THE UNIVERSITY OF BRITISH COLUMBIA
iSchool (Library, Archival & Information Studies)
Faculty of Arts

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

The mission of UBC iSchool is to enhance humanity's capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.

LIBR516: Information Asset Management – Course Syllabus (3)

Program:	MLIS
Year:	Winter Session 2019-2020, Term 1
Course Schedule:	Thursday 6:00 – 8:50pm (September 5 – November 28)
Location:	Room 461 IKBLC
Instructor:	Alan Doyle
Office location:	iSchool Adjunct Office
Office phone:	(604) 827-3952
Office hours:	Before class or by appointment
E-mail address:	alan.doyle@ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

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: http://slais.ubc.ca/programs/about-department/graduate-competencies/

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];

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

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Team Presentation – Trends and Issues	In class, throughout (TBD)	30%	1.3, 1.4, 2.1, 5.1
Reflective Paper – RIM Competencies	October 3, 2018	15%	1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2
Group Project – Case Study Final Report Due	November 28, 2018	40%	1.1,1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 4.1
Professionalism and participation	Ongoing	15%	1.2, 1.4, 2.1, 5.3

Course Schedule [week-by-week]:

Date:	Topic:	Assigned Readings:
Week 1 – September 5	Introduction to course – housekeeping RIM Competencies and Role of a Records Manager Professional Associations	ARMA International. (2017). *Records and Information Management Core Competencies*, 2nd Edition, pg. [Retrieved from: http://www.idahorecords.com/sites/default/files/imce/ts/Records%20and%20Information%20Management%20Core%20Competencies.pdf] Canadian Association of Research Libraries. (2010). *Core Competencies for 21st Century CARL Librarians*. [Retrieved from: https://www.carl-abrc.ca/doc/core_comp_profile-e.pdf]
Week 2 – September 12	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: https://recorddna.wordpress.com/2018/08/08/what-is-a-record-differing-visions-and-perspectives/] Yeo, G. (2008). Concepts of record (2): Prototypes and boundary objects. *The American Archivist* *71*(1), 118-143.
Week 3 – September 19	Introduction to RIM standards, program elements, governance, policies Components of a RIM program Records life cycle and continuum models	ARMA International. (2013). *Generally Accepted Recordkeeping Principles – Information Governance Maturity Model*. [Retrieved from: https://rim.ucsc.edu/management/images/ThePrinciplesMaturityModel.pdf] Atherton, Jay. "From Life Cycle to Continuum: Some Thoughts on the Records Management-Archives Relationship," *Archivaria* 21 (Winter 1985-1986): 43-51. EDRM Whitepaper. (2011). *How the Information Governance Reference*

		Model (IGRM) Complements ARMA International's Generally Accepted Recordkeeping Principles (GARP). [Retrieved from: http://www.edrm.net/wp-content/uploads/downloads/2011/12/White-Paper-EDRM-Information-Governance-Reference-Model-IGRM-and-ARMAs-GARP-Principles-12-7-2011.pdf]
Week 4 – September 26	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: http://www.irmt.org/documents/educ_training/term%20modules/IRMT%20TERM%20Module%203.pdf] → Only read Intro, Unit 3.1 and Unit 3.2 (p. 1-32)
Week 5 – October 3	Managing active information – taxonomies and classification schemes **Reflective Paper Due**	Bak, G. (2012) Continuous classification: capturing dynamic relationships among information resources. Archival Science 12,3: 287-318. Cisco, S. (2008). "How to Win the Compliance Battle Using 'Big Buckets'", *Information Management Journal,* (July-August), available online at: *http://content.arma.org/imm/JulyAug2008/How_to_win_the_compliance_battle.aspx*. Sabourin, P. (2001). Constructing a function-based classification system: Business activity structure classification system. *Archivaria 51*, 137-54.
Week 6 – October 10	Managing inactive information – retention schedules, disposition (destruction and archives)	Rennie, Stuart. (2016). *Dispelling Myths about Records Retention in Canada*. *Sagesse*. [Retrieved from: http://armacanada.org/index.php/resources-knowledge/documents2/canadian-

		rim/276-dispelling-myths-about-records-retention-in-canada/file] Fischer, L. (2006). Condition critical: Developing records retention schedules. *The Information Management Journal 40*(1), 26-34.
Week 7 – October 17	Regulatory and legal requirements for records – access and privacy legislation	Department of Justice Canada. *Access to Information Act* (R.S.C., 1985, c. A-1). [Retrieved from: http://laws-lois.justice.gc.ca/eng/acts/A-1/] Department of Justice Canada. *Privacy Act* (R.S., 1985, c. P-21). [Retrieved from: http://laws-lois.justice.gc.ca/eng/acts/P-21/index.html] Government of British Columbia. *Freedom of Information and Protection of Privacy Act* (FIPPA). [Retrieved from: http://www.bclaws.ca/Recon/document/ID/freeside/96165_07] Office of the Privacy Commisisoner of Canada. *Personal Information Protection and Electronic Documents Act* (PIPEDA). [Retrieved from: https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/]
Week 8 – October 24	Regulatory and legal requirements for records – evidence; ethics and accountability **Presentation(s)**	Cox, Richard J. (2001). *Managing Records as Evidence and Information*. Westport, CT: Quorum Books, 1-42. Department of Justice Canada. (2008). Canada Evidence Act (R.S., 1985, c. C-5). [Retrieved from: http://laws-lois.justice.gc.ca/eng/acts/C-5/] United States Government. (2002). *Sarbanes Oxley Act*. [Retrieved from: http://www.soxlaw.com/]
Week 9 – October 31	Information security – basics, risk management, vital records classification, business continuity planning, storage	Andolsen, A. A. (2008). The pillars of vital records protection. The Information Management Journal, 42(2),28-32. Available at: http://content.arma.org/IMM/MarchApril2008/the_pillars_of_vital_records_protection.aspx

		Jones, V.A., and Keyes, K.E. (2008). How to develop an emergency management plan. *The Information Management Journal 42*(2), 52-56, available at: http://content.arma.org/IMM/MarchApril2008/how_to_develop_an_emergency_management_plan.aspx. Lemieux, V.L. (2010). The records-risk nexus: Exploring the relationship between records and risk. *Records Management Journal* 20(2), 199-216.
Week 10 – November 7	Electronic records management – what are the particular challenges of the management of electronic records in archives and records management? **Presentation(s)**	Bearman, David. (2007). "Moments of Risk: Identifying Threats to Electronic Records." *Archivaria* 62, p. 15-46. IRMT. (2009). *Understanding the Context of Electronic Records Management*. [Retrieved at: http://www.irmt.org/documents/educ_training/term%20modules/IRMT%20TERM%20Module%201.pdf] → focus on Units 1.1-1.3
Week 11 – November 14	EDRMS, cloud computing, digital preservation, electronic records storage **Presentation(s)**	Downing, L. (2006). Implementing EDMS: Putting people first. *The Information Management Journal 40*(4), 44-50. National Archives of Australia. (2011). *Implementing an EDRMS – Key Considerations*. [Retrieved from: http://www.naa.gov.au/Images/EDRMS-key-considerations_tcm16-88772.pdf]
Week 12 – November 21	Information management and the future – blockchain, artificial intelligence, etc. **Presentation(s)**	Lemieux, Victoria. (2016). *Trusting Records: is Blockchain technology the answer? Records Management Journal* Vol 26, Issue 2, pp. 110-139.
Week 13 – November 28	Marketing and outreach – getting buy-in, training programs, instructional materials, change management	HP. (2010). *White Paper: The importance of best practice change management in Enterprise Records Management*. [Retrieved from: https://www.records.com.au/pdf/Best%

	Group Final Project Due	20Practices_Change%20Management.pdf]

Required and Recommended Readings:

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

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.

Access & Diversity: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [https://students.ubc.ca/about-student-services/access-diversity]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance-calendar/

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic

consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." Below is an excerpt on reckless plagiarism from UBC Faculty of Arts' leaflet, "Plagiarism Avoided: Taking Responsibility for Your Work," (http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html).

"The bulk of plagiarism falls into this category. Reckless plagiarism is often the result of careless research, poor time management, and a lack of confidence in your own ability to think critically. Examples of reckless plagiarism include:

- Taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together into an essay (piecemeal plagiarism);
- Taking the words of another author and failing to note clearly that they are not your own. In other words, you have not put a direct quotation within quotation marks;
- Using statistical findings without acknowledging your source;
- Taking another author's idea, without your own critical analysis, and failing to acknowledge that this idea is not yours;
- Paraphrasing (i.e. rewording or rearranging words so that your work resembles, but does not copy, the original) without acknowledging your source;
- Using footnotes or material quoted in other sources as if they were the results of your own research; and
- Submitting a piece of work with inaccurate text references, sloppy footnotes, or incomplete source (bibliographic) information."

Bear in mind that this is only one example of the different forms of plagiarism. Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following source on plagiarism: the Academic Integrity Resource Centre http://help.library.ubc.ca/researching/academic-integrity.

If after reading these materials you still are unsure about how to properly use sources in your work, please ask me for clarification.

Students are held responsible for knowing and following all University regulations regarding academic dishonesty. If a student does not know how to properly cite a source or what constitutes proper use of a source it is the student's personal responsibility to obtain the needed information and to apply it within University guidelines and policies. If evidence of academic dishonesty is found in a course assignment, previously submitted work in this course may be reviewed for possible academic dishonesty and grades modified as appropriate. UBC policy requires that all suspected cases of academic dishonesty must be forwarded to the Dean for possible action.