

INLS 525 - Electronic Records Management

School of Information and Library Science

University of North Carolina, Chapel Hill

Term: Spring 2018

Meeting Time: Mondays 12:20-3:05

Location: Manning 117

Credits: 3

Instructor: Heather L. Barnes

E-Mail: hlbarnes@live.unc.edu

Office Hours: after class (3:15-3:45) or by appointment

COURSE MATERIALS

All course materials, assignments, schedules and other resources will be managed via Sakai. (<https://sakai.unc.edu/>)

COURSE DESCRIPTION

The management and preservation of electronic records is essential for maintaining institutional accountability; protecting the rights of citizens, employees and customers; supporting the efficient operation of contemporary organizations; perpetuating valuable forms of social memory; and helping individuals to maintain documentation of past events.

Electronic records managers face a wide range of challenges. Technology provides solutions to many of these challenges; however, there are significant behavioral, organizational, institutional and professional constraints that can make implementation of technological solutions difficult. In this course, we will begin by considering the complex recordkeeping environment of a wide range of organizational types. We will gradually explore concepts, tools and strategies that information professionals can use to implement appropriate and sustainable recordkeeping systems.

COURSE OBJECTIVES

- Gain awareness of trends and practices in contemporary recordkeeping environments.
- Understand the nature of electronic records in different organizational, technological, legal, cultural, and business environments.

- Be aware of social, legal, and policy implications for individuals and organizations keeping records in electronic form.
- Be able to analyze a variety of problems related to electronic records and propose solutions that are appropriate in particular contexts.
- Understand the differences between recordkeeping systems and other types of information systems.
- Be able to evaluate the effectiveness of different approaches, methods, and technologies for managing electronic records.
- Understand the technical and institutional requirements associated with long-term retention and preservation of electronic records.
- Be able to evaluate various electronic recordkeeping strategies.

COURSE EXPECTATIONS AND POLICIES

Please be sure to complete required readings BEFORE CLASS each week. Manage your time accordingly. For helpful information on managing reading-intensive courses, please review **How to Read a Book** available at <http://www.si.umich.edu/~pne/PDF/howtoread.pdf>

Additional expectations:

- Written work should be of high quality and be free of grammatical and typographical errors. Please use a grammar tool such as Grammarly.com to proofread your document before submitting it. If you have any concerns about your writing, please visit the UNC Writing Center.
- Please arrive on time to class sessions. If you need to miss class due to illness or other circumstances, please provide **24 hours notice via email**.
- Participate fully in class activities
- Demonstrate that you have read the material, understood and synthesized it. Tell us when you do not agree. This is a discussion forum, not just a lecture session. No one in the room has a monopoly on correct answers. You are encouraged to question the assumptions of the readings, your instructors and your fellow students. Your comments should reflect mutual respect and should not attack individuals, but ideas are presented in order for you to analyze and critique them.

ACCOMMODATIONS

If you feel that you may need an accommodation for a disability or have any other special need, please make an appointment to discuss this with one or both of the instructors. I can address special circumstances if I know about them early in the semester. Office hours and contact information are listed at the beginning of this syllabus.

DIVERSITY STATEMENT

"In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the state.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness."

~The faculty of the School of Information and Library Science (<http://sils.unc.edu/about/diversity>)

COURSE READINGS

You are not required to buy any books for this course. Articles will be available via Sakai or UNC Library article database(s). Please review the **COURSE SCHEDULE** for specific readings assigned for each class session. These will be added/updated regularly; please consult the schedule each week to determine current reading requirements and other deliverables. I will provide required readings no later than one week prior to the due date.

IMPORTANT NOTE ON PLAGIARISM

It is very important that you both attribute your sources and avoid excessive use of quotes (see separate handout called "In Your Own Words"). Be aware of the University of North Carolina policy on plagiarism. Your written work must be original. Ask if you have any doubts about what this means.

All cases of plagiarism (unattributed quotation or paraphrasing) of anyone else's work, whether from someone else's answers to homework or from published materials, will be officially reported and dealt with according to UNC policies (Instrument of Student Judicial Governance,

GRADES

The most important measures of your performance in this and all other classes at SILS will be your ability to engage in challenging materials with your fellow students; your reputation for insights and professionalism among your peers and with your instructor; your integration of course material with the other things you are learning both inside and outside the classroom; and your ability to apply what you've learned in your future career. Grades will be applied to your work on assignments and for the course as a whole.

Please keep in mind that graduate school grades at UNC function quite differently from undergraduate systems. They are fairly general in nature, which can pose challenges in terms of illustrating nuanced differences across student work. Individual feedback will be provided wherever possible in order to clarify questions about how grade rubrics function for each assignment.

Based on UNC Registrar Policy for graduate-level courses [see <http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>], assignment and semester grades will be H, P, L or F. Few students will obtain an "H," which signifies an exceptionally high level of performance (higher than an "A" in an A-F systems). The following is a more detailed breakdown:

- H** Superior work: complete command of subject, unusual depth, great creativity or originality
- P** Satisfactory performance that meets course requirements (expected to be the median grade of all students in the course)
- L** Unacceptable graduate performance: substandard in significant ways
- F** Performance that is seriously deficient and unworthy of graduate credit

Undergraduate students taking 500-level courses will be assigned grades according to the undergraduate system. According to UNC Registrar Policy, undergraduate grades are based on the following definitions:

- A** Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
- B** Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
- C** A totally acceptable performance demonstrating an adequate level of attainment for a

student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

AB Absent from final examination, but could have passed if exam taken. This is a temporary grade that converts to an F* after the last day of class for the next regular semester unless the student makes up the exam.

FA Failed and absent from exam. The FA grade is given when the undergraduate student did not attend the exam, and could not pass the course regardless of performance on the exam. This would be appropriate for a student that never attended the course or has excessive absences in the course, as well as missing the exam.

IN Work incomplete. This is a temporary grade that converts to F* at the end of eight weeks into the next semester unless the student makes up the incomplete work.

W Withdrew passing. Entered when a student drops after the six-week drop period.

COURSE DELIVERABLES AND ASSIGNMENTS

Please note:

- All assignments should be submitted to your dropbox folder on Sakai.
- Late assignments will not be accepted without prior arrangement and will receive 2 pts penalty per 24-hour period.
- Please name your files appropriately: Lastname_Firstname_assignment_date.doc

GRADED COMPONENTS

1. Participation, attendance and discussion leadership (20% of course grade)
2. Technology review paper (20%)
3. Group presentation on current electronic records research (20%)
4. In-class lab exercises (20%)
5. Final project and presentation (20%)

1. Attendance, Participation, and Discussion Leadership

Class participation

Regular attendance and participation in class activities are critical components of your course grade. Class participation is based on my evaluation of your engagement with the course and is based on elements such as arriving to class on time, being prepared for class, completing readings, participating in and leading discussions and activities, and exhibiting collegial and professional standards of behavior. For a 3-credit hour course, you should expect to spend approximately 6-9 hours per week (excluding class time).

In addition to adherence to the UNC Honor Code (<http://honor.unc.edu/>), which outlines university expectations for academic honesty, I expect that you will demonstrate integrity and professionalism in your participation in this course and fulfillment of all course assignments.

Attendance

Please note that missing more than 2 sessions without making prior, formal arrangements may result in additional grade penalties and/or a grade of incomplete.

The following reflects UNC attendance policy:

It is University policy that regular class attendance is a student obligation and that no student has a right or privilege to be absent from class meetings except on the two following grounds.

1. Students are authorized to take up to two excused absences each academic year for religious observances required by the student's faith. Students who wish to request more than two excused absences must contact their instructors for permission. Students are responsible for providing a written notice for an excused absence for a religious observance two weeks in advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester.

2. Students who are members of regularly organized and authorized University activities (for example, varsity sports teams) and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the course instructor before the date(s) of the scheduled absence. Students must be given the opportunity to make up tests and other work missed due to an excused absence on either of these two grounds.

Discussion Leadership

Working in pairs, each student will serve as discussion co-leader for one class session. Students will read, analyze, critique and prepare discussion questions for two articles required for a course session. Discussion leaders will be assigned after the first class session.

2. Technology Review Short Paper

Each student is responsible for selecting a tool from the provided set of electronic records tools and conducting background research on its development, functions, and current use. Answer the following questions in your analysis:

1. Who developed the tool? Is it commercial or open-source?
2. For which user community was the tool designed?
3. How is the tool used? Describe primary functions and affordances.
4. Locate and describe user or community commentary about the tool. What problems, advantages, questions and analyses have been contributed for this tool? You might look in user discussion groups, developer communities, websites and blogs for the software, and social media.
5. How does the tool serve one of the core needs in electronic recordkeeping?

The paper should be 5-6 pages (double-spaced, 12 pt font) and include references.

3. Group Presentation on Current Electronic Records Research

Pairs of students will select and report on a recent project/paper in the domain of electronic records. We will discuss appropriate topics further in class. You might refer to one or more of the major ILS, electronic records, and digital archive conference publications for initial discovery of interesting research papers. Please share with the class:

1. What is the topic/scope of the research?
2. How did the authors go about exploring their topic? Which methods (surveys, document analysis, case study) were used in the article?
3. What were the most important results reported in the article?
4. What can you tell us about the conclusions drawn by the author(s)?

Presentations will not be timed, but each group should plan for approx. 5-6 minutes of content shared equally between team members.

4. In-class Lab Exercises

Each class session will include structured time to complete lab exercises. You may choose to work independently or with another class member. Exercises will be provided during the class session and should be completed by end of class or as soon as possible thereafter. Please use the Sakai Dropbox function to store/upload your completed lab exercises.

5. Final Paper And Presentation

You will conduct research on an area of electronic recordkeeping and describe some of the challenges and opportunities of working with records in that domain. For example, you might consider corporate, nonprofit, governmental or personal recordkeeping. You might also consider topics such as training and education programs for electronic records managers; federal recordkeeping policies; funding issues related to records presentation; or other topics relevant to the course.

Locate 6-8 peer-reviewed research articles (these may also include conference presentations or formal case studies/white papers) describing the challenges and best practices for recordkeeping in your selected area. Describe the overall state of recordkeeping in your selected domain, and explore how archives/ILS literature contributes to our understanding of key challenges, policies, practices, and important research questions in that area.

Papers should be 8-10 pages, double-spaced (12 pt font).

Presentations should be approx. 5-6 minutes and describe the core findings of your research paper.

SCHEDULE (readings list provided separately)

Jan 15	<i>No class - Holiday</i>
Jan 22 [Session 1]	Introduction to Electronic Records
Jan 29 [Session 2]	Organizational recordkeeping in context
Feb 5 [Session 3]	ERM across the spectrum: Levels of representation and curatorial implications
Feb 12 [Session 4]	Identifying recordkeeping requirements and responsibilities Legal and policy requirements
Feb 19 [Session 5]	Making the organizational case for electronic recordkeeping
Feb 26 [Session 6]	Access and use: scenarios, needs and limitations
Mar 5 [Session 7]	Tools and technology: Getting records into preservation environments
Mar 12	<i>No class - Spring Break</i>
Mar 19 [Session 8]	Advanced ERM tools: BitCurator and Digital Forensics
Mar 26 [Session 9]	ERM Research Session - Group Presentations
Apr 2 [Session 10]	Project management and implementation
Apr 9 [Session 11]	Working with video & multimedia files
Apr 16 [Session 12]	Current strategies and best practices for influencing organizational behavior, enhancing adoption of sound ERM policy
Apr 23 [Session 13]	Last class: Wrap-up and assessing future directions for ERM