Jennifer J. Williams, D.B.A.
Professor
Management & Information Sciences
College of Business
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Academic Background
D.B.A. Southern Illinois University, Carbondale, IL, Management Information Systems, 1994
B.S. Western Kentucky University, Bowling Green, KY, Computer Information Systems, 1988

INTELLECTUAL CONTRIBUTIONS:

Refereed Articles


Refereed Proceedings

Full Paper


**Abstract Only**


**Presentation of Non-Refereed Papers**

**Local**


**National**


**WORK EXPERIENCE**

**Courses Taught**

**Courses from the Teaching Schedule:** Advanced Microcomputer Applications, Computer Applications in Business, Independent Study (MBA), Information Systems and Technology (MBA), Management Information Systems, Managing Information Technology, Organizational Support Systems, System Analysis and Design

**Courses taught, but not in the Schedule:** Management Information Systems, Graduate Managing Information Technology, Decision Support Systems,

**Other Teaching Activities**

**Assessment of Learning**

2010 - Assessment of Learning. I develop rubrics for all homework submitted for all classes except CIS 261. The rubrics for all written assignments assess the students' written communication skills and also assess critical thinking skills. I use other methods to assess analytical problem solving skills for CI 261 students (specific exam components). In CIS 375, Oral Communication Skills are also assessed.

2009 - Assessment of Learning. I continue to develop rubrics for all homework submitted for all classes. The rubrics for all written assignments assess the students' written communication skills and most rubrics also assess critical thinking skills.

**Assignments Designed to Build Student Skills**

2010 - Assignments Designed to Build Student Skills. CIS 261 is a class devoted to analytical problem solving. The class concentrates on using Microcomputer based tools to solve business problems. The class involves a considerable amount of homework in the form of lab assignments.
that require student to learn, advance and demonstrate many skills using the software at hand. While class room exercises are more structured and have the objective of teaching a skills, lab assignments and exams test the student's ability to apply these skills in a meaningful way to solve a variety of business problems.

2010 - Assignments Designed to Build Student Skills. CIS 305 students complete written assignments where Rubrics are used to assess students' written communication skills as well as critical thinking skills. Students learn to consider other viewpoints, to bring relevant information to bear on the discussion and to integrate/apply course contents to the case/problem at hand.

I also work at increasing the level of student participation in class room discussions; we talk about critical thinking and about how to contribute meaningfully to the discussion at hand.

2010 - Assignments Designed to Build Student Skills. CIS 601 online students completed many assignments including formal papers and less formal discussion board assignments. I provided feedback on the discussion board activity at three (3) intervals during the semester in an attempt to 'teach' them how to participate meaningfully in a discussion board conversation. My goal was to improve the quality of the participation. This feedback did help. The quality of the work improved steadily throughout the semester. Several students sent me comments about how the feedback helped them understand how to do better in this area.

I also spend considerable time both teaching and reinforcing the idea of critical thinking. I have a prepared handout on critical thinking that is distributed at the beginning of the semester with the syllabus. Also, I have a ‘video’ lecture (short) that explains and discusses this handout.

Students also improve their research and writing skills through formal assignments.

2010 - Assignments Designed to Build Student Skills. CIS 375 is a class devoted to building skills of the systems analyst. Students complete many in class exercises and many individual homework lab assignments requiring students to apply skills learned in the areas of determining information requirements, developing process diagrams, scheduling diagrams, data modeling diagrams, and other forms of documentation. Students also work in groups to develop a solution to a business problem (a conceptual system design) using these 'newly acquired' skills. Written and oral communication skills are enhanced by required submissions and required presentation at the end of the semester.

2009 - Assignments Designed to Build Student Skills. CIS 375 is a class devoted to building skills of the systems analyst. Students complete many in class exercises and many individual homework lab assignments requiring students to apply skills learned in the areas of determining information requirements, developing process diagrams, scheduling diagrams, data modeling diagrams, and other forms of documentation. Students also work in groups to develop a solution to a business problem (a conceptual system design) using these 'newly acquired' skills. Written and oral communication skills are enhanced by required submissions and required presentation at the end of the semester.

2009 - Assignments Designed to Build Student Skills. CIS 454 students were required to use critical thinking skills to develop solutions and responses to 3 written case studies and were also required to particiapte in numerous case study discussions during class. Participation points were awarded based upon the quality of student contribution during case discussions. Both written communication and critical thinking skills were evaluated for the written case study assignments.

2009 - Assignments Designed to Build Student Skills. While CIS 601 students completed many assignments, I focused upon helping them build discussion board skills. Students were required to not only respond to comments posted by their peers, but were required to 'advance' the discussion. Students were not allowed to 'simply agree' with the peer comments. This type of exercise required students to think critically about what the peers were stating and to push themselves to advance this/these ideas. The outcome was surprisingly positive. Most students enjoyed these discussions and stated that they learned much from having to do more than post
their own ideas. The required responses required them to develop a different type of skill and do a different type of thinking.

2009 - Assignments Designed to Build Student Skills. In CIS 315 students completed 3 written assignments. Rubrics were used to assess students' written communication skills as well as critical thinking skills. Students learned to consider other viewpoints, to bring relevant information to bear on the discussion and to integrate/apply course contents to the case/problem at hand.

2007 - Assignments Designed to Build Student Skills. CIS 375: Systems Analysis and Design teaches skills necessary to the systems analyst/developer. Students work both individually and in groups to solve problems and to develop conceptual computer based solutions to business problems. Both written and oral communication skills are enhanced as they are required to develop a written proposal and then to present this proposal to the class. Project Management skills are taught and emphasized as well. Skills specific to the profession are learned and utilized (i.e. DFDs, ERDs). Exams also test skills learned as well as written communication skills as students write essay answers and use tools to solve problems presented on the exam.

2007 - Assignments Designed to Build Student Skills. CIS 601 requires students to think analytically and to write well as they develop solutions to case studies and other assignments such as book responses and article reviews. This year I began using Rubrics as a grading and teaching tool. Students were presented with the grading rubric, and the grades reflected how well they did on identifying assumptions, bringing relevant information to bear on the discussion, drawing logical conclusions, and writing the response.

2007 - Assignments Designed to Build Student Skills. CIS 261 is a skills building class. Students complete exercises and solve business problems using Excel and Access. Students are presented with cases or case applications and expected to use the appropriate tool and application to solve the business problem. Exams and Lab assignments test student's ability to apply the concepts and tools.

2007 - Assignments Designed to Build Student Skills. CIS 315: Students write answers on exams and also develop critical/analytical thinking skills and written communication skills as they write answers to case studies and lab assignments.

2006 - Assignments Designed to Build Student Skills. CIS 261, Advanced Microcomputer Applications - This course is a continuation of the development of microcomputer applications and problem solving skills that follows CIS 151. Students complete many homework assignments (10 or more) using Microsoft Excel and Microsoft Access. As a part of solving these problems, students also use Windows and Word. Exams involve problem solving exercises using the various software tools.

2006 - Assignments Designed to Build Student Skills. CIS 375, Systems Analysis and Design - This course teaches and reinforces the following skills: (1) Written Communication Skills - Students develop answers to various case based exercises, answer essay questions on the first exam, and develop a final proposal (in a group) which is a lengthy document with much written text. (2) Oral Communication Skills - Each group is required to formally present their findings of the computer based solution (conceptual) to the organizational problem(s) they have identified. While this is a group presentation, each student is required to deliver a portion of the presentation and each student receives an individual grade on that presentation. (3) Problem Solving Skills - The group project (some assignments are completed individually) is a large problem solving exercise. Systems are developed according to a problem solving framework. Students develop many exercises and submit both individual and group work throughout the semester that are parts of the problem solving process. The end result is a final proposal and a formal presentation. (4) Team Skills - Systems are developed in project teams. Students work in teams in this course. I lecture the topic and students take part in exercises to reinforce the lecture material. (6) Project Management Skills - 2 weeks are devoted to Project management; students complete several PM exercises and develop a paper in the PM area. (7) Interpersonal
Skills - A major emphasis of this course is the importance of interpersonal skills to the systems analyst. The topic is threaded throughout the semester. Homework assignment and exam questions concentrate on these skills. (7)


Course (New) - Creation/Delivery: Online
2009 - Course (New) - Creation/Delivery: Online. I taught 2 online sections of CIS 601 during the fall semester. I completely redesigned the course based upon the objectives for the course and the online delivery mode planned. I developed assignments and assessment rubrics for each chapter in the text. Rubrics were developed for each major assignment as well. I developed discussion board activities and submitted written feedback for all assignments and work. I developed an extensive catalogue of documents and notes on Blackboard to assist the students. Students found the materials I developed to be clear, informative, and sufficient. I also recorded some video instructions and lectures that were made available to students.

Student Assign-Independent Studies
2012 - Student Assign-Independent Studies. 1 student. 1 Independent Study, Graduate
2011 - Student Assign-Independent Studies. 1 student. Independent Study arranged and taught for a student needing a CIS elective to graduate in May (taught during Spring 2011).
2009 - Student Assign-Independent Studies. 1 student. CIS 451, Organizational Support Systems, Independent Study conducted with a student needing an elective to graduate. No elective being offered.
2008 - Student Assign-Independent Studies. 1 student. I conducted 2 independent studies with students who were unable to graduate with courses offered.
2007 - Student Assign-Independent Studies. 4 students. During Summer 2007 I conducted 3 undergraduate independent studies and 1 graduate independent study. These were conducted to accommodate students due to limited course offerings.
2006 - Student Assign-Independent Studies. 2 students. In Spring of 2006 I conducted 2 independent studies: CIS 454 & CIS 601 (699). In both instances I met with the student and assigned a text to read and other readings. Along with the student I developed a list of assignments that would involve reading depth beyond a textbook and critical thinking about topics within the course. In both instances I met with the student's multiple times for discussions or clarification of the reading material. For the undergraduate course I required the student to analyze a particular firm based on a strategic alignment/IT framework in the text, to write two papers, and to develop an annotated bib on a topic within the course. For the graduate course I required the student to complete 3 case analyses, a book review, 15 article reviews, and develop a major paper. This student was also expected to respond to 2 broad questions in a critical thinking exercise.

Innovation
2010 - Innovation. CIS 261 is a course that I have traditionally only taught to cover a sabbatical or leave for another instructor. However, I am SLOWLY moving toward teaching this course regularly (my choice). This class represents a total turnabout for me. I have regularly taught upper level theory to juniors, seniors and graduates. With 261, I am teaching skills and problem solving to freshman and sophomores. I am finding that not only the content is different, but the skills and abilities called upon differ as well. I find many of my previous assumptions challenged and am making adjustments as needed. This transformation will continue over several semesters as I learn and use skills that have previously not been as important to my teaching.
2007 - Innovation. I am concentrating more on Project Management in my CIS 375 class. This focus required much reading and learning on my part. I made adjustments in the course schedule, topics, and submissions to accommodate this emphasis.

2007 - Innovation. Utilized new technology (SynchronEyes) in the CIS 261 classroom which allows each student's screen to be monitored, captured, or displayed. This allows for different activities and examples in class and allows for more personalized attention during lectures.

2007 - Innovation. In CIS 261, the software was upgraded to MS Office Version 2007; this upgrade was moderate to significant. I spent time learning the new version and developing activities to assist students in making the transition. I also developed new classroom activities and labs for teaching Excel and Access in the new version.

2006 - Innovation. The nature of the courses I teach requires constant innovation. In CIS 375, new methodologies and tools are constantly surfacing. I have begun introducing students to the object-oriented analysis tools/methods in addition to the activities we are involved with the traditional approach. I have also added a significant portion of material in the area of Project Management to address a deficiency in that area in our current curriculum. CIS 261 is a software class, which is a challenge for me. I have not typically taught software. I continually develop new and different exercises and problems to solve in an attempt to address what some students see as non-stimulating assignments (evaluations).

Other Registration and Advising Responsibilities

2008 - Other Registration and Advising Responsibilities. I worked summer advising 2008

Other Teaching Activities

2007 - Other Teaching Activities. Taught an overload. Taught 3 undergraduate courses while teaching a graduate course to accommodate a colleague's unexpected absence.

Registration and Advising -- 1. Freshman-Sophomore

2010 - Registration and Advising -- 1. Freshman-Sophomore. I send advisees a letter (at least twice/year) inviting them to come by for advice and any other discussion necessary or desired. I clearly explain to them the process of registration. I am also agreeing to some 'online' advising via email. Although this sometimes takes more time, I find that some students will communicate with me online/via email when they will not make an appointment and come by the office. The number of advisees I see has increased. I continue to see many students 'off my list.'

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2008 - Registration and Advising -- 1. Freshman-Sophomore. I developed a new approach to advising with a goal of connecting with my advisees more. I now send them a letter (at least twice/year) inviting them to come by for advice and any other discussion necessary or desired. I clearly explain to them the process of registration. The number of advisees I see has increased. I continue to see many students 'off my list.'

2007 - Registration and Advising -- 1. Freshman-Sophomore. I consider myself a strong advisor. I communicate with my advisees via email prior to early registration opportunities and encourage them to come by and talk with me - even if they feel they do not need my assistance. I am successful in getting a large number of my advisees to come by - either before or after they register. I also supply my advisees with my home phone and cell phone numbers so they can contact me at anytime- and I do get contacts at home from advisees. I am always prompt in returning calls or emails and I follow up to make certain they get the answers they need. I also
volunteer as an interpreter for Strong's Interest Inventory for career planning. I advise many "off my list." I have NEVER refused to see a student regardless of who their advisor might be.

2006 - Registration and Advising -- 1. Freshman-Sophomore. My current list of advisees includes 22 Freshman and 10 Sophomores. I spend more time with Freshman as I typically see them multiple times throughout the semester. For registration, I suggest they come once to talk and get ideas, and again to finalize their schedule and other plans. ****I always advise many students off my list. I also send all my advisees emails well before pre registration/early registration periods. In this email, I encourage them to begin communication with me both via email and phone, and I also encourage them to come by my office and to make an appointment to see me. I supply all my advisees with my home phone number and my cell phone number as well as my office phone and email. I encourage them to call me anytime they need.

Registration and Advising -- 2. Junior-Senior

2010 - Registration and Advising -- 2. Junior-Senior. I send advisees a letter (at least twice/year) inviting them to come by for advice and any other discussion necessary or desired. I clearly explain to them the process of registration. I am also agreeing to some 'online' advising via email. Although this sometimes takes more time, I find that some students will communicate with me online/via email when they will not make an appointment and come by the office. The number of advisees I see has increased. I continue to see many students 'off my list'.

2009 - Registration and Advising -- 2. Junior-Senior. I send advisees a letter (at least twice/year) inviting them to come by for advice and any other discussion necessary or desired. I clearly explain to them the process of registration. I am also agreeing to some 'online' advising via email. Although this sometimes takes more time, I find that some students will communicate with me online/via email when they will not make an appointment and come by the office. The number of advisees I see has increased. I continue to see many students 'off my list'.

2008 - Registration and Advising -- 2. Junior-Senior. I strive to be an outstanding advisor as I believe this is an important activity. I advise many student that are not on my list of advisees. I have never turned away a student asking to see me for advice. I spend considerable amounts of time with each student. I also see students throughout the year. I communicate with my advisees by email and all advisees have my home and my cell number as well as my email to contact me as needed....and they do!

2006 - Registration and Advising -- 2. Junior-Senior. My current list of advisees includes 9 juniors and 13 seniors. ****I always advise many students off my list. I also send all my advisees emails well before pre registration/early registration periods. In this email, I encourage them to begin communication with me both via email and phone, and I also encourage them to come by my office and to make an appointment to see me. I supply all my advisees with my home phone number and my cell phone number as well as my office phone and email. I encourage them to call me anytime they need.

Student Assign-Internship

2008 - Student Assign-Internship. I served as faculty advisor for a student internship (Ashley Hendrickson).

SERVICE:

Service to the University

Department Assignments

Chair:

2011-2012: CIS Curriculum Redesign Committee: While the CIS department regularly makes adjustments to the curriculum to keep the program current and relevant, we have undertaken an extensive review with the objective of redesigning our curriculum in the light of a new and
somewhat radically redesigned curriculum model published this year (IS 2010). This effort involves much meeting time and much work outside of meeting times. As chair, I have scheduled, called, facilitated and chaired all meetings. I have developed extensive handout material to support our efforts and have recorded all efforts and decisions of the group. We have made major strides and are moving much faster than most other IS programs across the nation as we develop new courses to reflect some of the changes taking place across our discipline.

As a part of this effort, once the curriculum is in place, we will be taking a close look at each class in the curriculum with the objection of finding areas where changes need to occur. The result of this effort will be a much more relevant and current curriculum with individual courses that will advance our students and prepare them for a future in the IT/IS field.

2010: CIS Search Committee Chair Through Feb 2010: Chair of search committee to hire replacement for retiring faculty in CIS; co-chair for second position. Involving summer work developing job announcements, recruiting trip, coordination of all selection, visit and paperwork activity. Involving much communication with candidates and an entire month of 6 days a week activity with 6 different candidate visits (January 2010). Outcome very positive. Verbal commitments from top candidates in market directly related to chair and co-chair activities.

2005-2006: CIS Curriculum Review and Redesign Task Force: includes working with IT Alliance Committee and Other Service A. Department:

2011-2012: AITP National Paper Judge
2009-2010: AITP National Paper Judge: Judge/Critique papers for National/Annual AITP paper award

College Assignments

Committee And Other Service B. Col Of Business:

2011-2012: CS/CIS Faculty Search Co Chair
2011-2012: Beta Gamma Sigma Selection and Installation Committee
2010: Beta Gamma Sigma Selection and Installation Committee: Member and Participation in selection and installation ceremony for inductees each year
2009-2010: Chair CIS Faculty Search: Chair of search committee to hire replacement for retiring faculty in CIS; co-chair for second position. Involving summer work developing job announcements, recruiting trip, coordination of all selection, visit and paperwork activity. Involving much communication with candidates and an entire month of 6 days a week activity with 6 different candidate visits. Outcome very positive. Verbal commitments from top candidates in market directly related to chair and co-chair activities.
2009-2010: Beta Gamma Sigma Member and Initiation Committee/Event: Member and Participation in selection and installation ceremony for inductees each year
2008-2009: Beta Gamma Sigma, USI Chapter: Member and participation in selection and installation ceremony for inductees each year.
2008-2009: Strong's Interest Inventory Vocational Index Interpreter: I interpret/discuss student results on the Strong's Interest Inventory Vocational Index taken in ASBE 231.


2001-2002: Personnel Committee: Member


2000-2001: SOB Teaching Improvement Committee: Member


1998-1999 – 2007-2008: Beta Gamma Sigma, USI Chapter: Member and Participation in selection and installation ceremony for inductees each year

1997-1998 – 2000-2001: SOB Graduate Committee: Member

1996-1997: SOB Curriculum Committee: Chair

1996-1997: AACSB Task Force: Member

1995-1996: SOB School of Business Marketing Brochure: Development Team

1994-1995: SOB Curriculum Member: Committee Member

1993-1994: SOB Instructional Resources Committee: Committee Member

Faculty Advisor:


Member:

2010-2011 – 2011-2012: Strategic Planning Committee

2010-2011 – 2011-2012: Promotion and Tenure Committee

2009-2010: Strategic Planning Committee

2008-2009: Faculty and Student Affairs Committee

2005-2006: Promotion and Tenure Committee

2004-2005: Personnel Committee

2004-2005 – 2011-2012: College Faculty

2003-2004: Learning Assessment Task Force: (for AACSB Reaccreditation)

Other Supplementary Service Activities:


University Assignments

Chair:

2010: University Promotions Committee, Chair: Chair of University Promotions Committee involves working with the Provost/Vice President for Academic Affairs’ Office to coordinate all necessary meetings of the committee and all supplies necessary to the committee (room, equipment, keys, other supplies). Responsibilities also include chairing all committee meetings, ensuring all letters go out to applicants and all votes are recorded. As chair, I am responsible for a final reporting of letters and decisions to both the applicants and to the VP/Provost. I prepare a final/annual report for faculty senate.

2009-2010: University Promotions Committee Chair: Chair of University Promotions Committee involves working with the Provost/Vice President for Academic Affairs’ Office to coordinate all
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Committee And Other Service C. Usi:
2011-2012 – 2012-2013: Faculty Senator, COB Representative
2010-2011: FASTRC (Faculty Awards for Service Teaching Research Committee - A Faculty Senate Committee): A faculty Senate Committee. We formulate and propose policies and procedure with regard to Distinguished Professor Award, Berger Service Award, Faculty Research and Creative Works Awards, and other awards as designated. We also select the recipients of all these awards which involves reading all applications and making selections based on stated criteria.
2009-2010: Program Review for CIS: Considerable involvement in developing, writing, organizing, and editing 5 year review for the CIS program to be presented to the university administration. Work began in Spring of 2009 and continued through Fall of 2009. Work included weekly meetings and much writing & research.
2008-2009: Promotions Committee: Member of University Promotions Committee 2007-2008 (2 years)
2006-2007: University Promotions Committee
2005-2006: Banner System Conversion Team: member and faculty representative to Banner Student Process Team
2005-2006: Faculty Affairs Committee (FAC): representative
2005-2006: Search Committee for College of Business Dean
2003-2004: ITSA: member of sub-committee for the development of 2004 Campus Wide Technology Survey
2003-2004: Instructional Technology Services Advisory Committee: member and COB representative
2002-2003: Search Committee for School of Business Dean: Member
1995-1996: USI Homecoming: Volunteer
1995-1996: Intravarsity Christian Fellowship, USI Chapter: Faculty Advisor
1995-1996: Honor Student Symposium: Chair
1994-1995: Elite Program (university program for minority youth): Instructor
1994-1995: Honor Student Symposium : Committee Member
1992-1993: Statewide Partnership for Distance Education for the State of Indiana: Task Force Member

Member:
2007-2008: University Promotions Committee

Service to the Profession

**Academic Conference: Discussant**

2012: Society for the Advancement of Information Systems (SAIS), Chicago, Illinois. Chair Sessions and Discuss Papers being presented to stimulate discussion (at the annual meeting)
2010: Society for the Advancement of Information Systems (SAIS), Chicago, Illinois. Chair Sessions and Discuss Papers at annual meeting
2009: Society for the Advancement of Information Systems (SAIS), Chicago, Illinois. Discussant and Session Chair for Program Sessions at Annual Meeting
2008: Society for the Advancement of Information Systems (SAIS), Chicago, Illinois. Discussant and Session Chair for session at 2008 annual meeting
2006 – 2007: Society for the Advancement of Information Systems (SAIS). Session Discussant and Session Chair

**Academic Conference: Panelist**


**Activities in Academic and Prof. Organizations**


**Board Member: Advisory Board**


**Chair: Conference / Track / Program**

2001: Society for the Advancement of Information Systems (SAIS). Track Chair/Program Chairperson

**Reviewer - Article / Manuscript**


**Member**

2010: Decision Sciences Institute.
2009: Decision Sciences Institute, New Orleans, Louisiana. Traveled for recruiting and also had paper presented at conference with publication in proceedings
Officer: Organization / Association

2012: Society for the Advancement of Information Systems (SAIS), Chicago, Illinois. Executive Secretary and Fellow. Also in charge of all Annual Meeting Supplies.

2011: Society for the Advancement of Information Systems (SAIS), Chicago, Illinois. As Executive Secretary (continuing appointment) I keep all records of the association. I facilitate supplies for the annual convention (awards and recognition), take and distribute minutes of all meetings, advise the nominating committee and serve on the executive Council. I serve as contact person throughout the year and take on additional roles and responsibilities as necessary. I remain a Fellow of the society, being among the first of 4 elected to signify my longstanding tenure and leadership with/for the society.

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2001: Society for the Advancement of Information Systems (SAIS). Elected one of 5 original FELLOWS of society


Other Professional Service Activities

2011: Society for the Advancement of Information Systems (SAIS), Chicago, Illinois. Review papers submitted for the annual conference and make recommendations of acceptance or denial. Also make recommendations for paper improvement

2010: Society for the Advancement of Information Systems (SAIS), Chicago, Illinois. Review papers for inclusion in the annual proceedings providing substantive comments and suggestions for author(s).


Reviewer: Book / Textbook

Reviewer: Conference Paper

Service to the Community

Other Community Service Activities
1999 – 2006: Memphis Theological Seminary, Program of Alternate Studies, Development and implementation of alternate delivery systems for training of seminary and ministerial students. Also instruct classes on computer skills
2002: UJIMA Computer Center, St John the Apostle Catholic Church, Director and Instructor, Training sessions for inner-city women to improve job skills and employment opportunities: WORD, EXCEL, PowerPoint, ACCESS, Resume Writing, and Internet Concepts
1999: Vanderburgh County Medical Society, Instructor, Mini MBA, Teaching Computer Skills to Physicians

Faculty Development

Technology-Related Training
2002: Summer Institute for Online Teaching and Learning, USI. Evansville, Indiana.