School of Information Management

INFO 6100 - Information in Public Policy and Decision Making (Winter 2019)
(Cross listed with ENVI 6100 and PUAD 6150)
Mondays, 5:30 pm - 8:30 pm, Room 1014, Rowe Management Building

Instructor: Dr. Bertram H. MacDonald (in addition, members of the Environmental Information: Use and Influence research team will contribute to the course - www.eiui.ca)
Office: 4026 Kenneth C. Rowe Building
E-mail: bertrum.macdonald@dal.ca; Phone: 902 494-2472
Office Hours: by appointment

Note: This syllabus may be subject to minor alteration prior to or during the term.

Description
INFO 6100 (ENVI 6100 & PUAD 6150) addresses the question of how information is used in policy making at local, national, and international levels. While modern policy making prescribes the use of the best available information, evidence-based policy making is relatively new and challenging due in part to the large quantities and types of information that could inform decisions. This course will examine the role of information, arising primarily from various research domains, in policy decisions, and will give particular attention to the interface between research and policy decisions. The course will draw on research-based case studies to illustrate enablers and barriers affecting the use and influence of information.

Prerequisites
There are no prerequisites for this graduate course. This elective course is open to all graduate students in the Faculty of Management and related programs.

Course Objectives
The objectives of this course are to:
1. introduce the concept and practices of evidence-based policy and decision-making;
2. identify current-day practices in the production (types and format) and communication of research-based information;
3. outline and describe activities at the science-policy interface, particularly regarding information pathways;
4. introduce and describe methods of assessing the complex phenomenon of the use and influence of research-based information and publications;
5. identify and assess knowledge management practices applicable to policy and decision-making contexts; and
6. identify and assess best practices for promoting use of research-based evidence in policy and decision-making processes.

**Course/Learning Outcomes**
Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas:
1. the types of research-based information created for and/or used in policy and decision-making;
2. the contexts (e.g., governmental and intergovernmental) in which research may be used in policy and decision making and a variety of perspectives about evidence-based policy and decision-making;
3. the role(s) of research-based information in policy and decision-making contexts;
4. the challenges (enablers and barriers) in facilitating use of research-based information in policy and decision-making;
5. the complexity of measuring use and influence of information; and
6. application of best practices in promoting wider awareness and use of research-based information in policy and decision-making.

**Information Technology**
A Brightspace course site will be used to complement the in-class activities. Copies of selected course documents and discussion boards will be available at this site.

**Instructional Methods**
Instruction in this course will include lectures, cases, and class discussion. When appropriate, guest speakers will be featured. Students will prepare for, and engage in discussion of, concepts and ideas presented in class through readings and cases.

**Text**
While a text has not been selected for this iteration of the course, the following book is informative and selected chapters will be used:


**General Resources**
The literature on evidence-based decision-making and the use of information and knowledge in public policy is large and growing. The following two resources may prove helpful during the course

Alliance for Useful Evidence - www.nesta.org.uk/project/alliance-useful-evidence
International Network for Government Science Advice (INGSA) - www.ingsa.org
Methods of Evaluation

Students will be evaluated in this course in the following manner:

*Paper # 1 — Seminar — 15%*
Students will work in assigned teams to present a seminar based on the weekly themes of the course. Further guidelines are provided separately.
Due date: variable (beginning date depends on class registration)

*Paper # 2 — Review of a Policy Document — 15%*
Students will select a policy document (from an assigned list) and provide a five-page assessment of the policy noting particularly how research-based information informed the preparation of the document. Further details are provided separately.
Due date: Monday, 28 January 2019

*Paper # 3 — Briefing Memo or Letter to Newspaper (or other Media)— 20%*
Students will prepare either a two-page briefing memo for a policy context or a letter to a newspaper (or other media). The objective of either submission will be to explain a scientific issue at a level that non-experts can understand. Further guidelines will be provided separately.
Due date: Monday, 4 March 2019

*Paper # 4 — Essay — 35%*
Students will write a 4,500-word essay on a topic selected in consultation with the instructor. Further guidelines will be provided separately.
Due date: Monday, 8 April 2019 [one week after the last class]

*Participation — 15%*
This course involves considerable reading and consideration of topics about information as they relate to research-based information in policy and decision-making. Students are encouraged and expected to actively participate in the discussion of each of the themes of the course. In general, students’ participation will be assessed on the following criteria: class attendance, completion of assigned readings, extent of participation in class discussions, and adherence to course deadlines. *Attendance at classes alone is not sufficient for satisfactory participation in this course.*

**Participation Evaluation Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighting</th>
<th>Indicators</th>
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<tr>
<td>Preparation</td>
<td>40%</td>
<td>The student demonstrates consistent preparation for class; readings are always completed and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)</td>
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### Class Policies

#### Attendance
Class attendance is required and is included in the participation mark. Attendance records will be kept by the instructor. Students are expected to contact the instructor (preferably by e-mail) if they cannot attend a class, must arrive late, or leave early.

#### 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 below). 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 for each such late assignment.

#### Missed or Late Academic Requirements due to Student Absence
Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time AND by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only two separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

#### Citation Style
This course uses APA style for bibliographic citations and references as well as rules governing the presentation of the text. See further details below.
School of Information Management Grading Policy

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Demonstrates original work of distinction.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Demonstrates high-level command of the subject matter and an ability for critical analysis.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Demonstrates above-average command of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Demonstrates average command of the subject matter.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Demonstrates acceptable command of the subject matter.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Demonstrates minimally acceptable command of the subject matter.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
<td>Unacceptable for credit towards a Master’s degree.</td>
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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](http://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 902 494-2836 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 — Faculty of Management

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 now 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 Academic 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 SafeAssign anti-plagiarism 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.

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).

Instructions for Assignments
Assignments are due by 5:00 pm on the dates indicated, and should be submitted in print format.

For all assignments, pay very close attention to the instructions provided. Assessment will be based on adherence to the instructions and on the quality of the submissions (including logical flow, critical analysis, and clear, unambiguous presentation of ideas). In addition, follow the general guidelines outlined below:

- *Always* include a title page, with an appropriate title. “Briefing memo” is not an appropriate title, for example. Do *not* place a running header and page number on the title page even though the style rules (noted below) may state this practice should be followed.
- All pages in documents (except the title page, which is *not* included in the numbering) must be numbered.
- As noted above, all documents submitted in this course must follow the style rules (text and bibliographic styles) as outlined in *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association, 2010. **NOTE:** Failure to adhere to the rules of the selected bibliographic style will lead to a grade category deduction assigned to a submission.
  A Quick Guide for APA styles has been prepared by the Dalhousie University Libraries, which is available at the Libraries website as well as in the Brightspace site for this course. In addition, a document, titled “Writing Tips,” is available in the course site to provide guidance on some common APA style matters.
- Any text or paraphrase taken from a published work must be attributed using the correct citation rules. Keep in mind that acknowledgement of another writer’s ideas or arguments is needed even if you do not use the exact same words in expressing those ideas or arguments. For further information see Dalhousie’s policy on Intellectual Honesty (noted above) and the School’s policy on academic offenses (noted above).
Course Schedule
Copies of readings may be accessed as follows: 1) copies of some readings are posted in the course Brightspace site; 2) journal articles are available online. Most readings are found in journals available via the licences arranged by the Dalhousie University Libraries at http://libraries.dal.ca [search for the title of the journal in “e-journals” at the search interface on the Libraries’ main page], and 3) some readings are available at designated websites.

Week 1—7 January 2019—Introduction to the Course

Topics
What is the purpose of this course? What characterizes contemporary contexts for policy and decision making?

Readings
Nutley, Walter, & Davies: chapter 1.


Week 2—14 January 2019—Decision Making & Policy Development. Evidence-Based Policy: History and Current Day

Topics
What is evidence-based policy and how has it been applied in national and international contexts?

Guest: Dr. Kevin Quigley, Director of the MacEachen Institute of Public Policy and Governance, Dalhousie University

Readings


*Week 3—21 January 2019—Information Production for Development of Public Policy - Part 1: Scientific Information / Social Science Information*

**Topics**
What characterizes scientific and social science information? How is scientific and social science information published and what characteristics (e.g., format) factor in its use in policy and decision making?

**Readings**
Nutley, Walter, & Davies: chapter 2.


**Week 4—28 January 2019—Information Production for Development of Public Policy - Part 2: Health Information / Local Knowledge**

**Topics**
How is health information published and what characteristics (e.g., format) factor in its use in policy and decision making? In addition, how does local knowledge, traditional knowledge, and other experience factor into policy and decision making?

**Readings**


Riley, R., & de Nazelle, A. (2019). Barriers and enablers of integrating health evidence into transport and urban planning and decision making. In M. Nieuwenhuijsen & H. Khreis (Eds.), *Integrating human health into urban and transport planning* (pp. 641–654). Cham: Springer International Publishing. Retrieved from [https://doi.org/10.1007/978-3-319-74983-9_31](https://doi.org/10.1007/978-3-319-74983-9_31)


Week 5—4 February 2019—The Science-Policy Interface

Topics
As an example of the research-policy interface, what characterizes the science-policy interface?

Readings


Week 6—11 February 2019—Communication of Research Information 1: - Information Pathways & Models

Topics
What are the pathways of research-based information in policy and decision-making contexts? What models describe this activity?
**Readings**

Nutley, Walter & Davies: chapter 3.


**Winter Term Break** - 18-22 February 2019

**Week 7—25 February 2019—Communication of Research Information 2: - Enablers and Barriers**

**Topics**

What factors enable or prevent the communication of research-based information in public policy contexts?

**Readings**

Nutley, Walter, & Davies: chapter 5.


https://doi.org/10.1057/s41599-017-0054-8

https://doi.org/10.1139/cjfas-2017-0305


**Week 8—4 March 2019—Role of Public Consultations / Advisory Processes**

**Topics**
What is the role of public consultations and other advisory processes in policy and decision making? How does research-based information factor in these activities?

**Readings**


https://doi.org/10.1016/j.erss.2017.02.007

**Week 9—11 March 2019—Role of News Media / Social Media**

**Topics**
What is the role of the news media and contemporary social media in promoting awareness and use of research-based information? What happens when the information is “fake”?

**Readings**


Week 10—18 March 2019—Measuring the Use and Influence of Research-Based Information

Topics
What models describe the research-policy relationship? How can we assess research use in policy and decision making contexts?

Readings


Week 11—25 April 2019—Improving Use of Research-Based Information in Policy Contexts

Topics
Based on the earlier themes of the course, what actions could be taken to improve the use of research-based information in policy contexts? What recommendations can be made for best practices regarding increased awareness and use of research-based information?

Note: A portion of this class will be devoted to brief presentations by students about the essays they will submit for Paper # 4
Readings


Richards, G. W., & Carruthers Den Hoed, R. (2018). Seven strategies of climate change science communication for policy change: Combining academic theory with practical evidence from science-policy partnership in Canada. In W. L. Filho, E. Manolas, A. Azul, U. Azeiteiro, & H. McChie (Eds.), *Handbook of climate change communication. Volume 2. Climate change management* (pp. 147–160). Cham: Springer. [https://doi.org/10.1007/978-3-319-70066-3_11](https://doi.org/10.1007/978-3-319-70066-3_11)

Week 12—1 April 2019—Course Wrap-Up: What Have We Learned?

Topics
What has this course taught us about the role of information in public policy and decision making?

*Note: A portion of this class will be devoted to brief presentations by students about the essays they will submit for Paper # 4*