



**DALHOUSIE
UNIVERSITY**

FACULTY OF MANAGEMENT

SCHOOL OF INFORMATION MANAGEMENT

CENTRE FOR EXECUTIVE AND GRADUATE EDUCATION

MGMT 5005 INFORMATION POLICY

RYAN DESCHAMPS

FALL 2020

TABLE OF CONTENTS

SYLLABUS

Course Description	III
Course Prerequisites	III
Course Goals	III
Learning Objectives and Competencies	IV
Technology Used	V
Instructional Methods	V
Learning Materials	V
Method of Evaluation	V
Course Schedule	IX
Appendix I – MIM Competencies Framework	XX
Appendix II – Class Policies	XXII
Appendix III - Virtual Team Guidelines	XXV

MGMT 5005 INFORMATION POLICY FALL 2020

Instructor: Ryan Deschamps

E-mail: rddescha@dal.ca

COURSE DESCRIPTION

This class explores a range of critical information-related issues facing organizations and the effects of policies and legislation on information management and organizational effectiveness. Topics include information access, protection of privacy, intellectual property, social media, data analytics, open data, as well as relevant emerging trends in the information sphere. In addition, this class also discusses the roles of all levels of government, the private and not-for-profit sectors and key individuals in developing policies that affect information creation, control, access, and use. While the class focuses on Canadian issues, it also includes international perspectives. Professional ethics guiding information professionals are also discussed.

COURSE PRE-REQUISITES

None

COURSE GOALS

This course will provide an overview of what constitutes information policy, how it is developed, the benefits it provides, and the most significant challenges faced by information professionals in the development, interpretation, and implementation of information policy. While it will provide theories and frameworks for analysis, it will also have a practical focus. The goal is to provide students with the expertise needed to locate, interpret, evaluate, and create information policy in an information and technological landscape that is constantly changing. The course will outline a series of information policy topics, their origin and development, their purpose and benefits, and the information issues and challenges involved.

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 ¹
An understanding of what information policy is, its purpose and its value	Information Management Leadership ➤ Competencies 1.1-1.6 Risk Management ➤ Competencies 3.1, 3.3, 3.7
An understanding of the policy development process including problem definition and the key stakeholders involved	Information Management Leadership ➤ Competencies 1.1-1.6
The ability to articulate how differences in societal values may lead to conflicting information policies	Information Management Leadership ➤ Competencies 1.1 Risk Management ➤ Competencies 3.1, 3.3, 3.7
An understanding of the challenges presented for information policy in a constantly changing information and technology landscape	Information Management Leadership ➤ Competencies 1.1, 1.2, 1.6 Enterprise Architecture ➤ Competency 2.1 Risk Management ➤ Competencies 3.1-3.7
The ability to locate and interpret applicable information policies and develop briefings and supporting documents appropriate for work in the information policy field	Information Management Leadership ➤ Competencies 1.1, 1.6 Risk Management ➤ Competencies 3.1-3.7
The ability to identify key examples of information policies and understand their historical development and significance	Information Management Leadership ➤ Competencies 1.1-1.6 Enterprise Architecture ➤ Competency 2.1 Risk Management ➤ Competencies 3.1, 3.3, 3.7

¹ See attached appendix of MIM Competency Framework for description of competencies

TECHNOLOGY USED

This course will extensively utilize the Brightspace course management platform. Students will require an internet-enabled device capable of rendering and interacting with a modern website.

INSTRUCTIONAL METHODS

This course will be offered exclusively as an online course via Brightspace. Topics will be explored through assigned readings, recorded presentations, and Brightspace discussion boards. Recorded presentations will be available each Monday. It is expected that readings be completed in preparation for that week and that students be prepared to participate in discussion boards throughout the week.

LEARNING MATERIALS

Readings for this course are primarily compiled from scholarly articles and government and industry publications.

Readings will be noted in the course schedule as either required or recommended. Please check the Brightspace version of the course frequently as readings may be updated as new items of interest are discovered or become available.

METHOD OF EVALUATION

CLASS PARTICIPATION: 10%

Students are expected to regularly contribute to course discussion boards. Grades will be assigned based on: quality of posts, clarity of expression, demonstrated completion of assigned readings, and frequency of participation. The expectation is that students thoughtfully comment on all discussion topics.

Students are encouraged to bring their own perspectives and opinions to bear on topics that we cover in class. Collectively, we have a wide variety of backgrounds and experiences. The class discussion board will serve as a place not to simply demonstrate that you have completed the readings, but to also engage in discussion about information policy issues.

ASSIGNMENT 1: NEWS ITEM DISCUSSIONS: 10%

Students will be responsible for finding and sharing news items relevant to the topics we cover in class. Each student should share at least two items during the course of the semester. For each item you should start a new thread on the course website and relate the news item to class themes, readings, and discussions. In addition to sharing news stories, you are encouraged to respond to stories posted by others. For the purposes of this class deliverable, the semester is split into two halves. You may submit both your items in the first half of the semester or one in each half of the semester. You may not submit both items in the second half of the semester:

1st Half ends: Oct 20, 2020

2nd half ends: Dec 1, 2020

The definition of a relevant news item is quite broad here. It could be a story covering a privacy law issue, news about intellectual property law, a story about a new technology that will alter the information professional's landscape, etc. Try to find interesting stories, and interpret them for the class. Let us know why you choose that story, how you think it is relevant to information policy, and invite discussion about the topic.

You will be graded based both on the quality of your submissions, and your participation in news discussion threads started by other students.

ASSIGNMENT 2: POLICY INTERPRETATION DOCUMENT: 20% (DUE: SEPT 29)

Students are to select an information policy in their organization or an organization of interest and develop a supporting document that explains the policy, its purpose, key messages, what those affected will need to do differently, and why they should buy-in. The resulting document can be in any format but must be visually appealing and written in layman's terms (e.g., pamphlet, infographic, decision chart, slide deck, video).

Your aim in this assignment should be in delivering a clear explanation and interpretation of the document, demonstrating both your own understanding of the policy and your ability to communicate policy in a comprehensible manner.

If you have questions about whether or not the information policy you have identified is a good starting point for this assignment, please consult me prior to investing too much time.

ASSIGNMENT 3: RESEARCH REPORT: 35% (DUE: NOVEMBER 24)

Students are to select an information policy topic of relevance to their organization and develop a research report, in the range of 3-4000 words, that:

- introduces the topic
- provides background
- identifies issues, concerns, or considerations
- explains how other organizations or jurisdictions have approached it (if applicable)
- offers expert or industry best practices
- offers recommendations

The paper should include a minimum of five authoritative sources (peer-reviewed scholarly articles and/or government or industry publications). This paper will inform your presentation at the intensive.

The scope of acceptable topics for this paper is quite broad, reflecting the broad scope of the class. Each student is encouraged to discuss their paper topics with me individually prior to investing a significant amount of time in their research and writing.

Research papers will be assessed based on the quality of research, clarity of writing, importance of topic, and quality of analysis.

ASSIGNMENT 4: INFORMATION POLICY: 25% (DUE: DECEMBER 8)

Students are to develop a policy on an information topic of their choosing. It may be a topic covered in the course work, in previous assignments, or an area in their organization where there is an identified need. The policy document should be about 500–1000 words in length. While typically the policy development process would include stakeholder consultation, in this case, students are asked to develop a draft policy ready for consultation. If their organization has a template for policies, students are to use that; otherwise, they can adopt a template of their choosing.

Grading will be based on the appropriateness of the policy substance and the clarity of the document.

Grades are assigned in accordance with the School of Information Management's marking scheme:

<http://www.dal.ca/faculty/management/school-of-information-management/current-students-site/sim-grading-policy.html>

ASSIGNMENT GUIDELINES

- Assignments must contain a cover page with your name.
- Assignments must be in Word, RTF, or Open Office format.
- Assignments are due by 11:59pm AST on the dates indicated.
- Assignments must be posted to the designated folder on the course site.
- Assessment is directly related to attention to the instructions, clarity of expression and presentation, and evidence of critical thinking.
- Proper citation of references for the research paper is required. Please use the APA style. (http://libraries.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style6.pdf)

COURSE SCHEDULE		
DATE	TOPICS & ASSIGNMENTS	READINGS
Week 1: Sept 8 – Sep 15	Introduction to Information Policy Discussions closes Sep 15	<p>Braman, S. (2011). Defining information policy. <i>Journal of Information Policy</i>, 1(2011), 1-5. Retrieved from JSTOR: http://www.jstor.org/stable/pdf/10.5325/jinfopoli.1.2011.0001.pdf?acceptTC=true&jpdConfirm=true</p> <p>Orna, Elizabeth. (2008). Information policies: yesterday, today, tomorrow. <i>Journal of Information Science</i>, 34(4). Retrieved from http://wiki.douglasbastien.com/images/1/1a/Journal_of_Information_Science_-_Information_policies-yesterday_today_tomorrow.pdf</p> <p>Pasek, J.E. (2015). Defining information policy: relating issues to the information cycle. <i>New Review of Academic Librarianship</i>, 21:286-303. Retrieved from Academic Search Premier.</p>
Week 2: Sept 14-22	Information Policy Frameworks Discussions closes Sept 22	<p>Government of Alberta. (2013, Nov.). <i>Information Management Strategy</i>. Retrieved from https://www.alberta.ca/assets/documents/IM-Strategy.pdf</p> <p>Also review related publications including:</p> <p>Data and Information Management Framework https://www.alberta.ca/assets/documents/IM-Framework-Placemat.pdf</p> <p>Information Management Tactical Plan https://www.alberta.ca/assets/documents/IM-Tactical-Plan.pdf</p> <p>Policy Instruments for the Management of Information https://www.alberta.ca/assets/documents/IM-Policy-Instruments.pdf</p> <p>Government of British Columbia. (2017, Sept 6). <i>Information Management Act</i>. Retrieved from</p>

		<p>https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/central-government-agencies/corporate-information-records-management-office/information-management-act</p> <p>Government of Canada. (2012, April 1). <i>Policy on Information Management</i>. Retrieved from http://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=12742&section=HTML</p> <p>Encana. (n.d.) <i>Policies and Practices</i>. Retrieved from http://www.encana.com/about/board-governance/policies/</p> <p>Scan some of Encana’s information-related policies, including:</p> <ul style="list-style-type: none"> Confidentiality Policy Disclosure Policy Information Management Policy Privacy Policy Acceptable Use of Information Systems Practice <p>NSW Government. (n.d.). <i>Information Management Framework</i>. Retrieved from https://www.finance.nsw.gov.au/ict/sites/default/files/IM%20Framework%20infographic.pdf</p> <p>NSW Government (n.d.). <i>Priorities: Information Management Framework</i>. Retrieved from https://www.finance.nsw.gov.au/ict/priorities/managing-information-better-services/information-management-framework</p> <p>Sherman, J. (n.d.). <i>Court Information Management: Policy Framework to Accommodate the Digital Environment</i>. Read pp 1–28, skim the remainder. Retrieved from http://www.cjc-ccm.gc.ca/cmslib/general/AJC/Policy%20Framework%20</p>
--	--	--

		to%20Accommodate%20the%20Digital%20Environment%202013-03.pdf
<p>Week 3: Sep 21-29</p>	<p>Policy Development and Analysis</p> <p>Discussions closes Sept 29</p> <p>Policy Interpretation document due Sept 29, 2020</p>	<p>McConnell, A. (2010). Policy Success, Policy Failure and Grey Areas In-Between. <i>Journal of Public Policy</i>, 30(03), 345–362. doi:10.1017/S0143814X10000152 https://www.cambridge.org/core/journals/journal-of-public-policy/article/policy-success-policy-failure-and-grey-areas-inbetween/57FC50487A2A9B02ED757C76857C5CB0</p> <p>Overseas Development Institute. (2009). <i>Helping researchers become policy entrepreneurs</i>. Retrieved from https://www.odi.org/publications/1127-become-policy-entrepreneur-roma</p> <p>Office of the Auditor General of Manitoba. (2003, January). <i>A Guide to Policy Development</i>. Retrieved from http://www.oag.mb.ca/wp-content/uploads/2011/06/PolicyDevelopmentGuide.pdf</p> <p>Overman, S.E. and Cahill, A.G. (1990). Information policy: a study of values in the policy process. <i>Review of Policy Research</i>, 9:803-818. doi:10.1111/j.1541-1338.1990.tb01080.x</p>
<p>Week 4: Sep 28-Oct 6</p>	<p>Privacy Legislation and Policy</p> <p>Discussions closes Oct 6</p>	<p>Office of the Privacy Commissioner of Canada. (2014, May). <i>Fact Sheet: Privacy Legislation in Canada</i>. Retrieved from https://www.priv.gc.ca/resource/fs-fi/02_05_d_15_e.asp</p> <p>Office of the Privacy Commissioner of Canada. (2015, December). <i>Privacy Toolkit: A Guide for Businesses and Organizations</i>. Retrieved from https://www.priv.gc.ca/media/2038/guide_org_e.pdf</p> <p>Office of the Privacy Commissioner of Canada. (2013, October 23). <i>Fact Sheet: Ten Tips for a Better Online Privacy Policy and Improved Privacy Practice Transparency</i>. Retrieved</p>

		<p>from https://www.priv.gc.ca/en/privacy-topics/privacy-policies/02_05_d_56_tips2/</p> <p>Office of the Privacy Commissioner of Canada. (2017). <i>Draft Guidelines: Obtaining Meaningful Online Consent</i>. Retrieved from https://www.priv.gc.ca/en/about-the-opc/what-we-do/consultations/consultation-on-consent-under-pipeda/gl_moc_201709/</p> <p>Munur, M., Branam, S. & Mrkobrad, M. (2012, September 13). <i>Best practices in Drafting Plain-language and Layered Privacy Policies</i>. Retrieved from https://privacyassociation.org/news/a/2012-09-13-best-practices-in-drafting-plain-language-and-layered-privacy/</p> <p>Canadian Tire. (n.d.) <i>Privacy Policy</i>. Retrieved from http://www.canadiantire.ca/en/customer-service/policies.html#privacypolicy</p> <p><u>Recommended</u></p> <p>Levin, A. & Nicholson, M.J. (2005). Privacy law in the United States, the EU and Canada: The allure of the middle ground. <i>University of Ottawa Law and Technology Journal</i>, 2(2), 357-394. Retrieved from http://uoltj.ca/articles/vol2.2/2005.2.2.uoltj.Levin.357-395.pdf</p>
<p>Week 5: Oct 5-13</p>	<p>Privacy Policy in an Era of Big Data</p> <p>Discussions closes Oct 13</p>	<p>Horvitz, E., & Mulligan, D. (2015). Data, privacy, and the greater good. <i>Science</i>, 349(6245), 253–255. doi:10.1126/science.aac4520 https://science.sciencemag.org/content/349/6245/253</p> <p>King, N.J. & Forder, J. (2016), Data analytics and consumer profiling: finding appropriate privacy principles for discovered data. <i>Computer Law & Security Review</i>, 32, 696-714. Retrieved from Elsevier.</p> <p>Leonard, P. (2014, February). Customer data analytics: Privacy settings for 'Big Data' business. <i>International Data</i></p>

		<p><i>Privacy Law</i>, 4(1). Retrieved from Proquest Research Library.</p> <p>Cavoukian, A. & Popa, C. (2016, April). <i>Embedding Privacy Into What's Next: Privacy by Design for the Internet of Things</i>. Retrieved from http://www.ryerson.ca/content/dam/pbdce/papers/Privacy-by-Design-for-the-Internet-of-Things.pdf</p> <p>Wagner, M. & Li-Reilly, Y. (2014, November). The right to be forgotten. <i>The Advocate</i>, 72(6). Retrieved from Hein Online.</p> <p><u>Recommended</u></p> <p>Tene, O. & Polonestsky, J. (2013). Big data for all: Privacy and user control in the age of analytics. <i>Northwestern Journal of Technology and Intellectual Property</i>, 11(5). Retrieved from Hein Online.</p>
<p>Week 6: Oct 12-20</p>	<p>Freedom of Information</p> <p>Discussions closes Oct 20</p> <p>News item Discussion for 1st Half ends: Oct 20</p> <p>Midterm Course Evaluation available Oct 15 - 21</p>	<p>Banisar, D. (2015). <i>The Right to Information and Privacy: Balancing Rights and Managing Conflict</i>. World Bank Institute Government Working Paper Series. Retrieved from http://documents.worldbank.org/curated/en/847541468188048435/The-right-to-information-and-privacy-balancing-rights-and-managing-conflicts-access-to-information-program</p> <p>Government of Canada. (2016). <i>What We Heard – Revitalizing Access to Information Online Consultations, May-June 2016</i>. Retrieved from http://open.canada.ca/en/content/what-we-heard-revitalizing-access-information-online-consultations-may-june-2016</p> <p>Government of Nova Scotia. (2017) <i>Access to Information Requests Disclosure Log</i>. Retrieved from https://foipop.novascotia.ca/foia/#/home</p>

		<p><i>Browse a few of the disclosures</i></p> <p>Kazmierski, V. (2016). Accessing with dinosaurs: protecting access to government information in the cretaceous period of Canadian democracy. <i>Constitutional Forum constitutionnel</i>, 25(3), 57-65. Retrieved from Ebsco Academic Search Premier.</p> <p>Subramaian, R. (2016). Information policy interactions: Net neutrality and access to information in US and India. <i>Journal of Comparative International Management</i>, 19(1), 75-93. Retrieved from Ebsco Business Source Complete.</p> <p>Peled, R. (2013, Winter). Occupy information: the case for freedom of corporate information. <i>Hastings Business Law Journal</i> 9, 261-302. Retrieved from Hein Online.</p> <p><u>Recommended</u></p> <p>Gingras, A. (2012, June). Access to information: an asset for democracy or ammunition for political conflict, or both? <i>Canadian Public Administration</i>, 55(2), 221-246. Retrieved from Wiley Online Library.</p>
<p>Week 7: Oct 19-27</p>	<p>Intellectual Property</p> <p>Discussions closes Oct 27</p>	<p>Wilson, C.S. (2012, January). Practical IP: an overview of intellectual property part I: trade secrets. <i>The Advocate</i>, 70(1), 63-72. Retrieved from HeinOnline.</p> <p>Wilson, C.S. (2012, March). Practical IP: an overview of intellectual property part II: copyright. <i>The Advocate</i>, 70(2), 231-241. Retrieved from HeinOnline.</p> <p>Wilson, C.S. (2012, May). Practical IP: an overview of intellectual property part III: trademarks. <i>The Advocate</i>, 70(3), 361-368. Retrieved from HeinOnline.</p> <p>Wilson, C.S. (2012, July). Practical IP: an overview of intellectual property part IV: patents. <i>The Advocate</i>, 70(4), 501-511. Retrieved from HeinOnline.</p>

		<p>Turnbull, F. (2014, July). The morality of mash-ups: Moral rights and Canada's non-commercial user generated content exception. <i>Intellectual Property Journal</i> 26(2), 217-226. Retrieved from the Proquest Research Library database.</p> <p>Wilkinson, M.A. & Gerolami, N. (2009). The author as agent of information policy: The relationship between economic and moral rights in copyright. <i>Government Information Quarterly</i>, 26 (2009), 321-332. Retrieved from Science Direct database.</p> <p><u>Recommended</u></p> <p>Government of Canada. (2017). Canadian Intellectual Property Office. Retrieved from http://www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/h_wr00000.html</p> <p><i>Includes Guides to Copyright, Patents, Trademarks and Industrial Designs</i></p> <p>Canadian Paediatric Society (2016). <i>Copyright</i>. Retrieved from http://www.cps.ca/policies-politiques/copyright</p> <p>Dalhousie University. (2013, January). <i>Fair Dealing policy</i>. Retrieved from https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/FairDealingPolicy.pdf</p>
<p>Week 8: Oct 26-Nov 3</p>	<p>Social Media Policies</p> <p>Discussions closes Nov 3</p>	<p>Cross, M. (2013, November). Chapter 6: Policies and privacy. In <i>Social Media Security: Leveraging Social Networking While Mitigating Risk</i>. Retrieved from Science Direct</p> <p>Read pages 217 -228</p> <p>Klang, M. & Nolin, J. (2011, August). Disciplining social media: An analysis of social media policies in 26 Swedish municipalities. <i>First Monday</i>,16(8). Retrieved from http://firstmonday.org/ojs/index.php/fm/article/view/3490/3027</p>

		<p>Jennings, S.E., Blount, J.R., & Weatherly, M.G. (2014). Social media – A virtual Pandora’s box: Prevalence, possible legal liabilities, and policies. <i>Business and Professional Communication Quarterly</i>, 77(1). Retrieved from Sage Journals.</p> <p>Farley, A. (2011, October). Building a social media policy. <i>ABA Bank Marketing</i>, 43 (8), 18-22. Retrieved from Business Source Complete</p> <p>Intel. (n.d.). <i>Social Media Guidelines</i>. Retrieved from http://www.intel.com/content/www/us/en/legal/intel-social-media-guidelines.html</p> <p>Bell, D. (2016, March 24). 7 big brand social media policies you can learn from. <i>The HR Department</i>. Retrieved from http://www.thehrdepartment.ie/the-hr-advisor/7-big-brand-social-media-policies-you-can-learn-from.</p> <p>Government of Ontario. (2017, August 8). <i>Ontario Public Service Social Media Guidelines</i>. Retrieved from: https://www.ontario.ca/page/ontario-public-service-social-media-guidelines</p> <p><u>Recommended</u></p> <p>Bertot, J.C., Jaeger, P.T. & Hansen, D. (2012). The impact of policies on government social media usage: Issues, challenges, and recommendations. <i>Government Information Quarterly</i> 29 (2012), pp. 30-40. Retrieved from Science Direct</p>
<p>Week 9: Nov 2-Nov 9</p>		<p>READING WEEK / BREAK</p>
<p>Week 10: Nov 9 – Nov 17</p>	<p>Open Data</p> <p>Discussions closes Nov 17</p>	<p>Sunlight Foundation. (2010, August 11). <i>Ten Principles for Opening Up Government Information</i>. Retrieved from https://sunlightfoundation.com/policy/documents/ten-open-data-principles/</p>

		<p>British Columbia Ministry of Labour, Citizens' Services and Open Government. (2011, July). <i>Open Information and Open Data Policy</i>. Retrieved from http://www.cio.gov.bc.ca/local/cio/kis/pdfs/open_data.pdf</p> <p>McKinsey Global Institute. (2013, October). Executive Summary. In <i>Open Data: Unlocking Innovation and Performance with Liquid Information</i>. Retrieved from http://www.mckinsey.com/insights/business_technology/open_data_unlocking_innovation_and_performance_with_liquid_information</p> <p>Foreign Affairs, Trade and Development Canada. (2014). <i>G8 Open Data Charter</i>. Retrieved from http://open.canada.ca/en/g8-open-data-charter-canadas-action-plan</p> <p>Government of Canada. (2014, October 9). <i>Directive on Open Government</i>. Retrieved from http://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=28108</p> <p>Zuiderwijk, A. & Janssen, M. (2014). Open data policies, their implementation and impact: a framework for comparison. <i>Government Information Quarterly</i>, 31(2014), 17-29. Retrieved from the Science Direct database.</p> <p>Government of Nova Scotia. (2017). <i>Nova Scotia Government's Open Data Portal</i>. Retrieved from https://data.novascotia.ca/</p> <p><i>Browse a few of the datasets</i></p> <p><u>Recommended</u></p> <p>World Wide Web Foundation. (2016, April). <i>Open Data Barometer: ODB Global Report Third Edition</i>. Retrieved from http://opendatabarometer.org/3rdedition/report/</p>
--	--	--

<p>Week 11: Nov 16-24</p>	<p>Data Analytics</p> <p>Discussions closes November 24</p>	<p>McAfee, A., & Brynjolfsson, E. (2012, October 1). Big Data: The Management Revolution. <i>Harvard Business Review</i>. Retrieved July 14, 2016, from https://hbr.org/2012/10/big-data-the-management-revolution</p> <p>McNeely, C.L. & Hamm, J. (2014). The big (data) bang: policy, prospects, and challenges. <i>Review of Policy Research</i>, 31(4), 304-310. Retrieved from Ebsco Business Source Complete.</p> <p>Dale, K.L. (2015, July/August). RIM's role in harnessing the power of big data. <i>Information Management Journal</i>, 49(4), 29-32. Retrieved from Ebsco Business Source Complete.</p> <p>Krishnamurthy, R. & Desouza, K.C. (2014). Big data analytics: the case for the social security administration. <i>Information Policy</i>, 19(3/4), 165-178. Retrieved from Ebsco Business Source Complete.</p> <p>Daniell, K.A., Morton, A., & Rios Insua, D. (2016). Policy analysis and policy analytics. <i>Annals of Operational Research</i>, 236 (1), 1-13. Retrieved from Springer Link.</p>
<p>Week 12: Nov 23- Dec 1</p>	<p>Professional Ethics</p> <p>Discussions closes Dec 1</p> <p>News item Discussion for 1st Half ends: Nov 24</p> <p>Information policy due Dec 8</p>	<p>Hauptman, R. (2008). Intermezzo ethics and information: an encyclopedic overview. <i>Business Information Review</i>, 25(4), 238-252. Retrieved from Sage Journals.</p> <p>Weitzner, D.J., Abelson, H., Berners-Lee, T., Feigenbaum, J., Hendler, J. & Sussman, G.J. (2008, June). Information accountability. <i>Commun. ACM</i> 5(6), 82-87. DOI: https://doi.org/10.1145/1349026.1349043</p> <p>McBride, N.K. (2014). ACTIVE ethics: an information systems ethics for the internet age. <i>Journal of Information, Communication and Ethics in Society</i>, 12(1), 21-43. Retrieved from Proquest.</p>

	Student Rating of Instruction (SRI) for Part 1: Nov 26-December 2	Davison, R. M. (2000). Professional ethics in information systems: a personal perspective. <i>Commun. AIS</i> , 3(2es). Retrieved from http://dl.acm.org/citation.cfm?id=374504.374510
December 12 - 13	MGMT 5015 Student Rating of Instruction (SRI) for Part 2: December 13 - 19	Details will be posted in the MGMT 5015 module in advance of the session. See your discussion board for details on the SRIs and End of Term Eval.

APPENDIX I: MIM COMPETENCIES FRAMEWORK - DEFINITIONS OF KEY AREAS

1. INFORMATION & KNOWLEDGE MANAGEMENT LEADERSHIP

Information & knowledge management (I&KM) leaders focus on the strategic importance of information as a resource within their organization. Effective information & knowledge 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 I&KM strategies and policies that will facilitate the achievement of organizational objectives.
- 1.2 Ensure that I&KM 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 recognised 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 I&KM strategies, and bridge the continuum between senior management and employees
- 1.6 Continually review and assess the impact of I&KM 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.

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
- 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: CLASS POLICIES

Extended absence from class

➤ Emergencies

- ☐ Contact the course instructor

➤ Illness

- ☐ Contact your 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 course instructor.

Late penalties for assignments

Assignments must be submitted by the assignment due date. Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or problems of a similar nature. In exceptional circumstances, an extension of up to one week **may** be granted at the professor's discretion, if requested in advance of the due date.

Late submissions will be assessed at a penalty of TEN percent. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. 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. 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. 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 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.

APPENDIX III: 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.