

October 2013

To President Stephen Thorsett and the greater Willamette community:

As you know, at the end of the spring semester, the Sigma Chi posts were made public. In response, interested faculty members were invited to attend a meeting that took place after the CLA Faculty meeting in May. At this meeting, faculty members met in small groups to generate suggestions for how we can best move forward in response to the Sigma Chi posts specifically and also, more broadly, in response to student and faculty perceptions or concerns about our campus climate. Each group took notes which were collected and compiled into themes. Recommendations were then compiled into a letter by members of the WGS Coordinating Committee on behalf of concerned faculty members across the campus. The letter was then circulated to CLA faculty members for review and to obtain electronic signatures from faculty who wished to sign their name to this document. We, the undersigned, have read and agree to the recommendations included in this letter.

This letter is not from any department or program, or official faculty governance committee nor is it intended to represent the views of the entire faculty. Only faculty members who have signed the letter have offered public support of the recommendations suggested. We understand that there are currently short-term recommendations that have been implemented in response to the Sigma Chi posts, and the Working Group co-chaired by Kristen Grainger and Margaret Trout has been established to address specific issues related to sexual assault reporting. Therefore, these recommendations are for long-term, consistent, changes that could be implemented to make our campus a more respectful and safer community. The long-term recommendations are organized around points of entry for change. Please note that the focus is broadly on sexism, racism, or oppression, not specifically on sexual intimidation, sexual threats, or sexual violence. The reason for this is due to the intersectionality of these three phenomena that together can create a climate in which sexual and racial violence can occur. The ordering of the recommendations is not hierarchical, but reflect our belief that there are multiple points of entry where change can take place. Moreover, within each point of entry, recommendations are in service of a specific goal which has been articulated.

Specific Recommendations:

1. CAMPUS CLIMATE:

Goal: Define what we mean by zero tolerance and couch it within the language of Willamette.

- a. Either as part of the Working Group chaired by Kristen Grainger and Margaret Trout or as part of an appointed ad-hoc committee, explicitly define what we mean by zero tolerance for sexual and racial intimidation, threats, and violence.
- b. Draw upon relevant language in strategic plan to develop the definitions and expectations that creates the campus climate we want (e.g., “high impact learning” can and should extend beyond the classroom).
- c. Similarly, draw upon the language of our motto (“Not onto ourselves alone are we born”) to develop the definitions and expectations that creates the campus climate we want.

Goal: Create a general campus climate in which respect is the norm and there is zero tolerance (as defined above) for intimidation, threats, and assaults that are gender-based, racially-based, or are targeted at specific groups of individuals

- d. Have Opening Days programming on social media and the effects of social media on campus climate.
- e. Have better Opening Days programming on sexual assault and sexual assault reporting (e.g., Jackson Katz or another well-regarded speaker or program)
- f. Review Campus Safety training with regard to responding to sexual assault and provide better and continued (yearly?) training as needed (perhaps by agencies such as Mid-Valley Women's Crisis Service)
- g. Revise our standards of conduct, if needed, to include more explicitly expectations re: behavior inside and outside of the classroom. As always, make the standards, consequences of violating standards, and the processes that occur when standards of conduct are violated available to students so they are informed of the expectations, processes, and sanctions
 - i. Have automatic consequences for certain levels of violations of standards of conduct (e.g., suspension for intimidation or threats, expulsion for assault and other forms of violence)
 - ii. Have educational components to consequences when appropriate (e.g., have mandatory training on the harmful effects of sexism, racism, and oppression much like we have)
- h. Encourage students to expand the Willamette Ethic to include explicit expectations regarding behavior outside the classroom (perhaps build off student proposal for Equity and Empowerment Center)
 - i. Require all incoming students to take and pass quiz on the expectations articulated in the Willamette Ethic (as part of Opening Days or CC classes for first year students and as part of transfer student orientation for transfer students)
 - ii. Require all incoming students to read and sign Willamette Ethic (as part of Opening Days or CC classes or transfer student orientation)
- i. Develop a campus life position for a trained sexual assault advisor and/or an administrative position in campus life who would be responsible for yearly trainings specifically on sexual assault and responding to sexual assault
- j. Develop a committee that could partner with agencies such as Mid-Valley Women's Crisis Service (MVWCS) or Solutions to provide yearly training to faculty, residential life, campus safety, and campus life staff on issues of sexism, racism, and oppression
- k. Should incidents involving sexual or racial intimidation, threats or violence occur, respond quickly to the victims and ensure that the primary focus of the campus response is on the effects to the victims/targets of the sexual or racial intimidation, threats, or violence, providing them with appropriate resources and support.

- l. Should incidents involving sexual or racial intimidation, threats, or violence occur, avoid undue focus on the perpetrators other than to address the campus response (e.g., avoid framing the perpetrators as victims).

Goal: Specifically educate groups of young males where a culture of sexual intimidation, threats, or assaults may be more likely to occur.

- m. Get male mentors (faculty, coaches, etc.) to work with and educate our young males with whom they have relationships about sexism, racism, and oppression.
- n. Develop a male peer-to-peer education program on issues of sexual or racial intimidation, threats, or assaults (much like WUMAV used to be).
- o. Meet with or write a letter to coaches and athletic directors discouraging them from advising their male athletes, in particular, to enroll in courses as large groups; this practice can discourage high-achieving athletes from engaging in social justice issues.
- p. Have Greek alumni have conversations with members of fraternities about issues of sexism, racism, and oppression.

2. CURRICULAR/ACADEMIC:

Goal: Find curricular ways to engage topics of social justice and issues of sexism, racism, and oppression

- a. Identify current MOI courses with significant social justice content (e.g., in current AR, IT, TH, and US courses). Designate these MOI courses as “SJ” (social justice) courses.
- b. Require students to take at least one MOI course with an “SJ” designation (NOTE: This should not affect sustainability of the curriculum as many MOI courses have this content already. If we find that we do not have sufficient numbers of current MOI courses that could be designated “SJ” courses, we may need to rethink this recommendation unless faculty are willing to add “SJ” content to their current MOI courses or are willing to add new “SJ” MOI courses).
- c. Have biennial teach-ins when classes are suspended and attendance is mandatory. These teach-ins (which historically have been reactive) could be planned proactively and could offer rotating foci on various topics related to social justice.

Goal: Provide pedagogical training for faculty with re: to issues of sexism, racism, and oppression.

- d. Have a faculty workshop on pedagogical strategies for addressing issues of sexism, racism, and oppression when they arise in class discussions.
- e. Reconstitute and train a teaching effectiveness committee which could be a resource for faculty when issues of sexism, racism, and oppression need to be addressed in the classroom.
- f. Have a process by which members of teaching effectiveness committee could respond quickly as mentors when concerns or difficult conversations arise unexpectedly in the classroom (e.g., microaggressions, hate speech, sexual or racial intimidation directed at either students, faculty, or individuals in general, etc.).

- g. Develop a network of trained faculty who would be willing to help each other craft plans for discussions around topics of diversity, social justice, etc.

Goal: Make standards of behavior a part of academic award and grant expectations

- h. Have departmental honors and awards include behavioral expectations for ethical character as a requirement (much like Phi Beta Kappa)
- i. Only confer departmental honors and awards to those students who have not violated the revised Willamette Ethic.
- j. Only confer undergraduate grants to those students who have not violated the revised Willamette Ethic.

We appreciate the establishment of the Working Group and their charge as well as the Title IX training that occurred during the Faculty Workshop. We recognize that we have put forth many recommendations in this letter, some of which may ultimately come out of the Working Group's recommendations. Although we understand it may not be possible to institute all of these recommendations or all of them at once, we await to see what the Working Group recommends and hope that their recommendations dovetails with our suggestions. We look forward to working with individuals across the campus to help enact any changes at the faculty level and to support other changes across campus.

Respectfully,

Abigail Susik
Rebecca Dobkins
Joyce Millen
April Overstreet
Allison Hobgood
Meredy Goldberg Edelson
Roy Perez
Emma Coddington
Stephanie DeGooyer
Barbara Stebbins-Boaz
Bobby Brewer-Wallin
Emily Drew
Marva Duerksen
Melissa Buis Michaux
Jade Aguilar
Rachel Kinsman Steck
Brianne Dávila
Anna Cox
Erik Nofle
Yan Liang
Jonneke Koomen
Mary Bachvarova
Seth Cotlar
Bianca Murillo

E.J. Reinagel
Xijuan Zhou
Matthew Bost
Nathan Sivers Boyce
Linda Heuser
Kelley Strawn
Christine Elder
Huike Wen
Darrah McCracken
Melanie Jipping
Raechelle Mascarenhas
Charlie Wallace