School of Information Management
INFO 6370/MGMT 4370 Records Management
Winter 2021

Course Type:	Online
Instructor:	Dr Louise Spiteri (she/her)
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Preferred method of contact:	email
Office hours:	Tuesdays 12:00-14:00 via Microsoft Teams Available also by appointment
Course website:	Brightspace

COURSE DESCRIPTION

A comprehensive introduction to the field of records and information management. Topics covered include: records creation, evaluation, maintenance and control; issues related to the maintenance, storage and disposition of records; and electronic records management.

COURSE PRE-REQUISITES

INFO 5515 Organization of Information

COURSE GOALS

This course will provide an introduction to the basic theories, methodologies, and most significant problems relating to records management. The course will also introduce students to the ways records and information management professionals are

responding to the challenges of managing and preserving electronic records, social media, and the cloud. The following topics will be covered:

- The history and current status of the records and information management profession
- The relationship between records and information managers and archivists
- Records inventory procedures
- Records retention policies
- File classification systems
- Management of electronic records
- Preservation and recovery of vital records
- Confidentiality and security of records
- eDiscovery
- Access to information and privacy regulations
- Managing social media records
- Managing records in the cloud
- Big Data
- Blockchain technology

LEARNING OUTCOMES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas, divided according to the core competencies of the MI program:

Learning Outcome	Relevant MI Core Competencies
An understanding of the importance of establishing a records and information management program	Information Management Leadership
The creation and management of file classification systems and retention schedules	Risk Management User-Centred Information Services
The management of electronic records, including those in the cloud and social media	Management of Information Technology Information Management Leadership Risk Management User-Centred Information Services
An understanding of the role of enterprise content management systems	Management of Information Technology
The management of vital records and establishment of disaster management programs	Information Management Leadership Risk Management
eDiscovery	Information Management Leadership Risk Management

TECHNOLOGY USED

- Brightspace
- Panopto
- Microsoft Teams
- Collaborate Ultra

INSTRUCTIONAL METHODS

This course will be offered exclusively as an online course via Brightspace. Class discussion will be conducted asynchronously via the Brightspace discussion boards. Students are reminded that weekly topics are discussed over the spectrum of an entire week; as such, students should participate in the discussion boards on a regular basis throughout the entire span of a week's topics. Instruction will combine instructor and student-led online discussions of posted lecture notes and readings. Students will prepare for, and follow up on, ideas presented in class through readings and exercises. **I will hold a weekly virtual drop-in session on Thursdays, 11:30-12:30 via Collaborate Ultra (on Brightspace).** The purpose of this drop-in session is for us to meet as a group, discuss any questions that you might have about the course content, assignments, and so forth. The virtual session will not be a formal lecture, nor is attendance required.

LEARNING MATERIALS

There is no required textbook for this class. The course schedule provides a list of readings per week and will form the basis of class questions and discussions. You are encouraged to share with the class any items of relevance to the course that you may encounter during the term.

General Resources

Government of Canada. (2019). *Directive on recordkeeping*. http://bit.ly/2Q3Xwns

Government of Canada. (2015). *Guideline for employees of the Government of Canada: Information management (IM) basics*. http://bit.ly/2QeLxn4

Government of Canada. (2019). *Policy on information management*. http://bit.ly/2PZoZXl

Iron Mountain. (2020). *Records management: Best practices guide*. http://bit.ly/2QeLTKq

Jisc. (2012). *Records management: An introduction to the key concepts of record creation and management in further and higher education.* http://bit.ly/2Q6boOh

National Archives of Australia. (n.d). *Information management standard.* https://bit.ly/2W6qtAk

Spiteri, L. F. (2020). *Managing information*. https://paper.li/f-1406205114
NB: This is a daily online newspaper published via Paper.Li that gathers web-based articles related to information management.

Selected guidelines

Canada. Department of Justice. (n.d.). *Access to Information and Privacy Office.* http://bit.ly/2Q5mO4U

Government of Canada. (2019). *IC78-10R5. Books and records retention/destruction*. https://bit.ly/2YFBESk

Government of Canada. (2020). *Keeping records*. http://bit.ly/38MICpT

Library and Archives Canada. (2017). *Generic valuation tools*. http://bit.ly/2tIteZj

Office of the Privacy Commissioner of Canada. (2017). *Privacy toolkit for businesses.* http://bit.ly/2tMDeki

Office of the Privacy Commissioner of Canada. (2015). *A guide for individuals: Protecting your privacy*. https://bit.ly/2YDpHfK

METHOD OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection. See also the SIM Grading Policy.

Assignment	Description	Weight	MI Competencies
Class participation	Will be assigned to the student by the instructor based upon the participation rubric. **Due: Ongoing**	20%	Workplace Skills & Attributes
Government legislation	An analysis of the strengths and weaknesses of a selection of federal or provincial laws or regulations pertaining to records management. Details to follow. **Due: February 7, 2021**	20%	Information Management Leadership Risk Management Research and Evaluation
File plan and retention schedules	File plans and retention schedules for selected organizations. Details to follow. **Due: March 7, 2021**	20%	Information Management Leadership Risk Management User-Centred Information Services Research and Evaluation

RM portfolio	A records management portfolio for a collection of records shall be created that will address the following areas: ● Records inventory procedures ● Records retention program ● File classification system ● Active and inactive records program ● Electronic records program ● Vital records protection and disaster recovery program ● Records management policies and procedures Details to follow. **Due: April 4, 2021**	40%	Management of Information Technology Information Management Leadership Risk Management User-Centred Information Services Research and Evaluation Workplace Skills & Attributes

DISCUSSION FORUM GUIDELINES

The participation grade is based partly upon the content, depth and quality of your contributions to the forum discussions using the standards found within the participation rubric. Participating consistently, with thoughtful answers early in the week, and responding to, and engaging in discussion with your peers will have positive effects on your overall grade.

The online discussion groups are an essential part of the course. You are expected to participate regularly by reading the discussions and contributing to them. You should check in to the discussions at least three times per week and contribute at least two messages to each discussion. You should follow up any responses to your contributions. Keep in mind these are bare bones minimum participation requirements and will earn you a minimum grade. To achieve a better grade, you will need to actively participate in the discussion, responding to any questions or dialogue that is occurring on the board. You should cite your sources properly and use double quotations or italics for direct quotations. Most of your discussion should be your own words in order to receive credit. Although the discussion boards contain topics posed by me, I encourage you add your own topics to any of the weeks' discussion boards, especially if you come across interesting and relevant information in the news, in your work environment, and so forth.

Guidelines for posting

1. **Use a subject line that relates to your post**; this will help create interest and focus for the discussion.
2. **Write clearly and with expression.** Communicating online requires careful and concise writing, but also allows your personality to come through. Though humor is effective and at times relevant in discussion, be sure to avoid sarcasm, which does not translate well in the online environment.

3. **Be supportive, considerate and constructive when replying to your classmates**. Do not use jargon, slang or inappropriate language. If you disagree with a classmate, please respond in a respectful and tactful manner. Any posts deemed inappropriate by the professor will be removed from the discussion board.
4. **Avoid cursory, non-contributory posts**, such as "I agree" or "great idea." If you agree (or disagree) with a post, then say why--and support your statement with concepts from the online lecture or assigned readings, or by sharing a related example or experience
5. **Keep your post focused on the topic**, relating any class readings and materials from the current module in your post (as applicable).
6. **Proofread and review your response before hitting the submit button**. If you submit a post and then find an error, use the edit function to edit and resubmit your post. Do not create a new, duplicate post, or add a post correcting your mistake.
7. **Participate regularly**. Improve your learning by being an active and engaged student. Successful students follow and participate in the assigned discussion throughout the module, logging on at least three times a week while reading and participating in forums as assigned in the module.

Contribution Guidelines

Consider both the quantity and quality of your contributions. The quality of your contribution is more important than the length of each posting.

In terms of quality did you:

- help solve a problem?
- lend support?
- challenge an idea?
- offer some alternatives?
- come up with a creative solution?
- ask a good question?
- assist someone in clarifying their ideas?
- give examples from your personal experience?
- contribute solid evidence to support your opinion?
- show respect?
- acknowledge and affirm someone else's ideas?
- bring a derailing dialogue back on track?

In terms of quantity did you:

- dominate the discussion or remain too silent?
- explain yourself well?
- give good examples?
- respond to others as well as making your own comments?

My participation in the discussion boards

I read the discussion boards every weekday morning. I am an early riser, so I usually do this before 09:00. I make a point of reading all the new posts every morning. I may not always respond to every post, as I want to make sure I don't dominate any discussion, but I do actively engage in the discussions.

PARTICIPATION EVALUATION RUBRIC

Criterion	Weighting	Indicators
Preparation	20%	The student demonstrates consistent preparation for class. Readings are always completed, and the student can relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	40%	The student is actively involved in class activities. Involvement may be manifested in several ways, e.g.: • Completion of Brightspace exercises • Contributing to Brightspace discussions • Asking and responding to questions
Frequency of contributions	30%	The student contributes regularly to the weekly discussion boards and activities.
Professionalism	10%	The student's behaviour is courteous, respectful, encouraging, understanding, and inclusive.

The instructor will provide individual students with feedback on their participation assessments by at least the mid-point of the course.

CLASS POLICIES

Civility

In this course, a strong emphasis is placed on civility, which comprises a conscious demonstration of mutual respect – for people, their roles, knowledge, and expertise. Civility requires cooperation, tolerance, acceptance, inclusiveness, kindness, courtesy, and patience. It is expressed not only in the words we choose, but in our tone, demeanour, and actions. The instructor, students, and guests, are responsible for, and expected to, exemplify and promote civility. While it is understood that disagreement will, and should, occur in a collegiate setting, open communication, intellectual integrity, mutual respect for differing viewpoints, freedom from unnecessary disruption, and a climate of civility are important values that we embrace. Examples of civility include:

- Respect and courtesy in language, demeanour, and actions;
- Respectful acknowledgement of individual differences;
- Empathy and patience; and

- Refraining from insulting, disrespectful, dismissive, or humiliating language or actions.

Attendance
Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor via Brightspace

Citation Style
SIM courses use the Publication Manual of the American Psychological Association (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 or the 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. 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.

Missed or late academic requirements due to student absences
Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

Assignment Format
Please ensure that all assignments adhere to the format requirements below. All assignments must:

- be double spaced
- use 12-point font in either Arial (preferred) or Times New Roman
- be in Word or Google Docs. Please do NOT use PDF.
- be submitted as attached files via Brightspace and labelled as follows:
    - Surname_INFO6370Assig01 OR Surname_MGMT4370Assig01
    - Surname_INFO6370Assig02 OR Surname_MGMT4370Assig01, etc.
- contain your name

- adhere to the **required** citation format for this course, which is the *Publication manual of the American Psychological Association*, as noted previously. The readings in the syllabus are cited in APA format, so please use them as a guide
- be submitted by no later than 23:59 on the Sunday of the week in which they are due.

Grading

Grades are assigned in accordance with the School of Information Management's grading policy:

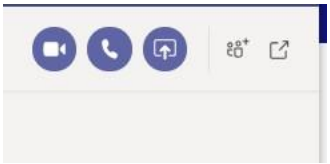
Letter value	Numeric value	Description
A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the 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.

Undergraduate students will be marked according to the University's undergraduate grading scale.

Virtual office hours

I will hold virtual office hours on Tuesdays, from 12:00-14:00. You can reach me for a synchronous discussion via Microsoft Teams. I will keep the Teams window open in my browser. You should access Teams via your Dalhousie account, as this will allow you to contact me directly, as follows:

- Go to the Teams page
- Go to the search bar at the top of the page and search for me by name. My email address should pop up.
- Click on my name. A new window will open. You can either use the chat feature, or you can start a live call with me by choosing the video icon on the top right-hand section of the screen. You can also share your screen with me, via the upward-pointing arrow. Both icons are shown below:



- You can also share files with me during our chat.
- You can meet with me individually, or as a group, depending on your needs.
- If I am meeting with another student when you access Team, my online status will be changed to “Busy” (a red dot next to my name). Please wait until the dot changes to green, then try again.
- Booking an appointment with me for during my office hours can help reduce the number of “busy” conflicts, so this is an option you might wish to consider.

Email communication

I strongly encourage you to use your Dalhousie email address to communicate with me, as non-Dalhousie addresses may be routed to my junk folder per Dalhousie’s filtering system. During weekdays, I respond to emails by no later than 18:00, unless I am travelling. Please note that I do not typically check email or Team messages between 18:00 and 06:00 on weekdays, and I do not check these at all on the weekends, in order to maintain a healthy work-life balance. Messages received during these times will receive attention once I am back online.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. 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. Visit https://bit.ly/33Pir33 for more details.

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

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures every member of the university community is required to follow to ensure academic integrity.

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 Academic Dishonesty 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.

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

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

Accessibility (http://bit.ly/2IljSgf)
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 (http://bit.ly/2IkIYfc)
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 (http://bit.ly/2rLdc0w)
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive

community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

Recognition of Mi'kmaq Territory (http://bit.ly/2rNBVRN)
Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit https://native-land.ca/.

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).

Fair Dealing Policy (https://bit.ly/3hOyHFC)
The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE

Week	Topics	Readings & Resources
Jan. 6-10, 2021	Course introduction Syllabus tour Brightspace tour Discussion of Assignment 01 & 03	
Jan. 11-17, 2021	Introduction to records management (RM) Components of RM Programs Records and record life cycles	**Readings** Iron Mountain. (2020). *Records management: Best practices guide*. http://bit.ly/2QeLTKq Jisc. (2012). *Records management: An introduction to the key concepts of record creation and management in further and higher education*. http://bit.ly/2Q6boOh • Introduction (first section) • Why is records management necessary? • Creation • What is a record The University of Adelaide. (2020). *Life cycle of records*. http://bit.ly/2Q4XThB
Jan. 18-24, 2021	Information governance Generally Accepted Recordkeeping Principles Legal requirements for keeping business records	**Readings** ARMA International. (2019). *The Principles*. http://bit.ly/2Q0J7se Brooks, J. (2019). Perspectives on the relationship between records management and information governance. *Records Management Journal, 29*(1), 5-17. https://bit.ly/2YCJnR0 Cruz, R. (2017). Best practices in information governance. *KM World, 26 (8),* S22-S23. http://bit.ly/2Q57Prp Iron Mountain. (2019). *A practical guide to information governance.* http://bit.ly/2Q56PUm Ojala, M. (2017). Information governance gets respect. *KM World, 26*(8), S20-S21. http://bit.ly/2Q3iu5X
Jan. 25-31, 2021	Records Inventory	**Readings** Government of Maine. (2015). *How to conduct a records inventory*. http://bit.ly/2tF6ycg Jisc. (2012). *Undertaking a record survey.* http://bit.ly/2Q7FBwc Oliver, G., Foscarini, F., Sinclair, C., Nicholls, C., & Loriente, L. (2018). Ethnographic sensitivity and current recordkeeping. *Records Management Journal, 28*(2), 175-186. https://bit.ly/3c8d2p0

		Resource U.S. National Archives and Records Administration. (n.d.). *Records inventory - data elements*. https://bit.ly/2WDypZ0
Feb. 1-7, 2021	Functional classification systems Automated Classification Assignment 01 is due on February 7	**Readings** Flett, A., & Laurie, S. (2012). Applying taxonomies through auto-classification. *Business Information Review, 29*(2), 111-120. http://bit.ly/2Q6rGGS Gunnlaugsdottir, J. (2012). Functional classification scheme for records. *Records Management Journal, 22*(2), 116-129. http://bit.ly/2lzvn5l Packalén, S. (2015). Functional classification: Record-keeping professionals' difficulties and their handling in maintenance and use of FC in Finnish organisations. *Records Management Journal, 25*(2), 166-182. http://bit.ly/2lDZCZr University of Manitoba. (2017). *Functional classification*. http://bit.ly/2Q6PD0D **Resource** Open Text. (2020). *Open Text Auto Classification*. http://bit.ly/2ZZE5kA
Feb. 8-14 2021	Records appraisal, retention, and disposition	**Readings** Diamond, M. (2019). How to create a modern and compliant records retention schedule you can actually execute. *Journal of AHIMA, 90*(4), 28-29. http://bit.ly/2Q7rBCT Haraldsdottir, R. K., & Gunnlaugsdottir, J. (2018). The missing link in information and records management: Personal knowledge registration. *Records Management Journal, 28*(1), 79-98. https://bit.ly/2YFvaCG Montaña, J. C. (2016). What a records retention schedule is - and why you need one. *Information Management, 50*(2), B1-B6. http://bit.ly/2lCUC7l **Resource** Government of Canada. (2020). *Keeping records*. http://bit.ly/38MICpT
February 15-19, 2021: Winter study break		
Feb. 22-28, 2021	Enterprise Content Management Systems	**Readings** Atlassian. (2020). *The guide to enterprise content management (ECM).* http://bit.ly/2Q3Ry6g Nicastro, D. (2018). 11 rules for selecting the right content management system (CMS). *CMSWire*. http://bit.ly/2lE1dhT Pan, W. (2017). The implementation of electronic recordkeeping systems. *Records Management Journal, 27*(1), 84-98. https://bit.ly/3cfUZ04

		Rolan, G. (2017). Towards interoperable recordkeeping systems: A meta-model for recordkeeping metadata. *Records Management Journal, 27*(2), 125-148. https://bit.ly/3bdOWrN **Resource** G2 Crowd. (2020). *Best enterprise content management (ECM) software*. http://bit.ly/2Q5tgsC
March 1-7, 2021	Managing email Managing social media records Managing mobile and smart devices Assignment 2 is due on March 7, 2021.	**Readings** Evans, L., Franks, P., & Chen, H. M. (2018). Voices in the cloud: Social media and trust in Canadian and US local governments. *Records Management Journal, 28*(1), 18-46. https://bit.ly/3b5OEDe Haynes, D. (2016). Social media, risk and information governance. *Business Information Review, 33*(2), 90-93. http://bit.ly/2tIWZct National Archives of Australia. (n.d). *Managing social media*. https://bit.ly/3caw79X Queensland Government. (2020). *Mobile and smart devices*. http://bit.ly/2yMw1pX Vellino, A., & Alberts, I. (2016). Assisting the appraisal of e-mail records with automatic classification. *Records Management Journal, 26*(3), 293-313. http://bit.ly/2ZSrHCJ
March 8-14, 2021	Cloud computing Blockchain technology Big Data	**Readings** Ionescu, A. (2015). Resource management in mobile cloud computing. *Informatica Economica, 19*(1), 55-66. http://bit.ly/2yPTx5y Lemieux, V. L. (2016). *Blockchain for recordkeeping; Help or hype*? http://bit.ly/2Q8PQk7 Lemieux, V. L. (2016). Trusting records: Is blockchain technology the answer? *Records Management Journal, 26*(2), 110-139. http://bit.ly/2Q39NbS Morabito, V. (2015). *Big Data and analytics: Strategic and organizational impacts*. Springer International Publishing. ● Chapter: Big Data governance. http://bit.ly/2Q2VHal ● Chapter: Big Data and digital business evaluation http://bit.ly/2Q6oniX National Archives of Australia. (n.d). *Cloud computing and information management*. https://bit.ly/2A5YZST **Resource** Law Society of British Columbia. (2017). *Cloud computing checklist*. http://bit.ly/2yKhYRW
March 15-21, 2021	Access to information & Privacy	**Readings** AICPA/CICA. (n.d.). *Records management: Integrating privacy using Generally Accepted Privacy Principles*. http://bit.ly/2tJYxTg

	Data privacy Managing data breaches GPDR	Hodge, N. (2018). Getting ready for GDPR. *Risk Management, 65*(1), 26-29. http://bit.ly/2Q6wVGn Greengard, S. (2018). Weighing the impact of GDPR. *Communications of the ACM, 61*(11), 16-18. http://bit.ly/2Q6xhgb Merrick, R., & Ryan, S. (2019). Data privacy governance in the age of GDPR. *Risk Management, 66*(3), 38-43. http://bit.ly/2Q6qqDE **Resources** European Commission. (n.d.). *EU data protection rules.* http://bit.ly/2Q320uH Government of Canada. (2019). *Access to information in the federal government.* http://bit.ly/2tCLKlE Office of the Privacy Commissioner of Canada. (n.d.). *Privacy topics.* Retrieved from http://bit.ly/2yU9NTc *Personal Information Protection and Electronic Documents Act*, S.C. 2000, c. 5. http://bit.ly/2Q8gARD
March 22-28, 2021	eDiscovery, admissible information, and litigation	**Readings** Exterro. (n.d.). *The basics of eDiscovery* (2nd ed.). http://bit.ly/2ZToK4Y Favro, P. J., & Call, K. A. (2018). A new frontier in eDiscovery ethics: Self-destructing messaging applications. *Utah Bar Journal, 31*(2), 40-41. http://bit.ly/2Q8oYk3 Kim, E. (2019, August 7). RM 101: e-Discovery in 7 Steps. *Collabware*. http://bit.ly/2Q4Qwqt Thompson, K., & Hurlburt, N. (2016, February 29). New edition of the Sedona Canada Principles for E-Discovery. *Cyberlex*. http://bit.ly/2tJQ6rd **Resources** Capterra. (n.d). *eDiscovery software.* http://bit.ly/2ZUZQll Ontario Bar Association (n.d.) *Guidelines for the discovery of electronic documents in Ontario.* http://bit.ly/2tJLUHZ
March 29-April 4, 2021 Assignment 03 is due on April 4.	Vital records, business continuity planning, and disaster recovery ISO standards	**Readings** ARMA International. (2017). Identifying and classifying vital records. *Information Management, 51*(3), 49-52. http://bit.ly/2yNOKS7 Government of Canada. (2020). *Business continuity planning*. https://bit.ly/2YGLjHZ University of Washington. (2020). *Introduction to vital records*. http://bit.ly/2ZUJn0F **Resource** Government Records Office, Archives of Manitoba. (2019).

		Recordkeeping standards. http://bit.ly/2ZV7jAU (This document lists and describes all the pertinent ISO RIM standards)