EQUAL OPPORTUNITY PLANNING COMMITTEE
PROPOSAL FOR FUNDING
PROPOSAL AND PROGRAM EVALUATION TEMPLATE

After you complete this template, please attach the Title Page **for both proposal and program evaluations** (i.e., for program evaluations, attach the original Title Page that you developed for your proposal)

Type only inside cells. Cells will expand as necessary as you type. Do not type in cells where the text is <mark>highlighted in yellow</mark>.

Questions in red should only be filled out when completing this template as part of your program evaluation. Do not fill in cells to these questions when writing the proposal. For student recruitment and retention programs, additional evaluation information is required in addition to what is required on this template. See the Evaluation section of this website at www.equity.psu.edu/eopc/evaluations.asp for more information.

Introductory Information

Name of Program

Dimensions of Diversity

Have any of the program directors been directly involved in other EOPC programs (i.e., proposal writer, program director)? If so, please provide the name of the person(s) and of the program(s).

No

If this proposal is an academic year proposal, is it a continuation of an EOPC-funded summer program? If so, indicate the name of the summer program and the amount of EOPC funding that was provided for the summer program below.

N/A

If this proposal is a renewal proposal, how many years has this program been funded already (i.e., prior to this proposal)?

2

If this proposal is a renewal proposal, please provide a statement regarding your current plans for funding this program in future years without EOPC support.

Our goal is to continue this program after EOPC funding has expired by re-allocating some of our faculty-staff development funds for this program.

Program Goals

Target Population - Please include the following in the target population: 1) number of proposed participants (use the same number you used on the title page) and 2) a specific demographic profile of the target population (do not use words like "minority" or "underrepresented"; instead, use specific descriptions such as "African American," "students with learning disabilities," etc.).

At least 50 faculty-staff participants from our unit, with at least 25% of the overall attendees being faculty.

PROGRAM EVALUATION ONLY: Did the actual program population match the target population in terms of both 1) the actual number of participants served and 2) demographic profile? If not, please explain. Were any changes to the target population approved by EOPC prior to the beginning of the program? If not, why not?

Problem Statement

While Penn State has numerous diversity and inclusion programs for students, faculty, and staff, many if not most of these programs come at diversity from the standpoint of discreet categories such as race/ethnicity, gender, and so on. Sometimes, conversations and programs occur at the intersections of two or perhaps even three categories, but rarely is diversity presented within the kaleidoscope of issues that contextualize it. Because of this approach, even among those who support diversity and inclusion, many individuals can come to the conclusion that diversity is not really about them. When individuals isolate diversity from its broader concerns or focus on one or two constituent groups, it's easy to conclude diversity is about others and, therefore, they don't need to be involved.

Overall Purpose and Method of the Program

The theme of Dimensions of Diversity is "diversity and inclusion are about everyone." The purpose of the program will be to develop among participants an understanding of this theme and its implications by focusing on the many facets of diversity and inclusion that impact us all. Examples of these facets are changing demographics and economics, how pluralism increases human capacities for problem-solving, "hidden" diversity issues, such as the impact of culturally-conditioned approaches to nature and environmental degradation, and the interconnections of diversity, such as the various intersections of race/ethnicity, gender, disability, LGBT, age, Veteran status, and so on. By exploring diversity and inclusion from these broad perspectives, the program locates pluralism as one of the core values that will be needed to foster human progress in the 21st century.   This purpose will be accomplished through a series of workshop sessions led by faculty, staff, and outside presenters with appropriate expertise. The workshops will be interactive, with group exercises and other activities during each session. Also, each participant will be expected to take part in one of the activities associated with the annual Penn State MLK Day of Service.

Goal(s) (add or delete cells as necessary)

Goal #1- Develop participants' awareness and understanding regarding the various components of the Dimensions of Diversity as outlined in the Overall Purpose and Method of the Program section above.

PROGRAM EVALUATION ONLY: Were any changes made to the goals of the program? If so, please explain. Were these changes approved by EOPC prior to the beginning of the program? If not, why not?

Objectives and Approaches (objectives must be measurable - add or delete cells as necessary. Add (copy/paste) more tables if you have more than three goals.)

PROGRAM EVALUATION ONLY: Were any changes made to the objectives or measures of any of the goals below? If so, please identify which goal(s) and objective(s) and explain the changes. Were these changes approved by EOPC prior to the beginning of the program? If not, why not?

Goal #1- Develop participants' awareness and understanding regarding the various components of the Dimensions of Diversity as outlined in the Overall Purpose and Method of the Program section.		
Objectives	Measure	Met objective? (Yes or No)
#1-Conduct four workshops during the academic year.	Four workshops with at least 20 faculty-staff participants per session, with each participant attending at least two workshops.	
#2-Participate in the Penn State MLK Day of Service.	80% participation rate among all program participants	
#3-Conduct a post-program debrief with our unit executive in attendance.	80% participation rate among all program participants	

Approaches to objectives for Goal #1 - We have secured the commitment from our central office that the program will be promoted through their office, with our executive and all administrators participating in at least two sessions and the MLK Day of Service. We believe this type of example will set the tone that the program is a priority for the unit and that participation is valued by our leadership. Promotion will occur in several formats: posters, flyers, and emails to our unit listserv with attached flyers (one email will go out once we have the dates firmed up as a date saver, and then one email two weeks before each session, with RSVPs due one week prior to each session). All of the workshops will be highly interactive, with participants broken down into teams of 4-5 people each to examine specific issues related to our goal. For example, as mentioned above, one session will focus on the intersections of diversity, such as race/ethnicity and sexual orientation/gender identity, and each group will consider a different scenario to identify the most salient characteristics of the scenario and develop potential solutions to the dilemmas posed in the scenario.

For the MLK Day of Service, the program will solicit suggestions from our unit on a specific project that members of our unit can work together on. The goal will be to have the project relate to one of our sessions. All unit members will be invited to participate whether they attend one of our sessions or not, and individuals may, of course, participate in other projects if they so choose.

For the post-program debrief, participants will gather to discuss what they learned, how their learning will impact their future behavior, and how we can improve the program. We will also use this as an opportunity to give our executive feedback on how we can do a better job reaching our unit diversity goals. At the end of this session, we will pass out our qualitative evaluation (for those not in attendance, we will send the qualitative evaluation to them).

PROGRAM EVALUATION ONLY: Comment on any objectives that were not met for Goal #1

Total number of objectives for all goals.

3

PROGRAM EVALUATION ONLY: Total number of objectives **attained** for all goals.

3

Evaluation Plan

For student recruitment and retention programs, go to www.equity.psu.edu/eopc/eval_recruit.asp for further instructions on writing the evaluation plan.

Identify the quantitative outcomes that the program will use to gauge success, and describe the methods employed to evaluate those outcomes.

None

and/or (when appropriate, both)

Identify the qualitative outcomes that the program will use to gauge success, and describe the methods employed to evaluate those outcomes. Attach assessment instruments that will be used to measure qualitative information.

The purpose of the qualitative evaluation will be to assess changes in participants' attitudes and projected behaviors based on their learning. All participants will be asked to answer a single open-ended question at the beginning and the end of the program: "Describe your understanding of and beliefs about diversity and inclusion." At the end of the program, this question will be repeated, but we will also include a second question: "Which program experiences (workshops/MLK Day of Service event) were most and least useful, and why?" Also, we will have participants check off which workshops they attended, including whether they participated in the MLK Day of Service and intend on participating in the Day of Service next year or any other similar activities. We will also have a space for any open-ended comments participants would like to provide. Given the type of program we are developing, we believe this approach is better than the usual scaled closed-ended questions since we believe our program is somewhat atypical and our most important response categories cannot be predicted. We think that one to two open-ended questions will encourage the most thoughtful responses possible and elicit less questionnaire fatigue than other approaches.

In order to better understand the responses, we will conduct topic analysis and scale various categories identified in the responses. Our threshold for success will be a 30% increase in topic responses, including negative responses. Our rationale for including negative responses as an "increase" comes from consulting one of our faculty who has expertise in qualitative analysis. Her perspective was that, given the purpose of our program, any response was "positive" because sometimes individuals have to experience cognitive dissonance, which can elicit negative responses, to move forward. Also, since our program goals are oriented towards the development of knowledge about the "dimensions of diversity," a negative response can still be interpreted as contributing towards our goals. Further, we will disaggregate positive from negative responses and report these percentages. We will obviously use all post-program responses to shape future programs.

We will also report the percentage of responses we get from the participants. While we will not set a threshold percentage as indicating whether or not our evaluation is "valid" or not, obviously, the greater percentage we receive, the more input we will have. We hope to have at least 80% of our participants respond.

Outcomes (PROGRAM EVALUATION ONLY)

Summarize quantitative outcomes based on the evaluation plan section of proposal. Attach, as appropriate, detailed information (i.e., tables, charts, historical/longitudinal data etc.) on these outcomes.

Summarize qualitative outcomes based on evaluation plan section of proposal. Attach, as appropriate, detailed information (i.e., tables, charts, historical/longitudinal data, etc.) on these outcomes.

Linkages to External Documentation

Identify a statement(s) and page number(s) in Penn State's Strategic Plan
(cf., https://www.work.psu.edu/dept/president/pia/strategicplan/StrategicPlan.pdf) that links or supports the implementation of this program.

"The University should continue to pursue progress for the seven challenges that have been identified through the *Framework* process: developing a shared and inclusive understanding of diversity . . ." p. 33.

Identify a statement(s) and page number(s) in your unit's current *Framework* diversity strategic plan
(cf., www.equity.psu.edu/eopc/newplan.asp) and/or strategic plan (cf., www.equity.psu.edu/eopc/unitplan.asp) that links or supports the implementation of this program.

"Implementation of *Framework* goals remains a critical priority for our unit. One of the most important challenges for our unit is to help our faculty and staff think more inclusively about diversity. Accordingly, we plan to support *Framework* Challenge 1, Developing a Shared and Inclusive Understanding of Diversity, through the following initiatives." College strategic plan, p. 29.

Identify a statement(s) and page number(s) in *A Framework to Foster Diversity at Penn State: 2010-2015*
(cf., http://www.equity.psu.edu/Framework/pdf/framework_2010_15.pdf) that links or supports the implementation of this program.

"Align the range of programming, curricular and co-curricular offerings, programmatic and structural initiatives, assessment, identification of intergroup disparities, and other activities across all of the Challenges with the unit's broad and inclusive definition of diversity." p. 9