

October 2013



- 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

- 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.

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