DALHOUSIE UNIVERSITY

FACULTY OF MANAGEMENT

SCHOOL OF INFORMATION MANAGEMENT

CENTRE FOR EXECUTIVE AND GRADUATE EDUCATION

MGMT 5011

MANAGEMENT OF PRIVACY

PART I

CARLA HEGGIE

ADJUNCT PROFESSOR (FGS)

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SYLLABUS

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Office Hours: Wednesday 1:30-3:30pm on Brightspace, or by appointment
(contact the instructor by phone or email)

Course Website: https://dal.brightspace.com/d2l/home/124452

COURSE DESCRIPTION

This course provides an overview of privacy and how it impacts organizations in both the private and public sectors. As a professional you need to manage the issue of privacy within your job scope and mandate. In this course we will address the various ways of identifying and mitigating privacy risk. We will determine how to effectively and proactively manage privacy at all levels of an organization. The intent of this course is not to train you as a privacy professional, but to provide you with the value-added competency of addressing privacy in the professional arena.

COURSE PRE-REQUISITES

None.

COURSE GOALS

The goals of this course are to:

1. provide a cultural and practical understanding of privacy

2. identify privacy issues and their impact on organizations

3. provide an overview of legislative and regulatory accountabilities regarding the collection, use, and disclosure of personal information

4. investigate and analyze process, policy, and technological tools used to manage privacy in an organization

5. provide a framework to identify and manage privacy risk in an organization

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 the impact of privacy on information resources in an organization	• 1.1 identify, develop, articulate, and promote I&KM strategies and policies that will facilitate the achievement of organizational objectives • 3.1 identify and value information assets • 4.1 develop and evaluate policies relating to information security • 4.6 perform security audits
an understanding of the impact of technology, social media, and the internet of things on how an organization manages privacy	• 1.2 ensure that I&KM strategies and policies are embedded within corporate governance, projects, and business processes • 1.5 act as an advocate and facilitator for I&KM strategies, and bridge the continuum between sr.mgmt. and employees • 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 • 3.3 develop and evaluate policies to manage information risk • 3.6 develop risk response processes, including contingency and business continuity programs • 3.7 ensure compliance with relevant legal or regulatory requirements
how to assess privacy risk in an organization	• 1.6 continually review and assess the impact of I&KM strategies and policies, enhancing and revising them as needed • 2.2 assess and evaluate IM requirements, and identify potential IT-based solutions

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

Learning Objective	Relevant MIM Core Competencies[1]
	• 2.5 develop metrics, key performance indicators, and critical success factors to monitor, assess, and report on technology project results • 3.0 identify, analyze, evaluate, and mitigate risks associated with the information resources, throughout their life cycle • 4.1 develop and evaluate policies relating to information security • 4.3 protect data from modification or deletion by unauthorized parties
how to manage privacy in an organization	• 1.1 identify, develop, articulate, and promote I&KM strategies and policies that will facilitate the achievement of organizational objectives • 1.3 foster a knowledge and information rich culture, ensuring that K&IM skills are recognized as core competencies needed to develop individual and organizational capacities • 2.2 assess and evaluate IM requirements, and identify potential IT-based solutions • 3.3 develop and evaluate policies to manage information risk • 3.6 develop risk response processes, including contingency and business continuity programs • 3.7 ensure compliance with relevant legal or regulatory requirements • 4.1 develop and evaluate policies relating to information security • 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
identification and management of the roles of individuals and stakeholders in privacy management	• 1.4 engage their organization to encourage collaboration and information sharing with internal business units, and externally, to other strategic partners

Learning Objective	Relevant MIM Core Competencies[1]
	• 1.5 act as an advocate and facilitator for I&KM strategies, and bridge the continuum between sr.mgmt. and employees • 2.3 identify and design shared solutions among partners and external organizations, leveraging process and technology investments • 3.4 advocate risk management at strategic and operational levels • 3.5 build a risk-aware culture within the organization, including contingency and business continuity programs • 4.2 define and enforce appropriate access levels to confidential information • 4.5 implement access controls • 4.6 perform security audits
proactive development, analysis, application, and management of privacy policy	• 1.6 continually review and assess the impact of I&KM strategies and policies, enhancing and revising them as needed • 2.1 monitor and evaluate current and emerging best practices in IM and IT relative to the organization's strategic plan and current practices • 3.1 identify and value information assets • 4.1 develop and evaluate policies relating to information security • 4.5 implement access controls • 4.6 perform security audits

INSTRUCTIONAL METHODS

Instruction for this course will occur online through a Brightspace course site at Dalhousie. The course will proceed largely asynchronously. The structure of the course will include a weekly video lecture, weekly readings, discussion postings, live on-line discussions, four live on-line classes, case studies, quizzes, and assignments. Students will prepare for, and engage in, discussion of concepts and ideas through readings, discussion postings, case studies, and assignments.

LEARNING MATERIALS

Readings and learning material, including templates, will be provided through the Brightspace course site. Students will be expected to access readings, TEDtalks, YouTube, *Minority Report* movie, and an internet search tool for research purposes.

METHOD OF EVALUATION

All assignments will be submitted online in the Brightspace course site. Students will be evaluated in this course in the following manner:

Assignment #1 – briefing note and recommendations – 10%

> **Due date**: Sunday, May 24, 2020, 23:30EST

> **Description**: Using the template provided, write a maximum 2-page briefing note to the head of the organization, outlining current privacy culture in the organization, identifying possible privacy issues and risks, and providing operational recommendations for improvement.

Assignment #2 – Privacy Impact Assessment (PIA) – 15%

> **Due date**: Sunday, June 21, 2020

> **Description**: Using the template provided, complete a PIA on the development of a proposed client database. Details of the proposed information fields, along with the purpose of the database, will be provided in class.

Assignment #3 – paper on privacy risk – 15%

> **Due date**: Sunday, July 5, 2020

> **Description**: Identify a current privacy scenario in the media which presents an enterprise risk management issue for an organization. Write a 1300-1500 word paper on the privacy risks, options for mitigation of those risks, and how the organization should manage the privacy risk moving forward.

Assignment #4 – analytical essay on a privacy topic – 25%

> **Due date**: Sunday, July 19, 2020; topic to be submitted on or before Sunday, May 17, 2020

> **Description**: Write a 3000 word essay on a privacy topic selected in consultation with the instructor. Further details will be provided at the beginning of the course.

Quizzes – 10%

> **Due dates**: Sunday 12:00 noon EST – May 24; June 7,21; July 5,19

> Every two weeks, at the end of every other module, there will be short 10-question on-line pop-up quiz, covering the material of the previous two modules.

Participation – 25%

> This course involves extensive reading and online discussion on privacy—its impact and management. Participation in online discussion posts based on weekly current topics regarding privacy is required. Student participation will be assessed on the following criteria: application of assigned readings and lectures in discussion posts, extent and quality of participation in weekly discussion postings and live on-line discussions, and adherence to course deadlines.

Research Paper - Grading Rubric

Criteria and Qualities	Below Expectations (1 point)	Meets Expectations (3 points)	Exceeds Expectations (5 points)	SCORE (out of 5)
Statement / identification of the problem, issue or research question	Does not attempt to, or fails to, identify issue and summarize accurately.	Summarizes issue, though some aspects are incorrect or unclear. Nuances and key details are missing or glossed over.	Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue.	
Information and Research	Does not use the data presented in the situation, or problem. Fails to identify data or information necessary to problem.	Does use the relevant contexts and assumptions regarding the situation, or problem, but in a limited way. Identifies most data or information necessary to problem.	Does use the relevant contexts and assumptions regarding the situation or problem. Clearly identifies all data or information necessary to problem.	

Develops and Presents Argument	Fails to present and justify opinion(s) or solution(s). Does not distinguish among fact, opinion, and value judgements.	Presents and justifies own position without addressing other views, or does so superficially. Discerns fact from opinion and may recognize bias in evidence, although attribution is inappropriate.	Clearly presents and justifies own view or hypothesis while qualifying or integrating contrary views or interpretations. Demonstrates understanding of how facts shape but may not confirm opinion. Recognizes bias, including selection bias.	
Conclusions / Recommendations	Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. Conclusions presented as absolute, and may attribute conclusion to external authority.	Conclusions consider or provide evidence of consequences extending beyond a single discipline or issue. Presents implications that may impact other people or issues. Presents conclusions as relative and only loosely related to consequences. Implications may include vague reference to conclusions.	Identifies, discusses, and extends conclusions, implications, and consequences. Considers context, assumptions, data, and evidence. Qualifies own assertions with balance. Conclusions are qualified as the best available evidence within the context. Consequences are considered and integrated. Implications are clearly developed, and consider ambiguities.	

Writing	Disorganized, with many grammatical or spelling errors	Solid structure and flow with minimal grammatical or spelling errors	Easy to read, concise, and effective; no grammatical or spelling errors	
			TOTAL SCORE (out of 25)	

			TOTAL SCORE (out of 100) and Letter Grade		
	F (0-69)	**B-/B (70-76)**	**B+ (77-79)**	**A-/A (80-89)**	**A+ (90-100)**
Overall	These assignments show considerable weaknesses or errors in research, argumentation, and writing; they demonstrate difficulty in moving beyond undergraduate-level work.	These assignments may be considered acceptable graduate work, but show critical weaknesses in terms of research, argumentation or writing. There may be substantial flaws in more than one of the evaluation areas noted above.	These assignments may be considered good graduate work, but show some weaknesses in in one of the evaluation areas noted above.	These assignments constitute very good to excellent graduate work. They are strongly written, and researched, offer a good understanding of the primary material and the scholarly discussion thereof and present robust and well-supported conclusions.	Assignments that earn the highest grade are usually somewhat rare; they are original and innovative, and add to the scholarly discussion on the topic(s) at hand. They also show considerable command of critical and other secondary material.

The following rubric will be employed to assess the live on-line discussion participation mark[2]:

Excellent (A / A+)	Good (B+ / A-)	Acceptable (B- / B)	Unacceptable (F)
• Well-thought out comments that spark or inspire further discussion. • Comments are well-developed and show careful thought and reflection. • Demonstrates analysis of others' comments; extends meaningful discussion by building on previous discussion. • Discussions factually correct, reflective and substantive contributions; • Shows clear and definitive evidence of familiarity with course readings, and of additional self-identified readings and research. • Contributes to discussion with clear, concise comments	• Contributes well developed comments, but doesn't follow development to its natural conclusion. • Elaborates on discussion with further comment or observation. • Contributes information that is factually correct, but which falls short of being reflective or substantive and does not sufficiently advance the conversation. • Demonstrates familiarity with course readings. • Contributes valuable information to discussion with minor clarity or mechanics errors.	• Contributes adequate comments with superficial thought and preparation. • Provides shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. • Repeats but does not add substantive information to the discussion. • Discussion based on valuable personal experience, but shows little familiarity with course readings. • Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	• Does not participate; and/or • Does not contribute follow-up responses to others; and/or • Does not make initial comments; and/or • Provides information that is off-topic, incorrect, or irrelevant to discussion; and/or • Contributes long, unorganized or rude comments that may contain multiple errors or may be inappropriate; and/or • Demonstrates little or no familiarity with course readings; and/or • Comments too late in the discussion to contribute to class discussion & understanding

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[2] Modified from https://sites.google.com/site/k12eportfolios/resources/rubrics#TOC-Grading-matrix-for-Discussion-Board-postings

CLASS POLICIES

Extended absence from class

- ➢ Emergencies
    - o Contact the course instructor
- ➢ Illness
    - o Contact your instructor as soon as possible to inform her of your illness.
    - o All absences due to illness must be supported by a physician's note to be submitted to the course 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 or more after the due date; in such cases the student will receive a grade of zero.

ACCOMODATION 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 resources.

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 Dishonesty 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.

SCHEDULE

COURSE INTRODUCTION
MAY 4, 2020

READINGS

Course Syllabus

TASKS

➢ Watch *Course Syllabus* video - This video introduces the course, assignments, quizzes, participation criteria, live classes and expectations.

➢ Post Introduction on the Discussion

MODULE 1: PRIVACY AND PERSONAL INFORMATION
MAY 4 – 10, 2020

We will cover the concepts of personal information, identity, and perceptions of privacy. This class will cover organizational behavior and culture as seen through a privacy filter.

Competencies: 1.3, 3.1

READINGS

Why privacy matters, TEDTalk, Glenn Greenwald, Oct.2014 20:37min
https://www.ted.com/talks/glenn_greenwald_why_privacy_matters

What will a future without secrets look like? TEDTalk, Alessandro Acquisti, Oct.2013 15min
https://www.ted.com/talks/alessandro_acquisti_why_privacy_matters?language=en

The Right to Privacy, Warren & Brandeis, December 1890, Harvard Law Review
http://faculty.uml.edu/sgallagher/Brandeisprivacy.htm

Privacy and Freedom: book notes, Alan F.Westin, 1968
http://scholarlycommons.law.wlu.edu/wlulr/vol25/iss1/20

Social and Political Dimensions of Privacy, Alan F.Westin, 2003, Journal of Social Issues, Vol.59, No.2

Privacy Act of Canada, S.2, s.3 (personal information) http://laws-lois.justice.gc.ca/eng/acts/p-21/

PIPEDA, S.2(1) personal information, S.3, S.4(1) http://laws-lois.justice.gc.ca/eng/acts/P-8.6/

NS FOIPOP Act, S.2., S.3(1)(ea)(i)(j), S.20

http://nslegislature.ca/legc/statutes/freedom%20of%20information%20and%20protection%20of%20privacy.pdf

Briefing note template (provided by instructor)

TASKS

➢ On-line poll for dates of four live classes. Poll will open on Monday, May 4; Poll will close on Sunday, May 10
  o *The purpose of the poll will be to determine dates for the four live classes which will take place throughout the semester as per this syllabus.*
➢ Lesson 1 Discussion due May 10, 2020

MODULE 2: SECURITY, CONFIDENTIALITY, ANONYMITY, AND PSEUDONYMITY
MAY 11 - 17, 2020

We will continue to explore perceptions of privacy in an organization, with specific attention to confidentiality, sensitivity, secrets, and security. How are these concepts different from one another?

Competencies: 1.1, 1.3, 2.2, 3.1, 3.7, 4.0

READINGS

Internet Privacy & Security: a shared responsibility, Davis Gorodyansky. Anchorfree

https://www.wired.com/insights/2013/10/internet-privacy-and-security-a-shared-responsibility/

Health Board Apology to 86 Transgender Patients Over Privacy Breach

https://newsvideo.su/video/6471183

Hospital clerk's snooping could cost NS taxpayers $1M

http://www.cbc.ca/news/canada/nova-scotia/shelburne-hospital-roseway-clerk-patient-records-settlement-1.4162568

TASKS

➢ Assignment #4 topic to instructor. Your suggested topic for Assignment #4 is to be submitted for review to the instructor by Sun., May 17, 2020.
➢ Live class #1 (on-line discussion group) - time tbd by poll
  ➢ *Misconceptions of Privacy discussion -* In this live class we will have a candid discussion on fallacies and popular misconceptions surrounding the subject of privacy. (*no readings for this live class*)

➢ Lesson 2 Discussion due May 17, 2020

MODULE 3: THE REGULATION OF PRIVACY
MAY 18 - 24, 2020

In this module we discover the 'what' of privacy. Looking at the commonality of privacy statutes and regulation across jurisdictions, we will discuss the impact of this legislation on organizations. Do international privacy laws impact companies here in Canada? Does the Privacy Act cover it all? What do you need to know about the collection, use, and disclosure of information?

Competencies: 1.6, 2.2, 3.3, 3.7, 4.0

READINGS

Ten CSA Privacy Principles
https://www.legalaid.on.ca/privacy-policy/ten-privacy-principles/

Overview of Privacy Legislation in Canada, Office of the Privacy Commissioner of Canada
https://www.priv.gc.ca/resource/fs-fi/02_05_d_15_e.asp

CASL
http://fightspam.gc.ca/eic/site/030.nsf/eng/home

PIPEDA
http://laws-lois.justice.gc.ca/eng/acts/P-8.6/

Fact Sheet on the Right to be Forgotten Ruling
http://ec.europa.eu/justice/data-protection/files/factsheets/factsheet_data_protection_en.pdf

Frank Work: Deconstructing Privacy
https://www.youtube.com/watch?v=J9TS6pL5b-U

Strengthening Global Privacy Law Enforcement, Jennifer Stoddard, Privacy Laws & Business, July 26, 2013
https://www.youtube.com/watch?v=IVL703A7jXs

TASKS

➢ Assignment #1 – (10%), Due date: Sun., May, 24, 2020, 23:30 EST

   o Description: Using the template provided, write a maximum 2-page briefing note to the head of the organization, outlining current privacy culture in the organization, identifying possible privacy issues and risks, and providing operational recommendations for improvement.

> ➢ Quiz - Mod 1-2: Quiz opens: Sun., May 17 at 12noon; Quiz closes Sun., May 24 at 12 noon EST
> ➢ Lesson 3 Discussion due May 24, 2020

MODULE 4: PRIVACY ETHICS, OVERSIGHT, AND ACCOUNTABILITY
MAY 25 - MAY 31, 2020

Who rules in the world of privacy? Who in an organization is accountable for privacy? What happens if things go wrong? What roles do we all play? Quis custodiet ipsos custodies?

Competencies: 1.2, 1.3, 1.4, 1.5, 2.2, 3.7

READINGS

Accountability

https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/pipeda-compliance-help/pipeda-interpretation-bulletins/interpretations_02_acc/

A Letter to Our Customers, Apple Inc., Feb.16, 2016
https://www.apple.com/customer-letter/

Bill Gates on Apple's iPhone Encryption
https://www.youtube.com/watch?v=nMT0M2PRshY

Privacy and Openness in Tribunal Decisions, David Loukidelis, 2016

https://www.oipc.bc.ca/speeches/1149

My Data Made Me Do It: ethical considerations of Big Data
https://www.priv.gc.ca/en/opc-news/speeches/2016/sp-d_20160930_pk/

TASKS

Lesson 4 Discussion due May 31, 2020

MODULE 5: PRIVACY IN INFORMATION ACCESS
JUNE 1 - JUNE 7, 2020

In this module we will investigate the symbiotic relationship between access and privacy. Is this a balancing act between the two concepts? Who decides what to do…and how?

Competencies: 1.1, 1.3, 1.6, 2.2, 3.1, 3.3, 3.5, 3.7, 4.1, 4.2, 4.4, 4.5

R E A D I N G S

Access to Information Act of Canada, S.13-23

http://laws-lois.justice.gc.ca/eng/acts/a-1/page-3.html#h-11

(note: *relevant provincial/territorial FOIP legislation links will be added, based upon location of students*)

NS FOIPOP Act, S.12-21

http://nslegislature.ca/legc/statutes/freedom%20of%20information%20and%20protection%20of%20privacy.pdf

PIA Tutorial recording
This video will explain the logistics of completing a privacy impact assessment (PIA). This tutorial will be required for students to do Assignment #2.

Competencies: 1.2, 1.5, 1.6, 2.2, 2.5, 3.0, 4.0

PIA template (provided by instructor)

T A S K S

➢ Quiz - Mod 3-4: Quiz opens: Sun., May 31 at 12noon; Quiz closes Sun., June 7 at 12noon

➢ Live class #2 (on-line discussion group) - time tbd by poll

  o *PIA discussion*- In this on-line class we will review the concepts and logistics of privacy impact assessments—who does them; why they are done; when they are done; and how they are done. (*students must have watched the *PIA Tutorial recording* and read the *PIA template* and have a copy on hand for reference*)

➢ Lesson 5 Discussion due June 7, 2020

MODULE 6: PRIVACY TOOLS
JUNE 8 – JUNE 14, 2020

This module will look at practical tools available to professionals to enable them to manage privacy in their organization. We will discover where to find information to address privacy concerns. We will discuss best (and worst) practices.

Competencies: 1.0, 2.0, 3.0, 4.0

R E A D I N G S

Students will review the website of the Office of the Privacy Commissioner of Canada for privacy tools. https://www.priv.gc.ca/en/

Cloud Computing: Information Security and Privacy Considerations, New Zealand Government, April 2014

TASKS

➢ Midterm Course Evaluation - June 11 – 18

➢ Assignment #2 – (15%), Due date: Sunday, June 21, 2020
  ➢ Description: Using the template provided, complete a PIA on the development of a proposed client database. **Details of the PIA case study will be provided on-line June 8, 2020.**
➢ Lesson 6 Discussion due June 15, 2020

MODULE 7: DIGITAL PRIVACY
JUNE 15 – JUNE 21, 2020

From electronic file retention to email; from on-line registrations to health trackers; from RFIDs to smart houses; from cctv to social media; from electronic surveillance to no-fly lists; from Big Data to drones…the list can go on. How, if at all, can organizations manage privacy issues in a digital world?

Competencies: 1.5, 1.6, 2.0, 3.0, 4.1, 4.3, 4.6

READINGS

Minority Report movie (on Netflix; let the instructor know if you are unable to obtain the movie)

Privacy in the Digital Age: Three Reasons for Concern, and Three Reasons for Hope, Alessandro Acquisti, April 2011
www.priv.gc.ca/information/research-recerche/2011/acquisti_201104_e.asp

Wearable Computing: challenges and opportunities for privacy protection, Office of the Privacy Commissioner of Canada
https://www.priv.gc.ca/en/opc-actions-and-decisions/research/explore-privacy-research/2014/wc_201401/

From Kodak to Google, How Privacy Panics Distort Policy, Alan McQuinn, Crunch Network, Oct.1, 2015
https://techcrunch.com/2015/10/01/from-kodak-to-google-how-privacy-panics-distort-policy/

How does Facial Recognition Work?, YouTube, 2019, 4:26min.
https://www.youtube.com/watch?v=agGEDdj05U0

What Facial Recognition Steals from Us, YouTube, December 2019, 9:43min.
https://www.youtube.com/watch?v=cc0dqW2HCRc&t=9s

T A S K S

➢ Quiz - Mod 5-6: Quiz opens: Sun., June 14 at 12noon; Quiz closes Sun., June 21 at 12noon

➢ Live class #3 (on-line discussion group) - time tbd by poll
  ➢ *"The Minority Report" – fact or fiction? Discussion-* In this discussion group, we will have a candid discussion on fallacies and popular misconceptions surrounding the subject of privacy.*Students are required to have viewed the movie *The Minority Report* prior to this discussion.*

➢ Assignment #2 – (15%), Due date: Sunday, June 21, 2020
  ➢ Description: Using the template provided, complete a PIA on the development of a proposed client database. Details of the PIA case study will be provided on-line June 8, 2020.

➢ Lesson 7 Discussion due June 21, 2020

MODULE 8: PRIVACY RISK
JUNE 22 – JUNE 28, 2020

What are the real risks to organizations if they don't address the issues of privacy? Where is the harm? In this module we will explore enterprise risk management and business continuity through a privacy filter.

Competencies: 2.3, 2.5, 3.0, 4.0

R E A D I N G S

From Kodak to Google, How Privacy Panics Distort Policy, Alan McQuinn, Crunch Network Oct.2015
www.techcrunch.com/2015/10/01/from-kodak-to-google-how-privacy-panics-distort-policy/

The Problem of Quantifying Privacy Risk, Blair Witzel, Dec.2015 Privacy Perspectives
https://iapp.org/news/a/the-problem-of-quantifying-privacy-risk/

My Data Made Me Do It: Ethical considerations of Big Data, Patricia Kosseim, OPCC, Sept.30, 2016

> https://www.priv.gc.ca/en/opc-news/speeches/2016/sp-d_20160930_pk/

TASKS

> ➢ Assignment #3 – (15%), Due date: Sunday, July 5, 2020
>> ➢ Description: Identify a current privacy scenario in the media which presents an enterprise risk management issue for an organization. Write a 1300-1500 word paper on the privacy risks, options for mitigation of those risks, and how the organization should manage privacy moving forward.
> ➢ Lesson 8 Discussion due June 28, 2020

MODULE 9: MANAGING PRIVACY IN YOUR ORGANIZATION JUNE 29 – JULY 5, 2020

This module will put together everything the course has covered to date. This is the knowledge translation class. How do you operationalize the management of privacy in your organization? We will look at policy, processes, and plans.

Competencies: 1.0, 2.0, 3.0, 4.0

READINGS

GDPR? Keep Calm and Think John Stuart-Clarke July 12, 2017
> https://www.linkedin.com/pulse/gdpr-keep-calm-think-john-stuart-clarke

How GDPR Is Impacting Business and What to Expect in 2020
> https://www.businessnewsdaily.com/15510-gdpr-in-review-data-privacy.html

Privacy is an Illusion, Alessandro Acquisti, YouTube, December 2012, 15:42min.
> https://www.youtube.com/watch?v=kgEU7UxQVds

Getting Accountability Right with a Privacy Management Program
> https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/pipeda-compliance-help/pipeda-compliance-and-training-tools/gl_acc_201204/

TASKS

> ➢ Quiz - Mod 7-8: Quiz opens: Sun., June 28 at 12noon; Quiz closes Sun., July 5 at 12noon

> ➢ Lesson 9 Discussion due July 5, 2020

MODULE 10: PRIVACY AND COMMUNICATION
JULY 6 – JULY 12, 2020

In this session we will discuss how privacy impacts on an organization's communications, both internally and externally. We will address the communication of privacy policy. Conversely, we will examine how external stakeholders and events may impact upon an organization's privacy framework.

Competencies: 1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.4, 3.5

READINGS

Privacy and Data Security of Chatbots, Barbara Ondrisek, Medium, Oct.27, 2016
https://medium.com/@electrobabe/privacy-and-data-security-of-chatbots-6ab87773aadc

Read Mark Zuckerberg's letter on FaceBook's privacy-focused future, March 2019
https://www.theverge.com/2019/3/6/18253472/mark-zuckerberg-facebook-letter-privacy-encrypted-messaging

Reference Check: Is Your Boss Watching? Privacy and your FaceBook profile
https://www.ipc.on.ca/wp-content/uploads/Resources/facebook-refcheck-e.pdf

TASKS

> ➢ Social media privacy scan:
>
> 1. Choose a major social media site, from the list provided
> 2. Read their privacy policy
> 3. Read the privacy option settings they offer to clients
> 4. Discuss in a class discussion post
>
> ➢ Corporate/Government web privacy presence:
>
> 1. Choose a corporate or government webpage
> 2. Read their website privacy policy/statement
> 3. Discuss in a class discussion post
>
> ➢ Live class #4 (on-line discussion group) - time tbd by poll
>
> o *Politics of Privacy discussion* - In this discussion group, we will respectfully discuss external and internal forces which may impact the administration of privacy in an organization. (*no readings for this live class*)
>
> ➢ Lesson 10 Discussion due July 12, 2020

MODULE 11: THE FUTURE OF PRIVACY
JULY 13 – JULY 19, 2020

What does the future hold for the continuing evolution of privacy? Can organizations speculate and account for where privacy impacts are heading? In this module, we will discuss how we might head privacy off at the pass.

Competencies: 1.5, 1.6, 2.2, 3.5, 3.6, 4.4

R E A D I N G S

Artificial Intelligence Poses a Greater Risk to IP Than Humans Do, Bradford Newman, TechCrunch Dec.31., 2015
https://techcrunch.com/2015/12/31/artificial-intelligence-poses-a-greater-risk-to-ip-than-humans-do/

Human Error, not artificial intelligence, poses the greatest threat
https://www.theguardian.com/technology/2019/apr/03/human-error-not-artificial-intelligence-poses-the-greatest-threat

The long read: Can we stop AI outsmarting humanity?
https://www.theguardian.com/technology/2019/mar/28/can-we-stop-robots-outsmarting-humanity-artificial-intelligence-singularity

Google's AI Plans are a Privacy Nightmare, Wm.Turton, Gizmodo, 10/04/16
http://gizmodo.com/googles-ai-plans-are-a-privacy-nightmare-1787413031

Privacy is Completely and Utterly Dead, and We Killed It, Jacob Morgan, Forbes, Aug .19, 2014
https://www.forbes.com/sites/jacobmorgan/2014/08/19/privacy-is-completely-and-utterly-dead-and-we-killed-it/#204e2b8731a7

Privacy is Dead: the Future is Fabulous, Richard Aldrich, YouTube, 2015, 16:14min.
https://www.youtube.com/watch?v=M11nmdKdKV8

Wearable Computing and the Veillance Contract: Steve Mann, TEDxToronto
https://www.youtube.com/watch?v=z82Zavh-NhI

AI Lawyer "Ross" Has Been Hired by Its First Official Law Firm, Futurism
https://futurism.com/artificially-intelligent-lawyer-ross-hired-first-official-law-firm

T A S K S

➤ Assignment #4 – (25%), Due date: Sunday, July 19, 2017

  ○ Description: Write a 3500-4000 word essay on a privacy topic selected in consultation with the instructor.

> ➢ Quiz - Mod 9-10: (Last) Quiz opens: Sun., July 12 at 12noon; Quiz closes Sun., July 19 at 12noon
>
> ➢ Lesson 11 Discussion due July 19, 2020

MODULE 12: FOSTERING A CULTURE OF PRIVACY IN YOUR ORGANIZATION
JULY 20 – JULY 26, 2020

What does the future hold for the continuing evolution of privacy? Can organizations speculate and account for where privacy impacts are heading? In this module, we will discuss how we might head privacy off at the pass.

Competencies: 1.5, 1.6, 2.2, 3.5, 3.6, 4.4

READINGS

Excerpts from *The Circle*, David Eggers.

Excerpts from Privacy by Design©

TASKS

> ➢ Lesson 12 Discussion due July 26, 2020
>
> ➢ SRIs for Part 1 – July 23 – 29

HALIFAX INTENSIVE
FRIDAY, AUGUST 7 – SATURDAY, AUGUST 8, 2020

Online – details will be posted in advance of the session. (You must be registered for Part 2, MGMT 5111 to access)

READINGS

TBD

TASKS

SRIs for Part 2– August 8 – 14
Access to this site ends September 30, 2020

NOTE: further readings on access and privacy legislation may be added to reflect the jurisdictions of students in the class

APPENDIX A – MIM COMPETENCIES FRAMEWORK

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