COURSE DESCRIPTION:

Whether a large global organization or a smaller owner-operated enterprise, not-for-profit or traded on stock exchanges around the world, all organizations face risk and need to manage it. Information and information technology are not only important strategic risks for today’s organizations, but they also play a key role in helping organizations identify, measure and manage broader enterprise risks. Despite this, and the fact that companies have relied on information and communication technologies for more than five decades, it has only been in the last decade that most organizations have realized how information and business risks are integrated. Many organizations are still woefully unaware and unprepared to deal with even a simple assessment of risks. Other organizations deal with risk intuitively, but fail to plan for contingencies or emergency response and recovery.

Rather than focusing on standard security protocols and technologies (addressed in other IST courses), this course on enterprise-wide risk assessment aims to highlight frameworks, theory, and best practices that will help information professionals and their organizations to better assess, measure, and plan for broader operational and technological risks.

This course is a senior level course at the undergraduate level (suitable for junior and senior students). We will study and analyze issues at all phases of a multi-stage enterprise risk process that begins with the “risk infrastructure” and continues through to contingency planning and disaster recovery (CP/DR) activities. We will look at how risks are identified, measured, and “managed” –which may include mitigation practices, sharing or transferring risk, or dealing with residual risk that cannot be eliminated. We also look at how people, organizational culture, and change management are important elements in an effective Enterprise Risk Management (ERM) program.

The design of this course is based on certain knowledge and performance objectives as detailed below:

- You will learn and apply different theoretical frameworks that underlay individual and organizational perception of risk and their impact on risk management or contingency
planning. This will enable you to better participate and develop risk management programs, strategies, and practices

- You will analyze what influences how risk, opportunity, loss, and benefit are defined and measured in the context of a variety of case studies and industries.
- You will evaluate the process, challenges, and benefits of transitioning to an enterprise-wide risk approach in a variety of organizational contexts.
- In order that you can better discern risks in different organizational contexts, you will analyze and synthesize forces supporting or inhibiting organizational identification of risk or development of contingency activities.
- You will learn and apply different qualitative and quantitative risk measurement approaches in order to be able to recommend appropriate methods for measuring and monitoring different types of risk.
- You will analyze, synthesize, and evaluate cases involving a wide range of risks to business continuity, including environmental disasters, accidental loss, deliberate human intervention, legislative, social, political, financial, and procedural risks. This will enable you to discern more effectively the broad range of enterprise-wide risks facing different types of firms.
- Students will research, synthesize, and evaluate risk management practices at real organizations in order to add to your practical experiences and understanding of enterprise-wide risk management.
- You will learn and apply the common risk management vocabulary so that you may more effectively participate in discussions about enterprise-wide risk management.

TEXTBOOKS AND READINGS:

  This is our case book. You will need this book for all of the case assessments.
- Articles or case assignments as assigned by instructor (In some instances, hard copies may be provided by instructor prior to class; otherwise, articles can be found within Blackboard learning modules or through the online SYR library databases).
- Lectures and PowerPoint posted to Blackboard course.
- Self-selected current events articles relevant to Enterprise Risk Management practices and challenges to help keep the class informed of current issues/events.

*It is expected that you will have completed all readings PRIOR to the first class of each week. I encourage you to bring your questions and ideas to class for discussion.*
ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1. Investigative Report: “Where are they now?”</td>
<td>5 %</td>
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<tr>
<td>2. Current Event Topic Presentation</td>
<td>5 %</td>
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<tr>
<td>3. Case Assessments 3 @ 15% each</td>
<td>45 %</td>
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<tr>
<td>4. Group Research Presentation – Field Study</td>
<td>25 %</td>
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<tr>
<td>5. Class Attendance and Participation</td>
<td>20 %</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 %</strong></td>
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Each assignment stands on its own in its contribution to your final grade. You are, in effect, accumulating points toward 100%. *I do not average grades across assignments.* As an example, receiving 14/15 case points means you have earned 14 points towards a total of 100 possible points. The standard 10-point, A-F grading scale is used (see below). A consistent scale is used in calculating final alpha grades, as noted below. If any adjustments are needed on a class-wide basis, I always adjust in the students’ favor. Students who receive an “A” grade in this course have completed consistently outstanding work.

<table>
<thead>
<tr>
<th>Alpha Grade</th>
<th>Grade Range (Points out of 100, rounded to the nearest decimal point)</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0 – 100</td>
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<tr>
<td>A-</td>
<td>90.0 – 92.9</td>
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<tr>
<td>B+</td>
<td>87.0 – 89.9</td>
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<td>B</td>
<td>83.0 – 86.9</td>
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<tr>
<td>B-</td>
<td>80.0 – 82.9</td>
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<tr>
<td>C+</td>
<td>77.0 – 79.9</td>
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<td>C</td>
<td>73.0 – 76.9</td>
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<tr>
<td>C-</td>
<td>70.0 – 72.9</td>
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<tr>
<td>D+</td>
<td>67.0 – 69.9</td>
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<td>D</td>
<td>63.0 – 66.9</td>
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<tr>
<td>D-</td>
<td>60.0 – 62.9</td>
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<tr>
<td>F</td>
<td>59.9 and lower</td>
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Late papers will be accepted solely at the discretion of your instructor. ALL due dates are set in the Deliverables section/drop box in Blackboard. If you miss the drop box date, you may not be able to submit your assignment. If you are having difficulties keeping up with the class, you are encouraged to contact your instructor immediately so that appropriate arrangements can be made to alleviate the problem. It is vitally important that you keep both your instructor and your teammates aware of limitations, such as work-related travel or illness, that impede your ability to participate in any class or activity.

Full details on assignments are provided in Blackboard. The following is only an overview.

1. Assignment - Investigative Report: “Where are they now?”

We are observing a number of international disasters that qualify as uncertain frequency and high potential (or actual) impact. The learning objective for this assignment is to research an organization of your choice that has suffered a devastating loss from a so-called “low probability-high consequence” risk event, to understand what happened to that company because of that event, and to communicate your findings to the rest of the class. The overall learning objective is for you to understand risk issues in planning how to cope with untoward events in your personal and organizational lives, as well as to gain knowledge on how these events can transform organizations and their cultures.
Students will need to clarify their choice of a firm with the instructor in advance. If the student has difficulty in finding a firm, the instructor can provide assistance. Your job will be to investigate what happened to your assigned firm and where they are today. Collectively, we will share and discuss the lessons we can take from these firms’ experiences related to planning for, managing and recovering from these low-probability-high consequence risks.

2. Current News Event Presentation (Assignment)

Each student will be assigned to locate and share with the class interesting and representative examples of current risk practices or emerging issues reported by the news media. The article should be relevant to the topic for the week assigned. The assignment requires that students will post an annotated three or four-slide overview (with notes) as well as the URL or PDF and reference information for the current event. (Please test to make sure it works.) The first slide should include the title and proper citation information. The second slide or two should cover the main points of the article. The third slide will highlight the relevant lessons learned about enterprise risk practices for this class. All slides should have detailed notes embedded that express your synthesis and interpretation of key points. It might help to think about what you would want to know about the article if it was presented to you, including why this is important for you to know about. Aim for synthesis in your notes, rather than regurgitation.

These presentations are intended to be short, high impact presentations of about 5 minutes or less.

3. Case Assessments

The learning objective for each case exercise is to apply the Enterprise Risk Management framework to analyze different organizational/industry case studies and learn to write insightful summaries that incorporate class concepts. The overall learning goal is for you to develop practice at analyzing different ERM practices in a diverse set of organizational settings, including how ERM will vary based on industry, organizational culture, history with risk, and key risk areas.

There are four cases that will be analyzed during the semester, drawing from the Barton, Shenkir and Walker book and instructor provided cases. You will prepare 3 case assessments. You will have the ability to take all four case assessments; I will select the 3 highest of your assessment grades. All students are required to complete the first case assessment on Chase Manhattan.

Students are expected to prepare all four cases using the worksheet provided and bring their completed case analysis worksheets to class for discussion. The case analysis worksheets are posted in the deliverables section. Case assessments are available on the Blackboard according to the schedule. Case assessments are timed (3 hours maximum), can only be taken once, and once started cannot be saved and returned to. All work you complete on the assessment should be your own.

Your case assessments are individual and open book. If you quote the book, give a page number.

Late Case Assessments will not be accepted.
6. Team Field Research and Presentation

This group FIELD project will help you integrate Enterprise Risk Management concepts and apply them to real organizational experiences. **This is a seven-week project that will begin in the first half of the semester.** This project will be completed in small groups. You will be required to use both field and archival research methods to investigate risk assessment at a local firm. Your analysis of this firm will result in a final presentation assessing the status of the firm’s risk assessment and management activities, as well as highlighting vulnerabilities that may or may not be apparent to them. Basic recommendations for changes to their risk management practices or contingency plans will also be included. The deliverables for this project will include a detailed PowerPoint and a presentation to the class. Further details will be posted under assignments in Blackboard.

Please note that because this is a half-semester project that does not require a final written report, the assignment will be graded solely on your PowerPoint and presentation. Please make sure that both are extremely professional, well-cited, and fully developed.

**Prior approval** from the Instructor is required before proceeding with any company. Consent forms are also required. Depending on approval provided by the company, findings from the case studies may be used by the instructor in classes or in published work. Each group should meet with the professor to discuss their field project, project plan and report presentation.

**Group Participation:** A portion of your grade is based on your group performance on the field research project. You will provide a 360-degree self/peer assessment of yourself and other group members. It will be due after your group project is presented. **This 360-degree self/peer assessment should be submitted using the appropriate assignment drop box to maintain confidentiality.** Your instructor will keep all identifying information provided on these forms confidential.

7. Participation - Class Attendance, Group Engagement, and Contributions

Your participation during class is worth 20% of your total grade. This grade will be determined by both your participation and contributions within class and also by the feedback provided by your peers.

**Participation is considered to include timeliness and attendance as well as contributions and involvement during class exercises and discussions.** A fundamental component of all collaborative learning environments is spirited discussion of course topics and issues. You are expected to participate in both small and large group discussions, as well as sharing equally in the responsibilities for your group project. Each class may include a corresponding article from the Management Literature, self-paced learning, or self-assessment exercises and/or a few discussion questions from your instructor. By reading and completing the assessments or questions **prior to the week’s classes, you will be better prepared to contribute your viewpoint and personal insights during class meetings.**

I allow 2 unexcused absences for the semester. After two unexcused absences, each additional absence will result in 1 point being deducted from your participation grade. For example, let’s say you miss 4 class days with unexcused absences. You can expect to receive a maximum 18/20 participation points, because you had two unexcused absences (each worth 1 point) over the allowed 2 days.

I allow 2 late arrivals to the class. After this, each late arrival will result in a .5 point reduction in your participation grade.

8. Extra Credit
Extra Credit is offered at the discretion of the instructor. You may earn up to a total of 4 points extra credit for the course, by completing and submitting case worksheets to the appropriate dropbox in Blackboard.

Individual case worksheets may earn up to 1 point, and turning in an extra credit assignment does not guarantee that you will receive full credit. You may complete all four worksheets for a total of 4 possible extra credit points.

Late extra credit assignments will not be accepted. Your opportunity for doing extra credit is spread throughout the course, so please plan accordingly if you wish to earn extra credit for IST425.

REQUIRED TECHNOLOGY:

The iSchool uses the Syracuse University’s Blackboard system to facilitate distance learning and main campus courses. The environment is composed of a number of elements that will help you be successful in both your current coursework and your lifelong learning opportunities. To access Blackboard, go to the following URL: http://blackboard.syr.edu. Please direct questions regarding Blackboard of a technical nature to ilms@syr.edu.

This course will use Blackboard as the primary communications vehicle for receiving and posting information and for text-based group discussions. Private group forums will also be established so that your groups may share documents and communicate privately about your field projects. Please note that the instructor has access to field project discussion boards, but students in other groups do not.

You will also be called upon to do research through SU’s library services, including both online and on-site resources. Online resources may be found at the following URL: http://library.syr.edu/research/database/index.html. Some of you may be using this service from a business setting and you should inform your employers of this requirement.

Caution: In some business settings, access to Blackboard or other websites may be restricted. Before beginning this course, please make sure you will have access to the required type of personal computer and to unrestricted Internet access on a daily basis.

Software:

During the semester, you will likely have need of the following software:

- Microsoft Word (including the use of the Drawing and Graphing Capabilities, and creation of tables or columns)
- Microsoft Excel (or a similar spreadsheet program)
- Microsoft PowerPoint
- A browser such as Netscape or Internet Explorer

It is useful to review these programs before they are required for an assignment. You may find a refresher course or outside text materials are useful. No special instructions on these programs will be given within the context of this class. If any other word processor instead of MS Word is used to create an assignment, it is the student’s responsibility to make sure that the submitted assignment can be opened in MS Word. Similarly, if any other spreadsheet instead of MS Excel is used to create an assignment, it is the student’s responsibility to make sure that the submitted assignment can be opened in MS Excel.

ACADEMIC INTEGRITY:
The academic community of Syracuse University and of the School of Information Studies requires the highest standards of professional ethics and personal integrity from all members of the community. Violations of these standards are violations of a mutual obligation characterized by trust, honesty, and personal honor. As a community, we commit ourselves to standards of academic conduct, impose sanctions against those who violate these standards, and keep appropriate records of violations. The academic integrity statement can be found at: http://supolicies.syr.edu/ethics/acad_integrity.htm.

DISABILITIES:

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), http://disabilityservices.syr.edu, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

OWNERSHIP OF STUDENT WORK:

This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work’s creator/originator(s); or (2) the creator/originator(s)’ written permission will be secured. As generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or academic departments for public reference.

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I hope you will find this course a valuable addition to your knowledge and experience. I am looking forward to the sharing of your ideas, experiences, and questions throughout the semester.

~ Instructor Frank Marullo