

# LETTER FROM THE EDITOR

## PROFESSIONAL ORGANIZATION INVOLVEMENT

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In an era in which we have budgetary cutbacks, declining enrollments in IT programs, and so many choices to make, we, as professionals, are faced with choosing which professional memberships are most meaningful. Is the purpose to grow in our careers? To feel a part of a professional community? To bring back what we learn from others with similar interests to the academic or business setting? To share an accumulation of knowledge and passions about our discipline?

In her final issue as editor of the *ITL&PJ*, Bridget O'Connor wrote about the sense of community that OSRA members have felt since its inception. She traced the evolution of technology in tandem with the history of our organization. In the 20<sup>th</sup> year of OSRA, Bridget reflected on how our field was once viewed as emerging but by then was established (O'Connor, 2001, p. i). Although our discipline is now established in our 25<sup>th</sup> year of existence, our membership is dwindling. The Executive Board has strived to gain back the number of members enjoyed in the early OSRA years with such initiatives as aligning the annual conference with other organizations and disseminating surveys for feedback regarding membership needs from our current and past members. However, we still remain small but mighty. I posit that our organization still has a lot to offer thanks to the foundation that was laid by our very first Executive Board and members back in the 1980s and to the contributions of the current Board and membership. As you read through this issue, I hope you will ask yourselves how you can become more involved in OSRA.

As I step down as editor of the *ITL&PJ*, I have many people to thank. First, thanks to the many authors who shared and contributed their research and rich ideas to the journal. Thanks, too, to Associate Editors Bridget O'Connor and Lisa Gueldenzoph, who often helped iron out discrepancies in the review process and provided

shoulders to lean on at my neediest moments. The many reviewers are so deserving of my appreciation, also. Finally, issues would not have gone to press without the invaluable assistance of Lynn Bacon Keane, who handled the formatting and many minute details, and Donna Everett, our Executive Director, who saw to it that issues were printed and mailed to our members and library subscribers. I know the *ITL&PJ* will continue to maintain its reputation for high quality with the incoming editor, Bob Brookshire.

### IN THIS ISSUE

This issue includes three research studies and one article in the "Making a Difference" section. The first article, co-authored by Chia-An Chao (who has become a frequent contributor to the journal) of Indiana State University and Stephen C. Shih of Southern Illinois University, studied the status of the organizational and end-user systems job market. Their research revealed that a variety of job opportunities exist and that an internship, or other real-world, experience is an important factor in determining IT graduates' marketability.

Another investigation, written by Sheila Handy of Lafayette College, explored the use of a computerized tutorial to teach accounting. In this qualitative case study, the researcher found that students felt that using a tutorial was a positive learning experience while indicating that the tutorial exhibited social presence (the ability for this communications medium to approximate face-to-face communication).

The third article, contributed by Al Fundaburk of Bloomsburg University, examined whether four-year institutions should include IT

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Certified Computer Professional Certifications in their curricula. A survey of information systems management professionals resulted in the conclusion that universities should not design curriculum for, or teach to, certifications. Lastly, Amy Lui Abel, Nancy B. Sardone, and Sabra Brock, all NYU graduate students, discussed the use of some innovative survey research methods

in the classroom for our “Making a Difference” section.

#### REFERENCE

O'Connor, B. N. (2001). Letter from the editor: The professional organization as community. *Information Technology, Learning, and Performance Journal*, 19(1), i-iii.

#### GUIDELINES FOR AUTHORS

The *Information Technology, Learning, and Performance Journal*, formerly known as the *Office System Research Journal*, publishes articles related to the field of organizational and end-user information systems (OEIS). Submissions may present the results of research in the discipline, deal with research methodologies and data treatment techniques, or describe research or experiences related to instruction in the discipline. For the “Making a Difference” section, manuscripts that discuss our theoretical bases or describe an innovative policy, procedure, method, technique, or practice that has potential benefit for systems professionals and/or educators and technology trainers are encouraged. We also accept reviews of current books—both academic and popular press—related to OEIS. All submissions are submitted to a blind review process.

Authors should follow the style described for manuscripts and bibliographies in the Fifth Edition (2001) of the *Publication Manual of the American Psychological Association*; however, tables should be single-spaced. Tables and figures should be attached at the end of the manuscript, one table or figure per page. Include a cover page with author name, title, organizational affiliation, telephone number, and email address and a 100-150 word abstract with the manuscript.

Manuscripts should be submitted exclusively to the *Information Technology, Learning, and Performance Journal*. Previously published manuscripts are not acceptable. Manuscripts are selected through a blind review process involving the editors and referees selected from the Review Board. The Journal is indexed in the *Business Education Index*, the *Current Index to Journals in Education*, and the *Computer Literature Index*.

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