**INLS 751: Advanced Digital Curation**  
**January 20 – May 12, 2021**  
**ONLINE**

**The Instructor.**  
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**Office Hours.**  
I am available almost any time for a video chat. Also, feel free to call me at home in the evening before 9:00 PM. Please leave a message if I do not answer at home. I tend to screen my calls due to so many robo calls.

**Brief Course Description.**  
This class will supplement INLS 750 with a range of topics central to digital curation in a wide array of environments including business, government, and academia. After a brief refresher in what digital and data curation are, we will delve into key topics, issues, and techniques that have arisen in the evolving discipline and profession of digital curation for the past 20 plus years. These include the challenges and benefits of big data; what constitutes good data; what is FAIR data (this is not just data that falls between good and poor); the ethics of data collection, analysis, and storage; data sharing and reuse for the academic, government, and business sectors; the roles of data management plans in all data venues; data curation profiles and how to conduct and write one; the services of data repositories and how they can be positioned in a number of environments; data infrastructure, workflows, and tools; key data curation standards; data quality; document and content management; data maturity models; organizational change management; and data management and role expectations. We will spend the second half of the class focusing on data governance and the blending of data curation and governance.

**Course Timeline.**  
Beginning: January 20, 2021  
Ending: May 4, 2021  
Final project due: May 12, 2021
Goals and Objectives.

By the end of the course, the student should be able to:

1. Grasp the urgency of and need for long-term data curation in public and private venues.
2. Define data and identify their roles in organizational, technological, legal, cultural, and business contexts.
3. Understand both theoretical and practical issues in data curation from a broad range of perspectives.
4. Describe central data curation concepts, terms, tools, and technologies.
5. Be familiar with the current state of knowledge in the field and its key research issues as well as past trends and emerging priorities.
6. Understand the data curation lifecycle and identify the activities associated with each stage and their social, legal, ethical, and policy implications.
7. Explore the nature of the many forms of data including big, open, and FAIR data.
8. Work with a data creator to create a data profile for his or her work.
9. Be able to discuss the elements of a data management plan and explain why the various parts are important.
10. Be able to manage his or her own data and explain the workflow they developed.
11. Be able to discuss the data curation lifecycle and all its parts.
12. Be able to discuss the basic principles of data governance.
13. Be able to discuss the intersection of data curation and data governance.
14. Be able to explain the importance of data curation for an array of settings including academia, business, and government.
15. Be able to go to a data curation conference, such as iPRES or IDCC and understand the presentations and be able to discuss key issues with others intelligently.

Class Participation (Forum Posts) 20% of Grade.

- You are expected to participate in the class forum every week. Posts are due on **Tuesday** by **11:55 pm** each week **at the latest**.
- Posts may address the readings, lectures, and the other materials that are part of that week’s assignments as well as any other source relevant to a given week’s content.
- Grades will be assigned based on the quality of the posts not the length of each post.
- Posts will be assessed based on the following criteria:
  - Relevance of the post to the question/conversation, i.e. the degree to which a post advances the discussion (hint – this is easier if you post early before others have made the most obvious points!)
  - Depth of understanding of the material, i.e. the level of preparation shown in the post.
The purpose of the forum discussions is to help students to think critically about issues and challenges related to digital curation and management, and to address ways that the literature may affect practice. It is helpful, when preparing each week’s work, to consider how that session’s particular theme and readings may apply to your area of professional interest. You are also encouraged to share current news and events you find informative to issues of data curation through the class listserv.

Please work to stay on top of the forum posts. This is the primary way we will share with each other and act as a class during the semester. Be prepared to give your most thoughtful comments and learn from others’ posts.

### Assignments & Evaluation.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Posts</td>
<td>20%</td>
<td>On-going, Tuesday of each week</td>
</tr>
<tr>
<td>Curation Profile Progress Report</td>
<td>5%</td>
<td>February 17</td>
</tr>
<tr>
<td>Critique Data Management Plan</td>
<td>15%</td>
<td>March 3</td>
</tr>
<tr>
<td>Data Curation Approach for Your Personal Digital Materials</td>
<td>20%</td>
<td>March 31</td>
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<tr>
<td>Curation Profile Presentation (Video to Class)</td>
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<td>Feedback to Classmates on Their DCPs</td>
<td>5%</td>
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<tr>
<td>Curation Profile Written Report (Post to Class)</td>
<td>25%</td>
<td>May 12, by 4:00 PM</td>
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### Assignment Nomenclature.

For all assignments or any other items that are emailed to the instructor or added to the assignment dropbox in Sakai, please save your file as “lastname_assignment_751.docx”. All assignments should be turned in as word documents, pdf documents or text documents. Please put your name on the first page of your assignments as well.
Graduate Grading Scale. (Pluses and minuses not given for semester grades thus a semester P is 80-94 inclusive)

H (95-100): "Clear excellence," superior work: complete command of subject, unusual depth, great creativity or originality; above and beyond what is required
P+ (90-94): Above average performance: solid work somewhat beyond what was required and good command of the material
P (85-89): Satisfactory performance that meets course requirements (expected to be the median grade of all students in the course)
P- (80-84): Acceptable work in need of improvement
L (70-79): Unacceptable graduate performance: substandard in significant ways
F (< 70): Performance that is seriously deficient and unworthy of graduate credit
IN: Work incomplete (only given under extreme circumstances, such as serious illness)

INLS 751 Class Policies:

• Be prepared for each week’s lessons by completing the assigned reading and exercises, enabling you to ask questions and participate in class discussion online.
• Be an active and positive participant in online discussions, characterized as:
  o Having a clear command of the readings for the week;
  o Sharing analyses and opinions based on the readings;
  o Respecting other students’ views and opinions; and
  o Freely agreeing and disagreeing with others when warranted.
• Follow the netiquette guidelines below.
• Please note: An intellectual exchange of ideas is the cornerstone of education, but any criticism should be limited to an idea and not the person specifically.
• Turn in assignments by the due date unless you make previous arrangements with the instructor. Unexcused late assignments are unfair to your classmates.

Penalty for Late Assignments.

I expect you to pass in assignments on time. This is important for at least two reasons: 1) the need to meet deadlines is a reality of professional life, and 2) giving some people more time for an assignment than others in the class is not equitable. However, life happens to all of us at one time or another. If you cannot meet an assignment deadline please tell me why PRIOR to the due date. I will negotiate a new deadline with anyone who has a valid reason for needing this (i.e., NOT “I just didn’t get it done.”). Otherwise, late assignments will drop 2 points for each day late.

Online Etiquette Guidelines.

http://www.albion.com/netiquette/
UNC Policies and Resources.

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of online resources. Please consult the **Acceptable Use Policy** on topics such as copyright, net-etiquette, and privacy protection.

As part of this course, you may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. Please be respectful of the rights and protection of other participants under the UNC-Chapel Hill **Information Security Policies** when participating in online classes.

When using online resources offered by organizations not affiliated with UNC-Chapel Hill, such as Google or YouTube, please note that the terms and conditions of these companies and not the University’s Terms and Conditions apply. These third parties may offer different degrees of privacy protection and access rights to online content. You should be well aware of this when posting content to sites not managed by UNC-Chapel Hill.

When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.

**Honor Code & Class Conduct**

**Honor Code:**

*The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.*

This class follows the UNC Honor System. Information on the Honor Code can be found at: [http://honor.unc.edu/](http://honor.unc.edu/). Please read through The Honor System’s Module at: [http://studentconduct.unc.edu/students/honor-system-module](http://studentconduct.unc.edu/students/honor-system-module) to become familiar with the UNC Honor Code and to understand the rights and responsibilities defined therein.

The Instrument of Student Judicial Governance, [http://instrument.unc.edu/](http://instrument.unc.edu/) which contains the provisions of the Honor Code, states that students have four general responsibilities under the Code:

1. Obey and support the enforcement of the Honor Code;
2. Refrain from lying, cheating, or stealing;
3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and

4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

The Instrument (http://instrument.unc.edu/) prohibits giving or receiving unauthorized aid on examinations or in the completion of assignments. The Honor Code defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise." Whenever you use the words or ideas of others, this should be properly quoted and cited. You should adopt a style guide – e.g., American Psychological Association, Chicago Manual of Style, MLA, or Turabian – and use it consistently. (I do not care which one you select!) Students who are discovered attempting to take credit for work performed by others will be referred to the Honor Court for resolution.

Please include the following pledge on all submitted work: “On my honor, I have neither given nor received unauthorized aid on this assignment.”

Accessibility Resources

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs, and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

Accommodations or Special Needs

If you feel that you may need an accommodation for a disability or have any other special need, please contact me. I will best be able to address special circumstances if I know about them early in the semester.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Diversity Statement

“In support of the University’s diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:
• Ensure inclusive leadership, policies and practices;
• Integrate diversity into the curriculum and research;
• Foster a mutually respectful intellectual environment in which diverse opinions are valued;
• Recruit traditionally underrepresented groups of students, faculty and staff; and
• Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.” ~The faculty of the School of Information and Library Science

Title IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandreponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Additional Student Resources:

• **The Learning Center**: The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: [http://learningcenter.unc.edu](http://learningcenter.unc.edu).

• **The Writing Center**: The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: [http://writingcenter.unc.edu](http://writingcenter.unc.edu).

• **Resources for Success in Writing**: UNC has a Writing Center that provides one-on-one assistance to students free of charge. To make an appointment, browse the Writing Center’s online resources, or submit a draft online. They have additional useful information, such as handouts on how to cite online.

Course Readings.

**Textbooks.**

• You should have Gillian Oliver & Ross Harvey, *Digital Curation* 2nd ed. (Chicago: Neal Schuman, 2016) from INLS 750 if you are a PSM student. If not, make sure you read this text early in the semester.


**Supplemental Resources.**

• DCC Glossary: [http://www.dcc.ac.uk/digital-curation/glossary](http://www.dcc.ac.uk/digital-curation/glossary)


• DCC How-To Guides: [http://www.dcc.ac.uk/resources/how-guides](http://www.dcc.ac.uk/resources/how-guides)

• DCC Briefing Papers: [http://www.dcc.ac.uk/resources/briefing-papers](http://www.dcc.ac.uk/resources/briefing-papers)
Weekly Course Calendar


Objectives:

- Students will be able to identify the goals of the course and understand requirements, readings, assignments, and expectations.
- Students will begin to consider the roles and responsibilities of digital curators and be able to list at least four roles and associated responsibilities.
- Students will be able to discuss the key points of digital curation and develop a definition of their own.

Forum Questions for the Week: (Please post by Tuesday 11:55 PM).

1. Please introduce yourselves on the forum, tell us what you hope to get out of this class, and make sure you have uploaded your picture to Sakai.
2. Compare Higgins’ and Dallas’ conceptualizations of digital curation. What are the thee most important similarities and differences?
3. Having read both Dallas and Higgins, which perspective do you like best and why, or do you think they can both coincide side-by-side?
4. Please provide YOUR definition for digital curation that you think will be useful to you in your career.

Welcome and Introduction.

Introduction to the class, instructors, and students. We will discuss through Sakai how we want to conduct the class and the nature of the assignments and the expectations of all of us.


• ICPSR. What Is Data Curation? https://www.youtube.com/watch?v=ZEkqF8cL2qQ


• http://www.dataversity.net/data-curation-101/


What Is Data Management?


Zoos: A Framework for this Class:


• National Geographic. Zoo. https://www.nationalgeographic.org/encyclopedia/zoo/
Module 2: January 27 – February 2: Data – Big, Little, Good, Bad

Objectives:

- Students will be able to define data.
- Students will be able to define good data and cite its characteristics.
- Student will be able to discuss issues surrounding big data.

Forum Questions for the Week: (Please post by Tuesday 11:55 PM).

1. What is your favorite definition of data and why?
2. What are the characteristics of big data?
3. Why is small data also important?

Readings:


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**Module 3: February 3 - 9: Data: Open and FAIR**

**Objectives:**

- Students will be able to define Open Data.
- Students will be able to discuss the infrastructure needed for Open Data.
- Students will be able to list several challenges associated with Open Data.
- Students will be able to list and discuss the factors of FAIR Data.

**Forum Questions for the Week: (Please post by Tuesday 11:55 PM).**

1. What makes open data open and why should we care?
2. What are the key challenges with open data?
3. Explain what is meant by FAIR data.

**Readings:**

**Open Data:**


**FAIR Data:**


**Module 4: February 10 – 16: Data Curation Profiles.**

**Objectives:**

- Students will become familiar with the structure of Data Curation Profiles.
- Students will be able to conduct a Data Curation Profile.
Students will be able to analyze the effectiveness of the DCP process and outcomes.

Forum Questions for the Week: (Please post by Tuesday 11:55 PM).

1. When would you use a DCP as a repository tool and why?
2. What do you think are the strengths of the DCP tool at this point before you employ it?
3. What do you suspect will be the weaknesses of the DCP tool before you use it?

Readings:


  http://web.b.ebscohost.com.libproxy.lib.unc.edu/ehost/pdfviewer/pdfviewer?vid=3&sid=6458df6e-3c49-4b3c-94e1-31b5ff8e5882%40pdc-v-sessmgr03

  https://docs.lib.purdue.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1094&context=lib_fsdocs


  http://ijdc.net/index.php/ijdc/article/viewFile/137/165

- Witt, Michael and Jake Carlson. “Conducting a Data Interview” (poster).
  http://docs.lib.purdue.edu/lib_research/81/ (2007)

DUE: Data Curation Profile Progress Report: February 17 by 11:55 PM

Module 5: February 17 - 23: Sharing Data.

Objectives:

- Students will be able to list 3 obstacles to effective data sharing and explain why these issues are obstacles. Students will learn why data curation is vital to effective data sharing.
- Students will be able to discuss ways of overcoming obstacles to data sharing.
- Students will be able to propose how/assess how librarians/digital curators may best present the importance of RDM and data sharing to their academic communities.

Forum Questions for the Week: (Please post by Tuesday 11:55 PM).
1. What are the 3 main obstacles to data sharing and why are these problems?
2. How can data curators assist researchers to more easily share data?
3. Are the Web and the proliferation of Open Data facilitating or hindering data sharing?

Readings:

- *Please watch this short video first. This sums up much of what is going on in data sharing and the challenges data curators face on a day-to-day basis. Enjoy.*
  
  http://www.youtube.com/watch?v=N2zK3sAtr-4

  
  http://web.b.ebscohost.com.libproxy.lib.unc.edu/ehost/pdfviewer/pdfviewer?vid=3&sid=6e0defd5-8ed1-49ce-b487-f5ca6ab8f976%40sessionmgr101

  

  
  https://www.youtube.com/watch?v=dXKbkpilQME

  
  https://www.nature.com/naturejobs/science/articles/10.1038/nj7584-117a

  


  

  

  
  https://chronicle.com/article/Too-Many-Researchers-Are/123749/

  

Please visit the following library Research Data Management websites to see how librarians are presenting the importance of RDM and data sharing to their academic communities.

- University of Edinburgh. Research Data Service. [https://www.ed.ac.uk/information-services/research-support/research-data-service](https://www.ed.ac.uk/information-services/research-support/research-data-service)
- University of Leicester. “What is Research Data Management?” [https://www2.le.ac.uk/services/research-data/rdm/what-is-rdm](https://www2.le.ac.uk/services/research-data/rdm/what-is-rdm) and “What is Digital Curation?” [https://www2.le.ac.uk/services/research-data/rdm/what-is-rdm/digital-curation](https://www2.le.ac.uk/services/research-data/rdm/what-is-rdm/digital-curation)
- University of North Carolina at Chapel Hill. “Research Data Toolkit.” [https://guides.lib.unc.edu/researchdatatoolkit](https://guides.lib.unc.edu/researchdatatoolkit)

**Module 6: February 24 – March 2: Data Management Plans.**

**Objectives:**

- Students will be able to list and discuss elements that constitute an effective data management plan.
- Students will be able to discuss the need for a data management plan, citing at least 3 reasons.
- Students will be able to analyze the strengths and weaknesses of various data management plans and suggest improvements.

**Forum Questions for the Week: (Please post by Tuesday 11:55 PM).**

1. Why is having a good data management plan important whenever a research plans a project, whether in academia, business, or the government?
2. What are the 3 most important elements of a data management plan and why?
3. What are the 3 most common weaknesses of data management plans as instituted in academia for grant purposes?

**Readings:**


Tools to Explore:

- NSF. Dissemination and Sharing of Research Results https://www.nsf.gov/bfa/dias/policy/dmp.jsp
- University of Edinburgh. EDINA. MANTRA: Research Data Management Training. https://mantra.edina.ac.uk/
DUE: Data Management Plan Critique: March 3 by 11:55 PM.

Module 7: March 3 - 9: Data Repositories, Standards, Services, and Archiving.

Objectives:

- Students will be able to list and discuss minimum requirements for data repositories.
- Students will be able to list and discuss a selection of metadata standards.
- Students will be able to discuss the process and requirements of setting up a data management service.

Forum Questions for the Week: (Please post by Tuesday 11:55 PM).

1. Why are metadata standards so important to data management?
2. Besides metadata standards, what other types of standards are essential to data management and why? Discuss 2.
3. What are the greatest challenges in setting up a data management service?

Readings:


• Sebastian-Colemen., Laura. Chapter 10: “Metadata Management.”


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Module 8: March 10 – 16: Ethical and Appropriate Use of Data (e.g., GDPR, laws, compliance)

**Objectives:**

- Students will be able to discuss the GDPR and its potential impact on corporations, both in the US and abroad.
- Students will be able to discuss the challenges of ethical and appropriate use of data in the world of Open Data.
- Students will learn about data protection laws in the US that govern the use of data.

**Forum Questions for the Week: (Please post by Tuesday 11:55 PM).**

1. What are the goals of the GDPR?
2. What impact is the GDPR likely to have?
3. Discuss two key challenges of ethical and appropriate use of data in the age of data science?
4. What rights are afforded to individuals in the US regarding data protection?

**Readings:**


• General Data Protection Regulation (GDPR) [https://gdpr-info.eu/](https://gdpr-info.eu/)


• Sebastian-Coleman, Laura. Chapter 4: “Data Ethics.”: 41-52.

• Tufecki, Zeynep. “We’re Building a Dystopia Just to Make People Click on Ads.” (September 2017). [https://www.ted.com/talks/zeynep_tufekci_we_re_building_a_dystopia_just_to_make_people_click_on_ads?language=en](https://www.ted.com/talks/zeynep_tufekci_we_re_building_a_dystopia_just_to_make_people_click_on_ads?language=en)

• What is GDPR? The summary guide to GDPR compliance in the UK [https://www.wired.co.uk/article/what-is-gdpr-uk-eu-legislation-compliance-summary-fines-2018](https://www.wired.co.uk/article/what-is-gdpr-uk-eu-legislation-compliance-summary-fines-2018)


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**Module 9: March 17 - 23: Data Quality**

**Objectives:**

- Students will be able to list and explain the components of data quality.
- Students will be able to discuss the need for data quality to their organizational stakeholders.

**Forum Questions for the Week:** (Please post by Tuesday, March 17 at 11:55 PM).

1. How does data quality relate to the data management lifecycle?
2. What are the most important drivers of data quality?
3. Pick one of the Strong-Wang categories of data quality and discuss what is involved with one or two of the subcategories.
4. How do you convince others in your organization that data quality is important?

**Readings:**

- Data Management - Data Quality. [https://www.youtube.com/watch?v=kDOelMaTOuM](https://www.youtube.com/watch?v=kDOelMaTOuM)
• Data Quality Management https://www.youtube.com/watch?v=Ku1DvSoSCCQ
• DQ vs. MDM. Video. 6:14 min. https://www.youtube.com/watch?v=dspdToaROn8
• Implementing Effective Data Quality. https://www.youtube.com/watch?v=OKLeAitmCcU

Module 10: March 24 - 30: Data Governance

Objectives:

❖ Students will be able to discuss the intersection of data governance and digital curation.
❖ Students will be able to explain how good data curation enhances effective data governance.
❖ Students will be able to analyze the impacts of new digital technologies and infrastructures on data curation and data governance.

Forum Questions for the Week: (Please post by Tuesday 11:55 PM).

1. How does data governance interact with and relate to data curation?
2. What are the potential problems with lack of data curation as it relates to data governance?
3. How might new digital technologies for data creation (such as Machine Learning, AI, and the Cloud) impact the relationship between data curation and data governance?

Readings:

• DAMA-DMBOK. Chapter 3: Data Governance: p. 67-96.
• Intricity101. “What Is Data Governance?” https://www.youtube.com/watch?v=sHPY8zIhy60
DUE: Personal Data Management: March 31 by 11:55 PM.

Module 11: March 31 - April 6: Document and Content Management

Objectives:

- Students will be able to list and explain the primary business drivers for document and content management.
- Students will be able to discuss how the data lifecycle relates to document and content management.
- Students will be able to discuss a variety of response types to litigation.

Forum Questions for the Week: (Please post by Tuesday 11:55 PM).

1. Provide and discuss three reasons why document and content management is so important to businesses.
2. What are the key issues associated with enterprise content management systems? Please discuss your top two.
3. How does an organization assess its risk level regarding document management?

Readings:


Module 12: April 7 – 13: Data Management Maturity Assessment

Objectives:

- Students will be able to list and explain the components of a Data Management Maturity Assessment (DMMA).
- Students will be able to discuss the need and drivers for DMMAs.
- Students will be able to analyze and suggest remedies for barriers to conducting a DMMA.

Forum Questions for the Week: (Please post by Monday 11:55 PM).

1. How do you build buy-in for conducting a Data Management Maturity Assessment?
2. You are in charge of conducting a Data Management Maturity Assessment, but find conversations with staff turn to “systems” rather than “data”. What approach do you take to get employees focused on data and data quality rather than computer systems?
Readings:

- CMMI Institute. “What is the Data Management Maturity (DMM) Model?”
  https://cmmiinstitute.zendesk.com/hc/en-us/articles/216335388-What-is-the-Data-
  Management-Maturity-DMM-model. Also, please explore resources listed here:
  https://cmmiinstitute.com/resources?searchtext=Tags%22DMM%22.
  https://www.dataversity.net/assessing-data-management-maturity-using-the-
  dama-dmbok-framework-%E2%80%93-part-1/ and Part 2:
  https://www.dataversity.net/assessing-data-management-maturity-using-the-dama-data-
- Dataversity, “The Case for the Data Management Maturity Model.”
- Enterprise Data Management Council. https://edmcouncil.org/ Please visit website and explore.
  https://vimeo.com/176641752

DUE: DCP Presentation: April 14, by 11:55 PM

Module 13: April 14 – 20: Data Management Organization and Role Expectations

Objectives:

- Students will be able to discuss how to ascertain the role of data in an organization.
- Students will be able to discuss the importance of organizational culture to data governance and data curation.
- Students will be able to analyze the strengths and weaknesses of various data management organizational constructs including the decentralized operating model, the network operating model, the centralized operating model, the hybrid operating model, and the federated operating model vis-à-vis data curation and governance.
- Students will be able to list and discuss 10 critical success factors in setting up a data management organization.
Students will be able to discuss how a Chief Data Office may relate to a Chief Information Office and a Chief Technology Officer in an organization.

Forum Questions for the Week: (Please post by Sunday 11:55 PM).

1. You have been hired as the first CIO in an organization. How do you best go about gaining support for data curation and governance throughout the organization?
2. How do data repositories support data sharing?
3. Why are data repositories important for data credibility?

Readings:

DUE: DCP Presentation Feedback to Class: April 21 by 11:55 PM

Module 14: April 21 - 27: Organizational Change Management

Objectives:
- Students will be able to explain by change fails in organizations.
- Students will be able to discuss the triggers for effective change.
- Students will be able to discuss the barriers to change.
- Students will be able to list and explain the five “Laws of Change.”
- Students will be able to analyze the strengths and weaknesses of Kotter’s Eight Errors of Change Management.

Forum Questions for the Week: (Please post by April 18 by 11:55 PM).

1. You have been hired as a CIO and are tasked with setting up a Data Management Organization (DMO) with a data governance and curation program. What do you do first and why?
2. Pick one of the 5 Laws of Change and discuss how you have experienced it in your own life (this does not have to be data related).
3. Why is change so hard for so many so much of the time?

Readings:
- DAMA-DMBOK. Chapter 17: Data Management Organization Change Management, p. 573-610.

Module 15: April 28 – May 4: Blending Data Governance and Data Curation

Objectives:
Students will be able to list and explain points of convergence between data curation and data governance.

Students will be able to discuss how data curation enhances data governance and traditional data management.

Students will reflect on what they found most valuable from this class.

Forum Questions for the Week: (Please post by May 3 by 11:55 PM).

1. List and discuss 2 key points of convergence between data governance and digital curation.
2. How does digital curation enhance data management and governance?
3. Discuss the two most important things you learned from this class.

May 12, 11:55 PM: Final Project Due.