The Diversity-Infusion Grant proposal submitted in February of 2020 was an ambitious plan to create a three-part Best Practitioner Kit for all CORE faculty to use as a means for improving the inclusive pedagogy and climate into their courses. The rationale for the kit was to help faculty recognize the work they were already doing in the courses and to expand those contributions, or, in some cases, begin the process of deepening inclusivity and equity in the courses.

Materials and teaching assistance were offered in the early days of the Fall 2020 semester. For example, materials were posted to a Core Google Doc and website to support the Common Reading Jennifer Eberhardt’s *Biased*. The Coordinator for DEI in the Core sent out some personal emails to faculty who expressed some concern about teaching the Common Reading in their courses.

Later in the semester, a conversation with Elon Law associate dean Wendy Scott about civil rights law was recorded in the COR 110 class linked to the African Diaspora neighborhood and posted in the COR 110 Google Doc. Throughout the semester, multi-media content related to campus events such as the virtual play *Pheromones*, a reading from Nikki Giovanni, and the conversation with Ibram X. Kendi were posted to the Core website. This content also accompanied some class exercises and discussion questions that could be used to engage students in conversations.

Even though content was posted, the deep implementation of the kit sputtered in the 2020-2021 academic year. Only one section of COR 110 utilized Associate Dean Scott’s presentation and only 2 professors accepted teaching assistance for *Biased.* While the pandemic can be blamed for many institutional goals being stifled, we found that it was just one factor in the limited success of our plan.

Of course, colleagues were stretched thinner than in any semester we can recall. Changing course content, albeit relevant to what was happening on campus, during an already dynamic time was a challenge. That said, it may have been the turbulent racial events of the summer of 2020 that significantly stretched the faculty involved in Elon’s diversity and inclusion efforts. Faculty expertise was needed on Academic Council, university working groups, and departmental curriculum committees focused on inclusivity and equity. Further, to serve the new institutional priority that every student has courses that address systemic inequities in the U.S., the recipients of the Diversity Infusion Grant focused energies in that area, recipients of this grant were deployed in its development.

In an ideal semester, we would have made more efforts to connect the expertise of Elon’s faculty, staff, and guests to offer a wider range of speakers in courses. This team also would have more closely monitored who was using the materials and assessed the faculty and students’ use of the materials. Still, there were lessons learned. The big takeaway for this team is that changes for a group of faculty as large as those connected with the Core take focus from not only those implementing the changes, but from those who are teaching the courses. Even in a semester, where the institution’s focus was laser-like on DEI, there is just so much capacity to do this work. The team’s decision to downshift and simply offer online materials that could be plugged into courses was ultimately being respectful of the mental and physical labor this type of work takes.