IN THE SPRING OF 2016, spurred by a surge in student activism amid escalating tensions over racial climates on university campuses around the nation, Willamette president Steve Thorsett sent a message to the community to share his thoughts regarding diversity, equity and inclusion at Willamette. He said that in the past, there had been numerous attempts to create a chief diversity officer or similar position to direct these efforts, but that disagreements over the job description or structure impeded discussions from moving forward. Also, while there are a number of effective efforts to support diversity already taking place on campus, he noted that “... a commitment to access and even to diversity is not enough, and that moving beyond diversity to embrace equity and inclusion is critical if Willamette is to live up to its own values and motto. And building an inclusive community is very hard. Goodwill and commitment are important, but not enough.”

President Thorsett charged a task force of students, faculty and staff to evaluate the desirability of creating a position focused on advancing equity and inclusion on campus (what many campuses refer to as a Vice President for Equity and Inclusion or Chief Diversity Officer [CDO]), and, if there is concurrence, to recommend to him the goals, scope and structure of such a position.

The members of the president’s Equity and Inclusion Task Force agreed to complete the following:

• Review the organization’s previous reports, plans and discussions around campus equity, diversity and proposals for a chief diversity officer
• Review current literature and best practices for this type of leadership position in higher education organizations
• As appropriate, interview incumbents in a range of similar positions, exploring tradeoffs and benefits that arise from different organizational structures, responsibilities and resource models
• Develop a process that engages discussion and input from a broad spectrum of campus constituents and helps facilitate broader conversations about equity and inclusion on campus
• Submit a report to the president that recommends whether a VP for Equity, Diversity and Inclusion is the appropriate strategy to achieve Willamette’s goals around equity and inclusion and, if so, what are the goals, scope and structure for the position
• Identify major challenges or tasks that will be left unaddressed or that will need further attention

The decision by the president to consider the utility of a chief diversity officer at Willamette follows the larger trend in higher education to add senior-level positions focused on diversity and inclusion. According to the National Association of Diversity Officers in Higher Education (NADOHE), the CDO position is one of the fastest-growing senior-level positions in higher education over the past several years, with more than 90 new chief diversity officer positions created across the country in the past two years. Current membership at NADOHE is over 600 members. This rapid growth is a response to increased racial unrest on college campuses and the growing awareness that skilled professionals are needed to help set strategy to improve campus climate through long-term structural changes.
Task Force members

STAFF
Liz Bahe, Director of Native American Programs
Jackie Balzer, Special Assistant to the President and Title IX Coordinator (Task Force Co-Chair)
Jeremy Bogan, Associate Vice President of Admission
Val Cleary, Former Director of Athletics
Janet Jacquier, Area Coordinator
Colleen Kawahara, Director of the Office of the President (Task Force Staff)
Tori Ruiz, Administrative Program Coordinator, Student Support & Standards
Danny Santos, Former Associate Dean for Student Affairs and Administration, College of Law
Shana Sechrist, Associate Vice President of Human Resources/Deputy General Counsel (Task Force Vice Chair)
Gordy Toyama, Director of Multicultural Affairs

STUDENTS
Raina Arberry ’19, College of Liberal Arts
Cody Gregg JD ’18, Law
Alika Masei ’17, College of Liberal Arts
Ráelyne Moreno ’17, College of Liberal Arts
Lucille Muli-Kituku ’11, College of Liberal Arts; MBA’16, AGSM
Efren Zamudio ’19, College of Liberal Arts

FACULTY
Jade Aguilar, Associate Professor of Sociology, College of Liberal Arts (Task Force Co-Chair)
Warren Binford, Associate Professor of Law
Emma Coddington, Associate Professor of Biology, College of Liberal Arts
Joshua Laison, Associate Professor of Mathematics, College of Liberal Arts
Ashley Nixon, Associate Professor of Human Resource Management and Organizational Behavior, AGSM
Alexandra Opie, Associate Professor of Art, College of Liberal Arts
Karen Wood, University Chaplain and Associate Professor of Religious Studies, College of Liberal Arts
Engagement

The Task Force developed an extensive engagement plan to solicit feedback from a broad range of campus stakeholders, further described below.

The Task Force met twice in the spring and twice over the summer. Bi-weekly meetings started in Fall 2016 and continued through February 2017. Meetings were open to the campus community and publicized via the Bearcat Bulletin.

Individual meetings with members: Task force leadership met with members individually to discuss any questions or concerns they had going into the Task Force process.

A subgroup of the Task Force was created to review prior documents pertaining to equity and inclusion at Willamette University. Documents included prior task force recommendations, letters to the president and a summary of current WU diversity initiatives. The subgroup made available all findings to the full Task Force. A summary of the prior documents and current initiatives can be found in the appendix (A).

Northwest 5 Consortium (NW5C) Chief Diversity Officer visits and discussions (see summary below)

Members of the working group reviewed diversity program administrative structures at 19 institutions.

A comprehensive literature review was conducted to assess best practices in the field. A summary of findings, which included key changes in higher ed, CDO job functions, alternative CDO models, key differences among institutions, and common obstacles to success were made into a Powerpoint presentation and presented at each university open forum. A copy of the Powerpoint presentation can be found in the appendix (B) of this report.

Open forums were held for each university constituency group. The Powerpoint presentation (Appendix B) was presented and feedback was solicited, collected and analyzed. Summaries of the feedback are presented in the following section of the report.

- Chief Diversity Office Panel Discussion: Oct. 12, 5-6:30 p.m. in Montag Den
  CDOs from Lewis & Clark College and Whitman College discuss their roles.
- CLA faculty meeting: Oct. 18, 11:30 a.m.–12:30 p.m.
- Chief Diversity Office Panel Discussion: Oct. 24, 4–5:30 p.m. in Montag Den
  CDOs from Reed College and the University of Puget Sound discuss their roles.
- ASWU Senate Town Hall; Oct. 27, 7 p.m. in Ford Hall, Room 102
- Convocation Town Hall: Nov. 3, 11:30 a.m.–12:30 p.m. in Cone Chapel
- AGSM and College of Law Town Hall: Nov. 3, 12:30–1:30 p.m. in Collins Legal Center, Room 201
- Employee Forums: Nov. 7, 8 a.m. and 10 a.m.
- University Council Meeting: Nov. 11

MEETING DATES
April 27, 2016
May 11, 2016
June 16, 2016
July 11, 2016
September 1, 2016
September 12, 2016
September 26, 2016
October 12, 2016
October 24, 2016
November 7, 2016
November 14, 2016
November 30, 2016
December 9, 2016
January 23, 2017
February 8, 2017
March 9, 2017
Individual Interviews:
Carol Long, Sr. Vice President for Academic and Student Affairs
Debra Ringold, Dean, Atkinson Graduate School of Management
Curtis Bridgeman, Dean, College of Law
Ruth Feingold, Dean, College of Liberal Arts
Gordy Toyama
Liz Bahe
Ed Whipple, Vice President for Campus Life
Kelley Strawn, Chair of Multicultural Affairs Committee
Don Negri, Chair of Faculty Governance Task Force
Frann Michel and Todd Silverstein, WU American Association of University Professors (AAUP) representatives
Joe Abraham, Director, Willamette University Sustainability Institute

Online feedback: After the majority of the community forums were completed, we sent a message to the community soliciting input regarding chief diversity officer positions. We received 94 responses from a broad spectrum of the community. Comments are summarized below.

Summary of Findings
In this section, we briefly summarize the findings from each of the data collection methods listed in the section above. These findings were used to come to our committee’s unanimous conclusion to move forward on hiring an equity and inclusion position at Willamette. Throughout the process of collecting data from the campus community and beyond, the committee met regularly to educate ourselves, debrief and discuss our findings. We spent a great deal of time as a whole, in sub-committees and in small groups processing information, quickly getting up to speed on best practices and national trends on diversity initiatives and positions in higher education, and especially sharing our views and perspectives on the position and how it might affect our communities on campus. Collectively, we came to agreements on how key decisions would be made that gave legitimate voice to all members. Given this process, we feel confident that the decision to move forward with hiring a VP of Equity, Diversity and Inclusion reflects the entire Task Force.

1. INTERVIEWS WITH KEY INDIVIDUALS
As listed above, several key senior administrators and university staff and faculty who would be most impacted by this hire or would work most closely with this position were interviewed individually. With one exception, all were in favor of creating a position, assuming that it would be well-supported. Many commented on how having a knowledgeable person who is educated in diversity and equity issues would be an asset to them in their work. The one dissenting voice expressed that each school should be responsible for their own equity plan and that the responsibility for equity and inclusion should be integrated into each leader’s job responsibility.
2. NW5 CDO VISITS

CDOs from our NW5 peer institutions each spoke to the value of the position at their universities and expressed support in our moving forward with a hire. Based on our meetings with them, several common themes emerged. First, they spoke of how diversity work was already occurring at their institutions, but groups were not communicating with one another and work was either being replicated or slipping through the cracks, which is similar to Willamette’s situation. All spoke of the importance of a centralized person/office whose job it is to facilitate conversations and action among various faculty, staff and student groups, as well as to maintain a central calendar of events and initiatives. Most importantly, however, they emphasized the need to be strategic in diversity and equity planning and implementation. Instead of ad hoc initiatives coming from many corners of campus, they made clear that a better approach is to have a shared and collaborative mission with shared, measurable goals worked on collectively by campus groups. The creation of an “Equity and Diversity” mission statement and strategy plan should be led by the CDO with input from a larger campus equity and diversity committee as well as other stakeholders. All also suggested that a CDO should create stable university infrastructure that ensures more equitable institutional practices going forward. While the temperament and network of the person is important, primarily their role is to change policy and procedures to permanently level the playing field in the community.

All spoke to the importance of having a strong and honest connection, as well as regular access, to high-level administrators, from the president to the deans. Administrative support and commitment to better practice is crucial in getting the rest of campus on board and giving their work credibility. In addition, this person should attend meetings with campus leaders in order to ensure that all top-level decisions are made using the lens of equity and inclusion.

One area of difference among the four was in reporting structure: some have direct reports and think it is beneficial to have all the key diversity players on campus in the same area, and others spoke to how it was better to be dispersed across campus. Not having direct reports allowed the CDO to spend less time managing staff and let the work of diversity “live”
in multiple campus silos. However, having the diversity and equity campus staff together ensured better communication across functions and high-level support for those staff.

3. OPEN FORUMS AND ONLINE INPUT
Through the open forums and the online comment portal on the website, we were able to gather input from hundreds of people across campus. As described above, while each forum was open to the entire campus community, they were geared toward specific audiences. All forums were similar in that they started with a short PowerPoint presentation (Appendix B) on what a CDO is, why they have become common in higher ed, and what kinds of tasks they might perform at Willamette. Our goal was to educate the campus community about these positions and then solicit their feedback. We opted to do this because we found that many members of the community did not have a strong understanding of the role of a CDO and therefore did not have an opinion about hiring one. Thus, our strong educational outreach netted us better community feedback. We have divided the feedback by forum, as the tone and response differed for each. As a whole, however, we received more feedback in favor of the position than against.

A. Forum for CLA faculty: While many faculty spoke to seeing the benefit of this role on our campus, there was a significant amount of hesitation on two main fronts. First, there is a concern that there are already too many upper administrators (VPs). Related to that, but somewhat different, is that given our current budget constraints, this is not the best use of our limited funds. Several faculty advocated for hiring more faculty of color, claiming that it would be more beneficial than hiring a CDO, while others said that Willamette had already tried that and it didn’t work (retention issues and too much expected of those junior faculty). Many faculty were on board with an equity person at the associate dean level who might come from the faculty on a temporary and rotating basis.

B. The next two forums were for students, and those had what appeared to be unanimous support of the position. Students were clear on the benefits, and their only concerns were that this position should not be used as a means of providing campus diversity “lip service” for the university and instead be used to initiate real institutional change. Another concern was that the money needed for this position might be siphoned off from other diversity resources on campus, such as Office of Multicultural Affairs. The ASWU senators spoke strongly in favor of the position, as did the non-elected students who attended the university convocation. Several students indicated that it would be best practice to invite students to join the search committee.

C. The forum for the graduate schools, Atkinson and Law, brought a range of perspectives. Major themes were that those schools feel left out of the diversity initiatives/resources taking place at CLA and need more support. There were some concerns that this position would simply be a way for the university to “look good” without making real changes. Many indicated a serious need for diversity and equity training and support at the graduate schools, and believed the hiring of a CDO would be helpful.

D. The last two forums were for university staff. The feedback we received, both at the forums and afterward via email, indicated support for the position as an important “need” on campus, but also strong concerns/wariness in regards to cost and financial trade-offs. It is important to note, however, that the presentation given to staff immediately followed a budget presentation given by the Senior Vice President for Finance and
Administration that painted a challenging picture of Willamette’s fiscal health. Many staff were concerned that given current budget cuts, spending resources on this position might mean losing staff resources and potentially even positions.

E. The online input was from a wide (and mostly anonymous) swath of campus, comprised of faculty, staff and students. Ninety four members of the university community gave feedback via the website. The feedback provided was examined by the Task Force, and results were mixed but mostly in support of creating a position. One half of respondents were in favor of creating the position, citing “significant or high need” for the role, whereas another 30 percent saw “no or little need” for the role, citing concerns about cost or the belief that Willamette already does enough to facilitate and support diversity and equity on campus. The final 20 percent were “unsure,” generally in favor of the position but worried that it wouldn’t be adequately supported or would come at other costs to the university.

In summary, the majority of university constituents were in favor of creating this position. However, it is important to note the primary concerns that arose multiple times across various groups. **The predominant concern was the financial impact of the position:** how much will this cost, where will the money come from, and what will the trade-offs be? There was some recognition that this may actually benefit the institution financially by creating a campus culture that attracts and retains more diverse students, faculty and staff. A second concern, mostly heard from CLA faculty, was regarding the increasing numbers of VP-level positions at the same time that faculty positions are being held constant. Third, students, faculty and staff expressed fears that the addition of a CDO position might mean fewer resources for other diversity staff or initiatives on campus, and cited several instances where staff have been let go as evidence that this is already taking place. Fourth, there is fear that this person will be a diversity “figurehead” with no real institutional power, intended to make the university “look good” without making any real changes. We recommend that the president address these concerns with the appropriate groups when making final decisions.
4. ONLINE REVIEW OF OTHER SCHOOLS
A review of 19 higher education institutions classified as regional competitors, peers or aspirant peers concluded that 16 have senior equity positions. Titles vary from VP, Dean, Associate Dean and CDO. Of the three institutions that do not have a senior position, two have established a committee or advisory board and one has assigned the leadership to the Director of Faculty Recruitment.

5. TASK FORCE MEMBER SURVEY
After several months of collecting data and reviewing the results, the Task Force members took an anonymous survey to gauge support among committee members. There was universal agreement to the question: “Do you believe that Willamette needs a Chief Diversity Officer or similar position?” Committee members were also asked about why they thought so and how to best structure the position. Based on that survey and further conversation, we arrived at the recommendations below.

Recommendations

1. The Task Force recommends that Willamette University add a leadership-level equity and diversity position to the existing senior-level staff. The Task Force thoroughly reviewed equity and inclusion best practices, campus models, and received broad campus input prior to making this recommendation. The Task Force recommends the position be compensated and resourced at a level commensurate with similar positions at comparable institutions, as well as have adequately resourced staff, space, professional development support and an operating budget without diminishing current equity and inclusion positions, activities, programs or services.

2. The Task Force recommends the title for the new leadership-level position be aligned with existing senior-level positions at Willamette, cross-college, and with current national and regional best practices. The Task Force recommends the title for the new position be Vice President for Equity, Diversity and Inclusion (VP EDI). This is in line with current national trends. A recent survey from NADOHE found that 77 percent of CDOs are part of their university’s executive/administrative staff.

3. The Task Force recommends that the Vice President for Equity, Diversity and Inclusion report to the Senior Vice President for Academic Affairs, with direct, frequent and independent access to the president and the AVP for Human Resources. In order to ensure that the VP EDI has a direct influence in decision-making, establishing vision and strategic plans, and re-directing policy and procedures, the Task Force recommends the VP EDI be a voting member of the President’s Cabinet, Dean’s Council, College Council, University Council, and other university leadership teams. The VP EDI should be afforded opportunities for independent meetings with all senior leadership positions and other equity, diversity and inclusion stakeholders.
4. The Task Force recommends that the Vice President for Equity, Diversity and Inclusion establish a new, broad-based Advisory Committee that brings together key equity and inclusion stakeholders and existing university committees. In order to immediately connect the incoming VP EDI with on-campus efforts, the Task Force specifically recommends the VP EDI review, and possibly reorganize, existing committees to ensure alignment of campuswide equity, diversity and inclusion efforts.

5. The Task Force recommends that the Vice President for Equity, Diversity and Inclusion directly supervise and support the Director of Multicultural Affairs, the Director of Native American Programs, the Director of Community Service Learning, the Chaplains office, and work directly with various academic and student affairs equity and inclusion initiatives. The Task Force recommends the VP EDI align current equity and inclusion efforts to better achieve key outcomes for students, staff and faculty. Based on best practices, additional units that could be considered for reorganization under this position include Accessible Education Services and Title IX.

6. The Task Force recommends that the Vice President for Equity, Diversity and Inclusion focus on several key priorities (see list in Appendix C). Tier 1 priorities include research, accountability, symbolic initiatives and education outreach. Tier 2 priorities include communication strategies, entrepreneurial actions, recruitment efforts and diversity scholarship. The Task Force recommends the job search committee use the best practice list to evaluate qualifications and fit during the hiring for the VP EDI. Once the position is filled, the best practices list below should be used to prioritize activities. Top priorities for the VP EDI include A) conducting institutional research (i.e. evaluate current campus climate, collect and track diversity indicator data, and assist self-study initiatives in university programs and departments); B) create a shared campus diversity vision based on research, with measurable accountability goals; C) highlight diversity as a key value on campus; and D) create educational opportunities for all members of campus to increase awareness on diversity and equity issues.

7. The Task Force recommends that the search for the Vice President for Equity, Diversity and Inclusion be a two-step process. Step 1 will be to hire an internal candidate via a fair and open process in Spring 2017. Thereafter, a national search will be conducted in 2019 so that the successful candidate has assumed the role by Fall 2019. The Task Force recommends that the search committee for the new VP EDI include members of the Task Force and other key stakeholders. In addition, the initial recruitment process for the position should include only internal outreach, and strive to create a strong candidate pool for consideration. The selection process should be transparent and inclusive of various campus stakeholders. Our reasoning for the two-step hiring is twofold. First, we believe that an internal candidate, one who understands the current campus culture and who has already established relationships with key stakeholders, may be able to move more quickly and face less resistance than a new-to-Willamette VP. Secondly, an internal candidate will be more cost-effective, and allow the university time to secure funds for a more costly external hire. Finally, it was suggested to us by the CDOs at our peer NW5 schools that an internal person can help set up/create structure for the position such that it will be a more attractive job for an external candidate. Please see a draft job description in Appendix D.
APPENDIX A

Historical Willamette University Documents Around Equity, Diversity and Inclusion

CDSJ Annual reports and history summary (2006+)

2007-08 Annual Report

During the fall semester of 2006-07, a group of students calling themselves the "Concerned Students for Social Justice" formed, organizing protests on campus and asking the Willamette community to take actions to reaffirm a commitment to values of diversity and social justice.

In response to these students' concerns, then-President M. Lee Pelton established the Council on Diversity and Social Justice in November, 2006. Chaired by the university chaplain, Council membership broadly represents the faculty, students, and staff of the university. The charge of the Council, reaffirmed by President Stephen Thorsett, includes diversity of race, ethnicity, culture, gender, religion, national origin, disability, age, sexual orientation, and socio-economic status. Social justice shall be understood as both a process and a goal. "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."

Since 2006, CDSJ has continued and meets on a regular basis. The Council is chaired by the University Chaplain. CDSJ regularly provides input to the President on social justice matters. CDJS also grants funds to support social justice oriented activities and recently provided feedback on diversity action plans from each Dean.


A group of student leaders submitted an extensive report recommending the creation of a Center for Social Justice and Diversity that would serve students, staff and faculty at Willamette. The Center proposal was the result of a six month process involving research, interviews and site visits. Several letters of support were submitted with the proposal. The Proposal recommended the Center be established in a central location and be staffed by a Dean for Social Justice and Diversity. Additional staff for the Center was also mentioned. The proposal specifically recommended ongoing programming funds and cited numerous benefits for the WU community. The overall annual budget totaled nearly $452,000.

Outcome: No known action was taken.
Diversity Webpage and Bias Incident Reporting Research - A CDSJ funded study (August 2010)

This report aims to provide Willamette University's CDSJ with a synthesis of best practices and processes other institutions employ to further their commitment to diversity and social justice. More specifically, this research will examine other institutions' diversity and social justice web presence and resources offered to community members. Ultimately, this project aims to propose changes to CDSJ's website for implementation by the beginning of the Fall 2010 semester.

Letter to Lee Pelton from Director of the Office of Multicultural Affairs and members of the Multicultural Excellence group: June 13, 2011

A letter was submitted to former President Lee Pelton outlining three specific recommendations for advancing WU’s campus environment and the ability to create enriching educational experience for all students. The letter included specific job duties for the two proposed positions, as well as goals for the Center for Diversity, Spirituality and Service. The three proposals included;
Proposal 1: VP of Institutional Diversity and Equity: a senior leader for diversity issues.
Proposal 2: Center or Institute for Diversity, Spirituality and Service: a Center to align activities and build collaborations.
Proposal 3: Assistant Director of Multicultural Affairs or Office of Multicultural Affairs Assistant: additional staffing for supporting students.
Outcome: No known action was taken.

TASK Force Report on Sexual Assault and Harassment, April, 2014

A year long Task Force resulted in several findings and recommendations to improve sexual safety of the WU campus.
Recommendations included: 1) Ongoing study of incidents and climate at WU, 2) improve the awareness and understanding about the Title IX judicial process, including timelines and authority, 3) ensure online sexual misconduct form and resource materials are widely available and easy to find, 4) increase Opening Days and other Title IX awareness programming and outreach, 5) in consultation with students, develop student centered outreach and prevention programs, 6) increase training and accountability for employee training, 7) develop training opportunity and materials for international employees, 8) utilize software to track incidents and data on misconduct, 9) monitor the University’s ongoing level of resources dedicated to Title IX compliance and prevention of misconduct, 10) improve the level of rapport and trust in the Campus Safety Office, 11) ensure transfer students with prior Title IX incidents are identified during the admission processes and transfer process.
The Title IX Coordinator is responsible for the ongoing monitoring of these recommendations. A second Climate Survey was administered October, 2015.

Proposal for Change: 2014 (faculty of color)

A group of campus stakeholders submitted a list of 10 recommendations to the administration on improving the recruitment and retention of WU faculty of color. The document included specific recommendations to enhance and improve the; effectiveness and accountability for faculty hiring processes, transparency of the tenure process to students and the community, and finally supporting and
mentoring faculty of color. The specific recommendations included the need for new websites, forms, resource materials, recognition and mentoring programs, and professional development opportunities.

**CDSJ Grant-Funded Report: CDO models: 2014**
The Council for Diversity and Social Justice funded a student research project called, *Higher Education Chief Diversity Officers in the Pacific Northwest*. The student author, Colleen Symth ('16), submitted a comprehensive paper, overviewing staffing, functions and resources pertaining to Chief Diversity Officers in the Northwest. The paper also provided suggestions on recruiting CDO’s for employment.

**Memo to Deans from Pres and CDSJ-- Diversity Plans:**
Memorandum December 12, 2014
**TO:** Marlene Moore, Dean of the College and VP for Academic Affairs
Curtis Bridgeman, Dean, College of Law
Debra Ringold, Dean, AGSM
Karen Wood, University Chaplain

**CC:** David Douglass, Dean of Campus Life

**FR:** Steve Thorsett, President

**RE:** Creating a university blueprint for improving faculty diversity, equity, and inclusion

In keeping with the university’s core values and in accordance with the objectives and priorities articulated in the Strategic Plan, I would like us to take steps over spring semester to develop strategies and an implementation plan to strengthen faculty diversity across all colleges and schools.

Charge to the University Deans: In consultation with their respective faculties and in accordance with faculty governance processes and structures (e.g., Multicultural Affairs Committee in CLA, etc.), and also in consultation with current students as appropriate, Willamette’s three academic deans will develop and propose succinct plans for supporting and expanding faculty diversity at each school or college. Each plan should include a brief summary of current practices and should be structured so that it, or elements of it, may be integrated into a coherent university-wide plan. Although these plans should not be voluminous or exhaustive, they must include specific goals and metrics by which progress toward the goals might be measured. Recognizing that improvements in this area are dependent on both faculty and administrative policies and actions, it would be appropriate for the committee to make recommendations for changes in faculty policies and practices in addition to changes in administrative policies, understanding that implementation of changes affecting faculty governance will occur only after the usual faculty review and approval. This charge should be completed and written plan or plans delivered to the Council for Diversity and Social Justice by Friday, April 3rd, 2015.

Charge to the Council for Diversity and Social Justice (CDSJ): CDSJ is charged with providing me with a review and evaluation of the deans’ proposals by Friday, May 1, 2015.

I will consider the proposals and the evaluation from CDSJ and determine next steps, with the goal of sharing a final plan with the campus community in the fall of 2015. Thank you for your continued assistance with this important work.
Faculty Diversity Plans from AGSM, Law and CLA: 2015
Each Dean submitted Diversity Plans to the President. Ongoing review and modification of Plans is unknown.

CDSJ Response to reports: May 27, 2015
The members of CDSJ developed a process to provide President Thorsett initial feedback on the Diversity Plans submitted by each Dean (CLA, LAW, AGSM).

Multicultural Affairs Committee (CLA) Memo to the President: March 11, 2016
A memo written to President Thorsett provided suggestions regarding the membership of the Task Force, proposed timeline and charge.

It was recommended to the President that the Chair be a respected member of the campus community, and not a senior administrator. It was also recommended that representative from various diversity offices be included, as well a representative from the Salem community. It was also recommend the Task Force complete; summary of current equity and diversity work, assessment of the limitations on faculty hiring will have on diversity, and whether a senior VP/CDO is the proper job and title to address our particular campus issues.
Overview of Willamette University equity and inclusion programs, activities and services:

Willamette University has many ongoing equity and inclusion oriented programs, activities and services. Below is list of offices, department, structures, committees, student groups, and annual campus wide events. This list is is dynamic and you should contact the Office of the President to make additions.

ORGANIZATIONAL DEPARTMENTS

Office of Multicultural Affairs: Promotes multiculturalism throughout the campus community by delivering a variety of educational programs and services advocating for social justice and diversity. Services include:
- Assistance and consultation related to the academic and personal success of multicultural students
- Multicultural activities and programs for the University and local community
- Attention to multicultural/diversity issues and concerns of individuals and groups
- Support for the ongoing development of multicultural and LGBTQ student organizations.

A timeline for the Office of Multicultural Affairs is at the conclusion of this document.

Native American Programs
- Native American Advisory Council
  Native American Advisory Council (NAAC), composed of statewide native leaders, Willamette native alumni, and Willamette native students, was formed in May 2006 to advise Willamette on its work with and service to Native American communities.
- Indian Country Conversations
  The Indian Country Conversations program is a series of encounters that brings leaders from Native American and indigenous communities to Willamette University to interact with the campus, the broader community, local reservation communities, and the Chemawa Indian School (a federal boarding school located in Salem).
- Chemawa Indian School Partnership Program
  The Chemawa Indian School Tutoring Program trains Willamette student volunteers to become mentors and tutors for high school students at a federal Indian school in Salem.

Admissions
Willamette University Office of Admission has a Director for Diversity Recruitment and programs who specializes in the recruitment of new student of color to the University.

Willamette Academy
Willamette Academy reaches out to historically underrepresented communities by empowering youth who have the desire and potential to advance to higher education.
This academic program is designed to address a number of factors that may discourage certain students from attending college or otherwise impede their academic progress. We are committed to helping our students achieve at a level that will enable them to attend the four-year college or university of their choice.

**Office of International Education**
Provides information to Willamette students about opportunities to engage in global learning for a semester, academic year, or in a summer program.

The OIE also provides advising, programming, advocacy and other services to all international students, visiting professors, language assistants, and faculty.

Navigate the options to the right to access information about International Student Services, Study Abroad, Summer Study Abroad Programs, Continuing International Connections and Emergency Contact Information.

**TIUA**
In 1965, Japanese educator Taizo Kaneko wrote to 50 colleges and universities throughout the United States, offering to send the eager young minds of his culture to live and learn with American students. Of the 35 responses he received, only one reply - from Willamette University’s President G. Herbert Smith - constituted an unconditional and immediate acceptance of his offer. Out of the shared vision of these two men, a mutually enriching relationship was born.

After a quarter century of successful exchange programs between Tokyo International University and Willamette University, that visionary relationship was further strengthened and solidified by the establishment of Tokyo International University of America (TIUA) in 1989. Every year, about 100-150 students endeavor to acquire English communication skills and specialized knowledge through the program at Willamette. Students not only study English but also other subjects including sociology, politics, economics, intercultural management, literature, history, and many more.

WU and TIUA students study together in “joint” and “linked” courses. TIUA students can take selected WU courses (fall semester). Students are integrated in the residential system and in all aspects of co-curricular programming and activities. WU faculty members teach elective subject area courses during a six-week summer session and in Fall Semester.

The relationship between Willamette and TIU extends beyond the TIUA programs. Willamette students can take courses in Japanese language, culture, and society at TIU for one semester or one year during which they are placed in homestays in the Kawagoe area. Willamette faculty members can also teach or do research at TIU for 3-6 weeks from mid-May to mid-July and TIU faculty visit WU/TIUA, in the fall or spring semester to do research, offer guest lectures, or to teach WU courses.
Accessible Education Services
The Office for Accessible Education (formerly the Office for Students with Disabilities) will assist students in obtaining appropriate documentation of a disability, develop an accommodation plan for students to ensure necessary and appropriate classroom accommodations, facilitate non-classroom accommodations, support skill development in self-advocacy and independence, and assist with problem-solving and facilitating connections with appropriate resources.

Bishop Wellness Center
Specific support groups and services are offered for student of color and LGBT.

BIAS Reporting System
Willamette University’s established points of initial contact for community members (students, faculty and staff) to use in reporting any incidents of discrimination that they observe or experience are available at the following link: http://willamette.edu/dept/hr/policies/NonDiscTitleIX/contacts/index.html. Relevant university policies may be found at: http://willamette.edu/dept/hr/policies/index.html.

Students who suggested bias system recognizing the complexity of these policies and processes, a group of students in the College of Liberal Arts proposed a simplified approach to reporting that would help ensure that any incidents of bias and discrimination are recognized, reported, and responded to as quickly as possible. This page, the bias system, is the outcome of their creative suggestions.

Any member of the Willamette community may report incidents using the form below. Prompt response will be made and reports will be directed to the appropriate recipients (dean, vice president, director of Human Resources, etc.) to handle according to existing university policies and procedures.

Reports may also be made directly to any of the following offices: College of Liberal Arts at 503-370-6285; College of Law at 503-370-6605; Atkinson School at 503-370-6790, and Campus Life at 503-370-6447.

Prohibited discrimination and Title IX training, activities and services
Willamette University continually strives to foster a safe environment in which students can pursue their educational goals free from the detrimental effects of discrimination, intimidation, and violence, including sexual misconduct. This policy prohibits sexual misconduct of any kind against Willamette University community members of any sex, gender, gender identity, gender expression, or sexual orientation. Sexual misconduct includes sexual and gender-based harassment, sexual and gender-based stalking, interpersonal violence (including dating and domestic partner violence), sexual exploitation, non-consensual sexual contact, and non-consensual sexual intercourse.

Willamette University prohibits sexual misconduct on the part of any student or employee and is committed to confronting and addressing it effectively. To that end, the University seeks to educate students, faculty, and staff about the dynamics of sexual misconduct and its effects, as well as how to prevent it, and respond appropriately should it occur. These policies and procedures reflect input from students and seek to be easily understood, fair to all involved, and provide a means of recourse for
recipients of such behavior. Willamette University reserves the right to respond with whatever measures it
deems appropriate to prevent sexual misconduct and preserve the safety and well-being of students.

Diversity Advisors program
The CLA Multicultural Affairs Committee created the Diversity Advisors program to help support
diversity hiring efforts. The Advisors train search committees on good hiring practices for faculty
searches. No admin, no budget.

American Ethnic Studies
The American Ethnic Studies (AES) program fosters critical perspective that seeks, as its purpose of
inquiry, to explore how social structures and ideological discourses shape, influence, and constrain human
activity. In particular, members of our program are committed to the discovery and exploration of how
complex social relations of race, ethnicity, culture, and indigeneity, in conjunction with other social systems
and structures, can give rise to unjust social relations, limit human endeavor, and normalize privilege and
oppression. The primary focus of our program is on traditionally underrepresented communities in the
social imaginary of the United States.

The coursework and scholarship seek to confront issues of social change and social injustice by the careful
analysis of practices that frequently do not receive sustained critical assessment. Methodological
approaches to American Ethnic Studies vary widely but share some commonalities reflected in scholarship
and coursework: an intersectional approach that examines race, ethnicity, culture, and indigeneity within
broad social and historical contexts; a methodological approach to teaching that prioritizes
student-centered learning; and an Ethnic Studies framework that critically analyzes power, inequality,
identity, resistance and social change.

AES courses cover a broad range of historical and contemporary topics, both in the humanities and in the
social sciences. No courses are currently offered.

Women's and Gender Studies (WGS) Program
The program in Women's and Gender Studies offers students the opportunity to examine, from both
disciplinary and interdisciplinary perspectives, gender's intersections with other dimensions of social power
and identity. In addition to addressing these intersections, courses may focus on developments within
feminist thought, on applications of feminist scholarship to a particular field of study, or on selected topics
concerning gender and gender inequality. All Women's and Gender Studies classes encourage students to
think systematically and critically about gender and to confront the challenges of moving toward a more
equitble world. A major and minor in WGS are currently offered.
UNIVERSITY COMMITTEES/COUNCILS

Council for Diversity and Social Justice
During the fall semester of 2006-07, a group of students calling themselves the "Concerned Students for Social Justice" formed, organizing protests on campus and asking the Willamette community to take actions to reaffirm a commitment to values of diversity and social justice.

In response to these students' concerns, then-President M. Lee Pelton established the Council on Diversity and Social Justice in November, 2006. Chaired by the university chaplain, Council membership broadly represents the faculty, students, and staff of the university. The charge of the Council, reaffirmed by President Stephen Thorsett, includes diversity of race, ethnicity, culture, gender, religion, national origin, disability, age, sexual orientation, and socio-economic status. Social justice shall be understood as both a process and a goal. "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."

Multicultural Affairs Committee (CLA)
In recognition of the fact that the diversity of human experiences and perspectives in our community strengthens the educational experience of all members of the community, the mission of the Multicultural Affairs Committee (MAC) is to actively promote and increase awareness of, and a shared commitment to, inclusiveness, equity, and diversity throughout Willamette University, by working to foster inclusive excellence in pedagogy, curricular reform, and faculty recruitment and retention practices.

Priority areas
The committee has identified a set of goals subdivided into three priority areas that promote and foster our mission (as exemplified in the university's long-range plan) and that cultivate a vibrant and supportive campus community.

Area 1: Pedagogy
Facilitate information and/or programs for faculty regarding teaching and advising strategies that foster diversity, multiculturalism, and inclusive excellence.

Area 2: Curriculum
Promote programs and activities that support curricular reform, enhancement, and progress toward meeting our institutional commitment to diversity and inclusive excellence.

Area 3: Faculty Recruitment & Retention
Promote the recruitment and retention of a diverse faculty through advocacy of selected initiatives, and by raising awareness of successful outreach practices for traditionally under-represented communities.

Diversity Plans: In 2015, President Thorsett requested each Dean to write a Diversity Plan for their college.
STUDENT PROGRAMS

Sexual Assault Response Allies (SARA) is a network of trained, unbiased peer advocates who provide CONFIDENTIAL support, resources, and education to all members of the Willamette University community who have experienced sexual or domestic harassment, assault, or violence.

Student Center for Equity and Empowerment:
A student run resource center and safe space.

Mosaics Mentoring Program:
A peer mentoring program under the Office of Multicultural Affairs for students who are: of color, multiracial, bi-racial, or multicultural.

The first year at Willamette can be treacherous, harrowing, and home-sickening, especially for multicultural students. Mosaics Peer Mentoring Program offers first year students the opportunity to connect and engage with a mentor who is an older Willamette student. By pairing younger students up with a student who has been through it all before, we hope to give students a support network and community.

Multicultural Student Clubs and Organizations within Student Activities

ALIANZA
The purpose of Alianza is to promote the Latinx culture as well as empower the outer Latin community in effort to seek a higher education. We will provide the campus with ethnic celebrations, films, speakers, and a supportive environment for multicultural students through potlucks, trips and other cultural gatherings.

ASIAN COALITION FOR EQUALITY (ACE)
The mission of the Asian Coalition for Equality (ACE) is to educate and promote interest and awareness of Asian American issues within the Willamette University community through the use of films, lectures, outings, and other events. ACE will also attend events of groups that we recognize in solidarity on campus. These include groups representing marginalized students, groups centered around activism, and groups holding educational or informational events. ACE is here to conduct Asian American education and activism, but we also seek to build connections and support other groups representing marginalized populations on campus.

ASIAN CULTURAL ASSOCIATION (ACA)
The purpose of ACA is to represent the interests and concerns of Asian students at Willamette. ACA will act as a support network for its members and other students of Asian ancestry because we understand that the transition into a predominantly homogenous environment can be difficult. In addition, ACA will act as a campus wide resource to promote cultural awareness and ethnic diversity among the members of the Willamette Community.
BLACK STUDENT UNION (BSU)
The Black Student Union is dedicated to the unification and healing of African-Americans, people of African descent and others that are part of the African Diaspora through self-determination, cultural education, and academic excellence. Through the implementation of these principles and others, the Black Student Union will strive to continue the struggle for Black liberation and the liberation of all.

CAUSA
CAUSA chapter is dedicated to civic engagement of its members through organizing, educating, and mobilizing Willamette and its surrounding communities. CAUSA chapter will attempt to raise awareness about pertinent issues affecting the immigrant community.

CHINESE TAIWANESE CULTURE ASSOCIATION (CTCA)
The Chinese Taiwanese Culture Association (CTCA) strives to bridge the gap between Chinese, Chinese American, and Willamette Students and to facilitate communication among these cultures on the Willamette campus.

HAWAI‘I CLUB
The Hawaii Club strives to produce a more comfortable environment for students, both from Hawaii and those interested in the culture. It provides a support group that participates in activities, service projects, and educational programs, especially through the luau put on at the end of the school year. It also functions as a transitional resource to assist students finding their niche at Willamette University.

JAPAN STUDIES STUDENT LEADERS (JSSL)
JSSL is an organization open to all students interested in Japan, with the purpose of organizing engaging academic activities centered around Japanese culture, society, and language for the Willamette, TIUA, and Salem communities.

NATIVE AND INDIGENOUS STUDENT UNION (NISU)
The purpose of the Native and Indigenous Student Union is to enlighten its members to the cultural diversity of the Native American people. This association will help Native Americans to identify with an organization on campus and all other students of different origins to be enlightened by the activities, debates, and lectures this association may offer.

Rainbow Alliance
This group exists to provide and encourage the support, education, and visibility of gay/lesbian/bisexual concerns and issues in the Willamette/TIUA community. Its aim is to create an awareness and celebration of differing perspectives and lifestyles.

Multicultural Student Clubs and Organizations outside of Student Activities

VARIANT

QTPOC (Queer Trans* People of Color)
**Law School Student Activities**

**Asian Pacific American Law Student Association-Asian Pacific American Law Student Association (APALSA)**
Willamette University College of Law seeks to provide a support system for members—past, present and future—within the legal community throughout Oregon.

**Jewish Law Society**
The Willamette Jewish Law Society seeks to foster a connection between Jewish (and non-Jewish) students, faculty, administration, and the community, for the sake of preserving, promoting, and teaching Jewish traditions. The Jewish Law Society wishes to provide a forum for members to discuss legal issues affecting the Jewish community, as well as a general place for support during the law school experience.

**Multicultural Law Students Association**
The Multicultural Law Students Association (MLSA) is an organization dedicated to advancing issues related to race, ethnicity and cultural awareness at Willamette University College of Law (WUCL). The organization's membership is comprised of students of diverse background, regardless of race.

**OUTLaw**
To promote the awareness of, and appreciation for, gay, lesbian, bisexual, and transgender issues within the context of the law and to provide a forum for the discussion of those issues. We aim to support one another, educate those around us, and celebrate diversity.

**Street Law-Street Law**
A national program that develops classroom programs to educate students and communities about law, democracy, human rights, public policy, crime prevention, conflict resolution, and youth advocacy. The Willamette University College of Law works specifically with the Early College High School Secondary Alternative Program in Salem. Street Law blends legal content with innovative hands-on teaching strategies to actively engage students in the learning process. Street Law strives to empower youth to use the knowledge they gain to solve problems, better their communities, and become active participants in society.

**Willamette University Public Interest Law Project-WUPILP**
A student run non-profit organization with a mission to educate future lawyers about the opportunities, rewards, and need for involvement in public interest law. Public interest law covers a wide spectrum of traditional legal practice and covers non-profit and governmental work.

**Women's Law Caucus-The Willamette University College of Law Chapter of the Women's Law Caucus (WLC)**
Designed to serve and advance the interests of women law students as well as provide educational forums for the Willamette Law School community. WLC acts as a support group for female law students, a source of information, an activist body, and a bridge between faculty, staff and students on women's issues. The WLC also provides an arena for students to meet lawyers, judges, and other members of the legal community. Though the focus is on women's issues, everyone is welcome to attend and participate.
University events:

**OHANA pre-arrival program**
Sponsored by Office of Multicultural Affairs, Ohana is Hawaiian for "family," and at Willamette University, family begins with our Ohana program. This pre-orientation program is designed to help multicultural students transition into the college atmosphere. Led by current WU students who have successfully integrated into the campus community, Ohana is a time to learn about Salem, Willamette, academic life and cultural resources. During Ohana students will also have an opportunity to meet key staff that will provide information regarding financial aid, living in residence halls, health services, and academic support services.

**Annual MLK Celebration**
Willamette University's annual commemoration of MLK’s life and work. A one to two-week themed celebration in honor of the Dr. Rev. Martin Luther King Jr. that occurs in January. The celebration is comprised of guest speakers, programs surrounding diversity and social justice, the Willamette Pledge and opportunities for service. One of the capstone events of our two-week celebration is the campus community service project, Into the Streets. Afternoon classes for CLA students are canceled to facilitate student, faculty and staff participation in this event.

**Annual Pow Wow**
This annual event represents Native American Indians from western Tribal Nations in a unique atmosphere of expression through their arts, crafts, traditional foods, dances and songs. The Emcee explains the meanings and activities taking place on the arena floor.

**Annual Lu’au**
This annual event represents Native American Indians from western Tribal Nations in a unique atmosphere of expression through their arts, crafts, traditional foods, dances and songs. The Emcee explains the meanings and activities taking place on the arena floor.
1963
● 1st MLK Weekend event held at WU (http://www.willamette.edu/dept/oma/mlk/)

1972
● Hawaiian Club hosts 1st Annual Luau (1972-1973 Wallulah, v. 63, pp. 44-45)

1973
● March 9th – Hawaiian Club hosts 2nd Annual Luau, “Hookupa”, “under the chairmanship of Stan Okinaka with advisors Haunani Lee and Lei Sequiera”, and the event included a feast, pageant, and dances from American Samoa, Tonga, New Zealand, Tahiti, and Hawaii (1972-1973 Wallulah, v. 63, pp. 44-45)

1974
● Hawaiian club has 44 members (1974-1975 Wallulah, v. 64, p. 117)

1975
● March 7th-8th – Holds event Expressions “served to feature and inform the campus on various aspects of the afro-american culture” and includes speaker Sam Greenlee (author), showing of the film “The Spook Who Sat By the Door”, workshop on East African art, a “soul food” dinner, dance, and fashion show featuring African attire (1974-1975 Wallulah, v. 65, p. 103)
● Jean Hadley is the Dean for Minorities and Career Counseling (1974-1975 Wallulah, v. 65, p. 54)
● Hawaiian Club has 36 members and hosts 3rd Annual Luau (1974-1975 Wallulah, v. 65, pp. 69, 70)
● Minorities Student Union has 16 members (1974-1975 Wallulah, v. 65, p. 70)

1976
● Hawaii Club has a total of 25 members (1975-1976 Wallulah, v. 66, p. 29)
● MSU has a total of 8 members (1975-1976 Wallulah, v. 66, p. 29)

1977
● Spring – Hawaii Club holds Luau with theme, “This is our island home…we are her sons” and pageant (1976-1977 Wallulah, v. 67, p. 49; 1976-1977 Halullan, v. 1, pp. 7-8, 12-13)
● MSU holds Expressions III event (with its purpose to fill “in a non-existent black student program”) and Disco Masquerade events (1976-1977 Wallulah, v. 67, pp. 8, 18-19; 1976-1977 Halullan, v. 1, p. 48)
○ Spring – Expressions III is held, and includes the following events: “Roots” with speakers including actress Ruby Dee, vocal and piano performance by Madeline Manning Johnson (Olympic Gold Medalist), music vocal ensemble featuring Yolanda Mitchell, African Fashion Show, and a dance (1976-1977 Wallulah, v. 67, pp. 8, 18-19; 1976-1977 Halullan, v. 1, p. 48)
○ November – MSU holds statewide MSU conference at WU (1976-1977 Wallulah, v. 67, p. 49)

1978
  ○ Event includes a presentation by two female black mayors, Disco Dance at Cat Cavern, showing of MLK film “Legacy of a Dream”, panel discussion of civil rights including panelist Charles Jordon (Portland City Commissioner), and workshops on music and dance (1977-1978 Wallulah, v. 68, pp. 182-183)

1981
● March 10th – MSU brings in Ann David, Vice President Candidate for Community Party, to WU (1980-1981 Wallulah, v. 71, pp. 53, 58)
● Spring – Hawaii Club hosts Luau, “Wonderful World of Aloha”, featuring two floor shows and was standing room only (1980-1981 Wallulah, v. 71, p. 58)

1982
● January 1st – Annual Martin Luther King, Jr. Celebration in Cat Cavern hosted by Third World Students Organization (TWSO) and Willamette University (WU) College of Law (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
● April 16th – Luau held at Cone Field House with 75 planners and over 800 individuals in attendance (1981-1982 Wallulah, v. 72, pp. 20-21)
● MSU holds Expressions VIII (1981-1982 Wallulah, v. 72, p. 129)

1983
● January – 2nd Annual Martin Luther King, Jr. Celebration in Cat Cavern hosted by TWSO and WU College of Law (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)

1984
● January – 3rd Annual Martin Luther King, Jr. Celebration “Celebration of Humanity: Continuing the Dream” in Cat Cavern hosted by TWSO and WU College of Law (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
  ○ With featured speaker Margaret Carter, Oregon State House of Representatives and with musical performance by “New Song Vocal Band” (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
1985

- January – 4th Annual Martin Luther King, Jr. Celebration “Celebration of Humanity II” with featured speaker Avel Gordley (South Africa Project, AFS, with keynote address by Kay Toran (Director of Affirmative Action, State of Oregon) and musical performance by Goldie Irby hosted by TWSO and WU College of Law in Cat Cavern (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
- Educational Programs Committee, ASWU, Law and College of Liberal Arts, TWSO, Office of Intercultural Affairs, and Office of Student Affairs sponsor Women’s Week event (1984-1985 Wallulah, v. 75, pp. 168-169)

1986

- January – 5th Annual Martin Luther King, Jr. Celebration “Celebration of Humanity III: Continuing the Struggle” with featured speaker Jim Hill (Oregon State House of Representatives) hosted by TWSO and WU College of Law (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
- Luau held?? (1985-1986, v. 76, p. 3)

1987

- Intercultural Student Association (ISO) – serves as a “social support system for ‘minority’ students” with 13 members (1986-1987 Wallulah, v. 7, p. 26)

1988

- January 22nd – 7th Annual Martin Luther King, Jr. Celebration in Cat Cavern “Living the Dream: Let Freedom Ring!” featuring Walt Furnace, Alaska State House of Representatives and musical performance by “D.C. Ensemble” from Portland, OR hosted by TWSO, WUCL and Intercultural
Affairs Coordinator, Kathy Gorospe
(http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)

- August 1st – Joyce Greiner appointed Director of Multicultural Affairs (Linda Flamenco)
- December 7th – March Against Racism event organized by student government with support from Senators Bob Packwood and Mark Hatfield and highlighted in Wallulah with AJ Herschel quote, “Racism is man’s greatest threat to man. The maximum of hatred for a minimum of reason” (1988-1989 Wallulah, v. 79, pp. 0-1, 6, 41, 135)

1989

- January 20th – 8th Annual Martin Luther King, Jr. held in Cat Cavern “Living the Dream in Contemporary Times” featuring Ralph David Abernathy, Former President of the Southern Christian Leadership Conference with musical performance by “DC Ensemble” hosted by TWSO, WUCL and Intercultural Affairs Coordinator, Kathy Gorospe (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
- September 10th – Unidos Por Fin organizes “La Fiesta de Esperanza” translated to “Festival of Hope” with keynote speaker Jamie Escalante (Hispanic teacher at Garfield High School in East Los Angeles) during National Hispanic Heritage Month (1989-1990 Wallulah, v. 80, p. 13)
  - Event included showing the film “Stand and Deliver” (based on the life of Jamie Escalante), dinner, dance, and panel discussing migrant concerns (1989-1990 Wallulah, v. 80, p. 13)
- Unidos Por Fin has 8 members (1988-1989 Wallulah, v. 79, p. 2)
- Hawaii Club has 31 members (1988-1989 Wallulah, v. 79, p. 3)
- ISO has 14 members (1988-1989 Wallulah, v. 79, p. 5)

1990

- January – 9th Annual Martin Luther King, Jr. event held in Cat Cavern featuring Reverence Dr. T. Larry Kirkland of Brokings Community African Methodist Episcopal Church from Los Angeles, CA hosted by TWSO, WUCL and Intercultural Affairs Coordinator, Koua Vang (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
- Faculty holds protests against racism (1990-1991 Wallulah, v. 81, pp. 84, 101)
- Women’s Center Established with assistance from leaders Joyce Greiner, Laura Strubel, GwenEllyn Anderson, and Monique Albrecht (1989-1990 Wallulah, v. 80, p. 59)

1991

- January 26th – 10th Annual Martin Luther King, Jr. Celebration in Cat Cavern featuring Charles Jordan (Director, Portland Parks and Recreation) with musical performance by “D.C. Ensemble”, and dramatic readings by various individuals hosted by TWSO, WUCL and Event Coordinator, Melanie Sayuri Ono (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
- Joyce Greiner OMA Director awarded Reverend Dr. Martin Luther King, Jr. Award (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
• Dobro Slovo Society formed as an academic honorary society for individuals interested in Slavic language, literature, culture, and related fields of Slavic studies (1990-1991 Wallulah, v. 81, p. 149)
  ○ Qualifications for membership require an A- grade of better in two years of the study of Slavic language, literature, culture, or related subjects, and a minimum academic average of 85% and interest in Slavic field (1990-1991 Wallulah, v. 81, p. 149)
• Spring – Understanding Gender Perspectives program held with speakers Riane Eisler who presented “The partnership way: healing society”, and Blythe McVicker Clinchy, professor of Psychology at Wellesley College who presented “Tales told out of school: Women’s reflections on their undergraduate experiences” (1990-1991 Wallulah, v. 81, pp. 107, 109)

1992

• January 23rd – Martin Luther King, Jr. Celebration “Educating Out Children Is the Key to Tomorrow” in Smith Auditorium featuring Tim Seidle, Regional Director, I Have A Dream Foundation, a musical performance by “Martin Luther King Choir” from Portland, OR, a dramatic performance titled “The Meeting” a play depicting an imaginary meeting between Martin Luther King and Malcolm X; hosted by Multi-Cultural Law Students Association, and Willamette University College of Law and Event Coordinators, Melanie Sayuri Ono and Lisa Vogt (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
• WU Theater donates 500 tickets to migrant workers in Salem for the WU theater production of “El Milagro de Tepeyac” which tells the story of Juan Diego and the Virgin Mary (1991-1992 Wallulah, v. 82, p. 25)
• Unidos Por Fin sponsors “Mexican Independence Day” event (1991-1992 Wallulah, v. 82, p. 40)

1993

• January 23rd – 12th Annual Martin Luther King, Jr. Celebration “A Time for Rededication” held in Smith Auditorium featuring Margaret Carter (Oregon State House of Representative) hosted by Multi-Cultural Law Students Association, Willamette University College of Law, and Event Coordinators Tina Hill and Nicole Morgado (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
• The NAMES Project AIDS Memorial Quilt with over 500 panels was displayed with 4,500 in attendance (http://www.willamette.edu/about/history/highlights_1950-1999.html)
• 68 of the 549 incoming freshman class were self-identified students of color (totaling 12.4%)

1994

• Willamette’s Asian Association (WAA) student club is established with 6 members, and the goal of having a better represented Asian community at Willamette (1993-1994 Wallulah, v. 84, p. 40-43)

- Of the 607 incoming freshman class, 53 were students of color (totaling 8.7%)
- Understanding Gender Perspectives (UGP) student group holds first annual drag show and dance in Cat Cavern to explore gender perspectives with 275 individuals in attendance (1993-1994 Wallulah, v. 84, pp. 7, 9, 42)
- Black Student Union holds event with gospel choir in Cone Chapel (1993-1994 Wallulah, v. 84, p. 42)
- Hawaii Club has 26 members, and holds the annual Luau at Brown Field (1993-1994 Wallulah, v. 84, p. 41)

1995

- February 2nd – 14th Annual Martin Luther King, Jr. Celebration held in Room 201 in the College of Law building featuring Cruz Reynoso, hosted by Multi-Cultural Law Students Association and WUCL (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)
- May 31st – Joyce Greiner leaves position of Director of Multicultural Affairs (Linda Flamenco)
- July 1st – Rich Shintaku appointed Director of Multicultural Affairs (Linda Flamenco)
- Atkinson Fund Lecture Series speaker Dr. Henry Louis Gates Jr. (Professor, Chairman of the Department of Afro-American Studies, and Director of W.E.B DuBois Institute for Afro-American Research at Harvard University) presentation emphasizes cultural diversity, and “the key word for the lecture was ‘multicultural’ – although Gates was sure to point out that American has yet to recognize itself as multicultural” (1994-1995 Wallulah, v. 85, pp. 48-49)
- Hawaii Club holds Luau in “Cone Field House allowing more than 600 people to attend the festive occasion, nearly double the attendance” (1994-1995 Wallulah, v. 85, p. 105)
- Lesbian, Gay, Bisexual Alliance (LGBA) student group welcomes gay and straight members, advocates the “No on 13 Campaign” in the Salem and Oregon community, and sponsors annual Drag Show in CAT Cavern and Denim Day in Spring (1994-1995 Wallulah, v. 85, p. 106)
  - “President Shannon Rose [of LGBA] said LGBA wanted Willamette students “to remember there is a Lesbian, Gay and Bisexual community on campus. Some are not out, so one should never assume sexuality” (1994-1995 Wallulah, v. 85, p. 106)

1996


1997

- January 31st – 16th Annual Martin Luther King, Jr. Celebration “Civil Rights: Then and Now, Where Do We Go From Here?” held in Smith Auditorium featuring Julian Bond (Professor of History, University of Virginia) hosted by Multi-Cultural Law Students Association, Willamette
January 19th – Black Student Organization (BSO) has 22 members and assists with Martin Luther King Jr. Day (1996-1997 Wallulah, v. 86, p. 2)

April – Luau is held by the Hawaiian Club (1996-1997 Wallulah, v. 86, p. 26)

August 24th – Rich Shintaku leaves position of Director of Multicultural Affairs (Linda Flamenco)

August 25th – Rich Shintaku appointed Assistant VP of Student Affairs/Director of Multicultural Affairs (Linda Flamenco)

Fall – Ohana Orientation program for incoming self-identified students of color established (Dante Holloway, OMA Student Leader) Hawaiian Club has 75 members including 11 new freshman members with the “purpose of this club is to establish a support group for those students from Hawaii to help them from feeling homesick” (1996-1997 Wallulah, v. 86, p. 26)

Asian Society in Action (ASiA) student club is established with two purposes: (1) support group for Asian who may be homesick or talk with others of similar cultural backgrounds, and (2) raise awareness of Asian cultures at Willamette community; has 25 active of 40 total members, and “Senior President Hong Thov [of ASiA] expresses gratitude to the Multicultural Affairs’ Office. The club would not exist without their support” (1996-1997 Wallulah, v. 86, pp. 26-27)


February hosts Lunar Festival in Goudy Commons to celebrate the Chinese and Vietnamese New Year with lion dancing and Taiko drumming (1996-1997 Wallulah, v. 86, pp. 26-27)

January 30th – 17th Annual Martin Luther King, Jr. Celebration “Restoring Hope: From Dr. King to the New Millennium” featuring Cornel West (Professor of African American Studies and Philosophy of Religion at Harvard University) hosted by Multi-Cultural Law Students Association, Willamette University College of Law and Event Chairperson David Giles (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)

LGBA’s goal is to “provide and encourage support and visibility within Willamette community” (1997-1998 Wallulah, v. 87, p. 26)

FACES of Willamette (Family, Awareness, Community, Education, Support) replaces the student group ACCESS (“ACCESS was a peer-based program which provided specialized functions and personal support for the ethnic groups at Willamette”) and is an unregistered active club with membership of 35-40 students; the purpose of FACES is to support multi-cultural clubs by attending meetings and activities (1997-1998 Wallulah, v. 87, p. 27)


Unidos Por Fin student club “is technically made up of every Latino student on campus, however, not all are active members” and has 15 members (1997-1998 Wallulah, v. 87, p. 27)

May – Sponsors second annual “Cinco de Mayo” event with help of Bon Appetit and Goudy Commons with the goal of making the event “one of Willamette’s traditional celebrations on campus” (1997-1998 Wallulah, v. 87, p. 27)
- Non-Traditional Students Association is a student group that is a support and advocacy group for older than average undergraduates, married students, and students with children (1997-1998 Wallulah, v. 87, p. 27)


1999

- February 5th – 18th Annual Martin Luther King, Jr. Celebration “Justice in the New Millennium: Color, Culture and the Courts” held in Cat Cavern featuring Angela Oh (California Trail Attorney and Civil Rights Activist) hosted by Multicultural Law Students Association, Willamette University College of Law, and Event Chairperson Laura Underwood (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)

- August 31st – Rich Shintaku leaves position of Assistant VP of Student Affairs/Director of Multicultural Affairs (Linda Flamenco)

- September 1st – Rich Shintaku becomes Associate Dean/Director of Multicultural Affairs (Linda Flamenco)

- “President Lee Pelton has taken a crucial role in to help continue the building of an even more diverse campus” quote from Wallulah (1998-1999 Wallulah, v. 88, p. 3)

  - Q: “What do you think needs to be changed at Willamette?”
  - A: “My aspirations for Willamette include: greater recognition by our liberal arts peers, increased diversity in the faculty and student body, a robust financial aid program that permits us to enroll bright students regardless of their ability to pay, and teaching that is balanced by attention to scholarship and research. These do not have to reflect changes so much as my hope to enhance some of the core values of the institution.”

2000

- January 1st- 19th Annual Martin Luther King, Jr. Celebration “Passages of Martin Luther King” held in Smith Auditorium featuring Clayborne Carson (Stanford Professor, Civil Rights Historian, Director of the King Papers Project, and Senior Advisor of the PBS series “Eyes on the Prize”) hosted by Multi-Cultural Law Students Association, College of Law, Students of Willamette University, and Event Chairperson Liani Jeanheh Reeves (http://www.willamette.edu/law/resources/student-orgs/mlsa/past_mlk)

2001

February 22nd – Black History Event holds “Celebrating Our Past and Honoring Our Living Legends” event in the Mary Stuart Rogers Music Hall sponsored by Black Student Organization and OMA; event includes music, song, dance, dramatic readings, poetry, Salem Gospel Choir, and a celebration of the accomplishments of Oregon's living African-American legends in education, community service and leadership. The honorees include:

Dr. Benjamin Canada, superintendent, Portland Public Schools;
George Russell, superintendent, Eugene Public Schools;
Geraldine Hammond, retired school administrator, Salem-Keizer School District;
Hon. Margaret L. Carter, state representative, District 18, Portland;
Hon. Avel Gordly, state representative, District 19, Portland;
Jackie Winters, state representative;
JoAnn Bowman, state representative;
Hon. James A. Hill Jr., former treasurer, State of Oregon;
Dr. Daniel O. Bernstine, president, Portland State University; and
Dr. M. Lee Pelton, president, Willamette University.


March 1st – Cuarteto Latinamericano group composed of three brothers holding a quartet in residence positions at the Performing Arts Center in Mexico City and Carnegie-Mellon University plays concert in the Mary Stuart Rogers Music Center.

July 13th - Rich Shintaku leaves position of Associate Dean/Director of Multicultural Affairs (Linda Flamenco)

August 1st - LaKisha Clark appointed Director of Multicultural Affairs (Linda Flamenco)

August – Ohana Orientation program and dinner held in Portland’s 4H Center (Karen Wood)

2000-2001 (Wallulah, v. 90, p. 52)

Richard Shintaku featured in Wallulah yearbook as “Director of Multicultural Affairs” (2000-2001 Wallulah, v. 90, p. 103)

Rick Bartow, longtime Northwest Native American artist, featured at Hallie Ford Museum.


MLK Celebration “Danny Glover and the Jubilee Singers of Fisk University celebrate Dr. Martin Luther King's birthday. Glover read selections of King's writings, including "A Letter From a Birmingham Jail," outlining King's thoughts on the use of nonviolent protest to create an opportunity for negotiation, and "Beyond Vietnam," in which the civil rights leader opposed the Vietnam War due to the resources, both human and material, it took away from low-income communities.” http://www.willamette.edu/news/library/2002/05/willamette_univ_23.html

2002

Jan 24th – MLK Celebration coordinated by the Office of Multicultural Affairs featuring Dr. Manning Marable (Author and Historian, Professor of History and Political Science at Columbia University) and the Harlem Gospel Choir in Smith Auditorium


February 1st – Founders Day held celebrating 160th year

- April 20th – 13th Annual Luau, “hāʻaeo o moku” or “pride of the islands” held in Cone Field House with a raffle for a round trip ticket to Hawaii, traditional Hawaiian music and dance
- Willamette Academy is created as a supplemental program to provide assistance to 1st generation college students
  - Willamette Academy is a 5 year program for students starting in the 8th grade focusing on academic support and tracking, family and school support, and assistance with the college application process and obtaining financial aid (“Willamette Academy Grows in Stature”, Lauren Gold, Statesman Journal)
- February 5th and 6th – award-winning documentary filmmaker Macky Alston screens two films, “Family Name” (about family secrets of slaveholding past) and “Questioning Faith” in Mary Stuart Rogers Music Center; sponsored by OMA and The Lilly Project at Willamette University
- Four-part African American Lecture Series begins February 7th funded by the Hewlett Grant featuring Dr. Dalton Miller-Jones, Julius Thompson (Feb. 26th), Bakari Kırwana (March 7th), and Tracy Sharpley-Whiting (March 19th)
- Feb 20th – Black History Month Celebration, “Celebrating our Oregon African American Living Legends” in Mary Stuart Rogers Music Center with the following honorees:
  James DePreist, conductor, Oregon Symphony;
  Karen Edwards, Deputy Director, Oregon Teacher Standards and Practices Commission;
  A.J. Talley, educator and community activist;
  Frank Thompson, superintendent, Oregon Department of Corrections; and
  Kevin Fuller, coordinator, Portland Bridge Builders Program.
- Noble Prize Winner Archbishop Desmond Tutu delivers the spring Atkinson Lecture ([http://www.willamette.edu/about/history/highlights_2000-2009.html](http://www.willamette.edu/about/history/highlights_2000-2009.html))
- Unidos Por Fin holds “Homecoming Salsa Dance” at Montag Center (2002-2003 Wallulah, v. 92, p. 29)
- Jewish Student Union student group holds Hanukkah celebration in Montag Center with cookie decorating and dreidel playing (2002-2003 Wallulah, v. 92, p.10)
- Office of Multicultural Affairs creates committee to head MLK Week, taking over the responsibility from the WU College of Law (Karen Wood)
- Spring – Alaska Club student group holds the Salmon Bake (2002-2003 Wallulah, v. 92, p. 29)
- April 19th – Hawaii Club holds annual Luau in Sparks Athletic Center (2002-2003 Wallulah, v. 92, p. 29);
- April 31st – LaKisha Clark leaves position of Director of Multicultural Affairs (Linda Flamenco)
- Asian Student Association (ASA) student group sponsors “Crossover Dance” featuring breakdancing and poi fire dancers (2002-2003 Wallulah, v. 92, p. 29)
- July 1st – Gordy Toyama appointed Director of Multicultural Affairs (Linda Flamenco)
- Native American Enlightenment Association (NAEA) student group works with the Grand Ronde, Siletz and Chemawa Native communities with outreach; sponsors Native American dancers, food, traditional dancers, speakers for WU events, and volunteers at the Chemawa Indian School during the academic year (2002-2003 Wallulah, v. 92, p. 29; [http://www.willamette.edu/councils/native_american/cispp/](http://www.willamette.edu/councils/native_american/cispp/))
- 1st Powwow held with help from Bob Tom, Confederated Tribes of Grand Ronde member and Craig Whitehead, Confederated Tribes of Siletz member
  - “The event was bigger than expected, with at least 500 people attending, said Willamette alumni Linda Lazo, an original organizer.”

2004
- January 23rd – Martin Luther King, Jr. Celebration “A Renewed Commitment to Justice, Equality and Peace” featured Reverend James Lawson, Jr. (“referred to as ‘the teacher of the civil rights movement’”) and the Harlem Gospel Choir in Smith Auditorium
- January 24th – March 20th – Hallie Ford Museum features Native American artist Lillian Pitt and her exhibit, “Spirits Keep Whistling Me Home” featuring ceramics, mixed media sculptures and installations focusing on cultural traditions of Columbia River people
- Tunnel of Oppression program hosted by students, OMA student groups, and a residence life advisor in Montag Center featuring an interactive educational multimedia experience highlighting specific issues relating to oppression part of the MLK Celebration (Karen Wood)
- October 8th – “The State of Hip Hop Nation” a hip hop culture and politics symposium sponsored by BSO, OMA, Presidential Hewlett Grant, TIUA, and Black Lawyers Student Association; including BSO’s “celebration of Hip Hop Culture in Action” with music, rappers, breakdancing; and speakers include Hashim Shomari, Bakari Kirwana, Renee Mitchell, Tony Bolden, Dawn Elissa. BSO hosts Hip Hop Symposium & Celebration of Hip Hop Culture (aka Hip Hop Showcase) and Spike Lee Film Series event (2004-2005 Wallulah, v. 94, p. 86)

2005
- January 17th-21st – MLK Celebration, “The Inconvenient Hero”, features Dr. Vincent Harding (professor of religion and social transforation at Illiff School of Theology in Denver; civil rights activist) and the Oakland Interfaith Gospel Choir and opportunity to sign the Birmingham Pledge, and Hunger Banquet with more then $2,000 student meal-points donated to the Salem outreach Shelter, sponsored by the OMA ([http://www.willamette.edu/news/library/2005/01/martin_luther_k_2.html](http://www.willamette.edu/news/library/2005/01/martin_luther_k_2.html))
- February – “On Founders Day 2005, Willamette held a Ceremony of Renewal with regional tribes to acknowledge its Indian mission legacy and begin a new chapter in the mutual history of Oregon’s tribal communities and the University. At the ceremony, then President M. Lee Pelton
announced the establishment of a lecture series to bring guests from Indian country to the campus and the broader Willamette Valley for dialogue, teaching and learning. The Indian Country Conversations Series is coordinated in consultation with the University’s community-based Native American Advisory Council.” [http://www.willamette.edu/about/history/]

- April – Unidos Por Fin hosts “Fiesta Latina”
- Founders Day 2005 – Willamette holds a Ceremony of Renewal “with regional tribes to acknowledge its Indian mission legacy and begin a new chapter in the mutual history of Oregon’s tribal communities and the University… Indian Country Conversations, was initiated, bringing Willamette and Native communities together in dialogue” [http://www.willamette.edu/councils/native_american/cispp/]
  - Rebecca Dobkins (CONTACT)!!!
- September 23rd – Procession of Nations partnership event held with Confederated Tribes of Grand Ronde and Siletz on WU campus; “will welcome the Maori people of New Zealand to the ancestral homeland of the Willamette Valley tribes…”
  - Search archives on the “Way Back Machine” at [https://archive.org]
- Fall – Chemawa Indian School and WU began collaborative college partnership with WU providing assistance in a college preparatory curriculum at Chemawa Indian School Fall 2005 – Chemawa-Willamette Partnership Program begins with Willamette students providing assistance in a college preparatory curriculum at Chemawa Indian School with financial support [http://www.willamette.edu/councils/native_american/cispp/]
  - Receive financial support from the Lily Project, and later Spirit Mountain Community Fund of the Grand Ronde tribes [http://www.willamette.edu/about/history/](http://www.willamette.edu/councils/native_american/cispp/) Funding originally went to the student coordinator for the program which began as a volunteer position (Karen Wood)
  - Partnership began due to WU’s preparation of incoming Maori exhibition at the Hallie Ford Museum of Art
    - Maori “insisting on asking the indigenous people of the Willamette Valley for permission to enter their homelands”) and wanted to talk with Chemawa individuals
    - Exhibit scheduled from Sept. 24th – Dec. 22nd
    - Students supported this partnership, and helped assist in leading the initiative, especially the NEANNN (ACROYNM>???) (Karen Wood, Emily Dickie, etc.);
      - Program “was set in motion by an active class of native Willamette students” [http://www.willamette.edu/councils/native_american/cispp](http://www.willamette.edu/councils/native_american/cispp)
  - WU assists in long-term process of transitioning to a college preparatory curriculum at Chemawa [http://www.willamette.edu/about/history/]
  - WU students volunteer as tutors and mentors at Chemawa study hall [http://www.willamette.edu/about/history/]
    - Interdisciplinary course (IDS-205) offered to students participating in Chemawa-Willamette Partnership Program where students learn “the history of and contemporary challenges in American Indian education” and tutor weekly;
students can also participate in program without enrolling for credit
(http://www.willamette.edu/councils/native_american/cispp/)

- Fall – Hallie Ford Museum of Art is one of the three venues globally to host “Toi Maori: The Eternal Thread” exhibit featuring more than 100 traditional and contemporary woven items from New Zealand’s collections (2004-2005 Wallulah, v. 94, p. 64)
- “At the ceremony, President M. Lee Pelton announced the establishment of a lecture series to bring guests from Indian country to the campus and the broader Willamette Valley for dialogue, teaching and learning. The Indian Country Conversations Series is coordinated in consultation with the University’s community-based Native American Advisory Council.”
  http://www.eastchance.com/uni.asp?id=2441
- MEChA group featured in Wallulah (2004-2005 Wallulah, v. 94, p. 86)
- Social Powwow awarded “Outstanding Program or Event” at the 2005 Campus Life Honors and Awards Program (Certificate in OMA)
- Dr. Wangari Maathai, the first African woman to receive the Nobel Peace Prize, delivered CLA’s commencement speech. She founded the Green Belt Movement in Africa, which inspired the planting of more than 10 million trees.
  (http://www.willamette.edu/about/history/highlights_2000-2009.html)
- Marie Watt (Seneca), Portland mixed media artist and teacher at Portland Community College showcased exhibit, “Everything is Drawing” in the Study Gallery at the Hallie Ford Museum of Art at Willamette University organized by Professor Rebecca Dobkins; exhibit includes prints and woven samplers form exhibit at the National Museum of the American Indian in New York

2006

- January 18th-20th – Martin Luther King Jr. Celebration “Raise Your Voice” featured Sweet Honey in the Rock; Hunger Banquet in Cat Cavern (simulation of world hunger with speaker and discussion on hunger and poverty), the event “Raising My Voice for Justice” where WU community shares “their ideas for justice through speech, poetry and other expressions”
- February 23rd – 1st Africa Day Celebration held during Black History Month where Salem community is invited to WY for African food, dancing, live African music, shop in an African market, listen to African stories, listen to a panel discussion on African and view an African film
- March 11th – 4th Annual Pow Wow held in Cone Field House in Sparks Athletic Center sponsored by the NAEA featuring Bob Tom as Master of Ceremonies and David West as arena director; event honors Craig Whitehead, former arena director; events include jingle dress contest, crafts, dancing http://www.salem-news.com/articles/february142006/willamettepowwow.php
- “Toi Maori: The Eternal Thread,” a major exhibition of traditional and contemporary Maori weaving, was presented at the Hallie Ford Museum at Willamette—one of only three venues in the world to welcome the exhibit
  (http://www.willamette.edu/about/history/highlights_2000-2009.html)
- April- Alaska Club hosted Annual Salmon Bake at Wulapalooza
- May- Oregon Raza Advocating Leadership and Education (O.R.A.L.E) hosted Cinco de Mayo Celebration Spring - CSSJ demanded a free standing million dollar multicultural student center, VP for Diversity – not possible due to multitude of concerns/issues …
- Angles – Willamette’s Queer, Straight Alliance hosts event, “Guess the Straight Person”, with the purpose of attempting to dissolve stereotypes (2005-2006 Wallulah, v. 95, p. 79)
- Willamette-Chemawa Partnership Program begin Indian Country Conversations (http://www.willamette.edu/councils/native_american/cispp/cis_history/index.html)
- Willamette’s got talent show event occurred prior (GORDY!) Collegian archives in 2005
- Trustee Committee on religious, ethical and spiritual life – subcommittee of the board and requested info for living wage changes (see email for more info)
- CLIFF LEEK _CSSJ contact
- Student backlash to CSSJ – research
- All the changes that Lee Pelton mentioned in email occurred
- CSSJ is being renewed 2013-2014 academic year
- SJTI students and staff attended (Gordy, Karen, students too)
  - WU sponsored or CTSJ had funding; ongoing (Ask Gordy when he went)
- Off-campus party organized and hosted by students titled, “Most Offensive Halloween Costume Party Ever” http://libmedia.willamette.edu/xmlui/bitstream/handle/10177/1287/conversations.pdf?sequence=1
- Following party the student group, Concerned Students for Social Justice (CSSJ), was formed fall semester to protest and ask
- September 26th – Civil Rights Speakers, Wheeler Parker (cousin of Emmett Till) and Olympia Vernon (award winning author) will discuss Emmett Till and Southern Racism
- Willamette’s Class of 2010 is almost 17% multicultural
- October 24, 2006 Diwali & Global Aids Fundraiser sponsored by Namaste
- Oct. 28th – Dec. 22nd – Hallie Ford Museum of Art shows “The Crow’s Shadow institute of the Arts Biennial” featuring art from the Crow’s Shadow Institute of the Arts on the Umatilla Indian Reservation in northeastern Oregon; organized by faculty curator Rebecca Dobkins
- “Rally coordinator Drew Herbert said the focal point of the event was to push for a Social Justice Council, which among other things would emphasize and oversee diversity training and education.”
- November 10 - President Lee Pelton emailed “Troubling Video” to Willamette community regarding the Most Offensive Costume Party Ever off-campus event that was posted on YouTube
- November 16- Concerned Students for Social Justice (CSSJ) is formed to protest and ask WU to “reaffirm a commitment to values of diversity and social justice” http://libmedia.willamette.edu/xmlui/bitstream/handle/10177/1287/conversations.pdf?sequence=1
  - CSSJ writes a letter to Willamette University expressing desire to “raise the level of awareness of oppression that occurs daily in our community” (refer to email)
  - CSSJ and WU students assembled in Jackson Square (400-500 students) to protest
President Pelton came and talked with students during protest
  o That afternoon President Pelton emailed “Concerned Students for Social Justice” to Willamette to bring to attention CSSJ and their message

- November 17

- November 18
  o President Pelton established the Council on Diversity and Social Justice (CDSJ) with faculty, students, and staff members

  Charlie Wallace, University Chaplain, was the committee chair for CDSJ

  Mission statement/goals of CDSJ are: “The Council on Diversity and Social Justice (CDSJ) was established in 2006 by Willamette University Former President M. Lee Pelton. The purpose of the CDSJ is to deepen the University's commitment to diversity through six primary activities: (1) Promote the centrality of diversity and social justice in the University mission statement and core activities; (2) Create and support educational programs related to diversity and social justice; (3) Fund and award grants that enhance diversity and social justice on campus; (4) Promote a diverse faculty by assisting in developing effective recruitment and retention practices; (5) Promote curricula that appropriately reflect diversity and social justice; (6) Invite speakers--some for extended stay--to campus to discuss and debate issues related to diversity and social justice; and (6) Monitor and report annually on the diversity of the composition of the faculty, students, and staff and provide an annual "report card" on the state of diversity on campus.”
  [Link](http://www.willamette.edu/dept/offrr/internal_sources/cdsj.html)

  “The charge of the Council, reaffirmed by President Stephen Thorsett, includes diversity of race, ethnicity, culture, gender, religion, national origin, disability, age, sexual orientation, and socio-economic status. Social justice shall be understood as both a process and a goal.”
  [Link](http://www.willamette.edu/councils/cdsj/index.html)

- November 29th – “Lessons for Future Generations from the Struggle for Northwest Treaty Fishing Rights” presented by Native American elders Billy Frank Jr. (Nisqually tribal member) and Hank Adams (Assiniboine-Sioux) are both activists for salmon restoration and treaty rights; conversation will be moderated by Elizabeth Woody, director of Ecotrust’s Indigenous Leadership Program; sponsored by Indian Country Conversations


2007


- February 1st – “Ancestral Rights and Responsibilities” featuring tribal leaders Carol Craig of the Yakama Nation and Louis Pitt of the Confederated Tribes of the Warm Springs Reservation;
speaking on Founders Day and part of the Indian Country Conversations series


- February 18th – OMA and Portland chapter of the Japanese American Citizens League and Alpha Zeta Nu (WU student organization) sponsored showing of documentary “A Most Unlikely Hero” in the Hatfield Room in the Hatfield Library; will also include conversation with filmmaker Steve Okino and Bruce Yamashita and discusses racism in the Marine Corps


- March 1st Teach In workshop series held to educate community on social justice issues
  - Class was canceled that day in order to students to attend
  - Tim Wise, anti-racist educator, was the keynote
  - Discussion sessions were the following:
    - Class: The Hidden Diversity
    - A Diversity Requirement at Willamette?
    - Faith and Sexuality
    - Heteronormativity and Gender Blind Housing
    - Identity: Construction of Race, Gender and Ethnicity
    - Organizing is an Inside Job
    - Political Correctness and Freedom of Speech
    - Re-Knitting the Campus
  - 350-400 students attended

- March 19th – 5th Annual Social Pow wow with over 500 attendants in Cone Field House featuring Drum groups from the Pacific Northwest, Round Bustle Dance Contest, Richard Sam and Umatilla Intertribal as Host Drum, with Bob Tom as emcee and David West as arena director presented by OMA and ASWU

- April 17th – “Willamette University is donating a piece of the [Willamette] meteorite from its collection to the Confederated Tribes of Grand Ronde in a ceremony… The tribe considers the meteorite a sacred treasure” (http://blog.oregonlive.com/clackamascounty/2007/10/from_the_oregonian_of_friday.html)

- April 19th weekend – Luau held at Willamette University “Students miss things such as Spam musubi (sushi made with the canned meat, popular in Hawaii), plate lunch restaurants that sell Hawaiian-style bento and locally made soy sauce. Serving hundreds of people authentic luau food is a feat that takes months of planning and a solid week of nightly cooking marathons, not to mention imported items such as 25 pounds of poi and sea salt with alaea, a baked Hawaiian red clay.”


- Spring 2007 Adelante Latino Conference sponsored by Alianza (high school students came to campus to preview)

- 30 Days of Tension program created by Office of Residential Life
o Goal of program was to create campus events that cause reflection on issues of oppression. One event was the installation of lynched effigies hanging from trees near the academic quad. There was much discussion about the program and resulted in …
o James Haines à Amutabi (name change)

● “Having completed its fifth year of operation, Willamette Academy graduated its first class with a ceremony in June. More than 90 percent of the academy’s seniors head to college in the fall”
http://www.willamette.edu/about/history/highlights_2000-2009.html

● November - Willamette-Chemawa Partnership Program hosts filmmaker Chris Eyre
(http://www.willamette.edu/councils/native_american/cispp/cis_history/index.html)

● Spirit Mountain Community Fund (philanthropic part of the Confederated Tribes of Grand Ronde) awards $50,000 to Willamette University to support Willamette Academy and the Chemawa Indian School-Willamette University Partnership Program


2008

● February - Willamette-Chemawa Partnership Program hosts Barack Obama Campaign Tour event
(http://www.willamette.edu/councils/native_american/cispp/cis_history)

● February 1st – Founder’s Day theme “Art/Culture/Homeland” with focus on Umatilla Indian Reservation (Willamette Collegian 2008, Jan. 30)


● Japanese-American students at Willamette during World War II who were forced to move to internment camps were invited to campus for events designed around the 66th anniversary of President Franklin Roosevelt’s signing of Executive Order 9066
(http://www.willamette.edu/about/history/highlights_2000-2009.html)

● Powwow held in March (Willamette Collegian 2008, Jan. 30)

● March – Willamette-Chemawa Partnership Program hosts the Portland Trailblazers Game event
(http://www.willamette.edu/councils/native_american/cispp/cis_history)

● March – 6th Annual Social Powwow held and organized by the NAEA and was held in Sparks Athletic Center in honor of the late Warren “Rudy” Clements, member of the Confederated Tribes of Warm Springs, and his late daughter Trudee, member of Warm Springs.
  o “Over the years, it’s gained a reputation for treating people fair and well and being celebratory and honoring native traditions” – Gordy Toyama, OMA Director quote from Statesman Journal

● October 2008 – Art of Ceremony exhibit at Hallie Ford Museum of Art featuring regalia from all nine of Oregon’s federally recognized tribes; exhibit won a grant from Oregon Arts Commission making it Oregon’s 2008 American Masterpieces Project displayed through January 18th

Due to Halloween event and 30 days of tension event President Pelton invited WU to submit essays reflecting on “the role of freedom of expression in a multicultural and democratic society” and published selected essays in book (digital and printed) titled *Campus Conversations: The role of freedom of expression in a multicultural and democratic society*

[http://libmedia.willamette.edu/xmlui/bitstream/handle/10177/1287/conversations.pdf?sequence=1](http://libmedia.willamette.edu/xmlui/bitstream/handle/10177/1287/conversations.pdf?sequence=1)

“An impromptu rally with a social-awareness tone sent some Willamette University students on a boycott of classes Thursday. A group of about 50 students with the designation "Concerned Students for Social Justice" met in the university center’s commons, the Cat Cavern, Wednesday night.”


2009

- January 19th – “We Who Believe in Freedom…”
  - MLK Event featuring HBO’s Def Poetry spoken-word and hip-hop artist, Mark Gonzales, who presented “King’s Legacy: A Lyrical Look"
  - OMA Gordy chair of MLK Committee and Willamette Academy assisted in planning
- March 14th – Social Powwow held
- Chemawa Indian School celebrates its 129th birthday and “is the oldest continuously operating boarding school in the United States” ([http://www.willamette.edu/councils/native_american/cispp/cis_history/index.html](http://www.willamette.edu/councils/native_american/cispp/cis_history/index.html))
- Hawaii Club awarded “Outstanding Student Organization” at 2009 Campus Life Honors and Awards Program (Certificate in OMA)
- AZN Lunar New Year Festival awarded “Outstanding Program of Event” at 2009 Campus Life Honors and Awards Program (Certificate in OMA)
- Delia – The Box Project (later known as “Bias Incident Assessment System”) began summer 2009
  - Purpose of the system was a reporting method to report bias incidents à were boxes around campus where students could write down incidents of bias
    - Student initiative led
- 2009- Juan Williams- student lead campaign against having him as the commencement speaker; he did speak; after that event more transparent and participatory process of choosing a speaker for commencement

2010

- March 13th – Willamette’s 8th Annual Social Pow Wow held sponsored by Native American Enlightenment Association, Office of Multicultural Affairs, and Associated Students of Willamette University featuring Bob Tom (WU alum) as master of ceremonies, and Dancing Spirit as the Host Drum in the Sparks Center
- Bias Incident Assessment System – originally just for students but in 2010 became campus wide (became an official system) (NOTE: search online “bias incident Willamette” on Google for links)
○ Delia and Margarita Gutierrez helped lead this initiative to become WU official (SEE EMAIL from Delia); student lead initiative
○ (put the link here à online form goes to ?? DEAN)
○ Live Fall 2011 (refer to Margarita)

● WU Causa founded – student initiative (drafted the constitution and presented to get club founded - Margarita, Delia, Walter Robinson, Luis Guerra, and Elizabeth Calixtro [president]); promotes activism and social issue topics (e.g. immigration) be more involved in the community; assist in the May Day Rally in Salem and in Fall hosts the Border Fence Project (in Jackson Plaza put up fence with immigration history, facts, stories); chapter of Causa
  ○ President of “” becomes an intern for larger Causa organization
  ○ 2011 (?) took fence to Salem (capitol) same year as 99% movement

● Matilda (Matt) Barreiro’s office – academic support at WU started in/her first year was 2010; tutors in Ford Hall (next to writing center) connects a lot with Willamette Academy and Ohana students

2011

● January 17th-27th – MLK Celebration, “Changing the Colors of Sustainability”, featuring speakers Angela Davis (Author, Educator, Activist) and Professor Robin Morris (WU College of Law), a dramatic interpretation of Angela David performed by Jean Moule, (Associate professor at Oregon State University’s College of Education), poetry performance by Good Sista/Bad Sista, and Tunnel of Oppression highlighting Islamophobia, Sizeism and Sexual Education
  (http://www.willamette.edu/dept/oma/mlk/past/2011.html)

● February 14th-19th – 6th Annual Africa Week , “Voices and Visuals: Diversity in Africa” week held sponsored by Africa Club; featuring African music sale, spoken word evening, African Market, African dishes served in Goudy Commons throughout the week, and People Dance performance, faculty colloquium featuring Professors Joyce Millen and Amadou Fofana

● March 12th – 9th Annual Social Powwow held in Sparks Athletic Center with Bob Tom *Willamette alum) as master of ceremonies and Soaring Hawk as Host Drum; also held a team dance contest and sponsored by NAEA, OMA and ASWU
  http://www.willamette.edu/news/library/2012/04/willamette_luau.html;

● Spring 2011 – Jillian Toda was part of the commemorative ceremony for Japanese internment camp students (see bench next to Mill Stream for possible link?)

● October 8th – Third Crow’s Shadow Institute of the Arts Biennial exhibit opening and artist talk at Hallie Ford Museum of Art featuring the “contemporary prints created by Native American artists at the Crow’s Shadow Institute of the Arts on the Umatilla Reservation in northeastern Oregon”

● MOSAIC student run initiative that was created because students of color wanted more academic support, formal mentorship (delia)
  ○ Rey White and Rosie, Margarita
  ○ Pilot program 2011 then became official 2012
  ○ Taylor Wells and Kyle … (Google) are student leaders (2013-2014)
2012

- March 21 - Queer Student Union (QSU) established (Collegian)
- April 23rd Annual Lu’au with the theme “Pōhai Ke Aloha, which translates to “surrounded in love” planned by 45 students and held in Sparks Athletic Center


- August 24 - Student Center for Equity and Empowerment (E&E) established in the former Writing Center on the first floor of Matthews Hall (Collegian)
- “The E&E is a welcoming and inclusive space where students of various identities can find connection, support and resources. The space is grounded in the empowerment of historically underrepresented students and their allies.” (whiteboard in front of space)
- Created because of project for American Ethnic Studies: Theory and Methods class by Delia Olmos-Garcia ’14, Humberto Marquez ’14, Bridget Hinton ’14, and Natividad Zavala ’13
- Decided to pursue this because had class time allocated to make this into a reality; student mentors for this initiative were Margarita G., and Rosie Glade, Rachel Carowba… (Google)
- Worked with Dean of Campus Life Luis Rosa.

- Fall 2012 – Multicultural Resource Center opened for language assistance and development of “A new Multicultural Resource Center — aimed at creating dialogue and engagement on such topics as gender, ability, sexual identity and religion — opened in the fall after being championed by several students. The center is located in Ford Hall. It was in writing center, but moved to Ford Hall http://www.willamette.edu/about/history/highlights_2010-present.html;
- Another advocate for the center was Margarita Gutierrez ’12, who promoted the idea last fall by publishing an opinion piece in the Collegian and brainstorming with a group of 30 students.


2013

- Japanese Studies Student Leaders awarded Outstanding Student Organization of the Year http://www.willamette.edu/org/jssl/
- 38% of Willamette’s student body identifies as students of color
- Umberto from the E and E assisted with and also leads tours of Willamette University with Chemawa-Willamette Partnership
- Fall – WU partners with Willamette Academy to offer “Willamette Academy Service Learning (WASL) interdisciplinary service learning course to WU students; students will tutor Willamette Academy students, and develop professional skills in marketing, grant writing, and communication


- Willamette Academy wins Silver Medal as in the category, “Best Nonprofit in the Mid-Valley” by the Statesman Journal


- Prisoners Poetry – see OMA spotlights; Rey Goicochea student lead program
• Mid-semester break trips during October – through OMA office; primarily for Ohana students but open to all
• OSAC – Oregon association of students of color (usually Eugene) funding from Gordy’s offices or E&E; goes through MOSAIC so mentors and mentees can go through
  ○ Since earlier than 2010
• Willamette Academy – assist with MLK weekend events (see posters for information) and community service during that weekend with WU students

Other
• David Martinez started Unidos por Fin (1980s?)
• Unidos por Fin à UNIDOS à (1) MECHA (fizzled out) and (2) Alianza (active)
• Willamette University has the most diverse student statistics (2012-2013 data?) – David Douglass
• Willamette is part of the Northwest 5 Consortium
• At least from 2010 – OMA Fest occurs every semester; Fall anyone who was in Ohana or who are “Ohana adoptees” who were not able to participate but wanted to attend comes to socialize and create community; Winter white elephant exchange or holiday themed social event (e.g. 2013 cookie decorating); Spring focused on graduating Ohana seniors as a closing social and faculty attend (Delia)

Timeline Project: Sophie Wilson (Oregon State CSSA student) August 2013
Overview of Literature on Chief Diversity Officers

Created for the President's Task Force on Equity and Inclusion
Task Force Charge:

Initiate a broad campus discussion and process to determine if a Chief Diversity Officer (called the Vice President for Equity and Inclusion at WU) is the appropriate strategy for Willamette to build a more equitable and inclusive environment for our students, faculty and staff.
Task Force Members:

**STAFF**
- **Liz Bahe**, *Director of Native American Programs*
- **Jackie Balzer**, *Special Assistant to the President and Title IX Coordinator* (Task Force Chair)
- **Jeremy Bogan**, *Associate Vice President of Admission*
- **Val Cleary**, *Director of Athletics*
- **Janet Jacquier**, *Area Coordinator*
- **Colleen Kawahara**, *Director of the Office of the President* (Task Force Staff)
- **Tori Ruiz**, *Administrative Program Coordinator, Student Support & Standards*
- **Danny Santos**, *Associate Dean for Student Affairs and Administration*
- **Shana Sechrist**, *Associate Vice President of Human Resources/Deputy General Counsel* (Task Force Vice Chair)
- **Gordy Toyama**, *Director of Multicultural Affairs*

**FACULTY**
- **Jade Aguilar**, *CLA* (Task Force Co-Chair)
- **Warren Binford**, *Law*
- **Emma Coddington**, *CLA*
- **Joshua Laison**, *CLA*
- **Ashley Nixon**, *AGSM*
- **Alexandra Opie**, *CLA*
- **Karen Wood**, *CLA*

**STUDENTS**
- **Raina Arberry**, *CLA*
- **Cody Gregg**, *Law*
- **Alika Masei**, *CLA*
- **Rae Moreno**, *CLA*
- **Lucille Muli-Kituku**, *AGSM*
- **Efren Zamudio**, *CLA*
Historical Changes in Higher Education

• **1950s-60s:** Increases in # of underrepresented students and faculty and effort to eliminate overt discriminatory practices via affirmative action programs and plans

• **1960s-70s:** Campus protests bring additional academic and social services to under-represented groups, which included multicultural centers and women's and ethnic studies programs

• **1990s-00s:** Broad campus-wide diversity plans/initiatives are created, including curricular "diversity" requirements and holistic admissions to include all members of the community

• **00s-Current:** Increased need for diversity specialists in executive level positions
What is a CDO?

The Chief Diversity Officer is a relatively new and rapidly growing executive level position in higher education administration that provides strategic guidance when developing diversity capabilities, and seeks to incorporate diversity into the organizational structure of institutions of higher education.
Currently, campuses have dozens of offices, initiatives, programs, courses, and committees designed to reach ever-expanding institutional diversity goals

The job of a CDO is provide leadership to organize and integrate these efforts
But...what do they do, exactly?

Many things, including:
- providing expertise on local, state and federal laws related to diversity (i.e. Title IX, ADA or bias reports)
- offering support for the faculty on developing an inclusive curriculum and research agendas
- conducting campus climate surveys and suggesting measures for improvement
- leading/organizing workshops/symposiums centered on diversity
- advising on best practices for recruitment and retention efforts of underrepresented faculty, staff, and students
- reviewing and make recommendations for marketing and communication materials
- providing a lens of "equity and inclusion" into all major university decisions
Broadly, that means they raise the visibility of the institution's diversity efforts; clarify goals and assesses progress; and provide expertise on issues of access, equity, diversity, and inclusion.
How schools differ from one another:

(a) in the level and scope of administrative authority given to the CDO
(b) in the organizational structure of the offices headed by the CDO
(c) the level of fiscal resources ($) dedicated to the unit
(d) the level and types of qualifications required to perform the duties of the CDO
(e) career tracks prior to becoming CDO
CDO compensation varies

27% percent income < $100,000
37 income $100,000 to $159,000
22% income $160,000-$200,000
14% percent income > $200,000

From survey of 94 CDOs from range of institutions in 2011
Potential Pitfalls

- Creates a "diversity messiah"- one person solely responsible for equity/inclusion issues on campus
- Concern that they'll face “passive resistance” from powerful constituencies such as students, faculty, administrators, or alumni
- Risk that the position will not be given sufficient staffing, power, or financial resources to do the job
- They may experience tokenization and marginalization, especially if they are people of color themselves
In Other Words...

CDOs will only be successful where there is/are:

• supportive campus leaders
• institutional readiness for change
• a commitment to long-term, systemic efforts
• financial investments

However, “success” is difficult to define and the above conditions are no guarantee of increased diversity and feelings of inclusion on campuses
Sources cited:

• Nixon, 2013
• Williams & Wade-Golden, 2007
• Williams & Wade Golden, 2013
• Witt/Keiffer, 2011
APPENDIX C: PRIORITIES

Tier 1

RESEARCH STRATEGIES
• Conduct campus climate study
• Compile list of diversity resources
• Request department/unit self-study
• Develop and track diversity indicators
• Request student demographic data
• Present data at campus events
• Request faculty/staff hiring data (race/gender)

ACCOUNTABILITY STRATEGIES
• Solicit input from campus
• Create campus diversity vision
• Share diversity progress report
• Request diversity plans from units
• Offer feedback for diversity plans
• Build a culture of responsibility with VP EDI staff
• Delegate VP EDI staff to work with other units
• Request self-study from reporting units
• Connect reporting units with other units on campus
• Help university functions set goals and assess progress

SYMBOLIC STRATEGIES
• Build reputation as a diversity expert
• Highlight diversity progress
• Reach faculty at formal/informal settings
• Create physical space for diversity
• Reconnect with the local community
• Involvement at the national level
• Awards to recognize individual work
• Awards to recognize units/departments
• Support affinity groups for faculty and staff
• Create networking opportunities for new hires

EDUCATIONAL STRATEGIES
• Educate campus about VP EDI role
• Foster dialogue among various campus groups and committees
• One-on-one meetings across campus
• Participate at executive-level meetings
• Meet with deans and department heads
• Coach faculty and department chairs on inclusive classrooms and pedagogies
• Participate in new faculty orientation
• Create support systems for new faculty of color
• Invite leaders to meetings/presentations
• Lead diversity campus committee
• Consultation for search committees on hiring diverse candidates
• Develop cultural training workshops for students, staff and faculty
• Sponsor events (e.g., forum) to educate campus

Tier 2

COMMUNICATION STRATEGIES
• Develop/maintain website for VP EDI office
• Presence at public events
• Presence at leadership meetings
• Communicate and reach alumni
• Create network with peer institutions

ENTREPRENEURIAL STRATEGIES
• Grant writing (VP EDI and their staff)
• Fundraising initiatives
• Provide matching funds for programs
• Create diversity implementation grants for units

RECRUITMENT STRATEGIES
• Recruit (informally) students and faculty
• Partnerships with local business and associations
• Fund student scholarships
• Scholarships for high school students
• Create pipeline of K-12 students (work with Willamette Academy)
• Fund new positions (faculty and staff)

DIVERSITY SCHOLARSHIP STRATEGIES
• Create diversity research grants for faculty
• Partner with faculty research initiatives
• Co-author research grants with faculty
• Create diversity research center
APPENDIX D

Job Description for Vice President for Equity, Diversity and Inclusion

(Note: job description will continue to be updated until the hiring process moves forward.)

POSITION SUMMARY

The Vice President for Equity, Diversity and Inclusion (VP EDI) works with the president, university leadership, faculty, staff, students and community members to provide leadership in equity, diversity and inclusion to serve the educational mission of the university. The VP EDI leads the planning, coordination, implementation and assessment of educational, operational and strategic goals in equity, diversity and inclusion. The VP EDI provides leadership in campus efforts to welcome and sustain a diverse campus community and to achieve understanding of diversity as integral to higher education. Reporting to the Senior Vice President of Academic Affairs, the VP EDI is a member of the President’s Cabinet.

To be successful in this role, the VP EDI must be an academic and social justice leader with a deep commitment to equity, diversity and inclusion with the interpersonal and communication skills to build trust within the community and among its many stakeholders. The ideal candidate will be comfortable playing a highly visible and proactive role in developing strategy around institutional diversity and in addressing and helping others to negotiate issues of equity, diversity and inclusion. The VP EDI must be open to all voices, creative in building alliances, and passionate about helping the university to communicate and implement its commitment to create and support an equitable, diverse and inclusive community.

ESSENTIAL DUTIES

• Provide vision, leadership, coordination and strategic planning for equity, diversity and inclusion initiatives across campus and with community partners, including designing and developing strategic goals and operational plans that impact outreach, recruitment, partnership, curricular and co-curricular activities.
• In consultation with key stakeholders, develop priorities and time-line for achievement of strategic objectives, including recruitment and retention of diverse faculty and staff and recruitment and retention of a diverse student body.
• Design, develop, implement and assess student, faculty and staff opportunities to enhance diversity through the principles of inclusion, diversity and equity in curricular and co-curricular activities across the institution.
• Lead the cultivation of a welcoming and inclusive campus community.
• Provide guidance, advocacy and consultation to the community regarding cross-cultural conflicts and disputes, as well as policies and practices that might have an adverse impact on a particular group(s).
• Assess diversity and campus climate progress through analyzing and synthesizing data and establishing evaluation criteria and instruments for measuring the impact of diversity and inclusion programs.
• Ensure compliance with university policies, procedures and guidelines and local, state and federal laws and regulations.
MINIMUM REQUIREMENTS

• Terminal degree, discipline open; exceptional experience may be considered in lieu of advanced degree.
• Demonstrated leadership capabilities.
• Advanced knowledge and understanding of diversity, equity and inclusion related to a university setting, including awareness of intercultural trends and issues facing higher education.
• Interest in and ability to achieve consensus through a collaborative style of leadership.
• Demonstrated awareness and commitment to effectively establishing relationships and positive communications across multiple dimensions of diversity.
• Superior written, oral and interpersonal communication skills, including with diverse populations.
• A passionate and demonstrated commitment to the education, development and welfare of all students and community members together.
• Ability to be a strong advocate and compassionate mentor who demonstrates willingness to spend time in support of issues of diversity and inclusion.
• Must be a visible, inspirational leader with strong influence and relationship skills who earns the trust of colleagues within and outside the university.
• Sensitivity to the roles that different constituencies play in the implementation of the university’s mission.