Information systems and technologies are used extensively for information management in organizations. Notions of architecture are introduced to help manage the complexity of information management and the numerous systems in an organization. This course examines various notions of information architecture, systems architecture, and organizational architecture, and their inter-relationships and interactions. Examples will be drawn from a wide variety of systems types, such as workflow systems, document management systems, content management systems, enterprise (ERP) systems, customer relationship management (CRM) systems, and data warehousing and business intelligence (BI). Issues will include dealing with legacy and change, enterprise-wide interoperability and beyond (e.g., e-commerce), convergence of information content and processing, and support for knowledge management. Frameworks and techniques for architectural modeling, analysis, and design will be considered.

Course objectives

- To acquire a good understanding of the issues and challenges in the use of information technologies and systems in managing information in organizations.
- To be able to analyze specific types of IT systems in terms of their capabilities and limitations, organizational contexts, and future directions.
- To understand the interplay between information technologies and changes in organizational structures and business models.
- To study the concepts, methods, and frameworks of enterprise architecture advocated for effective information management.
- To learn about how strategy, policy, and standards are manifested in or exercised through information management practices and systems, including issues of compliance, governance, and business-IT alignment.
- To study current developments in digital transformation and how the latest information technologies are transforming organizations.

Course learning outcomes

At the end of this course, students will be able to:
• analyze a wide range of information systems and technologies to understand how they contribute to information management in organizations (Assignment 1)
• understand how conceptual frameworks such as those in enterprise architecture can help manage complex issues in information management (Assignment 1, 2 and 3)
• appreciate the different roles and specialized skills needed for enterprise information management, and how they complement each other. (Assignment 2 and 3)
• apply conceptual frameworks for information management in realistic settings (Assignment 2 and 3)
• apply alignment concepts to address information management architectures (Assignment 3)

Relationship between Course Learning Outcomes and Program Learning Outcomes
This course helps students understand and be conversant in the role of information systems in managing information in organizations (Program Outcome 1). Students develop an understanding of the application of new technological developments, particularly digital technologies, in organizational and business settings (Program Outcome 5). The course helps students acquire learning skills through integration of material from diverse sources, and by applying learned concepts in realistic case studies, preparing them for life-long learning (Program Outcome 6).

Who should take this course
This course should be of interest to anyone planning to work in (or already working in) large organizations and institutions dealing with a variety of information types, supported by different kinds of computer-based information systems, and subject to organizational or external policies and standards. For the research-oriented student, there are many open problems that can lead to thesis topics.

Format
The course is organized around lectures, readings, case studies, in-class and online discussions, presentations, and student peer reviews and critique. The subject area encompasses a wide swath of material. The scope and coverage will likely be adjusted according to the interests and needs of the class.

Prerequisites
Students should have a general understanding of information systems and technologies, e.g., from an introductory course on information technology applications such as INF1003, and/or experience using, designing, or managing information systems. INF1341 (systems analysis and innovation), INF1343 (database design), and INF1342 (system requirements and architectural design) are recommended as complementary to this course, either before or after taking this course.

COURSE SCHEDULE
Readings shown in smaller font (10pt) are supplementary readings.

Week 1 (Jan 13)  Course overview.
Course overview. Impact of IT/IS on organizations and industry sectors.

Readings:

Supplementary:

Week 2 (Jan 20) Information & IT Systems in the Enterprise
The evolving landscape of IT systems for enterprise information management.

Readings:
Evolving and emerging technologies

Supplementary:

Organizational fabric and architectures

Supplementary:

Enterprise Architecture

Supplementary:
Week 3 (Jan 27)  **Enterprise Architecture**

Systematic methods and approaches for managing information and systems in enterprises.

Readings:

Enterprise Architecture Frameworks


Supplementary:


Enterprise Architecture modeling


Supplementary:


Week 4 (Feb 3)  **Business Architecture & Strategy**

Notions of business architecture.

A1P presentations:  *(Schedule of topics to be determined after teams sign-up).*

Readings:

Business architecture


Supplementary:

Strategy


Supplementary:


Business capabilities


Supplementary:


**Week 5 (Feb 10)** Business Model Innovation

How does your organization create and deliver value to the people it serves? How does it leverage the internet to obtain or disseminate information, and to exchange value in a value network? How are competitors innovating or reshaping their value networks?

**A1P presentations:** (Schedule of topics to be determined).

Business models


Supplementary:


Business Ecosystems

Supplementary:

Assignment 1W due February 14 Monday

Week 6 (Feb 17) IT Management and Governance
How can policies be exercised through IT systems? How can information systems and processes be managed and governed effectively? How can an organization take advantage of information technologies in formulating or pursuing its strategies? Should strategy drive IT or should technology drive strategy?

A1P presentations: (Schedule of topics to be determined).

Readings:
IT management, compliance, and governance

Supplementary:
• COBIT An ISACA Framework.

Social responsibility

Supplementary:

No class on Feb 24 – Reading Week
Week 7  (Mar 3)  Digital Transformation and Innovation  
Current developments in IT-enable transformation and digital innovation.

A1P presentations:  (Schedule of topics to be determined).

Readings:

Supplementary:
- PwC. Retail Banking 2020: Evolution or Revolution? 44p (read first half)

Week 8  (Mar 10)  Alignment; Guest Speaker

A1P presentations:  (Schedule of topics to be determined).

Readings:
- Alignment

Supplementary:
Business Motivation/Strategy modeling

Supplementary:

Assignment 2 due March 14 Monday

Week 9 (Mar 17) Enterprise Agility and Resilience; Guest Speaker
Information management in highly dynamic environments.

Readings:
Agility and Resilience

Supplementary:

Enterprise Data Science

Supplementary:
- GR4ML website
**Week 10** (Mar 24)  **Multidisciplinary perspectives on IM challenges; Future Directions**

Why is it hard to manage information in an organization? What are the different dimensions and aspects?

**Expert panel: "Data-Driven Enterprise - Prospects and Realities"**

**Readings:**

**Supplementary**

**Week 11** (Mar 31)  **Assignment 3P presentations**

**Week 12** (Apr 7)  **Assignment 3P presentations**

**Assignment 3W due Monday April 11.**

*N.B. Changes to this schedule will likely be made, with appropriate notice given. Additional or alternate readings may also be assigned.*

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**Course requirements**

**Assignment 1 (5 person teams): Analysis of a type of organizational information system or technology from architectural perspectives.**

Analyze one type of IT system or technology from business, organization, information, and systems architecture perspectives. The types of systems may include: business process management systems, enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, enterprise content management systems, data warehousing, business intelligence, and others. Additional technologies may include big data analytics, social
media and social analytics, mobile and location-aware applications, cloud computing, and Internet of Things. Each team will analyze a different type of system or technology. This assignment will be submitted in two parts.

(8%) 1P: In-class presentation and discussion (via Zoom and will be recorded). The presentation dates for each topic are to be determined after teams sign up. Slides are to be posted on Quercus 24 hours in advance and will be available to the class for critique and discussion and as resources for subsequent assignments.

(12%) 1W: Written Report. Approximately 12 pages of text, plus figures and references. The report must include a brief statement of individual contributions.

Assignment 2 (5 person teams): An enterprise information management case study - analyzing the current state.

This assignment will analyze the current state of a real organization from business, organizational, information, and application systems perspectives. The same organization should be used for Assignment 3. In case access to a real organization is not possible, a fictitious organization constructed from the literature may be used.

(15%) The deliverable is a written report – 10-12 pages of text, plus figures and references. The report must include a brief statement of individual contributions.

Assignment 3 (5 person teams): Aligning business, organization, information, and systems architectures.

In this assignment, you will propose a plan for information management, aligning the business, organization, information, and application systems architectures of the enterprise. The plan should cover a time horizon over several years, considering the impact of digital transformation. Issues of legacy, evolution, and sustainability should also be considered. Deliverables include a presentation and a final report.

(15%) 3P: In-class presentation and discussion (via Zoom and will be recorded). There will be designated discussants for each presentation.

(25%) 3W: Final Report. 15-18 pages of text, plus figures and references. The report must include a brief statement of individual contributions.

(25%) Participation: in-class (5%) and online (20%). Class notes and summaries of readings posted on the Discussion Forum will be counted towards online participation grade. Students will be graded on the overall quality and quantity of their in-class and online participation. Details will be announced on Quercus.
Questions to instructor
Questions to the instructor should be posted on the Quercus discussion forum designated for this purpose, not sent by email. Read responses in this forum for clarifications on assignments. Subscribe to the Quercus discussion forums to keep up to date.

Group work
In group work assignments, team members are expected to work closely with each other and to coordinate their work throughout. While team members may attend to different aspects or portions of the assignment, each member is expected to be able to explain and defend all parts of the assignment. It is essential that you keep each other updated on your work, and about any break in availability. You should start early to review and discuss each other's work and to integrate, and to ensure overall quality. Be prepared to do several rounds of improvements and editing before the report (or presentation) is ready for final submission.

In addition to the brief statement of individual contributions that you will include with your assignment, each student will be asked to fill out an online form to indicate the contribution of individual members of your team to the team work. Individual members may receive different grades on group work assignments depending on contributions. The instructor should be notified immediately if there is any indication that a team member is not contributing fully. All team members are jointly responsible for the collaborative process and the resulting deliverable. Here is a quick guide to effective group work.

Grading
Please consult the iSchool’s:
- The Guidelines on the Use of INC, SDF, & WDR: http://www.sgs.utoronto.ca/facultyandstaff/Pages/INC-SDF-WDR.aspx

These documents will form the basis for grading in the course.

Late Policy
There will be a penalty of half a letter grade for every 24 hour period an assignment is submitted after the specified due date and time. For example, a B+ becomes a B+/B if submitted on the day after the due date, a B if submitted on the second day after the due date. Requests for extensions will only be considered for medical reasons with doctor's note. The request must be received before the due date.

Use of Ouriginal
“Normally, students will be required to submit their course essays to Ouriginal.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Ouriginal.com reference database, where they
Writing support
Please review the material you covered in the Cite it Right workshop [https://inforum.library.utoronto.ca/workshops/cite-it-right-0], familiarize yourself with this site [http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize] (about plagiarism) and UofT’s plagiarism policy [http://www.sgs.utoronto.ca/current/plagiarism.asp], and consult the SGS writing centre [http://www.writing.utoronto.ca/writing-centres/graduate-students] or the UC writing centre [http://www.uc.utoronto.ca/writing-centre], if necessary.

Academic integrity
Please consult the University’s site on Academic Integrity http://academicintegrity.utoronto.ca/. The iSchool has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of the University’s Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf. You should acquaint yourself with the Code. Please review the material in Cite it Right and if you require further clarification, consult the site How Not to Plagiarize http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize. Cite it Right covers relevant parts of the U of T Code of Behaviour on Academic Matters (1995). It is expected that all iSchool students take the Cite it Right workshop and the online quiz. Completion of the online Cite it Right quiz should be made prior to the second week of classes. To review and complete the workshop, visit the orientation portion of the iSkills site: https://inforum.library.utoronto.ca/workshops/orientation

Accommodations
Students with diverse learning styles and needs are welcome in this course. If you have a disability or a health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office http://www.studentlife.utoronto.ca/as as soon as possible. The Accessibility Services staff are available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let them and I know your needs, the quicker we can assist you in achieving your learning goals in this course. Academic Dates: https://ischool.utoronto.ca/current-students/academic-resources/academic-calendar/

Statement of Acknowledgement of Traditional Land:

The following is the University approved land acknowledgment statement for official ceremonies (Ceremonial Committee, Governing Council):

“I (we) would like to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.”
See also, the Faculty of Information’s Commitment to the Findings and Call for Action of the Truth and Reconciliation Commission (approved at the Feb. 4, 2016 Faculty Council):

**Information about iSchool Workshops:**

The following workshop series are exclusively available to the iSchool community. iSchool professors, Inforum librarians, current students, alumni, and a collective of professionals and academics from each program and concentration, work together to create these unique rosters.

Together with the MMSt and MI curricula, these academic, professional, and technical iSkills workshops provide a robust information and heritage graduate educational experience.

**iSkills Workshops:** [https://inforum.library.utoronto.ca/workshops/iSkills](https://inforum.library.utoronto.ca/workshops/iSkills)

In an effort to ensure your success at the iSchool, key information and skills that all iSchool students must possess, regardless of program or concentration, are covered in these online orientation workshops.

**Orientation Workshops:** [https://inforum.library.utoronto.ca/workshops/orientation](https://inforum.library.utoronto.ca/workshops/orientation)

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