



ISSUED IN 2009

MIE TIG

# MULTIETHNIC ISSUES IN EVALUATION

SEPTEMBER, 2009

## MIE TIG CO-CHAIRS

### INSIDE THIS ISSUE:

TIG CO-CHAIRS	1
MENTORING PROGRAM	2
SCHOLARSHIP COMMITTEE	3
AEA 2009 PROGRAM CHAIRS	3
TIG INFORMATION	4
TRAVEL AWARDS	6
2009 CONFERENCE INFORMATION	9

### SPECIAL POINTS OF INTEREST:

- MIE TIG recommended workshops on page 10
- 2008 Award Recipient and 2009 Business Address Melvin Hall
- Want to be included? See pages 5-6 & 11 for more information.

The Co-Chair of the Multiethnic Issues in Evaluation Topical Interest Group (TIG) are Drs. **Tamara Bertrand Jones** and **Leona Johnson**.

Dr. Johnson received her Ph.D. in Educational Psychology from Howard University, with a sub-specialty in Industrial/Organizational Psychology. Dr. Johnson also holds a Master's in Business Administration from Strayer University and a Master's Degree in Educational Psychology from Howard University. Dr. Johnson is currently an Assistant Professor of Psychology at Hampton University in Hampton, Virginia where she teaches various courses in Psychology, including Methods in Behavioral Research, Black Psychology, Industrial/Organizational Psychology, and Learning and Cognition. In addition to teaching, Dr. Johnson is actively involved in research on learning preferences and the classroom environment, culture and learning, learning and cognition, and issues that affect the Black Family.

Dr. Tamara Bertrand Jones attended the University of Texas at Austin where she studied and received a degree in Journalism. Upon graduation she enrolled in the Higher Education Program at Florida State University. After completing the master's program, she was accepted to doctoral studies in the Research and Program Evaluation program also at Florida State University. Tamara currently serves as the Coordinator of the Office of Research in the Division of Student Affairs at Florida State University. She is responsible for assisting divisional and departmental efforts in assessment and evaluation; in addition to developing a division-wide research agenda. Her research interests are assessment and evaluation in higher education (student affairs), culturally responsive evaluation, mentoring, Black graduate students, and the transition for graduate students to junior faculty. Prior to the co-chair position, she previously served as Outreach Chair for the TIG.



Top: Tamara Bertrand Jones, Ph. D.  
Bottom: Leona Johnson, Ph. D.

## MIE TIG CHAIRS' GOALS

The MIE TIG can be the place where intentional opportunities for mentoring and networking with other evaluators take place. These opportunities positively impact the experiences of program evaluation students and other colleagues that we interact with. The MIE TIG has opportunities to create these experiences through volunteering. We encourage you to get involved with mentoring an evalua-

tion student, novice professional, or even an experienced colleague. Share the knowledge you have with someone in our field. Building these relationships not only helps to ensure that evaluators are professionally competent, but also socially adept at building relationships.

We hope that you will join us in Orlando in November at our business

meeting on Thursday evening. Dr. Melvin Hall, our 2008 award recipient, will provide remarks on evaluation and the cultural context. Dr. Hall's presentation is one of many stimulating and engaging presentations that await you in Orlando. Hope to see you there.

Tamara & Leona - TIG Co-Chairs

THE PEOPLE BEHIND THE MENTORING PROGRAM COMMITTEE

**Erika D. Taylor** has been a member of the MIE TIG since 2005, and is looking forward to this opportunity to actively participate in the leadership. She is currently a Research and Evaluation Specialist at the Education Alliance at Brown University. During her tenure at the Education Alliance, she has participated primarily in outcome evaluations of federally-sponsored educational interventions, including Striving Readers. Dr. Taylor currently leads the evaluations of sev-

eral school districts throughout the country that are implementing magnet school programs with funds awarded by the Office of Innovation and Improvement, US Department of Education.

**Maurice Samuels** has been a member of the MIE TIG since 2004 as a graduate student. His position as co-chair of the mentoring program committee is his first opportunity at serving the TIG. Currently he is a post-doctoral fellow on the Educative, Values-Engaged Ap-

proach to Science, Technology, Engineering, and Mathematics (STEM) Educational Program Evaluation project at the University of Illinois at Urbana-Champaign. As a post-doc he is (1) providing support on the conceptual development of the project, (2) contributing to the field testing evaluation activities, and (3) participating in the writing up and dissemination of what has been learned about this evaluation approach and its potential contributions to the field.



Top: Erika Taylor, Ph. D.;  
Bottom: Maurice Samuels, Ph. D.

THEIR GOALS

The Mentoring Program committee is currently planning a professional development activity for graduate students to be held during this year's annual meeting in November. The goal of this session is to introduce graduate students to careers in evaluation.

We plan to accomplish this by providing them with a networking opportunity and information that will prepare them for the evaluation job market. The networking opportunity involves an informal discussion with senior members of the MIE TIG on how they use evaluation in their daily work. For this discussion, the mentoring program

committee hopes to include TIG members that practice evaluation in a variety of contexts (e.g., academic; independent consulting; non-profit; and foundations), to provide a broader perspective of the marketplace.

In terms of the job search, we will offer students nuggets of information on how to:

- (a) create a curriculum vitae,
- (b) convert a curriculum vitae into a résumé,
- (c) engage the academic and non-academic job market through online job banks.

The tentative date for the session is Thursday November 12<sup>th</sup>, from noon to 1:30 pm in the Diversity Suite. We will also collaborate with the Graduate Student TIG to solicit interest from students who are not members of the MIE TIG.

If any MIE TIG members are interested in assisting with this effort, please contact either

Dr. Erika Taylor

or

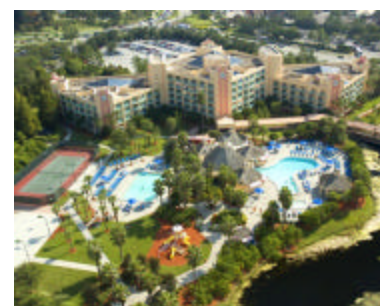
Dr. Maurice Samuels.

TALK TO US- TIG CHAIRS 2009

**Tamara Bertrand Jones**  
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*"The goal of this session is to introduce graduate students to careers in evaluation."*



## SCHOLARSHIP COMMITTEE

**Mary Marczak** is a Research and Evaluation Specialist at the University of Minnesota Extension, Center for Family Development. As part of this work, she evaluates family and youth programs implemented by educators as well as by key partners. Dr. Marczak also conducts research to support program development and improvement, while spending time devoted to the USDA/CSREES CYFAR (Children, Youth, and Families at Risk) Initiative where she is a National Liaison responsible for

9 state projects. As a Liaison, she works with the funding agency as well as the state/local project staff to ensure that the mission and philosophy of CYFAR are carried out through our work with vulnerable populations.

Dr. Marczak is the Chair of the Scholarship Committee. This is her second year in this role, and her initial goals for the position are:

1) working with the MIE-TIG

chairs to establish a systematic way of reviewing scholarship proposals

2) communicating this process to the TIG members

3) forming a TIG scholarship committee

4) 4) work with the committee to establish future goals for the MIE TIG scholarship related efforts.



Mary S. Marczak, Ph.D.

## CONTACT US

### Scholarship Chair

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### Mentoring Co-Chair

Erika D. Taylor, Ph.D.  
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### Mentoring Co-Chair

Maurice Samuels, Ph.D.  
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## MIE PROGRAM CHAIRS FOR AEA 2009

**Dr. Stella Hargett** received her Ph.D. in Sociology with specialties in Social Psychology, Research Methodology, and Sociology of Education.

Dr. Hargett also holds a Post-Doctorate in Educational Research from Michigan State University. She is a former Chairperson of the Department of Sociology and Anthropology at Morgan State University in Baltimore, Maryland.

Dr. Hargett is currently a tenured Associate Professor of Sociology at the University where she teach a variety of courses including Applied Sociology, Evaluation Research, Program Evaluation, Research Methods, Social Theory, Intimate Rela-

tionships, and Sex and Gender in Society.

As an Applied Sociologist, Dr. Hargett has been a conducting program evaluation for over 20 years. She has served both as an internal and external evaluator on a multitude of projects and in a variety of fields including higher education, public health, secondary education, the natural sciences and engineering. She has evaluated both non profit and for profit programs. Dr. Hargett is currently working with colleagues from several other HBCUs (Historically Black Colleges and Universities) to

increase the pool of culturally relevant evaluators from minority-serving institutions.

**Pamela Frazier-Anderson** is an independent evaluator in Norwalk, CT and an adjunct faculty member at Lincoln University.

Her current research interests include the efficacy of culturally responsive evaluation in the attainment of social equity and the historical contributions of cultural minorities in transforming education and evaluation in the U.S.

*"Research interests include the efficacy of culturally responsive evaluation in the attainment of social equity and the historical contributions of cultural minorities in transforming education..."*



Stella Hargett, Ph.D.

## Membership and Involvement

To be a member of a TIG, an individual must be a member of AEA. An individual may designate or terminate TIG affiliations annually from a list of all formally approved TIGs on the AEA Membership Application or Renewal form, or by making a written (e-mail, fax, or landmail) request to the AEA office at any time.

**Membership Lists:** The AEA office is responsible for maintaining the official List of TIG members. The AEA administration can provide the TIG with an electronic list of TIG members. TIG membership lists are for the exclusive use of the TIG for official TIG business and may not be shared with any third party or used for personal use by any TIG member or leader. A new list should be requested for each use as the membership of a TIG changes on a weekly basis due to member renewals and AEA membership expiration.<sup>2</sup>

### Officers

The MIE Topical Interest Group must elect a Chair (or Co-chairs) and a Program Chair (or program Chairs). The same person may serve in both positions.

A TIG Secretary will be appointed by the TIG Co-chairs.

**TIG Co-chairs:** The TIG Co-chairs are responsible for convening the TIG business meeting at the annual conference. This meeting will be scheduled by the AEA office in consultation with the TIG Program Chair as part of the conference program. The TIG Co-Chairs are also responsible for overseeing the planning and development of any TIG activities outside of the annual meeting.

**TIG Program Chair:** The office of TIG Program Chair can be shared. However, each TIG shall designate one and only one TIG member as the lead Program Chair for the AEA annual meeting. The lead

TIG Program Chair will coordinate the planning, development and implementation of the TIG's program at the annual meeting and will receive the materials from the AEA office for redistribution to reviewers as needed.<sup>1</sup>

**Secretary:** The TIG secretary will prepare minutes of the annual TIG meeting and serve as the editor of the TIG newsletter, which will be distributed to the membership at least once a year. Electronic dissemination will be used as appropriate, principally posting on the TIG website. Copies of the newsletter will also be available at the annual meeting. The Co-Chairs may assign additional related duties.



2009 Program Co-chairs at Last Year's TIG Business Meeting

*“ To be a member of a TIG, an individual must be a member of AEA. . ”*

## GOVERNANCE OF THE TOPICAL INTEREST GROUP

**Annual Business Meeting:** Each TIG shall conduct a business meeting at the AEA annual meeting.<sup>2</sup>

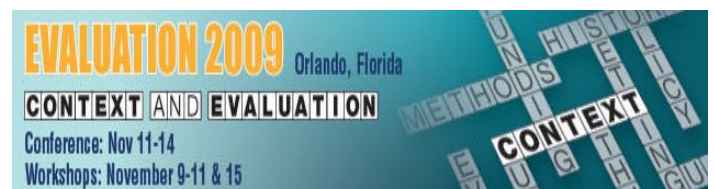
The purpose of the annual TIG business meeting is to inform members of planned TIG sessions and activities, to identify prospective TIG leadership and to solicit input on the agenda for the

coming year. Proposed amendments to the Guidelines will be voted on at the annual business meeting.

**Quorum** – A minimum of 10 percent of current members, including the co-chairs, as certified by the AEA office manager, must

be in attendance at any legally called meeting to constitute a quorum.

Each member shall have one vote. A simple majority vote of members present can carry a motion if there is a quorum.



## ANNUAL AEA CONFERENCE

The TIGs are key players in developing the program for the annual conference and may be involved in the following activities.

*TIGs may organize professional sessions at their own initiative, may co-sponsor sessions with other TIGs, and will be asked to review and coordinate proposals that fall within a TIG's topical area. If a TIG leader develops a session, he or she must submit that session via the Call for Proposal guidelines. All proposals, including*

*those for invited speakers and those chaired by the TIG leadership, must be submitted through the regular submission process by the deadline specified in the Call for Proposals.*

*The Conference Chair and the AEA office are responsible for session scheduling. All sessions accepted by a TIG may not be scheduled if there are scheduling or space limitations at the con-*

*ference venue or due to other considerations such as the overall diversity of sessions represented on the program.*

*The TIG Program Chair will be sent notification of which proposals and TIG-sponsored sessions have been accepted or rejected, and the date, time, and location of those sessions*



MIE and indigenous people in evaluation shared a reception last year in Denver.

## STANDING COMMITTEES

All Standing Committee Chairs will prepare an annual report of committee activities for presentation and distribution at the annual meeting. Notable committee events will be forwarded to the Newsletter Editor for inclusion in the publication. Committee Chairs shall be responsible for identifying members to assist them in carrying out the work of the committee.

Standing Committees for the MIE TIG shall include:

**Annual Meeting:** See TIG Co-Chairs and Program Chair responsibilities.

**Membership Committee:** Principal tasks of the Membership Committee are to develop and implement a comprehensive membership recruitment plan.

**Executive Committee:** This committee serves in an advisory capacity to the TIG Co-Chairs on matters of policy, procedure and issues of importance to the TIG. The committee shall also review and approve amendments to these guidelines, approve TIG awards and award candidates. Executive Committee membership shall consist of the four most recent past TIG Co-Chairs, three standing committee chairs (rotating positions identified by TIG Co-Chairs) and three at-large members appointed by the incumbent TIG Co-Chairs. The Co-Chairs and the Program Chair shall serve as ex-officio members of the Executive Committee.

The Executive Committee shall review

proposals submitted for presentation at the annual meeting and shall consult with the Program Chair on the proposed agenda for the annual meeting. The Executive Committee shall meet at least once a year, prior to the AEA annual meeting. The meeting can be conducted as a conference call, scheduled through the AEA Office. The chair of the Executive Committee will be appointed by the TIG Co-Chairs.

**Scholarship Committee** – The Scholarship Committee shall be responsible for advertising and receiving applications for the MIE TIG Travel Scholarships, the review of the applications in consultation with the TIG Program Co-Chairs and relaying the results of the competition to the AEA Office and to all applicants. The Chair will appoint members as appropriate to conduct the business of the Committee.

**Program Committee** – This is an AEA legislated committee with prescribed duties. See above duties of the Program Chair.

**Mentoring Program** - The Mentoring Program Committee shall coordinate the MIE mentoring program. Duties shall include the recruitment and assignment of

mentors and mentees, determining the responsibilities of each and evaluating the outcomes of the program on an annual basis for presentation to the membership at the annual meeting. The Mentoring Program Committee Chair will also collaborate with the AEA Professional Development Committee, which is developing an AEA-wide Mentoring effort.

**Awards Committee** – The Awards Committee shall identify possible awards for sponsorship by the TIG. The committee shall prepare a slate of candidates for review by the Executive Committee and approval by the membership. The committee also will plan the Awards presentation ceremony for the annual meeting.

**Outreach Committee** – The Outreach Committee shall develop and maintain collaborative relationships with other TIGs, professional organizations and the MIE Membership Committee; plan joint activities with other organizations with which MIE has mutual interests.

**Communications Committee** - The Communications Committee shall oversee website updates and redesign issues; monitor MIE listserv communications; maintain links to relevant professional organizations, oversee the publication of MIE occasional papers, presentations and other special published studies.

*"The Communications Committee shall oversee website updates and redesign issues; monitor MIE listserv communications; maintain links to relevant professional organizations..."*



## ELECTIONS

Officers shall be elected at the annual meeting by members in good standing.

The TIG Co-Chairs and the Program Chair are elected by the membership for a term of three years, renewable.

The Executive Committee shall recommend a slate of officers to the MIE membership. The Co-Chairs will be responsible for election procedures.

Election returns shall be presented at the same

meeting in which the voting occurred.

Other Committee Chairs will be appointed, as appropriate, by the TIG Co-Chairs with concurrence from the Executive Committee.

Committee Chair terms (other than the Program Chair) will run concurrently with the TIG Co-Chairs. Committee Chair terms can be renewed by the incoming Co-Chairs.

**ALL UP COMING OPENINGS CAN BE FOUND ON OUR NEW WEBSITE!**



Orlando in the evening.

## AEA Type II Travel Awards

The MIE TIG selects up to six **\$500 travel awards** available to full-time students submitting conference proposals for papers identifying ways to increase the racial/ethnic diversity of people entering the field of evaluation and/or ways to increase the cultural competencies of evaluators more generally.

All students are eligible to compete for these scholarships; however, special consideration is given to students who themselves will increase the racial/ethnic diversity of presenters at the conference. Each of the recipients proposals were accepted for conference presentation.

There are four 2009 recipients of the Type II travel awards. **More about the paper presentations can be found below.** Join the MIE TIG as we recognize these students at the Business Meeting scheduled for Thursday, November 12<sup>th</sup> at 6:10pm.

## Srividhya Shanker- University of Minnesota

### *'True Knowledge Confers Humility': People of Color and Indigenous People in Evaluation*

It is overwhelmingly programs focused on 'fixing' communities of color and indigenous communities, rather than on 'fixing' the systems that created and reinforce inequities, that are the subject of evaluation efforts. This paper proposes critical inquiry around two research questions:

1) How do evaluation professionals portray communities of color and indigenous communities in their confer-

ence presentations and materials?

2) How do people of color and indigenous people experience the evaluation trainings and professional development opportunities in which they participate?

Answering these questions by reflecting on our discourse (e.g., the 2004 cultural reading of AEA's Program Evaluation Standards) and by seeking people's

observations and impressions (e.g., N. L. Smith's 2002 AJE article entitled 'International Students' Reflections on the Cultural Embeddedness of Evaluation Theory,' p. 481-92) would help members of the evaluation community develop, implement, and evaluate interventions appropriate for increasing the racial/ ethnic diversity of evaluation practitioners as well as the cultural competence of evaluators more generally.

We have a new website, located on AEA's Community site at [www.eval.org](http://www.eval.org).



**AEA Type II Travel Awards, cont.**

**Yun-shiuan Chen- University of Illinois at Urbana Champaign**

*Myths of Assessing Cultural Context in Evaluation*

A case study of an after-school tutoring program for 'socioeconomically disadvantaged' and 'bicultural' students in a remote area of Taiwan, addresses two issues for evaluators to consider: cultural context and how we describe culture. The Taiwanese culture, wherein the program is situated, is a complex quilt interwoven with the threads and patches of stakeholders, program, time, space, and historical heritage. To understand this unique cultural context is both a challenge for a standard, well-intended after-school tutoring program to adapt

to, and for evaluators who struggle to understand it, without possessing the shared, lived experiences of the participants. Further, this research questions the way institutions "name" their service recipients. Institutional language not only neglects to serve, but also often lacks a language to capture the nuanced and hybrid cultural identities of its students. Might evaluators who simplify cultural context also be unconsciously enhancing the misplaced naming power of the institution?



**Jade Caines- Emory University**

*Culture Within Context: Innovative Strategies That Will Increase Ethnic Diversity Within the Evaluation Field*

Based on recent data from the American Evaluation Association's internal scan, evaluators from racial/ethnic minority groups have limited representation within AEA membership. This leads to the assumption that evaluators at large are not racially/ethnically diverse. AEA must address these disparities. Evaluation studies must utilize the knowledge, skills, and abilities of ethnically diverse teams.

Context, however, matters and calls for a multi-tiered approach aimed at increasing ethnic diversity within the field. Therefore, I propose a three-strand educational approach: First, AEA should create mentorship/shadow programs targeting secondary students. Second, an aggressive marketing campaign can help expose undergraduate/

graduate students to the field. Third, workshops aimed at career-changers can highlight the opportunities available in, as well as the benefits of, the evaluation field. With increased federal mandates and a piercing focus on evaluation, there is no time to waste. AEA must step up to the challenges facing this field. The time is now.

*"Items from three established measures in the fields of counseling, therapy, and healthcare were selected and altered to better suit the field of program evaluation..."*

**Krystall Dunaway - Old Dominion University**

*The Development and Validation of the Cultural Competence of Program Evaluators (CCPE) Scale*

Although most program evaluators embrace the idea that evaluation should be shrouded in cultural competence, there is currently no measure of cultural competence in existence for the field. Therefore, the goal of this study was to develop and validate a measure of cultural competence for use with program evaluators. Items from three established measures in the fields of counseling, therapy, and healthcare were selected and altered to better suit the field of program evaluation, and then these altered items were combined, along with qualitative and demographic questions, to create the Cultural Competence for Program Evaluators (CCPE) instrument. The researchers pilot tested the CCPE via purposive heterogeneity sampling. Specifically, online surveying of members of AEA and SEA was used. The reliability and validity of the CCPE was assessed, as well as differences in level of cultural competence among program evaluators based on several demographic variables. Results and implications will be discussed.

## MELVIN E. HALL, PH.D., 2008 AWARD RECIPIENT

**MELVIN E. HALL** currently holds a joint appointment as Professor in the departments of Educational Psychology and Educational Leadership at Northern Arizona University.

Dr. Hall completed B.S., and Ph.D., degrees in Social Psychology and Program Evaluation at the University of Illinois at Urbana Champaign; and a M.S. in Counseling from Northern Illinois University. While completing graduate training in program evaluation at the University of Illinois, Dr. Hall was affiliated with the Center for Instructional Research and Curriculum Evaluation (CIRCE).

Over a thirty-eight year career in higher education, Dr. Hall has served in four successive appointments as a dean at Florida Atlantic University, University of California-Irvine, University of Maryland at College Park, and Northern Arizona University.

At Northern Arizona University Dr. Hall served as Dean of the College of Education and additionally was the principal investigator on two five-year U.S. Department of Education GEAR UP grants focused on dropout prevention in Arizona schools.

In August 2002, Dr. Hall returned to full-time faculty life, and since that time has blended his teaching and scholarly pursuits with responsibility as co-principal investigator (with Dr. Stafford Hood) on a National Science Foundation grant that supported the Relevance of Culture in Evaluation Institute (RCEI). This project developed an empirically-based conceptual framework to operationalize “culturally responsive evaluation,” investigated the efficacy and utility of this framework in a professional development workshop of school personnel (principals and teachers), and critiqued the evaluation designs

which resulted from the teachers and principals application of the framework.

Subsequent to the RCEI project, Dr. Hall began to serve as an evaluation advisor to another five year NSF funded project located at the University of Arizona. This project, BIO ME, is focused upon improving the quality of science education in schools along with improving the understanding doctoral students in the sciences have regarding the importance of science teaching in schools. Dr. Hall is a frequent contributor to the work of NSF having served on two Committee of Visitors (reviewing the productivity of specific program competitions within NSF), proposal review teams (for multiple program areas), and most recently a site visit team for the ADVANCE program, promoting the advancement of women in the sciences.



*“This project developed an empirically-based conceptual framework to operationalize ‘culturally responsive evaluation’...”*

## ORLANDO, FL CONFERENCE LISTINGS



## AEA Sessions Sponsored by the MIE TIG

Session Title	Time	Room
<b>We See With More Than Our Eyes: Gathering Data in Migrant and Native American Communities</b>	Wednesday, Nov 11, 4:30 PM to 6:00 PM	Sebastian I-4
<b>Developing Cultural Competent Measures and Methods in Program Evaluation</b>	Thursday, Nov 12, 9:15 AM to 10:45 AM	Sebastian I-4
<b>From Implementation to Sustainability: A Report on How the American Evaluation Association/Duquesne University Graduate Education Diversity Internship Program remained Responsive to the Evaluation Professional Needs and Stakeholder Demands during the First Five Years</b>	Thursday, Nov 12, 10:55 AM to 12:25 PM	Sebastian I-4
<b>The Inherent Void of Context Without Culture in Evaluation: Lessons Learned Along the Way by Three Culturally Responsive Evaluators</b>	Thursday, Nov 12, 1:40 PM to 3:10 PM	Sebastian I-4
<b>Roundtable Rotation I: Practical and Theoretical Concerns: Words From the American Evaluators Association's Minority Serving Institution Faculty Initiative 2008 Cohort</b>	Thursday, Nov 12, 1:40 PM to 3:10 PM	Suwannee 20
<b>Roundtable Rotation II: All Things to All People: Experiences and Challenges of an Internal Evaluator at an Historically Black College/University (HBCU)</b>		
<b>Contextualizing Your Inner Evaluator: Embracing Other World Views</b>	Thursday, Nov 12, 4:30 PM to 6:00 PM	Sebastian I-4
<b>Roundtable Rotation I: Multicultural Program Evaluation: Understanding the Dimensions of Theory and Practice</b>	Thursday, Nov 12, 4:30 PM to 6:00 PM	Suwannee 20
<b>Roundtable Rotation II: Tools for Evaluating Culturally Competent Practices in Youth Serving Contexts</b>		
<b>Multiethnic Issues TIG Business Meeting and 2008 TIG Award Recipient Address: Evaluation That Occurs in a Context Where Culture Matters</b>	Thursday, Nov 12, 6:10 PM to 7:00 PM	Sebastian L-4
<b>Advancing the Research and Culturally Responsive Evaluation Enterprise in Historically Black Colleges and Universities (HBCU) for Global Justice</b>	Friday, Nov 13, 9:15 AM to 10:45 AM	Wekiwa 3
<b>The Context of Evaluation: Culture as a Defining Factor</b>	Friday, Nov 13, 1:40 PM to 3:10 PM	Wekiwa 3
<b>A Culturally Responsive Approach to Science, Technology, Engineering, and Mathematics (STEM) Evaluation</b>	Friday, Nov 13, 3:35 PM to 4:20 PM	Wekiwa 3
<b>Evaluation for All: Strategies to Increase Racial/Ethnic Diversity in the Field of Program Evaluation</b>	Friday, Nov 13, 4:30 PM to 6:00 PM	Wekiwa 3
<b>Addressing Culture and Cultural Competence Within the Evaluand</b>	Saturday, Nov 14, 9:15 AM to 10:45 AM	Wekiwa 3
<b>Ethical and Inclusive Excellence Imperatives in a Globalizing World: An Integral Evaluator-Self Model</b>	Saturday, Nov 14, 10:55 AM to 11:40 AM	Wekiwa 3
<b>Evaluating Minority Programs From K-20: Perspectives From Directors and Administrators</b>	Saturday, Nov 14, 1:40 PM to 3:10 PM	Wekiwa 3
<b>Culturally Responsive Leaders: Toward Transforming and Adapting Communities for Public Good</b>	Saturday, Nov 14, 3:30 PM to 5:00 PM	Wekiwa 3

# EVALUATION 2009 Orlando, Florida

## CONTEXT AND EVALUATION

Conference: Nov 11-14

Workshops: November 9-11 & 15



### WORKSHOPS THAT MAY BE OF INTEREST: Wednesday , November 5, 8 AM to 3 PM

#### Session 17. Identifying, Measuring and Interpreting Racism in Evaluation Efforts

Historically, racism has been a contributing factor to the racial disparities that persist across contemporary society. This workshop will help you to identify, frame, and measure racism's presence. The workshop includes strategies for removing racism from various evaluation processes, as well as ways for identifying types of racism that may be influencing the contexts in which racial disparities and other societal programs operate.

Through mini-lectures, discussion, small group exercises, and handouts, we will practice applying workshop content to real society problems such as identifying racial biases that may be embedded in research literature, identifying the influence of racism in the contexts of racial disparities programs, and eliminating inadvertent racism that may become embedded in cross-cultural research. This workshop will help you to more clearly identify, frame, measure, interpret, and lessen the presence of racism in diverse settings.

#### YOU WILL LEARN:

- Strategies for removing/averting racism's presence in evaluation processes,
- Common places where racism may hide and influence the context of programs and problems,
- Naming, defining, framing and employing strategies for using the Brooks Equity Typology (BET) for collecting data on racism,
- How to collect five broad types of data concerning racism as a variable,
- Strategies for collecting data on eight of the several dozen types of racism described in contemporary cross-disciplinary English-language research literature.

Pauline Brooks is an evaluator and researcher by formal training and practice. She has had years of university-level teaching and evaluation experience in both public and private education, particularly in the fields of education, psychology, social work and public health. For over 20 years, she has worked in culturally diverse settings focusing on issues pertaining to underserved populations, class, race, gender, and culture.

**PREREQUISITES:** PREVIOUS THINKING, WORK, OR STUDY IN THE AREA OF DISCRIMINATION'S INFLUENCE ON PROGRAMS AND PROCESSES AND AN OPENNESS TO FURTHER DIALOGUE AND EXPLORATION OF RACISM **LEVEL:** INTERMEDIATE

#### 18. CAPACITY BUILDING FOR ADVOCACY EVALUATION

Evaluations of advocacy, community organizing and other policy change efforts present unique challenges for evaluators. These challenges include identifying appropriate short-term outcomes that connect to longer-term policy goals, determining evaluation methods, and integrating evaluation into advocates' everyday work. Despite these challenges, evaluators are developing ways to understand, define, and measure progress and results of policy change efforts.

Through presentation, discussion, and demonstration, the presenters will walk you through case studies that offer examples of strategies and tools used in real-world evaluations such as The Annie E. Casey Foundation's KIDS COUNT Initiative. Small group discussion will allow you to learn what strategies other participants have used in their evaluation. You will leave the workshop with resources to help evaluate future advocacy and policy change efforts.

#### YOU WILL LEARN:

- How advocacy evaluation differs from other types of evaluation,
- To identify key issues and challenges affecting policy change efforts,
- Practical considerations that influence choices about tools and methods used,
- Skills to apply tools and methods for advocacy evaluation.

An experienced team of facilitators from Organizational Research Services (ORS), Innovation Network and The Annie E. Casey Foundation will lead the session. The facilitators have developed several capacity-building resource materials to support advocacy evaluation, including *A Guide to Measuring Advocacy and Policy* (ORS for Casey, 2007) and *Speaking for Themselves: Advocates' Perspectives on Evaluation* (Innovation Network for Casey and The Atlantic Philanthropies, 2008). Additionally, facilitators have substantial experience designing and conducting advocacy evaluations for a variety of organizations.

**Prerequisites:** Familiarity with the field of advocacy evaluation is helpful but not necessary. **Level:** Intermediate

# New website!!!

Check for TIG websites at [eval.org](http://eval.org) under "Community"

MIE SECRETARY

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**Nicole L. Cundiff** received her M.B.A. and M.A. in applied psychology from Southern Illinois University Carbondale (SIUC) in Illinois. Nicole is currently affiliated with SIUC, finishing her PhD in applied psychology and researching with the Associate Chancellor of Diversity. Her research interests include diversity in the workforce with emphasis on career barriers for diverse groups.

Her goals include increasing the communication between TIG members, by ensuring that the website is updated and that the TIG communication venues adequately represents our members and their needs.



**Multiethnic Issues in Evaluation (MIE)** is a topical interest group (TIG) of the American Evaluation Association, an international devoted to the application personnel evaluation, technology, and other forms of evaluation.



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