Multicultural Organizational Development in the Division of Student Life

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.

Adapted from Kathy Obear's Indicators of a Redefining/Multicultural Organization

Category	Goals	Examples– *given for illustrative purposes*. Each change team will determine departmentally appropriate steps toward the vision and goals.
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.	Newsletters, annual reports, Town Meetings, and listserv messages regularly communicate our commitment and vision re: multiculturalism (example: Von Stange's newsletter article) Leadership teams from each department will complete Safe Zone training. A list of Safe Zone trained staff members is included on the Division website and/or unit websites. Leadership teams (and/or Change Teams) from each department complete diversity training such as National Coalition Building Institute (NCBI). Students in identified leadership positions participate in the NCBI Workshop **"Leadership for Equity and Inclusion."** Examples may include: IFC/Panhellenic officers, Student Government officers, Resident Assistants, On Iowa Student Leaders, etc. Staff at all levels of the organization can articulate our value of multiculturalism and why it is essential in achieving our Division mission. Significant awards and recognition for staff and students are associated with diversity, inclusion, and multiculturalism.

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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.
		Strategic initiative fund requests and program review processes include multicultural criteria
		
		Decision-makers use the following prompts as they work to minimize any unintended exclusionary practices and attitudes in planning and decision-making discussions:
		  o Do we have the full breadth of social identity groups and perspectives at the table and involved in the process?
		  o How might our unconscious attitudes and assumptions about _____ be playing out in this decision?
		  o How might this program/service/policy/practice inadvertently advantage some and disadvantage others?
		
		Program funding distributions are examined across identity group affiliation
		
		Diversity, inclusion and multiculturalism are primary considerations in forming committees and choosing committee chairs

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).	Regular training is provided for supervisors in how to support multicultural knowledge/awareness/skills development in their direct reports. IOWA GROW is an expectation of supervisors across the Division. Each department's performance appraisal tools include specific items related to multiculturalism, diversity, and inclusion competencies. Staff members are invited to participate in departmental audits/scans.

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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 goals of diversity, equity, and inclusion. • Position announcements highlight the preferred 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.	Search processes provide a variety of interview sessions that include a broad range of constituents. Care is given to including diverse populations in the search process. Provide implicit bias training for Search Committee chairs or as a module during initial search committee meetings.
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.	Change Teams are provided regular educational support and opportunities to attend regional/national conferences regarding multiculturalism. Staff members across the organization (e.g., front line, administrative support, leadership, etc.) are included in multicultural training. The Division offers multiple multicultural staff learning opportunities each semester. Change Teams provide a list of resources for their department staff to refer to for ideas.

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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.	Each Division Town Hall includes messages about our commitment to and accomplishments as a multicultural organization. A quarterly welcome/orientation event for new employees is used to communicate Division values of multiculturalism, diversity, and inclusion.
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.	When possible, data is disaggregated by various social identities, examined by intersection, in order to identify differences. Current research on effective multicultural practice is regularly shared with and used by Change Teams and the MCWG to inform policies, practices, and programs.
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.	Department and Division websites and publications include explicit statements about inclusion, diversity and multiculturalism.

* 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.