**

**CE Workshop Evaluation Form**

**Arrangement and Description Track**

Workshop **Evaluation Form:**

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| **Title** | Ethical Problem Solving |
| **Reviewer:** | Martin T. Olliff |

Directions:

* Quantitative: Each item below begins with a **bolded** statement. Score each with a 1-5 ranking to indicate your assessment of the veracity of that statement based on your review of workshop overviews/agendas, evaluations, and other materials.
* Qualitative: In the comments section for each item below, please respond to the additional questions posed and any related issues that this workshop raises for you.
* Provide any additional assessments or comments not relevant to one of the specific, numbered areas in the space provided following the table.

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| *Please place an “x” in the appropriate column, use* ***1=low****, undesirable, to* ***5=high****, excellent.* | **1** | **2** | **3** | **4** | **5** |
| 1. Does the content **appeal to its specified audience**? Does it indicate specific categories of archivists and/or levels of expertise to assist potential participants in determining the workshop's relevance for them?  Comments: *“All practicing archivists” is the stated audience, and the workshop topic should appeal to us all.* |  |  |  |  | X |
| 2. To what extent does the subject matter **reflect current archival practices** and theory commonly accepted in the profession?  Comments: *Benedict was an authority. She incorporated her most recent work. Any updates should use the latest scholarship and SAA documents.* |  |  |  |  | X |
| 3.. How **relevant/appropriate are the teaching and delivery methodologies** (lecture, video, PowerPoint, exercises, film, audiotape, discussion, simulation, case study, opportunities for in-course feedback, etc.) to the articulated goals and objectives, and to the content?"  Comments: *Not possible to tell from available documentation; appears to rely on guided discussion that is an appropriate pedagogical tool in this circumstance.* |  |  |  |  |  |
| 4. How workable is the **time line** or **agenda** for the course? Is there sufficient detail to indicate how the workshop will evolve? Does it allow sufficient time for active engagement between course participants and the instructor(s)?  Comments: *The bare-bones agenda lets a participant understand the general direction, but by itself is not sufficient for a thorough understanding of what will occur /what to expect in the actual workshop.* |  |  | X |  |  |

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| 5. To what degree does the **list of assigned readings** support the content of the proposal?  Comments: *There is a 59-page reading that, I suspect, is a draft of part of Benedict’s* Ethics and the Archival Profession: Introduction and Case Studies, *but it is unidentified and does not appear as an assignment in the documentation*. *Regardless, the course requires updating to deal with the most recent SAA Code of Ethics update and new writings on archival ethics.* |  | X |  |  |  |
| 6. Does the presentation support the Learning Outcomes in the descriptions?  Comments: *Given the quality of the presenter, I’d say yes, but it’s not possible to tell from the documentation.* | X |  |  |  |  |

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| **A&D Track Considerations** | |
| 1.Does this content bridge, enhance, and/or build on other workshops (If so, please name) | *Ethics should be part of all courses. Indeed, at some point all but the most technical courses have a component concerning ethics or have the potential to incorporate concerns about ethics. Having a distinct ethics workshop ensures a solid, systematic, and programmatic foundation for best practices across the curriculum.* |
| 2.Does this build on other workshops not on the list? | *Certainly. ANY workshop that goes concerns relationships of archival offices with any other entity should found its practices on ethics. Therefore, the ethics workshop spans almost every other workshop.* |
| 3 Should this be part of the A&D Track? | *The Ethics Workshop should be part of every track, though a participant should receive credit in multiple tracks for taking Ethics as a “core course.” Time limits should apply; that is, to receive credit in a track, a participant should take the Ethics Workshop within a very few years of completing the track.* |
| 4.Where would this workshop fall in the sequence of an A&D track? | *The Ethics Workshop can fall either at the beginning of the A&D track sequence or after a few initial courses. Depending on how it’s taught, it can be the first foundation course or it can come early in the sequence after a participant has some ethical dilemmas arise via discussions in other courses.* |
| Why? | *Ethics is a foundation course. All best practices build upon it.* |
| 5. What tier does this workshop fall in? (See attached tiers) |  |
| 6. Target Audience | *ALL archivists will benefit from this workshop, though it probably benefits those with a little experience beyond entry-level.* |
| 7. Is the suggested prior “experience/knowledge” appropriate? | n/a |
| 8. Learning Outcomes:  Are they appropriate and/or relevant? | n/a |
| 9. What should they be?  Please list learning outcomes. | *I am not yet competent to determine learning outcomes for a revised and updated version of this workshop; however, the proper instructor will be able to determine learning outcomes.* |
| 10. Can you make suggestions for competencies this workshop would fulfill? | n/a |
| 11. Would parts of the content lend themselves to a different format? | |  |  | | --- | --- | | Check one: Webinar:   * 30 minute * 90minute | In person:   * 1/2 day * 1 day * 2 day | |
| 12. Which parts? |  |
| 13. Does it lend itself to repurposing as an audio CD? | *n/a* |
| Which parts? |  |

Other comments:

*With the SAA updating and revising the Code of Ethics since Karen Benedict developed this workshop, it is time to approach more current authors on ethics to reconstitute the workshop. I do not believe the Education Committee should impose a priori directions or restrictions on a competent instructor but should work with that instructor to create a solid course that fits the parameters of SAA’s Continuing Education best practices.*