

Anthony O. Vance

Doctoral Candidate
Department of Information Systems
Georgia State University
Atlanta, U.S.A.

Research Center in Management and Organization (DRM/CREPA)
Université Paris, Dauphine
Paris, France

Full Resume
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Contact Information

Home

245 Dobbs Road
Woodstock, GA 30188

Office

Department of Computer Information Systems
J. Mack Robinson College of Business
Georgia State University
PO Box 4015
Atlanta, GA 30302-4015
Phone: (404) 413-7360

Cell phone: (404) 918-0741
Email: Anthony@Vance.name
Web: <http://anthonyvance.com>

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Anthony O. Vance

1. Biography

Anthony Vance is a Ph.D. candidate in Computer Information Systems in the J. Mack Robinson College of Business at Georgia State University and at the Université Paris, Dauphine, Research Center in Management and Organization (DRM/CREPA) through a dual-degree program. He received his Bachelor of Information Systems and Master's of Information Systems Management degrees from Brigham Young University. As part of his master's degree, Anthony enrolled in the Information Systems Ph.D. Preparation Program.

Before starting his Ph.D. studies, Anthony worked as an IT security consultant and as a fraud data analysis specialist for Deloitte in Atlanta, GA where he consulted a number of Fortune 500 companies.

His research interests center in IT assurance and security, being strongly informed by his work experience for Deloitte. His research has developed into three research streams:

- Trust in IS
- IT Security Compliance
- Internal Control

From these streams, Anthony has published two articles in *Journal of Management Information Systems (JMIS)* with another two papers currently under review at *MIS Quarterly*. Anthony enjoys teaching technical IS subjects and has recently won a teaching award at the college level.



2. Education

Degree	Major	Institution	Date
Ph.D.	Computer Information Systems Adviser: Detmar Straub	Georgia State University Atlanta, Georgia, USA	September 2008 (expected)
Ph.D.	Information Systems Adviser: Detmar Straub	Université Paris, Dauphine Paris, France	September 2008 (expected)
Master's of Information Systems Management	Information Systems	Brigham Young University Provo, Utah, USA	April 2004
B.S.	Information Systems	Brigham Young University Provo, Utah, USA	August 2003

3. Research

3.1 Overview of Research Program

My research interests center in IT assurance and security. These interests were strongly informed by my work experience as an IT security auditor for Deloitte and have developed into three distinct, though complimentary, research streams. These are:

- Trust in Information Systems
- IT Security Compliance
- Internal Control

3.2 Overview of Research Streams

3.2.1 Research Stream 1: Trust in Information Systems

Trust in IS is one form of information assurance, in which a person willingly becomes vulnerable to a risk because of certain safeguards. IT has great potential to act as a safeguard for trust; however, this potential has only begun to be explored in IS research.

Methods and Techniques Employed:

- Web-based experiment
- Structural Equation Modeling
- Free simulation experiment
- Factorial survey

3.2.2 Research Stream 2: IT Security Compliance

IT security consists of a technical component and a managerial component. The technical component (including, for example, encryption algorithms and network firewalls) has received much research attention. However, the managerial component (including, for example, the implementation and oversight of IT security practices) remains largely unexamined.

Methods and Techniques Employed:

- Interviews
- Factorial survey

3.2.3 Research Stream 3: Internal Control

Internal control is ensuring that management objectives are achieved. In the case of IT, internal control means that IT is designed, tested, and monitored to ensure that its use meets management objectives. Effective IT security requires internal control.

Methods and Techniques Employed:

- Interviews
- Factorial survey
- Survey
- Design science research
- Grounded theory

3.3 Research Production: Trust in Information Systems

3.3.1 Published Work

1. **Anthony Vance**, Christophe Elie-dit-Cosaque, and Detmar Straub, “Examining Trust in Information Technology Artifacts: The Effects of System Quality and Culture”, *Journal of Management Information Systems*, Vol. 24(4), 2008, pp. 73-100.
2. Paul Lowry, **Anthony Vance**, Greg Moody, Bryan Beckman, and Aaron Read, “Explaining and Predicting the Impact of Branding Alliances and Web Site Quality on Initial Consumer Trust of E-Commerce Web Sites”, *Journal of Management Information Systems*, Vol. 24(4), 2008, pp. 201-227.

3.3.2 Papers Under Review

1. **Anthony Vance**, Paul Lowry, Greg Moody, Taylor Wells, and Bryan Beckman, “Is your Website Credible? How Source Credibility Affects Consumer Trust in E-Commerce Websites”, submitted to *MIS Quarterly*, April 2008.

3.3.3 Papers in Progress

1. **Anthony Vance** and Arun Rai, “Verifiable Trust: Using IT-based Accountability to Manage the Boundaries Between Trust and Formal Controls”, targeted to MISQ special issue “Novel Perspectives on Trust in Information Systems”.
2. **Anthony Vance**, “The Effect of Trust on User Adoption of Anonymizing Systems”.

3. Greg Moody, Paul Lowry, and **Anthony Vance**, “The Comparative Effects of Privacy Seals, Privacy Assurance Statements, and Brand Alliances on Consumer Trust in E-Commerce Sites”.

3.3.4 Ph.D. Dissertation

Vance, A. “New Applications for Trust in Information Systems”

Abstract

Despite recent interest in the role trust in Information Systems, the potential of IS to foster trust in business relationships remains largely untapped. In order to better realize this potential, this dissertation examines three areas of IS trust research for which research is particularly limited: (1) the IT artifact as a target of trust, (2) IS-based source credibility as an antecedent of trust, and (3) the effect of anonymity on trust in online environments. The objective of this dissertation is to examine the effects of IS on trust in each of these areas. To do so, a multi-paper dissertation format is adopted in which each area examined constitutes a distinct, though complimentary, study. Together, these studies further research on how IS can enhance trust in business relationships.

Proposal Defense Date: December 10, 2007

Dissertation Defense Date: September 12th, 2008

Dissertation Adviser: Detmar Straub

Dissertation Committee:

- Arun Rai, Georgia State University
- A. Faye Borthick, Georgia State University
- Mikko Siponen, University of Oulu, Finland
- Michel Kalika, University of Strasbourg, France (formerly of University of Paris, Dauphine)

3.4 Research Production: IT Security Compliance

3.4.1 Papers Under Review

1. Mikko Siponen and **Anthony Vance**, “Overcoming IS Security Policy Violations: Shifting the Focus from Deterrence to Neutralization”, submitted to *MIS Quarterly* special issue “Information Systems Security in a Digital Economy”, July 2008.

3.4.2 Papers in Progress

1. Mikko Siponen, **Anthony Vance**, and Robert Willison, “A Model of Corporate Software Piracy”.
2. Mikko Siponen, **Anthony Vance**, and Robert Willison. “Individual Software Piracy from a Policy Compliance Perspective”.

3.5 Research Production: Internal Control

3.5.1 Published Work

1. Faye Borthick and **Anthony Vance**, “Extending and Using Graphical Representations of Business Processes in Evaluating Internal Control”, in American Accounting Association Annual Meeting, 2008.
2. Faye Borthick and **Anthony Vance**, “Preparing Graphical Representations of Business Processes and Making Inferences from Them”, in American Accounting Association Annual Meeting, 2007.
3. **Anthony Vance**, “Modeling Sarbanes-Oxley Compliance as a Knowledge-intensive Process”, in 40th Annual Hawai'i International Conference on System Sciences, 2007.

3.5.2 Papers in Progress

1. **Anthony Vance** and Arun Rai, “Verifiable Trust: Using IT-based Accountability to Manage the Boundaries Between Trust and Formal Controls”. Targeted to *MISQ* special issue “Novel Perspectives on Trust in Information Systems”.

4. Teaching

4.1 Teaching Philosophy

I believe the role of a teacher is to guide students through a self-learning process. Although teaching often involves groups, learning essentially occurs at the individual level. For this reason, I believe a teacher is most successful when a student is taught to more effectively learn on his or her own.

As information resources increase and Internet searches become more sophisticated, students will have less need for teachers who simply dispense information. In contrast, there will always be a need for teachers who effectively teach fundamental principles that promote and support further individual learning. In this way, university teaching on any subject should ultimately enable students to continue learning in that subject.

Teaching is most effective when it is a participative endeavor. This means, wherever possible, students should actively apply principles to solve problem-based activities in and outside of the classroom. Further, the instructor should encourage students to contribute to class discussion and provide insights from their own experiences. Studies indicate that people retain information best when they teach that information to others. For this reason, students should be encouraged to teach their fellow classmates. In many situations lecturing may be the most effective teaching approach; however, such situations should lead to further participative student learning.

Finally, I believe that an instructor must be genuinely concerned for the learning of each student. Teaching is fundamentally a service activity and is therefore best performed by caring for the learning needs of each student. With this mindset, teachers will be more willing to adapt their teaching styles to the capacity and needs of each student.

4.2 Teaching Interests

I am open to teaching a variety of IS courses. However, given my technical background and work experience, I am most interested in teaching the following courses:

- Computer Forensics
- Information Security
- Telecommunications/Computer Networking
- Accounting Information Systems
- Programming
- Database Management

4.3 Teaching Experience

Georgia State University, Atlanta, Georgia

8/2006—Present

Responsible for teaching the following courses:

- CIS 4000 Introduction to Computer Forensics 3 Semesters
- ACCT 4310 Accounting Information Systems 2 Semesters
- CIS 4680 Introduction to Information Systems Security 1 Semester
- CIS 3320 Telecommunications for Business 1 Semester
- CIS 2010 Introduction to Computer Information Systems 1 Semester

Brigham Young University, Provo, Utah

8/2003—4/2004

Teaching assistant for the following courses:

- ISYS 403 Principles of Business Programming (in Java) 1 Semester
- ISYS 413 Enterprise Application Development (in Java) 1 Semester

4.4 Teaching Evaluations for Past Year

4.4.1 CIS 4000 Spring 2008 Quantitative Evaluation (Computer Forensics)

Dimension	Mean	Comparative Averages		
		Course	CIS Dept	College
Overall Evaluation (2 items)				
Effectiveness of instructor	4.8	—	4.1	4.3
Relative worth of course	4.8	—	3.9	4.2
Presentation Ability (8 items)	4.8	—	4.2	4.4
Cares about the quality of his teaching	4.9	—	4.3	4.4
Has a genuine interest in students	4.9	—	4.3	4.4
Is a dynamic and energetic person	4.8	—	4.1	4.3
Has an interesting style of presentation	4.8	—	4.0	4.2
Seems to enjoy teaching	4.8	—	4.3	4.4
Is enthusiastic about his subject	4.8	—	4.3	4.5
Seems to have self-confidence	4.7	—	4.3	4.5
Varies the speed and tone of his voice	4.8	—	4.1	4.3
Organization/Clarity (8 items)	4.8	—	4.2	4.3
Is well prepared	4.7	—	4.3	4.4
Speaks in a manner that is easy to understand	4.8	—	4.1	4.3
Explains clearly	4.8	—	4.1	4.3
Lectures easy to outline/well organized	4.8	—	4.1	4.3
Is careful and precise in answering questions	4.8	—	4.1	4.3
Summarizes major points	4.8	—	4.2	4.4
States objectives for each class session	4.8	—	4.3	4.4
Knows if the class is understanding him or not	4.8	—	4.0	4.2
Grading/Assignments (7 items)	4.8	—	4.2	4.4
Follows plan established in syllabus	4.5	—	4.2	4.5
Gives assignments related to course goals	4.8	—	4.2	4.4
Explains the grading system clearly	4.8	—	4.2	4.4
Is accessible to the students out of class	4.8	—	4.3	4.4
Returns exams and assignments quickly	4.8	—	4.2	4.4
Reasonable difficulty for assignments and exams	4.8	—	4.1	4.3
Assigns grades fairly and impartially	4.8	—	4.3	4.4
Intellectual/Scholarly (4 items)	4.8	—	4.3	4.4
Discusses points of view other than his/her own	4.8	—	4.2	4.3
Contrasts implications of various theories	4.8	—	4.2	4.3
Discusses recent developments in the field	4.8	—	4.4	4.4
Presents origins of ideas and concepts	4.8	—	4.3	4.4
Student Interaction (3 items)	4.8	—	4.2	4.3
Encourages class discussion	4.8	—	4.3	4.4
Invites criticism of own ideas	4.8	—	4.2	4.2
Relates to students as individuals	4.8	—	4.2	4.4
Student Motivation (3 items)	4.7	—	4.1	4.2
Made me work harder than in most courses	4.5	—	4.1	4.2
Motivates me to do my best work	4.7	—	4.0	4.2
Examinations require creative, original thinking	4.8	—	4.1	4.3

*1 = Not at all descriptive, 5 = Very descriptive

Note: The "CIS Dept" and "College" columns include all undergraduate core courses of the academic unit and college, respectively.

4.4.2 CIS 2010 Fall 2007 Quantitative Evaluation (Introduction to CIS)

Dimension	Mean	Comparative Averages		
		Course	CIS Dept	College
Overall Evaluation (2 items)				
Effectiveness of instructor	4.3	4.0	4.2	4.2
Relative worth of course	3.9	3.8	3.9	4.1
Presentation Ability (8 items)	4.4	4.1	4.3	4.4
Cares about the quality of his teaching	4.4	4.2	4.4	4.4
Has a genuine interest in students	4.5	4.2	4.3	4.4
Is a dynamic and energetic person	4.3	4.0	4.2	4.3
Has an interesting style of presentation	4.1	3.8	4.0	4.2
Seems to enjoy teaching	4.5	4.1	4.3	4.4
Is enthusiastic about his subject	4.7	4.2	4.4	4.5
Seems to have self-confidence	4.3	4.2	4.4	4.5
Varies the speed and tone of his voice	4.4	3.9	4.2	4.3
Organization/Clarity (8 items)	4.3	4.0	4.2	4.3
Is well prepared	4.3	4.2	4.3	4.4
Speaks in a manner that is easy to understand	4.4	3.9	4.1	4.3
Explains clearly	4.3	4.0	4.1	4.2
Lectures easy to outline/well organized	4.2	4.1	4.2	4.3
Is careful and precise in answering questions	4.3	4.0	4.2	4.3
Summarizes major points	4.3	4.2	4.3	4.4
States objectives for each class session	4.4	4.2	4.4	4.4
Knows if the class is understanding him or not	4.0	3.8	4.0	4.1
Grading/Assignments (7 items)	4.3	4.2	4.3	4.3
Follows plan established in syllabus	4.4	4.2	4.3	4.4
Gives assignments related to course goals	4.4	4.1	4.2	4.4
Explains the grading system clearly	4.3	4.1	4.3	4.3
Is accessible to the students out of class	4.4	4.2	4.3	4.3
Returns exams and assignments quickly	4.1	4.2	4.3	4.4
Reasonable difficulty for assignments and exams	4.1	4.1	4.2	4.2
Assigns grades fairly and impartially	4.4	4.2	4.3	4.4
Intellectual/Scholarly (4 items)	4.5	4.2	4.4	4.3
Discusses points of view other than his/her own	4.5	4.1	4.3	4.3
Contrasts implications of various theories	4.5	4.1	4.3	4.3
Discusses recent developments in the field	4.6	4.4	4.5	4.4
Presents origins of ideas and concepts	4.5	4.2	4.3	4.3
Student Interaction (3 items)	4.4	4.1	4.3	4.3
Encourages class discussion	4.4	4.2	4.4	4.4
Invites criticism of own ideas	4.4	4.1	4.2	4.2
Relates to students as individuals	4.5	4.1	4.3	4.3
Student Motivation (3 items)	4.2	3.9	4.1	4.2
Made me work harder than in most courses	4.3	4.0	4.1	4.2
Motivates me to do my best work	4.1	3.9	4.1	4.1
Examinations require creative, original thinking	4.1	3.9	4.1	4.2

*1 = Not at all descriptive, 5 = Very descriptive

Note: The "CIS Dept" and "College" columns include all undergraduate core courses of the academic unit and college, respectively.

4.4.3 CIS 3320 Summer 2007 Quantitative Evaluation (Telecommunications for Business)

Dimension	Mean	Comparative Averages		
		Course	CIS Dept	College
Overall Evaluation (2 items)				
Effectiveness of instructor	4.5	—	4.2	4.3
Relative worth of course	4.4	—	4.0	4.3
Presentation Ability (8 items)	4.3	—	4.4	4.5
Cares about the quality of his teaching	4.6	—	4.5	4.5
Has a genuine interest in students	4.6	—	4.4	4.5
Is a dynamic and energetic person	4.2	—	4.3	4.4
Has an interesting style of presentation	3.9	—	4.2	4.3
Seems to enjoy teaching	4.4	—	4.4	4.5
Is enthusiastic about his subject	4.4	—	4.5	4.6
Seems to have self-confidence	4.2	—	4.5	4.6
Varies the speed and tone of his voice	4.2	—	4.3	4.4
Organization/Clarity (8 items)	4.2	—	4.3	4.4
Is well prepared	4.3	—	4.4	4.5
Speaks in a manner that is easy to understand	4.2	—	4.3	4.4
Explains clearly	3.9	—	4.2	4.3
Lectures easy to outline/well organized	4.1	—	4.3	4.4
Is careful and precise in answering questions	4.3	—	4.3	4.4
Summarizes major points	4.2	—	4.4	4.5
States objectives for each class session	4.5	—	4.5	4.5
Knows if the class is understanding him or not	4.1	—	4.1	4.2
Grading/Assignments (7 items)	4.3	—	4.4	4.4
Follows plan established in syllabus	4.2	—	4.4	4.5
Gives assignments related to course goals	4.3	—	4.4	4.5
Explains the grading system clearly	4.5	—	4.3	4.4
Is accessible to the students out of class	4.5	—	4.4	4.4
Returns exams and assignments quickly	4.2	—	4.4	4.5
Reasonable difficulty for assignments and exams	4.2	—	4.3	4.4
Assigns grades fairly and impartially	4.5	—	4.4	4.4
Intellectual/Scholarly (4 items)	4.3	—	4.4	4.4
Discusses points of view other than his/her own	4.4	—	4.4	4.4
Contrasts implications of various theories	4.2	—	4.4	4.4
Discusses recent developments in the field	4.5	—	4.5	4.5
Presents origins of ideas and concepts	4.2	—	4.4	4.4
Student Interaction (3 items)	4.5	—	4.4	4.4
Encourages class discussion	4.5	—	4.5	4.5
Invites criticism of own ideas	4.4	—	4.4	4.3
Relates to students as individuals	4.5	—	4.4	4.4
Student Motivation (3 items)	4.2	—	4.2	4.3
Made me work harder than in most courses	3.9	—	4.2	4.3
Motivates me to do my best work	4.3	—	4.2	4.3
Examinations require creative, original thinking	4.3	—	4.3	4.3

*1 = Not at all descriptive, 5 = Very descriptive

Note: The "CIS Dept" and "College" columns include all undergraduate core courses of the academic unit and college, respectively.

5. Professional Experience

- Visiting Research Scholar** 9/2008—12/2008
University of Oulu, Oulu, Finland
- Research IS security and internal control from the perspective of criminological theory
 - Present ongoing research to University of Oulu researchers
 - Perform research studies at Scandinavian companies
- Graduate Research Assistant** 8/2005—Present
Georgia State University, Atlanta, Georgia
- Research Trust and IS with Detmar Straub 8/2006—Present
 - Researched IT controls with Balasubramaniam Ramesh 8/2005—8/2006
- Graduate Teaching Assistant** 8/2006—Present
Georgia State University, Atlanta, Georgia
- Responsible for teaching the following courses:
- CIS 4000 Introduction to Computer Forensics 3 Semesters
 - ACCT 4310 Accounting Information Systems 2 Semesters
 - CIS 4680 Introduction to Information Systems Security 1 Semester
 - CIS 3320 Telecommunications for Business 1 Semester
 - CIS 2010 Introduction to Computer Information Systems 1 Semester
- Consultant, Data Quality Integrity** 1/2005—8/2005
Deloitte LLP, Atlanta, Georgia
- Performed programmatic fraud detection analysis of Fortune 500 companies including UPS, Southern Company, Bridgestone, and the Royal Bank of Canada
 - Developed fraud analysis programs using SAS and ACL to examine high volume general ledger transactions for SAS 99 compliance
 - Designed and developed programming tools to automatically test Southern Company's 42,000 employee user accounts for inappropriate access and security risks
 - Evaluated application security for Southern Company Inc.'s 90 most critical applications

Consultant, Enterprise Risk Services
Deloitte LLP, Atlanta, Georgia

5/2004—12/2004

- Assessed risk and effectiveness of information systems controls for Fortune 500 companies
- Assisted client management to understand and comply with the Sarbanes-Oxley Act's requirements for information systems integrity, security, and fraud prevention.

Clients consulted include:

HealthSouth, Inc.

- Independently evaluated information security controls at nine HealthSouth medical centers throughout the United States in the areas of: physical security, disaster recovery, encryption, identity management, and network security.
- Developed Sarbanes-Oxley compliance reports for HealthSouth Management.

Southern Company, Inc.

- Assessed Oracle Financials security to maintain the integrity of Southern Company's financial statements
- Evaluated change management processes for mainframe batches producing critical financial reports
- Assessed secure remote access methods for Southern Company Services' wire transfer application

United Parcel Service, Inc.

- Analyzed United Parcel Service Inc.'s UNIX database servers user accounts for security vulnerabilities
- Examined UPS's billing system computer controls

U.S. Xpress Enterprises, Inc.

- Developed testing plans for 404 audits of the payroll, inventory, and human resources processes
- Audited the human resources process for security screening and hiring new personnel

Research Assistant

9/2003—4/2004

Brigham Young University, Provo, Utah

- Researched enterprise programming practices in Information Systems
- Gathered and analyzed quantitative data for statistical inferences

Teaching Assistant, Enterprise Java Programming

9/2003—4/2004

Brigham Young University, Provo, Utah

- Assisted students to learn Enterprise Java programming, including enterprise application architecture, database interaction, XML parsing, and servlet and JSP development
- Graded and corrected Java program assignments, midterms, and finals

Linux and Network Administration Intern
STSN, Inc., Salt Lake City, Utah

5/2003—9/2003

- Installed over 30 Linux production servers and supporting networking equipment
- Tested web-based purchasing system by developing and performing test scenarios
- Developed Linux shell scripts to automate server application updates
- Created and managed a Linux CVS server resulting in greater employee productivity

Information Extractor

10/2001—2/2002

Whizbang! Labs, Inc., Provo, Utah

- Extracted information from the Internet for projects for the U.S. Central Intelligence Agency, U.S. Department of Labor, FlipDog.com Inc, and others
- Promoted to German beta tester to help develop a German information extraction program

Computer Support Technician

4/2000—10/2001

Brigham Young University, Provo, Utah

- Managed, networked, and troubleshoot BYU administration's network and workstations
- Troubleshoot and installed operating systems, PC hardware components, etc.

6. Service

I am an active reviewer for several journals and conferences. I have also served frequently as a guest presenter on IS security, IT control, and Sarbanes-Oxley in various forums. I have served actively in my department by helping to develop a new course on computer forensics.

6.1 Reviewing

6.1.1 Journals

- MIS Quarterly
- Information Systems Research
- Journal of Management Information Systems
- European Journal of Information Systems
- Communications of the AIS
- Journal of Information System Security
- Small Group Research

6.1.2 Conferences

- International Conference on Information Systems (ICIS)
- Hawaii International Conference on System Sciences (HICSS)
- Americas Conference on Information Systems (AMCIS)
- Annual Workshop on HCI

6.2 Guest Lectures and Presentations

- Guest lecture on Sarbanes-Oxley and IT controls for CIS 4680 Introduction to Information Security, April 2008
- Presentation of research on IT-based accountability for joint doctoral consortium for Georgia State University, the University of Georgia, and the University of Arkansas, October 2007
- Guest lecture on information privacy and security for MBA 8125 Information Technology Management, July 2007
- Conference presentation on automating IT control audits, HICSS 2007
- Guest lecturer for Executive MBA Workshop on Information Technology and Compliance, Georgia State University, September 2006
- Conference presentation on RFID technology and supply chain agility for the IFIP WG 8.6 Working Conference on Business Agility and IT Diffusion, May 2005
- Training demonstration on using SAS and ACL for fraud detection data analysis, consultant training, Deloitte, April 2005
- Member of expert panel on the Sarbanes-Oxley Act, Georgia State University research colloquium, January 2005

6.3 Course Development

- Designed a new course on computer forensics with Richard Baskerville and Robert Sainsbury. This course now receives high enrollments each semester by students from a variety of majors in the Robinson College of Business.

7. Academic Honors

- J. Mack Robinson College of Business Graduate Teaching Assistant Teaching Excellence Award, Georgia State University, 2008
- Nominated, Best Reviewer, 6th Annual Pre-ICIS Workshop on HCI Research in MIS, Montreal, 2007
- Marriott School of Management Dean's List, Brigham Young University, 2004
- Awarded the Stephen J. Jenkins Academic Scholarship, Marriott School, Brigham Young University, 2004

8. Foreign Language

- Speak, read, and write German

9. Professional References

The following individuals have prepared reference letters that are available upon request.

Name	Contact Details	Relationship
Detmar Straub	J. Mack Robinson Distinguished Professor of Information Systems Editor-in-Chief (EIC), <i>MIS Quarterly</i> Department of Computer Information Systems Robinson College of Business Georgia State University Email: dstraub@cis.gsu.edu Phone: (404) 413-7378	<ul style="list-style-type: none"> • Ph.D. dissertation adviser • Coauthor • His research assistant • Seminar professor • Have known since 2005
Arun Rai	Regents' Professor & Harkins Chair Center for Process Innovation & Department of Computer Information Systems Robinson College of Business Georgia State University Email: arunrai@gsu.edu Phone: (404) 413-7857	<ul style="list-style-type: none"> • Ph.D. dissertation committee member • Coauthor • Seminar professor • Have known since 2005
Paul Lowry	Assistant Professor Information Systems Department Marriott School of Management Brigham Young University Email: paul.lowry.phd@gmail.com Phone: (801) 422-1215	<ul style="list-style-type: none"> • Adviser, Information Systems Ph.D. Preparation Program • Coauthor • Seminar professor • Have known since 2003
A. Faye Borthick	Professor School of Accountancy Robinson College of Business Georgia State University Email: borthick@gsu.edu Phone: (404) 413-7239	<ul style="list-style-type: none"> • Ph.D. dissertation committee member • Coauthor • Have known since 2006
Mikko Siponen	Professor Department of Information Processing Science University of Oulu Oulu, Finland Visiting Research Scholar Robinson College of Business Georgia State University Email: Mikko.T.Siponen@oulu.fi Phone: (404) 413-7371	<ul style="list-style-type: none"> • Ph.D. dissertation committee member • Coauthor • Have known since 2007