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DECISION LINE

Vol. 42, No. 4 July 2011

PRESIDENT'S LETTER

Planning for the Future

By Krishna S. Dhir, Berry College

The Board of Directors of the Decision Sciences Institute is the chief policy-making and legislative body of the Institute, subject only to a referendum of the Institute's membership. Various committees, including those that are constitutionally mandated, standing committees, and ad hoc committees, assist in planning and carrying out the activities of the Institute. The Home Office, with direction provided by the executive director, fulfills the operating responsibilities of the Institute and facilitates administration of services to the Institute's members. The Board of Directors of our Institute meets each year at least thrice. For each presidential term, the first of these meetings is held in April when the Board finalizes the charges proposed for the various committees by the new president. The second meeting is held in November during the annual meeting of the Institute. At this meeting, the Board reviews the progress being made and takes whatever action is needed to assure continuing progress. The third meeting is held in January, after the Board has received reports from the various committees. Based on these reports, the Board makes policies and identifies action items for the next cycle.

The president may call an additional special meeting of the Board of Directors for a strategic planning session. The last such meeting was held in 2009, at which time the current mission statement of the Institute was adopted. In light of the challenge placed before us by Wickham Skinner of Harvard Business School to "become the best worldwide solvers of major problems," I have called a special meeting of the Board in August to be held in San Antonio, Texas. This meeting will provide further direction to the various committees and enable the Institute to focus on specific initiatives to become a distinctive premier organization of the decision sciences discipline. ■

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DECISION LINE

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Website: *Decision Line* feature articles and more information on the Decision Sciences Institute can be found on the DSI website at www.decisionsciences.org.

Editor: Krishna S. Dhir, Campbell School of Business, 2277 Martha Berry Highway NW, Berry College, Mount Berry, GA 30149-5024, USA, 706-238-7908, fax 706-238-7854, kdhir@berry.edu

Managing Editor: Hal Jacobs, Decision Sciences Institute, J. Mack Robinson College of Business, Georgia State University, Atlanta, GA 30303, USA, 404-286-0170, fax: 404-413-7714, hjacobs@gsu.edu

President: Krishna S. Dhir, Campbell School of Business, 2277 Martha Berry Highway NW, Berry College, Mount Berry, GA 30149-5024, USA, 706-238-7908, fax 706-238-7854, kdhir@berry.edu

Executive Director: Carol J. Latta, Decision Sciences Institute, J. Mack Robinson College of Business, Georgia State University, Atlanta, GA 30303, USA, 404-413-7711, fax: 404-413-7714, clatta@gsu.edu

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FROM THE EDITOR

■ KRISHNA S. DHIR, Editor, Berry College

In this issue we are delighted to bring you two different award-winning works by our members. Anne Maggs and Timothy Bergquist, both of Northwest Christian University, were declared winners of the 2010 Instructional Innovation Award Competition at the annual meeting in San Diego. In their article, "A Bookstore for Bailey," they describe how they put to use the insights offered by USDOE's analysis of online curriculum design practices. At the same meeting, Aravind Chandrasekaran of Ohio State University was the winner of the 2010 Elwood S. Buffa Doctoral Dissertation Award. He explains the distinction between innovation and improvement, and he states, "Innovation typically creates new organizational routines while improvement refines existing organizational routines." His essay explores organizational ambidexterity. That is, an organization's ability to simultaneously innovate and improve.

In the POM feature column, Paul Berger of Bentley University and Arthur Gerstenfeld and Amy Zeng, both of Worcester Polytechnic Institute, ask, "How Many Suppliers Are Best?" They urge an assessment of the risk of relying on a single supplier in today's volatile, uncertain, complex, and ambiguous environment. They have offered an approach which allows one to consider the risk of single sourcing.

Varun Grover of Clemson University returns to the Doctoral Student Affairs feature column to discuss building of a schema of the field of study for doctoral work. He states that "the quality of the schema formed in the doctoral program will create a foundation that affects the research platform and perhaps even research quality and productivity in later years."

We hope you enjoy these articles. We look forward to hearing from you. ■

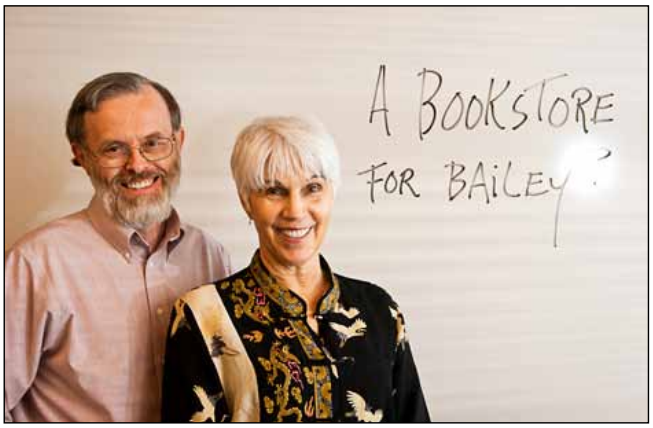
Krishna S. Dhir
is the Henry Gund Professor of Management at Berry College in Mount Berry, Georgia. He earned his PhD from the University of Colorado at Boulder, MBA from the University of Hawaii, MS in Chemical Engineering from Michigan State University, and a BTech from the Indian Institute of Technology, Bombay. He has published in numerous journals, including Applied Mathematical Modeling, Corporate Communications: An International Journal, Decision Sciences, IEEE Transactions on Engineering Management, International Journal of the Sociology of Language, *and* Journal of Information and Optimization Sciences. *He has received various DSI awards, including Dennis E. Grawoig Distinguished Service Award in 2008, WDSI's Jimmy D. Barnes Distinguished Service Award in 2009, Best Theoretical/Empirical Research Paper Award at the 1993 Annual Meeting in Washington, DC, and Best Application Paper Award at the 1999 International Meeting in Athens, Greece. The Penn State Harrisburg awarded him its 2001 James A. Jordan Jr. Award, and 2000 Provost's Award, both for teaching excellence.*
kdhir@berry.edu

Join us in Boston for DSI's 2011 annual conference.

WINNING SUBMISSION, 2010 DSI INSTRUCTIONAL INNOVATION AWARD COMPETITION

A Bookstore for Bailey—Creating a Student-Centered Online Course Based on USDOE Findings

by Anne Maggs and Timothy M. Bergquist, Northwest Christian University



As winners of the DSI Instructional Innovation Award Competition in 2010, we offer this behind-the-scenes look at how we designed an online course using the innovative features of an educational novel and an interactive workbook. These and other web-based features were created to make best use of research findings comparing face-to-face classes with online learning.

The U.S. Department of Education (USDOE, 2009) published an analysis of online education which served as an important resource for us to discover the underlying best practices for online curriculum design. The USDOE findings showed that self-directed learning, control of the media, and more time on task resulted in higher learning outcomes. Our own literature review showed that effective course design can increase the opportunities for learner engagement, thereby increasing opportunities for learning (Roblyer & Wiencke, 2003).

The truly unique features of web-based learning accommodate the USDOE findings. The student-driven, asynchronous use of the Internet provides the self-directed student control over the media and the team-driven, asynchronous use of a virtual meeting place offers optimum flexibility to interact with peers. We created a course that "deputized" our students to use the Internet in many ways, that is, research, stream videos, find business opportunities, and mine databases in real time. Because the nature of web searching is fractured, we used an educational novel to create a familiar theme (beginning/middle/end) to help students follow the learning curve of the protagonist moving them from simple skill building toward a more sophisticated synthesis required to solve the central dilemma of the story. The accompanying workbook served as a storehouse of information and is cross-referenced to the novel and to interactive spreadsheets.

The USDOE report noted that "online learning is much more conducive to the expansion of learning time than is face-to-face instruction" (USDOE, 2009, p. xvii). Because online learning offerings allow students to study on their own timeline, at their own pace, and in as much depth as they want, the learning experience itself is enhanced for the self-directed student.

Anne Maggs
is a retired associate professor in the School of Business and Management at Northwest Christian University. In May 2007, she received the President's Award for Teaching Excellence and Campus Leadership. Along with her co-author below, she received the Instructional Innovation Competition Award at the DSI 2010 Annual Meeting.
www.northwestchristian.edu/about/contact-us/by-name/maggs-anne.aspx

Timothy M. Bergquist
is a professor of quantitative analysis in the School of Business and Management at Northwest Christian University. He received a PhD in decision sciences from the University of Oregon. He is a member of DSI, INFORMS, ASA, APICS, and ASQ. He is also a certified manager of Quality/Organizational Excellence from ASQ and an Accredited Professional Statistician from ASA.
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USDOE Research Findings

The USDOE report used a grid to show the comparisons between face-to-face (F2F) classes, enhanced by use of the Internet, and online classes by identifying the three drivers of the learning experience, that is, Expository, Active, and Interactive (see *Figure 1*).

The column labeled "Learning Experience" ranks the locus of control: the instructor (Expository), the student (Active), and peer learning (Interactive). The columns showing both F2F and Online are split to show the use of both synchronous and asynchronous tools.

One benefit of the grid, which may influence how the instructor ultimately decides to integrate technology into traditional teaching practices, is the ease with which the instructor can view the differences between face-to-face instruction and online instruction. For example, the use of a webinar is synchronous and violates the flexibility offered by asynchronous, anywhere, anytime access. The grid clearly shows that the uniquely different areas for online learning are asynchronous, which allows the student maximum flexibility, and the USDOE report found that increased learning outcomes are either student or team driven. Curriculum designers should realize that assignments using these features take advantage of the Internet's uniqueness in providing a learner-controlled environment with the instructor guiding from the sidelines.

One finding of the USDOE meta-analysis which supports this perspective is that there appears to be an optimum balance point between instructor (expository) control and peer (interactive) control. Results showed that the most effective learning occurred when the professor stayed in a non-dominant role allowing peer-to-peer learning to occur. Finding the balance between faculty guidance and peer-directed learning may lead to an efficient use of asynchronous features that can empower students and relieve faculty from micro-management of the online course room

Creating a Course Using USDOE Findings

To discover the perceived value of interactive assignments, course development began with a survey of 400+ students enrolled in a simulation-based introductory business class. Based on positive results, four assignments were created using Excel spreadsheets that required the students to develop budgets and balance sheets, forecast profit, and analyze capital funding needs. A workbook was designed to serve as a central collection point for homework assignments that were scheduled by an online, course management system (Moodle).

Use of a Novel for Self-directed Learning. One of the authors wrote an educational novel to provide a pathway for student-centered learning. The characters in the online novel replace the traditional lecture in front of the classroom. Also, five videos were created to provide additional voices on varying topics. The students demonstrated learning from the videos through workbook assignments. While not every professor will want to write a novel, the literature review showed that the use of case studies provides a safe learning environment for students to discuss concepts. We speculate that story in any form might serve the same engaging function as the novel did in this innovative course.

The novel uses story as pedagogy to teach the basic principles of business through its main character, who is only 17 years old and has just inherited a bookstore in New York. Knowing little to nothing about business, her aunt (who is a retired business professor) begins teaching her about business and the basic principles of how to successfully manage a small business. With the information her aunt provides and using her own research, she must decide whether she will choose to take a buyout offer or if she will choose to take over the family bookstore. The novel consists of seven chapters and is 124 pages long. Each page is presented in a 3-column format with embedded pictures and uses a parchment-style background. For an example, see **novelconcepts.biz/presentation/hypertext-novel.html**.

Throughout the novel, the story exposes students to key vocabulary and business concepts using the graphic design features of hypertext markup language. For example, different color fonts are used for different exercises. Red text presents vocabulary terms that, while not business related, are important concepts for a student to learn (a hovering cursor shows the definition of the vocabulary word); blue text indicates a hyperlink directing the student to selected websites for further research; and green text indicates key terms that must be looked up on a business-sponsored website and recorded in the accompanying workbook. Workbook assignments and "rules of thumb" are indicated through the use of icons embedded in the novel.

One very unique feature of this self-directed learning approach is that

Figure 1. USDOE Exhibit A.

Learning Experience	Synchronicity	F2F	Online
Expository (Instructor driven)	Synchronous	XX	
	Asynchronous		XX
Active (Student controls)	Synchronous	XX	
	Asynchronous		XX
Interactive (Peer learning)	Synchronous	XX	
	Asynchronous		XX

students determined the outcome of the protagonist's dilemma by choosing to either write a traditional academic paper or to create the final chapter of the novel. During the first two offerings of this course, about 62 percent of the students chose to write the paper and 38 percent choose to write the final chapter. About 50 percent recommended accepting the buyout offer and 50 percent to run the business.

Use of a Workbook and the Internet for Learner Control of the Media. The course relies on the belief that students can be taught how to determine the credibility of a web-based source and has a number of assignments that require students to use the Internet to find current trends and mine websites for ideas. The first assignment is focused on Wikipedia and the class agrees on which websites are credible. Also, the weekly quizzes are based on the terms they discover in the story line. The quizzes are designed so that the students must search the Internet to find the terms in context so that they can gain a broader understanding of the terms as well as answer the multiple choice answers.

The use of hypertext graphic-design features serve to make the novel and workbook more interesting and interactive. The workbook is self-paced, is due at the end of the class, and accounts for 30 percent of the grade. Throughout the course, students are required to e-mail their completed spreadsheets to the instructor for periodic evaluation and re-direction as needed. The answers are recorded in the workbook for summative evaluation.

The workbook is an integral learning tool designed to act as a store house for information students discover through web-based assignments and where they demonstrate their accumulation of skill sets. The workbook consists of two sections: exercises and a glossary. Fifteen exercises/assignments are scattered throughout the novel and follow the learning curve of the main character, beginning with simple, introductory assignments and advancing to more complex tasks. The glossary's 226 terms are highlighted throughout the novel and students must find their definitions using web-based sources and then record them in the workbook. There are 25-35 terms within each chapter; however, their placement varies greatly depending on the story. For an outline of the workbook, see **novelconcepts.biz/presentation/toc.html**.

Use of Collaborative Projects for Peer Learning. One assignment that has been particularly successful encourages peer learning through the use of an online forum that is divided into two groups: (1) the first four students posting on the forum and (2) everyone posting after them. Students are instructed to find economic indicators by studying a popular business website, that is, *Barron's* magazine, which changes daily. The first four students who post on the discussion forum teach the others how to interpret the website. The second group is required to do additional research to critique the first group's research. Every class has its "hot shots," and this assignment allows them to shine by teaching their peers.

This assignment was based on the USDOE (2009) findings which showed that individual learners were more receptive to guidelines than were teams of students. Regarding group work, one study found that "epistemic scripts" (specifying how to approach a task) were not as effective as "social scripts" (specifying how students should work together). The "Barron's" assignment creates the platform for collaboration but allows individuals flexibility to reach the desired outcome.

In the asynchronous classroom, the traditional locus of control from the instructor (Expository) can be replaced by using characters in a story (or case study) and videos of "guest speakers." The traditional locus of control at the student level can be activated by deputizing the students once the parameters of what is credible are established. The interactive locus of control traditionally led by group work can be effectively replaced by discussion forums that maximize peer learning. *Figure 2* illustrates these concepts as applied to this course.

Assessment. A test derived from a traditional introductory business course and consisting of 20 questions was given to students enrolled in the course before the start and at the end of each course. *Tables 1* and *2* contain the results of the tests from both the first (OL1) and second (OL2) offering of the course. A matched/paired sample t-test was performed on the differences in scores. The null hypothesis was that there would be no increase in average scores; the *p*-value for OL1 was .00066 and for OL2 .0050, so the null hypothesis was rejected for both classes. Thus, both sets of results show that the average score was higher at the end of the course, indicating an increase in knowledge and understanding on the part of the students.

Figure 2. Course Design Based on US-DOE Findings

Learning Experience	Synchronicity	F2F	Online
Expository (Instructor driven)	Synchronous Asynchronous	XX	Novel/videos
Active (Student controls)	Synchronous Asynchronous	XX	Workbook/spreadsheets
Interactive (Peer learning)	Synchronous Asynchronous	XX	Internet research & peer discussions

Table 1. Pre-test/post-test results first course spring 2010 (OL1).

Student #	Pre-test Score	Post-test Score	Difference
Average	14.211	16.611	2.400
Standard Deviation	4.250	3.362	2.753
Count	19.000	19.000	19.000
Max	19.500	20.000	10.600
Min	7.000	9.000	-0.100

Table 2. Pre-test/post-test results second course spring 2010 (OL2).

Student #	Pre-Grade/20	Post-Grade/20	Difference
Average	14.186	17.250	3.064
Standard Deviation	3.863	2.684	3.808
Count	14.000	14.000	14.000
Max	18.900	19.600	8.600
Min	7.000	11.000	-4.00

Conclusion

The authors of this paper believed that the design of a web-based course using interactive assignments and an interesting story that requires students to interpret economic activity through the eyes of a business person would accommodate a diverse student body and provide an engaging way for students to learn about business as a discipline. We are pleased to report that the course is in its fifth offering and student satisfaction remains high. We are in the process of marketing the novel and workbook from the course for other instructors to use (see http://www.novelconcepts.biz).

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Roblyer, M. D., & Wiencke, W. R. (2003). Design and use of a rubric to assess and encourage interactive qualities in distance courses. *The American Journal of Distance Education*, *17*(2), 77-98.

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FROM THE REGIONS

Western Regional Subdivision of the Institute Celebrates 40th Anniversary

by Mahyar Amouzegar, California State University, Long Beach

Amouzegar

This year was the 40th anniversary of the Western Decision Sciences Institute (WDSI), and my 11th year as a member and just recently its president. When I first joined WDSI, I was working at the RAND Corporation, and a small business-oriented conference did not sound very suitable. But frankly, the allure of spending a few days of spring in Hawaii was hard to resist. Hawaii brought me to WDSI, but it was the quality of the presentations and hospitality of the officers and members that kept me coming year after year. Like many other professionals, I attend several conferences a year, but none stands up to WDSI in terms of its communal warmth and inclusive environment—everybody is welcomed, diversity of opinion is considered stimulating, and the organization as a whole is responsive to change.

In this year's 40th anniversary meeting, we enjoyed sessions in business strategy, MIS, marketing, and management science among 14 other diverse tracks. At WDSI, our members not only are able to attend sessions on "traditional" business ideas but also can learn about military application, hospitality management, and engineering systems management. This year, WDSI also hosted the second round of the Deans' Forum, a two-hour discussion hosted by several deans from private and public universities. This year's theme was on *Coping with Lingering Effects of Sluggish Economic Growth While Promoting Student Success*; it was moderated by the dean of business from CSULB and included dean panelists from the University of Portland, UNLV, Cal Poly Pomona, and Utah Valley University.

As part of our 40th anniversary celebration and recognition of the need to entice junior faculty, the governing board of WDSI approved funding for ten $500 scholarships to support tenure-track faculty to attend the 2012 WDSI annual meeting, which will be held at the Hilton Waikoloa Village on the Big Island in Hawaii on April 3-6, 2012. The Hawaii meeting made me a life-time member of WDSI and I am hoping next year will do the same for many more. ■

Mahyar Amouzegar is the past president of WDSI for 2009-2010.
mahyar@csulb.edu

WINNING SUBMISSION FOR 2010 ELWOOD S. BUFFA DOCTORAL DISSERTATION AWARD COMPETITION

Multiple Levels of Ambidexterity in Managing the Innovation-Improvement Dilemma: Evidence from High Technology Organizations

by Aravind Chandrasekaran, The Ohio State University

Long-term success increasingly depends on organizations' ability to innovate and improve. *Innovation* involves "activities aimed at entering new product and process domains" while improvement entails "activities aimed at improving existing product and process positions." (Note: These definitions are similar to *exploration* and *exploitation*—used in organizational learning—and *radical innovation* and *incremental innovation*—used in new product development—literatures.) Innovation typically creates new organizational routines while improvement refines existing organizational routines. Too much innovation does not address the problems of today, while too much improvement may not build a better tomorrow. Although the challenge of doing both occurs in diverse contexts, it's even more acute in high technology organizations. In such a context, reduced product and process lifecycles makes separating innovation and improvement more difficult since these activities frequently coexist as projects within the same physical settings. Organizations use similar resources such as project teams and project leaders for both activities. This can potentially drive out innovation at the expense of improvement or vice versa. Business press provides numerous examples of organizations such as Polaroid, Samsung, and Motorola that have struggled to do both. This research offers a theoretical explanation of how high technology organizations can do both.

Ambidexterity, the organization's ability to simultaneously innovate and improve, provides a perspective to understand how organizations do both activities. Numerous studies in recent years have related organizational ambidexterity to business performance. However, our understanding of how organizations become ambidextrous is very limited. Different levels of the organization can have different effects on ambidexterity. For example, decisions about innovation and improvement opportunities occur at the strategic level, but implementation of these decisions takes place at the project level. Organizations not only face the paradox of making decisions about innovation and improvement opportunities at the strategic level, but also face the challenge of implementing these decisions at the project level. For a high tech organization, innovation and improvement projects coexist in the same setting (e.g., R&D units) and demand similar resources. A complete understanding of organizational ambidexterity, therefore, requires consideration of the strategic and project level issues, as well as the connection between strategic and project levels. Toward this end, this dissertation develops a multilevel theory on organizational ambidexterity through three interrelated essays.

The first essay, *"Multiple Levels of Ambidexterity in Managing the Innovation*

Aravind Chandrasekaran

is an assistant professor in management sciences at the Fisher College of Business, The Ohio State University. He received his PhD in operations and management Sciences from the University of Minnesota. His research investigates innovation and knowledge creation issues in high technology R&D settings, incorporating both qualitative and quantitative methods. His work has been published in the Journal of Operations Management *and the* International Journal of Production Research. *He teaches the MBA core Operations Management course for the Working Professionals at the Fisher College of Business. His dissertation was awarded the 2010 Elwood S. Buffa Doctoral Dissertation Award, Juran Fellowship from the Juran Center at the University of Minnesota, and was supported by the Carlson School Dissertation Fellowship. He serves as ad-hoc reviewer for* Organization Science, Journal of Operations Management, Production and Operations Management, *and* Decision Sciences.

chandrasekaran.24@osu.edu

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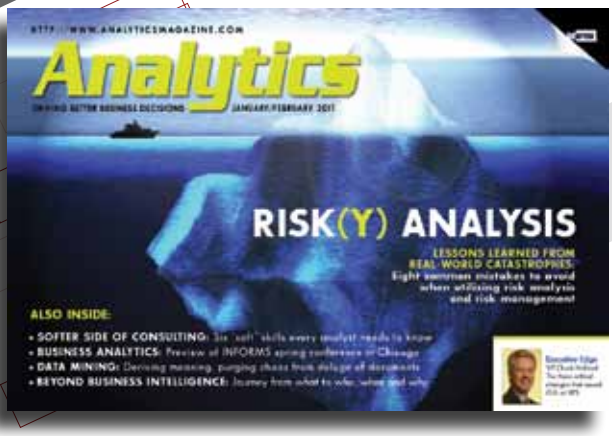

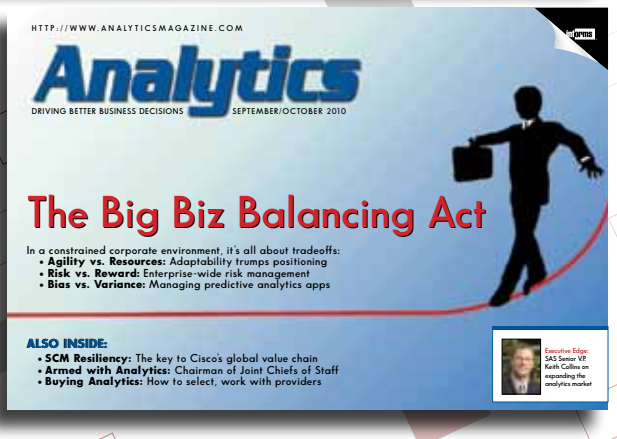

Analytics

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and Improvement Dilemma: Evidence from Case Studies," adopts a grounded theory building approach using a case study design to develop a multilevel explanation to organizational ambidexterity. Data for this study comes from four high technology business units—*Personal Computer, Medical Device, Electronics and Government Network*—from two high technology organizations (*Firm A* and *Firm B*). Data collection began in November 2006 and ended in February 2008. Consistent with the grounded theory building, this study adopts a sequential approach of first studying Firm A and then choosing Firm B based on the data collected at Firm A. Data from the four research sites include structured interviews, semi-structured interviews, observations of the business unit, and other archival materials. Each interviews involved at least two research investigators, with one leading the discussion and the other serving as an observer during the interviews. A total of 53 interviews with over 190 informants from three different levels—Strategic Level, Project Leaders, and Project Team Member were conducted across all four sites. The strategic level informants include the chief executive officer, chief technical officer, chief quality officer, vice presidents, directors, and business unit managers involved in making innovation/improvement decisions. A total of 11 strategically important innovation and improvement projects were sampled across the four sites. Separate interviews with the project leader and project team members minimized concerns regarding retrospective biases. All these projects had budgets exceeding $1 million and senior management considered them as top priority. Interviews lasted one to two hours and included open-ended questions. They were recorded and transcribed for the qualitative data analysis. The qualitative data analysis also used other forms of data such as planning reports, training documents, IP documentations, company videos, financial analysis reports, industry publications, and reports from board meetings. A within-case analysis followed by between-case analysis help understand our data.

Findings from this research indicate three complementary capabilities for ambidexterity that occur at three different levels: *cognitive risk mitigation, structural differentiation, and contextual alignment.* Cognitive risk mitigation, a dynamic capability at the strategic level, facilitates choosing the right levels of innovation and improvement. Practices such as an emphasis on a continuous planning approach, the use of multilevel planning teams, information analysis, and customer and market focus promote this capability. Structural differentiation is a project level capability ensured through the use of distinct rewards, project team leadership, and project team decision making structures. Contextual alignment is a meso level capability influenced by practices such as disciplined project management, metric alignment, and roll-over of business unit plans. All three capabilities are required to simultaneously innovate and improve.

The second essay, *"Antecedents to Organizational Ambidexterity—A Multilevel Investigation,"* tests the theory developed from case studies by collecting primary survey data. Data for this research is collected through a web survey of 34 high technology business units that involve 110 innovation and improvement projects. The survey data collection took place between January 2008 and March 2009. The web survey is divided into three parts: Strategic Level, Project Leader, and Project Team Member. The survey design requires at least two respondents (e.g., business unit manager, R&D director) to complete the strategic level part of the survey, while the project leaders and project team members complete their corresponding parts of the survey. At the strategic level, 64 respondents complete the survey on decision making regarding innovation and improvement opportunities. At the project level, 110 projects (58 innovation projects and 52 improvement projects) provide data with the project team leader and at least one project team member as informants (249 respondents).

All constructs used in this study are measured using multi-item scales. Reliability and validity (i.e., content, construct, and criterion validity) for each of these constructs is also established. Three hypotheses investigating the antecedents and the impact of cognitive, contextual, and structural capabilities on business unit ambidexterity is examined. A three-stage least squares (3SLS) procedure test these hypotheses. Before running the models, intra-class correlations are examined to ensure aggregation. A Heckman two-stage model indicates no major issues of endogeneity. Findings from this study indicate the importance of cognitive and contextual ambidexterity on the ability to simultaneously innovate and improve, which impacts the business unit's performance. Strategic level practices, namely, using IMP teams, customer and market focus, and data and information analysis (collectively studied as *scanning*), positively impact cognitive risk mitigation. Both disciplined project management and the use of a scorecard approach positively influence contextual alignment (the ability to align and adapt to market and customer changes). Finally, the structural differentiation of maintaining distinct rewards, metrics and reporting structures has mixed effects on innovation and improvement projects. The importance of these study results to theory and the practice of managing innovation and improvement are discussed.

The third essay, *"Explaining Structural Differentiation in High Technology Organizations,"* addresses the role of structural differentiation on the ability to simultaneously execute innovation and improvement projects. Research in organizational design argues that structural differentiation helps organizations simultaneously innovate and improve. This typically involves physically separating these different learning activities. However, in the high technology R&D context innovation and improvement often co-exist as projects that share common resources in the form of project leaders and team members. In this setting, structural differentiation involves non-spatial distinctions between innovation and improvement. At the strategic level, this requires maintaining distinct reporting structures, metrics and systems

for evaluating innovation and improvement projects. At the project level, differentiation entails distinct incentives, project leadership and team structures that depend on the type of project. Data for this study is collected as a part of the multilevel survey from 34 high tech R&D units involving 110 projects. The number of projects from each business unit varies between two (one innovation and one improvement) and nine (four improvement, five innovation projects). To overcome the potential problems associated with the single informant bias and common method bias, data for the independent and dependent variables and the moderators are collected through multiple respondents. All constructs are measured using multi-item Likert scales. A hierarchical linear regression is used to analyze the multilevel model.

Results from this research suggest three implications. First, differentiation at the strategic level benefits improvement projects and hurts innovation projects. Second, improvement projects benefit from project level differentiation such as leadership (transactional) and incentives (outcome), while innovation projects mainly depend on team decision making and project team structures. Third, high technology business units have many overlapping areas between innovation and improvement opportunities (hybrid projects that have both innovation and improvement goals) that cannot be explained using existing structural differentiations and require refinement in existing theories.

In general, results from this dissertation indicate that ambidextrous organizations have three different capabilities at multiple levels that enable them to simultaneously improve and innovate. First, managers of ambidextrous organizations resolve strategic contradictions between innovation and improvement using a decision risk approach. Referred as cognitive risk mitigation, this requires senior managers to scan externally and internally to understand the customer and market preferences and integrate them with their operational capabilities. This can allow managers to consistently make the right decision on innovation and improvement opportunities. Ambidextrous organizations also have systems that permit alignment and adaptability across the strategic and project levels. Alignment is focused on improving short-term performance while adaptability is geared toward the long-term performance of the organization. Referred to as contextual alignment, this research finds that this type of capability grows out of organizational mechanisms such as disciplined project management and scorecard approach to connect goals and strategies across levels.

Ambidextrous organizations have distinct strategic and project level characteristics that permit simultaneous execution of innovation and improvement projects. Results from this dissertation indicate that the spatial separation is difficult in fast-paced environments where organizations use similar resources (project teams, project leaders) to accelerate the learning rates between innovation and improvement. Recent articles in the business press illustrate agonies among project leaders and team members if they are all evaluated on a similar basis while working on these projects. This study suggests that a non-spatial differentiation at both strategic and project level differences are required to ensure the coexistence of innovation and improvement. For example, improvement projects benefit from having a transactional leader who sets explicit agreements regarding expectations for the project team members and how team members will be rewarded for their efforts. These projects also require an outcome-based incentive structure focused on reducing errors and tied to the bottom-line profitability of the project. Innovation projects, on the contrary, are least influenced by the leadership or incentive designs. These projects benefit from a self-managed team structure which plans and designs its own goals and an X-team design with a core project team membership.

In addition to this dichotomy of projects (innovation and improvement), ambidextrous organizations also have a third classification of projects—hybrid projects—that have dual goals to innovate and improve. These projects require minimal organizational intervention through incentives and benefit from self-managed team and ambidextrous leadership styles. This suggests the managerial need to go beyond the dichotomy of improvement and innovation projects.

Overall, the consequences of ambidexterity on organizational performance and its manifestation at multiple levels within an organization offer intriguing insights for both research and practice. I acknowledge that this dissertation research has only scratched the surface on this important topic. More research is required to understand the concept of ambidexterity. Future work will also help replicate the results from this dissertation research. ■

NAMES IN THE NEWS

CAROL LATTA, Executive Director, Decision Sciences Institute

Gupta

Jatinder (Jeet) N. D. Gupta, Eminent Scholar of Management of Technology, Professor of Information Systems and Professor of Industrial and Systems Engineering and Engineering Management at the University of Alabama in Huntsville (UAH) received the 2011 Outstanding Faculty Award from the UAH Student Government Association. This award is based on excellence in teaching and helping students learn and seek appropriate career opportunities..

guptaj@uah.edu

■ DANIEL A. SAMSON, University of Melbourne, Australia

How Many Suppliers Are Best?

by Paul D. Berger, Bentley University; Arthur Gerstenfeld and Amy Z. Zeng, Worcester Polytechnic Institute

In our previously published *Omega* paper in 2004, titled "How Many Suppliers Are Best? A Decision-Analysis Approach,"[1] we presented a decision-tree based method to help purchasing managers, materials managers, as well as academics to consider the use of multiple suppliers. We pointed out that as more supply chains are becoming dependent upon suppliers, an interruption of supply networks can obstruct the functionality of the entire supply chain. This in fact was confirmed two years later by an AMR Research survey, which revealed that the supplier disruption as a result of both internal and external problems is responsible for over 70 percent of supply chain failures (to be precise, 49 percent by internal, 8 percent by geopolitical events, and 14 percent by natural disasters), making it the leading source of supply chain risks.[2]

Here it is, eight years later, and what better example do we have of this than the situation with Toyota in Japan? After the disasters hit, Toyota and parts suppliers struggle to resume operations; for example, General Motors was reported to be the first U.S. auto maker to close a factory because of its short supplies for a Japan-made part. The global auto industry hasn't quite come to a standstill, but it is suffering losses in production of hundreds of thousands of vehicles, amounting to billions of dollars. In addition to the automotive industry, as Japan accounts for roughly one-fifth of the world's supply of silicon wafers used to make semiconductors, is home to a large number of manufacturers for a key material in liquid-crystal-display panels supplies, and supplies about 90 percent of the world's need of bismaleimide triazine, a chemical used in making circuit boards for telephone handsets. Companies around the world are feeling the impacts of Japan's disasters as various supplies fall.[3]

We point out in the article that from the firm's point of view, the most important question is the determination of the optimal number of suppliers in the presence of risk and uncertainty. We point out that using multiple suppliers is nearly always superior to using only one supplier.

Sony and Toyota's efforts to resume production are complicated by the need for hundreds of different components to build TVs and cars from a variety of different suppliers that have suffered plant damage in the earthquake and tsunami.

We pointed out in our previous article: "Whether the multi-suppliers approach is superior over the single-supplier option depends on the value of what we call a "critical ratio," the ratio of the difference between the costs of operating with multiple suppliers and only one supplier to the disaster loss." With 20-20 hindsight, Toyota and Sony both would have been far better off if they had a second (and perhaps even a third) set of suppliers based in another part of Japan or even in another country.

JP Morgan said that auto output will take time to completely bounce back because of the breadth of the production chain that has been affected.[4] Of course, multiple suppliers are expensive, but using our decision tree we can show that it would have cost far less than the drop in car sales. Japan's car sales plunged nearly 40 percent in March of this year (2011).

While no one can predict disasters such as an earthquake, tsunami, or 9/11, we can assume with some regularity that calamities do occur.[5] Just as one takes out a life insurance policy (not expecting to die for a long time), so we urge a new look at the decision trees we presented in our article, which in a way, provide a

Paul D. Berger

is a visiting scholar and professor of marketing at Bentley University, where he is also the director of the Master of Science in Marketing Analytics program. He earned his S.B., S.M., and Ph.D. degrees from the Massachusetts Institute of Technology, Sloan School of Management. His most recent (co-authored) book was published in 2010: Internet Marketing: Reaching Customers Anytime, Anywhere, Any Platform. *He has published over 150 refereed journal articles and conference proceedings.*

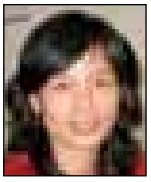
pberger@bentley.edu

Arthur Gerstenfeld

received his Ph.D. from MIT and is Professor of School of Business at Worcester Polytechnic Institute. He has published more than 60 articles in academic journals and teaches in the area of operations management.

ag@wpi.edu

Amy Zeng



is an associate professor and director of the Operations and Industrial Engineering Program at School of Business at Worcester Polytechnic Institute. She holds her doctorate from the Pennsylvania State University and M.S. from the University of Washington. She has published over 70 articles in academic journals, books and conferences.

azeng@wpi.edu

"life insurance policy," but this time, in terms of supply chain.

Since the "Black Swan" tragedies of 9/11 and the Japanese tsunami, it has become increasingly clear that risks exist in every link of supply chains. However, generally firms consider business risks in terms of financial risks and new-product development risk. There has been a limited amount of attention given to the risks associated with suppliers and supply networks.

In a *Wall Street Journal* article (April 11, 2011) entitled "Supply-Chain Concerns Hit Japan Manufacturers," the author points out that concerns over Japan's supply-chain disruptions are coming back into focus. Citigroup slashed its ratings on major Japanese auto makers, forecasting operating losses which will surpass those of the post-Lehman Brothers shock of 2008. The article goes on to point out that the market is underestimating the full extent of damage to the supply chain and production disruptions.

Due to the fact that Japan relies so heavily on just-in-time production, many of the suppliers are located near to the main plants. This means that when a disaster occurs, not only are the plants destroyed, but the nearby suppliers are also destroyed. Consequently, establishing a flexible supply base is becoming more important than ever and supply base optimization should receive more attention from both the academic and practitioners' communities. Moreover, this supply base needs to be diversified sufficiently to provide quick response, high resilience, and consistent contingency for supply chains facing various risks, especially those unexpected disruptions that have severe impacts but low frequency. In our very recent work, we have been arguing that establishing a close relationship with backup suppliers is one of the most proactive and preventive ways for dealing with catastrophic disruptions, because when the major sources of supply fail in the event of disasters, the backup suppliers will provide needed goods to enable the continuity of normal supply chain operations. Such an interdependent relationship is quite subtle and can be formed through a contractual format. We are currently examining how to design various contracts to develop an efficient relationship with backup suppliers under different supply chain configurations.

In summary, we urge the reader to think about how much risk is involved when only a single supplier is used in today's VUCA (volatile, uncertain, complex, and ambiguous) world. We have presented a methodology for using a decision-tree approach which allows one to consider the risk of single sourcing. Certainly, these recent tragedies in Japan provide evidence that should be considered when evaluating a firm's sourcing strategies.

Endnotes

1. Berger, P., Gerstenfeld, A., and Zeng, A.Z. (2004), "How Many Suppliers Are Best? A Decision-Analysis Approach," Omega: *The International Journal of Management Science, 32*, 9-15.
2. Lawton, J. (2006), "Supply Risk Management in a Global Economy," presentation at New England Roundtable of CSCMP, March 17.
3. *Supply Chain Asia—Weekly Review,* Issue 262, Mar. 19, 2011.
4. *The Washington Examiner,* Wednesday, April 13, 2011.
5. See "Blackswan." The Black Swan Theory is a metaphor that encapsulates the concept that an event is a surprise (to the observer) and has a major impact. See the book by Nassim Nicholas Taleb 2007 and revised 2010. The event is an outlier and carries extreme impact. ■

■ XENOPHON KOUFTEROS, Texas A&M University

Considerations for Building a Schema of the Field During Doctoral Study

by Varun Grover, Clemson University

I often see doctoral students struggle to make sense of the field. This is particularly true when they enter the program and are subject to a barrage of papers. From that time until they get to the dissertation stage, they need to engage in a sense-making process that includes not only understanding their field but also contextualizing their own research within it.

In a previous article, "How Am I Doing? A Checklist for Doctoral Students at Various Stages of Their Program," (*Decision Line*, March 2006, www.decisionsciences.org/DecisionLine/Vol37/37_2/37_2phd.pdf) I suggested that students go through four stages, roughly reflecting the four years of typical doctoral study. These can be called: *The Stage of Exploration*, *The Stage of Engagement*, *The Stage of Consolidation*, and *The Stage of Entry*.

The Stage of Exploration epitomizes first-year students. Despite the plethora of voluminous research many students do when searching for the right program, it doesn't really hit them until they begin doctoral study that this is different—really different—from, say, a professional master's program. Many seriously contemplate leaving the program. Here's when they hear their seniors tell them how hard they need to work, the battles of the job market, the pressures of comprehensive examinations, and the importance of working on research outside the classroom. Many of these concepts are new to students and they have to battle this noise, as they deal with seminars and research articles not written for the common man, and statistical techniques that they never knew existed. It's tough—and to succeed, they need to take a deep breath and explore, question, and learn about where they are, what are they doing there, and where they are going.

The Stage of Engagement is further up the value-added axis. This is exploration with a purpose. Students begin to develop a sense of what doctoral study is, of their position in their institution, and (perhaps) of their chosen profession. This is the stage where students engage with faculty, with published work, and with research ideas. They also begin to sense their path of success through the program—the colleagues and faculty they will need to interact with and a sense of research areas and methods they particularly enjoy. Many students still find it a struggle to prioritize—because opportunities increase and time is becoming increasingly scarce—as they straddle the broad field view and the more narrow personal view of research.

The Stage of Consolidation is when ideas crystallize. Students in this stage are more tightly engaged. They are committed. The institution is committed—irreversibly if students pass their comprehensive examinations. The student here should have a very good sense of their field and its structure, and the ability to position research within that structure. The student should be able to traverse up and down between the supra-system (the broad field) and the sub-system (individual research). Dissertation ideas should be developed, as the student's personal view of research dominates that latter part of this stage. The student should also develop their engagement with the broader profession as they begin to package themselves for the job market.

Finally, *The Stage of Entry* is the ultimate thrust before the student formally enters the profession as a peer.

Varun Grover
is the William S. Lee (Duke Energy) Distinguished Professor of Information Systems at Clemson University. He has published extensively in the information systems field, with over 200 publications in refereed journals. Ten recent articles have ranked him 1st, 2nd, or 3rd in research productivity researchers in the world in the top six Information Systems journals in the past decade. The most recent article in 2009 evaluated him as 2nd among the top 200 most influential IS researchers in the world based on the h-index and the citation impact of their work. He is senior editor (emeritus) for MIS Quarterly, Journal of the AIS, *and* Database*; and he serves as associate or advisory editor for numerous other journals (including* JMIS, IJEC, DS, JOM*). Dr. Grover has had the privilege of chairing over 30 doctoral dissertations, and is actively involved with doctoral students in various capacities. He has won numerous outstanding teaching awards including the Alfred G. Smith Award twice for excellence in teaching, and he is a four-time recipient of the Board of Trustees Award for Faculty Excellence based on "exceptional achievement in research." He is a Fellow of the Association for Information Systems.*
vgrover@clemson.edu

This could be a particularly challenging stage as the student has one foot in the home institution and another foot trying to move outside it. Broader notions of career, research stream, and tenure enter the student's consciousness, as do family, location, and job satisfaction. The "light at the end of the tunnel" keeps the student going as the process culminates with a doctoral degree.

As the student goes through these stages, there is a maturation of thinking about the field. This is quite challenging as fields (like Information Systems) grow and the backdrop of knowledge correspondingly increases. Typically, students bring their perspective of the field to the comprehensive examinations, which occur around the Stage of Consolidation. These exams could be of an in-class or take-home format, where students respond to challenging questions or review papers. In some cases, the exam includes a research proposal or project and presentation. Regardless of the way these exams are conducted, they always test some aspect of the student's understanding of the field. This entails a level of integration of papers, so that they do not sit in isolated pockets but coalesce together to form streams and programs of research, fostering a cumulative tradition and a holistic view of the field. Let's call this holistic view, a "schema." Every student's schema could be different, depending on the way papers are read, aspects are emphasized, and on the approach and interests brought in by the student.

In my experience, the maturation process of "integrating" literature goes through different levels. Interestingly, I see these levels reflected in literature reviews of papers. Even in top journals, not all literature reviews engage in high level integration.

Level 1 Integration is at the RECALL level. When students enter the program (Stage of Exploration) the papers seem to be onerous to read, and students also need to gauge the depth of understanding needed. While this depth could vary based on the way readings are approached by instructors in seminars, for the most part the integration is at a superficial level. Students read new papers and in some cases they mumble to themselves, "I've seen this concept before." This is what I term, the *recall* level of integration. Concepts start clustering together in the student's mind based on recall. After a critical mass of readings, students can group papers together based on similarity of topic, concepts or methods. Better students can use these clusters to begin to construct their rudimentary schema of the field, which might comprise of groups of "common" articles and (perhaps) articles that fall between the groups. However, typically, readings don't cover the breadth of the field in this stage—so at best it is a partial rudimentary schema. However, the first seeds of integration have been sowed and students get used to the style and nomenclature of the field and its constituent parts. They can also develop an affective reaction to papers, which can lead to development of research interests.

Level 2 Integration is at the complementarity level. This is where students begin to see how papers complement each other. For instance, within a clustering of papers (e.g., a research stream), students can begin to see components of knowledge come together. In any dyad of papers picked from the cluster, they might mutter to themselves, "I can see how paper one enhances the value of paper two." For instance, two papers testing different constructs with similar dependent variables allow the students to consider how disparate models (and perhaps disparate theoretical frames) work together. The integration is far richer than Level 1, as students can build clusters not only on commonality of concepts, but also on how the concepts work together to build knowledge. The knowledge construct is better delineated, and synthesis of the literature beyond a simple chronological narrative is more readily conducted. For instance, if students are summarizing a stream of research, those who have reached this level will be able to readily identify stages through which the knowledge and understanding evolved, and the contribution of each paper to the stream. Or, they will be able to readily represent the stream with a schematic that reflects how the different papers "fit" into a knowledge structure. Of course, it is possible and perhaps likely that students might be at level 2 integration with some stream(s) and at level 1 (or even lower—no real integration) with others. Clearly, students are in a far better position to contextualize their own research if they are at level 2 integration.

Level 3 Integration is at the value level. Here, students can not only see the common concepts and construct knowledge, but also be able to identify limitations and opportunities for new knowledge creation. Students at Level 3 can "see" the knowledge in a stream of work, and benchmark it with a normative ideal or a desirable outcome. In any stream they might mutter to themselves, "This concept is important here; why is it missing from this stream?" In doing so, students identify new research opportunities. The benchmarking can be done in various ways, but it involves not only a good understanding of the stream itself, but often a good understanding (Level 3) of the broader field or even what is important to practice. For instance, students might be able to identify knowledge constructs and the extent to which they have or have not been studied, as well as the import of that revelation for adding value in the future. They might be able to identify how two theoretical perspectives have been used in the field and engage them in a theoretical tension (perhaps, each providing different predictions), thereby fostering opportunities to develop new ideas in the fertile ground between the theories. In some cases, the value is identified by benchmarking the knowledge with gaps in practice. While it is rare to see someone realize Level 3 integration for the field as a whole, some doctoral students do achieve this prior to comps for a stream or two. In good quality doctoral dissertations, students need to engage in Level 3 Integration in order to better motivate and contextualize their study.

I have seen that many doctoral students get a broad sense of the field and get to Level 2 integration for some areas and Level 1 for others. Therefore, their schema has a diversity of integration

structures in place. For comprehensive exams (in the Stage of Consolidation), Level 2 Integration is desirable. Often, students start working on their own projects (in the Stage of Engagement) and start building integrative structures for portions of the field. They then need to consolidate these structures for a more holistic understanding. Others work with the broad structure and then systematically build higher integration for different areas. *Figure 1* maps the levels of integration with the stages of the program, acknowledging that there will be variance in the level achieved across both students and areas.

From a student's perspective, there are ways to benchmark the level of integration. For instance, Level 1 Integration spawns questions like: "Can I identify groups of papers with common concepts, theories or methods?" "How are the concepts used in each paper?" "Can I identify the key areas of research in the field?" "Can I filter new readings into my clusters?"

Students are at Level 2 Integration when they can answer questions like: "Can I see how individual papers and concepts contribute to knowledge in the field?" "Can I see how each paper in a stream complements another paper in the stream?" "Can I create a schematic of knowledge representation for a cluster of papers?" For Level 3 Integration, questions are: "Can I identify gaps and opportunities within a stream?" "Can I engage theories at a higher meta-theoretic level?" "Can I identify how to create new knowledge in the field that would benefit practice?"

As a general prescription, students should try to gain higher levels of integration in their schema. Not only will it serve the short-term goals of getting through institutional requirements like the comprehensive exams, but it will also help produce better quality literature reviews, and better positioning of dissertation and other research. It also helps them get a deeper sense of the field, converse with people, and get a sense of belonging. More importantly, students stabilize their schema during doctoral study. This schema then evolves slowly during post-doctoral years (when there is less time and incentive to read). Therefore, the quality of the schema formed in the doctoral program will create a foundation that affects the research platform and perhaps even research quality and productivity in later years. ■

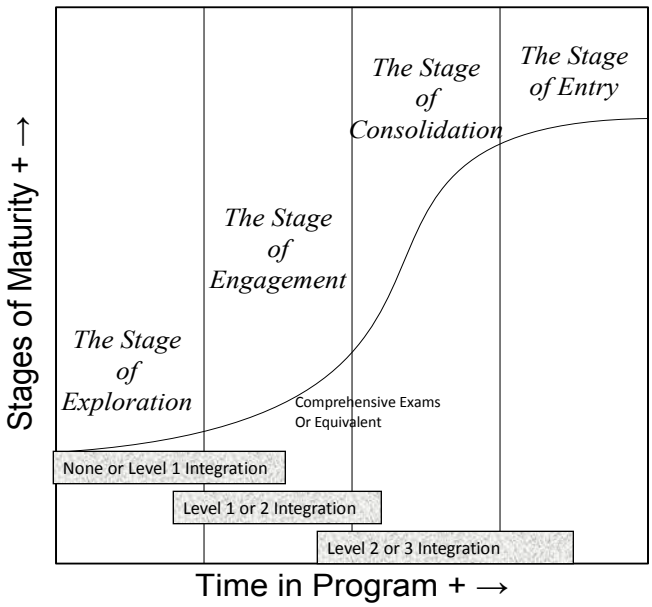


Figure 1. Stages of PhD and Integration of Research.

Submitting articles to *Decision Line*

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

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xkoufteros@mays.tamu.edu

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ken@thekendalls.org

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v.kannan@usu.edu

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leabi@mst.edu

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sugumara@oakland.edu

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clatta@gsu.edu

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John Davies, Victoria University in Wellington, New Zealand
john.davies@vuw.ac.nz

Membership Roundtable
Robert L. Andrews, Virginia Commonwealth University
rlandrew@vcu.edu

Production/Operations Management
Daniel A. Samson, University of Melbourne, Australia
d.samson@unimelb.edu.au

Research Issues
Miles Nicholls, RMIT University, Australia
miles.nicholls@rmit.edu.au

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

Institute Meetings

■ **The 42nd Annual Meeting of the Institute** will be held November 19-22, 2011, at the Boston Marriott Copley Place Hotel in Boston, Massachusetts. Submission deadlines have passed. For more information, contact Program Chair Kenneth K. Boyer, Ohio State University, Fisher College of Business, (614) 292-4605 Boyer_9@fisher.osu.edu.

■ **The 11th Annual International DSI and 16th Annual APDSI Joint Meeting** was held July 12-16 in Taipei, Taiwan.

idsi.nccu.edu.tw/idsi2011/

■ **The Asia-Pacific Region** will hold its next meeting **July 22-26, 2012**, at The LeMeridien Chiang Mai Hotel, Chiang Mai, Thailand. The 2013 meeting will be held **July 10-13, 2013**, at Nusa Dua, Bali, Indonesia.

www.apdsi.org

■ **The European Region** held its 2011 Annual Meeting on June 24-25 at the EBS Business School in Wiesbaden/Frankfurt, Germany.

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

■ **The 5th Annual Meeting of the Indian Subcontinent** will be held January 4-6, 2012, at the Great Lakes Institute of Management, Chennai, India. Call for Papers can be found at:

cba.uah.edu/guptaj/isdsi_2012_cfp.pdf

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

■ **The Midwest Region** will hold its 2012 Annual Meeting on May 12-14, 2012, in Grand Rapids, MI.

www.mwdsi2011.com
www.pom.edu/mwdsi/

■ **The Northeast Region** will hold its 2012 Annual Meeting March 12-23, 2012, at the Hyatt Regency Newport Hotel and Spa in Newport, Rhode Island.

www.nedsi11.org/
www.nedsi.org/

■ **The Southeast Region** will hold its 2012 meeting in Columbia, SC; its 2013 meeting will be in Wilmington, NC; and its 2015 meeting will be in Savannah, GA.

www.sedsi.org

■ **The Southwest Region** will hold its 2012 Annual Meeting on February 29 - March 3, 2012, in New Orleans at the New Orleans Sheraton. Submission deadline is **October 3, 2011.** Its 2013 meeting will be in Albuquerque, NM, March 12-16, 2013.

www.swdsi.org

■ **The Western Region** will hold its 2012 Annual Meeting on April 3-6, 2012, at the Hilton Waikoloa Village on Big Island, HI. Submission deadline is **October 1, 2011.**

www.wdsinet.org

Call for Papers

Conferences

■ **The 2011 International Conference on Corporate Social Responsibility (CSR)** in Sub-Saharan Africa seeks papers on "CSR for Sustainable Development: Prospects and Challenges" to be held **December 12-14, 2011** at the Sheraton Four Points Hotel in Lagos, Nigeria. Conference hosted by Kansas State University and the University of Lagos. Submission deadline is **August 22.**

www.csrinsubsahara.org

■ **The 2nd Annual International Conference on Computer Science Education and the 2nd Annual International Conference on Software Engineering & Application** will be held December 12-13, 2011 at the Hotel Fort Canning in Singapore. Submission deadline is **September 15, 2011**. The conference is designed to spark discussion among creative educators, researchers, consultants, training managers, policy makers, curriculum developers, entrepreneurs, software engineers, IT analysts and others in Computer Science Education and Software Engineering. For more information:

www.cseducation.org/CallforPapers.html

www.softwareng.org/CallforPapers.html

■ **The Society of Operations Management** will hold its 15th annual conference **December 16-18, 2011**, at the Indian Institute of Management Calcutta in Kolkata, India. The theme is Sustainable Operations Management. While economic viability is necessary for an organization to survive, it is not sufficient to sustain the organization in the long run if it causes irreversible damages to the ecosystem by way of emitting greenhouse gases and toxic wastes and depleting non-renewable resources or it fails to ensure safety, security, dignity, healthcare, minimum wage, indiscrimination and better working conditions for its employees, the community and the society in general. Submission deadline for abstracts is **September 30, 2011**. For more information:

www.somindia.org

■ **The 2012 International Conference on Electrical Engineering (ICEENG'8)** will hold its international conference in Cairo, Egypt. Submission deadline is **January 13, 2012.**

www.mtc.edu.eg/all-conf.htm

Publications

■ The ***International Journal of Vocational and Technical Education (IJVTE)*** is a multidisciplinary peer-reviewed journal to be published monthly by Academic Journals. We invite you to submit your manuscript(s) for publication to ijvte.manuscript@gmail.com. IJVTE is an open access journal. For more information:

www.academicjournals.org/IJVTE

2011 Program Chair's Message

KENNETH K. BOYER, Ohio State University

Decision Sciences as a Catalyst for Interdisciplinary Exchange and Cultural Change

Please join us in Boston as we build on our foundations in schools of business and reach out to connect with scholars and practitioners in new communities. We invite basic, applied, theory, and case study research in any field related to decision making, as well as proposals for panel discussion, symposia, workshops, and tutorials dealing with research or pedagogical issues.

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

The 2011 DSI Annual Meeting features five exciting plenary talks by leading professionals and academics in the decision sciences.

www.decisionsciences.org

- **New Talent Showcase.** PhD students on the job market showcase their research in several joint sessions in which employers can quickly see several presentations.
- **Interactive Paper Sessions.** As introduced at the 2010 conference, this format offers 5-6 papers in a session and will be structured for presenters to provide a quick overview so that participants can see all papers, with the concluding 20 minutes of the session being allocated to allow/facilitate paper authors interacting one-on-one so as to provide constructive feedback.
- **Plenary Sessions.** A series of plenary sessions will occur on November 19-21. Each day will feature one time slot in which two parallel plenary sessions occur with no other sessions conflicting. Confirmed plenary sessions at this time include:

  —**Eli Goldratt,** award-winning author of *The Goal* and originator of Theory of Constraints (November 21, noon).

  —**John Halamka,** CIO and MD, Beth Israel Deaconess Hospital. Dr. Halamka is a well-known Health Information Technology Advocate. Read more about Dr. Halamka at www.hitsp.org/Halamka.aspx; (November 21, noon).

  —**Dean Oliver**, Director of Production Analytics, ESPN, and "the dean of basketball statistics." Read more at www.slamonline.com/online/nba/2010/10/dean-oliver-on-quantitative-analysis/. (November 20, 8 AM)

  —**John Touissant,** MD and CEO Emeritus of Thedacare and lean healthcare expert and author of *On The Mend.* Read more at www.createhealthcarevalue.com/about/john/ (November 19, 4:30 PM)

  —**Luk Van Wassenhove**, PhD, Henry Ford Chaired Professor of Manufacturing at Insead, will examine sustainable and humanitarian operations. (November 19, 4:30 PM)
- **Featured Sessions.** Each time slot during the conference will have 3-5 featured sessions in which track chairs have scheduled excellent papers and presentations. Featured sessions will include:

2011 PROGRAM CHAIR, see page 24

2011 Annual Meeting Coordinators

Program Chair
Kenneth K. Boyer
Ohio State University
Fisher College of Business
(614) 292-4605
Boyer_9@fisher.osu.edu

Associate Program Chair
Tobias Schoenherr
Michigan State University
Broad Graduate School of Management
(517) 432-6437
Schoenherr@bus.msu.edu

Proceedings Coordinator
Kaushik Sengupta
Hofstra University
Zarb School of Business
(516) 463-7825
Kaushik.Sengupta@hofstra.edu

CIS Manager
Scott E. Sampson
Brigham Young University
Department of Business Management
(801) 422-9226
ses3@sm.byu.edu

Job Placement Coordinator
Arijit (Jit) Sengupta
Wright State University
Raj Soin College of Business
Information Systems and Operations Management Department
(937) 775-2115, fax: (937) 775-3533
arijit.sengupta@wright.edu

Local Arrangements Coordinators
Joy Field, Boston College
fieldjo@bc.edu
Janelle Heineke, Boston University
jheineke@bu.edu

Technology Coordinator
Jamison Day
Louisiana State University
E. J. Ourso College of Business
(812) 320-4009
Jamisonday@lsu.edu

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

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

2011 New Faculty Development Consortium

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

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

The consortium will be held on **Saturday, November 19, 2011,** as part of the DSI conference. The day long agenda for the consortium will consist of interactive presentations and panel discussions led by business faculty at varying stages of their careers. The program will also provide opportunities for interaction and networking with experienced faculty as well as with co-participants in the consortium.

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

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

To participate in the consortium, please send an email providing the information listed on the DSI annual meeting website under NFDC along with your current vita to the coordinator listed below. To be eligible for participation, your application must be received by the end of the day on **Friday, September 30, 2011.** Early applications will be appreciated. The first 50 qualified applicants will be selected for participation. Although each NFDC participant will be required to register for the DSI 2011 Annual Meeting, there will no additional fees for participating in this consortium. ■

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

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

Name: _____

Current institution and year of appointment:

_____

Mailing address:

_____

Year doctorate earned & Doctoral institution: _____

Phone | Fax | E-mail:

_____

Research interests:

_____

Teaching interests:

_____

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

_____

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

If so, when? _____

New Faculty Development Consortium Coordinator:

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

2011 Doctoral Student Consortium

Creating successful career paths for students

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

Funda Sahin, Doctoral Consortium Coordinator

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

Who Should Attend?

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

Why Should You Attend?

There are several important reasons why you should attend.

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

Program Content

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

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

Join Us

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

Application Process

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

Doctoral Consortium. Those wishing to be included should submit:

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

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

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

Doctoral Consortium Coordinator
Funda Sahin
Department of Marketing and Logistics
317 Stokely Management Center
The University of Tennessee
Knoxville, TN 37996-0530
fsahin2010@gmail.com
865-974-8809

2011 PROGRAM CHAIR, from page 18

—**Editors' Speed Discussions**. An opportunity to speak in a small group with editors of leading journals including *Decision Sciences, Decision Sciences Journal of Innovative Education, Journal of Operations Management*.

—**DSI Leaders Speed Discussion**. An opportunity to talk in a small group with DSI board members.

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

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

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

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

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

See you in Boston! ■

For hotel reservations and online conference registration:

www.decisionsciences.org/annual-meeting/travel/hotel.asp

See you in Boston!

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

Book your reservations early for the DSI conference hotel . . .

Boston Marriott Copley Place Hotel

The 2011 DSI Annual Meeting will be held at the award-winning Boston Marriott Copley Place Hotel in the historic Back Bay district of Boston, Massachusetts. Minutes away from historic Trinity Church and Boston Common, this downtown Boston hotel is perfect for business, weekend and leisure travel.

As one of the premier hotels in downtown Boston, discover first-rate amenities and upscale offerings including Champions sports bar and restaurant, valet parking, a car rental desk and a tour desk.

For reservations, please refer to the guidelines below. Note that check-in time is 4:00 pm of the day of arrival and check-out time is 12:00 pm, day of departure.

Group room rate reservations may be available based on occupancy of the hotel from November 16-24, 2011.

There are two ways to make reservations. Information and online registration is available at

www.decisionsciences.org/Annualmeeting/travel/hotel.asp

https://resweb.passkey.com/Resweb.do?mode=welcome_ei_new&eventID=3381823

Passkey's Phone Number:
Phone: 506-474-2009 / 800-266-9432

Hotel Room Types

- One king-size bed in room
- Double/double bed in one room

Single/Double occupancy—$179
Triple/Quad occupancy—$199

Reservations by Phone
When booking via phone on the Marriott Reservation line, please be sure to reference the "Decision Sciences Institute Meeting" in order to secure the special group room rates.

800-266-9432

To guarantee your reservations at the Marriott Copley Place Hotel and to receive the special offered group rate, your reservations must by made by November 1, and you must supply a credit card with the expiration date available from the following list: Visa, Master Card, American Express, Discover, Diners Club.

Note that the Decision Sciences Institute special group rate may not be available if the group room block becomes full, or after October 31, which is the cut off date for making reservations to receive the special group rate.

If for some reason your plans change, you may cancel your reservation up and until 6pm of date of arrival. Should you not cancel your reservation, you will be billed for one night room charge and tax.

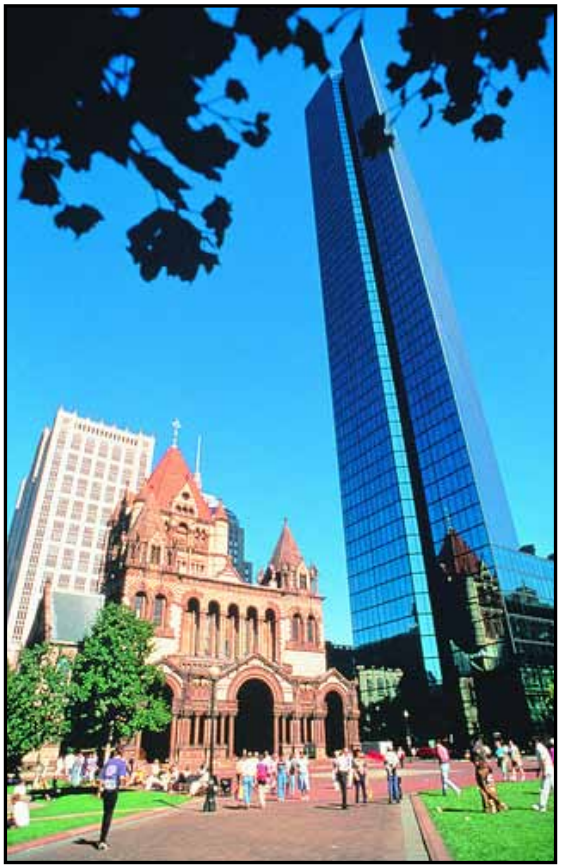
Boston Marriott Copley Place
110 Huntington Avenue
Boston, MA 02116 U.S.
506-474-2009/800-266-9432

Need a roomate? Doctoral students, faculty and business leaders are often looking for someone to share a room with during the annual meeting. For online assistance, fill out our roomate match form at the url below and submit your information to DSI:

www.decisionsciences.org/annualmeeting/meetinginfo/roommates.asp

2011 DSI Annual Meeting Website

www.decisionsciences.org/annualmeeting/



EDITOR VACANCY

Nominations are being solicited for the editorship of *Decision Sciences Journal of Innovative Education (DSJIE)* for a four-year term of service to officially begin on January 1, 2012, renewable for another two years. Chetan Sankar's term as editor ends December 2011. *DSJIE* is being increasingly recognized as a Category I journal by colleges of business and the new editor has the opportunity to take the journal to the next level. A description of the position and the responsibilities of the editor are presented below. Inquiries and nominations should be addressed to Rhonda Lummus, Chair of the Publications Committee, at **rlummus@indiana.edu.**

The basic responsibility of the *DSJIE* Editor is to produce, through Wiley-Blackwell Publishing, four quality issues of the journal in January, April, July, and October of each year. The four issues must appear on schedule. The exact manner in which the Editor's office operates will obviously vary according to the Editor; however, the major tasks required in the position can be summarized as follows:

1. Become well trained with the Editor and Production Coordinator functions of the Scholar One manuscript system.
2. Select and appoint Associate Editors with a two-year renewable term, along with Senior Associate Editors and members of the editorial review board.
3. Assign manuscripts to either Senior Associate Editor or Associate Editors so that they can determine whether it is appropriate for the Journal.
4. Monitor the articles that are in the system and work with the Associate Editors and reviewers so that timely reviews are obtained.
5. Flag overdue reviews and decide when and how to nudge the tardy Associate Editors and referees.
6. Evaluate reviews and make publication decision. The Editor may make the decision to accept, revise, or reject the article.
7. Invite revision of manuscripts that are promising, providing the authors with copies of the reviewers' comments and an overview of an appropriate revision strategy.
8. Make a publication decision on the paper and inform the author(s) of the Editor's decision.
9. Process all decisions according to standard practice, including copyrights, an electronic copy of the paper, bios, and contact information from the authors.
10. Assign accepted papers to particular issues and to a particular place within each issue. Coordinate journal production with Wiley-Blackwell Publishing.
11. Meet publication deadlines. Each issue should be assembled with enough time allotted to meet the publication schedule, as coordinated with Blackwell Publishing.
12. Work with Wiley-Blackwell so that DSJIE is included in the Science Citation Index and make necessary policy changes so that it is recognized as a top-tier journal.
13. Maintain good relations with the public and the membership in particular, through two to three speaking engagements each year at various professional meetings.
14. Publish a "Special Issue" on an occasional basis. This will typically be done in response to a special interest of the membership.
15. Maintain a good working relationship with the Institute's Publications Committee.
16. Maintain the current website www.dsjie.org and innovate by incorporating Web2.0 technologies so that the authors, reviewers, and readers can interact and exchange views.
17. Maintain a good working relationship with the Institute's Board of Directors, reporting to them on a regular basis, requesting a budget, and responding to their suggestions and requests.

The *DSJIE* Editor should have familiarity with the functional and methodological areas related to innovative education in the decision sciences. Equally important, the Editor must be willing to put aside personal preferences in favor of the interests represented by the membership of the Institute. The Editor must also be able to work under time constraints resulting from publication deadlines, author requests, and a steady flow of manuscripts (approximately 100 to 120 new manuscripts annually). Acceptance of the Editor's position should be accompanied by a willingness to devote a considerable amount of personal time to its duties over a three to six-year period.

The Editor also coordinates the selection of the best published teaching briefs and empirical manuscripts for presentation at the annual conference. A cash award of $2,000 for the best empirical papers is available from Wiley-Blackwell publishers and an award of $500 for the best teaching briefs from Alpha Iota Delta.

An interested candidate for the Editorship position should provide the following information:

1. Current curriculum vita that includes information about education, academic and administrative positions, publications, honors and awards, professional affiliations and activities, and other relevant items.
2. Description of editorial experience with scholarly journals or other publications.
3. Statement of interest and availability to serve as Editor, including a description of anticipated academic and professional responsibilities for the next three years.
4. Statement of editorial philosophy, including directions the publication should take, and approach to working with Associate Editors and the Editorial Review Board.
5. Description of institutional commitment for the support of the editorial office for the next four years. The commitment of support should include release time for the Editor, adequate local secretarial/ graduate student support, sufficient funding for development of websites and Web2.0 technologies, telephone charges, and computing and other related expenses.

The policy of the Institute regarding the timing of the appointment of an Editor is as follows. The appointment of the new Editor by the Board of Directors shall be finalized at least three months before the new term of editorship is to begin, so as to allow the newly appointed Editor to work with the outgoing Editor for familiarization with the editorial procedures and processes and for the replacement of Editorial Review Board members and Associate Editors. To meet this objective, the due date for nomination/application for the position will be **November 1, 2011.** The new Editor would assume this position effective January 2012. The new editor and his/her staff will have to begin the transition process working with the current editor during the first half of 2012 to assume the editorial responsibilities. ■

Direct inquiries and nominations to:

Rhonda Lummus, Kelley School, Indiana University-Bloomington, rlummus@indiana.edu.
Chair, DSI Publications Committee

OFFICERS' NOMINATIONS

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

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

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

The Nominating Committee is most appreciative of your assistance.

Office _____

Nominee's Name & Affiliation _____

_____

Statement of Qualifications_____

_____

_____

_____

Nominator's Name & Affiliation_____

_____

FELLOWS' NOMINATIONS

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

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

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

Decision Sciences Institute Fellows

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
Glover, Fred W., Univ. of Colorado at Boulder
Gonzalez, Richard F., Michigan State Univ.
Grawoig, Dennis E.*, Boulder City, Nevada
Green, Paul E., Univ. of Pennsylvania
Groff, Gene K., Georgia State Univ.
Gupta, Jatinder N.D., Univ. of Alabama in Huntsville
Hahn, Chan K., Bowling Green State Univ.
Hamner, W. Clay, Duke Univ.
Hayya, Jack C., The Pennsylvania State Univ.
Heineke, Janelle, Boston Univ.
Hershauer, James C., Arizona State Univ.
Holsapple, Clyde W., Univ. of Kentucky
Horowitz, Ira, Univ. of Florida
Houck, Ernest C.*, Virginia Polytechnic Institute and State Univ.
Huber, George P., Univ. of Texas-Austin
Jacobs, F. Robert, Indiana Univ.
Jones, Thomas W., Univ. of Arkansas-Fayetteville
Kendall, Julie E., Rutgers Univ.
Kendall, Kenneth E., Rutgers Univ.
Keown, Arthur J., Virginia Polytechnic Institute and State Univ.
Khumawala, Basheer M., Univ. of Houston
Kim, Kee Young, Yonsei Univ.
King, William R., Univ. of Pittsburgh
Klein, Gary, Univ. of Colorado, Colorado Springs
Koehler, Anne B., Miami Univ.
Krajewski, Lee J., Notre Dame Univ.
LaForge, Lawrence, Clemson Univ.
Latta, Carol J., Georgia State Univ.
Lee, Sang M., Univ. of Nebraska-Lincoln
Luthans, Fred, Univ. of Nebraska-Lincoln
Mabert, Vincent A., Indiana Univ.
Malhotra, Manoj K., Univ. of South Carolina
Malhotra, Naresh K., Georgia Institute of Technology
Markland, Robert E., Univ. of South Carolina
McMillan, Claude,* Univ. of Colorado at Boulder
Miller, Jeffrey G., Boston Univ.
Monroe, Kent B., Univ. of Illinois
Moore, Laurence J., Virginia Polytechnic Institute and State Univ.
Moskowitz, Herbert, Purdue Univ.
Narasimhan, Ram, Michigan State Univ.
Neter, John, Univ. of Georgia
Nutt, Paul C., The Ohio State Univ.
Olson, David L., Texas A&M Univ.
Perkins, William C., Indiana Univ.
Peters, William S., Univ. of New Mexico
Philippatos, George C., Univ. of Tennessee-Knoxville
Ragsdale, Cliff T., Virginia Polytechnic Institute and State Univ.
Raiffa, Howard, Harvard Univ.
Rakes, Terry R., Virginia Polytechnic Institute and State Univ.
Reinmuth, James R., Univ. of Oregon
Ritzman, Larry P., Boston College
Roth, Aleda V., Clemson Univ.
Sanders, Nada, Texas Christian Univ.
Schkade, Lawrence L., Univ. of Texas at Arlington
Schniederjans, Marc J., Univ. of Nebraska-Lincoln
Schriber, Thomas J., Univ. of Michigan
Schroeder, Roger G., Univ. of Minnesota
Simone, Albert J., Rochester Institute of Technology
Slocum, John W., Jr., Southern Methodist Univ.
Sobol, Marion G., Southern Methodist Univ.
Sorensen, James E., Univ. of Denver
Sprague, Linda G., China Europe International Business School
Steinberg, Earle, Touche Ross & Company, Houston, TX
Summers, George W.*, Univ. of Arizona
Tang, Kwei, Purdue Univ.
Taylor, Bernard W., III, Virginia Polytechnic Institute and State Univ.
Troutt, Marvin D., Kent State Univ.
Uhl, Kenneth P.*, Univ. of Illinois
Vazsonyi, Andrew*, Univ. of San Francisco
Voss, Christopher A., London Business School
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*

DECISION SCIENCES INSTITUTE

2011 Annual Meeting Registration Form ▪ Boston, Massachusetts ▪ November 19-22, 2011

All attendees must register for the meeting. Conference registrations must be postmarked by October 31, 2011, to avoid a late fee of $50. After October 31, requests for cancellation refunds will not be accepted. **Mail form and payment for registration to:** Decision Sciences Institute, 75 Piedmont Avenue, Suite 340, Atlanta, GA 30303, fax 404-413-7714.

Last Name

First Name & Middle Initial

First Name for Badge

Organization/Affiliation

Mailing Address (❑ New ❑ Home ❑ Business):

City, State, Zip and Country

Telephone (❑ Home ❑ Business) Fax

Cell phone (to receive text message updates during the conference)

E-mail

We would appreciate your answers to the following questions, which will help us plan this and future meetings.

1. Where will you stay in Boston?
❑ *a. Conference hotel*
❑ *b. Other (please specify)*

2. Type of accommodation:
❑ *a. Single* ❑ *b. Double*

3. Date of arrival:
❑ *a. Fri. (11/18)*
❑ *b. Sat. (11/19)*
❑ *c. Sun. (11/20)*
❑ *d. Mon. (11/21)*
❑ *e. Tues. (11/22)*

4. Do you plan to attend:
❑ *a. Sunday's luncheon?*
❑ *b. Monday's reception?*
❑ *c. Tuesday's luncheon?*
❑ *d. All?*
❑ *e. None?*

5. Interest Area (**check one**):
❑ *a. Academic Administration*
❑ *b. Accounting*
❑ *c. Economics*
❑ *d. Finance*
❑ *e. Health Care Systems*
❑ *f. Innovative Education*
❑ *g. International Business*
❑ *h. Marketing*
❑ *i. Microcomputer Systems & Apps.*
❑ *j. IS/DSS*
❑ *k. Managerial Problem-Solving*
❑ *l. Organizational Behavior*
❑ *m. Organizational Theory*
❑ *n. Manufacturing/Service Management*
❑ *o. Public/Nonprofit Management*
❑ *p. Quantitative Techniques & Meth.*
❑ *q. Stats, Decisions & Fore.*
❑ *r. Strategic Management & Policy*
❑ *s. Technology and Innovation*
❑ *t. E-commerce*
❑ *u. Other*
❑ *z. None*

6. What is your primary regional affiliation:
❑ *a. Asia-Pacific Region*
❑ *b. European Region*
❑ *c. Indian Subcontinent Region*
❑ *d. Mexico Region*
❑ *e. Midwest Region*
❑ *f. Northeast Region*
❑ *g. Southeast Region*
❑ *h. Southwest Region*
❑ *i. Western Region*
❑ *j. At-Large*
❑ *k. None*

7. What is your interest in Placement?
❑ *a. As employer and employee*
❑ *b. Employee only*
❑ *c. Employer only*
❑ *d. None*

8. What was the primary reason you decided to attend the annual meeting?
❑ *a. Annual Meeting in general*
❑ *b. Job Placement*
❑ *c. Doctoral Student Consortium*
❑ *d. New Faculty Development Consortium*
❑ *e. Program Miniconferences*
❑ *f. Professional Devel. Program*

9. ❑ Please check if you are a member of **Alpha Iota Delta** and would like to be identified as such at the Annual Meeting.

Member and non-member fees for all registration categories include Sunday's luncheon, Monday's reception, Tuesday's award luncheon, and the CD-ROM Proceedings (see information below about the Proceedings).

The Annual Meeting Proceedings will be produced in CD-ROM format and is included in the conference registration fee for all registered attendees. If you **DO NOT** wish to receive the Proceedings, please indicate below. Additional CD-ROM Proceedings can be purchased at a cost of $25 each, but must be ordered by **October 1, 2011** (see form below).

❑ ***I DO NOT*** *wish to receive the Annual Meeting Proceedings.*

Member registration	$325.00	
2011-12 Member dues renewal (For the exact amount owed, please refer to the dues renewal notice previously mailed to you.)	160.00	
Non-Member registration (❑ Please check if you desire membership benefits. This fee entitles you to one year of membership in the Institute.)	485.00	
Student member registration	80.00	
2011-12 Student dues renewal (For the exact amount owed, please refer to the dues renewal notice previously mailed to you.)	25.00	
Student Non-Member registration (❑ Please check if you desire membership benefits. This fee entitles you to one year of membership in the Institute.)	105.00	
Emeritus Member registration	80.00	
Emeritus Non-Member registration	115.00	
Extra Sunday's luncheon(s) @ $46.07 each		
Extra Tuesday's awards luncheon(s) @ $43.43 each		
Extra CD-ROM Proceedings @ $25.00 each		
After October 31, 2011 (LATE FEE)	50.00	
TOTAL		

CREDIT CARD INFORMATION: ❑ Visa ❑ MC ❑ American Express ❑ Discover

Total Amount $_____

Card No. _____ Expires: ___/___

Card Holder's Name _____
(Please Print)

Signature _____

Billing Address _____

City/State/Zip _____

CALENDAR

SEPTEMBER
September 30
Application deadline for the **2011 New Faculty Development Consortium** (held November 29, 2011, at the 2011 DSI Annual Meeting in Boston) is September 30, 2011. See page 34.

NOVEMBER
November 17-22
42nd Annual Meeting of the Decision Sciences Institute, to be held in Boston, MA.
www.decisionsciences.org/annualmeeting

JANUARY 2012
January 4 - 6
The 5th Annual Meeting of the Indian Subcontinent will be at the Great Lakes Institute of Management in Chennai, India.
cba.uah.edu/guptaj/isdsi_2012_cfp.pdf

FEBRUARY 2012
February 29 - March 3
The Southwest Region will hold its 2012 annual meeting at the New Orleans Sheraton. Submission deadline: October 3, 2011.
www.swdsi.org

APRIL 2012
April 3 - 6
The Western Region will hold its 2012 annual meeting at the Hilton Waikoloa Village on Big Island, Hawaii. Submission deadline: October 1, 2011.
www.wdsinet.org

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

For hotel reservations and online conference registration:

www.decisionsciences.org/annual-meeting/travel/hotel.asp

See you in Boston!

Decision Sciences Institute Application for Membership

Name, Institution or Firm

Address (☐ Home ☐ Business)

Phone Number

Dues Schedule: ___ Renewal ___ First Time ___ Lapsed

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

Regular Membership .....$160 ..... $160

Student Membership .....$25 ..... $25

(Student membership requires signature of sponsoring member.)

Emeritus Membership .....$35 ..... $35

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

Institutional Membership .....$160 ..... $160

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

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

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

Total amount $_____

Card No. _____ Expires: ___/___

Card Holder's Name _____

Signature_____
(Please Print)

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DECISION SCIENCES INSTITUTE
J. Mack Robinson College of Business
University Plaza
Georgia State University
Atlanta, GA 30303