LIS 2230: Records and Information Management

University of Pittsburgh, School of Information Science
Wednesdays, 9:00am-11:50am
Summer Term 2012

Instructor: Alison Langmead
Contact: ADL40@pitt.edu
Office Hours: After class or by appointment

Course Description

This course is designed to acquaint students with the modern practice of records and information management (RIM). Through a combination of lectures, in-class exercises and assigned work, students will be given the opportunity to grapple with the complex and fascinating questions surrounding the RIM field today.

One of the most intriguing and frustrating aspects of this profession is that the search for a so-called "correct" management of organizational records and information will never be completed. Each generation will bring to the this problem differing points of view and differing attitudes towards what it means to manage records effectively. This course will therefore not only introduce students to contemporary approaches to records and information management, it will also prepare them for deciding for themselves when it best to advocate for change and when it is best to be a stickler for tradition.

Although ever-changing, records and information management is a crucial component of daily life in the United States of America. Not only does it contribute to any institution's ability—whether governmental, public or private—to maintain accountability, it also helps to protect the rights of citizens, employees and customers for the present and future. Moreover, even beyond its traditional role of supporting the efficient current-day operations of contemporary organizations, it also performs a key role in maintaining our collective social memory.

This course will focus on conveying the concepts, tools and best practices that help all information professionals create valuable, useful and sustainable recordkeeping systems. It will also emphasize the ways in which our idealized recordkeeping systems must often shift and change in order to fulfill their real functions: to help records creators in their own real world situations.

Course Goals

By the end of this course, students will be fully aware of the issues facing today's records and information management professionals and will be knowledgeable about a number of the tools and strategies currently employed to address these problems. They will be fully prepared to discuss the principles and practice of managing records and information resources in both the public and private sectors, including:

- The history of records management in the United States.
- The ways in which records and information management professionals complement and contrast with other information professionals such as archivists, librarians and curators.
- The role of standards, policy, law, ethics and tradition in the field of records and information management.

- Learning to identify stakeholders; performing functional organizational analyses.
- Designing, implementing and supporting a records retention schedule.
- Contemporary uses of metadata classifications and filing systems in the RIM field.
- Storing, protecting and managing access to records.
- The differences and similarities between physical and digital recordkeeping.
- The role of vendors in managing records and information.
- The crucial importance of the concepts of authenticity, accountability, evidence and custody to the RIM field.
- Learning to anticipate, understand and help others accept change.

Please Note: This course should not be considered adequate preparation for taking the examinations to become an ICRM Certified Records Manager (CRM). For more information on this professional program, visit http://www.icrm.org/. If this certification interests you, please do not hesitate to discuss it with the instructor.

In addition, the federal government runs its own records management training courses (see http://www.archives.gov/records-mgmt/training/). Those students working towards a career at NARA as a records manager should consider learning more about such specialized training.

Course Texts

National Archives of Australia. *DIRKS—A Strategic Approach to Managing Business Information*. Commonwealth of Australia: National Archives of Australia, September 2001 (rev. July 2003). Available on CourseWeb.

Shepherd, Elizabeth and Geoffrey Yeo. *Managing Records: A Handbook of Principles and Practice*. London: Facet Publishing: 2003. Not available on CourseWeb.

Course Requirements

Assignment	Due Date	Percentage of Course Grade
Class Participation	Entire Term	20%
Analysis of Records in the News	30 May, 9am	10%
RIM Memorandum	07 July, 9am	20%
"Poster Sessions" on Final Research Project **PLUS FEEDBACK**	25 July or 01 August	20%
Final Research Project	27 July or 03 August, 9am	30%

Class Participation (20% of final grade)
All students are expected to participate in class discussion.

Analysis of Records in the News (2-3 pages, 10% of final grade)
Scour the news for a story that reveals an interesting use or abuse of records and/or recordkeeping in today's global community. Finding such an article should be like shooting fish in a very small barrel. Write a 2-3 page analysis of the details revealed by your chosen news story and explain some of the RIM issues you have found. Consider also the *consequences* that this particular type of recordkeeping has had on both its originating organization as well as society as a whole.

RIM Memorandum (1-2 pages, 20% of final grade)
One day, you may be lucky enough to be the one who initiates a records and information management program. This assignment should serve as practice for that propitious moment. Let us say that you have been asked to design a RIM program for a small to mid-sized, privately-held firm. Write a 1-2 page memo to senior management explaining the value of such a program and outline the steps you will take to implement it. You may select what type of firm. And, remember, this is a memo, not an essay. Make it punchy, clear and effective.

Final Research Project (8-10 pages, 30% of final grade)
This written assignment is designed to allow you to explore a more abstract or highly theoretical aspect of the RIM profession. In 8-10 7pages, address a few of the central issues contained within one of the topics listed below. It is expected that the work be original, thorough and scholarly.

1. What does it mean to be an ethical records and information manager? Have the ethics of this profession changed over the last fifty years? If so, how?
2. What is change management and why is it such a crucial part of today's RIM profession? What are the most important aspects of this field of business analysis to a records and information management professional?
3. What is return on investment (ROI) and why is it such a crucial part of today's RIM profession? What are the most important aspects of this field of business analysis to a records and information management professional?
4. What are some of the key social values of responsible recordkeeping? How does one individual organization's choice of recordkeeping systems affect the larger social group as a whole? Evaluate one particular organization's approach to recordkeeping and demonstrate specifically how it affects or affected the communities that surround it. You may choose a public, private, governmental or non-profit organization. (Please Note: Do not select the entire federal government for this topic. One particular federal agency would be a better choice.)
5. Perform a modified DIRKS analysis on a recordkeeping system that you deal with personally. This could be in a business organization, an arts institution or anywhere outside of your home. NOTE: If you choose this option, please talk to me about it by June 20th. This topic takes a long while to research, but it is very rewarding.
6. What, historically, has the role of the records manager been when it comes to disposition? Where do we stand today? What will you perceive your role to be in the disposition process as the years roll on?
7. How has the technology of documentation changed the process of recordkeeping in the post-World-War-II era? How do you plan to cope with further change in this arena in the future?

"Poster Sessions" on Final Research Project (exactly seven (7) minutes, 20% of final grade)
The ability to express yourself clearly and professionally is a fundamental requirement of becoming a successful information professional. This opportunity to present your final research project should be used as practice in speaking to an audience of people who need to be convinced of your arguments, but who may not be responsible for knowing all of the background.

In lieu of the expense of a traditional paper poster, please prepare a **seven-minute** PowerPoint presentation (or your presentation software of choice) on your final paper topic. The order of the presentations will be determined by the instructor at midterm.

Please Note: You may want to view some of the TED Talks (http://www.ted.com/talks) or the "Ignite" presentations from the Ignite Smithsonian event last year (http://smithsonian-webstrategy.wikispaces.com/Ignite+Smithsonian#program) for examples of how to construct your presentation.

Responses to Colleague's Presentations (required but ungraded)

Each student will also be responsible for providing feedback to two other students. The order of the presentations will determine to whom you provide feedback. This will be established by the instructor in advance. Your responses should be provided by email to both the appropriate presenter and the instructors by noon the following day. Responses should be brief but thorough, thoughtful and productive.

Grammar, Style and Citation Information

All written work in this course must follow the "Notes and Bibliography" system set forth by *The Chicago Manual of Style* (16th edition). This includes, but is not limited to, grammar, capitalization, punctuation and citation work. An online version is available at http://www.chicagomanualofstyle.org/home.html, but the print version is an incredibly handy thing to own. There is also a "Citation Quick Guide" at http://www.chicagomanualofstyle.org/tools_citationguide.html.

Double-space your work. Fonts used should be no smaller than 11 point and no larger than 12 point. The use of "Ibid." is bad form and should not appear in work submitted for this class. An inability to follow these directions will result in lower grades (see the grading rubric below).

Grading Rubric

You will be graded on the following three aspects of your writing (when appropriate): your grasp of English grammar, style and syntax, your ability to perform a graduate-level analysis of a problem and your professional use of sources. The balance among these components may be slightly different for each assignment depending on that assignment's goals.

NOTE: Late work will lose one grade (for example, from A- to B+) for every day it is overdue.

A (4.0): Exceptional work.

Demonstrates an outstanding understanding—both theoretical and factual—of the materials both presented in class and assigned out of class. Displays original and creative thought that significantly exceeds expectations. Shows perfect command of English grammar and syntax. Exhibits a publishable and masterful use of sources while working exclusively within the assigned citation style.

A- (3.7): Outstanding work.

Demonstrates comprehensive knowledge of the course materials both presented in class and assigned out of class. Greatly surpasses course expectations by not only displaying skillful treatment of the assigned material but also contributing substantial originality to the work. Shows superior command of English grammar and syntax. Uses an expert approach to source work while functioning exclusively within the assigned citation style.

B+ (3.3): Very good work.

Demonstrates a better-than-expected command of the course materials both presented in class and assigned out of class. Exceeds course expectations by revealing original ideas and by showing a solid grasp of English grammar and syntax. Uses sources well and with some creativity. Shows thorough understanding of the assigned citation style.

B (3.0): Solid work.
Demonstrates expected command of the course materials both presented in class and assigned out of class. Meets course expectations by following the assignments, using sources in an acceptable manner and using the assigned citation style.

B- (2.7): Marginal work.
Demonstrates an incomplete understanding of the course materials both presented in class and assigned out of class. Does not meet course expectations by inadequately following the assignment, showing an insufficient grasp of English grammar and syntax, by displaying a lower-than-average approach to source work and misunderstanding the assigned citation style.

C (2.0): Unacceptable work in an MLIS graduate program.
Fails to meet expectations by not following the assignment, using sources inappropriately, misunderstanding the required citation format and displays a poor command of English grammar and syntax.

F (0.0): Failing work.

Academic Integrity

Students in this class will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity, the full text of which can be found here: http://www.provost.pitt.edu/info/acguidelinespdf.pdf [PDF].

Class Schedule and Assignments

16 May 2012

- Presentation of the course, its assignments and its expectations.
- What is a record? What is records and information management (RIM) as a profession? What are the social requirements for keeping records? How does human behavior affect the recordkeeping professions? Creation of class "case studies."
- Lifecycle and continuum approaches. Authenticity, accountability, custody.

Assigned Readings

Shepherd and Yeo: xi-xiv

Atherton, Jay. "From Life Cycle to Continuum: Some Thoughts on the Records Management-Archives Relationship." *Archivaria* 21 (Winter 1985-86): 43-51.

Levy, David M. "Meditation on a Receipt." In *Scrolling Forward: Making Sense of Documents in the Digital Age*, 7-20. New York: Arcade Publishing, 2001.

Montaña, John. "Apples and Oranges: Recordkeeping Principles for Transforming Business Practices." *The Information Management Journal* 43, no. 2 (2009), 26-32.

Upward, Frank. "Structuring the Records Continuum Part One: Post-Custodial Principles and Properties." *Archives and Manuscripts* 24, no. 2 (1996): 268-285. Also available from: http://www.sims.monash.edu.au/research/rcrg/publications/recordscontinuum/fupp1.html

Readings to Browse

McKemmish, Sue. "Placing Records Continuum Theory and Practice." *Archival Science* 1 (2001): 333-359.

Pulzello, Fred. "The Imperative for Generally Accepted Recordkeeping Principles." *Information Management* 43 (September/October 2009): HT1-4.

Upward, Frank. "Structuring the Records Continuum Part Two: Structuration Theory and Recordkeeping." *Archives and Manuscripts* 25, no.1 (1997): 10-35. Also available from: http://www.sims.monash.edu.au/research/rcrg/publications/recordscontinuum/fupp2.html

Yeo, Geoffrey. "Concepts of Record (1): Evidence, Information, Persistent Representations." *American Archivist* 70 (Fall-Winter 2007): 315-343.

23 May 2012

- History of archives and RIM in the United States.
- The contemporary relationship between records and information management professionals, archivists, curators and librarians.
- What is a recordkeeping system? What is DIRKS?

Assigned Readings

Shepherd and Yeo: 1-29

DIRKS, "Part 1—The DIRKS Methdology: A User's Guide," 5-23.

Evans, Frank B. "Archivists and Records Managers: Variations on a Theme." In *A Modern Archives Reader*, edited by Maygene F. Daniels and Timothy Walch, 46-53. Washington, DC: The National Archives and Records Administration, 1984.

Manion, Kevin. "Integrating Archives, Records, and Research." *Information Management Journal* 39 (January/February 2005): 50-56.

Pemberton, J. Michael. "Clash of the Information Professions: A Case of Paradigm Conflict?" *Records Management Quarterly* 29 (April 1995): 44-47, 62-63.

Readings to Browse

Dearstyne, Bruce. "Tragedies, Controversies and Opportunities: Redefining RIM in a Turbulent Time. *Information Management Journal* 37 (March/April 2003): 37-42.

Farneth, David and Nye, Barbara. "Managing Business Records and Archives at the Getty Center. *Information Management Quarterly* 39 (March/April 2005): 46-52.

Pederson, Ann. "Professing Archives: A Very Human Enterprise." In *Archives: Recordkeeping in Society*, edited by Sue McKemmish, Michael Piggott, Barbara Reed and Frank Upward, 51-74. Wagga Wagga, New South Wales: Center for Information Studies, 2005.

Pemberton, J. Michael. "Who Put the 'Management' in Records Management." *Records Management Quarterly* 29 (October 1995): 68-73.

30 May 2012

ANALYSIS OF RECORDS IN THE NEWS DUE AT 9am

- How different are the approaches to physical and digital records management? How do RIM professionals work in the current hybrid environment?
- Debates over process in digital records management. The Pittsburgh Project and InterPARES.

Assigned Readings

Duff, Wendy. "Ensuring the Preservation of Reliable Evidence: A Research Report Funded by NHPRC." *Archivaria* 42 (Fall 1996): 28-45.

Duranti, Luciana and Heather MacNeil. "The Protection of the Integrity of Electronic Records: An Overview of the UBC-MAS Research Project." *Archivaria* 42 (Fall 1996): 46-67.

Gilliland-Swetland, Anne. "Electronic Records Management." *Annual Review of Information Science and Technology* 39 (2005): 219-25.

Miles, Doug. *AIIM Industry Watch Report: SharePoint-Strategies and Experiences*. Silver Spring, MD: AIIM, 2010.

Wilkins, Jesse. "R U Ready for IM?" *Information Management Quarterly* 41 (May/June 2007): 26-33.

Readings to Browse

Barry, Rick. "Web Sites as Recordkeeping and 'Recordmaking' Systems." *Information Management Journal* 38 (November/December 2004): 26-33.

Bearman, David. "Record-Keeping Systems." *Archivaria* 36 (Autumn 1993): 16-36.

Gilliland-Swetland, Anne. *Enduring Paradigm, New Opportunities: The Value of the Archival Perspective in the Digital Environment*. Washington, DC: CLIR, 2000. Also available here: http://www.clir.org/pubs/reports/pub89/pub89.pdf.

Guercio, Marcia. "Principles, Methods, and Instruments for the Creation, Preservation, and Use of Archival Records in the Digital Environment." *American Archivist* 64 (Fall/Winter 2001): 238-69.

Zukowski, Deborra J. "Marrying Digital and Paper Documents." *edoc Magazine* (March/April 2005): 36-38.

06 June 2012

- What is a mandate for recordkeeping? What does it mean to identify stakeholders? How does this affect a records and information management program?
- Legal mandates such as Sarbanes-Oxley Act of 2002, USA PATRIOT Act of 2001, eDiscovery
- Professional mandates such as ISO standards, MoReq2, ARMA, AIIM
- Local and personal/ethical mandates

Assigned Readings

Shepherd and Yeo: 30-50

DIRKS, Step C, "Identification of Recordkeeping Requirements"

BoardSource and Independent Sector. "The Sarbanes-Oxley Act and Implications for Nonprofit Organizations." BoardSource, January 2006. http://www.boardsource.org/clientfiles/Sarbanes-Oxley.pdf.

Duff, Wendy M. "Harnessing the Power of the Warrant." *American Archivist* 61 (Spring 1998): 88-105.

Gable, Julie. "Everything You Wanted to Know About 5015.2." *Information Management Journal* 3 (November/December 2002): 32-38.

Martins, Christine and Martins, Sophia. "The Impact of the USA-PATRIOT Act on Records Management." *Information Management Quarterly* 39 (May/June 2005): 52-59.

Wallace, David A. "Electronic Records Management Defined by Court Case and Policy." *Information Management Journal* 35, no. 1 (2001): 4-15.

Readings to Browse

Baron, Jason R. "The PROFS Decade: NARA, E-Mail and the Courts," in *Thirty Years of Electronic Records*, edited by Bruce Ambacher, 105-137. Lanham, MD: Scarecrow Press: 2003.

Department of Defense. "DoD 5015.02-STD: Electronic Records Management Software Applications Design Criteria Standard." April 25, 2007. Available from http://jitc.fhu.disa.mil/recmgt/standards.html.

Department of Education. "General: Family Educational Rights and Privacy Act (FERPA)" United Stated Department of Education. http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Department of Health & Human Services. "Health Information Privacy: Understanding HIPAA Privacy." United States Department of Health and Human Services. http://www.hhs.gov/ocr/privacy/.

European Commission. *Model Requirements for the Management of Electronic Records - Update and Extension 2008* (MoReq2). Luxembourg: Office for Official Publications of the European Communities, 2008. Available from: http://www.moreq2.eu/moreq2.

ISO 15489-1:2001. *Information and documentation—Records management—Part 1: General*.

ISO/TR 15489-2:2001. *Information and documentation—Records management—Part 2: Guidelines*.

ISO 23081-1:2006. *Information and documentation—Records management processes —Metadata for records—Part 1: Principles*.

ISO 23081-2:2009. *Information and documentation —Managing metadata for records—Part 2: Conceptual and implementation issues*.

Securities and Exchange Commission, "SEC Interpretation: Electronic Storage of Broker-Dealer Records; 17 CFR Part 241 [Release No. 34-47806]." U.S. Securities and Exchange Commission. http://www.sec.gov/rules/final/33-8180.htm.

13 June 2012

- Creating a Retention Schedule, Part I: Functional Analysis and Records Inventories
- What is a functional business analysis and why is it so important to records professionals?
- What is a records inventory, how do you put one into place and what place does it have in today's RIM workplace?

Assigned Readings

Shepherd and Yeo: 51-71
DIRKS, Step A, "Preliminary Investigation"
DIRKS, Step B, "Analysis of Business Activity"

Choksy, Carol. "The Life Cycle: Business Processes in Relation to Records (selection)." In *Domesticating Information: Managing Documents inside the Organization*, 112-125. Lanham, Maryland: The Scarecrow Press, 2006.

Gannon, Alice "Know Your Merchandise: The Records Management Inventory." *Records Management Quarterly* 26 (April 1992): 12-19.

Myler, Ellie. "The ABCs of Records Retention Schedule Development." *edoc Magazine* (May/June 2006): 52-56.

Readings to Browse

Cook, Terry. "Macroappraisal and Functional Analysis: Documenting Governance Rather Than Government." *Journal of the Society of Archivists* 25, no. 1 (2004): 5-18.

Fischer, Laurie. "Condition Critical: Developing Records Retention Schedules." *Information Management Journal* 40 (January/February 2006): 26-35.

Greene, Mark A. and Daniels-Howell, Todd J. "Documentation with an Attitude: A Pragmatist's Guide to the Selection and Acquisition of Modern Business Records." In *The Records of American Business*, edited by James O'Toole, 161-229. Chicago: The Society of American Archivists, 1997.

Yakel, Elizabeth. "The Way Things Work: Procedures, Processes, and Institutional Records." *American Archivist* 59 (Fall 1996): 454-464.

Yates, JoAnne. "Internal Communication Systems in American Business Structures: A Framework to Aid Appraisal." *American Archivist* 48 (Spring 1985): 141-158.

20 June 2012

- Creating a Retention Schedule, Part II: Appraisal and Classification
- What does it mean to appraise records in the RIM field? How does appraisal relate to the creation of retention periods?
- How do today's approaches to metadata structures relate to yesterday's approaches to classification? How do RIM professionals describe records?

Assigned Readings

Shepherd and Yeo: 72-100; 146-172

Dixon, Margaret J. "Beyond Sampling: Returning to Macroappraisal for the Appraisal and Selection of Case Files." *Archival Science* 5 (2005): 285-313.

Evans, Joanne, Sue McKemmish and Karuna Bhoday. "Create Once, Use Many Times: The Clever Use of Recordkeeping Metadata for Multiple Archival Purposes." *Archival Science* 5 (March 2005): 17¬42.

Gibbons, Paul, and Caroline Shenton. "Implementing a Records Management Strategy for the UK Parliament: The Experience of Using Keyword AAA." *Journal of the Society of Archivists* 24, no. 2 (2003): 141-57.

Lubbes, Kirk. "Automatic Categorization: How It Works, Related Issues and Impacts on Records Management." *Information Management Journal* 35 (October 2001): 38-43.

Readings to Browse

Bruemmer, Bruce. "Avoiding Accidents of Evidence: Functional Analysis in the Appraisal of Business Records." In *The Records of American Business*, edited by James O'Toole, 137-160. Chicago: The Society of American Archivists, 1997.

Klischewski, Ralf. "Ontologies for e-Document Management in Public Administration." *Business Process Management Journal* 12, no. 1 (2006): 34-47.

Lubbes, Kirk. "So You Want to Implement Automatic Categorization." *Information Management Journal* 37 (March/April 2003): 60-69.

Lutzker, Michael A. "Max Weber and the Analysis of Modern Bureaucratic Organization: Notes Toward a Theory of Appraisal." *American Archivist* 45 (Spring 1982): 119-130.

METS metadata set for packaging digital objects:
http://www.loc.gov/standards/mets/METSOverview.v2.html

27 June 2012

- Creating a Retention Schedule, Part III: Supporting the Schedule and Making it Usable
- Recordkeeping is more than just retention schedules. What constitutes recordkeeping system design?
- What technologies should be implemented in the system to promote both preservation and use? How do we make the schedule work in terms of access and usability?

Assigned Readings
Shepherd and Yeo: 101-145; 173-215; 216-245
DIRKS, Step D, "Assessment of Existing Systems"
DIRKS, Step E, "Strategies for Recordkeeping"
DIRKS, Step F, "Design of a Recordkeeping System"

Readings to Browse

Adler, Michael S. "Avoiding the Pitfalls of Imaging System Conversions." *Information Management Journal* 34 (October 2000): 4-22.

Farber, Michael J. "Selecting an Offsite Commercial Records Center." *Records Management Quarterly* 31 (January 1997): 28-32.

Hedstrom, Margaret. "It's about Time: Research Challenges in Digital Archiving and Long-Term Preservation." U.S. National Science Foundation & Library of Congress, August 2003. Available from: http://www.digitalpreservation.gov/library/resources/pubs/docs/about_time2003.pdf.

Myburgh, Sue, "The Convergence of Information Technology and Information Management," *Information Management Journal* 34:2 (April 2000), pp. 4-16.

NARA. "Recommended Practice: Evaluating Commercial Off-the-Shelf (COTS) Electronic Records Management (ERM) Applications. (2005)" The National Archives and Records Administration. http://www.archives.gov/records-mgmt/policy/cots-eval-guidance.html.

___. "Vital Records and Disaster Recovery." The National Archives and Records Administration. http://www.archives.gov/records-mgmt/vital-records/recovery.html.

OCLC-RLG. "Trusted Digital Repositories: Attributes and Responsibilities." Research Libraries Group, May 2002. Available from: http://www.oclc.org/programs/ourwork/past/trustedrep/repositories.pdf [You should just skim this, but do pick it up if you haven't already. This document is otherwise known as "OAIS Lite."].

Swartz, Nikki. "Six Months That Changed the Face of Information Management." *Information Management Journal* 36 (July/August 2002): 50-58.

[Saturday] 07 July 2012 (Fast Track Meeting and Make-Up Class for Onsite Students)

RIM MEMORANDUM DUE AT 9am

- Implementing the System: Change Management and Ensuring Compliance
- Evaluating and Promoting your RIM Program

Assigned Readings
Shepherd and Yeo: 246-269
DIRKS, Step G, "Implementation of a Recordkeeping System"
DIRKS, Step H, "Post-Implementation Review"

Allman, Thomas. "Fostering a Compliance Culture: The Role of the Sedona Guidelines." *Information Management Quarterly* 39 (March/April 2005): 54-61.

Choksy, Carol E. B., "Where RM Should Report to Ensure Effective Electronic Records Management?" 42 *Information Management Journal* (March/April 2008): 58-61.

Dearstyne, Bruce. "The Art of Managing RIM Programs." *Information Management Journal* 42 (July/August 2008): 41-46.

Dooley, Lawrence and David O'Sullivan. "Decision Support System for the Management of Systems Change." *Technovation* 19 (1999): 483–493.

Goodman, Susan K. "Business Politics for the Records Manager and Archivist." *Records Management Quarterly* 32 (January 1998): 19ff.

Readings to Browse

Cox, Richard. "7 Paths to Developing or Maintaining RIM Programs." *Information Management Journal* 40 (March/April 2006): 48-57.

Crockett, Margaret and Foster, Janet. "Using ISO 15489 as an Audit Tool," *Information Management Journal* 38 (July/August 2004): 46-53.

Deserno, Ineke and Donna Kynaston. "A Records Management Program that Works for Archives." *Information Management Journal* 39 (May/June 2005): 60-62.

Langemo, Mark, "Strategies for Developing and Strengthening Records Management Programs, *Records Management Quarterly* 33 (April 1999): 3-7.

Montaña, John. "Strategies for Minimizing Litigation Risks, Costs." *Information Management Journal* 42 (Hot Topic, March/April 2008): 10-12.

___. "GARP: Mapping a Route for Compliance." *Information Management* 43 (September/October 2009): HT10-12.

NARA. "Records Management Self-Evaluation Guide, 2001" The National Archives and Records Administration. http://www.archives.gov/records-mgmt/publications/records-management-self-evaluation-guide.html.

11 July 2012

NO CLASS

It would, of course, behoove you to use this time to prepare your reports and your report presentations.

18 July 2012

- Knowledge Management, Information Resource Management and Data Curation
- Personal Records and Information Management

Assigned Readings

Beagrie, Neil. "Plenty of Room at the Bottom? Personal Digital Libraries and Collections." *D-Lib Magazine* 11 (June 2005). http://www.dlib.org/dlib/june05/beagrie/06beagrie.html.

Davenport, Thomas H., Robert J. Thomas and Susan Cantrell. "The Mysterious Art and Science of Knowledge-Worker Performance." *MIT Sloan Management Review* 44 (Fall 2002): 23-30.

Holsapple, C. W., and K. D. Joshi. "Knowledge Management: A Threefold Framework." *Information Society* 18, no. 1 (January 2002): 47-64.

Ogburn, Joyce L. "The Imperative for Data Curation." *portal: Libraries and the Academy*. 10, no. 2 (April 2010): 241-246.

McKemmish, Sue. "Evidence of Me…" *Archives and Manuscripts* 24, no. 1 (May 1996): 28-45.

Yakel, Elizabeth. "Knowledge Management: The Archivist's and Records Manager's Perspective." *Information Management Journal* 34 (July 2000): 24-30.

Readings to Browse

Harris, Verne. "On the Back of a Tiger: Deconstructive Possibilities in 'Evidence of Me'." *Archives and Manuscripts* 29, no.1 (2001): 8-21.

Karasti, Helena, Karen S. Baker and Eija Halkola. "Enriching the Notion of Data Curation in E-Science: Data Managing and Information Infrastructuring in the Long Term Ecological Research (LTER) Network." *Computer Supported Cooperative Work* 15 (2006):321-358.

Stevens, Molly M. et al. "Getting into the Living Memory Box: Family Archives & Holistic Design." *Personal and Ubiquitous Computing* 7 (2003): 210-216.

Thompson, Clive. "A Head for Detail." *Fast Company* 110 (November 2006). Available from: http://www.fastcompany.com/magazine/110/head-for-detail.html.

Whittaker, Steve, and Julia Hirschberg. "The Character, Value, and Management of Personal Paper Archives*." ACM Transactions on Computer-Human Interaction* 8, no. 2 (2001): 150-70.

25 July 2012

FIRST SET OF IN-CLASS PRESENTATIONS

Class Schedule
9-10:45am: Seven-minute "poster" presentations
10:45-11am: Break
11-11:30am: Seminar on "Ethics and the RIM Profession"

Assigned Readings

Cox, Richard J. "Introduction: From Ethics to Accountability, or When Do Records Professionals Become Whistleblowers?" In *Ethics, Accountability, and Recordkeeping in a Dangerous World*, xxv-xlix. London: Facet, 2006.

Pemberton, J. Michael and Pendergraft, Lee O. "Toward a Code of Ethics: Social Relevance and the Professionalization of Records Management," *Records Management Quarterly* 32 (October 1998): 51-57.

Readings to Browse

Adkins, Elizabeth W. "The Development of Business Archives in the United States: An Overview and a Personal Perspective." *American Archivist* 60 (Winter 1997): 8-33

ARMA International."The Code of Professional Responsibility (1995)." ARMA International. http://www.arma.org/about/overview/ethics.cfm.

Cox, Richard J. and David A. Wallace, eds. *Archives and the Public Good: Accountability and Records in Modern Society*. Westport, CT: Quorum, 2002.

Institute of Certified Records Managers (ICRM). " Code of Ethics." Institute of Certified Records Managers. https://db.icrm.org/crm/index.jsp?submit_menu=118.

Russell, Bill. "The White Man's Paper Burden: Aspects of Records Keeping in the Department of Indian Affairs, 1860-1914." *Archivaria* 19 (Winter 1984-85): 50-72.

01 August 2012

SECOND SET OF IN-CLASS PRESENTATIONS

Class Schedule
9-10:45am: Seven-minute "poster" presentations
10:45-11am: Break
11-11:30am: Seminar on "Why Don't We Just Save Everything? Can't Google Just Do This Job?"

Assigned Readings

Blanchette, Jean-François and Deborah Johnson. "Data Retention and the Panoptic Society: The Social Benefits of Forgetfulness." *The Information Society* 18, no. 1 (January 2002): 33-45.

Diamond, Mark and Stephen Foskett. "Does Records Management (and Do Records Managers) Matter?" *edoc Magazine* 22 (March/April 2008): 14-16.

Halevy, Alon, Peter Norvig and Fernando Pereira. "The Unreasonable Effectiveness of Data." *Intelligent Systems* 24, no. 2 (March/April 2009): 8-12.

Readings to Browse

Blanchette, Jean-François. "The Noise in the Archive: Oblivion in the Age of Total Recall." In *Computers, Privacy and Data Protection: An Element of Choice*, 25-38. New York: Springer, 2011.

MacKenzie, George. "A New World Ahead: International Challenges for Records Management." *Records Management Quarterly* 33 (April 1999): 24-34.