

Equal Opportunity Planning Committee (EOPC)
Alternative Program Evaluation Example
Faculty Diversity Resources Network

Last year our Penn State Campus commenced an EOPC program, *A Faculty Diversity Resources Network*, during which we (1) conducted a year-long colloquy on the integration of diversity into the curriculum and (2) developed and catalogued a clearinghouse of diversity information, media, and data to support diversity curricular integration.

Major Program Components and Activities

In the first phase of the project, which we characterized as our “quiet phase,” we began with four faculty members who had an established history of being engaged in diversity scholarship and curriculum development. One faculty member was a research librarian who has a familiarity with diversity resources.

In our first meeting, we shared among ourselves key diversity resources, both physical and digital, and described how we have used them in teaching and research. Also, we began to compile and catalogue these resources. After we had something sufficient to share with other faculty, our Campus’ executive and academic leadership hosted an informal luncheon where other faculty could learn about our project, explore the catalogue we were in the process of developing, and discuss how to best use these resources to augment curricular and research integration. A few of these faculty members continued to meet with our original group, and by the end of our “quiet phase,” our group had grown to six participants who came on a regular basis (we had projected seven to ten participants, but we found six to be a sufficient number to move forward). We continued to share ideas and expand our new catalogue of diversity materials and resources in preparation for the next phase.

During the spring semester, which was our “public phase” of the project, we had hoped to (1) expand our group to fifteen to twenty faculty members who are actively working on diversity curricular integration, (2) continue to build our online catalogue so that by spring break it would be ready for distribution to all Campus faculty, (3) send all Campus faculty the link to the catalogue and encourage them to examine it and use at least one of the resources in at least one of their classes for the upcoming fall semester, and (4) hold a year-end colloquy that will be open to all Campus faculty to further encourage use of the catalogue and gain more information about how faculty members may plan to use it and how the catalogue and network can better serve

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their needs. We accomplished all these goals except the first; instead, we had about ten faculty members who regularly participated in our group.

Measurable Outcomes that Will Define Success

Below are the outcomes measures we used to define success in our original proposal along with the current status of these measures.

<i>Outcomes Measure</i>	<i>Status</i>
By spring break, a link to our online catalogue of diversity resources will be available to all faculty on our Campus.	Completed
By the end of the academic year, the link to our online catalogue will reside on the “Research” section of our Campus’s University Libraries website, complete with its own “splash” page, catalogue description, instructions for use, and a short narrative written by one of our faculty members on how to optimize it for teaching and research.	Completed. The final product was not ready until mid-July, but we immediately sent out the link to our entire faculty so they could use the materials for their teaching in the fall.
Next fall, the percentage of syllabi with some diversity content will rise 10 percent from the previous fall’s baseline, which we have determined to be at 13 percent.	Using the same criteria for diversity content that we used to determine the baseline (i.e., some portion of the course addresses diversity content of some kind), the percentage of syllabi with diversity content rose to 18 percent. While this percentage is under our projected outcome of 23 percent, we believe the outcome demonstrates that we are making substantive progress toward our goals.
The Network will continue for at least three years, with at least three new faculty members joining every year, and every year the diversity content in syllabi will rise at least 5 percent from the previous year.	We will not be able to begin to assess this outcome measure until next spring, but we will provide continuous updates to EOPC on our progress toward this measure as we gather data.