Syllabus[1]
ISM 7935: Information Systems Research at Disciplinary Interfaces
Spring 2023
Meeting time/ dates: <mark>Fridays**, 5-845 pm; Meets: 2/6-5/4/23 (12 weeks) Tentative and subject to change**</mark>
Venue: CIS 2074
School of Information Systems and Management
Muma College of Business, University of South Florida

Professor: Dr. Sunil Mithas
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Office: CIS 2061
Office Hours: By appointment

University Course Description: *Verbatim from USF's course inventory*
> The purpose of this seminar is to familiarize you with the current academic discourse involving information systems and related areas for you to conduct or inform your independent research in these areas. We will focus on some major areas that I believe offer interesting and significant opportunities to identify and tackle some first-order questions.
> *(Source: https://usfweb.usf.edu/academic-programs/details/prefix/ISM/code/7935)*[2]

Course Prerequisites: *Verbatim from the catalog*
> **None,** Permission Required for Enrollment

COURSE OBJECTIVE
This course offers a survey of current research involving information systems. The purpose of this seminar is to familiarize you with the current academic discourse involving information systems and related areas for you to conduct or inform your independent research in these areas. We will focus on some major areas that I believe offer interesting and significant opportunities to identify and tackle some first-order questions.

STUDENT LEARNING OUTCOMES
After taking this course, students should be able to:
- Describe current academic discourse and empirical research in selected domains to critically evaluate theoretical arguments, use or critique these arguments in their research, and evaluate the links between theoretical arguments and empirical methods
- Explore and develop research ideas to internalize what they learn through readings and discussions and to make progress towards publishing the most promising ideas

ASSIGNED READINGS
I have selected some readings to give you an exposure to theories, concepts, and empirical work to present an overview of a particular research stream. Most of the required readings should be available electronically through the library, and instructor will provide any readings or other working papers that you are unable to locate there.

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[1] The syllabus is tentative and subject to change. Any changes will be announced in class and/or documented via Canvas/email. We will discuss any changes to schedule if there are any scheduling conflicts that the instructor may run into over the semester. Some sessions may be conducted using Teams.

[2] http://ugs.usf.edu/course-inventory/

COURSE STRUCTURE AND CONDUCT

The class will be highly interactive and discussion-oriented. It is required that all participants complete all required readings *prior* to coming to class. Assuming no legitimate reason, failure to do the readings will result in the participant being excused from the class meeting and docked one letter grade each time. In order to achieve our goal, it is not sufficient to simply read the articles but to think about them critically. Often this requires reading the articles more than once.

Grading

The final grade will be based on performance on summary of papers assigned to you, your performance as a session discussant, class participation, and term paper. Late assignments are not accepted.

- **30% : Session summaries and class participation**

    While all students are expected to read all papers and contribute to discussion in each class, each student will lead the discussion for his or her assigned papers. In the lead role, the student in charge of a particular paper should bring a 1-2 page summary of the assigned paper(s) to class. In general, such a summary should provide a brief overview of the research questions, theoretical framework, hypotheses, what authors found, contributions, relationship of the paper with other papers and findings, and potential extensions (or future research that can overcome the limitations of that paper). Talk about both positives and negatives of the paper and offer your conjectures on why the paper was published or what may make this paper publishable (if it is a working paper). I certainly want to see a section on some "doable" future research projects that will extend or improve what this paper was trying to do. Just a summary and "copy and paste" of paper's tables and figures is not acceptable--we are looking for your critique and value added comments. Students will bring hard copies of their summary for everyone to the class and post a soft copy of the summary on course website.

    You are expected to have a healthy skepticism in critiquing a paper, but I also encourage you to be "constructive" and always have a remedial and reasonable suggestion accompanying your critique that will make a paper better or how future research can overcome the limitations of the paper that you will be discussing. Being positive does not, however, mean that we will shy away from discussing what may be considered as flaws in theoretical justifications, empirical aspects or writing. But whenever you point to those, tell us how you would have approached those issues given the same research question and the data to which authors had access.

    Beyond leading the discussion of the paper assigned to you, each of you should identify the unifying themes of that week's readings to develop a mental map of the "state of the art" in that area to identify potential dissertation topics that will significantly advance that stream of work.

- **70% : Term Paper**

    Develop an original research proposal or paper (not more than 20 pages double spaced with Tables, Figures and References) on any phenomenon of your liking that addresses some IT related issue (broadly construed). Your paper must address the following issues:

    1. What is the research question? Why is it interesting? How will an answer to this question change how we think about that issue theoretically or how we may like to manage that particular issue in a better way than we otherwise would? Discuss both theoretical and managerial relevance very briefly. [Introduction]
    2. How has it been studied in the prior literature? What is your research model and how do your hypotheses make new theoretical or empirical contributions? [Literature Review, Research Model]
    3. How will you test your hypotheses? [Research Method or Design]

4. What results do you expect to find or have found? [Results]
5. What is unique, new and valuable about your proposed study? What are the key contributions? What are the research and managerial implications? What are the limitations of your proposed study? How can you extend your research further? [Discussion, Limitations and Suggestions for Future Research]

Please be prepared to report your progress every week in class and incorporate the feedback from instructor and classmates to continuously improve your work.

GRADING SCALE

Grading scale: A+: Over 95%, A: 93-95%, A-: 90-93%, B+: 87-90%, B: 83-87%, B-: 80-83%, C+: 77-80%, C: 73-77%, C-: 70-73%, D+: 67-70%, D: 63-67%, D-: 60-63%, F: Below 60%

Students typically earn B letter grades for good performance and for meeting all expectations; the A grades are for extraordinarily excellent performance when students exceed expectations. The final letter grades will be based on the distribution of course points at the end of the semester and instructor's overall assessment of your performance relative to your classmates.

About the Instructor

Sunil Mithas is a World Class Scholar and Professor at the Muma College of Business at the University of South Florida. He also serves as Director (Rankings and Reputation) at the Muma College of Business. Previously, Sunil was the Ralph J. Tyser Professor of Information Systems at the Robert H. Smith School of Business at the University of Maryland, where he served as Associate Chair, and co-directed two Centers namely Center for Digital Innovation, Technology and Strategy and the Center for Excellence in Service. He is a Visiting Professorial Fellow at the UNSW Business School, Sydney, and has held visiting positions at the University of California, Davis, UNSW, University of Mannheim, and HKUST, Hong Kong. Identified as an MSI Young Scholar by the Marketing Science Institute, Sunil is a Distinguished Fellow of the Information Systems Society of INFORMS, and ranks among the foremost information systems scholars in the world. He is the author of two books, and his research published in top journals and conferences have won multiple best-paper awards, and featured in practice-oriented publications such as the *MIT Sloan Management Review, Management Business Review, and Bloomberg.* Mithas serves as a Senior Editor of *MIS Quarterly* and Department Editor of *Production and Operations Management*, and an Editorial Board member at the *Journal of Management Information Systems*. Earlier he served on the Editorial Board of *Information Systems Research*. He has consulted and conducted research with a range of organizations including A. T. Kearney, EY, Johnson & Johnson, the Social Security Administration, U.S. Census Bureau, and the Tata Group. He is a frequent keynote speaker in corporate and academic settings. Mithas had a decade-long successful career in the corporate world in engineering, marketing, and general management positions before he dedicated himself to an academic career. He earned his PhD from the Ross School of Business at the University of Michigan and an engineering degree from IIT, Roorkee.

More details are at https://www.usf.edu/business/about/bios/mithas-sunil.aspx

Session-wise Meeting Plan

<mark>We will only discuss the readings marked with an asterisk in this course,</mark> other papers are listed for your contextual awareness and convenience and we may discuss them briefly if time permits. If you have read any of the assigned papers (those with asterisk) in some other seminar then let me know promptly and depending on the composition of the class and in what context you may have read that paper, I will decide whether to still discuss that paper or some other paper (feel free to suggest a better substitute). I may add/delete/modify some readings as the course progresses, or change the sequence of sessions as I get a better sense of your interests and needs. I encourage you to share and point to other readings that you think add to this course or reinforce or provide an alternative perspective.

Session 1: Overview and Orientation

Read syllabus, and the readings marked with asterisk for class 1. Please post any deliverable to course website under Assignments.

*Tarafdar, M., Shan, G., Thatcher, J. B., and Gupta, A. 2022. "Intellectual Diversity in IS Research: Discipline-Based Conceptualization and an Illustration from Information Systems Research," *Information Systems Research* (33:4), pp. 1490-1510

*Tarafdar, M., and Davison, R. M. 2018. "Research in information systems: Intra-disciplinary and inter-disciplinary approaches," *Journal of the Association for Information Systems* (19:6), pp. 523-551

*Sidorova, A., Evangelopoulos, N., Valacich, J., and Ramakrishnan, T. 2008. "Uncovering the intellectual core of the information systems discipline," *MIS Quarterly* (32:3), pp. 467-482

*Jain, H., Padmanabhan, B., Pavlou, P. A., and Santanam, R. T. 2021. "Editorial for the Special Section on Humans, Algorithms, and Augmented Intelligence: The Future of Work, Organizations, and Society," *Information Systems Research* (32:3), pp. 675-687

ISR cfp (31 Oct 2023): Analytical Creativity: https://pubsonline.informs.org/page/isre/calls-for-papers

Misq cfp (1 July 2023): Registered reports: https://misq.umn.edu/call_for_papers/registered-reports

Leidner, D. E. 2020. "What's in a contribution?," *Journal of the Association for Information Systems* (21:1), pp. 238-245

Kinney, W. R. 2019. "The Kinney three paragraphs (and more) for accounting Ph.D. students," *Accounting Horizons* (33:4), pp. 1-14

Session 2: Opportunities for Research at the IT and Strategy Interface

Come to class with at least three "interesting" research topics, write these three topics in three separate paragraphs explaining your key idea (1-2 pages).

*Yang, Y., Liu, C.-W., and Mithas, S. 2022. "Dual Information Technology Strategy and Firm Performance: Insights from a Deep Learning Approach," in: *Working paper, HKUST*

*Bharadwaj, A., El Sawy, O., Pavlou, P., and Venkatraman, N. 2013. "Digital Business Strategy: Toward a Next Generation of Insights," *MIS Quarterly* (37:2), pp. 471-482

*Mithas, S., and Rust, R. T. 2016. "How Information Technology Strategy and Investments Influence Firm Performance: Conjectures and Empirical Evidence," *MIS Quarterly* (40:1), pp. 223-245

*Tan, B., Ng, E., Hamedani, M. F., Mithas, S., and Tan, F. 2020. "Surviving in the Networked Economy: Configurations of Competitive Strategies for Platform Resilience," in: *Working paper, University of Sydney*. Sydney

Park, Y., and Mithas, S. 2020. "Organized Complexity of Digital Business Strategy: A Configurational Perspective," *MIS Quarterly* (44:1), pp. 85-127

Mithas, S., Tafti, A. R., and Mitchell, W. 2013. "How a Firm's Competitive Environment and Digital Strategic Posture Influence Digital Business Strategy," *MIS Quarterly* (37:2), pp. 511-536

Saldanha, T., Lee, D., and Mithas, S. 2020. "Aligning Information Technology and Business: The Differential Effects of Alignment During Investment Planning, Delivery, and Change," *Information Systems Research* (31:4), pp. 1260-1281

Mithas, S., Park, Y., and Saldanha, T. 2020. "Digital Strategy, and Discretionary Expenditures: Novel Insights From a Configurational Approach," *Academy of Management Annual Meeting (7-11 August 2020)*, Vancouver, Canada

Mithas, S., and Park, Y. 2019. "On Generalizability of Configurations of Digital and Organizational Capabilities for High Performance: Evidence from India and United States," *Proceedings of the INFORMS Conference on Information Systems and Technology 2019 (Oct 19-20)*, M. Fan, S. Hill, S. Ransbotham, R. Santanam, V. Todri and H. Zhang (eds.), Seattle, WA: Information Systems Society.

Dhyne, E., Konings, J., Van den bosch, J., and Vanormelingen, S. 2021. "The return on information technology: Who benefits most?," *Information Systems Research* (32:1), pp. 194-211.

Session 3: Opportunities for Research at the IT and Marketing Interface

Improve your term-paper write-up and research design continually.

*Yadav, M., and Pavlou, P. 2014. "Marketing in Computer-Mediated Environments: Research Synthesis and New Directions," *Journal of Marketing* (78:1), pp. 20-40

*Mithas, S., Krishnan, M. S., and Fornell, C. 2016. "Information Technology, Customer Satisfaction, and Profit: Theory and Evidence," *Information Systems Research* (27:1), pp. 166-181

*Anderson, E.W., Fornell, C., and Rust, R.T. "Customer satisfaction, productivity, and profitability: Differences between goods and services," *Marketing Science* (16:2) 1997, pp 129-145

*Morgeson, F. V., Hult, G. T. M., Mithas, S., Keiningham, T. L., and Fornell, C. 2020. "Turning Complaining Customers into Loyal Customers: Moderators of the Complaint Handling – Customer Loyalty Relationship," *Journal of Marketing* (84:5), pp. 79-99

Srinivasan, S., and Hanssens, D. M. 2022. "Marketing and firm value," *Foundations and Trends in Marketing* (17:2), pp. 57-138

Tuli, K., and Bharadwaj, S. "Customer Satisfaction and Stock Returns Risk" *Journal of Marketing* (73:Nov) 2009, pp 184-197.

Lariviere, B., Keiningham, T. L., Aksoy, L., Yalcin, A., Morgeson, F. V., and Mithas, S. 2016. "Modeling Heterogeneity in the Satisfaction, Loyalty Intention and Shareholder Value Linkage: A Cross-Industry Analysis at the Customer and Firm Level," *Journal of Marketing Research* (53:1), pp. 91-109

Hult, G. T. M., Morgeson, F. V., Morgan, N., Mithas, S., and Fornell, C. 2017. "Do managers know what their customers think and why?," *Journal of the Academy of Marketing Science* (45:1), pp. 37-54

Pang, M.-S., Mithas, S., and Lucas, H. C. 2017. "High-Touch and High-Tech Strategies for Delivering Government Services and Recovering from Service Failures," in: *Working Paper, Fox School of Business, Temple University*

Morgeson, F.V., Mithas, S., Keiningham, T.L., and Aksoy, L. "An Investigation of the Cross-National Determinants of Customer Satisfaction," *Journal of the Academy of Marketing Science* (39:2) 2011, pp 198-215

Mithas, S., Krishnan, M.S. and Fornell, C. "Why Do Customer Relationship Management Applications Affect Customer Satisfaction?" *Journal of Marketing* (69:4) 2005, pp 201-209.

Srinivasan, S., and Hanssens, D.M. "Marketing and firm value: Metrics, methods, findings, and future directions," *Journal of Marketing Research* (XLVI:June) 2009, pp 293-312

Anderson, E.W., and Mansi, S.A. "Does Customer Satisfaction Matter to Investors? Findings from the Bond Market," *Journal of Marketing Research* (43:5) 2009

Morgeson, F.V., Van Amburg, D., and Mithas, S. "Misplaced Trust? Exploring the Structure of the E-Government-Citizen Trust Relationship," *Journal of Public Administration Research and Theory* (21:2) 2011, pp 257-283

Morgeson, F.V., and Mithas, S. "Does E-Government Measure up to E-Business? Comparing End-User Perceptions of U.S. Federal Government and E-Business Websites," *Public Administration Review* (69:4) 2009, pp 740-752.

Session 4: Opportunities for Research at the IT and Innovation Interface

Do a brief literature review on the most promising idea from the last class to make a case why your idea, if pursued, will make an important contribution. Also identify at least one background/exemplar paper that relates to your idea in some way. Develop a Table that contrasts your study with 3-4 prior studies explaining your novel/incremental contribution.

Submit front end of the paper with an interesting title, Abstract, Introduction, Background and Theory section with research model, and 2-3 formal hypotheses (3-5 pages).

*Foerderer, J., Kude, T., Mithas, S., and Heinzl, A. 2018. "Does Platform Owner's Entry Crowd Out Innovation? Evidence from Google Photos," *Information Systems Research* (29:2), pp. 444-460

*Ravichandran, T., Han, S., and Mithas, S. 2017. "Mitigating Diminishing Returns to R&D: The Role of Information Technology in Innovation," *Information Systems Research* (28:4), pp. 812-827

*Huang, P., Tafti, A., and Mithas, S. 2018. "Platform Sponsor's Investments and User Contributions in Knowledge Communities: The Role of Knowledge Seeding," *MIS Quarterly* (42:1), pp. 213-240

*Saldanha, T., Sahaym, A., Mithas, S., Andrade Rojas, M. G., Kathuria, A., and Lee, H.-H. 2020. "Turning Liabilities of Global Operations Into Assets: IT-enabled Social Integration Capacity and Exploratory Innovation," *Information Systems Research* (31:2), pp. 361-382

Saldanha, T., et al. (2021). "How Information and Communication Technology Shapes the Influence of Culture on Innovation: A Country-level Analysis." <u>Journal of Management Information Systems</u> **38**(1): 108-139

Saldanha, T., Mithas, S., and Krishnan, M. S. 2017. "Leveraging Customer Involvement for Fueling Innovation: The Role of Relational and Analytical Information Processing Capabilities," *MIS Quarterly* (41:1), pp. 267-286

Rahmati, P., Tafti, A., Mithas, S., & Sachdev, V. (2021). How Does Positioning of Information Technology Firms in Strategic Alliances Influence Returns to R&D Investments? *Journal of the Association for Information Systems*, *22*(2), 383-417

Nambisan, S., Lyytinen, K., Majchrzak, A., and Song, M. 2017. "Digital innovation management: Reinventing innovation management research in a digital world," *MIS Quarterly* (41:1), pp. 223-238

Gómez, J., Salazar, I., and Vargas, P. 2017. "Does Information Technology Improve Open Innovation Performance? An Examination of Manufacturers in Spain," *Information Systems Research* (28:3), pp. 661-675

Tambe, P.B., Hitt, L.M., and Brynjolfsson, E. "The Extroverted Firm: How External Information Practices Affect Innovation and Productivity," *Management Science* (58:5) 2012, pp 843-859

Fichman, R.G., Dos Santos, B.L., and Zheng, Z.E. "Digital innovation as a fundamental and powerful concept in the information systems curriculum," *MIS Quarterly* (38:2) 2014, pp 329-353

Session 5: Opportunities for Research at the IT and Ambidexterity Interface

Revise and Refine the front end of the paper with an interesting title, Abstract, Introduction, Background and Theory section with research model, and 2-3 formal hypotheses. Add a more detailed justification of hypotheses, at least 2-3 mechanisms for each hypothesis, about 1 page per hypothesis (4-5 pages).

*Raisch, S., and Birkinshaw, J. 2008. "Organizational ambidexterity: Antecedents, outcomes and moderators," *Journal of Management* (34:3), pp. 375-409

*O'Reilly III, C. A., and Tushman, M. L. 2013. "Organizational ambidexterity: Past, present, future," *Academy of Management Perspectives* (27:4), pp. 324-338

*Kude, T., Mithas, S., Schmidt, C. T., and Heinzl, A. 2019. "How Pair Programming Influences Team Performance: The Role of Backup Behavior, Shared Mental Models, and Task Novelty," *Information Systems Research* (30:4), pp. 1145-1163

*Lee, O.-K., Sambamurthy, V., Lim, K. H., and Wei, K. K. 2015. "How does IT ambidexterity impact organizational agility?," *Information Systems Research* (26:2), pp. 398-417

Liu, C.-W., Kude, T., and Mithas, S. 2015. "How Strategy and Governance Choices Influence Innovation Success in Software Products and Services," *Proceedings of the 35th International Conference on Information Systems (Dec 13-16),* T. Carte, A. Heinzl and C. Urquhart (eds.), Forth Worth, Texas: Association for Information Systems

Tiwana, A. 2010. "Systems Development Ambidexterity: Explaining the Complementary and Substitutive Roles of Formal and Informal Controls " *Journal of Management Information Systems* (27:2), pp. 87-126

Gregory, R. W., Keil, M., Muntermann, J., and Mahring, M. 2015. "Paradoxes and the nature of ambidexterity in IT transformation programs," *Information Systems Research* (26:1), pp. 57-80

Mithas, S., Whitaker, J., Lee, D., Srivastava, S. C., and Arora, R. 2015. "Managing Trade-offs in Innovation Outcomes: Evidence from a Leading Conglomerate,"

Birkinshaw, J., and Gibson, C. "Building ambidexterity," *MIT Sloan Management Review* (Summer) 2004, pp 47-55

Kude, T., Foerderer, J., Mithas, S., & Heinzl, A. (2022). How Deadline Orientation and Architectural Modularity Influence Software Quality and Job Satisfaction. *Journal of Operations Management*, *Forthcoming*

Session 6: Opportunities for Research at the IT and Operations/ SCM Interface

==Each student will have 10-15 minutes to present his or her preliminary research proposals to the class so far. As a class, we will discuss each research idea and provide feedback and suggestions.==

Begin to identify and collect some preliminary data or think about research design/ econometric issues.

Kumar, S., and Tang, C. S. 2022. "Expanding the boundaries of the discipline: The 30th-anniversary issue of Production and Operations Management," *Production and Operations Management* (31:12), pp. 4257-4261

*Mithas, S., Chen, Z.-L., Saldanha, T., & Silveira, A. D. O. (2022). How Will Artificial Intelligence and Industry 4.0 Emerging Technologies Transform Operations Management? . *Production and Operations Management* (31) pp. 4475-4487

*Eroglu, C., and Hofer, C. 2011. "Lean, leaner, too lean? The inventory-performance link revisited," *Journal of Operations Management* (29), pp. 356-369.

*Eroglu, C., and Hofer, C. 2014. "The effect of environmental dynamism on returns to inventory leanness," *Journal of Operations Management* (32), pp. 347-356

*Mithas, S., Tafti, A., and Lee, D. 2020. "Information Technology Investments, Inventories and Firm Performance," in: *Working Paper*

Kumar, S., Mookerjee, V., and Shubham, A. 2018. "Research in operations management and information systems interface," *Production and Operations Management* (27:11), pp. 1893-1905

Khuntia, J., Saldanha, T., Mithas, S., and Sambamurthy, V. 2018. "Information Technology and Sustainability: Evidence from an Emerging Economy," *Production and Operations Management* (27:4), pp. 756-773

Chen, H., Frank, M. Z., and Wu, O. Q. 2005. "What actually happened to the inventories of American companies between 1981 and 2000?," *Management Science* (51:7), pp. 1015-1031

Gaur, V., Fisher, M. L., and Raman, A. 2005. "An Econometric Analysis of Inventory Turnover Performance in Retail Services," *Management Science* (51:2), pp. 181-194

Duan, Y., Yao, Y., and Huo, J. 2015. "Bullwhip effect under substitute products," *Journal of Operations Management* (36), pp. 75-89

Mishra, S., Modi, S., and Animesh, A. 2013. "The Relationship between Information Technology Capability, Inventory Efficiency, and Shareholder Wealth: A Firm-Level Empirical Analysis," *Journal of Operations Management* (31:6), pp. 298-312

Campo, K., Gijsbrechts, E., and Nisol, P. 2003. "The impact of retailer stockouts on whether, how much, and what to buy," *International Journal of Research in Marketing* (20:3), pp. 273-286

Adjerid, I., Adler-Milstein, J., and Angst, C. 2018. "Reducing Medicare Spending Through Electronic Health Information Exchange: The Role of Incentives and Exchange Maturity," *Information Systems Research* (29:2), pp. 341-361

Mithas, S., and Jones, J. L. 2007. "Do Auction Parameters Affect Buyer Surplus in E-Auctions for Procurement?," *Production and Operations Management* (16:4), pp. 455-470

Whitaker, J., Mithas, S., and Krishnan, M. S. 2007. "A Field Study of RFID Deployment and Return Expectations," *Production and Operations Management* (16:5), pp. 599-612

Mithas, S., Jones, J.L. and Mitchell, W. "Buyer intention to use Internet-enabled reverse auctions: The role of asset specificity, product specialization, and non-contractibility," *MIS Quarterly* (32:4) 2008, pp 705-724

Khuntia, J., Mithas, S., and Agarwal, R. 2017. "How Service Offerings and Operational Maturity Influence the Viability of Health Information Exchanges," *Production and Operations Management* (26:11), pp. 1989-2005

Bardhan, I. R., Mithas, S., and Lin, S. 2007. "Performance Impacts of Strategy, Information Technology Applications, and Business Process Outsourcing in US Manufacturing Plants," *Production and Operations Management* (16:6), pp. 747-762

Session 7: Opportunities for Research at the IT and HR/ Labor Economics Interface

Improve your term-paper write-up and research design continually.

*Engelen, A., Rieger, V., Wehner, C., M., and Heidemann, F. 2022. "Is organizational commitment to IT good for employees? The role of industry dynamism and concentration," *MIS Quarterly* (46:4), pp. 2387-2404

*Tambe, P. B., Ye, X., and Cappelli, P. 2020. "Paying to Program? Engineering Brand and High-Tech Wages," *Management Science* (66:7), pp. 3010-3028

*Mithas, S., Liu, C., and Kadian, A. 2020. "How No-Poaching Collusion among Big Tech Firms Influences Wages of IT Professionals: Theory and Evidence," *Workshop on Information Systems Economics (WISE), Dec 16-19*, Hyderabad, India

*Mithas, S., Chen, Y., Liu, C., & Han, K. (2022). Are Foreign and Domestic Information Technology Professionals Complements or Substitutes? . *MIS Quarterly* (46:4), pp. 2351-2366

Langer, N., Gopal, R., and Bapna, R. 2020. "Onward and Upward? An Empirical Investigation of Gender and Promotions in Information Technology Services," *Information Systems Research* (31:2), pp. 383-398

Mehra, A., Langer, N., Bapna, R., and Gopal, R. 2014. "Estimating returns to training in the knowledge economy: A firm-level analysis of small and medium enterprises," *MIS Quarterly* (38:3), pp. 757-771

Malgonde, O., Saldanha, T., & Mithas, S. (2022). Resilience in the Open Source Software Community: How Pandemic and Unemployment Shocks Influence Contributions to Others' and One's Own Projects. *MIS Quarterly*, *Forthcoming*

Tafti, A., Rahmati, P., Mithas, S., & Krishnan, M. S. (2022). How Human Resource and IS Practices Amplify the Returns on IT Investments, *Journal of the Association for Information Systems*, *23*(5), 1150-1183. https://doi.org/10.17705/1jais.00758

Ge, C., Goh, K. Y., and Mithas, S. 2020. "How Do STEM Degrees Influence Geographic, Industry, Occupation, and Upward Mobility of IT Workers?," *Proceedings of the INFORMS Conference on Information Systems and Technology 2021 (Nov 7-8),* J. Bockstedt, W.W. Duan, R. Garg, P. Huang, M. Lin and L. Rhue (eds.), Washington, DC: Information Systems Society

Mithas, S., and Lucas, H.C. "Are Foreign IT Workers Cheaper? U.S. Visa Policies and Compensation of Information Technology Professionals," *Management Science* (56:5) 2010, pp 745-765

Mithas, S., and Krishnan, M. S. 2008. "Human Capital and Institutional Effects in the Compensation of Information Technology Professionals in the United States," *Management Science* (54:3), pp. 415-428

Whitaker, J., Mithas, S., and Liu, C.-W. 2019. "Beauty is in the Eye of the Beholder: Toward a Contextual Understanding of Compensation for IT Professionals Within and Across Geographies," *Information Systems Research* (30:3), pp. 892-911

Mithas, S., and Whitaker, J. "Is the World Flat or Spiky? Information Intensity, Skills and Global Service Disaggregation," *Information Systems Research* (18:3) 2007, pp 237-259

Kim, K., Mithas, S., Whitaker, J., and Roy, P.K. "Industry-Specific Human Capital and Wages: Evidence from the Business Process Outsourcing Industry," *Information Systems Research* (25:3) 2014, pp 618-638

Atasoy, H., Banker, R. D., and Pavlou, P. A. 2016. "On the longitudinal effect of IT use on firm-level employment," *Information Systems Research* (27:1), pp. 6-26

Kerr, W.R., and Lincoln, W.F. "The supply side of innovation: H-1B visa reforms and US ethnic invention," *Journal of Labor Economics* (28:3) 2010, pp 473-508

Tambe, P.B., and Hitt, L.M. "Now IT's personal: Offshoring and the shifting skill composition of the US information technology workforce," *Management Science* (58:4) 2012, pp 678-695

Simon, H. A. 1960. "The corporation: Will it be managed by machines?," in *Management and the Corporations 1985,* M.L. Anshen and G.L. Bach (eds.). New York: McGraw-Hill, pp. 17-55

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Session 8: Opportunities for Research at the IT and Finance Interface

Improve your term-paper write-up and research design continually.

*Liu, C.-W., Mithas, S., Pan, Y., and Hsieh, J. J. P.-A. 2020. "Mobile Apps and Portfolio Diversity: Evidence from a Quasi-Natural Experiment in China," in: *Working Paper, University of South Florida*. Tampa

*Odean, T. 1999. "Do investors trade too much?," *American Economic Review* (89:5), pp. 1279-1298.

*Aboody, D., and Lev, B. "Information asymmetry, R&D, and insider gains," *Journal of Finance* (6) 2000, pp 2747-2766

*McAlister, L., Srinivasan, R., and Kim, M. "Advertising, Research and Development, and Systematic Risk of the Firm," *Journal of Marketing* (71:1) 2007, pp 35-48

Ge, R., Zheng, Z. E., Tian, X., and Liao, L. 2021. "Human-Robot Interaction: When Investors Adjust the Usage of Robo-Advisors in Peer-to-Peer Lending," *Information Systems Research* (Forthcoming)

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Liu, C.-W., Hsieh, J. P.-A., Mithas, S., and Pan, Y. 2020. "Do Financial Advisors Matter? Online Channels and Investors' Holdings of Lottery-like Securities," in: *Working paper, Indiana University* Pan, Y., Mithas, S., Hsieh, J. J. P.-A., and Liu, C.-W. 2020. "The Online Channel, Trading Behavior, and Customer Profitability in Financial Services: Evidence from an Emerging Market"

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Dewan, S., and Ren, F. "Information Technology and Firm Boundaries: Impact on Firm Risk and Return Performance," *Information Systems Research* (22:2) 2011, pp 369-388

Dewan, S., and Ren, F. "Risk and Return of Information Technology Initiatives: Evidence from Electronic Commerce Announcements," *Information Systems Research* (18:4) 2007, pp 370-394

Kothari, S.P., and Warner, J.B. "Econometrics of event studies," in: *Handbook of empirical corporate finance,* E. Eckbo (ed.), Elsevier, Amsterdam, 2007, pp. 3-36

Session 9: Opportunities for Research at the IT and Accounting Interface
Improve your term-paper write-up and research design continually.

* Xue, L., Mithas, S., and Ray, G. 2021. "Commitment to IT investment plans: The interplay of real earnings management, IT decentralization and corporate governance," *MIS Quarterly* (45:1), pp. 193-224

*Van Peteghem, M., Joshi, A., Mithas, S., Bollen, L., and Haes, S. d. 2019. "Does Board IT Competence Matter for Firm Performance? Theory and Evidence," in: *Working paper, School of Business and Economics, Maastricht University, Netherlands*

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Chang, H., Ittner, C.D., and Paz, M.T. "The Multiple Roles of the Finance Organization: Determinants, Effectiveness, and the Moderating Influence of Information System Integration," *Journal of Management Accounting Research* (Forthcoming) 2014

Kobelsky, K., Richardson, V.J., Smith, R.E., and Zmud, R.W. "Determinants and consequences of information technology budgets," *Accounting Review* (83:4) 2008, pp 957-995

Feng, M., Li, C., and McVay, S. "Internal control and management guidance," *Journal of Accounting and Economics* (48:190-209) 2009.

Eberhart, A., Maxwell, W., and Siddique, A. "A Reexamination of the Tradeoff between the Future Benefit and Riskiness of R&D Increases," *Journal of Accounting Research* (46:1) 2008, pp 27-52.

Masli, A., Peters, G.F., Richardson, V.J., and Sanchez, J.M. "Examining the potential benefits of internal control monitoring technology," *Accounting Review* (85:3) 2010, pp 1001-1034

Meyer, M.M. "Measuring performance in Economic Organizations," in: *The Handbook of Economic Sociology,* N.J. Smelser and R. Sewdberg (eds.), Princeton University Press, Princeton, NJ, 1994, pp. 556-578

Ittner, C.D. "Does measuring intangibles for management purposes improve performance? A review of the evidence," *Accounting and Business Research* (38:3) 2008, pp 261-272.

Ittner, C.D., and Larcker, D.F. "Innovations in performance measurement: Trends and research implications," *Journal of Management Accounting Research* (Fall) 1998, pp 205-238

Session 10: Opportunities for Research at the IT and Globalization/ International Business Interface
Improve your term-paper write-up and research design continually.

*Mithas, S., Whitaker, J. W., and Tafti, A. R. 2017. "Information Technology, Revenues and Profits: Exploring the Role of Foreign and Domestic Operations," *Information Systems Research* (28:2), pp. 430-444

*Yu, J., Han, K., and Mithas, S. "The Role of Information Technology as a Firm-Specific Advantage in Internationalization of Firms: Theory and Evidence," in: *Working paper, McGill University*, Montreal, 2020.

*Kirca, A. H., Hult, G. T. M., Roth, K., Cavusgil, S. T., Perryy, M. Z., Akdeniz, M. B., Deligonul, S. Z., Mena, J. A., Pollitte, W. A., Hoppner, J. J., Miller, J., and White, R. C. 2011. "Firm-Specific Assets, Multinationality, and Financial Performance: A Meta-Analytic Review and Theoretical Integration," *Academy of Management Journal* (54:1), pp. 47-72

*Kirca, A. H., Hult, G. T. M., Deligonul, S. Z., Perryy, M. Z., and Cavusgil, S. T. 2012. "A Multilevel Examination of the Drivers of Firm Multinationality: A Meta-Analysis," *Journal of Management* (38:2), pp. 502-530.

Nachum, L., and Zaheer, S. ""The Persistence of Distance? The Impact of Technology on MNE Motivations for Foreign Investment," *Strategic Management Journal* (26:8) 2005, pp 747-767.

Yang, Q., Mudambi, R., and Meyer, K.E. "Conventional and Reverse Knowledge Flows in Multinational Corporations," *Journal of Management* (34:5) 2008, pp 882-902.

Rangan, S., and Sengul, M. "Information technology and transnational integration: Theory and evidence on the evolution of the modern multinational enterprise," *Journal of International Business Studies* (40) 2009, pp 1496-1514

Bloom, N., Sadun, R., and Van Reenen, J. "Americans Do IT Better: US Multinationals and the Productivity Miracle," *American Economic Review* (102:1) 2012, pp 167-201

Bloom, N., and Van Reenen, J. "Measuring and explaining management practices across firms and countries," *Quarterly Journal of Economics* (122:4) 2007, pp 1351-1408

Lewin, A.Y., Massini, S., and Peeters, C. "Why are companies offshoring innovation? The emerging global race for talent," *Journal of International Business Studies* (40) 2009, pp 901-925

Session 11: Opportunities for Research Related to AI/ Ethics/ Fairness etc

Improve your term-paper write-up and research design continually.

- Huang, M.-H., Rust, R. T., & Maksimovic, V. (2019). The feeling economy: Managing in the next generation of artificial intelligence (AI). *California Management Review*, *61*(4), 43-65
- Introduction Chapter: Barocas, S., Hardt, M., & Narayanan, A. (2022). *Fairness and Machine Learning: Limitations and Opportunities, https://fairmlbook.org/*
- Obermeyer, Z., Powers, B., Vogeli, C., and Mullainathan, S. 2019. "Dissecting racial bias in an algorithm used to manage the health of populations," *Science* (366:6464), pp. 447-453
- Angwin, J., Larson, J., Mattu, S., & Kirchner, L. (2016). Machine bias, https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing. *ProPublica (23 May 2016)*
- Kleinberg, J., Ludwig, J., Mullainathan, S., & Sunstein, C. R. (2019). Discrimination in the Age of Algorithms (February 2019). NBER Working Paper No. w25548, Available at SSRN: https://ssrn.com/abstract=3332296. In NBER (Ed.).
- Mittelstadt, B., Russell, C., & Wachter, S. (2019). *Explaining Explanations in AI* Proceedings of the Conference on Fairness, Accountability, and Transparency (FAT* '19), New York, NY, US
- Bender, E. M., Gebru, T., McMillan-Major, A., Shmargaret, & Shmitchell. (2021). *On the Dangers of Stochastic Parrots: Can Language Models Be Too Big?* Conference on Fairness, Accountability, and Transparency (FAccT '21), March 3–10, 2021, Virtual Event, Canada, New York, NY, US
- Mithas, S., Murugesan, S., & Seetharaman, P. (2020). What is Your Artificial Intelligence Strategy? *IEEE IT Professional*, *22*(2), 4-9
- Mithas, S., Kude, T., & Whitaker, J. W. (2018). Artificial Intelligence and IT Professionals, https://ieeexplore.ieee.org/document/8509563. *IEEE IT Professional*, *20*(5), 6-13

Session 12: Final Session

Draft final paper and presentation in class
Final paper due 8 May 2023 (tentatively) or as announced in class and/or via Canvas/email.

Additional or Alternative Sessions Depending on Students' Interest
Session X1: Opportunities for Research at the IT and Transformation Interface

Develop the most promising research idea from the last class, and present the revised research question. Submit front end of the paper with an interesting title, Abstract, Introduction, and Conceptual Model section with research model, and 2-3 tentative hypotheses (2-3 pages).

*Vial, G. 2019. "Understanding digital transformation: A review and a research agenda," *Journal of Strategic Information Systems* (28:2), pp. 118-144.

*Wessel, L., Baiyere, A., Ologeanu-Taddei, R., Cha, J., and Blegind-Jensen, T. 2021. "Unpacking the difference between digital transformation and IT-enabled organizational transformation," *Journal of the Association for Information Systems* (22:1), pp. 102-129

*Romanelli, E., and Tushman, M. "Organizational transformation as punctuated equilibrium: An empirical test," *Academy of Management Journal* (37:5) 1994, pp 1141-1166

*Newman, K. L. 2000. "Organizational transformation during institutional upheaval," *Academy of Management Review* (25:3), pp. 602-619

Lee, D., Tan, B., and Mithas, S. 2023. "Driving Digital Transformation," in *Digital Strategies and Organizational Change,* R.G. Djavanshir (ed.). Singapore: World Scientific Publishing

Orlikowski, W.J. "Improvising organizational transformation over time: A situated change perspective," *Information Systems Research* (7:1) 1996, pp 63-92

Besson, P., & Rowe, F. (2012). Strategizing information systems-enabled organizational transformation: A transdisciplinary review and new directions. *Journal of Strategic Information Systems, 21*, 103-124

Brown, S. L., and Eisenhardt, K. M. 1997. "The Art of Continuous Change: Linking Complexity Theory and Time-Paced Evolution in Relentlessly Shifting Organizations," *Administrative Science Quarterly* (42:1), pp. 1-34

Anderson, P., and Tushman, M. "Technological discontinuities and dominant designs: A cyclical model of technological change," *Administrative Science Quarterly* (35) 1990, pp 604-632

Wischnevsky, J. D., and Damanpour, F. 2006. "Organizational transformation and performance: An examination of three perspectives," *Journal of Managerial Issues* (XVIII:1), pp. 104-128

Gersick, C.J.G. "Revolutionary Change Theories: A Multilevel Exploration of the Punctuated Equilibrium Paradigm," *Academy of Management Review* (16:1) 1991, pp 10-36

Tushman, M., and Anderson, P. "Technological discontinuities and organizational environments," *Administrative Science Quarterly* (32) 1986, pp 439-465

Tushman, M.J., and Romanelli, R. "Organizational evolution: A metamorphosis model of convergence and reorientation," in: *Research in Organizational Behavior,* L.L. Cummings and B.M. Staw (eds.), JAI Press, Greenwich, CT, 1985, pp. 171-222

<mark>**Here are some policies documented in the syllabus as suggested or required by USF.**</mark>

Class Policies:

*Communication***:** Please check course website frequently for updated postings and course related communications. If you have any appropriate and course-related question, first check syllabus or course website to ensure that you are not asking something that is already mentioned in the syllabus or website. If you are not able to find answer to your question, then **post your question under Discussions at Canvas (Canvas>Discussions>"General Questions")** so that TA and/or I can answer your question appropriately via that channel or in the next class meeting. If you need to send me an email then please mention your cell phone number in the message of your email so that I can call you if necessary (if the question pertains to your group work, please copy all your teammates so that I can reply to all).

Class Attendance and Etiquette: I do not take formal attendance in class but I do keep track of who is coming to class and who is not. Skipping classes means that you will miss valuable content that we cover in class and you will do poorly in the exams. Also, please do not disrupt the class by coming to class late or leaving early, arrive 5 minutes early rather than 5 minutes late. If you skip classes or engage in disruptive side conversations, don't expect much sympathy from me at the end of the semester.

Cell Phones: While in class, turn your cell phones, iPods etc to silent mode, and step out of the class if you must take or make an important phone call. See USF's official policy on class disruption at http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf.

Free Riders in Teamwork (if applicable): Team members who do not come to team meetings or contribute satisfactorily to their assigned team work in a timely manner will receive at least one letter grade lower than the rest of their team. There will be no make-ups for free riders.

*Your Suggestions***:** Administration will request you to provide comments regarding various aspects of the course toward the conclusion of the course, but those comments come too late to make any mid-course corrections. Hence, please discuss with me any ideas that can potentially improve your learning experience during the semester. Because the instructor also has responsibility for learning experience of the entire class and to ensure that course objectives are met while maintaining rigor, it may not be feasible to accept all suggestions. Even if your suggestions are not accepted, they can still help us to design other courses or activities in future so feel free to suggest from your side.

Please understand that this syllabus constitutes a **CONTRACT** between you and me. By registering for this class, you are agreeing to the terms and conditions as stated in this contract. These terms will be strictly enforced, without exceptions. If you find these terms unreasonable, you can drop the class and take it in a different semester with a different professor.

Other Policies Required or Suggested by USF for All Courses[3]

<mark>**Academic Integrity:**</mark> Academic integrity is the foundation of the University of South Florida System's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in USF System Regulation 3.027.

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[3] Not all USF policies are listed in the syllabus to save space, students should refer to this link for current or updated policies in effect: https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx

I have a *zero-tolerance policy* for plagiarism or cheating. Plagiarism includes claiming/editing others' work and presenting it as your own, lifting materials from the Internet or other sources without attribution, and many others. Per USF policy, any such behavior will result in a zero grade for that grade component for the first offense, F grade in the class and report to the Dean's Office for the second offense, and dismissal from the program for third offense. There will be no make up for any plagiarized work. See USF's academic integrity policy at http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf.

Disruption to Academic Progress: Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Academic Grievance Procedure: The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access: Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) (SVC 1133) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SDS must accompany this request.

Sexual Misconduct / Sexual Harassment: USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

Religious Observances: All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs (USF System Policy 10-045). The USF System, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the USF System's constituency. Students are expected to attend classes and take examinations as determined by the USF System. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

Statement of Academic Continuity: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for

each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information (USF System Policy 6-010). For additional guidance on emergency protective actions and hazards that affect the University, please visit www.usf.edu/em

End of Semester Student Evaluations: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Campus Free Expression (Fall 2022): The following statement was crafted as a suggested statement to include for courses that engage in discussions and instruction which students may find uncomfortable, unwelcome, disagreeable, or even offensive. These discussions are intended to be objective. Additional guidance related to HB 7 "Individual Freedom Act" can be found online.

> *It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.*
>
> *In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.*
>
> *Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.*

COVID Addendum
All students must comply with university policies and posted signs regarding COVID-19 mitigation measures, including wearing face coverings and maintaining social distancing. Failure to do so may result in dismissal from class, referral to the Student Conduct Office, and possible removal from campus. Students must follow USF's policies in effect at all times and refer to the following websites for updates and latest information:

> https://www.usf.edu/coronavirus/index.aspx
> https://www.usf.edu/general-counsel/documents/resources/conduct-expected-to-support-usf-health-and-safety-standards.pdf

Note that we may record live class lectures and discussions, and these recordings will be made available to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Some activities may require you to turn on your video camera, and/or your audio as directed by the instructor. The instructor may use online proctoring for online exams and quizzes. Therefore, you will be required to have a computer and a webcam (USB or internal) with a microphone when taking an exam or quiz. If you do not have access to a computer or webcam, you are required to notify your instructor. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence. To avoid any concerns in this regard, you should select private spaces for the testing, ensure that any recordings do not invade any third party privacy rights, and accept all responsibility and liability for violations of any third party privacy concerns. You are strictly responsible for ensuring that you take all exams from a computer (not mobile device) with a high speed internet connection and camera.