

**Associated Students of the University of Oregon  
(ASUO) Diversity Plan  
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# **ASUO Diversity Plan**

## **2006-2007**

### **ASUO Organization**

The ASUO is known as the Associated Students of the University of Oregon and is a non-profit organization funded by the University of Oregon. Its purpose is to provide for the social, cultural, educational and physical development of its members, and for the advancement of their individual and collective interests both within and without the University. The ASUO is the student government and is run by students for students and works on campus, city, state, and federal-level campaigns. Membership consists of all students at the University of Oregon, Eugene, Oregon, who have paid the current term or semester student incidental fee.

### ***Executive***

The ASUO Executive's focus is to represent and advocate for all students, through the protection and promotion of the physical, cultural and educational development of the University. The ASUO Executive works to protect, allocate, and manage the student incidental fees. Through this fee we provide services to students and student organizations, create a marketplace of ideas on campus, and act as liaison between students, administration, and the Eugene community. The ASUO Executive runs campus, statewide, and national campaigns to:

1. Increase access to higher education for all
2. Increase participation in student incidental fee funded programs
3. Bridge the gap between the University of Oregon and the Eugene community.
4. Protect the incidental fee.

### ***Student Senate***

The ASUO Student Senate is committed to the belief that student government is an integral part of the educational experience at the University of Oregon. Because the Associated Students have an inherent interest in the operation and affairs of their University, the Senate has a duty to represent the interests of the ASUO before the staff, faculty, administration and State Board of Higher Education. To that end, Senate shall endeavor to represent the students professionally, ethically and in a manner deserving of the respect of the ASUO and the staff, faculty, administration and State Board of Higher Education.

The ASUO Student Senate shall act on matters relating to the allocation and appropriation of incidental fees. The Senate shall also represent the collective and constituent interest of students in all matters considered and/or any matters coming before a shared governance body of the University including departmental administrative channels relating to student personnel services, University administered housing, campus

design, and University budgeting, except as otherwise provided for in the ASUO Constitution.

### ***Constitution Court***

The Constitution Court, appointed by the ASUO President and confirmed by the Student Senate, serves as the Court of Appeals for the ASUO. All rules, regulations and policies established by the ASUO Executive, the EMU Board and the Student Senate must be reviewed and approved by the Court as complying with the ASUO Constitution.

The five-member Court has the authority to rule on any question arising under the ASUO Constitution or any rule promulgated under it. This review power covers almost any action by ASUO government bodies, programs, and in special cases such as elections, actions by individual students within programs. The Court has broad powers to impose sanctions in order to compel compliance with its rulings. Court appointees serve as long as they remain students at the University of Oregon.

### **History of Diversity Efforts in ASUO**

Currently the ASUO is gathering a formalized and complete list of records of the history of diversity efforts within our offices. There are numerous programs and organizations within the ASUO's existence, each with their own personal and specific efforts in creating diversity to help students within the ASUO and the UO campus and community that it is difficult to trace all efforts for all programs. Creating diversity is an on-going project it cannot be measured in only one program, event or occasion.

### **Resources**

The success of the Diversity Plan will depend on both finding new resources and on the creative and strategic reallocation of existing resources. The ASUO currently allocates roughly \$11 million of student incidental fees to programs, departments and contracts for the fulfillment of their program's goals. Many programs use this funding to plan events that educate the campus community about their cultures and lived experiences.

The ASUO plans to create a line item in their budget to strictly enforce Diversity Initiatives within the ASUO, their programs and organizations. The ASUO will review existing resources devoted to diversity matters to determine whether those resources are being used in the most effective way possible. The ASUO will ask pertinent offices and departments to evaluate any funding for sufficiency and effectiveness. The Plan will be implemented with the full financial transparency appropriate to the ASUO.

The ASUO will create more resources available to the programs, organizations and affiliates of the ASUO. The resources within the ASUO include phones with access to long distance, computers with internet and printing capabilities. The ASUO also provides workshops and trainings in recruitment and retention, leadership development, coalition building and other workshops and trainings available to programs and organizations upon request. All of these are available with the hopes that students will become more involved within programs of the ASUO.

## **Committee**

The ASUO Diversity Plan committee was formed to allow all students to have a voice in the creation of the plan. The ASUO Executive sent out a massive email to all University of Oregon students during fall term of 2006. Those interested student and parties were then invited to an informational meeting put on by the ASUO Executive about the formation of the Diversity Plan and the reason of creating a committee. From those interested students and parties, schedules were compared and an appropriate meeting time was set up to allow the majority of interested students to meet as a committee. During twice a week meetings students of the committee discussed the different points within the Diversity Plan and split up the points within individuals and pairs. These points were then brought back to the full committee and discussed amongst the group. The ASUO Vice President would then compile all of the points together before turning the ASUO Diversity Plan into the Office of Institutional Equity and Diversity.

## **Diversity Statement**

“Diversity” can be defined as differences based on, but not limited to the following: race and ethnicity, national origin or citizenship, gender, age, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, veteran or professional status, ability or disability, or other social status.

## **Vision of the University**

The University is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community.

As the University Mission Statement says, we live in a global society. We therefore affirm that we should develop “international awareness and understanding.” And we affirm that we should, in all we do, work collectively to create and promote “a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life.”

## **Mission of ASUO Diversity Plan**

### ***Members of the University community.***

The ASUO should develop strategies to improve students’ abilities to learn and interact respectfully and effectively with diverse members of the University community.

### ***Student organizations.***

The ASUO should work with student organizations to encourage their members to participate in activities, programs, and courses that assist the students in living, working, and studying in a diverse community.

### ***Student working with students.***

The ASUO should create ways for students to engage one another on issues of diversity. This includes student involvement in the ASUO itself.

### **Need for an ASUO Diversity Plan**

The ASUO continues and will continue to be an ever-evolving unit. With the turnover of leadership within the ASUO, its programs and organizations every year, different students, ideals and beliefs come into the offices. With these changes within leadership comes a diverse climate that needs to be recognized every year.

### **Scope of the ASUO Diversity Plan**

This Diversity Plan for the ASUO provides guidance for the ASUO, the programs and organizations within the ASUO and its affiliates. It purposely identifies strategic directions that should be taken by the ASUO, sets the boundaries for the types of activities that should be undertaken, and empowers individual programs and organizations to follow with specific prescriptive actions. The Diversity Plan reflects the ASUO's and University's strongly held belief in the importance of creating and maintaining an inclusive learning and working environment and in the benefits gained by all members of the ASUO and University community from learning and working with people who come from a variety of backgrounds and perspectives. The Diversity Plan recognizes that problems and conflicts related to diversity exist on our campus and that changing demographics will present future challenges for the ASUO. The Diversity Plan should be viewed as a call to action, one that requires attention at all levels and hard work by all members of the ASUO community and of the external community. Perhaps the most important directive embodied in the Diversity Plan is the expectation that each unit undertake strategic planning focused on diversity issues. The Diversity Plan provides guidance on issues that those unit-developed Strategic Action Plans should address.

**The ASUO Diversity Plan will guide the ASUO in reaching our goals. In addition to the plan, the ASUO Diversity Committee demands that the University take the following actions to improve diversity efforts on campus.**

1. Provide accessible cultural responsiveness trainings to all faculty and staff on campus.
2. Provide cultural responsiveness trainings during orientation of new staff and faculty.
3. Increase faculty communication with students.
4. Increase scholarships targeted to reach underrepresented students.
5. Take a positive stance on increasing diversity among faculty. Create more tenured positions to retain faculty.
6. Increase the diversity in academic subjects and in all courses.
7. Increase the recruitment and retention of underrepresented students.
8. Increase funding support for multicultural programming in departments and across campus.
9. Strengthen community linkages on issues of equity, access, recruitment, retention and campus climate.
10. Increase the promotion of community and district-wide organizations and events that promote the inclusive and educational foundation of diversity.

## **1. Point 1: Developing a Culturally Responsive Community**

The University of Oregon Diversity Plan states:

In this Diversity Plan, diversity refers to the differences of variations of people based on their different backgrounds and experiences related to identification with particular groups or communities. Such identification influences but does not determine individuals' lives. At times, we might not recognize how our group memberships affect our own worldviews or how others will regard or treat us. The University is an ideal setting to develop consciousness of these differences and use them to promote knowledge and cultural understanding....We are committed to the fair and just treatment of every person on campus.

The definition of Cultural Competence from the UO Diversity Plan applies as follows:

Cultural Competence is an active and ongoing process of self-reflection, learning, skill development, and adaptation, practiced individually and collectively, that enables us to engage effectively in a culturally diverse community and world.

Within the context of cultural competency, we stress the importance of remaining conscious of the challenges that define coexistence between individuals whose values of diversity are not necessarily shared. It is important that all University groups receive equal representation and an adequate voice within the ASUO even if their individual doctrine does not specifically reflect the goals of the ASUO Diversity Plan.

In the end, better understanding and a sense of common purpose will emerge as we move beyond discussion of terminology to deeper, honest conversation, listening and learning to achieve the goals articulated in the University's Mission Statement.

The definition of cultural competency and the identification of diversity are ever changing. By enacting the following goals, the ASUO stresses the importance of an evolving education, which perpetuates the ideals of the University of Oregon Diversity Plan.

### **1. Preparing Students for a Global Society**

The University of Oregon Diversity Plan expresses that: "The University is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community."

**a. Improving cross-cultural education**

In an effort to promote active interest in campus diversity, the ASUO will endorse the prioritization of multicultural graduation requirements in all student curriculums. The ASUO shall promote general student body diversity education by improving advertisement of relevant courses through the ASUO website. Furthermore, the ASUO demands the administration become more proactive in the advancement of course listings and educational opportunities.

**b. Training of student leaders**

The ASUO intends to provide more opportunities for the ongoing training and education of student leaders, specifically new Executive, Senate, Programs Finance Committee (PFC), Receptionists and Controllers, in order to help facilitate growth and training in other programs. These preparations intend to expand definitions of cultural competency and an encouragement of broader social awareness.

**2. Encouraging Participation & Student Dialogue**

The ASUO Executive and programs will promote awareness and encourage attendance to events focused on a society that is constantly changing, progressing and challenging students to seek out opportunities that develop a sense of critical understanding and a place to express their personal worldviews.

**a. Proactive publicity and outreach**

The ASUO Executive shall promote the advertisement of campus events and provide resources for greater campus community involvement. Through broader exposure to readily available resources, such as the ASUO website and events calendar, and increased access to all diversity-oriented events, a greater incorporation of cultural responsiveness can and will occur in all campus communities. Participation rates and new programming will be measures taken to address compliance of this action. In doing so, it is important to distinguish between the successes of older, more established programs and new or developing diversity-oriented events.

**b. Freshman and new student orientation**

In order to expose and educate freshman and new students to the ever-evolving definition of diversity and its many manifestations on campus the ASUO shall provide multilateral events and information. By working in close partnership with the Multicultural Center and other campus organizations, the ASUO intends to integrate Duck Days, Week of Welcome, and the initiation to university life as a means of incorporating diversity at the outset. Furthermore, ASUO executive shall create a more informative atmosphere within Residence Halls to familiarize freshman and new students to campus assets regarding diversity.

### **3. Enhancing Communication among Student Organizations and Individuals**

#### **a. Collaboration across programming**

The ASUO shall support programming which unilaterally incorporates common goals stated in the University of Oregon Diversity Plan. Students stand to benefit from cooperation among individual programs. The pooling of their resources, as well the collaboration of their perspectives will expand students understanding and access to diversity on campus.

#### **b. Building networks to provide safe and responsive support**

The ASUO believes that student communication is a vital component of the promotion of and exposure to campus diversity. By engaging students in existing organizations, such as the Bias Response Team, and cooperating with potential outlets, such as the Diversity Committee, the ASUO will work to be more responsive to cross-cultural conflicts.



## **Point 2: Improving Campus Climate**

The University Diversity Plan states:

Improve the climates of both the academic and social environments within the context of the University of Oregon, and more specifically, the ASUO. Within the academic environment, the ASUO must promote an open system of communication between faculty and student organizations within the ASUO thus being able to assist the faculty in better understanding the needs and concerns of the diverse demographic of the University as represented by the student body. Within the social environment, the ASUO will promote the open exchange of numerous ideas and opinions that are found within the student body to facilitate an environment that is unbiased but more importantly assist in the educational process of all students.

This section outlines specific actions that the ASUO will take to improve campus climate. Due to the fact that the social and political landscape of America, Oregon and the University of Oregon is constantly changing, it was deemed important by the ASUO to undertake a process which involves a constant evaluation of the environment and making the necessary changes when important.

### **1. Re-evaluation of the current campus climate**

#### **a. Student organizations**

Reach out to the various organizations within the ASUO. All students must be involved for an accurate reflection of the current campus climate. The ASUO Diversity Committee will accomplish this by utilizing the following methods:

- i. Sending a representative to the various organizations within the ASUO to have informal discussions about campus climate
- ii. Issue a questionnaire to all organizations within the ASUO on a yearly basis through Programs Council Meetings.
- iii. Target freshman interest groups and other organizations that target incoming students

#### **b. Utilize campus information**

There are several campus organizations structured to receive and respond to discrimination and other issues of diversity, which can be utilized to acquire facts and figures about discrimination. This will allow us to evaluate the climate on a different and much larger scope. Such programs include, but are limited to the Women's Center, Men's Center, Bias Response Team, Multicultural Center, the Office of Multicultural Academic Support, and Disability Services.

## **2. Promotion of Diversity Programs and Resources**

### **a. Co-sponsorship**

Promote and sponsor events that educate the general public on issues as defined within the ASUO Diversity Plan. The ASUO will also serve as a vital tool for inter-organization cooperation to promote such events

### **b. Resources**

The ASUO will promote resources to both students and faculty when a situation involving discrimination arises. This will be accomplished through a more widespread advertisement of the departments that deal directly with issues concerning discrimination, such as the Bias Response Team and Conflict Resolution Services.

## **3. New Programs**

The ASUO will involve a broad representation of students in the design and implementation of programs focused on awareness and engagement in diversity building activities on campus. Additionally, the ASUO will involve broad representation of students in campaigns, initiatives and committees.

### **Point 3: Building Critical Mass**

The University Diversity Plan states:

The development of a critical mass of persons from underrepresented groups is critical to cultivate and maintain a campus environment that embraces diversity and to provide our students with the tools to become global citizens.

Increasing the diversity of our faculty is important to provide our students with role models and to secure the scholarly and intellectual benefits that a diverse faculty will bring to the University. Equally important is the recruitment and retention of undergraduate and graduate students from diverse backgrounds and experiences.

This section outlines specific goals that the ASUO will take to build critical mass.

#### **1. Retention of Students**

- a. Voter registration:** The ASUO will continue to strengthen voter registration efforts in order to show legislators the importance of postsecondary education issues. Comparing current year's registration to past years' will show whether or not this increase occurs. Voter registration efforts will continue to specifically take place during fall and spring election periods. The legislative team of the ASUO Executive will continue to manage voter registration drives.
- b. Communication between students and legislators:** The ASUO will continue to increase communication between students and legislators in order to increase funding for postsecondary education and other programs that benefit students. OSA is an important resource in achieving these goals. It is essential that the student voice be heard on these matters.
- c. Increase involvement in programs:** As the University Diversity Plan states, "active, involved students are more likely to persist and thrive at the university." With this in mind, the ASUO will strive to increase opportunities for students to be involved within the campus community. The ASUO Diversity Committee as well as the ASUO Advocates will be responsible for the creation and advertisement of these events.
- d. ASUO sponsored events:** The ASUO will organize a large event focused on building understanding of diversity each term. These events will be similar to the already established Weaving New Beginnings event. Measures of the success of these events will take the form on post-event assessment.

- i. **Support student groups.** The ASUO will encourage and support student group efforts to create programs that foster the understanding of diversity.
- ii. **Increase event turn-out.** The ASUO will strive to increase turn out at all events and programs through the strengthening of all advertising techniques. This will include, but is not limited to, improvement in content and accessibility of the ASUO website and calendar.

## 2. Retention of Faculty

As university students, the quality of our education rests in the quality of our faculty. Currently, funding for faculty salaries is inadequate to provide incentives for the retention of faculty. Thus, the ASUO will continue and increase communication between students and legislators, in order to increase funding for faculty salaries. The ASUO will develop and/or support campaigns to address faculty retention.

## 3. Diversification of the ASUO Staff

- a. **Awareness of ASUO elected staff positions.** The ASUO will increase the awareness of ASUO elections and staff positions available to students. By increasing information about the elections, a more diverse pool of candidates will be available for students to elect from. Success of these efforts can be measured by the number of applicants for elected positions. An increase in information about these elections will be led by the ASUO Elections Board.

Part of the effort to increase awareness of ASUO leadership opportunities is to increase the recruitment of students for the ASUO internship program as these interns often go on to run for elected ASUO positions.

- b. **ASUO advocates:** Currently, it is not required that the ASUO Executive include Advocates on the Executive staff. With this diversity plan, we mandate that the ASUO Executive hire (at least) three advocates to work on campus diversity issues which can include, but not limited to, the Multicultural Advocate, Gender and Sexual Diversity Advocate, Nontraditional Student Advocate, and International Student Advocate. These positions should be filled by qualified candidates representing diverse backgrounds. They will ensure that issues of diversity are addressed in all ASUO matters.
- c. **Constitutional Court:** As the Constitutional Court consists of appointed positions, the ASUO Executive should take an active role in ensuring that these positions represent a diverse body of students. The ASUO will improve publicity and outreach for these positions to include a pool of students with diverse backgrounds.

- d. **ASUO Diversity Committee:** The ASUO will create a diversity committee that will consist of elected and appointed positions and will be a part of the ASUO Executive. This body will ensure that there is follow through on the goals outlined in this diversity plan. As this document is a living document, the ASUO Diversity Committee will be in charge of assessing the success of this diversity plan as well as updating and making improvements to its content.

#### **4. Improve Campus Climate**

As the University Diversity Plan states, "Improvements in Campus Climate (*see* Point 2) will make recruiting and retaining high-quality students easier. A university that demonstrates its commitment to diversity is attractive to diverse students." The goals described in Point 2 correlate significantly with the efforts to build critical mass in the university community.

## **Point 4: Expanding and Filling the Pipe Line**

Definition of Filling the Pipe Line:

Expanding and Filling the Pipeline of students from diverse backgrounds, identities, and cultures should be an ongoing mission with the ASUO. The ASUO, like the University of Oregon as a whole is dedicated "to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community."

With those guiding principles in mind the ASUO will encourage support and representation of underrepresented groups within all the programs and groups of students the ASUO supports.

### **1. Increase retention of under represented freshman by helping first year students find smaller communities they feel represent them, and in turn encourage them to assist in ASUO diversity program involvement.**

**a. Retention:** Advertise ASUO student unions and programs at freshman focused events in which focus in recruitment such as but not limit to: IntroDUCKtion, the Residence Halls, Leadership of 21<sup>st</sup> Century Class, Clark Honors College and Intermingle. Work with intermingle to create programming in which high schools student can interact with college students as a form of recruitment.

### **2. Build upon what the ASUO already supports on campus and recruit within the community for better support of under represented groups on campus.**

**a. Early Recruitment:** Focus on younger demographics by assisting in programs that reach out to elementary and middle school students within the greater Eugene/Springfield. Current efforts include, but are not limited to Reach for Success sponsored by Office of Multicultural Academic Support and GANAS, sponsored by Movimiento Estudiantil Chicano de Aztlán (MEChA).

**b. Recruitment of High Schools:** Measure the success of high school recruitment within surrounding counties by expanding on programs that bring high school students to the University of Oregon campus. Such programs developed by ASUO student unions include, but are not limited to, Bridges to Higher Education sponsored by the Multicultural Center with, Higher Learning Day, sponsored by Black Women of Achievement, and the University-sponsored High School Equivalency Program.

**c. Outreach:** ASUO Executive or designee shall speak to high school classes, student groups and student clubs to inform students of color and

other underrepresented students about educational opportunities in higher education. The ASUO Executive or designee shall also promote resources at the University of Oregon including financial aid packages, housing, and campus life.

## **Point 5: Developing and Strengthening Community Linkages**

The University Diversity Plan states:

As a public institution, the University of Oregon is a community resource that must serve as an active participant in the Eugene/ Springfield area as well as the State of Oregon. The University, the Eugene/ Springfield community, and the state will all benefit from developing and strengthening these connections.

This section outlines specific goals that the ASUO will take to develop and strengthen community linkages. However, in addition to the goals stated below, there are actions necessary for developing and strengthening community linkages that are beyond the capabilities of the ASUO.

### **1. Creating and Expanding Linkages between the University and Community Organizations**

- a. Mentoring programs:** The ASUO will reach out to Eugene/ Springfield community organizations and utilize existing programs to recruit volunteers to become mentors. Programs include Leadership Education Adventure Development (LEAD) Eugene, a low income at risk youth center and High school Equivalency Programs (HEP), a support program which helps ages between 16 and 30 get a high school degree. University students will mentor and encourage students to visit the University campus. Establish on-campus events and programs so high school students can be invited to become familiar with college students and college life.
- b. Internship programs:** The ASUO will promote the service-based programs by educating university students about service opportunities. Formally the "Community Internship Program," the Service Learning Program (SLP) offers a student the opportunity to earn credit while interning in the Eugene and Springfield community in the Human Services, Public Schools, Leadership Training, Mentorship, Building Blocks and Outdoor School divisions. Alpha Phi Omega (APO) is a coed national service fraternity that is a campus based service organization.
- c. Co-sponsorships:** The ASUO will continue to co-sponsor events with local organizations. Many ASUO programs currently work with local non-profit organizations. For example, the Women's Center, Womenspace, and Sexual Assault Support Services partner in events such as Take Back the Night.
- d. Fundraising.** The ASUO will continue to fundraise for local organizations. Many ASUO programs coordinate events in which fundraising through ticket sales are donated to approved charitable organizations. The Vietnamese



Student Association, for example, donated proceeds from a break dancing tournament to a hospital.

## **2. Promoting Community Organizations and Events**

- a. Volunteer fair and non-profit tabling:** The ASUO will expand on existing outreach organizations and events on campus. For example, Alpha Phi Omega (APO) is a non-Greek volunteer organization on campus.
- b. Advertise campus events:** The ASUO and Eugene/Springfield community will mutually expand advertisements of events. The UO campus will advertise campus events to the Eugene/Springfield community and the Eugene/Springfield community will advertise cultural, educational, and social community events to the UO campus. The advertisement will be done through the ASUO websites.
- c. Advertise national events:** The ASUO will strengthen partnership and community involvement, by promoting awareness and current events through national organizations such as CAUSA, PCUN, Q Center and HIV Alliance. The ASUO will work with national programs such as CAUSA and PCUN (Pineros y Campesinos Unidos del Noroeste: Northwest Treeplanters and Fannworkers United) to defend and advance immigrant rights. The ASUO will further partnership with HIV Alliance to provide community education, outreach information and services to empower University of Oregon individuals to make healthy choices.

## **3. Strengthening Connection with the Eugene/Springfield Districts and Fellow Colleges**

- a. Encourage student success in the K-12 levels:** The ASUO will continue to send UO students and representatives to educate students in the K-12 levels and especially those in high school. The ASUO will help college bound students on the college application process, tuition payments options and ways to prepare for college
- b. Strengthen ties with Lane Community College (LCC) student body and student unions:** The ASUO will mutually promote and support student issues, activism, and events. This is already seen in the events the Black Student Union (BSU) of the University of Oregon has done with the BSU of LCC.

## **4. Strengthening Relationships with Eugene and Springfield Governmental Units**

- a. Ensure Political linkage and communication between university and community representatives:** The ASUO will increase communication with the City Hall by ensuring that the Community Outreach member attends City

Council meetings and continuing to invite the mayor to campus events.

## **5. Creating Linkage between UO and National Organizations**

- a. Utilize Existing United States Student Association (USSA), Oregon Student Association (OSA), and Oregon Students of Color Coalition (OSCC) organizations:** The ASUO will utilize existing USSA, OSA, and OSCC organizations to promote student issues and participation. It will seek programs and conferences and encourage student participation.
- b. Encourage student union participation:** The ASUO will help and encourage student unions to make connections between UO and existing national conferences and organizations such as the USSA, OSA, and OSCC. It will begin by evaluating how much contact student union groups have already made with national organizations. It will also encourage on campus recruitment by the USSA, OSA, and OSCC.

## **Point 6: Developing and Reinforcing Diversity Infrastructure**

Developing and reinforcing diversity infrastructure is an important yet challenging part of the ASUO Diversity Plan. Since most of the ASUO leaders are in their positions for one year, it becomes difficult to ensure that the same programs and initiatives continue through different leadership goals and agendas.

### **1. ASUO Diversity Committee (ASUODC)**

In order to address this challenge, the ASUO Executive created the ASUO Diversity Committee (ASUODC). This committee prepared the ASUO Diversity Plan and will work to ensure that issues of social justice are a permanent fixture to the ASUO agenda and mission. The goals of the ASUO Diversity Committee are as outlined below:

- a. Oversight.** The ASUO Diversity Plan is a dynamic doctrine that will shift to reflect changes to the political and social landscape of the ASUO, University and Oregon. ASUODC will oversee the ASUO Diversity Plan and make changes when necessary.
- b. Accountability and program support.** Each year ASUODC will outline the priorities of the year. ASUODC will work with the ASUO Executive, Senate, Constitution Court and ASUO Programs to help them fulfill the priority actions as outline in the plan.

ASUODC will additional provide support to all of the ASUO entities as needed. This would include helping to find facilitators for trainings and helping to promote initiatives and programs that are outlined in the plan.

- c. Act as a liaison.** ASUODC will act as a liaison with the ASUO Executive, ASUO programs, OIED, University departments, and the student body. These efforts will include the following:
  - i. Help make the diversity plan more accessible to students and student groups
  - ii. Gather information from programs on their initiatives and challenges in relation to the plan; communicate students' concerns and issues to the ASUO
  - iii. Collect information about campus climate through surveys and other mechanisms.
  - iv. Serve as a liaison with various departments on campus related to diversity and social justice
  - v. Advise the Vice Provost for the Office of Institutional Equity and Diversity (OIED) about the student's perspective on the progress of the University's Diversity Plan
  - vi. Gather information about the diversity initiatives of other University departments and communicate this to the ASUO and greater student population

- d. Recruit members.** During spring and fall term of each year, ASUODC will work to recruit new members to the committee to include broad student representation. The membership of this committee can include, but is not limited to, student representatives from ASUO Executive (to include at least two advocates), ASUO Senate, and ASUO Programs, Housing, Greek Life and students at large. The ASUO would like to include two elected At-large positions during spring elections. The committee will be open to any students who are interested in joining.

The ASUO will also work to include permanent staff on the committee, including, but not limited to ASUO Programs Coordinator, Women's Center Director and Multicultural Center Advisor. These staff members will work to provide historical information and help with the transition of committee members.

- e. Outreach.** The ASUODC will work to promote the ASUO Diversity Plan through discussions with students and program leaders and having the plan available in the ASUO Office and on the ASUO website.
- f. Timeline.** Beginning in Fall 2007, ASUODC will prioritize two of the six goals of the ASUO Diversity Plan. These goals will be the focus of the committee's work for Fall term and subsequent terms until significant progress has been made in those areas. At that point, the committee will choose two more points and continue this rotation through the years.
- g. Evaluate progress.** During the spring term of each year, ASUODC will evaluate progress of the priority action plans of the year. In addition to utilizing the measures of progress that are already outlined in the plan, ASUODC will utilize surveys and informal discussions from key players to learn of the plan's successes and challenges. ASUODC will provide a yearly report about the ASUO's progress to the ASUO Executive and OIED.

## **2. Role of ASUO Support Staff**

While the turnover for ASUO student staff is high, the ASUO employs three professional support staff that can help the ASUO develop and reinforce diversity infrastructure. The three professional support staff includes ASUO Programs Coordinator, Accountant, and Office Coordinator. These staff members can help provide new ASUO leaders with historical information about diversity building efforts and the ASUO Diversity Plan's successes and challenges over time.

## **Appendix: ASUO Feedback Survey**

ASUODC has started to gather information from ASUO Programs through a survey that conducted at Programs Council Meeting in which leaders from 120 student programs attended. Next year, ASUODC will address this feedback into the ASUO Diversity Plan. Below are the questions and results of the survey.

1. In what ways have your programs been effective in addressing the need to increase diversity awareness on campus? Where do you see room for improvement?

Comments: People write what they want. We publish it. Our events promotes cross cultural interactions and conversations. I don't understand the question. Increase students awareness of how much/how little diversity there is on campus? I dunno. Our group has no diversity, so we have been trying to reach out to people from diverse organizations for new members and to partner with other groups. We would love suggestions! I appreciate seeing the various programs hold all their events- diversity, multicultural, all that. Continually increasing the diversity of the student body is the way to go! The flourishing programs should keep doing that. School/Public events/High school student panels/RECRUITMENT! My student group was not active for two years and working with these are really new for me. Many ways we are a diverse group and we speak up, we need more people to stand up. That's the first place where we need improvement. More support and action. Our participants are able to propose anything they are interested in so we are very open to hosting diverse events. We bring education and representation to campus, but due to lack of support from university and administration, it makes it very difficult. Education is necessary for the whole campus. Cultural awareness. We have opened an AIM account to attempt to open our program's service to the hearing impaired and ESL folks. We've been able to provide awareness concerning sexual rights for people of all backgrounds and creeds. Our programming is diversity focused but reaching out to campus. Some people don't know what ASUO is or where the office is. We are an international organization; we reach diverse backgrounds and organizations (from BSU to ICSP). We have hopefully created more visibility and awareness around LGBTQ issues, through our programs. This year we went to the JSO. Through this, we met lots of international students and through friends, our members have increased!! Also, we are trying to create more new events. Our group is focused on environmental issues and many times the focus is solely on hotbed issues. We have tried to address various environmental issues in the journal by accepting diverse article submissions. We are an animal rights group and have had no issues come up. Our group is open to any and everyone that would like to participate. As far as accessibility, we hold meetings on campus or offer carpools to reach meetings. None and none. We are a culture group so we help promote diversity. Funding for such groups may help.

2. In your observation what concerns about diversity have gone unaddressed in your organization or on campus?

Comments: Well, we have all students who come in our office for help fill out a survey, but we ask no questions about background and have no sense of the demographics of our students. Specifically pertaining to my group, we do not have concerns. Can't think of any right now. N/A. So far, we are doing fine. There is a lack of intersectional organizing and support in our office. For example, how do we talk about racism in a predominately white space? We need more resources and support from the ASUO. None. Diverse leadership in groups that aren't necessarily dedicated to diversity. Probably the hearing impaired is the largest community we've seen ignored on campus. Safety and cultural insensitivity. The need to understand awareness is an ongoing commitment to educate yourself more than a few times-recognize assumptions. Concerns about bringing down programs when most of these programs are for diverse groups. Diversity issues and organizations have been under attack by the senate. I feel that the senate is really racist at times. Senators don't care about programs! Our program could do more with talking with other student groups-collaborating on events. Our campus is only 13% diverse, and many people don't even realize its an issue. Groups should be better educated on how to incorporate diversity into their organization. I think we do an okay job 😊.

3. How can your organization immediately measure progress being made to improve upon diversity awareness?

Comments: Diversity is not an issue for us. I'm not sure. We help students find internships with non-profits and many work with disadvantaged populations. Continue to expand readership of the journal and diversify copies of the symposium. Participate in more of the school activities. I don't understand this question. Members from different backgrounds. Leadership, membership, programming. More \$. In the budget allocation and communication. Program budget being cut every year is not a sign of ASUO supporting programs. Possibly by attendance at events with self reported positive reviews, shows a wide range of people feel welcomed and safe. The type of event our participants approach us to do. We already are. Events! Allies accessibility. Create an initiative. It can't.