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Empowering Collaboration: Practical Approaches to Student Equity Program Evaluation.
A Practice Report

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Abstract

Student equity program evaluation is an emerging field of practice in the Australian higher education sector. Driven by reporting requirements from the Department of Education, it is incentivised through targeted funding provided by the Australian Centre for Student Equity and Success (ACSES). Currently, the evaluation capability of equity practitioners is highly variable. Universities have responded to this challenge by employing evaluation experts to work with their student equity teams, or by commissioning expert consultants to build evaluation capability and/or undertake evaluations of student equity programs. This practice report focuses on a project that aimed to explore best practice in equity program evaluation, recognising that these are often collaborative endeavours. Through structured reflective activities, the diverse project team generated insights on factors that enable or challenge evaluation partnerships. The report concludes with a set of principles for implementing collaborative evaluation projects and outlines the key roles and responsibilities of an evaluation team.

***Keywords**:* Student equity; evaluation; reflective practice; best practice.

Introduction

Retention rates of equity and Indigenous students in higher education have decreased slightly since 2011 (Department of Education, 2024), despite substantial investment by the Australian Government through the Higher Education Participation and Partnerships Program (HEPPP). As one strategy to improve outcomes for equity and Indigenous students, the Department of Education is investing in the robust evaluation of government-funded activities. To this end, the Student Equity in Higher Education Evaluation Framework (SEHEEF) (Robinson et al., 2021) was developed to enable the systematic evaluation of HEPPP-funded projects at the national and institutional levels. The Department of Education has charged the Australian Centre for Student Equity and Success (ACSES) to lead and support the uplift of evaluation capability and practices across the sector. This report focuses on a research project that aimed to explore what best practice in equity program evaluation could look like in Australian higher education. We wanted to understand how collaborative evaluation projects can effectively be designed so that each team member has the opportunity to bring their expertise to bear and develop new evaluation skills.

Approach and Research Questions

The project started from the assumption that high-quality program evaluation in student equity and success benefits from strategic collaborations within and beyond the institution. In this case, this included several members of the student equity team, senior staff from teaching and administrative areas, an experienced social researcher, and an institutional data analyst. The internal team partnered with external subject matter experts, namely a senior researcher from ACSES and a specialist consultant in student equity program design and evaluation to deliver the first comprehensive evaluation of a set of three first-year experience programs at an Australian public university. Working collaboratively across traditional boundaries brought together comprehensive skill sets and expertise that would not have been possible with the student equity team working in isolation. At the same time, bringing a diverse group of researchers, evaluators and practitioners together presented some challenges, as people come to student equity program evaluation with different expectations and expertise.

As student equity program evaluation is an emerging field, there is limited literature on how to establish productive evaluation partnerships, including within the SEHEEF Report and Guidance Manual. Our research aimed to address this gap and was guided by two key research questions: What do equity practitioners and researchers gain from being involved in program evaluation? What challenges do they experience? We captured the diverse starting points of the evaluation team, and our learnings from individual and collective perspectives, to generate qualitative insights that can inform evaluation practice and, ultimately, the design and delivery of more effective student equity programs and services.

Effective Partnerships in Student Equity Program Evaluation

What is Program Evaluation?

Program evaluation and research are related but distinct concepts (Wanzer, 2021). For the purposes of our project, we understand evaluation and research as overlapping concepts in that they have distinct purposes and approaches but use similar methods and processes of data collection and analysis. The SEHEEF definition of program evaluation (Robinson et al., 2021) highlights the systematic collection of information to "enable judgments to be made about performance; understand what is working well, for whom, and in what context; inform decisions about future activities; improve effectiveness and impact" (p. 25).

Guiding Frameworks for Program Evaluation in Australian Higher Education

The SEHEEF provides detailed guidance on how to approach and design student equity program evaluations (Robinson et al., 2021); however, it is less explicit on their execution. At the same time, there is increasing recognition that student equity program evaluations require specialist expertise in both equity practice and evaluation (Vermillion Peirce, 2024). This means that multiple experts often work together on evaluation projects. The challenge, then, is how university leaders with responsibility for student equity program delivery and evaluation can bring together effective teams to undertake high-quality evaluations of equity programs.

In the United States, the Equity Scorecard established in 2001 (University of Southern California, 2011) by Estela Bensimon and colleagues, is perhaps the most widely cited model of equity program evaluation. It offers important learnings for Australian higher education as we commence student equity program evaluations at scale. The first step in implementing the Equity Scorecard is to set up a diverse evaluation team within an institution (Bensimon, 2004).

Team Composition

It is well established that team composition makes a difference to the effectiveness of equity programs and their evaluation (Lorenz, 2012). Moreover, the quality of the work reflects the quality of relationships (Bernacchio et al., 2007). Whether the project's findings are engaged with and acted upon is also impacted by *who* is on the team. Having widely respected campus leaders on the team impacted who paid attention to the findings (Lorenz, 2012). Diverse teams not only bring a range of skills, experience and perspectives, but give ownership of making positive change for equity students to people with different roles and positions across the institution (Bensimon & Malcolm, 2012). However, different ways of thinking and doing can also be detrimental to the effectiveness of working. McIntosh & Nutt (2022) argue that "integrated practice", where "skills, knowledges and identities are shared across professional and academic domains", is essential for student success, particularly for students from non-traditional backgrounds (p. 2). They go on to suggest that the ability to "broker" these different spaces is critical to overcoming institutional silos to effectively support the student journey.

Value of Evaluating with Practitioner Researchers

In many sectors, evaluation tends to be undertaken by external experts. However, there is growing recognition of the value of having internal teams evaluate small projects and to actively participate in larger program evaluations (Adams & Dickinson, 2010). Bensimon and Malcolm (2012) propose a "practitioner-as-researcher" model that involves "outsider researchers working as facilitators engaged with insider teams of practitioners in a process of collecting data and creating knowledge about local problems as seen from a local perspective" (p. 6). In the context of the Equity Scorecard, Lorenz (2012) reports on their experience of mobilising internal staff as evaluators:

> We could have gone into each institution, gathered the data, conducted the analysis, and written a report with our recommendations as to how equity in outcomes could be achieved. Believe me, that would have been easier. But no learning would have taken place at the college under study. Because the team members were the researchers, they owned the process and their results. They reported their own findings to their own campuses. As the principal investigators, when they wanted to know more about a particular issue, they found out. The CUE researchers lent experiences and resources that helped, but the act of engaging in the research was the true lever of change. (p. 272)

A Practitioner-as-Evaluator model holds real promise in the Australian context with the aim of realising broad uplift in evaluation capability across the higher education sector.

Barriers to Developing Evaluation Capacity

Evaluation work requires deep thinking and reflection, which can be difficult to prioritise among competing work demands (Bernacchio et al., 2007). It can exacerbate workload pressures and lead to an emotional burden through a sense of guilt or inadequacy in the absence of time, skills or knowledge to successfully undertake the work. Few student equity practitioners currently have the required skill set and expertise to independently act as effective practitioner-evaluators (Robinson et al., 2021). This is not a criticism but simply reflects the fact that these skills are not prioritised within role design, recruitment and training (Adams & Neville, 2020). In resource-constrained higher education settings, the upskilling of specialist staff can combine organic processes of knowledge and skill sharing through collaborations with more structured approaches to building evaluation capability. This has been done in other fields and countries, e.g., Adams and Dickinson (2010) with the Ministry of Health in New Zealand. In Australia, ACSES is ideally placed to deliver this structured capability uplift for equity practitioners at scale and to provide guidance to universities on how the workload associated with evaluation can be captured in equity practitioner roles.

Using Data to Inform Practice

Despite their research orientation, there can be a tendency in universities to rely on assumed knowledge, anecdotal accounts and institutional "mythologies" to develop initiatives, including student equity programs (Bensimon 2004, p. 52). In implementing the Equity Scorecard in different institutions, Lorenz (2012) observes that the "teams who prioritized what the data told them above all else were the most successful. These teams trusted what the data revealed even when it ran counter to their own experiences, the reports of others on campus, and campus myths" (p. 271). This is not least because data-informed work can effectively mobilise institutional attention and action (Bensimon, 2004).

Relatedly, engaging students in the evaluation process as experts in the student experience ensures their experiences are accurately represented. McIntosh and Nutt (2022) explain that students "bring a vital perspective" and can be equal partners in cross-institutional projects. To this end, we drew on students and student leaders to validate our data collection tools (p. 6). At the same time, we implemented a process of reflective practice at critical stages of project implementation to capture the experiences of the evaluation team in meaningful ways.

Why Reflective Practice?

Reflection is a values-driven iterative process that enables constant improvement to practices and is dependent on quality relationships (Bernacchio et al. 2007). Researchers and evaluators are effectively mobilising reflective practice within university contexts (Adams & Dickinson 2010; Bernacchio et al., 2007). Prystowsky (2018) makes a passionate argument for "courageous self-reflection […] within an institutionally supportive, trusting environment" (p. 94). This involves building relationships of trust and respect in collaborative projects within universities.

Our project took a practitioner-as-researcher approach (Bensimon & Malcolm, 2012), which brought together the institutional team of equity practitioners with external researchers, who facilitated data collection and analysis processes to create knowledge about the contributions of specific programs in their institutional context. Given that this was the first attempt at comprehensive program evaluation by the student equity team, we wanted to generate insights from team members on factors that enable or constrain productive evaluation partnerships. We were aware that the team had diverse skills and expertise, and this became our departure point.

Method

The reflection process used a qualitative methodology with our team positioned simultaneously as researchers and participants, taking a participatory and pragmatic constructionist approach (Crotty, 1998). Initially, team members were invited to keep a diary with weekly reflections to capture their observations, insights and learnings from being part of the project. In addition, there were three team meetings built into the evaluation program, which were designed to encourage reflections on the evaluation process as the project rolled out across 2024.

From the outset, multiple members of the evaluation team expressed concern about their capacity to engage in the reflection process, as their participation happened alongside busy jobs. Thus, we removed the weekly diary component, and reflective activities were integrated into core activities (all-team meetings 3, 4 and 5). The reflection activities in meetings 3 and 5 were facilitated by one of the external team members as semi-structured focus groups, which were video and audio recorded (via Microsoft Teams) and transcribed using Descript software.

Team members were additionally asked to complete a written reflection during meeting 5 and respond to five prompting questions:

1. *How would I describe my expertise as it relates to equity program evaluation at the start of the project?*
2. *What have I learnt about my program or its evaluation so far?*
3. *Have the evaluation activities changed my mind about something?*
4. *What have I found most challenging about being involved in program evaluation?*
5. *What information or training would be beneficial for me to contribute more productively to program evaluation?*

The team member who facilitated the focus groups also collated the individual reflections and shared them in the project's Teams folder, with team members identified through their initials.

Participation in all aspects of the reflection process was voluntary. The consent process was co-designed based on feedback from the team. Team members were asked for their consent to participate before each recording was started and informed that consent could be withdrawn after the meeting. Nine team members participated in the first reflection session, and eight in the second. Seven of the 11 team members provided individual reflections.

All members of the research team were invited to engage in the thematic analysis and write up of the reflection data, utilising a qualitative method accessible to non-research trained team members (Braun & Clarke, 2006). Four team members volunteered. We individually conducted data familiarisation by reading transcripts and making individual reflections and notes of initial patterns and ideas at the semantic level of the data. We then worked collaboratively to integrate the data sources, i.e., two transcripts and seven individual written reflections into one script.

Once the integrated script was finalised, we took an inductive approach to drawing meaning and identifying patterns in the data, which were noted as emerging themes. We then reviewed and interpreted themes, looked for areas of redundancy and overlap, collapsed themes and reviewed source data to check interpretations and for missing ideas. From here, we co-constructed the final themes through collaboration and conversation (following Braun & Clarke, 2006 and Fox et al., 2021) and derived a set of principles of effective evaluation partnerships.

Findings

Expertise in Student Equity and Program Evaluation: Our Starting Point

While all team members had significant experience working in the university sector, each individual's skills and experience in student equity program evaluation varied substantially. Some had specialised research skills, either quantitative or qualitative, but less experience in student equity practice. Others, had long experience of working in the equity space, but limited exposure to evaluation and research practices as the following reflection illustrates:

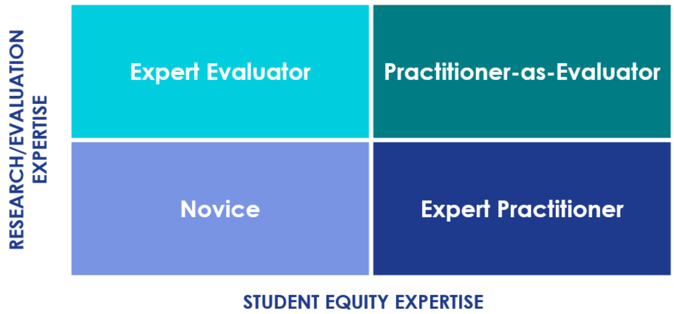
> I describe myself as an expert in the operational delivery of the equity programs being evaluated with program evaluation experience limited to the purpose of continuous improvement of our programs and activities and reporting. (EP1)

Of interest, no one in the team had extensive experience in all core skills areas—namely, evaluation, qualitative research methods, quantitative research methods, and equity student support. Consequently, the whole team needed to collaborate to ensure all aspects of this complex undertaking were supported by the requisite expertise.

In discussion, some members started to describe evaluation expertise in student equity as occurring across a continuum with two dimensions: skills, knowledge and expertise in evaluation or research; and skills, knowledge and expertise in student equity. This is depicted in Figure 1:

Figure 1

The Practitioner-Evaluator Continuum



This insight affirmed our original assumption, and findings by others (Bernacchio et al., 2007; Lorenz, 2012), that high-quality program evaluation requires partnership and collaboration. It is beneficial to surface the motivations and aspirations of team members for participating in the evaluation and to revisit these during the implementation of the project.

Institutional Constraints: Ethics Processes and Semester Schedules

We faced significant challenges during the design and implementation of our program evaluation and tensions emerged on several occasions. On an institutional level, several roadblocks relating to the university's rigid timeframes were encountered. This proved particularly problematic as we attempted to roll out the evaluation rapidly and with limited set-up time. One of the Practitioner-as-Evaluators (PE2) explains:

> The fact we missed the first ethics meeting of the year, and then got sent to the full committee, put the timelines under pressure from the get-go. And that carried through the whole project. So, the ripple effect of one missed deadline had implications all the way along. We got tripped up on things that would ordinarily have been on my radar, especially the SES [Student Experience Survey], because the project wasn't designed for semester 2 data collection. We should have done a proper redesign when it became clear that we weren't going to make semester 1 data collection.

The delays in turn added to the overall workload, as materials had to be redeveloped and amended. A key learning in this respect, was to prepare the ethics application prior to Semester 1. The other key learning was that there are communication "black outs" while the national Student Experience Survey is in the field, usually in August each year, which means that survey data collection opportunities for evaluation surveys are limited during that teaching period, which was Semester 2 in our case.

Working With(in) Embedded Hierarchies: Bringing the Team Together

Early consultation with the evaluation team was initially focused on the individuals involved in quickly pulling together the ethics application and communication to the wider team was sparse. These communication issues resulted in confusion among some team members about what their role would be, and how they would have capacity to integrate this additional evaluation work into an already busy practitioner role. This impacted initial buy-in. As an Expert Practitioner (EP1) put it, "This has been a theme throughout, the 'why' of our individual involvement has not been consistently communicated across team members." Demonstrating to all team members the relevance of the evaluation to their work is thus critical, along with how they might benefit from the professional development opportunities inherent in participating.

Adding further complexity was the fact that the evaluation project's lead investigator was also the line manager for most of the evaluation team. Internal team members felt somewhat obligated to participate in the evaluation, even though it was intended to be voluntary. There was also a level of anxiety articulated from within the team about what the evaluation process might reveal. As EP1 observed: “There is a chance that this research will show that our programs are not effective. This directly impacts my role/team objectives”. Such concerns and failures in communication can impact the relative enthusiasm of staff to participate in evaluation projects. Through effective collaboration, the more experienced evaluators on the team can put the project’s findings in perspective, demonstrate their important role in continuous program improvement and address these fears proactively.

The internal team included staff who had been seconded from academic roles and who were experienced researchers. An Expert Evaluator (EE1) on the team reflected on the challenges of working across the different cultures of professional and academic staff which manifested in differences about the consent process for the reflection activity. These tensions were raised proactively and resolved satisfactorily. Similarly, we learned a lot along the way about how best to manage the dynamics of a diverse team with layered internal hierarchies. PE1 summarised it this way:

> My biggest reflections were around that startup piece and how, whilst I […] was the internal driver, I didn't have enough of that context of the whole project and deep understanding to do that driving forward internally, and so my biggest reflections were about how we'd do that differently at the beginning of the next project, how we'd bring the team together, how we'd all unpack what the project involves, and what it's all about, and what we're trying to achieve and the roles [people are going to play].

Following Bernacchio et al. (2007) and Lorenz (2012), a key objective of the project was to show that when people come together from both practice and evaluation backgrounds, and join forces with external subject matter experts, it ultimately creates a better product. However, we found that to achieve this goal, clear and open communication and the careful management of inherent hierarchies are essential to securing buy-in from all team members. This work needs to be done in the setting-up phase of an evaluation project. The inclusion of regular whole-team check-ins can surface more deep-seated concerns which can then be addressed.

The Value of Student Records Data to Program Evaluation

For many team members, the greatest benefit of participating in the evaluation was their increased understanding of the value of student records data in making assessments about program effectiveness. Working with two data analysts gave the team new insights into how to best utilise university systems, the complexity of secondary data, their interpretation and possible applications. At the same time, there was some frustration expressed by team members that the limited time available for the evaluation project resulted in constrained learning opportunities in this complex field. As EE1 observed:

> I certainly would not be able to replicate this kind of evaluation program because I just don't have the skills. And there's no way that […] you could reasonably expect the kind of complexity of skills that [the data analysts] have to be taught in any kind of context like this. […] However, I would have loved to just learn more and have lots more plain language sort of explanations of what data is being collected, how it's being used, what kind of insights are being produced through it. And yeah, we had a bit of that today, which was fantastic.

In this respect, one of the core challenges is how to integrate meaningful and enriching professional development opportunities for team members coming from diverse starting points. More experienced team members, for example, can get exposure to different kinds of analyses. However, the complex methods, such as factor analysis and regression modelling that were utilised for this project will usually require the support from external experts.

The Complexity of Institutional Data Infrastructure as a Key Variable in Program Evaluation

It is important to note that the University’s data infrastructure, at the time of project implementation, was less mature than that of other institutions, and data extraction was largely a manual and time-intensive process that required specialist expertise and dedicated resourcing. This created a level of doubt as to the sustainability of comprehensive program evaluation as a business-as-usual practice. This was expressed by PE1:

> Knowing now that the things we were hoping to set up for more timely evaluation (i.e., ongoing regular cohort analysis) aren’t that simple, how much work went into pulling and cleaning the data, and how you need expertise/focus/deadlines mean that these will be difficult to bed down as processes in an ongoing way. I don’t want to lose what we’ve learnt and been able to achieve but I’m not sure how to embed it yet – and that’s challenging.

This illustrates the important role of institutional data infrastructure to a university’s ability to undertake student equity program evaluation at scale. There is significant variation in maturity levels across Australian universities when it comes to integrating and extracting student records and engagement data for use in program evaluations. In institutions that are less mature, expert staff and additional time need to be included in the design of evaluations and teams. In more mature institutions, program teams might already be familiar with the available data sets and can draw on specialist internal colleagues to support more bespoke analyses. With the increased expectations by the Australian Government for universities to implement sophisticated program evaluations at scale, investment in institutional data infrastructure and staff capability building is imperative for university leaders.

The Issue of Capacity: Enough Time and Mental Space to Contribute

Even for those most excited about the project, the issue around their capacity to contribute was an ongoing challenge. As PE1 observed:

> I realised how essential it is to dedicate enough time and mental space for evaluation work. Practitioners and researchers often don't have the luxury of deep thinking and reflection, and this is needed to engage in evaluation and research work. It was useful to have the series of longer meetings for the team to engage in the project and work together, this gave some of this space, but I feel it was difficult for all of us to prioritise once back at our desks. Figuring out how to build this work into ongoing process and practice so it doesn't feel so 'on-top of' everything else will be important to ensuring we can do good evaluation and do it justice.

The systematic evaluation of a program requires activities and responsibilities that diverge from the day-to-day roles and functions of team members. Consequently, it is important in the planning process to determine and negotiate the roles each team member will play, and how this will be integrated into existing workloads. This ensures not only buy-in and positive engagement from team members but is also important in terms of the timely progression of each step of the evaluation. To this end, a project timeline with detailed tasks and milestones, including associated responsibility, should be discussed and agreed at the outset, and reviewed and updated if the team encounters unexpected challenges, e.g., a delay in ethics approval.

Capacity issues were made worse by the fact that this evaluation targeted student programs that were being implemented for the first time. That had a major implication: the team's attention was focused on standing up new programs at scale and thus "building the plane while flying it". Evaluation took the back seat to program implementation at critical points in time, which was understandable but not without consequences. At the same time, the evaluation had to adjust to changes in planned activities and associated program outcomes, which created additional workload for the team designing the survey instrument.

The Value of Engaging Students as Experts

Team members found that a key benefit of participating in program evaluation was the opportunity to engage directly with current students as experts in the student experience. The survey validation process was led by a front-line staff member. They knew many students and were able to engage with a cross-section of student leaders and first-year students, who were the target population for the survey. This was still not without challenges, however, as students have competing priorities and their own time pressures. Staff needed to incentivise engagement, do multiple follow ups and shift session times to enable engagement. This at times created tension for EPs facilitating the student engagement, to balance deadlines for evaluation around other demands of their roles. However, not only did the process reveal valuable insights for survey design and implementation but also proved among the most enjoyable aspects of the project, motivating staff in their work of continuous improvement. Students, too, expressed their appreciation in participating and could see their experiences and perspectives as valuable in the process of creating positive change. This reinforces the multiple benefits of including students as contributors as identified by McIntosh and Nutt (2022) and others.

Principles and Best Practice Approaches Underpinning Successful Evaluation Projects

Drawing on our experience, we offer the following principles to other practitioners setting out to establish a collaborative student equity program evaluation:

1. **Value diverse expertise and experience:** curate a team of experts who cover all aspects of student equity program evaluation, it is rarely one person who can do it all.
2. **Ensure clear communication from the outset:** work from the assumption that the team has never come together like this before, and they join with different expertise, ways of working, aspirations and expectations about how projects like this roll out.
3. **Clearly define roles and responsibilities:** discuss and agree these in the very early phases of the project, so that each team member can make an honest assessment about their capacity to contribute in light of existing workloads and busy periods.

4. **Pursue collaborative project design:** involve team members in the evaluation project design before it goes to the ethics committee and build in regular whole-team meetings that give dedicated time to reflections, including challenges that have emerged and might require adjustments to the project's design.
5. **Plan around the university calendar:** prioritise data collection in the first teaching period of the year to avoid the black-out periods associated with the Student Experience Survey. This means submitting ethics applications prior to Semester 1.
6. **Actively and explicitly build evaluation capability:** make sure that each team member has an opportunity to develop as a practitioner-evaluator with skill building in desired areas.

Roles and Responsibilities of Evaluation Teams

We have emphasised the importance of clear roles and responsibilities for each evaluation team member. We asked ChatGPT (OpenAI, 2024) to provide a summary, which we reviewed and refined based on our experiences in this project. This checklist provides a valuable tool to operationalise Principle 3:

1. Evaluation Manager/Coordinator: Oversees the entire evaluation process, ensuring that it aligns with the program's goals and objectives
2. Lead Evaluator/Principal Investigator: Leads the design, implementation, and analysis of the evaluation.
3. Data Collectors/Fieldworkers: Gather primary data from various sources, such as program participants, staff, and other stakeholders.
4. Data Analyst/s: Responsible for analysing the data collected during the evaluation.
5. Subject Matter Experts (SMEs): Provide expertise on the program's content, context, and goals.
6. Report Writer/Communications Specialist: Responsible for drafting and refining reports and disseminating findings to various audiences.
7. Stakeholder Liaison/Community Engagement Specialist (if applicable): Acts as a bridge between the evaluation team and external stakeholders, including program staff, funders, and participants.
8. Budget and Resource Manager (if applicable; tasks are taken over by the Evaluation Manager on smaller projects): Manages the financial and logistical aspects of the evaluation.

Conclusion

Student equity program evaluation is an emerging field of practice in Australian higher education. The SEHEEF provides guidance to the sector on how to approach and design high-quality evaluations of their government-funded programs but less so on their execution. In ACSES, Australia has a dedicated organisation resourced to fund capability building activities at scale. At this critical moment in time, we need university leaders who understand the benefits of high-quality program evaluation and sufficiently free up their equity practitioners to engage with capability building opportunities.

Building on the work of Bensimon and colleagues on the Equity Scorecard, we offer a set of best practice principles for student equity teams developing evaluation processes and projects. We recommend an approach that explicitly nurtures the development of practitioner-evaluators through collaborations of student equity teams with external or in-house evaluation experts (Bensimon & Malcolm, 2012). Such an approach recognises and values the knowledge and expertise of each team member. We have captured this in the Practitioner-Evaluator Continuum.

Early and clear communication of the project's goals, key tasks and timelines is essential, as is a detailed understanding of each individual's role and responsibilities in the project. While this can prevent issues arising, the evaluation team also needs to be aware of structural challenges that are commonly present in universities, including ethics processes and timelines, requirements around student surveys, the maturity of internal data systems and the programs being evaluated, and the different cultures of thinking and doing across academic and professional areas. Consideration of each of these factors in the project design offers the best chance of implementing an effective and sustainable collaborative evaluation process.

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