Communications of the Association for Information Systems

Volume 28   Article 3

2-2011

Faculty Exchanges as a Way to Increase Globalization in the IS Curriculum

Albert L. Harris
Department of Computer Information Systems, Appalachian State University, harrisal@appstate.edu

Joey George
Department of Management, Florida State University

Mary Granger
Department of Management Science, The George Washington University

Geoffrey Dick
Mike Cottrell School of Business, North Georgia College and State University

Follow this and additional works at: https://aisel.aisnet.org/cais

Faculty Exchanges as a Way to Increase Globalization in the IS Curriculum

Albert L. Harris

Department of Computer Information Systems, Appalachian State University

harrisal@appstate.edu

Joey George

Department of Management, Florida State University

Mary Granger

Department of Management Science, The George Washington University

Geoffrey Dick

Mike Cottrell School of Business, North Georgia College and State University

Abstract:

Companies are becoming more and more global, in large part because of the impact of Information Systems (IS). IS faculty exchanges can be a way for IS faculty to broaden their experiences and education in this flat world. This article presents the views of four scholars on faculty exchanges and experiences. These views are based on their faculty exchange experiences and were presented during a panel session at the America's Conference on Information Systems (AMCIS) 2010 in Lima, Peru. The panelists described their individual exchanges, how they impacted their areas of research and teaching, and their lives.

Keywords: study abroad, IS education, education, globalization, IS curriculum

Faculty Exchanges as a Way to Increase Globalization in the IS Curriculum

I. INTRODUCTION

The business environment has expanded to a point that many companies compete on a global level. The technologies are the same the world over, but the conditions in which they are used may be very different. Many information systems (IS) courses and systems are affected by global influences. For example, most introductory MIS books have a chapter, or large section of a chapter, on globalization. Databases must be designed for use across countries and continents. Communications technologies connect organizations all over the globe. Outsourcing and offshoring policies have both positive and negative consequences on IS careers.

It is necessary for business faculty, especially those teaching Information Systems, to understand the global environment in which they and their students will work. There are similarities and differences among countries, cultures, languages, and global work practices. By developing their understanding, faculty are able to bring this knowledge to the classroom.

One way that faculty are able to obtain a more global view of the business world is by participating in faculty exchanges. According to our definition, a faculty exchange takes place when a faculty member travels to another country to live, usually for several months to a year, and they function as a faculty member at a foreign university. They might be teaching a full semester or engaged in collaborative research. This experience enables the faculty member to immerse himself/herself in the culture of the foreign country and integrate a greater understanding of globalization into the classroom. It also allows faculty and students in the host country to experience some of the culture of the visiting faculty. Those with the experience of a faculty exchange are able to enhance the educational experience at their home institutions.

The purpose of this article, therefore, is to discuss several different faculty exchanges and to encourage others to take advantage of any opportunities to increase globalization in the curriculum and in their classes. This article is based on a panel discussion at the 2010 America's Conference on Information Systems (AMCIS), held in Lima, Peru.

II. ORGANIZATION OF THE PANEL

The panel was organized by Al Harris in 2010. All of the presenters had participated in at least two faculty exchanges. The four panelists had a total of seventeen faculty exchange experiences among them. These experiences included two Fulbright Scholarships, one year long exchange professor experience, numerous semester experiences, and several short-term exchange experiences. To create a more global perspective, three of the panelists are U.S. based, with host countries around the world, and one of the panelists is based in Australia and one of his host countries is the United States.

The panel was introduced and moderated by Al Harris. The presenters were (in order of their presentations): Mary Granger, Joey George, Al Harris, and Geoff Dick. Some of the areas that were addressed by the panelists included:

- Research experiences of visiting faculty
- Challenges and experiences of teaching in another country
- Realizations and impacts influencing courses taught when returning to the home institution
- Practical aspects of faculty exchanges, including:
  - Finding universities for exchange
  - Language requirements in non-English speaking countries
  - Challenges living and teaching in another culture
  - Funding issues
- Lessons learned from the faculty exchange(s)

The summary incorporates comments and suggestions that emerged in the discussions with the audience and closes with a brief synthesis of our views on this topic.

III. FACULTY EXCHANGES AS A WAY TO INCREASE GLOBALIZATION IN THE IS CURRICULUM—FOUR PERSPECTIVES

Mary Granger, George Washington University

Dongbei University, Dalian China, Visiting Professor (2010)
Corvinus University in Budapest, Hungary, Visiting Professor (2009)
Institute of Finance and Economics, Ulaanbaatar, Mongolia, Fulbright Specialist (2006)
Warsaw School of Economics in Warsaw, Poland , Fulbright Scholar (2003)
Thammasat University, Bangkok, Thailand, Visiting Professor (1995)

Teaching in another country is a rewarding experience, both for faculty and, hopefully, for the students. Teaching in four different countries (Thailand, Poland, Hungary, and China) and also working on curriculum development in a fifth country (Mongolia) are some of the highlights of my academic career. Living "on the economy" in a different culture is vastly different from the tourist experience. Even without fluency in the host language, it is possible to become immersed in another culture. Many issues similar to those encountered in one's home country surface in the host country, but most often those issues are addressed from a different perspective. These insights surface upon return to the home country, and those students also benefit from the faculty visit. My university has many international students, and I think that I am better able to understand and address their concerns as they attempt to live in a different environment. I briefly summarize each experience.

My first exchange was in Bangkok, Thailand, at Thammasat University in 1995 and was obtained through a colleague who previously taught the course. It was a two-week-long graduate course in a Masters program in Marketing, taught in English. The university paid for lodging at a hotel, my airfare, a per-diem and a salary. I prepared and printed all my notes, assignments, and handouts before leaving and closely followed the syllabus.

In 2003, I applied for and was awarded a Fulbright grant to teach at the Warsaw School of Economics, Poland. There were two semester-long undergraduate courses: MIS and eCommerce. A Fulbright grant pays airfare for the grantee and the family, a stipend for housing and a monthly salary. In addition, the university was obligated to provide a salary. I found housing through a mutual friend. Moving into the electronic age, I prepared all my notes, assignments and handouts before leaving, expecting to print materials at the university. Due to language barriers, and the expense and rules for printing, I finally created CDs for each student with the required course materials, and followed about ninety percent of the prepared syllabi.

With a recommendation from a Hungarian colleague, I taught at Corvinus University in Budapest in 2009. There were two semester-long undergraduate courses: MIS and Business Intelligence. The university paid for my apartment and a salary. Transportation to Budapest was my responsibility. Before leaving, I posted all my notes, assignments and handouts on Google Groups. The students did not have any trouble accessing the files; however, my expectations and their prior knowledge were not in sync. A Business Intelligence course cannot be taught without some knowledge of databases: BI was a required course and database was an elective. In both courses, the students wanted more "hands-on" work. Syllabi, notes, and assignments were reworked several times, with the BI one taking on a strong database flavor.

Though another colleague, I taught at Dongbei University of Finance and Economics in Dalian, China, in the summer of 2010. There were two four-week MIS courses: one undergraduate and one graduate. The university paid for my transportation and provided an apartment and a salary. The university selected the textbooks, which were at least four years old. I did not prepare syllabi, notes, or assignments. After meeting with the students, I created the outline for the four weeks; a typical MIS course was not appropriate for their background and interest. Internet sites normally referenced were often blocked, forcing more modifications.

Fulbright also sponsors short-term, two-to-six week, grants. The Institute of Finance and Economics in Ulaanbaater, Mongolia, submitted a grant proposal to create the first IS undergraduate program in Mongolia. Fulbright sent the announcement to faculty with the appropriate background and interest, asking for applications. Mine was selected. Fulbright paid my transportation costs and a daily stipend. The university provided an apartment and a per-diem. I worked with six faculty members, all with Computer Science doctorates from Russia, of which two were fluent in English. All course materials (syllabi, assignments, exams) were created during the six week period.

These five opportunities provided insights into very different cultures, some of which I knew nothing about until living there. My husband was able to join me for each of the visits. Except in Thailand, we lived in an apartment, shopped in the local markets and sometimes watched TV in another language. In all cities, we had to master, with trial and error, the local transportation system. We participated in local festivals, events, and cultural theater.

Of course, there were challenges. Language fluency is always first on everyone's list. The courses were all taught in English. Proficiency varied among students, support staff, and faculty. The expectations of the students varied; course content, participation, exam requirements, and evaluation of students widely fluctuate. In some countries, performing well on the final exam is the only criteria for a grade. Students want to learn; they also want to know why faculty would travel to teach in their country. They have other frames of reference. The ubiquitous sports analogy used in the U.S. is not understood, except for soccer (football). They force me to "clean-up" my examples: it is not an easy task, but one that carries over into my U.S. classroom and is appreciated by international students. Not only do I benefit, but my home university benefits.

Finding opportunities: The United States government provides assistance with Fulbright grants. But most exchanges are through contacts. Ask colleagues at your own university and those you meet at conferences. Often there are visiting positions available; you may have to pay some travel expenses. Treat the exchange as you would a vacation. One very nice feature of an exchange is that one is able to teach and research without faculty meetings.

Lessons learned: Flexibility—with course materials, with student background, with grading, with the length of time allotted. Everything takes longer in another culture, and culture is simply another way of solving the same issue.

Joey George, Florida State University

University of Canterbury, Christchurch, New Zealand, Visiting Erskine Fellow (2008)
Helsinki School of Economics and Business Administration, Mikkeli, Finland (1999)
Université de Paris, Dauphine, Paris, France (1992)

I have been fortunate to be able to work at three different universities, in three different parts of the world. Each visit was unique, and so were the circumstances that led to each visit. My first experience visiting at a non-North American university was in 1992 at the Université de Paris, Dauphine. I was there for a total of four weeks, two in the winter and two in early summer. This was not an "official" visit. Instead, I was covering in part for a colleague who spent part of each year in Paris but who could not spend the allotted time there in 1992. He asked me if I would be interested in spending about a month at Dauphine, and I did not have to think about it twice. It was a great opportunity, and my department head at the time allowed me to spend two weeks of the regular winter semester in France. I finished up the rest of my commitment in the early summer. I did not teach at Dauphine, but I gave some guest lectures and met with some people from industry as well. I was also able to work on a research paper that was later published in a French journal. As for the personal aspect of it, I lived in a hotel near the Eiffel Tower, I ate most of my meals nearby, and I was able to improve my French considerably. I took the metro everywhere and enjoyed the museums and the general ambiance of the great city of Paris. I did not travel much outside the city while I was there, preferring to explore the city itself instead. My wife was able to join me toward the end of my time there in the summer, but my children were too young at the time to make the trip.

The second exchange was in Mikkeli, Finland, in 1999, at what was the Helsinki School of Economics campus in Mikkeli (now the Aalto University School of Economics). Mikkeli is about 230 km northeast of Helsinki. I taught an MBA class on collaborative computing there, staying in Finland for about one summer month. I got the appointment through a friend of a friend. I took my entire family this time, and we stayed in an apartment supplied by the university. We were in walking distance of everything, and it was very pleasant, although it took some getting used to the sun being up all but a couple of hours each day. I taught all morning, everyday, and in the afternoon I was able to work on other things. I did not work with any faculty there on research. As for personal time, my family and I used the opportunity to visit Helsinki, Savonlinna (though not for opera), and nearby Russia. This exchange was also a great opportunity, and it gave my children the chance to live in another country and culture, even if for a short time.

I had to apply for the third exchange. The program I applied to was the Erskine Fellows program at the University of Canterbury in Christchurch, New Zealand. I was fortunate to be chosen, and my wife and I lived in Canterbury for six weeks in the New Zealand winter of 2008 (May and June). As an Erskine Fellow, I did not teach a complete class, but I had certain lecturing requirements. I lectured primarily to an undergraduate class on systems analysis and design, but I also lectured on my research to the faculty and graduate students. I also led a workshop on experimental research design. We stayed in a small house near campus provided by the university. I walked to school each day, and we used the excellent public transportation system for any other trips we needed to make in Christchurch. I had some discussions about joint research projects with colleagues at Canterbury, but I did not complete any projects while I was there. Meanwhile, my wife and I used the opportunity to explore many places in the South Island of New Zealand. As was the case with the previous two experiences, this was a great opportunity.

There are several lessons I learned in participating in these exchanges. The first is that opportunities like these often come through personal contacts—the better your personal network, the better the chance for such opportunities.

And once you engage in these exchanges, you expand your network even more, increasing your chances for future opportunities. Second, once you are there, take advantage of living near campus and using the local public transportation system. If you want to visit places where trains and busses don't go, rent a car for a weekend. Third, if you are lucky, you will have someone local who will help you with the little things necessary for daily life, like getting a bank account and a bus pass and helping you negotiate other things that may differ a little in the country you are visiting compared to what you are used to. In my case in New Zealand, that person was Professor Annette Mills, who was so incredibly helpful and caring. To summarize, exchanges with universities outside your home country are wonderful opportunities, for enhancing your teaching and research, for enlarging your personal network, and for expanding the lives of your children and significant others.

Al Harris, Appalachian State University

Université d'Angers, Angers, France, Exchange Professor (2008–2009)
University of Évora, Évora, Portugal, Fulbright Scholar (2006)
Fachhochschule Vorarlberg, Dornbirn, Austria, Visiting Professor (2007–2010)
University of Maryland, Europe, Lakenheath, UK and Heidelberg, Germany (Fall 2001)

I have truly enjoyed all of the opportunities that I have had to teach in other countries. These opportunities have expanded my horizons, given me the opportunity to travel and see many places that I would never have seen while experiencing other cultures. In the following paragraphs, I will talk about the opportunities and some of the experiences that I have had as a result of my faculty exchanges.

In 2008, I was chosen as a one-year exchange professor to the University of Angers in Angers, France. This opportunity was a result of a formal agreement between Appalachian State University and the University of Angers. My wife and I lived in Angers from August 27, 2008, to June 24, 2009. Since it was a formal exchange, my salary was paid for by my university. My university paid none of the expenses for the exchange; I received a stipend from the University of Angers for teaching two classes per term, and this income was used to cover travel and living expenses during the stay. The university had a furnished apartment in the center of town, for which I paid the rent and utilities for those ten months. We did not have a car but rented one occasionally for short trips. In the fall semester, I taught five sections of an undergraduate Web programming course and one graduate class. In the spring semester, I taught two Masters' courses in international business. I learned what I would teach upon arrival in the fall. Since French education is free, I had no books for any class. During the ten months, we did extensive travel in France and also visited Andorra, Poland, London, Spain, Israel, Jordan, Kenya, Tanzania, and Zambia. In addition, I took formal French classes and improved my French language proficiency considerably. I was also able to expand an international research project on ethical issues in IS and made some lifelong French friends. We ran into one very unusual problem. Sixty-five is the mandatory retirement age in France. I turned sixty-five in April, so we had to finish classes by the end of March for me to be paid! A direct result of this exchange was that I led a study abroad experience for twenty-one Appalachian State University MBA students to Paris and Angers in March 2010.

The Fulbright Scholar program is one for which any United States citizen is eligible. When a member of their faculty is named as a Fulbright Scholar, a university gains prestige and encourages the exchange. I was selected for a Fulbright Scholar assignment to the University of Évora in 2006. I spent three months living and teaching in Évora, Portugal. I did not teach a course, per se, but taught graduate classes on various topics. My wife accompanied me. We rented an apartment and a car. I worked with faculty members on international research on ethical issues in IS. We traveled extensively within Portugal and Spain and, during a university break, went to Istanbul, Turkey. I have since published a paper with one of the Portuguese faculty members.

In another type of faculty exchange experience, I teach for one week each year at the University of Applied Sciences, Vorarlberg (Fachhochschule Vorarlberg) in Dornbirn, Austria. My first year teaching there was 2007. I teach there for one week every year in September; 2010 was my fourth straight year. The university pays for my flight, train to Dormbirn, and hotel expenses, plus a stipend for the hours taught to cover other expenses. I teach an International undergraduate class of about forty to fifty students from thirteen to sixteen countries. I got the contact from a fellow faculty member, and after identifying a topic to teach, I was invited to teach in the program. In this program, six professors from around the world teach a strategic planning course, with each professor teaching for one week and building on what the previous professors have covered.

Again, a different type of faculty exchange experience was teaching for the University of Maryland in their European degree program for military personnel, dependents, and civilian workers on military bases stationed in Europe and the Middle East. I learned about the opportunity at a conference and used a sabbatical to take advantage of it. My wife again accompanied me on this exchange experience. In the fall of 2001, I taught graduate MIS classes for eight weeks at Lakenheath, UK, and for eight weeks at Heidelberg, Germany. We rented a car and lived on the Air Force

base in the United Kingdom and rented an apartment outside Heidelberg. The University of Maryland paid a teaching stipend, which was used for expenses. We were able to take advantage of the times that I was not teaching to travel extensively within UK, Scotland, France, and Germany.

Drawing from all of my exchange experiences, the following summarizes many of the experiences that I had:

- Accommodations—Most of the time we lived in rented apartments. The apartments were marginally furnished. The only telephones that we had were mobile phones. Some of the places had television, but except for CNN and BBC, we were not always able to get channels in English. We needed help finding apartments in all places.

- Language Issues—In all of the exchange experiences, I taught in English. Even though the students were supposed to know English, some students were not proficient enough in English to understand everything being taught. Most staff at the foreign locations did not speak good English or did not speak any English. In every case, there was a faculty liaison that did speak English.

- Cultural Issues—In most of the countries, students drifted into class when they could/wanted to. Time is not considered critical, even when it was for class. In most European countries, university classes use a lecture format. In these classes, students do not expect "homework" or projects outside of class. In one instance, students complained to the Department Chair about my homework assignments.

- Teaching/Research Issues—In two exchange experiences, Portugal and France, textbooks were not used. I put all materials on the Internet for student access. In all of the experiences, there was very little technology available in the classrooms. Sometimes there was a computer connected to the Internet. Even if you had a computer, chances were there was very little software (in any language). In one university, I was told to teach a Web development class, but they had no software (Dreamweaver, FrontPage, etc.). In most countries, it was difficult to collaborate on research because of the language and research interests.

In all, I have had a number of exchange experiences. I have been able to use these experiences in my classes at Appalachian State University. The opportunity for each experience came from a different source—a university exchange program, the Fulbright program, a fellow faculty member, and from talking with someone at a conference. Each of the experiences has been different and rewarding. I would encourage everyone to expand his/her horizons and seek out exchange experiences. Each experience will impact your life and your teaching in some way.

Geoffrey Dick, North Georgia College and State University

North Georgia College and State University, Visiting Professor, 2010–present
Dowling College, Long Island, NY, Visiting Professor (2009–2010)
Georgia Southern University, Visiting Professor (2006 and 2001)
Agder College (University of Agder), Norway (2004)
Tec d' Monterrey, Mexico (2004)

While a professor at the University of New South Wales in Sydney, Australia, I have had sabbaticals at Georgia Southern in the US, at the Tec d' Monterrey in Mexico, at Agder College (now the University of Agder) in Norway, and more recently, a year long position as a visiting professor at Dowling College on Long Island, NY. Currently, I am a visiting professor at North Georgia College and State University.

The sabbaticals at Georgia Southern (2001 and 2006) were for periods of six and three months, respectively. These were a result of a Georgia Southern professor on a faculty exchange to my university. We remained in contact and published several papers together over the intervening years. During my two sabbaticals in Statesboro, I taught an introductory MIS class and published a number of papers with colleagues at Georgia Southern. After my 2001 visit, I commenced teaching an IS management course there, via the Internet from Australia. This endeavor lasted many years and proved very popular with the students. I was accompanied by my wife and daughter for the full duration of these visits.

Agder College (in Kristiansand in southern Norway) had access to funds to support visitors for various time periods—a number of AIS professors have taken advantage of this over the years. The college advertised the visiting positions and invited interested people to apply. I developed and taught a course on e-commerce in 2004. This utilized what now might be called a blended or hybrid delivery model. I was in Norway for several weeks at the beginning of the term (in winter, as I wanted to see Norway in darkness after having seen the midnight sun on an earlier visit!) and then a period of online classes followed by a face-to-face period at the end. My family came only for a short time due to my daughter's schooling requirements.

In Mexico, the Tec d' Monterrey requires that a certain percentage of courses are taught in English and needs visiting professors to meet this demand. I developed and taught an e-commerce course for the summer session in mid 2004. I was there for a two-month period, and my family was able to come for part of this time.

IV. SUMMARY

This article has set out the views of four scholars who have described their experiences with faculty exchanges. These views were presented during a panel session at the 2010 America's Conference on Information Systems (AMCIS).

Teaching in a different university environment can be an extremely rewarding experience. The professor will often be a novelty in the classroom—the students are likely to be most interested in where he/she has come from and his/her different experiences. It is important not to overdo this—what can start off as an interesting and different perspective can easily become boring and appear self-centered or egotistical, and the professor risks becoming seen as telling the students that everything is better in another environment. Nevertheless, many students will be genuinely curious about life and practices elsewhere—you can find a way to work these elements into an otherwise unbiased presentation.

Students in different parts of the world have very different expectations on the role of the professor. In many countries, it is quite acceptable (indeed even expected) to call a professor by his/her first name, to engage in some degree of social activities, and to argue about marks and grades awarded for assignments. In other countries, students expect to speak only when asked to do so, would never address the professor in any way that bordered on the familiar, and would not be willing to approach the professor in anything other than a very formal environment. Likewise, some institutions have a much more democratic student/instructor interaction. In one institution in the experience of one of the authors, after two or three weeks of classes, the students and academic staff all gathered together to discuss the course objectives, workload, and assessment for each class. The students had elected a spokesman to make the points that the class felt should be made (such as "We believe the workload associated with this class is far too heavy"), the matter was debated, and if there was general consensus, the syllabus would be amended. Likewise, in some countries, students can choose to sit for an alternate exam at some later date.

Perhaps the best way to view all of the above is that people at institutes of higher learning in different countries do things differently—not necessarily better or worse, just differently. We can learn a great deal from this exposure.

Language is likely to be an issue in the classroom, even where the scheduled language for the class is that of the instructor (most likely English). Some institutions require a certain number of courses to be taught in English, and one way of achieving this is to invite visiting professors to teach these classes. It adds a degree of difficulty to teaching if the professor is unsure how much the students understand and if the students are providing only limited feedback. In addition, the students often explain concepts to each other in their native language, which can be disruptive and may even distort the message. Professors too are sometimes in a quandary as to how much the student's ability in the language of instruction should count in written and oral communication.

There is a real opportunity to make a contribution—often the visiting professor will be an expert in a particular area, and the host institution would like to capture this knowledge. It is quite common for other academic staff to sit in on the classes and to tape the proceedings. Often a whole course is left behind as a package—textbooks, syllabus, quizzes, assignments, lecture and presentation material, and even video lectures. We are left to wonder what becomes of this material after we leave.

Research opportunities abound while on visiting positions—you will be working with faculty with different expertise in analysis and statistical techniques and a different research area focus to those from the home institution. It is a tremendous opportunity to undertake collaborative or cross-cultural studies and work with students on research in areas that may be outside your own experience. You will find the students keen to have another academic comment on their work and give them feedback.

In addition to the above more formal research work, you will likely find that local businesses provide a ready outlet for you to discuss your own research and may be willing to serve as sites for data collection. You will have opportunities to speak about your research work at events such as the local Chamber of Commerce and industry groups or perhaps as an invited speaker at a local conference. Faculty exchange is a terrific opportunity to advance your research, but it requires some dedication. There are many distractions in the form of teaching, travel, cultural experiences, and so on.

Turning now to the more personal issues surrounding exchange, there are many issues to take into account. First, obtaining visas can be a time consuming and expensive process, especially if a number of family members are involved, all of whom may need a visa. A U.S. visa, for example, can cost several hundred dollars per person, require lengthy forms to complete, and can involve up to a six-week wait for an interview at the consulate. On the other hand, for some countries no visa is required, even if the professor does some paid work on exchange. The Fulbright Scholar program usually facilitates the visa process.

Finding a nice place to live for the exchange professor and her family is well worth the effort—days and nights can be long and gloomy in winter months. Having a nice place to live will detract considerably from the gloominess. Also, remember that other family members may be spending long periods of the work week at home. While on that topic, visas and local arrangements sometimes prohibit spouses from working—they will need to find something to do. This could be teleworking, travel, volunteer work, arts and crafts, but they will need something to avoid boredom.

Most of us experienced extremely friendly hosts—indeed sometimes almost embarrassingly so. Often the host departments do not have a lot of money that they can use to pay salaries, etc., but they try and make up for this in other ways, such as entertainment, trips away, or dinners and social engagements at their homes.

There are a myriad of costs involved in a faculty exchange, some of which may be refundable or met in advance by either the host or home institution. These may include airfares, apartment rental, rental car, children's school fees, food, and other sundry expenses. Whatever the case, a faculty exchange does require good record keeping and retention of receipts. The legislation and institution rules vary widely, and often there is no ready help to assist you.

When to go? Is there a good or a bad time? It depends on personal circumstances—the stage one is at in one's academic career, children's schooling, and spouse's work commitments, and for how long one can go.

Having said all of the above, the authors believe that most people who have been on faculty exchanges have thoroughly enjoyed and benefited from the experience. It can take a lot of effort to set up, and sometimes things do not go as planned, but it is a most rewarding, perhaps one of the most rewarding, things you will do in academia.

Most of the work associated with faculty exchange is done by the faculty member, often drawing on contacts and connections. There may well be a role for AIS here in a similar way to the job placement system it maintains. This would require the cooperation of heads of departments to advertise potential available spots, and what is expected of the visitor. The authors would like to suggest that AIS might like to consider this.

ABOUT THE AUTHORS

Albert L. Harris is Professor of Information Systems at the Walker College of Business, Appalachian State University, and Editor Emeritus of the *Journal of Information Systems Education.* He is Secretary of the AIS SIG-ED, International Association of Information Management (IAIM), and an AITP Education Special Interest Group (EDSIG) Fellow. He was a 2006 Fulbright Scholar to Portugal, a 2008–2009 exchange Professor to the University of Angers in France, and has taught in Austria, Germany, and the United Kingdom. Dr. Harris is a Certified Information Systems Auditor and a Certified Management Consultant. He has traveled and lectured extensively around the world and has used these experiences in his teaching and research. His research interests are in IS education and global IT ethics. He co-edited the book *Managing Global Information Technology: Strategies and Challenges* (2007) and has over ninety refereed publications as book chapters, journal articles, and in international and national conference proceedings.

Joey F. George is Professor of Information Systems and the Thomas L. Williams Jr. Eminent Scholar in Information Systems in the Department of Management in the College of Business at Florida State University. His research interests focus on the use of information systems in the workplace, including deceptive computer-mediated communication, computer-based monitoring, and group support systems. He was the Editor-in-Chief of *Communications of the Association for Information Systems* from 2006–2009, and he currently serves as a Senior Editor for *Information Systems Research.* He served as Conference Co-Chair for the 2001 International Conference on Information Systems (ICIS) in New Orleans, LA, and he will also be the Conference Chair for the 2012 ICIS to be held in Orlando, FL. In 2008, he was selected as a Fellow of the Association for Information Systems (AIS). He is currently the President of AIS.

Mary J. Granger is Professor of Information Systems and Technology Management at George Washington University, Washington, DC. Professor Granger has received numerous faculty development grants and several teaching awards. Some of her research interests include Information Systems curriculum development and design, system analysis and design, database design, international Information Systems, human-computer interactions, and ethical issues in the computing environment. She was awarded a Fulbright Scholarship to teach at the Warsaw School of Economics and was a Fulbright Senior Scholar at the Institute for Finance and Economics in Ulaanbaatar, Mongolia. She also taught at Corvinus University in Budapest and Dongbei University of Finance and Economics in Dalian, China. Currently she is AIS VP of Education.

Geoffrey Dick is currently Visiting Professor of Information Systems at North Georgia College and State University. He has spent some twenty years at the University of New South Wales where his last position was that of Director of the Bachelor of Commerce programs. He is a President of the AIS SIG Ed–IAIM, a board member of the International Telework Academy, and a screening editor for the *Journal of Information and Management.* He has around seventy publications mainly in the areas of telecommuting, online education, and social networking. He is a recipient of the Emerald Management Review Citation of Excellence for one of fifty best papers published worldwide in 2009 from the top 400 business journals and has over seventy publications in conferences and journals such as *Communications of the Association for Information Systems*, *JISE*, *IJIM*, and *JGIM*. He is a program evaluator for ABET, a reviewer for the Global Textbooks project and has been an Education track co-chair at AMCIS for the last five years.