Who am I?
And, why am I here?!

Some thoughts on where information systems education belongs in the academic topology and where and why it is where it is now!

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Information systems (IS) is the study of complementary networks of hardware and software that people and organizations use to collect, filter, process, create, and distribute data. The study bridges business and computer science using the theoretical foundations of information and computation to study various business models and related algorithmic processes within a computer science discipline. Computer Information System(s) (CIS) is a field studying computers and algorithmic processes, including their principles, their software and hardware designs, their applications, and their impact on society while IS emphasizes functionality over design.
IS Education Identity Orientation

Product
Societal
Disciplinary

occupational
theory

information systems

business
academic
application

science
IS Education Identity Orientation

**Product**

Societal
Disciplinary

**IS Education Focus**

**Occupational**
local industry
relevant technologies
job based skill emphasis

**Academic**
graduate degree preparation
product engineering research
theory of design focus
IS Education Identity Orientation
Product
Societal
Disciplinary

**IS Education Focus**

**Business**
- management
- operations
- accounting & finance
- social science foundation

**Science**
- scientific method
- academic career orientation
- physical science foundations
IS Education Identity Orientation
Product
Societal
**Disciplinary**

**IS Education Focus**

**Application**
- domain knowledge
- design practice focus
- project management
- applied technology R&D

**Theory**
- knowledge creation
- scientific method
- basic research
Information systems (IS) has evolved from an option for supporting policy implementation in organizational behavior into a foundational element of organizational identity. As such the breadth of knowledge and issues that both influence and are influenced by IS have expanded exponentially far beyond the bounds of any single academic discipline. Mathematics as a pervasive underpinning of many other disciplines may be the best analog of IS’s core of computing as an academic discipline - intrinsic and essential in many domains. My conclusion is that from this time forward IS must be a required foundation of any formal education. IS’s “home” must be in every academic program.
“The task force believes that the outcome expectations, structure, and content of the new curriculum make it significantly more broadly applicable than the previous IS model curricula were. We hope that this document demonstrates that Information Systems as a discipline can make significant contributions to a number of domains, including but not limited to business, and that its core areas of expertise are highly valuable and even essential for the best practices and further advancement of a variety of collaborating domains.”