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Paper Title: How integrated Information Systems (IS) impact upon organisational culture: a case study in Higher Education (HE)

Authors:

Dr Dimitra Skoumpopoulou Dimitra.skoumpopoulou@unn.ac.uk and

Prof Teresa Waring Teresa.waring@unn.ac.uk

Abstract

This paper explores the impact that an integrated Information System (IS) can have on organisational culture. This is achieved through the analysis of an Higher Education (HE) institution's culture before and after the implementation of an integrated information system, Student Information Technology System (SITS).

This paper takes up the invitation from various researchers (Boersma and Kingma, 2005; Leidner and Kayworth, 2006; Martin and Huq, 2007) to further understand the relationship and link between integrated IS and organisational culture. The existing literature recognises the importance of culture in the implementation of IS (Pliskin et al, 1993; Wainwright and Waring, 2004) while the literature in the HE sector identifies the complexity of the academic environment (Trowler, 1998; Becher and Trowler, 2001; Cornford and Pollock, 2003; Fowler and Gilfillan, 2003 and Pollock and Williams, 2009). The theoretical framework followed in the cultural analysis before and after the implementation of the new system is conceptualized by the work of Schein (1984), Hofstede et al (1990) and Martin (2002) and includes cultural manifestations such as formal and informal practices, values, beliefs, assumptions and artefacts classified according to Hatch (1997).

The context of this paper is in a UK university, EducationCom which procured and installed the SITS (Student Information Technology System). SITS was intended to integrate student data across all departments and to 'make life easier' for all staff. Through the use of interviews, document analysis, data from high level strategic meetings and other qualitative data the research indicates that from a stakeholder's perspective there has been a growth of alternative power bases within the university, new roles and responsibilities for administrative staff supported by the formalised SITS approach to information management.