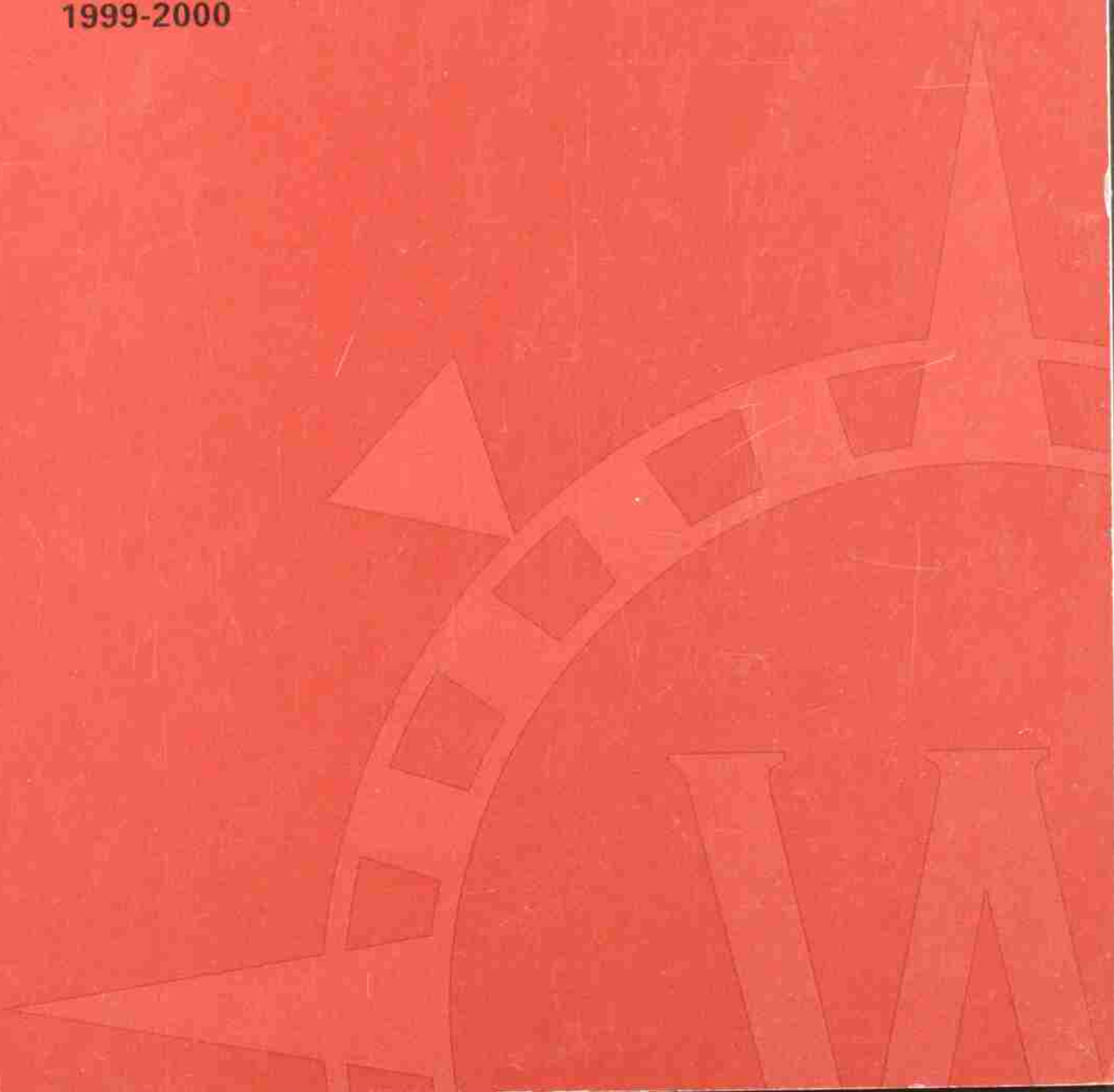


WILLAMETTE UNIVERSITY THE FIRST UNIVERSITY IN THE WEST

An evolving heritage

Annual Report of the President

1999-2000



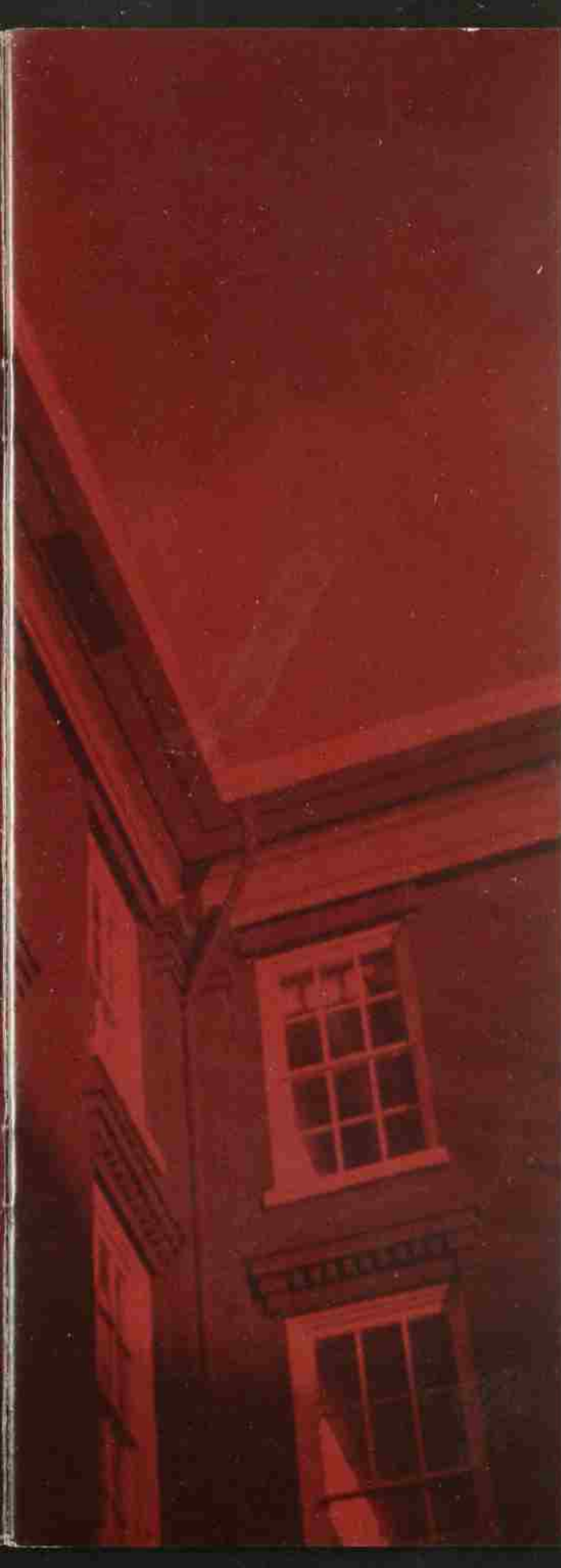
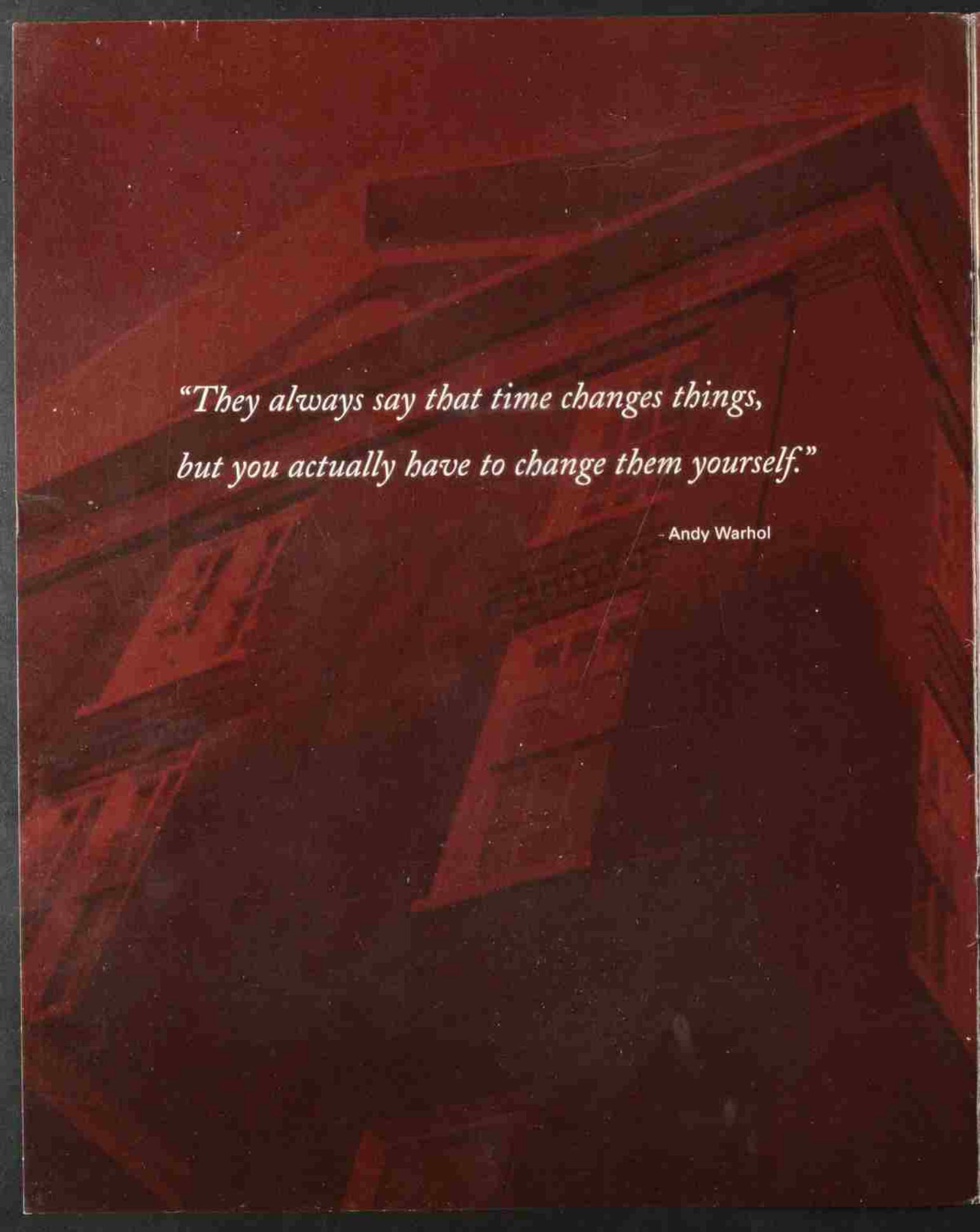


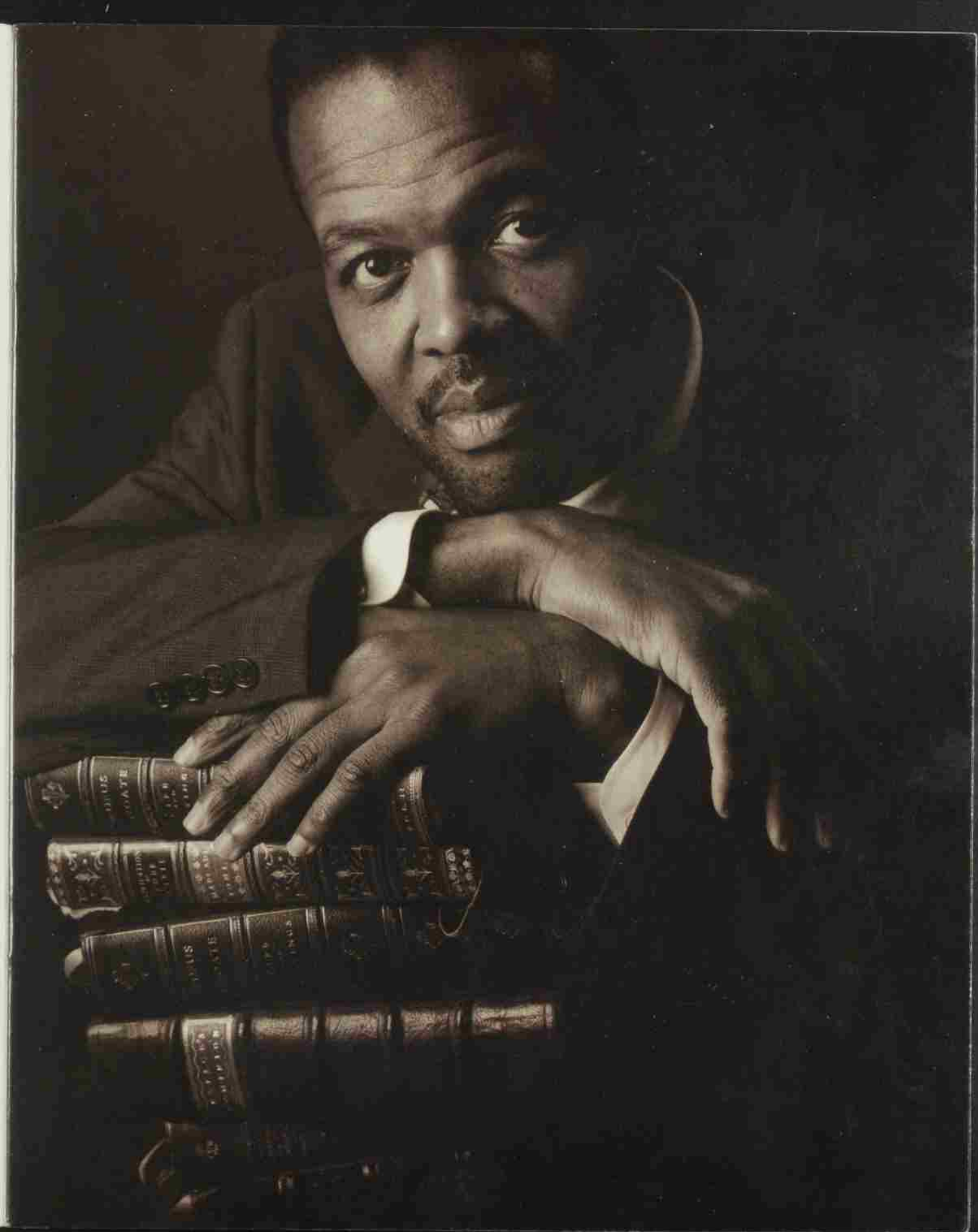
Table of contents

President's message <i>A vision for the future</i>	2
A heritage of accomplishment <i>The graduates go marching on</i>	4
A heritage of excellence <i>Honors and accolades</i>	6
A heritage evolving <i>The future of Willamette University</i>	8
Academics	10
Student life	12
Technology	14
Diversity	16
Visibility	18
Financial review <i>The financial year in review</i>	20
Board of Trustees/In memoriam	24



*"They always say that time changes things,
but you actually have to change them yourself."*

- Andy Warhol



Dear Friends of Willamette,

Once again, it is my honor to speak with you, the friends of Willamette, about the current state of our beloved University. In my inaugural annual report, I spoke about the sense of pride I felt to be president of a university with such a rich tradition of academic excellence. One year later, my enthusiasm and belief in what Willamette can accomplish not only remains firm, it increases with each passing day.

We have held true to our goal of providing a personal and intimate educational experience for each of our students. And while choosing to keep our focus small in size, our accomplishments have loomed large in setting us apart as an institution driven by intellectual rigor and service to humanity. We are the

only private institution in the U.S. to receive the 2000 Truman Foundation Honor award. Six of the past ten holders of the Oregon Professor of the Year award, given by the Carnegie Foundation for the Advancement of Teaching, are members of the Willamette faculty. And three Willamette graduates serve our country by sitting as representatives in the Congress of the United States.

I articulated another important theme in my first annual report - that we must build upon the legacy of this University so that future generations of students may fulfill the dreams they dare to imagine. That is why "an evolving heritage" is an apt metaphor to describe this annual report. It underlies

my belief that Willamette's strength be used as a catalyst for innovations that will further invigorate teaching and learning in our hallowed halls.

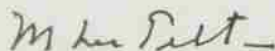
In 1999, I convened a committee whose task was to review Willamette's current standing and develop a comprehensive strategic vision and plan that will guide us in the months and years to come. Today, I am pleased to report that through the considerable efforts of our Long Range Planning Committee, we have succeeded in this endeavor admirably.

Within the pages of this report, you will find a summary of our Long Range Plan as well as the five principles that shall provide us with direction as we take Willamette into the 21st

century. I invite you to review the Long Range Plan as well as the accomplishments of our students during the 1999-2000 year.

Remember, the plan is not an end in and of itself, but rather a continuation of and improvement upon Willamette's exceptional heritage. While we have only begun the process of realizing our vision, I know our efforts will position Willamette as an institution of unrivaled excellence.

Sincerely,



M. Lea Pelton
President

A heritage of accomplishment

Another outstanding graduating class sets its sights on the future, prepared for a life of opportunity and responsibility.

Willamette University takes great pride in the accomplishments of its graduating Class of 2000. While their interests and aspirations differ, the 635 graduates of the College of Liberal Arts, the Atkinson Graduate School of Management, the College of Law and the School of Education share in Willamette's heritage of accomplishment and devotion to public service.

This year's graduating class was made up of 59 percent female and 41 percent male students. A sign of Willamette's appeal to

students is the average retention rate among the College of Liberal Arts and the graduate schools, which was a robust 93 percent. Over seven percent of the Class of 2000 were students of color. This year's graduates represent twenty-four states and sixteen countries. These young women and men now join an expanding network of University alumni, spanning out across the nation and the world to start companies, make discoveries, shape lives, solve problems and serve others.

Willamette's graduates realize that having a degree does not mean their education is complete. They know that a college or university degree is only the first stage in a process of learning, growth and service that lasts a lifetime.

Wherever their journeys take them, these graduates will have a positive impact on the lives of the people they meet and the communities in which they live. Their actions and accomplishments, their words and deeds will signify to the world beyond the campus what it means to be a graduate of Willamette.

In every facet of my life, I feel that Willamette has given me the skills to succeed, the confidence to reach new heights, the integrity to be a leader, and the compassion to be a good husband and friend.

—David Riggsby '00

Our graduates have moved on. Where will they seek employment?

The list below is a sampling of where some of our recent graduates are working today.

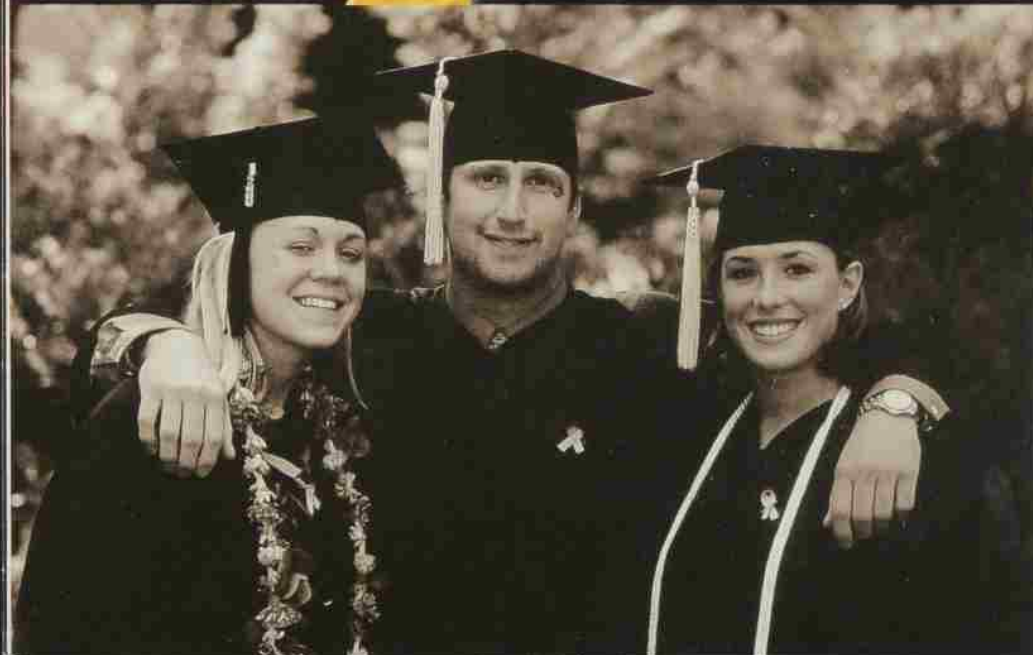
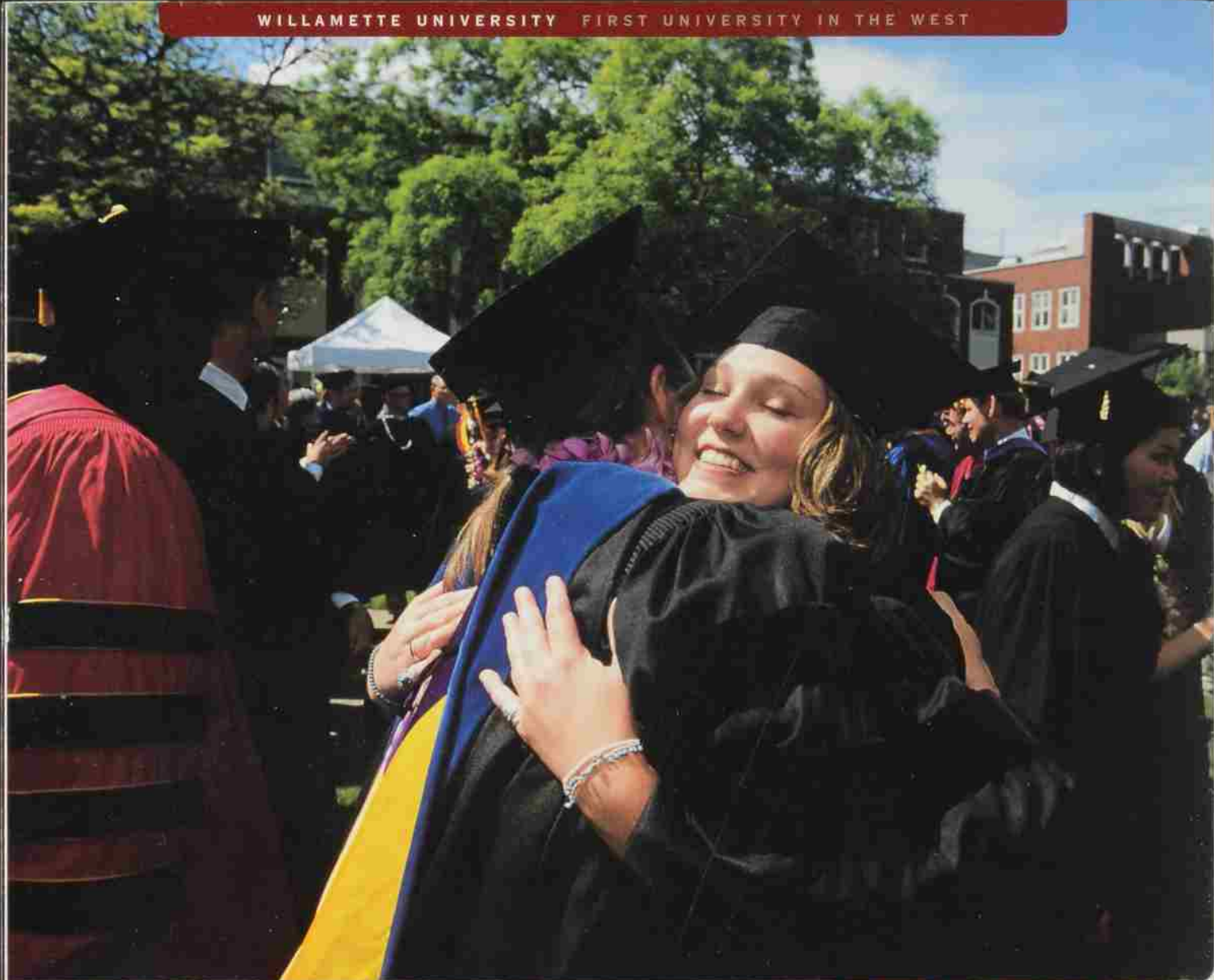
A.C. Gilbert Discovery Village
Active Arts Software
adidas America
Arthur Andersen
BEA Systems
Habitat for Humanity
The Hastings Center
Intel Corporation
iPlanet
Kamaleon.com
Kier Corporation
Law Office of Mark G. Obert

Maclaren School for Boys
Marion County District Attorney's Office
McGraw Hill Publishing
Mentor Graphics
Microsoft
Miller, Mertens & Spanner
NASA (National Aeronautics and Space Administration)
National Labor Relations Board
Oregon Department of Justice
Peace Corps

Portland Opera
Salem-Keizer School District
Seaside School District
Silicon Graphics
Tektronix
Upward Bound
U.S. District Court
U.S. Representative Samuel Farr
Vancouver School District
Wave Rock Communications
Willamette University
Woodburn School District

CLA Class of 2000 majors

25%	Biology
25%	Business economics
22%	History
15%	Economics
13%	Computer science
11%	Politics
10%	English
9%	Chemistry
9%	Environmental science
9%	International studies
9%	Psychology
8%	Philosophy
7%	Exercise science
6%	Sociology
6%	Spanish
5%	Mathematics
4%	Latin American studies
4%	Rhetoric/speech communications
4%	Theatre
3%	Art
3%	Classical studies
2%	British studies
2%	Music education
2%	Physics
1%	Anthropology
1%	East Asian studies
1%	German/Russian
1%	Humanities
1%	German studies
1%	Japanese/Chinese
1%	Music
1%	Music composition
1%	Religious studies



Class of 2000 geographic origin

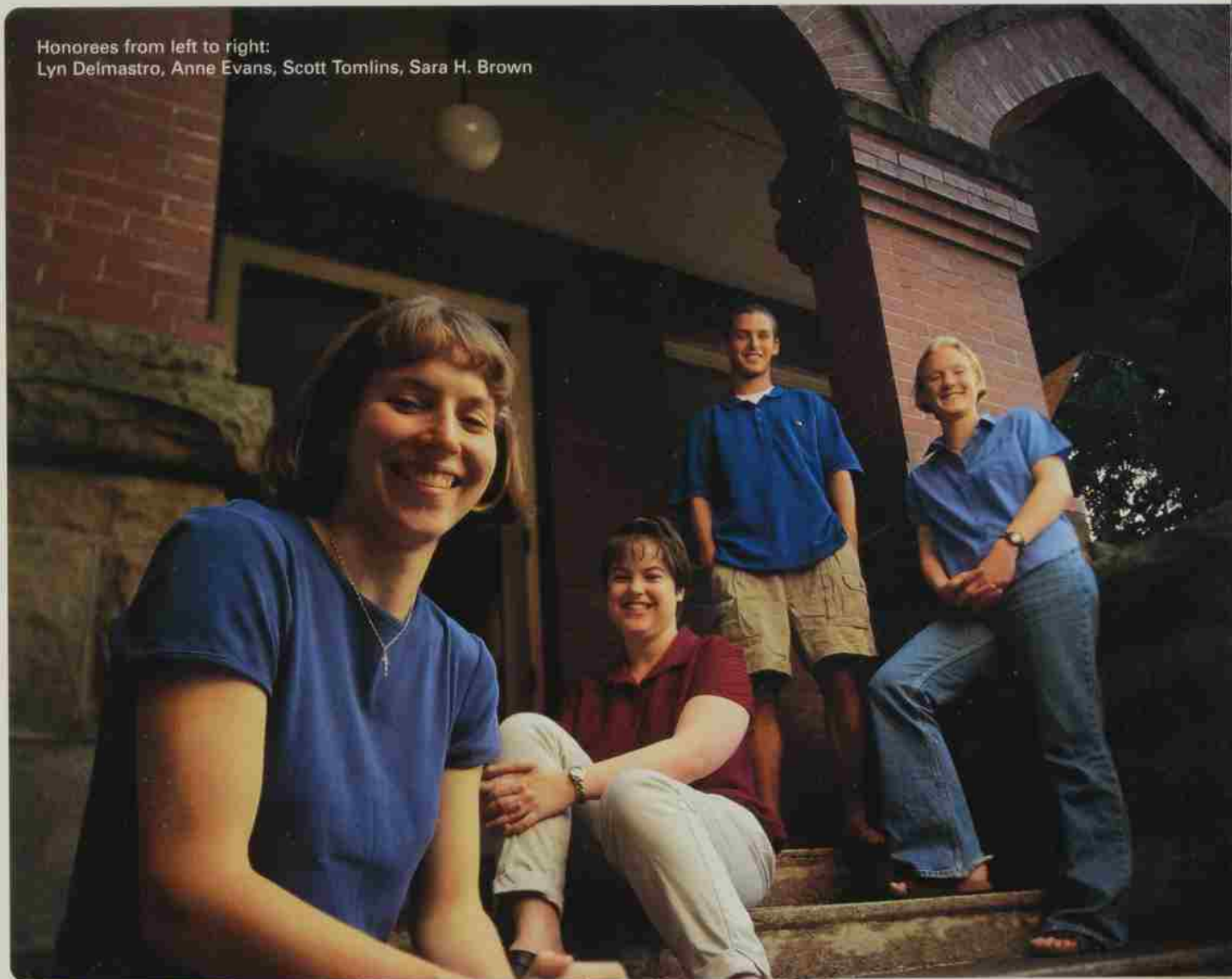
College of Liberal Arts

- 51.3% Oregon
- 35.0% WA, CA, HI, AK, ID
- 9.8% Other States
- 2.4% International
- 1.5% Unknown

Graduate Schools

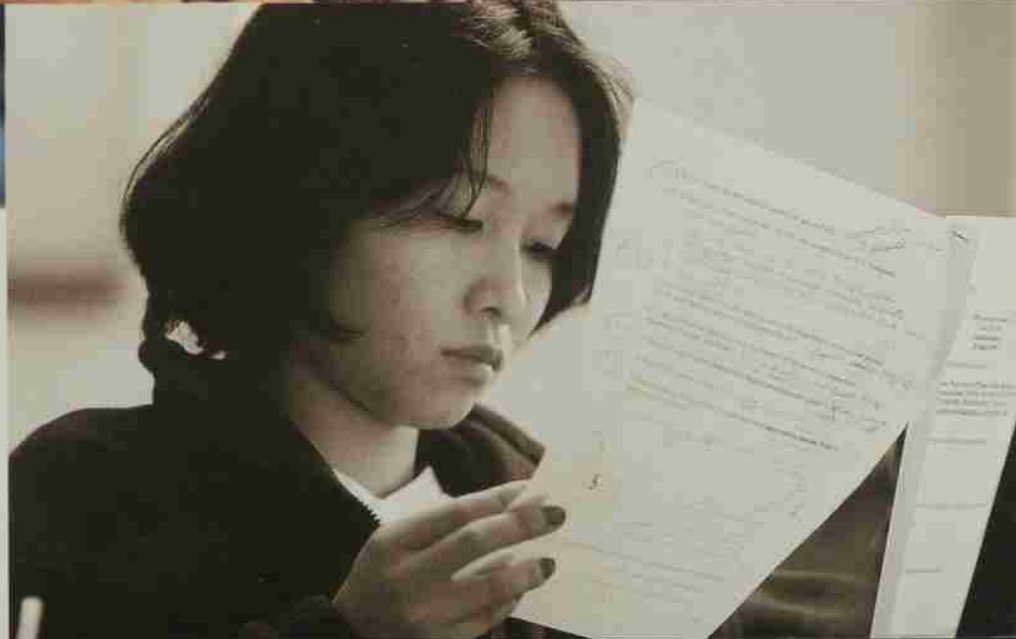
- 68.0% Oregon
- 18.0% WA, CA, HI, AK, ID
- 3.8% Other States
- 7.6% International
- 2.6% Unknown

Honorees from left to right:
Lyn Delmastro, Anne Evans, Scott Tomlins, Sara H. Brown



"I know one thing. Because of Willamette's liberal arts education, I was better able to make myself appealing to a wider range of career fields."

— Sally Avery '00



WILLAMETTE UNIVERSITY THE FIRST UNIVERSITY IN THE WEST

An evolving heritage

Annual Report of the President

1999-2000



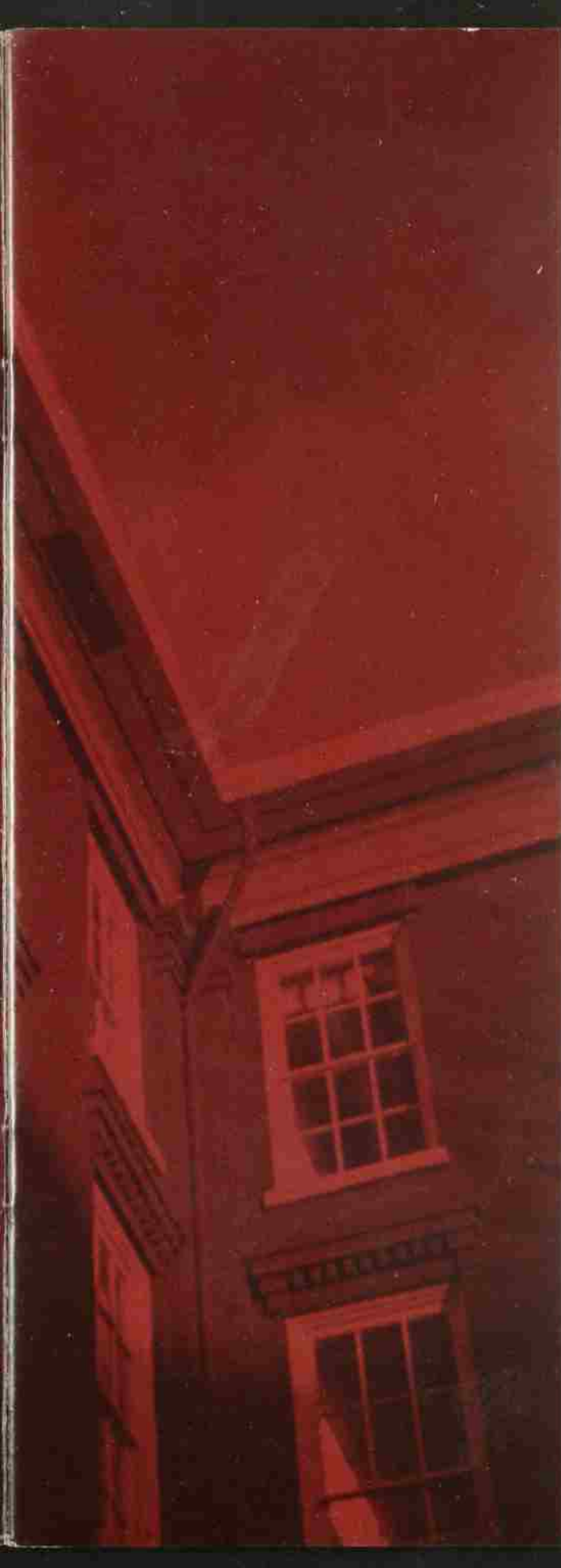
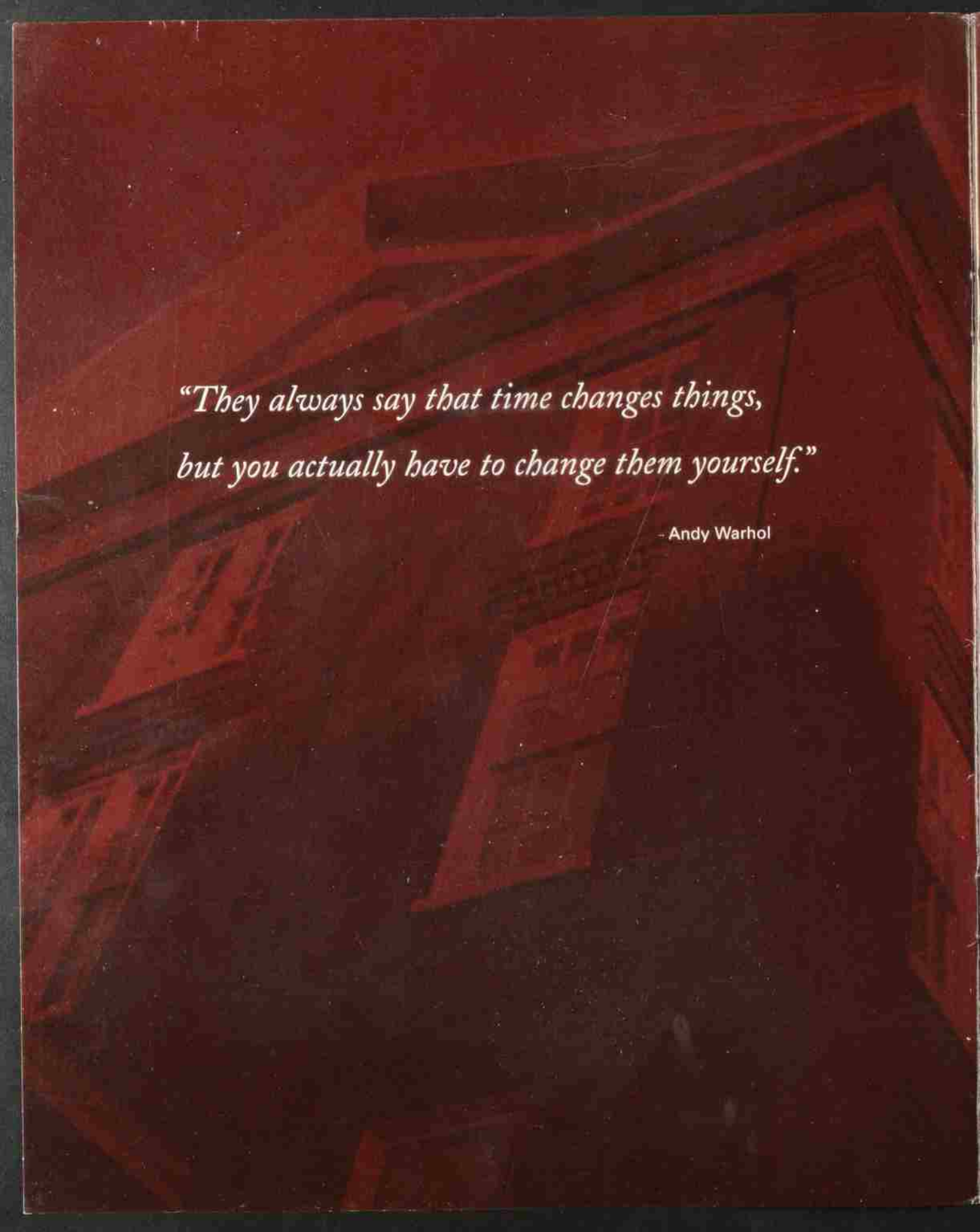


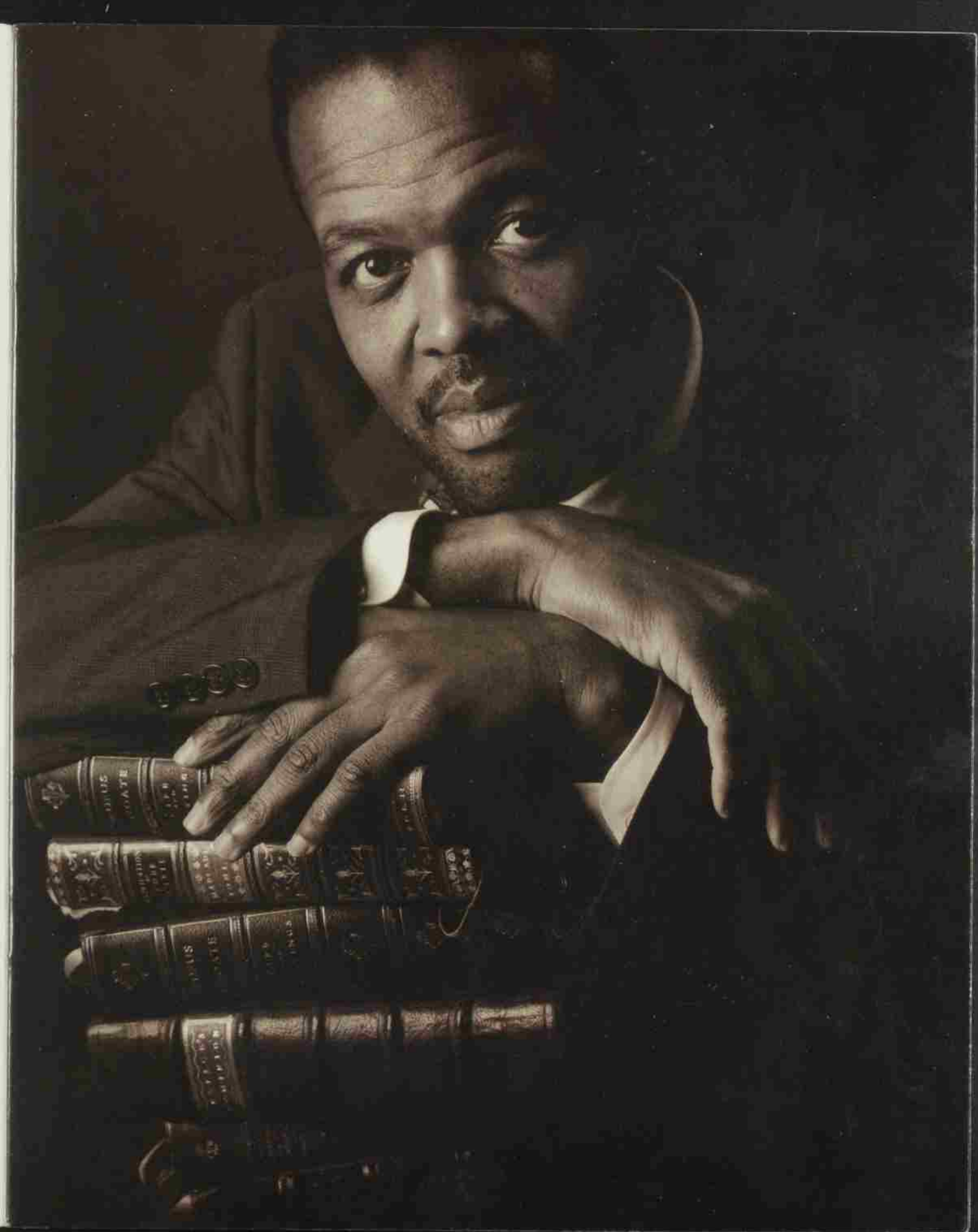
Table of contents

President's message <i>A vision for the future</i>	2
A heritage of accomplishment <i>The graduates go marching on</i>	4
A heritage of excellence <i>Honors and accolades</i>	6
A heritage evolving <i>The future of Willamette University</i>	8
Academics	10
Student life	12
Technology	14
Diversity	16
Visibility	18
Financial review <i>The financial year in review</i>	20
Board of Trustees/In memoriam	24



*"They always say that time changes things,
but you actually have to change them yourself."*

- Andy Warhol



Dear Friends of Willamette,

Once again, it is my honor to speak with you, the friends of Willamette, about the current state of our beloved University. In my inaugural annual report, I spoke about the sense of pride I felt to be president of a university with such a rich tradition of academic excellence. One year later, my enthusiasm and belief in what Willamette can accomplish not only remains firm, it increases with each passing day.

We have held true to our goal of providing a personal and intimate educational experience for each of our students. And while choosing to keep our focus small in size, our accomplishments have loomed large in setting us apart as an institution driven by intellectual rigor and service to humanity. We are the

only private institution in the U.S. to receive the 2000 Truman Foundation Honor award. Six of the past ten holders of the Oregon Professor of the Year award, given by the Carnegie Foundation for the Advancement of Teaching, are members of the Willamette faculty. And three Willamette graduates serve our country by sitting as representatives in the Congress of the United States.

I articulated another important theme in my first annual report - that we must build upon the legacy of this University so that future generations of students may fulfill the dreams they dare to imagine. That is why "an evolving heritage" is an apt metaphor to describe this annual report. It underlies

my belief that Willamette's strength be used as a catalyst for innovations that will further invigorate teaching and learning in our hallowed halls.

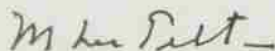
In 1999, I convened a committee whose task was to review Willamette's current standing and develop a comprehensive strategic vision and plan that will guide us in the months and years to come. Today, I am pleased to report that through the considerable efforts of our Long Range Planning Committee, we have succeeded in this endeavor admirably.

Within the pages of this report, you will find a summary of our Long Range Plan as well as the five principles that shall provide us with direction as we take Willamette into the 21st

century. I invite you to review the Long Range Plan as well as the accomplishments of our students during the 1999-2000 year.

Remember, the plan is not an end in and of itself, but rather a continuation of and improvement upon Willamette's exceptional heritage. While we have only begun the process of realizing our vision, I know our efforts will position Willamette as an institution of unrivaled excellence.

Sincerely,



M. Lea Pelton
President

A heritage of accomplishment

Another outstanding graduating class sets its sights on the future, prepared for a life of opportunity and responsibility.

Willamette University takes great pride in the accomplishments of its graduating Class of 2000. While their interests and aspirations differ, the 635 graduates of the College of Liberal Arts, the Atkinson Graduate School of Management, the College of Law and the School of Education share in Willamette's heritage of accomplishment and devotion to public service.

This year's graduating class was made up of 59 percent female and 41 percent male students. A sign of Willamette's appeal to

students is the average retention rate among the College of Liberal Arts and the graduate schools, which was a robust 93 percent. Over seven percent of the Class of 2000 were students of color. This year's graduates represent twenty-four states and sixteen countries. These young women and men now join an expanding network of University alumni, spanning out across the nation and the world to start companies, make discoveries, shape lives, solve problems and serve others.

Willamette's graduates realize that having a degree does not mean their education is complete. They know that a college or university degree is only the first stage in a process of learning, growth and service that lasts a lifetime.

Wherever their journeys take them, these graduates will have a positive impact on the lives of the people they meet and the communities in which they live. Their actions and accomplishments, their words and deeds will signify to the world beyond the campus what it means to be a graduate of Willamette.

In every facet of my life, I feel that Willamette has given me the skills to succeed, the confidence to reach new heights, the integrity to be a leader, and the compassion to be a good husband and friend.

—David Riggsby '00

Our graduates have moved on. Where will they seek employment?

The list below is a sampling of where some of our recent graduates are working today.

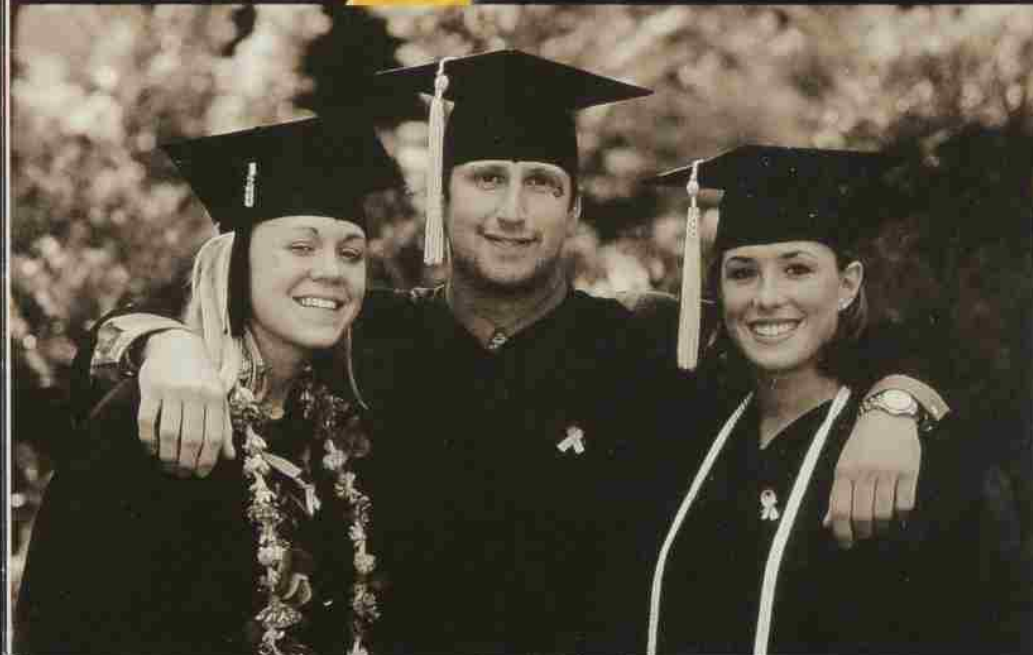
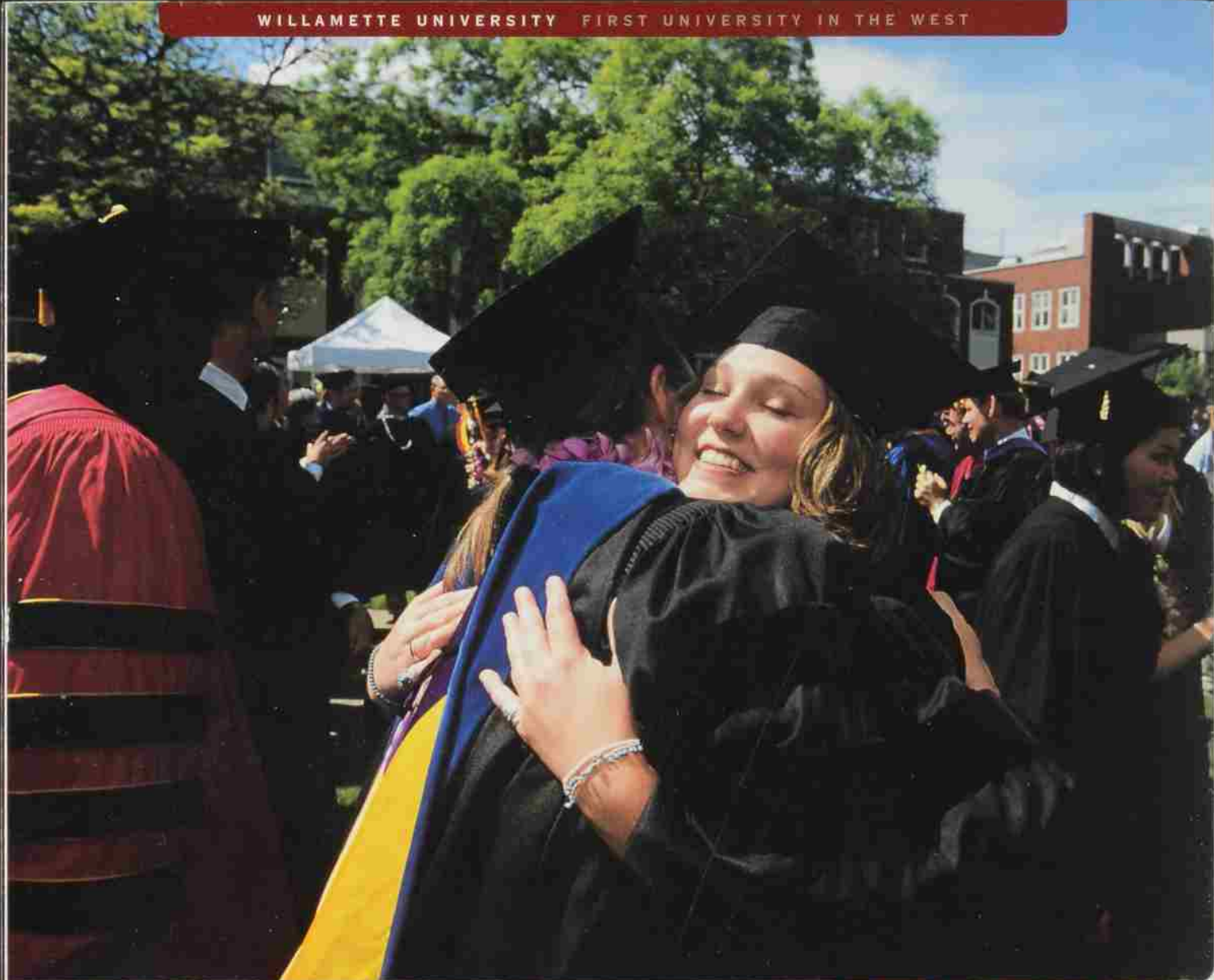
A.C. Gilbert Discovery Village
Active Arts Software
adidas America
Arthur Andersen
BEA Systems
Habitat for Humanity
The Hastings Center
Intel Corporation
iPlanet
Kamaleon.com
Kier Corporation
Law Office of Mark G. Obert

MacLaren School for Boys
Marion County District Attorney's Office
McGraw Hill Publishing
Mentor Graphics
Microsoft
Miller, Mertens & Spanner
NASA (National Aeronautics and Space Administration)
National Labor Relations Board
Oregon Department of Justice
Peace Corps

Portland Opera
Salem-Keizer School District
Seaside School District
Silicon Graphics
Tektronix
Upward Bound
U.S. District Court
U.S. Representative Samuel Farr
Vancouver School District
Wave Rock Communications
Willamette University
Woodburn School District

CLA Class of 2000 majors

25%	Biology
25%	Business economics
22%	History
15%	Economics
13%	Computer science
11%	Politics
10%	English
9%	Chemistry
9%	Environmental science
9%	International studies
9%	Psychology
8%	Philosophy
7%	Exercise science
6%	Sociology
6%	Spanish
5%	Mathematics
4%	Latin American studies
4%	Rhetoric/speech communications
4%	Theatre
3%	Art
3%	Classical studies
2%	British studies
2%	Music education
2%	Physics
1%	Anthropology
1%	East Asian studies
1%	German/Russian
1%	Humanities
1%	German studies
1%	Japanese/Chinese
1%	Music
1%	Music composition
1%	Religious studies



Class of 2000 geographic origin

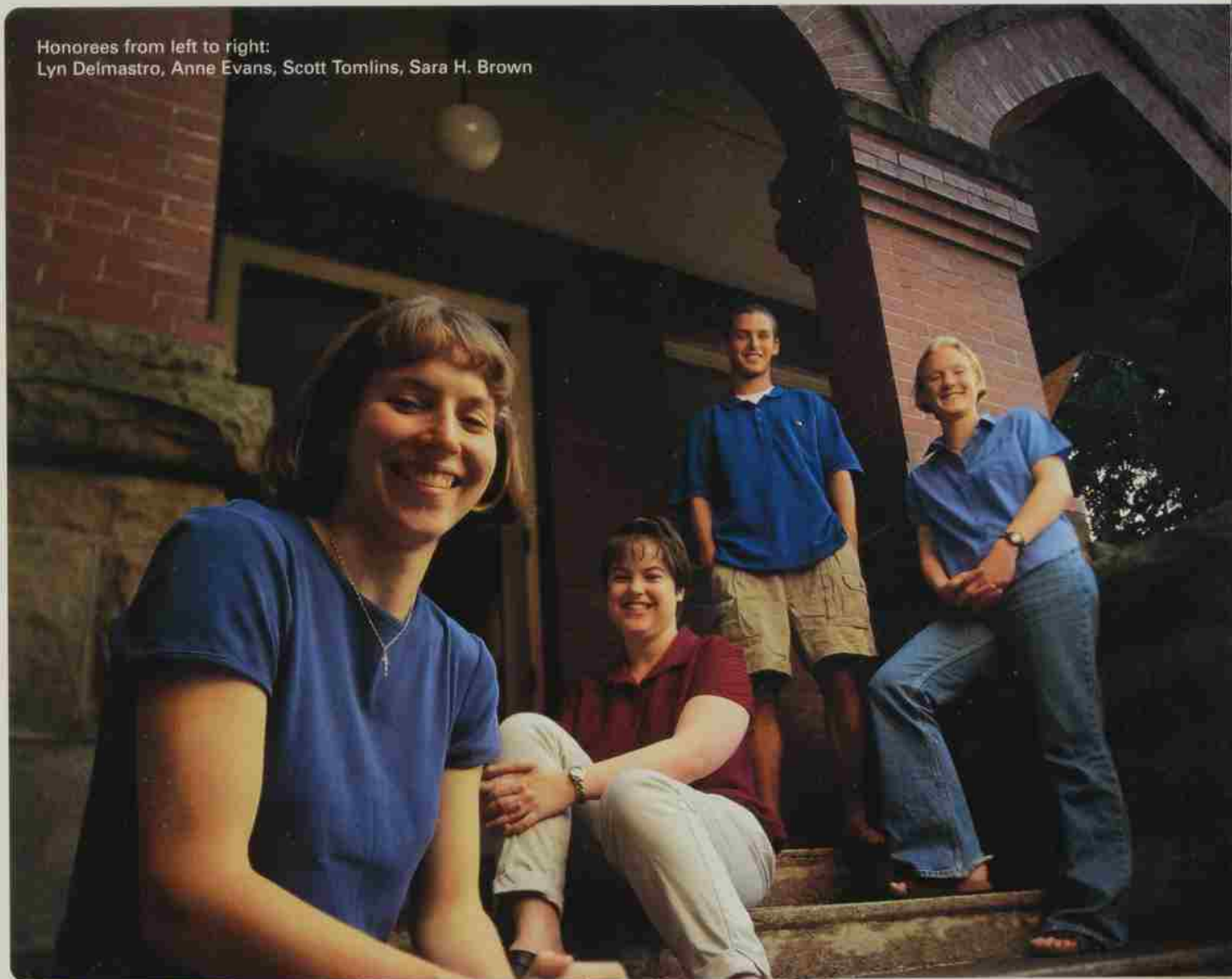
College of Liberal Arts

- 51.3% Oregon
- 35.0% WA, CA, HI, AK, ID
- 9.8% Other States
- 2.4% International
- 1.5% Unknown

Graduate Schools

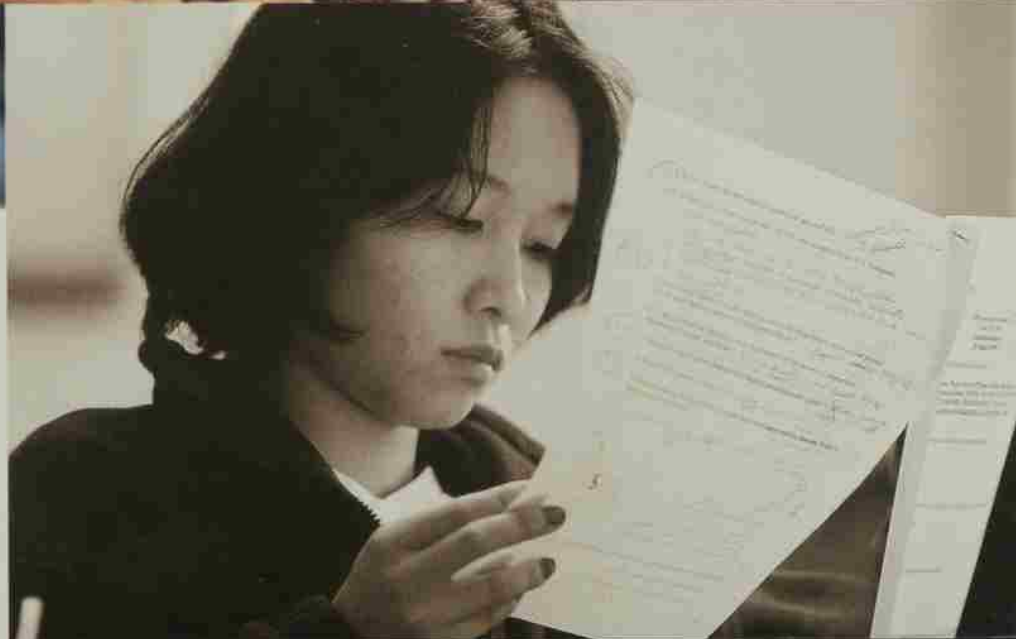
- 68.0% Oregon
- 18.0% WA, CA, HI, AK, ID
- 3.8% Other States
- 7.6% International
- 2.6% Unknown

Honorees from left to right:
Lyn Delmastro, Anne Evans, Scott Tomlins, Sara H. Brown



"I know one thing. Because of Willamette's liberal arts education, I was better able to make myself appealing to a wider range of career fields."

— Sally Avery '00



A heritage of excellence

1999-2000 was a year of distinction, continuing Willamette's heritage of academic excellence.

For Willamette students, focus and determination are keys to academic success, but it is enthusiasm for the learning process that takes them to a higher level of excellence. Through their dedication to scholarship, they enrich both their own lives as well as the intellectual vitality of our campus.

This year, four Willamette students received J. William Fulbright grants. A selective honor that is given to only 800 scholars in the U.S. annually, the Fulbright allows individuals to extend their education beyond our borders by spending one year abroad.

Willamette students have capitalized on these fellowships to embark upon teaching internships in Germany, Vietnam and Mexico.

The University also enjoyed continued success with the Harry S. Truman Scholarship program. One student

received this honor, which aids those who look toward careers in government or other forms of public service.

Two Willamette students received Morris K. Udall scholarships, which support students interested in solving environmental problems as well as working on Native American issues.

Willamette's academic excellence continues to shine in other areas as well, with two students receiving Goldwater scholarships, an award that aids students who demon-

strate superiority in mathematics and science; and one student receiving the Datatel Foundation Scholarship, which provides funds for graduate study. The honors won by these Willamette students are recognized nationally for their prestige and selectivity. These awards not only reflect the hard work and dedication of their recipients, but are also a firm indication

Class of 2000 national award recipients

Robert Reinhardt	Fulbright Fellow
Sterling Yates	Fulbright Fellow
Vi Ly	Fulbright Fellow
Angela D. Murray	Fulbright Fellow
Scott Tomlins	Goldwater Scholar
Briana Gross	Goldwater Scholar
Courtney Gregoire	H.S. Truman Scholar
Sara H. Brown	M.K. Udall Scholar
Kenji Wright	M.K. Udall Scholar
Anne Evans	Datatel Foundation Scholar

strate superiority in mathematics and science; and one student receiving the Datatel Foundation Scholarship, which provides funds for graduate study. The honors won by these Willamette students are recognized

that Willamette continues to recruit and educate an intellectually vibrant student body.

Current Willamette scholars

CLA: Remy Choi
Blackman/Barber Scholarship
Senior from Honolulu, HI
Biology major

AGSM: Michael Doss
Fred and Karen Butler Scholarship
First year management student
B.S. Western Baptist College

LAW: Heidi York
Roy Lockenour Award for
Professional Responsibility
Third year law student
B.A., University of Portland

EDUC: Alan Kirby
Mary Stuart Rogers Scholarship
B.S. History, Western Oregon University

A heritage evolving

With a history as celebrated as Oregon's, Willamette is stepping into the future as President Pelton unveils a new plan.

Willamette's national reputation as a top-tier liberal arts institution of exceptional quality is well deserved. The University enjoys a rich heritage and the flexibility to adapt to new challenges in providing a superior education. As Willamette's tradition continues, we walk a path that holds obstacles and immeasurable opportunity.

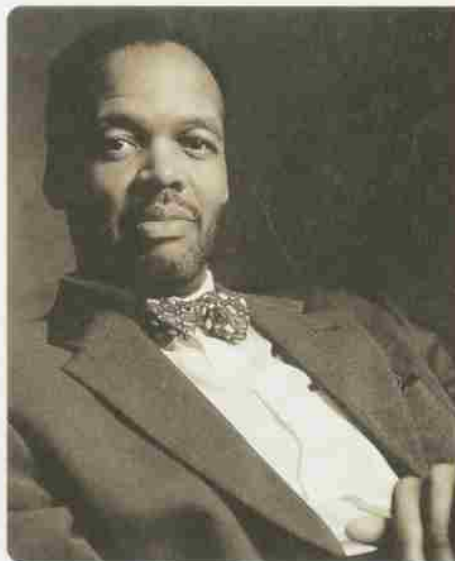
Competition to be recognized among the best universities and colleges in the nation continues to grow. Those institutions without a sense of vision will falter. Those with a clear plan of action will strengthen their positions as educational leaders.

Recognizing this reality, President Pelton brought together various members of the University community in the fall of 1999. He asked them to help him forge a new direction for Willamette; a direction that would carry the institution into the 21st century as an academic, intellectual and innovative leader in higher education.

This long-range planning committee was made up of members from every campus constituency including faculty, students, administrators, trustees and alumni. With great energy and enthusiasm, the committee members performed an assessment of

Willamette's status and determined the University's strengths as well as areas where improvement was needed.

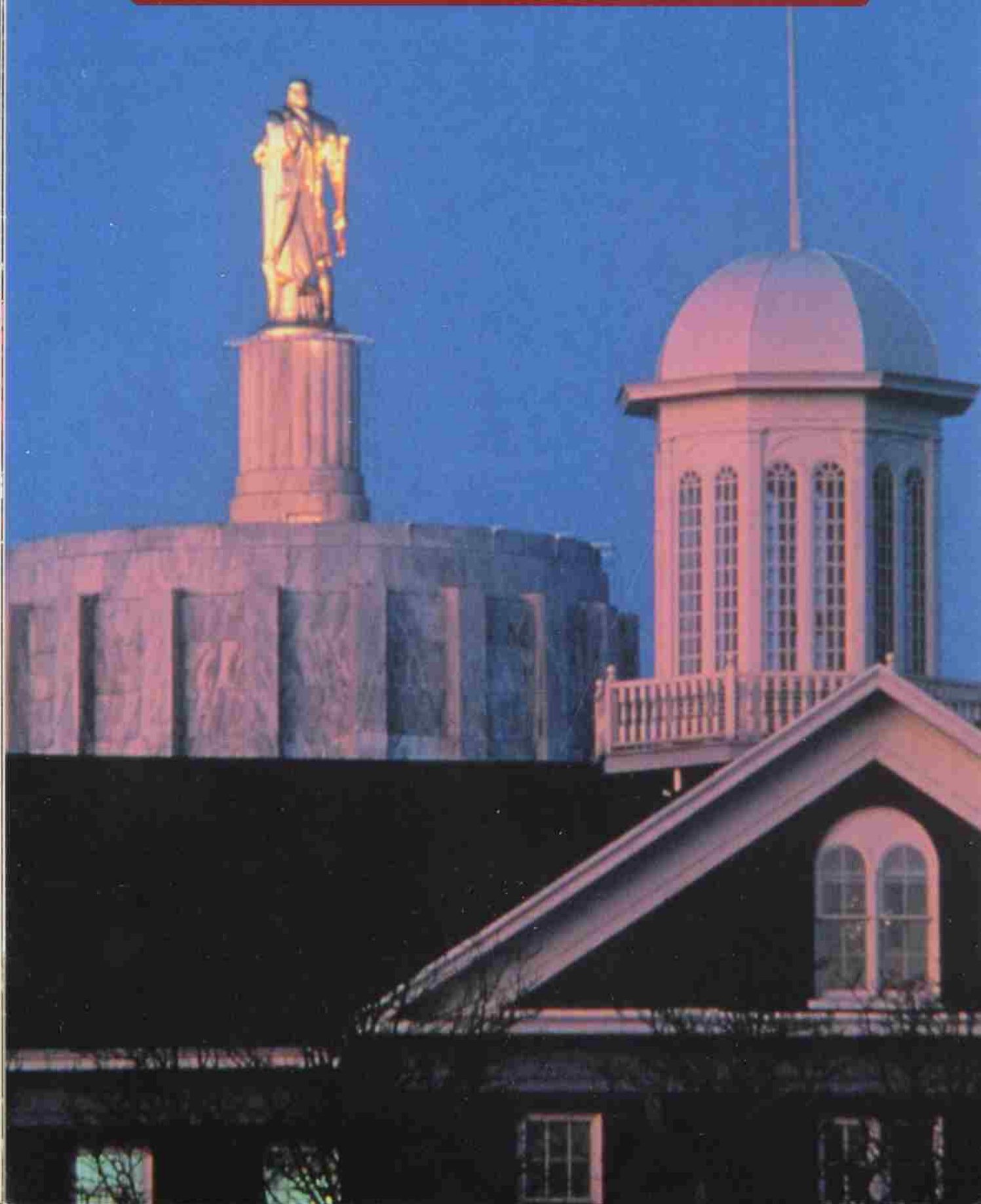
A comprehensive strategic plan, constructed around a set of five principles, was developed from this assessment. These principles will provide us with direction as we build upon the University's long tradition of excellence. Each principle is broad but contains a number of important initiatives that will have a lasting positive effect on the University. This Long Range Plan will guide Willamette as we make our mark on the new century.



President M. Lee Pelton believes in the limitless potential of Willamette. He knows that the best is yet to come for the University.

The five guiding principles for Willamette University

1. We will strengthen academic excellence.
2. We will strengthen the social community that defines student life.
3. We will strengthen technology integration and innovation.
4. We will strengthen our commitment to diversity.
5. We will strengthen our efforts to increase our visibility.





It's difficult to find someone who doesn't think academic excellence is a good idea. Are there advocates for academic mediocrity? Intellectual adequacy? All universities desire academic excellence. That only a few institutions achieve this standard is evidence that it takes more than desire: It takes a long-term commitment from a community of trustees and faculty, students and administrators. Academic excellence is an achievement we earn together.

— David Douglass
Associate Professor of Rhetoric
and Media Studies

the intellectual opportunities available to students and providing them with a more satisfying and stimulating intellectual experience.

Another essential part of academic excellence is ensuring that students and faculty are provided with the appropriate supporting facilities. By continuing to look at ways to best utilize our existing structures, and consider renovation or new construction if necessary, the University will maintain a campus that is an energizing force for the Willamette community.

In order to solidify its place among the premiere universities and colleges, Willamette remains committed to making significant investments in the people, programs and facilities that strengthen this University.

Initiatives

1. The University will attract, enroll and retain the best and brightest student body through generous institutional grants, awards and scholarships.
2. The University will invest in the best and brightest faculty. They will be exceptionally qualified and value equally their roles as teachers, researchers and mentors.
3. The University will continue to maintain its small class sizes.
4. Science and social science research seminars will be conducted with short-term visiting scholars, and the fine and performing arts curriculum will be enhanced with an on-campus concert series and master classes hosted by visiting artists.
5. The University will increase the number of students on Willamette-sponsored exchanges.
6. The University will expand the opportunities for postgraduate professional development and continuing education.
7. The University will continue to utilize our facilities to provide a comfortable and pleasant environment for learning.
8. A wide variety of academic majors will have honors programs and performing arts majors will have a tutorial track.



Long range objectives

Attract and enroll the highest quality students.

Support a faculty that values the joys and challenges of teaching and scholarly activity.

Foster greater student creativity and scholarship.

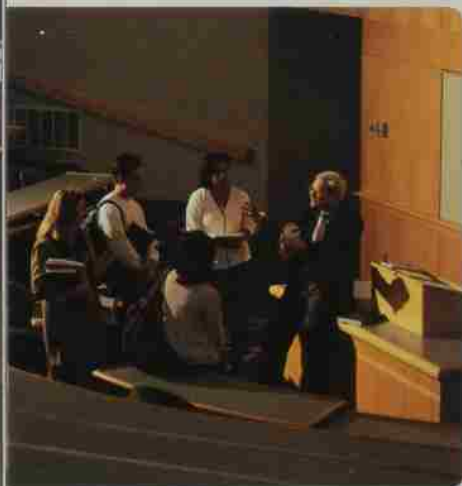
Provide the best educational facilities available for faculty and students.

Offer additional programming that enriches the academic life of campus.

Provide rewarding international and domestic off-campus programs for students and faculty.

1

Strengthen academic excellence



Academic greatness is the business of Willamette University, but achieving that greatness requires persistent attention to the resources that enable a rich educational environment. Academic success, for both the College of Liberal Arts and the graduate schools, rests on Willamette's ability to continue to attract, enroll and

friends and prudent management of our existing resources.

The students Willamette recruits are exceptional. To continue enrolling and retaining the best students, the University will expand its offering of awards, grants and scholarships so that cost does not become a barrier to

focus on teaching by providing its professors with the resources they require to conduct successful research. This means making a firm commitment to increasing financial support and rewards for faculty research projects. It also means funding more endowed chairs and creating a research assistantship program.

The true business of liberal education is greatness.

— Nathan M. Pusey
President, Harvard University 1963-1971

retain talented students; support the teaching and research efforts of the University's gifted faculty; and provide superior academic opportunities and high-quality facilities. Meeting these objectives is possible through the continued financial support of Willamette's alumni and

attending or graduating from Willamette. This commitment will be essential to maintaining a vigorous student body. Known for professors who possess remarkable teaching skills, Willamette's primary responsibility is the education of its students. The University will balance this

Willamette's students already reap the benefits of small class size. The University will endeavor to bring them even more opportunities for enrichment and enlightenment through expanded post-graduate and professional programs, inviting world-renowned scholars to lecture and debate on campus, and becoming more focused on cross-disciplinary collaboration. These efforts will be aimed at broadening



Students involved in academic programs truly value the opportunities to participate in campus life outside the classroom. The wide variety of facilities and activities available provide occasions for necessary relaxation, stress relief and personal enrichment.

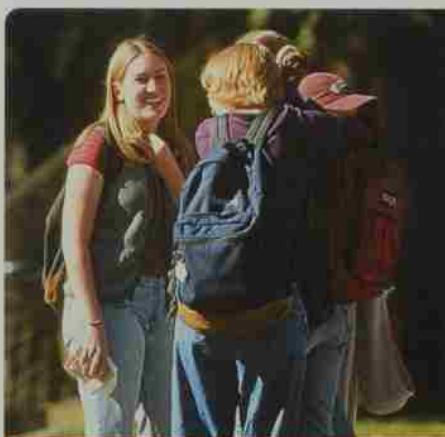
— Rosalyn Edelson
Associate Professor of Education

strength, will be supported and extended. Key personnel will be hired to help coordinate and more fully integrate curricular and co-curricular activities into the everyday lives of students. At the undergraduate level especially, we will find innovative ways to blend residential life with opportunities for intellectual growth, ethical development and play.

These improvements to campus life will enrich the lives of Willamette's students and provide them with a fulfilling collegiate experience.

Initiatives

1. The University will expand faculty involvement in the residential life of the University.
2. A position for an Associate Dean for Student Academic Development will be created in the College of Liberal Arts to enhance connections between the student's curricular and co-curricular life.
3. Opportunities for learning while in service to the community and natural environment will be increased.
4. The University will expand recognition of outstanding student service and achievement.
5. Alumni involvement in developing off-campus service opportunities will be strengthened.
6. The University will improve existing athletic and recreation facilities, add new ones and increase programs and offerings that utilize those facilities.



Long range objectives

Enhance the relationship between professors and students.

Provide more opportunities for the application of knowledge.

Encourage greater participation in campus and community service events.

Provide the best facilities available for students to live, learn and recreate.

Create greater interaction between alumni and students.

2

Enhance student life

A Willamette education is more than the acquisition of knowledge. It is an acknowledgement that education constitutes a quest for understanding and a struggle to define one's relation to the

serves a critical function in this regard because it provides students with experiences that both confirm and challenge their beliefs. An educational institution that sacrifices student life for the

the University continues to mold students who are thoughtful, creative and articulate. Residential and social life will support the educational purposes of the University. Opportunities to



Do not confine your children to your own learning, for they were born in another time.

- Chinese Proverb

world. It is a recognition that service to Willamette and the community is as much a part of being a student as going to class and completing assignments. Student life on campus

sole pursuit of academic rigor invariably fails to produce complete students.

Willamette will work to broaden and enhance student life on campus, so that

learn while in the service of the community will expand so that students remain involved in the world beyond Willamette's campus. More recognition programs will be established to honor students whose skills and achievements enhance campus life. Faculty relationships and involvement with students, already a Willamette



The computing revolution has not yet commenced. How education will be transformed, no one can reliably predict, but surely everyone educated in the 21st century will be conversant with information technology – those who are adept will hold a decided advantage.

– James Levenick
Associate Professor of Computer Science

through increased productivity, streamlined communication and greater capability to locate and use information.

By investing in technology to strengthen teaching, learning, research and administrative functions, we will develop the University as a national leader in the application of technology.

Initiatives

1. The University will initiate a campus-wide strategic plan for innovation, which will provide technological resources for curricular and pedagogical advancement.
2. Major administrative services such as registration, academic advising and information retrieval will be Web integrated.
3. The University will find new and innovative ways to use computers, networks, e-mail, the Internet and other cutting-edge technologies to bring students and faculty closer together.
4. University libraries will have the infrastructure and resources to acquire material in all formats. More Web resources will be made available through the libraries.
5. All campus technology will be regularly evaluated and upgraded when needed.



Long range objectives

Be recognized as a leader in the use of information technology.

Enhance educational programs and teaching effectiveness.

Offer greater services and information through the library.

Create more efficient and effective administrative services.

Successfully maintain and upgrade equipment and facilities.

3

Strengthen technology

Technology is rapidly changing the way we live our lives. The speed and pervasiveness of this change has never been equalled in the history of humankind. Colleges and universities are harnessing new technologies to improve both the quality and amount

of educational services they provide. For Willamette to be a leader in the integration of technology into higher education, the University will provide its students, teachers and staff with exceptional levels of technological resources and associated training.

By further integrating technology into the operations of Willamette, we will address the educational needs of our students, enhance the pedagogical talents of our faculty and increase the effectiveness of our administrative staff.

against its misuse. At a time when anyone can get online and purport their own views without censure, it is important that Willamette's faculty arm its students with the critical skills to discern invalid from valid information.

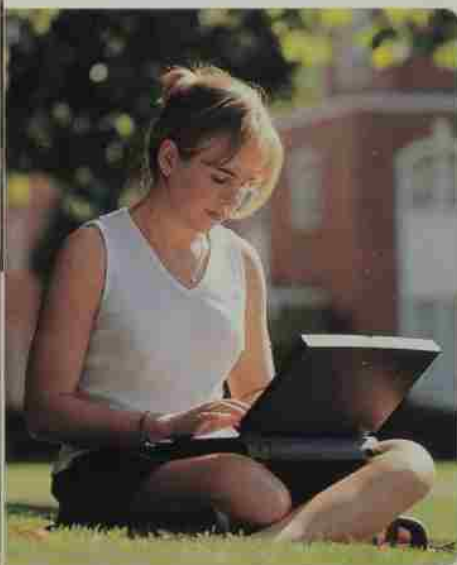
All tools and engines on earth are only extensions of man's limbs and senses.

— Ralph Waldo Emerson

of educational services they provide. For Willamette to be a leader in the integration of technology into higher education, the University will provide its students, teachers and staff with exceptional levels of technological resources and associated training.

Willamette's mission, to provide a complete education for its students, remains unchanged. The tools and methods of teaching, however, are evolving. Investing in educational technology prepares students to utilize current technology and teaches them how to guard

New technologies will be a valued part of the classroom experience, enabling professors to enhance their lectures and create a dynamic atmosphere of intellectual discovery. Lectures will include not only chalk and blackboard, but also digital displays alive with text, sound and video. New databases and search tools will provide researchers with quicker access to the information they seek. Administration and staff will benefit from new technology





Racial, ethnic and gender diversity among faculty and students enriches education by bringing additional perspectives to the learning environment. Willamette's aggressive efforts towards this goal is instrumental in its becoming a leading educational institution.

— Yvonne Tamayo
Associate Professor of Law

funding for international programs such as study abroad, and a greater integration of international students into the activities of campus life.

Through these efforts, we will do our part to continue promoting an honest respect within our student body for all manner of belief and opinion. Willamette will make the commitment to invest in the people, programs and activities that lead to greater appreciation of and dedication to diversity in the student body, faculty and staff.

Initiatives

1. The University will create a greater number of minority scholarships.
2. Additional admissions representatives will be assigned to recruiting minority students.
3. Domestic and international student exchange programs between Willamette and other universities will be expanded.
4. Joint programs between the University and Tokyo International University of America (TIUA) will strengthen integration and increase the number of TIUA students transferring to Willamette.
5. The University will enrich the curriculum in the area of ethnic studies.
6. Interdisciplinary, multicultural courses of study and majors will be developed.
7. On-campus support and resources for underrepresented students will be enhanced.



Long range objectives

Culturally diverse students will represent a larger percentage of Willamette's student body.

The retention rate for minority students will match the campus average.

Willamette's faculty will be more racially, ethnically, economically and geographically diverse.

Minority programs and services will flourish on campus.

4

Promote diversity

A climate of diversity is one in which a healthy dialogue continually embraces a rich variety of ideas, differing per-

cultural variety inherent in the world in which we live. These efforts will not be undertaken to garner praise, but because they will have a measurably positive impact on Willamette. Exposure to different perspectives serves students by broadening their critical thinking skills, expanding their opportunities for intellectual inquiry, and preparing them for social

which diversity is a fundamental value.

Willamette will aggressively expand its recruitment efforts of minority students through the increased use of scholarships. The University will actively seek more minority professors, not only for the unique perspectives they bring to campus, but also for the value their teaching and research adds to academic life. More speakers and visiting scholars will be brought to campus to enliven Willamette's community of ideas. More effort will be placed into developing a curriculum that contains a higher degree of multicultural courses and the opportunity for students to major in these areas. Finally, we will support diversity through greater



We allow our ignorance to prevail upon us and make us think we can survive alone, alone in patches, alone in groups, alone in races, even alone in genders.

— Maya Angelou

spectives and backgrounds, and individual and group differences. Our entire University will reflect the geographic, racial and

and civic responsibilities. Willamette University is committed to building a community of students, faculty and staff among



Like other successful organizations, Willamette offers a great service, priced fairly, and delivered with care. But, Willamette must also communicate our commitment to excellence to present and future students, their parents, our alumni, and the public at large. This is visibility!

- Debra J. Ringold, Professor of Marketing
Atkinson Graduate School of Management

addressing issues that have national as well as regional significance. This means facilitating opportunities for the University president and members of the faculty to publicly articulate their views. It also includes the University hosting an increasing number of events on campus that give voice to matters of interest to our ever-expanding community.

Willamette's story of academic excellence and public service must be told. By raising the level of visibility for the University, we allow Willamette to share its gifts with the rest of the world.

Initiatives

1. The University will create and implement an integrated institutional marketing plan distinguishing the key strengths of Willamette.
2. The position of Associate Vice President for Marketing and Communications will be created to offer University-wide leadership in marketing, strategic-messaging and media-relations issues.
3. Our faculty and president will be more prominently cited on important social and educational issues.
4. The University will actively promote the scholars, speakers and musicians who visit campus.
5. The Hallie Ford Museum of Art will be fully endowed, allowing it to gain greater national prominence.
6. Students will be provided with extensive opportunities to travel to academic, athletic and artistic events.
7. The Humanities Center, Public Policy Center and Center for Dispute Resolution will host national conferences and publish proceedings through the *Willamette Journal* or a major university press.
8. The art, music and theatre departments will operate summer workshops for talented high school students.
9. The University will provide access to its important historical resources under the direction of a full-time archivist.



Long range objectives

Enhance regional and national awareness of our academic programs and superior environment for learning.

Enhance regional and national awareness of the important research performed by faculty.

Generate more public awareness for student and alumni accomplishments.

Seek national attention regarding issues where Willamette has a significant level of expertise.

5

Increase visibility

Within the Northwest, Willamette is known as an institution of distinction, devoted to the ideals of academic excellence. We have accomplished so much during our first 159 years, yet we have only begun to reach beyond our campus to convey the essence of who we are and what we have achieved.



The field of higher education, especially for small liberal arts universities, is becoming more competitive every day. Recruiting exceptional students requires outstanding academic programs, teachers and facilities. Just as impor-

tant, however, is our ability to communicate effectively those distinguishing features to our various audiences.

The best and most beautiful things in the world cannot be seen or even touched – they must be felt with the heart.

– Helen Keller

The University will increase efforts to promote its status as one of the finest educational institutions in the nation. We will tell a compelling story of academic strength, achievement and purpose. Our name and deeds will find platforms extending far beyond regional boundaries.

Prospective students, their parents and advisors are knowledgeable consumers. They expect and deserve a

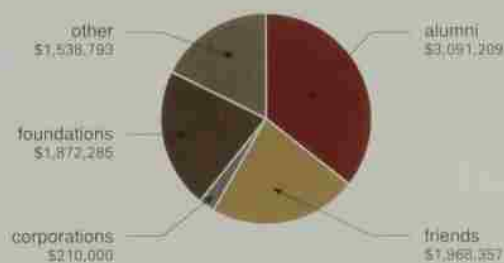
clear definition of value from the colleges or universities they consider. Part of their perception of value is

derived from the reputation and prominence that a school maintains, as well as the doors it will open after graduation.

Bringing the story of Willamette to a wider audience will mean a greater number of top-quality applicants for the University, and a degree made even more valuable to graduates by its prestige and visibility. The University will play a more prominent role in

Graph C

Donor support received
Who gave to the University this year?



Graph D

Donor support allocation
Where is the money going?

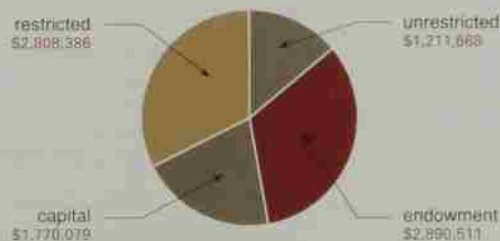


Table A

Tier One Institution endowment per student

Grinnell College	\$771,256
Swarthmore College	\$655,815
Pomona College	\$522,725
Williams College	\$451,906
Wellesley College	\$394,615
Claremont McKenna College	\$388,175
Amherst College	\$383,858
Washington and Lee Univ	\$335,522
Smith College	\$331,876
Carleton College	\$296,885
Macalester College	\$294,857
Bryn Mawr College	\$278,940
Middlebury College	\$267,984
Bowdoin College	\$258,155
Vassar College	\$246,662
Haverford College	\$234,983
Trinity College	\$232,015
Lafayette College	\$217,171
Scripps College	\$214,950
Hamilton College	\$206,817
Mount Holyoke College	\$192,460
DePauw University	\$188,260
Colorado College	\$187,674
Whitman College	\$184,448
Wesleyan University	\$176,892
Oberlin College	\$175,402
Davidson College	\$167,528
Denison University	\$165,555
Occidental College	\$162,801
Colby College	\$161,165
Rhodes College	\$147,729
Centre College	\$146,683
Franklin and Marshall Col.	\$140,544
Colgate University	\$136,939
Lawrence University	\$119,859
Union College	\$118,526
Bucknell University	\$108,510
Wheaton College	\$99,558
Bates College	\$94,815
Beloit College	\$85,566
Connecticut College	\$84,587
Dickinson College	\$83,825
Willamette	\$83,342
Furman University	\$77,054
Kenyon College	\$70,711
Barnard College	\$68,203
Skidmore College	\$54,213
Sarah Lawrence College	\$30,527

Donation history

1995	\$ 11,963,628
1996	\$ 14,602,302
1997	\$ 14,079,437
1998	\$ 11,105,859
1999	\$ 11,590,132
2000	\$ 8,680,644

Investment returns

1995	26.7%
1996	14.9%
1997	21.5%
1998	15.5%
1999	17.4%

Source: 1998 NACUBO Endowment Study

Financial and stewardship highlights

Willamette University's financial condition continued to grow stronger during the 1999-2000 fiscal year.

As the graphs (A & B) illustrate, Willamette's net assets grew by over \$19.2 million and its endowed funds grew by over \$19.7 million.

That growth came largely from income and capital gains on the University's investments. Investment returns totaled \$25.7 million, of which \$9.8 million was used to support University

operations and \$15.9 million was reinvested.

Willamette's investment portfolio has out-performed the average of the pension and endowment fund universe during each of the last five years and its returns rank in the 15th percentile, better than 85 percent of similar funds over the same five-year period.

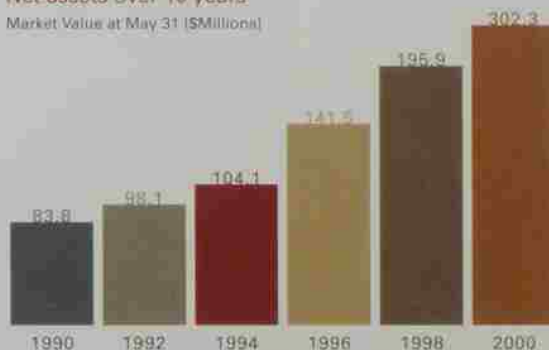
This year was also strong in alumni giving. Atkinson alumni reached 27 percent participation and Law alumni reached 22 percent participation. The College of Liberal Arts reached an all-time high of 43 percent alumni participation with 5,582 donors.

Student financial aid has continued to be a fast-growing and important component of the University operating budget. Willamette provided its students with over \$16.6 million in scholarships and grants in 1999-2000 which

equates to more than 38 percent of tuition. Willamette continues to face competition from public institutions with much lower, taxpayer-subsidized tuitions. The University also competes for students with independent institutions (see table A on opposite page) that have more endowment resources per student. Increasing Willamette's endowment funds devoted to student financial aid is a critical part of succeeding in competing for those students.

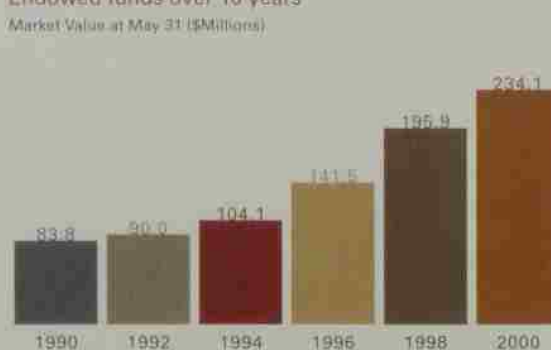
Graph A

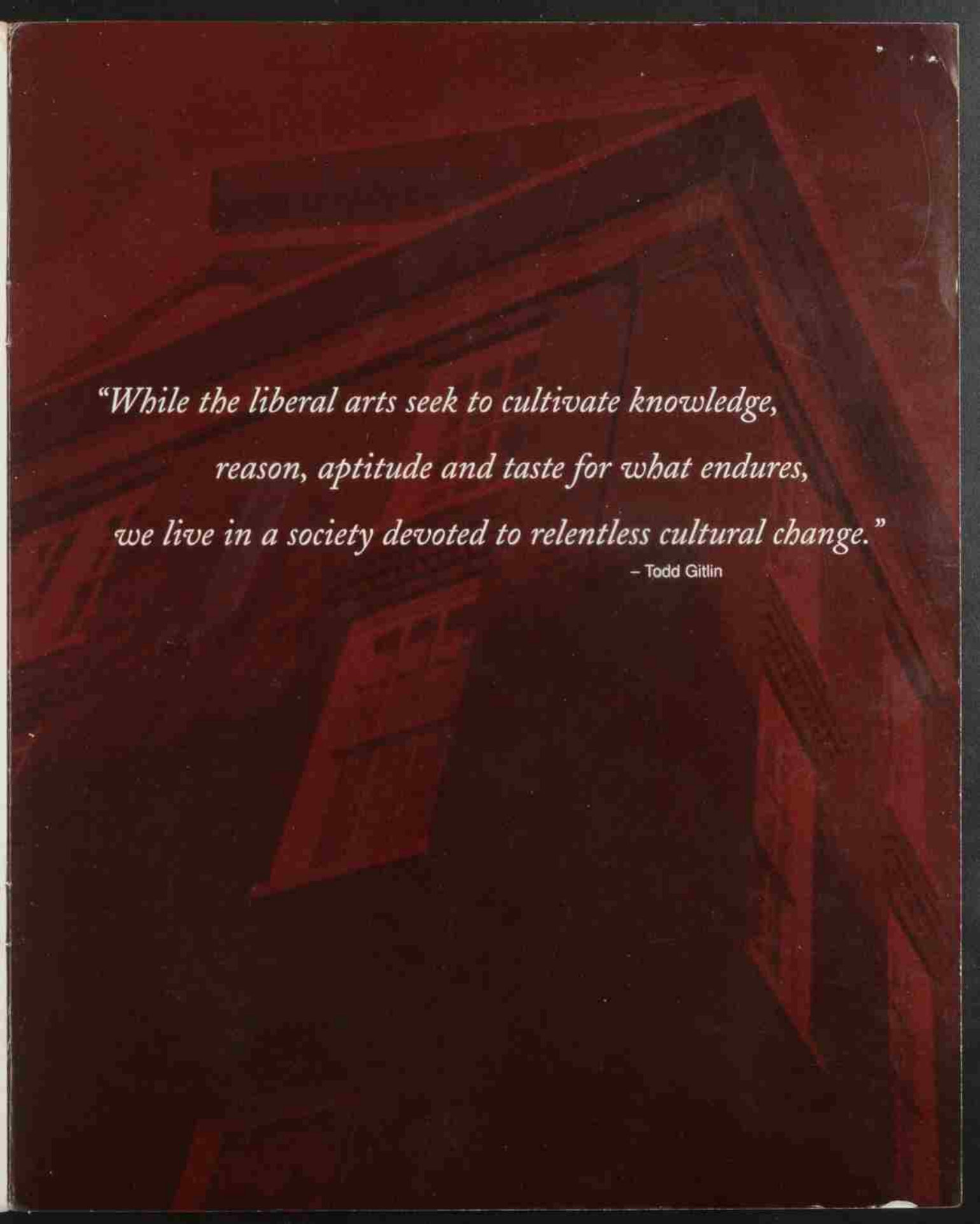
Net assets over 10 years
Market Value at May 31 (\$Millions)



Graph B

Endowed funds over 10 years
Market Value at May 31 (\$Millions)





*“While the liberal arts seek to cultivate knowledge,
reason, aptitude and taste for what endures,
we live in a society devoted to relentless cultural change.”*

– Todd Gitlin

Board of Trustees

Board of Trustees

Mr. Henry Hewitt
Chairman
Dr. M. Lee Pelton
President

Mr. Edward Allis
Mr. C. M. Bishop III
Mr. Ralph Bolliger
Mr. Stewart M. Butler
Mr. Jonathan Carder
The Honorable Wallace P.
Carson, Jr.
Ms. Linda Cates
Mr. Steven H. Corey
The Reverend Karen E. Crooch
Mr. Chet Daniels
Mrs. Cynthia Ford
Mr. Eric Friedenwald-Fishman
Dr. Edward Grossenbacher

Mr. Stuart Hall
Ms. Susan M. Hammer
The Reverend B. Scott
Harkness
The Reverend Dale C. Harris
Ms. Susan Corcoran Hayes
Mr. Melvin Henderson-Rubio
Mr. Dale M. Hermann
Mr. Tony L. Hopson, Sr.
Mr. Douglas G. Houser
Mr. George W. Hoyt
Ms. Mary K. Hughes
The Honorable John A. Jelderks
Mr. Rocky Johnson
Ms. Margot Jones
Mr. Robert E. Kilkenny
Mr. Peter Kremer
Mr. Eric B. Lindauer
Mr. William Long
Mr. Percy Loy
Mr. Alex J. Mandl

Mrs. Joan McNamara
The Reverend Dr. Patricia Meyers
Mr. Thomas Neilsen
Mr. Robert Nunn
Mr. Robert G. Packard III
The Honorable Norma Paulus
Bishop Edward W. Paup
Mr. Claris C. Poppert
The Honorable Robert F. Smith
Ms. Patricia Smullin
Mr. Lindsay Stewart
Mr. William Swindells
Mr. Mark Tappola
Mr. Soren J. Vestergaard
Ms. Carol Whipple
Ms. Wendy Willis
Dr. Loren C. Winterscheid
Mr. Steven E. Wynne
Mr. Tom Yoshikai

Board of Trustees Life Members

Mrs. Betty Anderson
Mr. Ray N. Atkinson
Mr. George I. Azumano
The Reverend Robert Burtner
Mrs. Maribeth Collins
Dr. Arno DeBernardis

Mrs. Hallie E. Ford
Mr. Gerald W. Frank
Mr. Alan Goudy
Mr. Orval D. Hager
The Reverend Henry L. Haines
Mr. Stanley N. Hammer
The Honorable Mark O.
Hatfield
Mr. Eric Hoffman

Mr. William Kilkenny
Mr. George Rives
Mr. Howard B. Somers
Mr. L. B. Staver
Mr. Thomas B. Stodd
Mr. William B. Webber



In memoriam

This annual report is dedicated to Lawrence D. Cress,
Dean of the College of Liberal Arts 1994-2000

Warmed by his friendship.

Inspired by his leadership.

Comforted by his memory.