

Unsettling Willamette's Eco-History: An Oral History Project with Alfonso Guzmán

This project first took shape after we, Ananya Gupta, Itzel Garibay Cervantes, Lydia Hoffner, Merry Smith, Tania Lopez Flores, and Vera Sieck, officially met Mr. Alfonso Guzmán in October 2023 during a session for our College Colloquium class, “Unsettling Race in the Pacific Northwest.” For many of us, it was our first semester at Willamette University, and our professor, Dr. Teresa Hernández, had organized for Mr. Guzmán, one of the campus’ groundskeepers, to give us a tour as a way to further understand the complex relationships between community, land, and racialization. In part, this project is a culmination of how that tour and conversation with Mr. Guzmán allowed us to put into practice our theoretical and academic understanding of history and place within an intimate and personal relationship relating to not just our community gardens on campus, but to the people that make these spaces available to us like Mr. Guzmán.

For Willamette University community members, Mr. Guzmán is a familiar, kind face, as he can be often spotted all across Salem’s central campus working to maintain Willamette’s natural beauty. He is no stranger to students, staff, and faculty on campus where he has served as a groundskeeper at the university for over 30 years. In Fall 2023, Mr. Guzmán gave us a small window into all the ways he has shaped the landscape and vegetation we currently find across campus. It was a day of collective excitement, learning, revelation, and joy for our class as a whole as Mr. Guzmán’s generosity shined through as he finished up the tour by offering us a bounty of fresh fruit and veggies without hesitation. On our tour, he took us to several of his gardens, showing us where to locate fig trees, nopales, tomatoes, chiles, squash, and more. The tour was a tangible experience, one that made Mr. Guzmán’s intentionality, knowledge, craftsmanship, and incredible labor behind the gardens matter and become more visible to all of

us. We were able to witness and feel the amount of care that Mr. Guzmán puts into the gardens, and by extension, our entire campus community.

Consequently, we collectively chose to name this project, funded by C.A.F.E.S., “Unsettling Willamette’s Eco-History,” in an effort to acknowledge, document, and celebrate the many, often invisible, physical and creative contributions that have been made to create and sustain our campus community gardens. As such, our project first acknowledges that our university is built upon the unceded land of the Kalapuya who are represented today by the Confederated Tribes of the Grand Ronde and the Confederated Tribes of Siletz Indians, which calls upon us all to grapple with the settler colonial histories that we inherit as faculty, staff, and students at this institution. As such, we draw a portion of our title from Eve Tuck and K. Wayne Yang’s “Decolonization is Not a Metaphor” (2012) where they state:

“...decolonization in the settler colonial context must involve repatriation of land simultaneous to the recognition of how land and relations to land have always already been differently understood and enacted; that is, *all* of the land, and not just symbolically. This is precisely why decolonization is necessarily unsettling, especially across lines of solidarity. (7)

Certainly, we understand the limits of what our project is trying to accomplish, and our primary intention with this project is to bring recognition to Mr. Guzmán’s contributions and relationship to this land. In this project, the “unsettling” component of our work is to correct what we know about Willamette University’s community gardens such as how the community gardens first started, who regularly maintains them, and what our collective responsibility is in “unsettling” an incomplete eco-history that erases the vital contributions of staff members like Mr. Alfonso Guzmán. We see this history linked to labor, race, and coloniality, and the project is an effort to

inform our campus community more widely on these issues as they relate to Mr. Guzmán’s contributions.

Similarly, we build from oral history traditions as a methodology to build this narrative in a way that preserves and documents Mr. Guzmán’s embodied knowledge, experiences, and contributions on our Salem campus. We conducted the interview in late Spring 2024, and readers can find a copy of the complete interview—in both English and Spanish—as supplemental documents to this project. In addition, readers are welcome to locate other supplemental materials within the University Archives at Mark O. Hatfield Library to find the full recording, photographs, and other accompanying materials.

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We want to begin first by introducing our readers to, especially for those unfamiliar with his personal background, how Mr. Alfonso Guzmán first became connected to our campus. Mr. Guzmán grew up in Yahualica, a town in Jalisco, Mexico where he attained a Bachelor’s Degree in Agriculture from *El Centro Bachillerato de Yahualica Jalisco #32*, and was soon invited by his brother to work in Oregon’s Willamette Valley in the 1990s. While he originally started working in forestry across the Valley, it was not until late 1992 when he applied and was soon hired by Willamette University. He started his role as a Groundskeeper on January 3rd, 1993, and brought with him a wealth of knowledge acquired through his studies, as well as cultural and embodied knowledge of plants from growing up in Jalisco. As of October 2024, Mr. Guzmán is at the end of his 31st year of employment at Willamette University and will be at the start of his 32nd year beginning in January 2025.

As we had mentioned earlier, this project first developed out of a campus community garden tour we went on in Fall 2023. During and after that tour, the deep incongruences between

the conflicting narratives surrounding the campus gardens' origins and their purpose became startlingly clear to us as students. For example, many of us had been told that the gardens were started and maintained exclusively by student organizations. After our conversations with Mr. Guzmán, we felt that it was deeply important that Mr. Guzmán's continuously generous and loving work on our campus did not go unacknowledged and unknown to the very campus community that has ultimately benefited from his dedication. As such, this project, "Unsettling Willamette's Eco-History: An Oral History Project with Mr. Alfonso Guzmán," is a way to honor, document, and preserve his contributions as an integral part of Willamette University's environmental history.



[Pictured: Mr. Guzmán at work on a community garden bed.]

Historicizing the Gardens

The Salem campus of Willamette University is like a small world unto itself and is prominently located across the State of Oregon's capitol building. The Mill Stream weaves through verdant, manicured lawns and florals, while the sweetness of cherry blossoms waft over sidewalks and into classroom windows in the Spring season. For students, staff, and faculty alike, this scenery and landscape are a part of our "natural" environment as we bustle along to our next class, meeting, or shift. In fact, our Salem campus lends itself easily to an idyllic description of "being in nature" that often makes invisible or negligible the incredible amount of labor it takes to create these meticulous and crafted environments that we enjoy and, even, take for granted.

In particular, we bring focus specifically on the Salem campus community gardens, which Mr. Guzmán has cultivated in order to create plentiful resources of fresh fruits, vegetables, herbs and medicinal plants for the harvest and nourishment for any person in need. His vision, which began in 1993, continues to be cultivated and cared for by both him and fellow groundskeepers to this day. The community gardens are truly open to anyone who finds themselves on our Salem campus. This includes Willamette students living in the dorms or off campus, international students, faculty, staff from any department, visiting families, and unhoused residents of Salem. In a world of increasingly limited access to fresh and healthy food and produce, our Willamette community has been nurtured for decades by the work of Mr. Guzmán.

The sizes of these garden beds vary and are dispersed in various locations around Willamette University's campus. Two of the primary locations that Mr. Guzmán presented to our group, and described in the interview, are on the Northeast side of Gatke Hall and the South side

of the Mark O. Hatfield Library. There are also other garden spaces that can be found in front of Matthews Hall or on the south side of Hudson Hall that Mr. Guzmán has cultivated.

While today's campus enjoys the visible beauty of the gardens, there was a time when Mr. Guzmán's work was covert and clandestine with tomatoes and chiles hiding between fuller landscaping plants. During our interview, Mr. Guzmán expressed that this was due to some initial fear and concern that Willamette University administrators might be less than supportive of his efforts and force him to stop planting the produce, which had so greatly been aiding those in need of it. Mr. Guzmán discussed this concern in the following excerpt from our interview:

Hernández: “You had said that they were sort of hidden, all the seeds that you had planted—was there a reason why you felt that you needed to keep it hidden at first?”

Guzmán: “Yes, because I thought that maybe they were not going to like to see tomatoes between flowers. ***laughter*** Or another plant. But after seeing that they did not reject me, I then decided to use spaces that were vacant—where there was nothing planted—and well, I have continued to treat it like that.” (3)

The university administration, thus, allowed Mr. Guzmán to keep planting produce without necessarily endorsing it. Presently, the gardens flourish more openly, with a variety of edible and medicinal plants accessible to our entire community—even often as the subjects of social media posts by Willamette University or other WU affiliate student organizations. In this way, we note a contrast to how Mr. Guzmán initially felt some concern about the reception of the gardens versus how the gardens are now seen as a “natural” and aligned vision with the university's identity around sustainability and environmental efforts. And yet, most frequently, there is never any indication provided that further historicizes the origins of the community gardens.

Some of the plants that Mr. Guzmán has planted over the years include a variety of tomatoes (like *romas* and *tomatillos*) green beans, potatoes, pumpkins, zucchinis, squash, *maize*, *nopales*, beans, and green onions. There are also blueberries and strawberries, and various fruit

trees such as figs and apples. These are all plants that are ready to be picked and utilized in the kitchen or even by a student on a walk in-between classes.

Mr. Guzmán's efforts have not been without some minor challenges including a familiar, whiskered face on campus has had an unfortunate impact on the work of our Salem groundskeepers. The nutria, the large semi-aquatic rodents that have established themselves on campus, alongside the rats, have taken to eating many cultivated plants. In particular, they destroy the *maize* that Mr. Guzmán planted by Gatke Hall. He stated, "There are some plants that they don't like, which are the *chiles*, the red tomatoes, the potatoes, the green beans, and the beans. So then I have to look for something that they don't like because last year I planted *maize* on all sides... and by the time I came around they had already eaten it" (7). There is an outside company that has been contracted by the school to manage rodents, but Mr. Guzmán has not been given the authority to personally seek different mitigation strategies.

In addition, Salem's Groundskeeping team has faced additional challenges over the years including reduced budgets to adequately maintain equipment that aids in their care of our campus landscape. For historical purposes, we want to note that our initial proposal to C.A.F.E.S. (Community Action Fund for Equity & Sustainability)—a committee run by fellow students that comes together to review proposed projects that center equity and sustainability on our campus and, ultimately, can approve or reject financial support—was initially rejected. One component of our initial proposal that was flagged was our request in the initial budget to include Oregon native seeds for planting on campus and a new tiller (in an attempt to ease some of the physically demanding work on our groundskeepers). We reasoned in that proposal that these items would be used to further develop and improve the community garden spaces. We were told, via email, by the committee that this was not within the scope of their funding, and while we eventually

revised and resubmitted our proposal and ultimately had our second submission approved, we were all delighted, and albeit a bit surprised, when this Fall 2024 another C.A.F.E.S. project had been approved to “improve the community gardens” by way of new, galvanized raised beds and other gardening materials. Unfortunately, such restrictions in budgets—both across campus and even in relation to student-funded grant opportunities—often lead to the deprioritization of our staff, and their needs, in the process. Moreover, the missed opportunity in providing our staff with functional, efficient, and sustainable equipment and materials that can make extremely physically-demanding labor like landscaping and farming less tedious or difficult, indicates to us that there is more work to be done in defining equity and sustainability across our campus.

In contrast, the gardens that Mr. Guzmán has created on the Willamette campus have offered nourishment, health benefits, connections, and the simple joy of a beautiful space to all at Willamette. Not only do the fruits of Mr. Guzmán’s labor nurture the people around him; they are a testament to his generous, and caring nature and commitment to community. Even as Willamette can feel like a small world unto itself, a space of beauty and bounty, the very existence of these gardens has always been, and always will be, tangible of the loving work of Mr. Alfonso Guzmán.

Cultivating Community Care

Mr. Guzmán’s application to his groundskeeping job at Willamette began as an extension of familial care. When he saw the job opening in 1992, he understood that such an opportunity would allow for his daughters to ultimately attend Willamette University at a reduced cost. Consequently, his daughters Martha Visoria Guzmán, Jessica Guzmán Flores, and Patricia McClarron Guzmán did all end up attending and graduating from Willamette University.

According to Mr. Guzmán, being able to work at his daughters' university "...was beautiful because I would go, ah, to the Department of the Grounds at ...6:30am, and I would turn on the lights and I would see my daughter in a window and she was like **made a hand waving gesture** and that gave me a strong emotion like she was here with me" (2). By securing the position at Willamette, he not only found a place of employment, but he was also able to show his love and dedication to his family by making an investment in his daughters' futures. His daughters, now WU alumni, have gone on to incorporate much of their father's community vision through their jobs in nursing, solar power companies, and immigration law offices.

When Mr. Guzmán first began the campus gardens in 1993, it was in part out of his love of farming. With a Bachelor's degree in agriculture, Mr. Guzmán said that he "always liked to farm," but there wasn't enough space at his house in Salem to cultivate crops (3). He saw an opportunity in Willamette's sprawling landscape where "[he] started putting *chiles* here and tomatoes here hidden between trees—between plants" (3). In combining skill and cultural knowledge, the gardens thrived and eventually came to be prized spaces on campuses for students, faculty, and staff alike. However, Mr. Guzmán also shared that there was something more urgent that he was responding to when he began cultivating these garden spaces.

In addition to these community gardens providing Mr. Guzmán with an opportunity to create, grow, and cultivate as he knew best, his cultivation of these gardens also addressed a growing and important concern: food insecurity among Willamette University students. Soon after starting his position, he noticed that students, especially International students, often struggled to have access to fresh produce. Mr. Guzmán shared that, "There were students before who came from China and Bangladesh and ... Pakistan. And these ones, [they were] very poor and had nothing" (3). In response to this rising campus need, he began planting more and more

produce. Mr. Guzmán shared that he believes that everyone is deserving of the satisfactory feeling of eating enough and being taken care of:

...what we planted here was always a wealth for them and to this day I have noticed it because there are students - even if they are Americans born here - also feel the need because their parents [cannot] give them anything. And I feel satisfied that it can be utilized by anyone. (3)

It is important for us to note that he didn't just extend this care to Willamette students, but always intended for these gardens to serve the broader Salem community as well. Mr. Guzmán added, "Even if they are not from here, there are people, for example, by where Gatke is, many homeless people come to pick from there... But no, no that does not bother me. If something is being used, it is fine. It doesn't matter who, so long as it is being used" (4). In addition to the fresh produce you can find readily across our campus, Mr. Guzmán also cultivates care for the community through the variety of traditional medicinal plants that he has planted in the community gardens. These include herbs such as Oregano and Peppermint, which can be used in *remedios*, remedies, such as teas to ease certain ailments.

A particularly interesting plant is the "*Gordolobo*," also known as "Mexican Mullein," some of which is located near Hudson Hall. Mr. Guzmán described how this plant can be "used for bronchitis, for a cough" (4). At the time of Mr. Guzmán's campus tour, Vera Sieck, one of the project's collaborators, was fighting a respiratory illness. Upon approaching the garden patch containing the *Gordolobo*, he eagerly shared the plant's properties and various ways to consume it. "It made me really emotional," Sieck reflected. "It's just really special to feel cared for in this way" (2024). Providing the availability of these plants is yet another way in which Mr. Guzmán has cared for the health of the Willamette community in an almost paternal way.



[Pictured: *The Gordolobo that Alfonso Guzmán planted near Hudson Hall.*]

Mr. Alfonso Guzmán has also found meaningful ways to bridge together his work on campus alongside his own Mexican cultural identity; a form of cultural care. In our conversations, he mentioned how certain plants hold special significance to Latine/x communities including one by Gatke Hall, with large green lobes covered in striking, white spines. These are *nopales*—a freeze-resistant cacti also known as “prickly pear cactus”— which is native to the Americas and is commonly used in Mexican cuisine. The *nopal* is central to Indigenous Mesoamerican cultures like those of the Nahuas, Mayans, and the Mexicas and aside from its culinary uses—it is considered a sacred plant for its medicinal and healing purposes.



[Alfonso Guzmán stands next to Nopales he planted on Willamette’s campus]

Another plant that holds a special significance to Mr. Guzmán and acts as a form of cultural care is one that was there from the very beginning of his work on the gardens: the *chiles*. While reflecting on the various demographics of people that are nourished by the gardens, he stated that it is “The same for the Hispanic families who come here and see that I have *chiles* and that I have these other [plants] and they ask me for them” (3). Through his labor and intentional selection of these various plants, Mr Guzmán’s work has created a source of cultural care and connection on campus. In addition to the *chiles*, Mr. Guzmán also has a number of *maize* stalks flourishing across campus near Gatke Hall and Hatfield Library, which further signals his commitment to Indigenous foodways and practices that honor a number of tribal traditions in the *Americás*. From the *tomatillos* to the students, Mr. Guzmán treats life with an active care and respect that are rivaled by few.

Unsettling Willamette's Eco-History

Ever since Guzmán began creating the gardens, multiple narratives have proliferated regarding the origin of the gardens and those who work on them. We intend to dispel some of this incorrect information as well as draw attention to the vision and labor of Mr. Guzmán, whose work has largely been missing from popular tellings of the community garden origin story.

We, as students now ranging from our second-year to final-year at Willamette, remember the excitement of visiting campus for the first time. In fact, included among the many stops made on initial tours of campus are stops at different spaces including the community gardens. During these tours, it was explained to us that the campus gardens were the idea and work of students, who had created a community gardens project for the whole campus to benefit from and partake in should they choose. As explained over the course of this project, this is not wholly accurate. While it is true that several student groups work towards planning and working on different areas of these garden spaces, the idea of the gardens as the community space we recognize is uniquely Mr. Guzmán's. Though we do not deny significance of highlighting student efforts, such recognition should not come at the cost of erasing the contributions of key figures on our campus like Mr. Alfonso Guzmán's.

Not only is Mr. Guzmán a trailblazer, being the first to conceive of the project of the community gardens which then inspired many student organizations' goals, but his work and that of the larger groundskeeping team allows for both his own projects and student projects to thrive. Though a few newer projects, such as the greenhouse space between Sparks Gym and Hatfield Library, have been the vision of student groups who have also regularly worked on them, it is nonetheless true that without the work of Mr. Guzmán and the rest of the groundskeeping team none of these dedicated spaces would exist. Though many students are earnest about their

commitment to various garden projects and wish to dedicate their personal time and labor to the completion of such projects, we must acknowledge that the vast majority of students are not on campus year-round. Through no fault of their own, they are then forced to abandon their projects until the start of the following semester. Consequently, it is during these crucial periods of time during the Summer—coincidentally when most students are also away—are also the most critical for plant growth through regular maintenance and care (7). Ultimately, such maintenance and caretaking is left to the groundskeeping team who works year-round to sustain these garden spaces until students make their returns to campus.

The collaboration between environmentally-conscious efforts by individual students and students organizations alongside Mr. Guzmán's and the rest of the groundskeeping team has resulted in the wider campus community embracing these gardens and becoming more involved in them. However, it has also led to a misrepresentation of their intended purpose, which further elides Mr. Guzmán's initial vision and ongoing labor at Willamette. In the wider Environmental Science and Biology departments and communities, and more specifically in a recent article put out by Willamette University's "Student Life News" section in March 2024, the gardens and Mr. Guzmán's work on them have been given specific political implications that do not accurately reflect Mr. Guzmán's initial goals with his project. In that article, titled "Farm Club grows food for the local community and volunteers for local organization," readers are given a very mediated understanding of the community garden's overall significance and symbolism.

The article mentions that Farm Club's "primary crops are located in the community gardenbut they have "guerrilla gardens" sprinkled throughout the Salem campus" (Moyer 2024). "Guerilla" is a term that comes from the Spanish word *guerra*, meaning war. Guerilla is often used to describe a military technique known as "guerilla warfare" in which militant groups

hide before launching a sort of “surprise attack” on their adversaries. The word also signals something “unauthorized” or enacted without permission. As such, “guerilla” has come to be associated with anti-establishment revolutionary movements, and though those movements certainly have power, the term does not accurately represent how these clandestine spots of crops on campus eventually came to be so valued and desired by multiple groups and individuals on campus.

Planting crops in inconspicuous areas started as a practice of action by Mr. Guzmán, which is certainly both revolutionary and indicative of his commitment to community care. These are the patches that are now being termed “guerrilla gardens” by separate campus groups who have vested interest in politicizing how they are seen and interpreted by the community more widely. Though this may not seem significant, the ideological dissonance marks how Mr. Guzmán's knowledge and lived experiences are still being distorted and overwritten by the voices of others. This is not to suggest that one cannot interpret or analyze these garden spaces as “guerilla gardens,” but that this act of interpretation makes clear that we are not adequately authorizing, valuing, and acknowledging Mr. Guzmán’s embodied knowledge and active history on our campus. As such, this project works to both affirm and preserve Mr. Guzmán’s knowledge and eco-historical contributions as a way to recenter his contributions and labor across the past three decades.

Later, the same article goes on to say that Farm Club “has even found partners in Willamette Facilities Department Staff who help ensure the plants grow big enough to eat” (“Farm Club grows food...” 2024). Notably, there are significant factual errors with this statement—errors that, uncorrected, change what is false into an accepted historical “truth.” By not acknowledging how central and vital our groundskeepers are to the continued success of the

community gardens, we displace the important recognition of our BIPOC staff. As such, the preservation of a corrected environmental history is ultimately crucial to our understanding of our Salem campus community as it exists today. As Willamette students, for example, we may take things such as the campus' lush beauty and the fresh vegetables around campus for granted or, perhaps worse, we may assume that they are a "natural" part of our environment. Mr. Guzmán's interview intervenes and interrupts such narratives about our campus. His contributions ask us to recognize the historical significance and impact of an environmental history that may be unsettling, but that is ultimately necessary.

Conclusion

Ultimately, our goal for this project was not only to highlight the work and vision of Mr. Alfonso Guzmán, but to preserve those contributions and celebrate him on our campus. We hope that readers of this project come away with a sense of gratitude for the often illegible labor by BIPOC staff. More specifically, we hope that readers of this project feel informed as they interact with our campus environment and the community gardens. We are especially proud that beyond this document, visitors and community members alike can locate the commemorative bilingual plaque in honor of Mr. Guzmán as a permanent installation in the garden space adjacent to the Sparks Athletic Complex. The plaque has the following inscription written in both English and Spanish:

"The community gardens found across Willamette University were first initiated and cultivated by Mr. Alfonso Guzmán in 1993. His care for our campus community paired with his expertise, knowledge, and labor have given students, staff, faculty, and visitors access to fresh produce for decades. His contributions are a central part of Willamette's

environmental history, and they also reflect Indigenous and Latinx cultures, practices, and traditions ongoing on our Salem campus. Today, these gardens continue to be cared for by Mr. Guzmán, his fellow groundskeepers, and other student organizations. This project, “Unsettling Willamette University’s Eco-history,” is funded by C.A.F.E.S. in an effort to acknowledge, document, and celebrate the many, often invisible, contributions that have been made to create and sustain our campus community gardens. For more information, please inquire about the full project at Mark O. Hatfield Library’s University Archives.”

The official ribbon-cutting ceremony and celebration for Mr. Guzmán took place on October 15, 2024. We had well over a hundred attendees gather to celebrate this momentous occasion, and included in the supplemental pages to this project is a transcript of the ceremony. Regrettably, the only thing missing from the transcript are the short speeches and remarks made by Mr. Guzmán and his daughter, Jessica. However, we want to add that at the ceremony, Mr. Guzman’s wife, two of his daughters, and his son-in-law all were in attendance and stood by his side from beginning to end. In addition, Mr. Guzmán still found ways to take care of all of us first by providing over a hundred pounds of fresh produce like *elotes*, *tomatillos*, onions, squash, and other vegetables available at no cost to anyone that wanted to take it. This act, even on an occasion where he was the one that was meant to feel cared for and celebrated, shows best how central community and community care are to the legacy that Mr. Guzmán will hold forever in our minds and hearts.

We also want to first thank our project advisor, Professor Hernández. Her first-year Colloquium course “Unsettling Race in the Pacific Northwest”, during which she brought in Mr. Guzmán, became the framework upon which we began this project. Professor Hernández worked along with us throughout every step of the process, and was a constant pillar of support. This

project would not have been possible without her guidance or her passion to support student work. And of course, we'd like to thank Mr. Alfonso Guzmán, the man whose incredible work and dedication we hope to immortalize with this project. Thank you for everything you have given and continue to give to all of the students here at Willamette University. We appreciate the time he has put in, the permission to tell his story, and the trust that we will do right by him. We can only hope to make a fraction of the impact that he has. Thank you also to the greater Willamette groundskeeping team: Efrain Kebekol, Joe Cooper, Jim Andersen, Dan McConell, and Holden Carrol and to the student workers who have assisted in their efforts across multiple decades. Finally, thank you to the C.A.F.E.S. committee for funding our project.

It is our hope that other similar projects will follow in an effort to contextualize Willamette's history as simultaneously a university and colonial entity in a predominantly white region like the Pacific Northwest—and in Oregon's Willamette Valley more specifically. At PWIs (Predominantly White Institutions), it is particularly vital that the work of BIPOC faculty, staff, and students are equally celebrated, compensated, and documented. This first begins with unsettling layers of Willamette history—not just for optics, but for historical integrity and accountability. BIPOC members of our community are also an indispensable part of our history, and much work is left to do in rendering that history visible.

Mr. Alfonso Guzmán, also a Mexican immigrant son, brother, and father besides his role as a Willamette groundskeeper, has enriched our school with his community care, cultural and agricultural knowledge, and physical labor. Such work must neither be forgotten nor unrecognized if we wish to have a lasting positive legacy that fosters and centers community. We hope that this recognition of Mr. Guzmán's contributions will cultivate inspiration as well as

make visible to past, present, and future students, staff, faculty, visitors, and organizations to always center care for others in their communities.

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