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## *Evaluation and Society*

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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](mailto:jcgreene@illinois.edu) or [stewart.donaldson@cgu.edu](mailto:stewart.donaldson@cgu.edu) if you are interested in writing or editing a book for this series.

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- Visionary Evaluation for a Sustainable, Equitable Future
- Growing the Knowledge Base in Evaluation
- Outcome Harvesting
- Evaluation for a Caring Society
- Democratic Evaluation and Democracy
- Evaluative Research Methods
- Evaluation for an Equitable Society
- Evaluation Use and Decision-Making in Society
- Evaluating
- Continuing the Journey to Reposition Culture and Cultural Context in Evaluation Theory and Practice
- The Future of Evaluation in Society
- Emerging Practices in International Development Evaluation
- Participatory Evaluation Up Close
- The Role of Culture and Cultural Context in Evaluation
- Evaluating Educational Reforms
- Exploring Evaluator Role Identity

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# Visionary Evaluation for a Sustainable, Equitable Future

Beverly Parsons, InSites; Lovely Dhillon, Jodevi Consulting; Matt Keene, The Silwood Group

2019. Paperback 978-1-64113-833-8 \$45.99. Hardcover 978-1-64113-834-5 \$85.99. eBook 978-1-64113-835-2 \$65.

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.*

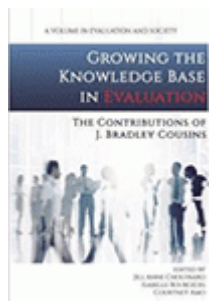
Deborah Rugg  
President, Evaluation Consultants LLC;  
Former Chair, UN Evaluation Group

*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

**CONTENTS:** Preface. Introduction: Visionary Evaluatives Co-Creating a Sustainable, Equitable Future, Editors. Visionary Evaluatives' Perspectives Part 1: A Conversation About Humans, Nature, and Technology, *Editors*. Visionary Evaluative Principles: Deepening Understanding, Editors. Social Protection: Reframing Toward Individual, Community, and National Well-Being, *Lateefah Simon, Charlyn Harper Browne, Ryan Eller, Bo Pryor, and Justin Speegle*. Nature: Connecting Well-

Being and Conservation Praxis, *Kent H. Redford, Carly Cook, Duan Biggs, and Glenda Eoyang*. Law: Living Values in Our Legal System, *Ellen Lawton and Joe Scantlebury*. Business: Doing Well and Doing Good, *Eric Barela and Bob Willard*. Health: Building Our Power to Create Health Equity, *Jeanne Ayers*. Financial Investing: Valuing Social Returns, *Georgette Wong*. Transportation: Designing for Values-Based Mobility, *Thomas Abdallah and Antoinette Quagliata*. Education: Emancipating Learning, *Elizabeth Kozleski*. Design: Creating the Future We Want, *Cameron Norman*. Visionary Evaluative Inquiry: Moving From Theory to Practice, *Editors*. Visionary Evaluatives' Perspectives Part 2: A Conversation About Creating a Future of Well-Being, *Editors*. Conclusion: Living as a Visionary Evaluative, *Editors*. About the Editors. About the Contributors.



## Growing the Knowledge Base in Evaluation The Contributions of J. Bradley Cousins

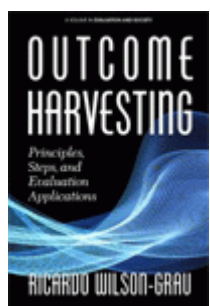
Jill Anne Chouinard, University of North Carolina at Greensboro; Isabelle Bourgeois, Ecole Nationale D'administration Publique, Canada; Courtney Amo, Independent Scholar

2019. Paperback 9781641137690 \$45.99. Hardcover 9781641137706 \$85.99. eBook 9781641137713 \$65.

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.

**CONTENTS:** Introduction, *Jill Anne Chouinard and Courtney Amo*. On the Contributions of J. Bradley Cousins to Educational Administration and Their Influences on His Work in Program Evaluation, *Peter Milley and Jill Anne Chouinard*. Counting the Ways That Brad Cousins Shaped My Thinking About Evaluation, *Jean A. King*. Evaluation Theory Contributions of J. Bradley Cousins: Focus on Process Use, *Michael Quinn Patton*. The Many Facets Of Evaluation Capacity: Conceptual, Methodological, and Practical, *Isabelle Bourgeois, Catherine Elliott, Swee Goh, and Robert E. Lahey*. An Exploration of the Values Underpinning the Theory and Practice of Collaborative Approaches to Evaluation, *Nathalie Gilbert, Hind Al Hudib, and Elizabeth Whitmore*. Stakeholders Weigh in on Collaborative Approaches to Evaluation, *Lyn M. Shulha, Michelle Searle, Cheryl N. Poth, and Agnieszka Chalas*. Evaluation and Knowledge Mobilization: Advancing Integrated Knowledge Translation Through the Work of J. Bradley Cousins, *Barbara Szijarto, Kate Svensson, and Peter Milley*. Brad Cousins as a Brad: The Skillful Integration of Research on Evaluation, Evaluation Use, Conceptual Models, and Participatory Evaluation, *Melvin M. Mark*. Moving Forward, Look Back, *Courtney Amo, Jill Anne Chouinard, Isabelle Bourgeois, and John Burrett*. The Nature and Implications of an Evaluation Research Program, *J. Bradley Cousins*. About the Authors.



## Outcome Harvesting Principles, Steps, and Evaluation Applications

Ricardo Wilson-Grau

2018. Paperback 978-1-64113-389-0 \$45.99. Hardcover 978-1-64113-393-7 \$85.99. eBook 978-1-64113-394-4 \$65.

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

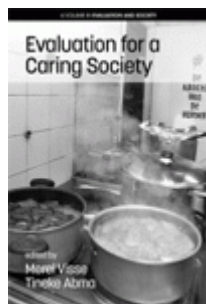
unforeseeable actors and factors in your intervention? Do you need to know what you are achieving and how in real time? And therefore, do you seek an alternative to conventional monitoring and evaluation of social change results? If yes, then you are the audience for this book.

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.

**CONTENTS:** Foreword. Preface. The Basics. Step 1- Design of an Outcome Harvest. Step 2- Review Documentation and Draft Potential Outcome Statements. Step 3- Engage with Human Sources to Formulate Outcome Statements. Step 4- Substantiate the Outcome Statements. Step 5- Analyze and Interpret the Outcome Data. Step 6- Post-Harvest Support for Use. Five Process Principles. Four Content Principles. A: History of Outcome Harvesting 2001-2017. B: Developing Terms of Reference to Commission an Outcome Harvest. C: GUIDE for Outcome Harvesting Principles. Glossary. About the Author. Index.



## Evaluation for a Caring Society

Merel Visse, the University of Humanistic Studies; Tineke A. Abma, VU University Medical Centre

2018. Paperback 9781641131636 \$45.99. Hardcover 9781641131643 \$85.99. eBook 9781641131650 \$65.

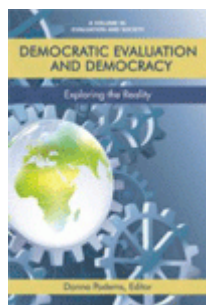
This book highlights views on responsive, participatory and democratic approaches to evaluation from an ethos of care. It critically scrutinizes and discusses the invisibility of care in our contemporary Western societies and evaluation practices that aim to measure practices by external standards. Alternatively, the book proposes several foci for evaluators who work from a care perspective or wish to encourage a caring society. This is a society that sees evaluation and care as a continuously unfolding relational practice of moral-political learning contributing to life-sustaining webs.

'At one level is the evaluator's immediately responsive and interpersonal encounter with the personal troubles of social actors, most visible, as Mills originally pointed out, in an individual's biography and in those social settings directly open to the individual's lived experience. (...) At another level, the sociological and political level, the evaluator operates at what Mills called the arena of public issues where immediate personal troubles are seen not only as problems encountered by individuals but as the result of structural and political arrangements in society (...) evaluation for a caring society is thought to operate at both levels' (*Thomas A. Schwandt, Professor Emeritus, University of Illinois at Urbana-Champaign*).

'The intricate relationship between evaluation and care is hardly addressed by evaluators or caregivers. This book fills a gap, as it focuses on the relationship between evaluation and care and provides a multitude of examples of evaluation as a caring practice (...) the book can serve as an antidote to the present-day haste in social practices, and contribute, in form and content, to developing an evaluation practice which may foster a caring society' (*Guy Widdershoven, Professor of Philosophy and Ethics of Medicine and head of the Department of Medical Humanities at VU University Medical Center, VU University Amsterdam*).

**CONTENTS:** Foreword, *Thomas Schwandt*. Foreword, *Guy Widdershoven*. Acknowledgements. Introduction, *Merel Visse and Tineke Abma*. On the Photo-Story of the Carefreestate, *Tineke Abma, Merel Visse, and Janine Schrijver*. **PART I:**

**THEORETICAL REFLECTIONS ON A CARING SOCIETY.** Care, Competency, and Knowledge, *Maurice Hamington*. The Art of Understanding, *Karin Dahlberg*. **PART II: DEMOCRATIC EVALUATION FOR A CARING SOCIETY.** Democratic Evaluation and Care Ethics, *Helen Simons and Jennifer C. Greene*. Democratic Caring Evaluation for Refugee Children in Sweden, *Anders Hanberger*. **PART III: ETHICS AND EVALUATION FOR A CARING SOCIETY.** Uncontrolled Evaluation: The Case of Telecare Innovations, *Jeannette Pols*. Evaluation for Moving Ethics in Health Care Services Towards Democratic Care: A Three Pillars Model: Education, Companionship, and Open Space, *Helen Kohlen*. **PART IV: RESPONSIVE EVALUATION FOR A CARING SOCIETY.** Responding to Otherness: The Need for Experimental-Relational Spaces, *Gustaaf Bos and Tineke Abma*. Dialogue, Difference, and Care in Responsive Enactments of a World-Becoming, *Melissa Freeman*. Responsive Evaluation as a Way to Create Space for Sexual Diversity: A Case Example on Gay-Friendly Elderly Care, *Hannah Leyerzapf, Merel Visse, Arwin de Beer, and Tineke Abma*. Evaluation for a Caring Society: Toward New Imaginaries, *Merel Visse and Tineke Abma*. About the Contributors.



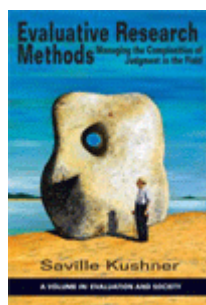
## Democratic Evaluation and Democracy Exploring the Reality

Donna Podems, University of Johannesburg

2017. Paperback 9781681237886 \$45.99. Hardcover 9781681237893 \$85.99. eBook 9781681237909 \$65.

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.

**CONTENTS:** Prologue, *Donna Podems*. Democratic Evaluation and a New Democracy: Acquaintances, Adversaries, or Allies? *Donna Podems*. A Framework for Identifying Entry Points for International Development Evaluation to Enable Responsive Government Policy, *Stephen Porter*. How to Democratize Evaluation Practice: A Challenge for Non-Governmental Organizations and Organizations and Donors, *Carlisle J. Levine*. The Role of the Civil Society Organization in Promoting Democracy: The Case of the South African Monitoring and Evaluation Association, *Mark A. Abrahams*. Evaluation and Democratic Governance: The Public Management Perspective, *Fanie Cloete*. How Does Government Evaluation in South Africa Contribute to Democracy? *Ian Goldman*. Strengthening Democratic Governance in the Building of Integrated Human Settlements Through Evaluations, *Matodzi Amisi and Ahmed Vawda*. Living the Rainbow: Furthering Education Quality and Democracy Through the Evaluation of Educational Outcomes Using the Annual National Assessment, *Benita Williams and Vanessa Scherman*. Exploring Economic Development Initiatives and the Link to Democratic Outcomes, *Mishkah Jakoet and Alyna Wyatt*. Strengthening Government Through Evaluation: The Evaluation Journey of a Provincial Agriculture Department, *Dirk Troskie, Kevin Kelly, and Shelton Kaba Mandoondo*. Paying for Troublemaking: Strengthening Democracy by Institutionalizing Multiple Centers of Evaluation, *Terence Beney*. Is Government's Approach to Evaluation Deepening Democracy in South Africa? *Dugan Fraser and Patricia J. Rogers*. How Can Evaluation Strengthen Democracy? *Lehn M. Benjamin*. The Teaching Case, *Donna Podems*. About the Authors.



## Evaluative Research Methods Managing the Complexities of Judgment in the Field

Saville Kushner

2016. Paperback 9781681236889 \$45.99. Hardcover 9781681236896 \$85.99. eBook 9781681236902 \$65.

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

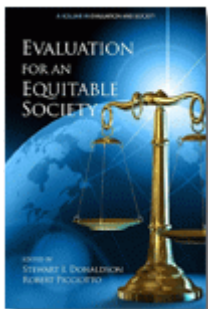
committed to validation.

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** CHAPTER 1: What is Evaluative Research and How Are You Positioned Within It? CHAPTER 2: Evaluative Enquiry and Democracy: Where It Came From and Where It Might Go. 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. CHAPTER 9: Analyzing Organization as an Evaluative Case. CHAPTER 10: Writing Democratically, and Finding Your Own Voice. **PART III: THE POLITICS OF EVALUATIVE RESEARCH: DANGERS IN THE FIELD** CHAPTER 11: Quieting Reform: When Evaluative Research Can Be Dangerous, with Robert Stake and Acacia Cochise. CHAPTER 12: Politics and Negotiation in Evaluative Enquiry. CHAPTER 13: Evaluation Inside the Political System, With Barry Kushner. CHAPTER 14: Radical Manifestos for Evaluative Research. **PART IV: CRITIQUES OF CURRENTLY POPULAR EVALUATION PRACTICES, THE WAY FORWARD** 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.



## Evaluation for an Equitable Society

Stewart I. Donaldson, Claremont Graduate University; Robert Picciotto, International Development Institute, Kings College London

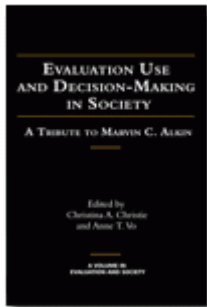
2016. Paperback 9781681234434 \$45.99. Hardcover 9781681234441 \$85.99. eBook 9781681234458 \$65.

Governments and organizations of all shapes and sizes espouse values of equity and social justice. Yet, there are many examples of unfair social arrangements and employment conditions, dysfunctional government practices, and growing income inequality in both developed and developing countries worldwide. The profession and transdiscipline of evaluation is well equipped to address issues of inequality and social injustice, but until recently has been much more focused on primary stakeholder and donor satisfaction (being as useful as possible to funders of interventions and evaluations) and accountability concerns.

The authors in this volume challenge the field of evaluation to become more concerned about using evaluation to develop more equitable organizations, governments, and societies. Leading evaluation theorists and practitioners including Michael Scriven, Jennifer Greene, Thomas Schwandt, Emily Gates, Sandra Mathison, Karen Kirkhart, Saville Kushner, Lois-Ellin Datta, Ernest House, Robert Stake, Patricia Rogers, Robert Picciotto and Stewart Donaldson, provide a range of visions for how evaluation can play a much larger role in facilitating social justice across the globe.

Evaluation for an Equitable Society will be of great interest to evaluation practitioners, students and scholars. It will be of interest to those teaching and taking introductory evaluation courses, as well as advanced courses focused on improving evaluation theory and practice.

**CONTENTS:** 1. Visions For Using Evaluation To Develop More Equitable Societies, *Stewart I. Donaldson & Scott I. Donaldson*. 2. The Last Frontier Of Evaluation: Ethics, *Michael Scriven*. 3. Advancing Equity: Cultivating An Evaluation Habit, *Jennifer Greene*. 4. What Can Evaluation Do? An Agenda For Evaluation In Service Of An Equitable Society, *Thomas Schwandt & Emily F. Gates*. 5. Confronting Capitalism: A Macro View On Evaluation That Fosters Social Equity, *Sandra Mathison*. 6. Equity, Privilege And Validity: Traveling Companions Or Strange Bedfellows? *Karen Kirkhart*. 7. Living Life At The Edge: Democracy, Equity And Pragmatics In Evaluation, *Saville Kushner*. 8. Printing Money: Funding Sources And Evaluation's Contribution To Equity, *Lois-Ellin Datta*. 9. Evaluator Conflict Of Interest And Inequality, *Ernest House*. 10. Finding Merit Without Pursuing Meritocracy, *Robert Stake*. 11. Understanding And Supporting Equity: Implications Of Methodological And Procedural Choices In Equity-Focused Evaluations, *Patricia Rogers*. 12. Evaluator Anxiety In An Inequitable World, *Robert Picciotto*.



## Evaluation Use and Decision-Making in Society A Tribute to Marvin C. Alkin

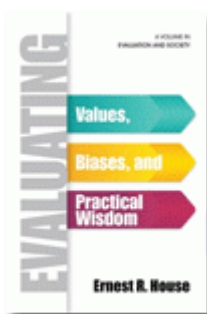
Christina A. Christie, University of California, Los Angeles; Anne Vo, University of California, Los Angeles

2015. Paperback 978-1-68123-004-7 \$45.99. Hardcover 978-1-68123-005-4 \$85.99. eBook 978-1-68123-006-1 \$65.

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.

**CONTENTS:** Foreword, *Anne T. Vo*. Preface, *Christina A. Christie*. 1. Setting the Stage for Understanding Evaluation Use and Decision-Making, *Christina A. Christie*. 2. Decision Making via Evaluation: What's Marv's Opinion Worth? *Ernie House*. 3. Tending the Garden of Evaluation Theory: Flourishing Trees and PhDs, *Stewart I. Donaldson and Tarek Azzam*. 4. Evaluation Use and the Internal Evaluator: A Balancing Act, *Eric Barela*. 5. The Value of Clear Thinking about Evaluation Theory: The Example of Use and Influence, *Richard D. Nunneley, Jr., Jean A. King, Kelli Johnson, and Laura Pejsa*. 6. A Strategy for Improving the Use of Evaluation Findings in Policy, *Eleanor Chelimsky*. 7. The Third Perspective: Uniting Accountability and Learning Within an Evaluation Framework That Takes a Moral-Political Stance, *J. Bradley Cousins, Katherine Hay, and Jill Chouinard*. 8. Making Culturally Responsive Decisions in Evaluation Practice, *Wanda D. Casillas, Rodney K. Hopson, and Ricardo L. Gómez*. 9. Misuse: The Shadow Side of Use, *Michael Quinn Patton*. 10. Toward Deepened Understandings of Evaluation Use and Decision Making in Society: Lessons Learned, Challenges, and Opportunities, *Anne T. Vo*.



## Evaluating Values, Biases, and Practical Wisdom

Ernest R. House, University of Colorado

2014. Paperback 9781623969158 \$45.99. Hardcover 9781623969165 \$85.99. eBook 9781623969172 \$65.

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.

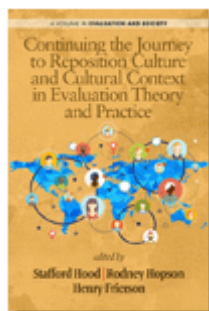
Value is the central concept in this volume, yet it's a fuzzy concept. In Part I, Ernie clarifies the concept of value by addressing basic questions: What are values? Where do they come from? Why do we have them? Why is our conception so confused? How do we handle values in evaluations?

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.

**CONTENTS:** Introduction. Reframing Evaluation. **PART I: Where Values Come From** 1 How Personal Values Affect Evaluations. 2 Evaluating and Research on Thinking. 3 Reframing Values. **PART II: Handling Values and Biases in Evaluations** 4 An Evaluation Case Study. 5 Democratizing Evaluation. 6 Underlying Values and Influences. **PART III: Practical Wisdom in Evaluation** 7 Evaluating With Practical Wisdom. 8 Learning Practical Wisdom. 9 When to Rely on Practical Wisdom. 10 Conclusion: Twenty-Five Ideas. References.



## Continuing the Journey to Reposition Culture and Cultural Context in Evaluation Theory and Practice

Stafford Hood, University of Illinois at Urbana-Champaign; Rodney Hopson, George Mason University; Henry Frierson, University of Florida

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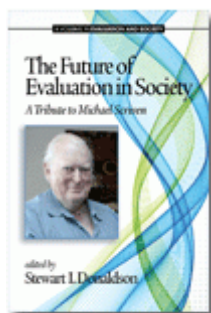
Racial, ethnic, linguistic, and cultural diversity has become of global importance in places where many never would have imagined. Increasing diversity in the U.S., Europe, Africa, New Zealand, and Asia strongly suggests that a homogeneity-based focus is rapidly becoming an historical artifact. Therefore, 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*. **SECTION I: CRE THEORETICAL AND HISTORICAL LEGACIES AND EXTENSIONS.** Culturally Responsive Theory-Driven Evaluation, *Katrina L. Bledsoe and Stewart I. Donaldson*. A Systems Approach to Culturally Responsive Evaluation Practice: Culturally Responsive Uses of the Systems Evaluation Protocol (SEP), *Wanda D. Casillas and William M. Trochim*. Cultural Views of Validity: A Conversation, *Joan LaFrance, Karen E. Kirkhart, and Richard Nichols*. An Analysis of Love My Children: Rose Butler Browne's Contributions to Culturally Responsive Evaluation, *Pamela Frazier-Anderson and Tamara Bertrand Jones*. **SECTION II: EVALUATORS' JOURNEYS OF INTROSPECTION AND SELF-EXPLORATION.** Culture and Evaluation: From a Transcultural Belvedere, *Jennifer C. Greene*. Culturally Responsive Evaluation as a Resource for Helpful-Help, *Hazel Symonette*. Peeling Open the Kiwi: Reterritorializing (Pākehā/White) Evaluation in Aotearoa New Zealand, *Rae Torrie, Mathea Roorda, Robin Peace, Mark Dalgety, and Robyn Bailey*. Beginning a Conversation About Spirituality in Māori and Pasifika Evaluation, *Vivienne Kennedy, Fiona Cram, Kirimatao Paipa, Kataraina Pipi, Maria Baker, Laurie Porima, Pale Sauni and Clark Tuagalu*. Cultural Reactivity vs. Cultural Responsiveness: Addressing Macro Issues Starting With Micro Changes in Evaluation, *Dominica McBride*. **SECTION III: APPLICATIONS OF CRE IN GLOBAL AND INDIGENOUS SCHOOL CONTEXTS.** Culture Changes, Irish Evaluation and Assessment Traditions Stay the Same? Exploring Peer- and Self-Assessment as a Means of Empowering Ethnic Minority Students, *Joe O'Hara, Gerry McNamara, Kathy Harrison*. Implementing Culturally Sensitive Assessment Tools for the Inclusion Of Roma Children in Mainstream Schools, *S. Mitakidou, E. Tressou, and P. Karagianni*. Evaluating Alch'i'ni Ba/For the Children: The Troubled Cultural Work of an Indigenous Teacher Education Project, *Carolyn J. White and Guy Senese*. **SECTION IV: CLAIMING NEW TERRITORIES OF CRE: CULTURALLY SPECIFIC METHODS, APPROACHES, AND ECOLOGIES.** A Transformative Framework for Culturally Responsive Evaluation, *Donna M. Mertens and Heather Zimmerman*. Being Culturally Responsive Through Kaupapa Māori Evaluation, *Fiona Cram, Vivienne Kennedy, Kirimatao Paipa, Kataraina Pipi, and Nan Wehipeihana*. Culturally Responsive Methods for Family Centered Evaluation, *Kirimatao Paipa, Fiona Cram, Vivienne Kennedy, and Kataraina Pipi*. Culturally Responsive Indigenous Evaluation: A Practical Approach for Evaluating Indigenous Projects in Tribal Reservation Contexts, *Nicole R. Bowman, Carolee Dodge Francis, and Monique Tyndall*. Partnering with Pacific Communities to Ground Evaluation in Local Culture and Context: Promises and Challenges, *Joan LaFrance, Sharon Nelson-Barber, Elizabeth D. Rechebei, and Janet Gordon*. Epilogue: Toward the Next Generation and New Possibilities of Culturally Responsive Evaluation, *Stafford Hood, Rodney Hopson, and Henry Frierson*.



## The Future of Evaluation in Society A Tribute to Michael Scriven

Stewart I. Donaldson, Claremont Graduate University

2013. Paperback 9781623964511 \$45.99. Hardcover 9781623964528 \$85.99. eBook 9781623964535 \$65.

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.

**CONTENTS:** Preface. Prologue—The Revolution Will Not Be Evaluated: An Ode to Gil Scot-Heron, Michael Scriven, and the Future of Evaluation, *Rodney Hopson*. Connecting Evaluation's Past to its Future: Appreciating Scriven's Legacy and Frame-Breaking Revolutions, *Stewart I. Donaldson*. The Foundation and Future of Evaluation, *Michael Scriven*. The Future of Evaluation in Society: Top Ten Trends Plus One, *Michael Quinn Patton*. Evaluation's Conflicted Future, *Ernest R. House*. My Tribute to a Trail Blazer: Evaluation Iconoclast—Professor Michael Scriven, *Daniel L. Stufflebeam*. Michael Scriven and the Evaluation Lexicon, *Christina A. Christie*. The People and the Profession, *Robert Stake*. Consumers, Curmudgeons, and Courage: Traveling Evaluation's Byways with Michael Scriven, *Jennifer C. Greene*. Advancing Considerations of Culture and Validity: Honoring the Key Evaluation Checklist, *Karen E. Kirkhart*. The Future of Evaluation in Society: Variations on a Theme, *Melvin M. Mark*. About the Contributors.



## Emerging Practices in International Development Evaluation

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

2013. Paperback 978-1-62396-183-1 \$45.99. Hardcover 978-1-62396-184-8 \$85.99. eBook 978-1-62396-185-5 \$65.

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.

**CONTENTS:** Preface. Searching for Approaches to Improve International Development Evaluations, *Stewart I. Donaldson, Tarek Azzam, and Ross F. Conner*. Evaluation in Developing Countries: What Makes it Different? *Shiva Kumar and Zenda Ofir*. Organizational Performance Assessment, *Charles Lusthaus and Katrina Rojas*. Evaluating Capacity Development, *Peter Morgan*. Evaluating Policy Influence, *Fred Carden and Colleen Duggan*. Evaluating Networks and Partnerships, *Heather Creech*. Evaluating Coalitions, *Jared Raynor*. Evaluating Sustainable Development, *Steve Bass and Alastair Bradstock*. Evaluating Innovation, *Steve Rochlin and Sasha Radovich*. Future Directions for Improving International Development Evaluations, *Stewart I. Donaldson, Tarek Azzam, and Ross F. Conner*. About the Contributors.



## Participatory Evaluation Up Close An Integration of Research-Based Knowledge

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

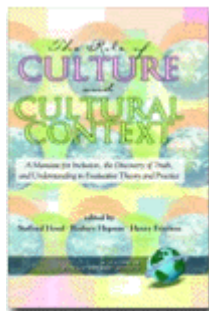
2012. Paperback 978-1-61735-801-2 \$45.99. Hardcover 978-1-61735-802-9 \$85.99. eBook 978-1-61735-803-6 \$65.

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 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 explication 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.

**CONTENTS:** Foreword, *Nick L. Smith*. Preface. Acknowledgments. **PART I: FRAMING PARTICIPATORY EVALUATION** 1. Introduction. 2. Framing Participatory Evaluation. **PART II: EXTANT EMPIRICAL KNOWLEDGE BASE** 3. Methods and Description of the Knowledge Base. 4. Integration and Synthesis of Published Studies. 5. Making Sense of Research on Participatory Evaluation: Discussion. **PART III: RESEARCH METHODOLOGY CONSIDERATIONS** 6. Methodological Critique of the Knowledge Base. 7. Design Options from a Research Program on Participatory Evaluation. **PART IV: THE WAY FORWARD: IMPLICATIONS FOR RESEARCH AND PRACTICE** 8. Agenda for Research. 9. Methodological Considerations. 10. Practical Guidance. 11. Final Word. Conclusions. References. Author Index.



## 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

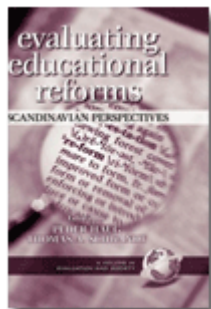
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978-1-59311-359-9 \$85.99. eBook 9781607527831 \$65.

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.

**CONTENTS:** Introduction: This is Where We Stand. *Stafford Hood, Rodney Hopson, and Henry Frierson*. Evaluators as Stewards of the Public Good. *Jennifer C. Greene*. Through a Cultural Lens: Reflections on Validity and Theory in Evaluation. *Karen E. Kirkhart*. Persuasive Language, Responsive Design: A Framework for Interculturally Responsive Evaluation. *Melvin Hall and Denice Ward Hood*. Promoting Culturally Reliable and Valid Evaluation Practice in Education. *Sharon Nelson-Barber, Elise Trumbull, Joan LaFrance, and Sofia Aburto*. An Untold Story in Evaluation Roots: Reid E. Jackson and His Contributions Towards Culturally Responsive Evaluation at ¾ Century. *Rodney Hopson and Stafford Hood*. Learning to Play Scholarly Jazz: A Culturally Responsive Evaluation of the Hopi Teachers for Hopi Schools Project. *Carolynne J. White and Mary Hermes*. The PENAL Project: Program Evaluation and Native American Liability. *Gaetano Senese*. It Starts With A Machete: The Politics and Poetics of Space in Urban School Reform. *Nona M. Burney, Carolynne J. White and Mary E. Weems*. Using Theory-Driven Evaluation with Underserved Communities: Promoting Program

Development and Program Sustainability. *Katrina L. Bledsoe*. Cultural Reflections Stemming From the Evaluation of an Undergraduate Research Program. *Dedra Eatmon, Michelle Jay, and Henry T. Frierson*. The Use of Contextually Relevant Evaluation Practices with Programs Designed to Increase Participation of Minorities in Science Technology, Engineering and Mathematics (STEM) Education. *Elmima Johnson*.

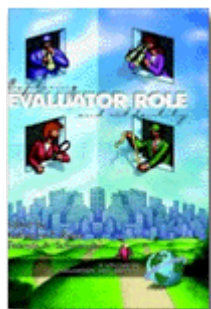


## Evaluating Educational Reforms Scandinavian Perspectives

Thomas A. Schwandt, University of Illinois - Champaign; Peder Haug, Volda University College

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**CONTENTS:** List of Contributors. Preface. *Thomas A. Schwandt And Peder Haug*. The Research Council of Norway Evaluating Reform 97. *Peder Haug*. Challenges And Dilemmas for the Evaluation of Reform 97. *Lars Monsen*. Models of Evaluation. *Evert Vedung*. From Basic Research to Evaluation. *Gunnar Stangvik*. What's Being Done in the Name Of Evaluation?: Experiences Drawn From the Recent Evaluation of Schooling Reforms in Switzerland. *Heinz Rhyn*. The Political Governing (Governance) of Education and Evaluation. *Ulf P. Lundgren*. On the Evaluation of Curriculum Reforms. *Stefan Thomas Hopmann*. Democratic Evaluation: An Arena for Dialogue And Learning? *Ove Karlsson*. Democratic Evaluation and Evaluation for Learning: A Reply to Ove Karlsson. *Gunn Imsen*. Linking Evaluation and Education: Enlightenment and Engagement. *Thomas A. Schwandt*. Evaluating a National Curriculum Reform. *Ian Westbury*.



## Exploring Evaluator Role Identity

Thomas A. Schwandt, University of Illinois - Champaign; Katherine E. Ryan, University of Illinois - Champaign

2002. Paperback 1-931576-84-X 978-1-931576-84-0 \$45.99. Hardcover 1-931576-85-8 978-1-931576-85-7 \$85.99. eBook 9781607525066 \$65.

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