2010 Proceedings

ISECON
Information Systems Educators Conference

CONISAR
Conference on Information Systems Applied Research

October 28 to 31, 2010
Nashville TN, USA

Professional Affiliations:

EDSIG
Serving Information Systems Educators

EF
TM

AITP

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www.aitp-edsig.org
2010 ISECON / CONISAR Proceedings

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Welcome to ISECON/CONISAR 2010

As the EDSIG Conference Chair for both ISECON and CONISAR Conferences, it is my pleasure to welcome you to the 29th Annual Information Systems Educators Conference (ISECON) and 3rd Annual Conference on Information Systems Applied Research (CONISAR) in Nashville, Tennessee.

ISECON brings information educators from all over the world to share ideas on IS education. The conference is the largest continuously running conference for IS Educators, with over 25 years of fostering discussion and research on the many facets of IS education. Some of the topics include pedagogical research, curriculum guidelines, assessment, and distance education.

CONISAR brings academics as well as Information Technology professionals together to discuss emerging trends in Information Systems Research. I look forward to this conference continuing to grow and serve a need of our fellow researchers and upcoming PhD students.

As always, we also extend a warm welcome to all our colleagues in the industry who share our interest in improving IS education. I am looking forward to meeting you in Nashville in October at what promises to be a most rewarding and enjoyable event!

Wendy Ceccucci  
EDSIG Conference Chair  
Quinnipiac University
# Schedule Overview

## Wednesday

**EDSIG Technology Committee Meeting**
All welcome to attend to talk about increasing the use of technology for our conferences, proceedings and journals.
Executive Board Room  
6:00 pm

## Thursday

**EDSIG Board Meeting**
8:30 am to 11:30 am - Davidson B

Registration
12 Noon to 7:00 pm - Legislative Terrace

Graduate Student Symposium  1 to 5 p.m.
1:00 pm to 3:00 pm - Davidson B
1:00 pm

### Sessions
1:30 pm to 3:00 pm
1:30 pm

Afternoon Break
3:00 pm to 3:30 pm - Legislative Terrace
3:00 pm

Graduate Student Symposium  Part 2
3:30 pm to 5:00 pm - Davidson B
3:30 pm

### Sessions
3:30 pm to 5:00 pm
3:30 pm

**Opening Reception**
5:30 pm to 7:00 pm - Pinnacle (Top Floor of Hotel)
5:30 pm

## Friday

Registration
7:00 am to 5:00 pm - Legislative Terrace
7:00 am

**Breakfast**  
**EDSIG working together with AITP and FITE**
7:30 am to 8:30 am - Capitol 4
7:30 am

### Sessions
8:30 am to 10:00 am
8:30 am

Refreshment Break
10:00 am to 10:30 am - Legislative Terrace
10:00 am

### Sessions
10:30 am to 12 Noon
10:30 am

**Luncheon**  
**Educator of the Year and EDSIG Fellows Recognition**
12:15 pm to 1:45 pm - Capitol 4
12:15 pm

### Sessions
2:00 pm to 3:30 pm
2:00 pm
Friday (Continued)

| Refreshment Break | 3:30 pm to 4:00 pm - Legislative Terrace | 3:30 pm |
| Sessions          | 4:00 pm to 5:00 pm                     | 4:00 pm |
| EDSIG Fellows Meeting | Suite 4A/B                             | 4:00 pm |
| Dinner, Fun and Social – Wildhorse Saloon | Address: 8 blocks from hotel (walking maps provided) as well as transportation about request. Attire: Western Wear, Boots and Hat optional! | 6:00 pm |

Saturday

| Registration | 7:30 am to 5:00 pm - Legislative Terrace | 7:30 am |
| Continental Breakfast | 7:45 am to 8:30 am - Capitol 4 | 7:45 am |
| Sessions | 8:30 am to 10:00 am | 8:30 am |
| FITE Regents Meeting | 8:30 to 3:00 – Suite 11 | 8:30 am |
| Break | 10:00 am to 10:25 am - Legislative Terrace | 10:00 am |
| Sessions | 10:30 am to 12 Noon | 10:30 am |
| Awards Luncheon | 12:15 pm to 2:00 pm - Capitol 4 | 12:15 pm |
| Sessions | 2:15 pm to 3:45 pm | 2:15 pm |
| Break | 3:45 pm to 4:00 pm - Legislative Terrace | 3:45 pm |
| Sessions | 4:00 pm to 5:00 pm | 4:00 pm |
| EDSIG Annual Meeting | 5:15 pm to 6:15 pm - Capitol 1 | 5:15 pm |

Sunday

| Continental Breakfast | 7:45 am to 8:30 am - Legislative Terrace | 7:45 am |
Hotel Map

Executive Board Room – 3rd Floor

Suite 4 A/B on the 4th Floor
### Detailed Schedule

**Thursday, Oct 28 - 1:30 to 3:00 pm**

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<thead>
<tr>
<th>Location/Chair</th>
<th>1:30 to 1:55 pm</th>
<th>2:00 to 2:25 pm</th>
<th>2:30 to 2:55 pm</th>
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<tbody>
<tr>
<td><strong>Capitol 1</strong></td>
<td>Outcomes Assessment / (ISE)</td>
<td>Outcomes Assessment / (ISE)</td>
<td>Outcomes Assessment / (ISE)</td>
</tr>
<tr>
<td>Frank, Ronald</td>
<td>How to Use the Potential of Learning Outcomes in IS Courses Listening to the Voices of Students</td>
<td>Exploring Impact of Self-selected Student Teams and Academic Potential on Satisfaction</td>
<td>Group Assessment of Learning: Test the Class, Not the Students</td>
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<tr>
<td></td>
<td>Axelsson, Melin, Linkoping U., (1327)</td>
<td>Matta, Luce, Ciavarro, Ohio U., (1304)</td>
<td>Bekkering, Kwok, Kern, Northeastern State University, (1339)</td>
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<tr>
<td><strong>Capitol 2/3</strong></td>
<td>Distance Education Challenges (ISE)</td>
<td>IS Research toward Educators / (ISE)</td>
<td>IS Research toward Educators / (ISE)</td>
</tr>
<tr>
<td>Breimer, Eric</td>
<td>Online Support Services for Undergraduate Millennial Students</td>
<td>Students Computer Proficiency, Perceptions And Experiences: An Exploratory Study</td>
<td>Towards an Innovative Web-based Lab Delivery System for a MIS Course</td>
</tr>
<tr>
<td></td>
<td>Pullan, Farmingdale State College, (1320)</td>
<td>Badamas, Morgan State Uni, (1355)</td>
<td>Breimer, Cotler, Yoder, Siena College, (1369)</td>
</tr>
<tr>
<td><strong>Davidson A</strong></td>
<td>Pedagogy/Curriculum / (ISE)</td>
<td>Pedagogy/Curriculum / (ISE)</td>
<td>Pedagogy/Curriculum / (ISE)</td>
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<tr>
<td><strong>Davidson B</strong></td>
<td>Graduate Student Symposium - Part 1,</td>
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<tr>
<td>Nezlek, George</td>
<td>Nezlek, Grand Valley State University, Kruck, James Madison University, (1457)</td>
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<tr>
<td><strong>Suite 4A&amp;B</strong></td>
<td>Enrollment Trends / (ISE)</td>
<td>Integration w/other Disciplines / (ISE)</td>
<td>Capstone Experience / (ISE)</td>
</tr>
<tr>
<td>Feinstein, David</td>
<td>Peer mentors and their impact for beginning programmers</td>
<td>Integrating Health Information Systems Into a Database Course: A Case Study</td>
<td>An Information Systems Project Management Course Using a Service-Learning Model</td>
</tr>
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<td>Hartness, Shannon, Sam Houston State University, (1343)</td>
<td>Anderson, Zhang, Winona State U., McMaster, Weber State U (1365)</td>
<td>McCoy, Wymer, Morehead State University, (1388)</td>
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<tr>
<td>Location/Chair</td>
<td>3:30 to 3:55 pm</td>
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<td><strong>Capitol 1</strong></td>
<td>Model Curriculum - IS 2010 / (ISE)</td>
<td>Model Curriculum - IS 2010 / (ISE)</td>
<td>Model Curriculum - IS 2010 / (ISE)</td>
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<tr>
<td>Pauli, Wayne</td>
<td>Design, The Straw Missing From the Bricks of IS Curricula</td>
<td>The 2010 CIS Baccalaureate Degree Compared with IS 2010 Guidelines</td>
<td>Teach or No Teach: Is Large System Education Resurging?</td>
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<td>Waguespack, Bentley University, (1334)</td>
<td>Pauli, Halverson, McKeown, Dakota State University, (1396)</td>
<td>Sharma, Murphy, North Carolina Central University, (1335)</td>
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<tr>
<td><strong>Capitol 2/3</strong></td>
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<td>Other Topics / (ISE)</td>
<td>Other Topics / (ISE)</td>
</tr>
<tr>
<td>Meiselwitz, Gabriele</td>
<td>An Enterprise System and a Business Simulation Provide Many Opportunities for Interdisciplinary Teaching</td>
<td>Selecting a Good Conference Location based on Participants’ Interests</td>
<td>Exploring the Connection between Age and Strategies for Learning new Technology Related Tasks</td>
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<td></td>
<td>Kreie, Shannon, Mora-Monge, New Mexico State University, (1317)</td>
<td>Miah, Southern University at New Orleans, (1357)</td>
<td>Meiselwitz, Chakraborty, Towson University, (1341)</td>
</tr>
<tr>
<td><strong>Davidson A</strong></td>
<td>Technology Changes/Trends / (CON)</td>
<td>Systems Devel/Software Eng / (CON)</td>
<td>IT Management / Strategy / (CON)</td>
</tr>
<tr>
<td>Englander, Irv</td>
<td>How Mobile Technology is Changing Our Culture</td>
<td>Global Agile Team Configuration</td>
<td>Make or Buy: A comparative assessment of organizations that develop software internally versus those that purchase software</td>
</tr>
<tr>
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<td>Pinchot, Paulet, Rota, Robert Morris University, (1519)</td>
<td>Sharp, Tarleton State University, Ryan, University of North Texas, (1518)</td>
<td>Sena, Xavier University, Sena, California State Polytechnic University, (1514)</td>
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<tr>
<td><strong>Davidson B</strong></td>
<td>Graduate Student Symposium Part 2</td>
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<tr>
<td>Nezlek, George</td>
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<tr>
<td><strong>Suite 4A&amp;B</strong></td>
<td>Pedagogy/Curriculum / (ISE)</td>
<td>Pedagogy/Curriculum / (ISE)</td>
<td>Pedagogy/Curriculum / (ISE)</td>
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<tr>
<td>Draper, Geoffrey</td>
<td>The Greening of the Information Systems Curriculum</td>
<td>Make it Relevant and They Just May Learn it</td>
<td>Implementing a Dynamic Database-Driven Course Using LAMP</td>
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<td>Sendall, Merrimack College, Shannon, Sam Houston State University, Pesiak, Penn State University, Saulnier, Quinnipiac University, (1330)</td>
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<td>Laverty, Wood, Turckel, Robert Morris University, (1375)</td>
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<tr>
<th>Location/Chair</th>
<th>8:30 to 8:55 am</th>
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<tbody>
<tr>
<td><strong>Capitol 1</strong></td>
<td>Security &amp; Assurance Education (ISE)</td>
<td>Outcomes Assessment / (ISE)</td>
<td>Capstone Experience / (ISE)</td>
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<td>Ciampa, Western Kentucky University, (1305)</td>
<td>Rosenthal, California State University, Los Angeles, (1385)</td>
<td>Abrahams, Virginia Tech, Singh, TechTeam, (1308)</td>
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<td>A Learner-Centered Approach to Teaching Information Systems (ISECON Workshop)</td>
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<tr>
<td>Belanger, France</td>
<td>Belanger, Virginia Tech, Van Slyke, Saint Louis University, (1467)</td>
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<tr>
<td><strong>Davidson A</strong></td>
<td>Applied IS Res/Methodologies / (CON)</td>
<td>Technology Changes/Trends / (CON)</td>
<td>Applied IS Res/Methodologies / (CON)</td>
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<tr>
<td>Peslak, Alan</td>
<td>What Influences People to Use Linux?</td>
<td>Development of an Evaluation Model for XBRL-enabled Tools Intended for Investors</td>
<td>A Study of Information Technology Integration</td>
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<td>Fransen, Hunsinger, Appalachian State University, (1509)</td>
<td>Clements, Schwieger, Surendran, Southeast Missouri State University, (1508)</td>
<td>Peslak, Penn State University, (1506)</td>
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<td><strong>Davidson B</strong></td>
<td>PhD Papers</td>
<td>PhD Papers</td>
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<tr>
<td>Kreie, Jennifer</td>
<td>Determining the most suitable E-Learning delivering mode for TUT students</td>
<td>Establishing and applying criteria for evaluating the ease of use of dynamic platforms for teaching web application development</td>
<td>The Impact of Mobile Number Portability on TUT students On-line Connectivity</td>
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<td>Odunaike, Chuene, Tshwane University of Technology, (1346)</td>
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<td>Odunaike, Tshwane University of Technology, (1348)</td>
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<tr>
<td><strong>Suite 4A&amp;B</strong></td>
<td>Pedagogy/Curriculum / (ISE)</td>
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<td>IS Research toward Educators / (ISE)</td>
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<td>Wu, Peter</td>
<td>Visualizing Opportunities: GIS Skills for Retail Marketing</td>
<td>Daniel’s Flowers Inventory Management Quandary: Inventory Shrinkage and Depleting Profits</td>
<td>Lecture Capturing utilising Enhanced Podcasts</td>
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<tr>
<td>Location / Chair</td>
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<td>Segall, Mark</td>
<td>Model Curriculum – Extensions (ISE) Teaching &quot;Information Literacy&quot; with the Introduction to Information System Course Ghosh, Segall, Metropolitan State College of Denver, <em>(1340)</em></td>
<td>Stumbling Blocks in the Race to Embrace IS 2010 (Panel) Nezlek, Reynolds, Grand Valley State University, Russell, Northwestern State University, Tastle, Ithaca College, <em>(1459)</em></td>
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<td><strong>Davidson B</strong></td>
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<td>Hayen, Roger</td>
<td>Capstone Experience / (ISE) Incorporating Capstone Courses in Programs Based on the IS2010 Model Curriculum Schwieger, Surendran, Southeast Missouri State University, <em>(1324)</em></td>
<td>Other Topics / (ISE) Non Directed Utilization of a Hand Held Device: How Does a First Year Univ. Engineering Student Use an iTouch? Serapiglia, Serapiglia, Robert Morris University, <em>(1360)</em></td>
<td>IS Classroom Cases BI GIS Competition Brings DSS to AITP NCC Hayen, Central Michigan University, <em>(1366)</em></td>
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<td>White, Bruce</td>
<td>Capstone Experience / (ISE) Real World Projects, Real World Problems: Capstones for External Clients Reinicke, Janicki, UNCW <em>(1367)</em></td>
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<td>Distance Education Challenges / (ISE) Assessing Blackboard: Improving Online Instructional Delivery Chawdhry, California Univ of PA, Paullet, Benjamin, American Public University System, <em>(1374)</em></td>
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<tr>
<td>Location / Chair</td>
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<td>Capitol 1</td>
<td>IS2010 Model Curriculum Core Assessment Examination – Supporting Institutional and Professional Development (Panel) McKell, Brigham Young University, White, Quinnipiac University, Dhariali, Excelsior College, Hilton, University of Wisconsin Eau Claire, (1452)</td>
<td>E-book Publishing with Open Source Software (Workshop) Smith, High Point University, (1469)</td>
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<td>Capitol 2/3</td>
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<td>Distance Education Challenges / (ISE) Distance learning: An empirical study Sagheb-Tehrani, Bemidji State University, (1302)</td>
<td>Distance Education Challenges (ISE) Service Learning in Distance Education (SLIDE): E-Mentoring Project Connect Everett, Morehead State University, Morehead, KY, (1329)</td>
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<tr>
<td>Davidson B</td>
<td>IS Research toward Educators / (ISE) What Predicts Student Success in Introductory Data Management Classes? An Investigation of Demographic, Personality, Computer-Related, and Interaction Variables Harris, Harris, Lambert, Indiana University Southeast, (1318)</td>
<td>IS Research toward Educators / (ISE) System Testing on the Cheap Slack, Minnesota State University, (1323)</td>
<td>IS Research toward Educators / (ISE) Using Undergraduate Information Systems Student Epistemic Belief Data in Course Design: A Research-based Approach to Improve Student Academic Success Conn, English, Scheffler, Kentucky State University, Hall, Virginia Tech, (1325)</td>
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<tr>
<td>Location / Chair</td>
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<td>4:30 to 4:55 pm</td>
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<td><strong>DeHondt II, Gerald</strong></td>
<td>Masters Student/Faculty Papers / (ISE)</td>
<td>Master Student/Faculty Papers / (CON)</td>
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<td>More Technology, Less Learning?</td>
<td>The Use of Mobile Units</td>
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<td>McGinley, Purdue University Calumet, Nicolai, Purdue University at Calumet, (1501)</td>
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<td><strong>Slauson, Gayla</strong></td>
<td>Outcomes Assessment / (ISE)</td>
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<td>Additional Support for the Information Systems Analyst Exam as a Valid Program Assessment Tool</td>
<td>AACS Learning Goals: One-Minute Guest Speakers Help To &quot;Close the Loop&quot;</td>
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<td>Carpenter, Snyder, Slauson, Mesa State College, Bridge, mesastate.edu, (1373)</td>
<td>Ryker, Nicholls State University, (1311)</td>
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<td><strong>Davidson A</strong></td>
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<td><strong>Wedlund, Tommy</strong></td>
<td>Outcomes Assessment / (ISE)</td>
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<td>Towards a Model for Learning Outcomes - Experiences from a Project-Oriented Course</td>
<td>Is there a Student ‘Disconnect?’ First-year Hybrid Class Teachers’ Observations and Recommendations for Improving Student Engagement in Information Systems Classes</td>
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<td>Wedlund, Axelsson, Melin, Linköping University, (1386)</td>
<td>Parris, Beaver, Nickels, Crabtree, College of Business, University of North Alabama, (1379)</td>
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<td><strong>Davidson B</strong></td>
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<td><strong>Kruck, S</strong></td>
<td>Come and Get your (Teaching) Second Life (Workshop)</td>
<td>Entrepreneurship in the Computer Science and Information Systems Curriculum (Workshop)</td>
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<td>Kruck, James Madison University, (1468)</td>
<td>Lawler, Pace University, (1466)</td>
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<tr>
<td>Suite 4A&amp;B</td>
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<td>Location Chair</td>
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<td>9:00 to 9:25 am</td>
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<td><strong>Capitol 1</strong></td>
<td>Integration w/other Disciplines / (ISE) Integrating Statistical Visualization Research into the Political Science Classroom Draper, Brigham Young Univ Hawaii, Liu, Riesenfeld, Univ of Utah, (1342)</td>
<td>Publishing in the Journal of Information Systems Education (Panel) Kruck, James Madison University, Harris, Appalachian State University, Surendran, Southeast Missouri State University, (1451)</td>
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<tr>
<td><strong>Davidson A</strong></td>
<td>Networks / Security / (CON) Password Security Risk versus Effort: An Exploratory Study on User-Perceived Risk and the Intention to Use Online Applications Gebauer, Kline, UNC Wilm He, Saginaw Valley St University, (1516)</td>
<td>Web Applications, Web 2.0 / (CON) A Model for Understanding Social Commerce Afrasiabi Rad, BenyouCEF, University of Ottawa, (1511)</td>
<td>Outsourcing / (CON) Creating a Framework for Research on Virtual Organizations Reinicke, University of North Carolina Wilmington, (1521)</td>
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<tr>
<td>Reinicke, Bryan</td>
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<tr>
<td><strong>Davidson B</strong></td>
<td>IS Research toward Educators / (ISE) Tag Clouds as a Pathway to Improved Pedagogical Efficacy in IS Courses: A Baseline Study Involving Web 2.0 Technologies Conn, Kentucky State University, Hall, Virginia Tech, English, Scheffler, Kentucky State University, (1347)</td>
<td>IS Research toward Educators / (ISE) Texting and the Efficacy of Mnemonics: An Exploratory Study Ryker, Viosca, Lawrence, Kleen, Nicholls State University, (1310)</td>
<td>IS Research toward Educators / (ISE) Predicting Success in the Introduction to Computers Course: GPA vs. Student’s Self-Efficacy Scores Baxter, Hungerford, Helms, Dalton State College, (1362)</td>
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<td>Hungerford, Bruce</td>
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<td>Louch, Michelle</td>
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<td>Incorporation of Skills and Graduate Characteristics into a Framework for Program Assessment and Accreditation (Panel)</td>
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<td>Longenecker, Bart</td>
<td>Longenecker, University of South Alabama, Babb, West Texas A&amp;M University, Landry, University of South Alabama, Leidig, Grand Valley State University, White, Quinnipiac University, (1461)</td>
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<td><strong>Capitol 2/3</strong></td>
<td>Outcomes Assessment / (ISE)</td>
<td>Other Topics / (ISE)</td>
<td>IS Classroom Cases</td>
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<tr>
<td>Wang, Ming</td>
<td>System Analysis of An Assurance of Learning System</td>
<td>A Project-based Learning Internship for IT Undergraduates with Social Support from a Social Networking Site</td>
<td>Solving Relational Database Problems with ORDBMS in an Advanced Database Course</td>
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<td>Kline, Reinicke, Porterfield, Rosen, Simmonds, UNC Wilmington, Peck, Grant Thornton (1403)</td>
<td>Cheong, Tandon, Cheong, RMIT University, (1389)</td>
<td>Wang, California State University, Los Angeles, (1376)</td>
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<td><strong>Davidson A</strong></td>
<td>Systems Devel/Software Eng / (CON)</td>
<td>Web Applications, Web 2.0 / (CON)</td>
<td>Applied IS Res/Methodologies / (CON)</td>
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<td>Shannon, Li-Jen</td>
<td>A Methodology Tailoring Model for Practitioner Based IS Development Informed by the Principles of General Systems Theory</td>
<td>Seniors and Social Networking</td>
<td>What is Missing From the Current Disaster Model</td>
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<td>Burns, Ramapo College of NJ, Deek, NJ Institute of Technology, (1524)</td>
<td>Lewis, Ariyachandra, Xavier University, (1522)</td>
<td>Bilow, Purdue University Calumet, Nicolai, Purdue University at Calumet, (1507)</td>
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<td><strong>Davidson B</strong></td>
<td>Future Trends in Curriculum / (ISE)</td>
<td>Future Trends in Curriculum / (ISE)</td>
<td>Ethics Education / (ISE)</td>
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<td>Woodward, Belle</td>
<td>Four Systems to Initiate in the Foundations of IS Course to Support the IS 2010 Model Curricula and to Retain Students</td>
<td>Cloud Computing in the Curricula of Schools of Computer Science and Information Systems</td>
<td>Expansion and Validation of the PAPA Framework</td>
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<td>Slauson, Carpenter, Snyder, Mesa State College, (1359)</td>
<td>Lawler, Pace University, (1313)</td>
<td>Woodward, Southern Illinois University - Carbondale, (1321)</td>
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<tr>
<td><strong>Executive Board</strong></td>
<td>Meet the new editor of JISE - Kruck, James Madison University</td>
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<tr>
<td><strong>Suite 4A&amp;B</strong></td>
<td>IS Research toward Educators / (ISE)</td>
<td>Pedagogy/Curriculum / (ISE)</td>
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<td>Battig, Michael</td>
<td>A Validation Study of Student Differentiation Between Computing Disciplines</td>
<td>Impact of pre-grading / resubmission of projects on test grades in an introductory computer literacy course</td>
<td>Taking Information Systems Distance Learning to the Virtual</td>
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<td>Battig, Saint Michael’s College, Shariq, American Univ of Afghanistan, (1353)</td>
<td>Janicki, Gebauer, Yaylaciesi, UNCW, (1364)</td>
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<td><strong>Capitol 1</strong></td>
<td>Integrating Cloud Computing, Green Computing, and Ethics into the MIS Model Curriculum (Panel)</td>
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<td>Lind, Mary</td>
<td>Lind, North Carolina A&amp;T State University, Brown, Microsoft Corporation, Little, Towson University, <strong>(1455)</strong></td>
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<tr>
<td><strong>Capitol 2/3</strong></td>
<td>IS Research toward Educators / (ISE)</td>
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<td>Volunteering / Improving EDSIG (Panel)</td>
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<td>Sagheb-Tehrani, Mehdi</td>
<td>Defining the Content of the Undergraduate Systems Analysis and Design Course as Measured by a Survey of Instructors</td>
<td>Facial Recognition Case</td>
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<td><strong>Davidson A</strong></td>
<td>Capstone Experience / (ISE)</td>
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<td>Jafar, Babb, West Texas A&amp;M University, <strong>(1390)</strong></td>
<td>Babb, West Texas A&amp;M University, Longenecker, University of South Alabama, Woratschek, Robert Morris University, Abdullat, West Texas A &amp; M University, <strong>(1391)</strong></td>
<td>Woratschek, Robert Morris University, <strong>(1397)</strong></td>
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<td>Sambasivam, Samuel</td>
<td>A Relational Algebra Query Language For Programming Relational Databases</td>
<td>Beyond Introductory Programming: Success Factors for Advanced Programming</td>
<td>Taking it to the Top: A Lesson in Search Engine Optimization</td>
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<td>McMaster, Weber State University Sambasivam, Azusa Pacific University, Anderson, Winona State University, <strong>(1352)</strong></td>
<td>Hoskey, Maurino, SUNY Farmingdale, <strong>(1350)</strong></td>
<td>Frydenberg, Bentley University, Miko, St. Francis University, <strong>(1312)</strong></td>
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<tr>
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<td>Brooks, Nita</td>
<td>Other Topics / (ISE)</td>
<td>Distance Education Challenges / (ISE)</td>
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<td>Class Service Quality: Moving Beyond SERVQUALMiller, Central Michigan University, Brooks, Middle Tennessee State University, (1394)</td>
<td>Discussion, Participation and Feedback in Online CoursesFisher, Marist College, (1382)</td>
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<td><strong>Capitol 2/3</strong></td>
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<td>Smith, Michael</td>
<td>IS Classroom Cases</td>
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<td>Using Business Analysis Software in a Business Intelligence Course</td>
<td>Creating and Using a Computer Networking and Systems Administration Laboratory Built Under Relaxed Financial ConstraintsConlon, Mullins, Slippery Rock University, (1328)</td>
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<td>Parzinger, St. Mary’s University, San Antonio, Elizondo, Welch, St. Mary's University, (1345)</td>
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<td><strong>Davidson A</strong></td>
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<td>Paper Withdrawn</td>
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<td>Hunsinger, Scott</td>
<td>Integration w/other Disciplines / (ISE)</td>
<td>IS Research toward Educators / (ISE)</td>
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<td>A Financial Technology Entrepreneurship Program for Computer Science Students</td>
<td>Student Perceptions of Instructional Tools in Programming Logic: A Comparison of Traditional versus Alice Teaching EnvironmentsSchultz, Tarleton State University, (1371)</td>
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<td>Lawler, Pace University, (1315)</td>
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<td><strong>Davidson B</strong></td>
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<td>Lenox, Terri</td>
<td>IS Research toward Educators / (ISE)</td>
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<td>Directions in Web 2.0 Research</td>
<td>Student Perceptions of Instructional Tools in Programming Logic: A Comparison of Traditional versus Alice Teaching EnvironmentsSchultz, Tarleton State University, (1371)</td>
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<td>Lenox, Duquesne University, Lenox, Westminster College, (1370)</td>
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Welcomes

EDSIG President

Welcome to ISECON/CONISAR 2010

Dear Friends and Colleagues,

We are excited to be in Nashville TN this year and having you as part of this year’s conference. It is has been a busy and challenging year for EDSIG as we continue our initiatives on our primary mission of ‘IS Educators helping other IS Educators’ to improve their instructional abilities and increase the quality of their research. For many of us, ISECON and CONISAR is a place to recharge our batteries and get some new insights into the way things could be. Besides the conference EDSIG has been working with AITP and FITE to work together to increase the quality of our graduates and our programs.

We said goodbye to Albert Harris who was the editor of JISE (Journal of Information Systems Education). We thank Albert and Jackie for their years of dedicated service to all of us, well done. We welcomed Susan Kruck, the new editor of JISE, who has stepped right into the new position and has already demonstrated her talent.

We are also saying goodbye and thank you to Don Colton, the founding editor of ISEDJ and JISAR and the proceedings editor for both ISECON/CONISAR. Don was instrumental in the establishment of these online journals and getting them referenced by Cabell’s. A person of Don’s talents cannot be filled by one person and we will be replacing Don with several new editors.

A key focus of this conference is the new IS 2010 model curriculum and how EDSIG can contribute to extension and assessment areas of the model curriculum. As you may be aware EDSIG and AITP were a major contributor to prior model curriculums. We are working hard to overcome the barriers that prevented us from being a contributor to the current edition and already have identified areas of focus that we can contribute to the next version. We need your creativity and input to enable us to return to being a partner of the next model curriculum. Thank you to Al Harris, Paul Leidig, Bruce White and the AITP executive director for their extraordinary efforts with this endeavor.

A conference of this size is the work of many individuals. We (the EDSIG board) would like to thank the following leaders of the conference who work tirelessly to help all of us improve our research capabilities. Kevin Jetton is the conference meeting planner and works tirelessly to insure your experience is first class. Wendy Ceccucci our ISECON/CONISAR chair has led the effort for more of us to come to Nashville and insure the program is not only a learning conference but a conference you want to come back to again. George Nezlek spearheaded our second graduate symposium on Thursday.

The papers, panels, workshop and case teams work hard to insure higher quality papers each year. Special thanks to Scott Hunsinger, Li-Jen Shannon and Mike Smith to assist the effort in 2010. Our second class of EDSIG fellows will be welcomed on Friday. Thank you Pat Sendall for making this a great recognition for our fellows. We are always looking for more volunteers, so please step up with your unique talents.

Finally, put Wilmington North Carolina on your calendar for November 3 to 6, 2011. The conference will feature more research presentations, and optional: riverboat trips, trips to the Atlantic Ocean (8 miles from the hotel) and visit to the USS North Carolina.

Thank you for giving me the honor of being your president for the past two years.

Tom Janicki,
University of North Carolina Wilmington
Dear Fellow IT/IS Colleague:

The Information Systems Educators Conference (ISECON) and the Conference on Information Systems Applied Research (CONISAR) provides special opportunities for information technology faculty. For over a quarter of a century, the Foundation for Information Technology Education has been providing this forum of a broad spectrum of presentation topics, and a special camaraderie to be shared by those who attend.

This week and weekend, we are gathering to expand our understanding of information systems education. We are extremely grateful for the efforts of the entire ISECON 2010 and CONISAR 2010 conference planning committees for organizing these conferences.

The authors, reviewers, presenters, and panelists, in conjunction with the ISECON and CONISAR committees, have collaborated to make this national conference function smoothly. In addition, those involved with registration, logistics and local arrangements deserve a special thank you. Anyone who has worked on the planning and execution of a conference of this magnitude can certainly appreciate the amount of effort necessary to present such an excellent conference.

The Foundation for Information Technology Education (EF) exists to advance the state of education and practice in the Information Technology profession. We are extremely fortunate to partner with the Education Special Interest Group (EDSIG) of the Association of Information Technology Professionals (AITP) in developing the annual ISECON & CONISAR conferences. Through these conferences, we offer a forum in which IT/IS educators can interact, learn, and then return to their classrooms to shape the skills and knowledge of tomorrow’s IT professionals.

On behalf of the FITE Board of Regents, I would like to extend our gratitude to those who have participated for many years to build the coalition that draws on the combined strengths of EDSIG, AITP and FITE.

We hope ISECON 2010 and CONISAR 2010 will be a valuable experience – from both a personal networking and professional development viewpoints. We also sincerely hope you will join us next year at the Hilton Wilmington Riverside Hotel in Wilmington, North Carolina November 3-6, 2011. Have a great conference and let me know if there is anything that I can do to make your conference experience better not only this year, but in future years as well!

Sincerely,

Kevin Jetton
Texas State University-San Marcos Texas
President, Foundation for Information Technology Education
ISECON&CONISAR Meeting Planner
Dear ISECON/CONISAR Attendee:

Welcome to the 29th Annual ISECON Conference. I’d like to thank you for your ongoing support of the Association of Information Technology Professionals (AITP), the Foundation for Information Technology Education (FITE) and our Educational Special Interest Group (EDSIG). This event is the premier Information Systems Educator event and simply put, this would never have been possible without your help.

With 368 educators as part of our current membership, we place a significant importance on the value that each of you deliver on a day to day basis. As those who are on the pulse of the industry, you provide the knowledge to the future IT leaders on the role they can play in tomorrow’s IT Industry. As you are aware, the annual AITP National Collegiate Conference (NCC) is a strong example of the value we deliver to members. It gives college and university students opportunities to network with peers, speak with industry leaders, and receive certification. While ISECON remains the premier event for IT Educators, please take time to encourage your students to attend the NCC next year in Orlando, Florida. If you are looking to participate in the NCC either as a participant or volunteer, we encourage you to visit www.ai tp.org for complete registration details.

Once again, AITP is pleased that you are able to join together for three days of education and networking. Please do not hesitate to reach out to any member of the AITP Board of Directors with questions. We all believe in the philosophy that you can’t “do it yourself.” For that simple reason, we believe in AITP and are confident that you will find the tools you need to make your participation in AITP and EDSIG a major success.

I look forward to meeting you at the conference and working with you in the future.

Best Regards,

Beth Pirrie
Association President
Association of Information Technology Professionals
## 2010 Conference Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Department</th>
<th>University</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>EDSIG Conference Chair</td>
<td>Wendy Ceccucci</td>
<td>Computer Information Systems Department</td>
<td>Quinnipiac University</td>
<td><a href="mailto:wendy.ceccucci@quinnipiac.edu">wendy.ceccucci@quinnipiac.edu</a></td>
</tr>
<tr>
<td>FITE President and Meeting Planner</td>
<td>Kevin Jetton</td>
<td>Computer Information Systems Department</td>
<td>Texas State University</td>
<td><a href="mailto:kjetton@satx.rr.com">kjetton@satx.rr.com</a></td>
</tr>
<tr>
<td>Proceedings &amp; ISECON Papers Chair</td>
<td>Tom Janicki</td>
<td>Information Systems Operations Management Dept</td>
<td>University of North Carolina Wilmington</td>
<td><a href="mailto:janickit@uncw.edu">janickit@uncw.edu</a></td>
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<tr>
<td>CONISAR Papers Chair</td>
<td></td>
<td>Computer Information Systems Department</td>
<td>Appalachian State University</td>
<td><a href="mailto:hunsingerds@appstate.edu">hunsingerds@appstate.edu</a></td>
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<tr>
<td>ISECON Asst Papers Chair</td>
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<tr>
<td>EDSIG Program Chair</td>
<td>Li-Jen Shannon</td>
<td>Computer Science</td>
<td>Sam Houston State University</td>
<td><a href="mailto:lys001@shsu.edu">lys001@shsu.edu</a></td>
</tr>
<tr>
<td>IS Teaching Cases Chair</td>
<td>Mike Smith</td>
<td>Information Systems</td>
<td>High Point University</td>
<td><a href="mailto:msmith@highpoint.edu">msmith@highpoint.edu</a></td>
</tr>
<tr>
<td>Graduate Student Symposium Chair</td>
<td>George Nezlek</td>
<td>School of Computer and Information Systems</td>
<td>Grand Valley State University</td>
<td><a href="mailto:nezlekg@gvsu.edu">nezlekg@gvsu.edu</a></td>
</tr>
<tr>
<td>Track Chair – Model Curriculum</td>
<td>Mary Lind</td>
<td>Department of Management</td>
<td>North Carolina A&amp;T State University</td>
<td><a href="mailto:lindm@ncat.edu">lindm@ncat.edu</a></td>
</tr>
<tr>
<td>ISEDJ/JISAR Editor</td>
<td>Don Colton</td>
<td>Computer Information Systems Department</td>
<td>Brigham Young University Hawaii</td>
<td><a href="mailto:doncolton2@gmail.com">doncolton2@gmail.com</a></td>
</tr>
<tr>
<td>ISECON Best Papers Awards</td>
<td>Bill Tastle</td>
<td>Department of Management</td>
<td>Ithaca College</td>
<td><a href="mailto:taste@ieee.org">taste@ieee.org</a></td>
</tr>
<tr>
<td>CONISAR Best Papers Awards</td>
<td>Bruce White</td>
<td>Computer Information Systems Department</td>
<td>Quinnipiac University</td>
<td><a href="mailto:bruce.white@quinnipiac.edu">bruce.white@quinnipiac.edu</a></td>
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2010 Educator of the Year – Dr. Kenneth E. Kendall

Award will be presented at the Friday Luncheon

Each year EDSIG recognizes one of our 'best'. The individual who is selected as educator of the year, is recognized for their outstanding efforts to lead the field of IS education in terms of teaching, research and service. Particularly important is their effort to improve the quality of our graduates.

Dr. Kendall is a Distinguished Professor of Management at Rutgers University, School of Business-Camden. He is one of the founders of the International Conference on Information Systems (ICIS), a Fellow of the Decision Sciences Institute (DSI), and was awarded the Silver Core from IFIP. Ken is also a Past President of DSI. He has published over 90 research articles and numerous books.

Ken was the first person to be awarded a doctorate in MIS from the University at Buffalo. Over the years he has taught many undergraduate and graduate information systems students. Since 1988 he has taught at Rutgers where he served as a member of the Advisory Board for the Teaching Excellence Center from 1992 to 2003. Dr. Kendall served as Chair of several doctoral dissertations, as well as serving on many doctoral committees. For his mentoring of minority doctoral students in information systems, he was named to the inaugural Circle of Compadres of the PhD Project, which was begun by the KPMG Foundation.

In 1991 Ken was a Visiting Scholar at the University of Cambridge and a Visiting Fellow at Fitzwilliam College, the same year he was named as one of the top 60 most productive MIS researchers in the world. Dr. Kendall is a past Chair of IFIP Working Group 8.2, and he served as Program Co-Chair for AMICIS 2009 in San Francisco and the Program Chair for the 2004 Annual Meeting of DSI in Boston. Professor Kendall has served as the Ecommerce Column Editor for Decision Line for the past 11 years, as a Guest Editor for two journals, and an Associate Editor or Editorial Review Board member on several MIS journals.


Professor Kendall’s research focuses on studying push and pull technologies, ecommerce strategies for nonprofit organizations (most recently off-Broadway theatres), and developing new tools for systems analysis and design. Along with his co-authors, Ken developed an interactive Web-based game called HyperCase where students can solve sophisticated systems analysis and design problems in a virtual organization, which is accessible for free on his Web site www.thekendalls.org.

In his spare time Ken earned a private pilot’s license, became a college ice hockey goal judge, served as official nominator for the Drama League Awards in Manhattan, and is serving as Chairman of the Board of EgoPo, a nonprofit professional theatre in Philadelphia. He and his wife, Julie E. Kendall, wrote new lyrics to the Rutgers Alma Mater that is sung every year at commencement.

EDSIG Previous Educators of the Year

<table>
<thead>
<tr>
<th>2009 David Kroenke</th>
<th>2002 Blake Ives</th>
<th>1995 Andy Whinston</th>
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<td>2008 Bruce White</td>
<td>2001 Bart Longenecker</td>
<td>1994 Dan Cougar</td>
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<td>2007 Stuart Varden</td>
<td>2000 Paul Gray</td>
<td>1993 Gordon Davis</td>
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<td>2005 Gayle Yaverbaum</td>
<td>1998 Herman &quot;Hoppy&quot; Hoplin</td>
<td>1986 Joyce Currie Little</td>
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<td>2004 David Feinstein</td>
<td>1997 Jay Nunamaker</td>
<td>1985 Philip Gensler</td>
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<td>2003 Ephraim McLean</td>
<td>1996 Milt Jenkins</td>
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EDSIG Distinguished Fellows (2010 Inductees)

Meet the distinguished fellows during the Thursday Reception while the induction will occur during the Friday Luncheon.

This recognition is in honor of their sustained, long-term, meaningful and effective support of AITP-EDSIG in its ongoing mission to improve IS Education, mentor IS students, and foster the careers of IS faculty. They have distinguished themselves and advanced the profession of Information Systems education at the collegiate level.

Albert L. Harris
Appalachian State University
Professor - Computer Information Systems

Dr. Albert L. Harris is a Professor in the Department of Computer Information Systems at the John A. Walker College of Business, Appalachian State University. He has taught a variety of graduate and undergraduate classes in information systems at Appalachian State since 1989. He was Department Chair from 1998-2001. He was awarded the College of Business Faculty Award for Excellence in Service in 2006. He is a Certified Information Systems Auditor (CISA), a Certified Computer Professional (CCP), and a Certified Management Consultant (CMC).

He has more than 80 refereed publications as book chapters, in journals, and in international and national conference proceedings. He co-edited a book titled "Managing Global Information Technology: Strategies and Challenge". He served as a Fulbright Scholar to the University of Évora in Portugal in 2006 and as an Exchange Professor to Angers University in Angers, France in 2008-09. He has led students on several study abroad experiences, including MBA students to Paris and Angers, France in 2009, undergraduate students to Bangalore and Delhi, India in 2008, and undergraduate students to Japan and Taiwan in 2005. Dr. Harris was Editor-in-Chief of the Journal of Information Systems Education, the leading international journal on information systems education, from 2000-2010. He served as Treasurer of EDSIG (1997-2000) and was a member of the Board of Directors of EDSIG from 1997-2010. He is Secretary and a member of the Board of Directors of the International Association of Information Management (IAIM) and Secretary and a member of the Board of Directors of the governing board of Alpha Iota Mu (AIM), the international academic and professional information systems honor society.

Dr. Harris received his Ph.D. in MIS from Georgia State University, his M.S. in Systems Management from the George Washington University, and his B.S. in Quantitative Business Analysis from Indiana University. Prior to becoming an educator and researcher, he spent over 16 years in IT consulting, the last five managing his own consulting firm. He served as an officer in the U.S. Marine Corps from 1966-1970, serving a combat tour in Vietnam and at Headquarters Marine Corps in Washington, D.C.

Paul Leidig
Grand Valley State University
Professor of Computing and Information Systems

Dr. Paul M. Leidig is currently the Director of the School of Computing and Information Systems and Assistant Dean of the Padnos College of Engineering and Computing at Grand Valley State University. Dr. Leidig holds several positions of leadership in computer science and information systems boards and organizations, including serving as a Commissioner on the Computing Accreditation Commission of ABET, and serves on the profession advisory council of the Association of Information Technology Professionals (AITP), and is a past-
president of the Education Special Interest Group of AITP. In addition, he serves as the Faculty Athletics Representative to the National Collegiate Athletics Association (NCAA) and chairs the Division II Academic Requirements Committee of the NCAA.

With over 30 years in the computing discipline, he began his career in computing as the data processing director of a regional hospital. He was an early pioneer in the movement towards the use of personal computers as the next generation of enterprise systems infrastructure. His academic career includes serving for over eight years on the faculties of James Madison and Eastern Mennonite universities, prior to joining Grand Valley State University in 1991. Originally a member of Grand Valley’s Department of Mathematics and Computer Science, he was part of the faculty that created the Department of Computer Science and Information Systems becoming its Chair in 2000, and later was the founding Director of the School of Computing & Information Systems. He has been instrumental in the creation of several new programs including minors in Healthcare Information Systems, Information Technology, Information Security Systems, and a Professional Science Masters in Medical & BioInformatics.

His involvement with AITP began with membership in the DPMA in 1977. He continued this involvement with several years on the board of the Association for Information Technology Professionals – Special Interest Group on Education where he has served as Vice President and President for four years, and as the ISECON 2009 Conference Chair. Leidig received his Ph.D. from Virginia Commonwealth University, an M.B.A from James Madison University, and a B.S. Eastern Mennonite University.

Herbert Rebhun (inducted 2009, not able to attend)
University of Houston-Downtown
Retired--Professor Emeritus

After slightly over 50 years in the computing field, Herbert retired in July 2009 from the University of Houston-Downtown (UHD) to become now a Professor Emeritus. However he has continued to teach several on-line courses for them, now from Venice, Florida.

In late 1959 Rebhun became a programmer for Blue Cross of Western Pennsylvania. He wrote programs for the IBM 650 mainframe using SOAP and, of course, using punched cards. He then left to join IBM in Pittsburgh. While with IBM, Herbert was able to be one of the earliest users of COBOL and ended up doing programming in it and began teaching classes to USS employees in COBOL.

After a career in industry Rebhun left IBM (in 1963) to start various careers in Higher Education. His first job in the academic environment was at Frostburg State College in Maryland where he put in a punched card DP system that changed their processing from all manual paper systems to automated systems.

In 1965 Herbert moved to Indiana University to be involved in the first higher education development of an on-line telephone registration system. In 1967, he moved to Tampa and became the Coordinator of Planning of the University of South Florida computing center and a faculty member in the College of Business. In the Fall of 1977, he became the first computing faculty member at the University of Houston Downtown (UHD). At UHD he had various administrative positions in addition to being the developer and Coordinator of our CIS major. He based the CIS degree on the DPMA model for in 1980-81 as he was on one of the committees.

Rebhun received his Ph.D. from Florida State in December 1974 in Instructional Systems and Design. Previous degrees in BBA and Masters are from the University of Pittsburgh.

His involvement with AITP began in 1980 where he was a member of the Houston chapter of DPMA. He was selected to be the coordinator/chairperson of one of the first ISCON conferences (jointly with Dr. George Fowler of Texas A&M) and also was the conference chair at the Louisville ISECON in 1994. Dr. Rebhun also began the UHD student chapter of DPMA/AITP in 1980.
Teresa Hickerson (inducted 2009, not able to attend)
Cameron University

Teresa Hickerson has been active in AITP/EDSIG for many years at many different levels. She has been the Faculty Advisor at Cameron University for several years, served as an officer in the Oklahoma City Professional Chapter since 1997 and has served as an officer in Region 3 from 2000 through 2006. She has served as the Association Secretary/Treasurer in 2005, the Association Executive Vice President/President Elect in 2006 and served as the 2007 Association President. She has also been a Regent for the AITP Education Foundation. Teresa has also served and chaired numerous committees at the local, region and national level for AITP. Teresa was the Chair of the 2009 National Collegiate Conference held in Oklahoma City.

Teresa has a Master of Business Administration from Southwestern Oklahoma State University in Weatherford, Oklahoma, and a Bachelor of Science in Computer Science from University of Central Oklahoma. She has worked at Cameron University in Lawton, Oklahoma, Western Oklahoma State College in Altus, Oklahoma and Barton County Community in Great Bend, Kansas.

She is currently working at Snyder High School as the Alternative Education Instructor, High School Cheerleading Sponsor and Sophomore Class Sponsor. Award Teresa has won are Cameron University Advisor of the Year three times, Cameron University Professor of the Year in 1997-1998 and AITP Advisor of the Year in 1997-1998. And her Student Chapter at Cameron University won the AITP Outstanding Student Chapter award in 1999-2000.

EDSIG Distinguished Fellows (Previous Inductees)

<table>
<thead>
<tr>
<th>Honoree</th>
<th>Affiliation</th>
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<tr>
<td>David L. Feinstein</td>
<td>University of South Alabama</td>
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<tr>
<td>Mark (Buzz) C. Hensel Jr.</td>
<td>The University of Texas at Arlington</td>
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<tr>
<td>Teresa Hickerson</td>
<td>Snyder High School</td>
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<td>Ronald Kizior</td>
<td>Loyola University Chicago</td>
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<td>Herbert E. Longenecker, Jr.</td>
<td>University of South Alabama</td>
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<td>Jack P. Russell</td>
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<td>William J. Tastle</td>
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<td>Margaret Thomas</td>
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<td>Stuart A. Varden</td>
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<td>Bruce A. White</td>
<td>Quinnipiac University</td>
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Abstracts

ISECON Paper Abstracts

A ‘Rainmaker’ Process for Developing Internet-based Retail Businesses

Alan Abrahams ..................... Virginia Tech
Tirna Singh ............................. Tech Team

Thursday - 10/28/2010 in Davidson A at 1:30

Various systems development life cycles and business development models have been popularized by information systems researchers and practitioners over a number of decades. In the case of systems development life cycles, these have been targeted at software development projects within an organization, typically involving analysis, design, programming, testing, and deployment. For business development models, phase-based approaches for developing generic businesses have been proposed. With the recent surge in popularity of online businesses, and particularly web-based hosted services for online start-ups, a gap has emerged in the information systems literature for development processes specifically tailored to developing internet-based retail businesses. In this paper, we present such a process, which we dub the ‘Rainmaker’ process for developing internet-based businesses. We demonstrate, through a real case study, how the Rainmaker model can be successfully applied.


A Novel and Efficient Introduction to Clustering using a Classroom Laptop-based Computer Cluster

Irv Englander.................... Bentley University

Saturday - 10/30/2010 in Capitol 2/3 at 9:00

Fitting newly important topics into an already crowded IS/IT curriculum is an ongoing challenge. In this paper we present an innovative and simple way to introduce and demonstrate computer clustering concepts in less than a single class hour, at no cost, by constructing a high performance cluster in the classroom using student laptop computers, classroom Ethernet facilities, and free, downloadable software. Although we initially tested our approach in a Linux Operating System class, the technique is applicable to any appropriate IT class in which students have been previously exposed to the basics of computer hardware, operating system software, networking, and system architecture.


A Financial Technology Entrepreneurship Program for Computer Science Students

James Lawler ....................... Pace University

Saturday - 10/30/2010 in Davidson A at 4:00

Education in entrepreneurship is becoming a critical area of curricula for computer science students. Few schools of computer science have a concentration in entrepreneurship in the computing curricula. This paper presents Technology Entrepreneurship in the curricula at a leading school of computer science and information systems, in which students are beginning to learn the theory and practice of skills needed to be business entrepreneurs or opportunists, not mere scientists.


A Project-based Learning Internship for IT Undergraduates with Social Support from a Social Networking Site

Christopher Cheong .............. RMIT University
Raghav Tandon ..................... RMIT University
France Cheong ..................... RMIT University

Saturday - 10/30/2010 in Capitol 2/3 at 11:00

Project-based learning provides students an authentic learning experience in which they are able to practice skills by constructing a sharable artifact. Internships are another approach in which students are given a real life work experience by being placed and working in an actual workplace. Thus, in this paper, we present an exploratory case study of a project-based learning internship in which seven undergraduate IT students were recruited to work on individual projects under the supervision of academic staff members. Additionally, a social networking site (SNS) was used by the interns and supervisors to
determine its suitability for this particular environment. The SNS was used as it is conducive with project-based learning since they both have a strong social focus. It was found that the structure of the internship and the design of the projects were appropriate as positive results were obtained. Both supervisors and interns enjoyed the internship and the interns underwent a significant learning experience. The SNS was not found to be particularly useful for the environment in this study. This is primarily due to interns being close in terms of geographical proximity and time. It should be noted that the interns were working on independent projects and there was little value for them to communicate with each other in regard to their projects.


A Relational Algebra Query Language For Programming Relational Databases
Kirby McMaster .... Winona State University
Samuel Sambasivam ......Azusa Pacific Univ
Nicole Anderson .... Winona State University
Saturday - 10/30/2010 in Davidson B at 2:15

In this paper, we describe a Relational Algebra Query Language (RAQL) and Relational Algebra Query (RAQ) software product we have developed that allows database instructors to teach relational algebra through programming. Instead of defining query operations using mathematical notation--the approach commonly taken in database textbooks--students write RAQL query programs as sequences of relational algebra function calls. The RAQ software allows RAQL programs to be run interactively, so that students can view the intermediate result tables. Thus, students can learn relational algebra in manner similar to learning SQL--by writing code and watching it run.


A Validation Study of Student Differentiation Between Computing Disciplines
Michael Battig.........Saint Michael's College
Muhammad Shariq . American University of Afghanistan
Saturday - 10/30/2010 in Suite 4A&B at 10:30

Using a previously published study of how students differentiate between computing disciplines, this study attempts to validate the original research and add additional hypotheses regarding the type of institution that the student resides. Using the identical survey instrument from the original study, students in smaller colleges and in different cultural contexts are studied. Both the original and the validation study consider computing and non-computing majors. Although the original research was largely validated through some strikingly similar results, some significant differences were observed depending on the size and orientation of the institution. Furthermore, we noted some differences in college students outside of the US.


AACSB Learning Goals: One-Minute Guest Speakers Help To "Close the Loop"
Randy Ryker...........Nicholls State University
Friday - 10/29/2010 in Capitol 2/3 at 4:30 pm

A key activity in any assurance of learning process is to identify learning deficiencies and then to develop and implement tools and strategies to correct the deficiencies. The activity is often referred to as "closing the loop." This paper describes a process whereby the College of Business's Board of Advisors is engaged in a series of short videos. On the videos they talk about the College's learning goals and the importance of the goals to the business community. The inventory of short videos is made available to all faculty who can insert them into their presentation software to help close the loop. The development and use of the videos is described. Additional benefits of the videos that go beyond closing the loop are also discussed.


AACSB Outcomes Assessment: An Example Using the CCER Exam
Paul Rosenthal .....California State Univ, LA
Friday - 10/29/2010 in Capitol 1 at 9:00 am

This paper is a case study illustrating how the use of the IS 2002 Standard Curriculum (ACM) and the Information Systems Analyst Examination (CCER) provided effective AACSB International format Program-Level Outcomes
Assessment. It presents the quantitative evaluation of the CSULA BS in CIS and MSIS degree programs in the AACSB five-year maintenance reporting format. It illustrates the type of data used to revise the curriculum and improve the teaching of key courses.


Additional Support for the Information Systems Analyst Exam as a Valid Program Assessment

Don Carpenter .......... Mesa State College
Johnny Snyder......... Mesa State College
Gayla Slauson......... Mesa State College
Morgan Bridge .......... Mesa State College

Friday - 10/29/2010 in Capitol 2/3 at 4:00 pm

This paper presents a statistical analysis to support the notion that the Information Systems Analyst (ISA) exam can be used as a program assessment tool in addition to measuring student performance. It compares ISA exam scores earned by students in one particular Computer Information Systems program with scores earned by the same students on the Major Field Test (MFT). The paper shows that the ISA Exam appears to measure knowledge retention in the same manner as the MFT. Since the MFT is recommended as a valid program assessment tool, the ISA Exam should be similarly recommended.


Address Matching: An Expert System and Decision Support Application for GIS

Peter Wu............... Robert Morris University
Eugene Rathswohl....... Univ of San Diego

Friday - 10/29/2010 in Capitol 2/3 at 11:30 am

Address matching is the function to convert textual address description into a map location. It is often incorporated into the geographic information system (GIS) because of the need to do address matching in GIS projects for business today. It is a commonly needed task in community mapping for analysis of market situation and identification of opportunities as well. While GIS courses are becoming more common in the IS curriculum, the topic of address matching is rarely covered. We discuss how the topic may be covered, and suggest its inclusion into the GIS course syllabus. The paper explains the basics of address matching: find the street center line segment and perform ratio of division to extrapolate the portended location on the street segment. However, correctly interpreting written textual address can be a daunting task, requiring human intelligence to handle cultural habits, ambiguities, and mistakes. The paper describes a framework of using an expert system to batch process a large collection of addresses, and how it also turns into a decision support system to manually discover mistakes to correct unmatched addresses. Use of GIS is multi-disciplinary; a generic model of how address matching works should be helpful for its teaching and learning. Hands-on experience of doing the work will be imperative for the student.


An Active, Reflective Learning Cycle for E-Commerce Classes: Learning about E-commerce by Doing and Teaching

Alan Abrahams ................. Virginia Tech
Tirna Singh ................. Tech Team

Friday - 10/29/2010 in Capitol 1 at 9:30 am

Active, experiential learning is an important component in information systems education, ensuring that students gain an appreciation for both practical and theoretical information systems concepts. Typically, students in active, experiential classes engage in real world projects for commercial companies or not-for-profit organizations. In the latter case, such engagements are often referred to as 'service learning' or 'community-engaged education'. In this paper, we describe a novel capstone information systems class where, instead of undertaking a conventional single-team, single-project experiential engagement, the students initiated a fully-fledged new not-for-profit organization from the ground up. The not-for-profit organization, The Online Business Guidebook, was founded with the mission of providing public education on how to start and grow an online business. In an unusual twist on a typical e-commerce class, the students both implemented e commerce technologies ("active learning by doing") and created and disseminated e commerce training materials ("reflective learning / learning by teaching"), rather than solely being recipients of instructional resources. This paper describes the manner in which this class was run, the learning
An Enterprise System and a Business Simulation Provide Many Opportunities for Interdisciplinary Teaching

Jennifer Kreie ..........New Mexico State Univ
James Shannon.......New Mexico State Univ
Carlo Mora-Monge ..New Mexico State Univ

Thursday - 10/28/2010 in Capitol 2/3 at 3:30

Enterprise systems provide companies with centralized data management, business process support and integrated data flow between functional areas. Thanks to academic alliances offered by companies such as SAP, Oracle, Microsoft and others, universities can also take advantage of the integrated features of enterprise system to give business students an interdisciplinary learning experience. Businesses have found that having an enterprise system does not automatically lead to a competitive advantage and employees may not take advantage of better access to data for analysis and decision-making. There is a gap in the workplace between users’ skills and what they need to know to fully utilize enterprise systems. To truly be "knowledge workers" employees need skills in five areas: (1) technical, (2) statistical and analytical, (3) knowledge of data, (4) knowledge of the business, and (5) communication/partnering. Business school graduates with hands-on experience with enterprise systems have a stronger set of knowledge work skills and are better prepared to use enterprise systems. This paper describes what one business school in the southwest United States has done over a five-year plan to incorporate enterprise systems software into several courses and teach an integrated curricula. The goals of the plan were to give students hands-on experience with enterprise systems, teach a cross-functional perspective of business and help students understand way to use enterprise systems for decision support. One course in particular is highlighted in this paper because of its extensive use of SAP enterprise system software and ERPsim, a simulation that runs in SAP.


An Analysis of the Ethics of Data Warehousing in the Context of Social Networking Applications and Adolescents

Michelle Louch ..... Robert Morris University
Michael J. Mainier... Robert Morris University
Dennis Frketich..... Indiana University of PA

Saturday - 10/30/2010 in Suite 4A&B at 9:30

This paper looks at teenagers aged 13-18 and the privacy issues that surround their use of these social networking sites – specifically issues relating to the ethics of warehousing the information these users post on the sites. Past research indicates that teenagers not only use social networking sites to keep in touch with each other but also to explore their still-forming identities. Past studies also show that it is likely that they give little thought to the modern concept of privacy on the Internet, meaning that they will probably share more information than they would if they were aware that third parties purchase and use this warehoused information. While the information is typically used to design the advertising on the pages that teenagers view, the information is also used to segment and profile users. Data mining for development of specific advertising for specific groups actually de-personalizes the users as it segments them into groups as based on the profiles developed by the mining. Mining social networking sites for data to use in advertising, to specifically target the teens who that use these social networking sites, gives rise to the question not only to whether or not the users’ privacy is being invaded but also to the ethics of mining information with intent to profile. This article will focus on the ethics of mining with the intent to profile and segment for economic gain.

An Exploratory Study on the Student Acceptance of the Work System Method as Part of the Systems Analysis and Design Course

Doncho Petkow .... Eastern Connecticut St U
Olga Petkova ...... Central Connecticut St U

Sunday - 10/31/2010

The Work System Method (WSM) has been getting wider attention by the Information Systems research community recently. Its potential for improving the practicing and teaching of Systems Analysis and Design (SA&D) is one of the directions of growing research associated with it. This paper provides the results from an exploratory research on the acceptance of the work system method by students in an undergraduate SAD course at a public US university. The initial results are promising regarding the relevance of WSM for teaching systems analysis and its acceptance by students.


An Improved Database System for Program Assessment

Wayne Haga . Metropolitan St Col of Denver
Gerald Morris Metropolitan St Col of Denver
Joseph MorrellMetropolitan St Col of Denver

Saturday - 10/30/2010 in Suite 4A&B at 9:00

This research paper presents a database management system for tracking course assessment data and reporting related outcomes for program assessment. It improves on a database system previously presented by the authors and in use for one year. The database system presented is specific to assessment for ABET (Accreditation Board for Engineering and Technology) accreditation effort of a CIS (Computer Information Systems) department, but could be easily adapted to any program assessment. The relevance of tracking course assessment data and its role in reporting the outcomes for assessment is discussed. Issues of consistency, efficiency, flexibility, and reusability are discussed and sample data and reports are presented. This paper concludes with a discussion of the merits of the database management system as a tool in program assessment.


An Information Systems Project Management Course Using a Service Learning Model

Randall McCoy ... Morehead State University
Scott Wyner ...... Morehead State University

Thursday - 10/28/2010 in Suite 4A&B at 2:30

This paper describes the implementation of a capstone project management course that is a requirement for graduating seniors in an undergraduate Computer Information Systems (CIS) program at a regional university. The description provides a model which includes the culmination of students’ academic training in Information Systems, IS, curriculum which is part of a Bachelor of Business Administration (BBA) program in an accredited college of business. The requirements include an application of technical and business skills, as well as systems development and project management skills—all working on an actual information technology project for an external sponsoring organization. Rationale for implementing this type of course includes the benefits it provides to the students, the project sponsors who participate in the projects, and the IS department providing the training. Feedback from the course is used as integral part of the curriculum assessment process used for accreditation purposes.


Are Password Management Applications Viable? An Analysis of User Training and Reactions

Mark Ciampa . Western Kentucky University

Friday - 10/29/2010 in Capitol 1 at 8:30 am

Passwords have the distinction of being the most widely-used form of authentication--as well as the most vulnerable. With the dramatic increase today in the number of accounts that require passwords, overwhelmed users often resort to creating weak passwords or reusing the same password for multiple accounts, making passwords the weakest link in the chain of security. It has been recognized that instead of solely relying on their memory for passwords, users can take advantage of technology. One such technology is a password management application, which enables a user to create and store multiple passwords in a strongly protected file and then retrieves them as needed, thus alleviating the requirement to memorize...
numerous passwords. However, few users have chosen to take advantage of these applications. Is it because users have rejected them as poor solutions, or because they were unaware of these applications and their potential benefits? Would users be more favorable towards password management applications after they received training about these applications and used them? And what limitations of these applications could be addressed to create more widespread use? To date no studies have provided training to users regarding these applications prior to surveying their reactions to determine if indeed these applications are suitable for use by the average user. This paper describes a study regarding user’s training, use, and perceptions of a password management application.


**Artifacts as Interface: Reasserting the Fundamentals Of Software Systems Analysis and Design**

Musa Jafa...........West Texas A&M University  
Jeff Babb...........West Texas A&M University  
Saturday - 10/30/2010 in Davidson A at 2:15

In this paper we present an artifacts-based approach to teaching our Object Oriented Analysis and Design course. We focus on (1) the ability to define the system and its boundaries, (2) the separation between business needs and technology requirements artifacts, (3) the clear separation between analysis and design (business-domain models vs. analysis models vs. design models), (4) the evolution of artifacts from domain artifacts, to analysis artifacts and to design artifacts, and (5) the application of abstractions, formal methods and patterns to produce the necessary design artifacts. We assert that the qualities of the design artifacts which result from the process of systems analysis and design convey the essentials of understanding which elevate the IS discipline as a whole. As we engage the artifacts of our designing, we converse with the problem space in a manner which strengthens our command of the interface between information systems and organizations.


**ASSESSING BLACKBOARD: IMPROVING ONLINE INSTRUCTIONAL DELIVERY**

Adnan Chawdhry American Public U System  
Karen Paullet..... American Public U System  
Daniel Benjamin. American Public U System  
Friday - 10/29/2010 in Suite 4A&B at 11:30 am

Universities and Colleges have been offering online classes without assessing the tools used for online learning management to determine student perceptions. An understanding of the benefits and concerns as perceived by the student population is essential to implementing an online education environment that is conducive to a student’s learning. This paper provides a quantitative assessment of Blackboard, an online learning management system (LMS), at a small rural Mid-Atlantic university. A survey was distributed to 119 undergraduate and graduate students to discover their perceptions of the benefits and drawbacks of the technology. This survey was based upon a study that was conducted at the University of Denver in 2006. The results of the survey were analyzed to understand the students’ perceptions of this technology and to identify areas for improvement.


**Assessment Model and Practices for Computing and Information Systems Programs**

Hisham Al-Mubaid . U of Houston Clear Lake  
Krishani Abeysekara ......................... UHCL  
Dan Kim............................................. UHCL  
Sharon Perkins Hall ......................... UHCL  
Kowk Bun Yue ............................... UHCL  
Saturday - 10/30/2010 in Suite 4A&B at 8:30

Assessment is a topic that has received an increasing interest in universities and colleges over the past several years. A major reason for assessment is accreditation of universities, colleges, and programs. The assessment practices and requirements are very broad and vary widely among academic programs and from one institution to the other. This paper presents and explains an assessment model and a set of robust tools and techniques within the framework of process steps, teamwork, and task-driven process management. Using this presented assessment methodology, we have been successful in our accreditation efforts, and
improved the quality of our programs. We share our views and thoughts in the form of lessons learned and best practices so as to streamline the process of assessment and simplify its procedures and steps.


Benefits and Challenges of Using Community-Based Research To Develop an Educational Web Portal

Lara Preiser-Houy CA St Polytechnic Pomona
Carlos Navarrete CA St Polytechnic Pomona

Friday - 10/29/2010 in Capitol 2/3 at 10:30 am

Service-learning projects are becoming more prevalent in Information Systems education. This study explores the benefits and challenges of community-based research, a special kind of a service-learning strategy, in an Information Systems core course on web development. The paper presents a case study of a service-learning project to develop an educational web portal for a second-grade class by an Information Systems student and an elementary school teacher. The study’s findings show that community-based research promotes student learning and facilitates the development of an educational web portal for a primary school teacher. In spite of these benefits, there are social and technological challenges of using community-based research as a service-learning strategy in an Information Systems course. The study’s findings have implications for structuring effective service-learning experiences to promote student learning and secure community gains.


Beyond Introductory Programming: Success Factors for Advanced Programming

Arthur Hoskey Farmingdale College
Paua Maurino SUNY Farmingdale

Saturday - 10/30/2010 in Davidson B at 2:45

Numerous studies document high drop-out and failure rates for students in computer programming classes. Studies show that even when some students pass programming classes, they still do not know how to program. Many factors have been considered to explain this problem including gender, age, prior programming experience, major, math background, personal attributes, and the programming language itself. Research in this area has mainly been confined to introductory programming courses. This study explores the problem at a higher level. It tracks students longitudinally as they move from the first introductory programming class, to the second introductory class, and finally, to completion of an advanced programming course. The research question answered was: What are the factors contributing to the success or lack of success in advanced programming? The success factors examined were the introductory programming language taken, number of programming classes taken, track (concentration in the major), math and logic background, time lapse between the introductory and advanced programming class, instructor, gender, and general GPA. The factors that influenced student success were found to be the introductory programming language, time lapse between the introductory and advanced class, general grade point average, and track. Identification of these factors will help educators to make the best decisions on how to improve computer curriculum and programs and help students become better programmers.


Class Service Quality: Moving Beyond SERVQUAL

Robert E Miller Central Michigan University
Nita Brooks Middle Tennessee St Univ

Saturday - 10/30/2010 in Capitol 1 at 4:00 pm

This paper explores the development of an improved measure of class service quality (ClassQual) in a university environment. By specifically examining data collected from seventy-three Information Systems students at two large universities in the midwest and southern U.S, the significance of different aspects of the class service experience is highlighted. Results of the ClassQual instrument indicate that both the level of faculty concern and course content impact students’ perceptions of the overall service quality (OSQ) they receive in a class. Approximately 42% of the variance in OSQ was explained in the study indicating that the students surveyed value the availability, respect, and interest provided to them by the faculty member as well as the worth of the course information and the faculty’s ability to communicate that information clearly. By better understanding the criteria important to students in their evaluation of a class service experience, we can more accurately focus on improving both
the quality of instruction and the student experience.


Cloud Computing in the Curricula of Schools of Computer Science and Information Systems

James Lawler................. Pace University

Saturday - 10/30/2010 in Davidson B at 11:00

The cloud continues to be a developing area of information systems. This study defines a model program by which computer science and information systems students can learn needed skills in cloud computing strategy and technology. The study benefits educators in schools of computer science and information systems considering curricula enhancement for the cloud.


Computer Ethics: A Slow Fade from Black and White to Shades of Gray

Theresa Kraft.............. Univ of Michigan Flint

Saturday - 10/30/2010 in Capitol 2/3 at 8:30

Expanded use of teaching case based analysis based on current events and news stories relating to computer ethics improves student engagement, encourages creativity and fosters an active learning environment. Professional ethics standards, accreditation standards for computer curriculum, ethics theories, resources for ethics on the internet and possible topics for ethical case analyses are presented. The motivation for teaching Cyber Ethics and a number of success strategies and recommendations for undergraduate Computer Ethics courses are provided.


Culturally Sensitive IS Teaching: Lessons Learned to Manage Motivation Issues

Wenshin Chen............ Abu Dhabi University

Friday - 10/29/2010 in Capitol 2/3 at 11:00 am

The purpose of this study is to advocate culturally sensitive teaching that is largely overlooked in the IS community. As our community and the contemporary business world in general are essentially situated in a global, networked, multicultural environment, inadequate cultural understanding of this environment would unfortunately indicate poor preparation for future IS professionals’ career. Situated in the context of HBCU (Historically Black Colleges and Universities) in the US, this investigation narrates authentic stories and experiences that reflect cultural challenges and issues faced by today’s educators. Insights gained from the study provide practical lessons for educators who are similarly situated in a culturally challenging environment. More specifically, the study analyzes motivational issues commonly exhibited by a homogeneous group of students in this unique research context and suggests some practical approach to manage those issues. Implications further address culturally sensitive teaching concerns that might require IS educators’ and researchers’ attention.


Defining the Content of the Undergraduate Systems Analysis and Design Course as Measured by a Survey of Instructors

Timothy Burns .......... Ramapo College of NJ

Saturday - 10/30/2010 in Capitol 2/3 at 2:15

There are many factors that make the undergraduate systems analysis and design course somewhat enigmatic in its purpose, and therefore equivocal in its delivery. The purpose of this research is to learn, specifically, what instructors are teaching in their systems analysis and design courses. This paper reports the results of a survey and follow up interviews that were administered to instructors of the course located in colleges and universities around the world. Results indicate that there is a fair amount of consensus among instructors as to the course content.

Design, The “Straw” Missing From the “Bricks” of IS Curricula

Leslie Waguespack ........ Bentley University
Thursday - 10/28/2010 in Capitol 1 at 3:30 pm

As punishment in the biblical story of Moses the slaves were told they had to make bricks without straw. This was impossible because bricks made without straw had the appearance of strength and function, but could not withstand the proof of actual use. The slaves’ punishment was therefore not only to make bricks, but also to find the straw on their own with which to make them. In this day and age it would seem that many of our Information Systems curricula ask students to learn to make systems without teaching them about design. We are good at teaching students how to make software systems that do things but not so good at teaching students how one way of doing things in a system design is better than another. In this essay I consider the role of teaching systems design in preparing an IS professional and the forces that have come into play over the history of computing that have in many cases frozen out the study of design from the IS curricula.


Determining the most suitable E-Learning delivering mode for TUT students

Solomon Odunaike ... Tshwane Univ of Tech
Dan Chuene ... Tshwane Univ of Technology
Friday - 10/29/2010 in Davidson B at 8:30 am

Traditionally, in education and business environment, Information Technology has been seen as purely a support or operational tool. Advances in computing, information storage, software, and networking are all leading to new tools for teaching and learning and are also changing the paradigm for new initiative in the classroom teaching. The Internet Technology is in forefront of transforming education and opportunities around the world by allowing different kind of interaction and innovation among various educational institutes and students alike all participating in the global online innovations. The new modes of learning need to be explored to determine possible impact and most suitable choice of strategies. Understanding our student extents and capabilities of learning on their own coupled with the availability of basic and necessary equipments required for e-learning will have profound impact on the choice of e-teaching, e-learning and e-education delivery mode. A right choice of delivery mode is very essential and fundamental in moving forward to attain the much needed greater height in quality education. A wrong choice however, could deal a devastating blow on any progress made so far in the implementation of e-learning which would in turn have a ripple effect on the quality, acceptability level, pass rate and cost. Every effort must be made to guard against making wrong choice of e-learning delivering mode and this research will investigate and evaluates which e-learning delivery mode will be best suitable for Tshwane University of Technology (TUT) students.


Developing Information Systems Education in a Network – Lessons Learned from a R&D Project

Ulf Melin .................. Linkoping University
Karin Axelsson ............. Linkoping University
Thursday - 10/28/2010 in Davidson A at 2:00

In this paper we focus on lessons learned from developing information systems (IS) higher education in an inter-organizational (IO) network focusing possibilities and challenges. Developing higher education is one area among others where organizing joint efforts in networks are possible. An IO R&D project is described and analyzed in this paper. The overall research design is qualitative and interpretive. The research is based on a case study of the project and the network collaboration between four Swedish universities as participants as such. Theoretical concepts that characterize an IO relationship (continuity, complexity, symmetry, and formality) and concepts that describe dimensions of such relationships (links, bonds, and ties) helped us to describe and to analyze interaction in the IO network together with the characterization of context, content and process related to the development work. The IO network in this paper is classified as a joint problem solver; a functional network. Findings in the paper address several possibilities and challenges related to higher education development in IO networks. Findings highlight e.g. the need to involve active teachers and researchers, to manage distributed teams, to be aware of the critical and sensitive matter of opening up the “black box” of courses using critical friends, and the time and effort needed.
Distance learning: An empirical study

Mehdi Sagheb-Tehrani ... Bemidji State Univ
Friday - 10/29/2010 in Capitol 2/3 at 2:30 pm

Distance learning (DL) is a popular option in higher education. Information technology (IT) has made education more available for students without regard to location or time. Universities are now offering online degrees at all levels. This study presents an empirical investigation designed to identify some advantages and disadvantages of distance learning. Ninety students from seven different courses at two various universities took part in this investigation. The study supports that online teaching could be more than 35% of the total credit hours in a graduate program. Also, the study supports that online teaching has gone too far. The study suggested four hypotheses which were tested using a series of t-test. The author hopes that this paper provides valuable insights into application of distance learning and educational design as an important part of an academic's routine activities.

Establishing and applying criteria for evaluating the ease of use of dynamic platforms for teaching web application development

Johnson Dehinbo. Tshwane U of Technology
Friday - 10/29/2010 in Davidson B at 9:00 am

The widespread use of the Internet and the World Wide Web has led to the availability of many platforms for developing dynamic Web application and the problem of choosing the most appropriate platform that will be easy to use for undergraduate students of web applications development in tertiary institutions. Students beginning to learn web application development would not perform at their best capacity level if the platform chosen by their institution is difficult to use. This is important given the recurrent write-compile-test-recompile efforts that take place in a timed students’ practice session. As part of the framework for determining the most suitable platform(s) for teaching dynamic web applications development in tertiary institutions, this study adopted an interpretive research approach to establish a set of criteria from theory and practice for...
evaluating the ease of use of the platforms. These criteria were tested by evaluating four platforms namely Java Servlets, Java Server Pages (JSP), Active Server Pages (ASP) and PHP using various research methods including descriptive inquiry, document analysis and observations. While Java Servlet was found to be most suitable on applying the criteria, the significance of the study lies in the establishment of a comprehensive but specific set of criteria that can be used as a scientific basis for selection.


**Expansion and Validation of the PAPA Framework**

Nancy Martin .........Southern Illinois Univ
Belle Woodward ........Southern Illinois Univ
Thomas Imboden ......Southern Illinois Univ

Saturday - 10/30/2010 in Davidson B at 11:30

In recent years, ethics has drawn increased interest from information technology and computer science practitioners as well as from academicians. This article investigates the issues outlined in the PAPA framework in today’s environment and explores the possibility that new issues have emerged. This test and exploration is accomplished through the enhancement and validation of an existing survey instrument.


**Exploring the Connection between Age and Strategies for Learning new Technology Related Tasks**

Gabriele Meiselwitz......... Towson University
Suranjan Chakraborty.... Towson University

Thursday - 10/28/2010 in Capitol 2/3 at 4:30

This paper discusses the connection between age and strategies for learning new technology related tasks. Many users have to learn about new devices and applications on a frequent basis and use a variety of strategies to accomplish this learning process. Approaches to learning new technology related tasks vary and can contribute to a user’s success or failure in mastering these tasks. Little research exists on how this affects older users actively pursuing education. This study focuses on how learning strategies, types of errors, and attitude can vary among users of different age groups. A survey was administered to two user groups, one was a group of traditional age students taking introductory general education courses at a Mid-Atlantic comprehensive university, the other was a group of members of the Osher Lifelong Learning Institute at the same university. The results of this study highlight the importance of considering age related changes in learning styles, types of error, and attitude when introducing new technology related tasks. The paper concludes with a summary of considerations for content delivery and plans for future research.

Four Systems to Initiate in the Foundations of Information Systems Course to Support the IS 2010 Model Curricula and to Retain Students

Gayla Slauson ................ Mesa State College  
Don Carpenter ................ Mesa State College  
Johnny Snyder ................. Mesa State College

Saturday - 10/30/2010 in Davidson B at 10:30

The IS 2010 Model Curricula provides revised guidelines for undergraduate programs in information systems. Since the Foundations of Information Systems course provides initial contact with students in computer information systems programs, a systematic approach to beginning student relationship management in this course is helpful. The authors suggest that four systems be implemented in the Foundations Course and be used throughout the program. These systems include an overall student relationship management system with subsystems including a personal response system, a student mentoring system, and a knowledge management system. Each system is briefly described with its benefits, specific examples of support for the IS 2010 Curricula, costs or issues, and suggestions on how to begin.


Group Assessment of Learning: Test the Class, Not the Students

Teko Jan Bekkering ... Northeastern St Univ  
Julia Kwok............... Northeastern St Univ  
David Kern ............... Northeastern St Univ

Thursday - 10/28/2010 in Capitol 1 at 2:30 pm

Assessment of learning has become a major issue in education in recent years. Secondary education has already been confronted with demonstrating learning outcomes. This is predominantly done through standardized tests in multiple-choice format. Higher education has not been confronted with demands for standardized testing, and assessment of learning takes place as part of accreditation and in voluntary alliances. Developing proper assessment methods presents an opportunity to preempt regulatory mandates. The current research describes the development of a new methodology to demonstrate student performance in higher education. Results for the first semester application in an Information Systems Design class are presented.


How to Use the Potential of Learning Outcomes in IS Courses – Listening to the Voices of Students

Ulf Melin ................. Linkoping University  
Karin Axelsson ............ Linkoping University

Thursday - 10/28/2010 in Capitol 1 at 1:30 pm

This study illustrates how students view the role and meaning of learning outcomes. We have conducted a focus group with students who attended the course “Enterprise (ERP) systems and organizing” within an IS bachelor program in Sweden. Our study shows that students, as a course’s the main stakeholder group, regard the multi-functionality of learning outcomes. What they still miss is knowledge about the role and meaning of learning outcomes as control instruments for the entire educational process. When teachers formulate learning outcomes in a transparent and clear way, students will be able to use them actively prior to courses, during courses and after courses. In order to better use the potential of learning outcomes in practice, we need to find ways of not just formulating learning outcomes in a standardized manner, but also practicing them in our courses. When this learning outcome model has been accepted and applied in teachers’ course activities, not just their syllabus writing, we have possibilities to use the full potential of learning outcomes.


Impact of pre-grading / resubmission of projects on test grades in an introductory computer literacy course

Thomas Janicki ............... UNC Wilmington  
Judith Gebauer ............... UNC Wilmington  
Ulku Yaylacicegi .............. UNC Wilmington

Saturday - 10/30/2010 in Suite 4A&B at 11:00

This research builds on the behavior learning theory that suggests a response from a student followed by quick feedback and another response by the student will increase student learning. An experiment was tracked that gave students the option to submit particular
homework projects (response) early; these were graded and returned to students with comments for improvement (feedback). The students were then given the opportunity to resubmit the project prior to its due date (another response) for grading. Theory indicates that the students who took advantage of this pre-grading option should do better on following tests which would indicate increased learning from the extra stimulus. Our experimental results did not indicate a significant increase in learning by those students who took advantage of the pre-grading option.


Implementing a Dynamic Database-Driven Course Using LAMP

Joseph Laverty ...... Robert Morris University
David Wood .......... Robert Morris University
John Turchek .......... Robert Morris University

Thursday - 10/28/2010 in Suite 4A&B at 4:30

This paper documents the formulation of a database driven open source architecture web development course. The design of a web-based curriculum faces many challenges: a) relative emphasis of client and server-side technologies, b) choice of a server-side language, and c) the cost and efficient delivery of a dynamic web development, database-driven platform. This paper reviews alternative dynamic web development, database-driven platforms and presents a case study of integrating LAMP, an open source dynamic web data-base driven solution, in an Information Systems Curriculum. Three sections were presented over a three-year period. Information concerning course content, instructional delivery methods, alternative LAMP technological infrastructures, student retention and performance are also discussed.


Incorporating Capstone Courses in Programs Based on the IS2010 Model Curriculum

Dana Schwieger. Southeast MissouriSt Univ
Ken Surendran. Southeast Missouri St Univ

Friday - 10/29/2010 in Davidson B at 10:30 am

Currently, most CS and IS (CIS/MIS) curricula include a capstone course to help achieve some of the program objectives such as soft-skills development. Since the scope of the IS2010 model is limited to the consideration of high-level capabilities, the recommendation lists only core courses common to all Information Systems programs and some sample elective courses. This list does not include a capstone course. In this paper, the authors examine the implications of key characteristics of IS2010 – i.e., reaching beyond the schools of management and business – in formulating a suitable capstone course. Based on their experiences in teaching capstone courses, they discuss the various ways in which capstone courses can be facilitated and analyze the issues influencing course design. They then suggest various strategies for incorporating capstone courses into CIS programs based upon the new IS2010 curriculum and provide a sample course outline.


Integrating Health Information Systems Into a Database Course: A Case Study

Nicole Anderson .... Winona State University
Mingrui Zhang ...... Winona State University
Kirby McMaster ......... Web State University

Thursday - 10/28/2010 in Suite 4A&B at 2:00

Computer Science is a rich field with many growing application areas, such as Health Information Systems. What we suggest here is that multi-disciplinary threads can be introduced to supplement, enhance, and strengthen the primary area of study in a course. We call these supplementary materials threads, because they are executed alongside the material presented in the course, reinforcing and augmenting it but not replacing it. Many studies have been performed on how making a topic more meaningful and relevant to students can improve their outcomes. Integrating Health Information Systems into the Computer Science curriculum can achieve this. In this paper, we present a case study in which the development of a health system is integrated into a Database course. The results indicate that students enjoyed the course more, were more motivated to complete the course project, and were able to learn and apply the core course materials more readily.

Integrating Statistical Visualization Research into the Political Science Classroom

Geoffrey Draper
Brigham Young Univ Hawaii
Baodong Liu .................University of Utah
Richard Risenfeld ............University of Utah

Saturday - 10/30/2010 in Capitol 1 at 8:30 am

The use of computer software to facilitate learning in political science courses is well established. However, the statistical software packages used in many political science courses can be difficult to use and counter-intuitive. We describe the results of a preliminary user study suggesting that visually-oriented analysis software can help students query a political data set faster and more accurately than by using traditional non-visual software tools. We hope that our experience will encourage future collaboration between educators in computing and in other academic disciplines.


Brian Hall .................Champlain College

In an age when information, management and technology are supposed to be hand-in-hand, there is often a rift between these elements when considering people and comportment. The detachment is caused by a distressing lack of understanding between Information Systems (IS)/Information Technology (IT) students and professionals, and those they interact with in the business world. Eventually, this deficiency manifests itself in various ways including a collapse in communication and interaction. This paper is a discussion and sample case of a major oversight in curricula, of preparing students socially for immersion in technical business environments. The omission of cultural literacy on both sides of the equation, in IS/IT programs and in business and management programs (be they technically focused or not), is argued as the underlying cause of many problems in information professions and a source of management contention.


Lecture Capturing utilising Enhanced Podcasts

Kobus Ehlers ...........Stellenbosch University

Friday - 10/29/2010 in Suite 4A&B at 9:30 am

The advent of podcasting technology has transformed lecture capturing and enabled easy and cost-effective delivery of recorded lectures to students in Higher Education. This paper investigates the use of an Enhanced Podcasting model to distribute audio recordings synchronised with the slides used in the lecture. A pilot study was conducted with two groups of students (first years and third years) to evaluate the acceptance and use of this technology as a supplement to traditional lectures. Enhanced Podcasting was evaluated as a model suitable to the South African context, enabling a richer experience than simple audio recordings, but still limiting bandwidth demands and equipment costs. The results reveal that a significant portion of students utilised these recordings and gave Enhanced Podcasting a high usefulness rating. The most popular uses of this technology were for test preparation and revision. Issues
relating to access were identified and the viewing behaviour of students was also studied. Survey responses indicated that most students either download or stream the recordings for playback on computer with mobile viewing receiving almost no use. The vast majority of students reported receiving benefit from using the recorded lectures and indicated that they would prefer podcasting as a permanent service. They were also polled on possible alternative teaching modes. Both attendance tracking and survey responses indicated that podcasting had almost no effect on lecture attendance among first years with a small group of third years indicating that their attendance has decreased. This study suggests that the use of podcasting as a supplement to traditional lectures is clearly perceived as beneficial by the surveyed students, especially as a revision tool.


Lessons of Technical Disasters and Project Management

Brenda McAleer.....Univ of Maine at Augusta
Joseph Szakas .....Univ of Maine at Augusta
Friday - 10/29/2010 in Suite 4A&B at 2:00 pm

Design and implementation of IT projects continue to be problematic as the majority of projects fail, or are challenged by budget and schedule overruns. This problem is compounded by the fact that today’s projects are increasingly complex. This paper discusses the problems of maintaining successfully implemented projects. By presenting students with the lessons of technological disasters, i.e. successful projects that then failed, we could better prepare Computer Information Systems (CIS) students in a Project Management course to understand the risks of integrated and complex working systems in today’s world.


Make it Relevant and They Just May Learn it

Jeanne Baugh....... Robert Morris University
Thursday - 10/28/2010 in Suite 4A&B at 4:00

There are many different approaches to teaching Information Systems courses. Studies have shown that if the student is interested in the topic they just may have a more productive classroom experience. This paper documents the practice of structuring assignments around topics that are of interest to each individual student. This method has been successful in courses from the Freshman level up to the Doctoral level. For each of the classes described in this paper, the students are given a framework to follow for the assignments, and then asked to individualize the assignment relevant to their interests. Student attitudes toward the courses are discussed, along with recommendations for course structure and content.


Meet the new editor of JISE

S Kruck.............James Madison University
Saturday - 10/30/2010 in Executive Board at 10:30 am

The Journal of Information Systems Education (JISE) is an academic, peer reviewed IS journal that focuses on IS education. Susan Kruck is the new editor for JISE and would like to meet you. She is interested in talking with current reviewers and editorial board members to share ideas; in addition, if you are interested in becoming a reviewer, this is a great time to explore the opportunity. This will be an informal meeting.


More Technology, Less Learning ?

Justin Kulesza....... Grand Valley State Univ
Gerald DeHondt II. Grand Valley State Univ
George Nezlek ..... Grand Valley State Univ
Friday - 10/29/2010 in Capitol 1 at 4:00 pm

Modern information technologies (presentation software, wireless laptop computers, cell phones, etc.) are purported to enhance student learning. Research to date provides a conflicting and ambivalent set of outcomes about the effectiveness of such technologies in the context of the college classroom. Anecdotal evidence further complicates this matter by presenting viewpoints which often conflict with existing studies and prevailing best practices. Do modern technologies belong in the classroom and to what extent? The answers are neither direct nor simple. This paper integrates the results of published studies, anecdotal evidence, and theory, and considers the potential drawbacks of an over reliance on modern technologies to the learning process in higher education.
Non Directed Utilization of a Hand Held Device: How Does a First Year University Engineering Student Use an iTouch?

Anthony Serapiglia ....... Robert Morris Univ
Constance Serapiglia ..... Robert Morris Univ
Friday - 10/29/2010 in Davidson B at 11:00 am

Handheld computer technology has been available for decades. The college student today has been exposed to various types of handheld computing devices for most of their lives yet there is little known about how a college student utilizes this type of technology tool as a learning advantage to an anytime or place scenario. This study looks at how one incoming class of freshman engineering students at a mid-sized university in Western Pennsylvania utilized Apple iTouch PDA/Mobile computing devices they had been given upon their enrollment at the university. Survey questions resulted in no significant trend in usage. Personal use and curriculum use resulted in an even split. There was a strong indication of expected future usage.

Online Support Services for Undergraduate Millennial Students

Marie Pullan........ Farmingdale State College
Thursday - 10/28/2010 in Capitol 2/3 at 1:30

Education has changed as a result of technological advances. Distance learning, particularly online learning, has rapidly increased its presence in higher education. Millennials, a new generation of students who have grown up with the Internet, are college-age. They expect access to the Internet to manage their daily lives. However, as they enter college, many discover that support services that are requisite to a successful college experience, are available on-campus but not online. The goal was to determine what contemporary college-aged students expect as online student support services so that institutions will know what to provide. Data gathered through interviews with administrative support staff were used to modify a published survey and to guide construction of new questions. The modified instrument was validated by three experts and revised accordingly. All current students at Farmingdale State College were invited to respond to the web-based instrument that examined the current status of online support services. Following full-scale implementation, the data were analyzed. Results were used to create recommendations and considerations for the implementation of online support services at the college reviewed by the Vice President of Student Affairs and Enrollment Management. The final report is a comprehensive resource for college administrators who serve millennial undergraduates. It contains valuable information and guidance for the development and implementation of student support services in the 21st century. A serendipitous finding was that many non-traditional, older students expressed comparable needs for online support services.

Peer mentors and their impact for beginning programmers

Ken Hartness....... Sam Houston State Univ
Li-Jen Shannon .... Sam Houston State Univ
Thursday - 10/28/2010 in Suite 4A&B at 1:30

Our department is currently employing student mentors to assist with recruitment and retention. The primary purpose of these students is to help frustrated new majors in the beginning programming course realize that they are not alone in their struggles and to assist the students over hurdles in their learning and skill development. We examine the impact of peer mentors on students, including a breakdown of that impact across underrepresented groups.

Positioning Database Content in a Business Intelligence Context

Richard Grenci ......... John Carroll University
Saturday - 10/30/2010 in Capitol 2/3 at 9:30

This presentation defines and discusses the role of a course that positions database-related content into a business intelligence context. The definition of the course is predicated on the dissection of BI as a spectrum of techniques – techniques that apply to all disciplines but that are particularly relevant with respect to BI-related marketing courses. The methods and
content employed in BI-related marketing courses (as well as in other BI-related courses) often tend towards the statistical and predictive end of the BI spectrum of techniques. However, the BI-framed course described here is defined by the techniques employed at the other end of the BI spectrum – those related to data access and reporting – techniques such as ad hoc querying and online analytical processing (OLAP). These techniques are more closely aligned with the content of a course that is focused on database management and data summarization and presentation, rather than with the content of a course that is focused on data mining and/or statistical analyses. An OLAP-focused data summarization course relies on concepts and techniques that can be readily investigated by tools such as Microsoft Access (and specifically "Group By" querying); Microsoft Excel (and specifically "Pivot Table" analyses); and Google Analytics (and the use of dashboard-generated analyses). The implementation of such an OLAP-focused marketing course is described.

Predicting Success in the Introduction to Computers Course: GPA vs. Student’s Self-Efficacy Scores

Joseph Baxter.......... Dalton State College
Bruce Hungerford....... Dalton State College
Marilyn Helms.......... Dalton State College

Saturday - 10/30/2010 in Davidson B at 9:30

This study examines whether students’ final grades in an introductory college business computing class correlate with their self-reported computer skill levels provided at the beginning of the course. While significant research effort has been devoted to studying the effects of student self-efficacy on course outcomes and studying the moderating effects of various demographic variables (such as age and gender) and experience variables (such as computer access at home), there is a dearth of studies examining a student’s grade-point-average (GPA) as a predictor of final course success in the introductory computing class. For the fundamentals of computer applications course at the medium-size state college, student self-perceptions of their own computer abilities explained very little of the variation in the final course grade outcomes. GPA, however, was a more powerful predictor (adjusted R2 = 0.365) of the final class grade as well as the students’ grades on individual course modules. Students’ perceptions of their own computer abilities added very little additional predictive value, increasing the full model’s adjusted R2 only to 0.393. Given the predictive power of GPA relative to course success, discussion is included concerning ways to use this information to offer additional assistance to lower performing students. The study contributes to the existing literature and refutes the value of self-assessment of skills and abilities as a sole predictor of success. Although the literature has suggested non-traditional or adult students may have more difficulty with the computer course, our findings do not support this. Areas for future research are suggested.


Real World Projects, Real World Problems: Capstones for External Clients

Bryan Reinicke............ UNC Wilmington
Thomas Janicki............. UNC Wilmington

Friday - 10/29/2010 in Suite 4A&B at 10:30 am

Capstones form an important part of the curriculum in many undergraduate and graduate programs in Information Systems. These projects give the students a chance to synthesize and apply the skills they have been acquiring throughout their academic program. These projects can be integrated with another recent initiative in higher education: service learning. By turning the capstones into “real-world” projects for external clients, the students can give back to the community while completing a valuable learning experience. However, these real world exercises sometimes take on real world characteristics – like failure. How do we, as professors, guide students through a service learning capstone to completion, despite the external challenges that come with it? How can we evaluate the outcome of these projects, when we know success may not be a part of the final product? The authors draw on personal experience with service learning capstones to address this problem.

Selecting a Good Conference Location based on Participants’ Interests

Muhammed Miah Southern U at New Orleans
Thursday - 10/28/2010 in Capitol 2/3 at 4:00

Selecting a good conference location within budget constraints to attract paper authors and participants is a very difficult job for the conference organizers. A conference location is also very important along with other issues such as ranking of the conference. Selecting a bad conference location may reduce the number of paper submissions and create bad impressions on the conference to the paper authors and conference participants. The conference location should be selected in such a way that it can attract authors to submit papers as well as others to participate/attend. In this paper we discuss how to select a good conference location within budget constraints that can attract many authors/participants considering participants’ interests. We propose several methods to select the best location among the available possible locations within budget constraints based on the authors and participants interests on various features or attributes of the locations. Our problem also has interesting applications in information systems education as well. We perform evaluation of our proposed algorithms both on real and synthetic data.


Student Achievement in Four Urban School Districts: Impact of Information Technology

Gregory Lee .................San Antonio College
Mary Lind .............North Carolina A&T St Univ
Friday - 10/29/2010 in Suite 4A&B at 2:30 pm

The purpose of this study was to explore diffusion of information technology (IT) infrastructure and high school student achievement in four urban school districts. The study sought to address any significant correlations between student achievements and information technology infrastructure funding. The study used the American College Test (ACT) and Scholastic Aptitude Test (SAT) scores from 94 school districts and statistics from the E-Rate program (IT infrastructure funding) to discern any relationships. The ACT and SAT were used because they are standardized tests used by all school districts across the U.S. The E-Rate program is a federal program that allocates billions of dollars each year to urban school districts to alleviate the disparity between poor and affluent school districts related to access to the Internet (Arfstrom & Sechler, 2006). The influx of E-Rate funds is evaluated in terms of IT diffusion in these schools and the resulting impact on student achievement. Other moderating factors such as school size, student to teacher ratio, number of students tested, and dropout rate were analyzed. Research observations revealed there was a positive impact of E-Rate funds on student achievement and on the achievement gap between urban impoverished and affluent school districts.


Service Learning in Distance Education (SLIDE): E-Mentoring Project Connect

Donna Everett ...Morehead State University
Friday - 10/29/2010 in Capitol 2/3 at 3:00 pm

The use of technology is changing the way we communicate and relate to others. The purpose of this paper is to share the results of an e-mentoring project (SLIDE) that took place virtually between one college freshman-level Introduction to Business course and eight high school classrooms. The e-learning activities were augmented through the use of web-conferencing technology to provide more effective experiences for faculty and students. With their ready access to new technologies, higher education institutions are well-positioned to take advantage of rapid changes in technology to enhance communication and collaboration.


Student Attitudes and Perceptions Regarding Computing and Its Related Disciplines: A Preliminary Study in the United Kingdom

Charles Woratschek........Robert Morris Univ
Saturday - 10/30/2010 in Davidson A at 3:15

Declining enrollments in the computer-related disciplines is not just a United States phenomenon. To study the problem in the United Kingdom and perhaps gain useful ideas to understand and deal with this issue in the United States, a research project was undertaken during a sabbatical semester. Students majoring
in a computer-related discipline in the UK were surveyed and faculty teaching in the computer-related disciplines contacted for personal interviews. The survey collected data about: 1) the factors that were used to select a college major, 2) why or why not the student picked a major in a computer-related field, 3) the student’s secondary school guidance counseling experience both in general and in regard to computer-related fields, and 4) perceptions regarding the computing field in general. The faculty interviews collected data in four major areas: 1) enrollment, 2) secondary school guidance, 3) students’ skills and abilities regarding preparation for collegiate work in the computer-related disciplines, and 4) solutions/suggestions regarding the problem issues.


Student Perceptions of Instructional Tools in Programming Logic: A Comparison of Traditional versus Alice Teaching Environments

Leah Schultz........ Tarleton State University
Saturday - 10/30/2010 in Davidson B at 4:30

This research investigates the implementation of the programming language Alice to teach computer programming logic to computer information systems students. Alice has been implemented in other university settings and has been reported to have many benefits including object-oriented concepts and an engaging and fun learning environment. In this study, students were surveyed on their opinions about the effectiveness of the Alice environment and were compared to responses of students who had been taught in a more traditional environment using flowcharts and pseudocode. Analysis of data revealed there were no statistically significant differences in responses, with both groups reporting high levels of satisfaction with their respective learning experience. Discussion includes ways to potentially improve the implementation of Alice and its benefits in the classroom.


Students Computer Proficiency, Perceptions And Experiences: An Exploratory Study

Muhammed Badamas .... Morgan State Univ
Thursday - 10/28/2010 in Capitol 2/3 at 2:00

College students use computers for many reasons. Computer experience by college students have been studied by several researchers. This is a report of an exploratory study of students using the computer laboratory of an urban university. The study indicated that students use computers more for personal reasons than school work. The results shall help college administrators in deploying resources where it will be more useful for college students


System Analysis of An Assurance of Learning System

Douglas Kline ............... UNC Wilmington
Bryan Reincke.................. UNC Wilmington
Sarah Peck...................... Grant Thornton
Rebecca Porterfield........... UNC Wilmington
Drew Rosen..................... UNC Wilmington
Devon Simmonds............. UNC Wilmington

Douglas Kline    University of North Carolina
Saturday - 10/30/2010 in Capitol 2/3 at 10:30

A systems analysis is performed for an assurance of learning data warehouse for the Cameron School of Business at UNC Wilmington. The systems analysis proved to be a powerful tool for documenting the existing process, specifying the proposed data warehouse, and accreditation documentation purposes.


System Testing on the Cheap

James Slack ............... Minnesota State Univ
Friday - 10/29/2010 in Davidson B at 2:30 pm

We want our students to experience system testing of both desktop and web applications, but the cost of professional system-testing tools is far too high. We evaluate several free tools and find that AutoIT makes an ideal educational system-testing tool. We show several examples of desktop and web testing with AutoIT, starting with simple record/playback and working up to a
keyword-based testing framework that stores test data in an Excel spreadsheet.

Tag Clouds as a Pathway to Improved Pedagogical Efficacy in Information Systems Courses: A Baseline Study Involving Web 2.0 Technologies

Samuel Conn ............... Kentucky State Univ
Simin Hall ..................... Virginia Tech
John English ..................... Kentucky State Univ
Fred Scheffler ............... Kentucky State Univ

Saturday - 10/30/2010 in Davidson B at 8:30

Various Web 2.0 technologies can be used to support pedagogy. Examples include wikis, blogs, and social media including forum discussions. Online class forum discussions involving electronic text can result in robust strings of data containing meta-knowledge, inherent meaning, themes and patterns. Based on instructional design, learning outcomes guide and reflect class generated work product such as assignments, activities, and discussions. As such, class discussions should evolve with alignment to learning outcomes. One measurement of instructional efficacy involves the closeness with which this alignment occurs.

In this experimental research the authors report on the design and prototyping of an architecture utilizing a tag cloud engine to determine dominant and emerging themes from a text string, namely word data collected from a threaded discussion. Textual data used in this investigation involved two Information Systems online classes where threaded discussions during one week were captured as a text string. Text from a learning management system threaded discussion was fed into a tag cloud engine where asynchronous conversation themes were determined. Calculating a correlation coefficient as an indicator of pedagogical efficacy, the application evaluated the pedagogical efficacy evidenced in the discussion forum through comparison of themes with instructional objectives. In this experimental research, a real-time online analytical processing (OLAP) tool prototype to support pedagogical intelligence via systemic formative evaluation was designed and developed. Findings from the investigation were used to reach conclusions regarding the use of Web 2.0 technologies in guiding instruction.


Taking Information Systems Distance Learning to the Virtual Level

Melinda Korzaan... Middle Tennessee St Univ

Saturday - 10/30/2010 in Suite 4A&B at 11:30

Virtual worlds, such as Second Life, are becoming more prevalent as a platform for Information Systems education. However, getting started and designing an educational experience in Second Life may seem like a daunting task and challenge for educators. This paper provides some practical advice for Information Systems instructors who are considering taking their distance education needs to a new level - the virtual level. This paper examines the crucial question of where to start and how to begin facilitating Information Systems class sessions in Second Life by gleanening information from an exploratory experience where graduate-level Information Systems class sessions were conducted in Second Life. This pilot Second Life experience will be shared with readers and interwoven with tips, techniques, and recommendations to help educators take that first step of conducting a class meeting in-world. The recommendations and practical advice provided by this paper is relevant for IS educators who have been contemplating incorporating virtual world technologies in their existing courses primarily for the purpose of eventually delivering their course in an online or hybrid format, but who have found themselves overwhelmed by the vastness and dispersion of information regarding virtual worlds and are at somewhat of a loss for how to take that first step into a 3D virtual learning environment.


Taking it to the Top: A Lesson in Search Engine Optimization

Mark Frydenberg .......... Bentley University
John Miko.................. St. Francis University

Saturday - 10/30/2010 in Davidson B at 3:15

Search Engine Optimization (SEO) describes a set of techniques applied to a Web site so it achieves optimal position with a search engine's rankings. SEO is an important strategy for organizations and individuals in order to promote their brands online. Techniques for achieving SEO are relevant to students of marketing, computing, media arts, and other
disciplines, and many college courses have begun to include SEO as part of their curricula. This paper describes an exercise for learning about SEO that mimics a popular online event known as an SEO contest. Contest participants implement a variety of SEO techniques in order to achieve the top position for a specified word or phrase in a search engine's results. This paper also examines the learning benefits that such an exercise provides.


Teach or No Teach: Is Large System Education Resurging?

Aditya Sharma, North Carolina Central Univ
Marianne Murphy, North Carolina Central U
Thursday - 10/28/2010 in Capitol 1 at 4:30 pm

Legacy or not, mainframe education is being taught at many U. S. universities. Some computer science programs have always had some large system content but there does appear to be resurgence of mainframe related content in business programs such as Management Information Systems (MIS) and Computer Information Systems (CIS). Many companies such as financial institutions have relied on large systems for years. Other companies are turning to mainframe computing as a reliable and economic efficient way of meeting their everyday needs. Additionally, in an ever increasing environmentally conscious environment, “green” solution of computing are sought. In this paper, we sought the opinions of academic members of IBM’s Academic Initiative program and the Enterprise Computing Community (ECC) to ascertain the decisions to address large systems content and the future of mainframe education.


Teaching “Information Literacy” with the Introduction to Information Systems Course

Biswaip Ghosh, Metropolitan St Col Denver
Mark Segall, Metropolitan St Col of Denver
Friday - 10/29/2010 in Capitol 1 at 10:30 am

Designers of the computer information systems introductory course, that is mandatory for all business school majors, face significant challenges and trade-offs. Specifically, three questions need to be addressed in any such course design efforts. How best to (1) incorporate the theoretical aspects of Information systems so non-CIS majors understand the implications of IS for their careers, (2) pack enough exposure to technology so that they get the marketable skills that employees are so desirous of and (3) provide the practical work in productivity technology (Microsoft office – spreadsheets and database) that are required by follow-on business school curricula. The end goal of any mandatory IS course for all business majors is to develop “information literacy”. In a business school curriculum, “Information literacy” emerges when a student can utilize their computer skills to effectively apply them to their major field of study to solve problems. This paper develops a model to measure the contribution of the above three components of an Introduction to IS course on the overall outcome of building “information literacy”. Using regression analysis of student surveys the paper finds that information literacy is positively influenced by practical assignments and studying the role of IS in organizations

Texting and the Efficacy of Mnemonics: An Exploratory Study

Randy Ryker ...........Nicholls State University
Chuck Viosca ...........Nicholls State University
Shari Lawrence ......Nicholls State University
Betty Kleen ............Nicholls State University

Saturday - 10/30/2010 in Davidson B at 9:00

The rapidly growing social phenomenon of texting has attracted researchers from diverse disciplines who seek to study its effects. Texting typically involves the use of abbreviations and other shortcuts to craft cell phone messages. Collectively, these abbreviations and shortcuts are referred to as "text speak." The authors observe that some mnemonics are very similar in form to various types of text speak. Based on the similarities, it is hypothesized that heavy texters will be more receptive to mnemonics and thus benefit more from them. The results of this study indicate that there is a significant relationship between heavy texting and the efficacy of mnemonics; however, the relationship is negative rather than positive as was hypothesized. Possible explanations, implications, and future research are discussed.


The 2010 CIS Baccalaureate Degree Compared with IS 2010 Guidelines

Wayne Pauli .........Dakota State University
Tom Halverson ......Dakota State University
Jim McKeown ........Dakota State University

Thursday - 10/28/2010 in Capitol 1 at 4:00 pm

The undergraduate Computer Information Systems degree that was recently redesigned is compared with the work of the Joint IS 2010 curriculum task force published as the IS 2010: Curriculum Guidelines for Undergraduate Degree Programs in Information Systems and sponsored by The Association for Computing Machinery and The Association for Information Systems. In addition, a historical review is made available which demonstrates the curriculum form 1984 as well as a demographic review of the students declaring the major at this small, but technologically gifted university. The question remains, are the efforts enough to allow the major to be a focal point once again of the interests of the undergraduate student population?


The Greening of the Information Systems Curriculum

Patricia Sendall .............Merrimack College
Li-Jen Shannon .... Sam Houston State Univ
Alan Peslak ...............Penn State University
Bruce Saulnier .......... Quinnipiac University

Thursday - 10/28/2010 in Suite 4A&B at 3:30

The purpose of this study is related to Green Information Technology (IT), Green Computing, and/or Sustainability (GITS) curriculum initiatives in institutions of higher education in the US and abroad. The purpose of this study is threefold; 1) to evaluate whether GITS academic programs have been initiated in higher educational organizations; 2) to analyze if GITS programs and/or courses are currently in place; and 3) to investigate the conceptual framework of GITS across campuses.


The Impact of Mobile Number Portability on TUT students On-line Connectivity

Solomon Odunaike ... Tshwane Univ of Tech

Friday - 10/29/2010 in Davidson B at 9:30 am

The current cost of calls and interconnection rates in South Africa are perceived to be high and unnecessary unaffordable for the majority of the users. An assertion fully supported by ICASA – the communication regulatory body had since mandated all the telephone network operators to review and revised their call and interconnection rates. To this end, Telecommunication industry in South Africa recently introduced a new functionality Mobile Number Portability (MNP) which presents the subscribers with freedom of changing a network provider without them having to change their mobile number. MNP is seen as a great opportunity which can increase acquisition and to a greater extent encourage healthy competition among telephone operators but the process, functionality, subsequent administration and maintenance is a complex one, involving the careful planning and balancing of factors such as cost, convenience, simplicity, speed, reliability, heterogeneous integration and robustness. The
reduced tariff transparency, increased competitiveness and lower cost of call and inter-connection rate that would normally result from the introduction of MNP is a problem that could seriously affect the usability, affordability, on-line connection of mobile services for users and have great impact on the profit margin. Understanding impact and extents at which the students understand the implication of this project will inform the level of acceptability, promotes low cost mobile call rates and lower interconnection and on-line connection rate and charges, further enhanced their on-line activities and will be a major step towards implementing comprehensive on-line education in our institution.


The Role of Skills in the Development of the Undergraduate Curriculum: The Case for Double-Loop Learning in Decision-Making

Jeffry Babb.............. West Texas A&M Univ
Bart Longenecker.....Univ of South Alabama
Charles Woratschek.......Robert Morris Univ
Amjad Abdullat ......... West Texas A&M Univ

Saturday - 10/30/2010 in Davidson A at 2:45

This paper encourages a reflective long-view of the IS undergraduate curriculum which suggests that the professional marketplace has consistently valued the same core IT skills. The conundrum faced by department chairs and curriculum committees is how to adjust to changes in the IT environment and marketplace while also fostering a core of basic IT skills which lead to a consistent tradition of IT skills for the IS discipline. We highlight Argyris and Schön’s (1974, 1978, 1996) work on organizational learning as a philosophical and theoretical lens through which the curriculum decision-making process can be better understood. To wit: cycles of skills and learning assessment, which utilize key constituents to provide feedback loops for error detection and correction, both promotes and restrains the tendency to react and over-react in curricular decision-making. Towards this end, the 2010 AIS/ACM model curriculum is considered against previous model curricula in order to examine the degree to which the need for basic IT skills has actually changed. Future research directions are discussed which will facilitate inquiry into which IT skills have consistently mattered in the Information Systems discipline over the last 20 years. It is our position that a cycle of reflective learning is needed to undertake appropriate error correction and detection in the process of curricular decision-making.


Towards a Model for Learning Outcomes - Experiences from a Project-Oriented Course

Tommy Wedlund........ Linkoping University
Karin Axelsson......... Linkoping University
Ulf Melin ................. Linkoping University

Friday - 10/29/2010 in Davidson A at 4:00 pm

This paper describes an overall model that can be used by a teacher when working with learning outcomes. The model is presented in the context of a project-oriented course and contains three stages. It describes how a teacher can: (1) create a learning breakdown structure with learning modules; (2) define learning activities including feedback, assessment, and examination activities for the learning module; and (3) develop a learning chart that visualises how the learning should be accomplished. The description of the three stages can also be applied to general steps when developing a Gantt chart with project management tools. The work starts in a course with analys-ing the learning outcomes in the syllabus and breaking it down into learning modules. A learning activity list is subsequently created, which identifies attributes that are associated with each learn-ing activity. This list also includes activities for feedback, assessment and examination of each learning module. Finally, work begins to create relationships between the learning outcomes and learning activities on a calendar-based time axis, which leads to the development of a learning chart. The experiences discussed and analysed here are based on project-oriented education in the context of an undergraduate course at a Swedish university.

Towards an Innovative Web-based Lab Delivery System for a Management Information Systems Course

Eric Breimer ................. Siena College
Jami Colter .................... Siena College
Robert Yoder .................. Siena College

Thursday - 10/28/2010 in Capitol 2/3 at 2:30

While online systems are an essential component of distance learning, they can also play a critical role in improving the delivery of activities in a traditional laboratory setting. The quality and effectiveness of online course delivery is often compared to equivalent face-to-face alternatives. In our approach, we have harnessed what we feel to be the best of both delivery methods. We have developed a web-based system with some novel characteristics for use in a face-to-face laboratory-based Management Information Systems course. To assess its impact, we surveyed 110 students where approximately half completed the lab using our web-based system while the other half completed a paper-based equivalent. The promising results have encouraged us to develop further experiments to measure student performance as well as the impact of video versus text in presenting activity instructions.


Virtualization: Providing Better Computing to Universities

Adnan Chawdhry .......... California Univ of PA
Charles Mance .......... California Univ of PA

Friday - 10/29/2010 in Suite 4A&B at 3:00 pm

This paper discusses computer virtualization and the benefits it can provide to universities. The paper begins with an explanation of virtualization and the information technology (IT) landscape needed to implement this technology. Additionally, the paper describes a number of advantages that virtualization can bring to the university including benefits related to cost and power consumption. Two examples are also presented to illustrate how virtualization has helped a university and a school district improve their computer labs and decrease their overall IT budget. The paper concludes with a discussion of Microsoft, Citrix, and VMware and how different sized universities can benefit from each of these specific software solutions.


Using Undergraduate Information Systems Student Epistemic Belief Data in Course Design: A Research-based Approach to Improve Student Academic Success

Samuel Conn ..... Kentucky State University
John English ...... Kentucky State University
Fred Scheffler ..... Kentucky State University
Simin Hall ................... Virginia Tech

Friday - 10/29/2010 in Davidson B at 3:00 pm

In this report the authors detail a baseline study involving use of epistemic belief data to enhance academic success collected from an undergraduate student population enrolled in an Information Systems undergraduate degree program. Based on an existing line of inquiry, student epistemic belief data were collected and analyzed to determine student perception of knowledge and levels of student self-regulation and self-efficacy. Indicators were determined through item analysis and evaluated for use with an existing epistemic belief profile rubric. Working in concert with course developers, strategies for altering approaches in instructional design, pedagogy, and assessment based on student epistemic beliefs were determined. Researchers from institutions of similar composition can benefit from findings of this study. Moreover, strategies for altering a student population’s trajectory toward improved academic success were an outcome of this study and included application and analysis of: (a) student epistemic belief data and its role in higher education, (b) relationships between epistemic beliefs and student academic success, and (c) a methodology for improving student academic success via research-based instructional design, pedagogy, and assessment.


Visualizing Opportunities: GIS Skills for Retail Marketing

Peter Wu....................... Robert Morris Univ
Eugene Rathswohl.. University of San Diego

Friday - 10/29/2010 in Suite 4A&B at 8:30 am

Business students need to develop skills in the intelligent use of information, especially spatial information, in decision-making. Geographic
Information Systems (GIS) is a viable tool for that purpose. Yet the few GIS courses in the Information Systems curriculum offered in various business schools tend to focus on different concepts and skills. We examine the application of GIS in retail marketing. With access to appropriate data, GIS is an excellent tool for the analysis and identification of market opportunities. We describe a skill set of three specific approaches in GIS application using demographics data pertaining to potential customers and collected competitors’ information. These approaches include visualization using choropleth maps, spatial overlay to classify feature information based on spatial correlation, and proximity analysis for site selection. These techniques allow us to identify where the potential customers are located, study competitor locations, and analyze opportunities for site selection. By identifying these techniques in the GIS skill set, we also discuss the pre-requisite knowledge for the students and what we may or may not emphasize in the design of GIS courses in the IS curriculum.


**What Predicts Student Success in Introductory Data Management Classes? An Investigation of Demographic, Personality, Computer-Related, and Interaction Variables**

Ken Harris..... Indiana University Southeast
Ranida Harris. Indiana University Southeast
Alysa Lambert........ Indiana Univ Southeast

Friday - 10/29/2010 in Davidson B at 2:00 pm

Introduction to data management classes are often times students’ first exposure to advanced material in these areas. Many factors are likely to influence success in these classes, but empirical investigations have focused on relatively few variables. In this study, we extend this research by examining the relative contributions of the previously examined variables of gender and age, as well as the personality (motivation) variables of need for achievement and conscientiousness and the computer-related variables of computer self-efficacy and computer anxiety. Further, we investigate interactions between age and these personality and computer-related variables. We examined these variables in a sample of 204 students. Results revealed that demographic and computer-related variables explained variance in classroom performance, as did three of the four age-variable interactions. Pedagogical implications of these results are discussed as well as directions for future research.

CONISAR Paper Abstracts

**A Methodology Tailoring Model for Practitioner Based Information Systems Development Informed by the Principles of General Systems Theory**

Timothy Burns ........ Ramapo College of NJ
Fadi Deek........... NJ Institute of Technology

Saturday - 10/30/2010 in Davidson A at 10:30

Information system development practitioners tailor system development methodologies to match the specific circumstances of their software projects. This is not surprising as research has shown that information systems development is a highly circumstantial process and that no one system development methodology can be optimal for every context of every project. Several formal techniques such as the contingency factors approach and situational method engineering have been introduced to facilitate the tailoring of system development methodologies to fit the needs of a project. However, there is evidence that system development practitioners have largely neglected these techniques in favor of ad hoc methodology tailoring approaches. This paper presents a formal methodology tailoring model geared towards the practitioner. The model is based on the principles of general systems theory and is designed to provide practitioner utility, which has been shown to be a determining factor in the employment of a technological innovation.


**A Model for Understanding Social Commerce**

Amir Afrasiabi Rad........ University of Ottawa
Morad Benyoucef ...... University of Ottawa

Saturday - 10/30/2010 in Davidson A at 9:00

When it comes to purchasing products and services, customers usually display different decision making behaviors although most agree that decisions can be influenced by other people. Since the social web provides a discussion platform for customers, it can be leveraged by companies to lean the discussion to their advantage and influence customers’ purchase decisions. Recently, an effort to study social commerce was started, with a focus on extracting value from the social web for both businesses and customers. In this paper we aim to contribute to that effort by evaluating the effects of the social web on various stages of purchase decision making and we propose a model for analyzing social commerce.


**Process for Assessing Voting System Risk Using Threat Trees**

Alex Yasinisac......... Univ of South Alabama
J. Harold Pardue ..... Univ of South Alabama

Friday - 10/29/2010 in Davidson A at 2:00 pm

Security continues to be a critical issue in the safe operation of electronic voting machines. Risk assessment is the process of determining if a particular voting system is at risk and what steps can be taken to mitigate the risk. We propose an iterative risk assessment process using threat trees. This process involves using a voting system risk taxonomy to categorize a threat, a schema to express logical hypothesis about a threat, generating a threat tree through functional decomposition, expressing threat instance semantics as nodal properties with metrics, validating the threat instance through independent representations, and finally pruning the tree for enhanced usability and understandability. This process provides guidance to an analyst in using threat trees to conduct risk assessment of electronic voting systems. Because this process is based on abstract and extendable structures, it facilitates the comparison and validation of independent risk evaluations. Prospective voting system risk assessment metrics are provided.


**A Study of Information Technology Integration**

Alan Peslak............. Penn State University

Friday - 10/29/2010 in Davidson A at 9:30 am

The integration of legacy and other disparate systems from a variety of vendors or developers has been seen as a major issue for information technology. This study reviews a
A major survey of financial executives and examines their views on aspects of systems integration. First, it was found that integration of disparate systems was viewed as an important issue in overall IT success. This impact was generally dependent on the size of an organization. It was next found that integration success and overall IT project success were significantly correlated. With regard to integration project success itself, there was a correlation between the ability to measure projects and overall system development or integration project success. Finally, the overall approach to integration was examined. The operation and maintenance of separate systems was found to be significantly less successful than other methods. The implications, limitations, and conclusions of these findings are discussed.


Creating a Framework for Research on Virtual Organizations

Bryan Reinicke ............... UNC Wilmington

Saturday - 10/30/2010 in Davidson A at 9:30

In recent years the concept of the virtual organization (VO) has received a great deal of attention in both the business press and academia. While a fair amount of research has focused on the virtual organization, very little agreement exists on how to define it, or even approach it as a concept or an organizational form. It is impossible to relate or compare the research that has been done under various definitions of the VO without a common framework to relate them to one another. It is difficult to build a coherent research stream in virtual organizations, without a framework in which to place the research. The purpose of this paper is not to develop another definition of the virtual organization, but rather to provide a definitional framework for the virtual organization which can assist researchers in relating the work done on VO’s using various definitions.


An Empirical Study of Social Networking Behavior Using Diffusion of Innovation Theory

Wendy Ceccucci .......... Quinnipiac University
Alan Peslak ............... Penn State University
Patricia Sendall .......... Merrimack College

Friday - 10/29/2010 in Davidson A at 10:30 am

Online social networking (SN) has gained enormous popularity in the last ten years with users numbering in the millions. There are an equal number of males and females who use social net-working and there is no difference in ethnicity; Caucasians, African-American and Hispanic adults are equally likely to use these sites. This paper studies social networking behavior using Rogers (1995) model of human behavior known as Diffusion of Innovation (DI). Specifically, findings re-veal that behavioral compatibility (COMP) with social networking, relative advantage (RA), com-plexity (CMPX) and ease of trying (TRY) are positively associated with intention to use social networking. In addition, findings confirm that intention influences use of social networking. A review of gender shows little difference between diffusion influences on intention. The modified DI model provides a good fit with the overall data and can be used to predict and understand the usage of social networking.


Development of an Evaluation Model for XBRL-enabled Tools Intended for Investors

Barbara Clements.. Southeast Missouri St U
Dana Schwieger ... Southeast Missouri St U
Ken Surendran....... Southeast Missouri St U

Friday - 10/29/2010 in Davidson A at 9:00 am

As the first decade of the new millennium draws to a close, individual investors will find that a new era in financial analysis is beginning. The United States Securities and Exchange Commission (SEC) now requires corporations to use eXtensible Business Reporting Language (XBRL) when submitting their disclosure filings. XBRL has been developed by an international nonprofit consortium to meet corporate reporting needs. XBRL documents will be made available to the public as soon as they are filed. XBRL-enabled financial analysis tools will enable investors to perform their financial analysis more quickly and accurately. It is now time to consider the needs of financial information stakeholders who will use the information contained in XBRL instance documents. The SEC is encouraging software developers to create

XBRL-enabled tools to meet the needs of individual investors and other financial information stakeholders. This paper proposes an evaluation model for reviewing XBRL-enabled financial analysis tools to be used by individual investors. Four freely available XBRL viewers were examined using the evaluation model. The SEC’s currently available tool was evaluated in detail to better demonstrate the use of the model. To place this evaluation model in its proper context, this paper examines what XBRL is and how it will contribute to financial analysis. The SEC’s XBRL tool is then evaluated in detail in light of the model and suggestions are made for how future tools can be developed to fill the needs of individual investors.


Global Agile Team Configuration

Jason Sharp ....... Tarleton State University
Sherry Ryan ....... University of North Texas

Thursday - 10/28/2010 in Davidson A at 4:00

Agile methods were created to address many of the challenges typically associated with software development projects. The question has been debated as to whether agile methods are applicable in global settings because a key agile principle suggests teams need to be collocated. Some current research has demonstrated that globally distributed agile teams are possible, at least in some situations. Therefore, we pose the following research question: How can a productive agile team be configured in globally distributed environment? Drawing upon configurational theory, the software agility literature, virtualness concepts, and the work group design research, this paper constructs a framework consisting of three major dimensions, agility, virtualness, and structure. We propose a configurational pattern for global agile teams by taking each of the twelve principles of the Agile Manifesto and describe its intersection with each of the three major dimensions of the framework. Our primary argument is that eight agile principles are especially relevant for the configuration of global agile teams, while the four remaining principles are either unsupported by previous literature or do not constitute unique considerations. Overall, this paper contributes to the information systems field by providing a framework for examining the pertinent elements related to a successful global agile team configuration in respect to the twelve principles of the Agile Manifesto.


How Mobile Technology is Changing Our Culture

Jamie Pinchot ...... Robert Morris University
Karen Paulet........ Robert Morris University
Daniel Rota ........ Robert Morris University

Thursday - 10/28/2010 in Davidson A at 3:30

Cell phones have become ubiquitous within our society, and many would now consider them a necessity rather than a convenience. This widespread use of cell phones and other mobile communication devices has brought with it an increasing acceptance of their use in virtually all social situations. It is no longer taboo to be caught with a ringing cell phone at a dinner with family and friends, at a sporting event, or even during a church service. Incoming calls are no longer seen as interruptions of the primary activity taking place, but are instead treated as equally important communications. Proximity is becoming inconsequential in terms of social interaction. This study seeks to determine how mobile technology has changed our culture and identifies the ways in which we now perceive socially acceptable communication.


Make or Buy: A comparative assessment of organizations that develop software internally versus those that purchase software

Mark Sena ..................... Xavier University
James Sena...California State Polytechnic U

Thursday - 10/28/2010 in Davidson A at 4:30

This study reveals insights from 221 interviews to compare the perspectives of executives in organizations who generally tend to develop or maintain software in house versus those who tend to purchase software from vendors or outsourced providers. The key findings reveal that organizations who purchase software do not differ from those who develop software in their perspectives on the strategic importance of information technology and the role of information technology as a way to differentiate
from their competitors. The findings do reveal that organizations that purchase software also are more likely to outsource IT and to use offshore labor. In addition the study reveals that organizations that develop software are perceived as being more efficient in the collection and storage of data to support business operations.


Samuel Sambasivam .....Azusa Pacific Univ Sheldon Liang.......Azusa Pacific University Roger Liao ............ Yootech Associates LLC

Friday - 10/29/2010 in Davidson A at 11:30 am

Computer Information Systems (CIS) are broadly applied to many areas via internetworking com-puters. Among them Algorithmic Trading via Electronic Communication Networks (ECN) represents a new direction toward which CIS is applied to the stock exchange in an automated way. This paper presents a Novel Architecture Framework for Algorithmic Trading Information Systems (NATIS) with emphasis on its scalability, flexibility, and generality for Algorithmic Trading (information) sys-tems via ECN with emphasis on such views as strategic view (activities through cognitive processes of decision-making), managerial view (activities to accomplish desired goals), and op-erational view (activities to produce profit) in order to support sound features: scalability, flexibili-ty, and generality. A case study is also given to specify how NATIS flexibly accommodates Day Trading Business through strategic, managerial and operational activities in an automated way. As a result, flexibly constructing automated stock trading is made not only feasible via ECN, but also possible when trading strategies need to alter to take advantage of various situations. Keywords: AST: Algorithmic Stock Trading, ECN: Electronic Communication Network, TAFIM: Technical Architectural Framework for Information Management.


**On Conceptual Models of Collaborative Partnerships and the Infusion of Knowledge Workers in the Local IT Sector**

Phillip Vardiman ...... Abilene Christian Univ Fortune Mhlanga ...... Abilene Christian Univ

Friday - 10/29/2010 in Davidson A at 3:00 pm

Academic-industry partnerships have attracted global attention in recent years. These partner-ships are particularly relevant in areas where technological changes take place rapidly. There is a need based on the development and utilization of knowledge infusion to create avenues for a close academia and information technology industry interaction. This paper presents two conceptual models of collaborative partnerships between academic disciplines and local information technology industry and business. The models represent a synergistic partnership that is built upon skills, talents, opportunities, and experiences of the local information technology industry and academia institutions. The first model presented induces an expansion of our ongoing research to include the dynamics of knowledge worker infusion at each critical stage of economic development. The transfer of knowledge from academia to the information technology industry must be strategically aligned for continuous information technology sector expansion. This transition includes the relationship of knowledge worker infusion into current information technology skill requirements and future entrepreneurial possibilities. The second model builds on this infusion of knowledge workers into the information technology sector within the local community, and illustrates our findings at the community level of economic development. It presents four stages of economic development that require knowledge worker infusion. This abstract model also requires expanded entrepreneurial involvement and support from the key community stakeholders. Each of the key stakeholders provides a support role for growth which comes from a desire to help the local community and a job creation mechanism built on the synergies gained from the academic-industry partnerships.

On the utility of HCI practices in improving a commercial information retrieval system
Matt Honeycutt .........................InRad LLC
James Kolpack .........................InRad LLC
Nathan Honeycutt .....................InRad LLC
Douglas Talbert Tennessee Technological U

Human-computer interaction (HCI) issues are an important but often overlooked part of software application development. InRAD’s Automated Knowledge Discovery System featured numerous Web 2.0 and Web 3.0 components under the hood, but users of the system frequently reported difficulties in actually leveraging the power and capabilities of the system. By partnering with a team of graduate students studying HCI from a local university, InRAD was able to identify and address a wide array of usability issues and improve user satisfaction. The HCI processes that were employed as well as the result of those efforts, rebranded as the InSpire system, are described in this case study as a guide for others to follow.

Password Security Risk versus Effort: An Exploratory Study on User-Perceived Risk and the Intention to Use Online Applications
Judith Gebauer ...............UNC Wilmington
Douglas Kline .......................UNC Wilmington
Ling He .......................Saginaw Valley State Univ

In the current paper, we present the results of a study that explored the relationship between user-perceived security risk of online applications and the efforts associated with password use. Based on data that were collected from undergraduate students and analyzed using the Partial Least Square (PLS) method, we found that the reactions of users to efforts related with password strength differed from the reactions to efforts related with frequency of required password change. In general, long and complicated passwords appear to be more acceptable than passwords that need to be changed very often, in particular for applications that users perceive to be of high risk. The results of our study should be of interest to practitioners who need to balance organizational needs with individual user behavior when developing effective security strategies, and to researchers who are interested in the conceptualization of fit-variables.

Seniors and Social Networking
Sam Lewis .........................Xavier University
Thilini Ariyachandra .......Xavier University

Online social networking has the potential to enrich the lives of the elderly by providing them with an easy way to stay in touch with friends and family. Seniors are the fastest growing demographic in online social networks. Marketers and advertisers are anxious to capture the attention and buying power of this demographic through this new channel. Yet very little is known about what influences seniors to use online social networks. This study uses results from a brief pilot study as well as theory and literature to build a conceptual model to examine what key factors influence seniors to use online social networks. The model that emerged describes ten key factors that influence use. Specifically the model indicates that perceptions of privacy, security along with Web experience and proclivity to give and get information are some of the key factors that influence elders to use online social networks. Finally using insights gained from the pilot and previous work in this area, a questionnaire to empirically validate the conceptual model is also presented.

The Potential Reality of Service-Oriented Architecture (SOA) in a Cloud Computing Strategy
James Lawler ......................Pace University

The constraints of the current economy continue to affect business firms investing in information systems. This paper analyzes the extent of implemented initiatives in Service-Oriented Architecture (SOA) that may be
impacted by limited investment in technology. The findings disclose that few firms identified in an earlier study of the author have advanced noticeably to enterprise integrated and matured processes enabled by SOA, though the bulk of the firms continue investment in projects of SOA. This paper might benefit educators considering expansion of SOA in curricula of information systems.


The Use of Mobile Units
Teresa McGinley Purdue University Calumet Barbara Nicolai . Purdue University Calumet

Friday - 10/29/2010 in Capitol 1 at 4:30 pm

In the past decade, the world has seen large and deadly natural disasters, such as hurricanes, tsunamis, and earthquakes. These disasters, as well as recent pandemics, all have several unavoidable results in common. Disasters cause huge loss of life, enormous amounts of property damage, and long recovery times. A pandemic may have a need to vaccinate many people as well as bring the need to provide vital resources to an area under quarantine. A response tool needed by emergency response personnel has needs to handle mobile units in a data communication system. This paper explores how mobile units are used in disaster and pandemic situations and how a the knowledge can be implemented into an existing data communication model.


What Influences People to Use Linux?
Susanna Fransen.... Appalachian State Univ Scott Hunsinger ..... Appalachian State Univ

Friday - 10/29/2010 in Davidson A at 8:30 am

Linux is a free open source operating system that serves as a viable alternative to using Windows and other operating systems. Significant research has been conducted concerning Linux and why it is a reliable operating system. Yet, the question remains: Why aren’t more people using Linux operating systems? To explore this question we researched two theories: the Theory of Planned Behavior and the Technology Acceptance Model, to better understand what factors influence a person’s usage of Linux on a desktop or laptop computer. We used these theories to guide our research and limited the scope of our study to college students since they are readily available and will be entering the workforce within the next several years. To determine what factors influence people whether to use a Linux operating system, we conducted interviews (n=15) and a survey (n=168). We discovered that two constructs from the Theory of Planned Behavior (Attitude and Perceived Behavioral Control) and two constructs from the Technology Acceptance Model (Perceived Ease of Use and Perceived Usefulness) are significantly correlated with a person’s intention to use a Linux operating system, while the Subjective Norm construct holds less importance.


What is Missing From the Current Disaster Model
Brian Bilow ....... Purdue University Calumet Barbara Nicolai . Purdue University Calumet

Saturday - 10/30/2010 in Davidson A at 11:30 am

The initial concept of a disaster management database solution was sparked in 2005 with the worst natural disaster of the decade to hit southern Louisiana. The lack of response and preparation for such a disaster left hundreds of thousands of people homeless, hungry and without support for weeks. This aftermath of this disaster resulted in even more deaths that could have easily been avoided if there had been a plan of action in place to handle such a situation (Research Design for a Natural Disaster). After 3 years of development, a prototype was produced. This prototype had the capability to identify missing and displaced people, identify bodies, document and distribute resources, provide transportation, medical, food, housing, and other services to disaster victims. All of these features and more were included in this portable online system to track and report on a disaster. Such items such as the number of missing people, locations of available resources, and the worst locations of a disaster could be easily identified with the use of this system.

Teaching IS Cases

BI GIS Competition Brings DSS to AITP NCC
Roger Hayen......Central Michigan University
Friday - 10/29/2010 in Davidson B at 11:30 am
A national competition problem in business intelligence (BI) is considered to provide an understanding of this competition and the case study problem used. This competition utilizes a commercially available, hosted software application that includes a rich econometric data set. The data are accessed using spatial queries and produce more than four dozen views of the data through predefined reports. Once the queries occur, the data can be analyzed further with other BI tools that include Microsoft Excel. The competition problem requires this analysis of external business data to furnish information for business decision making. This competition has been successful for the past for years. The experience of this competition can be applied to case-based, experiential learning in decision support systems and related information system courses that include a BI component. This usage of the competition problem has been found to work well in several of these courses and should be considered by others for similar courses


Creating and Using a Computer Networking and Systems Administration Laboratory Built Under Relaxed Financial Constraints
Michael Conlon......Slippery Rock University
Paul Mullins..........Slippery Rock University
Saturday – 10/30/2010 in Capitol 2 at 4:30 pm
The Computer Science Department at Slippery Rock University created a laboratory for its Computer Networking and System Administration and Security courses, under relaxed financial constraints. This paper describes the department’s experience designing and using this laboratory, including lessons learned and descriptions of some student projects performed in the lab.


Facial Recognition Case
Bruce White..............Quinnipiac University
Kelly Tracey............Quinnipiac University
Saturday – 10/30/2010 in Capitol 2/3 at 2:45
Facial recognition is a new and emerging technology. It has been used in border security and other security situations. This hypothetical case explores its use in a retail environment as an interface to a customer relationship management (CRM) system. The company is loosing money and wants to stress its customer relationships and is looking at facial recognition as a method to better know and serve their customers


Daniel’s Flowers Inventory Management Quandary: Inventory Shrinkage and Depleting Profits
Daniel Schutzbank......Quinnipiac University
Bruce White..............Quinnipiac University
Friday – 10/29/2010 in Suite 4A/B at 9:00 am
A Manhattan New York florist finds that perishable flowers are thrown out cutting into his profits. He wants a solution that will help keep better tracking on dates of purchase, temperature in storage, and ‘must use by’ dates. The store implements an RFID solution for better control and is pleased with the results.

Solving Relational Database Problems with ORDBMS in an Advanced Database Course

Ming Wang...California State University, LA
Saturday – 10/30/2010 in Capitol 2 at 11:30 am

This paper introduces how to use the object-relational database management system (ORDBMS) to overcome the relational database (RDB) existing problems and to improve database performance in the database development. The purpose of the paper is to provide a guideline for database instructors who desire to incorporate the ORDB technology in their traditional database courses. The paper presents how to use the specific object-relational database (ORDB) technology to solve normalization problems in 1) Transitive dependency, 2) Multi-value attributes, and 3) Non-1st Normal Form; and also provides the solutions to data complexity problems with specific ORDBMS techniques: 1) object view, 2) object inheritance, and 3) object integration. The paper summarizes the significance and advantages of teaching ORDBMSs in advanced database courses. Course contents and students’ learning outcomes are discussed. To be more helpful to database educators, the paper presents a complete object-relational database development case study from the UML class diagram design to Oracle ORDBMS implementation.


Website Self-Service Tools: Software Component Acquisition and “Death by a Thousand Cuts

Paul Witman. California Lutheran University
Friday – 10/29/2010 in Capitol 2 at 2:00 pm

Key issue: A project heavily dependent on integration of acquired components slowly and steadily falls behind schedule. Many individual issues are worked, but no single issue triggers a project restart, as was ultimately required. Vendor and buyer maturity issues both contribute to the problems. The case provides a real-world case study for students enrolled in a project management or systems development course. The case describes Online Banking Corporation (OBC), and its efforts to develop a new set of web hosting and maintenance tools for its clients. OBC began the project with the goal of modernizing and consolidating their web hosting platforms. The project leveraged vendor-built portal server software, a new area of technology for OBC, and required selection of a vendor for the server components. It also required specification and construction of software for the end users of the web site (bank customers), and for the site administrators (bank staff). Significant cross-organizational collaboration was required within OBC, along with careful vendor management to ensure that all required features were available, and that the product met the resource constraints required for profitable operation. Key concepts around technology selection, project management, and vendor management come to light as OBC’s new product begins its lifecycle. Both business and technology issues are raised, and students will need to analyze the actions, inactions, and positions of the various players to determine both improved recovery approaches as well as ways to prevent such is-sues in the future.


Using Business Analysis Software in a Business Intelligence Course

Monica Parzinger...........St. Mary’s University
Juan Elizondo ............St. Mary’s University
O. Jim Welsh ..........St. Mary’s University
Saturday – 10/30/2010 in Capitol 2 at 4:00 pm

This paper presents an example of a project used in an undergraduate business intelligence class which integrates concepts from statistics, marketing, and information systems disciplines. SAS Enterprise Miner software is used as the foundation for predictive analysis and data mining. The course culminates with a competition and the project is used to enhance communication and presentation skills.

Graduate Student Symposium

Thursday – October 28, from 1:30 to 5:00 p.m. in Davidson B

Moderator:
George Nezlek, Grand Valley State University

JISE Editor:
Susan Kruck, James Madison University

The ISECON/CONISAR Graduate Student Symposium is dedicated to helping attendees develop a plan to deal with what remains a decidedly tough job market. We will consider the challenges faced by recent and soon-to-be graduate students (and the institutions looking for them) in navigating the often frigid waters when searching for that ideal “fit” between applicant and institution, including a panel discussion led by members of recent and (budgets willing) current programs searching for that right person.

All PhD and Master Students are encouraged to attend.

Panels

Incorporation of Skills and Graduate Characteristics into a Framework for Program Assessment and Accreditation

Bart Longenecker.....Univ of South Alabama
Jeffry Babb..........West Texas A&M University
Jeffrey Laundry ......Univ of South Alabama
J. Harold Pardue .....Univ of South Alabama
Paul Leidig .........Grand Valley State University
Bruce White............Quinnipiac University

Saturday - 10/30/2010 in Capitol 1 at 10:00 am

This panel will discuss a framework for Assessment and Accreditation of the IS2010 program. This framework is designed to facilitate assessment and accreditation based on the new ACM/AIS IS 2010 curriculum architecture compatible with the ABET model for assessment and with AACSB Assurance of Learning (AoL). In 1981 ACM developed an IS curriculum model. The DPMA developed competing models in 1981 and 1986. The DPMA developed IS’90 and invited former ACM members to participate. During the 90’s the DPMA became convinced industry terminology and focus had shifted and changed its name to the AITP. It co-sponsored IS’95, IS’97 and IS2002. Recently, an ACM/AIS task force developed the new IS2010. The later models, IS’97, 2002 have explicit skills in the curriculum guidelines. In this panel we will ask “should the skill set be updated”? This is necessary if the framework is to facilitate proof of student learning relevant to industry. Characteristics of graduates are addressed in these models as well. The panel will discuss the general mechanisms to support both ABET and AACSB AoL accreditation self studies. The panel will review structures that enable achievement of direct measures using either questions or rubrics. This session will discuss and review: 1. Definition of the framework including outcome and performance criteria, skills, and graduate characteristics. 2. Skills: stability and need for review 3. Attaching of IS2010 to the framework, and development of a university mappings to the framework. Keeping the framework up to date. 4. Utilizing the framework for assessment and accreditation of ABET and AACSB AoL programs

http://proc.isecon.org/2010/panels/1461.htm

Integrating Cloud Computing, Green Computing, and Ethics into the MIS Model Curriculum

Mary Lind..... North Carolina A&T University
DeVaris Brown ..........Microsoft Corporation
John Humphrey.....North Carolina A&T Univ
Jules White......................Virginia Tech
Joyce Little............... Towson University

Saturday - 10/30/2010 in Capitol 1 at 2:15 pm

Integrating Cloud Computing, Green Computing, and Ethics into the MIS Model Curriculum The MIS Model Curriculum has established a core framework for MIS pedagogy. As technology continues to evolve the landscape of computing evolves with these changes. This panel will address the emerging areas of “Green Computing” and “The Cloud”. Ethics is a major consideration for the model curriculum, and two experts in ethics instruction are on this panel. These emerging frameworks in MIS instruction will be discussed along with how to leverage these technologies to bring value added to the classroom. In particular “The Cloud” while being “green” can enable students to experience sophisticated computing platforms that may not be available at their university. Target Audience: MIS Educators Time: Mid-day Friday or Saturday


IS2010 Model Curriculum Core Assessment Examination – Supporting Institutional and Professional Development

Lynn McKell...... Brigham Young University
Bruce White......... Quinnipiac University
Kewal Dharjwal ........ Excelsior College
Thomas Hilton ...... Univ of Wisc Eau Claire

Friday - 10/29/2010 in Capitol 1 at 2:00 pm

Consistent with its continued long term support of IS Program Assessment, the ICCP Certification Council has created an assessment examination mapped to the new IS2010 Model Curriculum Core (IS2010MCC) outline and learning objectives. The examination has a dual purpose: 1. Assessment of Institutional Programs achievement of the learning objectives in the 2010 Model Curriculum Core. 2. Basis for
the Information Systems Analyst (ISA) certification. This examination will be referred to as the “ISA Examination.” The panel presentation will: 1. Explain the work of the certification council in creating the new (2010) ISA examination 2. Describe the ISA Examination 3. Describe how the ISA Examination can be used in Institutional Assessment – including the analytical reports available from the ICCP. 4. Describe how the ISA Examination can be used by examiners to earn the ISA entry level vendor neutral certification. 5. Describe how an institution can access and administer the ISA Examination and use its results. With the accelerating emphasis on measurement of learning objectives in academia, the ISA Examination is well positioned to be a valuable strategic tool for IS program management.


**Publishing in the Journal of Information Systems Education**

S. Kruck............James Madison University Albert Harris .......... Appalachian State Univ Ken Surendran..Southeast Missouri State U Thomas Hilton ........ Univ of Wisc Eau Claire Saturday - 10/30/2010 in Capitol 1 at 9:00 am

This Panel Session will discuss various aspects regarding opportunities for submitting and possibly getting papers published in the Journal of Information Systems Education (JISE), the leading academic journal in IS education. In addition, other ways to assist JISE will be addressed and discussed. In this session, several topics will be discussed, including (but not limited to): • Submitting papers to JISE (procedure, style format, etc.) • The review process • Opportunities, responsibilities, and rewards for being a reviewer • Opportunities, responsibilities, and rewards for being a Guest Editor for a Special Issue. ISECON attendees will be encouraged to ask questions and explore publishing opportunities with JISE. Panel members will answer questions and present helpful hints for potential authors. The journal is sponsored by EDSIG.


**Embrace IS 2010**

George Nezlek ...... Grand Valley State Univ John Reynolds ...... Grand Valley State Univ Jack Russell......... Northwestern State Univ William Tastle ...............Ithaca College

Autonomous IS programs with relatively homogenous student populations face a relatively simpler task in integrating the IS 2010 guidelines into their curriculum. This panel will consider issues that confront programs that are not so fortunate, issues that are often overlooked. Specifically, we will consider the potential effects of the IS 2010 model curriculum on programs that: 1. offer multiple programs of study in one academic unit, including minors and majors other than IS, and are attempting to provide common core courses across multiple programs. 2. have significant international student participation and accompanying cultural implications. 3. are examining controlling inputs (other than IQ/SAT/GPA) to enhance major satisfaction and foster higher success / completion rates 4. are examining entry level or required courses outside IS 2010 guidelines for recruiting undecided students.


**Volunteering / Improving EDSIG**

Tom Janicki ....U North Carolina Wilmington Don Colton ...... Brigham Young Univ Hawaii Scott Hunsinger ..... Appalachian State Univ Li-Jen Shannon .... Sam Houston State Univ Michael Smith..............High Point University Alan Peslak ...............Penn State University Saturday - 10/30/2010 in Capitol 2/3 at 3:15

This panel will solicit improvements for EDSIG. In addition it will cover the new structure for ISEDJ and JISAR and seek volunteers.

http://proc.isecon.org/2010/panels/1456.htm

**Stumbling Blocks in the Race to**

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Workshops

**A Learner-Centered Approach to Teaching Information Systems**

France Belanger ................. Virginia Tech
Craig Van Slyke ........... Saint Louis University

Friday - 10/29/2010 in Capitol 2/3 at 8:30 am

There is a large and growing body of evidence that learner-centered education is more effective in terms of learning outcomes; it is also more satisfying for the learner. In a learner-centered course, the focus is on a partnership between the teacher and learner with shared responsibility for learning. The learner-centered approach fits well with the characteristics of “millennial” generation students, who are team-oriented, value continuous learning and seek frequent feedback. Learner-centered education has been recommended as a viable approach for information systems education for at least a decade, but applying these principles may be especially important today. The purposes of this workshop are to introduce the concepts of learner-centered education, to illustrate how learner-centered concepts can be applied to information systems courses, and to help participants understand how they can employ learner-centered education in their courses, more......

http://proc.iseccon.org/2010/ws/1467.htm

**E-book Publishing with Open Source Software**

Michael Smith ............ High Point University

Friday - 10/29/2010 in Capitol 1 at 3:00 pm

Academic materials are commonly published electronically in pdf format. Since few people enjoy reading materials on a standard computer screen, most either print papers out or they download the pdfs to e-book readers or tablets, which offer a more natural reading experience. However, the pdf format was not intended for displaying articles on such small screens. Difficulties with font sizes, pagination and graphics may render pdf files difficult to read on these portable devices. In this workshop, I will demonstrate the capabilities of two open source systems that, together, make it easier for us to publish and manage papers in several standard e-book formats. The resulting files can be more easily read and managed on common e-book readers such as Kindle and Nook.

http://proc.iseccon.org/2010/ws/1469.htm

**Entrepreneurship in the Computer Science and Information Systems Curriculum**

James Lawler ..................... Pace University

Friday - 10/29/2010 in Davidson B at 4:30 pm

Few schools of computer science and information systems have a concentration in entrepreneurship in the computing curriculum. Graduates in the computing discipline might be more marketable to business firms in the current economy if they learn the theory, if not the practice of skills, to be business entrepreneurs and not mere scientists. Industry needs such skills in the innovation of processes, products and services infused by technology. The focus of the workshop is to help instructors initiate a concentration in technology entrepreneurship in the computing curriculum of their schools. The presenters will highlight a National Science Foundation (NSF) Technology Entrepreneurship in the Bachelor of Arts in Computer Science program.


**Come and Get your (Teaching) Second Life**

S Kruck ....................... James Madison University

Friday - 10/29/2010 in Davidson B at 4:00 pm

Virtual worlds, in the workshop, Second Life, allow the instructor to teach visually, immersing their students in concepts, ideas or data. This space can also for real-time meetings between faculty or faculty and students. Additionally faculty can also participate in state, national, and international conferences with no travel expense. For students, this global aspect allows them to explore and interact with different cultures. This workshop will introduce participants to the virtual world of Second Life and how SL can be integrated into their traditional and long-distance classroom. Also, participants will see how this technology allows easy interface with the global community and how it can be integrated into education.

2010 ISECON/CONISAR Reviewers

Thank you to the following individuals who assisted in improving the quality of our conferences. Your timely reviews enable fellow academics to achieve higher levels of research productivity.

Abeysekera, Krishani - UHCL
Abrahams, Alan - Virginia Tech
Afrasiabi Rad, Amir - University of Ottawa
Al-Mubaid, Hisham - University of Houston - Clear Lake
Allour, Kathleen - Lawrence Technological University
Anderson, Nicole - Winona State University
Ariyachandra, Thilini - Xavier University
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Professional Organizations

EDSIG

EDSIG (Education Special Interest Group of the Association of Information Technology Professionals) is an organization that devotes itself specifically to IS (Information Systems) education. EDSIG's mission is to provide IS educators with the latest research in educational techniques, processes and technology.

EDSIG:

- promotes understanding of the mutuality of business and education with the IS industry
- encourages productive dialog between industry and academic regarding IS education
- We are IS educators helping other IS educators to improve the quality of our graduates and programs.

Conferences sponsored by EDSIG:

- ISECON - Information Systems Educators Conference - each Fall - http://isecon.org

EDSIG Publications:


http://www.aitp-edsig.org

FITE

FITE (Foundation for IT Education) The Foundation's mission is the professional development of individuals in the Information Systems industry. FITE as an independent body representing practitioners, educators and researchers, seeks to provide leadership in identifying educational opportunities that will advance the information systems profession.

SERVICES:

- Advance the education of information systems professionals in education, business, government, and the general public.
- Determine the needs and desires of information systems professionals with regard to education and development.
- Develop and stimulate the use of educational programs for information systems evaluation.
• Conduct research and development activities related to educational courses and programs.
• Further the development of effective information systems curricula.
• Encourage the development and adoption of technical and managerial information systems standards and preferred practices.
• Develop and release publications in support of the Foundation’s objectives.

http://www.edfoundation.org/

AITP

AITP (Association of Information Technology Professionals) is the leading worldwide society of information technology business professionals and the community of knowledge for the current and next generation of leaders.

MISSION:

To serve our members by delivering relevant technology and leadership education, research and information on current business and technology issues, and forums for networking and collaboration.

CORE VALUES:

Integrity  We value professionalism and uphold the AITP Code of Ethics and Code of Conduct.
Respect   We build an inclusive environment through mentoring, delivering on commitments, working together with trust, and enjoying the camaraderie of each other.
Innovation We learn, share insights, and encourage our members to make a difference today and for the future.
Service   We keep current in technology, business, and academia. We contribute to the Association, IT profession, and society utilizing leadership, appropriate solutions, and sound processes.

http://www.aitp.org
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<td></td>
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<td>Merrimack College</td>
<td></td>
</tr>
<tr>
<td><strong>Director (2009/2010)</strong></td>
<td>Li-Jen Shannon</td>
<td>Computer Science</td>
<td><a href="mailto:lys001@shsu.edu">lys001@shsu.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sam Houston State University</td>
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<tr>
<td><strong>JISE Editor</strong></td>
<td>S. E. Kruck</td>
<td>Computer Information Systems</td>
<td><a href="mailto:kruckse@jmu.edu">kruckse@jmu.edu</a></td>
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<td></td>
<td></td>
<td>James Madison University</td>
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<tr>
<td><strong>Ex-Officio Members:</strong></td>
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<tr>
<td><strong>FITE President</strong></td>
<td>Kevin Jetton</td>
<td>Computer Information Systems Department</td>
<td><a href="mailto:kjetton@satx.rr.com">kjetton@satx.rr.com</a></td>
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<td></td>
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<td>Texas State University</td>
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<tr>
<td><strong>2010 EDSIG Conference Chair</strong></td>
<td>Wendy Ceccucci</td>
<td>Computer Information Systems Department</td>
<td><a href="mailto:wendy.ceccucci@quinnipiac.edu">wendy.ceccucci@quinnipiac.edu</a></td>
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<tr>
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<td></td>
<td>Quinnipiac University</td>
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</table>
ISEDJ / JISAR Journal Submission Process

Papers to be considered for publication in ISEDJ/JISAR must first be submitted, accepted and presented at either the ISECON or CONISAR Conferences. A minimum of three double-blind peer reviews occurs for acceptance to be presented at the conferences.

After the conference, the top 15% of papers presented at the conference are automatically accepted into the journals. These award winning papers: best paper (1% of the pool); distinguished papers (7 to 8% of the pool); and meritorious (up to 15% of the pool) will be presented certificates at the conference.

The remainder of the papers submitted before the second submission date (usually July 15) that are accepted and presented at the conference are considered for publication following another round of reviews.

Authors are given the opportunity to improve the quality of their manuscript based on conference feedback; the revised manuscripts are due back by December 31 of the conference year. These revised papers are submitted to a different team of reviewers and those papers that are deemed of sufficient quality are accepted for publication in the ISEDJ/JISAR journals. Thus these papers have been through a minimum of five different reviewers.

The reviews are normally complete by February 28 of the following year, and notice of acceptance or rejection is sent in early March.

Currently the overall acceptance rate for the journals is about 45%.

Call for new EDSIG Volunteer Leaders

Board of Directors

Email doncolton2@gmail.com if interested in any of the following board positions; see the website for a list of duties by position

Vice President
Treasurer
Secretary
Membership Chair
Director at Large (3 – 2 Year Terms to be elected)

Email janickit@uncw.edu if interested in any of the following positions

ISEDJ Co-Editor / JISAR Co-Editor (1 person each)

1. The award winning papers are automatically accepted for publication unless the author(s) do not want to be considered
2. Other papers to be considered:
   a. determine first cutoff of papers to be sent to reviewers
   b. must have submitted by the 2nd papers deadline date
   c. must have been at conference
   d. must have reviewed other papers for the conference
e. must have resubmitted their paper for consideration
f. must be in the top (%) of the papers presented

3. Solicit team of reviewers
   a. Send papers out for review
   b. Follow up!

4. Recommend cut off point for papers to be accepted that year
   a. currently 45 to 50% for both journals

5. Send out acceptance / rejection letters
6. Final acceptance person
7. Final proofreader
8. Content editing
9. Cabells management
10. Forward papers to Co/Editor – Publisher
11. Build team of co-editors

ISEDJ/JISAR Publisher (co-editor)
1. Layout editing
2. Formatting / Header / Footer /
3. Create a 'table of content' (potentially 'issues').
4. Indexing (author, keyword, with subscription services)
5. Place on the web
6. Search capability

Web Manager(s)
1. Web Site Manager
   a) Domain Name Responsibility
   b) Backup / Security / Who has access
   c) Database management
2. Web Site Content Manager
   a) Manage the EDIG, ISECON, CONISAR web site
   b) Journal Manager
3. Coordinate ISEDJ and JISAR online presence
4. Determine with the editor of JISE, the JISE online presence

2011 or 2012 Conference Chair
1. Work with EDSIG Board and FITE Coordinator
   a. Determine major program events (receptions, luncheons)
   b. Theme of conference (if any)
   c. Solicit vendors
   d. Local entertainment
   e. Build team of workers
   f. Recruit attendees

Track/Program Chairs
1. Help develop themes for the conferences
2. Review papers submitted for applicability
3. Send papers out for reviews
4. Provide final acceptance/rejection after revisions are received
Come visit Wilmington North Carolina for its southern historic charm and the Atlantic Ocean. Together, this dynamic port city with a 230+ block National Register Historic District displaying Victorian era homes and its neighboring unspoiled beach towns and warm ocean waters offer one incredible destination for our next conference.

Wilmington North Carolina was selected as it was one of the top 5 cities desired by our members for a conference (during a 2009 survey of potential cities).

Wilmington NC is within a ten hour drive for over 50% of our members (a priority because of budget issues at our host schools). Wilmington is located on the southeast coast of North Carolina. It is served by an international airport with primary carriers of US Airways and Delta. The host hotel is eight miles from the Atlantic Ocean so plan time for yourself and your family to take time to visit and walk the beach.

Other attractions include over 30 restaurants and 50 specialty shops within 4 blocks of the hotel, horse and buggy tours, ghost tours, an evening riverboat reception on the Cape Fear River, and optional tours to the USS North Carolina. We are planning a free ‘boat shuttle’ from the hotel to the USS North Carolina on Saturday afternoon.

With free shuttles from the airport and most attractions within walking distance of the hotel you won’t need a car, but you may want to bring your family for the fun!!
## ISECON/CONISAR History and Future Conferences

### Which Years/Events Were YOU at or Plan to be at?

<table>
<thead>
<tr>
<th>#</th>
<th>Year</th>
<th>City/State</th>
<th>Theme/Hotel</th>
</tr>
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<tbody>
<tr>
<td>30th</td>
<td>2013</td>
<td>San Antonio, TX</td>
<td>Hotel Monteleone New Orleans</td>
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<tr>
<td>29th</td>
<td>2012</td>
<td>New Orleans, LA</td>
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<tr>
<td>28th</td>
<td>2011</td>
<td>Wilmington, NC</td>
<td>Hilton Wilmington Riverside</td>
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<tr>
<td><strong>27th</strong> 2010</td>
<td>Nashville, TN</td>
<td><strong>In Tune with IS Education</strong></td>
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<tr>
<td>26th</td>
<td>2009</td>
<td>Washington DC</td>
<td><strong>CAPITOLize on IS Education</strong></td>
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<tr>
<td>25th</td>
<td>2008</td>
<td>Phoenix, AZ</td>
<td><strong>Sunny Days for IS Education</strong></td>
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<td>24th</td>
<td>2007</td>
<td>Pittsburgh, PA</td>
<td><strong>Bridges to IT Education</strong></td>
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<td>23rd</td>
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<td><strong>Boot Up IS Education</strong></td>
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<tr>
<td>22nd</td>
<td>2005</td>
<td>Columbus, OH</td>
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<td>21st</td>
<td>2004</td>
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<td>San Diego, CA</td>
<td><strong>The Future of IS - Hot n Spicy</strong></td>
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<td>19th</td>
<td>2002</td>
<td>San Antonio, TX</td>
<td><strong>Where Innovation &amp; Information Converge</strong></td>
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<td>18th</td>
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<td><strong>Let Freedom Ring...The Future of IS Education</strong></td>
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<tr>
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<td>1983</td>
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*Note: CONISAR started in 2008 in Phoenix/Mesa, AZ*