JON M. HUNTSMAN SCHOOL OF BUSINESS
UtahStateUniversity

February 23, 2024

EXPERT EVALUATION OF WORK EXPERIENCE

Candidate's Last Name: **Dang**
Candidate's First Name: **Tinh Quang**

Years of Qualifying Experience: more than thirteen years
Field of Work Experience: Computer Information Systems

Degree Equivalent Based on Professional Experience:
BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS

Evaluation Prepared By: **PROFESSOR KELLY FADEL**

I am preparing this evaluation in order to demonstrate that Tinh Quang Dang has completed specialized advanced-level work experience in the field of Computer Information Systems. I am qualified to comment on the work experience of this candidate because of the positions I hold and have held at Utah State University. At the above-mentioned institution, I have served as Professor of Data Analytics and Information Systems. Furthermore, I have more than ten years of professional experience in the above-mentioned fields. Because of the positions I hold at the above-mentioned university, I can determine whether credit would be awarded to a student by the University. Additionally, I am qualified to determine whether coursework taken in the field of Computer Information Systems and related areas can be considered to have the equivalency of Bachelor's-level training in Computer Information Systems and related areas.

MY QUALIFICATIONS AS AN EXPERT

I have extensive experience in both industry and academic settings in Computer Science, Management Information Systems, Data Analytics, Business Administration, Business Analytics, and related fields. I also have experience reviewing academic and professional credentials of international applicants and students. As mentioned above, I serve as Professor in the Department of Data Analytics and Information Systems at Utah State University. Utah State University is accredited by the Northwest Commission on Colleges and Universities. The University has programs that may award credit based upon work experience. My educational background includes a Bachelor's degree in Business Administration from Utah State University and a Doctor of Philosophy in Management Information Systems from the University of Arizona. My primary areas of research are in knowledge management, information system implementation, and information processing for decision making. I have extensive experience conducting research in small and large organizations, focusing on cognitive and behavioral aspects of information systems use and decision making, including information systems training and adaptation, knowledge management, and neurocognitive aspects of information processing. Specifically, most of my research relies on experiments and field studies, which involves collecting data through surveys and

interviews. My teaching experience involves the areas of design, development, and management of information systems, as well as data management and data analytics. I have taught courses dealing with Big Data Analytics, Web-Based MIS Development, Principles of Management Information Systems, Information Systems Management and Strategy, Computer and the Inter-Networked Society, and Information Systems Analysis and Design. Moreover, my research has been published in top quality academic journals such as Information Systems Research, Journal of Management Information Systems, and Journal of Computer Information Systems, among others.

Additionally, outside of my experience in academia, I have served as a Systems Analyst and Systems Analyst/Developer for several years, giving me a unique understanding of the regular hiring practices at US tech companies. In these positions I was responsible for conducting requirements analysis and testing for internal management software, as well as implementing web-based customer order management functions. Most importantly, as a professor in the field, my job is to prepare students for future employment in the industry, therefore I am familiar with the typical industry hiring practices. Moreover, Utah State University has strategic relationships between corporate, industry, and foundation partners that include collaborations for career placement services. My teaching and research are derived from real-world problems and the desire to have an impact on industrial practice. In this context, I have an in-depth understanding of current, past, and potential future problems the industry is facing. I help students acquire leadership and communication skills, exposing them to different disciplines, ways of thinking, and cultures, ensuring they arrive in the workplace ready to contribute and serve as leaders. Many of my students go on to become future engineers and technologists. Lastly, I have a long record of writing expert opinion letters that have been submitted to and accepted by USCIS as evidence in support of immigration applications. On these grounds, I am highly qualified to render the following professional opinion.

In forming my opinion, I reviewed the following materials to determine that Tinh Quang Dang has attained the equivalent of at least a ***Bachelor of Science in Computer Information Systems*** from an accredited institution of higher education in the United States:

- Employment verification letters from Vietsoftware International, Platform One, and VCORP.

PROFESSIONAL EXPERIENCE

Tinh Quang Dang has worked for more than thirteen years in Computer Information Systems and related fields. During this period Mr. Dang served in progressively sophisticated and responsible positions, together with peers, in both non-managerial and managerial capacities, at a level of work experience equal to bachelor's-level training.

A bachelor's degree in Computer Information Systems at an accredited institution of higher education in the United States typically requires a demanding curriculum consisting of courses in Computer Programming, Data Communications and Networks Computer Networks, Software Engineering, and Database Management Systems, and related coursework. The student completing such a degree program is also required to demonstrate, through rigorous testing and challenging case studies, knowledge of various theories and methods in Computer Information Systems and related areas. In the following paragraphs detailing Mr. Dang's work

experience, it becomes apparent that he has acquired the same knowledge obtained in such a degree program through his professional training and experience.

When substituting work experience for education in granting a college-level equivalency in the United States, any on-the-job employment experience cannot merely be substituted for academic course work without further detailed assessment. Rather, the nature and quality of the actual employment must be closely examined along with the duration of employment to grant the appropriate educational equivalency. Further, it must be demonstrated that experience which is substituted for education must include the theoretical and practical application of specialized knowledge required at the professional level in the field of Computer Information Systems. As detailed in this section, Mr. Dang's work experience clearly meets these requirements.

To begin his career, Tinh Quang Dang was employed with Vietsoftware International as a .Net Developer from October 2009 to October 2010. In this role, he coded websites for outsourcing projects with partners in both the United States and Japan. Thereafter, from November 2010 through to November 2014, he worked for VCCORP in positions such as Frontend Developer, PHP Developer, and Fullstack PHP Developer. During this time, he played a vital role in the maintenance and development of new functions for the social singing website, SanNhac.com and implementation of real-time search using Sphinx. He was involved in integrating social APIs such as Facebook, Twitter, Google, and Yahoo for gaming features, enhancing the gaming experience for users. He crafted APIs to retrieve game-related information, ensuring seamless access to data essential for players. Additionally, he spearheaded the establishment of a robust mailing system catering to approximately 4 million gamers, facilitating efficient communication within the gaming community. Since August 2015, Tinh Quang Dang has been employed with Platform One as a Lead PHP Developer. In this role, he has demonstrated exceptional skills in full-stack development, contributing to both the backend and frontend aspects of our customer experience platform. His work has been instrumental in enhancing our services and products, particularly through the development of a Customer Experience (CX) platform utilized by automotive industry leaders such as Toyota and Genesis. His technical expertise spans a wide range of programming languages and tools, including PHP, JavaScript, CSS, Shell Script, AWS services, Laravel, Elasticsearch, and Angular. It is clear he has acquired the necessary skills, experience, and expertise required in the field to tackle duties of an increasingly complex and progressive nature.

The foregoing is a summary of Tinh Quang Dang's professional experience and itemizes his progressively responsible and complex duties during a period of more than thirteen years of employment experience and training in the field of Computer Information Systems. It is important to note that the responsibilities handled by Tinh Quang Dang throughout his career are indicative of Bachelor's-level coursework in Computer Information Systems and related subjects. The knowledge and training obtained during Mr. Dang's work experience directly corresponds to the university-level knowledge and training obtained by a student completing a bachelor's degree program in Computer Information Systems consisting of a curriculum with the courses listed above. Over the course of his career, he has accumulated skills equivalent to those that would be taught in the following classes, which are required in a bachelor-level Computer Information Systems curriculum: Information Assurance Integration, Computer Architecture, and Computer Languages.

Considering the equivalency ratio mandated by United States Citizenship and Immigration Services of three years of work experience for one year of college training, Tinh Quang Dang's more than thirteen years

reflect the time equivalent of not less than four additional years of Bachelor's-level academic training in Computer Information Systems. A bachelor's degree in Computer Information Systems in the U.S. typically requires four years of course work, or 120 credits including 30-60 credits in general studies, 10-30 credits in general electives, and between 1-2 years/30-60 credits of course work in the field of major. Mr. Dang's at least four years of equivalent academic course work in Computer Information Systems satisfy the requirements for a major in Computer Information Systems, and when combined with his academic credentials equate to an overall Bachelor of Science in Computer Information Systems.

On the basis of the concentrated nature of his work experience and training in Computer Information Systems, I hereby affirm that Tinh Quang Dang's experiential qualifications are comparable to university-level training in Computer Information Systems.

SUMMARY

On the basis of the evaluation of more than thirteen years of work experience and professional training in Computer Information Systems, it is my opinion that Tinh Quang Dang has attained the equivalent of at least a ***Bachelor of Science degree in Computer Information Systems*** from an accredited institution of higher education in the United States.

This evaluation relies upon copies of documents provided by Tinh Quang Dang and represented by Tinh Quang Dang to be authentic and true copies of those documents. There are no apparent grounds for me to disbelieve the authenticity and accuracy of the documentation presented to me on behalf of Tinh Quang Dang. I represent the foregoing to be an accurate and correct evaluation to the best of my knowledge and belief, pursuant to requirements of United States Citizenship and Immigration Services of the United States Department of Homeland Security.

The foregoing evaluation of Tinh Quang Dang has been prepared and certified by me this *twenty-third day of February 2024*. Because of the positions I have held and hold at the above-mentioned university, I have the opportunity to evaluate the experience, training, and/or courses taken at other U.S. or international universities. The above letter is strictly my opinion and is not the opinion of any of the universities with which I am affiliated or any of its departments or affiliates.



Kelly J. Fadel, Ph.D.
Prof. Kelly J. Fadel, Ph.D.
Professor, Department of Data Analytics and Information Systems
Utah State University

For detailed statement of qualifications and experience of evaluator, see attached resume.

(001642649)

UtahStateUniversity

Registrar's Office

November 8, 2023

To Whom It May Concern:

This letter is to confirm that Professor Kelly Fadel is a Professor in the Department of Data Analytics and Information Systems at Utah State University. Furthermore, he has participated in the review of academic and professional credentials of international applicants and students for Utah State University, which is accredited by the Northwest Commission on Colleges and Universities. The University has formal and informal programs which may award college-level credit or admission based on a candidate's foreign educational credentials, training, and/or employment experience. The programs include but are not limited to evaluations of prior learning, challenge testing, internships, military service, and employment at specific organizations. Utah State University regards faculty members as appropriate evaluators of academic and experience credentials for purposes of admissions, advising, placement in degree programs, substitutions of courses, assessments of internships, and other routine university evaluations. In determining the amount of college-level credit to be granted, professors and admissions officials synthesize and analyze previous studies, training programs, and professional experience to determine consistency with current university courses.

Professor Fadel is also qualified to evaluate relevant work experience in order to determine their academic equivalence, and to authorize that credit be awarded by Utah State University, when appropriate. More specifically, Professor Fadel has the authority to make determinations with respect to the granting of college-level credit for training and experience in Management Information Systems, Business Administration, Computer Science, Computer Information Systems, Business Analytics, Data Analytics, and related areas.

This letter should serve to clarify the following: (1) that Utah State University has divisions that may award credit based on professional work experience; (2) that professors, including Professor Fadel, have the authority to make determinations with respect to the granting of college-level credit for training and experience; (3) that Professor Fadel has the experience and expertise to evaluate relevant work experience in order to determine the appropriate academic equivalence to be awarded, when appropriate. and (4) that any evaluations provided by Professor Fadel are strictly his opinion, and do not represent the opinion of Utah State University or any of its departments or affiliates.

Sincerely,

W. Fran Hopkin

Fran Hopkin
University Registrar
Utah State University

Utah State University 2022-2023 General Catalog

Transfer Credit

Transfer Credit

- Credit Transfer Policy
- Associate Degrees
- Articulation Agreements
- Guidelines for Transferrable Credit
- Interstate Passport
- Transfer Website

Utah State University awards transfer credit for academic work completed at other academic institutions. Transfer and articulation is not based solely on the accreditation status of the transfer institution. Evaluations for the specific acceptance of credit being equivalent to a Utah State University course are at the discretion of each department's faculty or faculty designee. **Acceptance of credit should not be confused with its application**. Transfer credit may or may not apply to the graduation requirements of Utah State University, regardless of the number of credits transferred.

In order to transfer credit to Utah State University, official transcripts of credit must be submitted to the Admissions Office. Submitted transcripts become the property of Utah State University, and will not be returned. Transcripts from **all** institutions previously attended are required.

Credit Transfer Policy

At its discretion, the University may accept transfer credit from accredited and nonaccredited institutions and miscellaneous sources. These may include:

(1) accredited institutions, (2) foreign universities, (3) U.S. military credit for approved job and educational experiences, (4) credit by examination, and (5) miscellaneous sources, such as internships and nontraditional learning experiences. Further details about these sources are shown below.

The following evaluation criteria for acceptance will be used:

(1) accreditation status of the institution, (2) recognized national standards published by the American Association of Collegiate Registrars and by the American Council on Education, (3) guidelines given by the State Board of Regents (including guidelines for CLEP and AP credit), and (4) recommendations given by various University units having appropriate academic competence, including the Faculty Senate, as well as college and departmental curriculum committees.

Acceptance of credit should *not* be confused with its application. Transfer credit may or may not apply to the graduation requirements of Utah State University, regardless of the number of credits transferred.

Credit other than that intended wholly to meet the General Education requirements of the receiving institution will be applied on the basis of the appropriateness of credit to a particular institution's specific degree program requirements as determined by the receiving institution. At Utah State University, coursework acceptability will be determined by the student's major department.

Credit for quarter courses numbered 100 or above, or for semester courses numbered 1000 or above, earned in the Utah System of Higher Education (USHE) is transferable within the System and will be carried on the student's transcript by the receiving institution.

In order to transfer credit to Utah State University, official transcripts of credit must be submitted to the Admissions Office. Submitted transcripts become the property of Utah State University, and will not be returned. Transcripts from *all* institutions previously attended are required.

Associate Degrees

Students who transfer to USU and have an Associate of Arts or an Associate of Science degree (or have completed the General Education requirements) from a regionally-accredited institution may be deemed as having satisfied the General Education portion of the University Studies requirements. A registrar's certification, stating that the student has completed the General Education requirements of the transfer institution, may also be acceptable. However, Utah State University will require students to satisfy the Breadth American Institutions requirement (BAI), if an equivalent course has not been completed. In addition, students must satisfy any deficiencies in Communications Literacy (CL1 and CL2) and Quantitative Literacy (QL). In order to graduate with a bachelor's degree, the Depth Education requirements must still be completed.

When a student transfers *without* an Associate of Arts or Associate of Science degree ***and*** meets the General Education requirements of an institution not offering the Associate of Arts or Associate of Science degree by earning a 60 to 63 semester credit hour diploma, a registrar's certification that the transferring student has completed baccalaureate-level General Education requirements at the sending institution will be accepted by the receiving USHE institution in lieu of the AA/AS degree. The registrar at the sending institution will forward to the receiving institution an up-to-date description of the General Education requirements.

Students who transfer to Utah State University with *less than an Associate Degree* (and have not completed General Education requirements) ***or*** with an Associate of Applied Science Degree will have their General Education courses evaluated on a course-by-course basis and may be required to take any additional courses necessary to satisfy the General Education Requirements at Utah State University. However, if these students have taken equivalent General Education courses at the sending institution, these courses will be accepted toward satisfying General Education requirements at Utah State University.

Courses approved as fulfilling General Education requirements at a USHE institution will be acceptable to Utah State University as satisfying comparable General Education requirements. Acceptability of General Education coursework from other institutions will be determined by the student's major department at Utah State University.

Articulation Agreements

Utah State University maintains annual course-by-course articulation agreements with the following institutions:

Boise State University
Brigham Young University
Brigham Young University (Hawaii)
Brigham Young University (Idaho)
College of Southern Idaho
Dixie State College of Utah
Idaho State University
LDS Business College
Northwest College
Salt Lake Community College
Snow College
Southern Utah University
University of Utah
USU-Eastern
Utah Valley University
Weber State University
Western Wyoming Community College
Westminster College

These course-by-course agreements show how courses taken at these institutions will be accepted and applied at Utah State University.

In addition to the course-by-course articulations, Utah State maintains general education articulation agreements with the same institutions as listed above. These agreements show how individual courses taken at these institutions will meet Utah State's University Studies requirements.

These articulation agreements, as well as additional information about transferring to Utah State University, can be found at the Transfer website: www.usu.edu/registrar/htm/transfer

Guidelines for Transferable Credit

Transfer credit earned at institutions that are accredited by one of the six regional accrediting associations will be accepted if the work is parallel in nature to programs offered at Utah State University.

The six regional accrediting associations are: (1) Middle States Association of Colleges and Schools, Commission on Higher Education (MSA); (2) Northwest Commission on Colleges and Universities (NWCCU); (3) North Central Association of Colleges and Schools, Higher Learning Commission (NCA); (4) New England Association of Schools and Colleges, Inc., Commission on Institutions of Higher Education (NEASC-CIHE); (5) Southern Association of Colleges and Schools, Commission on Colleges (SACS); and (6) Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU).

Utah State University *may* award credit for academic work completed at institutions that are not regionally accredited if the courses:

1. articulate to University Studies or General Education requirements at USU,
2. correspond to recognized standards published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the American Council on Education (ACE), or
3. are approved by the department and college in which the subject matter is taught as well as the Office of Executive Vice President and Provost.

Utah State University does *not* accept transfer credit from nonregional-accredited institutions in those cases where USU lacks an academic unit to evaluate such transfer credit.

Subcollege-level courses which are developmental, remedial, or preparatory are *not transferable*.

Vocational-technical courses are generally *not transferable*. Exceptions may be made by individual departments if the coursework is pertinent to the student's major.

Religion courses are generally *not transferable*. These courses will be evaluated based on the particular orientation of the course. In order to be considered, courses in religion must be listed on an official transcript from a regionally accredited institution.

Credit may be transferred from recognized international universities. Transcripts or documented evidence (translated into English) must be presented, indicating successful completion of coursework. Courses must be consistent in level, duration, and content with courses offered at American universities. For further information about the transferability of international credit, contact the Office of Global Engagement, Military Science 115, (435) 797-1124.

Subject to evaluation by Utah State University, to ensure credit is granted in accordance with USU policies, credit may be earned through the College-Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), and International Baccalaureate Organization (IBO) examinations ***or*** by taking Advanced Placement (AP) examinations while a student is in high school.

Students who receive an ACT Math score of 26 or higher, or an SAT Math score equivalent on an exam taken September 2016 or later may be awarded 3 credits posted as transfer credit with a CR grade. These credits will count toward the 120 credits needed for graduation, but will not count toward the 30 credits in residency at USU.

Students who have served in the armed forces may be able to receive Military Credit.

Interstate Passport

The Interstate Passport enables successful transfer of completed lower-division general education Passport courses and learning outcomes to out-of-state institutions participating in the Interstate Passport Network and to all Utah public institutions. Students who complete the Passport at a USHE institution will not be required to repeat or take additional course work to meet lower-division general education requirements when they transfer, except as required by state statutes. Successful completion of Passport courses and learning outcomes will be noted on students' transcripts. Students with an interest in earning the Interstate Passport should contact their academic advisor.

Transfer Website

www.usu.edu/registrar/htm/transfer

Course by Course

Click here to find course-by-course articulation agreements for all undergraduate courses offered at other Utah institutions, Boise State University, BYU- Hawaii, BYU- Idaho, College of Southern Idaho, Idaho State University, Northwest College, and Western Wyoming Community College.

Transferring General Education Coursework

Students who transfer to USU from another Utah institution, Boise State University, BYU- Hawaii, BYU- Idaho, College of Southern Idaho, Idaho State University, Northwest College, or Western Wyoming Community College, and who have not completed General Education requirements at their previous institution, should visit www.usu.edu/registrar/transfer/general-education to see how individual classes will fit into USU's General Education program.

Kelly J. Fadel

Professor & Associate Department Head

Utah State University ▪ Jon M. Huntsman School of Business
Department of Data Analytics and Information Systems
3515 Old Main Hill ▪ Logan, UT 84322-3515
Phone: (435) 797-2348 ▪ Fax: (435) 797-2351
Email: kelly.fadel@usu.edu

EDUCATION

Doctor of Philosophy – August 2007 University of Arizona – Tucson, Arizona	Major: Management Information Systems (MIS) Minor: Cognitive Science
Bachelor of Arts – May 2002 Utah State University – Logan, Utah	Major: Business Administration Minors: Business Information Systems (BIS) & Finance

RESEARCH

Research Summary

My primary research interests are in the areas of knowledge management, information systems implementation and use, and information processing for decision making. I believe that understanding *how* individuals learn and use information systems, and the individual and organizational consequences of this use, is of prime importance to both IS researchers and practitioners. These issues are particularly salient as they relate to the creation, transfer, and management of organizational knowledge, a core capital component in the 21st century. To explore these issues, I rely primarily on experiments and field studies conducted with both individuals and small and large organizations.

Peer-Reviewed Papers Published or Accepted for Publication

Meservy, T.O., Fadel, K.J., Kirwan, C.B., Meservy, R., (2019) "An fMRI Exploration of Information Processing in Electronic Networks of Practice", *MIS Quarterly*, 43 (3), pp. 851-872 (**Elite MIS Journal**)

Durcikova, A., Fadel, K.J., (2016) "Knowledge Sourcing from Repositories: The Role of System Characteristics and Psychological Climate", *Information & Management*, 53 (1), pp. 64-78.

Fadel, K.J., Meservy, T.O., Jensen, M.L. (2015) "Exploring Knowledge Filtering Processes in Electronic Networks of Practice", *Journal of Management Information Systems*, 31 (4), pp. 158-181. **(Elite MIS Journal)**

Meservy, T.O., Jensen, M.L., Fadel, K.J., (2014) "Evaluation of Competing Candidate Solutions in Electronic Networks of Practice", *Information Systems Research*, 25 (1), pp. 15-34. **(Elite MIS Journal)**

Fadel, K.J., Durcikova, A., (2014) "If It's Fair, I'll Share: The Effect of Perceived Knowledge Validation Justice on Contributions to an Organizational Knowledge Repository", *Information & Management*, 51 (5), pp. 511-519.

Bell, C.L., Mills, R.J., Fadel, K.J., (2013) "An Analysis of Undergraduate Information Systems Curricula: Adoption of the IS 2010 Curriculum Guidelines", *Communications of the AIS,* 32, pp. 73-94.

Fadel, K.J., (2012), "The Role of Appraisal in Adapting to Information Systems", *Journal of Organizational and End-User Computing*, 24 (4), pp. 18-40.

Fadel, K.J., (2012), "User Adaptation and Infusion of Information Systems", *Journal of Computer Information Systems*, 52 (3), pp. 1-10.

Mills, R.J., Velasquez, N.F., Fadel, K.J., Bell, C.L. (2012) "Examining IS Curriculum Profiles and the IS 2010 Model Curriculum Guidelines in AACSB-Accredited Schools", *Journal of Information Systems Education*, 23 (4), pp. 417-428.

Mills, R.J., Fadel, K.J., (2012) "E-Learning as a Career Path in Information Systems Curricula: A Blue Ocean Opportunity", *American Journal of Business Education*, 5 (2), pp. 103-113.

Fadel, K.J., Durcikova, A., Cha, H.S. (2011), "An Experiment of Information Elaboration in Mediated Knowledge Transfer," in Murray E. Jennex (Ed.), *Global Aspects and Cultural Perspectives on Knowledge Management: Emerging Dimensions*, IGI Global, Hershey, PA., pp. 311-328.

Durcikova, A., Fadel, K.J., Butler, B., Galletta, D.F. (2011), "Knowledge Exploration and Exploitation: The Impacts of Psychological Climate and Knowledge Management System Access", *Information Systems Research,* 22 (4), pp. 855-866. **(Elite MIS Journal)**

Fadel, K.J., Brown, S.A. (2010), "Information Systems Appraisal and Coping: The Role of User Perceptions", *Communications of the AIS*, 26 (1), pp. 107-126.

Hauser, K., Olsen, D.H., Fadel, K.J. (2010), "An Integrated Approach to Teaching Web Development", *Review of Business Information Systems*, 14 (1) pp. 43-59.

Fadel, K.J., Durcikova, A., Cha, H.S. (2009), "Information Influence in Mediated Knowledge Transfer: An Experimental Test of Elaboration Likelihood," *International Journal of Knowledge Management*, 5 (4), pp. 26-42.

Fadel, K.J., Olsen, D.H., Hauser, K. (2009), "CRUD on the Web: Pedagogical Tools for Web-based Data Access", *Review of Business Information Systems*, 13 (1) pp. 41-63.

Fadel, K.J., Brown, S.A., Tanniru, M. (2008), "A Theoretical Framework for Knowledge Transfer in Process Redesign", *Data Base for Advances in Information Systems*, 39 (3), pp. 21-40.

Working Papers

"Expectation Disconfirmation in ENP Information Filtering: An fMRI Experiment", with T. Meservy, B. Kirwan. Under review at *Journal of Management Information Systems* (**Elite MIS Journal**)

"Rebranding Undergraduate IS Programs to Reflect Growth of Business Analytics", with R. Mills, K. Chudoba, T. Olsen. Under review at *Journal of Information Systems Education*.

"What Makes a Tweet so Sweet? The Neurocognitive Effects of Hedonic Information Consumption", with T. Meservy, B. Kirwan. Under review at *Journal of the Association for Information Systems* (**Elite MIS Journal**).

"Social Media Production vs. Consumption: A Uses and Gratifications Theory Perspective", with T. Meservy, M. Matthews, B. Nelson. Data collection and analysis complete. Preparing for submission to *Journal of Computer Information Systems*.

"Navigating Context Variety in the Age of Multiple Virtual Team Memberships", with K. Chudoba, V. Incerti, E. Mattarelli, F. Bertolotti, P. Ungureanu, and F. Bellesia. Data collection and analysis complete. Preparing for submission to *Journal of Management Information Systems* (**Elite MIS Journal**)

"A Conjoint Analysis of Contextual Cues in Online Information Filtering: Community vs. Expert Effects", with T. Meservy, M. Jensen. Data Collected. Preparing for submission to at *Journal of Management Information Systems* (**Elite MIS Journal**)

"Spontaneous Hedonic Reactions to Social Media Cues: A Replication and Extension", with T. Meservy, M. Matthews. Experimental protocol designed.

Refereed Conference Proceedings

Jensen, M.L., Matthews, M., Meservy, T.O., Fadel, K.J., " Expert vs. Peer: The Role of Situational Characteristics in Electronic Networks of Practice ", *Hawaii International Conference on System Sciences (HICSS 2014)*, Kauai, Hawaii, 2021 (forthcoming). [conference held online due to COVID-19]

Matthews, M., Meservy, T.O., Fadel, K.J., "Exploring Psychological Reactions to Social Media Logos", *Americas Conference on Information Systems (AMCIS 2020)*, Salt Lake City, Utah, 2020. [conference held online due to COVID-19]

Matthews, M., Meservy, T.O., Fadel, K.J., Kirwan, C.B, "Neurophysiological Reactions to Social Media Logos", NeuroIS Retreat 2020, Vienna, Austria, 2020. [conference held online due to COVID-19]

Meservy, T.O., Fadel, K.J., Nelson, B., Matthews M., "Production vs. Consumption on Social Media: A Uses and Gratifications Perspective", *Americas Conference on Information Systems (AMCIS 2019)*, Cancun, Mexico, 2019.

Incerti, V., Bellesia, F., Bertolotti, F., Chudoba, K.M., Fadel, K.J., Mattarelli, E., Ungureanu, P., "Multiple Team Membership and Organizational Context Variety", *Academy of Management Symposium: Multi-Method and Multi-Level Perspectives on Multiple Team Memberships*, Boston, Massachusetts, 2019.

Bertolotti, F., Incerti, V., Bellesia, F., Chudoba, K.M., Fadel, K.J., Mattarelli, E., Ungureanu, P., "Walking with different shoes: An experimental study on organizational context variety in a Multiple Team Membership environment", *Interdisciplinary Network for Group Research Conference (INGRoup)*, Lisbon, Portugal, 2019.

Fadel, K.J., Meservy, T.O., Kirwan, C.B., "Expectation Disconfirmation in ENP Information Filtering: An fMRI Experiment", *Americas Conference on Information Systems (AMCIS 2018)*, New Orleans, Louisiana, 2018.

Bertolotti, F., Mattarelli, E., Incerti, V., Chudoba, K.M., Fadel, K.J., Ungureanu, P., "The Interplay between Communication Norms and Multiple Team Memberships in Distributed Teams", *Academy of Management Symposium: Unpacking the Conundrum of Teams with Dynamic Boundaries,* Boston, Massachusetts, 2018.

Meservy, T.O., Fadel, K.J., Meservy, R.D., "Cognitive Patterns of Information Addiction", *Americas Conference on Information Systems (AMCIS ERF 2017)*, Boston, Massachusetts, 2017.

Meservy, T.O., Fadel, K.J., Meservy, R.D., Doxey, C., Kirwan, C.B., "Validating Knowledge Filtering Processes in Electronic Networks of Practice", *Gmunden Retreat on NeuroIS*, Gmunden, Austria, 2016.

Fadel, K.J., Meservy, T.O., Jensen, M.L., "Dissecting the Process of Knowledge Filtering in Electronic Networks of Practice", *Hawaii International Conference on System Sciences (HICSS 2014)*, Waikoloa, Big Island, Hawaii, 2014. **(Nominee for Best Paper Award)**

Fadel, K.J., Durcikova, A., "Enhancing the Motivation, Opportunity, and Ability of Knowledge Workers to Participate in Knowledge Exchange", *Hawaii International Conference on System Sciences (HICSS 2014)*, Waikoloa, Big Island, Hawaii, 2014.

Durcikova, A., Fadel, K.J., "It's Not 'Just' Validation: The Effect of Organizational Justice on Contributions to a Knowledge Repository," *Hawaii International Conference on System Sciences (HICSS 2012)*, Maui, Hawaii, 2012.

Durcikova, A., Fadel, K.J., "Knowledge Sourcing from Repositories: The Role of System Characteristics and Autonomy", *Hawaii International Conference on System Sciences (HICSS 2010)*, Kauai, Hawaii, 2010. **(Recipient of Best Paper Award)**

Fadel, K.J., Durcikova, A., Cha, H.S., "Elaboration Likelihood in Knowledge Management: A Model and Experimental Test", *Hawaii International Conference on System Sciences (HICSS 2008)*, Waikoloa, Big Island, Hawaii, 2008.

Weisband, S., Fadel, K.J., Mattarelli, E., "An Experiment on the Effects of Interruptions on Individual Work Trajectories and Performance in Critical Environments", *Hawaii International Conference on System Sciences (HICSS 2007)*, Waikoloa, Big Island, Hawaii, 2007.

Fadel, K.J., "Individual Infusion of Information Systems: The Role of Adaptation and Individual Cognitions", *Americas Conference on Information Systems (AMCIS 2006)*, Acapulco, Mexico, 2006.

Meservy, T.O., Fadel, K.J., Fenstermacher, K., Marthaler, J. "Diffusion of Model Driven Architecture in Academia", *Americas Conference on Information Systems (AMCIS 2006)*, Acapulco, Mexico, 2006.

Mattarelli, E., Fadel, K.J., Weisband, S., "Design of a Role-Playing Game to Study the Trajectories of Health Care Workers in an Operating Room", In *Proceedings of the Conference on Human Factors in Computing Systems (CHI 2006)*, Montreal, Quebec, Canada 2006.

Fadel, K.J., Tanniru, M., and Weisband, S., "Understanding Process Knowledge Change in Enterprise System Implementation: A Framework and Case Study", In *Proceedings of the Americas Conference on Information Systems (AMCIS 2005)*, Omaha, NE, 2005. **(Recipient of Best Paper Award)**

Fadel, K.J. and Tanniru, M., "A Knowledge Centric Framework for Process Redesign", In *Proceedings of the ACM SIGMIS Computer Personnel Research Conference (SIGMIS/CPR 2005)*, Atlanta, GA, 2005. **(Recipient of Best Paper Award)**

Refereed Workshop Submissions

Meservy, T.O., Fadel, K.J., "Kinect Deception Detection Experimental System", Credibility Assessment and Screening Technologies Workshop, HICSS (2017), Waikoloa, Big Island, Hawaii, 2017.

Bromberg, L., Fadel, K.J., "Implementing Healthcare IT: Lessons Learned from a Large-Scale EMR Implementation", *MIS Quarterly Executive Workshop (2009)*, San Francisco, CA, 2009.

Fadel, K.J., Chudoba, K., "Optimizing Information Systems Usage – The Role of Self-Directed, Software-Based User Training", *Organizational Systems Research Association (OSRA) 2008 Conference*, Paris, France, 2008.

Fadel, K.J., Tanniru, M., and Weisband, S., "Understanding Process Knowledge Change in Enterprise System Implementation: A Framework and Case Study", *Workshop on Enterprise Systems Research in MIS (2006)*, Milwaukee, WI, 2006.

Weisband, S., Fadel, K.J., Mattarelli, E., "The Development of a Role-Playing Simulation to Investigate Coordination of an OR Master Schedule", *International Meeting on Medical Simulation (IMMS 2006)*, San Diego, CA, 2006.

Weisband, S., Fadel, K.J., Mattarelli, E., "A Study of Operating Room Trajectories and Interruptions using a Role-Playing Simluation", *Organizations and Society in Information Systems (OASIS 2005)*, Las Vegas, NV, 2005.

Presentations

"What Makes a Tweet so Sweet? Interestingness, Novelty, and Valence - Oh My!", *Hawaii International Conference on System Sciences (HICSS 2019)*, Wailea, Maui, Hawaii, 2019.

"Igniting the Research Feedback Process: A Realtime, Cloud-based System for Presentation Feedback", *Hawaii International Conference on System Sciences (HICSS 2019)*, Wailea, Maui, Hawaii, 2019.

"Dissecting the Process of Knowledge Filtering in Electronic Networks of Practice", (HICSS 2014), Big Island, Hawaii, 2014.

"Enhancing the Motivation, Opportunity, and Ability of Knowledge Workers to Participate in Knowledge Exchange", (HICSS 2014), Big Island, Hawaii, 2014.

"It's Not 'Just' Validation: The Effect of Organizational Justice on Contributions to a Knowledge Repository," (HICSS 2012), Maui, Hawaii, 2012.

"Knowledge Sourcing from Repositories: The Role of System Characteristics and Autonomy", Hawaii International Conference on System Sciences (HICSS 2010), Kauai, Hawaii, 2010.

"Elaboration Likelihood in Knowledge Management: A Model and Experimental Test", Hawaii International Conference on System Sciences (HICSS 2008), Waikoloa, Big Island, Hawaii, January 7, 2008.

"Information Technology Adaptation Processes and Post-Adoptive Use", Presentation to the ICIS 2005 Doctoral Consortium, December 10, 2005.

"Using Information Technology to Support Work: The Role of User Adaptation", Presentation to Executives of General Motors, Tucson, AZ, November 15, 2005.

"A Knowledge Centric Framework for Process Redesign", ACM SIGMIS Computer Personnel Research Conference (SIGMIS/CPR 2005), Atlanta, GA, April 15, 2005.

"Assessing Organizational Readiness: The Role of Systems Learning", Presentation to Executives of Kaiser Permanente, Oakland, CA, July 27, 2005.

"Understanding Process Knowledge Change in Enterprise System Implementation: A Framework and Case Study", Americas Conference on Information Systems (AMCIS 2005), Omaha, NE, August 13, 2005.

"IT Infusion: Individual Cognitions and Adaptation Behaviors", Presentation to Executives of the University of Arizona IT Industry Research Council, Tucson, AZ October 11, 2006.

TEACHING

Teaching Summary

My teaching interests are in the areas of design, development, and management of information systems, as well as data management and data analytics. I believe that the role of a teacher is to help students expand their understanding not only by imparting knowledge, but by encouraging and facilitating independent thinking and proactive application of concepts. This is often best achieved when students themselves have an opportunity to teach their peers. I also believe teaching is most effective when it develops relationships between new material and concepts that students already understand. Consequently, my teaching goals are to 1) foster an active and comfortable learning environment where students are encouraged to participate, 2) find ways to relate new concepts to students' existing knowledge, 3) help students apply new concepts in real-world examples and scenarios, and 4) provide opportunities for students to teach each other, both individually and in groups.

Teaching Experience

Utah State University

Instructor – MIS 3300: Big Data Analytics
Fall 2015 – Present
Class Characteristics: Required Acumen course, 30-40 undergraduate students

Instructor – MIS 5050/6050: Advanced Web-Based MIS Development (ASP.NET)
Fall 2007 – Present
Class Characteristics: 15-30 upper-division undergraduate and graduate MIS students

Instructor – MIS 2100: Principles of Management Information Systems
Spring 2008 – Spring 2015
Class Characteristics: Required Acumen course, 30-45 undergraduate students

Instructor – MIS 6510: Information Systems Management and Strategy
Fall 2011 – Spring 2016 (**intermittent overload course**)
Class Characteristics: Distance Education, 30-60 Professional MBA students

University of Arizona

Instructor – MIS 111: Computers and the Inter-Networked Society
Summer 2005, University of Arizona, Tucson, AZ
Class Characteristics: 35 undergraduate students from various disciplines
Teaching Effectiveness Rating: 4.7 / 5.0

Teaching Assistant – MIS 341: Information Systems Analysis and Design
Spring 2004, University of Arizona, Tucson, AZ
Class Characteristics: 46 undergraduate MIS students
Instructor: Dr. David Meader

Teaching Assistant – MIS 504: IS Implementation Strategies

Fall 2004, University of Arizona, Tucson, AZ
Class Characteristics: 14 graduate business students
Instructor: Dr. David Meader

ACADEMIC SERVICE

Professional Service

Academic Reviewer:
Journal of Management Information Systems (2014 – Present)
International Conference on Information Systems (ICIS), 2006, 2010, 2011 (Associate Editor)
Journal of Organizational and End-User Computing (2011)
MIS Quarterly, 2006 – Present
Communications of the AIS, 2009 – Present
MIS Quarterly Executive Workshop, 2009
Co-Chair, 2012 AIS International Student Competition
Program Co-Chair, AMCIS 2020, Salt Lake City, UT

University/Departmental Service

Director, Master of Management Information Systems Program (2018 – Present)
Director, Master of Data Analytics Program – MIS Emphasis (2018 – Present)
Chair, MIS Department Curriculum Committee (2012 – 2018)
Member, MIS Department Curriculum Committee (2007 – 2012)
Chair, MIS Faculty Hiring Committee (2014, 2015, 2016)
Member, MIS Faculty Hiring Committee (2017)
Chair, MIS Meet the Firms Committee (2013 – 2017)
Course Director, MIS 3300 (Fall 2015 – Fall 2018)
Course Director, MIS 2100 (August 2009 – Spring 2015)
Member, Huntsman Research Awards Committee (2017, 2018)
Member, Huntsman Assurance of Learning Team (2017)
Member, D. Wynne Thorne Research Award Committee (2015)
Member, University Educational Policies Committee (2014 – Present)
Member, Business Statistics Committee (2017 – Present)
Faculty Liaison/Lead Faculty Advisor, MBA International Experience to Italy/UK (2010, 2011)
Faculty Advisor, Center for E-Commerce and Business Analytics (CEBA) (August 2010 – August 2013)
Participant, High School Recruiting Visits (June 2009)
Participant, USU Day on the Quad (Yearly)

PROFESSIONAL EXPERIENCE

Professor of Data Analytics and Information Systems (July 2020 – Present)
Department of Management Information Systems, Jon M. Huntsman School of Business
Utah State University, Logan, UT

Associate Professor of Management Information Systems (April 2013 – July 2020)
Department of Management Information Systems, Jon M. Huntsman School of Business

Utah State University, Logan, UT

Assistant Professor of Management Information Systems (August 2007 – April 2013)
Department of Management Information Systems, Jon M. Huntsman School of Business
Utah State University, Logan, UT

Responsibilities include teaching graduate and undergraduate MIS courses and conducting independent research.

Research/Teaching Associate (August 2002 – May 2007)
Department of Management Information Systems, Eller College of Management
University of Arizona, Tucson, AZ

Participated in and contributed to several projects, including analysis of business rule-driven workflow framework for Intel, evaluation and redesign of the MIS undergraduate curriculum, and design and implementation of experiments to test the effects of interruptions on work trajectories in simulated critical environments.

Systems Analyst (May 2003 – August 2004)
Human Subjects Protection Program Office
University of Arizona, Tucson, AZ

Led business requirements analysis for an online project submission system. Assisted other graduate students in implementing the system using JSP, Java Servlets, and MySQL.

Systems Analyst/Developer (July 2000 – May 2002)
PickSend Distributing, Inc., Logan, UT

Conducted requirements analysis and testing for internal order management software. Designed and implemented web-based customer order management functions using PHP and MySQL.

Account Representative (July 1999 – July 2000)
Northern Utah Financial Group, Logan, UT

Responsible for several retail customer accounts. Managed order processing and shipping, accounts receivable, and inventory for each account.

AWARDS & HONORS

HICSS Best Paper Award (2010)
MIS Department Teacher of the Year (2010, 2012)
MIS Department Researcher of the Year (2014, 2015, 2016)
Mortar Board Top Professor Award (2008)
AMCIS Doctoral Consortium Selectee (2006)
ICIS Doctoral Consortium Selectee (2005)
SIGMIS/CPR Best Paper Award (2005)
AMCIS Best Paper Award (2005)
Recipient of the Graduate Research Scholarship (2003-2005)

PROFESSIONAL ASSOCIATIONS

Member, Association for Information Systems (AIS)
Member, Organizational Systems Research Association (OSRA)
Member, Beta Gamma Sigma

TECHNICAL SKILLS

Java, Web programming (ASP.NET, HTML, JavaScript, Node.js, PHP), MS SQL Server, Oracle, MySQL, Power BI, RapidMiner, R

REFERENCES

Available upon request