Part 1: Faculty Participation

1. After a racially-motivated incident on campus, diverse students at an open forum recount times they have felt unwelcome at your university. They tell the president they want all faculty trained so that their classrooms are safer spaces. The president wants to take quick action so students know they are being heard. A group of faculty who teach gender and diversity on campus say it will take two years to develop a program that adequately addresses the complexity of the topic. What should you do?

2. Students sometimes report to the Center for Diversity & Inclusion that they experience more microaggressions from adjunct faculty. How do you provide training that will reach adjunct faculty? What obstacles do you need to address?

3. The deans express concern that faculty will not participate in any substantive training without receiving a stipend. Other administrators believe that diversity training should be “part of the job.” How do you motivate faculty to participate in the training?

4. Offering training online might be one way to make the training fit busy faculty schedules. But some stakeholders are concerned that topics like diversity can only be discussed in person. How can you adequately address these concerns with the training you offer?
Scenarios

Part 2: Diversity Training

1. Faculty with expertise in diversity want training to cover the complex history of structural oppression that underlies issues like bias. The center for teaching wants to prioritize classroom strategies for promoting inclusivity. What should the focus of the training be?

2. Staff who work in areas related to mission and student affairs argue that true change doesn’t happen without introspection and reflection. Faculty with expertise in diversity emphasize content. How can you manage these two perspectives to produce effective training?

3. Some administrators, faculty and staff advocate for purchasing training that has been developed externally to ensure that all participants have a common vocabulary and understanding of key diversity-related concepts. The external training includes knowledge checks that can demonstrate completion. Others argue that the training should privilege conversation over content, which means the experience for participants will be more variable. Which option will serve your institution better?

4. In the university climate survey, students report that faculty tend to avoid difficult topics in their classes. Diverse students state that bringing topics like race into classroom conversations will make their education more relevant to their lived experiences. How can you adequately address these needs?