

## INFO 6370 Records Management Winter 2025

**Course Type (e.g. F2F, online, blended):** Synchronous online sessions on MS Teams Tuesdays, from 7:30pm-9:30pm AST

**Cross-list(s) if applicable:** N/A

**Instructor name/title:** Courtney Bayne, University Records Manager, Dalhousie University

**Office:**

**Contact info (Telephone/E-mail):**

Email or Teams Chat. Email: [Courtney.Bayne@dal.ca](mailto:Courtney.Bayne@dal.ca). Kindly note it may take me up to 24hours to respond during weekdays and 48 hours during weekends. Please plan accordingly.

**Office hours:** Online by appointment via Microsoft Teams

**Course website:** [Brightspace \(LINK to MS TEAMS\)](#)

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### COURSE DESCRIPTION

This course provides a comprehensive introduction to the management of current records in contemporary environments in analog and digital form. Topics covered include records creation, evaluation and analysis, maintenance and control; risks and challenges related to the maintenance, storage and disposition of records; electronic records management; relevant standards, legal and ethical compliance.

### COURSE PRE-REQUISITES

INFO 5515.03 or MGMT 5502.03

### LEARNING OUTCOMES

By the conclusion of this course, students will be able to:

- The properties of records and RM systems in both analog and digital environments
- The importance of establishing a RM program, and the broader role of RM and archiving in society
- The creation and management of file classification systems and retention schedules
- Contemporary RM laws, standards, models, best practices, and professional organizations
- An understanding of the role of enterprise content management systems
- The management of vital records and establishment of disaster management programs
- The organizational, technological, social and cultural factors affecting RM

### TECHNOLOGY REQUIREMENTS

- Brightspace (course content and assignment submission)
- Microsoft Teams (platform used to deliver class and record)

### DESCRIPTION OF CLASS FORMAT

Students are expected to attend synchronous seminar sessions online through the course website on MS Teams on Tuesdays from 7:30pm-9:30pm AST\* (\*unless otherwise noted in the week below). Class slides will be posted within 24 hours after the lecture. If you miss class, you are responsible for the material covered.

Through assigned readings, students will prepare for and engage in discussion of concepts and ideas presented in lectures. To the best of my ability in an online environment, I will attempt to incorporate interactive elements, class exercises and other experiential learning components in the course.

### INSTRUCTIONAL METHODS

This broad and complex topic will be discussed through lectures and seminars led by the instructor and guest speakers (to be confirmed), with assigned readings, and the preparation of specific assignments.

## LEARNING MATERIALS

Course textbook: Shepherd, Elizabeth and Geoffrey Yeo. *Managing Records: A Handbook of Principles and Practice*. London: Facet, 2003.

In addition, we will rely upon extensive consideration of the available academic and professional literature to provide students with an understanding of the various topical areas associated with records management. All reading materials and class slides (after lectures) will be made available through Brightspace.

## METHODS 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 [Grading Policy](#).

COMPONENT	DETAILS	DUE DATE	VALUE / WEIGHT
Participation	Will be assigned to the student by the instructor based on the participation rubric below. It is based on the quality and consistency of your participation during class.	Ongoing	20%
Assignment Part 1 of 3	Students are asked to complete a series of three short, interrelated assignments in response to the three prompts. Details in Brightspace: Part 1 Records Creation & Capture	Monday, February 10, 2025, by Midnight AST	10%
Assignment Part 2 of 3	Students are asked to complete a series of three short, interrelated assignments in response to the three prompts: Part 2 – Records Classification & Organization	Monday, February 17 <sup>th</sup> , 2025, by Midnight AST	10%
Mid-term paper	Select and write a paper on at least 2 readings that deal with the same aspect of one or more records-related standards, models, practices, ethics, methods, systems and guidelines. Ideally, each reading would present a different approach to the topic. Further instructions posted on Brightspace.	Monday, February 24 <sup>th</sup> , by Midnight AST	25%
Assignment Part 3 of 3	Students are asked to complete a series of three short, interrelated assignments in response to the three prompts: Part 3 Records Retention & Disposition	Monday, March 3, 2025, by Midnight AST	10%

Final take-home exam (open book)	Complete a final written test that includes defining key terms; briefly answering questions about basic RM concepts, principles and methods; and writing a short essay. This is a take-home exam that is open book. You will have 3 days to complete it.	Exam provided after class of week 12 (Tuesday, April 1 <sup>st</sup> , 2025). Exam due by Friday, <b>April 4<sup>th</sup>, 2025</b> , by midnight AST	25%
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### PARTICIPATION EVALUATION RUBRIC

Criteria	Unacceptable 0 Points	Acceptable 1	Good 2-4	Excellent 3-5
Preparation	Student does not show any awareness of the readings, content or class topics.	Student shows limited awareness of the readings, content or class topics.	The student indicates minimal preparation for class by being able to relate readings, content and class topics.	The student demonstrates consistent preparation for class by being able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Contributions & Engagement	Does not engage or communicate with class or instructor at all	Repeats but does not add substantive information to the discussion.	Shares information that is factually correct; lacks full development of concept or thought.	Shares factually correct, reflective and substantive contribution. They advance discussion and comments are relevant and reflect understanding of readings and other course material. The student's

				contributions move the discussion forward.
Communication with instructor/lecture	None at all, assignments late or not submitted	Rarely, intent not clear, could have been better with more	On occasion, clear, could have been better with more	Clear with intent and as required.
Attendance/Punctuality	attends 0-10% of classes	attends 10-40% of classes	Participates in 50-70% of classes	Participates in 100% of classes. The student is always punctual and no unexcused absences

**INTEGRATION OF [MI Competencies](#)** the [MI Competencies](#) in this course are the following:  
The learning experiences in this course will include the entire spectrum of the [MI Competencies](#). Through readings, discussions, exercises, and assignments, we will examine the development of information

The relationship of professionals' leadership competencies in the following areas:

- The creation and maintenance of records management (RM) systems requires information professionals to consult and use **evidence-based practices**, based on an awareness of trends in the profession and scholarly literature, as well as their own efforts to evaluate their systems.
- A commitment to **learning** and **adaptation** is crucial to ensuring that RM systems continue to serve their communities effectively.
- **Collaboration** with local communities, and an active **commitment to equity, diversity, inclusion, accessibility, and decolonization** are necessary to ensure that RM systems, and particularly metadata,
- Reflect the needs and identities of the communities they serve.
- RM systems need to be based on an excellent understanding of **user-centered design**, as well as strong **digital and technological literacy** and **management** competencies to ensure the effective and efficient operation of these systems.
- **Leadership** in understanding the role of records management of connecting to all aspects of data and information governance and being able to advocate with stakeholders and peers

## CLASS POLICIES

### Attendance

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

### Recording of classes

- Each class will be recorded by only the lecturer/instructor, unless otherwise stated at the preference of a guest speaker.

- Students are not permitted to record a class as the recording will be provided within 24hrs of the commencement of the class in question.
- The recordings will be accessible through Brightspace as outlined by the students' permitted access to the course content.

### Citation Style

MI courses use 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 at <https://libraries.dal.ca/help/style-guides.html> or the APA's 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 (see below). 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 Absence:

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.

## GRADING POLICY

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.

## 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](http://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://www.dal.ca/campus\\_life/academic-support/accessibility/accommodations-classroom-accommodation.html](https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-classroom-accommodation.html) 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

In general:

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 software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to support instructors in confirming 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 Intellectual Honesty contained in the Academic 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 to plagiarism detection software. 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.

Finally: If you suspect a lapse in academic integrity by colleagues or a professor, you may confidentially share your concerns via [DeanManagement@dal.ca](mailto:DeanManagement@dal.ca).

## **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**

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties.

### **STUDENT CODE OF CONDUCT**

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**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

### **INTERNATIONALIZATION**

At Dalhousie, “thinking and acting globally” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

### **RECOGNITION OF MI'KMAQ TERRITORY**

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](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

### **FAIR DEALING POLICY**

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 1: January 7, 2025**

**Time:** 7:30pm-9:30pm AST

**Topic:** Intro to course & Overview of records management

#### **Readings**

- L'nuey. *Treaty People*, n.d. [https://lnuey.ca/wpcontent/uploads/2020/09/lnuey\\_4291\\_treatyday\\_ResearchPaper\\_V01\\_lowres.pdf](https://lnuey.ca/wpcontent/uploads/2020/09/lnuey_4291_treatyday_ResearchPaper_V01_lowres.pdf). [7 pages]
- The First Nations principles of OCAP® (Ownership Control, Access and Possession) <https://fnigc.ca/ocap-training/#:~:text=The%20First%20Nations%20principles%20of%20OCAP%C2%AE%20establish%20how%20First,to%20First%20Nations%20data%20sovereignty>
- Open Letter by Harron Hall, Laura Dickson and Oluwatomilola Ojo, *A Call for RCMP Recordkeeping Accountability in Relation to Missing and Murdered Indigenous Women, Girls and 2SLGBTQIA People* (December 7, 2023), <https://archivists.ca/Latest-News-Announcements/13292729>

Examples of RM policies & legislation

- *Nova Scotia Government Records Act. 1995-96, c. 7, s. 1.* <https://nslegislature.ca/sites/default/files/legc/statutes/government%20records.pdf>
- *Access to Information Act.* 1980-81-82-83, c. 111, Sch. I. Justice.gc.ca. <http://laws-lois.justice.gc.ca/eng/acts/a-1/>
- Dalhousie University (2016). Records Management Policy. <https://www.dal.ca/content/dam/www/about/leadership-and-governance/university-policies/records-management-policy.pdf>
- *General Data Protection Regulation.* (2024, October). Canada.ca. <https://ised-isde.canada.ca/site/ised/en/general-data-protection-regulation>.

### **Week 2 January 14, 2025**

**Time:** 7:30pm-9:30pm AST

**Topic:** History, Concepts & Principles

#### **Readings**

- ARMA. "The Principles®." *Arma.org*, 2017, [www.ama.org/page/principles](http://www.ama.org/page/principles).
- "Record", "Records Management," and "Document" in the SAA's official glossary: Richard Pearce-Moses, ed., *A Glossary of Archival and Records Terminology*. Society of American Archivists, 2005. <https://www2.archivists.org/glossary>.



- Shepherd, Elizabeth, and Yeo, Geoffrey. "Chapter 1: Understanding Records Management," in *Managing Records: A Handbook of Principles and Practice*, pp. 1-29. London, UK: Facet, 2003. [http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xn&AN=689839&site=ehost-live&ebv=EB&ppid=pp\\_1](http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xn&AN=689839&site=ehost-live&ebv=EB&ppid=pp_1)
- Yeo, Geoffrey. "Chapter 1: The Making and Keeping of Records: A Brief Historical Overview," in *Records, Information and Data: Exploring the Role of Record-keeping in an Information Culture*, pp. 1-28. London, UK: Facet, 2018. [https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_openaire\\_primary\\_doi\\_08beb06283ec8e385ffc5102dc5fe785](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_openaire_primary_doi_08beb06283ec8e385ffc5102dc5fe785)

### **Week 3 January 21, 2025**

**Time:** 7:30pm-9:30pm AST

**Topic:** Models & Methods

#### **Readings**

- Dingwall, Glen. "Chapter 7: Life Cycle and Continuum. A View of Recordkeeping Models from the Postwar Era," in T. Eastwood and H. MacNeil (eds.) *Currents of Archival Thinking*, pp. 139-161. Santa Barbara, CA: Libraries Unlimited, 2010. **\*\*PDF Provided**
- "Life Cycle of Records." *University Library | University of Adelaide*, 2024, <https://www.adelaide.edu.au/library/library-services/records-services/records-and-archives-management-handbook/life-cycle-of-records>. Accessed 5 Jan. 2025.
- Upward, Frank. "Chapter 8: The Records Continuum," in S. McKemmish et al. (eds.) *Archives: Recordkeeping in Society*, pp. 197-222. Wagga Wagga, NSW: Charles Stuart University, Centre for Information Studies, 2005. **\*\*PDF Provided**
- Yeo, Geoffrey. "Concepts of Record (1): Evidence, Information, and Persistent Representations," *The American Archivist* 70, 2 (2007): 315-43. [https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_openaire\\_primary\\_doi\\_6854360d121435f2e109fc8513615c5c](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_openaire_primary_doi_6854360d121435f2e109fc8513615c5c)

### **Week 4 January 28, 2025**

**Time:** 7:30pm-9:30pm AST

**Topic:** Records Management Infrastructures & Systems

#### **Readings**

- "What Is Digital Preservation? - Digital Preservation Coalition." *www.dpconline.org*, [www.dpconline.org/digipres/what-is-digipres](http://www.dpconline.org/digipres/what-is-digipres).
- Oliver, Gillian. "Chapter 4: Managing Records in Current Recordkeeping Environments," in T. Eastwood and H. MacNeil (eds), *Currents of Archival Thinking*, pp. 83-92. Santa Barbara, CA: Libraries Unlimited, 2017. **\*\*PDF provided**
- Shepherd, Elizabeth, and Yeo, Geoffrey. "Chapter 2: Analyzing Context for Records Management," in *Managing Records: A Handbook of Principles and Practice*, pp. 30-71. London, UK: Facet, 2003. [http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xn&AN=689839&site=ehost-live&ebv=EB&ppid=pp\\_30](http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xn&AN=689839&site=ehost-live&ebv=EB&ppid=pp_30)
- The World Bank. *WBG Records Management Roadmap*, 2020, <https://www.worldbank.org/en/about/archives/RecordsManagementRoadmap>.
- Yeo, Geoffrey. "Chapter 6: Representation, Performativity and Social Action: Why Records Are Not (Just) Information," in *Records, Information and Data. Exploring the Role of Record-keeping in an Information Culture*, pp. 129-162. London, UK: Facet Publishing, 2018.

## **Week 5 February 4, 2025**

**Time:** 7:30pm-9:30pm AST

**Topic:** Core RM Functions I: Record Creation & Capture

### **Readings**

- Trace, Ciaran B. "Beyond the Magic to the Mechanism: Computers, Materiality, and What It Means for Records to Be 'Born Digital'." *Archivaria* 72 (December 2011): 5-27.  
[https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_proquest\\_journals\\_2518900926](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_proquest_journals_2518900926)
- Trace, Ciaran B. "What is Recorded is Never Simply 'What Happened': Record Keeping in Modern Organizational Culture." *Archival Science* 2, 1-2 (2002): 137-59.  
[https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_openaire\\_primary\\_doi\\_1e09cf8badaff83a89f4ec495205842e](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_openaire_primary_doi_1e09cf8badaff83a89f4ec495205842e)
- Foscarini, Fiorella. "Record as Social Action: Understanding Organizational Records through the Lens of Genre Theory" *Information Research* 18, 3 (2013): <http://www.informationr.net/ir/18-3/colis/paperC08.html>.
- Shepherd, Elizabeth, and Yeo, Geoffrey. "Chapter 4: Creating and Capturing Records," in *Managing Records: A Handbook of Principles and Practice*, pp. 101-145. London, UK: Facet, 2003.  
[http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xa&AN=689839&site=ehost-live&ebv=EB&ppid=pp\\_101](http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xa&AN=689839&site=ehost-live&ebv=EB&ppid=pp_101)

## **Week 6 February 11, 2025**

**Time:** 7:30pm-9:30pm AST

**Topic:** Core RM Functions II: Functional Analysis

### **Readings**

- Henttonen, Pekka and Kettunen, Kimmo. "Functional Classification of Records and Organizational Structure." *Records Management Journal* 21, 2 (2011): 86-103.  
<https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/scholarly-journals/functionalclassification-records-organisational/docview/2439039864/se-2?accountid=10406>
- Mas, Sabine, Dominique Maurel, and Inge Alberts. "Applying Faceted Classification to the Personal Organization of Electronic Records: Insights into the User Experience". *Archivaria* 72 (December 2011): 29-59.  
[https://dal.novanet.ca/permalink/01NOVA\\_DAL/ev10a8/cdi\\_hal\\_primary\\_oai\\_HAL\\_hal\\_04153078v1](https://dal.novanet.ca/permalink/01NOVA_DAL/ev10a8/cdi_hal_primary_oai_HAL_hal_04153078v1)
- Sabourin, Paul. "Constructing a Function-Based Records Classification System: Business Activity Structure Classification System." *Archivaria* 51 (Spring 2001): 137-54.  
<https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/scholarly-journals/constructingfunction-based-records/docview/2518947394/se-2?accountid=10406>
- Shepherd, Elizabeth, and Yeo, Geoffrey. "Chapter 3: Classifying Records and Documenting Their Context," in *Managing Records: A Handbook of Principles and Practice*, pp. 72-100. London, UK: Facet, 2003.  
[http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xa&AN=689839&site=ehost-live&ebv=EB&ppid=pp\\_72](http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xa&AN=689839&site=ehost-live&ebv=EB&ppid=pp_72)
- University of Manitoba. *Functional Classification*. (2017). <http://bit.ly/2Q6PD0D>

**Break - No Class – February 18, 2025**

**Mid-Term -Due Monday, February 24<sup>th</sup>, by Midnight AST**

## **Week 7 February 25, 2025**

**Time:** 7:30pm-9:30pm AST

**Topic:** Core RM Functions III: Records Retention & Disposition

### **Readings**

- Diamond, M. "How to Create a Modern and Compliant Records Retention Schedule You Can Actually Execute." *Journal of AHIMA* 90, 4 (2019): 28-29.  
<https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/trade-journals/how-createmodern-compliant-records-retention/docview/2240075793/se-2?accountid=10406>
- Frost, Eldon. "A Weak Link in the Chain: Records Scheduling as a Source of Archival Acquisition." *Archivaria* 33 (Winter 1991-92): 78-86.
- Kahn, Randolph A. "The Incredibly Compelling Case to Rethink Records Retention in 2018 and Beyond." *Business Law Today* (February 12, 2018).  
<http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=134747374&site=ehost-live>
- Man, Elizabeth. "A Functional Approach to Appraisal and Retention Scheduling." *Records Management Journal* 20, 1 (2010): 104-116.  
<https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/scholarly-journals/functionalapproach-appraisal-retention/docview/223827005/se-2?accountid=10406>
- McDonald, John, and Valerie Léveillé. "Whither the Retention Schedule in the Era of Big Data and Open Data?" *Records Management Journal* 24, 2 (2014): 99-121.  
<https://ezproxy.library.dal.ca/login?url=https://www.proquest.com/scholarly-journals/whitherretention-schedule-era-big-data-open/docview/1651538602/se-2?accountid=10406>
- Shepherd, Elizabeth, and Yeo, Geoffrey. "Chapter 5: Managing Appraisal, Retention and Disposition," in *Managing Records: A Handbook of Principles and Practice*, pp. 146-172. London: Facet Publishing, 2003.  
[http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xn&AN=689839&site=ehost-live&ebv=EB&ppid=pp\\_146](http://ezproxy.library.dal.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=e000xn&AN=689839&site=ehost-live&ebv=EB&ppid=pp_146)

## **Week 8 March 4, 2025**

### **TIME CHANGE – 6pm-8pm**

**Guest Speaker:** Tim Callister, European Region Manager with Visa, Records & Information Management

**Topic:** AI and what it means in relation to RM

## **Week 9 March 11, 2025**

**Time:** 7:30pm-9:30pm AST

**Guest Speaker:** Chirstina Gould, Information Analyst at ARC Resources

**Topic:** Overview of working in the RIM field in private sector with an MLIS

## **Week 10 March 18, 2025**

**Time:** 7:30pm-9:30pm AST  
**Topic:** Information Governance

## Readings

- *A practical guide to information governance.* (2018, May 4). Ironmountain.com. <https://www.ironmountain.com/en-ca/resources/whitepapers/a/a-practical-guide-to-information-governance>.
- Bryant, A. (2019). *IG EXEC HAS LEARNED FROM FAILURES, SAYS IG SUCCESS REQUIRES C-SUITE PRESENCE.* <https://magazine.arma.org/wp-content/uploads/2019/05/ARMA-Magazine-2019-02-IG-EXEC-HAS-LEARNED-FROM-FAILURES-SAYS-IG-SUCCESS-REQUIRES-C-SUITE-PRESENCE.pdf>
- Bynghall, Steve. *You Rolled out Your Remote Workplace in Record Time. Now Let's Talk Governance – ARMA Magazine.* <https://magazine.arma.org/2022/08/you-rolled-out-your-remote-workplace-in-record-time-now-lets-talk-governance/>.
- EDRM.net. (n.d.). *Information Governance Reference Model | EDRM.* EDRM. <https://edrm.net/resources/frameworks-and-standards/information-governance-reference-model/>
- Eisen, L. S. (2023, September 5). *Five Obstacles to IG Policy Approval – ARMA Magazine.* Arma.org. <https://magazine.arma.org/2023/09/five-obstacles-to-ig-policy-approval/>.
- Eisen, L. S. (2023, May 8). *IG Policies: What is Good Content? – ARMA Magazine.* Arma.org. <https://magazine.arma.org/2023/05/ig-policies-what-is-good-content/>.
- Fitzgerald, Todd. *Information Security Governance Simplified : From the Boardroom to the Keyboard,* Taylor & Francis Group, 2011. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/dal/detail.action?docID=826929>.
- International, A. (n.d.). *Introducing the Information Governance Implementation Model (IGIM) – ARMA Magazine.* <https://magazine.arma.org/2019/12/introducing-the-information-governance-maturity-model-igim/>.
- Wala, N. (2023, July 12). *Good Governance & Decision Making | CSAT Preparation - UPSC.* EDUREV.IN. <https://edurev.in/t/278429/Good-Governance-Decision-Making>.

## **Week 11 March 25, 2025**

**Time:** 7:30pm-9:30pm AST  
**Topic:** Tentative – Guest speaker TBD

## **Week 12 April 2**

**Time:** 7:30pm-9:30pm AST  
**Topic -** Review of course topics & exam