

Evaluation method	<p>Determine effectiveness of professional development through the use of :</p> <ul style="list-style-type: none"> • Pre and Post surveys • Focus groups • Documented behavior change • Performance appraisals • Ongoing assessment • Self assessment
Target audience	<ul style="list-style-type: none"> • Administrators, state program leaders • District and area supervisors, state and regional faculty, support and technical staff, paraprofessional, and volunteers within research and extension
Sources for Building Competency in the area of Diversity	<p>Professional development should consist of learning experiences organized for the individual as well as for groups.</p> <p>Some sources of professional development include:</p> <ul style="list-style-type: none"> • Internal workshops conducted face to face, via ITV, internet or via teleconference, involving role playing, field trips, home stays and the use of consultants • Local, state national and international diversity conferences, institutes, and leadership exchange programs • Internships at institutions and agencies that serve people of color • National and regional extension leadership development (NELD) • Local leadership and cultural institutes • Developmental leaves • Orientation modules designed to inform the workforce of the importance of diversity in land-grant institutions, along with techniques of working effectively with diverse audiences • Extension annual conferences • Mentoring programs • Comprehensive diversity training programs at land-grant institutions leading to certificates of cultural competency • The catalyst team can be an excellent source of professional development
Time frame	<p>Ongoing</p> <ul style="list-style-type: none"> • The professional development offerings should be reassessed annually and appropriate changes should be made
Barriers to effectiveness and ways to address the barriers	<ul style="list-style-type: none"> • Funds for professional development are often the first to be reduced or eliminated in times of scarce resources • Some may not want to participate in professional development on the topic of diversity • Lack of commitment at any level • Lack of an organized professional development system • Lack of ways to measure impact (personal and organizational) • Lack of recognition of those who participate in professional development around the issue of diversity • Administrative commitment to professional development
Key Steps	<ul style="list-style-type: none"> • Use surveys to determine professional development assets and needs within the institution • Identify core competencies for the workforce that include cultural competency • Establish clear professional development goals • Use individual development plans to outline professional development plans to address individual needs of faculty

	<ul style="list-style-type: none"> • Develop or identify quality professional development within internal and external sources • Design evaluation systems to determine effectiveness of professional development, documenting behavior change
Costs	Varies according to amount of professional development provided within each state
Resources Financial: Other Resources:	<ul style="list-style-type: none"> • Extension loan and fellowship fund • Extension professional development funds • Grants <p>Change Agent States for Diversity and Engagement (CASD/E), http://www.casd.cornell.edu/</p> <ul style="list-style-type: none"> • National Extension Diversity Task Force (EDTF) • National Extension Diversity Center, http://www.ediversitycenter.net • Meta-skill competence System, University of Minnesota, http://webdev.extension.umn.edu/internal/Professional_Development.html • Intercultural Development Inventory (IDI Tool), Oregon, http://www.intercultural.org/idi/idi.html • ECOP Subcommittee on Personnel Training and Development, October, 2000 • National Extension Leadership Development (NELD), http://www.tnstate.edu/cep/SpecialistPages/4/1091/HTML/NELD.htm
Author	Revised by the Communications Committee, 2006