC will make a decision that takes into account the position of the candidate and other evidence.

Rationale:

1) The **first recommendation** is to clarify an issue that had caused some confusion among faculty by affirming that the evaluation criteria in the Code does take precedence over other documents.

2) The **second recommendation** ensures that the candidate can choose the evaluation criteria by which they are evaluated when there is a change in evaluation criteria.

3) The **third recommendation** affirms that if a faculty member believes a work fits in a category, he or she can make the case that it does so. Often candidates already do so but not all candidates know this is possible. The FPC will consider all evidence in the file when making a decision.

SECTION II: **Rationale for Inclusion, Equity, and Access**

Recommendations:

1) To change both the Teaching and Service categories to affirm the significance and importance of inclusion, equity, and access.

Rationale

1) In response to the the committee's charge, the Working Group on Retaining Faculty at Whitman (WGRFW) findings, faculty survey responses, and discussions with the Divisions, the committee has suggested changes in the faculty evaluation criteria as they pertain to inclusion, equity, and access (a term that a majority of the faculty found preferable to "diversity.") For teaching, language included employing inclusive pedagogy and preparing students to live in an increasingly global world; for service, language included promoting equitable access to resources and promoting a climate of inclusivity. We hope that this helps to alleviate or at least shed some light on the weight of invisible service.

SECTION III: **Rationale for Professional Activity Section of the Criteria**

Recommendations:

1) We added "peer-review book" to the list of types of publications in category a.

2) Where scholarship is in a discipline where pedagogy is a primary area of scholarship it will fit in category a.

3) We added explicit references to digital scholarship and the scholarship of engagement, suggesting that candidates provide information to assist the FPC determine which category of scholarship it fits.

4) We affirmed the value of successful peer-reviewed grant applications.

5) For promotion to Professor, we noted that the FPC recognized that significant service can disrupt a research trajectory.

Rationale for these Changes.

1) Our first **recommendation** added peer-reviewed books to category a. Books were not previously mentioned specifically and the plural in publications caused some concern for people producing a single peer-reviewed book.

2) **In our second recommendation,** we were responding to a faculty who were divided on whether peer-reviewed pedagogical publications should be in category a. However many faculty did agree that where pedagogy is at the center of a discipline it should be part of category a. Thus we did not include all pedagogical publications in category a, but we did clarify that in cases where pedagogy is central to scholarship in a discipline this should count in the first category.

3) Our **third recommendation** involves digital scholarship and the scholarship of engagement. We made a recommendation to update the code by giving recognition to new forms of scholarship while also maintaining the rigor (peer-review) of the code affirmed by faculty in the survey.

4) **Our fourth recommendation relates to grants**. Faculty were somewhat split on this issue. Our ultimate recommendation was to move grants up in the list of activities and to change the wording to affirm the value of successful peer-reviewed grants. The movement of the list (moving grant proposals up) is to assuage an incorrect perception that items are listed in terms of value; thus we have moved this to sit alongside other written scholarship. In regards to the change of wording, we now affirm successful grants. The committee did consider the possibility of placing successful grants in category a, since they have been peer reviewed, and, in some cases, well-reviewed submissions were not funded because of limited funds. However, while we acknowledge that writing a grant is a significant professional enterprise, it does not in and of itself produce publications accessible to the reader. Peer-reviewed publications deriving from grants would count in category a.

4) **Our fifth recommendation** was in regards to promotion to Professor. We were working to balance a strong affirmation from faculty that peer-reviewed publications are necessary for promotion and to affirm the majority opinion in the survey that some leeway should be given to faculty who have taken on an extraordinary amount of service that may have disrupted their research trajectory. Promotion to Professor will still require peer-reviewed publications as is evident earlier in the criteria, but the Committee will have some flexibility in assessing publications in relation to service.

<mark>SECTION IV;</mark> Rationale for Changes to the Service Section

Recommendations: (other than those included in the "inclusion, equity, access section above)

1) We removed "to the College" from the title so that community service could be included and valued in service, although we made it clear that it did not replace college service.

2) We changed the language that framed the service section to emphasize the value of service even more overtly. This included trying to make language about pre-tenure faculty clearer.

3) We added "chairing or directing" to the form of service that affirms initiating programs that strengthen the capacity of the College to fulfill its mission.

4) Under contributions to student life, we added several examples, and specifically defined mentoring as opposed from other activities (such as being involved in student groups or advising).

5) We deleted the bullet point on diversity.

6) We included community service in the list of items under service (rather than apart from them) and affirmed that such service does not replace but can supplement college service.

7) In the section beyond the service section (Section 5), we included a section for periodic five-year reviews that was in the handbook but not in the code. It involves a faculty member being able to place a letter in their own file with their review letter, should they wish to do so. The faculty letter would be seen alongside the review letter during any future reviews.

Rationale for these Changes:

1) **First (and Sixth),** we sought to be more inclusive of community service by including it under a broad service category. Many of our colleagues do superb community work which both helps our community and enhances the reputation of the college. Yet some faculty felt this was not valued. So we included it on the list of bullet points under service, while affirming that it does not replace college service. This meant renaming the category and rewording the description of community service to recognize its value.

2) **Second,** faculty overwhelmingly felt that the importance of service in the evaluation process should be much more clear in the criteria. Thus, the introductory summary has been revised to reflect that desire. We also reworded the sentence on pre-tenure faculty and service to make it clearer.

3) **Third**, faculty wanted work accomplished with college programs to reflect more than just initiating the program. Chairing and directing such programs is also a substantial amount of work. Thus the task of chairing or directing programs is now explicitly mentioned as notable in the Service section.

4) **Fourth,** we mentioned some specific examples of contributing to student life, and took the opportunity to define mentoring. Many faculty members report doing work with students that goes beyond advising or working with a well-established student group. We wanted to ensure such work was made visible in the Code as it often is unseen.

5) **Fifth,** since we have now reworked the service section to include inclusion, equity, access, we no longer needed the bullet point on diversity.

   [see the first rationale in this section for the rationale for the 6th change]

6) **Seventh,** the added paragraph in the Periodic Review of Tenured Faculty section has been added to make it consistent with the Faculty Handbook. It affirms that faculty can write a response letter to the five-year post-tenure periodic review, and have it attached to the original letter from the Provost in the field.

<div align="center">Proposal on Writing Proficiency
February 17, 2017</div>

We are concerned that some entering students, especially students for whom English is a second language, are not getting the support they need for success in academic writing at Whitman. Years ago, the College offered conditional admission, requiring some entering students, both native speakers and non-native speakers, to enroll in an entry-level composition course. The Admissions Office affirms that this is no longer possible. For the last few years, we have been extracting writing samples from the entering international students, evaluating those, and asking advisors to encourage some students to enroll in Composition 170. These recommendations do not carry the force of requirements, however, and many students whom we have determined to be in serious need of help do not enroll in that course. The old system of conditional admission also identified native speakers of English who are in need of additional support in writing, but our new system targets only international students, so we've missed domestic students for whom English is a second language and all native speakers. We perceived the need to be greatest for non-native speakers, so we recently proposed to the Curriculum Committee a system of evaluation and required registration for those entering students. Legitimate concerns were raised by the Curriculum Committee about separating out and stigmatizing some entering students. The Vice President for Diversity and Inclusion suggested that we evaluate all entering students, native speakers and non-native speakers alike. This is the fairest and most comprehensive approach. We propose, therefore, a system for evalating the writing abilities of all entering students, and for requiring registration into Composition 170 for those students most in need of support.

Proposed Change to the Faculty Code

We propose adding a section e. to Chapter 5, Article VI, Section 5. C. 2. of the Faculty Code.

Chapter 5. Academic Regulations and Procedures
    Article VI.Requirements for Graduation
        Section 5. General Studies Program
                    C. The General Studies Program consists of the items listed below.
                    1. The First-Year Experience: Encounters
                    2. Distribution Requirements:

Add the following brief paragrah as e. Writing Proficiency

Each entering student will be evaluated by members of the faculty for proficiency in writing. Each student determined to be in need of special attention to writing shall be required to register into Composition 170 in that entering student's first semester.

Rationale

We have an institutional responsibility to insure that all our entering students have the tools for success at Whitman. For this reason, we need a system for identifying those students who need help in this area, and we need a requirement that such students accept that help. Experience has shown that recommendations from advisors, without the force of a requirement, do not get entering students into the courses which can help them develop the language skills they need for the work of the College. Apart from Encounters, all of Whitman's existing support systems for basic writing skills depend upon the students' willing compliance. We are especially concerned about students for whom English is a second language, many of whom keenly resist recommendations for basic work in this area. We fear that we do these students, and, indeed, any students who struggle in this area, a grave disservice by failing to require basic instruction in this most fundamental academic skill.

Implementation

After their arrival on campus and before registration, all entering students will write for about fifteen minutes in response to a prompt and under the supervision of members of the faculty. Writing samples composed on computers or before arrival on campus can sometimes give only a poor idea of a student's actual writing ability. It is important that we construct a procedure which is administered at Whitman by Whitman faculty members, so that we learn about the entering students' skills with the sorts of writing they'll be doing at Whitman. During the weekend before registration, a group of faculty members will read these writing samples and identify the entering students who need to give special attention to writing in order to reach a level of proficiency which will allow them to be successful at Whitman. These faculty members will be compensated appropriately for this work and will be recruited from the Whitman instructional staff by the Associate Dean for Academic Affairs in consultation with the Director of the Center for Writing and Speaking. We seek to identify that 10% of the entering class least prepared for the writing demands of the College.

The writing samples we acquire from entering students can become part of a longitudinal examination of writing instruction at the College. Comparison of this initial writing sample to similar samples drawn from later in a student's career can guide our development of the curriculum in writing and let us see ways in which the current proposal is or is not succeeding.

Resources

The Provost and Dean of the Faculty has indicated that the College can fund three additional fall sections of Composition 170 to accommodate the additional 40-45 students in sections of about 15 students.

Instructors of Composition 170 may participate in a faculty development weekend seminar in August, with compensation, to develop pedagogic strategies for working with this cohort. The Director of COWS and the Director of WOCI will lead this seminar, and all participants can do the sorting of the student writing before registration. We anticipate the sorting to require four faculty members three hours, though more hands would make the work lighter.

Respectfully Submitted,

Lydia McDermott
        Director of the Center fOr Writing and Speaking
Dana Burgess
        Director of the Written and Oral Communication Initiative
Devon Wootten
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Dear Members of the Whitman Community,

Last year, Whitman College commissioned a climate study so that we might better understand the campus climate as experienced by all members of the Whitman community, and have the information needed to improve our campus climate and ensure an inclusive, welcoming environment for all.

You may recall, the report included many positive findings but also noted areas where a lot of work needs to be done to make Whitman a community more inclusive of difference, a community where every member feels a sense of belonging.

One of the recommendations was to keep the community informed about efforts to respond to concerns raised by the study. Now, six months after the report findings were released, I am writing today to do just that.

Here are the actions in the past six months that are a direct result of the climate survey:

1. **Bias incident reporting system**: established a clearer way for reporting and resolving instances of bias.

2. **Race & equity workshop revision:** Residence Life and the Intercultural Center collaborated to revise the first-year race and equity workshop to be consistent with the first-year gender and sexuality workshop.

3. **Staff training:** Training will launch this summer for all staff to ensure everyone has the information they need to lead an effective, diverse, and inclusive work place.

4. **Title IX Work:** A new YWCA Sexual Assault Victim's Advocate was added to campus who is NOT employed by the college, and provides support for those dealing with gender based violence. Whitman College also commissioned an external review of our Title IX processes.

5. **Staff advisory council:** WIDE has proposed a staff advisory council to address concerns about the lack of voice felt by some staff members. Council would be elected and function in an advisory capacity to the president and cabinet.

6. **Strategic planning priority:** Partially as a result of the climate study, diversity, inclusion and access has emerged as a priority during the strategic planning process.

7. **WIDE progress reports to board of trustees:** WIDE committee reports at each trustee meeting on the activities underway to address what was learned from the climate study.

8. **Intergroup dialogue training:** A group of 20 faculty, staff and students were trained last summer to facilitate conversation around creating inclusive places of work. They can be contacted through the Office of the Vice President of Diversity and Inclusion.

9.   **Diversity Innovation Grant:** Last fall, money was allocated to support creative work by faculty and staff on issues of power, privilege and difference. The projects focus on diversity and inclusion, community based research, civic engagement and the region as a location of learning beyond the campus.

10. **Leadership Program Recruitment Project:** Members of the Whitman Leadership Program completed a strategic project on how to recruit and retain a more diverse staff at Whitman. The College will be implementing some of their recommendations moving forward.

The steps outlined above are only the first steps in what will be a sustained, cross-campus effort. Our work is never done.

The President's Cabinet, WIDE committee and other groups on campus are constantly in discussions about these efforts. If you have any comments you would like to share, we are always open to hearing them.

As this work continues, I look forward to sharing updates as we make progress toward a more diverse, equitable and inclusive Whitman.

Kathy Murray