

INF 389S: Introduction to Records Management, Spring 2025
Unique Number: 28555

Instructor: Brady K. Cox
Email: brady.cox@austin.utexas.edu
Office Hours: By appointment
Course Meeting Times: Wednesday, 9am – 12pm, UTA 1.504

Course Description and Learning Outcomes

Records Management is the “field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use, and disposition of records...” (ISO 15489). This course introduces the principles and practices involved in managing physical and digital records and information in private and public-sector organizations.

By the end of the course, students will be able to:

- Recognize the importance of records and recordkeeping in societies and cultures.
- Articulate national and global policies, trends, and circumstances that impact information governance and the records and information management profession.
- Analyze the impact (practical, economic, and social) that records management and information governance have in organizational environments and government settings.
- Articulate the history of the RIM profession and conceptualize the traditional and emerging roles and responsibilities of the records and information manager.
- Distinguish between records and information managers and other information professionals and establish a vision of a professional career in RIM.
- Identify the practical, legal, and ethical issues involved in implementing a records management program across the records lifecycle.
- Articulate and justify policies and procedures for managing active and inactive records (with an emphasis on managing structured and unstructured data).
- Identify the concepts, tools, processes, and national and international standards that facilitate a career in RIM, enabling records managers to perform their job competently and comprehensively.
- Demonstrate skills in research and analysis and effective communication and collaboration (e.g., the ability to use narratives to argue points and illustrate perspectives, conduct in-depth interviewing, and work with others professionally and productively).

Required Text

Patricia C. Franks, [*Records and Information Management: Second Edition*](#) (ALA Neal-Schuman, 2018).

Assignments

RIM in the News/Pop Culture (Due Dates – Weeks 3-9, 12-14)

Working individually, students will create discussion posts focusing on a current story or commentary in a reputable news source or in pop culture (e.g., a movie, TV show, song, etc.) dealing with records and information management issues.

Topics can include artificial intelligence, big data, blockchain, business continuity, business intelligence, change management, cloud computing, compliance, content management, data analytics, data governance, data storage, digital preservation, discovery/eDiscovery, electronic records management, email management, generative AI, information ethics, information governance, information privacy, information security, legal, physical records management, robotic process automation, the role of records in society, records retention, and vital records.

Each discussion post should include the following:

- The topic of the post (e.g., blockchain, cloud computing, records retention, etc.)
- The title, author, date, source, and a link to the news story or pop culture reference.
- A 200-word summary of the content. The first sentence of the summary should describe why you chose the news story/commentary.
- A 300-word analysis that uses appropriate RIM terminology (key terms and phrases) to discuss its import vis-a-vis the class themes, readings, and discussions. In the analysis, make sure to reference and/or cite class materials, notes, and sources. The analysis can cover ideas such as:
 - o What the news story clarifies about the national and global policies, trends, and circumstances that impact information governance and the records and information management profession.
 - o How the news story helps us conceptualize the traditional and emerging roles and responsibilities of the records and information manager.
 - o How the news story sheds light on the practical, legal, and ethical issues involved in implementing a records management program across the records lifecycle.

Students will respond to two posts from other students before class begins.

Public Records Assignment (Due Date: Week 9)

The purpose of this assignment is to provide you experience with requesting and accessing public records. You will submit four public information requests (e.g., PIA or FOIA) to the following: (1) a Texas State Agency, (2) a Local Government (e.g., City, County, etc.), (3) a Federal Agency, and (4) an entity of your choice.

Document your process including the following:

- The names of the organizations
- All email communication and forms used to request records
- How you determined what to ask for
- The outcome

Compare and contrast your experience with each agency/entity. What did they have in common? What problems or questions did you encounter? How easy or difficult was it to access the records? Any takeaways or advice for others?

Day-in-the-Life and of a Records and Information Professional (Due Date: Week 11)

An essay of 2,000-2,500 words. The purpose of this assignment is two-fold: (1) to give you insight into the job and challenges and opportunities faced by contemporary records and information managers, (2) and to allow you to interview a RIM professional working in an area of the field about which you would like to learn.

For this assignment, select a credentialed practicing RIM professional (one with whom you are not in contact by virtue of your job or prior acquaintance). By monitoring RIM listservs, following records and information managers on social media, looking at the speaker list for recent RIM conferences, and looking at those serving in leadership roles in RIM organizations, you can find RIM professionals to contact. The following are matters about which you should converse with your RIM professional. You are not restricted to this list and should learn more about your RIM professional's experience and view of the needs and opportunities in the RIM field.

- The person's career trajectory to date (educational and professional background).
- How they discovered their interest and passion for RIM work.
- Comparison of and contrast between work in the different RIM environments (for example, academic, government, business, private organization) in which the RIM professional has worked, or with which they are familiar.

- The nature of their current work culture. How the RIM professional starts and spends their day, that is, the different principal duties/routines the records and information manager engage in and in which they invest most of their energies.
- The skills and knowledge that are most essential to be effective in their job.
- The new things the RIM professional is currently learning at work.
- Principal issues/problems/challenges with which the RIM professionals are grappling and how they are solving, or proposing to solve, these problems.
- Principal sources on which the RIM professional relies for information to help resolve matters.
- The RIM professional's involvement in professional affairs—in what ways, how much time is invested in this, and how important is it to the records and information manager? The professional organizations associated with this career that students should join.
- How they see the field changing in the next 5 to 10 years.
- The most useful advice they received during their career.
- How the RIM professional answers the inevitable question: "What does a records and information manager do?"

The assignment will be graded based on:

- Structure and coherence of the narrative
- Depth of analysis and insight (ability to reflect/engage with what you learned from the interview – evidence of new knowledge gained in the interview process)
- Style (clarity of expression, sentence structure, grammar, spelling, punctuation)

RIM Business Case Study (Due Date: Week 15)

Students will complete a RIM Case Study in pairs or small groups. This will be designed to be like part 6 of the ICRM/CRM process. The purpose of the assignment is to help students prepare for part 6 of the ICRM/CRM exam and test their skills/ability to synthesize all of the information we have covered in class. Students will provide a short presentation in addition to the written portion of the Case Study.

Class Attendance

Regular attendance and active participation are critical for receiving a good grade in this course. Attendance will be taken during each class period. Absences will be excused in situations following university policy (illness, religious holy days, participation in university activities at the request of university authorities, and compelling absences beyond your control). Absences should be accompanied by timely notification (before class for non-emergencies) and proper documentation. Up to two absences can be excused during the semester, with a makeup assignment used to assign points in lieu of attendance. This assignment (a 500 to 750-word review of the week's readings) should be emailed to the instructor prior to the next week's class.

Course Evaluation

RIM in the News/Pop Culture (25%)

Public Records Assignment (20%)

Day-in-the-Life of a RIM Professional (15%)

Participation in in-class discussion prompts (10%)

Attendance (15%)

Case Study (15%)

Grade	Cutoff	B-	74%
A	95%	C+	69%
A-	89%	C	64%
B+	84%	C-	60%
B	79%	F	<60%

I will use the above table as a basis for calculating your grade.

LATE WORK: Please communicate with me beforehand if you are having problems keeping to the schedule for turning in assignments. Except in the case of an excused absence, work submitted after an assigned deadline will incur the loss of half a letter grade per day late - e.g., A becomes A-, A- becomes B+, and so on. Assignments will generally not be accepted more than 6 days past the due date.

Policies and Disclosures

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and the community.

Policy on Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments and other scholastic endeavors with the utmost honesty, which requires you to:

- Acknowledge the contributions of other sources to your scholastic efforts.
- Complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them.
- Follow instructions for assignments and observe the standards of your academic discipline.
- Avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to Chapter 11 of the Institutional Rules on Student Services and Activities.

Use of Generative AI Tools

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments or projects or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments or as a text editor, but the text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, and cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions but are not always reliable or accurate. Students should critically evaluate AI systems' sources, methods, and outputs. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (e.g., papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. The unauthorized sharing of materials promotes cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of

materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

Q Drop Policy

If you want to drop a class after the 12th class day, you will need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution.

Use of E-mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at <https://it.utexas.edu/policies>.

Religious Holy Days

The University of Texas at Austin is strengthened by its global and multicultural character and is committed to diversity and equal opportunity in employment and education. This commitment includes embracing religious diversity and cultivating a community of inclusion and respect. Please notify me of your pending absence at least fourteen days before the date of observance of a religious holy day. If you must miss a class to observe a religious holy day, I will allow you to complete the missed work within a reasonable time after the absence. Students who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Center for Equity and Inclusion](#).

Title IX Reporting

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence, and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must report it. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by

calling 512-232-5050. Confidentiality will be maintained as much as possible, however, the university may be required to release some information to appropriate parties.

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767.

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit emergency preparedness.

University Resources for Students

Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course.

Personal or Family Emergencies

If you experience a personal or family emergency (death in the family, protracted sickness, serious mental health issues) you should contact [Student Emergency Services in the Office of the Dean of Students](#). As advocates, SES supports students by providing the most comprehensive outreach, assistance, intervention, and referrals. They will also work with you to communicate with me and your other professors and let them know of your situation.

Accessibility

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to their website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the term so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center

Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515, or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is in FAC18S, and she holds drop-in Office Hours on Wednesdays from 2-3 pm. Please contact the CMHC 24/7 Crisis Line at 512-471-2255 for urgent mental health concerns.

University Health Services (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19

testing and vaccinations, and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

The University Writing Center

The UWC provides free programs to support and empower all UT graduate students. UWC consultants provide one-on-one feedback on any project at any stage of your writing process. For group accountability and instruction, check out UWC monthly writing groups, workshops, and retreats.

The Sanger Learning Center

If you are looking to improve your study skills, writing skills, or public speaking skills you should take advantage of the Sanger Learning Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring.

Student Rights and Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation.
- You have a right to learn in an environment that is welcoming to all people.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Names and Pronouns

Professional courtesy and sensitivity are especially important concerning individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

Land Acknowledgement

We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

Course Schedule

Week 1 (1/15)

Introduction, Course Objectives, Assignments, Expectations

Readings:

- Michael Buckland, "On the Nature of Records Management Theory," *American Archivist* 57, no. 2 (1994): 346-351.
- Joshua Finnell, "Records Management Theory's Dilemma: What is a Record?," *Library Philosophy and Practice* (2011): 1-7.
- Geoffrey Yeo, "Record(s)," in *Encyclopedia of Archival Science*, edited by Luciana Duranti and Patricia Franks (Lanham, MD: Rowman & Littlefield, 2015), 315-319.

Week 2 (1/22)

Public Records

Guest Speaker – Mary Dougherty, Texas Alcoholic Beverage Commission (TABC)

Readings:

- Eira Tansey, "Regulation Requires Records: Access to Fracking Information in the Marcellus/Utica Shale Formations," *KULA: Knowledge Creation, Dissemination, and Preservation Studies* 2, no. 1 (2018): 1-13.
- Itza A. Carbajal, Tara Saleh, Yubing Tian, Marika Cifor, and Ricardo Gomez, "A Labyrinth of Public Information: A Cross-Case Analysis of Ongoing Research and Advocacy Using Public Records Requests," *Journal of Civic Information* 6, no. 2 (2024): 1-23.
- Barbara E. Nye, "Records Retention Schedules," in *Encyclopedia of Library and Information Science*, 4th ed., edited by John D. McDonald and Michael Levine-Clark (Boca Raton, FL: CRC Press, 2017), 3892-3896.

Week 3 (1/29)

The Role of RIM Professionals in Society

Assignment Due: RIM in the News

Readings:

- Franks – Chapters 1, 2, and 13.
- Julie Brooks, "Perspectives on the Relationship between Records Management and Information Governance," *Records Management Journal* 29, no. 1/2 (2019): 5-17.

Week 4 (2/5)

Running a RIM Program

Assignment Due: RIM in the News

Readings:

- Franks – Chapters 14 and 9.
- ARMA International, GARP: Generally Accepted Recordkeeping Principles (2009).
- ARMA International, Information Governance Maturity Model.

Week 5 (2/12)

Understanding Records in Depth – An Introduction to Diplomats

Assignment Due: RIM in the News

Readings:

- Luciana Duranti, "Diplomatics," in *Encyclopedia of Library and Information Science*, 4th ed., edited by John D. McDonald and Michael Levine-Clark (Boca Raton, FL: CRC Press, 2017), 1338-1346.

- Luciana Duranti, Corinne Rogers, and Kenneth Thibodeau, "Authenticity," *Archives & Records* 43, no. 2 (2022): 188-203.
- Matthew J. Gorzalski, "Reflections on Authenticity," *Archives & Records* 43, no. 2 (2022): 204-206.
- Julia Kastenhofer, "Reflections on Authenticity," *Archives & Records* 43, no. 2 (2022): 207-208.

Week 6 (2/19)

Records Environment

Assignment Due: RIM in the News

Readings:

- Franks – Chapter 6
- Ciaran B. Trace, "Beyond the Magic to the Mechanism: Computers, Materiality, and What It Means for Records to Be 'Born Digital,'" *Archivaria* 72 (2011): 5-27.

Week 7 (2/26)

Capturing and Classifying Records and Documenting their Context

Assignment Due: RIM in the News

Readings:

- Franks – Chapters 3 and 5.
- Tasmanian Archive and Heritage Office, *Information Management Advice: Information Classification Tools* (2014).

Week 8 (3/5)

Legal and Regulatory Compliance and Records and Data Retention

Assignment Due: RIM in the News

Readings:

- Franks – Chapter 4
- Bradley J. Wiles, "Records Compliance and Risk Management," in *Encyclopedia of Library and Information Science*, 4th ed., edited by John D. McDonald and Michael Levine-Clark (Boca Raton, FL: CRC Press, 2017), 3869-3873.
- Eira Tansey, "Regulatory Recordkeeping, Worker Safety, and United States Extractive Industries," *The Extractive Industries and Society* 7, no. 1 (2020): 209-216.

Week 9 (3/12)

Protecting and Managing the Integrity of Records

Assignments Due: RIM in the News; Public Records Assignment

Readings:

- Franks – Chapters 8 and 10.

Week 10 (3/19) – Spring Break – No Class

Week 11 (3/26)

Storing and Preserving Records; Introduce Case Study

Assignment Due: Day-in-the-life Assignment

Readings:

- Franks – Chapters 11 and 12.

- Paul C. Lasewicz, "Forget the Past? Or History Matters? Selected Academic Perspectives on the Strategic Value of Organizational Pasts," *American Archivist* 78, no. 1 (2015): 59-83.

Week 12 (4/2)

Information Platforms and Innovations

Assignment Due: RIM in the News

Guest Speaker – RJ Mauro, Valero

Readings:

- Franks – Chapter 7
- NARA, Cognitive Technologies White Paper: Records Management Implications for Internet of Things, Robotic Process Automation, Machine Learning, and Artificial Intelligence (2020).
- Julia McLeod and Brianna Gormly, "Using the Cloud for Records Storage: Issues of Trust," *Archival Science* 17 (2017): 349–370.

Week 13 (4/9)

Analytical Tools – Project Management and Business Process Modeling

Assignment Due: RIM in the News

Guest Speaker – April Norris, Office of the Attorney General of Texas (OAG)

Readings:

- TBD

Week 14 (4/16)

Ethics and Professionalism

Assignment Due: RIM in the News

Guest Speakers – Andrea Cantu, Teacher Retirement System of Texas (TRS); Sydney Muster, TRS; Claire Ridley, TRS; and Alyssa Walker, TRS

Readings:

- ARMA International, Records and Information Management (RIM) Core Competencies, Second Edition (2017).
- ARMA International, Code of Professional Responsibility.
- Bernice Ibiricu and Marja Leena van der Made, "Ethics by Design: A Code of Ethics for the Digital Age," *Records Management Journal* 30, no. 3 (2020): 395-414.

Week 15 (4/23)

Course Wrap-Up

Assignment Due: Case Study