A-I. NOMINEE INFORMATION

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A-II. NOMINATOR INFORMATION (If different from the nominee)

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PART B: INDEX OF SUBMITTED MATERIALS

All items in the nomination packet should be compiled in the order listed below with this document as the first page.

B-I. NOMINATION JUSTIFICATION STATEMENT

B-II. LETTERS OF SUPPORT

(Please list. Maximum of five letters)

<table>
<thead>
<tr>
<th>Letter Written By</th>
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<tr>
<td>1. MELVIN MARK</td>
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<td>2. MICHAEL SCRIVEN</td>
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<td>3. HUEY CHEN</td>
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<td>4. CHRISTINA CHRISTIE</td>
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<td>5. DALE BERGER</td>
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B-III. SUPPORTING DOCUMENTATION

i. Vita or Resume of the Nominee (Maximum of ten pages)

ii. Reports/Publications (List report titles in the order that they appear in the nomination packet. Maximum of three reports/publications)


It is a pleasure to nominate Stewart I. Donaldson for the American Evaluation Association’s Paul F. Lazarsfeld Award for contributions to evaluation theory. Probably the most familiar of Stewart’s contributions to evaluation theory came in his 2003, 2007, 2008, 2011, and 2013 evaluation books, a 2011 issue of *New Directions for Evaluation* (*NDE*), and a number of subsequent chapters and articles on theory-driven evaluations, improving evaluation evidence and conclusions, exploring the intersections of applied psychology and evaluation, emerging practices in international development evaluation, and future directions in evaluation. Stewart has contributed to evaluation theory over a long period of time, in important ways, with publications and presentations on a wide array of topics.

Theory-driven evaluations

Donaldson has spent the past two decades evolving, expanding, and improving theory-driven evaluations. Originally influenced by the writings of Rossi, Chen, and Weiss, he has developed a contemporary approach he refers to as *Program Theory-Driven Evaluation Science*. Theory-driven evaluation was originally put forth as a way to integrate the hard won lessons of evaluation practice over several decades. It was an attempt to incorporate the strengths of other evaluation approaches in an effort to synthesis and integrate the field. Simply stated, Donaldson’s contribution and advancement of theory-driven evaluation involves using a conceptual framework of the evaluand in its context (sometimes described as program theory, theories of change, logic models, systems frameworks or the like) for tailoring specific evaluation designs and methods to answer the key theory-based evaluation questions. Donaldson has described the contemporary version of this approach in detail and has provided very concrete examples of program theory driven evaluations in practice in his influential and widely cited book:


This book endures as one of the most significant contributions to theory-driven evaluation in the last decade. It is particularly effective in addressing the integration of theory and practice, and providing concrete evaluation examples of how such integration enhances both the quality and utility of evaluations. Moreover, Donaldson makes a compelling case that the integration of theory and practice is what makes evaluation a scientific endeavor.

Leading up to and laying the foundation for his major theory-driven evaluation science book were several important articles that address the theory-practice connection.


**Social psychological theory and evaluation practice**

Throughout his writings, Donaldson has demonstrated the meaningfulness and fundamental wisdom of Kurt Lewin’s proposition that "Nothing is as practical as a good theory." Kurt Lewin, as the founder of modern social and organizational psychology, pioneered attention to the theory-practice connection. Donaldson has brought that perspective to evaluation and, in doing so, has contributed significantly to our understanding of the integral nature of the theory-practice linkage. Important works in this regard include:


Later in this statement I’ll return to the linkage Donaldson has forged between social psychology and evaluation. First, I’d like to highlight other ways in which he has connected theory and practice in his evaluation contributions.

**Applying theory in evaluation design and practice**

Donaldson has published many empirical evaluations and conceptual frameworks to illustrate the value of theory-driven evaluations to advancing substantive knowledge in various domains. Examples of these publications include:


**Theory, methodology, and high quality evidence:**

**Toward improving evaluation evidence & conclusions**

A consistent theme in Donaldson’s writings is the role of theory in guiding methodological decision-making and strengthening evidence-based conclusions. Rather than treating theory as an issue unto itself, he is especially skilled and astute at connecting theory to broad issues, like evidence-informed practice. Examples of his writings that address improving evaluation evidence and conclusions include:


One of the central challenges in all of Donaldson’s practical evaluation work has been gathering credible and actionable evidence that supports and leads to accurate evaluative conclusions. His passion for improving the methods we use to gather evidence is evident throughout a large portion of his written contributions to evaluation theory and practice. For example, differential attrition was a big problem Donaldson faced when analyzing data from the large prevention trials described above. Working closely with John Graham and other colleagues, he conducted a series of studies and published two influential articles to illustrate how to deal with the common problems of missing data and differential attrition in order to arrive at sound evaluative conclusions.


Two other very serious problems in some areas of evaluation research are self-report and mono-method bias. With funding from both the National Institute of Mental Health and the National Institute on Alcohol Abuse and Alcoholism, Donaldson conducted several studies to shed light on how to prevent and deal with self-report and mono-method bias in organizational and evaluation research. His 2002 article, he published a conceptual framework based on sound empirical evidence that has become particularly influential (approximately 220 citations in Gooler Scholar) for understanding this challenge to collecting credible evidence.


Perhaps Donaldson’s most visible contributions to improving evaluation evidence in recent times has been his 2008 book and 2011 *New Directions for Evaluation* volume which address one of the most thorny issues challenging the evaluation field today – should randomized controlled trials (RCTs) be considered the gold standard for impact evaluation. He addressed and framed this contentious issue as a critical example of the intersection of theory and practice:


Some authors in these volumes make strong arguments for experimental evidence as the gold standard, while others make strong arguments against privileging RCTs in impact evaluation. This first volume has been widely cited and has received much acclaim in the evaluation community. Sage publications has recently contracted with Donaldson and his colleagues to do a second volume that broadens the debate and discussion to what counts as credible and actionable evidence in evaluation practice. The *New Directions for Evaluation* volume with Huey Chen and Mel Mark promises to further illuminate the challenging nature of this issue and to advance understanding of validity in contemporary evaluation practice. A listing of additional written contributions to this topic are provided below.


Finally, Donaldson has made additional contributions to improving evaluation methods and approaches ranging from understanding how to conduct mediator and moderator analysis to improve programs, using meta-analysis to strengthen program designs, and facilitated debate and discussion about the strengths and challenges of utilization-focused and empowerment evaluation.


**Developing and deepening the intersection of applied psychology and evaluation**

Donaldson is a well-known leader in the area of applied scientific psychology. In addition to leading one of the largest and most successful graduate programs in this field for more than a decade, he has written extensively making contributions to advance the field. For example, in 2006 he published a book that documented the rise of applied psychology and explored a wide range of application areas and career opportunities.


In this volume Donaldson & Berger (2006) analyzed U.S. Department of Education data and showed that psychology had been extraordinarily successful at recruiting the next generation of social scientists into the discipline. Furthermore, they revealed that there had been a rapid rise in the number of Ph.D. level psychologists working outside traditional mental health service professions and the university.

One new area that showed particularly strong growth was evaluation. Donaldson & Christie (2006) contributed a chapter to the volume illustrating the intersection of applied psychology and evaluation, and describing a wide range of career opportunities for psychologists interested in program, policy, and organizational evaluation. Their chapter has been quite popular with students seeking information about career opportunities in the discipline and profession of evaluation.


Several years earlier Donaldson and his colleagues explored the intersection of psychology and evaluation in their widely cited American Journal of Evaluation (2002) article analyzing the antecedents and consequences of excessive evaluation anxiety. This article provided evaluators with 17 practical strategies for preventing and managing evaluation anxiety in program evaluation practice. This work illustrated that more than technical skills are required to conduct high quality evaluations and set the stage for broader discussions of the psychology of evaluation. This contribution has consistently been in the top 20 of the most-cited AJE articles: [http://aje.sagepub.com/reports/most-cited](http://aje.sagepub.com/reports/most-cited).


Donaldson has since made many more significant contributions aimed at expanding the intersection of psychology and evaluation. In 2008, he and Hallie Preskill illustrated how professional evaluation and the new positive psychology movement could contribute to improving the evidence base for career development programs.


In 2011, Donaldson further explored the intersection of positive psychology and evaluation in a book with colleagues Mihaly Csikszentmihalyi and Jeanne Nakamura.


He specifically contributed chapters to this volume that illustrated the importance of using knowledge about evaluation theory and practice to develop positive psychology interventions to improve health, education, work, and public policy.


Finally, with AEA colleagues Melvin Mark and Bernadette Campbell, Donaldson published a second book in 2011 focused on learning from and expanding the intersection of psychology and evaluation. This volume focused specifically on improving social psychology and program/policy evaluation.


In addition, he and social psychologist William Crano contributed a chapter exploring the intersection of theory-driven evaluation and applied social psychology.


The chapters in this volume provide many good examples of how social psychology can be improved by evaluation, and how evaluation can be improved by social psychology theory and research. It calls out for more evaluation intersections of various sorts to be explored in the future and provides an example of the value and power of these explorations. This book promises to make important contributions to both the future of social psychology and evaluation theory and research.

**Elucidating the importance and contributions of theory-practice integration to international development evaluation**

Donaldson received a $350,000 grant from the Rockefeller Foundation in 2010 to build evaluation capacity in the growing field of international development evaluation. This work has substantially extended his impact on cross-cultural evaluation work. He primarily has focused his efforts on three notable projects.

First, he assembled a group of world level experts to reflect on many years of experience, successes and failures in development evaluation in Asia and Africa, and on recent work supported by the Rockefeller Foundation on Rethinking, Reshaping, and Reforming Evaluation. These leading thinkers contributed chapters that explored concepts, frameworks and ideas that promise improve international development evaluation’s influence, ability to respond to the challenges of the 21st century, and to play a meaningful role in social and economic transformation.


Second, in collaboration with UNICEF, Rockefeller and many other international development partner organizations, he and colleague Marco Segone designed and hosted an extensive webinar series designed to teach evaluation practitioners working in developing countries about cutting edge evaluation theory and practice issues. The series provide more than 40 webinars which were attended by more than 3,330 participants from more than 100 countries.

Finally, Donaldson and Segone developed an e-learning series on (1) equity-focused evaluations, (2) national evaluation capacity development for country-led monitoring and evaluation systems, and (3) Donaldson’s latest book on Emerging Practices in International Development Evaluation. To date, more than 12,000 participants from 170 countries have registered to participate in the series. This effort is part of a larger initiative call EvalPartners that aspires to contribute to the enhancement of the capacities of Civil Society Organizations (CSOs) - notably Voluntary Organizations for Professional Evaluators (VOPEs) - to influence policy makers, other key stakeholders and public opinion so that public policies are evidence-informed and supports equitable development processes and results. This effort has gain considerable momentum in the last 4 months and now has 34 key organization partners. Some of the analyses from this work revealed that there are now more than 120 VOPEs with more than 35,000 members. Donaldson is on the Advisory Board of EvalPartners and remains active in helping develop these networks to improve evaluation theory across both developing and developed countries. He has recently made presentations about his international development evaluation work at the European Evaluation Society Meeting in Helsinki, the American Evaluation Association Conference in Minnesota, Malmo University in Sweden, the Danish Evaluation Institute in Copenhagen, Oregon Program Evaluators Network in Portland, and the International Development Evaluation Global Assembly in Barbados.

Donaldson’s evaluation work in international and cross-cultural evaluation and research, and his recent work as Co-Director of AEA’s Graduate Education Diversity Internship program have inspired him to think more deeply about the role of culture in evaluation theory and practice. He has recently provided a number of training and webinars on AEA’s cultural competency statement as part of the GEDI program, and gave presentations on related topics at many conferences around the world. He and his former student Katrina Bledsoe were recently invited to contributing a chapter based on their recent presentation at the Culturally Responsive Evaluation and Assessment Conference in Chicago.


As evident throughout his writings, whatever the topic, the lens through which he addresses the topic is the integration of theory and practice.

Applications of theory-driven evaluation science

From the beginning of his distinguished career, Donaldson’s theory-driven evaluation science work has been grounded in rigorous empirical work. For example, he received funding from the National Institute of Alcohol Abuse and Alcoholism to apply theory-driven evaluation principles to the evaluation of large-scale prevention programs. This work led to important empirical contributions that advanced knowledge in the substantive area of school based prevention and illustrated how theory-driven evaluation can pay off in the evaluation of large scale
More specifically, Donaldson and his colleagues identified the mechanisms that explain why popular programs like DARE both fail and succeed. In the 1994 article, “just say no” strategies were found ineffective while social norms were predictive of the onset of substance use. A second theory-driven evaluation published in 1995 isolated the harmful effects (unintended consequences or side effects) of “just say no” or resistance skills training. These contributions were based on the analysis of four waves of data collected from approximately 12,000 students, and were very influential in the public debate as well as the literature with more than 350 citations to data.


Donaldson continued to apply theory-driven evaluation principles to this substantive area and made a number of subsequent written contributions.


**Theory-driven evaluation for understanding the intersection of organizational effectiveness and employee well-being.**

Donaldson has also made a wide range of substantive contributions to understanding the intersection of organizational effectiveness and employee well-being. He has received funding from a number agencies and
foundations to conducted theory-driven evaluations in this context. For example, the National Institute of Mental Health funded him to apply Donald Campbell’s MTMM matrix to understand a range of measurement issues important for determine the effectiveness of workplace health promotion interventions. The California Wellness Foundation funded two large theory-driven evaluations to determine the effectiveness of investments in improving the lives of thousands of California workers. A sample of the body of written work that has influenced both his evaluation theory and workplace health promotion work is listed below.


**Broad and diverse applications of theory-driven evaluation**

While the above published contributions illustrate two substantive areas where Donaldson’s theory-driven evaluations have been influential, he has also conducted theory-driven evaluations and refined the approach in a much wider range of settings and substantive areas. For example, Donaldson’s theory-driven evaluation work has been funded by The National Institute of Mental Health; The National Institute on Alcohol Abuse and Alcoholism; National Science Foundation; U.S. Department of Education; National Office of Justice Programs;
Office of Juvenile Justice Planning; National Institute of Allergy and Infectious Diseases; Center for Substance Abuse Prevention; Riverside County Department of Mental Health; State of California Tobacco-Related Disease Research Program; First 5 Los Angeles; The David and Lucile Packard Foundation; The Rockefeller Foundation; The California Wellness Foundation; The Howard Hughes Foundation; The Hillcrest Foundation; The Weingart Foundation; The Robert Ellis Simon Foundation; The Irvine Foundation; The Fletcher Jones Foundation; The John Randolph Haynes and Dora Haynes Foundation; Commonwealth Capital Partners, L.P and Kaiser Permanente. Finally, while Donaldson has been deeply engaged in the practice of theory-driven evaluations he has been simultaneously using these grounded experiences to evolved and improve theory-driven evaluation as a contemporary theory of evaluation practice. The contributions below illustrate his efforts to reflect upon his empirical work and challenges in evaluation practice to help evaluators improve their understanding of how best to provide high quality evaluations.


**Articulating future directions for evaluation theory and practice**

Donaldson has been a leader in facilitating thinking about the future of evaluation theory and practice. In 2001, he was invited to write an article for the *American Journal of Evaluation* about what evaluation might become in the year 2010. He focused on a topic that received considerable attention, and to a certain extent, much of his vision of evaluation expanding in positive directions and taking on the role of a helping profession has been realized.


In 2002, he invited a well-known group of evaluation theorist and practitioners to the Claremont Colleges to present their visions for evaluation theory and practice in the new millennium. This work has been influential and has been used extensively in the training of new evaluators.


In addition, he provided his vision for how evaluation should be practiced in the new millennium, and summarized and integrated the diverse visions for the future of evaluation that were presented.


Finally, Donaldson organized a symposium on the *Future of Evaluation in Society* to honor his colleague Michael Scriven. The presentations were written up as chapters that will appear in a forthcoming volume focused on future directions in evaluation. The *Future of Evaluation in Society* has contributions from Scriven, Patton, Stake, House, Stufflebeam, Mark, Greene, Kirkhart, and Christie. These authors have made substantial contributions which highlight and honor Scriven’s major contributions to the transdiscipline and practice of evaluation, and set the course for a better future for evaluation in societies across the globe.


As a contributor to this volume myself, I know how hard Stewart has worked to bring it to fruition.

**Citation Counts and Indices**

The preceding pages have described the substance of Stewart Donaldson’s contributions as an evaluation theorist. My perspective as a close observer of the field is that his contributions have been hugely influential. Another indicator of his influence can be gleaned through citation counts and indices.

Below are citation counts and citation indices for Stewart Donaldson from Google Scholar (which has a broader coverage than other sources for citation information, including for example, books and NDE). As of June 1, 2013, Stewart has 2,521 citations and has averaged approximately 300 citations a year over the last 3 years.

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<td>i10-index</td>
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Paraphrasing from Google Scholar, the h-index gives the largest number h such that h publications have at least h citations. The second column has the "recent" version of this metric, which is the largest number h such that h publications have at least h new citations in the last 5 years. In the last 5 years, Stewart has had 18 publications...
that have received at least 18 citations. The i10-index is the number of publications with at least 10 citations. The second column has the "recent" version of this metric, which is the number of publications that have received at least 10 new citations in the last 5 years. In Stewart’s case, 29 of his publications have had 10 or more new citations in the last 5 years. Overall, the pattern of citations reveals an influence on the literature that is both deep and wide.

**Teaching Evaluation Theory**

Stewart Donaldson’s influence as a theorist has come not just from his writings, but through his longstanding commitment to make theory-driven evaluation the core of his teaching. This section reviews how he has contributed to evaluation through teaching theory and the theory-practice connection.

He has engaged in an extraordinary amount of teaching, training, mentoring, and evaluation educational program design and leadership. Here are examples:

- Stewart has designed and leads the evaluation doctoral, masters, and certificate programs at Claremont University that focus on evaluation theory and practice. He has taught many courses on evaluation theory to students in this program.
- He developed a very successful annual summer professional development workshop series in evaluation and applied research methods at Claremont University.
- He has mentored and supervised more than 200 graduate students and professionals working on doctoral dissertations, masters theses, certificate practicum projects, and evaluation grants and contracts at the Claremont Evaluation Center.
- He designed, leads, and teaches seminars on evaluation theory in the Certificate in the Advanced Study of Evaluation Program (a distance education program for working professionals) at Claremont Graduate University.
- He has also taught numerous evaluation workshops and made hundreds of presentations (included many keynotes, invited presentations, and AEA presidential strand sessions) on, or related to, evaluation theory.
- He has taught professional development workshops on and related to evaluation theory for more than 10 years at the Centers for Disease Control/American Evaluation Association Summer Institute.
- He leads AEA’s Graduate Education Diversity Internship Program (GEDI), having served on the AEA Board 2010-2012.

This nomination statement addresses each of these kinds of contributions. Collectively, they add to an already compelling case for selecting Stewart Donaldson for the 2013 AEA Lazarsfeld Award.

**Commitment to teaching theory**

Evaluation theory has been one of Professor Donaldson’s main teaching and writing foci since he joined the faculty at Claremont Graduate University more than 25 years ago. His written work on evaluation theory is often inspired and refined by his teaching and practice of evaluation. He has developed a number of evaluation education and training programs that emphasize training and research on evaluation theory. He has also taught thousands of graduate students and practicing evaluators about evaluation theory and the diverse theoretical approaches central to the vibrant transdiscipline of evaluation.

During the past three years, Donaldson has done similar evaluation theory related professional development work in the international development evaluation field. With funding from the Rockefeller Foundation and in partnership UNICEF he developed evaluation webinars and an e-learning program on evaluation theory related topics that have reached over 12,000 participants from approximately 175 countries.

In addition to classroom, workshop, and online teaching about evaluation theory, Donaldson has served as a mentor for hundreds of diverse graduate students and practitioners working on projects bridging the evaluation theory and practice divide. For example, Donaldson has served as chair or committee member on more than 50 completed doctoral dissertations (with more than 10 currently in progress). Many of these dissertations have focused on topics that have advanced knowledge about evaluation theory and practice. I asked him to provide me a list of these dissertations to include in this nomination justification because they reflect his mentoring influence as an evaluation theorist. Particularly noteworthy, and included in the sample below, is the current positions of these former students. So, below is a selected list of evaluation related doctoral dissertations by former students now active in the field of evaluation.

- **The Role of Method in Treatment Effect Estimates: Evidence from Psychological, Behavioral and Educational Meta-Analyses.** David Wilson, 1995: currently Professor & Chair, George Mason University.


- **Assessing Motivational Response Bias: The Influence of Individual, Item, and Situational Characteristics on the Measurement of Self-Reported Health Indicators**, Craig Thomas, 2007: currently Director, CDC Division of Public Health Performance Improvement.

- Using Appreciative Inquiry to Build Evaluation Capacity at Three Non-Profit Organizations, Shanelle Boyle, 2009: currently Research Associate, EVALCORP)

- Estimating the Effects of Teacher Certification on the Academic Achievement of Exceptional High School Students in North Carolina, Bianca Montrosse, 2009: currently Assistant Professor, Western Carolina University


• *Clarifying the Connections: Evaluation Capacity and Intended Outcomes*, Leslie Fierro, 2012: currently Evaluation Specialist, Deloitte Consulting

**Student Testimonial**

Katrina Bledsoe is another of Donaldson’s former graduate students. Her dissertation in 2003 was on *Effectiveness of Drug Prevention Programs Designed for Adolescents of Color: A Meta-analysis*. She is currently Research Scientist and Senior Evaluator at the Education Development Center – and active in AEA. She recently served a 3-year term on the AEA Board, served on the task forced that developed AEA’s Statement on Cultural Competence in Evaluation, and Co-Directed AEA’s Graduate Education Diversity Internship program with Donaldson 2011-2012. Because I know Katrina through our AEA connection, I asked her if she’d care to offer a student’s perspective in support of this nomination. She was enthusiastic about doing so and wrote me the following:

I have known Dr. Donaldson for almost close to 20 years, first as a graduate student and now as a colleague and collaborator. He was instrumental in my entry into a career in evaluation. Without having taken his signature class on *Theory-driven Evaluation* (TDE), I can say with absolute confidence that I likely would not have discovered the field. Dr. Donaldson’s enthusiasm for the course was unbridled; he taught and facilitated with exuberance. The class was engaging, infused with simulated role-plays with possible clients, evaluators, and contextual situations. Through that class, the world of evaluation was opened to me, and the use of one of my signature approaches, theory-driven evaluation, was solidified. As I continued to work with Dr. Donaldson I was exposed not only to TDE, but to other approaches and often, to the theorists who developed them.

He also introduced me to the American Evaluation Association (AEA). I attended my first conference in 1995, attending the first joint Canadian Evaluation Society and AEA conference in Vancouver, British Columbia. Throughout my doctoral training Dr. Donaldson provided opportunities to conduct numerous evaluations, many times using the TDE approach. By the time I finished my doctorate I had been practicing evaluation for several years---and I left Claremont Graduate University an experienced evaluator.

Over the years, I have since come to use participatory approaches in addition to TDE but have found Donaldson’s three step approach to conducting TDE -- (1) developing program impact theory; (2) formulating and prioritizing evaluation questions; and (3) answering said evaluation questions -- to be extremely useful in explaining the evaluation process to clients, communities, and consumers. Dr. Donaldson continues to evolve his thinking about the approach, especially in light of
the continually changing needs of programs, communities, and societies. For instance, he has worked and continues to work with international communities in adapting the TDE approach to those unique contexts. At the present, Dr. Donaldson and I are writing a chapter exploring the cultural responsiveness of TDE. I applaud him for taking a bold step in understanding how the approach is inherently culturally responsive in discerning the theories and mechanisms that drive the programs that serve diverse communities.

Donaldson has mentored more than 100 diverse students on MA Thesis projects, Certificate of Advanced Study of Evaluation Practicum Projects, and Graduate Evaluation Diversity Internship (GEDI) projects on topics related to evaluation theory, and has employed and mentored numerous students who have worked on his funded evaluation projects through the Claremont Evaluation Center.

Much of his teaching and mentoring work includes the use of his written work on evaluation theory. For example, when Michael Scriven joined the faculty at the Claremont Graduate University he was quite displeased with the Foundations of Program Evaluation Text (Shadish, Cook, & Leviton, 1991) that was being used to teach Claremont graduate students about evaluation theory. Scriven’s main objection was he thought it would better to have evaluation theorists describe their own theory or vision for how evaluation should be practiced, rather having text book authors influenced by the Campbellian experimental tradition present their framework for organizing the field. Donaldson and Scriven set out to develop a volume by inviting a diverse group of evaluation theorists to Claremont to discuss and debate evaluation theory. Each presenter developed a chapter and much of the discourse was captured in:


This volume has been used in the Claremont programs and in evaluation theory courses all over the world for more than a decade. Donaldson’s own chapter contributions included:


Evaluating evaluation training

A related area where his work has been influential is in understanding the nature and contributions of University-based evaluation training programs. He and his graduate student John Lavelle analyzed previous surveys conducted with representatives of university-based evaluation programs and found this work had some serious methodological limitations. Based on these findings, they introduced a new method for gaining quality data about these programs. They published their findings in the American Journal of Evaluation in 2010 showing a more accurate picture of the past and present from 1980-2008, and discussed the future of university based evaluation education.

This work has been extended in LaVelle’s doctoral dissertation where he is, under Donaldson’s supervision, analyzing the curriculum and a range of other important characteristics of university based doctoral, masters, certification, and professional development programs throughout the world. They have been recently been invited to share their findings in a proposed issue of *New Directions for Evaluation*.


Donaldson has also been pushing the boundaries of effective teaching and training in the applied psychology and evaluation online environment. He has pioneered the developed distance education programs in evaluation, online evaluation courses and workshops, and a variety of capacity development efforts. He has recently co-authored a book providing lessons learned us and strategies for success for teaching in an online environment.


What is relevant about these teaching and training contributions to the Lazarsfeld nomination is that deeply embedded in and interwoven throughout is attention to and focus on evaluation theory and its critical relevance to informing practice.

**Conclusion**

When I first approached Stewart Donaldson about submitting this nomination, I had only a general overview and awareness of his contributions to evaluation theory. I had read and used his book on *Program theory-driven evaluation science* as well as his *New Directions for Evaluation* and *AJE* writings. But I confess that I had no appreciation for the extensiveness of his contributions and the broad range of areas in which he has contributed to theory-practice integration. As an author and full-time evaluation professional, I have learned a great deal in preparing this justification statement – and I come away convinced that Stewart Donaldson is probably our field’s most prolific theorist.

In the midst of preparing this statement, I had a conversation with Marv Alkin, a prior Lazarsfeld recipient. He had heard that I was nominating Stewart and wanted to provide a supportive letter. He said: “Frankly, it is quite surprising to me, given the enormous contributions that Stewart has made, that he has not already been a recipient.” I explained that I would have nominated Stewart sooner, but he has been serving as an AEA Board member (2010-2012) and it is generally viewed as a bit unseemly for a current Board member to receive an AEA award. So this is the first year in some time that Stewart could be nominated. I then explained that we had already reached the permitted limit of five supporting letters, but Marv insisted that he wanted to go on the record strongly supporting Stewart’s nomination and added that he hoped the nomination would emphasize three particular areas in which Stewart has made important theoretical contributions. “Clearly, his work in examining the nature of credible evidence has been an important influence within the field. Second, Stewart's contributions to understanding program theory are enormously important. His work on what he refers to as ‘program theory-driven evaluation science’ has offered an accessible method and procedure for integrating program theory in the evaluation process. Finally, on a more general level, Stewart has attempted to integrate social psychology approaches and theories into
evaluation practice by emphasizing how theoretical work in social psychology can be used to evaluate programs and policies.”

The five supporting letters included in this nomination package provide further evidence of the high esteem in which Stewart is held by colleagues. Three of the letters are from previous Lazarsfeld Award recipients: Huey Chen, Michael Scriven, and Mel Mark. As a former Lazarsfeld Award recipients myself, I join these distinguished colleagues in believing that Stewart Donaldson has honored the field with his commitments and contributions and it is now appropriate that the profession honor him by recognizing those commitments and contributions.