Multicultural Organizational Development in the Division of Student Life – Summary of Year 1 Departmental Plans

Our Vision:
The Division of Student Life seeks to create an inclusive and welcoming environment by celebrating human differences and advocating for equity in our policies, practices, and programs.

This document outlines our multicultural* goals to reach our vision. The goals are categorized in key areas of practice. The examples are meant to answer the question "What might this look like within our Division/department?" Examples are just that – each department will determine how they will make progress toward the goals.

Category	Goals	Departmental Action Steps for 2012-2013
Leadership: *Examines how leaders support and communicate value of diversity and multiculturalism; how multicultural engagement is modeled by leaders.***	- Leaders regularly discuss and communicate the Division's and the department's vision and commitment to equity and inclusion for all students and staff. - Leaders communicate a clear, concise list of multicultural competencies that all staff members are expected to demonstrate in their daily work responsibilities - Leaders demonstrate core multicultural competencies in all aspects of their work activities.	- Revise departmental mission statements to emphasize diversity and inclusion. (RecServ, UCS, WRAC, SHS) - Develop a process for staff to evaluate leaders' effectiveness in promoting multicultural competency. (UCS) - In consultation with Chief Diversity Officer, provide avenues for students, faculty, staff members to give constructive feedback, voice concerns, report oppression. (UHD, UCS)
Planning and Decision-Making: *How organizations incorporate a multicultural lens into policy creation, goal setting, and other decision-making practices.*	- Decisions are based on current data and input from a range of stakeholders (i.e., climate and satisfaction surveys; utilization data; focus group data; input from open forums; etc.) - Decisions and planning processes incorporate a multicultural lens.	- Include multicultural goals into evaluation policy of agency. (RVAP) - Ensure representation of ethnic minorities, LGBT, and other protected classes of people on the UI Anti-Violence Coalition and/or subcommittees. (OSMRC) - Decision makers publicly use multicultural prompts when making decisions. (UCS) - Annually review policies to maximize inclusion. (UHD)

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Supervision and Performance Support: *Examines how supervisors demonstrate a commitment to multicultural engagement in their direct reports.*	• Supervisors regularly discuss their commitment to the inclusion and equity vision and goals with direct reports, individually and as a team. • Supervisors require direct reports to set clear, measureable and realistic inclusion and equity goals for their areas of responsibility. • Supervisors immediately respond to reports of inappropriate and/or offensive behaviors from staff in their department(s).	▪ Develop a plan to train all supervisors in how to support multicultural knowledge/skills/awareness development in their supervisees. (UHD) ▪ New staff members will meet regularly with supervisor to discuss multicultural learning goals and progress. (UCS)
Recruitment/ Hiring/ Promotion: *How organizations demonstrate multicultural values in the recruitment and promotion process. May include demonstrated commitment to diversity in position descriptions, networking efforts in recruiting, and training for search committees.*	• Processes for recruiting and hiring are reviewed and revised annually to better achieve the institutional goals of diversity, equity, and inclusion. This review and revision is aligned with central HR policies and practices. • Position announcements highlight the preferred university multicultural competencies for the specific job responsibilities. • Search Committee members receive training to minimize the potential that their biases will impact the selection process. • All staff considered for promotion, interim appointments and reappointments demonstrate a set of multicultural competencies in their current and past work environments.	▪ Require inclusion questions in all interview processes. (IMU, SHS) ▪ Utilize University universal competency lists to shape interview questions. (UHD)
Research and Assessment: *Extent to which research and data on multiculturalism informs policies, practices, and programs in the organization.*	• Assessment and research are clearly integrated into decision-making processes across the Division. • Data is disaggregated, when possible, to analyze by identities. • A multicultural lens is used in developing assessment items and processes. • A Division-wide assessment plan for charting MCOD progress is implemented.	▪ Each agency area (Clinical, Training, etc.) complete Multicultural Audit to determine priorities. (UCS) ▪ Analyze satisfaction and other assessment data according to identity groups. (UCS) ▪ Add multicultural items to outreach assessment. (UCS) ▪ Utilize staff survey data to guide course of action. (UHD)

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Staff Development: *The ways in which staff demonstrate a commitment to multicultural learning. Extent to which staff members take responsibility for developing their multicultural knowledge, awareness, and skills. Peer and supervisor support for staff development.*	• Personal multicultural goal-setting for growth is required of each Division staff person annually. Progress on goals is discussed regularly and included in the performance appraisal process. • The Division provides financial and non-financial support for trainings, conference attendance, and opportunities for professional growth.	▪ Train all staff in Safe Zone. (IMU) ▪ Train all staff in NCBI, including RA's, P&S Directors/Managers, Food Service Student Managers, LLC Programmers, ARH/NRHH. (UHD) ▪ Encourage staff to attend multicultural sessions at national conferences. (RVAP) ▪ Add multicultural content to student employee training, including undergrads and graduate interns. (SDS, RecServ, UCS) ▪ Include multicultural competency in performance reviews. (UCS, RecServ, SHS – several other departments already do this) ▪ Incorporate multicultural education and discussion into staff meetings and retreats. (RecServ, WRAC, SDS, UCS) ▪ Develop two unique multicultural educational offerings for staff. (SHS) ▪ Create "at your desk or "drop in" staff development options for busy clinical staff. (SHS) ▪ Create and implement specific training sessions aimed at identified multicultural learning needs. (e.g., trans*, disability) (WRAC, RVAP)
Orientation/ Training: *How new staff members are welcomed to the Division and how Division values around multiculturalism are communicated at the outset, and in an ongoing fashion.*	• New employees receive orientation and training (either from their supervisor or other staff member) to review the division/department inclusion and equity goals, state expectations with regards to infusing inclusion into work practices. • New employees meet regularly with their supervisor to discuss how the employee is adjusting to the department; identify current level of multicultural knowledge/awareness/skills; plan professional development; discuss any conflicts, misunderstanding, or barriers; and any needs for additional resources or information.	▪ New staff will meet with Director and Leadership Team to discuss division and departmental multiculturalism/inclusion expectations. (UCS) ▪ New staff required to complete at least one multicultural training during their first year. (UHD) ▪ Add multicultural content to student employee training, including undergrads and graduate interns. (SDS, RecServ, UCS)

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Programs and Services: *How diversity programs and events are supported by the organization; ways in which the unit's programs and services are inclusive across identities*	• Programs and services are developed using the inclusive planning and decision-making prompts listed above (Planning and Decision-making category). • Programs and services are explicitly welcoming of individuals across all identities. • Diversity and multicultural programs and events are regularly planned and supported by the organization.	▪ Mark gender neutral bathrooms. (IMU) ▪ Update all online maps with safe zone areas, lactation room, gender neutral restrooms. (IMU) ▪ Survey the student population about their perceptions of IMU services/programs. (IMU) ▪ Identify a display/exhibition space in IMU to promote multiculturalism. (IMU) ▪ Train service providers on responding effectively to persons with disabilities. (RVAP) ▪ Implement FORGE initiative to make agencies safer for non cisgender individuals. (RVAP) ▪ Maintain minimum 25% women of color participation in Iowa NEW Leadership. (WRAC) ▪ Review marketing and communications strategies with an inclusion lens. (UHD, RecServ) ▪ Revise brochure and website to make inclusion explicit.(UCS) ▪ Develop resource questions for collaborators to ensure cultural competence is integrated in work plans. (OSMRC)

Category	Leadership	Planning and Decision-Making	Supervision and Performance Support	Recruitment/ Hiring/ Promotion	Staff Development	Orientation/ Training	Research and Assessment	Programs and Services
Number of action steps across all departments	13	16	8	7	23	8	8	18

Departments: RecServ (Recreational Services), UCS (University Counseling Service), SHS (Student Health Service), SDS (Student Disability Services), UHD (University Housing and Dining), IMU (Iowa Memorial Union), WRAC (Women's Resource and Action Center), OSMRC (Office of Sexual Misconduct Response Coordinator), RVAP (Rape Victim Advocacy Center)

* Our definition of multiculturalism is broad and inclusive, adapted from "Now is the Time":

Diversity/multiculturalism can be broadly defined to include all aspects of human difference, including but not limited to, race, gender, gender identity, age, sexual orientation, religion or spirituality, disability and ability, language, nationality, social-economic status and status as a veteran. (Adapted from Now is the time. (2005).Washington D.C.: American Association of State Colleges and Universities & National Association of State Universities and Land-Grant Colleges.)

Italicized descriptions adapted from Components of Multicultural Competency in Student Affairs Organizations, Lacretia Johnson Flash and mae stephenson, University of Vermont.