

DECISION LINE

Vol. 41, No. 1

January 2010

2009 Annual Meeting Award Winners



Ragatz

Dennis E. Grawoig Distinguished Service Award

Gary L. Ragatz, Michigan State University

Instructional Innovation Competition Award

Robert P. Sroufe, Duquesne University

Elwood S. Buffa Doctoral Dissertation Competition

Amrou Awaysheh, Instituto de Empresa - IE Business School; Dissertation Advisor: Robert D. Klassen, University of Western Ontario

See more award winners—and a wrap-up of the 2009 Annual Meeting in New Orleans—on pages 25-38.

PRESIDENT'S LETTER



Charting a Course for the Future

by Ram Narasimhan, President, DSI

In this President's column, I would like to bring to your attention numerous decisions that were taken by the DSI Board when it met in La Jolla, California. The most important decision that the Board took was to appoint a new editor for the flagship journal of the Institute, *Decision Sciences Journal (DSJ)*. As most of you know, the current editor's term ends in June of this year. Vicki Smith-Daniels has been the editor of *DSJ* for the past seven years. She has provided able stewardship for the journal during her tenure as editor. The most striking contribution that Vicki has made to the journal is improving the impact factor of *DSJ* vis-à-vis the other journals in our field. The ISI citation impact factor has increased from .764 in 2004 to 2.318 in 2008. According to the 2008 ISI and Thompson Reuters Journal

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DECISION LINE

DECISION LINE is published five times a year by the Decision Sciences Institute to provide a medium of communication and a forum for expression by its members, and to provide for dialogue among academic and practitioner members in the discipline. For more information about the Institute, please call 404-413-7710.

News Items: Send your news items and announcements to the editor at the address below.

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Annual Subscription Rate: \$20 for individuals and \$30 for institutions (add \$10 if outside U.S. or Canada). Claims for missing issues will be honored free of charge within three months after the publication of the issues for U.S. and Canadian subscribers (six months for foreign subscribers).

Membership Information/Change of Address: Contact the Decision Sciences Institute, J. Mack Robinson College of Business, Georgia State University, Atlanta, GA 30303, 404-413-7710, fax: 404-413-7714, dsi@gsu.edu.

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DEADLINES: March issue February 10
May issue April 10

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■ KRISHNA S. DHIR, Editor, Berry College

As the New Year began, we were preoccupied with global climate and financial disasters. Even as the media warned of large scale dislocations to come, little did we imagine a geological disaster at the scale experienced in Haiti, in spite of the earlier tsunami that hit Aceh and beyond. Amidst wide-spread destruction, the resilience of a people who have little and have suffered much is astounding.

President Ram Narasimhan of Michigan State University starts the New Year taking stock of where we have been and what lies ahead, providing us with a review of the accomplishments of the past year. At the completion of the tenure of Vicki Smith-Daniels of Arizona State University as the editor of *Decision Science Journal*, which she executed most ably, Asoo Vakharia of the University of Florida has been slated to succeed her. President-Elect G. Keong Leong of the University of Nevada Las Vegas will take over as president of our Institute on the 1st day of April 2010.

As with each issue of *Decision Line*, we bring you a set of excellent essays by thought leaders and professionals. Melissa St. James, Natasa Christodoulidou, and Kaye Braggs, all of California State University, Dominguez Hills, discuss the success of their online MBA program, in the *Classroom* feature column. They

provide a discussion of the key factors that ensure their success.

In the *Deans' Perspective* feature column, Helen K. Simon and Beverly Zisla Welber of Florida International University describe their Capital Markets Laboratory. This laboratory offers a 2,200 square-foot authentic securities trading environment, outfitted with 49 state-of-the-art trading desks. This essay describes how the laboratory is being used to enhance student learning and faculty experiences in teaching and research.

Over time, Varun Grover of Clemson University has offered excellent essays through the *Doctoral Student Affairs* feature column to benefit and acculturate doctoral students preparing for academic endeavors. In this issue he describes judicious networking and discusses how doctoral students can use it to their advantage. Others would benefit from it, too.

In *From The Bookshelf* column, Susan Meyer Goldstein of the University of Minnesota reviews Daniel Willingham's book *Why Don't Students Like School?* She includes many lessons from the book that rely on the latest findings in cognitive sciences to enable student memory and learning during class.

We hope you will enjoy this issue of *Decision Line*. ■



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is the Henry Gund Professor of Management at Berry College in Mount Berry, Georgia. He earned his PhD from the University of Colorado at Boulder, MBA from the University of Hawaii, MS in Chemical Engineering from

Michigan State University, and a BTech from the Indian Institute of Technology – Bombay. He has published in numerous journals, including *Applied Mathematical Modeling*, *Corporate Communications: An International Journal*, *Decision Sciences*, *IEEE Transactions on Engineering Management*, *International Journal of the Sociology of Language*, and *Journal of Information and Optimization Sciences*. He has received various DSI awards, including Dennis E. Grawoig Distinguished Service Award in 2008, WDSI Distinguished Service Award in 2009, Best Theoretical/Empirical Research Paper Award at the 1993 Annual Meeting in Washington, DC, and Best Application Paper Award at the 1999 International Meeting in Athens, Greece. The Penn State Harrisburg awarded him its 2001 James A. Jordan Jr. Award, and 2000 Provost's Award, both for teaching excellence.

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NAMES IN THE NEWS

CAROL LATTA, Executive Director, Decision Sciences Institute



Hal Jacobs, DSI Publications Coordinator, is the author of a new book titled *Ball Crazy: Confessions of a Dad-Coach*. Throughout the course of his son's twelve-year-old baseball season, Hal reflects on the

gap between his son's youth baseball experience—that of uniforms, regimen,

pressure—and his own childhood experiences. *Ball Crazy* also looks at the psychological and physical effect of competitive youth sports on both players and parents. Each year, about 11 million children participate in youth baseball leagues, and the book is also relevant to parents of boys and girls playing other sports. In addition to his work at DSI, Hal is a freelance writer/editor whose main area of focus involves higher education. For more information, see www.ballcrazy.net. ■

Changing the Game: Learner-Centered Course Design

by Melissa St. James, Natasa Christodoulidou, and Kaye Bragg, California State University, Dominguez Hills



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The members of the faculty of California State University, Dominguez Hills (CSUDH), at the 2008 WDSI meeting were proud to share the strategic decisions behind the success of their Online MBA Program. The authors believe that we all share the ultimate goal of helping as many students as possible attain a successful and fruitful education. Sharing this information can benefit our industry and raise the level of professionalism. The goal of this article is to share our learner-centered online program with others in our industry.

Learner-centered Program Design

A successful online MBA program begins with a curriculum that is learner-centered. In an article published earlier this year (Christodoulidou, St. James, and Nelson, 2008) and in a panel discussion at Western Decision Sciences (WDSI) Annual Conference in San Diego (St. James, Christodoulidou, and Bragg, 2008), the authors shared five tips for creating and managing an online program. In the Christodoulidou et. al (2008) article we identified the elements that would make the curriculum a student-centered model:

1. Design the program *around* and *about* the students.
2. Make the program *flexible* yet *focused*.
3. Make the program *interesting* and *interactive*.
4. Make the program *affordable* for the students and *profitable* for the university.
5. Design the program with the *convenience* of an "online" delivery system

but without sacrificing the "on-campus" emotional *connection* to the university.

At the program level, course scheduling becomes the unique strength of the online "anytime, anywhere education" modality. Academics refer to this characteristic as "asynchronous learning networks" (ALN). Such networks individualize the learning experience to fit each person's work and social demands (Hiltz, 1998). For example, in the MBA program at California State University, Dominguez Hills (mba.csudh.edu), students have the option to enroll during any of the four terms throughout the year. Students build a set of courses each term given their work and personal obligations along with curriculum requirements. In each of the four 12-week terms, the program provides a consistent offering of core requirements and electives. This consistency permits students to continue through the program in a timely manner. This sequence of courses is based on the cognitive skills and information that a graduate of the program is expected to master.

This sequencing also radically transforms the students' approach to thinking and learning. An online MBA program should do many things. It should cover the essential areas of knowledge and give students the skills required in today's competitive business environment. The challenge is to establish a series of courses that bring the students from point A—what they currently know—to point B—what they need to know. A successful online MBA curriculum needs to be focused on giving students the tools not only to solve business problems but

to make decisions within the framework of a strategic plan. The program should be designed not only to impart the knowledge of accounting, economics, finance, management, and marketing, but also to equip graduates with skills such as team building, quantitative and qualitative decision making, and creative problem-solving. In contrast to the undergraduate program, the graduate online course refines critical thinking as it asks that students apply new knowledge to professional problems.

New Student-Instructor Relationships

One key to the online-learner-centered environment is that the educator understands that students may not be accustomed to such a structure. This approach requires more involvement, participation, and even proactive behavior on the part of the student. Instructors conduct a self-assessment of their course using a rubric based on the seven principles of effective teaching identified by Chickering and Gamson research. The rubric provides instructors with specific format and content elements that build student engagement. The self assessment permits reflection by instructors on the degree to which their course is learner centered.

Through this course redesign, the student-instructor relationship changes as the instructor invites students to directly participate in the inquiry-based learning. The student and instructor become collaborators who investigate problems and discussion solutions. Because students learn through personal inquiry and evaluation, each student assumes more responsibility for his learning. In this learning environment, students ask questions, posit propositions, and investigate alternative solutions, all through online team and individual chats, team presentations, or extensive email exchanges. In contrast to the classroom, these written exchanges allow individuals several exchanges across weeks. These written exchanges also let student make references to past communications. The instructor may call students' attention to linkage between ideas by referencing the

communication record of a class. These references let students reflect on changes in their attitudes and skills.

In his book *What the Best College Teachers Do*, Ken Bain explains how this new relationship assumes that "knowledge is constructed and not received" (Bain, p. 24). By the time we reach college, we have thousands of mental models, or schemas, that we use to try to understand the lectures we hear or the texts we read (Bain, 2004). Bain posits that our brains are both storage and processing units. In any course, students use their existing mental models to build knowledge and to interpret what they encounter. Learning is enhanced when they encounter something that involves solving a problem or resolving a dilemma, especially when doing so pushes students beyond common solutions and ideas. Online courses that ask students to podcast their presentations or discuss their case study solutions facilitate such learning. They also provide a ready source of feedback—other students may critique solutions and presentations, and as a result the student being critiqued can update and repost his or her work. This dynamic exchange uses timely feedback from other students to motivate individuals to perform at a higher level. Instructors must conduct classes and craft assignments that stimulate the construction of new mental models of reality rather than simply transmitting knowledge. The group, one-to-one, and personal reflection that is part of an online course helps construct these new mental models.

Through the use of text, visual and audio components, the online modality is a multidimensional environment that directly engages students in the learning process. In addition, by using case studies and simulations, an instructor can construct a safe space for students to experiment, fail, reflect, and revise. Once given a set of guidelines, students can shape their own coursework by choosing project topics. Through this selection process, students express their own diverse points of view and share their unique perspectives. These course activities provide the basic scaffolding

through which students will question their assumptions and knowledge. An instructor uses chat rooms, discussion boards and team projects to place students in situations where some of their mental models will not work. Such activities make understanding those models and the emotional baggage attached to them significantly more simple.

In the learner-centered course, the instructor may no longer be the "sage on the stage," lecturing to an audience that merely takes notes to later recite that information on an examination. Through the design of course activities, the instructor is a facilitator and resource that students can interact with as they learn. The instructor provides two types of feedback: information and acknowledgment. The information feedback is the traditional evaluation, clarification of a task, or grading of an assignment. The acknowledgement feedback confirms some event or shared experience. Together these types of feedback encourage learning by using an ongoing dialogue between the instructor and the students. This new relationship shifts attention away from the instructor and focuses it on the process of learning. In a learner-centered course, both the student and the instructor are "learners."

Constructing Engagement for Learning

At the core of each online course is a learning process in which students become aware of the limitations of their current knowledge base and after doing so begin using new strategies and perspectives. First, courses designed around and about students utilize a curriculum that turns the practical experience of professionals into assignments and activities. Case-based learning experiences, simulations and team projects take academic knowledge and apply it to a work environment. These types of assignments construct a learning environment based on the *learner-centered model*. The learner-centered model asks that students reflect and integrate course work in accordance with their personal backgrounds.

Second, an online MBA program should include courses that feature a high level of interaction between faculty and students as well as between students themselves. Each class needs to combine diverse methods of delivering the subject matter such as text materials, lecture videos, case studies, group interaction among students, threaded discussions, interactive net meetings, and video conferencing. The online sessions should aim at transformative learning instead of sessions where students acquire new information that they can easily fit into their pre-existing knowledge structures (Cranton, 2002).

The Threaded Discussion forum lets the instructor begin a flow of conversation with a mere question or comment. It also promotes a greater level of discussion than often found in the classroom and allows students to think and react at their own pace. In contrast to a traditional classroom discussion, the treaded discussion encourages personal reflection about a student's learning experience and learning styles. The online format also lets the instructor reference past comments or ideas that students may wish to review. In addition, students may reflect on their personal growth throughout the course by reviewing their comments across the weeks of posting. In many instances educators should actually get to know their students better when teaching a distance education class. For example, some students are more comfortable sharing information with teachers one-on-one via email as opposed to face-to-face communication. Threaded discussions and emails enable students to validate changes in their mental models and assumptions.

The final piece for engaged learning is program assessment based on course learning outcomes. Each online course should contribute to the knowledge and skills of a graduate in your program. Two forms of assessment are needed so that you may revise specific course activities and assignments. The first form is an indirect assessment of the student's perception of the learning environment through some type of survey questions. Classroom management and instructor

rapport are measured by these questions. Based on this information we revised courses to include clear guidelines for student-instructor interaction, policies describing the *types* of communication that should take place over different channels, and standard *timelines* for instructors responding to messages. In this online modality the instructor rapport is built around informational feedback (evaluation of work or answering questions) and acknowledgement feedback (confirm student involvement). Thoughtful and timely feedback to students regarding their assignment is a cornerstone of a learning-centered online course.

The second assessment is a direct measure of learning outcomes through review of student work. Collectively, instructors apply a common rubric to a course assignment or test question. In the online course, a representative sample of the student assignments per course and across terms may be stored electronically. Using our team work rubric, we reviewed student projects across multiple sections of our capstone course and revised the organization of our online groups based on the low performance relative to the teamwork dimension of "cooperation." This direct measure of student work permits specific revision of assignments and activities given the competencies and information you expect from your graduates. Program assessment using both these forms insures quality and consistency between online and campus courses.

Conclusion

The process of transformative learning asks that students become active participants in learning by applying new knowledge, challenging assumptions, and evaluating new viewpoints. Online discussion boards and group projects provide an opportunity for students to challenge assumptions and consider new perspectives. Many MBA online participants cite the level of discussion and interaction as high points in the program. Instructors, as well as students, need to have 24-hour access to the course web site so that they can participate in Threaded

Discussions at will. Technology allows a great deal of control, yet it also grants unfettered access and participation.

The internal experience of the student should never be forgotten. Failing distance-education programs that are ready to be shut down have been revived when educational institutions restructure the program on the student-centered model. At the core of this model is transforming an individual: the learner. Often, the delivery system gets in the way of the product as well as the experience. For example, in the music business the recording industry forgot what it was selling. It thought it was selling records when, in fact, it was selling music. This was made clear as the industry moved to CDs and then to MP3s, iPods and eventually "YouTube." The same analogy can be applied to education. Education is not selling stodgy professors with black boards and screeching chalk; it is selling the experience of learning.

Learning is an experience which is forever changing courtesy of its delivery system. Today, education uses various components of distance education: hybrid courses, exclusive on-line courses, video conferencing, podcasts, and Second Life, to name a few. Who knows what tomorrow will bring? Whatever it is, educators should not forget that the product they are selling is the experience of learning. The online learning environment establishes a virtual community of learners that shares discipline knowledge and unique perspectives. In the process of such sharing individuals transform mental models and self-identity.

For more information, please visit www.mba.csudh.edu.

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See **CLASSROOM**, page 16

■ KRISHNA S. DHIR, Feature Editor, Campbell School of Business, Berry College

Business School Fosters Experiential Learning to Prepare Students for Career Success

by Helen K. Simon and Beverly Zisla Welber,
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When the College of Business Administration at Florida International University (FIU) dedicated its new building complex in March 2008, the facility stood as a symbol of the forward-looking approach the college's administration and faculty have taken toward business education in the 21st century. But beyond its appearance, the array of technology innovations within the structure underscore the commitment the College has made to ensure that its graduates can succeed in a highly competitive global environment.

Nowhere is that vision more obvious than in the Capital Markets Lab (CML), a dedicated 2,200 square-foot authentic securities trading environment. The space is outfitted with 49 trading desk workstations installed with the most sophisticated financial software available, including a Bloomberg terminal, 25 Reuters 3000 XTRA platforms and other specialized finance-related products, such as Salesforce.com, ThinkorSwim.com, Crystal Ball, @Risk, and the FTS trading simulator program.

A curving 66-foot-long, real-time stock quote ticker adds to the authentic atmosphere while also serving as an educational resource: students learn what the various symbols represent and watch market activity. In addition, large format plasma televisions draw from different feeds, broadcast news, breaking stories, and finance features. Students arrive early for classes and stay late, energized by the lab's ambiance.

Not only do classes take place in the lab, including some for the Master of Science in Finance program in the

College's Chapman Graduate School, but students and faculty also use the space for independent and group work. The CML is the home of the newly formed FIU Student Managed Investment Fund and the College's very active student Financial Management Association (FMA) chapter, which has grown substantially in membership since the organization made its home in the CML.

Furthermore, the lab offers general training sessions for members of the university. Over the past year, the CML has hosted training sessions presented by a team from Bloomberg and one from Reuters. It has also offered training sessions on ThinkorSwim.com and Crystal Ball as well as simulated trading events using the FTS simulator for students and faculty.

Internships Provide Another Layer of Relevant Experience

All the students who take courses in the lab gain expertise on the financial packages. Six undergraduate students per semester—paid interns—have the opportunity to delve into the software to an even greater extent. Each is expected to learn one or two of the programs in depth and then share that knowledge with peers and the staff.

Holding a coveted internship position delivers a number of benefits to the interns beyond the chance to immerse themselves in the lab's resources. They're helping others, a matter of personal satisfaction and also a valuable skill as they prepare to function as effective team members in their careers. Looking toward their future, they have résumés

that set them apart because they can justifiably list their expertise in financial applications, not to mention the networking opportunities that working in the CML presents. Over the past year, FIU graduates who interned in the CML have been offered excellent opportunities despite the current economic slowdown. Previous interns currently hold positions with Bank of America, Procter & Gamble, State Street Bank, Kraft Foods, and Morgan Keegan. Three current interns are readying themselves to complete summer 2009 internships on Wall Street. Comparing these statistics to the overall job placement rate of all students makes it easy to see that this type of hands-on experience contributes to a graduate's professional prospects.

The first group of interns, all of whom are working in jobs they found while interning in the CML, got an additional taste of business: they learned the special challenges of how a start-up enterprise works. Plus, they had the satisfaction of contributing their ideas to shape the lab's policies.

Given the various roles they are expected to play, selecting the right students for the internships has proven essential. They are chosen for their academic strengths, maturity, leadership ability, and intrapreneurial and people skills. They need the ability to communicate effectively because we have tasked them with assisting faculty and educating others.

Over time, the lab, which has already proven very popular within the business school for faculty members as well as students, can support the College's ongoing effort to strengthen its relationship with the local business community. In this particular case, a beneficiary is the local financial services industry, whose companies will benefit from the knowledge prospective employees have acquired as interns and as students. Although such interactions can take place in any kind of setting, the lab does afford a congenial place for business leaders to present guest lectures. They can also offer internships to the finance students who have sharpened their financial knowledge through using the resources the lab offers.

Simulations Lay the Foundation for Applied Learning

Excitement from the faculty members in the Department of Finance and Real Estate and the support of Joyce J. Elam, the college's executive dean, have been essential to the lab's success. Elam saw the potential of the lab when the department brought the idea to her, and she has been a constant advocate of its work. But the lab is much more than an exciting space in which to study. It is the next step in a continuum of the business school's commitment to give students practical experience during their coursework, most often through simulations.

The faculty of the College has included simulations as part of its teaching process—at both the undergraduate and graduate levels and in several departments—for years. The simulations engage the students as parts of teams, offer them a sense of real-life competitive challenges, and even increase their comfort level with technology.

For example, students in *Strategic Management in the Multinational Corporation*, an undergraduate course offered in the College's Department of Management and International Business, participate in the *Business Strategy Game*, used by 2,000 teams at more than 150 universities around the world. Players take a global athletic shoe company through five years of its business cycle, making all management decisions. The instructor and the game's creators have the opportunity to interject crises into the mix—raising, for example, the cost to ship across the ocean—with other variables coming from the real world, in real time, such as fluctuating exchange and interest rates. These abrupt and uncontrollable shifts derail carefully laid plans and force the students to put together the kind of judgments that can make or break their enterprise. Not only do they refine their decision-making skills, but they also learn about international business, which, along with financial services and entrepreneurship, is a strategic focus of the business school.

As a Capital Markets Lab intern who learned Salesforce.com, a customer relationship management (CRM) pro-

gram, explained, "I get to integrate the knowledge I already have with what I am learning." Similarly, students participating in simulations note that the experience gives them the chance to test the concepts they have learned in other courses and to reinforce them.

Those taking the course in an on-line version gain the additional benefit of increasing their self-discipline—an important attribute for their career success—and learn to work as part of a virtual team, one sometimes comprised of students working from different countries. This cross-border collaboration further mimics how they may function in their jobs and gives them experience with the technology tools that will support such global interchanges.

At the graduate level, students have engaged in a simulation as the basis of their *International Business Policy* course in the Master of International Business (MIB) program in the College's Chapman Graduate School. The last time the simulation was offered, students had to develop an eight-year strategy for a digital camera company with a manufacturing plant in Taiwan and operations in North America, Latin America, Asia Pacific, Europe, and Africa. Their strategy had to take into account every aspect of the business, such as production, sales, and marketing.

"Kiss My Picture," a company managed by a two-person team from the MIB program, was named to the Hall of Fame sponsored by the game's creator. They were one of eight triumphant teams in an international invitational competition where they competed against 96 teams—all winners at their own universities.

The game required the competitors to track extensive market, operations, human resource, and financial information, which they did through an Excel spreadsheet. As with the undergraduate participants, the graduate students gained a handle on the business issues they needed to face as international business people, as well as enhancing their abilities to work in Excel and exploit its capabilities for business advantage.

At both levels—and despite their successes—the students learn painful

lessons as they map out their strategy, deal with competitors who may opt to mimic their successful tactics, and face the unexpected.

Professors Share Their Knowledge about Simulations Through Published Research

So deep is the College's commitment to this kind of practical learning in which students apply and internalize the concepts they are learning that one graduate course, *Corporate Simulation*, builds its entire curriculum around a single simulation, called *Marketplace*.

According to the instructors in the Marketing Department, which has offered the course for more than a decade, using a simulation as the foundation for a course poses challenges—most notably designing activities around the core game—but also has demonstrable benefits.

Three of the professors collaborated on research to compare students' perceptions of the kind of experiential learning delivered through *Marketplace* with their perceptions of other instructional methods. To do so, they collected data during a seven-year period and in five of the Chapman Graduate School's pro-

grams. The results revealed that students across a number of measures—including career preparation—perceived the simulation as delivering greater educational value when compared to lecture-centered courses.

They published their findings in an article, "Teaching Experiential Learning: Adoption of an Innovative Course in an MBA Marketing Curriculum," which appeared in the April 2007, issue of *Journal of Marketing Education*, a leading publication in the marketing field. The article also explains how to create activities based on the combined experience of the professors.

Whatever the Setting, Applied Learning Delivers

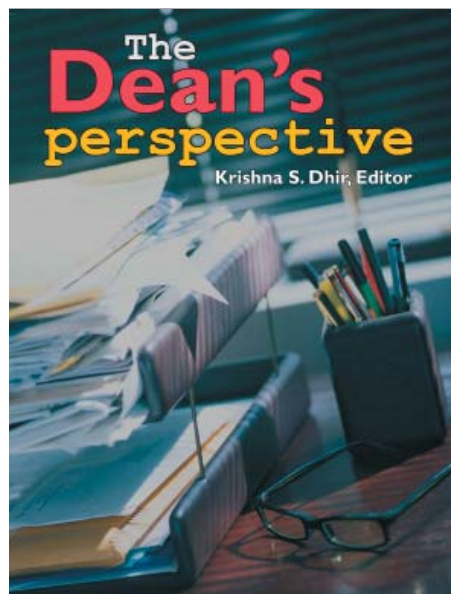
Trading rooms are not present on every college campus. However, as these examples show, the kind of experiential learning that the simulations provide can take place anywhere there is a computer. Consequently, students in any kind of program and within any kind of university can take advantage of the experiential learning that simulations provide.

Still, the CML, with its lively atmosphere, expansive software offerings, and internship opportunities, adds important

new capabilities in the College's commitment to preparing students for their futures through a combination of solid academic background and practical experience. The presence of the lab within the business school is one way the College is increasing the competitive advantage of finance students by helping them master the resources they'll be expected to know once they move into, or advance in, their profession.

The latest initiative that the CML seems to have inspired is the Student Managed Investment Fund. While the idea had been kicking around the finance department for years, it was not until the president of the student FMA chapter, junior Jonathan Nejad, approached Dean Elam about the idea that it became a reality. Within a very short period of time, two donors eagerly became involved and provided the start-up funds.

The organization's official operations began in January 2009, prior to which the group's members worked feverishly on equity research and risk management models using the resources of the CML. ■



This book shares the perspectives and insights of an impressive array of current and former deans, as well as faculty members, about the role of a business school dean in all its dimensions. The book is appropriate for sitting deans as well as for aspiring deans, and is an important addition to the literature on business school leadership.

**Jerry E. Trapnell, Ph.D, CPA,
Executive Vice President &
Chief Accreditation Officer**

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■ XENOPHON KOUFTEROS, Feature Editor, Texas A&M University

“Hi, I’m Me”: Judicious Networking for the Doctoral Student

by Varun Grover, Clemson University

We’ve all known someone like him. He surveys the room, evaluating every person. Some are discounted off the bat. Some are placed at a premium. Where can he get the biggest return? Who needs to know him? Who does he need to know? After careful assessment, he smoothly snuggles into an ongoing conversation. They accommodate. They chatter. He thinks nothing of moving to another group—when he sees the possibility for a higher return on his investment. It doesn’t matter who he is with. It doesn’t matter why he is there. What matters is who he knows and who he is seen with. He is the *networker*.

As someone who generally abhors people who behave like the networker above, I am perhaps not the best person to be talking about networking. I am closer to the other extreme; working on the arguably naïve assumption that putting your head down and working hard to get your work out is the best avenue for success. I don’t network. I’ve been known to hide my nametag and actively avoid networking at conferences. However, over the years I’ve come to realize that networking is not necessarily a bad word. If done judiciously, it can serve as a catalyst to enhance relationships, contribute positively to the quality of your work and enhance your position in the academic community. On the other hand, selfish networking, epitomized in the vignette above, might work temporarily if done by someone who exhibits a certain level of competence. Ultimately however, the selfish networker will be known as just that—selfish. If networking is all the person has to offer, the house of cards will collapse. Selfish networking is not sustainable.

So, what is judicious networking? How should a doctoral student judiciously network? If we look at the stages a doctoral student goes through in the program (see “How Am I Doing? Checklist for Doctoral Students at Various Stages of Their Program,” *Decision Line*, March 2006, pp.24-26), we can contextualize these questions. Most doctoral students come into their program rather naïve about research and the institutions supporting it. This is the “stage of exploration” where, to the wonderment of some, they are exposed to knowledge in their field, its basic structures and the prominent people behind the knowledge and structures. In the next year, the “stage of engagement,” students engage with research projects and faculty as they sense their path through the program. The “stage of consolidation” is where they should have a sense of both their personal research as well as a schema of the broader field and its constituents. Finally, in the “stage of entry” students can leverage the previous stages as they seek formal entry into the profession. Where does networking fit into all this?

In general, students need to begin their networking within their home institution. During the stage of exploration, and particularly the stage of engagement, it is important that students get to know their own faculty. It would not be inappropriate for students to approach faculty—particularly those in their major area—and introduce themselves. At the minimum, having faculty be aware of their existence and better still, cultivating institutional (faculty) support for their candidacy is an important goal of networking. While it may not be practical for a student to work on projects with every



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faculty member, engaging faculty on content by seeking advice helps achieve this goal. As we discuss later, students should build relationships, not mere contacts. In order to avoid getting pulled in too many different directions, students can establish special kinds of relationships with different faculty. From faculty that might eventually serve on their committee they could try to get content-based advice. From others, they can obtain process-based advice on navigating the program, or advice on a methodological issue. Ultimately, if the faculty get to know a student as motivated, competent, and one who does not shy away from hard work, this will hold the student in good stead during the later stages of the doctoral program.

During consolidation and entry, students will need to straddle the line between their internal institution and the broader professional context they are about to enter. External networking can help in this regard. There is a good chance that if students can develop some strong external relationships, those relationships will sustain through a good portion of their professional career.

Below, I add some granularity to the concept of “judicious” networking. I organize this subtext in the form of five rules. While some of my colleagues may find these rules too conservative, I think students need to network carefully lest they be viewed as selfish networkers that forces their way onto others. Underlying these rules is the assumption that networking is a two-way street, and relationships are built on mutual benefit.

Network on Content

When doctoral students attend professional conferences, they often seek introductions to well-known people. In my experience, this rarely leads to anything other than (perhaps) a casual exchange of names (which the well-known person usually forgets). It is nice when doctoral students find themselves in a social situation at a conference. Going out for dinner with some bigwigs can be an illuminating experience. If the student has a dazzling personality, associations can be forged, and this could lead to good outcomes.

However, while in most cases professional associations have non-professional discussions as conversation starters, they are usually sustained on professional content and common interests. Purely social relationships are nice and enjoyable—but they typically remain at that level. Therefore, the best networking is based on discussing common professional interests. If, for instance, a doctoral student is working on a thesis that builds on someone’s work, it is entirely appropriate to touch base with that person and discuss how his work is being used. This is better done with a prearranged meeting, but on occasion even approaching the person at a conference might work. In the latter case, it is important for doctoral students to recognize that social gatherings at conferences might not be the right setting for detailed academic discussion. The key point is that by focusing on content—in a manner that is interesting to the other party—the student comes across as *interesting*. At the minimum, the approached party is now aware of the student and her work and can provide useful feedback. More importantly, with appropriate follow ups the student and the approached party can build a professional relationship. Social interactions can lead to or leverage professional associations—but for sustainability the latter is critical.

Network When You Don’t Have To

Network to give without expecting anything back in return. If a doctoral student is on the job market, casual interactions with attendees at a social gathering rarely lead to positive outcomes, and in some cases can hurt one’s candidacy. In these settings, the approached party is not necessarily in a working mode. If they are recruiting, they have probably already spent time going through resumes and interviewing numerous candidates. They may already have many satisfactory candidates for the position. Unless a doctoral student can “wow” them under such unfavorable conditions, the student is more likely to be viewed as anything from unfortunate to a downright pest. Similarly, approaching an editor of a journal and asking for detailed feedback

on a paper one is working on should be done carefully. Be aware of the setting. Try not to come across as a taker. For instance, it is entirely appropriate to ask an editor about the fit of a paper. But to demand more than that in a casual setting with the idea of building a relationship is not apropos. It is far better to network when you don’t have to. When there is a genuine interest in the other person’s work or advice, you are giving respect, exchanging interesting ideas, and perhaps at the embryonic stages of building a relationship. In cases where the person has graciously responded, students should be equally gracious in return—perhaps offering to help them with something they might need in the future. This shows that the student is concerned about the responder as a person and not just what they can do for them.

Also, it is important to network not only with faculty, but also with fellow doctoral students. Cultivating such relationships through doctoral forums (e.g., consortia, blogs) can be important as students and their peers grow together professionally. Given the common career stage or peers, some of these relationships could turn out to be very strong and continue for years. They could also lead to important faculty relationships at the peer’s institution. At the minimum, good peer networking can help doctoral students benchmark themselves and gauge their competition as they prepare for placement.

Network On-Line

In today’s environment there is no need to network physically. In fact, the relatively non-invasive nature of e-mail allows students to communicate and exchange documents with unknown entities. E-mail is a great tool for establishing a solid content-based foundation for a relationship. In this medium, a carefully worded request, feedback on a paper, or an exchange of ideas can go a long way in establishing awareness, credibility, and even fostering a working relationship. I know of many researchers who have successfully published papers with people they have never even met! It offers a great social opening when two co-authors

actually see each other face-to-face. Doctoral students should avail themselves of this resource and not hesitate to contact others in the field regarding work related questions. Perhaps a clarification is needed on a statement made in a paper? Perhaps advice is needed on a certain methodology? Perhaps an opinion is needed on a completed paper? In each case, the requestor should be cognizant of the recipient's time and try to ensure that the recipient benefits from helping with the request. The requestor should also be sensitive to cues in the exchange in order to see whether any mutual benefit is evolving into a sustained series of interactions. Also, doctoral student blogs and online communities are springing up and they offer a great resource to forge relationships with other doctoral students or faculty who are in similar positions or share the same interests.

Network Gently

A pushy networker like the one in the opening paragraph is more often than not viewed as intrusive and unwanted. People are generally polite—particularly academic types—and may not give out obvious cues as to their true disposition. In some cases, the networker is not even aware of their pushy propensity. I would generally advocate that doctoral students should figuratively have their antenna out. They can control their behavior—and “barging into” an ongoing group conversation should be one behavior to control. Even worse is barging in and monopolizing the conversation without being fully contextualized as to what was being discussed. Better practice is to be invited into a group or gently make one's way into a group that has not established a tight cohesion. It's generally good form, particularly as a doctoral student, to be a good listener and offer insight on topics where the student has had some experience. Shooting from the hip in order to impress a crowd usually causes the opposite reaction. Some doctoral students (particularly those in the job market) tend to stalk their target. I doubt that stalking works—and again it has the danger of backfiring.

Network Prepared

Whether a student is networking online or in person, it always helps to be prepared. The quality of the content exchanged will be far superior if the student is well aware of the person being approached and what they can and cannot do. For instance, requesting detailed information on the data from a 20-year old paper may not be a good request. Awareness of the methodologist on a 3-person paper can ensure that the request is targeted to the right person. Even in physical networking, awareness of the other party's work will lead to a far more substantive content-based conversation—and a higher likelihood of a more sustained relationship. Also, students must be responsive and follow-up with their contacts. Sustained relationships are built and are not formed overnight. This requires work—and a willingness to invest in building the relationship.

In sum, judicious networking is a far cry from our initial vignette. Much of it involves good social etiquette, tact, and basic decency. I suggest that students who network based on mutual interests and professional content, do it in an altruistic manner, establish and nurture communication links online, are diplomatic and non-intrusive, and work hard to build and cultivate contacts will be able to use networking to increase the quality of their work and their opportunity set in the profession. On the other hand the consummate networker will not sustain.

It is important to repeat that networking is about building relationships. Having hundreds of weak ties might not be as fruitful as having a few strong ties in the discipline. Most initial contacts fizzle out due to a lack of substance in the interactions. The ones that do sustain help establish a sense of belongingness in the community and can contribute greatly to success in the profession. ■

Submitting articles to Decision Line

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

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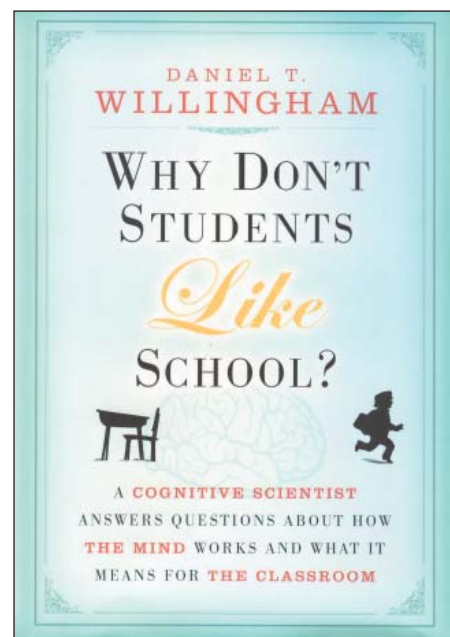
■ VIJAY R. KANNAN, Feature Editor, Utah State University

Why Don't Students Like School?

by Susan Meyer Goldstein, University of Minnesota

Perhaps it is true that you cannot judge a book by its cover, but with the title *Why Don't Students Like School?*, this book by Daniel Willingham is likely to pique the curiosity of teachers at every level. The book's subtitle, *A Cognitive Scientist Answers Questions about How the Mind Works and What It Means for the Classroom* reflects Willingham's goal of linking basic cognitive research with how we should teach students. Note that as Willingham wrote this book for educators at all levels, I refer to faculty as "teachers." Willingham's treatise on how the mind works and how this should influence the way we educate students is based on his work as a cognitive scientist. His goal in the book is to use the cumulative knowledge of cognitive science to help teachers develop better methods both for classroom teaching and, more broadly, educating students. Rather than reviewing this book to promote it being read (or not read), I provide some of the key insights from the book. For readers seeking more depth, the book provides an extensive discussion of issues, brief discussion of evidentiary research, and specific examples from a variety of fields of study. Much of this information is directed at K-12 education.

Willingham writes like the quintessential researcher because he does not supply easy solutions or encompassing suggestions. Rather, he describes what researchers know about how the human mind learns and then remembers, and employs this understanding to define the challenge of creating student learning. The challenge involves first enabling student acquisition of new knowledge and then facilitating the shift of knowledge to long-term memory. He presents a variety of suggestions for developing educational approaches that address these challenges and encourage student



Why Don't Students Like School?
by Daniel T. Willingham, University of Virginia
Jossey-Bass, (ISBN: 9780470279304)

learning and memory. But he does not provide tight answers or easy solutions, and he offers only a few directly applicable techniques. However, his suggestions cover how teachers in any field of study and with students of any age might develop their own teaching to have the best impact.

So, Why Don't Students Like School?

The simple answer to the question presented in the book's title is that school is usually either too easy or too difficult. Cognitive scientists know that students find pleasure in successful thinking (i.e., solving problems). However, neuroscientists are still studying why this is true. They believe that dopamine, a brain chemical associated with pleasure, probably plays an important role in



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learning by acting as the brain's natural reward system for solving problems. For students to learn, the problems teachers present them must be difficult enough to engage them (so their brains seek the pleasure reward) but not so challenging that the problems are unsolvable. The latter includes problems without known solutions or problems that individual students do not have the knowledge to solve, thus causing them to abandon their efforts. A case in point is that most students like solving problems but few like to work on problems with no known solutions. Solving problems helps students build and solidify memories for solving similar problems (on a future exam, for example). Working on unsolvable problems, however, can be exhausting once the initial burst of energy due to curiosity has passed. I pause here to recognize that many *faculty* do enjoy working on unsolvable problems, a reminder that we are often UN-like our students in this regard!

The author stresses that humans almost always learn by weaving new knowledge into existing mind maps (existing memories of previously acquired knowledge). He gives the example that driving to a new location is easier for a seasoned, experienced driver than for a newly licensed driver. If driving to the new location truly required new learning then the task should be similarly difficult for both drivers. But since most of the requirements for the trip can be tapped from memory, except perhaps locating the particular address, the experienced driver has an advantage over the new driver. One can see that if we give the same instructions to both the experienced driver and the new driver, the information is likely to be too much for the former and not enough for the latter. So it is for our students, some of who need only limited instruction to "get" a new concept while others have virtually no mind map on the topic and thus require extensive learning.

Willingham says that the brain's overwhelming preference for working from memory and existing mind maps seems to be at odds with our quest to teach students critical thinking skills,

which do not primarily engage memory and existing mind maps. It also raises the challenge of how to teach in a way that engages both the knowledgeable and the less knowledgeable students in the same classroom. He offers several suggestions. First, be sure there are reasonably solvable problems and questions to work through in class. This may include a numerical problem or a question such as how can lean production principles be used to help firms address environmental concerns? Given the set of students in any particular course, the teacher must consider what represents a reasonable set of questions or problems that lead to the right set of answers. The answers are the course content you want the students to remember. Second, recognize that not all students have adequate or the same working memory to understand certain concepts. One example is operations-and-decision-science-related knowledge. Many students have never seen the inside of a factory or understand what a decision support system is, and thus they lack the corresponding mental maps. Willingham also advocates that we accept that not all students should do exactly the same work. Some course work needs to be simple enough for the less knowledgeable student to accomplish because if they cannot solve some problems they will effectively walk away from the course. Other work needs to challenge the brightest, most knowledgeable students. It is the challenge that creates the curiosity to get the brain to engage in real thinking, rather than working from memory.

Why Can Students Quote Entire Movie Scenes but Forget Everything I Say (except my jokes)?

My husband, also a business school professor, once ran into a student several years after having him in class. The student relayed the obligatory statement about how much he had enjoyed the class and learned, then enthusiastically repeated a funny (but unrelated to class) story my husband had told in class. The story was the student's strongest specific memory from the course. How can we get students to remember course content

with such specificity and enthusiasm? Willingham cites cognitive science research related to learning and memory to show teachers what we are up against. If students pay attention when we present new material this obviously helps, but is not sufficient for creating memories. Even a true desire to learn often does not result in creating memories of the material. Further, evidence shows that students pay more attention to emotional events, but these events, insufficient for ensuring memory and emotion, are certainly not required for learning. (Can we get emotional about the economic order quantity!) He also reports that making material relevant to students' interests does not work. Each of these tactics—student attention, desire, emotion, and relevance—can potentially result in student learning, but not always and not consistently. Case in point, how much do you remember about the content of presentations you attended at a recent research conference, assuming you were interested at the outset!

The bottom line is that there is no formula for learning and memory. Teachers can be funny, motherly, showman-like, or storytellers. Students cite these personal characteristics as the reason for enhanced learning in a particular course. Extensive research, however, shows that they do not impact student learning. Rather, there are just two basic characteristics that have been shown to enhance student learning. The first is the organization of the teacher in presenting course material, and the second is whether an emotional bond has been established between the teacher and student. There is nothing new or insightful here except that by focusing on these two characteristics, teachers may free themselves from the need for other, perhaps less attainable, characteristics such as showmanship.

Once a teacher has acquired the two basic characteristics, content and flow of class time become the key to tapping cognitive sciences wisdom for enabling student memory and learning during class. Researchers have studied numerous methods for creating memories and find that students tend to remember stories better than other forms of infor-

mation. What Willingham refers to as a story is not what we might think of, such as a book with an introduction, plot, and conclusion. Rather, it is setting up a question and creating interest so that students want to know the answer. "Stories," as Willingham defines them, contain four elements: causality (relationships between events), conflict (struggle to meet a goal), complications (issues blocking the easy path to the goal), and characters (interesting people whose characteristics are relevant to the story). Stories increase student retention for several reasons. They are generally easy to comprehend because students understand the general structure of a story and each component is relevant (or should be). Stories are also interesting. Research shows that in terms of written materials, students find stories more interesting than other types of materials, although the preference wanes if the stories contain too much irrelevant information. Finally, stories are easy to remember. This likely explains why students remember entire movie scenes (and your jokes!).

Creating stories does not require a change in teaching style or method but a shift in the organization and sequencing of course content. It is not giving answers to students, but rather, asking questions. The answers to the questions are what you want students to remember. They will remember course content better if the story is crafted to set up the questions because the answers (i.e., the content) may not be particularly interesting by themselves. Class time devoted to the formulation of the story or questions will be time well invested in helping students remember the eventual answer.

In summary, teachers must remember that getting students to remember is not about entertaining them, although engaging them in some way can be helpful. Students may only remember the entertainment rather than the underlying content. Rather, the use of stories or scenarios to set up questions will cause students to seek answers, making them more likely to remember the whole story, including the answers you wanted them to learn.

For some course content, stories are not effective. Some types of information that must be learned through memorization such as lists or sets of facts are not suitable for weaving into a story. A list of items does not by itself have meaning and it is better remembered using a rote tool than a story. However, mnemonic devices can be used to facilitate memory. The acronym TEAM WIN, for example, can be used to remember the seven wastes associated with lean production systems.¹ For a student not previously exposed to them, remembering seven separate wastes might be challenging, but this acronym provides an easy prompt. When I studied medical terminology as an undergraduate, a friend mentioned his trick for remembering that 'nephro' is the root for kidney. He would say, "I nephro eat kidney beans." Twenty-five years later, I still remember his memorable trick! Songs can also be used. For example, the character Coach in the U.S. television show 'Cheers' used a song to remember the underlying characteristics of Albania.²

Should I Adjust My Teaching for Different Learner Types?

Much attention has been devoted recently to differences in student learning styles. These present teachers with the challenge of altering and diversifying their teaching styles to accommodate student differences. Coupled with the fact that there are literally dozens of published learning styles, teachers are left with the confusing and challenging task of satisfying a variety of known and unknown student needs. There is some good news here for teachers. The evidence from cognitive science shows that most people learn the same way. Willingham reports that there is no consistent evidence that students learn in different ways. The caveat to this is that students do have varying preferences in teaching styles (note that teaching style \neq learning style). In general, however, teaching style does not impact whether students learn the content that is taught. While a reality, differences in learning style are irrelevant to most types of learning that must oc-

cur in business schools. Visual learners with a preference for learning materials by seeing them out-perform non-visual learners if the material being tested is visual in nature. Similarly, auditory learners with a preference for learning by hearing the materials perform better than non-auditory learners when tested on auditory materials. An example is recognizing the origin of accents. Since most of the content in business courses is concerned with facts, meaning, and relationships, these learning style differences would not be expected to contribute to student performance, even if the materials were presented to students in their preferred style. This is not to say that teachers should not use a variety of teaching methods. Any time teachers can 'mass customize' to help students (or a subgroup of students) learn course content we should use those means. But there is just no consistent evidence that a teacher can design the right mix of methods for any particular group of students. Using a variety of methods has the obvious benefit of helping students maintain their attention on what is happening in the classroom. So rather than trying to reach different students by using different methods, we can help all of our students refocus their attention by changing from one teaching method to another.

Willingham covers much more ground in this book than can be ad-

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equately addressed here. However, Table 1 provides a snapshot of some of the topics he discusses as well as his brief descriptions of implications for teachers. In conclusion, the book presents an interesting set of ideas. The most engaging portions are the explanations of how the brain works, how memory is created (or not created), and how the brain generally defaults to memory when presented with new information. There are a variety of suggestions for improving teaching, engaging students, and, in some cases, accepting the way things are. Willingham extensively employs cognitive science research to support his ideas, and his willingness to sometimes say “we just don’t know” is refreshing. A metaphor quoted in the book captures his advice to teachers, which in turn serves as advice for our students: “Let me take you on a mental journey. Follow and trust me. The path may sometimes be rocky or steep, but I promise a rewarding adventure.”

Endnotes

1. Transportation, Excess production, Added processes, Motion, Waiting, Inventory, Non-conformance (defects). Thanks to Rachna Shah, my colleague at the University of Minnesota, for this acronym.
2. “Albania, Albania, you border on the Adriatic, your land is mostly mountainous, and your chief export is chrome” sung to the tune of “When the Saints Come Marching In.” ■

Cognitive Principle	Classroom Implication
Students are naturally curious, but not naturally good thinkers.	Think of course materials as answers, and put most of your effort into creating the right questions to create student interest in learning the answers.
Factual knowledge must precede skill.	Students cannot think about a topic, i.e., employ critical thinking skills, without a factual knowledge (mind map) base.
Memory is the residue of thought.	For each lesson plan, consider “What will cause my students to think?”
Students understand new things within the context of what they already know.	Start by ensuring that students have the shallow knowledge, and work toward deep knowledge as a goal.
Students are more alike than different in terms of learning.	Let lesson content, not student differences, drive decisions of how to teach.
Intelligence can be changed through hard work.	Recognize or reward both successes and failures in terms of the effort the student has expended; avoid focusing solely on student’s ability.
Teaching, like any complex cognitive skill, must be practiced to be improved.	Improvement requires more than experience; it also requires conscious effort and feedback.

Note: Adapted from Willingham (2009 p. 163).

Table 1: Willingham’s cognitive principles and classroom implications.

CLASSROOM, from page 6

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Institute Meetings

The 41st Annual Meeting of the Institute will be held November 20-23, 2010, at the San Diego Marriott Hotel and Marina in San Diego, California. The submission deadline is April 1, 2010. Contact Program Chair Morgan Swink at swink@bus.msu.edu.

<http://www.decisionsciences.org/annualmeeting/>

The Asia Pacific Region Annual Meeting will be held jointly with the International Conference of Operations and Supply Chain Management from July 25-31, 2010, in Hong Kong and Guangzhou, People's Republic of China. The deadline for submission is March 30, 2010.

<http://lf-scml.baf.cuhk.edu.hk/icoscm>
<http://www.apdsi.org>

The European Region will hold its Annual Meeting on July 2-3, 2010, at the IESE Business School, University of Navarra, Barcelona, Spain. Contact Program Chair Marc Sachon at msachon@iese.edu.

<http://www.e-dsi.eu>

The Indian Subcontinent Region held its third annual conference at the lush green ASCI, Hyderabad campus on December 28-30, 2009. For more information, see the website below or contact Karuna Jain, President, ISDSI; SJMSOM, IIT Bombay; kjain@iitb.ac.in

<http://www.icgids2009.in>

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

The Midwest Region will hold its 2010 Annual Meeting on April 22-24, 2010, in Toledo, Ohio. Submission deadline was February 15, 2010. For more information, contact Program Chair Udayan Nandkeolyar, University of Toledo, unandke@utnet.utoledo.edu.

<http://mwdsi2010.utoledo.edu>

The Northeast Region will hold its 2010 Annual Meeting at the Hilton Alexandria Old Town in Alexandria, Virginia, on March 26-28, 2010. Submission deadline was October 9, 2009. For more informa-

tion, contact Program Chair Neset Hikmet, Nicholls State University, Thibodaux, LA, 985.448.4206, chair@nedsi10.org

<http://www.nedsi10.org/index.html>

The Southeast Region held its 2010 Annual Meeting on February 17-19, at the Hilton Wilmington Riverside in Wilmington, North Carolina. Submission deadline for regular papers was September 18, 2009, and October 26, 2009, for student papers. All student papers (undergraduate, Masters, and PhD) were welcomed. Accepted papers submitted by students received a \$100 travel stipend. We had a wonderful conference with individual paper presentations in all areas of business as well as special workshops, tutorials, and panels on areas such as Humanitarian Relief, Disaster Management, Energy Sustainability, and Geographical Information Systems, to name a few. For more details, please see the website below or contact Quinton Nottingham, the Program Chair, at 540-231-7843 or notti@vt.edu.

<http://www.sedsi.org>

The Southwest Region will hold its 2010 (31st) Annual Meeting on March 2-6, 2010, at the Sheraton Hotel Dallas in Dallas, Texas, USA. Submission deadline was September 30, 2009. For more information, contact Program Chair Roderick B. Posey, University of Southern Mississippi, roderick.posey@usm.edu.

<http://www.swdsi.org>

The Western Region will hold its 2010 (39th) Annual Meeting on April 6-9, 2010, at the Hyatt Regency Lake Tahoe Resort in Lake Tahoe, Nevada. Submission deadline was October 1, 2009. For more information, contact Program Chair John Davies, Victoria University of Wellington, +644-463-5382, vms-wdsi2010@vuw.ac.nz

<http://www.wdsinet.org>

Call for Papers

Conferences

9th Annual ISONeWorld2010 Conference will be held April 8-9, 2010, in Las Vegas, Nevada, USA. ISONeWorld Conference is an event of the Information Institute. The Information Institute is an academia-industry consortium founded to further

understanding of intricate relationships between information science and technology. The Information Institute's mission is to encourage association among individuals who have an interest in the study of information. The submission due date was February 12, 2010.

www.isoneworld.org

Workshop on "Healthcare Service Management and Modeling" at the MWAIS 2010 Conference on May 21, 2010 invites panels and original manuscripts (completed work as well as work-in-progress). Submission Deadline for panels is March 15, 2010. Submission deadline for full-length papers and research-in-progress is March 30, 2010.

<http://www.mnstate.edu/schoolofbusiness/mwais2010/workshop.htm>

Publications

The International Journal of Revenue Management plans to publish a special issue in 2011 that is devoted to revenue management in the provision of transportation services. Please visit the journal's website for details. Doug Smith (ldsmith@umsl.edu) or James Campbell (Campbell@usml.edu) would be happy to respond to inquiries.

Papers are requested for review by May 15, 2010.

<http://www.inderscience.com/browse/callpaper.php?callID=1193>

MIS Review: An International Journal [ISSN: 1018-1393] publishes 2 issues annually in English in print and online. The double-blind refereed academic journal is published jointly by Airiti, Inc. and Department of Management Information Systems, College of Commerce, National Chengchi University in Taiwan. The journal has been published in Chinese both in print and online since 1988. Starting in 2009, it became an international journal published in English.

<http://www.mis.nccu.edu.tw/misr/>

<http://140.138.148.205/JMS/misr.html>
[submit papers]

2010 Program Chair's Message

MORGAN SWINK, Michigan State University



A little revolution is a good thing now and then. In 2009 the Decision Science Institute (DSI) celebrated its 40th year of existence as one of the leading academic societies. The annual conference in 2010 marks the beginning of the next 40 years, in which we expect to break new ground, try new ideas, and create new value for all participants.

Join us in San Diego as we launch a new chapter in the life of the DSI. We invite basic, applied, theory, and case study research in any field related to decision-making, as well as proposals for panel discussion, symposia, workshops, and tutorials dealing with research or pedagogical issues.

As a participant in the 2010 conference you can expect to enjoy the following:

- Opportunities to scout out the job market and/or the talent pool
 - More than 20 discipline-based and interdisciplinary tracks that address research, pedagogy, educational technologies, and more
 - Three new special interest groups addressing health care, project management, and innovation
 - Conference innovations that put new twists on an already successful formula
- A warm welcome with numerous opportunities to meet new people, to consider new research and teaching approaches, and to enjoy the sights and sounds of San Diego
 - High quality invited and sponsored sessions featuring highly respected researchers, educators, and practitioners
 - A variety of venues in which you can present and receive constructive feedback on your research and teaching innovations

See the 2010 DSI call for papers and links for submission at www.decisionsciences.org (April 1st deadline!)

The venue for the 2010 DSI Annual Meeting is the Marriott Hotel and Marina. This location offers excellent weather, great access to restaurants, tours, and entertainment, and scenic view of the beautiful bay and port of San Diego. For more information visit

www.sandiego.org

www.marriott.com/hotels/travel/sandt-san-diego-marriott-hotel-and-marina/.

If you have any questions, suggestions, or requests, feel free to email Program Chair Morgan Swink at swink@bus.msu.edu. ■

2010 Annual Meeting Coordinators

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Miniconference on Hospitality Mgmt.

This miniconference examines emerging issues facing the hospitality industry, which is one of the fastest growing sectors worldwide. However, the current economic and political global climate means the industry has to deal with new challenges such as increased competition, declining revenues, and global terrorism. The miniconference will feature both invited and submitted

papers on the salient issues that are impacting the hospitality industry. Submission deadline is May 1, 2010. ■

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2010 Doctoral Dissertation Competition

Searching for the best 2009 dissertation in the decision sciences

Co-sponsored by McGraw-Hill/Irwin and the Decision Sciences Institute

McGraw-Hill/Irwin and the Decision Sciences Institute are co-sponsoring the Elwood S. Buffa Doctoral Dissertation Competition. The purpose of the competition is to identify and recognize outstanding doctoral research in the development of theory and/or application of decision sciences completed during 2009. A monetary award of \$1,500 will be presented at the 2010 Annual Meeting. The submission deadline is April 1, 2010.

The dissertation must deal with the development of methodology for, and/or application of, decision sciences. The dissertation research could be based on analytical and/or empirical research methods.

The dissertation must have been accepted by the degree-granting institution within the 2009 calendar year. It is not necessary for the degree to have been awarded by the end of 2009. In addition, the dissertation may not have been submitted previously to a Decision Sciences Institute dissertation competition.

The following are the requirements:

1. A nominating letter on university letterhead submitted by the student's major professor. This letter introduces the student, the supervisor of the dissertation, and the degree-granting institution. It also certifies the acceptance of the dissertation by the institution within the required time frame. All contact information for both the author and the major professor should be provided in the letter. This letter should be emailed as a PDF file to <ncsuresh@buffalo.edu>. The file should be named "Student Last Name_Nomination.pdf". (For example, if the student's last name is Wang, the file should be called "Wang_Nomination.pdf".)

2. A separate statement by the major professor about why the dissertation deserves special recognition. This letter should be emailed as a PDF file to the e-mail address given above. Please name this file "Student Last Name_Recommendation.pdf".

3. A summary of the dissertation. This five-to-ten page, double-spaced overview should include a description of the problem, the methodology, and the major findings and conclusions. At the top of the first page, the dissertation's major and minor fields should be identified. Major fields typically are accounting, economics, finance, information systems, organizational behavior, design, theory, operations management, supply chain management, and strategy/policy. Minor fields are often simulation, optimization, service sector, quality, quantitative analysis, artificial intelligence, expert systems, experimental design, etc. The summary should include a 250-word abstract. This letter should be emailed as a PDF file to the e-mail address given above. Please name this file "Student Last Name_Summary.pdf".

4. Three (3) copies of the complete dissertation in hard copy format should be mailed to the Coordinator.

Important: Because of the blind-review process, it is essential that the author, degree-granting institution, and supervising professor not be identified within the contents of items 2, 3, and 4 above. All acknowledgments or other references that would identify the author, institution, or professors must be removed from the dissertation and all accompanying documents except the nominating letter.

The coordinator will change the names of files before they are distributed to the reviewers so that the names of files are not identifiable with a particular student.

In ALL email communications, please make sure that the doctoral student's full name appears in the subject line of the email message. ■

Elwood S. Buffa Doctoral Dissertation Competition Coordinator

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2010 Instructional Innovation Award Competition

Recognizing outstanding contributions that advance instructional approaches within the decision sciences

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

The advancement and promotion of innovative teaching and pedagogy in the decision sciences are key elements of the mission of the Decision Sciences Institute. At the President's luncheon during the 2010 Annual Meeting, the 32nd presentation of this prestigious award, co-sponsored by Alpha Iota Delta (the national honorary in the decision sciences), Prentice Hall, and the Institute, will be made.

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

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

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

All submissions must adhere to the following guidelines and must be received no later than April 1, 2010.

Instructions

Applications must be submitted in electronic form using instructions on the DSI website (conferences sub-directory) at

<http://www.decisionsciences.org/annualmeeting/meetinginfo/innovation.asp>

A tentative summary of instructions appears below; however, applicants should consult the website instructions before submitting. Submissions will consist of one document electronically submitted using the conference website, and one supplemental letter sent via U.S. mail or e-mail.

Electronic Submission Notes

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

Document Format

Competition finalists will closely adhere to these format requirements. These re-

quirements are very similar to those of the empirical manuscripts published in the *DSJIE*. Please check earlier issues of *DSJIE* before writing your manuscript. You may also want to consult the website of www.nsf.gov under Research and Evaluation of Education in Sciences and Engineering (REESE) and Course, Curriculum, and Laboratory Improvement (CCLI) in developing your paper. AACSB stresses the use of outcomes assessment and these guidelines also parallel this type of outcome assessment.

1. Length: Your one electronically submitted document can be no more than 30 total pages when formatted for printing.
2. Title Page: On the first page, provide the title of the submission and a table of contents. Number all pages in your submission in the upper right-hand corner.
3. Abstract/ Innovation Summary: On the second page, explain why your submission provides a new innovative approach to teaching. This will be the same as the abstract to be entered separately on the electronic submission form. In the first round of reviews, the abstract/ innovation summary will be used to narrow down the list of entries. Therefore, it is critical that you spend sufficient time drafting an excellent abstract/innovation summary.
4. Detail Section: Present a double-spaced document that details your submission, with the following headings.
 - a. Introduction:
 - Topic or Problem toward which your approach is focused.
 - Level of students toward which your approach is focused.
 - Number of students with whom the approach has been used.
 - Major educational objectives of your approach.
 - Research hypothesis being tested using your approach.

- Innovative and unique features of your approach.
 - Summary of other sections of the manuscript.
- b. Literature Review: A thorough literature review to show how your approach relates to those that have been already published in *DSJIE* and other journals.
- c. Research Model & Hypothesis: Describe the research model and hypothesis proposed by your approach. Indicate why you focused your innovative efforts on this material or content.
- d. Organization & Implementation: Explain how you structured the material or content, unique features of your approach, and how your approach contributes to student learning. Discuss how you designed the explanation and illustration of the material or content, what is unique about your approach, and how its use makes learning more effective. All papers should have an evaluation plan that includes both a strategy for monitoring the project as it evolves to provide feedback to guide these efforts (formative evaluation) and a strategy for evaluating the effectiveness of the project in achieving its goals and for identifying positive and negative findings when the project is completed (summative evaluation).
- e. Effectiveness and specific benefits of your approach to the learning process: Indicate how your major educational objectives were met, benefits derived from the presentation, students' reactions to the presentation, and the results of the evaluation of the effectiveness or benefits derived. It is essential to include measures of the success of the approach, which may include, but should not be limited to, instructor or course evaluations.
- f. Transferability, Implications for Educators, Future Research, and Conclusions: Explain how this innovation could be used by other institutions, professors, or courses. Conclude your paper with specific recommendations

to other educators and topics for future research.

- g. References listed as per APA style guide.

You may include in appendices:

- a. Experiential exercises, handouts, etc. (if any), that are part of your innovative approach and explain where they fit in your approach.
- b. Any other discussion or material that you feel is essential to an understanding of your submission.
- c. Copies of illustrative material, especially any that you have developed, and a copy of the most recent course syllabus (with identifying information deleted) in which the innovative activity was used.

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

Supplemental Letter

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

Evaluation

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

The submissions will be evaluated in two phases. All submissions will be evaluated for (1) content, (2) literature review, (3) organization and presentation to students, (4) transferability to other institutions, professors, courses, etc., (5) evaluation of the effectiveness of the

presentation, and (6) innovation. Consideration will be given to the clarity of the presentation of the innovative features of the submission and the demonstrated effect it has had. Phase 2 will be the finalists' presentation at the annual meeting. Both the written submission and presentation will be considered in the final voting for the award.

All applicants, including the finalists, will be notified by June 15, 2010. Finalists must attend the Instructional Innovation Award Session at the annual meeting in San Diego to be eligible to win. At that session, each finalist will: (1) present a review or summary of the submission, (2) conduct an in-depth presentation or a discussion of a specific component of the submission (selected by the finalist), and (3) respond to questions from the audience. You don't have to constrain your presentation to use of slides alone. Please strive to use an effective method of presenting your instructional innovation so that the audiences are able to understand the significance of your contribution in a limited time period.

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

The Committee invites your participation in this competition to recognize excellence in innovative instruction.

Please remember that all submissions must be received by April 1, 2010. ■

Instructional Innovation Award Competition Coordinator

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2010 Best Teaching Case Award

Calling all case-writers!

The Decision Sciences Institute has a tradition of promoting case-based teaching and supporting the development of teaching cases. We eagerly invite case writers in all DSI disciplines to submit their new and engaging teaching cases to the 2010 Best Teaching Case Competition.

Authors of three finalist cases, selected by a panel of case experts, will present their case studies and analysis at a regular session at the 41st Annual Meeting of the Decision Sciences Institute to be held in San Diego, California. The panel of judges will then select the winner from among the finalists, based both on the written material and the presentation. The winning case will be announced at the Awards luncheon, where the authors will receive a cash award.

The Case Studies Award will be awarded based primarily on the following criteria:

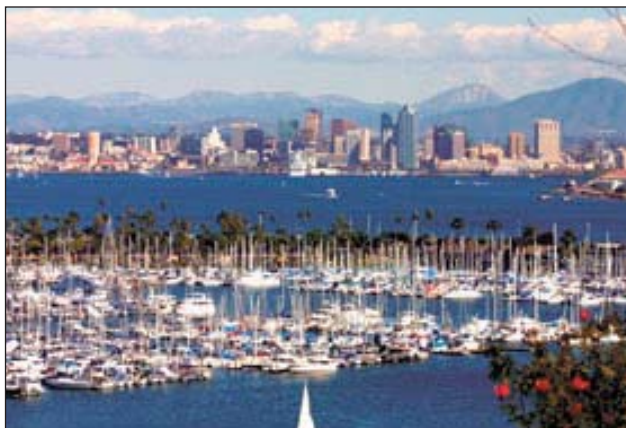
- **Worthy Focus.** Does the case address an important and timely business or managerial issue?
- **Learning Challenge.** Does the case engage the student in an appropriate and intellectually challenging way?
- **Clarity.** Does the case present the facts, data, and decision(s) to be made in a clear and concise way, consistent with its focus and objectives?
- **Professional Appearance.** Does the case and teaching note present a well-written and complete teaching package?
- **Potential for Use.** Is the case and teaching note likely to receive widespread and effective use?
- **Comprehensive Analysis.** Does the teaching note provide a complete analysis of the qualitative and quantitative issues raised in the case? Are the theoretical linkages appropriate to the course and the topic?
- **Well-defined Pedagogy.** Does the teaching note provide adequate guidance regarding how to teach the case, position the case in the course, and outline key learning points?

Cases not selected as finalists may be published as abstracts in the Proceedings of the 2010 Annual Meeting.

The submission deadline is April 1, 2010. Cases, with the associated teaching note, should be submitted electronically directly to the competition coordinator, Rebecca Grant. Please feel free to contact her with any questions. ■

Best Teaching Case Award Competition Coordinator

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San Diego, the site of the 2010 DSI Annual Meeting, features a stunning skyline and fascinating neighborhoods such as the Gaslamp Quarter.

Curricular Issues Miniconference

The Curricular Issues Miniconference provides a forum to learn from those at the forefront of curriculum innovation and improvement, and to share experiences and lessons learnt. Separate tracks on undergraduate, masters, and doctoral programs will offer ideas and insights for those responsible for designing, teaching, and administering business programs.

The continuous growth of technology and the increasing demand for efficient and effective decision-making to meet the challenge of the economic uncertainties have led to a great interest in the repositioning of the academic curriculum. Shareholders, regulatory bodies, government, industries, and employees are increasingly demanding that the academic institution adopt an innovative approach to the sustainable management of increasingly scarce resources while at the same time continuing the necessary maintenance and improvement of the quality of the higher education. Curricular issues are more than ever an imperative in academic domains such as manufacturing, logistics, operations research, and IS/IT, all of which have become pervasive throughout society and different industries.

The purpose of this miniconference is to advance theoretical and practical knowledge regarding the emerging curricular issues and to gain a better understanding of innovation, academic initiatives, and research being conducted on this aforementioned subject area. Hence, submissions of high quality papers that report on academic curriculums, empirical research, and/or case studies including but not limited to the following topics are appreciated.

1. Curricular issues, problems, and or challenges
 - a. Research-oriented vs. teaching-oriented institutions
 - b. Public vs. private institutions
 - c. Bachelor degree vs. associate degree institutions

- d. Undergraduate vs. graduate curriculum
2. Curricular design—Global Perspective
 - a. International education/studies opportunities
 - b. Internships and student exchanges
 - c. 2+2 programs and joint programs/workshops
3. Innovative curricular methods and/or approaches
 - a. Interdisciplinary programs
 - b. Collaborative approach for courses
 - c. Various teaching pedagogies
4. Potential topics for curricular development such as
 - a. Business intelligence
 - b. Green IT
 - c. Information auditing/security
 - d. Newer development in SCM, or ERP
5. Other important curricular issues
 - a. Building consistency for core courses
 - b. Enhancing oral and written communication in the curriculum
 - c. Developing leadership and team skills in the curriculum
 - d. Teaching business ethics concepts in the curriculum
6. Curricular assessment, evaluation, and other related issues
 - a. Learning outcome assessment
 - b. Collaboration with other academic divisions
 - c. Joint opportunities with other academic institutions ■

Curricular Issues Miniconference Coordinators
David C. Yen, yendc@muohio.edu

Shin Yuan Hung, National Chung Cheng University, Managementsyhung@mis.ccu.edu.tw

Technology in the Classroom Miniconference

The Technology in the Classroom Miniconference provides a forum for participants to share novel or innovative applications of technology in the classroom that enhance the student's learning experience and teaching effectiveness. Submissions should be limited to creative approaches and best practices for using course support software, online teaching tools, multimedia, spreadsheet software, simulation software, online tutorials, or other applications of technology, and be capable of being demonstrated and discussed within a 20-30 minute timeframe.

We are making efforts to have a hands-on environment available for the presentations and would like presenters to be able to actively demonstrate the applications which they have employed and why those applications are effective in enhancing learning and teaching effectiveness.

Submissions are competitively reviewed and selected for their creativity, novelty, and contribution to pedagogy, and should not be duplications of material found in existing textbooks. Please send your submission (following the "Instructions for Electronic Submissions") by May 1, 2010 to the coordinator. ■

Barbara A. Price
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2010 DSI Global Miniconference

With a gross domestic product (GDP) of over \$14 trillion, the U.S. is the largest economy in the world. However large this number may seem, it represents only about 23% of the total world GDP of over \$61 trillion. What does this mean to today's business decision makers? If we look to Hollywood, we can gain a little insight.

- On May 19, 1999, "Star Wars Episode 1: The Phantom Menace" was released for U.S. domestic audiences. The global rollout was to proceed during the following weeks. Yet, the very next day, bootleg versions of the film appeared on overseas screens. Digitization had changed the rules of the global game.
- On December 18, 2009, "Avatar" was released to a global audience. Within three weeks, the film topped the \$1 billion mark in ticket sales. Amazingly, two thirds of the revenues came from global markets.

Today, regardless of the country of origin, corporate success increasingly requires that managers learn to use worldwide

resources to meet the needs of global consumers. The mission of this miniconference is to help us better understand the rules of a global economy via cutting-edge research as well as to explore ways in which we can better teach the nuances of global decision making to today's students, regardless of where they hail from.

Indeed, globalization raises many challenges for decision makers everywhere—not just for transnational firms operating in culturally and geographically diverse environments. For academic researchers, globalization has generated many fruitful avenues of inquiry regarding (1) competitive strategy, (2) the design of global networks including the coordination of activities within the firm, and (3) the ability to build appropriate relationships among the various actors external to the focal firm. These avenues include, but are not limited to, the role of culture, knowledge development, innovation, supply chain networks, market relationships, and others. We look forward to provocative discussion of the

many issues influencing global strategy such as country, social structure, politics, economics, human resources, supply chain management (services and manufacturing), foreign direct investment, and information technology. Our hope is to stimulate creative thinking regarding the challenges facing firms, society, the environment, and various institutions (government and non-government) in the context of globalization.

We invite DSI members to submit research papers, forums, tutorials, and other creative submissions for this event. ■

Global Miniconference Coordinators

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Stanley E. Fawcett
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2010 New Faculty Development Consortium

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

The consortium will be held on Saturday, November 20, 2010, as part of the DSI conference. The day-long agenda for the consortium will consist of interactive presentations and panel discussions led by business faculty at varying stages of their careers. The program will also provide opportunities for interaction and networking with experienced faculty

as well as with co-participants in the consortium.

The program will include sessions on a variety of topics such as:

- Tenure and promotion
- Building a successful research program
- Excellence in teaching
- Institutional citizenship—Service toward your institution and toward the academic community

To participate in the consortium, please send an email providing the information listed on the DSI annual meeting website at

<http://www.decisionsciences.org/annualmeeting/meetinginfo/new-faculty.asp>

along with your current vita to one of the coordinators listed below. To be eligible for participation, your application must be received by the end of the day on Friday, October 1, 2010. Early applications will be appreciated. The first 50 qualified applicants will be selected for participation. Although each NFDC participant will be required to register for the DSI 2010 Annual Meeting, there will no additional fees for participating in this consortium. ■

New Faculty Development Consortium Coordinators

Rohit Verma, Cornell University, (607) 255-2688, rohit.verma@cornell.edu

Gopesh Anand, University of Illinois at Urbana Champaign, (217) 244-8051, gopesh@illinois.edu

2009 Program Chair's Message

MALING EBRAHIMPOUR, Roger Williams University



It is with great pleasure that I reflect on the 40th Anniversary Meeting of the Decision Sciences Institute. The theme of the meeting was selected to reflect the spirit and dedication of our members and their efforts to advance all aspects of decision making in both for- and not-for-profit organizations. We celebrated *40 Years of Fellowship, Learning and Advancing the Practice of Decision Making*.

We received over 1074 submissions representing a combination of abstracts, completed research papers, invited papers, workshops, and symposiums. In addition to 27 tracks with over 300 regular sessions, there were over 100 additional sessions that were spread among several consortia, miniconferences, invited panel discussions, and workshops. This year's meeting included the Curricular Issues Miniconference, coordinated by André M. Everett from University of Otago; the Doctoral Student Consortium, coordinated by Rhonda Hyde from University of Delaware; the New Faculty

Development Consortium, coordinated by Vijay R. Kannan from Utah State University; the Professional and Faculty Development Program coordinated by Krishna S. Dhir from Berry College; the Miniconference on Making Statistics More Effective in Schools of Business, coordinated by Robert Andrews from Virginia Commonwealth University, Keith Ord from Georgetown University, and John McKenzie from Babson College; and the Technology in the Classroom Miniconference coordinated by William Johnson from Penn State Erie.

Every year the exemplary work of our colleagues is recognized through various award competitions. This year recognition was provided through the Elwood S. Buffa Doctoral Dissertation Award Competition, coordinated by Funda Sahin from University of Tennessee; the Instructional Innovation Award Competition, coordinated by Christine Kydd from University of Delaware; the Best Papers Award Competition, coordinated by Dwight Smith-Daniels from Wright State University; the Best Case Studies Award Competition, coordinated by M. Johnny Rungtusanatham from University of Minnesota - Twin Cities; and the Best Student Paper Award Competition, coordinated by Kathryn M. Zuckweiler from University of Nebraska at Kearney.

The Program Committee, consisting of over 50 dedicated DSI members, worked hard to develop a program worthy of the 40th anniversary of our organization. In addition to research and pedagogically oriented sessions, various events were offered to provide opportunities to enjoy the conference, network, and build camaraderie among our members. A special event was scheduled on Saturday, November 14, to welcome our new members to DSI, and meeting attendees also enjoyed a performance by the "Capitol Steps Comedy Group."

I sincerely hope that you all enjoyed the meeting. ■



Associate Program Chair Susan Pariseau and Proceedings Coordinator Doug White helped organize the successful conference.



2009 Annual Meeting Coordinators

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2009 Distinguished Track Papers

Accounting: Theory, Applications and Practice

A Sound Foundation

Chauncey M. DePree, Jr. (University of Southern Mississippi)

In Search of New Accounting Metaphors

Richard L. Jenson (Utah State University)

Ecommerce

An Empirical Study on Online Auction Buyer Satisfaction

Rupak Rauniar (University of St. Thomas -Houston), Greg Rawski (University of Toledo)

The Determinants of Online Insurance Behavior: An Empirical Study in Taiwan

Mei-Ching Chiu (National Cheng-Kung University/ Kao-Fong College), Yung-Ming Shiu (National Cheng Kung University)

Business Ethics and Leadership

Whose Ethics and How to Deal with this Reality

James W. Beckman (University of Applied Sciences, Fulda), Norton E. Marks (California State University, San Bernardino)

An Ethical Dilemma: Smoker's Rights, Are There Really Any?

Nohealani J. Dietz (Cameron University)

Health Care Management

Managing Healthcare Process Knowledge: The Role of Governance

Varol O Kayhan (University of South Florida), Neset Hikmet (Nicholls State University), Anol Bhattacharjee (University of South Florida)

Innovative Education

The Impact of a Computer Proficiency Exam on Business Students' Admission to and Performance in a Higher-Level IT Course

Patrick J. Rondeau (Butler University), Xiaolin Li (Towson University)

Organizational E-Learning Evaluation

Anne-Marie Oulai (Western Michigan University), J. Michael Tarn (Western Michigan University)

Active Learning in Operations Management Education: A Radical Design for the Introduction to Operations Course

Brad C. Meyer (Drake University)

Information Systems

The Domain Name System—Past, Present and Future

Michael Brian Pope (Mississippi State University), Merrill Warkentin (Mississippi State University), Leigh A. Mutchler (Mississippi State University), Xin Luo (The University of New Mexico)

Relating Acceptance and Optimism to E-file Adoption

Megan E. McBride (West Virginia University), Lemuria D Carter (North Carolina A & T State University), Ludwig Christian Schaupp (West Virginia University)

Influence the Capabilities of ERP Vendors on ERP Project Success and the Moderating Effect of Government Support

Jaehyun Paek (University of Central Florida), Taesoo Moon (Dongguk University), Shih-Chieh Hsu (University of Central Florida), Ross T. Hightower (University of Central Florida)

Knowledge Management

R&D Investment Strategy and Market Performance

Tsung-Chi Liu (Institute of International Business, National Cheng Kung University), Yi-Jen Chen (National Cheng Kung University)

Marketing: Theory, Models, and Applications

A Conceptual Model of Pro-Environmental Consumer Decision and Action

David M. Nelson and Jeen-Su Lim (University of Toledo)

Manufacturing Management

Comparison of Different Forms of Shop Floor Knowledge Transfer

Marc Zielinski, Peter Letmathe, and Marcus Schweitzer (University of Siegen)

MS/OR: Techniques, Models and Applications

An Integrated Optimal Robust Pricing and Capacity Policy for Perishable Assets

Syed Asif Raza (Qatar University, Doha, Qatar)

Supply Chain Management

A Quality Integrated Approach to Strategic Level Global Supply Chain Models

Kanchan Das (East Carolina University), Sankar Sengupta (Oakland University)

An Empirical Study of the Determinants of Backorder Aging: The Case of the Missing NIINs

James Rodger (Indiana University of Pennsylvania), Pankaj Pankaj (Indiana University of Pennsylvania), Micki Hyde (Indiana University of Pennsylvania)

Contracting, Salesforce Incentives, and Inventory Planning Under Supply Chain Competition

Ying Zhang (University of Wisconsin - Milwaukee), Samar K. Mukhopadhyay (Sungkyunkwan University)

A Game Theory Approach to Price and Advertisement Decisions in a Manufacturer-Retailer Supply Chain

Jinfeng Yue (Middle Tennessee State University), Jill Austin (Middle Tennessee State University), Zhimin Huang (Adelphi University), Bintong Chen (Washington State University)

Information Security

Exploring Internet Hacking Trend With Agent-based Modeling

Zaiyong Tang (Salem State College), Kallol K. Bagchi (University of Texas, El Paso), Anurag Jain (Salem State College)

Strategy and Policy

The Effect of Top Management Team (TMT) Composition on Corporate Turnaround Performance under Environmental Stability and Turbulence

Michael A. Abebe (University of Texas-Pan American), Arifin Angriawan (Purdue University Calumet)

Effects of Parental Business Experience on the Activities, Motives, and Funding of Nascent Entrepreneurs: An Exploratory Investigation

Anat BarNir and Erin McLaughlin (University of North Texas)

Statistics and Decision Analysis

First-Order Statistic-Based Control Charts for Monitoring Weibull Percentiles

Xiaohui Huang and Francis Pascual (Washington State University)

Notes On Multivariate EWMA Control Schemes

Xia Pan (Macau University of Science and Technology), Jeffrey E. Jarrett (University of Rhode Island) ■

2009 Elwood S. Buffa Dissertation Award Competition Winners Announced

by Funda Sahin, University of Tennessee

We are pleased to announce that Amrou Awaysheh of Instituto de Empresa - IE Business School is the winner of the 2009 Elwood S. Buffa Dissertation Award Competition. An honorable mention was also awarded to Christoph Bode of Swiss Federal Institute of Technology Zurich (ETHZ).

As the winner, Awaysheh received a \$1,500 check and a plaque on November 17, 2009, at the President's Luncheon during the Decision Sciences Institute Annual Meeting in New Orleans, Louisiana. During the luncheon, the two winners and their faculty advisors each received a certificate to mark their achievements. The full details of the winners' dissertation titles, doctoral granting institutions, and faculty advisors appear later in this article.

The purpose of the award is to encourage and publicize outstanding doctoral research in the development of theory and/or applications of decision sciences completed during 2008. The competition is co-sponsored by McGraw-Hill/Irwin and the Decision Sciences Institute.

Eight submissions were received and entered into a two-stage review process. Each dissertation was subject to an initial

screening by expert reviewers. This round resulted in the selection of four dissertations for further reviews. In the second round, three reviewers reviewed each of the remaining four dissertations.

We wish to thank the reviewers who assisted in this process and congratulate the winners. In addition, each of the authors who submitted a dissertation should be proud of their efforts, since the reviewers were highly complimentary of all of the research submitted.

Winner

Amrou Awaysheh, Instituto de Empresa - IE Business School

Socially Responsible Practices in Operations & Supply Chains

Dissertation Advisor and Degree Granting Institution: Robert D. Klassen, University of Western Ontario

Honorable Mention

Christoph Bode, Swiss Federal Institute of Technology Zurich (ETHZ)

Causes and Effects of Supply Chain Disruptions

Dissertation Advisor and Degree Granting Institution: Stephan M. Wagner, WHU - Otto, Beisheim School of Management, Germany

Thanks and appreciation to the following individuals, who assisted with reviewing:

Elliott Bendoly, Emory University
Barbara B. Flynn, Indiana University
Li-Lian Gao, Hofstra University
Sebastian Heese, Indiana University
Jay Jayaram, University of South Carolina
Murat Kristal, York University
Ann Maruchek, University of North Carolina
Roberta S. Russell, Virginia Tech University
Kaushik Sengupta, Hofstra University
Suresh Sethi, University of Texas
Dallas Chuck Sox, University of Alabama ■

For more information, please contact the Dissertation Award Competition Coordinator:

Funda Sahin, The University of Tennessee,
fsahin@utk.edu

2009 Best Case Award Competition

Congratulations to the winners of the 2009 DSI Best Case Award Competition, Brandy S. Cannon and Louis A. Le Blanc, both from Berry College, for their case, "Netflix.com: You've Got Mail." The honorable mentions in this year's competition were John K. Visich and Christopher J. Roethlein, both from Bryant University, for their case, "Banneker Industries, Inc.—'Your Strategic Sourcing Solution'." The two finalists were determined by a panel of judges in a blind-review process. Final judging took place at the annual meeting in New Orleans.

"The Decision Sciences Institute has a long history of encouraging the development and teaching of high quality teaching cases," said M. Johnny Rungtusanatham, University of Minnesota, coordinator of the 2009 competition. "Choosing the winner this year was very difficult given the exceptional quality of the two finalists." Authors are encouraged to submit their complete cases and teaching notes for the 2010 Best Case Award Studies Competition, coordinated by Rebecca A. Grant (University of Victoria) at rgrant@uvic.ca. ■



Dissertation adviser Robert Klassen (left), University of Western Ontario, with dissertation award winner Amrou Awaysheh, Instituto de Empresa - IE Business School, and Richard Hercher, McGraw-Hill/Irwin.



DSI President Ram Narasimhan (left) congratulates Louis Le Blanc, Berry College, for his winning submission (with co-author Brandy Cannon) in the 2009 DSI Best Case Award Competition.

The 2009 DSI Curricular Issues Miniconference

by André M. Everett, School of Business, University of Otago

Continuing the success of the Curricular Issues Miniconference at the recent DSI annual meetings, the five sessions at New Orleans spread across three days and attracted a wide range of domestic and international attendees. Two sessions featured the best material from recent issues of the *Decision Sciences Journal of Innovative Education (DSJIE)*, one provided the distilled wisdom of DSI veterans via a panel, and two offered contributed papers. All of the award winners in both DSJIE sessions were published in January 2009, volume 7, issue 1, except Peterson et al. (July 2008, volume 6, issue 2).

The first session focused on the “Best Teaching Briefs” published in DSJIE, facilitated by David C. Chou (Eastern Michigan University). Three briefs were included, with each earning an honorary prize of \$250 from Alpha Iota Delta. David Bradbard (Winthrop University) presented “An Entrepreneurial Approach of a Geographic Information System” on behalf of coauthor Barbara Fuller (Winthrop University), followed by G. Scott Webb (Michigan State University) presenting “The Art of War: Managing the Intricacies of Supply Chain Power and Trust” on behalf of coauthors Stanley E. Fawcett (Brigham Young University), Cynthia J. Wallin (Brigham Young University), and J. Bonner Richie (Brigham Young University). The third teaching brief included in the session, “Winning Hearts and Minds: An Argument for Quantitative Analysis in an Operations Management Course,” was authored by Vernon E. Francis (University of Dallas).

The second session, early on Monday morning, featured a panel discussion on “Quantitative Methods vs. Operations Management Plus Management Science,” hosted by Charles J. Teplitz (University of San Diego). This provocatively constituted panel featured three respected DSI veterans, Bernard W. (Chuck) Taylor (Virginia Tech) and Barry Render (Rollins College), as well as the host. These panel members

were juxtaposed by Jerry Trapnell, the AACSB’s Executive Vice President and Chief Accreditation Officer, and Charles McCormick, who represented publisher Cengage Learning/Southwestern (formerly Thomson Learning). Lively discussion centered on changing curricula, textbook content, and instructor utilization of texts. These issues were discussed with regard to the fact that even though the AACSB requires MS topics, less than 10% of U.S. business schools place these topics into a specialized MS course.

The third session returned to DSJIE award-winning articles, with awards sponsored by publishers Wiley Blackwell going to the three “Best Empirical Research Articles” published in the preceding academic year. Michael Banks (University of Houston) presented the first-place article, “Enhancing Knowledge Transfer in Classroom Versus On-line Settings: The Interplay among Instructor, Student, Content, and Context,” on behalf of his two coauthors, Louise Nemanich (Arizona State University) and Dusya M. Vera (University of Houston). The article received a \$1,000 award. The two runner-up articles, each receiving \$250 prizes, were also presented. Lead author Jean Baptiste K. Dodor (Jackson State University) presented “Investigating Business Schools’ Intentions about Offering E-Commerce Education Using an Extended Theory of Planned Behavior” on behalf of coauthor Dharam Singh Rana (Jackson State University), while all four authors—Richard L. Peterson (Montclair State University), Mark L. Berenson (Montclair State University), Ram Misra (Montclair State University), and David J. Radosevich (Montclair State University)—presented the article “An Evaluation of Factors Regarding Students’ Assessment of Faculty in a Business School.”

The fourth session, on the theme “Business Degree Design Issues,” was facilitated by André M. Everett (University of Otago). Both scheduled papers proved

fascinating for a relatively small audience, creating lively discussion on “Development of an Executive MBA Module on Ethical Decision Making and Leadership,” presented by George J. Siedel (University of Michigan), and “Designing and Developing a New Business Degree: An Integrative Model” by Freda Z. Hartman (Dean of the Office of Academic Excellence, University of Phoenix).

The fifth session in the miniconference focused on “Application of Tools to Facilitate Learning.” Kimberly Killmer Hollister (Montclair State University) presented her paper “Using a Knowledge Toolbox for Closing the Loop on Assessment of Student Learning,” which was co-authored with Nicole Koppel (Montclair State University). This final session also featured “Enterprise Systems as a Tool for Teaching Systems Analysis and Design” by Thomas C. McGinnis (University of North Texas) and Anna Sidorova (University of North Texas).

The purpose of this miniconference responds to our vision statement, “The Decision Sciences Institute is dedicated to excellence in fostering and disseminating knowledge pertinent to decision-making,” by extending that commitment beyond the usual domain of research and publication to our complementary role of teaching, enabled through curriculum design and construction. Every year, these sessions result in lively discussion and a sense of sharing for mutual benefit, generating and distributing ideas and enthusiasm vital for every participant in their own role as a professional educator. Please consider contributing to and participating in the 2010 Curricular Issues Miniconference in San Diego. You won’t know what you’ve missed until you try it! For details, contact David C. Yen, Miami University, at yendc@muhoio.edu or Shin Yuan Hung, National Chung Cheng University, at syhung@mis.ccu.edu.tw. ■

2009 DSI Doctoral Student Consortium

by Rhonda Aull-Hyde, University of Delaware

The annual Doctoral Student Consortium was held on Saturday, November 14, as part of the 40th anniversary meeting of DSI. The 72 participants began to gather at 7:30 a.m. for a continental breakfast. Among the participants were students from Australia, Canada, Germany, Spain, and Taiwan. The state of Texas attained the maximum representation of any U.S. state; five schools in Texas sent a total of 11 students. Cheers to Texas.

The Consortium was sponsored by the generous contributions of Alpha Iota Delta, Beta Gamma Sigma, McGraw-Hill/Irwin Publishing Company and the Decision Sciences Institute. At 8:00 a.m., Rhonda Aull-Hyde, the 2009 Doctoral Consortium Coordinator, extended a formal welcome and briefly explained the format and content of the day. Given feedback from last year's Consortium participants, the day's schedule included 15-minute breaks between sessions to provide participants more time for networking or to speak individually with panelists. The day offered participants insight, suggestions, advice, and direction in a variety of formats ranging from individual Q&A sessions to a demonstration of what to avoid when attempting to land an interview.

Preparing Now for an Academic Career

Janelle Heineke, Susan Pariseau and Chris Kydd offered advice on what doctoral students can do now to gain an advantage in the job market and lay the foundation for a successful academic career. All three concurred that attending conferences provided students with a tremendous opportunity to make both themselves and their research known within the network of experienced researchers in their respective research areas. Other suggestions included gaining teaching experience and reviewing papers for conferences and journals.

Conducting the Job Search

Dan Reid and Chris Craighead suggested that, first and foremost, students must be honest with themselves about the type of school that best fits the student's workload interest. Is it mainly teaching, mainly research, or an even balance between the two? Dan Reid emphasized the importance of students comparing their qualifications and interest areas with those requested in a job announcement prior to submitting an application for the position. Dan's example of an actual job announcement followed by his "what we got" list, exemplified his point.

The Interview Process—Dos and Don'ts

Paul Mangiameli, Mark Davis, and Jim Evans all shared a gamut of information about both conference interviews and on-campus interviews. Paul's live demonstration of what **not** to do at a conference was much appreciated by all in attendance. Bob Sumichrast spoke of a dean's perspective on evaluating candidates at an on-campus interview. Chris Craighead gave a precise, yet comedic, summary of the interview process from both the interviewer's and the interviewee's perspectives.

Insights into the Art of Teaching

Harvey Brightman returned for his 26th year of providing yet another dynamic workshop on the art of teaching. In a joint session with the New Faculty Consortium participants, he illustrated the art of stimulating student interest, making a topic relevant, and making complex material 'stick' with a teaching example on brand management. He also managed to intertwine his talk with active learning strategies and tips for producing effective PowerPoint slides.

Insights on Being a Researcher

Ira Horowitz detailed the seemingly endless obstacles he faced at the beginning of his prolific 50+ year career. In this joint session with New Faculty Consortium participants, Ira shared his personal experiences with the research process of initial discovery to ultimate publication of his findings. He concluded with a priceless recitation of a lengthy rejection letter he'd received at some point in his career. The audience responded with a standing ovation.

Faculty Mentoring Groups

World-class research faculty from a variety of specific research areas met with students who reported a similar research focus. These faculty mentors offered advice and guidance on appropriate journals, current popular topics of research, potential co-authors and suggestions for research that extends beyond the students' current dissertation focus.

Looking ahead to DSI 2010

If you are a doctoral student preparing a dissertation in anticipation of entering the job market within the next three years (2011, 2012, or 2013), you can benefit immeasurably from participating in the DSI Doctoral Student Consortium as well as the DSI annual conference. I encourage all doctoral dissertation advisors to urge their students to take advantage of this invaluable opportunity provided by DSI.

Presenters, Panelists and Mentors for the 2009 Doctoral Student Consortium

Harvey Brightman, Professor Emeritus - Georgia State University (Presenter)
Ira Horowitz, Professor Emeritus - University of Florida (Presenter)
David Dilts, Vanderbilt University (Presenter)

DOCTORAL CONSORTIUM, see page 33

2009 Decision Sciences Journal Awards

Winner of Best Article Award

Shared Services Transformation: Conceptualization and Valuation from the Perspective of Real Options (40(3))

Ning Su, New York University

Rama T. Akkiraju, IBM Almaden Research Center; Nitin Nayak, IBM Watson Research Center; and Richard Goodwin, IBM Watson Research Center

(August 2009; Vol. 40, Iss. 3, pp. 381-402; see link to abstract at <http://www3.interscience.wiley.com/journal/122527905/abstract>)

A panel of nine distinguished Associate Editors selected the work as the clear winner among a very competitive pool of papers published by leading scholars. The Best Article Award Committee recognized the article's exceptional managerial significance and high level of intellectual stimulation as well as its solid academic contribution. The Committee members agreed the article was superior in rankings of the following criteria: relevance of the paper to the advancement of decision making in the academic community, managerial significance and the potential impact on practicing managers, level of intellectual stimulation, and interdisciplinary focus.

Three other finalists were considered for the *Decision Sciences* Best Article Award for 2009. All contributed outstanding and insightful work.

Finalists of Best Article Award

A Design Theory Approach to Building Strategic Net-based Customer Service Systems (40(3))

M. Kathryn Brohman, Queen's University, Kingston, Ontario

Gabriele Piccoli, Università di Sassari, Sassari, Italy; Grenoble Ecole de Management, Grenoble, France

Patrick Martin, Queen's University, Kingston, Ontario

Farhana Zulkernine, Queen's University, Kingston, Ontario

A. Parasuraman, University of Miami

Richard T. Watson, University of Georgia
(August 2009; Vol. 40, Iss. 3, pp. 403-430)

Seeking Closure: Competition in Complementary Markets (40(4))

Kyle Cattani and Hans Sebastian Heese, Indiana University

(November 2009; Vol. 40, Iss. 4, pp. 817-844)

The Decision of the Supply Chain Executive to Support or Impede Supply Chain Integration: A Multidisciplinary Behavioral Agency Perspective (40(4))

Verónica H. Villena, Instituto de Empresa Business School, Madrid

Luis R. Gomez-Mejia, Texas A&M University

Elena Revilla, Instituto de Empresa Business School, Madrid

(November 2009; Vol. 40, Iss. 4, pp. 635-666)

Decision Sciences is extremely fortunate to have preeminent scholars serve as associate editors and reviewers who have the reputation, interest, and expertise to serve as members of its editorial team. Their dedicated involvement, developmental reviews, and thought leadership are consistently worthy of high marks for: professional and comprehensive evaluations; accuracy in determining the appropriateness of the topics/issues, the relevance of the papers, the managerial significance, and the conceptual and methodological rigor; valuable comments toward developing manuscripts into high-quality publishable research; and overall evaluation performance.

Decision Sciences is pleased to congratulate these award recipients and extends its deepest appreciation to the entire editorial team for their exceptional work.

2009 Outstanding Associate Editors

Xiande Zhao, Chinese University of Hong Kong
Manus Rungtusanatham, University of Minnesota

2009 Outstanding Reviewers

Terry Anthony Byrd, Auburn University
Kathryn L. Blackmon, University of Oxford
Subhashish Samaddar, Georgia State University ■

Gary Ragatz Receives 2009 Dennis E. Grawoig Distinguished Service Award



Ragatz

THE DECISION SCIENCES INSTITUTE annually presents a distinguished service award to a member who has provided major service to the Institute over a period of years.

The award is named in honor of Dennis E. Grawoig, the Institute's founder, first president, and first executive director. At the 2009 Annual Meeting in New Orleans, this award was presented to Gary L. Ragatz. The citation reads as follows: Gary L. Ragatz, Associate Professor of Operations and Sourcing Management in the Eli Broad Graduate School of Management at Michigan State University, for his dedication to the Institute's mission and invaluable contributions to the Decision Sciences Institute over twenty-five years. Gary has served the Institute as President, Vice-President and member of the Board, Annual Meeting Program Chair, Associate Program Chair, and Doctoral Student Consortium Coordinator. Gary has also chaired numerous important committees including the Fellows Committee, Regional Activities Committee, Strategic Planning Committee, Executive Committee of the Board, Development Committee for Excellence in the Decision Sciences, several ad hoc committees appointed by the Board, and the Doctoral Student Affairs Committee. He has served the Midwest Region of DSI as President, Vice-President, and Program Chair for the regional conference. Gary has served the Institute admirably in all these capacities with a sense of duty, humor, collegiality, and his characteristic amiability. He has been an ardent advocate of the Institute and has consistently promoted the Institute's offerings to doctoral students. Gary's selfless and enthusiastic efforts have contributed immeasurably to the growth, strength, and vitality of the Decision Sciences Institute. It is a distinct pleasure to recognize Gary's distinguished service to the Decision Sciences Institute. ■

2009 Instructional Innovation Award

Robert Sroufe (Duquesne University) wins prestigious competition

by Christine T. Kydd, University of Delaware

Robert Sroufe of Duquesne University won the 2009 Instructional Innovation Award for his teaching innovation titled "The Integration of Real-World Student Projects into a MBA Program." The other finalists were "Academic Service-Learning in Operations Management," which was prepared by Ravi Behara of Florida Atlantic University, and "Integration of Study Abroad with Information and Communication (ICT) Technology Solutions and Decision Making," which was prepared by Candace Deans of the University of Richmond.

The competition was conducted in two phases. In the first phase, the competition committee received and reviewed applications. When evaluating submissions, the committee focused on the following five criteria for the innovative education award: (1) Content, (2) Organization, (3) Written presentation, (4) Transferability, and (5) Innovation.

All the received submissions were scored based on the above five criteria and three finalists were chosen. During the second phase of selection the three finalists presented summaries of their innovations during a well-attended session of the DSI Annual Meeting in New Orleans. Following these presentations the committee deliberated and chose the winner. The winner and other finalists were recognized at the President's luncheon.

Our congratulations go to the winner and finalists. The DSI Innovative Education award is a symbolic victory for the classroom because students are the real beneficiaries of these efforts. The Institute has sponsored this award since 1979 in an effort to promote and improve innovation in pedagogy and classroom instruction. A complete listing of winners can be found at www.decisionsciences.org. Recent winners have published articles outlining their pedagogical approaches in *Decision Line* and the *Decision Sciences Journal of Innovative Education*. Indeed, the DSJIE

has committed to work with winners to prepare a suitable submission for the publication in the Institute's journal.

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

The award brings national recognition for the winner's institution and a cash prize of \$1,500 to the author of the winning submission. Authors of each of the remaining finalists receive \$750. Winning authors and finalists are included below.

WINNER

The Integration of Real-World Student Projects into a MBA Program

Robert Sroufe, Duquesne University

FINALISTS

Academic Service-Learning in Operations Management

Ravi Behara, Florida Atlantic University

Integration of Study Abroad with Information and Communication (ICT) Technology Solutions and Decision Making

Candace Deans, University of Richmond

2009 Instructional Innovation Award Competition Committee

Christine T. Kydd, University of Delaware, Chair

Lori Cook, DePaul University

Ronald Klimberg, Saint Joseph's University

Larry Meile, Boston College

Janelle Heineke, Boston University

Rhonda Hyde, University of Delaware

Madjid Tavana, La Salle University

John Robb Dixon, Boston University ■

Cliff Ragsdale Named 2009 DSI Fellow



For his many contributions to the profession and to the Decision Sciences Institute, including outstanding service as Treasurer, Vice-President at Large, Coordinator of the New Faculty Development Consortium, Chair of the Instructional Innovation Award Competition, Proceedings Coordinator, and as Chair and a member of the Investment Advisory Committee, Cliff Ragsdale has been named a DSI Fellow. He also has held numerous positions in the Southeast Decision Sciences Institute, including Secretary, Local Arrangements Chair, and Vice-President. Cliff has an outstanding research record that includes 38 articles, many of which have been published in such highly regarded journals as *Decision Sciences*, *Decision Support Systems*, *Omega*, *European Journal of Operations Research*, and *Naval Research Logistics*. He is also recognized as one of the outstanding professors at Virginia Tech, having won the Certificate of Teaching Excellence in the Pamplin College of Business and the Pamplin College Outstanding Faculty Member in Doctoral Education Award. ■

2009 DSI New Faculty Development Consortium

The 2009 DSI New Faculty Development Consortium was held in conjunction with the 40th Annual Meeting in New Orleans. Twenty five junior faculty members from the U.S., Canada, and Germany participated in the consortium. Twelve established faculty members shared years of accumulated experience and wisdom with consortium participants in several dynamic, interactive panel sessions that addressed managing the academic career, promotion and tenure, and professional/life

balance. In addition, two sessions held in conjunction with the Doctoral Student Consortium enabled participants to benefit from the wisdom and insights of two DSI stalwarts, Harvey Brightman and Ira Horowitz, who shared their sage advice on successful teaching and research programs respectively. Another highlight of the program was the joint luncheon during which David Dilts inspired, motivated, and entertained participants with an animated message about what it takes to not only be a successful academic, but how success as an academic should be defined. The sentiment expressed that success cannot be defined by publications alone but must reflect a more profound characterization of how one adds value as an academic, was one that resonated with new and not so new faculty members alike. The consortium ended with a reception with participants from the Doctoral Student Consortium, sponsored

by Beta Gamma Sigma and Alpha Iota Delta. Their continued support of the consortium provides an invaluable service to the Institute.

The consortium plays an important role in the professional development of DSI's junior faculty members. Indeed, as the following commentary by Heather Lutz and Laura Birou, participant and panelist respectively, illustrates, there were several important 'takeaways' from the sessions. Moreover, the consortium plays a critical role in engaging new faculty members in the activities of the Institute. Consortium participants represent the future of DSI, and by all accounts, they see the consortium as an important mechanism by which they can begin to establish their network within the organization. [Vijay R. Kannan, Utah State University, New Faculty Development Consortium Coordinator]



Laura M. Birou

is the Patricia I. Garland Endowed Associate Professor in the Department of Management and Information Systems at Louisiana Tech University. She has a BA in marketing, an MBA in purchasing and transportation

management, and a PhD in business administration, all from Michigan State University. Her publications have appeared in the Journal of Operations Management, International Journal of Purchasing and Materials Management, International Journal of Physical Distribution and Logistics Management, and Production and Inventory Management Journal. Laura has worked in the purchasing and supply chain management field for 23 years.

LauraBirou@aol.com



Heather Lutz

is an assistant professor of decision sciences at the Opus College of Business, University of St. Thomas, Minneapolis. She received a PhD degree in supply chain management in 2009 from the Whitman School of Manage-

ment at Syracuse University. Her current research interests include evaluating investments in supply chain capabilities, the impact of priority queues on customer satisfaction, and global benchmarking of supply chain education.

Lutz7741@stthomas.edu

First Things First for New Faculty...

By Laura Birou, Louisiana Tech University, and Heather Lutz, University of St. Thomas

The New Faculty Consortium at the 2009 annual meeting was held in New Orleans. This year, the event was a smashing success due to the planning and execution handled by Vijay Kannan, the passion and preparation of the presenters, and, of course, the enthusiasm of the newest members of our profession, the new faculty themselves! The authors who participated in the event represent both ends of the spectrum: that of a presenter and that of an attendee. Bookends, so to speak, representing the different stages in the lifecycle of an academic career.

It became obvious that the overriding concern of the attendees was how to be successful in an academic career and

obtain the ultimate goal of tenure. The presenters were there to provide a roadmap for success and share the wisdom they have garnered over the decades of experience. Interestingly, their sage advice is relevant to everyone, regardless of which stage of the academic lifecycle an academic is at.

As new faculty members learn to adjust to their new role as professor and researcher, a balance must be found between research, teaching, service, and other priorities. And, of course, the number one constraint is time. Therefore, as Stephen Covey advises, personal and professional effectiveness requires strategic planning that identifies the important

roles and goals of every individual and then putting "First Things First" (Covey 1995). It is imperative that all new faculty members identify their roles and focus on those activities, because this will help them achieve promotion and tenure at their university.

In addition, Stephen Covey suggests that a powerful synergy exists when our physical, mental, spiritual and social needs overlap. Where these four basic needs overlap, he states that "we will find true inner balance, deep fulfillment, and joy" (Covey 1995, 47). The faculty speakers/panelists all highlighted the fact that our selected profession is not just a "job"—it's a way of life. We are not bound by the typical nine to five working hours of business, and with this freedom comes responsibility. So instead, we spend our evenings and weekends preparing for classes, working on research, fulfilling committee assignments, etc., as we struggle to live-up to these responsibilities. The gratification we seek from such a demanding profession comes in the form of creating new knowledge, molding future generations, and a personal and professional lifestyle that is unparalleled.

Learning to understand ourselves is the key to being successful, be it as a faculty member or a human being. Along with this self awareness, each of us must have the courage to live our lives in concert with our personal values. But even though the desired goal is to achieve balance between ones personal and professional life, the various demands on a new faculty member often test personal values. A session on juggling may have been an appropriate addition to the consortium to emphasize how difficult it is to achieve balance. Attendees were interested in learning how to juggle all of our "hats" during the tenure process. How does one manage to keep up on teaching, research, service, family, personal health? Good question! Unfortunately, there is no "one-size fits all" solution to these problems. Attendees were advised to prioritize their "hats" and do what's important to them. This can be achieved by scheduling time to focus on the important priorities and eliminating non-

productive activities, or at least reducing non-productive activities. Ultimately, it comes to learning to, "Just say no!"

Attendees also wanted to know how one can survive the tenure process with a smile (or at least without pulling out our hair!). Numerous speakers provided many great ideas on how to achieve tenure at your school. The information provided by the speakers is helpful for new and tenured faculty alike. Some of the suggestions include:

1. Read the faculty handbook—yearly! You alone are responsible for knowing what the requirements for promotion and tenure are at your university. The guidelines may change before you go up for tenure, which is why it's important to review the document yearly.
2. Publish! Set standards that are acceptable in the profession to be successful anywhere, this will provide mobility and marketability in the future.
3. Teaching evaluations are important. No matter if you're at a research or a teaching school, teaching evaluations are important. Be sure to read the comments from students and document changes that you make to address concerns.
4. Document everything! Almost all presenters suggested the new faculty members create a "file drawer," like you do for income taxes, to keep everything that may help with tenure. Whether it is a note from a student, some sort of professional service, or a presentation, File it! This "drawer" will prove to be invaluable when you are asked for your annual report and the construction of your tenure packet. No matter how silly or small you think an item it—file it!

Regardless of what stage of your career you're in, there is always something new to learn from others in our profession. As our profession continues to evolve, so does our role as faculty members. To summarize, the new faculty consortium gave new faculty members an opportunity to network, express our concerns, and learn from those who have traveled before us. What is the next step? H.L.



Hunt is attributed with saying "Decide what you want, decide what you are willing to exchange for it. Establish your priorities and go to work." Remember to "Just say No!" to any activity which does not help you achieve tenure and publish, publish, publish!

Selected References

Covey, Stephen R., A. Roger Merrill, & Rebecca R. Merrill. *First Things First*. New York: Fireside, 1995. ■

DOCTORAL CONSORTIUM, from page 29

Gregory W. Ulferts, University of Detroit Mercy & Alpha Iota Delta, (Presenter and Sponsor)
 James Viehland, Beta Gamma Sigma (Presenter and Sponsor)
 Janelle Heineke, Boston University (Panelist)
 Susan Pariseau, Merrimack College (Panelist)
 R. Daniel Reid, University of New Hampshire (Panelist)
 Christopher Craighead, The Pennsylvania State University (Panelist)
 Paul Mangiameli, University of Rhode Island (Panelist)
 James Evans, University of Cincinnati (Panelist)
 Mark Davis, Bentley College (Panelist)
 Robert Sumichrast, University of Georgia (Panelist)
 Craig Carter, University of Nevada (Faculty Mentor)
 Jeet Gupta, University of Alabama – Huntsville (Faculty Mentor)
 G. Keong Leong, University of Nevada-Las Vegas (Faculty Mentor)
 Linda Sprague, Rollins College (Faculty Mentor)
 Christine T. Kydd, University of Delaware (Faculty Mentor, Panelist)
 Chetan S. Sankar, Auburn University (Faculty Mentor)
 Matthew Liberatore, Villanova University (Faculty Mentor)
 Paul Mangiameli, University of Rhode Island (Faculty Mentor)
 Norma Harrison, China Europe International Business School (Faculty Mentor) ■

2009 Professional and Faculty Development Program

by Krishna S. Dhir, Berry College

The 2009 Professional and Faculty Development Program at the Decision Sciences Institute annual meeting included nine sessions scheduled from November 15th through 17th, 2009. All sessions (listed in Table 1) were well attended.

The session on faculty liability issues addressed heightened civil liability for faculty involved in situations of inappropriate student behavior. Its purpose was to sensitize the participants to issues that may occur both in classrooms and outside, such as when faculty serve as advisors to student clubs. Shirley A. Hopkins (California State University,

Chico), Krishna S. Dhir (Berry College), and Karen L. Fowler (Colorado State University-Pueblo) presented specific case studies and provided alternative solutions for discussion. They also discussed options for insuring such professional liabilities.

In the session on best practices in faculty development, Bruce C. Raymond (Montana State University) provided an overview of best practices regarding university faculty development. He reviewed published descriptions of innovation and successful programs for faculty development. A structured approach for institutional audit of faculty develop-

ment practices, along with a formal process for new program implementation, was presented.

In a panel discussion on developing an effective undergraduate research program, Kenneth R. Bartkus, Konrad S. Lee, Christopher J. Skousen, and Vijay R. Kannan (all of Utah State University) reviewed a nationally recognized mentorship program located in the Jon M. Huntsman School of Business at Utah State University. They shared their experiences and reflected on the benefits and challenges of participating in the program.

Day	Session Title:	Session Presenters
Nov. 15th	Faculty Liability Issues	Shirley A. Hopkins (California State University, Chico), Krishna S. Dhir (Berry College), Karen L. Fowler (Colorado State University-Pueblo)
Nov. 15th	Best Practices in Faculty Development: A Benchmarking Audit	Bruce C. Raymond (Montana State University)
Nov. 15th	Developing an Effective Undergraduate Research Program: A Panel Discussion Based on The Research Group TM Model	Kenneth R. Bartkus (Utah State University), Konrad S. Lee (Utah State University), Christopher J. Skousen (Utah State University), Vijay R. Kannan (Utah State University)
Nov. 15th	Life After Tenure: Would You Continue to Develop or Retire on Active Duty?	William B. Carper (University of West Florida), James A. Pope (University of Toledo)
Nov. 16th	Scholarship Thought and Practice	Freda Z. Hartman (University of Phoenix)
Nov. 16th	Developing Executives as Faculty: Strategies for Promoting Teaching Excellence	Freda Z. Hartman (University of Phoenix), Lee Melancon III (University of Phoenix), Barbara Holloway (University of Phoenix), Kevin Browning (University of Phoenix)
Nov. 16th	Are Teaching Effectiveness and Learning Research Important: Business Dean Perspectives	Barbara A. Price (Georgia Southern University)
Nov. 17th	Managing Academic Vitality	Krishna S. Dhir (Berry College), G. Keong Leong (University of Nevada, Las Vegas)
Nov. 17th	Melding Faculty/Student Expectations: A Reality Check	Robert L. Andrews (Virginia Commonwealth University), Wilma M. Andrews (Virginia Commonwealth University), William B. Carper (University of West Florida), Thomas W. Jones (University of Arkansas), Barbara A. Price (Georgia Southern University)

Table 1: Sessions offered in the 2009 Professional and Faculty Development Program.

William B. Carper (University of West Florida) and James A. Pope (University of Toledo) presented an excellent colloquium on life after tenure. Their session addressed the challenges of the post-tenure phase of an academic career. They reviewed the various courses of evolution a career may take and discussed alternative strategies for the management of a productive future.

Scholarship as an area of study has evolved significantly over decades as new models and emphases have emerged. Freda Z. Hartman (University of Phoenix) examined the philosophical and conceptual foundations of scholarship as an educational outcome and activity for faculty and students. Scholarship models and interpretations were reviewed to highlight key directions and trends.

In an interesting session, Kevin Browning, Freda Z. Hartman, Lee Melancon III, and Barbara Holloway (all of University of Phoenix) discussed the potential of developing executives as faculty members. As business schools hire full-time and adjunct faculty with executive experience, teaching skill can be an issue. Without prior teaching experience, executive faculty may struggle to translate their professional experience into effective classroom teaching moments. They examined development programs for practitioner faculty and strategies for achieving excellence through their teaching efforts.

In a session on teaching effectiveness and learning research, Barbara A. Price (Georgia Southern University) created a panel of business deans who discussed the importance of teaching and the value of pedagogical research for faculty in promotion/tenure decisions and career development. The deans described the procedure for evaluating teaching effectiveness at their respective institution, the importance placed on teaching contributions, and the means of rewarding teaching excellence. In addition, the deans discussed how pedagogical research contributes to the mission of the school and is recognized.

Krishna S. Dhir (Berry College) and G. Keong Leong (University of Nevada, Las Vegas) presented a session on managing academic vitality. They described the emerging trends and offered an analytic framework for use by the faculty members and their respective institutions to manage academic vitality. Faculty members tend to engage in different set of activities at different stages of their respective careers. These differences were discussed. The authors reviewed various strategies that may be deployed by academic institutions to fulfill their institutional mission and goals.

A cultural change has occurred in education and manifests itself in various ways. Students demonstrate an entitlement attitude and a perceived lack of work ethic. Not receptive to critical thinking, they are taught to the test. Accustomed to being entertained, they are exposed to new communication technologies and have short attention spans. Many are non-traditional and have differing viewpoints on classroom responsibilities. Robert L. Andrews (Virginia Commonwealth University), Wilma M. Andrews (Virginia Commonwealth University), William B. Carper (University of West Florida), Thomas W. Jones (University of Arkansas), Barbara A. Price (Georgia Southern University) discussed strategies to deal with this cultural change.

These nine sessions addressed the entire life cycle of professional and academic career. The content of the sessions, panels, and workshops was designed to provide insight into the challenges and opportunities related to professional service, teaching, and research. The sessions were insightful and highly thought provoking. ■



Best Papers Awards

Best Application Research Paper

Decision Model for the Application of Just In Sequence

Stephan M. Wagner, Swiss Federal Institute of Technology Zurich

Victor Silveira Camargos, Swiss Federal Institute of Technology Zurich

Best Interdisciplinary Research Paper

The Impact of Cyber Terrorism on Investment for Information System Security

Jian Hua, University of the District of Columbia

Sanjay Bapna, Morgan State University

Best Theoretical/Empirical Research Paper

Does Quality Still Pay: A Reexamination of the Relationship between Effective Quality Management and Firm Performance

Peter G. Zhang, Georgia State University

Yusen Xia, Georgia State University

Honorable Mention

Crashing Stochastic Lead Times

Jack Hayya, Pennsylvania State University

Terry P. Harrison, Pennsylvania State University

X. James He, Fairfield University

Best Student Paper Award

Aligning Sources of External Knowledge in New Product Development with Choice of Generic Strategy

Anil Akpınar, PhD Candidate, Operations and Technology Management Department, Instituto de Empresa, Spain ■

2009 Annual Meeting Snapshots



*The DSI Presidents, from left to right:
Front row: K. Leong, R. Narasimhan,
L. Krajewski, J. Evans, B. Flynn,
S.M. Lee, and R. Markland*

*Second row: T. Rakes, N. Harrison,
B.W. (Chuck) Taylor III, L. Ritzman,
C.P. (Chuck) Bonini, J. Anderson, and
L. Sprague*

*Third row: T. Callarman, M. Davis,
R. Jacobs, R. Collons, and
C. Whybark.*



The DSI Fellows at the 2009 DSI Annual Meeting. They are listed left to right. Front row: C. Latta, R. Narasimhan, J. Sorensen, L. Krajewski, M. Sobol, B. Flynn, A. Roth, B. Khumawala, B. Flores; Second row: T. Rakes, M. Malhotra, L. Digman, B.W. (Chuck) Taylor III, L. Ritzman, I. Horowitz, S.M. Lee, R. Markland, C. Ragsdale, L. Sprague, J. Evans; Third row: K. Tang, T. Callarman, D. Olson, M. Davis, R. Jacobs, R. Collons, C. Whybark, C.P. (Chuck) Bonini, J. Anderson, V. Mabert, and P. Nutt (at far right).

2009 Annual Meeting Snapshots



Jim Evans, Carol Latta, Jim Sorensen, Jim Viehland, Greg Ulferts, and Madjid Tavana.



Program Chair Maling Ebrahimpour.



Eric Foston of the DSI Annual Meeting staff.



Paul Nutt, Barb Ritzman, Mylla Markland, and Nancy Nutt.



Dapo Akanbi (left), Colleen Michelitti, Mary Redmon, Carol Latta, Diane (Berube) Maki, Jim Maki, and Meredith Wang.



Jim Sorensen (left), Bob Markland, Rodger Collons, and Sang Lee.



Rodger Collons and Ira Horowitz.

2009 Annual Meeting Snapshots



Citation Report for management journals, *DSJ* has a rank of 21 and an impact factor of 2.318 compared to the *Journal of Operations Management* (rank, 17; impact factor, 2.42) and *Management Science* (rank, 20; impact factor, 2.354), and *Information Systems Research* (rank, 22; impact factor, 2.261). This is a significant accomplishment; Vicki and the current editorial team deserve our sincere thanks for this achievement.

The Board accepted a recommendation from the subcommittee of the Publications Committee to appoint Professor Asoo Vakharia of the University of Florida as the next editor of *DSJ*. Asoo has an extensive publication record and prior editorial experience including serving on the current editorial team of *DSJ* as associate editor. Asoo has a vision for the journal that would not only sustain *DSJ*'s quality but enhance it significantly in the coming years. The Board's decision to appoint Asoo Vakharia as the next editor of *DSJ* was unanimous. As president, I wish him much success as he assumes this new leadership role in the Institute.

The Board also took a decision not to publish *Supply Chain Management Research (SCMR)* at this time. You might recall that the DSI Board had voted to publish *SCMR* last year. It had the potential to expand our portfolio of offerings to DSI membership. However, given current circumstances and potential detriment to cumulative revenues (due to the start up costs associated with *SCMR*) to the Institute from publishing all three journals, the Board felt that it is imprudent to start a new journal at this time. Although this decision will be a disappointment to some DSI members, the Board's action reflects what it felt was in the best interest of the Institute at this time.

The ad hoc Committee on Website has made numerous suggestions and recommendations to improve the web content of DSI and improve the connectivity among DSI members. I would like to devote my column to these initiatives in my next letter. The Board accepted the recommendations from the ad hoc committee and implementation should begin immediately. The three principal recommendations from the ad hoc Committee on Website are to create a "Member Zone," appoint a webmaster, and for DSI to consider a new hosting service. The Member Zone will enable wikis, blogs, and



Linda Sprague, Ram Narasimhan, Cliff Ragsdale, Rodger Collons, and Chuck Bonini at the 2009 DSI Annual Meeting.

discussion forums. It will act as a repository for research data files, cases and problems, annotated bibliographies, mailing lists, photo galleries and others. Paul Rubin and the ad hoc committee members have made excellent suggestions for immediate implementation, which should position the Institute to serve its members better and more fully in future. If implementation is achieved according to plan, Paul Rubin will be demonstrating the new features of DSI website at this year's conference in San Diego.

This year's conference in San Diego will feature several changes from our conferences in the recent past. It will feature "interactive sessions," where members can get feedback on papers that they are currently working on. It will feature plenary sessions with prominent academics and industry speakers, and special and invited sessions from prominent researchers. This year's conference will also feature invited sessions under the rubric of three Specific Interest Groups (SIGs): Project Management (PM), Health Care Decision Making and Policy (HCDMP) and Innovation and Entrepreneurship (IE). These are intended to bring together researchers from overlapping fields to explore topics in cross-disciplinary research. These three SIGs are being led by Gary Klein (PM); Rachna Shah, Susan Meier Goldstein, and David Mendez (HCDMP); and Roger Calantone (IE). Please visit the conference website for the contact information for these individuals and express your interest in being part of these SIGs.

On a personal note, I must observe that the conference is one of the major service

offerings of the Institute. The success of the conference is ultimately determined by the quality of the sessions, attendance at the sessions, and active participation. I cannot emphasize the importance of attendance at sessions. Morgan Swink, this year's program chair, and Rachna Shah, associate program chair, have made many changes to make the program content interesting and to ensure that the sessions are of high quality. The registration form for this year's conference will ask you to provide your email address and cell phone number. The conference team plans to send the attendees SMS text or email every day during the conference to inform attendees about special events and featured all conference sessions for that day. This communication method will also be used to alert attendees of any changes to the schedule or program.

I had the privilege of chairing the Board meeting for the last time in La Jolla last week. I thank the members of the Board for their dedication to the welfare of the Institute and acting on many initiatives that were brought to the Board. Cumulatively, these actions by the Board will strengthen the Institute and better position it to face the competition as we strive for future growth. DSI's future will depend on continued participation by the members and purposeful engagement in its initiatives. As always, please get in touch with me or any member of the Board if you have suggestions or ideas for how we can improve the Institute's offerings. We have accomplished much in the past year, but we can do more! ■

CLEVELAND STATE UNIVERSITY
Department of OSM
Visiting Instructor/Assistant
Professor of Operations & Supply
Chain Management

Position: Visiting Instructor/Assistant Professor of Operations & Supply Chain Management. One position beginning August 2010. Salary is competitive and commensurate with qualifications. Hiring is contingent on maintaining existing levels of funding from the state.

Responsibilities: Teach 32 semester hours per academic year at on-campus and off-campus locations at graduate and undergraduate levels. Courses are in the area of Operations and Supply Chain Management. All faculty members are expected to advise students and participate in departmental, college, and university service.

Qualifications: Minimum Qualifications: ABD in Operations Management, Supply Chain Management or a related discipline; an interest in teaching both undergraduate and graduate courses; good verbal and written communication skills.

Preferred Qualifications: Doctoral degree; documented excellence in teaching; quality research. (A doctoral degree is needed to be hired at the Assistant Professor rank.)

Department: The Department has 6 full-time faculty members and offers coursework at the bachelors, masters, and doctoral levels.

College: The College of Business Administration has over 75 full-time faculty members. Its programs are accredited at both the graduate and undergraduate levels by AACSB. Enrollment in the College exceeds 3,400 students. Degrees offered by the College include the DBA, MBA, MLRHR, Master of Accountancy, Bachelor and Master of Computer Information Science, BBA, and a joint MBA-JD.

University: Cleveland State University enrolls over 16,000 students. It is located within walking distance of the downtown business and entertainment centers and has strong ties with the business and public sectors in Northeast Ohio.

Applications: Review of applications will begin on January 30, 2010 and will continue until the position is filled. All applicants must submit the following:

- A letter of application specifically addressing the position qualifications
- Curriculum vitae
- Evidence of teaching experience (enclose summary of teaching evaluations)
- List of courses taught and/or executive seminars delivered
- The names and contact information of three references.

Contact:

Dr. Walter Rom – OSM Search Committee
Department of OSM
Cleveland State University
2121 Euclid Avenue, BU 539
Cleveland, OH 44115
Phone: 216.687.4740
Fax: 216.687.9343
Cleveland, OH 44115
Email: w.rom@csuohio.edu

Cleveland State University is an Affirmative Action/Equal Opportunity institution.

UNIVERSITY OF DETROIT MERCY
College of Business Administration
Assistant Professor of Decision Sci-
ences September 2010
Detroit, Michigan

The College of Business Administration, University of Detroit Mercy (UDM) invites applications for a tenure-track assistant professor of decision sciences. Salary is competitive. Candidates must have a Ph.D./DBA in the Decision Science Field from an AACSB accredited program. UDM is a teaching institution, but research and publication are expected.

Review process begins immediately. Applicants send a letter of interest, resume, contact information for three references, and evidence of teaching and scholarship accomplishment to:

Gerald F. Cavanagh, S. J., Interim Dean
College of Business Administration
University of Detroit Mercy
4001 W. McNichols Road
Detroit, MI 48221
Phone: 313-993-1204
Fax: 313-993-1052
Email: cavanagf@udmercy.edu

Michigan's largest private University, University of Detroit Mercy is independent, Catholic and sponsored by Religious Sisters of Mercy and Society of Jesus. We are an Equal Opportunity Affirmative Action Employer with a diverse faculty and student body and we welcome persons of all backgrounds. More information about the University and the College can be found at <http://udmercy.edu> and <http://business.udmercy.edu>.

UNIVERSITY OF MISSOURI
Robert J. Trulaske, Sr. College of
Business
Department of Management

The Department of Management in the Robert J. Trulaske, Sr. College of Business at the University of Missouri (MU) invites applicants for a non-tenure track assistant teaching professor position in operations management. Preference will be given to candidates who have earned a PhD in operations management or a related discipline and have teaching experience.

The successful candidate will start in the fall semester of 2010. More information about the college and the department can be found at business.missouri.edu. Please send an application letter and vita by either e-mail or traditional mail to: Dr. Greg Bier, Search Committee Chair, Department of Management, 339 Cornell Hall, University of Missouri, Columbia, MO 65211. Phone #: (573) 882-9026, E-mail: bierg@missouri.edu.

AA/EOE

2009 Independent Auditors' Report

To the Members of the Decision Sciences Institute, Inc.

I have audited the accompanying statements of financial position of Decision Sciences Institute, Inc. (the "Institute") as of June 30, 2009, and 2008, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Institute's management. My responsibility is to express an opinion on these financial statements based on my audits.

I conducted my audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstate-

ment. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audits provide a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Decision Sciences Institute, Inc. at June 30, 2009, and 2008, and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

My audit was made for the purpose of forming an opinion on the basic financial statements taken as a whole. The combining schedules included in Schedules 1 and 2 are presented for purposes of additional analysis and are not a required part of the basic financial statements. The combining information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in my opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

James Dykhouse, CPA
September 10, 2009

STATEMENTS OF FINANCIAL POSITION

June 30, 2009 and 2008

Assets	2009	2008
Current assets:		
Cash and cash equivalents	\$292,871	248,296
Investments	412,604	454,783
Accounts receivable, less allowance for doubtful accounts of \$5,000 in 2009 and \$2,700 in 2008	31,383	28,898
Prepaid expenses	2,889	2,984
Deferred charges	<u>35,439</u>	<u>20,031</u>
Total current assets	775,186	754,992
Equipment, less accumulated depreciation of \$152,033	<u>17,253</u>	<u>24,261</u>
	<u>\$ 792,439</u>	<u>\$ 779,253</u>
Liabilities and Net Assets		
Liabilities - current:		
Accounts payable	\$57,891	44,996
Accrued vacation expenses	23,962	23,354
Deferred revenue:		
Convention deposits	8,000	7,905
Membership dues	97,576	77,968
Total current liabilities	187,429	154,223
Net assets-unrestricted	605,010	625,030
	<u>\$ 792,439</u>	<u>\$ 779,253</u>

See accompanying notes to financial statements.

NOTE, from page 44

defines fair value, establishes a framework for measuring fair value in generally accepted accounting principles and expands disclosure about fair value measurements. In determining the value of the assets and liabilities various inputs are used. These inputs are summarized into three broad levels. These levels, in order of highest priority to lowest priority, are described as follows:

Level 1: Quoted prices in active markets for identical assets or liabilities.

Level 2: Other significant observable inputs not quoted on active markets, but corroborated by market data.

Level 3: Significant unobservable inputs for the asset that are supported by little or no market activity and that are significant to the fair value of the underlying asset.

The following table summarized the Institutes' financial instruments measured at fair value on a recurring basis in accordance with SFAS No. 157 as of June 30, 2009:

	Total	Level 1	Level 2	Level 3
Publicly traded securities	\$ 412,604	412,604	-	-

Financial Statements and Schedules

STATEMENTS OF ACTIVITIES Years ended June 30, 2009 and 2008

	2009	2008
Change in net assets:		
Revenue:		
Membership	\$ 212,500	\$ 227,789
Convention	547,154	570,652
Publications	97,349	63,748
Advertising	8,750	9,847
Investment and interest income	13,620	22,774
Realized, unrealized gains (losses) on investments	(53,545)	(25,196)
Contributed support from affiliate	11,000	11,000
Other	<u>2,305</u>	<u>460</u>
Total unrestricted revenue	\$ <u>839,133</u>	\$ <u>881,074</u>
Expenses:		
Program Services:		
Member services	285,226	265,270
Convention	406,644	427,321
Publications	82,797	73,305
Placement	<u>31,773</u>	<u>34,148</u>
Total program services	806,440	800,044
Management and general - supportive services	52,713	45,602
Total unrestricted expenses	<u>859,153</u>	<u>845,646</u>
Change in net assets	(20,020)	35,428
Net assets at beginning of year	<u>625,030</u>	<u>589,602</u>
Net assets at end of year	\$ 605,010	\$ 625,030

See accompanying notes to financial statements.

STATEMENTS OF CASH FLOWS Years ended June 30, 2009 and 2008

	2009	2008
Cash flows from operating activities		
Change in net assets	\$ (20,020)	\$ 35,428
Adjustment to reconcile change in net assets to net cash provided by operating activities		
Depreciation	11,420	11,440
Unrealized (gains) losses from investments	53,545	25,196
(Increase) in accounts receivable	(2,485)	(3,568)
Decrease in prepaid expenses	95	68
(Increase) in deferred charges	(15,408)	(1,474)
Increase in accounts payable	12,895	21,072
Increase (decrease) in accrued retirement benefits	608	(3,803)
Increase (decrease) in deferred revenue:		
Convention deposits	95	4,014
Membership dues	19,608	(6,582)
Net cash provided by operating activities	<u>60,353</u>	<u>81,791</u>
Cash flows from investing activities:		
Purchase of equipment	(4,412)	(16,934)
Purchase of investment securities	(84,351)	(15,703)
Sales and maturities of investment securities	<u>72,985</u>	<u>-</u>
Net cash (used in) investing activities	(15,778)	(32,637)
Increase in cash and cash equivalents	44,575	49,154
Cash and cash equivalents at beginning of year	<u>248,296</u>	<u>199,142</u>
Cash and cash equivalents at end of year	\$ 292,871	248,296

See accompanying notes to financial statements.

Financial Statements and Schedules

SCHEDULE 2: COMBINING SCHEDULE OF REVENUE, EXPENSES, AND CHANGES IN NET ASSETS INFORMATION Year ended June 30, 2008

	Home Office	Northeast DSI	Southeast DSI	Midwest DSI	Southwest DSI	Western DSI	Asia DSI	Mexico DSI	India sc DSI	Total
Revenue:										
Membership	\$ 226,099	100	-	-	40	-	1,550	-	-	227,789
Convention	399,664	48,425	36,067	22,820	6,150	56,775	-	-	750	570,651
Publications	63,749	-	-	-	-	-	-	-	-	63,749
Advertising	8,914	-	933	-	-	-	-	-	-	9,847
Investment and interest income	22,683	-	91	-	-	-	-	-	-	22,774
Realized and unrealized losses on investments	(24,113)	(175)	(288)	(125)	(200)	(289)	(6)	-	-	(25,196)
Contributed support from affiliate	11,000	-	-	-	-	-	-	-	-	11,000
Other	460	-	-	-	-	-	-	-	-	460
	<u>708,456</u>	<u>48,350</u>	<u>36,803</u>	<u>22,695</u>	<u>5,990</u>	<u>56,486</u>	<u>1,544</u>	<u>-</u>	<u>750</u>	<u>881,074</u>
Expenses:										
Membership services	256,819	612	1,680	612	612	3,099	612	612	612	265,270
Convention	286,479	48,126	37,340	12,893	3,218	39,265	-	-	-	427,321
Publications	71,305	-	-	-	-	2,000	-	-	-	73,305
Placement	34,148	-	-	-	-	-	-	-	-	34,148
Supportive services	<u>45,602</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>45,602</u>
	694,353	48,738	39,020	13,505	3,830	44,364	612	612	612	845,646
Change in net assets	14,103	(388)	(2,217)	9,190	2,160	12,122	932	(612)	138	35,428
Net assets, beginning of year	<u>336,872</u>	<u>42,792</u>	<u>71,188</u>	<u>25,802</u>	<u>47,643</u>	<u>64,315</u>	<u>990</u>	<u>-</u>	<u>-</u>	<u>589,602</u>
Net assets, end of year	<u>350,975 (1)</u>	<u>42,404</u>	<u>68,971</u>	<u>34,992</u>	<u>49,803</u>	<u>76,437</u>	<u>1,922</u>	<u>(612)</u>	<u>138</u>	<u>625,030</u>

(1) Home Office net assets differ from the Internal Financial Statements by the amount of accrued vacation expense \$23,354.
See accompanying independent auditor's report.

SCHEDULE 1: COMBINING SCHEDULE OF REVENUE, EXPENSES, AND CHANGES IN NET ASSETS INFORMATION Year ended June 30, 2009

	Home Office	Northeast DSI	Southeast DSI	Midwest DSI	Southwest DSI	Western DSI	Asia DSI	Mexico DSI	India sc DSI	Total
Revenue:										
Membership	\$ 211,940	-	-	-	-	-	560	-	-	212,500
Convention	418,677	31,259	23,850	15,595	2,403	55,370	-	-	-	547,154
Publications	97,349	-	-	-	-	-	-	-	-	97,349
Advertising	7,500	850	400	-	-	-	-	-	-	8,750
Investment and interest income	13,572	-	48	-	-	-	-	-	-	13,620
Realized and unrealized losses on investments	(37,393)	(2,263)	(3,707)	(2,177)	(2,958)	(4,934)	(113)	-	-	(53,545)
Contributed support from affiliate	11,000	-	-	-	-	-	-	-	-	11,000
Other	2,305	-	-	-	-	-	-	-	-	2,305
	<u>724,950</u>	<u>29,846</u>	<u>20,591</u>	<u>13,418</u>	<u>(555)</u>	<u>50,436</u>	<u>447</u>	<u>-</u>	<u>-</u>	<u>839,133</u>
Expenses:										
Membership services	277,338	(175)	1,341	625	604	3,591	692	605	605	285,226
Convention	269,825	42,285	38,331	12,975	3,671	39,557	-	-	-	406,644
Publications	80,797	-	-	-	-	2,000	-	-	-	82,797
Placement	31,773	-	-	-	-	-	-	-	-	31,773
Supportive services	<u>52,713</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>52,713</u>
	712,446	42,110	39,672	13,600	4,275	45,148	692	605	605	859,153
Change in net assets	12,504	(12,264)	(19,081)	(182)	(4,830)	5,288	(245)	(605)	(605)	(20,020)
Net assets, beginning of year	<u>350,975</u>	<u>42,404</u>	<u>68,971</u>	<u>34,992</u>	<u>49,803</u>	<u>76,437</u>	<u>1,922</u>	<u>(612)</u>	<u>138</u>	<u>625,030</u>
Net assets, end of year	<u>\$ 363,479 (1)</u>	<u>30,140</u>	<u>49,890</u>	<u>34,810</u>	<u>44,973</u>	<u>81,725</u>	<u>1,677</u>	<u>(1,217)</u>	<u>(467)</u>	<u>605,010</u>

(1) Home Office net assets differ from the Internal Financial Statements by the amount of accrued vacation expense \$23,962.
See accompanying independent auditor's report.

Notes to Financial Statements (June 30, 2009 & 2008)

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Nature of Business

Decision Sciences Institute, Inc. (the "Institute"), founded in 1969, is a not-for-profit professional organization consisting principally of researchers, managers, educators, and students interested in decision-making techniques and processes in private and public organizations.

(b) Principles of Combination

The financial statements include the combined operations of the Institute and regional organizations. For the fiscal years ended June 30, 2009, and 2008, the accounting transactions of the regions were handled through Decision Sciences Institute, Inc. All material interregion balances and transactions have been eliminated.

(c) Basis of Accounting

Assets and liabilities and revenue and expenses are recognized on the accrual basis of accounting.

(d) Basis of Presentation

The Institute's net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Institute and changes therein are classified and reported as follows:

Unrestricted net assets: Net assets that are not subject to donor-imposed stipulations.

Temporarily restricted net assets: Net assets subject to donor-imposed stipulations that may or will be met either by actions of the Institute and/or the passage of time.

Permanently restricted net assets: Net assets subject to donor-imposed stipulations that they be maintained permanently by the Institute. Generally, the donors of these assets

permit the Institute to use all or part of the income earned on related investments for general or specific purposes.

As of June 30, 2009, and 2008, all net assets of the Institute are unrestricted.

(e) Cash Equivalents

Cash equivalents consist primarily of short-term cash investments and certificates of deposit with maturities of 90 days or less. For purposes of the statement of cash flows, the Institute considers all short-term, interest-bearing deposits with maturities of three months or less to be cash equivalents.

(f) Investments

Investments are carried at fair value as determined by readily available quoted market prices.

A summary of investments with cost and unrealized appreciation at June 30, 2009, and 2008 is presented below:

	2009		2008	
	Cost	Fair Value	Cost	Fair Value
Money market fund	\$ 55,136	55,136	\$ 54,240	54,240
Bond mutual funds	158,478	156,869	109,428	109,285
Common stock mutual funds	271,973	200,599	310,553	291,258
Total	\$ 485,587	412,604	\$ 474,221	454,783

(g) Deferred Charges and Deferred Revenue

Deferred charges and deferred revenue, relating to conventions and membership dues, are charged to expense or recognized as revenue in the corresponding period of the activity.

(h) Contributed Support from Affiliate

Georgia State University (the "University") provided office space to the Institute in the amount of \$8,000 and administrative support totaling \$3,000 in both 2009 and 2008. These amounts have been reflected in the accompanying financial statements. The Institute makes payments to the University for any other supporting services received.

(i) Equipment

Equipment is carried at cost. Depreciation is computed using the straight-line method over the estimated useful lives of the related assets. When assets are retired or otherwise disposed of, the cost and related accumulated depreciation are removed from the accounts and any resulting gain or loss is recognized in income for the period. The cost of maintenance and repairs is charged to income as incurred; significant renewals and betterments are capitalized. Depreciation expense is \$11,420 and \$11,440 for 2009 and 2008, respectively.

(j) Use of Estimates

Management has made certain estimates and assumptions relating to the reporting of assets and liabilities and the disclosure of contingent assets and liabilities to prepare the

financial statements in conformity with generally accepted accounting principles. Actual results could differ from those estimates.

(2) INCOME TAXES

The Institute qualifies for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code (the Code) as a charitable organization, whereby only unrelated business income, as defined by Section 512 (a)(1) of the Code, is subject to Federal income tax.

(3) PENSION PLAN

All eligible employees of the Institute are participants in the Georgia State University Retirement Benefits Program. Participants in this benefit program must contribute 5% of their annual salaries to either the Georgia State University Retirement Plan (the "Plan") or the Teachers Retirement System (the "System"), a multiemployer, cost sharing public employee retirement system. The University makes contributions to the Plan or the System, based on actuarially computed funding requirements. The Institute makes payments to the University based on the University's estimation of the cost allocated to the Institute's participating employees. Payments to the University for the Plan totaled \$11,259 in 2009 and \$10,889 in 2008.

In 2000, the Institute's board of directors approved a retirement plan qualified under IRS code section 401(a). The purpose of the plan is to make up for the past absence of retirement benefits on supplemental salaries

paid by the Institute. All full-time employees of the Institute that receive supplemental salaries and meet certain requirements for years of employment and vesting will receive benefits under this plan. The following payments were made under this plan for the fiscal years ended June 30, 2009 and 2008:

	2009	2008
Current years obligation	\$ 180	1,589
Payment to reduce unfunded liability	—	3,816
Total payments under the plan	\$ 180	5,405

(4) RELATED-PARTY TRANSACTIONS

The Institute's board of directors has approved payments to an information technology company to provide information technology functions for the Institute. One of the Institute's board of directors' members is a significant shareholder in this company. Total payments to this company amounted to \$25,431 and \$3,500 during the years ended June 30, 2009 and 2008, respectively.

(5) FAIR VALUE MEASUREMENTS

During the year ended June 30, 2009, the Institute adopted the provisions of Statement of Financial Accounting Standards No. 157 ("SFAS 157"), Fair Value Measurements, for financial assets and liabilities. SFAS No. 157

See **NOTES**, page 41

OFFICERS' NOMINATIONS

The Institute's 2010-11 Nominating Committee invites your suggestions for nominees to be considered for the offices of President-Elect, Treasurer, and Vice Presidents elected at-large to serve on the Institute's Board of Directors, beginning in 2012.

Your recommendations should include the affiliation of each nominee, the office recommended for the nominee, and a brief statement of qualifications of the nominee. If you would like to recommend persons for the offices of regionally elected Vice Presidents from the Asia-Pacific, European, Mexico, Midwest, and Northeast regions, please indicate so on the form below. These names will be forwarded to the appropriate regional nominating committee chair.

Please send your recommendations by no later than October 1st to the Chair of the Nominating Committee, c/o the Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303. There are no exceptions to the October 1st deadline.

The Nominating Committee is most appreciative of your assistance.

Office _____

Nominee's Name & Affiliation _____

Statement of Qualifications _____

Nominator's Name & Affiliation _____

FELLOWS' NOMINATIONS

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

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

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

Decision Sciences Institute Fellows

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

CALENDAR

FEBRUARY 2010

February 15

Submission deadline for **the Midwest Region's** 2010 Annual Meeting, to be held April 22-24, 2010, in Toledo, Ohio. See <http://mwdsi2010.utoledo.edu>

February 17-19

The Southeast Region will hold its 2010 Annual Meeting on February 17-19, at the Hilton Wilmington Riverside in Wilmington, North Carolina. See <http://www.sedsi.org>

MARCH 2010

March 2-6

The Southwest Region will hold its 2010 (31st) Annual Meeting at the Sheraton Hotel Dallas in Dallas, Texas. See <http://www.swdsi.org>

March 26-28

The Northeast Region will hold its 2010 Annual Meeting at the Hilton Alexandria Old Town in Alexandria, Virginia. See <http://www.neds10.org/index.html>

APRIL 2010

April 1

Submission deadline for **regular paper submissions to the 2010 DSI Annual Meeting** in San Diego (see page 18). See <http://www.decisionsciences.org/annualmeeting>

April 1

Submission deadline for the **Elwood S. Buffa Doctoral Dissertation Competition**, to be held at 2010 DSI Annual Meeting in San Diego (see page 19).

April 6-9

The Western Region will hold its 2010 (39th) Annual Meeting at the Hyatt Regency Lake Tahoe Resort in Lake Tahoe, Nevada. See <http://www.wdsinet.org>

MAY 2010

May 1

Submission deadline for **workshop and special session submissions to the 2010 DSI Annual Meeting** in San Diego (see page 18). See <http://www.decisionsciences.org/annualmeeting>

For current news and activities, visit the DSI Web site at <http://www.decisionsciences.org>

Decision Sciences Institute Application for Membership



Name, Institution or Firm _____

Address ☐ Home ☐ Business _____

Phone Number _____

Dues Schedule: ____ Renewal ____ First Time ____ Lapsed

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

Regular Membership\$160 \$160

Student Membership\$25 \$25

(Student membership requires signature of sponsoring member.)

Emeritus Membership\$35 \$35

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

Institutional Membership\$160 \$160

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

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

CREDIT CARD INFORMATION: ☐ Visa ☐ MC ☐ AmEx ☐ Disc.

Total amount \$ _____

Card No. _____ Expires: ____/____

Card Holder's Name _____

Signature _____

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