A News Publication of the Decision Sciences Institute

DECISION LINE

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2011 Annual Meeting Award Winners

G. Keong Leong

Dennis E. Grawoig Distinguished Service Award
G. Keong Leong, University of Nevada, Las Vegas

Instructional Innovation Competition Award
Alan S. Abrahams, Virginia Tech

Elwood S. Buffa Doctoral Dissertation Competition
Gökçe Esenduran, The Ohio State University, and
Emily J. Kohnke, Iowa State University

See more award winners—and a wrap-up of the 2011 Annual Meeting in Boston—on pages 29-36.

PRESIDENT'S LETTER

From Boston to San Francisco and Beyond!

By Krishna Dhir, Berry College

I still savor the flavor and taste of the memorable meeting we had in Boston. The fruits of the committed, steadfast, and dedicated energy invested by Program Chair Ken Boyer of Ohio State University and his fine Program Committee were enjoyed by one and all. The Boston meeting will be remembered for its numerous innovations. These included scheduling of multiple plenary sessions, recording of a plenary session, live presentation by candidates competing for the prestigious Elwood Buffa Doctoral Dissertation Award, increased financial reward and recognition plaques for Best Paper Awards, placement of student papers in New Talent Showcase sessions, streamlining of sessions, design and extensive use of improved signage for featured sessions, and creation of a Facebook page

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Join us in San Francisco for
DSI's 43nd Annual Meeting
November 17 - 20, 2012

DECISION LINE

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■ Maling Ebrahimpour, Editor, University of South Florida, St. Petersburg

This is my first "From the Editor" note, and I should confess that Krishna Dhir left big shoes to fill. During his tenure as the editor, he accomplished so much and improved the quality of the *Decision Line* to a level that this publication is now recognized by both Cabell's Directory of Journals as a "Commendable Journal," and we have an agreement with EBSCO which will include *Decision Line* in the ESCOHost database. Kudos go to Krishna Dhir, Carol Latta, Hal Jacobs, feature editors, and all those who have contributed articles, book reviews, and other types of high-quality writings.

As the new editor, I will do what I can to make *Decision Line* a more recognized publication. Thus, I welcome and invite opinions and ideas on how to further improve the quality of this publication and expand the readership. I make one promise: I will take all ideas that I receive to the Board for their consideration and see that Board-approved ideas are implemented.

Let's join together to make the *Decision Line* the "BEST Publication of its kind."

President Krishna Dhir in his remarks referred to the success of the Boston meeting and presented statistics that indicate the majority of participants were satisfied with the conference. Indeed, the new format and the quality of the presentations were better than anticipated. The success of the conference is due to Ken Boyer and his team's hard work. Thank you, Ken, for a job well done! Krishna Dhir reports several other changes. Most notable is ushering in a new Conference Management System that is web-based and promises to be user friendly and will integrate several of our current sources of information residing in separate databases that cannot easily communicate with each other.

In addition to several interesting reports from the Boston Conference, there are several other noteworthy articles in this issue. First, Kathryn Zuckweiler of the University of Nebraska at Kearney writes about the use of emerging technologies to enhance student learning. She discusses one of the most challenging topics/issues that every teacher faces, "How best students can learn." She writes about the various learning styles such as Visual Learners, Aural Learners, Read/Write Learners, and Kinesthetic Learners. Enjoy reading this article; you might find it helpful in designing your next online course!

From the University of Melbourne, Danny Samson, from the University of Melbourne, and John 'Jack' G. Wacker write about critical assessment of the business academics' environment. In this article, they make specific points about some significant biases and imperfections exist in the world of academic research and publication. They examine the current system and provide food for thoughts and opportunities for improvement. They argue that if we improve and do things differently, it might help to do away with the common phrase "it's only academic," indicating academic research is irrelevant and unimportant in the real world. Their in-depth article is a must read.

David Martin, dean of St. John Fisher College, writes about assessment, a topic that most faculty would like to avoid as much as possible. He argues that faculty should recognize that assessment is and should be a team/group-based activity and should not be left to a single professor. He proposes that assessment is not about faculty effectiveness, rather it is all about student learning. He concludes that, if done properly, assessment can help to improve the curriculum as a whole and improve communication among the faculty.

I am sure you will enjoy reading about the success of Boston conference and these articles. Once more, please forward your ideas and thoughts on how to improve this publication to me at **bizdean@usfsp.edu**. ■

Maling Ebrahimpour *is dean and professor of management at the College of Business at the University of South Florida Saint Petersburg. He is an active researcher and has authored or co-authored over 100 articles that have been published in scientific journals and proceedings. Most of his work focuses on various issues of quality in both service and manufacturing companies. He received his PhD in business administration from the University of Nebraska-Lincoln and has served on the editorial review board of several journals, including* Journal of Quality Management, Journal of Operations Management, *and* International Journal of Production Research.

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Sang M. Lee

Sang M. Lee: A Renaissance Man, A Legend

by Maling Ebrahimpour

In August 2011, after more than 45 years of serving the academic community, Sang Lee retired from the University of Nebraska-Lincoln where he worked for 35 years as chair of the Management Department.

During his tenure in academia, he authored or co-authored more than 57 books and published more than 300 journal articles and 750 original papers. He presented more than 2,000 speeches around the globe, including presentations at more than 160 universities. Sang Lee has received numerous honors and has been recognized by many universities for his accomplishments. He received the distinguished teacher's award, was recognized as an eminent scholar, and was awarded several honorary doctorates.

Probably the most profound impact and contribution that he made is the number of doctoral students he trained. During his career, he worked with nearly 150 doctoral students, many of whom now are prominent scholars and distinguished teachers in their own right. They are scattered around the world and carry his name with them as their mentor. There are few people in our lives who impact our future and who we become: to many of Prof. Lee's students, he was and is such a person. Although he retired, his legacy never ends as each of his students carries the torch of knowledge and love of learning, and surely each will pass it on to his or her students. We are fortunate that, although he has retired, he promised to continue working with students, research, write, attend DSI Conferences, and run the Pan Pacific Conference.

During the 2011 DSI Conference in Boston, there was a special session packed with his colleagues and students to honor Sang Lee and his family. Several of his colleagues and students talked about the profound impact that he had on their lives. Following the session, he and his family honored his many students by attending a dinner to celebrate his accomplishments with good food and great libation!

Below are excerpts from his daughter, Dr. Amy Lee, as well as some of his colleagues' and students' tributes.

Amy writes: "My father has uttered many a sage saying during my life, and here are a few of them I would like to share with you:

- "You can choose any career you desire in life, but whatever you choose, work hard to become the best at it."
- "I could work 24 hours a day, I just don't choose to."
- "Live life with a goal of helping others and elevating them. That is a worthy life."

David Olson, James and H.K. Stuart Chancellor's Distinguished Chair at the University of Nebraska-Lincoln and one of Sang Lee's students as well as currently one of his colleagues, writes:

> Sang Lee has been an inspiration to many scholars, in a variety of fields. His career is very interesting, beginning with a management science emphasis on decision making through goal programming at Virginia Tech and his early years at Nebraska. He became one of the most recognized goal programming scholars in the world. In the 1980s, his academic interest shifted to just-in-time manufacturing, especially as practiced by Japanese firms. Sang led many Ph.D. students at Netraska in study of this phenomenon. After another round of hundreds of articles, in

Sang M. Lee with a few of his students at the 2012 DSI conference in Boston.

the 1990s his students focused more on information systems, focusing on decision support systems. His career has continued to grow, with added interest in strategic implementation in the 21st century. Sang has been instrumental in launching the careers of well over 100 Ph.D.s, creating a network centered on the U.S. and the Republic of Korea, but extending across the globe.

Beni Asllani, UC Foundation Professor of Management at the University of Tennessee at Chattanooga and another student of Sang Lee, calls him "Mentor for Life" and writes:

> During my years as a graduate student, Dr. Lee was not simply an academic advisor. He was my mentor inside school and a friend outside school. He treated me and my family with love and care. It is impossible to describe the greatness of Dr. Lee as an academic advisor during the two to three minutes of my speech. But, there was one fact I will never forget. The fact that even for the most difficult problem I had, whatever the circumstances, I would go to Dr. Lee and he would always have a solution.
>
> It has been over a decade that I graduated from UNL. The more time passes by, the more I continue to appreciate the impact of Dr. Lee's mentorship. Only a man with a big heart can have such an impact. Dr. Lee has a big heart full of love. Love for his students, love for his colleagues, love for his family, and love for his work. And, as the Greek proverb says, the heart that loves is always young. Happy retirement Dr. Lee!

Ram Narasimhan, a University Distinguished Professor and John H. McConnell Endowed Professor at the Michigan State University, as well as a past president and a DSI Fellow, has known Sang Lee for a long time and writes:

> Sang Lee has been a role model and an inspiration for me. He befriended me soon after I graduated from the doctoral program and has been a strong supporter of me and well-wisher all these years. Through my involvement in Pan Pacific Business Association, at Sang's invitation, I have had the pleasure of traveling to various parts of the world and have made numerous friends from different cultures. Sang has inspired me to achieve academically and has taught me a lot of things that graduate school never did! I admire Sang for his grace and graciousness, his scholarship and breadth of knowledge. I have been touched by his warmth and affection all these years and am proud to call him a friend and colleague. His doctoral students are, indeed, fortunate to have had him for a mentor. Sang has the enviable ability to treat people with warmth and affection that instantly endears him to people. No matter how far the river flows, it stays connected to its source. In the same way, his doctoral students all over the world would forever be intellectually connected to Sang. It has been my privilege to have known Sang for over 35 years. He exemplifies all that is good in a professor and in our profession. He remains a scholar, colleague, mentor, friend, and a consummate professional."

Last but not least, current DSI President Krishna Dhir, who is the Henry Gund Professor of Management at Berry College, ends this piece with a profound poem.

A Personal Tribute to Professor Sang M. Lee
by Krishna S. Dhir, President, DSI

I met Sang Lee before he met me!

This personal tribute is about me
As much as about Sang Lee.
What I owe him I will describe.
A careful ear I do prescribe.

In Ohio's fair Athena,
In Nineteen Seventy Three,
I read a year-old book.
Its author was Sang Lee.

I heard a voice, strong and bold,
Deep in me it stirred my soul!
"'Nough engineering! Now go forth!
"Change your scene! Re-program your Goal!"

"Westward-ho!" I heard the call,
"Live your life differently!"
I reached Colorado, below River Platte.
And camped in Boulder, west of Greeley!

There I studied Goal Programming
And Analysis of Systems, too.
McMillan, Gonzalez, and Sang Lee,
These giants became my Gurus!

McMillan said, "Sang, give Krishna a job!
"For you he'll work hard. He is no slob!"
Sang was gracious, "Thanks for the tip!"
"His being so good, with you he should keep!"

What Sang gave me was far more precious
A profession in which to thrive!
Many of us at DSI owe him
The excellent quality of our lives.

Through the years I journeyed far.
I never was lost in wandering.
For the path is bright with the torch you lit!
This light shines on without faltering. ■

■ KATHRYN ZUCKWEILER, Feature Editor, University of Nebraska, Kearney

Using Emerging Technologies to Enhance Student Learning in the Online Classroom

by Kathryn M. Zuckweiler, Feature Editor,
University of Nebraska at Kearney

As more students seek out the convenience of online learning, faculty must continually innovate their teaching methods to enhance student learning in the online classroom. This is especially important for courses in the decision sciences where sometimes complex models and analyses need to be effectively taught across time and distance. Fortunately, several emerging web-based technologies are proving to be useful tools for both faculty and students. However, it can be challenging for faculty to identify and sift through the myriad of tools available to find ones that benefit them and their students. To further muddy the waters, decades of research in education shows that students learn differently, and that a mismatch between how information is presented and how a student learns can actually hinder the learning process. In this article, I've attempted to combine these two streams and offer insights on a model of learning styles and emerging technologies that enhance student learning in an online decision sciences classroom.

Learning Styles and Online Courses

Researchers have extensively studied students' learning styles and put forth many typologies of learning styles. The basic premise of learning style research is that different students learn differently and students experience higher levels of satisfaction and learning outcomes when there is a fit between a learner's learning style and a teaching style. One learning style in particular—VARK, developed by Fleming and Mills (1992)—has been cited in recent studies of online courses including online business courses. According to Fleming and Mills:

> *By questioning students, we found that many students attributed their learning difficulties to the form in which course material was presented. Some students found they had difficulties learning in situations where the course material was only presented orally, while others reported similar difficulties when the material was primarily in written form. Still other students experienced difficulty with ideas that were presented in graphics or without any associated concrete experiences. These insights prompted us to focus on sensory modality as a learning style dimension that had some preeminence over others. The notion that the way information is initially taken in by a learner influences what subsequently occurs has intuitive appeal. (Fleming & Mills, 1992, p. 138)*

VARK describes four general learning modes: **V**isual, **A**ural, **R**ead/write, and **K**inesthetic. The learning modes include different types of tools or activities (see chart on following page).

Empirical Findings

Recent online education research shows a developing consensus that online learners are likely to have a strong read/write preference (Becker et al., 2007; Drago &

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Visual	Maps Diagrams Charts Graphs Flow charts
Aural	Lectures Tutorials Group discussions
Read/Write	PowerPoint slides Discussion boards Web pages
Kinesthetic	Movies Videos of "real" things Demonstrations Simulations Case Studies Practical Applications

Wagner, 2004; and Eom et al, 2006). This is logical given that text-based inputs and outputs are among the simplest technology tools available in online courses. Drago and Wagner (2004) and Eom et al. (2006) also found a strong tendency toward visual learning in online students. Becker et al. (2007), however, found the kinesthetic style to be the second preference among online learners. Several authors note that an aural preference is less likely to be demonstrated due at least in part to the technological limitations on spoken and heard information delivery. This matches, as of November 2011, the VARK database of responses available in Table 5 at **www.vark-learn.com/english/page.asp?p=research** which indicates that respondents in business preferred read/write learning (27.9 percent of responses), with the kinesthetic style (27.2 percent) and aural style (25.4 percent) following close behind. The visual learning style was comparatively less preferred among business respondents, with only 20.4 percent of responses. To date, there are over 4,600 respondents that chose business as their primary field of study. However, among students at four-year colleges and universities, the kinesthetic style leads, with read/write, aural, and visual following, in that order.

Learning Styles, Student Engagement, and Technology

From a student engagement perspective, kinesthetic learning activities tend to have the best potential to engage students and foster active learning. However, these are also the most challenging types of activities to design for an online learning environment. Aural and visual activities typically offer more opportunities for students to engage with the content and with each other than read/write activities; however, until recently, bandwidth constraints made these types of activities inaccessible to some students. Advances in technology, including the availability of free online collaboration tools, make it ever more possible to design and deploy online learning activities that appeal to multiple modes of learning style.

While there are many more tools available than space to discuss them, this article presents a selection of tools, indexed by VARK learning style, and brief suggestions for their use. I use or have used these tools in my online teaching. The list of tools and suggestions are intended to spark interest and thought, and lead to improved learning outcomes for students. Most of the tools described here are free or offer both free and paid options.

For Visual Learners . . .

Visual learners like graphs, diagrams, flow-charts, maps, etc. While these can certainly be created in word processing or spreadsheet applications and uploaded to a course website, there are more dynamic ways to present information and foster collaboration. Creately (**www.creately.com**) is an online collaborative diagramming tool that allows teams to work together on projects such as network maps, flow-charts, process maps, value stream maps, and many other decision diagrams. It also allows team members to leave comments on the diagram.

Sites such as Edublogs (**www.edublogs.org**) and Empressr (**www.empressr.com**) offer faculty flexibility to combine visual learning aids with other media (video, audio, etc.) in a rich media presentation. Empressr also includes chart tools. Both of these sites will host presentations or supply code to embed the presentation in another site.

Free-use image sites such as Flickr (**www.flickr.com/groups/freeuse/**) and Free Digital Photos (**www.freedigitalphotos.net**) include a variety of photos and images that can be used by anyone in any type of presentation. They can be used in many ways and in combination with other tools to capture students' attention, emphasize themes, or provide visual relief from extended text content.

ScreenHunter (**www.wisdom-soft.com/products/screenhunter_free.htm**) is a screen capture tool that easily creates BMP or JPEG screenshots. These screenshots can be used to capture and share information displayed on a computer screen. This is useful for tutorials and troubleshooting.

For Aural Learners . . .

Aural learners enjoy hearing lectures, tutorials, and group discussion. Hearing a professor's voice and the voices of other students helps build community in the online classroom, which in turn positively affects student engagement and learning. While most learners are multi-modal and most content appeals to multiple learning styles, this is especially true for the aural mode. Online tools that appeal to aural learners typically include other types of content. Online lectures can be easily and interestingly delivered using tools such as Empressr, SlideShare (**www.slideshare.net**) and VoiceThread (**www.voicethread.com**). VoiceThread allows others to comment as well, so students can hear from each other. This is a rich alternative to traditional text-based discussion boards.

Tutorials can be created using CamStudio (**www.camstudio.org**). This application records all screen and audio activity on a computer and saves it in a format that can be uploaded to YouTube or course management systems such as

Blackboard. This is an excellent way to create software tutorials, such as for Excel or Minitab.

For Read/Write Learners . . .

Read/write learners appreciate text-based media including PowerPoint slides, text discussion boards, and web pages. While these are tried-and-true formats for online delivery, they need not be boring. GoogleDocs (**docs.google.com**) and GoogleSites (**sites.google.com**) facilitate collaboration in a user-friendly environment and can incorporate many different types of media. Wikispaces (**www.wikispaces.com**) allows users to create wikis for a class, a project, or anything else that benefits from collaborative input. Teambox (**www.teambox.com**) pairs social network utilities with online project management and collaboration tools and interfaces with GoogleDocs.

For Kinesthetic Learners...

Kinesthetic learners like movies, videos, demonstrations, and practical applications. It holds great appeal for online students. Several of the tools already described can be used for kinesthetic learning, including CamStudio, Edublogs, Empressr, Teambox, and VoiceThread. Another popular option for kinesthetic learning is YouTube (**www.youtube.com**). There are many movies, videos, demonstrations, interviews, and case studies available on YouTube from faculty, businesses, and others. Faculty who create tutorials, videos, etc. are encouraged to consider sharing their content with others through YouTube or other public sites.

Three Notes about Tools:

1. The websites and tools described here are considered "Web 2.0" and still developing. Other useful sites and tools have emerged, developed a following, and disappeared. Whenever possible, faculty are encouraged to save copies of their work locally.

2. It is important to observe intellectual property rights when using available technology. The Technology, Education, and Copyright Harmonization Act of 2002 (TEACH Act) clarifies what uses are permissible for online education in U.S. accredited, non-profit educational institutions. Faculty are encouraged to verify that their use of materials complies with fair use standards.

3. As online learning becomes more widespread, faculty should also work to make all course content accessible to all students, including those with disabilities. Steps to enhance accessibility include using high-contrast text and background color combinations, providing alt-text for images, and closed-captioning or transcribing audio and videos. Detailed information on accessibility design and techniques is available through the Web Accessibility Initiative (WAI) at **www.w3.org/wai/**.

The demand for online education is strong and expected to increase. Online students want a high-quality, engaging, enriching education and they tend to be technologically savvy. In order to meet these students' needs, faculty need to identify, evaluate, and employ online tools that appeal to different modes of learning and effectively teach students the concepts and skills they need to compete in tomorrow's business world. The tools described in this article are but a small subset of those available online. If readers have comments or wish to share ideas or suggestions for other tools, please feel free to post to my wiki at **OMonline.wikispaces.com/**.

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■ DANIEL A. SAMSON, University of Melbourne, Australia

A Critical Assessment of the Business Academics' Environment

by Danny Samson, Feature Editor, University of Melbourne, Australia; and John Wacker

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is an ex-sales manager in building materials. He has been a frequent consultant for international companies in the areas of international manufacturing. He is past chairman of the Iowa State University Management Department. He has published 45 journal articles in Journal of Operations Management, Decision Science, International Journal of Production Research, International Journal of Production Research, Journal of Marketing Research, International Journal of Production Economics *and numerous other journals plus many more proceedings. His research has covered a wide variety of topics including statistical theory, manufacturing implementation and forecasting.*

The purpose of this article is to evaluate the academic pressures put on faculty, reviewers, journal editors and administration, and the resultant outcomes. We will give an overview of the responsibilities of professional academics. Next, we will review each of the stakeholders and their roles: faculty, reviewers, academic administration, and journal editors.

What are the responsibilities of professional business academics? First, business and operations management is an applied profession and not a basic science. It has an external constituency that practices the knowledge that is taught in class. There are three separate academic responsibilities: (1) Teaching current operations/business management theory and practices; (2) developing new theories and their associated practices through rigorous academic research that will assist pragmatic managers in their profession; and (3) disseminating the new theories and practices to pragmatic managers.

In this article we suggest that some significant biases and imperfections exist in our system of research and publication. Hopefully it provides food for thought for colleagues. Our aim is to examine the system we work within, in order to clarify its opportunities for improvement.

To make judgements about the quality of our system of conducting academic research and publishing articles resulting from it, we should specify some criteria for evaluation of the outcomes and of shortfalls from an ideal situation. So . . . why do we, collectively, do our academic research? The idealistic answer is to shine an unbiased light on, and be able to articulate and explain, the factual truth. By articulating and explaining phenomena, we aim to discover and increase our understanding of both the natural world, human systems, and the larger economy. In operations management, we seek to uncover how systems of production and distribution, supply, etc. work and how they can be made to work better in the pragmatic world of hard-nosed managers. Let's quickly test this high-level view in terms of business and operations management research before proceeding. Empirical studies and papers, such as survey-based or case studies aim at usually illuminating probable relationships within and among organizations. Conceptual advances aim to similarly shed light on organizational phenomena. Although business management is a profession that requires judgement, it still requires academics performing research to follow formal scientific procedures. These procedures are well known in the philosophy of science that determines what theory is (Bunge, 1967; Hunt, 1991; Wacker,1998). First, any theory must define all terms (the theory must have a clear understanding of what those terms are). Second, it must define when and where the theory will apply (called the theory domain). Third, the theory must completely explain all relationships (explain how and why they are occur). Fourth, theory must make refutable predictions. In short, all theory must answer:

1. Who and what (definitions)
2. When and where (theory domain)
3. How and why (relationships)
4. What should, could, and would happen (predictions)

Would any competent manager not want the answer to those questions if they were to apply any theory?

The System Isn't Perfect!

Now to describe and examine some deviations from this ideal, then consider some ways of improving it. We separately consider three distinct yet related actors/units of analysis, namely, the basic unit of production, the professor, then the department chair/dean/university president, who we call The University, and then the journal editors and their referees who presumably act to improve the outcomes for their journal and at the same time, effective illumination of 'The Truth.'

For individual professors, the world of their performance management has become tougher and their market is globalized. Tenure rules are tough and stringent, certainly at the world's top few hundred universities. We are supposed to teach well through disseminating current theories and practices information. Unfortunately, some business theories are relatively complex and are difficult for students to understand, requiring students to spend many brain-draining hours of studying. Yet, the teaching evaluation system is primarily based on student evaluations in many universities. In some cases, professors eliminate these complex theories to improve their evaluations or worse, give higher grades to all students causing grade inflation. It is important that all students are raised to the international standard of academic performance, yet our performance measurement system is not fully aligned with this. When they leave academia, students are expected to be up-to-date on all major business theories and relevant practices.

On the research side, we are supposed to seek out the truth in our specialized areas yet biases and disturbances abound in this domain. We include here the important aspects of choosing and doing research projects and also getting them published, because there is little good that comes to anyone from research activity that remains only in the desk drawer (or hard drive) of the authors. Biases include:

1. **Our reward system doesn't reward what we study nor how well, just that it gets published in 'good' or premier journals.** The investigated phenomenon can be anything from groundbreaking to trivial, and the bottom line for us professors is that a paper in a top journal is what it is, whether it ever gets cited or ever has an impact on improving professional operations management practice or not. Of course we must acknowledge that the system of hierarchy of perceived journal quality, and refereeing to provide quality control, partially assists with this problem. However, it is also true that the outcome of getting a paper in a top journal has become 'larger than life' for most academics and their research studies, and many times it means that shedding light on the truth is sadly traded off in order to publish (or perish!). It is easier to do really trivial or at best marginal or incremental research, which may have little or no interest to practitioners, than to do more interesting yet 'riskier' studies and papers in terms of publication likelihood. So we have a community of many academics who use well worn formulaic (boiler plate) approaches to continue publishing marginal research, for example, cranking the handle on surveys, estimating with sophisticated statistics to write up statistically rigorous articles that will contribute almost nothing to professional practice, now or ever. The incentives are wrong: the reward system encourages publication, which only partially correlates with doing great research investigations that might help operations managers. Many of us feel that only a small percentage of studies in production/operations management, perhaps 20 percent, ever impact on practice. Yet, isn't the world of professional practice our ultimate customer? Isn't it our 'duty' to do research which sooner or later helps them to figure out 'What works?' just a little better? This is not to blame us as individual professors for simply reacting to our incentives and playing the system by its rules! If you walked into a vice president of operations, CEO or COO's office, and this executive had a stack of top academic business management journals on the desk, would you invest in that company?

2. **It is much easier to do research that falls wholly within a single discipline than to attack interesting and realistic multidisciplinary problems.** Do a small tweak on a queuing model, do yet another survey, and if it is done well and is not already done, no matter how marginal an advance, we have a chance at a 'good' publication. Who in the real world cares about this study? It's not even a consideration for many. But do a piece of research that bridges, say, organizational behavior aspects, marketing strategy, and operations management, and very few of the 'top' operations or business journals will even know how to get it reviewed, much less judge its quality and potential impact. Yet CEOs and general managers who run organizations do not manage only separate disciplinary problems. The hardest, most complex real-world problems for executives are multi-dimensional and multifunctional challenges, which are strategic and not just incremental tweaks. Unfortunately, multiple discipline problems are not fully understood nor studied, as they are not sufficiently valued by our academic system. Consequently, the literature is under-developed and causes multidisciplinary academic research not to pass the academic reviewing process.

3. **In recent years, to get our empirical work that describes something in the world published in leading journals, we must relate it**

to some theory, usually an existing or accepted theoretical frame. This could be a good thing, in the sense that validating theory, extending our understanding of theory, and knowing theories' limitations are useful. However, the practical truth is that many of the research studies we have seen and (mea culpa) done, are not theoretically framed when they are done. But we find ways of 'backing the theory into the paper' after the fact, just to get it published (in the philosophy of science it is 'Calling in the conventional strategem' fallacy). Once again there are problematic procedures with rules, some of which are unwritten. Yet we can hardly blame most academics for playing by those rules, given the publication productivity pressure academics are under. But let us not delude ourselves about the key differences between scientifically rigorous inquiry, and what most of us do in the 'publish at any cost.'

4. **In general, journal referees provide valuable insights into academic articles.** Referees are not gods of knowledge, yet the system sets up a parent-child like relationship between referees and authors, in which even when referees are wrong, it is almost and usually fruitless to challenge referees' comments. Very often referees are not as close to the specialized sub-discipline as the authors, and they can and do sometimes take 'pot-shots' at articles from their own frame of reference and bias, often helping to improve articles, and often not. Can we improve the element of randomness of the system of referee choices and their comments that steer revision processes and directions, and lead to 'Type I' and 'Type II' errors on articles? And what do most authors do when referees and an editor give us a revise and resubmit? We take the path of least resistance in most cases, as we are time poor and under productivity pressure: and if that path means dropping or tweaking some aspect of the truth we discovered, in order to comply and get the paper published in that prestigious journal, we often just do what is needed to satisfy the editor. We go for the publication and care too relatively little about the impact of our work on professional practice in order to chase our tenure and promotion criteria carrots. Don't we?

Universities and Their Governance Structures and Managers

We have both been department chairs, and have served under some chairs and deans that have been trained in the 'publish at any cost' academic evaluation system. Consequently, they are predisposed to evaluate faculty on number of publications and not on the impact of publications on the pragmatic managerial world. Our academic systems of appointing people to these strategically important managerial positions are basically flawed since a successful academic individual would seem to have little bearing on what makes for a good manager, even in our industry. Deans and chairs are required to drive for their academics to 'publish hard,' and in so doing pursue both quality and quantity of journal articles in order to increase the university's academic reputation. Are they interested in which aspect of "The Truth" we are examining and what our findings were? Usually not at all: "Just tell me how many and where you have published." The outcome of our work is assessed by very imperfect measures such as impact factors, which themselves are open to unprincipled methods! The managerial tasks of deans and chairs are frustrating and challenging, with budgets to balance and stay within, demands from prima donna professors and competition in many domains to contend with, while still keeping their own professional work at least simmering. It's a challenging and thankless job, often regrettably, unprofessionally done, so we get what we deserve, which is often poorly managed departments and institutions.

Journal Editors: Guardians of Knowledge and Standards

Now consider what the role of journals and journal editors is, and could/should be. They set standards and processes in the 'market for knowledge.' Most editors do a terrific job, which is mostly a thankless task. Additionally, many angry and disappointed academics are often on the other end of phone calls and e-mails. It is time consuming and challenging. Yet for those who choose to take it on, the responsibilities are enormous. Journal editors are under much pressure to lift their journal in the rankings and reputation stakes. These are measured mostly by impact factors, as average citation counts, and this is where the biases come in. Citation counts can be managed—a polite word for manipulated—by journal editors and authors. For example, recently an academic had an e-mail from a journal editor about a paper she submitted which explicitly said that to convert the paper from 'conditionally accepted' to accepted, she "must" include more references from that particular journal. Impact factor manipulation! These ceremonial citations violate Occam's razor, creating complex academic articles by adding unneeded references. Of course, we acknowledge that no measure is perfect, and that there are clearly self-citations that are fully needed and deserved! There is often a stream of articles on a topic in a journal that should be cited. However we propose that artificially boosting impact factors through coercing a journal's self citations is unprincipled. We further propose that impact factors should be analyzed and published with and without journal self citations. In some operations management journals the difference between 'with versus without' self cites is reasonable in some very specialized topic journals but overstated and unreasonable in non-specialized journals. This difference, between a journal's impact factors with versus without self cites could be averaged for a discipline's leading journals and for those journals where this difference is above average, which we label EPUF (editor's puff up factor), these practices and measures should be published. We have observed that EPUF is unreasonably high in some journals and reasonably low in others.

Dynamic Effects and Interactions between professors, Deans/ Chairpersons and Journal Editors

So we have professors who must publish, regardless of the value of what is in the study, deans and department chairpersons who don't have time, knowledge or interest on content but can only count publications' quantity and (imperfectly assessed) quality, and journal editors who care a lot about journal quality on the dominant measure of quality being the impact factor, which is open to their 'management.' Returning to our opening point, that research is aimed at uncovering truth in ways to help professional practice, how well does our overall system perform and can it be improved? How can we get more academics working on solving problems that will support improved operations management in the real world of operations?

We need deans to show interest in connecting research to real-world problems, by bringing professional operations managers to work together with professors much more intensively. Some professors already do this very well, but many do not. We need to stop the pretense of testing theory when it is just a sham. The theories we refer to in operations management are not very pervasively strong or impressive in any case. Clearly, we need to develop new and better theories. We need universities and research bodies such as NSF to promote more work across disciplines: it is sadly lacking at present, and not reflective of the real world. We need journal editors to apply criteria of potentially advancing professional practice more strongly than at present. We need measures of bias in journal and author self citations, in order to reduce incentives to game the publishing system.

If we can do these things effectively, then perhaps at least in operations management, we won't hear the commonly used phrase—'Its only academic'—refer to something that is irrelevant and unimportant.

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■ MALING EBRAHIMPOUR, University of South Florida, Saint Petersburg

Assessment Is Hell—or Not!

by David G. Martin, St. John Fisher College

Recently our assistant dean and I were discussing adding a new course to our MBA curriculum to require graduating students to do assessment activities. We thought about what number we should use for the course and I proposed, with a devilish grin, GMGT 666. After having done over 10 Applied Assessment seminars for AACSB International and engaged in numerous consulting and mentoring sessions on assessment, I sense that many faculty believe that assessment is truly the "Devil's Work." I mean, wouldn't you agree that you really believe that assessment is hell? And the folks who advocate for assessment have long tails, horns on their heads, and carry pitchforks!

Okay, maybe you are the one faculty member at your school that loves assessment and can't wait to share with everyone else what your students have demonstrated they know. Okay, maybe not. Maybe the truth is between these points. So, let's have an honest assessment of assessment and its strengths and weaknesses.

I remember the laborious process of grading at the end of every semester which seemed to never end, especially those damn projects that some idiot (me) thought was a great idea at the beginning of the semester to assign to those eager young minds! Yet, after I finally decided the A's, B's, C's, and yes, the occasional D's and F's, I also sat back and asked myself this question: Are the students demonstrating that they learned what I thought important? If not, what should I do about it? Do you do the same? If so, you assess. If not, why not?

Recently, I had the opportunity to talk with a colleague about assessment that is important to our college: assessment of student performance in an Introduction to Chemistry class which is required of all science and nursing majors at the college. This course has been so difficult that the college loses about 3 percent of its freshmen class due to low grades in this course—especially students hoping to gain entrance into our School of Pharmacy after two years. Now, the dean of the school asked the faculty to understand what the difficulty was in the course. The faculty first of all recognized that there was a bimodal distribution of results in the course—sound familiar? Now, the faculty got together and asked themselves why this could be (the students in the course were admitted as good students). They decided to evaluate students on their critical thinking skills and found that there was a strong correlation between the presence of critical thinking skills and student performance in the course. Now, they pre-test students to determine who has solid critical-thinking skills and who doesn't. Those students who have lower skills are separated into sections which emphasize the building of critical thinking skills as well as the chemistry. It is important to emphasize that all students are expected to master the same level of chemistry regardless of section. Early information indicates that the faculty has been successful in improving student performance and in improving student retention. At least until students take organic chemistry. This definitely presents the next problem for faculty.

What we learn from this is that faculty never lowered their standards of success and faculty focused on student learning. There are two differences between this experience and yours after the end of the semester: (1) The faculty went beyond the knowledge of course

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serves as dean and professor of finance in the Ronald L. Bittner School of Business of St. John Fisher College. He has co-authored 10 articles (mostly in health care finance) and has held faculty positions at Quincy University in Quincy, Illinois; St. Bonaventure University in Olean, New York; and Bloomsburg University of Pennsylvania, where he served as MBA Program coordinator and chair of the Department of Finance and Business Law. He earned a PhD in business administration (major in finance) from Saint Louis University, an MBA from Western Illinois University, and a BA in history from the CW Post Campus of Long Island University. He is actively involved in both accreditation and assessment communities and has worked with schools throughout the world in these areas.

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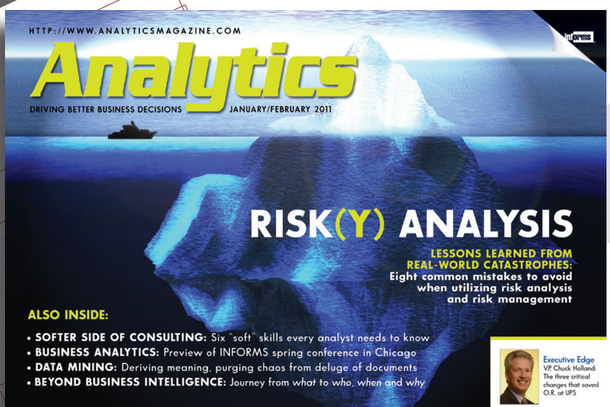

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and discovered a lack of critical thinking skills in a large segment of the students, and (2) they worked together to raise overall student performance.

Most faculty assess, and by that I mean that they measure student performance and then ask how that might improve. However, when "horn-sporting tailed devils" like me talk about assessment we talk about a team sport which rises above your course and wants to measure student learning in your academic programs. So let us consider the following framework for success in assessment and see if that makes assessment less devilish to you.

Successful assessment practices include the following characteristics: recognition of assessment as a team sport, a willingness to consider skill sets outside the scope of individual course requirements, a willingness to discuss pedagogy, a commitment to raise students up and not dumb standards down. We shall look at each in turn.

Recognition of Assessment as a Team Sport (Or, the Heart is Not a Lonely Hunter)

We faculty are lonely assessors by training and temperament. We are individuals who live up to our responsibilities the best way we can. Individually we work until the midnight hour to make sure that our student's grades are nuanced properly. We can tell with infinitesimal precision that a student's work is undeniably a B- rather than a C+. I (please insert your name here) decide grades! As a dean, the last thing I do I want to do is to challenge a faculty member's judgment on a student's grade. I am not being principled here. I am simply recognizing that if I challenge a faculty member on their judgment on a grade, I will shortly be grading everything. And, that I do not want to do. But, we do grade alone. I do not imply we grade poorly, only that we grade alone. Grading is necessary (to try to signal individual student success in your class) but, it is not sufficient to determine student's, as a group, ability to demonstrate programmatic success. Grading is simply not the same as assessment.

Assessment is a systematic process where we measure how successful students are at demonstrating that they possess the requisite knowledge and skills that we, the faculty, believe are important. Assessment is programmatic, not course bound, even though we may use course-embedded measures to determine if students demonstrate mastery of our learning goals. The big difference is this: Grading is I and assessment is WE. So, how do we move from I to WE?

In a recent trip to assist a school of business I noticed that some faculty kept assessment results very close to the vest and only reported very general results from course-embedded assessments. In discussion with the faculty member it became clear that he was apprehensive about sharing details of the assessment results. So, rule 1: Assessment is not about your teaching, rather, it is about whether students can demonstrate that they have the knowledge and skills the faculty at your school require.

To determine whether our students were thinking critically we gave a critical thinking test at our school. The course in which students took the test was an Operations Management course, but students enrolled were from all business disciplines. A group of faculty from every discipline participated in assessing the exam, and when the results were disclosed the assessors came back together and decided that students were deficient in one area. *We then fired the Operations Management faculty member for not making sure students in his class did better.* No, we didn't actually fire him but thanked him. What we realized was that his giving the course-embedded examination revealed a programmatic issue for us and gave us an opportunity to systematically discuss and to propose solutions to the deficiency discovered. Isn't that a good idea—for us to talk about how our program is not delivering the results we want? Or maybe we will celebrate a program that is? Notice the use of the plural and not the singular. We versus I.

Willingness to Consider Skill Sets Outside the Scope of Individual Course Requirements (Or, Your Course Is Not the Most Important Course)

Since the focus of assessment is programmatic and we assess in courses because it is convenient to do so, the idea that assessment is a comment on the effectiveness of the teacher in the course is not logical. So, maybe it becomes important to test skills that may be outside the specific subject area of a course. For example, we once used a writing assignment from a Managerial Accounting course to assess writing skills of our students. When I first asked all faculty members to assess the writing assignments, the howls of protest were immediate. They were convinced that they needed to be experts in managerial accounting to assess the writing sample. I asked them to take it on faith that they were capable of utilizing the rubric that had been constructed. The results were interesting. Faculty found that the subject matter of the course was irrelevant for analyzing whether students could run a noun against a verb in complete sentences or even have more than one paragraph. The faculty even had positive suggestions for improving the rubric used to analyze the assignments. The Managerial Accounting did not teach writing per se, but their concern about the quality of writing allowed their colleagues to be able to measure student's ability to demonstrate writing skills. So, move on from the notion that only knowledge or skill sets assigned in your course can be measured there.

Willingness to Discuss Pedagogy

You and I have been very successful in the academic game. As faculty, most of us teach the way we learned. We come in and lecture, send students out with assignments and homework designed to make them learn the material, and then watch in amazement as so many of the students don't succeed as we would want. Few of us are pleased with our student's progress and, regardless of grades, we are frustrated as all get out (whatever all get out means—but you get the idea). And this happens every semester. And every semester we do the same things and get the same results. I remember teaching an MBA class in Corporate Finance and just being frustrated as all get out because students were not doing well on exams. I had one student even tell me that I drove all motivation out of them by the low marks on the exams. And I didn't think I was that tough. Finally, after a few semesters, I had enough and I adopted a new approach. I cut my lectures in half (less teaching) and gave responsibility to groups to present readings during the second half. The readings forced students to discuss material in a group during the semester (there was a response group to the presenters) and students were forced to engage the material. Let's recap: I was not able to meet my course goals engaging in stale pedagogy. Only by being open to change was I able to have the students learn. If we can change pedagogy and become more effective on a course level, why wouldn't that work on a program level? I think something to think about, anyway.

I also moved to take-home exams. After the first take-home exam which was modeled after a three-hour in-class exam, I noticed a marked improvement in student scores. When I handed back the exams I asked students how much time they took them to do this three-hour exam. The results were informative and shocking—two students out of 20 took days off from work. Others spent 10 or 12 hours on a three-hour exam! It was obvious that people weren't studying much prior to the exam. So, of course I reacted by saying that from now on every exam would be in class and we would return to the days of dismal results. Students would not learn much but we would be certain that we were taskmasters and protectors of something vital! As I reflected on this, a moment of clarity occurred in my thinking. I realized that what I desired most was students demonstrating mastery of the subject and not my desire to spend time lecturing, or writing tests they couldn't finish in three hours or any of the mostly unimportant things that got in the way. Once I changed how I delivered (pedagogy) the course, I got a better course because students were forced into participating and in learning. Not the way I learned, but learning in a way that was effective for them. And isn't the reason we are in higher education is to have students learn? My most significant demonstration of what I learned was my doctoral dissertation and I didn't do that on a clock and I had many revisions—and I worked as a member of a group with my committee. We need to understand our true purpose in the classroom.

Willingness to Raise Standards

A recent article in the *Chronicle of Higher Education* (April 14, 2011) entitled, "Business Educators Struggle to Put Students to Work," claims that the typical business students work less and know less than their counterparts in other schools. Many business professors agree. My response is this: shame on us if this is true. But rather than spend time bemoaning the fact, I ask you what are we doing about it? I know, teaching the way we have always taught and getting the same results. All those who want lower standards for student's achievement should leave the room now. To all the others, let us discuss how assessment can help us to raise standards. An example: Ask a question derived from a learning goal such as can your students think critically? If not, then what are we (notice the plural) going to do. The process is simple:

1. Measure, via a test, how well students think critically.
2. Analyze the results of the tests to determine what students demonstrate they are good at and what they aren't good at. (As Sir Winston Churchill once wrote when chided on ending a sentence with a preposition, "From now on, ending a sentence with a preposition is something up with which I will not put.")
3. Together, decide what intervention you might make that might improve the performance of the students.
4. Measure again and see what happened.

I remember a faculty member who once explained to me that he never asked his students to write essays because they wrote poorly. I don't think it ever dawned on the faculty member that the reason students didn't write well because they were not *required* to write well or at all. As Cassius said to Brutus in Shakespeare's *Julius Caesar* (Act I, Scene 2):

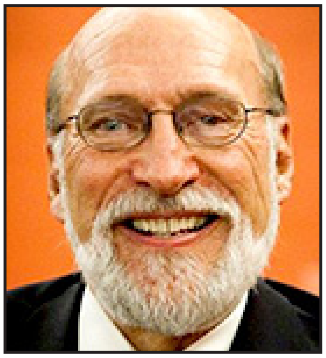
"Men at some time are masters of their fates:
The fault, dear Brutus, is not in our stars,
But in ourselves."

Standards of performance are yours. If students do not meet your standards what are you going to do to change their performance? Imagine that instead of being a faculty member you were the manager of a bank that every day accepted deposits and paid out withdrawals. What standard of performance would you accept for accuracy from the tellers? What if they were 70 percent accurate, would you be okay with that? What about 80 percent or 90 percent? Obviously you would prefer 100 percent. But, how do you get there? Just teach depositors how to ensure that they got the right balance in their accounts, right? No, you would do what banks actually do by having tellers engage in processes which ensure high levels of accuracy—such as trial balances. The point is that the faculty members as a group have to address poor student performance rather than complain how poorly they are performing. Please bear in mind this truism: When employers hire students from your business program they hire your work product.

The important point to remember about assessment is this: assessment should lead to a protracted conversation among the faculty about student learning but with a purpose—to get the students to perform to high standards. To do this we need to talk and work together to accomplish our mutual goal of improving student learning in both knowledge and skills. If your students are perfect, please disregard my comments. If not, you might use assessment to improve the performance of your students. Either way, I wish you well. ■

NAMES IN THE NEWS

CAROL LATTA, Executive Director, Decision Sciences Institute



Tom Hindelang

Thomas J. Hindelang, the husband of Christine T. Kydd with whom he shared 31 years of marriage, died on December 8, 2011, while at work at Drexel University. He was the Vice Dean of the LeBow College of Business Administration at Drexel and the George B. Francis Professor of Finance, and executive director of the Center for Teaching Excellence. His career at Drexel University spanned almost 40 years. He served Drexel University as the first chair of the Faculty Senate and as special assistant to then-President Constantine Papadakis during the first two years of his presidency. He founded LeBow College's Center for Teaching Excellence and was the first department head of its Finance Department. He was also the recipient of numerous teaching and service awards. A story about him in a recent issue of the LeBow College magazine carries the headline: "A Teacher's Teacher" ("With the signature cowboy hat that he dons on his frequent walks around campus, his distinguished gray beard and colorful ties, Vice Dean Tom Hindelang is hard to miss. After almost 40 years at Drexel University, he's legendary for having taught thousands of students and mentored scores of faculty.") He received his PhD from Indiana University in 1973, an MS in operations research from Stanford University, an MBA from the University of Michigan, and a bachelor's in accounting from the University of Detroit. Contributions in his memory may be made to the Thomas J. Hindelang Student Scholarship for Excellence. Checks should be made out to Drexel University—Hindelang Fund and mailed to P. O. Box 8215, Philadelphia, PA, 19101-9684. ■

FROM THE REGIONS

Eric Stein (Penn State University, Great Valley), NEDSI VP Member Services, has created a LinkedIn group as a networking platform and source for NEDSI news and information. To join, enter the LinkedIn URL, www.linkedin.com, and search under "Groups" for NEDSI; the group, which currently has almost 250 members, is open to everyone.

Submitting articles to *Decision Line*

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

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PRESIDENT'S LETTER, from page 1

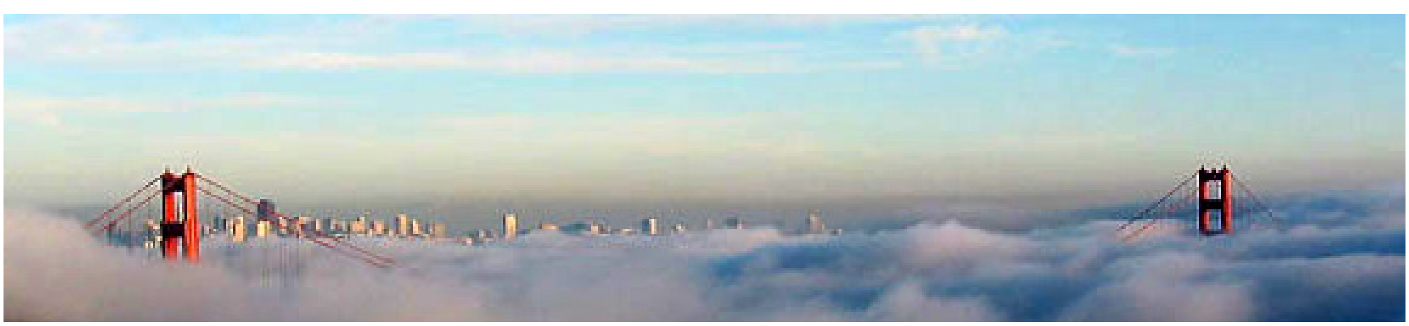
for the Institute.

The attendance of 1,306 registrants at the Boston meeting was 12.5 percent more than the attendance at the 2011 meeting in San Diego. When asked to indicate their satisfaction with the Boston meeting as a whole, 80 percent of the responding attendees indicated that they were either satisfied or very satisfied with their experience. Also, over 42 percent of the attendees indicated that the quality of the Boston meeting was better than other non-DSI meetings they had attended over the past few years, and an additional 38 percentt indicated that the quality of the Boston meeting was no less than those other meetings. I congratulate Ken Boyer and members of his Program Committee on their outstanding achievement and thank them for their excellent service to the Institute.

A number of committees and individuals have been busy working on the various charges assigned to them at the start of my tenure as president in April 2011. Last December they submitted their reports to the Board of Directors. In mid-January, the Board of Directors met in Sarasota, Florida, where it reviewed these reports and took a set of decisions. Some of these decisions have far-reaching consequences for the Institute. For example, one of these pertains to how the Institute organizes its annual conferences. The Board has decided to use a conference implementation system developed by All Academic Incorporated of Eugene, Oregon, to organize its future annual meetings, starting with the San Francisco meeting during November 17-20, 2012. This system has been successfully used by a number of associations, including the American Sociological Association with 3,200 submissions, and American Educational Research Association with 10,000 papers! The evaluation of the system offered by All Academic also brought home to us the great service provided to the Institute by Scott Sampson of Brigham Young University over the past many years. Year after year, Scott ensured the success of our annual meetings. We cannot thank him enough. Another area of great importance to the working of the Institute is its use of technology. The Institute is looking at ways to improve and integrate its various computer-based systems, including its web-site based e-communication applications; credit card processing applications; financial, membership, and archival data-base applications; back-up and security procedures and applications; and balloting applications.

During its deliberations in Sarasota, Florida, the Board of Directors also selected Vijay Kannan of Utah State University to succeed Chetan Sankar of Auburn University as the editor of the *Decision Sciences Journal of Innovative Education.* Under Chetan's editorship, the journal saw growth from two issues per year to four issues per year. The journal also saw its stature rise steadily. The Institute's news publication, *Decision Line,* too, is being recognized for its quality. In October 2011, the Institute received an invitation from EBSCOHost to enter into a partnership that will include *Decision Line* into the EBSCOHost data base, making it electronically retrievable. This inclusion dramatically enhances the newsletter's global reach. This enhancement comes on top of the inclusion of *Decision Line* in Cabell's Directory, published by Cabell Publishing Incorporated of Beaumont, Texas, in mid-November 2010, as a "Commendable Cabell Journal." The issue you are now reading inaugurates Maling Ebrahimpour of the University of South Florida Saint Petersburg as the new editor of *Decision Line.*

Our current Program Chair Tom Choi of Arizona State University and 2013 Program Chair Funda Sahin of the University of Houston have both watched Ken do his magic in Boston and are already off to a great start with their respective charges. Next November we will gather at the San Francisco Marriott. While Boston is rightly proud of its status as the capital of New England, San Francisco is the "Paris of the West." While Boston was founded by the Puritans from England, San Francisco remained devoid of Europeans until 1775, when at last the Spanish ventured north on their "Sacred Expedition" to establish the Presidio. In fact, Sir Francis Drake did sail past the entrance to the San Francisco Bay in 1579. Although there would be a subsequent rush for the gold, in his own time Sir Francis did not find a reason to stick around! He did not know where to look, but we know that 'Frisco has gold! Tom Choi will ensure that we make the most of it! ■



San Francisco at dusk.

Decision Sciences Journal Call for Papers

Focused Issue on "Responsible Purchasing and Supply Practices"

Submission Deadline: August 31, 2012

Focused Issue Co-Senior Editors:

Christopher Seow (Royal Docks Business School, University of East London and Cass Business School, City University, UK); **Joseph Sarkis** (Clark University, USA); and **Martin Lockström** (China Europe International Business School, Shanghai, China).

Motivation

There is a growing consensus that organisations should not only be managed efficiently, but also behave responsibly. The adoption of the general notion of corporate social and environmental responsibility has become well established within the global business community over the past decade. Environmental responsibility can be defined as actions that seek to limit, ameliorate, or prevent damage to the existing natural environment caused from a company's activities. It may also include efforts to improve the quality or quantity of environmental resources. The wider issue of corporate social responsibility includes a diverse range of areas, including compliance, governance, and impacts on developing markets.

A fundamental, yet less explored aspect of responsibility is responsible purchasing and supply. This deals broadly with business-supplier relationships and is integral to innovation and success—be it through market efficiencies, responses to change or innovation, or the introduction of technological, social and institutional processes, including new business models.

While the rhetoric around responsible purchasing and supply for sustainable development may be well developed, research into this aspect is, at best, at an exploratory stage. Investigation into this area requires new knowledge—and possibly departures from existing assumptions—and its integration into established business models, processes and routines. At the extreme, it may involve the reconfiguration of established business thinking and development of new business models that redraw businesses' traditional supplier and sourcing relationships.

In line with the policy of DSJ, we welcome submissions which analyze the problem of interest using any appropriate methodological research tool(s). In addition, papers that focus on developed or emergent economies and new or established industries are also of interest. Suggested themes for contributed papers are:

- Sustainable Procurement
- Supply-Chain Related Agency Problems
- Stakeholder Roles and Relationships in Responsible Sourcing
- Social Considerations in Ethical Business
- Roles of Ethics in Developing Customer/Stakeholder Loyalty
- Responsible Purchasing and Supply for Increased Competitiveness
- Monitoring and Safeguarding Compliance
- Issues of Governance in Sustainable Procurement
- Impact of Developing and Emerging Markets on Sustainability
- Buyer-Supplier Relationships
- Behavioral and Corporate Citizenship

This list is obviously non-exhaustive and hence, we also welcome other research related to the theme of the focused issue.

Review Process and Deadlines

Manuscripts for the focused issue should be submitted by carefully reviewing the guidelines available at **decisionsciencesjournal.org/authors.asp**. All authors submitting a manuscript (all submissions must be through **mc.manuscriptcentral.com/dsj**) should indicate that it is for a focused issue on **"Responsible Purchasing and Supply Practices."**

The anticipated deadlines for this focused issue are:

- **August 31, 2012**
  Submission deadline for initial submissions
- **December 15, 2012**
  First-round decisions on all submitted manuscripts
- **March 1, 2013**
  Submission deadline for invited revisions
- **June 30, 2013**
  Final decisions ■

ANNOUNCEMENTS

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

Institute Meetings

■ **The 43rd Annual Meeting of the Institute** will be held November 17-20, 2012, at the San Francisco Marriott Marquis in San Francisco, CA. Submission deadlines: refereed papers and competitions: **April 1, 2012**; abstracts and proposals, **May 1, 2012**. For more information, contact Program Chair Thomas Choi at thomas.choi@asu.edu.

■ **The Asia-Pacific Region** will hold its next meeting July 22-26, 2012, at The LeMeridien Chiang Mai Hotel, Chiang Mai, Thailand. Submission deadline is **March 15, 2012.**

www.apdsi2012.com

■ **The European Region** will hold its 3rd annual conference June 24-27, 2012, in Istanbul, Turkey, at Istanbul Kemerburgaz University. Submission deadline is **February 15, 2012.**

www.edsi2012-kemerburgaz.com/

■ **The 5th Annual Meeting of the Indian Subcontinent** was held January 4-6, 2012, at the Great Lakes Institute of Management, Chennai, India.

cba.uah.edu/guptaj/ISDSI_2012_CFP.pdf

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

■ **The Midwest Region** will hold its 2012 Annual Meeting on April 12-14, 2012, in Grand Rapids, MI. Submission deadline is **March 13, 2012**.

www.pom.edu/mwdsi/

■ **The Northeast Region** will hold its annual meeting March 21-23, 2012, at the Hyatt Regency Newport Hotel and Spa in Newport, Rhode Island. Paper submission deadline has passed.

www.nedsi.org/

■ **The Southeast Region** will hold its 2012 meeting February 29-March 2 in Columbia, SC, at the Hilton Columbia Center.

www.sedsi.org

■ **The Southwest Region** will hold its 2012 Annual Meeting on February 29-March 3, 2012, in New Orleans at the New Orleans Sheraton. Submission deadline has passed.

www.swdsi.org

■ **The Western Region** will hold its 2012 Annual Meeting on April 3-6, 2012, at the Hilton Waikoloa Village on Big Island, HI. Submission deadline has passed.

www.wdsinet.org

Call for Papers

Conferences

■ **The Association of Global Management Studies** will hold its 2012 international conference at the Harvard Faculty Club, Harvard University, Cambridge, MA, on March 5-6, 2012. Submission deadline has passed.

www.association-gms.org/conferences/index.html

■ **The 11th Annual ISOneWorld Conference** will hold its 2012 conference April 11-13 in Las Vegas, NV. Submission deadline for papers is **March 1, 2012.**

www.isoneworld.org

■ **The 3rd IEEE Track on Collaborative Modeling & Simulation - CoMetS'12 in WETICE 2012, 21st IEEE International Conference on Collaboration Technologies and Infractures** will be held in Toulouse, France, on June 25-27, 2012. Submission deadline is **March 16, 2012.**

www.sel.uniroma2.it/comets12

■ **The International Conference on Information Society (i-Society 2012),** technically co-sponsored by IEEE UK/RI Computer Chapter, will be held in London, England June 25-28, 2012. Submission deadline is **March 16, 2012**.

www.i-society.eu

■ **The 2012 International Conference of the System Dynamics Society** will be held in St. Gallen, Switzerland, July 22-26, 2012. The conference will focus on "Model-based Management." Submission deadline is **March 19, 2012.**

http://conference.systemdynamics.org/

■ **The 12th International Conference on Electronic Business (ICEB2012)** will be held in Xi'an, China, the birthplace of Chinese civilization. Submission deadline is **May 12, 2012.**

http://orsc.edu.cn/iceb2012/

Publications

■ Call for Chapters— A book entitled *Social Media and E-Business Transformation,* will be published by IGI Global. The submission deadline has been extended to **March 1, 2012,** with full chapter due **April 1, 2012.** For more information, email Eldon Y. Li at eli@calpoly.edu.

■ APICS Educational and Research Foundation seeks applications for a research fellowship which supports doctoral dissertation research on Operations Management. The fellowship amount is $2,500. Submission deadline is **May 31, 2012**.

www.apics.org/Education/ERFoundation/Competitions/plossl.htm

■ *The International Journal of Electronic Business (IJEB)* is planning a special issue on "Business Strategies and Innovation Models for Interactive Digital Media Enterprises." Online submission deadline is **July 1, 2012**. For more information:

www.icebnet.org/author/

■ *The European Journal of Operational Research* is planning a special issue on Eco-Efficient Based Green Supply Chain Management. Submission deadline is **August 31, 2012**. For more information:

www.journals.elsevier.com/european-journal-of-operational-research/call-for-papers/special-issue-on-eco-efficient-based-green-supply-chain-management/

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

San Francisco
Decision Sciences Institute
43rd ANNUAL MEETING

2012 Program Chair's Message

THOMAS Y. CHOI, Arizona State University

Globalization—Working Together and Celebrating Our Differences

Choi

San Francisco! The name conjures images of the Golden Gate Bridge, China Town, Russian Hill, Union Square, cable cars, Fisherman's Wharf (eating Dungeness crab), countless beaches, and quaint enclaves. The city has enchanted and inspired many poets, songwriters, artists, food connoisseurs, and now, dare we say it—academics.

It certainly inspires our imagination. With the advancement of supply-chain technologies, the globalization of commerce and lowering of international trade barriers continues to gain momentum. As the world seemingly contracts before us, cultural exchange is in full swing as the more we work together—the more we notice how different we are from one another. Ultimately, this globalization and multiculturalism give meaning to our working together. Thus, the chosen theme, "Working Together and Celebrating our Differences," embodies not only our 2012 meeting but the city of San Francisco as well.

Come, join us in our celebration of working together, overcoming our differences, and appreciating who we are and how we are different!

As a participant in the 2012 conference, you can expect to enjoy the following:

- Theme-based showcase sessions on each of the six continents featuring their unique decision-making issues.
- Plenary sessions on evolutionary decision making by Stuart Kauffman and on Toyota by Jeffrey Liker.
- First-ever track caucuses where you can meet other scholars that share similar research interests.
- A warm welcome with numerous opportunities to meet new people, consider new research/teaching approaches, and enjoy the sights and sounds of San Francisco.
- High-quality invited and sponsored sessions featuring renowned researchers, educators, and practitioners.
- A variety of venues in which you can present and receive constructive feedback on your research and teaching innovations.
- Opportunities to scout out the job market and/or the talent pool.
- Discipline-based and interdisciplinary tracks that address research, pedagogy, educational technologies, and more.

The venue for the 2012 DSI Annual Meeting will be the San Francisco Marriott. This hotel is centrally located and offers excellent access to restaurants, tours and entertainment, as well as scenic vistas of the beautiful San Francisco Bay and Bay Bridge. Details on registration, hotel and events will be available soon on the annual meeting website. ■

2011 Annual Meeting Coordinators

Program Chair
Thomas Y. Choi
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W. P. Carey School of Business
480-965-6135
Thomas.choi@asu.edu

Associate Program Chair
Murat Kristal
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halekaynak@gmail.com

Website Coordinator
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480-965-5562
Mark.barratt@asu.edu

Technology Coordinator
Jamison Day
University of Denver
Jamison.day@gmail.com

Executive Director, Decision Sciences Institute
Carol J. Latta
(404) 413-7710
(404) 413-7714 fax
dsi@gsu.edu

Submission Deadlines:

Referreed Papers and Competitions
April 1, 2012

Abstracts and Proposals
May 1, 2012

www.decisionsciences.org

San Francisco
Decision Sciences Institute
43rd ANNUAL MEETING

2012 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 17, 2012,** 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 e-mail 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 **Monday, October 1, 2012.** 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 2012 Annual Meeting, there will no additional fees for participating in this onsortium. ■

Application for 2012 New Faculty Development Consortium
November 17, 2012 • San Francisco, California

Send in this form and a current copy of your vita to Janet Hartley (see below). Application deadline: **October 1, 2012.**

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 Coordinators:

Janet Hartley
College of Business
Bowling Green State Univ
419-372-8645
jhartle@bgsu.edu

Jay Kim
School of Management
Boston University
616-353-9749
jkimjr@bu.edu

2012 Doctoral Dissertation Competition

Searching for the best 2011 dissertation in the decision sciences

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 2011, 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 2011 calendar year (i.e., between January 1, 2011, and December 31, 2011).
2. Finalists for the Elwood S. Buffa Doctoral Dissertation Competition must register and attend the 2012 Annual Meeting of the Decision Sciences Institute in order to be eligible to win.

Submission Requirements

1. Letter of Introduction

   A nominating letter is required from the dissertation advisor. This nominating letter:
   - Introduces the doctoral student, the dissertation advisor supervising the dissertation, and the degree-granting institution;
   - Argues for the worthiness of the doctoral dissertation; and
   - Provides contact information for both the doctoral student and the dissertation advisor.
2. Executive Summary of the Doctoral Dissertation Submission

Content

An executive summary is required with the following suggested sections:
- Describes and justifies the importance of the theoretical / pragmatic problem that the doctoral dissertation addresses,
- Delineates the research questions that stem from the theoretical / pragmatic problem,
- Explains the methods being used in sufficient detail for referees with no a priori exposure to the doctoral dissertation to evaluate methodological rigor,
- Discusses the major findings in terms of its contributions to science and / or to practice, and
- Highlights future research opportunities stemming from this doctoral dissertation, and the limitations of the work.

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.
- 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.
- Have a readable font size (10 to 12).

Submission Procedure

The Nominating Letter, the Executive Summary, and the dissertation should be submitted as three separate PDF e-mail attachments to Rich Metters (see e-mail below).

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.

Please name the dissertation as LAST NAME_FIRST NAME-Dissertation.

Submission Window

All submissions must be received by **May 15, 2012**, to be eligible for the competition. ■

Rich Metters
Information and Operations Management Department
Mays Business School
Texas A&M University
979.845.1148
rmetters@mays.tamu.edu

2012 Instructional Innovation Award Competition

Recognizing outstanding contributions that advance instructional approaches within the decision sciences

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

Sriram Narayanan, 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 2012 Annual Meeting, the 34th presentation of this prestigious award, co-sponsored by Alpha Iota Delta (the national honorary in the decision sciences), Prentice Hall, and the Institute, will be made.

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

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

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

All submissions must adhere to the following guidelines and must be received no later than April 1, 2012.

Instructions

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

Electronic Submission Notes

1. **Number of documents and their format:** The electronic submission must consist of one document, in PDF format, completely contained in one file. Graphics and images may be integrated into this one document, but no separate or attached files of any kind are permitted. No audio, video, or other multimedia of any form can be included. Nothing may be separately submitted by any other means, including disks, videotapes, notebooks, etc.

2. **Anonymity:** Include no applicant names, school names, websites, or other identifying information in your document. This information is captured separately on the electronic submission form. Applicants not adhering to this policy will be ineligible for consideration.

Document Format

1. **Length:** Your one electronically submitted document can be no more than 30 total pages when formatted for printing.
2. **Title Page:** On the first page, provide the title of the submission. Number all pages in your submission.
3. **Abstract/Innovation Summary:** On the second page, explain why your submission provides a new innovative approach to teaching. This will be more detailed than the abstract entered on the conference website. In the first round of reviews, the abstract/ innovation summary will be used to narrow down the list of entries. Therefore, it is critical that you draft an excellent summary.
4. **Detail Section:** Provide detail about your submission, with the following headings:

   a. *Introduction:*

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

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

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

d. *Implementation:* Explain:

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

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

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

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

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

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

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

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

Statement of Endorsement

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

Evaluation

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

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

All applicants, including the finalists, will be notified by June 15, 2012. Finalists must attend the Instructional Innovation Award Competition Session at the annual meeting in San Francisco to be eligible to win. At that session, each finalist will:

1. Present a review or summary of the submission.
2. Conduct an in-depth presentation or a discussion of a specific component of the submission (selected by the finalist).
3. Respond to questions from the judges and the audience.

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

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

The Committee invites your participation in this competition to recognize excellence in innovative instruction. Please remember that all submissions must be received by **April 1, 2012.**

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

Sriram Narayanan
Assistant Professor
Department of Supply
Chain Management
Michigan State University
Narayanan@bus.msu.edu
517-432-6432 ■

Theme-Based Showcase Session—Africa

by Adegoke Oke, Arizona State University

Adegoke Oke, Coordinator

DSI's theme-based session on Africa at the DSI 2012 meeting is an interactive panel-led discussion that will be focused on highlighting the research challenges and opportunities in the African continent. Despite the stagnant growth in Western economies, Africa continues to enjoy robust growth. Yet, academics and practitioners in the West, especially in the U.S., know little about Africa, and have a lot of misconceptions about operating there. In line with the theme of the 2012 conference "Globalization: Working Together and Celebrating our Differences," this session will bring together academics and practitioners from different cultures and with diverse experience in operating and doing research in Africa.

Specifically, some of the issues that this interactive panel-based session will address include the following:

1. What are the challenges and opportunities for decision sciences researchers in Africa?
2. Doing research in Africa
   - Learning by doing—what can we learn from the China experience in terms of doing research in an emerging market?
   - What are potential research issues and topics?
   - What are the opportunities and challenges?
   - Data availability and access issues
   - Potential partners/collaborations
   - How to go about it
3. Africa—"the dark continent?" Or the next location for low-cost manufacturing/commodity manufacturing operations?

For more information, contact Africa Theme-based Showcase Session Coordinator:

Adegoke Oke
Dept of Supply Chain Management
W.P. Carey School of Business
Arizona State University
Tempe, AZ 85287-4706
480-965-3105
480-965-8629
adegoke.oke@asu.edu ■

Theme-Based Showcase Session—Australia

by Danny Samson, University of Melbourne

Danny Samson, Coordinator

This session will present some of the economic and business/managerial challenges and opportunities, and research questions, faced by academics and organisations in Australia. Australia is a large island continent with only 23 million people and first-world living standards; it also has small domestic markets and low population destiny. While it once had the highest living standards in the world based on agriculture, Australia now earns its way based on its mining industry.

For decades Australia has struggled to remain viable as a manufacturing base, and the current trajectory is highly problematic. For example, its automotive sector is a third in size of what it was and is seemingly below efficient scale. The difficulty of competing internationally from a "faraway' high-cost base with a small domestic market poses unique challenges embodied in the question "How can we compete?"

On the more positive side, Australia's first-world infrastructure and governance saw this continent move with sound resilience through the global financial crisis. The economy has experienced solid and stable growth, and is envied by many in terms of economic performance and standard of living, despite its high-cost base.

This session will include presentations by academics and business executives, then a panel discussion with the audience.

Australia is currently heavily dependent on its exports of natural resources to China and Japan. Some key challenges include:

1. How can its enterprises use innovation to create higher levels of value adding and self sufficiency?
2. Can the competitiveness of the dwindling manufacturing sector be raised?
3. How can levels of entrepreneurship be encouraged?
4. How can we as researchers and educators maximize our contribution to dealing with these challenges?
5. How can researchers/ educators and business executives work together to improve outcomes?
6. How can we overcome our high-cost structure to compete globally?
7. Can we transform our economy and society to be more environmentally sustainable?
8. What research should be done to support a population policy?

For questions and comments on this session, contact Danny Samson, University of Melbourne, d.samson@unimelb.edu.au ■

2012 Best Teaching Case Competition

by Kaushik Sengupta, Hofstra University

Kaushik Sengupta
Coordinator

Inviting all case-writers!

The Decision Sciences Institute has a tradition of promoting case-based teaching and supporting the development of teaching cases. We eagerly invite case writers in all DSI disciplines to submit their new and engaging teaching cases to the 2012 Best Teaching Case Competition.

Authors of three finalist cases, selected by a panel of case experts, will present their case studies and analysis at a regular session at the 43rd Annual Meeting of the Decision Sciences Institute to be held in San Francisco. The panel of judges will then select the winner from among the finalists, based both on the written material and the presentation.

The winning case will be announced at the awards luncheon, where the authors will receive a cash award. The Case Studies Award will be awarded based primarily on the following criteria:

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

Cases not selected as finalists may be published as abstracts in the Proceedings of the 2012 Annual Meeting.

The submission deadline is **April 1, 2012.** Cases, with the associated teaching note, should be submitted electronically directly to the competition coordinator, Kaushik Sengupta. Please feel free to contact him with any questions.

Kaushik Sengupta
Zarb School of Business
Hofstra University
Hempstead, NY 11549
516-463-7825
Kaushik.sengupta@hofstra.edu ■

Join Us in San Francisco in 2012!

Congratulations 2012 DSI Fellows!

In recognition of outstanding contributions to the field of decision sciences, the designation of Fellow has been awarded by the Decision Sciences Institute to Soumen Ghosh of the Georgia Institute of Technology and Timothy Smunt of the University of Wisconsin-Milwaukee. Their citations read as follows:

Soumen Ghosh

Soumen Ghosh (Alan and Caron Lacy Professor of Operations and Supply Chain Management at The Georgia Institute of Technology)—For his many contributions to the profession and to the Decision Sciences Institute, including outstanding service as Secretary, At-Large Vice President, Doctoral Consortium Coordinator, Professional Development Program Coordinator, and Publications Committee Chair. At Georgia Tech he has a record of outstanding research, having published close to 40 papers in highly regarded journals such as *Decision Sciences, Journal of Operations Management*, *Quality Management Journal*, *International Journal of Production Research,* and *IIE Transactions* and has received research funding from prestigious organizations such as the National Science Foundation, Sloan Foundation, U.S. Dept. of Education, American Society for Quality and from companies such as Hewlett-Packard, IBM, and SAP America. He has received multiple DSI Best Paper Awards and has been recognized as a best dissertation award advisor. Dr. Ghosh has served as Associate Editor for *Decision Sciences*, as Senior Editor for the *Production and Operations Management Journal* and as Associate Editor for the *Journal of Operations Management,* and he serves on various other editorial review boards. He has long involvement with doctoral student advising and is included in the list of Stellar Scholars in POM, which appeared in the OM forum of the *Journal of Operations Management.*

Timothy Smunt

Timothy Smunt (Sheldon D. Lubar Dean and Professor of Operations Management, University of Wisconsin-Milwaukee)—For his many contributions to the profession and to the Decision Sciences Institute, including outstanding service as At-Large Vice President, Development and Corporate Relations Director, Annual Meeting Program Chair, and MBA Program Coordinator, along with membership on several standing and *ad hoc* committees, and for his service to the Midwest Decision Sciences Institute as Treasurer and Vice President-Planning and Development. At UWM he has a record of outstanding leadership, also demonstrated as the Babcock School of Management at Wake Forest University, where he served as Associate Dean for Faculty and Associate Dean, and where he also held the prestigious position of President of the University Senate. Professor Smunt is also recognized for his impressive record of research, which has been published in highly regarded journals such as *Decision Sciences, Operations Research, Management Science, Journal of Operations Management*, *Production and Operations Management*, and *IIE Transactions.* Dr. Smunt has served as a guest editor for the *Journal of Operations Management,* as an Area Editor for *Production and Operations Management,* and on the editorial review board of the *Journal of Operations Management.*

Boston
Decision Sciences Institute
42nd Annual Meeting
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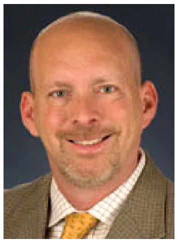
2011 Program Chair's Message

KENNETH K. BOYER, Ohio State University



The 42nd Annual Decision Sciences Institute conference was a great success with over 375 sessions, 1,182 submissions, and 1,367 participants. The scheduled sessions included over seven plenary talks and 75 featured sessions—chosen by track chairs as representing some of the best research and most interesting topics. One of them involved a revised approach to the long-established Buffa Doctoral Dissertation Competition. This year, the four finalists were invited to present their arguments as to why their dissertations merit being the winner (see the write-up on the winning dissertation on page 33).

Two innovations from last year's conference were continued this year. First, there were many Interactive Sessions designed to encourage one-on-one discussions between authors following a short, formal presentation. There were also five New Talent Showcases—sessions comprised of PhD student authors who are on or nearly on the job market. These sessions offered students a chance to highlight their talents and research.

In addition to the normal academic fare, we also had some informal entertainment. Specifically, a performance by the Bostonians, Boston College's co-ed a capella singing group, before the Annual Welcome Reception on November 19.

Many, many people played a key role in putting together this conference. Approximately 40 people served in some capacity on the DSI2011 program committee. Of particular note, Tobias Schoenherr of Michigan State University served as associate program chair and was an invaluable aid in handling many important details as well as strategic planning and branding initiatives for the conference. In addition, Scott Sampson and Christine Roundy were steadfast in supporting the submission, review and scheduling of all conference papers and sessions. In a special note of thanks, Scott Sampson (Brigham Young University) has provided the conference management system for DSI for a decade and truly been a behind the scenes keeper of key knowledge. In the DSI Home Office, Carol Latta and Hal Jacobs both brought their years of experience to bear, and Eric Foston and Pooja Dodia provided great enthusiasm and renewed energy. ■

2011 Annual Meeting Coordinators

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(404) 413-7714 fax
dsi@gsu.edu

G. Keong Leong Receives 2011 Distinguished Service Award

DSI President Krishna Dhir (left) and G. Keong Leong

An award citation was presented to G. Leong Keong, Professor of Supply Chain Management and MBA Director of the Lee School of Business at the University of Nevada Las Vegas, for his extraordinary dedication and service to the Institute and its members, over the past three decades, as President, At-Large Vice President, Decision Line Editor, Decision Line Feature Editor, Associate Program

see **DISTINGUISHED SERVICE AWARD**, page 33

2011 DSI Doctoral Student Consortium

by Funda Sahin, University of Houston


Funda Sahin

The annual Doctoral Student Consortium was held on Saturday, November 19, 2011, as part of the 42nd Annual Meeting of DSI in Boston. A total of 79 student participants were in attendance.

The Consortium was sponsored by the contributions of Alpha Iota Delta, Beta Gama Sigma, McGraw-Hill/Irwin Publishing Company, Emerald Group and the Decision Sciences Institute. The event started with continental breakfast and registration at 7:30 a.m. Afterwards, I extended a formal welcome to the participants, explained the format and content of the day and asked each participant to briefly introduce themselves. The schedule for the day included sessions that provided guidance on career planning, job search, interviewing, research and teaching. The following provides some details about the sessions.

Panel—How to Identify and Interview for a Job. Following Janelle Heineke's lead, Goker Aydin, Gokce Esenduran, Arunachalam Narayanan, and Tobias Schoenherr shared their experiences and advice on identifying the right job and interviewing for it. The discussions covered such topics as information about application process, conference interviews and on-campus interviews, questions to ask during an interview, finding the right fit, etc.

Panel—Managing the Tenure Years. Powell Robinson led the discussion on this panel and shared his insights with the participants. Panelists Norman Johnson, Burcu Keskin, and Wendy Tate provided their thoughts and experiences on how to manage the tenure process. The session helped participants understand that the tenure process in essence starts while in the PhD program, and it is very important to understand the tenure requirements early on and manage time effectively.

Best Teaching Practices from the Master. Harvey Brightman returned for his 28th year of providing another dynamic workshop on the art of teaching. He discussed how to stimulate student interest, make topics relevant, active learning strategies, and tips for producing effective PowerPoint slides.

Joint Luncheon with New Faculty Development Consortium. The day's schedule allowed for participants to interact with each other during breaks and between sessions, and lunch. The luncheon was a joint event with the New Faculty Development Consortium participants, which gave the Doctoral Consortium participants a chance to not only interact with each other and the panelists that attended the luncheon, but also with the new faculty and DSI leaders. DSI President Krishna Dhir, Program Chair Ken Boyer, Greg Ulferts and Jim Viehland extended formal welcome to the students.

Writing Publishable Articles and Navigating the Review Process: Joint Session with the New Faculty Development Consortium. With Professor Manoj Malhotra's lead, four editors (Asoo Vakharia, Tom Choi, Dan Guide, and Chetan Shankar) talked about the missions of their journals and offered valuable suggestions on how to position research and get it published in top journals of the field, as well as how to serve as a reviewer or associate editor and understand the responsibilities of each.

Strategic Research Planning Workshop. Working in small groups, participants used problem-solving exercises and with the help of a faculty mentor learned how to establish a strategic research plan. The students were very positive about the exercises of building a research agenda with the help of a faculty mentor. The following faculty mentors participated in the workshop: Kurt Bretthauer, Soumen Ghosh, Greg Heim, Robert (Bob) Jacobs, Xenophon Koufteros, Keong Leong, Ram Narasimhan, Powell Robinson, Marion Sobol, and Morgan Swink.

Joint Reception with New Faculty Development Consortium. The reception was a joint event with the New Faculty Development Consortium participants (co-sponsored by Alpha Iota Delta and Beta Gamma Sigma), which gave everyone a chance to end the day with another opportunity to interact with each other, new faculty, the panelists and DSI leadership. We extend our deep appreciation to the faculty participants for their time and insights, and the sponsors for their contributions. We also would like to recognize the doctoral students who attended the event.

2011 DSI Doctoral Consortium Participants

James Abbey, Pennsylvania State University

Vahideh Sadat Abedi, University of Toronto

Gurkan Akalin, University of Texas, Arlington

Melek Akin Ates, Erasmus University

Saad Alflayyeh, University of Toledo

Singh Alka, University of Melbourne

Leticia Anaya, University of North Texas

Ioannis Bellos, Georgia Institute of Technology

Jay Brown, Kent State University

Maxim A. Bushuev, Kent State University

Luciano Castro De Carvalho, Fundacao Getulio Vargas (FGV)

Seth Chatfield, University of Toledo

Hui-chuan Chen, University of Texas, Arlington

Jing Dai, Iowa State University

Mrinmay Deb, Pennsylvania State University

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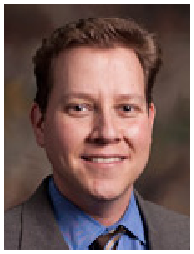
2011 DSI New Faculty Development Consortium

by Elliot Rabinovich, Arizona State University



Elliot Rabinovich

The 2011 DSI New Faculty Development Consortium was held in conjunction with the 42nd Annual Meeting in Boston. Twenty-five junior faculty members participated in the consortium. Fourteen established faculty members shared years of accumulated experience and wisdom with consortium participants in several dynamic, interactive panel sessions that addressed managing the academic career, promotion and tenure, and professional/life balance.

In addition, a joint session was held in conjunction with the Doctoral Student Consortium in which participants had the opportunity to interact with the editors from *Decision Sciences, Decision Sciences Journal of Innovative Education,* and *Journal of Operations Management*. Another highlight of the program was the joint luncheon during which participants received insights from DSI President Krishna Dhir (Berry College), 2011 DSI Program Chair Ken Boyer (Ohio State University), and Alpha Iota Delta Executive Director Greg Ulferts (University of Detroit Mercy). The Consortium ended with a joint reception with participants from the Doctoral Student Consortium, sponsored by Beta Gamma Sigma and Alpha Iota Delta. Their continued support of the Consortium provides an invaluable service to the Institute.

The Consortium plays an important role in the professional development of DSI's junior faculty members. Moreover, it fills a critical role in engaging new faculty members in the activities of the Institute. Consortium participants represent the future of DSI, and by all accounts, they see the consortium as an important mechanism by which they can begin to establish their network within the organization. ■

DOCTORAL STUDENT CONSORTIUM, from page 30

Hugo A. Decampos, Michigan State University
Senay Demirkan Delice, Northeastern University
Omar Sherif Elwakil, University of Maryland
Gerald Elysee, Capella University
Serkan Erbis, Northeastern University
Michele Esteves Martins, Instituto De Empresa
Andrey Fendyur, University of Calgary
Sima Fortsch, State University of New York
David Gligor, University of Tennessee
David Hall, Clemson University
Benjamin T. Hazen, Auburn University
Deanna M. House, Univ of Texas, Arlington
Chenglei Huang, University of Toledo
Harry Yulong Jin, Stevens Inst of Technology
Tracy Johnson-Hall, Clemson University
Ilyoung Jung, State University of New York
Jian-yu (Fisher) Ke, University of Maryland
Myung Kyo Kim, Michigan State University
Qingxia Kong, National University of Singapore
Jurriaan Laurens De Jong, Ohio State University
ByungKu (B.K.) Lee, Univ of Nebraska, Lincoln
Dong Hyun Lee, University of Nebraska, Lincoln
Paolo Letizia, Pennsylvania State University
Tao Li, University of Texas, Dallas
Chao Liang, University of Texas, Dallas
Peng Liu, Michigan State University
Annachiara Longoni, Politecnico di Milano
Guanyi (Yi) Lu, Texas A&M University
Yuxing Luo, Washington State University
Brett J. Massimino, Ohio State University
Lorena Mathien, State University of New York
Antonella Moretto, Politecnico di Milano
Monique Murfield, University of Tennessee
Somayeh Dehghan Najmabadi, Univ of Melbourne
David McClain Nelson, University of Toledo
Tim Noparumpa, Syracuse University
Oleksiy (Olex) Osiyevskyy, University of Calgary
Robert (Rob) Overstreet, Auburn University
John Park, Syracuse University
Subramaniam Ponnaiyan, Univ of North Texas
Joann Farrell Quinn, Case Western Reserve
Venugopal Remani, Kent State University
Pamela Robinson, Georgia State University
Terence Saldanha, University of Michigan
Claire Senot, Ohio State University
Xiajoun Shan, University of Buffalo
Janaina Siegler M. Batista, Fundacao Getulio Vargas
Ryan Skiver, University of Toledo
Hannah Stolze, University of Tennessee
Joshua Strakos, University of Houston
Praowpan Tansitpong, Rensselaer Polytechnic Institute
Shaonan Tian, University of Cincinnati
Arumugam Velaayudan, Univ of Strathclyde
Anto John Verghese, Texas A&M University
Cristiane Biazzin Villar, Fundacao Getulio Vargas
Lucian L. Visinescu, University of North Texas
Vincent Whitelock, University of Toledo
Wenli Xiao, Georgia Institute of Technology
Shubin (Kevin) Xu, University of Oregon
Arda Yenipazarli, University of Florida
Lisa Yeo, University of Alberta
Min Yong-Taek, Boston University
Min Yu, University of Massachusetts
Yunxia Zhu, University of Texas, Dallas ■

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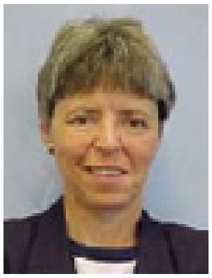
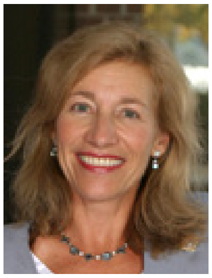
2011 Technology in the Classroom Miniconference

by Barbara A. Price, Georgia Southern University, and Amy Phelps, Duquesne University



Barbara A. Price



Amy Phelps

Continuing the tradition of recent DSI Annual Meetings, the Technology in the Classroom Miniconference was held all day Saturday, November 19, 2011. And thanks to the following organizations and individuals, the sessions were conducted with a hands-on, Internet-connected lab environment with 20 laptop workstations loaded with Homework Managers and Applications Software.

Sponsors of the Technology in the Classroom Lab Environment were the SAS Institute (Curt Hinrichs), John Wiley & Sons (Franny Kelly), Pearson Education (Erin Lane), The McGraw-Hill Companies (Dean Karampelas), and Cengage Learning (Adam Marsh).

The Technology in the Classroom Miniconference provided a forum for participants to share novel or innovative applications of technology in the classroom that enhance the student's learning experience and teaching effectiveness. 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. For the first time the audience could actually try out the available technology for themselves.

The well-attended sessions bridged the entire day, beginning early in the morning and concluding after the plenary sessions.

Excel in Office 2010—New Display and Analysis Features (8:00 – 9:30 am)

The Miniconference began with a thorough overview of Excel in Office 2010, presenting new customization techniques and graphics enhancements by Wilma and Bob Andrews of Virginia Commonwealth University.

Homework Managers—Brief Overview (10:00 – 11:30 pm)

This session offered a brief overview from the following sponsors about what on-line products were available for courses to enhance learning.

- Cengage Tools
- WileyPLUS
- McGraw-Hill's CONNECT
- Pearson's MyStatLab

Applications of Technology in the Classroom Abstract Presentations (Noon - 1:30 pm)

- Teaching Business Technologies through the Internet—some Lessons by Purnendu Mandal (Lamar University)
- Introduction to Mobile App Development using Apple iOS SDK by Esther Klein (St. Francis College)
- Visual Analytics with JMP by Mia Stevens (SAS Institute: JMP Division)

Interactive Demonstrations of Applications (4:00 – 5:30 pm)

In this session participants were given the opportunity to get one-on-one guidance from two sponsors from the 10 a.m. session.

As the hands-on environment requires sponsorship and significant coordination, feedback on whether an environment such as we had would be of use for future sessions. Feedback can be sent to the 2011 Miniconference Co-coordinators Barbara A. Price (**baprice@georgiasouthern.edu**) and Amy Phelps (**phelpsa@duq.edu**). ■

2011 Best Paper Awards

2011 Best Application Paper Award

Who Can We Trust? The Influence of Insider Threats on IS Security Investments

Jian Hua (Univ of District of Columbia), Sanjay Bapna (Morgan State University)

2011 Best Theoretical/Empirical Research Paper Award

Synergistic Use of Experiment and Survey for Cross-Level Behavioral OM Research

Kuo-Ting Hung (Suffolk University), Chanchai Tangpong (North Dakota State University)

2011 Best Interdisciplinary Research Paper Award

Do Supportive Human Resource Practices Mediate the Effect of Entrepreneurial Orientation on Firm Performance?

Cheng-Chieh Hsiao (National Chengchi University), Carol Yeh-Yun Lin (National Chengchi University)

2011 Best Environmental Issues Paper Award

Is Remanufacturing Environmentally Friendly?

Wenjun Gu (University of Illinois Urbana Champaign), Dilip Chhajed (University of Illinois at Urbana-Champaign), Nicholas C. Petruzzi (University of Illinois at Urbana-Champaign)

2011 Best Case Study Paper Award

RFID-enabled Track and Traceability in Job-Shop Scheduling Environment

Jongsawas Chongwatpol (Oklahoma State Univ), Ramesh Sharda (Oklahoma State Univ), Naruamol Benmard (TMA Systems, LLC)

see **PAPER AWARD WINNERS**, page 35

2011 Best Teaching Case Award Competition Winners Announced

by Alistair Brandon-Jones, University of Bath, United Kingdom

Brandon-Jones

It is my pleasure to announce that "Narragansett Brewing Company: The Re-birth of a Brand," by Chris Roethlein and John Visich of Bryant University, is the winner of the 2011 Best Teaching Case Award Competition. The runner-up was "Ballis's Benchmark," by Yael Grushka-Cockayne and Casey Lichtendahl of Darden Business School, University of Virginia. Third place went to "Dwarf Buys Giant: Spyker's Acquisition of Saab," by Mignon Halderen and Irma Bogenrieder of Rotterdam School of Management.

Our winners and finalists are to be congratulated for their achievements in the competition. This year, we had a number of high-quality submissions to the teaching case competition from countries all over the world. All submitted cases and teaching notes were blind reviewed, and nine of these were accepted for the DSI conference. These were then given to a panel of six academics with expertise in teaching in decision sciences, operations, and supply management. The panel assessed the quality of the written cases and their teaching notes in terms of innovation, creativity, quality of writing, and clarity of teaching notes and scored the cases out of a possible 100 marks. All panelists read all cases to reduce any bias, and their marks contributed to 50% of the total final marks. The top three scoring cases were then selected as finalists for the teaching case competition. These were:

- Narragansett Brewing Co.— 543/600
- Ballis's Benchmark—525/600
- Dwarf buys Giant: Spyker's A cquisition of Saab—518/600

A further 25% of the final mark came from the assessment of the written case, case notes, and presentations at DSI by myself, as the teaching case competition track chair. Of the three finalists, I awarded the following marks:

- Ballis' Benchmark—9/10
- Narragansett Brewing Co.—9/10
- Dwarf buys Giant—7/10

The final 25% of the mark came from audience voting on the two cases that were presented at the DSI conference—Ballis's Benchmark and Narragansett Brewing Company. These were both excellent presentations of the case and very well received. The "Dwarf Buys Giant" case was awarded half-marks as the authors were unable to present at the conference.

- Narragansett Brewing Co.— 9.7/10
- Ballis's Benchmark - 8.17/10
- Dwarf buys Giant – 5/10

Totals:

1st: Narragansett Brewing Co. (92%)
2nd: Ballis's Benchmark (86.66%)
3rd: Dwarf buys Giant (73.17%)

Thank you to the authors who 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 me (abj20@bath.ac.uk). Authors interested in next year's competition are encouraged to submit their completed cases and teaching notes to the 2012 Best Teaching Case Studies Award Competition for DSI in San Francisco. ■

DISTINGUISHED AWARD WINNER, from page 29

Chair, Doctoral Student Consortium Coordinator, Instructional Innovation Award Competition Coordinator, and as Chair of the Nominating Committee, Regional Activities Committee and Doctoral Student Affairs Committee. He played a key role in the globalization of the Institute and also made significant contributions to the Strategic Planning for International Affairs Committee. He served Western DSI as President, President-Elect, Program Chair, Proceedings Editor, and Vice President for Member Services, and contributed to the Institute's international, national, and regional meetings as Track Chair on numerous occasions.For his sustained and valuable contributions to the Institute, it is a pleasure to present G. Keong Leong with the Distinguished Service Award. ■

2011 DSI Fellows Committee Citations

In recognition of outstanding contributions to the field of decision sciences, the designation of Fellow has been awarded by the Decision Sciences Institute to Maling Ebrahimpour of the University of South Florida, St. Petersburg, and Peter T. Ward of Ohio State University. Their citations read as follows:

Maling Ebramipour

Maling Ebrahimpour, Dean of the College of Business, University of South Florida, St. Petersburg—For his exceptional record of service to the DSI at the regional and national levels coupled with a highly productive research record of publication in the *Journal of Operations Management*, *the International Journal of Production Research*, *Journal of Business Research*, among others. For DSI he has served as Coordinator for New Faculty Development, Member of the Strategic Planning for International Affairs Committee, and Program Chair for the 40th Anniversary Conference in New Orleans in 2009. He is a recipient of the National Shingo Prize for Excellence in Manufacturing He has served as an evaluator for the Malcolm Baldridge National Quality Award. This has been accomplished at the same time as pursuing a successful administrative career through the professorial ranks and serving as Department Chair, Associate Dean, and now Dean. He was the first academician to be inducted into the Rhode Island Quality Hall of Fame.

Peter T. Ward

Peter T. Ward, The Richard M. Ross Chair in Management, Professor of Operations Management and Chair of the Department of Management Sciences at the Ohio State University's Max M. Fisher College of Business—For his distinguished record in research focused on gaining competitive advantage through operation strategies and his innovative approach to learning lean management, six sigma and operations. He is a pioneer in conducting empirical research in operations management, resulting in well-cited articles published in journals such as *Decision Sciences*, the *Journal of Operations Management*, and *IEEE Transactions on Engineering Management*. His recognitions include the 2007 Distinguished Operations Management Scholar Award by the Academy of Management, and the 2004 Shingo Prize for Research. He is the first President of the Lean Education Academic Network (LEAN). Professor Ward has served the Institute for mote than 20 years, most notably as an Associate Editor for *Decision Sciences* journal, a Track Chair, an at-large Vice President, and member of various committees.

Join us in San Francisco in 2012!

2011 Instructional Innovation Award Competition

Co-sponsored by Alpha Iota Delta and Pearson Prentice Hall

Abrahams

Award winner

Expeditionary Learning in Information Systems: Definition, Implementation, and Assessment

Alan S. Abrahams (Virginia Tech)

Expeditionary learning—where students collaboratively discover, catalogue, and compare rapidly evolving information system specimens—is an innovative and effective approach for learners in the IS field. Our results indicate that learning by expedition has a strong, positive community impact and compares favorably to conventional experiential and service learning styles.

Runners-Up

Improving Students' Writing Competency through Online Writing Groups/Studios

Jamison V. Kovach (University of Houston), Michelle Miley (University of Houston), Miguel Ramos (Universtity of Houston)

Communication skills contribute to success in the workplace. This research investigates the impact of online writing studios (i.e., peer feedback groups) on students' writing competency. Results show that students better on the final written assignment for a course and improved their perceptions about the writing process.

Incorporating SCOR Scholar Training and Certification into Supply Chain Management Curricula: An Exploratory Study of Suitability and Approach

Scott C. Ellis (University of Kentucky)

Though widely adopted, the utility of the SCOR model as a pedagogical instrument remains relatively unexplored. The suitability, method, and utility of providing SCOR Scholar training and certification within supply chain management curricula is addressed.

Introducing Geographic Information Systems in the Business School Curriculum with Business Analyst Desktop

David Bradbard (Winthrop University), Barbara Fuller (Winthrop University)

A teaching module is described that uses Business Analyst Desktop to develop a marketing strategy for a retail store where GIS technologies are used for managerial decision making.

Coordinator: Karen Papke-Shields, Salisbury State University ■

2011 Elwood S. Buffa Doctoral Dissertation Competition

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

Esenduran

Kohnke

The DSI Doctoral Dissertation Award Competition is named in honor of Professor Elwood S. Buffa, UCLA, for his many contributions to the decision sciences. The purpose of the award is to encourage and publicize outstanding research by selecting and recognizing the best dissertations written during 2010 in the decision sciences. Over 40 judges evaluated nine submissions of Ph.D. dissertations completed by the end of December 2010. The two co-winners of the award are:

Gökçe Esenduran, The Ohio State University

- Dissertation: *Role of Environmental Legislation and Firm-Level Strategies on Product Take Back*
- Adviser & Degree-granting Institution: Jayashankar M. Swaminathan and Eda Kemahlioglu-Ziya, University of North Carolina

Emily J. Kohnke, Iowa State University

- Dissertation: *Health Care Supply Chain Design for Emerging Economies*
- Adviser & Degree-granting Institution: Kingshuk K. Sinha, University of Minnesota

The runners-up are:

David D. Dobryzkowski, Eastern Michigan University

- Dissertation: *Linking Antecedents and Consequences of Value Density in the Healthcare Delivery Supply Chain*
- Adviser & Degree-granting Institution: T.S. Ragu-Nathan and Mark A. Vonderembse, University of Toledo

Brent B. Moritz, Pennsylvania State University

- Dissertation: *Cognition and Heterogeneity in Supply Chain Planning: A Study of Inventory Decision Making*
- Adviser & Degree-granting Institution: Arthur V. Hill, University of Minnesota

Coordinator: Johnny Rungtusanatham, The Ohio State University ■

PAPER AWARD WINNERS, from page 32

2011 Best Student Paper Award

The Link between Purchasing Strategies and Purchasing Structure

Melek Akin Ates (Rotterdam School of Management, Erasmus University)

2011 BEST DISTINGUISHED PAPER AWARDS

Accounting and Finance

Internal Control Requirements for Public Corporate Managers Are Not Being Addressed in the Current Management Literature

Judith Ann Kamnikar (Auburn Univ-Montgomery), Edward G. Kamnikar (Troy Univ-Montgomery), Beverly Strachan (Troy Univ-Montgomery)

Decision Making and Problem Solving

Using Demand Patterms of Related Products in Improving the Forecast Accuracy of Intermittent Demand

Matthew D. Lindsey (Stephen F. Austin State University), Robert J. Pavur (University of North Texas)

Healthcare Management

Markov Decision Process Model for Asymptomatic Intracranial Aneurysm Treatment Selection under Risk Aversion

Vera Tilson (University of Rochester), David Tilson (University of Rochester)

Information Technology

Testing Alternative Models of User Involvement and Satisfaction in the Social Media Context

Jeen-Su Lim (Univ of Toledo), John H. Heinrichs (Wayne State Univ), Kee-Sook Lim (Univ of Toledo)

Innovative Education

Gender and Student Outcomes

Tuncay Bayrak (Western New England University)

Management Strategy and Organizational Behavior/Theory

Six Sigma strategy and Absorptive Capacity: The Effects of Technical, Psychological and Contextual Factors

Arumugam Velaayudan (University of Strathclyde, Glasgow, UK)

Marketing and Cross-Functional Interfaces

A Cross-Cultural Study of Symbolic Meanings of Product and Services

Kemal Buyukkurt (Concordia Univ), Wei Zhang (Caisse Desjardins)

Product/Process Innovation and Project Management

Socio-Cognitive Dynamics of Entrepreneurial Ideation

Robert M. Gemmell (Case Western Reserve Univ), Richard Boland (Case Western Reserve Univ), David A. Kolb (Case Western Reserve Univ), Sheri Perelli (Case Western Reserve Univ)

Service and Manufacturing Operations Management

Managing a Service System under the Influence of Social Interaction

Xuchuan Yuan (National University of Singapore), H. Brian Hwarng (National University of Singapore)

Supply Chain, Logistics, and Quality Management

Comparison of Collaborative Cost Reduction Strategies in a Supply Chain

Seung Ho Yoo (Sunmoon University), Hosun Rhim (Korea University, Seoul, Republic of Korea), Myung-Sub Park (Korea University)

Sustainable Operations

Is Safe Production an Oxymoron? Evidence from Ten Case Studies

Mark Pagell (York Univ), David A Johnston (Schulich School of Business, York Univ), Robert Klassen (Univ of Western Ontario), Markus Biehl (York Univ)

2011 *DECISION SCIENCES JOURNAL* BEST PAPER AWARD

Interorganizational System Characteristics and Supply Chain Integration: An Empirical Assessment

Khawaja A. Saeed, Wichita State University; Manoj K. Malhotra, University of South Carolina; Varun Grover, Clemson University (Decision Sciences, 42(1), February 2011, pp. 7-42)

Honorable Mentions

Private Labels: Facilitators or Impediments to Supply Chain Coordination

Liwen Chen, Stephen M. Gilbert, and Yusen Xia (Decision Sciences, 42(3), August 2011, pp. 689-720)

The Impact of Geographic Proximity on What to Buy, How to Buy, and Where to Buy: Evidence from High-Tech Durable Goods Market

Ramkumar Janakiraman and Rakesh Niraj (Decision Sciences, 42(4), November 2011, pp. 889-919)

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

Outstanding Associate Editors for 2011:

Apurva Jain, University of Washington; Raymond Patterson, University of Alberta; M. Johnny Rungtusanatham, University of Minnesota

Outstanding Reviewers for 2011:

Gregory R. Heim, Texas A&M Univ; Christopher W. Craighead, Pennsylvania State Univ; Jennifer Blackhurst, Iowa State Univ

2011 *DECISION SCIENCES JOURNAL* OF INNOVATIVE EDUCATION BEST PAPER AWARDS

Best Empirical Paper

Examining the Impact of Pedagogy on Student Application of Learning: Acquiring, Sharing, and Using Knowledge for Organizational Decision Making (pages 3-26)

Alice C. Stewart, Jacqueline Williams, Karen Smith-Gratto, Sylvia Sloan Black and Betty Turner Kane

Runners-Up

Does the MBA Experience Support Diversity? Demographic Effects on Program Satisfaction (pages 391-415)

J. B. Arbaugh, Regina Bento, Alvin Hwang

Applying Mass Customization Concepts to Core Courses: Increasing Student-Centered Customization and Enabling Cross-Functional Integration (pages 81-99)

Darryl D. Wilson

Best Teaching Brief

Teaching Design Thinking Through Case Analysis: Joint Analytical Process (pages 113-118)

Shouhong Wang and Hai Wang

Runner-Up

Promoting Effective Decision Making Using Analytics in a Virtual Technology Lab (pages 119-127)

Mary E. Gros, Michael Goul, and Haluk Demirkan

Teaching Utility Theory with an Application in Modern Portfolio Optimization (pages 107-112)

Lihui Bai, Paul Newsom, and Jiang Zhang ■

Boston
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42nd Annual Meeting
November 19-22, 2011

2011 Annual Meeting Snapshots

ROW 1:

1. **(from left) Tobias Schoenherr, Associate Program Chair, and Ken Boyer, Program Chair, 2011 Annual Meeting.**
2. **Melek Akin Ates of Erasmus University, winner of the 2011 Best Student Paper Award, with DSI President Krishna Dhir**

ROW 2:

1. **Jian Hua of University of the District of Columbia, co-winner of the 2011 Best Application Research Paper**
2. **Gregory W. Ulferts, Executive Director of Alpha Iota Delta**

ROW 3:

1. **Wenjun Gu of University of Illinois Urbana Champaign, co-winner of the 2011 Best Environmental Issues Paper**
2. **(from left) Kuo-Ting (Ken) Hung of Suffolk University and Chanchai Tangpong of North Dakota State University, Co-winners of the 2011 Best Theoretical/Empirical Research Paper**

CALL FOR PAPERS

3rd Annual Conference of the European Decision Sciences Institute

June 24-27, 2012 - İstanbul, Turkey

hosted by Istanbul Kemerburgaz University

The role of international business is becoming increasingly more prominent in the economic development and prosperity of every country. Businesses are more and more aware that sustainability and success in the global arena depends on their ability to achieve and maintain effective integration of global business activities. Business decisions, in order to support global integration in all facets of business life, require not only technical but also social and intercultural competence and innovative thinking as firms today have to master advanced technologies, face fierce competition, and embrace social and cultural diversity to a much greater extent than before.

The conference fosters interdisciplinary research. We invite contributions from all disciplines relevant to decision making and decision processes. Participants from the academic community, business and industry, as well as the public sector, are warmly invited to contribute to the conference. Potential topics include *but are not limited to*:

- Strategic decision making in global supply chain management
- Supply chain operations management
- Behavioral aspects of operations management
- Operational risk and disaster management
- Financial risk management
- New trends in entrepreneurship
- Innovations in information technology applications
- Global investment decision making
- Innovative applications in modeling and decision techniques
- Information economics for the 21st century and beyond
- Performance and revenue management
- Industry sector-specific decision making & strategy formulation
- Aviation Management

Best Paper Competition

Sposored by **Alpha Iota Delta, The International Honor Society in the Decision and Information Systems**

Categories:

- Best Theoretical/Empirical Research Paper
- Best Application Paper
- Best Student Paper

The best paper in each category will receive $ 150, and will be reviewed for possible publication in the Decision Sciences Journal or the Decision Sciences Journal of Innovative Education.

SEE CONFERENCE WEBSITE FOR MORE INFORMATION: www.edsi2012-kemerburgaz.com

SUBMISSION OF CONTRIBUTIONS

Deadline for Abstract/Paper Submission:	**February 15, 2012**
Notification of Acceptance:	**March 30, 2012**
Full Manuscripts of Accepted Abstracts Deadline:	**April, 30 2012**

CONFERENCE REGISTRATION

Registration + DSI Membership Fee from July 2012 to June 2013

Registration Fee	**195 Euros (until April 30, 2012)**
Late RegistrationFee	**235 Euros (after April 30, 2012)**

Membership Fee ranges from US$40 to US$160 ***(See website for details)***

Registration Fee includes

Lunches and coffee breaks
Welcome reception
Conference bag and proceedings

Optional Activities

Gala Dinner	**60 Euros**
City Tour (June 24, 2012)	**35 Euros**
Hyundai Assan **Plant Tour (June 28, 2012*)**	**10 Euros**

****The plant tour will be held after the last day of the conference***

Local Program Committee

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TURKISH AIRLINES TURKISH AVIATION ACADEMY ALPET

DECISION SCIENCES INSTITUTE

OFFICERS' NOMINATIONS

The Institute's 2011-12 Nominating Committee invites your suggestions for nominees to be considered for the offices of President-Elect, Secretary, and Vice Presidents elected at-large to serve on the Institute's Board of Directors, beginning in 2013.

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 Indian Subcontinent, Southeast, Southwest, and Western 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

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Kendall, Kenneth E., Rutgers Univ.
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Zmud, Robert W., Florida State Univ.

**deceased*

INSTITUTE CALENDAR

FEBRUARY 2012

February 29 - March 3

The Southwest Region will hold its 2012 annual meeting at the New Orleans Sheraton. Submission deadline: Oct. 3, 2011.

www.swdsi.org

February 29 - March 2

The Southeast Region will its annual meeting in Columbia, SC.

www.sedsi.org

MARCH 2012

March 21 - 23

The Northeast Region will hold its annual meeting in Newport, RI. Deadline is November 5, 2012.

www.nedsi12.org

APRIL 2012

April 3 - 6

The Western Region will hold its 2012 annual meeting on Big Island, Hawaii. Deadline has passed.

www.wdsinet.org

April 12 -14

The Midwest Region will hold its annual meeting in Grand Rapids, Michigan.

www.pom.edu/mwdsi

JUNE 2012

June 24 - 27

The European Region will hold it annual meeting at Istanbul Kemerburgaz University in Istanbul, Turkey. Submission deadline: February 15, 2012.

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

JULY 2012

July 22 - 26

The Asia-Pacific Region will hold its 2012 annual meeting at the Le Meridien Chiang Mai Hotel, Chiang Mai, Thailand.

www.apdsi.org

NOVEMBER

November 17 - 20

42nd Annual Meeting of the Decision Sciences Institute, to be held in San Francisco

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

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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.

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