

Student Affairs MCOD (Multicultural Organization Development) Template

MCOD Category	Purpose	Specific Components	Action Items/Notes
<p>Comprehensive definition of the term multicultural</p>	<p>In the interest of serving students, an inclusive and broad definition of multicultural should be chosen. Encouraging discussion of definitional issues is essential so there is agreement among staff members as to where diversity initiatives might be focused.</p>	<p>Use an inclusive definition of diversity</p> <p>Identify the student groups who have historically been underserved or underrepresented in higher education (e.g., people of color; students with disabilities; nontraditional students; female students; religious minorities; international students; first generation college students; and LGBTQ students)</p>	
<p>Mission Statement</p>	<p>A student affairs department or division mission statement identifies its values and priorities and ideally identifies the diversity issues as central to the department or division mission.</p>	<p>Explicit use of words such as multicultural or diversity must be an essential part of the mission statement</p> <p>Incorporate the mission statement into all department publications and advertisements such as brochures and websites</p>	

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Leadership and Advocacy	<p>Multicultural change efforts in higher education are most successful when they involve the commitment of the top leadership within a college. However, if such top leadership is not available, individuals may take responsibility within their own sphere of influence and attempt to create change.</p>	<p>Set short-term & long-term diversity goals for each year.</p> <p>Give additional rewards and support to those staff members who fully participate in the multicultural vision of the student affairs/department mission.</p> <p>Seek out additional multicultural training to assist efforts toward creating a multicultural department/division.</p> <p>Document how supervisors will assist their supervisees in the development of multicultural competencies.</p>	
Policy Review	<p>Multicultural organization development focuses on all significant subsystems of an organization, such as mission, policies and procedures, training, and evaluation. Reviewing the current policies, procedures, and forms is one way to ensure that diversity issues are included in all aspects of an organization.</p>	<p>Conduct a full review of departmental policies and procedures to assess their impact on diverse populations and make changes as appropriate.</p>	

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<p>Recruitment and retention of a diverse staff</p>	<p>To have a truly multicultural department/division it is essential that the staff be culturally diverse. Without a diversity of voices, life experiences, and cultural backgrounds, staff may be limited in their ability to meet the needs of some students. In addition to recruiting a diverse staff, addressing interpersonal and structural dynamics within the environment helps to create a welcoming and nurturing environment for all staff members.</p>	<p>Develop and follow proactive diversity recruitment strategies that identify where advertisements will be sent and how a diverse candidate pool will be developed.</p> <p>Include multicultural awareness, competence, knowledge, and skills as an integral part of the job description.</p> <p>Evaluate all job candidates on those criteria.</p> <p>Use ongoing supervision to explore retention-related issues.</p>	
<p>Multicultural competency expectations and training</p>	<p>Multiculturally competent attitudes, knowledge, and skills are fast becoming the standard within student affairs by which staff members may be evaluated. It is no longer acceptable to have a multicultural expert on staff to meet the needs of specific student groups. Training or retraining staff members in multicultural issues helps them feel more equipped to meet the needs of all students. Mentoring graduate students and encouraging the development of the multicultural awareness, knowledge, and skills is essential for effective supervision.</p>	<p>Create opportunities for staff to attend local, state, or national conferences or workshops that address diversity issues.</p> <p>Offer diversity training every year.</p> <p>Provide effective multicultural supervision for all professional and student staff members.</p> <p>Specify how multicultural tasks and responsibilities are part of graduate students' overall job expectations.</p> <p>Assign diversity goals to each staff member and base annual evaluation on how they contribute to the multicultural vision of the department/division.</p>	

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Scholarly activities	<p>It is the responsibility of all professionals to contribute to the field of multiculturalism through professional writing or presentations that reflect on their experiences. Such work instills more commitment to the process, creates a positive image for the department and/or division, and provides opportunities for staff members to receive feedback and support from colleagues across the country.</p>	<p>Encourage, support, and reward staff members who pursue any multicultural scholarly activities (writing for publication or presenting at professional conferences)</p>	
Departmental and/or division programs and services	<p>Incorporating multicultural content and sensitivity into all programs and services, from advertisement to implementation, makes for accessible and meaningful activities. It is also helpful to identify underserved student groups and develop ways to meet their needs more effectively, including the development of new and creative programs and services.</p>	<p>Review all programs, activities, forms, and services for multicultural content and values.</p> <p>Develop plans for more thorough and deliberate infusion of diversity material in workshop agendas and materials.</p> <p>Create at least one new and innovative program each year to contribute to the multicultural change efforts on campus.</p>	

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Physical Environment	<p>The physical environment sends an important message about what it values. It is important to create an affirming and caring environment where individuals of diverse backgrounds feel valued. Creating a setting that has music, artwork, and other visual images that are representative of diverse cultures not only makes those individuals feel welcome, it also educates and expands the awareness of others. Staff members need to be conscious and thoughtful in how they approach this issue; ongoing dialogue is central to creating an inclusive and accepting environment.</p>	<p>Review individual offices and public space to ensure they are void of offensive or insensitive materials.</p> <p>Ensure that all offices and programs are accessible and welcoming to students with disabilities.</p> <p>Display culturally inclusive artwork, music, and magazines in public spaces to create a welcoming environment.</p> <p>Discuss how to respond to insensitive or offensive verbal or nonverbal conduct in any programs or services.</p>	

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Assessment	<p>To create a multicultural department and/or division, an assessment of the multicultural strengths and weaknesses is necessary. By knowing who it is serving and how satisfied they are with the service, a department/division is better able to develop effective programs and services. Once an accurate evaluation has been completed, it is easier to set goals and plan strategically. Self-evaluation is not enough. It is vital to gather information about the perceptions, attitudes, and experiences of the students, staff, and faculty who use the services for a more accurate picture of the type of changes needed. The goal of assessment is ultimately to create some accountability for the multicultural change efforts.</p>	<p>Create an evaluation system that assess the effectiveness of its services and outreach efforts to all students.</p> <p>Assess student satisfaction with the multicultural sensitivity of the service or outreach effort as well as the multicultural competence of the staff.</p> <p>Gather information about the demographic background of students who use any program or services.</p> <p>Set yearly goals to either increase the percentage of students from underrepresented groups who use their office or improve the students' overall level of satisfaction with those services.</p>	