

INLS 525 Electronic Records Management (3 credits)

Instructor: Elliott Kuecker, Teaching Assistant Professor

Contact: ellio@unc.edu

Day and Time: asynchronous on Canvas

Office Hours: In-person on Tuesdays 12:30-1:30 and by appointment on Zoom or in-person

Course Description: Explores relationships between new information and communication technologies and organizational efforts to define, identify, control, manage, and preserve records. Considers the importance of organizational, institutional and technological factors in determining appropriate recordkeeping strategies. Students who take INLS 525 cannot also take INLS 724.

Outcomes:

- Students will understand the breadth of electronic records as they exist across different fields and functions
- Students will engage with phases of the records lifecycle
- Students will discuss important theories and issues circulating in ERM scholarship
- Students will practice metadata creation for electronic records across various mediums
- Students will consider ethical, security, and social implications of ERM
- Students will practice the capture of web or social media records
- Students will research electronic records controversies in the public sphere
- Students will consider ERM's place in everyday life

Assignments:

Records Retention Scenario

Naming Conventions and File Organization Activity

Metadata and Inventory Exercise

Web and Social Media Capture Activity

ERM Controversies Assignment

Information Governance Research

Global ERM Research

Reading Responses

UNC Graduate Grading Scale

Graduate Permanent Grades

H High Pass - Clear Excellence

P Pass - Entirely Satisfactory Graduate Work

L Low Pass - Inadequate Graduate Work

F Fail

University Attendance Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities
- Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
- Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Class Attendance Policy:

Since this is an online, asynchronous class, your participation takes place through reading discussions on forums, activities, and assignments. Every class module opens far in advance of when a discussion, activity, or assignment is due, allowing for flexibility with student schedules. All graded work is due on the Friday of each week, creating a simple schedule for students to remember.

Consider attendance in this asynchronous class to mean “presence.” You should be present in our learning community, comment on other’s work that is posted, and understand that just like any graduate seminar, work is divided up by weekly modules.

Late Work and Extensions:

Communicate with me about late work. You may receive partial credit for some late work. If you have asked in advance, you may receive an extension on some assignments.

Honor Code

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

Accessibility

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

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website (<https://care.unc.edu>) is a place to access the many mental resources at

Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more.

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

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

Diversity Statement

I am attentive to issues of difference, privilege, inclusivity, ability, and experience in our classroom. I take all of this into consideration when I select readings, lead discussions, create assignments, set the classroom pace, and manage classroom environment. I want you to feel like you are not only safe in my classroom, but that you belong in my classroom, that your ideas are wanted, and that your thoughts are respected. Please let me know if you have feedback for me regarding any aspect of this class, including material and delivery.

Syllabus Changes

If the syllabus needs to change during the semester, I will let you know immediately.