The Changing Role of IS Education
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
IACIS Vice President and Conference Chair
Ohio University
Athens, OH

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

A INSTRUCTIONAL MODEL FOR HYBRID/BLENDED LEARNING 30
Alex Koohang
University of Wisconsin - Milwaukee

A REVIEW OF THE COVERAGE OF OBJECT-ORIENTED AND OBJECT-RELATIONAL DATABASE CONCEPTS IN UNDERGRADUATE DATABASE TEXTBOOKS 31
Reza Sanati-Mehrizy
Utah Valley State College
Floyd A. Wilkes
Utah Valley State College

AN ANALYSIS OF STUDENT INPUT RELATIVE TO PERCEIVED RESPECT FROM PROFESSORS (EMPIRICAL STUDIES IN SEARCH OF AN ANSWER) 32
Dennis L. Mott
Oklahoma State University
Tim O. Peterson
Texas A&M University

AN EMPIRICAL STUDY OF THE 110 LARGEST E-COMMERCE SITES COMPARING WEBSITE FEATURES TO CONVERSION RATES 33
Gerry Scheffelmaier
Middle Tennessee State University
John Vinsonhaler
Utah State University
Jean A. Pratt
University of Wisconsin - Eau Claire

APPLICATION OF RECENT TRENDS IN WEB TECHNOLOGIES 34
Bryan Marshall
Utah State University
Juyun Cho
Utah State University
Matthew E. Harris
Utah State University

ARE WE PROVIDING WHAT THEY NEED: COMPARING IS/IT TRAINING IN AACSB SCHOOLS TO JOB MARKET NEEDS 35
Roman M. Wong
Barry University
Cretson L. Dalmadge
Winston-Salem State University
BENCHMARKING E-GOVERNMENT: A G2G COORDINATING PERSPECTIVE
Fuchung Wang
Sharne Koung Chung
National Chengchi University
National Chengchi University

COLLABORATIVE DATABASE DOCUMENTATION DEVELOPMENT USING A WIKI
Joel A. Whitesel
Ball State University

CUSTOM ERP SYSTEM DEVELOPMENT FOR A MICRO-BUSINESS: A CASE STUDY
Harry Reif
Mike Mitri
James Madison University
James Madison University

DATA QUALITY IMPROVEMENT IN DATA WAREHOUSES
Shamsul Chowdhury
Roosevelt University

DATABASE UPDATE STRATEGIES FOR WEB-BASED COMMUNITY INFORMATION SYSTEMS
Herb Schuette
Elon University

DEVELOPING A KNOWLEDGE MANAGEMENT SYSTEM FOR COMPLIANCE AND INNOVATION
Meral Binbasioglu
Elaine Winston
Hofstra University
Hofstra University

EMPLOYEE EMPOWERMENT IN THE INFORMATION AGE
Myung-Ho Yoon
Northeastern Illinois 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

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

EXTENDING FIRST PRINCIPLES OF DESIGN TO ENHANCE MIS CURRICULUM
Robert Mills
Karina Hauser
Jean A. Pratt
Utah State University
Utah State University
University of Wisconsin - Eau Claire
<table>
<thead>
<tr>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FABRICATING CONVERGENCE: REFLECTIONS ON CROSSING IMAGINED BOUNDARIES</strong></td>
<td>46</td>
</tr>
<tr>
<td>Arthur J. Grant</td>
<td></td>
</tr>
<tr>
<td>Cara Hoehn</td>
<td></td>
</tr>
<tr>
<td>Robert J. Skovira</td>
<td></td>
</tr>
<tr>
<td>Robert Morris University</td>
<td></td>
</tr>
<tr>
<td><strong>FUTURE TRENDS WITH IMPLICATIONS FOR CHANGING IS EDUCATION</strong></td>
<td>47</td>
</tr>
<tr>
<td>Dale D. Gust</td>
<td></td>
</tr>
<tr>
<td>Kara J. Gust</td>
<td></td>
</tr>
<tr>
<td>Central Michigan University</td>
<td></td>
</tr>
<tr>
<td>Michigan State University</td>
<td></td>
</tr>
<tr>
<td><strong>GAMBLING ON BUSINESS TECHNOLOGY</strong></td>
<td>48</td>
</tr>
<tr>
<td>Cindy Meyer Hanchey</td>
<td></td>
</tr>
<tr>
<td>Dale Hanchey</td>
<td></td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td></td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td></td>
</tr>
<tr>
<td><strong>GAMES ARE SERIOUS BUSINESS: THE ACADEMIC PURSUIT OF VIDEO GAMING</strong></td>
<td>49</td>
</tr>
<tr>
<td>Alicia Aldridge</td>
<td></td>
</tr>
<tr>
<td>Appalachian State University</td>
<td></td>
</tr>
<tr>
<td><strong>IDENTITY THEFT: A LEARNING MODULE</strong></td>
<td>50</td>
</tr>
<tr>
<td>Robert J. Boncella</td>
<td></td>
</tr>
<tr>
<td>Washburn University</td>
<td></td>
</tr>
<tr>
<td><strong>IMPROVING TEAMWORK IN SOFTWARE DEVELOPMENT PROJECTS UNDER STRESS: KNOWLEDGE TRANSFERS FROM HIGH LATITUDE, DEEP SEA SAILING CREWS</strong></td>
<td>51</td>
</tr>
<tr>
<td>Mike Godfrey</td>
<td></td>
</tr>
<tr>
<td>California State University at Long Beach</td>
<td></td>
</tr>
<tr>
<td><strong>INFORMAL LEARNING IN ON-LINE COMMUNITIES - TRANSFORMING FORMAL PROFESSIONAL DEVELOPMENT</strong></td>
<td>52</td>
</tr>
<tr>
<td>Mark Reese</td>
<td></td>
</tr>
<tr>
<td>Robert Morris University</td>
<td></td>
</tr>
<tr>
<td><strong>INSIGHTS FROM JOURNAL EDITORS</strong></td>
<td>53</td>
</tr>
<tr>
<td>Jay Liebowitz</td>
<td></td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td></td>
</tr>
<tr>
<td>Binshan Lin</td>
<td></td>
</tr>
<tr>
<td>LSU-Shreveport</td>
<td></td>
</tr>
<tr>
<td>Jeretta Nord</td>
<td></td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td></td>
</tr>
<tr>
<td>Dušan Lesjak</td>
<td></td>
</tr>
<tr>
<td>University of Primorska</td>
<td></td>
</tr>
<tr>
<td>Alex Koohang</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin - Milwaukee</td>
<td></td>
</tr>
<tr>
<td><strong>IP NETWORK INFRASTRUCTURE READINESS FOR VOIP DEPLOYMENT: A CASE STUDY</strong></td>
<td>54</td>
</tr>
<tr>
<td>Ruidong Zhang</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin - Eau Claire</td>
<td></td>
</tr>
<tr>
<td><strong>MARKETING SYSTEMS: DATABASES IN DECISION MAKING</strong></td>
<td>55</td>
</tr>
<tr>
<td>S. E. Kruck</td>
<td></td>
</tr>
<tr>
<td>James Madison University</td>
<td></td>
</tr>
<tr>
<td>Faye P. Teer</td>
<td></td>
</tr>
<tr>
<td>James Madison University</td>
<td></td>
</tr>
<tr>
<td>Harold B. Teer</td>
<td></td>
</tr>
<tr>
<td>James Madison University</td>
<td></td>
</tr>
</tbody>
</table>
MISUNDERSTOOD: A STUDY UNCOVERING THE MISPERCEPTIONS ABOUT THE MIS MAJOR AND AN ACTION PLAN TO DISPEL THEM
Sean McGann
Ohio University
Tim Giegel
Ohio University
Jeff Smith
Ohio University

NOW THAT YOU ARE A TENURED FACULTY MEMBER, WHAT LIES OVER THE HORIZON?
Linda Cresap
Minot State University
Karen Forcht
North Carolina A&T State University
Monica C. Holmes
Central Michigan University

PANEL ON SYSTEMS ASSURANCE BODY OF KNOWLEDGE
Vladan Jovanovic
Georgia Southern University
James Harris
Georgia Southern University
Ardian N. Greca
Georgia Southern University

PREDICTORS OF A SUCCESSFUL PROJECT IN A SYSTEMS ANALYSIS & DESIGN CAPSTONE CLASS
Zsolt Ugray
Utah State University
Karina Hauser
Utah State University
David Olsen
Utah State University

SOFTWARE COPYING: THE RELATIONSHIP BETWEEN STUDENTS COMPUTER EXPERIENCE AND THEIR COGNITIVE MORAL DEVELOPMENT
Paul Stephens
Bradley University
Matthew McGowan
Bradley University

STUDENT NEEDS ASSESSMENT IN ONLINE INFORMATION SYSTEMS COURSES: FACILITATING LEARNER-CENTERED EDUCATION
Pamela Dupin-Bryant
Utah State University Tooele

THE RELEVANCE OF THE INFORMATION SYSTEMS LITERACY COURSE TO THE NON-CIS STUDENT’S AREA OF STUDY
Jeanne Baugh
Robert Morris University

TRAINING PROGRAM FOR PROCESS IMPROVEMENT
Vladan Jovanovic
Georgia Southern University
Ljiljana Cupic
Georgia Southern University

USING AN EXPERIENTIAL EXERCISE TO TEACH TELECOMMUNICATIONS CONCEPTS IN A CLASS FOR END USERS
Ronnie Fanguy
Nicholls State University
Betty Kleen
Nicholls State University
M. Khurrum Bhutta
Nicholls State University
WARDRIVING: A CASE STUDY

Mike Crews  UT Pan American
Claude L. Simpson  University of Texas-Pan American

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

WHY JOHNNY DOESN’T READ; A LOOK AT STUDENT READING HABITS

Richard R. Socash  Metropolitan State College of Denver

IACIS – SPONSORED RECOGNITION AWARDS
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. Khurrum 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
Ardian N. Greca
Georgia Southern University

Junwei Guan
Indiana University South Bend

Dale D. Gust
Central Michigan University

Kara J. Gust
Michigan State University

Leila Halawi
Nova Southeastern University

Cindy Meyer Hanchey
Oklahoma Baptist University

James Harris
Georgia Southern University

Matthew E. Harris
Utah State University

Susan Haugen
University of Wisconsin - Eau Claire

Douglas Havelka
Miami University

George Heilman
Winston-Salem State University

Tyson R. Henry
California State University, Chico

Thomas S. Hilton
University of Wisconsin-nEau Claire

Monica C. Holmes
Central Michigan University

I-Lin Huang
Langston University

Shi-Ming (Jack) Huang
National Chung Cheng University

Zhenyu Huang
Central Michigan University

Anna Maria Jankowska
European University Viadrina

David W. Johnson
Utah Valley State College

Kathy Johnson
University of West Florida

Christopher G. Jones
Utah Valley State College

Vladan Jovanovic
Georgia Southern University

Teresa Ju
Shu-Te University

Silva Karkoulian
Lebanese American University

Someswar Kesh
Central Missouri State University

Anthony Keys
University of Wisconsin - Eau Claire

Ben Kim
Seattle University

Dohoon Kim
Kyung Hee University

Fred L. Kitchens
Ball State University

Betty Kleen
Nicholls State University

Deanna Klein
Minot State University

Waldemar W. Koczkodaj
Laurentian University

Frederick G. Kohun
Robert Morris University

Alex Koohang
University of Wisconsin - Milwaukee

Janet Kourik
Webster University

Paul J. Kovacs
Robert Morris University

S. E. Kruck
James Madison University

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 Chia-yi 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
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

Viktoria 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

1
### PROGRAM IN BRIEF

**WEDNESDAY OCTOBER 4, 2006**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 – 8:00 p.m.</td>
<td>Welcome Reception and Registration</td>
<td>Mandalay B</td>
</tr>
</tbody>
</table>

**THURSDAY OCTOBER 5, 2006**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 5:00</td>
<td>Registration</td>
<td>Mandalay Foyer</td>
</tr>
<tr>
<td>8:00 – 9:00</td>
<td>Continental Breakfast</td>
<td>Mandalay B</td>
</tr>
<tr>
<td>9:00 - 10:00</td>
<td>Keynote Address</td>
<td>Mandalay B</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Break</td>
<td>Mandalay Foyer</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Session 1A: IS Education</td>
<td>Mandalay 1</td>
</tr>
<tr>
<td></td>
<td>Session 1B: Programming Classes</td>
<td>Mandalay 2</td>
</tr>
<tr>
<td></td>
<td>Session 1C: Supply Chain Management</td>
<td>Mandalay 3</td>
</tr>
<tr>
<td></td>
<td>Session 1D: IT Theory &amp; Research</td>
<td>Mandalay 4</td>
</tr>
<tr>
<td></td>
<td>Session 1E: IS Education</td>
<td>Mandalay 5</td>
</tr>
<tr>
<td></td>
<td>Session 1F: Faculty &amp; Students</td>
<td>Mandalay 6</td>
</tr>
<tr>
<td>11:30 – 1:30</td>
<td>Networking Luncheon</td>
<td>Mandalay B</td>
</tr>
<tr>
<td>1:30 - 2:30</td>
<td>Session 2A: Issues in IS Education</td>
<td>Mandalay 1</td>
</tr>
<tr>
<td></td>
<td>Session 2B: Programming Classes</td>
<td>Mandalay 2</td>
</tr>
<tr>
<td></td>
<td>Session 2C: ERP &amp; Decision Making</td>
<td>Mandalay 3</td>
</tr>
<tr>
<td></td>
<td>Session 2D: IT and Ethics</td>
<td>Mandalay 4</td>
</tr>
<tr>
<td></td>
<td>Session 2E: Database</td>
<td>Mandalay 5</td>
</tr>
<tr>
<td></td>
<td>Session 2F: Panel - Systems Assurance Body of Knowledge</td>
<td>Mandalay 6</td>
</tr>
<tr>
<td>2:30 - 3:30</td>
<td>Session 3A: Issues in IS Education</td>
<td>Mandalay 1</td>
</tr>
<tr>
<td></td>
<td>Session 3B: IT in Business</td>
<td>Mandalay 2</td>
</tr>
<tr>
<td></td>
<td>Session 3C: Enterprise Architecture</td>
<td>Mandalay 3</td>
</tr>
<tr>
<td></td>
<td>Session 3D: IT Research</td>
<td>Mandalay 4</td>
</tr>
<tr>
<td></td>
<td>Session 3E: Database/Data Warehouse</td>
<td>Mandalay 5</td>
</tr>
<tr>
<td></td>
<td>Session 3F: Issues in Information Systems</td>
<td>Mandalay 6</td>
</tr>
<tr>
<td>3:30 – 4:00</td>
<td>Break</td>
<td>Mandalay Foyer</td>
</tr>
<tr>
<td>4:00 - 5:00</td>
<td>Session 4A: Issues in IS Education</td>
<td>Mandalay 1</td>
</tr>
<tr>
<td></td>
<td>Session 4B: eGovernment</td>
<td>Mandalay 2</td>
</tr>
<tr>
<td></td>
<td>Session 4C: Enterprise Software Development</td>
<td>Mandalay 3</td>
</tr>
<tr>
<td></td>
<td>Session 4D: IS Ethics</td>
<td>Mandalay 4</td>
</tr>
<tr>
<td></td>
<td>Session 4E: Panel - Insights from Journal Editors</td>
<td>Mandalay 5</td>
</tr>
<tr>
<td></td>
<td>Session 4F: IT in Business - Skill Sets</td>
<td>Mandalay 6</td>
</tr>
<tr>
<td>5:00 - 6:00</td>
<td>Session 4G: JCIS Editorial Board Meeting</td>
<td>Mandalay 1</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>8:00 – 5:00</td>
<td>Registration</td>
<td>Mandalay Foyer</td>
</tr>
<tr>
<td>8:00 – 9:00</td>
<td>Continental Breakfast</td>
<td>Mandalay B</td>
</tr>
<tr>
<td>9:00 - 10:00</td>
<td>Keynote Panel Discussion</td>
<td>Mandalay B</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Break</td>
<td>Mandalay Foyer</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Session 5A: IS Curriculum</td>
<td>Mandalay 1</td>
</tr>
<tr>
<td></td>
<td>Session 5B: IT &amp; Business</td>
<td>Mandalay 2</td>
</tr>
<tr>
<td></td>
<td>Session 5C: ERP - SAP</td>
<td>Mandalay 3</td>
</tr>
<tr>
<td></td>
<td>Session 5D: IS Capstone Course</td>
<td>Mandalay 4</td>
</tr>
<tr>
<td></td>
<td>Session 5E: Communications Skills</td>
<td>Mandalay 5</td>
</tr>
<tr>
<td></td>
<td>Session 5F: IS Students</td>
<td>Mandalay 6</td>
</tr>
<tr>
<td>11:30 – 1:30</td>
<td>Business Luncheon</td>
<td>Mandalay B</td>
</tr>
<tr>
<td>1:30 - 2:30</td>
<td>Session 6A: Issues in IS Education</td>
<td>Mandalay 1</td>
</tr>
<tr>
<td></td>
<td>Session 6B: IT &amp; Business</td>
<td>Mandalay 2</td>
</tr>
<tr>
<td></td>
<td>Session 6C: Web Design</td>
<td>Mandalay 3</td>
</tr>
<tr>
<td></td>
<td>Session 6D: IS Research</td>
<td>Mandalay 4</td>
</tr>
<tr>
<td></td>
<td>Session 6E: Collaboration in IT Education</td>
<td>Mandalay 5</td>
</tr>
<tr>
<td></td>
<td>Session 6F: Panel - Now That You Are a Tenured Faculty</td>
<td>Mandalay 6</td>
</tr>
<tr>
<td>2:30 - 3:30</td>
<td>Session 7A: IS Curriculum</td>
<td>Mandalay 1</td>
</tr>
<tr>
<td></td>
<td>Session 7B: IT &amp; Business</td>
<td>Mandalay 2</td>
</tr>
<tr>
<td></td>
<td>Session 7C: Web Sites &amp; Technology</td>
<td>Mandalay 3</td>
</tr>
<tr>
<td></td>
<td>Session 7D: Security</td>
<td>Mandalay 4</td>
</tr>
<tr>
<td></td>
<td>Session 7E: Knowledge Management</td>
<td>Mandalay 5</td>
</tr>
<tr>
<td></td>
<td>Session 7F: Panel - Fabricating Convergence</td>
<td>Mandalay 6</td>
</tr>
<tr>
<td>3:30 – 4:00</td>
<td>Break</td>
<td>Mandalay Foyer</td>
</tr>
<tr>
<td>4:00 - 5:00</td>
<td>Session 8A: IS Curriculum</td>
<td>Mandalay 1</td>
</tr>
<tr>
<td></td>
<td>Session 8B: IT &amp; Business</td>
<td>Mandalay 2</td>
</tr>
<tr>
<td></td>
<td>Session 8C: System Development Projects</td>
<td>Mandalay 3</td>
</tr>
<tr>
<td></td>
<td>Session 8D: IS Literacy</td>
<td>Mandalay 4</td>
</tr>
<tr>
<td></td>
<td>Session 8E: Panel - Employment Trends for IS Graduates</td>
<td>Mandalay 5</td>
</tr>
<tr>
<td></td>
<td>Session 8F: Graduate Education</td>
<td>Mandalay 6</td>
</tr>
<tr>
<td>6:00 – 9:00</td>
<td>Fun Night at the National Automobile Museum</td>
<td></td>
</tr>
</tbody>
</table>
**SATURDAY OCTOBER 7, 2006**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 10:30</td>
<td>Registration</td>
<td>Foyer</td>
</tr>
<tr>
<td>8:00 – 9:00</td>
<td>Continental Breakfast</td>
<td>Mandalay B</td>
</tr>
<tr>
<td>9:00 - 10:00</td>
<td>Session 9A: IS Curriculum</td>
<td>Mandalay 1</td>
</tr>
<tr>
<td></td>
<td>Session 9B: IT &amp; Business</td>
<td>Mandalay 2</td>
</tr>
<tr>
<td></td>
<td>Session 9C: eLearning</td>
<td>Mandalay 3</td>
</tr>
<tr>
<td></td>
<td>Session 9D: Security</td>
<td>Mandalay 4</td>
</tr>
<tr>
<td></td>
<td>Session 9E: Issues in IS</td>
<td>Mandalay 5</td>
</tr>
<tr>
<td></td>
<td>Session 9F: Systems Analysis &amp; Design</td>
<td>Mandalay 6</td>
</tr>
<tr>
<td>10:00 – 10:30</td>
<td>Break</td>
<td>Foyer</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>Session 10A: IS Curriculum</td>
<td>Mandalay 1</td>
</tr>
<tr>
<td></td>
<td>Session 10B: SPAM and Other Issues in IS</td>
<td>Mandalay 2</td>
</tr>
<tr>
<td></td>
<td>Session 10C: On-line Learning</td>
<td>Mandalay 3</td>
</tr>
<tr>
<td></td>
<td>Session 10D: Security</td>
<td>Mandalay 4</td>
</tr>
<tr>
<td></td>
<td>Session 10E: Knowledge Management</td>
<td>Mandalay 5</td>
</tr>
<tr>
<td></td>
<td>Session 10F: Health Care &amp; DSS</td>
<td>Mandalay 6</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Debrief Session</td>
<td>Mandalay 1</td>
</tr>
</tbody>
</table>
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%20-%20B3C5F.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

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

INFORMATION PROCESS REENGINEERING -- WHERE TO START BUSINESS AND HOW TO DECIDE?
Srečko Natek  
Dušan Lesjak  
University of Primorska

MARKETING SYSTEMS: DATABASES IN DECISION MAKING
Harold B. Teer  
Faye P. Teer  
S. E. Kruck  
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 Karkoulian  
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 Martinez 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  Utah Valley State College  
Floyd A. Wilkes  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  Georgia Southern University  
James Harris  Georgia Southern University  
Ardian N. Greca  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  Northwestern State University  
William Lomerson  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  Ohio University  
Raymond D. Frost  Ohio University  
Sean McGann  Ohio University

**IS EDUCATION: THE CHANGING COMPLEXITY OF RELEVANCE**

David W. Johnson  Utah Valley State College  
Christopher G. Jones  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 Bembry, 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
Ohio University
Dušan Šormaz
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
Savannah State University
Hae-Yeon Choi
Savannah State University

MEASURING THE ACCURACY OF SPANISH TO ENGLISH TRANSLATIONS
Milam Aiken
University of Mississippi
Mahesh Vanjani
Texas Southern University
Zachary Wong
Sonoma State University

METAPHORS GONE WILD: THE ILLUSIVE MACHINE CYCLE
Donald Carpenter
Mesa State College
Donna McAlister Kizzier
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
Northern State University
Hillar Neumann
Northern State University

ONLINE TEXTBOOK COLLABORATION: STUDENT-AUTHORED ~ INSTRUCTOR-FACILITATED
Brian Mackie
Northern Illinois University
Wayne Mackie
Saginaw Valley State University
Sally A Wakefield
Northern Illinois University
EXTENDING FIRST PRINCIPLES OF DESIGN TO ENHANCE MIS
Robert Mills Utah State University
Karina Hauser Utah State University
Jean A. Pratt University of Wisconsin - Eau Claire

IS CUSTOMER SATISFACTION THE CURRENCY OF EXCHANGE IN TODAY’S CLASSROOMS?
Stanley T. Schuyler Edinboro University of Pennsylvania
Robert Skovira 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. Bogggs Florida Gulf Coast University
Douglas Walters Florida Gulf Coast University

BENCHMARKING E-GOVERNMENT: A G2G COORDINATING PERSPECTIVE
Fuchung Wang National Chengchi University
Sharne Koung Chung 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 Ball State University
Allen D. Truell Ball State University
Melody W. Alexander Ball State University
Rod Davis 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 Middle Tennessee State University
John Vinsonhaler Utah State University
Jean A. Pratt University of Wisconsin - Eau Claire

ANALYSIS OF ENTERPRISE SOFTWARE DEPLOYMENT IN ACADEMIC CURRICULA
Roger L. Hayen Central Michigan University
Frank Andera Central Michigan University
CUSTOM ERP SYSTEM DEVELOPMENT FOR A MICRO-BUSINESS: A CASE STUDY

Mike Mitri  
Harry Reif  
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

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

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 Dumдум, 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 Neubeker 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 University of Southern Mississippi
Weihua Shi University of Southern Mississippi
Jian Wang 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 University of Texas Pan American
Joseph Roge' University of Texas Pan American
Les Rydl University of Texas Pan American
Mike Crews 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 Central Michigan University
Zhenyu Huang 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 Utah State University
John Vinsonhaler Utah State University
Gerry Scheffelmaier 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 Georgia Southern University
Han Reichgelt Georgia Southern University

US V.S. CHINA: WOMEN FACULTY IN COMPUTER SCIENCE
Wenying 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
WARDDRIVING: A CASE STUDY
Claude L. Simpson
University of Texas-Pan American
Mike Crews
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
International University of Monaco
William Lightfoot
International University of Monaco
Mounir Kehal
International University of Monaco

INFORMATION REQUIREMENTS FOR MAKING STRATEGIC DECISIONS AT THE ENTERPRISE LEVEL
Eugene Calvasina
Southern University and A & M College
Mysore Ramaswamy
Southern University and A & M College
Richard Calvasina
University of West Florida
Gerald Calvasina
Southern Utah University

MANAGING CRITICAL KNOWLEDGE MANAGEMENT ISSUES IN GLOBAL SOFTWARE DEVELOPMENT PROJECTS
Che-Hung Liu
Florida International University
Roman M. Wong
Barry University
Yen-Tzu Chen
Nova Southeastern University
Hua-Wei Huang
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
Robert Morris University
Cara Hoehn
Robert Morris University
Robert J. Skovira
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
Indiana University South Bend
Ganesh Vaidyanathan
Indiana University South Bend
Shi Zheng
Renmin University
Keith Smith
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

### FRIDAY OCTOBER 6, 2006

**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

**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  

FRIDAY OCTOBER 6, 2006
4:00 - 5:00
Session  8D  IS Literacy
Chair  Frank Duserick, Alfred University

PREDICTING (AND CREATING) SUCCESS IN CS1
Carl Farrell  
Hawaii Pacific University

PREPARING FOR THE SERVICE CALL: CIS FACULTY IN THE GENERAL STUDIES PROGRAM
Lynn R. Heinrichs  
Michele Kleckner
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 Hanchev                        Oklahoma Baptist University
Dale Hanchev                               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

24
PRESENCE OF E-LEARNING IN SLOVENIAN HIGHER EDUCATION INSTITUTIONS

Viktorija Sulčič
Dušan Lesjak

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

SATURDAY OCTOBER 7, 2006
9:00 - 10:00
Session 9D Security
Chair Mark Sena, Xavier University

APPLYING AGILE METHODOLOGIES TO IT SECURITY
Someshwar Kesh
Sandhya Jane

LOCKING DOWN LOG FILES: ENHANCING NETWORK SECURITY BY PROTECTING LOG FILES
Ralph B. Lantz
Rob Hall
Jason Couraud

PROCESSOR TYPE AND ITS RELATIONSHIP TO PERFORMANCE IN THE APPLICATION OF DISTRIBUTED PROCESSING TO DETERMINE VULNERABILITIES IN PASSWORD FILES
Paul Safonov
Dennis Guster
Renat Sultanov
Dimitri Podkorytov

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

GAMES ARE SERIOUS BUSINESS: THE ACADEMIC PURSUIT OF VIDEO GAMING
Alicia Aldridge

SYSTEM FOR ORDER ALLOCATION AMONG WAREHOUSES
Steffen Hett
Steve Davis
USING AN EXPERIENTIAL EXERCISE TO TEACH TELECOMMUNICATIONS CONCEPTS IN A CLASS FOR END USERS
Ronnie Fanguy
Betty Kleen
M. Khurrum Bhutta
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 Issus 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  Bryant University
  Suhong Li  Bryant University

IS UNDERGRADUATE SPAM UNDER CONTROL?
  Carl Case  St. Bonaventure University
  Darwin L. King  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  Augusta State University
  James Grayson  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  St. Cloud State University
  James Weber  St. Cloud State University

DATA SECURITY - IDENTITY THEFT: BANKS AND FINANCIAL INSTITUTIONS ARE ON THE LOOKOUT
  Eric Kieschnick  Texas A&M University - Kingsville
  Richard Aukerman  Texas A&M University - Kingsville
  Jack Shorter  Texas A&M University - Kingsville

IDENTITY THEFT: A TUTORIAL
  Robert J. Boncella  Washburn University
SECURITY RISKS OF CARELESS COMPUTER DISPOSAL
Karen Forcht North Carolina A & T State University
Richard Swart Utah State University
Shiloh Allen Utah State University
Daphyne S. Thomas 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 Hofstra University
Elaine Winston 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 National Taitung University
Edward T. Chen University of Massachusetts Lowell
Kuoching Feng 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 University of Texas at Tyler
Carol Kilmon University of Texas at Tyler
Tom Belt MD 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
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)


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.
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
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
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
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:

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

\[
\text{IF customer profile update indicates [opportunity Y] THEN inform Research and Development}
\]

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).
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.
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
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.
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; jliebow1@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.
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.
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.
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.
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 Dumdadum, 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’etre 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