



Culverhouse

College of Commerce

Faculty Executive Board Meeting
February 21, 2018
10:00-12:00
Dean's Conference Room

Attendees: **Members Present:** Dr. Steve Buchheit, Dr. Ron Dulek, Dr. Peter Magnusson, Dr. Volodymyr Melnykov, Professor Joyce Meyer, Dr. Robert McLeod, Dr. Paul Pecorino, Dr. Uzma Raja, Dr. Ed Schnee.

Others Present: Dr. Jonathon Halbesleben, Dr. Dave Heggem, Ms. Danielle Clarke, and Mrs. Kati Hardemon (serving as recorder).

Dr. Schnee opened the meeting at 10:00 am.

- 1. New Course Proposals for MIS 460, 462, 464, and 466 Approved by UPC** – MIS 464 and 466 were sent to the UPC committee and approved, but the Masters Committee has not voted on the cross listed 564 and 566 portions of the proposal. Dr. Schnee suggested that the FEB only vote on the MIS 460 and 462 courses and wait to vote on the others until we have approval from the Masters Committee. A Motion was made by Dr. Raja to approve MIS 460 and 462, and was seconded by Dr. Dulek. **The FEB voted unanimously for approval of this motion.**
- 2. Remove MGT as a prerequisite for MGT 386** - MGT 300 has been changed and the Management department feels the prerequisite is no longer beneficial. A motion to approve this change as non-substantive was made by Dr. Dulek and seconded by Professor Meyer. **The FEB voted unanimously for approval of this motion.**
- 3. Revised Absence Policy** – This is a policy that has had language updates as well as updates to the procedural components of the policy to make them clearer. The changes also clarify which forms must be completed and bring the policy into compliance with academic qualifications policies and ethics laws. The FEB suggested several changes to the overall tone of the document as it seemed to discourage the practice of teaching at another Universities. **A vote on the revised policy was tabled pending revisions.**
- 4. Counting Courses toward Multiple majors/degrees** – Currently there are areas in the college where students are able to double-count many courses across majors or specializations and take only a few additional courses to meet the requirements of an additional minor or specialization. There is not a formal university or college policy on the issue. A motion was made by Dr. Dulek and seconded by Dr. Magnusson to ask the Undergraduate Programs Committee to review the issue and offer a recommendation. **The FEB voted to approve this motion unanimously.**

5. **Updates from the Dean's Office**

- Faculty Senate – With increased faculty the college will add an additional member for 2018
- AACSB report - will be sent out to faculty and staff
- Faculty Positions – we are in the process of putting together new faculty positions for next year. As with last year, we will be looking for more senior faculty members in the four UA strategic priority areas.
- The MSBSA notice to submit a proposal (NISP) was approved by the Board of Trustees and will now go to the Alabama Commission on Higher Education
- The College name change was also approved by the Board of Trustees; the name will become the Culverhouse College of Business. Information about implementation of the name change will be released as it becomes available.
- The College has selected an architect and the selection has been approved.

6. **New Business – Journal List Policy Proposals** – The college research committee has come up with a proposal to address publications in journals not on the college journal list and approved the proposed by a vote of 4-1. If approved by FEB and the Faculty, the proposed process could be used for the upcoming annual evaluation process. As new business, a vote was not taken; FEB was asked to review the proposal in order to take a vote at the next meeting.

The meeting was concluded at 11:45 pm

MIS 460 Applied Cyber Security

Course Description

This course examines management issues and practical implications related to securing information systems. This course focuses on the Threat Environment, security Policy and Planning, Cryptography, Secure Networks, Access Control, Firewalls, Host Hardening, Application Security, Data Protection, Incident Response, and Networking and Review of TCP/IP. A clear theoretical understanding supports a large practical component where students learn to use contemporary security software to secure and assess information systems and network infrastructure using a hands-on approach.

Course Prerequisites and Co-Requisites

None

Learning Objectives

Upon the completion of this course, the student will be able to:

1. Understand the core concepts of networking and TCP/IP.
2. Explain orally and in writing key security concepts related to IT security so that a lay person in the IT field could easily understand.
3. Use IT Security jargon and acronyms correctly and can translate technical articles into plain English.
4. Examine and understand current security related issues by selecting and understanding relevant articles in selected current periodicals.
5. Make intelligent, reasonable, thoughtful, and accurate decisions about IT security, vulnerabilities, and legal issues.
6. Use a small number of contemporary security software to protect and assess information systems and network infrastructure and obtain a high-level understanding of a larger number of security tools.

Required Texts or Materials

Corporate Computer Security 4th Edition by Randy J. Boyle and Raymond Panko and Applied Information Security: A Hands-On Guide to Information Security Software 2nd Edition by Randall J. Boyle and Jeffrey Proudfoot

MIS 462 Behavioral Cyber Security

Course Description

This course is intended to provide students with a solid foundation of information security management, with an emphasis on its human element. As part of this understanding, we will explore how humans, as employees of an organization and consumers of organizational products and services, perceive threats to themselves, their digital assets, their privacy, and to their organizational affiliations. We also explore how these perceptions are operationalized in their behaviors as organizational insiders, serving to either undermine or facilitate security management practices.

Course Prerequisites and Co-Requisites

None

Learning Objectives

Upon the completion of this course, you will be able to:

1. discuss key information security concepts
2. evaluate how people, technology and organizational policies interact to safeguard an organization's information resources
3. describe the danger of humans as insider threats to organizational security
4. apply social and psychological theories and principles to analyze how employees consider risk and the actions required to mitigate or avoid it
5. analyze policies and procedures for achieving high degrees of compliance among employees

Required Texts or Materials

Management of Information Security 5th Edition, Michael E. Whitman | Herbert J. Mattord, 2017

In addition to the required textbook, the following HBR cases are required:

Courtney, H., Kirkland, J., and Viguerie, P. "Strategy under Uncertainty," *Harvard Business Review* (75:6) 1997, pp 66-80.

1. Dube, L. "Autopsy of a Data Breach," *International Journal of Case Studies in Management* (14:1) 2016, pp. 1-8.
2. Esteves, J., Ramalho, E., and De Haro, G. "To Improve Cybersecurity, Think Like a Hacker," *MIT Sloan Management Review* (58:3) 2017, pp. 71-77.
3. Dang-Pham, D., Pittayachawan, S., and Bruno, V. "Impacts of Security Climate on Employees' Sharing of Security Advice and Troubleshooting: Empirical Networks," *Business Horizons* (59:6) 2016, pp. 571-584.
4. Bulgurcu, B., Cavusoglu, H., and Benbasat, I. "Information Security Policy Compliance: An Empirical Study of Rationality-based Beliefs and Information Security Awareness," *MIS Quarterly* 34(3) 2010, pp. 523-548.

5. Warkentin, M., and Willison, R. "Behavioral and Policy Issues in Information Systems Security: The Insider Threat," *European Journal of Information Systems* (18:2) 2009, pp. 101-105.

MIS 464 Organizational Security Management (under-graduate)

Course Description

The course is intended to teach students how to develop and apply an information security management plan to an organization. Topics include governance and security policy, threat and vulnerability management, incident management, risk management, information leakage, crisis management and business continuity, compliance management, and security awareness and security implementation considerations. Students will also be exposed to the national and international policy and legal considerations related to cybersecurity and cyberspace such as privacy, intellectual property, and cybercrime.

Course Prerequisites and Co-Requisites

None

Learning Objectives

Upon the completion of this course, the student will be able to:

1. Understand the strategic importance of effective, interdisciplinary, and multifunctional organizational information security governance and information security management program and its execution.
2. Compare various types of organizational information security governance structures, information security management programs, and their critical components.
3. Develop a working knowledge of types of policy, how policy is created, how to manage policy.
4. Understand the importance of compliance and training in information security risk management.
5. Differentiate between stakeholder groups and their respective roles, investment, and interest in an effective organizational information security management program.
6. Assess the ethical, social, environmental, and risk considerations for organizational information security governance.
7. Evaluate the effectiveness and potential application of multiple information security governance structures and information security management programs for variant organizational scenarios with consideration for strategic, operational, ethical, social, environmental, and risk factors.

Required Texts or Materials

Information Governance and Security: Protecting and Managing Your Company's Proprietary Information. Iannarelli, J. G., & O' Shaughnessy, M. O. | Waltham, MA: Butterworth Heinemann, Elsevier, 2015.

We will also discuss the following cases in the classes.

1. McNulty, E. (2017). "Boss, I Think Someone Stole Our Customer Data," Harvard Business Review Case Study.
2. Narayanamurti, V. and Ellis, R. (2015). "The Vulnerability Economy: Zero-Days, Cybersecurity, and Public Policy," Harvard Business Review Case Study.

3. Hooper, V. and Mckissack, J. (2016). "The Emerging Role of the CISO," Harvard Business Review Case Study.
4. Chun, M. Hall, O. and Griffy-Brown, C. (2016). "Cloud Syzygy Technologies: Cloud-Based Computing," Harvard Business Review Case Study.
5. McGee, H. Hsieh, N-H, and McAra, S. (2016). "Apple: Privacy vs. Safety," Harvard Business Review Case Study.
6. Srinivasan, S. Paine, L. S., Goyal, N. (2016). "Cyber Breach at Target," Harvard Business Review Case Study.

Course Assessment

Evaluation of knowledge and understanding of materials will be by written assignments, quizzes, exams, class activity, and group projects.

- 5% class activity
- 10% quizzes
- 20% assignments
- 45% three (3) exams
- 20% team project

Quizzes, assignments, and exams will include objective items (e.g. multiple-choice questions, fill-in the blank, true/false questions, etc.), short answer, and essay items. Each class activity consists of in-class discussion to assess students' understanding of the topics and their abilities to apply their knowledge and skills.

Also, each student will participate in group project (about 4 to 6 students per group) and work on an IS security governance analysis of a selected enterprise. Each group will be required to submit a project paper of detailed findings and recommendations and make a 20-minute presentation. A well-written report is required to let students demonstrate their ability provide a workable solution and consultancy to the business organizations.

MIS 466 Introduction to Cybercrime and Digital Forensics

Course Description

This course introduces the topics of cybercrime and digital forensics. Students will learn different aspects of cybercrime and methods to uncover, protect and analyze digital evidence. They will learn different types of software and hardware tools and use them to perform rudimentary investigations. Cybercrime and digital forensics are increasingly important areas of study. Students will also gain an understanding of evidentiary law from the perspective of first responders. Tools are becoming more powerful and attacks more sophisticated. Consequently, there is a growing need for graduates with the skills to investigate these crimes.

Learning Objectives

The major learning objectives for this course are as follows:

1. The student will understand the role and purpose of digital forensics.
2. The student will understand the legal aspects of cybercrime, evidence collection, and testimony.
3. The student will practice the skills required to be a first responder.
4. The student will demonstrate the ability to acquire a forensically sound image.
5. The student will demonstrate the ability to accurately perform a simple analysis of digital evidence.
6. The student will produce a report of digital evidence analysis and draw logical conclusions based on the evidence.
7. The student will communicate how digital forensics can be applied to organizations for strategic advantage

Required Texts or Materials

1. Johansen, Gerard. Digital forensics and incident response. Packt Publishing Limited, 2017.
2. Carrier, Brian. The NTFS File System.

Assessment

<u>Work product</u>	<u>Weight in Final Grade</u>
Assignments	40%
Quizzes	10%
Exam 1	15%
Exam 2	15%
Final	20%

TO: Ed Schnee, FEB Chair
FROM: Lou Marino, SEI Program Coordinator
RE: Removing MGT 300 as a Prerequisite with Concurrency from MGT 386

Dear Ed,

I am writing on behalf of the Strategy, Entrepreneurship and Innovation group in the Department of Management to request that MGT 300 be removed as a prerequisite with concurrency for MGT 386. MGT 386 has recently been revised and as a result of our program review it was determined that MGT 300 was no longer needed as a prerequisite with concurrency.

Thank you,

Lou Marino
SEI Program Coordinator

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€. ABSENCE FROM DUTY, MISSED CLASSES, AND REPORTING OF CONSULTING AND SUPPLEMENTAL COMPENSATION ACTIVITIES POLICY

Updated August 2000

~~It is the intent of University policy that all classes be met~~ Generally, all classes should meet at the scheduled time and ~~that they be~~ taught by the instructor assigned to the course. On occasion it may be necessary for a faculty member to miss a class. This policy summarizes and expands upon *The University of Alabama Faculty Handbook* requirements relating to missed classes and absence from duty. Because supplemental compensation and consulting activities are sometimes cited as reasons for absence from duty, this document also summarizes reporting requirements and establishes policies relating to missing and rescheduling classes for these purposes.

I. Missed Classes and Absence From Duty

A. The *UA Faculty Handbook* ~~indicates that faculty are expected to conduct their classes as scheduled and seek approval prior to missing class~~ states that, "A faculty member normally must receive prior approval from the department chairperson before missing or rescheduling classes." (Chapter 5, section III) (<http://facultyhandbook.ua.edu/iii-class-scheduling-and-class-attendance.html>)

B. The CCC Policy clarifies and builds upon University policy and requires that with the exception of emergencies faculty must receive prior approval to miss or to reschedule a regularly scheduled class.

BC. Submission of a properly completed "CCC Coverage Approval Form" (~~See Chapter VIII, Appendix G for form~~) to the Department Head/Director ~~constitutes notice of intent to miss a class and~~ is the appropriate means for requesting prior approval ~~to miss class or other duties~~. Except in unusual circumstances, the form should be submitted at least ~~one two~~ weeks in advance. If the request is approved, a copy of the signed form will be returned to the faculty member in a timely manner, ~~with a copy to the Dean's Office~~.

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CD. Approval generally requires that the class be met at the scheduled time by a ~~suitably~~ qualified substitute instructor ~~or that the class be rescheduled~~ (or offered in another format). ~~Effectively rescheduling a large class~~ Rescheduling of a class requires ~~that all students in the course indicate that they are available during the rescheduled time; rescheduling a class is usually difficult and~~ will not generally be approved.

DE. In the event that an emergency causes a class to be missed, ~~the faculty member should a telephone call~~ inform the department program assistant ~~at the earliest possible time is suggested~~ as soon as possible. The CCC Coverage Approval Form should be submitted as soon as practical following the emergency.

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II. Consulting and Supplemental Compensation

- A. Because supplemental compensation activity may infringe upon a faculty member's teaching, research, and academic citizenship responsibilities, University policy requires prior approval from the Dean or the Dean's designated representative for any such activity. University policy limits the number of supplemental compensation days during any academic year and during the interim term and the summer term for faculty members with teaching assignments during these periods (UA Faculty Handbook, chapter 3, section VII); (<http://facultyhandbook.ua.edu/vii-supplemental-compensation-policy.html>).
- B. It is the policy of the College of Commerce that regularly scheduled classes take precedence over consulting and other ~~supplemental compensation~~ activities, and that faculty should schedule these activities to avoid conflicts with regularly scheduled classes.
- C. ~~For external supplemental compensation activities and for~~ All internal supplemental compensation activities and any externally-compensated activities that exceed \$100 or 1/2 day of time must be approved by the that have standardized approval forms, the signature of the Department Head/Director and the Dean on the appropriate University coordinating supplemental compensation form will constitute prior approval of the activity prior to starting the activity. If the planned activity is expected to result in a missed class or other assigned responsibility, the CCC Coverage Approval Form also must also be submitted and approved by the Department Head/Director.
- ~~D. For supplemental compensation activities that do not have standardized approval forms, prior approval must be obtained from the Department Head/Director and the Dean using the "CCC Supplemental Compensation Approval Form" (See Chapter VIII, Appendix G for form). If the planned activity is expected to result in a missed class or other assigned responsibility, the CCC Coverage Approval Form must also be submitted and approved by the Department Head/Director.~~
- ~~A. D. University policy limits the number of supplemental compensation days during any academic year and during the interim term and the summer term for faculty members with teaching assignments during these periods (UA Faculty Handbook, chapter 3, section VII).~~
- Faculty who are not AQ-meeting academic qualifications criteria and have not made reasonable progress in improving their status for the past two years are not eligible for internal University paid supplemental compensation. This includes overload teaching, EMBA programs, etc. Meeting academic qualifications criteria will also be a consideration in approvals of external supplementation compensation form.
- E. Faculty members are strongly encouraged to consult the UA faculty handbook and Provost's website regarding the State of Alabama Ethics Law (<http://provost.ua.edu/state-ethics-law.html>) to ensure that their consulting or other external activities are not in violation of the policies or the law.
- ~~F. Generally speaking, teaching courses for another university will not be approved by the College unless there is a very compelling reason for the faculty member to be engaged in such an activity. University policy requires that an academic appointment at any other institution of higher education requires written approval from the Executive~~

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Vice President/Provost. To request approval for an academic appointment at another institution, the faculty member should submit a request to his or her department head/director explaining why the appointment is necessary. If acceptable to the department head/director, he/she should submit the request to the Dean's office for approval and routing to the Office of Academic Affairs. The external supplemental compensation form is not an appropriate means to request academic appointments at another university.

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Version History

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1/12/18 Revised policy distributed to department heads to review.

2/14/18 Revised policy submitted to Faculty Executive Board for consideration.

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MEMORANDUM

TO: Dr. Ed Schnee, FEB Chair

FROM: Dr. Jonathon Halbesleben, Senior Associate Dean 

DATE: February 12, 2018

RE: Request for Clarification on Course Credit Toward Multiple Majors/Degrees

I am requesting that FEB take up the issue of whether there should be a maximum number of credits/courses that can overlap between multiple majors, concentrations, or degree programs. Our student services staff has informed me that they are seeing an increasing number of cases where students are attempting to use as many as three courses to count toward both their Marketing major and a concentration in entrepreneurship. In some cases, these students are also taking these courses at the graduate level as part of the AMP program with the intent of counting these courses toward both their undergraduate degree and graduate degree.

While this is just one example, it has highlighted that there is not a clear policy in place for the College that governs the number of courses that can be counted toward different majors, concentrations, or degree programs. While the graduate school allows up to 15 credits to be counted toward both an undergraduate and graduate degree as part of the AMP program, it becomes more problematic once we consider that those courses might also be counted toward multiple undergraduate majors. Given this is clearly an issue related to curriculum, I'm requesting that the FEB take up this issue and provide us with guidance on how to proceed.