



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmiñəm speaking Musqueam people.

**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.**

**Course Number and Name: LIBR 516 – Course Syllabus (3)**

<b>Program:</b>	MLIS
<b>Year:</b>	Winter Session 2022-2023, Term 1
<b>Course Schedule:</b>	Thursday 6-8:50 pm (Sept 8-Dec 1)
<b>Location:</b>	Irving K. Barber Learning Ctr RM 185
<b>Instructor:</b>	Alan Doyle
<b>Office location:</b>	iSchool Adjunct Office
<b>Office phone:</b>	(604) 827-3952
<b>Office hours:</b>	Before/after class or by appointment
<b>E-mail address:</b>	alan.doyle@ubc.ca
<b>Learning Management Site:</b>	<a href="http://lthub.ubc.ca/guides/canvas/">http://lthub.ubc.ca/guides/canvas/</a>

**Course Goal:**

Course Goal: This course is designed to prepare students to lead organizations in the management of information in all formats produced and received during the course of the organization's operations and functions.

More specifically, students will be able to identify an organization's mandate and culture, and to design, implement, operate and evaluate an efficient and effective information management program, which provides control over the recorded information assets of the organization. As the volume and formats of information assets grow in organizations, and as organizations identify recorded information as core assets, librarians are frequently required to extent their programs to include information governance and records and information management (RIM). Knowledge of RIM standards and processes is often a job requirement for special librarians.

Course Objectives: <https://ischool.ubc.ca/about/about-the-ischool/graduate-competencies/>

**Learning Outcomes**

**Upon completion of this course students will be able to:**

1. Define the concepts of document, record, information, and understand the characteristics and qualities of each [1.2];
2. Describe the history, philosophy, and requirements of record information management in Canada [1.1];
3. Describe the connections between libraries, archives, and records management [1.4];
4. Plan and implement programs with consideration to general management concerns including – staffing, establishing and selling programs [1.3];
5. Plan and implement a program for records generation and control, records retrieval and systems, and records retention scheduling and design, records disposition and/or preservation [1.1] [1.2] [1.3] [1.4];



2

6. Evaluate and select the types of technologies and storage formats employed for information management, and incorporate into programs the appropriate techniques for managing the information products of the new technologies [1.1] [1.3];
7. Incorporate into programs the requirements for the legal retention of information, including records as evidence, and the compliance with access to information and privacy legislation [1.3] [1.4];
8. Apply standards and best practices for program governance, development, audit and quality assurance [1.1] [1.4];
9. Apply industry competencies to identify requisite knowledge of program operational components [1.1] [1.4];
10. Identify information risk and plan and implement information security and vital records programs and corporate disaster/contingency plans [1.1] [1.4].

**Course Topics:**

- History and development of information management practices in Canada;
- Professional associations and requirements;
- Information governance models and industry standards;
- Identifying and comparing the characteristics, qualities and requirements of documents, records, information, and other information assets;
- Information life cycle management and information continuum models;
- Classification and organization of information;
- Retention and disposition of information;
- Storage and preservation of information;
- Information security and risk management;
- Business continuity planning and vital records programs;
- Legislative requirements for information management: access and privacy, security of information;
- Selecting and implementing electronic records/documents/content management software tools;
- Defining the program implementation strategies and techniques including change management methods, communications strategies, awareness, education, and training programs for staff;
- The future of information management: cloud storage, blockchain, artificial intelligence, etc.

**Prerequisites:** Completion of the MLIS core or permission of iSchool Advisor.

**Format of the course:** Lectures, class discussion, in-class group activities, tour of records facilities

Date	Topic	Assigned Reading
Week 1 - Sept 8	Introduction to course – housekeeping  RIM Competencies and Role of a Records Manager	ARMA International. (2017). Records and Information Management Core Competencies, 2nd Edition, pg. <a href="http://corconcepts.co.za/white-papers-and-guides/24-arma-rim-core-competencies">http://corconcepts.co.za/white-papers-and-guides/24-arma-rim-core-competencies</a> Canadian Association of Research Libraries. (2010). Core Competencies



	Professional Associations	for 21st Century CARL Librarians. <a href="https://www.carl-abrc.ca/doc/core_comp_profile-e.pdf">https://www.carl-abrc.ca/doc/core_comp_profile-e.pdf</a>
Week 2 – Sept 15	Documents, records, and information defined - What is the relationship between their form and content?  Concept of value – what records are significant to you?	Buckland, Michael (1997). "What is a Document?" Journal of the American Society for Information Science 48:9 (1997): 804-809.  International Research Network – Record DNA. (2018). What is a Record? Differing Visions and Perspectives. [Retrieved from: <a href="https://recorddna.wordpress.com/2018/08/08/what-is-a-record-differing-visions-and-perspectives/">https://recorddna.wordpress.com/2018/08/08/what-is-a-record-differing-visions-and-perspectives/</a> ]  Yeo, G. (2008). Concepts of record (2): Prototypes and boundary objects. The American Archivist 71(1), 118-143.
Week 3 – Sept 22	Introduction to RIM standards, program elements, governance, policies  Components of a RIM program  Records life cycle and continuum model	ARMA International. (2013). Generally Accepted Recordkeeping Principles – Information Governance Maturity Model. [Retrieved from: <a href="https://rim.ucsc.edu/management/images/ThePrinciplesMaturityModel.pdf">https://rim.ucsc.edu/management/images/ThePrinciplesMaturityModel.pdf</a> ]  Atherton, Jay. "From Life Cycle to Continuum: Some Thoughts on the Records Management-Archives Relationship," Archivaria 21 (Winter 1985-1986): 43-51.
Week 4 - Sept 29	Creation and capture of information – naming conventions, metadata, version control	Hurley, C. (1993). What, if anything, is a function? Archives and Manuscripts 21(2), 208-18.  IRMT. (2009). Managing the Creation, Use and Disposal of Electronic Records. [Retrieved from: <a href="http://www.irmt.org/documents/educ_training/term%20modules/IRMT%20TERM%20Module%203.pdf">http://www.irmt.org/documents/educ_training/term%20modules/IRMT%20TERM%20Module%203.pdf</a> ] □ Only read Intro, Unit 3.1 and Unit 3.2 (p. 1-32)  Records Storage Template – UBC Internal
Week 5 - Oct 6	Managing active information – taxonomies and classification schemes	Bak, G. (2012) Continuous classification: capturing dynamic relationships among information resources. Archival Science 12,3: 287-318.



	<p>Reflective Paper Due</p>	<p>Records management experience with big bucket retention: a status report by William Saffady <a href="https://armaedfoundation.org/wp-content/uploads/2021/06/AIEF-Research-Paper-Saffady-Big-Buckets-2018-081518.pdf">https://armaedfoundation.org/wp-content/uploads/2021/06/AIEF-Research-Paper-Saffady-Big-Buckets-2018-081518.pdf</a></p> <p>Sabourin, P. (2001). Constructing a function-based classification system: Business activity structure classification system. <i>Archivaria</i> 51, 137-54.</p>
<p>Week 6 – Oct 13</p>	<p>Managing inactive information – retention schedules, disposition (destruction and archives)</p>	<p>Rennie, Stuart. (2016). Dispelling Myths about Records Retention in Canada. <i>Sagesse</i>. [Retrieved from: <a href="http://armacanada.org/index.php/resources-knowledge/documents2/canadian-">http://armacanada.org/index.php/resources-knowledge/documents2/canadian-</a></p> <p>Fischer, L. (2006). Condition critical: Developing records retention schedules. <i>The Information Management Journal</i> 40(1), 26-34.</p> <p>Week 7 – October 17 Regulatory and legal</p>
<p>Week 7 – Oct 20th</p>	<p>Regulatory and legal requirements for records – access and privacy legislation</p>	<p>Department of Justice Canada. Access to Information Act (R.S.C., 1985, c. A-1). [Retrieved from: <a href="http://laws-lois.justice.gc.ca/eng/acts/A-1/">http://laws-lois.justice.gc.ca/eng/acts/A-1/</a>]</p> <p>Department of Justice Canada. Privacy Act (R.S., 1985, c. P-21). [Retrieved from: <a href="http://laws-lois.justice.gc.ca/eng/acts/P-21/index.html">http://laws-lois.justice.gc.ca/eng/acts/P-21/index.html</a>]</p> <p>Government of British Columbia - Office of the Information and Privacy Commissioner [Retrieved from: <a href="https://www.oipc.bc.ca/">https://www.oipc.bc.ca/</a>]</p> <p>Office of the Privacy Commissioner of Canada. Personal Information Protection and Electronic Documents Act (PIPEDA). [Retrieved from: <a href="https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/">https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/</a>]</p>
<p>Week 8 – Oct 27</p>	<p>Regulatory and legal requirements for records – evidence; ethics and accountability</p>	<p>Cox, Richard J. (2001). <i>Managing Records as Evidence and Information</i>. Westport, CT: Quorum Books, 1-42.</p> <p>Department of Justice Canada. (2008).</p>



	Presentation(s)	<p>Canada Evidence Act (R.S., 1985, c. C-5). [Retrieved from: <a href="http://laws-lois.justice.gc.ca/eng/acts/C-5/">http://laws-lois.justice.gc.ca/eng/acts/C-5/</a>]</p> <p>United States Government. (2002). Sarbanes Oxley Act. [Retrieved from: <a href="http://www.soxlaw.com/">http://www.soxlaw.com/</a>]</p>
Week 9 – Nov 3	Information security – basics, risk management, vital records classification, business continuity planning, storage	<p>US National Archives - Vital Records and Records Disaster Mitigation and Recovery <a href="https://www.archives.gov/records-mgmt/vital-records">https://www.archives.gov/records-mgmt/vital-records</a></p> <p>Lemieux, V.L. (2010). The records-risk nexus: Exploring the relationship between records and risk. <i>Records Management Journal</i> 20(2), 199-216.</p>
Fall Break – no class		
Week 10 – Nov 17	<p>Electronic records management – what are the particular challenges of the management of electronic records in archives and records management?</p> <p>Presentation(s)</p>	<p>Bearman, David. (2007). “Moments of Risk: Identifying Threats to Electronic Records.” <i>Archivaria</i> 62, p. 15-46.</p> <p>IRMT. (2009). Understanding the Context of Electronic Records Management. [Retrieved at: <a href="http://www.irmt.org/documents/educ_training/term%20modules/IRMT%20TERM%20Module%201.pdf">http://www.irmt.org/documents/educ_training/term%20modules/IRMT%20TERM%20Module%201.pdf</a>] □ focus on Units 1.1-1.3</p>
Week 11 – Nov 24	<p>EDRMS, cloud computing, digital preservation, electronic records storage. Information management and the future – blockchain, artificial intelligence, etc.</p> <p>Presentation(s)</p>	<p>Downing, L. (2006). Implementing EDMS: Putting people first. <i>The Information Management Journal</i> 40(4), 44-50.</p> <p>National Archives of Australia. (2011). Implementing an EDRMS – Key Considerations. [Retrieved from: <a href="http://www.naa.gov.au/Images/EDRMS-key-considerations_tcm16-88772.pdf">http://www.naa.gov.au/Images/EDRMS-key-considerations_tcm16-88772.pdf</a>]</p> <p>Lemieux, Victoria. (2016). Trusting Records: is Blockchain technology the answer? <i>Records Management Journal</i> Vol 26, Issue 2, pp. 110-139.</p>
Week 12 – Dec 1	Marketing and outreach – getting buy-in, training programs, instructional	In class handouts and discussion



	materials, change management	
--	------------------------------	--

**Required and Recommended Reading:**

Required:

- See course schedule above for list of required weekly readings

Recommended:

- Instructor will provide a list of recommend and other useful resources on the Canvas site throughout the semester

**Course Assignments:**

Assignment Name	Due Date	Weight	Graduate Competencies
Team Presentation – Trends and Issues	In class, throughout (TBD)	35%	1.3, 1.4, 2.1, 5.1
Reflective Paper – RIM Competencies	Oct 13	15%	1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2
Group Project – Case Study Final Report Due	Dec 1	35%	1.1,1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 4.1
Professionalism and participation	All term	15%	1.2, 1.4, 2.1, 5.3

**Attendance:** Class attendance is mandatory. If you are going to be absent, you must alert the instructor beforehand if at all possible. Multiple absences may result in a lower grade (via participation mark), which is at the discretion of the instructor. More than three (3) absences will result in not passing the course. Alternate arrangements may be arranged if the student is able to produce a note from a health professional or Access and Diversity.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). All assignments must be submitted in order for students to receive a passing grade.

**Required Materials:**



**Academic Concession:** If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

**Policies and Resources to Support Student Success:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

**Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

**Academic Accommodation for Students with Disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.