

DECISION LINE

PRESIDENT'S LETTER

Accomplishments of the Board



By E. Powell Robinson, Jr.,
University of Houston

Spring is the transitional period for DSI's leadership team. This year the transition will occur in May, when President-Elect Maling Ebrahimpour of the University of South Florida St. Petersburg will take over the presidency of DSI

and the newly elected officers will join the Board of Directors. They will find that the outgoing officers have left the Institute in a healthy state that is positioned for change. My term as president was a rewarding experience, thanks to an outstanding Board of Directors, the volunteers that served on the Institute's many committees, the regional officers and the DSI Home Office staff under the guidance of Executive Director Carol Latta. Recognizing that the future success of DSI is built upon the collective efforts of its volunteers and the Home Office instills confidence that DSI's future is bright.

Last April, the Board of Directors identified several strategic objectives as focal points for its actions. The driving force behind the objectives is a vision which promotes DSI as a key organization defining the decision sciences discipline.

The first objective was the continued development of the annual meeting. Program Chair Tom Choi championed this initiative by organizing theme-based showcases on globalization, plenary speakers, track caucuses, continental breakfasts for additional networking opportunities and implementation of the All Academic Conference Management System. The 2013 Program Chair, Funda Sahin, is already building on these enhancements to deliver an outstanding 2013 Annual Meeting in Baltimore.

Another key objective is related to the strategic design and implementation of an integrated information system that will boost DSI's service offerings to its membership, facilitate Home Office operations, and better serve the regional subdivisions. I'm pleased that under the guidance of the Information Technology Committee, the Institute is currently implementing NOAH, a fully integrated information system designed specifically for professional associations such as DSI. We will see significant improvements in our IT systems in the coming year.

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Join us November 16 - 19, 2013, in Baltimore for
DSI's 44th Annual Meeting

DECISION LINE

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Vision Statement

The Decision Sciences Institute is dedicated to excellence in fostering and disseminating knowledge pertinent to decision making.

Mission Statement

The Decision Sciences Institute advances the science and practice of decision making. We are an international professional association with an inclusive and cross-disciplinary philosophy. We are guided by the core values of high quality, responsiveness and professional development.

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■ MALING EBRAHIMPOUR, EDITOR, University of South Florida St. Petersburg

We all know the growth and success of any organization depends on the hard work of its membership. We have grown because of the many people who dedicated their professional life to this organization. One of these individuals who helped to make this organization better was Professor Robert J. Mockler. It is with great sadness that we inform you of his passing. DSI has lost one of its greatest ally. Please read Dr. Julie Kendall's "In Memorium" to learn more about Bob's work and his contribution to the decision sciences area. He is survived by his wife, another loyal member of DSI, Dr. Dorothy G. Dologite.

In this issue of *Decision Line*, Powell Robinson focuses on the accomplishments of the Board during his term as the president of DSI. Read this informative letter and find out how your Board moved to bring about changes with the hope that the entire organization will benefit in the long term. Some of the important activities and strategic moves that the Board made during 2012-2013 include: Identification and implementation of a new integrated information system, reorganization of the governance structure, expanding our global activities, among other things. I am sure you will enjoy reading his letter.

In our last issue we published abstracts from the Elwood S. Buffa Doctoral Dissertation Competition that were selected as the winner and honorable mention. In this issue we are presenting the 2012 Instructional Innovation Award winner and an honorable mention. You will enjoy reading the authors' work and perhaps be able to incorporate some of their experiences into your own teaching. Professors Adya, Temple, and Hepburn, the winners of the 2012 Instructional Innovation Competition, focused on using socially responsible projects to create interdisciplinary collaboration and learning between students in business and engineering colleges in two different countries.

One of the honorable mentions of the competition was the work of Professor

Ding and his article "Operations Reality Show: An Experiential Learning and Storytelling project," which discusses how he used a combination of experiential service learning and storytelling to introduce various concept of operations management to his students. He describes how this approach increased his students' learning. In addition, students responded with a more positive evaluation of his teaching.

In the Research Issues feature, Fahri Karakaya discusses the idea of "Publish or Perish or Pay to Publish." He brings up an interesting and growing situation where a few but growing number of entities are publishing research works without a review or with minimum/casual peer review. He asks readers to share their stories if they encounter such organizations that ask for money in order to publish their work.

Ken Kendall's article, entitled "Extreme Ecommerce: The Age of Sharing," discusses how the Internet is shaping the marketplace. His insights into the sharing delivery system, sharing books in a marketplace, and sharing books peer-to-peer is very interesting and thought provoking.

In his Doctoral Student Affairs column, Varun Grover attempts to classify doctoral students into Conservatives, Pragmatics, Abstractionists, Toolers, and Get-its. He argues that doctoral students can be classified into one or more of these archetypes. You will learn much from his intriguing classifications.

In addition to the above articles, there are announcements and information about the 2013 conference provided by Program Chair Funda Sahin. **Please note that the 2013 Annual Meeting will be held one week prior to the week of Thanksgiving week.**

I encourage you, our reader, to share your opinions and ideas with us by writing to me at bizdean@usfsp.edu.

And I look forward to reading your articles for inclusion in a future issue of *Decision Line*. ■



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Distant Yet Near: Interdisciplinary Collaboration and Learning between Engineering and Business Students through Socially Responsible Projects

by M. Adya, Marquette University; B. K. Temple and D. M. Hepburn, Glasgow Caledonian University



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With global specialization of work units within organizations, multidisciplinary virtual teams comprised of technical and business members are increasingly common in today's workplace. While higher education has responded by creating opportunities for remote teams to learn from collaborative work, opportunities for interaction between *remotely situated significantly diverse teams*, such as business and engineering, are few. Lecture- and reading-based environments cannot adequately replicate the rich experiences necessary for such engagements. These trends underlie the pedagogical offering jointly delivered by business faculty at Marquette University (MU) in the U.S. and engineering faculty at Glasgow Caledonian University (GCU) in Scotland. The offering was designed with four common goals:

- a. Understand interdisciplinary dependence and related conflicts between **significantly diverse teams**.
- b. Acquire skills necessary to successfully **develop and manage virtual project teams** using technology mediated face-to-face and asynchronous communications.
- c. Understand cultural, temporal, and systematic **differences that influence invention and work**.
- d. Recognize the value of **socially responsible** business and technical engagements.

Since fall 2008, MU-GCU teams have collaborated twice a year during fall and

spring semesters. A total of 71 product designers and 190 engineers at GCU and 206 business students at MU, comprising 63 interdisciplinary teams, have taken this joint offering. Their engagements have been non-trivial as fall term work typically lasts from the end of September to early December, and spring projects begin in mid-January to the end of March. Key elements of this collaborative offering include the following.

Socially Responsible Projects: In alignment with the authors' institutional missions of service-based learning, MU-GCU teams engage in socially responsible projects in both terms. During the fall, they jointly develop a fully costed, viable design of a product prototype for a recreational activity for children with disabilities. Fall teams must work with the following product constraints: (a) inclusive design, that is, both able and disabled children must be able to use the product; (b) intellectually stimulating, that is, both able and disabled children should be equally challenged; (c) non-computer-based activity but with interfacing to support a range of possible disabilities; and (d) market viability, that is, price and features that make the product saleable. Spring semester projects involve renewable energy. Teams must design an educational kit for middle school children to teach power generation from any one of the following renewable sources—air, water, or solar—under the following constraints: the kit must be (a) easily assembled and understood by targeted children, (b) accompanied by

an easy to understand user manual, (c) packaged attractively, and (d) viable in the chosen market.

Positive Interdependence among Teams: Collaborative learning is most effective when teams are positively interdependent upon each other. The MU-GCU environment and project objectives facilitate such interdependence through (a) joint responsibility for managing communications; (b) common outcomes including fully costed design for the product, companion business case, and joint presentation pitched to potential investors; and (c) interdependent work processes which leverage engineering and business knowledge to deliver the common outcomes.

Controlled Certainty and Deliberate Uncertainty: MU-GCU faculty create some level of surety by providing course-related structure, imposing challenging but reasonable project constraints, setting up VC communications, and managing consistent communication of goals and processes across the two locations. However, once the remotely situated teams begin collaborating for prolonged periods of time, group dynamics, interactions, and trust can change unpredictably on a weekly basis. This aspect of student interactions is deliberately left unmanaged so as to enable active problem solving and engaged learning. Students are tasked with resolving these uncertainties as they progress during the semester.

Reflective Evaluation and Continuous Evolution: Every two to three weeks, MU students complete an individual reflective assignment wherein they ponder their learning, contributions to their GCU team's learning, factors that have aided collaboration, and aspects that they need to improve. Additionally, during the final week of classes, each team must present three lessons learned. GCU teams meet with faculty every week to assess progress and consider next steps. Additionally, they submit an end-of-semester detailed reflection on the overall learning process. These graded reflections provide routine contemplative opportunities to incite teams to adjust behaviors during

project execution. Faculty utilize periodic and end-semester debriefs to continuously evolve the nature of offering so that the course offering is continuously improved in response to outcomes from these reflections.

Key Outcomes for Students

The joint offering has resulted in several positive outcomes for both students and faculty. Specifically, students:

- learn to recognize, understand, and accommodate interdisciplinary tensions
- acquire skills for working in virtual team projects
- understand cultural, time zone, and systematic differences
- recognize value of socially responsible business and technical engagements
- find improvement in their marketability and job interview processes.

Recommendations for Interested Faculty

The implementation of such a course offering is not without its challenges and unique demands. However, we share here several factors critical for successful engagement:

- a. Faculty partnership must bring equal and shared commitment to the common goal. The nature of faculty relationship and commitment is possibly the most critical success factor.

- b. Such engagements will be most successful between significantly diverse teams such as business and engineering students. This encourages mutual dependency and greater cooperation.
- c. Due to the intensive computer-mediated communications, faculty must put some significant thought into specific technologies to be used for such collaboration and also balance it with giving students flexibility in choosing some communication channels on their own.
- d. Faculty might consider piloting a small two-to-three-week collaborative project first before engaging in a longer-term collaboration. This will allow them to work out issues such as technology, process, work design, and team dynamics on a more manageable scale.

Pedagogical innovation is critical to imparting students with relevant skills. For this, faculty must also continue to reinvent themselves and demonstrate the entrepreneurial spirit expected of students. To this end, the MU-GCU offering has been a beneficial learning experience for both faculty and students. Faculty must continuously seek such synergistic improvements that significantly improve individual offerings. ■

Note: A more detailed version of this paper is available from the first author.

FUTURE DSI ANNUAL MEETINGS

- | | |
|------|--|
| 2013 | November 16-19, Baltimore Marriott Waterfront, Baltimore, MD
Program Chair: Funda Sahn, University of Houston |
| 2014 | November 22-25, Tampa Marriott Waterside Hotel & Marina |
| 2015 | November 21-24, Sheraton Seattle Hotel, Seattle, WA |

Publish or Perish, or Pay to Publish

by Fahri Karakaya, University of Massachusetts, Dartmouth

In recent years we have seen numerous new journals and conferences in a variety of business disciplines. Many of these new journals and conferences have a rigorous review process. However, some journals or conferences do not have any review process at all. Yet, they claim to be double-blind refereed journals on their websites or in their listing of *Cabell's Directory of Publishing Opportunities*. I call these journals "pay to publish journals." An examination of 500 randomly selected management and marketing journals from *Cabell's* indicates that 85 journals (17%) charge some kind of fee to publish manuscripts. Fifty of the 85 "pay to publish journals" are located in the U.S., 12 are in India, and five are in the U.K. The decision to classify the journals as paid or non-paid was based on the presence of a statement on the journals' websites about fees associated with publication. If a journal's website did not contain such a statement, it was assumed to be non-paid. Of course, there is always a possibility of journals requiring payments via letters of acceptance. Furthermore, the fee to publish is usually hidden somewhere in a website and cannot be found easily. Therefore, the percentage of journals charging money to publish may be higher than what is reported here.

The average fee associated with publication is \$300. The fees vary from publication fee, review fee, annual subscription fee, printing per page fee, to mandatory conference fee. While some fees are attempts to cover the cost of publication, most go to journal publishers or conference organizers. Some direct quotes taken from journal or conference

websites are as follows: "fee is according to content and author's ability to pay," "\$520 one author, decreasing additional fees for multiple authors to \$850 for four authors," "\$25 per page for accepted articles," "processing charge \$90 after acceptance," and "processing fee \$150 after acceptance."

Publishing articles of scholars in journals and conference proceedings is a big business. For example, one general business academic organization located in the U.S. organizes three conferences per year and charges about \$350 as the conference fee and a \$75 annual membership fee. This organization has 17 journals. Papers submitted to one of the conferences are automatically accepted without review for presentation at a conference and for publication in one of the 17 journals. *Cabell's* indicates that these 17 journals have 21-30 percent acceptance rates as reported by the editors. The *Cabell's Publishing Directory* indicates that the journals in question are refereed! Conference organizers decide in what journal the paper will be published, provided that authors pay the conference fee and the annual membership fee. In most cases, faculty members publishing in these "pay to publish journals" pay the publication fees from their personal funds. In many cases, however, colleges or universities pay for the conference fees and the annual membership fees. Two colleagues had such recent experience. Although the colleagues submitted papers for a conference only, they received acceptance letters for the conference and for a journal. While this was a pleasant surprise to the colleagues at first, they quickly understood that they would be



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buying publications and declined the offer. There were no reviewer comments or requests for revision, only requests for the conference fee payment of \$350, and annual membership fee payment of \$75. Given the large number of journals, it is apparent that this organization is making a substantial amount of money.

Another colleague was asked to serve on an editorial review board of a journal. When she showed interest, the journal editor sent a survey for her to complete. One of the questions in the survey was as follows: "Will you be able to review a paper in 10 days?" The response from my colleague was NO! She was not accepted to the editorial review board despite the fact that she had excellent credentials such as publishing in *Journal of Marketing*. After checking the journal's website, she learned that the journal charges \$500 for an expedited review. Therefore, scholars needing publications to beef up their resumes or to be successful in personnel actions can do so, but this comes at an extra cost.

More and more journals and organizations are entering the publication market because there are no barriers to entry and the high profits are easy to gain. Forming a non-profit organization or just simply obtaining ISBN numbers for journals is all that is needed. Publication costs are low to non-existent as most of the journals are available online. The authors format the articles and the organization leader(s) or a staff member places the articles in a journal format online. The website cost is minimal. In addition, many of these journals do not publish in printed format and some are open access journals.

While most academicians choose more legitimate avenues for publication, a good number choose the "pay to publish" route because of tenure or promotion requirements or other reasons. A number of faculty members secure tenure or promotion using this path. It is even possible that faculty members choosing this path are identified as the most prolific researchers in their insti-

tutions because many administrators and faculty members are not aware of the "pay to publish" business. Faculty members may also be awarded the best paper award in conferences sponsored by "pay to publish" industry. For example, one such organization awards a best paper award for each conference session. With an average three or four papers presented in a session, chances of getting an award are good. Chances improve substantially when co-authors attend the same session since the best paper is chosen by vote of all people attending the session, including the presenters.

What Is Wrong?

1. The papers presented at these conferences do not go through a review process. The papers published in the "pay to publish" journals do not go through a review process despite having large editorial review board members listed on their websites.
2. In most cases these "pay to publish" journals are not indexed in directories and databases. Therefore, should an excellent article be published, it is not likely to be shared with other scholars.
3. Academicians publishing in "pay to publish" journals are compared to peers in tenure, promotion, or annual review decisions that affect salary adjustments among other things. Universities that are unaware of "pay to publish" journals cannot maintain equity among their faculty. This can lead to poor morale and declining quality.
4. "Pay to publish" journals make no contribution to the discipline.
5. The use of "pay to publish" journals is unethical. Getting tenure or promotion or a salary increase by publishing in the "pay to publish" journals is akin to students cheating on their exams!

As ethical academicians, we need to end the practice of publishing in "pay to publish" journals. As indicated earlier, two colleagues innocently submitted papers to conferences and received acceptances to the conferences and to "pay to publish" journals. A naïve and inexperienced academician may welcome the opportunity at first, but continued submission to these kinds of conferences or journals must be stopped! We must counsel junior faculty and make them aware that this is an unethical practice.

Needless to say, we must also address the ethical behavior of those individuals who establish and manage such academic organizations. To avoid aiding the continuation of the "pay to publish" journals, we must refuse to pay fees that seem unusual or out of ordinary. If there is any kind of fee, unless the journal is known to have a decent review process, we should submit our papers to no-fee based outlets. Most of these "pay to publish" journals also have websites that look like they are developed inside a garage or inside a van! If these organizations cannot find papers to publish, then the unethical behavior is likely to disappear eventually.

University and college administrators, including department chairs, deans, and provosts must be aware of the organizations and journals publishing for a fee. However, this is not easy to do since faculty members present acceptance letters that say, "refereed journal," or in most cases "double-blind refereed journal." The publication fees are usually hidden somewhere in the journal's website. Most academicians submitting to these journals learn about the publication fees after their papers are accepted for publication.

If you have had experience with the "pay to publish" journals or conferences accepting papers without a review process, please share your experience with me. I would be happy to compile your experiences and publish the results in *Decision Line*. ■

Operations Reality Show: An Experiential Service Learning and Storytelling Project

by Xin David Ding, University of Houston

Operations management (OM) is a curricular topic that exhibits an interesting dichotomy. Although most topics within OM have a close tie to the actual hands-on practice within businesses, the intensive analytical approach undertaken by most operations textbooks may quickly obscure such a connection. When I began teaching topics on OM, I followed the traditional course delivery by giving lecture, exams, and problem-solving assignments. Student opinion of the course was favorable as the course structure was clearly laid out and the assessment plans were straightforward. However, they felt overwhelmed by mathematical calculations and somehow lost sight of the practical aspect of operations, which is embedded in the daily practice of business organizations.

To make OM a hands-on, experiential course for students, I started to create a multi-year *Student Learning (SL)* project, which was lately named as “Operations Reality Show,” to support and extend classroom learning activities. Compared with traditional projects, Operations Reality Show is innovative in its *SL* nature. The project encourages collaboration in a semi-controlled environment and allows teams to gain real-world experiences by working with local communities, to draw links between theoretical concepts and themselves through role play, to develop and refine communication and interpersonal skills via team collaborations, and to strengthen their community lives by increasing awareness of social responsibilities. The project is also innovative by using a storytelling approach. Specifically, students were asked to

build on their collective understanding of course materials and *SL* experiences to act out business applications of chosen operations concepts in a series of four-to-five-minute episodes. Compared with regular slides-based presentations, storytelling is innovative in its nature and can serve as a better channel to illustrate the intended concepts while emphasizing their relevance to real-world business situations (Sampson, 2000).

Since the launch of this *SL* project in 2008, over 10 sections and 350 undergraduate students have participated in this teaching endeavor. While this project was mainly developed around operations management topics, it can be further extended to other business disciplines such as organizational behavior, marketing, and information systems.

Literature

Service Learning. The idea of *SL* can be found as far back as the 1920s. Earlier advocates of service (Hatch, 1923; Rugg, 1923) believed it to be a way to cultivate democracy through civics education. Although service continues to be used for political and social purposes, it has been used to promote experience-based academic and affective learning (Jacoby, 1996; Johnson & Notah, 1999). *SL* pedagogies have garnered widespread acceptance in higher education because they build on the experiential learning concept by facilitating an organic connection between education and personal experience (Dewey, 1938; Godfrey et al., 2005). As a cross-disciplinary and widely applied teaching method, *SL* can be described as



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a method that “provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and that is integrated into the students’ academic curriculum or provides structured time for the student to think, talk, or write about what the student did and saw during the actual service activity” (Waterman, 1997).

While *SL* can take different formats, it applies only to projects that are imbedded in a theoretical foundation, with clear learning objectives, activities, and reflective components (Brower, 2011; Kenworthy-U’Ren & Peterson, 2005). Through *SL* projects, students can engage in the wider community to extend their learning experiences beyond a purely classroom-based learning context. From an experiential learning perspective, *SL* provides both concrete experiences and reflective opportunities and therefore students are more likely to be responsive to *SL* experiences regardless of their learning styles (Kenworthy-U’Ren, 2000; Kolb, 1984). Research also suggests that *SL* is a valuable teaching tool and has a positive effect on students’ practical skill development, course performance, moral development, leadership development, and sense of social responsibility (Astin & Sax, 1998; Kenworthy-U’Ren & Peterson, 2005; Lester et al., 2005; Still & Clayton, 2004).

The practice of *SL* can be summarized as four discrete yet interrelated learning cyclical processes of experiential learning (Kenworthy-U’Ren & Peterson, 2005; Kolb, 1984). In *SL* projects, the first part of the cycle is *experience*, where students start interacting with contexts and environment outside of the classroom. Such experience is then processed through *reflection*, where they start to reflect critically on their service experiences. Reflective processing compels students to the next part of the cycle, *thinking*. Here, students start to draw connections between their reflections and integrate their thoughts of service experiences as a stimulus for learning, development, and change. Finally, the learning experience is translated into *action*—students proceed to test the

reality of their newly created ideas and knowledge. The four cyclical processes exemplify students’ learning experiences through *SL* projects.

Storytelling. Storytelling as a folk art and performance has been around since the dawn of time (Taylor, Fisher, & Dufresne, 2002). It is the art of using language, vocalization, and physical movement and gesture to reveal the elements and images of a story to a specific, live audience (National Storytelling Association). It is also a pedagogical technique that has been used by the world’s greatest teachers including Aesop, Plato, and Confucius (Short & Ketchen, 2005).

As a matter of art rather than science, management practice is generally different from what is specified in a manual or what is taught in classrooms (Barnard, 1938). Rather, it is captured and promulgated by stories told by community members (Crossan, Lane, & White, 1999). Hence, storytelling has been considered as a useful tool to bring an aesthetic perspective to management practice (Taylor et al., 2002). It is a significant part of the learning process and reflects the complexity of actual practice rather than the abstractions taught in the classroom. As stories evolve, richer understanding of the phenomenon is developed, and new integrated approaches to solving problems are created (Crossan et al., 1999).

Stories can be “told” in different formats, either through traditional ways of writing and drawing or through digital media such as podcasts or videos. While each format has its own merits, video has considerable promise in classrooms because it is consistent with major trends in both pedagogy and content (Velleman & Moore, 1996). Compared with other formats, video offers many opportunities to create powerful metaphorical images and visual portrays of abstract theories and concepts (Champoux, 1999). In spatial learning tasks, such as those involving quantitative modeling techniques, videos can also help learners understand the relationships between parameters (Li, Santhanam, & Carswell, 2009). From a

dual-coding theory perspective, presenting information in multiple methods such as video and text lead to different cognitive processes, which can result in better memory and recall of information (Pavio, 1986).

Innovative Features

In this project, students were asked to act out business applications of certain operations concepts in four-to-five-minute episodes. Through the project experience, teams from my classes analyze operational processes of certain profit/nonprofit business units, conduct research on intended concepts, identify the connection between such concepts and business operations, create a scenario to showcase the connection, act out their ideas, and then produce the episodes. The project utilizes students’ individual talents and promotes transfer of learning through establishing connections with previous knowledge (Sousa, 2001).

Two components are critical to the success of the project: (1) a thorough understanding of the intended concept and (2) a clear illustration of the concept in a well-defined business scenario. These two components, in combination with innovative features of *SL* & storytelling, can ideally address the deficit I mentioned earlier by bridging operations concepts with real business practices. From a course design perspective, the project can keep students’ interest in the theories and concepts under discussion with a visual anchor and help them develop their analytical skills in applying what they are learning (Champoux, 1999; Velleman & Moore, 1996). In addition, it can also serve as an economical substitute for field trips by bringing operations scenarios into the classroom (Sampson, 2000).

Project Implementation

The project is multi-faceted, detail-oriented, time-sensitive and requires on-going individual and collaborative team efforts. As they go through the semester, teams are required to meet to brainstorm de-

liverables and solve problems and issues on a weekly basis. They are also required to turn in memos, scripts, storyboards, logs, and videos at various times during the project as well as at the end of the project. Figure 1 shows a simplified WBS structure for the project.

Starting from the first week of the class, students will be split into different teams of four or five to brainstorm possible topics for the project and to identify potential local businesses for conducting the project. As they are finalizing topics by the second week, they will need to assign members to different roles (e.g., director, script writer, researcher, and camera operator). Each role includes up to four job responsibilities. For instance, the director will be responsible for (1) representing and leading the team working on the project, (2) working with script composer to create the scenes on the storyboard, (3) directing the execution of the storyboard, and (4) working as an actor in the video.

As they move through the semester, students learn some basics to translate their ideas into scripts and storyboards.

Meanwhile, they are making progress researching the chosen topics, analyzing the operational processes of local business organizations, and identifying the connection between abstract concepts and management practice. After revising project scopes based on several rounds of feedbacks, they will finalize their documents and move from pre-production to production stage in week 7.

In the production stage, teams will learn basics of filming and movie editing. They will rehearse the scene at the chosen business locations, shoot raw footage, and bring raw footage for critiques by week 9. Hiring a TA or video assistant who can provide assistance to equipment maintenance, camcorder presets (e.g., white balance, ratio, mic), and Q&As is extremely helpful during the production stage.

In the remaining weeks, teams will import, edit, and stream raw footage based on the project guideline. Their final projects (e.g., videos) will be posted on several sites, including YouTube, to facilitate other cross-class collaboration efforts.

Project Outcomes and Benefits

Figure 2 provides an overview of different topics that have been studied by my classes. Overall, student teams have shown increasing interests in topics such as inventory control, process analysis, service operations, scheduling, and forecasting. Other topics, including quality, logistics, queuing, and facility location, have also received some interests. Table 1 summarizes the course evaluation data that illustrates both the motivation and the success of the project. In general, the course structure, subject, instructor, section size, textbook, and even exam formats remained consistent in the five-year period of 2007-2011. Student perception of major evaluation criteria, including course quality, effectiveness, professional growth, and technology, now rests comfortably above the mean. The average grade for the course increased from B-/C+ to A-/B+. The table also includes a customized set of questions on the project. Students overwhelmingly indicated that the project helped them

Figure 1. The WBS Structure for Operations Reality Show.

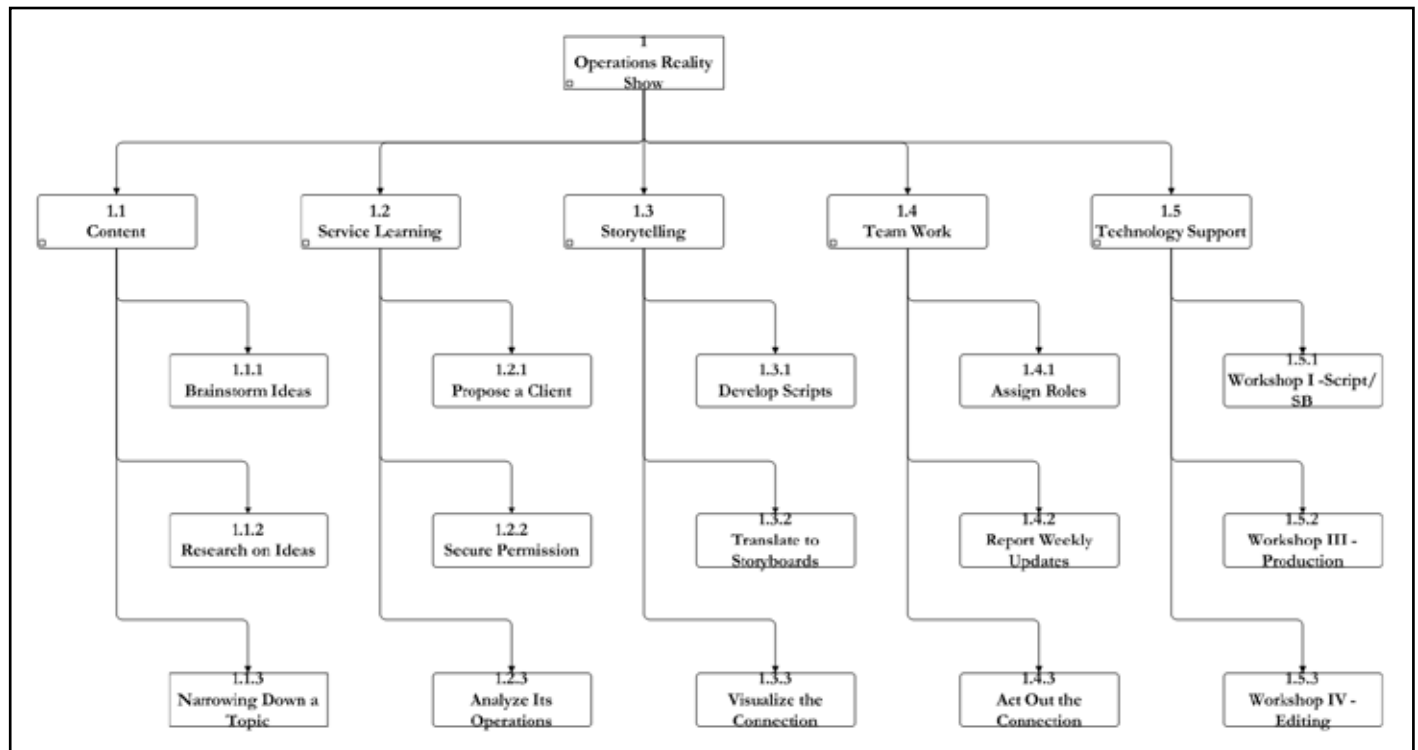


Figure 2. Frequency Chart for Project Topics.

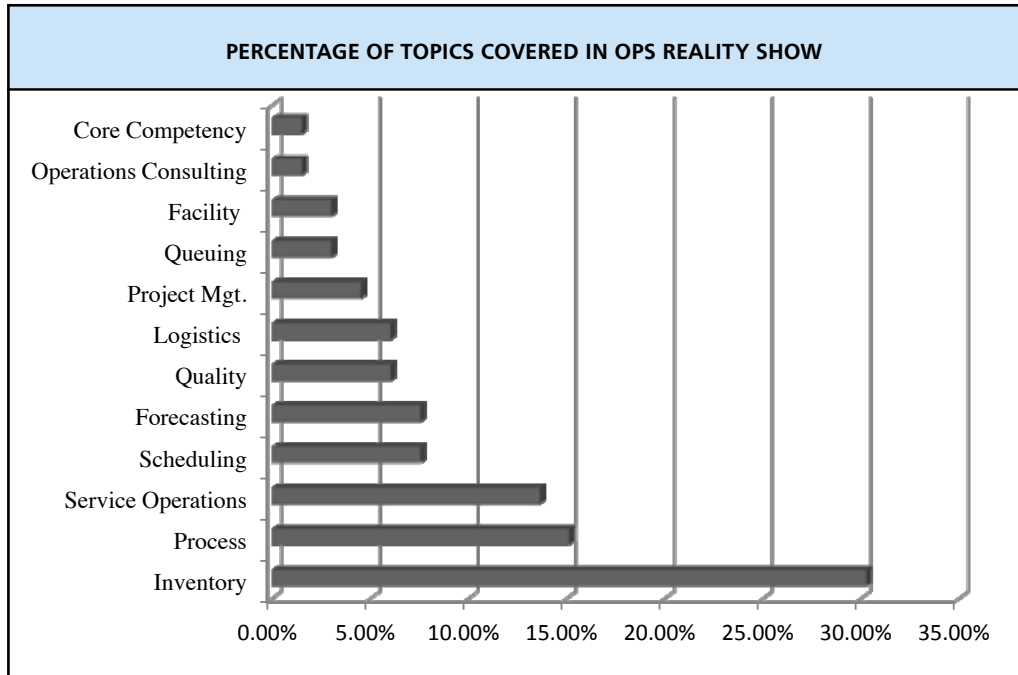


Table 1. Course Evaluation Summary.

	Before Ops Reality Show 2007-2008	During Ops Reality Show 2009-2010	Most Recent Semester Fall 2011	School-Wide Mean Scores
Number of Class Sections	3	6	2	
Total Enrollment	95	210	76	
Average Grade (out of 5)	3.71	4.12	4.34	
UNIVERSITY-WIDE EVALUATION CRITERIA (OUT OF 5)				
"Overall quality of the course . . ."	3.42	4.06	4.36	3.97
"Instructional effectiveness . . ."	3.75	4.09	4.27	4.00
"Level to which this course met my learning expectations"	3.60	4.10	4.55	3.91
"Contribution to my professional growth and development"	3.67	4.11	4.55	3.84
"The technology used to deliver this course was helpful (beneficial) to learning the material"	3.70	4.12	4.45	4.01
COURSE-BASED CUSTOMIZED CRITERIA (OUT OF 5)				
To what degree did the project help you to:				
"Shape analytical skills"	3.60	3.85	3.90	
"Develop team working skills"	3.50	3.90	4.25	
"Develop confidence tackling unfamiliar problems"	3.60	4.00	4.40	
"Improve communication skill"	3.70	3.90	4.05	

tackle unfamiliar problems and improve team working skills. The majority of the students said that they learned valuable experience in improving their communication skills. Most of the students also indicated that the project helped them to a certain extent to develop their problem-solving and analytical skills.

Practical Tips

Throughout the project, there are several challenges. First, each team needs to develop a well-defined project scope and objective around a specific topic. As the class generally covers a range of different topics on business operations, each team has to narrow down a topic that can render both educational value and managerial relevance. The choice will largely determine the path a team takes through the semester. For instance, teams choosing forecasting generally have to go all the way to understand the type of products, customer needs, and production capacity associated with the sponsor organization. Yet, teams choosing scheduling priorities need to analyze the service process and identify the pros and cons associated with each priority rule. I usually ask each team to sign up for a specific chapter in the first week of the semester and encourage them to do research on the chapter to identify an interesting topic in the following weeks.

Second, teams need to compose stories to tell the connection between chosen topics and business processes. To facilitate the storytelling process, teams need to document their stories in scripts and storyboards. Being used to traditional slides-based presentations and term papers, communicating ideas through sketches (i.e., scripts and storyboards) presents a challenge to teams. However, this turns out to be a very interesting process—students brought in their creativity to communicate ideas (e.g., cartoons, photos, line drawings, shapes. See Appendix 1 for details.)

Communicating ideas and thoughts through visual aids helps tremendously when exploring unfamiliar territories

within/outside of teams. Occasionally, a team may have highly developed creative propensities with little regard for academic content. Therefore, it is important to require each team's script and storyboard to be approved to ensure that the final video will be creative and relevant.

In addition, I also learned from both John Wiley & Sons and my digital media colleagues that video producers need to secure proper release permit(s) prior to shooting. Those permits state the team can shoot video for educational use at the chosen locations, and that the company or persons featured in the video will not be remunerated for the video. Getting this process started early in the semester can prevent further delays as teams move to the production stage. While working with large and national/international enterprises is desirable, securing approval from major corporate headquarters can be the major roadblock for completing the project in a timely fashion. Hence, I always encourage teams to work with local communities to identify potential clients/sponsors.

As suggested in the project examples provided above, teams are also exposed to real-time challenges, including (1) project planning, (2) managing groups, and (3) problem solving and conflict management. While teams may take different approaches to respond to those challenges, the instructor can facilitate teamwork by providing a clear set of project rubrics and by gauging each team's performance on a regular basis. Appendix 2 shows the weekly work log template that can be used to document each team's planning, teamwork, and communication progresses. (See appendices at www.decisionsciences.org/decisionline/Vol44/44_2/Innovation_appendix.pdf.)

Finally, students may feel challenged during production (i.e., shooting) and post-production (i.e., editing and streaming) processes. Operating camcorders and shooting video may not take much effort, yet teams have to pay close attention to sound, lighting, framing, and balancing issues. Given that most students

do not have prior experience with videos, it is helpful to have a checklist for teams to use when preparing/shooting the raw footage. Once the production is completed, it is also important to tour students through the basic steps to import, edit, polish, and stream videos through certain packages (e.g., amateur packages including iMovie and Power Director; or professional packages including Final Cut and Adobe Premiere). Appendix 3 includes screenshots for some of the projects that have been produced and streamed via different software packages.

Transferability

While writing this section, I am wondering whether this project experience can be transferred elsewhere. The answer depends mainly upon the degree to which an individual can embrace a *SL* and storytelling pedagogy. Because such an approach encourages collaboration in a semi-controlled environment and involves multiple stakeholders, it is likely that some instructors may find themselves losing control over content and therefore feel uncomfortable applying the project presented here. In addition, this project concept requires a much higher level of work and adaptability than traditional assignments or case studies. The supervising faculty must have a high level of commitment to service-learning projects by advising on a variety of issues, by interacting with clients in support of students, and by motivating participants through the inevitable ebb and flow of emotion (Brower, 2011; Kenworthy-U'Ren & Peterson, 2005; Papamarcos, 2005). Hence, the *SL* and storytelling pedagogy is not for every professor or for every course.

However, the pedagogy appears to be highly transferrable when a faculty member is willing to place much of the responsibility in student hands and to introduce a degree of uncertainty and complexity not present with more traditional instructional formats. While faculty members have no way to prepare for every aspect of what will happen during a service-learning

project, they need to consider the “fit” of a particular project with the overarching objectives of the course. Specifically, the project must encompass key aspects of the course’s required knowledge base and learning objectives.

Another important characteristic of the project, the storytelling method, also appears to be transferrable to courses that expect to bring an aesthetic perspective to abstract concepts. In this regard, storytelling can fit in both business and non-business disciplines very well. However, the instructor needs to choose the format carefully. While technology-based media, such as video, may appeal to the student body, it requires a certain level of expertise to successfully translate ideas into decent footage. Other formats, such as drawing and podcasts, are less technically oriented and can be easily integrated into the course design with only modest modifications.

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■ KENNETH KENDALL, Editor, Rutgers, The State University of New Jersey

The Internet revolution has only begun. We depend on the Internet to get information, communicate, and, of course, buy lots of stuff. Now that we have all of that stuff taking up lots of room, we can sell it or rent it out to someone else who wants it. In this article, I discuss a whole new world for putting our items out there for others to use. I talk about things, services, and digital items that we may want to share with others. Everything will be cheaper, and we won't need to buy and store things forever. We will all benefit from this, right? Or will we?

Extreme Ecommerce: The Age of Sharing

by Kenneth E. Kendall, Ecommerce Editor

The *Economist* recently published a cover-story article called "All Eyes on the Sharing Economy."

The implication one can draw from this article is that our society is now changing because the Internet has made it much easier to share everything. On the cover they list items such as a lawnmower, loft storage, a saxophone, a bike, a speedboat, a parking space—even a dog. The front-page comment declares, "On the Internet, everything is for hire."

Sharing Files—The Beginnings

You are all familiar with peer-to-peer sharing. Most of you have heard of Napster, which linked users who wanted a file with users who had those files. The files, which were then music files, were transferred from one user directly to another user.

File sharing in itself is not illegal, but sharing copyrighted material and circumventing the rights of the copyright holder is illegal, so Napster got into trouble because they were the matchmakers and the matchmaking took place on a central server.

File sharing has now been re-imagined as either a legitimate pay service or as a peer-to-peer networked service that does not use a central server. There are risks in sharing files including the distribution of spyware, viruses, and identity theft.

Sharing Other Items through the Internet

Then there was peer-to-peer lending, which involved lending money to other people online instead of going through a financial institution. Zopa, Prosper, and Lending Club were early peer-to-peer lending companies.

An obvious advantage of peer-to-peer lending is for borrowers to get better rates than they can from their local bank, or even an online bank. Critics say that this type of lending will attract customers who may not qualify for traditional loans, but I have not seen evidence that the ratio of bad loans to all loans granted via peer-to-peer lending is any different from the ratio of traditional banks.

So now *The Economist* is reporting that people are beginning to share many other items. They are not referring to some sort of clearing house, like Craigslist, that offers classified ads for buyers and sellers of goods and services. Rather they describe individual companies.

They discuss Airbnb, a company that helps locate places to stay and people to rent out space. Its goal is to create a collaborative marketplace that everyone trusts. As its website states: "Nothing is more important than your safety and peace of mind."

The Economist also discusses car-sharing services. They mention services such as RelayRides and Getaround, as



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<http://www.thekendalls.org>

well as a few others. I noted that they didn't mention Zipcar, and decided to figure out why. It seems that Zipcar, a very successful car renting service, is membership based, while RelayRides and Getaround are truly peer-to-peer systems.

Can it be true that people are beginning to adopt a completely different item-sharing model?

If it is, then why do people want a peer-to-peer sharing service rather than an established company or a membership service? Probably because, at first blush, peer-to-peer sharing seems cheaper. Indeed, it turns out that in most cases it is, especially if you realize the system is closer to bartering than it is to selling.

When you realize that apartments that were shared avoided taxes that would normally occur (take a look at your last hotel bill), you can see why it is now popular. Cities will need to work out agreements with companies like Airbnb to add the taxes on to the bill, but for now it is somewhat unclear what happens.

Another sharing service, Uber, is a peer-to-peer ride company and is facing court battles in some cities as it tries to revolutionize long-established taxi services.

Sharing Delivery Services

On the day this article is being written, Reuters reported that Wal-Mart is toying with the idea to enlist their customers to deliver some of their online purchases. They would likely reward these volunteer drivers with discounts, enough to pay for their gas at least.

The point, of course, would be to shave off some of the costs of delivery using traditional carriers like FedEx, but will the average Wal-Mart customer approve of this? How would you like a stranger ringing your doorbell? Did they leave your precious item in a 110-degree car while they ran another errand?

While it is debatable whether this will work for Wal-Mart, there are companies that have started delivery sharing. Startups like Zipments and TaskRabbit are already matching customers to deliv-

eries. Will these startups try to enlist large companies to participate on a regular basis?

CEO and co-founder of Zipments, Garrick Pohl, explains, "Zipments self-insures this risk up to \$250, but the firm encourages its couriers to buy additional coverage for higher-value packages." (Barr & Wohl, 2013).

By the time this article is published, we'll know more about Wal-Mart's new idea. Maybe it is just a dream. No one said that these innovations are easy.

Sharing Books in a Marketplace

It's been a long time since Amazon started selling used books—about 13 years. They do this through Marketplace sellers. These are mostly professional merchants who offer used books and closeouts.

You, as an individual, can sell a book on Amazon. You need to classify it into one of the following five categories: New, Used—Like New, Used—Very Good, Used—Good, or Used—Acceptable.

Once you've selected a condition, Amazon informs you of the current low price being offered for that volume. For example, a popular book in new condition can sell for \$7.00 + \$0 shipping and a "used—like new" condition for \$2.94 plus \$3.99 shipping.

You then complete the process by entering the price you will sell it for, the quantity you have to sell, and the shipping method. The prices you would add for shipping are fixed and they are currently \$3.99 for standard shipping, \$6.99 for expedited shipping, and \$17.98 for one-day shipping.

The shipping costs explain how it is possible to sell books on Amazon for \$.01. Yes, there are actual books that sell for a penny. The seller would get the \$.01 plus the \$3.99 shipping fee for a total of \$4.00. Amazon takes 15 percent of the penny, which is nothing plus a "variable closing fee" of \$1.35. So if it cost less than \$2.65 to ship the book, you've made a profit.

A calculator for selling products fulfilled by a seller or Amazon can be found

at: <https://sellercentral.amazon.com/gp/fbacal/fba-calculator.html>. It's one way to share physical items.

Sharing Books Peer-to Peer

Something has recently occurred that has the potential to change everything relevant to academia. Amazon has recently received a patent to set up a way to exchange digital items. These items could include songs, movies, TV shows, popular books, and even textbooks.

Apple has followed by getting its own patent for digital re-sales. This patent would allow any seller to transfer the rights to anyone else. You can sell or give away your book, as long as there would be only one copy of this particular item at a given time.

Furthermore, according to *The New York Times*, "a New York court is poised to rule on whether a start-up that created a way for people to buy and sell iTunes songs is breaking copyright law." The reporter concludes, "A victory for the company would mean that consumers would not need either Apple's or Amazon's exchange to resell their digital items. Electronic bazaars would spring up instantly" (Streitfeld, 2013).

This is shocking to some and welcomed by others. Libraries may benefit from this type of exchange because currently their ability to share digital items is so restricted that they tend to avoid acquiring them.

To the consumer it will probably be a welcome event. It is bound to drive prices of all sorts of digital merchandise lower.

This would mean, I assume, that students could buy a digital copy of a book, then transfer the rights to another student at the end of a semester.

But why wait until the end of the semester? It may be possible to transfer a book back and forth between students during the semester. Someone who has a test on Monday could read the digital book, then give the book to another student who has an exam on Tuesday. The exchange could take place back and forth among many students during the semester.

Those students who exchange the digital books need not be roommates or even students at the same university. They could live 3,000 miles apart!

Who Will Write Our Books?

Publishers and authors, however, are not necessarily going to look kindly on this type of sharing. If prices are driven down, it's likely that publishers will publish only mainstream books that are guaranteed to sell quickly. Do any of you remember the day when an academic publisher who offered a variety of books on a single subject? That day may be over.

Creative talent will not welcome the changes. That means that creative types involved in music, film, and, of course, books will not have the incentive to create works of art or write books that can be easily shared instantly with a gesture or the touch of a mouse.

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NAMES IN THE NEWS

■ CAROL LATTA, DIRECTOR, Decision Sciences Institute

Enjoying a moment together at the 2012 DSI Annual Meeting (from left) are Tom Schriber, Phil Carter, Paul Nutt, Tim Smunt, Carol Latta, Bill Perkins and Ram Narasimhan.



■ VARUN GROVER, FEATURE EDITOR, Clemson University

The Many Roads to Success: Classifying Doctoral Students into Archetypes

by Varun Grover, Clemson University

Over the past 25 odd years, I have had the privilege of working with numerous doctoral students. Each of these experiences has been delightful in its own idiosyncratic way. This is because doctoral students come with their own personalities, styles, competencies, and quirks. Each one presents different challenges and opportunities. Most of them succeed in their unique way and to their own degree by publishing papers, teaching challenging courses, and gaining a foothold in professional associations.

As I reflect on these experiences, I find that I am still not very good at anticipating or predicting the degree of success of doctoral students a-priori. When we assess applications, we get a good sense of competency level through test scores and GPA. However, we do not get a good sense of true motivation (despite candidates' claims of motivation). Nor do we get a good sense of the ability to handle high pressure, rejection, long feedback cycles, multitasking, and other contingencies that characterize doctoral student and academic life. After all, candidates do not have a true understanding of what such a life entails, so they often make assumptions or extrapolate from prior experiences. Post-hoc, however, it is easier to characterize doctoral students into archetypes based on their skills and behaviors during the doctoral program. Below, I describe five archetypes of doctoral students. Let me preface my descriptions by indicating that I enjoyed every one of these relationships. I make no judgments on which archetype is "better" or has a higher likelihood of "success."

I can classify students into five archetypes. Of course, these are not pure forms—each one reflects numerous dimensions, many of which I cannot begin to articulate. They do reflect my own mental cluster analysis—a rough approximation of how I perceive things. Students fall heavily into one archetype, but might have attributes of another.

The Conservatives:

"We'll do whatever it takes"

Conservatives are doctoral students who are wedded to books and journals. They work extremely hard and gain tremendously from the doctoral program, but primarily through their dedication to reading and organizing. These students may not be the sharpest, but they more than make up for that in terms of perseverance. They work without complaint and take direction the best they can. Sometimes, they work inefficiently by investing too much in an area—because they get lost in the trees and lose sight of the forest. Ironically, despite their hard work, they could take longer to finish their project. These students often select dissertation topics that are extensions to existing work, but not "outside the mold." Either through their culture or personality (or both), they generally have the right focus toward doctoral study.

The Pragmatists:

"We just want to get it done"

Pragmatists are the doctoral students who want to get their degrees and move on in their careers. They could work as hard as the conservatives, but with one



Varun Grover

is the William S. Lee (Duke Energy) Distinguished Professor of Information Systems at Clemson University. He has published extensively in the information systems field, with over 200 publications in

major refereed journals. Ten recent articles have ranked him among the top four researchers based on number of publications in the top Information Systems journals, as well as citation impact (H-index). He is Senior Editor (Emeritus) for MIS Quarterly, the Journal of the AIS and Database. He is recipient of numerous awards from USC, Clemson, AIS, DSI, Anbar, PriceWaterhouse, etc. for his research and teaching, and is a Fellow of the Association for Information Systems. For over 20 years, Dr. Grover has been fortunate to be integrally involved with doctoral students in various capacities. He has written a number of articles in Decision Line based on his experiences.

vgrover@clemson.edu

basic difference. They are more interested in making sure their work gets through the committee than in assuring its quality. Often, if managed well, pragmatists can produce good quality dissertations. These students take advice and try to figure out how to implement it at a level that will satisfy, but may not delight, the advisor. The dissertation topics selected by these students are often relatively structured and any innovation is measured and implementable. Some students in this mold struggle to meet expectations either by taking too many shortcuts or not working or thinking hard enough. These students truly imbibe the oft-quoted saying, "The best dissertation is a done dissertation."

Abstractionists:

"I've got a new idea"

Abstractionists are the students who are good conceptual thinkers, but struggle with research methods and implementation. Often, their forte, thinking and structuring of concepts, is their weakness since they are not satisfied and are always innovating or trying to improve their model. Abstractionists need some attributes of all the other groups, like perseverance or method skills, lest they flounder. Therefore, managing abstractionists is a challenge, because they need to be kept on focus and bounded in order to complete their project. Having good methodological guidance on the committee is often a critical success factor. These students often take on innovating and challenging research topics that can be conceptually developed, but might need to be toned down for testing. Abstractionists can do some remarkable, even controversial research, if they can complete their projects.

Toolers:

"Let's find the problem for this technique"

Toolers, in many ways, are the opposite of abstractionists. They have prowess in a methodology, tool, or technique and are determined to find a problem where they can apply the tool. These students might

be solicited by others for their knowledge and even added for their skills to other research projects. Toolers often struggle with theory and abstraction and could take ages to develop a viable research model for testing. However, once over the theoretical hurdle, these students revel in implementation. Typically, their dissertations have weak theory but tend to employ powerful methods. Many of their topics may use brute force techniques, with massive data sets, in order to meet the scope requirements for a dissertation. Depending on whether their skill set is applicable to a broad repertoire of problems, Toolers could develop a powerful research program or be highly solicited to join others on their research projects.

Get-its:

"Let's shoot for A-level pubs"

Get-its are those who "get" the research culture. Often they come into doctoral programs with a good understanding of what they are getting into, occasionally even having dabbled in research themselves. Get-its have attributes of all the other groups—they are hardworking, practical, and have reasonable conceptual and methodological skills. More importantly, they have a sense of what it takes to package a research paper targeted at a premier journal. These students are often self-driven and do not need excessive guidance. Their dissertations tend to be of good quality, slightly innovative but building on an existing body of work. Get-its can be too ambitious or may set unrealistic expectations that need to be checked. These students generally have the right approach to a research career.

So, what can we do with this taxonomy? It could be useful for a student and advisor to sit down and have a conversation based on this classification, at the beginning of the dissertation process so that, together, they can come up with a plan. For the advisor, it is useful to understand the critical factors in managing different types of students through the process. Conservatives might need to be directed toward a bit more innovative thinking and constantly redirected to-

ward productive avenues so their work bears fruit. Pragmatists might need to be challenged with higher expectations in order to ensure a quality product. Abstractionists need to be bounded in their conceptual thinking and complemented with methodological guidance. Toolers could benefit from closer management of their conceptual product and may need to be sensitized to any misfit between the problem and the tool. Get-its can be hurt by micromanagement and need broad but constructive guidance, keeping ambitions as realistic as possible.

For students, it might be useful to self-classify themselves—or even divide themselves into each category on a percentage basis. This might sensitize them to their strengths and weaknesses so that they can take a preemptive stance to dangers even before they embark on their project. For instance, students who categorize themselves primarily as Toolers might be extremely sensitive to their theoretical limitation and try to take insurance in a well-established theoretical based. Similarly, Conservatives might want to constantly ask themselves if they are not only working hard, but "smartly," and what that work is going to yield and whether it is worth it. Abstractionists should always be asking themselves whether the interesting is implementable. Pragmatists should be sensitive to quality issues and calibrate any short-cuts they might consider. The Get-its might need to hone their expectations lest they take on too much and get burned out, or they shoot for only high risk publications and neglect to build a balanced portfolio.

In conclusion, I feel very fortunate to have had these diverse experiences. Sure, at times, over the course of hundreds of interactions with each student, there were frustrations. In the end however, I think the process generally worked and I learned from it. The best part is when I see my former doctoral students having significant success and becoming valued colleagues and friends. So, regardless of their "archetype," I genuinely look forward to hearing about their continued accomplishments. ■

In Memorium: Robert J. Mockler



Bob Mockler and his wife,
Dorothy G. Dologite

knowledge-based systems (artificial intelligence). His publications appeared in *Harvard Business Review*, *California Management Review*, and *Information Resources and Management Journal*, and others. He received a BA and MBA from Harvard (1954, 1959) and PhD from Columbia (1961). His Columbia degree was in English literature, with a specialty in Elizabethan drama.

Bob was a continuing contributor to DSI in many ways. In 1990, he was a finalist in the DSI Instructional Innovation Award Competition. In 1993, he won the *Best Applications Paper Award* at DSI's annual meeting. In 1994, he served as track co-chair for MIS at the DSI meeting in Hawaii. In 1996, his case study won the *DSI Best Case Studies Award*. He was track chair for Strategy and Policy for the Athens International Meeting in 1999. In 2002, one of his case studies was among three finalists (honorable mention) for the Best Case Studies Award. In 2004, Bob served with his wife Dorothy as a Doctoral Student Consortium co-coordinator.

I was fortunate to have worked with Bob and Dorothy from 1995 to 2004, involved in a workshop that Bob created called, "Formulating a Strategic Research Plan," as part of the DSI Doctoral Student Consortium held at the annual meeting. It was a true pleasure. We also shared a deep love of the opera and the theatre, and I am truly grateful to have known Bob as a colleague and a friend.

—Julie E. Kendall, School of Business-Camden, Rutgers University ■

It is with great sadness that we share the news of the passing of Robert Mockler on November 27, 2012, in Florida, of aspiration pneumonia, complicated by late stage COPD. Bob was a loyal DSI member and served as the Joseph F. Adams Professor of Management at The Peter J. Tobin College of Business, St. John's University. His widow, co-author, and DSI member, Dorothy Dologite, survives him.

Bob Mockler authored, co-authored, or edited over 60 books and monographs, some 230 case studies, over 70 articles, over 50 book chapters, and gave over 200 presentations. His cross-disciplinary background (he was a true Renaissance man who held advanced degrees in both business and English dramatic literature) enabled him to do research, publish, and teach in both strategic management and

ANNOUNCEMENTS

(see more information on related conferences and publications at <http://www.decisionsciences.org>)

Institute Meetings

www.decisionsciences.org

■ **The 44th Annual Meeting** of the Institute will be held November 16-19, 2013, at the Marriott Baltimore Waterfront in Baltimore, Maryland. For more information, contact Program Chair Funda Sahin at fsahin@uh.edu.

■ **The 45th Annual Meeting** of the Institute will be held November 22-25, 2014, at the Tampa Marriott Waterside Hotel & Marina in Tampa, Florida.

■ **The 46th Annual Meeting** of the Institute will be held November 21-24, 2015, at the Sheraton Seattle Hotel in Seattle, Washington.

www.decisionsciences.org

■ **The 12th Annual International DSI and 18th Annual Asia-Pacific DSI Region** will hold a joint annual meeting at the Courtyard Marriott, Nusa Dua, Bali, Indonesia, July 9-13, 2013. Submission deadline has passed.

idsi13.org

■ **The European Region** will hold its 4th annual conference June 16-19, 2013, in Budapest, Hungary, at the Hotel Sofitel Budapest Chain Bridge. www.edsi2013.org

■ **The 7th Annual Meeting of the Indian Subcontinent** will be held in Delhi on December 28-30, 2013.

www.imi.edu/page_show/conference_show?cid=8

■ **The Mexico Region.** For more information, contact Antonio Rios, Instituto Tecnológico de Monterrey, antonio.rios@itesm.mx.

■ **The Midwest Region** will hold its 2013 Annual Meeting on April 18-20. Program Chair is Joseph Muscatello:

jmuscate@kent.edu

■ **The Northeast Region** held its 2013 Annual Meeting on April 5-7, at the New York Marriott at the Brooklyn Bridge in New York City.

www.nedsi.org

■ **The Southeast Region** held its 2013 Annual Meeting on February 20-22, at the DoubleTree in the historic district of Charleston, SC.

www.sedsi.org

■ **The Southwest Region** held its 2013 Annual Meeting on March 12-16, at the Albuquerque Convention Center in Albuquerque, NM.

www.nedsi.org

■ **The Western Region** held its 2013 Annual Meeting on March 26-29, at the Long Beach Renaissance Hotel, Long Beach, CA.

www.wdsinet.org

Call for Papers Conferences

■ **Quaere 2013** will be an interdisciplinary scientific online conference for PhD students and assistants from European universities. The annual conference is organized by MAGANIMITAS academic association and will be **May 20-24, 2013**. Registration deadline is **May 14, 2013**.

www.quaere.econference.cz

■ The University of South Carolina is hosting a six-day workshop **June 2 - 7, 2013**, for faculty who are teaching or preparing to teach international business. Applications should be submitted by **May 15, 2013**.

www.learnmore.com

■ **The 7th International Conference on Operations and Supply Chain Management** will be held **June 22 - 25, 2013**, in Shanghai. Deadline has passed.

www.aoscom.org/index.php/nikes-aio/conference-new.html

■ **The International Conference on Information Society (i-Society 2013)** will hold a conference in Toronto, Canada, at the University of Toronto **June 24-**

26, 2013. The i-Society bridges the gap between academia and industry with regards to research collaboration and awareness of current development in secure information management in the digital society. Submission deadline has passed.

www.i-society.eu

■ **The International Conference on Managing the Asian Century (IC-MAC-2013) Singapore** will be held July 11-13, 2013 in Singapore. Submission deadline is **April 16, 2013**.

■ **The 2013 International Conference of the System Dynamics Society** will be held **July 21 - 25, 2013**, in Cambridge, MA. Submission deadline has passed.

conference.systemdynamics.org

■ **The Academy of Management, Operations Management Division**, will host the **2013 OM Division Joint Junior Faculty and Doctoral Consortium on August 10, 2013**, in Orlando, Florida. The consortium coordinators are Antony Paulraj (ap@sam.sdu.dk), for the junior faculty, and Antti Tenhiälä (antti.tenhiala@ie.edu), for the doctoral students. Applications to appropriate coordinator are due **April 15, 2013**.

■ **The 15th International Conference on Electronic Commerce** will be held **August 13 - 15, 2013**, in Turku, Finland. The theme reflects the alignment between computerized, formalized business procedures and the need for innovating business on-the-spot, or ad-hoc. Submission deadline has passed.

www.icec.net

see **ANNOUNCEMENTS**, next page

More conferences and calls for papers are listed on our website:
www.decisionsciences.org/conferences/default.asp

from **PRESIDENT'S LETTER**, page 1

The Board also tackled the sensitive task of reorganizing the governance structure of the Institute in order to enhance decision-making efficiency and effectiveness, while ensuring balanced representation of the diverse membership interests and goals of the Institute. After considerable discussion, the membership overwhelming voted to restructure the Board of Directors, which will take place this May when the newly elected functional vice presidents and divisional vice presidents assume their leadership positions on the Board of Directors.

A fourth objective was to assess DSI's refereed journal portfolio, which includes *Decision Sciences (DS)* and *Decision Sciences Journal of Innovative Education (DSJIE)*, and propose changes to the portfolio strategy as appropriate. The Institute's journal portfolio plays a critical role in the strategic positioning of the Institute, where the quality perception of the Institute and its journals are often inseparable and an important influence on college deans, promotion and tenure committees, faculty members, and industry. The Publications Committee surveyed a comprehensive set of leading business schools, finding that *DS* is viewed as a top-tier journal in approximately 57% of the schools surveyed, while *DSJIE* is viewed as an appropriate outlet for teaching-oriented research. While the journals appear to be doing well, it is worth noting that *Decision Sciences* has become almost exclusively oriented on operations, supply chain and information systems management research.

This represents a significant shift in direction from the multidisciplinary research orientation upon which the journal and DSI were founded. The incoming Board will have an opportunity to explore this issue when it considers the report of the Ad Hoc Committee on DSI's Strategic Journal Portfolio. I'm optimistic that the ensuing discussion will result in a well-defined journal portfolio strategy for the Institute.

The fifth objective addressed the Institute's desire to expand its global membership base by offering a variety of international meeting opportunities. This continuing effort is making substantial progress as evidenced by the upcoming 12th Annual International DSI and 18th Asia-Pacific DSI Joint Meeting to be held in July 2013 in Bali, Indonesia, and the 4th Annual European DSI Regional Meeting to be held in June 2013 in Budapest, Hungary. Other international meetings are being planned for later in the year by the Indian Subcontinent DSI Region and the Mexico DSI Region. Finally, the Ad hoc Committee on World Congress is continuing its efforts to evaluate the feasibility of DSI co-hosting an International World Congress in Brazil in 2015.

Another objective was to better understand the perspectives of the DSI regional meeting attendees in an effort to enhance the value proposition for DSI membership and increase the strategic contributions of the regions. Under the leadership of Janet Hartley, with participation by the regional subdivisions, the attendees of DSI region meetings were surveyed. The findings provided several

insights, but a major finding was that DSI's current value proposition falls short of encouraging most DSI regional meeting attendees to join DSI. Instead, only about 30% of the DSI regional meeting attendees are members of DSI. This raises important questions relating to what strategies can enhance DSI membership value and increase the conversion rate of regional attendees into DSI members.

The final objective was to monitor and nurture the grassroots efforts for developing Specific Interest Groups (SIG), each of which represents a community comprising of members of the Institute who have an interest in advancing a specific area of knowledge, learning or technology and may communicate, meet, and organize conference sessions to share ideas, solutions, and/or conduct research. While several SIGs were introduced by the DSI Board several years ago, the concept hasn't gained traction with only two active SIGS. It remains to be seen if SIGS will take root in the Institute.

Overall, we made considerable progress on the above objectives. Some are completed; some are well underway; while others remain work in progress at best. However, I'm encouraged that the new organizational structure of the Institute will enable us to better build upon the past successes of DSI and seize the opportunities being presented. I invite the membership to remain engaged and contribute in ways that will ensure the success of our efforts and maintain DSI's position as the all-inclusive society for defining the decision sciences discipline. ■

from **ANNOUNCEMENTS**, previous page

The International Conference on Electronic Business will be held **December 1-4, 2013**, at Nanyang Technological University, Singapore. The conference is for researchers and practitioners to present latest developments in the theoretical and practical areas of electronic business. Submission deadline is **June 1, 2013**.

www.icebnet.org

Publications

■ *The International Journal of Advanced Computer Science and Applications* encourages submissions of papers addressing theoretical and practical implementations in information and systems applications.

www.ijasca.thesai.org

■ *The International Journal of Physical Distribution & Logistics Management* has a special issue on "Reviewing literature in supply

chain management and logistics." Deadline is **May 15, 2013**.

www.emeraldinsight.com/ijpdlm.htm

■ *Decision Analytics* is a new journal looking for editorial board members. The journal will be a double-blind, peer-reviewed, open access journal that promotes the application of computer technology, research, and statistics to decision making in organizations.

www.academicjournals.org/IJVTE/instruction.htm



DECISION SCIENCES INSTITUTE
44th Annual Meeting
November 16 - 19, 2013

2013 Program Chair's Message

FUNDA SAHIN, University of Houston



Today's business success depends on making good decisions fast. Leading organizations apply sophisticated technologies and decision analytics to evaluate vast

amounts of data in order to develop insights and increase the speed and quality of decision making. These organizations cultivate a competitive advantage in the marketplace through the application of analytics. Organizations that effectively apply decision analytics have developed competencies in information management, analytical skills/tools, and a data-oriented culture. The Decision Sciences Institute, a premier society in defining the decision sciences discipline, focuses on applying quantitative, qualitative, and behavioral methods to solve societal problems. Decision analytics plays a significant role in addressing these problems. Join us at the 44th Annual Decision Sciences Institute Meeting as we re-discover our decision analytics roots while maintaining our interdisciplinary focus.

As a participant in the 2013 conference, you can expect the following:

- **Welcoming environment** that offers opportunities to meet and network with scholars, present and receive

feedback on your research and teaching innovations, and explore new ideas.

- **Plenary sessions and panels** by leading researchers/practitioners of the decision sciences field.
- **Continuation of the track caucuses** from the 2012 DSI Annual Meeting that brings together scholars with similar research interests.
- **High-quality invited and sponsored research sessions** featuring leading researchers, educators, and practitioners.
- Focused sessions organized by **Specific Interest Groups (SIGs)**.
- **Opportunities to interview** for open positions, meet with job candidates and emerging scholars.
- **Professional development workshops** on a variety of research, teaching and curriculum topics.

The venue for the 2013 DSI Annual Meeting will be the Baltimore Marriott Waterfront Hotel. This hotel is located in the Baltimore Inner Harbor with nice views of the water. Its central location offers excellent access to restaurants, tours, and entertainment, as well as scenic areas of the city. More information on registration, hotel and events is available soon on the 2013 DSI Annual Meeting website. ■

2013 Annual Meeting Coordinators

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Submission Deadlines:

Referred Papers and Competitions
April 15, 2013

Abstracts and Proposals
May 1, 2013

www.decisionsciences.org





2013 New Faculty Development Consortium

Covering teaching, research, publishing, and other professional development issues

The New Faculty Development Consortium (NFDC) is a program for faculty who are in the initial stages of their academic careers and who would like to gain insights about teaching, research, publishing and professional development. Faculty members who have earned their doctoral degrees and are in the first three years of their academic careers are eligible to apply.

The consortium will be held on **Saturday, November 16, 2013**, as part of the DSI conference. The day-long agenda for the consortium will consist of interactive presentations and panel discussions led by business faculty at varying stages of their careers. The program will also provide opportunities for interaction and networking with experienced faculty as well as with co-participants in the Consortium.

To participate in the Consortium, please send an e-mail providing the information listed (to the right) along with your current vita to the coordinator. To be eligible for participation, your application must be received by the end of the day on **October 1, 2013**. Early applications will be appreciated. The first 50 qualified applicants will be selected for participation. Although each NFDC participant will be required to register for the DSI 2013 Annual Meeting, there will no additional fees for participating in this onsortium. ■

New Faculty Development Consortium Coordinator:



Anthony Ross
University of Wisconsin,
Milwaukee
414-229-6515
antross@uwm.edu

Application for 2013 New Faculty Development Consortium November 16, 2013 • Baltimore, Maryland

Send in this form and a current copy of your vita to Anthony Ross (see below).
Application deadline: **October 1, 2013**.

Name: _____

Current institution and year of appointment: _____

Mailing address: _____

Year doctorate earned & doctoral institution: _____

Phone | Fax | E-mail: _____

Research interests: _____

Teaching interests: _____

Major concerns as a new faculty member and/or topics you would like to hear discussed

Have you attended a previous DSI Doctoral Student Consortium? yes no

If so, when? _____





2013 Instructional Innovation Award Competition

Recognizing outstanding contributions that advance instructional approaches within the decision sciences

Co-sponsored by Alpha Delta Iota, Prentice Hall, and DSI

The advancement and promotion of innovative teaching and pedagogy in the decision sciences are key elements of the mission of the Decision Sciences Institute. At the President's Luncheon during the 2013 Annual Meeting, the 35th presentation of this prestigious award, co-sponsored by Alpha Iota Delta (the national honorary in the decision sciences), Prentice Hall, and the Institute, will be made.

The Instructional Innovation Award is presented to recognize outstanding creative instructional approaches within the decision sciences. Its focus is innovation in college or university-level teaching, either quantitative systems and/or behavioral methodology in its own right, or within or across functional/disciplinary areas such as finance, marketing, management information systems, operations, and human resources.

The award brings national recognition for the winner's institution and a cash prize of \$1,500 to be split among the authors of the winning submission. Authors of each of the remaining finalist entries share \$750. Author(s) of the finalists will be invited to submit a revised version of their papers for possible publication in the *Decision Sciences Journal of Innovative Education*.

Submissions not selected for the final round of the competition will be considered for presentation in a regular session associated with the conference's Innovative Education track. Therefore, competition participants should not submit a condensed version of their submission to a regular track. Please do not resubmit previous finalist entries.

All submissions must adhere to the following guidelines and must be received no later than **April 1, 2013**.

Instructions

Applications must be submitted in electronic form using instructions on the DSI annual meeting website. A tentative summary of instructions appears below; however, applicants should consult the website instructions before submitting. Submissions will be electronically submitted using the conference website.

Electronic Submission Notes

- 1. Number of documents and their format:** The electronic submission must consist of one document, in PDF format, completely contained in one file. Graphics and images may be integrated into this one document, but no separate or attached files of any kind are permitted. No audio, video, or other multimedia of any form can be included. Nothing may be separately submitted by any other means, including disks, videotapes, notebooks, etc.
- 2. Anonymity:** Include no applicant names, school names, websites, or other identifying information in your document. This information is captured separately on the electronic submission form. Applicants not adhering to this policy will be ineligible for consideration.

Document Format

- 1. Length:** Your one electronically submitted document can be no more than 30 total pages when formatted for printing.

2. **Title Page:** On the first page, provide the title of the submission. Number all pages in your submission.

3. **Abstract/Innovation Summary:** On the second page, explain why your submission provides a new innovative approach to teaching. This will be more detailed than the abstract entered on the conference website. In the first round of reviews, the abstract/innovation summary will be used to narrow down the list of entries. Therefore, it is critical that you draft an excellent summary.

4. **Detail Section:** Provide detail about your submission, with the following headings:

a. *Introduction:*

- Topic or problem toward which your approach is focused.
- Level of students toward which our approach is focused.
- Number of students with whom the approach has been used.
- Major educational objectives of your approach.
- Innovative and unique features of your approach.

b. *Relevant Literature:* Appropriate literature supporting and/or motivating your innovative approach.

c. *Innovation:* Unique features of your approach and how your approach contributes to student learning.

d. *Implementation:* Explain:

- How you structured the material or content.

see **INSTRUCTIONAL INNOVATION**, next page



from **INSTRUCTIONAL INNOVATION**, previous page

- How you designed the explanation and illustration of the material or content.
- How its use makes learning more effective.
- An evaluation plan that includes both a strategy for monitoring the approach and for evaluating its effectiveness.

e. *Effectiveness and specific benefits of your approach to the learning process:* Indicate:

- How your major educational objectives were met.
- Benefits derived from the presentation.
- Students' reactions to the presentation.
- Results of the evaluation of the effectiveness or benefits derived.

AACSB stresses the use of outcomes assessment, therefore it is essential to include measures of the success of the approach, which may include, but should not be limited to, instructor or course evaluations.

f. *Transferability and Implications for Educators:* Explain how this innovation could be used by other institutions, professors, or courses.

g. *References:* You may include in appendices:

- Experiential exercises, handouts, etc. (if any), that are part of your innovative approach and explain where they fit in.
- Any other discussion or material that you feel is essential to an understanding of your submission.

The total length of your electronically submitted document, including appendices, must not exceed 30 pages. The text must be double-spaced, using 11-12 point characters, and a minimum of one-inch margins.

Statement of Endorsement

In addition to your document, send a letter via e-mail to the competition coordinator (address and e-mail given below) from your department chair, or dean (or equivalent) attesting to the submission's value.

Evaluation

The materials will be evaluated by the Institute's Innovative Education Committee. All submissions will be blind reviewed. Therefore, it is important that all references to the author(s) and institutional affiliation are entered only on the electronic submission form and do not appear anywhere in the submitted document itself.

The submissions will be evaluated in two phases. In Phase 1 the Committee members will read the submissions and select up to three as finalists. All submissions will be evaluated for (1) content, (2) supporting literature, (3) innovation, (4) implementation, (5) effectiveness of the approach, and (6) transferability to other institutions, professors, courses, etc. Consideration will be given to the clarity of the presentation. In Phase 2, the finalists will make an oral presentation at the annual meeting. Both the written submission and oral presentation will be considered in the final voting for the award.

All applicants, including the finalists, will be notified by June 15, 2013. Finalists must attend the Instructional Innovation Award Competition Session at the annual meeting in Baltimore to be eligible to win. At that session, each finalist will:

1. Present a review or summary of the submission.
2. Conduct an in-depth presentation or a discussion of a specific component

of the submission (selected by the finalist).

3. Respond to questions from the judges and the audience.

You don't have to constrain your presentation to use of slides alone. Please strive to use an effective method of presenting your instructional innovation so that the audiences are able to understand the significance of your contribution in a limited time period.

This session has two purposes: (1) to provide an avenue for the Institute's members to see and discuss innovative approaches to education which could be used in their classes, and (2) to enable the authors of the innovative packages to "bring their approaches to life" and add another dimension to the evaluation process.

The Committee invites your participation in this competition to recognize excellence in innovative instruction. Please remember that all submissions must be received by **April 15, 2013**. ■

Applications may be submitted by email with the required materials to:



**Instructional
Innovation Award
Competition
Coordinator:**

Kaushik Sengupta,
Hofstra University
kaushik.sengupta@
hofstra.edu



2013 Doctoral Student Consortium

Building the foundation for a successful career

Co-sponsored by McGraw Hill/Irwin, Alpha Delta Iota, Emerald Group Publishing, and DSI

DSI's 31st annual Doctoral Student Consortium is an engaging, interactive professional experience designed to help participants successfully launch their academic careers. The Consortium will take place on Saturday, November 15, 2013, at the 2013 DSI Annual Meeting in Baltimore, Maryland.

Who Should Attend?

The Doctoral Consortium is offered to individuals who are well into their doctoral studies. The Consortium welcomes students from all subject areas within the decision sciences. A variety of students with backgrounds in operations and supply chain management, management information systems, management science, strategy, organizational behavior, marketing, accounting, and other areas will increase the vitality of the sessions. The program will focus on career goals, research strategies, teaching effectiveness, job search issues, placement services, manuscript reviewing, and promotion and tenure. Students who are interested in addressing these subjects in a participative, interactive way will enjoy and benefit from the Consortium.

Why Should You Attend?

There are several important reasons why you should attend.

1. **Networking.** Getting a job, finding collaborators, and gaining advantages in the career you are about to enter are all related to "who you know." The consortium provides an opportunity for you to meet and get to know some of the leading researchers and educators in the field.
2. **Skill development.** Excellent research and teaching require prac-

tical skills in addition to content knowledge. You will learn from veterans who will share their secrets to success.

3. **Effective research strategies.** Advice and counsel from accomplished researchers in your field can help you develop an effective strategy for moving from your dissertation to a planned research program. The Consortium's Research Collaborative provides a forum for discussing your research ideas with leading researchers and peers who will provide you with valuable feedback and insights.
4. **Learn about DSI.** Take advantage of this unique opportunity to "test-drive" DSI, learn about its people, its processes (such as placement services), and everything it has to offer you.
5. **Fun!** Come socialize with your current and future colleagues in a city that offers an exciting blend of cultural attractions and landmarks and just happens to be one of the top travel destinations in the world.

Program Content

The Doctoral Student Consortium involves seasoned, world-class research faculty from several schools, junior faculty just beginning their careers, and key journal editors. All will help guide discussions in the following sessions:

Transition from PhD Student to Assistant Professor. How do you balance your time between research, teaching, service and family life? What do you need to do to be ready for promotion and tenure? We'll address these questions and others with a panel of new assistant professors.

Teaching Effectiveness. It is hoped that Harvey Brightman will return to the Doctoral Consortium for another post-retirement workshop in 2013. His sessions are simply not to be missed—even experienced faculty members sit in on these dynamic and inspiring sessions.

Research Collaboration. This open and interactive forum will feature guidance from tenured faculty mentors to help you develop a strategic research plan to advance your career and tenure goals. Working in small breakout groups and with the advice and guidance of the accomplished faculty mentors, you will identify your areas of expertise, target appropriate journals, find suitable co-authors, and plan a mix of publications.

Meet the Editors and Academic Reviewing. Editors from journals in the decision sciences and related fields will describe the missions of their publications and will discuss how to craft strong manuscript submissions, how to improve the chances of getting a journal article accepted, and how to respond to reviews. You will also learn about how to constructively review manuscripts.

Job Search Seminar. Should I target my job search on research-oriented schools? Teaching schools? Private? Public? What's the best way to sell myself? What are the ingredients of a good job interview? This session will help participants answer these questions through insights drawn from a panel of faculty experts.

The Changing Nature of Academia-Dean's Panel. Deans play a significant role in setting the direction for their respective colleges and have the latitude to allocate financial and other resources to support research, teaching, and service.

Deans, however, face significant challenges as state funding and associated university budgets are shrinking in the face of global economic pressures. How do these challenges affect incoming junior faculty? What are the deans looking for in new hires? Are the criteria for selection and faculty retention shifting? What does it take to make promotion and tenure? Is the ability to obtain funding for your research becoming increasingly important? What are the evaluation criteria, especially in light of demands by accreditation bodies? How do research, teaching, and service get rewarded?

Join Us

The Doctoral Consortium does more than prepare individual students; it creates a community of colleagues you'll know throughout your career. Please plan to attend the Consortium and also encourage your student colleagues to participate in this important program. Although many participants will be entering the job market for 2013- 2014, others will appreciate the opportunity to get a better understanding of an academic career and how to approach the job market the following year.

Application Process

Students in all areas of the decision sciences are encouraged to apply for the DSI Doctoral Consortium. Those wishing to be included should submit:

1. A current curriculum vita, including contact information (e-mail in particular), your major field (operations management, supply chain management, MIS, management science, strategy, and so on), the title of your dissertation proposal or the title of a current research paper.
2. Interested students are encouraged to apply early if they wish to ensure themselves space in the Consortium. Materials should be e-mailed to Doctoral Consortium Coordinator Daniel Guide, Pennsylvania State University, by **October 1, 2013**. Those who apply by this date and meet the criteria listed above will be accepted for participation. Applications received after October 1 will receive consideration on a space-available basis.

Participants must pay the regular student registration fee for the annual meeting,

but there will be no additional charge for the Consortium. This fee includes the luncheon and reception on Saturday, the networking luncheon on Sunday, and the CD-ROM of the proceedings. Although students will be responsible for all of their own travel and accommodation expenses, it is customary for participants' schools to provide monetary support for these purposes. Consortium participants will be recognized in Decision Line, the Institute's news publication. They also receive special recognition in the placement system, special designation on their name badges, and an introduction to the larger DSI community at the breakfast and plenary session. ■



**Daniel Guide, Coordinator
Pennsylvania State
University**

dguide@psu.edu

Other Competitions, Activities, and Miniconferences

■ Best Paper Awards Competition

Best Paper Awards will be presented at the 2013 Annual Meeting. Categories include Best Theoretical/Empirical Research Paper, Best Application Paper, Best Interdisciplinary Paper, and Best Student Paper. At the discretion of the program chair and track chairs, outstanding scholarship may be recognized through a distinguished paper award in a given track. Reviewers will be asked to nominate competitive paper submissions for these awards. Nominations will then be reviewed by a best paper review committee, which will make award recommendations. The due date for submissions is April 1, 2013.

Srinagesh Gavirneni, Cornell University, nagesh@cornell.edu; **Hui Zhao, Penn State University,** huz10@psu.edu.

■ Professional Development Program.

The Professional Development Program provides an opportunity for faculty members at all stages of their careers to enhance their research, teaching and service skills. All registered conference attendees are welcome to participate in the activities of the Professional Development Program. Registration for the Professional Development Program is not required.

Shawnee Vickery, Michigan State University, vickery@bus.msu.edu, and **Xenophon Koufteros, Texas A&M Univ**

■ **Miniconferences** provide an avenue for addressing specific topics of interest to a subset of the membership in the context of multiple focused sessions. Miniconference themes lay outside of the traditional track topics and may address emerging topics, curriculum issues, and professional development, among others. Those interested in developing a miniconference are encouraged to contact the Program Chair prior to submitting a formal proposal. The due date is **April 1, 2013**. Currently, two miniconferences have been confirmed for the 2013 Annual DSI meeting:

see **OTHER COMPETITIONS**, next page





2013 Best Teaching Case Competition



Arash Azadegan
Coordinator

Inviting all case-writers!

The Decision Sciences Institute has a tradition of promoting case-based teaching and supporting the development of teaching cases. We eagerly invite case writers in all DSI disciplines to submit their new and engaging teaching cases to the 2013 Best Teaching Case Competition.

Authors of three finalist cases, selected by a panel of case experts, will present their case studies and analysis at a regular session at the 44th Annual Meeting of the Decision Sciences Institute to be held in Baltimore, Maryland. The panel of judges will then select the winner from among the finalists, based both on the written material and the presentation.

The winning case will be announced at the awards luncheon, where the authors

will receive a cash award. The Case Studies Award will be awarded based primarily on the following criteria:

- **Worthy Focus.** Does the case address an important and timely business or managerial issue?
- **Learning Challenge.** Does the case engage the student in an appropriate and intellectually challenging way?
- **Clarity.** Does the case present the facts, data, and decision(s) to be made in a clear and concise way, consistent with its focus and objectives?
- **Professional Appearance.** Does the case and teaching note present a well written and complete teaching package?
- **Potential for Use.** Is the case and teaching note likely to receive widespread and effective use?
- **Comprehensive Analysis.** Does the case encompass the right combination of qualitative and/or quantitative issues as appropriate for the case?

- **Course/Concepts Linkages.** Are the theoretical linkages in the case appropriate to the course and the topic?
- **Well-defined Pedagogical Note.** Does the teaching note provide adequate guidance regarding how to teach the case, position the case in the course, and outline key learning points?

Cases not selected as finalists may be published as abstracts in the Proceedings of the 2013 Annual Meeting.

The submission deadline is **April 15, 2013**. Cases, with the associated teaching note, should be submitted electronically directly to the competition coordinator, Arash Azadegan. Please feel free to contact him with any questions. ■

Arash Azadegan
Rutgers Business School
Rutgers University
973-353-3449
aazadegan@business.rutgers.edu

from **OTHER COMPETITIONS**, previous page

- **Making Statistics More Effective in Schools of Business**
Robert L. Andrews, Virginia Commonwealth University
randrews@vcu.edu
- **Project Management**
Gary Klein, University of Colorado, Colorado Springs
gklein@uccs.edu
Carla M. Messikomer, Project Management Institute
carla.messikomer@pmi.org

■ Special Event—Classroom Technology Sandbox.

Education Triage: Learn how to successfully engage vendor technology with interactive sessions.

Proactive faculty are always looking for the latest technology to engage students and enhance learning. Interact with classroom technologies that are transforming traditional environments before listening to product speakers and success stories from faculty using the products.

- Natalie Simpson, University of Buffalo
nsimpson@buffalo.edu
- Derek Sedlack, South University
dsedlack@southuniversity.edu

FUTURE DSI ANNUAL MEETINGS

- 2013** November 16-19
Baltimore Marriott Waterfront,
Baltimore, MD
Program Chair:
Funda Sahn, University of Houston
- 2014** November 22-25
Tampa Marriott Waterside Hotel & Marina
- 2015** November 21-24
Sheraton Seattle Hotel, Seattle, WA



2013 Track Chairs

Accounting and Finance

Mehmet C. Kocakulah, Univ. of Southern Indiana
mkocakul@usi.edu

Decision Analytics

Michael Galbreth, Univ. of South Carolina
galbreth@moore.sc.edu
Bogdan Bichescu, Univ. of Tennessee
bbichescu@utk.edu

Healthcare Management

Peter A. Salzarulo, Miami Univ.
salzarpa@muohio.edu

Information Systems Management

Norman Johnson, Univ. of Houston
njohnson@bauer.uh.edu
Lakshmi Goel, Univ. of North Florida
lakshmi.goel@gmail.com

Innovative Education

Janet Hartley, Bowling Green State Univ.
jhartle@bgsu.edu

International Business

Gyula Vastag, University of Pannonia.
gyula.vastag@gtk.uni-pannon.hu

Logistics Management

Christoph Bode, ETH Zurich
cbode@ethz.ch

Manufacturing Management

Paul Anand, Univ. of Florida
anand.paul@warrington.ufl.edu
Haldun Aytug, Univ. of Florida
aytugh@ufl.edu

Marketing

Jeffrey Smith, Florida State University
jssmith@cob.fsu.edu
Kirk Karwan, Furman Univ.
kirk.karwan@furman.edu

Product/Process Innovation

Robert Bregman, Univ. of Houston
dr.bregman@sbcglobal.net

Quality Mgt and Lean Operations

John Gray, Ohio State Univ.
gray_402@fisher.osu.edu

Services Management

Sriram Narayanan, Michigan State Univ.
narayanan@bus.msu.edu

Strategic Management and Organizational Behavior/Theory

Mike Lewis, Univ. of Bath
mal20@management.bath.ac.uk

Supply Chain Management

Goker Aydin, Indiana Univ.
ayding@indiana.edu
Burcu Keskin, Univ. of Alabama
bkeskin@cba.ua.edu

Strategic Sourcing & Supply Management

Anand Nair, Michigan State Univ.
nair@bus.msu.edu

Sustainable Operations

Frank Montabon, Iowa State Univ.
montabon@iastate.edu

SPECIAL TRACKS

Fellows Track

Soumen Ghosh, Georgia Tech
soumen.ghosh@mgt.gatech.edu

New Talent Showcase

Manouchehr Tabatabaei, Georgia Southern Univ.
matabatab@georgiasouthern.edu



Join us in Baltimore for the 2013 DSI Annual Meeting!



2013 Nominating and Election Process for DSI Officers

The members of the Decision Sciences Institute voted, 485 to 85, in favor of amending the DSI Constitution and Bylaws to reconstitute the structure of the Institute and the Board of Directors. This amendment effectively requires that the current Board be immediately restructured, with respect to all Vice President positions.

To implement the amendment, the upcoming election will fill nine (9) Vice President officer positions (six (6) functional Vice Presidents and three (3) Vice Presidents elected by the Divisions). As required by the Constitution, the functional Vice Presidents and Vice Presidents elected by the Divisions will serve staggered two-year terms.

In order to accomplish this transition, this year's election will include four (4) Vice Presidents elected to one-year terms and five (5) Vice Presidents elected to two-year terms. In subsequent years, all elected Vice Presidents will be elected to two-year terms. The Vice President titles, broad responsibilities, and term durations are indicated below.

- VP for Global Activities: Advises the Board on activities that promote the global development of the Institute and chairs the Strategic Planning for International Affairs Committee. (Initial one-year term)
- VP for Member Services: Advises the Board on the recruitment and retention of members, activities that provide value to the membership, and chairs the Member Services Committee. (Initial one-year term)
- VP for Professional Development: Advises the Board on the activities that enhance the professional development of the membership and chairs the Programs and Meetings Committee. (Initial one-year term)
- VP for Publications: Advises the Board on the activities that enhance the reputation of the Institute's journal portfolio and chairs the Publications Committee. (Initial two-year term)
- VP for Marketing: Advises the Board on activities that promote the branding, outreach, and value proposition of the Institute and chairs the new Marketing Advisory Committee. (Initial two-year term)
- VP for Technology: Advises the Board on the activities related to the Institute's information systems and chairs the Information Technology Committee. (Initial two-year term)
- VP for the European Division: Advises the Board on the activities that enhance the development of the Division and the Institute. (Initial one-year term)
- VP for Americas Division: Advises the Board on the activities that enhance the development of the Division and the Institute. (Initial two-year term)
- VP for Asia-Pacific Division: Advise the Board on the activities that enhance the development of the Division and the Institute. (Initial two-year term)

The process for electing the new Vice Presidents and seating the Board of Directors is given below. Note, that this process does not impact the existing nominee slate for President and Secretary.

continued on next page

Submitting articles to Decision Line

Members are invited to submit essays of about 2,000 to 2,500 words in length on topics of their interest, especially articles of concern to a broad, global audience. Please send essays (including brief bio and photo) to either the respective feature editor or to Editor Maling Ebrahimpour.

Deans' Perspective & Editor

Maling Ebrahimpour, University of South Florida, Saint Petersburg
bizdean@usfsp.edu

Doctoral Student Affairs

Varun Grover, Clemson University
vgrover@clemson.edu

E-Commerce

Kenneth Kendall, Rutgers, The State University of New Jersey
ken@thekendalls.org

From the Bookshelf

James Flynn, Indiana University, Indpls.
ejflynn@iupui.edu

In the Classroom

Kathryn Zuckweiler, University of Nebraska, Kearney
zuckweilerm@unk.edu

Information Technology Issues

Subhashish Samaddar, Georgia State University
s-samaddar@gsu.edu

In the News

Carol Latta, Decision Sciences Institute
clatta@gsu.edu

International Issues

Andre Everett, University of Otago, New Zealand
andre.everett@otago.ac.nz

Membership Roundtable

Gyula Vastag, University of Pannonia / Corvinus University of Budapest
gyula.vastag@uni-corvinus.hu

Production/Operations Management

Daniel A. Samson, University of Melbourne, Australia
d.samson@unimelb.edu.au

Research Issues

Mahyar Amouzegar, California State Polytechnic University, Pomona
mahyar@csupomona.edu

continued from previous page

- Nominations for Vice Presidents are re-opened for the 2013 elections, beginning January 22, 2013, and will remain open through February 18, 2013. Self-nominations are welcome.
- Each nomination for a functional Vice President position should clearly indicate the specific position the nominee is seeking and provide a one-page statement of nominee's qualifications pertinent to the position.
- For the Vice Presidents elected by the Divisions, the nominating committee of each Regional subdivision shall submit up to two potential candidates for the Vice President of its Division—e.g., SEDSI shall provide up to two nominees to be considered for the Vice President for the Americas Division.
- All nominations (functional and divisions) should be sent to the Secretary in care of the Home Office at dsi@gsu.edu by the end of February 18, 2013.
- The Nominating Committee will construct and submit the slate of VP candidates for Board acceptance after which time the elections will be held. All nomination and election processes will follow existing policies and procedures. To ensure due process, the nomination and election activities will require approximately four months with a completion date prior to May 15, 2013. The newly elected officers and Board of Directors will convene in June 2013 in Atlanta, Georgia.
- In order to allow sufficient time to comply with Policies and Procedures, the Board unanimously proposes to the membership a one-time suspension of Bylaw 3 Section 1(c) to delay the ending terms of all current officers from March 31, 2013 to May 15, 2013 and the starting terms of all newly elected officers from April 1, 2013 to May 16, 2013.

FELLOWS' NOMINATIONS

The designation of Fellow is awarded to active supporters of the Institute for outstanding contributions in the field of decision sciences. To be eligible, a candidate must have achieved distinction in at least two of the following categories: (1) research and scholarship, (2) teaching and/or administration (3) service to the Decision Sciences Institute. (See the current list of DSI Fellows on this page.)

In order for the nominee to be considered, the nominator must submit in electronic form a full vita of the nominee along with a letter of nomination which highlights the contributions made by the nominee in research, teaching and/or administration and service to the Institute. Nominations must highlight the nominee's contributions and provide appropriate supporting information which may not be contained in the vita. A candidate cannot be considered for two consecutive years.

This information should be sent by no later than October 1st to the Chair of the Fellows Committee, Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303. **There are no exceptions to the October 1st deadline.**

Decision Sciences Institute Fellows

Adam, Everett E., Jr., Univ. of Missouri-Columbia
Anderson, John C., Univ. of Minnesota-Twin Cities
Benson, P. George, College of Charleston
Beranek, William, Univ. of Georgia
Berry, William L., The Ohio State Univ.
Bonini, Charles P., Stanford Univ.
Brightman, Harvey J., Georgia State Univ.
Buffa, Elwood S.*, Univ. of California-Los Angeles
Cangelosi, Vincent*, Univ. of Southwest Louisiana
Carter, Phillip L., Arizona State Univ.
Chase, Richard B., Univ. of Southern California
Chervany, Norman L., Univ. of Minnesota-Twin Cities
Clapper, James M., Aladdin TempRite
Collins, Roger D., Drexel Univ.
Couger, J. Daniel*, Univ. of Colorado-Colorado Springs
Cummings, Larry L.*, Univ. of Minnesota
Darden, William R.*, Louisiana State Univ.
Davis, K. Roscoe, Univ. of Georgia
Davis, Mark M., Bentley Univ.
Day, Ralph L.*, Indiana Univ.
Digman, Lester A., Univ. of Nebraska-Lincoln
Dock, V. Thomas, Maui, Hawaii
Ebert, Ronald J., Univ. of Missouri-Columbia
Ebrahimpour, Maling, Univ. of South Florida St. Petersburg
Edwards, Ward, Wise Decisions, Inc.
Evans, James R., Univ. of Cincinnati
Fetter, Robert B., Yale Univ.
Flores, Benito E., Texas A&M Univ.-College Station
Flynn, Barbara B., Indiana Univ.
Franz, Lori S., Univ. of Missouri-Columbia
Ghosh, Soumen, Georgia Tech
Glover, Fred W., Univ. of Colorado at Boulder
Gonzalez, Richard F., Michigan State Univ.
Grawoig, Dennis E.*, Boulder City, Nevada
Green, Paul E., Univ. of Pennsylvania
Groff, Gene K., Georgia State Univ.
Gupta, Jatinder N.D., Univ. of Alabama in Huntsville
Hahn, Chan K., Bowling Green State Univ.
Hamner, W. Clay, Duke Univ.
Hayya, Jack C., The Pennsylvania State Univ.
Heineke, Janelle, Boston Univ.
Hershauer, James C., Arizona State Univ.
Holsapple, Clyde W., Univ. of Kentucky
Horowitz, Ira, Univ. of Florida
Houck, Ernest C.*, Virginia Polytechnic Institute and State Univ.
Huber, George P., Univ. of Texas-Austin
Jacobs, F. Robert, Indiana Univ.
Jones, Thomas W., Univ. of Arkansas-Fayetteville
Kendall, Julie E., Rutgers Univ.
Kendall, Kenneth E., Rutgers Univ.
Keown, Arthur J., Virginia Polytechnic Institute and State Univ.
Khumawala, Basheer M., Univ. of Houston
Kim, Kee Young, Yonsei Univ.
King, William R., Univ. of Pittsburgh
Klein, Gary, Univ. of Colorado, Colorado Springs
Koehler, Anne B., Miami Univ.
Krajewski, Lee J., Univ. of Notre Dame
LaForge, Lawrence, Clemson Univ.
Latta, Carol J., Georgia State Univ.
Lee, Sang M., Univ. of Nebraska-Lincoln
Luthans, Fred, Univ. of Nebraska-Lincoln
Mabert, Vincent A., Indiana Univ.
Malhotra, Manoj K., Univ. of South Carolina
Malhotra, Naresh K., Georgia Institute of Technology
Markland, Robert E., Univ. of South Carolina
McMillan, Claude*, Univ. of Colorado at Boulder
Miller, Jeffrey G., Boston Univ.
Monroe, Kent B., Univ. of Illinois
Moore, Laurence J., Virginia Polytechnic Institute and State Univ.
Moskowitz, Herbert, Purdue Univ.
Narasimhan, Ram, Michigan State Univ.
Neter, John, Univ. of Georgia
Nutt, Paul C., The Ohio State Univ.
Olson, David L., Univ. of Nebraska-Lincoln
Perkins, William C., Indiana Univ.-Bloomington
Peters, William S., Univ. of New Mexico
Philippatos, George C., Univ. of Tennessee-Knoxville
Ragsdale, Cliff T., Virginia Polytechnic Institute & State Univ.
Raiffa, Howard, Harvard Univ.
Rakes, Terry R., Virginia Polytechnic Institute & State Univ.
Reinmuth, James R., Univ. of Oregon
Ritzman, Larry P., Ohio State Univ.
Roth, Aleda V., Clemson Univ.
Sanders, Nada, Texas Lehigh Univ.
Schkade, Lawrence L., Univ. of Texas at Arlington
Schneiderjans, Marc J., Univ. of Nebraska-Lincoln
Schriber, Thomas J., Univ. of Michigan
Schroeder, Roger G., Univ. of Minnesota-Twin Cities
Simone, Albert J., Rochester Institute of Technology
Slocum, John W., Jr., Southern Methodist Univ.
Smunt, Timothy, Univ. of Wisconsin-Madison
Sobol, Marion G., Southern Methodist Univ.
Sorensen, James E., Univ. of Denver
Sprague, Linda G., China Europe International Business School
Steinberg, Earle, Touche Ross & Company, Houston, TX
Summers, George W.*, Univ. of Arizona
Tang, Kwei, National Chengchi Univ.
Taylor, Bernard W., III, Virginia Polytechnic Institute and State Univ.
Troutt, Marvin D., Kent State Univ.
Uhl, Kenneth P.*, Univ. of Illinois
Vazsonyi, Andrew*, Univ. of San Francisco
Voss, Christopher A., London Business School
Ward, Peter T., Ohio State Univ.
Wasserman, William, Syracuse Univ.
Wemmerlöv, Urban, Univ. of Wisconsin-Madison
Wheelwright, Steven C., Harvard Univ.
Whitten, Betty J., Univ. of Georgia
Whybark, D. Clay, Univ. of North Carolina-Chapel Hill
Wicklund, Gary A., Capricorn Research
Winkler, Robert L., Duke Univ.
Woolsey, Robert E. D., Colorado School of Mines
Wortman, Max S., Jr.*, Iowa State Univ.
Zmud, Robert W., Florida State Univ.
*deceased

INSTITUTE CALENDAR

■ APRIL 2013

April 18 - 20

The **Midwest Region** will hold its annual meeting at Kent State.

www.pom.edu/mwdsi/

■ JUNE 2013

June 16 - 19

The **European Region** will hold its 4th annual meeting in Budapest, Hungary, at the Hotel Sofitel Budapest Chair Bridge Hotel.

www.edsi2013.org

■ JULY 2013

July 9 - 13

The **12th Annual International DSI and 18th Annual Asia-Pacific DSI Region** will hold its annual meeting in Bali, Indonesia.

idsi13.org

■ OCTOBER 2013

October 1

Application deadline for **2013 New Faculty Development Consortium**. See page 23.

October 1

Application deadline for **2013 Doctoral Student Consortium**. See page 26.

■ NOVEMBER 2013

November 16 - 19

The **44th Annual Meeting of the Decision Sciences Institute** will be held in Baltimore, Maryland, at the Baltimore Waterfront Marriott.

■ DECEMBER 2013

December 28 - 30

The **7th Annual Meeting of the Indian Sub-continent** will be held December 28-30, 2013. Check the DSI website for details.

■ NOVEMBER 2014

November 22 - 25

The **45th Annual Meeting of the Decision Sciences Institute** will be held in Tampa, Florida, at the Tampa Marriott Waterside Hotel and Marina.

■ NOVEMBER 2015

November 21 - 24

The **46th Annual Meeting of the Decision Sciences Institute** will be held in Seattle, Washington, at the Sheraton Seattle Hotel.

For updated 2013 regional meetings listings, visit www.decisionsciences.org/regions/default.asp

Decision Sciences Institute Application for Membership



Name, Institution or Firm _____

Address Home Business _____

Phone Number _____

Dues Schedule: ___ Renewal ___ First Time ___ Lapsed

(circle one) U.S./Can. International

Regular Membership \$160 \$160

Student Membership \$25 \$25

(Student membership requires signature of sponsoring member.)

Emeritus Membership \$35 \$35

(Emeritus membership requires signature of member as a declaration of emeritus status.)

Institutional Membership \$160 \$160

(You have been designated to receive all publications and special announcements of the Institute.)

Please send your payment (in U.S. dollars) and application to:
Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303. For more information, call 404-413-7710 or email dsi@gsu.edu.

CREDIT CARD INFORMATION: Visa MC AmEx Disc.

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Signature _____

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