Russell William Robbins, Ph.D.

Curriculum Vitae

WORK EXPERIENCE:

9/2014 - 10/2015
Student
Selinsgrove, PA
Supervisor: Self

Summary: 15 months of intensive training in quantitative analysis.

1. If appropriate please also see portfolio at http://robbinsr.squarespace.com .

2. Earned Big Data certificate from UC Berkeley AMPLab and EdX. Certificate attached.

3. Earned Data Science certificate from Johns Hopkins University Biostatistics and Coursera.

4. Participating in a five course Business Analytics sequence from the University of Pennsylvania Wharton School and Coursera.

5. Participating in a six course Machine Learning sequence from the University of Washington statistics and computer science schools as well as Coursera.

6. Participating in a five course Big Data sequence from the University of California-San Diego.

7. Built a program that writes parser programs for the National Health Interview Survey Data.

8. Developed broad understanding of current state of a particular portion of the online education market by evaluating or using over twenty online education vendors.

9. Studied neurons as they fired in a zebrafish.

10. Learned how to reduce dimensions.

11. Predicted website click through rates.

12. Predicted words used by bloggers.

13. Assessed the accuracy of statistical functions in R.

14. Built and documented repeatable data processing pipelines.

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Fundamental Machine Learning Skills

• Classification (basic)
• Regression (proficient)
• Resampling (rudimentary)
• Model Selection (rudimentary)
• Regularization (basic)
• Non-linear Models (rudimentary)
• Tree based Methods (rudimentary)
• Support Vector Machines (rudimentary)
• Clustering (rudimentary)

Fundamental Statistics Skills

• Descriptive Statistics (proficient)
• Distributions (basic)
• Probability Theory (proficient)
• Bayes Theorem (basic)
• Hypothesis Testing (between basic and proficient)
• Simple & Multiple Linear Regression (proficient)
• One way & Multifactor ANOVA (basic)
• Logistic & Ordinal Regression (proficient)
• Binomial Test (basic)
• Chi square Contingency Tables (basic)
• Non-parametric Alternatives (proficient)

Statistical Programming Toolboxes

• MATLAB (evaluated)
• Octave (used)
• Minitab (used)
• Python (used)
• R (used)
• Rattle (learned)
• Revolution R (used)
• SAS (evaluated)
• Stata (used)

Databases

• Cassandra (formal training)
• Ontotext GraphDB (used)
• MongoDB (formal training)
• Neo4j (evaluated)
• Stardog (used)
• Virtuoso (evaluated)

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Development Environments

• Anaconda (evaluated)
• Databricks (used)
• Enthought Canopy (evaluated)
• IDLE (evaluated)
• iPython interpreter (evaluated)
• iPython notebook(used)
• Komodo (evaluated)
• Oracle SQL Developer (used)
• Oracle Applications (used)
• Pycharm (used)
• Spyder (used)
• Stanford Protege (used)
• Teradata Studio Express (evaluated very lightly)
• TopBraid Composer (used)
• Visual Studio (evaluated)
• Web Storm (used)
• Wing (evaluated)
• WinPython (used)

Declarative/Procedural Programming Languages

• CSS (rudimentary)
• HTML5 (basic)
• Javascript (rudimentary)
• JSON (basic)
• Markdown (basic)
• Pandoc (basic)
• Python (familiar)
• OWL (basic)
• R (proficient)
• RDF (basic)
• RDFS (basic)
• Regular Expressions (between basic and proficient)
• Spark (familiar)
• SPARQL (basic)
• XML (basic)

Sample R Libraries

• caret (used)
• ggplot2 (used)
• data.table (used)
• knitr (used)
• lattice (used)
• regex (used)
• plyr (used)
• rCharts (used)

STUDENT continued from page 3

Sample Python Packages

• rPython (evaluated)
• Beautiful Soup (used)
• Bottle (used)
• Core NLP (evaluated)
• iPython (used)
• MatPlotLib (evaluated)
• NumPy (used)
• Pandas (used)
• PyMongo (used)
• pyR (evaluated)
• PySpark (used)
• Re (used)

08/2013 - 08/2014
Susquehanna University
Sigmund Weis School of Business
Selinsgrove, PA
Assistant Professor of Information Systems
Supervisor: Dr. Barbara McElroy (570-372-4242)

Summary: One year of experience teaching, researching, writing, and programming.

1. Designed, built, used, and assessed information technology based instructional system that allowed users to practice project management and software engineering skills, observe and refine their developing knowledge, and build a portfolio of their experiences and results. Instructional system aided users learning how to generate and assure system requirements. Instructional design of system is based upon problem based learning. Application is based upon a project management oriented software engineering approach described below.

2. Instructional system focused on linking concept of operations, requirements analysis, design, development and/or purchase, testing, customer assurance, and people, using the best from the Project Management Body of Knowledge from the Project Management Institute as well as the Software Engineering Body of Knowledge and its many explicit and implicit standards promulgated by the IEEE, and other concepts.

3. Planning was risk centered and began with identifying and beginning the tracking of and consensus building among sponsors, customers, managers, super users, and the current situation, identifying problems, effects of the planned system on the current environment as well as installed systems, and users. Planning continued through identifying project drivers, constraints, and known issues and measures. It also included focuses on measures, monitoring, and planned uses for human, financial, and physical capital.

4. Information system solutions built by users included improving the process of moving passengers through the business processes of air flight passenger ticketing, baggage checking, and boarding as well as scheduling salt trucks based upon integrating roadside weather stations data.

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5. Project management oriented software engineering then moved on to requirements analysis. In requirements analysis, first pertinent business events were captured, then as is use cases, as is data models, and as is process models were developed to clarify the business events. In each case these models enabled capturing a low level of granularity and helped analysts identify potential measures.

6. Process then focused on Design. Design was forced to map to the Analysis as Analysis was forced to map to Concept of Operations and initial Planning. Design included to be use cases including preconditions, minimal guarantees, success guarantees, triggers, primary scenario script, as well as extensions, exceptions, misuses. Design used some of the same modeling techniques as Analysis but had three layers, including working prototypes as well as the documentation of evolved but approved requirements.

7. Project management tasks, risks, and quality concerns were identified by using the evolved requirements. These tasks, risks, and quality concerns, when integrated with human resources, physical plant, and constraints, then drove the schedule, costs, and which of the prioritized requirements could be fulfilled after considering interdependencies of the requirements.

8. Project management tasks included standard development or purchase methodologies as well as testing, installation, verification and validation, development of documentation and training materials, as well as customer and other stakeholder activities.

9. Developed, used, and analyzed results from online but learning science theory driven surveys of customer satisfaction. Used the assessment features in Blackboard® Learn to control quality in my blended courses or electronic learning environments and to align organizational goals with student needs. I have also used Web 2.0 and mobile learning tools such as Socrative™, PollEverywhere™, and Qualtrics™. Socrative was particularly helpful for understanding how well students were learning, during a workshop- oriented lecture, where students and I practiced skills together.

10. Continued to establish contacts and maintain active involvement in instructional design and/or technology and related areas through participation in professional activities, by publishing and sharing "Clarifying the SAP ERPsim Experience." Please see: http://russrobbins.info/assets/clarifying.pdf.

11. Engaged in general and focused market research into existing and emerging technologies, with an emphasis on balancing the use of commercial products with open source, collaborative web technologies, and open educational content, especially in the context of the semantic web.

12. Completed courses for Data Science Specialization at Johns Hopkins University.

13. Wrote and published paper. See: http://robbinsr.github.io/assets/papers/clarifying.pdf

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08/2008 - 08/2013
University of Pittsburgh
Joseph M. Katz Graduate School of Business
Pittsburgh, PA
Visiting Assistant Professor of Information Systems
Supervisor: Dean Brian S. Butler (301-405-2033)
Note: Brian is now at the University of Maryland, College Park.

Summary: Five years of experience managing and co-managing all aspects of multiple technology training programs for five years. I describe four examples below. Taught 1925 students project management, data analysis, and information systems management.

1. In the INNOVATE project we investigated collaboration technologies, researched, compared, and purchased software. Used collaboration best practices and software discovered in projects to evaluate team technologies, product comparisons, and leadership/member competency assessments. Described how results provided activities which were prescribed in model curriculum developed by professional association. Prescribed topics that were taught included business processes, emerging technologies, globalization, human–computer interactions, and the impacts of digitization. I managed a $23,000 budget, short schedules, and 7 stakeholders, risks driven by customers' values, and requirements driven by learning goals. See: http://robbinsr.github.io/assets/teaching_.pdf

2. In the SAP ERPSIM project, we built blended learning to help students learn business process optimization. I anticipated, eliminated, and mitigated risks driven by a lack of documentation and an insufficient wireless network. Students experientially learned business process optimization as they practiced globalism collaboratively by running a German muesli manufacturing company in an innovative simulation using actual enterprise software. Analyzed electronic transaction data to assess students' abilities to optimize business processes. Taught and supported instructors. I managed a $5,200 budget, short schedules, 1000+ students, and 100+ requirements. See: http://robbinsr.github.io/assets/papers/clarifying.pdf

3. In the SIMULATE project we developed NSF-sponsored curriculum for learning ethics. Under a colleagues' and my management, we built 2 courses, 10 cases, and two systems. Used learning gain tests. Students used innovative curriculum, method, and software to experientially and collaboratively learn ethical decision making in a globally diverse world. Analyzed criteria, decision making processes, and decisions within software. Described how curriculum is grounded in ethics, knowledge, and cognitive theories. Described assessment of curriculum using theories. Reported findings that students learned about the importance of diversity, multiple perspectives, values, and pluralism. I individually managed $101,491 budget, a 3-year schedule, 10 staff, 200+ students, and 100+ requirements. Our primary risks were driven by a general lack of knowledge in ethics education. See: http://robbinsr.github.io/assets/papers/information.ethics.pdf

4. In the VIRTUALVERSITY we integrated media rich collaborative environment (3D ICC TERF®), instructional design theories, and case based learning. Instructional system helped students project management. Analyzed data from electronic instructional system's whiteboards, documents, text chats, and audio/video records. Students learned project management experientially as they collaboratively recommended project solutions. The embedded case protagonists were actors and reflected the diverse and global modern corporation. Described project objectives and how product achieved objectives. Reported theory grounded study.

UNIVERSITY OF PITTSBURGH continued from page 6

Published assessment methods and theory for selecting instructional technology. I managed $20,000 budget, a two-year schedule, three contracts, and coordinated 10+ stakeholders and 100+ requirements. Risks were caused because we did not manage scope. See: http://robbinsr.github.io/assets/papers/virtual.teaching.pdf

5. Collected and analyzed quantitative and qualitative research data to support study of ethical decision making. Data was collected using software built by a team I led. Data was also collected using audio/video as well as concurrent/retrospective reports. Data was analyzed using theory grounded coding schemes.

6. Evaluated, proposed, and implemented vendors' software products and services, coordinated vendors' professional services.

7. Envisioned, proposed, designed, managed programmers, assessed, and shared information systems.

8. Led, contributed to, and assessed student learning.

9. Wrote and published seven refereed journal articles, conference proceedings, or book chapters.

10. Helped students develop the skills to predict a market's behavior quantitatively. I first became familiar with the set of commercial software available in the market. I then became certified as an instructor user as well as a trainer of instructor users. Following these efforts, I argued successfully for pilot funding, ran pilots, and implemented the simulation throughout my courses as well as several other courses provided by other instructors.

08/2005 - 08/2008
Marist College
School of Computer Science and Mathematics
Poughkeepsie, NY
Assistant Professor of Information Systems
Supervisor: Dr. Roger Norton (845-575-3610)

Summary: Three years of experience teaching, researching, and leading.

1. Information Systems Faculty Coordinator.

2. Library Committee Chair.

3. Led projects at NXP Semiconductors and IBM corporation. Teams developed (for example) databases to support human resource management understanding employees' responsibilities.

4. Taught and applied software design. User interfaces followed usability principles. Pseudo code built upon design patterns. Architecture leveraged customers' infrastructure.

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5. Taught and applied software quality assurance. Teams assessed (for example) security, usability, and reliability across units, components, modules, internal/external interfaces, and system.

6. Used UML Use Case, Activity, Class, Sequence, Communication, State, Component diagrams

7. Used IEEE Standards for software quality assurance, quality metrics, test documentation, unit testing, verification and validation, reviews, user documentation, and configuration management.

8. Met with stakeholders to discuss user needs and reach consensus on product needs.

9. Analyzed user needs across diverse stakeholder groups to identify common solutions.

10. Translated broad concepts into specific system requirements to ensure customer needs are met.

11. Identified analytics needs and elicited requirements with customers.

12. Prioritized lists of requested functionality, reports, or data points for solutions.

13. Captured and used data to identify issues with processes.

14. Developed standard data nomenclature, definitions, and valid values for existing data elements.

15. Advocated for and supported data driven decision making.

16. Created and reviewed functional requirements and conducted quality assurance on software.

17. Performed software life cycle management and acceptance testing.

18. Oversaw the design and development of data queries and reports.

19. Collected and analyzed data to understand ethical decision making.

20. Orally presented to students daily.

21. Wrote and published two refereed journal articles and conference papers.

22. Wrote proposal and was awarded National Science Foundation grant.

23. Developed written curricula for students.

24. Led two information systems programs self-review in preparation for Middle States Accreditation.

25. Built with small team the MS in Technology Management

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01/1999 - 06/2005
Rensselaer Polytechnic Institute
Lally School of Management and Technology
Troy, NY
Adjunct Instructor/Clinical Assistant Professor of Information Systems
Supervisor: Dr. Joseph Ecker (518-276-6383)

Summary: Six and one half years of experience teaching based on students doing to learn.

1. Taught and used of IEEE standards (e.g., requirements specification) to build (for example) database- driven systems such as 1) an integrated projects binder, 2) an employee proposal development aide, 3) an employee training site locator, 4) an employee training registration system, 5) a human resources training calendar, and 6) a human resources training evaluation system at GE Specialty Materials and MapInfo.

2. Met with stakeholders to discuss user needs and reach consensus on product needs.

3. Analyzed user needs across diverse stakeholder groups to identify common solutions.

4. Identified analytics needs and elicited requirements with customers.

5. Prioritized a list of requested functionality, reports, or data points for BI solutions.

6. Captured and used human resources and other data to identify issues with a process.

7. Provided data that allowed troubleshooting of customer issues with human resources.

8. Oversaw the design and development of human resource data queries and reports.

9. Translated broad concepts into specific system requirements to ensure customer needs are met.

10. Analyzed user needs across diverse stakeholder groups to identify common solutions.

11. Facilitated discussions with customers to identify analytics needs and determine priorities.

12. Advocated for and supported data-driven decision making.

13. Participated on teams to develop software and data solutions.

14. Analyzed user needs to inform system requirements for information technology or services.

15. Led teams that developed software or data solutions.

16. Coordinated with stakeholders to discuss user needs / reach consensus on product development.

17. Created and reviewed functional requirements and conducted quality assurance on software.

18. Performed software life cycle management and acceptance testing.

01/1999 - 06/2005
Rensselaer Polytechnic Institute
Lally School of Management and Technology
Troy, NY
Adjunct Instructor/Clinical Assistant Professor of Information Systems

19. Used IEEE Guide for Developing Software Life Cycle Processes.

20. Used IEEE Standard for Software Project Management Plans.

21. Used IEEE Guide for System Definition-Concept of Operations.

22. Used IEEE Standard - Recommended Practice for Software Requirements Specifications.

23. Used IEEE Guide for Developing System Requirements Specifications.

24. Used IEEE Standard - Recommended Practice for Software Design Descriptions.

01/1998 - 12/2000
Achaean Technology
Watervliet, NY
Co-Founder / Project Manager / Salesperson
Supervisor: Self

Summary: Developed/marketed state-of-the-art and only enterprise-wide database driven software to support operations (including human resources) of agencies providing care to the intellectually disabled.

1. Analyzed user needs across diverse stakeholder groups to identify common solutions.

2. Facilitated discussions with customers to identify analytics needs and determine priorities.

3. Developed standard nomenclature, data definitions, and valid values for new data elements.

4. Advocated for and supported data-driven decision making.

5. Maintained list of planned or requested functionality, reports, and data points for BI
    solutions.

6. Participated on teams to develop software and data solutions.

7. Analyzed user needs to inform system requirements for information technology or services.

8. Led teams that developed software or data solutions.

9. Coordinated with stakeholders to discuss user needs / reach consensus on product
    development.

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10. Created and reviewed functional requirements.

11. Conducted quality assurance on software.

12. Performed software life cycle management and acceptance testing.

13. Planned and marketed emerging technology solutions.

09/1997 - 12/2000
Rensselaer Polytechnic Institute
Administrative Information Services
Troy, NY
Business Analyst
Supervisor: John Wilder (unknown whereabouts)
Rensselaer Polytechnic Human Resources: (518-276-6302)

Summary: 27 months of experience as systems analyst.

1. Coordinated student records extraction, transformation, and loading from legacy to ERP. 1.4 million person/course units converted. 68,000 student records converted. 44,000 degrees.

2. Developed application providing sample student records for conversion audit.

3. Created application to show registered students' detail given various student characteristics.

4. Created application to show degrees/honors per student given various student characteristics.

5. Developed proof of concept data warehouse. Application provided registration counts, credits, gross and net tuition by many criteria.

6. Replicated relevant production environment in data warehouse.

7. Met with stakeholders to discuss user needs and reach consensus on product needs.

8. Prioritized a list of requested functionality, reports, or data points for BI solutions.

9. Identified analytics needs, elicited requirements, and determined priorities with customers.

10. Oversaw the design and development of data queries and reports about personnel.

11. Analyzed user needs across diverse stakeholder groups to identify common solutions.

12. Designed queries and reports using business intelligence software based on customer needs.

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13. Translated broad concepts into specific system requirements to ensure customer needs are met.

14. Analyzed user needs across diverse stakeholder groups to identify common solutions.

15. Facilitated discussions with customers to identify analytics needs and determine priorities.

16. Developed standard data definitions, and valid values for new and existing data elements.

17. Advocated for and supported data driven decision making.

18. Maintained list of planned or requested functionality, reports, and data points for BI solutions.

19. Participated on teams to develop software and data solutions.

20. Analyzed user needs to inform system requirements for information technology or services.

21. Designed and developed workforce (on faculty usage) data queries and reports using BI solutions.

22. Coordinated with stakeholders to discuss user needs / reach consensus on product development.

23. Created and reviewed functional requirements.

24. Conducted quality assurance on software.

25. Performed acceptance testing.

26. Used Oracle, Brio, Informatica, SCT Banner, and Sequiter, etc.

05/1990 - 05/1994
IBM
Corporate Accounts Payable
Endicott, NY
Clerk
Supervisor: Charles Costantino (unknown whereabouts)
IBM Human Resources: (800 -426-4968)

1. Distributed $3,000,000,000 annually.
2. Analyzed business processes.
3. Proposed business process improvements orally and in writing.
4. Implemented business process improvements.

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08/1985 - 08/1987
United States Army
40th Signal Battalion
Tindall and Hatfield
Fort Huachuca, AZ
31K - Radio Operator / Chauffeur
Supervisor: Lieutenant Colonel (at the time) John D. Hartman (unknown whereabouts)
US Army Human Resources: (888-276-9472)

EDUCATION:

Job Related Training:

Data Science Certificate (Complete)
- Johns Hopkins University
- Biostatistics Department and Coursera
- 9 difficult courses + 1 significantly difficult capstone.
- 95.5 / 100

Big Data Certificate (Complete)
- University of California, Berkeley
- Computer Science Department and EdX
- 2 significantly difficult courses with 9 projects
- 94.5 / 100

Business Analytics Certificate / Wharton School / In Process

Machine Learning Certificate / University of Washington / In Process

Courses:

- Customer Analytics (Current)
- Machine Learning Foundations (Current)
- Scalable Machine Learning (August 2015)
- Data Science Capstone (August 2015)
- Introduction to Big Data with Apache Spark (July 2015)
- Cassandra Operations and Performance Tuning (July 2015)
- Cassandra Core Concepts (June 2015)
- MongoDB for Developers (May 2015)
- Try Git (May 2015)
- JavaScript Road Trip Part 2 (April 2015)
- Python Fundamentals (March 2015)
- JavaScript Road Trip Part 1 (February 2015)
- Front End Formations (January 2015)
- Front End Foundations (December 2014)
- Developing Data Products (December 2014)
- Statistical Inference (December 2014)
- Practical Machine Learning (November 2014)
- Reproducible Research (November 2014)
- Regression Models (November 2014)
- Exploratory Data Analysis (June 2014)

- Getting and Cleaning Data (June 2014)
- R Programming (June 2014)
- Data Scientist's Toolbox (June 2014)
- Using R for Data Mining (Summer 2012)
- Using R for Programming and Simulation (Summer 2012)
- Participant Centered Learning Seminar (April 2012)
- SAP ERPsim: Instructor Training Level 1 (August 2011)
- SAP ERPsim: Train the Trainer Training Level 2 (August 2011)
- Introduction to SAP Business ByDesign™ (2011)
- Using R for Generalized Linear and Additive Models (2011)
- Using R for PLS Path Modeling Using R (2011)
- Using R for Statistical Research Analyses II (2011)
- Using R for Statistical Research Analysis I (2011)
- Introduction to SAP ECC 6.0 ERP Using Global Bike Inc. (2010)
- Introduction to SAP ECC 6.0 ERP course (2010)
- Federal Agencies Sponsored Prospective Funding Briefing (2009)
- Understanding Islamic Frameworks in a Global Context Symposium (2009)
- Invited Participant, NSF Sponsored Building an Educational Technology Research Agenda Early Career Symposium (2008)
- EPIC Cognitive Architecture Workshop (2008)
- CLARION Cognitive Architecture Workshop (2008)
- COGNET Cognitive Task Analysis and Modeling Workshop (2003)
- Computational Analysis of Social & Organizational Systems (CASOS) Summer Institute Carnegie Mellon University (2002)
- RePast (Java-based Agents) Workshop, University of Chicago (2002)

Rensselaer Polytechnic Institute
Doctorate 12/2005
GPA: 3.86 of a maximum 4.00
Credits Earned: 91 Semester hours
Major: Engineering Science
Minor: Ethics

1. Performed literature reviews.

2. Collected and analyzed data using observation, surveys, video/audio recording, content analysis, verbal protocol analysis.

3. Built, verified and validated, and used computational model of ethics based upon earlier analysis and experimented using computational model.

4. Coursework included the following:

a. Calculus (Math Department, School of Science)

b. Advanced Behavioral Statistics (Psychology Department, School of Science)

c. Research Methods 2 (Decision Sciences and Engineering Systems Department, School of Engineering)

RENSSELAER DOCTORATE continued from page 14

       d. Discrete Structures (Computer Science Department, School of Science)

       e. Data Structures and Algorithms (Computer Science Department, School of Science)

       f. Database Systems (Computer Science Department, School of Science)

       g. Decision Support and Expert Systems (Decision Science and Engineering Systems Department, School of Engineering)

       h. Software Engineering (Electrical and Computer Systems Department, School of Engineering)

       i. Cognition (Psychology Department, School of Science)

       j. Cognitive Architecture Development (Psychology Department, School of Science)

       k. Statistics and Operations Management (Management Department, School of Management)

       l. Business Economics, (Management Department, School of Management)

Rensselaer Polytechnic Institute
Master's Degree 12/2004
GPA: 3.86 of a maximum 4.00
Credits Earned: 60
Major: Information Technology
Relevant Coursework, Licenses and Certifications:

1. Built ethical decision support information system.

2. Evaluated information system using experiment.

3. Results indicated preliminary support for the hypothesis that information technology can be used to aid individuals considering ethical dilemmas.

Binghamton University
Master's Degree 05/1997
GPA: 3.7 of a maximum 4.0
Credits Earned: 70 semester hours
Major: Accounting

1. Coursework included:

       a. Auditing 3
       b. Auditing 2
       c. Auditing 1

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       d. Legal Environment 2
       e. Legal Environment 1
       f. (Advanced) Financial Accounting Theory
       g. Intermediate Accounting Theory
       h. Financial Accounting
       i. Managerial Accounting Theory
       j. Cost Accounting
       k. Statistical Analysis for Management
       l. Managerial Finance
       m. Financial Management
       n. Business Economics
       o. Total Quality Management
       p. Federal Income Tax 1
       q. Computer Tools
       o. Management Information Systems
       m. Project Management

University of Missouri, Columbia
Columbia, MO
Bachelor's Degree
12/1990
GPA: 3.2 of a maximum 4.0
Credits Earned: 120 semester hours
Major: Finance and Banking

JOURNAL ARTICLES

1. Fleischmann, K.R., Robbins, R.W., and Wallace, W.A. (Winter 2011). "Information Ethics Education for a Multicultural World" Journal of Information Systems Education. Special Issue: Special Issue on Ethics & Social Responsibility 22(3): 191-202.

2. Robbins, R.W. and Butler, B.S. (Summer 2009). "Selecting a Virtual World Platform." Journal of Information Systems Education. Special Issue: Impacts of Web 2.0 and Virtual World Technologies on IS Education 20(2): 199-210.

3. Fleischmann, K.R., Robbins, R.W., and Wallace, W.A. (Jan 2009). "Designing Educational Cases for Intercultural Information Ethics: The Importance of Diversity, Perspectives, Values, and Pluralism." Journal of Education for Library and Information Science 50(1): 4-14.

4. Robbins, R.W., and Wallace, W.A. (August 2007). "Decision Support for Ethical Problem Solving: A Multi-agent Approach." Decision Support Systems 43(4): 1571-1587.

CONFERENCE PUBLICATIONS

5. Robbins, R. W. (August 2014). "Clarifying the SAP ERPsim Experience." Proc. 2014 Americas Conference on Information Systems. Association for Information Systems. Savannah, GA.

6. Fleischmann, K.R., Robbins, R.W., and Wallace, W.A. (January 2011). "Collaborative Learning of Ethical Decision-Making via Simulated Cases." Proc 2011 i-Conference. Seattle, WA. Available in ACM Digital Library.

7. Robbins, R.W. and Butler, B.S. (December 2010). "Virtual Teaching Cases? An Exploratory Study." Proc. 2010 International Conference on Information Systems. Association for Information Systems. Saint Louis, MO.

8. Robbins, R.W. and Butler, B.S. (August 2009). "Teaching and Learning Collaboratively and Virtually Proc. 2009 Americas Conference on Information Systems. Association for Information Systems. San Francisco, CA. Paper No. 655.

9. Robbins, R.W. and Hall, D.J. (August 2007). "Decision Support for Individuals, Groups, and Organizations: Ethics and Values in the Context of Complex Problem Solving." Proc. 2007 Americas Conference on Information Systems. Association for Information Systems. Keystone, Colorado.

10. Robbins, R.W., Wallace, W.A., and B. Puka, (April 2004). "Supporting Ethical Problem Solving: An Exploratory Investigation." Proc. 2004 ACM SIGMIS CPR, pp. 134-143. ACM Press.

BOOK CHAPTER

11. Robbins, R.W., Fleischmann, K.R., and Wallace, W.A. (2009). "Computing and Information Ethics Education Research." Handbook of Research on Technoethics. Luppicini, R. and Adell, R. (Eds.). pp. 391-408. Information Science Reference. New York.

DISSERTATION

12. Robbins, R.W. (2005). "Understanding Individual and Group Ethical Problem Solving: A Computational Ethics Approach. Rensselaer Polytechnic Institute.

OTHER ACCEPTED REFEREED MANUSCRIPTS

13. Fleischmann, K.R., Koepfler, J.A., Robbins, R.W., and Wallace, W.A. (October 2011). "CaseBuilder: A GUI Web App for Building Interactive Teaching Cases." 74th Annual Meeting of the American Society for Information Science and Technology. New Orleans, LA.

14. Robbins, R.W., Wallace, W.A., and Gao, L. (October 2009). "Cognitive Agents for Ethical Problem Solving." 2009 North American Association for Computational Social and Organization Sciences Annual Conference. Phoenix, AZ.

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15. Robbins, R.W. and Wallace, W.A. (July 2008). "Understanding Complex Problem Solving: The Case of Ethics Decision Making." CogSci 2008, Washington, DC.

16. Fleischmann, K.R., Robbins, R.W., and Wallace, W.A. (January 2008). "Education Simulation for Information Ethics: Connecting Education with Practice." Association for Library and Information Science Education Annual Conference 2008. Philadelphia.

17. Robbins, R.W. (December 2006). "Towards Developing Descriptive Ethics Theories for Management Science: Using Interdisciplinary Research and Information Systems." 2006 International Federation for Information Processing Working Group 8.2 Organizations and Society in Information Systems Pre-ICIS Workshop, Milwaukee.

18. Robbins, R.W. and Wallace, W.A. (November 2006). "A Computational Model of a Group of Individuals Resolving an Ethical Dilemma: Virtual Experiments." 2006 Institute for Operations Research and the Management Sciences Annual Meeting, Pittsburgh.

19. Robbins, R.W. and Wallace, W.A. (October 2005). "Describing Ethical Problem Solving Dynamically: A Computational Modeling Approach." Ethics: The Guiding Light - The 12th Annual International Conference Promoting Business Ethics, St. Johns University, New York.

20. Robbins, R.W. and Wallace, W.A. (December 2004). "Towards Supporting Ethical Problem Solving in Individuals and Groups." AIS SIGDSS workshop "Expanding the Boundaries for Decision Support Systems" pre-2004 International Conference on Information Systems. Association for Information Systems. Washington, D.C.

GRANTS and AWARDS

Principal Investigator: $300,000, National Science Foundation, Educational Simulation for Computing and Information Ethics. Collaboration with colleagues at University of Maryland College Park and Rensselaer Polytechnic Institute. 2007-2010.

Principal Investigator: $1,200, Experience Based Learning Grant, Joseph M. Graduate School of Business, University of Pittsburgh, August 2011.

Principal Investigator: $11,494, National Science Foundation, Research for Undergraduate Education. May 2011.

Coinvestigator: $23,000, Educational Technology Innovation Grant, The Virtual Firm: An Interactive Environment for Teaching IT Opportunity Recognition. March 2011.

Coinvestigator: $20,000, Collaborative Technology Innovation Grant. 2009-2010.

Finalist: Excellence in Ethics Dissertation Proposal Competition at the University of Notre Dame. 2004.

Senior Personnel: $287,557 as component of $5,000,000 NSF proposal for research ethics education commons. One of two of twenty proposals deemed very competitive; the other was awarded. March 2010. Not funded.

Russell William Robbins, Ph.D.

SERVICE TO INSTITUTION

2008-2011: Operational Lead, Virtual Katz 2.0 project
     Joseph M. Katz Graduate School of Business
2007-2008: Chair, Library Development Committee, Marist College
2006-2008: Member, Library Development Committee, Marist College
2006-2008: Co-lead, Information Systems Area self-assessment
     (for re-accreditation)
2006-2008: Coordinator, Information Systems Area
2006-2007: Member, Information Literacy Teacher Search Committee
2005-2006: Member, Assistant Professor Search Committee
2005: Member, MS in Technology Management Curriculum Committee
     School of Computer Science and Mathematics, Marist College
2003-2005: Faculty Intervention Program Mentor, Rensselaer Polytechnic

SERVICE TO COMMUNITY

2012: Faculty Mentor, SAP Student Dashboard Competition
2011-2013: Faculty Residence Hall Mentor, University of Pittsburgh
2011-2013: Kan Jam Faculty Sponsor, University of Pittsburgh
2011-2013: Ascend Faculty Sponsor, University of Pittsburgh
2010: Faculty Mentor, International Project Management Competition (Team won two first
     prizes in three possible categories.)
2010-2013: Hip Hop Dance Club Adviser, University of Pittsburgh 2001-2004: Board Member,
Singles Outreach Services, Inc.

SERVICE TO ACADEMIA AT LARGE

International Conference on Information Systems 2010
Associate Editor, Decision Support and Knowledge Management

International Conference on Information Systems 2010
Associate Editor, IS Philosophy

Academy of Management 2009
Facilitator, Stakeholder Perspectives

Americas Conference on Information Systems
Co-chair, Human Characteristics and Decisions

PROFESSIONAL REFERENCES:

Available upon request.