



2013 Proceedings

ISECON

Information Systems Educators Conference

CONISAR

Conference on Information Systems Applied Research

November 7 to 9, 2013
San Antonio, Texas

Professional Affiliations:



2013 ISECON / CONISAR Proceedings

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Welcome to ISECON/CONISAR 2013

As the Conference Chairs for both ISECON and CONISAR Conferences, it is our pleasure to welcome you to the 30th Information Systems Educators Conference (ISECON) and 5th Conference on Information Systems Applied Research (CONISAR) in San Antonio, Texas. We want to extend a warm welcome to all IS/CS/IT colleagues who share an interest in improving IS education and research.

ISECON brings information educators from all over the world to share ideas on IS education. The conference is the largest continuously running conference for IS Educators, with close to 30 years of fostering discussion and research on the many facets of IS education. Some of the topics include pedagogical research, curriculum guidelines, assessment, and distance education.

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

A conference of this size is the work of many individuals. As chairs we are honored to work with such a talented team of volunteers. As you participate this weekend, please say a thank you to the individuals of this great and expanded team: Kevin Jetton, conference meeting planner/coordinator; Scott Hunsinger, CONISAR papers chair; Muhammed Miah and Jeffery Babb our new ISECON papers chairs and their assistant Olga Petkova; 'Packy' Lavery, workshops; Ken Corley, panels; Mike Smith, abstracts; Tony Serapiglia and Cameron Lawrence teaching cases Eric Breimer, webmaster; and finally to Gary White our local host committee chair who assisted us in many endeavors to make your conference more enjoyable. If you would like to be part of ISECON/CONISAR 2014 in Baltimore please just step up and volunteer.

We are especially pleased to have the return of our supporters. Special thanks for Pearson, EMC, NetApp, ICCP, IBM, Cengage, Wiley and Murach Publishing for their support of IS Education. Please visit their exhibits and workshops. Thank you to Brian Reithel for leading this effort.

If there is anything we can do to make your time more rewarding at the 2013 Conferences, don't hesitate to ask.

Tom Janicki and Leslie (Wag) Waguespack
2013 ISECON/CONISAR Conferences Chairs

Conference Highlights

Thursday Highlights

Reception	Meetings	Professional Workshops (8:30 AM)	Professional Workshops (1:30 PM)
Welcoming Reception and EDSIG Fellows Recognition 6:00 p.m., River Plaza (Ground Floor, outside) <i>*included in the Guest Package</i> Underwritten by ICCP	First Time Attendee Welcoming Session (all new attendees welcome!) 5:00 p.m., Texas Ballroom C EDSIG Board of Directors Meeting 8:30 a.m. Board room	EMC: Data Science and Big Data Analytics (Executive Salon 3) Microsoft: Teaching Web Development Skills to Build Desktop/Tablet Apps & Modern Websites (Executive Salon 5)	IBM: Back to the Mainframe: IBM zEnterprise in the IS/CS & IT Curriculum (Bluebonnet) NetApp: Implementing Storage & Data Management into IS Programs (Executive Salon 3)

**Paper Presentation Sessions at 1:30 and 3:30 p.m.

**Refreshment Break at 3:00

Friday AM Highlights

Meals / Tour	Workshops / Demonstrations	Panels
Breakfast / Organizations Update and Trends 7:45 a.m. Texas Ballroom B Underwritten by NetApp	HTML 5: A Hands-On Workshop for Leveraging the Latest in Web Technology 9:30 a.m., Exec Salon 5 NetApp: Formula 1 Racing & Information Systems Education – Keeping Pace with IS Innovation at 200 mph!, 9:30 a.m., Exec Salon 5 EMC Academic Alliance - Educating Future IT Professionals, 10:50 a.m. Exec Salon 3 Wiley: Digital Learning Platforms and Opportunities, 11:20 a.m., Exec Salon 3	Big Data in the IT/IS/CS Curriculum 9:30 a.m. Ballroom C Journal of Information Systems Education (JISE) Insight and Advice on Publishing Your Research 10:50 a.m., Ballroom C
Private Riverboat Tour (Meet at Registration desk at 10:00 am) <i>*included in guest package, \$10 for all other participants</i>		
2013 Distinguished Educator Luncheon: Joseph Valacich Noon – Texas Ballroom C Underwritten by Pearson		

**Paper Presentation Sessions at 9:30 and 10:50 a.m.

**Refreshment Break at 10:30 a.m.

****Distinguished Educator Luncheon – Noon**

Friday PM Highlights

Social on the Riverwalk!	Meetings	Workshops / Demonstrations	Panels
Social, meal and fun at the Mexican Manhattan on the Riverwalk Meet in Lobby at 6:45 p.m. to walk to the event <i>*included w/ Guest Package</i>	EDSIG Fellows Annual Meeting 2:00 pm., Boardroom EDSIG Board Town Hall with Members, 3:45 p.m. Exec Salon 2, all welcome!	WorkLight - A New Paradigm in Mobile Application Development 2:00 p.m., Exec Salon 3 Drinking from the Fire Hose: Tools for Teaching Big Data Concepts in the Introductory IT Classroom 3:45 p.m., Exec Salon 3	Assessment for AACSB/ABET Schools Track Successful Program Assessment and Accreditation – Best Practices 3:45 p.m., Texas Ballroom 3

**Paper Presentation Sessions at 2 and 3:45 p.m.

**Refreshment Break at 3:30 p.m.

Saturday AM Highlights

Meals / Recognition	Workshops / Demonstrations	Panels
Breakfast – Update on EDSIG/FITE/AITP 7:45 a.m., Ballroom B Underwritten by EMC Best Papers Recognition Luncheon 12:00 p.m., Ballroom B	Data Analytics with R, 9:00 a.m. Executive Salon 3 ICCP: Assessment a crucial aspect to improving your curriculum, 11:30 a.m., Executive Salon 3	Building Effective Corporate Advisory Boards, 9:00 a.m., Texas Ballroom C Building Academic Alliances into your Curriculum with Industry Leaders, 11:00 am. Ballroom C

**Paper Presentation Sessions at 9:00 and 11:00 a.m.

**Refreshment Break at 10:30 a.m.

Saturday PM Highlights

Meetings	Workshops	Panels
EDSIG Annual Meeting / Elections. All welcome! 5:00 p.m. San Antonio Ballroom	On the Shoulders of Giants: Mobile Websites with Twitter Bootstrap 2:15 p.m., Executive Salon 3	Is Now the time to Bring Business Intelligence into the Curriculum?, 2:15 p.m., Texas Ballroom C

**Paper Presentation Sessions at 2:15 and 4:00 p.m.

**Refreshment Break at 3:40 p.m.

Sunday AM Highlights

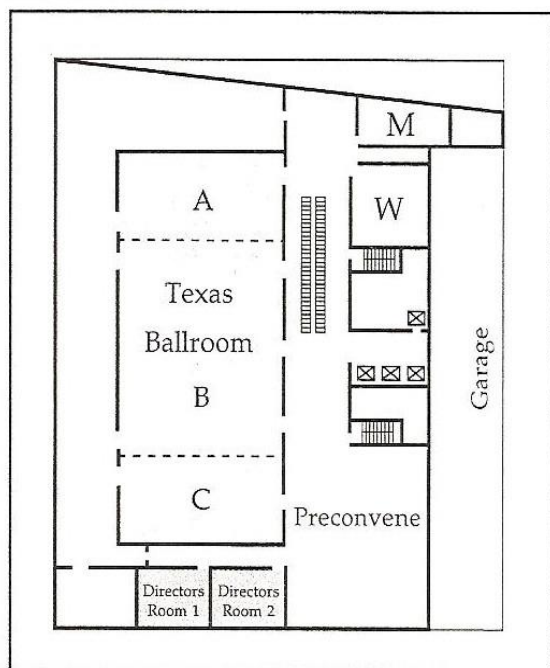
Farewell Continental Breakfast	2013 Volunteer Thank You and 2014 Planning Team Breakfast
Coffee and Fruit before your say goodbye 8:00 a.m., 2 nd Floor Registration Area	Breakfast for all 2013 Conference Volunteers and new 2014 volunteers, 7:30 a.m. Exec Salon 1

Hotel Maps

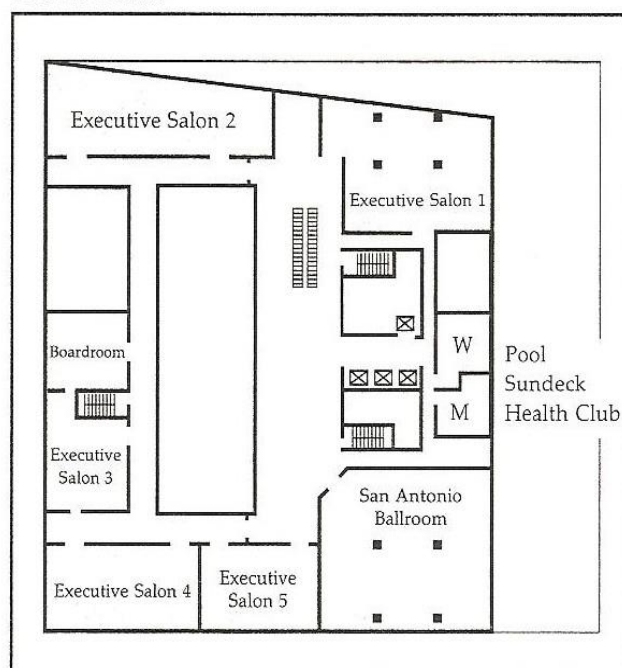
Wyndham San Antonio Riverwalk Hotel Meeting Space & Sessions

Location	Conference Activities
Hotel 2nd Floor	Registration, Exhibitors/Breaks, Meal Functions, Panel Discussions
Hotel 3rd Floor	Board Meetings, Workshop & Conference Presentation Sessions
River Terrace	THU Welcome Reception (beyond the Motor Lobby – take elevator/stairs to the river)

Second Floor



Third Floor



Level 2	Events	Level 3	Events
Preconvene	Registration/Breaks/Exhibits	Exec Salons 1-5	Workshops & Sessions
Texas A	Thu Workshop Luncheon	Boardroom	Board Meetings
Texas B	General Sessions & Meals	San Antonio Ballroom	Sat EDSIG Member Mtg
Texas C	Panels/Workshop		

Thursday Night Welcome Reception

6-7:15pm *Walk across the motor lobby driveway, *Take stairs/elevator down to River Terrace

*Note: Cash "only" cash bar

Friday Night Fun Event & Dinner Details:

6:45pm: Meet in Hotel Lobby, (short walk: 3 blocks via the Street or Riverwalk)

*Head to the riverwalk and turn Right, *Go 3 blocks South (towards Embassy Suites)

*Just before you get to Commerce Street, Head UP the stairs to the balcony!









*Street Level access available too!

7-10pm: Mexican Manhattan Mexican Restaurant Balcony

(110 Soledad Street)

Our Sponsors and Exhibitors

Thank you to our exhibitors and sponsors of this year's conferences. Please make sure you visit their exhibits and attend their workshops/product demonstrations to learn more about how they may assist IS/CS/IT educators.

<p>Premier Conference Sponsor</p>  <p>Friday Luncheon Sponsor.</p>	<p>Gold Sponsor, Friday Breakfast Sponsor</p>  <p>Workshop on Thursday at 1:30 p.m.</p> <p>Demonstration on Friday at 9:30 a.m.</p> <p>Mark Conway</p>
<p>Gold Sponsor and Saturday Breakfast Sponsor</p>  <p>Workshop on Thursday at 8:30 a.m.</p> <p>Demonstration on Friday at 10:50 a.m.</p> <p>Kim Yohannan</p>	<p>Silver Sponsor and Thursday Reception Sponsor</p> 
 <p>Exhibitor</p> <p>Workshops on Thursday at 1:30 p.m. and Friday at 2:00 p.m.</p> <p>Paul Newton Vance Morris</p>	 <p>Exhibitor</p> <p>Demonstration on Friday at 11:20 a.m.</p> <p>Beth Golub Margaret Barrett</p>
 <p>Exhibitor</p> <p>Visit their exhibit on the second floor for more information.</p>	 <p>Exhibitor</p> <p>Visit their exhibit on the second floor for more information.</p>

Detailed Schedule

Thursday, November 7 – Professional Workshops

Thursday, Nov 07 - 8:30 am to 12 Noon

Location	8:30 to 12 Noon	Description
Executive Salon 3	EMC: Data Science and Big Data Analytics <i>David Dietrich,</i> EMC Advisory Technical Education Consultant, (2675)	Join EMC for half-day workshop on how big data transforms business. We are excited to have David Dietrich, EMC Advisory Technical Education Consultant, run this workshop. David leads EMC's curriculum, strategy and course development related to Data Science and Big Data Analytics.
Executive Salon 5	Teaching Web Development Skills to Build Desktop/Tablet Apps & Modern Websites; presented by Microsoft <i>Ryan Joy,</i> Microsoft Corporation, (2677)	Increase your current skillset and development knowledge of HTML5, JavaScript, CSS3. This session will focus on utilizing Visual Studio 2012 to build HTML5/CSS sites and also building modern Windows Store apps....

Thursday, Nov 07 - 1:30 pm to 5:00 pm

Location	1:30 to 5:00 pm	Description
Blue Bonnet	Back to the Mainframe: IBM zEnterprise in the IS/CS & IT Curriculum Paul Newton, IBM, IBM Consulting IT Specialist (2678)	Expected retirements of 60,000 zEnterprise professionals over the next decade will create unprecedented career opportunities for qualified IS/CS & IT graduates in the United States
Executive Salon 3	Implementing Storage & Data Management into IS Programs <i>Mark Conway,</i> Sr. Program Lead, NetApp Academic Alliances Program (2676)	Please join NetApp for a highly practical workshop designed to enable you to add an exciting new data management component and storage industry certification to your institution's IS program

Thursday, November 7 – 1:30 to 3:00 p.m.

Location	Chair	1:30 to 1:55 pm	2:00 to 2:25 pm	2:30 to 2:55 pm
Executive Salon 1	Conn, Samuel	<u>ISECON Paper</u> Pedagogy Developing a Campus Social Website for Buying, Selling, and Trading Textbooks <i>Miah, Omar, Sagioglu</i> , Southern University at New Orleans, (2508)	<u>ISECON Paper</u> Other Topics Reflections on Teaching App Inventor for Non-Beginner Programmers: Issues, Challenges and Opportunities <i>Soares</i> , Southern Illinois University, (2552)	<u>ISECON Paper</u> Pedagogy Aggregation in Spatial Data Management: Prerequisite Database Concepts for GIS Skills in Retail Marketing <i>Wu</i> , Robert Morris University, (2576)
Executive Salon 2	Smarkusky, Debra	<u>ISECON Paper</u> Distance Education Challenges Access to on-line learning: a SAD case <i>Kmetz</i> , University of South Florida saint Petersburg, <i>Davis</i> , USF Saint Petersburg, (2556)	<u>ISECON Paper</u> Pedagogy A Learning Theory Approach to Using Capture Technology in Teaching: Ideas from Basic Lecture Capture to Student-Created Content <i>Berardi, Blundell</i> , Kent State University at Stark, (2561)	<u>ISECON Paper</u> Distance Education Challenges Different Keystrokes for Different Folks: Addressing Learning Styles in Online Education <i>Pinchot, Pullet</i> , Robert Morris University, (2562)
Executive Salon 4	Liu, Xiang (Michelle)	<u>CONISAR Paper</u> Security / Networks / Communications Data Privacy: Are We Accidentally Sharing Too Much Information? <i>Chawdhry</i> , California University of Pennsylvania, <i>Pullet, Douglis</i> , Robert Morris University, (2818)	<u>ISECON Paper</u> Distance Education Challenges Distance Synchronous Information Systems Course Delivery <i>Peslak</i> , Penn State University - Worthington Scranton, <i>Lewis, Aebli</i> , Penn State University , (2503)	<u>ISECON Paper</u> IS Research toward Educators Document Explosion in the World of Big Data - Curriculum Considerations <i>Liu, Murphy</i> , Marymount University, (2512)

Thursday, November 7 – 3:30 to 5:00 p.m.

	3:30 to 3:55 pm	4:00 to 4:25 pm	4:30 to 4:55 pm
Executive Salon 1 Soares, Andrey	<p><u>ISECON Paper / Pedagogy</u></p> <p>The Google Online Marketing Challenge: Real Clients, Real Money, Real Ads and Authentic Learning</p> <p><i>Miko</i>, St. Francis University, (2565)</p>	<p><u>ISECON Paper / Integration other Disciplines</u></p> <p>Interdisciplinary Project Experiences: Collaboration between Majors and Non-Majors</p> <p><i>Smarkusky, Toman</i>, Penn State U (2540)</p>	<p><u>ISECON Paper / Security and Assurance Ed</u></p> <p>Creating a Virtualized Environment for Large-Scale Hands-On IA Education</p> <p><i>Cronin, Pauli, Ham</i>, Dakota State University, (2522)</p>
Executive Salon 2 Blundell, Gregory	<p><u>ISECON Paper / Enrollment Trends</u></p> <p>Increasing Graduation and Transfer Rates for STEM Students in the Community College</p> <p><i>Sorkin</i>, Community College of Baltimore County, (2538)</p>	<p><u>ISECON Paper / Enrollment Trends</u></p> <p>A Preliminary Comparison of Student and Professional Motivations for Choosing Information Systems</p> <p><i>Brooks, Korzaan</i>, Middle Tennessee State U, <i>Ceccucci</i>, Quinnipiac U, (2573)</p>	<p><u>CONISAR Paper / Other Topics</u></p> <p>Bizprojet: The co-design of an affinities and skills search-engine. Team building around an innovative project: New knowledge shared?</p> <p><i>Lombardo</i>, Euromed Management, <i>Agostinelli, Ouvrard, Arvanitakis, Metge</i>, LSIS CNRS, <i>Linscott</i>, Euromed Management Kedge, (2525)</p>
Executive Salon 4 Cox, Trissa	<p><u>CONISAR Paper / IT Management / Strategy</u></p> <p>A Process Improvement Framework for Information Technology Management in Small to Medium Enterprises (PI4IT)</p> <p><i>Bilan, McCord</i>, Lawrence Technological U, (2815)</p>	<p><u>CONISAR Paper / Systems Development</u></p> <p>Software Engineering: accessing IT core concepts</p> <p><i>Davis</i>, USF Saint Petersburg, <i>Kmetz</i>, University of South Florida saint Petersburg, (2817)</p>	<p><u>ISECON Paper / Other Topics</u></p> <p>Educational Software for First Order Logic Semantics in Introductory Logic Courses</p> <p><i>Mauco</i>, Universidad Nacional del Centro de la Provincia de Buenos Aires, <i>Ferrante</i>, College Board, <i>Felice</i>, Departamento de Computacion y Sistemas. Facultad de Ciencias Exactas. Unive, (2567)</p>
Executive Salon 5 Elsass, Arthur	<p><u>ISECON Paper / Security and Assurance Ed</u></p> <p>A New Value for Information Security Policy Education</p> <p><i>White</i>, Texas State U-San Marcos, (2578)</p>	<p><u>ISECON Paper / Enrollment Trends</u></p> <p>Gender Rationales and Success Factors in Assessing and Selecting a Major in Information Technology at the Undergraduate Level of a University Program: A Focus Group Approach</p> <p><i>Mishra, Draus, Caputo, Leone, Kohun, Repack</i>, Robert Morris University, (2517)</p>	<p><u>ISECON Paper / Integration Other Disciplines</u></p> <p>Interdisciplinary IT: An Expanded Approach</p> <p><i>Fahy, McAleer, Precourt, Szakas</i>, University of Maine at Augusta, (2557)</p>

Friday, Nov 8 - 9:30 am to 10:25 am

Location	Chair	9:30 to 9:55 am	10:00 to 10:25 am
Executive Salon 1	Schwieger, Dana	<p><u>ISECON Paper / Outcomes Assessment</u></p> <p>A Paradigm for Student Learning Outcome Assessment in Information Systems Education: Continuous Improvement or Chasing Rainbows?</p> <p><i>Saulnier</i>, Quinnipiac University, (2507)</p>	<p><u>ISECON Paper / IS Research toward Educators</u></p> <p>Relevance of Student Resources in a Flipped MIS Classroom</p> <p><i>Adkins</i>, Northwest Missouri State University, (2523)</p>
Executive Salon 2	Imboden, Thomas	<p><u>CONISAR Paper /ERP/Bus Process/Supply Chain</u></p> <p>Online versus In-Store: Price Differentiation for Multi-Channel Retailers</p> <p><i>Flores, Sun</i>, University of Texas Pan American, (2809)</p>	<p><u>CONISAR Paper / Systems Development/Software Eng</u></p> <p>The De-Escalation of the DHS HSIN Next Gen Project</p> <p><i>Rosenhauer, Korzaan</i>, Middle Tennessee State U., (2811)</p>
Executive Salon 3		<p><u>ISECON Workshop</u></p> <p>HTML 5: A Hands-On Workshop for Leveraging the Latest in Web Technology</p> <p><i>Dana, Babb, Jafar</i>, West Texas A&M University, (2671)</p>	<p><u>ISECON Workshop</u></p> <p>HTML 5: A Hands-On Workshop for Leveraging the Latest in Web Technology (Continued)</p>
Executive Salon 4	Shannon, Li-Jen	<p><u>ISECON Paper / Other Topics</u></p> <p>Information Technology Job Skill Needs and Implications for Information Technology Course Content</p> <p><i>Janicki, Cummings, Kline</i>, University of North Carolina Wilmington, (2504)</p>	<p><u>ISECON Paper /Other Topics</u></p> <p>Issues of Digital Ecosystems Approach to Biological Ecosystem Simulation Model Fit Optimization</p> <p><i>Debuse</i>, University of the Sunshine Coast, <i>Miah</i>, Victoria University, <i>Debuse, Lawson</i>, Queensland Government Department of Agriculture, (2536)</p>
Executive Salon 5	Paullet, Karen	<p><u>ISECON Workshop</u></p> <p>Formula 1 Racing & Information Systems Education - Keeping Pace with IS Innovation at 200 mph!</p> <p><i>Conway</i>, NetApp, (2687)</p>	<p><u>ISECON Paper / IS Research toward Educators</u></p> <p>Students Perception of Social Media as a Course Tool</p> <p><i>McCarthy</i>, Quinnipiac University, <i>McCarthy</i>, Central Connecticut State University, (2510)</p>
Texas Ballroom C	Ken Corley	<p><u>ISECON Panel</u></p> <p>Big Data in the IT/IS/CS Curriculum</p> <p><i>Dietrich, EMC, Newton, IBM, Corley</i>, Appalachian State University, (2688)</p>	<p><u>ISECON Panel</u></p> <p>Big Data in the IT/IS/CS Curriculum (Continued)</p>

Friday, Nov 8 – 10:50 to 11:45 a.m.

Location	Chair	10:50 to 11:15 am	11:20 to 11:45 am
Executive Salon 1	Miah, Muhammed	<p><u>ISECON Paper / Pedagogy</u></p> <p>From Database Concepts to Application: Use Problem-Based Learning and Oracle Development Tools to Facilitate Learning</p> <p><i>Kreie, Ernst</i>, New Mexico State University, (2541)</p>	<p><u>ISECON Paper / Pedagogy</u></p> <p>Click It and Ticket: Extending the benefits of clickers in small classrooms to increase non-anonymous class participation</p> <p><i>Fryling</i>, Siena College, (2546)</p>
Executive Salon 2	Davis, Christopher	<p><u>CONISAR Paper / PhD Papers/WIP</u></p> <p>Feasibility of a Platform-as-a-Service Implementation using Cloud Computing for a Global Service Organization</p> <p><i>Gai, Steenkamp</i>, Lawrence Technological U., (2805)</p>	<p><u>CONISAR Paper / IT Management / Strategy</u></p> <p>Microsoft vs Apple: Which is Great by Choice?</p> <p><i>Sena, Olsen</i>, California Polytechnic University, (2803)</p>
Executive Salon 3		<p><u>ISECON Workshop</u></p> <p>EMC Academic Alliance - Educating Future IT Professionals</p> <p><i>Yohannan</i>, EMC, (2679)</p>	<p><u>ISECON Workshop</u></p> <p>Digital Learning Platforms and Opportunities</p> <p><i>Golub, Barrett</i>, John Wiley & Sons, Inc., (2680)</p>
Executive Salon 4	McCarthy, Richard	<p><u>ISECON Paper / Distance Education Challenges</u></p> <p>Application of Lean Management Techniques in Support of Improved Online Learning: A Baseline Study of Deterministic Factors Related to Instructional Design and Course Development Efficacy</p> <p><i>Markham</i>, Georgia Military College, <i>Conn</i>, Southern Polytechnic State U., (2568)</p>	<p><u>ISECON Paper / Pedagogy/Curriculum</u></p> <p>A Study of Information Systems Programs Accredited by ABET In Relation to IS 2010</p> <p><i>Feinstein, Longenecker, Shresthat</i>, University of South Alabama, (2527)</p>
Executive Salon 5	Siegfried, Robert	<p><u>CONISAR Paper / Systems Devel/Software Eng</u></p> <p>A Comparison of Software Testing Using the Object-Oriented Paradigm and Traditional Testing</p> <p><i>Gordon, Roggio</i>, University of North Florida, (2813)</p>	<p><u>CONISAR Paper / Security / Networks / Communications</u></p> <p>Information Security in Nonprofits: A First Glance at the State of Security in Two Illinois Regions</p> <p><i>Imboden</i>, Southern Illinois U., <i>Phillips</i>, West Chester U, <i>Seib</i>, Murray State U., <i>Fiorentino</i>, West Chester U, (2820)</p>
Texas Ballroom C		<p><u>ISECON Panel</u></p> <p>Journal of Information Systems Education (JISE) Insight and Advice on Publishing Your Research</p> <p><i>Kruck</i>, James Madison University, (2651)</p>	<p><u>ISECON Panel</u></p> <p>Journal of Information Systems Education (JISE) Insight and Advice on Publishing Your Research (Continued)</p>

Friday, Nov 8 – 2:00 to 3:25 p.m.

Location / Chair	2:00 to 2:25 pm	2:30 to 2:55 pm	3:00 to 3:25 pm
Executive Salon 1 Fryling, Meg	<u>CONISAR Paper / Cloud Computing</u> A Study of Cloud Computing Infrastructure-as-a-Service (IaaS) in Financial Firms <i>Lawler, Howell-Barber, Joseph, Narula, Pace University, (2804)</i>	<u>ISECON Paper / Distance Ed Challenges</u> A Study of E-Readiness Assessment: The Case of Three Universities in Nigeria <i>Eweni, Southern U at NO, Meyinsse, Mbarika, Southern U Baton Rouge, Okpechi, Southern U at New Orleans, (2513)</i>	<u>CONISAR Paper / BI / Big Data</u> Decision-Making via Visual Analysis using the Natural Language Toolkit and R <i>Jafar, Babb, Dana, West Texas A&M University, (2821)</i>
Executive Salon 2 Roggio, Robert	<u>ISECON Paper Pedagogy</u> Digital Evolution of the Written Language <i>Omar, Miah, Southern University at New Orleans, (2509)</i>	<u>ISECON Paper IS Research toward Educators</u> Big Data in the Information Age: Exploring the Intellectual Foundation of Communication Theory <i>Borkovich, Noah, Robert Morris U, (2550)</i>	<u>ISECON Paper / Other Topics</u> Evaluating Effectiveness of Pair Programming as a Teaching Tool in Programming Courses <i>Faja, University of Central Missouri, (2558)</i>
Executive Salon 3	<u>ISECON Workshop</u> WorkLight - A New Paradigm in Mobile Application Development <i>Lavery, Robert Morris U, Morris, IBM,</i>	<u>ISECON Workshop</u> WorkLight - A New Paradigm in Mobile Application Development (Continued)	<u>ISECON Workshop</u> WorkLight - A New Paradigm in Mobile Application Development
Executive Salon 4 Slauson, Gayla	<u>CONISAR Paper / IT Mgt / Strategy</u> Looking Backwards to Look Ahead: Lessons from Barcode Adoption for RFID Adoption and Implementation <i>Sharma, NC Central U, Thomas, Suffolk U,</i>	<u>CONISAR Paper / IT Mgt / Strategy</u> A Study of Information Technology Operating and Capital Expenditures and Their Effect on Positive Firm Outcomes <i>Peslak, Penn State University - (2802)</i>	<u>ISECON Abstract</u> Sentiment Analysis of Academic Plagiarism Detection Tools <i>Balan, University of Dubuque, (2701)</i>
Executive Salon 5 Sena, James	<u>ISECON Paper / Enrollment Trends</u> IT educational experience and workforce development for Information Systems and Technology students <i>Legier, Soares, Southern Illinois U, (2571)</i>	<u>ISECON Paper / Pedagogy</u> Clone Yourself: Using Screencasts in the Classroom to Work with Students One-on-One <i>Lang, Ceccucci, Quinnipiac U, (2518)</i>	<u>ISECON Paper / Pedagogy</u> Assessing Face to Face and Online Course Delivery using Student Learning Outcomes <i>Sharma, Bryant, Murphy, NC Central U, (2574)</i>
Texas Ballroom C Babb, Jeffry	<u>ISECON Panel</u> Is Higher Education Broken? One Disruptive Model to not Only Survive, but Thrive <i>Valacich, University of Arizona, (2658)</i>	<u>ISECON Panel</u> Is Higher Education Broken? One Disruptive Model to not Only Survive, but Thrive (Continued)	<u>ISECON Paper / Integration oth Disciplines</u> Communicating the Value of Program-Level Accreditation for IS in the College of Business <i>Babb, Abdullat, West Texas A&M U, (2570)</i>

Friday, Nov 8 – 3:45 to 5:00 p.m.

Location	3:45 to 4:10 pm	4:15 to 4:40 pm	4:45 to 5:00 pm
Executive Salon 1 Reinicke, Bryan	<u>CONISAR Paper / Systems Development</u> Taxonomy of Common Software Testing Terminology: Framework for Key Software Engineering Testing Concepts <i>Roggio, Gordon</i> , University of North Florida, <i>Comer</i> , Texas Christian University, (2822)	<u>ISECON Paper / Enrollment Trends</u> Investigating a 21st Century Paradox: As the Demand for Technology Jobs Increases Why Are Fewer Students Majoring in Information Systems? <i>Burns, Gao, Sherman, Vengerov</i> , Ramapo College NJ, <i>Klein</i> (2547)	<u>ISECON Abstract</u> Enterprise Systems: A Measure of Student Learning With a Simulation Game <i>Kreie, Mora-Monge, Shannon</i> , New Mexico State University, (2683)
Executive Salon 2 Lomo-David, Ewuuk	<u>ISECON Panel</u> EDSIG Board Town Hall with Members <i>Ceccucci</i> , Quinnipiac University, (2656)	<u>CONISAR Paper / Web Apps, Web 2.0</u> Web Recruitment: Impact of Aesthetics and Playfulness on User's Initial Affective Reactions as it Relates to Applicant Attraction <i>Parzinger, Ward, Langford</i> , St. Mary's University, (2825)	<u>ISECON Abstract</u> Attributes Motivating the Embrace of Mobile Banking: A Comparative Experience of Indian and United States <i>Lomo-David</i> , North Carolina A&T State U. <i>Deb</i> , Indian Institute of Management - Ranchi, India, (2681)
Executive Salon 3	<u>ISECON Workshop</u> Drinking from the Fire Hose: Tools for Teaching Big Data Concepts in the Introductory IT Classroom <i>Frydenberg</i> , Bentley University, (2674)	<u>ISECON Workshop</u> Drinking from the Fire Hose: Tools for Teaching Big Data Concepts in the Introductory IT Classroom (Continued)	<u>ISECON Workshop</u> Drinking from the Fire Hose: Tools for Teaching Big Data Concepts in the Introductory IT Classroom (Continued)
Executive Salon 4 Wu, Peter	<u>CONISAR Paper Applied IS Research</u> Does File Sharing Lead to Legal Sales? Student Attitudes on Music Piracy <i>Siegfried</i> , Adelphi University, (2823)	<u>ISECON Paper Pedagogy/Curriculum</u> In Search of Design-Focus in IS Curricula <i>Babb</i> , West Texas A&M University, <i>Waguespack</i> , Bentley University, (2560)	<u>ISECON Abstract</u> Designing a Business Intelligence emphasis in the MBA program <i>Lu, Desai</i> , U of Alaska Anchorage, (2699)
Executive Salon 5 Blundell, Gregory	<u>ISECON Paper / Other Topics</u> A Comparison of Faculty and Student Perceptions of Cyberbullying <i>Molluzzo, Lawler</i> , Pace University, (2533)	<u>ISECON Paper / Other Topics</u> The Tablet Evolution and Diaspora <i>Sena</i> , California Polytechnic University, <i>Sena</i> , Xavier University, (2534)	<u>ISECON Abstract</u> A traditional school towards a new dimension - social learning <i>Ferreira, Moreira, Seruca</i> , University Portucalense , (2684)
Texas Ballroom C Ajani, Taiwo	<u>ISECON Panel</u> Assessment for AACSB/ABET Schools Track Successful Program Assessment and Accreditation - Best Practices Panelists - Next Column	<u>ISECON Panel (Continued)</u> <i>White</i> , Quinnipiac U., <i>Whitehouse</i> , ICCP Director of Certification, <i>Dhariwal</i> , Athabasca U and Exec Dir of ICCP <i>Hilton</i> , U of Wisc Eau Claire, <i>Rosenthal</i> , California State U, Los Angeles, (2657)	<u>ISECON Abstract</u> A Review of Technology Acceptance Models and Their Implication for Global Health Technologies <i>Ajani, Breese-Vitelli</i> , Robert Morris U,

Saturday, Nov 9 - 9:00 am to 10:25 am

Location / Chair	9:00 to 9:25 am	9:30 to 9:55 am	10:00 to 10:25 am
Executive Salon 1 Davis, Christopher	<u>ISECON Paper / Distance Ed Challenges</u> Unraveling e-Learning: An Investigation of Critical Constructs <i>Kamali</i> , Missouri Western State U, (2506)	<u>ISECON Paper / Pedagogy</u> Teaching Programming Style with Ugly Code <i>McMaster</i> , Lake Forest Col, <i>Sambasivam</i> , Azusa Pacific U. <i>Wolthuis</i> , Brigham Young U- HI, (2537)	<u>ISECON Paper / Distance Ed Challenges</u> Tool Choice for E-Learning: Task-Technology Fit through Media Synchronicity <i>Sun, Wang</i> , U of TX - Pan American, (2529)
Executive Salon 2 Nezlek, George	<u>ISECON Paper / Other Topics</u> Swipe In, Tap Out: Advancing Student Entrepreneurship in the CIS Sandbox <i>Charlebois, Hentschel, Frydenberg</i> , Bentley U, (2514)	<u>ISECON Paper / Enrollment Trends</u> Majoring in Information Systems: Reasons Why Students Select (or not) Information Systems as a Major <i>Snyder, Slauson</i> , Colorado Mesa U, (2524)	<u>ISECON Paper / Pedagogy/Curriculum</u> Computer Security Primer: Systems Architecture, Special Ontology and Cloud Virtual Machines <i>Waguespack</i> , Bentley University, (2511)
Executive Salon 3	<u>ISECON Workshop</u> Data Analytics with R <i>Jafar, Babb, Dana</i> , West Texas A&M U,	<u>ISECON Workshop</u> Data Analytics with R (workshop will go to 10:45) (Continued)	<u>ISECON Workshop</u> Data Analytics with R (workshop will go to 10:45) (Continued)
Executive Salon 4 Streff, Kevin	<u>ISECON Paper / Pedagogy/Curriculum</u> Influence of Due Date Frequency on Student Performance, Learning and Anxiety in an Introduction to MIS Course <i>Humphrey, Schwieger</i> , Southeast Missouri State University, (2520)	<u>ISECON Paper Distance Ed Challenges</u> Correlates of Learning Behaviors and Performance Outcomes in e-Learning <i>Kamali</i> , <i>Kianmehr</i> , Missouri Western State University, (2549)	<u>ISECON Paper / Pedagogy</u> Working with Real Companies, Making a Real Impact: Student Perspectives on the Google Online Marketing Challenge <i>Lang, Ceccucci</i> , Quinnipiac U, (2519)
Executive Salon 5 Kreie, Jennifer	<u>CONISAR Paper / Systems Development</u> Can Social Media aid Software Development? <i>Reinicke, Cummings</i> , UNC Wilm, (2816)	<u>ISECON Paper /Ethics Education</u> An Active Learning Activity for an IT Ethics Course <i>Woods, Howard</i> , Miami University, (2551)	<u>ISECON Paper Pedagogy</u> Reinforcing Systems Analysis and Design Process Learning <i>Pomykalski</i> , Susquehanna University, (2559)
Texas Ballroom C Smith, Michael	<u>ISECON Panel</u> Building Effective Corporate Advisory Boards <i>Janicki</i> , UNC Wilm, <i>Smith</i> , Georgia Ins of Tech, <i>Hunsinger</i> , Appalachian St U, (2655)	<u>ISECON Panel</u> Building Effective Corporate Advisory Boards (Continued)	<u>ISECON Paper / Pedagogy/Curriculum</u> Is There a Need For a Computer Information Systems Model Curriculum? <i>Longenecker, Feinstein</i> , U of South Alabama, <i>Babb</i> , West Texas A&M U, (2528)

Saturday, Nov 9 - 11:00 am to 11:55 am

Location / Chair	11:00 to 11:25 am	11:30 to 11:55 am
Executive Salon 1 Sambasivam, Samuel	<u>CONISAR Paper / Other</u> Shifting Technological Landscape: IT Departments and Anticipated Technological Changes Cummings, Janicki, Kline, UNCW Wilmington, (2810)	<u>ISECON Paper / Integration w/other Disciplines</u> Entrepreneurial Health Informatics for Computer Science and Information Systems Students <i>Lawler, Joseph, Narula</i> , Pace University, (2501)
Executive Salon 2 Pomykalski, James	<u>ISECON Paper / Pedagogy/Curriculum</u> How well do clicker scores correlate with course performance? A case study in MIS courses Hoanca, University of Alaska Anchorage, (2554)	<u>ISECON Paper / Outcomes Assessment</u> Who Needs Certifications? A Survey of Certifications in the IT Industry <i>Reinicke, Janicki</i> , University of North Carolina Wilmington, (2539)
Executive Salon 3		<u>ISECON Workshop</u> Assessment a crucial aspect to improving your curriculum <i>Bryon, Dhariwal</i> , ICCP, (2686)
Executive Salon 4 Sharp, Jason	<u>CONISAR Paper / Security / Networks / Communications</u> Risk Assessment & Management in Merchant Capture Systems: A Threat Analysis Perspective Streff, Shrestha, Delzer, Dakota State University, (2814)	<u>CONISAR Paper / IT Management / Strategy</u> Performance and Corporate Social Responsibility in the Information Technology Industry <i>Cowan, Parzinger, Welch</i> , St. Mary's University, <i>Welch</i> , University of Texas, San Antonio, (2812)
Executive Salon 5 Elsass, Arthur	<u>ISECON Case (Teaching)</u> "So what can I do with an MIS degree?" - Inspiring students to explore MIS by drawing on the voices of local innovators Lawrence, Clouse, Firth, Evans, University of Montana, Stephens, Ground Swell Media, (2714)	<u>ISECON Paper / Pedagogy/Curriculum</u> IS'15 - A Model Curriculum reflecting the emerging IS Profession <i>Rosenthal</i> , California State University, Los Angeles, <i>Dhariwal</i> , Excelsior College, <i>Whitehouse</i> , ICCP Director of Certification, (2535)
Texas Ballroom C	<u>ISECON Panel</u> Building Academic Alliances into your Curriculum with Industry Leaders Conway, NetApp, Floyd, California Polytechnic U, Kline, UNC Wilmington, Yohannan, EMC, (2653)	<u>ISECON Panel</u> Building Academic Alliances into your Curriculum with Industry Leaders (Continued)

Saturday, Nov 9 – 2:15 to 3:35 p.m.

Location / Chair	2:15 to 2:40 pm	2:45 to 3:10 pm	3:15 to 3:35 pm
Executive Salon 1 Parzinger, Monica	<u>ISECON Paper / Other Topics</u> A Case Study of Engaging Community Service Students through Visual Storytelling of High School Students with Disabilities <i>Lawler, Joseph</i> , Pace University, (2502)	<u>ISECON Paper / Other Topics</u> The Market for Career Tracks in Undergraduate IS Curricula in the U.S. <i>Hwang, Curl</i> , California State Polytechnic University, (2553)	<u>ISECON Abstract</u> Can Web 2.0 Tools Still Provide a Means for Effective Communication and Collaboration? <i>Kim</i> , Walsh U, <i>Breese-Vitelli</i> , Lasell College, <i>Homan</i> , Cornerstone Consulting Contracting Services, <i>Maloney</i> , Franciscan U, (2682)
Executive Salon 2 Nezlek, George	<u>ISECON Case (Teaching)</u> Academic Community Engaged Teaching Case: Driving Innovation through Project-Based Learning in Game Programming <i>Shannon</i> , Sam Houston State U, <i>Dalat Ward</i> , Fort Hays State U, (2711)	<u>ISECON Case (Teaching)</u> A Digital Native is Hacked: A Case Study <i>Lawrence</i> , U of Montana, <i>Fulton</i> , SubSector Solutions, <i>Evans</i> , <i>Firth</i> , U of Montana, (2713)	<u>ISECON Abstract</u> What Are Some Colleges Offering to Meet the Demand for Data Analytics? <i>Kreie</i> , New Mexico State University, (2696)
Executive Salon 3	<u>ISECON Workshop</u> On the Shoulders of Giants: Mobile Websites with Twitter Bootstrap	<u>ISECON Workshop (Continued)</u> <i>Breimer</i> , Siena College, (2689)	
Executive Salon 4 Pomykalski, James	<u>ISECON Paper / Pedagogy</u> An Organic Adoption of Team-Based Learning in the IS Curriculum <i>Landry, McKinney</i> , U of S Alabama, (2542)	<u>ISECON Case (Teaching)</u> Cleaning Data Helps Clean the Air <i>Donalds</i> , LIU, Bridgewater State U, (2717)	<u>ISECON Abstract</u> Flipping the Classroom: It's not simply assigning videos to watch <i>Smith</i> , Georgia Institute of Tech, (2700)
Executive Salon 5 Wu, Peter	<u>ISECON Paper / Distance Ed Challenges</u> If We Build Them, Will They Watch? A Preliminary Analysis of Students' Use of Professor-Created Videos in an Undergraduate Visual Basic Programming Class <i>Sharp, McAdams</i> , Tarleton State U, (2543)	<u>ISECON Case (Teaching)</u> Data Storage Forensics - What is Really Left After I Hit the Delete Button, and How Can I Actually Make Sure It's Gone? <i>Serapiglia</i> , St. Vincent College, (2715)	<u>CONISAR Abstract</u> Some Comparisons between SSM and the Activity Analysis and Development (ActAD) framework applied to IS development <i>Petkova</i> , Central Connecticut State U, <i>Petkov</i> , Eastern Connecticut State U, (2881)
Texas Ballroom C	<u>ISECON Panel</u> Is Now the time to Bring Business Intelligence into the Curriculum? Panelists: Next Column	<u>ISECON Panel (Continued)</u> <i>Tastle</i> , Ithaca College, <i>Longenecker</i> , <i>Feinstein</i> , U of South Alabama, <i>Guarneri</i> , <i>Pierce</i> , Paris Technology, <i>Russell</i> , Northwestern State U, (2654)	<u>ISECON Panel (Continued)</u> (s Now the time to Bring Business Intelligence into the Curriculum?

Saturday, Nov 09 – 4:00 to 4:55 p.m.

Location / Chair	4:00 to 4:25 pm	4:30 to 4:45 pm
Executive Salon 1 Lawler, James	<u>CONISAR Paper / PhD Papers/WIP</u> Predicting the Terminal Ballistics of Kinetic Energy Projectiles Using Artificial Neural Networks <i>Auten, Hammell II, Towson University, (2808)</i>	<u>CONISAR Paper / Web Applications, Web 2.0</u> Similarity and Ties in Social Networks A Study of the YouTube Social Network <i>Afrasiabi Rad, Benyoucef, University of Ottawa, (2819)</i>
Executive Salon 2 Serapiglia, Anthony	<u>ISECON Paper / Other Topics</u> Understanding the factors influencing the development of eGovernment in Saudi Arabia: the Use of Grounded Theory techniques <i>Alfarraj, King Saud University, Abugabah, American University in the Emirates, Alkhalaf, Qassim University, (2521)</i>	<u>ISECON Paper / Security and Assurance Education</u> The "Ethics" of Teaching Ethical Hacking <i>Pike, Cal Poly Pomona University, Curl, California State Polytechnic University, (2544)</i>
Executive Salon 3 Howell-Barber, H	<u>ISECON Paper / Distance Education Challenges</u> Are You Professional, Grumpy, or Childish? How Typeface Influences Student Perception of Online Instructors <i>Louch, Duquesne U, Stork, Robert Morris U, (2569)</i>	<u>ISECON Paper / Pedagogy/Curriculum</u> Confronting the Issues of Programming In Information Systems Curricula: The Goal is Success <i>Babb, West Texas A&M U, Longenecker, U of South Alabama, Baugh, Robert Morris U, Feinstein, U of South Alabama, (2572)</i>
Executive Salon 4 Parzinger, Monica	<u>ISECON Paper / Pedagogy/Curriculum</u> Gamification and Creating Game Developers <i>Redfield, St. Mary's University, (2516)</i>	<u>ISECON Paper / Ethics Education</u> Privacy and Security Challenges of RFID <i>Unuakhalu, Pande, Kentucky State University, (2575)</i>
Executive Salon 5 Sharp, Jason	<u>CONISAR Paper / Other</u> Creating A Semantic Differential Scale For Measuring Users' Perception and Attitude To Emerging Technologies <i>Ajani, Ferrum College, (2564)</i>	<u>ISECON Abstract</u> Decision Support Systems: A Crossroad between Public Health and Information Systems <i>Ajani, Robert Morris University, (2697)</i>
Texas Ballroom C Lavery, Joseph	<u>ISECON Paper / Capstone Experience</u> RAPID, A Short-Life-Cycle Methodology for Development of Information Systems <i>Longenecker, U of South Alabama, Baugh, Robert Morris U, Feinstein, Purawat, U of South Alabama, (2545)</i>	<u>ISECON Paper / Pedagogy</u> Flipping Introduction to MIS for a Connected World <i>Law, University of Guam</i>

Welcomes

EDSIG President

Welcome to ISECON/CONISAR 2013

Dear Members, Colleagues, and Friends,

This year's conference is being held in San Antonio, Texas. The conference hotel is located right on the river walk. From there you can easily walk to the Alamo, shops, and many fine restaurants and bars. The conference theme is "Business Intelligence in a World of Big Data". We have many workshops and presentations in that exciting and challenging arena. Some of the workshops include: Data Science, Big Data Analytics, Storage & Data Management, and zEnterprise in the IS Curriculum.

We have assembled an exciting program packed with interesting papers, workshops, seminars, and ample opportunity to network and interact with your fellow colleagues. As President of AITP Educational Special Interest Group, I am very grateful to each person who participated in making this conference a success. This conference is a team effort, and I would like to thank all of the session chairs, authors, reviewers, session chairs, and presenters.

The ISECON/CONISAR Conference Committee, led by Tom Janicki and Les Waguespack, have worked diligently on the conference. They have designed an exciting and rich program with special emphasis on Big Data. Tom has served for the fourth year as our ISECON/CONISAR chair and continues to be the publisher of our proceedings and journals. The amount of work and effort he personally puts into the conference is extraordinary.

Kevin Jetton is the conference meeting planner and works tirelessly to ensure your experience is first class. The papers, panels, workshop and case teams work hard to insure higher quality papers each year. I would like to thank Jeffry Babb and Muhammed who served as our ISECON Papers Co-Chairs, and Scott Hunsinger, who once again served as CONSIAR papers chair. The rest of our entire Conference team also deserves special thanks including Olga Petkova, Anthony Serapiglia, Cameron Lawrence, Mike Smith, George Nezelek, Ken Corley, Nita Brooks, Michelle Louch, Peter Wu, Eric Breimer, Garry White, and Brian Reithel.

I hope you have an enjoyable conference experience and I look forward to seeing you in at the conference

Wendy Ceccucci
Quinnipiac University
AITP-EDSIG President

FITE President



*Foundation for
Information Technology
Education*

**500 North Michigan Avenue, Suite 3400
Chicago, IL 6061**

Dear Fellow IT/IS Colleague:

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

This week and weekend, we are gathering to expand our understanding of information systems education. We are extremely grateful for the efforts of the entire ISECON 2013 and CONISAR 2013 conference planning committees for organizing these conferences. Thanks to conference chairs Tom Janicki, Les Waguespack and Kevin Jetton, for sure a great conference. Be sure to visit with our sponsors and vendors during the conference, attend the vendor workshops and say thanks!

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

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

On behalf of the FITE Board of Regents, I would like to extend our gratitude to those who have participated for many years to build the coalition that draws on the combined strengths of EDSIG, AITP and FITE. We hope ISECON 2013/CONISAR 2013 will be a valuable experience – from both a personal networking and professional development viewpoints. We also sincerely hope you will join us next year in Baltimore, Maryland on November 6 to 9, 2014

Have a great conference and let us know if there is anything that we can do to make your conference experience better not only this year, but in future years as well!

Sincerely,
Nita Adams, CISSP
President, Foundation for Information Technology Education

AITP President



Dear ISECON/CONISAR Attendee:

The Native American word for friend is Tejas. The Spanish word for welcome is bienvenido. As a native Texan, and on behalf of the Association of Information Technology Professionals (AITP), the Educational Special Interest Group (EDSIG) and the Foundation for Information Technology Education (FITE), bienvenido to ISECON/CONISAR 2013 my Tejas.

ISECON, held since 1982, is the largest continuously running conference for information systems educators and our continued commitment to provide the most relevant and timely information and tools, combined with our distinguished presenters and leading edge sponsors, truly makes ISECON the premier event to attend.

The theme of this year's ISECON, held in conjunction with CONISAR, is Business Intelligence in a World of Big Data. With the continuing expansion of business on the Internet intersecting with anywhere, anytime mobile communications and computing, dual challenges have been created for IS education and business strategy: turning massive amounts of data into business insight.

During the conference, our thought leaders and subject matter experts will be discussing these overlapping challenges as well as how we, as IS educators, can help bridge the employment gap between graduates seeking IS careers and businesses seeking market advantage by training our graduates or retraining our experienced IT professionals with the skills that employers want. Companies today are searching for more than just a degree or the right technical skills – businesses are requiring business knowledge and soft skills.

Our 30th Annual Conference kicks off with a First Timers Welcome and EDSIG Fellows Reception and includes throughout the conference, several social and luncheon programs designed to foster collaboration among your fellow attendees in addition to our stellar line up of education sessions. In addition, we have scheduled tours and trips to visit the landmarks in San Antonio! We encourage you to visit the Alamo - you may be surprised just how small it is compared to what you see in the movies! While the Alamo covered over ten acres, only the original mission church survives today.

Be sure and join us at our Friday luncheon to hear Distinguished Educator & Keynote Speaker Dr. Joseph Valacic, the Terry Valeski professor of MIS at the University of Arizona and the author of Information Systems Today, one of the top selling textbooks in the IS field.

Thank you for joining us for these three days of education and networking. Together, we are empowered to support the information systems educators of today.
Bienvenido to San Antonio, my Tejas!

Kindest Regards,

William Fly, CDP. CCP
2013 Association President
Association of Information Technology Professionals

2013 Conference Team

ISECON/CONISAR Conferences Chairs Tom Janicki Leslie Waguespack	University of North Carolina Wilmington janickit@uncw.edu Bentley University LWaguespack@Bentley.edu
Meeting Coordinator Kevin Jetton	Texas State University kjetton@satx.rr.com
CONISAR Papers Chair Scott Hunsinger	Appalachian State University hunsingerds@appstate.edu
ISECON Papers Chairs Muhammed Miah Jeffry Babb	Southern University at New Orleans mmiah@suno.edu West Texas A&M / jbabb@wtamu.edu
ISECON Assistant Papers Chair Olga Petkova	Central Connecticut State University petkovao@ccsu.edu
IS Teaching Cases Chair Anthony Serapiglia Cameron Lawrence	St. Vincent College / anthony.serapiglia@email.stvincent.edu University of Montana / cameron@camlawrence.com
Abstracts Chair Mike Smith	Georgia Institute of Technology anarristi@gmail.com
Panels Chair Ken Corley	Appalachian State University corleyjk@appstate.edu
Academic Workshops Chair Packy Laverty	Robert Morris University Laverty@rmu.edu
Web Developer / Program Chair Eric Briemer	Siena College ebreimer@siena.edu
1st Timers Welcome Nita Brooks Peter Wu	Middle Tennessee State University nita.brooks@mtsu.edu Robert Morris College / wu@rmu.edu
Host City Coordination Gary White	Texas State University San Marcos gw06@txstate.edu
Best Papers Awards Bill Tastle – ISECON Gerald DeHondt II – CONISAR	Ithaca College /tastle@ieee.org gdehondt@gmail.com
Exhibitors Chair / Registration System Brian Reithel	University of Mississippi breithel@bus.olemiss.edu
Social Media Michelle Louch	Sandford Brown Institute mlouch@sandfordbrown.edu

2013 Distinguished Educator – Dr. Joseph Valacich

Award will be presented at the Friday Luncheon

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



Dr. Joseph (Joe) Valacich is the Terry Valeski Professor of MIS and the Director of Online Programs in the Eller College of Management at the University of Arizona; he is also a Fellow of the Association for Information Systems (2009). He was previously on the faculty at Indiana University, Bloomington, and Washington State University, Pullman. He has had visiting faculty appointments at City University of Hong Kong, Buskerud College (Norway), the Helsinki School of Economics and Business, and the Norwegian University of Life Sciences. He currently teaches in a program for Riga Technical University (Latvia). He received a Ph.D. from the University of Arizona (MIS), and an M.B.A. and B.S. (computer science) from the University of Montana where he was a four-year varsity track athlete on scholarship. Prior to his academic career, Dr. Valacich worked in the software industry in Seattle, in both large and start-up organizations.

Dr. Valacich has served on various national task forces designing model curricula for the information systems discipline, including IS '97, IS 2002, and IS 2010: The Model Curriculum and Guidelines for Undergraduate Degree Programs in Information Systems, where he was co-chairperson. He also served on the task force that designed MSIS 2000 and 2006: The Master of Science in Information Systems Model Curriculum. He served on the executive committee, funded by the National Science Foundation, to define the IS Program Accreditation Standards and served on the board of directors for CSAB (formally, the Computing Sciences Accreditation Board), representing the Association for Information Systems (AIS). He was the general conference co-chair for the 2003 International Conference on Information Systems (ICIS) and the 2012 Americas Conference on Information Systems (AMCIS); both were held in Seattle.

Dr. Valacich has conducted numerous corporate training and executive development programs for organizations, including AT&T, Boeing, Dow Chemical, EDS, Exxon, FedEx, General Motors, Microsoft, and Xerox. He is currently a Senior Editor at MIS Quarterly, and the incoming Editor-in-Chief for the AIS Transactions on Human-Computer Interaction. His primary research interests include human-computer interaction, data visualization, cyber security, e-business, and distance education. Dr. Valacich is a prolific scholar, publishing more than 200 scholarly articles in numerous prestigious journals and conferences, including: Academy of Management Journal, AIS Transactions on HCI, Communications of the ACM, Decision Sciences, Information Systems Research, Journal of Applied Psychology, Journal of the AIS, Journal of MIS, MIS Quarterly, Management Science, Organizational Behavior and Human Decision Processes, and many others. His scholarly work has had a tremendous impact not only on the IS field, but also on a number of other disciplines, including computer science, cognitive and social psychology, marketing, and management. In June 2013, Google Scholar lists his citation counts over 12,100, with an H-index of 50. He has also coauthored several leading textbooks.

Dr. Valacich was awarded the 2012 Distinguished Alumnus Award from the University of Montana Alumni Association and the 2009 Outstanding Alumnus Award from the University of Montana's School of Business Administration. Dr. Valacich is ranked as one of the most prolific scholars in the history of MIS Quarterly over the life of the journal (1977-2012) (see misq.org). Throughout his career, he has won numerous teaching, service, and research awards.

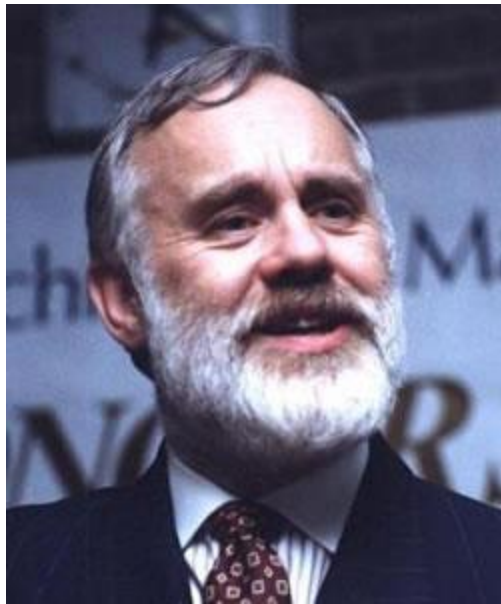
Prior Distinguished Educators:

2012 Alan Dennis	r
2011 Kathy Schwalbe	
2010 Kenneth Kendall	
2009 David Kroenke	
2008 Bruce White	
2007 Stuart Varden	
2006 Jack Russell	
2005 Gayle Yaverbaum	
2004 David Feinstein	
2003 Ephraim McLean	
2002 Blake Ives	
2001 Bart Longenecker	
2000 Paul Gray	
1999 John T. Gorgone	
1998 Herman "Hoppy" Hoplin	
1997 Jay Nunamake	
1996 Milt Jenkins	
1995 Andy Whinston	
1994 Dan Cougar	
1993 Gordon Davis	
1987 Jerry Wagner	
1986 Joyce Currie Little	
1985 Philip Gensler	

EDSIG Distinguished Fellows (2013 Inductee)

The new class of inductees will occur during the Thursday Evening Welcoming Reception

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



Kenneth A. Grant

Ryerson University

Professor – Ted Rogers School of Management

Ken Grant is a professor in the Ted Rogers School of Management at Ryerson University in Toronto and was the founding director of the Ted Rogers School of Information Technology Management, Canada's largest IT-focused business school. He also holds the Faculty Teaching Chair and has received the Dean's Award for Teaching. He teaches in business strategy, technology-enabled innovation, IT management and management consulting and has been a visiting professor at University of Surrey in the UK, Johannes Kepler University in Austria and at the American University in Bulgaria. His research interests include IT management and governance, innovation and knowledge management, Canada-China trade and pedagogy. He is the editor of the Electronic Journal of Knowledge Management. Ken is also author of Case Studies in Knowledge Management and co-author of

Innovation Nation: from Java to Jurassic Park.

Prior to entering academe, Ken started his IT career with the Royal Navy, held senior IT management positions with BMW UK and Canadian Oxygen and then spent some 20 years in management consulting, holding partner and vice president positions with KPMG consulting and AT Kearney.

Ken has been a strong supporter of EDSIG, holding several positions on the board and was one of the founders of the CONISAR conference.

Ken holds a BA from the Open University (UK), an MBA from the Schulich School at York University (Canada) and a DBA from the Henley Business School (UK). He is also a Certified Management Consultant (CMC).

EDSIG Distinguished Fellows (Previous Inductees)

Honoree	Affiliation
Don Colton	Brigham Young University - Hawaii
Roy Daigle	University of South Alabama
David L. Feinstein	University of South Alabama
Albert L Harris	Appalachian State University
Mark (Buzz) C. Hensel Jr.	The University of Texas at Arlington
Teresa Hickerson	Snyder High School
Ronald Kizior	Loyola University Chicago
Paul Leidig	Grand Valley State University
Joyce Currie Little	Towson University
Herbert E. Longenecker, Jr.	University of South Alabama
William Reaugh	Caterpillar Inc
Herbert Rebhun	University of Houston Downtown
Jack P. Russell	Northwestern State University
William J. Tastle	Ithaca College
Margaret Thomas	Ohio University
Stuart A. Varden	Pace University
Gerald (Jerry) E. Wagner	California State Polytechnic University
Bruce A. White	Quinnipiac University

Abstracts

ISECON Paper Abstracts

A Case Study of Engaging Community Service Students through Visual Storytelling of High School Students with Disabilities

James Lawler Pace University
Anthony Joseph Pace University

Saturday 11/9 in Executive Salon 1 at 2:15 pm

Community engagement is a common course in college curricula of computer science and information systems. In this study, the authors analyze the benefits of digital storytelling, in a course engaging college students with high school students with developmental and intellectual disabilities. The authors discover that a project of storytelling progressively enables high engagement of the students, in importance, performance and satisfaction. The authors also discover that the project enables progressively high impact in the advocacy of these students for individuals with disabilities, in self-efficacy and sociality. The study will benefit instructors in any discipline evaluating digital storytelling technology as a service-learning tool.

<http://proc.isecon.org/2013/pdf/2502.pdf>

A Comparison of Faculty and Student Perceptions of Cyberbullying

John Molluzzo Pace University
James Lawler Pace University

Friday 11/8 in Executive Salon 5 at 3:45 pm

Cyberbullying is a concern for any college or university. Digital harassment incidents are continuing to be featured frequently in the news. The authors of this study compare the perceptions of faculty and students on cyberbullying at an urban university. From the findings of surveys distributed to faculty and students in all schools of the university, the authors learn of high levels of perceptions on incidents as an issue, but low levels of perceptions on infrastructural and instructional methods of preemption and resolution, at the

university. This study will be beneficial to field researchers, as cyberbullying is considered an issue more often in high schools than in colleges and universities.

<http://proc.isecon.org/2013/pdf/2533.pdf>

A Learning Theory Approach to Using Capture Technology in Teaching: Ideas from Basic Lecture Capture to Student- Created Content

Victor Berardi..... Kent State University at Stark
Gregory Blundell .. Kent State University at Stark

Thursday 11/7 in Executive Salon 2 at 2:00 pm

A confluence of technological advances is impacting teaching as new educational methods and structures are now possible. Lecture capture technologies are a particularly active area of interest where a class or lecture is recorded and then made available to students. Many university instructors are experimenting with how to use capture technology in their teaching while new entrants, such as the Khan Academy and massively open online courses, or MOOCs, which use this technology are beginning to compete for students. This lecture capture movement is important as it increases access to education opportunities that were not possible before, it can improve efficiency, and it can increase student engagement. However, this is just the start for how capture technology can be used as it is essentially a modern version of the objectivist approach to teaching where an expert, or "sage on the stage", projects information for student consumption. More importantly, capture technology can fit into the constructivist learning paradigm, which requires students to take what they have learned and apply it to new concerns of importance to them. This paper considers how lecture capture technology can be used to impact student engagement and facilitate both objectivist and constructivist learning. In particular, it is proposed that student-generated content is important to achieving constructivist learning via capture technology. Ideas for how this can be achieved in face-to-face and online classes

ranging from computer-oriented to writing-intensive courses and internships are discussed.

<http://proc.isecon.org/2013/pdf/2561.pdf>

A New Value for Information Security Policy Education

Garry White ..Texas State University-San Marcos

Thursday 11/7 in Executive Salon 5 at 3:30 pm

Security breaches are a result of poor policies, not the technology used. This paper presents critical issues an information security and assurance policy course should cover. Some of the problems with policies are: 1) failure to address unique systems configurations due to belief compliance to standards provides full protection, 2) deal with situations that do not yet exist due to new and changing technologies, 3) lack of addressing the external due to globalization and outsourcing, 4) no relationships between security best practices policies and the incidence or severity of security breaches, and 5) the lack of policies being people focus.

A good security policy course should teach students how to deal with these problems and write, develop, and implement good policies. These new policies must go beyond required compliance so as to address unique system configurations, deal with the dilemma of security hindering productivity, and finally, focus on people.

<http://proc.isecon.org/2013/pdf/2578.pdf>

A Paradigm for Student Learning Outcome Assessment in Information Systems Education: Continuous Improvement or Chasing Rainbows?

Bruce Saulnier Quinnipiac University

Friday 11/8 in Executive Salon 1 at 9:30 am

A paradigm is presented for student learning outcome assessment in information systems education. Successful deployment of the paradigm is illustrated using the author's home institution. The paradigm is consistent with both the scholarship of teaching and learning and the

scholarship of assessment. It is concluded that the deployment of the paradigm allows us to simultaneously address constituent concerns regarding student learning in higher education while simultaneously being consistent with accreditation requirements at the program (ABET), school (AACSB) and institutional (NEASC) levels.

<http://proc.isecon.org/2013/pdf/2507.pdf>

A Preliminary Comparison of Student and Professional Motivations for Choosing Information Systems

Nita Brooks..... Middle Tennessee State U
Melinda Korzaan..... Middle Tennessee State U
Wendy CeccucciQuinnipiac University

Thursday 11/7 in Executive Salon 2 at 4:00 pm

Demand for qualified information systems professionals continues to rise. Additionally, over the past decade, enrollment in information systems-related educational programs has declined. In order to understand why and to better understand how to position information systems undergraduate programs to recruit and retain students, this study provides a preliminary examination of the motivations of undergraduate students in choosing information systems as their major. As part of the analysis, student motivations were directly compared to motivations of individuals currently in the profession. Results indicate that students are highly motivated by a general love of technology. Additional motivating factors included job security and gratifying work provided by the profession. These factors closely mirrored those of individuals in the profession, providing additional insight into opportunities for positioning IS programs and enhancing curriculum to highlight why students chose the major. Implications for future research, recruitment, and retention are provided.

<http://proc.isecon.org/2013/pdf/2573.pdf>

A Study of E-Readiness Assessment: The Case of Three Universities in Nigeria

Samuel Eweni..... Southern U at New Orleans
Joseph Meyinsse Southern U Baton Rouge
Victor Mbarika Southern U Baton Rouge
Simeon Okpechi..... Southern U at New Orleans

Friday 11/8 in Executive Salon 1 at 2:30 pm

This study investigated the readiness of three higher educational institutions in Nigeria in their attempt to introduce and maintain technology-driven services to students, faculty, and support staff. The prerequisites for participation in the digital, networked economy were investigated.

The sample consisted of 74 faculty members, 55 students, and 24 support staff from the three state universities. Self-administered and close-ended questionnaire was developed, pretested and after revision was used to collect primary data. Secondary data were collected from university catalogues, faculty and staff handbook, national and university-based newspapers. The data were analyzed using descriptive statistics, factor analysis and percentages. The findings reveal that three universities are active in seeking speedy adoption of digital technology and use of Information Communication Technology (ICT). The speed of adoption is slow because of some of the pre-conditions for digital technology are yet to be established. Furthermore, there are no national agency providing well-articulated strategies, financial distress and lack of national technological policy initiative or leadership. However there are a few areas of promise in which progress is being made such as: project management, use of spread sheets, use of E-mails for communication, between members.

<http://proc.isecon.org/2013/pdf/2513.pdf>

A Study of Information Systems Programs Accredited by ABET In Relation to IS 2010

David FeinsteinUniversity of South Alabama
Bart Longenecker....University of South Alabama
Dina ShresthatUniversity of South Alabama

Friday 11/8 in Executive Salon 4 at 11:20 am

This article examines the relationship between ABET CAC standards for undergraduate programs of information systems and IS 2010 curriculum specifications. We have reviewed previous work that identifies course structures from accredited IS programs. In addition, the discontinuity observed in curriculum advancement over the years courses with IS 2010 provided background for comparison of required courses within IS 2010 and those of accredited programs. Also, we utilized survey of industry and government data to compare ABET/CAC expectations with IS 2010. A disconnect exists in comparing IS 2010 and ABET/CAC. It is suggested that new work is necessary to resolve these differences.

<http://proc.isecon.org/2013/pdf/2527.pdf>

Access to on-line learning: a SAD case

Karla Kmetz..... U of S Florida Saint Petersburg
Christopher Davis..... USF Saint Petersburg

Thursday 11/7 in Executive Salon 2 at 1:30 pm

As evident through recent litigation, Institutions of Higher Education are increasingly being held accountable for the federal mandates on ensuring equivalent access to online education for students with disabilities. This has strong implications for incorporating strategies to enhance accessibility and universal design into all courses from the beginning stages of development. The responsibility for this lies primarily with the Faculty Instructors and Instructional Designers. This Case Study demonstrates how the accessibility of an Information Systems course was improved through development as a fully online course.

<http://proc.isecon.org/2013/pdf/2556.pdf>

Aggregation in Spatial Data Management: Prerequisite Database Concepts for GIS Skills in Retail Marketing

Peter Wu Robert Morris University

Thursday 11/7 in Executive Salon 1 at 2:30 pm

With myriads of application areas, the geographical information system (GIS) has been proven to be a very valuable tool for the

intelligent use of information. Many education institutions are adding GIS courses to the Information Systems curriculum. GIS being fundamentally a tool to work with spatial information for problem solving, GIS skills require a multi-disciplinary background. Sufficiently preparing students to learn GIS skills becomes a challenge in course design. We investigate the prerequisite database concepts needed in the GIS skills, focusing on spatial data management and business applications in retail marketing. Starting with comparing spatial join to table join, we then analyze different spatial data processing functions. The concept of aggregation becomes essential to the understanding of spatial join and the dissolve operation in spatial processing as well. These GIS functions all have common applications in retail marketing, among many other areas. We contend that while a complete database course as prerequisite may not be necessary, covering these fundamental database concepts is essential in the first GIS course.

<http://proc.isecon.org/2013/pdf/2576.pdf>

An Active Learning Activity for an IT Ethics Course

David Woods Miami University
Elizabeth Howard Miami University

Saturday 11/9 in Executive Salon 5 at 9:30 am

Courses in Information Technology Ethics are often designed as discussion-intensive courses where case studies are introduced and evaluated using ethical theories. Although many of the case studies directly apply to our students' online lives, the stories can sometimes seem too far removed from their own experiences. While we read the news headlines about data being intercepted via networks, students may not fully understand how easy that data is to intercept. Incorporating a hands-on experience using a network sniffing program allows students to actually experience just how easily someone can intercept their data.

<http://proc.isecon.org/2013/pdf/2551.pdf>

Application of Lean Management Techniques in Support of Improved Online Learning: A Baseline Study of Deterministic Factors Related to Instructional Design and Course Development Efficacy

Christopher Markham..... Georgia Military College
Samuel Conn Southern Polytechnic State U

Friday 11/8 in Executive Salon 4 at 10:50 am

Various lean management techniques (e.g., Ishikawa Diagrams, Total Quality Control, and Just-in-Time) can be applied to improve the efficacy of online instructional systems. Problems with online pedagogy and errors or defects in course design can be analyzed by directed processes through techniques such as root cause analysis (RCA), resulting in determination of secondary and primary causes of a given problem or defect. In cases where active pedagogy should align with instructional design techniques such as course activities, discussions, exercises, and stated learning objectives, misalignments with pedagogical practices can be resolved by real-time intervention strategies. In this baseline study, the authors report on the results of an online course quality improvement strategy involving two deterministic techniques to provide for a quality controlled e-learning environment. Anonymous data from 103 online courses at Georgia Military College Online Campus were used in this investigation. The data were captured by the college's adjunct faculty leadership team during the process of course level review for one term. Problems and defects as determined from parsing the data were manually entered into the head of an Ishikawa Diagram and subsequently followed with regression analysis involving the learning management system to determine its secondary and primary efficient causes. As a result, 228 problems and defects were determined using RCA and documented on an errata sheet. Outcomes of this process were used to reach conclusions regarding the use of lean manufacturing techniques and tools in improving the quality of online learning.

<http://proc.isecon.org/2013/pdf/2568.pdf>

Are You Professional, Grumpy, or Childish? How Typeface Influences Student Perception of Online Instructors

Michelle Louch Duquesne University
Elizabeth Stork Robert Morris University

Saturday 11/9 in Executive Salon 3 at 4:00 pm

At its base, advertising is the process of using visual images and words to attract and convince consumers that a certain product has certain attributes. The same effect exists in electronic communication, strongly so in online courses where most if not all interaction between instructor and student is in writing. Arguably, if consumers make certain assumptions about a product based on the typeface used on a package, then online students are poised to do the same when they read emails from an online instructor. This pilot study looked at the specific medium of e-mail and how an e-mail's recipient (student) might transfer his or her perceptions of attributes of three typefaces to attributes of the sender (instructor) of the email. One was a commonly used typeface, and the other two were selected for their dramatic differences from the common typeface. The findings revealed that the participants' opinions of the sender were highly influenced by the typeface used. In the arena of online education, attention should be given to typeface selection in instructors' emails to students.

<http://proc.isecon.org/2013/pdf/2569.pdf>

Assessing Face to Face and Online Course Delivery using Student Learning Outcomes

Aditya Sharma. North Carolina Central University
Beverly Bryant. North Carolina Central University
Marianne Murphy. North Carolina Central University

Friday 11/8 in Executive Salon 5 at 3:00 pm

Many factors have led to the increase of online courses and programs. The concern for educators is assuring the quality of education programs. Therefore, online delivery must continually ensure not only student success but make certain the student outcomes are at least similar. Since online students do not have the opportunity to engage with a dynamic, articulate and knowledgeable instructor, other

engagement methods must safeguard student participation. Just as online courses and programs have increased so has technology tools to make work, study and life easier. In this paper, we examine if the tools used to deliver online courses in the Hospitality and Tourism area adequately support student learning by comparing the grade distribution of the students between online and face to face delivery.

<http://proc.isecon.org/2013/pdf/2574.pdf>

Big Data in the Information Age: Exploring the Intellectual Foundation of Communication Theory

Debra Borkovich Robert Morris University
Philip Noah Robert Morris University

Friday 11/8 in Executive Salon 2 at 2:30 pm

Big Data are structured, semi-structured, unstructured, and raw data that are revolutionizing how we think about and use information in the 21st century. Big Data represents a paradigm shift from our prior use of traditional data assets over the past 30+ years, such as numeric and textual data, to generating and accessing petabytes and beyond of images and social media. Traditional databases stored only structured data consisting of letters and numbers, but in the era of Big Data a need arose to incorporate unstructured data as part of overall information management. The shift to Big Data started with the Internet boom of the mid to late 1990s and the "rich data" that could be collected through semi-structured and unstructured petabytes of behavioral, image, textual, and social media data. Social media, such as Facebook, Twitter, Wikis, Blogs, YouTube, etc., has also changed our view of data. Big Data is a relatively nascent field of study that has spawned the development of new hardware, software, and database architectures to handle the large volume of structured and unstructured data. However, the foundation for the exploration and analysis of Big Data is as old as the Information Age itself and is rooted in the field of communications. In this paper, the authors show how communication theory has developed in parallel with the development of the Information Age and how the application of convergent theories resulted in Big Data producing Business Intelligence.

<http://proc.isecon.org/2013/pdf/2550.pdf>

Click It and Ticket: Extending the benefits of clickers in small classrooms to increase non-anonymous class participation

Meg FrylingSiena College

Friday 11/8/ in Executive Salon 1 at 11:20 am

This is an exploratory study that investigates the use of student response systems (clickers), as well as additional reward tactics, in small classroom environments to increase non-anonymous student participation, increase overall engagement, and improve comprehension of course material. The tools were introduced in six undergraduate information systems and computer science courses over three semesters, all taught by the same instructor. Data were collected regarding actual student participation as well as student perceptions regarding participation, engagement, and course content comprehension. The resulting data supports previous research on the benefits of clicker use to increase class participation. It also supports the use of a reward ticketing system to enhance an active learning environment by encouraging non-anonymous student contributions. Student feedback showed that the students overwhelmingly supported the use of both the clickers and the ticket system. Furthermore, the students reported that they believe these tools increase engagement, participation, and course comprehension. Our preliminary data supports a theory that while these tools are both valuable on their own, they are most beneficial when used together.

<http://proc.isecon.org/2013/pdf/2546.pdf>

Clone Yourself: Using Screencasts in the Classroom to Work with Students One-on-One

Guido Lang.....Quinnipiac University
Wendy Ceccucci.....Quinnipiac University

Friday 11/8/ in Executive Salon 5 at 2:30 pm

Despite the fact that screencasts have been used in higher education for years, little is known about the effectiveness of using them inside the classroom – as part of a lecture. One of the main benefits of using screencasts in class is that it allows the professor to work with

students one-on-one. This novel instructional method was implemented to teach the fundamentals of Microsoft Office and Google Sites as part of a required freshman undergraduate Computer Information Systems class. Effectiveness was evaluated at the end of the semester (N = 72). Results support the efficacy of screencasts over traditional lectures for step-by-step instruction. To maximize effectiveness, students should follow along with the screencasts during class time. Moreover, professors should consider interspersing screencasts with collaborative group work. Also, professors should ensure that the screencasts have an adequate level of difficulty for the students. Moreover, students should be encouraged to follow the screencast in real time, possibly by dividing the computer screen between the screencast and their workspace. Lastly, students should review screencasts after class to further increase learning outcomes. This paper discusses these and additional findings in detail and positions contributions in the context of prior research.

<http://proc.isecon.org/2013/pdf/2518.pdf>

Communicating the Value of Program-Level Accreditation for Information Systems in the College of Business

Jeffrey BabbWest Texas A&M University
Amjad AbdullatWest Texas A&M University

Friday 11/8/ in Texas Ballroom C at 3:00 pm

Undergraduate programs in Information Systems continue to face challenges to offer a curriculum that is both rigorous and relevant. Specialized college-level accreditation, such as AACSB, and program-level accreditation, such as ABET, offer an opportunity to signal quality in academic offerings while also remaining relevant to local stakeholders and constituents. Programs in schools with AACSB may face challenges in maintaining relevance as meeting local stakeholder needs may be challenged when a very technical program exists alongside other less technically-incline programs as all programs work to assisting the college in meeting its mission-driven needs. This paper makes the case that program-level accreditation can complement school-level accreditation, but the path to success must be carefully managed. The culture and characteristics of ABET and AACSB are discussed with a perspective drawn from

recent experiences in initial accreditation for both. Data regarding each accreditation is examined to determine why more Information Systems programs are not accredited, or seeking accreditation, now that it has been over 10 years since Information Systems programs started to be accredited by ABET's Computing Accreditation Commission. Several threats, challenges, imperatives, and opportunities regarding operating under both accreditations are discussed from the perspective of a school and program seeking both accreditations nearly simultaneously. This paper holds the position that the benefits of both accreditations can outweigh the limitations, but IS programs seeking ABET accreditation (particularly if AACSB accreditation is in place or being pursued) must be prepared to communicate the value of program-level accreditation.

<http://proc.isecon.org/2013/pdf/2570.pdf>

Computer Security Primer: Systems Architecture, Special Ontology and Cloud Virtual Machines

Leslie Waguespack Bentley University

*Saturday 11/9/ in Executive Salon 2 at 10:00
am*

With the increasing proliferation of multitasking and Internet-connected devices, security has reemerged as a fundamental design concern in information systems. The shift of IS curricula toward a largely organizational perspective of security leaves little room for focus on its foundation in systems architecture, the computational underpinnings of processes and protection. Yet these architectural features are the foundation of systems security for all the layers above that they enable. They are also the prototypical mechanisms of protection that must be modeled throughout systems design to realize system security: confidentiality, integrity and availability. This paper presents a learning unit that proposes a special ontology of computer system architecture to explain computer security on the host-level and by extension the emerging standard security architecture of the cloud, the virtual machine. The ontology appears as a prose tutorial, a set theoretic model, and a two-page study reference that facilitates a security discussion ranging from host architecture to web-services. This treatment is a concise, self-contained module for

standalone use or embedded in a systems course (analysis, modeling, design, database or systems architecture) where complete operating system or computer organization coverage may not be feasible.

<http://proc.isecon.org/2013/pdf/2511.pdf>

Confronting the Issues of Programming In Information Systems Curricula: The Goal is Success

Jeffry Babb West Texas A&M University
Bart Longenecker ... University of South Alabama
Jeanne Baugh Robert Morris University
David Feinstein University of South Alabama

Saturday 11/9/ in Executive Salon 3 at 4:30 pm

Computer programming has been part of Information Systems (IS) curricula since the first model curriculum. It is with programming that computers are instructed how to implement our ideas into reality. Yet, over the last decade numbers of computing undergraduates have significantly declined. In addition, high failure rates persist in beginning and even advanced programming courses representing losses of students to the anticipation of production of future professionals. Perhaps the main reason the current model curriculum has removed programming is to enable a higher degree of success with higher rates of program completion. Ironically, in the face of this decision, national skills expectations demand programming abilities from graduates of computing programs. Further, most all business schools require programming, and all ABET-accredited programs have multiple courses in programming. While there are challenges in a programming sequence, there is evidence that multiple approaches can be taken to improve the outcomes and perception of success. There is the perception that the problems with this sequence will be improved significantly.

<http://proc.isecon.org/2013/pdf/2572.pdf>

Correlates of Learning Behaviors and Performance Outcomes in e-Learning

Ali Kamali Missouri Western State University
Ladan Kianmehr Missouri Western State U

Saturday 11/9/ in Executive Salon 4 at 9:30 am

A good number of studies have focused on factors affecting e-learning and its effectiveness. Whereas these studies compared e-learning with face-to-face traditional classes, we aspire to contribute to the literature by exploring factors that contribute to the student's success. We envisioned that a student's success in e-learning is a function of a series of interrelated learning behaviors. These behaviors were recognized to be: "affective learning," "devotion," "self-efficiency," and "expediency." The results reflect that paramount among these constructs are "devotion" and "affective learning" experiences. The paper further provides suggestions to improve the areas that seem essential for a successful e-learning environment.

<http://proc.isecon.org/2013/pdf/2549.pdf>

Creating a Virtualized Environment for Large-Scale Hands-On IA Education

Kyle Cronin Dakota State University
Wayne Pauli Dakota State University
Michael Ham Dakota State University

Thursday 11/7/ in Executive Salon 1 at 4:30 pm

Hands-on security labs have become an essential component in any technical information system or cybersecurity program. Critical thinking skills are gained through reinforcing discussion and lecture, reinforcing and improving the skillset of the student. Improving our cybersecurity workforce starts at our college graduates, properly preparing students for today's work environment requires hands-on lab exercises. Many technical hurdles exist when creating a hands-on lab environment to be used for educational purposes. We discuss several solutions that are currently available on the market, both free and commercial. Finally, we discuss the design of our virtual lab, both hardware and software, and how we use it to support the academic needs of 400+ students while having little or no overhead in terms of faculty development time.

<http://proc.isecon.org/2013/pdf/2522.pdf>

Developing a Campus Social Website for Buying, Selling, and Trading Textbooks

Muhammed Miah Southern U at New Orleans
Adnan Omar Southern U at New Orleans
Selen Sagiroglu Southern U at New Orleans

Thursday 11/7/ in Executive Salon 1 at 1:30 pm

Textbooks play an important part in the learning process of students' college education. The use of textbooks gives students stability and confidence. Textbooks are great resource for self-directed learning, because students can use them whenever and wherever they want. Textbooks generally contain everything that students are supposed to learn within a certain timeframe. However, as the cost of textbook continues to rise, students face difficulties to buy textbooks. To get the textbook in hand also sometimes takes longer time even if bought online. In the process of looking for an alternative and affordable option to buy and sell textbooks, this study creates a website "SunoBookflick" only for Southern University at New Orleans (SUNO) students. On the website students can communicate with other students that currently enrolled at SUNO, they can sell, buy and exchange their books on campus. User needs to create an account with user name and a password in order to use the program. The website is provided to the students for free to use and then a survey is conducted on the usability of the website. The study also collect and analyze the survey data; and provides the findings and recommendations.

<http://proc.isecon.org/2013/pdf/2508.pdf>

Different Keystrokes for Different Folks: Addressing Learning Styles in Online Education

Jamie Pinchot Robert Morris University
Karen Paullet Robert Morris University

Thursday 11/7/ in Executive Salon 2 at 2:30 pm

Online learning has become increasingly popular in recent years. This interest in online education has brought about new learning opportunities for both educators and learners. Technology has enabled higher education institutions the ability to provide quality education reaching learners

that might otherwise be impossible. When developing online classes it is important to keep in mind the different types of learning styles. In this paper the VAK Learning Styles (Visual, Auditory, and Kinesthetic) were addressed. The authors also provided practical guidance for implementing the VAK model by reviewing several free online tools that can assist with building online learning experiences that address each learning style.

<http://proc.isecon.org/2013/pdf/2562.pdf>

Digital Evolution of the Written Language

Adnan Omar..... Southern U at New Orleans
Muhammed Miah Southern U at New Orleans

Friday 11/8/ in Executive Salon 2 at 2:00 pm

Digital technology is an increasingly popular means of communication with profound effects on almost every aspect of life. However, many are concerned that some of the effects may be negative. A recent survey carried out at a four year public institution examined the impact of information technology on writing skills. Fifty seven percent of students and seventy six percent of faculty members believed that writing skills were adversely affected by current digital trends. The objective of this study is to investigate the relationship between technology and writing skills as well as its impact on literacy and language development.

<http://proc.isecon.org/2013/pdf/2509.pdf>

Distance Synchronous Information Systems Course Delivery

Alan Peslak Penn State University
Griff Lewis..... Penn State University
Fred Aebli Penn State University

Thursday 11/7/ in Executive Salon 4 at 2:00 pm

Teaching computer information systems via distance education is a challenge for both student and faculty. Much research work has been performed on methods of teaching via distance education. Today we are faced with a variety of options for course delivery. Asynchronous delivery via online or lesson instruction still remains most common. But

alternative synchronous delivery methods such as Adobe Connect, Skype, and Eluminate Live are increasingly used as alternatives in a variety of situations and for a variety of purposes and classes. Our study reviews the use of synchronous distance course delivery and reports on specific experiences and results from two computer information systems courses over the past year. Post-class surveys from the students of these courses reveal interesting and useful insights into the acceptance and challenges of synchronous distance delivery methods including emphasis on technical stability and interaction.

<http://proc.isecon.org/2013/pdf/2503.pdf>

Document Explosion in the World of Big Data – Curriculum Considerations

Xiang (Michelle) Liu Marymount University
Diane Murphy Marymount University

Thursday 11/7/ in Executive Salon 4 at 2:30 pm

Within the context of "big data", there is an increasing focus on the source of the large volumes of data now stored electronically. The greatest portion of this data is unstructured and comes from a variety of sources in a variety of formats, much of which does not conform to a consistent data model. As business and government organizations become "paperless", the system of "record" in these documents (including text messages, social media postings, tweets, and email messages) becomes more important. The job of "records management" is becoming more significant in the information systems discipline, as businesses and government agencies struggle to control and manage their electronic resources for regulatory, compliance, legal, and business analytics purposes. Records management has risen to be a separate discipline with its own certifications and job classifications. Many of the principles in the discipline were developed in the time of paper records but still apply in this electronic age, and are now considered part of the responsibilities of the information technology worker. As this is a potential large job market, it is time to consider whether electronic document management (in addition to database management) should be included in the college-level preparation of undergraduate students who will join the workplace in the time of "big data" and its exploitation. This paper looks at the field

of electronic document (records) management and its insertion in the undergraduate information systems curriculum.

<http://proc.isecon.org/2013/pdf/2512.pdf>

Educational Software for First Order Logic Semantics in Introductory Logic Courses

Virginia Mauco
Universidad Nacional del Centro de la Provincia
de Buenos Aires
Enzo Ferrante College Board
Laura Felice
Departamento de Computacion y Sistemas. Facultad de Ciencias Exactas. Unive

Thursday 11/7/ in Executive Salon 4 at 4:30 pm

Basic courses on Logic are common in most Computer Science curricula. Students often have difficulties in handling formalisms and getting familiar with them. Educational software helps to motivate and improve teaching-learning processes. Therefore, incorporating this kind of tools becomes important because they contribute to gain practice in dealing with formalisms. In particular, semantic analysis of First Order Logic formulas is an issue that presents several difficulties. For this reason, we developed two educational tools, FOLST and LogicChess, to support teaching/learning process in First Order Logic semantics. Both tools are didactic, visual, and interactive ones. They allow users to experiment with First Order Logic formulas to determine their truth value. They are implemented in C++, and they have been released under a free software license. In this paper, we present FOLST and LogicChess, and we propose to design a framework based on the development and use of these two didactic tools.

<http://proc.isecon.org/2013/pdf/2567.pdf>

Entrepreneurial Health Informatics for Computer Science and Information Systems Students

James Lawler Pace University
Anthony Joseph Pace University
Stuti Narula Pace University

Saturday 11/9/ in Exec Salon 1 at 11:30 am

Corporate entrepreneurship is a critical area of curricula for computer science and information systems students. Few institutions of computer science and information systems have entrepreneurship in the curricula. The paper presents entrepreneurial health informatics as a course in a concentration of Technology Entrepreneurship at a leading institution of technology. In the concentration, and in the course, students are learning to be business entrepreneurs in interdisciplinary fields, such as health. This paper can be beneficial to educators in schools of computer science and information systems desiring to enrich offerings to be contemporary with the demands of industry.

<http://proc.isecon.org/2013/pdf/2501.pdf>

Evaluating Effectiveness of Pair Programming as a Teaching Tool in Programming Courses

Silvana Faja University of Central Missouri

Friday 11/8/ in Executive Salon 2 at 3:00 pm

This study investigates the effectiveness of pair programming on student learning and satisfaction in introductory programming courses. Pair programming, used in the industry as a practice of an agile development method, can be adopted in classroom settings to encourage peer learning, increase students' social skills, and enhance student achievement. This study explored students' perceptions on effectiveness of pair programming and the influence of student's level of experience with this activity and perceived partner involvement on effectiveness outcomes. Findings suggest that the more students are involved in this activity, the more they enjoy it and the more they learn by collaborating with their partners. When comparing different effectiveness measures, their perceived learning, quality of work, and enjoyment during pair programming was found to be at a higher level than increased productivity outcome.

<http://proc.isecon.org/2013/pdf/2558.pdf>

Flipping Introduction to MIS for a Connected World

Wai Kin LawUniversity of Guam

Saturday 11/9/ in Texas Ballroom C at 4:30 pm

It has been increasingly challenging to provide an introductory coverage of the rapidly expanding fields in Information Systems (IS). The task has been further complicated by the popularity of web resources and cloud services. A new generation of technically savvy learners, while recognizing the significance of information systems, expects connectivity to current and meaningful information technology. Internet accessible information far outpaced those packaged in a typical textbook, triggering a fresh look into learning resources. Compliance to institutional and accreditation expectations for measured learning outcomes also requires careful revision of course design. This paper presents an approach to deliver a broad scope of Information Systems topics to introductory students with heterogeneous backgrounds and career interests, by "flipping" the overall design of the Introduction to MIS course. This approach has been refined over the last 5 years with promising results. Free tools and web-based sources support the low cost delivery of the course. Assessment tools have been developed to better monitor individual student learning outcome.

<http://proc.isecon.org/2013/pdf/2555.pdf>

From Database Concepts to Application: Use Problem-Based Learning and Oracle Development Tools to Facilitate Learning

Jennifer KreieNew Mexico State University
Bruce ErnstNew Mexico State University

Friday 11/8/ in Executive Salon 1 at 10:50 am

Database concepts are an important part of the curriculum in both information systems and computer science majors and in business today relational databases are the foundation of most business applications. While relational database concepts are usually presented to students through lectures, textbooks, and online material, it is important to help students get beyond rote-based learning. This paper presents a teaching

approach to help students move from conceptual knowledge to practical skills through problem-based learning that has students apply the database concepts by participating in the design, construction and use of a database. This paper describes the problem-based learning approach to teaching, outlines a series of tutorials that present database concepts and proposes a problem-based series of assignments that require students to apply concepts they have just learned. The problem-based learning approach should challenge students to understand database concepts and extend their knowledge. The hands-on tutorials as well as the problem-solving assignments given to students use free Oracle products: Oracle XE, Application Express (APEX) and Oracle SQL Developer/Data Modeler. The tutorials are publicly available on YouTube and instructor materials are available from the corresponding author. The appendices to this paper present information about the content of the tutorials, an example problem-based learning scenario, and instructions to help instructors install and use the Oracle products. The teaching approach presented here could be suitable for either an analysis and design course or a database course.

<http://proc.isecon.org/2013/pdf/2541.pdf>

Gamification and Creating Game Developers

Carol Redfield St. Mary's University

Saturday 11/9/ in Executive Salon 4 at 4:00 pm

Computer games are being using for educational purposes more and more. Instructors can use games to support learning and retention, and students can design and create computer games so that students can learn the beginnings of computer programming. In fact, the gamification of lessons and courses is becoming popular. Bringing game aspects to learning will require more people to develop games and think through what kinds of gaming principles and processes can be applied effectively to what kinds of learning. This paper discusses educational computer games and presents the activities and assignments for a computer game development class that others can use to teach computer game development. Well over 100 students have developed working games with this curriculum in a six week summer program. Providing a PC with some Microsoft tools (Paint and Office) and game development software (GameMaker), students can learn how evaluate,

design, and develop computer games. In this curriculum, the design process utilizes storyboarding. Students play games, evaluate games, present and demonstrate games, and create a game design, a computer game, and a game manual. The timeframe of the course can be anywhere from three to twelve weeks. Some of the student-made games will be made available for play at the presentation. Learning is fun; let's use games to keep it that way.

<http://proc.isecon.org/2013/pdf/2516.pdf>

Gender Rationales and Success Factors in Assessing and Selecting a Major in Information Technology at the Undergraduate Level of a University Program: A Focus Group Approach

Sushma Mishra Robert Morris University
Peter Draus Robert Morris University
Donald Caputo Robert Morris University
Gregory Leone Robert Morris University
Frederick Kohun Robert Morris University
Diana Repack Robert Morris University

Thursday 11/7/ in Executive Salon 5 at 4:00 pm

Previous research studies of women applying to, enrolling and completing computing degrees at the undergraduate collegiate level has resulted in an alarming and precipitous underrepresentation of females in the Information Technology domain in the past decade. This study employs a focus group approach to the gender gap that encompasses forays into the qualitative perceptions and rationales of women in technology in an attempt to disclose the underlying factors that have led to the loss of a significant resource in the Information Technology workforce, that of the female contingent.

<http://proc.isecon.org/2013/pdf/2517.pdf>

How well do clicker scores correlate with course performance? A case study in MIS courses

Bogdan Hoanca... University of Alaska Anchorage

Saturday 11/9 in Executive Salon 2 at 11:00 am

Using real time student response systems (clickers) in Management Information Systems classes (as well as in other disciplines) has previously been shown to lead to better student engagement and better student performance. This paper considers how the students' overall performance in the class correlates with the students' performance on various assessment tools used in the class. For medium sized classes (20-30 students) as taught by the author of this paper, the correlation coefficient varies across the various assessment tools, and it also varies for any given assessment tool from section to section of the same class. The main result in this paper is that the correlation coefficient for the clicker score is one of the highest among the various assessment tools, for both graduate and undergraduate classes. This correlation coefficient is also more stable from section to section than the correlation coefficient for most other assessment tools. A possible explanation for this higher stability of the correlation coefficient for clicker scores is that clickers are particularly good at averaging student performance over the entire semester, more accurately than most other assessment methods. Finally, the correlation coefficient does not appear to depend on whether the clicker use is mandated or left optional (for extra credit points). A possible explanation is that clickers engage students in a healthy competition with the rest of the class as well as with themselves. The positive outcomes arising from the use of clickers make them a highly effective classroom tool.

<http://proc.isecon.org/2013/pdf/2554.pdf>

If We Build Them, Will They Watch? A Preliminary Analysis of Students' Use of Professor-Created Videos in an Undergraduate Visual Basic Programming Class

Jason Sharp Tarleton State University
Laurie McAdams Tarleton State University

Saturday 11/9/ in Executive Salon 5 at 2:15 pm

This study examines the usage statistics of videos implemented in an undergraduate Visual Basic programming course in an attempt to draw some conclusions about whether the creation of video demonstrations as a learning resource in an online course is worth the professor's time

and effort. Analysis of the usage statistics indicated that a large percentage of the total number of students' hits on the professor-created video demonstration links were by a relatively small number of students. Data was also analyzed with a nonparametric correlational analysis, which determined a weak, negative correlation between students' mean lab scores and the percentage of total number of hits with the professor-created videos. This brings the cost-benefit of the professor's time and energy invested into the creation of the videos into question.

<http://proc.isecon.org/2013/pdf/2543.pdf>

In Search of Design-Focus in IS Curricula

Jeffrey Babb..... West Texas A&M University
Leslie Waguespack..... Bentley University

Friday 11/8/ in Executive Salon 4 at 4:15 pm

Curricula in information systems embrace a broad range of topics that leave the identity of information systems as a discipline somewhat in flux. In the spirit of "the first among equals," we posit that design should have preeminence in the education of information systems professionals. Design frames problem understanding and defines what system's quality means. It behooves our profession to prepare designers who deliver systems that not only "work," but also deliver systems that society will recognize as "working well." The research community recognizes this as reflected in a renewed interest in design science research and in information systems design theory. While our discipline has been recently reshaped by offshoring, outsourcing, and service-oriented architectures, which provide myriad options for managing information in organizations, design persists as a central aspect of the discipline. This is so as information systems design remains close to stakeholders because design materializes an organization's core business model and strategy. This paper contemplates a design-focused IS curriculum and postulates a perspective on design that values the subjective sensibilities of stakeholders as well as an objective, algorithmic depiction of computing. The latter has shaped the classic education of a developer as a master of technology while the former nurtures an aesthetic awareness that captures nuances of stakeholder satisfaction and a more inclusive conception of system quality. The skillset of designers is a superset of that of

developer, and as such, a designer must be craftsman and more, a reflective practitioner skilled in the art of generative metaphor.

<http://proc.isecon.org/2013/pdf/2560.pdf>

Increasing Graduation and Transfer Rates for STEM Students in the Community College

Sylvia Sorkin
Community College of Baltimore County

Thursday 11/7/ in Executive Salon 2 at 3:30 pm

This paper describes efforts of a scholarship and student services project at a Maryland community college to increase the number of graduates and transfers to four-year institutions, especially among women and underrepresented minority groups in computer science, engineering, and science programs. Beginning in Fall 2008, through National Science Foundation funding, need-based scholarships were provided for full-time students with a minimum grade point average, and U.S. citizenship or status as permanent resident alien or refugee alien. Faculty mentoring, a seminar luncheon series, and career information were used to increase degree attainment or transfer in STEM fields. Outcomes of these efforts are described, including comparisons of awardees' transfer and graduation rates with those for the general full-time student population at this community college, and at other Maryland community colleges. Outcomes by gender and initial mathematics placement of awardees are also provided.

<http://proc.isecon.org/2013/pdf/2538.pdf>

Influence of Due Date Frequency on Student Performance, Learning and Anxiety in an Introduction to MIS Course

Roberta Humphrey ... Southeast Missouri State U
Dana Schwieger Southeast Missouri State U

Saturday 11/9/ in Executive Salon 4 at 9:00 am

Faculty strive to design their course activities to yield high levels of student learning. After selecting or developing course projects, the

instructor must determine the appropriate due dates and time frames for student deliverables. This study investigates whether student performance, learning, and anxiety are different under multiple project submission deadline methods. Project submission dates were manipulated between intermediate subtask due dates (specified submission dates for project subtasks) and one final submission date (with and without suggested intermediate subtask deadlines). Data from a database project given in an Introduction to Management Information Systems course were collected from 228 business students over a four semester period. This study found that students performed best when the project had one submission date with suggested intermediate subtask deadlines. The study also found that students tended to start the project with intermediate subtask submission deadlines later than they had planned while students facing one final project deadline, or one final project deadline with suggested intermediate subtask deadlines, did not. In addition, students assigned the project with intermediate subtask submission deadlines completed the project by the final due date at much higher rates than students with one submission deadline and with suggested intermediate subtask deadlines.

<http://proc.isecon.org/2013/pdf/2520.pdf>

Information Technology Job Skill Needs and Implications for Information Technology Course Content

Tom Janicki U of North Carolina Wilmington
Jeffrey Cummings U of NC Wilmington
Douglas Kline U of North Carolina Wilmington

Friday 11/8/ in Executive Salon 4 at 9:30 am

As the demand for Information Systems (IS) and Information Technology (IT) graduates remains strong, it is imperative that the curriculums in IS and IT programs meet employer needs. IS and IT educators encounter a continuing challenge to ensure that their courses and curriculum stay up to date with new and evolving technological changes in the field as well as being relevant to the business community. This research summarizes the results of an employer survey of IS/IT professionals. It is similar to other employer surveys in querying job-hiring expectations, but unique in that it drills down to identify the detailed job skills required for

specific occupations. The article also compares the results of employer surveys conducted in 2008 and 2003. The survey indicated the growth of new occupation areas for IT/IS professionals in Big Data and its many components. There was also increased demand for IT/IS professionals possessing project management skills.

<http://proc.isecon.org/2013/pdf/2504.pdf>

Interdisciplinary IT: An Expanded Approach

Gregory Fahy University of Maine at Augusta
Brenda McAleer... University of Maine at Augusta
Peter Precourt..... University of Maine at Augusta
Joseph Szakas University of Maine at Augusta

Thursday 11/7/ in Executive Salon 5 at 4:30 pm

It is no longer possible for the CIS faculty to adjust to all new areas of their curriculum without help from faculty outside the discipline. This paper outlines a model for introducing interdisciplinary topics into Computer Information Systems (CIS) courses. The focus is on adding Data Visualization to the CIS curriculum, but also on leveraging faculty expertise from other disciplines, university resources and facilities to maximize development of potential courses, professional development seminars and workshops, and summer high school programs.

<http://proc.isecon.org/2013/pdf/2557.pdf>

Interdisciplinary Project Experiences: Collaboration between Majors and Non-Majors

Debra Smarkusky Penn State University
Sharon Toman Penn State University

Thursday 11/7/ in Executive Salon 1 at 4:00 pm

Students in computer science and information technology should be engaged in solving real-world problems received from government and industry as well as those that expose them to various areas of application. In this paper, we discuss interdisciplinary project experiences between majors and non-majors that offered a creative and innovative opportunity for collaborative learning. Active-learning exercises allowed students to express their creativity and

apply concepts learned from each discipline. Feedback from this effort resulted in the development of the Seven C's (Competencies) for collaborative learning that were ascertained for successful completion of an interdisciplinary project. We feel that these interdisciplinary and collaborative efforts increased student appreciation, enhanced team skills, and created a positive learning environment for the application of concepts.

<http://proc.isecon.org/2013/pdf/2540.pdf>

Investigating a 21st Century Paradox: As the Demand for Technology Jobs Increases Why Are Fewer Students Majoring in Information Systems?

Timothy Burns Ramapo College of New Jersey
Yuan Gao Ramapo College
Cherie Sherman ... Ramapo College of New Jersey
Alex Vengerov Ramapo College of New Jersey
Stephen Klein None Listed

Friday 11/8/ in Executive Salon 1 at 4:15 pm

This paper reports the results of a survey administered to 322 undergraduate business students enrolled in an introductory Information Systems course at a public liberal arts college located in the northeast US. The goal of this research was to learn, given the increased demand for technology oriented jobs, why fewer students are choosing the Information Systems (IS) major. The survey results indicate that lack of interest in IS or greater interest in another major are the primary reasons why students do not select IS as their major. Furthermore, even though students are knowledgeable about the career opportunities in the IS field, they simply do not find the IS field interesting enough to major in it.

<http://proc.isecon.org/2013/pdf/2547.pdf>

Is There a Need For a Computer Information Systems Model Curriculum?

Bart Longenecker University of South Alabama
David Feinstein University of South Alabama
Jeffrey Babb West Texas A&M University

Saturday 11/9/ in Texas Ballroom C at 10:00 am

This paper based on IS 2010 and current industrial survey data encourages our proposal to meet the needs of the Computer Information Systems (CIS) community. The term CIS is being used to refer to those programs that have a traditional Information Systems component but also contain a significant and important technical emphasis. This curriculum will be referred to as CIS. The goal of this curriculum model is to ensure that its graduates are prepared for the approximately one-half million jobs in Science, Technology, Engineering and Mathematics (STEM) jobs that are anticipated by the department of labor in the next decade. This will not happen by accident! Computer Information Systems is an unusual discipline focusing on both the practical objectives of people skills and technological expertise needed by today's organizations.

<http://proc.isecon.org/2013/pdf/2528.pdf>

IS'15 - A Model Curriculum reflecting the emerging IS Profession

Paul Rosenthal California State U, Los Angeles
Kewal Dhariwal Excelsior College
John Whitehouse ICCP Director of Certification

Saturday 11/9/ in Exec Salon 5 at 11:30 am

This proposed Model Curriculum and Guidelines for Undergraduate Degree Programs in Information Systems is designed to reflect the actual job market in IS/IT. It is grounded in the requirements of industry for new graduates from business school affiliated information systems degree programs. The application software package orientation of the current IS/IT industry has created three major IS employment areas: Systems Administration/ Support; Project/ Systems/ Architecture Analysis and Implementation; and Systems Development and Programming of personal-level applications. This proposed curriculum recognizes these trends by reinserting and updating two IS 2002 courses and creating a new course based on two now significant IS 2002 learning units, while removing two courses "focused on concepts at a higher level of abstraction."

<http://proc.isecon.org/2013/pdf/2535.pdf>

Issues of Digital Ecosystems Approach to Biological Ecosystem Simulation Model Fit Optimization

Justin Debusse... University of the Sunshine Coast
Shah Miah..... Victoria University
Valerie Debusse
Queensland Government Department of
Agriculture
Simon Lawson
Queensland Government Department of
Agriculture

Friday 11/8/ in Executive Salon 4 at 10:00 am

This study examines the application of digital ecosystems concepts to a biological ecosystem simulation problem. The problem involves the use of a digital ecosystem agent to optimize the accuracy of a second digital ecosystem agent, the biological ecosystem simulation. The study also incorporates social ecosystems, with a technological solution design subsystem communicating with a science subsystem and simulation software developer subsystem to determine key characteristics of the biological ecosystem simulation. The findings show similarities between the issues involved in digital ecosystem collaboration and those occurring when digital ecosystems interact with biological ecosystems. The results also suggest that even precise semantic descriptions and comprehensive ontologies may be insufficient to describe agents in enough detail for use within digital ecosystems, and a number of solutions to this problem are proposed.

<http://proc.isecon.org/2013/pdf/2536.pdf>

IT educational experience and workforce development for Information Systems and Technology students

John LegierSouthern Illinois University
Andrey Soares.....Southern Illinois University

Friday 11/8/ in Executive Salon 5 at 2:00 pm

This study involves an analysis of a cohort of student's during their pursuit of a Bachelor of Science degree in information systems technologies (IST) at a Midwestern university. Demographics and analysis of this cohort include basic demographic information, student home-

life and personal responsibilities, employment and work experience, and their academic experience while attending a 4-year public institution. Fifty-three students in an information systems technologies (IST) program provided responses and perceptions to this survey. Over three quarters (> 75%) of the respondents identified that they were working during their degree with a high percentage on non-traditional students identified in this study. Program content and preparation for employment in the Information Technology (IT) field/profession were assessed. Findings and conclusions of the perceptions of this cohort's responses to the survey are provided.

<http://proc.isecon.org/2013/pdf/2571.pdf>

Majoring in Information Systems: Reasons Why Students Select (or not) Information Systems as a Major

Johnny SnyderColorado Mesa University
Gayla Slauson.....Colorado Mesa University

Saturday 11/9/ in Executive Salon 2 at 9:30 am

Filling the pipeline for information systems workers is critical in the information era. Projected growth rates for jobs requiring information systems expertise are significantly higher than the projected growth rates for other jobs. Why then do relatively few students choose to major in information systems? This paper reviews survey results from about two hundred freshmen business students at a medium sized western university. The survey asked these students to share their perceptions of jobs that do not require information systems skills, of skills employers look for in new employees, of reasons that peers major in information systems disciplines, and of reasons they do not. This research suggests further exploration of reasons students and professionals chose information systems as a field of study and work. It also suggests using a survey group other than general business majors.

<http://proc.isecon.org/2013/pdf/2524.pdf>

Privacy and Security Challenges of RFID

Michael Unuakhalu Kentucky State University
Smriti Pande Kentucky State University

Saturday 11/9/ in Executive Salon 4 at 4:30 pm

Abstract. This paper reviews the background of Radio Frequency Identification Device (RFID) as well as the ethical foundations of individual privacy. A number of applications were also explored with the intention of identifying the technology's benefits and possible misuses. The authors offer an overview and discussion of the most important ethical issues concerning RFID, and describe and examine some methods of protecting privacy. Additionally, the paper examines the security risks associated with RFID technology, and privacy issues and challenges that they present to the operations of a business that implement such technology.

<http://proc.isecon.org/2013/pdf/2575.pdf>

RAPID, A Short-Life-Cycle Methodology for Development of Information Systems

Bart Longenecker University of South Alabama
Jeanne Baugh Robert Morris University
David Feinstein University of South Alabama
Shweta Purawat University of South Alabama

Saturday 11/9/ in Texas Ballroom C at 4:00 pm

The rationale and the components of a short-life-cycle methodology are presented. Steps in the process have been examined and tailored to 1) be understandable to nontechnical participants, 2) simplification of traditional process to aid in understandability, and 3) produce functional results quickly. The approach has been successful for both undergraduate and graduate student classes and in professional settings. Some of the simplifications (TDLCRM and Function Flow, see below) may be controversial with traditional practices.

<http://proc.isecon.org/2013/pdf/2545.pdf>

Reflections on Teaching App Inventor for Non-Beginner Programmers: Issues, Challenges and Opportunities

Andrey Soares Southern Illinois University

Thursday 11/7/ in Executive Salon 1 at 2:00 pm

App Inventor has been used successfully to teach introduction to programming course for CS\IS\IT and Non-CS majors. Now, researchers are looking on how to include the tool in the curriculum of more advanced computing courses. This paper presents some Issues, Challenges and Opportunities observed while teaching courses on Mobile Application Development with App Inventor. In particular, this paper discusses the following topics that instructors should take into consideration when designing their courses: Pre-Requisite for the course, Visual vs. Textual Programming, Planning and Designing Apps, the use of Web Services, students new to Event-driven programming, Lists, the use of database and SQL, designing User Interfaces, discussing Data communications, and the Use versus the Creation of objects. The paper shows that App Inventor has great potential to be used for teaching more advanced computing concepts. For some of the topics, students may be required to have more than just basic programming skills.

<http://proc.isecon.org/2013/pdf/2552.pdf>

Reinforcing Systems Analysis and Design Process Learning

James Pomykalski Susquehanna University

Saturday 11/9 in Executive Salon 5 at 10:00 am

Reinforcing the value of using a consistent systems development process and developing key models in the design and development of an Information System—in this case a database—are key to a students' understanding of any systems development project. In this paper, the use of a case study is described involving a small consulting firm (Mallach, 2006) within an IS 2010.6 Systems Analysis & Design course. The case study points out what can go wrong when a "haphazard" development process, especially one without planning, is utilized to develop a database system. The evolution of

the writing assignments associated with case study are also highlighted.

<http://proc.isecon.org/2013/pdf/2559.pdf>

Relevance of Student Resources in a Flipped MIS Classroom

Joni Adkins.....Northwest Missouri State U

Friday 11/8/ in Executive Salon 1 at 10:00 am

Flipped classrooms are gaining popularity in various educational settings as proponents report several benefits. In order for flipped classrooms to be successful, students must take responsibility for certain assignments outside of class time. In this study, Management Information Systems students were to textbook material by reading the chapter or lecture notes, and/or listening to the audio lecture in preparation for a quiz at the beginning of class. Class time was then used for learning activities. Positive relationships were found between reading the textbook, reading the lecture notes, and time spent preparing for the quiz and the dependent variable, quiz grade. Discussion of results, limitations, and suggestions for future research are also included.

<http://proc.isecon.org/2013/pdf/2523.pdf>

Students Perception of Social Media as a Course Tool

Richard McCarthy.....Quinnipiac U
Mary McCarthyCentral Connecticut State U

Friday 11/8 in Executive Salon 5 at 10:00 am

If a technology provides features that are useful then it will have a positive impact on performance. Social media has morphed into one of the preferred methods of communication for many people; much has been written to proclaim its benefits including its usefulness as a tool to help students achieve success within the classroom. But is it perceived by students to be a tool to aid in their education or is it a distraction to the learning process?

Task-technology fit theory defines a model that has been used to explain information systems utilization in many different contexts. Prior research describes the relationship between the task requirements of the user and the

functionality provided by the technology with the resulting impact on performance. Resultant studies concluded that perceived usefulness and perceived ease of use have a significant impact on utilization. Additionally, task-technology fit identified several factors that impact the use of technology.

We use the task-technology fit theoretical model to test the impact of social media as a learning tool for business students. Students from three universities were surveyed and the results present significant empirical evidence of utilization and the factors that impact social media use in the classroom. This research extends the existing body of task-technology fit research to include social media technologies. It also provides a theoretical construct to test the use of social media technologies.

<http://proc.isecon.org/2013/pdf/2510.pdf>

Swipe In, Tap Out: Advancing Student Entrepreneurship in the CIS Sandbox

Conner CharleboisBentley University
Nicholas HentschelBentley University
Mark FrydenbergBentley University

Saturday 11/9/ in Executive Salon 2 at 9:00 am

The Computer Information Systems Learning and Technology Sandbox (CIS Sandbox) opened as a collaborative learning lab during the fall 2011 semester at a New England business university. The facility employs 24 student workers, who, in addition to providing core tutoring services, are encouraged to explore new technologies and take on special projects to support or enhance the day-to-day operations of the CIS Sandbox. Doing so creates a culture of entrepreneurship and encourages innovation among the student workers and their peers. This paper follows up on previous results by describing a student-initiated development project to rewrite a card-swipe desktop application that tracks student usage, as an integrated suite of web and mobile apps. The paper presents the architecture of the new system along with perceptions from the student developers around their motivations to contribute to the CIS Sandbox technology infrastructure. Initial use of the prototype suggests it will improve productivity among

tutors and provide faculty with easier access to tutoring data.

<http://proc.isecon.org/2013/pdf/2514.pdf>

Teaching Programming Style with Ugly Code

Kirby McMaster Lake Forest College
Samuel Sambasivam Azusa Pacific University
Stuart Wolthuis Brigham Young University-Hawaii

Saturday 11/9/ in Executive Salon 1 at 9:30 am

In this paper, we describe how good programming style can contribute to better software. Good style makes source code easier to read and understand, which can reduce errors and simplify maintenance. We discuss several popular style practices. We then introduce a software product we have written called UglyCode, which allows instructors to demonstrate various programming style options. Specific examples that illustrate the use of UglyCode follow. With UglyCode, programming style can be visualized interactively, showing the immediate effect of style choices on the readability of code.

<http://proc.isecon.org/2013/pdf/2537.pdf>

The "Ethics" of Teaching Ethical Hacking

Ronald Pike Cal Poly Pomona University
Steven Curl California State Polytechnic University

Saturday 11/9 in Executive Salon 2 at 4:30 pm

The growing importance of information security has caused some schools to teach ethical hacking in academic programs and even more schools are considering the addition of courses that cover offensive exploitation of systems. The argument for teaching ethical hacking focuses on the need for students to understand attacks to better prepare these students for stopping such attacks. However, some believe that teaching hacking skills increases risk to society by drawing students into activities and behaviors that ultimately lead them to commit criminal acts. The proponents of teaching ethical hacking argue that ethics is in the name of these courses and ethics training permeates related curriculum providing students with ample preparation to understand the risks of related

criminal activities thereby leading students toward healthy behaviors. This paper stems from an effort to explore mechanisms beyond classroom-based curriculum to minimize the risk of students committing criminal acts with the skills acquired in an ethical hacking class. The data collection for this paper included interviewing more than 200 information security professionals at three professional conferences focusing on information security in the Southwestern United States. Each respondent was given an overview of a typical ethical hacking program and was asked if they believed ethical hacking should be taught in universities, and if so, what mechanisms should be in place to help students refrain from criminal activity. The top four recommendations from industry practitioners were further explored through the academic literature and the outcomes are offered in this paper.

<http://proc.isecon.org/2013/pdf/2544.pdf>

The Google Online Marketing Challenge: Real Clients, Real Money, Real Ads and Authentic Learning

John Miko St. Francis University

Thursday 11/7/ in Executive Salon 1 at 3:30 pm

Search marketing is the process of utilizing search engines to drive traffic to a Web site through both paid and unpaid efforts. One potential paid component of a search marketing strategy is the use of a pay-per-click (PPC) advertising campaign in which advertisers pay search engine hosts only when their advertisement is clicked. This paper describes a class exercise utilizing the Google Online Marketing Challenge (GOMC) to teach search marketing and PPC concepts. The GOMC is a global collegiate competition in which student teams utilize a \$250 budget provided by Google to design, implement, and monitor a PPC campaign for an actual small business client. This paper argues that the GOMC is an effective exercise to teach search marketing and PPC terminology, skills, and techniques and demonstrates many of the characteristics present in authentic learning environments.

<http://proc.isecon.org/2013/pdf/2565.pdf>

The Market for Career Tracks in Undergraduate IS Curricula in the U.S.

Drew Hwang California State Polytechnic University
Steven Curl California State Polytechnic University

Saturday 11/9/ in Executive Salon 1 at 2:45 pm

The use of Information Technology (IT) in organizations is broad and rapidly growing. With so many technology topics to cover, Information Systems (IS) educators are faced with the challenge of having to design and develop an IS curriculum that best serves both students and industry. Most IS curricula adopt a breadth-first and specialization-second approach in which students take a set of core courses in a fundamental body of knowledge followed by a number of electives in a specialization either by their own preference or by a track design offered by the program. The subject of track design has not been a traditional focus of information systems curriculum study, despite the IS Model Curricula 2010's effort to introduce a separation between core and track courses. The current study examines career track data from IS programs in business and management within the United States. The study performed a content analysis of the websites and university catalogs of 401 IS undergraduate programs and identified 241 career tracks in 82 programs. These tracks are analyzed to better understand their composition and anatomy. The results should help current information systems programs to better understand and structure their own curricula.

<http://proc.isecon.org/2013/pdf/2553.pdf>

The Tablet Evolution and Diaspora

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

Friday 11/8/ in Executive Salon 5 at 4:15 pm

This paper examines the development, evolution and diaspora of the tablet. An overview of the Innovation Diffusion Technology [IDT] model is presented. Using this as a framework the PC industry is categorized from multiple perspectives. Foremost is the evolution of the tablet. The direction, durability and mutations (the diaspora) of the industry are presented using Ansoff's Model of Diversification.

<http://proc.isecon.org/2013/pdf/2534.pdf>

Tool Choice for E-Learning: Task-Technology Fit through Media Synchronicity

Jun Sun..... University of Texas Pan American
Ying Wang University of Texas - Pan American

Saturday 11/9 in Executive Salon 1 at 10:00 am

One major challenge in online education is how to select appropriate e-learning tools for different learning tasks. Based on the premise of Task-Technology Fit Theory, this study suggests that the effectiveness of student learning in online courses depends on the alignment between two. Furthermore, it conceptualizes the formation of such a fit through the lens of Media Synchronicity Theory: each type of learning tasks in the online environment require a certain level of media synchronicity, and various e-learning tools enable different levels of media synchronicity. Their alignment forms along two dimensions of media synchronicity: the purpose dimension ranging from conveyance to convergence and the process dimension ranging from asynchronous to synchronous. The conceptualization leads to research hypotheses that posit the aligned relationships between learning tasks and e-learning tools in terms of purpose and process. The hypotheses were tested with the observations collected from an experiment, and the conjoint analysis results support that students do perceive and prefer the fit between learning tasks and e-learning tools along the two dimensions. The findings yield helpful insights on the best practices concerning the utilization of information technology for the enhancement of student learning outcomes in online course design.

<http://proc.isecon.org/2013/pdf/2529.pdf>

Understanding the factors influencing the development of eGovernment in Saudi Arabia: the Use of Grounded Theory techniques

Osama Alfarraj King Saud University
Ahed Abugabah American U in the Emirates
Salem Alkhalaf Qassim University

Saturday 11/9/ in Executive Salon 2 at 4:00 pm

This paper contributes to the knowledge in the field of Information Systems (IS) and especially

in Saudi Arabia as a developing country that is still facing difficulties in the development of eGovernment. This paper aims to develop a deep understanding for the factors influencing the development of eGovernment and contribute to cause the delay of its initiatives in Saudi Arabia. Therefore, this study focuses on the delay to the implementation of the Yesser eGovernment program in Saudi Arabia (scheduled for completion in 2010). This study focuses on the perceptions and experiences of those involved in the development and implementation. Therefore, this research takes a different approach by focusing on stakeholders who are involved in the development of eGovernment program and other informed participants. Qualitative methodology has been adopted in this research. This paper is organized as follows. We start with a brief introduction, and then we illustrate the research methodology including methods used to collect data and research approach. We describe the used of research approach (Grounded Theory). We discuss the factors influencing the development of eGovernment in Saudi Arabia, and finally we draw some conclusions.

<http://proc.isecon.org/2013/pdf/2521.pdf>

Unraveling e-Learning: An Investigation of Critical Constructs

Ali Kamali Missouri Western State University

Saturday 11/9/ in Executive Salon 1 at 9:00 am

E-learning and the traditional learning models share many challenges, but some e-learning challenges—e.g., resource utilization—are particular. This study examines the effects that e-learning challenges have on its success in terms of the learner's expectations, experiences, satisfaction, and performance. Seven hundred and forty-two students in a small Midwestern university constituted the sample; the data from those with e-learning experiences (412) were analyzed for their relevance to this study (close to 13% of the theoretical population). Several levels of analysis examined the effects that e-learning constructs (i.e., course structure and contents, experience with e-learning, expectations, and satisfaction) have on performance of e-learners. Although the bivariate tests and multiple regression analysis supported the theoretical model in this study, "course structure and content quality" appeared

to be the most important factor affecting learner's performance.

<http://proc.isecon.org/2013/pdf/2506.pdf>

Who Needs Certifications? A Survey of Certifications in the IT Industry

Bryan ReinickeU of North Carolina Wilmington
Tom JanickiU of North Carolina Wilmington

Saturday 11/9 in Executive Salon 2 at 11:30 am

The importance of certifications in the IT industry has been a topic amongst those involved in higher education for some time. As more states push for "accountability" in higher education, certifications have been mentioned as a possible way to demonstrate learning. In addition, students are more and more likely to ask about certifications because they want something to distinguish them in an ever more competitive job market. The question this paper seeks to address is: are certifications really a good asset for students to acquire? In order to help understand this question, data was collected from Information Technology professionals to determine how common certifications are for those working in the field. The results show dramatic differences in the prevalence of certifications based on the area of Information Technology.

<http://proc.isecon.org/2013/pdf/2539.pdf>

Working with Real Companies, Making a Real Impact: Student Perspectives on the Google Online Marketing Challenge

Guido LangQuinnipiac University
Wendy CeccucciQuinnipiac University

Saturday 11/9/ in Executive Salon 4 at 10:00 am

The Google Online Marketing Challenge is a global student competition in which teams are given \$250 to develop and run an online advertising campaign for a business or non-profit organization over a three-week period. Despite the fact that 50,000 students have competed in the Challenge since its inception in 2008, relatively little is known about the

students' experience in the Challenge. To address this shortcoming, this paper provides an overview of how the Challenge was implemented in an undergraduate Computer Information Systems class and then answers the following research questions: What do students like about the Challenge? What do students learn in the Challenge? How can the students' experience in the Challenge be improved? This research addresses these questions using quantitative and qualitative responses to a student survey. Results suggest that students enjoy working on a real project, seeing cause and effect in action, and gaining marketable skills. The key learning outcome of the Challenge is being able to explain core concepts in online marketing (such as click-through rate, landing page experience, and return on investment). Students like having the choice between finding a client on their own or being assigned a client by the professor. Also, according to the students, a four-member team is the ideal size for the Challenge. Furthermore, students would like to work on additional case studies relating to online marketing. Lastly, students recommend pre-selecting clients based on their willingness to use Google Analytics, as this would significantly improve students' ability to optimize campaign performance.

<http://proc.isecon.org/2013/pdf/2519.pdf>

ISECON Abstract Presentation

Sentiment Analysis of Academic Plagiarism Detection Tools

Shilpa Balan University of Dubuque

Friday 11/8 in Executive Salon 4 at 3:00 pm

Universities and academic institutions face issue of plagiarism, and have hence turned to academic plagiarism detection tools such as Turnitin. This is challenging since it creates an ethical issue and possibility of mistrust between students and teachers. Notable schools and many teachers prefer to use plagiarism detection tools as a means to detect the level of plagiarism conducted by the student.

proc.isecon.org/2013/abstracts/2701.html

Enterprise Systems: A Measure of Student Learning With a Simulation Game

Jennifer KreieNew Mexico State University
Carlo Mora-Monge...New Mexico State University
James ShannonNew Mexico State University

Friday 11/8 in Executive Salon 1 at 4:45 pm

Many companies have implemented enterprise systems and are interested in hiring students who understand the impact of enterprise systems on business process integration, both on a day-to-day basis and for data analytics and decision making. To take strategic advantage of their enterprise system, an organization needs employees who are truly knowledge workers—people with technical skills, statistical and analytic skills, knowledge of data, knowledge of the business, and communication/partnering skills. This paper describes a program at a business school located in the southwest United States that offers an enterprise systems minor.

proc.isecon.org/2013/abstracts/2683.html

Attributes Motivating the Embrace of Mobile Banking: A Comparative Experience of Indian and United States

Madhurima Deb..Indian Institute of Management
Ewuuk Lomo-David NC A&T State Univ

Friday 11/8 in Executive Salon 2 at 4:45 pm

Mobile banking is the ubiquitous computerized exchange of confidential financial communication and data such as instant intra-national and international money transfer between accounts, payment of debts to creditors between banks and customers in place of traditional face-to-face communication. This exchange medium may be through telephone (with limited functionality) or internet (with robust functionality). The essence of this concept paper is to isolate and compare those elements that encourage customers to embrace automated mobile banking between the two populations of this study.

proc.isecon.org/2013/abstracts/2681.html

Designing a Business Intelligence emphasis in the MBA program

Alpana Desai.....University of Alaska Anchorage
Yonggang Lu.....University of Alaska Anchorage

Friday 11/8 in Executive Salon 4 at 4:45 pm

In recent years, Big Data has become an increasingly hot topic across many fields. As pointed out in Chen, et al. (2012), overwhelming interest in Big Data has created numerous opportunities for information systems (IS) researchers pursuing advancement in techniques for business intelligence and analytics. Meanwhile, Big Data presents opportunities not only for the research community but also for IS education at business schools to prepare students for increasing career opportunities. The McKinsey Global Institute Report (2011) projects that by the year 2018 USA will face a shortage of 150,000 professionals who can make effective decisions by analyzing big data.

proc.isecon.org/2013/abstracts/2699.html

A traditional school towards a new dimension – social learning

Maria João Ferreira.....Portugalense University
Fernando Moreira.....Portugalense University
Isabel SerucaUniversity Portugalense

Friday 11/8 in Executive Salon 5 at 4:45 pm

Schools have suffered a large (r)evolution at social, economic and technological levels, particularly during the last 10 years, when traditional barriers of transferring information and knowledge silos have been progressively eliminated. Finding experts and knowledge within a school is now easier through Social Learning. A change of paradigm in day-to-day use of information systems and technologies (IST) by students does not sustain such a transformation by itself, however. A change of culture and behavior is also necessary. The appropriate use of IST integrated with the school's processes will depend on both individual and collective efforts, that is, on what may be called "collective leadership".

proc.isecon.org/2013/abstracts/2684.html

A Review of Technology Acceptance Models and Their Implication for Global Health Technologies

Taiwo AjaniRobert Morris University
Jennifer Breese-Vitelli....Robert Morris University

Friday 11/8 in Texas Ballroom C at 4:45 pm

Emerging technologies in the form of information systems and communications infrastructures have great implications as decision support systems in global health and security. They hold creative promises for addressing modern day threats of infection, terrorism and hunger. Yet these are promises that are undeliverable unless new technologies, which are often disruptive, are first understood and accepted by potential users. Concerns are no longer limited to the gap between research, commercialization and cost consideration, but now include complex technical and human factors including: form factor, ergonomics, deployment, data communication, aesthetic, knowledge management, and energy efficiency among others. These factors have been known to cause users' rejection and the ultimate failure of new inventions.

proc.isecon.org/2013/abstracts/2698.html

Can Web 2.0 Tools Still Provide a Means for Effective Communication and Collaboration?

Jennifer Breese-Vitelli Lasell College
Joseph Homan
Cornerstone Consulting Contracting Services
Philip Kim.....Walsh University
Cory Maloney..... Franciscan University

Saturday 11/9 in Executive Salon 1 at 3:15 pm

This research will examine the role of Web 2.0 collaborative technologies (e.g., wikis, blogs and micro-blogging platforms) to facilitate knowledge management, and both synchronous and asynchronous communication within a team-based learning environment. Research has shown the benefits of using wikis and blogs in the classroom. Students are familiar with the technology and the learning curve is relatively short. Most studies on Web 2.0 technologies focus on how well the student completed a certain task or whether the students learned [1]. Included in this research will be the pedagogical method of team-based learning (TBL) [3] to determine how students effectively manage and communicate expectations, determine roles and responsibilities, and to successfully complete assigned tasks.

proc.isecon.org/2013/abstracts/2682.html

What Are Some Colleges Offering to Meet the Demand for Data Analytics?

Jennifer Kreie..... New Mexico State University

Saturday 11/9 in Executive Salon 2 at 3:15 pm

Big data, business analytics and predictive analytics are buzz words in the IS profession. Thanks to information technology advances in hardware and software most businesses today have no shortage of data. The issue is how to use this data resource to its best advantage.

It is widely reported in IT-related news that people with data management skills and a solid foundation in statistical analysis are in high demand and command very good salaries. The forecast is that there will be a shortage of people with these skills in the years to come. Some business colleges have foreseen this need and already offer masters-level programs in data

analytics. Some schools currently are looking at developing a new master's program or certification programs or are offering a track or concentration in an existing MBA or IS master's program.

proc.isecon.org/2013/abstracts/2696.html

Flipping the Classroom: It's not simply assigning videos to watch

Michael Smith.....Georgia Institute of Technology

Saturday 11/9 in Executive Salon 4 at 3:15 pm

When YouTube was introduced, many in higher education immediately saw the potential of replacing much class meeting time spent in lecture with assigned preparatory video viewing—either of recorded lectures, PowerPoint voice-overs, or of "how to" or "about" videos produced by specialists in the creation of educational materials or by institutions such as the Khan Academy. In the years since, as the quality and quantity of suitable material has grown, it has become easy to add such materials to the required prep, providing links to them through a learning management system (LMS). The ease with which material could be made available on-line created more possibilities for the practice of peer instruction exemplified by Mazur since the early 1990s.

proc.isecon.org/2013/abstracts/2700.html

Decision Support Systems: A Crossroad between Public Health and Information Systems

Taiwo Ajani..... Robert Morris University

Saturday 11/9 in Executive Salon 5 at 4:30 pm

Emerging technologies such as sensor devices and the planned global sensor networking hold creative promises for addressing modern day threats; yet they may also impact us in ways that are not yet understood. Public Health (PH) practitioners are interested in potential impact of new technologies; Information System educated professionals are interested in data mining and decision science technologies. Therefore, it is important to understand issues and concerns that they consider as ramifications of such information technology tools with potential impacts on socioeconomic systems. It is the assumption of this study that identified issues and concern do not only affect technology adoption, but also can help to reduce the risk of rejection of new innovations.

proc.isecon.org/2013/abstracts/2697.html

CONISAR Paper Abstracts

A Comparison of Software Testing Using the Object-Oriented Paradigm and Traditional Testing

Jamie Gordon University of North Florida
Robert Roggio University of North Florida

Friday 11/8 in Executive Salon 5 at 10:50 am

Software testing is an important part of any software development. With the emphasis on developing systems using modern object oriented technologies, a critically-sensitive issue arises in the area of testing. While traditional testing is reasonably well understood, object oriented testing presents a host of new challenges. This paper focuses on what differentiates the two in test cases, testing levels, and OO features affecting testing.

<http://proc.conisar.org/2013/pdf/2813.pdf>

A Process Improvement Framework for Information Technology Management in Small to Medium Enterprises (PI4IT)

Thomas Bilan Lawrence Technology Institute
S. Alan McCord Lawrence Technology Institute

Thursday 11/7 in Executive Salon 4 at 3:30 pm

Small to Medium Enterprises (SMEs) account for over 99.7% of businesses in the U.S. and over 95% globally. 90% of those SMEs use computer systems as part of daily business operations. Despite the high penetration of Information Technology (IT) at the SME level, many SMEs lack proper IT management practices. For example, studies have shown that seven out of ten SMEs go out of business after a major data loss event. Proper IT management guidance can mitigate or eliminate many SME IT management issues.

This paper focuses on the development and validation of the Process Improvement for Information Technology (PI4IT) framework and its accompanying assessment model. PI4IT addresses and improves the most common SME IT issues through the assessment and accomplishment of goals across seven

foundational capabilities. The foundational capabilities were determined using a Delphi methodology and validated using mixed methods techniques using survey data collected from 72 SME IT providers and practitioners.

<http://proc.conisar.org/2013/pdf/2815.pdf>

A Study of Cloud Computing Infrastructure-as-a-Service (IaaS) in Financial Firms

James Lawler Pace University
H Howell-Barber Pace University
Anthony Joseph Pace University
Stuti Narula Pace University

Friday 11/8 in Executive Salon 1 at 2:00 pm

The cloud continues to be a delivery method of information systems deployed frequently by financial firms. Infrastructure-as-a-Service (IaaS) is an evolving model of this method in industry. In this study, the authors evaluate critical few factors that can enable financial firms to formulate a generic strategy from investment in IaaS. The authors find procedural factors more evident than technical and business factors on projects of IaaS, but also find implementation methods more limiting in strategy. The findings of this study contribute a framework for investment in this maturing method of cloud computing.

<http://proc.conisar.org/2013/pdf/2804.pdf>

A Study of Information Technology Operating and Capital Expenditures and Their Effect on Positive Firm Outcomes

Alan Peslak Penn State University

Friday 11/8 in Executive Salon 4 at 2:30 pm

For many years, business has invested significant resources in information technology, hardware, software, and manpower. The Productivity Paradox is the seeming lack of productivity gains despite the increased investment in IT (information technology). For many decades the existence of a Productivity

Paradox has been the subject of research interest. Conflicting results have been obtained from a variety of data sets. Until this study however there has been no study that has specifically reviewed operating and capital information technology expenditures and their impact on positive firm outcomes. The objective of this study was to investigate information technology productivity with a new data set and measure both information technology capital and operating expenditures to determine whether increased expenditures had a significant impact on how a firm viewed their IT quality as measured by improved decision making, data integrity, and data consistency. Results of the study indicated that changes in levels of information technology expenditures as a percent of revenues did not have a consistent positive impact on firm level productivity in this large sample of firms. The Productivity Paradox does seem to continue and sheer increase of expenditures does not directly result in improved firm outcomes. The major contribution of the study is that it provides an analysis of the impact of information technology expenditures on perceived firm IT quality.

<http://proc.conisar.org/2013/pdf/2802.pdf>

Bizprojet: The co-design of an affinities and skills search-engine. Team building around an innovative project: New knowledge shared?

Evelyne Lombardo.....Kedge Business School
Serge Agostinelli..... LSIS
Marie Ouvrard LSIS
Sophie Arvanitakis LSIS
Marielle Metge Grant Linscott

Thursday 11/7 in Executive Salon 2 at 4:30 pm

The related research aims to develop and test in the future two technological components that enable managers to form a project team. The first component proposes a search-engine of performance and affinities based upon the personalities and interpersonal skills of individuals. The second component proposes a search-engine of selection and recommendation for the establishment of a successful project team. Both components will be integrated into a web service to promote innovative use, in terms of obtaining human resources that match a team project, and also in the management of one's career.

Beyond the computing aspects, the project raises a crucial issue for cognitics and information technology: That is the compatibility of Social and Human Science and ICT Science of Technology and information and communication for knowledge management models. We present in this paper exploratory analysis prior to the implementation of these two search-engines and the bases and methods used for the characterisation of business performances, together with the interpersonal and professional skills necessary for the functioning of a team.

<http://proc.conisar.org/2013/pdf/2525.pdf>

Can Social Media aid Software Development?

Bryan Reinicke ... Univ North Carolina Wilmington
Jeffrey Cummings Univ NC Wilmington

Saturday 11/9 in Executive Salon 5 at 9:00 am

Information technology professionals have been developing systems for over 50 years. Despite this wealth of experience, numerous problems continue to face software developers on the road to a successful implementation. In this paper, the authors examine how the use of social media systems and technologies could aid in the successful implementation of information systems. This is done by reviewing the systems development literature to identify the success factor addressing common problems that face software development teams, and on the use of social media. Then, the paper examines the social media systems that are available and shows how these social media systems could be used to alleviate the problems faced by software developers.

<http://proc.conisar.org/2013/pdf/2816.pdf>

Creating A Semantic Differential Scale For Measuring Users' Perception and Attitude To Emerging Technologies

Taiwo Ajani Ferrum College
Elizabeth Stork Robert Morris University

Saturday 11/9 in Executive Salon 5 at 4:00 pm

The purpose of this paper is to describe the development and testing of an Emerging Technologies Semantic Differential Scale (ETSDS) designed to measure the attitudes of potential users toward an emerging technology. The strategy consisted of identifying initial items and descriptors that may help to understand respondents' attitudes about one emerging technology; test bi-polar adjectives to construct the scale; determine representativeness of items on a particular construct domain for content validity; and finally, to test the reliability and construct validity of the instrument. The instrument development process resulted in a reliable and valid parsimonious 10-item scale for quantitatively measuring attitudes toward the deployment of global sensor networks that is easily adaptable to other emerging technologies with similar attributes. The instrument is likely to be useful to both academics and practitioners with interests in attitudes about innovations, technology adoption, and users' behavioral intention toward emerging technologies.

<http://proc.conisar.org/2013/pdf/2564.pdf>

Data Privacy: Are We Accidentally Sharing Too Much Information?

Adnan Chawdhry California University of PA
Karen Pullet Robert Morris University
David Douglis Robert Morris University

Thursday 11/7 in Executive Salon 4 at 1:30 pm

We are living in a world in which we are surrounded by technology. With the conveniences of technology also come nuisances. People are exposing personally identifiable information (PII) about themselves without realizing the consequences of this action. Many users of social network sites are aware of the possible pitfalls of failing to secure their personally identifiable information using the privacy settings of the site. However, what

about the personally identifiable information placed in the photos that individuals place online? What about accidentally sharing information by clicking "reply all" to an email that was meant for only one recipient or attaching the wrong document in an email? With the increased deployment of electronic devices that connect us around the world, we often unintentionally share personal information with those we do not know or whom we did not intend to disclose the private details. The oversharing of information, how it is collected, and who collects it can be a source of power. As users of these communication channels, we need to be aware of how information can be accidentally shared with those we did not intend and the negative effects it can have on the user. To the best of the researcher's knowledge, this is the first attempt to measure accidental sharing of information via mobile devices, email, public Wi-Fi and text messaging. This 2013 exploratory study investigates how students at a mid-Atlantic University willingly and unwillingly share personal information and the potential effect this sharing has on their digital lives.

<http://proc.conisar.org/2013/pdf/2818.pdf>

Decision-Making via Visual Analysis using the Natural Language Toolkit and R

Musa Jafar West Texas A&M University
Jeffry Babb West Texas A&M University
Kareem Dana West Texas A&M University

Friday 11/8 in Executive Salon 1 at 3:00 pm

The preponderance of and rate of accumulation of textual data is now outstretching our ability to comprehend this text using conventional means. We extend our existing framework for the interactive visualization of textual data in digital format by including near-real-time text analysis using the R statistical and analytical package(s). We utilize R as a pre-processor to programmatically gather and preprocess raw textual data generated by social media and incorporate it into textual corpora. The extended framework's back-end is a Django-based framework that relies on both the Natural Language Processing Toolkit (NLTK 2.0) and the R language and its rich set of packages. These tools are combined to present the user with a web-based "Interactive n-gram wordCloud" front end to visually and statistically analyze corpora built from our backend. We illustrate the use of

this framework by utilizing the Twitter API to glean social trends that amount to visualizing "zeitgeist." Our framework will allow subject-matter experts, typically in the humanities and social sciences, to develop alternative analyses of social phenomenon through text mining and visualization. The intent of our tool would be that subject-matter experts are able to manipulate text without the technical background in the tools typically used for these analyses, and without having to digest the entire works themselves, which is becoming impossible.

<http://proc.conisar.org/2013/pdf/2821.pdf>

Does File Sharing Lead to Legal Sales? Student Attitudes on Music Piracy

Robert Siegfried.....Aldephia University

Friday 11/8 in Executive Salon 4 at 3:45 pm

The illegal downloading of copyrighted music has created an economic crisis for the recording industry. However, there is some evidence that suggests that illegal downloading does not always have a negative impact on the sale of recorded music. A questionnaire is administered to college freshmen in their English composition class in 2006 and 2011. It was determined that college freshmen will download music that they would never consider buying and will buy music that they have downloaded illegally if they like it. This suggests that the recording industry's effort to combat digital piracy may have been counterproductive.

<http://proc.conisar.org/2013/pdf/2823.pdf>

Feasibility of a Platform-as-a-Service Implementation using Cloud Computing for a Global Service Organization

Keke Gai.....Lawrence Technological Institute
Annette Steenkamp.....Lawrence Tech. Institute

Friday 11/8 in Executive Salon 2 at 10:50 am

This paper reports on an investigation of information technology (IT) enablement for a global service organization (small/medium enterprise [SME]), with focus on the feasibility of

an implementation with Platform-As-A-Service (PAAS) using cloud computing. A positivist-empirical research approach was followed to establish the feasibility of leveraging the benefits of cloud computing for an enterprise portal in a way that adds value for the enterprise. The following six tasks were performed, namely (1) problem analysis of services, (2) literature review, (3) conceptualization of problem, (4) initiation and scope definition, (5) feasibility study, and (6) conceptualization of proposed solution. There were two main deliverables, namely the feasibility report and a proposed implementation. The feasibility report provides analyses that align the IT strategy and enterprise strategy, strategic analysis, tactical analysis, business process analysis, a defined value proposition, cost benefit analysis, and process performance analysis. Based on this feasibility report, an acquisition proposal for a cloud-based portal with a PAAS implementation is developed. The paper provides cloud practitioners with some recommendations and practical references relating to implications for practices and procedures in the services agency domain, security requirements, training requirements, and phased process improvement. The findings of this investigation contribute to the body of knowledge for both academics and professionals regarding e-business. The investigation was conducted as part of an academic course in collaboration with a real-world small to medium size agency with limited resources. There are two limitations to this research. First, the proposed solution is conceptual and will be implemented in the next phase of the research project. Second, generalization of the proposed solution has potential and the solution could be examined for other services domains.

<http://proc.conisar.org/2013/pdf/2805.pdf>

Information Security in Nonprofits: A First Glance at the State of Security in Two Illinois Regions

Thomas ImbodenSouthern Illinois University
Jeremy N. Phillips.....West Chester University
J. Drew SeibMurray State University
Susan R. FiorentinoWest Chester University

Friday 11/8 in Executive Salon 5 at 11:20 am

Information security is a hot button topic across all industries and new reports of security

incidents and data breaches is a near daily occurrence. Much is known about recent trends and shortcomings in information security in the public and private sectors, but relatively little has been found about the state of information security in nonprofit organizations. The underlying missions of nonprofit organizations, composition of their workforce, and their reliance on grants and donations for revenue generation streams all provide stark contrast with private business. These facts warrant an examination of information security of nonprofit organizations separate from private or commercial groups. This paper examines the state of information security in nonprofit organizations with results obtained by surveying volunteers or employees at nonprofit groups in two areas of Illinois. A qualitative discussion using observations gained from direct analysis of the security status of three organizations as part of student service learning projects is presented as well.

<http://proc.conisar.org/2013/pdf/2820.pdf>

Looking Backwards to Look Ahead: Lessons from Barcode Adoption for RFID Adoption and Implementation

Aditya Sharma..... North Carolina Central Univ
Dominic Thomas Suffolk University

Friday 11/8 in Executive Salon 4 at 2:00 pm

This paper compares the adoption patterns of two automatic identification technologies i.e. Bar codes and RFID (Radio Frequency Identification). The paper juxtaposes the historical events that were significant in the adoption of Bar codes with the contemporary events that are taking place in the RFID space. Based upon the review of bar coding literature and data collected from semi-structured interviews, the paper identifies critical themes and eight key enablers underlying the adoption of bar codes and suggests how understanding of those themes and enablers can inform the adoption and implementation of RFID and similar emerging technologies.

<http://proc.conisar.org/2013/pdf/2824.pdf>

Microsoft vs Apple: Which is Great by Choice?

James Sena California Polytechnic State Univ
Eric Olsen California Polytechnic State Univ

Friday 11/8 in Executive Salon 2 at 11:20 am

We set out to examine the performance and practices of Microsoft and Apple since the Collins Great by Choice [GBC] study. In Great by Choice, Collins and Hansen developed an explanatory framework based on their comparative analysis of seven pairs of high performing companies and matched comparison companies. Two of these were Microsoft and Apple. We examined financial performance for the eleven-year GBC comparison period (1991 - 2001) and the research period (2002 - 2012). Using this financial analysis, we developed and tested hypotheses that Apple and Microsoft either were or were not employing the GBC practices in our research period. Although, GBC seemed to have sound advice for companies, our findings were mixed. During the research period, Apple went from under performing to outperforming Microsoft. However, the causal relationship of the GBC practices to the financial reversal is not clear. Both Microsoft and Apple varied in their use of the GBC practices over the research period

<http://proc.conisar.org/2013/pdf/2803.pdf>

Online versus In-Store: Price Differentiation for Multi-Channel Retailers

Javier Flores Univ of Texas Pan American
Jun Sun Univ of Texas Pan American

Friday 11/8 in Executive Salon 2 at 9:30 am

Pure-play online retailers have created pressure on traditional bricks-and-mortar retailers forcing many of them to move to a multi-channel business model to provide customers online storefronts in addition to local physical stores. Conventional wisdom suggests that online prices be lower than in-store prices. This study investigates whether multi-channel retailers follow such clear-cut pricing strategies based on the sampling of both their online and in-store prices. The results from three national retailers of office supplies in the USA indicate that their online prices are not necessarily lower than in-store prices. In addition, they suggest that the

retailers apply different pricing strategies across different product categories. The finding reveals that multi-channel retailers use differential strategies for online and in-store pricing. It calls for further investigation of the interaction between consumer behavior and pricing strategies in hybrid e-commerce environment.

<http://proc.conisar.org/2013/pdf/2809.pdf>

Performance and Corporate Social Responsibility in the Information Technology Industry

Adrian Cowan St. Mary's University
Monica Parzinger St. Mary's University
O. Jim Welch St. Mary's University
Sandra Welch University Texas San Antonio

Saturday 11/9 in Executive Salon 4 at 11:30 am

There are trade-offs between short-term and long-term effects of spending decisions. This is certainly the case when considering the implementation of Corporate Social Responsibility measures. The purpose of our research is to explore the relationships among corporate social responsibility (CSR) and financial success measures in the Information Technology and Telecommunications industry. More specifically, we examine the relationships between employee relations, an aspect of social responsibility, and accounting measures of efficiency and profitability. In addition, we investigate the relationship of these CSR aspects with Tobin's Q, a measure of market success. Our findings suggest that positive relationships exist between employee relations and accounting and market measures of success. However, we find no evidence that a negative relationship exists between poor employee relations and our success measures.

<http://proc.conisar.org/2013/pdf/2812.pdf>

Predicting the Terminal Ballistics of Kinetic Energy Projectiles Using Artificial Neural Networks

John Auten Towson University
Robert Hammell II Towson University

Saturday 11/9 in Executive Salon 1 at 4:00 pm

The U.S. Army requires the evaluation of new weapon and vehicle systems through the use of experimental testing and vulnerability/lethality modeling & simulation. The current modeling and simulation methods being utilized often require significant amounts of time and subject matter expertise. This means that quick results cannot be provided to address new threats encountered in theatre. Recently, there has been an increased focus on rapid results for modeling and simulation efforts that can also provide accurate results. Accurately modeling the penetration and residual properties of a ballistic threat as it progresses through a target is an extremely important part of determining the effectiveness of the threat against that target. This paper proposes the application of artificial neural networks to the prediction of the terminal ballistics of kinetic energy projectiles. By shifting the computational complexity of the problem to the fitting (regression) phase of the algorithm, the speed of the algorithm during an analysis is improved when compared to other terminal ballistic models for kinetic energy projectiles. An improvement in overall analysis time can also be realized by removing the need for input preparation by a subject matter expert prior to using the algorithm for an analysis.

<http://proc.conisar.org/2013/pdf/2808.pdf>

Risk Assessment & Management in Merchant Capture Systems: A Threat Analysis Perspective

Kevin Streff Dakota State University
Sarin Shrestha Dakota State University
Cody Delzer Dakota State University

Saturday 11/9 in Executive Salon 4 at 11:00 am

Merchant Capture Systems (MCS) provide the ability to deposit checks remotely without visiting a brick-and-mortar bank. The adoption of this technology is increasing rapidly; however, security threats exist with merchant capture systems. This paper examined two prominent merchant capture architectures to determine and prioritize common security threats and mitigating controls. Threats were identified for three components of a typical merchant capture system: bank, merchant and technology service provider. The paper communicates common MCS threats and controls as gathered by a questionnaire, evaluated by security experts and refined by IT auditors and bank examiners. The study determined the likelihood and impact of each threat, calculated an asset threat score and

an inherent risk score for a merchant capture system, and concluded data loss as the top security risks when checks are deposited remotely through a merchant capture system.

<http://proc.conisar.org/2013/pdf/2814.pdf>

Shifting Technological Landscape: IT Departments and Anticipated Technological Changes

Jeffrey Cummings Univ North Carolina Wilm
Tom JanickiUniv North Carolina Wilmington
Douglas KlineUniv North Carolina Wilmington

Saturday 11/9 in Executive Salon 1 at 11:00 am

A constant in the Information Technology field is change. Technologies continue to change at a rapid pace. The need to remain current is essential for all professionals in the IS/IT field. This research presents the results of an employer survey examining the current and anticipated change in the usage of technologies. Technologies evaluated in this work include those in the areas of databases, programming languages, networking, cloud computing and operating systems platforms. Results are discussed and compared to similar surveys conducted in 2008 and 2003. While results found that Microsoft technologies are still dominant, they also suggest an increased emphasis on mobile platforms within the operating systems area and virtualization within the networking area. Within the database area, open source software (MySQL) increased dramatically compared to the prior surveys. Finally, cloud computing was included as a new technology area with mixed results.

<http://proc.conisar.org/2013/pdf/2810.pdf>

Similarity and Ties in Social Networks. A Study of the YouTube Social Network

Amir Afrasiabi Rad University of Ottawa
Morad Benyoucef University of Ottawa

Saturday 11/9 in Executive Salon 1 at 4:30 pm

Social networks and the propagation of content within social networks have received an extensive attention during the past few years.

Social network content propagation is believed to depend on the similarity of users as well as on the existence of friends in the social network. Our former investigation of the YouTube social network showed that strangers (non-friends and non-followers) play a more important role in content propagation than friends. In this paper, we analyze user communities within the YouTube social network and apply various similarity measures on them. We investigate the degree of similarity in communities versus the entire social network. We found that communities are formed from similar users. At the same time, we found that there are no large similarity values between friends in YouTube communities.

<http://proc.conisar.org/2013/pdf/2819.pdf>

Software Engineering: accessing IT core concepts

Christopher DavisUniv S Florida St Petersburg
Karla KmetzUniv S Florida St Petersburg

Thursday 11/7 in Executive Salon 4 at 4:00 pm

The conceptual complexity of software engineering presents challenges to both teachers and learners. The persistence of these challenges prompted consideration of strategies to enhance accessibility and universal design into courses from the early stages of their development: the responsibility for executing such strategies lies primarily with the Faculty Instructors and Instructional Designers. This Case Study demonstrates how improvements to the accessibility of a software engineering course through development as a fully online course had broader, more comprehensive beneficial effects on the overall teaching and learning process, improving access to the core concepts underpinning IT.

<http://proc.conisar.org/2013/pdf/2817.pdf>

Taxonomy of Common Software Testing Terminology: Framework for Key Software Engineering Testing Concepts

Robert Roggio University of North Florida
Jamie Gordon University of North Florida
James Comer University of North Florida

Friday 11/8 in Executive Salon 1 at 3:45 pm

Most accredited computing programs have at least a single course addressing a software development process. These courses typically include a discussion of fundamental concepts and terminology that includes software testing. While many key concepts are in common use, terms describing testing are often misunderstood, misused, and misguided. The purpose of this paper is to provide a framework for commonly used and misused terminology central to software testing, and also to demonstrate their application in three common classes of testing: static and dynamic testing, black box and white box testing, and verification, validation, and acceptance testing.

<http://proc.conisar.org/2013/pdf/2822.pdf>

The De-Escalation of the DHS HSIN Next Gen Project

Alan Rosenhauer Middle Tennessee State Univ
Melinda Korzaan Middle Tennessee State Univ

Friday 11/8 in Executive Salon 2 at 10:00 am

In the eight years since its creation, the US Department of Homeland Security (DHS) had tried to provide a platform for the federal government to share sensitive but unclassified (SBU) information among its varied mission partners. These partners include federal agencies and state and local public safety and law enforcement officials. Its third iteration was under development and was behind schedule, over budget, and was not garnering the support from either management or the user community. The US Office of Management and Budget (OMB) had halted any additional spending on the project. The existing course of action was not acceptable and de-escalation was required. A review of the project led DHS to cancel the project, re-scope the work, and start over. This case study examines the process of de-escalating the project by mapping the de-escalation phases of DHS HSIN Next Gen into an established research framework (Keil & Montealegre, 2000). The study confirms the practical application of Keil and Montealgre's de-escalation framework and provides insights for practitioners from the case's lessons learned.

<http://proc.conisar.org/2013/pdf/2811.pdf>

Web Recruitment: Impact of Aesthetics and Playfulness on User's Initial Affective Reactions as it Relates to Applicant Attraction

Monica Parzinger St. Mary's University
Stephanie Ward St. Mary's University
Margaret Langford St. Mary's University

Friday 11/8 in Executive Salon 2 at 4:15 pm

Acquiring pools of qualified job applicants can be a costly endeavor for organizations. Many companies have turned toward technology for assistance in attracting talent, thus the design of recruitment websites becomes an important consideration. While there are many aspects to website design, our focus is on a website's "façade," namely playfulness and aesthetics, and their impact on applicant attraction. We explore the relationships among organizations' recruitment website façades, initial affective reactions to the façades, and applicant attraction with that organization. Responses to a questionnaire completed by senior-level university students provide data for analysis. The results support our hypotheses that initial affective reactions mediate the relationship between both website playfulness and website aesthetics with applicant attraction. These findings reflect the importance of website design when the Internet is used as a recruitment channel.

<http://proc.conisar.org/2013/pdf/2825.pdf>

CONISAR Abstract

Presentation

Some Comparisons between SSM and the Activity Analysis and Development (ActAD) framework applied to IS development

Doncho Petkov ... Eastern Connecticut State Univ
Olga PetkovaCentral Connecticut State Univ

Saturday 11/9 in Executive Salon 5 at 3:15 pm

Among the systemic approaches applicable in IS development, a major role is played by Checkland's Soft Systems Methodology (Checkland, 1999; Checkland and Winter, 2006; Mingers, 1995, Mingers and White, 2010). Over the past 20 years another type of socio-technical systems thinking based on Vygotsky's activity theory applied to IS development emerged in Scandinavia including the work of M. Korpela and his group in Finland under the name Activity Analysis and Development (ActAD) framework (Korpela et al., 2004, Mursu et al. 2007). The latter is slowly being enhanced through several research projects in the last decade but there has been no attempt at comparing it with other socio-technical approaches. The goal of this presentation is to analyse whether certain earlier criticisms of SSM apply to the activity driven approaches to IS development promoted by that group with the hope that certain comparisons may lead to better understanding of ActAD.

proc.conisar.org/2013/abstracts/2881.html

Teaching IS Cases

"So what can I do with an MIS degree?" - Inspiring students to explore MIS by drawing on the voices of local innovators

Shawn Clouse.....University of Montana
Jerry EvansUniversity of Montana
David FirthUniversity of Montana
Cameron Lawrence.....University of Montana
Nathan StephensGround Swell Media

Saturday 11/9 Executive Salon 5 at 11:00 am

Recently the ISEDJ introduced a new area within its case study category that seeks to capture and disseminate successful classroom practices and teaching strategies. The primary motivation behind this enterprise is the construction of a repository that will help new academics draw from successful classroom strategies and techniques that have been successfully employed by peers around the world. This paper is a contribution toward this inaugural effort. The aim of this paper is to share a website we developed that helps our department tackle several challenging problems including the active engagement of students throughout the MIS curriculum, recruiting students to the MIS major and connecting our students and program to innovators throughout our region. Through this site we are effectively showing our students the importance of gaining a deeper understanding of technology and how studying MIS can help one pursue almost any career imaginable. This paper describes the site we developed and clearly shows how others can implement this format within their programs. Finally, this is applicable to all courses within the MIS Model Curriculum

The industry is promoting Big Data. As Big Data is a relatively new field is that every company or academic department has a different definition of what Big Data actually encompasses. Academicians are challenged with what department should even host a Big Data curriculum. Academicians are still trying to draw a box around how to define the topic so they can begin to operationalize a strategic plan to inject it into an academic curriculum. Join this panel and be ready to offer your input into the above and also hear from industry professionals what is currently needed in the field.

proc.isecon.org/2013/cases/2714.pdf

A Digital Native is Hacked: A Case Study

Jerry Evans.....University of Montana
David FirthUniversity of Montana
Eric FultonSubSector Solutions
Cameron LawrenceUniversity of Montana

Saturday 11/9 in Executive Salon 2 at 2:45 pm

This case study examines the life of a digital native who has her online accounts hacked, passwords reset, and is locked out of important online resources including her university email account and Facebook. Part one of the case study examines how the hack was perpetrated and the fallout of losing control of one's digital identity. Part two of the case study details how the main character recovered her accounts, simultaneously providing readers with the tools necessary to protect their own digital identities. Specifically, this case focuses on the use of two-step authentication schemes along with the generation, use and management of complex passwords. We then provide a set of discussion questions along with suggested lab activities that will show students how to implement the technologies discussed in the case. This case is intended to be used at both the undergraduate and graduate levels. This case complements the model curriculum objectives in IS 2010.1 and IS 2010.7.

proc.isecon.org/2013/cases/2713.pdf

Academic Community Engaged Teaching Case: Driving Innovation through Project-Based Learning in Game Programming

Yaprak Dalat Ward..... Fort Hays State University
Li-Jen Shannon Sam Houston State University

Saturday 11/9 in Executive Salon 2 at 2:15 pm

The Master of Instructional Technology Program at Sam Houston State University, a public university in Texas has opened a door of opportunities for its students who are science/non-science educators, the K-- 16 administrators, and private firm employees so that they could become more competent and competitive as future technology specialists / instructional designers. A successful completion of the project-based learning demonstrated how

game programming, Scratch could be fitted into K-16 curriculum and/or private firm training to help improve learner performances as it not only provides an effective approach to alter the students' perspectives in promoting science, technology, engineering, and mathematics but also entails each student to establish a partnership with the local school district or private firm to practice their required skills in instructional technology.

proc.isecon.org/2013/cases/2711.pdf

Cleaning Data Helps Clean the Air

Kelley Donalds..... Bridgewater State University
XIANGRONG LIU Bridgewater State University

Saturday 11/9 in Executive Salon 4 at 2:45 pm

In this project, students use a real-world, complicated database and experience firsthand the consequences of inadequate data modeling. The database used in this project was the result of a multimillion dollar data collection effort undertaken by the U.S. Environmental Protection Agency in order to set limits on emissions of air pollutants from electric power plants. First, students explore the database to identify design limitations from the perspective of a data analyst. Second, students create a new database design which overcomes identified problems. In this case study, students will develop the skill to infer usage implications by studying the design of an existing database. We believe that this skill is valuable but is different from the skill of designing a database from scratch.

proc.isecon.org/2013/cases/2717.pdf

Data Storage Forensics – What is Really Left After I Hit the Delete Button, and How Can I Actually Make Sure It's Gone?

Anthony SerapigliaSt. Vincent College

Saturday 11/9 in Executive Salon 5 at 2:45 pm

The following Teaching Case is designed to expose students to three scenarios related to data stored on hard drives, techniques that could be used to retrieve deleted or corrupted data, and a method for a more thorough deletion of data from a hard drive. These issues are often overlooked in current IT curriculum and in our age of digital clutter this can be a dangerous oversight leading to potential financial loss, exposure to identity theft, and criminal liability. This case study / lab exercise can be utilized in multiple levels of a CS/IS curriculum, adjusted to meet the skill and background levels of introductory courses to specialized capstone courses in hardware or security

proc.isecon.org/2013/cases/2715.pdf

Panels

Big Data in the IT/IS/CS Curriculum

Ken Corley Appalachian State University
David Dietrich.....EMC
Paul Newton IBM

Friday 11/8 in Texas Ballroom C at 9:30 am

The industry is promoting Big Data. As Big Data is a relatively new field is that every company or academic department has a different definition of what Big Data actually encompasses. Academicians are challenged with what department should even host a Big Data curriculum. Academicians are still trying to draw a box around how to define the topic so they can begin to operationalize a strategic plan to inject it into an academic curriculum. Join this panel and be ready to offer your input into the above and also hear from industry professionals what is currently needed in the field.

proc.isecon.org/2013/panels/2688.html

Journal of Information Systems Education (JISE) Insight and Advice on Publishing Your Research

S KruckJames Madison University

Friday 11/8 in Texas Ballroom C at 10:50 am

Interested in publishing your research? In this session, you will hear directly from, and ask questions of, the editor, editor emeritus and associate editor of JISE as to what they're looking for, how to avoid a rejection or endless R&R's. In addition, they will cover the review process and other opportunities to become involved. Attendees are encouraged to ask questions and explore publishing opportunities.

proc.isecon.org/2013/panels/2651.html

Is Higher Education Broken? One Disruptive Model to not Only Survive, but Thrive

Joseph Valacich University of Arizona

Friday 11/8 in Texas Ballroom C at 2:00 pm

Growth for higher education in the US is at historic lows, around 2%. At the same time, the cost of higher education has increased faster than healthcare. For the first time, there is real competition on price. In 2013, the Ed Board reports that nearly half of the prospective students were judging colleges based on sticker price, not who had the best football team or most beautiful campus. For online universities, a steep drop in revenue can be much more easily absorbed than traditional universities. Clayton Christensen and others envision hundreds of universities facing bankruptcy over the next decade. The discussion will briefly examine the rapidly changing landscape of higher education. It will then present one disruptive model for dealing with this change through an initiative that I lead at the University of Arizona.

proc.isecon.org/2013/panels/2658.html

Assessment for AACSB/ABET Schools Track Successful Program Assessment and Accreditation – Best Practices

Kewal Dhariwal
Athabasca University and Exec Director of ICCP
Thomas Hilton.University of Wisconsin Eau Claire
Paul Rosenthal California State U, Los Angeles
Bruce WhiteQuinnipiac University
John Whitehouse ICCP Director of Certification

Friday 11/8 in Texas Ballroom C at 3:45 pm

This panel will discuss direct assessment options for various accrediting groups – most notably ABET and to a lesser extend AACSB. There are many options to direct assessment of programs. Some programs use self-made tests or evaluation of achievement in capstone classes; other programs have used standardized tests, others use rubrics in course assessment combined with an overall assessment process. With assessment becoming more important in

the continuous improvement expectations, the panel will discuss options including using the data for 'closing the loop'.

proc.isecon.org/2013/panels/2657.html

EDSIG Board Town Hall with Members

Wendy Ceccucci Quinnipiac University

Friday 11/8 in Executive Salon 2 at 3:45 pm

An opportunity to ask questions, offer suggestions and learn more about the EDSIG (Education Special Interest Group for AITP) Board. Learn how the volunteer board seeks input to continue to assist our members in their academic research agendas.

proc.isecon.org/2013/panels/2656.html

Building Effective Corporate Advisory Boards

Scott Hunsinger Appalachian State University
Tom Janicki Univ of North Carolina Wilmington
Michael Smith Georgia Institute of Technology

Saturday 11/9 in Texas Ballroom C at 9:00 am

This panel will discuss how to start, maintain and get maximum advantage from Corporate Advisory Boards. The discussion will involve what's in it for students, for faculty and for the industry professionals. Come to the session to share your ideas.

proc.isecon.org/2013/panels/2655.html

Building Academic Alliances into your Curriculum with Industry Leaders

Mark Conway NetApp
Barry Floyd California Polytechnic University
Douglas Kline Univ of North Carolina Wilmington
Kim Yohannan EMC

Saturday 11/9 in Texas Ballroom C at 11:00 am

This panel will feature faculty and industry professionals who have worked together to build academic alliances between industry and educators. The faculty will discuss their experiences in building courses based on the academic alliances they have established while maintaining accreditation requirements. Industry professionals will discuss the steps involved to building alliances and how they can assist faculty to maintain currency in the field. Also discussed will be the benefits to students in seeking full time employment.

proc.isecon.org/2013/panels/2653.html

Is Now the time to Bring Business Intelligence into the Curriculum?

David Feinstein University of South Alabama
Jack Guarneri Paris Technology
Bart Longenecker ... University of South Alabama
Merrill Pierce Paris Technology
Jack Russell Northwestern State University
William Tastle Ithaca College

Saturday 11/9 in Texas Ballroom C at 2:15 pm

A paradigm shift has begun in the business school environment that is impacting IS/MIS/IT schools and departments as the demand for graduates competent in data analytics burgeons. Businesses now collect far more data than they can analyze, and all too often there is no one who knows how to approach the analysis such that something meaningful can come out upon which a decision can be made. The era of big data is upon us and colleges have been caught unprepared.

proc.isecon.org/2013/panels/2654.html

Academic Workshops

HTML 5: A Hands-On Workshop for Leveraging the Latest in Web Technology

Jeffrey Babb..... West Texas A&M University
Kareem Dana West Texas A&M University
Musa Jafar West Texas A&M University

Friday 11/8 in Executive Salon 3 at 9:30 am

Participants in this workshop will learn and demonstrate key new features and capabilities of HTML5 including canvas, drag & drop, geolocation, and new multimedia elements. Pertinent aspects of CSS3 and JavaScript will also be utilized to realize the full potential of HTML5.

The workshop is highly relevant as HTML5 constitutes a substantial revision and extension of HTML. While the HTML5 standard is still in flux, it is supported by most web modern browsers and HTML5 features are increasingly in demand. Many of the capabilities of HTML5 demonstrated in this workshop are what is driving compelling web apps like Google's GMail, Google Docs, Facebook, and Amazon and other Rich Internet Applications.

In addition to demonstrating the state of the art in HTML, this workshop is designed to spark new ideas for IS educators in how HTML5 can be incorporated into the curriculum immediately. As HTML5 is now upon us as a de facto industry standard for websites, mobile websites, and applications, our aim is to quickly bring our IS educator colleagues up to speed on the "core" and compelling features of HTML5.

proc.isecon.org/2013/workshops/2671.html

Formula 1 Racing & Information Systems Education – Keeping Pace with IS Innovation at 200 mph!

Mark Conway..... NetApp

Friday 11/8 in Executive Salon 5 at 9:30 am

Topics covered or Session Overview:
a) Storage and data management as an IS essential b)Cloud business models and architectures c)Examples of several "epic" customer cases and d)Introduction to the NetApp Academic Alliances' teaching resources

proc.isecon.org/2013/workshops/2687.html

EMC Academic Alliance - Educating Future IT Professionals

Kim Yohannan..... EMC

Friday 11/8 in Executive Salon 3 at 10:50 am

Learn how you can enhance student career prospects in the world of IT through the Academic Alliance. The program offers colleges and universities around the globe unique 'open' curriculum-based education, such as information storage and management, cloud computing and big data analytics. The courses focus on technology concepts and principles applicable to any vendor environment. The goal is to prepare graduates to fully leverage enhanced and emerging technologies in virtualized and cloud environments. There is no cost to institutions to join the program and members receive numerous benefits including: faculty training, course materials, and secure web portals for faculty and students.

proc.isecon.org/2013/workshops/2679.html

Digital Learning Platforms and Opportunities

Margaret Barrett John Wiley & Sons, Inc.
Beth - Hoboken Golub.... John Wiley & Sons, Inc.

Friday 11/8 in Executive Salon 3 at 11:20 am

For Introduction to Information Systems courses we offer WileyPLUS, a research-based online system for teaching and learning. Each WileyPLUS course offers a full electronic version of the text as well as a suite of online resources and study tools including videos, activities, projects and a Microsoft Office Lab Manual. Instructors can also deploy assessments via WileyPLUS and save time on grading and course administration. For Introduction to Information Systems 5th edition by Rainer, Prince and Cegielski, WileyPLUS features new videos by author Kelly Rainer for every section of every chapter, to help facilitate a "flipped classroom" model. Attend this 30 minute product session to learn more about WileyPLUS and view a brief demonstration

proc.isecon.org/2013/workshops/2680.html

WorkLight - A New Paradigm in Mobile Application Development

Joseph Laverty Robert Morris University
Vance Morris IBM

Friday 11/8 in Executive Salon 3 at 2:00 pm

The importance and growing demand for mobile applications in industry and the IS/CS/IT curriculum has been well recognized. Likewise, the cost, complexity, redundancy of developing, maintaining and teaching mobile application development for multiple platforms has also been recognized.

A variety of open-source, mobile application cross-platform frameworks have been introduced to develop and test a mobile application once, and then be deployed and executed on any mobile platform. IBM WorkLight uses HTML5, JavaScript, Apache Cordova, other JavaScript Libraries, and CSS to provide a framework with the ease-of-development and look-and-feel similar to Visual Studio. Unlike other platforms, WorkLight provides an internal, secure deployment and version control server, EIS adapters, and an integrated testing environment. Participants will be provided with Eclipse, the WorkLight plug-in, and sample code. The workshop leaders will demonstrate and guide the participants through the development and testing of a simple mobile application that accesses an enterprise database.

proc.isecon.org/2013/workshops/2690.html

Drinking from the Fire Hose: Tools for Teaching Big Data Concepts in the Introductory IT Classroom

Mark Frydenberg Bentley University

Friday 11/8 in Executive Salon 3 at 3:45 pm

A flood of information online from tweets, news feeds, status updates, photos, government databases, private, and other sources contribute to the volume, velocity, and variety of Big Data artifacts available today. Yet introducing Big Data concepts and technologies in the classroom often is designated for advanced students in database or programming courses.

This workshop will share several activities appropriate to incorporate Big Data concepts in the introductory IT classroom. Using free online

resources from Google, the US Government, Wikipedia, IMDb, and other providers, participants will learn to query and analyze real world data, create infographics and visualizations, and understand the impact of Data as a Service as a model for cloud computing. Bring a laptop or plan to become friendly with someone else who does, in order to fully participate in this workshop.

proc.isecon.org/2013/workshops/2674.html

Data Analytics with R

Jeffrey Babb West Texas A&M University
Kareem Dana West Texas A&M University
Musa Jafar West Texas A&M University

Saturday 11/9 in Executive Salon 3 at 9:00 am

The abundance of large amounts of data in digital format and the maturity of data analysis algorithms, brought Big Data, Data Analytics, Business Intelligence, data mining and Machine Learning into the forefront of "Data Science" Research. The availability of commercial software like "SQL Serve Analysis Services", SAS, SPSS, etc. made it possible for corporation to leverage their data and produce business intelligence frameworks that provide them with insight and competitive advantage. It is also allowing researchers to observe patterns that may not have possible to observe in the past. For example, the analysis of large amounts of electronic trading transactions in Finland, allowed researchers to observe a pattern of insider trading in Juvenile accounts which ultimately lead to their guardians as the insider trading, the guardians thought that using juvenile accounts as a safer and a less scrutinized mean to perform their acts.

The availability of Open Source software like R and WEKA allowed the academic communities to leverage the software in research and build an echo system to perform research and introduce the topic as a main stream topic into the curriculum. Bio statistics and text analysis are two of the success stories in that domain. In this workshop we define and introduce data science, we will introduce some of the data analytics algorithms like different cluster Analysis algorithms, we will introduce some of the classification and prediction algorithms, we will also introduce some of the text mining algorithms. We will perform complete analysis Model fitting and prediction tutorials in R. We will use datasets that are available in the public domain.

proc.isecon.org/2013/workshops/2672.html

Assessment a crucial aspect to improving your curriculum

Tracey Bryon.....ICCP
Kewal Dhariwal.....ICCP

Saturday 11/9 in Executive Salon 3 at 11:30 am

Assessment a crucial aspect to improving your curriculum assessments and how to use them. Use them for your curriculum: determine how well a topic is being covered and/or understood; how well a topic is being taught

proc.isecon.org/2013/workshops/2686.html

On the Shoulders of Giants: Mobile Websites with Twitter Bootstrap

Eric BreimerSiena College

Saturday 11/9 in Executive Salon 3 at 2:15 pm

Twitter has over 200 million users reading and contributing content on mobile devices ranging from 1st generation smart phones to the latest high-resolution tablets. Rather than develop device-specific user interfaces, Twitter's front-end is implemented using a unique combination of standard HTML, CSS, and JavaScript. This allows Twitter to implement mobile apps using the web viewers that are present on many mobile development platforms. Twitter's unique

and robust code creates a web interface that is aesthetically pleasing, functionally usable, and incredibly consistent on a wide range of displays/devices. In 2011, Twitter packaged their code into a framework, named it "Twitter Bootstrap" and released it for open source development. Since then, Twitter Bootstrap has become the most viewed project on GitHub.com.

This workshop will introduce the fundamental concepts and unique features that make Twitter Bootstrap an outstanding framework for building functional websites that look great on a wide variety of mobile devices. Participants will use the latest version of Bootstrap and complete a guided tutorial to create web pages with attractive layouts and interactive elements including buttons, forms, and navigation menus. Participants will learn about fluid grid systems to create flexible multi-column layouts that stack and shrink on small displays and responsive navigation menus that render appropriately for touch control. Time permitting, the presenter will show how Bootstrap can be customized to achieve unique designs by using LessCSS to modify and recompile Bootstrap's standard CSS files. The overall goal is to teach beginning to advanced web authors how to get started using Twitter Bootstrap to design customized, mobile-friendly websites.

proc.isecon.org/2013/workshops/2689.html

Professional Workshops

EMC: Data Science and Big Data Analytics

David Dietrich EMC
Kim Yohannan EMC

Thursday 11/7 in Exec Salon 3 - 8:30 am

Data Scientists will play a key role in the Big Data Analytics world, requiring knowledge and skills involving new methodologies, technologies, and tools that go beyond traditional data analytics. McKinsey research shows that by 2018, the U.S. faces a shortage of 140,000 – 190,000 professionals with analytics expertise, and 1.5 million managers and analysts conversant on big data analysis.

There is an urgent need to develop these skill sets, and EMC can help you prepare students to become Data Scientists through our EMC Academic Alliance program which makes EMC's technology-based Data Science and Big Data Analytics course and certification available to universities and colleges at no cost.

proc.isecon.org/2013/workshops/2675.html

Teaching Web Development Skills to Build Desktop/Tablet Apps & Modern Websites; presented by Microsoft

Ryan Joy Microsoft Corporation

Thursday 11/7 in Exec Salon 5 -8:30 pm

Increase your current skillset and development knowledge of HTML5, JavaScript, CSS3. This session will focus on utilizing Visual Studio 2012 to build HTML5/CSS sites and also building modern Windows Store apps. With this knowledge you will be able to transfer it to students in a modern web and 'device' development course. We'll look at modern web development concepts such as media queries, templating and data binding in order to increase your knowledge of app development for desktops/tablets and mobile devices. These same skills and even the same code can be leveraged to build modern Single Page Application (SPA) websites and apps for iOS, Android, and Chrome Web Stores. Throughout this sessions, we'll also look at many of the new

features and tools included in Visual Studio 2012 that make the modern web developer's job easier!

Key concepts covered and software utilized: Visual Studio 2012; HTML5; CSS3; JavaScript – Including modern frameworks and libraries; Building Windows Apps; Using the same code to build for PhoneGap, iOS, Android and Chrome Stores.

proc.isecon.org/2013/workshops/2677.html

Implementing Storage & Data Management into IS Programs

Mark Conway NetApp

Thursday 11/7 in Exec Salon 3 -1:30 pm

A highly practical workshop designed to enable you to add an exciting new data management component and storage industry certification to your institution's IS program. Data storage and back-up were cited as the #2 IT Priority in CompTIA's 2012 State of the IT Skills Gap study; but 26% of firms in an Information Week study on the State of Storage, in January 2013, indicated that insufficient staff and insufficient staff training were two of CIOs' top storage concerns. IT departments across all industries are grappling with unprecedented data volume, velocity and variety and are working to address this storage skills gap – providing appropriately educated students with many, exciting career options.

If your school/program is currently teaching other certifications in areas such as networking and virtualization, this workshop will provide an excellent vehicle for you to develop plans and content to align your courses with emerging IT management trends and best practices.

proc.isecon.org/2013/workshops/2676.html

Back to the Mainframe: IBM zEnterprise in the IS/CS & IT Curriculum

Paul Newton..... IBM

Thursday 11/7/2013 in Bluebonnet at 1:30 pm

Expected retirements of 60,000 zEnterprise professionals over the next decade will create unprecedented career opportunities for qualified IS/CS & IT graduates in the United States. While many pundits have pronounced "The mainframe is dead!", one surely cannot prove this contention considering IBM's growing dominance in large scale transaction processing, big data and data analytics, web and mobile application

development, and security. Worldwide IBM zEnterprise systems account for 71% of all financial, insurance and banking transactions; 70% of wealth management services; 62% of major retailer transactions, and 64% of the state and federal governments transactions. In recent years IBM has added Unix, zLinux, Cognos, SPSS, Rational Project Management and Application tools, WorkLight, J2EE Websphere , MQ Web Services, and AppScan product lines. Major IBM U.S. customers include: USAA, Aetna, J.P. Morgan Chase, Citi Bank, Bank of America, Vanguard, Boeing, IRS, Blue Cross/Blue Shield, Walmart, Federated Department Stores, BNY/Mellon, as well as, the majority of the Fortune 500 corporations

proc.isecon.org/2013/workshops/2678.html

2013 ISECON/CONISAR Reviewers

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

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Adkins, Joni - Northwest Missouri State University
Afrasiabi Rad, Amir - University of Ottawa
Agostinelli, Serge - LSIS CNRS
Ajani, Taiwo - Robert Morris University
Auten, John - Towson University
Babb, Jeffry - West Texas A&M University
Baugh, Jeanne - Robert Morris University
Benyoucef, Morad - University of Ottawa
Berardi, Victor - Kent State University at Stark
Bilan, Thomas - Lawrence Technological University
Blundell, Gregory - Kent State University at Stark
Borkovich, D.Sc., CPCM, Debra - Robert Morris University
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Cummings, Jeffrey - University of North Carolina Wilmington
Dana, Kareem - West Texas A&M University
Davis, Christopher - USF Saint Petersburg
Debuse, Justin - University of the Sunshine Coast
Debuse, Valerie - Queensland Govt Dept of Agriculture
Draus, Peter - Robert Morris University
Ernst, Bruce - New Mexico State University
Eweni, Samuel - Southern University at New Orleans
Fahy, Gregory - University of Maine at Augusta
Faja, Silvana - University of Central Missouri
Feinstein, David - University of South Alabama
Fiorentino, Susan R. - West Chester University
Flores, Javier - University of Texas Pan American
Frydenberg, Mark - Bentley University
Fryling, Meg - Siena College
Gai, Keke - Lawrence Technological University
Ganesan, Nanda - California State University, Los Angeles
Gao, Yuan - Ramapo College
Hammell II, Robert - Towson University
Henson, Kerry - University of Central Missouri
Hoanca, Bogdan - University of Alaska Anchorage
Howard, Elizabeth - Miami University

Humphrey, Roberta - Southeast Missouri State University
Hunsinger, Scott - Appalachian State University
Hwang, Drew - California State Polytechnic University
Ijeh, Anthony - A'Sharqiyah University
Imboden, Thomas - Southern Illinois University
Jafar, Musa - West Texas A&M University
Kamali, Ali - Missouri Western State University
Klein, Stephen
Kline, Douglas - University of North Carolina Wilmington
Kmetz, Karla - University of South Florida Saint Petersburg
Kohun, Frederick - Robert Morris University
Korzaan, Melinda - Middle Tennessee State University
Kreie, Jennifer - New Mexico State University
Landry, Jeffrey - University of South Alabama
Lang, Guido - Quinnipiac University
Law, Wai Kin - University of Guam
Lawler, James - Pace University
Lawson, Simon - Queensland Govt Dept of Agriculture
Legier, John - Southern Illinois University
Liu, Xiang (Michelle) - Marymount University
Lombardo, Evelyne - Euromed Management
Longenecker, Bart - University of South Alabama
McAdams, Laurie - Tarleton State University
McAleer, Brenda - University of Maine at Augusta
McCarthy, Richard - Quinnipiac University
McCord, S. Alan - Lawrence Technological University
McMaster, Kirby - Lake Forest College
Miah, Muhammed - Southern University at New Orleans
Miah, Shah - Victoria University
Miko, John - St. Francis University
Mishra, Sushma - Robert Morris University
Molluzzo, John - Pace University
Murphy, Diane - Marymount University
Olsen, Eric - California Polytechnic University
Omar, Adnan - Southern University at New Orleans
Parzinger, Monica - St. Mary's University
Pauli, Wayne - Dakota State University
Pullet, Karen - Robert Morris University
Peslak, Alan - Penn State University
Petkova, Olga - Central Connecticut State University
Phillips, Jeremy N. - West Chester University
Pike, Ronald - Cal Poly Pomona University
Pinchot, Jamie - Robert Morris University
Pomykalski, James - Susquehanna University
Precourt, Peter - University of Maine at Augusta
Reames, Steve - A'Sharqiyah University
Redfield, Carol - St. Mary's University

Reinicke, Bryan - University of North Carolina Wilmington
Riemenschneider, Cynthia - Hankamer School of Business
Roggio, Robert - University of North Florida
Sagheb-Tehrani, Mehdi - Columbus state University
Sambasivam, Samuel - Azusa Pacific University
Saulnier, Bruce - Quinnipiac University
Schwieger, Dana - Southeast Missouri State University
Seib, J. Drew - Murray State University
Sena, James - California Polytechnic University
Sharp, Jason - Tarleton State University
Sherman, Cherie - Ramapo College of New Jersey
Shrestha, Sarin - Dakota State University
Siegfried, Robert - Adelphi University
Slauson, Gayla - Colorado Mesa University
Smarkusky, Debra - Penn State University
Smith, Michael - Georgia Institute of Technology
Snyder, Johnny - Colorado Mesa University
Soares, Andrey - Southern Illinois University
Sorkin, Sylvia - Community College of Baltimore County
Steenkamp, Annette - Lawrence Technological University
Stork, Elizabeth - Robert Morris University
Streff, Kevin - Dakota State University
Sun, Jun - University of Texas Pan American
Toman, Sharon - Penn State University
Unuakhalu, Michael - Kentucky State University
Vengerov, Alex - Ramapo College of New Jersey
Waguespack, Leslie - Bentley University
Wang, Ying - University of Texas - Pan American
Ward, Stephanie - St. Mary's University
Welch, O. Jim - St. Mary's University
Welch, Sandra - University of Texas, San Antonio
White, Garry - Texas State University-San Marcos
Wolthuis, Stuart - Brigham Young University-Hawaii
Wu, Peter - Robert Morris University

Professional Organizations

EDSIG

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

EDSIG:

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

Conferences sponsored by EDSIG:

- ISECON - Information Systems Educators Conference - each Fall - <http://isecon.org>
- CONISAR - Conference for Information Systems Applied Research - each Fall - <http://conisar.org>

EDSIG Publications:

- JISE - Journal of Information Systems Education - <http://jise.org>
- ISEDJ - Information Systems Education Journal - <http://isedj.org>
- JISAR - Journal of Information Systems Applied Research – <http://jisar.org>

<http://www.aitp-edsig.org>

FITE

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

SERVICES:

- Advance the education of information systems professionals in education, business, government, and the general public.
- Determine the needs and desires of information systems professionals with regard to education and development.
- Develop and stimulate the use of educational programs for information systems evaluation.

- Conduct research and development activities related to educational courses and programs.
- Further the development of effective information systems curricula.
- Encourage the development and adoption of technical and managerial information systems standards and preferred practices.
- Develop and release publications in support of the Foundation's objectives.

<http://www.edfoundation.org/>

AITP

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

MISSION:

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

CORE VALUES:

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

<http://www.aitp.org>

2013 EDSIG Board of Directors

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20123 ISECON/CONISAR Co Chair Tom Janicki	Information Systems Operations Management University of North Carolina Wilmington janickit@uncw.edu

ISEDJ / JISAR Journal Submission Process

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

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

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

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

The reviews are normally complete by February 28 of the following year, and notice of acceptance or rejection is sent in early March. Currently the overall acceptance rate for the journals is under 40%.

EDSIG Sponsored Journals Leadership Team

JISE Editor S. E. Kruck	James Madison University kruckse@jmu.edu
JISE Associate Editors	Lee A. Freeman, University of Michigan at Dearborn Don Kerr University of the Sunshine Coast Ken Surendran, Southeast Missouri State University Mark Simkin, University of Nevada- Reno
ISEDJ Editor Nita Brooks	Middle Tennessee State University editor@isedj.org
ISEDJ Assistant Editors	Jeffry Babb, West Texas A&M University Wendy Cuccucci, Quinnipiac University Melinda Korzann, Middle Tennessee State University George Nezlek Samuel Sambasivam, Azusa Pacific University
JISAR Editor Scott Hunsinger	Appalachian State University editor@jisar.org
Publisher ISEDJ/JISAR Tom Janicki	University of North Carolina Wilmington publisher@isedj.org; publisher@jisar.org
JISE Editor Emeritus Albert L. Harris	Computer Information Systems Appalachian State University
ISEDJ Editor Emeritus Don Colton	Computer and Information Sciences Brigham Young University Hawaii

Call for new EDSIG Volunteer Leaders Board of Directors

Email Alan Peslak (arp14@psu.edu) if interested in any of the following board positions; see the web site for a list of duties by position. The new leaders will be elected at the Annual Membership Meeting Saturday, November 9, 2013

President Vice President Director at Large (3 – 2 Year Terms)

Key Volunteer Positions:

Contact Wendy Ceccucci or any board member if you are interested in any of the following positions

ISEDJ and JISAR Assistant Editors

Selection, editing and proofing for the 2014 editions of ISEDJ
Key duties include:

1. Solicitation of reviewers
2. Follow up with reviewers
3. Review/Develop review criteria
4. Recommend final acceptance
5. Proofing and editing of final document
6. Communications with reviewers and authors

2014 Conference Chair

Assist the conference chair to

1. Determine major program events (receptions, luncheons)
2. Theme of conference (if any)
3. Solicit vendors
4. Local entertainment
5. Build team of workers
6. Recruit attendees

Track/Program Chairs

1. Help develop themes for the conferences
2. Review papers submitted for applicability
3. Send papers out for reviews
4. Provide final acceptance/rejection after revisions are received

Other Conference Volunteers

1. Host committee
2. Vendor committee
3. Panel coordinator
4. Workshop coordinator
5. Abstract coordinator

2014 ISECON/CONISAR Conference

November 6 to 9, 2014
Baltimore Maryland

ISECON/CONISAR 2014 will be in Baltimore Maryland, a city that has never hosted a ISECON/CONISAR conference. Plan now to attend to renew friendships, increase your research productivity, enhance your teaching and enjoy "Inner Harbor"



Our host hotel is the Sheraton Inner Harbor, Baltimore, and is located in the heart of downtown Baltimore.

From the hotel you can easily walk to many fresh food markets and sightseeing adventures.



More Information on the inner harbor at:

www.baltimore.org
<http://baltimore.org/about-baltimore/inner-harbor>

ISECON/CONISAR History and Future Conferences

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

<u>#</u>	<u>Year</u>	<u>City/State</u>	<u>Theme/Hotel</u>
32nd	2015	Orlando, FL	
31st	2014	Baltimore, MD	Sheraton Inner Harbor
30th	2013	San Antonio, TX	Wyndham San Antonio Riverwalk
29th	2012	New Orleans, LA	
28th	2011	Wilmington, NC	
27th	2010	Nashville, TN	"In Tune with IS Education"
26th	2009	Washington DC	"CAPITOLize on IS Education"
25th	2008	Phoenix, AZ	"Sunny Days for IS Education"
24th	2007	Pittsburgh, PA	"Bridges to IT Education"
23rd	2006	Dallas, TX	"Boot Up IS Education"
22nd	2005	Columbus, OH	
21st	2004	Newport, RI	"Sink your teeth into IS"
20th	2003	San Diego, CA	"Join the IS Fleet"
19th	2002	San Antonio, TX	"The Future of IS - Hot n Spicy"
18th	2001	Cincinnati, OH	"Where Innovation & Information Converge"
17th	2000	Philadelphia, PA	"Let Freedom Ring:..The Future of IS Education"
16th	1999	Chicago, IL	
15th	1998	San Antonio, TX	"Where Teaching Takes Center Stage"
14th	1997	Orlando, FL	"The Wonderful World of Information Systems"
13th	1996	St. Louis, MO	"Gateway to the Future"
12th	1995	Charlotte, NC	" IS Education: The Global Marketplace"
11th	1994	Louisville, KY	
10th	1993	Phoenix, AZ	
9th	1992	Nashville, TN	
	1991	*not held*	
8th	1990	Chicago, IL	
	1989	*not held*	
7th	1988	Dallas, TX	
6th	1987	San Francisco, CA	
5th	1986	Atlanta, GA	
4th	1985	Houston, TX	
3rd	1984	Anaheim, CA	
2nd	1983	Chicago, IL	
1st	1982	Chicago, IL	

*Note: CONISAR started in 2008 in Phoenix/Mesa, AZ

