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ABSTRACT

The Sex Equity in Educational Leadership (SEEL) project, funded by the Women's Educational Equity Act (WEEA) of the Office of Education, exists to develop and test strategies for correcting women's absence from administrative positions in Oregon's public schools. The strategies are intended to be usable by other state systems of education. Three characteristics of evaluating social action projects have guided the development of the evaluation methodology. The purpose of evaluation is to make judgments about the role of a program, product, or process. Second, the purpose of evaluation is to provide others with information to make decisions about what to do or not to do. The third characteristic is the combination of looking at the inward processes of a project and assessing the outward impact of a project. The description of inward processes is referred to as documentation and the assessment of the outward impact as evaluation. The report describes the SEEL project and the combination of documentation and evaluation being used. Then each method is described in detail and it is suggested that WEEA encourage common and systematic procedures for documenting and evaluating large-scale social action projects. (Author/MLF)

THE DOCUMENTATION AND EVALUATION OF A SOCIAL CHANGE PROJECT:

SEX EQUITY IN EDUCATIONAL LEADERSHIP

By

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THE DOCUMENTATION AND EVALUATION OF A SOCIAL CHANGE PROJECT: SEX EQUITY IN EDUCATIONAL LEADERSHIP

by Ken Kempner; Rita Pougiales, and Patricia A. Schmuck

Feminist troublemakers have been around a long time. The work of Mary Wolstencraft, Anne Hutchinson, Sojourner Truth, Margaret Sanger, Susan B. Anthony and Emma Goldman span the centuries. Although their lives are known to us through accounts of historians and biographers, much of what they learned about changing the social order is lost to us. Troublemakers have been around a long time; however, evaluators of troublemakers are more recent.

Today we are indeed fortunate. Not only are we paid to be "troublemakers" by our federal government, we are spurred on by federal demands for accountability to evaluate our efforts to help others be more successful. This AERA panel on evaluation of programs under the Women's Educational Equity Act (WEEA) is an important step in providing a legacy for change. Perhaps through evaluations of projects, such as Sex Equity in Educational Leadership (SEEL), we can help other troublemakers be more successful.

We offer our remarks primarily to large social action projects. For example, funded projects under WEEA offer fertile ground for developing common and systematic modes of evaluation that can be used by others. Although each WEEA project deals with only a specific problem of sex role bias (e.g., rural high school women or women in administration), solutions to these specific problems may significantly contribute to changing the more universal and pervasive problems of cultural sex role bias. Through common and systematic approaches for evalutating projects dealing with

inequities in school administration, the penal system, the medical profession, and school life, we hope to enable future change agents to solve the universal problem of sex role bias.

Three characteristics of evaluating social action projects have guided the development of our methodology. First, evaluation is necessarily evaluative. Although that is a tautological statement, we think it is a fact too often overlooked. The purpose of evaluation is to make judgments about the role of a program, product, or process. Second, the purpose of evaluation is to provide others with information to make decisions about what to do or not to do (Worthen and Sanders, 1973). It is SEEL's intent to judge our failures and successes in Oregon so that others can make better decisions about how to achieve sex equity in educational administration. The third characteristic is the combination of looking at the inward processes of a project and assessing the outward impact of a project. We refer to the description of inward processes as documentation and the assessment of the outward impact as evaluation.

In the following sections we first describe the SEEL Project and then describe the combination of documentation and evaluation that we are using. We then describe each method in detail. Finally, we conclude by suggesting that WEEA encourage common and systematic procedures for documenting and evaluating large scale social action projects.

The SEEL Project: A Description

The SEEL Project is housed at the Center for Educational Policy and Management (CEPM) at the University of Oregon. It is funded by the Women's

Educational Equity Act of the Office of Education. SEEL exists to develop and test strategies for correcting women's notable absence from administrative positions in Oregon's public schools. The strategies are to be usable by other state systems of education.

The sex composition in education has never been stable. Before the Civil War men were "school masters;" after the Civil War education became a "woman's profession." Since World War II, men have again entered the field of teaching. In school management, however, the percentage of women, while never large, has decreased dramatically during the last ten years. By 1974, for example, women held 66% of all positions in education, yet men held 87% of the principalships, and 99.9% of the superintendencies (Schmuck, 1976).

Despite recent efforts to equalize educational opportunities for males and females, women continue to be underrepresented in school management. Within the last five years, several studies have explored the reasons for this disparity. One study, conducted in 1975 by Patricia Schmuck, identified three reasons for the sex imbalance in educational administration in Oregon:

1. Because it is a male sex-typed occupational role, women have not aspired to be administrators, and men believe it is inappropriate for women to enter those roles.

2. Women with certificates in education have less advanced training than men with certificates, and when women enter graduate programs in education they typically do not enter programs in administration.

3. There are formal and informal processes of grooming, recruitment and administrative selection at the local school level that perpetuate sex inequity and sex segregated jobs.

The SEEL Project exists in order to correct this sex imbalance. By implementing a number of activities that constitute a strategy for change, SEEL

is creating a model of effective products, procedures, and personnel to achieve sex equity usable in other educational settings.

The project is organized around five specific goals:

1. To build public awareness of sex inequities in educational leadership.
2. To train and recruit women for educational leadership.
3. To build the state's capacity for continuing activities to bring about equity in school management.
4. To conduct research about public attitudes toward females in administration, selection procedures in administration, and women's career patterns.
5. To disseminate the model through trial replication efforts in Illinois, linkages with other networks, and a final product.

Each year several different activities have been designed to reach these goals. The activities are aimed at a diverse audience of individuals, educational groups, and institutions. We assume that lasting change will occur only if the relationships among these audiences are changed.

Examples of the more than 20 activities include products such as a quarterly newsletter, a textbook on sex inequities, a slide show, procedures such as the Oregon Network (a communication system to channel information about applicants and job openings), and the formation of the Oregon Women in Educational Administration (an organization of aspiring and practicing women administrators in the state).

The SEEL staff is composed of five faculty members and five graduate students most of whom work part time. We gather weekly to share information, plan, and make decisions. Decisions are made by consensus, and responsibility for leadership is shared.

Documentation and Evaluation: Beliefs and Assumptions

The documentation and evaluation of SEEL is an attempt to create a methodology to account for the intricate dynamics of social change. The methodology evolved in the SEEL Project after the project was begun. In the original proposal, evaluation followed a traditional performance goal model. The evaluation model was too simplistic and, therefore, insufficient to help others replicate SEEL's efforts.

The model now includes a dual perspective of documenting the inward processes and evaluating the outward impact. We believe both are important in viewing change. The inward and outward focus reflects our belief in the dynamics of human interaction and responsiveness in the change process. We see social change as a humanly created phenomenon. In the documentation and evaluation, a dialectical view of social reality emphasizes the dynamics of interaction and responsiveness between the change agents and the target groups. The model focuses on the flow between change efforts and responses to those efforts. It is through this interaction that SEEL developed change strategies responsive to their target groups.

A major belief of the SEEL Project and the documentation is the ideology of feminism. We presume sex equity is a social necessity. Although we are aware that all WEEA projects operate in a social context of sex role bias, we also operate under the assumption that we can attack the specific issues of sex role bias within education.

Sex bias can be considered as a specific phenomenon present in some aspects of our culture (i.e., job discrimination in education or differential

treatment in classes) or as a universal phenomenon representing inequality in all spheres of the society. As a universal phenomenon, sex bias perpetuates women's inequality. Adopting such a universal explanation would lead to strategies that are not confined to the profession of education. Our major assumption is that if we can begin to solve sex inequities within a specific sphere of the society (i.e., school management) we may begin to effect a change in universal problems of sex role bias in the more pervasive culture.

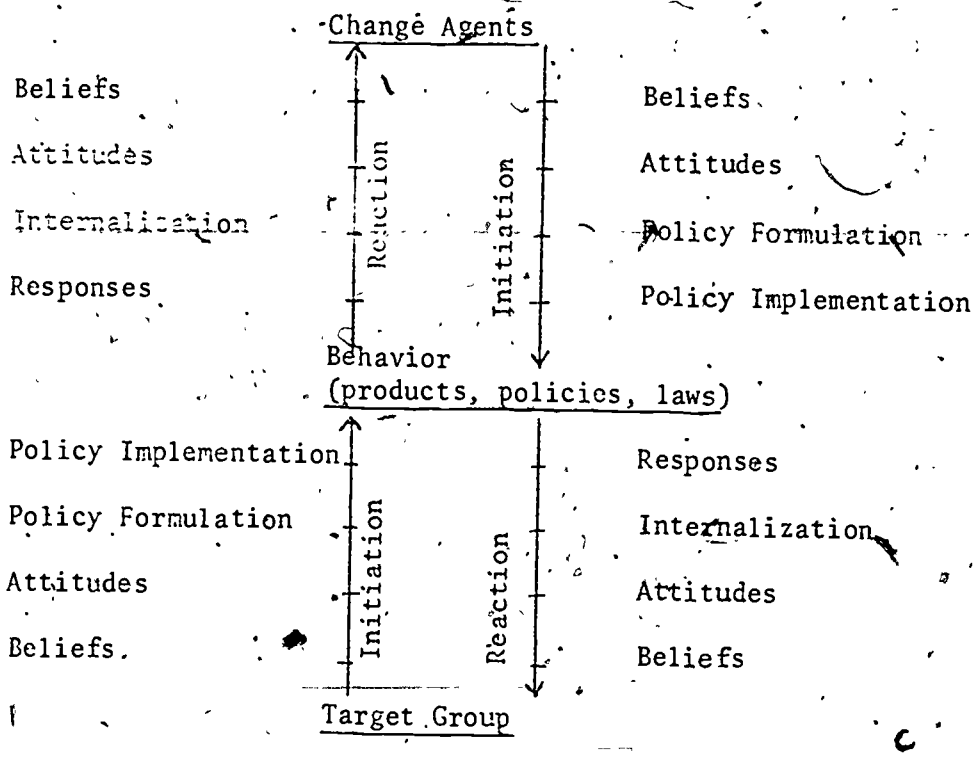
In the next section we introduce the concept of social change as a dialectic. Because the strategies of changing women's representation in school management are reassessed from contact with SEEL's target groups, the documentation and evaluation must account for this dialectic. Change is viewed as evolutionary, a gradual process of mutual adjustment.

Social Change as a Dialectic

Social interventions are interactions between agents of change and target groups. This dialectic is illustrated in Diagram 1 which (1) outlines the initiation-response process of an intervention, and (2) identifies the inward and outward levels of an interaction. The diagram is important for documentation and evaluation because it accounts for the inward processes of strategy development and the outward impact of these strategies on the target group.

Diagram 1

Dialectic of Social Change



Initiation-Response Process of Social Interventions

The initiation process of a social change effort is illustrated in the right, upper half of Diagram 1. Because change agents, such as SEEL, hold certain beliefs and attitudes concerning an ideal social system (i.e., women should be equal to men), internal policies, laws or behaviors will be formulated to alter a social system that violates the ideal.

The response of the target group to these change agent's behavior is illustrated in the lower, right half of Diagram 1. Because the target group members hold certain beliefs and attitudes (i.e., women cannot be high school principals because they cannot discipline boys), the impact of the intervention will cause some reaction by the target group such as violence, apathy, disbelief or verbal abuse. Indeed, the reactions of individuals faced with stress (i.e., disbelief, shock, anger) are not atypical of a group's reactions to data which are contrary to their beliefs. For instance, for many male administrators, a typical rationalization is that "women don't want to be superintendents." Internalized reactions from women educators to information about sex inequities in administration are often different and lead to responses such as, "What can we do to change the situation?"

The initiation of the target group's response to the intervention emanates from their beliefs and attitudes leading to certain policies and behaviors as illustrated in the lower left portion of Diagram 1. Based upon their assessments of an ideal social system, target groups formulate policies in reaction to the intervention efforts.

The dialectic nature of this process is apparent when the change agents react to the target group's behavior. For example, SEEL created a directory of qualified women administrators in response to the male administrator's contention, "We would hire women, but qualified women don't apply." This continuous dialectical exchange between the two groups can proceed until compromise is reached, one side dominates the other, or one side concedes. The process may never stop.

Only one target group has been illustrated in the diagram to simplify the description of the interactive process between the change agents and the target group. In reality, however, different groups comprise the target audience. By splitting the model below the beliefs and attitudes of the change agents, multiple target groups can be accounted for in an intervention. Change agents will develop differing strategies to deal with each target group and react to these groups by reformulating new policies and behaviors.

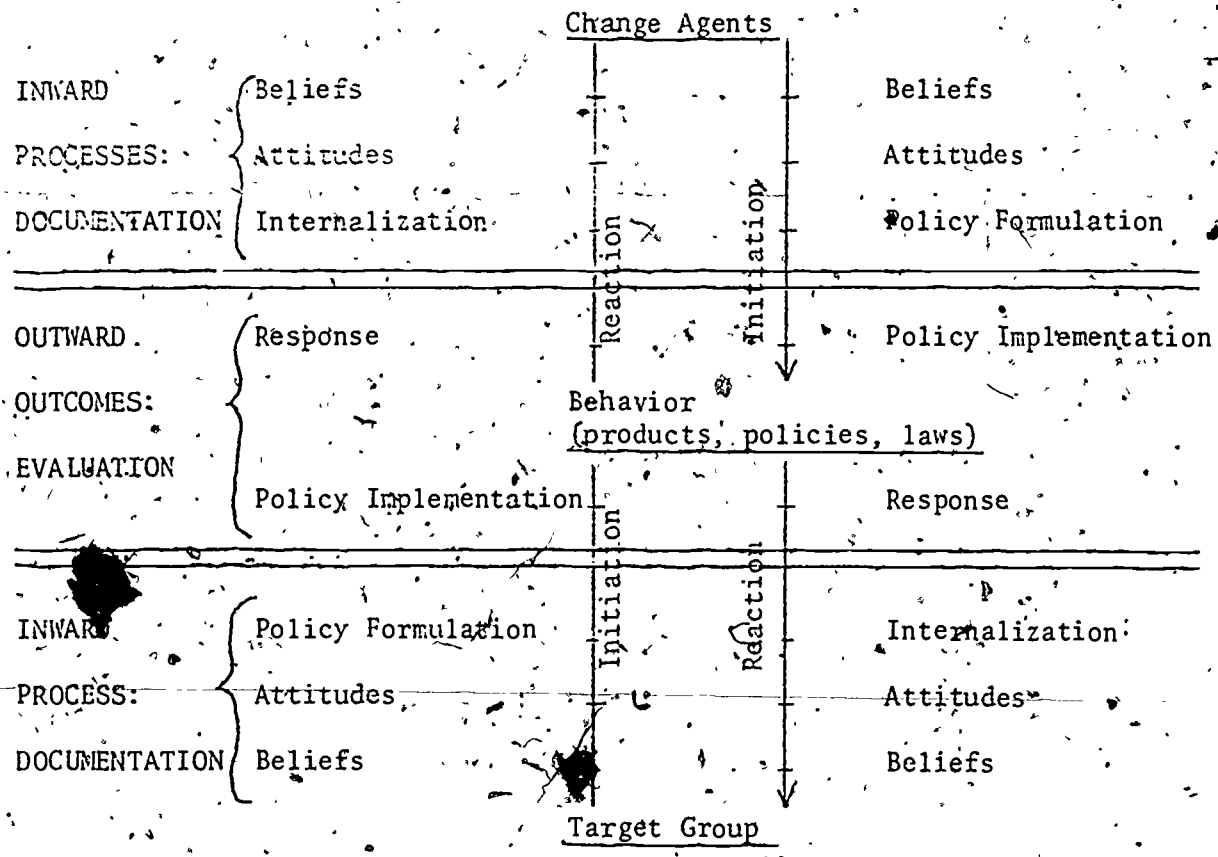
Levels of an Intervention

The second purpose of the social change dialectic enables evaluators to identify the inward processes and the outward impact of an intervention. The inward processes include beliefs, attitudes, and policy formulation/internalization that occur within the change group and target group. Inward processes are relatively intangible, and primarily qualitative methods are used to document this realm which is identified in Diagram 2.

The project's impact is more observable since phenomena such as policy implementation/reaction and behavior can be quantified. Outward evaluation

Diagram 2

Dialectic of Social Change



can be accomplished by accumulating more objective data on each group's behavior and is identified in the middle area of Diagram 2.

By documenting the inward processes and evaluating the outward impact of each group in a social intervention, the more intangible processes, such as beliefs, attitudes, policy formulation/internalization as well as the observable behaviors and reactions, can amplify a description of the change effort's effectiveness.

Documentation and Evaluation Methodology: The Use of Qualitative and Quantitative Methods

Social interventions are typically complex treatments of systems, not experimental treatments of individuals. Riecken (1974) suggests a tripartate distinction of goals to match the complexity in changing social systems. Social intervention goals can be classified as "ultimate goals," "instrumental goals," and "performance goals." At the first level (performance goals) daily activities are accomplished or performed to implement the second level (instrumental goals). The instrumental goals in turn provide the "principle means" to accomplish the third level, ultimate goals. Often only performance goals are evaluated in an intervention and success is determined on how well individuals accomplish these daily tasks or goals. Complete project evaluations must include, however, an analysis of the manner in which the accomplishment of the performance goals assisted in completing the instrumental goals of a project, and finally how the instrumental goals assisted in completing the ultimate goals. For example, one performance goal for SEEL is publishing

a quarterly newsletter. This activity is performed to assist the instrumental goal of creating greater awareness of equity issues in education. This instrumental goal of awareness has been developed to assist in the accomplishment of the ultimate goal--sex equity.

These goals can be evaluated best by combining quantitative and qualitative methods. Often only quantitative measures are used to assess goal accomplishment. Qualitative methods are necessary because purely quantitative measures are often inadequate to portray social reality. Because the ability of reactive measures to predict individual behavior in a natural environment is questionable, the evaluation of an intervention cannot be based only upon attitudinal or reactive quantitative measures. Because charisma, competency, organizational dynamics and social norms influence the success of a project, the effects of these intangible attributes must be documented. Evaluators that only use reactive measures and ignore the intangible processes of the intervention, the groups, and the environment will overlook the complexities that interact to cause behavior.

By combining both quantitative and qualitative methods in documentation and evaluation, intangible attributes, internal processes, and concrete behavior can be assessed to evaluate the impact on the ultimate, instrumental and performance goals of a social intervention. The complementary nature of these methods are described by Rist (1977):

> It may well be that some of the most intellectually stimulating and exciting developments in educational research over the next decade will be in working out the implications of the dialectic [between qualitative and quantitative methodologies]. If breakthroughs are to come, they will happen, as Kuhn (1970:110) suggests, when 'scientists see new and different things when looking with

> familiar instruments in places they have looked before.' It may well be that when the 'familiar instruments' of quantitative and qualitative methodologies are juxtaposed, we will 'see new and different things.' (p. 48)

The following section further explains the rationale for using both qualitative and quantitative procedures in documenting the inward processes of a change effort and evaluating the outward impact of a project.

Inward Process Documentation

The inward documentation of a social change project describes the process and development of policy. Our view that social change is created through the dialectic of human interactions is central to the inward documentation. This view helps explain the nature of staff processes, which is both interactive and evolutionary. We believe attention to the inward subjective life, ideology and history, are critical in understanding how a project's dynamics lead to policy implementation. Policies evolve because people influence each other's beliefs through interaction among individuals, within the group and between the staff and target groups.

Documentation by Ethnography

Ethnography is the method of qualitative research used to document the internal reality of SEEL. The methods commonly used by ethnographers include participant observation, key-informants, life history, formal documents, unobtrusive measures and artifacts (Pelto, 1970). The research goal is to portray the full, actual, lived reality of a social situation:

> The term ethnography belongs to anthropology: ethnography provides the basic descriptive data on which cultural anthropology is founded. And ethno-graphy is, literally, an anthropologist's 'picture' of the way of life of some interacting human group; or viewed as process, ethnography is the science of cultural description.
>
> --Wolcott, 1975

The SEEL documentation consists of observations, interviews, analysis of written records and tapes, and instruments such as sociograms.

There are two stages to the method: data collection and interpretation. In the first stage extensive observations and data are collected and categorized. This stage represents the traditional boundaries of ethnography. For the SEEL documentation, an interpretative level is necessary to allow the documenter to draw from the observable world to analyze the subjective variables involved in social change.

In the SEEL documentation the interpersonal and decision making processes which underly activities are carefully observed, yet not all 16 activities of the project are documented fully. Those activities that are critical in reaching the ultimate goals of the project, or microcosms of project goals, were chosen. Some of the more complete documented activities include the Oregon Network, the formation of Oregon Women in Educational Administration (OWEA), the teaching of a university class, and the development of a slide show.

Documenting these activities and the underlying processes require a thorough historical and descriptive record. For instance, the Oregon Network and the organization of OWEA were documented through recorded observations, tapes and written documents which contained the details of how these organizations developed. Within the "field notes" are the statements about the problems, strategies and beliefs of women administrators as well as observations on the setting, the dress, non-verbal behaviors, jokes, language and speech patterns. The field notes are messy and disorderly, as is the world they reflect. Rather than prematurely imposing order on the internal reality of SEEL, the documentor attempts to reflect the project's reality.

As in most life experiences, the initial disorder clears as consistent patterns of behavior emerge. The process of distilling the observational data has led to more generalizable statements about SEEL. The potpourri of unique happenings becomes recognizable patterns of behavior. As the documentation continues and more observations can be made, the reality of the project becomes more concrete.

Documentation can assist others in replicating some SEEL activities (the ultimate goal of the project). The requirements of energy, planning and designing an operation as complex as the Oregon Network, for example, must be communicated to others. For some of the activities, such as the development of the newsletter or the slide show, the documentation will be primarily descriptive. For other activities, such as the development of the Oregon Network, interpretation will be added to the observational data. While the mechanics of organizing and implementing an activity as complex as the Oregon Network are important to describe in the documentation, the subjective factors must also be known to fully understand the organization. A descriptive approach alone will not adequately prepare others who attempt to replicate activities within their own unique settings because each procedure is established within a specific political and social context.

Role of the Documenter

A critical issue in ethnographic research is the influence of the documenter; ethnographers use their own perceptions as the criteria for gathering and interpreting the data. It is a subjective method without the rigor of

the scientific method. This represents both a strength and weakness of ethnography. The strength lies in the subjective description; ethnographers capture not only the obvious but also the subtle characteristics of human beings within their environment. The strength of this method is also its weakness. Documenters bring to their observations a prefigured notion of reality; one's awareness is a built-in bias.

This presents certain conflicts and issues. By tradition, an ethnographer maintains a distance from the observed group to guarantee a minimum of emotional involvement. It is assumed that distance provides a more objective and thorough description. The conflict is that a degree of involvement is essential to meaningfully experience a group (Geertz, 1973). While neither extreme is helpful, a movement between involvement and distance is ideal because it allows for an objective perspective as well as a sufficient immersion in the reality of the project. The dichotomy between "stranger and friend" (Powdermaker, 1966) is an essential working style of ethnography.

Outward Impact Evaluation

The outward impact of an intervention can be evaluated in a behavioral and a comparative assessment of the change effort. The behavioral assessment includes evaluation of the present behavior of both the change agents and target groups and the future potential for change in these group's behaviors. The comparative assessment contrasts the change effort with other possible methods of intervention.

Behavioral Assessment

Because behavior occurs throughout time, an evaluation of an intervention must include an assessment of present behavior and a prediction of future behavior.

Present behavior. The impact of a project's present intervention activities is observable and quantifiable. Since reactive or projective measures of behavior or attitudes provide doubtful surveys of reality, unobtrusive measures offer a better method for evaluating behavior. Unobtrusive measures are preferable because they do not rely on the accuracy of predictions and are not confounded by individual perceptions or acquiescence to evaluators.

When social interventions have well-defined ultimate, instrumental, and performance goals, a project's effectiveness is more easily assessed. By identifying the cause-effect relationship of change efforts the evaluator can assess the impact of project activities. The identification of goals and activities enables the evaluator to measure the impact of these strategies.

In the SEEL Project, five objectives accompanied by specific activities provide measures for evaluating the present impact of the project. Evaluation is accomplished by measuring the impact of the performance goals (i.e., SEEL activities) and the impact of the instrumental goals (i.e., SEEL objectives).

Examples of the present behavioral assessment of SEEL's activities include the gathering of data on enrollment in certification programs, hiring practices of school districts, and the number of women applicants for administrative programs. With counts of product use frequency, feedback, requests for information or assistance, publication and research usage, and other measures, the present behavioral impact can be assessed.

Future Potential for Change. An assessment of the present change behaviors fails to account for the potential, longer range effects created by an intervention. For an intervention to be successful, it must create change that endures. The evaluation of an intervention's present accomplishments without the assessment of the potential for continued change would provide a myopic evaluation. Documenting this legacy for future change, therefore, is a vital component in evaluation.

A project's processes, products, and people provide the evaluation measures for future change. Because most externally funded projects are ephemeral social change efforts, the most effective projects will be those that leave a legacy of continued change. The evaluation of this change legacy can be accomplished by assessing the effects of the processes, products, and people of a project to assure future change.

An example of a process that may facilitate continual change is the "Hawthorne effect," found in a classic study by Roethlinsberger and Dickson (1939). This study illustrated the confounding effect of the experimenter's presence. While it is a problem for rigorous research designs, such an effect can be desirable in social action projects. For example, should administrators feel obligated to hire women because of a watchful SEEL Project, their increased hiring of women would be a desirable outcome. Should administrators return to their sexist habits after the SEEL Project ends, however, the intervention will have had little residual effect. If the project creates methods to continue the intervention process, an organization other than SEEL could provide the "watchful" effect. Examples of SEEL's efforts to maintain a "watchful eye" after funding ends include changes in certification requirements, continued publication of a newsletter, creation of a network to monitor administrative openings, and the organization of a new state-wide administrative women's organization.

In addition to processes that can assure the continuation of an intervention, products assist in providing long-term change. Examples of enduring products that facilitate continual change include the following: training aids, research, publications, textbooks, slide shows, movies, short documentaries, or other such products. For SEEL, these enduring products can continue to raise the public awareness of the inequitable situation and supply materials for future change agents to continually pressure target groups.

Closely associated with process and products are people. Because processes and products are of no value unless used, the cultivation of

individuals to continue the legacy of change is imperative. The establishment of a future corps of change agents is essential to assure a project's legacy. By training individuals for specific positions or organizing groups to continue change activities, the intervention process can continue. SEEL, for example, has developed the capacity of many individuals and groups to continue the legacy of change. The Oregon Network has been developed, specifically, to create a pool of qualified women to enter administration and raise the awareness of present educational administrators and college professors.

By providing processes, products and people to continue the intervention effort, change agents can better assure the future potential for change. In evaluating a change effort, therefore, the assessment of processes that will assure future and continued change must be measured by the evaluator. By understanding how change occurs the evaluator can determine what processes are present in a project that will facilitate future change.

Comparative Assessment

In addition to a behavioral assessment of the outward impact, a second component comparing possible intervention strategies is necessary. By contrasting alternative intervention methods, the comparative effectiveness of a change effort can be determined.

If a social intervention could be accomplished in a controlled experimental setting, fewer problems would occur in choosing the most effective treatment. Without an experimental design and the lack of multiple treatments from which to choose, the most effective intervention strategy is

difficult to determine. An example of an experimental design could include contrasting the use of federal funds to place women directly into administrative positions in one state compared to a SEEL Project in another state which would provide useful information. The state with the highest number of women administrators at some specified time could be considered the most successful.

Although such experimental designs are costly and often not feasible for social action projects, comparisons can be made between strategies in two phases. The first phase is a comparison of the performance goals and the instrumental goals within a project. By determining which activities are most effective in reaching the ultimate goal, a comparative evaluation of all the project's efforts can be accomplished.

In the second phase of comparison, the effectiveness of a project's performance and instrumental goals can be compared to similar intervention efforts in other locations. The previous example in which a SEEL Project in one state was compared to the placement of women in administrative positions in another state is an example of this second type of comparison. Unobtrusive measures can be helpful in comparing strategies between groups by contrasting, for instance, the historical data between states. In the SEEL evaluation, unobtrusive measures from state department records are being used to compare the number of women hired for administrative positions between similar states (e.g., Oregon and Washington). By matching historical data and intervention activities and by comparing the impact of intervention strategies used, the most effective strategies can be determined. When no

similar strategies between groups exist, assessments must be made by evaluators to determine which strategies provide the preferable impact.

Final Evaluation Questions

Finally, two additional questions must be raised in the evaluation of social action projects: (1) what is the generalizability of the findings, and (2) what is the social efficacy of the project?

Generalizability and Adaptability

Although some interventions may be restricted to isolated social situations, the process and products developed by a project should be of value to people in other locations. No single intervention strategy can be effective for all conditions and locations, yet is is important to consider the applicability of the products and processes developed. Since SEEL has been funded to disseminate an intervention model, the usefulness and generalizability of the model for change agents beyond Oregon and the Northwest states must be considered. Change agents in different environments with different resources must also be able to adapt the SEEL model and expect positive results.

Social Efficacy

An evaluation of the social efficacy of a project should be included in assessing the accomplishment of an intervention's ultimate goal. This "so what" question concerns the worth to society of a project's efforts.

In this total evaluation of a project, the efficient and the sufficient use of resources should be determined.

In the evaluation of a project's efficacy, the social cost involved must be compared to the benefits derived: was the intervention an efficient use of resources--people, time, facilities, money? With regard to SEEL, the evaluation should determine if SEEL has been an effective use of federal resources in accomplishing sex equity.

An intervention must also be assessed according to its sufficient use of resources: did the project adequately use all resources available? To effectively accomplish a social intervention, change agents must be able to identify human and material resources than can assist in the change effort. SEEL, for example, has consulted with school administrators regarding development of the best intervention methods. Contact also has been made with future administrators enrolled as students or employed in lower-level, upwardly mobile administrative positions. By determining which individuals and materials can assist effectively in intervention efforts, evaluators can assess the use of resources by change agents.

Conclusion

Our federal government, through WEEA, has taken an active role in supporting "troublemaker" projects attempting to create sex role changes in society. We are pleased to be part of that effort. Yet, we are also concerned about providing judgments regarding the worth of projects that can help others make decisions for continuing change efforts. We suggest common and systematic evaluation procedure would be helpful.

In this paper, we have argued that documenting the inward processes of a project is as important as providing evidence of outward impact using both qualitative and quantitative methods. We have presented a model of the social dialectic to account for policy development as an evolving, mutually adapting system of change, and described in detail the methods of inward documentation and outward evaluation.

Perhaps if all large social action projects had comparable evaluation designs, comparisons could be made about which strategies are most effective. For instance, there are at least four WEEA projects about sex inequities in educational leadership, offering different solutions in different locations. If comparable data about the inward processes and evidence of outward impact could be gathered from each project, others may be better able to judge and make decisions for future strategies of change. Thorough evaluation procedures may provide our legacy for change.

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