DAS Subcommittee Meeting Minutes

Monday, July 15, 2024, 1:00-2:30 p.m. CT, Zoom

(Virtual Annual Meeting - Open to All SAA Members)

Members: Present (P) Absent (A)
Alison Anderson - P
Sally Benny - A
Lauren Burroughs (immediate past chair) - A
Pamela Campbell - P
Nolan Eller - A
Katherine Fisher (chair) - P
Angela Fritz - P
Brandon Jackson - A
Larissa Krayer - P
Maren Read - A
Krista Oldham (vice-chair/chair elect) - P
Akila Ruffin (Education Program Specialist) - P
Rana Salzmann (Director of Education) - P
Michael Santiago (Education Specialist) - A

+ Approximately 30 guest attendees

Slide deck and recording serve as minutes of the business meeting portion.

Katherine's notes from the Q&A/discussion portion:

- "Can you be a member under a institutional membership or does it need to be a personal membership to volunteer?"
  - Each institutional member may also identify a "primary contact" person who is eligible to vote, hold office, and serve on appointed groups. (https://www2.archivists.org/membership/institutional)
- "If we retake any of the updated courses, would they count toward recertification?"
  - Rana: "yes. If the course is substantially revised, you can take it a second time for renewal credit. Please email education@archivists.org to check the status of the classes you are interested in."
- "I'm planning on using my DAS courses as part of the renewal by petition process for the Academy of Certified Archivists (ACA). Just double checking here, but there isn't any way the DAS renewal by petition process would interfere with ACA's renewal by petition, is there?"
  - Not that we're aware of, but DASS should look into this.

- "Will you share the slides of demographic/survey data more broadly, or at least separately from the recording?"
  - Upload to microsite
- Timeframe
  - Difficult to finish in 2 years. Have we seriously considering lengthening?
  - A&D allows 36 months. Would Council we receptive to a change to align with that program?
  - Interest in more courses online/asynchronous for scheduling flexibility
- Course format
  - Some want 100% online, others (including instructors) note that in person might be better for some topics, some learning styles, beginners, etc. Would need a different platform for some of the more interactive courses to work online.
  - Some feel the most useful courses they took were in person/hands on.
  - General DASS position: Introducing more flexibility by changing in-person course requirements to synchronous (online or in person). Some courses might never be offered online, but that shouldn't stop people from getting the certificate, because they have other options. Exploring different formats, like self-paced modules, in addition to just live synchronous and pre-recorded webcasts.
  - One benefit of asynchronous is the ability to pause and rewatch, especially for dense courses.
- Course descriptions
  - Hard to figure out what courses are really about or their level of difficulty/details/expertise.
  - Misleading descriptions
  - Example of a good description: Crosswalking Metadata
  - Examples of misleading/inaccurate descriptions: Archival CMS, XML ("I thought it would be about exploring digital assets as well as how to explore catalog data. Instead it was learning about XML and how to use a specific program to create it.")
- Quality of instruction
  - Very mixed
  - Some webcasts seem like instructors aren't familiar with content/slides and are just presenting on the fly.
  - Could SAA offer more pedagogical training? A program to guide potential instructors and improve teaching? [KF editorial note: Seems like a heavy lift during a time of capacity constraints. Maybe instead of developing instructors ourselves, we need to make sure we're rigorously vetting instructors for teaching skill and experience, not just domain expertise and reputation?]
- Course content
  - Some outdated and/or felt too basic.
  - Questions about whether instructors develop their own content. Some webcast instructors didn't seem familiar with content. Problems with inherited slides that have outdated examples or different thought processes.
  - CMS course very outdated due to systems discussed. Description seemed comprehensive and thorough, but content was superficial.

- ○ Difficulties downloading software for hands-on courses.
- Course exams
  - ○ Discrepancies between exams and course content/slides. Content doesn't always seem linked to test, and answers to questions can't always be found or even alluded to in slides.
  - ○ Instructors should (and some do) review exams and update when they revise content.
  - ○ Consider more careful, independent reviews of tests. Find wrong answers, confusing questions, etc.
  - ○ DASS members do look at exams as part of audits, and participants can report problems they notice. Should we be more explicit about this? Someone suggested a note on the exam itself inviting reporting. [I understand the reasoning behind the suggestion, but seems like opening the door to frivolous/subjective complaints.]
  - ○ Need a faster feedback loop to SAA for exam issues, whether noticed by DASS members or test-takers.
  - ○ More guidance/support needed for instructors who are creating exam questions?
- Cost/accessibility
  - ○ People miss the option to pay a single registration fee, watch as a group, then pay for additional exams.
  - ○ How to partner with regional orgs or employers to host? Shared hosting guidelines, minimum enrollment, etc.
  - ○ Lots of appreciation for in-person courses in conjunction with SAA annual meeting. Prioritize doing this for the most hands-on courses.
  - ○ Being able to "test out" of some foundational courses helps keep costs down.