I. Generate community interest and engagement by requiring administrative and academic departments to develop and commit to a set of concrete, achievable actions that align with the institution’s overall commitment and goals to creating a more diverse, equitable and inclusive campus community. Ensure that a core element of these actions plans is professional development.

II. Create an oversight and accountability plan which allows you to monitor a department’s progress on their action plans. Expect departments to report annually on their participation in relevant professional development activities.

III. Conduct a baseline assessment of the current campus climate to monitor progress and effectiveness of the various initiatives, including professional development activities. Consider collecting qualitative data in addition to quantitative data so that trainings can be connected to lived experiences and on campus realities.

IV. Consider institutional capacity to meet professional development demands by creating a menu of professional development opportunities to be offered broadly and regularly. Regularly scheduled offerings allow for everyone to participate in professional development activities while also reducing the number of individual training requests individuals and centers receive. When appropriate, consider videotaping lectures and presentations and making them publicly available to the campus community. Consider hosting annual professional development days, regular training lunches, and online training or e-learning modules to make training opportunities accessible.

V. Consider research findings that demonstrate a voluntary approach is more effective in promoting diversity and inclusion than mandating training. Effective professional development is not passively received, it is interacted with and created through purposeful engagement. Therefore, consider using a Motivational Interviewing (Miller & Rollnick, 2002) style to engage constituents by assessing their values and goals, identifying the discrepancy between their values and goals and their current behaviors, and aligning training with those values and goals.

VI. Develop strategies that help departments avoid one-time, “drive-by” workshops. Create discussion guides to allow for deeper, more sustainable conversations to occur within the departments. Encourage department chairs and managers to continue the conversations during regularly scheduled department meetings. Consider implementing a “train the trainer” model to work with department chairs or managers and help them build the skills and self-efficacy to facilitate these discussions.
Faculty and staff intercultural development: Amplifying voices and expanding the table
Elon University
Leigh-Anne Royster, Director, Inclusive Community Development
Deandra Little, Director, Center for the Advancement of Teaching & Learning

Major diversity and inclusion efforts:
- Strategic Plan - Goal
- Institutional structures bridging Academic Affairs & Student Affairs - Provost Inclusive Community Team, Inclusive Community Council, other institution-wide standing committees
- Campus units charged with supporting historically marginalized groups (that advocate for) - Employee Resource Groups, Identity Centers & spaces
- Training and Development - scaffolded approaches for faculty, staff and students

Approaches and spaces for intercultural development (for example):
- Curricular - COR Forum (for Gen Education), Intergroup Relations Dialogue, Diversity Dashboard, Diversity & Inclusion Grants for course or assignment development
- Co-curricular - Center for Race, Ethnicity and Diversity Education (CREDE) Intercultural Competency Educational Certificate Program, El Centro, Multifaith Initiatives
- Professional development for faculty and staff - from one-time events (“Race-nicity” lunches) to series to programs (Intercultural Consciousness Certificate program)
- Campus dialogues - Sustained dialogue, Deliberative Dialogue, Summer Race Reflection Series, Community Connections

Challenges and Struggles in developing intercultural programming:
- Decentralization: Flat, decentralized structures better mirror/embodie frameworks responsive to equity development. But, decentralized work is difficult to manage and coordinate.
- Resource Allocation: Decentralized work means that various departments/divisions might be resourced differently, which may give false sense of emphasis or value placed on identities or approaches to diversity and inclusion work.
- Balancing time & depth: Staff/faculty/students do not have time for deep approaches that literature shows are effective, and these are costly, yet we know they are a necessary part of culture change.
- Large-scale culture change takes time: Often a list of efforts doesn’t match the feeling of slow change. Institutions can be doing a lot of diversity & inclusion work, but individuals within it can still experience bias, or the environment can still feel as it needs improvement, or the curriculum can seem to lack an inclusive lens.

Tips:
- Create institutional infrastructure that models equity work.
- Look for spaces of productive overlap and shared messaging.
- Provide multiple ways, modes, time commitments, and topics for people to engage in this work.
- Be attentive to potential burnout and professional needs.

www.elon.edu/diversity
https://www.elon.edu/u/academics/catl/inclusiveteaching/
Title: Faculty and staff intercultural development: Amplifying voices and expanding the table

University of West Florida
Kim LeDuff, Chief Diversity Officer & Vice President for Academic Engagement
Vannee Cao-Nguyen, Associate Vice President & Student Ombuds for Academic Engagement

Major diversity and inclusion efforts
- Establishing Office of Equity and Diversity/ Integration into Academic Affairs
- Digital Accessibility Initiative

Approaches, frames and models to intercultural development:
- Diversity
  - Acceptance, Awareness, Respect Campaign
  - President’s Council on Diversity
  - Diversity Plan
  - Certificate Program/ Online Program
- Accessibility
  - ADA Steering Committee
  - Work Groups (Web/Procurement/Academic Materials)
  - Universal Design
  - Faculty Support Resources

Challenges and Struggles in developing intercultural programming:
- Diversity
  - Faculty/no compensation
  - Communication/ Mission
  - Keeping momentum and keeping courses fresh
- Accessibility
  - Faculty pushback
  - Complex issue/sheer size of problem
  - Stakeholders
  - Inclusive teaching vs legal mandate

Tips
- Understand institutional history
- Support from top down
- Identify relevance of initiative to stakeholders