Circumstantial evidence from Dan’s presentation to The World Bank to subsequent World Bank conferences on evaluation and development in which he participated. The documents, Dan set out some of his early thinking on international evaluation and other topics. The authors used these materials to write a tribute article to Dan publishing some of these ideas for the historical record.

1. Introduction

On 28 September, James Sanders, former President of the American Evaluation Association emailed us a link to Daniel Stufflebeam’s obituary. It read:

Obituary for Daniel L. Stufflebeam PhD

STUFFLEBEAM, Daniel L., PhD

Kalamazoo

Daniel Leroy Stufflebeam, 80, of Kalamazoo, Michigan passed away, Sunday, July 23, 2017, at Bronson Hospital in Kalamazoo due to heart failure.

Daniel was born September 19, 1936 in Waverly, Iowa to Leroy and Melva Mae (Hazelwood) Stufflebeam. He attended Wartburg College where he was a member of the wrestling team. He graduated from the University of Iowa in 1958 and received a masters (1962) and PhD (1964) from Purdue. He performed post graduate work at the University of Wisconsin. On December 27, 1958 he married Carolyn Teresa Joseph in Chicago. Daniel was employed as a professor and Director of the Evaluation Center at the Ohio State University, which he founded, and later moved to Western Michigan University, where he also served as the Director.

Daniel received worldwide notoriety for his work in evaluation and of the CIPP model. He authored 19 books and numerous journal articles and papers. He was a recipient of the Paul Lazarsfeld Award from the Evaluation Research Society and was a long-time member of the American Evaluation Association. He was named a Beula McKee Education Professor and a Distinguished University Professor at WMU. He was voted into the Education Hall of Fame at Ohio State and was named a Distinguished Education Alumni at Purdue in 2015. He retired from WMU in 2007 and later was employed in the final years of his life as a civil servant with the Volpe National Transportation Systems Center. He served in the U.S. Army Reserve from 1960 to 1968. He was an avid lifelong fan of the Iowa Hawkeyes and lived life to its fullest.

Dan was one of the founders of modern day evaluation. He was quite eclectic in his interests and laid the foundation for many of the subfields of the profession—including international evaluation, systems-based evaluation, standards, etc. This article chronicles Dan’s flirtation with The World Bank during the period 1993-94. This was the period immediately before the 1995 International Congress of Evaluation that was co-sponsored by the American Evaluation Association and the Canadian Evaluation Society. International and cross-cultural evaluation was on the minds of many of us.

2. Context

To better understand the context of the conversations taking place between Dan and The World Bank officials, it is useful to consider what was happening in the field of evaluation in the United States during this period.
2.1. Paradigm wars – new approaches and methods

During the 1980’s and into the 90’s, a paradigm war within the field of evaluation was taking place, pitting the merits of positivistic, quantitative methods against naturalistic, qualitative methods. This is reflected in the spring 1994 New Directions for Evaluation Special Issue: The Qualitative-Quantitative Debate: New Perspectives. Using mixed methods was not yet the common practice that it is today. Mixed methods was later classified as a “quasi-evaluation approach” by Dan in his seminal publication, Evaluation Models.

In 1993, the President of the American Evaluation Association was David Fetterman. Fetterman was the Director of MA Policy Analysis and Evaluation Program at Stanford University at the time. As AEA president and annual meeting program chair, he determined the theme for that year’s conference – empowerment evaluation.

Empowerment evaluation was an emerging program evaluation approach in 1993 that was developed by Fetterman. Its goal was to foster organizational self-improvement through self-evaluation processes. The approach provided communities with the tools and knowledge to monitor and assess their own performance rather than rely on external evaluators.

2.2. Developing a global vision

During the period 1993–94, when Dan was in communication with the World Bank, the American Evaluation Association’s board was solely composed of US-based evaluators and its agenda was focused on issues of interest to its American members. In fact, AEA had only been founded seven years earlier, in 1986, when the Evaluation Research Society and Evaluation Network merged to become the American Evaluation Association.

At the time, only five regional and national evaluation organizations existed in the world: the American Evaluation Association (AEA), the Australasian Evaluation Society (AES), the Canadian Evaluation Society (CES), the Central American Evaluation Association (ACE), and the European Evaluation Society (EES).1 AEA and the Canadian Evaluation Society agreed to cosponsor an international conference to be held in 1995 in Vancouver, British Columbia, Canada. The theme of the conference was to be “Evaluation for a New Century: A Global Perspective”. It appears that, in the lead up to the conference, many people in the profession, including Dan and World Bank officials, were thinking about evaluation from an international perspective.

3. First contact

Dan described the initial contact with The World Bank in a letter dated 30 September 1993, that he wrote to Provost and Vice President of Western Michigan University, Dr Nancy Barrett. He mentioned a meeting that he held with Vincent Greaney the day before (29 September 1993). Dr Greaney was a former Fulbright Scholar at The World Bank. Dan gave a brief history of The Evaluation Center. He traced the Center’s beginnings back to 1963, when it was established at The Ohio State University as a test development center. In 1965, Ohio State converted the test development center into The Evaluation Center. The focus was expanded to include conceptualization and methods of educational evaluation. From 1965 into the ’70s, the Center worked with the U.S. Office of Education, state departments of education, research and development organizations and school districts to improve their evaluation practices. One outcome of that work was the development of Dan’s CIPP evaluation model.

CIPP is an approach whose acronym stands for context, inputs, processes and products. Context evaluations assess needs, problems,
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