

**Leading From Within: Faculty/Staff Development**  
**Chair: Martha LaBare, Bloomfield College**

These are guiding principles and cautionary notes from the Faculty and Staff Development cluster presented at the final plenary during the second annual Bildner Family Foundation Campus Diversity Summer Institute.

The **most meaningful faculty/staff development for diversity is tied to specific goals and objectives that enhance teaching/learning** (in and out of the classroom) and have **measurable outcomes** (qualitative and/or quantitative). Professional and program development for diversity needs to be **mission-centered**, to claim **institutional commitment in public rhetoric and in resources**.

Inspiration for development may come from many sources: institutional mission, change in leadership, change in student demographics, collaborations that have external funding, requirements for extended orientation or mentoring, new scholarship... – but it needs to be **faculty-shaped, staff-shaped, with administrative support**. Development must **start where we are**.

Faculty and staff are attracted to development programs that appeal to **“the advancement of knowledge, the improvement of teaching, and the enhancement of student learning.”** We also need **pragmatic attractions**: stipends, released time, summer stipends, resource support (books, films), opportunities to connect/reinforce valuable work (e.g. academic affairs/student affairs programming), good food. In workshops, we look for pedagogical strategies to use in class and activities that creatively use technology. We need a **do-able objective, a finite outcome that can be attained** (and much more will be accomplished than that). We need a **viable and flexible timeline** – one that allows for varied schedules for start-up and participation, that allows the most eager to start and those whose interest develops later to join in.

For long-range, mostly, we need **TIME**: time for **collaborative and individual study**, time for **reflection** and time for **dialogues** with each other. Principles that apply to students apply to us: **Time on task matters**. Jack Meacham stressed that we **have to know each other** to engage in faculty/staff development. Caryn McTighe Musil stresses the **time, focused study, collegiality**. Some of the Bildner institutions’ models emphasized that **sustained opportunities** for developing shared visions, mutual trust, working relationships, self-knowledge as a community of learners/teachers/scholars and that “secondary” benefit of **development of community** has lasting impact. Designs for longer-term development programs should provide **flexibility**, leave room ideas as they arise.

**Shorter formats** (lunch meetings, workshops) can work, depending on our intended **audience and objective** (e.g. convene those who already have momentum, or a target audience with a specific interest or problem in common). Shorter programs need to be **linked to larger efforts** (e.g. workshops to the **department’s diversity goals** and workshops linked in a **series**). Every program does not have to have a huge audience.

A **target audience** can be important. Sometimes a narrow and **focused** group is appropriate to task. For **comprehensive change**, the total design needs to assure **participation of faculty/staff across departments and across disciplines that include senior and junior faculty and elected and de facto leaders**. Professional development must be **valued and rewarded** in regular **evaluation processes**.

Short and long programs (ambitious or narrowly targeted) need to **disseminate the results of development** to faculty/staff development committees, in reports from academic and student affairs, and in university publications. Use normal channels of **governance: If you want to sustain it, when you must bring it in and institutionalize it**.

Build in **assessment that is appropriate to a project (and series of programs)** from the beginning, **using both qualitative and quantitative methods**. Be clear that assessment is for the purpose of **improving teaching/learning effectiveness**. Make the diversity project assessment plan **integral to the institutional assessment plan**.

Be sure to **honor the internal expertise** and **consult** them for planning programs. Publicize the expertise and **use it**. Do an **audit** to find internal expertise and list internal consults on your web site.

Think of faculty/staff development broadly, especially in terms of **faculty/staff profile**. Hire for diversity and diversity expertise. Feature **diversity mission language in ads**; use **on-line listings**; direct searches to **sources that have high interest in diversity** (e.g., AAC&U conferences, minority caucuses of disciplinary and professional associations, directories of doctoral candidates). **Network** like crazy. Prepare search committees to **interview with diversity-focused questions**. Use **target-of-opportunity** positions.

### **Cautions:**

**Invite doubters** into the dialogue of the program; **be inclusive, not exclusive**.

### **Sustain momentum in professional development in times of scarcity:**

Limited resources for faculty/staff development means limited resources in other areas and people are probably already doing double duty – so we have to become more creative. Administrators need to **be up front** with the faculty and staff about finances: faculty and staff will **volunteer to do projects that are most valuable**. We can do less instead of cutting efforts entirely. This is a good time to use **internal resources and seek partners**. Co-sponsor within the institution, and beyond the institution.