DECISION LINE

PRESIDENT'S MESSAGE

President Hartley Offers Farewell Address

It has been my honor to serve as DSI President during our 50th Anniversary. This year has included some wonderful times such as our annual conference in New Orleans but also some incredibly challenging ones like the coronavirus pandemic the world is facing.... >> More

DSI ELECTION RESULTS

DSI Welcomes New Board Members

Each year, the Decision Sciences Institute holds Board Member elections following an open recommendation and nomination process. The DSI membership made their decision as to who would serve on the 2020-2021 Board. With 1241 electors (voting-eligible members), 43.4% participated in the election. Meet your new DSI Board, whose term will begin May 1...>> More

2020 DSI ANNUAL CONFERENCE
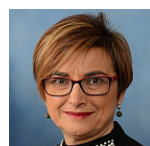
2020 Program Chair Message

Our warm welcome as we plan for the 2020 Decision Sciences Institute Annual Conference in San Francisco. We sincerely hope all are well as we navigate through these challenging times. As of the publication of this issue of Decision Line, the 2020 DSI Program Team continue to work towards planning a most successful conference for you. We hope to see you all in November at the San Francisco Marriott Marquis, conditions permitting! ...>> More

IN THE CLASSROOM
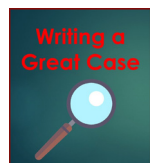
Writing a Great Case

By John K. Visich, Christopher J. Roethlein, Michael J. Gravier and Pedro M. Reyes

While writing a great case has some similarities with empirical research that is based on case study methodology, there is a major difference between them. Case based empirical research is focused on understanding why a business condition exists, while a case is used as a learning tool...>> More

CONTENTS

SPECIAL REPORTS

CONTENTS

2019-2020 DECISION SCIENCES INSTITUTE OFFICERS

President
Janet Hartley, Bowling Green State University

President Elect
Vijay Kannan, Utah State University

Immediate Past President
M. Johnny Rungtusanatham, The Ohio State University

Vice President for Finance (Treasurer)
Alan Mackelprang, Georgia Southern University

Secretary
Anthony Ross, University of Wisconsin-Milwaukee

Functional Vice Presidents:

Vice President for Global Activities
Wendy Tate, University of Tennessee - Knoxville

Vice President for Marketing
David Dobrzykowski, Bowling Green State University

Vice President for Member Services
Shanan Gibson, Texas A&M University

Vice President for Professional Development
Sriram Narayanan, Michigan State University

Vice President for Publications
Shawnee Vickery, Michigan State University

Vice President for Technology
Natalie Simpson, University at Buffalo-SUNY

Vice President for the Americas Division
Peggy Daniels Lee, Indiana University

Vice President for the Asia-Pacific Division
EB Khedkar, Ajeenkya DY Patil University

Vice President for the European Division
Carmela di Mauro, Università di Catania

Executive Director
Vivian Landrum, University of Houston

Decision Sciences Journal **Co-Editors**
Cheri Speier-Pero, Michigan State University
Mark Ferguson, University of South Carolina

Decision Sciences Journal of Innovative Education

Editor
Matthew Drake, Duquesne University

Decision Line **Editor**
Maling Ebrahimpour, University of Rhode Island

2020 Program Chair
Carmela di Mauro, Universita di Catania

2020 Associate Program Chairs
Wendy Tate, University of Tennessee - Knoxville
Sriram Narayanan, Michigan State University
Rebecca Duray, University of Colorado - Colorado Springs

Annual Meeting Webmaster and CMS Manager
Stephen Ostrom, Arizona State University

Regional Presidents

European
Jan Olhager, Lund University

Indian Subcontinent
M.P. Jaiswal, Indian Institute of Management

Midwest
Sanjay Kumar, Valparaiso University

Northeast
Douglas Hales, University of Rhode Island

Southeast
Cheryl Aasheim, Georgia Southern University

Southwest
Khaled Alshare, Qatar University

Western
Omer Benli, California State University - Long Beach

ISSUE MONTH	DEADLINES FOR AUTHORS
January issue	December 10th (prior year)
March issue	February 10th
May	April 10th
July issue	June 10th
October issue	September 10th

VISION STATEMENT

Decision Sciences Institute will be recognized globally as a scholarly professional association that creates, develops, fosters and disseminates knowledge to improve managerial decisions.

MISSION STATEMENT

Decision Sciences Institute provides forums to create, disseminate and use knowledge to improve managerial decision making involving systems and people.

PRESIDENT'S MESSAGE

Dear Colleagues,

It has been my honor to serve as DSI President during our 50th Anniversary. This year has included some wonderful times such as our annual conference in New Orleans but also some incredibly challenging ones like the coronavirus pandemic the world is facing. I know that this is a very stressful time as we are concerned about the health risks for our families, friends, and communities. Further, many of us are quickly transitioning from face to face classes to teaching on-line for the very first time. As professionals in the decision sciences, as we emerge from the crisis, I hope that we can contribute through our research and teaching in ways that will help our world to mitigate the impact of pandemics in the future.

In the short term, we have made decisions to help protect the health and safety of our staff and our members. Our Executive Director, Vivian Landrum, and the home office staff began working from home during the week of March 16 and will do so until it is deemed to be safe to return to the office. As a result, please note that there may be some delays in response to emails or other requests.

The DSI Board, Home Office, and the regional leadership teams made the correct, yet difficult decision to cancel the 2020 NEDSI, WDSI and EDSI conferences and to refund all registration fees to protect the health and safety of the attendees as well as their communities. I am sorry for the inconvenience that this may have caused but look forward to these conferences in 2021.

We are continuing to watch the emerging coronavirus situation and will keep you informed with respect to our upcoming annual conference in San Francisco. Given the uncertainty, I recommend waiting for a few months before booking airfare or hotels.

I want to thank the DSI Board, Committee Members, Region, Country, and Division Boards, and the Home Office Staff for all of their hard work this year on behalf of DSI. Some of the key accomplishments are:

- Celebrated the 50th anniversary of DSI, SEDSI and SWDSI.
- Developed and approved Charters for all US Regions, EDSI, and ISDSI that guide our governance process.
- Developed and approved a code of conduct and a code of professional conduct at conferences.
- Appointed a new co-editor for Decision Sciences Journal and a new incoming editor for Decision Sciences Journal of Innovative Education.
- Added a session showcasing the Decision Sciences Journal best paper finalists at the annual conference.
- Developed and approved a new procedure in which a committee reviews and selects the Dennis E. Grawoig Distinguished Service Award Recipients.
- Explored collaborations with Association for Information Systems and Association for Supply Chain Management.
- Redesigned the Doctoral Student, New Faculty, and Mid-Career Faculty Consortia structure to increase flexibility for participants. The new structure will be implemented at the annual conference.
- Collaborated with the US Regions to redesign the regional web presence on the DSI website. Look for the new pages to be implanted later this year.

At all levels, the success of DSI depends upon committed volunteers. Thank you for your continued involvement and support in the progress that we have make this year.

Janet Hartley
DSI 2019 – 2020 President

Janet Hartley
*2019 - 2020 DSI
President*

FROM THE EDITOR

First, I hope that you all, our DSI members and your families, are in good health and COVID-19 has not slowed you down. In most countries lives have changed and how we work, live, and communicate has been modified. Now, most of our communications in our campuses are not face to face anymore. Even when we must be among our colleagues or others, we now have a new life saving etiquette called "Social Distancing." We are communicating from home or other "safe" spaces. We use various means of compunction such as Zoom, WebEx, and Skype to convey our messages and start a dialogue with our colleagues, our students, our friends, and even our families.

As members of the DSI, we already felt the impact of this silent and extremely dangerous and unmerciful virus on our organization. Three of our regional conferences have been canceled. Many of our members put enormous amounts of hours in various shapes and forms to service the regional sires, some served as the organizing committees, some submitted their valuable research for inclusion in these conferences, some served as reviewers, and schools and other businesses committed other resources to support the regional conferences. We thank and salute all of them and all their efforts. But, it was not meant to be. COVID-19 has changed us in more ways than we expected. The impact of this change will be profound. I am sure in the near future we will see new streams of research that will be focused on the impact of this pandemic on every aspect of our lives. One thing is for certain, we have changed, businesses have changed and we all are thinking very differently from a few months ago. I am an optimist and I believe we will be even more resilient as a community of scholars and our research and teaching will be even more impactful. In these unprecedented times where we are sailing uncharted waters, I believe all of us, the human race, will survive and rise to the challenge. In the history of mankind, the year 2020 will be remembered as the year that human kind's resiliency was tested and we came out of it triumphantly.

President Hartley, in her last letter, says her good bye to all as the President of DSI. Furthermore, she mentioned a long list of major accomplishments that took place during her presidency. We wish her luck and thank her for her invaluable service to our organization. THANK YOU, JANET. In addition a recap of the DSI Board's last meeting is presented in this issue. While we say good bye to Janet, we welcome our new board members and the new President. The incoming president is Vijay Kannan. In addition, the list of all new elected officials is provided in the sec-

Maling Ebrahimpour is the Dean and Professor of Supply Chain in the College of Business at The University of Rhode Island. He is an active researcher and has authored or coauthored over 100 articles that have been published in scientific journals and proceedings. Most of his work focuses on various issues of quality in both service and manufacturing companies. He received his PhD in business administration from University of Nebraska-Lincoln and has served on the editorial review board of several journals, including Journal of Quality Management, Journal of Operations Management, and International Journal of Production Research. mebrahimpour@uri.edu

DECISION LINE FEATURE EDITORS:

Dean's Perspective, Maling Ebrahimpour, University of Rhode Island mebrahimpour@uri.edu

Doctoral Issues, Varun Grover, University of Arkansas, vgrover@uark.edu

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

From the Bookshelf, Feature Editor, Mehmet G. Yalcin, University of Rhode Island, mgyalcin@uri.edu

In the Classroom, Kathryn Zuckweiler, Midwestern State University of kathryn.zuckweiler@mwsu.edu

Analytics and Data Science, Subhashish Samaddar, Georgia State University, s-samaddar@gsu.edu

Information Technology, Silvana Trimi, University of Nebraska-Lincoln, silvana@unl.edu

In the News, Vivian Landrum, Decision Sciences Institute, vlandrum@bauer.uh.edu

International Issues, Minoo Tehrani, Roger Williams University, mtehrani@rwu.edu

Membership Roundtable, Gyula Vastag, National Szechenyi University gvastag@gmail.com

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

Research Issues, Mahyar Amouzegar, University of New Orleans, mahyar@uno.edu

FROM THE EDITOR

tion titled DSI Election Results. We congratulate all of them and wish them success in their new position. Another new addition is the new Editor for the Decision Sciences Journal of Innovative Education (DSJIE). After searching for the new Editor for DSJIE, the selection committee, following a thorough analysis and evaluating all applicants, selected Susan Palocsay as the new editor. Please extent your congratulations to her.

DSI's Executive Director, Vivian Landrum, has updated us on what is happening at the home office. She reveals that DSI has successfully navigated the treacherous cancelation of contractual agreements with several hotels due to COVID-19. She informs us that like many of us, the DSI home Office team will do their work from their homes and are available to help and answer any questions that you might have. In addition, please welcome the new addition to the DSI Home Office, Ms. Brenda Benitez Franco, who will support Vivian with creative writing, social media, and supporting the DSI website.

Although many regional conferences have been canceled, members of the organizing committee for the annual DSI conference under the leadership of Carmela Di Mauro are working tirelessly to build a great conference packed with interesting and innovative topics, lineup of great speakers, and much more. There are several pages describing the 2020 Annual conference in San Francisco. Please read about all their work in this issue.

Finally, it is here! Now, the DSI has a Code of Conduct for members as well as a Code of Conduct at Conferences. Please read these two short pieces and I am sure you find them very helpful and you will appreciate the thoughtful work that went into creating these two codes of conduct.

In their article titled "Writing a Great Case,"

authors Visich, Roethlein, Gravier, and Reyes provide a road map on how to write impactful cases. They provide step by step lessons from initial development, to details about the rigor, length, quantitative and qualitative, and other related issue that must be observed in writing a great case. Furthermore, the authors provide many successful tactics on how to get students engaged in a case study. They indicate that writing a teaching note is imperative and must be designed very carefully to meet the goal of the case study teaching method. I am sure you will enjoy reading this very effective but not very long piece.

In another article, the world renowned author, Dr. Richard Schonberger, writes about the "Best Survey Research (I've) ever Done!" After reading this very interesting piece, you might think twice when you decide to do a survey research and how to approach it. I am sure you will greatly enjoy reading this article.

I encourage you, our reader, to share your opinions, ideas with us by writing and sending it to me at

mebrahimpour@uri.edu. I am looking forward to reading your articles for inclusion in Decision Line.

Please stay healthy, be safe and use common sense if you have and must go out to protect yourselves and the lives of the others.

Maling Ebrahimpour, PhD
Editor
College of Business
The University of Rhode Island

HOME OFFICE UPDATE

DSI HOME OFFICE UPDATE

By Vivian Landrum, Executive Director

Greetings from my own home office! As we all face the challenge of redefining our daily lives, I hope you are safe, well and coping with your current conditions. They say to try to find a bright light during dark times. I hope you have found at least a few rays of sunshine. I have been able to take more walks, meet neighbors I rarely see (from a safe distance) and enjoy more time reading. It is surprising how much time you gain when you are not stuck in traffic!

As President Hartley shared, there have been significant decisions made in the past few weeks that affected our regional conferences. There was no question, the health and safety of our members and their communities was our priority and the decision to cancel the EDSI, NEDSI and WDSI conferences was wisely made by the regional and DSI Boards. Refunds were processed within the week and plans for the 2021 conferences began. I am also happy to share the normal hotel cancellation fees typically charged were waived for these events. That could have amounted to well over $150,000 between just NEDSI and WDSI, so we are extremely grateful to both the Hyatt Regency Cambridge and Portland Marriott Downtown. I encourage you to stay at their properties if you are ever in Boston or Portland, OR. Both NEDSI and WDSI are exploring options to return to these hotels for their 2022 conferences, as the 2021 conferences are already booked elsewhere.

Plans for the 2020 DSI Annual Conference continue as usual. Scheduled for November 21 – 23 in San Francisco, we are hopeful global and domestic conditions will improve by summer and the conference will go on as planned. Submissions are open and I encourage you to visit our website, www.decision-sciences.org for more details.

DSI is proud to announce the addition of Brenda Benitez Franco as our newest staff member. Brenda takes on the position of public relations and marketing coordinator and will work on the website, as well as marketing and social media for DSI.

Brenda Benitez Franco

Brenda is a graduate student at the University of Houston, majoring in marketing. She received her B.A. in Communication and Journalism from Universidad Nacional Autonoma de Mexico in 2019. Brenda brings to DSI her creative writing, social media and website knowledge and we look forward to her contributions to the Decision Sciences Institute.

Accounts Manager Maria Hunt, Brenda and I will continue to work from home as long as is required. Please know we are fully operational and conducting business as usual. Feel free to contact us via email or phone, should you have any questions or comments. Or if you just want to connect. We are here for you!

All be well, stay safe and I hope to see you in November.

Vivian Landrum
DSI Executive Director
vlandrum@bauer.uh.edu

DSI WELCOMES NEW BOARD MEMBERS

By Vivian Landrum, Executive Director

Each year, the Decision Sciences Institute holds Board Member elections following an open recommendation and nomination process. Once the nominations are received, the Nominating committee faces a challenging task of drafting a slate to present to the Board. Upon approval of the slate, elections take place over a 20-day voting time frame via Simply Voting, our secure email voting system. The DSI membership made their decision as to who would serve on the 2020-2021 Board. With 1241 electors (voting-eligible members), 43.4% participated in the election. Our thanks to those who volunteered to commit themselves to a higher level of participation by agreeing to run, and to those who participated in the election process. Board members of DSI serve a two-year term, while the President-Elect serves a one year term before serving as President and then Immediate Past President. Please join me in welcoming the following to the DSI 2020-2021 Board of Directors.

Vice President Conferences:
Victor Prybutok, University of North Texas

Vice President Member Services:
Mohan Rao, Texas A&M University, Corpus Christi

Vice President Professional Development:
Q B Chung, Villanova University

These newly elected Board members join the following who return to the board for the second year of their term and/or their new position.

President-Elect:
Joy Field, Boston College

President:
Vijay R. Kannan, Utah State University

Vice President of Finance:
Christina McCart, Roanoke College

Immediate Past President:
Janet Hartley, Bowling Green State University

Vice President European Division:
Bart MacCarthy, Nottingham University

Secretary:
Anthony Ross, University of Wisconsin-Milwaukee

Vivian Landrum
DSI Executive Director
vlandrum@bauer.uh.edu

Vice President Americas:
Peggy Daniels Lee, Indiana University

Vice President Marketing:
David Dobrzykowski

Vice President Asia-Pacific Division:
EB Khedkar, Ajeenkya DY Patil University
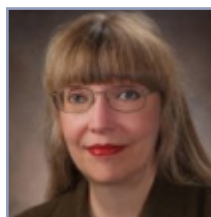
Vice President Publications
Shawnee Vickery

Vice President Information Management:
Natalie Simpson

EDITOR ANNOUNCEMENT

SUSAN W. PALOCSAY TO BECOME NEW EDITOR OF DECISION SCIENCES JOURNAL OF INNOVATIVE EDUCATION

The Decision Sciences Institute (DSI) Board of Directors has appointed Susan W. Palocsay, Professor of Computer Information Systems & Business Analytics and KPMG Faculty Scholar at James Madison University to a four-year term as the Editor of Decision Sciences Journal of Innovative Education beginning on July 1, 2020. Dr. Palocsay has served as an Associate Editor for the journal since 2012 and has an impressive record of engagement in education-related research and service to the decision sciences. In addition to her current service as an Associate Editor of DSJIE, she was appointed in 2013 as the first Topic Editor for Education in the Wiley Encyclopedia of Operations Research and Management Science. More recently, she was appointed to the Editorial Board for INFORMS Transactions on Education in 2016 and now also serves as an Associate Editor for this journal.

As he completes his term as Editor on July 1, the DSI Board wants to thank Matthew Drake Associate Professor of Supply Chain Management and Harry W. Witt Faculty Fellow in Supply Chain Management, Palumbo Donahue School of Business at Duquesne University, for his outstanding service to the Institute. The Board greatly appreciates the time and energies of Dr. Drake as he increased the visibility and quality of the journal during his tenure as editor.

2020 DSI PROGRAM CHAIR MESSAGE

DSI 2020 ANNUAL CONFERENCE

By Carmela Di Mauro

Decision Sciences in the Age of Connectivity:
Understanding the challenges and expanding the opportunities of the connected business world

NOVEMBER 21 – 23, 2020 San Francisco Marriott Marquis

Our warm welcome as we plan for the 2020 Decision Sciences Institute Annual Conference in San Francisco. We sincerely hope all are well as we navigate through these challenging times. As of the publication of this issue of Decision Line, the 2020 DSI Program Team continue to work towards planning a most successful conference for you. We hope to see you all in November at the San Francisco Marriott Marquis, conditions permitting!

The rapid advancements in connectivity enabled by technologies such as cloud computing and internet of things have brought about a fundamental change in how firms design business models and deliver business processes. In parallel with advancements in computer processing and data management, these technologies are dramatically changing information processing, knowledge accumulation and knowledge management within organizations.

Connectivity is also strengthening competition across organizations based on business networks interlinking customers, suppliers, distributors and developers together, and is offering new opportunities for improving business networks' operational, economic and sustainability performance. In this new business landscape, firms, researchers, educators, and institutions need to discuss and research the challenges and opportunities these technologies bring to the table.

Given the centrality of these issues, the conference theme that has been chosen for the Decision Sciences 2020 conference is "*Decision Sciences in the Age of Connectivity*". The theme aims at promoting the discussion around the opportunities and the challenges that the connectivity paradigm poses to research in decision sciences, to business leaders and policy makers. You are cordially invited to join this dialogue by submitting your research and panels/workshop proposals for presentation at the conference.

The conference will also look to how emerging technologies like Internet of Things, Artificial Intelligence,

Carmela Di Mauro

SAN FRANCISCO

and Augmented Reality are re-shaping business decisions, research and education. Along these lines, our two keynote speakers will share with the DSI community their expertise on some of these technologies. Sudhi Sinha, a technology leader and author of two books on Internet of things and digital business, and a former VP and GM at Johnson Controls- Digital Solutions, will focus his address on "Reimagining businesses with AI". Mr. Sinha is also on the board of multiple digital start-ups. Michael Casale, chief scientist at StriVR, a Silicon Valley company working on Virtual Reality and collaborating with Fortune firms will provide insights on the Science of learning and VR's transformative impact on business and education. We hope these talks will enrich our discussion around *Decision Sciences in the Age of Connectivity.*

Beyond the keynotes, the program team is organizing a number of companion panels and workshops to expand the conversation around the relevance and impact of these technologies for decision sciences. Specifically, the program will include a workshop on Predictive Analytics & Machine Leaning and a workshop on Using Virtual Reality in Business Education, in addition to several PDW's and panels.

The conference continues to be organized around three pillars – Research, Pedagogy and Professional Development. Each pillar offers a broad array of sessions and activities with the goal to engage participants on multiple dimensions and areas of interest. We are pleased to share with the community news about some significant innovations that we have introduced to this year's program in each of the three pillars.

Research pillar: In addition to the research tracks we will have a "Doctoral research" and an "Emerging market scholarly research" showcase. These new showcases are designed to make Decision Sciences Conference more responsive to the needs of mentoring Doctoral and other emerging market scholars. Unlike standard sessions, each presenting paper in these showcases will be matched with appropriate

discussants by the track chair to provide high-quality feedback, in addition to traditional audience feedback that the conference presentation provides. We will only have two to three papers per session with a view to provide the audience and students time to discuss papers. The conference website provides full information on aims and submission procedures. These tracks are experimental. Our hope is that these tracks foster the doctoral student and the emerging market scholar groups relationships with Decision Sciences Institute and strengthen the conference.

Pedagogy: In recognition of the fact that the DSI community is made up of researchers and educators, the 2020 conference program will expand the range of activities related to teaching. Workshops already planned include Effective Course Design for Gen Z, Omni-Channel Course Delivery, Teaching in the Global Context, Utilizing virtual reality for classroom, Adding Data Visualization into the classroom, Publishing in Education DSJIE. Several more will be announced in the weeks to come.

Professional Development: The DSI 2020 Program Team has been working on re-designing the faculty and doctoral student consortia. This year, we offer a new exciting plan for Saturday, November 21st that provides a mix of common activities (morning panel, lunch and closing session) for all consortium attendees and customized PDW's by tracks. The consortium will open with a panel entitled "How to Navigate Your Academic Career". The PDWs will be organised into three different "tracks": Career and Service, Research, and Teaching. Tracks will cater to the interests of participants at different stages of their career development from early PhD students to mid-career faculty. Networking opportunities will be offered during the day. Please, visit the consortium page for information on how to participate.

AWARDS

The conference will also provide a venue to recognize excellence, this includes Best Paper Awards, Best

Teaching Case Studies Awards, the Elwood S. Buffa Doctoral Dissertation Award, Instructional Innovation Award Competition, and the Best Regional Paper Award.

Following is a listing of our tracks and chairs.

EDUCATIONAL TRACKS

Best Practices in Teaching and Learning

Ardavan Asef-Vaziri, Hofstra University

Curriculum and Assessment

Stan Fawcett, Weber State University
Sebastian Brockhaus, John Carrol University

RESEARCH AND TEACHING TRACKS

Accounting

Gans Narayanamoorthy, Tulane University

Big Data Applications

Beste Kucukyazici Verte, Michigan State University

Business Analytics

Nan Yang, University of Miami

Gangshu Cai, Santa Clara University

Cyber Security and System Resilience

Rakesh Mallipeddi, Tulane University

Decision Sciences in Practice

Xun Xu, California State University Stanislaus

Doctoral Research showcase

Adrian Choo, Eli Broad School

Emerging Digital Technologies

Randy Bradley, Tennessee

The host hotel for the DSI 2020 conference is the San Francisco Marriott Marquis. Located on Mission Street, this location is convenient to numerous attractions, restaurants and sights. The View Lounge offers sweeping views of San Francisco. With more than 133,000 sf of meeting space, conference attendees will enjoy ample space for sessions, receptions, exhibits, meals and networking.

Finance and Economics

Salil Sarkar, University of Texas at Arlington

Healthcare Management

David Dobryzykowski, University of Arkansas

Humanitarian Operations and Supply Chain Management

Stephan Wagner, Swiss Federal Institute of Technology in Zurich

Information Technology Management

Pankaj Setia, University of Arkansas

Innovation and New Product Development

Janice Carrillo, University of Florida

Logistics and Transportation Management

Matt Schweitermann , Miami University

Manufacturing Management

Bart MacCarthy, University of Nottingham

Marketing and Channels

Vamsi Kannuri, Notre Dame

Organizational Behavior and Human Resource Management

Scott Duhadway, Portland University

Purchasing and Supply Management

Stephan Wagner, Swiss Federal Institute of Technology in Zurich

Tobias Schoenherr, Michigan State University

Project Management

Qiannong (Chan) Gu, Ball State University

Ziping Wang, Morgan State University

Quality Management and Lean Operations

John Gardner, Brigham Young University

Service Systems and Operations

David Ding, Rutgers University

Social Media Analytics

Farnoosh Khodakarami, Michigan State University

Strategic Management

Steven Carnovale, Rochester Institute of Technology

Supply Chain Management

Alan Mackelprang, Georgia Southern University

Sustainability and CSR

Jury Gualandris, Ivey Business School

SHOWCASE TRACKS

Doctoral Research Showcase

Adrian Choo, Michigan State University

Emerging Economies Showcase

Adegoke Oke, Arizona State University

AWARDS COMPETITIONS

Best Paper Awards

Mikaella Polyviou, Arizona State University

Best Teaching Case Studies Awards

Dongli Zhang, Fordham University

Elwood S. Buffa Doctoral Dissertation Award

Anal Mackelprang, Georgia Southern

Instructional Innovation Award Competition

Ardavan Asef-Vaziri, Hofstra University

Mirjeta Beqiri, Gonzaga University

Best Regional Paper Award

Kaitlin D. Wowak, University of Notre Dame

Joy Field, Boston College

SPECIFIC INTEREST GROUP (SIG)

Data, Analytics and Statistics Instruction (DASI)

Robert Andrews, Virginia Commonwealth University

Kellie Keeling, University of Denver

CALL FOR PAPERS DEADLINES

We invite you to submit full papers, abstracts and panel proposals focusing on developing new knowledge across all functional areas of business and curriculum. Papers in these tracks are ideally positioned for publication consideration by Decision Sciences Journal and the Decision Sciences Journal of Innovative Education, plus other high impact business journals and business education journals.

Please, add to your calendar the conference deadlines:
Full Paper Deadline: May 15th, 2020
Abstract Deadline: May 30th, 2020
Panel Proposal Deadline: May 15th, 2020
Workshop Proposal Deadline: May 15th, 2020
Award Competition Deadline: May 30th, 2020
Please visit our conference website for submission instructions.

We look forward to your participation in the conference!

Sincerely,

Carmela di Mauro, Conference Chair
Wendy Tate, Chair of Professional Development
Sriram Narayanan, Chair of Research
Rebecca Duray, Chair of Pedagogical Research

1ST KEYNOTE FOR 2020 DSI ANNUAL CONFERENCE ANNOUNCED

The 2020 DSI Annual Conference Program Team is proud to announce Sudhi Ranjan Sinha, a business and technology leader, as one of the keynotes for the November conference. His keynote, titled "Reimagining Business with AI," fits well into the conference theme of Decision Sciences in the Age of Connectivity.

Sudhi Ranjan Sinha

Sinha shares the following regarding his presentation:

"We live in the algorithmic age today where AI impacts nearly all aspects of our lives and work. AI has existed as a discipline for more than 60 years. Its recent rejuvenation is driven by the advances in digital capabilities around IoT, big data management, cloud computing, and communication technologies. As per a recent McKinsey study, by the end of 2030, the impact of AI is expected to be about $13 trillion with over 70% of companies impacted by AI. While AI brings a lot of new possibilities, it also brings new problems because businesses have to now reinvent themselves in this new world order. The keynote address will explore this topic and its implications for academia."

Topics to be covered in the keynote address:

1. Dawn of the algorithmic age
2. Reimagining businesses with AI and digital technologies
3. The evolving intelligent society
4. The emerging research challenges
5. Renewed role of academia in lifelong learning in decision sciences

Sudhi is a business and technology leader with over 22 years of experience. He presently serves on the Boards of several digital start-ups. Previously he was the VP and GM of Digital Solutions for Johnson Controls (JCI) building new data-enabled businesses. Prior to working for JCI, Sudhi spent 11 years with Tata Consultancy Services in various leadership roles. Sudhi has several granted and pending patents in smart building technologies and has published two books on big data and IoT. Sudhi has worked in the US, Europe, and Asia; he currently lives in Mumbai, India and holds a bachelor's degree in Engineering from Jadavpur University, India.

DSI FEBRUARY BOARD MEETING RECAP

DSI President Janet Hartley pounded the gavel calling the DSI Board meeting to order for the last time as her term will end April 30. Secretary Ross announced a quorum was present and the two-day meeting began.

Minutes from the November meeting were approved. VP of Finance Alan Mackelprang offered the Statement of Financial Position and YTD Profit & Loss for the Institute, noting the 2019 Annual Conference will net in the black, including the special event expenditures due to the increase in attendance over budget and the sponsorship monies collected by Jeet Gupta. Total assets were noted at $2.5 mil. with investments still doing well.

The FY 2018-19 Audit was presented to the Board. No deficiencies or material weakness were found or noted in the report – for the first time in several years. This is an indication that regional accounting is being handled according to the auditors acceptable practices. With the new reporting standards for Form 990 in effect, DSI now breaks out all expenses by functional categories for the report. This is a good, additional layer of transparency in DSI's accounting.

Landrum's Executive Director report shared a search had begun in early December for a new graduate student worker to take on the role of marketing/PR coordinator. A qualified candidate had been interviewed, however the process of hiring was being delayed by the UH Decision Sciences department head. Landrum will continue to work to resolve the challenge, hopefully bringing the candidate on board soon.

Landrum also shared DSI had signed a one-year extension to the original Ex Ordo CMS contract, with a 3-year extension option. This allows the 2020 conference to move forward with submissions. The contract has several required goals that Ex Ordo must meet, with timelines noted, in order for DSI to continue with them for another 3 years. Natalie Simpson, VP Informa-

DSI Board meets at February meeting. Pictured from left to right: Alan Mackelprang, Natalie Simpson, David Dobryzkowski, Wendy Tate, Janet Hartley, Vijay Kannan, Anthony Ross, Sriram Narayanan, Peggy Daniels Lee, Shanan Gibson. Missing are M. Johnny Rungtusanatham, EB Khedkar, Carmela di Mauro, and Shawnee Vickery.

tion Systems and Stephen Ostrom, CMS Manager are working closely with Ex Ordo on their progress.

Final committee reports were presented. Notably:

- Publications – committee recommended Susan W. Palocsay, James Madison University, be appointed as next DSJIE editor for a term of four years, with term to begin July 1. Board approved nomination.
- Conferences – focus was on redesigning the consortia to engage more people. A new format offered, with one opening panel, then break-outs into teaching, career, service and research/PhD tracks. Continue to offer the networking luncheon and Meet the Editors session, followed by afternoon professional development workshops. This new concept was well received by the Board.
- Information Management – Two open projects. First includes the request to Ex Ordo to update their back-end tools to better align with our large conference needs. The second is the regional web gallery on the DSI website. This regional gallery will better serve the regions with their conferences, provide a consistent web presence and template, enable enhanced promotion of the regions, and keep the DSI branding consistent. Goal is to have these website pages published by summer.
- Marketing – Committee has garnered five of the eight requested 'Member Says' interviews for the website. They successfully organized a DSJ Best Paper session at the 2019 Annual Conference. Next step is to define a process for recording videos of those presentations. Committee also suggests marketing collateral items emphasize value of DSI membership/engagement and focus on journals, memberships and conferences, including important aspect of networking. Board agrees marketing collateral is needed and approved funding to hire an external service provider to assist in the creation of those materials.
- Member Services – DSI Buddy Program following a "speed-dating" format at the 2019 Annual Conference was well-received and should continue. Committee would like to see better usage of the DSI website by offering teaching (cases), research

(datasets) and AACSB-related resources there. Understanding the attendee retention or loss from past conferences may aid in planning moving forward. Committee to continue with this work.
- Professional Development – working with the 2020 Program Team to add new PDW's as well as a Doctoral Consortia Showcase and Emerging Economies Showcase.
- Ad Hoc Code of Conduct – two documents were presented to the Board – a DSI Code of Conduct and a DSI Professional Conduct at Conferences. Both documents were approved by the Board and were placed on the DSI website. These codes should be included in conference materials, posters and signs at all DSI conferences.
- Professional Organization Relations – Committee has been scouting other professional organizations to determine if there is value to working together. Several organizations were noted, with a focus on ASCM. Committee will continue to work with them to build a strategic partnership both organizations will benefit from.
- Decision Sciences Journal of Innovative Education Editor Report – statistics offered include: 18 articles published in Vol. 17 (2019) with a page count of 417. This represents an increase of three articles and almost 100 pages from Vol. 16 (2018). There were 17 conceptual research submissions, 46 empirical research submissions, and 27 teaching brief submissions. These proportions are almost identical to those manuscripts received in 2018. Average time from submission to initial decision was 53.5 days.
- Decision Line Editor Report – Committee was asked to evaluate the transition of Decision Line to a professional development magazine. The committee agrees DL should be continued as an open forum for all members for publishing ideas and thought leadership pieces. The inclusion of professional development work is welcomed. After discussion on the reach of DL and the numbers of click-thru' s, the Board favors moving DL in a new direction while continuing to preserve the historical aspect and keeping a curator. The Board approved

working towards moving the news pieces from DL to the website home page, to be rebranded as the Decision Line Blog. Then create a new outlet which serves the mission of professional development and outreach to the DSI members and practitioners. Work to move towards this transformation will begin as the Publications Committee and the editor of DL work together with the Board.

- U.S. Regional Presidents – This group met at the November conference and all agreed the purpose of the regions and their conferences was to provide members, who may not be able to attend the annual conference, a venue for sharing their work. Goals for regions were defined as 1) helping new members learn about DSI, 2) increase student involvement in DSI and its conferences, and 3) improve the lines of communicati9on with members and each other.

Exciting news as a charter was submitted by Qatar and approved by the Board to be an official DSI chapter. DSI members there have stepped up to fill the required roles for Board positions. This chapter will belong to the APDSI Division. Discussion are ongoing for future chapters in Thailand and China.

Sriram Narayanan, Michigan State University has been approved as the Conference Chair for the 2021 DSI Annual Conference. Joining Chair Narayanan's program team are Nitin Joglekar, Boston University as Chair of Research and Jan Dong, University of South Carolina as Chair of Professional Development. This team is already exploring themes for the 2021 DSI Annual Conference.

Joining the Board discussion for New Business, Powell Robinson and Funda Sahin shared ideas on a DSI/ Bauer College of Business mini conference. DSI has been searching for ways to foster a stronger partnership with UH's Bauer College and the idea of hosting workshops focused on special interest research topics may fit that goal. A special issue of DSJ may tie into this initiative. Robinson and Sahin will work with Landrum to further the discussion.

At the conclusion of the meeting, those Board members terming off the Board were given plaques of recognition and gratitude for their service to the Institute. Those Board members departing the Board as of April 30 are:

Immediate Past President – **M. Johnny Rungtusanatham**, York University

VP of Finance – **Alan Mackelprang**, Georgia Southern University

VP European Division – **Carmela di Mauro**, Universitá di Catania

VP Conferences – **Wendy Tate,** University of Tennessee-Knoxville

VP Member Services – **Shanan Gibson**, Texas A&M University – Commerce

VP Professional Development – **Sriram Narayanan**, Michigan State University

President J**anet Hartley** will move to the position of Immediate Past President and serve one more year on the Board. Hartley was presented with a plaque and gavel in recognition of her strong and thoughtful guidance that directly impacted the growth and positive direction the Institute has seen over the past year. All Board members are truly appreciated for their time and contributions to the Institute.

At the February meeting, the DSI Board of Directors approved the following DSI Code of Conduct and DSI Professional Conduct at Conferences. All members of DSI, attendees of DSI conferences, stakeholders in DSI, are expected to follow these guidelines.

DECISION SCIENCES INSTITUTE CODE OF CONDUCT

The Decision Sciences Institute (DSI) is committed to upholding high standards of ethical values and conduct. The DSI Code of Conduct (COC) communicates our values, is a framework for ethical decision making, and provides a guide for ethical conduct for all of our members and stakeholders. The COC applies to all (i) DSI members irrespective of their membership type, the role they fulfill, or the country in which they live or work, (ii) employees of DSI, (iii) suppliers to DSI, and (iv) participants in all DSI-branded conferences, programs, and activities (aka "events"). The COC reflects our shared values but is not intended as a comprehensive guide to ethical behavior.

CORE VALUES

- **Integrity:** Act and communicate in an honest and truthful manner in all situations, and honor commitments and promises.
- **Respect:** Treat all individuals with respect and dignity. Refrain from disparaging individuals or groups. Embrace diversity and create an inclusive environment.
- **Fairness and Justice:** Ensure that opportunities are equally available to all individuals without bias or discrimination. Avoid conflicts of interest and do not use positions for personal gain.
- **Responsibility:** Conduct activities professionally and competently. Take responsibility for your decisions and actions.
- **Protect Privacy:** Protect personal and confidential information. Use information only for its intended purpose.

SPECIFIC GUIDELINES

The code of conduct shall, without limitation, require DSI members, employees of DSI, suppliers to DSI, and participants in all DSI-branded events to:

1. Abide by the core values in all communications and actions.
2. Abide by the Bylaws and the Policies and Procedures of the Decision Sciences Institute. The Bylaws serve as the governing document for all programs and will supersede all other documents.
3. Understand, support and promote the Vision and Mission of DSI and cooperate with fellow members in the application of this COC.
4. Comply with the law.
5. Not engage in discrimination, harassment of any type, or other inappropriate actions or statements as defined or protected by law. Report inappropriate actions to relevant authorities, including law enforcement officials.
6. Report COC violations to DSI Executive Director Vivian Landrum VLandrum@bauer.uh.edu or any DSI Board member.

MEMBER COMMITMENT

As a Member of the Decision Sciences Institute:
- I have read the COC and understand that with my online membership application and/or payment of membership dues, I am bound by and agree to abide by the COC.

- I recognize that membership is a privilege and that as a member, I have the responsibility to assure that everyone understands and commits to the COC.
- I understand that failure to adhere to the professional and personal obligations of DSI in the COC and as defined in the Institute's Bylaws and Policies and Procedures, can result in sanctions including the termination of my membership.

Approved February 8, 2020

DECISION SCIENCES INSTITUTE PROFESSIONAL CONDUCT AT CONFERENCES

All participants of DSI-branded conferences are required to abide by the DSI Code of Conduct at all times. Participants must also abide by the following:

1. Session participants should be courteous to each other.
2. Session chairs should be prepared for assigned sessions, show up on time, provide clear guidelines on how sessions are to proceed, report no-shows, and complete any other assigned tasks from the Conference Chair.
3. Presenters should be well prepared to present professionally; be punctual and remain for other presentations in the same session, whenever feasible; and respect and follow the session schedule given by the session chair.
4. If unable to present, presenters must notify session chair prior to the session.
5. Interviewers and interviewees must be registered for the conference.
6. Only those with a conference or guest badge will be admitted into any conference activities; this rule applies to children as well.

7. Participants are not to engage in:
   a. Any inappropriate actions or statements based on individual characteristics.
   b. Harassment or disruptive behavior of any kind.
   c. Enabling or encouragement of any behavior that is prohibited.
   d. Photographing, videotaping, and/or audiotaping of any presentations unless permission is expressly given by the presenter(s).
   e. Conducting or participating in Interviews in non-public spaces (e.g., hotel rooms).

Potential violations should be reported to the DSI Executive Director, Vivian Landrum at vlandrum@bauer.uh.edu. Complaints will be promptly investigated and if substantiated will result in sanctions. Sanctions may range from verbal warning, ejection from conference, revocation of membership and notification of appropriate authorities.

Approved February 8, 2020

WRITING A GREAT CASE

John K. Visich, Bryant University

Christopher J. Roethlein, Bryant University

Michael J. Gravier, Bryant University

Pedro M. Reyes, Baylor University

While writing a great case has some similarities with empirical research that is based on case study methodology, there is a major difference between them. Case based empirical research is focused on understanding why a business condition exists, while a case is used as a learning tool. In this article we discuss the issues that need to be considered when writing a great case, which is comprised of the case and a teaching note to complement the case. The case and the note should connect classroom concepts and tools to the analysis of the case.

INITIAL CASE DEVELOPMENT

Ideas for cases can come from a variety of sources such as work you have done with a company, student projects and public information. Student projects include requirements for a course, a directed study or an internship you are supervising, or from an honors thesis. Cases based on company work and student projects typically need approval (often in writing) from the company being written about. Public information about a company is readily available through news reports, annual reports and company web sites. However, a major issue with using publically available information is that students can access the same sources as the case writer, and this can diminish the

learning experience. The case topic should be interesting and current, and have a finite problem - a problem that students should be able to identify and develop a recommended solution or plan of action to resolve.

Authors

John K. Visich is a Professor of Operations Management and Global Supply Chain Management at Bryant University. He has a Ph.D. in Operations Management from the University of Houston. He is a four-time finalist in the DSI Best Teaching Case Award Competition, winning in 2011 and 2014. He has received the Outstanding MBA Professor Award 6 times from Bryant University MBA students and an Honorable Mention Award in 2014 for the Page Prize for Environmental Sustainability Curriculum.

Dr. Chris Roethlein is a Professor at Bryant University where he teaches courses in operations and supply chain management. He has a Ph.D. from the University of Rhode Island. His research interests include quality and communication within a supply chain, additive manufacturing, and teaching pedagogy. He has published in Interfaces, Supply Chain Management: An International Journal, Quality Management Journal, and others. He has won the DSI Best Teaching Case Award Competition twice (2011 and 2014).

Michael J. Gravier is Professor of Marketing and Global Supply Chain Management at Bryant University. He has over 25 years of logistics experience both in industry and as an academic. He earned a Ph.D. in Marketing and Logistics from the University of North Texas and an M.S. in Logistics Management from the Air Force Institute of Technology. Michael's research focuses on public procurement, supply chain pedagogy, and supply chain technology. In 2017 he won the Council of Supply Chain Management Professionals international case competition.

Pedro M. Reyes is an Associate Professor of Operations & Supply Chain Management at Baylor University. He is recognized by UTA as a Lawrence Schkade Research Fellow and is an associate editor for the Decision Sciences Journal of Innovative Education. Reyes is the faculty mentor for the National Undergraduate Supply Chain Case Competition Team. He is also the author of Global Supply Chain Management (Hercher Publishing Inc.) and RFID in the Supply Chain (McGraw-Hill).

IN THE CLASSROOM

After an idea has been formulated you now have to justify the relevance of the case topic to your course. This is the step where you determine the initial learning objectives of the case. We use the plural objectives because we feel a case has a higher pedagogical value if it has multiple learning objectives. These are initial learning objectives because as you collect more data about the case and the issues facing the company, the learning objectives can change. For example, the case "Narragansett Brewing Company: The Rebirth of a Brand" (Roethlein & Visich, 2010) started out as a forecasting project. The scope then changed to a supply chain strategy case as information became available about possible options for production and logistics that would be provided by other companies.

Once you have determined the initial case learning objectives you need to think about the structural characteristics of the case that would make the case applicable to the course(s) you are teaching. Structural characteristics include:

• Rigor (core or elective class, undergraduate or graduate students)
• Length
• Quantitative and or qualitative analysis
• Appendix items (data, charts, graphics)

While undergraduate students often have limited work experience, graduate classes can be mixed. For example, at Bryant University we have a part-time evening MBA program comprised primarily of working adults with varying degrees and types of work experience, and different educational backgrounds including engineering, medical and liberal arts. We also have a full-time day MBA program where the vast majority of the students recently received their undergraduate degree and after a summer off started on their MBA degree. These 5th year students have limited work experience and though they usually have business degrees, they have difficulty in seeing business problems from a big picture or systems perspective.

WRITING THE CASE

The case needs to tell a story - a good story - and to have a focus. Focus results from clear learning objectives creatively reinforced by one or more tactics for student engagement (see sidebar for "Tactics for Student Engagement"). The case should flow well, provide some background information on the company and its business operations, identify problems and issues, and provide relevant and sufficient information so students can develop logical recommendations that address the problems and issues. Avoid cheerleading for the company or any of the characters in the case as this tends to diminish the pedagogical value of the case. Appendix items can help students develop a better understanding of the company's history and processes and provide information that students can use to either support their recommendations or to drop a possible solution from further consideration. Appendix items that are not directly connected to the case and the learning objectives should not be included in the case.

For undergraduate classes where the students have limited work experience, focus the case on concepts and tools the students are familiar with from the course and possibly other courses they have already taken. For a graduate course case, keep the level of the case to the work experience or near-term work level of the students. It is better to have learning objectives the students can apply to their current mid-level to entry level managerial positions rather than the 35,000 foot view from the C-suite.

It is okay to lead the students down the wrong path or make one of the options very attractive but the wrong choice - taking the bait. However, you need to make sure that students who do a thorough analysis will be able to identify the real issues and data in the case, and therefore present a correct recommendation. You can also construct the case such that there is no clear-cut solution such as when missing data forces students to make assumptions which can alter the solutions. The key here is that students need to

TACTICS FOR STUDENT ENGAGEMENT

- **Teach a Problem-Solving Process:** Teach and approach or technique to be applied. There are no answer keys in real life, so teaching a process or approach to solving complex, systems problems inculcates good career thinking habits. Cases work best when they reinforce class structures and philosophies, whether team-based learning, problem-based learning, or experiential learning.

- **Team-work:** Cases can be particularly effective at teaching the importance of team-work and multiple perspectives. Cases solved by teams should not be solvable by just one expert; cross-functional collaboration and diverse perspectives result in more effective and complete solutions to real-world problems. In some contexts, student reflections or evaluations of team-work can reinforce its importance.

- **Connect Academia and Industry:** Have an emphasis on showing how classroom techniques and topics manifest in real life. For example, the EOQ model and forecasting demand often come across as abstract mathematics to students. Incorporating financials into a case to show business impacts of improved inventory and forecasting.

- **Role-playing:** Have characters in the case each with different areas of responsibility and different professional obligations. Encourage "role-play" with regard to thinking like the characters in order to reinforce how to anticipate and reconcile conflicting goals.

- **Show the Numbers:** It's a good idea to have a few questions to guide student analysis. This also makes discussion and teaching notes easier to prepare. Students should learn to back up every answer with analysis.

- **Use Props:** Although not absolutely necessary, use of props can reinforce basic concepts and prompt more pragmatic solutions. For example, if the case revolves around assembling a simple product's components, give each team an example product (e.g., a dollar calculator) to handle and disassemble in order to see that even simple products can have many suppliers. In one international logistics case involving how to load cargo in shipping containers, Lego's and small boxes were brought in to show how packaging dimensions can result in empty space, and how relying on cubic feet measurements does not provide a realistic solution.

- **Bring in a Guest Speaker:** Bringing in a professional to introduce or reinforce the topic or issues in a case can be a powerful lesson for the practical importance of the case's learning objectives. In one case regarding international tariff engineering, a local expert gave a presentation with several examples of real-life dollar savings from deeper understanding of import tariff duties, which rendered a dry subject into a popular assignment. Additionally, students gained an understanding of the important relationships between Customs, importing companies, end customers, and customs brokers.

- **Arrange a Field Trip:** Take students to see a company or port or other location that does work similar to the events in a case. This can give life to otherwise unfamiliar and abstract concepts.

- **Require Interviews or White Papers:** Asking students to interview practitioners who are experts in the case's industry or topics can broaden student horizons and deepen learning. Asking students to get a professional's opinion on their proposed case solutions or having local professional grade case presentations are effective methods of motivating students and demonstrating the practical relevance of the case learning objectives. Alumni networks, local chapters of professional associations, and LinkedIn groups provide pools of supportive professionals willing to engage with students. Another option: ask students to write a professional or consultant style white paper on a topic developed based on an interview with a local professional can extend learning beyond the case.

make realistic assumptions that should be based on class material or outside research. Another situation of an unclear solution can occur when the quantitative analysis supports one decision while the qualitative information points to a different solution. This highlights the importance of qualitative data in decision making, requires students to conduct a complete analysis, and sets the stage for a robust class discussion as the students attempt to support their decision or position.

The conclusion of the case can include a summary paragraph that reiterates the main issues of the case, or you can list a series of questions that guide the students through the analysis of the case. Either approach sets the expectation for the scope of the answer and the problem-solving approach. Setting proper expectations keeps students focused on the case's learning objectives, which makes for easier grading and a more coherent classroom experience.

WRITING THE TEACHING NOTE

Though the case needs to be written first, as you write the case you need to think about the content of the teaching note that supports the case. Once the initial note has been written the case writing process becomes iterative where you need to review the case to make sure the content supports the note, and that the note teaches what is in the case. One of the most important aspects of the teaching note is its usefulness in helping other instructors teach the case. While the case writer knows all of the material, faculty who wish to use the case are not as versed in the nuances of the case. Therefore, it is imperative that the teaching note is well written so that other instructors can easily teach the case with a minimal of preparation.

We typically organize the note by starting with a Synopsis the case that highlights the key issues within the case and possible courses of action. Next comes the Intended Courses and Audience, which gives the instructor an idea on how appropriate the case is for their course. Following this are the Learning Objectives which defines the main topic areas the case will cover,

but at a high level. For example in Container Returns at Pasadena Water Solutions (Visich et al, 2015) our Learning Objectives were: "*The first learning objective is the development of a strategic plan to support a value recovery option. This strategic plan must include a cost benefit analysis of the reuse decision as well as a process to enable the reuse of the containers. This is the profit part of the triple bottom line The second learning objective is to understand how factors that are difficult to impossible to quantify can be used to help guide the decision maker to a realistic strategic plan that meets the requirements of multiple diverse parties. These are the people and planet components of the triple bottom line*," (p. 16).

Then comes the Teaching Plan which is more specific regarding the content areas covered by the case. The Teaching Plan should identify the specific topics the instructor should cover in class before assigning the case and include sources for associated material such as web sites, videos and articles. The Teaching Plan should give the instructor several options to teach the case and a time to teach the case should be given with those options. Teaching options include a formal write-up with or without any guidance from the instructor, answer a set of instructor supplied questions or the case can be used only for class discussion. For a discussion only case it is good practice to require a non-graded SWOT analysis to be submitted at the end of class. This helps to ensure (but does not guarantee) that the students have actually read the case.

To actually teach the case we like to include a series of general questions that are used as a warmup to get the discussion started and to make sure everyone has a good understanding of the core issues and data within the case. In the factor rating method for facility location case "Narragansett Brewing Company: Build a Brewery" (Visich et al., 2013), we start the discussion with the pros and cons of operating a keg brewery in Rhode Island. We then identify which facility location factors are quantitative and which are qualitative, and then how important each factor is to the facility location decision so that weights can be

assigned to each factor. This sets the stage for the analysis of the location options as scores are assigned to each factor and then the weighted scores are calculated for each location-factor in order to determine the best location for the brewery.

Pre-analysis discussion questions can also be used to meet learning objectives of the case. In Container Returns at Pasadena Water Solutions (Visich et al, 2015), we initiate a discussion on how the return of the used containers to Pasadena's facility can be viewed from a triple bottom line perspective. Students learn that people and planet aspects need to be considered in addition to the usual financial numbers when the alternatives are analyzed.

The teaching note should conclude with a brief section on What Happened. This should not only include the recommended solution that was just identified in the class discussion, but also any additional insightful information that might not have been included in the case. This would include information that was not connected to the primary learning objectives of the case or information that might have deliberately lead students to the wrong solution. Some extras that can be added to the teaching note are a grading rubric and assurance of learning goals for accreditation.

TEACHING YOUR CASE

Now that you have written a great case and teaching note you can now use the case in your own classroom. After teaching the case the first couple of times you

need to verify that the case and the note are correlated. You should identify and fix those parts of the case that were not clear to the students. This could be due to the words used and the sentence structure or there could be a lack of information for complete analysis. You can collect student feedback, take a picture of your blackboard / whiteboard, jot down notes as you teach the case or look at student written work very carefully. The objective is to improve the quality of the case and the note so they are ready for publication and competitions.

BEYOND THE CLASSROOM

After the case has been perfected, it's time to disseminate your work to a wider audience through publication, presentation or in a case competition. Publication can occur in text books and specialty case books, and case clearing houses such as the Case Centre and Harvard Business Publishing. There are numerous journals that also publish cases:

Business Case Journal {http://www.sfcr.org/bcj/}

The Case Journal {http://www.caseweb.org/index.php}

Case Research Journal {https://www.nacra.net/case-research-journal/}

International Journal of Case Method Research & Application {http://www.wacra.org/}

Journal of Business Cases and Applications {http://www.jbcaonline.org/}
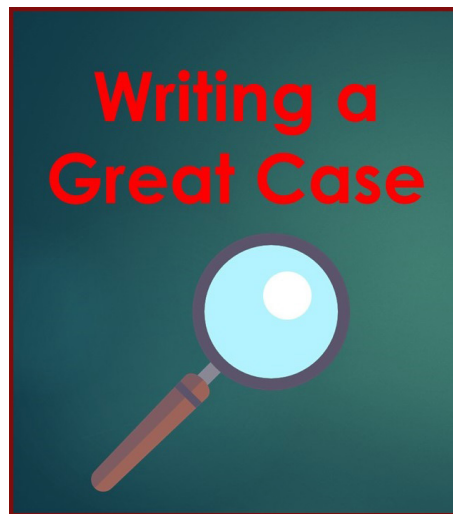
IN THE CLASSROOM

Journal of the International Academy for Case Studies {https://www.abacademies.org/journals/journal-of-the-international-academy-for-case-studies-home.html}

Operations Management Education Review {http://www.neilsonjournals.com/OMER/}

You can also submit your case to the case competition at annual meetings of academic organizations such as the Decision Sciences Institute or the Institute for Operations Research and Management Science (IN-FORMS). The Case Centre also has an annual competition. Prior to submitting your case to a competition you should attend a finals to get an idea of how they are held. If your case makes it to the finals of a case competition we suggest you bring your own laptop and avoid using a lot of technology dependent delivery techniques. Before leaving for the conference make a presentation to your colleagues for constructive feedback and then practice a few more times before the competition session. These practice runs should match up with the time you will be allocated for your actual presentation. During your competition presentation briefly introduce the case and then allocate the majority of your time to how you teach the case. You want to convey to the judges and the audience that they too can teach your case.

CONCLUSION

Though writing a great case can be time consuming, we have found that writing a great case can be a highly rewarding experience. The case is a learning tool that we can bring into our classroom to reinforce student knowledge and through class discussion provide them with a forum to support their analysis of the case. Through our own cases we can create an interesting and interactive learning experience for everyone in our classroom.

REFERENCES

Roethlein, Christopher J. and John K. Visich, 2010. "Narragansett Brewing Company: The Rebirth of a Brand," *Operations Management Education Review*, Vol. 4, pp. 41-68.

Visich, John K., Christopher J. Roethlein and Pedro M. Reyes, "Container Returns at Pasadena Water Solutions," case and teaching note. *Advances in Business, Operations, and Product Analytics: Cutting Edge Cases from Finance to Manufacturing to Health Care*, Matthew Drake, ed., Pearson / Financial Times Press, September, pp.15-26, 2015.

Visich, John K., Christopher J. Roethlein, Angela M. Wicks, "Narragansett Brewing Company: Build a Brewery" case and teaching note. *The Applied Business Analytics Casebook: Applications in Supply Chain Management, Operations Management, and Operations Research*, Matthew Drake, ed., Financial Times Press, November, pp. 101-106, 2013.

RESEARCH ISSUES

BEST SURVEY RESEARCH (I'VE) EVER DONE!

The survey research that I'm about to describe resulted in the first two of my published articles (plus later spin-offs), now totaling around 200. I'm writing about it because the survey instrument was markedly brief and simple—which, I'll posit, should be hallmarks of survey research. The two articles stemming from my survey are:

"Ten million U.S. housewives want to work," *Labor Law Journal*, 20/6 (June 1970): 374-379. "Inflexible working conditions keep women 'unliberated,'" *Personnel Journal*, Vol. 50 (Nov. 1971): 834-938. Condensed in Mental Health Digest, 4/3 (March 1972): 21-22.

I completed the underlying research as my master's thesis at the University of Iowa.[1] The articles were published subsequently when I was an instructor pursuing a Ph.D., then assistant professor, Department of Management, University of Nebraska-Lincoln.

SIMPLE SURVEY, CREDIBLE FINDINGS

My "Ten million U.S. housewives" article was an extrapolation of data from a one-page, seven-question survey instrument mailed to 405 households in the Davenport-Rock Island-Moline Urbanized Area. (Making this possible: Back then, households were listed—names, addresses, phone numbers—in public phone books.) The short cover letter, addressed to "Madam," stated that the "questionnaire will show the types of jobs that business and industry should offer to women. Please mail it in the attached stamped envelope." A second paragraph, aimed at warding off

Richard J. Schonberger, Ph.D. *(University of Nebraska, 1971) is an independent researcher, author, and speaker serving industrial, service, and academic organizations worldwide. He is author of more than 200 articles in periodicals ranging from general business (Harvard Business Review, Business Horizons, Wall Street Journal, California Management Review) to academic and professional (e.g. Journal of Operations, Quality Management Journal, Journal of Consumer Affairs, Journal of Systems Management, Journal of Economics & Management-Belgium, Management Accounting Quarterly, Hospital Material Management Quarterly, Interfaces, Cost Management, Industrial Engineer, Organizational Dynamics, Sales & Marketing Management, Data Base, Business and Society, The Humanist, Advanced Manufacturing-Canada, The Manufacturer-U.K., Works Management-U.K., Productivity-India, Australian Executive, Amministrazione & Finanza-Italy), and more than a dozen books and videos.*
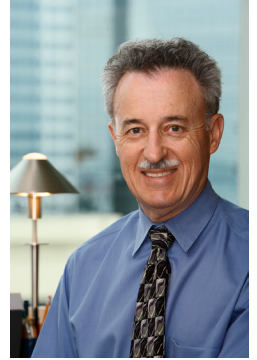
suspicions that this was some kind of sales pitch, states that it is "conducted by an independent researcher with cooperation of the Associated Industries of the Quad Cities," plus eight more named local-area public entities and the U.S. Government.

An 87% response rate was elicited from rounds of testing and improving the survey form, and coding each so as to allow follow-on phone calls to non-respondents. What explains the very high response? Ask questions they'll care about—and few of them. The form's first four questions required simple yes-no responses, the first question being, "Are you presently employed outside the home in a wage-earning position?" If "yes" is checked, the instruction was to quit the survey and "just mail the questionnaire." The second question, "If offered, would you accept a part-day job," continued with three more ifs, relat-

[1] Richard J. Schonberger, "Labor Market Survey: The Relationship between Part-Day Employment and the Role of the Woman in the Home," College of Business Administration, University of Iowa, June 1968.

ing to availability of adequate child-care facilities. The third question asked about preferred time of day for part-day work, and the fourth on whether interested in full-day work. The fifth question asked about the respondent's "specialty," offering 13 check-off boxes (e.g., sales clerk, steno, teacher). Questions 6 and 7 gathered minimal demographics: number and ages of children (if any); and year of high-school/college graduation, if applicable.

That's it.[2]

ALTERNATE SCENARIO

But under more typical circumstances that would not have been it: Rather, the survey instrument would have grown to several pages and many more questions that feed on the addition of formal propositions. Say that the research had been undertaken as my doctoral rather than master's thesis. My enlarged supervisory committee members would have weighed in with suggested additions thus to elaborate the "too-simple" survey: questions on past employment experience, pay, need for/availability of adequate transportation, other options for child care (e.g., grandparent), state of mind (e.g., anxiety, depression), family concerns about outside employment, special questions for women over the age of 50 (which the research was designed to exclude), and more.

My completed 57-page thesis included discussion on the whys and wherefores of survey responses, validity, and reliability—and why the survey should be limited to a single page. Multiple pages of additional questions would have been ruinous: the

seven primary questions would be diluted and overwhelmed by the many added and interspersed yes-no, check-the-box, and/or write-out questions. The response rate would have plunged with many or most survey recipients just tossing the form.

SURVEYS UNHINGED

These days, most of us are inundated with surveys: follow-ups to a doctor visit, car purchase or service, plumber, and so on. Recently I spent hours with tech support on problems with a new computer and software. After each session I was asked to rate the service on Likert scales. Though there were too many questions and with little differentiation among them—I did so. Why bother? Because all the questions easily fit on half a monitor screen. As for surveys that say they require "only five minutes" of my time? Into the trash, because a five-minute survey goes on and on, page after page, replete with dubiously hair-splitting questions.

Most surveys from business organizations are developed by firms specializing in survey design (Google turns up plentiful listings). That, no doubt, is why the surveys are so long! The specialists are expected to come up with "comprehensive" questionnaires—otherwise why pay a company to design them?

As a glaring example, last year I received a 10-page Customer Satisfaction Survey relating to a new car that we had purchased. It took me quite a while just to tally the numbers of choices:
58 numbered questions, in which there

---

[2] No need here to explain my statistical sampling with random number tables, full literature search, and so on.

[3] The survey design company was identified as Maritz CX (www.maritzcx.com) of Toledo, Ohio. Its client for the survey was Mitsubishi Motors.

are 48 fill-the-blank items (e.g., 12 asking about how we paid for the vehicle), and a whopping 1,691 check-the-box options. How could that be? As just one example, question 11 takes up ¾ of page 2 asking about the importance of 68 attributes in our purchase decision, each having five optional check boxes ranging from "extremely" to "not at all" important; 68 times 5 = 170 check boxes.

How could there have been an expectation of an acceptable response rate to such a blatantly humongous survey? The answer: The cover letter states that, in responding, you are entered into a Sweepstakes for one of eight cash prizes. Of course, with that as a draw the response numbers are likely to be high among the monetarily needful, plus people who like to play lotteries. Others, the large majority of recipients, will quickly fly the survey into the recycling bin.

Is there a subtext here? Well, yes, there is: We in academia, while being aware that multi-page, multi-question survey instruments are inherently flawed, tend to prefer them anyway. Why? Because the larger the datasets, the more opportunities to fill the pages of our papers with various, impressive-looking tests of significance. Given that the response rates and response biases grow with more questions, no amount of significance testing can pull the findings back into validity, reliability, and relevance.

DSI MEMBER RENEWALS NOW PAID VIA INVOICE IN GROWTHZONE

The DSI member management system, GrowthZone, enables DSI to better manage and track membership renewal dates, payments and provides invoices in the member's portal for payment, download and printing. The process for member renewal is as follows: 30 days from member renewal due date, an email is sent to the member with an invoice attached. The date of the invoice is the renewal date/deadline. Members may pay directly from the invoice via a link embedded within. Or pay from their DSI member portal. If payment is not received by the due date, a reminder email is sent. If payment is not received within 30 days after the renewal date, one last email is sent asking the member to confirm they wish to continue their membership and allows another seven days for a response/payment. If no response is received, it is assumed the member no longer wishes to continue as a DSI member and the membership is automatically discontinued. This will void the invoice. Should a member wish to renew at a later date, they simply JOIN again and the old record will be attached to the new membership to preserve the history.

Questions? Contact the Home Office at 713-743-4815 or email info@decisionsciences.org.

THE EDSI 2021 ANNUAL CONFERENCE HAS BEEN CANCELLED DUE TO THE COVID-19 EPIDEMIC.

THIS CONFERENCE HAS BEEN RESCHEDULED TO TAKE PLACE MAY 30 – JUNE 2, 2021 IN LUND, SWEDEN.

MORE INFORMATION WILL BE FORTHCOMING.
WE HOPE TO SEE YOU THERE!

OFFICERS OF OUR AMERICAS REGIONAL SUBDIVISIONS

MWDSI

President: Sanjay Kumar, Valparaiso University

Past President: Peggy Daniels Lee, Indiana University Purdue University – Indianapolis

Transition Team:

Jaideep Motwani, Grand Valley State University

Diane H. Parente, Penn State University - Erie

John Parente, Mercyhurst University

Stephanie Eckerd, Indiana University Purdue University – Indianapolis

Sanjeev Jha, Valparaiso University

Janaina Siegler, Butler University

Archivist: Xiaodong Deng, Oakland University

V.P. of Technology: Sourish Sarkar, Penn State University – Erie

NEDSI

President: Doug Hales, University of Rhode Island

President-Elect: Eric Stein, Pennsylvania State University, Malvern

I**mmediate Past President:** Neset Hikmet, University of South Carolina

Program Chair 2020: Effie Stavrulaki and Gang Li, Bentley University

Program Chair-Elect 2021: Dinseh Pai, Pennsylvania State University, Harrisburg

VP Communications: Hal Ravinder, Montclair State University

VP Member Services: Carolyn Lamacchia Bloomsburg University of Pennsylvania

SEDSI

President: Cheryl Aasheim, Georgia Southern University

President-Elect: Ping Wang, James Madison University

Past President: Tobin Turner, Presbyterian College

Program Chair: TBA

Program Chair-Elect: TBA

Secretary: Sara Kiser, Alabama State University

V.P. Finance: Chris McCart, Roanoke College

V.P. Planning & Development: Mauro Falasca, East Carolina University

V.P. Publications: Shona Morgan, North Carolina A&T University

SWDSI

President: Khaled Alshare, Qatar University

President-Elect: Matthew Lindsey, Stephen F. Austin State University

Program Chair: Dan Peak, University of North Texas

Program Chair-Elect: Venugopal Gopalakrishna-Remani, The University of Texas at Tyler

Past President: Mark McMurtrey, University of Central Arkansas

Secretary: Balaji Janamanchi, Texas A&M University

VP – Finance: Lynne Cagle Cox, University of North Texas

VP – Member Services: Gina Harden, Stephen F. Austin State University

VP – Student Liaison: Gayle Prybutok, University of North Texas

Regional Archivist: Peggy Lane, University of Louisiana Monroe

WDSI

President: Omer Benli, California State University, Long Beach

President-Elect: Theodore Byrne, California State University, Dominguez Hills

Immediate Past President: Albert Huang, University of the Pacific

Vice President and Program Chair: Salem Boumediene, Montana State University – Billings

Vice President and Program Chair-Elect: Pia Gupta, California State University, Long Beach

Vice President for Advancement and Marketing: Yuanjie (Ed) He, Cal Poly Pomona

Treasurer/Secretary: Sheldon Smith, Utah Valley University

Director of Information Systems: Khosrow Moshirvaziri, California State University, Long Beach

OFFICERS OF OUR INTERNATIONAL REGIONAL SUBDIVISIONS

EDSI

President: Jan Olhager, Lund University

President-Elect: Markku Kuula, Aalto University

Immediate Past President: Marco Sartor, University of Udine

European VP at DSI: Carmela Di Mauro, University of Catania

Secretary/Treasurer: Guido Orzes, Free University of Bozen-Bolzano

ISDSI

President: M.P. Jaiswal, Indian Institute of Management

Immediate Past President: Abhijeet K. Digalwar, BITS Pilani

Vice President: E.B. Khedkar, Pune University

Immediate Past Vice President: Ravi Kumar Jain, Symbiosis Institute of Business Management

Vice President (At Large): Ramachandran (Nat) Natarajan, Tennessee Tech University

OPEN POSITIONS AT HIGHER EDUCATION INSTITUTIONS

The Decision Sciences Institute website provides a listing of open academic positions. Below you will find Placement Listings for January 8 – March 2, 2019. For more details on these and other position listings, as well as applicant listings, visit the DSI website – decisionsciences.org Ready to post a position? Guidelines on how to list your position can be found there as well.

POSTING DATE	INSTITUTION	LOCATION	JOB TITLE	JOB TYPE	AREA OF INTEREST
3/2/20	Georgia Southern University	Savannah, GA USA	Open-Rank in Logistics and Supply Chain Management see details	Full-Time, Tenure Track	Logistics, Supply Chain/ Operations Management, Transportation
3/2/20	Penn State Schuylkill	Schuylkill Haven, PA USA	Lecturer/Assistant Teaching Professor of Project Supply and Chain Management see details	Full-Time, Non-Tenure Track	Project Supply and Chain Management
2/13/20	Carnegie Mellon University Qatar	Doha, Qatar	Teaching Track Faculty Position in Operations Management see details	Full-Time, Tenure Track	Operations Management, Supply Chain Management
2/11/20	Weber State University	Ogden, UT USA	Associate/Full Professor Supply Chain Management and Director MC/SCE see details	Full-Time, Tenure Track	Supply Chain Management
2/11/20	Weber State University	Ogden, UT USA	Assistant Professor Supply Chain Management see details	Full-Time, Tenure Track	Supply Chain Management
2/7/20	Fairleigh Dickinson University	Teaneck, NJ USA	Assistant Professor of Supply Chain Management see details	Full-Time, Tenure Track	Supply Chain Management
2/5/20	Ball State University	Muncie, IN USA	Assistant/Associate Professor of Logistics and Supply Chain Management see details	Full-Time, Tenure Track	Logistics, Supply Chain/Operations/Project/Quality Management, Simulation
2/4/20	Cleveland State University	Cleveland, OH USA	Assistant Professor of Operations and Supply Chain Management see details	Full-Time, Tenure Track	Operations, Supply Chain Management
2/4/20	Cleveland State University	Cleveland, OH USA	Assistant Professor of Operations and Supply Chain Management in Data Analytics see details	Full-Time, Tenure Track	Data Analytics
1/30/20	Boston College	Chestnut Hill, MA USA	Assistant/Associate Professor of the Practice in Operations Management see details	Full-Time, Non-Tenure Track	Business Analytics, Operations Management
1/30/20	Binghamton University, SUNY	Binghamton, NY USA	Assistant Professor of Business Analytics and Operations see details	Full-Time, Tenure Track	Business Analytics, Operations Management
1/29/20	SUNY Plattsburgh	Plattsburgh, NY USA	Assistant Professor of Management, Information Systems & Analytics see details	Full-Time, Tenure Track	Business, Operations Management and Business Analytics
1/27/20	Penn State Erie	Erie, PA USA	Assistant Professor of Management Information Systems see details	Full-Time, Tenure Track	Management Information Systems
1/16/20	Queens University of Charlotte	Charlotte, NC USA	Instructor/Assistant Professor of Business Analytics see details	Full-Time, Non-Tenure Track	Analytics

PAST PRESIDENTS

2010 - CURRENT

2018–2019	M. Johnny Rungtusanatham, The Ohio State University
2017–2018	Jatinder (Jeet) Gupta, University of Alabama – Huntsville
2016–2017	Funda Sahin, University of Houston
2015–2016	Morgan Swink, Texas Christian University
2014–2015	Marc Schniederjans, Deceased
2013–2014	Maling Ebrahimpour, University of South Florida, St. Petersburg
2012–2013	E. Powell Robinson, Jr., University of Houston
2011–2012	Krishna S. Dhir, Berry College
2010–2011	G. Keong Leong, University of Nevada, Las Vegas
2009–2010	Ram Narasimhan, Michigan State University

2000 – 2009

2008–2009	Norma J. Harrison, Macquarie Graduate School of Management
2007–2008	Kenneth E. Kendall, Rutgers University
2006–2007	Mark M. Davis, Bentley University
2005–2006	Thomas E. Callarman, China Europe International Business School
2004–2005	Gary L. Ragatz, Michigan State University
2003–2004	Barbara B. Flynn, Indiana University
2002–2003	Thomas W. Jones, University of Arkansas–Fayetteville
2001–2002	F. Robert Jacobs, Indiana University–Bloomington
2000–2001	Michael J. Showalter, Florida State University
1999–2000	Lee J. Krajewski, University of Notre Dame

1990–1999

1998–1999	Terry R. Rakes, Virginia Tech
1997–1998	James R. Evans, University of Cincinnati
1996–1997	Betty J. Whitten, Deceased
1995–1996	John C. Anderson, University of Minnesota–Twin Cities
1994–1995	K. Roscoe Davis, University of Georgia
1993–1994	Larry P. Ritzman, Ohio State University
1992–1993	William C. Perkins, Indiana University–Bloomington
1991–1992	Robert E. Markland, University of South Carolina
1990–1991	Ronald J. Ebert, University of Missouri–Columbia
1989–1990	Bernard W. Taylor, III, Virginia Tech

1981 – 1989

1989–1990	Bernard W. Taylor, III, Virginia Tech
1988–1989	William L. Berry, Ohio State University
1987–1988	James M. Clapper, Aladdin TempRite
1986–1987	William R. Darden, Deceased
1985–1986	Harvey J. Brightman, Georgia State University
1984–1985	Sang M. Lee, University of Nebraska–Lincoln
1983–1984	Laurence J. Moore, Virginia Tech, Deceased
1982–1983	Linda G. Sprague, Deceased
1981–1982	Norman L. Chervany, University of Minnesota–Twin Cities
1979–1981	D. Clay Whybark, University of North Carolina–Chapel Hill

DSI FOUNDED – 1979

1978–1979	John Neter, University of Georgia
1977–1978	Charles P. Bonini, Stanford University
1976–1977	Lawrence L. Schkade, University of Texas–Arlington
1975–1976	Kenneth P. Uhl, Deceased
1974–1975	Albert J. Simone, Rochester Institute of Technology
1973–1974	Gene K. Groff, Georgia State University
1972–1973	Rodger D. Collons, Drexel University
1971-1972	George W. Summers, Deceased
1969-1971	Dennis E. Grawoig, Deceased

DSI FELLOWS

Adam, Everett E., Jr.
Anderson, John C.
Benson, P. George
Beranek, William
Berry, William L.
Bonini, Charles P.
Brightman, Harvey J.
Buffa, Elwood S.*
Cangelosi, Vincent*
Carter, Phillip L.
Chase, Richard B.
Chervany, Norman L.
Clapper, James M.
Collons, Rodger D.
Couger, J. Daniel*
Cummings, Larry L.*
Darden, William R.*
Davis, K. Roscoe
Davis, Mark M.
Day, Ralph L.*
Digman, Lester A.
Dock, V. Thomas
Ebert, Ronald J.
Ebrahimpour, Maling
Edwards, Ward
Evans, James R.
Fetter, Robert B.
Flores, Benito E. *
Flynn, Barbara B.
Franz, Lori S.
Ghosh, Soumen
Glover, Fred W.
Gonzalez, Richard F. *
Grawoig, Dennis E.*
Green, Paul E.
Groff, Gene K.
Gupta, Jatinder N.D.
Hahn, Chan K.
Hamner, W. Clay
Hayya, Jack C.
Heineke, Janelle
Hershauer, James C.

Holsapple, Clyde
Horowitz, Ira
Houck, Ernest C.*
Huber, George P.
Jacobs, F. Robert
Jones, Thomas W.
Kendall, Julie E.
Kendall, Kenneth E.
Keown, Arthur J.
Khumawala, Basheer M.
Kim, Kee Young
King, William R.
Klein, Gary
Koehler, Anne B.
Krajewski, Lee J.
LaForge, Lawrence
Latta, Carol J.*
Lee, Sang M.
Luthans, Fred
Mabert, Vincent A.
Malhotra, Manoj K.
Malhotra, Naresh K.
Markland, Robert E.
McMillan, Claude *
Miller, Jeffrey G.
Monroe, Kent B.
Moore, Laurence J.
Moskowitz, Herbert
Narasimhan, Ram
Neter, John
Nutt, Paul C.
Olson, David L.
Perkins, William C.
Peters, William S.
Philippatos, George C.
Ragsdale, Cliff T.
Raiffa, Howard *
Rakes, Terry R.
Reinmuth, James R.
Ritzman, Larry P.
Roth, Aleda V.
Sanders, Nada

Schkade, Lawrence L.
Schniederjans, Marc J. *
Schriber, Thomas J.
Schroeder, Roger G.
Simone, Albert J.
Slocum, John W., Jr.
Smunt, Timothy
Sobol, Marion G.
Sorensen, James E.
Sprague, Linda G.*
Stecke, Kathryn E.
Steinberg, Earle
Summers, George W.*
Swink, Morgan L.
Talluri, Srinivas
Tang, Kwei
Taylor, Bernard W., III

Troutt, Marvin D. *
Uhl, Kenneth P.*
Vakharia, Asoo J.
Vazsonyi, Andrew*
Voss, Christopher A.
Ward, Peter T.
Wasserman, William *
Wemmerlov, Urban
Wheelwright, Steven C.
Whitten, Betty J. *
Whybark, D. Clay
Wicklund, Gary A.
Winkler, Robert L.
Woolsey, Robert E. D. *
Wortman, Max S., Jr.*
Zmud, Robert W.

*Deceased

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.

Send nominations to:
Chair of the Fellows Committee Decision Sciences Institute
C.T. Bauer College of Business 334 Melcher Hall, Suite 325
Houston, TX 77204-6021
info@decisionsciences.org

INSTITUTE CALENDAR

2020
November 21–23   DSI Annual Conference
San Francisco, CA

2021
May 30 – June 2   EDSI Annual Conference
Lund, Sweden

Visit the DSI website for details on these upcoming events.

MEMBERSHIP RATES

DSI Membership Rates						
Based on the GDP per Capita (PPP)						
All dues amounts are in United States dollars ($)						
	MEMBER CATEGORY A	**MEMBER CATEGORY B**	**MEMBER CATEGORY C**			
MEMBER TYPE	*Greater than 75th Percentile*	*50th -75th Percentile*	*Less than 50th Percentile*			
Regular	$175	$90	$45			
Emeritus	$90	$45	$25			
Student	$0	$0	$0			

	Category A	Category B	Category C			
	Australia	Andorra	Afghanistan	Congo, Republic of the	Iraq	Nepal	Somalia
	Austria	Bahamas, The	Albania	Cook Islands	Jamaica	Nicaragua	South Africa
	Belgium	Bahrain	Algeria	Costa Rica	Jordan	Niger	South Sudan
	Bermuda	Cyprus	American Samoa	Cote d'Ivoire	Kazakhstan	Nigeria	Sri Lanka
	British Virgin Islands	Estonia	Angola	Croatia	Kenya	Niue	Sudan
	Brunei	European Union	Anguilla	Cuba	Kiribati	N. Mariana Islands	Suriname
	Canada	Faroe Islands	Antigua and Barbuda	Curacao	Korea, North	Pakistan	Swaziland
	Cayman Islands	Finland	Argentina	Czech Republic	Kosovo	Palau	Syria
	Denmark	France	Armenia	Djibouti	Kyrgyzstan	Panama	Tajikistan
	Falkland Islands	Greenland	Aruba	Dominica	Laos	Papua New Guinea	Tanzania
	(Islas Malvinas)	Guam	Azerbaijan	Dominican Republic	Latvia	Paraguay	Thailand
	Germany	Israel	Bangladesh	Ecuador	Lebanon	Peru	Timor-Leste
	Gibraltar	Italy	Barbados	Egypt	Lesotho	Phillippines	Togo
	Guernsey	Japan	Belarus	El Salvador	Liberia	Poland	Tokelau
	Hong Kong	Korea, South	Belize	Equatorial Guinea	Libya	Puerto Rico	Tonga
	Iceland	Lithuania	Benin	Eritrea	Macedonia	Romania	Tunisia
	Ireland	Malta	Bhutan	Ethopia	Madagascar	Russia	Turkey
	Isle of Man	New Caledonia	Bolivia	Fiji	Malawi	Rwanda	Turkmenistan
	Jersey	New Zealand	Bosnia and Herzegovina	French Polynesia	Malaysia	Saint Helena, Ascension,	Tuvalu
	Kuwait	Oman	Botswana	Gabon	Maldives	and Tristan da Cunha	Uganda
	Liechtenstein	Portugal	Brazil	Gambia, The	Mali	Saint Kitts and Nevis	Ukraine
	Luxembourg	Saint Pierre and Miquelon	Bulgaria	Georgia	Marshall Islands	Saint Lucia	Uruguay
	Macau SAR China	Slovakia	Burkina Faso	Ghana	Mauritania	Saint Vincent and	Uzbekistan
	Monaco	Slovenia	Burma	Greece	Mauritius	the Grenadines	Vanuatu
	Netherlands	Spain	Burundi	Granada	Mexico	Samoa	Venezuela
	Norway	Taiwan	Cabo Verde	Guatemala	Micronesia	San Marino	Vietnam
	Qatar	Trinidad and Tobago	Cambodia	Guinea	Moldova	Sao Tome and	Virgin Islands
	Saudi Arabia	Turks and Caicos Islands	Cameroon	Guinea-Bissau	Mongolia	Principe	Wallis and Futuna
	Singapore	United Kingdom	Central African Rep.	Guyana	Montenegro	Senegal	West Bank
	Sweden		Chad	Haiti	Montserrat	Serbia	Western Sahara
	Switzerland		Chile	Honduras	Morocco	Seychelles	Yemen
	United Arab Emirates		China	Hungary	Mozambique	Sierra Leone	Zambia
	United States		Colombia	India	Namibia	Saint Maarten	Zimbabwe
Updated July 1, 2019			Comoros	Indonesia	Nauru	Solomon Islands	