A News Publication of the Decision Sciences Institute

DECISION LINE

Vol. 42, No. 1 January 2011

2010 Annual Meeting Award Winners


Thomas W. Jones

Dennis E. Grawoig Distinguished Service Award
Thomas W. Jones, University of Arkansas

Instructional Innovation Competition Award
Anne Maggs and **Timothy M. Bergquist**, Northwest Christian University

Elwood S. Buffa Doctoral Dissertation Competition
Nallan Suresh, University of Buffalo

See more award winners—and a wrap-up of the 2010 Annual Meeting in San Diego—on pages 37-43.

PRESIDENT'S LETTER

Looking Forward in 2011

by G. Keong Leong, President, DSI

The Institute's 2010 annual meeting was held at the lovely San Diego Marriott Hotel and Marina. San Diego has been one of the top two locations and we saw an increase in participants from the annual meeting in New Orleans. Congratulations to Morgan Swink and his committee for a successful program. His move from Michigan State University to Texas Christian University in fall 2010 made his work as program chair even more difficult. He introduced some exciting innovations at the annual meeting. Attendees received e-mail messages each morning with information regarding selected program sessions scheduled that day. In addition, there were two "Speed Discussion Sessions," one with journal editors, and the other with current and past leaders of DSI. Participants in these sessions started at a table and after a predetermined time moved over to the next table, and so on. At the end of the

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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.

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FROM THE EDITOR

■ KRISHNA S. DHIR, Editor, Berry College

In the President's Letter, Keong Leong of the University of Nevada Las Vegas takes stock of recent Institute activities. The weather in different forms, snow, sleet, and fog, has once again affected the activities of the Institute and the movements of our members in Europe, South Asia, U.S., and elsewhere.

At the Institute's annual meeting, meticulously organized in San Diego, California, by Morgan Swink of Texas Christian University last November, we heard two outstanding keynote speakers. Richard Schonberger of Schonberger & Associates, spoke about his global leanness study, and Wickham Skinner of Harvard Business School discussed the state of the discipline of decision sciences and the contribution made to it by DSI.

After his exciting keynote presentation on his global leanness study, Richard Schonberger wrote to me. In his letter he described a post-presentation discussion he had over lunch with Morgan Swink, Wickham Skinner, Rachna Shah, Peter Ward, and Rohit Verma on the meaning of "lean." His letter appears in this issue under *Letter to the Editor.*

In his keynote presentation, Wickham Skinner offered an insightful assessment of decision sciences as a discipline. He traced its history and outlined opportunities that lie ahead. We proudly bring this presentation to print as the *Special Feature* of this issue. This essay offers many implications to our Institute for enhancing the relevance and effectiveness of its mission. We would do well to pay heed!

Natalie Simpson of the University of Buffalo (SUNY) describes her experience with technology-mediated instruction in an essay placed in the *In The Classroom* feature column. She was instrumental in developing technology-mediated program for instruction at her institution, branded as "Digital Access." That was seven years ago. Today, the program enables professors to offer courses in geographically dispersed locations. For insights on what makes this program different from other such efforts, please read this fine essay.

In The Classroom feature column offers yet another exciting essay authored by Parag Pendharkar of Pennsylvania State University at Harrisburg. In this essay, the author discusses the use of Oracle's Crystal Ball software for generation of forecasts in management science and information system courses.

William Carper of the University of West Florida and Jim Pope of the University of Toledo have returned to the *Deans' Perspective* feature column to discuss the often neglected issue of life after tenure. While the first part of this essay is offered in the current issue, the concluding second part will be included in the March 2011 issue of *Decision Line.*

In the Bookshelf column, David Olsen of Utah State University reviews Author George W. Reynolds's book, *Information Technology for Managers,* published by Course Technology.

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

Krishna S. Dhir
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's Jimmy D. Barnes 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.*
kdhir@berry.edu

On a Lean Definition of Lean

by Richard J. Schonberger, Schonberger & Associates

On Sunday of the 2010 DSI conference weekend in San Diego six of us got together for lunch—and shop talk. Besides me, we were Morgan Swink, Wick Skinner, Rachna Shah, Peter Ward, and Rohit Verma. Following a nip of bread and a sip of iced tea, Morgan opened the discussion by asking what a good definition of "lean" might be. A few thoughts were tossed around, after which I chipped in with a very lean—only two words—definition: "quick response," later amended more thoughtfully to three words, "flexibly quick response."

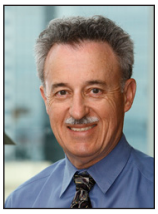
Of course, definitions are important to students, especially when taking any courses of the 101 variety. In such required courses, students would rather not have to confront principles, concepts, and practices, or models and algorithms. They want a textbook with lots of hi-liteable definitions, reducing pre-test cramming sessions to memorizing the same. I never wanted to contribute to that study method, and so tried to avoid definitions in the seven editions of my Operations Management textbook, co-authored with Ed Knod. I suppose, though, that a few sneaked in. When I started writing trade books, and moved from university teaching to management-development workshops, seminars, and so forth, definitions were, happily, left behind. Practitioner audiences *do* want principles, concepts, practices, models, and algorithms—working tools of their jobs.

Our lunch group of six never came close to settling on an intelligent-sounding definition of lean. As I write this, I'm trying to further amend my own meager contributions, which necessarily require more than three words.

- Here is a still very lean—only four words—definition, one that fosters continuous improvement: Quicker, more flexible response.
- Five words make it: Quicker, more flexible customer response. Injecting customer wants and requirements gets to the nub of what makes lean competitively beneficial and strategically cogent, and almost universally correct and applicable.
- Since lean strongly furthers and demands quality, the still better definition might be: Quicker, more flexible, higher-quality customer response.
- Finally, since lean shrinks many costs and thus prices, thereby raising value, the definition grows to: Quicker, more flexible, better-quality, higher-valued response to customer entities along the value chain. There's a definition that may be worthy of the student's hi-liter pen.

Such a definition answers the questions, "why?" and "so what?" but not "how?" For that, we must start all over again to arrive at an operational definition, which was mentioned between bites of pasta, but which we did not pursue. Nor will I here.

Later, our group of six turned to the issue of whether it's possible to be too lean. Yes, if we are talking about a too-lean (too few words) definition of lean. ■



Richard Schonberger *is author of 15 trade/text books, including* Japanese Manufacturing Techniques *(Free Press, 1982); and* World Class Manufacturing *(Free Press, 1986). His latest is* Best Practices in Lean Six Sigma Process Improvement: A Deeper Look *(Wiley, 2008). His 170-plus articles have appeared in a wide range of academic and practitioner periodicals. After eight years as a practicing industrial engineer, he joined the faculty of the University of Nebraska, becoming George Cook Professor there; and later affiliate professor in management science, University of Washington. Richard's honors include: 1995 Academy of the Shingo Prize; 1990 British Institution of Production Engineers' International Award in Manufacturing Management; and 1998 IIE Production and Inventory Control Award. Schonberger is on the editorial boards of six business/academic journals Currently, he is director of the "Global Leanness Studies" and the "World Class* by *Principles" international benchmarking project.*

http://www.wcm-wcp.com/

At the 2010 DSI Annual Meeting (November 19-22, 2010) in San Diego, California, Professor Wickham Skinner discussed the state of the discipline of decision sciences and the contribution made to it by the Decision Sciences Institute. His presentation is reproduced below. ***[Krishna Dhir, Editor]***

Decision Sciences and the Decision Sciences Institute

by Wickham Skinner, Emeritus Professor, Harvard Business School

Earlier this year several DSI leaders expressed to me their sense that DSI and the decision sciences (DS) profession were somehow bogging down, lacking previous excitement and a sense of progress, and probably would benefit from carefully considered change. They asked me to give the plenary address at the 2010 conference in San Diego and offer my thoughts on sustaining the health and vitality of this important profession.

This is obviously a large and difficult task. I will deliver my remarks now without apologies but feeling the humility appropriate to one person attempting to understand a very substantial and complex set of facts and inferences. I recommend that my contributions become the beginning of a debate about your profession for I see it as at a promising but critical juncture in its place in the powerful saga of human decision making.

To try to gain some understanding of the roles and contributions of the DS and its professionals, I have asked for and received responses to written questions from 12 well-known and respected leaders in the DS profession; I studied certain demographics of the DSI, reviewed the last six issues of the *Decision Sciences* journal and from its editors acquired relevant statistics of its activities, obtained an overview of the knowledge base and its historical changes from reviewing some classic books in the field, and held phone interviews with a number of present day leaders in the DS academia.

Broadly, I have concluded the following points:

The DS has had near spectacular success over 60 years in developing useful mathematically based concepts and techniques (C&T) which have permeated every functional area of management in virtually every kind of organization, business, public, and nonprofit. The results from the use of these methodologies are notable in industrial productivity gains, better organizational and institutional performance, and an element of deliberate rationality latent in management processes. The pervasive use of DS techniques has literally altered forever the vast universe of management and scientific decision making.

Following a half century of remarkable progress and success has come an apparent leveling off in the rate of the creation of breakthrough new C&Ts. Some feel this deceleration is inevitable, like depleting an oil well, or that new ideas become more scarce with the maturing of a research field.

Others counter the oil well analogy by providing examples of current interesting work which goes beyond the constraints of elementary, doable problems susceptible to resolution by textbook DS C&T's. This research centers on learning how to handle the multi-variant, "fuzzy" and "messy" and often behavioral decisions, which of course actually comprise much of the "real world."

All but one of my panel of academic leaders concluded that no more than 10 percent of the articles published these

Wickham Skinner
is an emeritus professor at Harvard Business School. He earned a BS in engineering at Yale, and an MBA and DBA at Harvard. He also received an honorary doctorate from the University of Ghent. His work has centered on the competitive position of U.S. industry, with a focus on manufacturing strategy. He has written a number of books. Harvard Business School Publishing has sold over 800,000 reprints of his papers. A Fellow of Academy of Management, he is a recipient of the McKinsey Prize for best article in Harvard Business Review *and Harvard Business School's Distinguished Service Award. He cruises a 37' boat in the Gulf of Maine and has a private pilot's license. He was president of The Natural Resources Council of Maine and the Farnsworth Art Museum, director of the Bath Iron Works, trustee of the University of Maine system, and member of the board of the Maine Public Broadcasting Network.*
http://drfd.hbs.edu/fit/public/facultyInfo.do?facInfo=ovr&facId=12314

days in the *DS* journal are relevant and broadly useful to decision makers.

It was noted that a high proportion of present *DS* research output is analytical rather than empirical, accomplishing modest improvements in C&Ts, but contributing very little relative to the massive needs of managers and policy makers of the real world. In contrast to this low level of contribution it is clear from this country's economic, political, health cost, manufacturing and education problems (to name but a few troubling areas), that the need for better, wiser, and more rational decisions has never been greater. We could certainly contribute more to solving major problems of the day.

Putting all this together, it is apparent that *DS* and DSI as a profession with the mission of providing a public service has been enormously successful. Yet this same profession, perhaps largely due to its past successes in methodologies which are so common and so permeate the world that they are nearly commodities, now faces the question of what's next? Where do we go from here? We have done well. How can we do better?

Some argue that our people, who are 90 percent academics, are uniformly driven by the incentives and constraints for "rigor" in the academic world which have and will limit their research and writing to a level of triviality frequently useless in the real world.

This presents a dilemma of strategic importance: Given the constraints of our present training and prevalent system of academic incentives, how can we increase our contribution to this very troubled national and global world? What should be our mission? Our resource base? Our ways of working? Our strategies for becoming a more useful profession?

I conclude that when led by example from some of our outstanding leaders we can become more useful by shifting our predominant inward focus on the development and applications of DS techniques toward an outward focus on major problems of the day and their solutions.

I will offer evidence supporting these notions by reviewing the historical development of DS, evaluating the current performance results of the profession, observing the constraints embedded in the incentives of academia presently diverting the profession, suggesting that the current situation is a classic strategic dilemma, and conclude by offering some suggestions as to where and how the DSI might go from here.

The Spectacularly Successful History of the Development and Assimilation of the Decision Sciences

Our body of knowledge is founded upon the hard-scrabble, frequently unpopular and scorned achievements of a small number of men and women upon who doggedly persisted in trying to find ways of making management more effective.

Perhaps it all started with Watt's practical, industrial use of the steam engine in 1764 which made possible large, powered factories. In 1776 Adam Smith described a pin factory using production tooling for making pins which provided the benefits of a division of labor. Charles Babbage in 1832 wrote about how production should be organized and invented a computer using toothed gears. Following the pioneering efforts of Ely Whitney, Isaac Singer, and Cyrus McCormick, Frederick Taylor then began the systematic planning and numerical analysis of factories which became known as "scientific management."

In 1913 Henry Ford organized production with assembly lines. It was FW Harris who first described how an operation could be systematically modeled to predict and improve its performance. By 1931 Walter Shewhart demonstrated the first application of production scheduling and controls, and in 1935 LHC Tippet applied sampling theory to work measurement.

While the achievements of these intellectual leaders were often little noted by the public, one by one they demonstrated a growing awareness among managers of the powerful notion that major improvements in productivity and quality could be achieved using quantitatively based planning processes, measurement, and controls of production.

World War II placed new stress upon production systems and spawned the development of a flood of new concepts and techniques for improving productivity and expanding output. Following the war was a further burst of new techniques starting with time and motion studies, work measurement, and statistical controls of quality led, respectively, by the Gilbreths, Gantt, and Deming.

Operations Research came on fast with a widely read 1953 book *Design for Decision*, by Irwin Bross. And the great pioneers of that whirlwind era in the 50's and 60's included among other heroes: Starr, Forrester, Simon, Morgenstern, Muth, Bowman, von Neumann, Raiffa and Schlaiffer, Wald, Dantzig.

Using calculus for optimization, linear programming, modeling, simulation, game theory, decision theory, value analysis, Monte Carlo analysis, work sampling, waiting line theory, PERT/CPM—the theoretical concepts and application techniques then came out thick and fast, exploding with one after another for 50-plus years.

In one sense these were the glory years, times of excitement and discovery, and the establishment of new courses and new departments in the business schools and, indeed, in many forward-looking companies and government bureaus. They carried the excitement and prestige of experimenting and invention. Their leaders were a kind of heroes, magicians, mysterious in dealing with forms of analysis little understood, especially, as I was, those on the outside looking in.

In the b-school industry I vividly recall that these were times of widespread internal discord. Encountering such radical change in management ideas led by the pioneers, who though relatively few in number were bursting with successful innovations, threatened conventional academics who not surprisingly became critics. Joined by like-minded others they launched counter attacks in curriculum and evaluation committees affecting promotions and tenure. The attacks criticized the new DS approaches as being merely theoretical, too impractical, limited, and simplistic to be of much use.

Faculties slipped into a zero sum mentality, winner take all. In many schools, morale and faculty collegiality

suffered. I saw this happen at my school.

In my personal experience these kinds of internal warfare were most common between about 1965 and 1975. But by 1975 things had quieted down. DS had earned acceptance in business and so became pretty well established in academia. Mutual respect gradually was restored, generally led by deans who made it clear that a wide variety of approaches to decision making were not only to be tolerated and respected, but, in fact, had come to understand their very variety coupled with high-quality research and teaching had become essential to every good school of business.

But looking back, we had seen the struggles of immigrants, so to speak, who had to fight their way into an inimical society where they were viewed with suspicion and accepted only begrudgingly until time and their performance earned them the credibility to become full citizens.

So I see many of these pioneers in DS as zealots, generally having had to fight harder and work harder than those in well-established and accepted conventional disciplines. They had the fun of invention, of creating, and the satisfaction of proving their worth. But many followers of these brilliant leaders had hard times and fought unpopular, uphill battles for acceptance and promotions. There were failures and personal tragedies along the way.

It had taken a long, slow time to prove that they offered more than slick algorithms and that their products were actually practical and useful.

When they proved they could contribute and that their skills should be taught to students, they finally became legitimate. Ultimately their success became undeniable and even spectacular, for it was a paradigm shift, a whole-cloth change in the cultures of business school faculties, who became teachers of a new way of making better decisions. Now as we stand on their shoulders, I look back in admiration and gratitude.

The Current Performance and Contributions of the Decision Sciences

Drawing on the observations and opinions of a dozen well-known leaders in DS, data from and about the DS journal, DSI demographics, and interviews across the profession, let me offer the following thoughts concerning the current situation.

As creating whole new C&Ts has apparently became more difficult, the emphasis of scholars has shifted to improving, extending, and optimizing existing methodologies.

Subsequently, many academics, consultants, and organization staffs placed their attention on specific DS applications, such as Materials Requirements Planning, modeling of complex systems, Total Quality Control, dynamic programming, and more recently on supply chain management, to list but a few. Applications are most prominent in Production and Operations Management, Management of Information Systems, Service Operations, and logistics. Less publicized but equally important are applications in finance, marketing, biology, medicine and health systems, environmental policy, and government bureaus.

DSI members, 90 percent academics, may be teaching DS tool courses or their teaching may focus on applying the tools in the functional areas such as of POM, IT, MIS, finance, marketing, or Service Ops. Spread over many such functional areas, their common bond is simply an interest and competence in quantitative, mathematical techniques to aid decision makers.

Eighty-eight percent of the DSI membership indicated their functional or research focus. They list 20 such areas and three (Operations, MIS, and Academic Administration) account for 33 percent of the total of 1621 members, or 535. The balance of members is spread over 17 different functional areas, averaging 64 members per functional area. This is diversity with a capital "D"!

As a result of this ubiquitous spread of applications, there is widespread confusion over "just what is the DS profession?" The academics teach the methodology, the operations people in the various functional areas apply the techniques, the consultants spread the word and sell the analytical systems wherever they can, while geeks and a few geniuses continue their efforts to create new concepts. All those so involved are generally considered to make up the "DS profession."

Some of my respondents felt that confusion over the definitions and activities of the profession is harmful to its success. They asked "What are the profession's important descriptors? What creates its bonds?" Several even asked "Is there a DS profession?" They argued that "professional schools usually produce professionals. Who do we produce?"

Concerning the earlier cited "sense of lethargy" or missing "the old excitement" in DS, by the nature of the question the evidence was inevitably elusive. What is clearly exciting to some of my leaders is the problem-solving efforts taking place in a variety of new applications everywhere in the universe of decision making. POM is new because it's changing via DS, and, similarly, so is IT, MIS, Service Ops, and finance. But unfortunately, according to the statistics from the *DS* journal, publishing broad, relevant, useful articles is apparently not what most DS people are doing.

The input and output of the journal is noteworthy. In 2007 the *DS* journal received about 450 articles, rejected 378, and published 72. The volume of the input is equivalent to one article a year for every four DSI members (of course, nonmember writers also submitted articles.) But if, as my panel judged (see below) the production of relevant and useful-to-practitioner articles is about 1/10, we have a membership of 1842 producing only seven useful" articles per year. These statistics are hardly air-tight, but even if they were 100 percent in error, they illuminate a big effort producing only a tiny quiet bang.

Of the 450 submissions, 252 (56%) focused on "primary methodological areas" rather than empirical studies.

As cited above, the DS leaders to whom I sent my questionnaire responded with 90 percent unanimity that only about 10 percent of *DS* journal articles were relevant, broad, useful, and readable to decision-makers. Another 30 percent were considered "of interest only to a major subsection of decision scientists." Sixty percent were not of interest to other than scattered decision scientists. If these judgments are anywhere near correct, decision scientists are mostly writing to each other.

DSI membership peaked in 1991, held level for eight years until 1999, and in the

last 11 years has declined 42 percent, more or less steadily at 4 percent per year.

Many pieces of the above data lead me to a sense of concern that *DS* is missing the opportunity and falling short of its potential and missing opportunities to contribute more fully to our society. The tendency to publish mostly to each other and receive peer approval rather than communicating to practitioners stands out as a particularly negative signal. It is accompanied by a steady decline in membership. This suggests that certain of the strategies implicit in the practices and output of DS profession today are not working out well. There is work to be done.

But we need to acknowledge the incentives which have gradually driven *DS* away from steadily contributing to better decision making in the real world. DSI comprises 89 percent academics. Academic incentives are powerful, nearly universal, and seemingly set in concrete. The operative incentives hinge upon the usual publishing weighted criteria for promotion and tenure. Faculty publishing is generally expected to be academically rigorous, that is, it is to be expressing undeniable truth.

Conventional academic rules of the game are not to be fought, at least not today, and certainly not head on by junior faculty. But how to change the academic system of incentives which seem to be driving this profession into its own shell is not within the scope of this paper. Let it be.

Nontenured faculty are the slaves in this society, and my advice to them would be to play the game and get it over with. And learning a little rigor never hurt anybody (as long as it does not become a life-long constriction). But get promoted, for this is the doorway to freedom.

The tragedy in my experience is that after seven years of being programmed to survive and achieve tenure, too many tenured professors somehow seem to have become so tarred with the skills of surviving that they never go through that gate to freedom which they have opened for themselves. They continue to elect their peers to be their judges.

Yet it is surely the tenured professors and their deans who must become the key players in improving the contribution of *DS*.

So here in my mind is the crux of the *DS* dilemma: How to change the direction of the output from inward to outward within a system which drives it inward?

Wanted: Leaders Who Become Obsessed with Solving the Large Problems of Society

Let me propose DSI examine the reason for the on-going existence of *DS*. Is it not to help decision makers make better decisions? If so, then performance would be evaluated on the usefulness of the products and the extent of their transfer to users. What I seem to see, however, are incentives driving *DS* researchers to write to each other with only marginal contributions to the real world. To return to earlier successes and become a more useful profession calls for substantial change of strategic proportions.

It is a question of leadership. Leaders in the profession can bring about a change in institutional strategy by redefining the mission, objectives, processes, and practices of *DS* through DSI. A vision of teams working to solve the major problems of the day could be a powerful incentive.

We are immersed in an environment of change with a high density of big, serious, varied and widely dispersed societal problems. These challenges are everywhere; they are in the air we breathe and the economy in which we are trying to survive.

To illustrate, here are just a handful of such issues:

1. 10-year decline in the standards of living in the U.S.
2. Rising negative balance of trade
3. Climate change
4. Weak public schools
5. Engineering and research moving offshore
6. Federal deficits
7. How to continue the remarkable increase in the volume of U.S. manufacturing
8. Apparent reluctance and disinterest in our working population for working in factories
9. Dealing with terrorism
10. Growing shortages of oil, food, and water.

Vision, Mission, and Strategy for DS and DSI

To me, DSI's present mission of "advancing knowledge and improving instruction in all business and related disciplines" is uselessly vague. How about a mission which emphasizes maximizing DS contributions to society?

Let me set forth an hypothesis that the very success of the DS profession has led it to a level of maturity that, while generally comfortable and satisfying to many academics, is not fulfilling its potential for contributing to a crisis saturated world society. What would be a revitalizing new vision and mission?

Could a new strategy for DSI be for DS academic leadership to provide incentives and infrastructure for its members to break out of the conventional constraints of the academic world and go to work on some of these massive, critical problems? Could such a vision lead to a revised and revitalized mission? And revitalized, more exciting work? And careers?

Once again, let the debate begin.

The new vision would be to broaden and shift a significant proportion of the work of this profession away from inventing and improving the concepts and techniques of DS towards initiating and supporting teams from the membership to become the best worldwide solvers of major problems.

As an elder and a life-long compulsive revolutionary, I would love to see you leaders never resting until you are leading attacks on major problems of the day. Form DSI teams across departmental and university and institutional fences. You are loaded with talent; you have at your disposal the latest and best tools in the DS arsenal which give you major competitive advantages in the difficult problem solving ahead.

You may succeed or you may fail, but at least you will never need to say "I just sat around" when the world had work to do.

This remarkable institution, the Decision Sciences Institute, and your extraordinary *Decision Sciences* have been spectacularly successful. You have literally changed much of how the world goes about its work.

Let the show go on. ■

I'm Not Really a Professor, But I Play One on TV: Confessions from the World of Technology-Mediated Instruction

by Natalie Simpson, University at Buffalo (SUNY)

"Digital Access" is my fault. During the spring of 2003, I convinced the University at Buffalo (SUNY) School of Management to allow me to pilot video course-casting with a group of 378 undergraduate students. These students would normally be split into two large sections for their required course in operations management (OM), and my point was that video-based instruction wouldn't be any less personal than the existing auditorium-based OM experience. In my proposal, only a small sub-set of the 378 students would attend in the classroom where I would teach as usual. The class would be captured as it happened by a third-party technical director, switching camera views given whatever was most appropriate from the perspective of the attending students. The resulting proceedings would then be made available via streaming video to all enrolled students through our course website.

I am providing this detailed description because there is not a single phrase universally agreed upon to delineate this process. "Video course-casting" comes close, my conventional instruction now being "technology-mediated," although most people would simply say the class has moved online. Unfortunately, our faculty had just quit on the idea of developing an online MBA program . . . my 2003 video course-casting project wasn't a proposal to launch yet another online program, but it apparently used enough of the same words to be confused as such. To remedy this, I coined the brand-name "Digital Access" to differentiate this from the other online class initiatives, and received the organizational green light.

Seven years later, six courses are designated "Digital Access," enabling five professors to provide instruction to over 3,100 registrants every semester. In early 2006, I proposed including students on our branch campus at the Singapore Institute of Management in my Buffalo-based Digital Access class. Today we do this routinely, providing five core undergraduate courses to both campuses simultaneously via "Global Access." Emboldened by this success, we began encouraging our undergraduates to participate in study-abroad trips and "take their Digital Access classes with them" in another successful spin-off we now call "Digital Abroad." And finally, completing my penchant for branding, we created "Community Access" in partnership with the United Way, facilitating non-profit organizations' use of our video classroom headquarters while it would otherwise sit idle during school holidays.

But, at the end of the day, I am just one professor now teaching to 700 students scattered across three continents. On a happier note, students do think well of my teaching and of this rather impersonal class. If you think I've been bragging about being at the forefront of instructional technology and innovation, please let me correct this. Presented for your consideration are four confessions that I consider—for better or worse—to be central to my success in technology-mediated instruction.

My Students Don't Come to Class

I can posture myself as one who knows much about instruction, with major awards to prove it. It would be natural to

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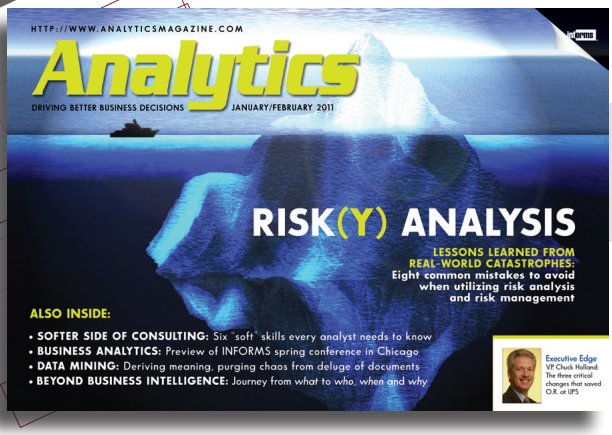

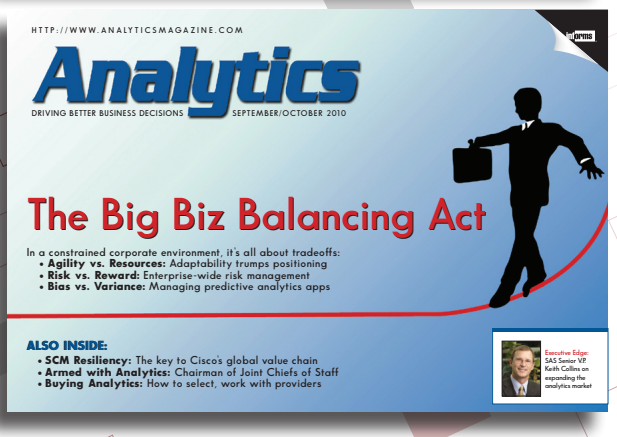

Analytics

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assume that such a person would always teach in-person to a packed classroom of admiring students. Not a chance. Even when I teach hundreds of Buffalo-based students, there are almost always empty chairs in the 50-seat Digital Access classroom. Furthermore, I rarely have visitors during my office hours, the only exception being the usual rush before class deadlines. Even when I travel to Singapore, inviting the Singapore-based students to face-to-face 'consultation sessions' on their campus, I usually meet fewer than half the students enrolled there. Students at either location who do drop by are generally cheerful and frank. "Wow," one student said, solemnly shaking my hand. "It's weird to meet you."

Apparently, what the modern undergraduate does not think weird is e-mail. Of the nearly 700 students in my 14-week class this spring, over half of them e-mailed me personally, sending a total of 645 messages from which I composed 421 non-trivial responses. Some messages arrived during my office hours, sent from *within the building.* I invested over 150 hours in e-mail correspondence with this group, feeling at times less like a professor and more like some sort of demented OM advice columnist. In 2007, I resolved to relocate this dialogue to a discussion board hosted by our learning management system, telling students we could discuss the material just the same, but "out in the open, where others can browse and participate." I still maintain discussion boards, but here is a confession-within-a-confession: my students aren't interested. As an example, the same group who wrote me 645 e-mails only posted 22 times on this semester's boards.

Ah . . . you say, this is because you are not *requiring* the students to use the discussion board, awarding them for participation in this online community building device, community being so integral to student success in online courses (Wallace, 2003). True. However, our millennial students arrive *already* members of the online communities of their choice. How much benefit will they perceive from being cajoled into joining yet one more community not of their choosing? Please don't think I am tearing down the use of interactive online activities for learning. I employ several such elements in my Digital Access class, and have ambitions for more. However, if you can't get a really large group of undergraduates truly excited about a discussion board, I am in your corner. I can't figure that out either.

I Lecture

By 2006, Digital Access had gained enough momentum to co-sponsor a regional conference on instructional technology, and we were lucky enough to recruit one of our speakers from an *extremely* prestigious university. A group from our university met this guest for dinner the night before, and as the conversation turned professional, our guest took the lead and announced, "Well, as we all know, the lecture is dead, isn't it?"

Everyone beamed and nodded vigorously, except me. I stared at my food, weighing the consequences of speaking my mind at the table. I lecture, and firmly believe in the concept of good lectures. I am aware this confession pegs me as an outdated "sage on the stage," where I should strive to be a modern "guide on the side" with respect to student learning. Now, please notice the context: I teach an introductory quantitative course to a very large and dispersed population of learners. While I fully support the sentiment that we pay constant attention to engaging our students in learning, exactly how helpful is it to be guiding at the side of a not particularly cohesive crowd who'd be the first to admit that they don't know the landscape ahead?

When talking to nonprofit organizations in our Community Access workshops, we stress what does and what does *not* work well as a Digital Access offering, inviting them to think of these principles in the context of their own organization's training needs. "What does work well" describes when a lecture is not dead: rehearsing any technical, algorithmic, quantitative and/or highly tutorial material, usually associated with the introduction of a subject. Covering this material in even a well-taught class does not create substantial amounts of lively discussion, and extended two-way discussion is what video course-casting simply does not support. Simultaneously, the ability of a learner to anonymously control the pace of a class, pausing and repeating material, is the *most* valuable in this particular context, a power the student would not otherwise have outside of video instruction.

Video or not, if you prefer to lecture but worry you may be falling behind the times, examine your students' progress and listen to their feedback for guidance on this issue. Forget anybody else. While you might refrain from volunteering your loyalty to the lecture at the dinner table of a prestigious visitor (I didn't have the courage to do that), please know that you are not alone in this belief.

I Use the Chalkboard

Digital Access began in 2003 headquartered in a small borrowed room designed for video conferencing. As the number of Digital Access students grew to over 2,000 by the end of 2005, our school resolved to renovate a classroom specifically for Digital Access courses. We Digital Access professors were asked to draw up a set of requirements for the room. Most of these requirements were obvious to our campus architect, but one was not—a chalkboard. I was one of the most vocal concerning this requirement, as I sorely missed its presence at our current location.

"A chalkboard?" the architect repeated.

Yes. It is a versatile yet reliable tool for working in front of an audience. I particularly enjoy mixing its use in with other forms of instructional technology, giving the students some visual variety as they attempt to track my mad dashes through inventory calculations.

"Well," the architect said slowly, "you understand that the university is moving away from chalkboards. You'd prefer a white board at the front of this room, correct?"

No. White boards, or dry-erase boards, are not perfect substitutes. One can write faster and more clearly on a well

maintained chalkboard, and the darker matte background is easier on the audience's eyes. After all, why are most road signs dark colors with white lettering? A white background is particularly disastrous on video, which we suspect was the one reason that did sway our architect into tolerating chalkboards in this otherwise cutting-edge classroom design.

I am offering this confession first as encouragement to anyone who has ever felt a chalkboard could be useful, but likewise worried this instinct was old-fashioned. Multiple chalkboards reside at the heart of our high-tech Digital Access classroom, and—when managed wisely—they work great. Furthermore, I'd argue that this dispute over a chalkboard is analogous to a broader message concerning pedagogy. Often, attempts to identify factors that drive successful online teaching in fact unearth factors long associated with any type of good teaching. For example, one study surveyed students in a large accredited online MBA program to identify the keys to student satisfaction with such classes (Martz, Reddy, & Sangermano, 2004). The study advanced 12 recommendations for online program success, but at least half of these recommendations, such as "do not force student interaction without good pedagogical rationale," are applicable to any classroom, virtual or otherwise.

I'm Not Really a Professor, But I Play One on TV

During the earliest days of Digital Access, I inquired if we could upgrade the quality of computer screen images (such as the demonstration of spreadsheets) in the video being streamed out to the students. I was briefed on the difficulties of scan conversion, or the translation of higher definition images into lower quality video. This process muddied the online student's view of anything computer-generated, although the students attending in the room could see these same images clearly on the projection screen. The disparity created by scan conversion could be traced directly to a particular piece of hardware used in our borrowed classroom headquarters, so I asked if better hardware existed elsewhere. The answer was yes. I asked if we could pursue the purchase of this better hardware. The answer was no. I asked why, assuming the answer would be money, and I would then volunteer to help find funding.

"Because," my technology counterpart told me, "it's associated with television studios."

My discipline is OM, making me an accidental traveler in the world of instructional technology. I begged the expert's patience. Why can't we buy this for the students? My colleague spoke in lowered tones that implied the cinderblock walls themselves might be listening.

"Natalie, you need to understand something: the university put a bullet in TV courses a long time ago."

One major criticism of modern applications of instructional technology is that we simply do old things new ways (Black, Dawson, & Priem, 2008). I hereby confess: Digital Access is exactly that. Video course-casting in its fullest form, where one captures a class from the student's point of view with simultaneous attention to preserving both class content and the illusion of attendance, is simply a newer form of the old television course. How helpful is it to deny this? In our defense, look at how we managed to use an old model in many new ways, such as the merging of the Buffalo- and Singapore-based student experience through these classes. Furthermore, students use Digital Access in ways that defy our understanding of its capabilities. Its delivery is categorized as non-interactive, to distinguish the use of one-way video-streaming from more complex two-way video connections that enable online students to speak with the professor and other students during class. Yet our students freely interact with our non-interactive system, reporting that I "got them in trouble" with some figure of authority while watching class on campus. Typically, the student laughed or responded to a question as he or she sat with computer and headphones in a public space, earning a reproachful look or word from a nearby attendant or librarian. "This works for the same reason television works," observed a fellow Digital Access professor. "People choose to believe they are in class."

In summary, my hundreds of millennial students don't care if they meet me but love to write me. They also enjoy my OM class, although I lecture to them and even scrawl on the chalkboard, championing an online delivery model that is ironically older than *I Love Lucy.* What does this mean to you? Even if you haven't taught outside the context of a conventional classroom, let me be the first to tell you: given you care at all about instruction, you probably already know much more about this technology-mediated world than you realize.

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Using Regression and Oracle's Crystal Ball Software for Generating Probabilistic Forecasts

by Parag C. Pendharkar, Pennsylvania State University at Harrisburg

Oracle's Crystal Ball is a Microsoft Excel add-in component (www.oracle.com/crystalball). It is a useful tool that can be used in undergraduate and graduate management science or information system classes. I use a software size estimation problem to illustrate the application of this add-in component.

Software project management often requires estimation of either software size or software effort for project budgeting and cost control. There are a variety of statistical, machine learning, and COCOMO models that aid in cost estimation. Unfortunately, most of these models provide a point estimate for software size/software effort given a set of known input variables, and do not provide managers to incorporate uncertainty in the set of input variables. There are a few Bayesian models that will allow a manager to incorporate uncertainty (Pendharkar et al, 2005), but these models are often complicated and require rigorous understanding of Bayesian statistics and graph theory.

A simple alternative to the use of Bayesian networks is to first use a linear regression to learn a software parameter estimation model, and then use a Monte Carlo simulation to incorporate uncertainty in input variables to a generate probabilistic forecast for a software parameter given uncertainty in inputs and software parameter estimation model. In this tutorial, I will show how this two-step approach can be easily accomplished using Microsoft Excel and Oracle's Crystal Ball software add-in for Microsoft Excel.

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Overview of a Real-World Software Size Estimation Problem and Its Modeling Using Crystal Ball Software

To illustrate the two step procedure, I use the dataset from Bielak (Bielak, 2000) study. This dataset consists of 152 components from a real life X/Motif-based C++ research and data-analysis application. The development time for the application was 24 months and a staff of four to nine full-time developers created the component-based application. There were four independent variables in the study that were shown to impact software size measured in source lines of code (S). The four independent variables were: the number of GUI elements (G) in a component; the number of events (E) and state changes handled by a dialog, window or an object; the number of member functions (F) per component; and the number of reused (R) system components used by a module. The linear regression relationship between the set of independent variables and dependent variable can be represented as follows:

$$S=\beta_0+(\beta_1\times G)+(\beta_2\times E)+(\beta_3\times F)+(\beta_4\times R),$$

where parameters $\beta_i, \forall i\in\{0,\ldots,4\}$ are regression error and coefficients of regression.

In the first step of the two step procedure, I obtain the values of these parameters by running the multiple regression in Microsoft Excel. The data on 152 components appears in cell range A153:E153 of a Microsoft Excel spreadsheet as shown in *Figure 1*. Using Data-> Data Analysis tab,

Figure 1. The Regression Dataset

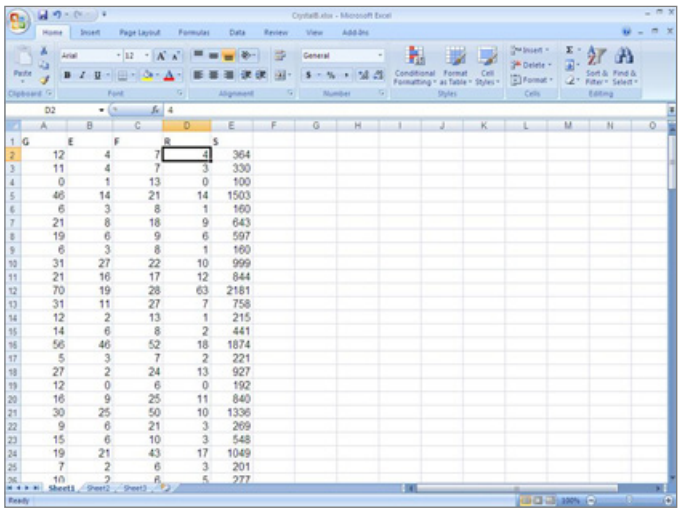


Figure 2. Regression Data Input and Output Specifications

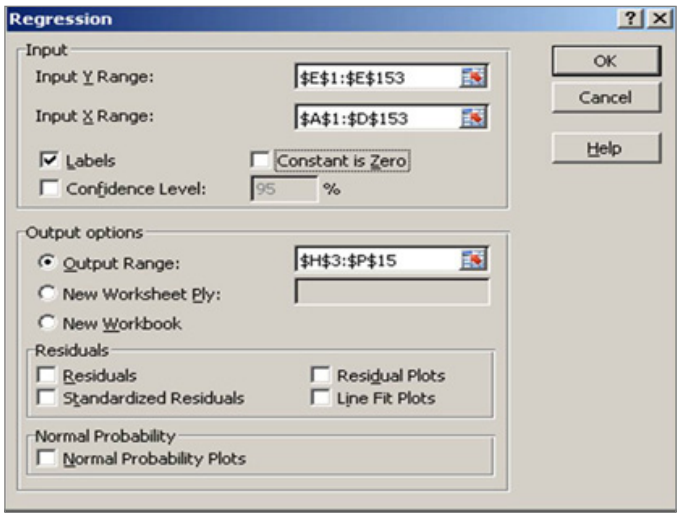
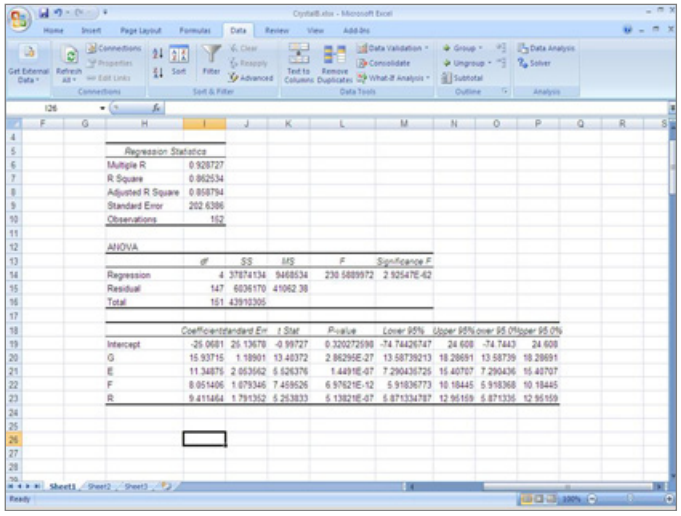


Figure 3. Microsoft Excel Regression Output



I choose Regression from the dialog box and click the OK button. I then enter the data range and output range as shown in *Figure 2*, and then click the OK button to run the regression procedure in Microsoft Excel.

Figure 3 illustrates the output of the regression, which is summarized in Table 1. The results indicate that the regression model is statistically significant with 99% statistical confidence, and variances in independent variables explain approximately 86% (Adj. R-Squared) of variance in dependent variable. The regression parameters for the regression model are summarized in Table 2. Table 2 indicates that all the independent variables (*G*, *E*, *F*, and *R*) are statistically significant in explaining variance in the dependent variable S.

Table 1: Regression Model Summary Table

	Deg. of Freedom	Sum of Sq.	Mean Sq.	F-Value	Sig.
Regression	4	37874134	9468534.00	230.50	0.000*
Individual	147	6036170	41062.38		
Error	151	43910306			

**Significant at 99%; R-Squared 0.86; Adj. R-Squared 0.86*

In the second step, I assume that a manager needs to estimate software size of two components where in the first component there is some uncertainty in the number of GUI elements; and in the second component, there is some uncertainty in the number of events. *Table 3* illustrates input values for two components. The uncertainty in GUI elements for the first component, in *Table 3,* is represented as {11, 12, 13}, which implies that a manager is unsure about the number of GUI elements in the component as it could be either 11 or 12 or 13. Similarly, uncertainty in the number of events in second component is indicated as {35, 40, 43}.

A manager assigns a subjective belief (Bayesian probability) on the likely values of GUI elements in the first component and the number of events in the second component. These Bayesian probabilities are shown in *Tables 4* and *5.* Given that these uncertainties, a manager would like to get an estimate of software size for these two components.

Table 2: Regression Model Parameters

Parameter	Value	t-statistic	Sig.
β_0	-25.07	-0.99	0.320
β_1	15.94	13.40	0.000*
β_3	11.35	5.53	0.000*
β_4	9.41	5.25	0.000*

**Significant at 99%*

Table 3: Software Size Independent Variables with Uncertainty

G	E	F	R
{11,12,13}	3	13	3
38	{35, 40, 43}	55	20

Table 4: Bayesian Probabilities for GUI Element in the First Component

G	Bayesian Probability
11	0.2
12	0.6
13	0.2

Table 5: Bayesian Probabilities for the Number of Events in the Second Component

E	Bayesian Probability
35	0.3
40	0.5
43	0.2

Figure 4. New Worksheet Setup for Crystal Ball Analysis

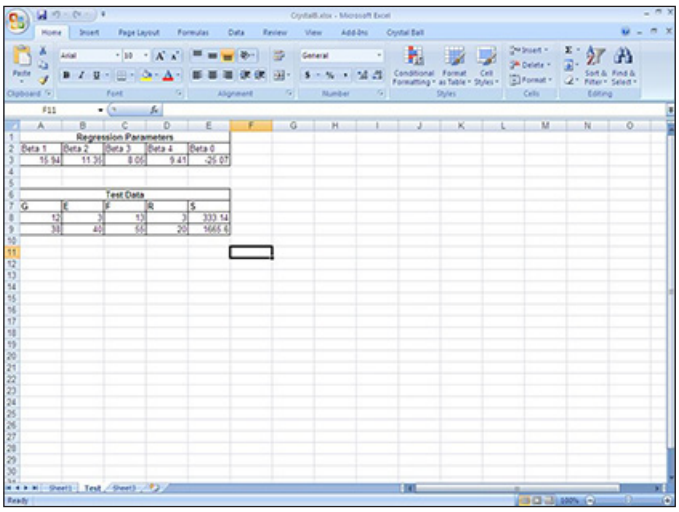


Figure 5. Data Distribution in Crystal Ball

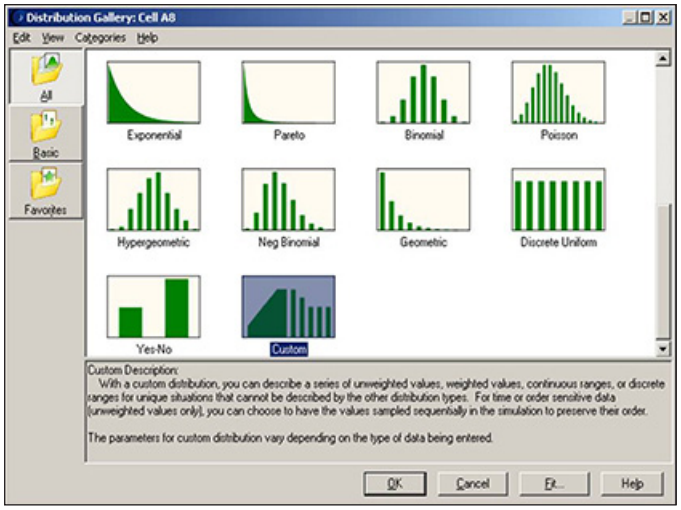
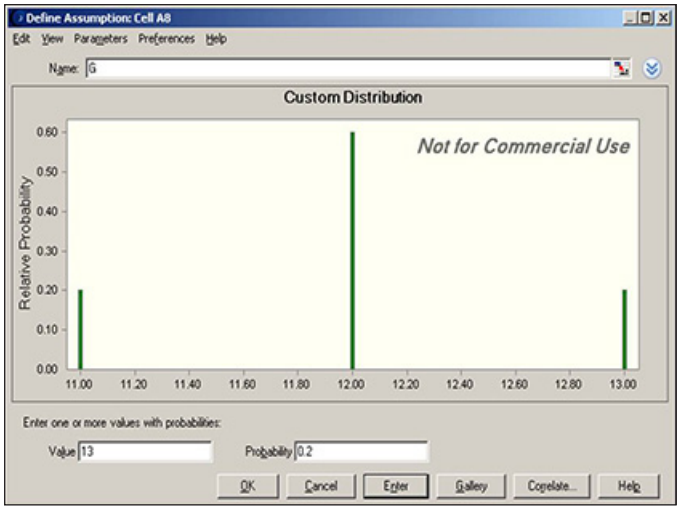


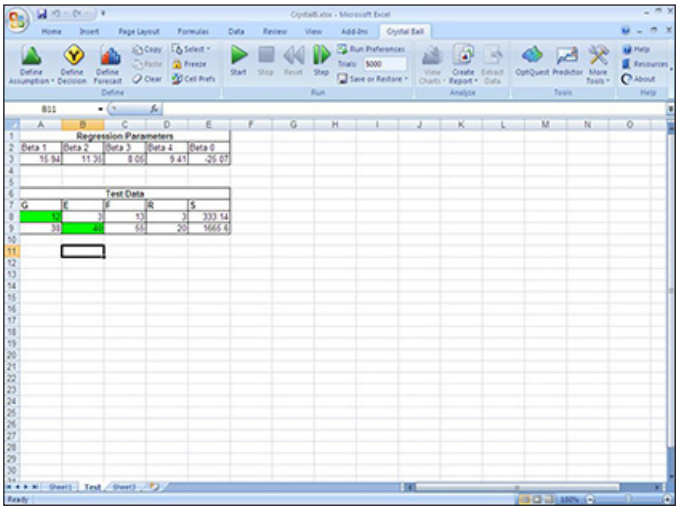
Figure 6. Entering Probability Distribution for the Number of GUI Elements



I will now show how the Crystal Ball will allow a manager to get an estimate of software size for these two components. However, before I open the Crystal Ball software, I save and close the original Excel workbook containing data and regression analysis from the first step. Next, I start the Crystal Ball and then open the original Excel workbook. In the second worksheet of the original Excel workbook, I enter data on regression parameters (A1:E3) obtained from regression analysis and data about two components (A6:D9) as shown in *Figure 4.* In cell E8, I enter following formula: =(A8*A3)+(B8*B3)+(C8*C3)+(D8*D3)+E3, copy it and paste it in cell E9. The values in cell E8 and E9 reflect an estimate of software size if there were no uncertainties in the number of GUI elements in the first component and the number of events in the second component.

I click on cell A8 and then click on Crystal Ball tab in Microsoft Excel (see *Figure 4* for location of Crystal Ball tab on the Excel ribbon, and *Figure 7* for various options for Crystal Ball tab). I then select Define Assumption->Custom to get a screen shown in *Figure 5.* I then click on OK button. Using the text boxes titled Value, Probability and the Enter button, I define the probability distribution for the number of GUI elements which is shown in *Figure 6,* and then I click the OK button. I then click on cell B9 and, using *Table 5* values, define a custom probability distribution for the number of events for the second component.

Figure 7. The Excel Worksheet with Probabilistic Variables



After entering the probability distributions for the two components, my Excel spreadsheet looks similar to one shown in *Figure 7.* Crystal Ball highlights the variables with uncertainty in green color.

I select cells E8 and E9 one at a time and then click Define Forecast icon under the Define section of the Crystal Ball tab to get a dialog box shown in *Figure 8.* I make the selections as shown in Figure 8 and then click OK button. I repeat the procedure for cell E9 where I enter "Second Component" in the Name textfield.

After highlighting variables with uncertainty in inputs and dependent variables (using Define Forecast), my spreadsheet looks similar to the one shown in *Figure 9.* Crystal Ball highlights dependent variables with the light blue color.

Figure 8. Forecast Variable Dialog Box for Cell E8

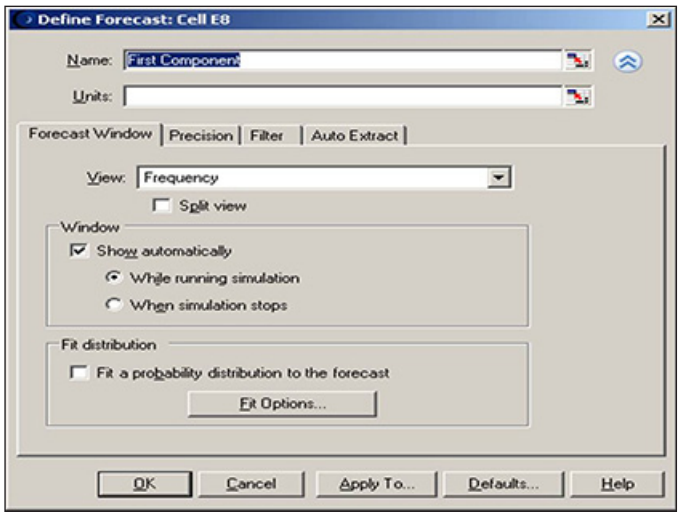


Figure 9. The Spreadsheet with Uncertain Input Variables and Dependent Variables

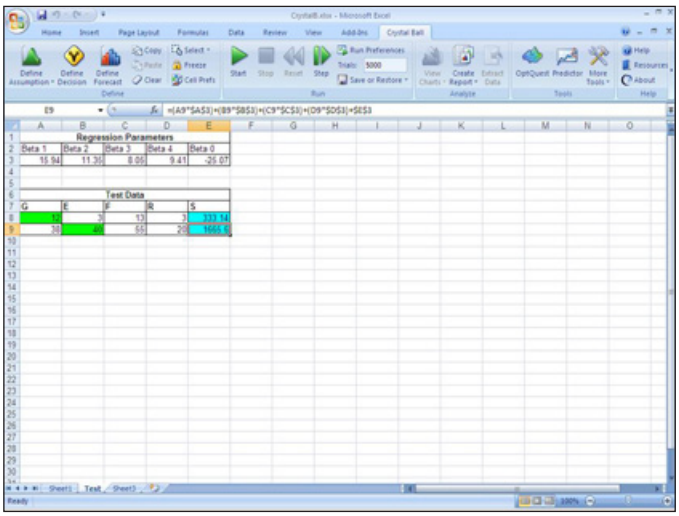
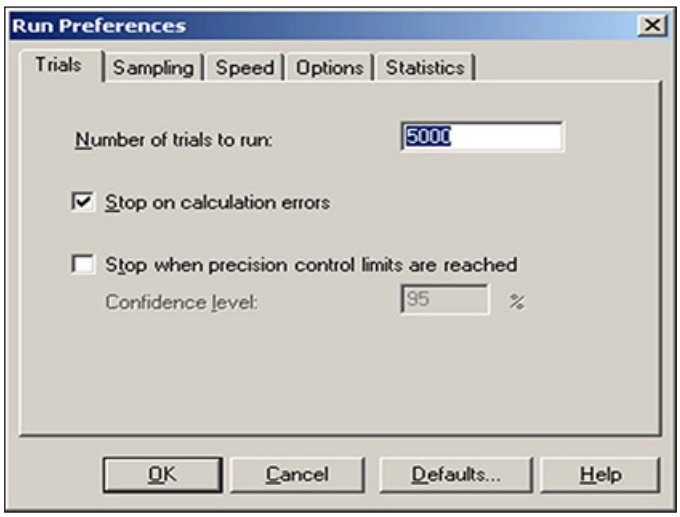


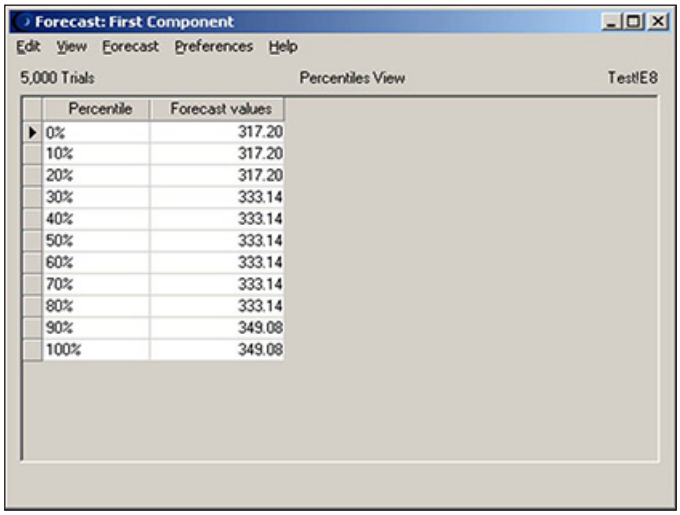
Figure 10. The Run Preferences Dialog Box



I then click on Run Preferences icon under Run section of Crystal Ball tab, and enter responses as shown in *Figure 10.* As per my preferences, I will run Monte Carlo simulation for 5000 random iteration where random value for input variables will be generated using the probability mass functions, and values of dependent variables will be computed using regression parameters.

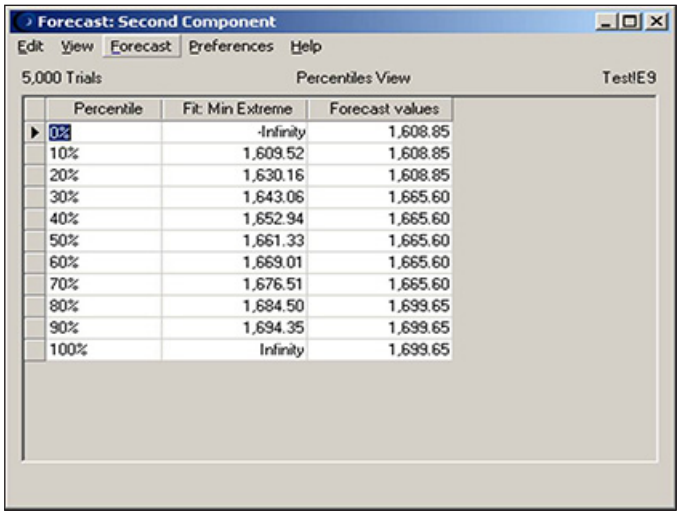
To generate probabilistic forecasts of software size for two components, I click on Start icon under Run section of the Crystal Ball tab. Crystal Ball runs 5000 random iterations and generates the probability distribution for the dependent software size variables for the first and second component. Selecting View > Percentiles option shows percentiles for each component as shown in *Figures 11a* and *11b,* and selecting View > Statistics option shows statistics for each component as shown in *Figures 12a* and *12b.*

Figure 11a. The Software Size Percentiles for the First and the Second Component



Percentile	Forecast values
0%	317.20
10%	317.20
20%	317.20
30%	333.14
40%	333.14
50%	333.14
60%	333.14
70%	333.14
80%	333.14
90%	349.08
100%	349.08

Figure 11b. The Software Size Percentiles for the First and the Second Component



Percentile	Fit: Min Extreme	Forecast values
0%	-Infinity	1,608.85
10%	1,609.52	1,608.85
20%	1,630.16	1,608.85
30%	1,643.06	1,665.60
40%	1,652.94	1,665.60
50%	1,661.33	1,665.60
60%	1,669.01	1,665.60
70%	1,676.51	1,665.60
80%	1,684.50	1,699.65
90%	1,694.35	1,699.65
100%	Infinity	1,699.65

Figure 12a. The Software Size Statistics for the First and the Second Component

Forecast: First Component

Edit View Forecast Preferences Help

5,000 Trials Statistics View E8

Statistic	Forecast values
Trials	5,000
Base Case	333.14
Mean	332.91
Median	333.14
Mode	333.14
Standard Deviation	10.14
Variance	102.77
Skewness	0.0121
Kurtosis	2.47
Coeff. of Variability	0.0305
Minimum	317.20
Maximum	349.08
Mean Std. Error	0.14

Figure 12b. The Software Size Statistics for the First and the Second Component

Forecast: Second Component

Edit View Forecast Preferences Help

5,000 Trials Statistics View E9

Statistic	Fit: Min Extreme	Forecast values
Trials	---	5,000
Base Case	---	1,665.60
Mean	1,655.54	1,655.58
Median	1,661.33	1,665.60
Mode	1,671.41	1,665.60
Standard Deviation	35.27	33.07
Variance	1,244.15	1,093.43
Skewness	-1.14	-0.3483
Kurtosis	5.40	1.83
Coeff. of Variability	0.0213	0.0200
Minimum	-Infinity	1,608.85
Maximum	Infinity	1,699.65
Mean Std. Error	---	0.47

Based on the Crystal Ball analysis, a manager can expect software size for first component to be approximately 333 source lines of code with 80% certainty that it will not exceed 333 source lines of code. For the second component, a manager can expect software size to be approximately 1656 source lines of code with an over 50% chance that it will exceed 1656 source lines of code and over 20% chance that it will exceed 1666 source line of code with a maximum of 1700 source lines of code.

Conclusions and Discussion

In this tutorial, I have illustrated how Crystal Ball can be used to model uncertainty in independent variables to generate probabilistic forecast of software size. I showed a two-step procedure that uses Microsoft Excel's regression model to learn regression parameters from historical data, and then uses the Crystal Ball's simulation capabilities to generate probabilistic forecast by incorporating a manager's beliefs about uncertainty in independent variables. I believe that the tool is simple for any practitioner to use. While I used discrete probability distribution, Crystal Ball offers wide range of probability distributions (see *Figure 5* for some of these distributions) that a manager can use depending on the type of variables and problem type. I believe that most probabilistic software estimation problems, including software cost, software effort and software size, can be easily handled by Microsoft Excel enhanced by Crystal Ball add in.

Acknowledgements

I would like to thank Mr. James Bielak for providing the software size data for analysis.

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Both the authors of this series have been in higher education for more than 35 years and have been tenured for more years than they care to remember. Over the years, both have engaged in most of the activities described here in order to find ways to continually renew themselves and stay productive. In addition, both have presented sessions on various faculty development topics at regional, national, and international professional meetings and have published in the area. It is from these presentations and publications that the authors have drawn the following observations. ***[Krishna Dhir, Editor]***

part one of a two-part series

Life after Tenure

by William Carper, University of West Florida; and James A. Pope, University of Toledo

So, now you have tenure—what are you going to do next? While the sports stars on the winning teams in the classic commercials tend to reply, "I'm going to Disneyland," that is not really a career option for an academician.

While you might think that being awarded tenure would make you the happiest person in the world, a big danger for those who have spent many years after their dissertation defenses trying to achieve this major milestone is "post-tenure depression"—a condition not totally dissimilar to post-partum depression for a new mother. The difference is that your "pregnancy" lasted 10 years or so. You went through the pressure and agony of getting your doctoral degree and as soon as you finished the degree and got over your elation at getting your first job, you faced the looming deadline of tenure. Although six years seemed like a long time when you started your new career, the reality of trying to juggle teaching, research, service, a personal life, and dealing with the entire tenure review process made those six years packed with pressure. And as the tenure dossier deadline came closer, that pressure only increased.

But, you finally made it and you have the tenure letter in hand. What are you facing now? Objectively, tenure is a type of double-edged sword that will present you with both positive and negative benefits.

For example, on the positive side, the tight "must" deadlines are gone, and the deadlines you have now will be largely of your own making. You no longer will have to worry about balancing teaching, research, and service every year. You can focus now on what you really enjoy and get involved in longer term projects if you wish.

Most importantly, you have received the validation from your peers that you have what it takes to succeed in your career. Your colleagues and the administrators at your school have reviewed your record and decided that you deserve a lifetime position. You have reason to be satisfied with your achievements.

You also have a range of options not available to most people outside of academia. You have teaching responsibilities for only nine months of the year, and if you decide to teach in the summers, you will be paid extra. You have opportunities for sabbaticals. You can engage in research projects involving a wide range of organizations outside the university. Professional organizations will provide you with the opportunity to have a network of colleagues throughout the world. And, unlike people in most professions, you have the opportunity to start over again every semester. When a new semester starts, you can try new ideas, teach new subjects, and get to know a new group of students.

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But there is also a downside to receiving tenure. Over these past years, you have mined your dissertation for articles, and now the mother lode is dated and bare. You suddenly realize that your professional career track is front-loaded. Over the next 30 years or so, you will have only one more promotion (assuming that tenure and promotion to associate professor are simultaneous decisions at your school). Your goals are suddenly less clear and definitive. Although you can now look forward to getting promoted to full professor, there is not the tight schedule there was with tenure. In a conversation with one of the authors, Kenneth Boulding commented that academicians would never want to live to be 150 because no one would want to be an assistant professor for 50 years.

Judith Shapiro (2001), past president of Barnard College, put it this way:

> Do you see before you a garden of earthly delights, offering a range of opportunities that will fill the coming years? Or does the place on which you stand appear now to be only in the foothills of a mountain range that lies before you? Is that prospect daunting or exhilarating? Or is what you see ahead a long, level plain reaching indefinitely into the future? Do you have a sudden fear that you may have been consulting the wrong map and ended up at the edge of the Gobi Desert?

When the thought that you now have lifetime employment hits you, do you think of it as a blessing or a curse? Do you have any guilt feelings since you got it and some of your colleagues did not? Tenure is a highly subjective process regardless of what is in any manual at your school. When one of the authors received tenure, he had a colleague who, in the same cycle, was arbitrarily redlined despite meeting the standards only to be told that meeting the published standards was merely a necessary but not sufficient criterion for tenure. You can be torn between being happy for yourself and unhappy for your colleagues.

While most schools provide a fairly good salary bump with the awarding of tenure and a promotion to associate professor, has the realization hit you that there will be no more big raises in your future? In academia, with very few exceptions, there are no big annual raises—and in the current economic environment, faculty are even being involuntarily furloughed without pay for multiple days in order for their systems to cut costs. Big raises are generally only available when you move to another school; but now that you have tenure, moving may be more problematic since most advertised positions are aimed at untenured, assistant professors—entry-level positions. There are a few exceptions which we discuss later, but it is not unheard of for faculty to give up tenure and rank in order to move.

On top of it all, your family may decide that it is time you started making it up to them for being put on the back burner during the past 10 or more years while you pursued your doctorate and tenure. While it is hard to shift gears, it may be necessary in order to save a marriage and a family.

Still the issue is: now that you have achieved tenure, what will you do for the next 30 years or so? The following essay represents the first of two installments which will look at some specific options for the newly tenured faculty member. In this segment, the authors consider

moving into administration and/or beginning a consulting practice. The second part of this article will examine doing such things as moving into faculty leadership positions, becoming a chaired or eminent professor, seeking out opportunities to teach as an exchange faculty member in an overseas program, serving as a mentor to new/junior faculty, and working with your discipline's professional organizations.

In deciding which path to take, it is important to look within yourself. What do you really like to do? What are you good at? What part of academia suits you best? Where does your personality type fit best? Thirty years from now, where do you want to be? After reading the entire article, we hope we have given you some guidance in planning your academic career.

Administration

Faculty may have many reasons for going into administration. An administrative position may provide you with a break in routine after many years of doing the same things in terms of teaching, research, and service. It is also one of the few ways for a faculty member to obtain a larger salary without moving, or it may be a way for a tenured faculty member to move to another school. Finally, some faculty have ideas about how a department or college should be run, and becoming an administrator is one way to implement these ideas.

If you are only going into administration to get a higher salary, however, we would highly advise you against it. The first thing an administrator at any level gives up is control of his or her time. Administrative positions generally involve 12-month contracts and often require almost 24/7/365 commitments. In addition, they have pressures far beyond those faced by "regular" faculty. Regardless of what you may think of your role as a faculty member, accepting an administrative position should not be looked at as a way out.

Others go into administration because that is what they wanted to do career-wise from the beginning but realized that in order to do so in the area of academic affairs, they had to first "legitimize" themselves as faculty. Having had their faculty cards punched by succeeding in the tenure process, they become eligible to move into administration. This also brings up an important caveat: never, never go into any type of major administrative position until after you have obtained tenure. Even then, it is best if you have also been promoted to full professor.

Both authors have known many colleagues who have accepted administrative positions without tenure and/or the rank of full professor and were never able to obtain either. The reality is that in order to obtain tenure and/or a promotion to full professor, you will be judged against your faculty peers, based on your faculty credentials as a teacher and researcher, by your faculty peers. It is all but impossible to continue to build an academic resume as a faculty member while serving as an administrator, given the nature and demands of major administrative positions.

Having held administrative positions at all levels up to and including that of vice-provost, the authors believe that the most difficult administrative position is that of department chair. For most faculty seeking to go into administration, the department chair position is the beginning point, and most of the time you will have to start as a chair at your own school. In fact there are some programs that expect all faculty members to take a turn as chair of his or her department on a rotating basis. As a chair, you are basically a bridge between the upper administration and the faculty—half-faculty and half-administrator—representing each to the other. People who recently were your peers are now those you supervise, and thus your relationships with them may be much more uncomfortable as they may view you as having gone over to the "Dark Side." At the same time, the dean and/or the university administration may not see you as a true administrator (especially if you are filling the position on a rotating or interim basis) and may not trust you either. You are stuck in the middle, with few resources you can actually control or allocate other than maybe day and time slots on the teaching schedule.

Once you have established a record as a chair, you may start thinking about becoming an associate dean. Again, most associate dean positions are filled internally, but in many ways, it is an easier position than that of department chair. Generally you do not have any direct supervision over the unit's faculty and thus you will not directly represent them to the administration. The duties may vary widely depending upon the school and the dean, but often they are akin to being the chief operating officer in a business enterprise or an executive officer in a military unit—you are expected to get things done for the dean and you may even be his or her hatchet person. This is a staff position and your power, such that it is, comes from your relationship with the dean.

If your goal is to become a dean, you will most likely have to leave your present school since there is only one dean's position available there and it is already filled. Even if you do get the position of dean at your present school because of some type of timing situation (i.e., the current dean goes into university-level administration, moves to another deanship in a larger program elsewhere, retires, or dies), you still may be looking at a later move in order to continue your career progression. Very few people have been able to start at one school, move through faculty and administrative positions, and then retire, all on the same campus.

As indicated above, any administrative position will involve dramatic changes in your personal and professional life. Your research will largely end, especially as you move up beyond department chair. Sabbaticals will be largely out of the question. You will have a different network of colleagues (e.g., fellow deans, some of whom may have been your colleagues as faculty members). You will work on a 12-month contract. You will need to be much more outgoing and outwardly focused than the typical faculty member. You will have to learn to ask donors for money. You will

spend less time at home with your family and more at required social functions. Your family may become more visible. And, you will have to become much more visible in the local community as a representative of the university. Consider if your personality lends itself to these types of activities and if your family can accept being more in the public eye.

Consulting

Consulting is often a natural outlet for faculty members in business schools as we tend to have expertise in areas in which businesses often need help and for which they are willing to pay. Thus external consulting provides you with opportunities to earn additional income, put some of your ideas into practice, form new practitioner networks, and gain insights and information that you can take back to your teaching and research.

As with going into administration, there are downsides to consulting. The organizations that hire you want answers, not theories or hypotheses, and they want those answers according to their schedules, not yours or your university's. Furthermore, since they are paying you for your expertise, they want workable answers—they want value added (remember teaching that concept?).

Another thing to consider is that by earning this extra income you are, in fact, running a small business. Even if you handle the income stream as an independent contractor, you will still need to keep a set of books detailing your income and expenses; pay taxes on that income (probably on a Schedule C); print stationery, business cards, and invoices; deal with possible uncollectible accounts; and even do such things as making sure that you have zoning permission to operate a business out of your home.

If you end up doing a good deal of consulting work, you may need to look into actually incorporating yourself as a formal business. In any case, you need to have a contract template that you can use with an organization that spells out the nature of the work you will be providing (as well as what you will *not* be doing), the time frame of the assignment, the deliverables expected and their due dates, the financial details of your compensation and the reimbursement of your expenses, and the ownership of any intellectual property that is developed as a part of the consulting assignment. This document should also indicate under what conditions (if any) you can use anything from your consulting assignment in your future teaching or research activities.

Most universities have specific rules and procedures that you must follow if you want to do consulting, but the general rule of thumb is that you can consult one day per week during the school year if it does not interfere with your normal teaching, research, and service obligations on campus. The bigger issues relate to conflicts of interest, use of university resources, and intellectual property ownership. These will be briefly addressed below.

If you are not already into consulting, how do you start? One way is for a colleague who is already doing consulting to invite you to join in on a project because you have a specific expertise that the colleague does not possess. From there, you gain various insights into how to be a consultant.

Another easy entrée into consulting is to teach evening graduate classes since they tend to contain students who are working as practitioners, and, when the need for a consultant arises in their businesses, they may think of you and tell their bosses. The more you can relate the subject matter you are teaching to the "real world," the more likely it is that your students will see not only the application of the concepts, but will also provide you with an opening into their organizations. A caution here: do not do this while the student is still in your classes as that could pose another conflict of interest or at least the perception of one.

You can also become active in practitioner and civic organizations. Virtually every academic business specialty has a practitioner counterpart—often several. Many of them offer certifications and certification training courses. Getting certified yourself gives you practitioner credentials and teaching the certification courses gives you exposure to those who may need consulting. Ask to tour manufacturing plants, ports, airports, hospitals, call centers, and other local business operations. These tours not only give you insights into how the businesses function, they also give you material to take into your classes, expose you to many of the problems being faced by the businesses, and give you contacts.

Go to local business functions. Organizations such as Chambers of Commerce often have functions which are open to the general public and provide networking opportunities. Civic organizations are always looking for programs for their meetings; so by making yourself known in terms of being able to do 15 to 20 minutes on a topic you teach anyway, you also become known to more people in the local business community who will be in your audiences. Use these opportunities to learn about local businesses and make contacts.

There are also business counterparts to the social networking sites on the web. A major one in the U.S. is "LinkedIn" and in Europe it is "Xing." Both have a level of membership which costs nothing, so you can test how they work. These sites also give you a way to keep in contact with students who have graduated and/or with colleagues you do not see regularly.

As mentioned above, be careful of conflicts of interest. Do not do consulting for your current students as they may expect *quid pro quos* in the form of grades. If the organizations for which you are consulting do business with your school, watch out for conflicts as you may be viewed as an agent of your university even if you think you are operating as an independent contractor. Since your dean or development office may be cultivating a business for a donation, it is a good idea to inform them of your intentions to do consulting work for an organization (especially a local one) prior to starting so that you do not get caught in the middle. If the organization asks you to sign any type of nondisclosure agreement, take it seriously and have it reviewed by your university's legal counsel.

If you work at a state university, using university property in your consult-

ing business may be a conflict of interest at best and illegal at worst. This includes presenting yourself as a representative (i.e., an agent) of the university either directly or indirectly (e.g., using your university business cards or having a consulting phone call come to you at your university office). If you use university resources, arrange to pay for them in advance. While many schools have formal procedures and forms for this and/or require annual "conflict of interest" filings, an easy way to handle this is to give a predetermined percentage of your earnings back to the university. If you can, make sure this money goes to your college and your dean gets the credit but in any case, it makes you a donor and should cover any conflict of interest.

Above all, use your consulting experiences, to the extent that you can, in your teaching and research. You may have to avoid directly using, or even have to disguise, company names but consulting can give you an endless source of "war stories" to tell in class. It also gives you credibility since you are telling students that you have been out in the "real world" and have seen and done many of the things you are teaching them. Having an entrée into real business organizations can provide you with materials to use in preparing case studies as well as potential data sets to empirically analyze. To the extent that your consulting work is generalizable, you will probably be able to use it in your research and if you have built models or applied techniques in a unique way, you should write about them. Again, be careful of confidentiality and make sure the use of company facts and data are allowed in the consulting agreement you sign with the organization in the beginning.

End of Part I

In this first part of our essay, we have introduced the topic of life after tenure and have discussed two ways many faculty use to renew themselves after being awarded tenure. These involve going into some type of administrative position and beginning to do external consulting. In Part II, we shall look at additional renewal strategies as well as discuss a strategy that some faculty elect to do, but which we do not recommend: retire on active duty. In the end, the choices are yours. We hope this information will aid you in making those choices.

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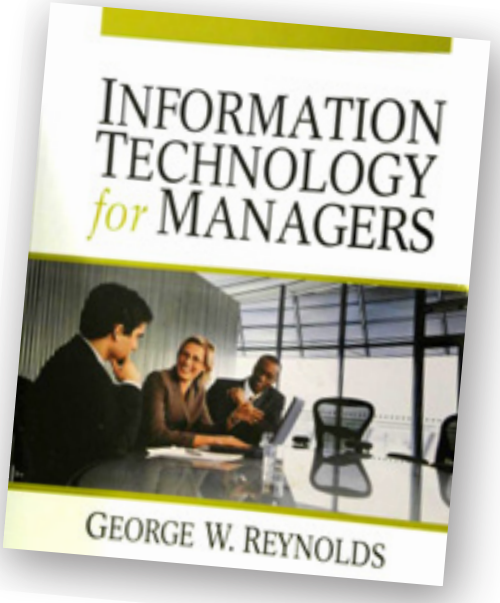
■ VIJAY R. KANNAN, Feature Editor, Utah State University

Book Review: *Information Technology for Managers*

by David Olsen, Utah State University

The information found in *Information Technology for Managers* is informative and useful despite drawbacks inherent in the design, structure, and outline of the book. The book strives to provide a thorough foundation in information technology as it applies to individuals in managerial positions. The information it presents is well thought-out and presented but lacks practical application and relevance in some areas. This review will discuss specific shortcomings as examples of limitations in the design and execution of the text. It will then summarize details of the supplemental materials to highlight their importance to a class taught around this specific material. Suggested approaches to teaching the material and recommendations for project, papers, and assignments will then be presented. Finally, concluding remarks will be offered regarding the entire package presented by Cengage and its ability to convey the material that will be necessary for success in the field of information technology.



Information Technology for Managers
George W. Reynolds
Course Technology, 2010
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www.cengage.com/search/productOverview.do?N=+11&Ntk=P_Isbn13&Ntt=9781423901693

Reviewing the sources for each chapter, it is apparent that they date predominantly to the years 2006 and 2007. While many of the concepts the book addresses are timeless, information technology evolves at an extraordinarily fast pace. For a first edition of a textbook published in 2010 to rely so heavily on sources which are dated compared to many industry standards is a concern. A related issue is that on several occasions, topics of significant contemporary importance are covered in a somewhat limited fashion. For example, one of the positive aspects of the book is its addressing of business intelligence issues, yet the brevity with which they are covered is somewhat disappointing. Much of the book deals with concepts whose importance could be argued. Business intelligence however is without question a foundational element of present day information technology that drives managerial decision making, thus its importance cannot be understated. The book provides roughly 20 pages on the subject but fails to outline processes or procedures by which business intelligence can be brought into full implementation. Moreover it does not offer details of real-life implementations that can utilize it. The topic is so cursorily addressed that individuals without extensive knowledge of databases will be quickly lost in the discussion of cubes, their formations, and the process by which business intelligence is conducted.

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received his PhD in management information systems from The University of Arizona in 1993 and taught at The University of Akron Accounting Department in accounting information systems for five years. He joined the MIS Department at Utah State University in 1998 and teaches primarily in the database area as well as the MBA strategy and management course. His research interests include database concurrency control, accounting information systems, the integration of SQL, XML and XBRL, and database modeling. His research has been published in journals such as Communications of the ACM, Issues in Accounting Education, *and* Journal of Database Management. *He is happiest with regards to the teaching awards he has received.*
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It would seem logical that a topic of such seminal importance would be addressed in far greater detail. One way to accomplish this would be to supplement the chapter with additional reading material and exercises to cement discussion of the critical and powerful elements that are inherent in the business intelligence models. A suggestion for a project that could be assigned in conjunction with the discussion will be offered later in the review.

Another area where a topic of present day importance is dealt with somewhat lightly is security and ethics. Particularly in environments where data is worthless when standing alone, invaluable when properly used, yet deadly when abused, the significance of ethical use of technology cannot be understated, and calls for more in-depth coverage. Similarly, dealing with security threats is a topic that would benefit from expanded coverage. It is in the present that security threats are rampant. Focusing more on these threats would be of greater value than devoting time to other aspects of security that do not have the same impact if execution is lacking. In addition, the book would benefit from greater coverage of timely issues such as confidentiality and privacy laws that managers will likely encounter.

The theory behind information technology, its usage, implementation, and acquisition is important. However, the discussion of core concepts presented in the book is somewhat unbalanced. While topics critical for business success are at times addressed in only limited depth, information that is more germane to a technical audience is presented in unnecessary detail. For example, in the discussion of when web meetings are discussed, a brief list of companies providing paid services is presented that reads like an advertisement, yet there is no description of the power available in various Internet communication platforms. In contrast, the material contained in Chapter 6 would appear to be appropriate for an advanced technical class in data communications. Given the target audience of managers, detailed discussion of the placement of cell phone towers and the mathematics behind those decisions seems to be misplaced.

Little attention is paid to issues related to implementation. While not necessarily a fatal flaw, it does indicate that a certain audience, managers with minimal technical experience, is being targeted. If this is the case however, the target audience will be expected to be interested in more than simply flowcharts and diagrams. Describing actual implementations, their processes, and the importance thereof, would allow for a richer context to be provided. The book can certainly be lengthened without losing any of its integrity. For example, providing step-by-step instructions for setting up and implementing a database is critical in helping to understand the relational concepts of data interaction. Another topic that is pivotal today is open source software, its availability, the security it carries, and other related issues. The emphasis presented in the book suggests a bias against open source software, greater attention being given to closed-source platforms. While this will appeal to many individuals in managerial positions, there are benefits of open source software that cannot be ignored. The examples of business implementations are however a particularly helpful part of the book. Case studies that describe the use of various technologies in a range of industries provide a basis for understanding why certain technologies are used. Even though the specifics of the implementations are not offered, providing illustrations of real-life examples is of value. Doing so affirms the importance of the technologies and provides a context within which to understand them and how they might be used.

The structure of the PowerPoint slides is conducive to learning and will be as beneficial to the student as the textbook itself. There is nothing fancy about the slides, no backgrounds are provided and material is provided in a simplistic manner. This style however emphasizes the material and prevents the individual becoming lost in irrelevant subtleties. Given the depth of the information presented on the slides and the illustrations provided, a textbook for a course built around this material could be offered as an optional purchase. Some students find a textbook to be critical to their learning experience. The slides however provide a thorough explanation of the material and, when used in tandem with real world examples and in-class experiences, should suffice for an adequate learning experience. The need for a textbook will depend on the individual adeptness of the student in learning about information technology. As a student, I rarely used textbooks, referring to them only when absolutely necessary, usually when I needed a specific definition or a referenced problem. On the other hand, I have also been a thoroughly confused engineering student at one point in my academic career, and understand the importance of having reference material to turn to. If I were to teach a class based on the material in this book, I would be more likely to adopt the book if I could offer it as an optional purchase for students. A sufficient number of questions are provided for assigning as homework or utilizing in quizzes or tests. Given that questions are based on the text itself, this provides little room for argument over their relevance and appropriateness, which can occur if they were written without the input of the textbook author. That said, the questions should be reviewed by the instructor to ensure that the context of the class is reflected in the questions. Sufficient questions are provided to allow this analysis to be performed.

Information technology is a field that changes daily. I find myself simultaneously examining information technology and its operations from both a detail and a more broad-based perspective. From a detail perspective, I would not have found this book to be helpful in my education. From a broader perspective however, the material provides an outline that, when applied to real-world problems, will aid the student in finding solutions that satisfy their end goals and requirements. An unmotivated student may grasp little from the book and view time spent with it to be irrelevant and immaterial. A dedicated student however will attempt to find parallels with current problems and scenarios and use this to advance their education. A project would be essential to any class using the book. Taking the material and providing a context to it will allow the participant to

get more out of the book. I would assign a project in the first week of class, to be finished in lieu of a midterm exam, and that carried approximately the same weight as the exam midterm would. Starting early with real-life applications will allow the material to have more relevance to students as the class progresses.

One of the weaknesses of the book is that its title and content do not adequately reflect a singular thesis statement. The thesis statement asserts that the book will contain relevant material that managers and future managers will need regarding information technology. Shortly thereafter, however, the material is presented in a formulaic methodology. If the focus of a class is indeed to be on the facts that managers will need in handling information technology related decisions, defining the scope and relevance of the knowledge set may be helpful in guiding class participants. A possible first homework assignment could be to have students review the table of contents, as presented in either the book or in the syllabus, and attempt to define how they expect it to relate to managerial techniques. The assignment could also deal with the definition and roles of a manager, a simple starting point that will be more complex to define than it appears at first. It might be helpful to keep the assignments and return them only at the end of the semester when students are asked to read their papers and write a more extensive paper that summarizes what they have learned. This might state new arguments or repeating existing arguments, and compare and contrast the knowledge students now have to what they articulated in their earlier paper. This reflective exercise should allow students to qualitatively access the growth of their knowledge, and allow them to see the impact and importance of what they learnt.

Technical exercises will be a beneficial supplement to the material in the course. While writing assignments like the one described above will allow students to reflect on content based knowledge, this may not be the most effective way to capture learning based on the implementation and utilization of technologies. Finding a common language and platform upon which to base assignments will be critical to the success of the student in leveraging the exercises. Whichever platform is used however, delving more deeply into the specifics of the material using assignments that focus on application will enable the student to learn more than the text alone can teach. Given that there will likely be a managerial dimension to a course using the text, working in hierarchical teams with designated reporting structures, either to the class or internally, will help students to put into practice the entirety of the concepts and the methodologies presented. Role playing and other media based on in-depth participation of students will provide experience that is not far removed from what they will experience in industry. Using examples from industry that illustrate the real-world dimension of concepts will also help to reinforce the relevance of the material to participants. A real-world orientation will have a greater effect on how students retain information than using contrived examples that can be used only for illustrative purposes. While the number of real-world examples in the book is limited, they do however provide a model that can be imitated to achieve the desired goals.

In summary, the book will provide a solid foundation if used in conjunction with other materials and exercises. It does not in itself stand alone as a single point of reference. There is value in the way most of the material is organized and presented, but it will not meet the needs of all students. A student who easily grasps information technology concepts or is already fairly knowledgeable in the area will probably not get much out of the book. Similarly a student without a technical background and who only has minimal training in Excel and other computer related concepts will find themselves lost or may misunderstand the material. When used in conjunction with the provided slides and test questions, the book becomes more relevant. Improvements could be made to the text but this will not negate the need for a rich set of supplemental materials. ■

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.

PRESIDENT'S LETTER, from page 1

session, each participant had gone through the full rotation and had the opportunity to talk with all the representatives at these sessions. We were also fortunate to have two prominent keynote speakers at the meeting. Wickham Skinner, recognized as one of the "fathers" of operations strategy, provided insights on the decision sciences profession and suggestions on how the profession can increase its contributions to society. The other keynote speaker, Richard Schonberger, presented findings from his global leanness study.

We thank the chairs of the Institute's standing and ad hoc committees and their members for their dedication and hard work responding to the charges from the board. The committee reports were due after the annual meeting and scheduled to be discussed at the Institute's January board meeting at Catalina Island. These reports form the basis for improvements in services offered to the Institute members. However, the weather played havoc with the schedule for our January board meeting. The storm in the eastern United States brought snow, sleet, and freezing rain. Airports in Atlanta and Boston, among others, saw thousands of flights cancelled or delayed due to the icy conditions. Over vast regions of the East Coast the roads, too, were iced over, and in some places the interstate highways were closed. The storm hit less than a week after parts of New York, New Jersey, Connecticut, and the East Coast were pummeled with more than two feet of snow. As a result the January meeting was postponed. We will bring you details of the board meeting soon after it is rescheduled.

This past December, I had the good fortune to travel halfway round the world to attend the DSI Indian Subcontinent regional meeting in Gurgaon, a suburb in the south side of New Delhi. The meeting was held at the beautiful campus of the Indian Management Institute. Jeet Gupta deserves a lot of credit for his leadership and deep involvement with the region. The sessions at the conference were of a high quality and very well attended. Even my flight to New Delhi was not immune to the effects of bad weather. The plane was rerouted to Hyderabad because of dense fog at the New Delhi airport. We finally arrived in New Delhi a day late.

In India, due to a healthy economy, the government is more concerned about curbing rising inflation and less about unemployment. In particular, my observation of New Delhi is one of a rapidly growing city with many new buildings and highways being built. This growth in India and many parts of Asia and Latin America indicates that the Institute's global expansion into Asia Pacific and the Indian Subcontinent regions is a wise strategy.

Best wishes for a safe and productive 2011. ■

NAMES IN THE NEWS

CAROL LATTA, Executive Director, Decision Sciences Institute


Whybark


Vastag

Clay Whybark, University of North Carolina at Chapel Hill, was awarded an honorary degree by Corvinus University, a Doctor of Business Administration Honoris Causa, on November 30, 2010 in Budapest Hungary. This was in recognition of his service to Corvinus and his scholarship in general. Clay has been a regular visitor to Corvinus since the 1980s and recently served on the International Advisory Board. The following day, **Gyula Vastag**, Corvinus University, received his Doctor of Sciences title from the Hungarian Academy of Science. This required him to qualify with the Academy beyond that for his doctorate from the University, but carries a lifetime stipend. There are fewer than 3,000 Hungarians in all disciplines that have this qualification, and there is only one level higher in the country, "Member of the Academy" with 360 current holders. Clay also attended the 2009 ceremony when Gyula was appointed Professor ("egyetemi tanár") by the president of Hungary.

clay_whybark@unc.edu
gyula.vastag@uni-corvinus.hu


Smith

The Center for Business and Industrial Studies at the University of Missouri-St. Louis, directed by **L. Douglas Smith**, has been awarded $1.13 million from the U.S. Federal Trade Commission to conduct a study of the accuracy of information maintained by the major U.S. credit reporting agencies and to investigate the workings of the FCRA dispute resolution process. Doug and his colleagues Tom Eyssell of UMSL and Mike Staten of University of Arizona are collaborating with professionals at Fair Isaac Corporation to execute the study. The results will inform the FTC as it develops recommendations to Congress for regulatory policies and industry practice.

ldsmith@umsl.edu


Meredith


Steward


Lewis

A new analysis of the perspective of AACSB-accredited schools regarding the research value of OM journals has been accepted for publication at *Omega* (2010). How these schools rate the knowledge dissemination of these journals for purposes such as promotion, tenure, awards, and annual merit evaluations is also compared with previously published studies. The paper—**Jack R. Meredith, Michelle D. Steward,** and **Bruce R. Lewis:** "Knowledge Dissemination in Operations Management: Published Perceptions versus Academic Reality"—is available for preview at:

http://business.wfu.edu/files/meredith_et_al_omega_2010_in_press.pdf

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

Institute Meetings

■ **The 42nd Annual Meeting of the Institute** will be held November 19-22, 2011, at the Boston Marriott Copley Place Hotel in Boston, Massachusetts. Submission Deadlines: Refereed Papers & Competitions: April 1, 2011; Abstracts and Proposals: May 1, 2011. For more information, contact Program Chair Kenneth K. Boyer, Ohio State University, Fisher College of Business, (614) 292-4605 Boyer_9@fisher.osu.edu.

 The 11th Annual International DSI and 16th Annual APDSI Joint Meeting will be held July 12-16, 2011 at the Grand Hotel in Taipei, Taiwan. Call for papers submission deadline is **April 1, 2011.** The conference is hosting a Doctoral Dissertation Competition. An outstanding doctoral dissertation completed and accepted by a degree-granting institution between January 1, 2010, and December 31, 2010, may be recommended by the student's major professor or dissertation advisor. Submission deadline is **March 15, 2011.** Please direct all inquiries to Dr. Eldon Y. Li, National Chengchi University, eli@nccu.edu.tw.

http://idsi.nccu.edu.tw/idsi2011/

■ **The Asia Pacific Region** held its 2010 Annual Meeting jointly with the International Conference on Operations and Supply Chain Management in Hong Kong and Guangzhou in July 2010.

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

■ **The European Region** will hold its 2011 Annual Meeting on June 24-25 at the EBS Business School in Wiesbaden/Frankfurt, Germany. For more information: smi@ebs.edu.

http://www.ebs.edu/smi/edsi-home.html

■ **The 4th Annual Meeting of the Indian Subcontinent** was held at Management Development Institute, Gurgaon (Suburb of New Delhi), India, December 28-31, 2010. This included a special one-day conference/workshop on Design and Management of Services.
http://www.mdi.ac.in/isdsi/cfp.htm

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

■ **The Midwest Region** will hold its 2011 Annual Meeting on May 12-14, 2011, in Indianapolis, Indianapolis. The meeting willl be at the Campus Center of IUPUI. The conference hotel is the Fairfield Inn and Suites. The submission deadline for papers is March 13, 2011. For more information, contact Program Chair Barb Flynn, Indiana University, bbflynn@indiana.edu.
http://www.mwdsi2011.com/
http://www.pom.edu/mwdsi/

■ **The Northeast Region** will hold its 2011 Annual Meeting on April 14–16, 2011, at the Montréal Marriott Château Champlain in Montréal, Canada. A fantastic gala dinner (as part of the registration fee) is scheduled for Saturday night. Deadline for paper submissions has passed. For more information, contact Program Chair Minoo Tehrani, Roger Williams University, mtehrani@rwu.edu.
http://www.nedsi11.org/
http://www.nedsi.org/

■ **The Southeast Region** will hold its 2011 Annual Meeting on February 23-25, 2011, at the Savannah Marriott Riverside in Savannah, Georgia. Deadline for paper submissions has passed. For more information, contact Program Chair George S. Lowry, Randolph-Macon College, glowry@rmc.edu.
http://www.sedsi.org/2011_SE_DSI_Call_for_Papers.pdf
http://www.sedsi.org

■ **The Southwest Region** will hold its 2011 Annual Meeting on March 9-12, 2011, at the Hyatt Regency in Houston, Texas. Deadline for paper submissionshas passed. For more information, contact Program Chair Carl M. Rebman, Jr., University of San Diego, carlr@sandiego.edu.
http://www.swdsi.org

■ **The Western Region** will hold its 2011 Annual Meeting on April 5-8, 2011, at the Embassy Suites-Downtown in the Historical Multnomah Hotel. Portland, Oregon. Deadline for paper submissions has passed. For more information, contact Program Chair Sheldon R. Smith, Utah Valley University, WDSI2011@uvu.edu.
http://www.wdsinet.org

Call for Papers

Conferences

■ **6th International Conference on Evolutionary Multi-Criteria Optimization** will be held April 5-8, 2011, in Ouro Preto/MG, Brazil. A special MCDM Track will blend ideas from EMO and Multi-Criteria Decision Making. Papers on all aspects of multiobjective optimization and/or multicriteria decision making are invited for submission to the MCDM track, including those not related to evolutionary multiobjective optimization.
http://www.mat.ufmg.br/emo2011/

■ **The International Conference of the System Dynamics Society** will be held July 24-July 28, 2011, in Washington, DC. The conference will bring together diverse perspectives on the application of modeling and simulation to important issues in the theory of complex dynamic systems and the practical use of these tools to address critical real-world challenges. Submission deadine for papers is **March 21, 2011.** For more information and submission guidelines:

http://www.systemdynamics.org/conferences/current/webcfp/cfp.htm

Publications

■ ***Decision Sciences* Journal** will publish two focused issues on "Managing Innovation in Supply Chains" (Focused Issue Co-Senior Editors: Barbara Flynn, Indiana University; Aleda Roth, Clemson University; and Xiande Zhao, Chinese University of Hong Kong) and "Social Computing, Operations, and Markets" (Focused Issue Co-Senior Editors: Ram Gopal, University of Connecticut; Prabhudev Konana, University of Texas at Austin). Please see page 44 in this publication for more information.

Boston
Decision Sciences Institute
42nd Annual Meeting
November 19-22, 2011

2011 Program Chair's Message

KENNETH K. BOYER, Ohio State University

Decision Sciences as a Catalyst for Interdisciplinary Exchange and Cultural Change

Please join us in Boston as we build on our foundations in schools of business and reach out to connect with scholars and practitioners in new communities. 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.

Following the success of the 2010 conference organized by Morgan Swink, we plan to continue with a mix of traditional DSI activities and some new events either introduced last year or at this year's conference. In particular, activities will include.

Submission Deadlines:
Referreed Papers and Competition
April 1, 2011
Abstracts and Proposals
May 1, 2011
www.decisionsciences.org

- **New Talent Showcase.** PhD students on the job market showcase their research in several joint sessions in which employers can quickly see several presentations.
- **Interactive Paper Sessions.** As introduced at the 2010 conference, this format offers 5-6 papers in a session and will be structured for presenters to provide a quick overview so that participants can see all papers, with the concluding 20 minutes of the session being allocated to allow/facilitate paper authors interacting one-on-one so as to provide constructive feedback.
- **Plenary Sessions.** A series of plenary sessions will occur on November 19-21. Each day will feature one time slot in which two parallel plenary sessions occur with no other sessions conflicting. Confirmed plenary sessions at this time include:
  - —**Eli Goldratt,** award-winning author of The Goal and originator of Theory of Constraints (November 21, 2011).
  - —**John Halamka,** CIO and MD, Beth Israel Deaconess Hospital. Dr. Halamka is a well known Health Information Technology Advocate. Read more about Dr. Halamka at www.hitsp.org/Halamka.aspx; (November 21, 2011).
  - —**John Touissant,** MD and CEO Emeritus of Thedacare and lean healthcare expert and author of *On The Mend*. Read more at www.create-healthcarevalue.com/about/john/ (Date TBD.)
- **Featured Sessions.** Each time slot during the conference will have 3-5 featured sessions in which track chairs have scheduled excellent papers and presentations. Featured sessions will include:
  - —**Editors' Speed Discussions**. An opportunity to speak in a small group with editors of leading journals including *Decision Sciences, Decision Sciences Journal of Innovative Education, Journal of Operations Management*.
  - —**DSI Leaders Speed Discussion**. An opportunity to talk in a small group with DSI board members.

2011 PROGRAM CHAIR, see page 37

2010 Annual Meeting Coordinators

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2011 Elwood S. Buffa Doctoral Dissertation Competition

M. Johnny Rungtusanatham, Doctoral Dissertation Competition Coordinator

The Decision Sciences Institute (DSI) and McGraw-Hill/Irwin are proud to be co-sponsors of the Elwood S. Buffa Doctoral Dissertation Competition. This competition identifies and recognizes outstanding doctoral dissertation research, completed in the calendar year 2010, in the development of theory for the decision sciences, the development of methodology for the decision sciences, and/or the application of theory or methodology in the decision sciences.

Eligibility

To be eligible for consideration, a submission must meet the following criteria:

1. The doctoral dissertation has to have been accepted by the degree-granting institution within the 2010 calendar year (i.e., between January 1, 2010, and December 31, 2010).
2. The doctoral dissertation must not have been submitted to the Elwood S. Buffa Doctoral Dissertation Competition in previous years.
3. Finalists for the Elwood S. Buffa Doctoral Dissertation Competition must register and attend the 2011 Annual Meeting of the Decision Sciences Institute in order to be eligible to win.

Submission Requirements

The following are submission requirements that have to be strictly met. Submissions that do not comply with these requirements may be disqualified.

1. **Letter of Introduction**

   The submission must include a nominating letter on university letterhead from the dissertation advisor of the doctoral student whose doctoral dissertation is being entered for competition consideration. This nominating letter:

   a. Introduces the doctoral student, the dissertation advisor supervising the dissertation, and the degree-granting institution,
   b. Argues for the worthiness of the doctoral dissertation, and
   c. Provides contact information for both the doctoral student and the dissertation advisor.

2. **Executive Summary of the Doctoral Dissertation Submission**

Content. The submission must include an executive summary with the following suggested sections:

a. Describes and justifies the importance of the theoretical / pragmatic problem that the doctoral dissertation addresses,
b. Delineates the research questions that stem from the theoretical / pragmatic problem,
c. Explains the methods being used to provide answers to the research questions in sufficient detail for a third-party with no a priori exposure to the doctoral dissertation to be able to properly evaluate the rigor of the methods,
d. Discusses the major findings in terms of its contributions to science and / or to practice, and
e. Highlights future research opportunities stemming from this doctoral dissertation, and, since no research is perfect, the limitations of the doctoral dissertation research.

In preparing the Executive Summary, please feel free to refer the reader to specific tables, figures, sections, etc., of the actual doctoral dissertation by including the following pointer: [Please see _____, page ___ of the doctoral dissertation].

Format. The Executive Summary must adhere to the following formatting guidelines:

- Does not exceed a maximum of 10 double-spaced, 8.5x11, pages with 1-inch margins (top, bottom, left, and right).
- Includes a header with two pieces of information: (i) the most relevant discipline within which the doctoral dissertation falls and (ii) the dominant method(s) used in the conduct of the doctoral dissertation research.
- Includes a footer showing the page number.
- Does not contain any information that would give away or provide a hint as to the identities of either the doctoral student or the doctoral dissertation advisor. and minor fields of the doctoral dissertation.
- Uses Arial font, size 11 only.

Submission Procedure

1. The Nominating Letter and the Executive Summary should be submitted as two, separate PDF email attachments to the attention of:

   M. Johnny Rungtusanatham
   rung0002@umn.edu

   Please name the Nominating Letter attachment as **LAST NAME_FIRST NAME-Nominating Letter.**

   Please name the Executive Summary as **LAST NAME_FIRST NAME-Executive Summary.**

2. Three hard-copies of the actual doctoral dissertation should be submitted by mail, with the ability for the mail to be tracked, to the attention of:

   M. Johnny Rungtusanatham
   University of Minnesota
   Carlson School of Management
   321 19th Avenue South
   Minneapolis, MN 55455

   Once received, an email confirmation for [1] and/or [2] will be sent.

Deadline: 5:00 pm, CST, May 15, 2011 to be eligible for the competition. ■

2011 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

Karen Papke-Shields, Instructional Innovation Award Coordinator

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 2011 Annual Meeting, the 33nd 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*.

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, 2011.

Instructions

Applications must be submitted in electronic form using instructions on the DSI website (conferences sub-directory) at **http://www.decisionsciences.org.** 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 requirements are very similar to those of the empirical manuscripts published in the *Decision Sciences Journal of Innovative Education* (*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, 2011.** Finalists must attend the Instructional Innovation Award Session at the annual meeting in Boston 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, 2011.** ■

Instructional Innovation Award Competition Coordinator
Karen Papke-Shields, Professor
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Perdue School of Business
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2011 New Faculty Development Consortium

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

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

The consortium will be held on **Saturday, November 19, 2011,** 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 under NFDC along with your current vita to the coordinator listed below. To be eligible for participation, your application must be received by the end of the day on **Friday, September 30, 2011.** 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 2011 Annual Meeting, there will no additional fees for participating in this consortium. ■

Application for 2011 New Faculty Development Consortium
November 19, 2011 · San Diego, California

Send in this form and a current copy of your vita to the Coordinator (see above)
Application deadline: ***September 30, 2011***

Name: _____

Current institution and year of appointment:

_____

Mailing address:

_____

Year doctorate earned & Doctoral institution: _____

Phone | Fax | E-mail:

_____

Research interests:

_____

Teaching interests:

_____

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

_____

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

If so, when? _____

New Faculty Development Consortium Coordinator:

Elliot Rabinovich
W. P. Carey School of Business
Arizona State University
(480) 965 5398
Elliot.Rabinovich@asu.edu

2011 Doctoral Student Consortium

Creating successful career paths for students

Co-sponsored by McGraw Hill/Irwin, Alpha Delta Iota, Emerald Group Publishing, and the Decision Sciences Institute

Funda Sahin, Doctoral Consortium Coordinator

DSI's 29th annual Doctoral Student Consortium is an engaging, interactive professional experience designed to help participants successfully launch their academic careers. We are pleased to have the sponsorship of McGraw Hill/Irwin, Alpha Delta Iota, Emerald Group Publishing, and the Decision Sciences Institute for this important event. The Consortium will take place on Saturday, November 19, 2011, at the 2011 DSI Annual Meeting in Boston, Massachusetts.

Who Should Attend?

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

Why Should You Attend?

There are several important reasons why you should attend.

1. **Networking—**getting a job, finding collaborators, and gaining advantages in the career you are about to enter are all related to "who you know." This is your chance to meet and get to know some of the leading researchers and educators in the field.
2. **Skill development—**excellent teaching and research require practical skills in addition to content knowledge. You will learn from veterans who will share their secrets to success.
3. **Furthering your research—**the research incubator will give you a chance to engage in a discussion of your research ideas with your peers and with outstanding researchers.
4. **Learn about DSI—**this is a chance to "test-drive" DSI, learn about its people, it processes (such as placement services), and its opportunities.
5. **Fun!—**come socialize with your current and future colleagues in a city that has retained its sense of history and tradition, while carefully blending in cosmopolitan progress.

Program Content

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

- **Teaching Effectiveness**. Harvey Brightman will return to the Doctoral Consortium for another post-retirement workshop in 2011. His sessions are simply not to be missed – even experienced faculty members sit in on these dynamic and inspiring sessions.
- **Research Strategy Workshop**. In this hands-on workshop, tenured faculty mentors help participants to develop a strategic research plan for moving from the dissertation to a research program that will put them on a strong trajectory for tenure. Working in small breakout groups and with the advice and guidance of the faculty mentor, participants will identify their areas of expertise, target appropriate journals, find suitable co-authors, and plan a mix of publications.
- **Meet the Editors and Academic Reviewing**. Editors from journals in the decision sciences and related fields will describe the missions of their publications and will discuss how to craft strong manuscript submissions, how to improve the chances of getting a journal article accepted, and how to respond to reviews. Participants will also learn about how to be a constructive reviewer of manuscripts.
- **Job Search Seminar**. Should I target my job search on research-oriented schools? Teaching schools? Private? Public? What's the best way to sell myself? What are the ingredients of a good job interview? This session will help participants answer these questions through insights drawn from a panel of faculty experts.

Join Us

The Doctoral Consortium does more than prepare individual students; it creates a community of colleagues you'll know throughout your career. Please plan to attend the Consortium and also encourage your student colleagues to participate in this important program. Although many participants will be entering the job market for 2011- 2012, others will appreciate the opportunity to get a better understanding of an academic career and how to approach the job market the following year.

Application Process

Students in all areas of the decision sciences are encouraged to apply for the DSI

Doctoral Consortium. Those wishing to be included should submit:

1. A current curriculum vita, including contact information (e-mail in particular), your major field (operations management, MIS, management science, strategy, and so on), the title of your dissertation proposal or the title of a current research paper.
2. Interested students are encouraged to apply early if they wish to ensure themselves space in the Consortium. Materials should be emailed to Funda Sahin, Doctoral Consortium Coordinator at fsahin2010@gmail.com, by July 29, 2011. Those who apply by this date and meet the criteria listed above will be accepted for participation. Applications received after July 29th will receive consideration on a space-available basis.

Participants must pay the regular student registration fee for the annual meeting, but there will be no additional charge for the Consortium. This fee includes the luncheon and reception on Saturday, the networking luncheon on Sunday, and the CD-ROM of the proceedings. Although students will be responsible for all of their own travel and accommodation expenses, it is customary for participants' schools to provide monetary support for these purposes.

Consortium participants will be recognized in *Decision Line*, the Institute's news publication. They also receive special recognition in the placement system, special designation on their name badges, and an introduction to the larger DSI community at the breakfast and plenary session. ■

Doctoral Consortium Coordinator
Funda Sahin
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865-974-8809

2011 PROGRAM CHAIR, from page 31

—**Fellows Speed Discussion.** An opportunity to talk in a small group with DSI Fellows, including incoming inductees for 2011.

—**Buffa Dissertation Award.** Three or four finalists for the Elwood Buffa prize will present overviews of their dissertations with the winner and honorable mentions to be awarded at the end of the session.

- **The DSI Job Placement Service** provides opportunities to interview for open positions, meet with job candidates and scout out emerging scholars.

The venue for the 2011 DSI Annual Meeting is the Boston Marriott Copley Place—centrally located in the historic Back Bay district of Boston, MA. Minutes away from historic Trinity Church and Boston Common, this location offers access to some of the most historic locations in American history and has more than 20 universities within an hour drive. For more information, visit the DSI Annual Meeting website.

Please keep the following deadlines in mind and plan to join us in Boston for a great conference. Watch the DSI website for further announcements and information. Finally, please share ideas, suggestions and inquiries at **DSI2011@fisher.osu.edu**.

See you in Boston! ■

2010 Program Chair's Message

MORGAN SWINK, Michigan State University

Thanks and congratulations to everyone who contributed to the 41st annual Decision Sciences National Conference in San Diego. The program team did an outstanding job in both developing and implementing a number of innovations for the conference, including new session formats, plenary speakers, and track structure reorganizations. The team organized over 1,100 submissions into about 270 paper sessions, plus another 100 sessions in miniconferences, consortia, and special interest groups. Notably, more than one quarter of the sessions this year were invited or featured sessions. I trust that all who attended found the quality of these sessions to be excellent.

Over 50 people worked together to offer the tracks, miniconferences, competitions, and consortia this year. While I don't have space to mention them all here, I would like to identify some of the key roles.

Rachna Shah of the University of Minnesota and Sriram Narayanan of Michigan State University went far beyond the normal roles of associate program chair and proceedings coordinator. They were responsible for many of the innovations and improvements to this year's conference. Scott Sampson of Brigham Young University once again gave us excellent support as CIS manager.

Each of the competition and professional activities coordinators did their jobs with great enthusiasm:

- **Nallan Suresh,** University of Buffalo, Elwood S. Buffa Doctoral Dissertation Award Competition
- **Chetan Sankar,** Auburn University, Instructional Innovation Award Competition
- **Corinne Karuppan,** Missouri State University, Best Paper Awards Competition
- **Rebecca Grant,** University of Victoria, Best Teaching Case Studies Award Competition
- **Sarv Devaraj,** University of Notre Dame, and Rajiv Kohli, College of William and Mary, Doctoral Student Consortium
- **Rohit Verma,** Cornell University, and Gopesh Anand, University of Illinois, New Faculty Development Consortium
- **Xenophon Koufteros and Powell Robinson,** Texas A&M University, Professional and Faculty Development Program
- **Arijit Sengupta,** Wright State University, Job Placement
- **Barbara Withers,** University of San Diego, Local Arrangements Coordinator

Many thanks also go to the chairs of the many miniconferences and tracks. We asked many of you to go the extra mile this year—and you delivered!

It is my sincerest hope that all who attended the conference found it to be worthwhile and enjoyable. We are all working hard to continuously improve the conference in every dimension. Please consider what part you might play in making the 2011 conference even better! ■

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2010 Instructional Innovation Award

By Chetan S. Sankar, Auburn University

Anne Maggs and Timothy Bergquist (Northwest Christian University) win prestigious competition

Chetan S. Sankar, Instructional Innovation Award Coordinator

Anne Maggs and Timothy Bergquist of Northwest Christian University won the 2010 Instructional Innovation Award for their teaching innovation entitled, "Use of an Online, Educational Novel in an Introductory Small-Business Management Class." The other finalists were "Puzzle-Based Learning: An Introduction to Critical Thinking and Problem Solving," prepared by Zbigniew Michalewicz of University of Adelaide, Nickolas Falkner of The University of Adelaide, and Raja Sooriamurthi of Carnegie Mellon University, and "The Case of Adult Education: Effectively Training Business Professionals," by Kelley R. Johnston, Manoj Vanajakumari, Barry F. Lawrence, Senthil Gunasekaran, Pradip Krishnadevarajan, and Maharajan Chidambaram, all from Texas A&M University.

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 were requested to submit a revised version of their papers for possible publication in the *Decision Sciences Journal of Innovative Education.*

The competition was conducted in two phases. In the first phase, the competition committee received and reviewed applications. When evaluating submission, the committee focused on the following six criteria for the innovative education award: (1) Content and Pedagogical Contribution, (2) Literature Review, (3) Organization and Presentation to Students, (4) Transferability, (5) Evaluation of Effectiveness, and (6) Innovativeness.

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

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, was made.

My congratulations go to the winner and finalists and my sincere thanks to the members of the Instructional Innovation Award committee. 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 list of winners can be found at **www.decisionsciences.org**. Recent winners have published articles outlining their pedagogical approaches in *Decision Line* and *Decision Sciences Journal of Innovative Education.* Indeed, the DSJIE has committed to work with the winners to prepare a suitable submission for the publication in the institute's journal. We look forward to publishing these excellent innovations and hope you will enjoy reading about it.

WINNER

Use of an Online, Educational Novel in an Introductory Small-Business Management Class

Anne Maggs (Northwest Christian University)
Timothy M. Bergquist (Northwest Christian University)

FINALISTS

Puzzle-Based Learning: An Introduction to Critical Thinking and Problem Solving

Zbigniew Michalewicz (University of Adelaide)
Nickolas Falkner (The University of Adelaide)
Raja Sooriamurthi (Carnegie Mellon University)

The Case of Adult Education: Effectively Training Business Professionals

Kelley R. Johnston (Texas A&M University)
Manoj Vanajakumari (Texas A&M University)
Barry F. Lawrence (Texas A&M University)
Senthil Gunasekaran (Texas A&M University)
Pradip Krishnadevarajan (Texas A&M University)
Maharajan Chidambaram (Texas A&M University)

2010 Instructional Innovation Award Competition Committee

Chetan S. Sankar, Auburn University, Chair
Robert Sroufe, Duquesne University
Candace Deans, University of Richmond
Chris Kydd, University of Delaware
Madjid Tavana, LaSalle University and representative, Alpha Iota Delta
Larry Meile, Boston College
Robb Dixon, Boston University

■

The 2010 DSI Miniconference on Successful Grantsmanship

by Gregory W. Ulferts, University of Detroit Mercy

Gregory Ulferts, Miniconference Coordinator

Continuing the success of the *Miniconference on Successful Grantsmanship* at the recent DSI annual meetings, the three sessions at the San Diego miniconference featured the best material and advice for being successful in grantsmanship. Securing external research grants is a valuable experience, often a necessary step, when our projects can be significantly enhanced by them. The miniconference helped develop interests among DSI members in obtaining external research grants and in sharpening their skills in writing grant proposals so that their endeavors may be more fruitful. The miniconference featured successful grant writers with considerable expertise and experience.

The first session focused on "Transforming a Good Idea into a Competitive Grant Proposal," facilitated by **Leticia McCart** of The Educational Resource Development Group and John Carfora of Loyola Marymount University (author of *The Art of Funding and Implementing Idea: A Guide to Proposal Development and Project Management)*. The audience was asked "Is it a good idea?" A proposal must respond to an agency's mission, goals and funding priorities, address emerging needs, build upon existing efforts to create new knowledge, show an innovative approach, be supported in the literature, be supported by colleagues and professional associations and be integrated into the comprehensive plan. The presenters discussed how to expand an idea into a project concept paper, dissecting the concept paper and offering useful strategies. The audience was reminded to look at the idea from the perspective of the funding literature, urging reflection and asking questions about the nature of a funding point of view and how it differs from or complements their own. This was a great networking opportunity that allowed participants to ask questions and build relationships with peers.

The second session focused on "Grant Basics," facilitated by **Traci Merrill** of the University of San Diego, and **"Corporation/Foundation Basics,"** facilitated by **Annette Ketner** of the University of San Diego. There are many reasons funding is desirable: expanding your research, providing student support through student salary or scholarship, acquiring new equipment, or development funding. For grant basics a project checklist was offered:

- Follow grant guidelines closely—don't leave out any steps, ask several people to review your grant for common sense and clarity, make sure your grant application contains a clear and logical budget, with narrative description that explains the costs in each category, gather statistics to support your request, do a survey to demonstrate the need for the project, be sure to include information on how you will evaluate the success of the project, be sure to indicate how your project will meet state or national standards, and review the list of projects that have recently been funded by the agency you are applying for to determine if your project will meet the funding criteria.
- With corporations, helpful suggestions included forming relationships with local corporations, getting them involved as volunteers in your school/work, inviting them to campus, having them speak to your classes or participate on panels, and build relationships that may prove fruitful. Other helpful suggestions for corporation/foundation basics include: explaining your project/request to both your Office of Sponsored Programs and your Advancement office, both of which have tools to assist you, from databases to assistance with proposal development, budget creation, and adherence to university requirements; read the guidelines and re-read them; discuss your project with the program officer; create your proposal based on the guidelines, i.e. order of information, reasonable request, adherence to deadline and process; and when the proposal is finished, compare it once again to the guidelines before submission.

Session III moved from talk to action in "Learning from Experience: Developing Concepts, Building Partnerships, Promotion and Tenure Issues, and Managing Grants," facilitated by **Leslie Gardner** of the University of Indianapolis. The successful tips offered to the audience included: look for good ideas to fill needs; lay the groundwork, have a track record of success; have good partners; maintain a positive attitude—believe in what you are doing; understand what the funding agency wants; because RFPs do not exactly fit your goals—decide whether you can both meet requirements and accomplish your goals; make sure your institution has the infrastructure to support a grant; write a good budget; get help; don't be discouraged by failure. The audience received a template used in successful grant writing.

This mini-conference responded 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 securing funding. The sessions resulted in lively discussion and 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 future miniconferences on successful grantsmanship that are scheduled. Join the growing number of DSI members who are bragging about their funding successes. ■

2010 Best Teaching Case Award Competition Winners Announced

By Rebecca Grant, University of Victoria

Rebecca Grant

It is with great pleasure that we announce that "Czech-Mate: Jake and Dan's Marvelous Adventure (A +B)" by Robert E. Collier, Mike Kadish and Elliot Weiss of Darden School, University of Virginia, is the winner of the 2010 Best Teaching Case Award Competition. The runner-up was "Nokia India: Battery Recall Crisis" by Charles Dhanaraj (Kelley School of Business, Indiana University), Monali M Malvankar (Ivey School of Business, University of Western Ontario), Narendar Sumukadas (University of Hartford) and Fraser Johnson (Ivey School of business, University of Western Ontario).

Our winners and finalists are to be congratulated for their achievement in the face of this year's intense competition. Twenty entries were received from authors around the world in a truly international event. The cases and teaching notes focused on issues in India, Czechoslovakia, France, Germany, the Netherlands, Switerland, the United Kingdom and the United States, among other countries. The case topics were equally varied, including workaholism, sales force management, social entrepreneurship, and cross-cultural mergers, among many others. Furthermore, the cases represented the many disciplines and tracks that form the backbone of DSI. From accounting to technology management, our case authors captured the diversity that is the strength of the Institute.

The entries were judged in a three-stage, blind-review process. All 20 cases and teaching notes were evaluated by experienced case teaching faculty in the relevant disciplines, a process that narrowed the competition to 10 semi-finalist cases. The semi-finalists were then judged and scored by a cross-disciplinary panel of case writers and teachers, resulting in the selection of our finalists. Unfortunately, one of the chosen finalists ("Dow Acquisition" by Koen Heimeriks and Stephen Gates of the Rotterdam School of Management, Erasmus University) had to be withdrawn when the authors were unable to attend to present the case. However, they deserve recognition for their achievement in reaching the finals. Elliott Weiss and Monali Malvankar presented their respective cases to attendees and judges at the Annual Meeting in San Diego, after which the winner was named.

Thank you to the many authors who wrote and submitted the excellent cross-section of cases for this year's competition. Space prohibits publishing them all here, but for a complete list of cases, authors, and contacts please feel free to contact the 2010 coordinator, Rebecca Grant, rgrant@uvic.ca. Authors interested in submitting to next year's competition are encouraged to submit their completed cases and teaching notes to the 2011 Best Teaching Case Studies Award Competition, coordinated by Alistair Brandon-Jones from the University of Bath, abj20@management.bath.ac.uk.

Particular thanks to the individuals who served on the cross-disciplinary judging panels to select the finalists. Individuals whose names are in bold constituted the panel that judged our finalists and chose the winning case:

Matt Drake, Duquesne University

Bill Fischer, IMD

David Johnston, York University

David McCutcheon, University of Victoria

Richard Mimick, University of Victoria

Wendy Tate, University of Tennessee

Rohit Verma, Cornell University

■

Future DSI Annual Meetings

November 19-22, 2011
Boston Marriott Copley Place Hotel
Boston, Massachusetts

November 17-20, 2012
San Francisco Marriott
San Francisco, California

Technology in the Classroom Miniconference—An Opportunity to Learn and Do

by Barbara A. Price, College of Business Administration, Georgia Southern University

Barbara A. Price

Continuing the tradition of recent DSI Annual Meetings, the Technology in the Classroom Miniconference was held all day Saturday, November 20, 2010. However, breaking from tradition and thanks to the following organizations and individuals, four of the five sessions were conducted with a hands-on, Internet-connected lab environment with 30 laptop workstations loaded with Homework Managers and Applications Software.

Sponsors of the Technology in the Classroom Lab Environment were:

John Wiley & Sons, Diane Y. Mars, Assistant Marketing Manager;

McGraw-Hill/Irwin, Katie White;

Pearson Education, Alex Gay, Marketing Manager–Statistics;

JMP and SAS, Curt Hinrichs, SAS Institute

The Technology in the Classroom Miniconference provided a forum for participants to share innovative applications of technology in the classroom that enhance the student's learning experience and teaching effectiveness. The hands-on environment available for the presentations allowed presenters to actively demonstrate the applications which they have employed and why those applications are effective in enhancing learning and teaching effectiveness, and for the first time the audience could actually try out the available technology for themselves.

The 8:00am session entitled **Pedagogical Tools: Simulations and Solver-Enhanced Excel** featured two research abstract submissions: **Using SimFlex in a Supply Chain Management Curriculum** presented by Arunachalam Narayanan (Texas A&M University), and Prabhakar Thanikasalam (SimFlex Group, Flextronics) which demonstrated use of SimFlex, a web-based tool available for both teaching and research to build and analyze supply chains, and **Better Exponential Curve Fitting Using Excel** presented by Michael R. Middleton (Decision Toolworks) which compared Excel's trendline with a Solver search method that provides a much better fit. Both demonstrations produced lively interaction with the audience who appreciated the ability to have access to the software and hands-on activity.

At 10:30am there were two sessions, another first for the miniconference. One session was entitled **Online Course Structure, Communication, and Effectiveness and consisted of the following papers: Communicating with Students: Automating Personalized Email and Attachments Using Microsoft Word, Excel, and Outlook,** a refereed research paper by Bob McQuaid (Pepperdine University); **Should Online Training be Used for Students with No Experience?** by Lakshmi Sankar (Troup County School System), Chetan S. Sankar (Auburn University); and **The Impact of Online Course Structure on Student Preference** by Tim P. Klaus (Texas A&M University-Corpus Christi).

The second 10:30am session provided a second successful hands-on experience. Entitled **Homework Managers—Demonstrations by Faculty Users,** the presenters were all users of the respective Homework Managers. This allowed them to interact with audience users and potential users demonstrating the pros and cons of each package. The homework managers and users included **McGraw-Hill's CONNECT** presented by Kevin Watson of Iowa State University, **MyStatLab** presented by Amy Phelps of Duquesne University, and **WileyPLUS** presented by Kevin Black of the University of Houston–Clear Lake and Franny Kelly from John Wiley & Sons, Inc. Again, feedback was very positive on the ability to not just see but do.

The miniconference continued with **Software to Enhance Analytical Skills—Demonstrations of Applications** with a Frontline Solver presentation by Daniel H. Fylstra of Frontline Solver; **JMP/SAS** presented by Brady Brady, Academic Ambassador for JMP and Jerry Oglesby, Director of SAS Global Academic Programs; and **StatCrunch** presented by Webster West from Texas A&M. Participants were able to reinforce the concepts by giving them a try.

The miniconference wrapped up with **New Capabilities in Excel 2010 and Office 2010** presented by Robert L. Andrews and Wilma Andrews (Virginia Commonwealth University). An overview of several primary Microsoft improvements in the 2010 Office suite was provided. For Excel, the Bob and Wilma demonstrated new visual ways to filter data in Pivot Tables using slicers and other table enhancements, charting capacity enhancement for larger data sets, conditional formatting with new icons and data bar options, formulas that can now be typed into a Text Box, Sparklines (tiny charts that fit in a cell), new statistical functions, improved computational accuracy and greatly improved solver capabilities. Participants were actively engaged in the session.

As the hands-on environment was innovative, feedback on whether an environment such as we had (in an enhanced, improved setting—larger and easier-to-move around) would be of use for sessions at future DSI annual meetings. Feedback can be sent to the 2010 Miniconference Coordinator Barbara A. Price (baprice@georgiasouthern.edu) or 2010 DSI Annual Meeting Program Chair Morgan Swink (m.swink@tcu.edu). ■

San Diego
Decision Sciences Institute
41st Annual Meeting
November 20-23, 2010

Clyde Holsapple Named 2010 DSI Fellow

Clyde Holsapple

In recognition of outstanding contributions to the field of decision sciences, the designation of Fellow has been awarded by The Decision Sciences Institute to Clyde Holsapple, the Rosenthal Endowed Chair and Professor in the Gatton College of Business and Economics at the University of Kentucky. For his prolific and exceptional research, teaching, and service in the disciplines of Information Systems and Knowledge Management, particularly his seminal contributions in developing the Decision Support System field. Professor Holsapple's more than 150 journal publications have appeared in such notable periodicals as *Decision Sciences, Decision Support Systems, Operations Research, Organization Science, Communications of the ACM, Journal of Operations Management*, among others. Additionally, he has published over a dozen books, including the classic *Foundations of Decision Support Systems*. He is Editor-in-Chief of the *Journal of Organizational Computing and Electronic Commerce*, and has served as Senior Editor of *Information Systems Research* and Associate Editor of both *Management Science* and *Decision Sciences*. His service to the Institute includes being Chair of the Publications Committee and participating in DSI annual meetings as a track chair, featured presenter, mentor for the Doctoral Student Consortium, panelist, session chair, and reviewer. He is the recipient of the Essential Science Indicators Top 1% Designation by Thomson-Reuters, the state of Kentucky's R&D Excellence Award, and the Chancellor's Award for Outstanding Teaching at the University of Kentucky.

Thomas W. Jones Receives 2010 Distinguished Service Award

The Dennis E. Grawoig Distinguished Service Award was presented to Thomas W. Jones, university professor in the Sam M. Walton College of Business, Department of Information Systems, University of Arkansas at Fayetteville, for his steadfast dedication to the Decision Sciences Institute and its members for over three decades. Tom is a Fellow of the Institute and has served as its President, Treasurer, Vice President, Annual Meeting Program Chair and Track Chair. Tom served as a member on numerous Institute committees over the years, and as chair of several key committees including the Executive Committee, Development Committee for Excellence in the Decision Sciences, Strategic Planning Committee, Regional Activities Committee, Investment Advisory Committee, Nominating Committee, as well as several ad hoc committees appointed by the Institute's Board of Directors. He has also served the Southwest Region of the Institute, most notably as President, Program Chair and a recipient of its Distinguished Service Award. Tom's legendary attention to detail is well known and most appreciated, as well as his coterminous sense of promoting and achieving the goals of the Institute and its regions. This award designation is highly deserved and represents recognition of and appreciation for Tom's outstanding leadership and contributions to the Decision Sciences Institute.

2010 DSJIE Paper Winners

Teaching Brief Winner ($250 to be divided between two authors)

Applying Sales and Operations Planning to the Metro-Atlanta Water Crisis, July 2009
Michael J. Maloni, Kennesaw State Univ.
Richard M. Franza, Kennesaw State Univ.

Teaching Brief Runners-up: ($250 to be divided between the two papers)

Using a Spreadsheet Version of Deming's Funnel Experiment in Quality Management and OM Class, Jan. 2010

Mark D. Hanna, Georgia Southern Univ.

The Twenty-Minute Just-in-Time Exercise, Jan. 2010
Bryan Ashenbaum, Miami Univ.

Empirical Paper Winner: ($1,000 to be divided between the two authors)

An Exploratory study of student perceptions of which classroom policies are fairest, Jan. 2010, 8(1): 9-34

Edward A. Duplaga, Winona State Univ.
Marzie Astani, Winona State Univ.

Empirical Paper Runners-Up: ($500 to be divided between the two papers)

Why Don't More students Major in IS?, July 2009, 7(2): 463-488
William L. Kuechler, Univ. of Nevada
Alexander McLeod, Univ. of Nevada
Mark G. Simkin, Univ. of Nevada

Absenteeism in Undergraduate Business Education: A Proposed Model and Exploratory Investigation, Jan. 2010, 8(1): 95-112.
Lisa Burke, Univ. of Tennessee, Chatta.

2010 Doctoral Student Consortium

Congratulations to the participants of the 2010 Doctoral Student Consortium, co-sponsored by McGraw-Hill/Irwin; with contributions from Alpha Iota Delta, Beta Gamma Sigma, and the Decision Sciences Institute.

Michael Dixon
Long Pham
Andrew Kach
Stephen Larson
Dennis Chen
Michael E. Ellis
Chris Simmons
Paul Neiswander
Lakisha Simmons
Koh Noi Sian
Tharanga Rajapakshe
Jeong Hoon Choi
Tingliang Huang
Koray Özpolat
Xiang Wan
Jongsawas Chongwatpol
Kuo-Hao Lee
Ashwini Gangadharan
Dwayne Cole
Devdeep Maity
Ankur Nandedkar
Muer Yang
Guangfu Zeng
Gisela Bardossy
Bhavana Padakala
Kuntal Bhattacharyya
Guangfu Zeng
Donghyun Choi
Mazhar Arıkan
Wenting Pan
Fone Pengnate
Mariana Nicolae
Oanh Tran

Eunsu Lee
Guanyi Lu
Woohyun Cho
Yucong Liu
Subhajit Chakraborty
Vik Kortian
Muratcan Erkul
Vidya Mani
Livia D'Avila
Lisa Perrine
David Sikolia
Verónica H. Villena
Jeremy Hutchison-Krupat
Danxia.Kong
Lucas Liang Wang
DonHee Lee
Yann Ferrand
Cigdem Ataseven
Ramesh Dangol
Chuck Brust
Dattaraj Kamalapurkar
Priyanka Meharia
Rodrigo Britto
Scott Hixson Lindsey
Jing Zhu
Wael Jabr
Serkan Ada
Stephanie Graham
Wenqing Zhang
Sam Nelson
Juheng (Julie) Zhang
Jen-Yi (Jay) Chen
Arumugam Velaayudan

Myungjae Kwak
Juheng (Julie) Zhang
Manal M. Yunis
Xu Yong
Kathryn Chang
Victor Marshall
Ben Liu
Ronald Eastburn
Anto Verghese,
Gu, Wenjun
Ashley Y. Metcalf
Yuheng Cao

Decision Sciences Journal

2010 Best Paper Award

Risk Uncertainty and Supply Chain Decisions: A Real Options Perspective

G. Tomas M. Hult, Broad College of Business, Michigan State University
Christopher W. Craighead, Smeal College of Business, Pennsylvania State University
David J. Ketchen, Jr., College of Business, Auburn University

San Diego
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2010 Annual Meeting Snapshots

Social Computing, Operations, and Markets

Submission Deadline:
June 15, 2011

Focused Issue Co-Senior Editors

Ram Gopal, University of Connecticut
Prabhudev Konana, University of Texas at Austin

Motivation and Background

New forms of social computing technologies for both business applications and social life have become ubiquitous. The terms social computing, Enterprise 2.0, Web 2.0, social networking, long tail, community sentiments, prediction markets, online word-of-mouth, Twitter, clouds, wikis, and avatars continue to overwhelm managers. While the above can provide immediate access to critical information, and potentially facilitate effective communication and decision-making capabilities, not much is understood as to how they influence operations, improve financial measures, and alter markets in both services and manufacturing. The key advantage of social computing initiatives is the access to new forms of information such as search frequency (e.g., Google Trends) and community sentiments from social networks or message boards for decision making. Interesting research opportunities are evolving to tap into such new information sources to predict growth trends, revenue, market share, stock price, and customer satisfaction/dissatisfaction. For instance, time-series search frequency data from Google Trends can help firms predict demand which can be used to manage operations (e.g., inventory, production, and human resource planning) and drive supply chain efficiencies. Community sentiments from social networks such as Yahoo! Finance and MarketWatch can be potentially used by managers to better manage communication strategies and operations.

Despite the potential benefits of social computing technologies, there are obviously some issues of concern. While technology holds the potential to drive efficiency and lower risks, is there a darker side? For example, misinformation can spread easily and cause significant damage. Additionally, psychological biases are inherent in information available through these technologies and this in turn would impact the quality of managerial decisions.

The focus of this special issue is to explore and stimulate rigorous research on the interface between new forms of social computing and operational and financial decisions. Some topics of interest include, but are not limited to the following:

1. Prediction markets in project management and forecasting.
   a. How to engage participants to participate in prediction markets to make these markets relevant?
   b. Incentive design for internal prediction markets to function efficiently.
2. The role of community sentiments in predicting markets.
3. The use of community sentiments in streamlining operations.
4. The use of search frequency in understanding markets (market share, product diffusion, stock price) and operations.
5. Challenges in the adoption of social computing mechanisms for operations.
6. Impact of IT on financial and operational risks.

Key problems in this domain can be investigated using any rigorous research paradigmincluding economic, analytical, empirical, experimental, and/or conceptual. In line with the editorial policies of the *Decision Sciences* Journal, we welcome submissions which analyze the problem of interest using any appropriate methodological research tool(s).

Review Process and Deadlines

Manuscripts for the focused issue should be submitted by carefully reviewing the guidelines available at: **http://decisionsciencesjournal.org/authors.asp**. All authors submitting a manuscript should make a special note that it is for the focused issue. The anticipated deadlines for this focused issue are:

- **June 15, 2011:** Submission deadline for initial submissions.
- **September 30, 2011:** First-round decisions on all submitted manuscripts.
- **January 15, 2012:** Submission deadline for invited revisions.
- **February 15, 2012:** Research workshop (details will be forthcoming).
- **April 30, 2012:** Final decisions. ■

(See more listings at http://www.decisionsciences.org/placement)

■ **INDIANA UNIVERSITY**

Kelley School of Business Operations & Decision Technologies Department, Operations and Supply Chain Management Visiting Faculty Openings

The Operations and Decision Technologies Department of the Kelley School of Business invites applicants for tenure-track faculty positions to begin Fall Semester of 2011. The openings are in Supply Chain and Operations and are targeted at the Assistant Professor level, but exceptional candidates at other levels will be considered. Strong records or promise in both research and teaching are required.

Research on any specialization within the broad framework of Supply Chain Management and Operations is of interest. The major teaching responsibilities involve Supply Chain Management and Operations, with a special emphasis in the Logistics area. An interest in teaching Data Analysis and Business Analytics would be a plus.

Faculty will be available to meet with candidates at both the INFORMS and DSI conferences. To ensure consideration, applications should be received by Wednesday, December 1, 2010, however the search will continue until the positions are filled. Interested applicants should send a cover letter, vita, select research papers and the names and addresses of three references to:

Ashok Soni, Chairperson
Department of Operations and Decision Technologies
Kelley School of Business
Indiana University
Bloomington, IN 47405-1701
soni@indiana.edu

Indiana University is an Affirmative Action, Equal Opportunity Employer committed to excellence through diversity. The University actively encourages applications from women, minorities, and persons with disabilities.

Join Us in Boston in 2011!

2010 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, 2010, and 2009, 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 misstatement. 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, 2010, and 2009, 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
August 25, 2010

STATEMENTS OF FINANCIAL POSITION
June 30, 2010 and 2009

Assets	2010	2009
Current assets:		
Cash and cash equivalents	$313,588	292,871
Investments	459,548	412,604
Accounts receivable, less allowance for doubtful accounts of $11,000 in 2010 and $5,000 in 2009	33,599	31,383
Prepaid expenses	2,104	2,889
Deferred charges	23,048	35,439
Equipment, less accumulated depreciation of $158,534 in 2010 and $152,033 in 2009	10,765	17,253
	$ 842,652	$ 792,439
Liabilities and Net Assets		
Liabilities—current:		
Accounts payable	$41,799	57,891
Accrued vacation expenses	23,962	23,962
Deferred revenue:		
Convention deposits	10,645	8,000
Membership dues	84,074	97,576
Total current liabilities	160,480	187,429
Net assets-unrestricted	682,172	605,010
	$ 842,652	$ 792,439

See accompanying notes to financial statements.

NOTE, from page 50

- Level 1: Quoted prices in active markets for indentical assets of liabilities.
- Level 2: Other significant observable inputs not quoted on active markets, but corroborated by market data.
- Level 3: Significant unobservable inputs for hte 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 Institute's financial instruments measured at fair value on a recurring basis in accordance with ASC 820 as of June 30, 2010 and 2009:

	Total	Level 1	Level 2	Level 3
As of june 30, 2010:				
Publically traded securities	$459,548	$449,548	-	-
As of june 30, 2009:				
Publically traded securities	$412,604	412,604	-	-

STATEMENTS OF ACTIVITIES
Years ended June 30, 2010 and 2009

	2010	2009
Revenue:		
Membership	$ 241,630	$ 212,500
Convention	533,180	547,154
Publications	82,058	97,349
Advertising	8,978	8,750
Investment and interest income	11,782	13,620
Realized, unrealized gains (losses) on investments	35,809	(53,545)
Contributed support from affiliate	11,000	11,000
Other	1,604	2,305
Total unrestricted revenue	$ 926,077	$ 839,133
Expenses:		
Program Services:		
Member services	281,475	285,226
Convention	422,201	406,644
Publications	57,346	82,797
Placement	34,650	31,773
Total program services	796,672	806,440
Management and general—supportive services	53,243	52,713
Total unrestricted expenses	848,915	859,153
Change in net assets	77,162	(20,020)
Net assets at beginning of year	605,010	625,030
Net assets at end of year	$ 682,172	$ 605,010

See accompanying notes to financial statements.

STATEMENTS OF CASH FLOWS
Years ended June 30, 2010 and 2009

	2010	2009
Cash flows from operating activities		
Change in net assets	$ 77,162	$ (20,020)
Adjustment to reconcile change in net assets to net cash provided by operatin activities		
Depreciation	8,206	11,420
Unrealized (gains) losses from investments	(35,809)	53,545
(Increase) in accounts receivable	(2,216)	(2,485)
Decrease in prepaid expenses	785	95
(Decrease) in deferred charges	12,391	(15,408)
Increase in accounts payable	(16,092)	12,895
Increase in accrued retirement benefits	—	608
Increase (decrease) in deferred revenue:		
Convention deposits	2,645	95
Membership dues	(13,502)	19,608
Net cash provided by operating activities	33,570	60,353
Cash flows from investing activities:		
Purchase of equipment	(1,718)	(4,412)
Purchase of investment securities	(11,135)	(84,351)
Sales and maturities of investment securities	—	72,985
Net cash (used in) investing activities	(12,853)	(15,778)
Increase in cash and cash equivalents	20,717	44,575
Cash and cash equivalents at beginning of year	292,871	248,296
Cash and cash equivalents at end of year	$ 313,588	292,871

See accompanying notes to financial statements.

SCHEDULE 1: COMBINING SCHEDULE OF REVENUE, EXPENSES, AND CHANGES IN NET ASSETS INFORMATION
Year ended June 30, 2010

	Home Office	Northeast DSI	Southeast DSI	Midwest DSI	Southwest DSI	Western DSI	Asia DSI	Europe DSI	Mexico DSI	India sc DSI	Total
Revenue:											
Membership	$241,630	-	-	-	-	-	-	-	-	-	241,630
Convention	390,816	38,278	27,960	21,767	7,289	47,070	-	-	-	-	533,180
Publications	82,058	-	-	-	-	-	-	-	-	-	82,058
Advertising	8,978	-	-	-	-	-	-	-	-	-	8,978
Investment and interest income	11,769	-	13	-	-	-	-	-	-	-	11,782
Realized and unrealized losses on investments	19,629	1,745	3,309	2,514	3,195	5,322	95	-	-	-	35,809
Contributed support from affiliate	11,000	-	-	-	-	-	-	-	-	-	11,000
Other	1,640	-	-	-	-	-	-	-	-	-	1,640
	767,520	40,023	31,282	24,281	10,484	52,392	95	-			926,077
Expenses:											
Membership services	272,242	1,310	1,187	530	530	3,498	588	530	530	530	281,475
Convention	278,907	45,933	29,254	16,899	2,712	48,496	-	-	-		422,201
Publications	55,346	-	-	-	-	2,000	-	-	-		57,346
Placement	34,650	-	-	-	-	-	-	-	-		34,650
Supportive services	53,243	-	-	-	-	-	-	-	-		53,243
	694,388	47,243	30,441	17,429	3,242	53,994	588	530	530	530	848,915
Change in net assets	73,132	(7,220)	841	6,852	7,242	(1,602)	(493)	(530)	(530)	(530)	77,162
Net assets, beginning of year	363,479	30,140	49,890	34,810	44,973	81,725	1,677	-	(1,217)	(467)	605,010
Net assets, end of year	$436,611 (1)	22,920	50,731	41,662	52,215	80,123	1,184	(530)	(1,747)	(997)	682,172

(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 2: 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
	724,950	29,846	20,591	13,418	(555)	50,436	447	-	-	839,133
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	52,713	-	-	-	-	-	-	-	-	52,713
	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	350,975	42,404	68,971	34,992	49,803	76,437	1,922	(612)	138	625,030
Net assets, end of year	$ 363,479 (1)	30,140	49,890	34,810	44,973	81,725	1,677	(1,217)	(467)	605,010

(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.

(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, 2010, and 2009, 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, 2010, and 2009, 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, 2010, and 2009 is presented below:

	2010		2009	
	Cost	Fair Value	Cost	Fair Value
Money market fund	$ 55,193	55,193	$ 55,136	55,136
Bond mutual funds	164,604	173,183	158,478	156,869
Common stock mutual funds	276,925	231,172	271,973	200,599
Total	$ 496,722	459,548	$ 485,587	412,604

(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 2010 and 2009. 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 $8,206 and $11,420 for 2010 and 2009, 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 $11,976 in 2010 and $11,259 in 2009.

(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 $45,474 and $25,431 during the years ended June 30, 2010 and 2009, respectively.

(5) **Fair Value Measurements**

The Institute has adopted the provisions of Statement of Financial Accounting Standards Board (FASB) Accounting Standards Codification ASC 820, *Fair Value Measurement and Disclosures*, for financial assets and liabilities. Under ASC 820, fair value is based on the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In order to increase consistency and comparability in fair value measurements. ASC 820 establishes a fair vluae hierarchy that prioritizes observable and unobservable inputs used to measure fair value into three broad levels. These levels, in order of highest priority to lowest priority, are described as follows:

See **NOTES**, page 47

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
Schniederjans, 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

MARCH

March 9-12
The Southwest DSI Region will hold its Annual Meeting at the Hyatt Regency in Houston, TX.
http://www.sdsi.org

March 13
Submission deadline for papers to the **Midwest Region 2011 Annual Meeting** to be held May 12-14, 2011, in Indianapolis, Indianapolis.
http://www.pom.edu/mwdsi

March 15
Submission deadline for papers to the **11th Annual International DSI Meeting** to be held July 12-16, 2011, in Taipai, Taiwan.
http://idsi.nccu.edu.tw/idsi2011/

APRIL

April 1
Submission deadlines for Refereed Papers and Competitions to the **42nd DSI Annual Meeting** to be held November 19-22, 2011, at the Boston Marriott Copley Place Hotel in Boston, Massachusetts. Submission deadlines for Abstracts and Proposals is **May 1, 2011.**
See page 29.

April 5-8
The Western DSI Region will hold its Annual Meeting in Portland, Oregon.
http://www.wdsinet.org

April 14-16
The Northeast DSI Region will hold its annual meeting in Montreal, Canada.
http:/www.nedsi.org

JUNE

June 24-25
2nd Annual Meeting of the European DSI Region will be held in Wiesbaden/Frankfort, Germany.

NOVEMBER

November 17-22
42nd Annual Meeting of the Decision Sciences Institute, to be held in Boston, MA.
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 $_____
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