

# Tracking Transformation:

## Evaluating the American Evaluation Association's Building Diversity Initiative

Report of Phase I Evaluation Findings

Geri Lynn Peak, DrPH  
Two Gems Consulting Services

Lutheria Peters  
Association for the Study and Development of Community

Sandra Fishman  
Managerial Oversight Consulting

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Finally, I would like to acknowledge the staff, program team and all participating members and guests who made Evaluation 2007 in Baltimore an inspiration and confirmed my belief in this association's ability to learn, grow and change.

## **List of Acronyms Used in Text and Diagrams**

AEA – American Evaluation Association  
ASDC – Association for the Study and Development of Community  
BDI – Building Diversity Initiative  
CCO – Culturally Competent Organization  
CEPT – Council of Evaluation Training Programs  
DR – Document Review  
EOC – Evaluators of Color  
EQ – Evaluation Question  
HBCUs – Historically Black Colleges and Universities  
HSIs – Hispanic-Serving Institutions  
KII – Key Informant Interviews  
MSIs – Minority Serving Institutions  
OS – Online Survey  
POC – People of Color  
RR – Record Review  
TGCS – Two Gems Consulting Services  
TIs – Tribal Institutions  
WKKF – W. K. Kellogg Foundation

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# **TRACKING TRANSFORMATION:**

## **Evaluating the American Evaluation Association's Building Diversity Initiative**

### **Introduction and Overview**

This report summarizes the results of an evaluation of the American Evaluation Association's Building Diversity Initiative. The initiative, funded by the W. K. Kellogg Foundation between 2000 and 2003, aimed to increase the representation and participation of people of color in evaluation and increase the cultural competency of evaluation practice.

The evaluation, the first part of a two-phase evaluation commissioned by the association's Board of Directors, examined the lines of action during and subsequent to the funding period based on input by key actors who championed and shepherded the initiative and review of program documents. The evaluators developed frameworks to help explore, measure and learn from the initiative and to encourage the association to use the results to inspire an intentional process of becoming a multicultural organization.

Findings highlight the success and benefits of specific lines of actions from among the 14 recommendations that comprise the Building Diversity Initiative action plan. The most successful actions fell into two main categories: 1) those aimed at increasing awareness and access to AEA's evaluation training resources and supports by people of color through internships, exploration of evaluation career options and training opportunities for students, new professionals and faculty at Minority Serving Institutions and 2) those aimed at transforming evaluation practice guidelines and standards to promote cultural competency as part of quality evaluation practices.

Additionally, a multi-tiered framework for promoting multiculturalism was developed and applied by the evaluators as a tool to facilitate building multiculturalism, measure efforts to promote multiculturalism, and understand and learn from efforts to attain multiculturalism. By applying this framework, evaluators were able to measure and examine progress on the initiative and engage in the dynamic and deeply reflective work required to build organizational multiculturalism.

The suggested actions for phase II of the evaluation and beyond focus on:

1. Adopting a broader commitment to multiculturalism so that all aspects of the association are included;
2. Promoting justice and equity by committing to reach out to underrepresented groups and by promoting openness and acceptance for all evaluators;
3. Inspiring excellence by expanding evaluation theories, methods, applications and practices using a multicultural lens; and
4. Reflecting unity and diversity among the family of evaluators gathered under the auspices of the American Evaluation Association.

## **Purpose of the Evaluation and Evaluation Report**

In 2005, the Diversity Committee of the American Evaluation Association (AEA) recommended that the AEA Board evaluate the activities of the Building Diversity Initiative (BDI). The board acted on that recommendation by initiating a two-phase evaluation strategy. This report marks the results of phase I evaluation activities<sup>1</sup>, which are intended to inform future directions taken by the AEA Board and other stakeholders. Most immediately, it will inform actions on the 14 BDI recommendations, however we hope that ultimately this report will promote multiculturalism<sup>2</sup> (cultural competence and diversity) more broadly within AEA and the field of evaluation. The report addresses these intentions in three ways.

- 1). The report examines the progress on each of the 14 BDI Recommendations. For each recommendation, the report documents briefly the aims, accomplishments, status and success based on the opinions of invested stakeholders. The report also presents the evaluators' ratings on each recommendation's contribution to achieving the two purposes of the BDI (as cited above), followed by an assessment from the evaluation team of what actions forward are needed to sustain or provide pathways toward success.
- 2). The report reflects upon the overall process of AEA adopting a multicultural perspective and the contributions of the BDI, by way of the 14 recommendations. The evaluation examines specific areas of the association and considers how BDI efforts have or have not impacted each aspect of the association.
- 3). The report presents specific invitations – suggesting future action to promote multiculturalism and specific actions aimed at the second phase of the evaluation.

### **How to read this report:**

The report highlights findings and recommendations to meet the needs of readers who want to assess and act upon the accomplishments and lessons of the BDI. The evaluation also explored approaches for learning, systems designed to help understand AEA's commitment to multiculturalism. The essential frameworks for that assessment are presented below, however, useful background information is provided in three formats:

1. Sidebars – boxes that highlight specific information of features and help readers follow the report, such as a list of the 14 recommendations;
2. Footnotes – add qualifying or contextual information for a specific comment or aspect of the evaluation, such as methods and results; and
3. Appendices – where detailed information is presented for further reference, e.g. definitions of terms such as core principles, cultural competency and multiculturalism.

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1 The evaluation was conducted between Aprils to October 2007. See Appendix I for a summary of the phase I evaluation plan.

2 Appendix II provides a selected list of definitions for terms used in this report, including multiculturalism, cultural competence, imperative, core principle and other terms used to describe, define, measure and assess the results of the BDI.

## The Building Diversity Initiative

The Building Diversity Initiative was a joint effort of the American Evaluation Association (AEA) and the W.K. Kellogg Foundation from 2000 to 2003 designed to address the complexity of needs and expectations concerning evaluators working across cultures and in diverse communities. The purpose of the Initiative was (1) to improve the quality and effectiveness of evaluation by increasing the number of racially and ethnically diverse evaluators in the evaluation profession, and (2) to improve the capacity of all evaluators to work across cultures.

A primary outcome of the early stages of the Building Diversity Initiative (BDI) was a building diversity action plan that focused on the institutionalization of racial and ethnic diversity and cultural competence into the policies and practices of AEA. This plan included 14 recommendations (see box at right) intended to advance such institutionalization. In full form, each recommendation includes a statement of purpose, available AEA resources, suggested first steps, needed resources, and potential partners.

Having scanned other associations' diversity-related activities, and having worked with leaders in the field to develop the 14 recommendations, the BDI promoters then shifted to moving towards action.

The Board initially took action on 6 of the 14 recommendations (Numbers 1, 4, 6, 8, 11 and 14 respectively). Subsequently, as the BDI Task Force was due to sunset, the Task Force worked with individuals and committees to transfer ownership of, and promote action on, the remaining recommendations. AEA's Diversity

### ✓ The 14 Building Diversity Initiative Recommendations:

1. *Create a graduate education fellowship program targeted to students of color.*
2. *Tap into existing educational pipeline programs to expose students of color to evaluation as a career choice.*
3. *Work with historically Black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and Tribal institutions (TIs) to (a) increase the profile of evaluation as a profession and (b) support the creation of evaluation training courses and programs.*
4. *Create "guaranteed" training sessions at the annual AEA conference to address the professional development needs of evaluators of color and cross-cultural evaluators.*
5. *Create nontraditional training opportunities for people doing evaluation work but who do not identify themselves as evaluators.*
6. *Organize small business development training for evaluators of color who want to start evaluation-consulting firms.*
7. *Provide financial incentives for evaluators of color and all cross-cultural evaluators to participate in training and professional development.*
8. *Create a Council of Evaluation Training Programs (CETP) to serve as a forum to discuss issues of diversity and cultural competence as they relate to training and evaluation.*
9. *Create and promote a "What Is Evaluation?" campaign targeting students and other potential professionals.*
10. *Engage in a public education campaign to emphasize the importance of cultural context and diversity in evaluation for evaluation-seeking institutions.*
11. *Incorporate diversity issues into the review of the Program Evaluation Standards.*
12. *Advocate for the creation of an affirmative hiring policy (e.g., Small Business Administration Section 8(a) Business Development Program) for foundations and state and local governments.*
13. *Encourage mentoring for evaluators of color and those seeking cross-cultural evaluation experience and skills.*
14. *Work with diverse organizations to develop a method of publicizing job opportunities to evaluators of color.*

Committee accepted the responsibility of monitoring BDI efforts since that transition and holds that responsibility at present.

As a result of the efforts of the BDI—and in hindsight, based on assessment of the actions accomplished—the purpose of the BDI embodied a twofold imperative<sup>3</sup> as understood and articulated by the evaluators based on analysis of interview findings:

1. **JUSTICE IMPERATIVE:** promoting justice and equity in evaluation practice. The BDI efforts aimed to increase involvement of people of color at all levels of association involvement and evaluation practice, working to produce more evaluators of color, attract more AEA members of color and, as the initiative progressed, expand the definition of diversity beyond color to reflect more and more of the diversity existent in the human family.
2. **EXCELLENCE IMPERATIVE:** raising the standard of excellence in evaluation practice. BDI efforts aimed to increase attention to multiculturalism. In retrospect, this went beyond addressing issues of cultural competence and appropriateness of evaluations and evaluators to address multiculturalism in all aspects of evaluation: from theory building to teaching and training to who conducts evaluations and therefore has access to assessing, judging and assigning value to the efforts made toward the improvement of our efforts and the betterment of the various societies that make up our planet.

✓ What is an Imperative?

*In this context, an imperative is a principle, that compels a certain behavior;<sup>2</sup> an obligation or duty. We use this term to convey the critical importance of multiculturalism to our efforts as evaluators.*

Characteristics Motivating the Two BDI Imperatives:

⇒⇒ The **justice imperative** is motivated by individual and collective commitment to justice (or, social justice) of equity, fairness, respect, inclusiveness and acceptance, promoting unity among evaluators while redressing past harms.

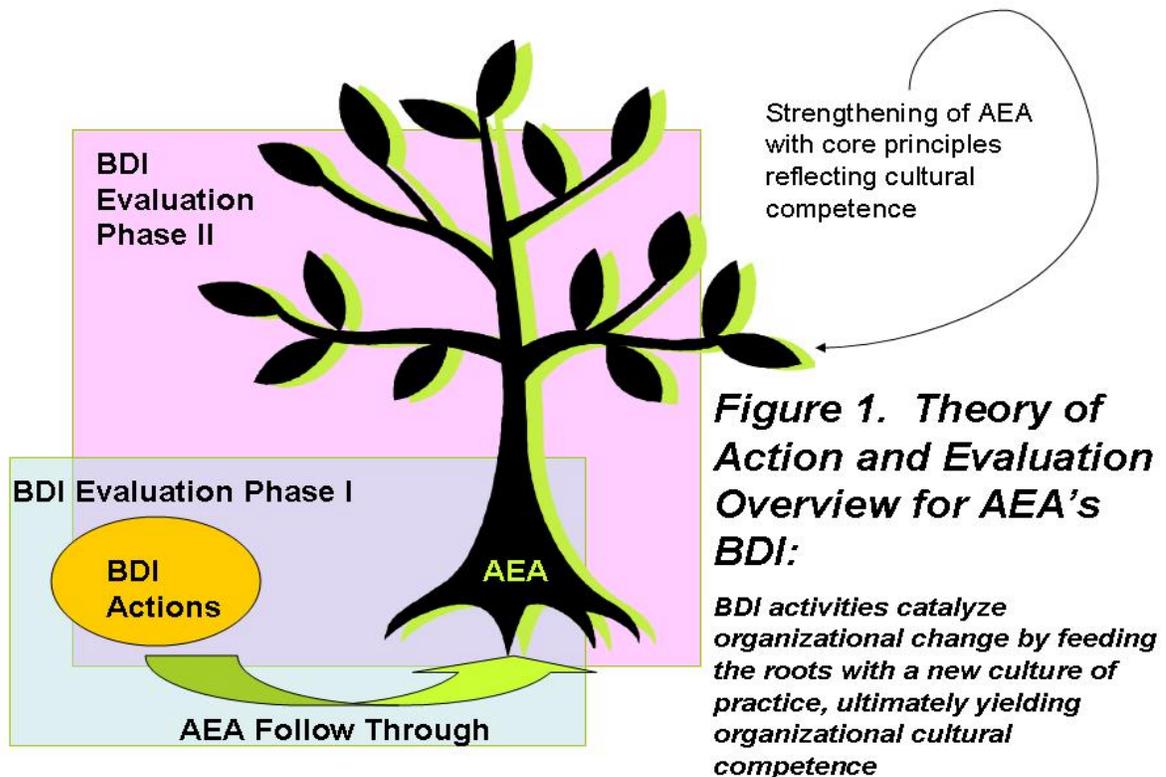
⇒⇒ The **excellence imperative** reflects individual and collective desires to build upon, broaden and strengthen—through responsiveness and connection—our theories, methods, approaches and practices with wisdom and excellence.

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3 "Imperative." *The American Heritage® Dictionary of the English Language, Fourth Edition*. Houghton Mifflin Company, 2004. 05 Dec. 2007. <Dictionary.com <http://dictionary.reference.com/browse/imperative>>.

## Framework for Assessing BDI Progress and AEA Multiculturalism

*Incorporating Multiculturalism:* We assume the intention of the BDI was to catalyze an evolutionary process within AEA leading to an increasingly inclusive and accepting association that reflects a valuing of multiculturalism in its principles, membership, operations, practices and presentation of the evaluation field. The theory of action illustrated in Figure 1 shows how we see the BDI infusing multiculturalism throughout the whole AEA system from root through leaf with the lessons learned in the form of actions, policies and practices.



*A Framework for Multiculturalism:* In order to describe and discuss what a multicultural organization looks like, the evaluators developed a framework of several components that are based on the structure of the association (which could be applied flexibly to various organizations). We consider the association by examining four areas that include the leadership and membership of AEA, the culture and practices, programs and actions and finally the commitment to growth and learning.

We use the two imperatives of the BDI (justice and excellence), along with their underlying and associated core principles<sup>4</sup>, as measures. And we consider the BDI itself, its actors<sup>5</sup> – focusing

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4 Core principles are the character strengths and virtues that motivate our best and highest actions. As part of the evaluation process and analysis, core principles were identified and catalogued. The concept of core

on those individuals who initiate and fuel action with their personal conviction (who we describe as *champions*) and those who arise to support, nurture or lead the work or aspects of the work in their own right (we describe these individuals as *adopters*) – and its actions – the 14 recommendations.

The operating framework for assessing multiculturalism evolved along with the BDI phase I evaluation data collection and analysis. Currently, we articulate it as four steps that allow us to:

1. Learn what motivates multiculturalism.
  - a. Identify the purpose or driving force behind building multiculturalism.
  - b. Get the group to articulate these in terms of character strengths and qualities.
  - c. Organize the qualities and collectively define them as measures (a series of statements or questions). Use these to assess the four organizational practice areas below.
2. Examine all aspects of the organization by exploring:
  - a. LEADERSHIP & MEMBERSHIP
  - b. CULTURE & PRACTICES
  - c. PROGRAMS & ACTIONS
  - d. GROWTH & LEARNING
3. Assess each area of the organization in terms of its:
  - a. Structure
  - b. Principles/Guidelines
  - c. Information
  - d. Processes
4. Recommend ways to accomplish the intended purpose(s) and, where appropriate, expand them.

The bulk of the phase I evaluation focused on steps 1 and 2, however all four steps are reflected in the assessment of AEA's multiculturalism.

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principles is defined in more detail in Appendix II and a diagram operationalizing the two imperatives in terms of their associated core principles and practices is presented and described in Appendix IV.

5 Appendix III provides a table listing the different roles played by the various people involved during the implementation of the BDI.

## Status of the 14 AEA/BDI Recommendations—Findings from Data Collection

### *How to Read This Section:*

We report the status of each of the 14 BDI recommendations by presenting:

- A SNAPSHOT of the recommendation as it stands or, if little or no progress was made, the ORIGINAL PLAN as it was proposed.
- A bulleted listing of PROGRESS on the recommendations gleaned through interviews and document review. First the progress is reported followed by a listing of any notable any implications of the recommendation and its actions.
- A REPORT CARD grades each recommendation +, +/- or - in five areas and summarizes the STATUS of each recommendation.<sup>6</sup> The STATUS summary states whether the recommendation is *fulfilled* or *unfulfilled* and also considers whether or not the actions or strategies of that recommendation are *ongoing*. In the report card grid, a “+” represents “yes” or a positive result. A “-” represents a negative result or “no” and “+/-” is used when a recommendation genuinely has results falling into both the positive and negative categories. A rating of “0” is given when a rating does not apply or is not given.<sup>7</sup>
- The five categories are:
  - *Success* -- as determined by whether or not the intention of the recommendation was accomplished. If an intended result occurs, but not through any process of the recommendation, the recommendation is scored as unsuccessful.
  - *Promotion of the justice imperative*—a recommendation receives a positive grade when it, by design, intentionally or potentially increases the number of people of color participating in AEA membership or choosing an evaluation career path or focus.
  - *Promotion of the excellence imperative*—a recommendation receives a positive grade when it is designed intentionally to improve the quality of evaluation practice by including a consideration of and attention to diversity and multiculturalism.
  - *Future Value* to AEA’s next steps to increase multiculturalism. This item is scored strictly based on evaluator assessment of whether the action line will help move AEA further toward either of the two imperatives in the next several months.
  - *Continue this line of action*. Scores in this area are reserved for AEA leadership stakeholders. We recommend this include the Board and Diversity Committee.
- Finally, a section on CONSIDERATIONS provides insight and opinion from the evaluation team, including input from the advisors. These are followed by a list of potential pathways for the future for those recommendations that have fulfilled their intended purpose and remain ongoing. For recommendations whose status is unfulfilled we provide a list of pathways for success.

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6 These “status” ratings are based on evaluator interpretation of findings; respondents were not asked to rate these categories during interviews.

7 The evaluation team did not rate the final category, whether or not to continue the line of action, but rather leave this to AEA leadership to decide.

**Recommendation 1: Create a graduate education fellowship program targeted to students of color.**

SNAPSHOT: The American Evaluation Association/ Duquesne University (AEA/DU) Diversity Internship Program aims to provide graduate level students of color in a variety of substantive program areas with resources, information and support to pursue evaluation as a career or integrate evaluation into their chosen area of expertise. The one-year internship program encourages peer support and provides professional mentoring. The program is in its third year, with over 50 applicant inquiries in 2006; over 60 applicants in 2007; a total of 16 graduate-level alumni; and, an undergraduate intern at the Educational Development Center, Inc. Eight interns make up the 2008 cohort. The program is lead by Dr. Rodney K. Hopson and a coordinator.

The program requires interns to implement or participate in an evaluation within their local community. Throughout the year interns are exposed to a variety of evaluation basics, including: qualitative and quantitative methods, evaluation planning and logic models. Internship activities include:

- Presentations by prominent evaluators and evaluation firms and/or government agencies (e.g. Government Accountability Office, National Science Foundation);
- Student-selected workshops at conferences (e.g., AEA annual conference, AEA/CDC Summer Institute);
- One-on-one sessions and assistance by the internship program staff and evaluation practitioners (e.g., staff of the Association for the Study and Development of Community); and
- Interns are also encouraged to bring evaluation to their respective fields through presentation of their evaluation work at conferences and/or to influence their future work (e.g., dissertation topics).

*“The thing I love the most is the internship. The first time I went over to Pittsburgh to teach I was moved to tears to see the folks in the room and there it was.... That is the star....”[Geri Lynn1]*

**PROGRESS:**

- The internship was originally proposed as a fellowship program and evolved into the current internship program in response to feasibility concerns and worries regarding the appropriateness of subsidizing professional evaluators.
- The majority of interviewees agreed that Recommendation 1 has moved forward with significant progress. For example, one interviewee described its status as "alive and well," another respondent noted that a lot of progress has been made and the program was also described as visible and well-run.
- The internship program has rallied diverse champions and adopters from within AEA and the evaluation field. AEA Board has put forth financial support while certain AEA leaders continue to look for ways to sustain the program with continued contributions from AEA.
- Recently, an audit of the status of each intern's development as well as the internship program's practices was completed and submitted to the AEA Advisory Board and the internship program trainers. The document will be used to determine the program's technical assistance needs.<sup>8</sup>

**Implications, future plans and or concerns:**

- Interviewees shared concerns about the program's sustainability (beyond support by the National Science Foundation) and some questioned whether AEA should commit itself to continue to fund the internship program. In addition, respondents questioned whether the number of new evaluators of color introduced and engaged in the evaluation field and AEA would contribute to a more diverse field and association; some interviewees mentioned that it may be too early to tell.

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8 This audit was not conducted as part of the BDI evaluation.

- Some observers noted that while this line of action should continue, this is not the conduit for the big picture vision on increasing the number of evaluators of color. At the same time, it does bring people of color regularly into contact with AEA and AEA-promoted best evaluation practice.
- Concerns were raised by one respondent that the caliber of participants was high (suggesting that they had networks available to them similar to what the internship brings) and a few respondents observed that this activity might not be the most efficient for increasing the justice imperative :
- Concerns were raised over the need for continued financial support, partly generated by early lack of investment by AEA. For the past several years, AEA Board has voted annually to commit \$32,000 to this initiative.

*“We don’t know enough foundations that would make this a priority...champions are individuals and they leave, and within the foundations themselves they have to figure out how to re-sell this year after year to support it.” [Geri Lynn2]*

**REPORT CARD: Recommendation 1: AEA/DU Internship Program**

*STATUS: fulfilled and ongoing*

<b>Success</b>	<b>Promotes Justice Imperative</b>	<b>Promotes Excellence Imperative</b>	<b>Immediate Future Value</b>	<b>Continue this line of action?</b>
+	+/-	+/-	-	

+ yes or positive; - no or negative; +/- both positive and negative result.

**CONSIDERATIONS:** This action promotes all aspects of the association’s multiculturalism agenda, but in a way that is very specific and systematic. It provides an example of best practice in evaluation training and commitment to building a cadre of diverse professionals practicing evaluation. It can, therefore, provide an example of raising both justice and excellence imperatives in our house.

**Pathways for the Future:**

- AEA should consider the internship program as part of a *portfolio* of pipeline/pathway activities (along with actions from Recommendations 2 and 3).
- The program requires ongoing support from alumnae and AEA leadership to continue to deliberately recruit, retain, and expand the number of students of color involved in the program and for future planning.
- The program would also benefit from a long-term funding and staffing (i.e., Director, Coordinator, Instructors) sustainability plan to maintain consistency as it expands.
- Broader awareness by the AEA membership could bring more diverse applicants and mentors.

**Recommendation 2: Tap into existing educational pipeline programs to expose students of color to evaluation as a career choice.**

SNAPSHOT: The educational pipeline activities expose students of color to evaluation as a career. AEA has created a program that pre-selects full-time, graduate and undergraduate students with interests in evaluation and diversity issues to attend the AEA Annual Conference. Thus far, at least three cohorts have attended annual AEA conferences held in their home regions (i.e., Toronto 2005, Portland 2006 and Baltimore 2007). We anticipate a new cohort will participate in Denver, 2008.

Participants receive incentives including:

- One-year of free AEA membership;
- AEA Conference waivers;
- An orientation, luncheon, and an informational package; and
- A mentor.

The program was shepherded by Elmima Johnson initially and has for the past three years been led by Joan LaFrance.

**PROGRESS:**

- The majority of the interviewees perceived this recommendation as moving forward with significant progress. For example, interviewees noted that recommendation 2 along with recommendations 1 and 3 have been direct ways to increase new AEA members and evaluators of color (justice purpose).
- In contrast, some interviewees either did not know about the status of this recommendation or believed that it had not progressed as planned because it was vague and not very well conceptualized.
- The definition of diversity has broadened over time to actively include sexual orientation, participants with disabilities and other “groups currently underrepresented[Gerri Lynn3].”
- A Pipeline Sustainability Task Force was initiated in Fall 2007 and is developing plans for long term sustainability and management of this line of action.

Implications, future plans and or concerns:

- One challenge associated with Recommendation 2 is the lack of systematic follow-up after each conference to monitor student/mentor pairs. There is a desire to ensure that the mentor opportunities are well used and have some level of oversight.
- Future activities should include tracking participant membership and involvement in AEA and interest and work around cultural competency issues.
- Style of the program presentation needs to be examined to best accommodate available resources.

**REPORT CARD: Recommendation 2: Educational Pipeline Program**

*STATUS: fulfilled and ongoing*

Success	Promotes Justice Imperative	Promotes Excellence Imperative	Immediate Future Value	Continue this line of action?
+	+	-	+	

yes or positive; - no or negative; +/- both positive and negative result. + yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: This Recommendation provides a tract to increase exposure of diverse students (potential evaluators) to AEA and could potentially be redesigned to increase the annual

number of participants using available resources differently (e.g., shared costs, reduced on-site lodging support for local participants). It does not, however necessarily focus on the excellence imperative, because the intent is to expose the students to evaluation as a career path and not to work on shifting the field practices, although such topics may well be addressed in the sessions attended.

Pathways for the Future:

- Recommendation 2 will need ongoing AEA Board and Diversity Committee support and cooperation with local affiliates and program alumnae in order to continue to deliberately plan for, recruit, retain, and expand the number of students of color who participate at annual meetings in the future.
- Recommendation 2 will need a long-term funding and staffing (i.e., Coordinator, Mentors) sustainability plan, which the new Pipeline Sustainability Task Force will likely address.
- The pipeline program requires follow-up with participants to track their experiences, check whether they maintain membership in AEA, check on mentor matches and determine whether they themselves are working on cultural competency issues.
- Increased membership awareness will help local affiliates be ready to adopt this work when their host turn arrives (creating new adopters).
- AEA should explore in what ways this program might consistently address the excellence imperative (by required sessions or added content).

**Recommendation 3: Work with historically Black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and Tribal institutions (TIs) to: (a) increase the profile of evaluation as a profession and (b) support the creation of evaluation training courses and programs.**

SNAPSHOT: Recommendation 3 involves efforts by AEA and NSF to increase the number of evaluators at the nation's Minority Serving Institutions and colleges. In 2005 at the AEA annual conference, AEA hosted its first workshop to broaden participation by faculty in Historically Black Colleges and Universities (HBCUs). The workshop focused on widening faculty understanding of evaluation as a profession and strengthening their knowledge of evaluation theory and methods through their attendance at conference meetings and sessions, exposure to AEA leadership and membership, and the dissemination of evaluation resource material. In 2006, the National Science Foundation (NSF) co-sponsored with AEA, a 3-day meeting for Minority Serving Institution (MSI) faculty who teach evaluation. It was held during the AEA Annual Meeting in Portland, Oregon and was co-sponsored by several AEA stakeholders: the AEA Board of Directors, the Multi-Ethnic Issues in Evaluation TIG, the Diversity Committee and the AEA Executive Office (NSF Follow-up Report, 2006). This effort is led by Elmima Johnson of the National Science Foundation.

**PROGRESS:**

- Initially the program participants engaged by these efforts were faculty of color from HBCUs. By the second year of the program, recruited participants expanded to include faculty from Latino, Asian, and Native American/American Indian serving institutions.
- The majority of interviewees shared views that indicated significant progress. For example, funding for this recommendation transitioned from the National Science Foundation (NSF) as the primary sponsor to increased support by AEA.
- Faculty are recruited to attend the AEA conference and to participate in activities that allowed them the opportunity to:
  - Expand evaluation in their courses or add courses to their curriculum and to;
  - Talk to students about evaluation as a career option.

**Implications, future plans and or concerns:**

- One of the challenges for Recommendation 3 involved maintaining funding and support for the program. The style of the program under NSF provides a level of hospitality that at least one observer worries cannot be matched by AEA resources alone. After NSF provided seed money for the effort, AEA provided full support for participant memberships (1 year) and conference registration. There is some concern about whether or not AEA will be able to continue to support this effort considering its limited staff and volunteers.

*“The work with the MSI’s depends on the NSF funds, so the question remains what will happen to get this incorporated into the organization without NSF...” [Geri Lynn4]*

- It was also shared that participants face challenges within their institutions around the selection process for participation in this program. For example, some institutions have individuals who are not ready to work collaboratively around expanding their evaluation courses and create barriers for faculty who are proponents of this effort.
- One interviewee doubted such limited support (for only one individual at a given institution) would produce sufficient results. For example, the individuals who are program participants are typically non-senior faculty who do not have the power to promote evaluation as a priority within their department, school or institution, making it difficult to bring about change.

- Future plans include:
  - Pairing with the pipeline activities (Rec. 2) so that both faculty and graduate students in a given conference location can be identified together for participation in the program;
  - Including junior colleges and other 2-year or alternative training and educational Tribal Institutions (TIs) and Hispanic Serving Institutions (HSIs) to increase access and participation where there are no appropriate 4-year colleges;
  - Leveraging funding of the Minority Serving Institutions (MSIs) with funding from AEA and;
  - Continuing to support the program leader and to rallying ongoing support from the AEA board.

**REPORT CARD: Recommendation 3: Minority Serving Institution Faculty Outreach Program**  
*STATUS: fulfilled and ongoing*

<b>Success</b>	<b>Promotes Justice Imperative</b>	<b>Promotes Excellence Imperative</b>	<b>Immediate Future Value</b>	<b>Continue this line of action?</b>
+	+	+	+	

+ yes or positive; - no or negative; +/- both positive and negative result.

**CONSIDERATIONS:** Given the success of this program and the challenges identified, ongoing efforts should consider ways to support participants at their home institutions. As with Recommendations 2, alternative program formats, such as partnering with the home institutions may allay financial concerns and possibly allow more participants annually. Finally, the issue of targeting alternative educational venues could be explored to potentially expand AEA’s notions of where evaluation training occurs.

**Pathways for the Future:** Along with the support of AEA leadership and long-term sustainability plans (as articulated for Recs. 1 and 2), Recommendation 3 can benefit from:

- Inter-institutional supports for MSI faculty who attend, including funds matches or MSI-partnerships.
- Follow-up with prior attendees by on-line survey or group discussion could gain insights on best options for institutional support and for program feedback and growth.
- Examine and (if necessary) expand efforts to promote the excellence imperative as AEA’s understanding of multicultural evaluation practices expands.
- Explore whether non-traditional training venues or alternative educational settings remain untapped that access diverse populations that should be included in the program.

**Recommendation 4: Create "guaranteed" training sessions at the annual AEA conference to address the professional development needs of evaluators of color and cross-cultural evaluators.**

ORIGINAL PLAN: The original aim of recommendation 4 is to provide evaluators of color with opportunities to further develop their evaluation skills and to learn how to better incorporate their experiences in diverse communities in conducting evaluations. AEA has co-sponsored at least one workshop at the AEA annual conference to increase skills to enable evaluators to work across and within diverse communities. These workshops are guaranteed so that they are held regardless of enrollment. The Professional Development Committee manages this recommendation. To date, there has always been at least one appropriate workshop proposed that fulfills this recommendation. This year (Annual Meeting in Baltimore, 2007), for example, two pre-conference trainings explicitly addressed the impact of diversity (self-awareness of your own cultural impact and racism) on evaluation and another one (on state of the art evaluation) potentially addressed multiculturalism (based on the topic outline).

**PROGRESS:**

- Some interviewees were unsure of the status of recommendation 4, while others were certain that sessions were "protected" or that significant progress had been made.
- Interviewees were unable to share any information about future planning, implications or concerns that might facilitate further discussion of this recommendation.
- Conversation w/staff indicated that training sessions addressing diversity and cultural competency have been included in the annual meeting since before the BDI was initiated and since the time of the BDI, such sessions always come from the field. There has never been a need to add a session to fulfill Recommendation 4 at the annual meeting.
- AEA also brought this mandate to the AEA/CDC Summer Evaluation Institute, which was an area of training not on the CDC's agenda, fulfilling the excellence imperative in that venue as well as the annual meeting.

**REPORT CARD: Recommendation 4: Guaranteed Professional Development Sessions.**

*STATUS: fulfilled and ongoing*

Success	Promotes Justice Imperative	Promotes Excellence Imperative	Immediate Future Value	Continue this line of action?
+/-	+	+	-	

+ yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: Since training focused on promoting multiculturalism in evaluation practice already existed and continued without special actions or interventions, Recommendation 4 is valuable, but redundant. A mandate is in place that the Professional Development Committee is aware of and responsive to, but success comes from field demand and not from the recommendation. While this obviates the need for this recommendation, it is beneficial to have intentionality around maintaining professional development options that promote the excellence imperative. The adoption of values related to multiculturalism, as articulated in the current AEA mission, goal, and values diagram/statement (Appendix V) may be all that is needed to keep this training agenda on the committee's radar.

**Recommendation 5: Create non-traditional opportunities for people doing evaluation work, but who do not identify themselves as evaluators.**

ORIGINAL PLAN: Recommendation 5 aims to provide evaluation training opportunities (e.g., AEA Annual Conference sessions) for people of color who are involved in conducting evaluation, but do not consider themselves to be evaluators.

**PROGRESS:**

Every year there appears to be at least one such session scheduled. There is no system to focus on attaining this goal. Similar to Recommendation 4, it is a result of the interests and offerings of membership/the field.

One interviewee recalled a facilitated socialization session around "what do you do when you suddenly find out you are an evaluator"; however activities beyond this session were never operationalized.

**REPORT CARD: Recommendation 5: Outreach to Non-traditional Evaluators**

*STATUS: unfulfilled*

Success	Promotes Justice Imperative	Promotes Excellence Imperative	Immediate Future Value	Continue this line of action?
-	+	-	-	

+ yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: While this line of action could be valuable, at this time there is no momentum behind it. This area lacks a champion to put more creative effort behind it and craft a viable plan. Without some clear plan, it is difficult to imagine how non-traditional evaluators would realize there is a place like AEA available to them. While a systematic plan for this line of action clearly could fulfill the justice imperative by bringing in new members to AEA, it has had limited success. Further, the recommendation does not specify an agenda that promotes the excellence imperative.

Pathways for success:

- Identify a champion(s) to promote this effort.
- Raise awareness of the membership so that potential participants can be identified and invited to annual meetings.
- Provide a program that targets this population so that the content is presented in a way that is accessible (i.e., jargon free), yet honors the work that people have been doing.
- Alternatively, AEA could develop outreach training programs. For example, the training package developed for the Guiding Principles could fulfill the intention of Recommendation 5. This package was developed in 2006 by a Task Force under the auspices of the AEA Ethics Committee. The training package serves as a resource for beginning level evaluators and seems to be a more efficient way to provide opportunities for people doing evaluation work, but who do not identify themselves as evaluators.

**Recommendation 6: Organize small business development training for evaluators of color who want to start evaluation consulting firms.**

ORIGINAL PLAN: According to the Building Diversity Plan, recommendation 6 aimed to provide evaluators of color the opportunity to gain business development skills in order to be competitive in the marketplace. The proposed strategy included the provision of small business development training for evaluators of color during the AEA Annual conference and the use of the Independent Consulting TIG as a resource to identify speakers for workshops and sessions at the annual AEA conference. In addition, local affiliates were seen as having the potential to become vehicles for providing small business development training regionally.

**PROGRESS:**

- Although respondents noted recommendation 6 as important to AEA, the majority of the respondents were not aware of any progress.

**Implications, future plans and or concerns:**

- One interviewee noted Recommendation 6 generated several AEA board meeting discussions that led to designated sessions outside of the existing business development track. Unfortunately, these sessions were not supported by the target audience.
- Further, respondents reported that these activities were not linked to the recommendation but at best were inspired by the BDI (because there was no conduit for the recommendation to proceed beyond board discussion).

**REPORT CARD: Recommendation 6: Small Business Development Training**

*STATUS: unfulfilled*

Success	Promotes Justice Imperative	Promotes Excellence Imperative	Immediate Future Value	Continue this line of action?
-	-	-	-	

+ yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: This area lacks a champion or adopter to guide the action plan. While this line of action could be valuable, at this time there is no momentum behind it. A possible alternative would be co-sponsorship of existing or specifically-designed sessions between the various ethnic and cultural issue TIGs and the Independent Consulting TIG. It is unlikely that this arena would bring in new people of color as much as be a route for professional development for existing members. In contrast, a friendly environment and marketing plan might identify new pools of participants, but no information regarding this likelihood is available. If efforts are made to integrate a multicultural lens into the practices of AEA across the board, this is one of the best ways to integrate attention to diversity into small business development through the existing conduits.

**Pathways for Success:**

- Appoint a champion(s) (e.g., an AEA Board appointed task force or members of the AEA Independent Consulting TIG) to implement future efforts in this area.
- Identify unique needs or special interests that might not be addressed in existing business development training.
- Promote a multicultural lens to shape the content of business development sessions.

**Recommendation 7: Provide financial incentives for evaluators of color and all-cross cultural evaluators to participate in professional development and training opportunities.**

ORIGINAL PLAN: Recommendation 7 aims to provide incentives for evaluators of color who pursue training and professional development opportunities. In recent years AEA has provided several incentives (see recommendation 1 through 4) ranging from conference waivers and travel assistance to internship stipends.

**PROGRESS:**

- Several interviewees were aware of the incentives AEA provided for international travel as well as the Multiethnic Issues TIG's sponsorship of students of color to attend the AEA annual conference.
- Interviewees also mentioned that incentives are provided to the program participants of the programs associated with other pipeline recommendations.
- Additionally, it was mentioned that it was unclear as to how this recommendation was operationalized.

**Implications, future plans and or concerns:**

- One respondent mentioned that at one point the Indigenous Peoples TIG was looking to fund evaluators, particularly elders who would serve as advisors to evaluations. The status of these activities is unknown.

**REPORT CARD: Recommendation 7: Financial Incentives for Evaluators of Color**

*STATUS: unfulfilled*

Success	Promotes Justice Imperative	Promotes Excellence Imperative	Immediate Future Value	Continue this line of action?
-	-	-	-	

+ yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: This recommendation targets practicing evaluators and aims to improve evaluation quality more than increase the number of evaluators. However neither of the BDI imperatives is directly targeted by this recommendation. Other recommendations provide financial supports that bring new members to AEA and to evaluation as a field.

**Pathways for Success**

- Recommendation 7 could be maintained as resource funds available to other action lines, TIGs and individuals to support participation in the Annual Meeting or the Summer Institute. TIGs could promote the fund resource and potentially contribute members to a selection process without having to revive or reconstruct this recommendation, as long as there are guidelines and oversight.
- An oversight committee could be appointed or constructed with members from each of the ethnic and cultural TIGS, the Independent Consulting TIG and other interested TIGS.
- Alternatively, this line could be eliminated and resources increased to other lines where financial supports are provided, leading to increased access in those activities.

**Recommendation 8: Create a council of evaluation training programs (CETP) to serve as a forum to discuss issues of diversity and cultural competence as they relate to training and evaluation.**

SNAPSHOT: Recommendation 8 aims to produce a concept paper on how AEA could work with evaluation training programs and others to create a forum to discuss and address pre-professional education and professional development issues. This entity called the Council of Evaluation Training Programs would work to increase communication among the various institutions evaluation training programs. One of its first tasks would be to address diversity and cultural competence in evaluation.

**PROGRESS:**

When asked about the status of recommendation 8, interviewee perceptions were mixed:

- Interviewees mentioned that several discussions occurred in relation to creating an inter-university consortium: a first attempt grew out of the BDI process, but the effort did not yield fruit. A second effort was initiated, but this effort arose from other interests in evaluation training programs and only later re-integrated diversity-building objectives (stimulated by engaging a champion to help the group maintain the intended focus on diversity and cultural competence). Unfortunately this effort also failed to generate formalized activities.
- Several interviewees were unsure of its status or believed that recommendation 8 never moved forward.
- Ultimately, after three meeting attempts, AEA’s Board curtailed efforts of the volunteers and directed the Executive Director to prepare a concept paper comparing the experience of other associations.

“it takes a lot of ground work to make such a meeting pay off and since they weren't really moving we ... commissioned [AEA's Executive Director] to do a review white paper looking at what various other associations are doing in this area[Gerl Lynn5]”

Implications, future plans and or concerns:

- One respondent had suggested a facilitated session would focus the efforts of the CEPT and expressed disappointment in the direction chosen to move this recommendation.
- In contrast, another respondent was very enthusiastic about the potential to gain some insights into building multiculturalism into training programs.
- One respondent worried that their lack of clarity of purpose limited the potential for positive results and lamented that the intent (to build diversity) had not been clear to participants.

**REPORT CARD: Recommendation 8: Council of Evaluation Training Programs**

*STATUS: unfulfilled*

Success	Promotes Justice Imperative	Promotes Excellence Imperative	Immediate Future Value	Continue this line of action?
-	-	-	+	

+ yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: \*Many respondents felt this recommendation had a lot of potential, and stated it was overall one of the most important aspects of the BDI, despite the lack of progress. Because of lack of results, it's difficult to assess how the recommendation would play out to become a worthwhile activity in terms of the priorities for organizational cultural competence. Still it is clear that this recommendation could serve as an additional component of the pipeline strategies.

#### Pathways for Success

- Action on Recommendation 8 should await the results of the concept paper and determine what, if any, viable actions others have taken before investing more valuable time and resources because the string of unsuccessful attempts could frustrate and burn out members (all of whom are potential or recognized adopters or champions and, because of the nature of the recommendation, sit in strategic positions critical to evaluation training).

**Recommendation 9: Create and promote a "What is Evaluation?" campaign targeting students and other potential professionals.**

ORIGINAL PLAN: The aim of Recommendation 9 is to increase the information available regarding evaluation and distribute this information effectively to increase the number of people of color who consider evaluation as a career option.

- The majority of interviewees were unaware of the status of recommendation 9, while others reported that there has been no progress.
- One interviewee shared that this recommendation has generated some questions: "how would AEA do this...would this recommendation push AEA into an advocacy role?" (raising feasibility questions).
- Another interviewee shared that this recommendation (could have) brought exposure to the association.

**REPORT CARD:** *Recommendation 9: Marketing Evaluation as a Career Path to Students and Professionals*  
*STATUS: unfulfilled*

Success	Promotes Justice Imperative	Promotes Excellence Imperative	Immediate Future Value	Continue this line of action?
-	+	-	+/-	

+ yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: This effort requires a host of champions who had not come to the forefront during the BDI funding to produce a meaningful result. As with any social marketing effort, it would take a consistent effort over time with clearly crafted messages to make this successful, and it would then depend upon the media and messengers whether the messages would resonate and the audiences would have to be well targeted. Concerns that this is not AEA’s work and that the scope was too big contributed to the ambivalence around moving this item forward.

Pathways for Success:

- AEA could work with professional training programs to develop materials. These programs would also benefit if there were increased attention to evaluation as a career choice.
- If carried out, the campaign materials and other information could be distributed to existing educational pipeline programs that reach students (e.g., National TRIO conferences<sup>9</sup>)
- AEA members could be encouraged to present information on the campaign at meetings of other professional associations to which they belong.
- One strategy could be: have each standing committee provide one volunteer to the “What Is Evaluation?” Campaign Committee. The Membership Committee representative would chair the campaign.

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<sup>9</sup> The Council for Opportunity in Education describes these as part of a set of programs designed to help low-income Americans participate successfully in higher education funded under Title IV of the Higher Education Act of 1965. [www.coenet.us](http://www.coenet.us)

**Recommendation 10: Engage in a public education campaign to emphasize the importance of cultural context and diversity in evaluation for evaluation-seeking institutions.**

ORIGINAL PLAN: Recommendation 10 aims to have AEA launch a public education campaign to emphasize the importance of cultural competence and diversity in evaluation through the provision of specific resources. The planned campaign would include the production and dissemination of brochures and booklets and the dissemination of resources (e.g., the Directory of Evaluators of Color and Evaluators with Cross-Cultural Experience).

**PROGRESS:**

Respondent perceptions of the status of recommendation 10 were mixed, but overall little or no progress was reported:

- Some interviewees were unsure of the status of this recommendation, while others thought a committee had been selected to take the lead on its implementation, but respondents were unaware of any specific outcomes.
- Some informants noted this effort was too large for AEA to take on. *“These recommendations are broad and hard to translate to action, are tough to do because they are defined so broadly [re: both 9 and 10].”* [Geri Lynn6]

✓ Cultural Competency Statement

↻↻ *This action evolved into an effort to formulate an association statement on cultural competency led by an ad hoc team from the Diversity Committee. That effort is nearly completed.*

Implications, future plans and or concerns:

- Interviewees believed that this recommendation (like Rec. 9) could bring positive exposure to the association.
- Interviewees believed that this recommendation will require a champion, someone with a vision to see its goals through.
- One interviewee shared that this recommendation has generated some questions: *“how would AEA do this...would this recommendation push AEA into an advocacy role?”* [Geri Lynn7]
- One suggestion was to pass this to the Policy Committee.

**REPORT CARD:** Recommendation 10: Campaign to Promote Cultural Context and Diversity in Evaluation  
 STATUS: *unfulfilled; cultural competency statement effort ongoing.*

Success	Promotes Justice Imperative	Promotes Excellence Imperative	Immediate Future Value	Continue this line of action?
-	-	+	+/-	

+ yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: The value of this effort depends wholly upon whether AEA can take on a task of this magnitude or pare it down to a manageable size, like the cultural competency statement, but still leverage some attention. This effort requires at least a team of committed champions and there would still be a lot of questions around feasibility and whether or not this would be an appropriate role for AEA.

Pathways for success:

- The Board could invite the Diversity Committee to draft a proposal in support of an AEA Diversity and Cultural Context Statement promoting multiculturalism in evaluation.

**Recommendation 11: Incorporate diversity issues into the review of the evaluation standards.**

SNAPSHOT: The aim of Recommendation 11 is to assure that cultural competence is an integral part of the *Program Evaluation Standards*. AEA members led a cultural review process (a “cultural reading”) to assess the standards. At the time of data collection (i.e., June 2007), AEA’s cultural reading effort is complete and plans are in place for a committee to convene in order to incorporate language around diversity into the *Program Evaluation Standards*. These standards are guidance for conducting evaluations in educational programs and have been ratified by 16 professional associations.

**PROGRESS:**

- The majority of interviewees agreed that recommendation 11 had progressed as planned; however, one interviewee reported that they were unaware that the standards incorporated diversity.
- Interviewees also noted that the cultural reading was completed and posted on the AEA website;
- One participant noted that this effort did not further AEA's priorities because the standards are not applicable to all evaluators and that many did not know of their existence at all.
- The review of the standards is seen as a powerful illustration of where AEA stands (commitment).

**REPORT CARD:** *Recommendation 11: Program Evaluation Standards Review.*

*STATUS: fulfilled*

<b>Success</b>	<b>Promotes Justice Imperative</b>	<b>Promotes Excellence Imperative</b>	<b>Immediate Future Value</b>	<b>Continue this line of action?</b>
+	-	+	+	

+ yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: This task was focused and is complete – basically awaiting ratification. While this task is complete, it can be promoted, and potentially serve as a model.

**Pathways for the Future:**

- It is not clear whether each field with large representation in AEA should be scanned to determine if their practice guidelines for evaluation require AEA review for cultural competency. Nor is it clear whether that would be the most successful action forward (or best use of people’s time and talent or monetary resources).
- One respondent noted that this effort should lead to a certification program for evaluators.

**Recommendation 12: Advocate for the creation of an affirmative hiring policy (e.g., Small Business Administration Section 8(a) Business Development Program) for foundations and state and local governments.**

ORIGINAL PLAN: The aim of recommendation 12 is to increase access to evaluation opportunities for evaluators of color by advocating for the creation of an affirmative hiring policy for foundations and state and local governments to engage more evaluators of color in the field.

**PROGRESS:**

- Although interviewees expressed support for recommendation 12, the majority reported that they were unaware of its status or whether AEA moved forward with any specific activities.
- One interviewee reported that a directory was developed through the efforts of the Association for the Study and Development of Community and the Executive Director of AEA.

**Implications**

- Some interviewees felt that this recommendation was unclear and wondered whether this recommendation should be a focus on of the Policy Task Force.

**REPORT CARD: Recommendation 12: Affirmative Hiring Policies**

*STATUS: unfulfilled*

Success	Promotes Justice Imperative	Promotes Excellence Imperative	Immediate Future Value	Continue this line of action?
-	+	-	-	

+ yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: Affirmative hiring policies can promote the justice imperative, increasing the visibility of evaluators of color in government and foundation evaluation work. As a priority for the association, given that this line of action has not taken off, it seems more important to get people into the pipeline which would end up increasing the pool of potential people available for hire.

**Pathways for Success**

- Collect additional examples of Federal government’s Small Business Administration’s Section 8a program and other affirmative hiring programs.
- Develop a model section 8a program for foundations and state and local government agencies.
- Draft a statement that advocates the creation of a model section 8a program.
- Explore non-governmental policy strategies appropriate for private, non-profit and foundation clients.
- Encourage the enrollment of firms to establish their section 8a status and explore options for recognition of diversity in leadership for non-profits and small firms.

**Recommendation 13: Encourage mentoring for evaluators of color and those seeking cross-cultural evaluation experience and skills.**

ORIGINAL PLAN: Recommendation 13 aims to increase networks of support for all evaluators to improve their skills and access to cross cultural work opportunities. This recommendation aimed to build on the Multiethnic TIG mentoring program to extend its mentoring program to those seeking mentoring around cultural competence.

**PROGRESS:**

Interviewee perceptions of the status of recommendation 13 were mixed.

- Several interviewees reported that they were either unclear about or did not know the status of recommendation 13.
- Several interviewees reported that although formal mentoring does not occur through AEA, TIGs and individuals provide informal mentorship and mentorship of new evaluators occurs through networks of students, practitioners etc. Interviewees also reported that these activities were not linked to the AEA/BDI.

Implications, future plans and or concerns:

- One interviewee reported that this recommendation is critical, especially for evaluators starting out after completing their degree.
- Informants noted that the BDI itself was a conduit for a mentorship (practiced or received). Some noted champions would have been doing this (mentors) anyway. Others were both humbled by and proud of the opportunities presented for mentorship.

**REPORT CARD: Recommendation 13 Mentorship for Evaluators of Color**

*STATUS: unfulfilled*

Success	Promotes Justice Imperative	Promotes Excellence Imperative	Immediate Future Value	Continue this line of action?
-	+	+	+	

+ yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: Mentor pairs can serve to promote multicultural evaluation practice and honor mutual learning. Engaging members in this direct, interactive learning opens doors for collaborations, creativity and innovation. There is also value in systematically pursuing mentorship pairings for evaluators of color. New evaluators and students receive entrée to the evaluation field while seasoned evaluators can gain insights to support their expansion into new areas (e.g., academia, independent consulting, or philanthropy). All those receiving mentorship gain exposure that increases opportunities to serve in association leadership, if desired.

**Pathways for Success:**

- Work with Multi-ethnic Issues TIG mentoring subcommittee to identify lessons learned and barriers to conducting a mentoring program.
- Identify resources to sustain and expand mentoring AEA-wide, including expansion of the Multi-Ethnic Issues TIG mentoring program.
- Work with Awards Committee to create AEA Best Minority Mentor Award, develop criteria for the award, and publicize its existence.
- Identify diverse mentors, encouraging other TIGs to get involved.

**Recommendation 14: Work with diverse organizations to publicize job opportunities to evaluators of color.**

SNAPSHOT: The aim of recommendation 14 is to provide a job bank for diverse organizations to publicize job opportunities for evaluators of color. AEA has developed a job bank; however, not as a result of direct BDI action.

**PROGRESS:**

- The majority of interviewees reported that they did not know or were unaware of the progress of recommendation 14.

Implications, future plans and or concerns:

- The AEA job bank evolved without a direct link to the recommendation.
- One interviewee shared that he/she would like to increase the awareness of the AEA job bank among all Minority serving institutions.
- One interviewee noted a lack of clarity about who served as the point of contact to move this recommendation forward and what seemed to be the lack of networking between people within the initiative.

**REPORT CARD: Recommendation 14: Job Bank for Diverse Organizations**

STATUS: *unfulfilled*

Success	Promotes Justice Imperative	Promotes Excellence Imperative	Immediate Future Value	Continue this line of action?
-	+	-	+	

+ yes or positive; - no or negative; +/- both positive and negative result.

CONSIDERATIONS: While this action pathway could be valuable to AEA's efforts around diversity, energy and resources are needed to keep the job bank up to date and keep connections with pools of potential institutions serving applicants of color.

Pathways for the Future success:

- Work with the AEA Executive Office to update the Job opportunities page on its Web site that publicizes employment opportunities more broadly.
- Invite all TIGs to participate in the job bank (not solely those focused on ethnic or cultural affinity groups).

In review, the strongest efforts, those identified as the best action lines were recommendations 1, 2, 3 and 11. Additionally, informants felt strongly about the potential of recommendation 8. Table 1 repeats the report cards for each recommendation to facilitate summary review.

<b>Table 1: AEA Recommendations Report Card Summary</b>						
<b>Recommendations</b>	<b>STATUS</b>	<b>Success</b>	<b>Promotes Justice Imperative</b>	<b>Promotes Excellence Imperative</b>	<b>Immediate Future Value</b>	<b>Continue this line of action?</b>
Recommendation 1: AEA/DU Internship Program	fulfilled and ongoing	+	+/-	+/-	-	
Recommendation 2: Educational Pipeline Program	fulfilled and ongoing	+	+	-	+	
Recommendation 3: Minority Serving Institution Faculty Outreach Program:	fulfilled and ongoing	+	+	+	+	
Recommendation 4: Guaranteed Professional Development Sessions.	fulfilled and ongoing	+/-	+	+	-	
Recommendation 5: Outreach to Non-traditional Evaluators	unfulfilled	-	+	-	-	
Recommendation 6: Small Business Development Training	unfulfilled	-	-	-	-	
Recommendation 7: Financial Incentives for Evaluators of Color	unfulfilled	-	-	-	-	
Recommendation 8: Council of Evaluation Training Programs	unfulfilled	-	-	-	+	
Recommendation 9: Marketing Evaluation as a Career Path to Students and Professionals	unfulfilled	-	+	-	+/-	
Recommendation 10: Campaign to Promote Cultural Context and Diversity in Evaluation	unfulfilled-- cultural competency statement effort ongoing	-	-	+	+/-	
Recommendation 11: Program Evaluation Standards Review.	fulfilled	+	-	+	+	
Recommendation 12: Affirmative Hiring Policies	unfulfilled	-	+	-	-	
Recommendation 13: Mentorship for Evaluators of Color	unfulfilled	-	+	+	+	
Recommendation 14: Job Bank for Diverse Organizations	unfulfilled	-	+	-	+	

☞ AEA leaders are invited to use the score card to record their opinions regarding which recommendations should be carried forward into the future.

## **Learnings and Insights: Understandings of AEA’s Involvement in Building Diversity and Multiculturalism**

In this section we present a synthesis of the results applying the multiculturalism framework. First we examine the role of staff and volunteers at different levels of AEA to determine who was involved in these efforts. Next, we use the framework to explore the four aspects of the association and end with any salient, unanticipated insights. Our assessments are guided by the framework described above and reference as measures the BDI imperatives and the BDI involvement of actors (individual contributions to the BDI effort).

### **Assessment of Involvement by Key Actors:**

The Building Diversity Initiative moved forward primarily due to the efforts of individual champions and those who were motivated, influenced or compelled to action by those champions. Several roles were identified for the individuals involved in the BDI: champions, adopters, helpers, outsiders and blockers.<sup>10</sup> Interviewees primarily represented champions and adopters. The involvement of leaders, members and staff are examined by level of participation below.

**Board Level** – Many key informants have served on the board of AEA, some were champions who helped to initiate or move the BDI forward, particularly in the early years of the initiative. Others adopted multiculturalism and have been actively involved in moving specific lines of action as well as in their tenures on the board. The board itself is seen as an adopter that is sprinkled annually with champions and, in the past, occasional blockers. Current AEA culture limits the degree to which any leader would admit a desire to limit diversity activities at the association level. Board commitment has grown in both understanding and substance/resources. The current reality is that the board commits significant funds to actions emanating from the BDI and touts their importance to the association. Many board members serve as formal mentors within BDI activities.

**Staff Level** – AEA’s Executive Director acts alternately as champion and adopter by maintaining the momentum and purpose of the BDI through successive changes in the volunteer leadership of the association and committee. She has acted as a historian, motivator, leader and worker on various aspects of the initiative, for example, she worked to maintain the course of this evaluation while working to complete the revised action strategy for Recommendation 8’s concept paper, and assisted the professional development committee in attending to the guaranteed workshop requirement (Recommendation 4) as well as her other responsibilities during 2007. Staff involvement goes beyond the Executive level to some extent (Recommendation 14), but the scope of the phase I evaluation did not examine staff involvement directly.

**Committee Level** – The Diversity Committee remains the home of oversight of actions initiating from the BDI. Other committees have specific actions under their purview, but results of these have been mixed; depending on the recommendation and the chosen shepherds, the clarity and focus and whether champions exist on the “back end” to promote the front line idea generation, raise adopters to carry the work forward or recruit or develop new champions. A deeper assessment of committee involvement could benefit the forward movement on multiculturalism and should be considered for the next phase of the evaluation.

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10 Appendix X presents a chart of the various roles articulated by participants, organized into a framework.

**TIG Structure** – With the exception of the cultural and ethnic affinity group TIGs these represent a mix of helpers and outsiders primarily, but this opinion is based on assessment through the lens of those more intimately involved in the BDI. Only a membership scan asking primary TIG involvement and BDI awareness can really answer this question. NOTE: some TIGs, (like the champion group, Minority Issues, which evolved into Multiethnic Issues TIG), seemed to find their focus and power through the BDI. Others (Independent Consulting) appear to serve BDI goals without having an explicit awareness of the value of their efforts or needing to expand their focus (could be insider champions acting out of their own initiatives kept diversity on the table for trainings). New TIGs have been welcomed (Indigenous Peoples, International & Cross-cultural).

**General Membership** – With respect to the BDI itself, most members not affiliated with leadership at some level (board, committees, task forces) are not involved in the BDI. The exception is among those members who are actively involved in affinity group TIGs for underrepresented groups. For TIGs charged with action lines where no strong relationship to the BDI existed, those lines did not move forward and participants considered themselves outsiders to the process.

**External Partners and Collaborators** – Although a true assessment of partners and collaborators was outside the scope of this assessment, some key partners served huge roles in promoting BDI actions. Some, like ASDC, had an insider connection and preexisting commitments that drove their involvement. Others, like the National Science Foundation, were hand picked due to individuals there and brought both new membership in AEA and action on recommendations. The internship and pipeline activities rely on partnerships with institutions, local affiliates and key individuals to be successful.

### **AEA's Multiculturalism – an application of the multiculturalism framework**

At the beginning of this evaluation, AEA was using the language of cultural competency to describe the goals for building diversity associated with the BDI. The evaluation team has introduced the term multiculturalism as a more comprehensive descriptor for the intentional pursuit of diversity organization wide. A preliminary assessment of AEA according to the four organizational components of the multiculturalism framework is summarized below.

**LEADERSHIP & MEMBERSHIP:** Board commitment to diversity has grown to include reported substantial and increasing resources (to be confirmed by budget review), development of statements that have or may work their way into policy and practice, board membership diversity, increasing inclusion of diversity in presidential agendas.

While diversity is not an explicit component of the association's mission, the recently circulated mission, goal and values statements (Appendix V) highlight multiculturalism in several ways. Three (3) of the values relate to the justice imperative directly (*inclusiveness, a diverse community and development of evaluators from under-represented groups, and a sense of professional community*). Four (4) of the values reflect the excellence imperative, particularly *a multicultural understanding of evaluation practices*.

The Executive Director sees diversity and cultural competency as a priority for AEA from the standpoint of assessment and integration of principles into aspects of the association. Integration of multiculturalism

into the guiding principles is important as well (and was stimulated by the BDI, while not a specific BDI action).

Increased participation on AEA committees by people of color is evident anecdotally and by participation measurement showing 111% increase between 2001 and 2007 (from 9 to 19, excluding the Diversity Committee) and a 100% increase when the Diversity Committee members are included (from 12 to 24)<sup>11</sup>

Challenges:

- Broad organizational acceptance does not yet exist and was not a goal or a result of the BDI efforts. The next phase of the evaluation will hopefully identify the extent to which the membership is aware of the BDI effort and gauge opinions about explicitly articulating an agenda promoting multiculturalism as part of the association's identity.
- The volunteer leadership structure will remain a challenge—annual presidential elections combined with the custom of presidential selection of standing committee chairs presents a potential structural obstacle to consistency of effort. This is balanced by the inclusion of multiculturalism in the guiding values of the association placing the challenge on processes – how each president and cohort of leaders will honor those values.
- Volunteer-led activities are vulnerable to capacity challenges and competing commitments of members—interests, capacities and changing priorities for members can lead to disruption of progress, no progress, or steady progress alternately or concurrently. It is hard to sustain systematic efforts without compelling, focusing factors driving the diversity agenda for the broader AEA community. The values statements provide a tool to motivate such focus.
- Attrition and burn-out are effects of the process—some people have left active participation due to burn out and others may have stepped back because their viewpoints related to diversity have become unpopular, controversial, too radical or taboo.

**CULTURE & PRACTICES:** The culture and practices of the association were not a target for the phase I evaluation. We can, however, share some insights with regard to the association's culture and diversity. Respondents perceived a cultural shift where cultural competency is an important lens for association activities. Contrary attitudes regarding the importance of redressing racism and prejudice as part of promoting the justice imperative are not welcome for debate (according to one participant). The newly circulated organizational values address multiculturalism openly, however, the organization itself, as observed during the two main annual AEA events –is still dominated mainly by people who by observation are primarily of European descent. Prior to the release of the new mission, goal and values, the language of multiculturalism did not appear in relationship to the mission and the language of organizational documents was not so forthright.

Debate is ongoing as to the value of diversity and culture to evaluation quality and practice. Informants universally indicated cultural competence and diversity was essential to AEA and to the quality of evaluation practice. This remains an arena for growth, learning and change.

For some, the shift towards an excellence imperative threatens progress made or to be made in support of the justice imperative.

Challenges:

- There is a perceived tension between the two diversity agendas – justice and excellence. This is in part a concern that any focus away from justice will diminish momentum and in part it is a cultural dilemma faced by people of color – one that is often generational. Another perceived tension, a concern that promoting diverse perspective and

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11 Data calculated from AEA records by Susan Kistler, Executive Director, AEA; unpublished.

multiculturalism in the theory and methods of evaluation will diminish rigor must also be considered.

**PROGRAMS & ACTIONS:** AEA training programs and meetings routinely include sessions devoted to topics that build cultural understanding and impart skills in working cross-culturally. A big gap in the implementation of the BDI is the lack of awareness training which seems not to have been a hindrance in getting the job done for the BDI, but may have a huge impact on general acceptance of diversity issues. The review of the BDI recommendations covers the extent of our review of programs and actions in detail.

Challenges:

- Sustainability of programs and expansion of programs is required to meet the potential promised by the BDI.
- Lack of intentionality—until efforts to promote diversity are integrated into the life of AEA and as long as people see the work as a project, program or side effort, these efforts will lack needed volition to achieve long-lasting impacts. A knowledge, volition, action framework is imperative to long term success.

**GROWTH & LEARNING:** Systems for learning have been personal and ad hoc to date. A use of these results would be to integrate systematic learning and growth for the institution. In particular, AEA should use the intentional language frameworks articulated here to describe and measure efforts moving forward. The framework for multiculturalism can be applied systematically to insure that areas not expressly covered are given due attention in future formal and informal assessments.

Much of the language developed here mirrors the language of the AEA values – showing a depth and unity of effort that confirms the appropriateness of this effort, at least with the visioning of the board and any other stakeholders involved in articulating the association’s principles.

Challenges:

- Finding key leverage points—need a process for identifying places to promote diversity within the structure of AEA without losing focus. AEA will need to be adept at using tools to move the agenda forward, for example, board policy statements, the guiding principles, and the soon to be released cultural competency statement.

### **Realizations: Unanticipated Findings**

Several unanticipated findings were identified in the process of conducting and synthesizing information from interviews. A few of the most salient items are listed here.

- Relationship building, mentorship and learning are value-added results of the BDI. Interviewees described building new relationships, fielding joint work with colleagues and building friendships that might not have developed otherwise.

”... it was a cause around which a network developed (but they might not have been as close as they are without it). The differences in perspectives were not always confronting each other...so it was a real unity promoter. Smoothed the uneasiness in transitioning for blacks and other people interested in promoting these ideas.”

- Champions and Adopters see it differently: Among certain key figures, particularly those engaged in promoting and supporting the BDI, there is a sense that progress has not been as far as could have been, commitments have not been as deep and results, not as far-reaching into the association. Specific concerns about diluting the justice aspect of the work are prominent.

- Early efforts in the BDI process yielded some negative fallout; results which, depending on your perspective, are differentially experienced.
  - Some champions have walked away from active AEA involvement, or others perceive this has occurred. Some feel that the expansion of interest in diversity and its definition may dilute the original intention to promote involvement and access of people of color to AEA/the evaluation field. This relates specifically to broader issues, such as redressing the impacts of slavery or the displacement and usurpation of the lands of indigenous people – issues that may not seem related to the issues facing AEA, but may be critical harms experienced by members – the foundation of injustices upon which new injustice or even achievements rest.
  - Some perceive or know that a few of the members who held positions contrary to the BDI (blockers) may feel that they are now unable to express any contrary opinions when it comes – some may have stepped back from active involvement as well. These members may feel that honest, open dialogue has been hampered by a blind or uncritical acceptance, both in terms of the excellence and the justice purposes of the BDI. No representatives were interviewed to determine specifics, but this could be done by interviewing all board members from the periods of highest conflict (thus avoiding labeling any individual as a blocker or requesting others to label them).
- How much progress is real progress? While most feel good strides have been made, opinions vary on whether the purpose of the BDI has been achieved or if the results stem from organizational change or individual efforts that are unrelated to the overall organizational climate. With regards to increasing the number of people of color in the evaluation field, the efforts conducted successfully have either not had enough time or do not have a broad enough scope to effect such change.
- Several observers noted that the work achieved on the BDI was substantial and all admitted that some real accomplishments had been made in one or more areas (from among those asked about the big picture of the BDI). At least 5 respondents noted, however, that the efforts were not very deep, were not as much as some other associations had done or had been seen in their past experience<sup>[glp8]</sup>. These perceptions reflected differences in color and role (champion v. adopters).
- Funding the BDI provided a catalyst. While the association was suffering through challenges, misfortune and growth pangs, the funding from WKKF allowed the BDI to move forward and make its achievements. Money forced a conduit for action.

### **Invitations – Suggested Actions and Immediate Next Steps**

The evaluators suggest it is time to move beyond the BDI and consolidate movement forward, actions and language representative of what is envisaged for AEA's investments in building diversity. We must distinguish between the BDI – a funded initiative on diversity and cultural competence -- and multiculturalism, a way of honoring diversity actively, inspired by a commitment to living and being culturally competent, becoming a culturally competent organization. To some extent, the association awaits the cultural competency statement for institutional “direction” in this regard. It is also time to relegate the BDI to history and craft language that distinguishes AEA's efforts into the future. Again, this might generate from the cultural competency statement, however we suggest adopting the language of multiculturalism. As it happens, this language is included in the association’s values.

As we move forward, we recommend that AEA leadership reflect thoughtfully on the phase II Evaluation. We suggest phase II will be a time to both explore how broader audiences within AEA see diversity and cultural competence issues *AND* a time to strategically address actions that integrate and deepen the commitment to multiculturalism. Multiculturalism goes hand in hand with a learning agenda. It should not be a layer added on, but something that once recognized and valued, is taken deeply into the organization and reflected with intention in the life and work of the association. It will continue to require vigilance, but as the language and actions of multiculturalism become policy and practice, diversity will become AEA’s reality and habit. This is already evident in some aspects of the association, but there is much room for growth.

Phase II seems well timed to deepen current investments, adjust and refine others and, where needed, gather information. We believe phase II can be about more than evaluation and we hope this report facilitates continued actions that are not limited to phase II of the evaluation. We hope these invitations provide a platform for dialogue, decision and action that will carry AEA forward into the next stage of becoming a multicultural (and learning) organization.

We invite the AEA leadership to explore and adopt the following actions on behalf of the association:

1. Adopt a broader commitment to multiculturalism so that all aspects of the association are included.
  - a) Make multiculturalism a watchword of the American Evaluation Association. Consistent with the newly articulated association values, adopt and promote the practice of applying a multicultural lens to every aspect of the association.
  - b) Use the multiculturalism framework and tools (the diagrams, principles, intentions and characteristics presented here and in the appendices) along with the association’s mission/goal/values to create a dynamic, proactive process for monitoring multiculturalism throughout the body of the association from root to leaf. Use it for measurement of AEA’s efforts. And continue to measure AEA’s efforts.
  - c) Identify any strategic and attainable actions from the BDI recommendations that are consistent with the emerging and evolving focus on multiculturalism and pursue those. Table or sunset the rest and focus energy and resources on those actions that will help AEA bring multiculturalism into its core practices.



2. Promote justice and equity by committing to reach out to underrepresented groups and openness and acceptance for all evaluators.
  - a) Consolidate the pipeline recommendations into a portfolio of activities that seek to increase awareness, access, reach, depth and quality of evaluation information, training and career pathways to people from underrepresented groups.
  - b) Maintain the legacy of reaching out to people of color in particular with neither fear nor apology. Ground these actions with the core principles and AEA values which are, in fact, congruent.
  - c) Refining and growing the pipeline activities: AEA/DU internship, sponsoring student participation at annual meetings, partnering with Minority Serving Institutions and finding ways to broaden the reach to include other underrepresented groups.
3. Inspire excellence by expanding evaluation theories, methods, applications and practices using a multicultural lens.
  - a) Use the mission/goal/value statement, the theory of change and the multiculturalism framework to expand the dialogue on diversity and cultural competence.
  - b) Continue the AEA tradition of vibrant dialogue on the justice and excellence imperatives. Continue to bring rigor to the application of a multicultural lens in evaluation practice. Explore traditional and non-traditional venues to fuel the discussions. Use what we learn and share what we learn.
4. Reflect the unity and diversity among the family of evaluators gathered under the auspices of the American Evaluation Association.
  - a) Aim to increase diversity among who joins AEA, who attends annual meetings, trainings and programs, who leads and guides AEA's efforts.
  - b) Expand our understanding of diversity without compromising or minimizing commitments to groups underrepresented due to harmful social processes, such as racism and xenophobia.
  - c) Continue to promote international solidarity among evaluators and openness to diverse social/cognitive perspectives that can influence how we think about and practice evaluation.

As for the next phase in the evaluation process:

5. Use phase II to both track what has happened in the "limbs, leaves and fruit" of AEA's tree and to begin pushing forward AEA's agenda on multiculturalism and cultural competency. Start with the guidelines and the soon to be completed cultural competency statement.
6. Inform the membership of these efforts and encourage their full participation in the dialogue and the actions.
7. Determine what the membership thinks, believes and desires with regard to building multiculturalism and catalyze the learning and growth process with this knowledge.

# Appendices:

## Appendix I: Phase I Building Diversity Initiative Evaluation Plan Overview Evaluation Questions:

1. What is the status of the 14 recommendations outlined in the BDI action plan? (EQ1)
2. What is the scope and nature of the Association’s involvement in the implementation and follow through of the BDI’s 14 recommendations? What obstacles or barriers to follow through on these recommendations remain? (EQ2)
3. Describe AEA’s cultural competence (evaluation team recommendation).

### Evaluation Plan:

The Evaluation Plan (Figure 2) examines two initially-proposed evaluation questions (EQ1 and EQ2) by interviewing key actors involved in the overall BDI development or in specific action plans. Document review was also conducted, with a focus on determining the status of the recommendations.<sup>12</sup> Limited opportunities for observations were available, available at the AEA/CDC Summer Evaluation Institute in Atlanta. The team observed the AEA/Duquesne University Internship Graduation Luncheon. The evaluators conducted face-to-face interviews and informal observations of key informants.

**Figure 2. AEA BDI Evaluation Plan for Phase I**



Finally, a third evaluation question was assessed based on a process of developing and assessing the findings based on a series of customized conceptual frameworks that provide insight into the depth of AEA’s commitment to the BDI and cultural competency. Evaluators considered: attributes of the key actors in the BDI, the intentions driving and motivating members and staff to promote the BDI and principles related to the value of multiculturalism/cultural competency. Figure 2 shows a visual representation of the Evaluation Plan and how the exploration of questions interrelates with the “lenses” used to understand the findings. These lenses have been described above and include the core principles framework, which is summarized as the two BDI imperatives – justice and excellence – and the four step framework to assess multiculturalism.

<sup>12</sup> While in-depth document review was initially proposed, AEA leadership warned few documents were available. A larger pool was gathered through key informants; however lack of centralization led to the loss of some key documents with the passage of time as volunteers upgraded computer systems and/or purged hardcopy files.

While the idea of conducting an on-line survey of participants or AEA/Duquesne University interns was explored, it was agreed to table this line of inquiry until the phase II evaluation scope of work.

### **Methods and Analysis:**

- 22 Key informants interviewed; most were identified initially by AEA's Executive Director and the rest were suggested through snowball sampling (participant recommendations). Key informants were interviewed either for their broad involvement, investment or familiarity with the BDI or for their leadership and/or knowledge of one or more specific lines of action (recommendations).<sup>13</sup>
- Twenty documents, primarily gathered from key informants, advisors and volunteer leadership participating in the recommendations as well as AEA staff. Documents reviewed primarily augmented interview findings for EQ1.<sup>14</sup>
- Analysis began by incorporating insights, ideas and observations from the first set of interviews into subsequent interviews conducted by the senior team member, thereby engaging informants in the analysis process and generating and vetting new collective insights. Documents and interviews were hand coded for EQ1 and software coding was used to facilitate organization of the interview data and insights EQ2. Observational insights influence the flavor of the findings and recommendations, but are not formally reported as separate findings. Additional analysis allowed the synthesis of ideas generated during the evaluation process both from the data, from advisors and from review and articulation of findings to help structure both findings and results to enhance the relevance and meaning of the data for AEA stakeholders. Based on feedback received to date, the focus of the analysis reflects primarily board and administrative interests.

Interviews were entered into QSR Nvivo7 to create a coding scheme. A meditative, reflective process was used to elicit insights from data, by laying out sets of responses organized into codes and the frameworks in their state of development and reflecting upon patterns in the data and how they conformed to the evolving frameworks.

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13 Two interview protocols were developed: one for “big picture” informants and one for those interviewed due to their involvement in one or more BDI recommendations; these will be provided to AEA’s Executive Director for archive purposes.

14 A listing of documents reviewed, hard copies or web links to each document, with the exception of confidential documents, will be provided to AEA’s Executive Director for archive purposes.)

## Appendix II: Operating Definitions

Terminology gleaned from key informants, suggested by advisors and articulated by the evaluation team analysis contributes to our understanding of the meaning of the BDI—its status and scope. This section provides a set of definitions for terms that are used to construct frameworks for or describe the results of the BDI. Some have fallen into common use around the practice of cultural competency and multiculturalism and in some instances have become somewhat slippery.

*Core Principle*—common social constructs or themes fundamental to the highest level of social interaction and are culturally relevant across known societies. Core principles are virtues reflecting the highest and most noble behavioral attributes of individual behavior and of social interaction<sup>15</sup>. They have meaning that resonates throughout every social system; values differ from core principles practically in that values are the core principles chosen intentionally, by social norms or by cultural obligations.

*Cultural Competency*<sup>16</sup>—TGCS defines cultural competency for the purpose of this evaluation as an openness to, awareness of and active, intentional commitment to welcoming and including all the diversity in our community into our efforts and processes. A culturally competent organization maximizes opportunities to engage the cultural and substantive expertise of all group members and builds collective understanding, aimed at promoting the needs of all of the diverse elements among the group. The organization that is culturally competent uses a systematic approach or framework which allows them to plan, conduct and assess their efforts using a multicultural lens.

*Diversity*—refers to the differences that make up who we are within a culture, group or system.<sup>17</sup> Some individuals define diversity as a process, but for the purposes of this evaluation report we will use the term as both an experience and an outcome. Consistent with the goal of the BDI, diversity is both a state that AEA wishes to achieve and an outcome that can be measured among the various populations that make up the association.

*Imperative*—an imperative is most commonly considered a command or an order. It is also a principle or rule that compels a certain response or action. The framework for the BDI uses the purposes of the initiative as imperatives which compel a set of actions that are operationalized as core principles (see Figure 3). These principles can be measured as a series of behaviors and practices (programs, policies, strategies, etc.), some of which are listed in the diagram. Imperative is a very strong term, one that conveys the commitment and importance of doing what is necessary to create the environment promised by the association's values, goal and mission.

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15 Popov, LK, Popov, D. and Kavelin, J. 1997. **The Family Virtues Guide: Simple Ways to Bring Out the Best in Our Children and Ourselves.** New York: Penguin Books; Peterson, C. and Seligman, M. 2004. **Character Strengths and Virtues: A Handbook and Classification.** New York: Oxford University Press.

16 Adapted from the definition of culturally relevancy used by TGCS and Awareness to Action. Note that an effort to compile a cultural competency statement for AEA has not yet concluded and this statement may not include all aspects that will be articulated in the statement under collective work at this time.

17 Adapted from a definition used by Visions, Inc. [www.visions-inc.org](http://www.visions-inc.org)

*Multiculturalism*—concerns the process of recognizing, understanding and appreciating the cultural background of others as well as one's own. It stresses an appreciation of the impact of difference in social location based on the variety of demographic characteristics that describe our differences and our similarities, including race/ethnicity, gender, class/level, age, sexual orientation, religion, physical/mental ability, immigration status, language and military experience.<sup>18</sup>

*Multicultural Lens*—a practice which accounts for the impact of differences at the personal, interpersonal, institutional and cultural levels.

*Social Justice*—there are many definitions of social justice, a term first coined in the 19<sup>th</sup> century and used in various ways by people exploring social and political philosophies. The definition that most closely aligns with how we understand the comments from key informants comes from an article by Michael Novak.<sup>19</sup> After debunking the notion of social justice he defines it as justice that is social in two ways. First, the skills it requires are those of inspiring, working with, and organizing others to accomplish together a work of justice. Second, the benefit is primarily for the good of others and not necessarily of self (although this does include the collective good). It is used in this evaluation to describe the imperative to act to promote and protect the right to have equal access and opportunity to becoming an evaluator and participating in AEA at all levels because it was used explicitly by two key informants (whereas multiculturalism was not used as a label in this way by any key informants). (*NOTE: upon reflection, this term is only used as referenced by informants; the application of this definition to any informant use is presumptive and for that reason, the term is not used in the context of conceptual frameworks.*)

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18 Adapted from a definition used by Visions, Inc. [www.visions-inc.org](http://www.visions-inc.org)

19 Novak, M. 2000. *Defining Social Justice*. First Things: the journal of religion, culture and public life: Dec. 2000.

### Appendix III: Categorization of Actors Involved in the BDI

Because the BDI, like all of AEA is driven by volunteer effort, the evaluation team considered who was involved in establishing and promoting the BDI and determined roles based on the descriptions of experiences and actions taken by or observed by key informants, as well as the language used. Table 2 summarizes six labels that come out of the interview findings. The purpose of creating the categories is to understand what type of individual involvement and commitment characterized the history of the BDI and what led to successful results. For the most part this evaluation will consider the roles of Champions and Adopters as we review the findings, because those are the key actors who facilitated and monitored the initiative's successes; or, as at least 3 informants said, they “carried the water.”

<b>Table 2. Category Labels for Participants/Actors involved in the BDI<sup>20</sup></b>	
	<b>Description</b>
Champions	People who initiated action at the leadership level to promote diversity. These folks have the following qualities: assertiveness, strength, courage, perseverance. Some brought challenging personalities to the table. Interests may be more personal. Judgments on AEA progress are stringent with several champions noting little progress where it matters most—a mixture of hope and suspicion.
Adopters	Those influenced by the action of champions, BDI planning and importance of diversity. Not all adopters needed to be “taught” the importance of diversity, but adopted the plans of the BDI in the AEA context. Adopters are 2 <sup>nd</sup> tier champions, as they are carrying on the work of reminding and stimulating a focus on diversity.
Helpers	People who, because of their role in the association structure/leadership, have been tasked with carrying out aspects of the BDI and have done so with consistency and acceptance of the importance of diversity and cultural competency.
Outsiders	People tasked with promotion of BDI recommendations or involved at leadership levels that don't see their involvement as relevant to the BDI as a project of AEA. (Whether or not action occurred in their arenas).
Blockers	People who openly worked to prohibit a focus on cultural competency and diversity. (No one fitting this category was identified as key informants or participated in the evaluation)

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20 While we could provide a count of which informants fit each category, we have chosen not to do that as part of the analysis and no one fitting the description of a blocker is to be named as part of the evaluation. We see this more as a tool for future training of the membership. For example, most members likely see themselves as outsiders with respect to the BDI, yet many are likely champions in their own rights. These labels may be useful in promoting individual engagement on behalf of AEA.

**Appendix IV: Core Principles that Promote Multiculturalism**

Stakeholders, informants and the evaluators (based on the data) collectively identified a set of fundamental societal principles or virtues that are “at work” within the context of promoting diversity, multiculturalism and cultural competency within AEA. Core principles are universal concepts; they can and do under-gird many of our highest aims as people and as such they are not unique to the arena of multiculturalism. Because they are familiar and can be applied in any social circumstance, they have meaning and relevance to diverse stakeholders and bring unity of understanding when applied to building diversity. Core principles provide a lens by which to view, understand and measure efforts aligned with the intended purpose of the BDI.

Core principles were gathered in three ways: from evaluator review and interpretation of BDI data sources, from advisors in an exercise to explicitly identify core principles and from interviewees who used virtues-language to describe themes associated with the BDI.

**Figure 3: AEA Core Principles promoting Multiculturalism**

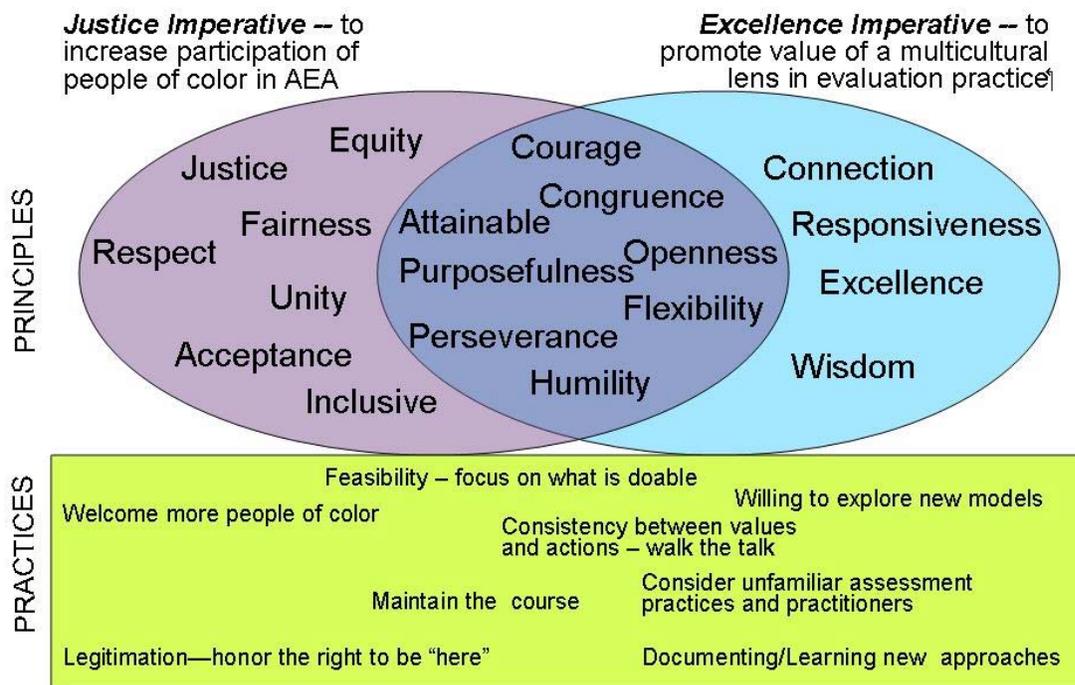


Figure 3 introduces a foundational framework which aligns the two imperatives of the BDI – justice and excellence (described in detail in the body of the report) – with the set of core principles gleaned from the evaluation process.<sup>21</sup> These principles operationalize the two imperatives promoting collective understanding of what the two imperatives “are” and provides a few, rudimentary examples of what it looks like when they are practiced.

21 A detailed listing of the core principles will be provided to AEA’s Executive Director for archive purposes and use in future diversity-building efforts.