

University Senate Chair Award Packet

Craig Van Slyke, Ph.D.

Courses Taught

Term	Course #	Course Title	Rating
F2018	CIS645	Seminar in IS Research: I	4.0
W2019	CIS405	Business Analytics	3.8
	CIS505	Business Analytics	4.0
S2019	CIS645	Seminar in IS Research: I	4.0
	CIS650C	Independent Study	4.0
F2019	CIS310	Principles of Information Systems	4.0
W2020	CIS405	Business Analytics	4.0
	CIS505	Business Analytics	4.0
S2020	CIS310	Principles of Information Systems	4.0
	CIS657	Directed Study in CIS	4.0
F2020	CIS645	Seminar in IS Research: I	4.0
	CIS550C	Directed Study in CIS	4.0
W2021	CIS405	Business Analytics	3.9
	CIS505	Business Analytics	-
S2021	CIS640	Topics in Information Technology Mgmt.	-
F2021	CIS310	Principles of Information Systems	3.8
	CIS650C	Independent Study	4.0
W2022	CIS405	Business Analytics	3.6
	CIS505	Business Analytics	-
	BUSN550C	Applied Business Analytics	4.0
S2022	CIS655	Critical Topics in Information Systems Research	N/A
		Overall mean	3.95
		Undergraduate courses mean	3.85

Notes: - indicates no evaluations reported; N/A – current term

Personal Statement

Louisiana Tech’s mission is stated as a commitment “... to quality in teaching, research, creative activity, public service, and workforce/economic development. Louisiana Tech maintains as its highest priority the education and development of its students in a challenging, yet safe and supportive, diverse community of learners.” In the paragraphs that follow, I discuss how my teaching, research, and service activities help Louisiana Tech accomplish this mission.

My personal purpose is to help others live successful, meaningful lives however they may define success and find meaning. My teaching, research, and service activities demonstrate a dedication to Tech’s mission in ways that help me live my purpose. I actively seek activities and approaches that can help me find the intersection of Tech’s mission and my purpose.

With respect to my teaching, I concentrate on using conceptual knowledge and skills that are both relevant to the workforce and in the development of students' critical thinking and analytical abilities. For example, in CIS310, a required course for all business majors, we focus class discussion on how technology shapes our professional and personal lives, and how technology continues to affect how business is conducted. In addition, I craft hands-on activities that help students enhance their critical thinking and analytical skills using Excel, which is a key business workforce skill. Rather than simply having them learn how to do things in Excel, I frame our activities in analytical problems that are relevant to them personally and/or to their future profession. This approach helps students build a marketable technical skill while also enhancing their critical thinking and analytical skills. I take a similar approach in CIS405 (Business Analytics). In this class, we not only pursue more complex problems with Excel, but also use an industry standard visualization tool, Tableau, to help students understand data visualization from both operational and design perspectives. We use design theories and best practices to guide exploratory and explanatory data visualization using Tableau; again, this helps students build marketable technical skills in a way that enhances their thinking and analytical abilities.

Also, I attempt to model how technology can be used innovatively to enhance student learning. In addition to using Moodle for active learning exercises, I developed a podcast that uses short episodes to cover the most important concepts from each chapter of the textbook used for CIS310. I encourage students to use the podcast as an adjunct to their other learning activities. I also discuss how this is an example of an on-demand use of technology to enhance their learning. We draw parallels to other technology-enabled on-demand services, such as Netflix and Spotify. For CIS505 (Business Analytics), I provide video-based feedback on their final course projects, which involve extensive use of data visualization.

My approach is similar with our doctoral students. I focus on helping them build the knowledge and abilities they will need to be successful academics not only through traditional literature-based seminars, but also through publishable research projects. In my time at Tech, I have co-authored seven journal articles with doctoral students. All but one of these were projects that I initiated in order to help them develop the ability to move ideas through to publication. These publications were instrumental in helping all of the students find good tenure-track jobs. In addition, I initiated a summer writing workshop, a comprehensive exam preparation workshop that helps students strengthen their knowledge and skills, and a teaching-focused seminar.

My research also supports Tech's mission while serving my personal purpose. My research focuses on topics in which technology and issues of societal importance intersect. Specifically, my primary areas of research are investigating, 1) how technology-mediated environments (telework and distance learning) affect individual stress and well-being, and 2) behavioral aspects of information privacy and security. In addition, I am in the early stages of a new research stream that investigates the urban/rural digital divide, an increasingly important topic. It is worth noting that involving doctoral students in my research has led to the development of ongoing research streams for the students. Recently, I chaired two dissertations, one that came from an intersection of publications on telework and surveillance, and the other that blended our research in security and stress. These projects are resulting in streams of publications that will put these new professors well on their way towards meeting their school's tenure requirements.

My service activities are also directed at helping Tech achieve our mission. In my four years at Tech, I have led the development of three workforce-driven certificate programs, an undergraduate certificate in information assurance (cyber security), and undergraduate and

graduate certificates in business analytics. Both of these are high-demand areas. The analytics certificates are cross-disciplinary programs developed by a task force that included representatives from across the College of Business. In addition, I developed a new core business class that on business analytics.

In addition, I developed (with Dr. Thomas Stafford) the Cyber Ways podcast, which translates academic cyber security research into practical knowledge for cyber security professionals. This project has substantially increased the visibility of our Center for Information Assurance, which has enhanced Tech's visibility and reputation while imparting valuable knowledge to security practitioners in the community.

My primary external service activities are related to the information systems discipline. I have served as co-chair of the education track at one of our largest conferences, the Americas Conference on Information Systems, and was co-chair of the 2019 ACM SIGMIS Computers and People Research Conference. Also, I serve as senior editor for the *Data Base for Advances in Information Systems*, which is the oldest information systems journal. I also serve as associate editor for three well-regarded journals. In addition, I was co-editor of a special section of the *Communications of the Association for Information Systems* on the impacts of COVID-19 on information systems education. This resulted in the publication of 29 articles.

My other service to the community is a bit unorthodox; I produce and host the Live Well and Flourish podcast, which blends philosophy and psychology to help listeners lead excellent lives. On the surface, this seems disconnected to my professional activities. However, the podcast leverages my ability to connect disparate areas to develop practical knowledge related to an enduring purpose, human flourishing. In addition, writing the episodes requires me to distill complex topics to their essence, and then to explain them in easily accessible language. These skills are directly applicable to my teaching and research.

Publications and Presentations (since arriving at Tech in fall 2018)

Book

Belanger, F., Van Slyke, C., and Crossler, R. (2021). *Information Systems for Business: An Experiential Approach, 4th Edition*, Prospect Press. (Adopted by 70 schools in 14 countries)

Journal articles (since arriving at Tech in Fall 2018)

Van Slyke, C., Dzung, B., Lee, Jae Ung, Ma, X. and Lou, H. (forthcoming). Telework Distress and Eustress Among Chinese Teleworkers, *Journal of Global Information Technology*.

Van Slyke, C., Clary, G. and Tazkarji, M. (2022). Distress, Eustress, and Continuance Intentions for Distance Learners, *Journal of Computer Information Systems*. DOI: 10.1080/08874417.2022.2037477

Van Slyke, C., Lee, J., Duong, B. and Ellis, T.S. (2022). Eustress and Distress in the Context of Telework, *Information Resources Management Journal*, 35(1), 1-24.

Clary, G., Dick, G., Akbulut, A. and Van Slyke, C. (2022). The After Times: College Students' Desire to Continue with Distance Learning Post Pandemic, *Communications of the AIS*, 50(1). <https://doi.org/10.17705/1CAIS.05003>

- Van Slyke, C., Clary, G. and Tazkarji, M. (2021). Surveillance Concerns as Predictors of Obfuscation and the Chilling Effect, *Journal of the Southern Association for Information Systems*, 8(1), Article 2.
- Van Slyke, C., Topi, H. and Granger, M. (2021). Special Section: COVID-19, Learning, Pedagogy, and Educational Systems, *Communications of the AIS*, 48, <https://doi.org/10.17705/1CAIS.04841>.
- Li, Y., Van Slyke, C., Ferratt, T., Gallivan, M, Stafford, T. & Sumner, M. (2021). Should Information Systems Professors be More Techno-Savvy than Students? (And what would this mean for teaching in times of the COVID-19 crisis?), *Communications of the AIS*, 48, <https://doi.org/10.17705/1CAIS.04844>.
- Farshadkhah, S., Van Slyke, C. and Fuller, B. (2021). Onlooker Effect and Affective Responses in Information Security Violation Mitigation, *Computers & Security*, 99, 102082. <https://doi.org/10.1016/j.cose.2020.102082>
- Van Slyke, C. and Belanger, F. (2020). Explaining the Interactions of Human and Artifacts in Insider Security Behaviors: The Mangle of Practice Perspective, *Computers & Security*, 99, 102064. <https://doi.org/10.1016/j.cose.2020.102064>
- Ma, X., Lou, H., Van Slyke, C., and Clary, G. (2020). Concern for Information Privacy and Online Consumer Purchasing in China, *AIS Transactions on Replication Research*, 6. Article 6. DOI: 10.17705/1attr.00049, Available at: <https://aisel.aisnet.org/trr/vol6/iss1/6>
- Maasberg, M., Van Slyke, C., Ellis, T.S., and Bebe, N. (2020). The Dark Triad and Insider Threats in Cyber Security, *Communications of the ACM*, 63(12), 64-70.
- Raddatz, N., Stafford, T., Van Slyke, C. and Warkinten, M. (2020). Grassroots Adoption of Cloud-Based Storage Solutions, *Journal of Information Systems*, 34(3), 213-232.
- Thomas, T.P, and Van Slyke, C. (2019). The Need for Nonprofit Entrepreneurship Education, *Journal of Education for Business*, 94(7), 440-445.

Presentations

- Van Slyke, C., Parikh, M. (2022). Rational Ignorance and Privacy, Washington State University First Friday Research Seminar.
- Van Slyke, C., Parikh, M., and Joseph, D. (2021). Rational Ignorance: A Privacy Pre-Calculus, 2021 Workshop on Information Security and Privacy, December, Austin, TX, USA
- Van Slyke, C., Granger, M., and Topi, H. (2020) COVID-19 and Information Systems Education AIS Special Interest Group on Education, Virtual. (Panel)
- Van Slyke, C., Duong, B., Tazkarji, M., Clary, G. and Sutherland, E. (2019). The Impact of Telework on Well-Being and Job Satisfaction: A Review, 2019 Decision Sciences Institute Annual Conference, New Orleans, LA.
- Van Slyke, C., Belanger, F., and Maasberg, M. (2019). A Socio-Material Perspective on the Cyber Security Literature, 2019 IFIP Dewald Roode Workshop on Information Systems Security Research, Boosier City, LA.
- Van Slyke, C., Glary, G., Ellis, S. and Maasberg, M. (2019). Employer Preferences for Cybersecurity Skills among Information Systems Graduates, 2019 ACM SIGMIS CPR Conference, Nashville, TN.
- Trauth, E., Bryant, A., Cain, C., Potter, L.E., Quesenberry, J., Trauth, S. and Van Slyke, C. (2019). Addressing Social Inclusion in the IS Field through Theatre, 2019 ACM SIGMIS CPR Conference, Nashville, TN. (Panel)

Li, Y., Sumner, M., Van Slyke, C., Ferratt, T. and Stafford, T. (2019). Elephant in the Classroom: Do Information Systems Professors Need to be More Techno-Savvy than Students? , 2019 ACM SIGMIS CPR Conference, Nashville, TN. (Panel)

Service Activities

Louisiana Tech

- Chair, Undergraduate information assurance certificate program task force
- Chair, Undergraduate business analytics certificate program task force
- Chair, Graduate business analytics certificate program task force
- Creator and co-host of Cyber Ways podcast, which translates academic behavioral cyber security research into information that is relevant to practice, 10 episodes released with over 1,300 downloads. <https://business.latech.edu/cyberways/>
- Creator and host of Information Systems for Business podcast, which summarizes key points of the textbook for CIS125 and CIS310, 16 episodes released with over 2,300 downloads. <https://anchor.fm/informationssystem>
- Graduate education: Developed three doctoral seminars, chaired two doctoral dissertations, member of two doctoral dissertation committees

Service to community and discipline

- Creator and host of Live Well and Flourish, which is a podcast focusing on human flourishing; 25 episodes released with over 3,100 downloads. <https://www.livewellandflourish.com/>
- Co-Editor, *Communications of the AIS* Special Section – COVID-19, Learning, Pedagogy, and Educational Systems (2020-2021). (Section included 29 papers)
- Associate Editor, *Communications of the AIS*
- Senior Editor, *The Database for Advances in Information Systems*
- Editorial Review Board, Information Resource Management Journal
- Editorial Review Board, Journal of IS Education
- Conference Co-Chair, 2019 ACM SIGMIS CPR Conference
- Track co-Chair (IS Education), Americas Conference on Information Systems (AMCIS) (2018-2020)

Other information

Awards and Honors

- Curriculum Innovation Award, Louisiana Tech College of Business (2020, 2021)
- *The DATA BASE for Advances in Information Systems*, Senior Editor of the Year, (2019)
- *Communications of the AIS*, Reviewer of the Year (2018)
- Association for Information Systems – Distinguished Member - Cum Laude

Society Memberships

- Association for Computing Machinery
- Association for Information Systems
- Institute of Electrical and Electronics Engineers