Reference 01—Resource Center, References, Reading List

IPER Resource Center

Locating information and guidance specific to your state or territory

The following table lists topics for which we expect to use the Intergovernmental Preparedness for Essential Records (IPER) Resource Center to locate documents and information that apply specifically to your state or territory. We have provided space in which you can make notes and/or record URLs so you'll be able to find these items easily when you need them again. The URL to the Resource Center's home page is: *http://www.statearchivists.org/resource-center*

Table 1: State-Specific Information

	TOPIC	NOTES
1	Main page for my state or territory in the IPER Resource Center	
2	Archives and records management program(s) for my state or territory	
3	Definitions of essential records in statutes and regulations	
4	Records retention and disposition schedules applicable to my agency	
5	Laws and regulations addressing emergency management and records management	
6	Resources on identifying risks that are relevant to my state	
7	Records storage services for state and local governments in my jurisdiction and my state's specific storage regulations that apply to essential records	
8	Regulations or guidelines re: the protection of records, e.g., backup requirements, media and environmental standards, offsite storage providers	
9	Continuity of Operations (COOP) Plan that applies to my state or jurisdiction and/or COOP Plan examples and templates	

References

Sources upon which the course content is based

Table 2: Course References—Federal Agencies, Part 1

REFERENCES— FEDERAL AGENCIES	**Federal Emergency Management Agency (FEMA),** **Department of Homeland Security (DHS)** **Comprehensive Preparedness Guide 101 (CPG 101): Developing and Maintaining State, Territorial, Tribal, and Local Government Emergency Plans** (March 2009) *http://www.fema.gov/about/divisions/cpg.shtm* **COOP Template for Transportation Agencies.** *http://www.onlinepubs.trb.org/Onlinepubs/crp/COOPPlanTemplate.doc* **Continuity Guidance Circular 1 (CGC 1): Continuity Guidance for Non-Federal Entities** (States, Territories, Tribal, and Local Government Jurisdictions and Private Sector Organizations) (January 21, 2009). *http://www.fema.gov/about/org/ncp/coop/planning.shtm#6* **Continuity Assistance Tool (CAT)** (July 2009). *http://www.fema.gov/pdf/about/org/ncp/cat.pdf* **Continuity of Operations (COOP) Plan Template.** *www.fema.gov/doc/about/org/ncp/coop_plan_template.rtf* **Instructions** *http://www.fema.gov/pdf/about/org/ncp/coop_plan_template_instructions.pdf* **Continuity of Operations** (brochure). *http://www.fema.gov/pdf/about/org/ncp/coop_brochure.pdf* **Federal Continuity Directive 1 (FCD 1): Federal Executive Branch National Continuity Program and Requirements** (February 2008). *http://www.fema.gov/about/org/ncp/coop/planning.shtm#4* **Federal Continuity Directive 2 (FCD 2): Federal Executive Branch Mission Essential Function and Primary Mission Essential Function Identification and Submission Process** (February 2008). *http://www.fema.gov/about/org/ncp/coop/planning.shtm#5* **FEMA Acronyms, Abbreviations, and Terms** *http://www.fema.gov/plan/prepare/faat.shtm* **FEMA Continuity of Operations (COOP) Plan Template.** *http://www.fema.gov/doc/government/coop/coop_plan_blank_template.doc* **National Incident Management System (NIMS)** (December 2008). *http://www.fema.gov/pdf/emergency/nims/NIMS_core.pdf* **National Incident Management System (NIMS) Resource Center.** *http://www.fema.gov/emergency/nims*

Table 3: Course References—Federal Agencies, Part 2

REFERENCES—FEDERAL AGENCIES (CONT'D.)	**Federal Emergency Management Agency (FEMA), Department of Homeland Security (DHS)** **National Continuity Policy Implementation Plan (NCPIP)** (August 2007). *http://www.fema.gov/about/org/ncp/coop/planning.shtm#2* **National Security Presidential Directive-51/Homeland Security Presidential Directive-20** (NSPD-51/HSPD-20) (May 4, 2007). *http://www.fema.gov/pdf/about/offices/fcd1.pdf* **Vital Records Awareness** (brochure). *http://statearchivists.org/prepare/Vital%20Records%20Awareness%20Brochure.pdf* **National Archives and Records Administration** **Training courses:** The IPER *Essential Records Webinar* course is based on a course originally developed by the National Archives and Records Administration (NARA) for federal employees. NARA continues to offer this course both in-person and via webinar settings. See *http://www.archives.gov/records-mgmt/training* for information about all NARA training courses, including those on essential records. **National Institute of Standards and Technology (NIST)** **Contingency Planning Guide for Federal Information Systems. SP 800-34** Rev. 1 (May 2010). *http://www.csrc.nist.gov/publications/nistpubs/800-34-rev1/sp800-34-rev1.pdf*

Table 4: Course References—State Agencies

REFERENCES—STATE AGENCIES	**Washington State Archives** **Essential Records and Disaster Preparedness Manual**, Appendix B, City of West Ballard Essential Records Schedule, pages 4–8. *http://www.secstate.wa.gov/Archives/erdpm.aspx*

Table 5: Course References—Other Organizations

REFERENCES—OTHER ORGANIZATIONS	**ARMA International** **Emergency Management for Records and Information Management Programs**. Virginia A. Jones, Kris E. Keyes, ARMA International, Prairie Village, Kansas, 2001. Vital Records Programs: Identifying, Managing, and Recovering Business-Critical Records. ANSI/ARMA 5-2-003. *http://www.arma.org/standards/VitalRecords.cfm*

Reading List

Suggested readings to learn more about essential records and emergency preparedness

Table 6: Reading List—Regulations and Guidelines

READING LIST— REGULATIONS AND GUIDELINES	**American National Standards Institute (ANSI)/ARMA International** **Vital Records Programs: Identifying, Managing and Recovering Business-Critical Records.** ANSI/ARMA 5-2003. Approved as an American National Standards Institute (ANSI) standard, March 17, 2003. **Department of Homeland Security (DHS)/ Federal Emergency Management Agency (FEMA)** See listings under "References—Federal Agencies" above

Table 7: Reading List—Books

READING LIST— BOOKS	**Emergency Management for Records and Information Management Programs.** Virginia A. Jones and Kris E. Keyes. ARMA International (2001). **Emergency Management Principles and Practice for Local Government**, 2nd edition. International City Management Association (2007).

Table 8: Reading List—Reports and Brochures

READING LIST— REPORTS AND BROCHURES	**Archival and Special Collections Facilities: Guidelines for Archivists, Librarians, Architects, and Engineers.** Edited by Michele F. Pacifico and Thomas P. Wilsted. Society of American Archivists (2009). **IT Disaster Recovery and Business Continuity Tool-kit: Planning for the Next Disaster.** National Association of State Chief Information Officers (June 2007). *http://www.nascio.org/publications/documents/NASCIO-DRToolKit.pdf* **IT Security Awareness and Training: Changing the Culture of State Government.** National Association of State Chief Information Officers (August 2007). *http://www.nascio.org/publications/documents/NASCIO-ITSecurityAwarenessAndTraining.pdf* **Risk Management Guide for Information Technology Systems: Recommendations of the National Institute of Standards and Technology.** Gary Stoneburner, Alice Goguen, and Alexis Feringa. NIST Special Publication 800-30 (July 2002). **Protecting Essential Records from Disasters.** Lisa Johnston and David Carmicheal. National League of Cities, Municipal Action Guide (March 2009). *http://tinyurl.com/cvd9ce* **What Are Vital Records?** (pamphlet). ARMA International, 2006.

Table 9: Reading List—Articles

READING LIST—ARTICLES	**"Aftermath: Rescuing Essential Records After a Disaster."** David W. Carmicheal and Christine Wiseman. *Public Management Magazine* (March 2009). *http://www.tinyurl.com/lflm7l*
	"Dealing with Disaster." Nikki Swartz. *The Information Management Journal* (July/August 2006): 28–34.
	"Disasters Come in All Sizes." Rosalie Stremple and Michael F. Martone. *InfoPro* (March 2000): 29–35.
	"Essential Records Could Mean Life or Death for First Responders." David W. Carmicheal. *Government Technology Magazine* online (June 1, 2009). *http://www.tinyurl.com/nzjlpy*
	"How to Develop an Emergency Management Plan." Virginia A. Jones, Kris E. Keyes. *The Information Management Journal* (March/April 2008): 52–56.
	"Intelligent Data Protection in Today's Enterprise." George Symons. *Continuity Central* (September 14, 2006). *http://www.continuitycentral.com/feature0392.htm*
	"Keep On Keeping On: The Basics of Business Continuity." John Harney. *AIIM E-Doc Magazine* (March/April 2005): 28-31.
	"The Pillars of Vital Records Protection." Alan A. Andolsen. *The Information Management Journal* (March/April 2008): 28–32.
	"Risk Analysis and Control: Vital to Records Protection." William Saffady, *The Information Management Journal* (September/October 2005): 62–68.
	"Taking Charge: Disaster Fallout Reinforces RIM's Importance." Bruce W. Dearstyne. *The Information Management Journal* (July/August 2006): 37–43.
	"The Pillars of Vital Records Protection." *The Information Management Journal* (March/April 2008), op. cit.
	"Trial by Tornado." Willie M. Jones. *InfoPro* (March 2000): 37–39.

Table 10: Reading List—Videos

READING LIST—VIDEOS	**At Risk! Securing Government in a Digital World.** National Association of State Chief Information Officers (January 2008). *http://www.nascio.org/committees/security/AT-RISK-Video.cfm*
	Government at Risk: Protecting Your IT Infrastructure. National Association of State Chief Information Officers (March 2007). *http://www.nascio.org/committees/disasterRecovery/drVideo.cfm*

[This page intentionally left blank.]

Reference 02—Key Terms for the IPER Courses

Introduction

This guide to basic terminology has been compiled by the Council of State Archivists (CoSA) for reference by students taking its *Essential Records Webinar* training course. This course is one component of CoSA's Intergovernmental Preparedness for Essential Records (IPER) Project, which is developing and delivering training on essential records and emergency preparedness for state and local governments in the United States. The IPER Project is funded by a grant from the Federal Emergency Management Agency (FEMA).

This glossary was compiled in December 2009. An updated and more extensive glossary—as well as additional information about the IPER project—is available at *http://www.statearchivists.org/resource-center/iper* "Glossary of Key Terms" link.

To enhance the definitions developed by CoSA during course development, this glossary uses content, in whole or part, from the published glossaries of two other professional associations and FEMA. Content attributions are indicated at the end of each term definition, as follows:

[EMRIM]	**Emergency Management for Records and Information Management Programs.** Virginia A. Jones and Kris E. Keyes. ARMA International (2001). Glossary, pp. 83–87.
[SAA]	Society of American Archivists, **Glossary of Archival and Records Terminology**. *http://www.archivists.org/glossary*
[ARMA]	ARMA International, **Glossary of Records and Information Management Terms**. *http://www.arma.org/standards/glossary/index.cfm*
[FEMA1]	Federal Emergency Management Agency, **National Response Framework (NRF) Resource Center Glossary/Acronyms**. *http://www.fema.gov/emergency/nrf/glossary.htm*
[FEMA2]	Federal Emergency Management Agency, **Federal Continuity Directive 1 (FCD 1), Federal Executive Branch National Continuity Program and Requirements** (February 2008). *htttp://www.fema.gov/pdf/about/org/ncp/fcd1.pdf*
[FEMA3]	Federal Emergency Management Agency, **Developing and Maintaining State, Territorial, Tribal, and Local Government Emergency Plans (CPG 101). Appendix B: Glossary and List of Acronyms** (March 2009). *http://www.fema.gov/about/divisions/cpg.shtm*
[AIC]	American Institute for Conservation of Historic and Artistic Works, **Definitions of Conservation Terminology**. *http://www.conservation-us.org/index.cfm?fuseaction=page.viewpage&pageid=620*

Acceptance (risk). Involves recognizing the existence of a specific risk and having to accept the impact of the risk, should it occur. No action is taken ("do nothing" option).

Access. The ability to locate relevant records and information. May also refer to the permission to locate, retrieve, and review information within legally established restrictions of privacy, confidentiality, and security clearance. May also involve the physical processes of retrieving information from storage media. [SAA] *See also Confidential records, Freedom of information*

All hazards. Describing an incident, natural or human-caused, that warrants action to protect life, property, environment, and public health or safety; and action to minimize disruptions of government, social, or economic activities. [FEMA3] *See also Disaster*

Alliance for Response. *See Heritage Preservation*

Archive. When used by records management, the terms "archive" and "archives" often refer to an institution that collects permanent records after their current business use has ended, preserves them, and makes them available to the public for research and similar purposes. When used by Information Technology, the term "archive" refers to a collection of computer files that has been moved from active disk storage to another location (either for backup purposes or for storage on less expensive media) from which it can be accessed if needed. [SAA]

Archives. Materials created or received by an agency in the conduct of its business affairs and preserved because of their enduring value; permanent records. May also refer to the department within an organization responsible for maintaining the organization's records of enduring value. May also refer to the building (or portion thereof) housing archival collections. [SAA] *See also Permanent preservation, State Archives*

ARMA International. A not-for-profit professional association focused on the management of records and information in paper and electronic form. *http://www.arma.org*

Backup. When used by records management, the term "backup" refers to duplicate records stored off site under environmentally controlled conditions for protection of the information in case the original records are lost or damaged. They usually satisfy the limited-term business retention requirements of the information contained in the backup. Backups are *not* substitutes for permanent retention of electronic records, which are stored in archives. [ARMA]

Business Impact Analysis (BIA). The process of analyzing all business functions and the effects that a specific emergency may have upon those functions. [EMRIM]

Chief Information Officer (CIO). The executive officer in charge of information processing in an organization. Typically, systems design, development, and data center operations fall under CIO jurisdiction.

Cold site. An alternative facility that provides space for you to bring in whatever equipment you need, but does not provide the equipment, supplies, etc., that you need to continue operations. Cold sites are less expensive than hot sites. *See also Hot site*

Confidential records. Records to which access is restricted by law. Access may be limited to authorized persons and/or for a specified period. Such records often include those relating to personnel, client health, labor or business negotiations, and juvenile offenses, among others. *See also Access, Restricted records, Open records laws*

Conservation. The repair or stabilization of materials through chemical or physical treatment to ensure that they survive in their original form for as long as possible. The profession devoted to the preservation of cultural property for the future through examination, documentation, treatment, and preventive care, supported by research and education. Conservation counters existing damage, as distinguished from preservation, which attempts to prevent damage. Conservation does not always eliminate evidence of damage; restoration includes techniques to return materials to their original appearances (which may include fabrication of missing pieces). [SAA]

Conservator. Professional whose primary occupation is the practice of conservation and who, through specialized education, knowledge, training, and experience, formulates and implements all the activities of conservation in accordance with an ethical code such as the AIC Code of Ethics and Guidelines for Practice (AIC Definitions). [SAA]

Continuity. An uninterrupted ability to provide services and support, while maintaining organizational viability, before, during, and after an event. [FEMA2]

Continuity Assistance Tool (CAT). Created by FEMA to work with Continuity Guidance Circular 1. It contains a series of checklists that agencies can use to measure how well they are achieving the capabilities outlined in the Circular. [REPR IG]

Continuity Guidance Circular 1. Created by FEMA to provide direction for developing continuity plans and programs for non-federal entities (i.e., state, local, territorial, and tribal governments and the private sector). [REPR IG]

Continuity of Government (COG). A coordinated effort within each branch of government (e.g., the federal government's executive branch) to ensure that National Essential Functions (NEFs) continue to be performed during a catastrophic emergency. Note: This term may also be applied to non-federal governments. [FEMA2]

Continuity of Operations (COOP) Plan. An effort within individual agencies to ensure that they can continue to perform their essential functions during a wide range of emergencies, including acts of nature, accidents, and technological or attack-related emergencies. [FEMA2] *See also Disaster Plan, Emergency Plan*

Council of State Archivists (CoSA). A national organization representing the directors of the state archival agencies in each of the 50 states, the District of Columbia, and the territories. In 37 states, the state archivists also are responsible for records management services. *http://www.statearchivists.org*

Cycling. The periodic replacement or updating of essential records by means of a rotation schedule, replacing obsolete copies of essential records with current copies.

dPlan. A free online tool that simplifies the process of writing a disaster plan for your collections. *dPlan in Depth* displays all of the data entry forms in dPlan and creates a comprehensive disaster plan that covers disaster prevention, preparedness, response, and recovery. *dPlan light* displays only those data entry forms that are most important in preparing a plan for emergency response. *http://www.dplan.org*

Data migration. The set of tasks involved in transferring digital materials from one hardware or software configuration to another, or from one generation of computer technology to a newer generation. The process of moving data from one information system or storage medium to another to ensure continued access to the information as the system or medium is replaced, becomes obsolete, or degrades over time. [SAA]

Delegation of authority. Identification, by position, of the authorities for making policy determinations and decisions at HQ, field levels, and all other organizational locations. Generally, predetermined delegations of authority will take effect when normal channels of direction have been disrupted and will lapse when these channels have been re-established. [FEMA2]

Disaster. An occurrence of a natural catastrophe, technological accident, or human-caused event that has resulted in severe property damage, deaths, and/or multiple injuries. Natural disasters include "Acts of God" events, such as earthquakes, hurricanes, tornadoes, and floods. Technological disasters are events caused by human error such as airplane crashes, building and equipment failures, electrical malfunctions, and hazardous material accidents. Civil disasters are deliberate destructive activities causing illness, injury, and death, such as theft, vandalism, terrorism, and war. As defined in the Robert T. Stafford Disaster Relief and Emergency Assistance Act, a *large-scale disaster* is "one that exceeds the response capability of the local jurisdiction and requires state, and potentially federal, involvement." Similarly, a *major disaster* is "any natural catastrophe [...] or, regardless of cause, any fire, flood, or explosion, in any part of the United States, which in the determination of the President causes damage of sufficient severity and magnitude to warrant major disaster assistance under [the] Act to supplement the efforts and available resources of states, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby." (Stafford Act, Sec. 102(2), 42 U.S.C. 5122(2)). [FEMA3] *See also All hazards*

Disaster Plan. A document that describes how people and property will be protected in disaster and disaster threat situations; details who is responsible for carrying out specific actions; identifies the personnel, equipment, facilities, supplies, and other resources available for use in the disaster; and outlines how all actions will be coordinated. [SAA] *See also Continuity of Operations Plan, Emergency Plan*

Dispersal. The transfer of duplicate records to locations other than those where the originals are housed. [EMRIM] *See also Duplicate, duplication*

Document. The process of recording government actions for administrative, legal, fiscal, and historical purposes. May also refer to any written or printed work; a writing. May also refer to information or data fixed in some media. May also refer to written or printed work of a legal or official nature that may be used as evidence or proof; a record. [SAA] *See also Non-record materials, Record*

Duplicate, duplication. A copy, or the process of making a copy, that preserves all the essential aspects of the original. [SAA] *See also Dispersal*

Electronic record. Any information recorded in a form that only a computer or other electronic device can process and that satisfies a state's or jurisdiction's definition of a record. Electronic records received or sent and used to conduct government business are public records. *See also Record, Records format*

Electronic vaulting. Disaster-planning service that involves moving data over a network to a secure remote site according to an established schedule. [ARMA]

Emergency. An unplanned adverse event that requires an organization's personnel to initiate activities to secure operations or protect organization assets from harm. [EMRIM]

Emergency management. The coordination and integration of all activities necessary to build, sustain, and improve the capability to prepare for, protect against, respond to, recover from, or mitigate threatened or actual natural disasters, acts of terrorism, or other human-caused disasters. [FEMA1]

Emergency Management Assistance Compact (EMAC). A congressionally ratified organization that provides form and structure to interstate mutual aid. Through EMAC, a disaster-affected state can request and receive assistance from other member states quickly and efficiently, resolving two key issues up front: liability and reimbursement. [FEMA1]

Emergency Plan. The ongoing plan maintained by various jurisdictional levels for responding to an array of potential hazards. It describes how people and property will be protected; details who is responsible for carrying out specific actions; identifies the personnel, equipment, facilities, supplies, and other resources available; and outlines how all actions will be coordinated. [FEMA3] *See also Continuity of Operations Plan, Disaster Plan*

Emergency Support Function (ESF) Annexes. When activated to provide coordinated federal support during an incident, presents the missions, policies, structures, and responsibilities of federal agencies for coordinating resource and programmatic support to states, tribes, and other federal agencies or other jurisdictions and entities. Records and natural, cultural, and historic collections are covered by ESF-11. [FEMA1].

Essential functions. The critical activities performed by organizations, especially after a disruption of normal activities. [FEMA2]

Essential records. Records needed for the Continuity of Operations (COOP) of a government agency during and following an emergency. They are records an agency must have to perform one or more of the following critical functions: operate during an emergency; resume or continue business after an emergency; re-establish the legal, financial, and/or functional status of the agency; rebuild the community after the crisis passes. Sometimes referred to as "vital records" (e.g., by the National Archives and Records Administration).

Essential Records Template. An IPER-suggested method for including essential records information in an agency's COOP Plan. The template should be used if an agency does not already have a template in place.

Federal Emergency Management Agency (FEMA). Agency of the U.S. Government tasked with disaster mitigation, preparedness, and response and recovery planning. [FEMA1]

Formats (of records). *See Records format, Medium*

Freedom of information. One of several terms referring to the rights of people to access government records. *See also Access, Confidential records, Open records laws, Restricted records*

Freeze drying. Process of stabilizing water-soaked documents by freezing them to prevent further damage from water in its liquid state. [ARMA]

Full-scale exercise. A multi-agency, multijurisdictional, multidiscipline exercise involving functional (e.g., Joint Field Office, Emergency Operations Centers) and "boots on the ground" response (e.g., continuity staff relocating to their alternate sites to conduct scenario-driven essential functions). [FEMA2]

Functional exercise. An exercise examining and/or validating the coordination, command, and control between multi-agency coordination centers (e.g., Emergency Operations Centers, Joint Field Office). A functional exercise does not involve any "boots on the ground" (i.e., first responders or emergency officials responding to an incident in real time). [FEMA2]

Grab and Go kit. A kit prepared by, and for, an individual who expects to deploy to an alternative location during an emergency. The kit contains items needed to satisfy minimally an individual's personal and professional needs during deployment. May also be referred to as a Drive-away kit. [FEMA2]

Hazard. Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome. [FEMA1]

Heritage Preservation. A nonprofit organization that is a leader in preservation and emergency preparedness for cultural organizations of all kinds, including archives, libraries, and museums. With FEMA, Heritage Preservation co-sponsors the *Heritage Emergency National Task Force* to help institutions and individuals learn how to protect their valuables from emergencies of all types and how best to respond if the worst happens. The *Alliance for Response* project helps to bring cultural institutions and emergency workers together to build effective emergency response networks. Heritage Preservation developed and distributes the *Emergency Response and Salvage Wheel* and the *Field Guide to Emergency Response*, both of which are indispensable references.

Hot site. An alternative facility that already has in place the computer, telecommunications, other Information Technology, environmental infrastructure, and personnel required to recover critical business functions or information systems. [FEMA2]

Incident. An occurrence or event, natural or human-caused, that requires a response to protect life or property. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, civil unrest, wildland and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, tsunamis, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response. [FEMA1]

Incident Command System (ICS). A standardized on-scene emergency management construct designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure and designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations. [FEMA3]

Information Technology (IT). Infrastructure, processes, and technologies used to store, generate, manipulate, and transmit information to support an organization. [ARMA]

Intergovernmental Preparedness for Essential Records (IPER) Project. A project created by the Council of State Archivists (CoSA) and funded by the Federal Emergency Management Agency (FEMA). The purpose of the IPER Project is to deliver training to state and local governments nationwide, providing the knowledge and skills needed to secure essential records and recover records damaged by natural or human-caused emergencies. IPER's training curriculum consists of two primary courses: *Essential Records* and *Records Emergency Planning and Response*. Also part of the IPER curriculum is a third, supporting course, *Introduction to Records and Information Management for State and Local Governments.* This course provides a basic understanding of records management and prepares employees with little or no records management experience for the two primary courses.

Interleaving. Sheets of paper, usually tissue, inserted between the pages of a book or album, especially between illustrative plates and text. [SAA]

Intrinsic value. The usefulness or significance of an item derived from its physical or associational qualities, inherent in its original form and generally independent of its content, that are integral to its material nature and would be lost in reproduction. Intrinsic value may include an item's form, layout, materials, or process. It may also be based on an item's direct relationship to a significant person, activity, event, organization, or place. Intrinsic value is independent of informational or evidential value. A record may have great intrinsic value without significant informational or evidential value; records with significant informational or evidential value may have little intrinsic value. The process of copying a document may sufficiently capture its informational or evidential value but fail to preserve some aspects of the material nature of the original—its intrinsic value—that merit preservation. Hence, documents with significant intrinsic value are often preserved in their original form. [SAA]

Inventory, records. *See Records inventory*

IPER Resource Center. *See Resource Center*

MayDay. Archives and cultural organizations in the United States observe MayDay on the first day of May to focus attention on emergency preparedness.

Medium. A general term referring to the material (e.g., paper, disk, tape) on which business information has been recorded and may subsequently be used for business purposes. [ARMA]

Microfilm. Transparent film containing highly reduced copies of documents. May also refer to the high-resolution, low-grain film used to make such copies. Microfilm may be created in rolls, sheets (microfiche), strips (usually in jackets), or chips (usually in aperture cards). Standard widths of roll film include 35 mm and 16 mm. Microfilm may use gelatin silver, diazo, or vesicular processes to form the images. [SAA] *See also Microform*

Microform. A general term used for any medium, transparent or opaque, that holds highly reduced reproductions, including microfilm and microfiche. [SAA] *See also Microfilm*

Migration. *See Data migration*

Mirroring. A method of data replication that maintains an exact copy of electronic records by applying changes at the secondary site in lockstep with or synchronous with changes at the primary site. [ARMA]

Mitigation (risk). Involves taking steps to minimize the likelihood or impact of an emergency. You may not be able to prevent a risk or threat from occurring, but you may be able to reduce the likelihood of its occurrence, or mitigate the impact it has on your agency if it does occur.

National Archives and Records Administration (NARA). The federal agency charged with managing and preserving the records of the federal government. *http://www.archives.gov*

National Association of Government Archives and Records Administrators (NAGARA). A professional association dedicated to helping government archivists and Records Managers at all levels of government. *http://www.nagara.org*

National Continuity Policy (NCP). The policy of the United States to maintain a comprehensive and effective continuity capability composed of Continuity of Operations and Continuity of Government programs to ensure the preservation of our form of government under the Constitution and the continuing performance of national essential functions under all conditions. (NSPD 51/HSPD 20, National Continuity Policy) [FEMA2]

National Incident Management System (NIMS). System that provides a proactive approach guiding government agencies at all levels, the private sector, and nongovernmental organizations to work seamlessly to prepare for, prevent, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, to reduce the loss of life or property and harm to the environment. [FEMA1]

National Response Framework (NRF). A guide for conducting comprehensive, national, all-hazards incident management. The NRF incorporates public- and private-sector participation at all levels, from federal agencies to the state and community level, and emphasizes the importance of personal preparedness by individuals and their families. [FEMA2]

Nonrecord materials. Materials considered not falling within the definition of an official record. May also refer to copies, duplicates, or publications that are kept for purposes of personal reference or convenience. May also refer to materials that do not appear on a records retention schedule and that may be destroyed without authorization. Definitions and requirements may vary by individual state laws, rules, and regulations. *See also Document, Public record, Record*

Open records law. A law created to ensure public access to government records. *See also Access, Confidential records, Freedom of information, Restricted records*

Pack-out. The process of removing the boxes of records from the shelves, moving them to a staging area, applying the tracking procedures, and moving them from there to the recovery area or to the contractor's facility. [REPR IG]

Permanent preservation. The process of preserving a record that has been determined to have sufficient historical, administrative, legal, fiscal, or other value to warrant continuing preservation. (ARMA) *See also Archives, State archives*

Phone Tree. A pyramidal network of people used to spread a message quickly and efficiently to a large number of people. The person at the top of the pyramid calls two or more people, each of whom calls two or more people, and so on, until every person in the tree has been called. [REPR IG]

Pocket Response Plan® **(PReP).** A concise document for recording essential information needed by staff in case of an emergency. The **PReP** is meant to complement, not replace, an agency's disaster plan, ensuring that managers and staff have the most essential information with them at all times.

Polyester film. A clear plastic film that is relatively stiff, cannot be stretched, and is hard to tear. Polyester film is commonly used to make protective enclosures and is used as the base for some photographic films. Not all polyester films are identical. Different manufacturing processes leave different residual chemicals in the film, some of which may have an adverse effect on archival materials. [SAA]

Preparedness. Actions that involve a combination of planning, resources, training, exercising, and organizing to build, sustain, and improve operational capabilities. Preparedness is the process of identifying the personnel, training, and equipment needed for a wide range of potential incidents, and developing jurisdiction-specific plans for delivering capabilities when needed for an incident. [FEMA1]

Preservation. The professional discipline of protecting materials by minimizing chemical and physical deterioration and damage to minimize the loss of information and to extend the life of cultural property. The act of keeping from harm, injury, decay, or destruction, especially through noninvasive treatment. Preservation activities are often considered a subdiscipline within the profession of conservation. [SAA]

Prevention. Actions taken to avoid an incident or to intervene to stop an incident from occurring. Prevention involves actions to protect lives and property. It involves applying intelligence and other information to a range of activities that may include countermeasures such as deterrence operations; heightened inspections; improved surveillance and security operations; investigations to determine the full nature and source of the threat; public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and, as appropriate, specific law enforcement operations aimed at deterring, pre-empting, interdicting, or disrupting illegal activity and apprehending potential perpetrators, and bringing them to justice. [FEMA1]

Public record. Any book, paper, map, photograph, database records, email messages, images, or other documentary materials, regardless of physical form or characteristics, that are made or received by a government agency and are evidence of the agency's activities or have informational value. Each state has its own unique definition of a record; some have multiple definitions in their statutes addressing retention, information systems, privacy, access, and admissibility in court proceedings. *See also Record, Document, Nonrecord materials*

Record. Recorded information, regardless of medium or characteristics, made or received by an organization in pursuance of legal obligations or in the transaction of business. *See also Document, Electronic record, Nonrecord materials, Public record*

Records Emergency Action Plan (REAP). A written, approved, implemented, and periodically tested plan that includes the information and actions needed to respond to and recover from a records emergency. It is not the disaster plan itself, it is only an element of the plan—the portion of the disaster plan that relates to records. [REPR IG]

Records format. Records exist in many formats, not just paper. These include microforms, photographs, audio and video recordings, and electronic records. *See also Electronic record, Formats (of records), Medium*

Records center. An area for lower-cost storage, maintenance, and reference use of semi-active (inactive) records pending their ultimate disposition. [ARMA]

Records disposition plan. *See Records retention schedule.*

Records inventory. A detailed listing of the types, locations, dates, volumes, equipment, classification systems, and usage data of an organization's records, made to evaluate, appraise, and organize the information. [ARMA] *See also Records retention schedule*

Records management. The administrative and managerial activities related to managing records throughout their life cycle—from creation to their final stage of disposition, in which they are either destroyed or permanently preserved. May also refer to the field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use, and disposition of records, including processes for capturing and maintaining evidence of and information about business activities and transactions in the form of records. [ARMA] *See also State Records Manager*

Records management program. An effective program usually includes the following elements: obtaining strong policy and financial support from the governing or supervisory authority; developing policies and procedures for managing records and information; putting in place filing and indexing systems and tools; conducting an inventory of records; establishing and following records retention schedules; identifying and using technology appropriately to create, store, and retrieve materials; storing inactive records in a cost-effective and secure manner; destroying obsolete records in a timely and systematic manner, and documenting their destruction; and identifying and preserving essential records.

Records retention requirements. State, federal, or local regulations to maintain and provide access to listed records for a specified period. State requirements are often issued by rule or law by the State Archivist or authorized Records Management Office. Federal requirements are often specified in the Code of Federal Regulations (CFR). Local requirements may be specified in policies, codes, regulations, or charters. Retention periods are based on legal, fiscal, administrative, and historical requirements. *See also Records retention schedule*

Records retention schedules. The documents that authorize the period of time that records are kept before they are destroyed or kept permanently. Records retention schedules are also sometimes used to identify essential records and to plan for their protection in an emergency. Most government agencies, from the federal level to the local level and the territorial and tribal levels, have mandated records retention and management requirements, governed by laws, rules, and regulations. Typically, there are two types of records retention schedules: General Records Retention Schedules, which cover commonly occurring cross-agency records; and Special Records Retention Schedules, which list program records unique to a particular agency. *See also Records inventory, Records retention requirements*

Record series. A group of related records that are filed and/or used together as a unit and therefore are evaluated as a unit for retention purposes (e.g., a personnel file consisting of an application, reference letters, benefit forms, etc.). [ARMA] *See also Records retention schedule*

Recovery. The implementation of prioritized actions required to return an organization's processes and support functions to operational stability following an interruption or disaster. [FEMA2]

Recovery Time Objective (RTO). Refers to the tolerable amount of time after an emergency in which a computer system, network, or application must be restored to functional status so that disruption of normal operations and loss of revenue are minimized.

Resource Center (IPER). The section of the CoSA website providing access to a range of information about records and archives, including specific regulations, statutes, standards and other guidance, that apply to government records in each state and territory. *http://www.statearchivists.org/resource-center*

Response. Immediate actions taken to save lives, protect property and the environment, and meet basic human needs. Includes the execution of emergency plans and actions to support short-term recovery. [FEMA1]

Restricted records. A limitation on access to records or to information of a specified type imposed by general or specific requirements. [ARMA] *See also Access, Confidential records, Freedom of information, Open records laws*

Retention schedule. *See Records retention schedule*

Retention. *See Records retention schedule or Records retention requirements*

Risk acceptance. *See Acceptance (risk)*

Risk analysis. The systematic use of available information to determine how often specified events may occur and the magnitude of the consequences if they do occur. It is used to evaluate the probability of occurrence of the risk identified in the risk assessment, and the impact the occurrence of those risks would have on your records and information.

Risk assessment. Examination of the potential harm that may result from exposure to certain hazards; the identification of risks.

Risk avoidance. *See Avoidance (risk)*

Risk management. The process of identifying and evaluating risk and then developing strategies to manage the risk. Basic strategies for managing risk include avoidance, acceptance, and mitigation.

Risk mitigation. *See Mitigation (risk)*

Salvage. The process of retrieving damaged records from areas affected by an emergency and protecting records at risk of damage.

Schedule. *See Records retention schedule*

Security classification. A classification placed on records limiting their accessibility to those having specific authority to retrieve or use them. [ARMA]

Series. *See Record series*

Stabilization. Treatment procedures intended to maintain the integrity of cultural property and to minimize deterioration. [AIC]

Stafford Act. The Robert T. Stafford Disaster Relief and Emergency Assistance Act, P.L. 93-288, as amended. This Act describes the programs and processes by which the federal government provides disaster and emergency assistance to state and local governments, tribal nations, eligible private nonprofit organizations, and individuals affected by a declared major disaster or emergency. The Stafford Act covers all hazards, including natural disasters and terrorist events. [FEMA1]

Staging area. Any location in which personnel, supplies, and equipment can be housed or parked temporarily while awaiting operational assignment. [FEMA1]

Stakeholders. The persons or organizations that depend on the services of an agency. Building a network of key stakeholders and soliciting their input and support is important in identifying, protecting, and planning for access to essential records and in developing a plan for emergency preparedness and response.

State Archives. A state government agency that serves by law as the depository of public records of state government—records that have permanent administrative, legal, or historical research values. Some State Archives also serve as the official depositories of permanent local government records. State Archives collections often do not include manuscript, newspaper, or other nonofficial sources. Many State Archives also oversee records management, setting policy and regulations for the retention and disposition of public records.

State Archivist. The state government official who manages the State Archives. *See also State Records Manager*

State Coordinating Officer. The individual appointed by the Governor to coordinate state emergency response and disaster assistance efforts with those of the federal government. The SCO plays a critical role in managing the state response and recovery operations following Stafford Act declarations. The Governor of the affected state appoints the SCO, and lines of authority flow from the Governor to the SCO, following the state's policies and laws. [FEMA3]

State Records Manager. The state government official who manages the state's Records Management Program. In most states, this function is assigned to the State Archives. In a few states, the Archives and Records Management functions are divided between different agencies. *See also Records management, State Archivist*

Tabletop exercise. An exercise involving key personnel discussing simulated scenarios in an informal setting. [FEMA2]

Warm site. An alternative facility that is equipped with some computer, telecommunications, other Information Technology, and environmental infrastructure, and can function as backup after additional personnel, equipment, supplies, software, or customization are provided. [FEMA2]

Vacuum thermal drying. Treatment of water-soaked documents by drying under high vacuum and high temperature to prevent further damage. [ARMA]

Vital records. *See Essential records*

Watch Your Lingo!

IPER's *Introduction to Records and Information Management* course points out that archivists, Records Managers, emergency managers, and Information Technology (IT) specialists use many of the same terms, but sometimes those terms have different meanings for each specialty.

Record. When used by records management, the term "record" refers to any material that documents a transaction or activity of public business (a document, map, photograph, etc.). However, when used by IT, the term "record" refers to a collection of fields (individual items) in a database that make up a complete set of information (that is, if describing a person, a record would include name, address, phone number, etc.).

Essential records vs. vital records. The term "essential records" is used by both records management and emergency management to refer to those records that are critically important to the continued functioning or rebuilding of an agency during and after an emergency. These same records are also known widely as "vital records"; however, the term "vital records" also has a second meaning, especially in state and local governments, and that can lead to confusion. "Vital records" can also refer to records that document critical events in an individual's life, such as birth, marriage, divorce, and death. To minimize potential confusion, CoSA has chosen to use the term "essential records" throughout the IPER training, but other organizations—including FEMA and the National Archives—continue to use "vital records" to describe records that are critical to continuity of operations.

File. When used by records management, the term "file" refers to a collection of business materials arranged according to a plan and related to each other in some way (for example, a case file). However, when used by IT, the term "file" may refer to a collection of records (when used in a data-processing context) or to an entity of information (when used in a computer application context such as word processing or spreadsheets). In an application context, a file typically has a unique name, a particular format, and a specific file name suffix (e.g., .doc or .xls).

Document. When used by records management, the term "document" refers to information (such as a book, memo, letter, or map) that can be accessed and read. However, when used by IT, the term "document" refers to a word-processing text file, completed form, voucher, or other representation of stored information.

[This page intentionally left blank.]

IPER Training Webinars

Participant Webinar Reference Guide
(Reference 03)

Final, July 2010

Table of Contents

[This page intentionally left blank.]

To Join the Webinar

This is the Invitation Email you will receive from the IPER staff one week before the webinar starts. It includes all of the information you need regarding the webinar. You will also receive a Reminder Email one day before the webinar. We recommend joining the webinar at least 15 minutes before it starts, to allow time for processing.

Figure 1: iLinc Invitation Email

Before you join the webinar, you will be prompted to enter your First Name, Last Name, Email Address, State, Job Title, and Agency. If you have previously joined an iLinc session, a cookie on your computer may populate the information entered for the most recently joined session.

Figure 2: iLinc Join Session Window

If the window below appears, select the yellow bar to download ActiveX **or** select the Manual Join button.

Figure 3: Download ActiveX or Manual Join Window

If you choose to join manually, select Run when prompted (as seen below).

Figure 4: Manual Join—Security Warning Window
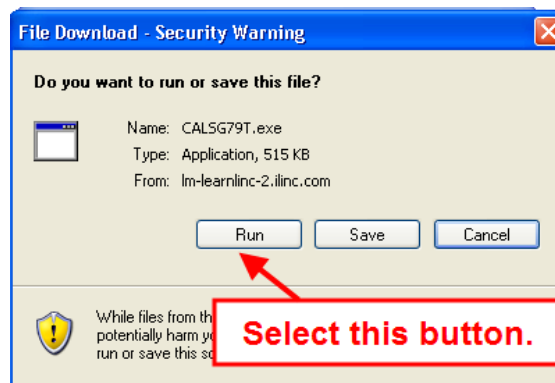
NOTE: Depending on your security settings, you may receive a message that you need to "allow" or "trust" the software to get into the iLinc session.

Figure 5: Manual Join—Run the Software Window

Audio Requirements

A teleconference has been set up to provide the audio for the IPER webinars. Therefore, you must have a telephone to be able to listen to and participate orally in the webinar presentation.

The phone number and passcode for the session are provided in the Invitation and Reminder Emails and are also displayed on the right of the My Controls Panel in the iLinc Session Room. Once you dial in to the conference call, you are able to communicate with the instructor and other participants via your telephone.

System Requirements

Microsoft Windows 2000 SP4, XP SP2, Vista, or 7:

- Internet Explorer 6.0 or higher (Recommend ActiveX-enabled)
- Firefox 1.5 or higher (Recommend Java installed)
- 1 GHz or higher processor
- 128 MB RAM (256 or higher recommended, 1 GB for Vista)
- 56 Kbps bandwidth (256 Kbps recommended)
- 1024 x 768 display

Apple® Mac® (runs on Intel- and PowerPC-based computers):

- Mac OS® X 10.5 and 10.6
- Firefox 1.5 or higher
- Safari™ 2.0 or higher
- Java Runtime Environment (JRE) 5.0 or higher
- 1 GHz or higher processor
- 256 MB RAM (512 or higher recommended)
- 56 Kbps bandwidth (256 Kbps recommended)
- 1024 x 768 display

Popup Blocker

Your browser's popup blocker should be turned off, as seen below.

Figure 6: Pop-up Blocked Window
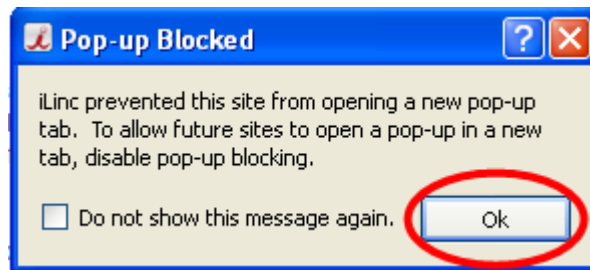
Figure 7: Turning Off Pop-up Blocker
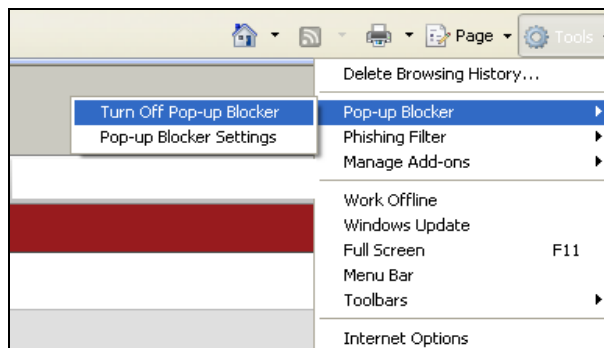
Tool Panel in the iLinc Session Room

This is the Session Room in which the webinar will be conducted. You can ask a question at any time by typing a message in the Chat tool and sending it to the instructors. Or you may raise your hand so the instructor knows to call on you. Please note that other attendees will not be able to see your questions in the Chat tool if you send them using the "Private" tab instead of the "Public" tab.

Figure 8: iLinc Session Room
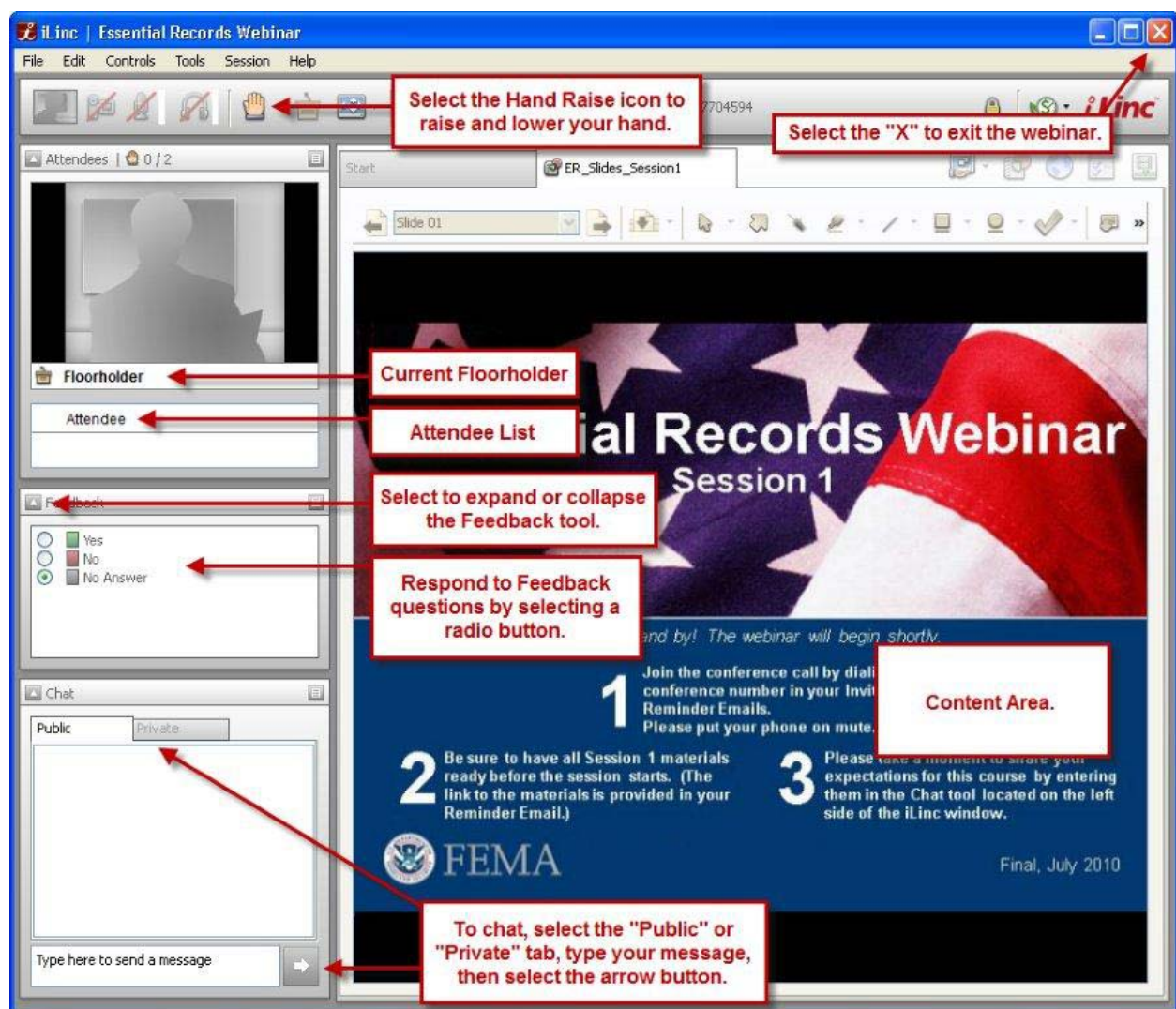
Polling Questions

Throughout the webinar, you'll be asked to answer polling questions that will serve as knowledge checks and will help you apply what you have learned during the sessions. Once the instructor launches the polling question, a new tab opens on your screen. Be sure **not** to switch between tabs (you'll have three tabs on your screen: Start tab, Slides tab, and Polling tab), because if you do, you won't be able to return to the Polling tab and answer the polling question. Once the polling question shows up on your screen, select the appropriate answer (Figure 9). In some instances, you will be asked to use the Feedback tool on the left side of your screen to select your answer for some polling questions (refer to the Session Room section in Figure 8 to view the Feedback tool).

Figure 9: iLinc Polling Question Example
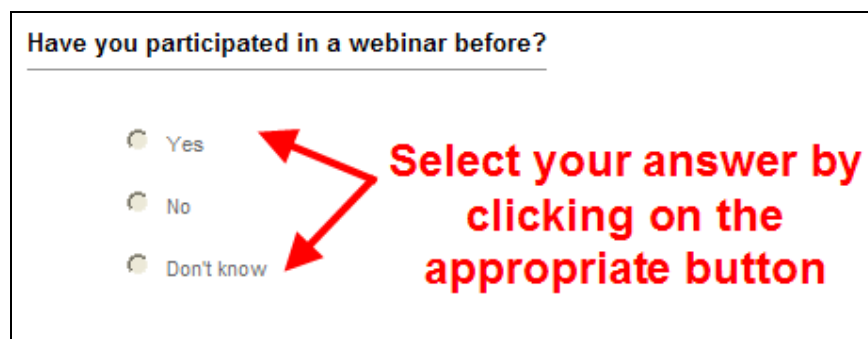
TestLinc

You will use iLinc's TestLinc function when taking the Pre- and Post-tests during the webinar. Once the instructor launches the test, a new tab will open on your screen (similar to the one shown in the following figure). Once you select the Next button, the test will begin and the first test question will appear. After selecting your answer, select the Next button to submit the answer and move on to the next question. When you have answered the final question, select the Done button to complete the test. NOTE: Your answers will not be submitted until you select the Done button.

Figure 10: iLinc TestLinc Tab
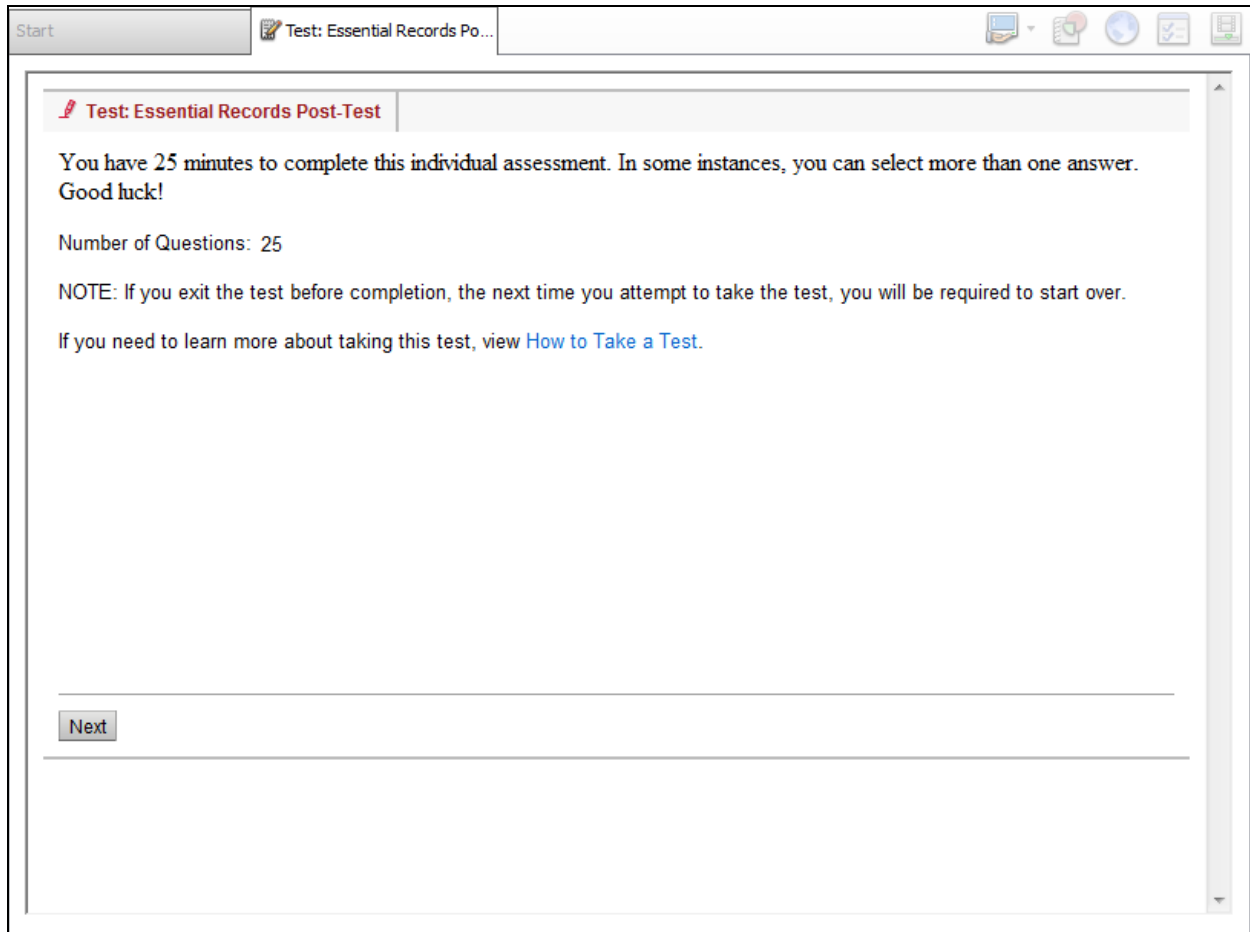
[This page intentionally left blank.]

IPER Training Webinars
iLinc Quick Reference for IPER Instructors
(Reference 04)

Instructor Guide

Final, July 2010

FEMA

Table of Contents

NOTE: We recommend that you **print** this Quick Reference so that you may use it as a reference when delivering the IPER courses.

Setting Up a Course Offering

We recommend beginning the process of setting up a course offering at least four to six weeks before you plan to hold the first session. IPER staff will require at least 24–48 hours (not including weekends) to complete the processes involved in setting up the course. Your potential participants will have to wait until setup is complete before registering for the course.

STEP	ACTION
1.	Decide what course you want to schedule and when you want to schedule it.
2.	Contact IPER Staff at (678) 364-3882 or *iper@statearchivists.org* and give them the following information: • Course name • Dates and times (with time zone) for each of the four sessions • First and last names, email addresses, and phone numbers of the individuals who will be serving as Instructors for the course. • The conference line information, dial-in number, and passcode that will be used for the course and an alternative conference line and passcode.
3.	Wait to receive confirmation from IPER staff that the requested dates and times are available.
4.	Upon receiving confirmation of the course's dates and times, begin publicizing the course to let potential participants know the course is available.
5.	Participants will register through the IPER Resource Center by going to your state's main page.

Uploading Your Instructor Photo

STEP	ACTION
1.	Open the Invitation or Reminder Email you received for any IPER course for which you are an Instructor.
2	Select the link under "Upload Your Photo."
3.	In the webpage that opens, select "Browse."
4.	Navigate to the file you want to use.
5.	Select "Upload." Your photo appears in the "Your Picture" section.

Figure 1: Invitation Email—Upload Instructor Photo Link
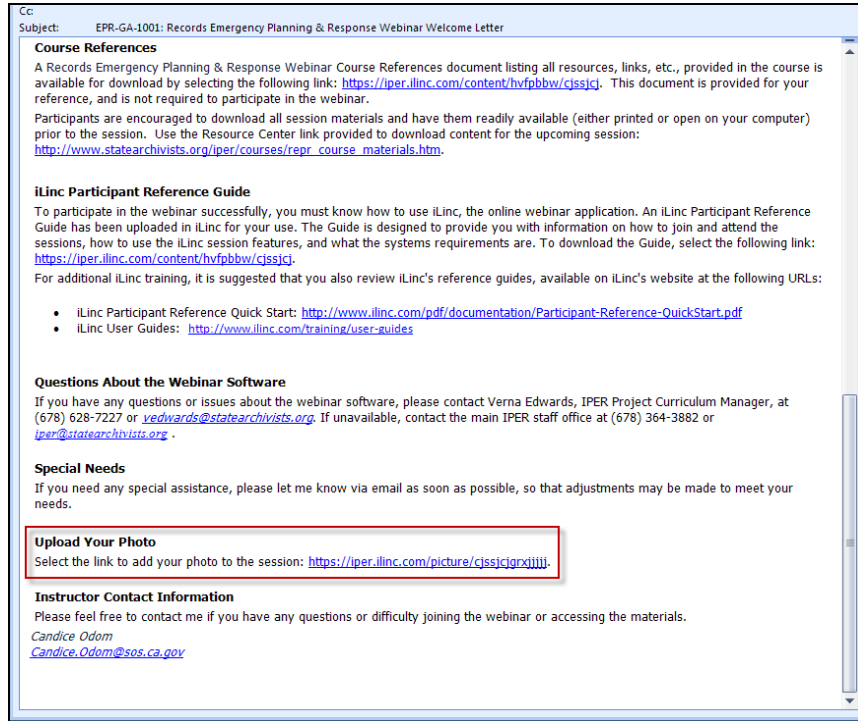
Figure 2: Upload Instructor Photo
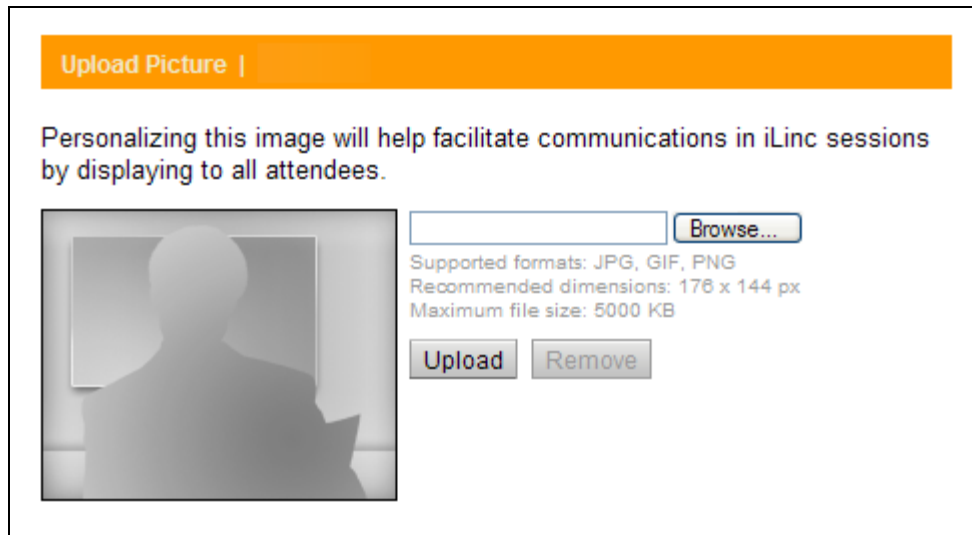
Launching a Webinar Session Through the Invitation or Reminder Email

STEP	ACTION
1.	Open the Invitation or Reminder Email you received for any IPER course for which you are an Instructor.
2.	Select the link in the Invitation or Reminder Email under the "Joining the Webinar" section. The iLinc Session Room launches in a few seconds.

Figure 3: Invitation Email—Joining the Webinar Link

Using the iLinc Communication Center

You will use the *Communication Center* to:

- Record your iLinc session

- View Pre- and Post-Test and Course Evaluation data

You must use your state's Master Account username and password to log in to the Communication Center. Because this is a single account, with only one username and password, only one instructor can log in to the Communication Center at one time.

Logging in to the Communication Center

STEP	ACTION
1.	Open an Internet browser and go to *https://iper.ilinc.com* .
2.	Select "Log In" on the orange menu bar.
3.	Enter your state's Master Account user name in the "User Name" field.
4.	Enter your state's Master Account password in the "Password" field.
5.	Select "Submit."

Figure 4: IPER iLinc Log-in Page
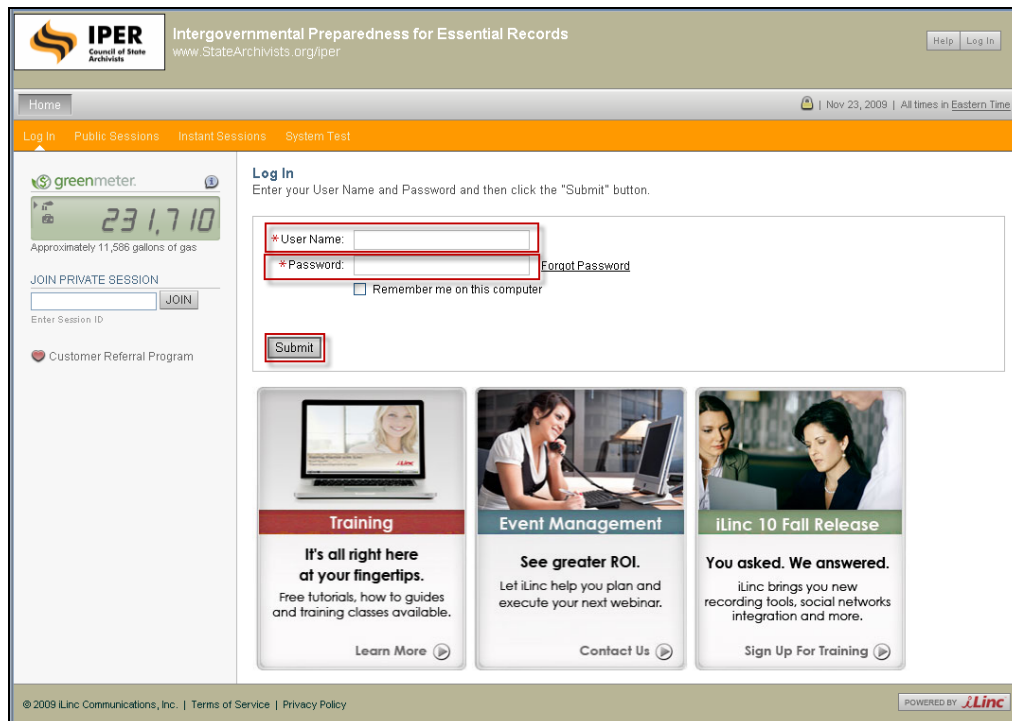
Setting Up the Master Account

The first time a State Team logs in to the iLinc Communication Center with the state's Master Account username and password, they must set up the Master Account in iLinc. This requires completing a series of three setup screens.

Screen 1

Room Name—This is a personal, instant session that iLinc creates automatically when a new user is added. You should name this room "[State] State Team's iLinc Session," where the information in brackets is the name of your state.

Audio—This is the teleconference information for the session. Leave this information blank.

When finished, select "Next."

Figure 5: Setup of Master Account Popup Screen 1

Screen 2

Uploading a Photo—This is the opportunity to upload an instructor photo. Skip this step by selecting "Next." You will have the opportunity to add your photo later.

Figure 6: Setup of Master Account Popup Screen 2

Screen 3

Notifications—The final screen shows notifications that your team may opt to receive by email. Select any notifications your team would like to receive and then select "Finish."

Remember that any notifications will be emailed to the Master Account email address, and will therefore be forwarded to *all* State Team instructors.

Figure 7: Setup of Master Account Popup Screen 3
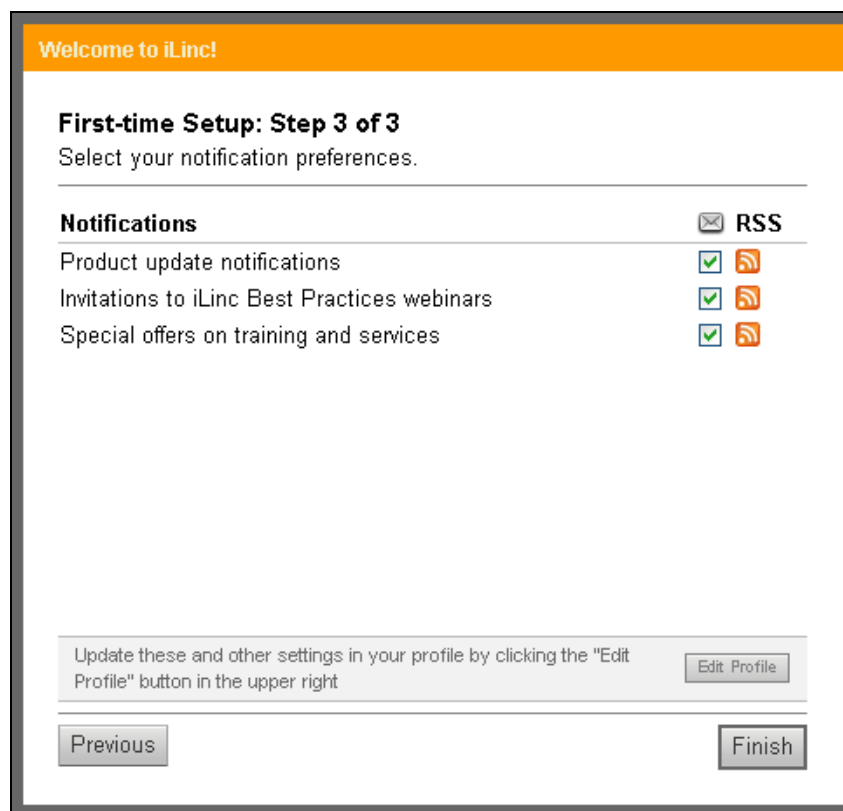
Updating the Master Account Profile: Uploading Your Photo and Adding Your Name

When you are logged into the Communication Center, you are logged in via the Master Account—an account shared by all of your State Team's instructors. Therefore, *every time* you launch a session through the Communication Center, you will need to update the Master Account's profile with your photo and your name. Otherwise, when you are presenting, iLinc will display either no photo or the photo and name of the instructor who last used the Master Account.

To update the Master Account profile with your name and photo, perform the following steps:

STEP	ACTION
1.	Select "Edit Profile" in the top right-hand corner of the Communication Center.
2.	Add your name: • Type your name into the "First Name" and "Last Name" fields.
3.	Upload your photo: • Select "Browse" located under the silhouette image on the right side of the screen. • Navigate to the file you want to use. • Select "Upload." – Your photo appears in the "Your Picture" section.
4.	Select "Submit" at the bottom of the page.

Figure 8: Edit Profile Button

Figure 9: Uploading a Photo to the Master Account

Launching a Webinar Session from the iLinc Communication Center

To record your session, you must launch the webinar session from the Communication Center.

STEP	ACTION
1.	In the Communication Center, verify you are in the "My Sessions" screen.
2.	In the list of sessions, select "Join" next to the session name you want to begin. The iLinc Session Room launches in a few seconds.

Figure 10: List of Sessions

Launching Slides

STEP	ACTION
1.	In the Session Room, select the Content tab.
2.	Select the title of the appropriate slide file. • Slides are indicated as "PowerPoint Presentation" in the "Type" column. A tab will open automatically when you launch the file, with the name of the file visible on the tab.

Figure 11: Visual File in the Content Tab
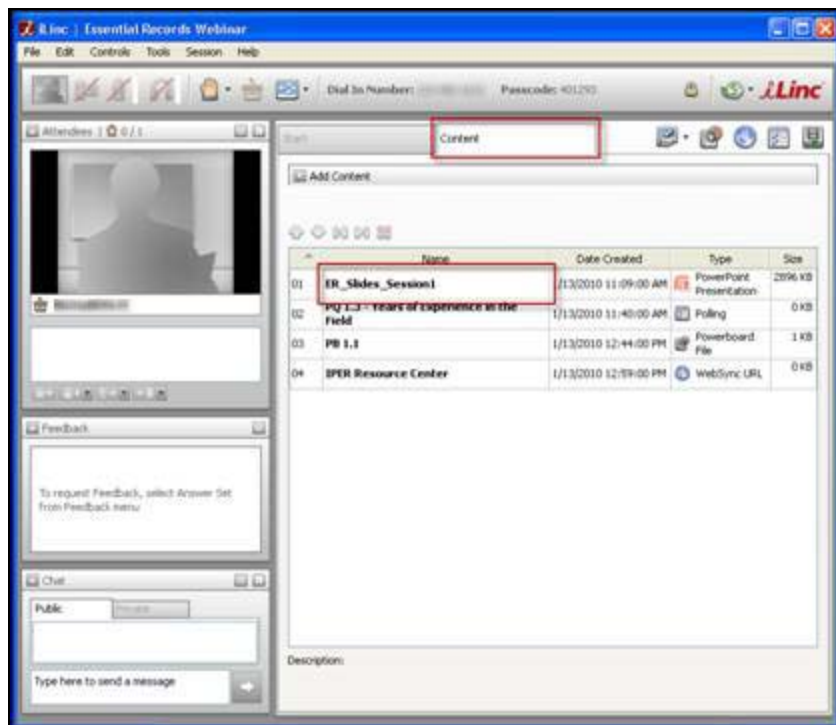
Progressing Through Slides

STEP	ACTION
1.	With the slide tab selected, select the "Next Slide" button to progress to the next slide.
2.	To jump to a specific slide, select the slide from the slide drop-down menu.

Figure 12: iLinc Session—Visuals Tab

Recording Your Sessions

Note: Remember that you must launch the webinar session from the Communication Center to record the session.

Starting an iLinc Recording

STEP	ACTION
1.	In the Session Room, select "Session" from the menu bar.
2.	Select "Audio Connection."
3.	In the pop-up dialogue that appears, verify that the Dial-in Number and Passcode are correct; then select "Connect." **NOTE:** If the Dial-In Number and Passcode information are not correct, select "Change" next to the Dial-in Number and Passcode; then enter the correct numbers in each box and select "Save."
4.	Once successfully connected, you will see checkmarks to the left of the Dial-in and Passcode. When you see both checkmarks, select "Continue."
5.	Again select "Session" from the menu bar, then select "Record Session." When the recording has begun, a notification will appear in the task bar.

Figure 13: Accessing the Audio Connection Window
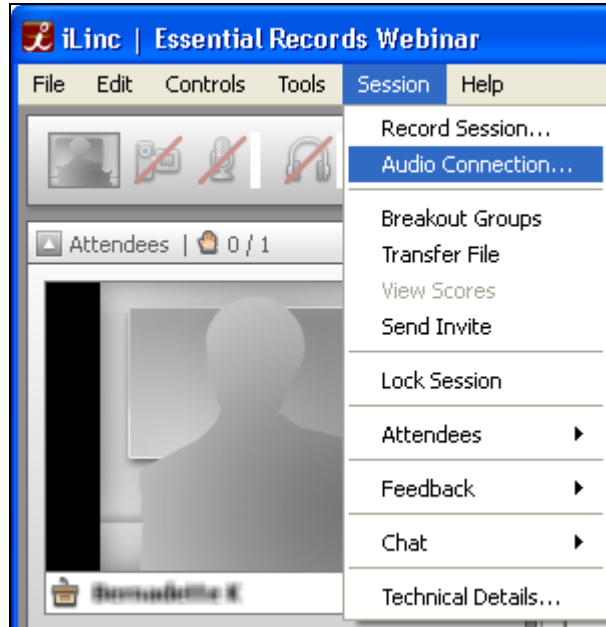
Figure 14: Audio Connection Window
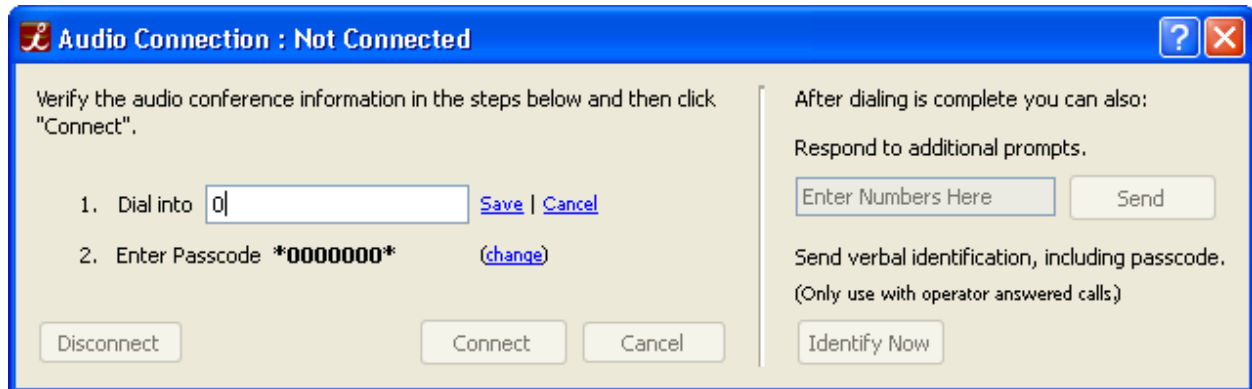
Figure 15: Beginning an iLinc Recording
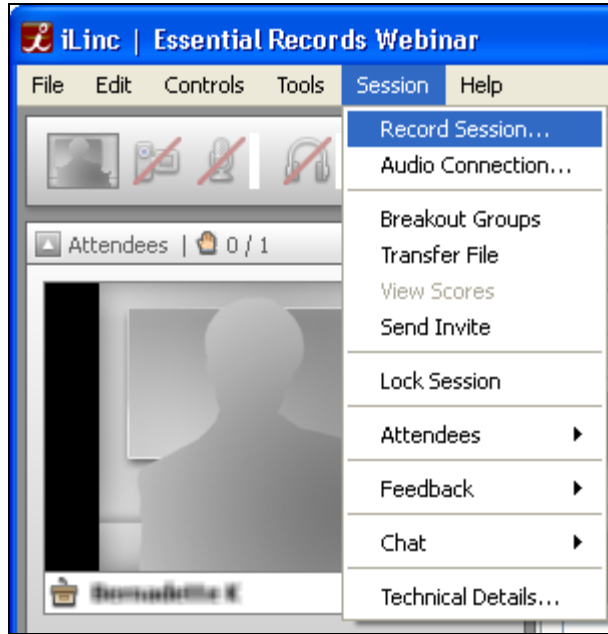
Figure 16: Recording Started Notification
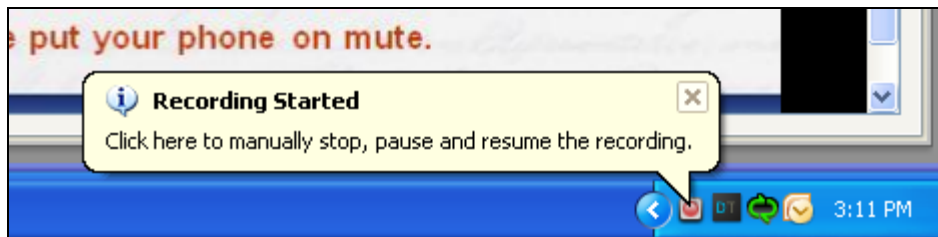
Pausing and Resuming a Recording

STEP	ACTION
1.	In the Session Room, select "Session" from the menu bar.
2.	Select "Pause Recording."
3.	To resume the recording, select "Resume Recording" from the same menu.

Figure 17: Pausing an iLinc Recording
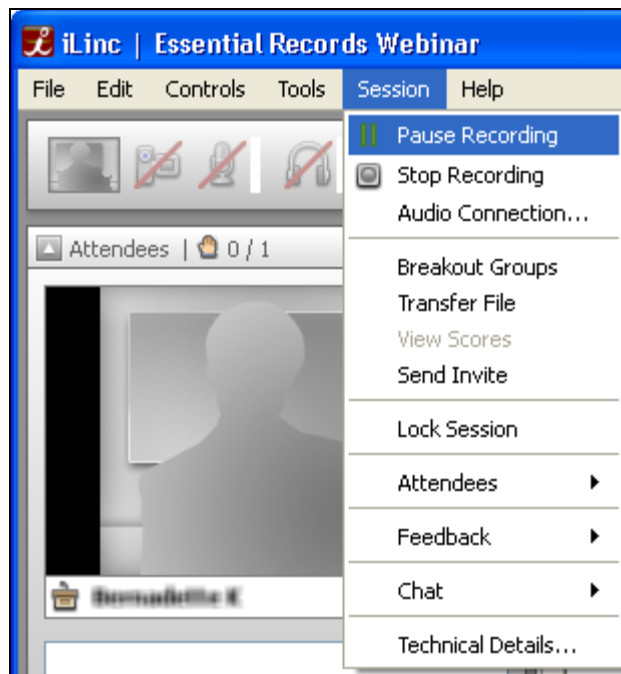
Stopping an iLinc Recording

STEP	ACTION
1.	In the Session Room, select "Session" from the menu bar.
2.	Select "Stop Recording."
3.	Accept the automatically generated recording name by selecting "Save" when prompted. The recording will be saved automatically onto iLinc's Communications Center.

Figure 18: Stopping an iLinc Recording
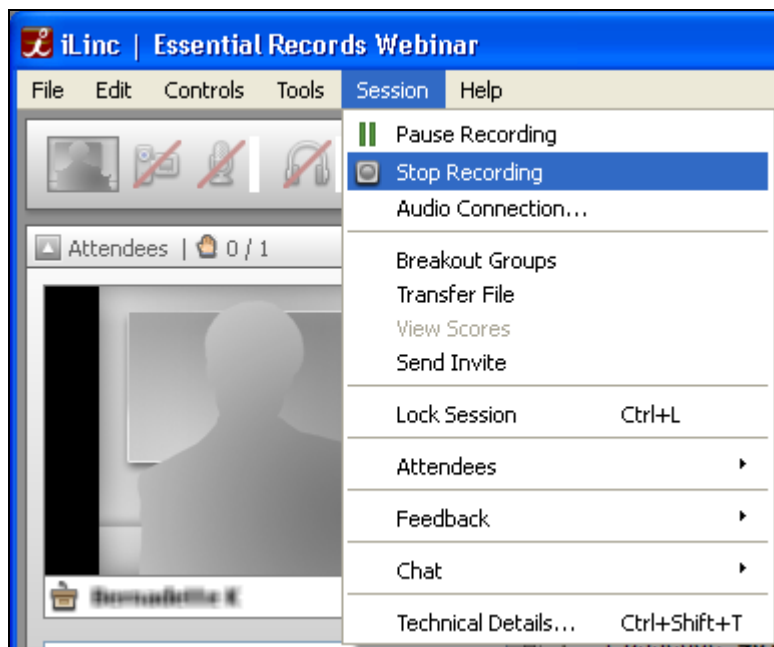
Important Note: State Teams are required to host their recordings on their own servers; recordings of state-specific IPER webinars will *not* be hosted on the IPER project's servers. IPER will, however, provide a link to these recordings in the state sections of the IPER Resource Center.

Once you have created an iLinc recording, a message will be sent to the Master Account email informing you that it is available through the iLinc Communication Center.

Recordings are available up to five (5) days following the last session (Session 4) of a course offering. You must download the recording within this timeframe.

Presentation Tools

Pointer Tool

Figure 19: Pointer Tool Location and Use
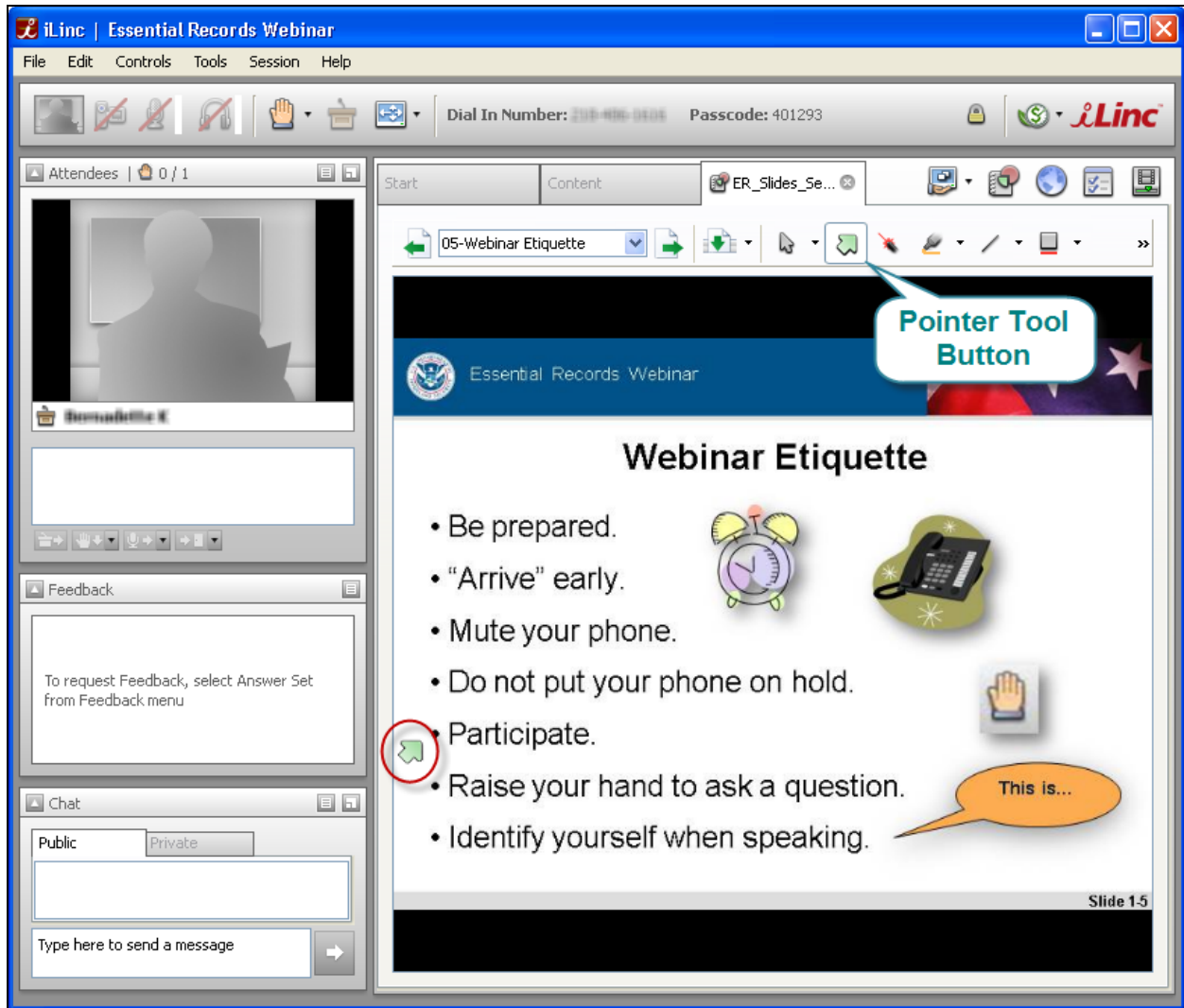
Laser Pointer Tool

Figure 20: Laser Pointer Tool Location and Use
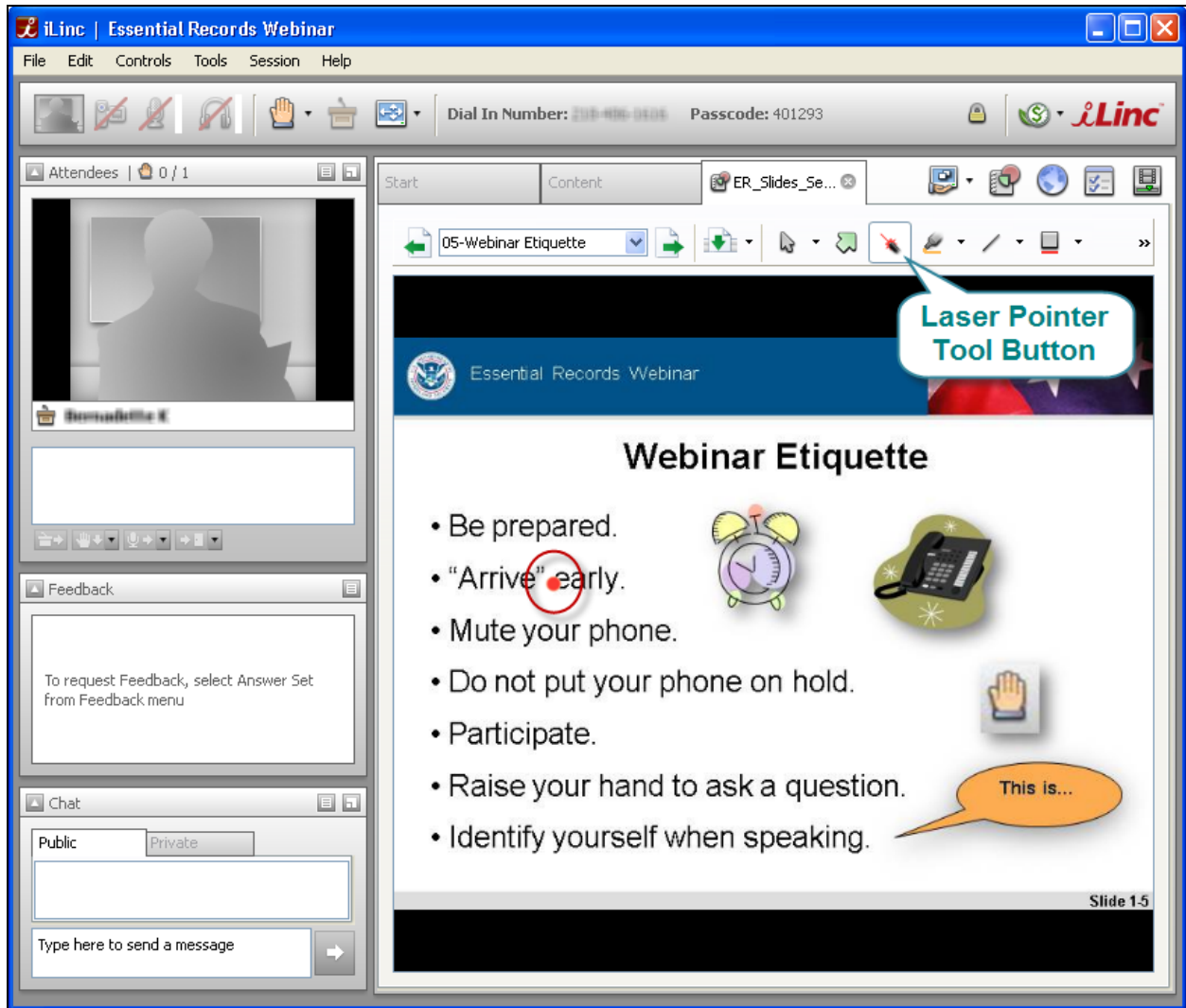
Highlighter Tool

Figure 21: Highlighter Tool Location and Use
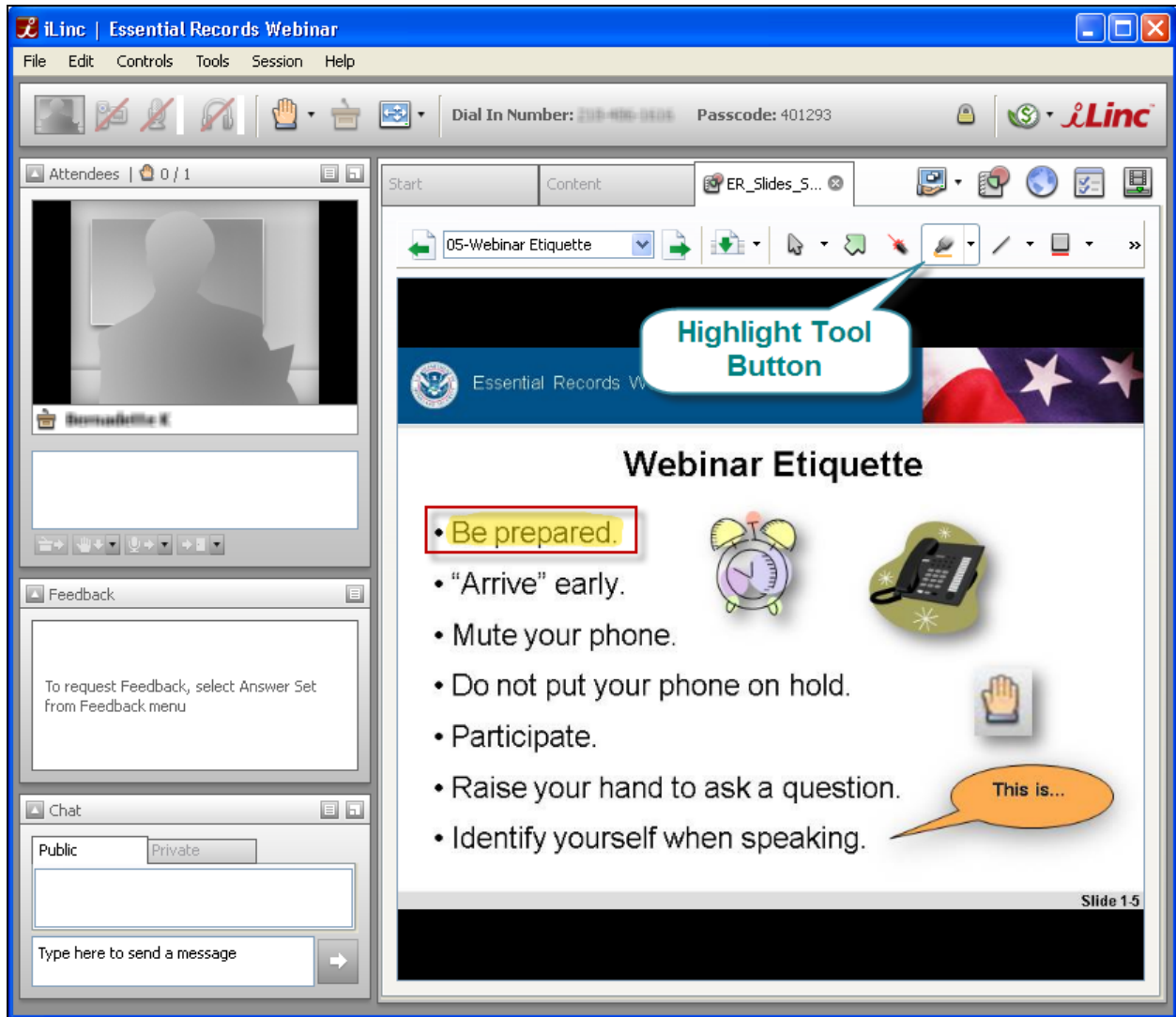
Zoom Tool

Figure 22: Zoom Tool Location and Use
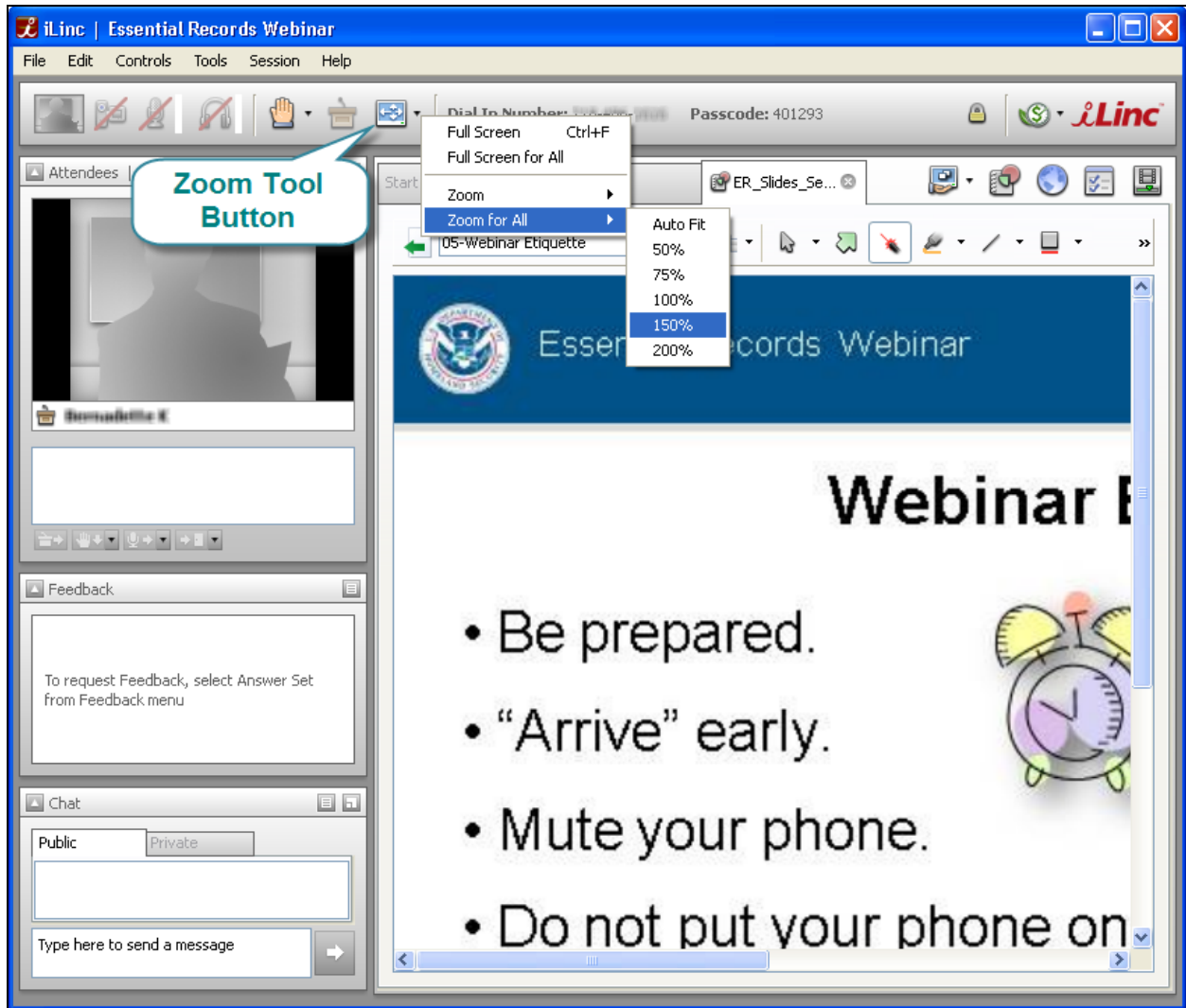
Private Chat Tool

STEP	ACTION
1.	In the Chat Tool, select the "Private" Tab. A list of attendees appears.
2.	Select (double-click) the attendee with whom you want to chat. Another Chat Tab opens, in which you can communicate exclusively with that attendee.
3.	Type your Chat message in the message field.
4.	Select the arrow button to send your message. Your message appears in the Chat Tool.

Figure 24: Private Chat List of Attendees
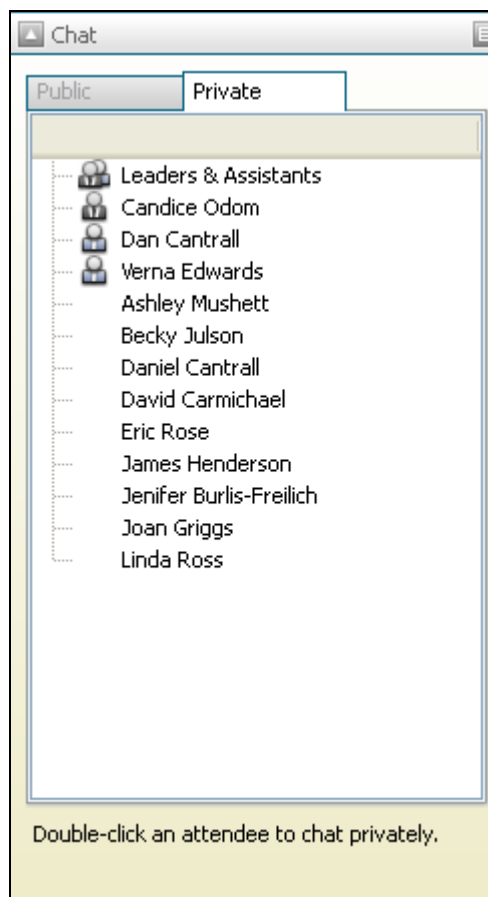
Figure 25: Private Chat in Session
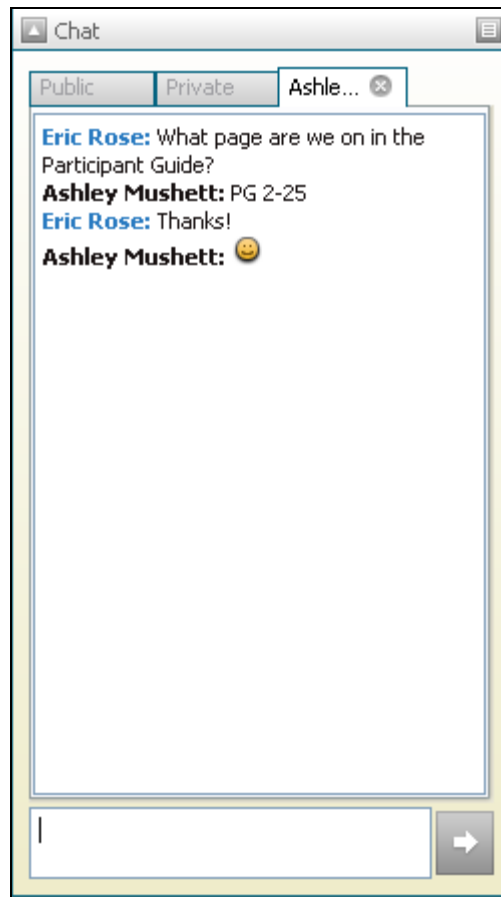
Raised Hands

When a participant raises his or her hand, an icon will appear next to his or her name in the Attendee List. To lower everyone's hands, select the arrow next to the Lower Hands icon under the Attendee list, then select "Lower All Hands."

Figure 26: Hand Raise Tool

Figure 27: Hand Raises in Attendee List

Feedback Tool

STEP	ACTION
1.	In the Session Room, select the Feedback Tool menu button.
2.	From the list, select the type of feedback question you are posing. The Feedback options appear in the participants' Feedback Tool.
3.	OPTIONAL: You may share the class results with the participants by selecting "Share" from the menu.
4.	When you are finished using the Feedback Tool, select "Withdraw" from the Feedback Tool menu. The Feedback options no longer appear in the participants' Feedback Tool.

Figure 28: Feedback Tool
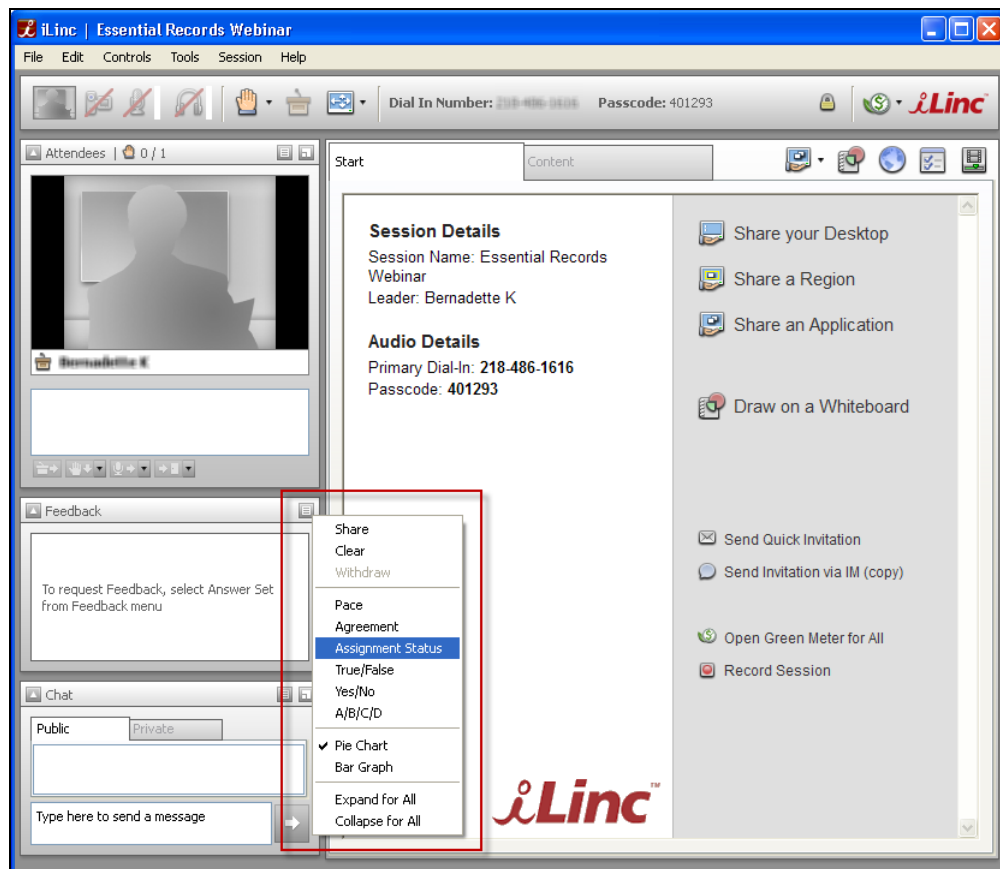
Expanding the Feedback Tool for Everyone

STEP	ACTION
1.	In the Session Room, select the Feedback Tool menu button.
2.	From the list, select "Expand for All."

Figure 29: Expand Feedback Tool for All
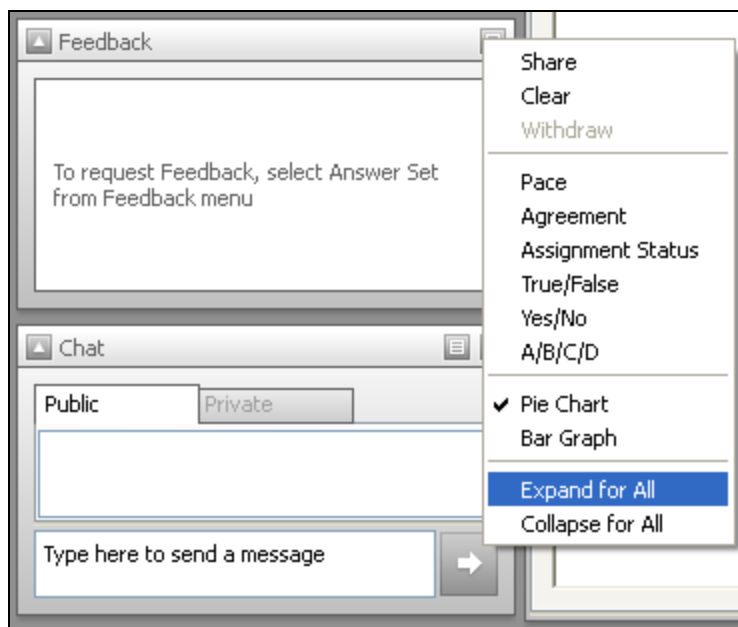
Polling Questions

STEP	ACTION
1.	In the Session Room, select the Content tab.
2.	Select (double-click) the desired question. • Polling Questions are indicated as "Polling" in the "Type" column.
3.	To pose the question to participants, select "Ask Question."
4.	Select "Share Results" to share the spread of received answers with the participants.

Figure 30: iLinc Polling Tab
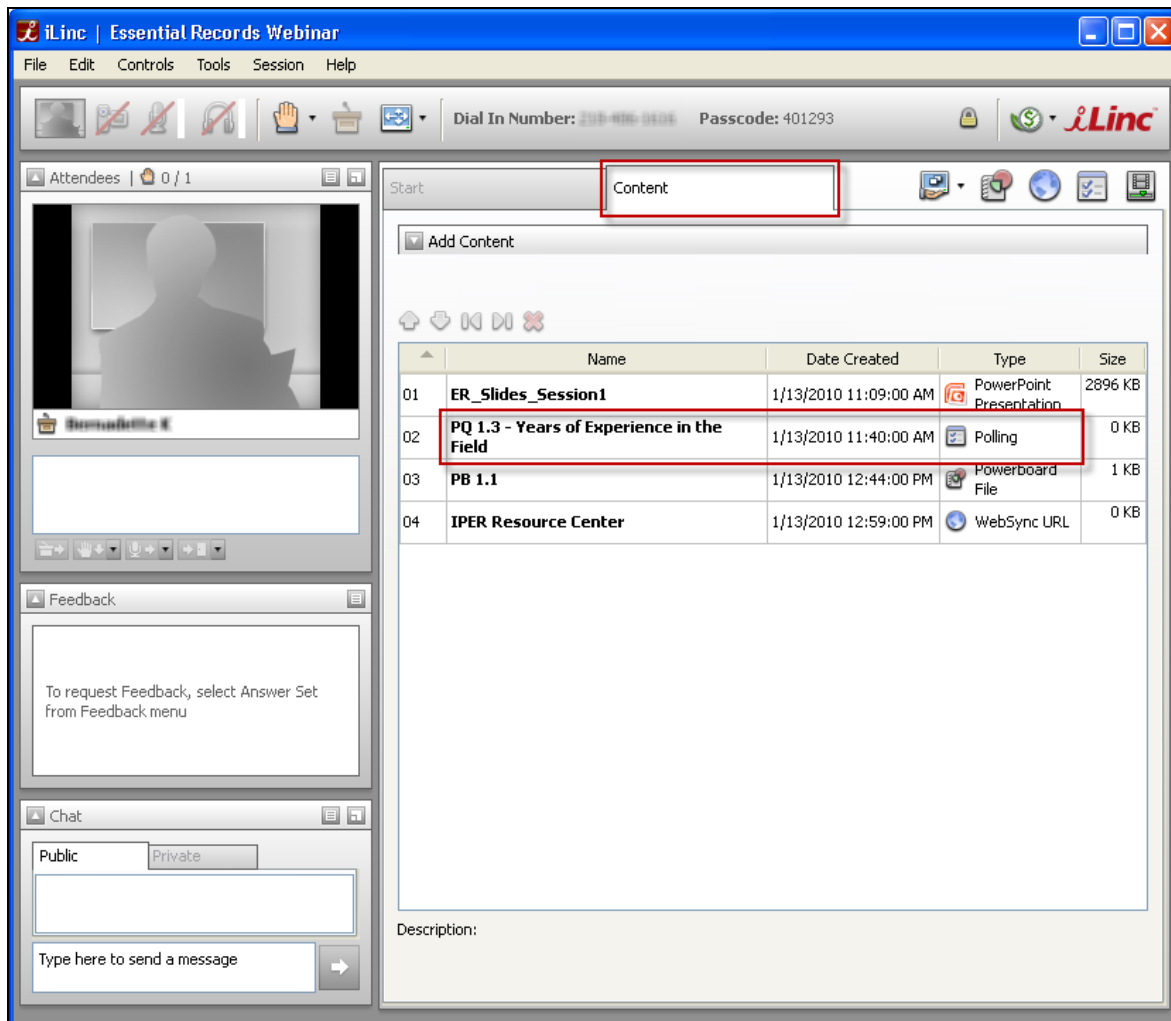
Passing the Floor

STEP	ACTION
1.	In the Session Room, select the non-presenting instructor's name in the Attendee List.
2.	Select the "Give Floor to Selected" icon.
3.	To take the floor back, select the "Take the Floor" icon from the top row of icons.

Figure 31: Passing the Floor

Figure 32: Take the Floor

Powerboards

STEP	ACTION
1.	In the Session Room, select the Content tab.
2.	Select (double-click) the title of the desired Powerboard file. • Powerboard files are indicated as "Powerboard File" in the "Type" column.

Figure 33: Powerboard in the Content Tab
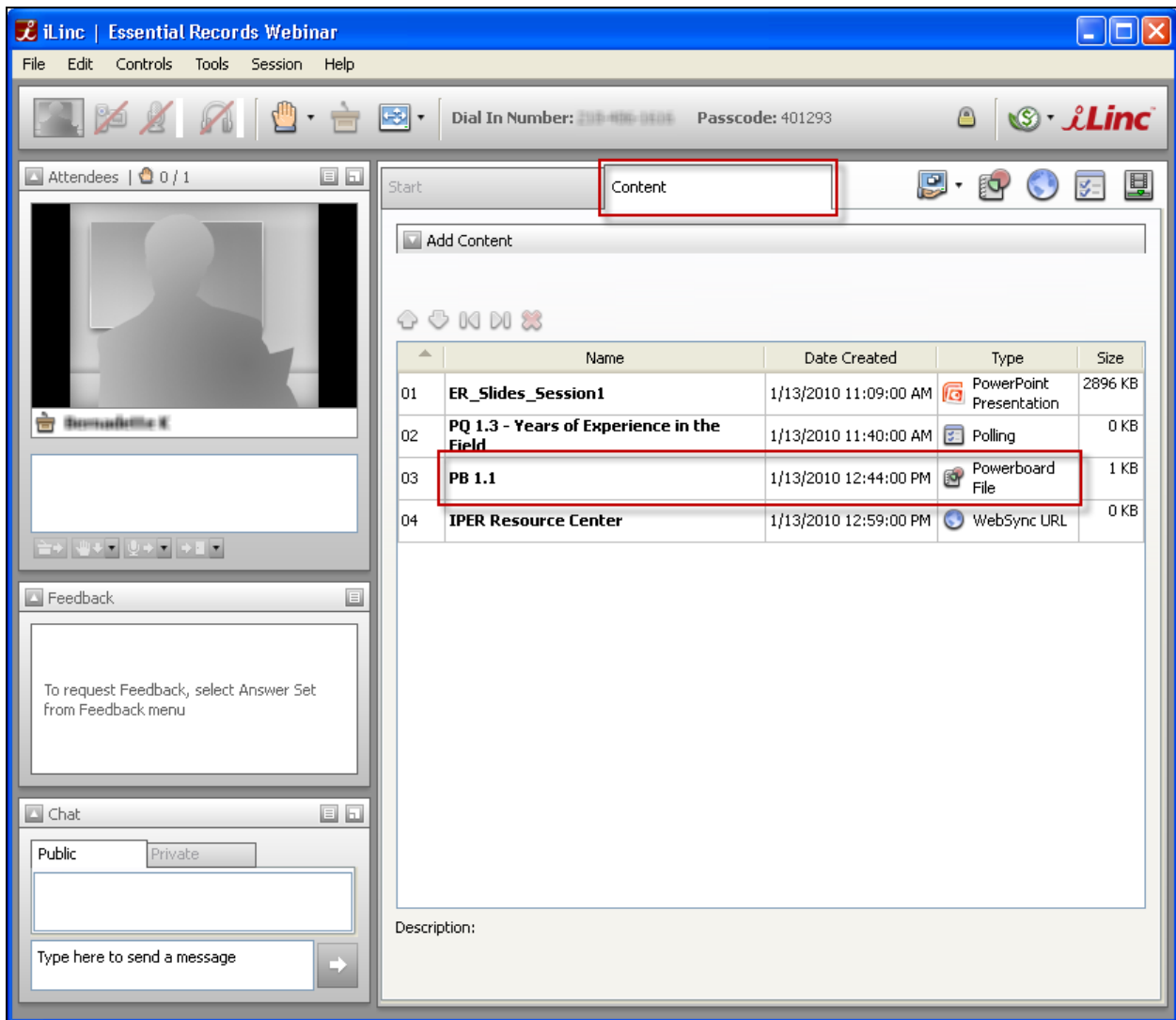
Figure 34: Powerboard Mark-Up Tools
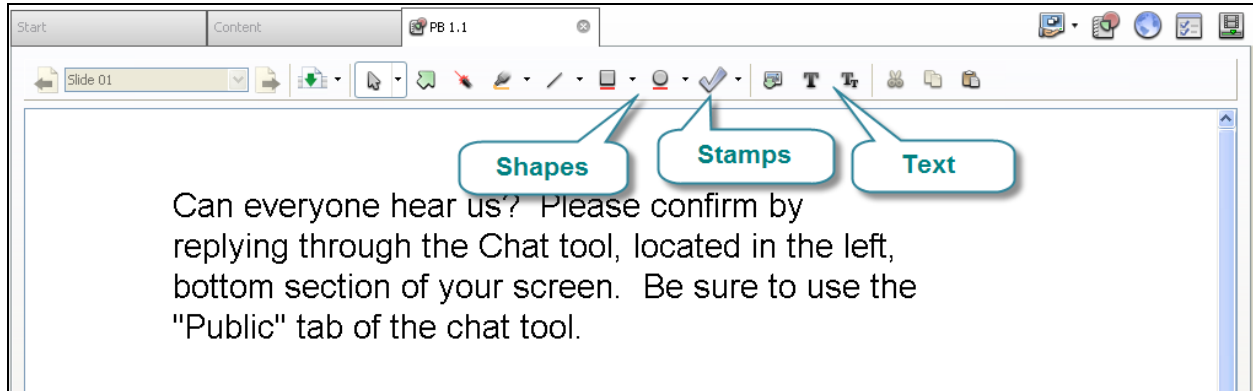
Displaying Websites

Websites on the Content Tab

STEP	ACTION
1.	In the Session Room, select the Content tab.
2.	Select (double-click) the title of the desired WebSync file. • WebSync files are indicated as "WebSync URL" in the "Type" column.

Figure 35: WebSync in Content Tab
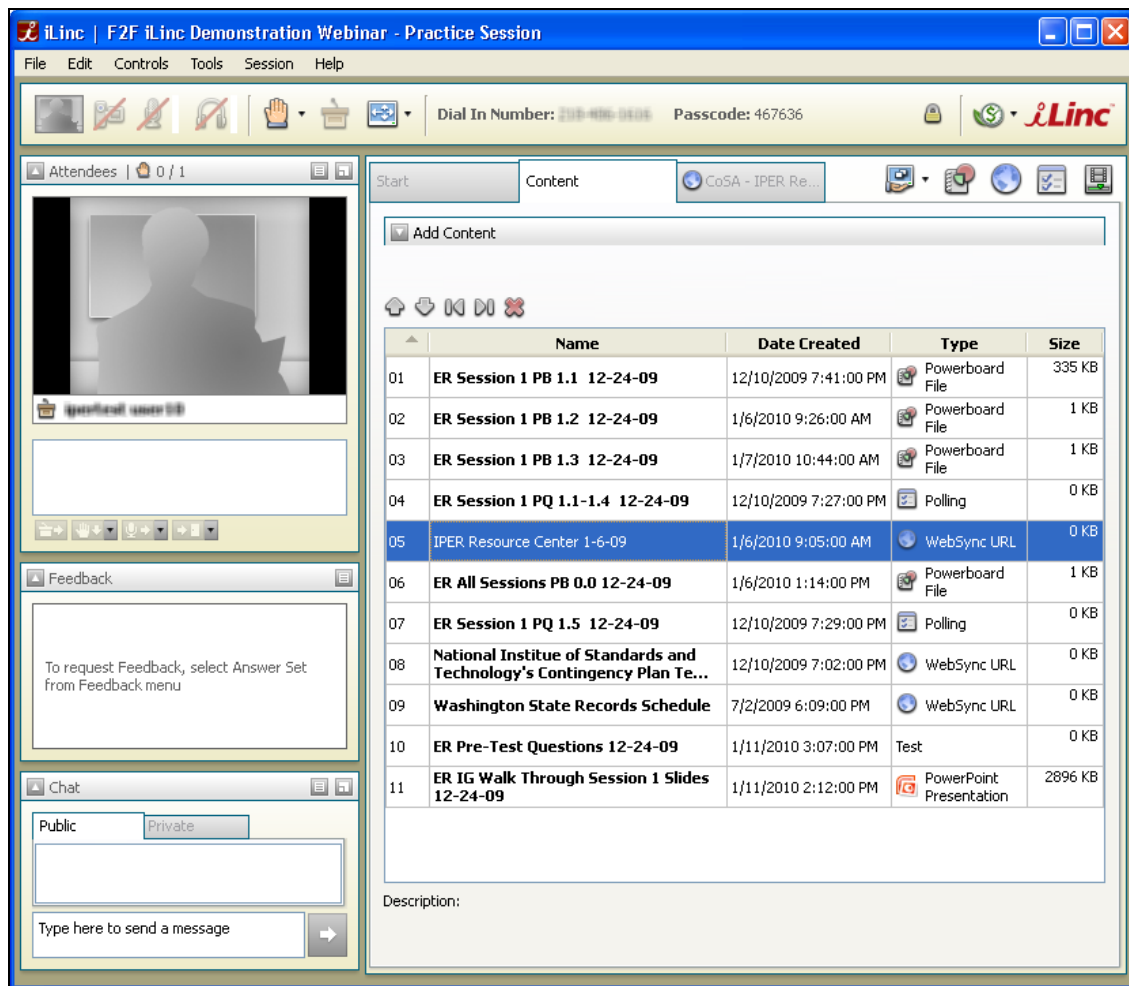
Instructor-Added Websites

STEP	ACTION
1.	In the Session Room, select the WebSync URL icon.
2.	Select the address bar and type the URL provided in the Instructor Guide.
3.	Select "Enter" to launch the webpage for all participants.

Figure 36: iLinc WebSync Icon

Figure 37: iLinc WebSync Tab

Displaying Handouts

STEP	ACTION
1.	In the Session Room, select the Content Tab.
2.	Select (double-click) the Handout WebSync file. The list of handouts appears.
3.	Select the link for the handout you want to display. The handout will open as a PDF file in WebSync.

Important Notes on WebSync

When using WebSync, there are a few things to keep in mind:

- WebSync opens an instance of the participants' browser within the iLinc interface. Participants have control over the browser and can follow hyperlinks without the knowledge of the instructor.

- Participants cannot see when instructors interact with a website or PDF document shown through the WebSync function, so scrolling, moving their cursor, etc., is not visible to participants. Instructors will need to provide instructions on what to do ("scroll down," "select this," etc.). However, when the instructor selects a hyperlink, the webpage will change for all participants.

- Depending on the participant's computer settings, hyperlinks to PDFs (such as the handouts) may open in PDF software (e.g., Adobe Acrobat) instead of in the WebSync browser. This could cause confusion for participants, and you may need to tell them to return to the iLinc Session Room window when you are finished presenting the PDF.

Displaying Your Own Documents

STEP	ACTION
1.	Select the arrow located next to the "Share" button.
2.	Select "Application" from the drop-down list.
3.	Select the checkbox next to the application you want to share.
4.	Select the green "Play" button at the bottom of the screen.
	The iLinc Session Room will minimize and become translucent. The document you are sharing will become the primary window. An additional window labeled "Sharing" will also appear.
5.	When you are finished sharing the document, select the "Stop" button in the "Sharing" window. This will stop sharing the document and return the Session Room to its original state.

Figure 38: Sharing a Document via Application Share
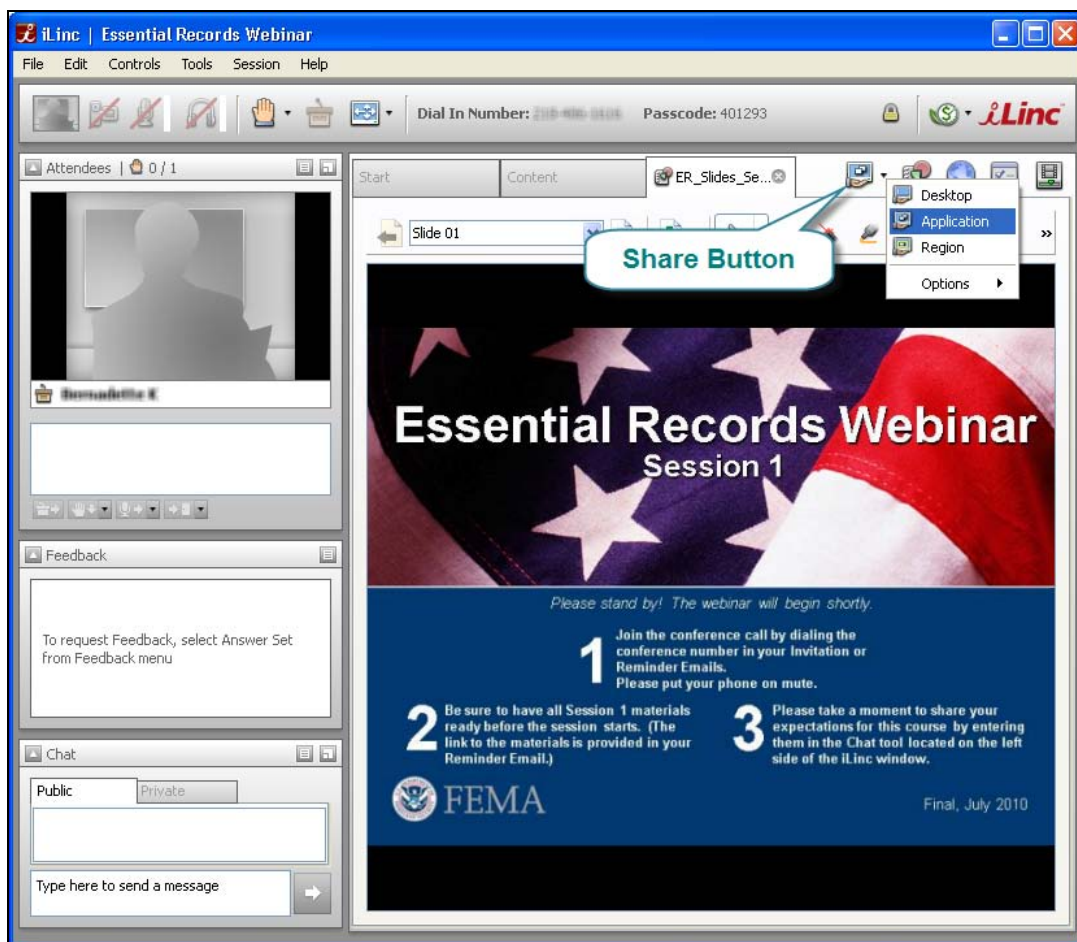
Figure 39: Beginning an Application Share
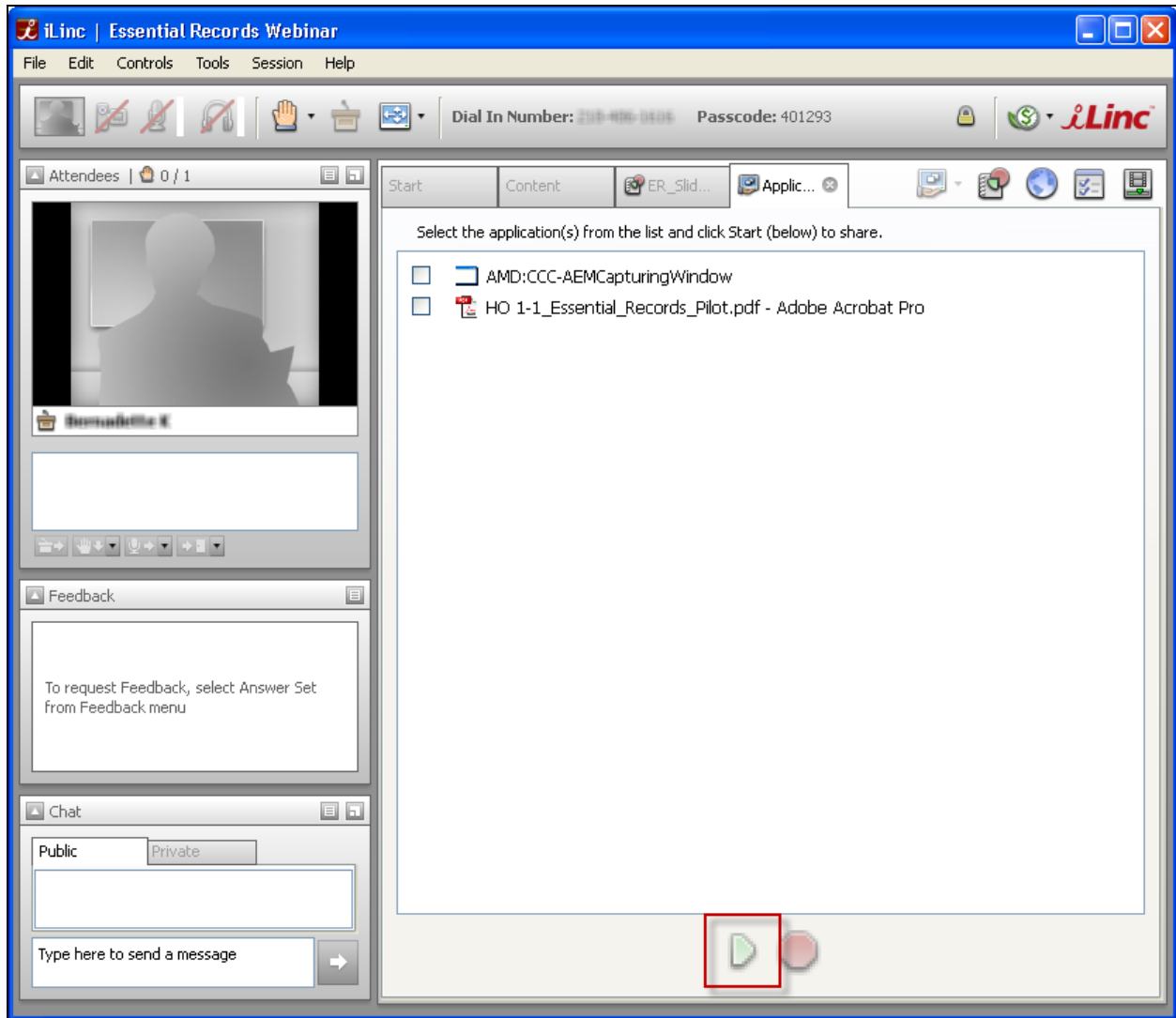
Figure 40: "Sharing" Window and Minimized Session Room

Course Evaluations

STEP	ACTION
1.	In the Session Room, select the Content tab.
2.	Select (double-click) the Course Evaluation. • Evaluations are indicated as "Survey" in the "Type" column. The Evaluation will open automatically as a new tab in the participants' screen.

Figure 41: Course Evaluation in Content Tab
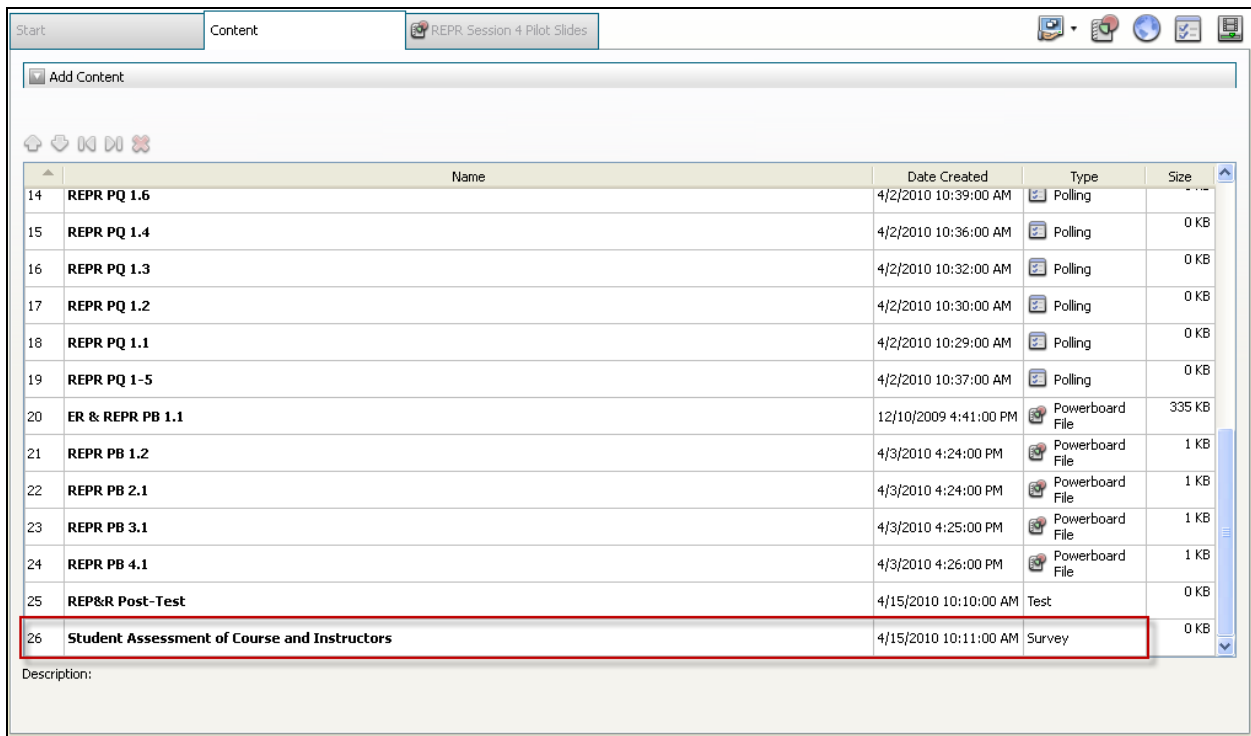
Pre- and Post-Tests

STEP	ACTION
1.	In the Session Room, select the Content Tab.
2.	Select (double-click) the desired test. • Tests are indicated as "Test" in the "Type" column. The test will open automatically as a new tab in the participants' screen.

Figure 42: TestLinc in Content Tab

Ending the Webinar Session

STEP	ACTION
1.	Select the "X" icon in the upper right corner of the Session Room window.
	A notification appears, asking if you are sure you want to end the session. There will also be a checkbox allowing you to "Dismiss all participants."
2.	Check the box to dismiss all participants and then select "Yes."
	The session will end and the Session Room will close.

Accessing Test and Evaluation Data from the iLinc Communication Center

STEP	ACTION
1.	Log in to the iLinc Communication Center using your State Team's Master Account.
2.	In the Communication Center, select "Reports" from the menu bar
3.	In the next screen, select "Test/Survey by Question."
4.	Select the "List Assessments" button on the right side of the screen. The list of available tests and evaluations will populate. Remember that the evaluations are called "Surveys" in iLinc. Note: If you are retrieving the results for only a test or only a survey, you can narrow the results by selecting the appropriate checkbox to the left before selecting "List Assessments" button.
5.	Select the radio button next to the test or evaluation.
6.	In the "Criteria" section, change both date boxes to be the date when the test or evaluation was taken. For the Pre-Test, this will be the date of Session 1. For the Post-Test and Evaluation, this will be the date of Session 4.
7.	In the "Results" section, select "Excel Spreadsheet."
8.	Select "Submit." You will be prompted to download an Excel spreadsheet of the results.

Figure 43: Reports from Menu Bar

Figure 44: Activity Reports List

Figure 45: Report Retrieval Form

Reference 05—Webinar Troubleshooting Guide

Before contacting IPER staff or iLinc Technical Support, check to see if your issue is noted in the following tables.

Table 1: Important Contact Numbers

CONTACT NAME	NUMBER	EMAIL
IPER Staff #1	678-364-3882	iper@statearchivists.org
IPER Staff #2	678-628-7227	iper@statearchivists.org
iLinc Technical Support	1-800-799-4510	
Your Conference Number and Passcode (fill in)		
Your Alternate Conference Number and Passcode (fill in)		

Table 2: Audio Issues

	AUDIO ISSUE	SOLUTION
1	**One participant cannot hear you** **(See also: Issue Audio Issue #3)**	1. Using Private Chat, instruct the participant to dial back. 2. Make sure the participant dialed the correct conference line Dial-in Number and Passcode. Type the information into the Chat tool. 3. Remind the participant that the audio will come from the phone and not the computer speakers. We recommend that participants should use headsets on their telephones, and that the volume is turned up. 4. If the participant still cannot hear you, and the session is being recorded, tell them that you will email information on how they can download the iLinc recording from the IPER Resource Center. 5. Tell them to check with their telephone service provider for assistance. **Note:** If you are in Session 4 and the participant cannot take the post-test, they can view the generic course or a recording of this course if available. Inform the participant that you will provide further instructions via email. Coordinate with the IPER staff and follow up with the participant as appropriate.

AUDIO ISSUE		SOLUTION
2	**No one can hear you**	1. Make sure your phone is not muted. 2. Inform the other instructor via Chat that you are having difficulties and ask him or her to take over. 3. Hang up and dial back in. 4. If you still cannot connect, change phones. 5. If you still cannot connect, inform the other instructor via Chat. 6. The other instructor should continue with the session.
3	**A participant cannot enter the phone conference room**	1. Tell the participant to hang up and dial back in. 2. Make sure the participant dialed the correct conference line Dial-in Number and entered the correct passcode. Type the information into the Chat tool. **Note:** Some phones do not make the "right tone" and sometimes the conferencing software cannot "hear" the passcode. 3. If the conference system you are using has an operator assistance feature, use the Chat tool to instruct the participant to dial the conference number and follow the conference line's instructions for operator assistance. The participant will need the passcode handy. An operator will connect them to the conference.
4	**You cannot enter the phone conference room**	1. Hang up and try dialing back in. 2. Make sure you dialed the correct conference line Dial-in Number and entered the correct passcode. **Note:** Some phones do not make the "right tone" and sometimes the conferencing software cannot "hear" the passcode. 3. If the conference system you are using has an operator assistance feature, follow the conference line's instructions for operator assistance. You will need the passcode handy. An operator will connect you to the conference.
5	**Audio quality is bad or is not working for the session**	1. Check your equipment. 2. If your equipment is functioning, use the Chat tool and tell everyone to hang up and dial back in. Type the Dial-in Number and passcode in the Chat tool. 3. Instructors should also hang up and dial back in. 4. If the quality is still bad or the audio is not working, use the Public Chat tool to ask the participants to hang up and dial the alternate number. **Note:** Your alternate number should be a different provider/carrier. Use the Public Chat tool to communicate instructions with the participants and the Private Chat tool to communicate with the instructional team.

AUDIO ISSUE		SOLUTION
6.	**A participant put the phone on "HOLD" and everyone hears hold music or a recording**	1. The non-presenting instructor should launch a Powerboard with a message alerting the group that someone accidentally put their phone on hold instead of mute and to please take their phone off hold and hang up.
		2. The non-presenting instructor should try dialing 0 for the company/agency "operator." (This may actually work in some conferencing systems!) If someone answers, say, "wrong number," and wait for the other party to hang up.
		3. If you get a recording loop, try to listen to the instructions or an organization name. Look on the participant list and see if you can match a name with the organization. If you find a match, the nonpresenting instructor should email or privately call the participant.
		4. If none of the above works, and it is impossible to continue, use the Public Chat tool to ask the participants to hang up and dial the alternate number. Type the new number and passcode into the Chat tool and/or put up a Powerboard with the new dial-in information.

Table 3: iLinc Issues

iLINC ISSUE		SOLUTION
7	**One participant cannot log in to iLinc**	1. Instruct the participant to double-check the Reminder Email for (this session), and click the link under "Joining the Webinar."
		2. Make sure that the participant typed the same email address into the iLinc Session Log-In screen to which the welcome email was sent.
		3. Send the participant another invitation: In your iLinc Client Application, select "Session" from the Menu Bar, and then "Send Invite." Complete the information and send the invitation.
		4. Direct the participants to call iLinc's technical support at 1-800-799-4510.
8	**You cannot log in to iLinc**	1. Double-check the session information.
		2. Let the other instructor know that you are having difficulties and need for him or her to take over.
		3. Make sure your Internet connection and computer are functioning properly.
		4. If your computer and Internet are functioning properly, contact iLinc's technical support at 1-800-799-4510.
		5. If you cannot log on, and the other instructor needs a speaking break, the other instructor should continue to show the slides and run iLinc while you instruct from your IG. You may need to provide verbal cues, such as "next slide" or "go ahead and launch polling question x.x," etc.

iLINC ISSUE		SOLUTION
9	**No one can log in to iLinc (at the beginning of the session)**	1. Dial into the conference call.
		2. Let participants know that there is some technical difficulty and that you will notify technical support.
		3. One instructor should continue with the session. Instruct participants to follow along using their Participant Guides. Call out slide numbers and PG page numbers as you go.
		4. The non-presenting instructor should contact the IPER staff from the phone list to verify the session information. If you get new log-in information, be prepared to share that information with the group.
		5. If the session information is correct, then contact iLinc's technical support at 1-800-799-4510.
		6. If iLinc is down, continue with the session, referring participants to their PGs and calling out slide numbers. One instructor should periodically check to see if or when iLinc comes back up.
		Note: If you are in Session 1, and you cannot resolve the issue, <u>**you must reschedule**</u> the session because it is not possible for participants to make up the pre-test. Inform participants that you will provide further instructions via email. Coordinate with the IPER staff and follow up with the participants as appropriate.
		If you are in Sessions 2, 3, or 4, depending on your preference, you may continue teaching using the PGs, or you may elect to reschedule the session. If you elect to reschedule, coordinate with the IPER staff and follow up with the participants as appropriate.
		If you are in Session 4 and choose to continue, but cannot conduct the post-test, inform participants that they will be given instructions via email about how to take the test. After the session, coordinate with the IPER staff and follow up with the participants as appropriate.
10	**Your iLinc freezes (or your browser crashes) in the middle of a session**	1. Let the other instructor know that you are having difficulties and need for him or her to take over.
		2. Restart your computer and log back in.
		Note: If you get an error message stating that you are already logged in, **wait for 5 minutes** and try again. It takes a little time for iLinc to realize that you are gone.
		3. If you are still experiencing a problem, make sure your Internet connection and computer are functioning properly. If your computer and Internet are functioning properly, contact iLinc's technical support.
		4. If you cannot log on, and the other instructor needs a speaking break, the other instructor should continue to show the slides and run iLinc, while you instruct as usual. Provide verbal cues, such as "next slide please," or "launch polling question x.x," etc.

iLINC ISSUE		SOLUTION
11	**iLinc stops for everyone in the middle of a session**	1. Check the session time. If the session has continued past the scheduled completion time, you will not be allowed to rejoin the session because the system, based on the start/stop time, will consider the session ended. 2. If your session time is not over, let participants know that there is some technical difficulty and that you will notify technical support. 3. One instructor should continue with the session. Instruct participants to follow along using their PGs. Call out slide numbers and PG page numbers as you go. 4. The other instructor should contact iLinc's technical support at 1-800-799-4510. 5. If iLinc is down, continue with the session, referring participants to their PGs and calling out slide numbers. 6. One instructor should periodically check to see if or when iLinc comes back up. **Note:** If you are in Session 1, and you cannot resolve the issue, <u>**you must reschedule**</u> the session because it is not possible for participants to make up the pre-test. Inform participants that you will provide further instructions via email. Coordinate with the IPER staff and follow up with the participants as appropriate. If you are in Sessions 2, 3, or 4, depending on your preference, you may continue teaching using the PGs or you may elect to reschedule the session. If you elect to reschedule, coordinate with the IPER staff and follow up with the participants as appropriate. If you are in Session 4 and choose to continue, but cannot conduct the post-test, inform participants that they will be given instructions via email about how to take the test. After the session, coordinate with the IPER staff and follow up with the participants as appropriate.
12	**You or a participant lost connection with iLinc and cannot get back in**	1. Check the session time. If the session has continued past the scheduled completion time, you will not be allowed to rejoin the session because the system, based on the start/stop time, will consider the session ended. 2. If the session time is not over, and an error message appears stating that you are already logged in, **wait for 5 minutes** and try again. It takes a little time for iLinc to realize that you are gone. 3. If the participant still cannot log in, direct the participant to call iLinc's technical support at 1-800-799-4510. 4. If you are not able to log in, the other instructor should take over and continue with the session.

	ıLınc Issue	Solution
		Note: If you are in Session 1, and the participant cannot log in to take the pre-test, the participant must reschedule because it is not possible to make up the pre-test. Inform the participant that you will provide further information via email. Coordinate with the IPER staff and follow up with the participant as appropriate If you are in Sessions 2, 3, or 4, tell the participant to follow along in the PG. If you are in Session 4 and the participant cannot take the post-test, inform them that they will be given instructions via email about how to take the test. After the session, coordinate with the IPER staff and follow up with the participant as appropriate.
13	**"*You are already logged into iLinc*" error message**	If you or a participant crash and try to log back in to iLinc and receive an error message that you are already logged in: 1. **Wait for 5 minutes** and try again. It takes a little time for iLinc to realize that you are gone. 2. Continue to follow along using the PG.
14	**Participants cannot see the Feedback Tool**	1. Make sure that you have expanded the Feedback tool for everyone. 2. Remind participants that the Feedback tool is on the left of the iLinc Session Room window, in the middle, and that they can expand or collapse the tool themselves by clicking the little triangle on the top left.
15	**Participant complains that connection is slow or that it is taking a long time for the slides/images to load**	If the participant has a weak connection, a bandwidth monitor will appear next to the participant's name indicating the strength of the participant's connection as shown below: – = Weak connection – = Very weak connection – = Disconnected 1. If it is weak, let the participant know. Instruct the participant to try logging out / logging back in. 2. Tell the participant to close other applications that they may be running. 3. If the problem continues, tell the participant to follow along using the PG. Call out slide numbers. Suggest they try connecting from a different computer or Internet connection if possible.

ILINC ISSUE	SOLUTION

	4. While there is no indicator alerting you if your connection is weak, do the following:
	   – Close other applications you may be running.
	   – Do not use Application Share, as that can "eat" bandwidth.
	5. If you or the participant cannot resolve the issue, call iLinc Technical Support before the next session for advice.

16 **Participant is stuck in "zoomed-in" or "full-screen" mode**	1. Let the group know that you are going to do some quick troubleshooting. 2. Select "Controls" from the menu bar. 3. Select "View." 4. Select "Zoom for All" or "Full Screen for All" (this will affect everyone). 5. Deselect "Zoom for All" or "Full Screen Mode" to put everyone back in the default view.
17 **Participant is stuck in iLinc's "How to Take a Test" popup/tab.**	1. Tell the participant to look at the top of the content area. 2. Call out the tabs that they might see (Start, Session Slides, Test, and WebSync URL). 3. Tell the participant to click on the "Test" tab (it will probably be toward the end).
18 **Participant can't follow along in WebSync**	Remind participants that they have full control and can scroll along as you call out instructions. **Note:** Participants cannot see instructors interacting with the site (scrolling, moving their cursor, etc.), so you'll need to call out instructions on what to do ("scroll down," "select this," etc.).
19 **Participants can't see a PDF or document that you are sharing**	**Note:** Depending on their computer configurations, software programs may launch on participants' computers instead of in the iLinc browser. WebSync opens in the iLinc Window; PDFs and Word documents may open either in the iLinc Window or launch a separate program on participants' computers. Tell participants to look at the program buttons next to their Start Button (Windows) and look for a new PDF or Word document.

[This page intentionally left blank.]