

Individual and Organizational Development

This guide offers current and future student affairs practitioners a new conceptual framework for identity-conscious and intersectional supervision. Presenting an original and transformative model to address day-to-day challenges, this book gives practitioners a strategic approach to engage in self-work, identity exploration, relationship building, consciousness raising, trust development, and organizational change, ultimately helping them become more adept at supervising people from a range of backgrounds and experiences. Chapters include theoretical underpinnings, practical applications, and reflective exercises. *Conscious Supervision in Student Affairs* is a key tool for student affairs practitioners to effectively change systems of dominance and inequity on their campuses.

This book covers teaching cultural competence in colleges and universities across the United States, providing a comprehensive reference for instructors, researchers, and other stakeholders who are looking for material that will assist them in working to prepare students to become culturally competent.

There is a gap in the research about the preparation of diversity staff and their multicultural competency. In this book, I address that void by examining the academic, personal, and professional experiences and multicultural competence of the people who work in diversity services in higher education. I examined the impact of their demographics and experiences on individual multicultural competence as measured by the Multicultural Competencies for Student Affairs-Preliminary Form (MCSA-P2) created and validated by Raechele Pope and John Mueller (2000). Data were collected from a survey of 100 student affairs professionals using the MCSA-P2 and a demographic information form. In order to gather feedback from a wide range of respondents working at a variety of institutional types, the survey instrument was sent to diversity staff around the USA who were eligible to be members of the Student Affairs Administrators in Higher Education organization (NASPA). The survey responses were then analyzed using qualitative and quantitative methods.

The Relationships Between Multicultural Competence, Racial Identity, and Multicultural Education and Experiences Among Student Affairs Professionals Responsible for First-year Student Orientation Programs

Developing Awareness, Knowledge, and Skills

Contemporary Leadership and Intercultural Competence

Reflection in Action

A Pragmatic Exploration of the Multicultural Competence of Community College Student Affairs Practitioners

Building Relationships and Transforming Systems