Enabling Innovation in the Public Sector
Information Technology Innovation in the Public Sector

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Course Purpose and Overview
This course introduces students to the complexities of public sector information technology decision making and to a set of analytical tools and techniques for identifying and managing those complexities. The course provides an overview of the management, policy and technology challenges faced by organizations engaging in information technology innovation and it introduces a formal methodology for making IT investment decisions. The methodology includes tools and techniques for problem definition, stakeholder analysis, process analysis, best and current practices research, technology awareness, and business case development. Students will also be exposed to current relevant digital government research. Students will engage in a field project with a government partner and produce a business analysis of a selected information or information technology problem.

By the end of this course, students will be:
1. Be familiar with a set of analytical tools used in critical decisions-making scenarios
2. Begin to build an understanding of how policy, management, data, and technology interact to influence innovation decisions.
3. Be exposed to current digital government research and practice.
4. Demonstrate through their field work the skills they have gained through the lecture and practical exercises provided throughout the course.

Course Organization
Classroom sessions will initially focus on the complexities of information technology decision making in the public sector. The format of these sessions will include lectures, exercises and case discussions about strategies for managing IT decision making in government. A number of guest lecturers will provide overviews of specific tools as well as provide other perspectives about information technology in government.

Class assignments and readings will generally be posted on the class Blackboard site. A number of short assignments will be given to orient students to the various discussions in both the academic and practitioner publications related to information technology investment decision making.

The primary assignment for the course is the semester long field project. The project is introduced during the early weeks of class. Interim reports of activity on the project, group presentations, a final written report and a team final paper will be required during the semester. See below for more details.

Semester Project
The semester project is designed to provide students with an opportunity to work with a university or government partner in applying various business analytic tools and techniques including the
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CTG's Smart IT methodology. Project teams will be formed and assignments made by the instructor. Teams will be assigned the responsibility of applying the relevant tools toward the development of a final report for the project they have been assigned. The semester project is 50% of the grade for the course.

Deliverables related to the project work

Four specific deliverables are required:

Preliminary presentation - This is a 10 minute presentation to the class with 5 minutes for questions. This presentation should provide a preliminary assessment of your project context based on first meetings with the project agency and an overview of the plan for moving forward.

Interim presentation - This is a 20 minute presentation to the class with 10 minutes for questions. This presentation should include an activity report and a summary of the results up to this point as well as plans for the remainder of the semester. It should include any issues, barriers, and enablers that have emerged in the project. Sharing draft sections of the final report is encouraged.

Final presentation - Final presentations are held during the last week of class. This formal presentation will take place at the agency to enable staff beyond the agency team you have worked with to be present. This is a 30 minute presentation with 10 minutes for questions. This presentation is an overview of the final product delivered in a format appropriate for agency leadership. The presentation must include highlights of the business case analysis and recommendations. The presentation must be designed to orient agency unit leadership to the problem and its characteristics and to highlight recommendations based on the analysis produced by the team.

Final Written Report – This is the written product for the semester project. The audience for this final document is the agency sponsor. This document must be written as a professional report rather than a course paper and contain an executive summary, an introduction, background research, method, findings, recommendations and appendices, as appropriate. The design of the report will be developed through discussions with the instructors based on the specific focus of the team’s assigned project. This document is due at the final presentation. Further discussion about this report will be held in class.

Important Dates related to the Semester Project

- Preliminary Presentation Oct 1, 2018
- Interim Presentation Nov 5, 2018
- First Draft Business Case Nov 19, 2018
- Final Draft Business Case Dec 3, 2018
- Final Draft Presentation Dec 10, 2018
- Final Agency Presentation Dec 17, 2018 Time to be determined
- Final Business Case and Presentation Dec 17, 2018
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Student Evaluation and Grading – See attached Rubric 2018 (Handed out in class)
Grading will be based on the course components as follows:

- Class preparation and participation in class 20%
- Various short assignments 30%
- All activities related to project and the final report and presentation 50%

Time commitment for this course
This is a four-credit graduate course. Therefore, you should plan on spending four hours per week in addition to the time in class for class work and project work assignments. In the beginning you may find that you spend less than four hours per week but as time progresses in your project work you will find additional time required. You will need to be the manager of your time and schedule to meet the demands of this class.

Course Policies
Teamwork is essential to the success of the semester project. A successful project depends on each member of the team being responsible to their teammates and available for team activities and on each member of the team assuming their “fair share” of the work and responsibility. Each team must work to identify what that means given their particular project and their mix of interests and skill sets. The instructor is available for advice in this regard.

All teams experience some conflict. In this course conflict tends to come from differences in understanding of the problem, the environment, how tools can be employed, and the best way to present findings. Some conflict also emerges when individual team members do not carry their weight. It also sometimes occurs when team members assume too much responsibility and authority. Any team finding that a member is erring in either direction unwilling to assume an appropriate and equitable amount of responsibility or assuming too much should let the instructor know as soon as possible. Success depends on the ability to commit as individuals to the development of the highest quality team product. Students will be graded on their teamwork, on the various interim products and on the final products related to the semester team project. We will be using a Team Evaluation process as part of this evaluation. Please review that folder on MyAlbany Blackboard so you are aware of your responsibilities as a team member and an evaluator.

Plagiarism or cheating will result in a failing grade for the whole course. In addition, as instructor, I will pursue further disciplinary action at the University level. For the purposes of this course, the following are taken as evidence of plagiarism or cheating:

- Material reproduced from another source without any or adequate citation.
- Evidence of collaboration between students on an in-class or take-home assignment that was intended to reflect individual effort.

Your work may be subject to computerized analysis to discover whether materials have been taken from on-line sources or to determine statistically whether answers are more similar than random chance would allow.

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This is an important ethical issue that I take very seriously. If you have any questions about this course policy, you should ask me for any clarification that you need.

Use of electronic devices such as cell phones, smart phones and laptops, in class is permitted **ONLY** for educational purposes.
You can use cell phones, smart phones, or laptops during class **ONLY** for educational purposes, such as taking a note and using it to search a particular item for in-class activities. If I find it distracting, I will ask you to put it away. If you carry a portable electronic device to class, please make sure that it is turned off or silent. If you need to make a phone call, text a message, check your e-mail, etc., please leave the class to do this so that you will not disturb others in the class. Please see me if you have any questions about this policy.

Graduate Policy on Incompletes
Please refer to [https://www.albany.edu/graduatebulletin/requirements_degree.htm#graduate_grades](https://www.albany.edu/graduatebulletin/requirements_degree.htm#graduate_grades)

Reasonable Accommodations
Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 130, 518-442-5490, DRC@albany.edu). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

Standards of Academic Integrity and Conduct
This course conforms to the University academic integrity expectations and regulations. For further information, please refer to: [https://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity](https://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity)

Course Prerequisites
- PAD 500
- PAD 503
- PAD 506
- PAD 507
- Or the approval of the instructor

Required Reading
In addition to the readings listed with each module in MyAlbany Blackboard
- Making Smart IT Choices [http://www.ctg.albany.edu/publications-guides/smartit2](http://www.ctg.albany.edu/publications-guides/smartit2)

Additional readings will be assigned as the course progresses.