

BOOK REVIEW

Multicultural Competence in Student Affairs

R. L. Pope, A. L. Reynolds, & J. A. Mueller

San Francisco: Jossey-Bass. 2004.

Reviewed by: *Jan M. Lloyd, University of Georgia*

This book is based on the Dynamic Model of Student Affairs proposed by Pope and Reynolds in 1997 and includes detailed information about each of the seven competencies developed in the model. The authors reviewed the counseling psychology multicultural literature and connected it with the competencies of the student affairs profession. Each chapter focuses on providing exemplary practices for each of the competencies in order to relate the content of the model to specific examples. Part one of the book focuses on the seven competencies and provides details and descriptions for student affairs professionals to build their multicultural competence. Part two provides case studies and examples to take the theory and apply it in practice.

The book would be a great reading for student affairs professionals. It provides detailed information about the multicultural competencies and gives situations as examples. For each of the chapters, the authors discuss circumstances that we may face each day in the field and how, by incorporating multicultural competencies, we can solve these problems or issues. Those who are looking to change their organization by increasing multicultural competence can find an easy to follow matrix in chapter three, which is a good advantage of the book. Because the second part of the book focuses on case studies and examples, it can be used as training material or projects for a graduate course. It seems to be intended as a “hands-on” book because it does provide a lot of examples. For those individuals or departments who are looking to expand their

understanding of multiculturalism in working with staff and students, this is a good book to add to your library.

Chapter one reintroduces the multicultural competence in student affairs model and describes what it means to have multicultural competence. The model is related to student affairs core competencies but is not designed as a measurement tool. Rather, the authors suggest that it can be used for self-assessment and supervision. The chapter provides information on exemplary practices related to multicultural awareness, knowledge, and skills for student affairs practitioners.

Chapter two looks at the theory and translation competence in student affairs work. The chapter provides information on various theories, models, and processes that is offered in student affairs but addresses the need to expand the attention to multicultural issues as well. It also provides information, again, on how awareness, knowledge, and skills are connected with theory and translation. As an example, the authors suggest that competent student affairs professionals must be aware that all theories are based on a particular view, be knowledgeable of new theories that address underrepresented populations, and the ability to critique and apply the theories to practical experiences.

One of the many roles that student affairs professionals will face is serving as an administrator and manager. Chapter three addresses the administration and management in student affairs and provides information on some areas including the tasks, responsibilities, principles, and administrative effectiveness that will encompass that position. The authors suggest and provide information on the Multicultural Organization Development (MCO) theory as a way of framing departments and organizations. This chapter is extremely helpful for those who are looking to change their organizational

culture to include multiculturalism. It provides a Multicultural Change Intervention Matrix (MCIM) and detailed examples of how to incorporate change into your organization.

Helping and counseling services is another core competence for student affairs professionals. This next chapter focuses on seven multicultural competencies for working with students, student groups, and staff that provide as a foundation for building your counseling awareness, knowledge and skills.

Chapter five discusses the assessment and research competence. It provides information on how the multicultural awareness, knowledge and skills can be integrated into assessment and research as well as definitions on race, nationality, ethnicity, and culture. It focuses on instrumentation, data collection and other methods of research for building multicultural competence in this area.