

# Division of Diversity and Inclusion Annual Report 2022-23

Produced by the staff of the Division of Diversity and Inclusion

## Annual Report - Division of Diversity and Inclusion AY 2022-23

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

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

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

### **Diversity without dominance**

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

### **Equity without benevolence**

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

### **Inclusion without othering**

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

### **Belonging without assimilation**

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

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

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

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

The Vice President for Diversity and Inclusion (VPDI) serves as the senior inclusion administrator (formerly known as Chief Diversity Officer) at the College. The VPDI provides vision and leadership in this domain, but the entire community is responsible for championing issues of inclusion and ensuring a sense of belonging for all faculty, staff, and students.

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

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

### **Inclusive Excellence**

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

### **Equity and Compliance**

The Equity and Compliance area is focused on coordinating institutional compliance with federal and state discrimination, harassment, and retaliation laws and related College policies, with an emphasis on those related to sexual and gender-based misconduct and other forms of identity-

based harassment and discrimination. This area is also involved in the response and resolution of bias incidents that may or may not have an identifiable respondent or constitute a violation of the law or College policy, but nonetheless impact our community.

### **Identity and Belonging**

The Identity and Belonging area includes primarily student-facing units that contribute programmatically to the campus climate, facilitate the exploration and development of student identities, and provide advocacy, support and resources for marginalized and/or minoritized communities. During the 2022-23 academic year, this area included the Intercultural Center, International Student and Scholar Services, Religious and Spiritual Life, and LGBTQIA+ Student Services. These areas work collaboratively to aid the entire Whitman student body in better understanding themselves and their relationships to systems of oppression, as well as the development and delivery of structured opportunities for community healing, connection, and liberation.

*Intercultural Center* - The Intercultural Center (IC) provides educational and experiential opportunities related to diversity, equity, inclusion, and antiracism. The IC works to proactively support students from marginalized backgrounds by providing identity-based education, coordinating community events, and curating culturally relevant resources. IC programming is created with and for students, with the goal of cultivating a welcoming environment at Whitman where all students feel affirmed and valued.

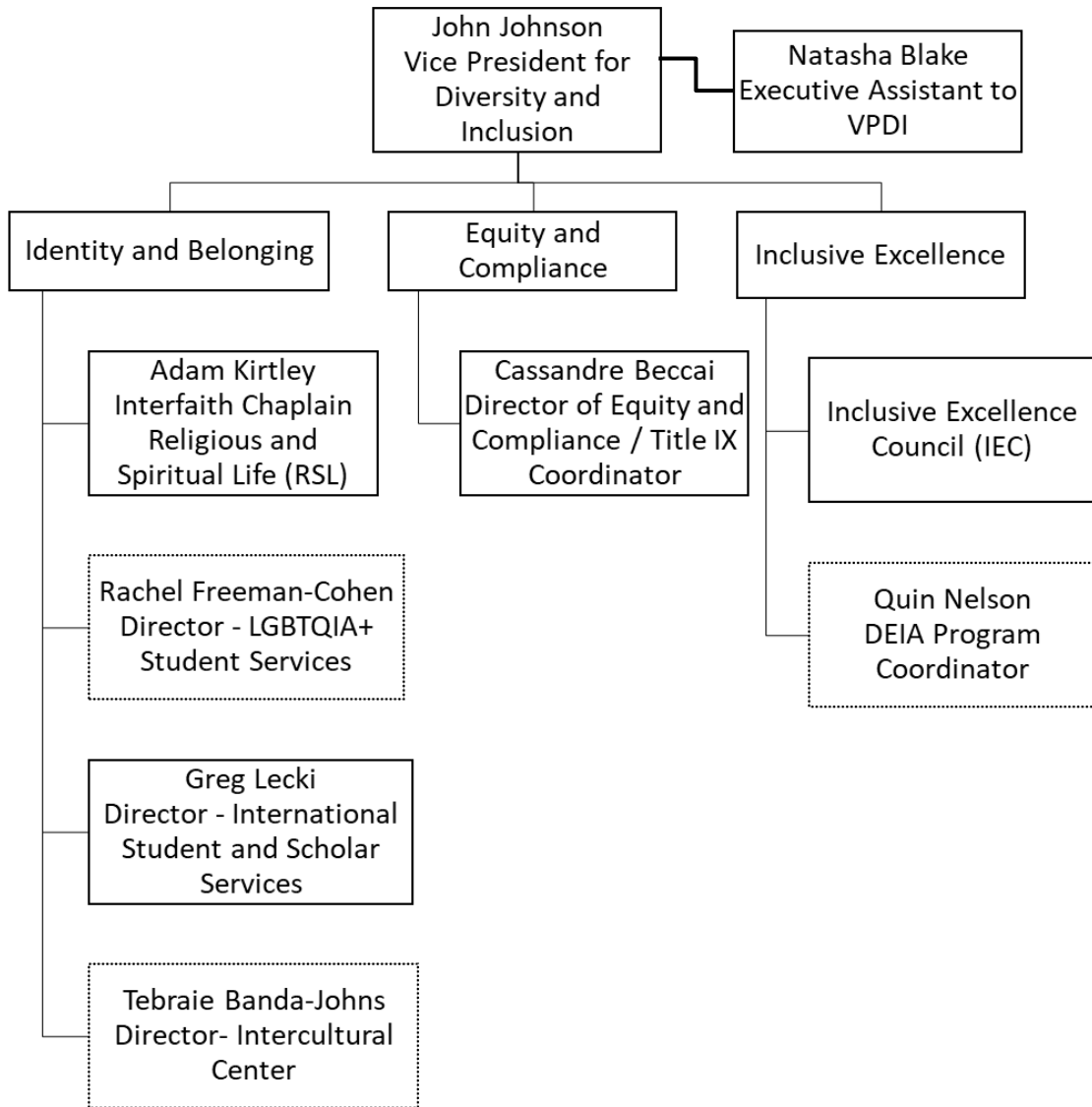
*International Student & Scholar Services* - International Student and Scholar Services (ISSS) provides support to international students, scholars and staff. ISSS assists the Whitman international community with acclimation to life in the U.S. and adjusting to the structure and climate of the college.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

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

*Religious and Spiritual Life* - The Office of Religious and Spiritual Life (RSL) supports students who wish to deepen or explore spirituality. RSL functions as a resource for established and emergent religious groups on campus and works to address the needs and enhance understanding and awareness of numerous religious traditions. RSL provides programming

which explores the important relationship between faith and learning - the connection between mind and spirit. The Office of Religious and Spiritual Life is committed to supporting people of all faith traditions and welcomes those who are exploring spirituality, as well as those who do not identify with any formal or specific religion.

## Organization (2022-23)



## Year in Review - 2022-23

A broad overview of the work of the Division during the 2022-23 academic year is provided here. We begin with a review of the activity in the Inclusive Excellence area followed by the Equity and Compliance area, and closing with a summary of the activities from each Identity and Belonging unit.

### Inclusive Excellence

#### ***Training and Education/Capacity Building***

In a recent study published in the *Journal of Diversity in Higher Education*, researchers found support for the impact of DEI capacity building efforts on improving campus climates. The study by Shea and colleagues (2023) found that “raising awareness about bias incidents, encouraging colleagues to intervene when bias incidents occur and, most critically, fostering a culture in which intervention is expected, have great potential for improving workplace climate and reducing employee turnover.” Consistent with that evidence, the Division invests considerable time and resources into DEIA capacity building efforts. The Division provides, coordinates or facilitates a range of DEIA learning opportunities for the Board of Trustees, faculty, staff and students.

#### *Community Learning Days*

The Division continues to provide the campus community with valuable professional development opportunities. The start of the spring 2023 semester was punctuated by Community Learning Days activities. Community Learning Days is a collection of DEIA-related workshops/education sessions held prior to the start of the semester and intended to contribute to faculty and staff learning and skill building. This year, the campus was visited by two outstanding scholars (Dr. Rema Vassar and Dr. Kathy Obear) who provided valuable content on inclusive pedagogy, racial equity strategies, and navigating identity-based differences in the workplace.



Dr. Rema Vassar holds a Ph.D. in urban education from UCLA, is a professor of education leadership and policy studies at Wayne State University, and serves as the Chair of the Michigan State University system Board of Trustees.

Dr. Vassar facilitated a morning workshop on inclusive pedagogy that provided faculty with tangible strategies to deploy in their classrooms to advance equity, inclusion, antiracism and

student engagement. Dr. Vassar also led an afternoon session centering the needs and concerns of staff of color. The afternoon session focused on strategies for navigating a predominantly white-controlled academic institution, with consideration for how BIPOC staff can manage their bandwidth, maintain their boundaries and advocate for the recognition of their full humanity.



Dr. Kathy Obear earned a doctorate in Social Justice Education from the University of Massachusetts, Amherst. Dr. Obear is a nationally recognized social justice educator with a reputation for training leaders and facilitators to effectively navigate through difficult dialogues and challenging inequity dynamics to create lasting transformation and change. She is the founder of the Center for Transformation and Change, designed to help people establish socially just environments where everyone feels valued and respected.

Dr. Obear was the featured presenter at a special 2-day CLD event coordinated largely by members of Whitman's 2022 NCORE delegation. The goal of the session was to provide a space for folks to show up and engage in authentic and vulnerable dialogue in order to do the critical self-work and skill development necessary to shift racist dynamics and contribute to racial equity and inclusion on campus. The event brought a number of faculty and staff together who share a commitment to racial justice and anti-racism.

### *NCORE Delegation*

As part of an intentional and strategic DEIA capacity building effort, 16 faculty, staff, and students were part of the Whitman delegation to the National Conference on Racial Equity in Higher Education (NCORE) in New Orleans, Louisiana this summer. For more than thirty years, NCORE has been recognized as the premier learning space for the development of DEIA competencies. As noted on their website, NCORE is “the leading and most comprehensive national forum on issues of race and ethnicity in higher education.” NCORE “speakers and sessions offer strategies for expanding educational access and success for diverse, traditionally underrepresented populations.”

The large conference, typically attended by over 5000 attendees, provides a variety of learning opportunities and spaces for community building for the delegation. This initiative, made possible by the DEI Fund and support from the Office of the President, began in 2022, when the conference was held in nearby Portland, OR. Whitman attendees from 2022 reported having a transformative experience at the conference, bringing many lessons back to the campus, and

some even leveraged their own professional development resources to return to the conference a second time in 2023.

In addition to dozens of topical presentations and pre-conference institutes, NCORE features keynotes from a range of areas and backgrounds. This year's keynote speakers were David Truer, Michelle Alexander, Linda Sarsour and Paola Ramos. The NCORE delegation is drawn from students, staff and faculty and generally includes a representative from each academic division.

The 2023 NCORE Delegation is listed here (with their roles at the time of their selection):

Quin Nelson - Staff, DEIA Program Coordinator, Diversity and Inclusion  
Tebraie Banda-Johns - Staff, Intercultural Center Director, Diversity and Inclusion  
Atarah Pinder - Staff, Senior HR Generalist (DEIA Focus), Human Resources  
Makaya Resner - Staff, Assistant Director of Admissions (DEIA Focus), Admissions  
NiQo Bullock - Staff, Associate Director of Student Activities, Student Affairs  
Stace Sievert - Staff, Associate Director of Student Activities, Student Affairs  
Nadine Stecklein - Staff, Assistant Director for Internship Programs, CCEC  
Andrew Johnson - Staff, Associate Director of Residence Life and Housing, Student Affairs\*  
Sybella Ssewakiryanga - Student, Incoming ASWC DEI Chair (Spring 2024 term)  
Sara Marshall - Student, WEB Creative Arts Director  
Camilo Lund-Montano - Faculty, Division I Representative  
Lydia McDermott - Faculty, Division II Representative  
Brit Moss - Faculty, Division III Representative  
Albert Schueller - Faculty, Division III Chair\*  
Sarah Bolton - Cabinet Officer, President  
Kazi Joshua - Cabinet Officer, Vice President for Student Affairs and Dean of Students\*  
Gina Zandy Ohnstad - Cabinet Officer, Vice President for Communications  
Steve Setchell - Cabinet Officer, Vice President for Development and Alumni Relations

\*Indicates a returning delegate whose attendance was not sponsored by the Division of D&I.

Attendees from 2023 rated their NCORE experience exceptionally high, with an average rating of 4.7 on a 5-point scale, with 5 indicating very valuable. When asked to comment on their NCORE experience, Whitman delegates shared:

*"NCORE was amazing. It grounds me in the importance of DEI work, and keeps me motivated to integrate these topics into my projects and processes all year."*

*"My NCORE experience was energizing and inspiring! I left with new ideas, new connections, and an eagerness to get creative and get to work."*

*"Several workshops/sessions provided really practical tools or insightful perspectives. I made several new professional connections with fellow conference attendees and got to*



*know Whitman colleagues better. I was also buoyed by the momentum and progress of the work we are already engaged in at Whitman.”*

*“It was inspiring to be in a huge community of leaders and change agents doing good work to advance equity and inclusion on their campuses. The keynote addresses, along with session discussions, were helpful in lifting my understanding and philosophy of this shared work.”*

Following the conference, delegates were reconvened to collectively process their experience and share highlights. The group appreciated the opportunity to connect during and after the conference. Several delegates presented to the Student Affairs staff during a scheduled SA Division meeting and they continue to seek ways to apply their learning to their work at the College. Plans are underway to bring the delegates from the last two years together for a Whitman NCORE Delegates reunion.

### *DEIA Maturity Matrix*

The Division of Diversity and Inclusion continues to assist departments in developing unit-specific DEIA education plans to advance inclusive excellence. Similar to an equity scorecard, the DEIA Maturity Matrix is a custom tool based on the National Assessment of Collegiate Campus Climates (the NACCC). The NACCC utilizes specific pillars of inquiry (e.g. Racial Learning and Literacy, Cross-Racial Engagement, Mattering and Affirmation) to gauge racial climate conditions and we have leveraged those constructs to guide the development of the DEIA Maturity Matrix.

To put a DEIA Maturity Matrix plan in place, units scheduled an initial orientation, completed a unit survey/audit, received and reviewed a custom plan for DEIA capacity building (generated by the Division of D&I and based on their survey results). Once adopted, individual units began implementing their plan with periodic check-ins on their progress by the Division of D&I. Units will be expected to redo the unit survey and revise their plan after each 12-month period. Participating units included Student Affairs, Communications, Penrose Library, the Cabinet and others.

### *Third Space Speaker Series*



The Third Space Speaker Series, a VPDI initiative funded by a grant from the Johnston-Fix Foundation, continued to bring engaging and dynamic speakers to campus during the 2022-23

academic year. This year, the series featured six outstanding scholars: A.D. Carson, Jared Ball, Lissa Ramirez-Stapleton, Matika Wilbur, Alex Locust, and Lissette Torres.

The concept of a Third Space emerges from the work of scholars who saw a third space as one of transgressive possibilities and where those who are often confined to the margins can be centered. The Third Space Speaker Series typically places two scholars in dialogue with each other and with the Whitman community in an intellectual space where cultural humility, cultural wealth and cultural pluralism converge. The topics covered in the programs this year included: Hip Hop scholarship, cultural extraction and commodification; critical disability studies and disability justice; indigenous representation and native sovereignty.

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

#### *LACRELA eConvenings*

Whitman continues to maintain a membership with the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA). This alliance of 70+ liberal arts institutions aides us in building institutional capacity to address structural inequities and enact antiracist policies and practices. Coordinated by the Race and Equity Center at the University of Southern California, LACRELA provides member institutions with access to a series of webinars or eConvenings throughout the year. The following topics were covered in 2022-23 LACRELA eConvenings:

- Communicating Institutional Progress on Racial Equity Goals
- Dismantling Persistent Racial Equity Problems in Stem
- Making Racial Equity Data Transparent
- Understanding Campus Unrest and Responding to Student Protest
- Using Assessment and Evaluation to Improve Campus Racial Climates
- Managing and Resolving Racial Tensions in the Workplace

#### *BOT DEI Information Sharing Plan*

In collaboration with the Chair of the Board of Trustees, the VPDI organized a two-year DEI information sharing plan for the Board. The plan includes DEI level-setting materials for the Trustees, along with information about key DEI metrics for the advancement of inclusive excellence. The content of the plan is broad and includes detailed information regarding the

demographic projections for our region, faculty recruitment strategies, racial climate data, and other resources, including direct feedback from students about their Whitman experience.

#### *New Employee DEIB Training - Vector Solutions – data?*

New staff at Whitman are required to complete an online training on diversity, equity, inclusion and belonging. The source of the training changed during the course of the academic year (due to the acquisition of EverFi by Vector Solutions), but the content of the training remained largely the same.

#### *HR Training*

In collaboration with Human Resources, the Division of Diversity and Inclusion provided training on *Inclusive and Equitable Hiring Practices*. This training, designed for hiring managers at Whitman, includes two segments. The first segment is focused on bias and counterbias strategies. The second segment is focused on understanding the steps in the recruitment process and maintaining equity throughout.

#### *Inclusive Supervision*

In collaboration with Human Resources, the Division of Diversity and Inclusion coordinated a supervisor/manager training session focused on inclusive supervision. Building on the success of last year's presentation by Jason Timpson, the Division partnered with Human Resources to provide Whitman staff supervisors with access to a live webinar with the Rev. Dr. Jamie Washington, President and Founder of the Washington Consulting Group (WCG).



As noted on the WCG website, “WCG was named by the Economist as one of the Top 10 Global Diversity Consultants in the world.” Dr. Washington has an extensive higher education career, including serving as the President of the American College Personnel Association. He has served as an invited instructor for the Harvard Graduate School of Education and is the President and Co-Founder of the Social Justice Training Institute. Several staff supervisors attended a synchronous offering of Dr. Washington's session entitled, *Supervision Across Difference: Encourage Meaningful Conversation and Improve the Climate for Minoritized Staff on Campus*.

#### ***Strategic Planning***

##### *Inclusive Excellence Council*

The Inclusive Excellence Council (IEC), was officially established in November of 2022 and held its first meeting in January 2023. The IEC is supported by the Executive Assistant to the Vice President for Diversity and Inclusion, Natasha Blake, and is composed of faculty, staff, students and an alumni member with multiple different identities and from a range of areas across the

campus. Council members bring insights from both lived experience and formal education/training that can be leveraged to examine complex diversity, equity, inclusion, antiracism and accessibility (DEIAA) issues on campus. The IEC functions as an extension of the Division of Diversity and Inclusion and council members assist with the execution of critical tasks. In the first eighteen months, the IEC will be focused on transforming recommendations for DEIA strategic priorities gathered from the broader Whitman community into feasible and measurable goals. Through subcommittees, the IEC is also helping to coordinate and edify the DEIA Cultivation Grant program, Inclusive Excellence Awards, Community Learning Days, and increase community participation and literacy with climate surveys and key accountability metrics.

#### Council Roster - Spring 2023

John Johnson - Administrative sponsor; IEC Chair; Climate and Data  
Monica Hernandez Williams - staff; term ends June 2025; Grants and Awards  
Lia Beatty - staff; term ends June 2024 - Microlessons and Skillshops  
Nadine Stecklein - staff; term ends June 2025 - Community Learning Days  
Nikki Brueggeman - staff; term ends June 2024 - Microlessons and Skillshops  
John Hein - faculty; term ends June 2024; Grants and Awards  
Avery Ehlers - At-Large student; term ends June 2024; Grants and Awards  
Meron Semere - At-Large student; term ends June 2024; Community Learning Days  
Gigi Peterson - student; ASWC DEI Chair ex officio; Climate and Data  
Fraser Moore - student; ASWC President ex officio; Community Learning Days  
Beth Salaguinto, '88 - Alumni rep; term ends June 2024; Community Learning Days  
Jeanine Gordon - WCACCC ex officio; Community Learning Days  
Adam Kirtley - RSL IE ex officio; Grants and Awards  
Tebraie Banda-Johns - Intercultural IE ex officio; Microlessons and Skillshops  
Rachel Freeman-Cohen - LGBTQIA+ IE ex officio; Climate and Data  
Cassandra Beccai - Title IX/CAC IE ex officio; Climate and Data  
Quin Nelson - Third Space IE ex officio; Grants and Awards

#### CAC

The College Accessibility Committee continued to operate during the 2022-23 academic year. The CAC is committed to creating a safe and accessible campus community that is welcoming and affirming for both disabled and currently non-disabled persons. The committee's work involves responding to alerts of disabling obstructions on campus, advancing institutional efforts to comply with the Americans with Disabilities Act, and increasing our collective understanding of, and responsibility to address, the impact of ableism on the experiences of our disabled community members on and off campus.

In January of 2023 the VPDI assumed the role of interim CAC-Chair. The VPDI continues to serve as the administrative sponsor for this committee which includes representation from Human Resources, Facilities, Equity and Compliance, Student Affairs, the Academic Resource Center and includes a student representative from the disability affinity organization on campus. The CAC reviewed a report completed by an external consultant that evaluates the institution's

compliance with the Americans with Disabilities Act. The review is one of several steps in the construction of an ADA Transition Plan that will guide our path to ADA compliance. The Committee is also taking steps to establish lactation spaces on campus, exploring the possibility of a sensory safe room on campus and is working on organizing a workshop for the campus community on combating ableism.

### ***Recruitment and Retention***

#### *Tri-College Gatherings*

The Division continued its work with the other higher education institutions in the region and organized a number of gatherings for minoritized students, staff and faculty in partnership with Walla Walla University and Walla Walla Community College. Each semester, the institutions coordinate a Tri-College gathering for students and a separate gathering for faculty and staff of color. The Tri-College gatherings are designed to help facilitate social connections and build critical mass for mutual retention. Whitman College had the opportunity to host the Tri-College gathering for students of color in the fall at the Harper Joy Theatre. Students used their time together to build connections, play games and exchange insights related to navigating higher education spaces as minoritized students. The fall gathering for faculty and staff of color was held at Walla Walla University.

The Division of Diversity and Inclusion invited Tri-College faculty and staff of color to attend a special reception with visiting Third Space Speaker, Matika Wilbur, in the spring. The reception, which was held in the Cordiner Hall foyer after Matika's campus lecture, provided faculty and staff of color from the Tri-Colleges with the opportunity to fellowship and build community. A Tri-College student gathering was held in the spring at Walla Walla Community College's Water Center.

#### *Inclusive Excellence Awards*

There are numerous folks in our community who, with or without recognition, and in large and small ways, work to move us closer to inclusive excellence. With the support of the IEC subcommittee for Grants and Awards, this past year we have been able to formalize our process for recognizing contributions to DEIA at Whitman. In the spring semester we held an open call for Inclusive Excellence Award nominations, designed a rubric to review and evaluate submissions and the IEC subcommittee selected the award recipients from among more than fifty nominations. Additional information about the specific awards can be found in Appendix B.

#### **2022-23 Inclusive Excellence Award Recipients**

##### **Inclusive Excellence in Service**

Sueli Gwiazdowski '24 (student)  
Nikki Brueggeman (staff)  
Shampa Biswas (faculty)

##### **Inclusive Excellence in Leadership - Individual**

Katie Jose '23 (student)

Baker Weilert (staff)

Inclusive Excellence in Teaching

Kaitlyn Patia (faculty)

Lisa Uddin (faculty)

At the first annual Inclusive Excellence Awards ceremony, in addition to recognizing IE award recipients, a number of other individuals were acknowledged for their contributions to diversity, equity and inclusion at Whitman. Several student organizations that had a meaningful impact on the campus climate were also acknowledged and celebrated for their efforts (Women of Color Voices, Global Whitties, the Whitman African Students Association, and the Black Student Union).

IE Special Recognition Award - Merry Cockroft '24 for their leadership as the Executive Director for the Power and Privilege Symposium.

IE Special Recognition Award - Gigi Peterson '25 for their leadership as the elected Diversity, Equity and Inclusion Chair for Associated Students of Whitman College.

IE Special Recognition Award - Tatiana Villegas '23 for significant achievements in inclusive excellence through their club leadership and work with the Division of Diversity and Inclusion to contribute to the wellbeing of minoritized Whitman students.

IE Special Recognition - Antonia Keithan, former Associate Director of the Academic Resource Center received an award in April prior to her departure from the institution for multiple years of service in the interest of inclusive excellence.

The recipients of the Mohammed Nasir Khan Award, Nord Award, and Class of 1986 award were also announced.

Nasir Khan Award - Joy Nampaso '23

David Nord Award - Ahmed Elsayed '23

Class of 1986 Award - Devon Player and Marian Sandoval Lemus '23

#### *NCFDD*

The Division of Diversity and Inclusion maintained our institutional membership with the National Center for Faculty Development and Diversity (NCFDD) this year. NCFDD is a nationally-recognized professional development resource for faculty that provides its members with access to online career development and mentoring resources. Since establishing our institutional membership, 28 NCFDD subaccounts have been activated by Whitman faculty or administrators (up 38% from the previous year) and more than 184 professional development

sessions have been accessed through the NCFDD online platform (reflecting a twofold increase from last year).

One Whitman faculty member who has engaged meaningfully with NCFDD resources offered, “I think it is a very valuable resource for new faculty. It was great to hear about the experiences of other folks who are trying to get back on track with the research, and especially to get a very structured set of tools, and a consistent sense of accountability.”

### *Third Space Center Planning*

Prompted by the results from the NACCC student survey completed in 2021 and guided by a commitment to inclusive excellence, the Division has begun the planning phases for the Third Space Center. An existing faculty/staff rental unit is being renovated to serve as a sanctuary space and programming hub for events and activities focused on the needs and concerns of marginalized communities of color. The Third Space Center will serve as a location where BIPOC students can unapologetically express their full selves, without feeling compelled to code switch, respond to microaggressions or navigate stereotype threats. The space, which will be open to all members of the Whitman community, will feature BIPOC-centering aesthetic elements in its interior design and is intended to respond to the belonging and safety needs articulated by Students of Color in the recent climate study. For much of the spring semester, the student-centered planning committee provided suggestions, recommendations and guidance for the interior design of this vital campus space expected to open to students during the 2023-24 academic year.

### *GAC Management*

The Division spent the past year continuing to steward the Glover Alston Center as a space for programming, events, and student support. The GAC has hosted a variety of events for campus and community groups, from student clubs to academic departments. The GAC continues to house student equity programs, such as the food pantry, clothing closet, and lending library. The student and staff leaders for the pantry continue to explore ways to best meet student needs. Over the course of the year, pantry leadership revamped the pantry check-in process to be more responsive to student voice and organized several food care package events to support students staying on campus over breaks. Pantry leaders also collaborated with campus partners to organize several successful food and clothing drives to support equity programs, and build awareness and engagement.

### *FGWC Support - Family Connections*

The Division also continues to support the First-Generation/Working Class student community in their events and programming. This past year included several well-attended social events, including an Ice Cream Social, Gala, and End-of-Year BBQ. FG/WC student leaders provided several support opportunities for students, including information sessions for fellowships and grants, drop-in hours and community study sessions.

The Division also supported a number of students through the Family Connections program which provides funding to reduce or eliminate the costs associated with a loved one visit for

Family Weekend. Several students applied for Family Connections support and thanks to the generous support of donors, the Division was able to assist students in bringing a loved one to Walla Walla for Family Weekend.

#### *Affinity Conference Sponsorship – APAHE and Creating Change*

##### APAHE

The Division sent one staff member and one student to the Asian Pacific Americans in Higher Education Conference (APAHE) in Oakland, California. This conference was a tremendous opportunity for learning and community building. Student attendee Katie Jose '23 shared,

*“Not only did I feel so much joy being surrounded by people who look like me and have similar cultural values, but I also learned so much... An experience like this is so incredibly valuable to other Asian and Pacific Islander students like me and I truly hope in these coming years more students will be able to attend and feel more proud of their heritage.”*

##### Creating Change

The Division sent one staff member and one student to the Creating Change conference in San Francisco, CA. Creating Change is a national conference focused on LGBTQ+ policy-making, leadership development and capacity building. Organized annually by the National LGBTQ Task Force, it is a common professional development site for LGBTQ Resource Center Directors in higher education. Some of what our student attendee shared about their experience is provided here:

*“As a queer person who has been involved in activism circles since I started high school, the conference was a dream come true for me... I attended workshops on decentering cis-ness, making the queer community more accessible to disabled and neurodiverse bodyminds, how protactile works for the deafblind community, looking at things through an asexual lens, etc. As you can see, the workshops didn't just focus on queerness as the only important identifier, and instead brought in aspects of intersectionality that are vital to any affinity group, activist movement, or social justice work... I believe that anyone at any level of understanding of queer nuances could benefit from this conference.”*

#### **Research and Assessment**

##### *NACCC Staff*

Through the LACRELA network, Whitman participated in the National Assessment of Collegiate Campus Climates (NACCC). This racial climate study includes the administration of custom surveys designed by the University of Southern California's Race and Equity Center that provide valuable insights regarding Whitman's racial climate and allows for comparisons with other LACRELA institutions. Additional information about the Whitman NACCC staff results will be posted on the Division's website.



### *HEDS student survey*

In fall of 2022, Whitman administered the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity survey. While the NACCC survey administered in spring of 2021 provides a valuable analysis of the campus racial climate, additional data collection is necessary to assess experiences across multiple dimensions of identity. We had insufficient participation in the HEDS survey to draw conclusions about institutional climate, but the survey was able to collect information from nearly 200 Whitman students who offered qualitative responses to questions related to their experience on campus. Additional analysis of the data is needed, but the sentiments indicate that students are largely dissatisfied with the level of attention and engagement related to DEIA matters on campus. Some of the comments shared suggested that students were unaware of things that were happening on campus, but many pointed to witnessing or having their own experiences of insensitivity, marginalization or exclusion.

### ***Advocacy and Cultivation***

#### *Cultivation Grants*

This past year, the Division of Diversity and Inclusion supported several projects across campus through the distribution of DEIA Cultivation Grants. The Division's DEIA Cultivation Grants are designed to support projects, programs and events that advance diversity, equity, inclusion and/or antiracism (DEIA) at the college. Any member of the Whitman community can apply for a DEIA Cultivation Grant. Preference is given to projects that are innovative and enhance (rather than duplicate) existing college practices. Proposals that center the needs of historically marginalized communities, improve the campus racial climate and are collaborative projects with co-leads from different constituency groups (e.g. staff and students) are also prioritized. Awards are capped at \$3,000 and six different mini-grants were awarded in the program's first year. Additional information about the different Cultivation Grants can be found in Appendix C.

#### *Denim Day*

Denim Day is recognized by millions of people around the world. On a specific day in April, people will wear denim to spread awareness and display support for survivors of sexual violence. The wearing of denim is in direct response to a 1998 ruling by the Italian Supreme Court which overturned a rape conviction in a lower court based on their presumption that "since the victim was wearing tight jeans she must have helped the person who raped her remove her jeans, thereby implying consent." That ruling caused considerable uproar and the women in the Italian Parliament came to work the next day wearing jeans in solidarity with the survivor. Since 1999, the non-profit organization Peace Over Violence has organized Denim Day as an action to promote sexual violence prevention education and to show support for survivors. This past year, the Division of Diversity and Inclusion organized a Denim Day tabling event in Reid Campus Center to help raise awareness about the day and contribute to campus-wide sexual violence prevention efforts.

#### *Community Justice Projects*

Funded through a NW5C Partnership Development Grant, this past year the DEIA Program Coordinator led efforts to build an intentional and sustainable relationship between existing

Whitman academic programs active with the Washington State Penitentiary and a local non-profit organization focused on successful transition and reentry (STAR) programs for formerly incarcerated community members. The goal of this project is to assist the non-profit in establishing a storytelling program in support of the organization's clients.

### ***Achievements***

#### *\$25K Johnston-Fix grant*

The Johnston-Fix Foundation has agreed to continue to support Diversity Equity and Inclusion initiatives at Whitman College through the 2023–2024 academic year. Johnston-Fix has been the principal sponsor for the Third Space Speaker Series through a seed grant they provided initially in 2021 to support projects developed by the Vice President for Diversity and Inclusion. The renewed grant was approved for broad use and will be applied to support the Third Space Speaker Series as well as other initiatives emerging from the Division.

### **Equity and Compliance**

The Office of Equity and Compliance made significant strides in advancing the College's commitment to fostering a safe and inclusive environment on campus during the 2022-2023 school year. A central goal of this office is to ensure that all members of our campus community feel safe, supported and protected, particularly during Title IX processes and in the aftermath of identity-based incidents of discrimination and harassment. The Office of Equity and Compliance is also home to the College's designated 504 Coordinator. The 504 Coordinator is responsible for ensuring institutional compliance with Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of physical or mental disability. The Director of Equity and Compliance serves on the College Accessibility Committee and works collaboratively to make the campus more welcoming for disabled community members.

#### *Capacity Building*

One of the key accomplishments for our Equity and Compliance area this past year was the successful training of seven new Title IX process advisors. These advisors have been assigned the critical task of guiding parties who are undergoing the Title IX process. Our advisors aim to humanize what can seem like a highly bureaucratic process through personalized guidance and by offering aid and direction to their assigned party. Advisors help alleviate the stress and anxiety experienced by all individuals involved in Title IX adjudication processes.

To further enhance our preparedness and effectiveness in addressing Title IX cases, the Office of Equity and Compliance has also invested in training two Deputy Coordinators as well as an in-house investigator. This intentional capacity building work allows us to build a dedicated team of individuals on campus capable of handling the federally mandated Title IX process. By having knowledgeable and trained individuals on our team, we can ensure a streamlined and consistent approach to investigations and resolutions. This investment significantly contributes to fostering a safer environment for all members of our campus community.

The Director of Equity and Compliance maintains an institutional Supermembership with the Association for Title IX Administrators (ATIXA) and updated their appropriate professional certifications at the ATIXA National Conference in October of 2023. In addition to the professional development accessed at the national conference, the Director also completed a virtual ATIXA training for 504 Coordinators and participated in select sessions of the virtual conference of the Association for Higher Education and Disability (AHEAD).

### *Training and Education*

One of the Office of Equity and Compliance's responsibilities is providing comprehensive training to various segments of the campus community. This past year, Equity and Compliance provided customized training for professional staff and faculty in Student Affairs and Athletics, as well as student-focused training for Resident Assistants and entering students (International and New Student Orientation). Several hundred students also completed an online training on Sexual Assault Prevention sponsored by the Office of Equity and Compliance.

### *Victim Support*

Whitman partners with the YWCA to make a qualified Sexual Assault Victims Advocate (SAVA) available to campus to provide crisis intervention and general advocacy to Whitman College constituents experiencing sexual abuse and domestic violence. The Office of Equity and Compliance oversaw the renewal of the agreement between Whitman College and the YWCA for the provision of the SAVA during the summer of 2023. In December of 2022, we announced the departure of our previous SAVA, Malia Lewis. During the spring 2023 semester, the YWCA identified and trained a new SAVA and the Director of Equity and Compliance, Cassandre Beccai, will onboard the individual when they arrive at the start of fall semester. The SAVA will offer medical advocacy, including accompanying survivors to medical appointments, as well as advocacy for those who seek support in the reporting process or other aspects of the legal system. Any member of the community can access domestic violence and sexual assault services available through the YWCA Walla Walla. Having a campus-based SAVA helps us provide easy and accessible care for Whitman-affiliated survivors to further emphasize our commitment to supporting those affected by sexual assault.

### *Structural Equity*

The Title IX Coordinator worked in collaboration with Facilities and the College Accessibility Committee to establish a Lactation Space on campus. The Revised Code of Washington 43.10.005 and Federal Fair Labor Standards Act Section 7 requires that employers provide breastfeeding/chestfeeding employees with a "convenient private location to express milk that's not a bathroom and a space to safely store milk." As noted on the Washington State Department of Health website,

*Families come in all shapes and sizes! Women, transgender men, and non-binary people can have babies, and many genders can lactate naturally or with medical assistance. Some parents feed their baby directly at the breast or on the chest, while some might exclusively pump their milk, utilize donor milk, or supplement non-human milk. There are*

*endless ways to feed a baby, and we celebrate the diversity that makes us stronger together as a community.*

Located in Penrose Library, this recently established space provides a convenient and comfortable location for individuals on campus who require and are entitled to such a space.

#### *Process Transparency and Reporting*

The Office of Equity and Compliance produced and published the Report of Documented Disclosures of Alleged Sex or Gender-Based Harassment and Discrimination for the 2021-2022 school year. That report can be found on the office website at [Whitman.edu/titleix](http://Whitman.edu/titleix). This report provides valuable information regarding the most frequently reported behaviors, the locations of incidents, and how they have been addressed. By making this information easily accessible, we promote transparency and accountability, while fostering an environment where individuals can come forward with confidence.

In accordance with the Clery Act, which mandates the disclosure of campus security information by federally funded higher education institutions, Whitman College prepared and disseminated its comprehensive Annual Security Report. The Office of Equity and Compliance took the responsibility of submitting accurate sex crime statistics for inclusion in the highly informative Whitman College 2022-2023 Security Report. This detailed report was made available to the entire college community on September 30, 2022. The Security Report Committee also hosted a town hall event, which aimed to address any queries or concerns raised by Whitman College community members.

It is important to note that the Clery crimes documented in the Security Report are based on the date they were reported, rather than when they occurred. Within the realm of Title IX-based harassment, the report specifically highlights crimes such as rape, fondling, incest, and statutory rape as incidents of concern that have been reported.

#### *Bias Incident Reporting and Response*

The Office of Equity and Compliance serves as the central processing office for reports of identity-based harm. Our online bias reporting system continues to be the primary mechanism for filing complaints. During the 2022-2023 academic year, the Office of Equity and Compliance received ten reports of bias incidents. None of these reports met the specific criteria for discrimination, harassment, or retaliatory (DHR) conduct as defined by our Grievance Policy. However, each report was handled according to our established protocol. Those who experienced harm were provided with access to support resources, and in some cases, were given the opportunity to explore mediated resolution.

A significant portion of these reports stemmed from actions perceived as discriminatory based on race or ethnicity, with bias against gender and sexual orientation being the next most commonly reported issues. In instances where an action did not meet the standards for a DHR claim but may have violated other Whitman College policies, the respondent's actions could be subject to accountability through a different formalized process, such as Student Conduct.

## **International Student and Scholar Services (ISSS)**

### *International Orientation*

Whitman welcomed 46 new first year international students among the class of 2026. These new students represented 27 different countries and many of them began their Whitman experience by participating in a 5-day International Student Orientation (ISO) program. Delivered in collaboration with multiple campus offices, International Student Orientation included more than 20 different sessions to help prepare students for their first year at Whitman. The ISO program covers essential information for new international students, such as visa and employment regulations, non-resident income taxes, international student health insurance, U.S. education system structures, regional culture and more. It serves as an opportunity to connect with peers while learning about the campus and its services. During ISO, new students get the opportunity to visit the local Social Security Administration office to secure necessary documentation for U.S. employment.

Prior to their arrival in Walla Walla, new international students engage with the ISSS Director, Greg Lecki, and connect with one of several International Orientation Leaders (IOL). The IOLs connect with incoming students over the summer and help them better understand how to secure a student visa, as well as prepare for and navigate their travel to Walla Walla.

### *Awareness and Essential Information*

ISSS maintains a Canvas instructional site for international students that includes a range of useful content they can access independently. The Canvas site features modules focused on topics such as: employment authorizations, permanent residency, asylum, temporary protected status, and special student relief resources, taxes, health insurance, with new content routinely being added. In addition to the Canvas course, ISSS sends weekly newsletter with just-in-time information reminding students on their legal responsibilities to remain in regulatory compliance.

### *Internship Cultivation*

The Applied Liberal Arts and Sciences (IDSC 125) course established in 2022 proved to be a success with 11 participants last year and 15 currently. This course is a result of a productive collaboration with multiple individuals and functional areas in Academic Affairs. IDSC 125 course is a one-credit class that provides international students with the opportunity to participate in structured and monitored off-campus internships. The course allows for more equitable access to off-campus paid internship opportunities for international students via the Curricular Practical Training work authorization mechanism.

### *Building a Community of Practice*

As part of an effort to refine and improve ISSS offerings, the Director conducted site visits and informational interviews with the staff of international student program offices at a number of higher education institutions in the region (Washington State University, University of Idaho and Gonzaga). These visits enabled the gathering of information about promising practices and

advances in the field of international student support and the identification of resources that could be secured to better support Whitman's international student populations. In addition to engagement with local international student offices, ISSS staff, along with local and regional collaborators, shared their experience building our campus' unique CPT policy with other international education professionals at the regional NAFSA (Association of International Educators) conference in Spokane in October of 2022.

### *Tax Compliance*

Early each calendar year, ISSS assists international students in updating their income tax profiles online. Using this data, the college can determine appropriate income tax withholding. Towards the end of February, ISSS distributed access codes to another specialized software package that helps international students resolve their income tax returns. We have again seen increased international student compliance with tax reporting requirements this year relative to previous years. This is due to efforts to improve income tax awareness and multiple training sessions provided to students.

### *Community Connections*

The Friendship Family program continues to expand. The program connects international students with a local family that will help introduce them to the Walla Walla community, support their experience at Whitman, and provide opportunities for cultural exchange. Host families and students establish and define a relationship that works for both parties. Currently about 40 international students participate in the Friendship Family program.

### *Break and Summer Programming*

With so many international students remaining on campus or in Walla Walla during campus closures, a number of resources and activities for students were organized to help meet student needs. ISSS, in collaboration with several other units, coordinated a Thanksgiving event in the fall, as well as a shopping trip to Tri-Cities, and a number of small programs at the Glover Alston Center to promote student wellbeing during the various breaks in instruction.

During the summer months, as most domestic students return home, many of the support structures provided to students during the academic year are scaled back. With support from the other Identity and Belonging units, ISSS remained active and made sure students had access to someone they could reach out to for assistance throughout the summer. ISSS also organized a variety of programs to promote community building and student well-being (BBQs, kayaking, hikes, paddle boarding).

### *Retention and Community Building*

Throughout the academic year, ISSS coordinates events and trips for the international student community. The range of offerings this past year included collaborations with Outdoor Programs, a trip to a local bowling alley, and an excursion to nearby Richland in the Tri-Cities for laser tag.

### *Student Leadership*

International students played a major role in organizing the Freedom Songs program this past year, a signature annual event, and coordinated some of the most well-attended student programs all year (Taste of Africa and International Nite at Reid). Three international students (Val Hoxha, Sybella S and Bidita Nawar) were also elected to leadership positions in ASWC.

### *Feedback and Assessment*

With the support of Institutional Research, a survey was administered in the spring to gauge student satisfaction with existing ISSS programs and resources. The International Student Advisory Board (ISAB) was also established this past year to provide ISSS staff with real-time feedback and insights from international students in an effort to identify services that are missing or administrative processes that need improving.

## **Religious and Spiritual Life**

### *All Faiths Room*

The Office of Religious and Spiritual Life (RSL) saw an increase in engagement, visibility, and programming during the 2022-23 academic year. Instrumental in the elevated output and connection with RSL was the establishment of the All Faiths Room (AFR) that was fully operational by the end of September. A notable feature of the room is an extraordinary piece by local artist and weaver, Kim Nemmith. The piece features over 19 miles of yarn suspended from the wall, hanging loose, with individual strands exposed and discernible. As those strands stretch across the wall, they are periodically gathered tightly around several different panels. The piece was commissioned for the space and the artist explains that the individual strands represent our own unique and varied journeys, but that those journeys are marked by important moments of gathering or coming together.

The room's design is intended to foster comfort and ease of use for a wide range of activities (prayer, worship, meditation, study, meals, etc.), from a variety of spiritual traditions and practices. In the past year, the space was utilized regularly by Muslim students for prayer, Christian students for Bible study, and Jewish students for Shabbat. On Palm Sunday, a Catholic Mass was held in the space, and on Easter, the Intervarsity Christian Fellowship hosted a potluck in the AFR.

### *Supporting Student Groups*

RSL worked closely with five different student organizations this past year (Kehillat Shalom, Muslim Student Association, Whitman Zen Club, Intervarsity Christian Fellowship, and South Asian Student Association). Each group is focused on supporting different faith traditions and student constituencies.

RSL was also heavily involved in supporting students in hosting events to commemorate their respective religious holy day festivals and observances. Campus wide events were held for Diwali, Passover, and Ramadan (Eid). A collection of Christian students also gathered for Easter.

### *Engaging the Local RSL Community*

The RSL partnered with a number of religious groups and non-Whitman-affiliated religious leaders to host regular meetings in the AFR, as a way to support students - many of whom hold religious identities that are underrepresented on Whitman's campus. Through a collaboration with Walla Walla Catholic Parishes, a Catholic Mass was offered in the space on the first and third Saturdays of the month. Similarly, leaders from the Walla Walla Dharma Sangha (Zen Buddhists) hosted a dharma talk and meditation in the AFR every other week for much of the year. Additionally, a Nichiren Buddhist group met regularly in the AFR throughout the year. And Open Door Fellowship, a Walla Walla based group for Queer Christians and allies, hosted their monthly meeting in the All Faiths Room. While not happening in the AFR, a longstanding Quaker meeting was also re-established this past year and that group meets regularly at the GAC.

### *Guests and Speakers*

The Office of Religious and Spiritual Life hosted a number of guests and speakers this year. In September, RSL brought Chris Stedman to campus to speak about his recent book, *IRL: The Search for Meaning and Belonging in our Digital Worlds*.

RSL collaborated with Walla Walla Dharma Sangha to bring Debra Seido Martin (fall) and Genjo Marinello Roshi (spring) to campus this past year. Martin is the Soto Zen guiding teacher of the Zen West- Empty Field Buddhist Community in Eugene, Oregon. Genjo Marinello Roshi is the Abbot of the Chobo-ji Zen Center in Seattle.

To commemorate Yom Hashoah (Holocaust Remembrance Day), RSL invited Whitman's own Richard Middleton-Kaplan, Lay Rabbi for Congregation Beth Israel of Walla Walla, to deliver a talk about the realities and challenges of Holocaust education.

### *Facilitating Access to the Mosque*

Muslim students face the challenge of having no Mosque or Imam in the Walla Walla area. To support Muslims at Whitman, RSL coordinated several trips to the nearest mosque located in the Tri Cities during the year where Whitman students were able to partake in prayers and iftars with other Muslims from around the region and pick up supplies and foods from an Arab market that are difficult to find in Walla Walla.

### *Grief, Individual Support, Mediation and Informal Resolution*

A major component of the work of RSL involves individual support for students on a wide range of personal and interpersonal issues. The Interfaith Chaplain, Adam Kirtley, held a weekly, drop-in style grief group (grieving@whitman) throughout the year for students seeking support as they navigate loss. The chaplain is also one of the few non-mandated reporters on campus and is also a certified conflict mediator. Students will often engage with the chaplain for support in processing "big questions" or just when they need someone to provide a confidential listening ear. The chaplain serves on the College's CARE Team and their skills were accessed this year to assist in resolving a number of complex student concerns and were also deployed to assist with the Title IX informal resolution process.



In addition to providing one-on-one support to a number of students in need, the Interfaith Chaplain also assisted with the planning of a celebration of life service for a Whitman community member who passed away and partnered with LGBTQIA+ Student Services to organize a memorial space following an incident of identity-based violence in Colorado this past year.

### *New Initiatives*

RSL developed and produced a podcast called, *Complicating the Narrative*. The interview-style digital series, engages members of the Whitman community in an effort to expand the idea of vocation and spiritual connection to work, study, and play. Hosted by RSL Student Assistant, Mohammed “Franko” Omair ‘25, the series featured a number of different guests including Whitman President, Dr. Sarah Bolton.

RSL launched a *Tiny Altar Concert Series*, which is a rotating performance of spoken word and/or music performed by members of the Whitman community in the All Faiths Room. The inaugural event featured a poet and a singer songwriter who took turns performing their original works. In the fall, RSL hosted a weekly Bible Study called *Decolonizing Christianity* and the chaplain continued to nurture the Interfaith Council throughout the academic year.

### *Regular Programming*

RSL continued to offer a series of regular opportunities for engagement each week. *Big Tent* gatherings focused on a different tradition, practice or worldview each week and were held each Wednesday. *Spirituali-TEA* is held on Thursdays and provides an opportunity for folks to join in casual conversations with the Interfaith Chaplain in the Cleveland Commons Coffee House.

### *Baccalaureate*

With capacity attendance in the Chism Recital Hall, this year’s Baccalaureate ceremony was a newly conceived iteration of the traditional program at Whitman. A multiplicity of religious and spiritual identities and traditions were represented in the program, including Islam, Judaism, Buddhism, Christianity, and Humanism. Emeritus professor Pat Henry delivered a keynote address focused on important interfaith movements particularly in response to the holocaust.

## **Intercultural Center**

With Tebraie Banda-Johns in place as the new Director for the Intercultural Center (IC), the program had an active and productive year. While still a mandated reporter, the IC Director’s role has similarities to that of the Interfaith Chaplain in that the IC is often the first point of contact for minoritized students and the Director provides individual support to students on a wide range of issues. The IC supported a number of affinity groups on campus, hosted cultural events for the Whitman community and the greater Walla Walla area, collaborated with various campus partners and mentored students in their identity development as they sought to make Whitman their place of belonging. Some highlights for the year include:

### *Hispanic Heritage Month*

In celebration of Hispanic Heritage Month (October 15-September 15), the IC partnered with WEB, ASWC, Hispanic Studies, and the Walla Walla community to host several events to recognize and honor the contributions of Hispanic Americans in history. Additionally, the Intercultural Center also curated a celebration for Dia De Los Muertos and a community ofrenda to honor the lives of loved ones.

### *Night at the Movies*

The Intercultural Center coordinated an off-campus film screening and arranged for 50+ students to attend a showing of *The Woman King* at Century Theaters in Walla Walla and rented out a theatre for a private screening of the Marvel blockbuster film *Black Panther: Wakanda Forever*. Both of these fall semester programs provided an opportunity for community connection and a diverse cross-section of Whitman community members attended the screenings.

### *Facilitating Faculty Connections*

The IC, in collaboration with Student Activities, organized a panel that featured a trio of tenured and visiting faculty of color (Jaqueline Woodfork, Camile Dungy and Kwabena Edusei). The panel focused on the complexities of identity, navigating higher education spaces, and the pitfalls of building community based on supercategory classifications. The panel also provided students with the opportunity to meet and connect with visiting faculty they might otherwise not have had a chance to engage with on campus, including the Arnold Visiting Professor in Environmental Humanities, Camile Dungy, who was only here for the fall term.

### *Finals De-Stress Event*

To end the Fall semester, the IC organized a Bob Ross paint night to provide an opportunity for relaxation and destress during the week of finals.

### *Honoring Dr. Martin Luther King, Jr.*

In January, the IC continued the tradition of the annual MLK Day peace march. Participants gathered at Reid Campus Center where they created posters and signs to commemorate the day. The march then traveled to the Walla Walla Plaza where the group reconvened for a program of curated music, speeches, and short talks to honor and celebrate the legacy of Dr. Martin Luther King, Jr.

### *Black History Month*

The Intercultural Center coordinated a series of events to honor Black brilliance during Black History Month. The different programmatic offerings for the heritage month included a guest presentation on code-switching by George Paasewe, an educator, entrepreneur, author, and public speaker. Paasewe is a sociology and career development professor at Bryant and Stratton College in Wauwatosa, Wisconsin. The IC also coordinated a celebration of Black queer icons and organized a space to focus on (and provide resources to support) Black mental health as well as film screenings that showcase Black resilience. The full slate of BHM programs can be found [here](#).

### *Supporting Power and Privilege Student Team*

The IC Director and the DEIA Program Coordinator (Quin Nelson) served as the Staff Advisors to the Power and Privilege organizing team. Division staff provided counsel and logistical support to the student organizers of this signature annual program. The theme of the 2023 Power & Privilege Symposium was “No More Allies” which interrogated the various issues and injustices impacting minority and marginalized communities, and imagined the ways that we can move from allies to accomplices in social justice work. The keynote speaker for P&P was Loretta J. Ross. Professor Ross teaches at Smith College, is a MacArthur Fellow, and is nationally recognized for her expertise on racial justice, women’s rights and human rights. Her TED Talk, *Don’t Call People Out—Call Them In* has more than 2 million views. Over 900 Whitman community members attended the 14 sessions throughout the day. The symposium serves as a key moment on campus for raising community consciousness and encouraging us all to continue the work of dismantling oppressive systems within our communities.

### *Supporting Recruitment and Yield Efforts*

The IC Director participated in and supported recruitment and yield efforts through participation in the Visit Scholarship Program and working with Student Activities on the Summer Fly-In program. Each of these programs contributes to the growing diversity of the Whitman student population and the engagement of the IC with these programs, along with the other Identity and Belonging units, ensures that students have a full understanding of the resources on campus to support their belonging when they enroll.

### *Orientation and Student Leader Training*

The IC Director collaborated with the DEIA Program Coordinator and the LGBTQIA+ Student Services Director to deliver a DEIA training for Summer Fly-In Leaders, Orientation Week Leaders and the entering class of students. The training highlighted implicit bias, the cycles of socialization and liberation, how we can begin to recognize bias in ourselves, and helped students better understand how to engage across difference and build an inclusive community.

### *Graduation Celebration*

In May, the Intercultural Center hosted the first Intercultural Excellence Stole Ceremony. This celebration honored the dedication and resilience of our students by providing an affirming space for graduating students to celebrate with their classmates, families, and friends. The participating students had the opportunity to reflect upon the strengths developed and obstacles overcome during their time at Whitman while also recognizing the community of support they developed along the way. About 30 graduating seniors participated in the ceremony which centers the unique experiences of students of Color attending a predominantly White college, and the IC provided each student with a stole reflective of their cultural heritage. Students had the option to have their stoles presented by either President Bolton, or by their friends, family, or mentor.

## **LGBTQIA+ Student Services**

The inaugural Director of LGBTQIA+ Student Services, Rachel Freeman-Cohen, has been actively developing infrastructure for the newly established unit. This included developing guiding documents, student onboarding materials, and designing content. A key step in this process has been learning the culture of the campus and establishing a social media presence for the office (@lgbtqia\_whitman).

### *Education and Advocacy*

LGBTQIA+ Student Services launched the Queer Ally Coalition (QuAC) workshop series. QuAC workshops provide attendees with foundational knowledge of the LGBTQIA+ community; tools to interrogate and understand cisgender and heterosexual privilege; and skills to function as a co-conspirator or accomplice in efforts to dismantle systems of LGBTQIA+ oppression. There are three different workshop tiers available, including an introductory, intermediate and advanced workshop. Each tier is created in a way to fit the needs of an individual's knowledge regarding the LGBTQIA+ community and their positionality.

### *Affinity Group Support*

Through one-to-one check-ins and structured opportunities for community building and discussion, LGBTQIA+ Student Services found new ways to serve the community without a centralized LGBTQIA+ student organization. The office met periodically with leadership from the Queer Trans Student of Color (QTSOC) group, Trans Student of Whitman (TSOW), and the student organizers for the annual Rocky Horror Picture Show screening and event.

### *Celebration and Community*

For National Coming Out Day, LGBTQIA+ Student Services invited students to share an artistic performance related to their own journey along the *Road to Queerness*. In partnership with the Intercultural Center and in recognition of Hispanic Heritage Month, LGBTQIA+ Student Services organized a Pride Loteria Celebration. Attendees were invited to play a Queer Lotería card game, enjoy pan dulce, and learn about queer Latinx history.

During the spring semester, LGBTQIA+ Student Services launched a weekly discussion group called Queer Coded, to discuss all things queer and pop culture. A series of campus events were organized for Trans Week of Empowerment in March, including a S'mores Night and a Gayme Night.

### *Community Pride Picnic*

The office celebrated Pride at Whitman with a new annual program called The Community Pride Picnic. LGBTQIA+ Student Services co-sponsored and collaborated with the Whitman Events Board, Residence Life, Student Activities, the Career and Community Engagement Center, Bon Appetit, and the Intercultural Center for the fun day of outdoor games and activities. Snowcones, popcorn, and cotton candy was provided for the community to enjoy along with Knockerball.

### *Community Care and Support*

During Thanksgiving break of 2022, a mass shooting occurred at Club Q, an LGBTQ nightclub in Colorado Springs, Colorado. As students returned, LGBTQIA+ Student Services, the Vice President for Diversity and Inclusion, the Office of Religious and Spiritual Life, the Office for the Dean of Students, Residence Life, Security, Communications, and the Office of the President met multiple times to check in and strategize ways Whitman can not only respond to the tragedy, but also how to best support the students. Various drop-in hours located in the Dean of Students office and the Glover Alston Center were facilitated by a CARE team member, Charlotte Scott, and the Interfaith Chaplain, Adam Kirtley, to create space for students to process and grieve. A larger community gathering space hosted by LGBTQIA+ Student Services and the Office of Religious and Spiritual Life was coordinated for the community.

### *Professional Development*

As part of a professional development plan, the Director of LGBTQIA+ Student Services, attended the Creating Change conference in San Francisco, CA. Creating Change is a national conference for LGBTQ movement through policy, leadership, and skill-building. Knowledge gained at the conference, as well as connections made through the professional networking opportunities it afforded, has enhanced LGBTQIA+ initiatives and program development in this burgeoning unit.

### *Affinity Conference*

LGBTQIA+ Student Services coordinated a trip to Portland, Oregon with a number of students to attend Portland State's annual Queer Students of Color Conference. Students had an opportunity to network and build community with other LGBTQIA+ identifying students of color in the Pacific Northwest.

### *David Nord Award*

The David Nord Award is presented annually to support LGBTQIA+ focused projects on campus. This award encourages the Whitman community to engage critical issues facing LGBTQIA+ communities through a variety of creative and scholarly mediums. Recipients receive a cash award along with financial support to complete their creative project. The Director coordinated the Nord presentation and Closing reception for the 2021-2022 award recipient Annie Means. A film screening of her short documentary highlighting the now rescinded FDA ban on blood donations by any man who has had sex with another man in the 3 months prior to the donation. Part of the documentary *The Big Red Ban* interrogates the homophobia and prejudice behind these regulations, and how they continue to harm LGBTQIA+ populations and the larger public.

### *Graduation Celebration*

LGBTQIA+ Student Services hosted its final event of the year on May 10th with Lavender graduation. A total of 23 graduates participated and were recognized with a Certificate of Distinction and a senior gift. In addition, 50 members of the College were in attendance and supported in creating an affirming environment for the students. The Alumni Association co-

hosted a reception after the ceremony for the community to celebrate their accomplishments and gather one last time before Commencement.

## **Closing**

### *Transitions and Recruitments*

The Division of Diversity and Inclusion welcomed three new team members in July of 2022. Details regarding those recruitments were provided in last year's report. The D&I team remained intact for the entire 2022-23 academic year, with no separations or recruitments. In July of 2023, as part of a strategic effort to provide additional support to the growing number of international students on campus, International Student and Scholar Services (ISSS) merged with Off-Campus Studies. As a result of the merger, ISSS transitioned over to Academic Affairs and the ISSS staff was relocated to Memorial. Despite the change in reporting structure, the remaining Identity and Belonging units continue to maintain a robust collaborative relationship with ISSS and provide support and resources to serve international students at Whitman.

### *Looking Ahead*

In the year ahead, we will continue to partner with our colleagues across campus to support and contribute to a number of efforts to recruit and retain exceptional students, staff and faculty at Whitman. As we look to the 2023-24 academic year, the Division will be heavily engaged in developing DEIAA Strategic Priorities for the next several years. This past summer, in addition to the delegation we sent to NCORE, we also sent a small group to the Association for Higher Education and Disability (AHEAD) conference. We are looking to build institutional capacity in this area and will continue to explore ways to grow our learning and make the campus more accessible. We are also going to be preparing to welcome our first Posse Chicago cohort. With the College's most diverse class entering this fall and Posse students scheduled to arrive next year, there is much that needs to be done to ensure climate conditions are conducive to belonging for the rapidly changing profile of Whitman students. We are in the process of converting the space in Reid previously occupied by the Intercultural Center into an LGBTQIA+ Student Services space. The Intercultural Center is relocating to the Glover Alston Center and the Glover Alston Intercultural Center will function as a vibrant space where international students, FGWC students, students participating in identity-based affinity groups, allies, collaborators and others can gather for connection, education and growth.

## Appendix A Third Space Speaker Series 2022-23

**Dr. Jared A. Ball** is a Professor of Communication and Africana Studies at Morgan State University in Baltimore, MD and author of *I Mix What I Like: A mixtape manifesto* (2011) as well as *The Myth and Propaganda of Black Buying Power* (2020). Dr. Ball is a student and scholar of history, mass communications, journalism and Africana Studies. His research interests include the interaction between colonialism, mass media theory and history, as well as the development of underground journalism and cultural expression as mechanisms of social movements and political organization.

**Dr. A.D. Carson's** Ph.D. dissertation, *Owning My Masters: The Rhetorics of Rhymes and Revolutions*, was a 34-track rap album that challenged and expanded traditional notions of scholarship. His more recent peer-reviewed album, published by University of Michigan Press, *I Used to Love to Dream*, has been described as "the most important publication in digital rhetorics history." Dr. Carson is an assistant professor of hip hop and the global south at the University of Virginia and he began his time at the institution's main campus in Charlottesville, VA in the fall of 2017 in the midst of the tragic white supremacist rally that devastated that community.

**Dr. Lissa Ramirez-Stapleton** is a prolific intersectional scholar currently serving as an associate professor at California State University Northridge in the Deaf Studies department and core faculty in the Educational Leadership and Policy Studies program. Dr. Ramirez-Stapleton co-edited the special issue on disability justice, race and education for the *Journal Committed to Social Change on Race and Ethnicity*. Dr. Ramirez-Stapleton publishes on a range of topics including audism, sizeism, racism and other subjects with an emphasis on equity, representation, access, history and intersectional identities.

**Alex Locust** is a certified rehabilitation counselor and proud biracial "glamputee." Alex spent several years working as a counselor with the San Francisco AIDS Foundation and is dedicated to spreading the word about disability justice. They studied psychology at the University of Miami and the University of Edinburgh and graduated from San Francisco State University with a master's degree in Clinical Rehabilitation and Mental Health Counseling. Alex was the recipient of the Peggy H. Smith Graduate Student Distinguished Achievement Award, as well as Graduate Student of the Year from the National Council on Rehabilitation Education.

**Dr. Lisette Torres-Gerald** is a senior research associate and program coordinator at TERC, a non-profit made up of teams of math and science educators and researchers. Dr. Torres-Gerald is also a visiting assistant professor in the Secondary and Higher Education Department at Salem State University. A trained scientist and disabled scholar-activist, her work focuses on addressing racial and gender inequity and disability in STEM and higher education. Dr. Torres-Gerald obtained her PhD along with a certificate in Social Justice from the School of Education at Iowa State University and a master's degree in Zoology with a certificate in Ecology from Miami University. Dr. Torres-Gerald is a co-founder and executive board member of the National Coalition for Latinxs with Disabilities.

**Matika Wilbur** is a critically acclaimed social documentarian and photographer from the Swinomish and Tulalip peoples of coastal Washington. Matika has offered more than 300 keynotes at such places as Harvard, Yale, Berkeley and Google. Matika is a regular contributor

to the New York Times and co-hosts the *All My Relations* podcast with Adrienne Keene, Ed.D., a citizen of the Cherokee Nation. In 2012, Wilbur sold everything in her Seattle apartment and set out on a Kickstarter-funded pursuit to visit, engage and photograph people from what were then the 562 federally recognized Native American sovereign territories of the United States. Over the next decade, she traveled six hundred thousand miles across fifty states to meet, interview and photograph hundreds of Indigenous people. The culmination of this decade-long art and storytelling endeavor is the #1 New York Times bestselling book *Project 562*, a peerless, sweeping and moving love letter to Indigenous Americans, containing hundreds of stunning portraits and compelling personal narratives of contemporary Native people—all photographed in clothing, poses and locations of their choosing.



## **Appendix B Inclusive Excellence Awards Language**

### **Class of 1986 Award - Student Only**

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

### **Mohammed Nasir Khan Award - Student Only**

The Mohammad Nasir Khan Award is presented to a student who warrants recognition for significant contributions to diversity within the Whitman community. The award honors the legacy and contributions of "Nas" Khan who was an active member of his fraternity, the Gamma Epsilon Chapter of Sigma Chi, an engaged student, and a leader in the international student community.

### **David Nord Award - Student, Staff and Faculty eligible**

The Nord Award is presented annually to support LGBTQIA+ focused projects on Whitman College campus. This award encourages the Whitman community to engage critical issues facing LGBTQIA+ communities through a variety of creative and scholarly mediums.

### **Inclusive Excellence in Service Award - Separate Student, Staff and Faculty Awards**

Awarded to someone who is a resource to help others understand issues of exclusion and contributes to institutional efforts to address inequity and advance inclusive excellence. This person could be a vocal advocate, a trusted co-conspirator, someone operating outside of their formal role on campus. Their service efforts could occur on campus, in the form of an equity advocate on a campus search, service on college committees, or other work in service to others on campus. Service in the interest of inclusive excellence can also be based on work in the Walla Walla and surrounding community, including contributions to community based organizations, volunteer service to the local community in formal and informal roles and in ways that are responsive to critical needs and advocacy for marginalized folks in an ethical, intentional, and culturally humble way.

### **Inclusive Excellence in Leadership Award - Separate Staff, Student and Student Club/Org Awards**

Someone who helps build coalitions, educates and empowers marginalized folks and understands their role in elevating the needs, concerns, and voices of those most impacted. This person is someone who practices "critical compassion" - someone skilled in calling others in and supporting others from a place of care and collective accountability. Someone who displays cultural humility and is actively engaged in their own learning journey. A person who is attentive and responsive to the authentic needs of the community and allocates or marshals resources - including their own time and energy - in ways consistent with our institutional principles of inclusive excellence (diversity without dominance, equity without benevolence, inclusion without othering, belonging without assimilation, cultural humility, cultural wealth, and cultural pluralism).

### **Inclusive Excellence in Teaching Award - Faculty only**

A faculty member who practices inclusive excellence in teaching is one that strives to make their classroom a Third Space where those most often marginalized are centered, that builds

community across student differences, that seeks to remedy the absence of BIPOC scholars in the broader curriculum and among the faculty body, whose scholarly work is addressing issues of social injustice and who inspires students to challenge systems of oppression that have real material consequences on the lives of marginalized communities. Inclusive excellence in teaching is understood as a faculty member who is regarded by students as safe, holistically supportive, responsive to community needs for healing, and approaches teaching as a liberatory act.

## **Appendix C**

### **DEIA Cultivation Grants 2022-23**

#### **Misconceptions of Disability in Outdoor Recreation**

Grant recipients: Outdoor Program (OP) and DISCO

Grant amount: \$2,000

Grant used to co-sponsor campus visit by Nyles Asher, Outdoor Educator and Environmental Leader for the City of Eugene Riverhouse Outdoor Program in November 2022. The visit, organized by OP staffers Stuart Chapin, Wako Soma and Callay Boire-Shedd in collaboration with Disability and Difference Community (DISCO) representative Sueli Gwiazdowski, involved three different engagements: a training for OP trip leaders on how to deconstruct barriers that individuals with disabilities might encounter on trips, connecting with the DISCO club members for a meal, and a public presentation.

#### **Deepening Our Capacity as White Change Agents**

Grant recipients: Juli Dunn, Mary Raschko, Telara Mculloch, Bridget Jacobson, Charlotte Scott and Sharon Alker

Grant amount: \$3,000

Grant used to co-sponsor a two-day professional development and skill-building workshop in January 2023 on recognizing and interrupting the dynamics of white privilege. The session was delivered by Dr. Kathy Obear, DEIA educator and founder of the Center for Transformation and Change.

#### **BHM 365**

Grant recipients: NiQo Bullock and Cassandre Beccai

Grant amount: \$2,600

Grant used to coordinate a retention and cultural wellness initiative centering the needs and experiences of African, Black and/or Caribbean higher education professionals at Whitman. The program, which runs for a full semester, recognized the need to provide space on campus where Black lives are regularly centered beyond just Black History Month.

#### **Race and the Outdoors**

Grant recipient: Stan Thayne

Grant amount: \$840

Grant used to co-sponsor campus talk delivered by Dr. Anthony Kwame Harrison, the Edward S. Diggs Professor in Humanities and Professor of Sociology and Africana Studies at Virginia Tech on March 2, 2023. Dr. Harrison's talk, entitled Musical inclusion and the unheard terms of DEI work, touched on the various ways different types of music and sound contribute to people's feelings of belonging and/or estrangement within social spaces, arguing that sonic environments should be recognized as important dimensions of diversity, equity and inclusion (DEI) work.

#### **You're Not Gonna Believe Me**

Grant recipient: Rami Ramirez '25

Grant amount: \$3,000

Grant used to sponsor art project focused on cultural spaces and representation. Grant recipient used artifacts, furniture, and other curated items to recreate and represent the interior of two southern California bedrooms. The installation includes a depiction of the artist's own room along with their uncle's bedroom from the late '80s and early '90s. The project seeks "to provide a more holistic view of Chicanos."

**ARMINDA Appropriate Descriptions Effort**

Grant recipients: River Freemont, Libby Miller and Ben Murphy

Grant amount: \$3,000

Grant used to help defray the cost of securing a consultant to advise the Whitman College Collections Committee in their efforts to provide respectful, accurate and informed descriptions of objects listed in the online institutional repository system (ARMINDA). The need for a consultant is specifically to assist with crafting descriptions for items currently held by the Maxey Museum that come from Tribal Nations across the Pacific Northwest. As the applicants note, "appropriate description is necessary so that relevant tribal communities can locate materials, and in some cases, request to access the objects, restrict the items from public access or request repatriation."