Department of Multicultural Affairs Operational Plan

Introduction to Multicultural Affairs
The Department of Multicultural Affairs helps all students on their journey to self-awareness. The department also strives to assist students in learning about the many cultures represented on campus. We also strive to find ways for our students to dialogue across differences.

Department of Multicultural Affairs Structure

Division of Student Life Mission
Student Life seeks to enrich the Baylor experience through life-changing programs and services resulting in an integrated education known for leadership, service, Christian faith, and the total development of students.

Division of Student Life Vision
Student Life will be a transformative presence in all our students’ lives equipping them to make a positive impact on society.

Division of Student Life Values
Values are the foundational principles and qualities upon which our division lives out its mission and vision. Central to these values is our commitment to our Christian faith and the belief that our work is enriched by the fulfillment of God’s call in our lives. It is within this context that we value:

Students—displayed by our attention to individual student needs as well as our love and commitment to the broader student body
Inclusive Community—evidenced by diversity, uniqueness, understanding, and unity as a staff
Transformative Learning—discovered through an integration of mind, body, and spirit
Leadership Development—cultivated through education, experience, reflection, and a call to impact human flourishing
Professional Excellence—guided by best practices, current research, assessment, and wise stewardship
Healthy Lives—modeled by a vigorous life and work balance and ongoing sense of fulfillment

Division of Student Life Goals
Guided by this mission, the University’s strategic vision, the wisdom of our professional discipline, and most of all, our common Christian faith, Student Life cultivates an environment that nurtures calling, wholeness, community, and citizenship.

**Student Life:**

Supports students as they discern God’s paths, plans, and purposes. *We help students discover calling.*

Fosters healthy living, joyful experience, passionate scholarship, and depth of faith. *We develop the whole student.*

Encourages meaningful relationships, Christian hospitality, and charity in all things. *We build community.*

Inspires and equips students to transform the world. *We cultivate global citizenship.*

**Division of Student Life Acts of Determination**

Acts of determination are prioritized division-wide initiatives that will help Student Life achieve our goals. As we seek to cultivate global citizenship, build community on campus, help students understand calling and develop the whole student, the division will focus on the following Acts of Determination for the next two to three years:

To instill Baylor graduates with the ability to lead and serve we will **develop and implement a comprehensive multi-year leadership framework.** A well thought out and wide-reaching model of leadership and service will be the foundation upon which divisional programs, services, and advocacy efforts are planned, resourced, carried out, and assessed. Central to this model are the foundational principles of the Christian faith and the ability to navigate within a complex global society.

To cultivate student understanding of the rich diversity God has created we will **integrate cross-cultural competency education through division programs, staff development, and community partnerships.** By enhancing the ability of our students and staff to talk and work across differences, we will develop Christian leaders who will advocate for and support social justice on campus and beyond.

To equip students to thrive, we will **foster educational initiatives that help students develop a stronger sense of health, equanimity, and wellness.** Guiding students as they mature in stewardship of themselves and care for community will require an intentional approach to teaching, supporting, and modeling healthy lifestyle choices, resiliency skills, and meaningful spiritual practices.

To create vibrant learning and faith formative environments we will **develop spaces across campus and in the community that create synergy and renewal.** Much work has been done, yet much is still needed, to create dynamic settings for students to engage in experiential learning, contemplation, recreation, and social interaction. Partnering with others will be essential in order to construct new and to repurpose existing spaces.
Department of Multicultural Affairs Mission:

The mission of the Department of Multicultural Affairs is to enrich the holistic development of each student by encouraging them to celebrate their personal heritage and embrace the cultures of others.

Department of Multicultural Affairs Learning Goals:

In fulfillment of its mission, the Department of Multicultural Affairs seeks to educate students on the theoretical, intra-personal, inter-personal, and systematic aspects of social identity. We help students:

- Apply social identity theory to their leadership practice, student development, and identity formation.
- Examine how their social identity shapes their intra-personal development.
- Evaluate how social identity impacts inter-personal relationships across differences.
- Critically discuss how social identity is impacted by systematic structures, organizational leadership, and societal influences.

Department of Multicultural Affairs Learning Outcomes

<table>
<thead>
<tr>
<th>Goals</th>
<th>Theoretical</th>
<th>Intra-Personal</th>
<th>Inter-Personal</th>
<th>Systematic</th>
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</thead>
<tbody>
<tr>
<td>Community</td>
<td>Relate social identity to the practice of leadership within the Baylor community SO, T, SP</td>
<td>Discuss how social identity impacts behavior, values, and attitudes. M, T</td>
<td>Analyze the impact of campus community on identity T, SP</td>
<td>Identify inequitable structures on campus. T</td>
</tr>
<tr>
<td>Calling</td>
<td></td>
<td>Identify professional development opportunities in leadership. M, SO,</td>
<td>Explain how personal identity affects leadership within a group. M</td>
<td></td>
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<tr>
<td>Wholeness</td>
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<tr>
<td>Citizenship</td>
<td>Explain the roots of cultural differences. SO, T, SP</td>
<td>Give examples of how their cultural history influences their opinions. M, T, SP</td>
<td>Describe how their cultural values influence their interactions with others. SO, SP</td>
<td>Discuss how structures in society may impact equality. T, SP</td>
</tr>
</tbody>
</table>

Mentoring = M  Student Organizations = SO Training = T  Speakers = SP
Multicultural Affairs Programs

Programs offered through Multicultural Affairs are organized into four categories:

1. Mentoring is designed to help incoming freshman connect to the campus while also promoting student retention.
   - STEPS
   - Freshman Action Team
   - My Sister My Self
   - Break the Silence

2. Student Organizations serve as a method of connecting students to the campus as well as the surrounding community.
   - BIG 6 organizations
   - Multicultural Leadership Cabinet
   - Student Cultural Banquets/Celebrations

3. Training is made available to all students in order to enhance their leadership skills.
   - Multicultural Leadership Summit
   - EMPOWER
   - Big 12 Council
   - MLC
   - Officer Transition Workshop
   - Big 12 Conference
   - Break the Silence

4. Speakers from a variety of backgrounds are recruited to present a diverse range of topics to the campus.
   - Multicultural Leadership Summit
   - EMPOWER
   - Big 12 Council
   - Speakers Series
   - Martin Luther King Luncheon
   - Cinco de Mayo Luncheon
   - Women’s History Month
   - Break the Silence
   - Student Cultural Banquets/Celebrations
## Multicultural Affairs Strategic Initiatives & Links to Divisional Acts of Determination

<table>
<thead>
<tr>
<th>Program</th>
<th>Initiative</th>
<th>Act of Determination</th>
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</thead>
<tbody>
<tr>
<td><strong>Training</strong></td>
<td>Develop cultural competency training for students.</td>
<td>Cross-cultural Competencies</td>
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<td></td>
<td>Host a cultural film series that offers opportunities for competency training and dialogue.</td>
<td>Cross-cultural Competencies</td>
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<td></td>
<td>Recruit a group of 20 students from diverse backgrounds to participate in the “Train the Trainer” initiative, perhaps utilizing members of the Multicultural Leadership Cabinet to assist with this endeavor.</td>
<td>Multi-year Leadership Framework</td>
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<tr>
<td></td>
<td>Offer a minimum of two cultural competency workshops per semester that will be open to the entire University.</td>
<td>Cross-cultural Competencies</td>
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<td>Create a position for a Diversity Initiative Officer.</td>
<td>Cross-cultural Competencies</td>
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<tr>
<td><strong>Speakers</strong></td>
<td>Create student-led/staff supported speaker series.</td>
<td>Multi-year Leadership Framework</td>
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<td>Use speakers as a vehicle to increase enrollment of underrepresented groups in specific majors.</td>
<td>Cross-cultural Competencies</td>
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<tr>
<td></td>
<td>Use speaker series to expand the Baylor community’s knowledge-base about a variety topics.</td>
<td>Cross-cultural Competencies</td>
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<td></td>
<td>Create a position for a Diversity Initiative Officer.</td>
<td>Cross-cultural Competencies</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>Provide Big 6 with training for more effective programming.</td>
<td>Multi-year Leadership Framework</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Revamp Freshmen Action Team so that we can make contact within the first 6 weeks with freshmen.</td>
<td>Health and Wellness</td>
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<td>Create ‘safe spaces’ for students to engage in dialogues across differences.</td>
<td>Synergistic Spaces</td>
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<td></td>
<td>Create faculty partnership within the STEPS process to enhance the tiered mentoring.</td>
<td>Cross-cultural Competencies</td>
</tr>
<tr>
<td></td>
<td>Use models from other campuses to reorganize the MLC as a student-driven body responsible for integrating cross-cultural competencies and student organizations.</td>
<td>Multi-year Leadership Framework</td>
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<tr>
<td></td>
<td>Provide funding and leadership training so the BIG 12 Council can take on leadership at the executive level on campus.</td>
<td>Multi-year Leadership Framework</td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td>Expand EMPOWER to include additional topics to address the needs of the Baylor students.</td>
<td>Cross-cultural Competencies</td>
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<td></td>
<td>Work with the University to identify students who can be “Home Grown,” thus creating a more diverse pool of potential university faculty members.</td>
<td>Multi-year Leadership Framework</td>
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<td></td>
<td>Create a position for a Diversity Initiative Officer.</td>
<td>Cross-cultural Competencies</td>
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Department of Multicultural Affairs Approach to Assessment:

Multicultural Affairs understands that assessment is an iterative feedback process for continual program improvement, based on the model shown below. The assessment cycle is an integral part of transformative education. It provides an ongoing mechanism for challenging tacit assumptions about program effectiveness, identifying conflicting program elements, and assuring that student learning outcomes are met.

As shown in the graphic below, our approach to assessment involves four steps:

- **Step one** is to define intended learning outcomes: more specifically, what do we want our students to know, do or value as a result of participating in campus recreation programs?
- **Step two** is to measure the extent to which participants achieve the learning outcomes.
- **Step three** is to interpret the results to identify areas for improvement.
- **Step four** is to use the identified areas for improvement to revise programming in order to increase student learning.

Department of Multicultural Affairs Plan for Continuous Improvement

The Department of Multicultural Affairs will adopt a three-year assessment cycle to comprehensively assess each program it offers. Each assessment will intentionally measure the extent to which each program meets the intended learning outcomes.

Year 1: Speakers  
Year 2: Student Organization/Training  
Year 3: Mentoring

<table>
<thead>
<tr>
<th>Program</th>
<th>Assessment Plan by Year and Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speakers</td>
<td>2013-14  2016-17  2019-20  2022-23</td>
</tr>
<tr>
<td>Student Organization/Training</td>
<td>2014-15  2017-18  2020-21  2023-24</td>
</tr>
<tr>
<td>Mentoring</td>
<td>2015-16  2018-19  2021-22  2024-25</td>
</tr>
<tr>
<td>Diversity Initiative Officer</td>
<td>2015-16  2018-19  2021-22  2024-25</td>
</tr>
</tbody>
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