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EDUCATION:

1995	Carnegie Mellon University	Ph.D. in Engineering and Public Policy
1983	University of Southern California	M.S. in Computer Science
1982	Pennsylvania State University	B.S. in Computer Science

ACADEMIC APPOINTMENTS:

Carnegie Mellon University

2010 – present: Associate Teaching Professor
Heinz College
Dietrich College of Humanities & Social Sciences
Information Systems Program

2005 – 2010: Associate Teaching Professor
Heinz College
School of Computer Science

Spring 2009: Associate Teaching Professor
Carnegie Mellon Qatar
Computer Science

Spring 2008: Associate Teaching Professor
Carnegie Mellon Qatar
Computer Science

2002 – 2005: Associate Teaching Professor
Heinz School of Public Policy & Management
School of Computer Science

1996 – 2002: Co-Director
Center for University Outreach

1994 – 1996: Post Doctoral Fellow
Center for Innovation in Learning

1988 – 1995: Graduate Research Assistant
Department of Engineering & Public Policy

University of Puerto Rico

1986 – 1987: Visiting Professor
Department of Electrical & Computer Engineering

Illinois Benedictine College

1984: Adjunct Instructor
Computer Science

AWARDS:

Mark Gelfand Service Award for Educational Outreach – 2012

Nominated for the Martcia Wade Teaching Award – 2012.

TEACHING EXPERIENCE:***Carnegie Mellon University*****67-330 / 95-822 / 15-391 – Technology Consulting in the Community**

(15-391: S98 – S06, S07, F07, S08-Qatar, F08, S09-Qatar, F09, S10)

(95-822: S05, S06, F06, S07, F07, F08, S10, S11, S12, S13)

(67-330: S11, S12, S13)

Teaches students a capacity-building approach to technology consulting which they practice while paired with leaders in nonprofit organizations. Students learn to manage professional relationships, bring structure to unstructured problems, collaborate in an interdisciplinary team, communicate technical ideas to non-technical partners, and use written documents to coordinate all aspects of a project.

95-702 – Distributed Systems (S10, F10, S11, F11, S12, F12, S13)

This course introduces students to the principles underlying distributed computing and the design of distributed systems. It provides students with the opportunity to exercise these principles in the context of real applications by having the students use technologies such as XML, SOAP, Web services, and J2EE-based application servers. Finally, it seeks to endow students with the capacity to analyze, design, evaluate and recommend distributed computing solutions in response to business problems.

67-328 – Mobile to Cloud: Building Distributed Applications (F10, F11, F12)

This course explores emerging technologies for building complex, distributed applications. Protocol standards, web services, open-APIs, increasingly more powerful mobile devices, and the Internet have enabled new possibilities for weaving complex applications using globally-distributed data and computing resources. Application development has largely left any single computer, and is distributed across a wide range of hardware and software platforms. This class explores these developing technologies and models for structuring their complexity, while building projects that go from mobile to the cloud.

94-812 Technology for International Development (F10, F11, F12)

This course looks at meaningful ways that information and communication technologies, especially the Internet and mobile phones, are being used to support development in the world's poorest communities. How can technology be used to address the challenges of healthcare, education, good governance, environmental sustainability, disaster management, and economic development? And how is technology misapplied? Technology for development has received increased interest in academia, industry (emerging markets), government (a shortcut to development), social enterprise (enabler of micro-credit, micro-finance, micro-insurance), and beyond. This has created a rich literature and interesting debates that draw on insights from a large number of fields. This course brings together technology and policy students to investigate jointly how technology can play a positive role in international development.

15-137 – Introduction to Web 2.0 (S09-Qatar)

(Advised lead teacher Peter Bowman) This course introduces browser-based programming and the use of popular web service APIs to give 1st year students an experience in working in groups, doing small projects, and experiencing the fun of software development.

15-502 – Technology and Global Development (F06, F07, F08)

Studies meaningful ways to use advanced technologies to support the development of communities where the world's poorest people live. This course was co-developed and co-taught by Jay Aronson (History), Bernardine Dias (RI) and Rahul Tongia (ISR). It was supported in part by a grant from the Carnegie Mellon "Globalizing our Education" program.

16-871 / 17-899 - Technology for Developing Communities (F05, F06, F07)

Surveys research that is advancing the use of technology to support developing communities worldwide. The course was co-taught with Jay Aronson (History), Bernardine Dias (RI) and Rahul Tongia (ISR).

67-250 – The Information Systems Milieux (S02, S03)

An introduction to information systems for sophomores in the Information Systems Program.

90-739 – Systems Synthesis I

National Innovation System for Ghana's ICT Sector (F12)

Used a national innovation systems analytical framework to create policy recommendations toward developing the information and communications technology sector in Ghana.

Designing a Global Technology Consulting Corps (F09)

The Technology Consulting in the Global Community program has demonstrated on a small scale that an appropriately-designed internship program can provide students with international work experience while at the same time helping NGOs, schools, and government ministries to use technology to more effectively meet their mission. Students in this project researched the needs of the stakeholders using interviews, focus groups, and surveys; documented the status of program staff, finances and resources; tested ways to brand and market the program; and provided recommendations

Client: United Nations Development Programme (UNDP) Equator Initiative (F07)

Students performed a needs analysis and created a functioning web site for the UNDP Equator Initiative and their development partners worldwide to create a multi-lingual space for sharing information concerning ecologically sound grassroots development projects.

Client: Transparency International (F08)

Students investigated the feasibility of taking an empirical approach in detecting government corruption. They developed and tested a risk assessment model using structural data, and an early warning model using event data.

90-795 – Technology and Policy for Disaster and Humanitarian Response (S'06, S'07)

Helps policy students to understand the challenges and opportunities of using technology to aide in all phases of emergency management. This requires providing them with basic primers on such technical topics as XML and why radios are not interoperable, and then showing how these technical issue impact and are impacted by policy decisions.

95-712 – Object Oriented Programming in Java (F02, F03)

A new preparation based on a newly released book for the core MISM requirement.

95-713 – Intermediate Java II (F03, F04)

A core MISM requirement for students with more prior programming knowledge.

95-720 – Information Systems Project

Client: United Way of Allegheny County (F11)

Students developed a mobile-based system for volunteers to do damage assessments of homes following a local disaster. The mobile system was designed so that it would work even if Internet connectivity was not available. When re-connected to the Internet, the system would sync all of its data with a server-side system. This system then could export data to be imported into the United Way's legacy information system.

Client: ScholarLeads (F10)

ScholarLeads was an entrepreneurial, student-proposed project focusing on developing a business plan and prototype based on Social CRM. Social CRM is a concept that brings together traditional constituent relationship management software, while adding a social networking layer. The intent of the product was to help higher education institutions socially engage and track constituents throughout the admissions process

Client: Deloitte Consulting (F09)

This project had two parts related to the use of cloud computing in the federal government. First, students developed a whitepaper exploring the use of cloud computing in the public sector. Second, they gathered requirements, defined design components, and built a prototype of a cloud-based solution using software-as-a-service for a federal government client of Deloitte Consulting.

Client: McDowell County, WV (F05)

In partnership with the Center for Appalachian Network Access, students developed the McDowell County Online Business Center. The web site was a centralized resource for

employment aid, information, and tools intended to help employment agencies in McDowell County provide better service to its citizens.

Client: Greater Pittsburgh Community Food Bank (S04)

Students developed a hand-held wireless solution for managing scheduling and invoicing for the Three Rivers Table program in which drivers pick-up and deliver prepared food from restaurants and grocery stores and deliver it to food pantries and shelters. This system went into production use in F'04, and has since been replicated in other cities.

Client: Hunger Services Network (S03)

Students reengineered an information system for the Hunger Services Network while also investigating the information needs of a loose network of several hundred food pantries.

95-9xx/67-390 Independent Study

Individual IS student project: Seth Vargo (F11)

Seth developed a system to allow students to deploy node.js projects on a shared server. In deploying their project, each student needs to open one or more ports. But having multiple students on the same server can cause a problem because they may try to open the same ports. Seth developed node.nat, which does port redirection so that each student can open any port, and the system will redirect it to a unique and available port.

Group project: Anand Sathiyamurthy, Dolapo Busola Odusoga, Manpreet Singh (F07)

These technology students joined the United Nations Development Programme (UNDP) Equator Initiative System Synthesis project team to provide specialized technical capacity to the project.

Individual MISM student project: Wei Xiao (F07)

Wei developed a Customer Relationship Management (CRM) system within SalesForce for managing community partners for the 15-391 and 95-822 classes.

Individual CS student project: Timothy Driscoll (S05)

Tim investigated how the consulting model taught in 15-391 could be expanded to provide virtual consulting to a remote client. Information he gathered on the primacy of building relationships in the remote case have been incorporated into the course for students working face-to-face.

MSIT Project Course for GM student: Larry Emmons (S04)

Larry adapted a commercial, off the shelf solution to consolidate document management and work process control across his and two peer organizations.

Individual MISM student project: Vaibhav Bhandari (F03)

Vaibhav created a curriculum module suitable for use in 95-712 and 95-713 for teaching about J2ME, J2EE, and JDBC (i.e. mobile device, talking to servlet, talking to a database).

Team student project: Matthew Easterday & Robin Adams (S03)

Matt and Rob used contextual inquiry methods to revise a part of my 15-391 curriculum. The project extended into summer in which 3 students were taught a revised experimental version of the course.

MSIT Project Course for GM student: Kyle Mueller (S03)
 Kyle lowered operating costs by repurposing and consolidating servers in an outsourcing environment.

Previous teaching experience

Carnegie Mellon University
Center for University Outreach **Co-Director**

(Spring 1997 – Fall 1999) Taught "Tutoring, Mentoring, and Role-Modeling: A Community Service Course."

(Summer 1997 – Spring 2000) Initiated and direct the WebBuilders Workshop: a project-based educational after-school program in which teams of teenagers from local community organizations work with Carnegie Mellon undergraduates to learn world wide web design skills in the service of completing a project of their choosing.

(Spring 1999) Instructed the course "Engineering and Public Policy Projects" on the topic "Developing an E-commerce capability in Community Organizations."

Westmoreland County Community College

(Summer 1990, Spring 1991) Instructed two, three-week demonstration courses on circuit board assembly using a computer-based simulation and tutor I developed called the *Assembler Tutorial Workbench*.

University of Puerto Rico **Visiting Professor**

(Fall 1986 - Spring 1987) Served as the Bell Laboratories Visiting Professor in the Department of Electrical and Computer Engineering at the Mayaguez Campus. Taught a senior-level course in computer operating systems, presented weekly faculty seminars on the UNIX System, and established a UNIX System undergraduate computing laboratory.

Illinois Benedictine College **Adjunct Instructor**

(1984) Designed and instructed a senior level computer compiler design course.

RESEARCH EXPERIENCE:

Publications:

Submitted: Mertz, Joseph, Weinberg, Randy, et al 2013. *A Consulting Model of Global Service Learning* submitted to AMCIS 2013.

Mertz, J. and McElfresh, S. 2010. *Teaching communication, leadership, and the social context of computing via a consulting course*. In Proceedings of the 41st ACM Technical Symposium on Computer Science Education (Milwaukee, Wisconsin, USA, March 10 - 13, 2010). SIGCSE '10. ACM, New York, NY, 77-81. DOI= <http://doi.acm.org/10.1145/1734263.1734291>

Mertz jr., Joseph and Belousov, Sarah. 2008. *Building Human Technical Capacity in Government Ministries* Paper presented at the Pacific Telecommunication Council annual conference PTC'08, January, in Honolulu, Hawaii, U.S.A.

Dias, M. B., MillsTettey, G. A., and Mertz, J. 2005. The TechBridgeWorld initiative: broadening perspectives in computing technology education and research. In Proceedings of the international Symposium on Women and Ict: Creating Global Transformation (Baltimore, Maryland, June 12 - 14, 2005). CWIT '05, vol. 126. ACM Press, New York, NY, 17.

Fuller, U., Amillo, J., Laxer, C., McCracken, W. M., and Mertz, J. 2005. Facilitating student learning through study abroad and international projects. SIGCSE Bull. 37, 4 (Dec. 2005), 139-151.

Mertz jr., Joe (2004) *Technology Consulting in the Global Community*. Paper presented at the 2004 conference of the Pacific Telecommunications Council (PTC'04), Honolulu, HI.

Mertz, J.S. (1997). Using A Simulated Student for Instructional Design, *International Journal of Artificial Intelligence in Education*, 8, (to be printed, available on the World Wide Web).

Mertz, J. S. (1995). *Using A Simulated Student for Instructional Design*. Paper presented at the Seventh World Conference on Artificial Intelligence in Education (AI-ED '95), Washington, D.C.

Mertz, J. S. (1995). *Using a Cognitive Architecture to Design Instructions*. Doctoral dissertation, Carnegie Mellon University.

Research Contracts:

DiabetesWorld: A Web Site By and For Teens with Diabetes, Co-Primary Investigator, Cochrane-Weber Endowed Fund in Diabetes Research, \$34,000 (2001-2002)

Japanese Courseware, Co-Primary Investigator, Carnegie Mellon University, \$5,000 (1996)

Assembler Tutorial Workbench, Primary Investigator, Ben Franklin Technology Center of Western Pennsylvania, \$26,000 (1989-1990)

Educational / Research Software Developed:

Profile Editor (1996-1997) A tool for helping teenagers design an extended personal profile, as part of a process of creating a resume, reflecting on their life plans, and developing writing and computer literacy.

Tangobako (1994 - 1997) A multimedia tool to aid vocabulary acquisition for early students of Japanese.

Assembler-Soar (1991 - 1994) A simulated-student used to design instructions for circuit-board assembly. This computational cognitive model is built in the Soar cognitive architecture.

Soar-Sockets (1992-1994) A package that enables Soar models to communicate via sockets with other processes.

Assembler Tutorial Workbench (1989-1991) A computer-based simulation and tutor for learning to assemble printed circuit boards.

Presentations/Panels:

Mertz, J., McElfresh, S., Andrianoff, S., and Dempsey, J., *Killing 3 Birds with One Course: Service Learning, Professional Writing, and Project Management*, Workshop accepted to the 43rd ACM Technical Symposium on Computer Science Education (SIGCSE 2012), Feb 29 – Mar 3, 2012, Raleigh, NC, USA.

Sterling, R., Mertz, J., and Hosman, L., *Sharing Best Practices in ICTD Academic Programs*, Special Session accepted to the Fifth International Conference on Information and Communication Technologies and Development (ICTD2012), Mar 12-15, 2012, Atlanta, GA, USA.

Advancing Technology Based Development in Pittsburgh, moderated a panel hosted by the Carnegie Mellon H. John Heinz III College Center for Economic Development, <http://heinz.cmu.edu/news/news-detail/index.aspx?nid=1178>

Where's Babeldaob? Sending Students Abroad as a Global Technology Consulting Corps, Carnegie Mellon University Lecture Series, 19 November 2009.

ICT Application and Content Development, Invited presentation, Pacific ICT Ministerial Forum: Connecting the Unconnected, 17-20 February 2009, Nuku'alofa, Tonga.

Pacific Case Studies: Development Issues and Requirements, Panel Chairperson at the 2008 Mid-year Conference of the Pacific Telecommunications Council, September 14, 2007.

ICT for Development, Panel Chairperson at the 2007 Conference of the Pacific Telecommunications Council (PTC'07), January 15, 2007

Ripple Effects: Increasing the Diversity of Creators and Consumers of Computing Technology, Panel at the Grace Hopper Celebration of Women in Computing, October 6, 2006.

Computing and Community: Developing Computing Solutions to Meet Community Needs, Panel at the Grace Hopper Celebration of Women in Computing, October 6, 2006.

Building sustainable solutions in nonprofit organizations, Guest speaker, Service-Learning Seminar of Teams in Engineering Program at University of California – San Diego, October 6, 2006.

Service-Learning Projects: Opportunities and Challenges, Panel session at the 37th Technical Symposium on Computer Science Education (SIGCSE 2006), March 2, 2006.

Technology Consulting in the Global Community. Paper presented at the 2004 conference of the Pacific Telecommunications Council (PTC'04), Honolulu, HI.

DiabetesWorld : Social Support for Adolescents on the Web, by Siminerio, L., Rosenthal, B., Charron-Prochownik, D., Burkett, A., Mertz, J., & Poole, C. Children's Hospital of Pittsburgh, Carnegie Mellon University and the University of Pittsburgh, Poster Session: 9th Annual American Telemedicine Association Meeting, May 2-5, 2004.

Developing Leadership in Integrating Technology Into Your Organization, CTCNet Leadership Development Institute, March 22, 2001

Project-Based Learning With Technology, Three Rivers Educational Technology Conference, March 4, 1999

Generating Revenue for you Center and Your Users, Community Technology Centers' Network (CTCNet) Conference, June 18, 1999.

Partnership Pitfalls & Opportunities: Connecting with Universities, Local Government, and Business, Community Technology Centers' Network (CTCNet) Conference, June 19, 1999.

Smart Investments in Community Technology, An invited seminar for Grantmakers of Southwestern PA, June 8, 1999

Community Based Learning, Eberly Center for Teaching Excellence Faculty Seminar Series, March 31, 1999.

Using Technology as a Catalyst for Intergenerational, Intercultural, Community Dialogue About Working, Community Technology Center Network (CTCNet) 6th Annual All-Affiliates Conference, June 14, 1997

Using a Cognitive Architecture to Design Instructions, Center for Education in Learning Education Seminar Series, February 17, 1995

Instructional Design Informed by a Model of the Acquisition Process, Presentation to the Eleventh Annual Pitt-CMU Conference on Psychology, University of Pittsburgh, July 16, 1993.

Implications of Data Chunking for Instructional Design; Presentation to the Twelfth Soar Workshop, University of California, June 5, 1993.

What Soar Says about Training for Manufacturing Skills, Presentation for the Engineering and Public Policy Graduate Seminar Series, Carnegie Mellon University, November 5, 1992.

Deliberate Learning from Instruction in Assembler-Soar, Presentation to the Eleventh Soar Workshop, Carnegie Mellon University, October 24, 1992.

Experience in the Design, Implementation, and Pilot Testing of an Intelligent Tutoring System in Adult Educational Training, Presentation to the Center for the Design of Educational Computing, Carnegie Mellon University, April 4, 1991.

Previous research experience

DiabetesWorld

Principal Investigator

(2000-2002) With colleagues at Children's Hospital of Pittsburgh, developed and assessed the value of a web-based community of mutual therapeutic support for teenagers with diabetes. A team of teen web editors, who themselves have diabetes, were trained and built a web site that was used by other teens with diabetes in a controlled experiment.

Carnegie Mellon University Center for Innovation in Learning

Post Doctoral Fellow

(1994 - 1996) Applied cognitive science research in a variety of disciplines to improve higher education instruction. Specific projects included an effort to better teach analytical skills to students of world history; the design of a computer-based tool to help students improve their Japanese vocabulary; and documenting the use of community projects within academic courses. Also continued previous thesis research into the use of cognitive-architecture based simulated students to design instruction.

Carnegie Mellon University Department of Engineering & Public Policy

Graduate Student

(1988 - 1995) In my thesis research, I demonstrated how a cognitive architecture could be used in a cognitive engineering approach to designing instruction for occupational training. I developed a simulated student in the Soar cognitive architecture, and used it to interactively debug instruction for teaching circuit board assembly.

HIGHER EDUCATION ADMINISTRATION EXPERIENCE:

Carnegie Mellon University Center for University Outreach

Co-Director

(1996-August 2002) Responsible for initiating and supporting collaborative projects and courses between the University and the local community. Focus is on developing community organizations' capacity to use information technology and expanding the involvement of the University faculty and students in mutual learning projects in the community.

DEVELOPMENT EXPERIENCE:

Egerman Family Foundation – Multiple gifts (2003: \$100K, 2004: \$120K, 2006: \$120K, 2007: \$120K, 2008: \$90K, 2009: \$85K, 2010: \$55K, 2011: \$50K) to support outreach activities for students via the Technology Consulting in the Global Community program and similar programs.

Multiple gifts in 2010 and 2011 by program alumni totaling over \$3,400 to support the Technology Consulting in the Global Community program.

Secretariat for the Pacific Community – \$3,500 in summer 2009 to support students consulting in the Republic of Niue.

Robert Walp – Gift of \$12K in fall 2008 to support the Technology Consulting in the Global Community program.

Anonymous donor – One gift to support development of community partner recruiting brochure and web site, \$2,300 (2007).

International Telecommunications Union – One contract (2004: \$5430) to support the Technology Consulting in the Global Community program.

Alcoa Foundation – One gift to support outreach activities, \$33,000 (2001)

R.K. Mellon Foundation – One gift to support teenager career and life planning in nonprofit community organizations (\$75K) (1999)

Heinz Endowments – Two gifts directly to Carnegie Mellon, and one in cooperation with the Community House, to support teenager career and life planning with community organizations and schools, and to support a teen-designed community technology studio. (Total: ~\$170K) (1998-2000)

Pittsburgh Foundation – One 2-year gift to support outreach activities to community groups (\$90K) (1998)

INDUSTRY EXPERIENCE:

AT&T Bell Laboratories

Member of Technical Staff

(1988) Managed projects to create a PC-based distributed software development environment. Received an Exceptional Contribution Award for the work.

(1986) Was lead member of technical staff in the support and development of system software and networking in the Summit Facility Computation Center. Received an Exceptional Contribution Award for my work.

(1985) System software debugging and support of the Amdahl UTS operating system (a port of UNIX), coordinated the acceptance testing and installation of new Amdahl 5870 Attached Processor systems.

(1984) Was responsible for the support and development of the C and FORTRAN compilers for UNIX Systems running on IBM System/370 Architecture machines.

OTHER PROFESSIONAL CONTRIBUTIONS

Professional service

Peer reviewer for the 19th Americas Conference on Information Systems (AMCIS 2013).

Peer reviewer for the ACM Technical Symposium on Computer Science Education (SIGCSE 2012, SIGCSE 2013).

Sessions/Workshops/Panels Committee for the 4th International Conference on Information and Communication Technologies and Development (ICTD2010), December 13-16, 2010, Royal Holloway, University of London, UK.

Co-Chair of the Panels and Workshops Committee for the 3rd IEEE/ACM International Conference on Information and Communication Technologies and Development (ICTD2009), April 17-19, 2009, Carnegie Mellon Qatar, Doha, Qatar

Pacific Telecommunications Council Mid-Year 2007 Seminar Steering Committee

Curriculum Standards: Drafted language that was included in the latest revision of the Computer Science Curriculum being developed by The Joint Task Force on Computing Curricula (Ironman Draft v1.0). Expanded the scope of *sustainability* beyond environmental sustainability to include cultural considerations:

- SP/Sustainability [Core-Tier1] (Line 313): "Being a sustainable practitioner by taking into consideration cultural and environmental impacts of implementation decisions (e.g. organizational policies, economic viability, and resource consumption)."
- SP/Sustainability [Elective] (Line 330): "How the sustainability of software systems are interdependent with social systems, including the knowledge and skills of its users, organizational processes and policies, and its societal context (e.g. market forces, government policies)."

Service to the University

Member of the University committee that participated in General Education for a Global Century, a curriculum and faculty development project that is part of Association of American Colleges and Universities' (AAC&U) Shared Futures initiative and is funded by the Henry Luce Foundation. (2011-present)

Service Learning Abroad Faculty Committee (2011-present)

Member of the Ad-Hoc Committee on the Policy School IT Curriculum (2009-2010)

Member of the Heinz College IT Programs Committee (2003-2007)

CMU Librarian and Archivist Track - Ad Hoc Committee (2003, 2011)

Member of the University Education Council (1999 – 2002)

Advisor to the *East End Youth Projects* student organization (1996-2002)

Participant, university-wide IT strategy workshops (2002)

Advisor to the *Student Technology Outreach Center* student organization (2004-present)

Non-academic Contributions to the Public Interest

Technology Committee member for Pittsburgh CONNECTS, a federally sponsored community-technology project of the Neighborhood Learning Alliance (<http://main.pghconnects.org/>) (2011-present)

Community Technology Advisory Committee member for the Wireless Neighborhoods project (<http://www.wireless-neighborhoods.org/>). (2003-2004)

Technology Advisory Group member for the Bayer Center for Nonprofit Management at Robert Morris University. (2001-2006).

East End Cooperative Ministry: Board member (1989-2002), Vice President and Long Range Planning Committee Chair (1996-1998), President (1998-2002). As president, reorganized the board governance structure and revised the by-laws to correspond with the growth of the organization.

PROFESSIONAL MEMBERSHIPS

AIS - Association for Information Systems

ACM – Association for Computing Machinery

SIGCSE – Special Interest Group on Computer Science Education

SIGCAS – Special Interest Group on Computers and Society

IEEE - Institute of Electrical and Electronics Engineers Computer Society

NTEN – Nonprofit Technology Network