

The logo for the Education Development Center (EDC), consisting of the letters "EDC" in white on a dark blue square background.

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CULTURALLY RESPONSIVE AND SOCIAL JUSTICE EVALUATIONS: CONSIDERATIONS AND STRATEGIES FOR AGEP EVALUATORS

An AGEP ECBC Webinar

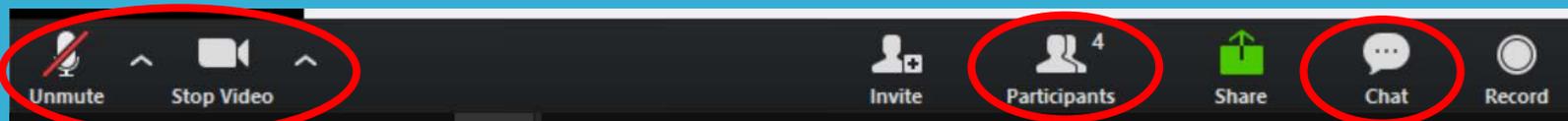
October 7, 2020

A speech bubble containing the text "This webinar is being recorded" with a red dot to its right.

This webinar
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Suggested Webinar Etiquette

1. Make sure your screen name has your name and alliance
2. Mute yourself unless you are talking
3. Turn on video when talking
4. Use the chat to share thoughts, comments, questions at any time
5. Use side by side mode for easy viewing



Welcome to this AGEP ECBC Webinar

AGEP ECBC Updates:

- We are working on a website!
- The AGEP Virtual Research Conference is November 16-17
- We plan to host the next ECBC webinar in December. Date and time TBA.



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CULTURALLY RESPONSIVE AND SOCIAL JUSTICE EVALUATIONS: CONSIDERATIONS AND STRATEGIES FOR AGEP EVALUATORS

Overview of Webinar

Discuss culturally responsive evaluation (CRE) coupled with racialized and social justice (SJP) perspective (SJP)

Offer practical implications of CRE/SJP for AGEP evaluators and evaluations

Examine potential refinements to AGEP evaluation plans utilizing a CRE/SJP lens

Culturally Responsive Evaluation

Takes into account the cultural context in which an evaluation takes place and requires evaluators to critically examine cultural relevant but often neglected variables across the entire evaluation process program be evaluated and the needs and cultural parameters

Culturally responsive evaluations bring evaluation into alignment with the lived experiences of stakeholders of color

Racialized Perspective

Pays attention to the ways in which race shapes problem definition and solution as well as particular groups' access to opportunity

Why Necessary?

Because of the enduring and continued existence of systemic racism in science and in the rest of the our institutions (e.g., letter to *Science* on systemic racism in higher education)

Social Justice Perspectives

Bring up and attend to issues of equity, diversity, and inclusion throughout the evaluation process

AGEP program has social justice aims. As such, it would be malpractice to conduct evaluation of a program serving diverse populations with social justice aims without looking at social justice issues

Collectively, CRE/SJP

Inspire evaluators to be more self-reflective practitioners, challenges practices that diminish groups and the margins and normalize injustices; challenge some prevailing assumptions (e.g., objectivity, dominant paradigm, deficit thinking)

Why AGEP Evaluators Should Care about CRE/SJP?

Current events shining spotlight on systemic inequalities and social injustices

AGEP evaluators want to do high quality evaluations that are accurate, ethical, useful and used and CRE/SJP can better ensures that happens

Why AGEP Evaluators Should Care about CRE/SJP?

(continued)

AEA's Evaluators' Ethical Guiding Principles, AEA Evaluator Competences and Joint Committee's Program Evaluation Standards

AGEP goals tied to social justice aims which require program efforts and evaluation to pay attention to systemic racism in the academy

CRE/SJP provides lens for better understanding context of Alliance and various partners

Small Group Activity I: Applying CRE/SJP in the Eastern AGEP Evaluation

Directions: You have been organized into small groups. Using the case study as an example, discuss what might be some cultural, racialized, and social justice issues that you/your team should pay attention to during evaluation planning and implementation and how you would address these issues.

Debrief: Each small group share two main points from issues discussed.

The Myth of Objectivity

Isaac Watts



The eyes of a man in the jaundice make yellow observations on everything; and the soul tinctured with any passion diffuses a false color over the appearance of things.

AZ QUOTES

The Dominant Paradigm

Values and beliefs held by those who are most powerful or dominant in a society, based on the values, or systems of thought, in a society that are most standard and widely held at a given time.

For example, in Western societies the dominant paradigm for defining success has been personal income and status.

Cultural Conflicts of Interest (CCI)

A CCI occurs when an individual's cultural mores (social or cultural rules) are seen as the norm, the right way, or even the only way, and this perspective becomes a secondary, competing interest with the primary interest of individuals and communities different from that of the individual.

What This Can Mean for AGEP

“Knowing” what scientists need to know can lead to BP programs developed and evaluated under a **deficit model**. The goals are to “fix” participants; make them better fit in and have them better and act like a traditional scientist.

There is no challenging the dogma and exploring what is it scientists need to know and be vs what is that which isn't needed but has always been done.

▪

What Mechanical Engineers Need to Know: Topics Covered in Nine Undergraduate Programs

- Total required topics: **2,059**
- Total distinct (not overlapping) topics **1,392**
- Total topics after team members throughout out of date topics and added new ones **856**
- Percent of topics common to all 9 acceded US engineering schools **5%**

Small Group Activity II: Applying a Strengths-base Perspective to the Eastern AGEP Evaluation

Directions: In the same small groups, using the case study as an example, discuss what a strengths-based (as opposed to deficit based) perspective would be that focuses on uncovering assets and strengths of participants, the Alliance and its partners.

Debrief: For each group, please provide one or two major points about what it means to use a strengths-based perspective with:

- participants
- Alliance partners
- the Alliance as a whole.

Two Key Issues for AGEP Evaluations

Rigor

Multicultural validity

Rigor and the Purpose of Evaluation

Traditionally, the more controlled a study is and the fewer uncontrolled variables there are, the more rigorous the work is considered to be. That only happens in the simplest of studies. As complexity and context are introduced, there is less control and thus less rigor. However, we are looking for results that pay attention to context and can be applied in complex settings. Thus, there actually may be an inverse relationship between traditional definitions of rigor and usefulness (Unguez, 2019).

Rigor and Power

Epistemological politics (the ways in which power and privilege position some ways of knowing as “better” and hierarchically “above” other ways of knowing) are inextricably linked with ontological politics (whose reality counts, and how some reals are made to be more or less real, in practice, through various tacit or explicit power plays) (Archibald, 2018).

Multicultural Validity

Tied to fundamental issues of trustworthiness, adequacy and appropriateness of understanding and action.

Multicultural validity focuses attention on how well the evaluation captures meaning across dimensions of cultural diversity.

Multicultural Validity Components

Component	Application
Methodological	Supported by cultural appropriateness of epistemology and method
Relational	Supported by quality of relationships surrounding and infusing supported by invoking culturally congruent evaluation process
Theoretical	Supported by invoking culturally congruent theoretical perspectives
Experiential	Supported by life experience of participants
Consequential	Supported by social consequences of understandings and determinations of value and the actions taken based upon them

Kirkhart, 2005; Hopson & Kirkhart, 2011

Multicultural Validity Issues/Threats in AGEP Context

Example: Multicultural Validity Embedded in HHMS AGEP

Examples: Multicultural Validity Threats

- AGEP program theory does not take culture into account (*theoretical threat*)
- Sources of AGEP information in evaluation include or privilege only one perspective (*methodological threat*)

Looking Beyond the Numbers: What Would You Recommend to the Project?

URM	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Applicants	346	654	1043	698	778	874
Admits	114	222	477	290	353	421
New Enrollees	14	28	36	23	26	16

Looking Beyond the Numbers: What Would You Recommend to the Project?

URM	Year 1	Year 2	Year 3	Year 4	Year 5
New PhD Enrollees	17	13	17	16	16
All PhD Enrollees	131	145	157	148	149
PhD Recipients	6	15	20	26	29

Defining and Evaluating Alliance Success

Shifting cultures

Defining success

Shifting Cultures in AGEP

Broader definitions of success

More attention to systems (e.g., effective pathways and institutional advancements in adopting effective models, policies, and practices to support URMs in STEM fields)

Defining Success in AGEP Evaluations

Success definitions not standard but flow from context

Strive for include multiple perspectives of success

Broadening Definitions of Success in AGEP

Quantitative definitions (e.g., parity, # models of STEM graduate education, postdoc training, faculty advancements for URM)

Qualitative definitions (e.g., improve quality of institutional programs, practices, and policies; reduce levers and barriers affecting participation, transformation, and advancement of URMs)

Assessing collaborations between PWIs and MSIs (quantitative and qualitative)

Assessing Collaborations between PWIs and MSI

Some Key Questions

Is there co-construction vs. input among PWi/MSI partners?

Whose reality is valued?

Whose voices are privileged?

Some Key Issues

Power dynamics

Requires skill, sensitivities, and commitment to social justice values

Defining Alliance Success: Large Group Activity

How would you define success for the AGEP Alliance that you are evaluating (or directing, if you are a PI)?

Do you feel others in the Alliance would agree with your definition?

Write down your definition and then share it in the chat or raise your hand to describe it.

Questions, Comments and Next Steps

- Reviewing and possibly refining your current AGEP evaluation plan
- Exploring new directions for AGEP evaluations
- Other suggestions?

Excerpt from 2020 AEA Board of Directors Statement on Systemic Racism

“.....As evaluation professionals serving diverse communities worldwide, we must respond in a way that helps our communities feel heard, validated, and valued..... It is our collective responsibility to turn the lens on ourselves as individual professionals and as a field, looking at the ways our field and our practice perpetuates injustice. It is also our collective responsibility to step up and find ways to use our unique skills to dismantle racism and systems of oppression while creating healing and safe spaces to build bridges to a more equitable, democratic, and just future...People with power, change the system. As evaluators, some of us have the power to make the changes occur. Use your power for good.”



EVALUATION

IN TODAY'S WORLD

Respecting Diversity, Improving
Quality, and Promoting Usability

VERONICA G. THOMAS • PATRICIA B. CAMPBELL



Evaluation in Today's World: Respecting Diversity, Improving Quality, and Promoting Usability

<https://us.sagepub.com/en-us/nam/evaluation-in-today%E2%80%99s-world/book263463>



THANK YOU

Contact the AGEP ECBC team any time!

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