A News Publication of the Decision Sciences Institute

DECISION LINE

Vol. 44, No. 1 January 2013

2012 Annual Meeting Award Winners

Ram Narasimhan

Dennis E. Grawoig Distinguished Service Award
Ram Narasimhan, Michigan State University

Instructional Innovation Competition Award
Monica Adya, Marquette University, **Bryan Temple** and **Donald Hepburn**, Glasgow Caledonian University

Elwood S. Buffa Doctoral Dissertation Competition
Alan W. Mackelprang, Georgia State University

See more award winners—and a wrap-up of the 2012 Annual Meeting in San Francisco—on pages 32-47.

PRESIDENT'S LETTER

2012 Annual Meeting Wrap-Up and New DSI Systems

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

The past few months have been an especially busy time for the DSI Board of Directors and the Annual Meeting Program Committee. In this letter I'll briefly comment on three recent DSI activities of importance to the membership: the 2012 Annual Meeting, implementation of a new information system for the Institute, and the revisions to the DSI Constitution and Bylaws and the 2013 officer election processes.

2012 DSI Annual Meeting

First, let me congratulate Thomas Choi, the 2012 Annual Meeting program chair, and his Program Committee for putting to-

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

DECISION LINE

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

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

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DEADLINES: March 2013 issue ..... February 20
May 2013 issue ..... April 20

Vision Statement

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

Mission Statement

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

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

The first issue of *Decision Line* in 2013 is packed with informative, substantive and impactful pieces written by our colleagues. In addition, you can read about the success of Decision Sciences Institute (DSI) Conference in San Francisco. In this issue we have published abstracts of the Buffa Doctoral Dissertation Competition winner and honorable mentions. In our next issue we will publish the presentation of the finalists for the Instructional Innovation Award Competition. In addition, you will read and be updated on the upcoming 2013 Decision Sciences Institute Annual Meeting in Baltimore, Maryland. **Please note that the 2013 Conference is being held one week earlier than usual.**

For an organization to be successful and have a long life, it must meet the demand and needs of its membership. The organization must have a process in place to systematically review its components and operation. During the last three years the DSI Board has reviewed and examined the DSI organization, which has resulted in a proposal to change some elements of the DSI constitution. The overwhelming majority of votes supported the proposed changes, and these changes will now be implemented according to established processes and procedures. Please read Powell Robinson's letter to learn more about these changes and how they are being implemented.

In this issue we include a ***Special Feature*** written by Janet Hartley and Efua Agape Essumba Arthur. The authors discuss the key findings of the DSI Member Survey that took place in the summer of 2012. Their conclusions are that DSI has a strong academic reputation, and that DSI journals are highly regarded journals commanding respect within academia. Although networking and meeting new people were mentioned as important, the respondents indicated stronger expectations for cost containment and improved quality of sessions.

In The Classroom features an article by Kenneth Sousa in which he describes how he incorporated a Corporate Project Environment into a Project Management Course. He concludes that this approach was effective as evidenced by the positive impact the approach had on student learning. The approach also reduced the number of teams needed in the class, thereby providing more time for the teacher to work with individual project leaders and teams. Read this article for more of the interesting results from his experiment.

Authors Ramsey Sharda and David Biros, in the ***Ecommerce*** feature column, write about the process of taking research to practice. Their article describes how a research project can lead to significant real world applications.

"Systematic Innovation Capability: Needs More Research!" is Danny Samson's article, which appears in the ***Production/Operations Management*** feature. He argues that the topic of innovation does not receive enough attention and that more research in this area needs to be done in management and business schools. He proposes a number of innovation factors that require further research, for example Leadership of Innovation, Innovation Strategy, Resourcing Innovation, Customer Focus, Supply Chain and Open Innovation, Sustainability as a stimulator of Innovation, and Radical and Incremental Innovations. Read the details about all of these factors and how one school is attempting to embark on a journey to create a global data base for these elements. Samson invites readers to contact him if they are interested in pursuing further any of the ideas presented in his article.

Mahyar Amouzegar and his co-authors Ronald McGarvey and Robert Tripp write about a Decision Support model for global basing architecture in ***Research Issues.*** They discuss the importance of the role of the military in providing seamless and efficient support in all phases of deployment, employment, and

see **EDITOR**, page 24

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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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Key Findings from DSI Member Survey, Summer 2012

by Janet L. Hartley and Efua Arthur, Bowling Green State University

Thank you to everyone who participated in the DSI member surveys conducted this past summer. The surveys were done to provide information for the DSI Board's strategic planning meeting held in August 2012. Two short online (Qualtrics) surveys were developed by DSI President, Powell Robinson and the regionally elected vice presidents. Key survey questions included: the reasons for joining DSI, reasons for attending the annual meeting, and factors that reduce satisfaction with the annual meeting.

The survey summarized in this article was sent to all DSI members. If you would like the complete Qualtrics survey summary report, please e-mail Jan Hartley at jhartle@bgus.edu. The second survey was sent to those who attended their region's most recent annual meeting. The results of the second survey were shared with the regionally elected vice presidents.

Respondents' Profiles

The survey was e-mailed to 1981 individuals who were current DSI members at the end of June 2012. Overall, 251 people completed some parts of the survey. Note that a true response rate cannot be calculated because of the separate survey sent to those who had attended a regional DSI meeting within the last year. Members were asked not to complete both surveys.

The majority of respondents were professors (43%), followed by associate professors (20%), assistant professors (19%), and instructors/lecturers (6 %). operations management (32%), supply chain management (23%), CIS/MIS/DSS (11%), and management science/operations research (10%) were the primary discipline areas of the respondents. The respondents' institutions were research-teaching balanced (54%), research-focused (30%), and teaching-focused (13%).

Most respondents were regular annual meeting attendees with 61% having attended three or more meetings in the last five years. Within the last five years, 84% of respondents presented and 57% have reviewed for the annual meeting. Seventy-two percent reported being a member of a DSI region.

Reasons for Joining DSI

Respondents were asked to rate the amount of influence that nine factors had on their decision to join DSI using a four-point scale of 1 = none to 4 = a lot. The "Other" category was the highest rated (mean = 3.65). "Colleagues" was the most commonly mentioned item in the "Other" category followed by "Networking." Of the nine factors, the academic reputation of DSI, the quality of the DSI journals, and the overall quality of the program at the annual meeting were the highest rated items as shown in Table 1.

Reasons for Attending the DSI Annual Meeting

Respondents were asked to rate a list of 18 items based on their importance to their decision to attend the annual meeting on a scale from 1 (not at all important) to 7 (extremely important).

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Efua Agape Essumaba Arthur
graduated from the University of Ghana with a Bachelor of Science degree in statistics and computer science in 2011. Currently, she is enrolled in the Master of Applied Statistics and Operations Research program with a concentration in business analytics offered by the College of Business Administration at Bowling Green State University, where she also serves as graduate assistant.

Table 1. Highest rated reasons for joining DSI.

Factors influencing the decision to join DSI	Amount of influence	Mean
The academic reputation of DSI	Highest	3.00
The quality of the DSI journals	Highest	2.90
Quality of program at annual meeting	Highest	2.86
Journals with membership subscription	2nd Highest	2.58
Location of DSI annual meeting	2nd Highest	2.38

Table 2. Highest rated reasons for attending the DSI annual meeting.

Reasons for attending the DSI annual meeting	Level of importance	Mean
Seeing colleagues	Highest	5.84
Overall quality of the meeting	Highest	5.76
Program topics focused on research	Highest	5.75
Networking with leaders in my field	2nd Highest	5.43
Opportunity to meet new people in the field	2nd Highest	5.40
A friendly, welcoming environment	2nd Highest	5.37
The reputation of DSI in the academic community	2nd Highest	5.26

Table 3. Factors that diminish enthusiasm for attending the DSI annual meeting.

Factors that diminish enthusiasm for attending	Number of respondents ranking as top reason	Number of respondents ranking in top three reasons
Quality of the meeting sessions	62	125
Cost of attending the meetings	39	95
Inconvenient timing of the meeting	24	74
Location of the meeting	24	74

The highest rated reasons were "Seeing colleagues," "Overall quality of the meeting," and "Program topics focused on research," as shown in Table 2.

Factors that Diminish Enthusiasm for Attending the DSI Annual Meeting

Respondents were asked to rank the top three factors out of 11 factors that diminished their enthusiasm for attending the annual meeting. As shown in Table 3, the most important reasons that diminish enthusiasm were "Quality of the meeting sessions" followed by "Cost of attending the meetings."

Suggestions for Improving the Annual Meeting

In an open-ended question, 121 suggestions were made to improve the quality of the annual meeting. The largest number of the suggestions focused on improving the quality of the meeting sessions. These include being more selective in accepting papers, assigning discussants, inviting higher-profile track and session chairs, being more interdisciplinary, and increasing participation from international members.

Recommendations for changes in topics covered were also made. These include having more variety in topics, including more on teaching and technology, management/leadership, and decision making. Some comments were made about having less focus on supply chain and operations research.

A number of suggestions also were made about timing and location of the annual meeting such as going to international locations, and rotating to less expensive cities and/or warm cities. Some respondents mentioned moving the meeting from the Thanksgiving weekend since it is busy for work and travel.

Suggestions for improving the networking opportunities at the annual meeting also were made. For example, scheduling small informal gatherings within specific areas of research interest and creating more formal network opportunities through planned dinners, receptions, and other social events, especially in the evenings.

Conclusions

The survey results highlight the importance of DSI's academic reputation, the quality of the journals, and the quality of the annual meeting for attracting and retaining DSI members. It is essential to continue to improve the overall quality of the annual meeting, especially the quality of the sessions, while containing the costs of meeting attendance. Further, it is important to increase attendance and engagement at the meetings because seeing colleagues, networking, and meeting new people are valued by DSI members. ■

■ KATHRYN ZUCKWEILER, FEATURE EDITOR, University of Nebraska, Kearney

Extending a Corporate Project Environment in a Project Management Course

by Kenneth J. Sousa, Bryant University

College educators continue to research and design alternative course delivery approaches to increase the effectiveness of education. Alternative learning approaches can provide a solid foundation to assess, evaluate, and implement creative course pedagogies in many courses across disciplines. At the same time, higher-education is challenged to provide effective teaching delivery approaches while maintaining the education value and course outcomes. The need for qualified, skilled personnel presents the third rail of these challenges. Businesses need employees who can be productive in their first position after completing their college education.

It is important to move students beyond simply remembering knowledge from short-term memory. According to Bloom's taxonomy, it is important to (1) integrate application and analysis and (2) synthesize concepts to generate something new (Bloom, 1956; Krathwohl, 2012). The ultimate achievement would be for students to use and apply the knowledge gained from college courses in their careers rather than memorize for exams. Weldy and Turnipseed (2010) believe that student involvement in the learning process results in enhanced student engagement leading to higher-quality learning.

Experiential learning is a method used to increase engagement and improve knowledge retention (Prussia & Weis, 2003). It "occurs when changes in judgments, feelings, knowledge, or skills result for a particular person from living through an event or events" (Chickering, 1976). The focus of experiential learning becomes less about the content, and more about the direct engagement in the experience, as well as processing that experience in a way that heightens meaning and understanding (Joshi, Davis, Kathuria, & Weidner II, 2005). Kolb's Experiential Learning Model (1984) is an approach used by managers and students to understand the cycle of learning through experience. By moving through the stages of the experience, conclusions can be formed from the experience, and knowledge can be created through the transformation of the experience (Kolb, 1984). Ultimately, designing and implementing course pedagogies become as much organizing the content knowledge needed around an experiential environment which would solidify its application in a business organization as just designing a course outline.

Project Management Course

Businesses Project management concepts continue to be a skill that employers believe are important for business professionals. The ability to think, synthesize, and lead a project is a skill that transcends all majors, disciplines, and careers in business. In 2006, my institution approved a project management course for its fifth-year accounting program. The program provides the additional 30 credits above a baccalaureate degree to fulfill the various state requirements for certification (CPA). Almost all of the students enrolled in this program enter directly after completing their undergraduate degree.

Since the first delivery of the course in Summer 2007, several challenges have been encountered. These challenges can be attributed to all student demographics

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as well as to accounting students specifically. The challenges can be categorized into six areas:

- **Project-based Experience.** The majority of these students have limited experience in a business environment. Many students have completed internships in their junior year. However, their internship does not provide a complete project-based experience.
- **Conceptual Foundation.** Undergraduate accounting programs provide no exposure to project management concepts. Therefore, the course cannot rely on previous knowledge and must deliver the fundamental PM concepts.
- **Leadership Experience.** Many students gain leadership experience from co- and extra-curricular activities while an undergraduate. These experiences provide a strong foundation to leading projects in a business setting. However, not all students have been exposed to leadership roles. Students who lack leadership experience often have reduced task organization and productivity skills.
- **Perspective.** From the very basis of the material they learn, accounting students have a very meticulous view of their knowledge and application. Similar to information technology students, their focus is on detailed, technical concepts and not on "higher level" management perspective.
- **Career Development.** Accounting students are not aware of the importance of project management and leadership for their public and private career growth. They tend to not be aware of the importance and future benefits that can be gained with this skills development.
- **Durable Skills Application.** The concepts and methodologies appear (and maybe are) "easier" than those associated with accounting and tax concepts, they are often perceived as "soft skills" and treated with a different level of attention by college students.

Several iterations of course enhancements have been integrated into the course over the last two years. Since its inception, a project consisting of an accounting business case has been used as a capstone experience. This project requires student teams, acting as an accounting firm, to analyze and develop a project management plan integrating project management methodologies (PMBoK).

Through observations and informal student feedback, the capstone project has been viewed as difficult and challenging. It is believed that the challenges noted above significantly influence their feedback and perceptions. At the same time, feedback was sought from students who had completed the course, as well as judges who have evaluated the final capstone project presentations. The overall feedback is that accounting students needed these skills, as well as the ability to work within a project team. However, there was a contradiction; the project team was viewed by the students as a necessary evil to complete the capstone project rather than a "means to an end."

The Change

After completing the Spring 2012 section, an important thought dawned. While the completion of the capstone project is important, the process of applying the concepts in an environment which reflects a business project environment should be the focus. This "inside out" approach would focus on the environmental organization of the project and place the students in the role of a team member on a real project. Therefore, a new project team environment was compiled. Most of the changes focused on the creation of a project leader (PL) position for each team. A summary of the changes is seen in Table 1.

Table 1. Summary of changes.

Description of change	Objective and details
Application and selection of a project leader	• **Objective.** The PL, rather than the team, would take responsibility to lead the completion of the project. • **Details.** Received applications for PL positions from students who were interested in owning the selection of a team and lead the project.
Reward system for project leaders	• **Objective.** PL would accept ownership of the project leadership for the opportunity to receive extra credit. • **Details.** PLs received the opportunity to be coached during weekly sessions to develop their project management skills and to gain and develop "best practices" in weekly coaching sessions from both professor and peer product leaders.
Project communication for team members	• **Objective.** Communicate directly through project leaders. • **Details.** Specifics about the project and process were done directly through weekly sessions with PLs. The PLs would be responsible for communicating the requirements and coaching their team members directly. Non-PLs were not allowed to communicate with the professor unless the PL was present.
Team member evaluation	• **Objective.** Project leaders would be responsible for evaluating their team members using an approved rubric and developing team-based criteria for assessment of effort. • **Details.** All students agreed to accept the process prior to the evaluation by signing a team contract. Any disputes on the final evaluation required a meeting with the PL, team member, and professor for resolution. The final evaluation of the team member could either increase or decrease the member's individual grade on the final report submission.

In addition to these changes, a limited scope "pilot case" was assigned early in the semester. This assignment was important for several reasons. It provided an environment for students and project leaders to gain experience with their individual roles, as well as understanding their strengths and weaknesses. The team could also develop some "synergy" as a project team before the "big" project. All team members could also gain some knowledge on how to apply concepts to a smaller project. Lastly, the project leader documented, for each individual, an objective assessment of their strengths and "areas of improvement." This evaluation was signed by the student and used for their final capstone project evaluation.

It would be reasonable for students to believe that the project leader position would require more work. However, in the beginning of the course when this was introduced, students were presented with the concept that leading, management, and planning the project should be the PLs complete focus. If the PL was performing substantial project work, then they were not performing their leadership role (as defined by textbook and lecture discussions) to plan, delegate, and manage resources, again, reinforcing the methodologies contained in the textbook. The changes applied to the course represented, in a very realistic manner, the environment of projects in the "real world."

Implementation Issues

During the execution of the course and the new environment, several interesting situations occurred which could be attributed to the change.

- It became clear immediately that the number of students seeking assistance on the project was reduced significantly. The intervention of the project leaders (a) resolved simple situations without the professor, (b) consolidated and streamlined issues for an efficient meeting with the professor (or weekly session), and (c) educated team members when necessary on pertinent concepts.
- Through the use of a pilot case, individuals were clear on their role and evaluation criteria for the capstone project. It should be noted that no evaluation appeals were requested. Ultimately, they resolved and gained consensus on their evaluation.
- It was suggested that each project leader develop an outline for managing the capstone project. Each team, without being given any direction, developed substantial outlines to plan the project. Many teams developed their project plan for completing the report and presentation in Microsoft Project. One team had over 200 tasks in their project plan.
- One project leader was *"fired"* early in the semester by mutual consent of the professor and team.

Assessment of Perceptions

A survey was compiled and administered at the end of the semester. The survey was sent to all students after the presentations were completed and before final grades were submitted. The survey results provided some interesting insight on the implementation of the new project team environment as well as the course in general. A summary of the survey results are as follows:

- **Response Rate.** A total of 55 students responded from two sections; 100% response; 10 of the 55 students were project leaders.
- **Previous Project Management Knowledge.** Over 56% of the students believed their past experience with project management was poor or below average.
- **Pilot Case Effectiveness.** Overall, the students believed that the pilot case was effective in the following areas: Assistance in learning PM concepts (76%), developing scope (82%), developing a WBS (80%), increasing team synergy (87%) and individual skill evaluation (69%).
- **Project Leader Evaluation.** Only six of ten indicated that they would accept the role as team leader. Each of these six project leaders provided a self-evaluation of either effective or very effective. Ironically, of the remaining four respondents who were not positive about doing it again, three rated themselves very high for their effectiveness.

Two measurements were used (using 5-point Likert scales) for the quantitative questions: (1) Very Ineffective to Very Effective and (2) Strongly Disagree to Strongly Agree. A summary of the survey results, shown as percentages, is seen in Table 2.

Conclusions

The new project team environment was a concept driven by two stimuli: (1) To formalize the team organizational and working structure to implement what they learn, and (2) To mirror the team environment used in business organizations. It was as challenging for the professor as it was for the students. The professor was the "executive sponsor" for 10 teams (two sections).

From the quantitative results, it appears that the new undertaking received significantly positive feedback. The addition of the pilot project did significantly help the process. It provided a "safe haven" to learn more about the capstone project and build team synergy than in previous semesters with only one project at the end of the semester. The pilot case was graded and structured to provide a more contained assignment to build the early, but important, concepts of the textbook. The concepts of scope, project portfolio strategy, and business case analysis are key to selecting the right projects prior to expending the time on project plan definition and analysis.

From the review of the comments, many students believed that the new project team environment was positive. One of the most frequent comments was the size of the project team. The amount of communication and effort required necessitates increasing the team to five people plus the project leader. I believe that this will provide more labor resources so that the project leader will focus more on managing than "doing" the project. In addition, it will reduce the number of teams

Table 2. Student survey results.

Question: Considering the project team environment and capstone project . . .	Effective	Neutral	Ineffective
Increased individual accountability	67%	20%	13%
Assigned individual resources more effectively	72%	22%	6%
Increased individual productivity for tasks assigned	71%	18%	11%
Increased quality submissions	80%	13%	7%
Eliminated wasted efforts	51%	22%	27%
Compared to team projects in other courses, I felt more comfortable with the project team environment	57%	25%	18%

Question	Agree	Undecided	Disagree
I was more comfortable working on the capstone project after completing the pilot project.	91%	5%	4%
After reflecting on my undergraduate experience, an understanding of PM concepts for completing team projects would have been helpful.	68%	28%	4%
The course's project team environment did NOT help to effectively manage and lead the projects.	7%	22%	71%

Question: Provide an evaluation on your project leader during the management of the project (only non-PLs could answer this question).	Effective	Neutral	Ineffective
Leading the project team	78%	10%	12%
Planning the project	80%	8%	12%
Resolving conflicts	71%	20%	9%
Setting and communicating expectations	70%	18%	12%
Setting and communicating deadlines	85%	8%	7%
Motivating team members	73%	12%	15%

for the professor, which will provide more time for evaluation and coaching. In addition, several comments were focused on team selection. The project leaders were selected and then selected their teams. Students who were from other institutions believed they had a disadvantage and that there was also a "mad scramble" to be assigned to a team. Several qualitative questions were asked to gain more insight on the experience.

Question: Compared to previous team-based projects, provide the positive components of the project team environment.

- I loved the superior/subordinate roles. It drew a clear distinction to my internship experience that I had (with a large private firm). Although I was not a project manager, I think that I gained just as much knowledge from the Project Team Environment as any of the project managers. I often challenged my PM to ensure that there would be no 'group think' and so that we would not ever settle for any easy solutions. It is the fundamentals of dealing with people in a Project Team Environment that have to be experienced to truly be learned, in my opinion.
- Compared to other projects I have worked on, this project was the best led. Having a designated project manager allowed our team to follow the direction of one, clearly defined individual. The nature of the course forced the PM to be very organized and be one step ahead of the rest of the team. This was clearly demonstrated during the meetings as there was a clear agenda of what was to be accomplished each meeting and everyone had clearly defined roles that made completing tasks much easier and effective.
- Having a project plan to follow was more helpful than not having one in past projects. Also, my level of individual accountability was higher in this project than in past projects. A lot of time was put into this project and, towards the end of the project, I felt good about what we had accomplished on individual levels and as a team.
- Unlike previous projects, this project forced each member and the team leader to have defined roles. Everyone knew what their responsibilities were and what and when they were supposed to do something. The communication (e-mail, group meetings, one on one meetings, etc.) was also much better with these defined roles and there was never a point that I sat down to do work on the project and had no idea what I was supposed to do. I always knew why I was supposed to do the task I was doing and, if I had any questions, I knew who to talk to. The team environment was also competitive, in that we all wanted to do well and we all pushed each other to do more. If one person took on extra responsibility, everyone felt the need to do so, too, because no one wanted to look like a 'slacker.'

Question: Compared to your previous team-based projects, provide areas of improvement for the Project Team Environment.

- One negative aspect of the project team environment was that there may have been a disconnect between what the professor said or wanted and what was told to the team by the PM. Since the PM was essentially the liaison between the team and the professor, it was crucial that the message was clearly translated by the PM. If the PM did not pick up on something or forget to tell the team, it could have been detrimental to the success of our projects.
- Honestly, I did not ever actually see this document (project team environment). This is in no way meant to bash my project manager, but I think it would have been more helpful had it been shared more openly with the rest of the group. So I guess the improvement area would have been to share it with everyone.

The comments above were selected as representative of the total respondents. The positive "takeaways" from the project provide some solid footing for moving forward with this new delivery method. It is clear from the positive comments that "living" the environment is the most effective method of learning it. The two "areas of improvement" comments underlie the age-old problem in business: communication from management to subordinates. It occurs in academics as well as business.

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PMI-sponsored Research Program Opens Call for Proposals

PMI Academic Resources' Sponsored Research Program is pleased to announce its 2013 Request for Proposals (RFP) for 2014 funding of research using project, program or portfolio management (PPPM) as the context of the research.

Types of Research and Topics of Interest

We encourage thoughtful, innovative research of two major types:

- **Translational Research** which may include an evidence-based study of existing research or evidence-building research.
- **Unique New Theory-building Research** or the integration of existing theories that form an interpretive framework for PPPM.

We specifically seek proposals in the following thematic areas, though others will be considered.

- Use of agile methods in IT projects
- Innovative practices in the delivery of projects/programs
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- Validation of PPPM standards
- Any knowledge area represented in the PMBOK® Guide or other foundational standard

Theoretical Grounding. Translational research proposals *must include* a clear statement of the theoretical underpinnings of the study.

Methodological Approach. Methodology should be properly matched to the research question. Quantitative, qualitative or mixed methods approaches will be given equal consideration provided that the selected methodology produces the data to achieve the project aims and is sufficiently elaborated in the proposal to demonstrate its appropriateness. Studies using phenomenological methods such as case studies and action research are welcome as are those that take a positivist, hypothesis-based approach.

Readiness of Results. Proposed research should target a recognized managerial problem which must be clearly identified.

Fields and Disciplines Eligible to Apply. We invite proposals from scholars in a wide variety of fields and disciplines: project management, general management including organizational behavior, decision sciences, organizational psychology, sociology, education, information sciences, and engineering management.

Proposals will be accepted **February 1 - April 25, 2013.** For more specific information:

www.pmi.org/Knowledge-Center/Research-Submit-Sponsored-Research-Proposal.aspx ■

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

In the past year we featured a number of columns on iPad apps and the App store itself. This month's column moves the app theme a bit further. Ramesh Sharda and David Biros discuss the entire development process ranging from problem identification, requirements definition, and realizing the need for a mobile app to supplement the Web-based system, to developing the app. This article is unique because it shows what can be done within a business school as part of sponsored research. —Kenneth E. Kendall, Feature Editor

Taking Research to Practice in Technology: Development of an Ammunition Multimedia Encyclopedia

by Ramesh Sharda and David Biros, Oklahoma State University

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This article describes a project that has its roots in a research stream that led to a significant practical application. Several years ago, in support of our MS in Telecommunications Management program, we worked on a research stream to enable psychomotor learning in virtual laboratory environments at a distance. Our research stream was toward Computer Supported Collaborative Learning Requiring Immediate Presence (CSCLIP). A few years later, Upton Shimp of the Defense Ammunition Center (DAC) of the U.S. Army learned about this initiative and wondered if these concepts could be applied to provide training to the ammunitions handling personnel. That has led to a multiyear project at Oklahoma State University which has developed a major application being considered for deployment by the U.S. Army. The application is available in both standard browser format as well as an iPad application. The following sections describe the purpose of the application and the process of developing this application. We conclude with some thoughts on how the project has benefitted students at Oklahoma State and possible interesting takeaways for our colleagues.

Motivation for Developing the Ammunition Multimedia Encyclopedia

When U.S. troops are deployed around the world, they are supported by a logistics system that is second to none. Troops need food, fuel, weapons, billeting, and many other types of support in order to carry out their mission. U.S. war fighters are often deployed to austere, forward-operating locations that provide only a fraction of the support they receive at their home bases. Often, these forward locations are built from the ground up, and all the items necessary to support a modern military are transported to the location and assembled on sight. When their mission is complete, the base is disassembled and the support items must be retrieved and readied to be used again for the next mission.

One highly critical mission support area is that of ammunition logistics. Troops carry very little ammunition with them to the field. Most of the ammunition is transported to the deployed locations and distributed and replenished when needed. The war fighters get the ammunition they need based on their mission; they remove it from its packaging and they prepare it for use.

Ammunition that is not consumed is left behind for repackaging and shipment back to the military bases or ammunition depots around the U.S.

Within the Army, the Defense Ammunition Center (DAC) is responsible for carrying out those missions as well as training individuals who become Quality Assurance Specialist Surveillance Ammunition (QASAS) or Ammunition Managers (AM) (Kearney et al. 2007). Whereas the AMs are responsible for the logistic mission of deploying the munitions around the world, the QASAS focus on the safety and reliability of the ammunition.

When ammunition is sent to the field it is often consumed by the war fighter. However, in many cases, not all ammunition is used and is abandoned in the field instead of being returned to the supply system and is considered discarded military munitions (DMM). Efforts must be taken to ensure recovery of DMM. QASAS inspect the material to determine serviceability. Military-deemed "serviceable" ammunition is returned to the stockpile for future use and disposition of unserviceable ammunition is requested.

QASAS generally receive their technical training at the Defense Ammunition Center schoolhouse at the beginning of their careers, and they rarely ever receive "refresh" training. Most of their updated knowledge is obtained through on-the-job training (OJT) and through the use of current technical manuals and bulletins. It is very difficult for QASAS to keep up with fast-changing munitions in the field due to newly fielded items that come out after training. Some ammunition, such as .45 caliber bullets, do not change often. However, new munitions technologies are often introduced. Some of the DAC leadership decided that QASAS need a better approach to learning in the field and sought out a form of web-based knowledge transfer. This is what led to the development of Ammunition Multimedia Encyclopedia.

Description of the Ammunition Multimedia Encyclopedia

The Ammunition Multimedia Encyclopedia (AME) is a web-based ammunition training tool that enables QASAS to get updated information about new and changing munitions just when they need it. AME was built on a basic client server architecture and allows for only server-side processing per DoD specifications.

The AME provides the user with a 2D interactive image of each type of ammunition in the DAC arsenal. Users can put their mouse on the image and roll it to see every side, characteristic, and angle of each ammunition type. It also includes inspection points that must be considered when deciding if the item should be returned to the supply system, the criteria used to make the decision whether to reuse or not, and a YouTube-like video of a DAC instructor demonstrating how to conduct the inspection.

In another view of the AME, users can see the corresponding pages in the "yellow book" which provides the authoritative information regarding the packaging and handling of the ammunition. The AME also includes images of different types of discrepancies that must be considered when evaluating munitions. Users can search the AME for ammunition types by entering their Department of Defense Identification Code (DoDIC) or by name.

Ideally, when a QASAS gets deployed, he or she can review the ammunition types that are known to be in the deployed location while en route. However, if a QASAS should come upon some munitions he or she has not seen before, they can quickly identify them and get the necessary information about them immediately. While the AME database currently is exclusive to U.S.-produced ammunition, it can be expanded to include Captured Enemy Ammunition (CEA).

Technologies like the AME enable the QASAS to always have the latest information about ammunition at their fingertips. In turn, the QASAS can make sound decisions about the viability of the ammunition even if they never saw it before. They know what it should look like, its size, inspection points, and inspection criteria, and they can see how it is to be packaged for safe return to the supply system. In short, the AME can help QASAS do their jobs more effectively and mitigate the risks they incur by only having formal training early in their careers.

Realizing the Need for a Mobile AME

When U.S. troops are deployed to field, QASAS go with them. QASAS can be found at forward operation location bases, but they are also sent to even more remote locations. Typically, communications personnel ensure forward located bases have adequate voice and data connectivity. However, in the remote locations, QASAS have to bring their tools with them. In response to this, Mobile AME was developed. It is an application or "app" designed to be used on iPads, iPhones, and Android devices. Mobile AME provides QASAS with the same up-to-date ammunition information offered to them in garrison. Updates to Mobile AME can be made when the QASAS return to the garrison from the remote locations.

As a QASAS arrives at a remote location, there is no telling what he or she will find. Once the troops receive their ammunition, they unpack it and get it ready for use. Often the ammunition goes unused but the packaging is no longer available for repacking. It can be lost or discarded. One time a QASAS reported that troops at a remote location burned the packaging material to stay warm! Also, ammunition itself can be exposed to the elements and may no longer be safe or useful. Further, when the troop moves on, they often leave ammunition behind; and if they retrieved enemy ammunition along the way, that can be left behind as well. All of that ammunition must be processed by the QASAS for safe transport back to the garrison or back to the U.S. Mobile AME

provides them with the information and knowledge they need to do their job efficiently and safely (Figure 1).

With the AME and Mobile AME, QASAS can accomplish their mission with the most up-to-date information available. Ammunition professionals no longer have to rely on an outdated paper manual and if they need just-in-time training to learn about new munitions or a piece of ammunition they hadn't yet seen in their career, the AME and Mobile AME can provide that as well.

Developing the AME and and the Mobile AME

Developing the AME and Mobile AME was no easy task. Using CSCLIP (Sharda, et al 2004) theory to guide the design of the AME, a central repository of munition information accessible by the Internet was developed. First, a protocol was developed to photograph each ammunition type. A Magellan Object Rig was used to allow a live munition to be photographed in a 360-degree environment. Lighting was controlled using a portable fabric enclosure designed and constructed by the researchers. This technique was used to capture a majority of the images needed for the artifacts.

Figure 1. iPad image of Mobile AME.

Once the raw photographs are taken, they are edited using Photoshop to remove all background material and to create the immersive view (Lucca et al., 2011). The original plan was to create a 3D view by photographing the ammunition at 10-degree increments on planes differing by 10 degrees. Thus one plane would consist of 36 photos and there would be 36 planes. Then the photos would be stitched together, creating an ability to rotate and view any surface of the ammunition at any angle. However, the bandwidth requirements of such a design were quite large, especially for austere locations, so two smaller 3D images were used, one on the horizontal access and one of the vertical. This still enables the QASAS to manipulate the images in such a way as to see the entire surface area of the munitions. A basic process model for the AME artifacts is provided in Figure 2 below.

One of the key decision-making activities for QASAS is to determine the condition of ammunition and decide to repackage it for future use or prepare it for destruction. Most ammunition in the AME inventory has inspection points such as firing pins, shell casings, and the round itself, etc. To aid the decision maker, the AME includes 2D immersive images that can be accessed by clicking the inspection points highlighted of the photo on the main page. QASAS can drill down to these points and observe what a good inspection item looks like. For comparison purposes, the AME also includes immersive pictures that have been Photoshopped to depict deterioration such as rust, damaged casings, and flawed firing pin seals, etc.

The Current Status of the AME

Currently, AME is used at the Defense Ammunition Center's training facility or "schoolhouse."

QASAS students are instructed how to use it and do so within the schoolhouse. However, even though the AME is based on the Army regulations and technical manuals, it has yet to be officially adopted by the DoD. During a recent study involving interviews based on grounded theory, many QASAS students said they would like to employ the AME in the field but would not do so until the DoD recognized it as an authoritative source. Because of the magnitude of the decision they make, QASAS feel they must have reference to an authoritative source or risk extreme consequences should they make an error.

The leadership at DAC is working through DoD channels to get the AME accepted as an authoritative source. Reducing the QASAS' uncertainty by providing them better quality, up-to-date, and readily available information in the field is certainly an advantage for the QASAS and the war fighters they support.

Conclusions

This project has resulted in an interesting application of what we had proposed in our CSCLIP stream. The Web application and the iPad applications have been well received so it is professionally gratifying. This project has also resulted in training several undergraduate, masters, and doctoral students in research and development. Skills in developing such applications are in high demand, so the students trained in server administration, MySQL, PHP, Objective-C, X Code, etc. are easily finding good jobs.

This project is also a good example of business school faculty seeking out and then participating in sponsored research. Besides the usual sources of funding, such as the National Science Foundation, contacts with area offices of the Department of Defense can lead to specific research funding as experienced by the coauthors of this column. Additionally, the project has also led to some publications. While the work is more practical than theoretical, our publications on this technology have appeared in a variety of journals. However the beginning of this project started with a paper in a high quality journal and certainly the practical application has been rewarding.

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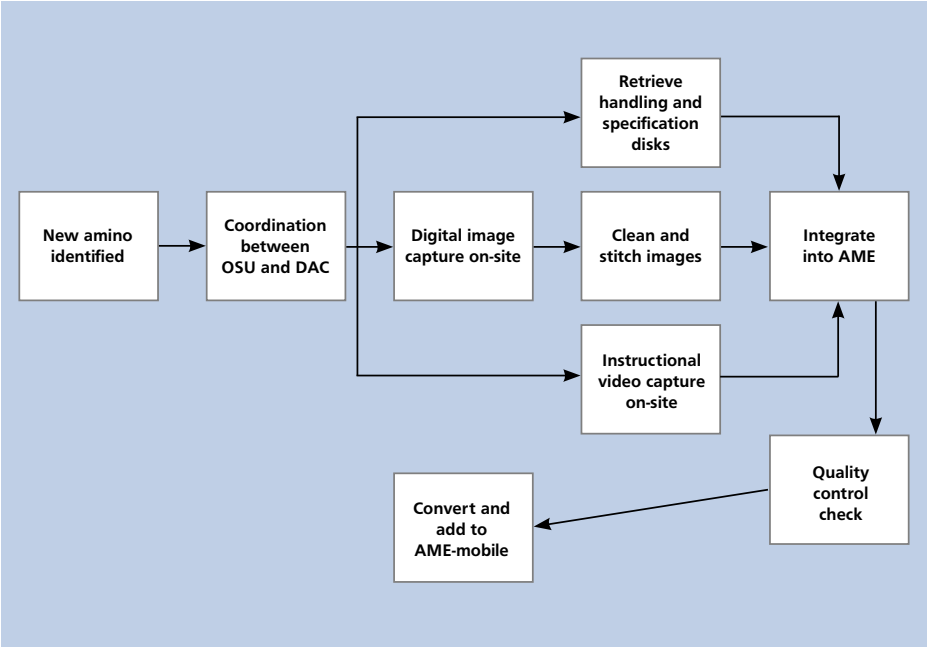
Figure 3. AME Artifact Development Process Model.



Operations Management Research Now in ISI Thomson Web of Science

Operations Management Research (OMR) has now been accepted for inclusion in ISI Thomson Web of Science. This means that *OMR* will receive an impact factor from 2013 and onwards.

In January 2012, Jan Olhager, Lund University and Scott Shafer, Wake Forest University, took over the responsibility as Co-Editor-in-Chief of *OMR*. *OMR* is published by Springer, and was established in 2008 by the founding editors Jack Meredith and Patrick McMullen.

The aims and scope of *Operations Management Research: Advancing Practice through Theory*, are to publish short, focused research studies that advance the theory and practice of operations management. *OMR* is a rigorous, double-blind peer-reviewed journal that is oriented toward fast reviews and publication of high-quality research that makes a clear contribution to the science and practice of operations management in today's global institutions. The coverage includes all topics in operations management and all types of operations, such as health care, manufacturing, services, and supply chains. *OMR* accepts any type of research methodology, including case research, survey research, mathematical modeling, simulation, action research, and ethnographic research. Starting in 2013, OMR introduced a Best Paper Award that will include plaques and cash prizes of $1,000 for first place and $500 for the runner up. Details can be found in the editorial, *OMR*, 2012, vol. 5, no 3, p. 69.

For more information, please visit the journal website at:

link.springer.com/journal/12063

Two special guests joined DSI Executive Director Carol Latta for dinner during the January 2013 Executive Committee meeting in La Jolla, Calif.: part-time DSI employee Eric Foston's son, Furman; and her goddaughter Rachel McGehee.

■ DANIEL A. SAMSON, FEATURE EDITOR, University of Melbourne, Australia

Systematic Innovation Capability: Needs More Research!

by Danny Samson, University of Melbourne, Australia

Innovation is an under-researched topic in management and business schools; and in the operations management/ supply chain field, we have an opportunity to make a large contribution to knowledge by much more deeply researching this phenomenon, and then pervasively including it in our courses. Just to define the term, I refer to the fairly standard definition of innovation as 'implementation of a new or significantly improved product (good or service), process, organizational method, technology, marketing method, or business model.' Note that it refers to implementation, not just invention or Research and Development, which may be just the first step of creativity in an innovation process. Of course, there are many other definitions of innovation, but this one works as well as most.

In developed countries, innovation is justified as worthy of increased research and teaching emphasis because the other two major dimensions of competitiveness are getting harder to use as a basis for competitive advantage. In Australia, where I work and live, cost competitiveness (on an international basis) in traded goods or services sectors is basically impossible and we are seeing large amounts of off-shoring of business activities, operations, and jobs. In Australia, widespread downsizing is occurring in industries from manufacturing to banking, and goods and services are being increasingly sourced from lower cost countries such as China, India, Philippines, and numerous others.

So if cost competitiveness is increasingly difficult, how about competing on superior quality? The news for industrialized countries is not that good either, as the low-cost country sources have been smart in setting up their operations and workforces, importing approaches, and deploying 'quality management,' so that quality is no longer a large deficiency gap, meaning that imported goods and services that are inexpensive are often cheap (compared to domestically produced offerings) but no longer nasty. Indeed, far from it!

Of course there are many exceptions to these general observations, but the trends have been to move lots of manufacturing capacity to China and services capacity to India, and other global low-cost sources. This has resulted in a very sour outcome for jobs numbers in high wage countries such as Australia, U.S., and many Western European nations.

This leaves innovation as a core competitive weapon, in which high-cost industrialized countries do not have a competitive disadvantage as they have with their high-cost structures. There is basically a level playing field based on innovation, between companies in global markets, such as the high-profile battle between Apple and Samsung. If anything, the advanced education systems should work to the advantage of higher cost industrialized countries, although this window is closing fast. Innovation has no theoretical limit on how far it can be taken, so I propose it to be the 'ultimate competitive weapon.' Having said that, there is much we do not know about how innovation actually works best at the firm level, much less across supply chains and economies, in terms of what the success factors are and how they work in a mechanistic sense. We can know innovation when we see it, but it needs a great deal more research, and is worthy of at least as much attention as has been given to topics such as quality,

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manufacturing planning and control, inventory control, etc.

I set out below some factors that I believe are contributors to innovation success. In doing this, I refer not just to successful instances of innovation, such as new products that succeed, but also to organizations that have a capability to systematically innovate. The logic here is that we shouldn't wait for or hope for the occasional lucky break, but that systematic innovation can be a matter of investment, purposive strategy, leadership, innovation process, culture and behaviour. I have recently done some case studies of successfully innovative Australian companies, which point to the following topics as areas for deeper research, in which both deep case studies and cross sectional studies are sorely needed (this is not to say that some fine studies have not been done, but knowledge in these topics is not yet in a mature state).

Some Important Innovation Factors and Questions for Further Research

Leadership of innovation. How well and how much do the organization's influential executives encourage innovation and lead by example? Do they know what the innovation possibilities are and have an active role in championing innovation activities? How and how much do the actions and policies of leaders influence the systematic innovation capability of firms? How does this vary by sector and company size? In truly innovative firms such as 3M, Samsung, and Apple, innovation is strongly led from the top and takes hold throughout the organization.

Innovation strategy. How much of the firm's overall business strategy comprises (or should comprise) innovation strategy? Is there a specific and explicit innovation strategy that specifies the domain of the innovation activities? Is the innovation strategy actively managed, reviewed, updated? How should an innovation strategy be focused in order to stimulate the optimal set of activities and outcomes? Innovation is clearly not required to be a core strategy for everyone; for example, some companies pursue pure low-cost strategies. However, for those that do want to compete via innovation, a formal strategy that sets priorities is helpful, indeed, necessary.

Resourcing Innovation. What is the optimal level of spending on innovation, and what is the human resource commitment and contribution to innovation? Do employees know what they need to know about creativity, problem solving, and innovation in order to do it well? Are they motivated to innovate? Is there a sound balance of resource allocation to early stage innovation (eg R&D) and downstream commercialization capability? Is there a well-developed process for evaluating and taking forward the most promising potential innovations and killing off the others?

Customer Focus. Does the organization have a strong focus on its customers' outcomes, such that innovation is motivated in the pursuit of improving those outcomes? Leading innovators find new ways to increase client value achievement, and then strive to find ways to benefit from that value creation. Most companies that are systematically successful in innovation have a strong emphasis on driving forward their value proposition for clients/ customers. They often work closely with those customers, especially lead customers, to invent and then scale up new offerings.

Supply chain and open innovation. The domain of innovation need not be only the organization's internal assets and operations. Leading innovators influence their supply chain partners to be innovative, in order to create mutual (win-win) value. They look for opportunities to create joint ventures in technology, or partnerships in marketing and distribution; in other words, it is not necessary to do all aspects of innovation oneself. How best do firms join up their innovation activities with others, in order to maximize innovation effectiveness? Is the firm open to carefully selected and evaluated innovation partnerships?

Sustainability as a stimulator of innovation. The pursuit of sustainable development, which we define simply for these purposes as aiming to achieve positive environmental and social/community outcomes, as well as economic/financial outcomes, can spur on the search for and achievement of innovations. How and how much do firms that wish to improve their environmental footprint and their relationship with a broad range of stakeholders, link these objectives to innovations outcomes?

Processes for developing and prioritizing innovations. Having ideas is relatively easy, compared to the challenges of scaling them up and commercializing them. How well is the organization set up to systematically screen and evaluate ideas, test them thoroughly, and take only the most promising ideas forward? In lowly innovative organizations, these things are done in an ad hoc manner, rather than systematically within a well organized portfolio of projects.

Effective management of risk and change. In firms that successfully manage and introduce innovations, there is both a sensible attitude to risk taking and an 'embracing' of change, rather than resistance to it. By the very nature of innovation, not everything that is tried will work successfully, so failures within reason are tolerated and used as learning opportunities. What are the best ways to measure and manage risk in order to create the best set of innovation projects within a portfolio of such?

Since the introduction of innovations, whether they are new market offerings or processes, means changes, a key question for organizations relates to its 'change management' methodology for implementing such new elements. It also involves the cultural element of acceptance of changes.

Radical and incremental innovations. How does the organization manage its mix of some big innovations and some smaller instances? In the most successful of innovative organizations, we see a managed 'full court press,' including

both innovations of the more incremental 'continuous improvement' nature, plus selected investments in bigger scale initiatives. Larger breakthroughs and smaller types of innovation do not preclude the other but rather can complement each other. How does the organization create a sound portfolio and culture which values and progresses all of the best of the innovation ideas, large and smaller?

Systematic innovation needs a base of quality management. The stability and robustness that comes as part of quality management maturity provides the foundation for sound innovation outcomes to take hold. The basis for innovation being quality management is explicit and clearly apparent at companies such as 3M and Toyota. So a key task for firms contemplating a ramp up of their innovation capability and effort is to examine the extent to which their quality systems are in place and delivering.

Measuring innovativeness. The old saying about measuring applies to innovation, too; "If you want to manage it, you need to measure it." It is possible to measure innovation inputs, process intensity, and outcomes. Inputs can be the resources, in terms of money and people and their efforts devoted to it. Innovation process intensity can refer to the amount of innovation activity and the quality of that activity. Outcomes can be the direct innovation achievements and the resultant business outcomes, such as annual sales growth rate through new products/services and profit margins.

What do we, and what don't we know? From the many case studies of innovative organizations, and some useful cross-sectional studies that have been done, we know that the factors listed above generally are associated with innovation success. Yet other studies have shown that there is often a sound bottom line return to well-formed and implemented innovation strategies. Just ask Apple's shareholders. However, we do not know nearly well enough the finer details about how some of these contributing factors work individually and collectively to create innovative firms. In the field of innovation and its systematic capability, if one considers a 10-step 'stages of knowledge' scale, where step one means only very limited, crude knowledge and step 10 implies complete, detailed knowledge, then my opinion is that we are collectively at about step three or four.

We know relatively little or only crudely the details of:

1. How firms can and do best manage a portfolio and a pipeline of innovation projects.

2. How different styles of leadership best work to stimulate innovation.

3. How firms deal with risk in their innovation investments, where technical and market risks are high.

4. What types of reward and recognition systems work best to stimulate employees at different levels to work on innovative contributions.

5. How much and what types of knowledge management approaches work best and, related to that, what types of intellectual property strategies work best in different contexts.

6. How investments in sustainability and innovation can best be made to achieve synergies.

7. What system of the development pipeline works best in terms of bringing new inventions and ideas to full-scale and commercial outcome, especially across industry types.

8. What types of joint ventures and risk sharing/open innovation arrangements work best in various circumstances.

9. How firms with various types of cultures and reward systems best harness innovation as a function of these factors.

10. How all the above elements of firms combine effectively to achieve systematic innovation in varying economies ranging from emerging to industrialized, from growing to stagnant, from small firms to large, from privately owned to publicly listed, and in different sectors and industries.

The importance of systematic innovation to the success of firms in all nations, and particularly in our high-cost economies, justifies significantly more research focus on the mechanisms behind its outcomes. When done well, systematic innovation leads to growth which is useful for economies and for the survival and prosperity of firms. In many ways, it provides the only sustainable solution to economic challenges, and perhaps other challenges such as climate change and resource limitations. Systematic innovation deserves much more academic study and attention than it has previously received, until we better understand the rich interplay of factors such as innovation leadership, strategy for innovation, resourcing, innovation processes, employee behaviours, and many other factors.

One potentially useful step is to measure many of these factors and conduct both cross-sectional studies and rich case studies of systematic innovation. My university has embarked on this work, jointly with the Australian Institute of Management, and we are looking for partners to work with us on an international basis, with my aim being to create a powerful international database of these elements for analysis. Anyone wishing to potentially join these efforts should send me an e-mail, and hopefully we can make a contribution to finding out more about this fascinating, important, and useful subject. ■

■ MAHYAR AMOUZEGAR, FEATURE EDITOR, California State Polytechnic University, Pomona

A Decision Support Model for Global Basing Architecture

by Mahyar A. Amouzegar, California State Polytechnic University; Ronald G. McGarvey and Robert S. Tripp, RAND Corporation

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www.csupomona.edu/~ndc/amouzegar.shtml

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Robert Tripp *is a senior staff member at RAND Corporation, a nonprofit institution that helps improve policy and decision making through research and analysis. He received his PhD from the University of Minnesota, and his MS and BS from Michigan Technological University.*

Robert_Tripp@rand.org

The geopolitical divisions that once defined U.S. international security policy in the latter part of the twentieth century faded away rapidly at the end of the Cold War; they were replaced by a security environment that is characterized both by a range of regional threats and by a persistent global insurgency and counterinsurgency. The ability of the U.S. government to provide swift and tailored responses to a multitude of threats across the globe, as well as appositely meeting its humanitarian and peacekeeping obligations, is now a crucial component of our foreign policy.

To enable U.S. foreign policy objectives, it is vital that the military provide a seamless and efficient support in all phases of deployment, employment, and redeployment of its forces. One of the major pillars for achieving such support is global basing architecture.

This article focuses on an analytic framework for evaluating options for overseas distribution and service hubs. The presentation of this framework is important because it addresses how to assess these options in terms of the relevant programming costs, while considering a novel approach to scenario planning. This formulation evaluates the effective cost of the overall supply chain associated with meeting the training and deterrent exercises needed to demonstrate U.S. global power projection capability, and thereby deter aggression, while maintaining the necessary system capability to engage in major combat or humanitarian operations, as needed.

Development of a Multi-Period, Multi-Scenario Support Basing Architecture

Almost a decade ago, the focus of contingency planners was on individual deliberate threat-based deployments. This led to a policy based on the development of optimal support networks, which were designed to counter known threats. An unfortunate characteristic of this type of designed network is that it often performs poorly if the set of demands (locations and quantities) differs from the plan. The new planning environment, with its broad (and unclear) set of potential adversaries, imparts for robust and efficient support networks that, while not necessarily optimal for any one deliberate plan, meet operational requirements at reasonable costs over a wide range of contingencies.

The military's role, in this new environment, will inevitably include a commitment to multiple, possibly overlapping, engagements in diverse geographical areas with varying degrees of operational intensity. Some of these engagements (e.g., drug interdictions) will occur multiple times over a short time horizon. To capture the nuances of the multifaceted operational environment, we must integrate temporal and spatial elements with other parameters, such as support capability and costs. These parameters are captured in our new planning methodology, which encompasses several likely deployment scenarios, from small-scale humanitarian operations to major regional conflicts. For any

given scenario, decisions should be made regarding its likelihood of occurrence over time (e.g., a given scenario may be highly unlikely over the next five years, but considerably more feasible 20 years out), its interrelationship with other scenarios (e.g., Scenario A may likely occur simultaneously with Scenario B), and its finality (e.g., a given scenario might repeat itself ten years out).

The Geopolitical Environment

One of the major defense policy goals is to deter threats and coercion against U.S. interests anywhere in the world. This multifaceted approach requires forces and capabilities that discourage aggression or any form of pressure by placing emphasis on peacetime forward deterrence in critical areas of the world. In addition, U.S. forces must maintain the capability to support multiple conflicts if deterrence fails. The Air Force, for example, can rapidly airlift forces anywhere in the world if those forces are sufficiently small and if the airlift is not consumed by other requirements elsewhere. However, the United States' strategic policy goals and the reality of today's security environment require a capability that can project a continuum of power both swiftly and globally. Doing so requires a support system that has both the agility and the adaptability to support a broad range of potential engagements anywhere in the world.

It has been almost two decades since the end of the Cold War, and in that period U.S. forces have been involved in numerous operations and conflicts. Although the U.S. does not respond to every crisis in the world, the regions of the world in which it has conducted operations reflect the strategic interests of the U.S. and its allies. Many of the deployments have occurred in regions where the United States has either a permanent support infrastructure (e.g., Europe) or a long-standing presence. However, a large number of recent operations, ranging from humanitarian to military engagements, have necessitated U.S. forces to enter new locations that had neither existing and capable infrastructure nor a historical U.S. presence. In the past, factoring in these locations' organic logistics infrastructure, the operations and exercises have frequently required deployments to bare bases, with the associated heavy use of support assets.

The Analytic Approach

To evaluate and select alternative overseas distribution and service hubs, we developed an analytic framework that uses an optimization-based decision support tool that assesses the cost and capability of various portfolios of overseas support basing in order to service a wide variety of global spontaneous demand.

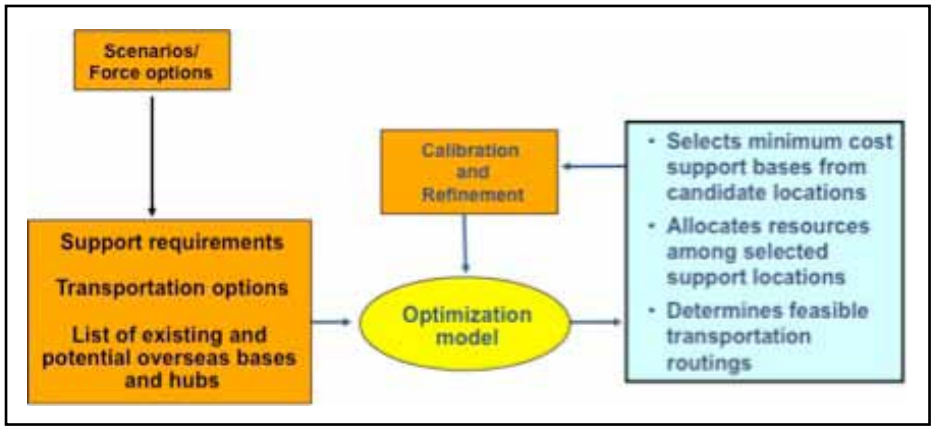
We have taken two complementary approaches in developing this framework: the primary approach attempts to minimize the overall system cost while meeting operational requirements; the second approach focuses on maximizing support capability. Examining the costs of alternative support basing options, for a constant level of performance against a variety of deployments, is an important process in the development of suitable programming and budgeting plans. In this approach, we are careful to ensure that adequate capacity is maintained to meet requirements as specified by the Department of Defense (DoD).

Our analysis shows the costs and deployment timelines for various options under different degrees of stress on the support system while taking into account infrastructure richness, basing characteristics, deployment distances, strategic warning, transportation constraints, dynamic requirements, and reconstitution conditions. We developed several sets of deployment scenarios, and each includes training exercises, humanitarian efforts, deterrent missions, and major combat operations. These so-called *streams of reality* allow our model to measure the effect of timing, location, and intensity of operational requirements on combat support—and vice versa. We developed several of these streams (or *timelines*) to account for the inherent uncertainties in future planning associated with each timeline.

Once we determined the desired requirements of support resources, our model selects a set of locations that would minimize the costs of supporting these various deterrence and training exercises while maintaining the capability to support major regional conflicts should deterrence fail. This tool essentially allows for the analysis of various "what-if" questions and assesses the solution set in terms of resource costs for differing levels of combat support capability. Our analytic approach has several steps (see Figure 1):

1. We first select a diverse set of deployment scenarios that would stress the support system. These deployments include small-scale humanitarian operations, continuous force presentation to deter aggression, and major combat operations.

Figure 1. Overview of the analytic process for the decision support model.



2. The deployments and the force options drive the requirements for the support system, such as base operating support equipment, vehicles, and other resources.

3. These requirements, the set of potential overseas hubs and forward operating locations, and the transportation options (e.g., allowing sealift or not) serve as the inputs to the optimization model.

4. The optimization model selects the overseas locations that minimize the facility operating and transportation costs associated with planned operations, training missions, and deterrent exercises that are scheduled to take place over an extended time horizon, satisfying time-phased demands for support commodities at operating bases. The model also optimally allocates the programmed resources and commodities to selected hubs. The model also computes the type and number of transportation vehicles required to move the materiel to the operating bases. The result is the creation of a robust supply chain system.

5. The final step in our approach is to refine and recalibrate the solution set by applying political, geographical, and vulnerability constraints based on current expert judgments concerning the global environment. Because this step is applied post optimally and may make additional iterations necessary, it may require reevaluation and reassessment of the parameters and options previously chosen.

The end resulting portfolio will allow policymakers to assess the merits of various options from a global perspective.

An Illustrative Example

From the outset of the study[1], we attempted to answer two basic questions: How capable are the current overseas support hubs in managing the future environment? And what are the costs and benefits of using additional or alternative overseas bases for storing support materiel? To answer these questions, we devised different streams of reality—or deployment timelines—to represent a wide range of possible future deployments across the globe. Table 1 represents an example of such a sequence of scenarios.

Figure 2 represents the size, in terms of support requirements, and the timing of each deployment for the base scenario.[2] Notice that we have "scheduled" the Major Combat Operations (MCOs) in each scenario for execution at the end of the Future Year Defense Program (FYDP) period. This approach focuses attention on providing resources to support deterrent deployments. It ensures their funding while also placing MCO requirements in the regular DoD funding process.

Selection of Existing Support Bases. We solved the problem (i.e., finding the least-cost bases that would satisfy operational requirements) using existing locations (e.g., Ramstein Air Base, Germany). The model selected 11 such locations, representing the optimal locations to support the baseline scenario. We assessed the capabilities of the selected hubs against the remaining four timelines. These sites could not support the other potential scenarios. However, with an inclusion of a 12th hub, we were able to meet the

Table 1. Sequencing of scenarios by timeline.

	Base Scenario	Stream 1	Stream 2	Stream 3	Stream 4
Year 1	SW Asia 1 E. Asia 1	SW Asia 3 S. Africa	SW Asia 1 Horn of Africa SE Asia 1	S. America 2 N. Africa 3 E. Asia 1	W. Africa 2 C. Africa 2
Year 2	Central Asia E. Asia 2	E. Asia 2 C. Africa 1	C. Asia W. Africa 1	SW Asia 3 E. Asia 2 C. America 1	S. America 1 Horn of Africa
Year 3	Horn of Africa SWA 2	W. Africa 2 C. America 1 C. Africa 2	C. Europe C. Africa 3	E. Asia 3 S. Africa	SWA 2 E. Asia 1
Year 4	E. Asia 2 Indian subcont.	C. Europe N. Africa 2	E. Asia 1 Indian subcont. N. Africa 3	W. Africa 2 N. Africa 2	E. Asia 3 C. America 1
Year 5	SW Asia 2 N. Africa 1	SW Asia 1 N. Africa 1 W. Africa 1	SW Asia 2 E. Asia 3 C. Africa 1	SW Asia 1 C. Africa 3 SE Asia 1	SW Asia 2 SE Asia 1
Year 6	N. Africa 2 E. Asia	C. Asia Indian subcont. N. Africa 3	W. Africa 2 C. Africa 2 E. Asia 2	C. Asia N. Africa 1 E. Asia 1	SW Asia 1 C. Africa 3
Year 7	MCO1 MCO2	MCO1 MCO2	MCO1 MCO2	MCO1 MCO2	MCO1 MCO2

NOTE: MCO = major combat operation

Figure 2. Support requirement and timing for each deployment in base scenario.

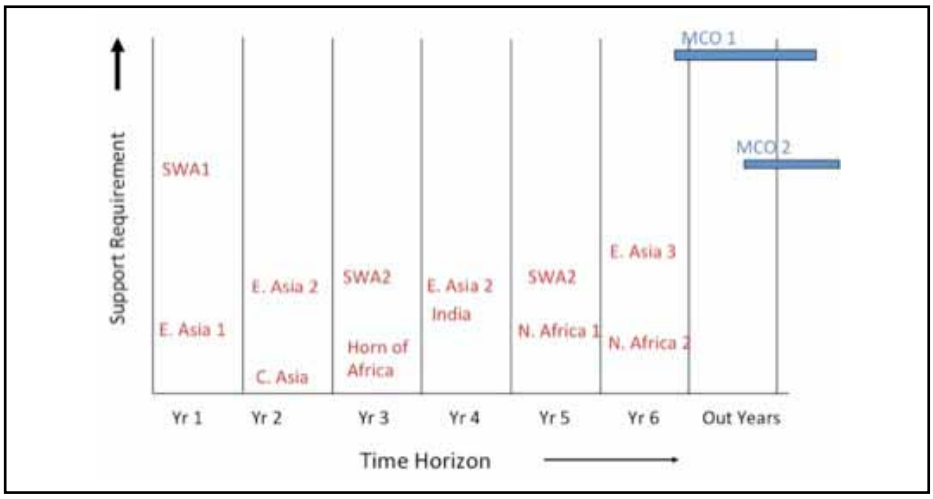


Figure 3. Support global deterrence using a global set of overseas bases.

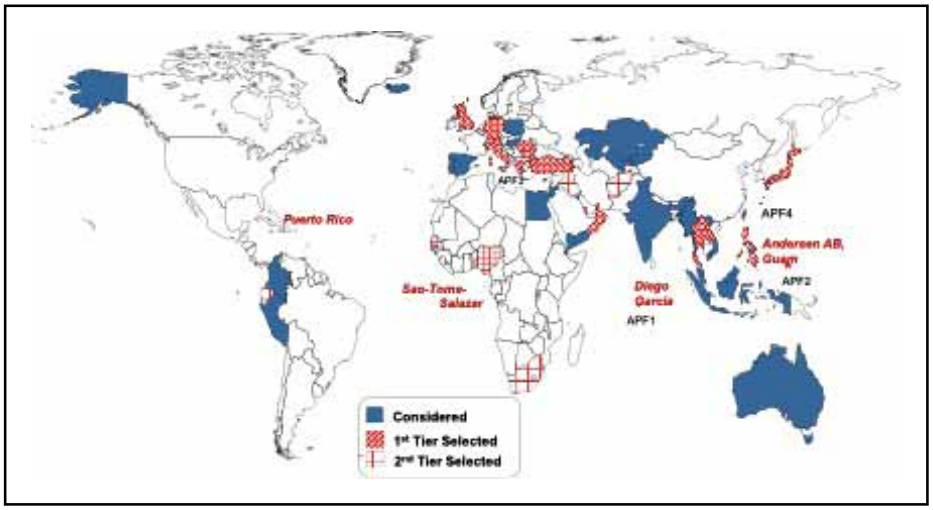


Figure 4. Total cost of supporting all scenarios using existing and expanded set overseases bases.

demand for three of the four additional streams, though with increased transportation requirements and cost.

Selection of Additional Combat Support Bases. The next step was to evaluate existing and potential hubs (an expanded pool) against the baseline scenario and the four alternative streams of reality. We generated a list of potential locations around the globe that could support a wide range of deployments. Figure 3 illustrates the final results from the combination of the baseline scenario and the four other streams of reality. This figure also shows the locations of the other candidate sites that were "considered" but not selected by the model. The model divides these locations into Tier 1 (essential in many operations) and Tier 2 (requiring a more detailed consideration as potential sites and may serve only very specific scenarios). Additionally, all the Tier 2 sites (with the exception of Puerto Rico) have uncertain political futures or limited internal capabilities. It should be noted, however, that the list is by no means sacrosanct, and alternative sites may provide the same capability at a similar or marginally greater cost.[3]

The new combination of existing and potential hubs offers about 30 percent saving in total cost by reducing the overall transportation cost to the system.

Figure 4 presents the costs for supporting the base scenario and all four streams. For each stream the expanded set of overseas bases offers the same capability at a reduced overall cost to the military. Note especially that the set of existing land-based hubs could not support Stream 4 demands, requiring an afloat prepositioned fleet (APF). However, when we selected from the expanded set of land-based hubs, the need for the afloat option disappeared. The advantage of the global basing option is not limited to cost and encompasses a more efficient use of multimodal transportation. For each stream, the model was able to make better use of trucks and high-speed sealift for the expanded pool

see **RESEARCH**, next page

Focused Issue on "Management of Innovation Within and Across Borders"

Extended Deadline: March 1, 2013

Focused Issue Co-Senior Editors:

Janice Carrillo
University of Florida

Cheryl Druehl
George Mason University

Juliana Hsuan
Copenhagen Business School
Denmark

Innovation is an integral part of every firm's ongoing operations. While new product and service creation is an essential task to ensure a firm's immediate success in the marketplace, process and supply chain innovations can also create a unique source of competitive advantage for the future. Encouraging innovative thinking, developing new innovations, and managing the processes by which those innovations are developed are critical aspects of today's firm. Consequently, research which aids in the creation and maintenance of innovative firms is an important topic of inquiry for the operations management (OM) and information systems (IS) communities.

The objective of this focused issue is to encourage rigorous and relevant research on the management of innovation. We invite authors to submit papers that address the topic of innovation within and across borders. Recognizing and celebrating the complex nature of innovation processes, the term "borders" in this context can denote a firm's (i) value chains, (ii) functional boundaries, (iii) corporate boundaries, and (iv) geographic borders.

We seek papers that address contemporary topics and have the potential to create a new foundation for the management of innovation in the future. We are particularly interested in the processes which underlie innovation. The papers may draw from one or more methodologies, including analytical, empirical, and conceptual approaches. Multi-disciplinary papers are encouraged, as long as they adhere to the editorial guidelines established for DSJ.

Suggestions for potential topics include, but are not limited to, the following:

Innovation Within a Value Chain

- Process innovation
- Business model innovation
- New product development
- New service design
- Innovation in performance management
- Behavioral practices innovation
- Innovations in social responsibility
- R&D management
- Information technology systems

Innovation Across Functions

- Entrepreneurship
- Finance
- Information systems
- Operations management
- Marketing
- Strategy
- Organizational behavior

Innovation Across Company and Geographic Borders

- Supply chain innovation
- Dispersed innovation
- Cross-cultural views of innovation
- Innovation and globalization
- Development of tools to facilitate inter-company innovation

Review Process and Deadlines

All submissions must be made electronically through Manuscript Central at mc.manuscriptcentral.com/dsj. Before submitting, authors should carefully review the guidelines available at: decisionsciencesjournal.org/authors.asp. All authors submitting a manuscript should indicate that it is for the focused issue on "Management of Innovation Within and Across Borders."

The initial deadline for this focused issue has been extended to:

- **March 1, 2013**
  Submission deadline for initial submissions

- **December 1, 2013**
  Final decisions

decisionsciencesjournal.org/ ■

from **RESEARCH**, previous page

of bases, yielding about 50 percent less airlift usage without compromising operational requirements.

Endnotes

1. For a complete result for this and related research please see, Amouzegar, et al., Evaluation of Options for Overseas Combat Support Basing, RAND Corporation, MG-421-AF, 2006 and McGarvey, et al., Global Combat Support Basing: Robust Prepositioning Strategies for Air Force War Reserve Materiel, Santa Monica, RAND Corporation, MG-902-AF, 2010.

2. The data is for illustration purposes only and do not represent the actual size or intensity of each deployment.

3. For a complete list see Amouzegar, et al., Evaluation of Options for Overseas Combat Sup-port Basing, RAND Corporation, MG-421-AF, 2006. ■

ANNOUNCEMENTS

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

Institute Meetings

www.decisionsciences.org

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

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

■ **The 46th Annual Meeting** of the Institute will be held November 21-24, 2014, at the Sheraton Seattle Hotel in Seattle, Washington.

www.decisionsciences.org

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

idsi13.org

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

www.edsi2013.org

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

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

■ **The Midwest Region** will hold its 2013 Annual Meeting on April 18-20, at the Kent State Regional Center. Program Chair is Joseph Muscatello:

jmuscate@kent.edu

■ **The Northeast Region** will hold its 2013 Annual Meeting on April 5-7, at the New York Marriott at the Brooklyn Bridge in New York City. Submission deadline has passed.

www.nedsi.org

■ **The Southeast Region** held its 2013 Annual Meeting on February 20-22, at the DoubleTree in the historic district of Charleston, SC. Paper submission deadline has passed. www.sedsi.org

■ **The Southwest Region** will hold its 2013 Annual Meeting on March 12-16, at the Albuquerque Convention Center in Albuquerque, NM. Submission deadline has passed.

www.nedsi.org

■ **The Western Region** will hold its 2013 Annual Meeting on March 26-29, at the Long Beach Renaissance Hotel, Long Beach, CA. Submission deadline has passed.

www.wdsinet.org

Call for Papers

Conferences

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

www.quaere.econference.cz

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

www.learnmore.com

■ The 7th International Conference on Operations and Supply Chain Management will be held **June 22 - 25, 2013**, in Shanghai. Deadline is **March 15, 2013**.

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

■ **The 2013 International Conference of the System Dynamics Society** will be held **July 21 - 25, 2013**, in Cambridge, MA. All work in system dynamics with special emphasis on prospective studies that focus on internally generated dynamics will be welcomed. Papers may be submitted **February 1 - March 19**.

conference.systemdynamics.org

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

■ **The 15th International Conference on Electronic Commerce** will be held **August 13 - 15, 2013,** in Turku, Finland. The theme reflects the alignment between computerized, formalized business procedures and the need for innovating business on-the-spot, or ad-hoc. Submissions deadline is **March 16, 2013.**

www.icec.net

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

www.icebnet.org

Publications

see **ANNOUNCEMENTS**, next page

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

NAMES IN THE NEWS

■ **CAROL LATTA, DIRECTOR, Decision Sciences Institute**

Dr. V.J. Iyengar (D. V. J. OR - Dr. J) has performed extensive research in the Information systems, Information technology and applied IS/IT areas, and recently (past 20 years) in AI (artificial Intelligence) applied to space, medicine, Bio medical Engineering, Modeling of Bio medical and medical systems, and Systems Development Using AI and Object technology & Agent Technology. Previously, the New York Times featured a main editorial article of the AI-Agent Community Research Project undertaken by Dr. J, along with researchers from NASA (Goddard, Washington DC) and other NASA research centers including jet Propulsion Lab, Cal tech, NASA Ames Research Center, Princeton University center for Theoretical studies, and University of I Chicago faculty and Princeton University Professors. During 2011-2012, MCFI, working along with Dr. J, closed the loop among Medical diagnostic modeling, Electrical networks, and SCM in operations, Logistics-Inbound Institute (partnered with Yale University). Dr. J is aiming to integrate all the disciplines in January-June 2013, in which he had graduate and doctoral training into the AI Unified approach to the topics of interest. These fields cut across Electrical Engineering-Control Systems Engineering, Advanced Automation and Architecture, Management of Information Systems, Decision Sciences, Production and Operation Management, and SCM. This will present a great-unified theory of research in AI, CS, DM, within the areas of MCS (Management of Computing Systems). DM = f (CS, DSS, ENV,} ■

from **EDITOR**, page 3

redeployment. Their article evaluates an analytic framework for a global basing architecture for identifying options for overseas distribution and service hub in a military environment. As you read this article, I am sure you will see potential uses for these strategies in the business environment.

The rest of the issue is devoted to last year's annual conference and the upcoming 2013 conference. Funda Sahin, the 2013 program chair, provides details about her vision for the conference. I encourage you to read about the 2103 conference and identify areas that interest you for participation. Then you can contact the appropriate person (program chair or track chair) to indicate that you want to be involved. In the section addressing the 2012 conference, you will find the Program Chair Tom Choi's message about the conference, read about the winners of different competitions, and enjoy photos from different conference events. You may even be happily surprised to see your picture in this issue.

Please note that the deadline for submitting your paper to the 2013 Annual DSI Conference is April 1st (refereed papers and competition) and May 1st (abstracts and proposals).

Enjoy reading this issue of *Decision Line* and stay tuned for the next issue, coming up soon.

Please forward your ideas and thoughts on how to improve this publication to me at: **bizdean@usfsp.edu**. ■

from **ANNOUNCEMENTS**, previous page

■ *Decision Sciences Journal* is publishing a focused issue on "Management of Innovation Within and Across Borders." Submission deadline has been extended to **March 1, 2013**. See page 22 of this newsletter for more information.

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

www.ijasca.thesai.org

■ *The Journal of Operations Management* will publish a special issue on "Service Triads." Relationships between buying organization, service provider, and the buying organization's customer can be viewed as a "service triad." Deadline is **April 1, 2013.**

wpcarey.asu.edu/JOM/upload/BehOpsSpecialIssue2010.pdf

■ *The International Journal of Physical Distribution & Logistics Management* has a special issue on "Reviewing literature in supply chain management and logistics." Deadline is **May 15, 2013.**

www.emeraldinsight.com/ijpdlm.htm

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

www.ijacsa.thesai.org

FUTURE DSI ANNUAL MEETINGS

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

2013 Program Chair's Message

FUNDA SAHIN, University of Houston

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

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

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

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

Submission Deadlines:

Referreed Papers and Competitions
April 1, 2013

Abstracts and Proposals
May 1, 2013

www.decisionsciences.org

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

2013 Annual Meeting Coordinators

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2013 New Faculty Development Consortium

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

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

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

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

New Faculty Development Consortium Coordinator:

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

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

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

Name: _____

Current institution and year of appointment:

_____

Mailing address:

_____

Year doctorate earned & doctoral institution: _____

Phone | Fax | E-mail:

_____

Research interests:

_____

Teaching interests:

_____

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

_____

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

If so, when? _____

2013 Doctoral Dissertation Competition

Searching for the best 2012 dissertation in the decision sciences

Sponsored by Hercher Publishing, Inc. and the Decision Sciences Institute

The Decision Sciences Institute (DSI) and Hercher Publishing, Inc., 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 2012, 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 2012 calendar year (i.e., between January 1, 2012, and December 31, 2012).

2. Finalists for the Elwood S. Buffa Doctoral Dissertation Competition must register and attend the 2013 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 Arunachalam Narayanan (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 **April 1, 2013**, to be eligible for the competition. ■

Doctoral Dissertation Coordinator:

Arunachalam Narayanan, University of Houston
anarayanan@bauer.uh.edu

2013 Instructional Innovation Award Competition

Recognizing outstanding contributions that advance instructional approaches within the decision sciences

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

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

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

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

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

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

Instructions

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

Electronic Submission Notes

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

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

Document Format

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

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

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

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

   a. *Introduction:*

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

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

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

   d. *Implementation:* Explain:

   - How you structured the material or content.

see **INSTRUCTIONAL INNOVATION**, next page

from **INSTRUCTIONAL INNOVATION**, previous page

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

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

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

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

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

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

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

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

Statement of Endorsement

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

Evaluation

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

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

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

1. Present a review or summary of the submission.

2. Conduct an in-depth presentation or a discussion of a specific component of the submission (selected by the finalist).

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

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

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

The Committee invites your participation in this competition to recognize excellence in innovative instruction. Please remember that all submissions must be received by **April 1, 2013**. ■

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

Instructional Innovation Award Competition Coordinator:

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

2013 Best Teaching Case Competition

Arash Azadegan
Coordinator

Inviting all case-writers!

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

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

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

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

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

The submission deadline is **April 1, 2013.** Cases, with the associated teaching note, should be submitted electronically directly to the competition coordinator, Arash Azadegan. Please feel free to contact him with any questions. ■

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

Other Competitions, Activities, and Miniconferences

■ Best Paper Awards Competition

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

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

■ Doctoral Student Consortium

The Doctoral Student Consortium provides a unique opportunity for doctoral students from across the nation and around the world to interact with one another and with distinguished scholars in a one-day program devoted to career development. Attendance at this consortium is by application, which should be submitted by **October 1, 2013**.

Daniel Guide, Penn State University, dguide@psu.edu

■ Professional Development Program.

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

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

see **OTHER COMPETITIONS**, next page

from **OTHER COMPETITIONS**, previous page

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

- **Making Statistics More Effective in Schools of Business**

  Robert L. Andrews, Virginia Commonwealth University
  randrews@vcu@edu

- **Project Management**

  Gary Klein, University of Colorado, Colorado Springs
  gklein@uccs.edu

  Carla M. Messikomer, Project Management Institute
  carla.messikomer@pmi.org

■ **Special Event—Classroom Technology Sandbox.**

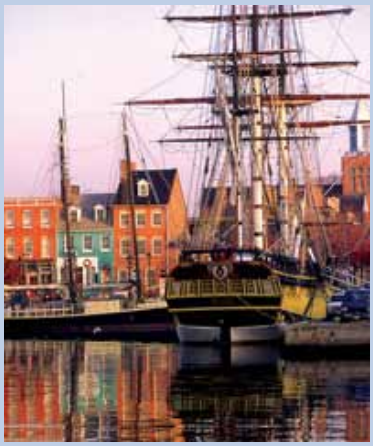
Education Triage: Learn how to successfully engage vendor technology with interactive sessions.

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

Natalie Simpson, University of Buffalo
nsimpson@buffalo.edu

Derek Sedlack, South University
dsedlack@southuniversity.edu

Join us in Baltimore for the 2013 DSI Annual Meeting!



2013 Track Chairs

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

Decision Analytics
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Bogdan Bichescu, Univ. of Tennessee
bbichescu@utk.edu

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Information Systems Management
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Lakshmi Goel, Univ. of North Florida
lakshmi.goel@gmail.com

Innovative Education
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jhartle@bgsu.edu

International Business
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Logistics Management
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Manufacturing Management
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Haldun Aytug, Univ. of Florida
aytugh@ufl.edu

Marketing
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Kirk Karwan, Furman Univ.
kirk.karwan@furman.edu

Product/Process Innovation
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dr.bregman@sbcglobal.net

Quality Mgt and Lean Operations
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Services Management
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narayanan@bus.msu.edu

Strategic Management and Organizational Behavior/Theory
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Supply Chain Management
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Burcu Keskin, Univ. of Alabama
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Strategic Sourcing & Supply Management
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nair@bus.msu.edu.

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

SPECIAL TRACKS

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

New Talent Showcase
Manouchehr Tabatabaei, Georgia Southern Univ.
mtabatab@georgiasouthern.edu

2012 Program Chair's Message

THOMAS Y. CHOI, Arizona State University

Choi

Hello. It seems like our time together in San Francisco is already a distant past, and we are already into the new year. Thank you all for the support you offered for the meeting. The highlights of this past year's meeting are as follows:

- Under the conference theme of "Globalization: Working together, celebrating our differences," we had six theme-based showcase sessions representing six continents.
- We presented three plenary talks by Stuart Kauffman (on-line talk with introduction given by the program chair), Jeffrey Liker (about 300 attendees), and Jack Meredith (about 200 attendees).
- Track caucuses were held to provide continuity of meetings from this year to next.
- The new conference management system (CMS) operated by All Academic (AA) was successfully implemented for the first time.

Table 1. Summary of authors by region.

Continent/Region	# of authors
North America	1,621
South America	19
Asia	295
Europe	136
Australia	36
Africa	7
TOTAL	2,114

- In total, there were: 933 submissions, 342 sessions, and 1100+ attendees.

Considering this year's theme, we were pleased to see representation from all six continents. However, North America still dominates in attendance. We should consider utilizing various international DSI groups to promote our annual meeting. Table 1 is a summary by region for this year's meeting.

There were 55 different countries represented in terms of authorship. The U.S . leads with 1,555, as expected. A surprising second is Taiwan at 114. Canada is third at 59, followed in decreasing order by Korea, U.K., India, China, Australia, and Italy.

Table 2 on the following page shows the breakdown for all track submissions and organized sessions. Of particular note are the strong showings in the Information Technology Track, Decision Making and Problem Solving Track, and Innovative Education Track. Also, in terms of number of submissions, the Management Strategies and Organizational Behavior and Theory Track was comparable to other more operations-related tracks such as the Manufacturing and Operations Management Track and the Supply Management Track.

There was one specific interest group (SIG) in operation this year. It was "Making Statistics More Effective in Schools of Business" coordinated by Robert L. Andrews.

Shawnee Vickery and Xenophon Koufteros co-coordinated the Doctoral Student Consortium (there were 63 doctoral student participants). Jan Hartley and Jay Kim co-coordinated the New Faculty Development Consortium (with 13 new faculty participants and 13 panelists. Both consortia were well organized and attended. In particular, the joint sessions with

see **2012 PROGRAM CHAIR**, next page

2012 Annual Meeting Coordinators

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

from **2012 PROGRAM CHAIR'S MESSAGE**, previous page

Table 2. Breakdown for all track submissions and organized sessions.

Track	Number of submissions	Number # of sessions
Accounting and Finance	58	14
Decision Making and Problem Solving (MS/OR/Statistics	94	29
Healthcare Management	58	16
Information Technology	111	32
Innovative Education	92	20
Logistics and Distribution	37	13
Management Strategies and Organizational Behavior and Theory	78	21
Manufacturing Operations Management	77	17
Marketing and Cross Functional Interface	39	13
Product/Process Innovation and Project Management	40	9
Quality Management and Lean Operations	28	9
Service Operations Management	59	19
Supply Management	87	16
Sustainable Operations	46	14
TOTAL	933	342

the NFDC were well received—especially the Dean's Panel and Editors' Panel.

Rich Metters served as the coordinator of the Elwood S. Buffa Doctoral Dissertation Competition. There were 11 submissions. Ten judges evaluated three to four dissertations. Sriram Narayanan coordinated the Instructional Innovation Award Competition. There were 29 submissions in total, and 21 judges offered their services for this competition.

As you have been informed, we implemented a new Conference Management System this year. There were a few issues we had to deal with, but we worked through it. My overall assessment is that this CMS is a workable system.

A post conference survey that was used in 2011 (Program Chair: Ken Boyer) was conducted again this year. Here are three key points that came through the survey:

- Overall, the attendees indicated satisfaction with the "sessions" at the conference—doctoral consortium, new faculty consortium, plenary sessions, paper sessions, new talent showcase, and theme-based showcase. However, the paper sessions received the most "poor" responses. Since presenting papers is the predominant purpose for attending the conference, we need to take special note of this development. One suggestion is to remind authors that when they submit a manuscript or an abstract, they are committing to present their work, if and when it is accepted. It appears that much of the quality issue is related to "placeholder" submissions by authors who then cancel at the last minute.
- Compared to "sessions," many more members indicated dissatisfaction with our "receptions/events" such as: welcome reception, fellows' luncheon, continental breakfast, president's reception, president's luncheon, track caucus, and informal networking. Some of these receptions may require some drastic scheduling and format changes in the future.
- The general pattern of satisfaction with this year's meeting is consistent with last year's meeting. About 70% of the respondents indicated that they were either "satisfied" or "very satisfied." However, last year there were more people choosing "very satisfied." This difference is at least partly due to issues with the new CMS. I heard several complaints about the program book and how user-unfriendly it was. We should definitely be able to make improvements to the program book in 2013.

The following are general observations/recommendations expressed in the responses to the open-ended question.

- Offer more seating options in the conference area where attendees can sit and do some work or engage in networking.
- Need to emphasize the importance of the role a session chair plays in the overall quality of the conference experience.
- Improve the quality of refreshments in all reception events.
- There were too many no-shows in sessions.
- The program book needs to be improved—make it more user-friendly.
- Offer an on-line program.
- Minimize mixing abstracts with full paper submissions in a same session.
- Provide more opportunities to do informal networking.
- Consider offering more regional and international group meetings/receptions in evenings (i.e. European DSI).
- Missing presenters need to be penalized. ■

2012 Elwood S. Buffa Doctoral Dissertation Award Winners

Co-sponsored by Hercher Publishing, Inc. and DSI

From left: DSI President E. Powell Robinson, Manoj Malhotra, advisor, and Alan Mackelprang, winner

WINNER:

ALAN W. MACKELPRANG
Georgia State University
Advisor and Degree-granting institution:
Manoj Malhotra, University of South Carolina

ABSTRACT:

Beyond Firm Boundaries: Exploring the Interdependence Between Supply Chain Partners

Firms have increasingly become more tightly coupled with one another and reliant upon their supply chain partners in recent decades. This research examines this trend by evaluating the extent to which supply chain partners are able to directly influence one another's performance as well as indirectly influence supply chain partners beyond their immediate dyad. It seeks to do so through three essays that focus on: an in-depth examination of the bullwhip phenomenon; a study of dyadic bargaining power relationships; and, finally, an analysis of dyadic financial and inventory performance.

Even though a growing body of research has sought to empirically authenticate the existence of the bullwhip effect over the past decade, conclusive validation has thus far been elusive. In Essay 1, utilizing secondary data from 348 firm level supply chain triads, we not only empirically confirm the existence of the bullwhip effect, but also show that other patterns of demand amplification exist as well. When these different patterns are combined, the amplification patterns effectively cancel each another out such that amplification at any single stage in the supply chain becomes undetectable.

In Essay 2, utilizing a secondary dataset of 2861 buyer-supplier dyads and Seemingly Unrelated Regression (SUR), we jointly evaluate the extent to which buyer's bargaining power is simultaneously associated with improved buyer performance and diminished supplier performance. We find that buyer's bargaining power is associated with improved buyer operational performance and diminished supplier operational performance. However, buyer gains and supplier concessions are often not a zero sum game.

In Essay 3, we evaluate the extent to which dyadic supply chain partners influence one another's financial and inventory performance. Utilizing Compustat database and Markov Chain Monte Carlo methods, a complex Multiple Membership Multiple Classification (MMMC) data structure model is evaluated for 10,459 customer observations and 20,706 supplier observations. We find that although corporate effects are the primary contributor to a firm's performance variability, dyadic trading partners also significantly impact the firm's variable performance. However, the relative proportion of performance variance explained is highly dependent upon the type of customer (manufacturer or retailer) or type of supplier (manufacturer or non-manufacturer) with which the firm interacts.

Overall, the findings of this research contribute to extant literature by not only showing that firms can greatly influence the behavior and performance of one another, but also that they can significantly impact their supply chain partners beyond their own immediate dyad. ■

Alan W. Mackelprang *is an assistant professor of operations management in the Department of Management at Georgia Southern University. He received his PhD from the University of South Carolina, MS from the University of Rochester, and a BS from Arizona State University. His research interests include examining interdependencies among supply chain partners, JIT/Lean production, and Supply Chain/Manufacturing Flexibility. He has published in the* Journal of Operations Management *and* International Journal of Production Economics.

see **BUFFA AWARD WINNERS**, next page

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HONORABLE MENTION:

MICHAEL JAMES DIXON, PhD
Naval Postgraduate School
Advisor and Degree-granting institution:
Rohit Verma, School of Hotel Administration, Cornell University

Sequence Effects in Evaluating, Scheduling, and Designing Service Bundles

This dissertation addresses the importance of event sequencing as it impacts the customer experience and design of service bundles. We begin by building a case as to why operations management researchers must transition from historical analytical roots to include behavioral theory and practice in order to fully understand the complexities of operating in a service business. As an example of research that can take an operations management perspective on a behavioral issue, we study the design of event scheduling in the context of performing arts season subscriptions. In our first study, we investigate research in psychology and behavioral economics to develop hypotheses that correlate customer repurchase behavior to event utility sequences. Collectively, we refer to the impact of event utility sequences as *sequence effects*. We use six years of archival data from a renowned performing arts venue to develop an econometric model to test hypotheses. Conclusions show that sequence effects are significantly correlated with customer repurchases of season subscription bundles, indicating that event planners should consider event schedules and sequence effects as a part of service experience design. We propose a mathematical model that represents a multi-indexed integer programming problem that has an objective to optimize explicitly defined sequence effects across multiple bundles. To solve the problem, we develop a meta-heuristic algorithm that uses local search procedures to find near-optimal schedules. We use the algorithm to test the impact of event scheduling flexibility and bundling flexibility on sequence-effect-based scheduling efforts and find that, in our research design, event scheduling flexibility is more important than bundling flexibility when it comes to event schedule design. Finally, we address future direction of our research and propose that event schedule design, with the objective to maximize customer experience, is a sub-discipline of service design with many avenues of available research opportunities.

Michael James Dixon *is assistant professor of operation management at the Naval Postgraduate School's Graduate School of Business and Public Policy in Monterey, California, where he teaches managerial statistics. He earned his MBA from the University of Utah and PhD from Cornell University's School of Hotel Administration.*

HONORABLE MENTION:

GANG LI
Bentley University
Advisor and Degree-granting institution:
Anant Balakrishnan, University of Texas, Austin

Optimization-based Decision Support for Inspection and Maintenance of Infracstructure Networks

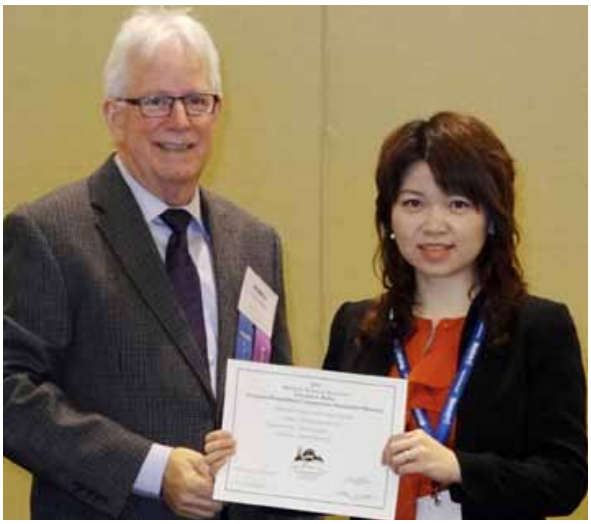
Infrastructure networks that provide basic services such as transportation, telecommunications, electricity distribution, and water supply and drainage are critical for the smooth functioning of a nation's economy and its society. To provide efficient and uninterrupted services, these infrastructure networks need to be periodically inspected, upgraded, and maintained. However, infrastructure networks are expensive to operate and maintain; many infrastructure service providers allocate more than half of their total capital investments to network maintenance and improvement. With increasing customer expectations, intensifying global competition, and challenging financial environments, the infrastructure service providers need to develop models that can optimize all of the different factors that must be taken into consideration when making important decisions related to infrastructure network inspection and maintenance.

This dissertation, which consists of three essays, focuses on some of the key decision issues associated with inspection and maintenance of these large infrastructure networks. Specifically, the first two essays, respectively, address a project management problem to maintain and expand a large-scale network and a periodic network inspection problem. The third essay, motivated by the computational challenges of the first two problems, addresses the network reduction and approximation problem within the same context. These problems are deterministic optimization problems over large-scale networks, which are very difficult to solve, and have not been extensively studied in the literature. In this dissertation, we introduce new optimization models for each problem, develop theoretical and algorithmic strategies that exploit problem structures to effectively solve the problems, and implement and test these methods on actual problems using data provided by an infrastructure service provider.

Gang Li *is an assistant professor at Bentley University. He holds a PhD in Supply Chain and Operations Management from the University of Texas at Austin and another PhD in Systems Engineering from Beijing University of Aeronautics and Astronautics.*

see **BUFFA AWARD WINNERS**, next page

from **BUFFA AWARD WINNERS**, previous page



From left: DSI President E. Powell Robinson and Xiaoqing (Kristine) Xie, honorable mention

HONORABLE MENTION:

XIAOQING (KRISTINE) XIE
Shanghai University
Advisor and Degree-granting institution: Chris Anderson, School of Hotel Admin., Cornell University

Selling and Pricing on Online Opaque Channels

Hotwire and Priceline, unlike other online travel sales channels such as Expedia, Travelocity and Orbitz, offer customers opaque products with aspects of the service provider concealed until the transaction has been completed. Selling on these opaque channels has become popular in service selling as it allows firms to sell their differentiated products at higher prices to regular brand loyal customers while simultaneously selling to non-loyal customers at discounted prices.

This dissertation investigates how to optimally price on opaque channels while selling a fixed inventory over a finite horizon. This study also examines impacts on a firm's demand and profits by using opaque selling in addition to regular selling from both analytical and empirical perspectives. An online choice experiment is designed to understand customer preferences and trade-offs while choosing among different online distribution channels.

Xiaoqing (Kristine) Xie *is an assistant professor in operations management at School of International Business Administration, Shanghai University of Finance and Economics. She received her PhD in operations management from the School of Hotel Administration, Cornell University. Her work has been published in* Production and Operations Management *and* Cornell Hospitality Quarterly. ■

2012 Instructional Innovation Award Competition

Co-sponsored by Alpha Iota Delta, Prentice Hall, and Decision Sciences Institute

AWARD WINNERS:

MONICA ADYA, Marquette University (pictured), BRYAN TEMPLE and DONALD HEPBURN, Glasgow Caledonian University

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

HONORABLE MENTION:

XIN (DAVID) DING, University of Houston

Operations Reality Show: An Experiential Service Learning and Storytelling Project

HONORABLE MENTION:

YULONG LI, Roger Williams University

Cultivating Student Global Confidence: A Pilot Experimental Study

HONORABLE MENTION (not pictured): Michael Maloni, Pamila Dembla, Tony Swaim, Kennesaw State University

A Cross-Functional Systems Project in an IS Capstone Course ■

2012 Technology in the Classroom

Sponsored by McGraw-Hill

Natalie C. Simpson
University of Buffalo (SUNY)

The 2012 installment of the Technology in the Classroom miniconference was held over four sessions on Saturday, November 17, at DSI's 43rd Annual Meeting in San Francisco. We opened with a warm "thank you" to Thomas Hayward and McGraw-Hill/Irwin, who sponsored refreshments throughout the day. 2012 proved to be good year for reflection on this subject, as we sometimes found ourselves debating the potential *exclusion* of technology, such as the distraction of smart phones during class time, as opposed to discussing only opportunities to include new educational technology in our classes.

Within the miniconference, we considered all attendees to be participants, with our presenters sharing insights that served as catalysts in broader discussion:

Taking Stock of Technology in the Classroom. Technology has evolved faster than the terminology we use to discuss it, sometimes transforming processes before we realize it. As this has certainly been the case with education, we kicked off the miniconference with a discussion of the shifting state of classroom delivery in the year 2012, framed by our three lead contributors:

- *How should we define technology in classrooms?*
  Derek J. Sedlack, South University
- *The changing landscape in educational technology*
  Anshu Saxena Arora, Savannah State University
- *Benefits and challenges of a blended-format program*
  James Hamister, Wright State University

Technology and Student Interaction. Technology has brought new meaning to the term *interactive*, with wireless access, social media and audience response systems presenting both exciting new opportunities and emergent complications to classroom dynamics. Our middle session of the miniconference was devoted to debating both the good and the less-than-ideal aspects of this new frontier, led by three first-hand accounts from the field:

- *Does the use of clickers enhance classroom dynamics?*
  Patti C. Miles, University of Maine
- *Audience response in the classroom: Novelty or sound pedagogy?*
  Eric Tucker, United States Air Force Academy
- *Plan ahead for students sharing ideas with laptops*
  Pei-Hsuan Hsieh, National Cheng Kung University

Technology and Business Statistics / The Role of Software in Teaching and Learning. Technology can shape a class as a tool to be taught, an assessment system, a delivery vehicle, or any combination of those roles. The final two sessions of our miniconference unfolded concurrently, but shared a focus on how particular pieces of technology serve in these roles. One lively session focused on teaching statistics in particular, initiated by these two presentations:

- *Mastering statistics, making a difference*
  Anthony Belen
  Hawkes Learning Systems
- *With or without you: Teaching statistics in a technology mediated environment.*
  Dianna Cichocki, University at Buffalo

Next door, software demonstration and discussion was held for those looking for new ideas in operations and strategy:

- *Illustrating process enabling information technologies with Microsoft Dynamics*
  Todd Schultz
  Augusta State University
- *Exploiting web resources for maximum teaching and learning impact with integrative competitive simulation*
  Randall G. Chapman
  LINKS Simulations

Thanks again to all who participated and good luck in this year's projects! ■

Best Interdisciplinary Research Paper

AWARD WINNERS: YANG YU (left), QING CAO (right), DARA GALE SCHNIEDERJANS, (not pictured), Texas Tech University

2012 New Faculty Development Consortium

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

Janet Hartley
Bowling Green State University

Jay Kim
Boston University

Thirteen new faculty members participated in the 2012 DSI New Faculty Development Consortium (NFDC) that was held at the 43rd Decision Sciences Institute Annual Meeting in San Francisco. The consortium provided an opportunity for new faculty members to meet or reconnect with each other and to learn about strategies for career and life success from experienced faculty members in a relaxed, informal setting.

We want to thank all of the experienced faculty who participated in the consortium. Two sessions, "Insights from Academic Deans" and "Publishing in Top Journals: The Editors' View" and the luncheon were joint sessions with the Doctoral Consortium. We thank Xenophon Koufteros and Shawnee Vickery for planning these joint sessions.

The NFDC panels and faculty members included the following:

Panel: Building a Successful Academic Career: Insights for Promotion and Tenure
Morgan Swink, Texas Christian University
Chwen Sheu, Kansas State University
Rebecca Durray, University of Colorado

Panel: Successful and Rewarding Teaching: Proven Approaches
Nada Sanders, Lehigh University
Zhaohui Wu, Oregon State University
Robert Sroufe, Duquesne University

Panel: Developing an Exciting Stream of Publishable Research
Wendy Tate, University of Tennessee
Xiande Zhao, Chinese Univ. of Hong Kong
Rachna Shaw, University of Minnesota
Sarv Devaraj, Notre Dame

Panel: Enjoying Life as an Academic
Constantin Blome, Université Catholique Louvain
Anthony Ross, University of Wisconsin
Barb Flynn, Indiana University
Daesik Hur, Yonsei University

Finally, we want to thank the new faculy members who particpated. We really enjoyed meeting them and learning from their experiences as well. The participants included:

Berrin Aytaç, TOBB University of Economics and Technology, Ankara
Mithu Bhattacharya, University of Detroit
Donghyun Choi, Kansas State University
Narges Kasiri, State University of New York at Oneonta
Monique Murfield, Georgia Southern University
Louis Ngamassi, Prairie View A&M University
Babajide Osatuyi, University of Texas
Gülru Özkan, Clemson University
Muhammed Ülkü, Capital University
Ravikanth Srinivasan, Loyola University Maryland
Jina-yu Ke, University of Wisconsin,
Varol Kayhan, University of South Florida
James Cao, University of Saskatchewan ■

Best Student Paper Awards

AWARD WINNERS:

SHAKEEL SADIQ JAJJA (pictured), Lahore University of Management Sciences, Pakistan; SHAUKAT ALI BRAH, Karachi School of Business & Leadership, Pakistan, SYED ZAHOOR HASSAN, Lahore University of Management Sciences, Pakistan

Product Innovative Supply Chains: The Rold of Strategy and Buyer-Supplier Interface

HONORABLE MENTION:

CHINHO LIN (pictured), National Cheng Kung University, YI-SHUANG (MELODY) WU, National Cheng Kung University

The Impact of Electronic Word of Mouth on Purchase Intention: The Moderating Role of Trust

2012 DSI Doctoral Student Consortium Participants

Ahmed, Muhammed Usman
York University

Alba, Constantin
IE Business School, Australia

Anekal, Prashanth
University of Toledo

Arora, Amit
Georgia Southern University

Asamoah, Daniel
Oklahoma State University

Ates, Melek
RSM Erasmus University

Bailey, Jennifer
Georgia Institute of Technology

Bakar, Siti
Southern Illinois University

Babik, Dmytro
University of North Carolina, Greensboro

Boakye, Kwabena
University of North Texas

Brown, James
Kent State University

Bushuev, Maxim
Kent State University

Cao, Qingning
University of Texas, Dallas

Chen, Sze-Ting
National Sun Yat-sen University

Chuang, Hao-Chun
Texas A&M University

Decampos, Hugo
Michigan State University

Demirezen, Emre
Texas A&M University

Dreyfus, David
Michigan State University

Eckstein, Dominik
EBS University of Business & Law

Fontem, Belleh
University of Alabama

Jackson, Jonathan
Washington State University

Jajja, Shakeel
Lahore University of Management, Lucknow

Johnson, Nathan
Washington State University

Jung, Kyung Sung
University of Texas, Dallas

Kang, Taeuk
University of Texas, Arlington

Kaufman, Sophie
Pace University

Kazan, Osman
University of Texas, Dallas

Kim, Myung Kyo
Michigan State University

King, Michael
Virginia Polytechnic Institute and State Univ

Kong, Guangwen
University of Southern California

Kotcharin, Suntichai
University of Manchester

Kulangara, Nisha
University of Texas, Arlington

Kwark, Young
University of Texas, Dallas

Li, Meng
University of Texas, Dallas

Li, Shengli
University of Florida

Li, Yibai
Washington State University

Ma, Owen
University of Texas, Dallas

Manookian, Agassy

Merhi, Mohammad
University of Texas, Pan American

Min, Yong-Taek
Boston University

Mishra, Rajat
University of Texas, Arlington

Nasr, Eman
Wilfried Lauriel University

Ngafeeson, Madison
University of Texas, Pan American

Oh, Jae-Young
University of Kentucky

Osiyevskyy, Oleksiy
University of Calgary

Protzner, Stefanie
Erasmus University

Riley, Jason
Clemson University

Saboori Deilami, Vafa
University of Toledo

Sa-ngasoongsong, Akkarapol
Oklahoma State University

Shang, Guangzhi
University of South Carolina

Sharma, Sharvani
York University

Southin, Nancy
University of Calgary

Sundar, Subhashree
University of Utah

Swaim, James
Kennesaw State University

Swain, Ajay
Texas Tech University

Tao, Zhi
Kent State University

Varzgani, Nilofar
Rutgers Business School

Venkataraman, Sriram
Clemson University

Verghese, John
Texas A&M University

Wang, Zuozheng
University of Maryland

Wu, Wei
University of Tennessee, Knoxville

Yang, Zhiguo
University of Kentucky

Yuan, Xuchuan
National University of Singapore ■

2012 Making Statistics More Effective in Schools and Business

Robert Andrews
Virginia Commonwealth University

A total of seven regular sessions were organized as a mini-conference for the Making Statistics More Effective in Schools of Business (MSMESB) Specific Interest Group (SIG). A caucus meeting was held at 5 p.m. on Monday after all of the other sessions. As we have experienced for several years, all seven of our regular sessions were well attended with an average attendance of 32, and 99 people supplied their names and email addresses on the signup sheets circulated during the sessions. Attendance by session is recorded below. Consistent with our request and past history, the sessions were held on Sunday and Monday. On both days, extra chairs were brought in to accommodate those attending and some people may have chosen to not try to come in due to the room being filled. Also, the 5 p.m. sessions had the smallest number of people attending.

We opened our caucus meeting with each person giving their reactions to the DSI meeting and the MSMESB mini-conference. These points were made:

- Our attendance justifies a bigger room for MSMESB sessions.
- The variety of topics addressed in the MSMESB sessions was good.

There were several comments about the Annual Meeting Program:

1. The table of sessions by time and location was very good. Having a page number and/or the session code would be helpful for finding the session description.

2. The Participant Index at the end did not have page numbers for the session descriptions which is confusing, especially to the new attendees.

3. There was unanimous support for having the room locations listed in what is posted online.

4. Several people expressed their dissatisfaction with the ability to search the program for words of interest to them. The suggestion was to e-mail out a pdf file to everyone who had registered.

5. The inability to connect to the Internet in the session room and nearby was unacceptable for today's mobile connected society.

6. There was limited support expressed for the 5 p.m. sessions, especially because 5 p.m. was 8 p.m. for those from the east. Among the 5 p.m. caucus attendees, the consensus was that the support would be even less among those who chose not to attend the caucus meeting.

7. There was objection to the plenary sessions being the only option at the prime time of 10 a.m. However, some liked this schedule choice because it gave them a time slot to go sightseeing, have lunch with friends and companions, or do similar non-conference activities. ■

Best Teaching Case Studies Awards

AWARD WINNER:

SINAN ERZURUMLU, (not pictured)
Babson College

Deploying Sustainability at Solea

HONORABLE MENTION:

ARUNSCHALAM NARAYANAN,
University of Houston

Salvation Army—Dallas ARC

HONORABLE MENTION:

XUCHUAN YUAN (pictured), H. BRIAN HWARNG, National University of Singapore

Shanghai Baolong Automotive Corporation

Theme-Based Session on Africa

Adegoke Oke, Coordinator

The theme-based session on Africa was held on Saturday, November 17, 2012, as part of the 43rd Annual DSI meeting in San Francisco. The session was highly interactive and panel members included Professors Barbara Flynn (Indiana University), Ike Ehie (Kansas State University), Rath Navi (Creighton University), and Kwasi Amoaka-Gyampah (University of North Carolina, Greensboro). In line with the theme of the conference, the objective of the session was to showcase Africa by exploring the "why" question—why should we bother about Africa?; the "what" question—what are the topical issues or potential research questions that would be of interest?; and, the "how" question—how should we go about investigating the issues in Africa? The overall aim was to provide better insights about the continent of Africa and identify opportunities and challenges for research investigations and collaborations in Africa.

After introducing the members of the panel, I explained the format of the session in which I was to act as a moderator by asking questions and facilitating the discussion of the questions between the panel and the audience. The following provides some details about the questions and the discussion that followed each question.

Can you describe your perceptions about Africa using some key words? The panel and audience contributed to this discussion and words that came up included conflicts, remote, dynamic, large, diverse, war, a country, game reserves, resources, etc. I then presented some PowerPoint picture slides that showed the dark side of Africa to support or confirm peoples' largely negative perceptions about Africa.

Given the above perceptions (which are generally negative), why then should we bother about Africa? Panel and audience: Different culture, manufacturing cost in Asia is increasing, rich in natural resources, required for global comparison studies, profitable, consuming market, research can be relevant, improving and more stable political environment, huge market, youngest population in the world, potential future sourcing location especially for low commodity products, decent growth rate (averaging 5%) in the last decade, and, the Chinese are there and increasingly gaining a foothold!

What are the topical research issues in Africa? Panel and audience: Studies that encourage or contribute to capacity building, action research methodology, innovative educational techniques, research based on African theory, research driven by African diversity, validity of behavioral versus economic frameworks, reverse innovation, supply chain management and logistics management in weak infrastructure context, and research driven by ethnocentrism, traditionalism and communalism frames of reference as opposed to eurocentrism, individualism and modernity.

How should we go about it? Panel and audience: Members of the panel and the audience who have worked or done research in Africa shared their experiences and thoughts about how to carry out research work in Africa. Some of these include: Collaborations with local universities (e.g., helping with capacity building or serving as external examiners for doctoral students), USAID grant, Fulbright scholarship, Fulbright specialist programs, and attending conferences in Africa. Challenges that were discussed include difficulty in gathering data and data integrity, potential conflicting goals with local academics or partners, and publishing research based on African data in top journals. Regarding the last point, we had input from past editors in the audience (Morgan Swink) and the panel (Barbara Flynn), who advised that demonstrating rigor in research and showing how and why the African context matters or motivates the research issues differently are key for publishing in top journals.

To conclude the session, I showed some PowerPoint picture slides of the good side of Africa that debunked some of the perceptions identified earlier and projected Africa as a rapidly attractive continent with tremendous potential, opportunities, and progress in the last few years. After the formal ending of the session, discussions continued over light African snacks of *pouf pouf, meat pie,* and *chin-chin.* ■

For more information, contact:

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Associate Professor of Supply Chain Management
Dept. of Supply Chain Management
W.P. Carey School of Management
Arizona State University
Adegoke.oke@asu.edu

2012 DSI Annual Meeting Awards

DENNIS E. GRAWOIG DISTINGUISHED SERVICE AWARD

Ram Narasimhan, Michigan State University

2012 FELLOWS

Soumen Ghosh, Georgia Institute of Technology
Timothy L. Smunt, University of Wisconsin, Milwaukee

BEST APPLICATION AWARD

Winner:
The Relationship between Lean Supply Chain Strategy and Supplier Integration and Competitive Capabilities in Thailand's Automotive Suppliers
Suntichai Kotcharin, Manchester Business School
Steve Eldridge, Manchester Business School
James Freeman, Manchester Business School

Honorable Mention:
Facility Layout at McNeil Warehouse Goodwill Industries
Clara Novoa, Texas State University
Nhi Mai, Texas State University

BEST INTERDISCIPLINARY RESEARCH AWARD

Winner:
Cloud Computing: Supply Chain Applications and Implementation Issues—An Agent-Based Simulation Approach
Yang Yu, Texas Tech University
Dara Gale Schniederjans, Texas Tech University
Qing Cao, Tech University

Honorable Mention:
The Standard Error of the Intuit Measure of Qualitative Dispersion
John Russell Dickinson, University of Windsor

BEST THEORETICAL/EMPIRICAL RESEARCH AWARD

Winner:
Co-Production and Co-Creation of Value: A Differential Games Approach
Emre M. Demirezen, Texas A&M University
Subodha Kumar, Texas A&M University
Bala Shetty, Texas A&M University

Honorable Mention:
Role of Goals on Six Sigma Project Performance Through Knowledge Creation: A Moderator Mediation Analysis
Arumugam Velaayudan, University of Strathclyde, Glasgow, UK
Jiju Antony, University of Strathclyde, Glasgow, UK

BEST STUDENT PAPER AWARD

Winner:
Product Innovative Supply Chains: The Role of Strategy and Buyer-Supplier Interface
Shakeel Sadiq Jajja, Lahore University of Management Sciences, Pakistan
Shaukat Ali Brah, Karachi School for Business & Leadership, Pakistan
Syed Zahoor Hassan, Lahore University of Management Sciences, Pakistan

ELWOOD S. BUFFA DOCTORAL DISSERTATION AWARD WINNERS

(Co-sponsored by McGraw-Hill / Irwin, Hercher Publishing, Inc. and Decision Sciences Institute)

Winner:
Alan Mackelprang, Georgia Southern University
Relationship Specific Bargaining Power in Retail and Manufacturing Dyads: Buyer and Seller Performance Implications
Advisor and Degree-granting Institution:
Manoj Malhotra, University of South Carolina

See **AWARDS**, next page

2012 Best Application Award

AWARD WINNERS:

SUNTICHAI KOTCHARIN, STEVE ELDRIDGE, JAMES FREEMAN, Manchester Business School

The Relationship between Lean Supply Chain Strategy and Supplier Integration and Competitive Capabilities in Thailand's Automotive Suppliers

HONORABLE MENTION:

CLARA NOVA (pictured) and NHI MAI, Texas State University

Facility Layout at McNeil's Warehouse Goodwill Industries

AWARDS, from previous page

Honorable Mentions:

Michael Dixon, Naval Postgraduate School
Membership-Based Loyalty Programs in Services: Operational and Marketing Implications
Advisor and Degree-granting Institution: Rohit Verma, School of Hotel Administration, Cornell University

Gang Li, Bentley University
A Decision Model for Designing and Integrating Back-Office and Front-Office Service Operations
Advisor and Degree-granting Institution: Anant Balakrishnan, University of Texas, Austin

Xiaoqing (Kristine) Xie, Shanghai University
Selling and Pricing on Online Opaque Channels
Advisor and Degree-granting Institution: Chris Anderson, School of Hotel Administration, Cornell University

INSTRUCTIONAL INNOVATION AWARD COMPETITION

(Co-sponsored by Alpha Iota Delta (the national honorary in the decision sciences), Prentice Hall, and Decision Sciences Institute)

Winners:

Distant yet Near: Interdisciplinary Collaboration and Learning between Engineering and Business Students through Socially Responsible Projects
Monica Adya, Marquette University
Bryan Temple, Glasgow Caledonian University
Donald Hepburn, Glasgow Caledonian University

Honorable Mentions:

A Cross-Functional Systems Project in an IS Capstone Course
Michael Maloni, Kennesaw State University
Pamila Dembla, Kennesaw State University
Tony Swaim, Kennesaw State University

Cultivating Student Global Competence: A Pilot Experimental Study
Yulong Li, Roger Williams University

Operations Reality Show: An Experiential Service Learning & Storytelling Project
Xin Ding, University of Houston

BEST CASE COMPETITION

Winner:

Deploying Sustainability at Solea
Sinan Erzurumlu, Babson College

Honorable Mention:

Salvation Army—Dallas ARC
Arunachalam Narayanan (University of Houston)

Shanghai Baolong Automotive Corporation
H Brian Hwarng, Business School, National University of Singapore
Xuchuan Yuan, National University of Singapore

DISTINGUISHED TRACK AWARDS

Accounting and Finance

Payout Policy, Ownership Structure, Taxation, and Corporate Value: Evidence from Brazil
Jéfferson Colombo, Universidade Federal do Rio Grande do Sul

Decision Making and Problem Solving (MS/OR/Statistics)

Classification of Customer Complaints Using Latent Dirichlet Allocation
Leticia H. Anaya, University of North Texas
Nicholas Evangelopoulos, University of North Texas

Healthcare Management

Linking Innovation Orientation, Supply Chain Management, and Customer-Centered Outcomes: A Study of USA Hospitals
David D. Dobrzykowski, University of Toledo
Stephen K. Callaway, University of Toledo
Mark A Vonderembse, The University of Toledo

Innovative Education

Norming of Student Evaluations of Instruction: Impact of Non-Instructional Factors
Satish Nargundkar, Georgia State University
Milind Shrikhande, Georgia State University

Information Technology

Using Cloud Computing Service: A Perspective from Users' Information Security, Privacy Concern, and Trust
Andree Emmanuel Widjaja, National Cheng Kung University, Taiwan
Jengchung Victor Chen, National Cheng Kung University, Taiwan

See **AWARDS**, page 45

Far left: Fellows—Timothy Smunt, Chan Hahn, Kwei Tang, Jatinder (Jeet) N. D. Gupta, Maling Ebrahimpour, and Barbara Flynn.

Program Chair Tom Choi and DSI President E. Powell Robinson

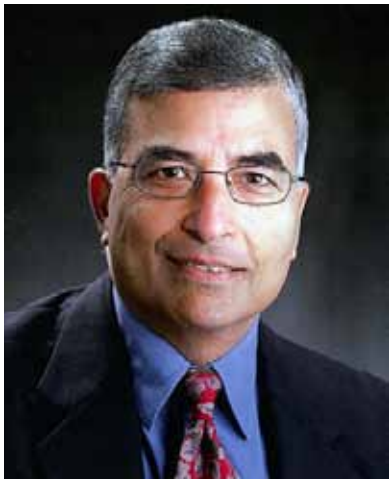
2012 DSI Fellows Citations

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

SOUMEN GHOSH is the 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 Student 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 was 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 a 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 L. SMUNT is the 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 at the Babcock School of Management at Wake Forest University, where he served as Associate Dean for Faculty and Associate Dean, and where he 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*.

2012 Dennis E. Grawoig Distinguished Service Award



Ram Narasimhan is the University Distinguished Professor of Supply Chain Management in the Broad College of Business at Michigan State University, for his steadfast dedication to the Decision Sciences Institute and its members for over three decades. Ram is a Fellow of the Institute and has served as its President, Vice President elected At-Large, Midwest Regionally elected Vice President, Editor of the *Decision Sciences Journal*, Annual Meeting Program Chair and Midwest Meeting Program Chair. Ram also chaired several key committees including the Executive Committee, Nominating Committee, Regional Activities Committee, Publications Committee and Doctoral Student Affairs Committee, in addition to serving on numerous other committees. He played an important role in the globalization of the Institute. Ram's exemplary service in all these leadership responsibilities has advanced the growth, reputation and vitality of the Institute. In appreciation of his sustained and valued contributions to the Institute, it is a pleasure to present Ram Narasimhan with the Distinguished Service Award.

from **AWARDS**, page 43

Logistics and Distribution
The Transmission of Disruptions in Supply Chains: Is There a Snowball Effect?
Artur Swierczek, University of Economics

Management Strategies and Organization Behavior and Theories
The Impact of IT-enabled Business Flexibility and Its Integration on the Acquirer´s Post-M&A Performance
Jose Benitez-Amado, University of Granada
Gautam Ray, University of Minnesota

Manufacturing Operations Management
A Model for Supply Chain Risk Resiliency Measurement & Planning
Kanchan Das, East Carolina University
R.S. Lashkari, University of Windsor, Ontario, Canada

Marketing and Cross-Functional Interface
Is Trust a Cardinal Virtue?
Ram Kesavan, University of Detroit Mercy
Michael Bernacchi of University of Detroit Mercy

Product/Process Innovation and Project Management
Product Design Effectiveness and the Market Value of the Firm: An Empirical Assessment
Yusen Xia, Georgia State University
G. Peter Zhang, Georgia State University

Quality Management and Lean Operations
Modeling Management in Lean Production Environments: A Study of Italian SMEs
Arnaldo Camuffo, Bocconi University
Fabrizio Gerli, Università Ca' Foscari Venezia

Service Operations Management
U.S. Touristic Clusters: The Impact of the Geographic Effect on Hotel's Economic Performance
Angel Peiro-Signes, Universitat Politecnica de Valencia
Maria-del-Val Segarra-Ona, Universitat Politecnica de Valencia
Rohit Verma, Cornell University, School of Hotel Admin.

Supply Management
Developing the Commercial Capital of Buyer Firms for Supplier Innovation: A Conceptual Maturity Model of Supply Management's Roles
Yang Yang, Arizona State University
Phillip Carter, Arizona State University

Sustainable Operations
Supply Chain Sustainability at the Bottom of the Pyramid
Kristie Kay Seawright, Brigham Young University
Simon Greathead, Brigham Young University
Casey Green, Brigham Young University
Richard Christian Westbrook, Brigham Young University
Christian Mealey, Brigham Young University
Ikaika Bullock, Brigham Young University

New Talent Showcase—Student Presentations
Co-Production and Co-Creation of Value: A Differential Games Approach
Emre M. Demirezen, Texas A&M University
Subodha Kumar, Texas A&M University
Bala Shetty, Texas A&M University

2012 Annual Meeting Snapshots

Head Table (from left): Hale Kaynak, Steve Ostrom, Tom Choi, Powell Robinson (standing), Carol Latta, Marte Grawoig

Tom Choi (2012 Program Chair) with Powell Robinson

Steve Ostrom (CIS Manager) with Powell Robinson

Richard (Dick) Hercher, Hercher Publishing, with Powell Robinson

Hale Kaynak (Proceedings Coordinator) with Powell Robinson

Greg Ulferts, Alpha Iota Delta

From left: Bill Perkins, Jim Evans, Mike Parent, Lee Krajewski

Janelle Heineke, Boston University, with 2012 Fellow Timothy Smunt

DSI President E. Powell Robinson with Distinguished Service Award Winner Ram Narasimhan and Mrs. Dennis E. Grawoig.

Left to right: Sitting: Bob Jacobs and Funda Sahin, Standing: Asoo Vakharia

Nadia Sanders with DSI Executive Director Carol Latta

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

gether an outstanding conference, which drew approximately 950 paper/abstract/proposal submissions, with 1,100 DSI members in attendance. In keeping with the conference theme of "Globalization: Working together, celebrating our differences," there were 2,214 authors from 55 countries and six continents represented in the program. Approximately, 25 percent of the authors were from outside of North America. In addition, there were six theme-based showcase sessions representing six continents. DSI is truly becoming a global organization.

Continuing with recent enhancements to the program, there were three scheduled plenary talks, which averaged about 250 attendees. Plenary speakers have become an important component of the annual meeting and the Institute is gaining experience in identifying and attracting international thought leaders of the Decision Sciences. You can look forward to this continuing in the 2013 Annual Meeting with a focus on Decision Analytics. We also continue to experiment with Specific Interest Groups (SIG). In 2012, the SIG for Making Statistics More Effective in Schools of Business (MSMESB) organized and coordinated one of the most active tracks at the conference. The SIG on Project Management also organized well-attended sessions on both curriculum development and research. SIGs enhance year-long networking opportunities for members with similar research and teaching interests. While SIGs have been slow to gain traction among the membership, the Institute welcomes proposals for creating new SIGs. Track caucuses, which provide another venue for focused networking, were held for the first time in 2012 and will be a feature of the 2013 Annual Meeting. I hope you were able to enjoy the continental breakfasts at the 2012 Annual Meeting (thanks to Arizona State University for helping to support this). Continental breakfasts were initially introduced at the 2011 Annual Meeting and will be expanded at the 2013 Annual Meeting. Finally, the 2012 Annual Meeting marked the introduction of a new conference management system hosted by All Academic, Inc. While we are still learning how to full exploit its capabilities, the system effectively supported proposal submissions, paper review, and conference scheduling. This system is currently online and accepting submissions for the 2013 Annual Meeting.

Overall, the 2012 Annual Meeting was a great success and I encourage you to thank the members of the 2012 Annual Meeting Program Committee for their efforts and dedication to DSI. During the past several years, the program chairs and committees have introduced several new features at the annual meeting, which have enhanced it value to membership. You can look forward to the continuation of these enhancements and the introduction of others in the future.

New Association Management System for DSI

A key objective of the DSI Board this year is to move forward with the selection and implementation of a new information system for the Institute. At the January 2013 meeting, the Board of Directors voted to contract with JL Systems for the implementation of the NOAH Association Management System. This action follows up on a 2007 Home Office audit that recommended that DSI move away from the home grown applications used to support the Home Office and pursue a "paradigm shift" for an IT solution through development of a portal-based infrastructure for management of data and applications. Action on the 2007 recommendation took a significant step forward this year by contracting with 'Jon Jasperson to send out a formal RFP to leading Association Management System providers and provide the Board with a recommendation for moving forward. 'Jon was also appointed as chair of the DSI Information Technology Committee. As part of the process, he audited the information system needs and capabilities of the Home Office and other components of the Institute, including the regions. After narrowing the field to the most promising suppliers, four firms (i.e., JL Systems, Avectra, Affiniscape, and Your Membership) were sent RFPs, for which all but Affiniscape responded. The RFPs requested information regarding the provider's capabilities in the following areas that are critical for DSI:

- Membership System
- Placement System
- Payment System
- Election (Balloting) System
- Conference Registration System
- Conference Management System
- Website Content Management System

The vendor responses indicated that only JL Systems had full capabilities in all of the critical system components. In addition, JL Systems provided the most comprehensive onsite analysis of client needs and implementation support. Although JL Systems had the most expensive one-time setup fee, its recurring annual license fees were comparable with the other system providers. Finally, the America Educational Research Association (AERA) has used JL Systems for the past 11 years and indicated a high level of satisfaction with the comprehensiveness of the system and their service support.

The implementation process is projected to begin in late March with an expected four-month implementation lead time for backend processes. Full website integration will take longer. The system should be up and running by late September to support the annual meeting registration. In addition, JL Systems offers an interface with the All Academic conference management system that DSI is contracted to use through 2014. Hence, one objective is to integrate the Membership Registration, Conference Registration and Conference Management Systems for seamless operation. A second objective is to use the comprehensiveness of the JL System to help support the information needs of the regions, including membership and conference registration, conference management, and website development and content management.

An implementation team will be appointed within the next few days. A key concern is for the Institute to think

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strategically about the implementation in terms of data integration and application and not merely replicate current outdated processes. This includes thinking strategically about how to more effectively support the membership, promote the Institute internally and externally, and better support the regions' information needs. Due to the intensive time requirements associated with implementation, the need to move quickly, and the lack of IT staff in the Home Office, I anticipate that DSI will need to hire a temporary point person to facilitate implementation from DSI's perspective. I have every confidence that once operational, the JL System will be a tremendous asset to the Institute by decreasing staffing costs, improving service to the membership, and providing information-related capabilities that we are currently lacking. Please, thank 'Jon Jasperson, the members of the Information Technology Committee, and the Home Office for the tremendous job they are doing to move this project forward.

2013 Officer Nomination and Election Update

At the August 2012 DSI Strategic Planning Meeting the Board of Directors proposed an amendment to the DSI Constitution and Bylaws that restructures the officers and Board of Directors to align VP responsibilities with the core activities necessary for DSI's long-term success (for full details see, President' Letter, October, 2012, *Decision Line*). The proposal was rigorously discussed and strongly supported by the Board. The proposal eliminated nine at-large and nine regionally elected VP positions and replaced them with six functional and three divisional VPs. The Board realized that this would be a highly controversial proposal and showed great courage in providing the membership with an opportunity to discuss and vote on it. It should not be overlooked that many of the VPs put the Institute before their personal interests by essentially voting themselves out of office in an effort to improve the governance structure for the Institute. A sincere tip of the president's hat goes to each of them for their sincere dedication to the Institute.

In bringing the amendment to the membership for a vote, the Board carefully followed the Policies and Procedures of the Institute. The proposal was described in the October 2012 issue of *Decision Line* and e-mailed to all members prior to the DSI 2012 Annual Meeting; it was discussed at the annual business meeting, discussed by the DSI president with the Regional Activities Committee, and the Institute's officers responded to many inquiries concerning the proposed amendment. Prior to conducting the vote, members were again provided with a description of the amendment and the specific changes that would be made to the constitution and bylaws. Every effort was made to ensure a full exchange of information and transparency. In accordance with established procedures, the ballot was conducted electronically with a 30-day voting window and members were encouraged by e-mail several times to place their vote.

At this time I'm pleased to report that the amendment to redefine the VP officer positions and restructure the Board of Directors passed by a vote of 485 (85%) for and 85 (15%) against. The voting turnout was relatively high when compared to traditional officer elections. The election results and personal feedback from members indicate solid support from a broad base of the membership, including both regional and non-regional members.

Since the amendment did not specify an implementation timeline for the changes, it became effective upon receipt of the election results by the Board of Directors. Hence, the Board unanimously approved to implement the changes during the upcoming 2013 elections following the nomination and election processes that were e-mailed to the membership on January 23, 2013. For completeness these processes are included as an Appendix at the end of this letter. I'll provide a few comments and updates on the progress so far.

First, the current nominees for president and secretary are unchanged and only nominations for the new VP positions are being pursued. The 2012-2013 Nominating Committee is accepting candidate nominations and assembling the slate of officer nominees. The nomination and election processes are in strict compliance with the revised constitution and bylaws and the Policies & Procedures manual, which includes full participation by the membership. However, in order to allow sufficient time for due process, the Board unanimously recommended to the membership a one-time modification of Bylaw 3 Section 1(c), which would delay the ending terms of all current officers from March 31, 2013, to May 15, 2013, and the starting terms of all newly elected officers from April 1, 2013, to May 16, 2013. This delay permits sufficient time to follow DSI's traditional processes including, four weeks for receiving candidates for nomination, 14 days for the nominating committee to determine the slate of nominees and submit it to the Board, a 30-day time window for the addition of supplemental nominees by the membership petition, 30 days for balloting, and a few days to tabulate the votes and report the results.

As indicated in the constitution, changes to the bylaws may be proposed by the Board. The membership then has 30 days during which time a petition by 5% of the membership may request a vote of the members. If a vote of the members is not be requested, the bylaw change is submitted to the Board, requiring a 2/3 affirmative vote to pass. The benefit of the one-time modification of Bylaw 3 Section 1(c) is that it provides sufficient lead time to carry out the 2013 election processes with full participation of the membership. Otherwise, the offices become vacant and Article VIII, 4(d) empowers the Board of Directors to fill by temporary appointment the VP offices that fall vacant between elections. An officer thus appointed would serve for the remainder of the office term as specified in the bylaws (e.g., in this case a one- or two-year term). The Board feels the membership should elect the new VPs, and that they should not be appointed by the Board. Hence, the

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proposed one-time modification to the Bylaw as described above. The proposed one-time modification of the Bylaw went out to the membership on January 23, 2013, as a component of the proposed 2013 nomination and election processes. Nominations for VPs were opened on January 22, 2013, and closed on February 18, 2013. In addition to the membership broadcast announcing the election processes, a personal e-mail was sent by the president to each prior candidate for a 2013 or 2014 VP position and the Regional Activities Committee members encouraging them to run for an office or nominate a qualified colleague. Self-nominations were also welcome. I'm pleased to announce that a high-quality pool of candidates was submitted for every available position. This is encouraging considering the increased responsibility levels that are associated with both the function VP and Division VP offices. The ball is now in the hands of the Nominating Committee, which will determine a slate of candidates. Following a 30-day period during which time members may petition to nominate additional candidates, the nominee slate will be posted on the DSI website, e-mailed to all members, and the election will be conducted. The entire process will be completed prior to May 15, 2013. The newly elected officers and Board will convene in June 2013.

Appendix: Processes for the 2013 Election of DSI Officers

The upcoming election will select a President-elect, Secretary and nine VP officer positions (six functional VPs and three VPs elected by the Divisions). The nominees for President-elect and Secretary have already been determined for the 2013 election. Only the VP nominees remain to be determined. As required by the Constitution, the functional VPs and VPs elected by the Divisions will serve staggered two-year terms. In order to accomplish this transition, this year's election will include four VPs elected to one-year terms and five VPs elected to two-year terms. In subsequent years, all elected VPs will be elected to two-year terms. The VP titles, broad responsibilities and term durations are indicated below.

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

The process for electing the new VPs and seating the Board of Directors is given below.

1. Nominations for VPs are re-opened for the 2013 elections beginning January 22, 2013, and will remain open through February 18, 2013. Self-nominations are welcome.
2. Each nomination for a functional VP position should clearly indicate the specific position the nominee is seeking and provide a one-page statement of nominee's qualifications pertinent to the position.
3. For the VPs elected by the Divisions, the nominating committee of each Regional subdivision shall submit up to two potential candidates for the VP of its Division (e.g., SEDSI shall provide up to two nominees to be considered for the VP for the Americas Division).
4. All nominations (functional and divisions) should be sent to the Secretary in care of the Home Office at **dsi@gsu.edu** by the end of February 18, 2013.
5. The Institute's 2012-2013 Nominating Committee will construct and submit the slate of VP candidates for Board acceptance. All nomination and election processes will follow existing policies and procedures. To ensure due process, the nomination and election activities will require approximately four months with a completion date prior to May 15, 2013. The newly elected officers and Board of Directors will convene in June 2013 in Atlanta, Georgia.

In order to allow sufficient time to comply with Policies and Procedures, the Board unanimously proposes to the membership a **one-time suspension** of Bylaw 3 Section 1(c) to delay the ending terms of all current officers from March 31, 2013, to May 15, 2013, and the starting terms of all newly elected officers from April 1, 2013, to May 16, 2013. ■

2013 Nominating and Election Process for DSI Officers

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

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

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

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

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

continued on next page

Submitting articles to *Decision Line*

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

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bizdean@usfsp.edu

Doctoral Student Affairs
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In the Classroom
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Membership Roundtable
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Research Issues
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mahyar@csupomona.edu

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

FELLOWS' NOMINATIONS

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

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

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

Decision Sciences Institute Fellows

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

**deceased*

INSTITUTE CALENDAR

■ FEBRUARY 2013

February 19 - 24

The Southeast DSI Region will hold it annual meeting in the historic district of Charleston, SC, at the DoubleTree.

www.sedsi.org

■ MARCH 2013

March 1

Deadline for paper submission. *Decision Sciences Journal* is publishing a focused issue on "Management of Innovation Within and Across Borders."

March 12 - 16

The Southwest DSI Region will hold its annual meeting in Alburquerque, NM, at the Alburquerque Convention Center.

www.swdsi.org

March 26 - 29

The Western DSI Region will hold its annual meeting in Long Beach, CA.

www.wdsinet.org

■ APRIL 2013

April 5 - 7

The Northeast DSI Region will hold its annual meeting in New York. **www.nedsi.org**

April 18 - 20

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

www.pom.edu/mwdsi/

■ JUNE 2013

June 16 - 19

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

www.edsi2013.org

■ JULY 2013

July 9 - 13

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

idsi13.org

■ NOVEMBER 2013

November 16 - 19

The 43rd Annual Meeting of the Decision Sciences Institute will be held in Baltimore, Maryland, at the Baltimore Waterfront Marriott.

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

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

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(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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