DALHOUSIE UNIVERSITY

FACULTY OF MANAGEMENT
SCHOOL OF INFORMATION MANAGEMENT
CENTRE FOR EXECUTIVE AND GRADUATE EDUCATION

ORGANIZATION OF INFORMATION

ADOPTED FROM
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BY
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SYLLABUS

MGMT5002 – ORGANIZATION OF INFORMATION

WINTER 2021

Instructor: Marina Pluzhenskaya
E-mail: Marina.Pluzhenskaya@dal.ca
Virtual Office Hours: By appointment (contact the instructor by email)
Course Website: My.Dal or http://dal.ca/brightspace

COURSE DESCRIPTION

The course is an introduction to the theory and application of organizing information in various media and formats. Primary topics throughout the course include the nature of data, information, and knowledge; metadata standards and interoperability; subject analysis; authority control and controlled vocabulary; and taxonomies and ontologies. Additionally, we will discuss the nature of digital asset management, and the management of information in the context of the Cloud and Big Data.

This course will be conducted online, through Brightspace (a Learning Management System) with an end-of-term intensive session. The course will contain both synchronous and asynchronous components. All students may access course materials and participate in discussion at any time, from anywhere. At the beginning of the course, we will schedule synchronous virtual office hours.

COURSE PRE-REQUISITES

There are no course pre-requisites.

COURSE GOALS

The course will introduce the basic theories and practices of information, providing a foundation for the description and representation of information in various media, including:

1. the importance of metadata, including standards, schema, and interoperability;
2. theory and practices of subject analysis and classification;
3. the relation of information organization to information retrieval;
4. the standardization of vocabulary an authority control, and the importance of ontologies; and
5. information organization and social media, the Cloud, and Big Data

LEARNING OBJECTIVES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas, divided according to the core competencies of the MIM program:

LEARNING OBJECTIVE	RELEVANT MIM CORE COMPETENCIES
The broad spectrum of types of data, information, and knowledge	**Information Management Leadership** • Competency1.1 **Enterprise Architecture** • Competency 2.1
Basic theories and practices of organizing information and information retrieval	**Information Management Leadership** • Competencies 1.1; 1.2; 1.6 **Enterprise Architecture** • Competencies 2.1; 2.2
The description of different information resources	**Information Management Leadership** • Competencies 1.1; 1.2; 1.6 **Enterprise Architecture** • Competencies 2.1; 2.2

The role of metadata and application of metadata schemata	**Information Management Leadership** • Competencies 1.1; 1.2; 1.3 **Enterprise Architecture** • Competency 2.3 **Risk Management** • Competency 3.1
The challenges of organizing visual, geographic, digital, and online resources	**Information Management Leadership** • Competency1.1 **Enterprise Architecture** Competency 2.1
The construction of ontologies, taxonomies, and controlled vocabularies	**Information Management Leadership** • Competencies 1.1; 1.2; 1.6 **Enterprise Architecture** • Competencies 2.1; 2.2

INSTRUCTIONAL METHODS

Weekly notes (in pdf format), recorded lectures, and readings will provide the foundations for topics of discussion. Online discussions will concentrate on the analysis of readings and other materials posted to our course site.

LEARNING MATERIALS

A list of readings is provided for each class in the course outline below; you should expect to read several per class and be prepared to discuss the readings in conjunction with class topics. Depending on the topic, other materials (websites, webcasts, etc.) may be posted to Brightspace, and a host of websites may also be made available through the Brightspace site. Additionally, you are encouraged to bring in your experiences as they apply to the weekly topics.

METHOD OF EVALUATION

ASSIGNMENT	DESCRIPTION	WEIGHT
Class participation	Will be assigned to the student by the instructor based upon participation in class discussions and exercises **Due: Ongoing**	20%
A Personal (Dis?)Organization Scheme	A reflection of an organization scheme you use to organize an aspect of your life. Details to follow. **Due: January 24, 2021**	20%
Digital Image Metadata	An analysis of the description and retrieval of digital images. Details to follow. **Due: February 21, 2021**	30%
IA and Podcasts as Information Objects	An analysis of the information architecture of two podcast collections. Details to follow. **Due: March 21, 2021**	30%

Grades are assigned in accordance with the School of Information Management's grading policy:

Letter value	Numeric value	Description
A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

Class participation is evaluated according to the following matrix:

A	A-	B+	B	B-
• Actively supports, engages and listens to peers • Arrives fully prepared at every session • Plays an active role in discussions • Comments advance the level and depth of the dialogue • Group dynamic and level of discussion are consistently better because of the student's presence	• Actively supports, engages and listens to peers • Arrives fully prepared at almost every session • Plays an active role in discussions • Comments occasionally advance the level and depth of the dialogue • Group dynamic and level of discussion are often better because of the student's presence	• Makes a sincere effort to interact with peers • Arrives mostly, if not fully, prepared • Participates constructively In discussions • Makes relevant comments based on the assigned material • Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence	• Limited interaction with peers • Preparation and level of participation are both inconsistent • When prepared, participates constructively in discussions and makes relevant comments based on the assigned material • Group dynamic and level of discussion are not affected by the student's presence	• Virtually no interaction with peers • Rarely prepared • Rarely participates • Comments are generally vague or drawn from outside of the assigned material • Demonstrates a noticeable lack of interest • Group dynamic and level of discussion are harmed by the student's presence

CLASS POLICIES

Assignments must:

- ☐ be single spaced
- ☐ use 12-point font in Times New Roman
- ☐ be in Word or RTF format. Please do **NOT** use PDF.
- ☐ be submitted as attached files via Brightspace and labelled as follows: Surname_MGMT5002Assig01 Surname_MGMT5002Assig02, etc.
- ☐ contain your name
- ☐ adhere to the **required** citation format for this course, which is the *Publication manual of the American Psychological Association*, which is available at http://owl.english.purdue.edu/owl/resource/560/01/. The readings in the syllabus are cited in APA format, so please use them as a guide.
- ☐ be submitted by no later than 11:59 pm on the day they are due.

Extended absence from class (One or more weeks):

- ☐ Emergencies
  - Contact the instructor as soon as possible.
- ☐ Illness
  - Contact the instructor as soon as possible to inform him or her of your illness
  - All absences due to illness must be supported by a physician's note to be submitted to the instructor

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see above). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days after the due date and will receive a mark of zero.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text

file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

FACULTY OF MANAGEMENT CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

ACCESSIBILITY

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

COURSE SCHEDULE

WEEK	TOPICS	READINGS
1 January 4-10, 2021	Course Introduction Data, Information, and Knowledge	Buckland, M. (1991). Information as thing. Retrieved from http://people.ischool.berkeley.edu/~buckland/thing.html Himma, K. E. (2007). The concept of information overload:A preliminary step in understanding the nature of a harmful information-related condition. Ethics and Information Technology, 9(4), 259-272. Permalink: https://link.springer.com/article/10.1007%2Fs10676-007-9140-8 Hjorland, B. (2007). Information: Objective or subjective/situational? Journal of the American Society for Information Science & Technology, 58 (10), 1448-1456. Zins, C. (2007). Conceptual approaches for defining data, information, and knowledge. Journal of the American Society for Information Science and Technology, 58(4), 479-493. Permalink: http://onlinelibrary.wiley.com/doi/10.1002/asi.20508/full
2 January 11 – 17, 2021	Metadata principles Types of metadata	Benson, C. (2017, August 18). An intro to metadata and taxonomies. Brain Traffic. Retrieved from https://www.braintraffic.com/blog/an-introduction-to-metadata-and-taxonomies Gilliland, A. J. (2016). Setting the stage. In M. Baca (Ed.), Introduction to metadata (3rd ed.). Retrieved from http://www.getty.edu/publications/intrometadata/setting-the-stage/ Jagdish, D. & Smilkov, D. (2013, September 25). The power of metadata: Deepak Jagdish and Daniel Smilkov at TEDxCambridge 2013. [YouTube video]. Retrieved from https://www.youtube.com/watch?v=i2a8pDbCabg Riley, J. (2017). Understanding metadata. What is metadata, and what is it for? Bethesda, MD: National Information Standards Organization. Retrieved from http://www.niso.org/apps/group_public/download.php/17446/Understandin g%20Metadata.pdf Sullivan, D. (2007, March 5). How to use HTML meta tags. Search Engine Watch. Retrieved from http://searchenginewatch.com/showPage.html?page=2167931
3	Metadata schema and structures	Dublin Core Metadata Initiative. (2013). Dublin Core Metadata Element Set, version 1.1. Retrieved from

January 18 – 24, 2021	Dublin Core, VRA Core MODS (etc.) **Assignment 1 is due on January 24, 2021**	http://dublincore.org/documents/2012/06/14/dces/ Gill, T. (2016). Metadata and the Web. In M. Baca (Ed.), Introduction to metadata (3rd ed.). Retrieved from http://www.getty.edu/publications/intrometadata/metadata-and-the-web/ Hodge, G. (2005). Metadata for electronic information resources: From variety to interoperability. Information Services & Use, 25, 35-45. Library of Congress. (2016). METS. Metadata Encoding and Transmission Standard. Retrieved from http://www.loc.gov/standards/mets/ Library of Congress. (2016). MODS. Metadata Object Description Schema. Retrieved from http://www.loc.gov/standards/mods/ Library of Congress. (2014). VRA Core. Retrieved from http://www.loc.gov/standards/vracore
4 January 25 -31, 2021	Dublin Core	Dublin Core Metadata Initiative. (2013). Dublin Core Metadata Element Set, version 1.1. Retrieved from http://dublincore.org/documents/2012/06/14/dces/ Dublin Core Metadata Initiative. (2014). User guide/creating metadata. Retrieved from https://www.dublincore.org/resources/userguide/creating_metadata/ Government of Canada. (2013). Government of Canada metadata. Retrieved from https://www.canada.ca/en/treasury-board-secretariat/services/information-technology-project-management/information-management/government-canada- metadata.html National Archives of Australia. (2016). AGLS metadata standard. Retrieved from http://www.agls.gov.au/
5 February 1 – 7, 2021	Metadata for linked data environments: FRBR Resource Description and Access (RDA) Resource Description Framework (RDF)	Anhalt, J. & Stewart, R.A. (2012). RDA simplified. Cataloging and Classification Quarterly, 50(1), 33-42. IFLA. (2016). Functional requirements for bibliographic records. Retrieved from https://www.ifla.org/publications/functional-requirements-for-bibliographic-records OCLC Research. (2017). OCLC research activities and IFLA's Functional Requirements for Bibliographic Records. Retrieved from http://www.oclc.org/research/activities/frbr.html

		Tauberer, J. (2006, July 26). What is RDF. XML.Com. Retrieved from https://www.xml.com/pub/a/2001/01/24/rdf.html Tillett, B. (2004). What is FRBR? A conceptual model for the bibliographic universe. Retrieved from http://www.loc.gov/cds/downloads/FRBR.PDF
6 February 8 - 14, 2021	Controlled vocabularies and authority control	Leise, F., Fast, K. & Steckel. M. (2002, December 16). What is a controlled vocabulary? Boxes and Arrows. Retrieved from http://boxesandarrows.com/what-is-a-controlled-vocabulary/ Leise, F., Fast, K., & Steckel, M. (2003, April 7). Creating a controlled vocabulary. Boxes and Arrows. Retrieved from http://boxesandarrows.com/creating-a-controlled-vocabulary/ NISO. (2010). Guidelines for the construction, format, and management of monolingual controlled vocabularies. ANSI/NISO Z39.19-2005 (R2010). Bethesda, MD: National Information Standards Organization. Retrieved from https://groups.niso.org/apps/group_public/download.php/12591/z39-19-2005r2010.pdf Read: ☐ Section 1: Introduction ☐ Section 2: Scope ☐ Section 5: Controlled Vocabularies
7 February 15 - 21, 2021	Subject analysis & indexing Thesaurus construction **Assignment 2** **is due on** **February 21, 2021**	Craven, T. (2008). Thesaurus construction. Retrieved from http://publish.uwo.ca/~craven/677/thesaur/main00.htm
8 February 22 – 28, 2021	Taxonomies, Categorization Classification	Broughton, V. & Slavic, A. (2007). Building a faceted classification for the humanities: principles and procedures". *Journal of Documentation*, 63 (5), 727-754. Hedden, H. (2016). *The accidental taxonomist*. Medford, NJ: Information Today. NB: Chapter 10 will be uploaded to Brightspace, in accordance with Fair Dealing Guidelines (https://libraries.dal.ca/services/copyright-

		office/guidelines/fair-dealing-guidelines.html) Hedden, H. (2010). Taxonomies and controlled vocabularies best practices for metadata. *Journal of Digital Asset Management*, (6). 279-284. Nasir Uddin, M. & Janecek, P. (2007). Faceted classification in web information architecture: A framework for using semantic web tools. *The Electronic Library*, 25 (2), 219-233. Perugini, S. (2010). Supporting multiple paths to objects in information hierarchies: Faceted classification, faceted search, and symbolic links. *Information processing and Management*, 46 (1), 22-43. Walli, B. (2014). Taxonomy 101: The Basics and Getting Started with Taxonomies. https://www.kmworld.com/Articles/Editorial/What-Is/Taxonomy-101-The-Basics-and-Getting-Started-with-Taxonomies-98787.aspx
9 March 1 – 7, 2021	Ontologies Linked Data Semantic Web	Berners-Lee, Tim. (2009). The next web. *Ted Talk*. [YouTube video] Retrieved from http://www.ted.com/talks/tim_berners_lee_on_the_next_web Berners-Lee, Tim. (2010). The year open data went worldwide. *Ted Talk*. [YouTube video] Retrieved from http://www.ted.com/talks/tim_berners_lee_the_year_open_data_went_wor ldwide Jacob, E. K. (2003). Ontologies and the Semantic Web. *Bulletin of the American Society for Information Science and Technology*, *29*(4),19-22. Permalink: http://onlinelibrary.wiley.com/doi/10.1002/bult.283/full McGuinness, D. L. (2003). *Ontologies come of age*. Retrieved from https://pdfs.semanticscholar.org/884e/b83f3205a25f4c01a5c92231a170541614c4.pdf?_ga=2.11120692.1093180731.1609631544-2104488167.1609631544 Noy, N. F. & McGuinness, D. L. (n.d.). *Ontology development 101: A guide to creating your first ontology*. Retrieved from http://www.ksl.stanford.edu/people/dlm/papers/ontology-tutorial-noy- mcguinness.pdf Palmer, S. B. (2001). The Semantic Web: An

		introduction. Retrieved from http://infomesh.net/2001/swintro/ W3C. (2009). *OWL Web ontology language: Use cases and requirements*. Retrieved from https://www.w3.org/TR/webont-req/
10 March 8-14, 2021	User- contributed metadata Social tagging Hashtags Geotags	Allam, H. (2020). If you build it, they won't come: What motivates employees to create and share tagged content: A theoretical model and empirical validation. *International Journal of Information Management*, 54, 1-16. Penn, C. (2015, February 24). How to fail or succeed at social media hashtags. Spiteri, L. (2010). Incorporating facets into social tagging applications: An analysis of current trends. *Cataloging & Classification Quarterly*, 48, 94-109. Yoo, D., Choi, K., Suh, Y., & Kim, G. (2013). Building and evaluating a collaboratively built structured folksonomy. *Journal of Information Science*, 39(5). 593-607.
11 March 15 – 21, 2021	Digital asset management Cloud computing **Assignment 3** **is due on** **March 21, 2021**	Aharony, N. (2014). Cloud computing: Information professionals' and educational technology experts' perspective. *Library Hi Tech*, 32 (4), 645-666. Gui, Z., Yang, C., Xia, J., Huang, Q., Liu, K., Li, Z., & Jin, B. (2014). A service brokering and recommendation mechanism for better selecting cloud services. *Plos ONE*, 9(8), 1-20. Neumann, P. G. (2014). Risks and myths of cloud computing and cloud storage. *Communications of the ACM*, 57(10), 25-27. Toosi, A. N., Calheiros, R. N., & Buyya, R. (2014). Interconnected cloud computing environments: Challenges, taxonomy, and survey. *ACM Computing Surveys*, 47(1), 1-47.
12 March 22 – 28, 2021	Big Data	Affelt, A. A. (2014). Acting on Big Data: A data scientist role for info pros. (cover story). *Online Searcher*, 38(5), 10-14. Bryant, A. & Uzma R. (2014). In the realm of Big Data. *First Monday*, 19(2), Retrieved from http://dx.doi.org/10.5210/fm.v19i2.4991 Cukier, K. (2014). Big data is better data. Ted Talk. [YouTube video] Retrieved from http://www.ted.com/talks/kenneth_cukier_big_data_is_bet

		ter_data#t- 64066 Teague, E., & Legeros, J. (2014). Big Data's role in information-centric organizations. *Information Outlook*, 18(3), 18-20.
Halifax	Intensives	
Access to this course site ends May 31, 2021		

APPENDIX I: MIM COMPETENCIES FRAMEWORK, DEFINITIONS OF KEY AREAS

1. INFORMATION MANAGEMENT LEADERSHIP

Information management (IM) leaders focus on the strategic importance of information as a resource within their organization. Effective information management leaders establish appropriate information management goals and processes, and lead the process of organizational change.

A graduate of the Master of Information Management program should understand how to:

1.1 Identify, develop, articulate, and promote IM strategies and policies that will facilitate the achievement of organizational objectives.

1.2 Ensure that IM strategies and policies are embedded within corporate governance, projects and business processes.

1.3 Foster a knowledge and information rich culture, ensuring that Knowledge and Information Management skills are recognized as core competencies needed to develop individual and organizational capacities.

1.4. Engage their organization to encourage collaboration and information sharing with internal business units, and externally, to other strategic partners.

1.5 Act as an advocate and facilitator for IM strategies, and bridge the continuum between senior management and employees

1.6 Continually review and assess the impact of IM strategies and policies, enhancing and revising them as needed.

2. ENTERPRISE ARCHITECTURE

Information managers identify, analyze, and evaluate methods, tools, concepts, and best practices to articulate how processes and technology can be used to manage information resources in accordance with legislation, as well as relevant internal policies, procedures, and guidelines.

A graduate of the Master of Information Management should understand how to:

2.1 monitor and evaluate current and emerging best practices in IM and information technology (IT) relative to the organization's strategic plan and current practices;

2.2 assess and evaluate IM requirements, and identify potential IT-based solutions;

2.3 identify and design shared solutions among partners and external organizations, leveraging process and technology investments;

2.4 employ the organization's IT investment strategy to compare, contrast, and evaluate potential acquisitions; and

2.5 develop metrics, key performance indicators, and critical success factors to monitor, assess, and report on technology project results.

3. RISK MANAGEMENT

Information managers identify, analyze, evaluate, and mitigate risks associated with the information resources, throughout their life cycle.

A graduate of the Master of Information Management should understand how to:

3.1 identify and value information assets;

3.2 conduct risk assessments;

3.3 develop and evaluate policies to manage information risk;

3.4 advocate risk management at strategic and operational levels;

3.5 build a risk-aware culture within the organization, including appropriate education and training;

3.6 develop risk response processes, including contingency and business continuity programs; and

3.7 ensure compliance with relevant legal or regulatory requirements.

4. INFORMATION SECURITY

Information managers identify, analyze, and evaluate processes ensuring the confidentiality, integrity, and availability of their information resources.

A graduate of the Master of Information Management should understand how to:

4.1 develop and evaluate policies relating to information security;

4.2 define and enforce appropriate access levels to confidential information;

4.3 protect data from modification or deletion by unauthorized parties;

4.4 ensure the availability of information resources via appropriate systems, access channels, and authentication mechanisms;

4.5 implement access controls;

4.6 perform security audits.

APPENDIX II – VIRTUAL TEAM GUIDELINES

- **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine

- **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.

- **Explore** the architecture of Brightspace. Consider using Brightspace's **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.

- **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)

- **Appoint and refer to a team records manager**. If you are unable to locate shared work, this person could help you find what you are looking for.

- **Connect during "live office hours"** to communicate with your instructor.

- **Stay present and visible online**. Communicate regularly with your peers via the designated forum.