Leadership Development & Multi-Cultural Evaluation Luncheon
(Portland, OR, AEA Annual Meeting, November 2, 2006)

Meeting Facilitors/Organizers: Rodney Hopson & Hanh Cao Yu

Attendees: Veronica Thomas, Kelly Hannum, Rhonda Ortiz, Hanh Cao Yu, Claire Reinelt, Tanya Brown, Jennifer Martineau, Huilan Yang, Joan LaFrance, Stafford Hood, Karen Kirkhart, Hazel Symonette, Jennifer Greene, Rodney Hopson

Programs/Institutions represented: WK Kellogg Foundation, Leadership Learning Community, Center for Creative Leadership, AEA/DU graduate education diversity internship program, Mekinak Consulting, Arizona State University, Syracuse University, Howard University, University of Illinois Urbana-Champaign, University of Wisconsin

Purpose of Meeting
The purpose of this meeting is to:

- Advance culturally responsive, multicultural, and/or culturally competent evaluations, and
- Explore how programs, leadership development programs in particular, might apply useful outcomes at multiple levels (individual, program, community, for instance).

We have assembled recognized thought leaders in these content areas, including representatives of philanthropic, university, non- governmental, and non-profit institutions. Our longer-term goal is to develop a framework for contributing to building a consortium and/or additional thinking on these topics.

Building Diversity Initiative Review
- Developments: Mentoring program (pipeline), AEA/DU internship program, statement on cultural competence (Melvin Hall-melvin.hall@nau.edu), NSF faculty mentorship program (2nd year), cultural reading of the AEA standards

- Organizational agenda, bringing this platform to the forefront of the association's concerns

How do we bring those interests in culturally responsive evaluation and leadership development programs together?
- Challenge of evaluating programs in multiple contexts, in LLC: intentional of being a diverse community, view themselves as a venue for integrating culturally responsive (CR) evaluation into their practice
- Two ways: identify spaces, invite people into it – find shared concerns, articulate methods
- When and where is it appropriate to use as culturally responsive approach
  - Every time: particularly those places hostile/self-conscious about addressing these issues
  - Importance of reciprocal learning in navigating these kinds of processes: what do you do? How do you think about it?...
- Use other platforms for building awareness, find out where the identified groups reside (existing spaces)
- Create a study group, which learns about the concerns and intended directions of a particular group
- What about the "what" question? How do you work backwards to address social justice issues?

What is the political climate for doing this kind of work within the AEA?
- Returning to the "what" question, what road blocks have participants met?
  - Was there resistance met with the revisions of the AEA guiding principles?
    - ♣ Despite early resistance within the organization, revisions of AEA guiding principles and diversity issues revisions of program standards were completed
  - Discussion of November 2002 board meeting: translation of the guiding principles into Spanish

- ♣ Everyone thought it was a good idea, but it generated a good discussion regarding the centrality of language to culture and hegemonic presumptions of transferring knowledge
- ♣ The board did not proceed with the project, but the board recognized the implications of doing so
  - | i.e. Why not translate it and then have extended conversations? Without conversations, some voices remain silenced
- ♣ Difficulties of ensuring that recommendations made (14 in total, including Duquesne university internship program) were utilized
- ♣ BDI evaluation: evaluation proposal step in the right direction

More thoughts regarding blending leadership development and culturally responsive evaluation:
- How common is it (within leadership development projects) that we evaluate the impact over the course a given program?
  - o LLC originated from frustration around the particulars of how individuals were being changed, and changing others. The questions were not being answered – there was no mechanism for them. Therefore a learning community was created. It involved sharing learnings across evaluations and evaluating how they are being implemented across the programs
  - o Leadership programs are continuing to learn what culturally responsive evaluation and leadership means (how do you develop it, who gets to come?
    - ♣ E.g.: Ability to do "code switching," ability to be flexible enough to interact with different groups – requirement for CR work, should be integrated in leadership work and study
    - ♣ How are you able to do "code switching" without losing an integrated sense of self?

- ♣ How do you do boundary spanning leadership as opposed to leadership specific to the United States?
- ♣ Importance of "diversifying the nature of the room" rather than expecting that everyone relate in the same manner
- ♣ Challenges faced by professionals of color from institutions from majority represented institutions entering into HBCU settings
    - | Difficulties of the person who attempts to re-integrate themselves into their former communities – their new conceptions of leadership may actually be dangerous/inconsistent with the values of the community
    - | Importance of leadership that is embedded in the community
- How can we span these boundaries (above discussion) How do we foster leaders who are able to span these contexts –
    - o How can they develop in a manner that reinforces one's identity, culture – rather than stripping their identity
    - o Shift in leadership development from developing LEADERS to shaping leadership development in groups
        - ♣ Old model – shaping one leader who is representative for one group
        - ♣ New model – exploring how a group may develop leadership within a context
            - | W.K.Kellogg has taken on this model
            - | Center for Creative Leadership
        - ♣ This form of leadership that legitimizes context, and redefines the definition.
- Re: Borders and Boundaries, they are porous within program and evaluations

Last Question: **What new directions and possibilities seem ripe for advancing and contributing to leadership and community development, evaluation, philanthropy, and more?**

- How do we move forward?
  - Learn each others language: re – terminology in evaluation, leadership
    - ♣ Bridging theoretical models
    - ♣ What does culturally responsive evaluation look like in the contexts of leadership development, how has it been conceptualized?
- Develop a leadership learning/evaluation learning community circle at next meeting in April 2007 in Maryland
  - How can we shift organizational cultures and communities
  - What do we risk by leading in particular contexts
- Create an assessment of culturally responsive evaluation
  - Being sensitive to the paths of the development of leaders – how are they making their way through learning how to become culturally responsive evaluators
- Send a link to the Leadership learning community Circle website (leadershiplearning.org)
  - Creating a knowledge pool at the website
- Go to larger organizational contexts (AEA) are there spaces for leadership development within the organization, how do they "do" leadership development? Go to their existing texts and standards
- Cultural competence task force: include this work on their website
- Handbook for Leadership Development Evaluation, in process of creating an international leadership development evaluation book

Harvard center for public leadership, Alllophila (being drawn towards people who are different)