INLS 525: Electronic Records Management
School of Information and Library Science,
University of North Carolina, Chapel Hill

Term: Spring 2019
Location: Manning 117
Credits: 3
Instructor: Alexandra Chassanoff
Email: achass@email.unc.edu
Office Hours: By appointment only
Course Website: https://sakai.unc.edu/portal/site/erm

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 consider the complex recordkeeping environment of a wide range of organizational types. We will explore concepts, tools and strategies that information professionals can use to implement appropriate and sustainable recordkeeping systems for a variety of materials.

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 electronic recordkeeping strategies, approaches, methods, and technologies.
- Understand the technical and institutional requirements associated with long-term retention and preservation of electronic records.

COURSE EXPECTATIONS AND POLICIES

Please be sure to complete required readings BEFORE CLASS each week. Manage your time accordingly. 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 advance 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.

PREFERRED NAME & PREFERRED GENDER PRONOUNS

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

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 me. My contact information is listed at the beginning of this syllabus.

DIVERSITY STATEMENT

"In support of the University's diversity goals and mission of the UNC School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include ability, age, ethnicity, national origin, race, religion, sexual orientation, and socioeconomic status. 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
- Integrate diversity into the curriculum and research
- Foster a mutually respectful intellectual environment in which diverse perspectives and experiences are valued
- Recruit and retain students, faculty, and staff from traditionally underrepresented groups
- Participate in outreach to underserved groups in North Carolina and beyond

The statement is our commitment to the ongoing cultivation of an academic environment that is open, representative, and reflective of the concepts of equity and fairness."

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 **SCHEDULE OF READINGS** 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.

NOTE ON PLAGARISM

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 Section II.B.1. and III.D.2, http://instrument.unc.edu).

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/], 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

COURSE DELIVERABLES AND ASSIGNMENTS

Please note:
- All assignments should be submitted to **your Sakai Drop Box** folder on due date by 11:59PM ET.
- Please use 12 pt. font, double spaced paging, and consistent citation styles in your work.
- 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
- Class participation and class attendance (20%)
- Discussion leadership (20%)
- In-class lab exercises (25%)
- Term project: Research outline, final paper and presentation (35%)

1. Class participation and class attendance

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.

Class 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.

- 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.

- 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.

2. Weekly discussion leadership

Each week, pairs of students will lead an in-class discussion grounded in the weekly theme of the class session. Students should plan to read, synthesize, prepare and lead critical discussion. Rather than simply summarizing the week's readings, students should engage broadly with the topic area. Discussion leaders will be assigned via email after the first class session.
Due: Lead discussion and submit materials in Drop Box.
See *Discussion Leadership Assignment*.

3. In-class lab exercises

Many class sessions will include structured time to complete lab exercises, which may include guided tasks and questions. You may choose to work independently or with another class member. Exercises will be provided during the class session and should be completed by the end of class or as soon as possible thereafter.
Due: Submit lab assignments no later than 24 hours after class in Drop Box.
See In-Class Lab Exercises.

4. Term project: Research outline, workshop, final paper and presentation

For your term project, you will prepare a brief review of the available literature for a selected area of electronic recordkeeping (historical or contemporary) and describe some of the primary challenges and opportunities of working with records in that domain.
See Term Project Assignment.

Due: Research outline: 1-2 pages. **February 26** in Sakai**/**Drop Box**.
Due: Prepare to **workshop research topic** and summarize progress**. March 19th** in class.
Due: Research presentations 5-6 minutes. **April 23** during last class and in Sakai/Drop Box.
Due: Research papers should be 8-10 pages. **Due April 26th** in Sakai/Drop Box.

COURSE SCHEDULE OVERVIEW *(Schedule of Readings provided separately)*

Jan 15 [Session 1]	Introduction to course
Jan 22 [Session 2]	The ERM problem: Organizational record keeping in context
Jan 29 [Session 3]	Modern electronic recordkeeping: An overview of theory and practice
Feb 5 [Session 4]	Recordkeeping realities
Feb 12 [Session 5]	Advocacy: Making the organizational case for electronic recordkeeping across sectors
Feb 19 [Session 6]	Accountability: Legal and policy requirements in ERM
Feb 26 [Session 7]	Access and use: Scenarios, needs, and limitations *Research outline due*
Mar 5 [Session 8]	ERM and preserving dynamic content
Mar 12	NO CLASS – Spring break
Mar 19 [Session 9]	Peer workshop on research topics *Propose/workshop research topic*
Mar 26 [Session 10]	Advanced ERM tools: BitCurator and digital forensics
Apr 2 [Session 11]	Audiovisual materials as evidence: Issues and implications
Apr 9 [Session 12]	Project management and implementation
Apr 16 [Session 13]	Shaping the ERM field: aspirations, strategies, and best practices
Apr 23 [Session 14]	Wrap up *Final presentations*
Apr 26	*Final papers due*