



**DALHOUSIE
UNIVERSITY**

SCHOOL OF INFORMATION MANAGEMENT

MASTER OF INFORMATION MANAGEMENT

CENTRE FOR EXECUTIVE AND GRADUATE EDUCATION

MGMT 5006

**PROGRAM
EVALUATION**

KAIREEN CHAYTOR

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WEEKLY TOPICS

Week 1 – Introduction to Program Evaluation and Evaluation Theory

Week 2 – Program Description and Logic Models

Week 3 – Using a Theory of Change to Describe Your Program

Week 4 – Approaches to Evaluation

Week 5 – Approaches Continued

Week 6 – A Theory and Approach to Measurement and Reporting

Week 7 – Design of the Evaluation

Week 8 – Data Collection Methods

Week 9 – Data Analysis

Week 10 – Wrapping Up the Framework

Week 11 – Internal Evaluation

Week 12 – Evaluation Capacity – A Presence

Instructor: Dr. Kaireen Chaytor

Phone: 902-494-3794

Home office Phone: 902-455-7496

Email: Kaireen.Chaytor@dal.ca

Course Website: Brightspace through My.Dal

Office Hours: As required

I am available through email via Dal email at any time and I will respond within 24 hours. If I am travelling or unavailable for a specific time period I will post an announcement in the course room. I can also make myself available for live online consultations using the live classroom collaborate.

COURSE DESCRIPTION

The course introduces the concepts and components of evaluation as part of the increasing demand for accountability and as an integral part of program management. The course uses evaluation theory and program theory as the basis for all evaluation activity. Connection will be made with current evaluation issues and debates in the public and non-profit sectors.

COURSE PRE-REQUISITES

None

LEARNING OBJECTIVES

The course is intended to provide students with an understanding of:

1. Evaluation theory, components of and approaches to evaluation;
2. How to apply credible evaluation methods in program management; and
3. How to engage with the debates and issues in the practice of evaluation.

LEARNING OUTCOMES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas:

1. Applying evaluation theory and program theory to evaluation practice;
2. Preparing an evaluation framework as a part of program management; and
3. Encouraging debate on approaches to evaluation practice and contributing to debates using evaluation theory and program theory.

TECHNOLOGY USED

Brightspace through www.Dal.ca/MyDal

INSTRUCTIONAL METHODS

This course is offered online via Brightspace. In addition to the weekly readings there will be weekly on-line discussions. Periodic video conference and teleconference sessions will be held with the entire class or groups as requested. Students will form work groups to prepare an evaluation framework. These working groups will, using their own group email, connect frequently to work together. Four written assignments will require both research into the

evaluation literature and reflection on the application of the material to the student's setting (workplace or project).

LEARNING MATERIALS

Alkin, M. C., & Vo, A. T. (2018). *Evaluation essentials: From A to Z*. New York: Guilford Press.

Additional course readings from other texts, journals and evaluation documents/ guidelines prepared by government departments will be included.

METHOD OF EVALUATION

<p>The course includes four assignments. They require you to assess the use of theory in evaluation, develop a framework, and discuss an issue (a debate) in evaluation and summarize issues of building evaluation capacity and culture. The assignments build on one another and together give insight into the debates and practice of evaluation.</p>		
DESCRIPTION OF ASSIGNMENT	TIME FOR SUBMISSION AND DETAILS	VALUE(S) FOR ASSIGNMENT
I Evaluation Theory	Submit Sept. 27 Maximum 1000 words	Value 15%; marks will be based on demonstration of the understanding of theory of evaluation (10) and application of theory (5)
II Evaluation Framework	Submit the program description, logic model and theory of change as part one of this assignment. Submit on Oct. 11. Feedback will be provided (conference calls with groups) but a grade is not assigned to the first submission. The final framework will be submitted on Nov. 22.	Value for the final framework 30% Marks will be assigned for 1) clarity of the components (10) and 2) the appropriateness of the components (10) 3) potential for implementation (5) and the participation of group members (5) as judged by all other group members.

III Issue Paper	Abstract of the issue paper will be entered on the discussion forum in week seven for comments from classmates. (Oct. 25) Final paper Nov. 8. Maximum 2000 - 2500 words	Value 25% The issue paper will be assessed on the following qualities and weight: Clarity of the Issue (5) Clarity of the debate (5) Development of the position (5) Relevance of the Issue/Debate to Evaluation Knowledge (5) Use of resources (5)
IV Internal Capacity Building	Submit on Nov. 29 Maximum 1000 words	Value 15% The paper on Internal Capacity will be assessed on the the development of ideas from the literature (10) and application to your setting (5).
V Participation	Topics for discussion will be identified as the course proceeds.	Value 15% Quantity and quality of student's participation will be recorded.

ASSIGNMENTS AND GRADING RUBRIC

Evaluation is learned largely through doing. This course will provide several such learning opportunities. Assessment of your learning is through four assignments that you submit and through your ongoing participation. One assignment, the evaluation framework is completed in small groups. Three of the assignments are your individual effort. The assignments are each an important piece of the overall course. The first paper on evaluation theory is an exploration of the role of, or the rationale for, evaluation. The evaluation framework (two submissions) pulls together your working together to produce a framework ready for implementation. The issue paper in which you briefly explore one issue, or one debate, in evaluation is intended to give you insight into the many debates that are a part of evaluation. Finally a short paper looking at the possibilities for advancing capacity and culture wrap up your learning. Your participation in the online discussion provides wonderful connection between these pieces.

INTRODUCTORY PAPER: ROLE OF EVALUATION THEORY

Theory is often defined as rationale and forms the basis of every discipline. Evaluation theory focuses on why you are undertaking evaluation. In the case of evaluation, practice can sometimes ignore theory and focus only on methods. To ask why you are undertaking evaluation of an information management program, you also have to understand the theory (program theory) of an intervention. The readings on evaluation theory require you to analyse the role of evaluation especially how it influences decision making. The central focus is on your understanding of evaluation theory and its role in program management and conducting the evaluation. Your challenge is to consider the points about evaluation theory raised in the readings and apply those ideas to evaluation practice as you understand the need for evaluation. This assignment forms an important base for the course. So – in a short paper, briefly describe how you would apply theory to practice. You can apply your analysis to a program in your workplace (being cautious of the word limit) but the focus must be on the use of evaluation theory in practice. You may revisit your position for your final assignment.

The paper will be a maximum of 1000 words to be submitted on Sept 27 and represents 15% of your total mark.

EVALUATION FRAMEWORK

You are required to work in groups to develop an evaluation framework. Working on your own is not permitted for this assignment; groups will be formed for you. The framework could be for a project from the workplace of a course participant. Look around your workplace to determine if there is an intervention (a program) that would benefit from an evaluation. Share your suggestion with your group members, have discussion and decide which project would be most suitable. (One project may be supplied)

The evaluation framework is the ‘brain work’ of the evaluation effort. It is the conceptual plan, approved before you proceed with an evaluation. In this course we pursue the components of an evaluation framework, beginning at week two and continuing through to week ten. Your group should complete each component following the lesson on the component. Completion of all the components presented in the course constitutes your final framework.

Evaluation frameworks are challenging. They are often more challenging than carrying out the evaluation. They require considerable discussion on the selection of strategies for each component. It is not uncommon for a federal department to pay more for a framework than they do for carrying out the evaluation. The purpose of this assignment is to give you an opportunity to apply your learning to a relevant project.

You will submit the program description, including the program theory, the logic model, and a theory of change for your evaluation on Oct 11. You will receive feedback on your submission and on proceeding with your project. Each project group is encouraged to have a conference call with the instructor on their framework. This initial submission will not receive a grade.

Your final framework will not be a long document: say, approximately twelve to fifteen pages. It will include a program description, a logic model, theory of change, performance measures, the evaluation question, data sources and method(s) of data collection, description of data analysis, a plan for reporting and communicating findings, a schedule and a budget. The submission will be assessed on: the extent to which you have used evaluation theory, whether all components consistently support the evaluation need, the feasibility of the framework for implementation and on clarity of the framework. Group members will rate other group members for their participation. The final framework will be submitted on November 22 and represents 30% of your total mark.

PERSPECTIVES ON AN EVALUATION ISSUE

Based on your reading, your work on your framework, or your experience with evaluation you will understand that evaluation is more than implementing a ‘tool kit’. Evaluation is constructed from theories and implementation of practice. There are several schools of thought on most evaluation topics. How does one sort the evidence and choose a position? Select an issue (a debate) of interest and prepare a paper clearly outlining the issue, the literature on the issue including debates surrounding the issue, the concerns pertaining to practice and your discussion on the issue. An issue may be a broad topic such as the relationship between audit and evaluation or it could focus on an aspect of practice – highlighting the debates. The purpose of this assignment is to expose you to the debates in evaluation and give you experience in taking a position and managing the debate. The issue paper must be prepared individually. You will present your idea (an abstract) for your issue paper to your class in the discussion forum for their feedback and assistance.

Your abstract will be posted in week seven. The final paper will be a minimum of 2000 words to a maximum of 2500 words. The paper will be submitted on Nov 8. The submission will be assessed on the clarity of the presentation of the issue, development of the position, relevance of the issue to evaluation knowledge and practice, and the relevance of references. The issue paper represents 25% of your total mark.

BUILDING INTERNAL EVALUATION CAPACITY AND CULTURE

The development of evaluation capacity and culture is one of the biggest topics in evaluation today. Give thought to what you may be able to do in your workplace to advance the capacity and culture. Based on the readings and perhaps in response to the setting described in assignment one, propose a strategy or strategies that will advance the practice of evaluation in your workplace. The paper will be submitted on November 29. The submissions will be assessed on your understanding and application of the concepts of building evaluation capacity. Your paper should be approximately 1000 words. This assignment represents 15% of your total mark.

PARTICIPATION: CONTRIBUTION TO DISCUSSION AND THE COURSE

There will be several opportunities to participate in discussion on questions pertaining to evaluation. The discussions will be an opportunity to further explore the topics in a week's lessons. You will be asked to share your perspective on a question posed from the readings or the notes in the course manual. You will be assessed on the numbers of times you participate and on the contribution to the course you make with your participation.

Through the twelve weeks there will be about 10 discussions requiring your participation. Participation represents 15% of your total mark.

PARTICIPATION RUBRIC

CRITERIA	WEIGHTING	INDICATORS
Preparation	40%	The student demonstrates consistent preparation for class; readings are always completed, and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	40%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation	10%	The student is actively engaged in the class and/or discussions at all times.
Attendance/Punctuality	10%	The student is always punctual and no unexcused absences.

MIM COMPETENCIES

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Information Management Leadership	Understanding of the theory and Practice of Evaluation	<ul style="list-style-type: none"> ➤ Using theory, engage the appropriate practice
Enterprise Architecture	Understand the need for evaluation policies and reporting on outcomes	<ul style="list-style-type: none"> ➤ Know and demonstrate the benefit of having credible reporting systems ➤ Integration of monitoring and evaluation plans into routines
Risk Management	Understand application of critical thinking to question the efficiency and effectiveness of IM processes	<ul style="list-style-type: none"> ➤ Use evaluative inquiry to assess information systems ➤ Involve staff in identifying IM needs ➤ Develop appropriate risk management responses
Information Security	Understand various approaches to assessment including assessment of security	<ul style="list-style-type: none"> ➤ Assess program strengths including security of information

CLASS POLICIES

Extended absence from class

- Emergencies
 - Contact the course instructor
- Illness
 - Contact your instructor as soon as possible to inform him or her of your illness.
 - All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text

file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

FACULTY OF MANAGEMENT CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

ACCESSIBILITY

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

CLASS SCHEDULE

WEEK	TOPIC	ASSIGNMENT SCHEDULE	READING
1 September 8 - 13	Introduction to Program Evaluation and Evaluation Theory	Welcome Discussions and a bit about you	<p>Alkin & Vo: "What is Evaluation?" p. 5-15; "Why Do Evaluations?" p. 16-22.</p> <p>W. Shadish, Evaluation Theory is Who We Are. <i>American Journal of Evaluation</i>, Vol. 19(1), 1998, p. 1-19.</p> <p>Chelimski, E. (2013). Balancing Evaluation Theory and Practice in the Real World. In <i>American Journal of Evaluation</i>. 34(1) p. 91-98.</p> <p>Christie, C. & Lemire, S. (2019). Why Evaluation Theory Should Be Used to Inform Evaluation Policy. In <i>American Journal of Evaluation</i>. (40 (4), p 490-508</p>
2 September 14 - 20	Program Description and Logic Models	Groups for your Framework assignment will be released this week	<p>Alkin & Vo: "Who Does Evaluations?" p. 34-37; "Who Are the Stakeholders for an Evaluation?" p. 50-57; "How Do You Describe This Program?" p.66-76; "What is the Organizational Social, and Political Context?" p. 77-87; "How Do You Understand the Program?" p. 88-100.</p> <p>Rush, B. and Ogborne, A. (1991). Program Logic Models: Expanding their Role and Structure for Program Planning Evaluation. <i>Canadian Journal of Program Evaluation</i>. Vol. 6(2) p 95 – 106.</p> <p>Optional</p> <p>Treasury Board of Canada Secretariat (2012) <i>Theory-Based Approaches to Evaluation: Concepts and Practices</i>. http://www.tbs-sct.gc.ca</p>

<p>3 September 21 - 27</p>	<p>Using a Theory of Change to Describe Your Program</p>	<p>Theory paper (Sept. 27)</p>	<p>Alkin & Vo: “What Are the Questions/Issues to be Answered?” p. 101-111; Mayne, J. (2015) Useful Theory of Change Models. <i>Canadian Journal of Program Evaluation</i>. Vol. 30(2)</p>
<p>4 September 28 – October 4</p>	<p>Approaches to Evaluation</p>		<p>Cellini, S. and J. Kee (2010). Cost Benefit and Cost Effectiveness Analysis in Wholey, Hatry and Newcomer, eds. <i>Handbook of Practical Program Evaluation</i>. San Francisco: Jossey-Bass. Ch. 21. P.493 – 530 Mayne, J. (2019). Revisiting Contribution Analysis: In <i>Canadian Journal of Program Evaluation</i> 34(2) 171-191. Optional Mayne, J. (2011). Contribution analysis: addressing cause and effect. In: Forss, K., Marra, M. and Schwatz, R. (eds.) <i>Evaluating the complex</i>. Piscataway, NJ: Transaction Publishers. pp. 53-96.</p>
<p>5 October 5 - 11</p>	<p>Approaches Continued</p>	<p>First component of framework (Oct. 11)</p>	<p>Patton, Michael Q. (2011). <i>Developmental Evaluation Applying Complexity Concepts to Enhance Innovation and Use</i>. New York: Guildford Press. Ch. 1 p 1 – 27. Ramirez, R. and D. Brodhead (2013) Utilization Focused Evaluation – A Primer for Evaluators. https://www.betterevaluation.org/sites/default/files/ILAC_Brief26_Making%20causal%20claims_2.pdf</p>
<p>6 October 12 - 18</p>	<p>A Theory and Approach to Measurement and Reporting</p>	<p>Midterm Course Evaluation available Oct. 15 - 21</p>	<p>Alkin & Vo: “How Do We Plan a Process-Focused Evaluation?” p. 163-176; “How do We Plan an Outcome-Focused Evaluation?” p.177-198. Audit Commission (2000). Management Paper. <i>Aiming to improve – the principles of performance measurement</i>. London, England.</p>
<p>7 October 19 - 25</p>	<p>Design of the Evaluation</p>	<p>Abstract for issue paper (Oct. 25 on the discussion board)</p>	<p>Alkin & Vo: “How Do Data Collection Issues Impact Potential Evaluability?” p.141-154; “Are Questions Evaluable?” p. 155-162.</p>

		Midterm Course Evaluation available Oct. 15 - 21	
8 October 26 – November 1	Data Collection Methods		Alkin & Vo: “What Are Instruments for Collecting Quantitative Data?” p. 112-128; “What Are Instruments for Collecting Qualitative Data?” p.129-140.
9 November 2 - 8	Data Analysis	Issue paper (Nov. 8)	<p>Alkin & Vo: “How Are Quantitative Data Analyzed?” p. 212-228; “How Are Qualitative Data Analyzed?” p1229-240; “How do Analyzed Data Answer Questions?” p.241-248; “How Are Evaluation Results Reported?” p.249-263. “How are Analyzed Data Used to Answer Question? p. 241-248; “How are Costs Analyzed? P. 284-296.</p> <p>Mayne, J. (2012) ILAC Brief No. 26: “Making Causal Claims”. Institutional Learning And Change Initiative (ILAC). https://evaluationinpractice.files.wordpress.com/2013/04/ufeenglishprimer.pdf</p> <p>Perrin, B. (2011). "How Evaluation Can Help Make Knowledge Management Real" . In R. Rist and N. Stame (eds.) <i>From Studies to Stream: Managing Evaluative Systems</i>. New Brunswick: Transaction Publishers. p. 23-45.</p> <p>Weiss, C. (1998). “Analyzing and Interpreting the Data”. In <i>Evaluation (2nd ed.)</i>. New Jersey: Prentice Hall. p.271-293.</p>
10 November 9 - 15	Wrapping Up the Framework		Alkin & Vo: “How do we Manage the Evaluation?” p.199-211; “Contracting for Evaluations”, p 41-49.
11 November 16 - 22	Internal Evaluation	Final framework (Nov. 22)	<p>Alkin & Vo: “What Is the Evaluator’s Role in Helping Evaluations to Be Used?” p.264-272.</p> <p>Volkov, B. (2011). Beyond Being an Evaluator: The Multiplicity of Roles of the Internal Evaluator. <i>Internal Evaluation in the 21st Century</i>. NDE:132. P. 25-42</p> <p>Volkov, B. & Baron, M. (2011). “Issues in Internal Evaluation: Implications for Practice,</p>

			Training, an Research”. Internal Evaluation in the 21 st Century. NDE:132. p. 101-111.
12 November 23 - 29	Evaluation Capacity – A Presence	Internal Capacity Building (Nov. 29) Student Rating of Instruction (SRI) for Part I will be available Nov. 26 – Dec 2	Alkin & Vo: “How Do You Strengthen Relationships with Stakeholders?” p. 58 – 65; “How Can You Embark on a Program to Learn More about Evaluation?” p.304-308 Mayne, J. (2008). <i>Building an Evaluative Culture for Effective Evaluation and Results Management</i> . ILAC Working Paper 8, Rome, Institutional Learning and Change Initiative.
Part 2 – MGMT 5106 December 10 - 11	Halifax	Details will be posted on the site approximately 6 weeks in advance SRIs for part 2 will be available Dec. 10 – 16	

APPENDIX I - ABOUT THE PROFESSOR

KAIREEN CHAYTOR

Adjunct Professor, School of Public Administration, Dalhousie University



THE PAPER

B.A. (Mount Saint Vincent University) Sociology and Economics

M.A. (Dalhousie) Adult Education (Thesis on Learning in Organizations)

PhD (Dalhousie) Education (Thesis on Federal Provincial Relations in Adult Education)

CONTRIBUTION TO EVALUATION

Dr. Chaytor has been a major contributor to the practice and theory of evaluation in Canada. She has been recognized for this contribution by being named a Fellow of the Canadian Evaluation Society (CES) and she was presented with the Canadian Evaluation Society Award for Contribution to Theory and Practice of Evaluation. She has also been designated by the Canadian Evaluation Society as a Credentialed Evaluator.

Dr. Chaytor helped form the Nova Scotia Chapter of the CES and served as its President. She also served on the National Board as a Chapter representative. She served as a member of the Credentialing Board where she assessed applications for the designation of Credentialed Evaluator. She is a Board Member Emeritus of the Canadian Evaluation Society Education Fund.

RELATED EXPERIENCE

1975- 1985 Coordinator, Continuing Education in Dentistry, Faculty of Dentistry, Dalhousie University

1992 – Present: Principal Consultant, Chaytor Consulting

- Focus of work was evaluation – and building evaluation capacity.

TEACHING OF PROGRAM EVALUATION

MPA, and MPA(M) Programs

University of Central Asia - A Policy Development Diploma Program for Ministry of Finance, Government of Afghanistan

Community Sector Council, NS, an in-service for the non-profit sector.

Public Service Commission of Nova Scotia

Non-profit sector leadership program (Henson College, Dalhousie University)

Management Development for Woman (Mount Saint Vincent University and Saint Mary's University)

In-service teaching on evaluation for the federal, provincial and municipal governments

Invitation by Treasury Board Secretariat (TBS) to develop curriculum and teach in federal departments on the writing of evaluation reports

RECENT PRESENTATIONS

Dr. Chaytor has presented on evaluation topics locally, nationally and internationally. In addition to presenting at numerous CES National conferences, she has presented at conferences for the European Evaluation Society, The United Kingdom Evaluation Society and the American Evaluation Association. Some of her recent presentations include:

“Organizational Integration of Evaluation Capacity and Culture.” Workshop for the Canadian Evaluation Society, May 2018 and European Evaluation Society, October 2018

“Evaluation in the Provinces and Territories: Challenges and Opportunities – A Cross-Country Check-up”. (Panel with R. Lahey) Canadian Evaluation Society, St. John's, 2016

“The Theory/Practice Gap in Evaluation.” Paper. Canadian Evaluation Society, St. John’s, 2016

“The Connection Between Evaluation Theory, Capacity, and Culture” (with N. Carter) Canadian Evaluation Society, Montreal, May 2015.

“Understanding and Using Contribution Analysis.” (Workshop with J. Mayne) Canadian Evaluation Society, Montreal, May, 2015

“Useful Theories of Change: Purposefully Building Reach into Program Theory” Member of Panel, (with J. Mayne and S. Montague) Canadian Evaluation Society, Montreal, May, 2015

“Reflections on 35 years of Evaluation in Canada” Member of Panel, Canadian Evaluation Society, Ottawa, June, 2014

APPENDIX II – VIRTUAL TEAM GUIDELINES

- **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine
- **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.
- **Explore** the architecture of Brightspace. Consider using Brightspace’s **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.
- **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)
- **Appoint and refer to a team records manager.** If you are unable to locate shared work, this person could help you find what you are looking for.
- **Connect during “live office hours”** to communicate with your instructor.
- **Stay present and visible online.** Communicate regularly with your peers via the designated forum.