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.

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.

ARST556E/LIBR514G: Record Systems in the Digital Environment – Course Syllabus (3)

Program: MAS and MLIS
Year: 2023 Summer Semester
Course Schedule: Asynchronous
Location: Online
Instructor: Sarah Romkey
Office location: Virtual only
Office phone: n/a
Office hours: By appointment
E-mail address: sromkey@mail.ubc.ca
Learning Management Site: http://canvas.ubc.ca

Course Goal: The goal of the course is to provide students with a clear conceptual framework and a sound methodology for analyzing, developing and evaluating digital records systems, throughout the records lifecycle and in a variety of institutional and juridical contexts. This course takes a human-centered approach to systems use and design, encouraging students to consider factors beyond technology when evaluating and designing records systems.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Discuss and articulate the main theoretical concepts about record-creation, record-making and record-preservation in the context of a digital environment [1.1]
2. Demonstrate an increased awareness of the risks to records posed by the digital environment including format risk, software obsolescence, and contexts and technologies of records creation and use [1.2]
3. Identify and assess tools for addressing recordkeeping challenges in the digital environment, throughout the records lifecycle [1.3]
4. Demonstrate ability to analyze models and methodologies related to the design of records systems [1.2]
5. Analyze, evaluate and compare digital record-making, recordkeeping and records preservation systems [1.4]
6. Discuss and synthesize recent and current standards, research and literature on electronic record management systems (ERMS) and digital preservation and access systems [4.1]
7. Employ modeling tools to communicate the objectives of a recordkeeping system [2.2]
8. Articulate the challenges of recordkeeping and preservation in the digital environment through discussion topics and assignments [2.1]

Course Topics:

- Systems, models and methodologies for records systems throughout the records lifecycle, including electronic records management systems (EDRMS), digital preservation systems, and access systems.
- Systems and standards for records classification and appraisal
- The archival stage of electronic records and the Open Archival Information System
- Acquiring and providing access to electronic records in archival institutions
- Systems design and modeling, including requirements gathering, modeling, and software development methodologies
- Metadata for records
- Risk and compliance management in reference to the digital records environment
- Format specific issues in records creation, use and preservation including tools and metadata

Prerequisites:

LIBR 514G:

MLIS students: LIBR 516 and completion of the MLIS core courses
DUAL students: completion of ARST Core courses (or LIBR Core + LIBR 516)

ARST 556E:

MAS and Dual Students: completion of the MAS core courses
MLIS students: LIBR 516 and completion of the MLIS Core courses (MLIS students should enroll in LIBR 514G)

Format of the course: This course is virtual and asynchronous, meaning that students can work throughout the term at their own pace. There are 11 modules to the course- 7 content modules and 4 assignment modules. It is recommended that students complete approximately two modules each week (in order) until the last week of term when the final assignment module may take more time than the previous ones. Content modules will be graded for contributing to discussion topics, demonstrating use of demo systems, slide/graphic creation or quizzes. See below for more information on assignments.

Estimated number of weekly hours students should dedicate to this class: 10-12 hours

Required and Recommended Reading: Please refer to Canvas for required and recommended readings. There is an emphasis on blog posts and more “informal” formats of reading in this course. There is no textbook or course pack required.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Records Management: creative use of existing systems	Aug. 19	15%	1.1, 1.3, 1.4
Electronic records storage	Aug. 19	15%	1.2, 1.3

Access systems	Aug. 19	15%	1.2, 1.3
System modeling	Aug. 19	34%	1.3, 2.1
Content modules	Aug. 19	21%	2.1, 3.1

Assignments in detail

Records Management: creative use of existing systems: 15%

For this assignment, watch First Nations Records Management: History and Case Studies, a recorded conference presentation from the Sustainable Heritage Network. The presentation features two archivists/records managers who work in First Nations contexts and they present their experiences using limited or short term resources. In a 2-3 page written response, address the following questions:

- Why is cultural context (in this case, First Nations context) important when considering records and information management (RIM)?
- In the previous content module, we discussed a 4-step implementation of records management systems. In what ways did these case studies follow those 4 steps and in what ways did they deviate?
- During the question period, a number of customizations to systems were discussed (Sharepoint add-ons and folder level permissions for example). What are some considerations when customizing a system for use for records management?
- One of the presenters discussed the risk of using grant funding to start an institutional records management program. What do you think are some of the ways of mitigating that risk?

Electronic records storage: 15%

Using the InterPARES Trust Checklist for Cloud Service contracts, evaluate *either* Amazon Web Services customer agreement *or* OVH Cloud General Terms of Service. See how much of the checklist you can fill out and make notes on items that are unclear. Then write a short (half page to 1 page) reflection of the experience- what questions were left unanswered to you? How could contracts be improved for understandability, clarity, or other? **Tip:** these contracts are complicated, by design! This assignment is more about the experience than about a thorough completion of the checklist. Use the ctrl-f function to try to find keywords and navigate your way around. Do not plan to spend more than 3 hours on this assignment.

Access systems: 15%

Using the worksheet provided in Canvas, visit the four linked examples of access systems (there is an example each of ArchivesSpace, AtoM, ContentDM and Samvera) and fill out the worksheet to describe functionalities in search, browse, digital objects, metadata, context and other.

System Modeling: 34%

Choose one of the user stories found in Canvas and create a system, represented in a system diagram, to solve the use case. You can create your diagram using bpmn.io software, or you can choose to represent it in another way and use a different tool. The instructor will provide a video tutorial explaining how to use bpmn.io. Whichever method you choose, please ensure that you meet the following criteria:

*Your system should require at least two pieces of technology (represented in bpmn by different “swim lanes”) which interact with each other.
*Your diagram should show where human beings interact with the system (represented in bpmn by the little human symbol).
*Provide a short written narrative for how the system works (a point form list is fine, nothing too formal).

User stories, tips and considerations can be found in Canvas.

Content modules: 21%

Each content module will have one or more discussion topics, quizzes, and other online activities to complete, related to the assigned reading and content provided by the instructor. Each content module is worth 3%, totalling 21% of the course grade.

Course Schedule: this schedule assumes following the recommended 2 modules per week.

Topic	Date
What is a recordkeeping system; systems thinking; systems throughout the records lifecycle (Content module 1)	Week 1
Systems for record creation and management; EDRMS (Content module 2)	Week 1
Records Management: creative use of existing systems (Assignment module 1)	Week 2
Systems for records classification and appraisal (Content module 3)	Week 2
Digital Preservation fundamentals; electronic records at the archival stage (Content module 4)	Week 3
Electronic records storage (Assignment module 2)	Week 3
Records metadata, characteristics and file formats (Content module 5)	Week 4
Access systems (Assignment module 3)	Week 4
Risk and compliance management; systems maintenance (Content module 6)	Week 5
Systems/software design methodology (Content module 7)	Week 5
Systems modeling (Assignment module 4)	Week 6

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site. The only deadline to meet is the end of the course; however it is strongly recommended that students pace themselves at approximately two modules per week, as advised above.

Required Materials: All links to reading will be made available on Canvas. Some are freely available online, others will require access through UBC Library (online). Any additional software or websites needed to complete the course are freely available online, and web-based only (no downloads required).

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.

Other course policies:

Pronouns and names: Although we will interact asynchronously in Canvas only through discussions, please do make your pronouns known if you so choose. We will have an introduction thread so I can get to know you all. I use she/her pronouns and you can feel free to call me by my first name (Sarah).

Time zones and contacting me: I live in the Atlantic time zone, so I am 4 hours ahead of you all on the West Coast- meaning if you email me at 9 pm PST, I am hopefully asleep! I will always do my best to respond to email within 24 hours. If you would like to speak with me for "office hours," please email me and we will set up a Zoom meeting to talk.

Deadlines: This course is designed to be asynchronous and completed independently and therefore the only set deadline is the end of the course. However, it is **highly recommended** to complete roughly 2 modules per week for the duration of the course. This will give you the chance to absorb what you're learning and build your knowledge and skills over the semester.

Reference style: Because Archival studies is multidisciplinary there is no single reference style. Commonly used styles include Chicago, APA and MLA. For your assignments, when references are necessary, you can choose any style you prefer as long as you use it consistently and accurately.

Thank you for your patience and kindness: Given the circumstances of the past 3 years, I doubt that this is your first online learning experience! It is however my first time teaching this course in this format. I'm sure there may be kinks along the way and I want to express my gratitude in advance for your patience. I'd like to extend the same kindness to you- if this semester throws you some unexpected circumstances and you need support or flexibility from me in any way, do not hesitate to ask for what you need to be successful.