

Engaging Intentionally with Diversity, Equity, and Inclusion in your ATE Evaluation

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ATE PI Conference 2022



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EvaluATE



www.evalu-ate.org



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This material is based upon work supported by the National Science Foundation under Grants No 1841783. The content reflects the views of the authors and not necessarily those of NSF.



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Land and Labor Acknowledgement



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Think of...


- 1 thing that you probably have **in common with everyone** in the room
- 1 thing that you probably have in common with **50% of the room**
- 1 thing that is **probably unique to you**

6

Some Caveats

-  This workshop is the beginning
-  No person can achieve cultural competence
-  There is no simple equity or culturally responsive checklist
-  Culture, norms, and equity shift with time and context
-  To do this work well you have to be open, vulnerable, and self-aware


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Definitions, Justification, and Rationale

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Culture



Customs, arts, social institutions, and achievements of a particular nation, people, or other social group (Dictionary.com)



Ways of living of a group; shared norms, values, and assumptions (Samuels & Ryan, 2011; SenGupta, et al., 2004)



Shared language, gender, ethnicity, religion, race, class, sexual orientation, disability, dietary preferences, age, and/or geographic location (Bowen & Tillman, 2015)

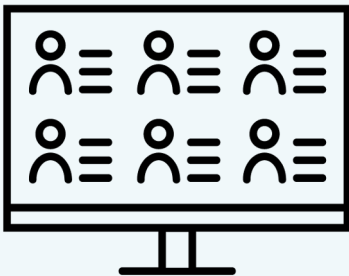
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Culture



Dynamic & ever-changing


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Diversity

Traditional socio-demographic markers
such as class, gender, nationality, sexuality, ethnicity, and race,
as well as **other ways people are different** from one another

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Equity

Parity in program access, participation, and accomplishment for all program participants, **especially those least well-served** in the context (Greene, et al., 2011)

Fair distribution of opportunities to participate and succeed in education for all students (NAS, 2018)

All children have an opportunity to survive, develop, and reach their full potential, **without discrimination, bias or favoritism** (UNICEF, 2010a)

Achieving equity, redistribution of resources

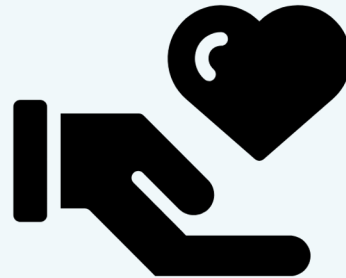
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Inclusion

People are (and feel) embraced, included, valued

Processes through which all students are made to **feel welcome** and are treated as motivated learners (NAS, 2018)

Sense of belonging, climate



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Cultural Responsiveness

Terms cultural responsiveness and cultural competence have become **ubiquitous**

Multicultural validity (Kirkhart, 2005; 2010)

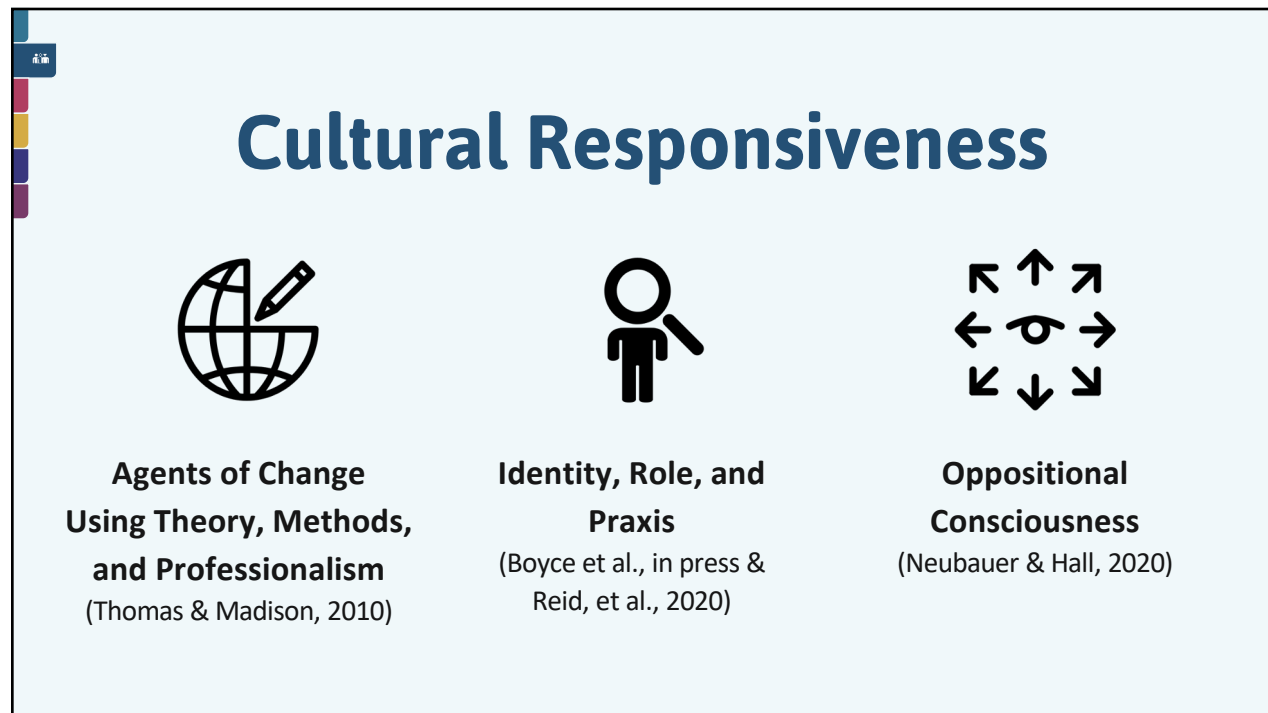
Research and evaluation as **social justice**

An ethical imperative

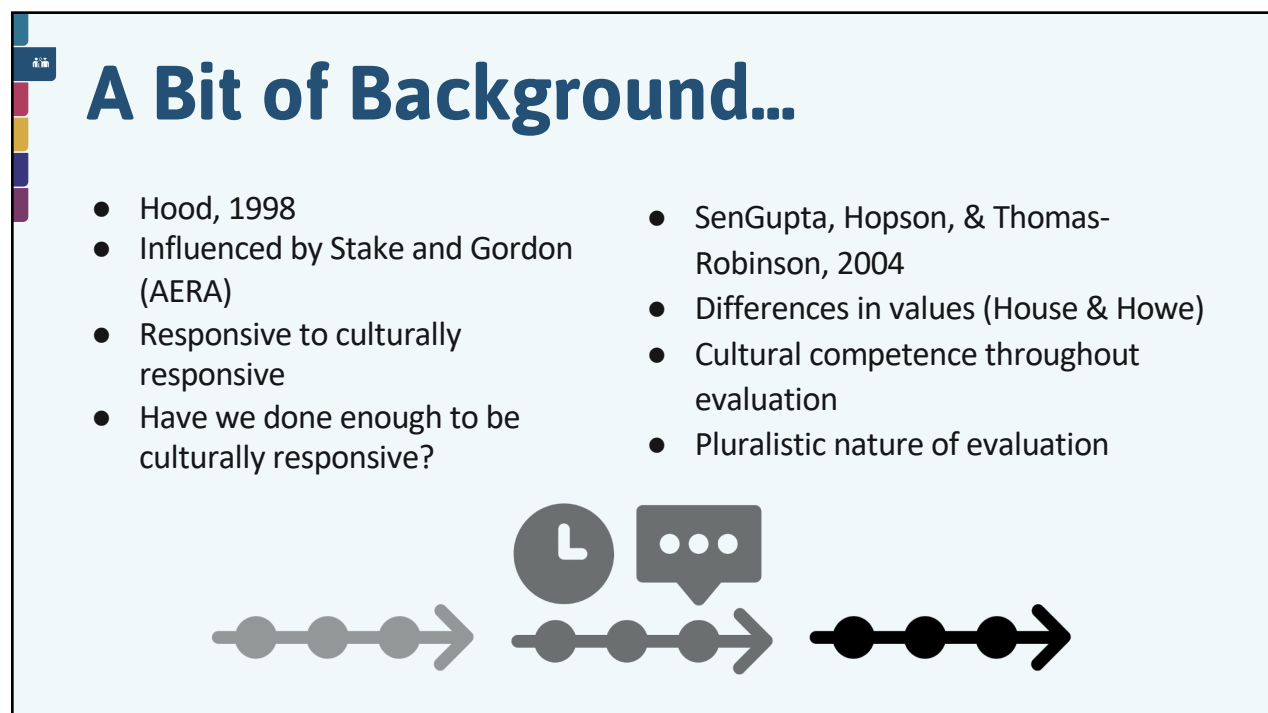
Research toward the elimination of health and health care disparities



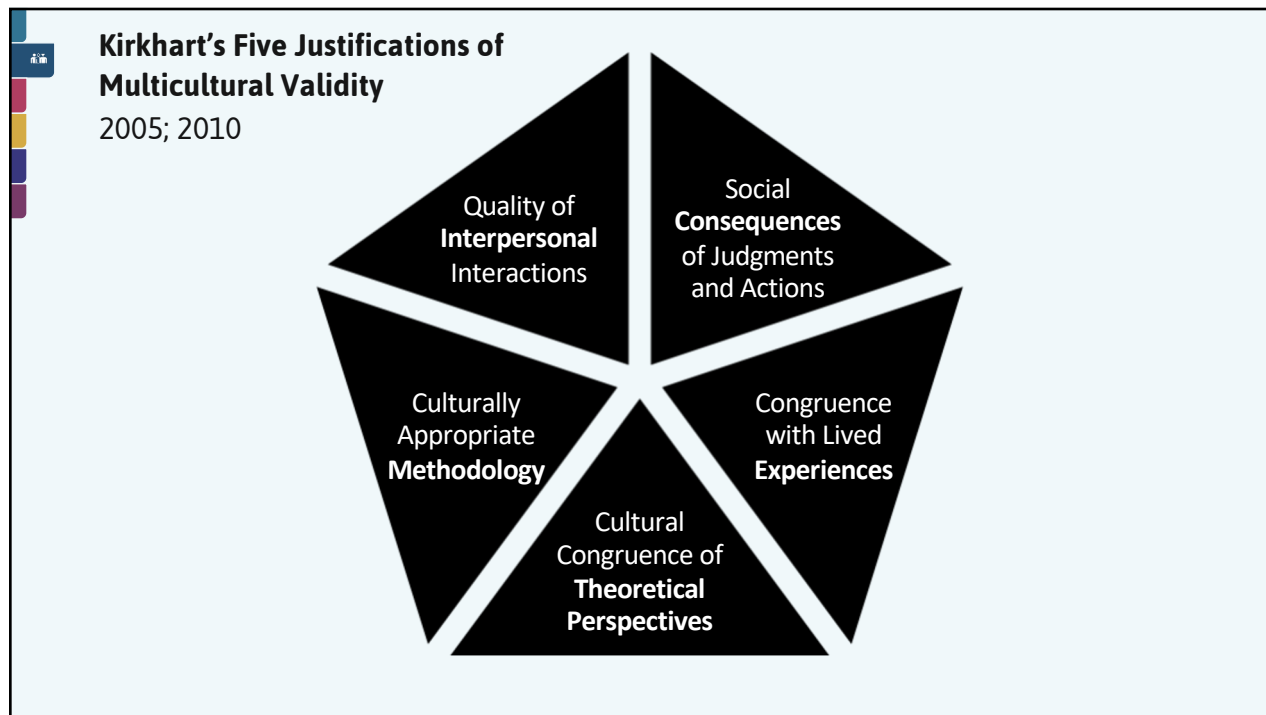
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We Need to Be Reflective of Diversity, Power, and Privilege

Diversity increases creativity, excellence

The process of becoming multicultural is lifelong

Privilege can be a learning disability

(Symonette, 2004)

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We Need to Be Reflective of Diversity, Power, and Privilege



Diversity increases
creativity, excellence



The process of becoming
multicultural is lifelong



Privilege can be a
learning disability

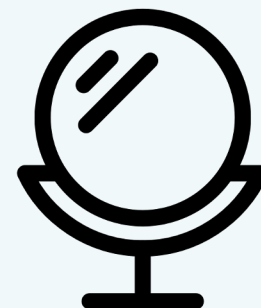
Share an example of how
you think this can possibly
play out in a research or
evaluation setting.

(Symonette, 2004)

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“That person is a professional who, while believing
strongly in his mission, recognizes the subjectivity
of his assumptions, the limitations of his methods,
and the irrationality of his behaviors, and who
responds to being challenged by **questioning his
own ways of thinking and doing.**”

- Raphael Fischler



Importance of Reflective Practice

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What is Reflective Practice?

“A state of mind, an ongoing attitude of life and work,
the **pearl grit in the oyster of practice and education...**

It enables us to make illuminative sense of where we are in our own practice,
and our relation to our profession.” (Bolton & Delderfield, 2018, pp. 1-2)

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A Dichotomy: 2 Modes for Reflection

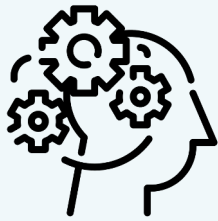


Individual



Collaborative

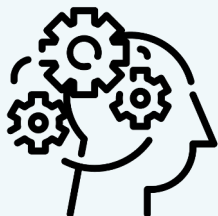
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Reflective Practice...

- **Intentional**
- Brings things out into the **open**
- **Bridges theory and practice**
- For becoming **wiser or better**
- Helps better **frame our inquiry**
- Helps us ask **good questions**
- **Challenges** assumptions, biases, ideologies, beliefs, and behaviors
- Engages & values **multiple perspectives**
- Gives **voice**
- Engages **uncertainty** and puzzling situations

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Reflective Practice...

- Deals in **moral judgment**
- Accepts **ignorance and mistakes** as a part of practice
- Builds **awareness and attentiveness** to context
- Provides a **map and a compass**
- Requires **curiosity, humility, and authenticity**
- Is a political and social **responsibility** (challenges the status quo)
- Is concerned with **taking ACTION**

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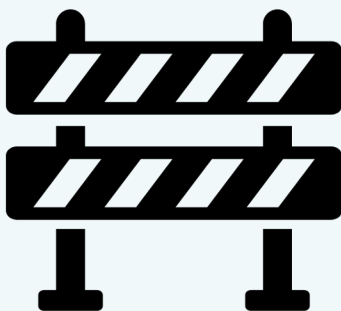
Reflection in- action



Reflection on- action

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Blocks and Limitations to Reflection



- Inexperience at imagining others' experience
- Not knowing how to express your reflective narrative
- Fearing incompetence, judgment, or ridicule
- Tiredness/overwork
- Lack of time
- Lack of motivation
- Topic is too heavy, touchy, or sensitive

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Reflective practice as a continuous process that takes strength of mind, grace, and forgiveness.

“Smooth-running social, political and professional systems run on the well-oiled cogs of stories we construct, and connive at being constructed around us. Welcoming of diversity can be mere window-dressing. Effective reflective practice and reflexivity are **transgressive of stable and controlling orders**; they lead cogs to decide to change shape, change place, even reconfigure whole systems.”

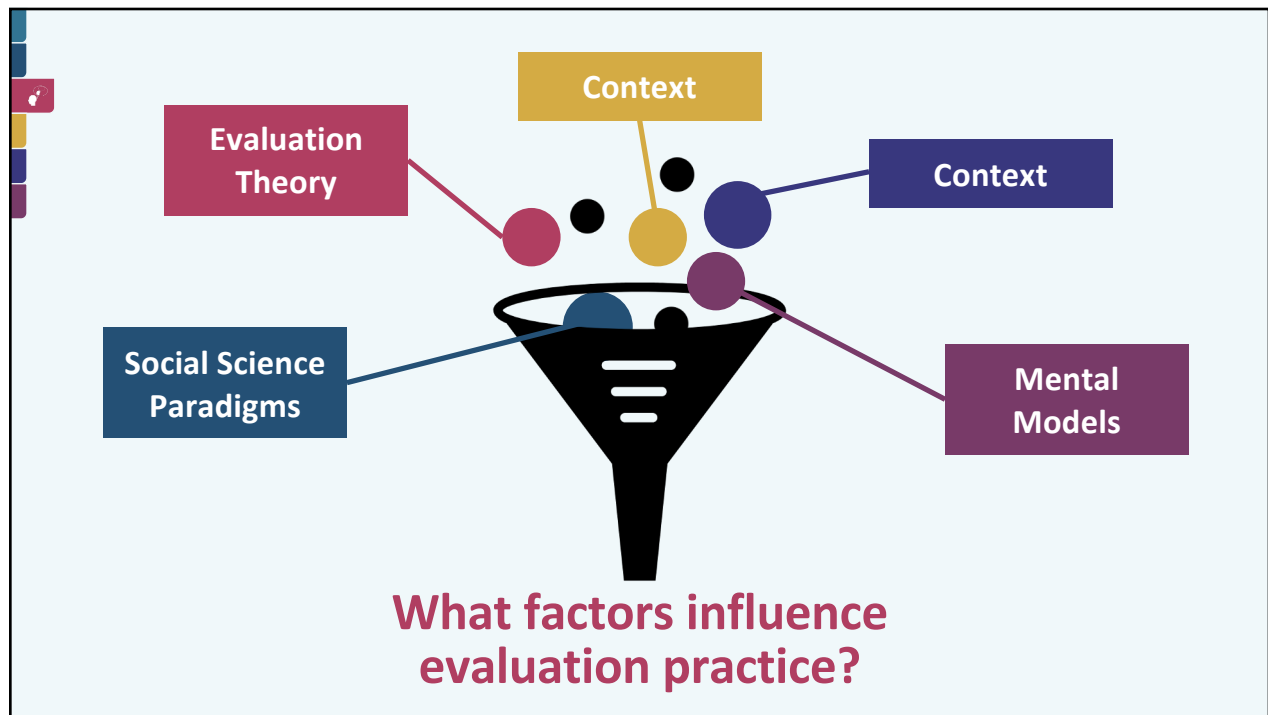
(Bolton & Delderfield, 2018, pp. 20-21)

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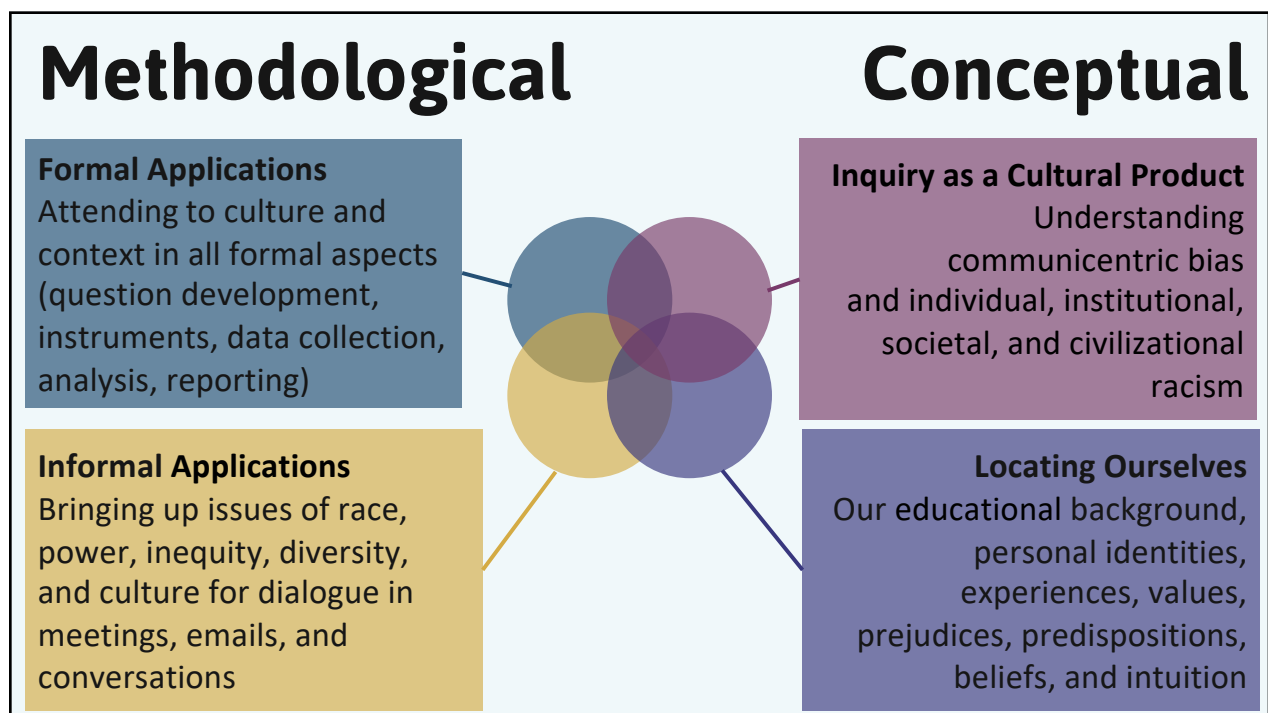


PAUSE

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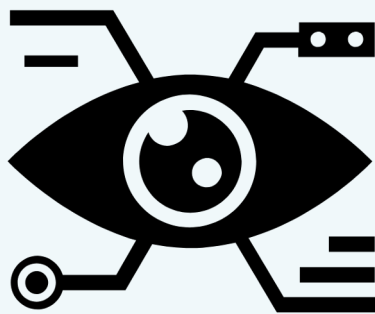
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Cultural Identity and Mental Models

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Mental Models & Cultural Identity



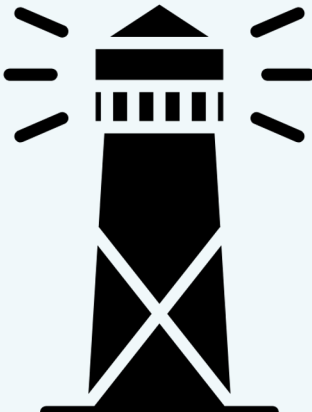
Complex **multifaceted lens** through which we perceive and make sense of the world

Set of **assumptions, understandings, predispositions, values and beliefs** with which we approach our work and the world

Come from our **educational and personal background**, culture, experiences, values and beliefs

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Locating Ourselves




Our lens influences all evaluation/research processes from design to implementation and interpretations (Milner, 2007)

You are the first data collection instrument!

Reflect on your own educational background, personal identities, experiences, underlying values, prejudices, predispositions, beliefs, and intuition

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Boyce Mental Model



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Tovey Mental Model

OAERS
Office of Assessment, Evaluation,
and Research Services

THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

UNC GREENSBORO
School of Education

SPFL
STEM
PROGRAM
EVALUATION
LAB

"If the structure
does not permit dialogue
the structure
must be
changed."
Paulo Freire

Evaluators
Social Scientists

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Becho Mental Model

E

University of
New Hampshire
Sociology

WESTERN
MICHIGAN
UNIVERSITY

No one is free
when others
are oppressed

WOMEN'S RIGHTS ARE
HUMAN RIGHTS

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Mental Model Activity



Develop

Take 15-17 minutes to put together your own mental model



Share

Spend 2-3 minutes sharing your mental model with your group



Report Out

One person take notes, and one person be the “speaker” for the group

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Reporting Out



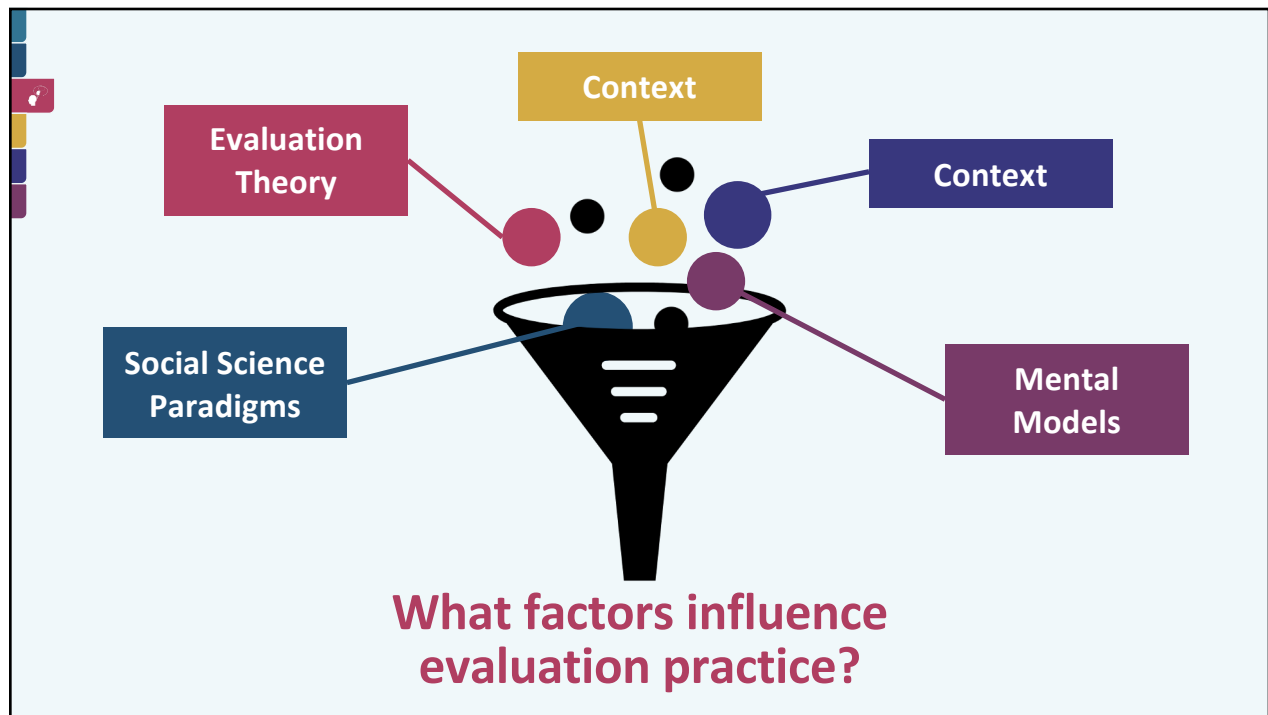
Interesting observations?

Area of **overlap** that were shared?

Items that were perhaps **difficult** to share?

Reflections after hearing from others?

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Recognizing Social Inquiry as a Cultural Product



Examine the role communicentric bias (Gordon, Miller, & Rollock, 1990) and individual, institutional, societal, and civilizational racism plays in education and the social sciences (Scheurich & Young, 2002)



Stop “autoload” (Symonette, 2004)

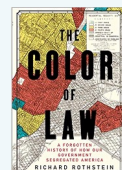
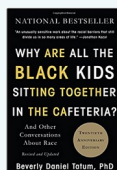
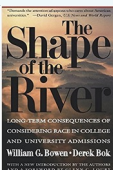


Seek to understand the culture, context, historical perspective, power, oppressions, and privilege in each new context (Greene, 2005; Pon, 2009)

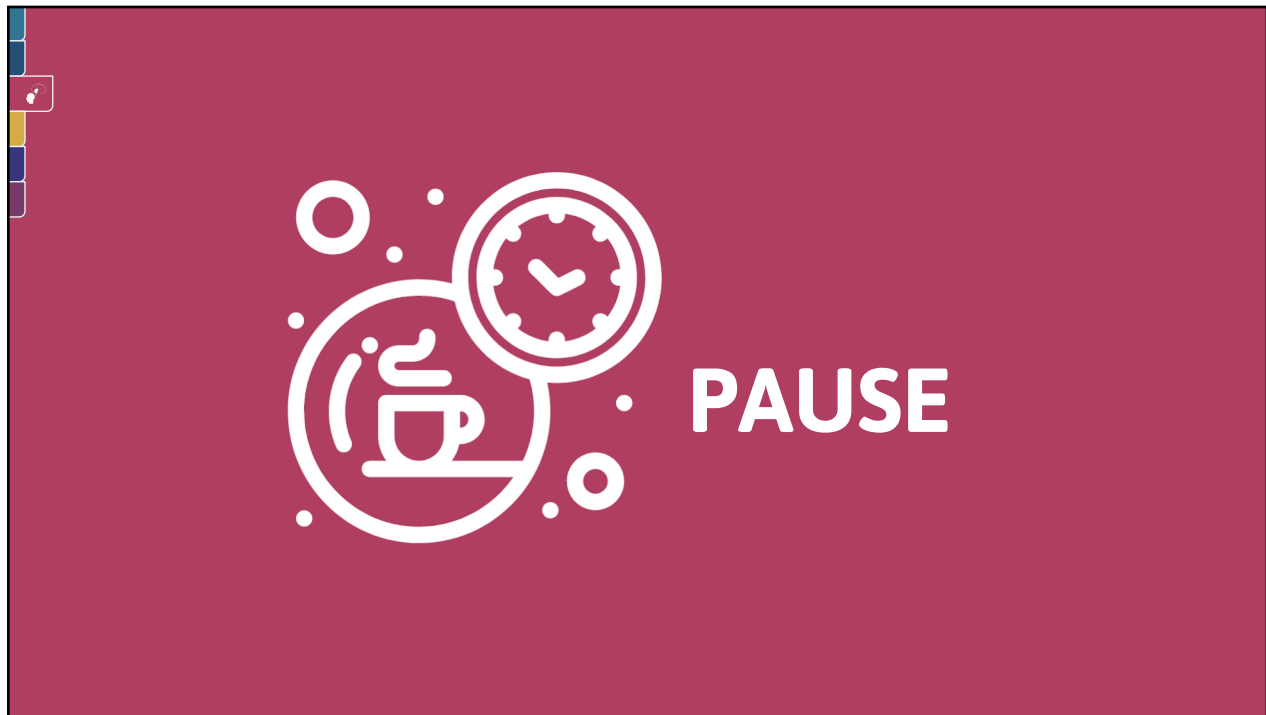
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Recognizing Social Inquiry as a Cultural Product

Discuss books, articles, and chapters related to epistemologies of difference, racialized discourses, history of racism, and critiques about the nature of social inquiry



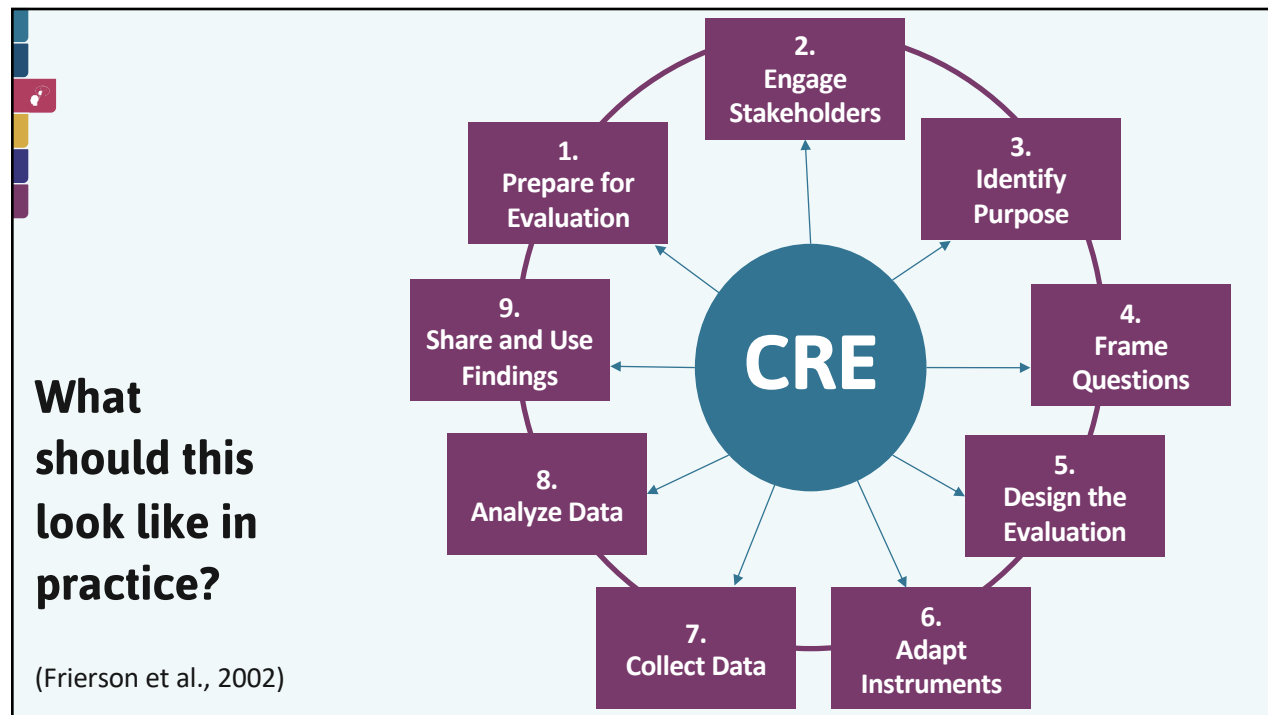
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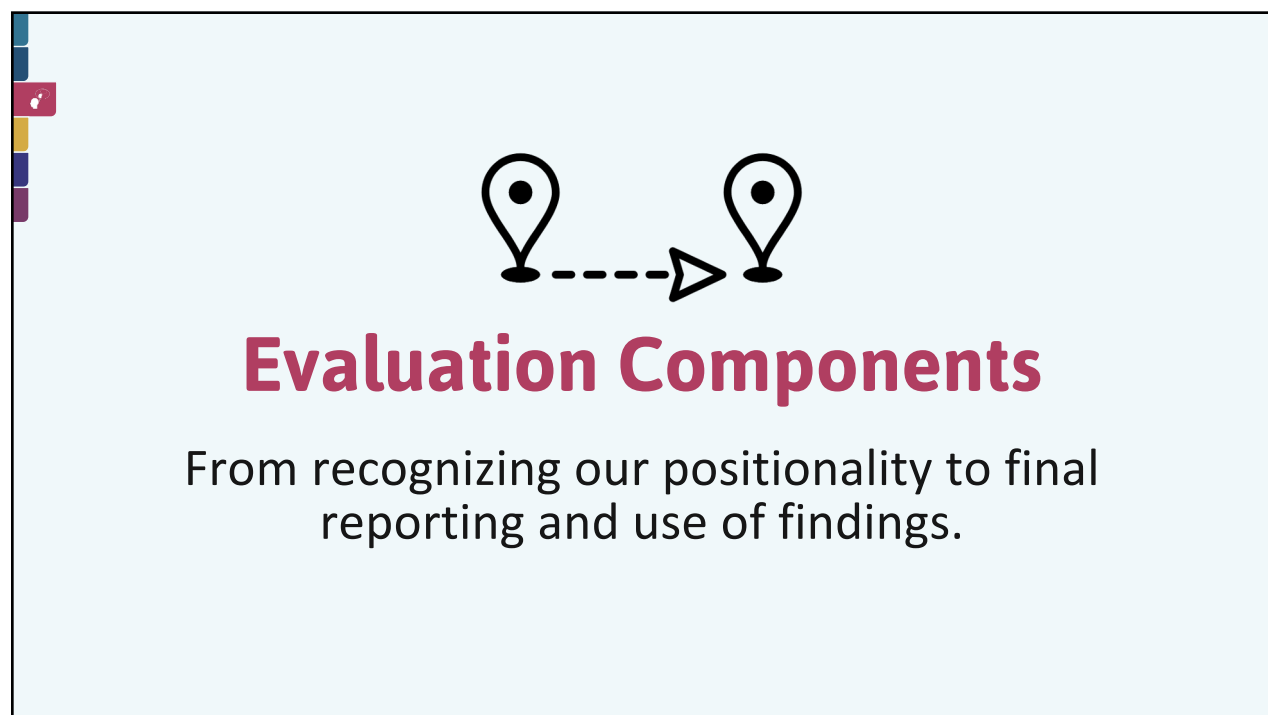
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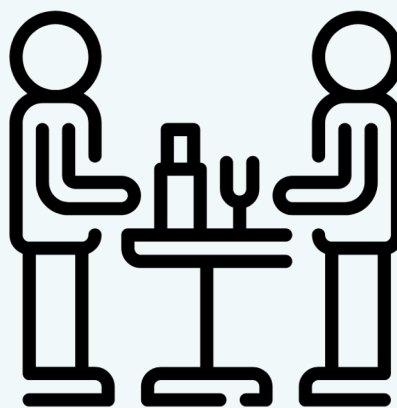


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Informal Actions and Methods (Evaluator Role)



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- Evaluator role
- Interaction with stakeholders
- Background and context
- Evaluation purpose and audience
- Evaluation approach
- Key evaluation questions
- Evaluation design
- Instrumentation
- Evaluation data collection and analysis methods
- Reporting and communication

Components for Consideration within an Evaluation



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What is Our Role as Evaluators?



Methodologist
Content expert
Theorist
Evidence seeker

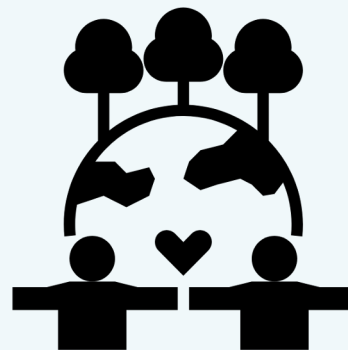
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What is Our Role as Evaluators?



Methodologist
Content expert
Theorist
Evidence seeker

Advocate
Critical friend
Networker
Change agent
Community organizer
Communicator



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What would you do?



Read
the attached
vignette



Discuss
From a CRE perspective,
what is your role? What do
you do? Who should you
or shouldn't you talk to?



Report Out
One person be the
"speaker" to report out
for the group

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Vignette 1

Yessenia is a Latina undergraduate student from Long Beach, CA. At her community college, 25% of the students are Black, 25% are White, 25% are Asian, and 25% identify as Latinx. The students in her 'home' lab comes from all different backgrounds.

When she arrives to her summer research experience at a prestigious predominantly white institution, she immediately notices the lack of diversity and brings this up to her mentor.

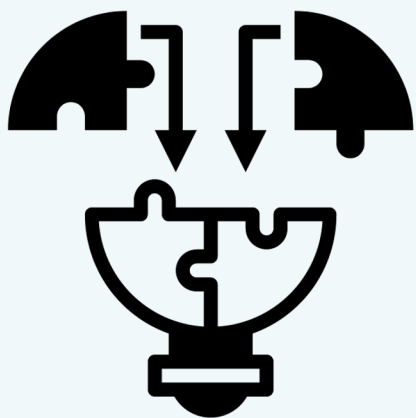
He tells her that this is the way it is at the best four-year universities. He is not sure she will be cut out to do well because she is focused on the wrong things instead of science. She is a bit taken aback and mentions her interaction with her mentor to you at her exit interview at the end of the summer.

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Vignette 2

Professor Jones has teamed up with faculty to recruit 8 students from a minority serving community college to recruit students for a semester research exchange program. During training, a few faculty and students voice concerns about how much experience (or lack thereof) these participants might have. You are observing the training because you are the external evaluator for the program. As the semester begins you observe that five of the students seem to be dedicated and strong participants. However, the other three seem to be disengaged, uninterested, and barely participate in the activities. They show up late and spend a lot of time on their phones. During a focus group with peer mentors a mentor reports this and says that she fears ‘appearing racist’ so she doesn’t address the problematic behavior. Another peer mentor responds, ‘why bother even trying to work with them, this is how we expected it would be anyways.’

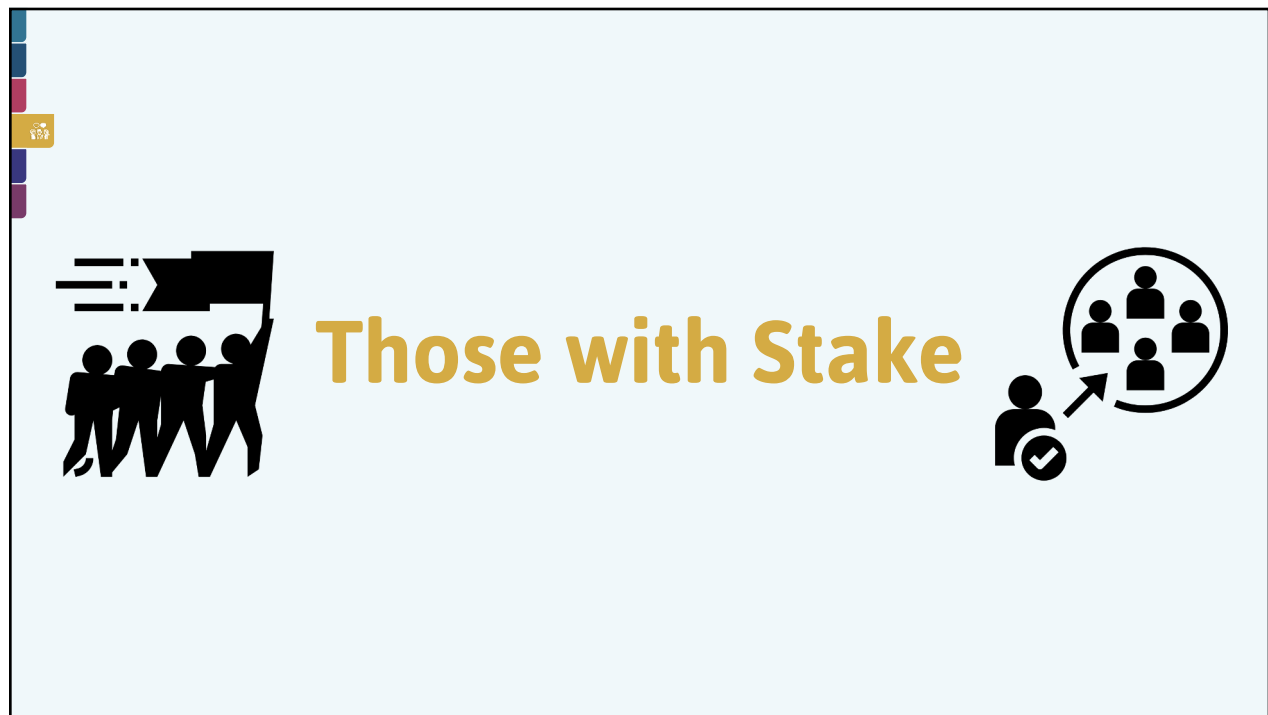
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Examples from Practice

Sharing Feedback about a Climate Study
Helping to Shape Criteria for Recruitment
Providing Unsolicited Information to Projects

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**“Stakeholder”
has a negative
connotation
for Indigenous
Peoples.**

[9 Terms to Avoid in Communication with Indigenous Peoples](#)
Indigenous Corporate Training Inc

[Banishing “Stakeholders”](#)
Sharfstein

[As an evaluator, do I use words that can be harmful to others?](#)
MacDonald & McLees AEA365 Blog

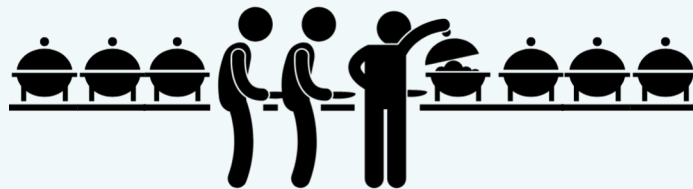
[Principles and Preferred for Non-Stigmatizing, Bias Free Language](#)
Centers for Disease Control

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Those with Stake

What Other Terms Might You Use?

Collaborators	Intended Users	Program Colleagues
Contributors	Evaluators	Personnel
Community Members	Key Project Representatives	Staff
Decision Makers	Organizational Leaders	Program/Evaluation
Donors	Partner Organizations	Participants
Funders	Policy Makers	Subject Matter Experts



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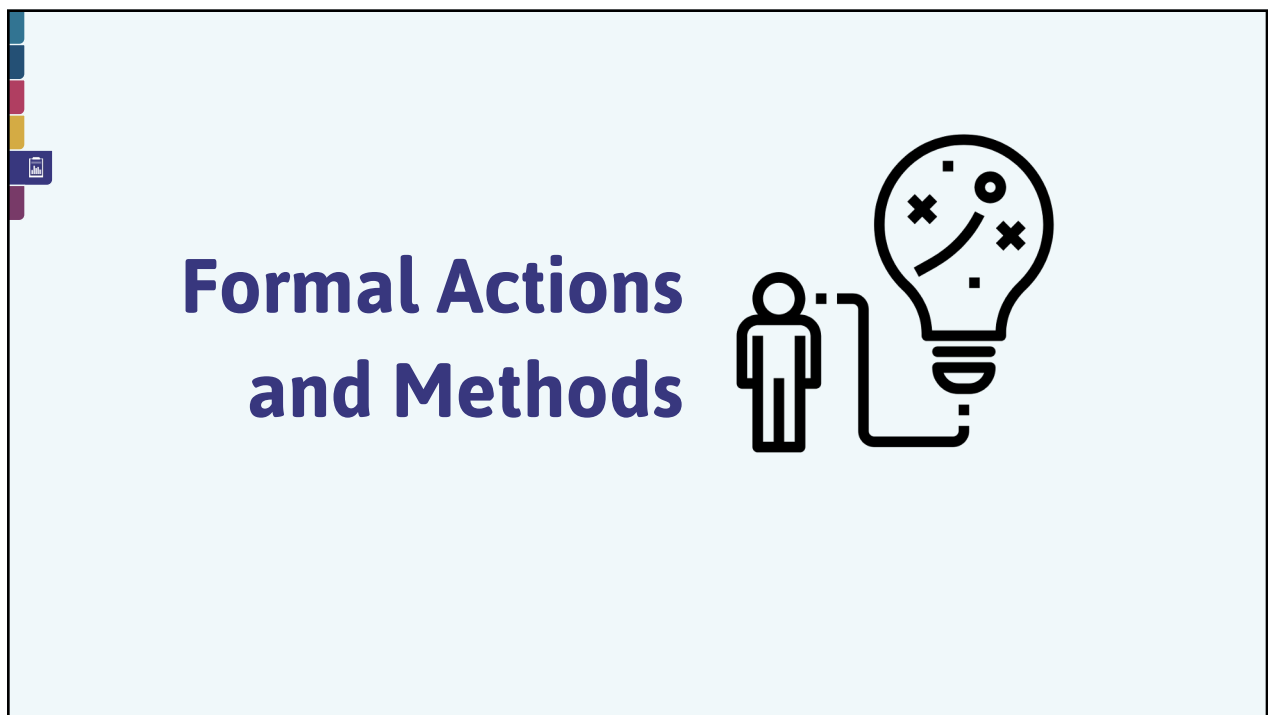


Who are those with stake in your work?

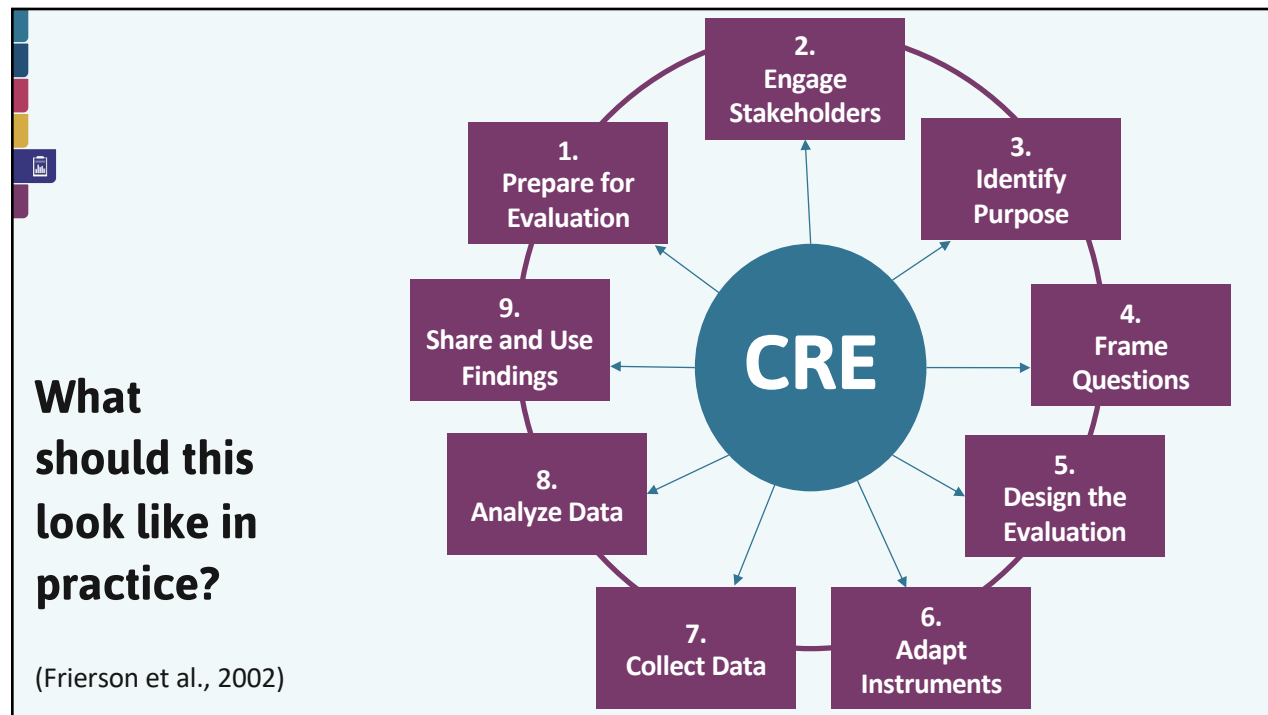
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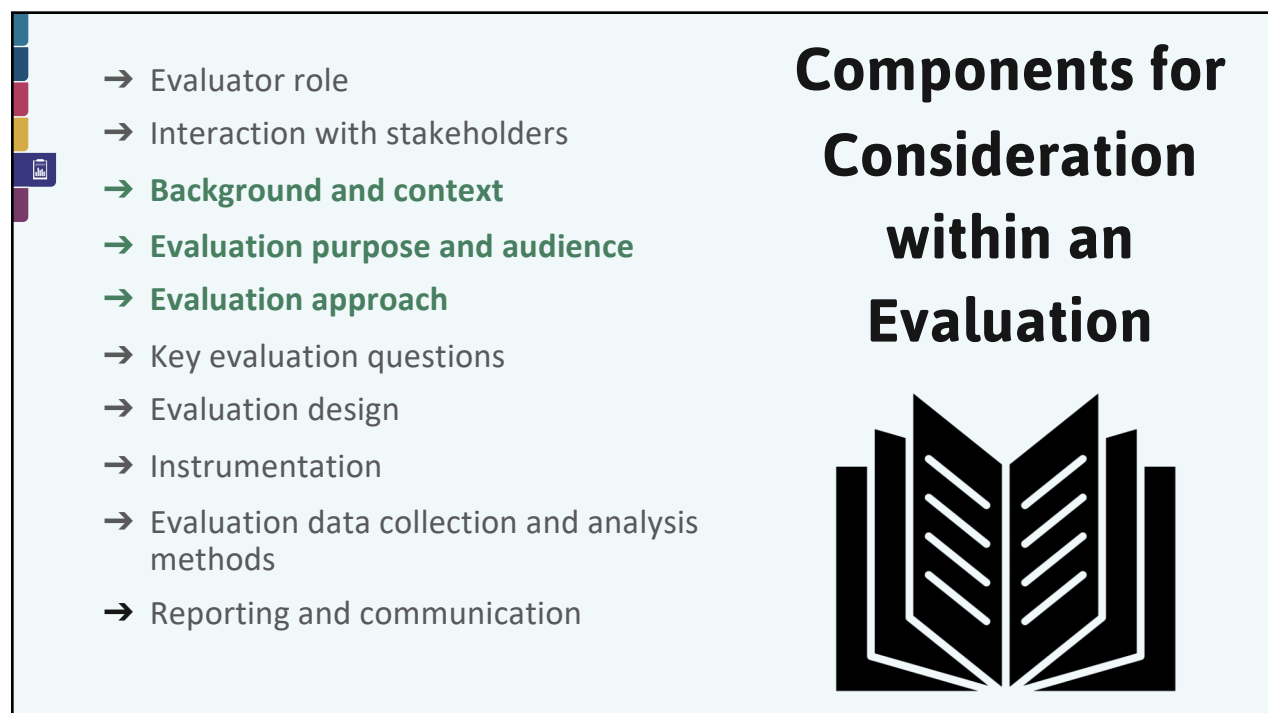
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Background and Context

Program / project context
Community
Historical
Political
Environmental
Organizational
Cultural

Evaluations don't happen in a vacuum

**Importance of program theory and
logic models**



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Purpose(s) of Evaluation



**Many goals of
evaluation**



**Being explicit
about values**

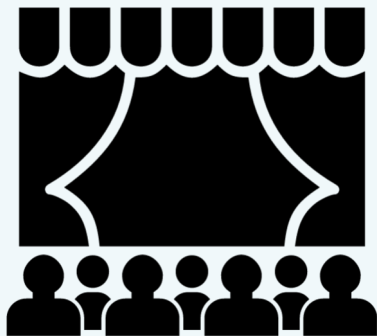


Some Different Purposes

Decision Support or
Accountability
Program Improvement,
Organizational Learning or
Change
Knowledge Generation or
Contextual Understanding
Social or Political Change

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Evaluation Audience



For whom is the evaluation primarily intended?

Whose interests and needs are (should be) addressed by the evaluation?

Those with decision, authority, and responsibility (policy and decision makers, program funders, top administrators)?

Those involved in developing and implementing (program developers, onsite managers, program staff and volunteers)?

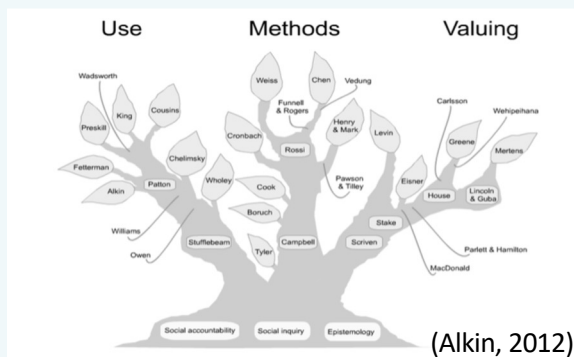
Those who benefit or lose from the allocation of resources (program participants, and their families and communities)?

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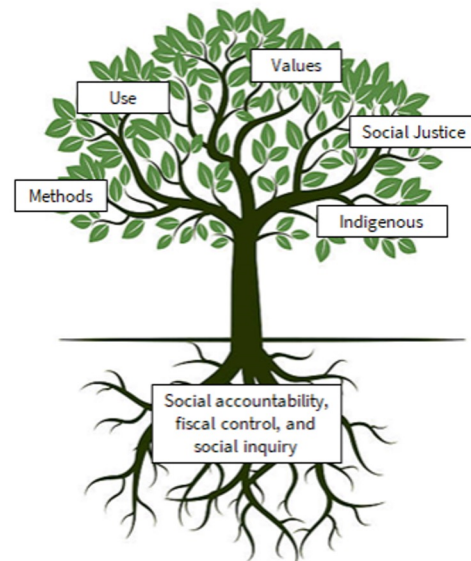


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Evaluation Approaches



Mertens & Wilson (2019)



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- Evaluator role
- Interaction with stakeholders
- Background and context
- Evaluation purpose and audience
- Evaluation approach
- **Key evaluation questions**
- **Evaluation design**
- **Instrumentation**
- **Evaluation data collection and analysis methods**
- **Reporting and communication**

Components for Consideration within an Evaluation



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Evaluation Matrix

Efficient and **visual representation**
of evaluation

Ensures alignment of questions and
data collection methods



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Evaluation Questions



Program theory



Outcomes



Communication



Implementation



Sustainability



DEI, anti-racism,
climate, access



Effectiveness

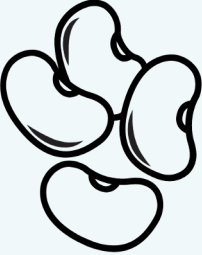



Organization




Others based on
context & needs

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Indicators


Outputs / Outcomes




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Answering the questions...



How will I know if the program **worked**?



How will I know if the program has been **successful**?



What will have **changed**?

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Then consider...



Who will you
talk to?



Where will you
look for the data?



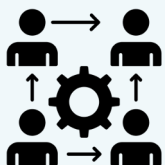
How will you
collect the data?

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Data Sources



Program Documents
Literature



Program Managers
Fundors
Program Leadership



Community members
Participants
Anyone with stake

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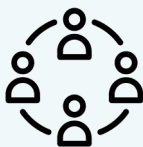
Data Collection Methods



Surveys



Assessments



Focus Groups



Interviews



Observations



Document Review

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Matrix Walk-Through

Case Example 1: 21st Century Labs

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Matrix Activity

Case Example 2: Welding Certifications Project

Read through the context and project goals for the Welding Certifications Project

In small groups, work through the evaluation matrix, including...

- Evaluation Questions
- Indicators
- Data Sources
- Data Collection Methods



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Reflections on Activity



What was **easy** about this process?

What **wasn't so easy** about this process?

What **questions** does this matrix activity bring up for you?

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Results-Sharing and Use

Remembering the importance of intentional communication



Multiple Groups

PIs
Funders
Project Staff
Administrators
Students



Multiple Formats

Informal conversations
Reports
Memos
Presentations
Town Halls
Community Events

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Final Workshop Reflections



What
stands out to you
about today's
workshop?



What will **stick with you** as
you consider incorporating
Diversity, Equity, and
Inclusion into your own
project?



What **questions** do you
still have about
engaging intentionally
with these topics?

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EvaluATE at the conference

evalu-ate.org/atepicconference/



EvaluATE

Evaluation Scavenger Hunt

Complete any 12 of the following 20 tasks for the chance to win a customized evaluation themed gift for you from Kalamazoo!

- ☐ Introduce yourself to EvaluATE's PI, [Lyssa Wilson Bescho](#)
- ☐ Ask someone to tell you a story about how they have used their evaluation to improve an ATE project.
- ☐ Introduce yourself to an ATE evaluator (they will be wearing teal "Evaluator" ribbons on their name tags).
- ☐ Visit the EvaluATE ATE Connects Booth on Thursday, October 27 from 3:45-5:30 p.m. ET
- ☐ Follow EvaluATE on Facebook (@evaluatwmu), Twitter (@EvaluATE_WMU), or LinkedIn (EvaluATE: ATE Evaluation Resource Hub).
- ☐ On social media, share one thing you've learned about evaluation or an ATE project. Use #ATEPI and tag EvaluATE.
- ☐ Introduce yourself to the EvaluATE team member who administers the ATE Survey, [Erika Stouris](#)
- ☐ Ask someone for the most interesting ATE evaluation finding or recommendation they have received or delivered.
- ☐ Find someone who is visiting Washington, D.C., for the first time.
- ☐ Share your favorite GIF in the comments section of our October 26 Twitter or Facebook post. No explanation necessary!
- ☐ Introduce yourself to an EvaluATE team member you haven't met before.
- ☐ Find someone who took the stairs at the Omni Shoreham hotel instead of waiting for the elevator.
- ☐ Share a photo of you at the conference on social media. Use #ATEPI and tag EvaluATE!
- ☐ Find someone who is attending the ATE PI Conference for the first time.
- ☐ Introduce yourself to someone who presented at a conference session.
- ☐ Exchange contact information with someone who is from the same state as you.
- ☐ Find someone who has recently eaten at Open City.
- ☐ Find an evaluator who evaluates a small, new-to-ATE project.
- ☐ Find an evaluator who evaluates an ATE center.
- ☐ Attend a conference session on [evaluation](#)

ENTER TO WIN!

Share a photo of your completed list in the comments section of our October 27 Facebook, LinkedIn, or Twitter post by 5 p.m. on October 28, or email Samantha.Hooker@wmich.edu.

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EvaluATE at the conference

evalu-ate.org/atepicconference/

Getting Started with Your Evaluation: How to Set Your ATE Evaluation Up for Success
Thursday, 9:30 a.m.

Evaluating Your ATE Project with Diversity, Equity, and Inclusion in Mind
Thursday, 1:30 p.m.

Get the Word Out: Sharing Innovative Practices, Resources, and Data with Others
Thursday, 3:10 p.m.

Bridging Workplace Learning Research and Practice in ATE
Virtual Friday, Nov. 3, 3:10 p.m.

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We value your feedback

EvaluATE Engaging Intentionally with Diversity, Equity, and Inclusion in your ATE Evaluation
ATE PI Conference | October 2022
Thank you for participating in today's workshop. Please answer the questions below to help us improve future workshops.

1. How relevant is this workshop's topic to your work?

Not all relevant	1	2	3	4	5	6	Extremely relevant
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How much did you learn in this workshop?

Nothing	1	2	3	4	5	6	A great deal
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How likely are you to use what you learned in this workshop in your work?

Not at all likely	1	2	3	4	5	6	Extremely likely
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How confident are you that you can successfully use what you learned in this workshop?

Not at all confident	1	2	3	4	5	6	Extremely confident
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What is your opinion of the balance of lecture and interactivity (e.g., small group work, discussion) in this workshop?

☐ Way too much lecture
☐ A little too much lecture
☐ Good balance between lecture and interactivity
☐ A little too much interactivity
☐ Way too much interactivity

6. What is your opinion of the overall quality of this workshop?

☐ Poor ☐ Fair ☐ Good ☐ Very Good ☐ Excellent

7. Rate your knowledge of the workshop topic both before the workshop and now, after the workshop.

	No knowledge	1	2	3	4	5	6	Advanced knowledge
Before the workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After the workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What aspect of this workshop needs the most improvement?

9. What aspect of this workshop was especially good?

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Thank you so much!

Feel free to reach out to us...

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