

2006 IACIS Refereed Proceedings and Program



The Changing Role of IS Education



Reno, Nevada
October 4 – 7, 2006



an official publication of the

INTERNATIONAL ASSOCIATION FOR COMPUTER INFORMATION SYSTEMS

PREFACE

Welcome to the 2006 International Association for Computer Information Systems Conference. This year *Issues in Information Systems* (IIS) contains the very best of the many complete papers submitted for the conference. This Refereed Proceedings and Program contains the abstracts of selected presentations other than those included in IIS. We would like to extend a sincere thank you to all of the participants, presenters and reviewers in making this an outstanding conference. By sharing your ideas with others, we will all benefit and continue to improve our teaching and research activities.

This year marks the seventh year of our refereed publication, *Issues in Information Systems*. IIS is registered with the U.S. Library of Congress as a serial publication and is listed in Cabell's Directory of Publishing Opportunities in Management. Only complete paper submissions appear in IIS, whereas the abstract-only submissions are included in the Proceedings.

The location in Reno, Nevada, provides an outstanding setting for the conference and a very interesting location for fun and relaxation. Once again, this year's conference has drawn participants from across North America and internationally. Each year the diversity of the participants' backgrounds continues to add a great deal to the conference.

Special thanks go to Edie Luce of Ohio University for her assistance in planning and preparation for the Conference. Thanks also to Ohio University for allowing us to host the web site used for paper submissions and reviews and Conference management activities. We would like to thank all the reviewers for their time, comments and consideration. Without their timely responses during the summer, it would not have been possible to meet the Conference and IIS publication schedules.

In our unique positions of Conference Chair and IIS Editor, we have been privileged to preview the abstracts and papers scheduled for presentation at the Fall Conference. The competition this year for *Best Research* and *Best Pedagogy* papers is indeed rigorous, as the quality of papers submitted is excellent. As are you, we are excited to hear the presentations and network with the authors. The Fall Conference promises to be a productive exchange of ideas.

Relax and enjoy the 2006 Conference and the fun location of Reno. Thanks to each of you for joining IACIS and participating in our conference.

Thom Luce

Thom Luce
IACIS Vice President and Conference Chair
Ohio University
Athens, OH

Jean A. Pratt

Jean A. Pratt
IACIS Secretary and IIS Editor
University of Wisconsin—Eau Claire
Eau Claire, WI

September, 2006

**2006 Annual Conference
International Association for Computer Information Systems**

Conference Chairman

Thom Luce
Ohio University
Athens, Ohio

**IIS Editor & Publisher
Arrangements**

Jean Pratt
University of Wisconsin -Eau
Claire
Eau Claire, Wisconsin

President

Larry Cornwell
Bradley University
Peoria, Illinois

Treasurer

Susan Haugen
University of Wisconsin -Eau
Claire
Eau Claire, Wisconsin

Managing Director

Daryl Nord
Oklahoma State University
Stillwater, Oklahoma

Vice President

Thom Luce
Ohio University
Athens, Ohio

Past President

Roger Hayen
Central Michigan University
Mt. Pleasant, Michigan

Director of Publications

Jeretta Horn Nord
Oklahoma State University
Stillwater, Oklahoma

Secretary

Jean Pratt
University of Wisconsin - Eau
Claire
Eau Claire, Wisconsin

Executive Director

Robert Behling
Arrowrock Technologies
Eau Claire, Wisconsin

**Director of Conference
Arrangements**

Susan Haugen
Professor Emerita
University of Wisconsin - Eau
Claire
Eau Claire, Wisconsin

CONTENTS

Submission Reviewers	viii
CONFERENCE PROGRAM	1
Program in Brief	2
Program Presentations	5
Thursday	5
Friday	15
Saturday	24
REFEREED PROCEEDINGS	29
<i>A INSTRUCTIONAL MODEL FOR HYBRID/BLENDED LEARNING</i>	30
Alex Koohang	University of Wisconsin - Milwaukee
<i>A REVIEW OF THE COVERAGE OF OBJECT-ORIENTED AND OBJECT-RELATIONAL DATABASE CONCEPTS IN UNDERGRADUATE DATABASE TEXTBOOKS</i>	31
Reza Sanati-Mehrizy	Utah Valley State College
Floyd A. Wilkes	Utah Valley State College
<i>AN ANALYSIS OF STUDENT INPUT RELATIVE TO PERCEIVED RESPECT FROM PROFESSORS (EMPIRICAL STUDIES IN SEARCH OF AN ANSWER)</i>	32
Dennis L. Mott	Oklahoma State University
Tim O. Peterson	Texas A&M University
<i>AN EMPIRICAL STUDY OF THE 110 LARGEST E-COMMERCE SITES COMPARING WEBSITE FEATURES TO CONVERSION RATES</i>	33
Gerry Scheffelmaier	Middle Tennessee State University
John Vinsonhaler	Utah State University
Jean A. Pratt	University of Wisconsin - Eau Claire
<i>APPLICATION OF RECENT TRENDS IN WEB TECHNOLOGIES</i>	34
Bryan Marshall	Utah State University
Juyun Cho	Utah State University
Matthew E. Harris	Utah State University
<i>ARE WE PROVIDING WHAT THEY NEED: COMPARING IS/IT TRAINING IN AACSB SCHOOLS TO JOB MARKET NEEDS</i>	35
Roman M. Wong	Barry University
Cretson L. Dalmadge	Winston-Salem State University

<i>BENCHMARKING E-GOVERNMENT: A G2G COORDINATING PERSPECTIVE</i>	36
Fuchung Wang	National Chengchi University
Sharne Koung Chung	National Chengchi University
<i>COLLABORATIVE DATABASE DOCUMENTATION DEVELOPMENT USING A WIKI</i>	37
Joel A. Whitesel	Ball State University
<i>CUSTOM ERP SYSTEM DEVELOPMENT FOR A MICRO-BUSINESS: A CASE STUDY</i>	38
Harry Reif	James Madison University
Mike Mitri	James Madison University
<i>DATA QUALITY IMPROVEMENT IN DATA WAREHOUSES</i>	39
Shamsul Chowdhury	Roosevelt University
<i>DATABASE UPDATE STRATEGIES FOR WEB-BASED COMMUNITY INFORMATION SYSTEMS</i>	40
Herb Schuette	Elon University
<i>DEVELOPING A KNOWLEDGE MANAGEMENT SYSTEM FOR COMPLIANCE AND INNOVATION</i>	41
Meral Binbasioglu	Hofstra University
Elaine Winston	Hofstra University
<i>EMPLOYEE EMPOWERMENT IN THE INFORMATION AGE</i>	42
Myung-Ho Yoon	Northeastern Illinois University
<i>EMPLOYMENT TRENDS FOR INFORMATION SYSTEMS GRADUATES AND THE ENSUING IMPACT ON MIS PROGRAMS</i>	43
Rick L. Wilson	Oklahoma State University
Roy A. Boggs	Florida Gulf Coast University
Jay Liebowitz	Johns Hopkins University
Daryl Nord	Oklahoma State University
<i>EXPLORING INTERDEPENDENT TEAM DYNAMICS IN A CLASSROOM MIS PROJECT</i>	44
Tod Brokaw	Ohio University
Vic Matta	Ohio University
Mefide Veseli	Ohio University
Fatime Veseli	Ohio University
<i>EXTENDING FIRST PRINCIPLES OF DESIGN TO ENHANCE MIS CURRICULUM</i>	45
Robert Mills	Utah State University
Karina Hauser	Utah State University
Jean A. Pratt	University of Wisconsin - Eau Claire

<i>FABRICATING CONVERGENCE: REFLECTIONS ON CROSSING IMAGINED BOUNDARIES</i>		46
Arthur J. Grant	Robert Morris University	
Cara Hoehn	Robert Morris University	
Robert J. Skovira	Robert Morris University	
<i>FUTURE TRENDS WITH IMPLICATIONS FOR CHANGING IS EDUCATION</i>		47
Dale D. Gust	Central Michigan University	
Kara J. Gust	Michigan State University	
<i>GAMBLING ON BUSINESS TECHNOLOGY</i>		48
Cindy Meyer Hanchey	Oklahoma Baptist University	
Dale Hanchey	Oklahoma Baptist University	
<i>GAMES ARE SERIOUS BUSINESS: THE ACADEMIC PURSUIT OF VIDEO GAMING</i>		49
Alicia Aldridge	Appalachian State University	
<i>IDENTITY THEFT: A LEARNING MODULE</i>		50
Robert J. Boncella	Washburn University	
<i>IMPROVING TEAMWORK IN SOFTWARE DEVELOPMENT PROJECTS UNDER STRESS: KNOWLEDGE TRANSFERS FROM HIGH LATITUDE, DEEP SEA SAILING CREWS</i>		51
Mike Godfrey	California State University at Long Beach	
<i>INFORMAL LEARNING IN ON-LINE COMMUNITIES - TRANSFORMING FORMAL PROFESSIONAL DEVELOPMENT</i>		52
Mark Reese	Robert Morris University	
<i>INSIGHTS FROM JOURNAL EDITORS</i>		53
Jay Liebowitz	Johns Hopkins University	
Binshan Lin	LSU-Shreveport	
Jeretta Nord	Oklahoma State University	
Dušan Lesjak	University of Primorska	
Alex Koohang	University of Wisconsin - Milwaukee	
<i>IP NETWORK INFRASTRUCTURE READINESS FOR VOIP DEPLOYMENT: A CASE STUDY</i>		54
Ruidong Zhang	University of Wisconsin - Eau Claire	
<i>MARKETING SYSTEMS: DATABASES IN DECISION MAKING</i>		55
S. E. Kruck	James Madison University	
Faye P. Teer	James Madison University	
Harold B. Teer	James Madison University	

<i>MIS-UNDERSTOOD: A STUDY UNCOVERING THE MISPERCEPTIONS ABOUT THE MIS MAJOR AND AN ACTION PLAN TO DISPEL THEM</i>	56
Sean McGann	Ohio University
Tim Giegel	Ohio University
Jeff Smith	Ohio University
<i>NOW THAT YOU ARE A TENURED FACULTY MEMBER, WHAT LIES OVER THE HORIZON?</i>	57
Linda Cresap	Minot State University
Karen Forcht	North Carolina A&T State University
Monica C. Holmes	Central Michigan University
<i>PANEL ON SYSTEMS ASSURANCE BODY OF KNOWLEDGE</i>	58
Vladan Jovanovic	Georgia Southern University
James Harris	Georgia Southern University
Ardian N. Greca	Georgia Southern University
<i>PREDICTORS OF A SUCCESSFUL PROJECT IN A SYSTEMS ANALYSIS & DESIGN CAPSTONE CLASS</i>	59
Zsolt Ugray	Utah State University
Karina Hauser	Utah State University
David Olsen	Utah State University
<i>SOFTWARE COPYING: THE RELATIONSHIP BETWEEN STUDENTS COMPUTER EXPERIENCE AND THEIR COGNITIVE MORAL DEVELOPMENT</i>	60
Paul Stephens	Bradley University
Matthew McGowan	Bradley University
<i>STUDENT NEEDS ASSESSMENT IN ONLINE INFORMATION SYSTEMS COURSES: FACILITATING LEARNER-CENTERED EDUCATION</i>	61
Pamela Dupin-Bryant	Utah State University Tooele
<i>THE RELEVANCE OF THE INFORMATION SYSTEMS LITERACY COURSE TO THE NON-CIS STUDENT'S AREA OF STUDY</i>	62
Jeanne Baugh	Robert Morris University
<i>TRAINING PROGRAM FOR PROCESS IMPROVEMENT</i>	63
Vladan Jovanovic	Georgia Southern University
Ljiljana Cupic	Georgia Southern University
<i>USING AN EXPERIENTIAL EXERCISE TO TEACH TELECOMMUNICATIONS CONCEPTS IN A CLASS FOR END USERS</i>	64
Ronnie Fanguy	Nicholls State University
Betty Kleen	Nicholls State University
M. Khurram Bhutta	Nicholls State University

<i>WARDIVING: A CASE STUDY</i>		65
Mike Crews	UT Pan American	
Claude L. Simpson	University of Texas-Pan American	
<i>WHAT IS OUR VALUE PROPOSITION? THE FUTURE OF IS/IT PROGRAMS AND FACULTY: A REALITY CHECK AND NEED FOR REALIGNMENT DIALOGUE STARTER</i>		66
U. Rex Dumdum	Marywood University	
Bill Tastle	Ithaca College	
<i>WHY JOHNNY DOESN'T READ; A LOOK AT STUDENT READING HABITS</i>		67
Richard R. Socash	Metropolitan State College of Denver	
 <i>IACIS – SPONSORED RECOGNITION AWARDS</i>		 68

SUBMISSION REVIEWERS

2006 Annual Conference International Association for Computer Information Systems

Cheryl Aasheim
Georgia Southern University

Shamsuddin Ahmed
Kazakhstan Institute of Management,
Economics and Strategic Research

Milam Aiken
University of Mississippi

Adel Ismail Al-Alawi
University of Bahrain

Markus Aleksy
University of Mannheim

Melody W. Alexander
Ball State University

Azad Ali
Indiana University of Pennsylvania

Rose Alinda Alias
Universiti Teknologi Malaysia

Faisal B. Al-khateeb
United Arab Emirates University

Frank Andera
Central Michigan University

Ali Asadi Nikooyan
Amirkabir University of Technology

Marzie Astani
Winona State University

Gary Baker
Sam Houston State University

Jeanne Baugh
Robert Morris University

Robert Behling
Arrowrock Technology

Daniel Benco
Southeastern Oklahoma State University

Harry Benham
Montana State University

Saifur Bhuiyan
Eastern Illinois University

M. Khurram Bhutta
Nicholls State University

Meral Binbasioglu
Hofstra University

Joseph Blankenship
Youngstown State University

Gina Boff
California University of Pennsylvania

Roy A. Boggs
Florida Gulf Coast University

Robert J. Boncella
Washburn University

Queen Booker
Minnesota State University

Tod Brokaw
Ohio University

Robert G. Brookshire
University of South Carolina

Steven A. Brown
Capella University

Sonny Butler
Georgia Southern University

Carlos Caldeira
University of Evora, Department of
Computer Science

Eugene Calvasina
Southern University and A & M College

James Cappel
Central Michigan University

Donald Carpenter Mesa State College	Cretson L. Dalmadge Winston-Salem State University
Carl Case St. Bonaventure University	Meledath Damodaran University of Houston-Victoria
Paul Chalekian University of Nevada, Reno	Reggie Davidrajuh University of Stavanger
Chuleeporn Changchit Texas A&M University - Corpus Christi	Steve Davis Clemson University
Carole Chauncey Ryerson Univesity	John Day Ohio University
Edward T. Chen University of Massachusetts Lowell	Gary DeLorenzo California University of Pennsylvania
Kuan C. Chen Purdue University Calumet	Margaret Devine University of Wisconsin - Eau Claire
Hae-Yeon Choi Savannah State University	Hongtao Du The University of Tennessee
Olfa Chourabi ENSI University	U. Rex Dumdum Marywood University
Shamsul Chowdhury Roosevelt University	Doris Duncan California State University, East Bay
Ta-Tao Chuang Gonzaga University	Pamela Dupin-Bryant Utah State University Tooele
M. Suzanne Clinton University of Central Oklahoma	Frank Duserick Alfred University
Jason Cohen University of the Witwatersrand	Lauren Eder Rider University
Barbara C. Coleman Augusta State University	Omar F. El-Gayar Dakota State University
Joseph-Rene Corbeil The University of Texas at Brownsville and Texas South most College	Carl Farrell Hawaii Pacific University
Elaine Crable Xavier University	Isaura Flores University of Texas at Tyler
Linda Cresap Minot State University	Chandra Fogle Southeastern Oklahoma State University
Nancy Csapo Central Michigan University	Karen Forcht North Carolina A&T State University

Ardian N. Greca Georgia Southern University	Kathy Johnson University of West Florida
Junwei Guan Indiana University South Bend	Christopher G. Jones Utah Valley State College
Dale D. Gust Central Michigan University	Vladan Jovanovic Georgia Southern University
Kara J. Gust Michigan State University	Teresa Ju Shu-Te University
Leila Halawi Nova Southeastern University	Silva Karkoulian Lebanese American University
Cindy Meyer Hanchey Oklahoma Baptist University	Someswar Kesh Central Missouri State University
James Harris Georgia Southern University	Anthony Keys University of Wisconsin - Eau Claire
Matthew E. Harris Utah State University	Ben Kim Seattle University
Susan Haugen University of Wisconsin - Eau Claire	Dohoon Kim Kyung Hee University
Douglas Havelka Miami University	Fred L. Kitchens Ball State University
George Heilman Winston-Salem State University	Betty Kleen Nicholls State University
Tyson R. Henry California State University, Chico	Deanna Klein Minot State University
Thomas S. Hilton University of Wisconsin-nEau Claire	Waldemar W. Koczkodaj Laurentian University
Monica C. Holmes Central Michigan University	Frederick G. Kohun Robert Morris University
I-Lin Huang Langston University	Alex Koohang University of Wisconsin - Milwaukee
Shi-Ming (Jack) Huang National Chung Cheng University	Janet Kourik Webster University
Zhenyu Huang Central Michigan University	Paul J. Kovacs Robert Morris University
Anna Maria Jankowska European University Viadrina	S. E. Kruck James Madison University
David W. Johnson Utah Valley State College	Hsiang-Jui Kung Georgia Southern University

Fujun Lai
University of Southern Mississippi

Jim Lawler
Pace University

Athina Lazakidou
University of Piraeus

Eunjin Lee
New Mexico State University

Dušan Lesjak
University of Primorska

Nelson Leung
University of Wollongong

Nigel Lewis
PGI

Chao-chih Liao
National Chiayi University

Hsiu-Li Liao
National Taiwan University of Science and
Technology

Jay Liebowitz
Johns Hopkins University

Binshan Lin
LSU-Shreveport

Che-Hung Liu
Florida International University

Su-Houn Liu
Chung Yuan Christian University

Bruce Lo
University of Wisconsin - Eau Claire

William Lomerson
Northwestern State University

Ewuuk Lomo-David
North Carolina A&T State University

June Lu
University of Houston-Victoria

Thom Luce
Ohio University

Brian Mackie
Northern Illinois University

Ronald J. MacKinnon
Georgia Southern University

Voraphan Manomuth
Utah State University

Angela Marsh
University of Arkansas-Monticello

Bryan Marshall
Utah State University

Vic Matta
Ohio University

Richard V. McCarthy
Quinnipiac University

Sean McGann
Ohio University

Jeffrey W. Merhout
Miami University

Kimberly Merritt
Cameron University

Robert Mills
Utah State University

Mike Mitri
James Madison University

Ashli Molinero
University of Pittsburgh, School of Health
and Rehabilitation Sciences

Istvan Molnar
Bloomsburg University of Pennsylvania

Kathleen K. Molnar
St. Norbert College

Don Moscato
Iona College

Sam Nataraj
Morehead State University

Srečko Natek
University of Primorska

Kianoush Nazarpour Cardiff University	Mohammad A. Rob University of Houston-Clear Lake
Rita Noel Western Carolina University	Joseph Roge' University of Texas Pan American
Matthew A. North Washington & Jefferson College	Camille F. Rogers Georgia Southern University
Pavel Ocenasek Brno University of Technology	Clotilde Rohleder University Paris 1 Panthéon Sorbonne
Joon-Yeoul Oh Texas A&M University-Kingsville	James F. Roiger University of Arkansas- Monticello
Sherrie Chan Pardieck Bradley University	Steven C. Ross Western Washington University
Monica Parzinger St. Mary's University	Jack Russell Northwestern State University
Zbigniew Pastuszak Maria Curie-Sklodowska University	Les Rydl University of Texas Pan American
Richard Paulson St. Cloud State University	Asghar Sabbaghi Indiana University South Bend
Alan Peslak Penn State University	Paul Safonov St. Cloud State University
Shih-Ming Pi Chung Yuan Christian University, Department of Management Information Systems	Reza Sanati-Mehrizy Utah Valley State College
Lissa Pollacia Northwestern State University	Gerry Scheffelmaier Middle Tennessee State University
Alexander P. Pons University of Miami	Cecil Schmidt Washburn University
Jean A. Pratt University of Wisconsin - Eau Claire	Herb Schuette Elon University
T.M. Rajkumar Miami University	Todd Schultz Augusta State University
Harold Records Bryant University	Stanley T. Schuyler Edinboro University of Pennsylvania
Han Reichgelt Georgia Southern University	Mark Sena Xavier University
Harry Reif James Madison University	Judy A. Serwatka Purdue University North Central

Udai Shanker
M. M. M. Engineering College

Yuquan Shi
University of New South Wales, Australia

Jack Shorter
Texas A&M University - Kingsville

Sule Simsek
University of Missouri-Rolla

Jane Siow
Syracuse University

Robert Skovira
Robert Morris University

K. David Smith
Cameron University

Richard R. Socash
Metropolitan State College of Denver

Tiki L. Suarez
Florida A&M University

Viktorija Sulčič
University of Primorska

Mary Sumner
Southern Illinois University Edwardsville

Wenying Sun
Washburn University

Richard Swart
Utah State University

Susan Switzer
Central Michigan University

Bill Tastle
Ithaca College

David S. Taylor
Sam Houston State University

Winston Tellis
Fairfield University

Daphyne S. Thomas
James Madison University

Larry Thomas
Central Michigan University

J. D. Thomerson
Valdosta State University

John Thompson
Buffalo State College

Mark Thorogood
Nova Southeastern University

Andrew Tiger
Southeastern Oklahoma State University

Allen D. Truell
Ball State University

Lise Urbaczewski
Eastern Michigan University

Ganesh Vaidyanathan
Indiana University South Bend

Vijay Vemuri
C. W. Post Campus, Long Island University

John Vinsonhaler
Utah State University

Kent Walstrom
Illinois State University

Mark A. Ward
Southern Illinois University - Edwardsville

G. Kent Webb
San Jose State University

James Weber
St. Cloud State University

Vicki Webster
Delta State University

Orion Welch
St. Mary's University

Chuck West
Bradley University

Barbara Jo White
Western Carolina University

Floyd A. Wilkes
Utah Valley State College

Victor Wilkinson
Central Michigan University

Susan Rebstock Williams
Georgia Southern University

Lori Willoughby
Minot State University

Vance Wilson
University of Wisconsin-Milwaukee

Elaine Winston
Hofstra University

Roman M. Wong
Barry University

David F. Wood
Robert Morris University

Wallace A. Wood
Bryant University

Belle Woodward
Southern Illinois University Carbondale

Hongjiang Xu
Central Michigan University

L. Roger Yin
University of Wisconsin-Whitewater

Sehwan Yoo
University of Maryland Eastern Shore

Myung-Ho Yoon
Northeastern Illinois University

Xuesong Zhang
Claremont Graduate University

Jensen J. Zhao
Ball State University

CONFERENCE PROGRAM

PROGRAM IN BRIEF

WEDNESDAY OCTOBER 4, 2006

6:00 – 8:00 p.m. Welcome Reception and Registration

Mandalay B

THURSDAY OCTOBER 5, 2006

8:00 – 5:00 Registration

Mandalay Foyer

8:00 – 9:00 Continental Breakfast

Mandalay B

9:00 - 10:00 Keynote Address

Mandalay B

10:00 – 10:30 Break

Mandalay Foyer

10:30 – 11:30 Session 1A: IS Education
 Session 1B: Programming Classes
 Session 1C: Supply Chain Management
 Session 1D: IT Theory & Research
 Session 1E: IS Education
 Session 1F: Faculty & Students

Mandalay 1
 Mandalay 2
 Mandalay 3
 Mandalay 4
 Mandalay 5
 Mandalay 6

11:30 – 1:30 Networking Luncheon

Mandalay B

1:30 - 2:30 Session 2A: Issues in IS Education
 Session 2B: Programming Classes
 Session 2C: ERP & Decision Making
 Session 2D: IT and Ethics
 Session 2E: Database
 Session 2F: Panel - Systems Assurance Body of Knowledge

Mandalay 1
 Mandalay 2
 Mandalay 3
 Mandalay 4
 Mandalay 5
 Mandalay 6

2:30 - 3:30 Session 3A: Issues in IS Education
 Session 3B: IT in Business
 Session 3C: Enterprise Architecture
 Session 3D: IT Research
 Session 3E: Database/Data Warehouse
 Session 3F: Issues in Information Systems

Mandalay 1
 Mandalay 2
 Mandalay 3
 Mandalay 4
 Mandalay 5
 Mandalay 6

3:30 – 4:00 Break

Mandalay Foyer

4:00 - 5:00 Session 4A: Issues in IS Education
 Session 4B: eGovernment
 Session 4C: Enterprise Software Development
 Session 4D: IS Ethics
 Session 4E: Panel - Insights from Journal Editors
 Session 4F: IT in Business - Skill Sets

Mandalay 1
 Mandalay 2
 Mandalay 3
 Mandalay 4
 Mandalay 5
 Mandalay 6

5:00 - 6:00 Session 4G: JCIS Editorial Board Meeting

Mandalay 1

FRIDAY OCTOBER 6, 2006

8:00 – 5:00	Registration	Mandalay Foyer
8:00 – 9:00	Continental Breakfast	Mandalay B
9:00 - 10:00	Keynote Panel Discussion	Mandalay B
10:00 – 10:30	Break	Mandalay Foyer
10:30 – 11:30	Session 5A: IS Curriculum	Mandalay 1
	Session 5B: IT & Business	Mandalay 2
	Session 5C: ERP - SAP	Mandalay 3
	Session 5D: IS Capstone Course	Mandalay 4
	Session 5E: Communications Skills	Mandalay 5
	Session 5F: IS Students	Mandalay 6
11:30 – 1:30	Business Luncheon	Mandalay B
1:30 - 2:30	Session 6A: Issues in IS Education	Mandalay 1
	Session 6B: IT & Business	Mandalay 2
	Session 6C: Web Design	Mandalay 3
	Session 6D: IS Research	Mandalay 4
	Session 6E: Collaboration in IT Education	Mandalay 5
	Session 6F: Panel - Now That You Are a Tenured Faculty	Mandalay 6
2:30 - 3:30	Session 7A: IS Curriculum	Mandalay 1
	Session 7B: IT & Business	Mandalay 2
	Session 7C: Web Sites & Technology	Mandalay 3
	Session 7D: Security	Mandalay 4
	Session 7E: Knowledge Management	Mandalay 5
	Session 7F: Panel - Fabricating Convergence	Mandalay 6
3:30 – 4:00	Break	Mandalay Foyer
4:00 - 5:00	Session 8A: IS Curriculum	Mandalay 1
	Session 8B: IT & Business	Mandalay 2
	Session 8C: System Development Projects	Mandalay 3
	Session 8D: IS Literacy	Mandalay 4
	Session 8E: Panel - Employment Trends for IS Graduates	Mandalay 5
	Session 8F: Graduate Education	Mandalay 6
6:00 – 9:00	Fun Night at the National Automobile Museum	

SATURDAY OCTOBER 7, 2006

8:00 – 10:30	Registration		Foyer
8:00 – 9:00	Continental Breakfast		Mandalay B
9:00 - 10:00	Session 9A:	IS Curriculum	Mandalay 1
	Session 9B:	IT & Business	Mandalay 2
	Session 9C:	eLearning	Mandalay 3
	Session 9D:	Security	Mandalay 4
	Session 9E:	Issues in IS	Mandalay 5
	Session 9F:	Systems Analysis & Design	Mandalay 6
10:00 – 10:30	Break		Foyer
10:30 – 11:30	Session 10A:	IS Curriculum	Mandalay 1
	Session 10B:	SPAM and Other Issues in IS	Mandalay 2
	Session 10C:	On-line Learning	Mandalay 3
	Session 10D:	Security	Mandalay 4
	Session 10E:	Knowledge Management	Mandalay 5
	Session 10F:	Health Care & DSS	Mandalay 6
11:30 – 12:00	Debrief Session		Mandalay 1

PROGRAM PRESENTATIONS

THURSDAY OCTOBER 5, 2006

9:00 - 10:00

Keynote Address

THE SPELLINGS COMMISSION REPORT: IMPLICATIONS FOR MANAGEMENT EDUCATION

John Fernandes

AACSB

(at the time the program was compiled a draft of the Spelling Commission Report was available at <http://www.uri.edu/pspd/planserv/Spelling%20Commission%20r%23B3C5F.pdf>)

THURSDAY OCTOBER 5, 2006

10:30 - 11:30

Session 1A IS Education

Chair Christopher G. Jones, Utah Valley State College

IDENTIFYING NEW PEDAGOGICAL OPTIONS FOR TEACHING INFORMATION SYSTEMS IN BUSINESS IN A LARGE CLASSROOM

Amy D. Bauer

University of Wisconsin - Eau Claire

Thomas S. Hilton

University of Wisconsin—Eau Claire

MIS-UNDERSTOOD: A STUDY UNCOVERING THE MISPERCEPTIONS ABOUT THE MIS MAJOR AND AN ACTION PLAN TO DISPEL THEM

Sean McGann

Ohio University

Jeff Smith

Ohio University

Tim Giegel

Ohio University

USING SEVEN PRINCIPLES TO IMPROVE THE INTRODUCTION TO MIS COURSE

Queen Booker

Minnesota State University

Carl M. Rebman, Jr

University of San Diego

Fred L. Kitchens

Ball State University

THURSDAY OCTOBER 5, 2006

10:30 - 11:30

Session 1B Programming Classes

Chair Sylvia Bembry, Winston-Salem State University

ADDING THE KURDISH LANGUAGE TO VB.NET GLOBALIZATION – MAKING A CASE AND TECHNICAL CODE

Azad Ali

Indiana University of Pennsylvania

Seever Sulaiman

interthinks

COMPUTER-ASSISTED INSTRUCTION VS. TRADITIONAL INSTRUCTION IN AN ADVANCED-LEVEL COMPUTER COURSE

J. D. Thomerson

Valdosta State University

SECURE SOFTWARE DEVELOPMENT USING USE CASES AND ABUSE/MISUSE CASES

Meledath Damodaran

University of Houston-Victoria

THURSDAY OCTOBER 5, 2006

10:30 - 11:30

Session 1C Supply Chain Management

Chair Shamsul Chowdhury, Roosevelt University

BUSINESS INTELLIGENCE FOR A SUPPLY CHAIN MANAGEMENT SYSTEM

Esra Vural	University of Cologne
Özgür Sengül	University of Cologne
Steve Davis	Clemson University
Holger Günther	University of Applied Sciences Cologne

TEACHING THE IMPORTANCE OF INFORMATION, SUPPLY CHAIN MANAGEMENT, AND MODELING: THE SPREADSHEET BEER-LIKE GAME

Andrew Tiger	Southeastern Oklahoma State University
Daniel Benco	Southeastern Oklahoma State University
Chandra Fogle	Southeastern Oklahoma State University

THE DEVELOPMENT OF A RESEARCH AGENDA FOR RFID ADOPTION AND EFFECTIVENESS IN THE SUPPLY CHAIN

Vic Matta	Ohio University
Chris Moberg	Ohio University

THURSDAY OCTOBER 5, 2006

10:30 - 11:30

Session 1D IT Theory & Research

Chair G. Kent Webb, San Jose State University

AN ACTIVE CONSUMER THEORY PERSPECTIVE ON BLOGS

Seung Lee	University of Minnesota at Duluth
-----------	-----------------------------------

THE DEVELOPMENT OF A THEORY OF LEARNING PERFORMANCE: A FIRST STEP

David S. Taylor	Sam Houston State University
Gary Baker	Sam Houston State University

WHICH THEORY APPLIES: AN ANALYSIS OF INFORMATION SYSTEMS RESEARCH

Leila Halawi	Nova Southeastern University
Richard V. McCarthy	Quinnipiac University

THURSDAY OCTOBER 5, 2006

10:30 - 11:30

Session 1E IS Education

Chair Hsiu-Li Liao, National Taiwan University of Science

A INSTRUCTIONAL MODEL FOR HYBRID/BLENDED LEARNING

Alex Koohang	University of Wisconsin - Milwaukee
--------------	-------------------------------------

EXPERIENTIAL LEARNING: A CASE STUDY OF A MUTUALLY-BENEFICIAL DATABASE DEVELOPMENT

K. David Smith	Cameron University
M. Suzanne Clinton	University of Central Oklahoma

*STUDENT NEEDS ASSESSMENT IN ONLINE INFORMATION SYSTEMS
COURSES: FACILITATING LEARNER-CENTERED EDUCATION*

Pamela Dupin-Bryant

Utah State University Tooele

THURSDAY OCTOBER 5, 2006

10:30 - 11:30

Session 1F Faculty & Students

Chair Frank Andera, Central Michigan University

*AN ANALYSIS OF STUDENT INPUT RELATIVE TO PERCEIVED RESPECT FROM
PROFESSORS (EMPIRICAL STUDIES IN SEARCH OF AN ANSWER)*

Dennis L. Mott

Oklahoma State University

Tim O. Peterson

Texas A&M University

FACULTY PERCEPTIONS OF TEACHING LOAD

Anthony Keys

University of Wisconsin - Eau Claire

Margaret Devine

University of Wisconsin - Eau Claire

*IS A HIGH GPA STILL THE MOST IMPORTANT FACTOR FOR JOB
OPPORTUNITY? - AN EMPIRICAL INVESTIGATION*

Wayne Huang

Ohio University

Hou Lou

Ohio University

John Day

Ohio University

THURSDAY OCTOBER 5, 2006

1:30 - 2:30

Session 2A Issues in IS Education

Chair Alan Peslak, Penn State University

FUTURE TRENDS WITH IMPLICATIONS FOR CHANGING IS EDUCATION

Dale D. Gust

Central Michigan University

Kara J. Gust

Michigan State University

*THE PERFECT STORM: WHY INFORMATION SYSTEMS (IS) FACULTY RULED
ACADEMIA FROM 1995 TO 2006*

Mark A. Ward

Southern Illinois University - Edwardsville

*WHAT IS OUR VALUE PROPOSITION? THE FUTURE OF IS/IT PROGRAMS AND
FACULTY: A REALITY CHECK AND NEED FOR REALIGNMENT DIALOGUE
STARTER*

U. Rex Dumdum

Marywood University

Bill Tastle

Ithaca College

THURSDAY OCTOBER 5, 2006

1:30 - 2:30

Session 2B Programming Classes

Chair Belle Woodward, Southern Illinois University

*A SIMPLIFIED APPROACH TO TEST-DRIVEN DEVELOPMENT FOR THE FIRST
PROGRAMMING COURSE*

Christopher G. Jones

Utah Valley State College

AN ACTIVE LEARNING PEDAGOGY IN A PROGRAMMING COURSE

Corrine Brown

Ohio University

DEVELOPING A MORE EFFECTIVE COURSE TO DELIVER CIS EDUCATION

Thom Luce
Vic Matta
Corrine Brown

Ohio University
Ohio University
Ohio University

THURSDAY OCTOBER 5, 2006

1:30 - 2:30

Session 2C ERP & Decision Making

Chair Azad Ali, Indiana University of Pennsylvania

ENTERPRISE RESOURCE PLANNING TODAY

J. Sunshine Vanover
Jack Shorter

Texas A&M University - Kingsville
Texas A&M University - Kingsville

INFORMATION PROCESS REENGINEERING -- WHERE TO START BUSINESS AND HOW TO DECIDE?

Srečko Natek
Dušan Lesjak

University of Primorska
University of Primorska

MARKETING SYSTEMS: DATABASES IN DECISION MAKING

Harold B. Teer
Faye P. Teer
S. E. Kruck

James Madison University
James Madison University
James Madison University

THURSDAY OCTOBER 5, 2006

1:30 - 2:30

Session 2D IT and Ethics

Chair Roman M. Wong, Barry University

ETHICAL ATTITUDES OF BUSINESS INFORMATION SYSTEMS STUDENTS: AN EMPIRICAL INVESTIGATION

Leila Halawi
Silva Karkouljian

Nova Southeastern University
Lebanese American University

INFORMATION SYSTEMS ETHICS IN DEVELOPED AND DEVELOPING ECONOMIES: A COMPARISON OF BOLIVIA, OMAN, SOUTH KOREA, AND THE UNITED STATES

Thomas S. Hilton
Adriana Martínez Santa Cruz
Se-Hyung Oh
Husain M. Al-Lawati

University of Wisconsin - Eau Claire
University of Wisconsin - Eau Claire
Thunderbird University
College of Banking and Financial Studies - Sultanate of Oman

SOFTWARE COPYING: THE RELATIONSHIP BETWEEN STUDENTS COMPUTER EXPERIENCE AND THEIR COGNITIVE MORAL DEVELOPMENT

Paul Stephens
Matthew McGowan

Bradley University
Bradley University

THURSDAY OCTOBER 5, 2006

1:30 - 2:30

Session 2E Database

Chair Daniel Benco, Southeastern Oklahoma State

A REVIEW OF THE COVERAGE OF OBJECT-ORIENTED AND OBJECT-RELATIONAL DATABASE CONCEPTS IN UNDERGRADUATE DATABASE TEXTBOOKS

Reza Sanati-Mehrizy
Floyd A. Wilkes

Utah Valley State College
Utah Valley State College

AVOIDANCE OF CYCLICAL REFERENCE OF FOREIGN KEYS IN DATA MODELING USING THE ENTITY-RELATIONSHIP MODEL

Ben Kim

Seattle University

TEACHING UML DATABASE MODELING TO VISUALLY IMPAIRED STUDENTS

Robert G. Brookshire

University of South Carolina

THURSDAY OCTOBER 5, 2006

1:30 - 2:30

Session 2F Panel - Systems Assurance Body of Knowledge

Chair Vladan Jovanovic, Georgia Southern University

PANEL ON SYSTEMS ASSURANCE BODY OF KNOWLEDGE

Vladan Jovanovic
James Harris
Ardian N. Greca

Georgia Southern University
Georgia Southern University
Georgia Southern University

THURSDAY OCTOBER 5, 2006

2:30 - 3:30

Session 3A Issues in IS Education

Chair Kara J. Gust, Michigan State University

ANALYSIS OF FACTORS AFFECTING DECLINING CIS ENROLLMENT

Lissa Pollacia
William Lomerson

Northwestern State University
Northwestern State University

INTEGRATING BUSINESS ACUMEN WITH IT SKILLS IN THE SAME COURSE: A CASE STUDY WITH IMPLICATIONS FOR INCREASING IS PROGRAM ENROLLMENTS

Wayne Huang
Raymond D. Frost
Sean McGann

Ohio University
Ohio University
Ohio University

IS EDUCATION: THE CHANGING COMPLEXITY OF RELEVANCE

David W. Johnson
Christopher G. Jones

Utah Valley State College
Utah Valley State College

THURSDAY OCTOBER 5, 2006

2:30 - 3:30

Session 3B IT in Business

Chair Meledath Damodaran, University of Houston - Victoria

COMPONENTS OF SUCCESSFUL TECHNOLOGY INFUSION

Sylvia Bemby

Winston-Salem State University

Carolyn Anderson

Winston-Salem State University

KNOWLEDGE WORK AND IT OUTSOURCING: IS SOME WORK RETURNING TO THE US?

Art McAdams

Fairfield University

Winston Tellis

Fairfield University

MANAGING INFORMATION INTEGRATION IN TODAY'S BUSINESS

Harold Records

Bryant University

Nancy Records

Bryant University

Robert Behling

Arrowrock Technology

THURSDAY OCTOBER 5, 2006

2:30 - 3:30

Session 3C Enterprise Architecture

Chair S. E. Kruck, James Madison University

A COMPARISON OF ENTERPRISE ARCHITECTURE FRAMEWORKS

Lise Urbaczewski

Eastern Michigan University

Stevan Mrdalj

Eastern Michigan University

A ZACHMAN CUBE

Vladan Jovanovic

Georgia Southern University

Stevan Mrdalj

Eastern Michigan University

Adrian Gardiner

Georgia Southern University

TOWARD A UNIFIED ENTERPRISE ARCHITECTURE FRAMEWORK: AN ANALYTICAL EVALUATION

Richard V. McCarthy

Quinnipiac University

THURSDAY OCTOBER 5, 2006

2:30 - 3:30

Session 3D IT Research

Chair Seung Lee, University of Minnesota at Duluth

APPLICATION OF AN INFORMATION LANDSCAPE MODEL TO ANALYZE INFORMATION FLOWS IN A COMMUNITY OF PRACTICE

Larry George

Robert Morris University

Robert J. Skovira

Robert Morris University

DEVELOPING SUSTAINABLE DIGITAL OPPORTUNITY: THE CASE OF LALASHAN DOWEB MODEL

Su-Houn Liu

Chung Yuan Christian University

Yu-Hsieh Sung

Chung Yuan Christian University

Hsiu-Li Liao

National Taiwan University of Science and Technology

INTELLIGENT INFORMATION SYSTEMS, QUO VADIS?

Vic Matta
Dušan Šormaz

Ohio University
Ohio University

THURSDAY OCTOBER 5, 2006

2:30 - 3:30

Session 3E Database/Data Warehouse

Chair Brian Mackie, Northern Illinois University

COLLABORATIVE DATABASE DOCUMENTATION DEVELOPMENT USING A WIKI

Joel A. Whitesel

Ball State University

DATA QUALITY IMPROVEMENT IN DATA WAREHOUSES

Shamsul Chowdhury

Roosevelt University

DATABASE UPDATE STRATEGIES FOR WEB-BASED COMMUNITY INFORMATION SYSTEMS

Herb Schuette

Elon University

THURSDAY OCTOBER 5, 2006

2:30 - 3:30

Session 3F Issues in Information Systems

Chair Dennis L. Mott, Oklahoma State University

COLOR IMAGE SEMANTIC INFORMATION RETRIEVAL SYSTEM USING HUMAN SENSATION AND EMOTION

Seong-Yong Hong
Hae-Yeon Choi

Savannah State University
Savannah State University

MEASURING THE ACCURACY OF SPANISH TO ENGLISH TRANSLATIONS

Milam Aiken
Mahesh Vanjani
Zachary Wong

University of Mississippi
Texas Southern University
Sonoma State University

METAPHORS GONE WILD: THE ILLUSIVE MACHINE CYCLE

Donald Carpenter
Donna McAlister Kizzier

Mesa State College
Morehead State University

THURSDAY OCTOBER 5, 2006

4:00 - 5:00

Session 4A Issues in IS Education

Chair Mark A. Ward, Southern Illinois University - Edwardsville

MANAGEMENT INFORMATION SYSTEMS: ASSESSING STUDENT PLACEMENT AND PERFORMANCE

Sharon Paranto
Hillar Neumann

Northern State University
Northern State University

ONLINE TEXTBOOK COLLABORATION: STUDENT-AUTHORED ~ INSTRUCTOR-FACILITATED

Brian Mackie
Wayne Mackie
Sally A Wakefield

Northern Illinois University
Saginaw Valley State University
Northern Illinois University

EXTENDING FIRST PRINCIPLES OF DESIGN TO ENHANCE MIS

Robert Mills
Karina Hauser
Jean A. Pratt

Utah State University
Utah State University
University of Wisconsin - Eau Claire

IS CUSTOMER SATISFACTION THE CURRENCY OF EXCHANGE IN TODAY'S CLASSROOMS?

Stanley T. Schuyler
Robert Skovira

Edinboro University of Pennsylvania
Robert Morris University

THURSDAY OCTOBER 5, 2006

4:00 - 5:00

Session 4B eGovernment

Chair Thomas S. Hilton, University of Wisconsin - Eau Claire

A LONGITUDINAL LOOK AT E-GOVERNMENT IN PRACTICE

Roy A. Boggs
Douglas Walters

Florida Gulf Coast University
Florida Gulf Coast University

BENCHMARKING E-GOVERNMENT: A G2G COORDINATING PERSPECTIVE

Fuchung Wang
Sharne Koung Chung

National Chengchi University
National Chengchi University

E-GOVERNMENT PRACTICES AT LOCAL LEVELS: AN ANALYSIS OF U.S. COUNTIES' WEBSITES

Zhenyu Huang

Central Michigan University

STATE E-GOVERNMENT SERVICE AND ECONOMIC COMPETITIVENESS: A RELATIONAL ANALYSIS

Jensen J. Zhao
Allen D. Truell
Melody W. Alexander
Rod Davis

Ball State University
Ball State University
Ball State University
Ball State University

THURSDAY OCTOBER 5, 2006

4:00 - 5:00

Session 4C Enterprise Software Development

Chair Jack Shorter, Texas A&M University - Kingsville

AN EMPIRICAL STUDY OF THE 110 LARGEST E-COMMERCE SITES COMPARING WEBSITE FEATURES TO CONVERSION RATES

Gerry Scheffelmaier
John Vinsonhaler
Jean A. Pratt

Middle Tennessee State University
Utah State University
University of Wisconsin - Eau Claire

ANALYSIS OF ENTERPRISE SOFTWARE DEPLOYMENT IN ACADEMIC CURRICULA

Roger L. Hayen
Frank Andera

Central Michigan University
Central Michigan University

CUSTOM ERP SYSTEM DEVELOPMENT FOR A MICRO-BUSINESS: A CASE STUDY

Mike Mitri
Harry Reif

James Madison University
James Madison University

REQUIREMENTS MANAGEMENT USING POSITIONING REQUIREMENTS IN ENTERPRISE SYSTEM PROJECTS

Clotilde Rohleder

University Paris 1 Panthéon Sorbonne

THURSDAY OCTOBER 5, 2006

4:00 - 5:00

Session 4D IS Ethics

Chair Winston Tellis, Fairfield University

A FRAMEWORK FOR AN ETHICS COURSE FOR THE INFORMATION TECHNOLOGY STUDENT

Cecil Schmidt
Robert J. Boncella

Washburn University
Washburn University

AN EXPLORATORY INVESTIGATION OF INFORMATION TECHNOLOGY ETHICS FACTORS

Alan Peslak

Penn State University

ETHICAL PERSPECTIVES IN INFORMATION SECURITY EDUCATION

James Harris

Georgia Southern University

MEASURING GROWTH AND IMPACT: ETHICAL REASONING IN THE INFORMATION TECHNOLOGY FIELD

Belle Woodward
Susanne C. Ashby

Southern Illinois University Carbondale
Southern Illinois University

THURSDAY OCTOBER 5, 2006

4:00 - 5:00

Session 4E Panel - Insights from Journal Editors

Chair Jay Liebowitz, Johns Hopkins University

INSIGHTS FROM JOURNAL EDITORS

Jay Liebowitz
Binshan Lin
Jeretta Nord
Dušan Lesjak
Alex Koohang

Johns Hopkins University
LSU-Shreveport
Oklahoma State University
University of Primorska
University of Wisconsin - Milwaukee

THURSDAY OCTOBER 5, 2006

4:00 - 5:00

Session 4F IT in Business - Skill Sets

Chair Ardian N. Greca, Georgia Southern University

A SURVEY TO DEFINE THE SKILL SETS OF SELECTED INFORMATION TECHNOLOGY PROFESSIONALS

Paul J. Kovacs

Robert Morris University

Gary Alan Davis

Robert Morris University

Donald J. Caputo

Robert Morris University

John C. Turchek

Robert Morris University

THE MARKET FOR IS AND MIS SKILLS AND KNOWLEDGE: ANALYSIS OF ON-LINE JOB POSTINGS

G. Kent Webb

San Jose State University

THE VALUE OF CORPORATE INFORMATION AND ALLIED TECHNOLOGIES AS PERCEIVED BY EXECUTIVES

A. A. Adekoya

Virginia State University

THURSDAY OCTOBER 5, 2006

5:00 - 6:00

JCIS Editorial Board Meeting

FRIDAY OCTOBER 6, 2006

9:00 - 10:00

Keynote Panel Discussion

*MEETING THE CHALLENGE OF IS CURRICULUM MODERNIZATION: A
PANEL ON THE SUCCESSFUL OVERHAUL AND CONTINUOUS
IMPROVEMENT OF THE IS CURRICULUM AT OHIO UNIVERSITY*

Raymond D. Frost	Ohio University
Vic Matta	Ohio University
Tod Brokaw	Ohio University

FRIDAY OCTOBER 6, 2006

10:30 - 11:30

Session 5A IS Curriculum

Chair U. Rex Dumdum, Marywood University

*IMPACT OF STUDENTS' RESEARCH PROJECTS INTO LEARNING
ENHANCEMENT FOR CORE CURRICULUM CLASSES IN CS/IT*

Ardian N. Greca	Georgia Southern University
Sonny Butler	Georgia Southern University

*MEETING DYNAMIC IS MARKET DEMANDS: LEVERAGING CONSULTING
PRACTICES TO GUIDE CURRICULUM REFORM*

Sean McGann	Ohio University
Raymond D. Frost	Ohio University
Vic Matta	Ohio University

*MIS SEMINAR AND THE USE OF ADVISORY BOARD AS AN EFFECTIVE
EDUCATIONAL PRACTICE IN RELEVANCY*

Asghar Sabbaghi	Indiana University South Bend
Ganesh Vaidyanathan	Indiana University South Bend

FRIDAY OCTOBER 6, 2006

10:30 - 11:30

Session 5B IT & Business

Chair Leila Halawi, Nova Southeastern University

*THE IMPACT OF THE SARBANES-OXLEY ACT 202 ON THE INFORMATION
SYSTEMS OF PUBLIC COMPANIES*

Monica C. Holmes	Central Michigan University
Darian Neubecker	Central Michigan University

USAGE OF APPROVAL SEALS IN ONLINE COMMERCE

Kai S. Koong	University of Texas Pan American
Lai C. Liu	University of Texas Pan American
Binshan Lin	LSU-Shreveport

*IP NETWORK INFRASTRUCTURE READINESS FOR VOIP DEPLOYMENT: A CASE
STUDY*

Ruidong Zhang	University of Wisconsin - Eau Claire
---------------	--------------------------------------

FRIDAY OCTOBER 6, 2006

10:30 - 11:30

Session 5C ERP - SAP

Chair Richard V. McCarthy, Quinnipiac University

A MOBILE USER INTERFACE FOR AN ERP SYSTEM

Karl Kurbel

European University Viadrina

Anna Maria Jankowska

European University Viadrina

Kamil Nowakowski

European University Viadrina

*SAP R/3 IMPLEMENTATION SUCCESS INCREASES AS ONE ORGANIZATION
DEVIATES FROM FASTTRACK© FOR SAP: A CASE STUDY*

Gina Boff

California University of Pennsylvania

Gary DeLorenzo

California University of Pennsylvania

*THE IMPORTANCE OF DATA QUALITY FOR SAP IMPLEMENTATION IN
MEDIUM-SIZED ORGANIZATIONS*

Hongjiang Xu

Central Michigan University

FRIDAY OCTOBER 6, 2006

10:30 - 11:30

Session 5D IS Capstone Course

Chair Tod Brokaw, Ohio University

A CAPSTONE PROJECT IN SOFTWARE DEVELOPMENT FOR CIS MAJORS

Mike Mitri

James Madison University

A TEACHING MODEL FOR A CAPSTONE CLASS IN THE IS CURRICULUM

Jack Russell

Northwestern State University

Barbara Russell

Northwestern State University

THE MIS CAPSTONE COURSE: AN ACTIVE LEARNING APPROACH

Marzie Astani

Winona State University

FRIDAY OCTOBER 6, 2006

10:30 - 11:30

Session 5E Communications Skills

Chair Sharon Paranto, Northern State University

*IDENTIFYING COMMUNICATION APPREHENSION LEVELS IN SENIOR-
LEVEL INFORMATION SYSTEMS MAJORS: A PILOT STUDY*

Dacia Charlesworth

Robert Morris University

PREPARING IS STUDENTS WITH EFFECTIVE TEAM SKILLS

Carl Case

St. Bonaventure University

WHY JOHNNY DOESN'T READ; A LOOK AT STUDENT READING

Richard R. Socash

Metropolitan State College of Denver

FRIDAY OCTOBER 6, 2006

10:30 - 11:30

Session 5F IS Students

Chair Zachary Wong, Sonoma State University

FACTORS INFLUENCING MAJOR SELECTION BY COLLEGE OF BUSINESS STUDENTS

William Crampton	Illinois State University
Kent Walstrom	Illinois State University
Thomas Schambach	Illinois State University

ASSESSMENT OF COMPUTER SELF-EFFICACY: INTEGRATING LAPTOPS ACROSS THE SCHOOL OF BUSINESS CURRICULUM

Monica Parzinger	St. Mary's University
T. Ed Reeves	St. Mary's University
Orion Welch	St. Mary's University

CHANGING STUDENTS' ATTITUDES, SATISFACTION AND INTENTIONS OF SERVICE-LEARNING IN MIS COURSES

Su-Houn Liu	Chung Yuan Christian University
Hsiu-Li Liao	National Taiwan University of Science and Technology

FRIDAY OCTOBER 6, 2006

1:30 - 2:30

Session 6A Issues in IS Education

Chair Robert G. Brookshire, University of South Carolina

A NEW TREND IN TEACHING TO MEET AACSB MANDATES: INTEGRATING COMPUTER INFORMATION SYSTEMS AND MANAGEMENT SCIENCE BY USING MICROSOFT.NET AND LINDO API

Andrew Tiger	Southeastern Oklahoma State University
Ming-Shan Su	Southeastern Oklahoma State University
Chandra Fogle	Southeastern Oklahoma State University

IT CERTIFICATION'S ROLE AND PROMINENCE IN THE IT JOB MARKET

Harry Benham	Montana State University
--------------	--------------------------

REDEFINING THE MIS CURRICULUM FOR THE IT OFFSHORING PARADIGM

Zong Dai	Alfred University
Frank Duserick	Alfred University

FRIDAY OCTOBER 6, 2006

1:30 - 2:30

Session 6B IT & Business

Chair Gary DeLorenzo, California University of Pennsylvania

CONSUMERS' ATTITUDES OF E-COMMERCE IN CHINA

Xiaowen Zou	University of Shanghai for Science and Technology
Hengshan Wang	University of Shanghai for Science and Technology
Hongjiang Xu	Central Michigan University

*E-BUSINESS ADOPTION: FROM THE ECONOMIC AND STRATEGIC
MANAGEMENT PERSPECTIVES*

Fujun Lai
Weihua Shi
Jian Wang

University of Southern Mississippi
University of Southern Mississippi
University of International Business and
Economics (China)

*E-COMMERCE TRANSACTIONS: AN EMPIRICAL ANALYSIS &
UNDERSTANDING OF WEB-BASED APPLICATIONS*

Ephrem Eyob

Virginia State University

*INFORMATION TECHNOLOGY ADDRESSES TRANSPARENCY: THE
POTENTIAL EFFECTS OF XBRL ON FINANCIAL DISCLOSURE*

Yuan Li
Joseph Roge'
Les Rydl
Mike Crews

University of Texas Pan American
University of Texas Pan American
University of Texas Pan American
UT Pan American

FRIDAY OCTOBER 6, 2006

1:30 - 2:30

Session 6C Web Design

Chair Hae-Yeon Choi, Savannah State University

*AN ANALYSIS OF THE USE OF WEB DESIGN CONVENTIONS IN COMPANY
WEBSITES*

James Cappel
Zhenyu Huang

Central Michigan University
Central Michigan University

DATABASE-DRIVEN WEBSITES: A WORKING COURSE MODEL

Paul J. Kovacs

Robert Morris University

*WHY VISITORS LEAVE WEBSITES WITHOUT BUYING: TOWARD A UNIFIED
THEORY OF WEBSITE DESIGN*

Voraphan Manomuth
John Vinsonhaler
Gerry Scheffelmaier

Utah State University
Utah State University
Middle Tennessee State University

FRIDAY OCTOBER 6, 2006

1:30 - 2:30

Session 6D IS Research

Chair Mike Mitri, James Madison University

*AN EXPLORATORY STUDY OF END USER COMPUTING STRATEGY:
MANAGING FOR COMPLIANCE AND INNOVATION*

Elaine Winston

Hofstra University

PREDICTORS OF STUDENT SUCCESS IN A PROJECT MANAGEMENT COURSE

Manouchehr Tabatabaei
Han Reichgelt

Georgia Southern University
Georgia Southern University

US V.S. CHINA: WOMEN FACULTY IN COMPUTER SCIENCE

Wenyong Sun

Washburn University

FRIDAY OCTOBER 6, 2006

1:30 - 2:30

Session 6E Collaboration in IT Education

Chair Carl Case, St. Bonaventure University

*COLLABORATIVE TEACHING: CHANGING THE WAY WE EDUCATE
COMPUTER INFORMATION SYSTEM MAJORS*

Kathleen K. Molnar	St. Norbert College
Bonita M. McVey	St. Norbert College
David C. Pankratz	St. Norbert College

COMPUTER-SUPPORTED COOPERATIVE WORK: A COLLABORATIVE VIEW

Kristi Berg	Minot State University
Lori Willoughby	Minot State University
John Girard	Minot State University

*THE CHANGING ROLE OF COMPUTING EDUCATION: FOSTERING
COLLABORATION*

Tyson R. Henry	California State University, Chico
Janine LaFrance	California State University, Chico

FRIDAY OCTOBER 6, 2006

1:30 - 2:30

Session 6F Panel - Now That You Are a Tenured

Chair Monica C. Holmes, Central Michigan University

*NOW THAT YOU ARE A TENURED FACULTY MEMBER, WHAT LIES OVER THE
HORIZON?*

Linda Cresap	Minot State University
Monica C. Holmes	Central Michigan University
Karen Forcht	North Carolina A&T State University

FRIDAY OCTOBER 6, 2006

2:30 - 3:30

Session 7A IS Curriculum

Chair Asghar Sabbaghi, Indiana University South Bend

*DEVELOPING ONLINE OBJECT-ORIENTED INFORMATION TECHNOLOGY
CURRICULA: COLLABORATING THROUGH PRACTITIONERS WITH BASE-
CLASSED, BASE CLASS EXPERIENCES*

Paul Chalekian	University of Nevada, Reno
----------------	----------------------------

*IMPLEMENTING ERP SOFTWARE INTO BUSINESS SCHOOL CURRICULUM:
IT IS MORE COMMON, LESS DIFFICULT AND MORE IMPORTANT THAN YOU
MAY THINK*

John R. Willems	Eastern Illinois University
Saifur Bhuiyan	Eastern Illinois University

*INNOVATION IN THE IT CURRICULUM: A CASE STUDY IN INFORMATION
TECHNOLOGY LEADERSHIP*

Matthew A. North	Washington & Jefferson College
Amanda Holland-Minkley	Washington & Jefferson College

FRIDAY OCTOBER 6, 2006

2:30 - 3:30

Session 7B IT & Business

Chair Ephrem Eyob, Virginia State University

CONSUMER PERCEPTIONS OF ONLINE SHOPPING

Chuleeporn Changchit

Texas A&M University - Corpus Christi

HOW RELIABLE ARE THE DIFFERENT WEBSITE RANKINGS? IMPLICATIONS FOR E-BUSINESS ADVERTISING AND INFORMATION SEARCH ON THE INTERNET

Bruce Lo

University of Wisconsin - Eau Claire

Rosy Sedhain

University of Wisconsin - Eau Claire

USERS' SELECTION OF E-AUCTION WEBSITES IN CHINA: A PERSPECTIVE FROM DESIGN, TRUST AND COUNTRY-OF-ORIGIN EFFECTS

Zhenyu Huang

Central Michigan University

Ming Dai

Central Michigan University

FRIDAY OCTOBER 6, 2006

2:30 - 3:30

Session 7C Web Sites & Technology

Chair James Cappel, Central Michigan University

APPLICATION OF RECENT TRENDS IN WEB TECHNOLOGIES

Bryan Marshall

Utah State University

Juyun Cho

Utah State University

Matthew E. Harris

Utah State University

RELIABILITY IN AUTOMATED EVALUATION TOOLS FOR WEB ACCESSIBILITY STANDARDS COMPLIANCE

Frederick G. Kohun

Robert Morris University

Ashli Molinero

University of Pittsburgh, School of Health and Rehabilitation Sciences

THE SEARCH ENGINE VISIBILITY OF QUEENSLAND VISITOR INFORMATION CENTRES' WEBSITES

Yuquan Shi

University of New South Wales, Australia

FRIDAY OCTOBER 6, 2006

2:30 - 3:30

Session 7D Security

Chair Elaine Winston, Hofstra University

DEVELOPING INFORMATION RISK MANAGEMENT, SECURITY AND ASSURANCE CURRICULA FOR AIS/MIS/IT EDUCATION

Jeffrey W. Merhout

Miami University

Douglas Havelka

Miami University

PUBLISHED SECURITY POLICIES OF WEB SITES OF GLOBAL BANKS OF MEXICO, CENTRAL & SOUTH AMERICA, CANADA AND THE U.S.

Don Moscato

Iona College

Eric D. Moscato

Iona College

WARDIVING: A CASE STUDY

Claude L. Simpson
Mike Crews

University of Texas-Pan American
UT Pan American

FRIDAY OCTOBER 6, 2006

2:30 - 3:30

Session 7E Knowledge Management

Chair Lori Willoughby, Minot State University

DIFFUSION OF KNOWLEDGE IN AND THROUGH HIGHER EDUCATION ORGANIZATIONS

Patrice Sargenti
William Lightfoot
Mounir Kehal

International University of Monaco
International University of Monaco
International University of Monaco

INFORMATION REQUIREMENTS FOR MAKING STRATEGIC DECISIONS AT THE ENTERPRISE LEVEL

Eugene Calvasina
Mysore Ramaswamy
Richard Calvasina
Gerald Calvasina

Southern University and A & M College
Southern University and A & M College
University of West Florida
Southern Utah University

MANAGING CRITICAL KNOWLEDGE MANAGEMENT ISSUES IN GLOBAL SOFTWARE DEVELOPMENT PROJECTS

Che-Hung Liu
Roman M. Wong
Yen-Tzu Chen
Hua-Wei Huang

Florida International University
Barry University
Nova Southeastern University
Diwan College of Management

FRIDAY OCTOBER 6, 2006

2:30 - 3:30

Session 7F Panel - Fabricating Convergence

Chair Robert J. Skovira, Robert Morris University

FABRICATING CONVERGENCE: REFLECTIONS ON CROSSING IMAGINED BOUNDARIES

Arthur J Grant
Cara Hoehn
Robert J. Skovira

Robert Morris University
Robert Morris University
Robert Morris University

FRIDAY OCTOBER 6, 2006

4:00 - 5:00

Session 8A IS Curriculum

Chair Harry Benham, Montana State University

BALANCING THE NEED FOR CONCEPTS AND APPLICATIONS IN MIS EDUCATION: AN EXPLORATORY EMPIRICAL MODEL

Junwei Guan
Ganesh Vaidyanathan
Shi Zheng
Keith Smith

Indiana University South Bend
Indiana University South Bend
Renmin University
Indiana University South Bend

ASSESSING ACADEMIC INTEGRITY OF THE IS/IT EDUCATION: 12 CRITICAL QUESTIONS TO ASK FOR PROGRAM REVIEW

L. Roger Yin
Robert G. Brookshire

University of Wisconsin-Whitewater
University of South Carolina

THE ROLE OF LEARNING STYLES IN THE TEACHING/LEARNING PROCESS

Nancy Csapo
Roger L. Hayen

Central Michigan University
Central Michigan University

EXPLORING INTERDEPENDENT TEAM DYNAMICS IN A CLASSROOM MIS PROJECT

Tod Brokaw
Vic Matta
Mefide Veseli
Fatime Veseli

Ohio University
Ohio University
Ohio University
Ohio University

FRIDAY OCTOBER 6, 2006

4:00 - 5:00

Session 8B IT & Business

Chair Bruce Lo, University of Wisconsin - Eau Claire

EMPLOYEE EMPOWERMENT IN THE INFORMATION AGE

Myung-Ho Yoon

Northeastern Illinois University

EMPLOYEE TRAINING

Susan Switzer
Larry Thomas
Richard Featheringham

Central Michigan University
Central Michigan University
Central Michigan University

THE DIGITAL DIVIDE: INFORMATION TECHNOLOGY GENDER ISSUES, INITIATIVES AND CHALLENGES IN THE CORPORATE AND ACADEMIC SPHERES

Donald J. Caputo

Robert Morris University

TRAINING PROGRAM FOR PROCESS IMPROVEMENT

Vladan Jovanovic
Ljiljana Cupic

Georgia Southern University
Georgia Southern University

FRIDAY OCTOBER 6, 2006

4:00 - 5:00

Session 8C System Development Projects

Chair Marzie Astani, Winona State University

IMPROVING TEAMWORK IN SOFTWARE DEVELOPMENT PROJECTS UNDER STRESS: KNOWLEDGE TRANSFERS FROM HIGH LATITUDE, DEEP SEA SAILING CREWS

Mike Godfrey

California State University at Long Beach

L@@K! MINING EBAY: A THREE-STAGE INTEGRATED PROJECT FOR UNDERGRADUATE CIS STUDENTS

Barbara Jo White
Rita Noel

Western Carolina University
Western Carolina University

RECOVERING TROUBLED PROJECTS: PRESCRIPTIONS FOR SUSTAINED RECOVERY

Douglas Havelka
T.M. Rajkumar

Miami University
Miami University

FRIDAY OCTOBER 6, 2006

4:00 - 5:00

Session 8D IS Literacy

Chair Frank Duserick, Alfred University

PREDICTING (AND CREATING) SUCCESS IN CSI

Carl Farrell

Hawaii Pacific University

PREPARING FOR THE SERVICE CALL: CIS FACULTY IN THE GENERAL STUDIES PROGRAM

Lynn R. Heinrichs
Michele Kleckner

Elon University
Elon University

REFLECTIONS ON RETHINKING AN ISSUES OF COMPUTING COURSE

Robert J. Skovira

Robert Morris University

THE RELEVANCE OF THE INFORMATION SYSTEMS LITERACY COURSE TO THE NON-CIS STUDENT'S AREA OF STUDY

Jeanne Baugh

Robert Morris University

FRIDAY OCTOBER 6, 2006

4:00 - 5:00

Session 8E Panel - Employment Trends for IS

Chair Daryl Nord, Oklahoma State University

EMPLOYMENT TRENDS FOR INFORMATION SYSTEMS GRADUATES AND THE ENSUING IMPACT ON MIS PROGRAMS

Rick L. Wilson
Roy A. Boggs
Jay Liebowitz
Daryl Nord

Oklahoma State University
Florida Gulf Coast University
Johns Hopkins University
Oklahoma State University

FRIDAY OCTOBER 6, 2006

4:00 - 5:00

Session 8F Graduate Education

Chair Karen Forcht, North Carolina A&T State University

DESIGNING INFORMATION SYSTEMS DOCTORAL PROGRAMS: ISSUES AND CHALLENGES

Omar F. El-Gayar

Dakota State University

MBA STUDENT INTERVIEWS WITH EXECUTIVES: PERSPECTIVES ON THE STRATEGIC IMPORTANCE OF INFORMATION TECHNOLOGY

Mark Sena
Gerald Braun
Elaine Crable

Xavier University
Xavier University
Xavier University

QFD APPLICATION TO IMPROVE MANAGEMENT EDUCATION AT KIMEP

Shamsuddin Ahmed

Kazakhstan Institute of Management, Economics
and Strategic Research

SATURDAY OCTOBER 7, 2006

9:00 - 10:00

Session 9A IS Curriculum

Chair Paul Chalekian, University of Nevada, Reno

CREATING AN ERP EMPHASIS IN THE IS CURRICULUM

Ronald J. MacKinnon	Georgia Southern University
Camille F. Rogers	Georgia Southern University
Hsiang-Jui Kung	Georgia Southern University
Adrian Gardiner	Georgia Southern University
James Whitworth	Georgia Southern University
Susan Rebstock Williams	Georgia Southern University

E-BUSINESS CURRICULUM: LITERATURE REVIEW REVEALS OPPORTUNITIES AND CHALLENGES

Doris Duncan	California State University, East Bay
--------------	---------------------------------------

UPDATING THE INFORMATION SYSTEMS CURRICULUM: THE CAMERON EXPERIENCE

T. K. Bhattacharya	Cameron University
John C. Di Renzo, Jr	Cameron University
Kimberly Merritt	Cameron University
K. David Smith	Cameron University

SATURDAY OCTOBER 7, 2006

9:00 - 10:00

Session 9B IT & Business

Chair Hongjiang Xu, Central Michigan University

BLOGS AND BUSINESS: OPPORTUNITIES AND HEADACHES

Wallace A. Wood	Bryant University
Robert Behling	Arrowrock Technology
Susan Haugen	University of Wisconsin – Eau Claire

GAMBLING ON BUSINESS TECHNOLOGY

Cindy Meyer Hanchey	Oklahoma Baptist University
Dale Hanchey	Oklahoma Baptist University

MICROFINANCE IN ACTION: A BUSINESS PROCESS ANALYSIS OF AN OPERATION IN NICARAGUA

Julio Martinez	Fairfield University
Winston Tellis	Fairfield University

SATURDAY OCTOBER 7, 2006

9:00 - 10:00

Session 9C eLearning

Chair Douglas Havelka, Miami University

GOING LIVE WITH E-TUTORING: A SELECTION AND IMPLEMENTATION GUIDE FOR DISTANCE EDUCATION PROGRAMS

Maria Elena Valdes-Corbeil	The University of Texas at Brownsville
Joseph-Rene Corbeil	The University of Texas at Brownsville and Texas Southern

PRESENCE OF E-LEARNING IN SLOVENIAN HIGHER EDUCATION INSTITUTIONS

Viktorija Sulčič
Dušan Lesjak

University of Primorska
University of Primorska

TRANSFORMING REMOTE SALES FORCE TRAINING: GUIDELINES FOR INTEGRATING E-LEARNING INTO AN EXISTING REMOTE SALES FORCE TRAINING PROGRAM – A CASE STUDY

Michael J. Donohoe
Jeanne Baugh
Daniel Rota

Robert Morris University
Robert Morris University
Robert Morris University

SATURDAY OCTOBER 7, 2006

9:00 - 10:00

Session 9D Security

Chair Mark Sena, Xavier University

APPLYING AGILE METHODOLOGIES TO IT SECURITY

Someswar Kesh
Sandhya Jane

Central Missouri State University
Central Missouri State University

LOCKING DOWN LOG FILES: ENHANCING NETWORK SECURITY BY PROTECTING LOG FILES

Ralph B. Lantz
Rob Hall
Jason Couraud

Utah State University
Utah State University
Utah State University

PROCESSOR TYPE AND ITS RELATIONSHIP TO PERFORMANCE IN THE APPLICATION OF DISTRIBUTED PROCESSING TO DETERMINE VULNERABILITES IN PASSWORD FILES

Paul Safonov
Dennis Guster
Renat Sultanov
Dimitri Podkorytov

St. Cloud State University
St. Cloud State University
St. Cloud State University
Kurgan State University, Russia

SATURDAY OCTOBER 7, 2006

9:00 - 10:00

Session 9E Issues in IS

Chair Lynn R. Heinrichs, Elon University

AN EFFECTIVE APPROACH FOR MODIFYING XML DOCUMENTS IN THE CONTEXT OF MESSAGE BROKERING

Gururaj Ramadurgam
Giridhar Reddy M
Sreenivasa Kumar P

Indian Institute of Technology Madras
Indian Institute Of Technology Madras.
Indian Institute of Technology Madras

GAMES ARE SERIOUS BUSINESS: THE ACADEMIC PURSUIT OF VIDEO GAMING

Alicia Aldridge

Appalachian State University

SYSTEM FOR ORDER ALLOCATION AMONG WAREHOUSES

Steffen Hett
Steve Davis

University of Cologne
Clemson University

*USING AN EXPERIENTIAL EXERCISE TO TEACH TELECOMMUNICATIONS
CONCEPTS IN A CLASS FOR END USERS*

Ronnie Fanguy
Betty Kleen
M. Khurram Bhutta

Nicholls State University
Nicholls State University
Nicholls State University

SATURDAY OCTOBER 7, 2006

9:00 - 10:00

Session 9F Systems Analysis & Design

Chair Carl Farrell, Hawaii Pacific University

*DEVELOPMENT OF PROJECT DOCUMENTATION: KEY INGREDIENT IN
TEACHING SYSTEMS ANALYSIS AND DESIGN*

Mohammad A. Rob

University of Houston-Clear Lake

*PREDICTORS OF A SUCCESSFUL PROJECT IN A SYSTEMS ANALYSIS &
DESIGN CAPSTONE CLASS*

Zsolt Ugray
Karina Hauser
David Olsen

Utah State University
Utah State University
Utah State University

*SERVICE QUALITY EXPECTATIONS AND PERCEPTIONS: USE OF THE
SERVQUAL INSTRUMENT FOR REQUIREMENTS ANALYSIS*

Craig K. Tyran
Steven C. Ross

Western Washington University
Western Washington University

SATURDAY OCTOBER 7, 2006

10:30 - 11:30

Session 10A IS Curriculum

Chair Gary DeLorenzo, University of California

*A TOOL FOR TEACHING MATHEMATICAL MODELING TO INFORMATION
SYSTEMS STUDENTS*

Reggie Davidrajuh
Istvan Molnar

University of Stavanger
Bloomsburg University of Pennsylvania

*ABET-CAC IS ACCREDITATION: CURRICULAR STANDARDS AND PROGRAM
RANKINGS*

David F. Wood
Frederick G. Kohun
Gary DeLorenzo

Robert Morris University
Robert Morris University
California University of Pennsylvania

*ARE WE PROVIDING WHAT THEY NEED: COMPARING IS/IT TRAINING IN AACSB
SCHOOLS TO JOB MARKET NEEDS*

Creston L. Dalmadge
Roman M. Wong

Winston-Salem State University
Barry University

SATURDAY OCTOBER 7, 2006

10:30 - 11:30

Session 10B SPAM and Other Issues in IS

Chair Cindy Meyer Hanchey, Oklahoma Baptist

A LONGITUDINAL STUDY OF THE IMPACT OF E-MAIL AND SPAM IN THE CORPORATE WORLD

Wallace A. Wood
Suhong Li

Bryant University
Bryant University

IS UNDERGRADUATE SPAM UNDER CONTROL?

Carl Case
Darwin L. King

St. Bonaventure University
St. Bonaventure University

ON THE PHENOMENON OF INFORMATION DILUTION

Mysore Ramaswamy

Southern University and A&M College

SATURDAY OCTOBER 7, 2006

10:30 - 11:30

Session 10C On-line Learning

Chair Ganesh Vaidyanathan, Indiana University South

INFORMAL LEARNING IN ON-LINE COMMUNITIES - TRANSFORMING FORMAL PROFESSIONAL DEVELOPMENT

Mark Reese

Robert Morris University

RINGERS IN ONLINE MIS COURSES

Todd Schultz
James Grayson

Augusta State University
Augusta State University

THE (R)EVOLUTION OF SYNCHRONOUS COMMUNICATION IN DISTANCE EDUCATION

Joseph-Rene Corbeil

The University of Texas at Brownsville and Texas Southern

SATURDAY OCTOBER 7, 2006

10:30 - 11:30

Session 10D Security

Chair Betty Kleen, Nicholls State University

CYBEREXTORTION: AN OVERVIEW OF DISTRIBUTED DENIAL OF SERVICE ATTACKS AGAINST ONLINE GAMING COMPANIES

Richard Paulson
James Weber

St. Cloud State University
St. Cloud State University

DATA SECURITY - IDENTITY THEFT: BANKS AND FINANCIAL INSTITUTIONS ARE ON THE LOOKOUT

Eric Kieschnick
Richard Aukerman
Jack Shorter

Texas A&M University - Kingsville
Texas A&M University - Kingsville
Texas A&M University - Kingsville

IDENTITY THEFT: A TUTORIAL

Robert J. Boncella

Washburn University

SECURITY RISKS OF CARELESS COMPUTER DISPOSAL

Karen Forcht

Richard Swart

Shiloh Allen

Daphyne S. Thomas

North Carolina A & T State University

Utah State University

Utah State University

James Madison University

SATURDAY OCTOBER 7, 2006

10:30 - 11:30

Session 10E Knowledge Management

Chair Wallace A. Wood, Bryant University

DEVELOPING A KNOWLEDGE MANAGEMENT SYSTEM FOR COMPLIANCE AND INNOVATION

Meral Binbasioglu

Elaine Winston

Hofstra University

Hofstra University

INFORMATION TECHNOLOGY OUTSOURCING: A KNOWLEDGE-MANAGEMENT FRAMEWORK

Mohammed H. A. Tafti

Hofstra University

THE EFFECT OF KNOWLEDGE MANAGEMENT CAPABILITY ON THE IC DESIGN INDUSTRY IN TAIWAN

Chu-Yi Hsu

Edward T. Chen

Kuoching Feng

National Taitung University

University of Massachusetts Lowell

National Taitung University

SATURDAY OCTOBER 7, 2006

10:30 - 11:30

Session 10F Health Care & DSS

Chair Mohammad A. Rob, University of Houston-Clear Lake

INTEGRATED RESULTS REPORTING: MOVING TOWARD ELECTRONIC HEALTH RECORDS

Mary Helen Fagan

Carol Kilmon

Tom Belt MD

University of Texas at Tyler

University of Texas at Tyler

University of Texas Health Center at Tyler

INVESTIGATING DECISION SUPPORT SYSTEMS FRAMEWORKS

Roger L. Hayen

Central Michigan University

THE CASE FOR E-HEALTH IN THE INFORMATION SYSTEMS CURRICULUM

Vance Wilson

University of Wisconsin-Milwaukee

**REFEREED
PROCEEDINGS**

AN INSTRUCTIONAL MODEL FOR HYBRID/BLENDED LEARNING

Alex Koohang, University of Wisconsin - Milwaukee, koohang@uwm.edu

ABSTRACT

Hybrid or blended learning is becoming increasingly a part of the instructional delivery system in higher education settings [5]. Often, the terms hybrid learning and blended learning are used interchangeably. The literature has documented several advantages of hybrid/blended learning. These advantages are convenience; increased interaction; flexibility; increased learning; higher retention; reduced seat time; and decreased costs [5, 2].

There are many definitions for hybrid/blended learning. For example, it is defined as the combination of face-to-face classroom instruction and other distance learning, including e-learning and self-paced learning [1, 4]. Another definition presents the hybrid learning as a combination of face-to-face and Web-based/online learning [3]. Elearnspace (2005, ¶ 3) states that “Blended learning takes the best of both worlds [face-to-face learning and e-learning] and creates an improved learning experience for the student.”

One of the most critical elements of hybrid/blended learning is (should be) student learning. Student learning can be achieved with sound and appropriate instructional design for hybrid/blended learning [3]. A key question, therefore, is “What is a sound and appropriate instructional design for hybrid/blended learning?”

The purpose of this presentation is to demonstrate an instructional model that includes the instructional inputs and processes as well as instructional outcomes (student learning) for hybrid/blended learning.

Keywords: Hybrid learning, blended learning, instructional design

References

- [1] Elearnspace (2005). *Blended*. Retrieved February 23, 2006 from <http://www.elearnspace.org/doing/blended.htm>
- [2] Garnham, C. & Kaleta, R (2002). Introduction to hybrid courses. *Teaching with Technology Today*. 8(6). Retrieved February 23, 2006 from <http://www.uwsa.edu/ttt/articles/garnham.htm>
- [3] Koohang, A. & Durante, A. (2003). Learners’ Perceptions toward the Web-based Distance Learning Activities/Assignments Portion of an Undergraduate Hybrid Instructional Model. *Journal of Information Technology Education*, 2, 106-113. Retrieved February 23, 2006 from <http://www.jite.org/documents/Vol2/v2p105-113-78.pdf>
- [4] Valiathan, P. (2002). *Blended Learning Models*. Retrieved February 23, 2006 from <http://www.learningcircuits.org/2002/aug2002/valiathan.html>
- [5] Young, G. (2002, March 22). Hybrid teaching seeks to end the divide between traditional and online instruction. *Chronicle of Higher Education*. A33-A34

A REVIEW OF THE COVERAGE OF OBJECT-ORIENTED AND OBJECT-RELATIONAL DATABASE CONCEPTS IN UNDERGRADUATE DATABASE TEXTBOOKS

Reza Sanati and Floyd A. Wilkes, Utah Valley State College, Orem Utah

For several years the database world has been in a state of change. After E. F. Codd published his seminal paper on the relational model [1], the relational approach came to dominate the database world for the next 20 years. Since the 1990s however, other forces have been emerging which require recognition. First, during the same 20-year period the programming world shifted from a structural-procedural to an object-oriented paradigm with its attendant shift from storing data outside the program to storing data inside the objects within the program. Moving data from inside objects to a relational database requires additional processing and adds complexity to a program. A second force concerns the nature of data being stored. During this time the nature of problems for which computer based solutions were being developed had become more complex, and as the complexity of problems increased so too has the data associated with them. Mapping certain kinds of complex data into the atomic data types of a relational database is difficult because the data violates the tenets of this model.

Two solutions for the object to relational mapping problem have emerged from the computing community. One has led to the development of object-oriented databases (OODB). The idea underlying the OODB approach is to store the objects in the database as objects rather than mapping their data into a relational structure [2]. There are now several OODBMSs available to developers. A second approach, often referred to as the object-relational (ORDB) approach, has been to modify or extend the relational model to allow for storing complex data. This is usually accomplished by allowing for user defined data types [3]. A number of ORDB concepts have been incorporated into the SQL 1999 standard and this is the approach being followed by several major database vendors [4].

The IS 2002 Model Curriculum for Information Systems indicates that students will demonstrate their knowledge of both relational and object oriented databases “by designing and constructing a physical system” with database software [5]. “Designing and constructing” implies learning at levels 3 and 4 of the Bloom Taxonomy [6]. As educators, we have observed that OODBs and ORDBs do not receive the same level of coverage as the relational model. Some books only mention one or the other or both models, while some provide examples of designing and coding. In this presentation, the authors will present the curricular requirements for database education from the model curriculums for CS and IS, and correlate these requirements with the results of an examination of eight database textbooks from major publishers designed for use in undergraduate CS, IS, and IT classes. All books reviewed have coverage of the relational model. Our purpose was to determine the level at which the OODB and the ORDB models are presented. Each textbook was rated on its coverage of each model. To receive a top score, a book not only had to describe each model, it also had to provide an example of how the model is used to solve problems.

References: Available from the authors

AN ANALYSIS OF STUDENT INPUT RELATIVE TO PERCEIVED RESPECT FROM PROFESSORS (EMPIRICAL STUDIES IN SEARCH OF AN ANSWER)

Dennis L. Mott, Oklahoma State University, dennis.mott@okstate.edu
Tim O. Peterson, Texas A&M University

ABSTRACT

Perhaps one of the long-standing concerns of professors is what undergraduates mean when they indicate that a professor respects them. Respect of students is often an aspect of evaluating teaching effectiveness and is considered important to learning by students. Therefore, it logically follows that it should be important for professors to better understand what their students mean when they say, "That professor respects us."

This research includes several empirical studies conducted at various universities to provide insight into this question. The results of these studies provide a very clear message. First and foremost is how professors communicate with students as it has a direct effect on their perception about the base-line credibility of that respect. Second, students seek both "recognition" and "appraisal" respect. And, finally, a combination of faculty interest and quality time with students represented a conduit for building and maintaining respect. Limitations and future research efforts will also be discussed.

Keywords: respects students, teaching evaluation, communication

AN EMPIRICAL STUDY OF THE 110 LARGEST E-COMMERCE SITES COMPARING WEBSITE FEATURES TO CONVERSION RATES

Gerry Scheffelmaier, Middle Tennessee State University, gwscheff@mtsu.edu
John Vinsonhaler, Utah State University, john.vinsonhaler@usu.edu
Jean Pratt, University of Wisconsin - Eau Claire, PRATTJA@uwec.edu

Research on Website design features which improve quality seem largely based upon users' judgments of items on rating scales. (2) We are using a different approach in which we use actual purchase data in evaluating the features.

In a previous paper we described a database for research on Website design which included both descriptions of companies and purchasing statistics for the company B2C Websites (total buyers, sales, visitor to buyer conversion rates) taken from the Nielsen survey database of the largest 110 Web retail sites.

In the present paper we examine the relationship of Website features to buyer statistics using this database. For example, in one study we had each site examined for design features by a team of researchers, who marked the feature present or absent. We then correlated the number of features present with conversion rate. Apparently, the correlation is slightly negative. Perhaps adding Web features does not necessarily improve conversion. (1)

1. Krug, S. (2000) Don't make me think. Berkeley, CA: New Riders
2. Tarafdar, M. & Zhang J. (2006). Analysis of critical Website characteristics: a cross-category study of successful Websites. Journal of Computer Information Systems.

APPLICATION OF RECENT TRENDS IN WEB TECHNOLOGIES

Bryan A. Marshall, Utah State University, bryan.marshall@usu.edu

Juyun Cho, Utah State University, jcho@cc.usu.edu

Matthew E. Harris, Utah State University, mattharris@cc.usu.edu

ABSTRACT

Web technologies such as JavaScript, Cascade Style Sheets (CSS), XHTML, PHP, and ASP have evolved and diversified in accordance with the constantly changing business requirements since HTML first emerged. These technologies are presently used in billions of web pages with almost 17.5 million new web sites created in 2005, which even exceeded the number added at the height of the dot-com boom. This trend is unlikely to change since 2005 also saw its one-billionth user go online with another billion expected in the next 10 years. However, due to the constant and rapid development of new tools for web development, pinpointing the prominence of the current technological trends requires frequent analysis.

This paper intends to present current findings from an analysis of web technologies utilized by fortune 500 companies and US governmental entities. It will serve as an aid to educators in determining the critical web technologies that should currently be taught in web design related courses. By incorporating these components into the curricula, students will be better prepared to enter the workforce as a competitive asset in today's marketplace.

ARE WE PROVIDING WHAT THEY NEED: COMPARING IS/IT TRAINING IN AACSB SCHOOLS TO JOB MARKET NEEDS

Roman M. Wong, Barry University, rwong@mail.barry.edu
Cretson L. Dalmadge, Winston-Salem State University, dalmadgec@wssu.edu

ABSTRACT

Most universities in the last few years have experienced significant drops in the enrollments in their IS/IT programs. Such a decreasing trend in IS/IT enrollment is partly due to the hype created by the bursting of the dot-com bubble, and partly due to the mature practice of globally distributed software development. On the other hand, the major career market places have reported a euphoric outlook for the IS/IT job market. Feedbacks from career officers in business schools also reflect that the number of calls they received from hiring firms for IS/IT related positions was consistently on the rise. There seems to be the difficulty in having those positions filled by the right candidates. Interviews with corporate officers and field observations done by the authors have suggested that the IS/IT programs in most business schools are not necessarily providing the IS students with the training needed by a job environment that put strong emphases on electronic integration and best-practice adoption.

The objective of the current study is to identify the major IS training provided by AACSB schools, and to compare that to what is being required in the job market. To study the IS training provided by AACSB schools, we took a meta-study approach to first randomly select a sample of those AACSB schools that had published an IS program in their web sites. We then analyzed the commonality and differences of those published IS programs. Our objective is to identify the discrepancies between the supply and demand sides of the IS/IT career. This study is still ongoing. We are concurrently expanding our sample size to include more AACSB school programs. Our preliminary findings confirm that the training provided by most IS/IT programs do not necessarily cover what is being needed by the employers. Based on this finding, we recommended corrections to the existing mainstream IS curricular.

Key Words: IS curricular, electronic integration, best-practice adoption, AACSB schools

BENCHMARKING E-GOVERNMENT: A G2G COORDINATING PERSPECTIVE

Fuchung Wang, National Chengchi University, Taiwan, 92356502@nccu.edu.tw
Sharne Koung Chung, National Chengchi University, Taiwan, kchou@nccu.edu.tw

ABSTRACT

Despite the importance to researchers, managers, and policy makers of how information and communication technology (ICT) contributes to public organizational performance, there is uncertainty and debate about the e-government (e-Gov) differs from traditional public management information systems (PMIS). A review of the literature, our theoretical development draws upon an overarching framework of coordination theory. The integrative model of G2G based on coordination and information sharing in the Inter-Organizational Systems (IOSs) integrates the various perspectives into a single framework. We apply the integrative model to synthesize what is known about government value and guide future research by development propositions and suggesting a research agenda. Our analysis also facilitates knowledge accumulation and creating concerning the governmental performance impact of ICTs.

Keywords: E-Government, Coordination, E-Business, Benchmarking, Interorganizational System

COLLABORATIVE DATABASE DOCUMENTATION DEVELOPMENT USING A WIKI

Joel A. Whitesel, Ball State University, jawhitesel@bsu.edu

The first required course for IS majors at Ball State University requires students to develop software based solutions to case based business problems. In order to introduce the concept of system development, students develop spreadsheets and databases that are intended to be used by others. A major component of that is developing documentation. In an attempt to foster more effective and efficient collaborative writing, the use of a wiki is being examined, and will be utilized for the first time in March 2006.

The key advantages of a wiki include the ability to write and edit in a browser based environment without programming or HTML skills, tracking of changes and edits, and the ability to have an entire class work on one writing project without the traditional shortcomings of a large group effort.

Roundtable discussion will include samples of the documentation developed by first time wiki using students from the abovementioned course, advantages and shortcomings of using this collaborative tool in the classroom, tips for usage, and sources of support and wiki hosting online. Also, a history of this type of tool and its many possible usages will be discussed.

CUSTOM ERP SYSTEM DEVELOPMENT FOR A MICRO-BUSINESS: A CASE STUDY

Harry L. Reif, James Madison University, reifhl@jmu.edu
Michel Mitri, James Madison University, mitrimx@jmu.edu

ABSTRACT

This presentation describes the decision processes, technical issues, and personal experiences involved in developing a custom software application for a small materials engineering detailing company. The company required a system to coordinate project planning, management and tracking of engineering drawings, customer and partner relationship management, order processing, and time/expense reporting. This small business, with less than twenty employees, required functionality normally found in Enterprise Resource Planning (ERP) systems, but needed software tailored to a specialized domain not fully supported by current vendors' ERP or CRM software.

In addition to the requirement for specialized software that did not exist in the commercial marketplace, this case study is of interest because the perceived purpose of the system changed over time. Initially, the system was intended to support Customer Relationship Management (CRM) needs. As the requirements analysis phase progressed, this perception changed. It became apparent that inefficiencies in internal business operations were of more immediate concern. Accordingly, the system's intended purpose evolved to one with a more internal ERP focus.

From the system's initial conception, decision-making processes were dominated by four main players: the CEO of the company, a strategic planning consultant, the chief operations project manager/detailer, and a software/database developer. In this case study, we recount the evolution of the strategic objectives and system development activities from the perspectives of these four different individuals. Based on interviews, recollections, written documentation, and a thorough description of the implemented system, a story is developed. The story uses experiences to depict the human, organizational, and technical issues that arose as the development effort evolved. This story begins with the company's initial vision and progresses through project initiation, requirements analysis, system development, current use, and future plans for the system.

The case study explores pertinent questions related to make-or-buy decisions in cross-functional system development, particularly in the context of small companies in highly specialized industries. Can packaged ERP solutions effectively meet everyone's needs? Does custom development allow for more evolution of purpose? How does the systems development process affect a businesses' ability to recognize their business objectives? How do the steps inherent in the software development process impact a small business' perception of the purpose of the proposed system?

This story includes instances of unexpected opportunities, challenges, surprises, and shifting perceptions. Throughout the story, case elements are linked and contrasted with theories and empirical results drawn from related research in the IS literature with the goal of identifying similarities and differences between experiences encompassed within this case and the conventional wisdom found in the academic literature.

DATA QUALITY IMPROVEMENT IN DATA WAREHOUSES

Shamsul Chowdhury, Roosevelt University, Schowdhu@Roosevelt.edu

ABSTRACT

Data quality is a key issue when an organization implements an enterprise wide data warehouse, for example for customer relationship management (CRM). Utilizing CRM requires that customer information is of high quality, in order to identify, validate and consolidate customers within an organization. Quality of the data will determine the quality of the data warehouse as well as the quality of the decision. In other words data quality is an investment in profitability.

Data warehouse (DW) is a subject-oriented, integrated, non-volatile and time-variant collection of data from many different sources for use in many applications and by many users in an enterprise in support of management's decisions. One main purpose for building a DW is the possibility of having integrated data in one place (DW). It solves the problems with non-integrated data. But it does not really solve the problems with bad or incorrect data in the operational (source) systems. We may still suffer from the syndrome "Garbage in- Garbage out".

This work will examine the aspects of ensuring data quality in a data warehouse by utilizing mainly a revised process flow model originally proposed by Sperley (The Enterprise DW – Prentice Hall PTR, 1999). The purpose is to recommend the suitability and usability of the revised process flow model for ensuring quality data in data warehouses. The ultimate goal is to recommend a methodology for attaining as well as retaining the highest possible data quality in a data warehouse.

Keywords: *Data Warehouse, Data Quality, Model*

DATABASE UPDATE STRATEGIES FOR WEB-BASED COMMUNITY INFORMATION SYSTEMS

Herb Schuette, Elon University, hschuette@elon.edu

Community human services agencies are increasingly using databases and internet distribution to provide referrers and potential public clients details about available agency services and contact information through centralized web-based directories. National and state-wide efforts in the U.S. to implement new “211” call-in referral services and to consolidate data from community sources present new options for local agencies. Communities face considerable challenges in deciding whether to participate in these large-scale programs under the control of regional or state agencies, or to launch their own systems where they face issues regarding management of the local project, database design, web implementation and directory maintenance, issues which are more complex than they faced with local paper-based directory publications through organizations like the United Way.

A critical factor in the success of these shared databases is the frequency and integrity of the updates to information relied upon by peer agencies and the public. As is evident from the history of paper-based publications, the most important data elements can become outdated fairly quickly and trust in the system is at risk if updates are not available in a timely fashion. In the paper-based world the cost and time involved in gathering, editing and printing new directories puts practical limits on the cycle time for data updates.

New web development technologies, such as ASP.NET 2.0, linked to online databases provide opportunities for designing update tools for community-directed maintenance of these directory services. Frequent data revisions and agency-initiated changes in supplemental documents are now within reach, a sharp contrast to the paper-based publications that become out-of-date within a few months of distribution. By enabling more control by the community, such virtual organizations can revitalize process of delivering human services.

The technological opportunities now raise the question of which database update strategies to use, who should be responsible for the updates and what levels of security are appropriate for these community networks. Whether there is a central administrative support group or just a cooperative community-based maintenance process in place, the trade-offs are not well-understood between carefully edited, highly secure processes and the open-ended “Wikipedia” type editing of web-based information.

This paper examines the dynamics of maintaining community-based directories, the technologies available for design and maintenance of these systems and the costs, benefits and risks associated with various database update strategies. A case example from a community in North Carolina is used to illustrate the assessment.

DEVELOPING A KNOWLEDGE MANAGEMENT SYSTEM FOR COMPLIANCE AND INNOVATION

Meral Binbasioglu, Hofstra University, acsmxb@hofstra.edu
Elaine Winston, Hofstra University, acserw@hofstra.edu

The IS literature indicates that the development of a robust knowledge management system is critical to organizations. In response to the recent demands of adhering to legal requirements, such as the Sarbanes-Oxley act, companies collect a tremendous amount of data that covers extensive facts about all business transactions. A knowledge management system has the ability to support internal functional control by maintaining detailed historic records, embedding business rules to ensure reliability of business processes, and monitoring transaction security. In addition, knowledge management supports organizational innovation by providing a repository of information that can be accessed to gain a better understanding of customers, products and markets. Managers, however, contend that the two goals, compliance and innovation, are inherently in conflict with each other and therefore difficult to pursue simultaneously. Conversely, based on case study data, we propose that these two goals can be attained simultaneously and also reinforce each other in an iterative cycle. In the beginning, due to the high risk and uncertain consequences of failing to comply, management focused primarily on meeting regulatory demands. When they recognized that regulatory artifacts could be embedded as part of the knowledge management system, then the knowledge base was used concurrently for both compliance and innovative efforts.

In this paper, knowledge is viewed from two perspectives: static and dynamic. Static knowledge is needed for compliance since it stores both factual data and histories of transactions. Dynamic knowledge refers to a problem solving strategy, which specifies how static domain knowledge (internal and external) would be employed during the reasoning process. The problem solving strategy is the dynamic knowledge, which involves mapping from a fact domain (static) to a creativity domain. This requires either system or human capability to interpret the data. IF THEN rules can be used in a sequence; the results of these rules can be chained to infer new findings, which may then activate other IF THEN rules until innovative solutions can be identified. The following IF THEN rules illustrate the process:

IF irregularity [such as customers who excessively trade stocks] THEN report outlier [type X] AND update customer profile

IF customer profile update indicates [opportunity Y] THEN inform Research and Development

Additionally, a conceptual modeling approach based on system dynamics is applied to understand how knowledge management development efforts may impact the successful achievement of long term compliance and innovation processes. The approach is illustrated using case study. Managerial implications of this study are discussed that can help both IT practitioners and management when implementing a knowledge management system.

Keywords: Knowledge management, compliance, innovation, case study

EMPLOYEE EMPOWERMENT IN THE INFORMATION AGE

Myung-Ho Yoon, Northeastern Illinois University

ABSTRACT

Since employee empowerment is an essential managerial means that can be used to obtain competitive advantages, it is critical for businesses in the 21st century to empower their employees at all levels of their organizations. No matter what types of business, employees are the backbone of the company. When they are happy and productive, sales will flourish; however, if employees feel dissatisfied or as if they are lacking control, their discomfort will come across to the customers. In order to keep the company on track, empowerment of employees is needed for optimal performance and greater job satisfaction. Employees must be given the right to make decisions for themselves. Without empowered employees overall costs may increase, a reduction in production may increase, and a reduced feeling of ownership and achievement may slow down the decision making process on the part of lower level employees. Therefore, it is important for businesses to understand what exactly empowerment means and how to move to achieving true empowerment, especially in the information age.

Employee empowerment is dependent on many factors to be effective. These include structural flexibility, adequate knowledge and training, and the ability to affect other outcomes aside from customer satisfaction. Empowerment to most managers means giving employees the power to make decisions, making them feel valued by involving them in decisions, asking them to participate in the planning process, praising them, and continually providing adequate training and support. A more refined meaning of empowerment is sharing risks and responsibilities as the price for freedom to act, pride in their work, and ownership of their jobs. Managers also must understand employees' willingness to accept more empowerment, reduce employees' fear of failure, and trust employees' decisions in order to achieve true empowerment. New definitions of empowerment should also be explored to ensure that managers and employees understand each other. Empowerment is a way of managing to improve the effectiveness, flexibility, and competitiveness of a business as a whole. It involves whole companies getting organized in every department, every activity, and every single person at every level.

The objectives of this study are as follow: First, this paper provides the new definition of employee empowerment in the information age and proposes new empowerment model. Second, this paper discusses how to implement employee empowerment smoothly and successfully. This paper also investigates the impact of employee's perception of the level of failure on the employee empowerment. Employee's willingness to accept more empowerment is examined.

Keywords: employee empowerment, empowerment

EMPLOYMENT TRENDS FOR INFORMATION SYSTEMS GRADUATES AND THE ENSUING IMPACT ON MIS PROGRAMS

Moderator: G. Daryl Nord, Oklahoma State University

Panelists: Rick L. Wilson, Oklahoma State University
Roy A. Boggs, Florida Gulf Coast University
Jay Liebowitz, Johns Hopkins University

ABSTRACT

The purpose of our panel presentation will be to investigate the general theme of employment opportunities as they now exist and may exist in the future for IS majors. The panelists will discuss the variety of job opportunities available within their particular region of the country for IS majors, what recruiters seem to be looking for in IS graduates, and the resulting impact on IS programs. Included will be discussions on current student numbers within IS majors, and the apparent quality of students within the major. In addition, the impact that employment cycles and trends have on IS courses and program change and development will be identified. Each panelist will give their perspective from their university and area or region of the country.

Keywords: information systems graduates, employment opportunities, information systems course development

EXPLORING INTERDEPENDENT TEAM DYNAMICS IN A CLASSROOM MIS PROJECT

Tod A. Brokaw, Ohio University, brokaw@ohio.edu
Vic A. Matta, Ohio University, matta@ohio.edu
Mefide Veseli, Ohio University, mefide.veseli.1@ohio.edu
Fatime Veseli, Ohio University, fatime.veseli.1@ohio.edu

ABSTRACT

The information systems (IS) profession evolves in response to continual technological advancement and business change. In addition, the profession itself is maturing as better, faster, and proven methods of developing information system solutions are established. In order to teach college IS students effectively, IS education must constantly adapt to address these technological, business, and professional changes. Ohio University's first (of three) senior level IS classes, *Systems Integration*, introduces students to some of the key technological, business, and professional challenges facing corporate IS departments today.

The core focus of the *Systems Integration* course is a project in which three teams work together to develop radio frequency identification (RFID) enabled warehouse management system. A problem-based learning pedagogy is used for the project. Each team develops a component application for a different process in the supply chain: corporate purchasing, third party order fulfillment, and warehouse receiving. Order data needs to flow through this system using web services, as it gets transformed into pallets, shipments, and even misplaced orders. The success of the project requires complete integration of the applications. The course introduces a new programming language (C#), leverages systems analysis and design concepts acquired in prior courses, and extends those concepts further to teach how systems can be integrated using web services.

Through a case study method using participant observation, interviews, and focus groups, several notable observations about the students' learning are apparent. First, the learning process of the systems development life cycle (SDLC) is enriched because the teams need to perform interdependent tasks. Following a structured development approach becomes more critical for the students because activities must be coordinated within and across teams. Team interdependence also causes students to focus more on the importance of project management. Additionally, we observe that during the analysis and design phases, teams tend to limit their perspective to their application only. In the development phase, they realize that collaboration is required among teams in order for their application (and the system as a whole) to work properly. Upon reflection, students recognize (and learn) that many of the problems they encounter in the development phase could be avoided if more collaboration had occurred in the analysis and design phases.

Our *Systems Integration* course allows IS students to experience and learn about technology advancements (RFID, web services), business change (integrated supply chains enabled by information systems), and IS profession realities (complex team collaboration, structured problem solving/system development, and project management competence).

EXTENDING FIRST PRINCIPLES OF DESIGN TO ENHANCE MIS CURRICULUM

Robert J. Mills, Utah State University, bob.mills@business.usu.edu
Karina Hauser, Utah State University, karina.hauser@usu.edu
Jean A. Pratt, University of Wisconsin - Eau Claire, prattja@uwec.edu

ABSTRACT

Although a common goal of MIS education is to prepare students to use their skills to solve real-world problems for organizations, educators have been criticized for failing the task (Chen, 2003). The result of not focusing on a problem-based approach has some arguing that our “education system has reduced most intelligent inquiry and argumentation into test preparation” (Schank, 2002, page 8).

Merrill’s first principles of design model (Merrill, 2002) is a problem-based approach to learning which incorporates cognitive theory. The theory contains both a descriptive and prescriptive component and is built upon the premise that one or more of these first principles can be found in most instructional design theories (Merrill, 2002).

The purpose of this paper is to extend Merrill’s model of first principles of design by distinguishing between a macro and micro level of the design the macro level provides a framework for the general design of A class. The micro level encourages the use of a progression of problems as well as ensuring appropriate activation, demonstration, and practice opportunities for each problem. An implementation of the revised model was tested in a systems analysis and design course.

By implementing the extended first principles of design approach into information systems curricula, faculty can provide students with an opportunity to apply their knowledge and skills learned to solve real-world problems in an immersive and valuable classroom experience. The extended model provides a mechanism to analyze current curricula and instructional materials.

FABRICATING CONVERGENCE: REFLECTIONS ON CROSSING IMAGINED BOUNDARIES

AJ Grant, Robert Morris University, granta@rmu.edu
Cara A. Hoehn, Robert Morris University, hoehnca@aol.com
Robert Joseph Skovira, Robert Morris University, rjskovira@att.net

ABSTRACT

The paper describes and analyzes ethnographically a workflow reengineering project in the information landscape of a Fortune 500 company. The essay describes the convergence of frames (Agile and Structured) in terms of their ontologies and vocabularies as the project team works to implement a workflow information system. The essay concludes that successful projects rely on frame convergence.

Key words: Convergence, communication, culture, information systems, frames, information landscape.

FUTURE TRENDS WITH IMPLICATIONS FOR CHANGING IS EDUCATION

Dale D. Gust, Central Michigan University, gust1dd@cmich.edu
Kara J. Gust, Michigan State University, gustk@msu.edu

ABSTRACT

The dynamic business world demands future employees with an expanded and flexible skill set. While the traditional demand for soft skills remains the same, the exploding emergence of technological developments provides an on-going challenge for business educators. As educators struggle with assessing how these new technologies can be incorporated into the already existing plethora of “tools,” corporations are also experiencing similar concerns. To determine the future role of information systems (IS) education, corporate business executives were asked to share “crystal ball” forecasts of the knowledge and skills base needed by students entering the work environment. This paper will share the visionary expectations of selective corporate professionals as to their entry level expectations of our IS graduates.

Keywords: Information Systems, Future Trends, Training, Curriculum, Online Learning

GAMBLING ON BUSINESS TECHNOLOGY

Cindy Meyer Hanchey, Oklahoma Baptist University

chanchey@bison.okbu.edu

Dale Hanchey, Oklahoma Baptist University

dhanchey@bison.okbu.edu

ABSTRACT:

The introduction of technology into the standard Bachelor of Business Administration is not new. Feedback from graduates, however, indicated to the business faculty that even more technology was needed. During the 2004—2005 academic year the School of Business faculty created a five-course sequence with a technology focus. This sequence is to be included in the business core. The courses range from an introductory fluency course to a course in data administration. A potential enrollment benefit is the availability of a new minor in Business Technology offered to non-business majors. The minor requires the five BTEC courses plus a sixth course chosen from existing CIS courses.

GAMES ARE SERIOUS BUSINESS THE ACADEMIC PURSUIT OF VIDEO GAMING

Alicia Aldridge, Appalachian State University, Alicia@appstate.edu

ABSTRACT

In the late 1960's computers emerged from a mathematical, computational device to a communications vehicle, connecting the world like a big spider web. Then in the late '70s and early '80s computers metamorphosed once again, this time into an entertainment apparatus as programmers took breaks from research projects to develop games, creating the video game industry. Today this industry's revenue equals and often bests that of the film industry.

This paper explores the transformation of the video game industry from a back door pastime to a legitimate academic discipline complete with bachelor's and master's degree programs at both prestigious research universities as well as technical and art institute colleges.

It presents a content analysis and in-depth comparison of more than 20 colleges in which these programs are housed, the specific degrees and courses offered, the concepts covered in these courses, and the careers for which they claim to be preparing students.

Objectives of the study are to explore the following questions:

- (1) Is video gaming an academic pursuit or a cultural fad?*
- (2) What is the nature of the study of gaming?*
- (3) How do curricula differ among schools?*

IDENTITY THEFT: A LEARNING MODULE

**ROBERT J. BONCELLA, WASHBURN UNIVERSITY,
BOB.BONCELLA@WASHBURN.EDU**

ABSTRACT

The purpose of this work is to bring together the relevant sources of information on identity theft and present them in concise and coherent manner. The number of sources of information about identity theft range from superficial newspaper articles to scholarly journal articles. However, the best source of information for all levels of interests is found at the following web site:

<http://www.consumer.gov/idtheft/>.

This page, maintained by the Federal Trade Commission (FTC), and contains current and relevant information.

The complete learning module is posted at:

<http://www.washburn.edu/cas/cis/boncella/IdTheftLM.html>

This learning module will provide the user sufficient information to understand:

what identity theft is – the possession or use of your name, address, Social Security number (SSN), bank or credit card account number, or other identifying information by someone without your knowledge with the intent to commit fraud or other crimes,

how it occurs – by perpetrators using a variety of methods, both high tech and low tech, to gain access to your personally identifying information

how to prevent identity theft – by managing your personal information wisely as well as your computer and Internet use, and finally

how to detect and recover when it has occurred – by being aware of your financial transactions and reporting discrepancies to the FTC as well as appropriate credit granting agencies.

Each section of the learning module contains information and exercises to assist the user in enhancing and retaining the information presented in that section.

Keywords: Identity Theft, Frequency of Identify Theft, Cost of Identity Theft, and Prevention of Identity Theft

IMPROVING TEAMWORK IN SOFTWARE DEVELOPMENT PROJECTS UNDER STRESS: KNOWLEDGE TRANSFERS FROM HIGH LATITUDE, DEEP SEA SAILING CREWS

Mike Godfrey, California State University Long Beach, mgodfrey@csulb.edu

For the majority of software developers the amount of project stress experienced is increasing. On many smaller projects and most large software development projects the schedule pressures created become unreasonably high. The larger the information systems (IS) developer team the more important teamwork issues become as factors in a project's success. Greater schedule pressures have been shown to lead to more software errors. And, stress-induced software errors often show up as high cost, error-rich program modules. Meanwhile, advances in information technologies have accompanied declines in software developer job satisfaction. What can be done to interrupt this unfortunate and pervasive pattern in software development projects? This research explores the potential for successful knowledge transfers from higher latitude, deep sea sailing crews to improve teamwork in software development projects under stress.

High latitude, deep sea sailing crews share many of the same types of demands found in software development projects that experience excessive stress. Creating and implementing a capacity for high-performance teamwork remains an essential ingredient for success in both kinds of organizations. Competence, commitment, shared goals, a results-driven structure, high morale, effective communications and mutual trust represent many of the characteristics associated with successful outcomes whenever high-performance teamwork is required. Deep ocean sailing has provided abundant opportunities to shape and test teamwork skills under stress. Documents, logs and analyses of seamanship experiences requiring high-performance teamwork have provided rich empirical and conceptual material for this researcher's investigation of promising domain knowledge transfers from deep sea sailing crews to software development projects under stress. This author's experiences in both activity areas have served as a kind of perceptual 'filter' and an additional source of researcher motivation. Identifying candidates for productive knowledge transfers has, in this research, initially focused on a subset of essential software engineering foundation competencies in the areas of technical, managerial and quality assurance work.

INFORMAL LEARNING IN ON-LINE COMMUNITIES – TRANSFORMING FORMAL PROFESSIONAL DEVELOPMENT

Mark A. Reese, Robert Morris University

Army doctrine and principles of leadership focused on fighting in a high intensity (cold war superpowers) conflict during much of the previous 25 years. The Army professional development system was attuned to this threat, and it has served the Army well, as evidenced by the Army's success in major combat operations over the past fifteen years, including Desert Storm, Operation Enduring Freedom and Operation Iraqi Freedom. But as Staten wrote three years prior to the calamity of 9/11, "what is far more possible, however ... are an increasing number of 'brush fire' wars... 'drug wars'... and 'peacekeeping operations' that will require a vastly different set of tactics, equipment, training, and skills." This prognosis has been validated over the past four years, with additional missions such as nation-building, humanitarian assistance, and homeland security in a multitude of cultures and environments.

As missions are added to the overall tasking list for the Army, it is simultaneously transforming from the Industrial to the Information Age. There is no longer time to teach leaders about every situation they will encounter in formal professional development courses, so on-line discussions and problem solving communities are beginning to fill the need. The focus of this study is to determine the specific role that informal learning via communities of practice (CoP) plays in the professional development of Army leaders, given the demands of multiple missions, numerous environments, and the increasing demands and benefits of transformation.

As stated by the Secretary of the Army in his vision statement, "the proper balance of unit experiences, training, and education at all levels...must produce leaders who are decisive, innovative, adaptive, culturally astute, and effective communicators." This statement forms the basis of this study, and the following research questions are being explored.

(a) What contribution does a community of practice make to the professional development process?

(b) What are the metrics associated with assigning/determining "value added" or "relevancy" of the CoP within the military framework?

(c) Can formal professional development courses be curtailed or eliminated due to the inherent value of the CoP?

The purpose of this project is to determine the extent of the impact that this informal learning has on the current formal professional development process. Research is being conducted using a quantitative methodology, in which users of a specific community of practice are being surveyed to determine the extent of their learning and related professional development. From the analysis of this data, a set of recommendations will be provided to the Army leadership that will allow implementation of informal, experiential learning as a recognized aspect of professional development. Although this study is specific to Army professional development, other career fields use a similar path of progression, so results may also be applicable to curriculum development in those areas.

INSIGHTS FROM JOURNAL EDITORS

Panel Chair

Jay Liebowitz, Johns Hopkins University, Editor-in-Chief, Expert Systems With Applications: An International Journal; jliewow1@jhu.edu

Panelists

Binshan Lin, LSU-Shreveport, Editor-in-Chief, Industrial Management and Data Systems; blin@pilot.lsus.edu

Jeretta Horn Nord, Oklahoma State University, Editor-in-Chief, Journal of Computer Information Systems; jnord@okstate.edu

Dusjan Lesjak, University of Primorska, Associate Editor, Managing Global Transitions: An International Journal; dusan.lesjak@fm-kp.si

Alex Koohang, University of Wisconsin-Milwaukee, Editor-in-Chief, Journal of Knowledge and Learning Objects; Editor-in-Chief, Journal of Information, Knowledge, and Management; koohang@sois.uwm.edu

Panel Description

This panel will present insights from international journal editors on various topics ranging from how to get published, the review process, the secrets of getting tenure (from a publishing perspective), and developing your publications portfolio.

IP NETWORK INFRASTRUCTURE READINESS FOR VOIP DEPLOYMENT: A CASE STUDY

Ruidong Zhang, University of Wisconsin - Eau Claire, Zhangr@uwec.edu

ABSTRACT

This case study reviews the VOIP system implementation at a school district from the perspective of network infrastructure perspective. VOIP represents an important area of the telecommunications convergence. The Eau Claire Area School District (ECASD), with an enrollment of approximately 11,000 students, covers approximately 200 square miles which includes most of the city of Eau Claire and portions of the townships in the surrounding area. The school district has 23 sites, including 2 high schools, 3 middle schools, 14 elementary schools, 3 charter schools, 1 service center and 1 central administration building. ECASD used to have 15 different types of phone systems, and had 285 leased Centrex analog trunk phone lines, with each school using a number of trunk lines to server the entire school with extension numbers throughout the building. It took about the Eau Claire Area School District 14 months from the initial project proposal (January 2003) to the completion of the project (March 2004). It is considered a well planned and executed project.

The network readiness at the ECASD actually took several years. In 1994, they leased fiber (SMF) from Charter Communications to connect their multiple sites with OC-3 ATM and a distributed star topology. Before 1997, like many organizations, the ECASD had two separate departments to handle voice and data communications needs: the Technology Department as a separate office supports computing, while the Media Department handles the telephone service. The idea of merging these two departments into one started during 1998-1999. Before 1999, the data network at the ECASD was considered heterogeneous and not based on common standards. In 1999, a network upgrading was started, and was completed in 2001. This time, a standard-based approach to technology was adopted, with VOIP considered in the beginning. The result was: 92% of the end user stations were converted to PCs; OC-3 was upgraded to OC-12; Old multi-standards equipment was upgraded to Cisco devices; Cat 5 cables have been installed everywhere; and every classroom has at least 6 data ports. By fall 2001, every classroom has a PC. In 2002, ATM OC-12 network were upgraded to Gigabit Ethernet technology. The core layer switches have been upgraded to Cisco Catalyst 6500 with MSFC/PFC (Multilayer Switch Feature Card and Policy Feature Card), while at the distribution layer Cisco 2948 Catalyst switch has been deployed in every school location. In terms of network management, CiscoWorks 2000 comprehensive package has been adopted, which manages 45 switches across the school district.

After the year 2002 upgrading, all infrastructures needed for VOIP are essentially in place. With a utilization level about 10% for data communications, the network capacity is ready and sufficient to support both data and voice.

The conclusions drawn in this study are expected to be generalized to other organizations to improve their chance of successful implementation of their VOIP systems.

MARKETING SYSTEMS: DATABASES IN DECISION MAKING

S. E. Kruck, James Madison University; kruckse@jmu.edu
Faye P. Teer, James Madison University; teerfp@jmu.edu
Harold B Teer, James Madison University; teerhb@jmu.edu

ABSTRACT

We will present findings of an empirical investigation about the state of database marketing curriculum development in business schools within the United States accredited by the American Association of Collegiate Schools of Business (AACSB). This study was performed to determine the extent to which the undergraduate database marketing course is presently being offered and how the database marketing course is being taught.

MIS-UNDERSTOOD: A STUDY UNCOVERING THE MISPERCEPTIONS ABOUT THE MIS MAJOR AND AN ACTION PLAN TO DISPEL THEM

Sean T. McGann, Ohio University, mcgann@ohio.edu
Timothy Giegel, Research Assistant, Ohio University, tg290802@ohio.edu
Jeffrey Smith, Research Assistant, Ohio University, js5399802@ohio.edu

The MIS-Understood Study

MIS-understood is an empirical study of the Misperceptions of the MIS major and careers in information systems among key stakeholders in business schools. Our research design included 35 non-MIS student and 28 parent surveys, a focus group of 25 non-MIS students, and 15 extended interviews with non-MIS faculty and advisors. Through analysis of our data, we were able to confirm the preliminary list of misperceptions above and explore the details and causes of each. We also discovered additional misconceptions such as: 1) the major is largely perceived as a complementary major, which should be paired with another discipline and 2) many stakeholders admitted they knew little or nothing about what MIS is and what the major entails. Having discovered the misperceptions and some of their causes, we were able to build a plan of action to dispel them. Through proactive measures such as a quarterly “MIS Day”, presentations to entry level freshman classes and organizations, and using the 200 level business core classes to educate students on exactly what the major is and is not, we have enjoyed great success in raising awareness around MIS. We strongly believe that these actions have contributed directly to our 75% enrollment increase since 2003.

NOW THAT YOU ARE A TENURED FACULTY MEMBER, WHAT LIES OVER THE HORIZON?

Linda Cresap, Minot State University, linda.cresap@minotstateu.edu

Karen Forcht, North Carolina A&T State University, forc@cc.usu.edu

Monica C. Holmes, Central Michigan University, monica.c.holmes@cmich.edu

A panel discussion facilitated by Linda Cresap, Karen Forcht and Monica C. Holmes focuses on career moves after becoming a tenured faculty member. Topics include navigating the culture at a new university, becoming a chair and trying to get promoted, looking after yourself, and the academic portfolio. A key issue is the decision to move to a new position. Also pertinent would be lessons learned now that the move has been made. Finally, the differences between the faculty member's vita and the administrator's resume will be discussed.

PANEL ON SYSTEMS ASSURANCE BODY OF KNOWLEDGE

Vladan Jovanovic, Georgia Southern University, vladan@georgiasouthern.edu

James Harris, Georgia Southern University, jkharris@georgiasouthern.edu

Adrian Greca, Georgia Southern University, agreca@georgiasouthern.edu

ABSTRACT

The scope of knowledge relevant to system assurance at a desirable level of competence for educators as well as students is considerably broadened today to deserve comprehensive and standardized overview in the form of consolidated body of knowledge. The panel will present the Software Assurance Common Body of Knowledge (SABOK) and discuss its relevance for educators in computing.

Keywords: Security, Systems Assurance, SABOK, Computing Education.

OVERVIEW OF THE PANEL

Objectives:

1. To raise awareness regarding secure systems assurance knowledge requirements and assess the way assurance knowledge is currently covered in various computing programs. Presenters (with well over 50 years of combined teaching and professional experiences) will emphasize viewpoints of typical CS, IS, SE, and IT programs.
2. To present the new common framework for secure software systems assurance, its overall structure, and key content with emphasize on the needs of students. We will address all SABOK knowledge areas as recognized by the latest guidelines “Secure Software Assurance-A Guide to the Common Body of Knowledge to Produce, Acquire, and Sustain Secure Software” January 2006, prepared by Software Assurance Workforce Education and Training Working Group. In addition for the sake of completeness from a viewpoint of educators in computing, both traditional and contemporary issues of Network Security will be included and proposed as potentially the twelfth common knowledge area for the SABOK, thus extending the framework’s scope to cover full spectrum of assurance for complex distributed information systems.
3. Moderated experience exchange is planned for the purpose of direct involvement and knowledge sharing among attendees of the panel. Workshop attendees will be invited in a round robin manner to relate their experiences, or questions and expectations, as well as to participate in identifying gaps in curricula recommendations (from the Computing Curricula 2000 series) or their corresponding educational program offerings relative to: their selected areas of interest and to the common framework as presented.

PREDICTORS OF A SUCCESSFUL PROJECT IN A SYSTEMS ANALYSIS & DESIGN CAPSTONE CLASS

Zsolt Ugray, Utah State University, zsolt.ugray@usu.edu
Karina Hauser, Utah State University, karina.hauser@usu.edu
David Olsen, Utah State University, david.olsen@usu.edu

ABSTRACT

An essential part of many capstone classes in the area of systems analysis and design is the development of a meaningful, operational, real-world information system. These projects are often executed in a small group setting, to realistically simulate the future work place of the students. The overall experience surrounding the project is a significant determinant of how useful students consider the whole class. We examine several factors that contribute to the successful development and implementation of projects. In addition, we examine student satisfaction with the project experience and the relationship between project success and student satisfaction.

Keywords: *Systems Analysis & Design, Project Management , Project Based Learning, Teaching*

SOFTWARE COPYING: THE RELATIONSHIP BETWEEN STUDENTS COMPUTER EXPERIENCE AND THEIR COGNITIVE MORAL DEVELOPMENT

Paul R. Stephens, Bradley University, prs@bradley.edu
Matthew K. McGowan, Bradley University, mmcgowan@bradley.edu

ABSTRACT

There are many and varied views of software as intellectual property, especially within the information systems profession. Previous research that explores the different views on intellectual property rights and software has identified four distinct subgroups with which information systems professionals are identified. In this paper we argue that students are usually exposed to these different views informally thus allowing the individual to interpret the various intellectual property ideologies anyway they want. In fact, we argue that the more students are exposed to information systems culture, the more likely they are to encounter radically different views of intellectual property. These alternative approaches to software as intellectual property are often misinterpreted by young minds. This leads to the attitude that defying traditional (i.e., legal) intellectual property rights is perfectly acceptable.

As students gain experience with computers, they find out how easy it is to copy software. First they see others, often people they respect, sharing software without being penalized. Then students learn how to do it themselves, and do not suffer adverse consequences. However, they do receive benefits from using the copied software. Copying software is not a big deal to them; it is acceptable behavior. We propose that as students gain exposure to the computer culture, the more likely they are to believe that copying software is acceptable. Their sense of ethical reasoning has been corrupted or confused by discussion of “free” software, which they understand to mean free of cost. In this paper, we attempt to empirically support this theory.

Keywords: Software Copying, Ethics, Information Systems Culture, Intellectual Property

STUDENT NEEDS ASSESSMENT IN ONLINE INFORMATION SYSTEMS COURSES: FACILITATING LEARNER-CENTERED EDUCATION

Dr. Pam A. Dupin-Bryant, Utah State University Tooele, pamd@ext.usu.edu

As the number of participants in online information systems courses continues to increase, so too does the importance of providing effective instruction that focuses on the needs of learners. Successful online education is believed to revolve around a learner-centered system of instruction designed to meet the unique needs of individual students. One of the first steps in developing a learner-centered system of online instruction is to determine the needs of students. Assessing student needs provides instructors with information necessary to select appropriate technologies and instructional strategies to develop an online learning environment that is appropriate, responsive, and beneficial to each learner and the instructor.

This paper will share ideas for assessing and evaluating student needs in online information systems courses. Two major areas provide a framework for discussions, including: (a) identify necessary assessment areas, and (b) outline a process for assessing student needs in online environments. This paper seeks to enhance the learning process by helping instructors synthesize and apply in their online courses the various ideas, research, and theories associated with student needs assessment.

Keywords: student needs assessment, teaching strategies, online education, distance learning, pedagogy

THE RELEVANCE OF THE INFORMATION SYSTEMS LITERACY COURSE TO THE NON-CIS STUDENT'S AREA OF STUDY

Dr. Jeanne Baugh, Robert Morris University, baugh@rmu.edu

ABSTRACT

How does one teach introductory information systems concepts along with application software to students with a variety of backgrounds? Information Systems literacy courses such as this exist in many University core curriculums. What can be done to help the students see the value of this course as it applies to their major, no matter what it may be? A survey was conducted with non-Computer Information Systems majors who were taking a required University core course in Information Systems. Results highlight the disconnect felt by the students towards the Information Systems topics and their major area of study. Students felt that the course had no relevance towards their particular major. In many cases, the only reason the students were taking the course was because it was required. Changing the student attitudes toward the course is discussed, along with recommendations for course structure and content. In an effort to bridge the gap the students feel between the Information Systems topics and their major, a specific approach to teaching the course is presented with the Information Systems topics linked to each student's major. Also, having a strong background with computers will make the student more marketable to the perspective employer.

TRAINING PROGRAM FOR PROCESS IMPROVEMENT

Vladan Jovanovic, Georgia Southern University, vladan@georgiasouthern.edu
Ljiljana Cupic, Georgia Southern University, lcupic@georgiasouthern.edu

ABSTRACT

Paper presents lessons learned from a training program designed to support organizational software process improvement efforts. Fast affordable smart training (FAST) program was developed to benefit small organizations in a region by sharing training costs, and process assets. FAST program was designed around a set of workshops, encompassing all CMM Key Process Areas. Organizational process baselines were defined using ISO and IEEE Standards as a common frame of reference and FAST as a driver in the Process Improvement efforts targeting CMM Level 3. The paper also use lessons learned to outline a novel CMMI oriented training program suitable for organizational integrated process improvement efforts.

Keywords: Process Improvement, Training Program, CMM, CMMI.

USING AN EXPERIENTIAL EXERCISE TO TEACH TELECOMMUNICATIONS CONCEPTS IN A CLASS FOR END USERS

Ronnie Fanguy, Nicholls State University, Ronnie.fanguy@nicholls.edu
Betty A. Kleen, Nicholls State University, Betty.Kleen@nicholls.edu
M. Khurram Bhutta, Nicholls State University, Khurram.Bhutta@nicholls.edu

ABSTRACT

Presenting networking concepts in an intro MIS course—such as how signals may be sent from one place to another, how a network divides its work into layers, and how bit patterns may be used to represent messages—in a way that allows students to understand is often a challenge. Too often students opt for memorizing the definition of a protocol, the layout of a network architecture, and the fact that TCP/IP is a protocol for the Internet rather than trying to truly understand these concepts. Beyond this superficial level of understanding, too many non MIS/CIS majors simply think “this is over my head.” Our presentation describes a set of experiential exercises for teaching data representation, components of a protocol, and actively sending and receiving messages using a hands-on approach.

We begin with a data representation exercise, challenging students to understand how bit pattern may be used to represent messages by asking them to interpret the messages of no lantern lit, one lantern lit, and two lanterns lit to alert the colonies of an attack during the American Revolution (the familiar one if by land and two if by sea). That exercise expands to a question of specifying attack directions (North, South, or East) without adding an additional lantern. We lead the discussion towards how the lanterns may be interpreted as bits (1 = lantern lit or 0 = lantern not lit) and how the different bit patterns may be interpreted as different messages. The final part of this exercise involves challenging students to identify how many more lanterns (bits) are required to represent 8 different messages.

In a second exercise students use 5-bit messages to play a guessing game. We discuss the protocol that must be followed and have students complete a portion of it (representing the binary equivalent of decimal digits). To give a deeper understanding of the protocol, we have the students list the bit patterns necessary to represent specified messages (examples will be provided in the presentation). We also reverse the exercise by providing the signals sent and request that students decode the messages.

In a culminating exercise students work in two teams to send and receive messages to play the guessing game using a “homemade” telecommunications device the authors built using Rubbermaid containers, a 15-foot printer cable, and about \$25 worth of electronic parts from Radio Shack. The sending team must compose and encode a message and then send the message to the receiving team. The receiving team records the signals received and proceeds to decode the signals. The roles then switch. Within each team of four or five, students take on different job tasks, thus letting them experience the various responsibilities of network layers. While two teams participate at a time, the remainder of the class observes the steps and decodes all messages sent and received.

The exercise was conducted in two classes during the spring 2006 semester. Student feedback concerning the exercise was also gathered for further improvements in the exercise. Anecdotal evidence suggests that students participating in the exercise have a firmer understanding of the networking concepts.

WARDRIVING: CASE STUDIES

**Mike Crews, University of Texas Pan American, rmcrews@panam.edu
Claude Simpson, University of Texas Pan American, csimpson@panam.edu**

Use of wireless technology is becoming the networking medium of choice for businesses, governments, educational institutions, communities and individual use. Operating costs, efficiency gains, and ease of use are propelling the popularity of wireless networking and at the same time driving the market to new innovations in this field of networking. At the same time, the haunting problem of security continues as a substantial problem for users of wireless networking.

From the beginning of networking hackers, crackers, and breakers have attacked the network to access, steal, and alter data, code, and secrete/personal information on a computer other than the ones these people own. These activities force the diversion of considerable resources from more important purposes within an organization to address security issues caused by persons who have the ability to cause considerable damage or harm to certain computers or networks.

Security issues increased when the wireless network was introduced to the public because the medium could be easily attacked by eavesdroppers. In fact, it became popular among certain cults to listen in on wireless networks and even to search for wireless networks to tap and mark locations with chalk much like the days of the hobo marking the easy marks in town [5, 16].

Wardriving is the act of driving in a car with wireless tools, e.g. laptop with wireless network antenna, searching for wireless networks that might be attacked either at the moment or posted on an electronic bulletin board for later attack [14, 11, 7]. The term evolved from wardialing in the 1983 movie War Games where hackers randomly dialed numbers for a modem connection [14]. Modern wardriving was first developed by Pete Shipley in April 2001 [17].

From a single location, one can turn on a wireless computer and search for the surrounding signals that may or not be protected by encryption technology. But moving around in a metropolitan area allows a mapping of signals and locations that others might strike. Not only has this become a hobby but an avocation among those who cry for better network security, especially in wireless networks [1, 3, 11, 7].

The motivation for wardriving is primarily for fun or social activities (71%) but may include those who just want free access (25%). A few wardrivers may try to find networks for profit (3.6%) [6]. “Wardriving is fun in the sense that a scavenger hunt is fun: You never know what you're going to find when you go out, and you expect to be surprised” [10]. As wardrivers stumble upon wireless access points across a geographical area, they map and report their findings on the Internet. As one might expect for a “fun” activity, the most frequent number of unauthorized attempts to access a wireless system occurred during the normal lunch period from 12:00 – 1:00 p.m. and in the evening from 8:00 – 9:00 p.m. [13].

Although the number of wireless networks using encryption has increased in recent years, in the latest study approximately fifty percent of local networks still are not protected by any encryption [8]. Generally, wardriving is not considered illegal unless the driver accesses the network for any purpose beyond mere mapping and identification [16].

References are available from the authors.

WHAT IS OUR VALUE PROPOSITION? THE FUTURE OF IS/IT PROGRAMS AND FACULTY: A REALITY CHECK AND NEED FOR REALIGNMENT DIALOGUE STARTER

Rex Dumdum, Marywood University and William J. Tastle, Ithaca College

"...the playing field is being leveled.' ... meant that countries like India are now able to compete for global knowledge work as never before - and that America had better get ready for this. (Thomas Friedman, The World is Flat, 2005)

Gartner, a leading provider of research and analysis about the global information technology industry, has warned that outsourcing, offshoring and the increasing control of IT being handed to business units will lead to the death of the IT department as we know it today. Two-thirds of the CIOs interviewed by silicon.com concur with this warning: they claim that the corporate IT department will not exist in its current form in 2010 (McCue, 2005). They further indicate that IT will increasingly be handed to large-scale providers as it becomes commercially and strategically attractive and that as infrastructures become more stable and scalable, the *raison d'être* of the IT department will shift to becoming centers of innovation and integration supporting the rapid assembly of new products and services. A very recent special report on *The Future of Outsourcing* by BusinessWeek argues that while changes brought about by outsourcing can be harsh and deep, a more enlightened, strategic view of global sourcing is starting to emerge as managers get a better fix on its potential (Engardio, 2006). This emergent view is referred to as “transformational outsourcing” and is serving as a catalyst for corporate growth, making better use of U.S. staff by freeing up expensive talent so they can spend more time innovating, job creation in the U.S., and not just cheap wages abroad. In addition, this view also sees tremendous gains in efficiency, productivity, quality, and revenues that can be achieved by fully leveraging offshore talent (Engardio, 2006). The stakes are indeed very high for the IT department. As business conditions change, IT departments must adapt because the alternative is irrelevance – and extinction: “IT departments that are not already embracing change management methodologies while keeping one eye on the future direction of the business could find themselves losing their foothold in the company” (Bradbury, 2005). The stakes are equally high for our IS/IT programs.

Most schools are experiencing a dramatic drop in IS majors. There is a growing perception that IS/IT jobs are not available. For example, a Wall Street Journal article suggested that if one is in IT, one needs to find another job. In addition, many college deans have shifted resources from the once vibrant IS departments. Also, IS PhD graduates are having a difficult time finding academic jobs (Hirschheim, 2005). As for the future of entry-level jobs in IT, a CIO Magazine editorial complained about the reluctance of many CIOs to talk about it (1-15-2005). Is this trend merely cyclical or is it a more deep-rooted problem? Are our programs in lock step with the profound changes occurring in business and in the IT industry?

This paper seeks to stir up passionate dialogue by arguing that most of our IS/IT programs in their current form are facing *slow death*. It argues that change and realignment are necessary and calls for a reexamination of our prevailing assumptions and the development of a strong value proposition that is both compelling and clear to all our stakeholders. Business schools and departments of (computer) information systems need to be particularly attentive to the demands of outsourcing and offshoring as they seek IS or IT accreditation of curricula, for the current curriculum guidelines, which focus extensively on hardware and programming, may now be out of date and out of touch with the new globalization.

References: Available from the authors.

WHY JOHNNY DOESN'T READ: A LOOK AT STUDENT READING HABITS

Richard R. Socash, Metropolitan State College of Denver, socash@mscd.edu

ABSTRACT

The reasons behind the reading habits of undergraduate MIS students were examined to learn from the students' point of view why many don't read the textbook. Willingness to work hard on homework and project assignments and an appreciation of what is expected of them appears to be in place. However, sticks and carrots, ruses and requests all meet with limited success when used to encourage reading assigned material. Four sections of a required business school 2000-level MIS course were asked to respond anonymously to a questionnaire covering the course, textbooks, instructors, and personal reading habits. Follow-up discussions in the classroom and with individuals volunteering comments provided additional insight. In open discussions, one is led to believe limited time is the principal determining factor affecting reading habits. In the questionnaire, admitting to not understanding the textbook material followed by lack of interest in the subject exceeded limited time as the main reasons for not reading. Lack of interest can often be overcome by changes in instruction style and emphasis. Working around or compensating for deficient reading skills is a more difficult challenge. An analysis of the findings is presented in this paper along with the author's reactions and thinking on restructuring lecture sessions, reading assignments, and presentation practices for teaching undergraduate MIS courses.

Keywords: textbooks, reading assignments, teaching MIS, MIS instruction.

IACIS SPONSORED RECOGNITION AWARDS

Computer Educator of the Year

To Be Announced At The Conference

Ben Bauman Award for Excellence

To Be Announced At The Conference