ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

2024 REFEREED PROCEEDINGS

FEDERATION OF BUSINESS DISCIPLINES

April 2024
Galveston, Texas

ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

2024 Refereed Proceedings

Galveston, Texas

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CONGRATULATIONS!

Recipient of the ABIS 2024 Federation of Business Disciplines

Distinguished Paper Award

Project Quality Culture in MIS and Organizational Performance: A Comprehensive Analysis

Mahesh S. Raisinghani, Texas Women's University
Chinedu K. Ukazu, University of Maryland Global Campus

ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

Association of Business Information Systems

ABIS 2024 Program Overview

Thursday April 11, 2024

7:30 a.m. – 10:00 a.m.	**ABIS & ABC-SWUS Joint Breakfast**
8:30 a.m. – 10:00 a.m.	Session A: **ABC-SWUS & ABIS Joint Session – Distinguished Paper Presentations**
10:30 a.m. – 11:45 a.m.	Session B: **Contemporary Issues in Information Systems**
11:45 a.m. – 1:30 p.m.	**Lunch on your own** ***Executive Board Meeting (by Invitation)**
1:30 p.m. – 3:00 p.m.	Session C: **Tips, Tools, and Tricks**
3:30 p.m. – 5:00 p.m.	Session D: **Panel Discussion**
5:30 p.m. – 7:00 p.m.	**FBD Presidential Welcome Reception**

Friday April 12, 2024

7:30 a.m. – 8:30 a.m.	**ABIS & ABC-SWUS Joint Breakfast**
8:30 a.m. – 10:00 a.m.	Session E: **ABIS Business Meeting *All Members Welcome***
10:30 a.m. – 12:00 p.m.	Session F: **Panel Discussion**
12:00 p.m. – 1:30 p.m.	**Lunch on your own**
1:30 p.m. – 3:00 p.m.	Session G: **IS Professions**
3:30 p.m. – 5:00 p.m.	Session H: **ABC-SWUS & ABIS Joint Session - Multidisciplinary Perspectives Regarding (Generative) AI**

CONGRATULATIONS!

Recipient of the 2024 FBD Outstanding Educator Award

Carla Barber

University of Central Arkansas

ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

April 11, 2024
(Thursday)

7:30 a.m. – 8:30 a.m. ViewFinders

ABC–SWUS and ABIS Joint Breakfast

We invite ABC-SWUS and ABIS Associations presenters and members to enjoy breakfast together!

ABC-SWUS or ABIS Association Name Badge Required for Entry

8:30 a.m. – 10:00 a.m. Joint Session with ABC-SWUS ViewFinders

SESSION A **ABC-SWUS and ABIS Joint 2023 Distinguished Paper Session**

Session Chairs: **Kimberly L. Merritt**, Oklahoma Christian University
Ashton Mouton, Sam Houston State University

ABC-SWUS Distinguished Paper: *Evaluation of Writing Assignments Using Supplementary AI Assessment*
Kristen Brewer Wilson, Eastern Kentucky University

ABIS Distinguished Paper: *Project Quality Culture in MIS and Organizational Performance: A Comprehensive Analysis*
Mahesh S. Raisinghani, Texas Women's University
Chinedu K. Ukazu, University of Maryland Global Campus

10:00 a.m. – 10:30 a.m. Exhibit Hall "Expo" B

FBD Coffee Break

Please attend the poster sessions and visit the exhibits for information on the latest books and newest educational technologies. Let our exhibitors know how much we appreciate their continued support!

10:30 a.m. – 11:45 a.m. Floral A2

SESSION B **Contemporary Issues in Information Systems**

Session Chair: **Eddie Horton,** Northwestern State University

The Affordances of Generative AI: How Students Perceive Them, and What IS Educators Need to Know
Joseph Mansour, University of Louisiana Monroe
Craig Van Slyke, Louisiana Tech University
Kimberly Taylor, University of Louisiana Monroe

Neurodiversity among high performing IS students, findings and implications for education
Degan Kettles, Brigham Young University
Dan Mazzola, Arizona State University

LinkedIn Learning: Using an Innovative Class Project to Teach Business Professional Development
Kristen Waddell, Stephen F. Austin State University
Carol S. Wright, Stephen F. Austin State University

April 11, 2024
(Thursday)

10:30 a.m. – 11:45 a.m. – continued — Floral A2

Can an Agile Approach Be Used to Manage Big Data
Mahesh S. Raisinghani, Texas Women's University
Khadija Queen, University of Maryland Global Campus

11:45 a.m. – 1:30 p.m. — **Lunch on your own**

ABIS Executive Board Meeting and Luncheon by Invitation Only (Location: Starfish)

1:30 p.m. – 3:00 p.m. — Floral A2

SESSION C **Tips, Tools, and Tricks**

Session Chair: **James Ward**, Fort Hays State University

A Strategic Business Communication Class Partnership with The Kansas Land Institute Shaping the Institute's Website Resulting in Preparing Students in Writing Skills for the Workforce
James Ward, Fort Hays State University

Zoom Hacks: Tips and Tricks for a Shifting Educational Environment
Karen Hardin, Cameron University

Assessing the Validity of Bridged Assessments in a Digital Media Agency Setting
Doug Darby, Lubbock Christian University
Nathan Richardson, Lubbock Christian University

Perusall & Calendly: Tools to Help Students Interact & Engage with Us and the Material
Carla Barber, University of Central Arkansas
Jeff Hill, University of Central Arkansas
Lindsay Scanlan, Texas Woman's University

3:00 p.m. – 3:30 p.m. — Exhibit Hall "Expo" B

FBD Coffee Break

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ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

April 11, 2024
(Thursday)

3:30 p.m. – 5:00 p.m. Floral A2

SESSION D **Panel Discussion**

Artificial Intelligence: What will we do when Google passes the Turing Test?
Eddie Horton, Northwestern State University
Daniel Gordy, Northwestern State University
Danny Upshaw, Northwestern State University
Ronnie Abukhalaf, Northwestern State University
Vianka Maria Miranda, Northwestern State University

5:30 p.m. – 7:00 p.m. Exhibit Hall "Expo" B

FBD Presidential Welcome Reception

You are invited to attend this FBD conference-wide social event. Visit with long-time friends and make new ones as you enjoy light appetizers and a cash bar. Stop by to relax and wind down from the day's conference activities before heading out for the evening. To enter the Exhibit Hall, all persons older than six years of age are required to wear their conference or guest badge. All badges can be obtained from the Registration area during their open hours.

Name Badge Required for Entry

Enjoy your evening in Galveston!

ASSOCIATION OF BUSINESS INFORMATION SYSTEMS

April 12, 2024
(Friday)

7:30 a.m. – 8:30 a.m. Floral A1

Coffee and Conversation with ABIS and ABC–SWUS

We invite ABC-SWUS and ABIS Associations presenters and members to enjoy breakfast together!

ABC-SWUS or ABIS Association Name Badge Required for Entry

8:30 a.m. – 10:00 a.m. Floral A2

SESSION E **ABIS Business Meeting** *** All Members Welcome ***

Session Chairs/ABIS President: Jason W. Powell, Northwestern State University

All members are invited to join us for our annual business meeting.

10:00 a.m. – 10:30 a.m. Exhibit Hall "Expo" B

FBD Coffee Break

Please attend the poster sessions and visit the exhibits for information on the latest books and newest educational technologies. Let our exhibitors know how much we appreciate their continued support!

10:30 a.m. – 11:45 a.m. Floral A2

SESSION F **Panel Discussion**

Generative Artificial Intelligence and Information Systems Education
Craig Van Slyke, Louisiana Tech University
Joseph Mansour, University of Louisiana Monroe
Kimberly Taylor, University of Louisiana Monroe

12:00 p.m. – 1:30 p.m. **Lunch on you own**

Enjoy local cuisine in Galveston!

1:30 p.m. – 3:00 p.m. Floral A2

SESSION G **IS Professions**

Session Chair: **Degan Kettles**, Brigham Young University

What Makes a Good CEO: A Sentiment Analysis of CEO Approval Ratings on Glassdoor.com
Kristen Waddell, Stephen F. Austin State University
Jamie Humphries, Stephen F. Austin State University
Suhyung Lee, Stephen F. Austin State University

April 12, 2024
(Friday)

1:30 p.m. – 3:00 p.m. – continued — Floral A2

Becoming a CIO in the Fortune 500, Trends and Executive Insights
Degan Kettles, Brigham Young University
Dan Mazzola, Arizona State University
Benjamin Richardson, University of Georgia

Academic and Corporate Training Platforms: What Do We Gain or Give Up?
Marcia Hardy, Northwestern State University

Professional Isolation and the Remote Worker
Julia Graham, Eastern Kentucky University
Jennifer Zoghby, University of South Alabama
Janna Parker, James Madison University

3:00 p.m. - 3:30 p.m. — Exhibit Hall "Expo" B

FBC Coffee Break

Please attend the poster sessions and visit the exhibits for information on the latest books and newest educational technologies. Let our exhibitors know how much we appreciate their continued support!

3:30 p.m. - 5:00 p.m. — Joint Session with ABC-SWUS — Floral A1

SESSION H **Multidisciplinary Perspectives Regarding (Generative) AI**

Session Chairs: **Kimberly L. Merritt**, Oklahoma Christian University
Ashton Mouton, Sam Houston State University

Moral Anxiety and Practical Necessity of AI in Higher Education
Richard Kumi, University of Arkansas, Little Rock

AI – How Are Information Systems Programs Embedding It Into Their Curriculums
Lori Soule, Nicholls State University
Sherry Rodrigue, Nicholls State University
Carla Barber, University of Central Arkansas
Betty Kleen, Nicholls State University

Preparing Students for the AI-Driven Workplace: Integrating Generative AI into Business Communication Curriculum
Amy Zufelt, Western Michigan University

A Review of AI (Artificial Intelligence) Laws and Regulations in the U.S. for Businesses
Carmella Parker, Northwestern State University
Mary Fair, Northwestern State University

The Legal Implications of Teaching Writing and Creating ICs with Generative AI
Lucia Sigmar, Stephen F. Austin State University
Carol S. Wright, Stephen F. Austin State University
Justin Blount, Stephen F. Austin State University

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ACADEMIC AND CORPORATE TRAINING PLATFORMS: WHAT DO WE GAIN OR GIVE UP?

Marcia Hardy, Northwestern State University of Louisiana

ABSTRACT

Institutions of higher education and corporate organizations world-wide have utilized Learning Management Systems (LMS) to enhance the training and development environment for students, corporate employees and clients. An LMS is a software device that allows the learning course developer and platform instructor to originate, construct and design training materials, course facts, notes and programs for delivery to its selected audience in an online environment. Companies and higher education institutions can create and manage course content lessons, quizzes, exams, video subject matter materials and engagement exercises interspersed throughout the course training program. These lessons and activities are designed to engage creative, active participation on platforms utilizing methods such as discussion forums, projects, and business case studies. Additionally, an LMS can track the progress, actions and interactions with the system's course materials and other members of the engaged audience. Participation time, actions, and deliverables can be tracked and graded to determine the length of engagement and level of interaction responses through logs and activity reports.

This research will explore the rationale for considering this learning platform today and in the future. What are its potential productivity enhancements as a learning tool and its liabilities to the learning and training environment? Does it have a continued future in a traditional education and training environment? What role will Artificial Intelligence (AI) assume in the academic and corporate training environment? Will it be a "productivity hack" or a substitute for traditional learning methodologies?

There are many cited benefits to employing the learning management system. For example, an automated content management tool provides a conduit in an ongoing effort to reach wider audiences and creates a centralized, learning environment to aid in the educational process and corporate training environment. It can be a collaborative learning platform and tool. Benefits also include a centralized format and specific content training for employees and students to be used and reused on an ongoing basis. That is, an adaptable, centralized portal for access to specific knowledge base of information, recruiting techniques, and an ever-present online system for developing new skills and knowledge or revisiting topic areas to hone skills for new and returning employees and students. The system can function with a minimum requirement for instructor/trainer presence or interface or interaction with the student learner. An LMS over time can reduce labor and training costs. An LMS can enhance opportunities for upskilling and offer a self-starting or self-learning competency-based program and platform.

With as many benefits, that are associated with the use of a Learning Management System, there are also associated disadvantages to its use. For example, technology infrastructure issues can

disrupt the learning cycle and render the learning environment frustrating and non-user friendly for the student. The effective use of any LMS platform, whether open source or paid source, can be a daunting task for the educator and/or student with the inability for the professor, corporate trainer, or willing learner to effectively utilize the LMS due to limited technological skills and little understanding of how to effectively use the system without continual technological supervision or support.

The effective e-learning system is evolving, and the Learning Management System is positioned to play a significant role with reference to academic teaching and corporate training. The LMS should be carefully studied and properly used. New training and education strategies and methods, and AI, will impact the Learning Management System and the existing system of education and training.

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AI – HOW ARE INFORMATION SYSTEMS PROGRAMS EMBEDDING IT INTO THEIR CURRICULUMS

Lori Soule, Nicholls State University
Sherry Rodrigue, Nicholls State University
Carla Barber, University of Central Arkansas
Betty Kleen, Nicholls State University

ABSTRACT

Artificial intelligence (AI) is not a new concept in business or computing. Businesses are always seeking systems to help make "educated" business decisions. The goal of Information Systems programmers is to create the next best system to change the way business is done, interactions are made, and data is analyzed. Schools of Business and Information Systems programs must frequently adapt curriculums to reflect the changes in business and technology to ensure graduates are ready for the current workforce. This paper reports on the findings from a review of thirty universities in the South-Central United States and how AI is implemented into their Business and Information Systems curriculums

Key Words: artificial intelligence, AI, CIS curriculum

INTRODUCTION

The term Artificial intelligence (AI) has been the buzzword in business for the last few years. However, with the recent introduction of AI applications such as ChatGPT, educators from elementary schools to universities are now scrambling to understand, block, and/or incorporate AI into their curriculums. While attending a regional academic conference, the authors noted that several presentations were focused on AI. Hearing how AI is being used in businesses and considering whether AI is a "good thing", along with concerns from faculty and administrators about students using AI in the classroom, the authors became curious about the frequency and content of courses that included AI. Using the university websites of other members at the same conference, the authors searched the websites for any courses or course descriptions that mentioned Artificial intelligence (AI).

LITERATURE REVIEW

The concept of machine intelligence was initially introduced in the early 1950's by Alan Turing. Considered the founder of modern computer science, Turing proposed that a machine could exhibit human intelligence both through its behavior and its ability to imitate how humans think. He suggested it would only be limited by its physical memory. He created "Turing's Test," and a machine passed the test if a human could not determine whether it was a machine or another human that they were communicating with. The term "artificial intelligence" (AI) was first used by John McCarthy at the 1956 Dartmouth Summer Research Project on Artificial Intelligence. Today, the Dartmouth workshop is considered to be the introduction AI, because many concepts that are still in use today, such as "neural networks" and "natural language processing" were debated at that conference. (Dia, n.d.).

Most of the early AI applications after the Dartmouth workshop consisted of computer programs that could play games, solve puzzles, prove mathematical theorems, and perform artificial reasoning. However, advanced concepts such as machine learning and artificial neural networks were also formalized around this time. However, after the initial hype from its introduction, the "AI winter" hit during the 1970s & 1980s. The large-scale predictions and the actual achievements resulted in disappointing results, which led to a lack of interest and reduced funding for research (Dia, n.d.).

Renewed interest and reasoning came in around the 1990s. Instead of the initial rule-based and symbolic reasoning approach to AI, newer AI experts focused more on human learning and intelligence. Humans learn by following instructions, but also through experience and trial and error, and new computers were programmed to do the same. Next, in the 2000s, the creation of the World Wide Web and the enhanced telecommunications sector introduced significant amounts of data. This gave neural networks and deep learning algorithms the "big data" needed to start making significant advances. In the early 2010s, thanks to the work of people like Yoshua Bengio, Geoffrey Hinton, and Yann Le Cun, the abundance of data allowed for advancements in learning algorithms. This along with the increases in computational power, has introduced AI advances such as speech recognition, natural language processing, visual recognition, and reinforcement learning (Dia, n.d.).

AI has changed the landscape of business. But how has AI changed the format and curriculums of business schools? A 2023 article in Higher Education Digest suggests that business schools are obligated "to prepare students for success in a consistently changing and fast-paced business world." Therefore, business education must adapt to the changes. Business curriculums can integrate AI tools to allow students to analyze, simulate, and predict various business situations. These can be applied to all areas of business including accounting, marketing, finance, and operations management. These AI tools can emphasize the importance of data-driven decision-making, promoting growth in problem-solving and critical-thinking skills. The article also suggests that the integration of AI into a business curriculum would also promote student engagement with peers from computer science, engineering, and social science for a well-rounded view of AI's applications and implications. To successfully implement AI into a program, software, hardware, and relevant datasets, as well as industry and government partnerships are needed (George, 2023).

Integrating AI into a Business or Information Systems curriculum also brings ethics into discussion. One concern includes the AI system developed being non-inclusive if there are biases or inaccurate data used to train the AI algorithms. The example used was Amazon, training the AI recruiting tool using masculine language, and therefore the tool inherited bias against resumes submitted by women; comparing the "bias in – bias out" analogy with the old school "garbage in – garbage out" used in computer programming (Dennehy, et al., 2022).

METHODOLOGY

Hearing how AI is being used in businesses and whether AI is a "good thing", along with concerns from faculty and administrators about students using AI in the classroom, the authors became curious about the frequency and content of courses in AI. Is the "doom and gloom"

about AI something we should be concerned about? Are we, as educators, teaching students how to properly use AI? Are we looking at concerns about AI from an ethical standpoint? These are some of the thoughts pursued while searching for courses in AI.

RESEARCH

Using the ABIS Conference Proceedings for the last five years, 2019 to 2023, a list of presenter schools was compiled. A total of 30 different universities were represented in the list. Table 1 is an alphabetical listing of the campuses along with the number of years presentations were made at the ABIS Conference.

Table 1. Universities and Number of Presentation Years

School	Total Number of Presentation Years
Abilene Christian University	1
Arkansas State University	1
Arkansas State University at Beebe	2
Brigham Young University	1
Cameron University	3
Eastern Kentucky University	5
Fort Hays State University	4
Georgetown University	3
Illinois State University	1
Louisiana Tech University	1
Lubbock Christian University	3
Mercer University	1
Nicholls State University	5
Northwestern State University	5
Oklahoma Christian University	4
Sam Houston University	3
Stephen F. Austin University	5
Tennessee State University	1
Texas State University	1
Texas Women's University	3
University of Arkansas, Little Rock	3
University of Central Arkansas	2
University of Central Oklahoma	2
University of Houston - Downtown	1
University of Louisiana - Monroe	1
University of North Texas at Dallas	1
University of Texas - Rio Grande Valley	1
University of the Cumberlands	1
University of the Incarnate Word	2
West Texas A&M University	1

Using the compiled list, the authors searched the website for each school looking for courses in AI. For some schools, a PDF of the most recent catalog was located. The phrase "artificial intelligence" was used to search the catalog. In other schools, listings to individual courses were search for the same phrase.

As courses were located, the course name and number were recorded along with the course description. In addition, whether the course was at the undergraduate or graduated level was noted. Twenty-three undergraduate courses were being offered at 19 different campuses while 36 graduate courses were offered at 11 different campuses. Table 2 displays the universities with their respective course count.

Table 2. Universities and Course Counts

University	UG Courses	Grad Courses
Abilene Christian University	1	0
Arkansas State University	1	1
Brigham Young University	1	0
Eastern Kentucky University	1	1
Fort Hays State University	1	0
Illinois State University	1	0
Louisiana Tech University	1	1
Mercer University	2	9
Nicholls State University	2	0
Northwestern State University	1	0
Oklahoma Christian University	1	5
Sam Houston University	0	1
Texas State University	1	2
University of Arkansas, Little Rock	1	2
University of Central Arkansas	1	2
University of Central Oklahoma	1	2
University of Houston - Downtown	1	0
University of Louisiana - Monroe	1	0
University of the Cumberlands	3	10
West Texas A&M University	1	0

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