Book Series

Evaluation and Society

Series Editors
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The Evaluation and Society series presents authored manuscripts and edited volumes that advance our understanding of how evaluation theory and practice can contribute – meaningfully and consequentially -- to the quality and improvement of both developed and developing societies. Volumes in the series will explore new and refined evaluation approaches and methodologies, research on evaluation’s claims, and theoretical engagements with issues that bear on the productive and ethical use of evaluation in society. The series will particularly promote transdisciplinary, international, and progressive perspectives on evaluation, as well as applied social research.

The series is aimed at a broad readership of evaluation practitioners, scholars, and graduate students in evaluation and applied social research who are interested in critically examining the links between evaluation and society across a wide range of disciplines and interest areas, including education, public health, psychology, sociology, economic development, public policy, management, and public administration.

Please email jcgreene@illinois.edu or stewart.donaldson@cgu.edu if you are interested in writing or editing a book for this series.

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- Evaluation Use and Decision-Making in Society
- Evaluating
- Continuing the Journey to Reposition Culture and Cultural Context in Evaluation Theory and Practice
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- Emerging Practices in International Development Evaluation
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Take a journey to 2030 where Visionary Evaluatives abound and link with one another in actively bringing about a sustainable, equitable future. Utilizing a creative storytelling approach, Visionary Evaluation for a Sustainable, Equitable Future brings forward the centrality of values in conjunction with the role of evaluation in building a future of well-being for people, nature, and planet.

Visionary Evaluatives are guided by six principles. Those principles highlight a commitment to equity and the sustainability of nature as core values. They emphasize an orientation of humility, compassion, and transparency as Visionary Evaluatives engage with others in a world of living, entangled systems with both obvious and hidden intersectionalities. They require Visionary Evaluatives to engage in deep praxis—mindful and challenging reflection on what is being learned through the intersection of values, iterative action and inquiry, theory, outcomes, and vision. A diverse group of chapter authors share their wisdom through envisioning 2030 and what it might mean to move in the world applying aspects of the Visionary Evaluative Principles.

Through Visionary Evaluation for a Sustainable, Equitable Future, you will learn about how you can contribute to a sustainable, equitable future not only in evaluations, as either users or practitioners, but also in your daily actions and lives.

**Praise for Visionary Evaluation for a Sustainable, Equitable Future**

*What might the world be like if it was inhabited by people imbued with evaluation? Here's a very interesting exploration of such a world. And it will additionally enrich your thinking about how to vote in 2020.*

Michael Scriven
Founder, Faster Forward Fund

*The core values and principles of visionary evaluatives read too good to be true: envisioning a world of humility, sustainability, equity, compassion, respect, understanding, and engaging deeply, toward iterative action. What a tall order and request this book is making for those of us in the field of evaluation! Bravo to the authors for pushing us. Their book is compelling and futuristic, written as a story that helps us imagine and re-image our field, our lives, and our world.*

Rodney Hopson
Professor, University of Illinois—Urbana Champaign

*A fascinating journey into the future. The heroes, “Visionary Evaluatives”, catalyze forces including the UN Sustainable Development Goals movement. In their innovative blending of evaluation designs and daily living habits, the heroes demonstrate the strong beliefs in the value of the sustainability of the planet and equity for all its inhabitants.*

Deborah Rugg
President, Evaluation Consultants LLC;
Former Chair, UN Evaluation Group

*Humanity's current trajectory on Earth is unsustainable. Transformation is needed at every level and in every arena of action. The alternative may be no future at all. This book and its Visionary Evaluation Principles envisions evaluation as part of the transformation. Embrace the vision. Act on it. How? Start by reading Visionary Evaluation.*

Michael Quinn Patton
Author of Blue Marble Evaluation

Evaluation use was identified by Henry and Mark (2003) as being the single most studied area in the field of evaluation. They refer with a sense of nostalgia to the ‘golden age’ of research on use perhaps almost implying that it came and went. Professor J. Bradley Cousins has had a longstanding and continuing commitment to advancing theory and practice regarding use through empirical research on evaluation, and through the professional development of students and practitioners within North America and internationally. The important influence and impact of the contributions of Cousins and associates is the focus of this edited book.

This book brings together a distinguished, international group of authors, to reflect on the areas of contribution of Professor Cousins, and situate his work within contemporary areas of evaluation research and practice. Each chapter describes how the study and practice of evaluation has weaved its way through our understanding of organizational learning, participatory evaluation, and evaluation capacity building. The book concludes with a reflection by Professor Cousins himself on what these insights mean for the field of evaluation, and what future areas of research and contribution can be planned for and anticipated.


Outcome Harvesting
Principles, Steps, and Evaluation Applications

Ricardo Wilson-Grau


Are you a grant maker, manager or evaluator who must assess your work to improve as well as be accountable for the use of resources and results? Does the project, program or organization you fund, manage or evaluate contend with substantial uncertainty about what to do and what will be the results? Do you thus experience constant change and unexpected and
unforeseeable actors and factors in your intervention? Do you need to know what you are achieving and how in real time? And therefore, do you seek an alternative to conventional monitoring and evaluation of social change results? If yes, then you are the audience for this book.

Beginning in 2002, working closely with co-evaluators and commissioners of evaluations, the author developed Outcome Harvesting to enable evaluators, grant makers, and managers to identify, formulate, verify, and make sense of changes that interventions have influenced in a broad range of cutting-edge innovation and development projects and programs around the world. Over these years, he led Outcome Harvesting evaluative exercises involving almost 500 non-governmental organizations, networks, government agencies, funding agencies, community-based organizations, research institutes and university programs. In over fifty evaluations, with forty co-evaluators he has harvested thousands of outcomes on six continents.

Outcome Harvesting has proven useful in evaluations of a great diversity of initiatives: human rights advocacy, political, economic and environmental advocacy, arts and culture, health systems, information and communication technology, conflict and peace, water and sanitation, taxonomy for development, violence against women, rural development, organic agriculture, participatory democracy, waste management, public sector reform, good governance, eLearning, social accountability, and business competition, amongst others.

In this book, the author explains the steps of Outcome Harvesting and how to customize them according to the nine underlying principles. He shares his experience and gives practical advice on how to work with Outcome Harvesting and remain true to its essential features.

Democratic evaluation brings a way of thinking about evaluation’s role in society and in particular, its role in strengthening social justice. Yet the reality of applying it, and what happens when it is applied particularly outside the West, is unclear. Set in South Africa, a newly formed democracy in Southern Africa, the book affords an in-depth journey that immerses a reader into the realities of evaluation and its relation to democracy. The book starts with the broader introductory chapters that set the scene for more detailed ones which bring thorough insights into national government, local government, and civil societies’ experience of evaluation, democratic evaluation and their understanding of how it contributes to strengthening democracy (or not). A teaching case, the book concludes by providing guiding questions that encourage reflection, discussion and learning that ultimately aims to inform practice and theory.


How do research students and their supervisors respond in a world of ‘fake news’, the destabilisation of public institutions and the rise of populism? The very foundations of our liberal democracies seem to be under threat, and this implicates social inquiry. Postgraduate research remains one of the few information spaces which are still free of politicisation and
This book focuses on democracy in inquiry, and on the role of inquiry in a democracy - how research helps us to deliberate over what counts as of public value. It is a research methods book, but methods shaped by political and ethical purposes, and by the challenge of making judgements about what, in the public sphere, is worthy. We may be looking at a police training program, the siting of a clean energy project, a new school curriculum, maternal health program or an environmental adaptation project - in each case and in others like them we have to negotiate perspectives and claims, forge and justify a consensus, support competing stakeholders with the best information and analyses possible.

And we have to make our work defensible - undeniable in the forum of public debate and exchange, examination and accountability. This book, full of examples from contemporary research projects, is designed to help navigate our way through the complexities of social research which focuses on judgements about public action.

The book was written with research students and includes examples of their work. It recognises that supervisors often struggle as much as students in meeting the challenges of inquiry that involves some element of evaluative judgement - inquiry that potentially carries consequences. Where there are no quick-and-ready recipes, check-lists or theoretical frameworks - where we confront the particularities of the context in which the research takes place, we are all forced back onto good methodological thinking, and this is the pedagogical framing of the book.

CONTENTS:

Acknowledgements. Outline of the Book. PART I: INTRODUCTIONS
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CHAPTER 3: Social Change and Evaluative Research.
CHAPTER 4: Theorizing, Contingency, and Evaluative Cognition: Conceptual Tools to Help You Read the Book.
PART II: THE CRAFT OF EVALUATIVE RESEARCH
CHAPTER 5: The 'Self' and the 'Person': Democratic Individualism.
CHAPTER 6: Evaluative Interviewing.
CHAPTER 7: Observation-Based Interviewing, Triangulation and the Redistribution of Power.
CHAPTER 8: On Bullfighting, the Fragile Self, and an Introduction to Evaluative Case Study.
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PART III: THE POLITICS OF EVALUATIVE RESEARCH: DANGERS IN THE FIELD
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CHAPTER 15: Democracy, Theory, and Logic in Evaluative Research: Beware of Rationalism.
CHAPTER 16: Democracy and Method in International Development Evaluation.
CHAPTER 17: Arriving Backwards: Evaluative Enquiry, Innovation, and Democracy.

References.
This volume addresses a fundamental and highly debated issue in the evaluation field – the use of evaluation information for decision-making. Chapter authors honor the contributions of Professor Marvin C. Alkin to the evaluation use literature and advance our thinking on the topic by exploring a wide range of issues related to the theoretical and practical challenges of using evaluation information to make informed, evidence-based decisions. Readers will come away from this volume with a new and clearer understanding of the theoretical, contextual, methodological, and political dimensions of use and with direction for practice. Chapters are written by leading evaluation scholars, including Ernest House; Stewart Donaldson and Tarek Azzam; Eric Barela; Richard D. Nunneley, Jr., Jean A. King, Kelli Johnson, and Laura Pejsa; Eleanor Chelimsky; Michael Quinn Patton; and Wanda D. Casillas, Rodney K. Hopson and Ricardo L. Gomez.

Evaluation Use and Decision-Making in Society: A Tribute to Marvin C. Alkin will be of great interest to evaluation students, scholars and practitioners. This volume has scholarly application for those who desire a state-of-the-art resource for the latest insights and perspectives on one of the most pressing issues that the evaluation field faces today, while also serving as a useful guide for both novice and experienced evaluation practitioners. It is appropriate for use in a variety of evaluation courses including Introduction to Evaluation and Procedural Issues in Evaluation as well as topical seminars such as Evaluation Use and Decision-Making.

In this book, Ernie House reframes how we think about evaluation by reconsidering three key concepts of values, biases, and practical wisdom. The first part of the book reconstructs core evaluation concepts, with a focus on the origins of our values and biases. The second part explores how we handle values and biases in practice, and the third shows how we learn practical wisdom and use it in evaluations.

Value is the central concept in this volume, yet it’s a fuzzy concept. In Part I, Ernie clarifies the concept of value by addressing basic questions: What are values? Where do they come from? Why do we have them? Why is our conception so confused? How do we handle values in evaluations?

In Part II, another central concept is added, that of biases. Prominent evaluation frameworks have focused on biases, including Campbell and Stanley’s (1963) framework for validating causal inferences and Scriven’s (1972) conception of objectivity, which is achieved by correcting for biases in general. In addition, research on thought processes has made progress by focusing on cognitive biases (Kahneman, 2011). Even so, through a case example, Ernie demonstrates that the concept of biases is under-appreciated and not well engaged in evaluation practice.

The third important concept, featured in Part III, is practical wisdom, which is the knowledge that evaluators acquire through experience. Practical wisdom informs what we do, possibly as much as theory. Experienced evaluators often conduct evaluations in similar ways, regardless of their theory, because practical wisdom determines much of what they do. Ernie provides concrete examples of practical wisdom and how we employ it. Throughout the book, he draws on the empirical research on thinking processes, especially Kahneman’s Thinking Fast and Slow (2011).

This book will be of interest and relevance to all evaluation scholars and practitioners, as it thoughtfully engages core constructs of the field. The book can also well serve as a supplementary text in multiple evaluation courses, as it offers valuable conceptual and practical perspectives on our craft.


Racial, ethnic, linguistic, and cultural diversity has become of global importance in places where many never would have imagined. Increasing diversity in the U.S., Europe, Africa, New Zealand, and Asia strongly suggests that a homogeneity-based focus is rapidly becoming an historical artifact. Therefore, culturally responsive evaluation (CRE) should no longer be viewed as a luxury or an option in our work as evaluators. The continued amplification of racial, ethnic, linguistic, and cultural diversity and awareness among the populations of the U.S. and other western nations insists that social science researchers and evaluators inextricably engage culturally responsive approaches in their work. It is unacceptable for most mainstream university evaluation programs, philanthropic agencies, training institutes sponsored by federal agencies, professional associations, and other entities to promote professional evaluation practices that do not attend to CRE. Our global demographics are a reality that can be appropriately described and studied within the context of complexity theory and theory of change (e.g., Stewart, 1991; Battram, 1999). And this perspective requires a distinct shift from “simple” linear cause-effect models and reductionist thinking to include more holistic and culturally responsive approaches.

The development of policy that is meaningfully responsive to the needs of traditionally disenfranchised stakeholders and that also optimizes the use of limited resources (human, natural, and financial) is an extremely complex process. Fortunately, we are presently witnessing developments in methods, instruments, and statistical techniques that are mixed methods in their paradigm/designs and likely to be more effective in informing policymaking and decision-making. Culturally responsive evaluation is one such phenomenon that positions itself to be relevant in the context of dynamic international and national settings where policy and program decisions take place. One example of a response to address this dynamic and need is the newly established Center for Culturally Responsive Evaluation and Assessment (CREA) in the College of Education at the University of Illinois at Urbana-Champaign.
CREA is an outgrowth of the collective work and commitments of a global community of scholars and practitioners who have contributed chapters to this edited volume. It is an international and interdisciplinary evaluation center that is grounded in the need for designing and conducting evaluations and assessments that embody cognitive, cultural, and interdisciplinary diversity so as to be actively responsive to culturally diverse communities and their aspirations. The Center’s purpose is to address questions, issues, theories, and practices related to CRE and culturally responsive educational assessment. Therefore, CREA can serve as a vehicle for our continuing discourse on culture and cultural context in evaluation and also as a point of dissemination for not only the work that is included in this edited volume, but for the subsequent work it will encourage.

CONTENTS: Introduction: This Is Where We Continue to Stand, Stafford Hood, Rodney Hopson, and Henry Frierson.


The Future of Evaluation in Society
A Tribute to Michael Scriven

Stewart I. Donaldson, Claremont Graduate University


The impetus for this volume lives in a rich and vibrant past. It is organized to honor one of the founders and most prolific contributors to the profession and transdiscipline of evaluation -- Professor Michael Scriven, and to illuminate the future of evaluation in society. Professor Scriven often shares stories of his meetings with Albert Einstein and the frame-breaking evaluation revolution he has led against the value free doctrine of the social sciences. Both his wide eyed graduate students and the more grizzled evaluation veterans in his professional development workshops quickly learn that Scriven is well traveled and has exchanged some of the boldest ideas and visions with the most brilliant thinkers of his time. Scriven insisted that the 2011 Stauffer Symposium and this volume be organized in that genre. He urged us to invite the most thoughtful and influential evaluation theorists and practitioners we could find to join him in a conversation about the future of evaluation in society.

Scriven challenges us to examine the five great paradigm shifts that have revolutionized the foundations of evaluation, and that he believes will form the basis for a much brighter future for evaluation in society. Scriven’s revolutionary ideas are followed and challenged by a group of thought leaders in evaluation who do not necessarily shared his views on evaluation, but who have earned his deepest respect and whose evaluation work he admires including Michael Quinn Patton, Ernest...
House, Daniel Stufflebeam, Robert Stake, Jennifer Greene, Karen Kirkhart, Melvin Mark, Rodney Hopson, and Christina Christie. However, despite his insistence that his colleagues stay focused on the future of evaluation, you will find that many have recounted their adventures, exchanges, and debates with him over the years, as well as pointed out the many contributions that he has made to the development of evaluation and to the improvement of society through his amazing portfolio of evaluation contributions.

The Future of Evaluation in Society: A Tribute to Michael Scriven will be of great interest to evaluation scholars, practitioners, and students of evaluation. It will be appropriate for use in a wide range of evaluation courses including Introduction to Evaluation, Evaluation Theory, and Evaluation Practice courses.


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**Emerging Practices in International Development Evaluation**

Stewart I. Donaldson, Claremont Graduate University; Tarek Azzam, Claremont Graduate University; Ross F. Conner, University of California Irvine


The impetus for this volume comes from reflecting on many years of experience, successes and failures in development evaluation in Asia and Africa, and from recent work supported by the Rockefeller Foundation on Rethinking, Reshaping, and Reforming Evaluation. The concepts, frameworks and ideas presented in this volume are a useful contribution to the ongoing efforts at rethinking, reforming and reshaping international development evaluation. They come from leading thinkers and practitioners in development, evaluation, research and academia who have recognized that development evaluation must evolve if it is to respond to the challenges of the 21st Century and play a meaningful role in social and economic transformation. This volume will be of great interest to evaluation scholars, practitioners, and students, particularly to those interested in international development projects, programs, and policies. This book will be appropriate for a wide range of courses, included Introduction to Evaluation, International Development Evaluation, Program Evaluation, Policy Evaluation, and evaluation courses in International Development, International Relations, Public Policy, Public Health, Human Services, Sociology, and Psychology.


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**Participatory Evaluation Up Close**

An Integration of Research-Based Knowledge

J. Bradley Cousins, University of Ottawa; Jill Anne Chouinard, University of Ottawa

Empiricism provides the backbone of knowledge creation within social science disciplines (e.g., psychology, sociology) and applied domains of study (e.g., education, administration) alike. Yet, relative to such domains of inquiry, comparatively little empirical research on evaluation has occurred, and the research knowledge base has been infrequently synthesized and integrated to influence theory and practice. The proposed book aims to fill this void with regard to participatory evaluation, a set of collaborative approaches to evaluation that is receiving considerable attention of late, including a growing body of empirical studies.

The authors begin in Part 1 with the delineation of a widely known and familiar conceptual framework for participatory evaluation. They then use the framework in Part 2 as a guide to conducting an extensive review of the extant empirical knowledge base in participatory evaluation, culminating in a thematic analysis of what we know about the approach. In Part 3 the authors focus on methodological considerations of doing research on participatory evaluation through a critique of existing studies and an explanation of design choices drawn from their own research program. The book concludes in Part 4 with implications for moving the field forward in terms of important research questions, methodological direction, and evaluation practice.

This book will be of central interest to evaluation theorists and to those who choose to conduct research on evaluation; appeal will be conceptual and methodological. It will provide excellent supplementary reading for graduate students, many of whom seek to develop empirical studies on evaluation as part of their graduate programs. Rife with examples of participatory evaluation in practice, and practical implications, the book will also benefit evaluation practitioners with an interest in evaluation capacity building and participatory and collaborative approaches to practice.


The Role of Culture and Cultural Context in Evaluation
A Mandate for Inclusion, the Discovery of Truth and Understanding

Henry Frierson, University of North Carolina at Chapel Hill; Stafford Hood, Arizona State University; Rodney Hopson, George Mason University


This volume seeks to address select questions drawn from the matrix of the complex issues related to culturally responsive evaluation. We ask, should evaluation be culturally responsive? Is the field heading in the right direction in its attempt to become more culturally responsive? We ask, what is culturally responsive evaluation today and what might it become tomorrow?

This edited volume does not promise to deliver answers to all, most, or even many of the complex answers facing the evaluation community regarding the role of culture and cultural context in evaluative theory and practice. This is not a scientific undertaking. We are not ready for concerns with prediction, explanation or control. We are ready for serious explorations, however. Even if the evaluation community cannot articulate the necessary and sufficient conditions for a culturally relevant evaluation it does know several of the desiderata. Our concern and the direction of this volume has been reflections of evaluation theory, history, and practice within the context of culture with illustrative examples.


Evaluating Educational Reforms
Scandinavian Perspectives
Thomas A. Schwandt, University of Illinois - Champaign; Peder Haug, Volda University College


Exploring Evaluator Role Identity
Thomas A. Schwandt, University of Illinois - Champaign; Katherine E. Ryan, University of Illinois - Champaign

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